

What it looks like in practice

Eight routines teachers described on social media.

ROUTINE, AS TEACHERS DESCRIBE IT	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS
Reveal, tally, reteach the lowest Display the answers. Learners self-mark in green. Hands up per item. Reteach the one or two with the lowest success rate. “display the correct answers on the board, students correct in green pen and then the teacher asks for show of hands to obtain success rate for each question. Select the 1-2 with the lowest success rate” @MikeHarrowell	A count written next to each question. The reteach is chosen from the data, not from who looks unsure.	Sherrington (2023): green-penning is not teaching unless a practice loop follows. This routine spends the time on the reteach. Not a trial of the tally itself.

ROUTINE, AS TEACHERS DESCRIBE IT	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS
Thirty-item self-mark tally Thirty multiple-choice items. Learners mark their own. Hands up on each number. The teacher writes how many got each one wrong. "30 multiple choice questions. Students mark their own. Students put their hands up when I say each question number: I write down next to each question how many got each one wrong." @SecondaryEng	A running tally on the board. The photograph and video in the post are not used here.	A whole-class snapshot is the move William keeps asking for: evidence from everyone, not one volunteer. The EEF metacognition toolkit mean of +8 months is not a trial of a 30-item tally.
Boards up after the reveal Reveal the answers. Learners check and tally. Boards up. The teacher scans for problem areas to reteach. "I reveal the correct answers, students check and tally their score, then show their boards." @SoLInTheWild	Every board visible at once. Short answers only.	Jamie Clark (2 Jul 2026): boards are a snapshot and a participation system. A check that does not change instruction is theatre. Miss Johnston: more than ten words and you cannot scan.

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Hinge, then 80, 40, or the middle One question. If about 80 percent have it, move on. Under 40, reteach. In the middle, unpick the uncertainty. "If 80% have got it move on... less than 40% reteach" @helenrey	A hinge slide. A decision, not a colour. The photographed researchED slide is redrawn elsewhere, not republished.	80 and 40 are a practitioner rule of thumb, not a published cut-off. A geography teacher asked if they were research-backed; the thread did not answer. Clark independently uses about 80 percent as a threshold. No study has tested it.
Live feedback, not a green-pen copy Instant live feedback instead of writing the right answer in green in a book. "Instant live feedback instead of green pen in a book is so much more powerful" @MrNMFL	The model is on the board or under a visualiser. The second attempt is watched, not copied.	Sherrington (2023): the weakest go through the motions and add to the list of things they do not know. Barton (2024): correcting is easy and masks the lack of thinking. Both ask for a second attempt on the same idea.

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Find the error, then fix it Wrong work on task cards. Groups decide if a mistake was made, then correct it and name the common miss. US 6th-grade maths. "Today, we are working in groups and using order of operations to determine if any mistakes were made on task cards! Error analysis is making sure these kids are following GEMDAS and identifying common mistakes." @AlasMath	A "correct it" instruction on the board. The photographed board is redrawn as our own diagram, credited below.	One Texas classroom, not a trial. Closer to monitoring than a thumbs-up, because the learner has to see the error.
"Does everyone understand?" ● objection A nod, a few confident hands, and the lesson moves on. The objection is that this is not a check. "Asking "Does everyone understand?" tells us almost nothing. The pupils who are confident may nod. The same hands may go up. Others remain invisible." @dnleslie	The same hands. Others stay invisible. The recommended replacement in the same thread is boards, a hinge, or a short written task.	William (@dylanwilliam): "self-assessment is both emotionally challenging and cognitively demanding"; start with anonymous peer work. Kruger and Dunning (1999): bottom quartile scored at the 12th percentile and estimated the 62nd.

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Exit ticket as walkthrough theatre ● objection A last-three-minutes slip collected for the walkthrough. Serving teachers call it performative. Leaders in the same window still want the data. "Teachers already know which students understand the material by walking the room, having conversations, and observing student work. Exit tickets often feel performative." @BasedRedWolf	The ticket exists. Instruction does not change. One 4th-grade reply uses mini-whiteboards instead.	Teachers split on whether exit tickets inform teaching or mainly produce evidence for observers. @HawkeyeHouston: last three minutes are recitation. @thsuburbanmommy: tickets for admin, boards for teaching. @MrCamTeach (principal) waits on the ticket data. Not a trial of tickets.

The EEF +8 months figure is the Toolkit mean. These routines are teachers' own accounts, not trial evidence.