

Quality Assurance Marking and feedback

Marking and feedback will be a particular focus of QA2. This part of the process is designed to capture specific evidence about strengths and weaknesses that needs to inform our SEF.

This is a 4 stage process:

- **Identify a sample**
- **Carry out a review and record evidence**
- **Meet with line manager**
- **Feedback to teachers**

Identify a Sample – With the exception of very small optional courses it is unlikely that the marking of all students' work can be checked. You should therefore adopt a sampling process within the following guidelines:

- The sample may be checked by a single person to aid consistency, or by a group with shared discussion.
- Samples should be taken from **every teacher**.
- Samples should be taken from **every course**.
- Samples should be taken from **every class for option courses** (including accelerated groups for Gg/Hi/Tt/MfL).
- Samples should be taken from **every year group for non-optional** courses.
- Samples, within each year/ option class, should sample a **range of abilities** of students (e.g. some band A, some band D, some band B/C).
- Samples should include some students with **SEN** and individual action plans.

Here is a suggestion for organising this process. You can organise the selection of students however you like as long as it meets the sampling criteria.

Complete a sampling grid like the one below (Art example) by listing all years and courses and teachers, then selecting suitable classes for sampling and then within the classes suitable students (report marksheets might help you to select students by ability/ SEN). The students should be the choice of the sampler and not the teacher. The brackets indicate High, Medium, Low ability and SEN.

Course	PS	MF	AC
Year 7 7a1-3, b1-3	B2	B1 B3	A1 Rowan Baxter (LS) Stephen Murphy (MS) Jordan Major (H) A2 A3
Year 8 8a1-3, b1-3	B1 Sharna Mullen (LS) James Copson (M)	A1 A2	A3 B3

	Abigail Stratton (H) B2		
Year 9 9a1-2, b1-2	B1 B2	A1 Connor O'Shea (LS) Liam Presland (M) Dre Williams (H) A2	A2
OCR Nat O1a1-2 O2a1-3	1a1 Georgina Rowlands (H) 2a1 Chloe Fenlon (M)	1a2 James Murphy (LS) 2a2 Jade Smith (HS)	2a3 Adam Evans (MS)
AS 12B	12b Amy Brown (H) Sophie Moreland (L)	12b	
A2 13B	13b	13b Emily Hay (M) Alex Moore (M)	

Record evidence - You should record evidence using the grid appended looking for the evidence stated. Use a different sheet(s) for each teacher so that you can identify individual feedback. It is important that you feedback against these criteria as this is specifically focussed to collect evidence for our SEF and against the SDP. Remember that it is not a problem if the QA process finds something to be lacking, that is the whole point; having found the problem it is then possible to remedy it.

In some instances students' work and its marking may be done electronically, in which case it may be necessary to explain how feedback is presented and used by students. It should be possible to produce evidence electronically. Where evidence is limited this may be supplemented by comments from teachers and verified by interviews with students – this should be clearly indicated within the evidence record.

You should then complete feedback to each teacher and agree the overall strengths and weaknesses within the department, identifying any actions arising from this. You should **NOT** release this until **after** the next stage.

You should make (photo)copies of examples of best practice.

Meet with line manager – You will need to have completed the above by the time you meet with your line manager which will be in QA2 week 2. You should send a copy of your review to your line manager. He/ she will then select 3-5 students from those sampled and you will meet and take your line manager through the marking of those students. In other words you will need to arrange to collect the students' work to be available at that meeting.

The purpose of this is for line managers to see some of the best evidence of marking, understand the variety of styles of marking used across departments and check the consistency of evaluation across departments.

Feedback to teachers - Line managers may suggest some changes to the feedback given to teachers, after which this can be released to them.

QA – Marking and feedback

Teacher:

Student						
Class						
Is the students' target grade present?						
Is work graded using appropriate NC or exam grades?						
Are the $\uparrow\downarrow=$ symbols used?						
Are any other grading systems used (e.g. 7/10)?						
Are the given grades correct?						
Is work graded on a suitably regular basis?						
Are grades accompanied by comments?						
Do comments relate to effort?						
Do comments identify strengths against criteria? (P)						
Do comments identify areas for improvement or links to future work? (IN)						
Are the comments useful to the student?						

Are comments given on a suitably regular basis?						
Do students make any response to comments?						
Are the literacy errors highlighted?						
Are the literacy marking symbols used?						
Is any feedback given relating to the improvement of literacy skills?						

Overall feedback:

Strengths:

Areas for improvement:

QA – Marking and feedback

Department:

Summary of findings:

Strengths:

Areas for development:

Actions: