



One In A Million Free School

Quality Assurance of Teaching, Learning & Assessment

2024/25

All One In A Million Free School Policies have been devised to ensure that:

- OIAMFS core values are at the heart of all we do: compassion, honesty, integrity and excellence
- Students from all backgrounds and all abilities are welcome
- Each student has the opportunity to flourish and achieve or exceed their potential
- We value the individuality of each student within the context of membership of our community
- We are committed to raising educational attainment and improving our students' life chances
- We provide an environment in which all students will be self-aware, self disciplined and confident
- All students will understand how to make a positive contribution to our community
- We support academic, creative and personal achievement through our focus on Sport, the Arts and Enterprise.

Approved by: Full Governing Body; Jane Hobbs, Principal

Last reviewed: September 2024

Next review: September 2025

Quality Assurance of Teaching, Learning and Assessment

Table of Contents

1	Introduction	2
2	Aim and Objectives	2
3	Quality Assurance Team.....	3
4	Learning Walks	3
5	Lesson Observations	3
6	Joint Observations	4
7	Peer Observations	4
8	Supplementary Observations.....	5
9	Quality Assurance Outcomes.....	5
10	Quality Assurance Support	5
11	Modernisation and Standardisation.....	6
12	Work Scrutiny.....	6
13	Faculty/Curriculum Review	7
14	Reporting.....	7

Appendix

A	Learning Walk Form	Page 12
B	Lesson Observation Form	Page 13
C	Lesson Observation Action Plan	Page 15
D	Questions for students	Page 16
E	Prompts for Quality Assurers	Page 18
F	Work Scrutiny Form	Page 20

1 Introduction

The monitoring of teaching, learning and assessment is a key element of the school's Quality Assurance Process.

This procedure takes into account in particular the quality of education, behaviour and attitudes, personal development and leadership and management. It is underpinned by the Ofsted Education Inspection Framework:

<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework>

In addition, this procedure is informed by the Teachers' Standards. These are the professional standards for staff teaching in England. In particular, this procedure takes account of the aspects of the professional standards relating to professional practice, self-evaluation and continuing professional development.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

The school's Quality Assurance Process will also form the part of the basis for collating evidence for Performance Management.

2 Aim and Objectives

The aim of this procedure is to continuously improve the overall quality of teaching, learning and assessment by:

providing a consistent evaluation of the standards of teaching, learning and assessment, covering all aspects of the School's work;

identifying and sharing best practice in a structured manner;

taking action to address areas for improvement (AFI) via systematic support for individuals or groups of staff;

enabling staff to use evaluative feedback from colleagues to improve the quality of teaching, learning, assessment and support;

encouraging staff to be self-critical and reflect on their teaching, learning, assessment and support for students;

ensuring cross-school aspects of: connected curriculum; careers education; PSHE, Fundamental British Values, Literacy, Numeracy and ICT are effectively promoted, integrated and developed within the curriculum;

contributing to and informing the school's self-assessment process;

evaluating the impact of prior CPD and identifying future and/or additional CPD needs;

ensuring all students are making good progress and achieve their targets, or exceed them.

3 Quality Assurance Team

The quality assurance team consists of members of the Senior Leadership Team (SLT), Faculty Leaders and Heads of Department.

External observers may also be involved for Joint Observations/Learning Walks/Drop-ins/Work Scrutiny and/or for objectivity, baselining, moderation purposes and sharing of best practice in observations.

4 Learning Walks

In order to effectively monitor the quality of teaching, learning and assessment in curriculum areas, the quality assurance team will conduct regular (unannounced) Learning Walks throughout the academic year.

Drop-ins will also occur in line with the school's minimum expectations of a member of SLT/Pastoral Team being in, "Every lesson everyday".

Learning Walks and Drop-ins will monitor the progress of staff and serve to further share best practice.

The Learning Walk form (Appendix A) can be used to record details of each Learning Walk. However, the aim of the Learning Walks is to assess WWWs and EBIs of a lesson so simple notes can be taken by the observer.

All staff will have between 2 – 4 Learning Walks over the course of an academic year. All new Teaching Staff to the school will have a Learning Walk in the first Half Term of their appointment.

The Learning Walk may be at beginning of a lesson, midway through or towards the end of the lesson. This ensures a balanced approach to sampling teaching, learning and assessment, lesson starts and endings.

The Learning Walk will last between 10 - 40 minutes.

The teacher should give their Teaching (Yellow) Folder to the observer on his/her arrival for the Learning Walk. There should also be access to a representative sample of students' work which has been assessed and feedback given, for example, exercise books/folders.

The teacher will be given verbal feedback within 48 hours of the Learning Walk. The feedback will be in the form of WWWs and EBIs. A target will be discussed and agreed upon. The information around the target will be divided into what the main focus of the target is (E.g., Behaviour for Learning, Questioning etc), what the target is, how the teacher can complete the target and support that will be offered.

An eMail detailing the agreed WWWs, EBIs and target, will be sent within five working days of the Learning Walk. A copy will be also sent to the Line Manager of the member of staff.

Learning Walks and Drop-ins will also happen during Form Time and PSHE lessons.

5 Lesson Observations

Lesson Observations are undertaken for teaching staff when evidence generated by Drop-Ins, Learning Walks and/or Work Scrutiny generates cause for concern.

Lesson Observations will closely follow the Quality of Education criteria of the Education Inspection Framework.

Observations will take place in line with the Education Inspection Framework guidelines and Inspectors handbook and will be unannounced Lesson Observations.

Observers may arrive at the beginning of a lesson or may join a lesson midway through to observe the ending. This ensures a balanced approach to sampling teaching, learning and assessment, lesson starts and endings.

Observers must observe the lesson for a minimum of 30 minutes.

The observee must give their Teaching (Yellow) Folder to the observer on his/her arrival for the observation. There should also be access to a representative sample of students' work which has been assessed and feedback given, for example, exercise books/folders.

Observers should use the Lesson Observation forms (Appendix B) and Action Plans (Appendix C) to record the observation, including strengths, areas for improvement and actions required.

Observers may take the opportunity to talk to students, either during or at the end of the lesson, about their learning experiences and progress on their course and record their views and the number of students spoken to on the observation form. Suggested student questions are found in Appendix D.

Observers must not actively participate in lessons but may seek information from students and staff to support the observation process.

Prompts for observation are given in Appendix E. Observers can use these as prompts to evaluate the quality of teaching, learning and assessment, focusing their attention during the observation on the students, their learning and their progress. The same prompts can also be used for Learning Walks.

Following Ofsted procedures for key judgements a four-point grading scale is used:

Grade 1 - Outstanding,

Grade 2 - Good,

Grade 3 - Requires Improvement,

Grade 4 - Inadequate

Individual teaching staff will not be graded. Individual lessons will not be graded.

The observee is given verbal feedback within 48 hours of the lesson. The observee is asked to comment with their views of the lesson. These are added to the observation form.

An eMail with the completed observation form and action plan will be sent within five working days of the observation, a copy is sent to the Line Manager of the observee.

6 Joint Observations

To further share best practice, train staff in quality assurance and to add rigour to the judgements the school makes regarding teaching, learning and assessment, joint observations will take place. These will be with members of SLT or external observers.

7 Peer Observations

To share best practice in and across curriculum areas, line managers (with SLT approval) will pair a teacher with a colleague to further share best practise and collaborate on teaching learning and assessment strategies.

Each pair of staff observe each other at least once during the academic year, i.e. a total of two observations per staff pair. A focus for the observations should be established and should link to school improvement or areas for improvement identified in learning walk feedback. Additional peer observations can be arranged if this would be useful. The dates and times for these observations to take place are mutually agreed.

The Lesson Observation form (Appendix B) is used to assess the strengths and AFIs from the lesson. Up to a maximum of two working days after each observation, the staff pair must have a professional discussion

during which they discuss the strengths and areas for improvement for the session and what actions they will take to improve their practice. They should also inform their line manager(s) that the peer observation has taken place and provide them with a copy of the documentation.

Staff act immediately upon the areas for improvement following the peer observation and should keep their own records. Line managers discuss the outcomes of peer observations with staff during performance review meetings and agree any staff development, support and/or actions.

8 Supplementary Observations

Supplementary observation may take place in the circumstances listed below.

To share exceptionally good practice via peer observations, with the agreement of both parties.

Where a lesson has been seen (through Learning Walks or Drop-ins) and significant AFIs have been identified.

Where training needs have been identified through the performance review process which might be assisted by observation.

There is a need to carry out thematic observations, for example the Connected Curriculum, PSHE, in the curriculum.

Where consistent student complaints or adverse student feedback is received.

Where adverse external quality assurer/examiner feedback is received.

Where a particular class has significantly poor progress and/or attainment rate.

Where concern has been expressed in previous observations.

9 Quality Assurance Outcomes

Reflective practice is a cornerstone of the Teachers' Standards.

The purpose of quality assurance is to continuously improve the overall quality of teaching, learning and assessment. To this end, the school supports staff to be reflective practitioners who continuously evaluate and improve their teaching practice to benefit their students.

Feedback following an observation must be constructive, so that it coaches the teacher to reflect on their own practice and identify strengths, areas for improvement and specific actions to improve their practice are outlined in their Targets and/or on the Action Plan, which is effectively monitored and linked to the school's Performance Review Process.

Line managers must support staff to continuously improve their practice by:

using quality assurance evidence to identify strengths and areas for improvement for individuals/groups of staff;

enabling staff to share best practice;

identifying opportunities for continuous professional development for individuals/groups of staff (E.g., through paid membership of The National College and NACE)

mentoring and/or coaching staff (the role of a coach can also be delegated – with SLT approval – to designated school coaches)

monitoring staff performance via BRAG-rated quality assurance reports, action plans, performance review meetings, probationary reviews, and in the course of normal line manager duties;

10 Quality Assurance Support

Following on from a Lesson Observation:

As soon as line managers and observees receive the Lesson Observation and action plan, the line manager meets the observee within five working days to discuss their action plan and agree any further actions, including any staff development and/or support needs.

The line manager agrees with the observee any future meetings needed to monitor progress with the action plan.

Where a lesson is judged to have significant strengths the line manager discusses with the observee how they will be involved in staff development events to disseminate exemplary practice. This is monitored through the action plan outlined and through staff performance reviews.

Where a lesson is judged to have a number of strengths the observee is still expected to take any AFI identified seriously and act on them to improve current practice further. This is monitored through the action plan and through staff performance reviews.

Where a lesson is judged to have some key AFI the line manager assists in supporting the observee in development activity, implementing through the action plan, agreed actions to improve and systematic support. These are evidenced and recorded. Should there not be improvement demonstrated the observee will be performance managed under the school's Performance Management Policy.

Where a lesson is judged to have significant AFI the observee is performance managed immediately under the school's Performance Management Policy.

11 Moderation and Standardisation

The school has a range of standardisation procedures in order to ensure the quality assurance team implement this procedure in a standardised and consistent manner.

The Quality Assurance team meets regularly to undertake, standardisation and group moderation activities.

If during moderation, inconsistencies are noted further measures are taken to standardise the process. These may include:

discussion and comparison of specific feedback, action plans and outcomes by the quality assurance team;

the analysis of profiles across the quality assurance team and from different areas of the school;

the use of training videos and resources to help promote consistency by the quality assurance team;

dual observations which may involve external consultants or independent observers.

12 Work Scrutiny

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

Student engagement with effective feedback will provide the constructive steps for every student to make at least good progress. Feedback will focus on success and improvement needs against learning outcomes and success criteria; enabling students to become reflective learners, helping to close the gap between current and desired progress.

Monitoring of the policy will be done through work scrutiny which will take place each term. Marking, feedback and student engagement will be monitored for whole School consistency and evaluated for impact on students' outcomes.

All details are recorded on the Work Scrutiny form (Appendix G)

13 Faculty/Curriculum Review

Monitoring of a Faculty or subject area will be done by exception, through a Curriculum Review led by the Principal.

A Faculty/Curriculum Review will be scheduled when data indicates significant or sustained progress and attainment in an area; or when data raises concerns around the quality of education and/or leadership and management of a Faculty or curriculum area.

A Faculty/Curriculum Review will normally take place in line with the Education Inspection Framework guidelines. Notification will be given on the day before a review is scheduled to take place.

The review will include:

Scrutiny of Faculty/Curriculum documentation, including; Faculty SEF and Results Analysis, Operational/Action Plans, Individual Action Plans, In Year Tracking and Monitoring of Student Progress and Attainment, Intervention Plans, Schemes of Work, Lesson Observations and Action Plans, Learning Walks, Work Scrutiny and Student reviews.

Interviews with Leaders/Managers Teaching Staff and Teaching Assistants.

Interviews with students from different key stages and cohorts.

Scrutiny of Marking and Feedback.

The Faculty/Curriculum Review Report will summarise strengths and areas for improvement. The Faculty/Curriculum area will produce an action plan in response to this within ten working days of receiving the report.

14 Reporting

The School, Faculty, Department and Subject self-assessment reports, using the descriptors below:

Outstanding	<ul style="list-style-type: none">• Across the School/Faculty/Department/Subject all students make substantial and sustained progress from their starting points.• The proportion of students from different cohorts achieving their qualification is very high and well above national rates or improving rapidly.• Across the School/Faculty/Department/Subject most teaching is outstanding and is never less than consistently good.• Marking and feedback has a notable impact on learning. It is frequent, and of a consistently high quality.• Students regularly act on feedback to improve their learning and progress.
Good	<ul style="list-style-type: none">• Across the School/Faculty/Department/Subject, students make consistently strong progress from their starting points.• The majority of students including those from different cohorts achieve their qualification. Progress and attainment rates are in line with or higher than national rates, or the rate of improvement is increasing rapidly.• Across the School/Faculty/Department/Subject teaching is mainly good, with examples of outstanding.• Marking and feedback has a positive impact on learning. It is frequent, and of a consistently good quality.• Students act on feedback to improve their learning and progress.
Requires Improvement	<ul style="list-style-type: none">• Across the School/Faculty/Department/Subject, students' progress is too slow from their starting points.

<p>Inadequate</p>	<ul style="list-style-type: none"> • Across the School/Faculty/Department/Subject s, students' progress is too slow from their starting points. • There are wide gaps in the progress and attainment of different cohorts and these are not improving. • Across the School/Faculty/Department/Subject and in different provision types teaching is not good. • Marking and feedback has no impact on learning. As a result, students' progress is weak.
	<ul style="list-style-type: none"> • Across the School/Faculty/Department/Subject there is some good teaching and no endemic inadequacies in particular curriculum areas or provision types. • Marking and feedback has limited impact on learning. Its frequency and quality vary across the School/Faculty/Department/Subject. • Students rarely act on feedback to improve their learning and progress.

APPENDIX

Appendix A Learning Walk Form

Observer:	Observee:	Line Manager:	Date:
Subject:	Class:	Year:	Period:

One In A Million Teaching and Learning Non-Negotiables					N/A	Comments
1. PLANNING AND PREPARATION						
1a) Effective seating plan to promote an effective climate for learning						
1b) Updated yellow folders for Data Informed Practice						
2. CLIMATE FOR LEARNING						
2a) Meet and greet students to ensure a purposeful start to the lesson						
2b) Well-rehearsed and effective entrance						
2c) Well-rehearsed and effective dismissal						
2d) Explicit instructions for 100% active engagement						
3. START OF LESSON – THE FIRST 15 MINUTES						
3a) Recall Task that reinforces memory skills and boosts student retention of knowledge						
3b) The Learning Outcome is effective and shared effectively						
3c) Success Criteria is effective and shared effectively						
3d) The Big Picture of the lesson is shared and explained to students						
4. QUALITY OF LEARNING						
4a) All students actively engaged in the lesson						
4b) All opportunities are fully maximised to promote literacy, numeracy & connected curriculum						
4c) Questioning is used effectively						

4d) Assessment for Learning (AfL) strategies						
5. END OF LESSON – THE FINAL 15 MINUTES						
5a) Review Task to assess what students know at the end of the lesson						
5b) Success Criteria is reviewed and learning is consolidated as well as next steps detailed						
5c) Success is celebrated through positive stamps						
5d) Appropriate homework is issued						

Appendix B Lesson Observation Form

Observee:		Observer:		Line Manager:	Date:		
No of Students on Register:	No of Students on time:	No PP:	Big Picture:				
No of Students in session:	No of Students late:	No SEND:					
	No of female students:	No EHCP:					
	No of male students	Key stage:	Time observer in lesson:				
Today, we are learning...							
Success Criteria:							
Best Practice:							Impact:
Planning and Preparation:							
The lesson is clearly planned using Date Informed Practice. Success criteria reflect students' starting points and the demands of the qualification; and drive learning & progress. Resources are carefully matched to learning outcomes and ensure learning is demonstrated by students.							
Climate for Learning:							
Classroom routines are in place and adhered to. Any incidents of inappropriate behaviour are dealt with effectively. Students' data, group profile and seating plan are used effectively to promote behaviour for learning. Students are actively engaged with their learning and are achieving or exceeding their potential.							
Start of the Lesson:							
Focused start immediately engages students in the learning with a Recall Task. The success criteria is shared effectively with students as well as The Big Picture which highlights how this lesson connects with prior and future learning.							
Quality of Learning:							

<p>Strategies and resources engage, motivate, support and challenge all students. All students participate fully and contribute to the session. English, maths, careers, and the connected curriculum are developed when appropriate. Questioning is used effectively to check knowledge and understanding and to drive learning and progress. Gaps in learning are identified, acknowledged and addressed. The success criteria is regularly reviewed, learning/progress is effectively demonstrated and measured. The quality of work produced by students is at least good.</p>					
<p>Date Informed Practice</p> <p>The teacher's Yellow Folder supports and drives the learning. Strategies/resources are personalised and consistently support learning. Students are supported, guided and stretched as appropriate.</p>					
<p>Marking and Feedback:</p> <p>Marking and Feedback is in line with the school's policy. Feedback is constructive and encourages students to improve their work, demonstrating progress over time. High standards/expectations of work are promoted.</p>					
<p>End of the Lesson:</p> <p>The success criteria is revisited and the learning is consolidated, reviewed and assessed. Students can explain and show what they have learnt and how secure this learning is. Success is celebrated. Next steps are signposted to future sessions, learning activities and/or assessments.</p>					
<p>Student Comments: (Number of students =)</p>					

Additional Comments			
Key Strengths:		AFI:	
Observee Comments:		Observer Comments:	
Observee Signature:	Date:	Observer Signature:	Date:

Appendix C Lesson Observation Action Plan

Name of Observee:		Name of Observer:		
Name of Line Manager:		Faculty:		
AFI:	Actions to bring about improvement:	Staff/Lead responsibility:	Timescale:	Monitoring and evaluation – evidence and Impact:

Appendix D Questions for students

The following list represents questions observers may ask students:

About the lesson/subject:

1. How typical is this lesson? What type of activities do you usually do?
2. What have you learnt today that you have not done before?
3. Do you understand how this lesson fits with prior/future learning?
4. How well have you been able to follow the content of the lesson? Is the work challenging but achievable?
5. What does the teacher do to support you with your learning?
6. Do you get help/support from anyone else in class? How does this help your learning?
7. Is behaviour usually like this? Are rewards/sanctions fair?
8. If an option, why did you choose to do this course?
9. Are you learning what you set out to do?
10. What access do you have to homework to support your progress?
11. Do you feel comfortable asking questions in class?
12. Does the teaching in this subject provide a variety of activities?
13. How is the Connected Curriculum promoted in your classes?
14. Do you understand Fundamental British Values and how you can contribute to being a good citizen?
15. How do you use your learning outside of the class?
16. What links are made during sessions to employment and the workplace?
17. What information, advice and guidance have you been given (about this course and progression opportunities)? When was IAG given? Who provided IAG?
18. How are Literacy, Numeracy and ICT promoted in the sessions – does this help you to prepare for your assessments and exams?

About assessment and progress:

19. Do you feel that you are learning and making good progress in your studies?

20. How does the teacher check that you understand the content of the lesson?

21. Have you had any work marked so far? If so, was the feedback useful and did it tell you what you need to do to improve? Have you acted on this feedback?

22. Have you been set personal learning goals? If so, can you give an example?

23. How do you catch up with work you miss when you are absent from school?

24. What happens if you are late?

Appendix E Prompts for Quality Assurers

PLANNING

- Lesson starts and ends on time
- Success criteria is clearly communicated to students, link the session to prior and future learning (Big Picture), and students' starting points (Yellow Folders)
- Range of learning activities, linked to the success criteria and suitable for the group and individual students
- The Connected Curriculum, Literacy, Numeracy, ICT, careers education, Fundamental British Values and PSHE (where appropriate) are integrated and developed within the lesson, where appropriate
- Appropriate high quality learning resources
- Additional staff are fully briefed so that they can plan effectively to support students
- Wall displays are stimulating, current and appropriate

LEARNING

All students demonstrate that they:

- are punctual and ready to learn
- understand the success criteria and how they link to prior/future learning (Big Picture)
- have a high level of engagement and interest
- are inspired to engage in a range of learning activities
- are motivated and apply effort to succeed in their learning
- respond well to high expectations set by staff
- are confident and resilient when participating in activities that stretch and challenge them
- are developing independent learning skills
- are acquiring up to date and relevant skills to their course of study
- understand what they need to do to improve their knowledge and skills
- know how to use feedback to improve their work
- can use learning materials including specialist equipment and ICT effectively and safely
- understand the relevance of developing Literacy, Numeracy and ICT skills to achieve their learning goals and life ambitions
- understands the relevance of the connected curriculum
- are developing social, personal and employability skills
- respect the principles of equality and diversity
- feel safe within their learning environment

TEACHING

Teaching staff demonstrate that they:

- generate high levels of enthusiasm to ensure all students participate in learning
- have high expectations of all students
- are developing the skills and knowledge of students from a variety of backgrounds
- manage students' behaviour skilfully
- use subject knowledge/practical skills appropriately to inform learning
- use coaching skills to guide students' learning and develop independent learning
- use challenging tasks to recap on prior skills, knowledge and understanding
- use an appropriate range of learning activities and strategies to meet the learning needs of individuals and groups of students
- use an appropriate range of effective, creative and high-quality resources to promote and support learning
- use an appropriate range of teaching practices and technologies including, where appropriate
- use differentiation effectively to meet the needs of individuals and groups of students
- inspire and motivate all students to succeed in challenging activities
- use time and pace effectively to promote learning
- develop the Connected Curriculum, Literacy, Numeracy and ICT, making them relevant to students' learning and lives
- promote and integrate equality and diversity fully into their teaching
- work with and direct the work of additional staff to ensure students are supported effectively
- insist upon all students and staff using positive behaviour for learning practices at all times
- care for, guide and support students to achieve their learning goals
- monitor attendance and punctuality effectively, tackling poor attendance and punctuality promptly and appropriately

ASSESSMENT FOR LEARNING

Teaching staff demonstrate that they:

- use a variety of relevant methods to assess students' learning throughout the lesson
- respond appropriately following their assessment of students' learning
- re-visit the success criteria during the sessions to assess how much learning is being made
- plan for timely assessment
- track assessment effectively
- set assessment activities that are relevant to the learning outcomes / the subject / the course / qualification
- set assessment activities that build on previous learning, reflect students' starting points and promote extended learning for all students
- provide feedback which indicates clearly what students have done well and how they can improve further
- build time in to sessions for students to engage with feedback to improve their learning and progress
- track and monitor students' work to ensure they are using the teacher feedback to improve their work and demonstrate progress.

PROGRESS

All students demonstrate that they:

- are making consistent and sustained progress on their course relative to their starting points and potential
- are improving in terms of increased knowledge, understanding and skills
- are motivated to succeed in their learning and achieve industry standard qualifications
- are reaching their targets and attaining their learning goals
- are making good progress during the lesson
- understand their own progress towards their learning goals and what they need to do to improve
- are developing a broad range of skills relevant to progression such as communication, teamwork, leadership, taking responsibility, self-evaluation, independent thinking, problem solving and employability skills

Teaching staff demonstrate that they use their Yellow Folders effectively by:

- plan effectively to ensure that each student is able to make at least good progress
- monitor students' learning and progress on their course to ensure they make good progress

Appendix F Work Scrutiny Form

Teacher:		Student 1:	
Subject:		Student 2:	
Faculty:		Student 3:	
Date:		Student 4:	

Criteria judgement		Please BRAG-rate the areas below for each student and give an overall				1	2	3	4	Overall
Regularity	<p>Blue: marking and written feedback has a notable impact on learning. It is frequent* and of a consistently high quality</p> <p>Green: marking and feedback has an impact on learning. It is frequent* and of a consistently good quality</p> <p>Amber: marking and feedback has limited impact on learning. Its frequency* varies</p> <p>Red: marking and feedback has no impact on learning</p>									
Success	<p>Blue: marking and feedback identifies specific areas of success which are linked to learning outcomes and is personalised</p> <p>Green: marking and feedback identifies some areas of success which are linked to learning outcomes and is personalised</p> <p>Amber: marking and feedback identifies generic areas of success. Some links to learning outcomes are made</p> <p>Red: areas of success are not identified</p>									
Targets	<p>Blue: are set and clearly guide students to improve their work in line with their potential/target grade</p> <p>Green: are set and guide students to improve their work and make progress</p> <p>Amber: are set and offer general guidance to students to improve their work and make progress</p>									

	Red: targets are not set					
Engagement	Blue: Students regularly** and effectively act on feedback to improve their learning and progress Green: Students act on feedback to improve their learning and progress Amber: Students rarely act on feedback to improve their learning and progress Red: marking and feedback has no impact on learning					
Progress	Blue: there is evidence of impact on learning resulting in rapid and sustained progress over time Green: there is evidence of impact on learning resulting in students making better than expected progress over time Amber: there is little evidence of impact on learning resulting in limited progress over time Red: there is little/no evidence of impact on learning/progress over time					
Criteria judgement	Please note Yes (Y) or No (N) for the areas below for each student and give an overall	1	2	3	4	Overall
Literacy/Numeracy	Marking and feedback identifies errors proportionately and supports students in making corrections. There is evidence that mistakes occur less frequently over time.					
Presentation	Tutor encourages students to take pride in their work and addresses issues relating to the clarity of communication where appropriate.					

*Frequency of written feedback is determined by Faculty/Curriculum Marking and Feedback Policy

**Regularly – as outlined in the Faculty/Curriculum Marking and Feedback Policy

Strengths:	AFI:
Evaluation Completed By:	Overall RAG Rating:

Blue	Marking/feedback/engagement consistently drives high levels of learning and progress. Students are on track to achieve or exceed their potential/target grade
Green	Marking/feedback/engagement consistently drives learning and progress. Students are on track to achieve their potential/target grade
Amber	Marking/feedback/engagement are inconsistent and do not always secure learning or drive improvement
Red	Marking/feedback/engagement are inconsistent.

	Faculty/Curriculum Policy is not being followed there are significant areas for improvement
--	---