



Beaumont College

Sampling Products of Assessment and Feedback Given to Learners Policy (Appendix 2 of the Quality Assurance Policy and Procedure)

Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Julia Park September 2024
Delegated Reviewer	Julia Park 24 02 25
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Introduction:

Sampling the products of learning students complete and the analysis of the feedback assessors provide to them takes place throughout the full academic year. It is a key component in the college 's suite of processes that inform the overall improvement for both teacher and student performance and progress.

Related Policies:

- Assessment Policy
- Curriculum Strategy
- Learner Voice Strategy
- PSHE and SRE Policy and Procedure
- Quality Assurance Policy and Procedure

Products of Learning and Feedback Given to Learners Sampling

The process provides a huge amount of information about:

- The quality and depth of the curriculum

- Any variations in the delivery of the curriculum
- Whether the curriculum is well -sequenced and provides a depth of knowledge that enables students to build up a coherent and deeper understanding of the subject/ skill over time
- Whether the curriculum is ambitious

The intention of this cycle is to:

- Monitor the impact that assessor assessment, feedback and, for some accredited courses, the impact marking has on student progress and learning over time
- Form an overview of quality of teaching over time, and to establish good practice and areas for development within subjects, pathways and college locations
- To use an evidence-based approach to support teacher development and curriculum development with all teachers across all subjects, pathways and locations
- To ensure all learning activity and the assessor feedback provided to students enables them to progress over time from their learning starting points
- To ensure all students have equal access to high quality assessor feedback, that is made meaningful to them, and is delivered through a series of standardised subjects and feedback strategies and equitably implemented across all college locations

Implementing a cycle of sampling is valuable quality assurance process central to our continuous review of the quality of education delivered across all assessors, in all subjects at all locations.

Sampling

The annual sample covers all assessors, in all subjects across all locations.

Each sample includes a mix of gender, age/ year group, pathway group, prior and current attainment, ethnic group and college location.

Sampling is taken from RAPRA, accredited and work-based learning.

Each sample taken is 10% of the cohort accessing the session.

This cycle can also include deep dives into focus areas. Where this approach is used the focus is applied across all locations to establish a 'golden thread' of comparison and contribute to a whole college approach to quality improvement.

The cycle could focus on a pathway, location or teacher where there might be concerns.

Key activity focus areas for sampling include:

- Analysing how prior learning is used to assess learners starting points during baseline
- Analysing the learning planned over time over time and evaluating how previous learning informs assessors' future planning
- Analysing the breadth and depth of the coverage of learning to establish if a learner can transfer skills across the curriculum
- Analysing achievement levels to establish if these are expected for the level of learner, year group or point in year
- Analysing if there is a climate of valuing finished outcomes and celebrating student successes
- Analysing the consistency and types of assessor feedback provided to learners and evaluating the impact of this on individual progress and learning achievements

- Analysing the level at which feedback is provided to learners and assessing the efficacy of this on learners' understanding of their own learning

Definitions

Learning - a change in long- term memory; commitment to deeper learning

Progress -remembering and knowing more

Sampling team

The team consists of the Assistant Principal (Curriculum) as lead, Technology and Quality Manager, Head of Education, Pathway Coordinators and Lead Tutors.

The annual tracking of products of assessment is planned for and monitored via an electronic system stored in Teams Education Quality Assurance section.

Notification of sampling

Assessors in scope for sampling are notified one week in advance of the sample being scheduled to take place.

Gathering evidence of products of assessment

As part of the sampling procedure, assessors are required to provide physical evidence of learner products of work and of assessor feedback given against this.

Evidence is stored in Teams files in Education Quality Assurance section.

Analysing the sample – key questions:

- Are there physical pieces of evidence of learner work/ products of assessment in place to sample?
- Has the assessor put in place measures to help learners know exactly what they need to achieve and by when?
- Is there evidence of the assessor providing feedback to learners against their product of assessment?
- Does the assessor provide feedback in a format/ method that is appropriate to the literacy level of the individual learner?
- Does assessor feedback celebrate successes?
- Does assessor feedback include action planning to support next learning steps?
- Does assessor feedback show examples of marking/ correcting literacy and numeracy mistakes that support the development of functional skills?

Feedback to Assessors

After taking each sample, a feedback and action plan document is completed by the sampler and is shared with the assessor.

Feedback can be sent electronically but sessions/assessors/subjects that are found to be higher risk and 'inadequate' in providing feedback to learner's assessors and/ or subject managers will receive face to face feedback during a meeting with the sampling manager.

Feedback to Pathway and Location leads

Key findings from the sampling of products of assessment and the feedback provided to learners is summarised and shared weekly with curriculum leads via the education managers meeting.

Feedback to College Senior Leadership Team/ Salutem Curriculum Strategy Group/ Governance

Key findings and summary information are presented in data sets that allow CSLT and Salutem Governance to monitor and provide challenge through Curriculum Strategy meetings, college senior leadership meetings and college Governance meetings.

Quality Improvement and self-assessment

Key findings are used to inform quality improvements through the self- assessment process.

Version Control:

Version Number	Date	Status	Changes
V1.0	24 02 25	Final	

