

# **Remote marking of high-stakes examinations: leadership, challenges and strategies**

Conference Abstract

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## **Abstract**

The marking of high-stakes examinations has shifted over time such that activities and meetings are increasingly carried out remotely. This remote context provides various practical benefits, but it remains fundamental to ensure that students' work is marked to a high standard often within fairly tight deadlines. This qualitative study focused upon the marking of high-stakes examinations taken by secondary school students in England. Marking is carried out by a group of markers, led by a team leader, and this research investigated the qualities and behaviours that are perceived to be important for leadership in this context. Any potential challenges that take place when marking within a remote context were explored, alongside the strategies used to overcome them.

17 semi-structured in-depth interviews were conducted with assessment specialists and markers, who represented a wide range of different subject areas. A key finding applicable to all subjects was that leadership was focused around the shared goal of achieving fairness to students. Successful leaders were perceived to create a positive team culture and facilitate high quality marking through various strategies despite the lack of face-to-face interaction. The findings facilitate a nuanced understanding of the leadership of marking processes in a remote marking context.