



Maria Fidelis
Catholic School FCJ

Reviewing Pupils' Work Policy	
Committee	Curriculum
Author	Samia Masud / Clive Coombes
Ratified By Governing Body	30 th September 2024
Frequency of Review	2 years
Next review Date	Autumn 2026

The FCJ Schools' Vision

Our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

Reviewing Pupils' Work Policy

Vision Statement

The vision for Maria Fidelis is to create an inclusive school equipped for the 21st Century which will enable all young people to maximise their potential in order that they leave school as educated, confident and courageous people, prepared to challenge injustice and care enough to 'live life to the full'.

Aims and Principles

- To provide all pupils with timely and meaningful feedback on their work and encourage them to engage with this;
- To involve pupils in, and encourage them to take responsibility for, their continued improvement and progress and pride in their work;
- Assist
 - pupils in improving their learning by providing specific information on how to improve and make progress,
 - teachers in planning future learning objectives and targets;
 - the school in its strategic planning and future performance.
- To ensure that the review and feedback of pupils' work contributes to a sustainable workload for teachers as part of a reasonable work/life balance.

Roles and Responsibilities

Leadership team members are responsible for

- The monitoring and review of this policy, including its impact on teacher workload;
- Arranging and leading on work scrutiny to facilitate the monitoring of the impact of this policy.

Head of Faculty / Subject Leaders are responsible for

- Ensuring that their staff are reviewing and feeding back on pupils' work in accordance with this policy;
- Providing support and training where necessary to ensure that their staff understand how to implement this policy.

Teachers are responsible for

- Reviewing and feeding back on pupils' work in accordance with this policy;
- Ensuring pupils improve their work in response to feedback, thus making progress.

Learning support assistants are responsible for

- Assisting teaching staff in reviewing and feeding back on pupils' work in accordance with this policy;
- Taking responsibility for reviewing and feeding back directly to certain pupils where appropriate;
- Supporting teachers in ensuring pupils act on the feedback to improve their work.

Pupils are responsible for

- Taking an active part in their learning, completing work set and responding as appropriate to feedback.

Marking

Class notes: It is not expected that notes taken in class, work completed in class which has already been seen by the teacher, or work used as part of a peer assessment activity is marked. It should be routinely read by the teacher to

- Assess pupils' progress in the lesson and inform future planning;
- Check for completion and presentation so pupils can be referred to 'catch up' after school if necessary.

Frequency: it is expected that work is formally marked as below

- At KS3, 'deep' marking with action/s for improvement identified by school sticker in pupils' books twice a half-term for Core subjects (English, Maths, Science, RE); once a half-term for non-core subjects; twice a half-term for all subjects at KS4;
- Homework to be set weekly for core subjects and fortnightly for non-core subjects;
- Homework to be acknowledged and marked with either an effort score, test score or written feedback.

Feedback: it is expected that where written feedback is provided, it will

- Relate directly to the work which has, or should have taken place;
- Identify strengths linked to the assessment criteria;
- Make clear what the pupil needs to do in order to progress in their learning;
- Be phrased so that the pupil is clear about how to respond.

The lesson in which the work is returned to the pupils should be planned so that there is sufficient time for the pupils to respond to the feedback.

It is recognised that there are a number of methods by which pupils' work can be reviewed and fed back to pupils. The following list is not exhaustive and serves as exemplar of effective feedback as identified from our best practice:

- Sharing of mark schemes: identifying different AOs, annotating the markscheme, sharing examiner comments including misconceptions;
- Sharing grade boundaries;
- Sharing or producing exemplar answers together in the class,
- Use of the visualiser to share a range of responses;
- Feedback or tracking sheets to be completed by pupils, identifying marks, topics and action points;
- Encouraging pupils to review their actions before the work was completed, e.g., did they plan their work? Did they check how many marks were available?
- Reminding pupils of key vocabulary;
- Attempting further similar, or more challenging, examples of the work which has been reviewed;
- Rewriting or reattempting a section of work, taking on board the comments made;
- Correcting mistakes in content, spelling, punctuation or grammar; or misconceptions in understanding, application or evaluation;
- A discussion with another pupil, or pupils, as to how the work could be improved;
- Allowing time over the next block of teaching to revisit misconceptions.