

### **Marking and feedback policy: Media Studies KS4 and KS5**

For students in Media studies to reach their potential it is essential students know what good performance looks like and providing feedback that moves learners forward and allows them to become self-regulated learners. Empowering students to take ownership of their learning and build upon what has been taught, to ensure it has been learnt, will require students to strive for excellence. Students will need to know what this looks like through quality feedback given to them on which they can act and ensure content learnt stays in the long-term memory. This will be done in a number of ways which are outlined below. The EEF states “Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons”.

Marking in Media Studies will be completed mainly through electronic submission in Microsoft Teams via private channels and assignments or through the use of student books. Marking will take place after every topic test and every piece of work which is asked to be submitted via the Assignments channel. Students who prefer to use books will also be marked on the same pieces of work just hand written not electronic. Individual feedback will be on a basis of the type of activities which benefit more such as; practical lessons on software skills. Private channels will have their folders of work so any piece of work can be accessed at home or in school.

Feedback strategies you will see in Media Studies will follow Trinity High Schools Assessment theory embedded in the Year of teaching and learning, which builds on influences from Rosenshines’ principles, effective feedback based on Dylan William and guidance reports from the EEF. Please see below how Media will incorporate these:

- Lesson by lesson the Media Studies Department will use retrieval practice in some part of the lesson which will be self -assessed or peer assessed with instant feedback.
- 1-2 Weekly review will contain consolidation tasks students have done in their own time outside of the lesson and be given back as either written or verbal feedback.
- Half termly review consists of summative assessment tasks which assesses how much the student has learnt in the most recent Media Product/topic we have studied or studied previously; this will be given as green slip feedback or whole class feedback with a 5R focus.

#### **Media Studies feedback strategies explained:**

- Verbal Feedback - this is an important assessment tool in Media as student’s different contexts often offer different perspectives on the pieces they analyse. Giving students verbal feedback often sparks conversations which lead in to discussion. This also allows students to self-regulate where their areas of development are but also to talk through different perspectives, they may not have thought about.
- Written individual feedback for class work/consolidation and summative assessments attached to assignments in TEAMS using the Trinity Green Slip incorporating 5R’s. The 5R focus is a tool used to change the students’ capacity to produce better work, not just to improve their work, depending on the content and skill being used will depend on the % focus. In Media studies we want to move from guided to independent practice and self-regulation. This should lead us to students who become effective learners can link their work to the mastery statements or success criteria for that piece of work and create their own self-correcting feedback narrative which is a continuous cycle. Each of the 5 R focus will be used in Media at some point through the course, this personalises the focus dependant on the topic being fed back.
- Whole Class Feedback template, the main source of feedback for assessments, if feedback doesn’t change the student, then it does not hold much use so after the lesson and the next time we produce similar work, In Media we look to being attentive to what we covered in the lesson, especially surrounding the ‘what excellence looks like’. We want to see how many in the class are now working if not at, then at least closer to, the aspects of excellence we explored in the lesson through the whole class feedback template. This will also feed into future and subsequent lessons, so we return to these ideas, with further opportunities for modelling and practice. I’ll also make a note of the feedback for

the next essay and look for any patterns of misconception with specific students for which it might be best and easiest to intervene. Whole class feedback becomes part of an iterative cycle: feeding into and out of the lessons we are teaching in Media, and the work the students are doing. It is diagnostic and forward looking, for both me and my students. To meet individual needs the whole class feedback will ensure R focus documented will have 2 options and verbal feedback whilst this is being implemented. A strength to using Whole Class Feedback is highlighting to all student's what excellence looks like and ensuring all students are proved with high quality feedback to aim for the highest grades, verbal feedback can then be given as students are competing tasks to ensure the feedback is adapted to each need.

### Green Slip Example



➤ Whole Class Feedback. Example below:

Media, Year 10 Whole Class Feedback – Lego Ad Assessment									
<p><b>Assessment Question:</b> Analyse how the film poster represents people and places through the media language. [10 Marks]</p> <p><b>What went well?</b></p> <ul style="list-style-type: none"> <li>Most students wrote three clear paragraphs</li> <li>Paragraphs were related to Media Representation points along with explanations of media Language</li> <li>Most students explained both people and places</li> <li>Analyse command verb -to break apart was used consistently by all.</li> </ul>									
<p><b>SPAG (Spelling, Punctuation, and Grammar)</b> Remember to check work before submitting to ensure no errors.</p> <table border="1"> <tr> <td>Mis-spelling</td> <td>Protagonist</td> <td>Stereotypes</td> <td>Counter-stereotypes</td> <td>Intertextuality</td> </tr> </table> <p>We all make mistakes especially when writing/typing quick.</p>					Mis-spelling	Protagonist	Stereotypes	Counter-stereotypes	Intertextuality
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<p><b>Misconceptions</b> Read these clarifications, tick off when you feel confident you understand how they are used in the poster.</p> <p>Representation points that should have been discussed are:</p> <table border="1"> <tr> <td>Age</td> <td>Gender</td> <td>Ethnicity</td> <td>Urban City</td> </tr> </table>					Age	Gender	Ethnicity	Urban City	
Age	Gender	Ethnicity	Urban City						
<p><b>Literacy Box – Media Language</b></p> <table border="1"> <tr> <td> <p><b>Formal/Code</b> Formal: Not talking/ Saying / looking/ facial expression, Book language/ formal/ proper</p> </td> <td> <p><b>Written/Code</b> Mean: The / Tone of Language / register / topic / form / tone / language / style / context</p> </td> <td> <p><b>Informal/Code</b> Casual: Slang / Slang / Slang / Slang / Slang / Slang</p> </td> </tr> </table>					<p><b>Formal/Code</b> Formal: Not talking/ Saying / looking/ facial expression, Book language/ formal/ proper</p>	<p><b>Written/Code</b> Mean: The / Tone of Language / register / topic / form / tone / language / style / context</p>	<p><b>Informal/Code</b> Casual: Slang / Slang / Slang / Slang / Slang / Slang</p>		
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<p><b>Target Practice</b> In our answers these are the targets to ensure we used supporting evidence from poster in order to come to strong conclusions.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Analyse how the film poster represents people and places through the media language.</p> </div>									
<p><b>Improve work</b></p> <p><b>R Focus:</b></p> <table border="1"> <tr> <td>R1</td> <td>R2</td> <td>R3</td> <td>R4</td> <td>R5</td> </tr> </table> <p>Choose one of the tasks and complete this in a different colour font. Tick your chosen task.</p>					R1	R2	R3	R4	R5
R1	R2	R3	R4	R5					
<p>➤ Re-write one Representation point using higher ended Media /language terminology</p> <p>➤ Write/rewrite a strong conclusion</p> <p>➤ Add another Representation point not mentioned with Media Language to back it up.</p> <p>➤ Challenge: How have the producers of the Lego /movie Poster represented social groups? What impact could this have for the Film Industry?</p>									