

## Translating the subject: GCSE and A Level Photography

### What will you see in Photography Lessons?

- Critical thinking, understanding and analysis
- Imagination, investigation, rigour
- Creative making, experimenting and exploring of ideas
- Reflection, refinement, selection
- Insightful recording of progress
- Creative problem solving
- Personal responses, outcomes and visual resolutions
- Reference to the four underpinning assessment objectives: AO1 Critical understanding, AO2 Creative making, AO3 Reflective recording and AO4 Personal presentation
- Practical work including using the studio, camera equipment and editing software
- Analytical and reflective work using the computer suite
- Presentation work in the form of sketchbook and outcome mounting
- Independent learning and self-assessment
- A range of digital and alternative medias
- Discussion, critique, suggestion

### What formative assessment will you see in Photography?

- Retrieval practices used to review and underpin key threshold concepts in the subject (see department folder of retrieval resources)
- Student checklists and self-assessment
- Verbal feedback from teacher walk-rounds
- Peer assessment
- Exemplar displays to check progress
- Assessment criteria displays
- Student friendly assessment matrix

### What will you see in pupils' Photography portfolios?

- A holistic, sustained investigation into a thematic project
- Clearly presented sources of inspiration
- Personal descriptions, analyses and evaluation of influences
- Technical, creative and cognitive skill exploration and refinement
- Evidence of the 4 assessment objectives, integrally woven into a clear portfolio of work

#### You will not see:

- Written feedback or marking directly on to student work (this is against the examination board rules)
- Explicit labelling of AO evidence (portfolios should be holistically presented, not presented as discreet units of study)
- MEG / TAG information (all assessment data and feedback is shared with students on Teams and through the subject trackers)
- One-size-fits-all; Learners are encouraged to present their work to show personal and meaningful development, suited to their intentions as a photographer (some may use sketchbooks, some digital portfolios, some websites)

### What is the department currently reading and discussing, and why?

#### **What we are currently reading**

- <https://www.photopedagogy.com/>
- Ways of Seeing, John Berger
- On Photography, Susan Sontag

#### **Why?**

- Photopedagogy is a brilliant subject specific resource created by educators, for educators. Focusing on 'threshold concepts' it aims to support innovative educational practices within the discipline. The department is currently developing its rationale to implement threshold concepts of a similar nature.
- 2 significant, critical texts on fine art, aesthetics and the development of lens-based media offer tremendous insight into higher order thinking within the subject. The department aims to raise achievement at A Level and KS4 by introducing learners to some of these essential ideas. Both texts are typically studied at F.E. but can inform H.E and KS4 SoW's to reflect advanced critical understanding and prepare students for successful career and F.E pathways.

