



SWA FILM STUDIES FEEDBACK EXPECTATIONS

KS3 (Filmedia)	KS4 – GCSE FILM STUDIES	KS5 – A LEVEL FILM STUDIES
<p>Verbal: Students receive ongoing feedback throughout lessons, in the form of questioning, to further develop student responses and/or address misconceptions. Students also receive verbal feedback when undertaking practical tasks, to further develop their creative skills.</p>	<p>Verbal: Students receive ongoing feedback throughout lessons, in the form of questioning, to further develop student responses and/or address misconceptions. Students also receive verbal feedback when undertaking practical tasks, to further develop their creative skills.</p>	<p>Verbal: Students receive ongoing feedback throughout lessons, in the form of questioning, to further develop student responses and/or address misconceptions. Feedback is used by students to implement the extra detail or area of improvement needed in the lesson. Students also receive verbal feedback when undertaking practical tasks, to further develop their creative skills.</p>
<p>Formative Assessment: Homework activities, such as retrieval quizzes, are self-marked on Google Classroom. Homework is set once per half term. Whole class feedback will be given and misconceptions addressed by teacher after each homework.</p>	<p>Formative Assessment: Homework activities, such as retrieval quizzes, are peer and self-marked in 'Flashback' starters. Whole class feedback is used to address any misconceptions and students use green pen to correct / improve their work. Homework is set once per cycle.</p>	<p>Lesson Notes, Prep Work and Homework: A-Level students use folders for lesson notes. These folders are checked by teachers at the end of each topic (for accuracy, organisation and standards). Homework is checked, and a range of feedback methods adopted depending on the task. Students are set prep work by each of their teachers (Looking Ahead, Looking Back) as a way of preparing future lessons and revising past content. This is a rolling document and set on Google classroom.</p>
<p>Summative Assessment: When students have completed their assessments, they receive individual feedback via a coding system. These codes correspond to a written feedback statement on the board ensuring each student has WWW/EBI feedback. Students highlight where peer feedback coding has taken place in the margin of their books and respond in green pen. If teacher coding has taken place, this is completed in red pen. This occurs once a term. Teachers check improvements and re-written answers to ensure misconceptions have been addressed. This occurs once per half term.</p>	<p>Summative Assessment: Students receive summative feedback for each Film studied. Students undertake 3 assessments and receive written feedback on each of these. Teachers formally mark students' summative assessments in red pen. Students receive an individual WWW and EBI – with the EBI focused on extending and deepening their understanding through questioning. Students MRI in green pen during improvement time. Teachers check improvements and re-written answers to ensure misconceptions have been addressed.</p>	<p>Summative Assessment: Students receive summative feedback for each A-Level film studied. Students undertake approximately 3 assessments per SOW. Teachers formally mark students' summative assessments in red pen/ red font. Students receive an individual WWW and EBI – with the EBI focused on extending and deepening their understanding through questioning. Students MRI in green pen/ green font during improvement time. Teachers check improvements and re-written answers to ensure misconceptions have been addressed.</p>



SWA BTEC MEDIA FEEDBACK EXPECTATIONS

KEY STAGE 3 (Filmedia)	KS4 – L1/2 TECH AWARD IN CREATIVE MEDIA PRODUCTION	KS5 – L3 EXTENDED CERTIFICATE IN CREATIVE MEDIA PRODUCTION
<p>Verbal: Students receive ongoing feedback throughout lessons, in the form of questioning, to further develop student responses and/or address misconceptions. Students also receive verbal feedback when undertaking practical tasks, to further develop their creative skills.</p>	<p>Verbal: Students receive ongoing feedback throughout lessons, in the form of questioning, to further develop student responses and/or address misconceptions. Students also receive verbal feedback when undertaking practical tasks, to further develop their creative skills. Students are expected to respond to verbal feedback with immediate effect.</p>	<p>Verbal: Students receive ongoing feedback throughout lessons, in the form of questioning, to further develop student responses and/or address misconceptions. Feedback is used by students to implement the extra detail or area of improvement needed in the lesson. Students also receive verbal feedback when undertaking practical tasks, to further develop their creative skills.</p>
<p>Formative Assessment: Homework activities, such as retrieval quizzes, are self-marked on Google Classroom. Homework is set once per half term. Whole class feedback will be given and misconceptions addressed by teacher after each homework.</p>	<p>Formative Assessment: Homework activities are provided for students mostly as prep work, to aid them with the completion of their coursework. This work is checked for completion by the teacher and any misconceptions addressed. Students are expected to respond to this feedback in green pen, to allow them to make improvements to their work before the official hand in.</p>	<p>Lesson Notes, Prep Work and Homework: L3 BTEC students use folders for lesson notes. These folders are checked by teachers (for accuracy, organisation and standards). Homework is checked, and a range of feedback methods adopted depending on the task. Students are set prep work by each of their teachers as a way of preparing future lessons and revising past content.</p>
<p>Summative Assessment: When students have completed their assessments, they receive feedback using codes (WWW/EBI) These codes correspond to a written feedback statement on the board. This enables students to receive clear feedback with focused EBI activities. Students highlight where peer feedback coding has taken place in the margin of their books and respond in green pen. If teacher coding has taken place, this is completed in red pen. This occurs once a term. Teachers check improvements and re-written answers to ensure misconceptions have been addressed, once per half term.</p>	<p>Summative Assessment: Students receive summative feedback on 5 internally assessed pieces of work, for component 1 and 2. Feedback is provided using Pearson’s assessment sheet, identifying the criteria that they have met with their first submission. Students will then be given MRI time in line with Pearson’s assessment policy that allows students 15 days to complete a resubmission.</p>	<p>Summative Assessment: Students receive summative feedback on internally assessed pieces of work, for unit 4 and 10. Feedback is provided using Pearson’s assessment sheet, identifying the criteria that they have met with their first submission. Students will then be given MRI time in line with Pearson’s assessment policy that allows students 15 days to complete a resubmission.</p>