

Southend High School for Girls



Assessment Policy for Media Studies

Our assessment policy and procedures are underpinned by three key questions :

1. Where is the learning going?
 2. Where is the learner now?
 3. How does the learner get there?
- (Dylan Wiliam)

Our students should be able to answer these two questions:

1. What am I doing well in the subject?
2. What do I need to do to improve my work in the subject?

At SHSG we see assessment, in all its forms, as an integral part of teaching and learning and as such it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment at Southend High School for Girls:

1. Diagnostic assessment – assessment used to determine what students already know (usually at the start of a lesson / unit)
2. Formative assessment (responsive teaching) – assessment used during the learning process to provide feedback and encourage students to act upon it to make improvements
3. Summative assessment (in-school summative assessment and nationally standardised summative assessment) – used at the end of the learning process as a measure of where students are in their learning.

KS4

By the end of Key stage 4 Media Studies students should be able to:

- Analyse media products using specific terminology.
- Apply the theories of Hall, Mulvey, Jenkins, Barthes, Propp and Todorov.
- Be aware of the theories of Goodwin and Dyer.
- Understand how the media is regulated and produced.
- Use their knowledge and understanding to produce media products for a specific target audience using desk top publishing software.
- Be confident in explaining their creative decisions and justifying them using theory and media specific terminology.

KS5

By the end of KS5 Media Studies students should be able to;

- Understand how the media creates messages and how it has evolved. They will be able to utilise this understanding and use it when creating their own productions.
- Analyse media products using specific terminology.
- Understand and apply the 18 theories set by the examination board OCR. [Link here](#)
- Understand how the media is owned, regulated, produced and consumed in the UK and globally.
- Use their knowledge and understanding to produce media products for a specific target audience using desk top publishing software.
- Be confident in explaining their creative decisions and justifying them using theory and media specific terminology.

Diagnostic assessment methods

Each unit at KS4 and 5 contains specific terminology.

We provide students with a glossary of terms and theorists and have a bank of online tests to assess their understanding of the language/theory that they will need to use in each unit.

These tests are conducted at the start of each unit and if needed at the end.

Formative assessment methods

Formative assessment is embedded into the lesson plans for each scheme of work.

It may consist of activities such as modelling answers, writing a short response and sharing via Teams or white boards.

We often ask students to share theorist definitions and work collaboratively to create the 'perfect' response.

Students' skills and understanding are checked and developed before we move on to summative assessment.

Summative assessment

Summative assessment occurs at the end of each unit.

Exam mark schemes are used to assess each piece of written work.

Most units also involve a creative/practical element to develop students' skills and confidence in using software and equipment.

In addition to this:

KS4

Year 10 PPEs

Year 11 PPEs

KS5

Year 12 PPEs

Year 13 PPEs

For PPEs at all key stages scripts are ticked where pertinent points have been made but teachers use a separate mark sheet to add marks and comments.

Scripts are initially returned to students therefore with ticks but no marks.

They are supplied with a copy of the mark scheme and they have to apply this to their own work.

When they have 'marked' their own work they take it to their teacher who gives them their actual mark sheet and we discuss the outcome/targets.

Marking and Feedback

We mark using the exam board criteria.

Feedback is given via feedback sheets for each unit.

These contain a combination of teacher comments and student self-assessment points of commonly made mistakes.

Marking and Feedback Codes

When providing written feedback in exercise books to ensure consistency across the school particularly for literacy the following codes should be used above the relevant word /section:

- ✓ good point
- X incorrect or wrong point
- SP spelling error which needs correction
- P punctuation error which needs correction
- GR grammatical error which needs correction
- / start a new sentence
- // start a new paragraph

- ?? the point is not clear
- WW wrong word
- ^ missing word
- [] this part needs rewording
- +1 academic achievement point

Presentation

- All work should have a date on the right hand side, written in full and underlined with a ruler (e.g. 12th September 2024).
- All work will have a title / heading which is underlined with a ruler
- All work should have CW/HW written in the top left-hand margin
- Only black or blue ink should be used for writing with the exception of student responses to feedback
- All diagrams / graphs should be done in pencil.
- All work should be set out neatly.

Recording and Monitoring of Assessment

We have a centralised Excel marksheet that all teachers add their marks to.

This is monitored by the HOD.

The Director of faculty also has access to this.