

Best Practice Grid Key Stage 4 Media

<p>What should we see in Media lessons as best practice?</p> <p>The media curriculum is designed to allow all students to develop their media literacy by engaging critically and creatively with a range of media products. It is designed to give students both the theoretical and practical skills to engage actively in the modern technology and culture industries beyond GCSE.</p> <p>As best practice, a typical media lesson uses Rushey's principles of instruction to guide students from novice learners to independent experts who can apply their composite knowledge in a variety of increasingly challenging contexts. As they build component knowledge (vocabulary, theory, subject knowledge), students become increasingly confident and adept at 'reading' and analysing a variety of seen and unseen media texts, from: newspapers and magazines to websites, videogames, films, music videos. Students will master a variety of media texts, including: Doctor Who, His Dark Materials, I, Daniel Blake, Black Widow, The Times, The Mirror, Tatler and Heat.</p> <p>Skills and concepts, such as analysis, comparison and evaluation are integrated across KS4, with the aim that students see the skills as transferable across the curriculum.</p> <p>Skills and knowledge are interleaved throughout the course so that students form a firm foundation of media theory, media language, media representations, media audiences and media institutions. This allows students to read media texts critically and create media texts accurately.</p>	<p>What does effective questioning and scaffolding look like in Media?</p> <p>Lessons are designed to help students develop culturally, emotionally, intellectually, socially, and spiritually through the media texts they study and the activities they complete. Tasks are carefully sequenced so that students develop a range of different skills as they build towards mastery of composite knowledge. Questions are designed and scaffolded to probe students' understanding and to encourage students to make links between language, representation, audience and institution. Students are consistently asked to justify answers, give thoughtful opinions and comment on key media debates with no opt out.</p> <p>Mindful of working memory and cognitive overload, low-stakes quizzes, vocabulary checks and pair work are used to break complex media theory and language into its component parts. Every lesson begins with a recall activity that allows students to reflect on what they have previously learned, address any misconceptions and grow in confidence.</p> <p>At all points in the course, scaffolding and cold-call questioning are used to develop a profound understanding of the close study products.</p> <p>Students are encouraged to be curious and to think carefully about the media around them and to engage with topical debates in contemporary media discourse.</p>
<p>What does great modelling and exposition look like in Media?</p> <p>Expert teacher talk provides students access to explicit reflection on the role of media language, representations, audience and institutions. Media teachers will explain key concepts and skills, modelling annotations and written answers using visualisers and model answers. Real-life media products are used whenever possible to give students access to the most up-to-date examples of what they are learning and to increase cultural capital. The Rushey Principles are embedded throughout our curriculum in order that students are fully equipped with the knowledge, skills and confidence for success.</p> <p>For students to be able to read and understand a media text, they need to be experts in its domain which is achieved through engaging exposition and hinge questions. Lesson will feature a meaningful hook to engage learning which will be repeatedly returned to throughout a lesson/sequence of lesson to ensure that the learning sticks. Having a strong understanding of the text's context, language,</p>	<p>What does retrieval practice look like in Media?</p> <p>Retrieval practise ensures that knowledge that must be remembered in order to access new knowledge is rehearsed and recalled, thereby building effective schema.</p> <p>Written and oral quizzes will be routinely used to check recall of key knowledge including, but not limited to, media theory, media language, media institutions and media audiences.</p> <p>Knowledge Organisers and revision booklets are used at strategic points to check recall and previous knowledge relevant to the current topic.</p> <p>Targeted questioning on SENECA is used so that students are given regular opportunities for recall and retrieval at home and over the holidays</p>

<p>representations, audiences and author enables students to make connections and solidify their understanding.</p> <p>Knowledge is carefully taught due to its power and future use. We explicitly teach and test the knowledge that will support students' understanding of previous and future texts taught in the course and that can be applied to their wider engagements with the media.</p>	
<p>What will you see in pupils' workbooks?</p> <p>In our curriculum, knowledge is cumulative to ensure students know more and remember more. Each strand, each unit within each strand, each lesson within each unit, each activity within each lesson builds on what has come before and acknowledges what is to come.</p> <p>The guiding principle is to help students understand fully the texts we study in media and to write fluently and effectively about them. We also want students in Media Studies to be able to create viable media products of their own: every activity and lesson builds towards this point.</p> <p>We want students to finish the Media Studies GCSE as articulate and literate Media experts. Pupil's workbooks demonstrate their accuracy and knowledge in both retrieval and extended writing. There will be comprehensive notes on the texts they study as well as annotated copies of media texts. Written answers to questions will be in full sentences and employ suitable T2/3 vocabulary. They will range from a few sentences to whole paragraphs and extended pieces of writing.</p> <p>Longer synoptic tasks: students will complete independent extended tasks before every assessment. Modelling, scaffolding and re-drafting will be punctuated by whole-class discussion and feedback fostering analytical and/or creative thinking.</p> <p>In Media Studies, students complete work in exercise books and annotated copies of the set texts. Coursework is completed using a variety of media forms (e.g., Wix, Canva, Photoshop, video/audio software).</p>	<p>What formative assessment and feedback will you see in Media?</p> <p>Students complete quizzes that itemise key knowledge and check understanding. This helps ensure the key knowledge is transferred to students' long-term memories.</p> <p>An integrated summative and formative assessment model is used, with a standardised assessment at the end of Year 10 and during Mock exam periods in Year 11. Students complete an end of unit assessment towards the end of each teaching unit. A mixture of Individual and whole class feedback is given to ensure that misconceptions are addressed, and skills/knowledge are developed.</p>
<p>What questions are useful to ask the children about their learning to elicit understanding?</p> <p>Teachers will be asking questions aimed to get students thinking deeply and critically, as well as asking retrieval questions. In Media Studies, we aim to make students think carefully about the questions that are asked as they frequently transcend set texts/scenarios, and we hope that through thinking carefully students are able to know more and to apply their knowledge in different contexts and disciplines.</p> <p>Teachers will ask questions linking to these topics such as:</p> <ul style="list-style-type: none"> • How are different audiences targeted in ...? 	<p>How do teachers in Media engage with the subject community?</p> <p>Media teachers engage with the subject community through the use of social media and YouTube. CPD is developed through the careful study of the set texts and engagement with media analysis online and through engagement with AQA CPD resources.</p>

<ul style="list-style-type: none"> • What representations does...show? • What pleasures do we gain from participating in this media text? • What codes and conventions does this media text use? • Who produces this media text? • How is the media regulated? • What media theory could we use to analyse this text? 	
<p>How is literacy taught in Media?</p> <p>Media Studies requires students to engage with a wide variety of texts, develop their critical thinking, and apply written and verbal communication skills in both analysis and production tasks.</p> <p>Reading and Analysing Complex Texts</p> <ul style="list-style-type: none"> • Interpreting Diverse Media Texts: Media Studies exposes students to various media forms such as films, advertisements, newspapers, and online content. These are all forms of texts with their own conventions, which helps students improve their comprehension skills by interpreting meaning beyond traditional written texts. • Developing Critical Thinking: When analysing media texts, students learn to read between the lines, recognizing bias, intent, subtext, and symbolism. This improves their ability to critically evaluate texts in all subjects, enhancing general reading comprehension and analytical skills. <p>Writing Skills</p> <ul style="list-style-type: none"> • Essay Writing: Media Studies requires students to write structured essays in which they analyse media texts, apply theories, and make critical arguments. This improves their ability to: Construct coherent arguments: They learn to present ideas logically, backing up claims with evidence. • Use subject-specific vocabulary: The development of subject-specific vocabulary (e.g., representation, genre, connotation, polysemy) helps students apply precise and accurate language, which is transferable to other subjects. • Formal writing conventions: Crafting well-structured essays improves students' ability to write in a clear, formal style, which is crucial for success in other subjects like English, History, and the sciences. <p>Speaking and Listening Skills</p> <ul style="list-style-type: none"> • Class Discussions and Presentations: Media Studies often involves discussing complex topics such as media ethics, representation, and audience effects. Participating in these discussions helps students: Develop verbal communication skills: They learn how to articulate thoughts clearly and engage in thoughtful debate. 	<p>What does disciplinary literacy look like in Media?</p> <p>Media literacy involves the specific knowledge, skills, and critical thinking required to study, analyse, and produce media content. This literacy is not just about reading and writing; it is about understanding how media works, how it communicates to audiences, and how students can apply this knowledge in both analysis and production tasks.</p> <p>It includes:</p> <ul style="list-style-type: none"> • Analysing Media Products for Audience, Language, Representation and Industry • Critical media analysis and essay writing • Understanding different theoretical perspectives and applying them • Understanding genre-specific conventions • Mastering subject-specific vocabulary • Critical thinking and evaluation • Applying theoretical concepts to practical tasks • Applying knowledge to exam tasks

<ul style="list-style-type: none"> • Active listening: Students also need to listen carefully to peers and teachers, fostering better comprehension and the ability to engage meaningfully in conversations. <p>Digital Literacy</p> <ul style="list-style-type: none"> • Understanding Media Platforms: In an increasingly digital world, students gain essential digital literacy by analysing online content, social media, and multimedia. This teaches them how to critically evaluate sources, assess credibility, and navigate digital spaces effectively. • Production Skills: Through the practical component of Media Studies, students work with digital tools to create media products, improving their ability to read and write in digital formats, an essential 21st-century skill. <p>Media as Multimodal Texts</p> <ul style="list-style-type: none"> • Multimodal Literacy: Media texts combine written language, images, sound, and video. By studying how these elements work together, students develop their multimodal literacy, becoming proficient in interpreting and creating texts that use multiple modes of communication, an increasingly common skill in modern communication. • Visual Literacy: Analysing images, film, and other visual media strengthens students' visual literacy, helping them interpret and critically evaluate information presented in non-verbal formats. <p>Critical Evaluation of Information</p> <ul style="list-style-type: none"> • Evaluating Sources and Bias: Media Studies teaches students how to identify bias, propaganda, and fake news. This critical approach to evaluating information improves their overall literacy by making them more discerning readers who can differentiate between fact, opinion, and persuasion in any context. • Understanding Persuasion Techniques: Media texts often aim to persuade, whether through advertising, political messaging, or editorial bias. Learning to recognize rhetorical strategies such as emotional appeal or manipulation improves students' critical thinking and writing across subjects. 	
<p>Recommended reading in media</p> <ul style="list-style-type: none"> • Feed by M.T Anderson • Little Brother by Cory Doctorow • The Circle by Dave Eggers • The Knife of Never Letting Go by Patrick Ness • The Uglies by Scott Westerfeld • The Truman Show – Andre Niccol • The Film Book: A Complete Guide to the World of Cinema – Ronal Bergan • 1001 Movies You Must See Before You Die • The 100 Greatest Movies of All Time: The List to End All Lists 	<p>Meeting the needs of all learners.</p> <p>Scaffold Media Language & Theory Explicitly</p> <ul style="list-style-type: none"> • Use key term glossaries (media language, representation, audience, industries) • Model answers using PEAL • Colour-coded model paragraphs • Sentence starters • Gradually remove scaffolds to stretch confidence. • Use of student-friendly mark schemes and indicative content lists.

- The Film Encyclopaedia 7th Edition: The Complete Guide to Film and the Film Industry
- Manufacturing Consent – Noam Chomsky
- So You’ve Been Publicly Shamed – Jon Ronson

Differentiate by Outcome, Not Task

- All students: identify media language features
- Most students: explain meanings and representations
- High-attainers: evaluate impact + link to context/theory

Make Context Concrete

- Use of multimedia extracts (images, videos, film clips, YouTube, digital media)
- Visual diagrams/timelines (e.g. tabloid press history, gender representation)
- Before/after comparisons of media products
- “What would change if this was made today?” discussions

Use Structured Talk to Build Confidence

- Think–Pair–Share
- Pre-written discussion cards
- Assign roles (speaker, evidence-finder, summariser)
- Allow verbal answers before written ones

Support for NTE, SEN

- Vocabulary banks with visuals
- Model paragraphs with gaps
- Modelling before independent work
- Use of principles of instruction pedagogy
- Lots of verbal checking and feedback before written tasks
- Adaptive teaching – visual examples, non-examples, explainers, etc.

Supporting PP, DA

- Building strong relationships using media discussions beyond the curriculum (media for pleasure after each half-term)
- Making lesson examples/extracts relatable and relevant.
- Regular checks for understanding.
- Making sure students have equipment for NEA
- High expectations
- Cold-calling and no opt-out

TA/LDT Support Guidance

Media Studies is about:

- How media products are made
- What messages they communicate
- How audiences are influenced
- Why social and cultural context matters

Students are not just giving opinions — they must explain ideas using media terminology and link to meaning.

Help students by making sure they:

- Understand what the question is asking
- Use subject vocabulary
- Turn ideas into clear sentences
- Stay focused and confident

Before the Task Starts: How You Can Help

✓ Check the student understands:

- What media product they are analysing (advert, magazine, video, etc.)
- The key focus (e.g. representation, audience, media language)

✓ Go through:

- **Key words** (use the glossary or keyword mat)
- **Sentence starters** provided by the teacher

Helpful prompts:

- *"What can you actually see in the image?"*
- *"Who do you think this is aimed at?"*
- *"How does that make the audience feel?"*

During Independent or Written Work:

✓ Encourage students to **talk their answer first**

✓ Break questions into smaller steps

✓ Remind them to:

- Name a **media feature**
- Explain its **effect or meaning**

✓ Use sentence frames if provided:

- *"This media product represents..."*
- *"The audience is positioned to..."*

Supporting Reading in Media Studies

- Exam questions
- Articles or extracts
- Written media analysis

How to help:

✓ Read the question aloud together

✓ Underline:

- Command words (Explain / Analyse / Compare)
- Key focus words (representation, audience, media language)

✓ Ask:

- *"What is the question really asking you to do?"*
- *"How many points do you think you need?"*

Supporting Exam Questions

✓ Breaking the question into:

1. What product is being analysed?
2. What aspect? (e.g. representation)
3. How many marks?

✓ Reminding students:

- They don't need to write *everything*
- One strong point is better than many weak ones

✓ Encouraging use of:

- Keywords
- Evidence from the product

