

Film Studies

Marking and Feedback at Thomas Adams – Subject M&F Strategy 2022-23

When provisioning feedforward strategies, the Vis Com dept will always seek to **reinforce what is working**, use **coaching rather than criticism** and always **provide ideas for “next time.”**

KS5					
Autumn		Spring		Summer	
Unit / SOW Year 12 Foundation - Core Areas of Film	Feedforward strategies Year 12 Assessment sheets refer to areas of study that could potentially be included in essay Class discussion is inclusive and an open floor policy is adapted	Unit / SOW Year 12 Global film Hollywood 1930-1990	Feedforward strategies Year 12 Assessment sheets refer to areas of study that could potentially be included in essay Class discussion is inclusive and an open floor policy is adapted	Unit / SOW Year 12 American film since 2005 British film since 1995 Screenplay Production	Feedforward strategies Year 12 Positive attitude to screenplay ideas - all ideas welcome Assessment sheets refer to areas of study that could potentially be included in essay Class discussion is inclusive and an open floor policy is adapted One-to-one coaching
Year 13 Screenplay cont... Documentary film	Year 13 Positive attitude to screenplay ideas - all ideas welcome Assessment sheets refer to areas of study that could potentially be included in essay Class discussion is inclusive and an open floor policy is adapted One-to-one coaching	Year 13 Experimental Film Silent Cinema	Year 13 Assessment sheets refer to areas of study that could potentially be included in essay Class discussion is inclusive and an open floor policy is adapted	Year 13 Revision	Year 13 Assessment sheets refer to areas of study that could potentially be included in essay Class discussion is inclusive and an open floor policy is adapted
QA Methods (link to your department QA calendar (save duplication)) Link					

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Rationale: The core principle of all our learning conversations with students in the classroom at Thomas Adams is to ensure that students can identify, articulate and specify: where they are academically; where they have been; where they are going and how best to get there. This will be achieved through the schools application of 'marking' and 'feedback'. Evidence supporting this approach as best practice is taken from the Education endowment fund report. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

The Thomas Adams Marking and Feedback policy aims to create subject specific, relevant, effective and efficient marking and feedback that facilitates the above statement, as part of a subject strategy that ensures effective use of teacher time and worthwhile feedforward comments for students to act upon. In the space provided, subjects should outline the marking and feedback that students should expect to receive throughout the year. These should be carefully decided and co-inside with the curriculum plans and assessments that have been put in place.

Subject: Film Studies

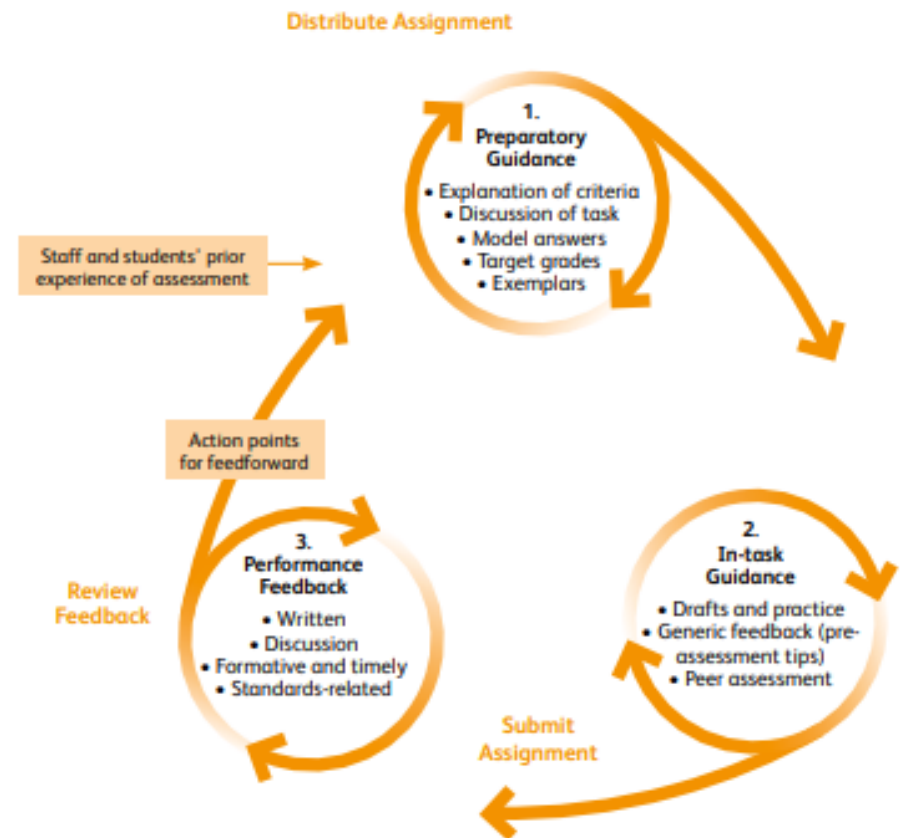


FIGURE 3 Dialogic feedback cycle – Beaumont, O'Doherty, and Shannon (2011)