

Cultural capital and local context	<p>Cultural capital is one of the foundations of the media curriculum. From pupils studying the BBC crime drama 'Luther' and 'The Sweeney', enabling them to examine issues of gender, race, and representation. Pupils also relate to the set texts through their own viewing habits and consumption of media, allowing for a deep understanding and analysis of the issues.</p> <p>Example: Students learn about a wide variety of different media, newspapers, magazines, videos, podcasts and how they are used for and against targeted audiences</p>
Ambitious	<p>All media lessons are ambitious in terms of learning outcomes for students. All lessons contain stretch and challenge tasks to facilitate the development of high level thinking skills, with each task being incrementally harder than the last.</p> <p>Example: Students in GCSE year 11 have to make a website or music video based upon a brief given by the awarding body. They are required to read the brief closely and often so as to extrapolate the information required so as to complete the brief.</p>
Logically structured	<p>From the GCSE year 10 onwards to the level 3 year 13, units and assignments are built on solid foundations laid down in previous years, culminating in the student having a deep understanding of the media, its uses, manipulations and practical techniques.</p> <p>Example: All tasks and assignments from GCSE year 10 onwards to the level 3 year 13 equip the student with the conceptual and practical skills required resulting in the student being able to complete controlled assessments at level 3 year 13 with the minimum of teacher involvement.</p>
Intelligent assessment	<p>From GCSE year 10, upwards, at the end of every unit, task, assignment brief, mock exam and controlled assessment, there are dedicated feedback lessons to ensure that pupils know what is needed to make good academic progress.</p> <p>Example: Evaluative and analytical skills, which are reinforced in KS4, are then incorporated into the BTEC level 2 & 3 specification. Students in GCSE year 11 have to make a website based upon a brief given by the awarding body. In BTEC level 2 and 3, students get to make websites based upon their own ideas, which they have to research and plan for themselves.</p>
Breadth and Depth	<p>To enable the teaching of a broad and balanced curriculum in Media, students are taught a wide variety of different media skills and concepts. The aim is for students to be media literate when they leave TFA at the end of Year 13. To enable this to happen, students are taught about different issues concerning, gender, race, audiences and representation. Students will be expected to articulate how Media influences people both locally and globally.</p> <p>Example: During the study of Media, students will be given the opportunity to examine and analyse different media texts in a wide range of different mediums; Podcasts, Radio, Social Media, Film, Video, and Music.</p>
Retention	<p>Many students undertake media as they realise that in the modern world, whether it is business, IT, owning your own business or being employed, having a digital presence is of vital importance to success. Business and IT students often undertake a Media course so as to add extra skills so as to promote themselves digitally. Key terms and ideas are revisited to support retention and allow us to build on prior learning.</p> <p>Example: Once students have learnt to create websites using WIX software, they have then gone onto creating websites for family and friends, developing revenue streams.</p>
Equality	<p>Our pupils come from diverse backgrounds. Media allows our students to consider representations of both countries and cultures that they come from. The students analyse a wide variety of texts that deal with these issues.</p> <p>Example: Students analyse some of The Sun newspaper's front pages, dealing with immigration and racial hatred. The QS (Quality Street) text deals with issues of sexuality and representation when compared to the GQ text that deals with masculinity. Seating plans promote progress, alongside constant monitoring and tracking of progress. Students are given personalised support by the classroom teacher who fosters positive and open relationships with the students in their classroom. Intervention groups are held at GCSE level to support those students who underperform in their mock exam.</p>