

THE HAT FEATURES IN DEPARTMENTS: FILM STUDIES



1	<p>We review learning: The lesson begins with a brief review of recent and previous learning, and learning is reviewed systematically, for example through quizzes and tests.</p>	<p>We start KS5 lessons with a recap of prior learning, including key terminology and theoretical framework (where relevant)</p>
2	<p>We make the learning clear: Students are told what they will be learning (learning intentions) and are shown how they can make progress (success criteria).</p>	<p>All lessons are on PowerPoint and are accessible to the students after the lesson. Lessons begin with the lesson intentions. A quiz on prior learning is the preferred way of starting a lesson.</p>
3	<p>We present new learning in small steps: Students are given the opportunity to practise each step thoroughly, to obtain a high success rate.</p>	<p>Subject specific terminology is introduced with visual examples and students are asked to identify new cinematic technique and build on pre-existing knowledge. Key theoretical frameworks or points of context are introduced in stages.</p>
4	<p>We explain clearly and directly: Explicit and detailed instructions and explanations are given throughout the lesson.</p>	<p>Students are encouraged to apply techniques identified into their own examples outside of the key study texts. Students are asked to explain key concepts to each other. Tasks are set out clearly and points for discussion are flagged in advance. When appropriate, named students are assigned a particular question in advance.</p>
5	<p>We ask questions of everyone: For example, through no-hands-up, cold calling and Think-Pair-Share, EVERYONE is involved and encouraged to think.</p>	<p>We direct our questioning with more confident students to give further thinking time to less confident students. All students are questioned and asked to expand on points made. Much lesson time is devoted to discussion, whether in pairs, groups or whole class.</p>
6	<p>We provide models: Evidence of modelling by thinking aloud, by using WAGOLLS, worked examples and partially worked examples, and by demonstrating (in practical work).</p>	<p>We share examples of good and bad answers and examine what makes a good answer, what are the issues in a bad answer and how to improve that answer. We share the criteria for every piece of assessed work for students to know what the strengths were, what areas let them down and how they can improve their work. The department has YouTube videos of analysis of key sequences from the study films as samples of best practice.</p>
7	<p>We guide students' practice: Evidence of scaffolds (examples, models and writing frames) and teacher's movement whilst students are working to support and to provide corrections and feedback.</p>	<p>Models and sample work are used prior to assessments for students to apply appropriate marking criteria to different levels of work on the key topic areas.</p>
8	<p>We require students to practise independently: Clear opportunities for students to work alone, in order to thoroughly practise, for example through timed and un-scaffolded tasks in silence, while monitoring their progress.</p>	<p>Students are given study guides with wider reading material to study during PS time. Key topic assessments are un-scaffolded.</p>

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9	We check for understanding: Evidence of questioning to check all students understand by asking them to explain what they have learned and by using all-students' response systems such as quizzes and mini whiteboards; evidence of adaptive teaching in response to the checking of understanding; students are retaught if they haven't got it.	Questioning for understanding and application of knowledge is a key part of every Film lesson. Teacher checks for understanding and offers clarification if required.
10	We use retrieval practice systematically: Evidence of retrieval practice to make the learning stick.	Routine pattern of assessment for each unit: group planning, paired paragraph writing, a homework essay and a timed assessment. Knowledge Organisers are being developed for each of the key units.