



North Ridge High School

Film It Policy



Curriculum Policy for Film It

Equality Statement

Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

All policies at North Ridge take account of this Act.

UNICEF Rights of The Child

Rights Respecting Schools

In the 1940s, the United Nations produced the Universal Declaration of Human Rights which was adopted in 1948. This Declaration applies to children as well as adults. However, growing awareness of the rights of children led to calls for a dedicated children's human rights treaty.

The United Nations Convention on the Rights of the Child was drafted over the course of 10 years between 1979 and 1989. The UK signed the Convention on 19 April 1990, ratified it on 16 December 1991 and it came into force on 15 January 1992.

At North Ridge we use the language of the Right's Respecting School's Award consistently in our everyday school life. These key words - 'right' and 'responsibility' - enable our students to develop their sense of place in the world and their commitment to a more harmonious existence.

Article 23 -If I have a disability, I have the right to special education.

Article 29 - I have the right to an education which develops my personality, respect for others' rights and the environment

Overview

North Ridge High School recognises the need to prepare our students for the world of work. Our students develop their Communication, Self-Belief, Team Work, Problem Solving and Self-Management skills in readiness for employment. We use Film It as a vehicle to facilitate this. Via film making our students will become stronger, more active learners capable of thinking independently and adapting their skills and knowledge to new challenges. Our students will gain a more resilient, confident and responsible approach to life so they can achieve their goals and play a positive role in society. Students not only gain the knowledge and skills required to plan, record and edit a short film but they also work within a vocational and practical setting in order to do this.

Intent

1. To provide pupils with opportunities to develop their computing capabilities in all areas specified by the National Curriculum and other relevant curricular guidance.
2. To provide pupils with a small steps, knowledge and skills based spiral curriculum that meets their post 16 needs.
3. To develop pupils' awareness of the use of ICT not only in the classroom, but also in everyday life.
4. To develop a digital confidence and curiosity within pupils via Computing lessons and the use of ICT in general.
5. To create teaching and learning environments that develop the student's communication, self-belief, self-management, problem solving and team work skills.

6. To provide work experience (Radio Production).
7. To ensure pupils gain an appreciation of films, how to access them and the role they can play within our lives (entertainment purposes, educational purposes etc).
8. To provide pupils with the skills and knowledge to use digital recording and editing equipment.
9. To provide all pupils with a differentiated curriculum that is supported by the relevant hardware and software.
10. To develop pupils mental wellbeing and sense of achievement.

Implementation

Key Stage 4

- Film It is taught as one of the 3 modules (Film It, Cook It, and Grow It) that make up the KS4 Vocational Day. The module lasts for a term and is taught for 6 periods on a Thursday. Students rotate modules each term.
- The curriculum map is a 2 year spiral curriculum which focusses upon key pieces of software and computing concepts in line with the Information Technology and digital literacy strands of the new curriculum.
- Selected students take part in a term long radio production work experience linked to the school radio station.
- Student achievement is accredited via the ASDAN bronze award.
- Work Related Learning modules from the AQA PSCE accreditation are incorporated into each module.
- All students will access the curriculum via a range of differentiated activities, recording and editing techniques.
- All students develop an understanding of the vocational skills and how they relate to their life, actions and development.

Planning

Staff follow the relevant programme of study for Computing. Planning is in line with the school planning policy. Planning covers all the topics and teachers will follow the guidance provided. Planning has clear learning objectives, success criteria and be suitably differentiated. All students learning styles are taken into account and planned to include Kinaesthetic, Audible and Visual learners.

Impact

All pupils will benefit from a bespoke, small steps and spiral curriculum that focusses on the Post 16 needs of our students. The curriculum will be supported by differentiated planning and relevant hardware and software.

Pupil progress is tracked on a termly basis and when required intervention will take place to ensure all students make expected or greater than expected progress.

Each Film It module develops the pupil's digital skills in line with the In KS3 pupils with the Information Technology and Digital Literacy strands of the Computing National Curriculum.

Students vocational skills are developed and students learn to recognise these skills within themselves and recognise how best to improve them.

Assessment, Recording and Reporting

Assessment

Assessments are carried out in a formative and summative manner.

Formative - regular modelling of work / questioning throughout a lesson and within the plenary, progress recorded on lesson plan annotations and incorporated into future lesson planning.

Summative - a formal assessment of work is carried out at the end of each area of study (film genres, storyboards etc).

Recording

Progress within Computing will be recorded via:

- B-Squared assessment tool.
- Self-assessments completed by pupils.
- Pupil work files.
- Lesson plan annotations.
- OCR - ICT accreditation (Year 11's).
- Transition Challenge / ASDAN (Year 11's).

Reporting

Film It is reported upon once a year in the pupil's school report. The subject leader is also responsible for reporting to the school Governors in line with the cycle for policy review.

Staff Development

Staff training is provided by the Lead Teacher for Computing (PR) and external agencies when appropriate. PR supports staff teaching Film It within the KS5 Curriculum in creating topics / activities that link to needs and abilities of the students. Staff have access to external courses where this is clearly linked to SDP and impact on pupil progress.

Current Resources

1. Specialist ICT/Music room (13 desktop pc's)
2. Radio room / station
3. 2 banks of iPad (12 in each)
4. 11 Lenovo laptops
5. 11 Chromebooks
6. Each classroom has a Teacher / TA desktop PC
7. Each classroom has a digital projector/whiteboard/Smart TV
8. RUCKUS wireless system covering all areas of the school
9. 3 Tilt and Touch screens
10. A range of switches
11. 2 green screens
12. Windows Movie Maker / iMovie software

The Lead Teacher for Film It is responsible for keeping an up to date audit of resources and is also responsible for administering the annual ICT department budget.

Monitoring and evaluation

The Head teacher, Assistant Heads, the ICT Co-ordinator, Assessment Co-ordinator and teachers, monitor ICT having identified priorities, the SMT and ICT Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and clearly identifies when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

Date approved by Governors: 27/1/2020

Date of review: Jan 2022

