

English and Media Centre Survey into Media Literacy in KS3 English: summary findings

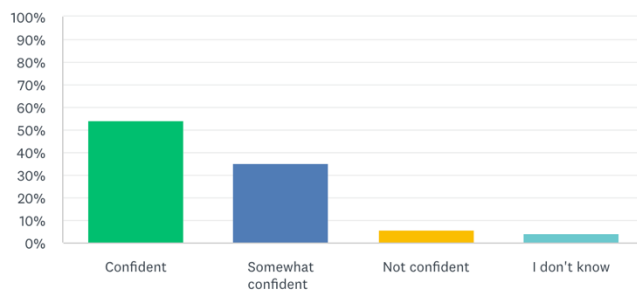
72 teachers completed our survey. We are confident that the figures and comments presented are reliable and representative of what is happening in terms of media literacy in KS3 English as a whole and would be broadly replicated in any similar survey. Our purpose in presenting the figures, however, is not to draw definitive conclusions, but to draw attention to significant inconsistencies in the delivery of media literacy across different schools in KS3 English lessons and beyond and to call for further research and an urgent action plan from the DfE to address the problem.

Our findings have been set out question by question with some broad conclusions.

Q1. How confident are you that you could explain what media literacy means to a student or colleague?

How confident are you that you could explain what media literacy means to a student or colleague?

Answered: 68 Skipped: 4



The table above shows 54% of responses were confident, 35% were somewhat confident, 6% were not confident and 5% didn't know.

Q2. What is your definition of 'media literacy'?

Most responses defined media literacy as a skill that allows you to critically analyse media texts. Around half of the responses also included spotting fake news or assessing credibility or intent as part of their definition. A small minority considered creating your own media texts as part of media literacy and an even smaller number included an understanding of ownership, institutions or media industries as part of media literacy.

Common examples are shown below.

The ability to interpret, understand and criticise media texts.

The ability to use certain language to analyse a media text.

Being able to read and decode the meaning conveyed to us through the media and understand how this impacts our lives and how we view the world.

To be able to analyse the stories presented by the media for credibility.

For clarity, the survey then defined media literacy using the APPG definition from their report in April 2022 so that respondents were clear on this when they answered the remaining questions.

The APPG defined Media Literacy as 'the ability to evaluate the editorial approaches of social media platforms, print, broadcast and digital outlets; as well as to understand, critique, question and create media in a variety of forms and for a range of audiences.'

Q3. Do you teach discrete media units in KS3 English. If so, what are they and when do you teach them?

Just under half of respondents said no and around a quarter of respondents identified one specific media unit they teach at KS3. Examples below -

Yes. We have a designated unit in Year 9 that explores how teenagers are represented in film looking at Lady Bird and Stand By Me.

yes - magazine unit

We teach a unit called Refugees in the Media in Y8.

Yes. We teach a unit entitled, 'Versions of Reality' as the first English KS3 unit taught in Y8.

A reporting unit - in Y7 The Apprentice (marketing and business focus)

A unit on social media in year 9. This short unit focuses on what Influencers do, the production methods and choices they make and how they are making money.

One. Year 8 film unit using The Hunger Games.

In Y9, Film Language, near the start of the year, and Media language, towards the middle

Documentary for y9, Spring Term

Yes - 'fake news' in Y7

Y8 - journalism module

A minority of responses mentioned more than one unit at KS3. Examples below.

Yes. These are taught in KS3. Yr7- Introduction to Media Studies and Gender Stereotyping and representation in film and mixed media-e.g. Disney and representation/diversity through history. Yr8- Conventions of Action Adventure films. Review and consolidation of: Media Terminology and Techniques. Stock characters and Narrative Structural devices within the action adventure genre. Analysis of key scenes/ film trailers from the genre. Analysis of film posters/ DVD covers. Yr9-Analysis and Comparison through texts and film-Media Codes and Conventions.

Yes Y7 - Representations in Film Posters Y8 - Moving Image Gothic Y9 (1) - Representation of Gender in Superhero Genre Y9 (2) - Representation of Gender - Historical Adverts

We teach film studies in year 8 through a unit on coming of age films. We also use an EMC non-fiction anthology with year 7.

A small minority of responses suggested that students study media forms or create media texts as a part of English lessons in KS3.

Throughout the year we incorporate practical elements such as scriptwriting, storyboards and stop frame. We implement how to write feature articles

No, a few media activities slotted into schemes of work.

We look at film posters when working on a Gothic unit. We use film clips to teach Shakespeare plays to look at presentation of character

We teach around 2 lessons per scheme of learning that are focused around either media or film

Another theme was that some respondents understood a media unit and a non-fiction English language unit to be the same thing. Some examples below -

'Loosely - we have a non-fiction unit which takes in speeches, (auto)biographical and news articles from the fairly recent past/nineteenth century. It is taught autumn 2'

'Yes, we have worked on language techniques ie statements that look like facts but are opinions and other literacy terms that can be manipulated; false news; public speaking/ers; racism; role of women; gender; class; religion for instance. We either incorporate them into our lessons when an issue arises or do a whole lesson such as false news.'

Yes, we do. In year 7 we teach Reportage in the spring term and in year 8 we teach Rhetoric in the spring term.

Yes - Y7 and Y9 use this as a way of exploring persuasive writing and create arguments based on the media. Year 8 = film review. All of the media that we teach has an English Language slant.

Q4. If so, which aspects of media literacy do you tackle?

The way respondents answered this follow-up question can be summed up in four main ways. Some responses listed media forms they study, some responses described subject knowledge and skills which can be found in the specification for Media Studies at KS4, some described spotting fake news and bias and some described skills and subject knowledge which prepares for GCSE English Language.

Media forms

Mostly texts (novels, adverts, newspapers) and film.

We look at news, fake news, social media, some web pages, print and TV advertising. Also included are videos of poems. All relate to the refugee experience.

Film/social media

film, documentary, advertising, tv news

Media subject knowledge and skills

Interpretation of shots, recognition of tropes and conventions, use of iconography, representation.

Media language mainly, but also some elements of industry and, to a lesser extent, representation.

Camera shots and angles, symbolism, use of music and sound, colour, characterisation

We tackle how the media portrayed the BLM matter movement and related media discussions e.g the reception of the new Little Mermaid trailer with a black Ariel

What different media texts are and how they are different. We also look at codes, conventions, signs and symbols.

How individuals are representing themselves, the mediated nature of their productions and how sponsorship and advertising shapes their messages.

Fake news and bias

Yes and in PSHE. Fake news, bias, deepfake, AI image manipulation

Fake News, 'accredited' sources, Blue ticks, media bias

This is mostly done through form time (engaging with the news) and Wellbeing (delivered through form time, drop down days and assemblies), including identifying fake news, etc.

English language

How writers use language to influence the reader on an issue and to reveal their attitudes.

In year 7 the students have a unit on reportage where they look at articles and stories over the years and discuss bias, tabloid, broadsheet and fact or opinion. In year 8 the students look at a unit called Rhetoric where students focus on articles and speeches identifying persuasive techniques. Students in both units discuss, question and critique the texts.

Language techniques, manipulation, persuasion.

One respondent wrote about the challenges when trying to cover a variety of forms of media.

I recently brought in a critique of a Royal Marines recruitment advert that is economical with the truth about life as a marine versus a non-fiction text on the realistic difficulty of the selection process. I also squeezed in a media-based exploration of how Alex Honnold's free solo climb of El Capitan is filmed to create a sense of danger in the documentary 'Free Solo'. Both texts were not officially allowed but sort of tolerated! Our year 9 start GCSE after Easter in year 9 so they are not really allowed to do anything other than study GCSE texts and then past papers to prepare for GCSE.

Q5. Do you teach any aspects of media literacy within the wider KS3 English curriculum? If so, how and where?

A third of respondents said no. The rest of the responses varied a great deal. However, here are a few common themes.

Some respondents talked about newspaper articles and non-fiction writing.

It's interleaved with the English we teach: we might write newspaper articles, if we do write non-fiction then we discuss things like persuasive writing, informative writing.

Non-fiction e.g. newspapers, blogs etc as prep for the GCSE.

some discussion of news/journalistic bias when considering non-fiction text sources

Some respondents gave examples of how media forms are used in KS3 English lessons.

We do use videos and film to inform our teaching of set texts, and non-fiction writing.

Opportunities to write magazine and newspaper articles, blogs and storyboards in response to texts.

We often use film or theatre live as a way into texts, and explore the decisions made by directors. We explore the symbolic value of images. The children are asked to produce posters and book covers - thinking about graphology.

film analysis occasionally as part of literary interpretations / creative writing 'tweeting' - creative responses to texts.

Some lessons cover aspects of media - we look at binary oppositions in film, at film adaptations, and students write newspaper articles - amongst other things that I cannot remember! However, media literacy is not really the focus.

Only when approaching the cover of a novel or a review of some kind. It has to be linked specifically to our topics to have value. E.g, the travel writing unit had a project-based activity to film a documentary.

A minority of respondents gave examples of specific schemes of work.

We create radio plays with sound effects when we teach the tempest, we engage with critics and academics who tweet as part of our Frankenstein unit, we consider the role of the media in propaganda as part of a war poetry unit, we look at adaptation for screen when we study a midsummer nights dream

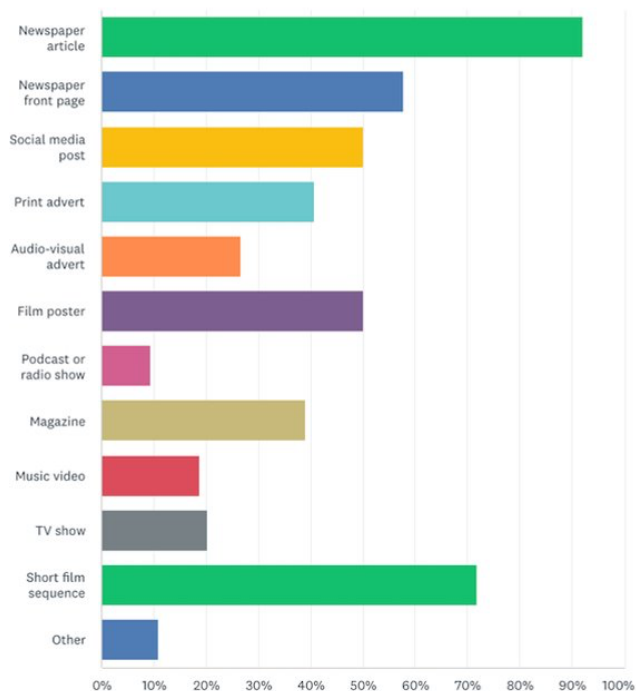
In some of our non-fiction units (such as 'Protest Campaigns', 'Journey to the Poles: Expedition Antarctica') we get students to make their own media - videos, blogs, tweets, instagram posts etc. and then in others such as 'Migration Stories' or in the teaching of novels/plays we look at the representation of key events or stories in the media and critique their presentation, considering bias/perspective etc.

Yes - we do a text-based unit on fake news, conspiracies and misconceptions, linking together Linguistics and Media

Q6. In your current KS3 English curriculum, which of the following media forms do students encounter in lessons? Please select all that apply.

Newspaper articles are the main media form covered in KS3 English lessons with newspaper front pages featuring a lot less often. Short film sequences are the second most common media form students encounter in lessons.

Answered: 64 Skipped: 8



Q7. Please provide as much detail as you are able about how these media forms are used in lessons. For example, as a source material, to clarify reading or as something students create themselves.

Most responses described a combination of ways media forms are used. Some examples below.

Newspaper articles - something students break down and analyse, and also create themselves. Film/magazine/social media - to illustrate certain ideas, opinions

They are often used as source materials for writing lessons, e.g. opinion articles, social media articles etc. They are also used to exemplify structure, to show clips of drama texts or as stimuli for creative writing. Adverts are used to teach about concepts such as propaganda.

A breakdown of specific words or phrases used shows helped to create a clearer picture. 43% of responses described students using media forms for 'creating', 'recreating', 'producing' or 'designing'. Of that group, 54% specified that this meant writing - creative writing or writing a newspaper article. 23% of respondents described using media forms to support the reading and comprehension of other texts. 20% of responses used the word 'analyse' or 'analysing' and

4% used the word 'evaluate' or 'evaluating' to describe how they used media forms. 4% used the word 'context'. 7% used the word 'model' or 'modelling'. 7% used the word 'discuss' and 3% used 'debate'. The words 'compare' or 'comparison' did not come up and the words 'bias' and 'perspective' were used just once each.

Q8. What are your thoughts on the current status of media teaching in English at KS3? What would you like to see in the future?

Clear patterns emerged in the responses to these questions. Examples below.

It is largely absent in KS3 English.

Shamefully absent. I don't think this will change until/unless GCSE changes. There also seems to be confusion about whether media controversies are best ignored or discussed eg Andrew Tate. According to our SLT there are conflicting views and we've been told to not mention it!

I don't think it's really there! It needs to be integrated into English/Other subjects or it won't happen.

It's not done - probably because it is lacking on the GCSE syllabus for English language

It's non-existent in my current setting. It tends to be more pushed into the PSICHE curriculum where students learn about 'reading' media critically

It's woeful. It doesn't exist at all. I'd like to see students exploring how the news is presented and exploring different news sources and their accuracy.

The over-emphasis on the analytical essay as a writing outcome from studying a text has taken over in my opinion and has been very damaging to the curriculum. I also feel that the majority of existing English teachers do not have the knowledge and skills to teach it as effectively as they would like. I'd like to see more Media-specific training for KS3 with supportive resources (like the Media Book that the EMC produced previously). I'm not sure what the currently level of Media teaching is like in ITT.

It is not taught explicitly enough.

There is no explicit teaching.

I think we teach it implicitly but it is not taught in a clear or consistent way. I think it needs to be taught more explicitly to children who will need media literacy to go about their day to day lives, but I don't know where it will fit into an already tight and demanding national

curriculum. We already have a lot of skills to teach them and therefore, to fit in media literacy I think something else would need to give to allow teachers time to be explicit.

Links to media and English need to be more explicit.

It has a low status and needs more serious attention.

It's more important than ever particularly with false news Chat GPT/AI etc so it needs its status to be raised and incorporated into the English curriculum if it can't be taught as an independent subject to all KS3 students.

As a Head of Media and teacher of media at KS4 and KS5, and writer of our KS3 media unit, I believe media literacy is an undervalued yet essential life skill. I do not think it is given enough attention or status at KS3 and should be available as a discrete subject, just like art, music, language and ICT in the core KS3 curriculum.

Media teaching has a slightly higher profile in the PSHE curriculum rather than KS3 English currently, however this remains low overall. I would like to see more acknowledgement of the influence media products have on the socialisation of young people. Media texts can also be rich in linguistic features to examine, therefore it would be great to access a bank of products identified for such tasks.

Renewed focus on the importance of media in both the KS3 and KS4 curriculum.

It needs to be fully integrated and recognised by the government. Often it is treated as a throw-away unit for language practice rather than an artform.

It is vital now and will be important in the future.

I think being a critical reader of the media is an essential skill in a world that increasingly uses media to manipulate and control young people. It is a vital part of our duty of care to equip students with the skills to recognise when they are being positioned and coerced into a particular way of thinking.

Limited but increasingly vital given propensity of fake news and the like.

It is vital at the moment - students consume huge amounts of digital media and don't seem to have a robust filter or awareness of its influence.

We will need to have a greater emphasis on critiquing online work as the advancement of AI influences written work.

Definitely is going to be a key skill/appropriate in the AI world

There has been a decline or 'squeezing out' of media in English lessons.

Media teaching has been marginalised in the English curriculum. Schools often feel torn between modernising and adhering to the letter of the National Curriculum. I would like to see elements of media brought in.

It feels like it's been squashed out of KS3 in favour of more literature-heavy units. I think it's a big shame and I feel very guilty that this isn't something we've prioritised in our curriculum yet!

The over-emphasis on the analytical essay as a writing outcome from studying a text has taken over in my opinion and has been very damaging to the curriculum. I also feel that the majority of existing English teachers do not have the knowledge and skills to teach it as effectively as they would like. I'd like to see more Media-specific training for KS3 with supportive resources.

I can remember when we used to look at magazines and films much more - it's linked to a better study of language and that has been eroded..

It is limited.

I think that what we provide in class is a million miles behind what students are encountering/consuming every day and struggles to be relevant to them. I don't think that they necessarily make the connection between what they consider in class and what they are consuming outside of class. [...] Ours is a village school and the whole wide world is at the fingertips of every student - having an appreciation of how events and their interpretation across media applies to them as an individual is power.

Far too limited - more bespoke awareness of media forms, production and bias is needed.

Unfortunately, the teaching of media forms is often restricted through the nature of the exams, which rely mainly on print materials of a quite old nature. If the exams were more up to date then the teaching would also mirror this.

We need more of it.

More.

I would like to see much more as it is so relevant to our learners lives and would possibly inspire them to take GCSE Media Studies. However, I worry that English teachers are not Media specialists and wouldn't have required subject knowledge which could impact on quality delivery.

In my school, and I suspect in many other schools, we don't do enough to embed media teaching in our English lessons - I would like to see a lot more

More media literacy and how ideas are presented and constructed.

More could be done to develop more critical readers.

I really like that we're actively including it in our schemes, and students respond really well - so I'd like to keep going with this and include more. I think a lot of the lessons we include that focus on media really help students with the skills we are trying to develop in them in English, so it can only be a good thing.

Media should be taught discreetly within the curriculum. Personally I think we should follow the lead of Finland and teach media literacy from primary level.

I'd love it to be compulsory but I worry about it becoming almost PSHE and I feel that English should be a safe space in which to discuss issues but that we should also be concerned with the texts themselves, what they are doing, how they are created.

Q8. What role do you think English has to play in developing media literacy further?

Just under a third of responses said English had an important, crucial or vital role in developing media literacy further. Below are some typical examples.

Crucial - and media literacy is the future of English studies.

Absolutely central - so much contemporary reading is audio visual as well as written - developing critical engagement and objectivity is essential for nothing less than the functioning of our democracy

A crucial role - and not least because media texts are often the only texts students today deal with - I believe the skills they learn in English are most important in navigating the modern world, and a big part of that is media literacy.

Some responses talked about English being the subject where you learn reading and critical thinking and so the natural home of media literacy.

Literacy underpins media literacy - reading is reading. The evolution of language. Reflection upon and exploration of language - nuance in meaning.

English is one of the most diverse and cross-curricular subjects at school. Being able to see that it is in different forms is important for the students. I think there could be an introduction of more different types of media in the classroom however due to time constraints it is difficult to do sometimes.

I think they are natural partners and the analytical skills required by English are similar to those needed in media.

I would actually frame that question the other way round. In any case, English has, at its core, reading and content creation (also oracy, of course). The relationship is, therefore, symbiotic.

In terms of terminology and transferable skills, I think media analysis is a part of English.

I think it's one of the 6 key aspects of English which should be equally involved in the curriculum (Drama, Reading, Writing, Talk, Grammar and knowledge about language, and Media). To quote John Richmond's work with UKLA.

A minority of responses suggested English had some part to play but that the responsibility should be shared beyond English lessons.

I think English has a role to an extent, but I no longer think it can be a 'bolt-on' sub-section of this subject. It needs to be taught in its own right.

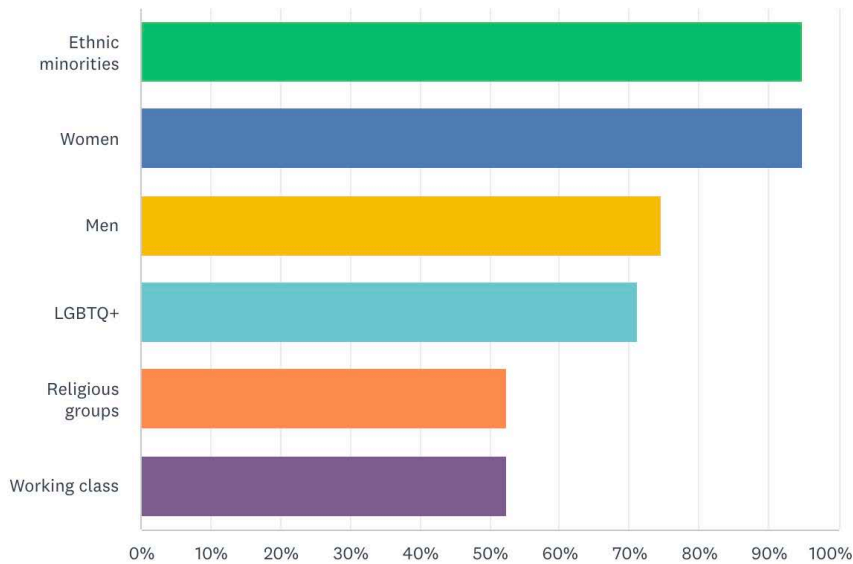
It has some role, but it is a distinct subject on its own and we cannot do it all. It would be useful to have it brought into the curriculum properly, so that the status of media teaching is elevated, but many elements (reliability of sources, how to fact-check, etc) are cross-curricular and should be brought in across the curriculum rather than crowding the English further.

I believe all subjects and schools should share this role in making media literate young people as it is essential for democracy, diversity and mental well-being.

It has an important part to play in raising the profile of media literacy, however I think it deserves to be on the curriculum as an independent subject

Q9. Which of the following social groups are discussed when studying issues of representation in the media (including social media)? Please tick all that apply.

Answered: 59 Skipped: 14



Q10. How do students learn about issues of representation in the media? For example, how do students learn to be critical of negative stereotypes?

Most respondents answered this question by describing activities in their English lessons. There was a particular emphasis on discussion.

Through textual/visual media comparisons (for example over time), student and teacher led discussion, exploring the 'writer's message' and comparisons to other texts/media types with similar messages. Then draw their own conclusions with teacher modelling, where appropriate, challenging misconceptions/discussing different interpretations as relevant.

Through exposure to different opinions.

In our school, it is through discussion and debate - through introducing talking points linked to texts studied.

Through learning about context and then through text analysis.

Discussion in class of texts containing negative representations, extra reading. For example, my Y9 class and I read an article on 'Blackness' and the use of imagery in Shakespeare and discussed the play we were reading from an anti-racist perspective.

Through discussion of texts such as Animal Farm, Frankenstein etc.

Open discussion in class. Encouraged to share views in a unbiased way.

A small number of responses answered by identifying specific schemes of work that focus on diversity.

We have a short unit on Othello in Year 9, where we explore racial stereotypes and why these are damaging. Poetry is another good form where we can challenge these, hearing other voices.

We have a unit focused on minority voices in year 8 in which the students look at texts from different cultures and experiences. It allows them to put themselves in their shoes and gain empathy. It also is important for students to see themselves represented in the texts we look at at school. The students discuss this further in year 9 with being able to criticise negative stereotypes.

As well as doing this fairly explicitly in units on non-fiction, We look at adaptations of MSND where the queer implications are explicitly explored, students review this production. We similarly look at things like casting when studying R&J and other Shakespeare plays. Within our Songs of Myself unit students read and discuss articles about cultural food, cultural appropriation and language for example, and then write their own pieces about identity in a similar, journalistic essay style. We look at Pocahontas

when we study the tempest and the way in which native Americans are represented. In our Frankenstein unit we consider what society deems 'monstrous' now. Our film unit in y8 is a coming of age unit which includes marginalised young people in Stand by Me (working class) Hunt for the Wilder People (indigenous people and children in care) and Beasts of the Southern Wild (the whole community is made up of people who have chosen to reject the modern world and live in the wrong side of the levy, they are working class and African American though it's a dystopia)

A minority of responses specified that they use media forms when studying issues of representation.

We teach it through looking at advertising.

We study positive and negative representations and evaluate different people's responses e.g Colston protestors, Black Panther marketing

We use examples of comparative news stories and the different language used especially the daily mail reporting on Megan Markle VS Kate Middleton

A minority of responses answered that it depends on the teacher.

No structured plan - limited to teacher preference.

Only from keen teachers! They often don't know they can have this opportunity to challenge and not just accept what they see.

This is not explicitly part of any KS3 curriculum as far as I am aware and depends too much on an individual teacher basis. I know that in my English lessons I encourage students criticality in everything that they read, but I am not certain how many classrooms this is consistently happening in.

Furthermore, a small number of responses answered that students learned about issues of representation, including stereotyping, in PHSCE lessons.

Q11. What are your thoughts on the way issues of representation are taught at your school?

Over half of the responses were critical of the way issues of representation were taught at their school. A range of responses are included below.

I don't think we teach it explicitly.

It doesn't happen outside of literary texts. For example, the presentation of Curley's wife is explored and debated.

We're not all doing it equally or evenly, both in our department and across the school in other subjects. There needs to be more training/ CPD.

It can feel quite reactive - something bubbles up and then we do something to address it (eg Andrew Tate, and then we have an assembly about misogyny), rather than planning to equip students with the critical skills they need as a toolkit they can draw on if/when they encounter something.

We don't currently use the term explicitly or teach it as a concept. I'm sure teachers might use it generally, but I think it needs much more explicit focus.

As always, could do better. I think we are in a position where students need to have a greater understanding of how representation works but also how it sometimes fails.

I think it is narrow and is wary of alienating the majority view of its locality.

Only Media trained staff and specialists have a good enough grasp to be able to then teach to students.

A minority of teachers said their school was making progress with this.

Improving - it is a priority school-wide.

We are improving inclusivity and representation all the time across all subjects.

We are heading in the right direction. Our 'Versions of Reality' unit - now taught to two cohorts - has been the first explicit teaching of representation in a current context. I would like it to evolve further and our unit will need to stay current.

A smaller minority of teachers were positive about the way representation is currently being taught at their school.

I think we cover it quite well and we certainly discuss what needs to be taught regarding representation when deciding on the curriculum. Stereotypes are rife in English (particularly when women are concerned) so this often comes up.

Positive. Lots of work this year. UNITED is our mantra.

I feel we are really good at this. We have LGBTQ+ Society, Afro-Caribbean Society, D, E & I Societies for the pupils and staff also attend these. CPD has been good on this too.

Q12. What opportunities do students at your school have to develop media literacy outside of English?

Responses to this question varied. Some responses answered 'no' or 'I don't know'. Some responses suggested a high degree of uncertainty in response to this question. Examples below.

It might be touched on in History.

maybe in PSHE?

I don't think they do.

I don't know. I think they look at certain issues in PSHE. Other than that, I don't think it is covered.

Not sure.

I'm not fully aware. Aspects of PSHE do teach media literacy with some elements of the History curriculum referring to contextual circumstances. Other than that, I feel it is very limited.

Some respondents said PSHE and form time. Some responses suggested a range of other subjects. Examples below.

In MFL citizenship and RE.

In Personal development, IT and other areas.

Photography. Art and design.

Some respondents talked about opportunities at KS4 and beyond.

GCSE Film Studies and Media Studies.

Students are able to take Media or Film at GCSE and A level, we also run a film club for all years.

We offer Media Studies at GCSE and A Level. There is some mention of it during Personal Development but I don't think there are enough opportunities.

Some respondents talked about extracurricular opportunities.

Book group.

Audio-visual club; school magazine.

We wanted to do the Guardian media literacy trial, but we just didn't have the staff to run it. As KS3 coordinator and responsible for media and film at KS4 and 5, I was really keen to do so but it's not recognised in wider school. There is little to no other opportunity.

Journalism Club. Student Radio.

Q13. Do you know what your school's policy is on media literacy?

Overall, 61 out of 72 said they didn't know what their school's policy was for media literacy. 5 respondents said they had one and 3 answered that their school was currently working on creating one.

Q14. How confident are you that by the end of KS3 students have the following media literacy skills? (1 - not confident, 5 - very confident)

We showed respondents a range of media literacy skills and asked them to rank their confidence that students would have these skills by the end of KS3 at their school. The data shows that respondents were most confident that students could recreate media texts by the end of KS3 and least confident that students can evaluate the impact of political contexts on news values and bias or evaluate the impact of ownership on news values and bias. Overall, respondents were generally less confident that students would be able to perform these skills.

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE	
students can analyse images for meaning	8.33% 6	23.61% 17	34.72% 25	22.22% 16	11.11% 8	72	3.04	3
students can analyse how the media constructs a version of reality	22.54% 16	36.62% 26	21.13% 15	15.49% 11	4.23% 3	71	2.42	2
students can analyse and critique how the media represents people, places, issues, news and events	18.06% 13	34.72% 25	18.06% 13	22.22% 16	6.94% 5	72	2.65	2
students can evaluate how audiences might use the media (for information, personal identity, entertainment, social interaction)	20.83% 15	38.89% 28	26.39% 19	12.50% 9	1.39% 1	72	2.35	2
students can evaluate the impact of ownership on news values and bias	41.67% 30	37.50% 27	9.72% 7	9.72% 7	1.39% 1	72	1.92	1
students can evaluate the impact of political context on news values and bias	44.44% 32	33.33% 24	12.50% 9	8.33% 6	1.39% 1	72	1.89	1
students can interpret how different audiences might respond to different media texts	16.67% 12	27.78% 20	31.94% 23	16.67% 12	6.94% 5	72	2.69	3
students can identify 'fake news' and fact check sources	15.49% 11	39.44% 28	23.94% 17	19.72% 14	1.41% 1	71	2.52	2
students can analyse how audiences are targeted	22.22% 16	34.72% 25	25.00% 18	11.11% 8	6.94% 5	72	2.46	2
students can recreate media texts	15.28% 11	25.00% 18	22.22% 16	29.17% 21	8.33% 6	72	2.90	4

Q15. Is there anything else you would like to share about media literacy at KS3?

Most respondents chose to skip this question. As for the respondents who did provide some further comments, examples of their responses are shown below.

I wasn't 100% sure what 'media literacy' meant when I began this survey, but have done some of my own research. This seems to insinuate that from a KS3 English perspective, this has never really been discussed or seriously considered on a pedagogical level to explicitly teach to our students.

There could be so much more done.

I wish we had a more creative curriculum where we can use media more! Some CPD on where to start and how to incorporate this at an early stage would be useful.

It's a shame that this has declined so much in the last 10 years. New trainee teachers are also not encouraged to explore Media or Media Literacy and Media as a discrete subject seems to be disappearing from the curriculum too (it certainly has at our school). We also do not have access to computer rooms/laptops/video cameras/software etc and there is no funding for this.

I think a lot of staff feel ill-equipped to discuss media literacy beyond simple language analysis. We are lucky that our Head of Media is so collaborative and supportive but I am aware this is not the case in other schools.

It's really not something we teach explicitly. These questions have made me reflect.

It's a shame that when we need this the most, we have moved so far away from what we had established circa 2010/2011.

I think this is really important but the term 'media' with regard to education and the curriculum still isn't taken seriously or seen as academic. However, I believe that it is possibly one of the most relevant subjects to our student's lives.

It is currently very reactive to events like Andrew Tate rather than pre-emptive and proactive. They need the skills before the encounter Media not after when their views have already been skewed.

It is a concern that so little is taught at KS3 considering the impact of social media on young people. If they understood representation and ownership a bit better from a young age, it might help their anxieties and mental health.

This is important and deserves DFE and school attention.

I'd like to see it have a higher profile than it does currently.

... Something I feel passionate about.

I would love some support on how to cultivate media literacy in my school at KS3.

The move from teaching media at KS3 means there is much less discussion about media explicitly.