



Drama Policy

February 2016

Approved by GB: March 2016

Next review due: February 2019

Purpose of Policy

Drama's contributes to a broad and balanced arts provision for all pupils and is taught as part of the National Curriculum. This policy will form the basis upon which we map out the guidance for Drama at Churchfields Junior School. It will outline the purpose, nature and management of how drama is taught and learned in our school and will inform new teachers of expectations.

The policy reflects the views of all the staff of the school. It has been drawn up following consultation with all staff and children, and has full agreement of the Governing Body.

All staff are fully aware of their role in its implementation. Staff have access to the Policy on the school's server via the Teacher's Drive. Parents can see a copy of the policy on the school website.

Aims and Outcomes

- to develop pupils' enjoyment and interest in drama and an appreciation of the standards achieved by professional actors;
- to contribute to pupils' spiritual, moral, social and cultural development;
- to build on pupils' natural and learned ability to speak in front of other people;
- to develop pupils' ability to create, perform and evaluate drama;
- to introduce children to the language and vocabulary of the theatre;
- to contribute towards children's learning in non-arts subjects;
- To have regular opportunities to experience the work of professionals at theatres (including continuing the strong links with Redbridge Drama Centre), other arts venues and through visits to school by theatre companies and individual theatre practitioners.

Drama and the Primary Curriculum

Drama enables pupils to apply their own imaginations and draw on their own personal experiences. Their increasing knowledge and understanding of how the elements of drama work enables them to effectively shape, express and share their ideas, feelings and responses. As pupils develop confidence and control of the medium of drama, they are able to communicate shared understanding and tell stories using dramatic form. Drama allows pupils to explore the world of people from other places, times and cultures, and to examine differences and similarities with their own environment.

Drama is taught as part of the speaking and listening section of the literacy curriculum and it is a key part of the school provision for the arts. Both improvised and scripted drama provides a strong stimulus for writing, and can result in work that features more effective vocabulary, striking imagery, pace and style. Drama is a social activity requiring pupils to communicate, co-operate, and collaborate. In this respect it makes a particular contribution to PSHE. We expect Drama to be timetabled for an average of one hour per week, although some of the work may be covered in cross curricular topic-based lessons.

The role and responsibility of the subject leader

- to support and guide the practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;
- to monitor and evaluate the effectiveness of Drama teaching and learning;
- to update documentation where necessary;
- to produce action plans for the School Improvement Plan, prepare bids and manage the Drama budget effectively;
- to liaise and consult with outside agencies where appropriate;
- to prepare and lead INSET;
- to attend relevant INSET training;
- To review regularly the contribution made by Drama to a meaningful curriculum.

Teaching and Learning

Children should:

- Devise, improvise, shape and structure dramas of different kinds;
- Be able to create, adapt and sustain different roles, individually and in groups;
- Be able to use character action and narrative to explore and convey stories, themes, emotions and ideas
- Access drama through literacy, books, film, television and a variety of other media;
- Use drama skills and knowledge to interpret a range of texts, for example play-scripts, pictures or stories;
- Prepare and perform both scripted and devised dramas for various audiences, using a selection of media;
- Use and develop their knowledge of drama from different times, as well as classic and contemporary practise;
- Develop their awareness of drama as a reflection of the cultural diversity of both the school and society as a whole;
- Develop the ability to express preferences and give reasons;
- Reflect on, evaluate and analyse the structure, meaning and impact of their own work and the work of others as both participant and audience.

Varieties of teaching strategies are used to engage and interest children and further their learning. Consideration is given to different learning styles - visual, auditory and kinaesthetic. These could include:

- Presentation of knowledge directly imparted by the teacher or another adult, incorporating children's experiences and making it relevant to their lives;
- Demonstration of skills and techniques and provision of time for practice;
- Opportunities to communicate their ideas to each other and with teachers including discussions and presentations;
- Use of the school hall if needed for pupils to move freely and share their work;
- Use of books and other reference materials;
- Use of information technology and other emerging technologies;
- Use of visual stimuli, including video clips and television programmes;
- Visits and workshops provided by visitors.

Equal Opportunities and Inclusion

All children will be given an equal opportunity to maximise their individual potential; this is regardless of ability, gender, race, religion, disability or talent. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Equal emphasis will be given to the roles of both men and women in drama. Every effort will be made to ensure that activities are equally interesting to both boys and girls.

Assessment, Attainment and Progress

Teachers own plans should indicate the focus for each unit of work and assessment opportunities will be identified. The teacher will assess the child's work on a continual basis in order to match their ability to the level of descriptions in the National Curriculum. These provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents.

A school portfolio containing filmed examples of children's work, matched to the level descriptions will be updated each year.

Assessment, Recording and Reporting

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by photographing and recording their finished products.

Staff monitor teaching and progress in drama by:

- informal discussions with other teachers, LSAs and children;
- assessing work and progress in lessons and other school activities.

Review

This policy is reviewed by staff and governors every three years. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.