



LOCATION: CURRICULUM HANDBOOK, DOCUMENT 7

DRAMA POLICY

1. Introduction

- 1.1. At Abbey Court School all pupils have access to a drama curriculum based on the National Curriculum and developed through the English Coverage plans and Drama schemes of work.
- 1.2. Drama is taught as a discrete subject and through cross-curricular links.
- 1.3. Drama enhances a multi-sensory approach to education
- 1.4. Drama enriches the life of the pupils and school.

2. SMSC

Abbey Court School makes effective provision for spiritual, moral, social and cultural (SMSC) aspects of learning and thus promotes the development of the whole child. Abbey Court School values highly its work in personal, social, health, sex and relationship education and citizenship. We want pupils to become responsible adults and supportive citizens and seek to create an ethos and climate in the school which will help them to flourish as young people; therefore, we actively promote and evaluate pupils' spiritual, moral, social and cultural development.

The four SMSC aspects are connected and the school's provision for one area will often make an impact on another, e.g. when pupils listen to music from different cultures this may also make an impact on their spiritual development. Activities to promote moral development are also likely to have an impact on social development. The school provides opportunities to promote these aspects of pupils' development, within the curriculum. Each subject policy therefore enables staff to be clear about what it means to promote development in these four areas, within each subject. This is further supported through the subject schemes of work and the SMSC Exempla.

3. Rights Respecting Schools

Abbey Court School is a Rights Respecting School and puts the 54 articles of the Unicef Children's charter at the heart of the school policy. This policy reflects that we believe that as a school we must do everything possible to ensure that, through their learning, our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to, and be treated fairly.

4. Definition

- 4.1. Drama is an art, a practical activity and an intellectual discipline. It involves the creation of imagined situations and characters, enacted in a designated space. Beginning with play and leading through all elements of theatre, drama can help pupils make sense of the world. Drama is an integral part of the Speaking and Listening and Reading components of English within the National Curriculum and is a powerful communicative tool. All students should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of Drama. Pupils should be given opportunities to develop their drama skills to a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances. At Abbey Court drama is used as a teaching strategy to support and enhance learning in many areas of the curriculum.
- 4.2. This policy ensures that all pupils have their entitlement to Drama.

5. Aims

- 5.1. To provide opportunities for every pupil to be involved in a planned range of drama activities to support language development. Aims in Drama are in line with Abbey Court School's aims and objectives in the Teaching & Learning policy.
- 5.2. To introduce vocabulary naturally in context, where pupils can learn the use and meaning in relation to his / her behaviour in situations where they are physically active and / or their attention is engaged.
- 5.3. To give opportunities for pupils to act out their feelings and thoughts which they may be unable to express vocally.
- 5.4. To use drama as an important cross curricula tool to support learning in Literacy, Numeracy, P.S.H.C.E and all subjects appropriate to the planned lesson.
- 5.5. To enhance work in other areas of the curriculum by giving opportunities to watch and enjoy other people perform a range of drama activities and to use drama themselves to participate in and react to situations.
- 5.6. To have the opportunity to perform for others formally and informally.
- 5.7. To provide a method of enquiry, a motivating force, capitalising on children's play.
- 5.8. To plan drama activities to support the development of personal and social skills.

6. Objectives

- 6.1. All class groups have time tabled drama sessions as part of their English curriculum. These may be discrete sessions or form part of cross curricula topics supporting work in other subjects.

- 6.2. Planned drama activities cover all areas of drama development and include developmental role play, prescribed drama lessons, highly structured sessions, pupil developed and pupil led sessions.
- 6.3. All pupils are given the opportunity to participate in school performances including plays, assemblies, class and department / whole school based productions regularly.
- 6.4. As part of the planned drama curriculum visits to theatre productions or visiting theatre companies are arranged on a departmental or whole school basis.

7. Curriculum Planning

- 7.1. Lessons by the class teacher are based on the guidelines of the English Curriculum as outlined in the National Curriculum. Drama schemes of work for each Year Group ensure progression and coverage of drama across the whole age range.
- 7.2. Lesson time for Drama as a discrete lesson or cross curricular is timetabled by each class teacher in accordance with timings set out in the Teaching & Learning Policy.
- 7.3. Schemes of Work and recording are monitored by the Senior Management team and Subject Leader for Drama.
- 7.4. Drama enhances cross-curricular links and this is shown on termly plans of other curriculum areas.

8. Styles of teaching

- 8.1. The majority of activities are normally class teacher directed but may be planned with other teachers in a cross class or Key stage sessions/ units of work. The planned sessions give opportunity to progress onto pupil developed activities and then to pupil initiated activities as appropriate.
- 8.2. The class teacher's role is developed according to the pupils needs to include: consultant, assessor, monitor, participant, demonstrator and audience.
- 8.3. The class teacher will vary teaching styles to compliment and facilitate the pupils' educational needs and the type of drama activity, whether as a discrete subject or as a method supporting cross curricula teaching.
- 8.4. The delivery of drama relates to the range of strategies detailed in the Abbey Court Teaching & Learning Policy.

9. Styles of learning

- 9.1. Pupils will be working at times, individually, in pairs, small groups or whole class groups and across class groups for some drama activities and performances.
- 9.2. Pupils will be involved in a range of practical and structured activities to enable them to create and perform drama and also to appreciate and appraise performances according to their individual abilities.

9.3. Pupils are encouraged to evaluate their progress individually and as a group depending on the nature of the activity.

9.4. Pupils own experiences, interests and strengths are used to promote discussions develop speaking and listening skills and to generate ideas for drama sessions.

10. Assessment

10.1. Day to day assessment is via observation, discussion recording and evaluation of sessions with staff and pupils. All these elements are used to inform the next stage of planning.

10.2. Planning, recording and evaluating work in drama is in accordance with the principles and procedures set out in Abbey Court School's Planning, Assessment Recording and Reporting Policy.

10.3. Whenever possible pupils are encouraged to be involved in assessment of their own work and each others.

11. Cross curricular links

11.1. The use of structured and appropriate drama activities enables access to many subject areas for example; in mathematics role play is used when working on handling and understanding of money. In P.S.H.C.E role play is used to investigate relationships and feelings. In R.E role play is used to present bible stories and to illustrate concepts of right/wrong, selfish/ helpful, etc.

11.2. The use of drama to support and extend learning is considered of great importance and is therefore a feature in subject and personal, social and religious education.

11.3. The use of sound and lighting to develop pupil's opportunities with theatre technical skills within Science and Design and technology.

12. Special Educational Needs and Differentiation

12.1. Approaches to drama are planned with reference to individual specific needs.

12.2. A differentiated approach to curriculum planning is essential to ensure that all pupils' needs are met, PMLD, SLD and High achievers. Targets are individually set to the abilities of each pupil, in accordance with Abbey Court Schools S.E.N policy.

13. Staffing (including support staff) and resources

13.1. Class Teachers are responsible for the planning and teaching of drama whether as a discrete subject on the timetable or as part of a cross curricular approach.

13.2. Class teachers are responsible for the management of and the involvement of support staff in drama sessions. Work experience students and volunteers will also be used to support learning activities within the drama curriculum.

13.3. Specific training for teachers and support staff is facilitated by the Senior Management Team advised by the Subject Leader for drama. This can be delivered in house by the subject leader at department or staff meetings or on external courses if required.

- 13.4. The Subject Leader for Drama is responsible for the overview of drama resources within the designated budget and will bid for new resources annually in accordance with the requirements identified on the Drama action plan. This bid is submitted to the Senior Management Team prior to the new financial year.

14. Equal Opportunities

- 14.1. All pupils at Abbey Court School are given appropriate opportunities to access the English curriculum in line with Abbey Court School's Equal Opportunities Policy.

15. Health and Safety

- 15.1. Drama teaching and learning is subject to the Abbey Court School's Health and Safety Policy. All staff are responsible for becoming familiar with and adhering to this policy requirement.
- 15.2. Staff should make a risk assessment whenever resources and props are used.

16. Integration including community links

- 16.1. Integration opportunities into a variety of educational settings are developed when appropriate for the needs and entitlements of specific individuals.
- 16.2. Opportunities for pupils to be involved in drama activities as part of a range of multi-cultural events are offered in line with the Abbey Court Multi-Cultural policy.
- 16.3. Opportunities exist and are encouraged for class groups to attend and or be involved in productions with a variety of other schools and colleges
- 16.4. Visits to a wide range of venues within the locality are planned and regarded as an important and enriching experience to support the development of language skills and to foster listening, appraising and enjoyment of different forms of drama.
- 16.5. Planned theatre, music and poetry experiences are provided in school and through visits, to enhance drama development. E.G, Interplay Theatre Company, Oily Cart Productions, Lynne Griffin sensory drama, Poetry Readings, Shebang Productions, Shakespeare for Schools Festival.

17. Evaluation and Review

- 17.1. The Abbey Court School Subject Leader's Role details the necessary processes and responsibilities.
- 17.2. The drama policy will be reviewed regularly in line with the School Development Plan and in light of:
- Changes in the National Curriculum documents
 - OFSTED requirements
 - Monitoring its effectiveness after its implementation
 - Changes in Abbey Court School's organisation.

Drama Policy

Margaret Windsor/Graham Richards

Final Policy February 1997

First Review March 1999

Second Review April 2001

Third review December 2003

Fourth review December 2007

Fifth review December 2009

Sixth review December 2011

Reviewed February 2016 – Vicki Huckstep

Reviewed July 2018 – Rachel Levy