

St Peter's C of E Primary School



Drama Policy

Vision Statement

'Faith, Family, Future'

Jesus built his church upon the strength of St Peter – who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

'Each of you should use whatever gift you have received to serve others'

1 Peter 4 v10

Aims and Objectives for the Teaching of Drama at St Peter's CEP School:

- To plan for pupils to have the opportunity to improvise, devise and script drama for one another and a range of audiences.
- To offer children the opportunity to share and respond thoughtfully to drama and theatre performances.
- To integrate drama into units of work in order to operate as a supportive scaffold for talk and writing.
- To develop pupils' self-confidence and sense of self-worth by creating a supportive and constructive learning environment through the use of drama activities.
- To develop imaginative and creative processes and responses by involving pupils in a range of drama methods and activities.
- To develop the ability to work constructively as a member of a group using skills of leadership, discussion, negotiation and the blending of different people's ideas

Assessment and Record Keeping

Assessment for drama in EYFS falls within the remit of the Personal, Social & Emotional Development, Communication and Language and Expressive Arts and Design sections of the EYFS curriculum. From Key Stage 1 onwards, drama will be assessed through reading and writing, and through the wider curriculum. Ongoing, informal assessments are made by teachers and are used to inform their planning. Drama activities are kept on the App, SeeSaw, which allows teachers to take photographs and videos of drama throughout the curriculum. These portfolios are a record of drama activities that have taken place in class and demonstrate developments in language, as well as, examples of how drama has enhanced children's writing.

Approaches to Teaching Drama

The National Curriculum states “All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.”

As part of Power of Reading lessons and the wider curriculum emphasis is put on learning opportunities which promote drama through activities including:

- role play
- conscience corridors
- hot-seating
- freeze frames
- thought tracking
- script writing
- teacher in role
- performances – a variety of these from short improvised group performances to scripted performances prepared for an audience
- rehearsing and refining performances

Opportunities to experience theatre performances are planned for; ensuring children attend at least one performance a year.

Early Years Foundation Stage

Drama supports the development of the EYFS Early Learning Goals in many ways. Pretending to be others in imagined situations and acting out situations or stories are important activities in the dramatic curriculum for the EYFS. The imaginative role-play area and other play situations provide many opportunities for the children to experience and develop their early drama skills and knowledge, and to learn about the world. To validate and extend the narrative of play, support appropriate language and allow the children to explore the power of their roles, adults intervene sensitively as an active participant. Opportunities for drama are planned for and documented in medium term planning, as well as, termly reviews of planning for securing a good level of development.

SEN/Able Pupils

SEN and more-able pupils are planned for by the class teachers. High expectations and appropriate challenges are set to ensure drama is used as a powerful tool for learning.

EAL Pupils

EAL pupils are fully involved in drama sessions. Teachers work with the SENCO so they are able to support EAL children in their classes. This may be in the form of translations, differentiated activities or substitution tables.

Monitoring and Review

- Lesson observations of the teaching of English, which includes the use of drama, take place throughout the year and any problems are addressed immediately.
- The English leader is available to support teachers in their planning where requested/required.
- The English leader carries out monitoring of drama planning, alongside evidence on SeeSaw.
- The English leader is responsible for reporting to the governors about the quality of the implementation of drama strategies and the impact on standards.

- As per the staff meeting and monitoring timetable, throughout the year meetings are dedicated to drama, sharing good practice and addressing challenges.

Reviewed October 2024