

OUR LADY & ST EDWARD CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

Drama Policy

Governors and staff at Our Lady & St Edwards Catholic Primary & Nursery School value each child as a unique individual made in the image and likeness of God with a range of individual gifts and talents.

Therefore, we aim to provide every child with access to a broad and balanced education. We aim for the children to develop the necessary skills and knowledge to be creative and to communicate their responses to Gods world through the universal language of drama.

Aim

To stimulate and develop the pupil's interest and enjoyment in drama. Drama helps to develop the pupil's spiritual, moral, social and cultural development. Drama helps to support the new creative curriculum and encourages the children to learn in different ways.

Objectives

- To allow all children an equal opportunity to participate and experience drama.
- To develop pupils' respect and consideration for each other by encouraging turn-taking, acknowledgement of ideas, appropriate and safe behaviour and focused listening.
- To incorporate action rhymes, songs and role play into lessons to help set the foundations of drama aspects in the early years.
- To develop pupils' self-confidence and sense of self-worth by creating a supportive and constructive learning environment
- To develop imaginative and creative processes and responses by involving pupils in a range of drama methods and activities
- To provide opportunities to see and hear different types of performance and drama.

Method

The teaching of drama and planned opportunities for drama support the new 2014 National Curriculum Programme of study for many subjects including the spoken language aspect of the English curriculum. Learning opportunities are planned across all subjects and drama is used as a tool to develop understanding

of new concepts as well as providing children with a method to show their understanding and response to what they have learned. Drama is used regularly in collective worships and liturgies as reflections and to interpret and explain the word of God and make links with the children's own life experiences.

The children's work is recorded in topic and RE books through pictures and sometimes electronically storing their performance through pictures and or video clips.

Equality of Provision

Our Lady & St Edwards School is inclusive; all children are given an equal opportunity to maximise their individual potential irrespective of ability, gender, race, culture, religion and special educational needs. All learning opportunities are planned to stimulate, interest and encourage full and active participation by all children and builds on their personal skills, experiences and interests. Drama is taught in line with the Special Educational Needs and Disability Policy.

Performance

The ethos of the school encourages and celebrates presentation and performance. Throughout the school year the children are involved in a variety of events. These include Assemblies, Class Assemblies, Liturgies, Masses, Christmas/Easter Reflections and in the summer term Year 5 & 6 perform their annual production.

Enrichment Opportunities

School uses the 'Partake' company annually to support learning in the historical curriculum for all year groups; they use drama as a method to interpret and explain events and periods in history. Similarly we employ an extended services provider to run a 'Horrible Histories' after school club which employs drama as a method in exploring history.

We believe opportunities to watch live productions are an important enrichment activity. School engages a theatre company which presents a production annually based on classic tales usually in the autumn term for the whole school. In December we take years 1-6 to see the Pantomime at the Playhouse. Other opportunities include KS 2 classes' trip to the Theatre Royal to see Horrible Histories and maths based theatre productions during maths week.

Teaching and Learning

A range of teaching and learning strategies, appropriate to the learning objectives and age and ability of the children are employed. The strategies employed include paired, small group, whole class work, listening, discussion, demonstration, observation, planning, rehearsal and performing. A range of drama opportunities are used including hot seating, freeze frames, improvisation, the use of puppets, conscience alley, mime etc (see appendix 1). To cater for the range of abilities, interests, experiences and needs within a class or group the teacher differentiates the learning opportunities in a range of ways; by resourcing, groupings, appropriate strategies, outcome, providing support, questioning and/or the provision of differentiated tasks.

Assessment and Reporting

- Teacher Assessment - is on-going based on listening, questioning, observation of performances and pupils responses to performances.
- Self-Assessment - is a vehicle for children to assess their own progress and to set targets for personal improvement and development.
- Audience/Peer Assessment - The children have the opportunity to provide constructive responses in their role as part of an audience.

Monitoring

Drama is monitored in the following ways:

The co-ordinator monitors planning, checking for coverage, progression and differentiation.

The co-ordinator samples work, watches presentations and performances and feeds back to colleagues.

The coordinator engages in learning walks to sample drama as represented in classroom displays.

Evaluation

This policy will be reviewed in line with the school policy review cycle.

This policy was reviewed in November 2016

Ratified by the Full Governing Body 30th November 2016

To be reviewed as part of the schools review cycle.