



Drama Subject Policy

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To be reviewed: Biennially

Statutory requirements

In the Early Years Foundation Stage the skills of listening, attention, understanding and speaking are encompassed in the prime area of Communication and Language and are fundamental to allow children to be successful in all other learning.

In Key Stages 1 and 2 Spoken language skills are delivered through the requirements of English for each year group and across the curriculum. Pupils will be able to express themselves clearly and convey ideas with confidence. To reflect the school's demographic, it is important that children new to the English language feel that there are ways to express themselves other than language. Drama and communication should give children the tools to communicate and the confidence and desire to do so.

Statement of Intent

At Southfields we want our children to be confident performers and communicators across all areas of the curriculum. They shall understand ways of expressing themselves other than through the conventions of writing, and learn to listen, respond, rehearse and refine their skills through creative opportunities for drama. This will enable them to build their confidence, not just for performance but for speaking and listening overall.

Main Aims

- To enable children to use a range of drama techniques (eg; working in role; conscience alley) to explore ideas and texts.
- To encourage children to develop the capacity and confidence to express ideas and communicate them through drama.
- To develop children's ability to evaluate their own and others' ideas and understanding through drama
- To use drama and performance to build confidence and self-esteem.
- To develop an understanding of theatre and performance for a formal audience.
- To recognise drama and give sufficient time allocation, both as part of arts education and within the National Curriculum for English.
- To use drama as a learning tool throughout the curriculum.



- To use drama to enable children that are new to English to be able to take part and express themselves while developing their language.

Implementation

Drama is used across the curriculum by all teachers from the Early Years Foundation Stage to Year 6. As it is not taught as a stand alone lesson it is important to ensure that these skills are incorporated into lessons. English and Topic lessons lend themselves well to the use of Drama

Foundation stage

In the Early Years Foundation Stage there are many opportunities for children at Southfields to explore ideas and take part in drama activities. The role play area and other areas inside and outside the classroom allow children to participate in imaginative play.

Children are given the opportunity to play alone or interact with others. The teacher models or becomes a part of the imaginative play by taking a role in the drama. This interaction may be to aid development of language, build the confidence of children or through the adopted role, present new and demanding problems for the children to solve. This helps children at Southfields to become involved in questioning, finding information, simple problem solving, developing communication skills and learning about roles in the wider community.

Teachers at Southfields understand how important it is for young children to be offered on a regular basis the potential for learning through stimulating, imaginative play situations. Teachers use nursery rhymes, stories, songs and poems to provide dramatic opportunities and develop and build on the child's own experience. Children are encouraged to relate their own experience with that of the material presented to them. Drama activities are used to help second language learners or children experiencing difficulty with speech development. A relaxed, well-structured, imaginative play area provides non-threatening opportunities for speaking and listening to others. With children who have more finely developed speech they benefit from the extended vocabulary offered by the situations provided.

KS1 and KS2

As the children progress through the school, structured play gives way to integrated drama sessions across the curriculum. This incorporates spoken language such as poetry reading in English lessons, or Topic days in History where the children may dress as



Victorians for the day for example. The children use drama and communication skills in a range of learning opportunities across the curriculum.

In KS1 and KS2, drama is used to further develop children's language and communication skills, independent work, positive group interaction, negotiation skills, talking and listening skills and facilitating creative expression.

Children in Key Stage 1 & 2 role play in a much more sophisticated manner, thus enabling them to explore contexts in a more focused way. They are given opportunities to respond to stimuli and be self-aware enough to form opinions, give reasons and assess their work constructively. It is essential to remember that drama is concerned primarily with process and it is not essential that children always end up with a finished product.

Children in Key Stage 1 & 2 also use drama techniques as a stimulus for their writing. They use strategies such as hot seating, thought-tracking and freeze-framing to support their preparation and planning for their writing. Drama helps the children to establish links between the characters and the setting and also helps to interlink the description, action and discussion.

EAL and other barriers to communication

Communication does not always have to be verbal. At Southfields Primary, children who are new to English or have other needs affecting their communication benefit from using Drama to express themselves, particularly in the lower Key Stages. Miming games, puppetry, flash cards and other performing arts such as dance and music are all forms of expression and communication. Therefore, we essentially provide the equipment and opportunity for these children to communicate and be creative through how we allow these children to express and record their ideas.

Assemblies and Shows

All teachers will plan and deliver class assemblies once a year which are performed to an audience which includes the whole school and parents. All children also participate in Key Stage performances at Christmas and Upper KS2 also participate in the End of Year Show.

Assessment and recording

The assessment, recording and reporting of Drama and Communication will take place in accordance with whole school policy.

Achievement and progress in Drama and Communication will be demonstrated through a variety of assessment techniques including written work and drawings, discussion, quizzes, scrutiny of work, pupil self- assessment and peer assessment and teacher observations.



The recording of these assessments will take the form of folders of work, teacher's records, annotated planning, photographs and videos. Progress will be reported through feedback to individual pupils orally and in written form, recognition of individual or group achievements through certificates/awards, recording on SMSC grids, feedback to parents at parent's evenings and informal discussions throughout the year and written reports to parents at the end of the academic year.

School values

Drama is an excellent way of exploring values and attitudes through role play and scenarios, allowing for links to other curriculum subjects. It is especially good for evaluating the children's understanding of PHSE. Children are encouraged to discuss the school values and consider the impact of their actions on others through role play, hot seating and discussion in a safe environment understanding respect and confidentiality. This is in line with the PHSE program.

Impact

Drama enables children to explore subjects and ideas through communication, both verbal and non-verbal. They are able to express their ideas in a creative way that suits their individual needs and skills. Children are enabled to develop their communication and self expression. This gives them self confidence and a sense of self. Children who may not have the language skills needed to express themselves through words can show understanding through other mediums.

Children demonstrate their understanding and ability in different ways. Taking part in tableaux, hot seating, puppetry, mime and communication games will show understanding and develop language. The children at Southfields will be confident and able to express themselves and explore the curriculum in a way that suits them and knowing that they will be encouraged by their teachers and peers.