



Cornerstone Academy Trust

Drama Policy

At Cornerstone Academy Trust (TCAT) we believe that drama is a powerful tool for learning, self-expression and personal development. Through imaginative play, storytelling, performance and collaboration, pupils develop confidence, creativity, empathy and communication skills. Drama provides opportunities for children to explore ideas, feelings and experiences in a safe and supportive environment whilst fostering resilience, teamwork and a love of performance. This policy reflects our commitment to providing a progressive, inclusive and engaging drama curriculum for all pupils.

Aims and objectives:

The aims of drama education at our school are to:

- Develop pupils' confidence, self-esteem and communication skills.
- Foster creativity, imagination and expressive performance.
- Encourage collaboration, teamwork and respect for others.
- Enable pupils to explore characters, emotions and viewpoints.
- Develop speaking and listening skills through meaningful contexts.
- Provide opportunities for public performance and presentation.
- Promote empathy through role play and character exploration.
- Enrich learning across the wider curriculum.
- Prepare pupils for future performance opportunities and life beyond primary school.

Curriculum Organisation

To achieve our aim, the Trust will plan a range of activities in Drama lessons as well as in cross-curricular project-based learning which provide opportunities for pupils to:

Early Years Foundation Stage

Children begin their drama journey through:

- Imaginative and exploratory play.
- Storytelling and role play.
- Use of props, puppets and costumes.
- Acting out familiar stories.
- Exploring characters and emotions.
- Developing language and communication through performance. tcat.education

Reception pupils build upon these experiences through:

- Structured role-play activities.
- Exploration of character and setting.
- Story retelling and performance.
- Participation in Nativity performances.
- Cross-curricular dramatic experiences.

Key Stage 1

Pupils develop:

- Voice projection and expression.
- Characterisation through role play.
- Simple scripted and improvised performances.
- Audience awareness.
- Clear speaking and active listening skills.

Children participate in storytelling, historical role play, themed performances and Nativity productions that build confidence and enjoyment of performing.

Lower Key Stage 2

Pupils continue to develop:

- Presentation and public speaking skills.
- Dramatic storytelling.
- Script writing and performance.
- Collaborative performance projects.
- Recording and presenting work through different media.

Children take part in events such as Harvest Festival performances, themed historical experiences and media-based productions which encourage creativity and teamwork.

Upper Key Stage 2

Pupils refine and extend their skills through:

- Theatre performances.
- Shakespeare and scripted drama.
- Historical re-enactments.
- Musical theatre opportunities.
- Leadership within performances.
- Performance for a variety of audiences.

Children perform in local theatres, churches and community settings, developing resilience, stagecraft and confidence as performers and creators.

Teaching and Learning

Throughout the school, pupils develop skills in:

Performance and Expression

- Voice projection and clarity.
- Facial expression and body language.
- Movement and stage presence.
- Scripted and improvised performance.
- Communicating meaning to an audience.

Role Play and Character

- Exploring characters and emotions.
- Creating and sustaining roles.
- Understanding perspectives.
- Historical and fictional characterisation.
- Dramatic interpretation.

Speaking and Listening

- Clear communication.
- Public speaking.
- Active listening.
- Responding appropriately to others.
- Collaborative discussion and feedback.

Performance Opportunities

- Seasonal productions.
- Class assemblies.
- Festival performances.
- Theatre productions.
- Community events.
- Recorded performances and presentations.

Equal Opportunities and Inclusion

We believe that every child should have access to drama regardless of ability, background or need. Teachers will:

- Provide differentiated activities and support.
- Use a variety of dramatic approaches to engage all learners.
- Encourage participation in ways appropriate to individual confidence levels.
- Celebrate effort, creativity and progress.
- Ensure all pupils have opportunities to contribute and succeed.

Assessment, Attainment and Progress

Assessment is ongoing and formative. Teachers assess pupils through observation of:

- Participation and engagement.
- Speaking and listening skills.
- Confidence in performance.
- Collaboration and teamwork.
- Creativity and character development.
- Ability to perform for an audience.

Assessment information is used to inform future planning and support progression.

Impact

Through our drama curriculum, pupils will:

- Become confident communicators.
- Demonstrate creativity and imagination.
- Work effectively with others.
- Perform with increasing confidence.
- Show empathy and understanding of different viewpoints.
- Present ideas clearly and effectively.
- Develop resilience and self-belief.
- Leave primary school prepared for wider performance opportunities and future learning.

Monitoring and Review

The Drama Subject Leader will:

- Monitor planning and curriculum coverage.
- Support staff in delivering high-quality drama experiences.
- Review pupil participation and outcomes.
- Promote performance opportunities within and beyond school.
- Review this policy annually and update as required.