



Iffley Academy English and Drama Policy

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Lead	Dee Taylor
Signed: Head Teacher	_____
Chair of Trustees	_____



English & Drama Policy

Definition

We believe the English & Drama curriculum should develop the learners' functional literacy and oracy skills. We aim to help our learners to access and enjoy the world of words, through developing their confidence in reading, writing and speaking & listening. The dynamic and varied curriculum is grounded in spoken language and underpinned by a rigorous, consistent phonics programme (Sound Reading System). English & Drama also fuels their imaginations and immerses them in the world of storytelling. Learners are provided with opportunities to explore crucial themes, aiding social and moral development. When the students reach the appropriate stage, we support them in achieving nationally recognised accreditation in Functional English.

Aims

Each student should experience a range of literature, including non-fiction, to widen their vocabulary, enhance empathy and expose them to different people, places and ideas.

Each student should be able to follow a common-sense linguistic phonic programme and recognise the sound alphabet code to aid reading and spelling.

Each student should be able to communicate his or her ideas in writing with increasing confidence.

Each student should be able to use talk: to reason, to express opinions, to generate ideas and solve problems.

Each student should be able to listen so that they can stay safe, interact with others and build positive relationships.

Each student should be provided with a range of drama opportunities to help them develop both their imagination and social skills.

Each student should be provided with rich and enjoyable experiences that encourage a love of learning.

Objectives

The objectives of teaching English & Drama are to enable our students to:

- Feel positive and confident about reading, writing and discussion
- Be able to work both interpersonally and intrapersonally
- Experience a sense of achievement regardless of ability or individual needs

- Have access to the full National Curriculum and relevant qualifications, differentiated to meet their individual needs



- Be able to apply their literacy and oracy skills to other subjects and real-life situations
- Be able to use ICT to enhance and develop English skills
- Have equal opportunities regardless of race, gender, or ability
- Develop key functional skills for adult life.

Curriculum Planning

An experienced English Learning Manager plans the schemes of work for English & Drama carefully. The subjects are intertwined. There are distinct Sound Reading phonics lessons (SRS) planned by the class teacher, although the use of the SRS approach is present in the delivery of all subjects across the curriculum. All English & Drama planning covers key skills and competencies from the National Curriculum programmes of study or the Edexcel Entry Level for English. The Drama elements meet the standards of Spoken Word NC competencies. We use the new National Curriculum programmes of study for English Key Stages 1 and 2. Pre-Key Stage 1 competencies are used where needed. We also take account of Key Stage 3 and 4 Literature where possible to enrich learning experiences and teach texts more suited to our secondary age range. For example, throughout KS3/4 our learners cover two Shakespeare plays, poetry and three classic texts, such as *Great Expectations*. We provide enrichment experiences for our students such as *The Oxford Story Museum* workshops, theatre visits and poetry performances.

The Iffley Academy delivers English & Drama by using a variety of teaching and learning styles to meet the needs of all our learners and their specific SEN. Medium and short-term plans demonstrate the wide range of approaches, e.g. use of visuals and multimedia, kinesthetic learning experiences and differentiated group work. We draw on appropriate Early Years strategies where suitable, such as story sacks to support oral and written storytelling. The Iffley Approach to writing shapes our plans for teaching writing: familiarisation, problem solving, modelling, followed by shared, guided and independent writing. Early Years approaches are incorporated for emerging writers. Our Thematic Approaches to Learning (TAL) and Skills for Life (SfL) curriculum also offer additional opportunities to raise achievement in Literacy across the working week.

Organisation of teaching and learning to aid progression

Learners are organised by stage rather than age. Each Gallery follows a separate English & Drama programme of study delivered over a two year rolling programme. There is a clear progression of skills, experience and challenge within and between the Galleries. In Tate, Louvre and Guggenheim, we deliver three English & Drama lessons and two Sound Reading lessons a week. The students are taught by their class teacher who will use both whole class teaching and small group work in ability groups.

In MCA, the students are organised into ability groups and have English twice a



week. The NOCN pathway learners are taught by their class teacher, while those following the BTEC pathway are grouped in ability with a teacher responsible for teaching English and preparing them for accredited exams.

The Tate Modern

These learners are taught listening, talking and mark making (writing), differentiated as appropriate to each learner's stage. They are exposed to stories, poetry, plays, animations and pictures to stimulate discussion and immerse them in words. Some need help with the physical, cognitive and/or linguistic process of writing. SRS is key.

The Louvre

These learners are immersed in the world of reading and writing, with appropriate support and challenge for a wide range of abilities. They are exposed to more challenging texts and ideas, whilst reading more independently. Writing focuses on transcription and composition, where possible. Some will recognise register in the three areas of reading, writing and Spoken language. SRS and guided reading is key. Some begin Functional Skills' accreditation.

Guggenheim

These learners build on their Functional Literacy skills and are exposed to even more challenging themes and texts that are age/interest appropriate. Independent reading is important, as is discussion, debate and presentation. Some produce more extended, functional writing linked to vocational and independent skills. It is still important to play with language and have fun with stories. SRS and reading response is key, as appropriate. They continue their Functional Skills' accreditation.

MCA (Sixth form)

These learners use English lessons to build upon and consolidate skills that have already been gained within the main school. The focus is on developing functional skills, so that they can use their literacy and oral skills confidently, effectively and independently in work and everyday life. Student progress is assessed through B Squared Adult Levels and the functional skills exam criteria.

Differentiation

At *The Iffley Academy* all our learners are grouped according to their stage rather than age, but we recognise that within all classes students have a wide range of ability in literacy, oracy and Drama skills. We ensure that we provide suitable learning opportunities for everyone by matching the challenge of the task to the SEN ability and learning style of the student.

This is achieved in a variety of ways:



- Setting tasks which are open-ended and can have a variety of responses
- Setting tasks which can be completed in a variety of different ways, e.g. verbal, pictorial, written response
- Providing resources of different complexity or presented in different ways to match the ability and learning style of the students
- Grouping students flexibly within the classroom and setting different tasks for each group
- Setting tasks of increasing difficulty
- Using students as experts within a class setting to challenge them
- Using support staff to support and extend the work of individual students or groups of learners

Assessment and recording

Assessment is built into lesson planning, with a strong focus on assessment for learning that involves students in self and peer assessment. Learning passports provide opportunities to involve the students in evaluating their progress at the end of every lesson. Students are often given immediate feedback orally. The range of marking provided includes formative, diagnostic, evaluative and summative. We have formal baseline assessments during September and at key points throughout the year. The school staff works together to monitor work and assessments in formal moderation meetings.

Students' progress in English & Drama is measured using the B squared competencies based on the new National Curriculum, in line with the national 'Assessment without Levels' guidance. Students in the Louvre and Guggenheim Galleries are also assessed through the Edexcel Functional Skills exams in reading, writing and spoken word. This includes Entry Levels 1, 2 & 3 which are internally marked, moderated and verified. Also, Levels 1 and 2, which are externally marked by Edexcel. Preparation involves plenty of practice papers using the marking criteria.

Personal, Social and Health Education (PSHE) and Citizenship

English & Drama makes a significant contribution to the teaching of PSHE and Citizenship:

1. Citizenship e.g. *The World of Work* MTP for all galleries links directly to areas within the PSHE programmes of study
2. Discussions and debates, including topics around British Values



3. Class readers/Literature texts e.g. explore personal and social themes linked directly to PSHE programme of study

4. Drama activities e.g. role-play encourages social interaction

SMSC

The English & Drama curriculum offers our students many opportunities to consider social and moral questions. Each class experiences a range of class readers, which teach students about the reasons why people are different and promotes respect for other people. Many texts explore other cultures, such as John Steinbeck's *Of Mice and Men*. Drama is a perfect vehicle for using role-play to explore moral questions, encounter social situations in a safe environment and empathise with other people by literally stepping into their shoes. It also includes games involving interaction and collaboration. Students are regularly involved in SMSC assemblies, such as reading their poetry or dressing up for *World Book Day*. Literature is also promoted by introducing famous authors and their writing, inviting them in to meet the students where possible. For instance, the celebrated Bloomsbury author Sophie Kirtley. The Reading Room is available in Google Classroom to encourage our students to enjoy the world of books. It provides reading lists, competitions and videos of adults reading their favourite stories and poems.

The role of the Learning Manager

The Learning Manager for English & Drama is Dee Taylor. To ensure consistency in delivering a high-quality curriculum the Learning Manager undertakes the following:

- Writes and updates any curriculum policies
- Writes long and medium term plans for each gallery
- Supports colleagues to benchmark stages of attainment
- Provides regular moderation sessions
- Evaluates pupil English targets
- Plans, tracks and evaluates pupil interventions
- Scrutinises of assessment data and progress
- Provides Pupil Progress meetings with teachers
- Monitors and reviews standards of teaching through learning walks, lesson observations, moderation of work, etc.
- Provides appropriate enrichment activities, e.g. performances, off-site visits, etc.
- Provides curriculum based training e.g. Sound reading training for TAs
Verifies exam papers