



Drama Disadvantaged & SEND Strategy: Attend – Learn – Keep Up – Enrich – Engage

Attend:

- Staff prioritise strong relationships, greeting students at the door to ensure pupils feel known, welcomed and ready to learn.
- High expectations are consistently applied, with clear routines for punctuality; lateness is monitored and addressed promptly.
- A safe, inclusive environment is established where students are supported to build confidence, particularly in practical performance.
- Engaging, practical lessons (rehearsal, devising and performance) promote high levels of motivation and encourage attendance.
- Grouping strategies (student choice and teacher-directed) are used effectively to ensure inclusion and positive working dynamics.
- Staff identify disengagement early through participation in practical work and respond with targeted support, addressing barriers such as confidence and anxiety.
- Clear curriculum pathways from KS3 to GCSE and A Level, alongside taster sessions and enrichment opportunities, raise aspiration and reinforce the value of attendance.

Learn:

- Staff have a secure understanding of pupils' starting points, including confidence in performance, literacy and oracy skills, and use this to inform adaptive teaching.
- Seating and grouping are used strategically (teacher-directed and student choice) to support collaboration, inclusion and high-quality practical outcomes.
- Lessons begin consistently with clear learning intentions, modelling of practical or written outcomes, and explicit success criteria.
- The Drama curriculum is coherently sequenced from KS3 to KS5, building skills in devising, performance, evaluation and written analysis over time.
- Reading and oracy are embedded through script work, discussion, rehearsal and evaluation; key terminology is explicitly taught and modelled.
- Teachers use explicit instruction, modelling (e.g. demonstrating performance and evaluative skills), scaffolding, dual coding and chunking to support understanding and reduce cognitive load.
- Assessment is used responsively within lessons, including live feedback during rehearsal, performance and evaluation, allowing teachers to adapt teaching in real time. - Students are regularly assessed through practical rehearsal, performance and theoretical/ evaluative ensuring a broad and inclusive understanding of progress.
- Adaptive teaching supports students in overcoming barriers such as confidence, performance anxiety and literacy demands in written work. - Reasonable adjustments are implemented effectively, including adapted rehearsal processes, structured roles and supportive performance environments.

Keep Up

- Retrieval practice is embedded through regular recall of key terminology, visual in displays,
- Spaced rehearsal and revisiting of key skills (e.g. performance techniques, devising strategies and evaluation) ensure knowledge is retained over time.
- Pupils are explicitly taught how to rehearse, revise, reflect and refine both practical and written work from KS3 through to KS5.
- Metacognitive strategies are embedded, with students reflecting on rehearsal processes, performance decisions and evaluative responses to improve over time.
- Staff prioritise keeping pupils in lessons, with supportive strategies in place for students who are anxious or reluctant to perform (e.g. scaffolded roles, gradual exposure to performance).
- Interventions are curriculum-linked, including additional rehearsal time, structured feedback, and support with written evaluation and exam technique through revision booklets, sessions and interventions for performance and coursework.

- Disadvantaged and SEND pupils receive targeted support without removing access to the full curriculum, including scaffolded exemplars, writing frames, sentence starters key word boxes and structured guidance.
- Homework and independent rehearsal tasks are monitored to ensure pupils remain on track.
- KS4 + 5 Mock Performances are recorded to allow reflection, and feedback given to support for performers and designers. Gives students practice in exam conditions.
- Staff work collaboratively with pastoral and SEND teams to ensure students are supported holistically and remain engaged in learning.

Enrich

- A rich and ambitious curriculum provides opportunities for pupils to engage in practical performance, devising and exploration of a range of styles and practitioners and roles in theatre.
- Extra-curricular opportunities, including whole school productions, workshops, student led dance showcase (Dance the Night Away), extend learning beyond the classroom and promote high levels of engagement.
- Students are encouraged to take on a variety of roles (performance, directing, design) to broaden their understanding of theatre and develop transferable skills.
- Theatre visits and live performance experiences enhance cultural capital and deepen pupils' understanding of professional practice.
- Taster sessions at GCSE and A Level support progression and encourage continued engagement with Drama across key stages.
- Opportunities for public performance build confidence, resilience and a sense of achievement, particularly for disadvantaged and SEND pupils.
- Students develop key life skills including communication, collaboration, creativity and critical thinking through enriched Drama experiences.
- Links to careers in the creative industries are embedded and supporting pupils in understanding future pathways and processes of auditions, for both University and further careers.

Engage

- In drama we celebrate success with rewards (two students per year receive department awards for effort and performance per term) this is communicated with an email home, postcard and positive arbor points.
- Consistent log and track of behaviour, accessible for parents to view via arbor and contact made to share success of implement targets (Department Reports).
- Staff know pupils well and use this understanding to engage them in both practical and written aspects of Drama, particularly those who may be reluctant or lack confidence.
- Clear communication with families supports engagement, particularly around performances, rehearsals and enrichment opportunities.
- Social media presence to highlight student success, notices and share opportunities.
- Student voice is valued through reflection, evaluation and feedback (purple pen), on performances and learning experiences, strengthening engagement and ownership.
- Opportunities such as productions, showcases and workshops foster a strong sense of belonging and pride within the department.
- Leadership opportunities (e.g. directing, mentoring younger students, technical roles) develop responsibility and deepen engagement.
- Careers in the creative arts are explicitly referenced, raising aspirations and helping pupils see the relevance of Drama beyond the classroom.
- The department builds cultural capital through exposure to live theatre,
- A consistent, relationship-driven approach ensures high levels of engagement, sustained participation and positive outcomes for all pupils