

**The Drama Studio**

**Drama Literacy Pilot P.3**

**Mid Term Evaluations**

**May 2021**

**Highlighted Text Throughout Represent**

 = Positive Observations

 = Areas For Development

Argyll and Bute

**P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

The resource was very user friendly. Downloaded with no problems and played smoothly. Videos were clearly explained and demonstrated, so pupils knew exactly what they had to do.

Please describe how your students have responded to the Drama lessons.

My class absolutely loved the lessons! They got stuck in and came up with super mime and stories. I have not done much drama as it is not something I have been confident in teaching, however just these few lessons have given me so many ideas to develop for the future.

Which aspects would you say are most engaging?

I think the fact that the lessons are delivered in such a lively and fun way means that they hold the children's attention. Vocal and facial expressions, body language, etc., are engaging and demonstrate to the pupils what they should be doing.

Which aspects have you found to be more challenging?

None in particular. I have enjoyed it too!

How are you finding the amount of content in each lesson? Please explain.

For the first lesson, I found that it took up the whole afternoon with watching the videos, discussing, partner/group work, then giving pupils the chance to demonstrate their ideas to the class. I had not expected it to take so long, however they were engaging and working well so I wanted to give them the opportunity to present their work without rushing it. Even those who were a little reluctant to act it out in front of the class at first gained confidence

in watching others, and most were keen to take a turn to show what they had done.

How have you found the students have responded to the literacy tasks that follow on from the activity?

I found that it definitely helped them in coming up with ideas for writing, and with a structure for their stories. They liked drawing out their story in pictures first, then adding sentences to describe what was happening. This worked particularly well for those pupils who sometimes find it hard to come up with their own ideas.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Yes. I am enjoying using the resource and it is something that I would definitely use again in the future. It is effective for developing confidence and supporting talking and listening skills, as well as providing support for developing ideas and structure for writing.

Additional comments

Thank you for all the work you have obviously put into developing the resource. As someone else mentioned, it really is like having visiting drama specialists in the classroom. Pupils respond well to the fresh approach and change from the class teacher!

**P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

Very! Having you both “lead” the lesson, with clear points in the videos to pause was extremely user friendly. The documentation to go with each lesson is also very clear. Easy to use!

Please describe how your students have responded to the Drama lessons.

They have loved this! As soon as they see drama on the timetable they just get buzzing! They’ve worked well in groups, even the children who I thought might not enjoy this have responded well and got involved.

Which aspects would you say are most engaging?

Each section of the drama lesson is short, so they have enough time to watch you both demonstrate, but also a lot of time to try it out themselves. They like adding in and improvising. But then using it to write a story has had them hooked on their story writing.

Which aspects have you found to be more challenging?

Nothing at all. As a teacher who enjoys teaching drama and feels confident teaching drama this resource has been great for adding to the games, stimulus and follow up activities I have. But as a teacher who recognises how difficult a subject this can be to teach for those who don’t feel confident, this resource is perfect... because it’s led by experts – without the intimidation of actually having someone in the room.

How are you finding the amount of content in each lesson? Please explain.

Perfect amount. It can be easily added to if needed – but for me, there’s plenty of time (and no limit) on how long the children can carry out the activities.

How have you found the students have responded to the literacy tasks that follow on from the activity?

Some of the best story writing they have produced all year! They are so invested in it.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

It's been a great reminder of how effective drama is in supporting literacy.

Additional comments

Fife

### P.3 Drama Literacy Pilot – Mid Term Evaluation –

As a Teacher how user friendly did you find the resource? Give details.

As a teacher the resource is very user friendly, we have had issues with our internet and the lessons don't stream continuously. I haven't been able to find a way to download the individual lessons but I'm sure that's our iffy IT!

Please describe how your students have responded to the Drama lessons.

My children are absolutely loving the lessons and have all been completely engaged from start to finish

Which aspects would you say are most engaging?

The class are particularly enjoying replicating the scenes that are acted out to them and are getting better at incorporating more detail into their performances.

Which aspects have you found to be more challenging?

N/A

How are you finding the amount of content in each lesson? Please explain.

The lessons have easily lasted an entire afternoon and the children are enjoying seeing others work and comments in areas they liked and making suggestions for improvement

How have you found the students have responded to the literacy tasks that follow on from the activity?

All of the literacy lessons that we've followed up with have been richer for the drama work that's preceded it and the children have had lots of ideas for writing and incorporated lots of detail.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Yes, through our use of stories and partner/group work to generate ideas and characters.

#### Additional comments

I'm lucky enough to remember the days of the visiting teacher service and still occasionally use and recreate lessons that I saw used by them - many moons ago! I can honestly say these lessons were like having a visiting specialist in class again and seeing how the children interacted with you both gave me goosebumps, as they were completely captivated. I'll be honest and admit it's been a while since we've done 'proper' drama but seeing the children so engaged and animated, particularly some of my wee quiet, shy ones was astonishing.

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Huge thanks to you both for providing these lessons and I look forward to using them again!

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

I have loved using the materials, they are very accessible and have a clear structure which has been very easy to follow. Having the ability to pause at the correct parts has been wonderful, especially with the words on the screen so children know when they have to stop and start.

Please describe how your students have responded to the Drama lessons.

The children have been very engaged and thoroughly enjoyed the sessions. They have gone home talking about it and parents have loved seeing the pictures from the learning and children have been discussing this with other staff too.

Which aspects would you say are most engaging?

The videos as a pathway and stimulus to writing has been wonderful. The children enjoy writing and reading back each other's work.

Which aspects have you found to be more challenging?

The most challenging aspect has been fitting the lessons in with the children as the drama has to come before the writing and the class I am working with struggle with working memory, we have incorporated story maps to help us with this.

How are you finding the amount of content in each lesson? Please explain.

The content is wonderful and I am very impressed that I can make such short videos last whole afternoons and sometimes whole days with the children.



How have you found the students have responded to the literacy tasks that follow on from the activity?

Children have responded positively and engaged well and are taking pride in their work.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

This source is wonderful to use and I am incredibly thankful that I have been part of this as it has had lots of time to allow children to explore aspects of drama and literacy to see how it progresses.

Additional comments

The children would like to add that this has been very fun and allows them to be silly and have a good time with their learning.

### P.3 Drama Literacy Pilot – Mid Term Evaluation

Dumfries and Galloway

As a Teacher how user friendly did you find the resource? Give details.

This resource has enabled the teacher to confidently begin the project in class. Loving that it requires minimal preparation.

Please describe how your students have responded to the Drama lessons.

The pupils **LOVE** the lessons and it is suitable for collaborative work in a P1-7 class.

Which aspects would you say are most engaging?

The videos allow for a great lesson pace.

Which aspects have you found to be more challenging?

None

How are you finding the amount of content in each lesson? Please explain.

The amount of content in each lesson is fantastic! The children are fully engaged for the entire lesson and the content allows for flexibility in that the teacher can adapt and extend parts if needed.

How have you found the students have responded to the literacy tasks that follow on from the activities?

There is a positive link between the Drama input and literacy tasks. Children can easily recall the scenarios played out in the Drama lesson, allowing them to confidently tackle their literacy tasks as they have a strong foundation to build upon.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

The resource is extremely supportive. It provides excellent ideas, scenarios and planning materials for drama input that can be linked directly to the curriculum. From a teaching perspective, it also boosts confidence and experience in delivering Drama. When developing literacy there are very useful ideas for lessons provided. These are also flexible and can be adapted to suit individual class needs.

Additional comments

The feedback provided has been the experience of class teacher and student teacher. We are delighted to be using such an excellent resource. It has allowed our student in her third year to develop an aspect of the curriculum which she has had little to no experience teaching.

Inverness

### P.3 Drama Literacy Pilot – Mid Term Evaluation

As a Teacher how user friendly did you find the resource? Give details.

It was very user friendly. Everything was clear to understand and easy to access. It was great to have links to the music you had used too as that saved time searching. The videos have been great and easy to follow.

Please describe how your students have responded to the Drama lessons.

The children have loved the Drama sessions. They very quickly got the hang of the videos watching in short sections and acting when it said “over to you”. I think they liked the repetition of this and the fact that it got gradually more challenging each time.

We have had some super writing in response to the Drama lessons, which they see as a fun continuation of Drama rather than a “big writing” task.

Which aspects would you say are most engaging?

They engage best with short tasks, but the way in which you have built these up has been great and they are now able to focus more on what is being asked of them when there are more elements to include e.g. acting and speaking.

Which aspects have you found to be more challenging?

It can be challenging when everyone wants to “show”. Although it is great that they want to show and are confident to do so. Perhaps if it said “Now your teacher will pick (a set number of groups or pairs) to show.”

Also at times with the acting some children tend to want to run around. Reminders to stay in the set space (stage) would be good as when they start running they lose the main point of their acting/speaking.

How are you finding the amount of content in each lesson? Please explain.

The content is all fabulous, but we have found we are not always getting to the end of the lesson which is usually the meatiest part. This may be due to my time management and as mentioned above the fact that so many want to show!

How have you found the students have responded to the literacy tasks that follow on from the activity?

The literacy task responses have been super. Children who are not always engaged in literacy are really finding this a great way of being fully included and able to share their written work in a safe space (not faced with a blank page to write on). They have super ideas from the drama they have done and enjoy the follow ups as an extension of this, not a chore at all!

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Yes, definitely. I would not have been confident to do Drama with the children in the classroom before and I would worry that it had value for the children as a stand-alone lesson. These lessons have shown me that it can be done so easily (in minimal space) and certainly is not a stand-alone subject area.

Additional comments

Thank you so much. We are looking forward to more! : )

West Lothian

**P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher, how user friendly did you find the resource? Give details.

- Very accessible resource, easy to use and documentation there and straightforward in approach
- Over to you points make activities/ where to stop very clear
- Great teacher video (would be great for practitioner who had not done a lot of drama before)
- Sequence very clear
- Layout on website with documentation under it is great
- Brilliant resource

Please describe how your students have responded to the Drama lessons.

- All learners engaged
- Episodes good length
- Children like structure and understand what is expected
- Literacy engagement has been heightened (children keen to engage in activity after the lesson)
- Drama stimulus has scaffolded learning well and meant that I have had a high quality of work from all learners
- Learners look forward to drama every week
- Their skills within drama are noticeably improving (e.g. mime)
- Resource set up in a way that does not intimidate children
- Children feel comfortable performing in front of the class
- Children feel they have built a relationship with Julie and Louise as the resource is done in a personal way
- Amazing results as usual!

Which aspects would you say are most engaging?

- The comedy part of the videos are engaging
- Learners like that they can add in their own spin
- Learners love the different voices/accents
- Learners like that they can predict what might happen and enjoy the suspense of the videos
- Learners enjoy the range of activities we do after videos
- Learners don't think they are 'working' (their words)
- Allows learners to be imaginative

Which aspects have you found to be more challenging?

- Some learners sometimes struggle to remember sequence of events
- Help screen before the over to you to recap might be helpful?

How are you finding the amount of content in each lesson? Please explain.

- Very manageable
- Chunked well
- Children are not sitting for too long

How have you found the students have responded to the literacy tasks that follow on from the activities?

- Very engaged
- Want to complete them/ motivated
- Quality of work produced very high
- Stimulus supports all learners and allows everyone to be successful



Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

- Brilliant resource for engagement
- Great from a covid safety point of view as it can be done from behind chairs/ in small groups/ bubbles
- Would be super for teachers who had not done drama before and did not know where to start

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher, how user friendly did you find the resource? Give details.

I found the resource very user friendly as the videos were easy to access as well as the lesson plan documents.

It was also helpful that the music site was attached as the music made the lessons even more effective!

Please describe how your students have responded to the Drama lessons.

They absolutely loved the Drama lessons - I just wish I had more space in my classroom so they could move around more.

The videos were interactive, and it helped that the videos were broken up e.g., 'over to you'. It made the children more excited for the next part of the video.

Which aspects would you say are most engaging?

All the videos were very engaging, and the music to go along with it. Great content.

Which aspects have you found to be more challenging?

The spacing in my room and ensuring I had an effective literacy task at the end of the lesson. Although the ideas were great at the bottom of the document, however it would have been great for me to see some examples or templates.

How are you finding the amount of content in each lesson? Please explain.

Great amount of content, I was happy to just focus on this for most of the day once a week and it works well for me. We focus on the drama part of it after break and turn our classroom into a 'drama studio' until lunch. Then when they come back in from lunch we do the literacy task for 45 minutes.

How have you found the students have responded to the literacy tasks that follow on from the activities?

As I said previously, for me it would have been great to have examples or templates for the literacy tasks. I just got them to create comic strips, design their own book cover & write a recount of Goldilocks

and the 3 bears. The children have been really engaged in these literacy tasks.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

You do need to make the time to fit everything in because you don't want to rush the drama part or the literacy task but because I am passionate about drama, I am happy to spend most of the day on it. I feel like because they act it out and it's so active, it's then embedded and they have more ideas to write down for the literacy task.

Additional comments

Is there going to be any more videos?

Thank you again.

East Lothian

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher, how user friendly did you find the resource? Give details.

Extremely user friendly. Being able to view the videos and read over the lesson notes beforehand, gave me the opportunity to think about exactly what I was hoping the children might come up with themselves as the lessons progressed.

Please describe how your students have responded to the Drama lessons.

Enthusiastically! At the end of each section, I often have to remind them to listen right to the end, as they are so keen to get started on whatever the activity is!

Which aspects would you say are most engaging?

The scenarios where the children can bring in a bit of humour. Where you are modelling using humour without it becoming 'over the top'. Initially, the children would fall to the floor or try to be 'overly funny' but as they have had more opportunities to do this, they are learning that humour can be more subtle.

Which aspects have you found to be more challenging?

As above to a point but this has changed from being challenging to really good fun for all involved!

How are you finding the amount of content in each lesson? Please explain.

Just right. I feel that it could also be easily adapted, either shortened or lengthened depending on time available and previous experience or not, of the various skills.

How have you found the students have responded to the literacy tasks that follow on from the activities?

We haven't tried these yet, only because we have had assessments and other literacy work to complete which had to take priority, however, we certainly will do some of these in the next block.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

The drama yes and I can see exactly how the literacy resources and ideas would fit in perfectly, giving the children the chance to discuss and generate ideas (often the hardest part of writing!)

Additional comments

We are thoroughly enjoying using this resource. Here are a few comments from the children in my class.

J - 'I like how they show us what to do but then we can change them with our own ideas.'

E - 'I like how they engage with the characters and get into the mood.'

J - 'I like how they talk us through what we can do.'

### P.3 Drama Literacy Pilot – Mid Term Evaluation

As a Teacher how user friendly did you find the resource? Give details.

This resource was very user friendly. The demonstrations gave accurate detail for the children to develop dramatic skills, without being too lengthy.

The enthusiasm both teachers had for the lessons was evident. The children responded very well to this.

Please describe how your students have responded to the Drama lessons.

The children in my class have responded very positively to these lessons. I regularly teach drama lessons and use a drama pedagogy within my daily practice, so the children work well with drama.

I have found their enthusiasm for mime has improved their ability to work in teams. They are all so excited to take part in this learning, that they are not focused on who they are working with. Moreover, I have found that since this the kids are working better together in general.

I have also found that some of the children are using this new mime skill across the curriculum or to share their learning. For instance, I focus on a lot of Blooms create, and a child in my class used mime to demonstrate how they would use addition in a real life situation.

Which aspects would you say are most engaging?

I would say the whole resource is incredibly engaging.

I think the children do enjoy when they watch the initial demonstration and then they get to trial it for themselves.

Which aspects have you found to be more challenging?

Nothing has stood out to be particularly challenging so far.

How are you finding the amount of content in each lesson? Please explain.

The content for each lesson is working very well for my class. We usually do this learning in the afternoon, so there is plenty of time to use the resource and have time to act.

How have you found the students have responded to the literacy tasks that follow on from the activity?

I would so the children have responded fairly positively to the literacy tasks. Yet, I do feel they are more engaged with the initial drama lesson.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

I absolutely do. This recourse has been fantastic for supporting drama and literacy. The resource itself has been useful, however it has also inspired me with my own ideas.

Additional comments

I cannot thank both Julie and Louise enough for this fantastic resource. It's so engaging, fun and the learning that is generated from it is so enriched. The ideas that I have got from this resource, is something that I will continue to use throughout my practice for years to come.

Thank you.

Falkirk

## **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.  
It is very easy to follow and I like how I can stop and start each part.

Please describe how your students have responded to the Drama lessons.  
The children have really enjoyed the lessons and have loved sharing their work with the rest of the class.

Which aspects would you say are most engaging?  
I like the text included in the clips as it helps the children to read what they have to do.  
Each clip is not too long.

Which aspects have you found to be more challenging?  
The sound effects. Perhaps to include the link along with the clip?

How are you finding the amount of content in each lesson? Please explain.  
It is just enough. I have been doing the lessons in 2 parts with the art task at the end of the week as a round up.

How have you found the students have responded to the literacy tasks that follow on from the activity?  
We tend to do the art tasks as we are busy trying to catch up due to the pandemic. However when we get back to 'normal' I could see me using the literacy more.



Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Additional comments

Falkirk

City Of Edinburgh  
**P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher, how user friendly did you find the resource? Give details.

Incredibly easy to use!

I'm grateful for the detailed lesson plans that are ready to go and the 'Over To You' pause prompts make it even easier.

I also like the range and choice of follow up literacy tasks that can be adapted to suit the year group.

Unfortunately, our internet browsing restrictions within school mean that we are unable to access the free music tracks that you suggest. Do you have any other recommendations or tips on how to access backing tracks? From previous in school lessons with your team, I find pupils are more engaged when they have a backing track.

Please describe how your students have responded to the Drama lessons.

Everybody loves Drama! When they notice the Drama symbol on our timetable you can hear an audible 'YAY!'

The creativity and imaginative responses never cease to amaze me.

Which aspects would you say are most engaging?

Pupils enjoy watching you act out parts of the story as well as taking turns to present their own ideas.

Which aspects have you found to be more challenging?

Timings. This is getting easier with time and experience.

How are you finding the amount of content in each lesson? Please explain.

The first lesson took longer to work through but pupils remained engaged throughout.

The second lesson seemed slightly shorter which worked better in terms of break / lunch timings – perfect amount and more manageable amount of content.

How have you found the students have responded to the literacy tasks that follow on from the activities?

Very motivating!

Most pupils were more engaged than during other literacy / Big Writing tasks.

Pupils seemed more inspired to write and share their ideas.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Absolutely!

Glasgow

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher, how user friendly did you find the resource? Give details.

I think that the resource is very user friendly. I like how it is set out and that the video has visual stop points rather than just watching the video and waiting for it to say 'over to you'. It also provides the ability to jump to different parts of the video with ease.

Please describe how your students have responded to the Drama lessons.

My students have responded well to the lessons. They enjoy being actively involved and are always keen to be able to try out the drama for themselves.

Which aspects would you say are most engaging?

Definitely the 'over to you' points. My students also enjoy joining in with the drama throughout the video. For example, my students would often try to guess what is in the present or what the next part of the lesson will be.

Which aspects have you found to be more challenging?

Sometimes I have found keeping the pupils engaged for the full length of the video can be a challenge. My pupils are very engaged for the first half to three quarters of the lesson but then lack some motivation by the end of the video. I am not sure to why this is as it could be due to length of the lesson being too long or the fact that the lessons takes place in the afternoon.

How are you finding the amount of content in each lesson? Please explain.

Personally, I think the amount of content is great as it incorporates all learning styles and is responsive to different pupils' needs. Like I said in the last question, my pupils are lacking motivation towards the end of the lessons and are not as engaged as they were at the beginning.

How have you found the students have responded to the literacy tasks that follow on from the activities?

The pupils have responded very well to the literacy tasks. My pupils have enjoyed using their learning and implementing it into another aspect of the curriculum. My pupils are also bringing in Emotion Works into the drama and literacy lessons.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

I have found the resource to be very supportive to teach drama in the classroom along with Literacy and Health and Wellbeing. My pupils are making links between the different curricular areas which has developed their skills and understanding of the different concepts.

Additional comments

I have only managed to complete 1 and a half lessons due to the how busy this term is and our school context.



Argyll & Bute

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher, how user friendly did you find the resource? Give details.

A fantastic resource, documents are easy to follow and its great having it all on one website. Our videos have a little trouble streaming in full and we often need to pause but it does give us chance to talk about the lesson.

Very little prep for the teacher and the videos are a good length of time for the children to focus. It works really well breaking it up with the over to you activities and the step by step progression for each activity is fab.

Please describe how your students have responded to the Drama lessons.

The children have loved it!!!! They always ask on a Thursday if it's drama day.

We are seeing the confidence in our quieter children grow and it went from only a couple of pairs sharing in the first week to all children wanting to get up and share by the third week which for some of our children is a huge positive.

We are not always getting chance to do the follow up activity on the same day due to the attention span of some of our key children with

asn however we've been returning to them as a separate literacy lesson which seems to work really well.

Which aspects would you say are most engaging?

They love the over to you activities on the video, it breaks up the lesson really well and gives good scope for us to talk about what they think might happen next.

Some of the children have taken to creating new characters in some of the scenes and adding on extra scenes – especially with the bookshop characters.

Which aspects have you found to be more challenging?

As mentioned above, linking the literacy straight away but that's just down to the cohort I have and their attention span.

How are you finding the amount of content in each lesson? Please explain.

I think the content is great. It's sectioned off really well and I like how each week there is a link back to the skills practised in the previous sessions.

The videos are varied and scenarios are funny.

How have you found the students have responded to the literacy tasks that follow on from the activities?

So far yes although it's usually on a separate day which means the memory or excitement of the moment has dwindled slightly.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

From a speaking and listening perspective it's ticking lots of literacy outcomes and when we do get to the follow up activities there are some great links.

For us it's also a great chance to focus on lot's of health and wellbeing issues and given the past year of home/school learning it's been great for social aspects too.

Additional comments

Fab resource and can't thank you enough!!

Looking forward to getting the rest of the videos and documentation!

Fife

**P.3 Drama Literacy Pilot – Mid Term Evaluation**



As a Teacher, how user friendly did you find the resource? Give details.

Very user friendly. It was easy just to set up the videos and useful how Julie and Louise clearly told when in the video to stop and for the children to complete their job.

Please describe how your students have responded to the Drama lessons.

The children in my class have loved the Drama lessons. Their excitement for drama has grown, as well as their confidence when presenting to the class. The children are clearly engaged when watching Julie and Louise and keen to get started.

Which aspects would you say are most engaging?

Which aspects have you found to be more challenging?

Sometimes there can be issues with the IT in school – is there any way of downloading the videos so that they can be saved, so they don't have to be accessed online each time?

How are you finding the amount of content in each lesson? Please explain.

There is a lot of content within each lesson and sometimes they last much longer than I expect depending on the children's enthusiasm and engagement.

How have you found the students have responded to the literacy tasks that follow on from the activities?

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Very supportive in teaching drama in the classroom and connecting literacy at the same time.

Additional comments

Thank you very much as I am not at all confident in teaching Drama and this has helped me a lot!

Angus

**P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher, how user friendly did you find the resource? Give details.

Simple, clear, effective. Everything is explained so clearly and demonstrated so well. I like the summaries that appear on screen too. Children respond well to that. Wide variation of activities to try.

Please describe how your students have responded to the Drama lessons.

ALL of my class have got involved – this is a feat in itself! I have some very shy pupils so I am delighted to see them lose themselves in a different persona. They enjoyed the mime the most. Although also enjoyed the Removal Van.

Which aspects would you say are most engaging?

Mime, the box, removal van and the introduction of the voices and characters.

Which aspects have you found to be more challenging?

The story telling – class were not so keen on this one at all. I was surprised.

Noise level but I think that is just part and parcel of being in the classroom instead of the gym hall at the moment.

How are you finding the amount of content in each lesson? Please explain.

We allow 45 minutes for drama and we use it all. The first lesson we spent over an hour and it was too long. We have embellished some areas and have lessened others. We build in some time for a group to 'show' their skills each week.

How have you found the students have responded to the literacy tasks that follow on from the activities?

Our class have made these activities part of their Daily Five writing so have taken these on board with gusto! It has provided them with something concrete to work on and develop.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Yes. We are probably making much more use of the drama at the moment. We have a student teacher in class which is making it more difficult to extend the literacy activities.

Additional comments

We really look forward to our drama slots each week. My class feel they know you and all personalities from the super confident to the quiet and shy are responding so well.

Grateful thanks.

Fife

## P.3 Drama Literacy Pilot – Mid Term Evaluation

As a Teacher, how user friendly did you find the resource? Give details.

Extremely – it was very straightforward to print off the lesson format using the video page and the videos were easy to access and very straightforward. It might be handy to be able to save the videos in another format e.g a pendrive for ease of access. One day I had planned to use the resource I was absent due to illness and I had to forward email and explain to covering teacher how to use resource etc – I appreciate it is part of a pilot and you want to ensure the users are the ones who have been agreed, but maybe slightly easier accessibility for the next ones would be good.

It would be also good to have an overview of the lessons - perhaps in grid format showing the skills / progression made over the 8 lessons – would just help for planning.

Please describe how your students have responded to the Drama lessons.

My students have absolutely loved the Drama lessons. We have had very little time for Drama this year due to Remote Learning and trying to fit everything else in, but they get very excited for a Friday afternoon, our Drama time. Initially the children who lacked confidence took a while to warm up as I would have expected, but not I'd say 95% of my class engage and have become more confident and are enjoying it very much. It has been a joy to see 'different' sides to the pupils when they are participating in Drama – it is very easy for them to follow your examples and many adapt them in unique ways, developing the skills involved.

Which aspects would you say are most engaging?

I like how the lesson examples on the video begin simply and you build on each step using one skill e.g mime. I have had a tendency before to jump between lots of different conventions in one lesson rather than building on one within one lesson. I think the children have been able to develop in confidence, leading to them using their own ideas towards the end of the lesson. For example, many of the children felt confident using their own ideas in the storytelling lesson rather than simply Goldilocks – which I'm certain they would not have been so brave to in the beginning.

The videos are not too long either which is more engaging. Most of the lesson is focused on the children being involved and they sit for just the right amount of time before going off on their own - good pace.

Which aspects have you found to be more challenging?

Using the classroom space has been challenging as I work in an open planned school and I do not want to have to worry about noise because the children are enthusiastic etc. Although you advised just to keep in the classroom, we have gone down to our Music space to ensure we have enough room and we can be as busy and noisy as we need.

I find keeping the children focused on the task at hand can be sometimes a challenge – they are so excited (and often hyper), they can veer off from what they should be doing. I am not sure how to keep them more focused without detracting from the excitement of the lesson / squashing their enthusiasm. Sometimes (especially a few) want to be ‘funny’ and make their peers laugh, which is fine in many cases, but it’s the reigning it in when they need to listen to each other and look out for success criteria that can sometimes be a challenge when they’re so excited!

How are you finding the amount of content in each lesson? Please explain.

I would say the amount of content is perfect! We usually take an hour or just over for Drama and each lesson has taken this time. It’s enough that they can stay engaged for long enough. It’s well varied too so they are not sitting too long, working in pairs / groups / sharing their ideas and performing to their peers. Very good balance and amount for this age and stage.

How have you found the students have responded to the literacy tasks that follow on from the activities?

This aspect I have found more difficult to implement. I work part time, working Thursday and Friday and so by the Monday, the children have forgotten some of what we have been doing or the other teacher has other things to be doing and we also have a student so it’s just fitting it all in that has been tricky. However, we have managed some writing and drawing / pictures with captions which I will attach and I have found that they are all more confident with these tasks as they have had good foundational work and a great stimulus.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Yes I am – I can see how this can be well used together – I think an overview would help to plan it well for another session and planning it in is key. I like how the children don’t really realise it is ‘another literacy task’, but a follow on from all the fun they have had in Drama.

#### Additional comments

Thank you very much for this resource. I have thoroughly enjoyed it as a teacher as the structure is clear and progressive – I have lacked confidence teaching Drama for many years. I can see how this will help me to teach in future. I have really enjoyed seeing the children respond to this and the more shy pupils are embracing this too. I have noticed my class bond together more and their teamwork skills are improving as a result of this. Especially after the year they have had with Remote Learning, they have benefited so much from doing more social, active tasks through Drama, working together and developing those connections again. I look forward to the next four lessons!



North Ayrshire

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

As a teacher, I find this resource really easy to use and adaptable to the needs of the pupils. I like that there are moments of pause for pupils to try each activity. My only feedback would be that some of the exercise examples are slightly long and the pupils become restless as they are excited to try the activities.

Please describe how your students have responded to the Drama lessons.

My students are enjoying the drama lessons and the range of games and activities. They are growing in confidence in their performance skills and in their collaboration and teamwork skills. I think using the drama studio programme has created a strong routine for the pupils and they know what each drama session will entail.

Which aspects would you say are most engaging?

The pupils enjoy the games and partnered activities. They engage well with the videos and the short acted out scenes by Louise and Julie.

Which aspects have you found to be more challenging?

The pupils love performing for each other but struggle to sit patiently in the audience. They struggled with the concept of copying the bookshop scene and wanted to adapt the characters and story. It would be good to introduce a bit of script work alongside the improvisation so pupils could learn about different styles of drama.

How are you finding the amount of content in each lesson? Please explain.

The video lessons are full of content; however, it is difficult to move through all of the activities in one lesson block. The pupils performing each activity takes a lot of time. I use a classroom timer for 'rehearsal' time. I am trying to incorporate more performance opportunities in pairs rather than every group performing to the whole class.

How have you found the students have responded to the literacy tasks that follow on from the activity?

I have not had the chance to start using the follow on literacy tasks with pupils. This week we begin a writing block focussed on the key features of a narrative. I am hoping to use some of the content in the drama lessons as a stimulus for narrative writing. I am sure pupils will love acting out their own stories as we progress through the unit.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

The resource is a fantastic tool to structure drama lessons and include them in the weekly curriculum. I am enjoying teaching drama again and often use some of my own warm-up games before starting the video lesson. Some of my pupils are really developing their communication and performance skills in line with the talking and listening literacy curriculum.

Additional comments

Thank-you for allowing me to pilot this resource! The pupils love their drama lessons and I am finding the confidence to merge my drama teaching background with my role as a primary teacher. I am looking forward to continuing the next block of lessons.

## P.3 Drama Literacy Pilot – Mid Term Evaluation

As a Teacher, how user friendly did you find the resource? Give details.

Very easy to use. I loved just being able to just switch on and all the instructions are on the screen for the children but I also have a copy of what is going to be there before starting.

Its great to be able to have the “Over to you” bits and I used these as a background to film the parts the children did so that I can send to the parents and they also know what the children are depicting.

Please describe how your students have responded to the Drama lessons.

The children love doing the drama lessons and really look forward to our sessions. They were silly at the end of the first lesson but have been totally engrossed since.

They have been really good at picking groups/pairs to work with and LOVE to be the chosen ones to show what they have practised.

I think at first they weren't sure what they were doing with mime but have now realised how it fits in and how it helps them to show what they are doing in their movements better.

Which aspects would you say are most engaging?

I think they love seeing you both show a scene and are able to have a starting point for themselves which they can change and adapt as they like. Often in drama we need to wait for a group to work out something good before we can show the class and have a true starting point but I think children need to be given more of a start, then they don't feel the need to be silly!!

The kids have loved the humour – and its great to see them laughing at furniture being thrown into the van etc. but at the same time trying to make a good scene to show everyone.

I think its great to have short scenes to practise – they are snappy and quick and then we are onto the next part of the story before anyone has lost interest.

Which aspects have you found to be more challenging?

Really none of it so far – my class is a P3/4/5 and we have some fairly sensible P5's who help the younger ones.

How are you finding the amount of content in each lesson? Please explain.

Just right really – the children were silly when they had to be adults in the first lesson and I wondered if the lesson was too long, but that hasn't happened again!

They are always left wondering what will happen next week and looking forward to that!

How have you found the students have responded to the literacy tasks that follow on from the activities?

As I am only in the class for 1 ½ days a week we have only had time to really do one literacy task. However, I have used your suggestions to help with a plenary at the end of each session.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Although we haven't done many literacy activities, we are certainly developing the talking/ listening parts of the curriculum alongside drama skills. We are also developing confidence, peer relationships and a positive mood since lockdown, which is really needed too!

Additional comments

Thankyou for the resource – we are loving it!

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

Resources are very easy to follow. As a probationer, I was unsure how to even start teaching drama. However, lessons are broken up into easy to follow steps and very easy for me to translate and explain to the children.

Please describe how your students have responded to the Drama lessons.

The children thoroughly enjoyed the first lesson (this is all we have done, so far). The worked so well being put into small groups and were very confident at

presenting in front of the class. They particularly enjoyed trying to guess what the present was that was being mimed.

Which aspects would you say are most engaging?

The children were fascinated when watching others performing.

Which aspects have you found to be more challenging?

I think I needed to model more what the children were expected to do – however, as it was just the first lesson, they managed very well to follow the instructions

How are you finding the amount of content in each lesson? Please explain.

I found there was more than enough content for each lesson – we spent an hour on this lesson and we never completed every activity.

How have you found the students have responded to the literacy tasks that follow on from the activity?

We never managed to complete the literacy task following the first lesson – however, we will be completing this next week.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Although it was just our first lesson, I found the lesson was very easy to teach. The children were able to discuss, share ideas and ask questions. I found the resources very supportive as a first time teacher.

Additional comments: I asked the children how they enjoyed the lesson -

'Good, I liked being the present'

'I liked guessing'

'I liked acting the present'

I liked when the audience guessed'

'We got to act'

'I liked miming'

'Amazing'

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

*I found the resources to be very teacher friendly. I could read through the plan and preview the videos on both the school ipad and my classroom desktop and then easily play them on the smartboard for the children to view.*

*The written overview the key skills and learning intentions was also incredibly helpful when planning.*

Please describe how your students have responded to the Drama lessons.

*The pupils very quickly became engaged with the first lesson and the majority of them were excited to perform for their peers. Even the shy and quiet children were keen to participate and enjoyed the group work.*

*Each week, when I tell them that they have a drama session, they show their enthusiasm by emitting a loud, "Yaaasssss!"*

*I know they will be disappointed when the lessons are finished.*

Which aspects would you say are most engaging?

*In my opinion, the children enjoyed the vocal aspect of the performance most. They surprised me with how well they worked together to improvise situations. They also enjoyed group work and it quickly became evident who were the natural leaders and directors within the groups!*

Which aspects have you found to be more challenging?

*To be honest, only the noise levels. We are unable to use the school hall yet due to covid restrictions and it could become quite noisy in the classroom with 27 children. This has encouraged me to find new and innovative ways for them to quieten down.*

How are you finding the amount of content in each lesson? Please explain.

*The amount of content is perfect. The children are engaged for the whole session without becoming tired or needing toilet breaks. The three or four chances for "Over to you" time, keeps them thirsty for more.*

How have you found the students have responded to the literacy tasks that follow on from the activity?

*We have not yet covered any of the literacy tasks due to other demands however, later in the term, I look forward to revisiting the lessons briefly in order to complete the literacy tasks.*

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

*It is definitely a supportive resource for using drama in the classroom and I can see the clear links for exciting literacy tasks which I am sure will motivate the pupils.*

Additional comments

*I have taken lots of photographs and videos of the children participating in the lessons however my school are very strict about sharing these. I will have to check with management as to how I can use these to share the children's great work.*

South Ayrshire  
**P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

I found the resource very easy to use. Easy access through the web link then the videos where easy to follow and pause at the correct times.

Please describe how your students have responded to the Drama lessons.

My students have loved the lessons. They were so engaged, particularly with the mime exercises which I thought they would struggle with as they can be a noisy class but they did so well with it. They showed great imagination with the lessons.

Which aspects would you say are most engaging?



The pupils engaged with all of the activities. They found the activities where they had to improvise in terms of the script harder than just showing something with actions so were slightly off track in those activities.

Which aspects have you found to be more challenging?

Where pupils had to pretend to be a character ie the removal van one. They needed some help to think of what to say.

How are you finding the amount of content in each lesson? Please explain.

The lessons are the perfect length. I can make them last as long or as short as I would like based on how long I let pupils try each activity out for.

How have you found the students have responded to the literacy tasks that follow on from the activity?

We have not yet used these, we have just focused on the Listening and Talking parts.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

This has been great for improving pupils listening and talking skills. They are becoming more confident at standing up in front of the class and sharing their ideas.

Additional comments

Great resource, thanks ladies.

Aberdeen City  
**P.3 Drama Literacy Pilot - Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.  
Very easy to use - the supporting document is clearly laid out and the videos are easy to follow

Please describe how your students have responded to the Drama lessons.  
My class have never had any proper drama lessons before and are absolutely loving the sessions, although they are finding some aspects challenging (eg in week 1 the box changed size constantly and in Week 3 they struggled to remember all the details)

Which aspects would you say are most engaging?

My class are really engaged in all the practical tasks given (despite finding them difficult). They appreciate the humour in the lessons – Jim Shoe was a particular highlight!

Which aspects have you found to be more challenging?

Remembering the details of tasks and knowing when to stick to what's been shown and when to freestyle.

How are you finding the amount of content in each lesson? Please explain.

It's a lot to fit in. The video takes about an hour to work through and we haven't managed many of the written tasks. I think I would prefer shorter videos so that the total time could be an hour, rather than an hour plus writing time.

How have you found the students have responded to the literacy tasks that follow on from the activity?

My class are enthusiastic about everything that we do, and have enjoyed what we have managed of the follow up tasks, but as I said above, it has been difficult to fit this in so we haven't done them all.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Absolutely – the benefits to their listening and talking are huge, and speaking like the character they are playing has helped some of them to understand reading with expression.

Additional comments

Thank you for giving us the opportunity to use this fantastic resource!

City Of Edinburgh  
**P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? The resource has been very user friendly. The documentation has provided enough guidance and explains some of the thinking behind the drama the children are exploring. Although each class will be different, and teachers will make their own judgements for activity length, it might be useful to have a rough guide for how long each over to you activity should last.

Please describe how your students have responded to the Drama lessons. The learners have enjoyed the drama lessons and have found each activity to be just the right level of content to explore confidently. They look forward to the lessons and respond well to Julie and Louise. They find it easy to focus on the tasks and are VERY keen to share their work with others. Some who are less confident are beginning to share and we use compliments after each performance to praise each other's work.

Which aspects would you say are most engaging? The Drama elements are very engaging – particularly the mime sections. The children seemed slightly less keen on the recent story-telling lesson as I think they thought this was quite similar to things they have been doing in actual literacy lessons. In Drama they experimented more with their character and narrator voices though which was really interesting to see.

Which aspects have you found to be more challenging? The children enjoy the lessons and I'm keen for them to share as much as possible with each other. This makes it quite difficult to fit the literacy tasks in unless I am very mindful of time. I did it this week and felt I rushed through the other parts of the lesson as a result.

How are you finding the amount of content in each lesson? Please explain. The drama section can fit into an hour, allowing time for watching and feedback of performances. I think the Drama element is so beneficial that I am not keen to sacrifice this part of the lesson to squeeze in the literacy aspects (at the moment). In a packed timetable (swimming has returned twice a week!) it is also hard fitting it into another part of the week.

How have you found the students have responded to the literacy tasks that follow on from the activity? They have responded reasonably well, but my prioritisation of the drama elements probably does not signal to the children that it is an important thing to do. I realise I need to change my own attitude to this!

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time? I think that I would try and weave the drama strand into my general literacy planning if I was able to plan this a little earlier in the year. The tasks do show how they drama and literacy can be paired together, and I think the informality of the tasks offers the children a relaxed way to improve their literacy skills.

Additional comments

Thanks again for creating a great resource for teachers. It has opened my eyes and given me confidence to include elements of drama across the curriculum.

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

I found the resource very user friendly. Very easy to 'pick up and go' Without much preparation which has helped with reducing teacher workload. I would have preferred the resources to be in Word format as to utilise the video, opposed to typing them in the browser

Please describe how your students have responded to the Drama lessons.

Pupils have LOVED the drama lessons. They are a particularly energetic class and being able to be physically active has benefitted them massively. I have noticed an improvement in their behaviour which I have put down to the very active approach. The quieter pupils loved miming – it gave them a change to be at the forefront of attention without fighting for it.

Which aspects would you say are most engaging?

The fact that each lesson is in small chunks helps to keep pupils engaged but also builds on the previous.. I have pupils who struggle with process and retention ; this is perfect for them.

Which aspects have you found to be more challenging?

I have found in house constraints most challenging. Allocating time and ensuring we have space to complete drama lessons. Particularly when using shared spaces such as outdoor on nice sunny days. But I have had no issues with the lessons themselves.

How are you finding the amount of content in each lesson? Please explain.

I found the amount of content in each lesson manageable. However when I delivered it I had to break each lesson into 2 halves in order to fit it into the already busy timetable. Although, because the lesson is made up of short chunks, it was easy to break the lesson up to suit the time available with ease.

How have you found the students have responded to the literacy tasks that follow on from the activity?

I have not been able to utilise any of the Literacy activities as the school follows a strict Literacy planner. However, I have planned to revisit and use them in the near future to influence writing lessons.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Yes ! Absolutely ! We haven't completed any of the writing activities but the development in the pupils' talking and listening skills has been amazing.

Additional comments

We are loving the lessons so far and look forward to the next ones

North Lanark  
**P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

Very user friendly. I like that the video is available with the linked document available to click on underneath the video. It's also great to be able to pause, re-watch parts etc.

Please describe how your students have responded to the Drama lessons.

My P3 class are excited when I tell them it's time for drama. I feel they have engaged well and it's surprising how quieter children are so comfortable acting out their parts and showing to the whole class.

Which aspects would you say are most engaging?

They enjoy watching the modelling part with Julie and Louise then they come to life when 'it's over to us'.

Which aspects have you found to be more challenging?

At times when they are working in pairs, they can go slightly off track but I just keep going round and round and watching and listening to keep them on track. They naturally want to put on funny voices and giggle and carry on but I feel this



is just a phase as they build confidence in their abilities. It's maybe more embarrassment than anything else.

How are you finding the amount of content in each lesson? Please explain.

I find the amount of content is appropriate. I feel they are still engaged at the end of the lesson which is a good sign. It does take quite a bit of time but only because most children are so keen to show their work to the rest of the class.

How have you found the students have responded to the literacy tasks that follow on from the activity?

As long as I make the literacy task fun, engaging and not too big a chore, they enjoy it.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Yes I do. I am finding it is an ideal opportunity for developing literacy skills, not only as a follow up with written tasks but during the activity eg during the book shop activity, we talked lots about the type of interactions you would have. They agreed to redo their role plays with more appropriate language eg best sellers, talking about different genres, prices of books, what the buyer uses the book for eg to teach, to build, to knit, to cook. The talking and listening aspect was good and they then gave feedback to other groups.

Additional comments

Overall I am really happy with the progress the children are making with roleplay skills. Their confidence is improving with each lesson and their literacy skills can only improve with the follow up tasks and the verbal interaction and listening taking place. Thank you. I always loved teaching drama but have been lost in recent years with a lack of resources.

Angela Hamill, St Andrew's Primary, Airdrie.

Orkney

**P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher, how user friendly did you find the resource? Give details.

The video resource is extremely user friendly and quick to access. Preparation time was minimal – only the 15 minutes or so that the video lasted. The information and directions are clear and concise. The children found the video clips easy to follow.

Please describe how your students have responded to the Drama lessons.

My class have responded very positively to the drama lessons. They like watching the short clip and then having it handed over to them to have a go. Having a small class of only 18 means they all want to have the chance to show each other when it comes to presenting to each other. This has meant that the lessons have taken slightly longer than the suggested time frame as they have been so keen to present to each other at each of the 'have a go' stages.

Each week the groups are getting more confident with their skills and the children who were less keen to demonstrate are now giving it a try.

Which aspects would you say are most engaging?

My class have found the first half of the lessons most engaging. By the end of the lessons they are starting to get a bit more unsettled. This may be due to the fact that they are so keen to all show each other their scenes and the length of the lessons are longer than planned and it may be lasting too long for them – I did try to reduce the number of groups showing their scenes to speed the lesson up to prevent this happening during the next lesson however they became upset/annoyed that they didn't get to show their work to others – I didn't want to discourage their enjoyment of the drama so continued to allow them to all demonstrate if they wanted to. They do enjoy watching each other presenting too so not totally wasted time either.

Which aspects have you found to be more challenging?

Time constraints have meant that we haven't always had time to complete the literacy based elements of each of the tasks. When we have had time the class have enjoyed doing it as there has been a purpose and they have been motivated by the enjoyment of the drama element. When we haven't had time to complete the literacy task in full we have spent some time discussing it and what we could do, for example some children suggested the customers that received the wrong book at Mr Boggins' book shop could have written a diary entry to recall their disastrous day as so on.

We will hopefully have more time for the literacy elements during the next block of 4 drama lessons.

How are you finding the amount of content in each lesson? Please explain.

I found the first few lessons very full but I followed them to the letter. Now that I am becoming more confident with the content I feel I can tweak and change them to meet the needs of my class and time allowances. I found the last 2 lessons much more manageable due to my increase in confidence with the lesson content.

How have you found the students have responded to the literacy tasks that follow on from the activities?

The class have responded well to the literacy tasks when we have had time to complete them. Having the motivation and enjoyment of the drama to link back to seemed to spur a lot of them on to stay engaged

with the literacy task set and they were more keen to complete the task.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

A very supportive and engaging resources with useful literacy tasks to support and engage children. Thank you for creating and providing these.

City Of Edinburgh

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

I found the Drama Literacy lessons very accessible. I have been able to use these without issue on the school computer and display the lessons on my smartboard easily.

Please describe how your students have responded to the Drama lessons.

My class has become increasingly engaged and confident in devising and performing their lessons within the classroom. I have found that the children have really benefitted from the group working aspect of the activities and the lessons have helped us to feel more cohesive as a class after the home learning period.

Which aspects would you say are most engaging?

The children love the story lines attached to each lesson and become really engrossed in developing these from their own perspectives.

Which aspects have you found to be more challenging?

At times, I find it difficult to keep the class on task for the whole lesson. We often end up splitting the video into two lessons allowing the children to process the activities in smaller chunks.

How are you finding the amount of content in each lesson? Please explain.

The content of the lessons is good and the children enjoy how the scenes build in more depth. It allows for them to get really into the story lines. Due to the time constraints and attention spans of the children, we often end up splitting the drama lessons into two parts.

How have you found the students have responded to the literacy tasks that follow on from the activity?

As a probation teacher, I have not yet had the time to implement the follow up literacy tasks. I am on a reduced teaching time table and an alternative teacher takes my class for 1 ½ days each week. However, I know that my stage partner has found the literacy tasks useful.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

I have seen a good amount of progress in the pupils' listening and talking skills over the course of the drama pilot. They are showing an increase in their confidence when performing in front of their peers and are able to listen as an 'audience' for increasing amounts of time.

Additional comments

The children really look forward to the drama lessons each week and my confidence in teaching drama has increased over the first half of the pilot. We have a lot of fun with the resources. Thank you!

West Lothian  
**P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher, how user friendly did you find the resource? Give details.  
Very easy to use and the lessons can be followed without a lot of preparation.

Please describe how your students have responded to the Drama lessons.

They have really enjoyed it and several have said that it is their highlight of the day/week. It has featured a few times in our “What stuck with me this week” session on Friday.

Which aspects would you say are most engaging?

Julie and Louise are very engaging. The children don't have to sit still for too long.

Which aspects have you found to be more challenging?

Nothing comes to mind.

How are you finding the amount of content in each lesson? Please explain.

I had expected the lesson to take about 30 minutes after watching the first video, but the children were really getting in to it and it took us closer to 40-45 minutes. This seems a good amount of time for the children in my class.

How have you found the students have responded to the literacy tasks that follow on from the activities?

We have had a mixed reaction to the literacy tasks. Most of the class are quite positive about the tasks, but a few have not enjoyed them. To be honest, I think that is more down to the particular children in my class and the fact that we have been doing it in the afternoon (for example it may have had a different reaction if done first thing in the morning).

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

I have enjoyed using the resource and think that it is pitched well for the P3 age group. Some of the children have produces quality pieces of written work and all seem to enjoy the drama aspect.

Additional comments

Looking forward to the next set of videos!

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City Of Edinburgh  
**P.3 Drama Literacy Pilot - Mid Term Evaluation**

<p>As a Teacher, how user friendly did you find the resource? Give details.</p> <p>The resource is very user friendly. I found it useful that it was separated into different weeks and also that it was clear where the breaks were for the children to try it themselves so that we can easily jump back in where we left off.</p>
<p>Please describe how your students have responded to the Drama lessons.</p> <p>The students in my class really enjoy the lessons. They all enjoy practising in their small groups and most like to come up and share with the rest of us. It is good that they can have the option to do that or not. My class really enjoy watching Julie and Louise and find them very funny.</p>
<p>Which aspects would you say are most engaging?</p>



Most engaging for them are the bits with dialogue as most of them really enjoy improvising and putting on different voices. They also enjoy watching Julie and Louise act out the scene first.

Which aspects have you found to be more challenging?

Sometimes the scenes can be a little too long for the children to get most of the dialogue.

How are you finding the amount of content in each lesson? Please explain.

The amount of content in each lesson is good. I tend to let the lessons fit in with me and will jump back in where we left off with a bit of a reminder for the class.

How have you found the students have responded to the literacy tasks that follow on from the activities?

The children enjoyed the comic strip activity and enjoyed bringing their characters to life on paper. It fitted in well with our recent grammar work on speech marks.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

So far, I would that the resource has definitely been supportive in enabling drama in the classroom. We haven't explored too much of the literacy side of things yet, but look forward to doing more of this next week.

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Falkirk

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

I find the resource very user friendly and easy to navigate. I particularly like that the documentation for each video is listed below that video. This makes it easier to open up rather than scrolling to the bottom to find the link or having to close the window to open an email.

Please describe how your students have responded to the Drama lessons.

At first, my pupils were quite restless sitting for a long period of time despite having gaps in between where they were practising before coming back to sit at the front. This has improved slightly as they have an understanding of how long each lesson will be. The pupils love having the opportunity to perform in front of the class and can often be seen trying out new performance ideas during our soft start and at break times.

Which aspects would you say are most engaging?

The children enjoy seeing an example of the task carried out before they are asked to. This is especially helpful for children who are less confident and struggle creating their own ideas. They also particularly enjoy creating their own performance with a partner or in a small group.

Which aspects have you found to be more challenging?

I have found it challenging to fit in a whole lesson in one sitting. I find if we move through the video quickly, in order to watch and complete the tasks in one sitting, the children do not get the most out of it and are disheartened when they are not all able to show their performance.

How are you finding the amount of content in each lesson? Please explain.

I think the content is great however, with my class I feel it is perhaps a little too long. I have often had to do drama lessons over 2 days as I find children becoming restless.

How have you found the students have responded to the literacy tasks that follow on from the activity?

The children enjoy the link between the literacy task and the drama lesson. They are able to use examples they have seen or performed and talk/write about these. In particular, they love writing about what would happen next or drawing a picture of this. I have also noticed an increase in vocabulary from many children e.g. talking about size, weight, shape etc.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Absolutely! I have always wanted to incorporate a block of Drama lessons into my teaching however have struggled to find lessons which are age appropriate and of interest to my learners. The link to literacy is also very helpful as this carries the learning on and encourages the pupils to think of Drama across the curriculum rather than on its own.

Additional comments

### P.3 Drama Literacy Pilot – Mid Term Evaluation

As a Teacher how user friendly did you find the resource? Give details.

Found the whole resource very user friendly. I liked the easy access to the videos with the breakdowns of each part of the video lesson and the learning intended for each. I also liked the literacy suggestions which were to run alongside the drama tasks.

The videos themselves were very clear, easy to follow and entertaining.

Please describe how your students have responded to the Drama lessons. As we have really tackled so little drama over the past year this has been very engaging for the children. They have really loved it – even the less confident timid children. No one has said they do not wish to take part.

Which aspects would you say are most engaging?

Definitely the scenes between Julie and Louise along with the ‘Over to You’ followed up with discussion on how we will use our drama skills to help us with our literacy task.

Which aspects have you found to be more challenging?

I have found those with less language skills and vocabulary can find drama a little challenging which can impact their enjoyment so grouping the children effectively was vital to ensure we got as much out of the lessons as possible.

How are you finding the amount of content in each lesson? Please explain.  
I found the first video lesson quite full on with lessons 2, 3 and 4 more manageable.

How have you found the students have responded to the literacy tasks that follow on from the activity?

Pupils have engaged really well with the literacy tasks although I did modify some of the activities to suit the concept we were covering in class.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

I am so enjoying this resource. I have used the drama to help deliver my own planned literacy concepts and combined these with those activities provided.

Additional comments

I will have a p2 class next year and wonder if you could let me have the programme for that stage too...?

Yours hopefully....

City Of Edinburgh  
**P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher, how user friendly did you find the resource? Give details.

The resource is very user friendly and definitely easy to follow both as a teacher and for the children. It is also handy having the printed sheet with details of the activities involved.

Please describe how your students have responded to the Drama lessons.  
The children absolutely love taking part: working with elbow partners , groups of 4 and especially sharing their acting with the rest of the class. It is very inclusive as all children in the class, whatever their needs, can participate and have fun.

Which aspects would you say are most engaging?

I have to say that all the resources have been equally engaging. They are all totally engrossed in the whole lesson each week.

Which aspects have you found to be more challenging?

The only challenging aspect has not been directly due to using the resources. The challenge comes from the hopeless WiFi bandwidth we have and outdated technology. However, we persevere.

How are you finding the amount of content in each lesson? Please explain.

The content is just right. We spend an afternoon using the lessons.

How have you found the students have responded to the literacy tasks that follow on from the activities?

The drama has really helped the children with their writing. We have been concentrating on Recounts, which are usually quite difficult for children of this age to get their heads around. Having taken part in the drama and become the characters they are then able to write their recounts from the characters point of view.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?  
A definite yes.

Additional comments

Despite COVID restrictions in the classroom, we have been able to utilise this resource well and the children have been totally engrossed in it. Well done on putting this resource together and thank you for letting us be part of it.

Glasgow

### P.3 Drama Literacy Pilot – Mid Term Evaluation

As a Teacher how user friendly did you find the resource? Give details.

Very user friendly. It was easy to find anything I needed. I downloaded and printed the document to go with the videos, so I had that to follow along too.

Please describe how your students have responded to the Drama lessons.

The children have responded very well. They enjoy all lessons. To begin with they were a bit unsure but soon warmed up and got involved.

Which aspects would you say are most engaging?

The activities. They enjoy working in groups again and getting to 'be silly.' They find all the activities funny and enjoy getting to act how they want.

Removal van was the most fun. 'I enjoyed moving the boxes' 'I enjoyed when the person came down to shout at the removal van people'

Which aspects have you found to be more challenging?

In the beginning the challenges were making children comfortable to have fun and act silly. Some were reluctant to act as they thought everyone was watching them.

**Children response:**



'I found acting like a teddy hard. I didn't know what actions to do.' 'I found the emotions in the snow globe challenging.'

How are you finding the amount of content in each lesson? Please explain.

I find the amount just enough. I use the lessons for an afternoon. We stop and take a break half way through the lessons for fruit break and this allows us to have a full afternoon of drama which the children enjoy as it breaks up the week.

How have you found the students have responded to the literacy tasks that follow on from the activity?

I have found the tasks useful. I like that they are differentiated and if they aren't already they can easily become differentiated.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

I am finding this resource extremely useful. I wasn't confident in teaching drama with my class as I didn't find I had enough ideas. Each lesson is engaging and builds on from the previous weeks lesson, so the children have consistency. It helps to develop their vocabulary as we think of different ways of saying the same thing which I am beginning to see come through in their writing.

Additional comments

**Children responses:**

'I enjoy each lessons'

'I find the lessons really fun'

'I enjoy all the accents you do in the videos'

'I think you are really funny.'

'I find each lesson funny'

City Of Edinburgh  
**P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

The resources are clear and easy to use, they match well with the videos and are supportive and clear to follow.

Please describe how your students have responded to the Drama lessons.

My class has really enjoyed the drama sessions so far and loved being involved in the different steps of each story. When I was able to give my pupils a clearer template for follow up activity (Comic strip in The Removal) their follow up, including writing was of much higher quality and they were very creative in sharing how the story would continue.

Which aspects would you say are most engaging?

They love seeing Julie and Louise on the screen every week as they are familiar with them, having worked with them in school and seen many of their resources during lockdown!

Which aspects have you found to be more challenging?

Ensuring pupils stay engaged throughout whole session as there is lots of being a quality audience to watch video and watch others

perform, as a result of this, they often miss important details in their own shared scenes. Also music site being blocked by council has meant I have had to look elsewhere for appropriate music to support scenes.

How are you finding the amount of content in each lesson? Please explain. There is a lot to teach and we split the drama and main literacy sessions to allow pupils to cope with amount needed to cover, although this does allow for more paired talk to support writing follow ups.

How have you found the students have responded to the literacy tasks that follow on from the activity?

Has been mixed, the first week they were less engaged (work done in jotters) and quality not so good (was also first week back after holiday, this dip often seen as a result of break) second week writing was amazing and they mostly engaged really well and achieved at least retelling the main events of the story with great extra details, with many going to the share what they thought would happen next.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Has been easy to pick up and use, allows us to be freer with pupils leading and showing their individual creativity. Super pleased with engagement from most and development of writing has been impressive – some of the best writing I have had all year!

Additional comments

Not sure how to encourage those that are not keen to share their scenes, but hoping they will want to share as project continues.

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

The resources are great. The plans are easy to follow and the videos are well presented. The fact you have the 'over to you' parts make it really clear for the children. The fact these stay consistent throughout the videos is also beneficial for the children.

Please describe how your students have responded to the Drama lessons.

My class have loved their Drama lessons, more so than I would've expected. I have had virtually complete engagement, even from those that I wasn't convinced would enjoy it. The laughter and enjoyment has been clear for me to see, and the way some of the children have taken to becoming their character has been great.

Which aspects would you say are most engaging?

The videos are brilliant because they give the children a visual element to then work with, rather than me explaining the scene to them.

Which aspects have you found to be more challenging?

I haven't always been able to link our work into some of the suggested literacy work, but the fact they are engaging in the learning and enjoying it at the same time is crucial for me.

How are you finding the amount of content in each lesson? Please explain.

I have struggled to get through all of the stages in one lesson, and I have therefore found myself splitting it over two lessons. It could be down to the amount of scenes we watch before moving on, but I try to let everyone have a good number of turns at presenting over the weeks.

I think the content is brilliant, so doesn't need to be cut, but maybe split into two lessons may be more beneficial.

How have you found the students have responded to the literacy tasks that follow on from the activity?

Given the timescales of when I had scheduled our Drama lessons, we haven't done a huge amount of follow up literacy activities. However, given the way they have responded to the physical lessons, I would imagine that they would respond equally well to the literacy tasks.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

I hadn't taught any Drama in my class until this term, because I was worried about how they might respond to it and whether they would take it seriously. I am happy to report they have been completely engaged with the learning and I believe it has opened the eyes of a number of my pupils to skills that they may not have been aware they had.

Additional comments

I have thoroughly enjoyed using your resource, and my class and I are excited to keep the learning going until the end of the year.

City Of Edinburgh  
**P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher, how user friendly did you find the resource? Give details.  
Very easy to follow – doesn't take long to prepare, and I feel I'm learning about teaching drama at the same time, **so very time-efficient!**

Please describe how your students have responded to the Drama lessons.

They seem to be really enjoying it – lots of smiles and laughter as they are developing their ideas and performing them.

Their feedback was:

'We like the idea of having a different theme each time.'

'It's fun.'

'It's good doing actions and acting it out.'

'The mystery in it (The Present) makes it good.'

'Watching Julie and Louise is funny.'

'It's not really my thing.'

When asked what they have thought of the sessions so far, their response was:

Loved it – 10 children

Think it's OK – 6 children

Haven't really enjoyed it yet – 4 children (although their participation during the sessions would indicate otherwise!)

Which aspects would you say are most engaging?

The humour

Each plot has been of interest to children of this age

The annotations on screen help reinforce the key information and teaching points

Appropriate length of sketches to watch, recall and try out themselves

Opportunities to extend the ideas themselves with their own ideas eg. finish the story... 'What happened when they went back to the bookshop?' – this is a good opportunity for developing creativity

Which aspects have you found to be more challenging?

Sometimes the sound/volume is not quite as good as would be desired – at full volume it's quite quiet, so compared to a projected teacher voice, could be more engaging from that perspective.

How are you finding the amount of content in each lesson? Please explain.

It always takes longer than I have planned! Instead of 4 or 5 sections, perhaps 3 or 4 would fit better, and ensure that I do it every week!

It would be helpful to have one main learning intention for each lesson eg. to use mime, or to develop character, or to remember detail... as this is then easier to reinforce the learning focus.

How have you found the students have responded to the literacy tasks that follow on from the activities?

Haven't tried them yet... plan to do some writing tomorrow, to follow up today's Bookshop lesson.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Yes, to the first part and I hope so, to the second. I look forward to seeing the impact of having used Drama first, to inspire writing...

Additional comments

Really enjoying using the resource – thank you!

I think there is scope in developing this as a whole school programme, which I think many teachers would be keen to use... obviously depending on the cost. I think if you could gather some specific evidence of the quality of writing 'before' and 'after' using your Drama lessons, and demonstrate that the drama was having a positive impact on attainment (linking this the CfE Benchmarks), you'd have more likelihood of HTs spending their budget on your resource. I would definitely market it as a dual purpose resource – one to use with children to have a positive impact (hopefully!) on their writing skills (especially in this day and age of them spending so much time on screens), but also as an easy to use Professional Learning resource for teachers.

Happy to chat further about this if you want...

Well done – it's great!

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

I have found the resource to be very user friendly. The 'pause' time on the videos has been especially useful to make sure that I have time to stop the video before recapping instructions for my class. The structure has been consistent and therefore predictable which helps with my flow as a teacher.

Please describe how your students have responded to the Drama lessons.

My pupils have engaged very well with the sessions (which is no mean feat!) They like that they have some direction (e.g. a box) but also some free choice around the mimes too (e.g. what is in the box) and have responded well to the gradual build up to the 'story' part of the session through an increase in group sizes and times.

Which aspects would you say are most engaging?

The demonstrations of the mimes – the children really like these!  
The ideas for the literacy activities – simple yet effective!

Which aspects have you found to be more challenging?

I haven't found anything to be challenging in all honesty!



How are you finding the amount of content in each lesson? Please explain.

Due to the needs of my class, I have found that it is more effective for me to cover one lesson over two shorter sessions but this is personal to my class. I think a class with a longer attention span would be able to cover the content in one lesson.

How have you found the students have responded to the literacy tasks that follow on from the activity?

My pupils have engaged well with the literacy tasks – they are simple yet effective and can be delivered in a short and snappy way which is really beneficial to my pupils.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Yes!

Additional comments

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

I have found that the lessons so far have been extremely easy to use and minimal prep or resources required to complete each lesson.

Please describe how your students have responded to the Drama lessons.

All the children have been fully engaged with each lesson and love it when it's drama day! At first there were a few reluctant participants, but they soon came out of their shell!

Which aspects would you say are most engaging?

The children absolutely love being able to show others their scene and what they've remembered and how they've changed the scene!

Which aspects have you found to be more challenging?

I think at first I gave them more time that was actually required but it was a case of trial and error for me and not them. I think there is just the right amount of content - as long as I don't get them ALL to show their scene!!! (Week 1 rookie mistake!)

How are you finding the amount of content in each lesson? Please explain.

How have you found the students have responded to the literacy tasks that follow on from the activity?

The children are finding the literacy part of the tasks quite engaging as they are doing something they enjoyed and remembered and aren't having to come up with any ideas for the writing! So far it has been quite easy to incorporate the literacy into the Drama.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Additional comments

I can't wait for the 2nd half of the lessons!

Thank you for this amazing resource, I feel I can deliver fun and engaging Drama lessons to the class with minimal effort and they kids love it!

Dumfries and Galloway  
**P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

I found this resource very easy to use, it is accessible and doesn't require endless clicking through links to get to the right place.

Please describe how your students have responded to the Drama lessons.

My P3 class have really enjoyed these drama lessons, they are now used to the format and get excited when they see the video loaded up on the interactive board. The kids love creating their own scenes and particularly enjoyed miming and continue to enjoy playing a miming guessing game. However, they didn't enjoy copying the scenes directly – I believe this was the bookshop lesson – the children didn't engage with direct copying, we adapted that lesson to involve a bit more creative expression for the class.

Which aspects would you say are most engaging?  
Scene creation.

Which aspects have you found to be more challenging?  
Direct copying.

How are you finding the amount of content in each lesson? Please explain.

As all the children (I have twenty) want to show their created scenes or have a go at the activities, the performing can take quite a while, this means we often don't get to the end of the prepared lesson.

How have you found the students have responded to the literacy tasks that follow on from the activity?

They have enjoyed writing up their scenes as stories.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

I have enjoyed this resource, my primary background prior to teaching is drama and I enjoy using this in the classroom.

Additional comments

As children are performing their scenes, I think it may be useful for have an early session on performance expectation, such as projection, face your audience, perform what you have rehearsed, don't just run around, etc. Audience expectation would also be useful. Teachers without a drama background/interest may not know how to articulate this without support.

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

The links provided - with the videos and documents - are very user-friendly. I saved the links (including the music site) onto my browser bar so I simply click and go. The children view the videos on the iBoard.

Please describe how your students have responded to the Drama lessons.

The class have enjoyed the videos and opportunity to work with each other through Drama. It's a super 'leveller' in terms of re-balancing perceptions of ability in the class. Three children in particular have stood out who don't normally shine in front of the class.

Watching the variety of imaginative responses to the same instructions has brought hilarity and respect. They have quickly realised that when they are enjoying a scene they all concentrate on watching it and become very quiet.

Which aspects would you say are most engaging?

The first video captured their imaginations, with the dropped object providing the perfect problem or hook for them to deal with creatively. They seek out 'the problem' and are most keen to enact that bit. They also enjoy seeing and understanding different ideas from different groups, which spurs them on to be more physically creative with their next scene (for example, one child played the girl in the bookshop on her knees with the fairy tale book being another child and Bertie looking down over them; together with their voices and clear speech they blew us all away).

Each of the four scenarios have been suitably different in content and well-pitched to the class. I observed that the instructions in the bookshop lesson were more specific and that yielded better language from the groups.

Which aspects have you found to be more challenging?

My lesson sessions are shortened with hand-washing/COVID routines so 'time' to fit the whole lessons and the writing in has become a challenge for me. We haven't got into the writing as much as I would like to, so far. I intend to focus more on this in the next block. I want to capitalise on their enthusiasm immediately after the drama, however, this isn't possible with the short lessons. I'm going to have to park a few other curricular areas to create room for the writing, in order to do it any justice.

A significant part of this relies on the children knowing how to be good audience members. The majority of my class are so keen to share/perform their scenes, it initially lead to disappointment when they were not picked. I've needed to train/work with them each session to manage disappointment and remember they **will** get picked at another point in the session; this has been important so that they can really 'hold their own thoughts' to watch and think about the other scenes.

How are you finding the amount of content in each lesson? Please explain.

The length of the videos have worked well. It's just the fitting the writing in.

How have you found the students have responded to the literacy tasks that follow on from the activity?

So far so good. But, as mentioned above, needing to focus more on this.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

The drama is definitely stimulating ideas and words. The emphasis on 'including the details' in the Bookshop session activities was especially clear and helpful, in terms of eliciting language and extended sentences (the instructions were tighter, and it got a better result in terms of spoken words/ideas). This is what I am keen to capitalise on, taking it from drama onto paper.

Additional comments

Many thanks. We are enjoying ourselves and look forward to the next batch.



Fife

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

This resource is very user friendly. The lesson plans included are detailed and the videos are straight forward.

Please describe how your students have responded to the Drama lessons.

The children are very engaged in the drama lessons and are always eager when they see it on the timetable. They are enjoying trying each activity. Some of the children have even being acting out the scenarios in the playground at home, for fun.

Which aspects would you say are most engaging?

Each activity is the perfect length to keep the attention of the children. They children also find the scenarios funny.

Which aspects have you found to be more challenging?

At times, it has been tricky getting some children to perform and share their own sketches. They are soon coming out of their shell though.

How are you finding the amount of content in each lesson? Please explain.

The amount is great. The little activities are just the perfect length to keep the children engaged and challenged. The lesson lasts about 50 minutes not including the literacy part, which is ideal.

How have you found the students have responded to the literacy tasks that follow on from the activity?

The children are producing good quality literacy work as they are genuinely interested in the tasks. The work produced as been fantastic so far.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

The children are very engaged in the literacy as they are enjoying the drama so much. The children are producing good quality work.

Additional comments

The children are really enjoying the drama videos and literacy lessons. It has become their favourite part of the week for a lot of them.

Thanks for sharing this resource.

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

Initially I had issues with streaming the lessons, however the last three lessons worked fine without any gaps in playing back the videos. I found the clear instructions very easy to follow and the text on screen during the playback a great prompt for the children to follow.

Please describe how your students have responded to the Drama lessons.

My pupils have thoroughly enjoyed the lessons and engaged in the role play and miming activities. They look forward to our Drama lessons.

Which aspects would you say are most engaging?

The activities which are imaginative and creative in the role playing have been the most engaging for my class, though they have enjoyed everything to be honest.

Which aspects have you found to be more challenging?

It has been slightly challenging to rearrange the classroom every lesson, as we don't have a big space area inside we can use. Perhaps activities which could be run at the tables in groups, or taking turns in a central area, might work better for our class room environment.

How are you finding the amount of content in each lesson? Please explain.

The content is about right for an hour lesson, though we have skipped some content if some activities went on for longer than intended. Perhaps a suggested time indicator for each part of the lesson would be helpful to plan for how long things should take.

How have you found the students have responded to the literacy tasks that follow on from the activity?

We have only tried one literacy task following an activity and it went well.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Too early to say, but has helped a lot of aspects of talking and listening and HWB indicators.

Additional comments

Thanks again for putting these resources together and look forward to part (2)

South Ayrshire  
**P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.  
Your resources were very easy to use and children enjoyed taking part in different scenes and scenarios.

Please describe how your students have responded to the Drama lessons.  
Children loved taking part and seemed engaged and interested.

Which aspects would you say are most engaging?  
As you model each section, children understand what they need to do. **Also the language used was easy for children to understand.**

Which aspects have you found to be more challenging?  
I think resources were easy to use.

How are you finding the amount of content in each lesson? Please explain.  
We covered every video in two sessions as children were keen to demonstrate in front of the class and that was time consuming.

How have you found the students have responded to the literacy tasks that follow on from the activity?  
Children were engaged and enjoyed completing the tasks.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Yes, I find resources very useful in Drama sessions and I definitely observed children have been engaged and enjoyed these activities and tasks. Thank you so much for providing these resources.

## **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher, how user friendly did you find the resource? Give details.

The resources were perfect for my P3s and extremely easy to follow.

Please describe how your students have responded to the Drama lessons.

The pupils have thoroughly enjoyed the lessons and have been very engaged – even the shy ones!

Which aspects would you say are most engaging?

The practical activities – my class have started to add propr they find in the classroom J

Which aspects have you found to be more challenging?

I haven't found it too challenging to do – sometimes struggle to fit it all in due to other lessons etc.

How are you finding the amount of content in each lesson? Please explain.

The content is great but perhaps a little too long – I have split it over two days which seems to work better.

How have you found the students have responded to the literacy tasks that follow on from the activities?

The children are able to use what they have done in drama to write about really well. It supports their creativity really well.



Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Absolutely – yes!

Additional comments

I am so pleased I have signed up for this pilot – the children and I are really loving the lessons each week,

Fife

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

I have found the resource very user friendly to use. I have not had any problems accessing the resource. The videos have been easy to follow and very clear for when to stop and start to set an activity.

Please describe how your students have responded to the Drama lessons.

My students have thoroughly enjoyed the Drama lessons. It has really brought out confidence in some of my quieter children. They have completed every task in detail and with lots of enjoyment.

Which aspects would you say are most engaging?

I would say the demonstrations of the tasks to be the most engaging part of the videos. This helps myself and the children know exactly what they need to do.

Which aspects have you found to be more challenging?

I have not found any aspects of this resource challenging.

How are you finding the amount of content in each lesson? Please explain.

The amount of content in each lesson is very well planned out. I think there are a couple of the lessons that could have slightly more content in them.

How have you found the students have responded to the literacy tasks that follow on from the activity?

So far, the students have responded well to the literacy tasks. I have not completed all the tasks but the ones that I have, have been completed very well by the students. They have also helped to link their Drama and literacy together.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

I am really enjoying this resource and it has been excellent in supporting and allowing me to teach more Drama in my classroom.

### P.3 Drama Literacy Pilot – Mid Term Evaluation

As a Teacher how user friendly did you find the resource? Give details.

Very user friendly. So convenient to click on our link provided in the email and press play. Easy for a Friday afternoon task when we are all a bit past our best!

Please describe how your students have responded to the Drama lessons.

They absolutely love the lessons. I only took over the class after we returned to school at the end of February and they have never done anything like this before. If we have some time before the end of the day or break times, they ask to do some of the activities instead of playing games. They particularly like to do the one where they come and mime opening the box with the object in it and the rest of the class have to work out what the object is.

Which aspects would you say are most engaging?

The children really engage well with the role play tasks when they are given a particular scenario, e.g. the removals. They love making the scenes their own and adding hilarity and their own personality to them. (Even funnier was the fact I was moving the week we did this particular one!)

Which aspects have you found to be more challenging?

My students particularly struggled with the book shop role play due to not having experienced a book shop before. I found it challenging to explain a bookshop to them as they really struggled to get their heads round the concept of a shop that just sells books. We ended up adapting this to an ice cream shop as there is one local to our school.

How are you finding the amount of content in each lesson? Please explain.

We split the content over two lessons as I think I would struggle to fit in the drama and literacy activities in one. We do the drama activities on a Friday afternoon and the follow up literacy activities on a Monday morning. I do not want to rush the drama activities as I want to give the children plenty of time to add their own flare and I feel that completing the literacy activities would be too much. By splitting it over two lessons, I feel like I am providing sufficient time to both sets of activities.

How have you found the students have responded to the literacy tasks that follow on from the activity?

We do the literacy task on the following Monday after completing the drama tasks on the Friday afternoon. We have a recap on the Monday and do short bursts of the tasks we completed the previous week so it is fresh in their brains. They really enjoy doing the literacy follow up tasks and they are easy to adapt with the given suggestions for the different levels and abilities of the children.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

I am finding the tasks so supportive in using drama and developing literacy at the same time. I had previously linked my drama to my context of learning as part of IDL and had never used it alongside literacy in the class. I think it is such a great idea to link them together as I think that literacy skills have been greatly impacted by school closures and this is a fantastic way to develop these skills in a fun and engaging way that the children love.

## Additional comments

Perfect active and engaging task for a Friday afternoon. As a teacher, it has been amazing to see some of the quieter children take part in these tasks and really engage with the activities. I can see the confidence building up in some of the children over the weeks. As part of our plenary, we invite some of the children up to show us what they have been doing with their groups and some children who previously didn't want to come up are some of the first to ask if they can show theirs to the class. Our depute also covered the class one afternoon and they were desperate to show her some of their activities and she was so impressed. I showed her your resources and she thought they were fab too!

Thought I would share this comment from a child yesterday when the noise level was high and they were struggling to concentrate –  
“Miss Main should I tell the class that we have to mime doing our work because we don't speak when we are miming?”

Glasgow

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.  
This was very user friendly. I am not the best with ICT and when seeing your videos, the children responded to them as though you were actually in the classroom.

Please describe how your students have responded to the Drama lessons.  
The children absolutely loved the drama lessons. They would ask, 'When can we see Julie and Louise? They found you both very entertaining. The children loved to perform to their peers and the used their imagination and the skills you taught them to improve their drama technique. They enjoyed working with different groups of children and I have noticed that they have grown in confidence. They are motivated, engaged and happy during their learning.

Which aspects have you found to be more challenging?  
I found that when the children created a scene, they wanted to perform them to the whole class which was time consuming. However, I think performing it was very beneficial.

How are you finding the amount of content in each lesson? Please explain.  
Our class have been busy with assessment just now, so I have taken longer to complete the lessons. I usually made one lesson run over 2 days, however it was easy to do access it and worked well for my class. The children would have done it every day if possible!

How have you found the students have responded to the literacy tasks that follow on from the activity?  
I think the Cinderella Lesson really helped the children to focus on structure and using their imagination. By acting out scenes, children found it much easier to write as they could relate to the activity.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time? I think it is just wonderful and I want to thank you both for allowing me to use these resources in my classroom.

Niamh - 'I just love drama and the work.'

Conor - 'Please can you send us more?'

Charlotte - 'I'm even doing it and writing stories about it in my house because it's so good'.

#### Additional comments

I apologise that it has taken me a while to finish the lessons. My assessments are out of the way, so if you are able to send more, I will have them finished more quickly. Hope you are both well,



Fife

**P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher, how user friendly did you find the resource? Give details.

I found the resource very user friendly. It was really easy to just press play, and seeing where the stopping points were was really easy too. You explained clearly what the children had to do, and they understood. The follow up ideas were presented really clearly too.

I did find that there were a lot of learning intentions. In my school, we usually have one learning intention for a lesson and 2 or 3 success criteria.

So overall, it was pretty much ready to go with virtually no preparation time from me. I just had to change the way I wrote up the learning intention and success criteria, and this only took a few minutes of thinking time.

Please describe how your students have responded to the Drama lessons.

There has been a mixed response. The vast majority of the class responded really well. However, there are several children in my class who are either autistic or very emotional/lacking in resilience and these children found the lessons very challenging. If they didn't get to work with who they wanted to (or if they did and those people didn't agree completely with them) then they would cry. There was usually at least a couple of children refusing to participate at any particular moment, and my PSA and I would try to cajole these children and work in a group with them. Often there were more children in the huff than we could deal with, so we just had to take it in turns with who we cajoled to join in with us. While that was happening, the vast majority of the class were engaged with no help from either of us. More than half of the class were very keen to show their work to the rest of the class, and most of the other half really enjoyed the work in their small group but didn't feel confident to perform out the front.

Which aspects would you say are most engaging?

Which aspects have you found to be more challenging?

How are you finding the amount of content in each lesson? Please explain.

Some of the lessons had too much content, and the children were starting to get a bit weary. The fourth lesson, with the class game and two times in their pairs felt a lot better paced, and I only let them perform their last storytelling activity rather than both. The amount of video time was less too – something like 11 minutes rather than 16 minutes. When the video was longer and the number of tasks was more, it did take a while. I allowed 75 minutes for the video lesson and the writing follow up, which was always enough time, but the children were getting tired. For my class, I would say that 3 times out with their group is good, and perhaps 4. Beyond that, takes too long. They all really liked the copying game in lesson 4.

How have you found the students have responded to the literacy tasks that follow on from the activities?

They have responded very well. At the beginning of P3 they would have found this hard, as they came back from lockdown with very poor writing skills and no resilience in their literacy work. After daily writing, they are used to writing a little bit on 4 days of the week (the 5<sup>th</sup> day is a big write), so the follow up to the drama was simply their writing task that day. As I usually did drama on a Friday, it was a nice easy one to finish the week. They always had plenty of ideas from the drama to write and draw. Some chose to only write, some chose to draw with speech bubbles and some chose to write a few sentences and do several illustrations.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?

Yes, it is supportive. However, I felt that I was already quite competent at developing literacy and it was the drama that I hadn't had the courage to do. I have taught drama to older classes in the past, but never to P3. These lessons gave me the confidence to have a go, even with all the emotional difficulties in my class.

## Additional comments

It was challenging on week 3 when the groups changed from 2 to 3 to 4. It takes so long to organise that with my class, that it's easier to stay the same throughout, especially when you are demonstrating as a pair. I find it most useful to have them in pairs, with a group of 3 if there is an odd number present. If children start to go off in the huff, I add the child who's been abandoned into another group of 2 to make a 3. My class find it hard to work in a group as big as 4.

I'd like to see some more whole group games.

Also, I should mention that my class are not always keen to mime. For Bertie's bookshop, they started taking books out the class library, but used them really well. They often add a piece of duplo to be a phone, or involve chairs in their drama.

I also noticed that, especially in weeks 2 and 3, they often used the script that you demonstrated as a starting point, but then made up an entirely different story. For example, they started off as a phone call asking for a removal man, but then changed the whole phone call conversation. They enjoyed trying to make it funny – some children managed really good humour, while others were verging towards being a bit silly but still entertaining. It meant when you did the next part of the story, there's didn't really link in. So I think my class would like the opportunity to develop their own ideas more, rather than having to follow an exact script. They enjoyed making up their own stories in lesson 4 – one pair told a real life story of their memories from nursery, which was unexpected, but worked well. However, some groups did fall out during this lesson, as they found turn taking hard. There were reports that some children had been snatching the beanbag from their partner, so we had to talk about how important it was that everyone only said a tiny bit.

It is an extremely difficult class, and in the main it has worked well. They are very young for their age, so other classes may prefer the longer lessons. But the 11 minute video with 3 stops was the most perfect for my class.

City of Edinburgh

### **P.3 Drama Literacy Pilot – Mid Term Evaluation**

As a Teacher how user friendly did you find the resource? Give details.

The resource was very user friendly. I watched the videos and read the notes prior to the lessons and found them very clear and easy to follow. I used the music on lesson 1 but then I had trouble getting on the music website after that. I think the council was blocking it so I wonder if I can access it from home and save the sounds before playing it in class.

Please describe how your students have responded to the Drama lessons.

The videos were fantastic hooks into drama. The children were very engaged straight away, watching and listening well. For being a young P3 class, they had great understanding of the learning intentions and what was expected of them throughout the lessons. The videos and notes were very clear for us to follow as a teacher and class. Even children who are usually shy, or reluctant to speak in front of the class, were joining in and having fun. I think a lot of the children didn't realise how much they were learning and progressing socially and growing in confidence until we spoke about how much they enjoyed taking part and performing in front of each other, sharing what went well etc.

Which aspects would you say are most engaging?

I can't think of anything that wasn't engaging.

Which aspects have you found to be more challenging?

I had some children who found the writing tasks difficult but that was to be expected as some of my children are still working within Early Level for writing. These children drew pictures and were still very much included in the work. I adapted some of the tasks to suit the level of my learners.

Due to restricted time, we didn't do much in terms of literacy for the Removal Van lesson. We did lots of work on the drama side of things for that and the lesson overall was a huge success. It was becoming complicated and long I felt for the P3 class to move into scenes involving the police and what might happen next. Perhaps if I had more time, we could have tried it. We didn't do any writing to do with this lesson, but we did have a lot of discussion.

How are you finding the amount of content in each lesson? Please explain.

I feel like there is a lot in each lesson, but there has to be to get the most out of it. I am finding that the lessons do take a lot of time but in a good way as the children are so engaged and they all want to share their work, so it takes a long time to see each group. I have had to cut down how many children share after the 'over to you' section. I also added in an extra bit on the Goldilocks lesson to reinforce the idea and the story. I sat the whole class in a circle and they passed a ball around the room after each child told a small section of the story. This was great and supported their listening skills and they had to listen to what each child had said before them so that the story made sense when it got to them. Had I had more time, I might have then done this in groups of 4-6 before putting them with a partner to retell the story but they were absolute stars at working with a partner after the circle task.

How have you found the students have responded to the literacy tasks that follow on from the activity?

The children loved the literacy task for the box video and the bookshop videos. They engaged well and were keen to write and share their work. They had more ideas for writing following the bookshop drama work as we had spent so much time on it with it being a complex piece of drama involving lots of characters. They were very happy to pick a character and write a diary entry as if they were that character. Some did find this trick however and required a lot of support. Some children just drew a bookshop or a book.

At the time of writing this, I haven't done the follow up written tasks for the Goldilocks lesson, but I plan on doing the sequencing task tomorrow which the children are looking forward to doing.

We have recently written a story about a castle, so I have decided to go further with the dragon theme, but the dragon is either Goldilocks pet/friend or the dragon will replace Goldilocks e.g The Dragon and The Three Bears and the dragon will play tricks on the bears and/or Goldilocks. I have decided to go for this plan as the drama in this lesson reminded me a lot of Pie Corbett's Talk 4 Writing process which uses a story-telling technique based on the idea that you can't write sentences until you can say them, and you can't say them unless you've heard them. Pie uses story/text maps to retell stories to help children with their writing. I plan on combining this with the drama lesson and have children work in pairs to rehearse the dragon version of the story then make a story map, maybe use sequencing in pictures then write the story.

Overall, thus far, are you finding the resource supportive in enabling you to use Drama in the classroom and develop literacy at the same time?  
Yes definitely, very much so.

Additional comments



