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The Drama Department - Handbook

PREFACE:

The contents of this Handbook have been determined following consultations with all current members of the Departmental staff. The contents are subject to frequent and regular review, and are amended as necessary, particularly in the light of changes in pertinent legislation, the adoption of new initiatives, or the publication of OFSTED/OHMC1 reports. In order to facilitate such amendments, the Handbook is word processed and held in a ring-file. A copy of the Handbook is held by the Head of Department and two copies by the Headteacher, one of which is the copy normally made available to visiting inspectors, governors and parents. Each member of the Departmental staff has been provided with a copy, and another has been placed in the Staff room for general staff reference. Those entries for which there is an example in the SSER resource pack are marked with an asterisk, i.e.*

Section 1: INTRODUCTION

- Aims and objectives of: i. The School ii. The Drama Dept. *
- Implementation of the Departmental curriculum: list of courses offered; number and sizes of pupil groups; percentage time allocations; extra-curricular lessons, etc.
- Links with other departments and involvement in cross-curricular themes/events.
- Extra-curricular activities, e.g. clubs, visits. *
- Links with other educational institutions.
- Links within the community, performances and theatre groups, etc. For parental liaison and involvement see policy in Section 3.

Section 2: STAFFING

- Departmental staff and their responsibilities.
Teaching staff (with job descriptions, administrative and teaching responsibilities).
- The allocation of teachers to pupil groups (for policy see Section 3). *
- Current academic year timetables for:
 - teaching staff (see Appendix _).
 - special needs support: timetable showing staff allocation. *
- Covering absent teachers (for policy see Section 3). *

Section 3: DEPARTMENTAL POLICIES

- Policy for the allocation of teachers to pupil groups. *
- Policy for covering absent teachers. *
- Assessment policy: *
 - principles. * (ii) formal assessment (NC.). *
 - informal assessment (for classwork, homework and completion of coursework). *
 - recording and reporting assessment. *
 - target setting. *
 - marking. *

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Drama Policies (Version 8.0)

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SCHOOL - DRAMA DEPARTMENT AIMS AND OBJECTIVES.

Preface:

These aims and objectives relate directly to the aims of _____ School. Although Drama is not a formal subject in the National Curriculum (N.C.) it has a major role to play in the delivery of the English N.C. and the School's five cross-curricular themes. The Aims of the Drama Department relate directly to our Scheme of Work and the general requirements of the English N.C. and the School's cross-curricular themes, the statement on 'Shared Values' and the development of 'Citizenship'. The dramatic context of a particular activity will determine which particular curricular area/theme is addressed. Extracts from various cross-curricular 'Aims and Objectives' are therefore included as an Appendix to this policy.

Aims:

1. To maintain and/or stimulate lasting pupil curiosity, interest and enjoyment in Drama. To create an atmosphere where pupils wish to learn, so that they come to enjoy Drama, because they are active participants in it, and where staff enjoy teaching, so they give of their very best. This will enable each pupil to achieve his/her potential in a variety of situations, using all available resources appropriately, to ensure the highest level of achievement for each pupil.
- 2.a) To enable pupils to be familiar with a body of knowledge, principles, skills, techniques and vocabulary related to Drama.
- 2.b) By exposing pupils to a wide range of material (both literary and media) we aim to enable pupils to see Drama as:
 - a major cultural feature;
 - part of a wider body of knowledge and skills.
- 3.a) To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.
- 3.b) To enable pupils to work independently and as part of a team in varied activities, so as Drama contributes to the development of core skills such as ICT, reading, writing and speaking.
- 4.a) To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to Drama and to experience success and enjoyment in their work.
- 4.b) To value each individual and so encourage each pupil to feel the value and worth of others. In doing so, to encourage empathy, so that each pupil approaches issues of Race, Gender and Ability with tolerance and insight.
- 5.a) To develop an awareness in pupils of the implications of Drama (past and present) for the individual and the local, national and international communities.
- 5.b) To allow pupils to develop informed opinions and to be able to support them by reasonable arguments free from prejudicial intolerance.
- 5.c) To foster and encourage a lasting enjoyment and appreciation of dramatic literature from a variety of cultures and traditions.

SCHOOL - DRAMA DEPARTMENT ASSESSMENT POLICY

Section 1 - Principles

1. Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the Curriculum and learning opportunities.
2. Assessment is an integral part of the teaching and learning process, a valuable formative and summative tool.
3. The outcomes of assessment modify our teaching methods, provide feedback on the Schemes of Work as well as indicate pupil progress.
4. We recognise the potential for assessment in developing a positive self image in the pupil from positive and constructive feedback and the feeling of success which encourages further study.
5. Teachers in the department use a common framework for marking work which is fully understood by all the team. (See Section 3 - Informal assessment).
6. Results of assessment are reported in a way useful for pupil, teacher, parents and other interested parties.
7. Assessment gradually builds up into a profile for each pupil over their school career.
8. Pupils are encouraged to be aware of the evidence and assessment techniques being used and review their own progress by a procedure containing an element of self assessment.
9. Any summative tests must have an ongoing policy in their construction, marking and usage. These tests show what a pupil can do, i.e. are criterion referenced.
10. Assessment has a common procedure and:
 - a) gives teacher judgements which are as valid and reliable as possible, mutually consistent and consistent with both the School's and the Exam Board's standards.
 - b) gives teachers confidence in their professional judgement and skill.
 - c) promotes a common interpretation of the examination levels.
 - d) is seen to be fair to pupils.
11. Assessment records:
 - a) are based on an agreed set of principles and purposes.
 - b) assess pupil progress against the Exam Board's and the School's own criteria.
 - c) are not administratively burdensome.
12. Assessment records should provide mutual confidence in teachers between phases and enhance progression for pupils.
13. Recognition should be given by management for the time and resource implications of good assessment and due allowance made for this in the construction of the teachers' working day and INSET provision.

Section 2 - Formal Assessment

For details of GCSE and post 16 assessment criteria - see individual syllabuses.

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SCHOOL - DRAMA DEPARTMENT INFORMATION AND COMMUNICATION TECHNOLOGY

Much of the work in the Department is cross-curricular and where appropriate pupils are encouraged to use the skills acquired in other areas of the Curriculum to enhance their work. Drama supports development of the 'I.C.T. core skills' within Year 7 and then plans for one piece of work per half term for all years to be completed using I.C.T.

The following brief examples show how I.C.T. is integrated into our schemes of work for pupils in Key Stages 3 & 4:

Level 3:

Pupils are asked to present their work using a word-processor. The work involves formatting (fonts, headings, margins, paper orientation), printing, saving and opening a file or files.

Examples: A short script to encourage the pupils to use the computer properly when using paragraphs, to emphasise the importance of including their names on every piece of work sent to the printer and to select a format which allows the heading to stand out in their final piece of work.

Level 4:

Pupils begin to combine text and graphics. A short story or poem which includes a picture or whose headings are boxed. They are expected to use some of the tools available to them such as the print preview, spell-checker, thesaurus, headers and footers. They would be expected to save their work using relevant file names.

Example: A short performance programme to include an illustration which may be produced by themselves (depending on time available) or imported from a clip-art bank. It would involve the use of print preview, graphics (borders) and a footer. The text would then be added and placed to appear balanced.

Example: Fast food service. The pupils are required to create a menu for their own fast food outlet. The final print out would include an illustration prepared by them as their 'logo' prior to role play.

Level 5:

The pupils are set tasks which involve them in considering the audience for whom it is to be prepared and altering or presenting the work accordingly. This could involve them in using a desk-top publishing package, graphics and/or word-processor.

Example: To create a play for young children where selecting the correct line spacing, correct font and readability level are important.

Example: Advert and Menu cover. To prepare an advert for their eating outlet which is then modified to produce the front cover of their menu. Each piece of work must contain their logo, altered in such a way as to create the best visual effect on the finished product.

Space City. The pupils are set the task to design a space city. The aim is to recycle the maximum waste possible and to produce an environment that people can survive in. The project will require access to library resources, video material, CD-ROM (encyclopaedia and simulation) and word-processor for production of the final report prior to role play.

The Department supports the skills based ICT lessons by offering pupils the opportunity to reinforce and consolidate their skills in short tasks throughout a course of study. If a piece of work is deemed suitable then the teacher may use that opportunity to assess the ICT capability of the pupil. An appropriate skills sheet is attached to the front of the work and is

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SCHOOL - DRAMA DEPARTMENT SAFETY POLICY

Introduction:

The effective management of safety for a school Drama Department can be seen as having four major components:

1. **Risk assessment and planning before a lesson.**
2. Organisation of routines during and between lessons to include:
 - i. the use of protective clothing, etc.;
 - ii. reporting breakages and dealing with sharp objects and broken glass;
 - iii. location of safety equipment;
 - iv. reporting accidents.
3. **Control to include:**
 - i. Where to find safety information, e.g. COSHH file and risk assessments.
 - ii. Regular safety checks.
4. **Monitor and Review** - including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

SECTION 1. Risk assessment and planning before a lesson.

All Departmental staff are required to familiarise themselves with the health and safety policies of the LEA, the School and the Department, copies of which must be retained in the Departmental staff room.

Every activity is assessed for risk including carrying books, equipment and pushing trolleys. We attempt to balance the desire to eliminate risk with the need to reduce risk in order to maintain practical activities, e.g. we may demonstrate an activity in order to reduce the level of risk to pupils.

Before a lesson starts staff should:

1. Have carried out a risk assessment.
2. Have procured any necessary safety equipment and undertaken any safety measures.
3. Know when to use particular facilities and equipment.
4. Staff should have a record of the quantity and condition of all items of equipment that are to be used by the pupils.

Risk assessment is a process that has several components:

1. Identify hazards. These can be routine, e.g. cutting paper with scissors or bending a piece of wire clearly carry an element of risk. If those activities are well-managed, and the pupils concerned are carefully supervised, then that element of risk will be minimised or removed altogether.
2. Look at cause and effect. e.g. a large class size may adversely affect the safety of the people in a room/theatre. Therefore the number of pupils allocated to any one group is ideally restricted to help enable adequate and safe use of the equipment/facilities in each room/theatre.

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SCHOOL - DRAMA DEPARTMENT CLUBS AND EXTRA CURRICULAR ACTIVITIES

Any extra-curricular activities and clubs should have clear, achievable aims and objectives which are included in and/or complement the Scheme of Work.

Aims:

- To extend the curriculum beyond that offered in timetabled sessions.
 - there may be opportunities to pursue/reinforce work encountered within the normal timetable. Pupils can pursue work/targets over long periods of time not usually possible within a normal scheme of work.
 - there may be opportunities to undertake work not normally encountered within the routine timetable. This may provide the pupil, and indeed the teacher, with the opportunity to pursue a personal interest or hobby.
 - there may be opportunities for visitors/specialists to interact with a committed audience, e.g. an actor/actress from the local dramatic society may give some coaching.
 - there may be opportunities to organise visits to venues of specific interest, e.g. a visit to a local production or arts festival.
 - there may be opportunities to develop a project and to enter a competition. Such events can enhance the image and reputation of individuals and of the School.
- To allow practice for school auditions and performances/productions, etc.
- To allow non specialist staff/parents/others with a particular interest or talent to offer their experience and/or time to broaden and enrich the curriculum offered to the pupils, e.g. a Science teacher may be a keen member of an amateur dramatic society and may wish to help run a school club.
- To allow pupils of different ages and abilities to interact.
- To allow pupils and staff to interact in a somewhat less formal manner. This can improve pupil/staff relationships in the classroom.

Principles:

- The Drama Department is committed to offering a variety of extra-curricular activities and clubs wherever and whenever practicable considering the restraints of staffing, cost and time.
- The extra-curricular activities and clubs should be open to all pupils and must be organised with this in mind.
- All extra-curricular activities and clubs must be organised with the safety of participants as the major consideration. It must comply with LEA guidelines and school policy. A document addressing aims, objectives, tasks, supervision, location and times should be presented to the Senior Management and the Governing body.
- Staff and pupils should be aware of any itinerary, contingency plans, First Aid facilities, emergency phone numbers, etc.
- Non-teacher supervisors must be informed as to their role. It must not be as if that all adults know what to do and when to act.

SCHOOL - DRAMA DEPARTMENT CITIZENSHIP IN DRAMA

SECTION 3 - Drama Sources, Issues & Citizenship

Drama contributes to citizenship by developing pupils' knowledge, understanding, appreciation and experience of other countries, cultures, people and communities and by actively promoting the concept of global citizenship. Drama has the potential to address all of the topic areas and issues addressed in Section 2, and provides opportunities to study literary and non-literary works with religious, economic, legal, political, moral, ethical, social, cultural and environmental implications. Drama is in a strong position to study human emotions and behaviour and we therefore use dramatic works from a variety of eras, cultures and traditions. The dramatic works and plays are themselves used to investigate how social, historical, political and cultural contexts influenced and shaped their creation. The Department believes that etymology has relevance to all of us, and so we regularly consider and investigate the origins of specific words and the links between Modern, Middle and Old English and other languages such as German and French.

The work of the Drama Department contributes significantly in the development of pupil competency in reading, speaking and writing Standard English - this should facilitate their effective participation in the world beyond school as members of a technological and multicultural society.

Drama also offers a good opportunity to explore the legal and social responsibilities of pupils, employees, employers, etc. The School believes that by effectively using Citizenship to support the existing good practice in teaching Health and Safety the following can be achieved:

- to provide a Healthy and Safe working and learning environment for staff, pupils, visitors and any other person using the School premises or facilities.
- to create both organisational and personal (life long) cultures and skills in which risk assessment and control become routine, and in which it is accepted that the quality of management can affect the number of accidents and incidents of ill health and stress.

SECTION 4 - Drama Activities & Citizenship

Selected activities, together with the topics and issues listed above, provide a framework to support the development of citizenship and are clearly identified in our scheme of work. Such activities often involve liaison with other departments such as English, History, Geography, ICT and Home Economics either individually or working together as in 'Europe Week'. These activities also provide opportunities for pupils to express and explain their own opinions and those held by others - pupils are encouraged to critically evaluate these views and any supporting data. There are several general styles of activity/experience encountered by pupils during a course of study and during a lesson if possible, e.g.

- Reading and writing about dramatic works from different times and cultures. In addition to established works we also develop our own dramatic works based on the writings such as:
 - personal records/viewpoints on society by Peter Ackroyd, James Baldwin, John Berger, James Boswell, Vera Brittain, Lord Byron, William Cobbett, Gerald Durrell, Robert Graves, Samuel Johnson, Laurie Lee, Samuel Pepys, Flora Thompson, Beatrice Webb, Dorothy Wordsworth; travel writing by Jan Morris, Freya Stark, Laurens Van Der Post;

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SCHOOL - DRAMA DEPARTMENT POLICY FOR IN-SERVICE TRAINING (INSET)

The Department's policy for INSET respectively incorporates policies concerned with the induction of a newly-qualified teacher (NQT) and with INSET provision generally, and in both cases, wherever appropriate, follows the overall policy of the School. When designing and implementing an in service training programme it is important to analyse the expressed needs of all staff involved. This may be done by use of a survey of individual, Departmental and Curricular needs. There are three groups of people that need to be involved:

- the Department Staff;
- those involved in staff development and training;
- those responsible for school management including the Governing body.

Five areas are particularly of concern in the design and implementation of the 'In Service Training' programme:

- Are the School and Department Aims and Development plans being implemented?**
- Are staff allowed to consider their role as described in the School Handbook and relevant policies?** All staff need to be prepared to evaluate their own performance and skill, putting themselves in the position that their pupils are in as learners. By doing so the staff will become increasingly aware of their role and the ways in which that role can be made more effective.
- Are staff allowed the chance to develop the required skills?** A useful approach to helping staff develop such skills is first and foremost to help them identify the skills they already have, perhaps by some form of self-rating check-list.
- Are staff given enough time and opportunities to prepare adequately for their role?**
- Are staff trained sufficiently to ensure that appropriate provision is maintained in the absence of certain staff?** Each member of the Department participates in the decision making process but in addition is able to take on organisational roles, if they wish, to help in the development towards a Head of Department role in the future.

Funding:

- The Department bids for and receives an INSET budget each year. The bid is closely allied to the Department's and the school's Development Plan. The budget received may be in the form of money or number of hours. The amount allocated for the current academic year is £ _____.
- The Head of Department works with the Department to produce a detailed INSET plan. The focus is manageable and realistic to allow targets to be reached each term/year.
- Extra hours for INSET are also available when the Department is able to support Initial Teacher Training. The allocation of such funding is again negotiated with the

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SCHOOL - DRAMA DEPARTMENT POLICY FOR THE INDUCTION OF NQTs

Introduction:

The Department's policy for the induction of Newly Qualified Teachers (NQTs) follows the overall policy of the School and links quite closely with the Department's policy for general INSET provision (q.v.). All NQTs have been awarded Qualified Teacher Status (QTS) but need to successfully complete an initial induction period equivalent to three terms. During and at the end of the induction period assessments occur which take into account the requirements for the NQT to meet the 'Induction Standards'. Only then can the teacher have full registration with the General Teaching Council (GTC) for England. The School has clear criteria about what constitutes quality and these criteria are reviewed and evaluated regularly. This policy conforms to DfEE Circular 5/99: The Induction period for Qualified Teachers, published May 1999.

NQTs are provided with a folder of information designed to help them to establish themselves reasonably quickly in the School. Accordingly, the folder contains appropriately detailed information about the School as an organisation, its systems and structures, its aspirations, values and ethos, its rules, routines and procedures, and its accommodation, etc. In addition, newly-qualified teachers are provided with a copy of the Department's Handbook and other pertinent Departmental literature. As would be expected, experienced teachers in the Department offer support to newly-qualified teachers in every possible way. Somewhat more formally, the Head of Department arranges a programme of regular tutorials during the new teacher's first year. Collectively, these tutorials seek to reaffirm many of the procedures that are understood to be important contributors to competent, confident and effective teaching and address general issues and a variety of important concerns specific to the teaching of the subject. Particular attention is paid to the interpretation and delivery of the Scheme of work and to its subsequent assessment, recording and reporting.

Principle:

Professional development should be focused on practical action and change and must have priorities rooted in an existing situation and clearly pointing in a specific direction. Therefore, the Induction programme must be led by the individual needs of the NQTs (as prioritised in the Career Entry Profile).

Specific Aims:

The Induction policy and its implementation aim:

- to contribute towards the maintenance of and improvement in the quality of the School's teaching and learning.
- to integrate into the School's Development Plan and to be complementary to the system of appraisal, and those for monitoring and reviewing.
- to enable NQTs to quickly develop into more confident and effective teachers by:

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SCHOOL - DRAMA DEPARTMENT LITERACY ACROSS THE CURRICULUM - GENERAL

INTRODUCTION

Literacy can be simply defined as 'the ability to read and write'. In the educational sphere it must also incorporate speaking and listening – correspondingly this policy refers to the development of good language skills (speaking, listening, reading or writing) rather than to a narrow definition of literacy. In addition to the more formal methods of teaching reading, writing, grammar, and spelling, language skills are taught within a variety of curricular contexts by meaningful and relevant activities. Only then can we ensure that our pupils become literate and that they enjoy language and communication in all their forms. Well structured lessons and courses of study enhance a pupil's ability to read, write, speak, listen and comprehend and will support attainment in the N.C. English requirements for Reading, Writing, Speaking and Listening.

AIMS

- The Department aims to contribute towards the development of good language skills and a level of literacy that enables pupils to:
 - understand spelling systems and use them to spell and read accurately;
 - have fluent and legible handwriting;
 - have an interest in 'printed words' and their meanings;
 - have a growing vocabulary that can be used to aid their comprehension and expression, e.g. when trying to understand and discuss their own and others' reading and writing;
 - have growing powers of imagination, creativity and critical awareness;
 - enjoy reading and writing and in so doing exhibit confidence, fluency, enjoyment and comprehension;
 - utilise a variety of reading cues (phonetic, graphic, syntactic, contextual). This will enable pupils to monitor their own reading and correct their mistakes;
 - be able to plan, draft, revise and edit their own writing;
 - be able to write about a range of texts (fiction and non-fiction) exhibiting a sound knowledge and an ability to evaluate and justify their preferences;
 - know about the ways in which narratives are structured, i.e. setting, character, plot, etc.;
 - know about and be able to write in, a range of fiction and poetry genres.
- To support the Whole School's move towards more interactive teaching with whole classes and groups.
- To support the Whole School's management of literacy through target setting linked to systematic action planning, monitoring and evaluation.
- To help the Department to audit its provision for literacy.
- To identify specific needs such as the need for of out-of-school courses and in-school support for professional development.

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