



# CURRICULUM POLICY

Policy/Procedure creator: Senior Management Team

Policy/Procedure created/reviewed: 01/02/2022

Centre Name	MEPA Academy
Centre Number	61710
Date policy first created	01/09/2021
Current policy reviewed by	Kate Williams
Current policy approved by	Mandy Ellen
Date of next review	01.09.2023

## Key staff involved in the policy

Role	Name
Exams officer	Kate Williams
ALS lead/SENCo	Claire Ross
Senior leader(s)	Mandy Ellen and Emma Finch
Head of centre	Mandy Ellen
Other staff (if applicable)	Not Applicable

This policy is reviewed and updated annually to ensure that access arrangements process at MEPA Academy is managed in accordance with current requirements and regulations.





## **CURRICULUM POLICY**

### **Curriculum Policy Statement**

MEPA Academy is a vocational performing arts school committed to developing the talents of its pupils both academically and vocationally to the highest possible level. Both facets of the education provided bear equal importance, and the school's aspiration is to produce highly qualified, thoughtful, interesting and interested young people who have developed their performing talents to such a degree that they are able to continue in vocational training if they so wish.

The following information relates to the Curriculum Offer for 2021-22. As a school we are always reviewing and working to improve our offer in light of pupils' interests. Therefore, the curriculum for future years cannot be guaranteed to be the same as this one.

Within the provision of full-time supervised education, pupils will be given experience in linguistic, mathematical, scientific, human and social, physical and aesthetic, and creative education through the core and extended curriculum. Subject matter will be appropriate for the ages and aptitudes of the pupils, including those with an EHC (educational health care) Plan.

### **Our curriculum at Key Stage 3 (Years 7 AND 8)**

All pupils follow a core curriculum of English, Mathematics, Science, Spanish, Humanities, Art, Music, PSHEE/Citizenship. Spiritual, moral, cultural and social education are taught across the curriculum in an integrated manner through the different subjects. Every pupil has vocational lessons every day.

Pupils for whom English is a second language or who have an identified learning difficulty or disability (LDD) or a statement of special educational need (SEN) may follow an amended curriculum as their needs dictate, often in a one-to-one environment with an appropriately trained member of staff (see the SEND Policy).

All pupils will receive personal, social and health education that reflects the school's aim to produce thoughtful, rounded young people ready to take an active place in the world in their future lives. This will include the study of aspects of citizenship (see the PSHEE/Citizenship curriculum maps).

Pupils will also receive careers education, in which they will be given GCSE subject option advice, as well as attending talks by visiting professionals from various fields.

### **Our curriculum at Key Stage 4 (Years 9, 10 and 11)**

In Key Stage 4 (KS4) pupils study a core curriculum of English Language, English Literature, Mathematics, and Combined Science Trilogy. They all also choose to study either Drama or Dance GCSE. In addition, they select three other subjects from Spanish, History, Geography, Music, Art. In addition, PSHEE continues to be taught, with an emphasis on study skills, Careers education and thinking skills. The options for further study post-16, with appropriate careers guidance, are given even greater prominence during KS4.

Vocational classes, as outlined below, continue to be taken by all those in KS4, and external examinations can also be taken.

### **Key Stages 3 and 4 Vocational Classes**



All pupils joining the school for a place in Years 7 to 10 audition to be part of the School. These are specific vocational training streams that run until the end of Year 11. General information on the course is outlined here, followed by a specific breakdown in the Curriculum Offer sections.

Drama is for pupils who enjoy self-expression. It is not only limited to those who would like to pursue a career in acting. It encourages pupils to work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas. It enables pupils to actively engage in the process of dramatic study in order to develop as effective and independent learners, and as critical and reflective thinkers. Pupils learn in the context of the social, historical, cultural and political issues that have had a major impact on drama, and hence the world in general. Drama is a key tool in helping to make sense of and understand the world we live in today. It can help to develop a basis for pupils' future roles as active and empathic people in employment and society in general, as well as for a future working in acting or drama.

Dance provides pupils with an education that allows them to learn the techniques and principles of their art form, but also encourages versatility and individuality as a dancer. The professional world of dance is very tough but it can also be very rewarding, and so the Dance curriculum has been designed to give pupils the best possible start to their training. The busy nature of the course also ensures that pupils develop the ability to organise themselves and work effectively in a team. At intervals throughout their school life, pupils are taught the complementary study of dance appreciation through theatre visits. This helps them to critically view their own work and the work of others.

Due to the nature of the school and our desire to take advantage of both curriculum innovations and the changing expertise of our staff, it is likely that there would be small changes to the nature of the timetable each year. More significant changes would be communicated to existing parents via email and/or letter.

