

Curriculum Policy



North East Futures UTC has been established to provide the opportunity for young people from all the communities in this region to benefit from its specialist provision in Digital Technology and Healthcare Science.

Local Governors and all the North East Futures staff are committed to a policy of equality and aim to ensure that all students, employees, job applicants, other members of the school community and visitors are treated fairly and with respect.

We aim to give equal access to the high quality educational opportunities we provide and to ensure that everyone feels that they are a valued member of the school community. We seek to create a safe and happy environment where all our students can flourish and where social and cultural diversity are celebrated.

Reviewed by:	LGB
Frequency of policy review:	Three Years
Last Reviewed:	Sep 2023
By Dan Sydes	
Ratified by Local Board of Governors on:	4th October 2023
By Derek Marshall	
Next Review Date:	Sep 2026

Introduction

The Curriculum Policy of North East Futures UTC (UTC) relates directly to the UTC's ethos and goals. The UTC is committed to ensuring that partnerships with industry ensure the curriculum and wider provision is relevant to developing the needs of the individuals to ensure they are equipped with the skills needed for the next stage in their careers.

Intent

The intent of the Curriculum at North East Futures UTC is to ensure all students leave ready for the world of work.

The curriculum (at both KS4 and Post-16) provides a blend of both academic and technical learning. The curriculum intent is also to build student's employability skills, personal values and professional behaviours required for progression into the Healthcare Science and Digital Technology careers.

Students' learning in all UTCs is enriched and stretched by regular exposure to both the industry and employees target sector companies and the partner university (the University of Sunderland).

The distinctive curriculum at North East Futures UTC has a unique character and educational contribution.

Its

purpose is to invest in children's early interests and aptitudes in science, mathematics, and technology in accelerating and enriching both their learning and ambition on the journey to a career in a related field.

Programmes of study at the UTC demonstrate high ambition for all students, and the UTC will not offer disadvantaged students or students with SEND a reduced curriculum. A secure mastery in mathematics and English language will be central to curriculum intent. In exceptional circumstances students may benefit from being offered a reduced curriculum with a pathway to a suitable destination.

The curriculum is constructed to equip students with the knowledge and cultural capital they need to succeed in

life¹. Implicit in the definition of *cultural capital* in the UTC is familiarity with the most significant **applications** of the 'best that has been thought' in the fields of science and technology. Furthermore, that definition of cultural capital should imply awareness of the significant global challenges that will frame the lives of educated citizens.

The curriculum intent is to secure at the earliest stage possible, those levels of literacy and numerical fluency essential to access and excel in each student's destination.

The curriculum intent is to:

- build students' research and problem-solving abilities by applying their growing knowledge base to contemporary problems in science and technology. This will be achieved either through routine integration into the programme of study or discrete projects.

- Accelerate the development of technical knowledge and skills through regular access to specialist technical equipment as appropriate.
- Expose Students to the production, research, and development underway within partner companies and universities on a routine and frequent basis.
- Raise Student awareness of critical global challenges, building understanding of the potential solutions and threats that accompany technological change.
- Provide regular access to extra-curricular STEM-based activities and clubs, and frequent opportunities to participate in national competitions and challenges.

The distinctive UTC curriculum will develop in all Students those skills and attributes required for independent and collaborative learning and future progression into a STEM- based career. In particular:

- Curiosity and imagination
- Enquiry and analysis
- Problem-solving and resilience
- Self-management and organization
- Teamwork and collaboration
- Creativity and ingenuity

Year 10 and 11 Curriculum

Subject	Teaching Time	Qualifications
English Literature and English Language	5 x 50 minute lessons per week	2 x GCSEs
Mathematics	4 x 50 minute lessons per week	1 x GCSE
Single Science Pathway – Biology, Physics, Chemistry	9 x 50 minutes lessons per week	3 x GCSEs
Combined Science Pathway	6 x 50 minute lessons per week	2 x GCSEs
Healthcare Specialist Pathway – Psychology or Sport Science qualification along with specialist technical education	5 x 50 minute lessons per week	1 x GCSE or equivalent
Digital Specialist Pathway – Computing or IT qualification along with specialist education	5 x 50 minute lessons per week	1 x GCSE or equivalent

Option Subject – History, Geography, Art, Enterprise & Marketing	3 x 50 minute lessons per week	1 x GCSE or equivalent
Faiths and Cultures	1 x 50 minute lessons per week	Short Course GCSE
Health and Fitness	1 afternoon per week	
Personal Development	1 x 50 minute lessons per week	
Enrichment	1 x 50 minute lesson per week	

- Science pathway is chosen for students based on 'set' ability groups.
- Specialist pathway and option is chosen by the student however the qualification in the specialism is chosen by ability set.
- Citizenship is delivered as part of the Personal Development and the Tutor programme with the intent of ensuring students are well prepared for life in modern Britain.
- Sex and Relationship Education (SRE) forms part of the curriculum and is delivered through Personal Development, Tutor Time and Science with the intent of developing students.
- English, Mathematics and Science subjects are taught in 'set' ability groups.
- Health and Fitness lessons are delivered through dedicated sessions and the enrichment programme. Opportunities to take part in a variety of sporting and fitness activities is expected.

Students are expected to develop as independent learners throughout Key Stage 4, so they are able to access the demands of a Post 16 education, apprenticeship, and the workplace.

All students have access to a wide enrichment programme with the intent of developing student's interests, hobbies, and passions in line with cultural and social capital and supporting student's career development.

Post 16 Curriculum

Subject	Teaching Time	Qualifications
Biology	6 x 50 minute lessons per week	A Level
Computing	6 x 50 minute lessons per week	A Level
IT	6 x 50 minute lessons per week	Technical Qualification equivalent of 1 A Level
Physics	6 x 50 minute lessons per week	A Level

Chemistry	6 x 50 minute lessons per week	A Level
Mathematics	6 x 50 minute lessons per week	A Level
Core Maths	3 x 50 minute lessons per week	Technical Qualification equivalent 0.4 A Level
Extended Project Qualification	1 x minute lesson per week	Technical Qualification equivalent 0.4 A Level
Further Mathematics	1 afternoon a week at Newcastle University	A Level
Medical Science	6 x 50 minute lessons per week	Technical Qualification equivalent of 1 A Level
Psychology	6 x 50 minute lessons per week	A Level
Resit English Level 2	4 x 50 minute lessons per week	2 GCSEs
Resit Mathematics Level 2	4 x 50 minute lessons per week	1 GCSE
Combined Science Level 2	4 x 50 minute lessons per week	2 GCSEs
IT Level 2	3 x 50 minute lessons per week	1 GCSE equivalent
Personal Development	1 x 50 minute lesson per week	
Enrichment	1 x 50 minute session per week	

- The majority of students choose 3 subjects.
- Personal Development and enrichment are compulsory for all students.

There is available Careers and Higher Education guidance, drawing on the careers service wherever such support is available. The intent is to have 100% of Year 13 graduates go on to positive destinations.

All students have access to a wide enrichment programme with the intent of development student's interests, hobbies and passions and supporting their career development.

Impact

To ensure the best impact of our Curriculum we implement Quality Assurance of the quality of education our students receive. Some of the measures used at the UTC are:

- Teaching over Time measuring of the Quality of Teaching – where teachers use evidence such as progress data, lesson observations, learning walks, climate checks and book looks to evidence good quality consistent teaching in the classroom delivering the curriculum intent.
- Outcomes data – at Key Stage 4 the UTC uses Basics, Strong Basics, Achievements and Progress against baseline as measures of outcomes and at Key Stage 5 the UTC uses Value Add and average point scores as measures.
- Destinations Data – the UTC records the destination data of all students leaving the UTC at the end of their programmes of study – positive destinations for students going to University and Apprenticeships leading to employment evidence the success of our curriculum intent.

Monitoring and Evaluation

In order to monitor such curriculum intent and facilitate its implementation, the Local Governing Boards of UTCs are required, through the Baker Dearing licence, to have a majority of members nominated by the sponsor employers and university. NE Futures UTC currently has 7 out of 11 governors who are nominated by sponsor employers including Sage, Ubisoft, Accenture, the NHS and the University of Sunderland.

The Local Board of Governors and Principal will monitor the operation and effectiveness of UTC's Curriculum Policy.