



Curriculum Policy



North East Futures UTC has been established to change the education, skills and employment paradigm in our IT and Healthcare Science sectors in the North East. It provides the opportunity for young people from all the communities in this region to benefit from its specialist provision.

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 member 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 and Trustees
Frequency of policy review:	Triennially
Lead Sub Committee for discussion:	LGB
Last Reviewed:	June 2020
By Dan Sydes	
Ratified by Local Board of Governors on:	12 June
By Michael Whitaker	
Next Review Date:	June 2023

North East Futures UTC – Curriculum Policy

Introduction

The Curriculum Policy of North East Futures UTC (UTC) relates directly to the UTC's ethos and goals. North East Futures UTC is committed to the implementation of the National Curriculum but at the same time recognises the need to pursue its own curriculum initiatives.

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

All students with an interest in health or digital technology regardless of student age, gender, ability and background should be sufficiently challenged and engaged through the curriculum.

The curriculum at North East Futures UTC must display breadth, balance, relevance, differentiation, progression and continuity.

The curriculum of North East Futures UTC gives the opportunity to students to specialise in the areas of Digital Technology and Healthcare Science. The UTC ensures that its wider statutory duties regarding the curriculum are carried out.

The overall intent of our Curriculum is to prepare students for the world of work in our two specialist areas – Digital Technology and Healthcare Science. Two fast growing regional industries with lots of exciting career prospects for young people.

North East Futures UTC Curriculum structure has the following faculties:

- Computer Science
- Science, Healthcare Science and Mathematics
- Humanities, Art and Business (English, History, Geography, Extended Project, Business & Enterprise, Art)

North East Futures UTC works with industry partners to enrich the delivery of the curriculum and support the development of technical, professional and personal skills of the students.

Industry partners support the UTC curriculum in the following areas:

- Meaningful work experience placements
- Whole-UTC project half and full days.
- Projects delivered through within timetabled lessons
- Guest Lectures and career talks
- Industry mentoring

The intent is to ensure all students have a line of sight to work with partners whilst embedding careers advice and guidance on specific roles available in the Digital Technology and Healthcare Science industries.

Year 10 and 11 Curriculum

Students in Years 10 and 11 have some degree of flexibility but all students will start off studying for GCSEs in:

- English Literature and English Language
- Mathematics
- Computer Science
- Biology
- Physics
- Chemistry

Students will also study core non-GCSE:

- Health and Fitness
- Personal Development (Citizenship, Religious Education, Personal, Social, Health Education, Careers)

Students choose 1 technical option:

- Digital Technology
- Healthcare Science

Students can choose between a further free choice GCSE¹:

- History
- Geography
- Business and Enterprise (*equivalent 1 GCSE*)
- Art

Religious Education and Citizenship is delivered as part of the Personal Development and the Tutor programme.

Sex and Relationship Education (SRE) forms part of the curriculum and is delivered through Personal Development, Tutor Time and Science.

English, Mathematics and Science subjects are taught in 'set' ability groups.

Health and Fitness lessons are delivered through dedicated sessions and the enrichment programme and opportunities to take part in a variety of sporting and fitness activities are encouraged. The intent is to ensure students pick up good habits for life and find physical activities that they will continue to engage in beyond their time at the UTC.

Students are expected to develop as Independent Learners throughout Key Stage 4 so they are able to cope with the demands of a Post 16 education, apprenticeship and the workplace. To facilitate this, students will have periods every week where they will be in supervised independent learning time and encouraged to use the time effectively to meet the targets set by their teachers.

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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.

Post 16 Curriculum

Students in Post 16 have 3 pathways to choose for their core curriculum:

Level 3 Pathway - 3 or 4 from:

- *Physics A Level (6+ needed in Science/Physics GCSE)*
- *Chemistry A Level (6+ needed in Science/Chemistry GCSE)*
- *Biology A Level (6+ needed in Science/Biology GCSE)*
- *Mathematics A Level (6+ needed in Maths GCSE)*
- *Further Mathematics A Level (7+ needed in Maths GCSE)*
- *Computer Science A Level (6+ needed in Maths/Computing GCSE)*
- *Psychology A Level*
- *Medical Science*
- *Cambridge Technical IT (Level 3)*
- *Extended Project*
- *Core Maths*
- ***Entry requirements 5 + GCSEs grade 4+ including English and Maths***

Pathway to Apprenticeship:

- *Science (Level 2)*
- *Cambridge Technical IT (Level 2)*
- *functional English and Maths (including GCSE resit if needed)*
- ***Entry requirements – a passion for Science or Technology***

Both pathways include a 'UTCness' package of meaningful work experience, industry mentoring, career guidance and project based learning.

Students are also be encouraged to participate in additional Enrichment and Health and Fitness activity.

All Post 16 students are expected to complete a minimum of two weeks work experience.

All students will be expected to take develop their employability and keep a good record of the UTC work they do.

When planning and delivering teaching and learning in Year 12 and 13, we have the following key aims:

- To help our students achieve the best possible outcomes.
- To help our students to become effective independent learners.
- To help our students develop work-ready skills such as communication, team work, leadership and problem-solving skills

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.

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Students are expected to develop as Independent Learners throughout Key Stage 5. To facilitate this, students will have periods every week where they will be in independent learning time and encouraged to use the time effectively to meet the targets set by their teachers.

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.

Implementation

Our Curriculum intent is implemented through taught 50 minute lessons

Key Stage 4

- 5 weekly English and Mathematics lessons
- 9 weekly Science lessons
- 3 weekly Computer Science lessons
- 3 weekly Technical lessons
- 3 weekly option lessons
- 1 weekly Personal Development lesson
- 1 weekly afternoon of Health and Fitness
- Independent Learning Time
- Enrichment

Students are almost always expected to achieve 8 x GCSEs and progress onto a 6th form place at the UTC or another positive destination.

To implement our 'UTCness' intent every academic year we offer

- Up to 8 project half and full days
- Up to 5 Mentoring sessions
- 1 week meaningful work experience
- Up to 8 career talks plus further guest lectures

Key Stage 5

- Usually 18 A Level or Technical lessons per week
- Independent Learning Time
- Enrichment

Students are almost always expected to achieve 3 x A Levels or equivalent Technical qualifications and progress onto a positive destination such as University or a Higher Apprenticeship. The UTC does not value either destination as 'better' than the other.

Students on the Pathway to Apprenticeship are expected to achieve at least 4+ Level 2 qualifications and a positive destination – usually a L2/3 Apprenticeship pathway

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To implement our 'UTCness' intent every academic year we offer

Up to 8 project half and full days

Up to 5 Mentoring sessions

2 week meaningful work experience

Up to 8 career talks plus further guest lectures

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 scrutinises to evidence good quality consistent teaching in the classroom delivering the curriculum intent
- Outcomes data – evidence that students make good progress overall and in core areas such as English and Maths. This can be evidenced through robust baseline testing at entry, prior attainment and using data sets to demonstrate progress for all groups of students.
- 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 evidence the success of our curriculum intent

Monitoring and Evaluation

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