

UTC South Durham Curriculum Policy



Date of adoption	
Approved by	Governing Body
Signed: (Principal)	Date:
Signed: (Chair of Governors)	Date:

Date to be reviewed by	December 20
Review History	Reviewed – Jean Bell Sept 18 Reviewed – Tom Dower Oct 18 Reviewed – Dan Glasbey Nov 18
Responsibility	Vice Principal for Curriculum

1. Curriculum key principles

The UTC curriculum is unique and takes a very different approach to other schools. Key principles behind the curriculum are:

- **It is employer led.** The UTC was set up to provide a skilled future workforce for businesses in the region. This means a focus on developing the workplace skills and technical knowledge most desired by employers. Employers are directly involved in the selection of courses and design of the wider curriculum.
- **It is destination focused.** The crucial focus of our work is in supporting young people to outstanding careers. Students are more engaged in their learning when they understand why it's important and where they are heading. High quality internal and external careers advice, combined with CV writing and practice with interviews and assessment activities ensure that students are well prepared for their next step.
- **It provides a balance of academic, technical and workplace learning.** We recognise that students have a broad interest in STEM subjects and that the curriculum is balanced to give students a taste of a range of areas, including some choice of specialist qualifications. We are clear during the recruitment process that the UTC is only suitable for young people who are focused on STEM subjects.
- **It promotes student wellbeing.** We recognise that our students join the UTC from a variety of different contexts. We aim to stretch them but crucially we must help them build their confidence and sense of self. Our curriculum plan is built around a challenging academic and technical core but needs to respond to individuals and their starting points; this might mean a reduced or tailored curriculum for some individuals.

2. Curriculum aims

The curriculum is designed to inspire and challenge all learners and prepare them for the future. The UTC's aim is to provide a coherent curriculum that helps all students to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help students to:

- Acquire specific knowledge and skills which make them desirable to employers.
- Achieve high standards and make excellent progress across a range of subjects.
- Be engaged by, and enjoy their learning.
- Be challenged, stretched and achieve their full potential
- Become adept independent learners through the development of personal learning and thinking skills.
- Be highly literate, numerate and adept with ICT.
- Understand how the taught curriculum links to the wider world.

3. The curriculum outcomes

UTC South Durham's curriculum will:

- Lead to qualifications that are of worth for employers and for entry to higher education
- Fulfil statutory requirements
- Enable students to fulfil their potential
- Meet the needs of students of all abilities at the UTC
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines
- Prepare students to make informed and appropriate choices at the end of KS4 and beyond

- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence
- Ensure continuity and progression within the UTC and between phases of education, increasing students' choice during their UTC career
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities
- Help students to use language and number effectively
- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- Help students understand the world in which they live
- Ensure that the curriculum incorporates, and is improved and extended by, the UTC's specialist status – engineering and advanced manufacturing
- At KS4 and KS5, be designed to meet the needs of students, parents and wider society
- At KS5, be designed to include a “bridging year” between level 2 and level 3 qualifications. This will allow some students an additional year of study to prepare more thoroughly in order to follow the Level 3 post-16 courses on offer or progress into apprenticeships
- Enable links with other secondary and primary schools in the area

4. Roles and responsibilities

The Principal will ensure that:

- All statutory elements of the curriculum, and those subjects which the UTC chooses to offer, have aims and objectives that reflect the aims of the UTC and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed
- The amount of time provided for teaching the curriculum is adequate and is reviewed annually
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on statutory targets in order to make informed decisions

The governing body will ensure that:

- It considers the advice of the principal when approving this curriculum policy and when setting statutory and non-statutory targets
- Progress towards statutory targets is monitored
- It contributes to decision making about the curriculum

The Vice Principal for Curriculum will ensure that:

- They have an oversight of curriculum structure and delivery of both key stages.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve
- The Key Stage 4 and 5 curriculum structures are reviewed regularly by the UTC leadership.
- Selected courses within subject areas are regularly reviewed to ensure they continue to meet the needs of our students and are fitting with the wider educational landscape.

The Vice Principal for Teaching and Learning will ensure that:

- Detailed and up-to-date schemes of learning are in place for the delivery of courses
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with staff on a regular basis and that actions are taken where necessary to improve these

Faculty Directors and Heads of Department will ensure that:

- Long term planning is in place for all courses. Such schemes of learning will be designed using the UTC pro-forma and will contain curriculum detail on: context, expectations, key-skills, learning objectives, learning outcomes, learning activities, differentiation and resources
- Schemes of work encourage progression at least in line with national standards
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place as a guide to staff delivering a particular course
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Assessment is appropriate to the course and the students following particular courses
- There should be consistency of approach towards assessment they keep UTC leadership informed of proposed changes to curriculum delivery
- All relevant information/data is shared with the MIS team. This includes meeting deadlines related to exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion
- They share best practice with other colleagues in terms of curriculum design and delivery
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility

Teaching staff and learning support staff will:

- Ensure that the UTC curriculum is implemented in accordance with this policy
- Keep up to date with developments in their subjects
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum
- Participate in high quality CPD, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities

Students will:

- Be treated as partners in their learning, contributing to the review and evolution of the curriculum
- Have their individual needs addressed, both within the UTC and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at KS4 and KS5

Parents and carers will:

- Be consulted about their children's learning and in planning their future education
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- Be informed about the curriculum on offer and understand the rationale behind it

4. Monitoring and evaluation

The governing body committee will receive an annual report from the Principal on:

- The standards reached in each subject compared with national and local benchmarks
- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks
- Details of student dis-applications from parts, or all of the curriculum and a justified rationale for such decisions.

The governing body will review this policy at least once every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the UTC.

Other policies / documents

This policy should be read in combination with other UTC South Durham policies/documents:

- Assessment Policy
- Attendance Policy
- Behaviour Policy
- SEND Policy
- Staff Appraisal Policy
- Teaching and Learning Policy

Annex 1

The UTC year

The UTC will operate the same term dates as Durham LA schools, minimising disruption for families with siblings at other schools and staff with children.

The UTC day will be longer, reflecting a grown-up working environment and allowing time for all students to undertake projects, visits, enrichment activities and have independent study time. No formal homework will be set, though we will expect students to carry on thinking, researching and designing outside school on their stimulating projects and undertake exam revision both inside and outside school.

Students will be encouraged to undertake activity such as relevant work experience during holiday periods in order to enhance their experience and skills in areas of interest.

The UTC day

There will be no bells as students and staff will take responsibility for their own timekeeping. Breaks and lunchtimes are staggered for Years 10 and the rest of the students. The Year 10 day will look like:

Period 1	8.45
Period 2	9.45
Break	10.45-11.00
Period 3	11.00
Period 4	12.00
Lunch	1.00-1.30
Period 5	1.30
Period 6	2.30
Break	3.15-3.25
Period 7	3.25-4.25

Students will leave at 2.30pm on Wednesdays and Friday when staff CPD will take place until 4.30pm.

KS4 curriculum

The curriculum at UTC South Durham is designed to offer a different type of education for students in order to prepare them effectively for the world of work. We'll provide an educational experience which is both academic and vocational. As a school, we are bound by the statutory KS4 curriculum, have an important duty to deliver a wider moral and social education and will be inspected by Ofsted using the normal framework. The key elements are:

- **Academic subjects** – students will study GCSEs, or nationally recognised equivalent qualifications.
- **Technical education** – all students will study engineering and have a choice of other technical subjects.
- **Workplace learning** – all students will undertake visits and placements in companies as well as projects within the UTC.

English	Maths	Science	Engineering	Engineering	Option 1	Option 2	PE	Session 7
5	5	6	3	3	3	3	2	3
Language Literature	Maths	Triple Science 3 qualifications (Physics, Chemistry, Biology) or Combined Science 2 qualifications	Manufacturing Cambridge National	guided choice between Design or Systems & Control Cambridge National	Computer Science Geography Geography Triple Science	Product Design Business	Sport & Fitness	Challenge clubs Engineering skills
				CERTA				

Students will follow a set of core courses all leading to a potential qualification. This core will be supported by a range of optional courses within the UTC specialism.

The majority of students undertake 10 or 9 GCSEs or equivalent. For some students a more bespoke curriculum is required given their academic starting points. The important principle is that this curriculum will help them prepare for their future career.

Citizenship and PSHE will be delivered through a series of drop down days throughout the academic year.

MFL – subject(s) may be offered as in the form of a Challenge club. This is subject to student demand and the subject(s) will depend upon teacher specialism and student choice. This may be a business/adult language qualification rather than a GCSE

The taught curriculum will be supplemented to include an enrichment programme which will include visits to businesses, industry-led projects and work experience placements. For one term of the year, students will engage in project work for a 2 hour period within each week.

KS5 curriculum

The UTC offers KS5 provision providing a range of academic and vocational qualifications such as A levels, Level 3 vocational qualifications, Level 2 vocational qualifications and EPQ. Every effort will be made to offer subjects in which students demonstrate particular interest as well as those that are enhanced by our specialist facilities.

The KS5 curriculum is designed to ensure progression from Year 11 and on to university, further education, training or employment. We offer programmes of study at Levels 2 and 3 and provide a range of academic and vocational qualifications. Each of these pathways is matched to local business and industries who can support the curriculum content and offer visits and / or work experience to our students. Prior to choosing their options all Year 11 students receive guidance which includes taster sessions, parents' evenings, independent careers guidance and an individual interview with a senior member of staff before making their final choices.

Our KS5 prospectus options booklet contains information about the courses available to students, the entry requirements and pathways.

	Pathway	Core subjects	Optional subjects	Specific Company examples	Max numbers
Level 3	Mechatronics	A-level Maths Foundation Engineering Tech Level Mechatronics	Further Maths EPQ	Cummins, Husqvarna, 3M, ZF Sunderland University Newcastle University	15
	Science	A-level Maths Physics Chemistry	Further Maths EPQ (possibly Biology, Lab skills)	CPI GSK Johnson Matthey Lucite	15
	Computing	A-level Maths Physics Computer Science	Further Maths EPQ (possibly BTEC Computing)	Accenture, Engie Sunderland University Teesside University	15
	Design	Maths (A-level or Core) Foundation Engineering Product Design	EPQ	Stanley B&D Ryder Ward Robinson	18
	Business	Core Maths Business IT or Foundation Engineering	EPQ	Virgin Money Business Durham (wide range of companies)	18

1 year pre-apprenticeship programme - level 2 (approximately 15 students)

Level 2	Pre-Apprenticeship	Performing Engineering Operations GCSE resits	Work experience x 1 day Other L3 qualifications	Hydram Bignall	15
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All students in Year 12 take 3 or 4 subjects. In addition, staff will direct additional time as follows:

- GCSE English Language and GCSE Maths – compulsory lessons for students in the sixth form yet to secure a GCSE C grade
- UCAS support – additional time with staff for students in Year 13 who are supported with their higher education applications
- Supervised study for some students who require it
- EPQ for students in Year 12, worth half an A level
- Block time and other days throughout the year will be used for a variety of timetabled activities covering the academic and pastoral needs of students (academic induction; higher education preparation; advice on alternatives to university; drugs awareness; work based skills, mock interviews etc).
- Curriculum enrichment including:
 - Visits to our core companies, project experiences and work experience placements
 - Technical clubs, covering a wide range of technical skills (such as CNC machining, SolidWorks, fabrication and welding)
 - Duke of York Gold or Silver Award for Technical Education

Decisions about how many subjects a student takes and how decisions about changing or dropping subjects are made will be set out in our KS5 protocols and are shared with students and parents at the start of Year 12.