Doncaster UTC: Curriculum Policy
Effective Date: September 2020
Review Date: September 2021

Status	**Statutory**
Responsible Committee	**Local Governing Body**
Author	**Principal: Review Vice Principal**
Target Audience	**All Stakeholders**
Date Policy Agreed	**May 2020**
Review Date	**September 2021**
Principal Signature	
Chair of Governors Signature	

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 blend of academic excellence, 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 determination to be employees of the future. 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 employees of the future.
- 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 and adaptable 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:

Doncaster UTCs 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,
- 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,
- Demonstrate: 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, including further mini options in Year 10.
- Foster effective teaching styles (based on Rosenshine's principles and collaborative learning), which will offer and encourage a variety of relevant learning opportunities, whilst securing high levels of progress for learners (*See Teaching and Learning Policy)*
- Use Collaborative Learning will support social development, helping students socialise with other students, including those from different religions, ethnic and social-economic backgrounds.
- 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 specialisms in Engineering and Creative and Digital Technologies.
- At KS4 and KS5, be designed to meet the needs of students, parents and wider society
- Enable links with other secondary and primary schools in the area
- All curriculum areas will develop an understanding of spiritual, moral, social and cultural development and will clearly be embedded into Schemes of Learning

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.
- ❖ 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.
- ❖ 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.

The Senior 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.

Curriculum Directors 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 outcomes, learning activities, differentiation and resources, literacy, numeracy and SMSC, including British values.
- ❖ Schemes of learning 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
- ❖ 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 with the Leadership team as part of the RAG system, to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion to secure good or better progress for all students.
- ❖ 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
- ❖ Centre assessed work will be completed in a timely manner and to a high standard, to ensure our students perform at least in line with national expectations. (*See Non-Examination Assessment Policy*)

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 and produce 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 stakeholders including employer partners to provide an appropriate range of curriculum opportunities

Students will:

- Be treated as partners in their learning, contributing to the review and evaluation 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 including performance against targets based on the students starting points.
- 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.

Inclusion

Teachers set high expectation for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including;

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an Additional Language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, whenever possible, and ensure that there are no barriers to every pupil achieving.

According to the Equality Act 2010, protected characteristics are aspects of a person's identity that make them who they are. Themes of discrimination and protecting personal characteristics will be identified in be challenged in PSHE lessons and will be supported by Employer Partners and in preparing work for modern Britain. We believe the protected characteristics that are of particular relevance include;

- Age
- Disability
- Race
- Religion
- Sexual Orientation
- Gender Reassignment
- Sex.

Eliminating discrimination will also be part of the assembly and tutor programme.

Annex 1

Enrichment

Students joining the UTC will have already chosen their specialism based on their interest. Enrichment opportunities in Year 9 aim to develop student interests in wider subjects linked to the specialism so that should they wish they are able to choose a further option in Year 10.
During Year 9 students will have the opportunity to follow a variety of subject areas in order to broaden their knowledge and understanding of different subject areas.

Students will be able to attend following enrichment opportunities:

- Spanish
- Art
- Photography
- Film Studies
- Statistics
- Vex Robotics
- Sport Sessions
- Employer Led Sessions

Should students wish to broaden their curriculum after being provided with the appropriate IAG students may select a mini option in the following:

- Spanish
- Art
- Photography
- Film Studies
- Statistics

Students who require extra maths or English support will also be able to select booster session in order to secure better progress, instead of the mini options highlighted above.

Annex 2 Curriculum Design

UTC Day

The UTC working day will commence at 08:40 and typically finish at 3:10pm for core lessons, although Mondays will finish at 4:50pm. This means Key Stage 4 will have 26 core lessons per week each one-hour long Monday -Thursdays and 50 minutes long on Fridays.

Two days per week (Tuesdays and Thursdays) period 6 and period 7 will be blocked ensuring designated times can be shared with employers and to enable the UTC to implement an enrichment programme to broaden the curriculum.

Key Stages 4 & 5: Days 1 - 4

Days 1 - 4		
Time	**Activity**	**Session Length (Minutes)**
08:40 – 08:55	Registration	15
08:55 – 9:55	Lesson 1	60
09:55– 10:55	Lesson 2	60
10:55 – 11:10	Break	15
11:10 – 12:10	Lesson 3	60
12:10 – 13:10	Lesson 4	60
13:10 – 14:10	Lunchtime	60
14:10 – 15:10	Lesson 5	60
15:10 – 16:00	Lesson 6 Employer Project / Enrichment	50
16:00 – 16:50	Lesson 7 Employer Project / Enrichment	50
16:50	End of Working Day	N/A

Key Stage 4/ 5: Day 5 (Fridays)

Time	**Activity**	**Session Length (Minutes)**
08:40 – 08:50	Registration	15
08:50 – 9:40	Lesson 1	50
09:40– 10:30	Lesson 2	50
10:30 – 10:50	Break	20
10:50 – 11:40	Lesson 3	50
11:40 – 12:20	Lunch	40
12:20 – 13:10	Lesson 4	50
13:10	End of Working Day	

Key Stage 5: Mondays only

Mondays		
Time	**Activity**	**Session Length (Minutes)**
08:40 – 08:55	Mentor Time	15
08:55 – 09:55	Lesson 1	60
09:55 – 10:55	Lesson 2	60
10:55 – 11:10	Break	15
11:10– 12:10	Work Placement	N/A
12:10 – 13:10	Work Placement	N/A
13:10 – 14:10	Work Placement	N/A
14:10 – 17:00	Work Placement	N/A
17:00	End of Working Day	N/A

Key Stage 4 Curriculum Design

Subject	Hours / week	Compulsory / Optional	Qualification	Number GCSEs
CORE				
English Literature & English Language	5	Mandatory	GCSE English Language GCSE English Literature	2
Mathematics	5	Mandatory	GCSE Mathematics	1
Double Science	4	Mandatory	GCSE Double Science	2
Physical Activity	1	Mandatory	N/A	0
Personal Development and Well-being	1	Mandatory	N/A	0
Engineering Manufacturing	3	Two qualifications are Mandatory	Cambridge National Certificate J842***	Max 2
Systems Control in Engineering	3		Cambridge National Certificate J843***	
Engineering Design	3		Cambridge National Certificate J841***	
Computer Science	3	Two qualifications are Mandatory	OCR GCSE Computer Science H446	Max 2
Creative Media (Graphic Design)	3		NCFE L2	
Design Technology	3		OCR GCSE J310	
OPTIONS (Students select two subjects from three* options)				
Triple Science	2	Option A	GCSE Separate Science	1
Geography	2	Option A	GCSE Geography	1
Business Studies	2	Option B	BTEC Award / Certificate / in Business 600/4786/0 or 600/6815/2	1 / 1.5

Key Stage 5 Curriculum Design

Subject	Hours / Week	Qualification	Number L3 Quals
Specialism Pathway			
Engineering Technical Pathway (Students select 1 option)			
OCR Extended Certificate in Engineering (1-year course)	12	OCR Level 3	1
Diploma in Engineering	12	OCR Level 3	2
Extended Diploma in Engineering	15	OCR Level 3	3
OR			
Digital Media Technical Pathway (Students select 1 option)			
OCR Extended Certificate in Digital Media	6	OCR Level 3	1
Diploma in Digital Media	12	OCR Level 3	2
Extended Diploma in Digital Media	15	OCR Level 3	3
OR			
Computing Technical Pathway (Students select 1 option)			
OCR Extended Certificate in Information Technology	**6**	OCR Level 3	**1**
Diploma in Information Technology	**12**	OCR Level 3	**2**
Extended Diploma in Information Technology	**15**	OCR Level 3	**3**
A Level Pathway (Students select up to a maximum of 3 subjects)			
Chemistry	5	A Level	1
Computer Science	5	A Level	1
Further Mathematics	5	A Level	1
Mathematics	5	A Level	1
Physics	5	A Level	1
Biology	5	A level	1
Optional			
Core Mathematics	3	AS Level	0.5
Extended Project Qualification	1	AQA Level 3	0.5
GCSE English Language (Re-sit)	2	GCSE	N/A
All Students			
Personal & Professional Development	1	N/A	N/A
Work Placement	2.5	N/A	N/A
Project Based Learning: days timetabled throughout the year to facilitate focused learning experiences with employer partners.			

Students can access two other A levels options from twenty in Hall Cross option blocks A and B alongside our extended certificate technical qualifications as part of the DC6 offer.