UTC READING

Curriculum Policy

Introduction

The Curriculum Policy of UTC Reading (UTC) relates directly to the UTC's Mission Statement and objectives. UTC Reading 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.

Aim

The students are at the heart of the educational process and must be encouraged to participate fully in the life of the UTC. All contributions, from all students, will be valued. It is felt that all students regardless of their age, gender, ability and background should experience personal fulfilment through the curriculum. The curriculum at UTC Reading must display breadth, balance, relevance, differentiation, progression and continuity. The curriculum of UTC Reading follows a pathway that gives the opportunity to students to experience the areas of Computer Science and Engineering. The UTC will ensure that its statutory duties regarding the curriculum are carried out.

UTC Reading Curriculum structure will be:

- Computer Science, Mathematics and Business
- Engineering, Science and Product Design (and other related Engineering courses)
- Humanities and Communication (English, History, Geography, Extended Project, Modern and Foreign languages)

UTC Reading will work with industry partners to enrich the delivery of the curriculum and support the development of technical, professional and personal skills of the students.

The industry/education/community partners will support the UTC curriculum in four main areas:

1. Whole UTC projects delivered via Project Days and in Project Teams
2. Adopting a BTEC Unit
3. Work Experience/work burst

The aim is to ensure all students have a line of sight to work with partners supporting the development of the detail through activities relating to the above framework whilst embedding careers advice and guidance on specific roles available in the Computer Science and Engineering industries.

Year 10 and 11 Curriculum

Students in Years 10 and 11 have some degree of choice but all students will study:

- English
- Mathematics
- Computer Science
- Science
- Physical Education
- Big Debate (Citizenship, Religious Education, Personal, Social, Health Education)
- Personal Development (includes Careers Information, Advice & Guidance).

Students can chose between a range of other subject areas:

- Humanities (History, Geography)
- Language (French, Spanish and German)
- Business, Product Design, Systems Control in Engineering
- BTEC Award in Information and Creative Technology and L2 Certificate in Digital Applications or NCFE Level 2 Certificate in Engineering Studies and L2 Certificate in Designing, Engineering and constructing a sustainable built environment.

Religious Education and Citizenship is delivered as part of the Big Debate and the Tutor programme in Years 10 and 11.

All students will do a variety of professional qualifications from Microsoft, Cisco or Autodesk.

In Years 10 and 11 some subjects are taught in all-ability groups, with lessons split into seminar time and independent learning time, arrangements are also made to teach students in 'sets' within the half year blocks for the core subjects of English, Mathematics and Science.

To translate the mission statement into practice, particular attention is paid to the way in which students learn. It is the process of education which is important - an environment must be created in which students are actively involved in the learning process and not 'passive recipients of information'. This has implications for the way

in which we work with and asses our students. Assessment must follow naturally and not dictate the curriculum and must involve all relevant participants, including the student.

All students will have equal opportunity in all aspects of their time at UTC.

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

Students should be encouraged to participate fully in all activities. Students must be encouraged to present all work as neatly as possible in a variety of different ways. Work missed through absence should be made up as soon as possible.

Physical Education lessons are delivered through dedicated lessons and the enrichment programme for Key Stage 4 and opportunities to take part in a variety of activities are encouraged. The aim here is to ensure students pick up good habits for life and find a physical activity that they will continue to engage in beyond their time at the UTC.

Students will be 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 or the workplace. To facilitate this students will have 3/4 hours per week where they will be supervised and encouraged to use the time effectively to meet the targets set by their teachers.

Post 16 Curriculum

Students in Post 16 have some degree of choice:

- A choice of A levels from: Physics, Chemistry, Biology, Mathematics, Further Mathematics, Product Design, Business, Computer Science, L3 Core mathematics and Extended Project.
- A Pearson National Extended Certificate/ Diploma/Extended Diploma in either Computing/Computer Science or Engineering
- A choice of professional qualifications from Microsoft, Cisco, Autodesk, Adobe and HP

Teaching in Year 12 and 13 should be the most ambitious and innovative within UTC and should be a place where outstanding practice is developed.

When planning and delivering teaching and learning in Year 12 and 13, we have two key aims:
- **To help our students achieve the best possible results.**
- **To train our students to learn independently.**

This may mean taking risks and choosing more difficult paths to success. It will require patience, perseverance and very careful planning.

The curriculum will promote and provide students with:

- Intellectual, physical and personal development and prepare them for the next stage of education, training, or employment.
- Spiritual, moral, cultural and social development of all students.
- Equality of access and opportunity for all its students to learn and to make progress.
- Sufficient opportunity for students to effectively develop the key skills of communication, application of number, information technology, personal skills - working with others, personal skills - improving own learning and performance, problem solving.
- Health education and guidance, including sex education and education about drug misuse.
- Opportunities for work experience, enterprise and community activities.

The curriculum will be planned effectively, providing continuity and progression of learning. Liaison with further and higher education institutions and employers will be carefully planned. The curriculum will also be enriched by curricular and extra-curricular provision, including sport and industry qualifications.

There will be available Careers and Higher Education guidance, drawing on the careers service wherever such support is available.

The curriculum will provide for some non-taught individual learning time. Student use of this time will be regularly evaluated and monitored.

The curriculum will have effective systems for assessing students' attainment.

Marking and Assessment

Marking and assessment will form an important part of establishing our expectations and helping students to reach the level that we expect.

Students should be able to expect the following teacher assessment on a regular basis:

A baseline assessment, which should:
- Establish what level or grade the student should be aiming for.
- Make clear what level of support they can expect.

At least one formative, mid-module mark of their workbook or folder, which should:

- Establish what level the student is likely to achieve based on the work carried out so far.
- Make clear what the strengths of the student's work are.
- Explain how the work can be developed in order to reach a higher level.

One summative, end-of-module mark of the key module outcomes, which should:
- Establish what level the student has achieved overall.
- Make clear what the strengths of the student's work are.
- Explain what the student needs to do next in order to reach their target level.

Extended Curriculum Policy
(Enrichment/Professional Qualifications)

There is an extensive range of extra-curricular opportunities available for all our students throughout UTC.

The Independent Learning area and Learning Resource Area encourages access to books, newspapers and journals as well as students accessing the internet or other programmes on their device. This is further supplemented by the availability of Microsoft, Cisco and Autodesk suites during the day, including breaks, lunchtimes and independent learning times.

There is a planned programme of curriculum days and weeks throughout the year offering focused, yet extended, opportunities to students to work with the Partners and Associate Partners of UTC Reading. This enables students to benefit from outdoor activities, citizenship days, enterprise days and charity work.

Any extra-curricular activity/club should have clear, achievable aims and objectives which are included in and/or complement the Scheme of Work.

We aim to extend the curriculum beyond that offered in timetabled sessions:

- Students can pursue work/targets over long periods of time not usually possible within a normal Scheme of Work (SoW).
- Opportunity to undertake work not normally encountered within the routine timetable.
- Opportunity for visitors/specialists to interact with a committed audience e.g. player from local football club.
- Opportunities to organise visits to venues of specific interest.
- Opportunities to develop project/s and to enter competition/s.

To allow non-specialist employees/parents/guardians/other with a particular talent to offer their experience and/or time to broaden and enrich the curriculum.

To allow students of different ages and abilities to interact.

UTC Reading is committed to offering a wide programme of enrichment wherever and whenever practicable considering the restraints of employees, cost and time.

The activities should be open to all students and must be organised with this in mind.

All activities must be organised with the safety of participants as a major consideration. It must comply with Local Authority Guidelines and UTC Policy. All employees engaged in activities must have full DBS clearance or be closely supervised by employees with full DBS clearance.

Students and employees should be aware of any itinerary, contingency plans, first aid facilities, emergency phone numbers, etc.

Non-teacher supervisors must be informed as to their role.

Parents / Guardians must be fully informed of the nature of the activity and working conditions.

If transport is used, employees must comply with UTC Reading's Transport Policy.

Monitoring and Evaluation

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

Date created: April 2013

Date agreed: 8th March 2016

Date of Next Review: March 2019