

# **Aylesbury UTC**

## **Curriculum**

***October 2023***

Responsible Officer:	Principal
Date:	October 2023
Review date:	August 2024
Available at:	Website 'About Us' / Parent Portal
Authorised by:	Governing Board TBC

## 1. CURRICULUM INTENT

Our curriculum intent aims to develop curious, academically able and technically-skilled young people who aspire to be principled, compassionate learners. Aylesbury UTC has a clear vision to be a distinctive education provider and to offer something different to more traditional UTCs in the local area. We offer our students the knowledge, experiences, skills and values that will prepare them not only for their examinations, but also for career pathways and global competition in the 21st century, primarily in Computing, Health and Construction sectors. We do things a little differently to more traditional UTCs or colleges because we believe the best and most effective way to educate our students is to always make our teaching more hands-on and career-focussed. Our curriculum strives to create students who are self-motivated, competent, willing to take risks and become lifelong learners.

### **Some key features:**

- An innovative career-focussed curriculum that specifically reflects the diversity of Construction, Computing and Health Sector skills required both locally and internationally.
- Provides an exciting and vibrant environment where students are enthused and motivated through the relevance of all of their learning in their future adult lives.
- High-quality technical and STEM education.
- Excellent careers guidance and support through a structured programme of learning
- Frequent and purposeful employer engagement opportunities both in the classroom and beyond, through our employer-partners.
- Significant input from higher education institutions, primarily from our University-sponsor, Buckinghamshire New University.
- A comprehensive assembly programme and PSHE curriculum that develop students' understanding of wellbeing, society and how to lead a purposeful life within it.

All students should have the opportunity to reach purposeful destinations, including employment, apprenticeships, degree apprenticeships and degree courses.

Since opening in 2013 both staff and students have worked passionately to create a centre of excellence for technical qualifications. Our curriculum provides all students with the experience, skills and values needed to prepare them properly for success at each stage of their future lives.

At 14-16 (Key Stage 4) we provide a core education in GCSEs English, Maths and Science as well a specialist technical route in either in Construction, Computing or Health. In the Sixth Form (Key Stage 5) students can continue on the Computing and Health pathways following courses equivalent to 3 A Levels.

## 2. LEGISLATION AND GUIDANCE

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained UTCs in England must teach. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the [Department for Education's Governance Handbook](#).

## 3. ROLES AND RESPONSIBILITIES

### 3.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs and disabilities (SEND)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels or vocational courses such as BTEC, are approved by the secretary of state
- The UTC implements the relevant statutory assessment arrangements
- It participates actively in supporting decision-making about the depth and balance of the curriculum
- Students are provided with independent, impartial careers guidance, and that this is appropriately resourced

In addition, 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 annual statutory targets is monitored
- It contributes to decision making about the curriculum

### 3.2 The Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the UTC chooses to offer, have aims and objectives which reflect the aims of the UTC and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The UTC's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-UTC targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEND

### 3.3 Other Staff

**Senior Leaders** with responsibility of the line management of a curriculum leader will ensure that:

- They have an oversight of curriculum structure and delivery within each link department
- Detailed and up-to-date schemes of work are in place for the delivery of courses within each key stage
- Schemes of work are monitored and reviewed on a regular basis
- Levels of attainment and rates of progression are discussed with heads of department on a regular basis and that actions are taken where necessary to improve these

**Heads of department** will ensure that:

- Long term planning is in place for all courses. Such schemes of work will be designed using the agreed UTC process and will contain curriculum detail on: intent, 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 work should be in place and be used by all staff delivering a particular course
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students. Changes are made to courses and awarding bodies where appropriate

- 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 their SLT Link and the Principal informed of proposed changes to curriculum delivery
- All relevant information/data is shared with the relevant support staff teams; this includes meeting deadlines related to exam entries and other key processes such as internally assessed exams and assessments
- 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
- They monitor the delivery of the curriculum through Quality Assurance information, as outlined in the Teaching and Learning 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 UTCs and through external networks, resulting in a dynamic and relevant curriculum
- Participate in high quality professional development, 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:**

- Have their individual needs addressed, both within the UTC and extending beyond the classroom into the family and community through a curriculum that is progressive, deep and knowledge-rich which offers 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 and guidance to enable them to make the appropriate curriculum choices at key stage 5

**Parents and carers will:**

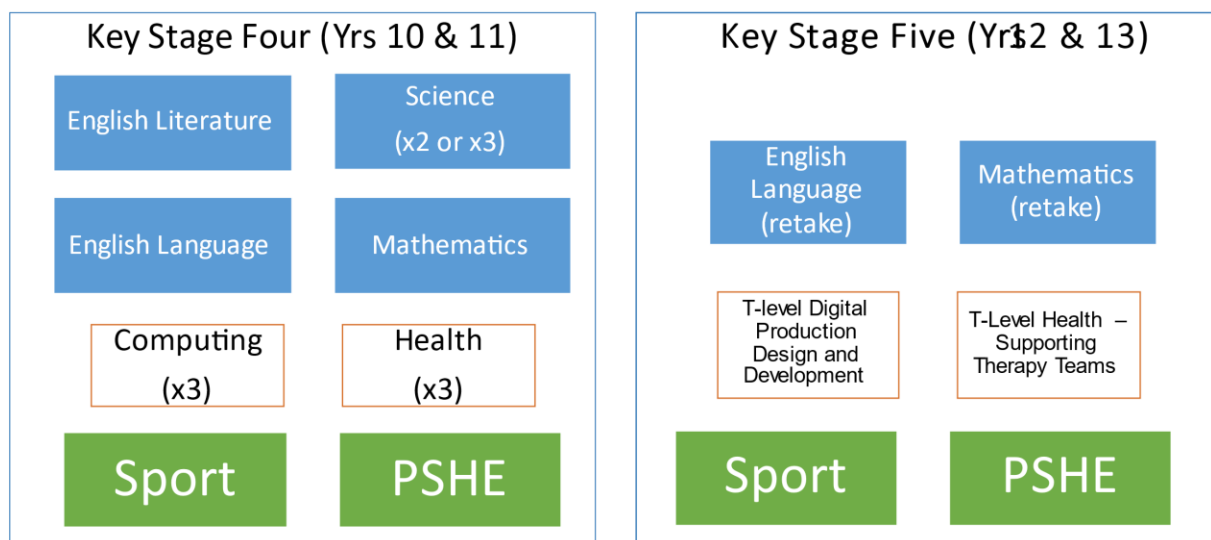
- Be consulted about their children’s learning and in planning their future education
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- Be informed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

**4. ORGANISATION AND PLANNING OF THE CURRICULUM**

The curriculum at Aylesbury UTC is organised into two Key stages: KS4 (Years 10 & 11) and KS5 (the sixth form – Years 12 & 13). Each Key stage has a model for the delivery of the subjects expected to be taught from which a timetable is constructed. The models are reviewed each year and developed to take into account national and local initiatives, student choices and staffing constraints.

Our students chose between one of two specialist curriculum pathways: Computing or Health.

### Curriculum & Specialisms



**Able & Qualified**

#### The Curriculum at Key Stage 4

In KS4 all students complete the core curriculum of English, English Literature, Combined Science and Mathematics. Students will also take non-examination classes in sport and PSHE. Students then take a further three subjects in their specialist subjects of computing or health.

#### Computing courses at KS4

- GCSE Computer Science
- BTEC Tech Award in Digital Information Technology
- BTEC Tech Award in Creative Digital Media Production

#### Health courses at KS4

- BTEC Tech Award in Health and Social Care
- GCSE Sociology
- GCSE Psychology

In 2023/24 we have one remaining year 11 cohort of students who are on a legacy building studies qualification. These students are working towards the following three courses:

- BTEC Construction and the Built Environment
- BTEC Designing the Built Environment
- BTEC Planning and Maintaining the Built Environment

#### Key Stage 4 Curriculum Breakdown

Year 10 Health	English	Maths	Science	PE	PSHE	Health and social care	Psychology	Sociology
Hours per week	5	4	5	2	1	4	2	2

Year 11 Health	English	Maths	Science	PE	PSHE	Health and social care	Psychology	Sociology
Hours per week	5	3	5	2	1	3	2	2

Year 10 Computing	English	Maths	Science	PE	PSHE	Computing
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Hours per week	5	4	5	2	1	8 (split between the three qualifications)
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Year 11 Computing	English	Maths	Science	PE	PSHE	Computing
Hours per week	5	5	5	2	1	7 (split between the three qualifications)

Year 11 Building Studies	English	Maths	Science	PE	PSHE	Building Studies
Hours per week	5	5	5	2	1	7 (split between the three qualifications)

In KS5 students will take one of two courses depending on their chosen specialism:

- T-level in Digital Production Design and Development
- T-level in Health – Supporting Therapy Teams

Students will complete at least 14 hours of their time in classes and also a portion of their time in work experience placements. They will also have 1 hour a week of PSHE and will be offered an hour a week of PE.

## 5. INCLUSION

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Students with high prior attainment
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)



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

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

The curriculum structure will allow for students to progress according to their ability and provide continuity that leads to further opportunities to engage in higher level courses.

## 6. MONITORING ARRANGEMENTS

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Meetings with the Principal who has with responsibility for Curriculum
- Meetings with other key Senior Leaders, Middle Leaders and Heads of Department
- Meetings with students to understand their perspective of the curriculum

Heads of Department to monitor the way their subject is taught throughout the UTC by:

- Learning visits
- Work scrutinies
- Assessment and feedback scrutinies
- Quality Assurance of Curriculum
- External Quality Assurance
- Formal lesson observations where necessary
- Meetings with students
- Analysis of assessment point data
- Marking and moderation processes

Heads of Department also have responsibility for monitoring the way in which resources are effectively managed.

## 7. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- Assessment and Feedback Policy
- Behaviour Policy
- Careers Guidance Policy
- SEND Policy and Information Report