

Curriculum Policy



North East Futures UTC has been established to provide the opportunity for young people from all the communities in this region to benefit from its specialist provision in Digital and Health.

Local Governors and all the North East Futures staff are committed to a policy of equality. We aim to ensure that all students, employees, job applicants, other members 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 strive to create a safe and happy environment where all our students can flourish and where social and cultural diversity are celebrated.

Reviewed by:	LGB
Frequency of policy review:	Three Years
Last Reviewed:	September 2024
By Dan Sydes	
Ratified by Local Board of Governors on:	16th October 2024
By Derek Marshall	
Next Review Date:	September 2027

Introduction

The Curriculum Policy of North East Futures UTC (UTC) relates directly to the UTC's ethos and goals. 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

Prepare every student for a thriving career through a unique blend of academic excellence, technical expertise, and real-world experience. We will achieve this through

- **Blended Learning:** Seamlessly integrate academic and technical studies, fostering well-rounded graduates ready for the workforce.
- **Employer Engagement:** Gain insights and inspiration through regular interaction with industry experts and the University of Sunderland.
- **High Aspirations for All:** Provide a challenging and fulfilling education to every student, regardless of background or SEND.
- **Literacy and Numeracy:** Establish essential skills for success in any field.
- **Real-World Problem Solvers:** Apply knowledge to contemporary challenges, developing critical research and problem-solving abilities.
- **Technical Skill Mastery:** Accelerate technical learning through vocational and technical qualifications and engagement in real-world industry project-based learning.
- **Global Perspective:** Explore critical global issues and the technological solutions that can shape the future.
- **Extracurricular Enrichment:** Foster growth and passion through STEM-based clubs and national competitions.

Intended Outcome

Empower students with the knowledge, skills, and confidence to excel in STEM-based careers and make a meaningful impact on the world.

Year 10 and 11 Curriculum

Subject	Teaching Time	Qualifications
English Literature and English Language	5 x 50 minute lessons per week (sets 2-5 have an additional revision lesson)	2 x GCSEs
Mathematics	4 x 50 minute lessons per week (sets 2-5 have an additional revision lesson)	1 x GCSE
Single Science Pathway – Biology, Physics, Chemistry	8 x 50 minutes lessons per week	3 x GCSEs

Combined Science Pathway	6 x 50 minute lessons per week	2 x GCSEs
Health Pathway – Psychology or Sport Science qualification along with specialist technical education, Health careers education and Health project-based learning	5 x 50 minute lessons per week	1 x GCSE or equivalent
Digital Pathway – IT or Computing qualification along with specialist technical education, Digital careers education and Digital project-based learning	5 x 50 minute lessons per week	1 x GCSE or equivalent
Option Subject – History, Geography, Art or Business	3 x 50 minute lessons per week	1 x GCSE or equivalent
Faiths and Cultures	1 x 50 minute lessons per week	Short Course GCSE for some students
Health and Fitness	1 afternoon per week	
Citizenship	1 x 50 minute lessons per week	
Enrichment	1 x 50 minute lesson per week	
Forensic Reading	1 x 50 minute lesson per week	

- The Science pathway is chosen for students based on ‘set’ ability groups.
- Specialist pathway is chosen by the student and parent during admission
- Sex and Relationship Education (RSE) forms part of the curriculum and is delivered primarily through Citizenship
- English, Mathematics and Science subjects are taught in ‘set’ ability groups.
- PE and Sport are delivered through dedicated sessions and enrichment programs. Opportunities to take part in various sports and fitness activities are expected.

Post 16 Curriculum

Subject	Teaching Time	Qualifications
Biology A Level	5 x 50 minute lessons per week	A Level

Computing A Level	5 x 50 minute lessons per week	A Level
Technical IT	5 x 50 minute lessons per week	Technical Qualification equivalent of 1 A Level
Physics A Level	5 x 50 minute lessons per week	A Level
Chemistry A Level	5 x 50 minute lessons per week	A Level
Mathematics A Level	5 x 50 minute lessons per week	A Level
Core Maths	3 x 50 minute lessons per week (1 year course)	Technical Qualification with associated UCAS points
Extended Project Qualification	1 x 50 minute lesson per week (1 year course)	Technical Qualification with associated UCAS points
Further Mathematics	1 afternoon per week at Newcastle University	A Level
Medical Science	5 x 50 minute lessons per week	Technical Qualification equivalent of 1 A Level
Applied Science	5 x 50 minute lessons per week	Technical Qualification equivalent of 1 A Level
Psychology A Level	5 x 50 minute lessons per week	A Level
English A Level	5 x 50 minute lessons per week	A Level
GCSE English	4 x 50 minute lessons per week	1 GCSE
GCSE Mathematics	4 x 50 minute lessons per week	1 GCSE
GCSE Combined Science	6 x 50 minute lessons per week	2 GCSEs

Level 2 IT	3 x 50 minute lessons per week	1 GCSE equivalent
UTC Futures	1 x 70 minute, 1 x 50 minutes session per week	

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.

Impact

Our curriculum empowers students to:

- Achieve outstanding results in both technical and academic qualifications.
- Develop essential work-ready skills valued by employers.
- Secure ambitious destinations, including apprenticeships, further study, and fulfilling careers in the digital and health sectors.

Monitoring and Evaluation

To monitor such curriculum intent and facilitate its implementation, the Local Governing Boards of UTCs are required, through the Baker Dearing licence, to have a majority of members nominated by the sponsor employers and university.

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