

Curriculum Policy

Mulberry UTC

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Version Control

Version	Reviewed	Changes since last version
1	Existing	
2	November 2019	<input type="checkbox"/> Minor updates to reflect changes to students' options choices at KS4 and the addition of Level 3 Business at KS5
3	November 2021	<ul style="list-style-type: none"> • Minor changes in ordering of information in the policy, for clarity and to place increased emphasis on extra-curricular activities and enrichment • Addition of reference to UTC student characteristics • Addition of references to the induction of all students into the use of Microsoft Teams, the school's digital learning platform

4	November 2022	Addition of T Level Health to KS5 technical options
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Introduction

This policy sets out:

1. The philosophy which underpins the curriculum at Mulberry UTC
2. The way in which the school day is organised
3. The Key Stage 4 curriculum
4. The Key Stage 5 curriculum

1. Curriculum Philosophy

At Mulberry UTC, the curriculum is designed to ensure that students can flourish. Each learner is valued and respected equally, enjoying the highest possible standard of academic, technical and vocational education and the chance to take part in a wide range of enrichment and extra-curricular activities.

We aim to enable our students to become confident, creative and questioning young people who are able to lead and excel in what they do. They demonstrate this in a number of ways, including making their contribution to the way that Mulberry UTC is run, understanding the learning process and accepting responsibility for taking their learning forward.

We encourage and support students to make positive contributions to our community, to British society and to the economy, now and in their future lives.

We do this by:

1. Providing a stimulating learning and teaching environment in which every student enjoys their education, feels safe and secure and is able to fulfil their full potential.
2. Promoting high standards of achievement and academic attainment for all, enabling every student to leave Mulberry UTC academically and technically well-qualified, with a breadth of experience that has allowed them to develop and enrich all their talents and aptitudes.
3. Creating a learning environment which meets the educational and social needs of every student equally, regardless of ability, aptitude, gender, ethnic background or disability, and which positively provides for their physical and emotional requirements.
4. Providing a challenging, broad and a balanced curriculum from Years 10-13 with an extensive range of academic and career-related pathways as well as a wide programme of extracurricular learning experiences, including sports, the arts and a student leadership programme.
5. Assisting students to become confident, creative and questioning young people with the ability to lead in and contribute to a diverse range of fields including work, political and social citizenship, the community and family life.

6. Supporting students to become independent, life-long learners who can meet with confidence the challenges of a diverse, rapidly changing global society and the world of work.
7. Developing positive links with parents/carers and our wider community through partnerships and by making available the school's facilities and resources for family learning throughout the year.
8. Investing in the professional development of our staff, enabling them to enjoy being part of the school community and to fulfil their roles effectively, so that we build a learning community which works for everyone.

Mulberry UTC student characteristics

There are three characteristics which the school has identified as being crucial for its students to develop, to ensure they can succeed in the twenty-first century professional workplace:

1. Independence
2. Resilience
3. Ambition

These characteristics are developed through the formal taught curriculum as well as through PSHE, tutorials, project work, extra-curricular activities, trips and visits, work experience and the enrichment programme. Heads of House have responsibility for ensuring that all students gather evidence about their development of professional characteristics through online portfolios using Teams, which also provides an effective mechanism for recording and monitoring students' participation in extra-curricular activities.

Enrichment and extra-curricular activities

Students at Mulberry UTC benefit from opportunities to take part in a wide range of enrichment and extracurricular activities. This includes PE and sports activities, Youth Conference, Model United Nations, Debating, Coding and programming, Arts and Music.

Careers Education, Information, Advice and Guidance (CEIAG)

Mulberry UTC takes seriously its responsibility to provide all students with access to impartial and independent careers guidance. All students have access to a source of external guidance which is impartial. This can be any or a combination of the services of an external adviser, web based guidance services and resources, and telephone support. The way in which the school meets this requirement is set out in more detail in the Careers Education, Information, Advice and Guidance Policy.

Digital Learning

All students at Mulberry UTC follow a programme of digital learning which introduces them to aspects of digital technologies, including coding and programme, cyber-security and how to stay safe online. A key focus is the use of Microsoft Teams, since this is the digital platform used at the school for many purposes including the sharing of resources with students and submission of assignments. This is also the online platform that was used to teach students remotely during the lockdown periods of 2020 and 2021.

Project-based learning

At the heart of the UTC philosophy is an emphasis on students having the opportunity to apply their knowledge and skills into practical and real-world contexts. Our curriculum creates space for students to participate in inquiry-based projects that work towards the larger goal of answering a central question, solving a problem or meeting a brief from a client.

Students take part in a wide range of projects within their technical and vocational lessons. These projects are developed with employer and university partners and have links with students' academic and technical qualifications. These projects help students to embed the knowledge and skills they are learning elsewhere in the curriculum, as well as enabling them to develop skills that are important to employers, such as confidence, communication skills, teamwork and problem-solving.

Supervised study and tutoring

Students at Mulberry UTC who need extra help with their studies are given additional support through supervised study and tutoring. This will usually take place after school between 4 and 5pm on Mondays, Tuesdays, Wednesdays and Thursdays. Some tutoring and other intervention is also made available to students on Saturdays and in school holidays. During the Covid-19 pandemic, some online tutoring was made available to students in order to help them to catch up and keep up with their learning.

Academic Review Days

There are two Academic Review days each academic year. The purpose of such days is to provide students with the opportunity to reflect on their learning, progress, achievement and effort.

2. The UTC School Day

To give students the time to undertake academic and technical studies, the school day at Mulberry UTC is longer than in some other schools.

Students are required to arrive at school before 8.40am for the start of the school day, which involves registration or assembly between 8.40 and 9am. Lessons start at 9am.

On Mondays, Tuesdays, Wednesday and Thursdays, there are seven 50-minute lessons each day and the school day finishes at 3.50pm, with sports, enrichment activities, supervised study and tutoring taking place between 4pm and 5pm. All students are expected to take part in at least one enrichment activity every week. Students are notified in advance if they are required to attend supervised study or tutoring after school.

On Fridays, there are five 50 minute lessons and school finishes for students at 2.10pm.

Students must not remain in the building after 4pm (2.30pm on Fridays) unless they are supervised by a member of staff and have notified their parents/carers in advance. With supervision, students may remain in the building until 5pm.

Students have a 20 minute break between 10.40am and 11am in the morning (between period 2 and period 3). During this time, food and drink are available in the third floor restaurant 'The View'. Student are required to remain within the school building during breaktime. They use The View and the outside terrace and Sixth Form students are also able to use the ground floor Café Area.

Students in all year groups have lunch between 12.40 and 1.20pm. Sixth Form students may leave the building during lunchtime but must return by 1.15pm so that they are in time for afternoon lessons. Students in Years 10 and 11 are not permitted to leave the building during the school day unless they are collected by their parents e.g. to attend a medical appointment.

Monday, Tuesday, Wednesday and Thursday	
8.40am	Registration/Assembly
9.00am	Period 1
9.50am	Period 2
10.40am	Break
11am	Period 3
11.50am	Period 4
12.40pm	Lunch
1.20pm	Period 5
2.10pm	Period 6
3pm	Period 7
3.50pm	End of lessons
4pm	Sports, enrichment activities, supervised study and tutoring
5pm	End of Extended School Day

Friday	
8.40am	Registration/Assembly
9.00am	Period 1
9.50am	Period 2
10.40am	Break
11am	Period 3
11.50am	Period 4
12.40pm	Lunch
1.20pm	Period 5
2.10pm	End of school day

3. The Key Stage 4 (Year 10 and 11) Curriculum

As they move into Years 10 and 11, students embark on courses leading to public examinations. This means that, as they start to prepare for these examinations, each student's curriculum becomes less wide-ranging as they start to specialise in particular subjects. The level and breadth of the curriculum remains high and

students are encouraged to take this opportunity to stretch themselves and to move beyond their previous levels of achievement. Students with special needs or learning difficulties receive additional specialist help and will continue to receive help if it is needed in Year 10 and 11.

Apart from English, Mathematics and Science, students entering Year 10 are also required to study either History or Sociology, as well as two technical/vocational options. Students also study Physical Education, Religious Studies and PSHE.

Subjects offered to students in Year 10 and Year 11 at Mulberry UTC in 2021-22:

- GCSE English Language
- GCSE English and Literature
- GCSE Maths
- GCSE Science (double award)
- GCSE History or GCSE Sociology
- GCSE Religious Education
- Technical options (students choose two):
 - Health and Social Care
 - Creative Digital Media
 - Performing and Production Arts
 - Business Studies
- PSHE (including Relationships and Sex Education)
- Physical Education

Physical Education (PE)

At Key Stage 4, students have three compulsory period per week of PE. They also have opportunities to take part in sports and other health and fitness-related activities during the extended school day.

Personal, Social, Health and Enterprise Education (PSHE)

PSHE is a planned programme of lessons and experiences that help children and young people grow and develop as individuals and as members of families.

PSHE deals with the real life issues young people face as they grow up and it equips them with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in making effective transitions from primary to secondary school and beyond. It also enables children and young people to think about their own values and attitudes including British Values so that they will grow into confident individuals and members of society.

At Mulberry UTC, all KS4 students have one lesson per week of PSHE, delivered primarily by form tutors. All are committed to supporting and enhancing the personal development of our students. In PSHE, teachers create an environment where students feel safe to explore and reflect on personal issues. Lessons are active and participatory and discussion-based. At KS5, PSHE is delivered through the tutorial programme and through extended tutor periods throughout the year. Elements of PSHE are also included in other parts of the curriculum.

At Key Stage 4 (Years 10 and 11), students explore the consequences of risk-taking behaviour e.g. having unprotected sex, drink/ drug driving, smoking and crime. They identify and learn how to manage the pressures on young people from the media and wider society. Students are taught to manage their personal

finances and the consequences of getting into debt. They are given strategies to manage stress as they prepare for GCSE exams and plan for KS5 or getting a job.

At Key Stage 5 (Years 12 and 13), students explore similar issues in more depth. There is a particular focus on preparing students in Year 13 for their lives outside of school once they leave the UTC.

The school timetable for Year 10 and 11

There are 33 teaching periods of fifty minutes each available weekly at Mulberry UTC as part of the formal timetable. A further three hours of sports, enrichment activities, supervised study and tutoring is available through the extended school day. Time is divided between subject areas in order to achieve an appropriate balance and breadth for the students in their skills acquisition.

Subject	Periods
English	5
Maths	5
Science	6
Technical/Vocational option 1	4
Technical/Vocational option 2	4
History or Sociology	3
PSHE	1
PE	3
RE	2

4. The Key Stage 5 (Year 12 and 13) Curriculum

As they move into Years 12 and 13, students make choices about their specialist subjects based on their interests, their existing strengths and their future career plans. The curriculum offered at Mulberry UTC enables Key Stage 5 students to combine academic, technical and vocational qualifications, giving students the opportunity to stretch themselves by encountering a level of challenge in their chosen subjects. Students with special needs or learning difficulties, meanwhile, receive additional specialist help as required.

All Sixth Form students follow courses that enable them to gain qualifications in academic, technical and vocational subjects relating to the UTC's areas of curriculum specialism. These are:

- Creative Industries
- Health and Social Care
- Humanities, Social Science and Business
- Maths and Science

The curriculum offer to students enables them to combine academic, technical and vocational subjects in a way that is flexible, to accommodate progression to university, apprenticeships, further training and employment.

The school's aim is for each student to develop their knowledge, understanding and skills through a rigorous and challenging programme of study. Beyond the taught curriculum, there are also many opportunities for students to participate in a wide range of enrichment activities including drama, arts, public speaking, debating and sports. The UTC also promotes a whole school approach to personal development so that students develop the employability skills that are necessary to become successful in the world of work.

Academic (A Level) courses on offer to students in 2022-23:

- Drama
- English Literature
- Politics
- Psychology
- Sociology
- Politics
- Biology
- Chemistry
- Maths

Technical and vocational courses on offer to students in 2022-23

Creative Industries	<ul style="list-style-type: none"> • Level 3 Diploma in Digital Media • Level 3 Diploma in Production and Performing Arts
Health and Social Care	<ul style="list-style-type: none"> • Level 2 Diploma in Health and Social Care • Level 3 Diploma in Health and Social Care • Level 3 Extended Diploma in Health and Social Care • T Level Health (Adult Nursing)
Business and Marketing	<ul style="list-style-type: none"> • Level 3 Diploma in Business
Maths and Science	<ul style="list-style-type: none"> • Level 3 Diploma in Applied Science • Level 3 Foundation Diploma in Applied Science

Level 2 students

To start a Level 2 course, students must achieve the equivalent of at least 5 GCSEs at grade 9-2.

The school offers Level 2 Health and Social Care. Level 2 students who have not yet achieved at least a grade 4 in English and/or Maths will be required to retake these subjects alongside their Level 2 technical course.

Level 3 students

To start a Level 3 course, students must achieve the equivalent of at least 5 GCSEs at grade 9-4. To study an Alevel subject, students must achieve at least grade 5 in that subject at GCSE. Each A-level subject also has specific entry requirements, which often require students to achieve grade 6 or above in relevant subjects. Level 3 students are encouraged to combine academic and technical courses in ways that are appropriate for them. They are strongly encouraged to consider the implications for future career choices of particular

combinations. Students are not normally permitted to embark on a programme of study consisting of more than the equivalent of 3.5 A-levels in Year 12, though exceptions will be made when there is a strong evidence that the student will achieve well and benefit from a larger programme of study.

Timing of the school day for Key Stage 5 students

Timings of the school day are the same for Key Stage 5 students as for Key Stage 4 students, except that Key Stage 5 students' lessons are usually taught as doubles rather than singles (1hour and 40 minutes rather than 50 minutes).

Sixth Form students also study PSHE and RE. This is provided on a rolling programme, through tutorial sessions, drop-down days, enrichment activities and projects.

Appendix 1: The Enrichment Curriculum

The enrichment curriculum is a highly important part of students' learning at Mulberry UTC and within the Mulberry Schools Trust, and is as highly valued as the formal and additional curriculums.

Students are encouraged to take up opportunities to participate in learning outside of the classroom which supports and extends the knowledge they acquire within the classroom.

The range of enrichment activities is vast and each of them supports the formal curriculum.

A brief snapshot of the activities includes:

- Model United Nations
- Youth Conferences
- Women of the World Festival
- School Council and the House Leadership Roles: House Captains, Vice Captains and House Ambassadors
- Jack Petchey Speak Out Challenge
- Sheriff's Challenge
- St John's Ambulance Cadet training
- Academic mentoring
- Art and craft club
- Science club
- Film club
- Creative writing and poetry competitions

Appendix 2: Independent Learning and the Virtual Learning Environment

Students at Mulberry UTC are encouraged and given opportunities to develop confidence as independent learners. Independent learning enables the students to take the initiative in recognising their learning needs and therefore undertaking the process involved to meet them. For this reason, the school provides resources for students through which they can learn independently of the classroom.

Resource 1: School Library

The school has a well-stocked school library where students are encouraged to take ownership of their learning through reading and research. Laptops are provided for students as well as a full range of books.

Resource 2: Teams

The school uses Microsoft Teams as a VLE (virtual learning environment). Through this, students have access to learning resources to support the development of their knowledge and skills from outside the lesson and outside of school. All students are inducted into the use of Teams during the first half term in the school, to ensure they can use it effectively. They also have multiple opportunities after this to develop their digital skills using other applications and platforms.

Resource 3: Extensive ICT access

Students have access to ICT whenever they need it. All students can use laptops in the library and students with additional learning needs are able to use a school laptop during independent study or in lessons.

Resource 4: Trips and Visits

Students are encouraged to participate in a number of local, national and international educational visits over the academic year. These visits allow students to draw on both their academic and personal skills. Participating in these visits has the invaluable impact of making the learning within the classroom both real and relevant for the students.