



## Mulberry UTC Curriculum Policy

Key staff members:	All staff
Responsible body:	Project Steering Group/Local Governing Body
Adopted:	June 2017
Last reviewed:	n/a
Next review:	June 2018

### 1. Introduction

This policy sets out:

- the philosophy which underpins the curriculum at Mulberry UTC
- the way in which our school day is organised
- the Key Stage 4 curriculum
- the Key Stage 5 curriculum
- the school timetable

### 2. Our Philosophy

Our curriculum is designed to ensure that students can flourish at Mulberry UTC. Each learner is valued and respected equally, enjoying the highest possible standard of academic and technical education and the chance to participate in everything that we do.

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 the responsibility for taking their learning forward.

We encourage and support students to make a positive contribution 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 pupil 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 pupil to leave Mulberry School 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 pupil 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 7-13 with an extensive range of academic and career-related pathways as well as a wide programme of extracurricular learning experiences, including arts and international school activities.
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.

In essence Mulberry UTC seeks to provide an educational experience which promotes confidence, creativity, leadership and learning for all. It also seeks to contribute to its wider community and to the economy.

### **3. 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.

The school building is open every day from 8.15am for breakfast club, which is optional.

Students must arrive before 8.40am for the start of the school day, which involves registration or assembly. Lessons start at 9am.

On Mondays, Tuesdays, Wednesday and Thursdays, lessons finish at 4pm 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 will be notified in advance if they are required to attend supervised study or tutoring.

Students will spend one afternoon each week engaged in project-based learning, during which time their activities will usually last until 4pm.

On Fridays, school finishes at 2.30pm.

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 Period 2 and Period 3 in the morning. This can be spent in students' form rooms or in the restaurant, where light refreshments will be available. Students (including Sixth Form students) must not leave the building during this time.

On every day except Friday, students will have either lunch or a lesson during Periods 5 and 6. If they have lunch during Period 5, they will have a lesson during Period 6 and vice versa. Every student will have a lunch

break of 50 minutes. Sixth Form students may leave the building during this time. Students in Years 10 and 11 are not permitted to leave the building and must spend their lunch break either in their form room or in the restaurant, unless they are taking part in a supervised activity which has been organised by a member of staff.

**Project-based learning curriculum**

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.

At Mulberry UTC, students will spend one afternoon a week on project-based learning. During this time, they will take part in a wide range of challenge projects which have been developed with our employer partners and which have links with students’ academic and technical qualifications. The challenge projects will 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.

**Enrichment and extra-curricular activities**

Students at Mulberry UTC will benefit from opportunities to take part in a wide range of enrichment and extra-curricular activities. This includes:

- PE and sports activities
- Youth Conference
- Model United Nations
- Debating
- Coding and programming
- Arts
- Music

**Supervised study and tutoring**

Students at Mulberry UTC will, when the need is identified, be 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.

<b>Monday, Tuesday, Wednesday and Thursday</b>	
8.15am	Breakfast club (optional)
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/Period 5
1.30pm	Lunch/Period 6
2.20pm	Period 7
3.10pm	Period 8
4pm	Sports, enrichment activities, supervised study and tutoring
5pm	End of Extended School Day

<b>Friday</b>	
8.15am	Breakfast club (optional)
8.40am	Registration/Assembly
9.00am	Period 1
9.50am	Period 2
10.40am	Break
11.00am	Period 3
11.50am	Period 4
12.40pm	Lunch/Period 5
1.30pm	Lunch/Period 6
2.20pm	Registration
2.30pm	End of School Day

#### 4. 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, most students entering Year 10 are also required to study one Humanities subject (History or Geography) or a Modern Foreign Language (Spanish). Students also study Physical Education, Religious Studies, Personal Development and Digital Learning. In addition, each student follows an individual timetable of further courses chosen from within different academic and technical disciplines. The choice available is not completely open, but everything is done to ensure that the timetable offers a choice to suit every ability and every reasonable range of interests.

##### Core curriculum:

- English Language
- English Literature
- Maths
- Double Science
- Religious Studies (RS)
- Physical Education (PE)
- Personal Development (PD)
- Digital learning

All students will follow courses leading to GCSE examinations in English, Maths and Science. Students will also study RS, PE, Personal Development and Digital Learning. Most students will not take GCSE examinations in these subjects; alternative qualifications will be on offer to recognise students' learning in these areas.

##### Academic curriculum options:

- History or Geography or Spanish
- Sociology or Citizenship

Those students who wish to continue with the study of a language other than Spanish, or who wish to study Spanish as well as History or Geography, will have the opportunity to do so as part of the Extended School Day.

**Technical curriculum options:**

- Performing Arts
- Creative Digital Media

As a UTC, we require all students to study at least one technical subject during Key Stage 4. The two options in 2017-18 are Performing Arts and Creative Digital Media. For most students, this will lead to the award of either the Pearson BTEc Level 2 in Performing Arts or the OCR Cambridge National Level 2 in Creative iMedia.

**Religious Studies (RS)**

All Key Stage 4 students at Mulberry UTC will follow a programme of study in Religious Studies which gives them insight into different religions, helping them to understand the diverse city and country in which they live. At Mulberry UTC, Religious Studies is integrated into the curriculum and is covered within students' project time and in other subject areas including Personal Development.

**Physical Education (PE)**

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

**Personal Development (PD)**

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

Personal Development 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 Personal Development, delivered primarily by form tutors. All are committed to supporting and enhancing the personal development of our students. In PD, 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, PD is integrated into other aspects of the curriculum including students' project time.

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.

**Digital Learning**

Key Stage 4 students at Mulberry UTC will follow a programme of digital learning which introduces them to key elements of digital technologies, including coding and programme, cyber-security and how to stay safe online.

### 5. The school timetable

There are 30 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.

#### Year 10 and 11

Subject	Periods
English	4
Maths	4
Science	6
Performing Arts or Creative Digital Media	4
History, Geography or Spanish	3
Sociology or Citizenship	3
Digital learning	2
Personal Development	1
PE	3

#### Timing of the school day for Key Stage 4 students

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8.15am</b>	<b>Breakfast</b>				
<b>8.40-9am</b>	<b>Tutorial/Assembly</b>				
<b>9am-9.50am</b>	Lesson 1	Lesson 1	Lesson 1	Lesson 1	Lesson 1
<b>9.50-10.40am</b>	Lesson 2	Lesson 2	Lesson 2	Lesson 2	Lesson 2
<b>10.40-11am</b>	<b>Break</b>				
<b>11am-11.50am</b>	Lesson 3	Lesson 3	Lesson 3	Lesson 3	Lesson 3
<b>11.50am-12.40pm</b>	Lesson 4	Lesson 4	Lesson 4	Lesson 4	Lesson 4
<b>12.40-1.30pm</b>	Lesson 5/ Lunch	Lesson 5/ Lunch	Lunch	Lesson 5/ Lunch	Lesson 5/ Lunch
<b>1.30pm-2.30pm</b>	Lesson 6/ Lunch	Lesson 6/ Lunch	Challenge Projects	Lesson 6/ Lunch	Lesson 6/ Lunch
<b>2.30-3.10pm</b>	Lesson 7	Lesson 7		Lesson 7	2.20pm: Registration 2.30pm: End of Day
<b>3.10-4pm</b>	Lesson 8	Lesson 8		Lesson 8	
<b>4-5pm</b>	Sports, enrichment activities, supervised study and tutoring				

**A typical week's timetable for a Year 10 student at Mulberry UTC**

	Registration/Assembly	P.1 9-9.50	P.2 9.50-10.40	BREAK	P.3 11-11.50	P.4 11.50-12.40	P.5/Lunch 12.40-1.30	P.6/Lunch 1.30-2.30	P.7 2.30-3.10	P.8 3.10-4	activities, supervised study & sport
Monday		En	Hi/Ge/Sp		Ma	So/Ci	Lunch	PE	PE	PE	
Tuesday		Sc	Sc		DL	PA/CDM	Lunch	Hi/Ge/Sp	So/Ci	PD	
Wednesday		PA/CDM	PA/CDM		En	Ma	Lunch	Projects			
Thursday		En	En		Sc	PA/CDM	Lunch	DL	Ma	Sc	
Friday		Ma	So/Ci		Sc	Sc	Hi/Ge/Sp	Lunch	2.30-2.30 - Registration		

Subject	Code	Periods
English	En	4
Maths	Ma	4
Science	Sc	6
Performing Arts or Creative Digital Media	PA/CDM	4
History, Geography or Spanish	Hi/Ge/Sp	3
Sociology or Citizenship	So/Ci	3
Digital learning	DL	2
PD	PD	1
PE	PE	3

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

As they move into Years 12 and 13, students follow specialist courses in their chosen areas of study. Students may choose a full-time technical course, a combination of academic and technical courses or a full-time academic course (though this is likely to involve only a small number of students, owing to the UTC's emphasis on technical learning).

Academic courses on offer to students in 2017-18 include:

A-level Biology
A-level Chemistry
A-level Computing
A-level Drama
A-level English
A-level Film Studies
A-level Maths
A-level Philosophy and Ethics
A-level Physics
A-level Psychology
A-level Sociology

Technical courses on offer to students in 2017-18 include:

Level 2 Creative iMedia Diploma
Level 3 Digital Media Diploma
Level 3 Digital Media Extended Diploma
Level 3 Production and Performing Arts Diploma
Level 3 Health Science Foundation Diploma
Level 3 Health Science Diploma
Level 2 Health and Social Care Diploma
Level 3 Health and Social Care Diploma
Level 3 Health and Social Care Extended Diploma

##### Level 2 students

To start a Level 2 course, students must achieve the equivalent of at least 5 GCSEs at grade A\*-E (or 9-2 where subjects are graded using numbers).

Level 2 students can choose between the OCR Cambridge Technical Level 2 Creative iMedia and Level 2 Health and Social Care. Both of these qualifications prepare students for further study in their chosen specialist area.

Level 2 students who have not yet achieved at least a C grade (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 A\*-C (or 9-4 where subjects are graded using numbers).

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.

Recommended combinations include the following:

Qualification name	Qualification size	Total size of programme of study	Possible progression routes
Level 3 Digital Media Diploma	Size of 2 A-levels	Size of 3 A-levels	Degree/Apprenticeship in Digital Media; Degree/Apprenticeship in Journalism; Degree/Apprenticeship in Digital Animation or Design
A-level English, Drama, Sociology, Philosophy, Computing	Size of 1 A-level		

Qualification name	Qualification size	Total size of programme of study	Possible progression routes
Level 3 Digital Media Extended Diploma	Size of 3 A-levels	Size of 3 A-levels	Degree/Apprenticeship in Digital Media; Degree/Apprenticeship in Journalism; Degree/Apprenticeship in Digital Animation or Design

Qualification name	Qualification size	Total size of programme of study	Possible progression routes
Level 3 Health and Social Care Diploma	Size of 2 A-levels	Size of 3 A-levels	Degree/Apprenticeship in Social Work or Youth Work; Degree/Apprenticeship in Healthcare
A-level Sociology or Psychology	Size of 1 A-level		

Qualification name	Qualification size	Total size of programme of study	Possible progression routes
Level 3 Health Science Foundation Diploma	Size of 1.5 A-levels	Size of 3.5 A-levels	Degree/Apprenticeship in Health Science; Degree/Apprenticeship in Nursing; Degree/Apprenticeship in Physiotherapy
A-level Biology	Size of 1 A-level		
A-level Chemistry	Size of 1 A-level		

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 will almost always be taught as doubles rather than singles (1hour and 40 minutes rather than 50 minutes). The exception to this is resit English and Maths, which may be taught as single lessons.

Sixth Form students will take part in employer-led Challenge projects on e afternoon each week. During Year 12, Sixth Form students will be expected to show that they are able to meet the demands of project-based learning. If they do so, they will be allowed to enter for the Extended Project Qualification (EPQ) in Year 13, which potentially provides them with additional UCAS points.

Sixth Form students will also study PSHEE, RS, global citizenship and digital learning. This will be provided on a rolling programme, through tutorial sessions, drop-down days, enrichment activities and through Challenge projects.