

Energy Coast UTC

Curriculum Intent

We are ambitious in developing exceptionally well qualified engineers with the highest levels of professionalism and independence. We are tenacious in encouraging engineers who have high aspirations and are prepared with the knowledge and skills required to become effective members of their chosen profession and society. We equip young people through creative curriculum construction and innovative problem solving.

We are ambitious.

We are tenacious.

We are employable.

Our students are fully prepared and ready for their next steps.

At the Energy Coast UTC our intent is to deliver academic excellence alongside a world class technical and skills based practical education, ensuring our students also excel in employability skills and work directly with employers on a range of projects. The education our students receive also both informs and prepares them for their future life and progression routes.

Our curriculum prepares students to meet the demand for highly skilled engineers and civil engineers in Cumbria and the world. We do this by ensuring that every student maximises their academic potential, experiences a wide range of enrichment activities, secures industry standard technical qualifications, explicitly learns employability skills and works directly with employers. Every young person studying at the Energy Coast UTC spends some time every week working on employer projects or enrichment and undertakes work experience placements.

We ensure our curriculum:

- has very high aspirations of all – academically, technically and pastorally through the provision of a comprehensive ‘world-class’ high-quality technical education
 - specifically reflects the diversity of engineering and civil engineering skills required as shown by skills shortages, both locally, nationally and internationally
 - develops technical knowledge and skills excellence
 - focusses on core skills in English, maths and science to prepare our students for the future
 - 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
 - has a comprehensive approach to online learning to complement traditional methods
 - includes high quality careers and future pathways guidance
 - ensures that the most able students can proceed to top universities to follow scientific and engineering courses
 - promotes inclusion and diversity
 - prepares our students for their future lives in this country or the world through SRE, PSHE and FBV education
 - specifically teaches numeracy, literacy and vocabulary development as these are fundamental to our students succeeding
-

Curriculum Implementation

The acquisition of knowledge and the development of skills for students is carefully planned to create a purposeful and exciting learning journey for every student across all subject areas. The recall of knowledge and skills is a planned part of every lesson.

Students are assessed on entry to the UTC and at points throughout their UTC learning journey, to enable us to plan effective learning and teaching appropriate to their next steps and progression routes. Post pandemic this is especially important.

All Schemes of Learning in every subject area develop learning of skills and knowledge from starting points and with a focus on progression routes and next steps. They also have a focus on literacy and numeracy development and links are made to engineering where possible. Employability skills are explicitly taught and students work with employers on a range of real projects. Employers contribute to plans for skills and knowledge development.

Quality first teaching

Our teaching staff have a full, part personalised, CPD programme based around ensuring a full understanding of a range of teaching and learning techniques and processes. This is underpinned by the latest research in learning, assessment, feedback and PP strategies.

QA programme

We undertake a comprehensive quality assurance programme which includes: work scrutiny, learning walks, lesson observations, data analysis, student voice, parent voice and weekly LT/HoD meetings.

Target setting

Individual student progress is tracked closely

Strengths and weaknesses are identified, supporting planning and intervention

Data is collected on a regular basis and shared with staff, students and parents

Students have regular opportunities to discuss their progress

Teaching, interventions and revision are adjusted in the light of the progress students make

Parents and carers are regularly updated on their child's progress;

Processes run across the whole UTC to ensure consistency – this is regularly evaluated by the LT to ensure that the needs of all students are being met.

Focussed assessment

Rigorous baseline assessment and termly tracking of student performance takes place to inform planning of learning allowing students to make good progress and close attainment gaps

Key Piece assessments are undertaken every half term, with www/ebi and next steps clearly identified for students.

Intervention

Individuals and groups who are not making sufficient progress are identified

Provision for intervention is mapped according to need

Detailed plans are put into place

Interventions are evaluated and relevant adjustments are made

Learning environment

The UTC has a range of specialist practical workshops where learning is planned to ensure knowledge and skills development in the areas of construction, civil engineering and a range of engineering disciplines.

Enrichment

We are aware that our students have a more focussed technical education than they may experience at some other schools. We therefore provide a timetabled full enrichment programme and run several sports teams so ensuring access for all. The UTC offers a full range of 'out of hours' activities and clubs which enhance and extend the basic curriculum.

Curriculum Impact

Year 11

PUPIL PROGRESS

Pupil progress is measured in grades from student baseline on entry to the UTC. Progress has remained consistent through the disruption of the pandemic due to the hard work invested in engaging students with on line learning. In spite of reported national trends to the contrary we have seen improvements in the progress of Pupil Premium students year on year. Boys and non-PP students have continued to make good progress but girls' progress has been inconsistent.

	Target	2021 (TAG)	2020 (TAG)	2019
All Pupils	1.75	1.67	1.79	1.56
PP Pupils	1.75	1.44	1.38	1.15
Non-PP Pupils	1.75	1.76	2.10	1.56
Boys	1.75	1.78	1.77	1.78
Girls	1.75	1.47	1.82	1.47

PUPIL DESTINATIONS

Destinations remain strong with an increased focus on retaining Y11 students into sixth form. This has been a redirection of students from L2 apprenticeships into Sixth Form where appropriate in order to encourage better progression routes.

Destination	National (2020)	2021	2020	2019
Sixth Form	48%	48%	27%	47%
FE College	35%	31%	30%	27%
L2 Apprenticeship	4%	4%	18%	18%
Access to Apprenticeships	3%	3%	3%	1%
Armed Forces	0%	2%	0%	4%
Sport Scholarship	0%	2%	0%	0%
Employment	3%	2%	7%	3%
Unknown / NEET	7%	8%	12%	0%

Year 13

PUPIL L3VA

Pupil performance continues to be at above national expectation (based on latest data from 2019).

	2021 (TAG)	2020 (TAG)	2019
All subjects	0.81 (Above national)	0.81 (Above national)	-0.08 (In line with national)
Academic	0.98 (Above national)	0.67 (Above national)	-0.19 (In line with national)
Applied General	0.23 (In line with national)	0.27 (In line with national)	-0.17 (In line with national)
Technical	1.07 (Above national)	1.08 (Above national)	0.06 (In line with national)

PUPIL DESTINATIONS

Destinations remain strong despite significant challenges in economic circumstances. Although employment and apprenticeship opportunities have decreased significantly in the current climate we have maintained good outcomes for students although we have had some students who have been unable to find progression routes upon leaving. This still compares favourably to national destinations.

Destination	National	2021	2020	2019
University	35%	15%	20%	7%
FE College	10%	-	-	-
Apprenticeship L5+	-	10%	18%	16%
Apprenticeship L4	8% (all levels)	10%	9%	14%
Apprenticeship L3	-	28%	18%	30%
Apprenticeship L2	-	2%	3%	5%
Sport Scholarship	-	0%	0%	2%
Employment	25%	18%	20%	25%
Unknown / NEET	14%	12%	12%	0%