

## Scarborough UTC News Flash

Friday 2nd December 2022

### INTRODUCTION

Dear Parents and Carers,

Another fantastic week. We started with an extended assembly thanking our students for being exemplary over the last week; the assembly continued into a demonstration about why you should wear your safety belt – this is a key focus for us, with several students being a bit slow on the minibus to be safe. We launched our end of term rewards too – any child with 100% attendance from 29<sup>th</sup> November to 13<sup>th</sup> December will be part of a last day of term celebration. In addition, the most improved year group will also get an all expenses paid trip out on the last day. Please do remember that we close at 13:25 on Friday 16<sup>th</sup> December.

On Wednesday we held a fabulous careers fair. The Hall was crammed full of generous employers and educators who gave up their time so the students could experience first hand new and exciting opportunities in the world of work. My thanks go to them all.

Lastly, this week we have transformed college into a celebration of Christmas. Each student has been gifted a hanging tree decoration that they have named and written a message on – they will bring this home to grace your own trees at the end of term. I am hoping this becomes a UTC tradition, year 9 will be able to get a full set of 5 to look back on when they are old and grey!



Please look out on MCAS for your child's second report of the year – ATL2 will be out towards the end of next week. Year 11 parents also remember that Mock exam results will be in your child's hand on the 9<sup>th</sup> December!

As ever, thank you for your continued support.

**H Dowds**

**Principal**

### Digital Footprint

Personal safety and being prepared for working life are an essential part of learning at Scarborough UTC. To support our young professionals, we need to prepare for society and working in the modern environment.

Whenever you visit a website, share a photo or make a comment online, you leave a digital footprint that other people can see. Your digital footprint includes all the information you share or that's collected about you online, and there can be a lot of it.

Lots of the information you share can be seen by other people. It can be used to target adverts at you, or it could be seen by a potential employer years later. Sometimes people can use the details you share to work out your identity.

Your footprint can be both good and bad. It could show things you are embarrassed about later or help people to see your skills or things you are proud of.

### Potential Risks

1. Sexting and sending Nudes
2. Bullying and Cyber bullying
3. Online grooming
4. Online gaming

### Mobile Devices

Your phone can be a great way to keep in touch with people, share things and get information. But there are things that could go wrong, even when you are careful. You might:

- lose or break your phone, or it might be stolen
- get harassed or bullied
- share something you regret
- talk to someone who isn't who you thought
- look at something you find upsetting.

### Good Advice

1. Do not share the passcode on your phone
2. Check what data your apps use such as location and always check your permissions
3. Add an emergency (ICE) number to your lock screen

4. Be very careful who you talk to online
5. Think before you share or save.

### Support

1. Talk to someone you trust to get support and stay in control.
2. Use Report Remove (images) to get shared information removed from the internet.
3. Report incidents – If you are under 18 and worried you can make a report to CEOP making a report is not confidential but it is the first step to stop what is happening.

Follow this ChildLine link for further advice and guidance:

[Mobile phone safety | Childline](#)

Maintaining good health and attendance is challenging and there is assistance. If there are concerns mentally or physically contact your GP services.

A new service locally is Scarborough and Whitby Community Counselling. This is a service where parents can self-refer. See the website below for details.

Email: [info@community-counselling.org.uk](mailto:info@community-counselling.org.uk) Website: [www.community-counselling.org.uk](http://www.community-counselling.org.uk) Telephone: 01653 690124.

## TECHNICAL EXCELLENCE

News from Programmable Systems this week.

Our Year 13 electrical and electronic pathway students were in the engineering workshop this week, removing control panels from the end of some of the CNC lathes and milling machines to look at the electrical power distribution boards. They have been investigating fuse types and ratings for different applications from high rupture capacity fuses for high voltages which are also filled with an insulating medium to prevent arcing, to the quick and slow blow fuses we have in some of our test equipment, to the cartridge fuses commonly found in the home the 13A fused plug being a common example. In addition, learners have been evaluating cable cross sectional area, and the installation reference method of the cable (e.g., in a thermally insulated wall, or a perforated metal racking or busbar set-up) and looking up the correct conductor capacity in BS7671:2018 the 18<sup>th</sup> edition of the requirements for electrical installations. Learners are not learning specifically about installation but do need to know what the legal frameworks are to correctly identify conductors.

Year 12 students have been carrying out calculations this week about resistor, inductor and capacitor (RLC) circuits and applying what they have learned about resistance in AC circuits, called reactance, and reactance and resistors combined, which we call impedance. There are several elements which can work together or against each other, and to be able to use mathematics to calculate the appropriate total is important in relation to power ratings and electrical circuit design.

With a practical focus moving from manufacture to testing, Year 9 has really impressed me with their skills making a prototype switched LED circuit, and have this week being given the task to "fault-find and fix" any issues with

their circuits. Typically, engineers have a skillset which enables them to be calm and focused under pressure I think sometimes we have the idea that we must get everything right first time, which often is not the case in problems with several variables (like an electronic circuit) so we have to be mentally prepared for this.

Students have been using digital multimeters to carry out a range of continuity testing to fault-find their circuits. I have been impressed with how well the students have shared their testing skills with other students, and how well the technical language of continuity testing and 'can you set it up yourself?' was being used between our young professionals.

Year 10 this week have been finalising and testing their printed circuit board designs for their timing pulse generator circuits ahead of manufacturing and almost all students have created a personalised circuit board, based on their own circuit design very well done to them and also well done for those who have been reading and responding to their feedback between lessons this really helps catapult progress.

All year 10 programmable systems learners have active feedback action points which I've asked them to take a look at from home not everyone is consistently doing this yet so a gentle reminder about checking in and spending 45 minutes to an hour improving their work is time well spent on the path to technical excellence.

Have a great weekend,

**Mr. Brown**

#### T&L ENHANCED BY EMPLOYER ENGAGEMENT @SUTC

This week has been a fabulous week of engagement with our employers, local training providers and institutions. On Wednesday morning all students were involved in a careers fair, giving them the opportunity to meet employers first hand and find out more about their organisations. Students truly represented themselves as young professionals during the event with great feedback from our employers regarding their interest and engagement, and wholly positive feedback from students themselves regarding the experience. A huge thank you to the employers, institutions and training centres that attended the event, they were Anglo American, GCHQ, Unison, Severfield, Northern Powergrid, Haxby Group, Castle Group, NHS, Beyond Housing, CU Scarborough, Scarborough Museums Trust, Scarborough Tec, Derwent Training, University of Hull and Hull York Medical School.

Further engagement opportunities occurred today where Y12 students were interviewed by Schneider for Career Development Programme placements, and our Y12 and Y13 Electrical Diploma students visited Deep Sea Electronics to enhance and support their course. Huge thanks to those organisations also for their support in making student experience at Scarborough UTC truly unique.

#### ENGLISH LITERATURE

##### **Year 9**

Year 9 students in English have been applying their contextual knowledge of life in the 18<sup>th</sup> century to the poetry of William Blake. Students have studied and discussed the lives of chimney-sweeps: how many were sold, the social acceptance of their exploitation during the Industrial Revolution and how this opposed the Romantics' view of childhood. Some year 9 students have produced pieces of creative writing written from the perspective of an

18th century chimney-sweep; some have created articles arguing for the cessation of child labour. Students have studied William Blake's views on chimney-sweeps through analysis of his poems from Songs of Innocence and Songs of Experience. Students have engaged well with these poems: identifying structural techniques and discussing how Blake uses language to convey his disgust at the horrors inflicted upon children by society at the time. For the remainder of this autumn term, we look forward to further applying our understanding of Romanticism and 18th century life to more Romantic poets such as Percy Bysshe Shelley and John Keats.

9a.1 have spent this week completing their first major Progress Check that revisits all of their learning so far. We are beyond proud of the resilience, hard work, and positive attitude towards this; it really is astounding to see! Check MCAS for plenty of PVE's!

## **Year 10**

Year 10 students have been applying their contextual understanding of life and society in the 18th-19th centuries to the study of one of our core texts: A Christmas Carol by Charles Dickens. So far students have shown insight into the developing redemption of Scrooge's character. Furthermore, they have utilised previous studies of William Blake and William Wordsworth to discuss Dickens' motives for writing the novella. We look forward to further class discussions and analyses of Scrooge's full redemption arc - just in time for Christmas! Every year 10 student has been given a copy of the novella and should be re-reading it at home over the winter break.

Also, a HUGE THANK YOU to 10a.1 for listening so attentively to Miss Atkinson's reading of A Christmas Carol over the last few weeks! The round of applause at the end was lovely! And, in the words of Tiny Tim: "God bless us Everyone!"

## **Year 11**

Every Y11's English Language paper has been moderated here and with the Trust. From this, students are completing reflection activities to help them build on their success ready for the next set!

For Literature, it is imperative that year 11 students undertake revision of the core texts studied: An Inspector Calls by J.B. Priestley, A Christmas Carol by Charles Dickens, Macbeth by William Shakespeare. Students must be aware of the characters, plot and writers' intended responses from their audiences. Moreover, students need to be revising and recapping the poems from the Poetry Anthology. Students are not provided with a copy of the Anthology in their exam so they must be able to recall what each of the 18 poems is about, key quotations, the poet's motives/intentions (e.g. reader response) and apply contextual knowledge. There are a wealth of resources in students' English folders and on the Google classroom.

## **HEALTH AND SOCIAL CARE**

On Tuesday Year 10 health and social care students were able to join UTCs across the UK at a Digital Health Masterclass. The masterclass is part of a series of monthly online presentations exploring a range of careers in health care and the relevance of digital technology to these roles. This presentation was by Tara Flight, a radiographer. Tara's experience and expertise provided students with a wealth of knowledge and understanding about the applications of radiography across the health sector, and the variety of career options it offers. Students were able to submit questions to be answered by Tara, and Dan Roberts' question allowed Tara to share some of the more day-to-day aspects of the job role.

## SCIENCE DEPARTMENT

In Space science the year 9's completed a local challenge to solve a local problem and create a solution to the problem. A group of students gave a presentation on Friday, they were articulate and positive. A great achievement for the group.

A competition was then run on who could create the best rocket car using wood, and then attaching balloons to propel the rocket car. One student had a clear victory, but second and third place coming very close together.

## DATES FOR YOUR DIARY

Professional development training day:	Friday 2 <sup>nd</sup> December 2022
Christmas Jumper Day	Thursday 8 <sup>th</sup> December 2022
Christmas holiday:	Monday 19 <sup>th</sup> December 2022 to Monday 2 <sup>nd</sup> January 2023
Professional development training day:	Tuesday 3 <sup>rd</sup> January 2023
First day of spring term for students:	Wednesday 4 <sup>th</sup> January 2023
Spring Half term:	Monday 13 <sup>th</sup> February to Friday 17 <sup>th</sup> February 2023
Easter holiday:	Monday 3 <sup>rd</sup> April to Friday 14 <sup>th</sup> April 2023
First day of summer term for students:	Monday 17 <sup>th</sup> April 2023
Bank holiday:	Monday 1 <sup>st</sup> May 2023
Summer Half term:	Monday 29 <sup>th</sup> May to Friday 2 <sup>nd</sup> June 2023
Term ends:	Friday 21 <sup>st</sup> July 2023
Professional development training days (given in lieu):	Monday & Tuesday 24 <sup>th</sup> /25 <sup>th</sup> July 2023