

Scarborough UTC News Flash

Friday, 19th January 2024

INTRODUCTION

Dear Parent and Carers.

Thank you for all your support this week; the weather has been trying to say the least. It is extremely rare for us to shut college due to snow; if we were to do so, you would be notified via a Bromcom message; so please assume we are open.

UTC Car Park

Just a reminder that for the safety of departing pupils, staff and visitors, parents should not enter the college car park to collect students at the end of the day, instead please park in lower half of the CU Scarborough car park. Please do not park directly on Ashburn Road as this can hinder traffic and cause obstructions.

Key Dates

Please be aware that we have updated the key term dates to include the parent consultation evenings (Progress Evenings) for each year group. They are a little way off yet, but I wanted to make sure you all have an opportunity to get these into your 2024 diaries.

Assembly:

Our assembly focus this week centres on

“Freedom, doesn’t mean you do what you want, but you do what is right”.

There is a bit of work to do with some students on this; the understanding that as a community, rules and systems are in place to keep everyone safe and to foster that community ethos, everyone must abide by those systems to maintain a calm, professional work place. There are a number of mechanisms for students to raise concern; the senate, through their tutor or even through a direct discussion with me. We will however, using our years of experience and expertise, always work for the good of all pupils collectively and not solely for the wishes of an individual – that is after all how society works.

Parent Governor Vacancy:

We have a Parent Governor vacancy on our Local Governing Body. This vacancy is open to any parent with an interest in supporting the college; they **do** need to have to have a child on roll

in college. We are blessed with significant expertise across the LGB team and applicants do not need to have any particular field of expertise. Training is in place to support those new to this role. If you know someone who is interested or are interested yourself, please arrange an informal chat with me via my PA using the email k.cooper@su.coastandvale.academy.

With warmest wishes,

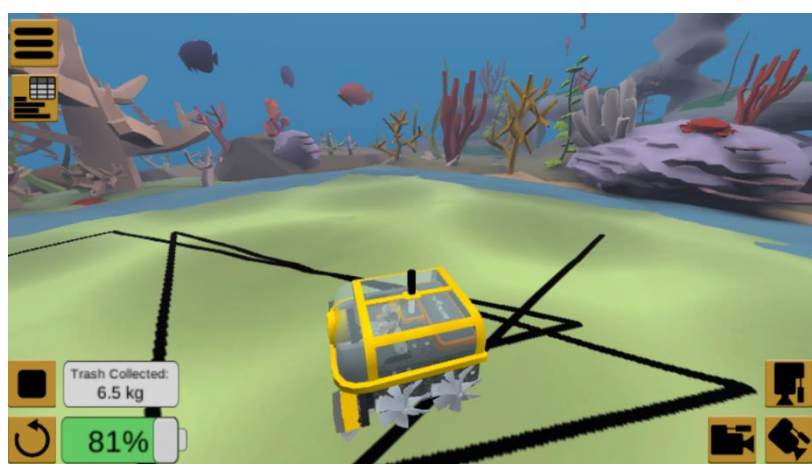
Helen Dowds

Principal

PROGRAMME SYSTEMS

In year 9, students have reflected on the VEX virtual robotics work they have done so far, and finalised the presentation which shows their final scaffolded task - using increasingly complex code to drive an undersea robot to collect rubbish on the sea floor within a defined area. There have been three stages, each demonstrating a step-up in programming, as their robot becomes more independent and self-driving.

Here is a third person view of the robot collecting rubbish. In this code, a pen has been used to leave a trail of where the robot has travelled. You can see that 6.5kg has been collected, and that there is 81% of the subsea vehicle battery remaining.



This is an example slide completed which shows how Y9 student C has improved his code to create a more successful self-driving robot - one which senses the edge of the area, and finds rubbish, and creates a variable to set the distance required to travel.

Level 3 clean up - making an algorithm

Scratch Code Snippet 1: This is the initial code. It uses a 'when green flag clicked' event to start a 'forever' loop. The loop contains a 'drive forward' block, a 'if color is black?' condition, and a 'drive reverse' block. The 'if' condition is set to 'if color is black? then'.

Scratch Code Snippet 2: This is an improved version. It adds a 'wait until' block before the 'if' condition. The 'if' condition is now 'if color is black? then'.

Scratch Code Snippet 3: This snippet introduces distance sensing. It uses a 'wait until' block with the condition 'FrontDistance = found an object?'. It then sets a variable 'distToTravel' to 'FrontDistance' and drives forward for that distance.

Scratch Code Snippet 4: The final snippet adds a 'repeat' loop. It uses a 'repeat' block with a 'wait' command (highlighted in yellow) and a 'repeat' loop. The 'repeat' loop contains a 'wait until' block and a 'drive forward' block.

This is what the level three code started out as. I noticed early on that this code is not efficient at all. I was collecting around 10 kg. I liked the damage prevention code however. This worked by if it detected the colour of the boundary walls, it will reverse and 180.

This is an improved version of the code which mixes what I learned in level 2. The damage prevention is still present with distance sensing also.

I wasn't happy with the amount of trash I was collecting so I added a variable. A variables name and value can be customised, even multiple times in the same piece of code.

The last thing I added was a wait and repeat command (highlighted in yellow). This allows me to not use as much battery endlessly spinning whilst more trash spawns.

This is the final task our young professionals do where they are reflecting and creating a record of their steps with this virtual programming. The next steps are to demonstrate everything they have learned in a challenge to clear an area they will not have seen before of all the buildings in it, by pushing all the blocks out. This task will give them their robot 'driving licence' and enable progression to real life robotics using our VEX robots in the engineering programmable systems classroom. There's support available, as we want everyone to be programming the robots in real life, so even though the next task is a big challenge, it is not out of reach!

Our level 2 students in year 10 and 11 this week have been in the electronics workshop using soldering skills to wire up some components on to leads, ahead of a task where they will connect them to a microcontroller printed circuit board to evaluate a range of temporary joining methods, such as crocodile clips, terminal blocks, plugs and sockets. This is a nice task to do as the evidence is photo-based with some commentary - and it is good to take a break from the research elements to do some practical work, ahead of programming the coursework project - a temperature warning system.

Level 3 students have been investigating "the Systems approach" to electronic design this week - with a look at block diagrams and how they make even the most complex electronic system easier to understand than, for example a circuit diagram, especially if there is a programming element. Year 13 were today constructing a latch using two different types of transistors - an NPN and a PNP transistor. A latch is a device which once triggered, remains in the same state until it is reset, and has applications within computing and data storage, as well as alarm circuits - which was our focus today. By building the circuit on a solderless breadboard, the use of these two transistors will help explain how a thyristor works - which is a single 'latching' component. Have a great weekend, from Mr Brown

T&L ENHANCED BY EMPLOYER ENGAGEMENT @SUTC

This week Tom Clarke from Severfield delivered a session to our Y13 Engineering Diploma students to support the Project Based Learning activity they are undertaking, focussing on model bridge design and manufacture. Students are being tasked to consider re-design of the Esk bridge in Whitby, responding to a given brief. As a part of the project students have received engineer led masterclasses in bridge design and load calculations. Students now have to apply this knowledge, and their own research and development skills, to design, model and manufacture a scale bridge to fit the project brief. The project will culminate with a presentation to Severfield engineers, who will give feedback and decide on the most effective design.

EVERYONE A READER

This week we have had a huge relaunch of our Ofsted approved reading strategy across the college.

The use of the library is in full swing again, and our young professionals are starting on their journey to finding that special book waiting to change their lives!

Our young professionals have shown a really positive attitude to the re-launch.

Every lesson across college starts with 5 minutes of independent reading for every year group because reading for pleasure shouldn't stop at primary!

Last year, our current Y10 read for 15 minutes at the start of each English lesson and completed a reading record to help track their progress and reading habits. At their request, we have brought it back so that all Y9 and 10 read for 15 minutes in English independently with a reading record.

Worried your child might be reluctant?

Please don't worry! Reading for pleasure takes time, and we are here to make sure that we help your child find the right book for them and give them that valuable dedicated time to read every single day so it becomes a habit that turns into a hobby!

Last year, parents of many students proclaimed how they now have to take constant requests for books at home because their child has finally found a love of reading!

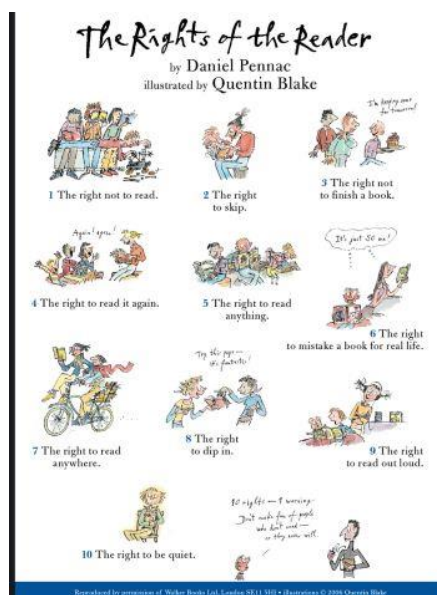
How can you help your child to read at home?

The first and most important step is simply to chat to your child about what they are reading and how they are finding it. Keep it casual and low stakes. Perhaps you have a favourite book

that you can talk to them about? It could even be a book you remember from childhood! Build that culture of reading talk!

Rights of the Reader

This is a fantastic guide for reading for pleasure; how it's OK to not like a book, or OK to read a book without judgment.



The Big Form Read

Every Friday, each form group across all years will listen to a fiction book and discuss their thoughts on it.

Before the main book begins, students will participate in pre-reading non-fiction texts related to the main text so they understand the context behind the book.

Book 1: Teacher's Dead by the late Benjamin Zephaniah.

Links to Personal Development curriculum: prejudice, bullying, knife crime, poverty, gang cultures, and critical thinking regarding media reporting.

Information about the book:

'The playful, obstinate and courageously humorous tone of Zephaniah's writing shines through ... hilarious and later heartbreaking'
Guardian

A teacher is dead, murdered by two of his students in front of the whole school.

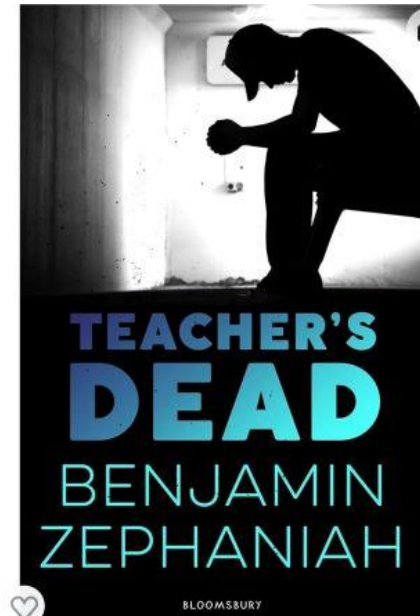
Right in front of Jackson Jones.

But Mr Joseph was a good man - people liked him, respected him. How could those boys stab him and jog away like nothing had happened?

Unable to process what he has seen, Jackson begins his own investigation: everyone knows who did it, but as Jackson uncovers more about the boys, he becomes convinced that people need to understand why.

Brilliantly written and with a real ear for dialogue, fans of Angie Thomas and Malorie Blackman will love Benjamin Zephaniah's novels for young adult readers:

Refugee Boy
Face
Gangsta Rap
Teacher's Dead



Upcoming Leadership Roles

We are offering a fantastic opportunity for willing young professionals to become the SUTC Reading Ambassadors!

Any students interested must let Miss Atkinson know as soon as possible.

This role will require students to:

- Organise, tidy, and decorate our library.
- Recommend books
- Keep track of new additions to the library
- Speak to visitors about our reading ethos 'Everyone a Reader.'
- Develop new ideas and initiatives to encourage reading for pleasure, with may include organising events
- Help with World Book Day
- Initiatives to keep expanding our supply of books

Benefits:

- 10 PVE reward points each week
- Lunch privileges- eating in the library whilst organising it
- Skills that can be put onto their CV to boost employability

If you wish to know more about the how and why of our reading ethos, then please visit our website for more detailed information.

Keep calm, and carry on reading!

Miss Atkinson, Director of English/Literacy Lead

VACCINATIONS

Vaccinations for diphtheria, tetanus, polio and meningitis ACWY will be taking place for Year 9 students on Monday 11th March. Please click on the following link to provide consent for your child.

<https://yny.schoolvaccination.uk/dtp/2023/northyorkshire>

Please complete the form with 'no consent' if you do not wish your child to be vaccinated. If you have any queries or questions, please contact reception at enquiries@su.coastandvale.academy or on 01723 821 621. Thank you.

SAINT CATHERINE'S FUNDRAISING

On behalf of the patients, volunteers and staff at Saint Catherine's Hospice they would like to thank the parents, students and staff for our kind donation of £77.81 which they received following our Christmas Jumper Day.

St. Catherine' appreciates our continued support and with our help, they can continue to provide the very best end-of-life care across the communities of North and East Yorkshire.

PHYSICS

At this point in our new Year 9 Skills Foundation Curriculum, our students can design and run their own experiment to investigate their own hypothesis. In this case they are looking at the relationship between the height of a ramp to the speed of a marble. They followed a Success Criteria to gain a mark for their efforts, allowing us to assess their skills in other ways than just exam condition tests giving them a more holistic preparation for GCSE.



Mr Ayd Instone

Teacher of Science, Physics Specialist.

ACHIEVING PROFESSIONAL REWARDS AND ATTENDANCE REWARDS

Student's positives are identified and can be viewed on BROMCOM MCAS. The points identify the elements of our college ethos and that of being a "Young Professional ". We encourage students to review progress regularly. Each week reward vouchers are issued in assembly to recognise achievement and hard work.

Additional Professional points have been applied to recognise very good attendance, so look out for this on My Child at School.

ATTENDANCE

Firstly, thank you if you have ensured your child has good or excellent attendance. It is increasingly common that the majority of students have attendance above 95%. This has a significant impact on the outcomes for your child. We are pleased that because of this support college attendance is well above national average.



As we progress through the year, it is vital to maintain excellent attendance. It is very important to ensure that all medical and illness absences are reported daily by parents using our absence line or enquiries to Miss. Brown our Attendance and Data Manager. Should you make a call for a reported student illness– please expect a phone call back from the attendance team to check details and provide support as required.

Attendance will always be a continual reminder. Excellent attendance is above 96.5%. All students with 100% receive 10 professional points per week. Student above the 96.5 target receive an extra 5 points per week.

Attendance monitoring and formal procedures are followed robustly. We work closely with NYCC attendance team to address attendance concerns at the earliest stage.

SAFEGUARDING

It is essential for safeguarding purposes that Lanyards and identity cards are worn at all times. Should cards become lost or damaged these must be replaced. Replacements can be purchased via parent pay. Students without ID cards and Lanyards will have replacements charged to parent pay.

Lanyards are required for identification for all students and working staff within the building. Students who forget such items must sign into college manually and they receive a Stage 1 and this adds to workload. It is our student's responsibility to ensure they are prepared for each day.

We are committed to our students and families, and we continue to provide support and points of contact.

Should you be concerned and feel that you need to share information please contact and refer information to the following email: dsl@su.coastandvale.academy SUTC Designated Safeguarding Lead and Deputy Designated Safeguarding Lead monitor the email.

MONITOR, REPORT, ENCOURAGE

All students have been issued with emails and online accounts and all are reminded of the importance of maintaining security using college account usernames and passwords and to report concerns if they feel that accounts have been compromised.

Resources

[The Go-To - Emotional wellbeing and mental health \(thegoto.org.uk\)](http://thegoto.org.uk)

NHS – Scarlet Fever Scarlet fever: symptoms, diagnosis and treatment Email: info@community-counselling.org.uk

Website: www.community-counselling.org.uk

Telephone: 01653 690124

[Mobile phone safety | Childline](#)

[Physical activity and mental health | Mental Health Foundation](#)

[Kooth for Children & Young People - Kooth plc](#)

PHYSICAL EDEUCATION

A full PE kit is required for all. If a student is medically excused, please notify enquiries. Should a student be medically excused they are required to change in full, their lesson is then adjusted to include personal, professional and leadership development.

ORGANISATION AND EQUIPMENT

As part of our focus on starting 2024 high expectations students have received presentations in tutor time to ensure that all students are supported to achieve the very best outcomes.

Being prepared and study ready includes equipment. Carrying the correct equipment and the stationery for each day is essential – a reading book, reading record, a clear pencil case with a pencil, black and green pens, ruler, maths equipment and importantly, a scientific calculator and a college or clear reusable water bottle. Checks are made each lesson and positive stages given for good organisation.

LOCKERS AND MOBILE DEVICES

Each student has been assigned a locker and this must be used to store all bags, equipment, and mobile devices.

The use of padlocks provides essential security for valuable items including mobile devices, smart watches and ear buds etc. Storing mobile devices correctly in the locker prevents confiscation in line with our policy. On the first occasion the device is stored and returned at the end of the day. Each subsequent occasion, the device is collected by parents. To prevent inconvenience and control access to on- line apps, please ensure padlocks are available and devices are stored correctly.

Mobile device procedures protect students from on-line access and messaging throughout the day to ensure focus is on college work, social interaction and the break and lunch activities that provide opportunities for mental and physical well-being.

ACADEMIC YEAR DATES

Spring Half Term Holiday	Monday 12 th February – Friday 16 th February 2024
Mock Examinations Year 11, 12 & 13	Monday, 26 th February – 8 th March 2024
Year 11&13 Progress Evening 3pm-6pm	Wednesday 20 th March 2024
Easter Holiday	Monday 25 th March – Friday 5 th April 2024
Professional Development Training Day	Monday 8 th April 2024
First Day of Summer Term for Students	Tuesday 9 th April 2024
Bank Holiday	Monday 6 th May 2024
Year 9 Progress Evening 3pm-6pm	Wednesday 15 th May 2024
Summer Half Term Holiday	Monday 27 th May – Friday 31 st May 2024

Year 10&12 Progress Evening 3pm-6pm	Wednesday 12 th June 2024
Term Ends	Friday 19 th July 2024
Professional Development Training Day	Monday 22 nd July 2024