

## Scarborough UTC News Flash

Friday, 26<sup>th</sup> January 2024

### INTRODUCTION

Dear Parent and Carers.

You may be aware from your child that we underwent the first of two reviews this week. This week was carried out by the Trust over Wednesday and Thursday. Next week we will be reviewed again by Baker Dearing - the UTC leaders. We await the detail of the Trust review, but the opening gambit at the feedback was simply that what they had seen and heard was massively impressive. Of course, there are always "nips and tucks" to consider, but the Trust confirmed that standards are high, learning is strong and that children are supported to attend and achieve. It is always good to get an outside view on college, when you work somewhere day to day you can get "rose coloured glasses"; to have this feedback therefore, is very pleasing. Well done to all the students for their efforts and the community spirit as we all worked really hard to ensure the UTC gained the recognition it deserves.

Even with reviews underway, this doesn't hold us back! All of Year 9 Engineers have taken part in a STEM workshop today led by DNE (Defence Nuclear Enterprise); my thanks go to the DNE team who give up their time for free to make this happen and for the efforts of our staff to coordinate this exciting event.

This is my second request for any parent interested in representing the parent body as a Governor. Full training and support is given to undertake the role; the only criteria you need to have is to be a current Parent/Carer. The time commitment is 5 meetings annually (5pm-7pm) and a once termly visit to college. If you think you may be able to offer your expertise to our talented team, please contact my PA on [k.cooper@su.coastandvale.academy](mailto:k.cooper@su.coastandvale.academy) to arrange a meeting to chat this through.

Year 11 Parents: There are now 3 school weeks to the second round of mock examinations. Ask your child if they are using the resources available to them to maximise their revision; these include; Dr Frost Maths; Seneca (Science); GCSE Pod for Stem Subjects, Fact Books and Knowledge Organisers. YouTube also has a significant amount of video learning not just on Subject content, but on tips on ways to revise and ways to learn that stick. Each Friday afternoon your child has 40 minutes per Science, Maths and English subjects to support their revision - but this is just the tip of the iceberg, and your child does now need to commit time at home, if they aren't already doing so, to get the skills and knowledge embedded in memory.

Have a great weekend, and thanks for your continued support.

With warmest wishes,

**Helen Dowds**

**Principal**

## ENGLISH DEPARTMENT

I would like to both congratulate and thank all our young professionals in English for their outstanding professional conduct, kindness, and thirst for knowledge in the classroom. Keep it up, everyone!

This week our young professionals have learned about:

Y9: Main text: Frost at Midnight by Samuel Taylor Coleridge

We have studied his beliefs about nature, liberty, and childhood and applied this contextual knowledge to his poem. We have analysed his use of semantic fields and sentence types to portray these beliefs. Students are really beginning to display an insightful understanding of an enjoyable but complex poem!

Here is the poem if you wish to enjoy it yourself!

Dear Babe, that sleepest cradled by my side,  
Whose gentle breathings, heard in this deep calm,  
Fill up the intersperséd vacancies  
And momentary pauses of the thought!  
My babe so beautiful! it thrills my heart  
With tender gladness, thus to look at thee,  
And think that thou shalt learn far other lore,  
And in far other scenes! For I was reared  
In the great city, pent 'mid cloisters dim,  
And saw nought lovely but the sky and stars.  
But thou, my babe! shalt wander like a breeze

By lakes and sandy shores, beneath the crags  
Of ancient mountain, and beneath the clouds,  
Which image in their bulk both lakes and shores  
And mountain crags: so shalt thou see and hear  
The lovely shapes and sounds intelligible  
Of that eternal language, which thy God  
Utters, who from eternity doth teach  
Himself in all, and all things in himself.  
Great universal Teacher! he shall mould  
Thy spirit, and by giving make it ask.  
Therefore all seasons shall be sweet to thee,  
Whether the summer clothe the general earth  
With greenness, or the redbreast sit and sing  
Betwixt the tufts of snow on the bare branch  
Of mossy apple-tree, while the night-thatch  
Smokes in the sun-thaw; whether the eave-drops fall  
Heard only in the trances of the blast,  
Or if the secret ministry of frost  
Shall hang them up in silent icicles,  
Quietly shining to the quiet Moon.

Next week we will focus on writing skills, particularly accuracy of sentence construction and the application of a range of vocabulary.

Y10:

We continue to secure our knowledge of the plot and characters of the set Literature text: A Christmas Carol by Charles Dickens, but we are building on this towards a deeper understanding of why Dickens uses a range of methods in the text.

I am so impressed with the insightful inferences made by our young professionals, especially their ability to make links across the wider text.

Next week we will focus on the role of Marley's character and the symbolism of his chain "forg'd in life."!

Y11:

We continue to secure our knowledge of the plot and characters of the set Literature text: Macbeth by William Shakespeare. I am really impressed with how they are remembering accurately a range of core quotations they can use in their closed book exam- all the retrieval activities and revision during Enrichment is paying off!

Here is the activity they are using if you would like to quiz them at home!

1. Complete the QUOTATIONS

- A. "Stars\_\_\_\_your\_\_\_\_/Let not\_\_\_\_see my\_\_\_\_and deep\_\_\_\_"
- B. "\_\_\_\_is\_\_\_\_and\_\_\_\_is\_\_\_\_"
- C. "\_\_\_\_ambition"
- D. O, \_\_\_\_of\_\_\_\_is my\_\_\_\_dear\_\_\_\_"
- E. I am in \_\_\_\_\_ in so far/That should I \_\_\_\_\_no more/ Returning were as\_\_\_\_as go \_\_\_\_"
- F. "\_\_\_\_will have\_\_\_\_"

Stretch 1:

"\_\_\_\_bridegroom"

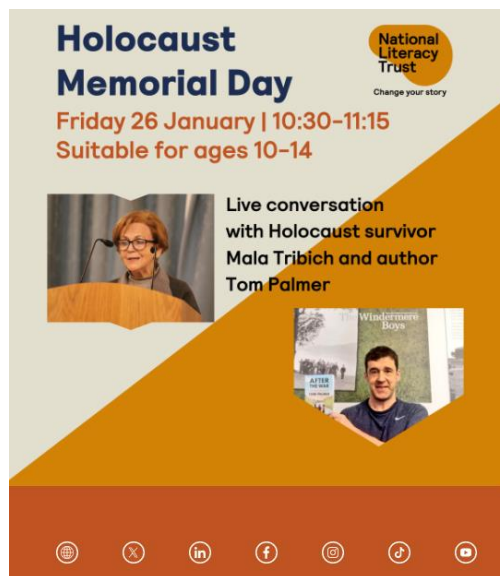
"So \_\_\_\_and \_\_\_\_a day I have not\_\_\_\_"

"Upon my head they placed a \_\_\_\_/a\_\_\_\_sceptre in my grip"

"This dead \_\_\_\_\_and his \_\_\_\_\_-like queen.

Stretch 2: For each quotation, explain WHAT it suggests about Macbeth.

## Everyone a Reader@SUTC!



In line with our Personal Development curriculum and literacy ethos- “Everyone a Reader”- we signed up to the live event hosted by the National Literacy Trust featuring talks by author Tom Palmer and Holocaust survivor Mala Tribich.

Y10 got to contribute to this live, using the Chat function to ask a range of pertinent questions. We were given a shout-out from the hosts and one of our questions was chosen and answered!

This session has been recorded so we will roll this out to Y9 too during World Views next week.

As a result of joining live, we have received a box of brand new copies of fiction books based on real testimonies of childhood Holocaust survivors. The books are:

- After the War by Tom Palmer
- Resist by Tom Palmer
- Who Stole Pink Rabbit by Judith Kerr
- The Silver Sword by Ian Serraillier
- The Swallow’s Flight by Hilary McKay

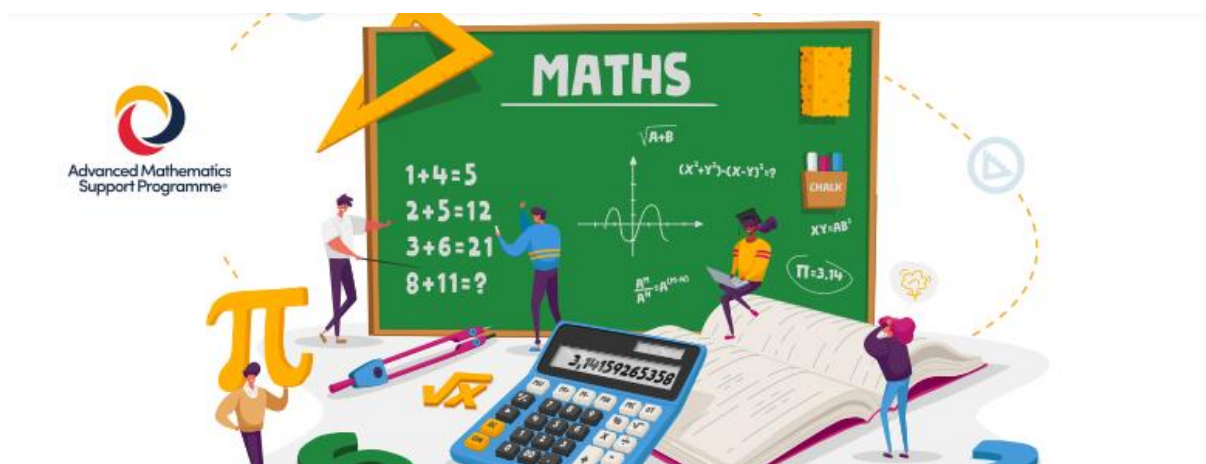
These will be on a special display next week, and then offered out for loan for our young professionals to enjoy!

## Reading for Pleasure

Our Reading-Re-Launch has begun brilliantly, and it is delightful to see so many students reading independently and actively exploring the reading hub. Some students still need time to find the book that changes everything, but it will happen in time!

On average, Y9 and 10 students have read in English for 15 minutes every day and 5 minutes in every other lesson! What an amazing chance to give our students that dedicated time to enjoy reading.

## MATHS MOCK AFTERMATH



How do you feel about your last maths mock results? Disheartened? Relieved but worried the real thing will be harder? Motivated? Particularly for anyone feeling disheartened or concerned, it can be easy to end up in a vicious cycle where confidence drops and anxiety and avoidance increase. But there's another way to look at it.

Firstly, whatever your result, there are some positives. You've experienced exam conditions and seen what the exam papers can look like. You've now had the opportunity to learn a lot about yourself and exams. If you think about it, there will be at least one thing that you did well, so make sure you congratulate yourself for this.

An important question to ask yourself now is, "What would need to change to help me feel more confident?" This could be maths specific, including areas for improvement; it could be related to revision and what worked or didn't work; or it could be related to managing your emotions around exams. It could be all three. Maybe talk about this with someone you trust and feel comfortable with. And then put the answers into practice.

General revision tips that can also help include:

- Regularly refresh your memory. Each time you sit down to revise, spend ten minutes reviewing what you learnt in your last session. Review the previous seven days once a week for an hour or two. Regularly remembering things makes them easier to remember in future.
- If you start to feel anxious or disheartened at any point, go for a short walk outside, then come back to it and break it down into smaller parts. If you still feel blocked, study something you feel confident with and speak to a friend, parent/carers, or teacher about it.
- Challenge yourself. Having to actively recall and practice maths skills will make them stronger. Practice papers or quizzes with friends are a great way to do this.
- Put the hours in. No one is naturally brilliant at anything; we all must put time in. The more you practice maths problems, the more things will start to click and become fun. Make sure you plan lots of breaks too.

### **Family maths challenge**

Estimate how many kilometres of toilet paper are used every day in the UK.

This is an example of a Fermi question where you need to make reasonable assumptions and estimates about the situation in order to come up with an approximate answer.

Send your solutions (with working including any assumptions made) to [quickmaths@mei.org.uk](mailto:quickmaths@mei.org.uk)

Remember, we offer a core maths qualification to students in Year 12 and 13, which includes Fermi Maths questions as part of the curriculum. Fermi Maths questions are problem-solving exercises designed to encourage creative and logical thinking while applying mathematical concepts to real-world scenarios. By incorporating Fermi Maths questions into our core maths qualification, we aim to develop students' problem-solving abilities and prepare them for practical applications of mathematics in various fields. This approach aligns with Scarborough UTC's commitment to producing employable graduates who excel in technical excellence, equipped with the critical thinking and analytical skills necessary for success in today's dynamic workforce.

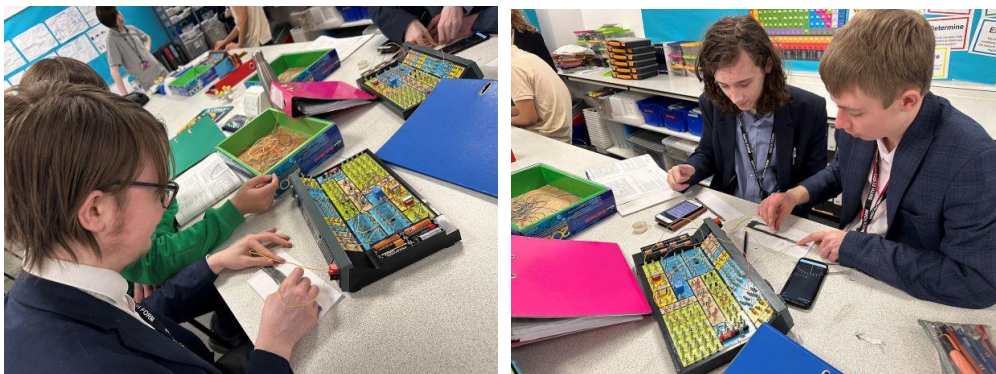
**Hannah Smith**

**Extended Leader i/c Raising Achievement**

**Director of Mathematics & Numeracy Coordinator**

## PHYSICS

Here are our Year 12 Physics A Level students, exploring electrical resistance by building a circuit that works as an electric organ where the length of the pencil mark gives a different tone. Our students calibrated the frequency of the notes to be able to play a tune. The lab was alive with the sound of... weird electronic squeals.



## 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 must be 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.

## 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 \(thegoto.org.uk\)](https://thegoto.org.uk)

NHS – Scarlet Fever Scarlet fever: symptoms, diagnosis and treatment 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

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

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