

## Scarborough UTC News Flash

Friday, 9<sup>th</sup> February 2024

### INTRODUCTION

Dear Parent and Carers,

I was so extremely privileged this week to join the F1 teams at the STEM centre in York for the Regional finals. This was my first taste of the competition, and I was very impressed with the rigour of this competition. I had thought this was only about building and racing a car, but it is so much more; with presentations to a panel on Engineering, another on Sustainability and another on Business Management, plus portfolios with graphic renders. All of these elements plus the car and racing it, form the overall scores, so I was thrilled when all four of our teams have reached the National finals which will be in Rotherham on 13<sup>th</sup> and 14<sup>th</sup> March.

#### Parent Governor

I am delighted to say that we have had two different parents put their name forward for the parent governor vacancy. This means we move to a vote. After half-term parents will receive a brief parental "blurb" explaining their expertise and a bit of "who they are"; from which you will be asked to vote via a ballot paper. Watch this space.

#### Access to staff in the school day:

Over the last fortnight we have been in double figures with parents arriving on site asking to speak to staff during the school day and also in the hour after school (when meetings and enrichment take place). The one drawback of the UTC is its' size. We have 18 teaching staff (including 3 Senior Leaders) and 2 pastoral staff (pastoral and attendance). The teachers teach 25/28 periods each week and unlike other schools the senior leaders, including myself also teach for over half of the school week. Mrs Mcloed is the sole pastoral staff member, and her diary is often taken up with meetings with social services, Early help and CAMHS to name but a few. It is for these reasons therefore that I kindly request that parents realise that an incident that has happened in the school day, unless an emergency, will be dealt with in the early evening or even the next day, not immediately. May I also request that you ask to book an appointment to see staff using the [enquiries@su.coastandvale.academy](mailto:enquiries@su.coastandvale.academy) email address, not through a phone call, nor through dropping into college. In doing this there is a written and time stamped evidence of your request, and your message or call cannot be overlooked. Thank you in advance for your support of this.

### **Half-term summary:**

This has been an incredibly strong half term, with two external reviews that have celebrated the strengths of the UTC. The students have really shone in this regard. In these 5.5 weeks, where we have been really pushing on standards at the lowest level (so pushing hard) each student has averaged 10 events that are negative versus 38 events that are positive, so four times as many positives as negatives, well done. There are 28 students with no stages at all in this half-term; that really is what we are looking for from every young professional. This half-term's attendance has been hampered by so many viruses and bugs, but despite this, it still remains strongly above the national average, thank you for your support with this.

### **Date Reminders:**

We break up for half term today (9<sup>th</sup> February) and return to college for a 5 week half term on 19<sup>th</sup> February 2024. The Year 11 and Year 13 Mocks begin on Monday 26<sup>th</sup> February for two weeks. The Easter break will start at 1:30pm on Friday 25<sup>th</sup> March.

I do hope that everyone enjoys a restful half-term.

With warmest wishes,

**Helen Dowds**

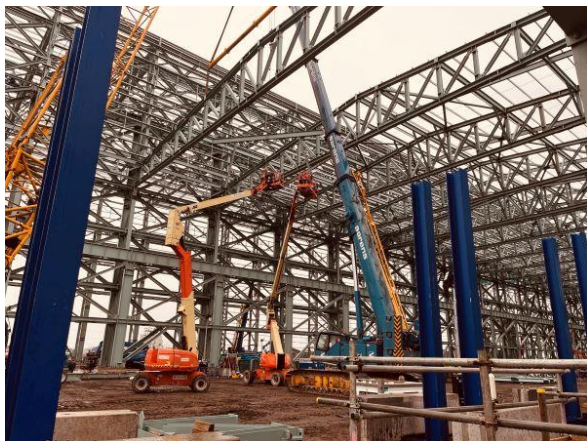
**Principal**

**T&L@SUTC**



Our Y13 engineering students had the unique opportunity to visit a Severfield construction site this week, as a part of their Severfield supported project-based learning activity. Students received a tour of the site and presentations from resident project managers about the work that is taking place to erect the building frame. The site is located at Teesworks, Teesside, with an end purpose to be a wind turbine manufacturing facility, hence the impressive scale of the project. The

design engineer that produced the final design for the connections was on the tour with us; he explained how the concept developed from a design on a computer screen through to the partly constructed framework we were standing under. The students also got to see how workers in cherry pickers position and weld or bolt the beams, trusses and struts in place.



Despite the freezing cold environment, the visit was enjoyed by all; many thanks to Tom at Severfield for facilitating the experience.



## ENGLISH DEPARMENT

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!

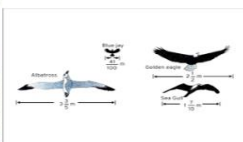
This week our young professionals have learned about:

**B.L.Q:** How far does *The Rime of the Ancient Mariner* by Coleridge mirror the values and beliefs of the Romantic movement?

**K.L.Q:**

- ☐ What is an Albatross?
- ☐ Why is it valued by naturalists?

**Learning Task 1a:** Study the images of the albatross. Using tier 2 and 3 vocabulary, describe its features and your reactions to it. Include a range of adjectives and adverbs. *What do they make you think and feel about this bird? Why?*



**Learning Task 1b:** Watch the BBC Earth clip about the albatross. Use this footage to create a vocabulary bank describing the albatross.  
[Albatrosses Use Their Nostrils To Fly | Nature's Biggest Beasts | BBC Earth](#)

Y9: *Writing to describe and forming accurate sentence structures* has been our focus this week. Why are our learners studying an albatross of all things? Well, this is because the albatross plays a huge role in the poem they will be studying after half term: *The Rime of the Ancient Mariner* by Coleridge, and it is important that learners have the contextual knowledge to be able to really appreciate this. But, shhhh! We are not revealing the role of the albatross quite yet!

Y10: It is the final phase of our detailed study of their set literature text: *A Christmas Carol* by Charles Dickens. We are so impressed with our learners' knowledge, understanding and engagement with this culturally important story.

We began with a 'warm-read' at Christmas time- it is a Christmas story after all! - because we feel it is important for learners to get a sense of the narrative and characters' developments without constant interruptions of analysis. The analysis begins after! Here are some key lines our learners need to now learn for their exams:

"As solitary as an oyster."

"If they would rather die then they better do it, and decrease the surplus population..."

"I wear the chain I forg'd in life."

"Mankind was my business..."

"I'm quite a baby!"

"And to Tiny Tim, he became a second father."

Next term: Our study of our second set literature text *An Inspector Calls* by J.B. Priestley begins!

Y11: Learners have continued looking at:

- Language Paper 1: Reading unseen prose fiction texts and narrative writing in preparation for their Trial Exams.
- In Enrichment, we have revised how to plan for Language Paper 2, Section B: Transactional Writing. We have also revised the importance of the layout of a formal letter.

**Half-Term Revision:** Learners have been provided with everything they need, but here is a summary:

Literature

*Macbeth:*

- The relationship between Macbeth and Lady Macbeth, and how and why it develops.
- Study of Act 2, Scene 2 of Macbeth

*A Christmas Carol*

- Tracking Scrooge's journey of redemption- how does he change? What happens to make him change? What is Dickens' message?

### *An Inspector Calls:*

- Understanding of the role all characters have in Eva Smith's suicide.
- Listing the key traits of all the characters.
- Focusing on the different ways that women are treated and presented.

### *Poetry Anthology:*

- Death of a Naturalist by Seamus Heaney
- The Prelude by William Wordsworth
- Ozymandias by Percy Shelley
- Hawk Roosting by Ted Hughes
- The Soldier by Rupert Brooke

### Language:

- Formal letters
- Grammar
- Narrative writing
- Timings of the reading papers

## F1 REGIONAL FINALS

Tuesday saw the Yorkshire and Humberside Regional Finals of F1 in Schools. With the largest number of teams in one season the UTC has ever had, we arrived at the event with two professional class teams - Unity Racing and Burnout and two development class teams - Serpents and Velocity Racing.

After a gruelling day of competition, presentations, racing and judging the awards ceremony was upon us, against some very strong competition our teams did exceptionally well and have all progressed to represent the region at the UK National Finals in March.

### **Unity Racing -**

1<sup>st</sup> place professional class

Best Engineered car

Team Identity award

### **Burnout Racing -**

2<sup>nd</sup> place professional class





Fastest car

**Serpents -**

2<sup>nd</sup> place development class

Best Engineered car

Fastest car

**Velocity Racing -**

3<sup>rd</sup> place development class.



## 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.

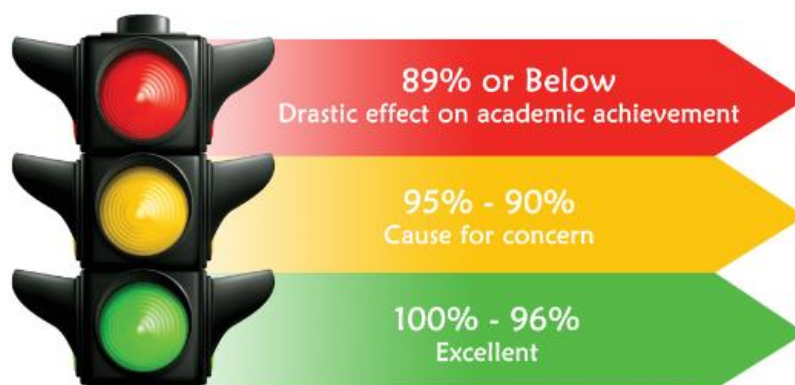
All students who have poor punctuality and fail to bring a lanyard receive an immediate stage 1 – these cumulatively result in lunch time detentions.

## ATTENDANCE

As part of our positive focus, we will continue to recognise and reward excellent attendance and professional conduct with our "Young Professional Awards" and vouchers for zero negative stages on a weekly basis.

In total there have been 120 £5 vouchers issued this academic year to students who demonstrate excellent attendance and professional conduct and engagement in lessons.

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.

### **Student responsibilities for Safeguarding**

Students without lanyards and ID cards are required to hand in all devices at reception as a deposit. These items are returned at the end of the day.

It is essential for safeguarding purposes that Lanyards and identity cards are worn at all times. Should the cards become lost or damaged these have to 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 receive a Stage 1 and this adds to workload. It is our students' responsibility to ensure they are prepared for each day.

## **SAFEGUARDING**

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](mailto: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](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. Student will begin work on striking and fielding games after half term so Bringing their PE hoody is essential.

## ORGANISATION AND EQUIPMENT

We continue to demand high expectations from our students. 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