

Hospital Education Curriculum Statement: English

INTENT:

What is the curriculum aim / vision for this subject?

The English curriculum is designed around these key principles or aims:

- To prepare pupils for their continuing English Language and Literature education post discharge and on return to their home school
- To help pupils conserve, regain or increase their knowledge and understanding of their Literacy learning
- To give pupils opportunities to fill any gaps in their learning
- To give pupils opportunities to access the subject

What should Hospital School students get from this subject?

- The confidence to participate in the subject
- Enjoyment of the subject.
- To achieve to the best of their potential
- To be equipped with the literacy skills that will help them to be successful learners
- To be equipped with the literacy skills that will help them to be successful employees

IMPLEMENTATION:

How does learning develop over the duration of their admission?

At the Hospital School the curriculum for all of the year groups reflects the structure and challenges of the National Curriculum.

- Wherever possible students are initially assessed using either/or/both formal and informal methods e.g. quizzes, low-threat questioning, self-testing, Vernon Spelling Test, Hertfordshire Reading Test, Access Reading Test and BugClub Reading Tests.
- Wherever possible pupils follow the scheme of learning from their home school.
- Where applicable pupils follow the targets as detailed on their EHCP
- Pupils follow a scheme of learning as detailed in their individual targets and planning, including EAL and SEND where appropriate.
- Individual planning will include a focus on topic specific vocabulary and will interweave and repetition.
- Objectives and Schemes of Learning will be age and/or level appropriate and will be taken from Early Years stages of learning, National Curriculum, Unit Awards and GCSE schemes of work.

How our curriculum is planned

- The curriculum at the hospital school is designed to build on the skills learned during Foundation Stage up to KS4, which includes the teaching of SEND pupils to cover the requirements of the National Curriculum, enabling us to revisit each key stage if a gap has been identified.
- The curriculum follows sequenced objectives where possible by following home school guidance and following National Curriculum and using our own professional judgements.
- We use and contribute to EHCP plans to help target particular skills identified.
- When appropriate we attend meetings (MDTs) and speak to medical professionals, which enables us to plan for individuals with particular medical conditions and needs. The sequencing of these lessons depends upon the medical presentation of the learners and we have to be sensitive to health care needs.
- When appropriate, teach cross-curricular projects, with English at the heart of each learning experience. For example, our long – term SEND pupils take part in projects which can be adapted to teach skills identified as ECHP targets.
- Our curriculum is rich in opportunities to access and develop ‘cultural capital’ knowledge and information provided to us by our strong community links and through local networks. Some of these include: - Liverpool museums, Everyman Theatre, Philharmonic Orchestra, Everton in the Community, Sefton food banks, Plaza community cinema and Knowsley Safari Park, Arts for Health, amongst others.
- In KS4 as a registered examination centre, we teach revision sessions and administer exams under examination conditions, where possible.

What principles have guided our decision making in developing this curriculum? What is distinctive about our curriculum?

- 1-1 teaching at the bedside and in the classrooms
- Environmental limitations
- Small class sizes, individual planning and targets for each pupil
- Supporting pupils when their medical needs regress, progress or improve
- Supporting pupils with changing cognition and fluctuating mental health needs

How is our curriculum sequenced?

- Lessons are sequenced dependent on external exams, national curriculum, parental and home school requirements and pupil needs both medically and educationally.

IMPACT:

What forms do assessments take? What is the purpose of assessment?

Formative assessment

- Contact with home school to gain pupils prior knowledge and curriculum levels
- Revision exercises
- Teacher observation / questioning
- Diagnostic questioning and quick quizzes.
- Progress tasks
- ERS

Summative assessment

- Assess progress made during inpatient admission
- Accreditation schemes including AQA unit awards and functional skills
- Questioning conducted to inform necessary intervention, targeted revision and teacher planning
- Progress may be reported to parent/carer, home school and/or medical team
- Reading tests, moderation of writing to help standardize results.

How do we know if we have a successful curriculum?

- Pupil and parental voice.
- Learning walks and lesson observations.
- Scrutiny of student work, ERS
- Liaison with home schools where applicable
- Enhanced pupil confidence and engagement.
- The skills learned will enhance their employability status.
- Pupils are prepared to transition to home school or alternative educational establishment