

The Hospital School – Ward Teachers Curriculum Statement

The Hospital School ward teachers provide an education for pupils from mainstream and special schools who are long stay or returning patients in Alder Hey Children's Hospital.

Curriculum Intent

The curriculum vision/aim for The Hospital School Ward Teachers:

To give pupils opportunities to access education thereby providing a semblance of continuity between their home life and stay in hospital.

To help our pupils conserve, regain or increase their knowledge and understanding of some aspects of the curriculum.

To prepare our pupils for their continuing education post discharge and on return to their home school.

To, as much as possible, provide learning in a fun and accessible way relative to their situation.

To engage/re-engage pupils who are medically compromised.

To remove barriers to learning by delivering an individualised curriculum.

What do we expect Hospital School pupils to get from this curriculum provided by the Ward Teachers?

An enjoyment of learning

Increased confidence and sense of achievement and well being

The motivation and confidence to give learning a chance if pupils have not attended school for a period of time.

Appropriate challenge to enable them to gain new knowledge and develop new skills

Personal barriers to learning to be broken down

Where appropriate to maintain links with their home schools to help a successful transition back.

Implementation

How does Learning Develop over the duration of their admission?

Pupils are initially assessed by having an informal conversation about their learning with the pupil or parents/carers.

If a pupil is to stay in hospital for a longer period of time the home school will be contacted for assessment information. We will endeavour to maintain this link with the home school.

Pupils are assessed as necessary using both formal and informal methods e.g. Low threat questioning, quizzes, maths mats as well as formal assessment papers. Our assessment is holistic and ongoing to support the pupil's needs and this will directly inform teaching.

When possible, pupils follow the scheme of learning from their home school. Where this is not possible the curriculum is planned using the EYFS stages of learning, National Curriculum, Unit awards and GCSE syllabus.

Each pupil follows an individual scheme of learning as detailed in the ERS planning system and pupil files.

Individual planning will interweave planned repetition.

Objectives will be sequential, according to our own professional judgement.

Planning may be weekly or half-termly due to the medical needs of the pupil and length of hospital stay.

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

1-1 teaching by the bedside

Ward teachers work on many different wards e.g. surgical, medical, dialysis, heart, burns and plastics. The pupils they teach have specific and highly individual medical needs. This leads to the need for highly individualised curriculums.

Some pupils are frequent returners to the hospital and attend their home schools rarely. Their experience of education is very different.

Uncertain length of hospital stay can be a challenge when planning.

Home schools all have differing ways of teaching the curriculum and marking books. Ward teachers have to be sensitive to these differences when working with the pupils. Ward teachers use the Sandfield Park marking policy.

Children's medical needs may change daily leading them to regress in their learning or lack motivation.

Discussions with other professionals can take place to help inform with curriculum adjustments.

Pupils needing to have medical interventions at ad hoc times can disrupt lessons and learning.

Working with these challenges does not affect our principle of have high expectations for all our pupils.

Our curriculum strives to identify and fill educational gaps, which may have occurred during time missing from school due to poor health.

How is the curriculum supplemented or enriched by other approaches to learning?

Pupils are supported in learning concepts with practical and visual aids.

Activities linked to "cultural capital" where appropriate

Read for Good Books

Hospital Arts programmes

LSA support where appropriate

Magenta principles (presentation of information in different ways)

IT support

Impact

What forms do assessments take for the Ward Teachers? What is the purpose of assessment for the Ward teachers?

Formative assessments

Discussion with pupil/parents to assess attitude to teaching/ learning in the hospital setting and prior achievement at their home school.

Contact with home school to gain pupils prior knowledge and curriculum levels

Discussion with medical staff to determine readiness for teaching and be informed of any medical concerns that may affect learning.

Teacher observation/questioning

Assessments are flexible and ongoing. Ward teachers have a short teaching time with each pupil this means that assessments are made on a small area of the curriculum so that progress can be measured on discharge. Assessments must not take up so much teaching time that no evidence of progress can be measured.

For younger children pupils or pupils with an additional need, assessments are often informal without the child knowing they are being assessed. This takes place through games, activities and conversations.

Summative assessments

Phonic tests

Reading level assessments from the Hospital Schools reading scheme (Bugclub)

Reading Progression Map (Bugclub)

Maths mats assessing half termly National Curriculum objectives

Hereford Reading age test

Vernon Spelling Test

Baseline Number Test

Baseline KS3 / KS4 Assessments.

How do we know if we have a successful curriculum?

Increased pupil confidence, engagement and enjoyment

Pupil and parent voice

Pupil progress towards learning objectives set

Scrutiny of work and monitoring of planning (by school leaders)

Learning walks and lesson observations (by school leaders)

Pupils are prepared and ready to transition to their home school

