

## English at the Hospital School

### INTENT:

#### What is the curriculum aim / vision for this subject?

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

- The curriculum should give students the opportunity to become highly literate, articulate, critical thinkers who are able to access, analyse and question the world around them.
- The curriculum should give students access to traditional cultural capital through the delivery of more culturally broad, diverse and contemporary material.
- The curriculum should lay the groundwork for different Key Stages from Foundation up to GCSE. This will involve regular contact with home schools where appropriate.
- The curriculum should encourage students to enjoy English, to appreciate the beauty, power and value of language and literature.
- To engage/re-engage pupils who are medically compromised in order to help 'fill the gaps' for any missed time in school and ultimately reintegrate back to their home school.
- The curriculum should encourage students to read for pleasure and become confident readers by accessing a wide range of reading material.
- The curriculum should encourage learners to develop a wide range of subject specific vocabulary (through displays and word/sentence level work focus) and the opportunity to communicate and articulate their ideas and thoughts through this broadening use of language.
- To remove barriers to learning by delivering an individualised curriculum (EAL, SEND pupils).

#### What should Hospital School students get from this subject?

- Students should enjoy and achieve in English.
- They should be challenged and engaged with an emphasis placed on gaining knowledge (use of learning theories, quizzing, high challenge/low threat activities, planned repetition).
- They should be supported to develop key, transferable skills which prepare them, not only for public examinations, but for making a positive contribution in society.
- Ensure they leave feeling more confident and happier as individuals from when they first started.
- The motivation and confidence to 'give learning a chance' if pupils have not attended school for a period of time.
- Transition back into appropriate home school or new school with raised knowledge in the subject.

## **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.

- Complete a baseline test upon arrival where appropriate. Use information and work sent from home schools.
- Work closely with medical teams (MDT meetings) to support patients and help provide a curriculum appropriate to the medical condition and phase of treatment.
- Reading and writing assessments where appropriate.
- Challenging content depending on the needs set by different schools.

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

- The text choices are very distinctive and broad in the offer. Use Read for Good scheme for material.
- Deep questioning, magenta principles, innovative teaching and learning approaches and developing thinking skills in Students are the overriding principles behind our curriculum.
- We set high expectations of all students regardless of their medical background (physical or mental health). Students are challenged to attain age appropriate skills from the moment they are admitted into the hospital setting.

### **How is our curriculum sequenced?**

- 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 SEN 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.
- We use and contribute to EHCP plans to help target particular skills identified.
- 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 have to be sensitive to health care needs.
- Across the sites, we teach cross-curricular projects, with English at the heart of each learning experience. For example, our long – term SEN 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 provided to us 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 amongst others.
- In KS4 as a registered examination centre, we teach revision sessions and administer exams under examination conditions, where possible.

## **IMPACT:**

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

- Reading tests, writing levelling to gauge age expectations. Moderation of writing to help standardize results (EFL app for KS1 and KS2 moderation, KS3/4 moderation with ACE).
- To identify any gaps missing from the learners English knowledge, enabling staff to plan meaningful and helpful learning experiences.
- Work towards accreditations where possible (such as AQA unit awards, varying GCSE boards).

### **How do we know if we have a successful curriculum?**

- Pupil voice, staff voice, parental voice.
- Learning walks and lesson observations.
- Scrutiny of student work.
- Self-evaluation and external moderation via links with other mainstream schools in the authority.
- Liaison with home schools with regards to employability and successful transitions back to home school from hospital.