

# Oncology

## CURRICULUM INTENT

### INTENT:

#### What is the aim / vision for this department?

- To give pupils opportunities and motivation to access the classroom and education.
- To give pupils opportunity to socialise and engage with their peers.
- To collaborate with other members of the Oncology team to ensure best steps for individuals.
- To engage/reengage pupils who are medically compromised through curriculum/enrichment activities in order to help 'fill the gaps' for any missed time in school and ultimately prepare for reintegration back to their home school.
- To follow home school guidance.
- To endeavour to provide educational experiences with multiple angles.
- To work towards individual interests to promote engagement.
- Provision of enrichment/therapeutic activities to engage pupils in activities and promote attendance.
- Work closely with families both in the classroom and on the ward offering a service to pupils and parents at such a sensitive time.

#### What do we expect students to get from the classroom?

- The confidence and willingness to participate in education and engage with others.
- Enjoyment of attending the classroom.
- The motivation and confidence to 'give learning a chance' if pupils have not attended school for a period of time.
- To access home school resources and maintain links with home school.
- To follow the home school scheme of work, where possible, for specific subjects (primarily English, Maths and subjects of interest).
- To be able to access the classroom throughout the school day at flexible times due to changing medical circumstances and physical and mental health impact of treatment.
- A feeling of routine and security when they are at an acute phase of treatment.
- To be offered enrichment activities to promote engagement when medical circumstances may have an impact on attendance and engagement.
- To be equipped with skills that will help them to be successful learners and employees.
- Ensure that pupils leave feeling more confident and happier as individuals from when they first started.

### IMPLEMENTATION:

#### How does learning develop during the hospital admission?

- To work closely with medical teams (such as through MDT meetings where possible) to support patients and help provide information appropriate to medical needs and phase of treatment.
- If possible pupils follow a scheme of learning/work as detailed in guidance from home schools, individual targets and planning.
- Where applicable pupils follow the targets as detailed on their EHCP.
- Objectives will be sequential, age and/or level appropriate and will be taken from PIVATS, Early Years stages of learning, National Curriculum, Unit Awards and GCSE schemes of work.

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

- Small class size, individual planning and targets for each pupil.
- Supporting pupils when medical needs may regress, progress or stabilise.
- To be aware of the medical impact on concentration and engagement and take into account changing medical presentation throughout each day.
- Pupils accessing the classroom and needing medical interventions at ad hoc times throughout the school year, their hospital admission and the school day.
- Need for both classroom sessions and individual teaching within rooms on ward with regards to medical/infection control needs to ensure everyone can access education.
- To be flexible to the nature of regular and unpredictable admissions and to be sensitive to medical treatment, often received in classroom during sessions.
- Some pupils may have periods in their home school between admissions.
- High expectations set of all pupils regardless of their medical background. Pupils are challenged to attain age appropriate and skills from the moment they are admitted into the hospital setting.

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

- Activities linked to 'cultural capital' where appropriate including hospital schemes
  - 'Read for Good'
  - 'Music as Medicine' project
  - Dada project
  - Hospital arts programmes
- Other outside agency projects.
- I.T resources.

## **IMPACT:**

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

- Contact with home school to gain pupils prior knowledge and curriculum levels.
- Discussion with parents and/or carers.
- Teacher observation/questioning to inform targeted planning.
- Wherever possible students are initially assessed using either/both formal and informal methods e.g. quizzes, low-threat questioning, self-testing, self-evaluation.
- Baseline assessments such as writing levelling/moderation where possible.
- Work towards accreditations where possible (such as AQA unit awards, varying GCSE boards).
- Individualised targets.

### **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.
- Increased pupil confidence and engagement.
- Liaison with home schools with regards to employability and successful transitions back to home school from hospital.