

Hospital Education – Ward Teachers Curriculum Statement

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

Curriculum Statement

The curriculum vision/aim for the Hospital Education, Ward Teachers:

To give pupils opportunities to access appropriate and relevant 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.

Working alongside home school to support and supplement education for long term patients (e.g. Dialysis).

To, as much as possible, provide learning in a fun and accessible way, understanding any physical or emotional challenges on any given day.

To engage/reengage pupils who are medically compromised.

To remove barriers to learning by delivering an individualised curriculum that is suitable for both their age and stage of learning.

What do we expect Hospital Education 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 long 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 with a successful transition back

Identification of gaps and misconceptions in prior learning (which may be due to missed schooling because of medical needs) and support pupils with filling those gaps while they are here.

Implementation

How does learning develop over the duration of their admission?

Teachers initially assess pupils by having an informal conversation with them and their parents/carers about their learning.

If a pupil is to stay in hospital for a longer period of time the home school will be contacted for information about the pupil's particular learning needs and topics they will be covering in school.

If a pupil has an EHCP, we will use this to inform planning.

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 pupils needs. If we discover a child is struggling with a particular subject or topic, we will aim to support them as much as possible at their pace.

For pupils who have formal external exams that year, we will aim to support them as much as possible and provide work that is relevant to their exams eg SATs and GCSEs.

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 (IEP) and pupil files.

Individual planning will interweave planned repetition.

Objectives will be sequential, where appropriate.

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 or in the ward classrooms (3B and 4B).

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.

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

Pupils needing to have medical interventions at ad hoc times can disrupt lessons and learning but teaching staff are adaptable and understanding of the environment in which they work.

Working with these challenges does not affect our principle of having 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 physical or mental health.

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

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

Read for Good Books

Hospital Arts programmes / external practitioners.

LSA support where appropriate

IT support (apps/ websites etc.).

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 for long stay pupils to gain an understanding of the pupils' prior knowledge / curriculum levels (dependant on home school replies).

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

Teacher observation/questioning.

Assessments are flexible and ongoing. Ward teachers have a short teaching time with each pupil which means that assessments are based on a small area of the curriculum so that progress can be measured on discharge when possible. Assessments must not take up so much teaching time that pupils are missing out on the opportunity to progress with their learning at the expense of assessments.

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

Summative assessments

Phonic tests (ELS)

Reading level assessments. (Hertfordshire Reading Assessment / Access Reading Assessment/ Vernon Spelling Test)

Maths mats assessing (EYFS), Person Baseline, White Rose Maths, half termly National Curriculum objectives

Baseline KS1-KS3: Basic Maths Screening.

Pearson Baseline: KS3-KS4

GCSE past papers (Maths and English)

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.

Evidence of progress in pupil work.

Pupils are prepared and ready to transition to their home school.

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

Learning walks and lesson observations (by school leaders).