
IPSWICH HOSPITAL SCHOOL CURRICULUM OUTLINE



RÆDWALD
T·R·U·S·T

2018-2019

1. The vision for our pupils

- For pupils to access an engaging and relevant curriculum which links to pupils' interest
- For pupils to achieve success through a carefully tailored curriculum that builds confidence and promotes a sense of pride in their learning
- For pupils to be able to engage with learning in spite of their adverse medical needs
- For each pupil to be treated as unique and for this to be reflected in their learning experiences

2. Our commitment to our pupils

- To offer stimulating and engaging education provision from day one of hospital admission
- To provide opportunities to engage in a broad and balanced curriculum
- To provide a normal, non-clinical environment in which the pupils can feel comfortable and secure
- To minimize disruption to their education whilst in hospital
- To offer a bespoke curriculum which aims to follow current learning at their Home School

3. The origins of our curriculum: Concentric and experiential

The Ipswich Hospital school curriculum is bespoke and programs are crafted to meet individual needs. This demands a flexible and adaptable approach to teaching and learning from all involved. Each curriculum offer (for long term patients) is planned in consultation with the student's home school and parent/carer involvement is also fostered. Importantly, our students are encouraged to be actively involved in planning their learning. Throughout Early Years Foundation Stage to Key Stage 5, we aim to provide a broad and balanced curriculum within the framework and strategies of the National Curriculum. We work closely with the pupils' home schools and wherever possible their work is similar to that of their peers in order for them to have less disruption to their education. Primarily we concentrate on the core subjects, in the mornings and include foundation subjects as appropriate. A focus on art, DT and creative workshops in the afternoon sessions helps the pupils therapeutically. All of our interactions include SMSC and PSHE with strong focus on self-esteem and self-confidence.

Pupils able to work in the school room can access their home schools' virtual learning platforms if applicable.

Regular links with external partners provide an exciting and vibrant curriculum enrichment offer. Current partners include RT Music department, RT Science department with planned cross site teaching opportunities; Hospital Clowns; Therapeutic animals (PAT Dogs) and every opportunity to engage pupils with work experience opportunities within the hospital setting is exploited.

4. The structure of our curriculum

Day 1 Admission	1+ Day (Short Term Admission)	3+ Days (Long Term Admission)	Recurring Patients e.g. CF (usually 1-2 Week Admission); ED (up to 6 weeks)
<p>Educational Pack containing a variety of activities, (Eng, Maths, Humanities, Art) pencil case, writing materials supplied.</p> <p>Support given at bedside.</p> <p>Schoolroom workshop sessions offered.</p> <p>Initial assessment undertaken as appropriate.</p> <p>Pupil details uploaded to SchoolPod</p>	<p>Schoolroom workshop sessions following timetabled themes.</p> <p>Topic based – this term’s topic: <u>Water, Water Everywhere</u></p> <p>Lesson Log uploaded to SchoolPod for progress/monitoring</p>	<p>Bespoke timetable planned either by Lead Teacher or work sent in by the Home School.</p> <p>Opportunity given to join in the Schoolroom workshops as appropriate.</p> <p>Lesson Log uploaded to SchoolPod along with pieces of work if appropriate</p>	<p>Strong links with Home School.</p> <p>Observations of pupil at Home School; Bespoke planned timetable for length of admission; all learning logs and outcomes uploaded to SchoolPod; progress assessed; written report on discharge.</p> <p>Individual Learning Log (ILP) completed</p>

Each term we have a cross curricular topic. Those pupils who are short stay or have no work from their own school will work on this theme. Examples of this topic based learning include themes of Space, Ancient Egyptians, Autumn Celebrations and Water, Water Everywhere.

Example of Topic Plan for the Spring term and the National Days that we celebrate:

Topic: Water, Water Everywhere

Subject	Dates	Spring 1	Spring 1 & 2	Spring 2
English	<p>18.01 – <i>Winnie the Pooh Day</i> 23.01 – <i>Handwriting Day</i> 25.01 – <i>Burns Night</i> WB 26.01- <i>National storytelling week</i> Charles Dickens – 07.02 World Book Day – 07.03 21.03 – <i>World Poetry Day</i></p>	<p>Creative Writing Underwater World; Creating a Super Hero with underwater powers eg Water Woman Kensuke Kingdom Treasure island <u>Myths and legends</u> -The story of Atlantis The little Mermaid</p>	<p>Poetry Sea Inspired poems The river journey</p>	<p>Non-Fiction Report Writing Linked to the Suffolk floods of 1953 Non chronological reports on clown fish and other sea creatures from ‘Starry eyed Stan’</p>
Maths		<p>Timestables e.g. Hit the Button, Rockstars Treasure island coordinates/map reading</p>	<p>Temperature Negative Numbers</p>	<p>Volume and Capacity</p>
Science	<p>WB 11.03.19 – <i>British Science Week - Journeys</i></p>	<p>Chemistry - Changing States/Floating Experiments with water E.g. ice, water, steam Evaporation/Condensation Liquids, solids, gases.</p>	<p>Physics - Forces E.g. Water resistance; Air Resistance linked with Rocket launching (BSW19) Archimedes theory</p>	<p>Biology Transporting Water/Nutrients in Humans/Plants/Animals Classifying plants/animals Linked to rivers/oceans</p>

		Bath bombs		
Art	14.02 – Valentine’s Day	Study of Famous Artists Monet/Turner/Hokusai seascapes	Sea Creatures Dali Flanimals	David Hockney ‘The big splash’ style group art work
DT	05.03 – Shrove Tuesday	Waterbowls Aquaducts Beebot treasure map	Creating Sea Creatures	Food Technology Shrove Tuesday Pancakes Treasure island pizza
Geography	22.03 – World Water Day	Map Work Location of World’s Oceans, major rivers and seas in the UK and beyond	The Water Cycle	Seasonal changes/weather around the world. Tidal waves, underwater volcanoes and Tsunamis etc
History	15.04.- Titanic Day	The Suffolk Coast Floods 1953	Transport on Water Boats, Ships, Barges Famous boats: Titanic; Mary Rose; Mayflower	The Water mill and industrial revolution
Computing	Safer Internet Day- 5.2.19	Keeping Safe On-Line To understand how to keep myself on-line	Use of Word for purpose of presentation own creative writing linked to poetry/English	Scratch
Modern Languages	Chinese New Year – 05.04.19	The Weather	Cultural Study of different Celebrations Easter in different cultures	Language focus – tense (Pluperfect/Perfect)
Music		Handel’s Water Music Sea Shanties	Making Music with Water Experiment making music using bottles and water, tapping and blowing	Traditional songs involving water e.g. Jack and Jill. Incy Wincy Spider
PE	04.02 –Rugby Six Nations	Upper Body Stretching	Winter Sports	Dance – Water themed

PSHE / Citizenship	<i>15.01 – Martin Uther King Day, Fair Trade Fortnight – WB 04.02</i>	British Values	Water Aid Water Safety	On-Line Safety
RE	<i>New Year 07.01 – Epiphany 21.01 – Tu BiShvat/World Religions Day 01.02 – St Brigid’s Day St David’s Day – 01.03</i>	Symbolism of Water in different religions Islam, Judaism, Hinduism, Christianity	The importance of the Ganges in Hindu faith. The Ganges creation myth	Christianity Baptism Easter Judaism TuBiShvat
SMSC	<i>08.03 – International Women’s Day 31.03 – Mothering Sunday</i>	Water usage and solutions Caring for the environment; the Plastic Tide	Charities Oxfam’s World of Water – comparison with life in the UK	Comic Relief (15/03/2019)

5. Off-site provision

Links with other RT sites when appropriate e.g. British Science week activities

6. Assessment for learning

Progress is monitored carefully and targets are designed to challenge and provide opportunity for progression back into mainstream. For all pupils who are in-patients for longer than a week we aim to obtain data from the mainstream schools in order to ensure that work is provided at the correct level. SchoolPod tracking system used to show progress through daily lesson logs and over time.

7. Character development through Hospital Curriculum – all subjects

Education for Moral Development:

- respect own and others' needs, interests and views
- desire to explore own and others views
- ability to make responsible and reasoned decisions and judgements
- ability to think through own and others consequences of actions
- willingness to express own views on ethical issues and personal values

Education for Spiritual Development:

- respect for self and others
- an increased ability to reflect and learn from reflection
- an appreciate of beauty, love, truth, goodness, order and mystery
- an understanding of feelings and emotions and their likely impact
- a sense of empathy, concern and compassion

Education for Social Development:

- resolve conflict and work towards inclusion and unity
- work responsibly as a member of a group or team
- relate well to other people's social skills and personal qualities
- share views and opinions with others and work towards agreement
- able to cope with a range of social contexts by appropriate and sensitive behaviours

Education for Cultural Development:

- challenge racism and value race equality
- recognise and understand own cultural values
- give respect of other's beliefs and values
- willingness to participate in sporting, art and cultural activities
- appreciate cultural diversity
- understand British democratic systems and how history has shaped the present