
IPSWICH HOSPITAL SCHOOL CURRICULUM OUTLINE



RÆDWALD
T·R·U·S·T

2022-23

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:

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, work provided is similar to that of their peers thus evoking less disruption to pupils' 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 pupils therapeutically. All of our interactions include SMSC and PSHE with strong focus on raising self-esteem and building self-confidence.

Pupils who can, access their home schools' virtual learning platforms, if available, using laptops provided by the Raedwald Trust or via access to new technologies such as AV1/Double 3 robots (of which we have four) that can be loaned to school for longer term patients. This enables pupils to have a virtual presence in their home school classroom and access their usual timetables/teachers/lessons if they are able.

As a result of our varied 'cohort', the Hospital School offers the full range of subjects across all ages and abilities so that every child can access a curriculum that is appropriate for their needs. To this end, we have access to a variety of curricula available:

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1. In the first instance the pupil's Home School curriculum via online access, virtual technologies or through Hospital School teacher/Home school liaison
 2. A generic Hospital School planned 'Topic based' curriculum (see example below of Termly Overview)
 3. The central Raedwald Trust curriculum – with its various Pathways <https://www.raedwaldtrust.com/raedwald-trust-curriculum/curriculum-model/>

A bespoke plan is created for each long term pupil for the duration of their stay.

Regular links with external partners provide an exciting and vibrant curriculum enrichment offer. Partners include RT Music department, RT Science department with planned cross site teaching opportunities; Hospital Clowns; Therapeutic animals (PAT Dogs); Music Therapy Service. Every opportunity to engage pupils with work experience opportunities within the hospital setting is exploited. National Days are celebrated as per the school's calendar.

4. The structure of our curriculum

We endeavor to ensure each child has a bespoke offer. This reflects the context and purpose of the provision and allows IHS to work with partner mainstream schools and clinicians in a flexible and responsive way.

Where Home School Curriculum is unavailable/inaccessible or simply not applicable, our curriculum remains as broad as possible in order to reflect the wide range of ages and abilities of children who may be admitted into hospital (EYFS – KS5). Pupils at the Hospital School are able to access all areas of the curriculum, it is our aim that every young person can pick up from where they left off in their education prior to being admitted. Programs of Study are derived from the National Curriculum (through the RT Curriculum). These have been identified within the various Pathways as to what is most useful to pupils to learn and content is taught in a logical way (see subject overviews) so all pupils acquire intended knowledge and skills. Specific curriculum areas covered are determined through an induction program that is caring and mindful of individual and family needs when admitted to hospital.

It is important that the Hospital School curriculum responds flexibly to the pupils who have been admitted into hospital for short term, longer term and/or repeat treatment. (See grid below)

Day 1 Admission	1+ Day (Short Term Admission)	3+ Days (Long Term Admission)	Recurring Patients eg 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. Support given at bedside. Schoolroom workshop sessions offered. Initial assessment undertaken as appropriate eg Reading, Phonics, Maths.</p> <p>Pupil data uploaded onto School Pod – progress monitored.</p> <p>Feedback direct to parent and/or home school if appropriate</p>	<p>Home School Curriculum followed if accessible or planned schoolroom workshop sessions following timetabled themes.</p> <p>Daily Timetabled Reading Session (Reading for pleasure, text study, book study, audio books as appropriate.)</p> <p>Topic based – this term’s topic: <u>Eco-Warriors</u></p> <p>Lesson Log uploaded to SchoolPod for progress/monitoring/sequencing/next steps</p> <p>Feedback direct to parent and/or home school if appropriate</p>	<p>Bespoke timetable planned either by Lead Teacher or Home School. Home School Curriculum followed (potentially via virtual presence or through online learning platform) or Raedwald Trust Curriculum (which may include Hospital School Topic Based Curriculum.)</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>Daily Timetabled Reading Session (Reading for pleasure, text study, book study, audio books as appropriate.)</p> <p>Feedback direct to parent and/or home school if appropriate.</p>	<p>Bespoke timetable planned either by Lead Teacher or Home School. Home School Curriculum followed (potentially via virtual presence eg AV1 Robot, or through online learning platform) or Raedwald Trust Curriculum (which may include Hospital School Topic Based Curriculum.)</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>

Hospital School staff support pupils to access the wider hospital community which allows all pupils to gain valuable insights into the wide array of careers and activities that occur in a hospital. Pupils are equipped with knowledge and opportunities to discuss careers with a wide array of professionals ranging from staff who work in the hospital kitchen/cafeteria to specialist clinicians.

Induction packs are completed with all pupils admitted to hospital to identify any gaps in learning. Subsequent support and teaching takes into consideration length of stay, pupil/family well-being and clinician advice (through the use of IHCPs).

Daily learning logs are maintained by IHS staff through SchoolPod. This ensures that all pupils, no matter what their length of stay, have a record of learning that can be shared with families, pupils and home schools at the point of pupil discharge from hospital.

The team are able to access wider Trust support (or clinical support) when necessary to further address any gaps in broad curriculum coverage of KS1 – KS5.

Gaps in understanding and knowledge that may have been identified during a hospital stay and shared with home schools and parents.

The Hospital School have developed and promoted a strong ethos around reading at the hospital. Pupils are supported to access varying texts that are appropriate to their ability (identified at induction) and staff work to address specific gaps which may impact on ability to read fluently. The Hospital School has joined the Listening Book service and pupils benefit from audio texts when applicable.

Each term the Hospital School plans a cross curricular topic. Examples of this topic based learning include themes of Space, Ancient Egyptians, Autumn Celebrations, Water, Water Everywhere, World War II, The Tudors, The Rainforest, The World Around Us and Inspirational People. National Days are also celebrated within the school calendar year.

Example : Hospital School Topic-based Curriculum Overview for a term and the National Days that are celebrated/marked:

Topic: Eco Warriors

Subject	Dates	Autumn 1	Autumn 1	Autumn 1
English	<p>8.9.22 <i>International Literacy day</i> 13.09.22 <i>Roald Dahl Day</i> 6.10.22 <i>National Poetry Day</i></p>	<p><u>Climate Rebels</u> <u>Chronological report writing</u> Reading focus: Retrieve and record information from non-fiction. Biography writing Diary writing As an inspirational person from the text.</p>	<p><u>The Messy Magpie – moral tale about recycling</u> <u>Fiction and non-fiction texts</u> Traditional stories and folklore</p>	<p><u>Earth Heroes</u> <u>Story writing</u> Write an adventure story about travelling to a new place. Reading focus: Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre). Persuasive writing Campaigning for climate change Reading focus: Retrieve and record information from non-fiction.</p>
Maths		<p><u>Securing number facts and relationships</u> Revising Timestables eg Hit the Button, Rockstars</p>	<p><u>Handling data</u> Interpreting and presenting discrete and continuous data using appropriate graphical methods.</p>	<p><u>Calculating and measuring:</u> Area and perimeter. Looking at heights of mountain ranges; area and land mass of countries and</p>

		<p>Place value Money – eg Currency.</p>	<p>Pupils will be looking at population, climate, rainfall per month, economy GNP total/ literacy rates/ life expectancy etc. Comparing their chosen country with the UK and creating charts and graphs.</p>	<p>continents; size of cities and height of monuments/buildings. Plan a trip - Calculate distance, £ needed, exchange rates. Flight or transport costs. Which is the most environmentally way to travel how much it would cost to off-set the carbon footprint.</p>
<p>Science</p>	<p><i>13.9.22-17.09.22 British Science Festival</i> <i>4.10.22 - 10.10.22 World Space Week</i></p>	<p><u>Animals and Humans</u></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p>	<p><u>Evolution and inheritance</u></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago – Mary Anning</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit</p>	<p><u>Living things and their habitats</u></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics</p>

			their environment in different ways and that adaptation may lead to evolution – Cactus/ Artic fox/Rock hopper Penguins	Charles Darwin
Art		<u>Art from Nature</u> Andy Goldsworthy Barbara Hepworth Anthony Gormley	<u>Skills: Collecting, recording, reviewing and evaluating ideas.</u> <u>Improving mastery of techniques- painting, drawing and mixed media.</u>	<u>Flower power</u> Georgia O’Keefe William Morris
DT	<i>17.09.22 British Food Fortnight 16.10.22 World Food Day</i>	<u>Recycling</u> Eco design and ways to reduce the effect of design on the environment. Focus on reusing and recycling products. Design and prototype a new product reusing waste items.	<u>Mask making</u> Tribal masks Using papier-mâché to create traditional tribal masks from Africa, South America or Asia.	<u>Food technology</u> <u>Understand ‘seasonality’</u> Field to fork- trace ability – where has your food come from? Super seasonal foods and processed foods. Healthy alternatives.
Geography		<u>Eco Tourism</u> Economic activity and trade links. The distribution of	<u>Human and Physical Geography</u> Describe and understand key aspects of physical	<u>Place Knowledge</u> Understand geographical similarities and differences

		natural resources. Sustainability.	geography, including: climate zones, rivers, mountains, volcanoes and earthquakes.	through the study of human and physical geography of East Anglia and Costa Rica.
History	<i>15.9.22 Battle of Britain Day 1.10.22 - 31.10.22 Black History Month</i>	<u>A non-European society that provides a contrast with British history.</u> The Mayans and Ancient Sumer	<u>Achievements of Early civilisations</u> An overview of where and when the first civilisations appeared and an in depth study of Ancient Sumer.	<u>Changes in an aspect of social history:</u> Understanding of pollution and the effects of global warming throughout History. Industrial revolution, steam engines Victorian factories. Climate change on political agendas.
Computing		<u>Databases</u> Using different databases to plan an around the world trip. Looking at and extracting data from official tourism sites and travel guides online including lonely planet and trip advisor.	<u>Excel for graphs and charts</u> How to input data into excel to produce charts to illustrate information collected.	<u>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, content that accomplish given goals.</u> Collecting, analysing, evaluating and presenting data and information.

Modern Languages	26.9.22 <i>European day of Languages</i>	<u>Cultural Study of different Celebrations</u> Easter in different countries	<u>Holidays</u> <i>Activities and sports to do on holiday; the weather; writing a postcard</i>	<u>Language focus</u> Study of the various tenses (Past, Present, Future)
Music		<u>Play and perform in solo/ensemble contexts, using their voices and playing musical instruments with control and expression.</u>	<u>Listen with attention to detail and recall sounds with increasing aural memory</u>	<u>Appreciate and understand a wide variety of music from different traditions.</u>
PE	21.09.22 <i>National Fitness Day</i>	<u>Develop flexibility, strength, technique, control and balance</u> Upper Body Stretching	<u>How to lead Healthy, active lives:</u> Sport and Nutrition	<u>Perform dances with a range of movements.</u> Traditional dances from around the world.
PSHE / Citizenship	20.09.22 - 26.09.22 <i>Recycle Week</i> 21.9.22 <i>International Day of Peace</i> 10.10.22 <i>World Mental Health Day</i>	<u>Internet Safety</u> How to evaluate information, check sources and prevent the spread of Fake News	<u>Global issues</u> The human impact of Climate change	<u>British Values</u> Role of King Charles III (his contribution to environmental issues)

	11.10.22 <i>international day of the girl</i>			
RE	25.09.22-27.09.22 <i>Rosh Hashanah</i> 9.10.22-16.10.22 <i>Sukkot</i> 24.10.22 <i>Diwali</i>	<u>How religions respond to global issues</u> The importance of the environment	<u>Beliefs and Questions:</u> Creation stories from: Hinduism, Judaism, Buddhism, Islam, Christianity and Sikhism.	<u>Spiritual and religious expression:</u> Pilgrimages Understanding why people go on pilgrimages, where they travel to and the distances they undertake.
SMSC		<u>Understanding how past cultures still contribute to modern life.</u>	<u>Celebrating other cultures.</u>	<u>Environmental impact of modern living.</u>

*The Hospital School has access to the Raedwald Trust’s PSHE curriculum within which RSE elements are available. These can be delivered as one-off lessons according to need and/or through liaison with Home School.

<https://parksidesuffolksch.sharepoint.com/sites/RTStaffHub/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FRTStaffHub%2FShared%20Documents%2FCurriculum%2FRT%20PSHE&originalPath=aHR0cHM6Ly9wYXJrc2lkZXN1ZmZvbGtzY2guc2hhcmVwb2ludC5jb20vOmY6L3MvUjRTdGFmZkh1Yi9FbHkybS1B5SGFoUkZnUjdINmg4Q2JGd0JMTBHb21qOFNzZ05kQmFIUDJ5RHRRP3J0aW1lPXpiNVA5TjBPMiVn&viewid=bc9b3511%2D712d%2D4514%2D8871%2D774fde30b7e3>

5. Off-site provision

Links with other RT sites when appropriate e.g. British Science week activities. Transition support with Home Schools.

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 the Hospital School aims to obtain data from the mainstream schools (and if appropriate, through induction assessment) in order to ensure that work is provided at the correct level. SchoolPod tracking system is used to show progress through daily lesson logs and over time.

For pupils admitted to hospital longer term or on a recurring basis, the Hospital School staff maintain and share progress information with pupils, families and home schools. Ongoing discussions with these pupils by Hospital School staff form the basis of formative assessment which is recorded on SchoolPod each day and further collated through pupil case studies. This enables staff to revisit key concepts at any subsequent re-admissions and update home schools accordingly. (See also IHS Assessment Policy)

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

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- 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