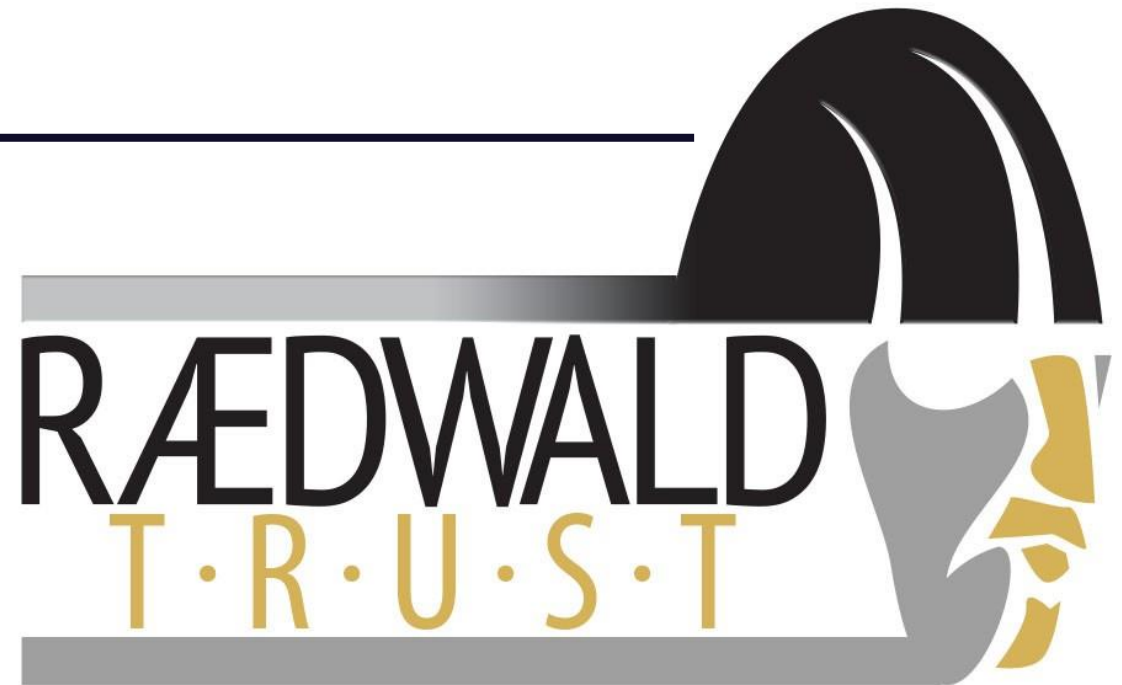


IPSWICH HOSPITAL SCHOOL CURRICULUM OUTLINE



2022-23

1. The vision for our pupils

- For pupils to be able to engage with learning in spite of their adverse medical needs
- 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

2. Our commitment to our pupils

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

3. The origins of our curriculum:

Wherever possible, our pupils access their Home School curriculum via online access, virtual technologies or through Hospital School teacher/Home school liaison. This demands a flexible and adaptable approach to teaching and learning from all involved. 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. Each curriculum offer (for long term patients) is planned in consultation with the student's home school and parent/carer involvement is also fostered. 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 that can be loaned to school for longer term patients. This enables pupils to have a virtual presence in their home school classroom and with our support, access their usual timetables/teachers/lessons.

Where Home School Curriculum is unavailable/inaccessible or simply not applicable, our own Hospital School contingency curriculum is available. Our Hospital school curriculum is crafted to meet individual needs of pupils, under medical care, with particular reference to SEMH/PSHE as well as core subjects. 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 focusing on the core skills within the framework and strategies of the National Curriculum. All of our interactions include SMSC and PSHE with strong focus on raising self-esteem and building self-confidence.

A bespoke plan, following the pupil's Home School timetable where possible, 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

It is our aim that every young person can pick up from where they left off in their education prior to being admitted. Ipswich Hospital School aims to work closely with the home school, to offer a co-constructed curriculum, with the clear aim of meeting the educational and emotional needs of each pupil, whilst taking into account their medical needs and treatment plans. In order to support re-engagement and reintegration with the pupil's home school, the home school curriculum is implemented for each child through coordinated delivery mechanisms and regular communications between Raedwald and home school.

In the event that home school curriculum is unavailable, specific aspects of the curriculum will be prioritised by the Raedwald Trust to ensure that pupils can continue to access examinations and are well-prepared for wider life. This will include a focus on the core academic subjects of Reading, Writing, Mathematics, Science and statutory entitlement of RE, the curriculum will be heavily weighted towards delivering PSHE/RSHE and 1:1 Thrive to support their social and emotional development. This interim curriculum is short term and temporary and will be in place for no longer than 6 weeks. We aim to ensure schools understand and are able to fulfil their statutory duties around children with medical needs, hence following their Home School curriculum.

Programs of Study are derived from the National Curriculum (through the RT Hospital Curriculum). These have been identified 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 outlining our curriculum provision)

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 is given on first day of admission, containing a variety of activities, (Eng, Maths, Humanities, Art) pencil case, writing materials supplied. Support given at bedside.</p> <p>Initial assessment undertaken as appropriate eg Reading, Phonics, Maths. Pupil data uploaded onto School Pod – progress monitored.</p> <p>Home School Liaison, if likely to be long stay.</p> <p>Feedback direct to parent and/or home school if appropriate</p>	<p>Lessons planned using Home School Curriculum, if accessible.</p> <p>Hospital School Contingency Curriculum available, if required.</p> <p>Daily Timetabled Reading Session (Reading for pleasure, text study, book study, audio books as appropriate.)</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.</p> <p>Home School Curriculum followed (potentially via virtual presence or through online learning platform) or Raedwald Trust Hospital Curriculum.</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 Hospital Teacher or Home School/ or collaboratively.</p> <p>Home School Curriculum followed (potentially via virtual presence eg AV1 Robot, or through online learning platform) or Raedwald Trust Hospital 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>
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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 IHPs).

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 Hospital School 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 are 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 the pupil's 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. The RT Readers for Life Curriculum is accessed as appropriate.

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 3 days 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

Education for Moral Development:

- respect own and others' needs, interests and views
- desire to explore own and others views

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- 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