



Hospital School Curriculum Policy 2024-2025



1. Vision for our pupils

- For pupils to be able to engage with learning despite their adverse medical needs
- For pupils to access an engaging and relevant curriculum
- For pupils to achieve success through a carefully tailored timetable 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 either current learning at their Home School or the Hospital School curriculum derived from the National Curriculum
- To offer stimulating and engaging education provision from day one of hospital admission
- To minimize disruption to their education whilst in hospital
- 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, the work provided is like 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 curriculum is available. Our Hospital school curriculum is crafted for pupils under medical care, with clear aims to support a continuation of their education. Early years learning is based on the statutory framework, from Key Stage 1 to 4, our programmes of study have been derived from the national curriculum, and in Key Stage 5 there is a clear process to support pastoral well-being, educational provider and facilitate independent learning.

For those pupils who are working below the standard of national curriculum assessments and not engaged in subject-specific study, staff will use the Engagement Model alongside the home school curriculum or if/when the hospital curriculum is deployed. These include the five areas of engagement; exploration, realisation, anticipation, assistance and initiation. For those pupils a clear focus would be on celebrating the small steps of progress that might be made with the highest level of SEND.

A bespoke timetable, following the pupil's Home School curriculum where possible, is used for each long-term pupil for the duration of their stay. In addition, the hospital staff will timetable opportunities to enhance their offer such as: 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.

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. Where siblings of a child admitted to the hospital are unable to attend their normal school, hospital staff will liaise to put in place bespoke arrangements. At times teachers need to prioritise the children they will see within a day as a result of presenting clinical need. In all categories, priority will be given to children who are EHE or without a school roll, children who are out of county or children where there are multi-disciplinary concerns around safeguarding.

4. The structure of our curriculum

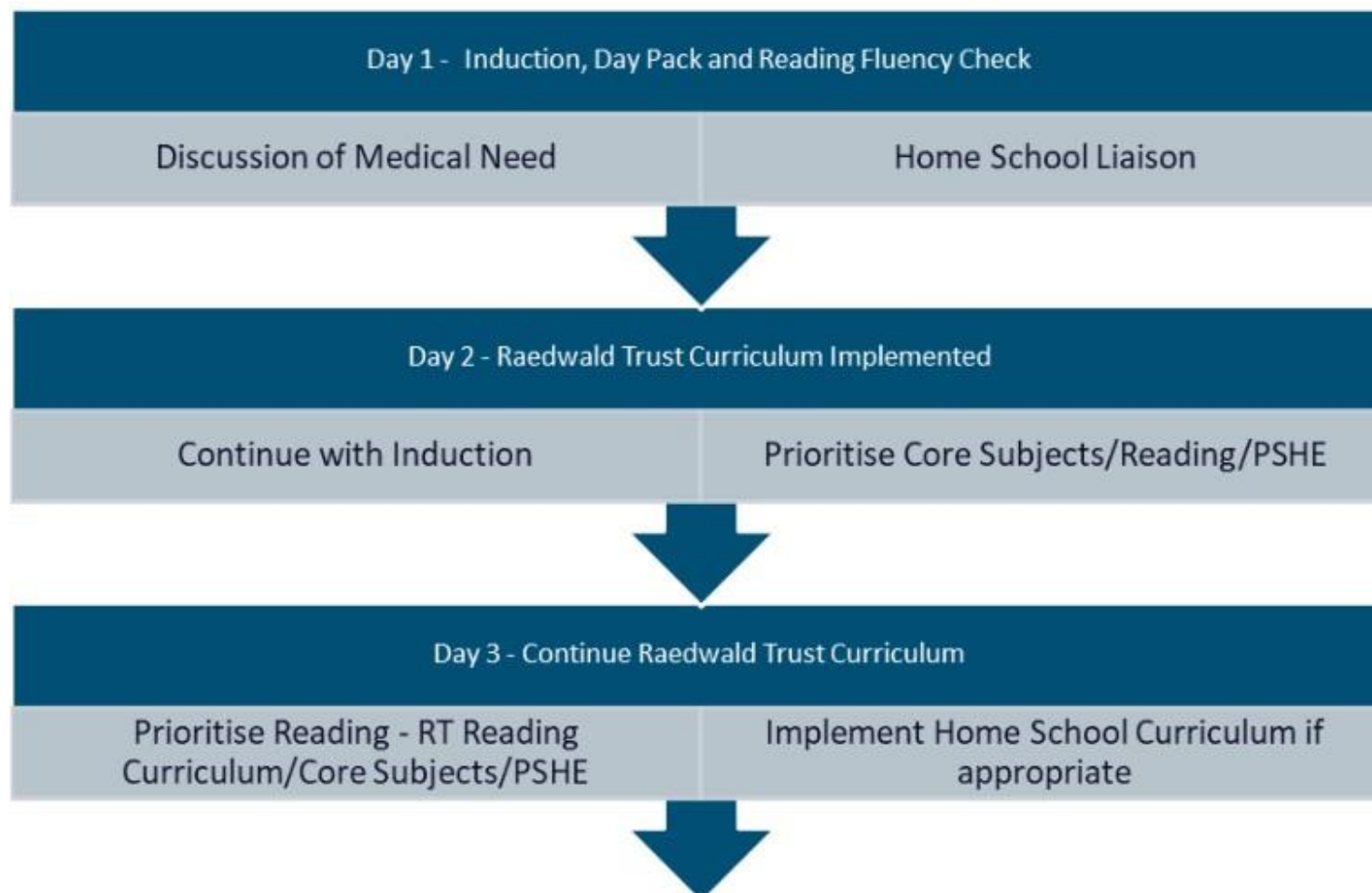
It is our aim that every young person can pick up from where they left off in their education prior to being admitted. The Hospital School aims to work closely with the home school, with the clear aim of meeting the educational and emotional needs of each pupil, whilst considering their medical needs and treatment plans. We aim to ensure schools understand and can fulfil their statutory duties around children with medical needs, hence following their Home School curriculum as far as possible. 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 the home school curriculum is unavailable, or not appropriate, 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, i.e. supporting any upcoming transitions. The hospital school curriculum will include a focus on the core academic subjects of Reading, Writing, Mathematics, Science and PSHE as well as refined curriculum coverage of Art and RE (KS2 to KS4). At KS5, staff will facilitate home school learning (where appropriate), supporting with structure, timetabling and liaison with school. This may include the use of AV1 robots or online learning platforms.

The Hospital School curriculum is short term and temporary and will be in place for no longer than 6 weeks.

Programmes of Study are derived from the EYFS framework and the National Curriculum. Knowledge and skills have been identified and progression mapped through from Early Years to the end of Key Stage 4. Specific aspects of the programmes of study delivered 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 implementation).



5. Admissions, curriculum rhythm and routines

Early Years to Key Stage 4				
Day Patient	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)
Educational Pack is given, containing a variety of generic activities (key stage and presenting need appropriate). Support given at bedside where capacity allows.	Educational Pack is given on first day of admission, containing a variety of activities, (PSED, Eng, Maths, Humanities, Art) pencil case, writing materials supplied. Support given at bedside. Pupil induction suite used and initial assessment undertaken in Reading. Pupil data uploaded onto School Pod. Home School Liaison, if likely to be long stay.	<p>Lessons planned using Home School Curriculum, if accessible.</p> <p>Continue with Pupil Induction suite and Hospital School Curriculum if required. Daily Timetabled Reading Session (Reading for pleasure, text study, book study, audio books as appropriate.)</p> <p>Progress Tracker uploaded to Sharepoint for progress/monitoring/sequencing/next steps</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 and Pupil Induction Suite as necessary.</p> <p>Progress Tracker uploaded to Sharepoint along with pieces of work 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; Progress Tracker uploaded to</p>

	Feedback direct to parent and/or home school if appropriate	Feedback direct to parent and/or home school if appropriate	Daily Timetabled Reading Session (Reading for pleasure, text study, book study, audio books as appropriate.) Feedback direct to parent and/or home school if appropriate.	Sharepoint progress assessed; written report on discharge
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Key Stage 5				
Day Patient	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)
Pupil met on the ward, support given at bedside to ascertain educational needs (where appropriate). Resources can be deployed, such as laptops, access to wifi etc. Clear focus through the conversation is pastoral to identify well being and mental health needs.	Contact made with educational provider or school (where appropriate). Educational Pack is given on first day of admission, containing a variety of activities, pencil case, writing materials supplied. Support given at bedside if required. Readers for Life Literature Spine used as a lesson or reading for pleasure based on initial conversation.	Facilitate home school learning (where appropriate), supporting with structure, timetabling and liaise with school.	Home School Curriculum followed (potentially via virtual presence or through online learning platform) as appropriate.	Facilitate home school learning (where appropriate), supporting with structure, timetabling and liaise with school. This may include the use of AV1 robots or online learning platforms.

	Pupil data uploaded onto School Pod. Progress Tracker created.	Progress Tracker updated for progress/monitoring/sequencing/next steps	Progress Tracker uploaded to School Pod on discharge and shared with educational provider when 10 + sessions.	
	Feedback direct to parent and/or home school if appropriate	Progress Tracker uploaded to School Pod on discharge		

Day packs are completed with all pupils admitted to hospital. Subsequent support through the Induction suite and teaching takes into consideration length of stay, pupil/family well-being and clinician advice and IHP's (where appropriate).

Daily learning (teaching) is detailed in pupil progress trackers. This ensures that all pupils, no matter their length of stay, have a record that can be shared with families, pupils and home schools at the point of discharge, where needed. A report is usually generated at the point a pupil reaches and/or exceeds 10 learning sessions.

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 EYFS – 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. Daily reading is a priority. 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 and, per induction, all pupils are offered age/stage appropriate books to read.

6. Off site provision

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

7. Assessment for learning

Given the short time pupils are on the wards, a deliberate focus on reading forms all initial assessments. Reading is assessed through a bedside fluency check, initially, to ensure books that are shared are accessible. Wider understanding about a pupil's reading profile evolves dependent on the length of stay in hospital. Pupils may also undertake a reading interview to inform staff of their reading comprehension, if decoding is deemed secure, as this supports engagement with all aspects of the curriculum throughout admission.

Progress against the aspects of the curriculum delivered (either those learning outcomes detailed in the Hospital School Programme of Study or those dictated by the mainstream school) are monitored through a daily RAG rating system. This allows staff to track how secure pupils are within different aspects of the curriculum and subsequently implement appropriate adaptations or scaffolding to support successful access.

For pupils who are in-patients for longer than 3 days, the Hospital School aims to obtain data from the mainstream school (and if appropriate, through induction assessment) to ensure that work provided is matched to the presenting needs of the pupil.

For pupils admitted to hospital longer term or on a recurring basis, the Hospital School staff maintain and share progress information, if applicable, with pupils, families and home schools. Ongoing discussions with these pupils by Hospital School staff form the basis of formative assessment which is recorded through daily curriculum tracking mechanisms. This enables staff to revisit key concepts at any subsequent re-admission and update home schools accordingly.