

# Ivetsey Bank Hospital School

## Curriculum Policy

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## Introduction

Our school curriculum is aimed to promote, the student's intellectual and personal development with regard to their illness and the constraints of the hospital environment within which students and staff work. It is our belief that all students in this setting deserve and should receive the very best of education provision. Part of the role we have is to help students gain the skills and self-esteem to value education and the how the knowledge gained in school may help them to take their place in society and realise the acquisition of knowledge and education goes on beyond school. No patient is unable to access education depending on a disability, whether learning or physical. All efforts are made to meet the needs of those who find themselves in our care.

We strive to offer students support with their MFL and have teachers able to work with them, or use alternative supportive programmes. For those with English as a second language difficulties can occur but tend in this situation very rare. We are fortunate to recruit lots of foreign nationals from all over the globe into the healthcare side of the hospital setting. This gives us a unique resource when having to communicate with those students with little or no English. In the cases where this isn't possible we are able to employ the services of interpreters.

We deliver the curriculum through a mixture of teacher led lessons, and supportive guidance with their own school work which is provided from their home schools. Also through extra-curricular activities and school visits where possible. It takes into account of different learning and teaching styles and assessment. We also aim to support the development of quality relationships and values that are embodied in the way Ivetsey Bank Hospital School operates.

It is our aim to promote British values and the rule of law as a positive force for good in our society. To up hold and promote a positive and inclusive attitude to the democratic system of government in Britain. To promote individual liberty and foster mutual respect and tolerance of those with different faiths and beliefs. To foster a positive and respectful view of Britain and what it is to be British.

Ivetsey Bank Hospital School caters for students between the ages 11-18.

The students stay here can vary between long stay, short stay some may be re-admitted.

We offer the core curriculum to our students in English, Maths and Science, with non-core subjects also available to our learners. We aim to provide for their spiritual, moral, social and cultural development through our PSHE, SMSC and RS programs of study.

## Intent/aims

We hope to enable students to become

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

### In order for learning to take place we aim to

- Provide a safe, secure, stimulating and welcoming environment.
- Minimise as much as possible the disruption to the students education during their hospitalization.
- Encourage the social aspects of learning, by establishing and encouraging positive relationships with peers and teachers.
- Foster self- confidence and self- esteem through carefully managed ILP's and target setting.
- Enable patient/students as far as possible within a hospital environment a broad and balanced curriculum and the opportunity to study.
- Promote equal opportunities and provide as part of or areas of study essential life and independent skills.
- Accredited learning through recognised schemes and qualifications.
- Recognise and celebrate patient/student progress and achievements, as well as nurturing talent and skills.

In order to help us with the above aims we endeavour to engage the student's home schools, teachers and parents in supporting us, provide a positive and helpful experience for those young people in our care.

We will employ an effective range of teaching strategies and technology to deliver a positive experience for the students' throughout their stay with us. It is hoped that through an imaginative and creative management of the curriculum by all staff

Students' will engage in the learning process and thrive.

### Meeting the Needs of our Students through the Curriculum

Every child should have the best possible start in life through a high quality education which allows them to achieve their full potential. A child who has a health needs should have the same opportunities as their peer group, including a broad and balanced curriculum.

The nature of the provision must be responsive to the demands of what may be a changing health status.

Ensuring a good education for children who cannot attend school because of health needs. Statutory guidance for local authorities January 2013 DfE

We aim to provide a broad and balanced curriculum the intent of which is to;

- Promote the spiritual, moral, cultural, mental and physical development of learners at the school and within society
- Promotes British Values and the British way of life, the rule of law and our democratic form of government
- Prepares learners at the school for the opportunities responsibilities and experiences of adult life.
- Encourage and stimulate the best possible progress and attainment, particularly in English, Mathematics, Science and the use of ICT
- Develop creative and physical skills
- Build on students' strengths, interests and experiences

- Ensure entitlement for all learners to a broad, balanced and relevant curriculum that offers continuity and coherence and secures high standards.
- Develop students' capacity to learn and work independently and collaboratively
- Induct learners into the essential knowledge, skills and discourse within each subject
- Encourage learners to take responsibility for their own health and safety, and appreciate the benefits and risks of the choices they make
- Prepare young people for the world of employment and further and higher education
- Make learners more aware of, and engaged with, their local, national and international communities
- Develop and promote principals for distinguishing between right and wrong
- Promote understanding and an appreciation of their own and others beliefs
- Create an understanding around the issues of Equal Opportunities
- Respect for the environment in which they live
- Promote and develop Students' self-esteem , self- worth and respect for others well-being

In line with the statutory inclusion statement and its three principles for learning. The development of an inclusive curriculum, which provides all students with relevant and challenging learning. Schools must;

- Set suitable learning challenges
- Respond to students diverse learning needs
- Overcome potential barriers to learning and assessment for individual/groups of students include:
  - The gifted and talented, Learners with learning difficulties, disabilities, social and emotional difficulties, Learner who have English as a second language, The different needs of boys and girls, Children who are in care

### Curriculum Content and Implementation

The teachers here at Ivetsey Bank Hospital School have those same high standards as their colleagues in mainstream schools. We have high expectations of ourselves and those in our care.

However these expectations are quantified and monitored by the progress leaders initial and continuous assessment of the students in his/her care.

The expectation and intent is for all students' experience in our school, to be enjoyable, purposeful and be able to expand current knowledge and wherever possible lead to educational progress. The school offers a core curriculum of English, Maths, Science from September 2020 RSE and Health Education. The remainder of the curriculum remains flexible in order to accommodate, the various demands and challenges presented to us by the student groups.

The time arrangements and curricular content are flexible and determined largely by the patient/students' physical and psychological well-being whether visitors are present and the availability of specialist staff. As part of a hospital ward rounds and other duties, doctors, nurses and therapy staff can come to lessons and ask to see a particular student. Just as common are student's arriving at different times throughout a lesson. Some students' are keen to attend school sessions when it is evident that they are extremely unwell, others will have poor levels of

concentration due to medication. The effect of small group teaching can be more demanding than their mainstream school experience and consequently tire more easily.

Schools within the Active Care Group are able to develop a flexible curriculum through our schemes of work, tailored for our students'.

Teachers will be able to:

- Personalise the curriculum, designing their own subject curriculum to meet individual needs and engage all learners
- Provide focused support and greater challenge where needed, helping to ensure that all learners have the opportunity to make progress and achieve, particularly in the key areas of English and Mathematics.
- Design coherent learning experiences that are relevant and meaningful to learners by making connections between subjects, events and activities.
- Use the curriculum to support a set of skills rather than an end to itself
- Use a variety of teaching and learning approaches to engage and motivate learners, and to maximise impact on learning. For example project based learning
- Use ICT in order to allow students' to manage their own learning, such as in a virtual learning environment.
- Monitor understanding and progression through ILP's and ERS

Ivetsey Bank Hospital School is a registered exam centres, and are able to enter students who are well enough and able to do their exams. We also act as a host centre which allows students' to sit their exams entered for them by their schools.

This has an added advantage in that students' have the opportunity to take their exams in smaller, more supportive environment.

We also try to encourage those difficult to motivate students through the use of practical activities and short courses. For some students, attending school is a challenge and initially getting them into school and focusing on shorter activities is the main focus. Much of the work carried out by educational staff includes pastoral support to develop confidence with education and self-belief.

### Personalised Learning

Personalised learning encompasses curriculum entitlement and choice, effective teaching and learning, assessment for learning (AfL), and a positive school environment where students feel secure and flourish as individuals.

Students arrive at Ivetsey Bank Hospital School with a number of diagnoses and can stay with us for a day or in some cases several years. Unfortunately any estimate on admission as to how long their stay may be with us would be speculation. In many case the hospital plans six week admissions as per NHS England targets, but again this can change and will do so on a regular basis. The teachers here at Ivetsey Bank Hospital School are aware that a student's attainment may be impaired by several factors.

- Preoccupation with their own illness
- Unfamiliar environment
- May not be emotionally, psychologically or physically at their best.

For example in the case of eating disorders students they may be so under-weight and under nourished, cognitively they are unable to reason and absorb knowledge. Although observing them they appear to do so. A new student arriving on the ward is enough to create anxiety and generate competition among the students over their illness. It is only when their weight and health improves, can learning take place.

Our teachers therefore are sensitive to the ever changing needs of the student group and may feel it desirable to modify their original learning outcomes in order to engage a reluctant learner. The teachers try to ensure that teaching sessions are appropriately stimulating and engaging as to offer a sense of achievement, which in turn helps towards their recovery.

Through the ILP's (Individual Learning Plans) we offer as far as possible a personalised approach to teaching and learning.

Where a student has an education statement we ask their school for a copy and then modify their ILP around that statement of need.

Each patient has a link teacher who oversees the work and progress of each student. It is the link teacher's role to liaise with the medical team, the students' home school, parents/carers and the work within the education department here at the hospital.

### The impact of our curriculum

Our curriculum via PSHE and RS alongside all the other subjects where possible aim to promote fundamental British values, democracy, the rule of law and individual liberty, with mutual respect and tolerance of those with different faiths and beliefs.

To help create a balance and enhance the curriculum where possible we offer Educational trips where ever possible, these may be to the local animal sanctuary or museums etc. However this can be difficult in some units due to patient/student acuity & risk, and may vary even on the day of the trip.

On occasion we deliver 1:1 teaching to those that are unable to access the schoolrooms but cognitively able to engage in education and the learning process.

We try where as possible to teach in key stage groups. However due to the changing nature of the student group this is not always possible. In many cases students have work from their home school to complete, which we aim to facilitate and support, with the use of subject specialists. Teachers differentiate learning as often classes can contain differing age groups and abilities. Also personalised learning will include differentiation by resources, task, group, outcome, teacher intervention and teacher style.

### Assessment

Assessment takes several forms enabling teachers to help students achieve the most from their work and studies. We encourage students to rate their lesson against the learning objective. This helps teachers and students identify those areas which the student need more support.

Students will have verbal questions establishing what they have learnt. Their work receives written feedback as appropriate, but some work will be sent back to the mainstream providers for marking. They are given graded questions and a certain amount of peer assessment is done in lessons

Much of what the students do and achieve is assessed through their ILP's and the QNIC-ERS system.

### Curriculum Provision for 6th Form Patient/Students

Here at Ivetsey Bank Hospital School, we aim to help and support all students' with their studies beyond years KS4.

For KS5 who have not achieved GCSE or equivalent, we would aim to enrol them on our Post-16 options which include; Functional Skills, ASDAN and Workskillsonline. KS5 also have the ability to attend some year 11 lessons in order to develop subject knowledge. Stemming from this, we would work closely with students to find opportunities for them to attend further education or other provision within their local authority area in preparation for discharge.

- It enables the patient/student to achieve success in an examination setting.
- Allows them to take exams in a secure and safe environment, away from large numbers of students, as appropriate to the learner.
- Gives the students a meaningful first step in enabling them to engage in the education process
- On occasion some in our care are only just engaging in education, some after several years outside the education system. Our ASDAN program of study enables students to reengage with the idea of study at an appropriate level, taking into account their illness.

Those students who have embarked or about to on their A-Levels when they join us we support in several ways. If on roll at a school or college we liaise with their schools or colleges, often making sure the student has access to the school or college via their VLE/P systems.

Whilst our teachers have several subject specialisms, we are unable at present to supply teachers with every subject specialism that we may be required to provide in that way. This is due in some part to the nature of our provision here at Taplow Manor School. Where a student has a particular need which is not being met either by our provision or by a close liaison with a student's school or college, we will if possible foster such links.

On occasion there may be students who may not have achieved a high enough grade at Maths and English in their GCSE's in the previous summer. They will have the opportunity to be entered for the following year exams as long as they are with us. In some cases we can allow students' to return to complete their exams even after discharge from the hospital. Those sixth formers without a Maths or English are encouraged to join the year 11 classes.

While we aim to facilitate work experience opportunities, this may often present as difficult due to patient acuity. On-going work is being carried out to form links within the local community to allow work experience to be facilitated.

### Feedback Policy

This policy gives teachers clear guidance on feedback with regards to strategies. Verbal feedback and constructive marking help raise standards. These strategies form the most useful and powerful on-going diagnostic record of achievement. Teachers review if the individual students' daily learning objectives and outcomes are completed; this review formulates the next cycle of planning.

It is also an effective method for ensuring that the students are aware of their own progress and how they can improve.

Within our school, we believe feedback should be shared with both adults and students and this will:

- Create a dialogue between student and teacher;
- Ensure continuity for the student throughout their education and keep their learning, as far as possible, the same as they would expect in their mainstream schools;
- Highlight areas of students' achievements and development to inform future planning;
- Raise the achievement and self-esteem of students by providing them with prompt, regular and diagnostic feedback about their work.

### Shared Principles of Feedback

- Provide opportunities to celebrate and acknowledge achievement, progress and effort.
- Provide opportunities for regular written or spoken dialogue with the student;
- Teachers provide constructive suggestions about ways in which the student might improve their work and agree the next steps with the students.
- Teachers and students set educational targets and the marking and feedback is used to show what they have achieved.

### School-Centred Practices

- School and departmental practice is consistent and in line with the school's Code of Conduct and Curriculum policies.
- Feedback should be manageable; verbal feedback is acceptable and written feedback should be regular.
- Feedback on work should be quickly returned to the student.

### Effective feedback and marking will:

- Provide a focus on learning objectives/success criteria;
- Provide the evidence on progress and aid areas for improvement or suggestions for improvement;
- Enable the students to have the opportunity to assess their own level of understanding and enable stretch and challenge to be completed;
- Ensure that students see their achievements and know what they need to do next to make progress;
- Provide alternative solutions if a student continues to demonstrate the need to revisit tasks; this informs the teachers future lesson planning;
- Provide a record of a student's progress which can be monitored by the teachers and the headteacher through the ERS (Education Record System) and reported to the wider community.

As part of the learning process here at Ivetsey Bank, students are involved and contribute to their learning process by:

- Completing Initial assessments with the subject teachers;
- Actively contributing to their ILPs;
- Responding to teachers comments and marking;



- Adding their views to their Care Planning Approach (CPA) education reports;
- Completing termly student satisfaction surveys

### Homework Policy

The school recognises that homework is a valuable element of the school curriculum and can be an important means to raise a student's self-esteem, as well as supporting work done in the classroom.

However, it is not appropriate to overload students with a very rigid and strict policy of homework as this can be counterproductive. Homework may be set at the discretion of the teacher or upon request from the student or parents / carers, as long as the level and frequency of the work does not place an unrealistic burden on the student. Each teacher will be responsible for monitoring their students' homework.