



BHES

Curriculum statement and policy

Note: in this policy reference to governing body or governors refers to the management committee and its members.

Where contextually appropriate for school read service.

Date adopted: September 2021

HISTORY OF POLICY CHANGES

Date	Page	Details of Change
April 2022	All	Removal of Meriton logo Reformatted
November 2022	Added appendices	Marking Remote learning

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1. Contextual Statement

Students in Bristol Hospital Education Service (BHES) are likely to have missed out on large amounts of school attendance, due to their mental/physical health issues. In addition, many will have mental health issues rooted in their belief that they have not been able to ‘keep up’ with their class; their lack of perceived success or their desire for perfection. All of these may be a causal or contributory factor to the mental health difficulties they present with. Therefore, differentiation of provision is vital, we need to teach each student according to their personal needs, in a way they can understand, what they are ready to learn, in a way they are ready to learn it; recognising readiness to engage with new skills acquisition and knowledge gathering and ensuring teaching synchronises with this readiness is the key to good teaching and learning.

2. Aims

At BHES the curriculum is designed to ensure that:

Students become independent learners, by developing confidence, resilience and individual strategies for learning.

Students are equipped to move onto the next phase in their lives; they are taught according to their current ability to access learning and that they are taught the portion of the curriculum appropriate for them.

Where students have missed large portions of their time in school due to their chronic illness BHES staff will prepare teaching that primarily supports progress.

Through strong cross-curricular links, students understand that learning in one subject supports and stimulates learning in another.

All students need to develop confidence, resilience and independence to move onto the next phase in their life. BHES students who have often missed out on experiences and opportunities which

enable other students to develop these attributes. Therefore, ensuring that students develop confidence, resilience and independence is a BHES priority.

All students should be taught what they need to learn in a way which they can learn it. BHES students have often missed education. Therefore, ensuring that students are equipped to move onto the next phase in their lives; they are taught according to their abilities; and they are taught the portion of the curriculum that is appropriate for them is a BHES priority.

For all students confidence, understanding and love of learning developed in one subject or sphere of life, can lead to confidence, understanding and love of learning in others. This is particularly important for BHES students who have often, thus far, had an unsettling experience of learning. Ensuring that, through strong cross-curricular links, students understand that learning in one subject supports and stimulates learning in another is a BHES priority.

3. Meeting the needs of the whole student cohort.

Subject curriculum plans are designed to ensure that the needs of a comprehensive student cohort are met.

Students we teach range across a spectrum from those:

- Who are confident to those who have no confidence in their ability to learn.
- Who are well supported by their social environments to those who are not.
- Who are living in financially affluent households to those whose income places them in poverty.
- Who are working at or above mainstream age expectations to those who are not.

Subject curriculum plans will ensure all BHES students receive education that helps them to make progress.

4. Supporting progress through continuity

Each subject specific curriculum plan indicates when blocks of study are delivered in BHES classes provision.

For many BHES students progress will be a move from 1:1 lessons to lessons in BHES classes, As part of our differentiated approach, students move between different classes within groups to ensure continued engagement and confidence in learning.

Unless BHES provision is clearly short term at the point of referral (when BHES staff will follow the students school curriculum), All BHES staff follow BHES curriculum plans to ensure that additional barriers to students progress are not created and opportunities to meet students needs and for student progress are maximised.

5. Induction into classes

Students arrive into classes, with their own individual beliefs about their abilities.

All students literacy and numeracy skills are assessed and where necessary further assessments are carried out so that there is a comprehensive understanding of a students needs. This is used to determine an individual provision plan and timetable for the student.

Teachers differentiate subject specific plans and adapt their content within each section to ensure new learning is based on competence and confidence. Where necessary teachers will plan for revisiting topics that a student has not mastered to the level where new learning is possible.

Students whose initial provision is for 1:1 support will be in 1 of 2 groups.

1. Students with a clear return date to their school (these are usually short-term cases).
2. Students with an unclear return date to their school (these are usually medium to long term cases).

(note: these broadly divide into students with physiological illnesses, group 1, and psychological illnesses, group 2.)

For students in group 1.

BHES staff will contact the students school who will provide schemes of work, programs of study and resources so that the student continues to learn the material that their classmates are learning. BHES staff will differentiate work supplied by students schools to maximise the opportunities that 1:1 teaching provides.

For students in group 2.

To make an initial assessment of provision and strategies for engagement, BHES staff will use information and data from:

- the students
- their school
- their parents
- other agencies working with the student

Once staff have established a baseline for the students current working level, their learning will aim to synchronise with the BHES curriculum plan.

As with any good education delivery, staff will assess students understanding and engagement on a continuous basis. Adjustments based on these assessments will be made during lessons where required, all assessments will inform them of planning future lessons. Following the cycle of plan-deliver-assess-plan. All staff will plan for and work towards integration as soon as possible into classes where students can experience learning with their peers. This is a primary target for all students being taught in 1:1 situations.

6. Curriculum Provision in Hospital settings

In both Bristol Royal Hospital for Children (BRHC) and The Riverside the majority of students taught by BHES will return to their school on discharge from Hospital. For these students BHES staff will follow the same process as described for group 1 students above. As teaching in hospital settings is predominantly in 1:1 situations, BHES staff will differentiate work supplied by students schools to maximise the opportunities that 1:1 teaching provides. Staff will always be aware of the potential for a students self-esteem as a learner to be damaged by short, medium and long term illness and hospitalisation. As with all other teaching in BHES, maintaining self-esteem and confidence will be a key consideration when planning and delivering lessons, giving students feedback and reporting back to parents and on roll schools.

Appendix 1 - Marking philosophy and expectation

1. BHES Philosophy for Feedback and Marking

As a hospital service with small classes and some individual teaching we value both verbal and constructive feedback and marking to raise the standards.

We believe that robust and constructive feedback and marking make manageable the tracking of learning objectives and outcomes for individual pupils. It is the most effective way of ensuring that pupils know how they are progressing and understand what they need to next to improve.

2. Overall aims

Within BHES we believe that a robust feedback and marking policy, which is shared with both students and adults, will enable the following to happen.

There will be constructive dialogues between the pupil, teachers, support workers, parents and other adults informed by the feedback that is given.

Any areas of achievement or areas for development will be easily noticed across the pupils learning.

Constructive feedback should raise the self-esteem and achievement of pupils and enable timely improvements within learning.

3. Reasons for good feedback and marking

It provides opportunities to celebrate and acknowledge achievement, progress and effort.

It provides opportunities for prompt and regular written or spoken dialogue with the learner.

It enables teachers and support staff to be clear about the learning objectives of the lesson.

It provides opportunities for constructive suggestions about ways in which the pupil may improve their work.

4. Expectations for good feedback

There should a clear target given at the start of each section of work. (This maybe termly or at the start of a new topic). These should be clearly visible and placed where a student can refer to it.

The first target set should clearly relate to the baseline assessment that the tutor has given.

There should be an acknowledgement of each piece of work which should include a comment that gives guidance on how to improve or extend the learning

Each piece of work should be marked quickly and returned to the student, ideally by the next lesson.

Work should clearly show the current grade of the exercise at least once in each topic covered. Ideally this should be more often where that is applicable.

Pupils are encouraged to give written comments on their learning both on written exercises and also when there had been a lesson where there has been no written content.

Where applicable parent comments on the lesson or work covered should be encouraged and included in the pupil's work book.

Where applicable support staff comment should also be encouraged.

Pupils should be given time to act upon the feedback given and this should be acknowledged at a later date. There should be evidence that the pupils have used the feedback to extend and improve their skills and knowledge.

Feedback should be selective with both positive comments and some areas for development.

Comments should recognise effort as well as quality.

Teachers should use the feedback to inform future teaching and learning strategies.

Feedback should be differentiated but all students should know what they need to do to move forward.

Feedback and marking policy should be shared with all new members of staff.

5. Purpose of involving pupils and parents in feedback and marking

Feedback can be verbal or written but it is important that the student is able to reflect on the feedback and so even verbal feedback should be noted in short form on a separate sheet or in the pupil book so that the pupil can refer to it at a later date.

Student comments encourage the skill of self-assessment. This enables students to move forward more easily into independent learning.

Constructive parent feedback provides the student with a sense of support and a common purpose in both home and school setting.

6. Motivating pupils through feedback and marking

Positive acknowledgement of correct good work that clearly identifies what it is that is 'good' about the work.

Comments on areas for development should be encouraging.

Comments should give pupils alternative ways to improve their work if the initial work has not been successful.

7. Monitoring and evaluation

Senior leadership team are responsible for monitoring the policy.

The above process should be overseen through observations and work sampling and this should produce an action plan which prioritises change if needed.

Appendix 2 - Remote education

Remote education is education where the teacher is not in the same location as the students.

It became a significant part of many schools', including BHES', practice when 'work from home guidance' and lockdowns were introduced due to the Covid 19 pandemic.

Even when 'work from home guidance' or lockdowns are not in place remote education will remain part of BHES practice in the following, limited, circumstances:

- Where a student's anxiety makes face to face education inaccessible.
- Where a student's vulnerability to infection makes face to face education an inappropriate risk.
- Where a student has Autistic Spectrum Condition (ASC) and finds the face to face education experience 'too busy' or not sensory friendly.
- Where it is necessary so that a student with particular requirements is able to work with a teacher who is able to fulfil these requirements.

BHES tutors will be told if these circumstances apply and if remote learning is appropriate when they are asked to work with a student.

BHES tutors will be told if these circumstances cease to apply. When this is the case they will deliver lessons face to face or, if this is not possible, an alternative BHES tutor will be allocated.

Digital education involves the use of information technology tools (computers, tablets, smart phone etc.) to facilitate and enhance learning.

Remote Education is often, but not always, digital education.

Some students will engage with remote digital education with a camera and mic on. Others will only work with the camera and mic off. This can be frustrating but it is part of the offer for those BHES students for whom remote digital education is appropriate.