

## Curriculum Planning, Teaching, Learning & Assessment

### Curriculum Planning

The OHS flexibly designs a curriculum to match the needs of each learner and the local context. This flexibility is also used to help pupils who need additional support and to provide others with more in-depth study and challenge. Curriculum planning at OHS remains adaptive to changing needs, determined largely by the pupils' physical and psychological well-being and medical treatment. As in mainstream schools, teachers aim for pupils to achieve the standard or National Curriculum level appropriate to their age and ability. However, these expectations are qualified by initial and continuous assessment. The overriding expectation is that for all pupils, their educational experience should be purposeful, strengthen current knowledge and, whenever possible, lead to educational progress.

This approach ensures that teaching staff are 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 as an end in itself
- Use a variety of teaching and learning approaches to engage and motivate learners, and to maximise impact on learning. For example, approaches that are learning rather than content focused, and projects rather than discrete, one-off lessons
- Use ICT to help pupils manage their own learning, such as through a virtual learning environment

The following graphic outlines the curriculum planning process:

Meet/contact the pupil and parents/carers. Make initial introductions and gain permission to contact the enrolled school.



Gain a baseline idea of how the pupil communicates and accesses learning. Specifically their means of communication, physical ability, level of cognition, SEND needs, motivations, interests, any relevant medical information including recent educational achievements and priorities by .....

- 1) Discussing the pupils' educational needs and relevant information with parents/ carers and the medical team
- 2) Contacting the enrolled school for details of most recent levels of working, current targets, SEND needs, advice and information around the curriculum and requesting a copy of the EHCP & the most recent annual review alongside any other relevant assessment information.



Seek further advice where necessary e.g from colleagues, SEN team or other agency OR ask more questions to the school, parents, the medical team, pupil etc.



Carry out a phase of initial assessments to gain an understanding of the pupil's current skills, interests and needs and devise curriculum learning aims, ensuring that they are set within the pupil's current abilities.



Refine learning aims and approaches as you become more familiar with the pupil and their levels of functioning. Ensure these remain dynamic to changing needs and, where necessary, contact the enrolled school or the medical team again to discuss any queries and questions. Maintain a regular, on-going dialogue with parents/carers and the pupil.



Review progress against learning aims regularly (and at least termly) to ensure that they remain well matched to need. Include AfL and any summative assessment information in progress update notes along with an indication of the level or grade of working where possible.

### **Specialist Subject and Key Stage Teaching**

We aim to ensure that pupils receive subject and key stage specialist teaching wherever possible. We recognise the importance of teaching phonics and strategies for Early reading and all primary pupils receive support from staff who have been trained in this area and all pupils studying for GCSEs are taught their coursework by subject specialist teachers. Occasionally, due to the nature of illness, physical limitations and the very wide range of curriculum requirements placed on a small number of staff, we recognise that subject and key stage specialist teaching isn't always possible and in such circumstances, OHS teaching staff support continuity of learning through collaboration and support from colleagues and the enrolled school to facilitate the delivery of the curriculum aims and objectives. Staff use a range of best practice strategies such as activating prior learning, modelling, explicit instruction, guided and independent practice and structured reflection in their lessons.

### **Additional Support**

We aim to provide immediate and dynamic support to our pupils through a range of bespoke strategies, which may include:

- 1:1 teaching
- Adaptation of curriculum e.g. additional lessons, targeted support
- Quality First Teaching strategies

- Targeted resources
- Liaison between the OHS SENDCo and the enrolled school SENDCo where greater need is identified
- Use of formal assessments and screening tools where deemed appropriate, and, in consultation with the enrolled school
- Bespoke reports and advice shared with enrolled schools upon discharge to support reintegration

### **Identifying Strengths and Areas for Development in Reading**

Across the school, we use a range of approaches to determine a pupil's level of reading. As well as requesting relevant information from enrolled schools on admission, we aim to give pupils the opportunity to do the following at an early stage of their admission:

- read aloud to a teacher
- hear a teacher reading aloud
- complete tasks across the curriculum which elicit use of comprehension skills (vocabulary, inference, prediction, explanation, retrieval and summarising)
- be exposed to a variety of texts (fiction and nonfiction)

This information forms part of our initial assessments, which are either recorded in, or help to inform, the pupil's initial Learning Aim. It also informs strategies and interventions we will use when teaching them.

### **Independent & Independence in Learning**

Staff at OHS recognise the importance of helping pupils to develop and maintain 'independent learning' and 'independence in learning' as these help them to embed and extend concepts and also develop key skills and attitudes such as organisation, motivation, confidence and time management. Additionally, we recognise that this supports reintegration by bridging the gap between 1:1 and small group study and transition back to a mainstream setting or specialist placement. Therefore, where appropriate, pupils are regularly encouraged to undertake relevant tasks both in, and outside of, lessons.

### **Feedback & Marking**

OHS recognises the strong evidence-based links between 'effective' verbal feedback, marking and pupil progress. Staff at OHS, have valuable opportunities to interact with our pupils on a 1:1 and small group basis and so we actively promote the use of immediate, specific and positive **verbal feedback** characterised through:

- Encouraging pupils to share their thoughts on their work
- Commenting specifically on the pupil's success in meeting the purpose of the activity
- Encouraging pupils, where possible, to identify and suggest specific improvements - scaffolded where pupils are not yet able to do this independently
- Agreeing specific and achievable next steps for improvement

Where beneficial, staff may seek to replicate strategies and approaches used by the pupil's enrolled school or college in order to support continuity and reintegration, including some the following:

- Pupil self-assessment against criteria
- Verbal & written methods
- Teacher and pupil agreed system e.g. colour RAG ratings
- Peer review
- Named gestures and body language

At OHS, we seek to use written marking only where there is **a clear point and purpose that will positively impact**

### pupil outcomes e.g:

- A comment that would benefit pupils when they reflect on the work for improvement and revision purposes
- Prompts for editing e.g. SPAG: repetitive mistakes in the spelling of common words
- Extracts/areas for self-correction e.g. a specific part of a calculation in a maths problem
- To extend learning e.g. to meet exam criteria where the pupil might need to add additional details and justify their answers
- To demonstrate a worked example

OHS offers no rigid expectations on approaches to marking (e.g. colour of pens/codes) as we believe that the most effective approaches are ones which are meaningful and well matched to individual pupil needs. For example, some pupils may find continuation of the approach used by their enrolled school most useful whilst others may find a 'formal' approach to be too anxiety provoking whilst others may be continuing to achieve highly and respond well to more detailed and thorough feedback. We seek to minimise the use of inflexible and cumbersome rules which have little to no impact on pupil outcomes. However, we do see the following as useful guidance in order to support pupils' improvement and revision.

Pupils' written work will, where appropriate...

- Be dated
- Have a working title e.g. a title which gives meaning to the learning, such as 'analysing a poem'
- Be structured in sequential or purposeful order e.g. there may be a need to revisit previous learning or address a gap in learning
- Be legible in writing and/or setting out
- Show an understanding of whether the work is 'draft' or 'final'

Written marking will, where appropriate...

- Value the difference between draft and final pieces of work e.g. focus on content/ideas/structure for draft and spelling/presentation for final
- Use strategic phrases or comments to effectively highlight **areas of success** and **areas for improvement** e.g. Great use of descriptive words! Remember full stops!
- Make sure that any marking is visible to the pupils e.g. in a different colour on a Google Doc, calculations on a jamboard captured in a screen shot, or comments on a discussion or practical work captured in a reflective diary
- **Give pupils an opportunity to respond to the comments** eg through 1:1 discussion or through redrafting

Alongside this, work in pupils' books or online may be validated and valued for motivational reasons, for example, through more 'superficial' marking such as positive comments/smiley faces/ticks etc.

### Assessment

Approaches to assessment at OHS demand high levels of flexibility as the unpredictable nature of illness and its effect on cognitive abilities, alongside working with a number of local, regional and national educational settings and multi-disciplinary teams often necessitates highly personalised and ipsative processes. However,

where necessary, for example when assessing GCSE course work, staff at OHS align any assessments with national benchmarks. Particular attention is placed on assessing core subjects and social and emotional progress and this information helps to support a seamless transition from OHS for pupils returning to their enrolled school or college, or when transitioning to a new educational placement.

The assessment 'components' at OHS are:

- a) Initial 'snapshot' assessments of approximate levels of working in order to ensure that the curriculum is appropriately matched at the time of entry to OHS
- b) On-going formative and targeted diagnostic assessments to ensure that the learning remains appropriately challenging through periods of recovery and decline in health.
- c) Summative assessments through national examinations

At OHS, we believe effective assessment:

- Offers pupils an opportunity to explore what they know, understand and can do to improve
- Enables staff to adapt teaching responsively
- Helps to inform parents and carers and stakeholders of pupil progress

### **Initial 'Snapshot' Assessment**

The nature of initial assessments are driven by individual needs and circumstances, always building on developing positive engagement with learning. These are designed to:

- a) Be appropriately targeted to the age and stage of the pupil
- b) Form the basis of a starting point for teaching and learning

### **Short Term Pupils**

For short term pupils, initial assessment information is gained from creative engagement activities & learning conversations with the pupils in order to identify any gaps or weaknesses in skills, knowledge and understanding. This, alongside information gained from the enrolled school, parents and carers and the multidisciplinary team (MDT) is used to inform the individual curriculum offer.

### **Long Term Pupils**

For long term pupils, assessment information is obtained from enrolled schools on admission. For most pupils, more current initial assessment 'snapshots' are also needed, especially if they are joining OHS having had long periods of absence from school or may have suffered a decline in their abilities due to their illness.

The most appropriate approach to assessment is chosen for each individual pupil based on their individual circumstances. Examples of assessments which may be used, include:

- Teacher devised tasks structured around key skills and concepts (often based around individual hobbies or interests)
- A range of diagnostic tools and resources from the faculty engine rooms e.g. KS3 tests created by AQA for Years 7-9
- Past exam papers/extracts
- Exam style questions

- Games/quizzes/stories

### **On-Going Assessment**

Outcomes from initial assessments are used to inform medium term learning aims. These are reviewed and updated with progress notes regularly, at least, termly. Where possible, progress is evidenced based and indicates a standardised level of working or grade, for example, at KS4 an extended piece of writing or some exam style questions may be used. Where this is not possible, a narrative description of progress is given. Alongside learning aims, small steps in progress towards learning aims are outlined in daily lesson logs where the objectives and outcomes for each individual pupil for each lesson are evaluated and recorded.

### **Summative Assessment**

Summative assessments are often used to establish achievement of a learning aim or the attainment of accreditation criteria, for example GCSE coursework or a Functional Skills test. This may take several forms such as a paper supplied by the enrolled school, a teacher devised test or a task supplied by the awarding body.

### **RAG Ratings**

RAG ratings capture dynamic information on pupil progress and engagement and are an integral part of the evaluation of each lesson. The RAG ratings can be viewed at any point to inform curriculum decisions and teaching strategies and are particularly helpful in highlighting any immediate changes in a pupil's presentation either across, or within, areas of the curriculum.

### **Emotional Literacy Checklist (ELC)**

The ELC is an Oxfordshire County Council recommended checklist for identifying levels of social and emotional functioning. The ELC is used at OHS in order to:

- Identify areas of concern
- Promote effective intervention by informing areas of focus for social & emotional development targets
- Highlight areas of progress

The ELC explores the following key areas:

- Friendship skills
- Social communication skills
- Language skills
- Self-esteem
- Confidence in learning
- Emotional regulation
- Sense of belonging
- Barriers to learning

The ELC is completed within 2-3 weeks of admission to OHS and provides a consistent whole school approach which, along with a range of other relevant background information, helps to build a full, rounded picture of long term pupils. This baseline helps to inform any personal development targets, appropriate teaching and learning strategies and the curriculum offer.

Reflections on pupils' social and emotional progress form part of daily and weekly meetings where dynamic outcomes are discussed within the wider teaching team and inform review of development targets, teaching and

learning strategies and curriculum offer, where needed. A summative ELC is also completed on discharge and is used to measure individual progress and to support reintegration.

### **Moderation**

Moderation is an integral part of the OHS assessment system and teaching staff are involved in planned moderation processes, at least annually, to build consistency between teachers and settings. Moderation takes place in faculty meetings and also between colleagues within OHS and from partner schools.

### **Progress**

There are robust systems in place to ensure regular and dynamic reviews to monitor and support an holistic overview of pupil progress, these include:

- a) Daily morning briefings in all settings
- b) Weekly pupil progress meetings in all settings
- c) Weekly leadership review of individual pupil progress via the curriculum tracker
- d) 12 week leadership reviews for all pupils

The aim of these are:

1. To provide an open forum and safe environment for teaching staff and leaders to participate in pupil focussed discussions
2. To reflect on, and proactively manage, the educational provision for each young person/cohort to ensure that provision remains bespoke, personalised, flexible and responsive
3. To identify issues/barriers to learning and ensure that effective intervention strategies are in place to overcome these
4. To identify and address SEND needs
5. To reflect on, and share, good practice and celebrate successes
6. To highlight anything that the organisation or the wider multidisciplinary teams can do to improve provision and outcomes

### **Reporting**

Teaching staff seek to establish on-going communication and OHS staff regularly attend, and contribute to, a wide range of meetings, including daily ward rounds, Care Plan (CPA) meetings, Team around the Family (TAF) and annual reviews where pupils, a representative from the enrolled school and parents or carers are usually in attendance. On-going reports on progress are often shared verbally and by email as part of this on-going dialogue. Alongside this, we aim to send a formal written report at least termly, and, on discharge.

### **Celebrating Success**

Oxfordshire Hospital School uses rewards to encourage and celebrate the success of its pupils and to inspire, motivate, encourage self-esteem, aspirations and enjoyment of learning. We ensure that all pupils across the school can benefit from our rewards processes and rewards are given sincerely and fairly. Awards are linked to a range of criteria, which include:

Effort

Attainment

Progress

Positive behaviours

Attendance  
Caring for others  
Participation  
Positive attitudes  
Resilience

A variety of methods of reward exist at Oxfordshire Hospital School and these are used to acknowledge effort, achievement or action that is above and beyond for each individual pupil taking into account their individual circumstances and context. These include:

Verbal praise  
Success Postcards  
Stickers  
Competition prizes and certificates  
Public displays of high quality work  
Pupil of the day  
Positive phone calls home

Exceptional effort, achievement or action is rewarded by a **Headteacher's Award**. This award is presented personally by the Headteacher (or a member of the Senior Leadership team) wherever possible and may be supplemented with a letter or phone call to parents and home school or college to share the celebration.

**Attendance** may be rewarded through setting specific practices e.g. certificates in Outreach and bespoke timetable choices in Highfield and the Children's Hospital