

The Oxfordshire Hospital School

Curriculum Planning, Teaching, Learning, Assessment & Progress

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.

Please see appendix for additional requirements curriculum planning for KS5, pupils with profound and multiple learning needs and pupils with a disorder of consciousness. Please also refer to our [EYFS policy](#) for curriculum planning for pupils in the Early Years Foundation stage.

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 Literacy

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

- read aloud to a teacher
- complete tasks across the curriculum which elicit use of literacy skills (e.g. vocabulary, inference, prediction, grammar, punctuation, speaking & listening)
- be exposed to a variety of texts (fiction and nonfiction)

This information forms part of our initial assessments, which are either recorded in 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. We also recognise that our pupil cohort is very diverse in all respects and feedback and marking remains bespoke to individual pupil needs. 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 and also attitude and effort e.g. commenting on good listening/good looking for pupils with complex needs
- 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 e.g. an even better if comment

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
- Peer review
- Named gestures and body language e.g. Makaton

At OHS, we seek to use written marking only where there is **a clear point and purpose that will positively impact pupil outcomes and recognises that some of these elements may not be present in every piece of work but may be seen across a series of lessons** 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 or key words
- Extracts/areas for self-correction e.g. a specific part of a calculation in a maths problem
- To extend or improve learning e.g. to meet exam criteria where the pupil might need to add additional details and justify their answers by demonstrating a worked example or an 'even better if' comment for a primary pupil
- To build confidence and self-esteem

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.

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 and offers pupils the opportunity to respond.

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 as legible as possible in writing and/or setting out (within the pupil's context)
- Show an understanding of whether the work is 'draft' or 'final'

Assessment

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.

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

At OHS, progress is a highly personalised and ipsative measure for each individual young person and reflects any fluctuations due to the unpredictable nature of illness and its effect on cognitive abilities and can take many forms, for example, improvements in levels of concentration, engagement, academic, social emotion or communication.

Evaluation of progress takes into account a range of factors, including medical need, abilities, prior attainment and current presentation and evidence is often captured in a narrative form. However, where necessary, for example when assessing GCSE course work, staff at OHS align any assessment of progress with national benchmarks - this

information helps to support accreditation and a seamless transition from OHS for pupils returning to their enrolled school or college, or when transitioning to a new educational placement.

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. 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

Appendix 1:

A guide for creating a curriculum for pupils with profound and multiple learning needs

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils are likely to have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Their attainments are likely to be in the Engagement Model assessment phase.

At OHS, each pupil receives a personalised curriculum, informed by their enrolled school and crafted around their EHCP targets where possible. The curriculum is aimed at offering a breadth of curriculum areas focusing on progress towards independence, consistency of responses and experience in new contexts, such as new environments & different times of day.

This flowchart outlines the curriculum planning process for pupils with profound & multiple learning needs in the hospital school.

Relevant Documents:

[Skills Progression Grid for Pupils Working within the Engagement Model Assessment Phase](#)
[Curriculum Planning, Teaching, Learning & Assessment](#)

Curriculum Planning

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, motivations, any relevant medical information including recent educational achievements and priorities by

- 1) Discussing with parents/ carers and the nursing team the pupils' educational needs and relevant information.
- 2) Calling the enrolled school for details of most recent levels of working, current targets, advice and information around the curriculum and request a copy of the EHCP & the most recent annual review.
- 3) Carrying out 'Meet & Greet' assessments to gain an understanding of the pupil's current skills, interests and needs.



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



Devise targets (or focused assessment areas), ensuring that any targets are set at the pupil's current baseline, that they are functional and align with the enrolled school targets where possible and give the opportunity for a breadth of experiences over a range of curriculum areas. Set 1 to 2 targets - where possible, at least one of these should be in the area of Language and Communication. Targets should be aimed at a mix of maintaining and generalising skills acquired and teaching or practicing new skills.



Deliver 1:1 sessions daily to work on individual targets and offer daily support to engage and participate in a breadth of workshops and experiences (in classroom or by bedside).

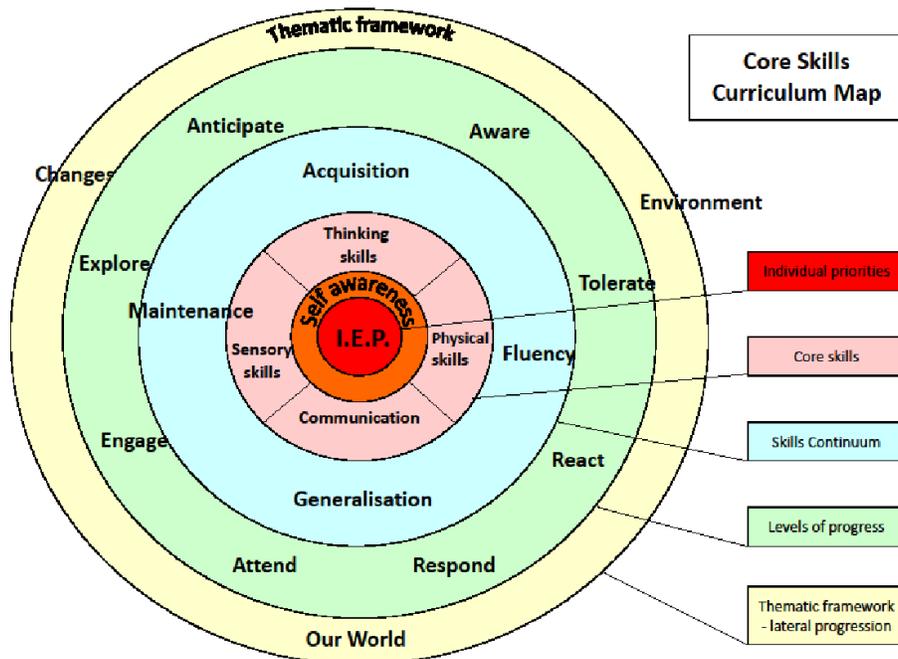


Refine targets and approaches once you are familiar with the pupil and their current levels of functioning. Ensure this remains dynamic to changing needs and, where necessary, contact the enrolled school or the medical team again to discuss any queries and questions. Maintain a regular, on-going dialogue with parents/carers and the pupil.



Record daily outcomes on School Pod and report to the enrolled school regularly and on discharge, outlining progress against targets set and noting any additional assessments carried out.

The Disorders of Consciousness Core Skills Curriculum takes into account the differing needs of pupils with a disorder of consciousness who may need a curriculum that is age appropriate whilst working on developmental skills that may have been lost or compromised due to injury. Multimodal sensory stimulation approaches provide input to all 5 senses in the hope that it will enhance synaptic reinnervation and accelerate neurological recovery. Some learners make significant progress so teaching and learning approaches remain open and look for significant changes in abilities and give the learner opportunities to respond at a higher level than they appear to be working at. The thematic framework in the map above represents an approach to thematic teaching rather than the specific topics named.



Baseline assessment observation protocol

Exploring social knowledge, auditory, olfactory, visual and tactile responses. This phase is likely to take place over a period of several weeks and acknowledges the difficulties in interpreting if behaviours are conscious or unrelated & coincidental. Observations look for general (reflexive) and contextual (awareness, attending and locating) responses. These observations, combined with the levels of arousal and awareness are used to inform next steps. All targets are cross curricular and an integral part of all lessons.

Communication

This is multi-modal and built into routines and activities and allows for processing time. Approaches may include short, simple sentences, speaking slowly, leaving pauses and time for responses, presenting one idea at a time, feedback to the learner about the interpretation of their responses (you're smiling, it looks like you're enjoying this) asking simple, affirmative questions with yes/no answers. Modes of communication remain dynamic and responsive to changing needs.

Continuum of Skills Development

This provides for very small steps of progress to be acknowledged and measured. We aim to create an environment that encourages the young person to want to learn. This requires a very personalised approach which uses prior interests and familiar information which may be motivating e.g. a favourite song/football team/book. Curriculum planning also recognises that doing the unexpected, stopping favourite activities or including dislikes may provide useful responses. The progression of development within a skill can be broken down into 3 stages:

Acquisition	Fluency	Generalisation
The very beginning of the learning process which looks to establish a desired response (with 50% success rate approx.)	This is the rate at which a desired response or behaviour occurs (with 70% success rate approx.)	This is when a behaviour or response can be demonstrated in a variety of contexts and circumstances (with 70% success rate approx.)

Appendix 3

Key Stage 5 (and Yr11 Bridging) Curriculum

Main Curriculum Pathways

- 1) A Level subjects with subject specialist teaching (Science, English, Maths, MFL and Humanities) following KS5 curriculum with specific A Level lessons and 1to1 lessons
- 2) A Level subjects without subject specialist teaching following KS5 curriculum with supported study focused around completing A Level work set by enrolled school
- 3) Non-A Level subjects without subject specialist teaching follow KS5 curriculum with supported study focused around completing work set by enrolled school or college
- 4) Not in Education, Employment or Training following a bespoke curriculum focusing on core skills with activities related to interest framed within an accreditation where possible e.g. Arts Award, AQA unit award, Functional Skills

The curriculum focused around supported study sessions is led in the flexible environment of the Art Room. There are some dedicated sessions looking at key skills for the older pupils like driving theory test sessions and careers. All the young people are invited to engage in activities to promote well being and provide enrichment to their week with activities like PSHE, gym, gardening, walks with a purpose and Art Group.

Role of the Tutor

The role of the tutor is particularly important in the case of a young person in Key Stage 5. They need to support the young person to plan their time, in particular their supported study time. Each week the tutor will set the

young person some SMART targets for the week – these can include targets around engagement and academic content to be covered.

The tutor will also flag up to the staff leading any of the specific sessions any particular targets or needs around these sessions.

Weekly Planning / Timetable for discussion:

https://drive.google.com/file/d/1Kj33LujX7prpOTGgVVcdS5mQ--R8F-C_/view?usp=sharing

Supported Study Logs

Supported Study logs act as a form of communication between the teacher supervising these sessions and the tutor who is setting the targets for the week.

Young people in KS5 who are NEET

Young people in KS5 who are NEET need some particular support, from the tutor, this would include:

- Exploring the reasons why they are NEET and identify any barriers which needs to be overcome to be able to support the young person to move forward
- Explore the options available to the young person – this might take an extended period of time starting with discussions about interests, talking about post 16yr options, looking at specific options available to the young person
- Explore the practicality of the options with the young person and the people around the young person
- Refer the young person into support networks (like EET in Oxfordshire) who may be able to offer longer term support for the young person
- Approach any potential options for educational provision and discuss the potential placements
- Consider if an interim plan will be necessary – what would that look like (work experience? Short courses etc)

Qualifications

We can offer young people a range of qualification opportunities at Oxfordshire Hospital School, a priority for us is to consider whether the young person has achieved the essential attainment level in English and Maths. If they have not then we can consider supporting them with Functional Skills qualifications.

Some young people can be engaged in short qualifications like AQA Unit Awards in areas that interest them or that would support them moving on to courses they are interested in.

Young people can also select courses from a range of short courses available for free online.