

Post Pandemic Teaching and Learning at the Royal Free Hospital Children's School

- Intent
- Implementation
- Impact



Questions asked post Covid

1. What has been the impact of Covid and how did we adapt?
2. What is meant by curriculum intent under the new Ofsted framework?
3. How can you demonstrate this in your subject?
4. How would you describe the school's overall intent?
5. What do you understand by 'intent' within your subject?
6. What is meant by curriculum implementation?
7. How can you demonstrate implementation within your subject?
8. What is meant by curriculum impact?
9. What specific skills and behaviours have you drilled into you students?
10. What knowledge, skills and behaviours have you instilled via your subject that prepares for future employment?
11. How do assess understanding?
12. What strategies do you apply to bridge the gaps?

The Thomas Group – Curriculum Statement of Intent

The Thomas Group (TTG) is a small, nurturing, educational setting that focuses on children who have stopped attending mainstream school. It has a quiet classroom dedicated to its own exclusive use where personalised and effective education is provided for KS3 children presenting with social, emotional and psychological difficulties. The aim is to support and motivate children to stay connected to their normal world and to prevent them from falling behind or suffering educational failure. Instead of feeling *excluded* the goal is to help them feel that they once again *belong* and are *part of a group*, with the same opportunities and life chances as other young people.

We work collaboratively with staff to meet pupils' needs and incorporate activities that play to the strengths of every individual. We encourage students to participate fully in all lessons and ensure all their cultural and religious festivals are recognised, valued and fully explored. Bespoke timetables are agreed but group activities are encouraged so pupils feel *included*.

Intent

- To enable continuity of education for children and young people, who are currently facing significant barriers to their learning
- To provide personalised learning support and intervention
- To provide opportunities for progress and achievement
- To support reintegration back to mainstream education or another alternative provision such as RFHCS Futures
- To work collaboratively with parents, carers, professionals and schools to improve the overall well-being of children and young people
- To enable pupils with medical and mental health needs to reach their full potential
- Create a happy, secure, supportive and safe learning environment that develops confidence in expressing own ideas and creativity
- Place the child's voice at the centre of education, health and care planning
- Offer every pupil full and equal access to all areas of the curriculum, taking into account health or developmental needs through personalised learning programmes
- Help each pupil achieve the greatest possible degree of independence
- Prepare each pupil for life beyond school, encouraging a sense of self-worth and recognition of themselves as part of the community.
- Integrate therapies with curriculum activities where appropriate.
- Value all adults' and pupils' contributions to the group's progress, and celebrate success and achievement.
- Build self-confidence, resilience and respect for self and others.

Implementation

Students have the opportunity to engage in the following subjects:

- Arts Award
- Dramatherapy
- Music
- Equine Therapy

- English
- Maths
- Science
- History

There is a standard TG timetable but new students are not always able to access all subjects initially. During Inductions we discuss and agree in the presence of parents/carers, the subjects more easily accessible to the student in supporting their return to education and re-engagement in learning. The prime focus is on areas of strength and interest to encourage a return to the classroom in a non-threatening, safe, learning environment. Students have mostly been out of education for some time so introducing the Arts Award at the beginning, provides an opportunity to do some research of their choice from the world of Art or Music where they can express their own creativity and achieve an award at the end. Drama therapy is also encouraged in the initial weeks to support any arising anxieties or concerns around returning to school. Music helps students to connect as a group, share musical preferences and play as part of an ensemble and Equine therapy provides an opportunity to learn through horses, in a group and in an outdoor environment. History provides another opportunity for group learning and is often accessed at the start of the program.

Once a student feels settled and more confident in their new learning environment, the core subjects of English, Maths and Science are introduced. Most of them have lost their confidence when they arrive in the TG but by starting on a reduced timetable consisting of creative and therapeutic subjects they gradually build the confidence to re-engage in academic subjects.

Impact

The TG offers a space where young people are encouraged to embrace change and develop independence and resilience. The progress that students make is at least good and, in many cases, outstanding relative to their starting points. Progress may appear slow at the start but gradually, attendance and engagement in lessons and other activities improves and in many cases friendships and group identity begins to develop. Some children return to mainstream education, others transition to Futures at the RFCHS or other educational provisions according to their individual needs. Many of the Thomas Group students who transition to Futures at the RFHCS do extremely well in both their social and academic development, achieving remarkable GCSE grades in spite of the significant disruption to their educational journey.

Paths – Curriculum Statement of Intent

Paths is a re-engagement programme for students with complex educational needs who are disconnected from the education system. It is a new initiative, a work in progress.

Intention.

Our aim is to:

- Engage disengaged students.
- Work with families to include them in the re-engagement process.
- Reduce student isolation.
- Work with the wider educational system and professional networks to identify students with Social, Emotional and Mental Health (SEMH) needs who are not engaging in education.
- Assess students' needs as to remove barriers to learning.
- Deliver a bespoke curriculum to students within a manageable timetable.
- Offer a therapeutic component.
- Work collegiately with other professionals to devise creative solutions to educational disengagement.

Implementation.

At Paths we:

- Spend time getting to know our students and their needs. Reintegration is paced appropriately.
- Deliver a tailor-made curriculum for each student which is carefully planned within the context of the wider school offer. Progress is reviewed regularly.
- Work at a pace that students can cope with.
- Offer accreditation and qualifications as appropriate.
- Attend the School Inclusion Panel.
- Offer equine therapy, drama therapy and music.
- Pursue educational assessments as necessary.
- Work co-operatively with other professionals to ensure the best outcomes for our students.
- Recognise progress no matter how small.

Impact

- Students become *unstuck*. They leave their homes, enter the wider world and engage with learning.
- Students and their families are less anxious about education. They move on and make plans for the future.
- Student emotional wellbeing improves.

Citizenship Curriculum Statement of Intent

Introduction

This document aims to give an overview of the 'what, why, when, who and how' of Citizenship Teaching at our school.

Citizenship is a required subject in the National Curriculum at key stage 3 (age 11-14) and 4 (age 11-16), so must be taught in all maintained schools in England. A programme of study describes what should be addressed and is used as the basis for Citizenship in all types of schools, including Academies and free schools. A GCSE qualification (AQA 8100) in Citizenship Studies is available for pupils in key stage 4 (typically Year 11 at our school).

Purpose of study

A high-quality citizenship education helps to provide RFHS pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education at RFHCS contributes towards fostering pupils' keen awareness and understanding of democracy, government, how laws are made and upheld and how citizens may contribute and participate in their communities as stakeholders and active citizens. We aim to equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned, cogent arguments and arrive at conclusions/ positions that allows political literacy and fosters active citizenry. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Aims

The national curriculum for citizenship aims to ensure that all pupils:

1. Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.
2. Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
3. Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, enabling students to take the knowledge and skills with them into adulthood
4. Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Attainment targets by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 4 Citizenship at RFHCS

We aim build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. This can include topics, features and skills developed across the curriculum e.g. English, History and PSHE. We aim for pupils to develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society. This encourages community cohesion and active citizenry. There is a strong desire to equip our students with the knowledge and belief they are valued, included members of the community who have a sense of their own value, sovereignty and agency.

Pupils are taught:

The fundamental principles and values that underpin British society:

1. Democracy
2. The Rule of Law
3. Individual liberty
4. Tolerance of those with different faiths and beliefs
5. Participation in community life

Curriculum synopsis

The Citizenship curriculum at RFHCS is designed to engage pupils in the local and global world: to consider their role within and think critically about the politicised environment. The course is designed to encourage active participation in public and democratic life as informed and active citizens. The Citizenship Studies GCSE allows students to work individually or as a group in the undertaking of Citizenship Action as well as to develop their ability to analyse and comment on four key themes.

Life in Modern Britain: know and understand what the key principles and values of the UK are, what identity is and how it impacts on citizens, the role of the media and free press, how the UK interacts with international organisations and how to make a difference in society.

Rights and Responsibilities: know and understand the relationships between the state and citizens, the rights, responsibilities and duties of citizens living and the role of law in society and how laws are shaped, enforced and the different systems across the UK

Politics and Participation: Know and understand what democracy is, how parliamentary democracy operates within the constraint of the UK, how government works and how democratic and non-democratic systems of government are different beyond the UK, how taxes are raised and spent by governments and how national economic and financial policies relate to individuals

Taking Active Citizenship: use and apply knowledge and understanding as they formulate citizenship enquiries, explore and research citizenship issues and actions, analyse and

evaluate information and interpret sources of evidence. The course also focuses on the importance of active citizenship so students engage with topics that they have a passionate interest in and develop skills of research and investigation, problem solving, advocacy and campaigning. Citizenship Studies at GCSE reflects current issues, questions and debates; allowing students to access the main issues of the day and form opinions based on deeper knowledge and understanding of the issues and impacts of modern society. Throughout the course students will be given the opportunity to become confident public speakers who advocate on the behalf of others, and potentially have a real effect on their local communities.

Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press. The principles of parliamentary sovereignty and the rule of law are paramount as fundamental foundations of the evolving, flexible nature of the UK Constitution.

The UK's legal system is studied, students become aware of the different sources of law and the constitution and how the law helps society deal with complex problems including parity, judicial independence and access to representation and redress of grievances.

The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond UK's borders.

We explore other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom Citizenship in order to be able to compare and contrast with other political systems which are void of democratic principles e.g. authoritarian, monarchic and supranational organisations i.e. WTO, WHO, UN, EU, NATO etc. This knowledge and understanding can be compared and contrasted with local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world

Human rights e.g. ECHR and international law encourages students to contemplate 'Citizenship' beyond local, national borders and consider the concepts and implications of the 'global citizen'.

Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

We value the importance of equality, diversity and inclusion both as a vital concept in the understanding of the subject but also in terms of student's personal development, identity and wellbeing. Exploring tolerance, empathy and inclusivity encourages cooperation, consideration in the school environment and radiates out to enrich personal and community-based relationships.

The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.

Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

Implementation

Students are taught at the RFHCS' day school (Futures Programme) via two forty-five minute lessons in groups. Pupils are encouraged to contribute via debates, Socratic questioning, role of the mantle activities, paired work, comprehension tasks and case study activities. Considerable time is dedicated to discussions where the salient, contested and controversial issues are discussed in a safe and empathic environment. Some of the topics covered in the citizenship curriculum often lend themselves and are indeed scaffolded by other subject content e.g. careers, tutorial, visiting speakers and collective time.

Paper 1	Paper 2
What is assessed? Section A <ul style="list-style-type: none"> • Active Citizenship: 25% • Politics and Participation: 25% 	What is assessed? Section A <ul style="list-style-type: none"> • Life in Modern Britain: 25% • Rights and Responsibilities: 25%
How is it assessed? <ul style="list-style-type: none"> • Written Paper: 1 hr 45 mins • 80 marks (40 per section) • 50% of the GCSE 	How is it assessed? <ul style="list-style-type: none"> • Written Paper: 1 hr 45 mins • 80 marks (40 per section) • 50% of the GCSE
Format Q&A booklet. All questions to be answered	Format Q&A booklet. All questions to be answered

Active Citizenship Investigation (Paper 1, section A)

It is a requirement of the Citizenship AQA specification that students undertake an in-depth investigation of a citizenship issue of their own choice, which should involve using and developing a range of citizenship processes and skills that lead to some form of citizenship action. Student will develop an investigation Portfolio in relation to this investigation.

Students will be examined on their investigations with generic questions that ask students to:

- Describe and analyse their own experiences of planning and taking practical citizenship actions with others.
- Critically reflect on your own experience of planning and taking practical citizenship actions

- Advocate a viewpoint and represent the viewpoints of others in relation to the issues, causes and situations studied and citizenship actions you have undertaken in relation to citizenship concepts.
- Students are encouraged to identify a particular topic/ issue presented by the citizenship curriculum that has particularly interested them - to carry out their investigations within the chosen area of interest or pertinence.
- Lessons are posted on the Google stream to allow students (who are unable to attend our provision in person) to access and participate in the curriculum.

Creative Arts – Curriculum Intent

Intent

The creative arts provision at RFHCS is embedded in AQA Art and Design (Fine Art 8202) GCSE. The course is highly personalised to cater to the individual needs and interests of the young people in our day school. Students who come to us have their own mental health challenges and have been through some degree of adversity in their lives. As a result, many of them delve into the arts as a creative yet productive platform to express their individual experiences, feelings and interests. Whilst continuously complying with the AQA specification, we encourage students to express their individual experiences and explore their inner worlds through the arts. Our RFHCS art course is authentic, diverse and allows students to gain a highly respected qualification in a creative subject whilst a high proportion of time in their timetables to work in an expressive way which also boosts their wellbeing. The GCSE specification is designed to 'inspire, challenge and motivate every student, no matter what their level of ability' and 'the qualification provides scope for innovation and curriculum development and offers you opportunities to tailor courses of study to the individual needs of your students.' This promote the acquisition of knowledge and understanding through a variety of learning experiences. By selecting their own portfolio projects, students are encouraged to identify, select, develop, explore and communicate their own ideas in a personal way. We recognise that each student comes to us with their own individual struggles, their own strengths, interests and. We highly encourage individuality to encourage the students to take ownership of their projects.

We were delighted to receive the Artsmark Platinum award in April 2022 as a result of our commitment to the arts which stems through many areas of our school and has a tremendous impact on the confidence, wellbeing and outcome of our students.

Assessment

The specification is comprised of two components:

Component 1 requires a portfolio of work consisting of a sustained project and other work from the course of study. This is usually one or two sketchbooks finishing in a final piece.

Component 2 is an externally set assignment (ESA) in which students respond to a starting point selected from a set paper. This also takes place in the form of a sketchbook with the final piece being supervised for 10hours.

Equality and Diversity:

Both components allow students to explore individual creative journeys in ways that enable them to engage with ideas, issues and sources and respond in independent and personal ways. Every student can use contextual references and sources they personally engage with from any culture, social group, locality, belief or gender etc. We actively encourage the students to look at a diverse range of source, from historical to contemporary. We empower students to be inspired by their own interests and personal experiences when they are choosing their artists and coming up with different ideas. Our arts provision actively

promotes diversity in all its forms and practice. Our curriculum is carefully planned to provide students with a voice to express themselves and respond to ideas in any way they find personal and appropriate. We do not prescribe expected outcomes but encourage students to undertake a creative, investigative journey that enables them to respond in unique ways and realise their own aims and intentions. This applies to students of all ability levels.

Content:

Students are required to develop their knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice. Students must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods. Students must, over time, reflect critically upon their creative journey and the realisation of their personal intentions. In both components, students are required to experiment with a variety of techniques including the following

- drawing
- painting
- installation
- photography
- printmaking
- mixed media

Implementation

Through our ESAs we offer a paper for each title with seven different starting points and aim for each starting point to be suggestive;

- There is no prescribed answer or way of working - there are endless ways to respond.
- References to contextual/named sources are not prescriptive: there is no expectation for students to use all, if any of the named sources in their investigation. There are many more sources students may discover or choose to use.
- Students may work using any media, materials, techniques or processes they choose and there is no prescription on scale, size or method of presentation.
- Students and teachers are free to suggest alternatives within starting point themes • Individual response is the aim and the intention. Teachers may, and often do, use previous ESA papers to generate starting points for student portfolio work in Component 1. This is acceptable and teachers and students are encouraged to develop and extend suggestions to reflect the diversity and needs of the cohort.
- Teachers may also set their own themes to provide opportunity and help students engage and respond in personal ways in component 1.

In both components, assessment takes place in relation to the evidence presented by each individual student in compliance with the assessment objectives. Each assessment objective is equally weighted and there is no preferred order of activity in their sketchbooks

Dramatherapy Therapy Statement of Intent

Introduction

This document aims to give an overview of the 'Where, what, why, when, who and how' of Dramatherapy is used within the RFCHS. The Ofsted framework of 2019 recognised the importance of supporting individual students with behavioural needs and with their emotional and mental wellbeing.

Dramatherapy as an Arts therapy

The Health Professions Council (HCPC) regulates the registration of the profession as Arts therapists. Under the umbrella profession of Arts therapist, the title of dramatherapist is an HCPC protected title. The HCPC describe dramatherapy as: 'a unique form of psychotherapy in which creativity, play, movement, voice, storytelling, dramatisation, and the performance arts have a central position within the therapeutic relationship'.

Sessions are not to be confused with drama teaching, outside of working to defined objectives, sessions do not have a set curriculum and respond to the emerging needs of individual pupils.

Overarching Aims

Dramatherapy within this educational context aims to complement a school culture that supports students' engagement in learning and encourages them to fulfil their educational potential whilst promoting and supporting emotional and mental health and wellbeing.

Intent

To support mental, and emotional health, and wellbeing needs of students. Sessions provide a supportive space for young people to share concerns that may inhibit their educational progress. By engaging in the process pupils may become more emotionally literate, more able to express feelings, and able to identify and pursue their own personal goals. Sessions provide opportunities for students to explore their beliefs, values, and identity to increase sense of self-esteem. Varied methods are used to explore this. Moving forward journaling may be an additional intervention that could improve the consolidation of awareness. Therapeutic sessions will work towards acknowledging an ending at Futures. Moving forward interventions such as use of a timeline can explore the hopes and aspirations of students. It is an intention of the therapeutic provision to provide equal access and support to all students in need. Moving forward the provision would benefit from having a formal informative session with students to tell students of the potential benefits of therapy.

Implementation

Therapeutic interventions respond to varying needs of students. Creative therapeutic approaches are used to support pupils to communicate their needs. Grounding exercises and relaxation techniques are used to promote self-regulatory skills. Mask making, sand tray therapy and story-making are ways to work through issues hard for some pupils to address directly or express verbally. A further improvement would be to refer to LAMS and needs

identified in EHCP plans to jointly identify and discuss aims in a transparent way with students. A person-centred approach ensures that interventions complement students understanding. Talking therapy interventions are drawn on to support students to express feelings, thoughts, and interpersonal challenges; to encourage them to find their voice and explore their choices. (The therapist is also a registered BACP counsellor). Revisiting themes, and reviewing therapy is a part of the therapists' skill set, this supports students to engage and make meanings from their experience. Psycho-education methods can be used to promote awareness of emotions and understanding of other people's feelings. Writing down relevant points or drawing could also help students to remember points. Further improvements could monitor change the use of a baseline assessment and a routine check-in could monitor mood and provide a way to observe changes over time.

Settings

Pupils are seen on a weekly basis at Futures and the CLC.

Dramatherapy support is available for two days a week.

Futures:

Pupils are seen individually in a suitable confidential space. Pupils are asked to complete an adapted LAMS form as part of an assessment to help identify social and emotional health needs alongside the pupil. Session notes are made after each session and stored safely according to GDPR guidelines. After an initial period of assessment there is an informal progress review, where it can be decided with the pupil if sessions will continue.

Method of intake for sessions:

Pupils are asked directly if they would like to attend sessions, following feedback from completed LAMS. Pupils may be seen via self-referral. Pupils may be referred to the therapist by teachers and TA's.

Therapy schedule:

Pupils are seen individually, and whenever possible at a regular time weekly during term time. Emergency sessions whilst the therapist is available may be arranged, and ad hoc sessions may be possible, time permitting.

Group sessions:

A group using drama and music to support the social and emotional needs of students takes place weekly on Tuesday mornings. All pupils are encouraged to participate. Central to the group are guiding principles of Consideration, cooperation, contribution. The group provides a space to explore social interactions and uses creative scenarios to help with observed behavioural needs. Eg taking on leadership roles in activities has encouraged self-agency and empowerment for quieter pupils. Group games have encouraged playfulness and cooperation.

CLC:

The range of pupil needs at the CLC include pupils waiting for psychiatric diagnosis, or pending CAMHS interventions, unspecified mental health issues, young people with low attendance, low self-esteem, and anxiety issues, interpersonal and attachment related concerns, communication challenges and safeguarding concerns. Pupils are seen individually, in a suitably private room. The duration of each session is dependent on concentration levels and the number of pupils requiring sessions. The use of a LAMS form has been explored, but in this setting a more creative period of assessment seems more suited to pupils. Session notes are made after each session and stored safely according to GDPR and RFCHS guidelines.

Paths:

For pupils accessing a learning environment for limited periods of time, provision of an in-house source of emotional and psychological support through Arts therapy is being trialled.

Impact

Therapeutic intervention has provided a safe setting to support student wellbeing and explore obstacles to learning. Core values of Cooperation- Consideration- Contribution.

Consideration- Sessions have observed improved intrapersonal skills and raised emotional awareness as well as improvements in the ability of individuals to listen and empathise with others in their interpersonal relationships.

Contribution- On the whole there has been willingness of students to engage in creative approaches, to raise self-esteem. Participation has impacted on the confidence of students to express themselves and contribute in sessions. It is hoped that this will encourage students to raise their aspirations.

Cooperation- Progress has been observed in the capacity of students to trust and share ideas and move towards increased initiative and leadership.

Recommendations:

- Moving forward to make the sessions more accessible it is suggested a renaming of sessions as Arts therapy rather than Dramatherapy.
- To explore the potential of offering Arts therapy to young people in hospital.

English Statement of Intent

Introduction

In a nutshell, this document aims to give an overview of the 'what, why, when, who and how' of English Teaching at our school. We follow AQA English Language 8700 and English Literature 8702.

Firstly, it is worth stating that this document is informed by the OFSTED document 23/05/2022 'Research review series: English'

Here are some key points taken from OFSTED's 'Research review series: English' that inform this Statement of Intent for English at our school:

- Teachers model spoken language for pupils. This includes language that pupils might not encounter away from school.
- The curriculum provides frequent opportunities for pupils to practise, refine and apply their spoken language knowledge and skills
- The reading curriculum enables pupils to read increasingly complex and whole texts.
- Time is given to pupils reading a lot of text, across the school curriculum, to develop their reading fluency.
- Knowledge necessary for comprehension is taught explicitly and includes vocabulary, knowledge of narrative structure, lexical and syntactical knowledge, as well as knowledge of context and ideas in the text.
- Pupils write frequently for a range of audiences and purposes
- Teachers teach older pupils to master the components of how to plan, draft, revise and edit their writing.
- Teaching does not rely on differentiated teaching, activities or resources to achieve a curriculum goal.
- Struggling pupils have more opportunities for repetition where necessary. This can secure essential knowledge to automaticity.
- The curriculum has been designed to develop in pupils a genuine love of literature, and an ability to respond to texts personally.
- The curriculum includes a range of ambitious whole texts in different forms and genres, which have been carefully chosen using subject-specific criteria.
- Teachers introduce pupils to texts that they would not choose to read for themselves, especially from other times and places and with a range of perspectives.
- Feedback to pupils is specific and provides them with a 'recipe for future action'.
- Regular, subject-specific CPD focuses on improving disciplinary and pedagogical content knowledge.

In addition 'Research review series: English' makes the following point which is key to the delivery of English at our school.

'Alternatives to written feedback and marking

Written feedback can be time-consuming for teachers. There is also a risk that the pupils might not read feedback, or that they might not be able to understand it or act on it independently.

Oral feedback is an effective alternative. For example, the teacher might note gaps or common errors in pupils' work and then give feedback to the whole class. Models of excellent work can form a basis for feedback, particularly when a teacher highlights the successful aspects. Research suggests that worked examples can be effective when pupils face a complex task, reducing the cognitive load for them.'

The above points, taken from 'Research review series: English' published by OFSTED in May 2022, dovetail well with our vision for the English Curriculum at our school which is outlined below.

Our cohort:

Pupils arrive to us in Year 10 or 11; some having completed a degree of preparatory work in English Literature with the Outreach Service or The Thomas Group. Those arriving early in year 10 may join the GCSE Group for part of their studies or receive tailored work with the support of TAs until the end of the first summer half term. From the end of the summer GCSE exams the year 10 group begin their GCSE studies in the second half of the summer term with Romeo and Juliet in class.

Year 11 students follow the GCSE Programme or Step Up to English ELC according to their skill level.

Working method:

The overarching aim is that during a lesson there is a minimum of teacher talk (usually only to introduce the lesson) and then students read, write or discuss for the vast majority of the lesson time. When engaged in these activities the teacher moves from pupil to pupil to discuss their written work in real time and to ensure they are given the individual help and guidance that they require in particular. Because pupils will have missed a good deal of Key Stage 3 every student will require personal guidance in their writing especially tailored to their individual needs, which is why the class typically consists of an introduction followed by bespoke tutoring/coaching as required. Pupils typically work on laptops in class, at home and in exams.

Feedback:

All GCSE tasks are posted online using Google Classroom and feedback is given there, to tasks submitted and this feedback is evidence of pupils' progress over time and of curriculum intent.

In addition to written feedback a substantial amount of verbal feedback and verbally delivered targets are given to students on an individual basis, in real time, in each class; this verbal interaction is not evidenced in writing, but can be reported by students.

Students are furnished with a written report on their progress and targets 3 times a year and also feedback on the grade they are working at, 6 times a year at the end of each half term.

Term by term:

The GCSE programme: The GCSE may begin, for some, in the second half term of the summer term of Year 10 as described above. For the rest of the cohort, it begins in September of Year 11 and lasts through to the end of the exams in May/June of the following year.

Pupils are encouraged to take both AQA English Language and AQA English Literature GCSE. See appendix 1.

In the autumn term pupils study *An Inspector Calls* for the first half term, and *A Christmas Carol* for the second half term. Because we guide pupils through both of English Literature and English Language in two and a half terms (which normally takes two years in mainstream) the whole course can only be covered if pupils study units outside of school, during the evenings and weekends. In order to do this, we support pupils with homework reviews and deadlines for the work they need to cover at home. The work that is covered outside of school are the poems from the AQA Poetry Anthology (Love and Relationships) and a Shakespeare play, usually *Romeo and Juliet* or *Macbeth*; Students are directed towards online resources to carry out their study outside of school e.g. Mr Bruff or Mr Salles You Tube videos, and SENECA learning; in addition, pupils are provided with copies of the texts and CGP study books to take home.

The skills taught/revisited/revised in the study of English Literature in the autumn term also provide the foundation for the study for the English Language GCSE after Christmas in the Spring Term.

In the spring term pupils are given a plan of the topics to be studied in class week by week and the home work to be completed (see appendix 2). This plan is mainly designed for their English Language in class and also to continue to prepare them for English Literature through homework.

In the weeks immediately before and after Easter, students engage in mock exams in English Literature and Language; they receive detailed feedback and guidance as result of taking these mocks. Personalised revision and practice questions are then conducted until the exams themselves in May/June.

Attainment:

I wrote above that our pupils will typically require individual support with development of their skills through non-attendance at school in Key Stage 3. I have listed these skills below as Skill Groups A, B and C.

The Skill Group A, I describe as elementary, B as intermediate and C as the more advanced.

WRITING SKILL GROUPS

A

- Communication is simple
- There is a simple attempt to match purpose, form and audience and register
- There is a simple use of vocabulary with simple linguistic /structural devices
- There are one or two relevant ideas, simply linked
- There may be some use of paragraphs
- There is evidence of conscious punctuation
- There is a simple range of sentence forms
- There is accurate basic spelling
- There is simple use of vocabulary

B

- Communication is sometimes successful
- There is some sustained attempt to match purpose, form and audience and register
- There is conscious use of vocabulary with some linguistic /structural devices
- There are an increasing variety of linked and relevant ideas
- There is some use of paragraphs and some use of discourse markers
- There is mostly secure and sometimes accurate use of sentence demarcation.
- There is some control of a range of punctuation
- There is an attempt to vary sentence forms
- There is some use of Standard English with some control of subject / verb agreement
- There is accurate spelling of more complex words
- There is varied use of vocabulary

C

- Communication is clear
- Tone, style and register are generally matched to purpose, form and audience
- Vocabulary is clearly chosen for effect and there is the successful use of linguistic devices
- Writing is engaging with a range of connected ideas
- There are coherent paragraphs with a range of discourse markers
- There is usually an effective use of structural features
- Sentence demarcation is secure and accurate
- A range of punctuation is used, mostly with success
- A variety of sentence forms are used for effect
- Standard English is used appropriately with mostly controlled grammatical structures

READING SKILL GROUPS

A

- Show simple understanding of how writers use language / structural features
- Make simple comment on the effect of choices made by the writer

- Select simple references/ examples or textual details
- Make simple use subject terminology
- Make simple identification of writers' methods
- Write responses which include simple focus on the task or statement
- Make simple cross reference of ideas and perspectives of texts

B

- Attempt to comment on how writers use language / structural features.
- Show some understanding of the effect of choices made by the writer
- Select some appropriate references/ examples or textual details
- Make some use of subject terminology, mainly appropriately
- Show some understanding of and make some comment on writers' methods
- Write responses which show some focus on the task or statement
- Attempt to compare ideas and perspectives of texts

C

- Show a clear understanding of how writers use language / structural features
- Select a range of relevant textual detail, quotations / examples
- Offer evaluation and examples from texts to explain views clearly
- Clearly explain the effects of the writer's choices of language / structural features
- Use subject terminology accurately
- Write responses which show clear and relevant focus on the task or statement
- Compare ideas and perspectives of texts

SPOKEN LANGUAGE SKILL GROUPS

A

- Identify and extract information in straightforward explanations
- Make requests and ask questions using appropriate language
- Communicate information and opinions clearly
- Respond appropriately to questions
- Follow the main points of discussions
- Make contributions to group discussions
- Listen and respond appropriately to other points of view.

B

- Identify and extract relevant information in straightforward explanations
- Make requests and ask concise questions using appropriate language
- Communicate information and opinions clearly on a range of topics
- Respond appropriately to questions

- Follow and understand the main points of discussions
- Make relevant contributions to group discussions
- Listen and respond appropriately to other points of view, respecting conventions of turn-taking.

C

- Identify relevant information and lines of argument in explanations or presentations
- Make requests and ask relevant questions to obtain specific information in different contexts
- Respond effectively to detailed questions
- Communicate information, ideas and opinions clearly and accurately on a range of topics
- Express opinions and arguments and support them with evidence
- Follow and understand discussions and make contributions relevant to the situation and the subject
- Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.
- Respect the turn-taking rights of others during discussions, using appropriate language for interjection.

Generally, students who are in the skill level A groups and below, will be entered for Step Up to English ELC and possibly GCSE English Language; those in skill groups level B or C will be entered for GCSE English Language and English Literature.

Functional Skills is an option that is rarely appropriate for our pupils but it is always considered before deciding which qualifications pupils will be entered for.

It is an aim that pupils make progress within individual skill strands within skill groups A, B and C whilst they are with us. This is achieved through the individual teaching/coaching that students receive during lessons.

In order to speed up the initial assessment and the subsequent individual teaching/tutoring/coaching process, pupils are asked to complete a google form survey on entry to year 11 which helps to identify gaps in their knowledge. This survey is taken again at near the end of the course to assess progress; how effective the teaching has been, and what weaknesses remain to be addressed in their final run up to the exams. Assessment of progress in individual skill strands is also carried out by the teacher through questioning, verbally given targets, and teacher observation of pupils' work throughout the course.

Spoken language is developed through class and individual discussions and also through the Spoken Language components of English Language GCSE and Step Up to English. Our SALT therapist is also on call to help students with this aspect of their English work.

In addition to seeking to rapidly restore/teach, writing/reading/speaking skills through individual teaching/coaching, our pupils taking GCSE are also specifically taught to construct PEE paragraphs (what / how / why questioning processes) to build upon their reading skills and begin to build understanding of this as a means of analysis. They will infer and deduce information from texts. GCSE students are also taught how to construct a thesis for an English Literature essay and further structure their written responses with the correct use of paragraphing and topic sentences.

It is an intent of the delivery of the English Curriculum at our school that the teacher is sensitive to the needs of our students who typically experience EBSA, anxiety or may be recovering from an eating disorder or another condition. Therefore, the timing, delivery and nature of feedback, whilst being realistic, is given with a view to maximising a pupil's growth in confidence, both within the subject and within themselves. This means that when giving feedback, the timing, content and nature may vary from pupil to pupil according to their individual psychological needs at any given moment in time.

The GCSE EXAMS

English Language

Paper 1: Explorations in Creative Reading and Writing. (1hr 45mins – 50%)

Section A (Reading)

Students read one unseen extract from a piece of 20th or 21st century fiction and answer 4 questions on the skills of:

- Retrieval
- Language Analysis
- Structure
- Evaluation

Section B (Writing)

Students create a piece of creative writing, such as a description or a narrative piece.

Paper 2: Writer's Viewpoints and Perspectives. (1hr 45mins – 50%)

Section A (Reading)

Students read two unseen non-fiction extracts, one from either the 20th or 21st century, and one from the 19th century. They then answer 4 questions:

- Comprehension
- Summary & Comparison
- Language
- Comparison (Writer's attitudes)

Section B (Writing)

Students create a piece of non-fiction writing, such as a newspaper article, letter or feature article.

English Literature

Paper 1: Shakespeare and the 19th Century Novel (1hr 45mins – 40%)

- Section A (Shakespeare) Students write a character or thematic study, beginning with an extract and widening their discussion out to the rest of the play.
- Section B (A Christmas Carol) Students write a character study or thematic study, beginning with an extract and widening their discussion out to the rest of the novel.

Paper 2: Modern Texts and Poetry (2hr 15mins – 60%)

- Section A (An Inspector Calls) Students write either a character study or thematic study, from a choice of two questions, exploring the dramatic effects of the play.
- Section B (Love and Relationships Poetry) Students write a comparison of two poems they have studied in class.
- Section C (Unseen Poetry) Students write a response to one unseen poem before adding a short comparison to a second unseen poem.

Spoken Language

As part of the GCSE course students will be assessed on their ability to communicate through spoken language. This part of the course does not count towards the overall GCSE grade but is certified separately as a 'Spoken Language Endorsement' (graded pass, merit or distinction). Each student must deliver a speech and will be assessed on their ability to present information, listen and respond to others and communicate through Standard English.

GCSE History Statement of Intent

Purpose of study:

History is fundamental to empowering students to engage in all manner of conversations and debates. We want to ensure that our students always have something to say and can speak from a position of knowledge rather than one of ignorance. History is uniquely positioned to do this through the breadth and depth of knowledge it offers for students to master.

We follow the Edexcel iGCSE Specification 4HI1. The curriculum aims to develop an enduring curiosity about the past, as well as providing our students with the means to engage in rigorous and academic approaches to ask and answer historical questions, whilst also empowering them to question the nature of historical knowledge itself. The study of history aims to emphasise the strangeness of the past in comparison to our lives today whilst also foregrounding the human stories that still resonate with us.

We value character, competence and community in our curriculum:

- **Character:** The history curriculum aims to develop students who are confident in presenting their own arguments and interpretations but willing to listen to and be challenged by others. We aim to teach our students how to frame and answer questions, encouraging curiosity but also developing independence. The nature of history itself, with their very rarely being a simple answer, helps develop resilience as well as ensuring that students are willing to challenge overly simplistic narratives they are presented, both in and outside of the classroom.
- **Competence:** The history curriculum aims to ensure students develop a broad body of historical knowledge, chronologically and geographically, from global issues. The curriculum is designed to draw out the connected nature of the past, rather than presenting histories in isolation of one another, allowing students to make sense of the world they live in and the events, forces and people who continue to shape it. Students will engage in the processes through which history is written and challenged, aiming to develop student's understanding of history as a discipline, and therefore as a societal construction rather than an objective narration of the past.
- **Community:** Throughout the curriculum students study numerous different societies and communities as well as the interactions between them, exploring both the bonds that bring people together but also the issues that can cause conflict.
- The key principles underpinning the curriculum are:
 - The curriculum is the progression model. Students' progress by learning and retaining a growing body of historical knowledge as well as by engaging in increasingly challenging disciplinary thinking about their subject knowledge
 - The curriculum is chronologically sequenced to help students build a coherent framework of the past but with thematic grouping of enquiries to establish the character and nature of periods of history
 - Global history, and the connections between worlds, is at the heart of the curriculum, with British history situated in the context of wider world events and narratives, not always at its centre.

- Big Narratives drive the curriculum, ensuring coherence throughout and across years. The three big narratives at the heart of the curriculum are Power, Agency and Migration (of people, ideas and objects).
- The curriculum is enquiry driven, with enquiry questions based on current historical scholarship and contemporary academic debates.
- Students are guided through explicit opportunities to connect to and build on prior knowledge, developing their schema for substantive concepts throughout the curriculum.
- Second order (disciplinary) concepts are balanced throughout the curriculum but do not dictate the curriculum, with the appropriate second order concept for enquiries decided through engagement with current scholarship alongside the need for opportunities for students to repeatedly engage with each second order concept to develop their disciplinary thinking.
- Aims/outcomes The iGCSE History curriculum aims to:
 - Use the study and interrogation of sources and interpretations of specific events, individuals and periods from History so that students develop an awareness of the existence of competing histories rather than a singular objective past.
 - Ensure that by studying global history, and British history in the context of wider world events, students are in a better position to understand the current state of the world and how the past has shaped it.
 - Encourage students to engage with actual historical debates and build their confidence in presenting their own arguments whilst criticising the arguments of others in a disciplinary rigorous manner.
 - Develop a lifelong love of history underpinned by enquiry,
 - Enable students to engage and apply their knowledge to the world around them and the history they encounter, including books, films, historic buildings, museums, music, and art work.
 - Challenge historical misrepresentations of cultures & communities
- Big Narratives drive the curriculum, ensuring coherence throughout and across years. The three big narratives at the heart of the curriculum are Power, Agency and Migration (of people, ideas and objects).
- The curriculum is enquiry driven and specifically addresses the following options:
 1. History of Medicine
 2. The Cold War
 3. The Rise of Hitler
 4. The Origins of World War 1

Maths Statement of Intent

Introduction

Intent refers to what we want our pupils to learn. We follow the Edexcel specification, 1MA1 at both Foundation and Higher tier. Implementation is the teaching activities we decide to use to teach the maths curriculum. The impact is what our pupils have learnt from the curriculum. Intent is gauged by how successful Implementation and Impact are deemed to be. Maths lessons are generally broken up into 4/5 parts:

1. Starter activity – usually a review of the previous lesson/topic but can also involve a short assessment of prior knowledge for a new topic;
2. Introduction to today's lesson/topic;
3. Classwork – can be individual, pair or small group work with support as required;
4. Plenary – A short quiz or Exam Style Questions for practice;
5. Homework discussion as and when required.

Mistakes and misconceptions are an essential part of maths learning and pupils are encouraged to correct their own mistakes before support is offered in lesson. It is essential that this is overseen by a teacher. The intention is to instil a culture in our provision whereby pupils become confident learners who progressively become aware that patience and persistence is a crucial part of maths learning. This then has the effect of creating Independent Learners. Lessons are planned and sequenced so that new knowledge and skills build on what has been taught before.

Intent

For year 11, the 2 and 1/2 term scheme of learning has been chosen to ensure coverage of all key topics with clear differentiation between key topics for pupils aiming for a grade 1-2, pupils aiming for grade 3-4, pupils aiming for a grade 5-6 and students aiming for grades 7- 9. Ensuring pupils have exposure to past GCSE questions throughout the year is also a key priority. Individualised Learning Programs are put in place for pupils whose previous school attendance has led to huge gaps in their maths learning as well as for pupils on the SEND register. Learning Support Assistants and volunteers are deployed appropriately and lessons are planned so that differentiation is managed effectively.

The maths curriculum at RFS now clearly identifies key knowledge and skills required for pupils to progress to a GCSE grade i.e., get on the GCSE ladder. Functional Skills qualifications are offered as an alternative. Furthermore, the curriculum for all pupils includes review steps at the beginning of lessons to check prior learning and provide an opportunity to close any gaps the pupils may have.

What is the maths curriculum aim?

- To equip students with number, algebra, geometry and statistics skills in order to solve problems and reason mathematically.
- Students will be able to use these skills in a wider context such as in their personal lives or careers.

- To create successful learners who are confident in maths and enjoy the subject.

We aim to do this by?

- Stimulating an interest in, and enjoyment of, maths.
- Providing the opportunities and challenge for all to achieve their full potential.
- Encouraging a culture of questioning and feeding the natural curiosity of pupils.
- Developing an awareness of the relevance of maths to real life that will enable pupils to contribute positively to society.
- Providing the best possible standard of teaching and opportunities for learning.

What do pupils gain from this?

- Enjoyment of the subject.
- Achieve or exceed their expected progress i.e., GCSE predicted grades.
- Use their numeracy skills to make a positive contribution to the workplace and society.
- Pupils become progressively better independent learners.

How have we planned this?

- Guided by the national curriculum we focus on key knowledge and real-life skills as much as possible.
- We plan to deliver the 2 and a half term programme of study to fill the individual pupils' gaps as much as is possible.
- We aim to build on prior knowledge and skills and provide building blocks to access the GCSE curriculum, allowing students to achieve their potential and move on successfully to post-16 provision.
- Key words that are subject specific are written in the back of exercise books – maths dictionary.
- We sequence our objectives so students can build on prior mathematical knowledge, firstly from basic numeracy and algebra and build on this to create clear progression.
- The sequence may need to be adapted on a student-by-student basis to take into account lack of attendance at school prior to referral OR for more able students who are already prepared for the higher tier.
- In addition, consideration is given to the individual medical/mental health conditions and ability to attend lessons at RFS.
- Every attempt is made to provide a breadth of curriculum coverage whilst still providing opportunities for in-depth learning.

Integration and transition to post 16

- Before pupils arrive for their first lesson teachers access available school data to determine the ability of the pupil. Teachers will spend time reading pupil passports, seeking to learn about pupils' interests and struggles from their previous setting. Due consideration is also given to time away from education and the huge gaps this can leave in maths learning. This helps to slowly integrate the pupil into their maths lessons making them feel as welcome as possible. This may result in an extended

settling in period where pupils will not be expected to engage in the classwork (or with the main group) until they feel ready*.

- Once they have settled in they will be asked to complete their first maths assessments which will highlight strengths and areas for development which is fundamental for individual planning. Cognitive Assessment Tests usually follow later.
- We are developing the inclusion of real life maths. This then also enhances the employability of the students and/or transition to post 16.

Implementation

- Pupils follow the GCSE Edexcel national curriculum for Maths.
- Pupils follow a 2 and a half term scheme of work.
- Pupils are given the scheme of work for each half term. These are stuck into class books at the beginning of each half-term with opportunities to self-evaluate performance on each topic.
- Pupils develop skills in Number, Algebra, Shape Space & Measure, Proportional Reasoning, Probability and Data Handling.
- Pupils develop conceptual fluency in order to problem solve and reason mathematically.
- Enrichment is embedded into lessons in order to enthuse students and help them to understand the practical applications of the subject in the world and work place.

What principles have guided our decision making in developing this curriculum? What is distinctive about the RFS maths curriculum?

- We follow the National Curriculum for Mathematics (from 2015) and use the following resources: Maths Genie, MyMaths, Hegarty Maths, Corbett Maths (also currently trialling MathsWatch).
- Small class sizes and 1:1 support (where available) in lessons aid the setting of personalised targets for pupils.
- We are developing the inclusion of real-life maths by embedding the use of financial contexts in our teaching - This is supported by a 6-week Life & Leisure programme for the new cohort who join the RFS at the end of year 10. Those who successfully complete this unit are awarded with an AQA Certificate.
- We enrich the mathematics curriculum further with problem solving activities, such as those provided on the MyMaths and Hegarty maths websites.
- We provide numeracy intervention & TA support in lessons and during other non-timetabled lessons for individual pupils with particular attention being given to those on the SEND register.
- We provide GCSE Revision classes in person and online throughout the academic year and also over the exam period.
- AQA Entry Level Maths/Functional Maths are offered as alternative qualifications where appropriate.

- The Google classroom stream is used for absentees to catch up on missed lessons or to join live lessons online. Homework and extension tasks are also accessible via the Google classroom stream.

Impact

What forms do assessments take?

Formative assessment:

- End of half term assessment/progress tasks;
- Teacher questioning;
- Scrutiny of student work by class teacher;
- Time given for students to reflect on feedback they've been given as per the school's marking policy;
- Quizzes at the start of and during lessons create challenge with low threat opportunities for the pupils to gain knowledge and support each other;
- Topic based multi-choice questions provide a reflection opportunity for teacher and learner to deal with misconceptions and to aid knowledge retention.

Summative assessment

- End of term assessments to assess progress made in each term;
- Topic analysis conducted to inform necessary intervention, targeted revision and teacher planning;
- Report progress to Parents/Carers via half-termly progress review reports and meetings;
- End of Term Reports with SMART targets set for each pupil;
- Tutors follow up on SMART targets weekly.*

How do we know if we have a successful maths curriculum?

- Pupil voice, staff voice, parental voice;
- Monitoring predicted/target grades against current/working grades;
- Work scrutiny, learning walks and feedback on these from the deputy headteacher;
- Self-evaluation via links with other schools in the authority via these Camden Hubs: Mainstream Maths Subject Leaders, Hospital Schools maths teachers, STEAM;
- The development of real life maths (e.g. financial contexts) to enhance the employability of the pupils and transition beyond KS4;

Music Statement of Intent

Overview

Music at RFHCS is as diverse, bespoke and inclusive as possible with a strong emphasis on creating a love of the subject and improving confidence and teamwork through regular performance and collaboration with peers. Our goal is to use music in a therapeutic and nurturing way, augmenting the school's inclusion program to re-engage students whilst also providing the opportunity to gain academic qualifications if they choose. Each and every student has the opportunity to study a bespoke music program that is led by them tailored to their individual strengths and tastes, with the ultimate goal being to equip students with a lifelong love of music performance. We offer tuition in Guitar, Bass Guitar, Keyboards, Drums, Music Production, Composition, Sound Design and coaching in any other instrument. We also offer GCSE music (OCR J536) for students with prior playing ability who wish to gain an academic qualification and are confident to undertake the course in six months. For students who also wish to gain vocational academic qualifications in Music, we also offer RSL Graded Awards for the above instruments.

Structure

Currently RFHCS offers music engagement across 3 sites (Paths, Futures and The Hospital Ward)

Paths

At Paths, the sessions are structured towards engagement of all pupils through live music making.

There is no fixed curriculum as the needs and tastes of the EBSA students can be extremely diverse.

Initial sessions will involve an enquiry into the students' musical tastes (if any) and an exploration into how they may have encountered and perceive music. A playlist of all participants' suggestions is composed, enabling the tutor to discern likes and dislikes. The tutor will then recreate one of their pieces in front of them and produce a simple version for them to play. Once students are engaging with the sessions in a confident way (expressing opinions and tastes) we then move on to performing and learning together. These sessions introduce musical concepts such as rhythm and dynamics through doing, adopting a very free format. We will often create our own piece, so each participant feels ownership and a sense of contribution.

Once the tutor feels they have the trust of the students and a sense of group ownership, they will then start to introduce more academic concepts into the session, such as reading music, world and orchestral music's. The tutor will then start to relate this to the music GCSE syllabus, so participants will have realistic expectations about this. This group is the feeder and preparatory training for those who may come to the Futures Centre, with no previous musical experience, but still want to do music GCSE.

Futures

Students either take OCR music GCSE or have sessions of a therapeutic nature. GCSE students have half an hour instrumental tuition per week, alongside 2 hours 25 minutes tuition time per week.

Because of the intense nature of running a 2 year practical course in six months, some aspects of the course will be more focused on than others. There is real focus on instrumental skills for the first three months in order to give students command of their chosen instrument, to such a degree to ensure a fair grade in the performance and composition aspects. Ear training and motor skills are also highly emphasized through performing together and improvising. This develops the aural skills needed for the exam.

It is also a belief that the ability to play or sing and express oneself is a profound lifelong skill that is highly important, for its therapeutic and social qualities, and should be prioritized over academic attainment. Other students have an optional 15 minute session once a week. These sessions are of a therapeutic nature, with students encouraged to practice and be more accomplished than they were last week. The timetable revolves on a weekly basis to minimise disruption from

Regular verbal feedback is given to inform student of their progress and students are encouraged to perform to their peers, and/or create a recording of themselves each term.

Implementation

All students participate in a 50 minute combined music and Drama session, providing options to perform with each other in creating live sound tracks and performing as part of a large ensemble. Google Classroom provides additional learning support. If students cannot attend sessions in person they can attend online. The classroom will also have the day's lesson and class work on it. This means that students have a learning resource they can access remotely so needn't fall behind if they can't attend a lesson. Google classroom is also used in the non GCSE sessions. It is used to share learning resources, record sessions and targets, and communicate with students outside of session times if required.

Impact

Our Mission Statement

- Every student should develop practical musical skills throughout their time with us, should they choose.
- Every student should be able to listen critically and actively to music.
- Every student should be able to perform effectively as part of an ensemble.
- Every student should have a piece of work (either created or performed) of which they are proud
- Every student should have deepened their understanding of music in practical and cultural contexts
- Every student should have been encouraged to perform and express themselves freely through music

PSHE Statement of Intent

Intent

Personal, Social, Health and Economic (PSHE) education is a school subject which helps students develop the knowledge, skills and attributes to stay healthy and safe now and prepare for their futures. We believe that good PSHE education also helps students to achieve their academic potential. Our intent is to provide an academic PSHE curriculum that provides opportunities for students to reflect on and clarify their own values and attitudes and explore complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Our PSHE curriculum focuses on three core themes which borrow heavily from the work of The

PSHE association:

- Health and wellbeing
- Relationships
- Living in the wider world

Implementation

Format for delivering PSHE is covered through our weekly PHSE lesson, citizenship and collective time and incorporated throughout the curriculum under the themes of Spiritual, Moral, Social and Cultural development within individual subject areas wherever possible.

Impact

Our PSHE curriculum aims to enable students to become healthy, safe, independent, responsible members of society who demonstrate respect and tolerance and who are prepared to face and manage the challenges and opportunities of an ever-changing modern Britain. Preventative PSHE education helps students to know how they can support each other, manage their own behaviour and get help for themselves or their friends when they need it, therefore supporting positive behaviour and attitudes. Overall aims The PSHE programme at our school aims to make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. It aims to help students develop in the following key areas: We will:

- Help students to aspire to be the best they can be, to have dreams for their future and know what is required to reach them.
- Provide opportunities for our students to learn about rights and responsibilities and appreciate what it means to be a valuable member of an ever-changing diverse society.
- We will help them to understand and consider many of the moral, social and cultural issues that are part of growing up in Modern Britain.
- Deepen our students' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.

- Develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Stimulate, challenge and nurture student's spiritual, moral, social and cultural curiosity.
- Help students to understand the importance of their physical and mental health, understand emotions and feelings and have strategies to help them become resilient and confident.
- Help students to have a good understanding of themselves, to have empathy, an ability to work with others and to form and maintain positive relationships treating everyone equally with tolerance and respect.
- Teach our students age-appropriate understanding of healthy relationships through appropriate relationship and sex education.
- Teach our students about personal safety (online and off-line) and we will ensure students know where and how to get help if needed.

We also help to develop a set of overarching concepts that run throughout the programme of study. These are as follows:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- Career (including enterprise, employability and economic understanding) we will constantly review and adapt our PSHE curriculum to meet the changing needs of our students and our school community.

Science Curriculum Statement of Intent

Intent

Despite the limitations of time and variations in prior knowledge of the Ks3 Science, our curriculum remains broad and balanced. In order to fill the inevitable knowledge gaps, wherever possible, we refer to this content in addition to the required practicals within each of the respective Biology, Chemistry and Physics GCSE AQA specifications 8461, 8462 and 8463. The intent is to ensure that we increase the science capital of all students including those with SEN through the use of available technology and differentiated resources. The curriculum has been developed with a top down approach, where outcomes are made culturally, socially and morally explicit and inclusive to all, regardless of starting point or ability.

The curriculum is designed to revisit material in every lesson, so the beginning of each lesson includes a reference to the end of the previous. Knowledge acquisition therefore builds up over time and recurs in a regular fashion so skills over time and prior learning are reinforced and embedded more effectively. The wider world, topical events, invited speakers and school visits are referenced when they can in order to increase the science capital among our students.

Assessments are both summative and formative, and peer and self-assessment is encouraged through discussion, whiteboards, traffic lighting, hinge questions and other examples of Assessment for Learning (AfL) strategies as espoused by Professor Dylan William and Paul Black. This informs the direction and manner of any further teaching strategies.

Specific scientific skills are revisited throughout the curriculum that include consideration of experimental skills, exam techniques and manipulation and interpretation of data generated through investigation.

Implementation

With Single Science no longer an option, and insufficient curriculum time to cover a Combined Science, double GCSE in 2 terms, only one Separate Science can be delivered at one time. On consultation with students during their induction programme in the summer term before the beginning of the academic year, this is usually GCSE Biology, but not always. If students wish to take an additional GCSE this is completed with guidance during study periods and delivered through the Google Classroom, which is updated on a weekly basis.

Stages of Practice - There is frequent opportunity for students to practice examination style questions with incremental difficulty at the beginning (traffic lighting prior knowledge) and end of the 6 units within the respective AQA Specifications. We expect students to be completing exam questions every lesson to improve their confidence and science specific skills are carefully woven throughout the curriculum

Questioning – We consider questioning very carefully and whenever possible encourage participation through the use of providing time, in pairs, to discuss answers that can be later shared with the class, rather than a purely hands up policy. Students are encouraged to

develop, explain, comment or correct the answers of others, thereby efficiently and effectively addressing knowledge gaps and misconceptions. There is also a subsequent improvement in resilience and participation. Additionally, we use assessment analysis to identify individual student's gaps and potential areas of the curriculum that require improvement.

Sequencing concepts and modelling – Our concepts are sequenced so students make small steps according to their stride. We frequently use modelling through demonstrations, visualisation and WAGOLL answers mirrored against a lesser quality of answer using strategies such as Point Evidence Explain (PEE) and embedding the idea that there are no silly questions in science, but lots of silly answers, and it is this idea of refutation that is the driving force behind scientific reasoning and progress.

Regular feedback and carefully constructed assessments – This is a targeted area for whole school improvement to which the science department subscribes. Light touch, open book assessments have proved effect in improving confidence, whilst the more summative assessments have resulted in large improvements in retention and recall of taught content. Feedback sheets are also being developed for each assessment.

Literacy is an integral part of every lesson – Definitions and etiologies of all keywords, WAGOLL, and Modelling are used frequently and reading is encouraged in all lessons and the language is consistent with the extended writing and speaking frames found in the student planners.

Learning Platforms – The Google Classroom has proved an excellent resource for cohorts of students more likely to miss school for reasons of physical or mental health. There are ample opportunities for “flipped learning” and content can be reviewed after the delivery of each lesson. Objectives are clear and the learning supported through endorsed videos, PowerPoints, past papers and model answers.

Impact

Careful curriculum mapping has increased student preparedness to tackle the demands of the 3 GCSE courses and its eventual examination. Our science results are consistently above those predicted by CATs and the outcomes are good, with many students moving on to study a science related level II or level III post-16 course at BTEC or A level.

Primary Ward Teaching Statement of Intent

The Royal Free Children's Hospital School aims to maintain the continuity of education for those pupils unable to attend their home school due to illness by providing education in hospital. We work with families, schools, pupils as well as multi-disciplinary medical and social care colleagues to decide the priorities for learning and to agree how best to prepare pupils for their next phase of education.

Primary- Curriculum statement of Intent

The primary curriculum is immersive, progressive and flexible to meet the varying needs of our pupils. Primary aged pupils in Years 1 to Year 6, including those with and EHCP and complex special education needs and disabilities, are offered education whilst they are an inpatient at the Royal Free Hospital, be that long or short. Here we offer a broad and balanced curriculum within the context of the pupil's health needs and the resources available.

Our provision is continually developed in response to the medical and social needs of pupils and where possible informed by their home school curriculum. Royal Free ward teachers ensure that every child has access to their home school VLE whilst an inpatient. This is to ensure that every child has the choice and opportunity to cover their home-school curriculum in order to facilitate transition and reintegration back with ease and confidence.

It is a curriculum that broadens pupils' outlook and views by promoting global perspectives, as well as raising aspirations, enabling them to connect skills and concepts naturally, given that pupils may only access the material for a relatively short time. All pupils currently have access to Music Therapy, promoting creative interaction and play.

The core offer comprises of:

- English
- Maths
- Science
- PHSE
- Music therapy
- Art
- Home school VLE

Teaching can take place both by the bedside 1:1 or in the School class room located near to the Paediatric ward. Unfortunately, we are unable to accommodate children of EYFS age as the Royal Free hospital does not have suitable outdoor learning spaces for these young learners. We work in partnership with our NHS colleagues (Play workers) to support children within this age range in a designated play room which is located next to our school room.

Exceptional circumstances

Some of our primary aged pupils have experienced exceptionally challenging circumstances prior to attending our school provision. As a result, this may mean that they are not able to engage with the curriculum offer. For these pupils, our specialist ward teachers use their expertise to plan and implement personalised learning experiences which are designed to foster engagement and curiosity and motivate pupils to enjoy learning and achieve success.

Curriculum Aims:

- Fostering a 'Love of learning' as 'global citizens'
- To provide a high-quality education whilst overcoming barriers to learning posed by a variety of medical conditions.
- To maintain progress in core subjects so that pupils are not disadvantaged by their hospital stay and have the key skills and knowledge necessary to reintegrate back to their home school
- To support pupils to develop key academic and communication skills
- To ensure pupils feel safe and supported in their learning

How does the Royal Free School aim to achieve this?

- Providing a curriculum that meets the needs of our pupils
- Differentiation- personalised learning where appropriate
- assessment and planning and delivery of personalised lessons enabling access to a broad and balanced curriculum
- Communicating with parents/carers and education colleagues in mainstream Primary schools
- Where consent is given, ward teachers contact the home schools from day 1 of their admission to the Royal Free Hospital
- Where possible staff work closely with home schools to ensure that pupils are able to follow their schemes of work and planning
- Having flexible systems in school where pupils are taught by class teachers or by subject specialist teachers depending on their needs
- Working with health and social care professionals in order to create a personalised plan for pupils who are perhaps with us for a longer term stay
- Ward teachers will support students to complete and keep up with classwork so that they do not fall behind due to their medical needs.
- Specialist "ward packs" covering Maths, English and Science have been devised for Years 1 to 6, and offered to students unable to attend the classroom following infection control. The packs also contain therapeutic activities such as Art and Craft.
- Support pupil's mental well-being by working in partnership with multidisciplinary teams to provide learning plans which take account of a range of emotional, sensory and developmental factors
- Ensuring mutual respect between medical colleagues, pupils and staff
- Small group or 1:1 teaching which supports and provides an environment conducive to learning both by the bedside or in the school room on the ward

What does this mean for our Primary aged young people?

- A continued love of learning

- Advocacy for their educational support whilst receiving medical treatment or intervention
- Academic/pastoral/emotional support for primary ages pupils, parents and carers whilst in the hospital environment
- Increased self-confidence and sense of achievement and well-being
- Improvement in social communication skills
- Personal barriers to learning are broken down even in spite of presenting, historical and/or continued medical needs
- Support with medical needs exemption/access exam arrangements for pupils in Year 2 and Year 6

Safeguarding and the Primary Curriculum:

We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas, and concerns.

Throughout the broad curriculum, there are planned opportunities to promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those with no faith), races, genders, ages, disabilities, and sexual orientations, through their words, actions and in their influence.

Opportunities are created in a variety of subjects to address areas of safeguarding, for example, themes are highlighted through novels in English and Science topics related to human biology.

There are also many opportunities throughout our learning to explore safeguarding issues:

- Pupils have opportunities across the curriculum to explore values, personal rights, responsibilities, and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism.
- We have developed an open and safe learning environment in which pupils express their views, seek help, and help others.
- The promotion of equality of opportunity and diversity, for pupils and staff, helps prevent any form of direct or indirect discriminatory behaviour.
- Our behaviour policy promotes making good choices and exhibiting good learning behaviours.
- Staff and children are quick to challenge stereotypes and the use of derogatory language in and around our ward school room.

Secondary Ward Statement of Intent

We strongly believe in the importance of maintaining Home School contact and continuity where possible. In addition to the expert guidance provided by subject specialist teaching staff in a number of academic subjects, the school plays a critical role of advocacy for all young people and their families both during and after all hospital admissions. This can take all manner of forms, some of which are summarised as follows:

- Write letters to schools confirming dates of admission and discharge times - we do not discuss the reason of the admission unless explicitly requested.
- Assist in the completion of complex forms such as Disability Living Allowances.
- When newly diagnosed with a condition, letters are sent to schools explaining the impact and implications the condition might have on issues such as attendance, morning punctuality and access to breaks. Such letters also provide guidance on how the school can best meet specific needs related to the condition.
- Assist in applications to major charities associated with specific conditions who will provide helpful advice and guidance once young people have been discharged.
- Support in applying for Special Consideration and Access Arrangements for examinations including Common Entrance 11+ exams, GCSEs and A' levels. This could mean extra time, supervised rest breaks or advice on what to do if exams are missed or completed during a disadvantage.
- Arrange to have examinations sat at the hospital if necessary or generate evidence that might support a predicted grade.
- Tuition and help with schoolwork during the time of admission with Royal Free teaching staff or Home School teaching staff via school learning platforms such as Teams or Google Classroom.
- Provide access to, and assistance with, past examination papers in any subject being studied

END