



# Teaching & Learning Guidance

## **Article 28**

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child.

## **Article 29**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



**Reviewed: March 2023**

## 1. Introduction and Aims

The Wandsworth Hospital and Home Tuition Service (HHTS) believes that all children and young people with recurrent and/or long-term illnesses, including mental health and pregnancy, have the right to continue their education whilst they are unwell/ pregnant and/or in hospital.

*HHTS believes that the diversity and uniqueness of our learners, parent/guardians and staff should be celebrated. Our staff work to ensure a culture of inclusion for all in which each individual may feel proud of their identity. We aim to deliver a curriculum that reflects this diversity and responds to the individuality of our learners. We believe it is the service's ability to respond and reach each learner that is central to the successful academic, spiritual and emotional development of our students*

### **We undertake to:**

- Enable children and young people to continue their education whilst unable to attend their home school.
- Provide a broad and balanced curriculum, including the National Curriculum where appropriate.
- Promote access to education by reducing barriers to learning.
- Work effectively as part of a multi-disciplinary team, thus contributing to pupils' recovery programmes
- Motivate children and young people by building on their knowledge, skills and understanding of the curriculum so that they can reach the highest level of personal achievement.
- Provide a caring and stimulating environment, where the feelings and rights of pupils are respected and their intellectual and emotional needs are met.
- Encourage participation in familiar, stimulating and enjoyable tasks in order to make their time out of school easier and aid reintegration, reducing anxiety about education.
- Enable pupils to make progress through achieving individualised targets and attaining worthwhile outcomes.
- Encourage pupils to reflect on their progress and achievements; instilling a sense of pride.
- Promote interaction with both teachers and peers by providing opportunities for small group educational activities and shared learning experiences.
- To maintain consistency of education through effective communication with pupils' home schools, parents/carers and other key stakeholders and professionals as appropriate; maximising opportunities for progress.
- Promote streamlined contemporary systems of planning, shared resources and evidenced based teaching to support excellent teaching practice by teachers with a healthy work life balance.

It is our belief that teaching in a Medical PRU requires additional considerations for teachers and support staff and the aim of this guidance is to facilitate good practice when working with vulnerable pupils.

### **Academic aims and objectives specific to the Hospital School:**

- To minimise disruption to children's education
- To continue the routine of daily (where possible) school attendance
- To help children re-engage with learning, and maintain a positive attitude to learning
- To maintain contact with home schools so that school work and projects are consistent, and to ensure re-integration is successful
- To have an in-depth understanding of each pupil's learning needs; ensuring that the appropriate level of challenge is provided

### **Social and Emotional Aims and objectives specific to the Hospital School:**

- To provide structure and meaning for the day
- To provide opportunities for socialising with other pupils
- To help pupils to remain focused on the outside world and to look to their future
- To encourage independence so that pupils can continue to develop
- To provide opportunities for creative expression where feelings, fears and anxieties may be expressed
- To offer a therapeutic curriculum, personalised to each student, where interaction, expression and self-awareness are encouraged and praised

### **Special considerations**

Children and young people across the service may:

- Be subject to a range of distressing feelings which may include insecurity, pain, anxiety and depression. These feelings may be unfamiliar to them.
- Not function in the same way and at the same cognitive levels as they do in their home schools owing to their emotional state, medical condition and/or the impact of any medication or treatment.
- Be separated from their parents, families and friends.
- Be experiencing pain or discomfort
- Be regaining skills lost as a result of an illness or injury, or maintaining existing skills.
- Need their timetable to be flexible; reducing at times of illness or to make adjustments for the impact of medication.

### **Professionalism**

We are first and foremost educators and as such relate to our pupils through the medium of teaching and learning. We are also a significant element in a multi-disciplinary provision and must therefore integrate our input and observations within the pupils' total care packages.

The teaching profession is a learning profession and practitioners need to continually develop, broaden and deepen their pedagogical knowledge, subject matter

knowledge and understanding of educational climate and context. This is especially important within HHTS, owing to the range of ages and accreditations teachers deliver to.

## **Timetables**

Timetables are regularly reviewed and revised in order to meet the needs of the current cohort of pupils.

Timetables vary according to ward, and are individualised according to key stage, prior achievement and medical capacity. We also take into account whether a student has been out of education for some time, education related anxiety and additional needs.

Whilst the expectation is that students who are well enough to attend all sessions offered will do so, we are flexible and create personalised timetables which reflect a student's readiness to learn and capacity to engage.

## **Positive Behaviour Management**

At HHTS we ensure behaviour is positive and enables all pupils to learn in a calm and focused environment. Please refer to the ***HHTS Positive Relationships and Behaviour Policy*** for more details on our expectations and approach.

## **Learning Environment**

The learning environment will be managed in such a way as to facilitate different styles of learning, including special educational needs (AEN).

Staff teaching in the home or alternative venues will ensure that the environment is suitable and appropriate for learning and equipped with appropriate resources that may need to be supplied by the service, e.g. laptop with internet access. Teachers will also ensure that the environment can cater for a range of learning styles, and is appropriate for the individual pupil.

## **Remote learning**

Where situations such as the COVID-19 pandemic, or a student's medical vulnerability, necessitate it, teaching and learning may take place remotely.

Remote learning may also be offered to students who are unable to leave the ward or their hospital beds.

Remote learning may take place through video calling platforms such as Zoom and Google Meet and through providing access to digital resources and the exchange of lesson materials through Google Classroom.

It is HHTS' belief that remote learning does not replace face to face teaching, and for long term students who are able to attend class this would be our primary offer. However, we believe that remote learning offers exciting possibilities to extend our

offer, reach students we may not otherwise be able to and provide a consistent educational offer during the pandemic and/or students' medical crises.

Teachers have been provided with additional *Remote Learning Safeguarding Protocols*.

## **Classroom Organisation**

We strive to make sure our classrooms are attractive learning environments; changing displays at least once a term. This ensures that the classroom reflects the topics studied by the current cohort of learners.

Each classroom will be organised to facilitate learning and safety. This may require flexibility in the organisation of furniture, pupils and staffing. HHTS believes that a stimulating environment reflects and promotes a high regard for learning and an organised room enables independent use of resources.

It is expected that:

- The resources in each area will be clearly labelled.
- Labels and posters should, wherever possible, reflect the language diversity of the service.
- Pupils will be involved in the maintenance and care of all equipment and resources as far as possible.
- Sharps will be secured safely, and their use closely monitored.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for health and safety and waste. Learners are encouraged to recycle. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Where appropriate, online learning platforms may be used to enable flexible learning at home or on the wards and to increase the range of subjects which can be offered.

The classroom will need to be assessed and reorganised according to the additional needs of any new pupil. We have a range of sensory 'toys', ear defenders and other adaptations which can be brought out to meet SEN needs. We are able to swiftly purchase or adapt other resources.

## **Curriculum and planning**

*Planning is a process not a product. It has one purpose; to enable high quality delivery which meets the needs of all students (Mark, Plan, teach)*

Please see our Curriculum Rationale for more information.

All sectors of the service follow our **three-part curriculum approach**.

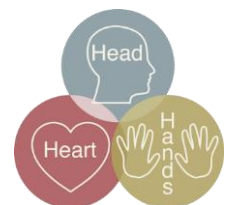
1. **The HHTS Curriculum:** This approach includes teachers using the national curriculum and national accreditations with an aspirational Head Heart Hands framework to plan their HHTS curriculum. Annual planning is completed for each subject. This constant annual curriculum plan for each key stage serves students as they arrive into school.
2. **Identifying gaps in learning:** Teaching staff are simultaneously assessing and addressing gaps in student understanding.
3. **The home school curriculum.** Teachers liaise with the young person's school immediately upon admission to ascertain the young person's prior attainment and current programmes of study; this is then used when the student is ready with modifications as needed.

From these sources, individualised schemes of work are generated for our long-term students. Through this approach we ensure that students are supported to bridge gaps in learning, make accelerated progress and keep up with their peers during their period of illness.

Simultaneously, each teacher is **assessing and addressing gaps in learning** while **liaising with new students' home schools** to ascertain the young person's prior programme of study. From these sources, individualised schemes of work are generated for our long-term students. Through this approach we ensure that students are supported to bridge gaps in learning, make accelerated progress and keep up with their peers during their period of illness.

#### **Our curriculum principles ensure our curriculum offer:**

- is challenging and develops students' knowledge, skills and intellect **(HEAD)**
- facilitates students to develop tolerance and kindness towards themselves and others **(HEART)**
- encourages all of us to hold high expectations and learn skills to make beautiful work **(HANDS)**
- is broad; offering continued and new opportunities for achievement and increased wellbeing
- is personalised and responsive to each young person's needs, enabling students to keep up with peers during and following a period of illness
- is delivered through high quality, dynamic teaching by subject specialists



#### **Assess – Plan – Do- Review**

Our model of assessing each learner on arrival, developing a bespoke curriculum in response to individual need and reviewing individual pupil progress ensures that each learner's provision is monitored using the **ASSESS- PLAN- DO - REVIEW** model.

The academic requirements of any programme of study are considered alongside the individual needs of the child; for example, their medical condition, mental health state, Education, Health and Care Plan (EHCP) and the MDT treatment plan.

Teachers and support staff will meet regularly to review and discuss planning and the outcomes of core team meetings and clinical meetings.

Curriculum Overviews are completed half termly, and made available on our website and displayed outside of the classrooms to ensure that learners are aware of their course outlines.

Teachers are welcome to use aspects of Oak National and other nationally recognised schemes of work and resources to enhance their teaching or set additional learning tasks for pupils.

HHTS feels that the best use of teacher time is on resources which will directly benefit the pupils. It is therefore HHTS guidance that termly planning is by PowerPoint, wherever possible, to be used within lessons. This planning should follow the guidance provided to ensure literacy, numeracy and assessment points. In the absence of the teacher, this planning should be comprehensive enough to be followed by other members of the team.

Strategies that may be used when planning a sequence of lessons or individual lessons:

- **Clarify learning** - Be clear and precise about the knowledge and skills you want the students to learn, not what you want them to do.
- **The Why? test** - Are activities designed to facilitate learning and not just keep them busy?
- **Imaginative ideas and stickability moments** - Integrate things like storytelling and other memorable activities to help an idea/knowledge stick in their minds.
- **Challenge** - Plan to keep students in the 'struggle zone' to ensure they feel sufficiently challenged but not stressed or anxious.
- **Retrieval practise** - include questions on topics covered in previous days, weeks etc. in the sequence of lessons to embed knowledge and skills.
- There should be no dead time. This includes **a flying start**, with students purposeful from the beginning, appropriate pace for the intended learning

## Personal Learning Provision

When all information has been gathered on a student's prior learning and academic goals, teachers will create subject specific Learning Aims. These form the basis of their personal learning provision in each subject and may mean students receive bespoke timetables.

These Learning Aims are monitored, reviewed and evidenced regularly. Pupils will also be working towards a MHFE or other social progressions targets.

SEN students will also be working towards EHCP targets.

All targets are reviewed monthly and recorded in the *Learning Aims* section on Schoolpod, as well as by individual teachers at key points in their programmes.

### **Adaptive teaching**

Teachers will adapt(differentiate) the curriculum based on each pupil's targets created following baseline assessment. It is the nature of the service that students will be following highly individualised programmes.

### **Team Work**

All staff within the service must be prepared to work together collaboratively and flexibly as specified in our professional Code of Conduct

### **Flexibility and Adaptability**

HHTS staff need to be able to teach across a wide range of abilities, ages, subjects, and accreditations.

Pupil turnover is high and admissions can range from a few days to several months up to 18 months.

Pupils' attendance in class and their progress may be interrupted by their mental health state, feeling unwell, emotional distress, behavioural difficulties, medical interventions and MDT assessment.

We endeavour to deploy staff appropriately across the service to best meet the needs of each child. All of our long-term pupils are assigned a Lead Teacher to oversee their progress and manage liaison with family, home school and other stakeholders. Each member of HHTS staff understands the importance of establishing positive working relationships with the young people, and Lead Teachers take on an additional pastoral role. All learners are treated with kindness and respect.

Planning may have to be put aside or adapted, sometimes at short notice, for the following reasons:

- Pupils may be less well than expected
- The work planned may be inappropriate for the pupil due to unexpected changes in their physical, psychological or emotional condition
- Ward organisation may present unexpected situations
- Interventions by medical teams may cause disruption
- Parents and/or children may express wishes for alternatives
- Physical factors within the classroom (e.g. beds, drips, wheelchairs etc.)
- grouping of pupils may need to be changed due to behavioural needs
- Unforeseeable staff absence
- Unforeseen circumstances (such as the pandemic)



## Positive attitudes to learners and their families

All children and young people with recurrent or long term illness (15 days absence from school), and in some cases, their siblings (St George's/Home Tuition) are entitled to attend the classrooms and/or receive education on the wards. or via home tuition.

Where appropriate, their families are welcomed to the classrooms. This is more likely to occur at St George's.

## Teaching strategies

*Teaching is a lifetime's craft. "Every teacher needs to improve, not because they are not good enough, but because they can be even better."* (Professor Dylan William)

- We are all **teachers of literacy and numeracy**. The quality of both students' and teachers' language, such as in razor sharp instructions and questioning, are significant determinants of progress. Make the implicit explicit.
- Teachers must be explicit about **learning outcomes** and **key words**.
- **Go with the learning**: the 'flow' of great progress is more important than following a lesson plan.
- All students must be **working harder** than the teacher, over time.
- Ensure that **learning has stuck**, through checking that is incisive, systematic and effective.
- Utilise a **range of pedagogical approaches** including instructional, collaborative and experiential methods.
- Ensure your curriculum is **Innovative** and kindles students' **curiosity**. This can be done through
  - Modelling Curiosity
  - Making curiosity personal
  - Making learning 'compelling'
  - Linking new knowledge with prior knowledge
  - Make sure the 'interesting' things don't get lost.

In order to ensure students' self-esteem and engagement with education are also built upon, teachers will use the PACE approach. (see **HHTS Positive Relationships and Behaviour Policy**)

## Assessment

Teachers must have a secure overview of the starting points, progress and context of all. On meeting a child, or when the child is ready, teachers conduct an initial, baseline assessment (either paper based or verbal, often informal) and will liaise with home schools for levels, data and predicted grades (if appropriate) to create

individual Learning Aims. These are shared with the children and where relevant, their families and the MDT.

Lessons have clear learning objectives which build towards individual learning aims and teachers make ongoing assessments of their progress. Teachers should inform pupils of lesson objectives at the start of each lesson and review work, progress towards objectives and behaviour at the end of the session.

Teachers keep ongoing records including assessment data, lesson by lesson evaluations, Learning Aims reviews and evidence and Pupil Focus monitoring slips. These aid teachers in monitoring each learner's progress throughout their admission and to plan future teaching to ensure that each child is working (at the correct level) to achieve their potential. We strive to ensure that all tasks set are appropriate to each child's level of ability.

Record-keeping and assessment procedures are defined in the **Assessment Policy**.

### **Monitoring and evaluation**

- Pupils' work will be monitored regularly and evaluated for termly/discharge reports
- Examples of work will be used to evidence successful completion of a Learning Aim, and stored on Schoolpod
- Progress will be monitored and recorded in lesson evaluations, Learning Aims and Pupil Focus monitoring slips.
- Interventions and outcomes will be reviewed as part of the Assess- Plan- Do- Review cycle with next steps identified
- Progress is monitored statistically through lesson evaluations, pupil progress data and as part of the termly performance indicators. This is presented to the Management Committee through the termly report.
- Where a student is undertaking accredited course/s, subject teachers will ensure they are collating samples of work and assessments as needed by exam boards to provide evidence for a teacher assessed grade. These examples of work may also be needed if a student is unable to sit an exam.
- Where a student is dual-registered, teachers will ensure that students have the opportunity to undertake assessments needed by the home school to set predicted grades or teacher assessed grades. If the student is too unwell to complete work set by the home school, they will be informed at the earliest opportunity.

### **Feedback:**

*Marking and assessment have two purposes. One, students act on feedback to make progress over time. Two; it informs future planning and teaching (Mark, Plan, Teach)*

Marking must be primarily formative, may be selective, and be clear about what students must act upon.

All adults working with pupils across the school will provide feedback to pupils on their work. Whilst HHTS are not prescriptive over a marking code, marking should be clear and motivate the student to improve.

Pupils should be able to explain how they get feedback from their class teacher

Marking and feedback must be regular and proportionate to curriculum time.

### **Liaison with home, schools and other appropriate professionals**

In the case of recurrent and long stay pupils, especially those with AEN, it is important to establish contact with home schools at the earliest possible opportunity, and within 5 days of admission. Permission to contact school and/or other professionals must be obtained from parents/carers (included on Patient Information Sheet) and from learners of 16 and over who are judged to have mental capacity. The purpose of contacting schools is to obtain information about individual needs, e.g. IEPs, EHCPs, academic reports, accreditations being undertaken, support required, attendance records and to request details of work which needs to be continued.

Contact is maintained throughout admission via telephone, email, meetings etc. Records are kept on long stay and recurrent pupils and staff write reports for all long term pupils and send copies to home schools termly and on discharge. Reports and recommendations are presented at CPAs/discharge meetings.

Liaison with medical and other personnel in the hospital and in the community takes place through morning handovers, ward meetings, professionals meetings, CPAs and on a day-to-day basis.

When planning work for children with special educational needs, we give due regard to information and targets contained in the children's EHCP plans (and support plans where an EHCP has not yet been obtained). Teachers modify learning and teaching as appropriate for children with disabilities (**see AEND Policy**).

### **Parent/Carer Role**

We believe that parents, carers and families have a fundamental role to play in helping children to learn. We do all we can to inform carers about what and how their children are learning by:

- Sending an initial welcome pack with key information
- Allocating a Lead Teacher to each child and family; coordinating regular liaison between the service, home school and home
- Sending a report to carers of long-term patients upon discharge, in which we explain the progress made and indicate possible next steps
- Providing help with transitions and reintegration to home schools, therapeutic placements or tuition services

- Providing regular opportunities for parents to talk 1:1 with teachers and SLT either in person or over the phone

Parents/Carers are encouraged to support their children's learning by:

- Sharing with the teacher any problems in unit that their child is experiencing
- Supporting their child by attending CPAs and other meetings
- Ensuring that all contact addresses and telephone numbers are up to date and correct
- Contributing relevant information to initial assessment
- Responding to letters sent home by HHTS
- Informing the service of reasons for their child's absence
- Informing the unit of any significant matters at home, which may affect their child's progress, happiness or behaviour

## **Equal Opportunities**

HHTS provides itself as an inclusive service and our curriculum provides entitlement to appropriate educational activities for all pupils, regardless of age, gender/gender expression, ethnicity and AEN.

We value each child as a unique individual. Teachers are familiar with the relevant equal opportunities legislation covering race, gender, gender identity, religion and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

See ***Equality and Diversity*** policy.

### **Monitoring:**

- All staff are responsible for the effective implementation of this policy.
- The policy will be monitored through conversations with pupils and teachers.
- Pupils' work will form an important part of the monitoring process, however, pupils should be approached to allow them to provide vital input into the feedback process.

### **Who is the policy for?**

- Pupils – to ensure that the feedback they are provided with enables them to make progress
- Staff – to enable them to use their professional judgement in how best to provide feedback to their pupils
- Leaders – to ensure that pupils outcomes and teacher workload are protected
- Parents/carers – to support them in understanding how feedback is provided to their children

Deputy Head teacher

Susan Arkley

Date 22<sup>nd</sup> March 2023



## Appendix 1 - How do we ensure students' learning and progress is outstanding?

