

# Oncology

## CURRICULUM INTENT

### INTENT:

#### What is the aim / vision for this department?

- To give pupils opportunities and motivation to access the classroom and education.
- To give pupils opportunity to socialise and engage with their peers (if appropriate due to infection control measures).
- To collaborate with other members of the Oncology team to ensure best steps for individuals.
- To engage/reengage pupils who are medically compromised through curriculum/enrichment activities in order to help 'fill the gaps' for any missed time in school and ultimately prepare for reintegration back to their home school.
- To follow home school guidance.
- To endeavour to provide educational experiences with multiple angles.
- To work towards individual interests to promote engagement.
- Provision of enrichment/therapeutic activities to engage pupils in activities and promote attendance.
- Work closely with families both in the classroom and on the ward offering a service to pupils and parents at such a sensitive time.

#### What do we expect students to get from the classroom?

- The confidence and willingness to participate in education and engage with others.
- Enjoyment of attending the classroom.
- The motivation and confidence to 'give learning a chance' if pupils have not attended school for a period of time.
- To access home school resources and maintain links with home school.
- To follow the home school scheme of work, where possible, for specific subjects (primarily English, Maths and subjects of interest). If this is not possible, pupils follow schemes of work from White Rose Maths and Plazoom (English).
- To be able to access the classroom at flexible times due to changing medical circumstances, physical and mental health impact of treatment.
- A feeling of routine and security when they are at an acute phase of treatment.
- To be offered enrichment activities to promote engagement when medical circumstances may have an impact on attendance and engagement.
- To be equipped with skills that will help them to be successful learners and employees.
- Ensure that pupils leave feeling more confident and happier as individuals from when they first started.

### IMPLEMENTATION:

#### How does learning develop during the hospital admission?

- To work closely with medical teams (such as through Multi-Disciplinary Team, Neuro Oncology Rehabilitation Team and Nurse Specialist Team meetings where requested) to support patients and help provide information appropriate to medical needs and phase of treatment.
- Pupils follow a scheme of learning/work as detailed in guidance from home schools, individual targets and planning. If this is not possible, pupils follow schemes of work from White Rose Maths and Plazoom (English).
- Where applicable pupils follow the targets as detailed on their EHCP.

- Objectives will be sequential, age and/or level appropriate and will be taken from Early Years stages of learning, National Curriculum, Unit Awards and GCSE schemes of work.

**What principles have guided our decision making in developing this curriculum? What is distinctive about our curriculum?**

- Small class size, individual planning and targets for each pupil.
- Supporting pupils when medical needs may regress, progress or stabilise.
- To be aware of the medical impact on concentration and engagement and take into account changing medical presentation throughout each day.
- Pupils accessing the classroom and needing medical interventions at ad hoc times throughout the school year, their hospital admission and the school day.
- Need for both classroom sessions and individual teaching within rooms on ward with regards to medical/infection control needs to ensure everyone can access education.
- To be flexible to the nature of regular and unpredictable admissions and to be sensitive to medical treatment, often received in classroom during sessions.
- Some pupils may have periods in their home school between admissions.
- High expectations set of all pupils regardless of their medical background. Pupils are challenged to attain age appropriate skills from the moment they are admitted into the hospital setting.

**How is the curriculum supplemented or enriched by other approaches to learning?**

- Activities linked to 'cultural capital' where appropriate including hospital schemes
  - 'Read for Good'
  - Hospital arts programmes.
- Other outside agency projects.
  - Drama project (JMU).
- I.T resources.

**IMPACT:**

**What forms do assessments take? What is the purpose of assessment?**

- Contact with home school to gain pupils prior knowledge and curriculum levels.
- Discussion with parents and/or carers.
- Teacher observation/questioning to inform targeted planning.
- Wherever possible students are initially assessed using either/both formal and informal methods e.g. baseline assessments, quizzes, low-threat questioning, self-testing, self-evaluation.
- Work towards accreditations where appropriate (such as AQA unit awards, varying GCSE boards).
- Daily, detailed notes are added to ERS to inform next steps.
- Individual IEPs for long term pupils are created and followed.

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

- Pupil voice, staff voice, parental voice.
- Learning walks and lesson observations.
- Scrutiny of student work.
- Increased pupil confidence and engagement.
- Liaison with home schools and successful transitions back to home school from hospital where requested.