

## HOSPITAL EDUCATION CURRICULUM STATEMENT: MATHEMATICS

### INTENT

#### What is the curriculum aim / vision for this subject?

- To prepare our pupils for their continuing maths education post discharge and on return to their home school
- To help our pupils conserve and/or regain or increase their knowledge and understanding of their mathematical learning
- To give our pupils opportunities to fill any gaps in their learning
- To give all of our pupils opportunities to access the subject

#### What do we expect hospital students to get from this subject?

- The confidence to participate in the subject
- Enjoyment of the subject.
- To achieve to the best of their potential
- To be equipped with the numeracy skills that will help them to be successful learners
- To be equipped with the numeracy skills that will help them to be successful employees

### IMPLEMENTATION:

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

- Wherever possible students are initially assessed using either/or/both formal and informal methods e.g. quizzes, low-threat questioning, self-testing
- Wherever possible pupils follow the scheme of learning from their home school
- Where applicable pupils follow the targets as detailed on their EHCP
- Pupils follow a scheme of learning as detailed in their individual targets and planning
- Individual planning will include a focus on topic specific vocabulary and will interweave planned repetition
- Objectives and schemes of learning will be age and/or level appropriate and will be taken from Early Years stages of learning, National Curriculum, Unit Awards and GCSE schemes of work and will be sequential.
- Pupils are supported in learning mathematical concepts with practical and visual aids, where appropriate.

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

- 1-1 teaching at the bedside and in the classrooms
- Environmental limitations

- Small class sizes, individual planning and targets for each pupil
- Supporting pupils when their medical needs regress, progress or improve
- Supporting pupils with changing cognition and fluctuating mental health needs

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

- Activities linked to 'cultural capital' where appropriate including off-site educational visits and life-skills related topics
- LSA support
- I.T resources

#### **IMPACT:**

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

##### **Formative assessment**

- Contact with home school to gain pupils prior knowledge and curriculum levels
- Revision exercises
- Teacher observation / questioning
- Diagnostic questioning and quick quizzes.
- Progress tasks
- ERS

##### **Summative assessment**

- Assess progress made during inpatient admission
- Accreditation schemes including AQA unit awards and functional skills
- Questioning conducted to inform necessary intervention, targeted revision and teacher planning
- Progress may be reported to parent/carer, home school and/or medical team

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

- Pupil and parental voice.
- Pupil progress
- Learning walks, lesson observation, ERS.
- Scrutiny of pupil work.
- Enhanced pupil confidence and engagement
- Pupils are prepared and ready for transition to their home school, alternative educational establishment or alternative medical establishment
- The skills learnt will enhance their employability status

