



Home Learning at The Vineyard

Expectations and requirements during school closure

Purpose

When school is suspended and Home Learning is implemented, the following guidelines are put in place. The intended outcome is that the curriculum is at the forefront of the work and, as far as possible, pupil progress should not be negatively impacted.

Guidelines

- Home learning is organised through google sites and are accessed at home through the 'pupil portal' under 'our school' section of The Vineyard School website.
- For Reception, the individual google sites will be updated with home learning activities for English, Maths and 'Going for Great' foundation curriculum areas each FRIDAY for the following week.
- For Key Stage 1 and Key Stage 2, these individual google sites will be updated with home learning activities and tasks for English, Maths and 'Going for Great' foundation curriculum areas each FRIDAY for the following week.

Classroom teachers

1. A variety of tasks should be set across the curriculum, taking into consideration possible limitations a pupil might experience at home such as access to a device, writing materials, physical resources and adult support
2. The **new work set each week** should consist of:
 - a. Book club – Each day has a set of questions ensuring coverage of the different question types
 - b. Maths – 4 challenges per week with at least one linked to new learning
 - c. English – As above
 - d. Foundation Subjects – 'Going for Great' grid (3x2) to be used for project based challenges – these should cover areas of the wider curriculum that would have been the focus for next half term
 - e. Reading, TTRS and Spelling Shed
3. Wherever possible, work set should reflect the normal curriculum however with a focus on revision of previously taught concepts, interleaved and spaced retrieval practice
4. Wherever possible answers should be provided so parents can mark the work set easily
5. Teachers must keep a record that identifies the work set
6. Teachers ensure that pupil work is acknowledged weekly when submitted through Class Dojo
7. Children who are not accessing online work/ TTRS/ Spelling Shed should be noted by the teacher and highlighted as a cause for concern through DoL and Headship team

Directors of Learning

1. Should oversee the consistency and quality of work set
2. Should regularly check in with their teams to ensure that staff are consistent in their approaches and pick up on any potential concerns early on
3. Should provide support to colleagues in their teams to ensure that work is provided as required

Deputy Head

1. Should check in on staff members to see if there are any issues either academic or pastoral
2. Should oversee pupil engagement with home learning, intervening and escalating as appropriate

Assistant Head for Inclusion

1. Should co-ordinate the TLSAs to reach out to pupils / parents/ staff and provide guidance and feedback as necessary
2. If necessary should connect with parents and / or pupils on the SEND register to check how they are coping with the home learning

Pupils

1. Pupils should check their google site to see the posts for each week. If they are unsure about the work, they should reach out directly to their teacher either through Class Dojo or google forms
2. Pupils should endeavour to complete all work set as far as resources and support allow them
3. Pupils should engage with online forms and discussions in a positive and respectful manner using written English of the same standard expected in school

Parents

1. Should encourage and support their child's / children's work including a minimum 2-hour daily focus on reading, writing and maths work with adult support. This needs to be age appropriate and could be spread out throughout the day in smaller chunks
2. Provide an appropriate place that the child can work without interruption and check that the set work is completed to a sufficiently high standard
3. Should contact the class teacher / Director of Learning of the phase, if there are any concerns through info@vineyard.richmond.sch.uk
4. Upload pieces of work to the pupil portfolio each week so that the teacher can respond and give appropriate feedback