

## **Home Learning in Junior House**

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.

For Early Years and Key Stage 1, an email (initially twice weekly but rising in frequency to 3 times per week after the first fortnight) to parents with suggested activities for the girls to undertake with parents/carers based on curriculum outcomes. Questions to ask during the activity in order to draw out the key learning points should be included.

Key Stage Two teachers will set tasks for English, Maths, Science and humanities in the first fortnight with other, specialist, teachers also contributing in weeks 3 onwards. Class teachers should collate and co-ordinate all the work that is sent home and returned in order to give the parents a single point of contact with the school. Wherever possible, work set should reflect the normal curriculum.

A variety of tasks should be set across the curriculum, taking into consideration possible limitations pupils might experience at home such as access to a device, writing materials, physical resources and adult support. Work set should reflect the length of a usual lesson.

Teachers must keep a record that identifies the work set. For extended periods of school closure, teachers should consider recording a daily video that introduces set work and act as a motivator for the girls.

Teachers should ensure that by the end of the day, all pupil work submitted has been acknowledged and any question dealt with in an appropriate manner. Key Stage Two teachers should note any pupils who do not complete the work. (It is not possible to tell whether EY and KSI pupils have participated unless a parent is able to email work)

Head of Faculty should be BCC'd so that they can oversee the consistency and quality of work being set. They should also regularly check in with their teams to ensure that staff are consistent in their approaches and pick up on any potential concerns early on. HoF should provide support, both academic and pastoral, to colleagues in their teams to ensure that any issues that arise are speedily dealt with as appropriate.

### **ALS Coordinator**

- Should connect with parents and/or pupils on the SEN register to check how they are coping with the home learning.
- Should coordinate the LSA's to reach out to pupils/staff and provide guidance / feedback as necessary.

### **Pupils**

- If they are unsure about work they should reach out directly to their teacher for clarification and support.
- Pupils should endeavour to complete all set work as far as resources and support allow them to
- Pupils should engage with any online forums and discussions in a positive and appropriate manner and using written English of the same standard as expected in school.

### **Parents**

- Should encourage and support their child's/ children's work - including: finding an appropriate place for them to work, checking that set work is completed
- Should contact the class teacher if there are any concerns.