



# Guide to supervising Home Learning: Years 7, 8 and 9

*A version of this document has been issued to the staff working in school with the children of key workers/vulnerable pupils. We hope this will be helpful for parents and carers supervising their own children at home!*

- We don't expect pupils to complete a full five hour timetable (unless they are managing this well!) and so the day has three sets of sessions, allocated based on the number of hours they would spend on each subject in a normal school week.
- We suggest pupils do their three core subjects (English, Maths and Science) every day, for about half an hour each, and then do two further sessions – one of roughly an hour (subjects they would have twice a week), and one of 45 minutes (subjects they would have once a week).

Half hour sessions 3 per day	1 hour session 1 per day	45 minute session 1 per day
Maths English Science  <b>(All core subjects studied every day)</b>	Geography History Language 1 Language 2 RE  <b>(A different subject every day for five days)</b>	Art Design Technology Food & Textiles IT & Computing Music  <b>(A different subject every day for five days)</b>

- Pupils should have stationery, paper etc. as well as access to a device if available – subjects have set work in different ways, and often work can be done on paper to give a break from screens.
- Pupils should begin by checking emails/Teams to see if they have specific tasks and/or communications from class teachers they need to respond to; this is their first priority. If you require support with this, please email [homelearningsupport@durhamjohnston.org.uk](mailto:homelearningsupport@durhamjohnston.org.uk)  
**Please note – subjects use Teams in different ways. Some subjects have allocated all work via Teams, some are continuing to use the Home Learning Section of the website and are using Teams as a place for students to ask for help and support.**  
**We are currently working on protocols for setting work to help students plan for the week ahead.**
- If they have completed allocated tasks from Teams etc., **they should then go to the Home Learning Area of the school website for the relevant subject to complete tasks from there.** Most subject areas have direct instructions. You may need to provide support to find what they need to do; our experience in school is that pupils scroll straight past instructions...!
- We have found that for some subjects, pupils default to the 'easy' extension tasks option (e.g. – they have an English workbook to complete, and tasks on Teams but there are extension quizzes on Seneca) rather than completing the work that they need to. They should be able to demonstrate that they have completed the 'proper' work before being allowed to move on to these tasks.
- If the work is not to be handed in, (what would be classwork/notes in school) pupils should save or print their work and keep it somewhere safe. They may well need to refer back to it for assessments etc. Teams allows for work to be set and assessed and this electronic model allows students more immediate and detailed feedback.
- If you require more work for your child, most subjects have extension tasks and links to wider resources on their home learning page; pupils can also use teams to contact their teachers for further tasks.