

The Learning Vine

Educational Consultants and Tutor Centre

Grade R-12 HANDBOOK

2016

VISION

To make quality learning a reality and not just a dream.

MISSION

Our mission to provide opportunities for learning to all children regardless of the challenges they face.

Education at The Learning Vine

The Learning Vine uses Impak which is aligned with the CAPS curriculum as a basis for its curriculum and uses inquiry-based learning as the means of instruction. The programme is further individualised and tailored to meet the needs of each learner making it child-centred and suitable for all the different learning styles. We have small Grade-level groups and passionate staff on hand to ensure that one-on-one support is available if needed. The Learning Vine grew out of the necessity to provide a rigorous, quality-assured education programme for learners with learning challenges or who struggle to cope in the mainstream classroom. All learners are taught the traditional subjects that include Languages, Sciences, Mathematics, Social Studies, Health and Physical Education and Technology, through inquiry based methods. We believe that learning skills and concepts is just as important as acquiring knowledge through content. We help our learners make connections with the content they are given so as to make their learning more meaningful.

Curriculum

The IMPAK curriculum at The Learning Vine is benchmarked, by subject areas from Grade R to Grade 12 against the South African CAPS Curriculum. However, where possible, we use the teaching methodology from the International Baccalaureate Organisation. In line with the most modern teaching theory, students learn best when they integrate learning with their world experience, and this is supported at The Learning Vine by inter-disciplinary units.

Language

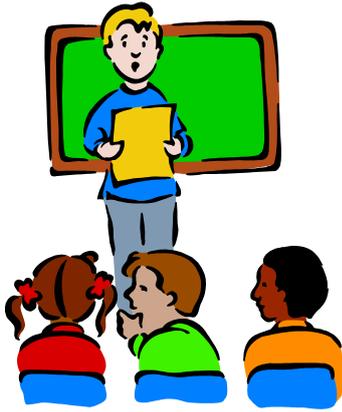
ESL support is provided for students whose home language is not English should they require so. The language of instruction is English. In support of the requirement that students be multi-lingual, Afrikaans will be taught as a second languages. However, we do cater for Afrikaans Home Language students.

Morning Meeting and Circle Time

Morning Meeting is an opportunity for the learners to meet as a whole. In the junior section, Circle Time reinforces learning in classes, allows students to celebrate special events, encourage a sense of community, offer a practical opportunity for announcements and allow for recognition of student achievements.

Assessment

All major assessments and reports are complemented by student responses on not only what, but how, they have learnt. Self-reflection is an important part of the assessment process. All learners will keep a portfolio of work which will be shared with their parents during student-led conferences. Assessment should effectively map students' development in the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes, and the ability to make decisions to take responsible action. On-going Assessment in the classroom will include analysis of students' work or performances using rubrics, checklists, pencil/paper tests, daily observations and portfolios. IMPAK send tests for terms 1 and 3, and exams for terms 2 and 4. The marks for these and all tasks are sent in to IMPAK who compile the reports.



The Learning Vine fosters critical learning and thinking through the curriculum designed to meet the needs of the learners and fulfil the requirements of the Department of Education. Where students are not on IMPAK but on specialised individual education programmes, they will have different goals that they work towards.

In education it is important to provide opportunities for students to build meaning and refine understanding, principally through structured inquiry.

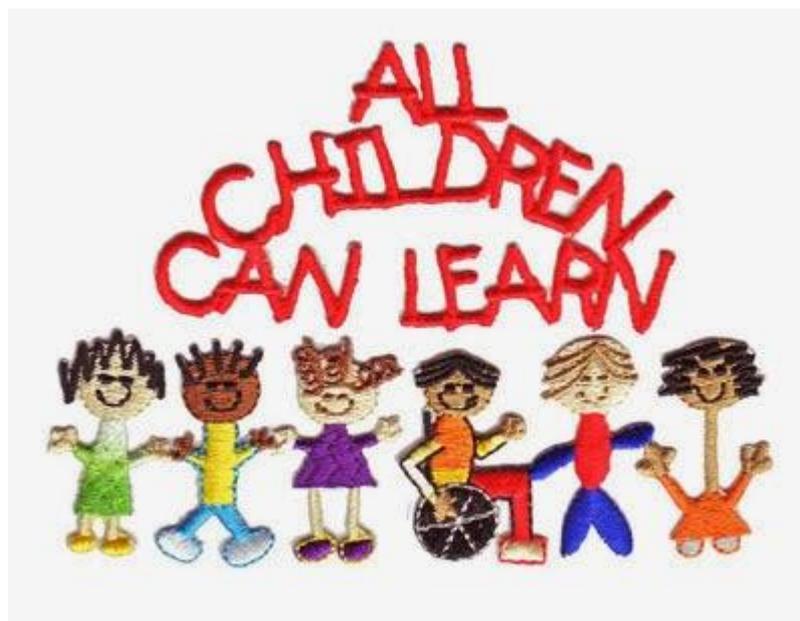
Children, from birth, are full of curiosity. The IMPAK CAPS programme provides a framework that builds on this to give crucial support for them to be active inquirers and lifelong learners.

The Learning Vine uses a whole teaching team, led by the class teacher. The class teachers are helped by Teaching Assistants. We also get in various tutors to help with the secondary subjects. Regular communication between the teacher and parents takes place through the Homework and Communication book in the primary and through emails in the secondary. The following Handbook is intended to convey to parents and learners a broad understanding of how The Learning Vine works.

We are a registered IMPAK Tutor Centre. Our Centre Code is H4721.

The class teacher oversees the programme to ensure that the subjects taught at each grade level provides a balanced range of experiences and outcomes and that there is progression through the grade levels.

As Classroom Teachers and Facilitators we have responsibility for your child. We are the first point of contact regarding social and academic concerns, and welcome your continued participation in ensuring your child's success.



Welcome to The Learning Vine

The School Day:

Each day begins with a short meeting/circle time in which the register is taken, general class announcements made and contact between the Class Teacher and learner is encouraged. The Home Classroom is the basis of our Pastoral Programme, and the Class Teacher is most likely the first person parents will contact.

Daily Routine:

School begins at 8.00am and ends at 2pm. On a Friday, if ALL tasks and work is up to date, and no assignments are outstanding, then students may leave at 1pm. If there is work that is incomplete then the day will end at 2pm for that student. The school is open from 7am until 5.30pm for students who need to get dropped off earlier or collected later.

We do have students from other schools who come in for homework supervision or extra lessons in the afternoons.

Dress Code:

We do not have a school uniform. Students are required to wear something comfortable and practical, which looks neat. On days that we have PE or soccer children are asked to wear appropriate shoes and clothing for physical activity. At this stage only primary students will be attending weekly swimming lessons.

Snacks and Lunch:

There is a break between 10:00-10:30am and students are welcome to bring a healthy snack every day. We do provide tea, coffee, juice and bread. For lunch, we do provide lunch but students may bring their own lunch if they wish. We welcome donations of tea, coffee, sugar, toilet paper and other groceries, as we do go through rather a lot. Primary lunch is from 12 to 1pm. Secondary lunch is from 12.30 to 1. However secondary students are allowed to make themselves something to drink during the school day if the need arises.

Valuables:

Please do not let your child bring valuables or toys to school. The Learning Vine takes no responsibility for valuables that are lost or damaged. Mobile phones are not allowed in the classroom unless the facilitator has given permission. Laptops or tablets are brought at your own risk. Whilst we do take due care, this is a group of energetic children.

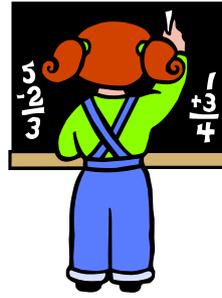
Term Dates:

Term 1: 13/01-18/03/16; Term 2: 05/04-24/06/16;

Term 3: 18/07-30/09/16; Term 4: 10/10-07/12/16

Secondary students are allowed to finish in Term 4 as soon as they are finished with their IMPAK exams. We shall arrange a work experience week for secondary students after the exams.

For Primary students we'll run a holiday club up until the 9th December which will be optional.



2016 Public Holidays:

Date	Title
01 January 2016	New Year's Day
21 March 2016	Human Rights Day
25 March 2016	Good Friday
28 March 2016	Family Day
27 April 2016	Freedom Day
01 May 2016	Workers' Day
02 May 2016	Public holiday
16 June 2016	Youth Day
17 June 2016	School holiday
08 August 2016	School holiday
09 August 2016	National Women's Day
24 September 2016	Heritage Day
16 December 2016	Day of Reconciliation
25 December 2016	Christmas Day
26 December 2016	Day of Goodwill

Homework: Work or projects not completed in class may be given as homework. In the primary section, homework might consist of spelling words and other language and maths activities. The students will bring home a reader each week. There is no homework set for the weekend. Additionally, enrichment activities might be set. These are there to assist parents in supporting their child's learning.

Parent participation: Parents are sometimes asked to volunteer to chaperone class trips. There are some opportunities for parents to be guest speakers in the classroom or to assist with class projects. Parents are encouraged to attend open mornings and special events. Our children are actively involved in hands on experiences which help them develop their knowledge and skills. Parent support, both in and out of the classroom, is an asset to every child's development.

Special Events: We will celebrate UN Day, Halloween and Book Week where children will have an opportunity to dress up.

Birthdays: Parents need to contact the principal a week in advance if they wish to bring a special treat to be shared with the class on their child's birthday. While we welcome cakes and cookies, we discourage candy and sodas.



Reading

From Grade 4, most students are fluent and independent readers. They use reading as a tool for research and further develop an appreciation for literature. However from Grade R-3 they still need support with their reading. We teach Reading through the genres outlined in Language Arts, and focus on different reading skills and strategies.

Students may choose books independently from the library and are expected to read at least 20 minutes a day at home. Secondary students have setwork books in both English and Afrikaans that they are required to read.

Key Objectives of our Language Arts Programme

Speaking

We will help students to communicate effectively in a variety of prepared and impromptu situations as well as in a variety of registers. This includes the ability to demonstrate fluency by initiating and maintaining conversation while showing a wide range of vocabulary and idiom appropriate to their level.

Listening

We will help students to understand a normally paced conversation from various sources on a wide variety of topics. This includes the ability to recognise many types of discourse and main ideas, and draw conclusions.

Reading

We will help students demonstrate comprehension of ideas in a variety of authentic material including literary and non-literary texts. This includes the ability to identify main ideas, supporting details and to recognize and describe literary techniques.

Writing

We will help students engage in writing to be able to communicate effectively and appropriately in various styles or genres with a good degree of fluency and accuracy. This includes the use of appropriate grammatical structures, cohesive devices, appropriate vocabulary, spelling and varied idioms.

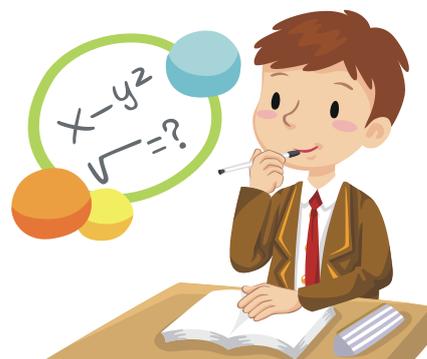
Drama

We have a drama teacher that comes in each week to work with Grade R-9.

Mathematics

We believe that children explore, discover and investigate mathematical concepts through hands on activities and compare their finding to real life situations. These range from using mental strategies to formal pencil and paper procedures and practical inquiries. In primary they use a variety of maths manipulatives to complete their studies. Students will deepen and use their knowledge of the four operations (+, -, \times , \div) throughout the year to support their work in other mathematical fields.

Through various activities, as well as independent work, our students are encouraged to take risks, challenge themselves and to set future goals. Extension work will be provided beyond the concepts taught if and when students are ready. On Tuesdays and Thursdays, Cedric North our Maths tutor, is available for one-on-one tutoring sessions between 1 and 3pm. Students will need to sign up for their individual time with Cedric.



Learning Support

This follows the same delivery model. The focus of service delivery is on identification of learning and behavioural needs, along with teaching and learning strategies for students, parents and teachers. Programming for students with identified needs is established through a consultative process with the parents and is provided through differentiation and in class support as much as possible. However, students may be withdrawn for additional support as necessary. Individual Education Plans (IEPs) document the differentiated program for students with identified needs.

The Learner Profile

The Learner Profile is a set of characteristics that we subscribe to, to develop positive personal approaches to self, others, our world, and to learning in general.



The Learner Profile

1. Inquirer
2. Knowledgeable
3. Thinker
4. Communicator
5. Principled
6. Open-minded
7. Caring
8. Risk-taker
9. Balanced
10. Reflective



Contact us

Please feel free to contact any of the following for assistance:

Principal: Cindy van den Heuvel cindy@learnvine.org

Educational Counsellor: Candice Gillespie candice.gillespie19@gmail.com

153 Arum Rd, Table View, 7441, Western Cape, South Africa

Telephone: +27 21 5565863

Websites: <http://thelearnvine.com>; <http://thelivingvine.co.za>

Please note than The Learning Vine is the educational project of The Living Vine (NPO 158-102) Besides The Learning Vine, we run a Family Crisis Centre for abused or homeless women with children and also provide food for needy families in our community. If you can help in any way please contact Cindy cindy@learnvine.org.