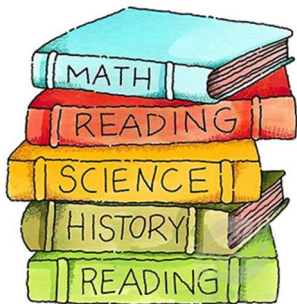


Top Tips for Parents Supporting you with Home Schooling



We once again find ourselves in the situation where our children are once again expected to maintain their education and learning but from home. Many challenges were experienced when this was established in the Spring and Summer and we acknowledge that it can be difficult for all involved.



This newsletter is focused on providing you with some ideas about how to manage the task of ensuring your children are still able to access their education whilst at home. Each school will be providing different ways in which your child/children can keep up with their learning but we also appreciate this is a challenging time for all.

Please remember that if at any stage you experience any problems or challenges, your school can provide you with advice and guidance and are able to provide information to help make the task easier for you and your children.



Please also remember the following useful websites which can also provide a wide range of information to support you when at home:

www.gadeschoolsfamilysupport.co.uk

www.dacorumdspl.org.uk

www.hertfordshire.gov.uk/microsites/families-first/families-first.aspx

www.healthyyoungmindsinherts.org.uk

www.youngminds.org.uk

www.healthforteens.co.uk

www.healthforkids.co.uk

www.familylives.org.uk

Routines, Routines, Routines

One of the best ways to make the transition to learning at home is to establish routines as soon as possible. Ideas:

- Copy the school timetable so your child is familiar with the structure of the learning day
- Include similar break times and meal-times (if possible and/or appropriate)
- Work with your child (see below) to replicate school. This can be made fun and playful, such as using a bell or timer to signify lesson end or time for a break. You might invent a variety of ways to 'schoolify' your home and your child might enjoy coming up with ideas.
- Work with your child to create a 'school space'. If space is limited, identify a 'school' chair or 'school space' to replicate the physical environment where learning takes place.
- You may need to practice new routines (see visual timetables below)
- Find ways for you and your child to use technology to meet up with others.

Visual timetables

Many children don't take information in well when they listen. This includes instructions, information and explanations. Many schools use visual timetables which help children build routines. These are helpful for anxious children, those with low motivation, those with Autism, sensory processing difficulties, speech communication and language difficulties and those with sequencing difficulties.

The visual timetable should be used to show your routine clearly. You can identify what the current activity is, and what the next one will be. If possible, involve your child in making the visual timetable, either by:

- * drawing
- * selecting picture from online
- * taking or selecting photographs.

School timetable		Name: Kim				
	Monday	Tuesday	Wednesday	Thursday	Friday	
9.00 - 10.30	English	maths	history	English	science	
Break						
11.00 - 12.30	maths	IT	science	maths	English	
Lunch time						
1.30 - 3.00	geography	music	PE	drama	art	
After school	football		piano		swimming	

Collaborate When Planning

One of the most powerful resources at your fingertips is your child/children. Ask them how the family can make things work. Questions might include:

- What is the best way for me to help you?
- How can we make a space for you to learn best?

- How are we doing?
- What can we improve?

Children are great problem solvers. Involving them in the required steps such as designing the workspace and creating the visual resources can help them feel secure, involved and motivated.

This can work in 'micro steps' for children who are hard to motivate. Working together on preparing the materials needed for a lesson and getting the space set up can help. In school, children are learning in groups, so doing some of your own work alongside them can show solidarity.

Education

Here are some ideas to help children bridge the gap between being at home and getting ready to learn. They are designed for you and your child or for two or more children to work together to start thinking about their learning. It can be very hard to start work from a standing start, so these will help children to think and talk about a topic area, so they are 'warmed up' for the following activities.

Quick tip:

If your child is stuck, ask them what they are thinking:

- Where did you get stuck?
- What did you start to do?
- Tell me how you are thinking about this

This works well before 'diving in' and trying to instruct them. It helps to encourage independent thinking and problem solving.

Community

Finally, ensure regular contact online with friends and family for you and your children. Community is vital to support all of us through this challenging time.

Other useful links

The Communication Trust

<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/>