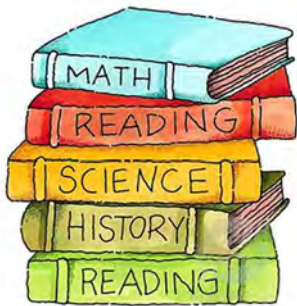


Home Learning Top Tips



Your School's Family Support team want to provide as much support, albeit remotely during this difficult time when schools are closed and many of us are isolated from our usual routines and community.

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.



Children may be experiencing a wide range of emotions during this transition, from fear and anxiety to excitement and enthusiasm. Even positive emotions can be unsettling to children. This newsletter aims to give you some suggestions designed to make the transition as smooth as possible for everyone.



The following web site links also provides some useful information about protecting your family's mental health whilst at home:

www.youngminds.org.uk

www.healthyyoungmindsinherts.org.uk

www.kooth.com

www.healthforkids.co.uk/hertfordshire

www.healthforteens.co.uk/hertfordshire

Remember to contact your family worker if you feel you need additional support.

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/>