

'Your encouragement of, and interest in, children's learning is more important than direct involvement.'



Remote Learning Guide for Parents and Learners who are shielding and self-isolating



This Remote Learning guide covers:

1. Guidance on what to expect for learners that are shielding or self-isolating
2. How best to provide support and structure for Remote Learning
3. How best to get more involved if you are keen and able to

1. Guidance on what to expect for learners that are shielding or self-isolating

Attendance

It is vital that our Attendance Officer, Miss Channing (echanning@coombedean.co.uk) is made aware of students that are shielding or self-isolating.



Learning

Students that are not able to be in school for these reasons will be provided with work as close to that being covered in each of their timetabled lessons as possible. This will be co-ordinated by Miss Foxwell, our Learning Mentor (sfoxwell@coombedean.co.uk) who will be the point of liaison between school staff and students and their families. Work that is completed should be returned to Miss Foxwell so that teachers can provide feedback where appropriate. Miss Foxwell will be able to support with advice where this would be considered helpful and supportive of the completion of work.

Resources

Learning resources will be provided by the school and will comprise of resources ranging from PowerPoint presentations, printed resources and resources that are online. Any support or issues with access to resources should be raised with Miss Foxwell at the earliest opportunity.

Welfare and support

Year Team Leaders will make a welfare call home to each shielding and self-isolating student each week. This will be an opportunity for students to ask questions or seek advice or to support in any way required.

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2. How best to provide support and structure for Remote Learning

'If you would have your son to walk honourably through the world, you must not attempt to clear the stones from his path, but teach him to walk firmly over them – not insist upon leading him by the hand, but let him learn to go alone.' – Anne Brontë, The Tenant of Wildfell Hall

Firstly, this short video might provide helpful advice about supporting daily routines:

Secondly, as a parent, it is extremely helpful for you to know about the work that is sent home and support our children to do it rather than get directly involved in the actual assignments. This is where ClassCharts with its parent and pupil section is ideal. The work set is



Supporting home learning routines Planning the day

Consistent routines are important for behaviour and wellbeing in school and our routines at home have changed significantly. Routines support behaviour and you will be finding a new rhythm with your family. You could share this checklist with your child. Talk to them to help them plan their new routines.

The importance of simple approaches as part of a regular routine is a key recommendation 4 of the EEF's guidance report [Improving Behaviour in Schools](#)

	M	T	W	T	F
I wake up at a good time.					
I did some exercise.					
I had regular meals and drank water.					
I enjoyed some reading in a quiet space.					
I practised a maths skill.					
I completed some school work at my work space. (churled it so I had some breaks too).					
I talked to my family about my day and how I am feeling, asked them about their day.					
I helped with a household job and talked to my family while I did it.					
I contacted my friends.					
I spent some time on my creative hobby.					
My parent/teacher told me what I did well.					
My goal:					
My goal:					

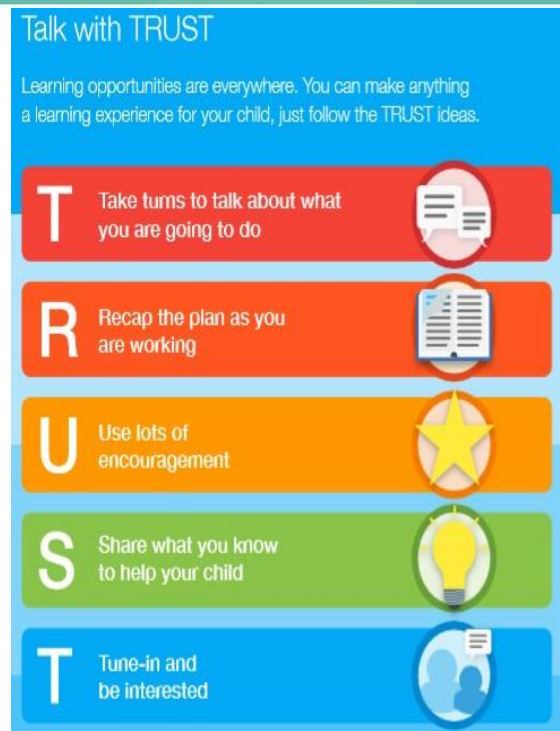
done so aimed

at learners so that they can be guided through it by their teachers, rather than needing direct supervision by parents who will more than likely have a range of other commitments to attend to.

Thirdly, consider having a 'five-minute plan' chat with your child/children before they get started with home learning. This can help establish whether your child has everything they need and help them reflect.

Fourthly, consider whether the template 'supporting home learning routines' included on page 8 of this document can help with planning the day or the more structured timetable below can help.

Next, build-in opportunities to promote the self-regulation (controlling one's behaviour, emotions, and thoughts in the pursuit of long-term goals) in children that is necessary to achieve academic goals. These include:



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What do I want to achieve over the course of this hour or this day's learning?	Setting goals
What order am I going to tackle my work in? What resources do I need?	Planning
Learning isn't always easy; schedules can be flexible – if something isn't working, don't argue about it as frustrating as it might be, build in a break and come back to it later or tomorrow.	Perseverance
As adults, we have lots of experience at managing our time – the learner should lead and follow guidelines and try to stick to them. Has the learner got all of the materials they need (so they don't have to waste time later trying to find something)? Also see 'five minute plan' chat in point 4 below.	The management of time and materials
See the repeated advice below for creating a productive learning environment in the home. Work is set by teachers with the best of intentions. Seek advice if it helps but develop the independence in the learner to try to solve a problem themselves first. For emotions, see 'Perseverance' above.	The management of attentiveness and emotions

Finally, consider the Talk with TRUST framework to support with conversations about all learning opportunities.

Top tips for creating a productive learning environment in the home

Ensure all distractions are switched off or well out of reach – mobile phones should be switched off / on silent or placed in another room; the TV also shouldn't be on. Quiet, calm music in the background might provide a suitable backdrop to work being completed.



Provide a table or suitable flat surface and a chair for work to be completed on. Ensure that learners remain hydrated with water and are able to eat in line with a regular routine.

Conversation – during learning or once learning has taken place, talk about it – ask your child(ren) what they learned during their last hour or during the day – ask questions – you don't need to know the answers. If you have more than one child, get them doing this together – there is a lot to be said for peer supported learning!



"What do you know now that you didn't when you started this task?"

"Explain to me" "Tell me about"

"I can see that during term 1 in your CIO, you learnt about - what can you remember about it (you can also use the 'I can' statements in the self-assessment sections)".

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Don't do the work for them or give them the answers! Learning can be frustrating at times and it can sometimes feel easier to just give a learner the answer. Don't! The brain needs to make connections itself rather than use the connections that you have in your brain already.

Don't accept "I can't do it" or "I don't understand" for an answer but don't fall out over it either. Instead, model perseverance. Learning can be difficult, it shouldn't always be easy, but provided the task is appropriate and the information is provided or can be found (the internet is usually very helpful here), it is possible to complete tasks, check them, learn information and then return to the information later in order to revisit it (or revise).



Please remember, teachers will work hard to ensure gaps are filled when children are able to return to school.

1 Concentrate on reading quality (it isn't all about reading lots!)

Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions

All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read

If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

4 Ask your child to summarise what they have read

When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read

Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family

Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read

Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Reading - 7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

Example structured timetable

For those of you that appreciate a structured approach, there is an example structured timetable below with some quick tips as to how to use it.

Fill in your lessons when you normally have them. At the start of each week, log onto Classcharts and write down your work in the relevant boxes for the week.

Treat each day like a school day and cross off when you've carried out each lesson.

The blocks 1-5 don't have to represent a whole hour in each case.

	1	2	3	4	5
Monday					
Completed					
Tuesday					
Completed					
Wednesday					
Completed					

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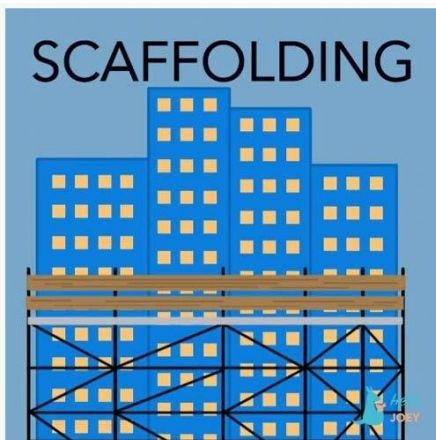
Thursday					
Completed					
Friday					
Completed					

3. How best to get more involved if you are keen and able to

For those of us that want to roll up our sleeves and are able to or want to get very involved with the learning process (again, you don't have to know the answers or the information being learnt yourself), provided this is well received by our children, everything you have read so far is relevant but you may also consider the following tips useful.

Scaffolding

<https://www.youtube.com/watch?v=rVaRdVt6lhw>



This short 2.5 minute video explains the use of scaffolding to support the learning process. Scaffolding is most commonly associated with building but considered in the context of learning, it is a very useful tool. Scaffolding is structured assistance, or guidance, that help someone build confidence and push their limits to develop new skills and accomplish tasks. The scaffolding doesn't build the building, but it supports the process.

Using Quizzes and Flashcards for retrieval practice

Retrieval practice is recalling previously learnt information. The act of retrieval helps us to remember. Quizzes are cues that support retrieval, but there are other ways to retrieve information that are not quizzing. It is retrieval – not just quizzing – which leads to long-term learning.

Concept mapping

Concept maps are diagrams that map key ideas and their relationships. In creating concept maps without the material to hand, we are facilitating retrieval practice. There is evidence that concept-mapping helps to ensure material is remembered. In addition, concept mapping helps to identify the main concepts in a text/topic and identify the way they interact.

Flashcards

Flashcards are a common factor in students' revision. Pupils shouldn't just write everything on them and just reread them. The Leitner system to use flashcards is encouraged.

<https://www.youtube.com/watch?v=C20EvKtd>

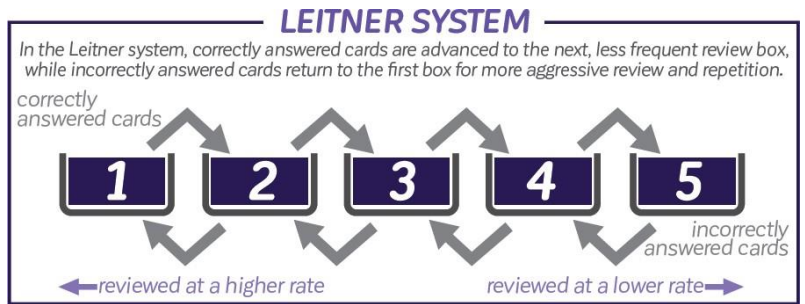


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Free recall

This is when we write down or talk about everything we can remember about a topic. Providing that this is then followed up with some form of checking, it's a simple way of encouraging retrieval practice. Curriculum Intent Organisers can support this process.

<https://www.coombedean.co.uk/curriculum-intent/>



[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Resources%20for%20parents/Supporting%20home%20learning%20routines%20-%20Planning%20the%20day.pdf)

[19 Resources/Resources for parents/Supporting home learning routines - Planning the day.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Resources%20for%20parents/Supporting%20home%20learning%20routines%20-%20Planning%20the%20day.pdf)

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Supporting home learning routines

Planning the day



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I did some exercise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had regular meals and drank water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoyed some reading in a quiet space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I practised a maths skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I completed some school work at my work space. I chunked it so I had some breaks too.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I talked to my family about my day and how I am feeling. I asked them about their day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I helped with a household job and talked to my family while I did it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I contacted my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spent some time on my creative hobby.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parent/carer told me what I did well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My goal:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My goal:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

