

Making The Most Of Learning At Home

Be the best you can be

**Skills
for Life**

Resilience

Communication

Being
Safe

Team-working

Problem
Solving

Self-motivation

Just when you thought you had parenting figured out and your children were settled at school...the world 'turns upside down'. Schools or 'Bubbles' are suddenly closed or children and grown ups need to self isolate.

This leaves children at home all day and, with little warning, you are expected to be the parent, teacher, teaching assistant, PE coach... Cleaner, cook, entertainer, peace keeper and possibly do all your own working from home too!

The list goes on and on! It is no wonder many parents can become slightly overwhelmed.

While that is certainly one possible reaction it is important to realise that your children may be feeling confused, scared and unsettled and need you to remain calm and in control. Children thrive in consistency and this guide is designed to help!



The first challenge is getting to grips with the technology:

There are videos showing your child how to log into Google Classroom.

You can find these at....

<https://centralprimary.co.uk/remote-learning>

We can provide devices to use whilst your child is learning from home.
Our remote learning teacher will happily talk you through an on screen logging in and uploading work session.

You can find them by sending an email to...

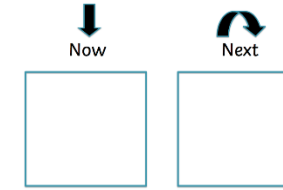
homeworkinghelp@alptrust.co.uk



Establish Routines and Expectations:

It is important to develop good habits from the start. Create a flexible routine and talk about how it's working over time.

School timetable		Name: Kien			
	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



Chunk your days into predictable segments.

Build in breaks and rewards... 'When you've done this, and this, we'll have a hot chocolate or play a game or listen to favourite music' etc.



Help your children to get up, get dressed and ready to learn at a reasonable time. Work is offered daily. Talk to the school about your circumstances and establish what realistically can be done in a day. The busier the children are the less chance they will be bored.



Keep normal bedtime routines, including normal rules for digital devices. Adjust schedules to meet everyone's needs but don't default to staying up late and sleeping in



For families with children of different ages, and parents who may also be unexpectedly working from home more often, it's good to build in some time for peace and quiet. Siblings may need to work in different rooms to avoid distraction.

Many families will need to negotiate access to devices, priorities for Wi-Fi and schedules throughout the day just to get daily home tasks completed alongside school work. Noise-cancelling headphones could help. Afternoon tasks, where possible, will rely less on devices and internet connection to help enable this.

It will require some trial and error before everyone finds balance between online and close-space offline learning experiences. Work together to find ways to prevent 'down time' from becoming just more 'screen time.'



Choose a good space to learn in:

Try to make a space available for learning... Make sure it is quiet, free from distractions and is comfortable. Try to think about the amount of light, heat and background noise that might interfere with being comfortable for learning. They will need a comfortable chair too. Ensure that your child is able to take a break from this space regularly to stretch out their muscles and prevent strain of any kind.



Make sure an adult monitors online learning.
Keep doors open, and practice good digital safety.

Check in regularly:

- What can I do to help? Do you need anything?
- Let's have a look at what you've done?
- What's next? How are you feeling?

At the end of the lesson/task you might ask:

- How far did you get with your tasks today?
- What did you discover? What was hard?
- What could we do to make tomorrow better?



Allow your child to own their work:

No one expects parents to be full-time teachers or to be educational and content matter experts. Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice. In school your child usually engages with other students and any number of adults, hundreds of times each day. You cannot replace them all, and that's OK.

If there are any issues with tasks set, talk to the remote learning teacher.

Lessons and learning can be adjusted for individual needs.

If your child has Special Educational Needs these will be taken into account when the work is set.



Stay in touch:

Teachers will mainly be communicating regularly through both telephone conversations and Google Classroom. Stay in contact with classroom and support teachers, family support workers and the SENDco if you would normally access these parts of school life. but understand it may take a day or two for us to respond. If you have concerns about your child or a school matter, let someone know. By telephoning school, or accessing the homeworking help email at homeworkinghelp@alptrust.co.uk



The initial excitement of school being closed will fade quickly when students start missing their friends, classmates, and teachers. Help your children maintain contact with friends remotely.



Remember to stay in touch with your friends and family too. Even remotely, these can be a good ways to relax, have fun and find support.

Encourage physical activity and exercise:

Living and working at home, we will all need some room to let off steam. Moving (independently and together as a family) is vital to health, wellbeing, and readiness for learning.

It's a great opportunity to practice exercising 'alone together' with digital workouts and online instructors. Set new fitness goals and plan hands-on, life-ready activities that keep hands busy, feet moving, and minds engaged.



You may want to think about how your children can pitch in more around the house with chores or other responsibilities. Now's a good time to think about increasing personal responsibility and pitching in.

Manage stress and make the most of an unusual situation:

We are going through a time of major upheaval to our normal routines and ways of life, and there's a great deal of anxiety in the world right now. Emotions may be running high, and children may be worried or fearful. Parents may be stressed as well and children are often keenly aware of trouble. Children benefit when they get age-appropriate factual information and ongoing reassurance from trusted adults. THRIVE can support alongside our family support worker. Please don't hesitate to contact school, your child's teacher or the remote Learning Teacher who will all do their best to support.



Managing Challenging Behaviours:

At school we recognise that all behaviours are a form of communication. When children are very upset and **dysregulated** there is usually a reason, even if the child cannot articulate it.

Dysregulation is the inability of a person to regulate their emotions in response to a situation. When dysregulation occurs and a child becomes very distressed or portrays extremes in behaviours school uses THRIVE language and approaches to try to help and regulate the behaviours again. Children need to feel they are in a safe calm environment and that the adult understands.

We use this language and remember it with the word **TWIN**:

I am **T**hinking

I am **W**ondering

I am **I**magining

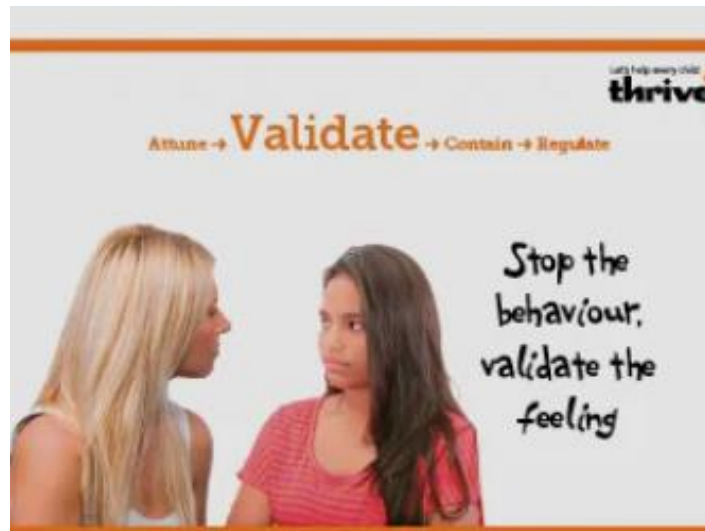
I am **N**oticing

My child becomes dysregulated and doesn't want to complete home learning:

Stay calm and avoid a 'battle'. Give them personal space and come down to their level. Talk and listen to your child. Now is not the time to ask them why

Attune

- I'm thinking that you look upset
- I can see that you're not keen to do the work right now
- I'm wondering if it is because
- I'm thinking we could



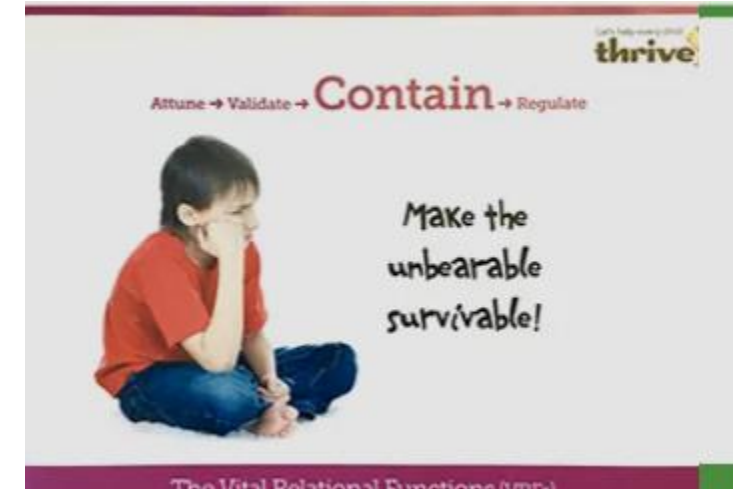
Validate their feelings

Let your child see that you understand:

- I can see that you are upset
- I can hear that you are telling me you don't want to do it now
- It's fine to be annoyed. We all can become upset
- I understand what you are telling me

Containment:

In school we stay alongside the child reminding them that they are safe and we care about them until they can access their cognitive brain. This could take up to an hour. This is when you can perhaps 'Shine a light' on the behaviour, NOT the child, it is the behaviour that we want to change. It is OK to be frustrated, it is not OK to...punch/destroy things etc...name the behaviour



Regulate:

We then bring them back to a calm state, small activities like colouring in, sorting activities, story time, whatever the child needs to calm and soothe.

The biggest part of using Thrive is the relationship with the child. Know and understand triggers and stay alongside in moments of dysregulation if the child needs you there, we are always aware that some children need space/time alone and that is ok too as long as they are safe.

