



Remote Learning Top Tips

Create a designated space for learning at home

- Set up a clear surface which contains all the stationery and devices that they'll need for learning.
- Ensure this is a quiet space to aid concentration.
- Ensure the same space is used daily.



Establish a routine for learning at home

- Routines provide structure and purpose.
- There is some flexibility around the timings of the sessions planned on the remote learning timetable but try to stick to the structure of the day so that your child comes to see it as a predictable routine not unlike a normal school day.
- Discuss expectations for home learning with your child so that they are aware of what they are expected to complete. For example when you have finished phonics you can then choose an activity to play with for 10 minutes.
- The school website contains a remote learning timetable on the class page for you to follow. Please share this timetable with your child so they can see a visual rhythm of the day.
- A new timetable can be found here each week.
- Team's sessions have been planned for registration every morning and to review learning. Check your team's calendar.



Factor in some exercise

- Learning at home can mean more time sat at a table than usual, so it's important to keep your child physically active — regular exercise also helps children to focus on their learning.
- Break up the inactivity by having a walk outside, playing in the garden, a movement break, skipping, kicking a ball or playing a game. Get creative.
- Fresh air is good for the soul.



Keep expectations realistic

- Teachers, parents, pupils— everyone is feeling the pressure during such an unprecedented disruption.
- But let's remember that no one could have planned for this. The best we can do is to ensure that our children continue to feel safe, secure and curious about learning.
- Look after yourself. Being a full time parent/carer with household duties and work is challenging. It is important to eat and sleep well, and include time for your own rest and leisure in your daily routine.



Communication

- Purple Mash email is the form of communication between the teacher and child/ parent about your child's learning and is where any work completed at home can be uploaded and shared with the teacher.
- Talk to your child. If your child is struggling it is important to talk to them. Keep communicating by listening and talking and be patient and reassure them.
- If you require any further support please email the school office on A2116@taw.org.uk.



Behaviours for learning

Our Golden Rules are:

- **We are gentle**
- **We are kind and helpful**
- **We listen**
- **We are honest**
- **We work hard**
- **We look after property**



- In school we have the golden rules which support children to demonstrate positive behaviours for learning. This is a good strategy to continue at home.
- Children begin the week by planning an exciting, fun activity to complete during golden time. Children are rewarded for keeping the Golden rules with Golden Time on a Friday afternoon to celebrate positive behaviour.
- Children who do not follow the rules will be given a visual warning, and if they do not change their behaviour, they will lose five minutes of Golden Time (only 1 minute in early years)

Some tips for managing behaviour at home

- **Nurture the development of wellbeing** - nurture is listening, being responsive, remembering and engaging in reciprocal, shared activities such as play, having meals, reading, talking about events and feelings. Children respond to being valued and being thought of as individuals. This involves **noticing and praising every small achievement**. 
- **Remember structure is Key:** Talk to you child about the plans for the day. Draw them out into a timetable so that their entire day is predictable. Tick off the things that you have achieved and give warnings for what is going to happen next...”When we’ve done, then we can do.....”
- **Language is understood as a vital means of communication** – Language is more than a skill to be learnt, it is the way of putting feelings into words. Children often ‘act out’ their feelings as they lack the vocabulary to ‘name’ how they feel. Use emotional coaching to label and help the children to understand how they are feeling e.g. “I can see you are feeling frustrated at the moment. Let’s see what we can do to help you work through that feeling”. 
- **All behaviour is communication** – Look at what happened before the behaviour occurred. This will give you an insight into what the child is trying to communicate to you. Once you have worked out what has happened, support your child to express their feelings appropriately using words.
- **Transitions are significant in the lives of children** – On a daily basis there are numerous transitions the child makes, E.g. between home and school, between the classroom and the playground and endings, such as tidy up time. Changes in routine are invariably difficult for some children and need to be carefully managed with preparation and support. A sand timer can help with managing the movement between one activity and another E.g. When the timer runs out then it will be bed time. Again, a timetable for the day will help take away any anxieties about what’s coming next. 

For further support, please visit the school website where there is a wealth of information.

**Remember to look after yourself
You can’t pour from an empty cup.**

