



# OUR LADY CATHOLIC PRIMARY SCHOOL

The Diocese of Westminster Academy Trust A Catholic Academy

Old Hale Way, Hitchin, Herts, SG5 1XT

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Head Teacher: Ciara Nicholson NPQH

## **Supporting Your Child with learning at home and online learning**

Parents have been doing an amazing job of supporting their children during the time of the pandemic. Our Parent Survey, your comments to us, and our own experiences have shown how everyone has tried really hard in this unexpected period, to support their children at home, sometimes while also trying to juggle many other commitments.

From our survey we know that parents have asked for more advice and clarification about how to best support their child. Below are some ideas about how to get the best out of the on-line lessons, such as those on Oak National Academy. Please do contact your child's class teacher for more specific advice on how to support your child and their needs.

Be assured that whatever you do to support your child's learning is valuable! Please do not feel that you need to be doing 6 hours a day of intense 1:1 learning – this is neither practical nor actually desirable for you or your child. If you can support one lesson a day, in the way described below and allow your child other learning activities, you are doing a great job! Do not worry about posts you see on social media... do what is right for your child.

### **Before the Lesson :**

- Ensure it is a good time of day – do you know your child is best in the morning after breakfast? Have you got enough time before an expected work call?
- Make sure there are no interruptions – phones, TVs and other distractions are switched off. Where possible, siblings are otherwise entertained.
- Find a suitable 'work space'. Whilst a desk or table is ideal, it is important that it is comfortable and you have room to work.
- Agree how long the lesson will last and whether there will be a treat at the end e.g. a snack and 10 minutes of a game, before completing some follow-up work.
- Make sure you have the relevant equipment e.g whiteboard and pen, paper, pencil etc. It may be helpful for your child to have a word list to provide ideas or help with spellings or a thesaurus nearby.
- Remind your child of what they have done previously in connection with this. You could play some games as a warm-up e.g. times tables games before a lesson on multiplication or phonics.

### **During the Lesson.**

- Sit alongside your child as they do the lesson.
- Ensure that they remain focussed on the screen and teacher.
- Stop the lesson if you feel they need to refocus or to clarify what the teacher has said.
- Pause the video if necessary, to allow them to read or work at their own pace and to ask questions, but make sure that the lesson itself does not become too long. This suitable length will depend on your child, but a maximum of a one hour session for our Year 6 children is what we would expect in school.





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- Use the whiteboard to practice further examples beyond those modelled by the teacher. Your child may need more examples than they give on screen. Sometimes they may require you to model this.
- You may wish to extend their thinking e.g. Can they find other examples similar to this? Is this pattern always true?
- Use the same method/language as the teacher does on screen but check that your child understands this. You could ask them if they do this a different way in class – use the method your child is most confident with. Don't worry that it is 'wrong' !
- Keep giving plenty of praise for effort. Allow your child to make a mistake but then ask them to check their work – either by reading it back, comparing it to the model on screen or asking them to spot a mistake. Give them a chance to self-correct.
- Allow your child the chance to work on their own but return to them to check on how they are doing. 'You are going to write a sentence with an adjective in it. I will be back in five minutes to see how you got on.' Leave them to work, even if you remain nearby. Set a timer if that helps.
- Give them chance to read their work, to edit and improve or spot mistakes.

## After the Lesson

- At the end of the lesson, you may want to give further examples of what they have learnt. Use paper-based resources and withdraw your support gradually. Allow them to work alone, possibly giving choice between related activities that support what was covered in the on-line lesson.
- Allow your child to apply what they have learnt to something they are interested in. e.g some non-fiction writing that was modelled on-line about insects, could be applied by your child to their favourite topic of Dinosaurs!
- Make sure you both have a break before attempting another lesson or learning activity! Give yourself a treat – play a game, have a cup of tea or go outside for a bounce on the trampoline!
- Give plenty of praise – even if you feel your child has found it hard. Don't worry. Get in touch with your child's teacher if you feel they are having difficulty.
- Make a note of things you think your child may need to practise a bit more. Look out for ways to do this during other activities during the day e.g if you were learning a specific phonic sound, can they find objects in the garden that start with this? Maybe provide a couple of examples the next morning as part of your warm-up exercises.
- Consider which lesson/learning activity to do next. What works best for your child? After a long period of writing, would your child benefit from a practical Maths lesson based around a game or weighing and measuring ingredients for dinner?

These notes are not exhaustive. We hope you find them useful. Please be assured that any help you provide for your child is going to have a positive impact on their learning. Please do contact your child's teacher for specific advice.

