



## Parents' Guide to Supporting Children's Learning during the Coronavirus Closure

During the period of time away from College and direct contact in lessons planned and delivered by teachers, it is important that progress in learning does not just stop. A child's mind is like a sponge and every child can learn what they put their mind to. I hope this information will provide useful tips on how to support your child(ren) during this time, so that the disruption caused over the coming days and/or weeks will not have a lasting impact on our young learners.

In an ideal world, all of our young learners would be able to carefully select the material they have to learn, find the best sources of information for this and carefully piece together a study schedule and stick to it, making sure themselves that they are using every minute when they would otherwise be in College to do self-guided learning. Doing this is not necessarily as easy as it might seem, however, and so it is likely that they will need some support, monitoring and most importantly someone to hold them to account (check what they are doing), otherwise they may well be behind their classmates when we return to College.

Key web links to support Home Learning provided by teachers:

<https://www.epraise.co.uk/index.php?school=ivybridgecc> - Epraise for specific Home Learning tasks.

<https://myfiles.ivybridge.devon.sch.uk/hap/login.aspx?ReturnUrl=%2fhap> – Access to student folders – link to *Handouts* for resources from teachers. Copies of the KITE booklets are also saved here.

<https://www.ivybridge.devon.sch.uk/page/?title=Curriculum+and+Assessment&pid=1450> - Learning intent across our College curriculum and links to the Self-Testing Toolkit.

<http://vle.ivybridge.devon.sch.uk/> - College VLE/Moodle.

[www.ivybridge.devon.sch.uk](http://www.ivybridge.devon.sch.uk) - and then use the quick links bar on the right hand right side to access your College email account.

### 1. How can we keep as 'normal' a routine as possible?

As far as possible, teachers/curriculum leaders will update specific tasks for learners to complete using epraise and through *Handouts* and the VLE/Moodle. These tasks can be completed alongside use of the other resources such as the KITE booklets. In the case that it is not possible to do this due to staff illness for example, there are many other resources that can be used to ensure time to learn is not lost.

Password Reset Help - If your child has forgotten their College password please email [ictsupport@ivybridge.devon.sch.uk](mailto:ictsupport@ivybridge.devon.sch.uk) from your registered contact email address and ask for this to be reset. We are only able to reset passwords that come from email addresses that have been registered by the College.

### 2. Learning Diary and Planning Learning.

We recommend getting learners to plan and keep a diary of what they are doing or, better still – in the time that would normally be spent walking or travelling to and from College, a learner can plan what they will cover over the course of the day and then take time to record and review what they covered at the end of the 'College day'. The plan can be a mix between specific activities that have been set and the use of KITE booklets and Self Testing Toolkit to review what has been learnt so far this academic year and what is being learnt in the current term. Here are two examples of how a day studying from home might look:

#### Day A

Tutor / Travel Time		At the start of the day, check on epraise and refer to <i>Handouts</i> /Moodle for any assigned work and plan your schedule for the day.
Lesson 1 – 9.10 - 10.10am	English	Complete any tasks assigned during the time the normal lesson would take place. If time remains, use the KITE booklets alongside the Self-Testing Toolkit (Blind Mind Mapping, Flash Cards and Cumulative Quizzing) to support your knowledge retrieval. All of the above can be supplemented by reading for at least half an hour.
Lesson 2 – 10.10 - 11.10am	Science	
Lesson 3 – 11.30am - 12.30pm	Mathematics	
Lesson 4 – 12.30 - 1.30pm	Art	
Lesson 5 – 2.15 - 3.15pm	French	

## Day B

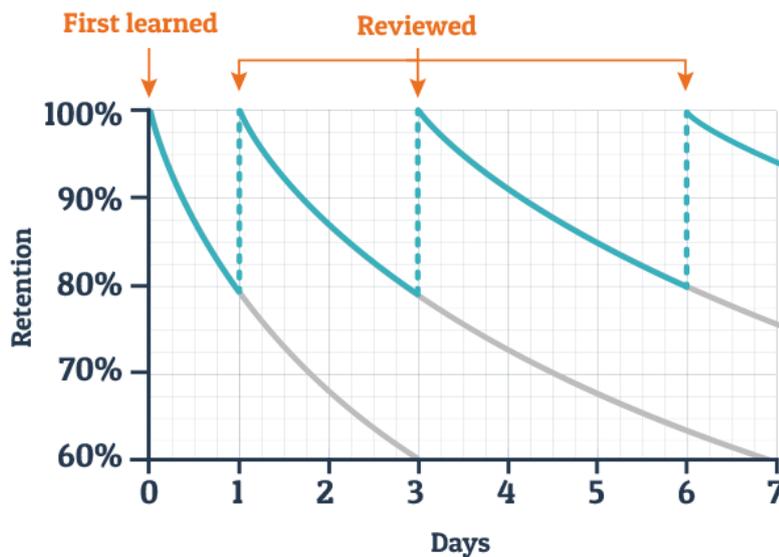
Tutor / Travel Time		At the start of the day, check on epraise and refer to Handouts/Moodle for any assigned work and plan your schedule for the day.
Lesson 1 – 9.10 - 10.10am	Science	Complete any tasks assigned during the time the normal lesson would take place. If time remains, use the KITE booklets alongside the Self-Testing Toolkit (Blind Mind Mapping, Flash Cards and Cumulative Quizzing) to support your knowledge retrieval. All of the above can be supplemented by reading for at least half an hour.
Lesson 2 – 10.10 - 11.10am	Geography	
Lesson 3 – 11.30am - 12.30pm	Core PE	
Lesson 4 – 12.30 - 1.30pm	Spanish	
Lesson 5 – 2.15 - 3.15pm	Mathematics	

***If a student has Core PE on any given day, this time can be used for physical activity conducted within the advice of the Government/NHS and/or Public Health England or just reading up on the news.***

### 3. This 'break' provides a fantastic opportunity to review learning so far this year and in past years.

We will avoid any potential long term impact of not being in College by using the time to review previous learning. This is best done in short chunks and then reviewed and revisited on more than one occasion after the information or knowledge was first encountered. This is a process usually planned by teachers but can also be planned by learners.

### Typical Forgetting Curve for Newly Learned Information



### 4. I am not a teacher.

You do not have to be a teacher or an expert in every, or even any subject to facilitate learning. As a parent/carer, you are likely to have been solely or at least largely responsible for modelling to your child how to walk, speak, listen, eat, hold a book, read, have a conversation etc... all things that we take for granted, but all amazing bits of learning in their own right. None of our children just started to walk when they woke up one day and decided they had had enough of rolling around on their back. They practised, with support, demonstration and lots and lots of encouragement (and probably a few bumps and bruises on the way). Who was doing the hard work? The child! That is how it should be. Advice on **creating a productive learning environment in the home** later in this leaflet should prove helpful.

## **5. My child is currently in Year 11 – what about the examinations in just a few weeks?**

We will make all necessary adjustments to ensure that our learners are not disadvantaged when the examinations start. It is likely that Ofqual – the body that oversees examinations in England - will give schools direction on what changes or adjustments will be necessary as more is known about the period of time schools will be closed. It is important to remember that all Year 11 students will be in the same situation.

I am confident that adjustments to examination schedules if appropriate (particularly practical examinations or completion of coursework scheduled for the end of April) will be made where necessary to ensure that no young person is disadvantaged due to the closure of schools.

One positive in this situation is that content for GCSE and equivalent courses has been largely if not entirely delivered by this point in Year 11, and so time spent revisiting and reactivating prior learning is time well spent.

Learners in lower years will have longer for time away from College to be recovered under the direct guidance of teachers. Whether in Year 11 or Year 8, time spent learning while not in College will give learners a better chance of being successful when they sit examinations.

There are many resources available for learners to use – time spent identifying gaps in knowledge (using revision guides if in Years 10 and 11 and/or KITE booklets), something that teachers will normally do through assessment is time well spent. A learner can test themselves and identify gaps in their knowledge using online materials and resources in *Handouts* and then use the gaps identified as a focus for further learning.

## **6. What should my child(ren) do with the work they complete?**

The work that is completed that is not online should be kept so that it can be checked by teachers and added to College-based notes if appropriate when we return to College. Anything learners produce while working from home will be a potential resource to review when they come to prepare for assessment later in the academic year or in subsequent academic years. Teachers will pick up on and revisit work as appropriate when the College opens again as normal.

## **7. How can I ensure that they do not lose out on 9 days or more of learning?**

Most children have access via the internet to materials to support their learning. Following the advice in this leaflet will ensure that the time out of College is not time wasted, particularly creating a productive learning environment in the home. We will endeavour to provide paper based resources for any children that do not have computer or internet access.

## **8. I am not able to be at home all day to oversee what goes on – how can I help?**

If several hours of guided activities take place, along the lines suggested above, you should still be able to see, hear and ask questions about what has been done during the day. If activities have been completed using online materials, learners can keep a note of what they are doing and what they have completed and how this links to what they have learnt previously (i.e. the term a particular topic was covered) or what they are learning in the current term. Some time talking through what has been done at the end of the day is a good way of holding learners to account for the time they had available to use for learning.

## **9. Reading.**

Reading a book or a magazine or information about a topic of interest online is also good use of time as this will help develop vocabulary, imagination and (in the case of non-fiction texts) understanding of the wider world. We recommend at least 30 minutes per day.

## Top Tips for Creating a Productive Learning Environment in the Home

It is important that the time away from College is not just used by young minds to become professional 'X-Box players' or professional 'Netflix series bingers'. There is, as always, a time and a place for small rewards and time to relax, but these rewards should not take precedent over learning just because College is not open.

1. 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 should not be on. Quiet, calm music in the background might provide a suitable backdrop to work being completed.
2. 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 their normal routine.
3. **Conversation** – 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 do not necessarily 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 did not when you started this task?”
  - “Explain ..... to me”
  - “Tell me about .....
  - “I can see that during term 1 in your KITE Booklet, you learnt about ..... - what can you remember about it (you can also use the ‘I can’ statements in the self-assessment sections)”.
4. Do not do the work for them or give them the answer. 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.
5. Do not accept “I can't do it” or “I don't understand” for an answer. Learning can be difficult, it should not 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) and then again at some point later.

### What does research say about effective revision?

The most powerful or best strategy is to plan ahead and not do all your revision on one subject in a block before moving on to the next - a technique called 'distributed practice'.

A good dose of cramming that **follows up** on lots of distributed practice is the best way to go. Start by reading the text book or online materials provided and then make flash cards (small cards that have some information on both sides i.e. a word or event on one side and a definition or explanation on the other and test your child or listen to them testing themselves. A century of research has shown that repeated testing works.

Testing itself when you get the correct answers appears to produce a more elaborative memory trace connected with your prior knowledge, so you are building on what you know.

### How have various techniques fared when they were tested for effectiveness?

Revision technique	Efficacy
Practice testing - self-testing to check knowledge - especially using flash cards	HIGH
Distributed practice - spreading out study over time	HIGH
Elaborative interrogation - being able to explain a point or fact	MODERATE
Self-explanation - how a problem was solved	MODERATE
Interleaved practice - switching between different kinds of problems	MODERATE
Summarising - writing summaries of texts	LOW
Highlighting/underlining	LOW
Keyword mnemonics - choosing a word to associate with information	LOW
Imagery - forming mental pictures while reading or listening	LOW
Re-reading	LOW