



Supporting your child with home learning

It shouldn't be....



so stressful!



We don't expect you to be teachers to your children or to replicate the school day at home

You want it to be



enjoyable & productive

Magic ingredients?



Unfortunately there aren't any but these might help a little.....

- Try to work out how your child learns best - do they focus for 10 mins and then need to run around before returning to a task? Or, do they prefer to finish what they've started and get upset if they don't get the chance to finish?
- Think about what motivates your child - what are their interests?

Each child is unique - think about their behaviour towards learning so far, or homework tasks they've done previously. This will help you to understand the right approach for them.

Magic ingredients?



- Try to work out when your child learns best - of course, with work commitments, it might not be possible to follow their routine but if time allows, are they more alert first thing in the morning? Do they take time to ease into the day so is mid-morning best?
- Tell them exactly how long an activity will take otherwise they'll think it has no end!

Magic ingredients?



- Patience! When you have run out of it, stop the activity and come back to it another time. If the experience hasn't been a positive one, your child will be more reluctant about approaching a task next time (and probably you will be too).
- Value the work that your child produces and the time they have spent on it even though it may not be all you expect and it may contain mistakes.
- Praise and encourage - tell them about two or three things that they have done well and then offer them advice about 1 area to improve next time.

Should I create a timetable?

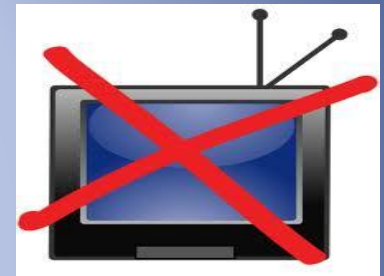


- A *daily timetable is probably easier to keep to than a weekly one. Nothing worse than making great long plans and then for one reason or another, they aren't achieved leaving everyone feeling discouraged.
 - Use your knowledge of how and when your child(ren) work best to guide you and let your child input their ideas for the schedule too.
 - A routine helps your child(ren) to mentally prepare for work time because they are expecting it.
 - You may have seen plans that other families have devised but remember, everyone is different - follow the routine that suits your child and your family.
- *You might like to use the visual timetable on the school website.*

The ideal environment



- A calm, quiet room, free from distractions
- An uninterrupted time
- A place where pencils, paper, books and other equipment are easily accessible
- Sitting up at a table



Which activities should we do?



- Your child's teachers have provided a range of activities for your family to choose from.
- They will continue to set work each fortnight/three weeks but not during the holidays.
- Select the activities that are of interest across the different subjects - it isn't necessary to do them all!
- Remember..... Your child might chose an activity that covers more than one subject e.g. a piece of Art that also contains an element of Maths or Topic work e.g. History which involves writing and then that's English done too.

Approach



Sit next to your child

This enables you to:

- Explain the task
- Assist & support them
- Offer reassurance
- Check through their work with them
- Praise! Praise! Praise! Celebrate effort & achievement
- Reflect - ask them to think about what they would do better next time



All things to all people - Time!



Some parents will have more than one child of varying ages and at different stages.

- Again, consider the how/what/when principles for your children & then a compromise will need to be found!
- Use your daily timetable to identify your focus for support i.e. one child or both/all. This will vary according to their ages & how they prefer to work.

Working together



- If your children prefer to attempt the same activity, that is perfectly fine! Prepare a 'similar' activity e.g. both/all doing some writing about a famous person - the younger child could be drawing/colouring while the eldest completes a sentence. So, a similar activity at different levels.
- Have a short activity up your sleeve in case one finishes before the other!
- If working together, be prepared to divide your time - give one/two something simple to do while you spend 5-10 mins with your other child and then rotate. You may feel as if they're not doing enough but they really will be - the speaking, listening, concentration & turn taking skills will be tremendous and that's without the task itself!
- Short sessions throughout the week work really well in this way rather than longer ones.

An environment for sharing



- Ensure that the table can fit all plus their activities - if not, try and create extra room using a coffee table or a desk. Your children will feel frustrated if they don't feel they have enough space.
- Look at what they will be doing, use your crystal ball to identify any possible pitfalls in an effort to avoid an argument!
- Have the equipment needed ready before getting started e.g. home learning book, paper & pencils plus any resources for the activity they have chosen - they can assist with this (to make it more fun you might create a checklist for them to tick off all the items collected). This overcomes the need to get up & down which interrupts focus.



Siblings working together



There may be times when your children might want to complete an activity together.

- An older sibling may support their brother/sister with a task that requires little support from you.
- They may share a game or an activity of their own imagination - this is all part of the learning experience.
- If you think it will work for so long before ending in a disagreement - set a time limit or an agreed finishing point so that the activity ends positively for all - that way they'll be happy to try it again.
- Reading time also provides a lovely focus for a shared learning experience.



Lone working



Some children just won't work well alongside each other.

- Arrange it so that you can be working with one while the other(s) have some free time - if they want your attention too, try this...
- Have a box/bag of activities pre-prepared and hidden away - things that you know that they will enjoy. Produce the bag for the child(ren) that needs occupying, they can choose something from it to do. Remember to put it all away at the end of the activity - it's only treasure if it's a treat!
- If all else fails, screen time for those you're not working with is an option.
- Again, rotate, so that all get their turn.
- As before, short sessions throughout the week will be super.

Independent activities



Some of the activities planned by teachers are either designed to be done independently or can easily be adapted.

Activities done without adult support are valuable as they help your child(ren) to develop a range of important skills e.g. concentration, decision making, perseverance, patience and resilience.

- An independent activity may be shorter in length.
- Your child will be more likely to engage in it if they have chosen to do it/want to do it.
- They will still want your input in the middle and/or at the end for reassurance and praise.

Adults as role models for learning



Modelling activities in front of your child(ren) sends them the message that learning is part of everyday life for everyone.

- Writing for different purposes – emailing, crosswords, newspapers & magazines.
- Reading, reading, reading!
- Talking – describing, explaining, questioning, discussing & debating.

Take a moment to remember...



You are doing a fantastic job!



Help is at hand



- *Seek advice and support from school if you need it - we are here to help.
- *email: office@jhampden.bucks.sch.uk