



Remote Learning – Workshop for parents and carers

Hassocks Infant School

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Section 1 – Expectations

- ❖ To understand and clarify expectations surrounding Remote Learning and how to get support.
- ❖ To understand when to upload your child's work to Tapestry and why this is supportive.
- ❖ To understand the use of Tapestry and emails for communication.

Section 2 – Support for Remote Learning

- ❖ To share our “top tips” and ideas to support your child with their Remote Learning and increase engagement.



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Section 1 – Expectations

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Learning and Tapestry Reminders

- We teach the same curriculum remotely as we do in school wherever possible and appropriate.
- There has recently been an update to the Android version of the Tapestry app, please make sure you update your app.
- Assemblies are sent out via “memos” each week. Please do keep an eye out for these.
- We continue to recommend you log into Tapestry via a web browser.
- If you need support with technology, please contact the school.




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Expectations – Completing Remote Learning

- We would encourage you, wherever possible, to complete as much as the learning as you can.
- However, there is not a way size fits all answer to expectations.
- Every family and child are unique. We respect that everyone has different circumstances and challenges.
- Please try not to compare what your child is doing to another child.
- When the children return to school, we will work with you to adapt the learning to meet their needs.
- We are here to work **with you** to support.

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Remote Learning Guide for Parents and Carers

What is Remote Learning?
Remote Learning is where the children and/or teachers are not physically present in a traditional classroom environment. Therefore, the learning which would normally take place in the classroom is relayed via another means. For example, through an online platform, video conferencing, calls or work packs.

What is the aim of this Remote Learning guidance?

- To support our school community to understand Hassocks Infant School's approach to remote learning.

Please see our Remote Learning Policy for full details.

When will Remote Learning be used?
At Hassocks Infant School we have identified four different tiers for when we would need to use remote learning. These are as follows:

Tier 1	Tier 2	Tier 3	Tier 4
Individual children are self-isolating.	A whole class is self-isolating.	A whole year group is self-isolating.	A school closure.

What will happen with Remote Learning at each Tier?

Tier 1 – Individual Children are Self-isolating

- When a child goes into self-isolation parents/carers will be contacted by a member of the school team.
- You will be asked if you need any support with additional resources such as pens and paper to support your child's learning from home.
- Following this, families will be sent a 14-day learning pack. This will include a letter to the children and parents/carers about how to use this pack to support learning.
- If your child has Special Educational Needs, the SENCo can be contacted to ensure that this pack is adapted to meet the needs of your child.
- The 14-day learning packs are created by our class teachers and focus on key skills that are being covered in class each half term.
- Families can request Keeping in Touch (KIT) calls by calling or emailing the school office on office@hassocksia.sussex.nhs.uk.

At this stage, your child's class teacher and teaching assistant will still be teaching full time and supporting children in school and are unable to provide remote learning via an online platform. However, we would love to see your learning on Tapestry.

Tier 2 – A whole class is self-isolating

- At this tier, if the class teacher is well, learning will be moved onto Tapestry, an online learning platform.
- Each Friday afternoon, a Visual Timetable with an overview of the learning for each day of the subsequent week will be uploaded to Tapestry via the "Memo" section.
- Lessons will include a blend of recorded videos, PowerPoints, voice clips and uploaded resources.
- Lessons which are known as "activities" on Tapestry will be shared by 4pm the day prior to the lessons.

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Our remote learning policy and guide is available on our website. It was shared in the Autumn Term and again at the start of the Spring Term via ParentMail.

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- You can seek further support or guidance around expectations for Remote Learning by emailing your child's class email address or the school office to ask for a Keeping in Touch (KIT) call.
- The KIT calls can focus on discussing expectations suitable for your child and family.



Tips and suggestions:

- If due to your individual circumstances, you are unable to complete all the learning think about what your child's area of needs are and prioritise these sessions.
- You can adapt the structure of the weekly timetable to work with the schedule and timings of your day.
- If you prefer to carry out reading or story time yourself, at another time of the day, it is ok not to do it when suggested on the timetable.

 Hassocks Infant School Our Learning Organiser Year Group: _____ WC: _____					
<i>*delete red as completing</i>					
Overview of our learning this week: <i>write a brief overview of the learning this week e.g. about any core text/stimulus being used and links to the topic.</i> Parents and carers we strongly encourage you to continue to read with your child daily, support any of their specific targets and home learning.					
	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	 Phonics	 Phonics	 Phonics	 Phonics	 Phonics
Session 2					
Break	 Break Time	 Break Time	 Break Time	 Break Time	 Break Time
Session 3					
Lunch	 Lunch Time	 Lunch Time	 Lunch Time	 Lunch Time	 Lunch Time
Session 4	 Reading	 Reading	 Reading	 Reading	 Reading
Session 5					
End of our learning day	Story Time "could we create a bank of pre-recorded story times for each half term in each year group?"	Story Time	Assembly "see assembly rota. Pre-recorded assemblies can be sent."	Story Time	Assembly "see assembly rota. Pre-recorded assemblies can be sent."

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Expectations – Adding children's work to Tapestry

- We encourage you, to share the children's remote learning on Tapestry.
- The teachers refer to which lessons they would like to be added to Tapestry and do not expect to see everything.
- Seeing the children's work on Tapestry supports us with our future planning and ongoing assessments.
- Additionally, it is also a helpful way to stay connected which is very important for the children at this time.
- If you are unable to share your child's learning on Tapestry, it would be helpful if you could send an email to your child's class teacher, so they are aware of this.

Tips and suggestions:

- If you do not feel confident at adding observations on Tapestry, you can find support on how to do it [here](#).
- Additionally, the Tapestry website has a range of support available for parents [here](#).



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Expectations – Communication

- Thank you very much for keeping up-to-date with communications.
- We ask that communication on Tapestry remain focused on the child's learning, just like it would in a classroom environment.
- If you have a concern or need additional support, we encourage you to use the class email address to raise this rather than Tapestry.
- If you have a concern about your own or child's wellbeing or safety, please email dsl@hassocksis.com, in confidence.
- There are a high level of calls and emails currently, so please do bear with us if we do not respond straight away.
- Your communication is valued, and we will get back to you as soon as possible.



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Expectations – Comments and feedback from staff

- You will have noticed staff are responding to some of your child's learning.
- All learning is looked at but not all will be commented on.
- As we would in a classroom, comments may provide some suggestions and feedback on next steps.
- Please do not be offended by suggestions and feedback, this is good practice and offered as a suggestion.
- Additionally, staff may post “memos” to groups or individual children with videos or notes providing additional ideas.



Tips and suggestions:

- We encourage you to share the feedback comments and videos staff are providing with your children. This is a good way to help them feel connected and support their engagement.

Section 2 – Support for Remote Learning

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Technology: Ensuring your child is equipped to be safe when using technology



Safety note when using technology:

- Make sure your parental locks are on.
- Share rules around the safe use of devices with your child. You could put these rules up, so they are visible for the children when using devices.
- Encourage your child to share anything that makes them feel worried when using technology.

Tips and Suggestions:

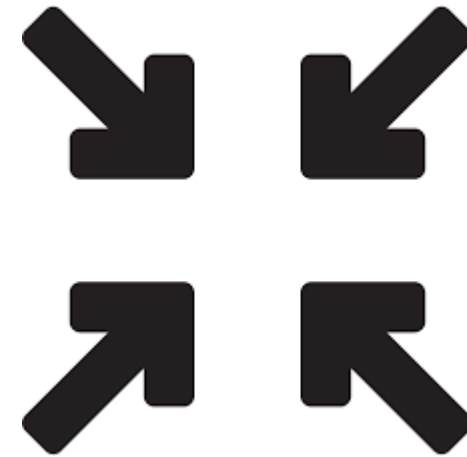
- Further tips and support on e-safety can be found [here](#).

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Technology: Supporting your child to be more Independent



- If you have not already, and feel happy to, teach your child how to use the play, pause and minimise buttons/icons.
- This will support them to be more independent to navigate a video lesson rather than relying on you to press pause etc.

Organisation: environment

- We recognise that for many families, with multiple children, finding a quiet space can be difficult!
- For many children, it is supportive for them to be involved in the process of selecting where they will do their learning.
- Enable your child to have some control over the organisation of their chosen area e.g., if your child decides they want to bring some of their teddies to sit near them, that is ok.
- The area a child may select to do their work, may not always be the area you would have chosen, this is ok.
- If your child does have a designated area for their learning, it is helpful for them to be involved in the process of organising and the area.



On the floor



On cushions



Under tables



Taking it outside

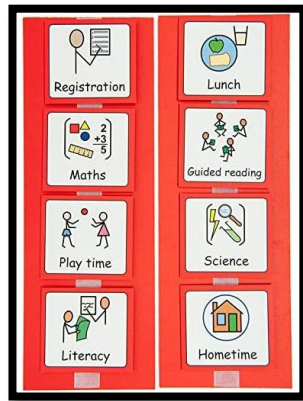
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Organisation: Visual Timetable

- Many children benefit from seeing their timetable for the day.
- It is helpful to include times for breaks and movement on the timetable.
- Some children benefit from ticking off, rubbing out or removing things from the timetable as they move through the day.
- It is also supportive to allow the children to select something of their choice or a special choice for the timetable e.g., playing with their Lego during a break or the end of the day. The child will know they are working towards this.
- Allowing children choice in the structure of their day e.g. 'You have to do these things today, when would you like to 'a' first or 'b'?

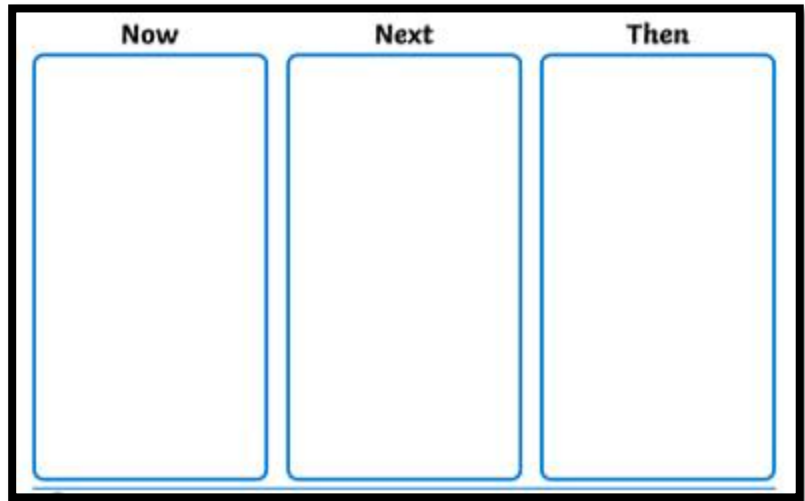


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Organisation and engagement: Now and Next mat

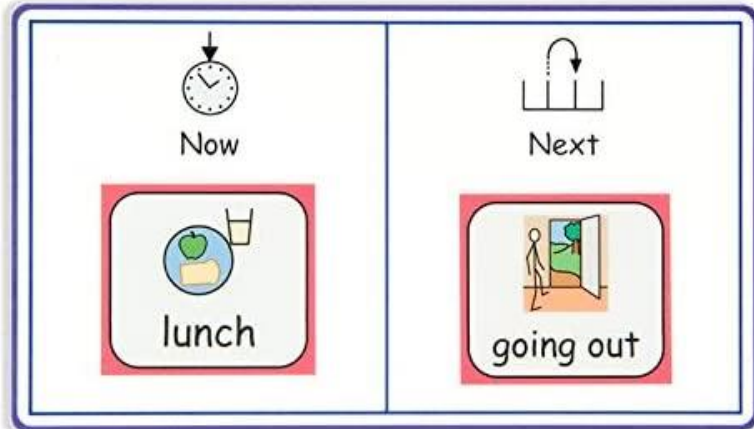


- If your child finds looking at a full timetable difficult, now and next mats can be supportive.
- Now and next mats can support engagement as children understand what they should focus on now and then what will happen.
- You could focus on having a learning activity “now” and a reward/choice in the “next”,

For example:

*“We are unable to do that now because now we are _____
(point to picture on mat) but next we are _____”.*

You can also include a “then” section.



Organisation: warnings, timers and breaks



- If your child is struggling to stay focused or engaged, often a timer can be supportive.
- For instance, when the child is asked to do their activity, you could say: “I am going to set the timer for ____ minutes and we will see how much you have done after. If you child has focused and achieved something in this time, you could give them a sticker/star.
- Remember to schedule in time for your child to have regular breaks. A bank of brain/movement break suggestions will be available on Tapestry and our website soon.
- If your child is very physical and struggles to stay focused on watching the video lessons, remember, when a teacher asks them to think or go and do something it is ok if they want to get up and walk around to do this.
- It can be supportive for some children to be given warnings of how long they have left or before they need to start or stop an activity.

Learning: Process v Outcome



- Often, we focus on the outcome of learning.
- However, we must not forget or underestimate the importance of the steps (the process) a child has taken before the outcome is achieved.
- For example, your child may not create the perfect story you were hoping for. However, think of all the skills they have developed from trying e.g., their fine motor skills, letter formation, sentence structure, understanding of language etc.
- It is supportive to praise the process of learning as well as the outcome.

Learning: The power of the language we use

Phrases to encourage growth mindset:

Can you tell me about it?
What else can you show me?
How did you do it?
How do you feel about it?
You put a lot of effort into that.
I can see you put a lot of effort into...
How many ways did you try it before it turned out the way you wanted?
Are you pleased with what you did?
That looks like you tried hard to...
What questions did you ask to help you get the end result?
You haven't quite mastered it YET.
What could you do next?



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Ways to promote Growth Mindset at home

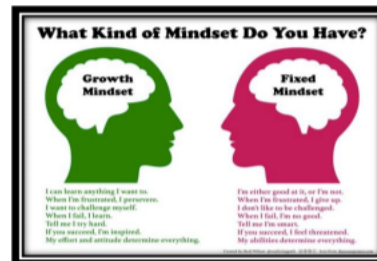


Grow your child's mindset by asking/saying:

What did you enjoy today?
This is hard but fun. What could we do next?
You can grow your intelligence.
You can keep stretching yourself and mastering new things.
Keep trying and you'll get there!
Putting effort in leads to success.
Learning isn't meant to be easy. It should challenge us.

Useful information:

- <http://www.bbc.co.uk/cbeebies/grownups/help-your-child-try-new-things>
- <https://www.mindsetkit.org/>
- <http://calserves.org/resources/calprep/additional-calprep-resources/growth-mindset/>
- <https://ideas.classdojo.com/b/growth-mindset>
- Search Carol Dweck for more information on Growth Mindset:
 - <https://www.ted.com/talks/carol-dweck-the-power-of-believing-that-you-can-improve>



- Parent handout on Growth Mindset can be found [here](#).
- Parent PowerPoint on GrowthMindset can be found [here](#).
- If your child is struggling with their growth mindset or motivation, I would recommend the ClassDojo videos [here](#).

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A close-up photograph of a pile of uncooked penne pasta. The pasta pieces are short, cylindrical, and have a slightly tapered shape with a hollow center. They are a pale yellow color, typical of dried pasta, and are scattered in a small cluster on a plain white background.



- # Spellings: Word cards



- You may have noticed a number of the spellings and spelling rules (especially in Year 2) are challenging.
- Year 2: There is not the expectation that the children spell all of these words correctly but rather, are aware of rules.
- If your child is struggling with the spelling of a particular word, it can be helpful to create word cards to stick around the home.
- You can play flash card games with the word cards you create.

Wellbeing: Connection

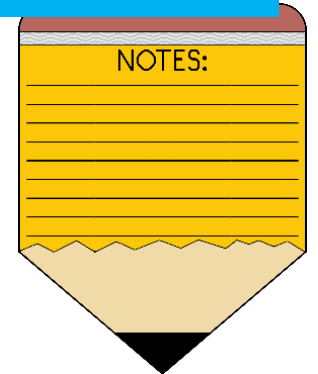
Plan time to connect as a family.

These can be included on your visual timetables for the day or week.



Hug

Leave notes for them to find



Puzzles and games



Send letters and gifts to friends and family



Time outside together



Movie nights



Zoom with other family members or friends



Have campfire



Family crafts



Look through photo albums

Share stories from when you were little



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Wellbeing: Zones of Regulation

“Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation”.

Zones of Regulation

- Supporting our children to stay regulated and understand way they can regulate themselves is important.
- Further information regarding the Zones of Regulation approach can be found [here](#).
- Story books to support your child to understand Zones of Regulation can be found [here](#).

The Zones of Regulation

Blue Rest Area	Green Go	Yellow Slow Down	Red Stop
 Sad	 Happy	 Nervous	 Angry
 Upset	 Excited	 Surprised	 Yelling
 Hurt	 Calm	 Confused	 Aggressive
 Tired	 Proud	 Silly	 Mad

A full list of ways to support regulation will shortly be available on Tapestry and our website.

Wellbeing: Regulating ideas

Crunching ice



Listening to nature



Blanket burrito



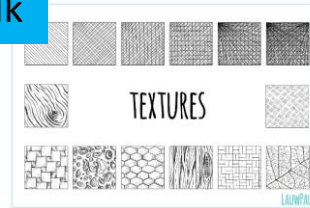
Unloading washing machine/dishwasher



Bouncing



Texture walk



Sweeping



Drinking through straws



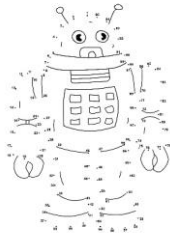
Petting an animal



Bubbles



Dots to dots



Pillow fights



Jumping



Drumming



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Wellbeing: Rupture and Repair ideas

- Your Space is run by therapists who believe in the importance of emotional wellbeing and good mental health in children.
- They offer a range of workshops for parents and I would highly recommend them.
- Further information can be found [here](#).

Learning through Play

- Further information will soon be shared around the importance of play to support learning.



Your Space
Secure Attachments – Robust Learners – Building Futures

Your Space Therapies are pleased to present an online Therapeutic Parenting Course.

We are a counselling and play therapy service that work holistically with schools, parents and professionals supporting vulnerable children. We help children and their communities to have good mental health, resilience to learn and be the best they can be.

Boosting the Bond - For the BEST relationship with your child

Course dates:
Thursday 9th July 2020, 6-8pm
Tuesday 3rd November 2020, 6-8pm
Tuesday 2nd February 2021, 6-8pm

Training online via Zoom (details to follow on booking)

Ticket price: £20

To book your place, please email:
bookings@yourspacetherapies.org



Your Space Therapies are offering a unique and down-to-earth course for parents and carers providing practical ways to have the best relationship with their children. The course will offer an overview of children's emotional brain development and offers practical strategies and therapy games to develop strong emotional bonds and help parents therapeutically manage children's anxiety or challenging behaviours. Strategies will be tailored to think about particular responses that are needed during COVID-19 and lockdown.

93% of parents or carers who have attended this course rated in 'Excellent'

About the trainer: Emma Connor is a Child Psychotherapist, MA, UKCP, Director, Consultant and Trainer for Your Space Therapies. Emma is a senior lecturer at the Institute for Arts and Therapy in Education as well as working in various schools providing therapy for children and therapeutic support for families.

For more information regarding Your Space Therapies counselling services, consultancy and training please visit: www.yourspacetherapies.org

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Thank you!

Please remember you can find more signposting to support for parents on our website [here](#).
Also, do take a look at our Remote Learning FAQs page [here](#).

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