

# Helping Your Child Study During the Corona Virus Closure

This booklet gives parents/ carers hints and tips on how they can help their child structure their learning during the unavoidable school closures.

## Top Tips

### 1. Get a steady routine

Try to create a routine for when learning will happen and when breaks will take place. Children respond really well to routines and structure. The sooner you create a routine, the easier it is to maintain it.

### 2. Be positive

Always try to be positive about learning at home. Even if you do not feel confident enough to help your child/ children, being positive and encouraging them is helpful. Your child's school will be giving guidance on what to study and is also likely to be directing you towards online or paper based resources which will help.

### 3. Talk about it

Ask your son/ daughter what they have learned in their home lessons today. What was it about? Where is it used in other subjects or in different jobs? If you use the knowledge or skills they mention as part of your work or as a life skill, explain how you use it.

Talk to your child about the book they are reading. Questions you could ask include:

- What has happened so far in the book?
- Who is the main character in the book? Are they a likeable/ believable/ interesting character? Would you have acted in the same way as this character?
- What do you think will happen next in the book? What do you think will happen at the end?
- What has been the best part of the book so far? Why?
- What have you learnt about others from this book?
- Who would you recommend the book to and why? Should I read this book?
- What are you going to read next and why?

### 4. Practice makes perfect

Encourage your child to learn basic facts they have covered in their home lessons. Help them learn or practice the facts e.g. their multiplication tables (times tables). Ask quick fire questions about their learning. If you can ask them the next day as well, but this time in a different order, it really helps their brain to keep that information.

You can also ask them to pick out things they are finding it hard to remember so you can check on these things more frequently. The more often you have to recall something, the better your brain becomes at remembering it long term.

### 5. Find out:

Find out about the methods your child is being taught. Should they be following online courses or activities? What tasks should they be completing?

## **6. Don't be shy**

If your son/ daughter is finding their work too easy or too hard, and if their school has the facility for contacting teachers, encourage them to speak to their teacher about it. Ask for help or for more challenging work if it is needed. As the parent/ carer, if you are worried about your child's work, please contact the school straight away and, if it is possible, the school will try to make appropriate adjustments.

## **7. A space to work**

Create a bit of space for your son/ daughter to do their homework. Something like a desk in their room, or a work top or table in the kitchen would be fine. It's best if it's not too noisy or if there are not too many distractions (like TV or younger brothers or sisters playing).

## Working at home

A good place to work has the following features:

|          |   |
|----------|---|
| <b>1</b> | Warm, but not too hot   |
| <b>2</b> | Good lighting- easy to read there                               |
| <b>3</b> | A table, desk or kitchen counter to work at                     |
| <b>4</b> | Clock or watch available  |
| <b>5</b> | Minimum distractions (music, TV, computer, brothers or sisters) |

## A good time for work

People work best at different times in the day. It is best to avoid late night, or just before bed time.

|   |   |            |
|---|---|------------|
|   | <b>Early Bird:</b><br>Wake up feeling quite good in the mornings. They like to get up and get going on things and feel like it's easier to work/ learn in the mornings. | Mornings   |
|  | <b>Late Riser:</b><br>Love a lie in!<br>Take a long time to wake up and get going in the morning.<br>They feel at their best in the afternoons.                         | Afternoons |
|  | <b>Night owl:</b><br>At their best in the evening, this is when they really start to come to life.  | Evenings   |

***Most students are used to working between 9 and 5 as part of a school and homework routine, but this can be moved about a bit to suit home life and avoid boredom.***

## **Plan a timetable**

Learning works best if it is planned properly. The best way to do this is to write a timetable.

It is important that a student gets a **good balance of relaxation as well as work**.

If the school has not already provided guidance, then pupils (with parental support) need to plan what subject they will do and when. Example timetables are shown on the next pages.

These are just examples - you can spread the learning out as you wish and as best suits your family, but try to get a routine in place as it makes it easier to manage for all concerned.

**Example Timetable 1:**

| Day              | 9.00<br>-<br>9.50 | 10.05<br>-<br>11.00 | 11.00<br>-<br>11.30                 | 11.30<br>-<br>12.25        | 12.25<br>-<br>1.00 | 1.00<br>-<br>1.55                       | 2.10<br>-<br>3.00                       | * 15 - 30<br>mins                      | 15 mins<br>with<br>parents           |
|------------------|-------------------|---------------------|-------------------------------------|----------------------------|--------------------|---|---|--|--------------------------------------|
| <b>Monday</b>    | <i>Maths</i>      | <i>History</i>      | <i>Online<br/>PE -Joe<br/>Wicks</i> | <i>Science</i>             | Lunch              | <i>RE</i>                               | <i>Art/ craft</i>                       | Reading/<br>listening to<br>audio book | Talk<br>about<br>today's<br>learning |
| <b>Tuesday</b>   | <i>English</i>    | <i>Maths</i>        | <i>Walk in<br/>garden</i>           | <i>Performing<br/>Arts</i> |                    | <i>Geography</i>                        | <i>Well -<br/>being/relaxatio<br/>n</i> |  |                                      |
| <b>Wednesday</b> | <i>Science</i>    | <i>RE</i>           | <i>Online<br/>yoga<br/>class</i>    | <i>Maths</i>               |                    | <i>Well -<br/>being/relaxat<br/>ion</i> | <i>MFL</i>                              |  |                                      |
| <b>Thursday</b>  | <i>Geography</i>  | <i>English</i>      | <i>Walk in<br/>garden</i>           | <i>Make<br/>something</i>  |                    | <i>DT</i>                               | <i>Science</i>                          |  |                                      |
| <b>Friday</b>    | <i>MFL</i>        | <i>Science</i>      | <i>Online<br/>PE -Joe<br/>Wicks</i> | <i>English</i>             |                    | <i>History</i>                          | <i>Well -<br/>being/relaxatio<br/>n</i> |  |                                      |

**\*Reading time slot to suit the child during the day.**

Notice there are 15 minute gaps between each 'lesson'. This is to enable students to take a comfort break, get a drink, move about etc.

Allow some well-being/ relaxation time. Write in what you will do to relax and when. In a normal school week, many students would have two hours of PE. While this is not always practical at home, other 'fun' activities could be built in. (See ideas at the end of the pack)

As an example, each morning there is a half hour break with some physical activity or fresh air time.

Students should not be visiting friends, 'playing out' or hanging around with their friends. It is important we all follow government guidelines to keep all members of our families and communities safe.

At the lunch break, morning break or after their study time, time should be allocated to communicate with friends using whatever electronic contact you would usually allow your children.

At some time convenient to yourselves, spend about 15 minutes asking your child about their learning that day. This will help you find out if the structure of the day and the work set is right for your child. It is also important for students to revisit prior learning, so asking how today's work links with yesterday's or last week's can be helpful to them.

**Example Timetable 2:**

| Day       | 9.00<br>-<br>10.00 | 10.15<br>-<br>11.05 | 11.05<br>-<br>11.30                        | 11.30<br>-<br>12.30 | 12.30<br>-<br>1.05 | 1.05<br>-<br>2.05 | 2.20<br>-<br>3.20 | *15 - 30<br>Mins                                    | 15 min<br>with<br>parents                      |
|-----------|--------------------|---------------------|--|---------------------|--------------------|-------------------|-------------------|---|--|
| Monday    |                    |                     | <i>Online HITT<br/>- Joe Wicks</i>         |                     | Lunch              |                   |                   | <i>Reading/<br/>listening<br/>to audio<br/>book</i> | <i>Talk<br/>about<br/>today's<br/>learning</i> |
| Tuesday   |                    |                     | <i>Walk in<br/>garden</i>                  |                     |                    |                   |                   |   |  |
| Wednesday |                    |                     | <i>Online yoga<br/>class</i>               |                     |                    |                   |                   |   |  |
| Thursday  |                    |                     | <i>Walk in<br/>garden</i>                  |                     |                    |                   |                   |   |  |
| Friday    |                    |                     | <i>Online work<br/>out - Joe<br/>Wicks</i> |                     |                    |                   |                   |   |  |

**\*Reading time slot to suit the child during the day.**

Notice there are 15 minute gaps between each 'lesson'. This is to enable students to take a comfort break, get a drink, move about etc. The study time here is 1 hour, which may be more appropriate for older students such as Y10 and older.

As with example 1, allow some relaxation time. Write in what you will do to relax and when.

Students should not be visiting friends, 'playing out' or hanging around with their friends.

It is important we all follow government guidelines to keep all members of our families and communities safe.

At the lunch break, morning break or after their study time, some time should be allocated to communicate with friends using whatever electronic contact you would usually allow your children.

## Talking about today's learning...

Questions you can ask:

- What are the most important facts you learned in each subject?
- Explain how today's learning in (*insert subject here*) links with the last lesson you did on it.
- Write down the main facts you will have to remember. I will test you on them tomorrow.
- Show me how to work out..... Is that the only way to do it?
- Are there any things from today you didn't understand? How can you get help with these?
- Is there anything else you need to know about this or want the teacher to help with?
- Explain how you answered that question. (*Point to the question.*)
- What do you remember about what you learned yesterday or earlier in the week, or last week?

## What your child should know...

- Where to find the work set by the school.
- If online resources are being used, how to access them.
- If paper based resources are being used, they should have a copy, or know where and when they can get them.

If you or your child are unsure of what they should be doing, please check their school website.

If you are still unsure, please contact the school through their web page, email or telephone.

If the school is open for key worker children, please **do not** go to the school.

## What you should know...

- Internet safety for your child  
As well as any guidance offered by your school, additional guidance can be found at:

<https://www.thinkuknow.co.uk/parents/support-tools/support-your-child-at-home?>



## **Y11 and Y13 Students**

Some Y11 and Y13 students will be concerned about their futures following the cancellation of all summer public examinations (GCSE, AS, A levels).

Some may not see the point in studying if there are no examinations. However, it is important that no matter their next steps, college, apprenticeship, work, university etc., that they keep their minds active and prepare for the future.

### **Moving onto a course reliant on current study.**

Students moving onto college and university courses reliant on GCSE, AS and A level study, need to keep current knowledge and skills fresh.

Although it may feel redundant, school has probably already provided students with plenty of revision materials and online areas to continue their studies. These resources can be used to help keep knowledge and skills fresh for college and university courses, but may need to be used in a less intense manner than preparing for an examination.

Advice on how to research and carry out independent study will also be invaluable to students preparing for higher and further education. (Try a project – Appendix 1)

Perhaps setting short research projects or ‘fact finding’ missions for students may provide opportunities to engage with learning in a different way.

Asking students to plan their own timetables for study and relaxation, giving reasons for their choices. Asking students to review their timetables after a fortnight, judging their effectiveness and ‘stickability’. This will help them prepare for study in the less informal environment college and university offer.

Make use of the learning scientists (<https://www.learningscientists.org/>) resources to encourage students to try different ways of learning, such as interleaving, dual coding etc. There is some parental and student guidance on their website.

If school has offered specific advice for preparation for college etc, make use of their guidance.

If a student had applied for a course at **Runshaw College** or **Cardinal Newman College**, the colleges have sent emails out to all Y11 informing them of a place and recommending work they can be doing over the next few months to best prepare themselves for college.

### **Students heading for apprenticeships, work or training not directly linked to current courses.**

No matter what the future holds, qualifications in mathematics and English will always be useful. Many apprenticeships and training courses require students to have certain levels of maths and English, so keeping these skills fresh will be useful. Make use of school provided resources or use sites such as <https://www.bbc.co.uk/teach/skillswise>.

It may be beneficial if students could research the knowledge and skills they will need to 'take with them' to their chosen pathway. Students can use this information to work on the skills and knowledge required. It may be possible to get further advice from the training or apprenticeship provider.

Are there any skills they require which they could start practising at home? (Keep in mind the government guidance on socialising.)

### **Household Management**

What does it take to run your home? What 'jobs' need doing? How frequently? How do you manage expenses etc?

If your child is leaving home this autumn, this could be the perfect opportunity to give them some vital life skills training before they go.

- Can they manage a budget? Do they know what to prioritise financially? Can they use a spreadsheet to help them manage their money?
- Can they produce a week's meal plan that is balanced and healthy on a budget?
- Do they know what store cupboard essentials can make a little go a long way?
- Do they know how to store food safely?
- Do they know what leftovers they can freeze?
- Can they cook at least three different budget meals? (Apparently most of us have approximately twelve meals we eat regularly.)
- Do they know how to operate a washing machine/iron and what the symbols mean on clothes labels? Do they know what clothes can be washed together?
- Do they know how frequently they should clean the whole house? Change their bedding? Turn their mattress?
- Do they know how frequently to clean the toilet? The shower? The oven? The microwave?
- Do they know how to open a bank account?
- Do they know how to Hoover?
- Do they know how to register with a doctor/ dentist?
- Can they understand electricity and gas bills etc?
- Do they know how to organise insurance?
- Do they know how to maintain items such as bicycles?

Activities to break up the day

**Please note-** Lancashire is not responsible for the content of any of the following websites. Please check you are happy with their content before you allow your children to access them.

- **Cook/bake**

Make a meal for family members

Bake a cake

Bake bread - practical and physical (kneading the dough). Uses measuring and cooking skills. <https://www.bbcgoodfood.com/recipes/bread-four-easy-steps>

- **Get active**

Participate in online live exercise classes such as Joe Wicks PE with Joe:

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

Participate in live dance classes with Oti Mabuse on Facebook or online yoga classes.

- **Read a book or listen to an audio book (check suitability)**

- Audible - Currently free audio books for young people:

<https://stories.audible.com/start-listen>

- Lancashire libraries

If your child has a library card, they can download audio versions of library books.

<https://www.lancashire.gov.uk/libraries-and-archives/libraries/digital-library/>

- Some authors read their work online:

<https://www.weareteachers.com/virtual-author-activities/>

<https://www.worldofdavidwalliams.com/elevenses/>

- Other useful sites:

- <http://www.loyalbooks.com/>

- [BBC Classic Stories](#)

- <https://www.audiobooktreasury.com/>

The following sites might help when choosing what to read/listen to:

<https://www.goodreads.com/>

<https://www.lovereadings4kids.co.uk/>

- **Get musical**

Play an instrument or learn to play an instrument

Write a song.

Join in with online choirs on YouTube such as *Gareth Malone's Great British Home Chorus*

Learn a new song.

- **Get creative**

Write a five minute comedy set

Paint/ draw a picture/cartoon

Make a collage

Write a story, a play, poem or diary entry.

Create an animation

Make something: a model, a movie, a scarf!

- **Make a maths trail**

Set up a trail around your own house and or garden. Look for opportunities to ask maths questions about the things around you. Then set the challenge for a younger sibling.

- **Play a board game or learn a new card game**

Battle ships, Monopoly, Frustration, Trivial Pursuits, Snakes and Ladders, chess, Ludo, Scrabble, Risk, ...the list goes on.

- **Learn how to juggle - many free online tutorials available.**

- **Learn some card tricks – many available on line.**

- **Carry out a research and presentation project (see guidance in Appendix 1).**

- **Try some puzzles and problems (see Appendix 2 for good sources).**

Appendix 1: **Universal Project Guide**

|  |  |
|--|--|
| <p><b>Choose the subject area</b></p>  | <p>Think about something you are personally interested in OR something that you know you need to know more about:</p> <p>A scientific discovery or phenomenon? A scientist? An inventor?<br/> A period of history? An ancient civilisation? A big event or political issue?<br/> A person with an interesting life story? A work of art or an artist?<br/> An interesting place in the world? A book or film?<br/> An aspect of nature? Plants and animals, interesting environments and ecosystems?<br/> A debate or issue that is important to you?<br/> Your personal hobby or interests: music, sport, fashion, technology.... Anything!</p>   |
| <p><b>Start with background reading and searching.</b></p>                                     | <p>Use a mixture of books and online research. It's better to use focused search engines:</p> <ul style="list-style-type: none"> <li>• This is a great search tool: <a href="https://www.researchify.co.uk/">https://www.researchify.co.uk/</a></li> <li>• Look at <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a> for great video clips and information</li> <li>• Wikipedia is an obvious place to start for lots of projects but take care not to get bogged down in details you don't understand: <a href="https://www.wikipedia.org/">https://www.wikipedia.org/</a></li> <li>• Use YouTube as a search tool. <a href="https://www.youtube.com/">https://www.youtube.com/</a> e.g. type in "How did dinosaurs become extinct?" or "Who was Frida Kahlo?"</li> <li>• Check to see if you think the material feels like it's aimed at the right age group as best you can.</li> </ul>   |
| <p><b>Zoom in further:</b></p> <p><b>Set yourself a series of questions or challenges:</b></p> | <p>Once you have read around a subject, frame your project as a question or series of questions. This helps to give your project a sense of purpose and achievement: Give your project a title that is a question like one of these.</p> <ul style="list-style-type: none"> <li>• Who was Nelson Mandela and what did he achieve?</li> <li>• Where was Mesopotamia and what was life like there?</li> <li>• How does the International Space Station work and what does it do?</li> <li>• What are the 10 most endangered species and how can we protect them?</li> <li>• Who discovered electricity and how did they do it?</li> <li>• What is the Turner Prize and who has won it?</li> <li>• How has the Olympic Games changed in the last 100 years?</li> <li>• How have computers/calculators/bicycles/cars/shoes/food changed over time?</li> </ul>  |
| <p><b>Collect your evidence and information</b></p>  | <p>Before you write anything, collect lots of information. It can be annoying to lose things after you find them so make lots of notes, collect website links in your favourites, cut pictures out of magazines or download them on your computer or phone. A good project is likely to have a nice mix of images and text so try to create a visual record of the story you will tell, like a scrapbook.</p>  |
| <p><b>Produce a project product in one or more styles</b></p>                                  | <p>Decide how to present your information. There are so many possibilities and you can do one or more of them for the same project:</p> <ul style="list-style-type: none"> <li>• A newspaper report or <a href="#">magazine article</a></li> <li>• A personal diary or first person account of your exploration and ideas.</li> <li>• A report to inform readers about what you found: a booklet or a traditional essay.</li> <li>• Fact files: Scroll through <a href="#">these examples</a>. Decide what the most important information is and record it for your readers.</li> <li>• Include a <a href="#">timeline for anything historical</a></li> <li>• Include maps, graphs, tables and diagrams.</li> <li>• Use some technology: make a video or a PowerPoint presentation.</li> <li>• Set up your own blog: <a href="#">it's easy once you get started</a>.</li> <li>• Make a piece of work inspired by the research e.g. a piece of art.</li> <li>• <a href="#">Make it into a scrapbook</a>, folder or booklet using simple paper and pen.</li> </ul> <p>Write your own quiz based on your research - giving questions and answers. Use this to test your family members after they've read your project.</p> |

**Appendix 2: Sources of Puzzles and Problems**

| Source                            | Link  | Notes  |
|-----------------------------------|---|--|
| Maths is fun                      | <a href="https://www.mathsisfun.com/puzzles/">https://www.mathsisfun.com/puzzles/</a>   | A variety of maths based puzzles and problems aimed at high school students.   |
| Nrich                             | <a href="https://nrich.maths.org/11993">https://nrich.maths.org/11993</a>   | A variety of maths based puzzles and problems aimed at KS3 and KS4. Some can be quite challenging!   |
| Starter of the day<br>(Transum)   | <a href="https://www.transum.org/Software/SW/Starter_of_the_day/">https://www.transum.org/Software/SW/Starter_of_the_day/</a>   | A variety of questions to get students thinking.<br>Some teacher use this quite regularly so students may be familiar with it and how it works.  |
| Puzzle for Today<br>(BBC Radio 4) | <a href="https://www.bbc.co.uk/programmes/articles/w9qwf7cQ01vBHCSwHK7mp/the-today-quiz">https://www.bbc.co.uk/programmes/articles/w9qwf7cQ01vBHCSwHK7mp/the-today-quiz</a><br>Or search BBC Radio 4 Puzzle for today               | Puzzles – possibly too hard for primary age.<br>Can be tricky, but answers are supplied the day after new questions are set. A big bank of old problems is available through the index.  |
| Dan Finkel<br>Riddles (TEDEd)     | <a href="https://www.ted.com/talks/dan_finkel_can_you_solve_the_secret_werewolf_riddle?language=en">https://www.ted.com/talks/dan_finkel_can_you_solve_the_secret_werewolf_riddle?language=en</a><br><br>Or search TEDEd Dan Finkel | These puzzles are aimed at anyone 11+.<br>They can be quite challenging, but do offer a solution if you get stuck.   |
| Everything mom                    | <a href="https://www.everythingmom.com/parenting/riddles-and-brain-teasers-for-kids">https://www.everythingmom.com/parenting/riddles-and-brain-teasers-for-kids</a>   | Riddles – just a bit of fun.<br><i>Probably a site for adults to use to set their child a riddle or two. N.B. We have not verified all the content of this site and it is not controlled by Lancashire CC.</i>   |
| Icebreaker Ideas                  | <a href="https://icebreakerideas.com/brain-teasers/">https://icebreakerideas.com/brain-teasers/</a>   | Riddles and brainteasers broken into categories for children and adults.<br><i>Probably a site for adults to use to set their child a riddle or two. N.B. We have not verified all the content of this site and it is not controlled by Lancashire CC.</i> |