Dear Parents,

As of Monday 11th January your child will be able to access live lessons with their class teacher through Microsoft Teams. **YOU MUST HAVE SIGNED THE REMOTE LEARNING AGREEMENT IN ORDER FOR YOUR CHILD TO ACCESS LIVE LESSONS.** Please contact the office if you are unsure how to do this.

**Instructions for children logging on and accessing live lessons**

1. Download the Microsoft Teams app on a laptop, mobile phone or tablet.
2. Login by using your laptop username **followed by @hockley-heath.solihull.sch.uk.** For example, [31dsmith@hockley-heath.solihull.sch.uk](mailto:31dsmith@hockley-heath.solihull.sch.uk). Then put in your password.
3. Click on your year group Team.
4. You should be able to join the meeting through the ‘general’ channel by clicking ‘join.’
5. Ensure that your microphone is muted but your camera is turned on and click ‘join’

Please ensure your child follows these instructions:

* Ensure their camera is turned on but their microphone is switched off. The class teacher will say if they would like children to use the microphone. Alternatively, children can ‘raise their hand’ using the icon when they would like to speak
* Ensure that they are in a communal space in the household i.e. not in their bedroom or in a room with the door closed
* Children do not have to wear full school uniform but please ensure they are wearing a school jumper or cardigan
* Remind children that other children might see or hear them and anything in the background so make sure they are in a quiet space

**Please remember that all lessons will be recorded for the safety of both staff and children.**

**How can I help my child with online learning?**

It is really important that you create a positive working environment for your child that mirrors the school environment as much as possible. It would help if you could:

* Distinguish between weekdays and weekends, to separate school life and home life.
* Designate a working space if possible, and at the end of the day have a clear cut-off to signal school time is over.
* Make a timetable with your child so that they know what their class teacher expects them to complete each day. Set times for each lesson and ensure there is a morning break and lunchtime scheduled. Tick off the lessons that they have completed throughout the day.
* Eat breakfast at the same time each morning and make sure they're dressed before starting the ‘school’ day.
* Ensure your child has some notebooks for them to complete any work in. If possible, have one for each subject and let your child take ownership of these.
* Ensure that your child has the equipment that they will need in order to complete their learning e.g. pencil, ruler, rubber, glue, highlighters etc.
* Take time for regular breaks and exercise.

**How do I motivate my child who is struggling to adapt?**

* Break the day down into chunks and write out a routine that children can see.
* Include a time to exercise, to play or read alone and to be outside. Also, waking up at the same time and keeping to the same bedtime routine as a normal school day will support the transition into remote education.
* Create the best space possible. Having all equipment close to hand and your child’s work displayed on the wall would signal that this is a ‘learning space’ and removing any distractions will make a big difference. If a straight-backed chair and desk aren’t available, try making a “work throne” out of pillows on your child’s bed each morning, or find a small enclosed space to help reduce distractions.
* Take breaks. When you feel they are needed, encourage a quiet time where they can rest in their bedrooms, play with a game by themselves, do some colouring, listen to an audiobook or read. This way everyone gets a break and space to recharge. Try having a selection of healthy snacks out on the kitchen table so a child can help themselves to a snack after a lesson ends.
* Stay positive. Children look to their parents to figure out how to react to new

or intimidating situations. If their parent seems sceptical or defeated, then

they’re likely to follow suit. Staying as positive about remote education as you

can will help your child to maintain a ‘can do’ attitude to the tasks set.

**What can I do to reduce screen-time?**

Make it practical. If you have been set a task to add numbers up to twenty, children can go outside and find twenty leaves to use for their calculations. If the task is to write a diary entry as Harry Potter, you could pretend to be wizards around your house to get those imaginations fired up. If spelling is a task, how about getting messy with some finger painting or shaving foam? This will help your child ‘unlock’ more ideas and extend the learning over a longer time period.

**My child completes the tasks quickly is then bored. What do I do?**

Use what you already have. Supplement the activities set by the teacher with other tasks that can be completed more regularly. Read the next chapter of their home-reading book, spend time writing out that tricky 7x table and coming up with ways to memorise it, ask your child to record a message to their teacher explaining their understanding of the task, complete an exercise routine based around the task or create a poster or set of instructions to teach somebody else the skill.

**How do I keep my child safe online?**

Guidance can be found on the National Online Safety website. Some of the advice is to:

* Ensure they are using the school’s communication channels.
* Familiarise yourself with the relevant school policies.
* Monitor your child’s communication and online activity.
* Implement safety controls and privacy restrictions on apps and software.

**The adults at home are all working, what do we do?**

Be flexible. If the working day is more difficult, prioritise which remote education tasks you think will need adult support. Could one of these be completed first thing in the morning or once the working day has finished?

**I have three children who are all being educated remotely – what do I do?**

* Prioritise and strip back. Look at the tasks your children have been set. Which of those are going to need your support and which can be done independently? Can the tasks be arranged in a way that one or two children can be completing independent tasks allowing you one-to-one time with the other?
* Combine activities. Are any of the different children’s tasks similar, for example both writing a different diary entry? Could these be combined into the same activity to be completed as a whole family? Bringing everyone together for a shared task can be an effective way to work around everybody’s wants and needs and creates a sense of togetherness.

**We don’t have a printer, so how do we complete these worksheets?**

* Use what you have at hand. A pen and paper will be all you need for most tasks.

Once children have watched or read through the instructions, you can either

keep the tasks displayed on the screen or write these down for the child to

follow.

* The worksheets are there as a guide, but teachers fully understand that fewer

and fewer people have a printer nowadays. Either display the worksheet on the

screen to work from, or you could use it as a guide to create a similar sheet on a

piece of paper.

**The work is too difficult and they can’t do it, what do I do?**

* Give it your best shot. It may be that they aren’t getting everything right, but

the learning journey is always full of mistakes. If your child is happy to, persist

with the task and you may find that they develop their understanding as they

continue with the activity. We rarely expect pupils to get everything right,

mistakes are an important part of the learning journey!

* Speak to the teacher. Use the contact methods your school have given to you

to let them know. Bear with them in what will undoubtedly be a really busy time,

but they will be able to support you in adjusting these tasks if your child is still

struggling and may be able to offer further teaching to those who are finding it

difficult.

I hope this information is useful. This is a new experience for teachers as well as pupils so please do not worry if all does not go to plan first time round! We will work through this together and are here to help in any way that we can.

Mrs Skippins (computing and remote learning lead)