



27<sup>th</sup> January 2021

Dear Families,

I hope that you have all had a good start to another week, after a few days of freezing cold temperatures. Thank you all so much for supporting your children with their daily tutorials and assignments. As a leadership team, we are monitoring the children's access very carefully so that we can offer support and guidance to families that may be struggling with any form of IT. We have so far loaned or given up to 65 devices to families that need them. We are awaiting the delivery of at least 10 more and once they arrive, we will be in contact with families who have requested one.

### **We are looking forward to the next 'ZOOMing' session**

Please don't forget that if your child hasn't had their zoom celebration, it will be their turn this Friday. This will include the afternoon Nursery children too. By **3.00 pm** on a Thursday afternoon, the meeting details will be shared with the children on their class stream. They will be given the **Meeting ID** and the **Passcode**. The children will then be able to join the session on the Friday morning at **9.30 am**. We hope that you enjoy seeing the staff and your friends.

### **Supporting you at home**

Home is very important right now for working, learning and spending time together. We understand that you may feel a great deal of pressure to keep learning a priority for your children. However, it is important to remember that you don't have to turn your home into school. Don't put pressure on yourself to create the perfect curriculum or fill every hour with schooling. Be mindful of what you see on social media and remember that every family is different.

### **Routines in the home**

We know that children **thrive** on routines. They like the predictability of the day, knowing what to expect next and working towards achieving an end goal (whatever that might be). This well-structured approach in the home can help your child feel safe.

It is helpful to talk to your child and involve them in the decisions about how they'd like their day to be structured and how that might work with your own responsibilities. Encourage your child to talk about their interests and passions and think of ways to incorporate these with the learning. Use the Google Classroom to reassure your child that we are still there for them and will carry on teaching them but just not from school at the moment.

### **Structure your environment**

Perhaps review or create predictable spaces and routines within your home for certain activities. For example:



- An identified quiet, calm space for learning time
- A set play place for toys (the expectation of putting something away, when you've finished playing with it and before the next toy comes out)
- A consistent bedtime routine (brush teeth, story, lights out at the same time every day)
- A task or chore system where the motivator is visible and task completion is clear.
- Themed days of the week, such as 'Sunday Funday'- something that can distinguish between the different days of the week and where perhaps an activity is completed together
- 4 or 5 clear 'family rules' that are created together, displayed and that the entire family is expected to follow during this time



### Structure your time

Structuring your time means having a consistent routine followed each day that is specific and your child can rely on it.

Using a visual schedule is the best way to do this.

Your visual schedule should:

- List the activities that will occur and in what sequence
- Promote independence
- Be created for the whole day or broken up into chunks
- Be created together with your child so that they feel they have some control over what the day will look like.

There are so many ways to create visual schedules. Choose the one that works best for your family. An example is included below.

9:00 am	9:30 am	10:30 am	11:00 am	11:45 am	Noon
					
<p>Let's WAKE UP ready for learning!</p> <p>Perhaps a daily Joe Wicks routine here.</p>	<p>Tutorial time</p>	<p>Time for a break</p>	<p>Tutorial time</p>	<p>Device time</p>	<p>Wash those hands ready for lunch.</p> <p>Perhaps involve your child with the preparation.</p>

12:15 pm	1:00 pm	1:30 pm	1:45 pm	2:30 pm	3:00 pm
 Lunchtime	 Free Time	 PE	 Science	 Reading	 Baking
Time to eat together and talk about how you're feeling.	Time to relax	A quick movement or dance routine to 'get ready' for the afternoon.	Tutorial time/spellings/Mathletics	Time to read	An activity together
 Talk Time					

Your schedule can be changed each day together to incorporate your child's interests.



### Celebrating successes

Rewards can be used to help motivate and inspire. They provide positive reinforcement for good choices or behaviours while helping encourage your child to complete a difficult task. Rewards are a recognition for a job well done. While descriptive praise and attention are the most effective form of reward a parent can offer a child, tangible rewards such as an activity or a privilege can have their place too.

**Reward the effort, not the achievement itself. Progress, not perfection.**  
 - Cynthia Crossley, Habyts

It is advisable to keep track of rewards. Reward charts can take many forms, from marble jars to sticker charts to posters stuck on the refrigerator.



Individuals can have their own reward chart, but if you have a large family with more than one child, why not consider a joint chart? Joint reward charts encourage teamwork and



cooperation among the children while helping dispel sibling rivalry and jealousy. Instead of working towards individual rewards, siblings team up to earn family rewards – perhaps a cinema night together in the front room?

**What can be used as a reward?**

<b>Praise</b> - it costs nothing! Praise their effort, not the achievement.	<b>Do a puzzle or play a game</b> – together or as a family. But make sure you finish it!
<b>What’s for dinner?</b> Let them choose, not just for them but the whole family.	<b>Bonus screen time.</b> Just a little extra. 10 minutes more to say ‘good job’.
<b>Build an obstacle course.</b> Indoors or in the garden. Let your child turn a part of your house or garden into their own temporary obstacle course.	<b>Choose a film</b> for you to sit down and watch together as a family.
<b>Bake together.</b> Let them chose the recipe. The messier, the better!	<b>Take photos.</b> Grab a camera (or using your phone) and have some photo fun. Set up a catwalk or dress up station.
<b>Make a piñata together</b> - let your child choose its contents. This can be easily created using balloons.	<b>Camp out.</b> In another room. Let them choose where they pitch the ‘tent’
<b>Surprise scavenger hunt.</b> In the house or garden. Make the clues challenging – can you find 6 items starting with...	<b>Extra responsibilities.</b> Children enjoy extra responsibilities. Think about what this could be in your house.
<b>Day Off Chores.</b> Reward them with a day off from their daily chores.	<b>Art session!</b> Grab paints, PVA and get creative and messy together.
<b>Do a fun science experiment!</b> The messier the experiment, the better of course.	<b>Kickabout</b> in the garden/park with Mum or Dad.

I do hope that the suggestions above help you create the structure and learning/home environment that enables you and your child to balance the demands of being at home bring.

**‘Virtual’ Family Events**

Please do look out for our family Valentine’s event that will be parentmailed to you by the end of this coming week and please do make sure that you are completing that Physical Activity Tracker and then send it back to us by this Friday.

Please do look after yourselves,

Mrs Bull  
Chief Executive Headteacher

