Longdendale High School

Parent Guide to Home Learning

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Introduction

The purpose of this guide is to provide the key information families may need to maintain as cohesive a learning environment as possible for all our community. This guide outlines how learners will access their learning remotely during this period of remote learning. Our priority is to pursue the aims and objectives of the curriculum for all year groups. All departments will continue to provide learning opportunities for every child. The vast majority of lessons will continue at scheduled times mainly through Microsoft Teams and Assignments, communicated to your child via their school email. However, in addition to this, teachers will also use other learning experiences to enrich curriculum provision.

In the recent parent survey, many families shared their own success regarding how they are supporting and motivating their pre-teen and teens through this challenging period. We've included many of these handy tips in this guide.

The feedback we received from our parents and carers in the survey also suggested that some families would appreciate some additional support and guidance regarding keeping their child safe on-line and how to support their child's welfare and mental health.

It was heart-warming to read the positive messages of support you shared in the survey directed towards your child's teachers and support staff. Your words really meant a lot to us all. It is always good to hear that you are appreciated, especially at this time when teaching and learning has become such an isolating experience for everyone.

Finally, we would like to extend a huge thank you from the Longdendale staff team to you, our families. Working with you in partnership is always a real pleasure. We recognise that home learning may be a real challenge and be a cause of anxiety, isolation and family tension. As such, we have included some information on where parents and carers can get some help and support if they feel they need it.

Contact details for Parents, carers and learners

During this period of remote learning, you may find it most effective to communicate general queries via the school's administrative email address:
admin@lhs.aspireplus.org.uk

If your enquiry is specifically about home learning, you can contact school on the following address:
homelearning@lhs.aspireplus.org.uk

Our telephone number is:
01457 764006

Queries will be passed on to the relevant colleague, such as the class teacher, head of department, learning support team or a specific member of the senior leadership team.

Our webpage is updated regularly. You can find us online at:
https://www.longdendalehighschool.org.uk

Please use Insight for any important messages about this service on:
insight@longdendale.tameside.sch.uk

For minute by minute updates follow our Twitter page:

@LHS_HighSchool

Learners contacting school staff

Throughout each school day between 8:30am and 3:00pm learners will be able to contact their teachers via their school email, and during live lessons through the Q&A function on Microsoft Teams. Learners need to be professional and understand that this is not a social media space and questions must be sensible and specifically about their learning. We retain the right for any learner to have this function disabled if used irresponsibly or unprofessionally. Teachers will be able to clarify any questions about particular tasks or anything learners may be unsure about. Where work is submitted, feedback will be given to learners in line with the school's feedback policy.

SCHOOL DAY

Year 7	Year 8	Year 9	Year 10	Year 11
Tutor 8:30am – 8:55am	Tutor 8:30am – 8:55am	Tutor 8:30am – 8:55am	Tutor 8:30am – 8:55am	Tutor 8:30am – 8:55am
P1 8:55am – 9:55am	P1 8:55am – 9:55am	P1 8:55am – 9:55am	P1 8:55am – 9:55am	P1 8:55am – 9:55am
P2 9:55am – 10:55am	Break 9:55am – 10:20am	P2a 9:55am – 10:25am	Break 9:55am – 10:20am	P2 9:55am – 10:55am
Break 10:55am – 11:20am	P2 10:20am – 11:20am	Break 10:25 – 10:50am	P2 10:20am – 11:20am	Break 10:55am – 11:20am
		P2b 10:50am – 11:20am		
P3 11:20am – 12:20am	P3 11:20am – 12:20pm	P3 11:20am – 12:20pm	P3 11:20am – 12:20pm	P3 11:20am – 12:20pm
P4 12:20pm – 1:20pm	Lunch 12:20pm – 12:50pm	P4a 12:20pm – 12:50pm	Lunch 12:20pm – 12:50pm	P4 12:20pm – 1:20pm
Lunch 1:20pm – 1:50pm	P4 12:50pm – 1:50pm	Lunch 12:50pm – 1:20pm	P4 12:50pm – 1:50pm	Lunch 1:20pm – 1:50pm
		P4b 1:20pm – 1:50pm		
P5 1:50pm – 2:50pm	P5 1:50pm – 2:50pm	P5 1:50pm – 2:50pm	P5 1:50pm – 2:50pm	P5 1:50pm – 2:50pm

Learner attendance and engagement are recorded each lesson.

Assembly 8:30am:

Monday	Year 11
Tuesday	Year 10
Wednesday	Year 9
Thursday	Year 8
Friday	Year 7

Teaching and Learning- Timetables

Please note, these are subject to change. Any changes will be communicated to parents and learners.

Year 7

Day	Period 1 (9:00)	Period 2 (10:00)	Period 3 (11:20)	Period 4 (12:20)	Period 5 (1:50)
Mon	Maths LASP Science IRE	History		Geography	Technology
Tues	MFL		English		Numeracy
Wed	English	Drama	Literacy		Maths LASP Science IRE
Thurs	Science LASP Maths IRE	Geography	Drama		Maths LASP Science IRE
Fri	PE	Literacy	Science LASP Maths IRE	RE	
Mon	English		Science LASP Maths IRE	Technology	
Tue	Maths LASP Science IRE	History	Music		English
Wed	Art	Geography	Science LASP Maths IRE	Numeracy	
Thurs	Maths LASP Science IRE	History		MFL	
Fri	Art	Computing	English	PE	

Year 8

Day	Period 1 (9:00)	Period 2 (10:20)	Period 3 (11:20)	Period 4 (12:50)	Period 5 (1:50)
Mon	English	Technology	Computing		Numeracy
Tues	Geography	PE	Literacy	Drama	History
Wed	Geography	Literacy	Maths sets 1-4 Science sets 5-7	Art	
Thurs	Science sets 1-4 Maths sets 5-7	English		MFL and Target English	
Fri	Maths sets 1-4 Science sets 5-7	Science sets 1-4 Maths sets 5-7		MFL and Target English	
Mon	RE	Music	Science sets 1-4 Maths sets 5-7	English	
Tues	Drama	Technology	Maths sets 1-4 Science sets 5-7	History	
Wed	MFL	Science sets 1-4 Maths sets 5-7		Art	
Thurs	English	Maths sets 1-4 Science sets 5-7		Geography	
Fri	English	Numeracy	History	PE	

Year 9

Day	Year half	Period 1 (9:00)	Period 2 (10:00)	Period 3 (11:20)	Period 4 (12:20)	Period 5 (1:50)
Mon	A	Drama	Music	English		Science
	B					Humanities
Tues	A	Science		Maths		English
	B	English		Science		Literacy
Wed	A	Science		MFL / Tech / Additional English or Maths *		Drama
	B	Humanities		Maths		
Thurs	A	Humanities		Maths		English
	B	MFL / Tech / Additional English or Maths *		Science		
Fri	A	English		MFL / Tech / Additional English or Maths *	Humanities	Humanities
	B	Maths		Humanities	MFL / Tech / Additional English or Maths *	English
Mon	A	Maths	MFL / Tech / Additional English or Maths *	Literacy	Art	Science
	B	Science		Numeracy		MFL / Tech / Additional English or Maths *
Tues	A	English		MFL / Tech / Additional English or Maths *	Art	Maths
	B	Literacy	Art	Maths		RE
Wed	A	RE	Humanities	Literacy	Numeracy	English
	B	English		MFL / Tech / Additional English or Maths *	MFL / Tech / Additional English or Maths *	Computing
Thurs	A	MFL / Tech / Additional English or Maths *		Numeracy	Computing	Science
	B	PE		Maths		English
Fri	A	Maths		PE		Science
	B	Science		Numeracy	Humanities	MFL / Tech / Additional English or Maths *

* Follow your usual subject

NB. Year 10 and Year 11 – Learners follow their usual timetables

Microsoft Teams / Assignments

To access Teams, you can simply visit the website teams.microsoft.com in a web browser. For a better experience, we would recommend that you download and install the Microsoft Teams application which is available for Windows, Mac and iOS devices. To download the right version for your device, visit the website.
https://teams.microsoft.com/downloads

We recommend using the Microsoft Teams app, so that learners can access the lessons and tasks set by their class teacher directly through their device without using the school portal.

Microsoft Teams is digital platform that lets teachers keep in touch with children remotely. Microsoft Teams is a safe and secure environment that lets teachers communicate with learners, share files, videos and useful websites and give feedback. There is also a function to schedule safe, secure Live Lessons for classes, or with smaller groups of learners. In the interests of safeguarding your child's camera use is not enabled through Teams lessons at Longdendale.

You can find the linked documents below on our website, under the tab 'Home Learning Resources'.

Teams - Connecting to a live lesson guide:

https://www.longdendalehighschool.org.uk/download_file/1092/0

Teams Assignments – Guide for learners:

https://www.longdendalehighschool.org.uk/download_file/1093/0

If your child is struggling to access our remote learning provision, please email us at:

homelearning@lhs.aspireplus.org.uk

Helpful video tutorial on YouTube:

https://www.youtube.com/watch?v=SemjM2fHV2Q

Additionally, Get free training, tutorials, and videos for Microsoft Teams Ready to dig deeper into the capabilities that Microsoft Teams has to offer.

Visit **https://go.microsoft.com/fwlink/?linkid=2008318** to explore free video training.

Additional on-line learning platforms

As a school, we have access to a wide range of online resources, tests and quizzes which can be used to support learning and outcomes.

- **BBC Bitesize** is a treasure trove of excellent online learning content which is likely to be used alongside tasks set by a range of subjects. No passwords are needed to access this material.

  https://www.bbc.co.uk/bitesize

- The **Oak National Academy** online lessons. The curriculum content covered within these resources exactly matches the curriculum content covered by learners in school.

  https://www.thenational.academy

- **MathsWatch** is an online Maths platform that makes learning available to learners 24/7 from anywhere in the world. The platform is fully responsive (adapts to any screen size) and can be used on mobiles, tablets and desktops. All the learners have a username. The password for everybody is 'circle'.

  https://www.mathswatch.co.uk

- **Educake** – Science use this platform. Learners have a username and password. Educake tests are made of short questions, designed to improve knowledge and understanding.

  https://www.educake.co.uk/

- **ActiveLearn** for MFL. Active Learn is an online platform that mirrors the content of the lessons delivered remotely by our Spanish and French teachers in school. The platform can be used on mobiles, tablets, and desktops. All the learners have a username. Please contact your child's MFL teacher if you need the password resetting.

  https://www.pearsonactivelearn.com/app/Home

- **Greenshaw Learning Trust** – Free resources. The online curriculum offers a wide range of high-quality lessons for Year 7 to 10 in English, maths (foundation, higher and express), science (foundation and higher), humanities, modern languages, PE and religious studies. The series of video lessons are structured around a low stakes quiz, direct teacher instruction, student tasks/practice and a lesson review to provide simple feedback of the student's knowledge and understanding.

  https://www.greenshawlearningtrust.co.uk/virtual-curriculum

Keeping your child safe on-line

At Longdendale High School we recognise that the internet and use of online devices are an important resource in the modern world and have great positive learning opportunities. However we take internet safety very seriously and aim to educate our young people and school community in using it responsibly and safely.

What is Cyber Bullying?

Cyber Bullying is using any form of technology to abuse or threaten another person. Examples include:

➢ Sending harassing text messages
➢ Making malicious/abusive phone calls
➢ Taking a picture/video of people on mobiles and passing these around for amusement
➢ Writing threatening E-mails
➢ Being abusive in online forums
➢ Writing nasty things about people in websites
➢ Sending offensive instant messages and sexting
➢ Breaking into someone's e-mail account to send nasty messages to others
➢ Standing by and watching others do any of the above

What can parents and families do?

Take an interest in what your child is doing on the computer, phone, tablet, smart TV, X-box and PlayStation. Familiarise yourself with the websites and apps that your children use. Some of the websites listed below have family guides. Knowing your child's passwords and supervising their online time is 'not' an invasion of their privacy. It is you being a good parent and looking out for them.

Read carefully the information from your Internet Service Provider (ISP) about setting parental controls and use them. There are also parental controls available to use on the devices themselves. If you access TV streaming services such as Netflix, you can filter what is available for your children to view and it is often controlled by a password. Make sure this password is strong and not already known to your child.

Monitor what range of sites your child visits most and ask them what they are doing. If your child was going out, you would ask what they were doing and where they are going, this is the same thing.

Understand what is meant by the different terms that people use when they are online. The internet is useful in researching terms and slang you don't understand. Alexia / Google Assistant / Siri are also a great help when de-coding teenage language! You could also ask your child, they might laugh at you, but parents showing an interest in them is something all teens secretly like.

Install anti-virus software and keep it up to date – there are many companies that provide a basic service for no cost. Look up the offerings from these companies: Microsoft, AVG and Avast. Also ensure that updates to your software are installed, these help to protect against the latest threats. You may also want to consider a firewall, this software will help to detect and prevent unauthorised access to your devices.

Whilst the best approach to e-safety is discussion and education there are technical solutions to help you. If you are concerned about how mobile devices are used there are solutions that allow you to control their use. OurPact allows you to block phone use, restrict apps, track phones and filter websites that can be accessed. The free service offers basic protection and you can pay a little more to upgrade to all the features. Similar products are available from Kidslox, Mobiclip and FamilyTime.

Amassing 'virtual' friends and' followers' is a usually a teen aspiration. Make sure you are included in that group of followers, so you can monitor your child from your own devices. Many social media apps have minimum ages. However, all a young person has to do is enter a different birthdate to register and have access. Please don't just assume your child will not lie, or the companies controlling access to these sites will verify your child's suitability to be a member.

Familiarise yourself and your children with **www.internetsafetyzone.com.** Discuss the issues, concerns and safety features with your child.

If your child does want to meet someone from their online world, make sure you accompany them and that they know the risks.

Contact the school at any time to voice any concerns you may have over what your child is doing.

CEOP – National online safety website that has information for families related to keeping safe online and offline.

What can Young People do?
If in chatrooms, always use a nickname, **don't** give people you don't know your personal information like full name, mobile number etc. You wouldn't do this straight away on the street, so why do it online?

Be very careful about what kind of picture, if any, you post onto the internet as people could alter it and use it for other purposes. Remember keep safe – do not take pictures of yourself or friends that are inappropriate and send them to others or keep on your phone, this is an offence.

If you are being harassed on-line, **report** this abuse via the link on the website and leave the area (i.e. chat room, instant messaging).

If you receive nasty messages through e-mail or IM, **block** the sender and report them on the website. Never reply to harassing messages

Never meet an online buddy in the real world without a trusted adult accompanying you first – better safe than sorry.

Remember, not everyone on the Internet is who they say they are. It is like meeting a **stranger** in the street, you would not believe everything they tell you at first, would you?

Useful sites:
www.thinkuknow.co.uk
www.stoptextbully.com
www.childline.org.uk www.iwf.org.uk
www.internetmatters.com

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Help is available

1. Please do not hesitate to contact school to voice any concerns you may have regarding your child. Our Designated Safeguard Lead (DSL) is Mrs Julie Noble, if she is unavailable please ask to speak to Mrs Jennifer Willis, the Deputy DSL.

2. You can directly get in touch with **CEOP** (Child Exploitation and Online Protection). ceop.police.uk CEOP is a law enforcement agency and is there to help keep children and young people safe from sexual abuse and grooming online. CEOP are unable to respond to reports about bullying, fake accounts or account hacking.
They are there to help and give children, parents and carers advice. If you make a report to them about sexual abuse or grooming online it will be read by one of their Child Protection Advisors who will then get in contact with you on the phone number or email address that you give them.

3. For fake accounts or account hacking you will need to directly contact the website / app provider. In addition, a number of larger organisations allow you to report any abuse quickly and discreetly on their pages by pressing an on-line button.

What does it all mean?

Blocking	Stopping someone messaging or e-mailing you
Blog	A web diary that anyone can create that can include any information
Sexting	Sending explicit pictures or messages to another, either through text messaging or social media, also called sharing nudes/semi nudes.
SMS	Short Messaging Service (Mobile Text Messaging)
Online Buddy	Someone you swap messages with in chatrooms
Spamming	Sending lots of messages to someone at once to annoy them
Grooming	Older people getting to know younger people over time to sexually abuse them

Useful websites for families – Internet safety

Childline – 0800 1111   Papyrus – 0800 068 4141   NCH – Text 'Bully' 60000

CEOP – National online safety website that has information for families related to keeping safe online and offline.

nspcc.org.uk – A wide range of guides for both parents and young people

nationalonlinesafety.com – Guides on using social media platforms safely

internetmatters.org – Digital resilience toolkit and guides for families regarding apps and sites

thinkuknow.co.uk – all aspects of online safety

askaboutgames.com – guides about different online games safety

parentzone.org.uk – guides and advice for family online safety

saferinternet.org.uk – UK Safer internet Centre

Supporting your Child's welfare and mental health
Advice from the NSPCC

Talking to a child worried about coronavirus (COVID-19)

If your child is anxious or worried about coronavirus (COVID-19), there are things you can do to help. Additionally, if they're struggling with their mental health, we have advice to help you support them and keep them safe.

There's a lot of uncertainty in the world at the moment, and there won't always be answers to the questions your children are asking. But we can help you have these conversations in a safe and open way.

You can also try these 8 tips to help talk to your child about coronavirus from Blackpool Better Start:

1. Talk about feelings and worries

- Encourage your child to talk to you or another trusted adult about how they're feeling. Remember, this doesn't always have to be face-to-face – they might find it easier writing their thoughts down. You could create a 'feelings box' where you all put good, sad or difficult feelings in and then talk about them at the end of the day.

- You might notice some changes in your children's behaviour. Older children may have mood swings and be irritable. You might also notice changes in appetite or sleep patterns. These can be ways your child is experiencing stress. It takes time to adjust to the new "normal" and children may need lots of support and reassurance to help them through it.

- Your child might have a very real fear of the people they love and care for dying or getting seriously ill. It can be difficult but it's okay to have conversations about death. Marie Curie has advice on talking to children about death and Childline has advice for young people when someone dies.

- Some young people might be anxious about if there will be enough food. Have conversations about how what they might see in the news or online isn't always the same as what's happening. Involve them in food shopping and be mindful of conversations you might have with other adults about frustrations buying food.

- For children with eating disorders, worries about food can be really challenging. Talk to them about their worries and speak to Beat, the eating disorder charity, if you need advice. Read their advice on eating disorders and coronavirus (COVID-19) for up-to-date information and support.

- Rolling news and social media can cause a lot of anxiety. Remind children of the facts and explain what false or sensationalised information is. It's important to allow your children to ask questions about the things they see online. If you don't know the answer, letting them know that some things aren't certain or known yet is okay.

2. Keep in touch with family and friends and balance screen-time

- It's important to understand the huge impact of missing family, friends and schoolmates can have on children of all ages. Let your child express these emotions and don't minimise their feelings.

- Finding ways to have social interactions can be tricky, especially if you're worried about screen-time, but it's possible to find the right balance with using smartphones and webcams to keep in touch. Talk together about how you can all manage your screen-time as a family. The benefits of alleviating anxiety by staying connected to friends and family cannot be underestimated.

- With most socialising moving online, it's important to have conversations on how an increase in screen-time can have an impact on everyone's mental health and self-esteem. It's okay to let your children know that the way they might feel is a normal response to an abnormal situation.

3. Try to create structure and routine

- It's normal for a lack of routine and structure to make children and young people feel anxious and upset. It can be challenging to find a routine that works for everyone, especially if you're juggling working from home with taking care of children with different needs. A rota or timetable, even a loose one, can help alleviate anxiety. Structure can help children see what's happening next in the day, look forward to rest of the week and differentiate between weekdays and weekends.

- Finding practical things to do to alleviate anxiety and worries can feel tricky when you're mostly indoors. Some things you can try are yoga, mindfulness, puzzle games, crafting projects, cooking, exercise classes and growing plants from seeds. Childline's coping kit is also full of helpful advice.

4. Help give children a sense of control

- Uncertainty about the future, like exam results and when they'll be allowed to go out, can be stressful. While there's no right answer, there are lots of free online tools and resources that can help children work through their worries. Have a look online together to find ones that work best for your child and help them feel like they have control.

- Let your children read advice and information that's tailored to them. Childline have advice on coronavirus and lots of tools to help alleviate anxiety. Young Minds have advice for young people on looking after your mental health while self-isolating. Department of Psychiatry has guides to help explain to children that someone has died.

- Share Childline's Calm Zone, a unique space for children and young people filled with breathing exercises, activities, games and videos to help let go of stress.

Top tips from you to you
Parent Survey January 2021

- ✓ Layout the ground rules early. During the first lockdown my child really struggled, so we said she only needed to do the core subject, (English, maths, science) and anything else that was fun and captured her imagination. This relieved the stress but kept her occupied and engaged. This time we have said it's non-negotiable, but she's in a better frame of mind to deal with it.
- ✓ Going for a walk or bike ride in the afternoon after school
- ✓ We have kept in routine, up at 7.20am, breakfast, washed or shower, dressed, logged on ready to work for tutor.
- ✓ Listen when they need to vent. Sometimes that is all it needs – They don't always want advice, sometimes they just need to moan!
- ✓ If it's a home school in pj's day, it's okay.
- ✓ Keep up their writing skills, not just typing on a computer.
- ✓ Lots of fresh air and exercise
- ✓ I have shown my child that, sometimes, we all do not know the answers and that that is ok.
- ✓ I have helped to show my child alternate sources on where to find answers by working together.
- ✓ Sometimes, my daughter has been agitated by online learning (much prefers to be in school!) so we have taken time out when it's all got a bit much for her.
- ✓ The main thing for me is my child knowing that I'm in charge; they know that they just have to do the work and to get out of bed!
- ✓ I have focussed on the positives. She is building the skills that will take her through life that she would never have had the opportunity to do if it wasn't for lockdown.
- ✓ Don't get me wrong, I'm struggling to stay positive this time round, but my child will never know that. As far as they are concerned, we need to take advantage of the opportunity of virtual learning, self-discipline, meeting deadlines, etc...
- ✓ My son sets his phone alarm to the same time as lessons and lunch, this makes his day feel more structured.
- ✓ Going to bed at a reasonable time.
- ✓ Making sure he has regular virtual contact with friends.
- ✓ Regular communication, I always ask about what he's learnt.
- ✓ Provide a desk and a quiet space to work, the bed isn't a good option if you have a choice.
- ✓ Making sure he's awake before we go to work, in time to prepare for the school day.
- ✓ Asking him regularly if he's okay!!!
- ✓ Try to get everyone round the kitchen table at lunchtime, even if it's just for a sandwich: it gets us away from the screens and gives us all a good break from work.
- ✓ Getting out for a walk - when it's not freezing! - Really makes a difference, and it's not so bad once you're out! Let the kids take a shortcut home if they're not keen, so they feel they've had a treat into the bargain.
- ✓ I find that going for an amble with one of the teenagers in the evening - at least once a week - gives us a real chance to connect catch up.
- ✓ With our child looking at a screen from 8:30 until 3pm, we have found having screen free evenings has helped improve her mood, so playing games, going for a walk, chatting round the table, etc., rather than watching TV/films all evening.
- ✓ Engaging with her about her day, asking about each lesson and what she learnt or enjoyed has helped her process the day and calls an end to the "school day".
- ✓ Batch cook and prepare lunches that you know your child will eat so you aren't spending all of lunch guessing what they want and can make easily.
- ✓ Evening log off rituals include plugging in the tech for the next day.
- ✓ Big sports bottles! Stops them needing drinks every 5m, stops spills over technology!
- ✓ Sitting & learning alongside my child when time allows.

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- ✓ To have their own individual learning space. We tried sitting our son and his 9 year old brother together. This caused issues when live/recorded lessons were being listened to. Now we have them set up separately, in different rooms.
- ✓ I bought a set of fairly inexpensive hardback lined A4 notebooks from Amazon which my daughter found helpful - keeping everything in one place.
- ✓ Take the time to look over, acknowledge and praise your child's hard work and effort.
- ✓ Sleep is important for a successful day.
- ✓ Encourage healthier eating fruit and water rather than crisps and fruit juice.
- ✓ I get my children to do some exercise, walk around the park or Joe Wicks, before online lessons start, so they are really awake!
- ✓ As parents we are working from home, we do encourage the children to come and speak to us or ask questions as needed. We also ensure that we spend school break times together and talk, eat or play a quick game together.
- ✓ Allow them time to check their phones before registration.
- ✓ Use a folder and plastic wallets to organise notes/work by subject.
- ✓ Celebrate positives about the day.
- ✓ Encourage your child to engage in a hobby from home.
- ✓ Discuss worries.
- ✓ Keeping things calm. If one day hasn't gone as well just start the next day on a positive note.
- ✓ Linking what has been taught in the lesson time with other resources like documentaries or clips on YouTube.
- ✓ Buying some new resources like pens felt tips, lined pad to write in.
- ✓ A reward system has helped us encourage him to stay focused.
- ✓ As a parent of a child that likes to move about and is a kinaesthetic learner, chewing gum helps and having a doodle pad at the side of him.
- ✓ Bribery - a promise of something they want at the end of the week. (Just being honest)!
- ✓ Special reward on a Friday to look forward too when they have worked hard all week, like a favourite takeaway.
- ✓ Remember you are doing your best and this situation won't last forever.
- ✓ Be very patient.
- ✓ I signed them up for an online platform (adapted mind) where they had access to reading, maths, science, English, and also 'super skills' which was about a growth mind-set - this cost £30 a month for all three of them and there were tons of rewards etc. - they all engaged with it for most of the lockdown and it worked well.
- ✓ Plenty of natural light in room and an essential oil diffuser.
- ✓ Move any distractions e.g. phone, keep TV off. Easier for me as I am working from home myself, so we are in the quiet together.
- ✓ I have also encouraged my child to get her younger sibling involved in their lessons so that they can learn together which has helped.
- ✓ If possible, change your child's surroundings to create a 'newness/change' to their day when learning online, i.e. move rooms to study from, add/remove or move items from a room to make it a bit different for them ,stimulating thought as to what's different too
- ✓ Tell them you don't mind if they don't understand it or get everything right as long as they try their best.
- ✓ Don't put pressure on yourself or blame yourself if it doesn't all go to plan.
- ✓ Contact school if your child is struggling.
- ✓ Speak to other parents where possible.

What parents and carers said was working well
Parent Survey January 2021

- ✓ *Keeping my daughter busy with work and also keeping parents updated with time tables.*
- ✓ *School are being excellent with regards to our children's learning. All teachers are helpful and are helping my girls when they need help, whether it be on a live lesson or a separate inbox, the teachers are there whenever. All the teachers in year 11 have put my child's mind at ease with regards the GCSEs this year.*
- ✓ *Online live timetable*
- ✓ *I cannot praise the school enough for what they are providing for my son. He is doing really well and engaging as he should be. Thank you for all your hard work*
- ✓ *Teachers are always upbeat and positive in live lessons.*
- ✓ *It's great when the children can interact with answers.*
- ✓ *My daughter has work from 8.30am until 2.50pm. The work is good and well delivered - thank you so much for all the work and support she has been given. We really appreciate the dedicated teaching team.*
- ✓ *I have been so impressed with the online provision at Longdendale. The lessons and work sound engaging and the teachers are really working hard. It has made a difficult time easier as I am not worried about my daughter's learning and achievement during this uncertain period. Well done!*
- ✓ *I was planning on emailing school before the survey came through. The remote learning seems to be working really well, she is enjoying it and taking pride in her work and has said she feels she has learned a lot. She does miss her friends and being in school but given the current situation we are really pleased so far.*
- ✓ *Keeping in touch with the children.*
- ✓ *Everything. I would like to say thank you for how well you have adapted to online learning and your communication throughout*
- ✓ *Live lessons and register at 8.30am is a great way to keep them in a routine; my son's school are not doing this and it makes a difference.*
- ✓ *Communication seems to be running really well! I have personally had no issues seeking help from the team.*
- ✓ *From what I've heard from other schools we definitely seem to be coming out on top in terms of organisation and structure.*
- ✓ *Thank you to all the staff, a massive difference and clearly a lot of work has been put in to make it run so well.*
- ✓ *Timely responses to emails from parents.*
- ✓ *Offering mental health/ mood support to all students.*
- ✓ *Keeping the school open for those that need in-school provision.*
- ✓ *Giving out vouchers (not sub-standard food) for families eligible for free school meals.*
- ✓ *The volume of work provided and the amount of live lessons has been fantastic and is really appreciated by us as parents as it has helped keep our child engaged, rather than worksheets, etc.*
- ✓ *I think the level of teaching & the quantity of work is excellent & enough for my child at the moment.*
- ✓ *The weekly timetable really helps to know what my daughter should be doing each day.*
- ✓ *It was a great idea to have the child register every morning- this has established routine and consistency. My son has been much more engaged this time - in some ways he is doing better at home, last time it was a struggle to get him to do anything.*
- ✓ *The way teachers email the links to pupils to each lesson helps pupils to access lessons easily.*
- ✓ *The range of subjects being taught.*

- ✓ I'd like to say thank you to all the staff for working hard to provide a full timetable of learning and especially the teaching staff who are making sure they are available to answer questions during the hour lesson.
- ✓ Teams meetings lessons are as close to actual lessons as you can get and I think my son has benefited from them. Having live form time is great for preparing for the day.
- ✓ I really appreciate the school contacting me to let me know if there has been any issues with my child.
- ✓ It's great that we've received regular updates via email and regular contact via phone calls with the parents and with our child direct.
- ✓ Personal feedback and recognition that they can share with parents. My son got a personal mention about an assignment and many members of family were able to see it to praise and encourage. This really lifted him.
- ✓ We have received 2 phone calls which are so nice to receive checking we are ok.
- ✓ I was working from home on Thursday (14 January) and went into my daughters room during an online biology lesson which I thought was very interesting and presented well, all about the heart
- ✓ We feel you are doing an excellent job of providing work and the online lessons, no matter how hard it must be for you to do in the current situation. We have heard of other schools that are not doing anywhere near as much.
- ✓ The forms to complete at the end of the session are really useful- should my child struggle to focus, we return back to this together to complete and sometimes do our own research on the topic
- ✓ Compared to the experience at primary school, it is great that learners can email teachers directly and get feedback.
- ✓ Music- the live interaction where the young people can speak to their teacher/ hear each other (these teens, are isolated, more interaction is needed).
- ✓ It's great that you have signposted the children to organisations that can support them if needed and that they know who can help them at school if they need anything.
- ✓ The weekly phone contact.
- ✓ I thought that The phone calls to check in with us to see how we were doing and if we needed extra support from my son's form tutor - was a nice touch, thank you.
- ✓ Safeguarding and pastoral care.
- ✓ Engaging with parents when a child falls off the system and doesn't log into learning - as a working parent this is great communication as I'm not always aware.
- ✓ I think you're doing an amazing job in these very difficult times.
- ✓ I think you are dealing with the situation marvellously in all the circumstances. School structure is still a part of Harriet's day even though she is at home, because of the way the school have addressed the situation and dealt with the remote learning. I think this is admirable of all the staff and teachers to be able to continue to teach in this way with particularly challenging situations, but nevertheless my daughter is learning and achieving, so thank you all.
- ✓ The rewards and motivations are great but I'm not sure if it's enough to motivate everyone. It works well during school time as the kids feel they are team players for their forms but that has been lost a little with remote learning
- ✓ Teachers giving feedback and grading standard on work submitted is really useful.

Further Support for Parents and Carers

NSPCC
https://www.nspcc.org.uk/keeping-children-safe/support-for-parents

Young Minds
https://youngminds.org.uk/find-help/for-parents

Mind
https://www.mind.org.uk/information-support/for-children-and-young-people/information-for-parents

Anna Freud Centre
https://www.annafreud.org/coronavirus-support/support-for-parents-and-carers

Relate
https://www.relate.org.uk/relationship-help/help-family-life-and-parenting

Barnardos
https://www.barnardos.org.uk/support-hub/supporting-families

Sense – SEND support
https://www.sense.org.uk/get-support/support-for-children/send

Family Lives
https://www.familylives.org.uk

Tameside - Surestart
https://www.tameside.gov.uk/Surestart/Parenting-Support-for-Parents-and-Carers-in-Tameside

Tameside Special Educational Needs and Disability (SEND) Information, Advice and Support (IAS) Service
https://www.tameside.gov.uk/sendiass/information

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