



# CHS Home Learning Parent/Family Support Guide

Version 1  
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Integrity - Compassion - Ambition - Respect - Equity

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First and foremost, many thanks to you for your outstanding support during this very difficult time for all of us particularly your children. CHS staff are working very hard from home to do our very best to support the well-being and learning of our young people during school closure. It is natural that we all want to do everything we can to continue and encourage the learning of all young people even in these most challenging circumstances and therefore, the aim of this CHS Home Learning Support Guide is to assist you, support you and provide you with some helpful tips & considerations.

## Learning at Home

Learning at home is not the same as in school; unfortunately we cannot provide the same level of learning and teaching as in our usual school experience in the current situation. We therefore do not have the same expectations of response from our young people.

**We cannot expect the same level of work rate from all of our young people. The physical and mental health and well-being of your family is most important. We aim to encourage and support you to find appropriate strategies for balancing the work set in proportion to what you and your children feel able to do – each young person and each family will have different circumstances. There is nothing wrong with young people setting their own pace with their parents and carers, doing what they can and leaving some tasks unfinished/incomplete.**

The following points will hopefully help as you plan, consider and encourage learning opportunities with your children:

- Young people are encouraged to **set their own pace** of what they are able to complete. Deadlines set by teachers are **notional, flexible and should certainly not cause any anxiety** in attempting to complete tasks. As teachers, we will provide work/learning opportunities in a wholly supportive role.
- Young people are **not** expected to complete all tasks straightaway/'at once', but are encouraged to spread them out, affording them **personalisation & choice in their learning**.
- Young people's normal timetables should only be used as a reference of how much one subject is in relation to other subjects in the week.
- Teachers are not expected to be available on line continuously or even at certain/allocated times, instead, faculties/teachers will communicate on line/via social media as and when appropriate in line with **their own arrangements/judgement**.
- Parents & carers are encouraged, as always, to engage in their child's learning as arranged between them and their child.
- It's absolutely fine for young people not to finish tasks as **we do not want them to feel over-whelmed in any way**.
- Whilst we will be in a position in due course to further support/signpost and encourage the learning of young people looking forward to moving into new stages/courses of their education, we will **re-assure them that no young person should feel disadvantaged upon return to school 'normality'/re-opening**.

Although the following is not an exhaustive list, the following tips/considerations have come from a variety of sources including the National Parent Forum of Scotland (Education Scotland). Learning at home is described as:

*“a broad term to describe the learning which happens out-with early learning and childcare settings and schools. It can take place through everyday activities including play and general family life, such as food preparation and cooking. It can also happen through curriculum related activities, homework, reading and sharing books.*

*Activities for learning at home can be specifically designed to help parents engage in their child’s learning and build upon the learning.*

*Engaging in your child’s learning can make a real difference to how well they do. Making the home a positive learning environment plays a big part in this, no matter what age your child is.”*

### Helpful Tips & Considerations for Teachers:

- The **health and well-being of our young people and their families is of paramount importance** and the learning opportunities we provide are designed to support this and will also be designed to continue to **maintain excellent working relationships and partnerships** with our parents, carers and families.
- Learning opportunities provided are designed so that young people and families have **personalisation and choice in what, how and when they learn**. Recommended completion dates should be **suggested guidelines rather than ‘deadlines’** and only where absolutely necessary – this will provide empowerment & ownership for young people to plan their learning over a week or perhaps even longer **as arranged between themselves and their families**.
- Much of our learning and communication is occurring online and/or via social media. Where anyone has queries or concerns they should liaise with their child’s Pupil Support Teacher or Year Head. Learning packs (including access to IT where essential) have been made up and delivered to young people and families who require it most at this time. We can continue to consider to do the same for others as/where required.
- We will continue to work as driven by our school values. In addition to these, we aim to **be mindful of sensitivity and empathy in the planning of learning activities**. **With this in mind, specifically, no work should be set /expected in relation to COVID-19.**
- Whilst supporting young people’s learning we will remember to promote and support them not to work constantly and **take this invaluable opportunity to spend precious time with their families**. The world has become very fast paced as we all know, perhaps there is a sign in this crisis to put the most important things in life at the forefront of our perspectives again. Movie nights, board games, long walks, reading, conversations and laughter over the dining table are every bit as important as work. We must keep that at the forefront of our minds during these very challenging times!



- 1. All staff have a version of this support guide which assists them as they do their utmost to support young people and families. The staff version has been read and endorsed by a group of parents – thanks to those involved for working in partnership with us.**
- 2. In addition, a weekly well-being bulletin is being published to support us all as a community going forward and can be found on the school website. HSPO, School Chaplain, Parent Rep are working on this alongside our Pupil Support team. Our bulletin includes practical examples for young people and families. We understand that the physical and mental well-being of everyone in our community is even more critical at the moment.**
- 3. Remember, your own health & well-being is of paramount importance and as mentioned in page two of this support guide, learning at home is not the same as in school; we simply cannot provide the same level of learning and teaching as in our usual school experience in the current situation. Look after yourself, your children/family and of course all of your loved ones.**
- 4. Also remember, as mentioned in page three of this support guide, whilst we are absolutely committed to supporting young people's learning, remember not to work constantly and take this invaluable opportunity to spend precious time with your nearest and dearest. Please try to enjoy the opportunity of home learning, the additional movie nights, board games, long walks, reading and engaging in conversations and laughter over the dining table!**

Finally, many thanks again for your support. A huge number of you have already acknowledged and recognised our efforts so far. Recent testimonials such as the one below are providing CHS staff with some extra energy at a time when we are all learning new things and of course, missing our young people hugely:

*"I'd also like you to pass on to all staff just how impressed we are with the work that is being sent out, and also the communication on Twitter. In what are challenging circumstances, I think the school have done brilliantly."*

I hope that you find this support guide helpful.

### READY

- You need to know how to access online learning platforms including you Glow username and password: Contact the email following email address if you don't know it or it needs re-set.  
**glow@Chrystonhigh.n-Lanark.sch.uk**
- Check Twitter regularly. All faculties have Twitter accounts and can be accessed through our main school Twitter.  
**@CHS\_Chryston**
- Check our home-learning Support Guide (can be accessed from our school website)

<https://blogs.glowscotland.org.uk/nl/public/chrystonhigh/uploads/sites/26578/2020/03/23112146/CHS-Home-Learning-2020.pdf>

- Try to find a quiet place to work and get into a routine that helps you continue your learning.

### RESPECTFUL

- Be kind and always work with our school values at the forefront of all you do (I C A R E) – be kind!
- Always use appropriate language and communications, just like you would in the school/classroom
- Your online learning facility (i.e. Microsoft Teams) is your and many others' learning area – do not use GIFs, emojis, text speak or inappropriate screen shots etc.
- Ensure everyone is feels safe and included
- Follow all instructions that your teacher has given you. This will support your learning and keep any work/files and assignments etc. in the correct place

### RESPONSIBLE

- Keep your log in details/passwords private
- Follow the instruction your teacher has given to you
- Keep personal information private and keep any profile pictures appropriate
- If you notice anyone not keeping themselves and others safe, contact your teacher and let them know