

Home Learning - ~~FAQs~~ Frequently Raised Concerns (FRCs)



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Contents - FRC

(Frequently raised concerns)

1. My child is not interested in the home learning task
2. My child loses focus and is distracted during home learning
3. My child is struggling to work independently
4. My child takes a long time to complete a home learning activity
5. I don't have much time to support my child with home learning

just now



! Important reminder !

I used parent 'FRCs' (Frequently Raised Concerns) as headings for this presentation.

I used this language of 'FRCs' to be succinct and allow for quick access of information which may be useful for parents while supporting children with home learning.

My use of this term - 'FRC' and statements beginning 'my child is struggling with...' is NOT intended to have a negative tone or any form of blame towards children.

In these unprecedented times the expectations and environments for children's learning have changed SO dramatically....



! Important reminder !

It is **inevitable** that the transition (from - learning with peers in classrooms at school with a class teacher, to - learning alone at home with a parent/carer) will **take time** for children and parents/carers (and teachers) to adapt and try different strategies to see what works best at home.

Please continue to be gentle with yourself and your children in your expectations of home learning and capacity to support your child. And remember to contact your class teacher, or myself at any time to ask for support, clarification, more ideas or a simply a check-in!

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Frequently raised concern:

1. My child is not interested in the home learning task

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Top tips:

1. **Make a deal** - find out how they are feeling, name it, affirm it, make a deal -
e.g. “I’m sorry you’re feeling frustrated and not in the mood today, it’s ok to feel that way, sometimes I feel that way too! I can make you a deal - why don’t you keep playing for 10 more minutes and then we’ll do 30 minutes of work? Then you can have another break?”



Frequently raised concern:

1. My child is not interested in the home learning task

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Top tips: 2. **Big picture context - WHY**




Find out **how** your child is feeling, name it, affirm it, talk about the BIG PICTURE and WHY we work on knowledge and skills in school for life - e.g. “I’m sorry you’re feeling sad and not in the mood today, it’s ok to feel that way, sometimes I feel that way too! Your teacher has posted a spelling task today. Do you know why it’s important to work on spelling? So we can learn how to read and write words. We need to do this to help us write letters to grandma, and postcards when we’re on holiday to friends, and enjoy books that famous authors write for us! So, let’s work a little bit on our spelling skills to help us learn to read and write everything we might want to...”

Frequently raised concern:

1. My child is not interested in the home learning task

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Top tip: 3. Put a 'positive spin' on how interesting it is! You may be surprised about how engaged or interested a child can become towards a topic or activity when positive language is modelled and associated with the topic or task! You may even want to add a little bit of role play to your enthusiasm for extra positivity... 

e.g. “WOW your teacher has posted an activity about bridges today! Bridges are really important aren't they? Do you know some reasons why? Or how they're made? Or how they stand up?? I have lots of questions about bridges. Maybe we could find out more? **MAYBE** we could even build **OUR OWN** bridge with different materials we've got in the kitchen cupboards and see if it can stand up on its own?! Or hold a toy car?? Let's see what today's task is all about first...”

Frequently raised concern:

1. My child is not interested in the home learning task

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Top tips: 4. Change the activity E.g. - your child doesn't seem in the mood to do

much writing today...can you suggest they sketch out a plan for their writing with just key words instead and do writing in sentences tomorrow? (Top Tip 1 Make a Deal)

E.g. - your child doesn't want to write multiplication sums out neatly in a jotter today...can you suggest they play a multiplication board game (see weblinks for some game ideas or print outs) instead?

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<https://broomhill.aberdeen.sch.uk/wp-content/uploads/2020/04/Four-in-a-row-games-23456.pdf>

<https://broomhill.aberdeen.sch.uk/wp-content/uploads/2020/04/four-in-a-row-games-789101112.pdf>



Frequently raised concern:

1. My child is not interested in the home learning task

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Top tips: 4. Change the activity continued E.g. - your child doesn't seem in the

mood to do much writing today...can you video them on a smartphone verbally telling their story with teddies or toys? And they make a deal to write it tomorrow?



E.g. - your child doesn't want to learn how to spell their list of spelling words today... can they spell them by playing hangman? Or spell their words by playing noughts and crosses, or bingo or a spelling word picture clue hunt around the house/garden? Or spell their words in sand or mud in the garden? Or in a plate using old out of date spices from the cupboard??

If your child is able to work on the skill that day - GREAT! It does not matter so much WHAT activity they do - working on the skill or concept is most important, after emotional wellbeing :)

Frequently raised concern:

2. My child loses focus and is distracted during home learning

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Top tips: 1. 'Chunk it down' - children can maintain focus for short chunks of time, for younger children **20 - 30 minutes maximum** and for some older children **45 minutes** at a time. Use a timer to help you and the child know that this is a **short, timed activity** - this might help to maintain focus. Shorten time spent working on an activity depending on your child's ability to maintain focus. There is NO expectation from class teachers just now for children to **FINISH** classroom tasks. Decide how much time **your child** can focus on a bit of reading for, a bit of literacy for, a bit of numeracy for, etc - instead of spending lots of time on ONE activity and risk your child or yourself becoming overwhelmed and frustrated.



Frequently raised concern:

2. My child loses focus and is distracted during home learning

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Top tips:

2. **Brain breaks** - give breaks in between chunks of time spent on activities! A break for as little as 5 or 10 minutes can refresh children and adults and help us get ready to tackle another bout of focused concentration. Use a timer for the break, tell the child how long the break will be and explain that when they hear the timer sound go off - it is time to stop the break and do some more home learning. This becomes easier as it becomes more of a routine.



Frequently raised concern:

2. My child loses focus and is distracted during home learning

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Top tips:

3. **Distractions** - check that noise levels, clutter, toys or objects of interest are to a minimum or out of sight for short chunks of 'working time' to ensure most focus and engagement.



Frequently raised concern:

3. My child is struggling to work independently

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Top tips: 1. **Find out why** - check does the child: **Know what to do** - can you help to explain, reread instructions or do a short example of the task?

Lack confidence about this topic/task - can you sit with and help them complete some of the task then explain you'd like them to do 1 or 2 examples on their own? If your child is anxious about the task - let them know where in the house you will be and that they can come to find you for more help if they are still 'stuck'.



Frequently raised concern:

3. My child is struggling to work independently

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Top tips: 2. Refer to 'my child loses focus' slides about how to - **Chunk it down,** ensure **brain breaks, minimise distractions**



Frequently raised concern:

4. My child takes a long time to complete an activity

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Top tips: 1. As in FRC number 3 - my child is struggling to work independently -

Find out why - check does the child:



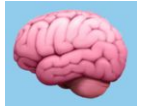
Know what to do - can you help to explain, reread instructions or do a short example of the task? **OR Lack confidence about this topic/task** - can you sit with and help them complete some of the task then explain you'd like them to do 1 or 2 examples on their own? If your child is anxious about the task - let them know where in the house you will be and that they can come to find you for more help if they are still 'stuck'. **OR** Are they **distracted** by noise, games/toys they would prefer to do?

Frequently raised concern:

4. My child takes a long time to complete an activity

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Top tips: 2. As in FRC number 2 - my child loses focus and is distracted -



'Chunk it down' and introduce **brain breaks** between tasks. Children can

maintain focus for short chunks of time, for younger children **20 - 30 minutes maximum** and for some older children **45 minutes** at a time. Use a timer to help you and the child know that this is a **short, timed activity** - this might help to maintain focus. Shorten time spent working on an activity depending on your child's ability to maintain focus. There is NO expectation from class teachers just now for children to **FINISH** classroom tasks. Decide how much time **your child** can focus on a bit of reading for, a bit of literacy for a bit of numeracy for etc - instead of spending lots of time on ONE activity and risk the child or yourself becoming overwhelmed and frustrated.

Frequently raised concern:

5. I don't have much time to support my child with home learning just now

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Top tips: 1. Avoid pressure whatever you can manage just now is fine. Short 30 minute chunks of learning or activity time focusing on:

- Reading
- Literacy - (writing, spelling, phonics, grammar or other) and
- Maths



...would be a fantastic daily goal! Some families may manage lots more than 90 minutes of home learning each day and some may manage less. Every home is different. Try to do little and often when you can and remember to contact your class teacher or myself for any extra advice of support with home learning.

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