



# ALL SAINTS CATHOLIC COLLEGE Specialist in Humanities

Principal:  
Karen Colligan

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Love • Serve • Learn

E: [office@aschc.com](mailto:office@aschc.com)  
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Dear Parent/Carer,

We understand that you and your child are in new and uncharted territory as you embrace the challenges of home school. We would like to take this opportunity to offer some advice to you as parents/carers, to guide you through supporting your child in their learning. The first key message is to reassure you that you are not expected to become your child's teacher! We trust you will appreciate that your child's teachers studied for many years to become the practitioners they are, and we are not expecting you to develop these skills yourself. We would like to take this opportunity to address some key concerns you may have as a parent and ensure that you are confident to support your child through their learning.

## **What work should my child be doing at home?**

All departments set work for their students when lockdown began. There was a lot of uncertainty at that time and our priority was to ensure that your child had a variety of learning activities that they could engage with. We understand that some students may be concerned that they may have fallen behind with the previous learning activities set.

We suggest that your child completes any activity they have already started from the previous work set, and then moves onto the new activities in the April - May workbooks. Please be assured that any gaps in your child's learning will be addressed when they return to school. Our staff will be putting detailed planning in place to ensure that all children can resume their learning, considering their varied starting points, following this extended period at home.

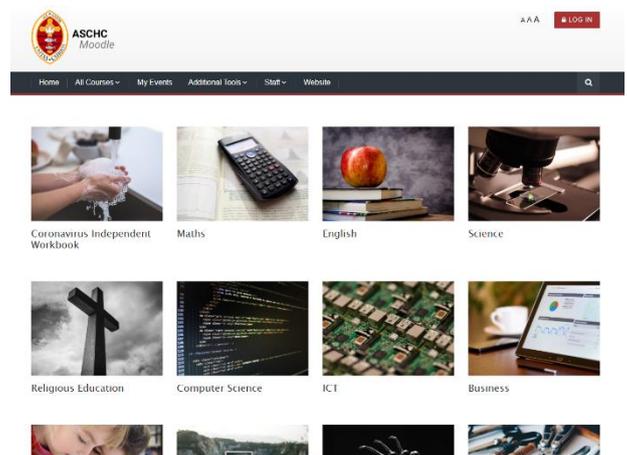
The new work has been collated into a year group work booklet that you can view/download from the school's Moodle site.

Please go to <https://moodle.aschc.com/> and click on the Coronavirus Independent Workbook icon on the top left of the page.

You will then need to input your child's log in details.

Your child will know their username and password (it is the same one they use to access a computer at school), please ask them for this.

Passwords can be reset if your child has forgotten it. If you need help with this, please contact school via phone or email [office@aschc.com](mailto:office@aschc.com).





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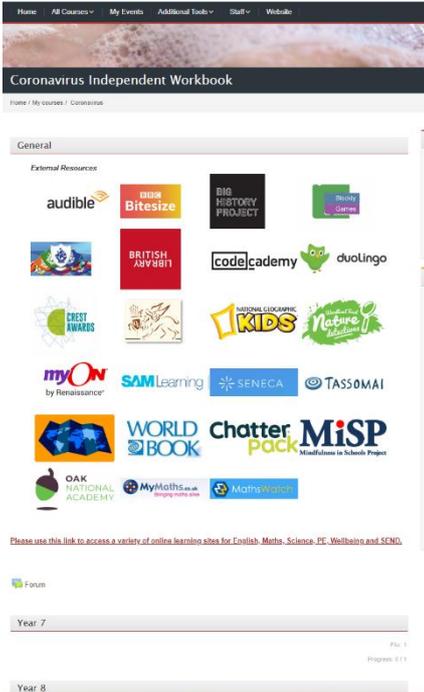
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At the top of this page you will see links to a wide variety of online learning activities that you can use at your convenience.

Scroll down and you will see a tab for each year group. Select the appropriate year group and you will be able to view/download the workbook.

The booklet contains work from every subject, and this has been broken down into manageable weekly tasks.

Some subjects have directed learners to activities on resources such as SAM Learning, MyMaths, Seneca etc. A reminder of how to log in to these resources is on the first page of the booklet.

We advise that you encourage your child to spend 3 hours each day on their schoolwork and ensure that every subject is covered at least once a week, and core subjects at least twice a week.

### **What if my child does not know how to complete the work they have been set?**

Most students should be able to complete their activities independently and will be guided to appropriate additional materials within the workbook if this is not the case.

If your child is struggling to complete their work for any subject, they should go to the appropriate subject on Moodle, click on their year group, and there they will find a forum where they can ask questions to their teachers. If you are very concerned about your child's progress, please contact school and we will assist you.

### **What can I be doing as a parent/carer to support my child?**

You know your child better than anyone, and you will already have a good idea of how your child is coping during this time and what support they need. As a parent/carer, we ask that you familiarise yourself with the information above, so that you are clear on what work has been set for your child and how you can get additional help to support your child's learning. We also ask that you consider establishing a routine for your child, so that you can ensure their learning is balanced with a healthy routine of exercise, time to relax, and good sleeping habits.

On the school's Moodle site, in the Coronavirus Independent Workbook section, you will also find a link to an external compilation of resources that includes a useful section on wellbeing.





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We appreciate that some of the work your child is completing may appear challenging to you as a parent/carer. We often hear parents say, 'I don't even understand the work myself'.

This is not a barrier to you supporting your child, instead of checking the accuracy of the work your child is doing, you could instead ask them questions that encourage them to reflect on what they have learnt. These questions help learners to reflect on what they are doing and how, which fosters self-regulation, independence and resilience. For example:

Guidance

### Coronavirus (COVID 19): list of online education resources for home education

Published 7 April 2020

#### Before starting an activity

- What do you want to achieve in this activity/what will a successful outcome look like?
- What do you need to do first?
- What strategies have helped you to complete this sort of task in the past? Could these strategies help you now?

#### During an activity

- Are you on track to produce the outcome you wanted? How do you know?
- Can you tell me more about why you think that?

#### After an activity

- Can you describe what you have learnt in this activity?
- What did you find the most difficult part of this activity and how did you overcome the challenge?
- What did you enjoy most about this activity?
- If you were going to do this activity again, do you think you would do it in the same way or would you make changes? What would those changes be?

The EEF have provided a series of resources to support parents at this time, these can be accessed at <https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-to-share-with-parents/>.

The EEF promotes the use of TRUST to structure adult and child interactions:

- **T**ake turns to make plans and predictions before starting a task
- **R**ecap to check ideas and understanding as your child is helping
- **U**se encouragement and praise to keep children engaged in learning
- **S**hare prior knowledge and past experiences that link to what you are doing
- **T**une-in and listen to your child – be curious about their interests



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*The message within these prompts is that families can turn anything into a learning experience for their child. TRUST aims to support adult and child interactions happening in every home to make them as beneficial as possible for our children and young people.*

Please see a tick list on the following page, provided by the EEF, to support parents to establish a routine at home, this combines a routine and self-evaluation.

Thank you for taking the time to read this letter, if we can be of any further assistance to you at this time, please do get in touch with the school.

Best wishes,

Mrs L Rejaei  
**Assistant Principal - Teaching and Learning**



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## Supporting home learning routines

### Planning the day



Consistent routines are important for behaviour and wellbeing in school and our routines at home have changed significantly. Routines support behaviour and you will be finding a new rhythm with your family. You could share this checklist with your child. Talk to them to help them plan their new routines.

The importance of simple approaches as part of a regular routine is key recommendation 4 of the EEF's guidance report [Improving Behaviour in Schools](#)

	M	T	W	T	F
 I woke up at a good time.	<input type="checkbox"/>				
 I did some exercise.	<input type="checkbox"/>				
 I had regular meals and drank water.	<input type="checkbox"/>				
 I enjoyed some reading in a quiet space.	<input type="checkbox"/>				
 I practised a maths skill.	<input type="checkbox"/>				
 I completed some school work at my work space. I chunked it so I had some breaks too.	<input type="checkbox"/>				
 I talked to my family about my day and how I am feeling. I asked them about their day.	<input type="checkbox"/>				
 I helped with a household job and talked to my family while I did it.	<input type="checkbox"/>				
 I contacted my friends.	<input type="checkbox"/>				
 I spent some time on my creative hobby.	<input type="checkbox"/>				
 My parent/carer told me what I did well.	<input type="checkbox"/>				
 My goal:	<input type="checkbox"/>				
 My goal:	<input type="checkbox"/>				

