Supporting remote learning

Young people may experience some additional challenges when working with online learning. Support for Learning staff, Dr Lyon and Mrs Wright are available to guide and support them, as well as all subject teachers.

Hopefully this guide should help to support you with your learning whilst at home.

Follow the timetable:

S1 and S2 timetables are below, and for S3 upwards they will be following their normal in-school timetable (although the teachers may differ slightly).

	Reg	1	2	3	4	5	6	7
Monday	Registration	English	Social Subjects	Social Subjects	Art & Design	Mathematics	Mathematics	Science
Tuesday	Registration	French	English	Drama	Mathematics	Social Subjects	Elective	RE Core
Wednesday	Registration	Food & Health	English	Art & Design	Science	Mathematics	PE Core	PE Core
Thursday	Registration	Music	Social Subjects	Computing	SE Core	English	French	Business & IT
	Reg	1	2	3	4			
Friday	Registration	French	Mathematics	English	Science			

S1

	Reg	1	2	3	4	5	6	7
Monday	Registration	RE Core	Mathematics	Science	SE Core	French	Art & Design	English
Tuesday	Registration	Mathematics	French	Food & Health	English	Computing	Science	Business & IT
Wednesday	Registration	Science	French	Mathematics	Elective	Geography	English	Music
Thursday	Registration	English	History	Modern Studies	Drama	Science	Technology	Mathematics
	Reg	1	2	3	4			
Friday	Registration	PE Core	PE Core	Mathematics	English			

S2

It is important to plan in breaks and exercise for each day, and to keep getting up at normal times and not turn day into night! GoogleMeets will also be arranged during the week, so at the start of each day work out when you will need to be online, and fit other work around these sessions.

Concentration and organisation: some young people may need support to

• Find a distraction free workspace where they can have required resources to hand

• Build in breaks/rewards

• Set small targets/timers to aid focus on a task

• avoid being distracted by their phone.

Adaptation or differentiation of a task: teachers are working to make sure all material in GoogleClassroom is accessible and achievable for students, but your child may need some help to get started or to adapt/differentiate a task.

In the first instance please contact your teacher individually to help.

You can help if a teacher is not available when work is being completed by:

• Explaining or simplifying a question

• Reading through any text if they need help to read accurately

• Break larger tasks into easier steps they can tick off

• Providing access to spelling aids, definitions, mental maths aids – table squares, blocks, counters – or visuals they might find useful

Reading tasks: you can help where necessary by

- discussing texts and asking questions.
- **Where relevant your child can change the background colour or font colour and size to make it more accessible.**
- To break material down they could create timelines, complete mind maps around themes or character, watch a film of a book, listen to an audio book or produce notecards with summarised details.

Weaker readers: accurate reading of text may be difficult. You could:

• Where it is available, use the Read Aloud function in Word (Office 365) to hear text read aloud

• Read material to your child

• Access https://www.booksfor all.org.uk/home/

• Try the National Accessible library or RNIB Bookshare.

- Download the my study bar from Expertise in Communication and Assistive Technology - CALL Scotland, Edinburgh as this will read passages aloud to pupils and help with spelling and writing.

Writing tasks: help your child to break down the main task into smaller steps if needed. Encourage them to write these down on a sheet or use a mindmap to plan and then tick off the steps as they complete them.

For weaker writers:

• Use the microphone function on an iPad or on a computer

• Encourage use of planning techniques – mindmaps, storyboards, flowchart, story hamburger (beginning, middle, end).

• Support spelling and remind them to practise using keywords from subjects.

Learning vocabulary:

Modern languages, and subject-specific vocabulary. Teachers can support this, but your child can reinforce their skills by using:

• Flashcards

• Mindmaps

• General online resources

• Online resources from modern languages.

Managing projects:

• Break learning into manageable chunks, it is not to be completed in one go

• Decide a starting point and a target and then break down in steps that need completed

• Create a checklist to be ticked off as work is completed

• Colour code tasks

• Support them to submit work through their GoogleClassroom so that teachers can give feedback. Also spend time looking at the feedback from past tasks together so that you can learn and improve, and where appropriate have another go and resubmit work.

Support for learning and subject teachers are available to support work but in case you need some guidance we hope that you find these tips helpful.