

Welcome

1. Please help yourself to tea, coffee and biscuits
2. Introductions
3. Meet your child's DP and supporting LSAs
4. Knowing the School's tech: support to know about the VLE, Heggarty Maths, Doodle, Parent Pay etc
5. Learning Support Information – Rachel Howes
6. Q & A / Feedback / Looking ahead



The Charter School

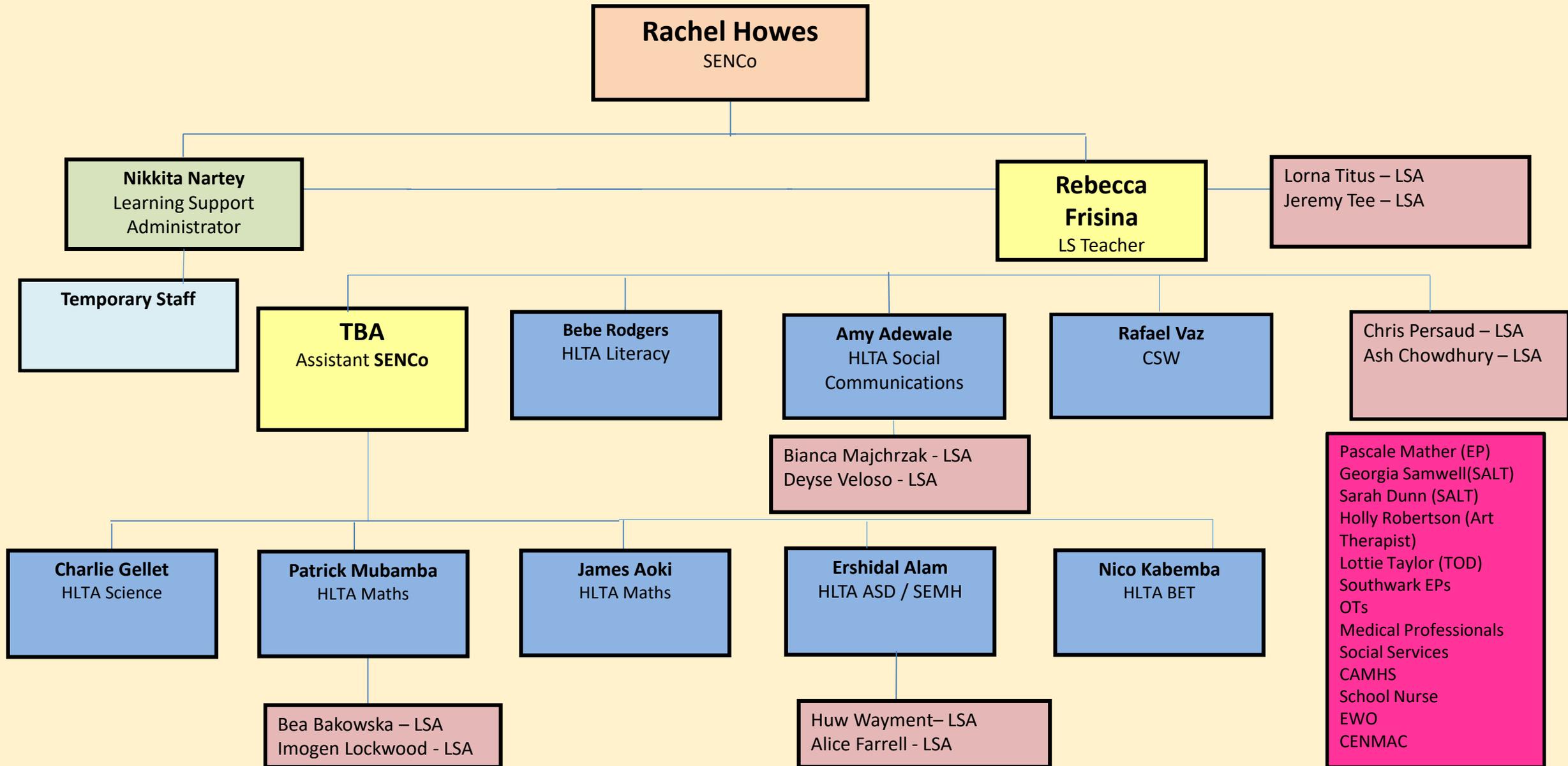
North Dulwich

Supporting Your Child
in Secondary School



Learning Support Department Guide 2020-21

Learning Support 2020-21



How we work across the school

Teachers	HLTAs	LSAs
<p>SENCO: 1:1 specialist SpLD teaching, small group teaching, KS4 Additional GCSE English class</p> <p>Assistant SENCO: Small group Maths teaching, Lower set Maths teaching; targeted withdrawal Maths groups / pairs @ KS3, EAL teaching, KS4 Option support (Maths)</p> <p>LS Teacher: KS3 Small Literacy classes, KS4 Option Teaching (eg ASDAN, Step Up to English, Functional Skills); withdrawal from KS3 and 4 English classes as appropriate, Nurture group English and Humanities</p>	<p>Science / Maths /BET: in class support, targeted small group withdrawal at KS3 and 4, delivery of individualised non GCSE curricula (E.g. Entry Level Science, ASDAN Short Course in Maths), 1:1 KS5 support for EHCP students</p> <p>Literacy: small group English teaching KS3, Individual “catch up” lessons with targeted pupils, Phonics support, in class support as required</p> <p>Social Communications & SLT: Targeted small group interventions delivering a range of Soc Comms and SLT programmes; 1:1 sessions, SLT screening</p> <p>ASD / Behaviour Specialist Support: in class and withdrawal support for challenging and complex students across KS3-4</p> <p>CSW: Support for Year 10 Deaf student</p>	<ul style="list-style-type: none"> • In class • KS3: Curriculum / homework / organisational support for students on a reduced timetable • KS4 & 5: 1:1 subject support (in line with LSAs own degree / educational knowledge) <div data-bbox="1696 711 2415 1359" style="background-color: #4CAF50; color: white; border-radius: 50%; padding: 20px; text-align: center;"> <p>Outside the classroom</p> <ul style="list-style-type: none"> • DP • Break / lunch duties • Support for extra curricular e.g. sports, choir • Accompany trips • Exam support </div>



OMG! I left
school in 1985!

How Can I help
My Child's
Learning at
Home???

(Pssst! It's OK if you don't
know the bus stop method for
long division!)



1. **Have those routines and systems.** Support your child to develop their organisational skills (wall planner / calendar, check list, tidy work space, colour coded folders, "launch pad")
2. **Show an interest in what they are learning** – but have a light touch, don't be too judgemental! Get them to teach you the bus stop method!
3. **Read with your child or discuss what they are reading.** Show enthusiasm for finding out new stuff! Books make great presents! 😊
4. **Help your child's revision** e.g. quiz them, help make flashcards
5. **Familiarise yourself with the tech!** Know how to navigate the VLE, parent pay, useful websites such as Heggarty Maths or Doodle
6. **Set the boundaries**
7. **Support the curriculum outside school** (e.g. museum visits, watching a set text on DVD together, watching selected TV programmes together, buy the suggested revision guides, visit the local library)
8. **Get a dictionary**
9. **Eat together**
10. **Share your experiences, keep calm, positive and praise effort**
(Remember: carrots are nearly always more effective than sticks 😊)



Establishing Good Habits

Prepare the night before

- Completed homework
- Books packed
- PE kit
- Uniform sorted
- Launch pad!



Plan breakfast

- Complex carbohydrates
- Cereals
- Wholegrain toast

1 in 3 teens skip breakfast



Limit the pocket money = limit the sugar highs!

- Yes, they do spend all of that £3 on junk food before 8:30am!
- Discourage “energy drinks” but stay hydrated



Establish a clear after school routine

- Healthy snack (do they really need to go to the chicken shop?)
- Rest break
- Planned after school activities
- Homework start time
- Consistent dinner time



Consistent rules: Turn off the TV / Phone / X Box / limit computer time on weeknights

Don't believe it when they say they can text, Snapchat, game and do homework simultaneously!
56% young people spend up to 3 hrs / day on social media! This can be linked to mental health issues



Have a designated space for homework / study. Public computers are good!



Engage with & support your child's learning



Encourage physical exercise



Have a bedtime routine & time



Up to ¾ teens have trouble sleeping
Most teens average 7 ½ hrs sleep a night

Ban technology at least 30mins before bedtime & ensure rooms are dark & phones are off!

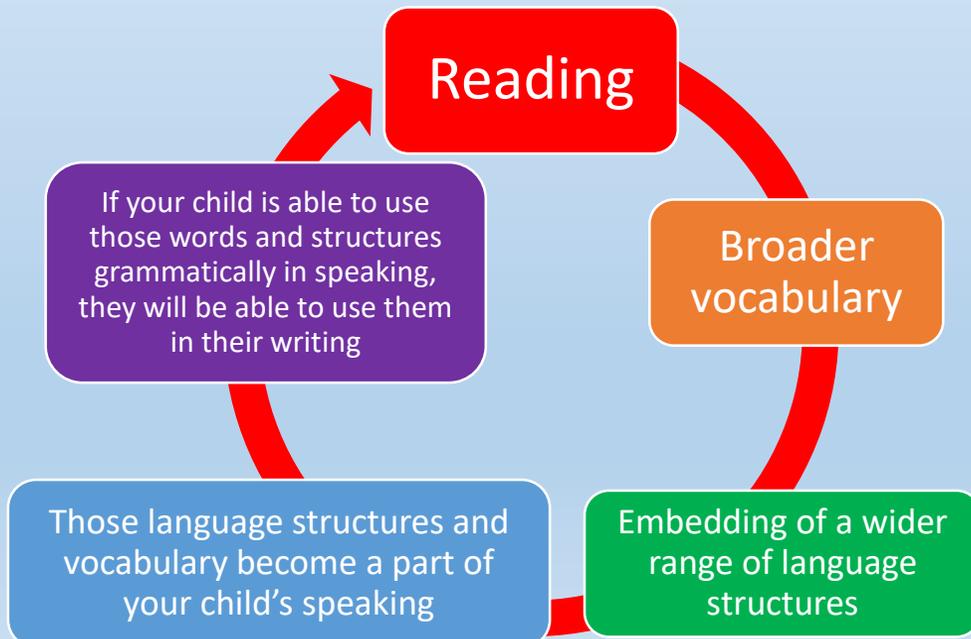


Supporting Reading: General Tips

- Be a role model. Read for pleasure yourself and be seen to be reading more than your iPhone or work emails! Find that 20 minutes a day.
- Encourage your child to read a variety of texts – especially fiction. Buy “quality” newspapers or magazines, follow your child’s online reading and progress on Accelerated Reading (Year 7)
- Don’t give them the answers – get them to find out what they want to know
- Have a dictionary at home
- Understand that reading should be an ACTIVE and INTERACTIVE activity. Texts need to be “played” with, discussed, and re-visited
- More information can be found in the document Supporting Reading at KS3.

What the research says...

The more children read and are read to, the more words, concepts and language structures become part of their speaking and listening vocabulary. Children begin to use these words and structures in their everyday oral language and subsequently this aids the reading and writing tasks.



“Our research shows that when students learn how to use talk to reason together, they become better at reasoning on their own.”

“British public schools, which [have] educated many members of the present Westminster government, place great emphasis on developing the confident and effective use of spoken language. For the sake of social equality, state schools must also teach children the spoken language skills that they need for educational progress, and for life in general.”

Neil Mercer: Professor of Education
(Cambridge)

What can you do at home?

- Talk to your child whenever you can. It is true that in busy households it's becoming more and more difficult for families to spend quality time talking in a reflective way about what everyone has been up to. Mealtimes can often be the best time for families to get together like this. (And ban the TV!)
- Help your children to develop their vocabulary by suggesting “better” words they could use in their conversations – in a constructive and friendly way!
- When they are trying to persuade you to do something or argue against you, ask for them to give you clear reasons using connectives and no slang!
- Encourage them to take part in more formal speaking activities e.g. speaking to an audience via a school assembly, by joining debating, by acting as a guide at Open Days
- Discuss topical subjects of concern with them e.g. crime, politics

Learning – and retaining – new vocabulary

‘Students must interact with new words in a variety of ways and be exposed to the words frequently in different contexts’ (National Reading Technical Assistance Centre, 2010)

5 ways to interact with vocabulary

1. Draw an image that represents the word
2. Act out the meaning of the word
3. Use the word orally and in written work, as much as possible
4. Say and/or clap the sound of the word
5. Find the word within a word / understand the parts of a word (prefix-base-suffix)
6. Add new words to a word wall or put them in a word pot or on the fridge

Students must revisit words often if they are to add words to their working vocabulary

Word Wizard

Symbol/picture



New word

b, c, t It starts with ...



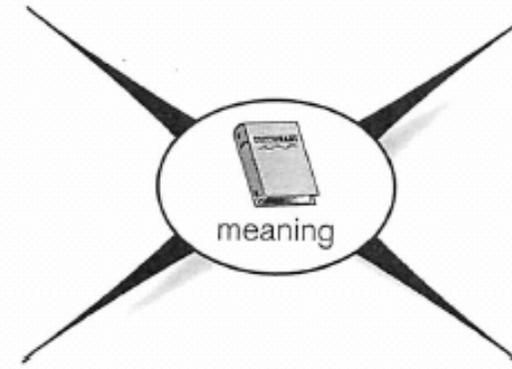
It rhymes with ...



It has ... syllables



Say the word to your partner



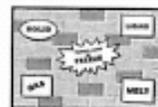
Use the word in a sentence



Action



Song or Rap



Word Wall

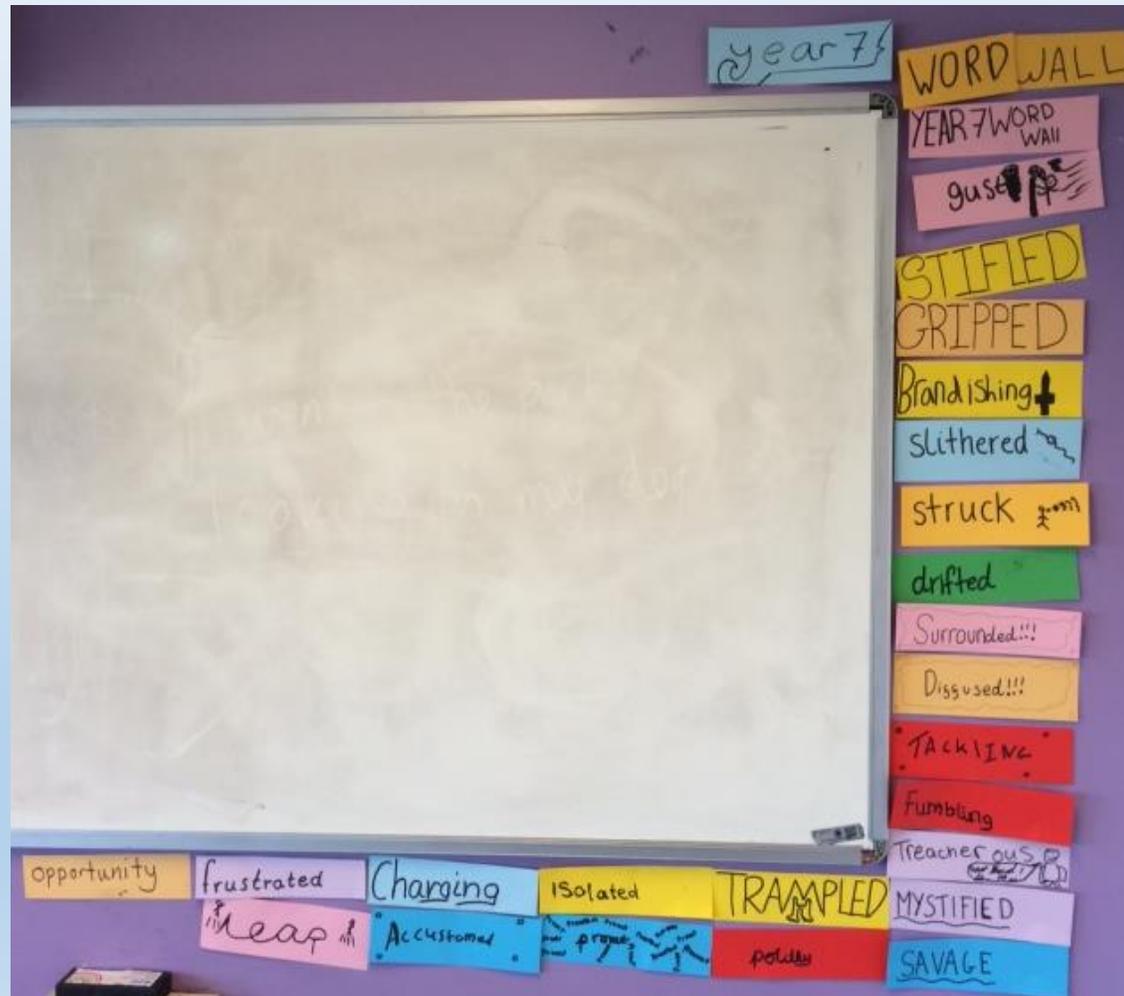


Word Pot

A printable colour version is available on the CD-Rom.

A worksheet for interacting with vocabulary

Vocabulary word wall: an easy way to revisit words in the future



Students must revisit words often if they are to add words to their working vocabulary

Could you have a Word Wall at home?

Or a word of the week challenge?