



# Educational Psychology Services

## COVID-19 Support

### *What can schools do to promote remote learning?*

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#### Working with Parents

We know that engaging parents is important for learning and even more so at this time. However, maintaining dialogue with parents, overcoming digital inequality and the logistics of distant learning are a challenge for us all. The Education Endowment Foundation (EEF) has explored the research around parental engagement and distance learning and has made a series of evidence-based recommendations about what schools can do to support remote learning (EEF, 2020).

#### Communicating with parents

- Take a flexible approach to how you communicate with parents, taking account of a broad range of socio-economic, home and family circumstances. Use a range of mediums where needed.
- If using online learning environments ensure that they are welcoming, non-threatening and as easy to use as possible. These sorts of environments can increase parental engagement.
- Use written communication that can be easily read and understood. 16.4% of adults in England have very poor literacy skills and are likely to find reading information from unfamiliar sources, or on unfamiliar topics, particularly challenging.

#### Support with learning

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

#### *Resources:*

- Providing activities for children in a range of formats based upon the resources that families have access to as some children will not have access to online learning platforms, printers or materials like pencils, glue etc.

#### *Practical support:*

- Offer parents support that is practical, focusing on clear guidance that they act on.
- Simple strategies are more likely to be adopted. For example, small prompts for shared reading or tips for how long to keep your child studying.

*Tailor your focus and strategies for helping parents according to different age groups:*

- For younger children:
  - Promote shared activities such as reading together or playing games with letters and numbers
  - Set short and focused learning projects that parents can more easily manage
  - Encourage establishing a positive home learning environment, ensuring that there are resources such as books, puzzles, and toys available
- For older children:
  - Parental encouragement and interest in young people's learning is more important than direct involvement
  - Provide general information to parents on child development or curriculum content to create helpful context

*Let parents know that they aren't expected to be teachers:*

- Encourage parents to know about the work that is sent home and to support/guide their children to complete it rather than get directly involved in teaching or completing the tasks.
- This may help avoid conflict at home, whilst making clear that there is not an expectation for parents to act as teachers.
- If parents want to become more involved then share pedagogical principles like scaffolding or using quizzes and flashcards for retrieval practice.

*Build in opportunities to promote self-regulation:*

- Self-regulation helps children to achieve academic goals and includes skills such as goal-setting, planning, perseverance, and the management of time, materials, and emotions.
- Consider guiding parents to have a 'five-minute plan' chat with children before they get started with home learning so that the children can practice these self-regulation skills e.g. planning how they will approach the task, ensuring they have the right materials, setting themselves short-term goals.

References

EEF (2020). Supporting parents and carers at home: What schools can do to help? [Supporting Parents and Carers : What Schools can do](#)

Further COVID-19 resources from the EEF: [Covid-19 Resources | Education Endowment Foundation | EEF](#)

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help

observe

consult

assess

focus

advise

encourage

develop

appreciate

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