



## 15 top tips for ensuring learners can make the transition from home schools to the classroom

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- Capitalise on how some learners have developed skills in independent enquiry. Highlight the skills they may have acquired in sifting and selecting their own information for a specific assignment or project and how they can continue to build on this skill
- Remember that learning from home is less structured, less formal and unhurried. Try to build opportunities that gives the learner a choice as to how they approach a task so that the difference between how they worked at home and now in school is not so stark
- There is a large body of research that suggests that where learners were able to interact with their peers electronically or at a safe distance, they were more motivated and outcomes were improved. There is good evidence that this should continue for all age groups
- Give learners an opportunity to share their experiences of being at home, ask them to say what they have learnt, how they have felt, what they would like to do differently in school as a result of their experiences. See your learners as masters of their own destiny rather than having to rely on teacher input all of the time
- Learners have had to be resilient and find their own solutions whether it is in avoiding home school work or reflecting on what they have produced. Acknowledging their resilience and steadfastness in the face of adversity is motivating and comforting
- Remember that each learner has worked or lived in their own individual classroom; going back to what was the normal before March may be difficult for some
- [Flipped learning](#) may be an approach that will support learners in making the transition from home learning to classroom learning

- Everyone including many learners have become more adept at using virtual platforms for learning and socialising, ensure these approaches are still available within your teaching repertoire
- Accept that mobile phones are learning tools and will have been used extensively as such during home learning. It is essential that learners know how to use these devices appropriately within a classroom setting
- Evidence suggests that using games for learning can be beneficial and have been used successfully since schools closed as part of tools for home learning. This is especially true for the learning of vocabulary and seems to be of particular benefit for Modern Foreign Languages
- Teachers across the curriculum should find time in departmental, team and staff meetings to share their expertise and experiences as well as their own good practice of both home schooling and in the classroom. It is clear from many studies that it is the quality of teaching that is most important, much more important than where the lesson is delivered
- Find out what learners already know about a new topic. Sharing knowledge through group interaction allows those with some understanding to consolidate their learning and provide a vehicle other than teacher voice to help them towards their own understanding
- Use structured play and role play to create opportunities for learners to share their experiences and have the opportunity to express their feelings both of being at home for so long and returning to school
- Explicitly define the skills and knowledge expected for learners to acquire and provide time and space for learners to work towards achieving the desired outcome. Focus on effort and work in progress as much as on the outcome. Remember that learners have been working independently and are therefore more likely to respond to positive feedback using open and deep questioning that leads them to express their own ideas about how they can improve their work