

KPS Parent Guide for Full HBL
(Shared with all parents in letter dated 6 April 2020)

Technical Instructions

Dedicated HBL page on school website

1. The school has put up a Home-Based Learning page in our school website. The full HBL page can be accessed by clicking on the 'Read More' button in the website banner. The HBL page contains important information such as the HBL weekly plan, contact information of subject teachers, technical help such as password reset request, SLS navigation guide and guide to HBL tools: Zoom and Telegram. We would like to encourage you to access this HBL page to find out the information which your child/ward needs for this upcoming full HBL exercise.
2. Parents/guardians could be updated of the HBL work assigned to your child/ward by checking the school website by 8am on each day. All assignments would need to be submitted by the next day, Thursday, and we seek your cooperation to encourage your child/ward to be responsible for his/her own learning and be punctual in his/her submission of work to teachers. Please note that teachers will follow up with all errant pupils who do not submit their work on time.
3. Technical Support for HBL
 - o Call the School Helpdesk at 6763 4812 during school hours from 8am to 4pm from Weekdays from Mondays to Friday, excluding public holidays and weekends.

Student Learning Space for Students

4. The Student Learning Space (SLS) will be the mode of dissemination of work from teacher to student every day. Our students have been taught to access the SLS page via our school website.
5. Parents are advised to bookmark our school website (<https://kranjipri.moe.edu.sg>) or make it the homepage when the browser loads to enable ease of access to SLS and other HBL resources.
6. The details for accessing SLS are listed below:

SLS web address: <https://learning.moe.edu.sg>

Students' login ID has been given to them. It is made up of their name and ID number. For eg. if your child's full name is Jane Chan Mei Li and ID is T1234567A, then his/her login ID will be JANEC4567A. It is the first five letters of their name and last five characters of their BC No.

Login ID: First five letters of child's name and last five characters of child's BC No.

Password: **Student2020** (except for those who have reset/changed their password)

More information on logging in can be found in our school website under 'Resources' > 'Student Learning Space'

7. For SLS queries such as password reset and unlocking of accounts, students can attempt to unlock their account using the '[Password reset link](#)' in the school website or contact the school at **67634812** from 8.00 am – 4.00 pm to speak to the SLS administrator. Alternatively, students can contact the SLS Helpdesk at 6702 6513 from 4.00 pm – 9.00 pm. For queries about lesson assignments, students may also call the school at 67634812 to leave a message for their subject teachers.

8. To avoid system access issues arising from a large number of students logging in at the same time, it is recommended that students could log in to SLS during the time assigned to their levels.

Timings	Levels
8.00am – 12.00pm	P4, P5, P6
12.00pm – 4.00pm	P1, P2, P3

9. Students should ideally be provided with an earpiece (if available) to facilitate online meetings to cut down background noise. However, it is perfectly alright if an earpiece is not available.

10. The school requires all students/parents to download 2 apps in your handphones or computers:

a. Zoom for Video Conferencing

To continue to facilitate teaching and learning during the full Home-Based Learning period, we would need your help to download an online video conferencing platform called 'Zoom' into your computer or mobile device. In the coming days, you will receive a meeting ID from your child's subject teachers in SLS, with instructions on how to join this 'meeting'.

Clicking on this link <https://zoom.us/download> will take you directly to the web browser to download Zoom. Otherwise, you may also download the app version: **ZOOM Cloud Meetings** into your phone or tablet and you will be able to join the meeting.

After you have downloaded Zoom, please click on the guide [here](#) to access the instructions for students on joining Zoom.

b. Telegram for Tele-Communication

To help you stay in touch and contact your child/ward's Form Teachers (FT) during HBL, we would like to introduce this mobile application called 'Telegram' to all. We kindly request all parents/guardian to download the app for secure communication (handphone numbers will not be revealed through telegram). To download 'Telegram', please log into Play Store (if Android) or App Store (if Apple), then search for '**Telegram**' and click download.

The FTs will be sharing their **Telegram username** with you through Parent's Gateway to keep in contact. You may search for their username in Telegram to send messages or make phone calls. At the same time, FTs would be using Telegram to communicate with parents and check in on the class. After you have downloaded Telegram, please click on the guide [here](#) to access the instructions on sending messages and making phone calls through Telegram.

How Will KPS Support My Child?

1. Your child will be provided with a Student Guide by Tuesday 7 April 2020, with critical information that they need for the period of School Closure.
2. Form teachers will be communicating and maintaining contact with students by calling students on a regular basis to check on their well-being and provide support for learning. Form teachers will first call the registered home number of the student, failing which our teachers will call parent's number. The frequency of the calls will depend on the learning, social and emotional needs of the student. For a start, form teachers will call students daily on Wed 8 Apr and Thu 9 Apr. Subsequently from 13 Apr onwards, FTs will be calling your child twice a week.
3. All KPS children have been provided with hands-on sessions with Zoom and SLS. Details of their use can be found in the Student Guide.
4. All teachers will be
 - a. Monitoring students' learning via SLS, emails, Zoom, etc.
 - b. Responding to students' request for help in a timely manner within 24h
5. Email addresses of subject teachers are available at the school website under HBL link. Pupils have also been provided with the school phone number (67634812).

How Can I Support My Child?

The learning activities are designed to allow students to complete them independently. We encourage you to support your child by providing a conducive environment at home. You could do this by:

1. Working out a daily schedule/routine with your child and guiding your child in setting goals and scheduling tasks. For further tips on guiding your child in setting goals, refer to the Resilience Boosters at <https://go.gov.sg/selresforparents>.
2. Establishing an agreement with your child on managing screen time. We will assign a maximum of 2 hours of online learning every day. For further tips and guides on reinforcing your child's cyber wellness, please refer to: <https://ictconnection.moe.edu.sg/cyberwellness/for-parents>.
3. Encouraging your child to maintain an optimistic and positive outlook while accepting the changes and emotions that he/she has had to face as part of going through HBL.
4. Practising lots of patience with your child. As it is likely that this is the first time your child is going to be doing online learning for an extended period, he/she may encounter challenges such as technical issues and learning difficulties along the way. Do patiently guide your child to overcome these challenges. If you are still unable to help after trying, do not hesitate to contact the school during office hours to seek assistance.
5. Checking in daily on your child by having conversations with him/her on his/her learning experience. If you sense that your child is frustrated and distressed with the assigned tasks, do not be critical or judgmental. Instead, lend a listening ear, provide lots of encouragement and guide your child to find ways to overcome the problems.
6. Being sensitive to your child's social-emotional needs. Children are used to lots of social interaction at school and engaging in a variety of activities, so your child may feel the effects of being distanced from his friends and teachers or feeling restless after having to spend so much time at home. Other than the regular check-ins by their teachers, allowing your child to interact with friends via supervised video chats may be a great way to help with social time without endangering him/herself or others. However, if you sense that your child is highly distressed socially and emotionally and you are unable to help, please call the school to speak with the school counsellor who will be most willing to listen and help you and your child.
7. Scheduling time for fun outside of learning so that your child will enjoy a good balance of work and play. As it may be rare for you to have this much time with your child at home, we also recommend using this as an opportunity to bond. Organising indoor family game time is a good way to start.

Six Tips for Parents

(Prepared by our Senior School Counsellor, Mr Roy Tan)

1. Remain Calm and Confident

Children are influenced by how adults around them respond to the current situation. The best support you can give them is to model calm, confident behaviour.

- Model for them precautionary measures like cleaning and disinfecting the home, hand-washing and social distancing.
- Assure them that the current situation is not permanent, and home-based learning is one way to ensure that it does not worsen.
- Express a positive attitude and excitement about home-based learning.

Some children may need you to talk to them in a very concrete and explicit way about the current situation, and why schools are closed. You could use the following link to help you.

<https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf>

2. Schedule for Success

To create a sense of security for your child, establish a daily and weekly routine that includes activities your child enjoys, and opportunities to interact with their friends online or by telephone.

- Involve your child in setting up the schedule so that there will be greater ownership and commitment to follow the schedule.
- Write out the schedule and have it displayed prominently in the home. You could use the following link to help you.
<https://www.printableshefter.com/printable-behaviour-chart-for-behaviour-monitoring/>
- Do take into consideration the school's home-based learning schedule especially when teachers may want to conduct synchronous learning (i.e., live at a scheduled time).
- Have your child monitor themselves on whether they have followed the schedule.
- Maintain regular wake and bed times.
- Ensure a good balance of learning, leisure activities and exercise.
- Display the schedule in a prominent location, e.g., where your child works.
- Be prepared to adjust the schedule if it does not work well

Provide your child with a space for working. Keep this consistent, so that they become used to working in the same area every day. It is best if this space is within sight of adults, so that there is adequate supervision of your child.

3. Set and Teach Expectations

Discuss with your child the expectations for different types of activities/time of day. State expectations positively – what to do, rather than what not to do. E.g., instead of “don't play games during study time”, say, “During study time, focus on learning and completing my work”. State expectations in terms of observable behaviour, so that it can be monitored. E.g., instead of “Work hard”, say, “Complete the work on time”.

For example,

- Refer to the schedule at the beginning of each day and engage in the planned activities.
- Monitor at lunch time and at the end of the day if the schedule was followed
- During study time, use personal devices/laptop for work related activities only
- Complete all assigned work and let mum/dad know if I have difficulties. [You may also want to agree on how and when they should contact you, especially if you are at work.]
- During short breaks, acceptable activities are having a snack, walking around the house or outside, playing with a sibling, texting a friend, talking to family members. During longer breaks, acceptable activities are....
- During outdoor activities, keep a distance from others to stay safe.

Using these examples, come up with 5 – 6 expectations together with your child. Explain why these expectations are important, e.g., to ensure they continue to learn, to ensure the safety of everyone in the family. Make sure that you both agree on what ‘success’ looks like.

At the beginning, your child may need to practice some of these behaviours before they are able to do them independently. Monitor them closely at the start and provide praise and recognition when they make an effort to meet the expectations. Focus on what they are doing well rather than what they have not done well; catch them being good. Continue to do so until they can show these behaviours consistently and with less prompting. If your child requires tangible rewards to sustain positive behaviours, you may set up a behavior monitoring chart and a system for rewarding them. In brief, make expectations clear and visible, teach and revisit expectations in a positive tone, and notice when your child meets these expectations. In this way, you will help to create a positive, productive, safe and even enjoyable experience at home!

4. Use Simple Strategies to Support Your Child at Home

- a) Behaviour-specific praise lets your child know exactly what they are doing right. Instead of “Well done”, say, “You made a good choice when you put your mobile phone aside during study time”, or “Thank you for coming back from break on time”.
- b) Offering your child choices helps them take responsibility and ownership, and to become more independent. For example, when setting up the schedule, “Do you want to start the day with Mathematics or History?”, or “Would you prefer to play a board game, take a nap, or go for a walk?” Be sure to honour their choices.
- c) Providing a reminder of what you expect improves the chances that your child will meet those expectations. E.g., “You have until 1 pm for screen time, then you’ll have to get online to meet with your teacher.” Or “When we get home, the first thing to do is to wash your hands.”
- d) Active supervision: After expectations are taught and well-understood, observe what is happening, and interact with your child. When your child is meeting expectations, provide acknowledgments using behaviour specific praise to let them know what was going well. When they are not meeting expectations, provide private, respectful feedback or redirection (give specific instructions on what to do instead). Active supervision works particularly well when used with reminders. Remind them what you are looking for throughout the day, and then be on the lookout to notice and acknowledge the desired behaviour.

If you experience difficulties with your child’s behaviour, try the strategies suggested in the following table.

Behaviour	Response
Refuses to read	Use an audiobook; ask the child to follow along as they listen. Try having the child use a talent like coloring, drawing or building with manipulatives to keep hands busy while listening. Leave close captioning on when watching TV to reinforce sight words.
Verbally answers questions, but not write them down	It is ok to write “verbally completed with mum” at the top of a worksheet if the child is not willing to fill it out for themselves some days. Video verbal answers for additional documentation.
Refusing to work	Try switching subject matter. Take a break; work a special interest into that topic. Gently discern the purpose (or function) of the refusal and address it.
Frustrated, bored or tired	Take a break; add in physical activity. This can be overt with a quick discussion on managing their own symptoms with physical activity, or discreetly if the child is not agreeable to using activity.
Distracted by electronics	Integrate access to electronics at the end of an activity or include the need for electronics within an activity (find a picture or video that best

Behaviour	Response
	represents a concept). Change the Wi-Fi password or use an app that allows you to control access to the electronic and internet usage.
Meltdown	Set aside the lesson. The child needs their sensory, emotional, and physical symptoms taken care of above all else. Learning cannot happen at this time.
Inappropriate behavior social and/or destructive	To focus on behavioural goals first (before the academic lesson)

(Mendoza, McKeithan, Griswold, 2019)

5. Support Social and Emotional Learning and Well-being

During this time, take the opportunity to support your child's social-emotional growth. Encourage them to take responsibility for their day, and reflect on how they are doing. To support this, Check-in and Check-out with them each day.

Check-in: In the morning, ask:

- What are you learning today?
- What are your learning targets or goals?
- How will you be spending your time?
- What resources do you need? What support do you need?

Check-out: In the evening, ask:

- What did you learn today?
- What was challenging? You could come up with a strategy to deal with the same problem if it comes up again.
- Consider three things that went well today. Why were they good?
- Are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

These questions help your child be clear about what is expected for the day, organize themselves and set priorities, and reflect on how well they are doing. It will also tell you if they require additional support.

For some students, the change to their daily routines, and the reduced contact with friends and familiar adults may cause some distress.

If your child is anxious about the current situation,

- Validate their feelings and lead them to see what they can do to help themselves. E.g., "I know you are worried/confused. This is new to us, so we will take some time to get used to it. Let's figure out home-based learning together." Or "I know you are worried about you or our family getting sick. That's why it's important that we keep your hands clean and avoid crowded places, etc."
- Allow them to ask questions: Answer your child with honest, accurate information that is age-appropriate. Help them distinguish between facts and rumours/fake news.
- Supervise screen time and access to media reports. Over exposure may lead to increasing anxiety.

If your child is feeling isolated because of a prolonged absence from school,

- Help them identify ways to connect with their peers and extended family members
- Ask their favourite school personnel if they could give your child a call
- Spend time with them on their preferred activity

If your child is highly distressed and emotionally unstable and you are unable to help, please alert your child's teachers or contact the school to speak with the school counsellor. They will be most willing to listen and help you and your child.

6. Identify Sources of Support

You are not alone in supporting your child at home. Kranji Primary School is ready to provide guidance and assistance so reach out to us if you need some support.

- Kranji Primary School – 6763 4812

The following are useful contact information of organisations which may be able to render further support to you and your child.

- Touch Cyberwellness (Support in areas of internet/gaming addiction) – 6730 9520
Website: <https://www.touch.org.sg/about-touch/our-services/touch-cyber-wellness-homepage>
- Samaritans of Singapore (SOS) (Support for anybody in crisis or is suicidal) – 1800 221 4444 (24 hour hotline)
Website: <https://www.sos.org.sg/>
- Social Service Office (SSO) (Support for any child or family in need of financial or social assistance)
Website: <https://www.msf.gov.sg/dfcs/sso/default.aspx>
- Ministry of Social and Family Development (MSF) (Support for Singaporeans affected by COVID-19)
Link: go.gov.sg/msf-covid19-support
- National Care Hotline – Coming soon. This hotline is being set up by the government to offer emotional support to anyone facing stress or anxiety caused by the COVID-19 pandemic. Do keep a look out for it.

If other members of your family or a domestic helper will be involved in supervising your child during home-based learning, do share this guide with them.

Adapted from

Lane, K. L., Oakes, W. P., Common, E. A., & Buckman, M. M. (2020, March). Setting up for Success at Home: Using Ci3T Structures to Facilitate Positive, Productive, Continuous Learning Opportunities during the COVID-19 Crisis. Ci3T Strategic Leadership Team. Webbased resource available at <http://www.ci3t.org>

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