



Learning at Home

Support

COMPLETING ASSIGNMENTS

Years
11-12

For parents and carers

Getting started:

- Work with your young person to set up supportive learning routines and spaces.
- Be as positive, flexible and supportive as you can with their learning.
- Ensure that your young person is in regular contact with their teachers, school and other learners.

Learning strategies:

Encourage your young person to:

- Read the key words used in an assignment or text, summarise key words and ideas as much as possible, and use a highlighter to pick out key concepts so they stand out.
- Keep a journal, and think about the journal as primary evidence for the future.
- Write out, state or explain what they have learned.
- Use thinking tools such as mind maps, graphic organisers, PMI SWOT Chunking Breakdown Role Play, questioning techniques and visualisation (see [Thinking Strategies Infosheet](#))
- Use question generators to help them design questions that can be researched.

Planning and scheduling

Encourage your young person to:

- List the steps that need to be followed to complete the assignment or project.
- Break assignments down into small, realistic tasks that are less daunting, so your young person feels more motivated to complete them.
- Plan in advance – plot out the steps for upcoming assignments well before they are due. Even planning for the next two weeks will make a difference!
- Schedule chunks of time. Big blocks (e.g. research, planning and writing) come first, smaller blocks (e.g. reviewing and revising) come second.
- Plan in detail - this forces the creation of internal deadlines and shows what must be done each day to complete a project or assignment.

- Take note of heavy weeks when multiple assignments/projects are due. Consider completing some assignments early to ease the pressure of submitting everything at once!
- Make sure that your young person sets realistic goals around completing certain tasks on certain days. Have they allowed themselves enough time to get it all done? If they can't fit it all in, or are falling behind, help them to create a more realistic schedule.
- Be flexible. It might take a while to get the scheduling right. Encourage your young person to be flexible and adjust their timing as they go. Some task may need more time, others may need less. Practice makes perfect!
- Make use of as many different types of resources and evidence as they can. Records should be kept of all resources used. (For online resources, in general '.edu' sites such as the Stanford Encyclopedia of Philosophy, plato.stanford.edu, can be more reliable than '.com' or '.org sites'.)

In general:

- Ensure that you and your young person are in regular contact with teachers and the school.
- Encourage your young person to connect with other students doing the same course of study or assignment. The school should be able to assist with this.
- Be clear about what learning needs to happen each day and when it should happen.
- Keep evidence of learning including records of working with others, a copy of completed assignments and drafts where possible, and a copy of feedback from teachers along with any grades or marks awarded.
- Discuss any feedback that your young person has received, as this will help to maximise its value. Feedback from teachers is probably the most valuable learning resource available. Try to ensure that your young person understands the feedback and can explain to you exactly what suggestions the teacher has made for improvement.
- Repeating assignments or tasks after receiving feedback is also a good strategy. Where possible, ask the teacher to suggest slightly different questions or problems for your young person to practise.