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| **Q.I. 2.5 Family Learning Guidance for Best Practice** |
| **Q.I Question** | **Answer** | **Evidence** |
| **What data/method is being used to identify family learning need across the school?** | Combination of schools data, community profiles and consultation with parents/families% FSM | * School Data
* Parental Consultation
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| **Are family learning programmes universal or targeted and why?** | Universal to introduce Family Learning to all P1 families.Some programmes are targeted at specific families where there is known need | * Programme overview
* Family Learning Action Plan
* School data sets
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| **How are barriers to participation in family learning programmes reduced?** | Parents are consulted around best days/times for families to attend.Evening provision for working familiesResources being sent home when parents can’t attendChild Care is provided.Soft touch engagement e.g. schools gates, phone calls, texts. 1:1 meetings, support worker, home visitsActivities and programmes are free and all resources are providedAdditional support needs are considered and provided for (physical disability/mental ill health)Translators provided | * Parental Consultation
* Resources for home use
* Child Care Agreement / Invoice etc.
* Family Learning Action Plan
* Programme feedback/evaluation
* Feedback from support staff.
* Family Learning Action Plan.
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| **How are the family learning programmes minimising the effects of poverty?** | Families are learning about financial capability and financial inclusion via information workshopsFamilies are reducing financial hardship by knowledge of how to access benefits.Some programmes are providing Improved employability skills and some families are securing employment or doing better in the workplaceFood and refreshments are provided free to families participating in family learningFree cultural and leisure activities are leading to social inclusion and wider experiences for families in financial hardshipFamilies are learning how to cook and prepare healthy food on a budget which is impacting health and wellbeingSome parents are developing skills, knowledge and confidence to support their children’s learning and development which is leading to an improved home learning environment and parents’ self efficacy in supporting their children.Some families are being linked into free community initiatives and services, strengthening family bonding and quality time together  | * Partnership agreement
* Programme Overview
* Programme feedback
* Family Learning Action Plan
* Programme feedback
* Programme overview
* Programme feedback
* Programme overview
* Observation
* Case studies
* Learner progression
* Programme feedback
* Take home resources
* Programme overview
* Programme feedback
* Observations
* Case studies
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| **How are families involved in the planning, design and delivery of their learning and progression?** | Families are consulted on their learning needs and help to shape their learning in discussion and using learning logs and learning plans | * Learning plans/logs
* Parent questionnaires
* Focus Groups
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| **How are the family learning programmes reviewed and evaluated?** | Mid and end evaluations are used to take feedback about what families are learning and how the learning is impacting the family | * Pre, post and mid-point feedback.
* Direct observations
* Learning plans/logs
* Attendance/Retention rates.
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| **How are next steps/continued support planned with the families?** | There is ongoing consultation with familiesFamilies are sign posted to other programmes, partners’ programmes and community initiatives | * Learner consultations
* Learning plans/logs
* Partner agency programmes and feedback on uptake
* Feedback from families
* Focus groups
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| **What partnerships and collaborations are supporting family learning programmes?** | Save the ChildrenNHS – Health Improvement TeamGlasgow Life Staff - Communities/Learning/Museums etc.Police ScotlandFire ServicesJ&BGScience CentreColleges | * Partnership Agreements
* Emails
* Minutes of meetings
* Family Learning Action Plan
* Partner Programme Overview and Partner Feedback
* All stakeholder feedback
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| **How are you measuring the quality of family learning programmes?** | Peer evaluationExternal evaluation – e.g. for evidence based programmes | * Observations
* Feedback
* Learning plans/logs
* Session plans
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| **How are family learning programmes being celebrated?** | Celebration eventsCertificate presentations | * Photographs
* Certificates
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| **How are family learning programmes being sustained?** | PartnershipsVolunteeringFunding bidsPEFCapacity building of staff | * Volunteering framework/roles/remits
* Funding applications
* CPD programme overview
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