**Family Learning HGIOP**

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| **Establishment:** | | | **Glasgow’s Improvement Challenge: Family Learning** | | | | | |
| **School staff:** | | | **School year:** | | | | | |
| **Additionality: FTE** | **Cluster:** | | ***Equity Profile Attached :*** | | ***YES*** |  | ***NO*** |  |
| **HT:** | | **Challenge Link:** | | **Family Learning Officer:** | | | | |
| **Rationale and Planned Outcomes** | | | | | | | | |
| This session, our primary one cohort consists of 30 pupils, 5 of which are care experienced. Involvement and engagement from the families has been mixed, and we have identified 10 families who have had limited involvement or engagement with the school to date. This group includes all 5 care experienced families.  We are aiming to increase the parental involvement with the school and enagagement in the children’s learning through the use of ‘Read, Write, Count’ (RWC) sessions. Engagement with parents/carers using an informal discussion based questionnaire showed that parents were interested in participating in a ‘learning through play’ type programme, and observations of the targeted pupils has shown increased engagement in learning during play-based sessions, therefore making this programme an appropriate intervention. All primary one families will be invited to attend the sessions.  1. Identified families will attend a minimum 80% of RWC sessions (Evidence – attendance log)  2. All parents/carers will report increased confidence in supporting their child’s learning (Evidence – pre/post questionnaire and recorded impact statements)  3. At least 70% of parents/carers will demonstrate increased involvement and engagement through the use of home/school bags for the remainder of the term (Evidence – evaluation from home/school bag; photo/video via school app e.g. Showbie) | | | | | | | | |

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| **1.2 Professional Learning** | | | | | | | | |
| **When / Frequency** | **Activity** | **Audience** | | | | **No. Invited Participants** | **% of participants who attended** | **Intended outcome** |
| **Teachers** | **SFLW** | **CDO** | **Other** |
| Term 1 | CLPL on Read, Write, Count 2022 | √ | √ | √ |  | All P1 staff | 90% | All staff able to use RWC materials in their classes and able to provide support to parents/carers in supporting their child’s learning |
| Term 1 | Webinar attendance on Parental Engagement Strategies | √ | √ | √ |  | All P1 Staff | 80% | All staff demonstrate understanding of parental barriers to learning and can use appropriate engagement strategies |

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| **2.5 Family Learning / Partners (as appropriate)** | | | | | | | | |
| **When / Frequency** | **Activity** | **Audience** | | | | **Number of Invited Participants** | **% of participants who attended** | **Intended follow up action** |
| **Parents / carers** | **Pupils** | **CDO** | **Other** |
| Term 1 | Coffee Morning to introduce programme and ‘create buzz’ | √ |  | √ | FLO | 30 | 60% | Staff follow up with those targeted parents unable to attend. Parents enrol in RWC programme |
| Term 1 | 5 RWC sessions | √ | √ | √ |  | 30 | 40% Whole P1  90% Targeted | Continued engagement with parents to encourage participation and feedback |
| Term 1 | Celebratory and ‘What’s Next? Consultation Event | √ | √ | √ | FLO | 30 | 37% Whole P1  88% Targeted | All attendees enrolled in Home Learning Library. Staff and Parent family learning planning group established |

Complete sources of evidence as appropriate.

All three sources are not required.

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| Triangulating Family Learning Evidence  Use ‘Family Learning Toolkit' for some sample forms:  <https://blogs.glowscotland.org.uk/gc/glasgowfamilylearningteam/planning-and-evaluation-toolkit/> |

**Quantitative data**

**People’s Views**

**Direct observation**

Assessment data, e.g. Glasgow Counts Tracker, staged intervention levels. Register of attendance, sign in sheets, retention rates

Evaluation questionnaires from parents, recording of impact statements on weekly planner, parent learning log, minutes of staff meetings, learning conversations, social media feedback.

Visual Snapshots (photos and videos sent by parents), Peer and SLT observations. Snapshot moments of curriculum area engagement, development matters, SHANARRI, parental observation feedback

**Nationally shared aims and goals**

**Core principles, experiences and expected outcomes**

**BETTER**

**LEARNING**

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| **Source of Evidence** | **Outcome 1:** Identfied families will attend a minimum 80% of RWC sessions (Evidence – attendance log) |
| **People’s Views** | None |
| **Direct Observation** | Level of engagement of group as a whole and or individuals. |
| **Quantitative Data** | Attendance/sign in records kept for all sessions |
| **Analysis:**  **From analysis of the attendance records, we actually achieved 90% attendance from the identified families** | |

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| **Source of Evidence** | **Outcome 2:**  All parents/carers will report increased confidence in supporting their child’s learning. |
| **People’s Views** | Pre and post questionnaire to parents/carers and recorded impact statements |
| **Direct Observation** | Staff observation of family interactions |
| **Quantitative Data** | Feedback from surveys. |
| **Analysis:**  You could put a graph in here to show progress  Pre-questionnaire :   * 4 rated their confidence levels at poor * 6 rated their confidence levels at OK   Post-questionnaire:   * 8 rated their confidence levels at good (increase of 6 from OK to good, 2 from poor to good) * 2 rated their confidence levels at OK (increase of 2 from poor)   Family A – at the start of the sessions, this family did not interact particularly well, especially when they were left unsupported by staff. As the sessions continued, the support provided by the CDO was reduced, promoting their independence but also ensuring they knew the support was there should they feel they needed it. By the end of the sessions, the family were much more confident, worked independently and were even able to show another family how to play a game. Their confidence rating went from poor to good and one parent told us ‘This has been great for extra learning and fun together. I know more about helping my son with his reading and numbers now.’ | |

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| **Source of Evidence** | **Outcome 3: At least** 70% of parents/carers will demonstrate increased involvement and engagement through the use of home/school bags for the remainder of the term. |
| **People’s Views** | Photos from school app with comments/ showbie  Discussion with pupils |
| **Direct Observation** | Staff observation |
| **Quantitative Data** | Home/school bag lending log |
| **Analysis:** Of the 10 identified families, 6 have continued to enagage throughout the remainder of the term. All 6 families came either weekly or fortnightly to get a new home/school bag which they chose with their child(ren). Evaluations from the bags showed that the families did play the games with their children and 3 of the families shared their learning on the class app.  The CDO spoke with all 6 of the identified pupils who used the lending library. The all said they enjoyed playing the games and reading the stories with their parents. On average, they reported they played the games/read the books twice per week. Some bags appeared to be more popular than others and the school are reviewing the contents/materials of their bags to improve them. | |

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| **Professional Reflection** |
| Overall, this project was successful. We have increased parental involvement for the identified familes with the school, and all families involved reported increased engagement in their child’s learning. Six families were able to sustain this level of involvement and engagement for a period of time and almost all P1 Staff have reflected that they have more positive relationships with the parents, resulting in them feeling more able to work closely with the families to support their child’s development. |