



Welcome!



# Families in Partnership

## 'Starting School' Project Webinar



Fatemeh



Laura





# We hope this session will:

- Be 45 minutes long!
- Outline the aims of the project
- Share delivery ideas
- Tell you what goodies you will get
- Outline the support we can offer
- Give time for discussion





# Families in Partnership



How good is our early learning and childcare?



## Strengthen Parental Engagement in preparation for Transition to Primary School



# Families in Partnership 2023

## Three Parts:

'Bid In' Funding Offer

EY Four Week Universal Offer

P1 Four Week Transition Offer





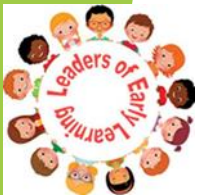
# 2023 Developments

Updated activity cards

More languages and adaptations

Links to P1





# Overview!

## Four Week Programme:

- Four weeks of family learning activities
- Enjoy in nursery then take home to keep
- Communication with home
- Designed with input from EY staff



## 100% of returned evaluations were able to evidence achievement of the overall project aim:

‘To increase levels of meaningful family engagement with pre-school families around transition to primary school’.

One of our parents asked for more activities & was directed to a Bookbug session and similar groups in our local library. Staff, Thistle Childcare

‘We have had such positive feedback from both children and their families. Our parents have all been added in a group chat. One of the most positive things I feel has come from this is that the parents are communicating with each other, not only praising and supporting one another but also sharing their concerns, worries, or apprehensions and now know they are not alone’ Staff Member, Heron House

I wanted to learn the best ways to support my child early in his learning, so he doesn’t have the same learning difficulties I had as a child. The activities have made my child more confident in his learning and is now eager to learn and develop more. Parent, Machrie Nursery

The children have really taken ownership over the activities and enjoyed showing the Primary 1’s how to use them. Staff, Govanhill Nursery



# What you will get:

- Four activities for each family
- You Tube films
- A supporting toolkit of materials
- Family Learning Officer Support







# Week One

# Rhyme Time



 **Rhyme Time**  

Scan the code to sing along and follow the actions. Have lots of fun!

<p><b>Tap and Tap</b> </p> <p>Hold a spoon in this hand, Hold a spoon in that. Put them both together, Let them tap and tap. Tap them to the ceiling, Tap them to the ground. Tap them right in front of you, And then don't make a sound.</p>  SCAN ME	<p><b>Bumblebee, Bumblebee</b></p> <p>Bumblebee, Bumblebee, Tell me the colours you can see. Red and yellow, Green and blue, You choose me and I choose you.</p>   SCAN ME	<p><b>I Hear Music</b></p> <p>I hear music, I hear music, All around, all around. Listen to the shaker, Hear the sound, Shake, shake, shake.</p>   SCAN ME
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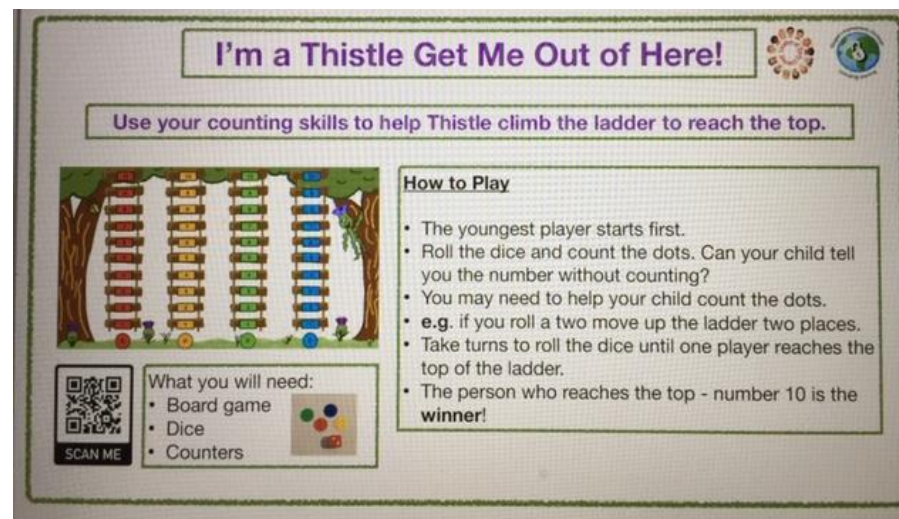




# Week Two



# Numeracy Board Game





**Week 2 of  
the  
Transitional  
Activity  
Pack**



Private (Teachers Only)

- ♥ Miss Dougherty, Mrs Loughlin
- 💬 Miss Dougherty In nursery today Alishah participated in the numeracy board game from the Week 2 Transitional Activity Pack. Well done Alishah great turn taking and counting. 🌟



Private (Teachers Only)

- ♥ Miss Dougherty
- 💬 Miss Dougherty Amazing Ianis well done 👍🌟

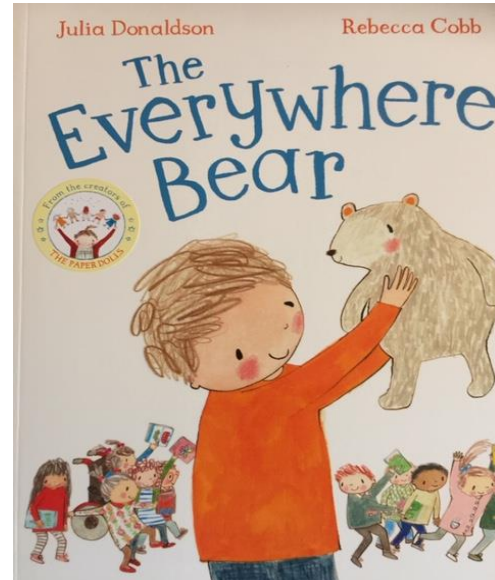


# Week Three

# Storybook

**Roll and Read**  
Roll the dice and complete the activity that matches the number.

<b>1</b> Find a word in your book that starts with the same letter as your name.	<b>2</b> If you could change one thing in the story, what would it be?	<b>3</b> If you were a character in the book, which one would you be and why?
<b>4</b> Talk about your favourite part of the book.	<b>5</b> Find two words that rhyme in your book.	<b>6</b> Choose a word from your book. Say the first and last letter of the word.



**Starting School**

Starting school can be an exciting and worrying time. Here are some ways you can help your child.

- Encourage them to practice putting on and taking off their pe kit.
- Teach them how to put on their shoes. (velcro is best!)
- Clearly label all of their clothes.
- Learning will take place outdoors in all weathers. Wrap up warm in cold weather and remember a sun hat and cream when it is hot.
- Plan your journey and time how long it takes.
- Foster a love for books. Read to them everyday.



# Read Aloud Card



**Glasgowlife**

**The Everywhere Bear**

Arabic

English

Farsi

French

Gaelic

German

Kurdish Sorani

Kurdish Kurmanji

Mandarin

Polish

Romanian

Ukrainian

Urdu





# Week Four



## Outdoor Scavenger Hunt

**GlasgowLife** Garden or Park Scavenger Hunt

**Can you find these shapes?**

circle square triangle  
rectangle

straight round flat curved

**How many can you find?**

What did you find most of?  
What did you find least of?  
What else did you see?

**Can you order items?**

How did you order them?  
longest shortest thickest thinnest

**Can you sort items?**

How did you sort them?  
colour type size shape

**GlasgowLife** Numeracy Family Fun

**Estimation**

Gather objects. Estimate how many and record.  
How close was your guess? Was it more or less?

**Subitising**

Talk about the patterns.  
What do you see and how do you see it?  
Match the dots with finger patterns.

**Number of the Day**

Clap, hop and trace the number.  
See how many times you can spot the number.  
Count that number using pasta or buttons.

**Counting**

Count any objects you see or sounds you hear.  
Count how many times you can bounce a ball.  
Can you find that number on the number line?



?????

**Can you tell us how you might expand on some activities?**





# Some Great Ideas:



- Family Teddy Bears Picnic with activities such as a Number Hunt
- Teddy Bear going home overnight with family on an 'adventure'
- Parents of children with ASN adapting the activities
- Visit to Build a Bear Workshop
- Targeting families with extra support and communication
- Using Everywhere Bear during PATH sessions to discuss feeling around starting school
- Parents read bilingual stories and created experiences to go alongside them. For example two parents read a book about a butterfly and the children made collage butterfly pictures.







# Toolkit Before You Start



Families In Partnership 2021 Step by Step Guide

Suggested Dates	Actions	Resources Required	Completed/Comments
Week 1	<ol style="list-style-type: none"> <li>Identify and brief staff</li> <li>Identify Families. Consider how to engage targeted families.</li> <li>Create a 'buzz' (twitter, chat at gates)</li> <li>Prepare bags and 'in nursery' group activities which will complement bags.</li> </ol>	<ul style="list-style-type: none"> <li>List of FIP School Family Contacts</li> <li>Four weeks activities, school bags and cards</li> <li>FIP Session Planner and Recording.</li> </ul>	
Week 2	<ol style="list-style-type: none"> <li>Children and Key Workers/LPA make invitation and give to parent.</li> <li>Explain project to parent and agree best method of communication.</li> </ol>	<ul style="list-style-type: none"> <li>Invitation Sheet and craft materials</li> </ul>	
Week 3	<ol style="list-style-type: none"> <li>Week 4th Day before remind parent to bring 'school bag' to nursery.</li> </ol>	<ul style="list-style-type: none"> <li>Weekly Activity</li> <li>iPAD/Camera for photos</li> </ul>	
Week 4	<ol style="list-style-type: none"> <li>Key Workers/LPA use weekly activity with children.</li> </ol>	<ul style="list-style-type: none"> <li>Printer for photo</li> </ul>	
Week 5	<ol style="list-style-type: none"> <li>Take individual photos of targeted children taking part to encourage family engagement.</li> </ol>	<ul style="list-style-type: none"> <li>FIP Session Planner and Recording</li> </ul>	
Week 6	<ol style="list-style-type: none"> <li>Give activity to child/parent (as/when if needed).</li> <li>Give/send photo of targeted child taking part if agreed with family.</li> <li>Complete session planner and recording.</li> <li>Parent Engagement ongoing - see/w/ phone call/ pick up chat?</li> </ol>	<ul style="list-style-type: none"> <li>iPAD /iPhone for engagement.</li> </ul>	
Week six	<ol style="list-style-type: none"> <li>Prepare and give evaluation forms. Who will you talk with to get feedback and how? Who will complete form without support? Is there a family that you can talk to for a case study?</li> </ol>	<ul style="list-style-type: none"> <li>Parent Evaluation Form</li> <li>Case Study Template</li> <li>iPAD/Phone for engagement.</li> </ul>	
Week Seven	<ol style="list-style-type: none"> <li>Evaluation meeting with staff</li> <li>Collect and collate evaluation forms/impact statements/case study.</li> <li>Use Parent Feedback to consider feasible next steps.</li> </ol>	<ul style="list-style-type: none"> <li>Parent Evaluation Form</li> <li>Case Study Template</li> </ul>	
Week Eight	<ol style="list-style-type: none"> <li>Finalise and return evaluation report.</li> </ol>	<ul style="list-style-type: none"> <li>Evaluation report</li> </ul>	

Step by Step Guide

Families Together: Starting School

Dear \_\_\_\_\_  
Please join in!  
From \_\_\_\_\_

Four Weeks of Fun Free Family 'Starting School' Activities

Speak to your child's Nursery Key Worker for more information.

Parent Invitation

Families in Partnership  
Four Week Session Planner & Recording

Session Title	Establishment Name:		Four Week Period:	From: _____ To: _____
	Staff Name:			
Programme Aims	<ul style="list-style-type: none"> <li>To increase levels of meaningful family engagement with targeted families around transition to primary school.</li> </ul>			
Planned Outcomes	<ul style="list-style-type: none"> <li>Relationships between parents/carers, children and nursery staff are strengthened, thereby reinforcing family bonds and building on the home/nursery relationship.</li> <li>Increased parental involvement in their child's learning at home and in the community.</li> <li>Parents/carers report a better understanding of nursery learning approaches and an increased confidence in their role in supporting their child's learning and development in getting ready for school.</li> <li>Parents/carers report they have improved confidence, skills and information to access further learning and support.</li> <li>Children have opportunities to develop confidence and skills which enable them to make a positive transition into Primary One.</li> </ul>			
Activity	Week Number	Activity Name	Resources	C for E Links
	1			
	2			
	3			
	4			

Session Planner

<https://blogs.glowscotland.org.uk/gc/glasgowfamilylearningteam/families-in-partnership-2023/>





# Toolkit During the Programme




Programme Recording

Register	Name of Adult	Name of Child	Agree Contribution Made?	Week 1	Week 2	Week 3	Week 4	Total Number of Invited Adults	% of Adults who participated
	1								
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									

Register of Participation

Outcomes	<p>What were your thoughts on this programme? Were the intended outcomes achieved? Were there any particular challenges? Was there anything that you learnt as a practitioner?</p>
Evaluation	<p>What participant impact statements did you receive? What other evidence did you receive and where is this stored?</p>
Actions	<p>Were there any problems / issues that require further action?</p>
Progression	<p>Did you signpost or refer any families to other services or learning? Please detail.</p>

Monitoring and Recording



Did you enjoy the homework bags? "Yeah"  
What activity was your favourite? "The book"  
What did you like about the book? "Reading makes me clever"  
What did you like about having homework? "It's really fun"  
Was there any activity you didn't like? "I did not like the number one"  
Why didn't you like the number game? "It took forever"  
Is there anything you'd change about the homework? "I would change it to colours"  
What happened in the story book? "The bear gone in the sea and then gone to the fish shop and then he gone to, to, the beach"  
Where would you take the bear on an adventure? "I would take him to the woods"  
How do you feel about going to school? "Good"  
What kind of homework would you like? "I would like some maths"

Thank you for taking part in our families in partnership programme 🙌

The children are learning to gather information and data and to display it in different ways such as graphs and charts. We voted for our favourite activity in the 4 week homework bags & shared our thoughts. We also spoke about school and how you are feeling about starting pt.

👋 We are looking for feedback from parents and families on how you felt the families in partnership programme went and if you enjoyed learning together at home or if you have any ideas or changes you would recommend for the future 🙌

any feedback would be greatly appreciated.

While not an ongoing activity, these responses and feedback, ideas and information to help that inform our my learning and the programme. Data used to inform different content, learning bags, time and frequency.

Learn about objects and use questions to gather information, organising and displaying the findings in different ways.

Work with equipment. Collaborate and communicate their ideas and opinions.

Evidence of Engagement

<https://blogs.glowscotland.org.uk/gc/glasgowfamilylearningteam/families-in-partnership-2023/>





# Toolkit



# After the Programme

**Families Together: Starting School**

Thank you for taking part!

Please let us know what you thought of the programme by answering these questions. Please return to nursery or take a photo of the completed form and send it to us.

What did you think about the programme?	Excellent <input type="checkbox"/>	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	OK <input type="checkbox"/>	Poor <input type="checkbox"/>
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Please tick yes or no to these statements	Yes	No
Taking part has made a positive difference to my family	<input type="checkbox"/>	<input type="checkbox"/>
I feel more confident in helping my child's learning	<input type="checkbox"/>	<input type="checkbox"/>
I have spent more time having fun and learning together with my child	<input type="checkbox"/>	<input type="checkbox"/>

**Please tell us more**

What activities did you try at home?

What differences do you think the activities have made?

What other support would you like to help your family with starting school?

Thank you!

Parent Evaluation



Family Certificate

**Families in Partnership Template for Case Studies**

**Guidance Notes:**

- This should relate to an individual parent/carer or family who have agreed to take part in this case study.
- Your case study should best reflect the **Impact** of the Families in Partnership programme on the parent/carer or family as a whole.
- Your case studies should address each of the eight components below.
- Where appropriate, provide photos or examples of project work. Include confirmation that permission has been given by individuals to include names and/or photographs.

**1. About the nursery and what the project aims to do (e.g. Green View Nursery is in the North East of Glasgow. Most of our families live in SIMD areas 1 and 2 and 50% of our families have English as an Additional Language. The Families in Partnership Programme is designed to engage targeted families by offering home family learning packs which support 'Getting Ready for School').**

**2. Brief Background on Family (e.g. Supasthy is a Lone Parent originally from Sri Lanka and is Mum to three children. Her son attends our nursery and will start **Outcovey** Primary in August 2021.)**

**3. What was the process of engagement with this family? (e.g. the CDO sought out Supasthy in the playground for three weeks before the programme began. She built up a friendly rapport, before introducing the idea of the programme. Supasthy felt able to explain to the CDO that she doesn't have good English to understand written instructions, so the CDO agreed she would meet her every Tuesday morning in the playground with the weekly pack. The CDO showed Supasthy how to send photos via whatsapp on her phone and she agreed to try and do this once per week.)**

**4. How did the family participate? (e.g. Supasthy sent a few photos via whatsapp showing her son taking part in activities at home with her and his older siblings. In the nursery Supasthy's son loved showing the CDO how to play the card game he took home and how he had learnt to sound out his name using the shakers.)**

**5. Individual Family Impressions of the Learning (What did the parent/carer and child think of the programme? Which part did they like the most? Direct quotes or indirect statements work well. Staff's impressions can be included but case studies with individual/group impressions are much stronger.)**

Case Study Template and Exemplar

**Families in Partnership 'Starting School' Evaluation Report Session 2021/22**

Please note examples are in yellow

Establishment Name:	Project Lead Name and Email:
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**Starting School Project Aim:**

- To increase levels of meaningful family engagement with pre-school families around transition to primary school.

**Intended Outcomes:**

- Almost all relationships between parents/carers, children and nursery staff are strengthened, thereby reinforcing family bonds and building on the home/nursery relationship.
- Almost all participants experience increased parental involvement in their child's learning at home and in the community.
- Almost all children have opportunities to develop confidence and skills which enable them to make a positive transition into Primary One.
- Most parents/carers report a better understanding of nursery learning approaches and an increased confidence in their role in supporting their child's learning and development in getting ready for school.
- A few parents/carers access further learning and support.

**Please describe your establishment, e.g. number of children, geographical area:**

Project Evaluation Form OR HGIOP

Date for evaluation return is **Friday 16<sup>th</sup> June** to [kathryn.farrow@glasgow.gov.uk](mailto:kathryn.farrow@glasgow.gov.uk)



# Evaluation

## Lead Practitioner Attainment

<b>Source of Evidence</b>	<p><b>Outcome 1:</b></p> <ul style="list-style-type: none"> <li>• Almost all relationships between parents/carers, children and nursery staff are strengthened, thereby reinforcing family bonds and building on the home/nursery relationship.</li> <li>• Almost all participants experience increased parental involvement in their child's learning at home and in the community.</li> <li>• Almost all children have opportunities to develop confidence and skills which enable them to make a positive transition into Primary One.</li> <li>• Most parents/carers report a better understanding of nursery learning approaches and an increased confidence in their role in supporting their child's learning and development in getting ready for school.</li> <li>• A few parents/carers access further learning and support.</li> </ul>
<b>People's Views</b>	<ul style="list-style-type: none"> <li>• Parent Questionnaire completed</li> <li>• Record of impact statements and support conversations sought at drop off and pick up</li> <li>• Record of impact statements received via seesaw and facebook</li> <li>• Learning conversation recorded using case study template with two families</li> </ul>
<b>Direct Observation</b>	<ul style="list-style-type: none"> <li>• Family Playground sessions</li> <li>• Shared see saw and facebook films</li> <li>• Small group sessions in nursery</li> <li>• POLLI</li> </ul>
<b>Quantitative Data</b>	<ul style="list-style-type: none"> <li>• Register of participation</li> </ul>



Glasgow's Improvement Challenge – How good is our project?



<p><b>Analysis:</b></p> <p><b>Insert Rationale</b></p>	<p>Full analysis of the outcome.</p> <ul style="list-style-type: none"> <li>• Was it achieved and how</li> <li>• How will gains be maintained</li> <li>• If not achieved, why not</li> </ul> <p>See notes pages.</p>
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**Return to your LEL as part of your HGIOP**



**Any questions about the toolkit?**





# Continued Engagement into Primary One




- Every Primary School will receive one pack
- Webinar delivered by FLO and CLOL St Catherine's Primary on 21/22/23 March( CPD Manager) for Primary One Colleagues
- Includes ideas for extending the activities



# Next Steps!



- Resources are available for pick up from Wednesday 22<sup>nd</sup> February at Drumchapel Community Centre. Your FLO will be in touch to confirm dates. Bring bags!!
- Use toolkit to prepare with Staff and Parents
- Deliver for four weeks when it suits you
- Tweet @ GlasgowLEL and keep in touch to let us know how you are getting on 
- Evaluation return Friday 16<sup>th</sup> June ( LPA's to return evaluation with their HGIOP)
- FLO's available for support and offer of online group support





**Thanks and Good Luck!**

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