

Family Learning

HGIOS QI 2.5

AN EVOLVING MINDSET AND CULTURE

Why is Family Learning Important?

“85% of children’s time is spent at home or in their communities and this presents a potentially significant opportunity for learning. Equipping, supporting and building the capacity of Scotland’s parents to maximise children’s opportunities for learning is key to raising attainment.”

Conclusions of the Education Scotland Review into Family Learning 16/17

- Family Learning reaches the most disadvantaged, helps close the attainment gap and extends beyond the duration of the intervention.
- Current research suggests that family learning is important and it works.
- Family Learning programmes can be relatively inexpensive and provide a high social rate of return on investment.
- There is a need for better data collection processes. Longitudinal evaluations should be embedded where appropriate.
- Evidence should inform the design of any Family Learning programme. Creative approaches to engagement and programme delivery should be given the time and space to develop. Impact and outcomes should be evaluated and programmes changed if necessary.

ES Home Learning Review

The paper defines Home Learning as:

‘Learning at home is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities’.



‘Supporting parents/carers to help them with their child’s learning at home is therefore ‘a vital part of improving outcomes for children, particularly those from disadvantaged backgrounds’ **I.E resilience; wellbeing; social mobility...**

What does learning at home look like?

“Defining the range and complexities of learning at home is challenging as it can overlap across aspects of learning undertaken with parents, families, peers or practitioners. Schools which are engaging effectively with parents often operate within the widest definitions of parental involvement, parental engagement and family learning”
(Goodall and Vorhaus, 2011).

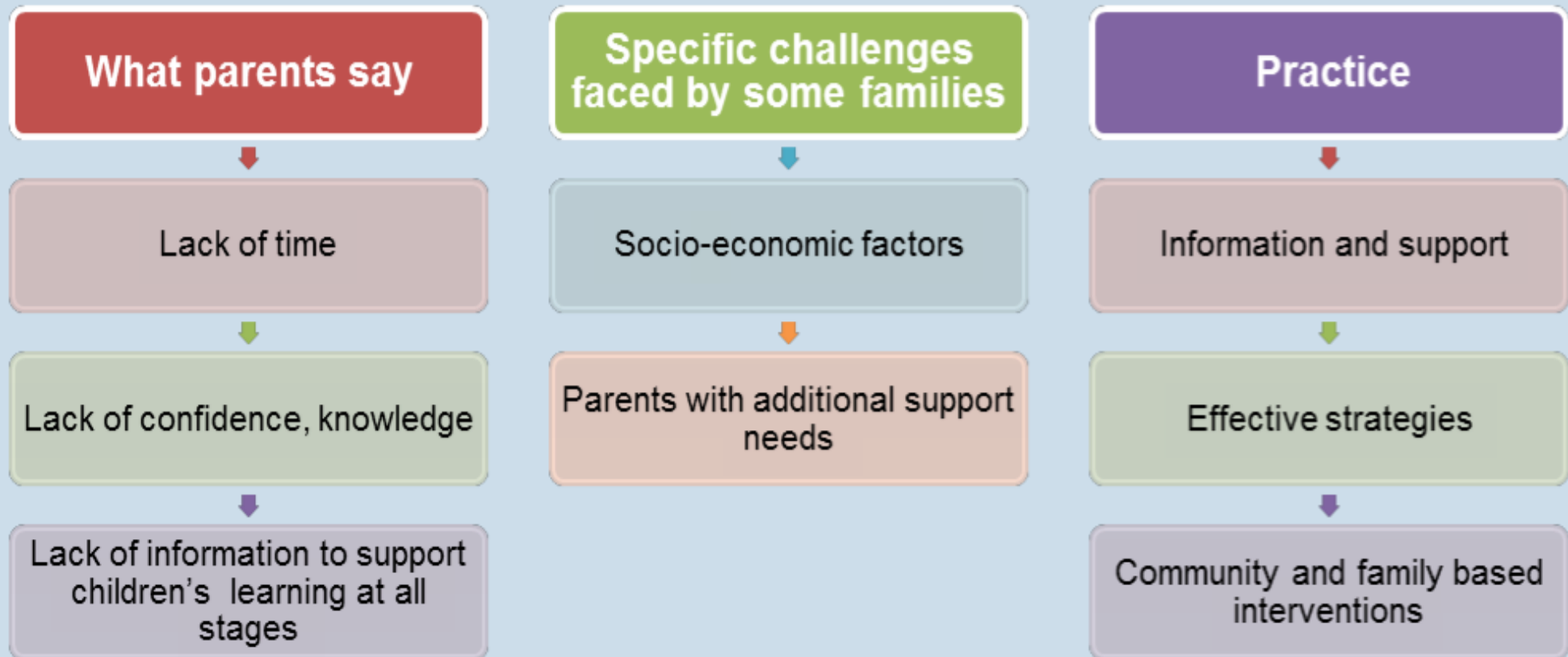
Examples:

- ❖ Learning at home / *homework activities*
- ❖ Families learning together - Family learning events or homework club/ Parental reading programmes
- ❖ Helping parents – Strategies, Leaflets, Workshops
- ❖ Sharing learning - Nurture groups, Maths recovery lessons
- ❖ Decision making - tracking achievements, personal learning planning, target setting
- ❖ Communication methods- Show my homework, website, twitter app, Glow

As a result we would expect to see:

- parental confidence – building up knowledge to support child's learning
- parental involvement and link with the school – utilising parents' skills
- parental engagement in their child's learning – greater in-depth discussions at home
- wider family network being involved - intergenerational learning
- greater understanding of curriculum

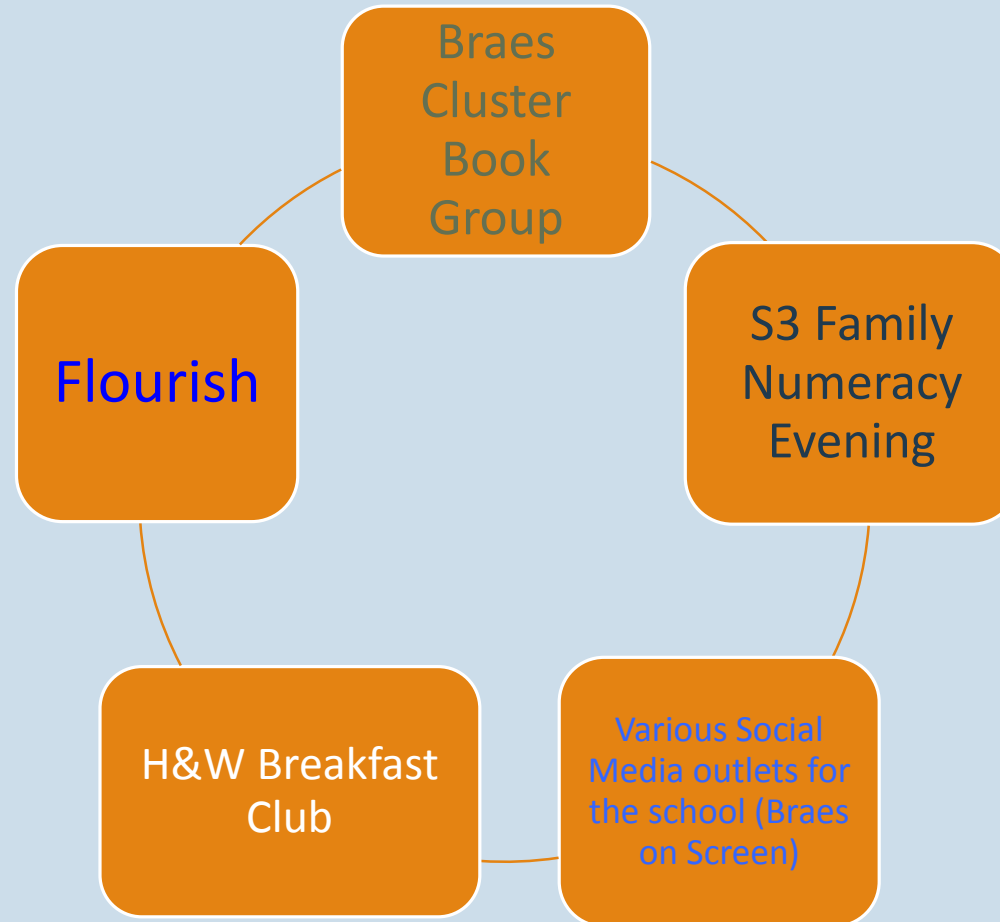
Potential Parental Barriers



What can we take from the report?

- ◆ Learning at home is an important element of children's learning and development before and after they start an early learning and childcare setting or school.
- ◆ Research shows that learning at home can have significant immediate and longer term impacts on children in different ways including a child's early learning; later achievements; nurture; resilience; wellbeing; social mobility; and skills for life.
- ◆ Teachers and parents can have different understandings about what learning at home is. Work should be undertaken in partnership to ensure clarity and a shared understanding. Cultural change is also required to move away from common assumptions that learning at home is confined to homework.
- ◆ Parental Involvement Strategies at a regional, local or school level should include learning at home.
- ◆ Settings/schools may wish to consider a Family Learning approach to support children to achieve the highest standards, reduce inequity and close the attainment gap.

Examples of Braes Family Learning Initiatives



‘The Road Less Travelled’

A Pupil’s Perspective
