

## Family Learning Policy.

### **Rationale**

Family learning is a powerful tool for developing effective relationships between home and school. Parents/carers are a child's first and continuing teachers. They play a crucial role in helping their children learn. Family learning has potential to reach all groups in our society. It can reinforce the role of the family, change attitudes to education and enhance pupil's attainment and development.

### **Aims**

- To develop positive home/school partnerships which benefit pupils' achievement
- To extend parents/carers' skills in supporting their children's literacy, numeracy and ICT skills
- To encourage parents/carers to take a more active role in the life of the school
- To help parents and carers understand the national curriculum particularly the teaching strategies employed
- To give parents/carers opportunities to develop their own literacy and numeracy skills
- To raise confidence and self esteem amongst parents/carers and pupils
- To work with "hard to reach" communities to combat poverty, inequalities, exclusion and social deprivation.

### **Teaching and Learning**

The programme uses activity based workshop sessions to:

- Build on what parents/carers already know and do with their children
- Support the children's current learning objectives and work in school
- Demonstrate and practice ways of supporting numeracy and literacy skills
- Provide support for multi-lingual parents/carers
- Provide games and activities for parent/carers and children to do together at home
- Use and develop ICT skills where appropriate
- Include the children to demonstrate developmentally appropriate National Curriculum activities, which parents/carers and children can enjoy at home.

### **Roles and Responsibilities**

#### **The Headteacher**

The Headteacher has the overall responsibility for working with staff, governors and parents to oversee the development and effective implementation of the school's Family Learning Policy and guidelines. She must also work in collaboration with the Family Learning co-ordinator in liaising with relevant professionals' and apply for available funding.

#### **The Teaching and Support staff**

The Family Learning Co-ordinator, works in collaboration with Harrow or Stanmore College tutors, where courses required her to do so, to plan the school's Family Learning Programme. In School the Inclusion Leader also plans parent sessions with the Family Learning Co-ordinator. When planning the **Intergenerational Wider Family Learning Programme**, the FL Co-ordinator will also liaise with the Reception Year Group team in order to ensure that the needs of the pupils identified from assessments against development matters are supported through the programme. They are also sensitive at all times to the racial, cultural and linguistic heritage of our school community and tailor

the programme to take account of their needs. This programme of support is delivered by school based staff where possible from the targeted phase.

### **Governors**

Governors have a responsibility to work with the school's staff, parents, pupils and the wider community to develop the policy and review it regularly.

### **Parents/Home/School Links**

The school is well aware that parents and carers are the children's first and continuing educators. We wish to build a positive and supportive relationship with parents through mutual understanding, trust and co-operation. In promoting this objective, we:

- Canvas parent's views and work with them to identify their needs
- Inform parents about the school's Family learning policy and practice;
- Encourage parents to be involved in the workshops either in person or virtually on line and to help evaluate, review and modify policy and practice as necessary.

### **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the parents. We also work closely with other schools and have provided training for their developing Family Learning Schemes through joint planning and shadowing.

### **Monitoring and review**

Monitoring and evaluation practices are built into the programme. The Pupil Achievement & Development Committee (PAD) of the governing body also monitors our Family Learning Policy and practice. This committee reports its findings and recommendations to the full governing body, as necessary. Evaluations are also provided to the LA.

Person Responsible: Family Learning Co-ordinator

Date reviewed: September 2021

Approved by the Governing Body: 13<sup>th</sup> October 2021

Next Review: September 2024

## FAMILY LEARNING GUIDELINES

<b>Planning for improvement</b>	<ul style="list-style-type: none"> <li>• Prioritise Family Learning in the SDP</li> <li>• Use as part of a whole school strategy to raise achievement</li> <li>• Use support services</li> </ul>
<b>Planning the programmes</b>	<ul style="list-style-type: none"> <li>• Decide on the target group</li> <li>• Decide the overall focus of the programme – Intergenerational Wider Family Learning , Intensive Literacy (includes some mathematical language and some ICT)</li> <li>• Identify the needs of the group (pupils &amp; parents) and plan to meet them</li> <li>• Decide on the number &amp; timing of the sessions</li> <li>• Liaise with other services and specialist teachers</li> <li>• Involve school teaching and support staff if possible</li> <li>• Review existing plans (from previous sessions)</li> <li>• Establish the venue</li> <li>• Establish the aims of each session</li> <li>• Plan the content &amp; identify resources (order if necessary)</li> <li>• Clarify how the children will be involved</li> <li>• publicise</li> </ul>
<b>Recruiting families</b>	<ul style="list-style-type: none"> <li>• seek advice from parents/carers about their needs</li> <li>• involve other services (e.g. Civic Centre Children’s Library Service &amp; Kenton Library)</li> <li>• publicise the programme with posters, invitations, word of mouth, displays &amp; photographs</li> <li>• use school staff and EMAS staff to approach individuals informally and invite them</li> <li>• use home language for written &amp; verbal communication if possible</li> <li>• choose times which will not put extra pressure and demands on families</li> <li>• allow younger siblings to attend and join in the sessions (provide toys for toddlers and babies and a crèche)</li> <li>• phone to follow up non-attendance</li> </ul>
<b>Programme content</b>	<ul style="list-style-type: none"> <li>• match to the needs of pupils and parents</li> <li>• focus on a particular age (Reception Year Group)</li> <li>• explore the present curriculum priorities or targets</li> </ul>

	<ul style="list-style-type: none"> <li>• build on what parents/carers and pupils can already do</li> <li>• make the sessions active, practical, enjoyable and achievable</li> <li>• familiarise the parents/carers with the work of the school and its resources</li> <li>• show how parents/carers can support their children's literacy &amp; numeracy development</li> <li>• use creative and imaginative activities to support learning</li> <li>• model appropriate teaching approaches</li> <li>• celebrate achievement and build confidence</li> <li>• use computers wherever possible</li> <li>• provide resources/games that can be taken away and used with the children at home</li> </ul>
<p><b>Monitoring &amp; Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Use observation, formal &amp; informal discussion &amp; observation to evaluate with providers to identify value, areas for development, future approach &amp; focus</li> <li>• Use questionnaires, formal &amp; informal discussion and observation to evaluate with parents/carers to identify satisfaction (use questionnaire), ideas for development, number of parents/carers participating in further adult education activities</li> <li>• Use current school assessment task and procedures, and End of Key Stage Assessments, identify parent/carer attendance on pupil's records, feedback from pupils, feedback from teachers, pupil tracking to evaluate progress (academic, social &amp; emotional)</li> </ul>