



In the West Partnership: Family Learning and Parental Engagement

Enter a brief description of your project:

Parents were invited to join their children at a Number Talks family learning programme. Which was being delivered by The Community Learning & Development Worker in St Mary's Primary School, Caldercruix and a class teacher who is the Number Talks Champion. The programme has been delivered before, however it was decided to have a deeper focus on the tracking and measurement of the impact of parental involvement of the children's learning. A new subtraction strategy was introduced to the children and their parents.

Method



Give a brief description of the method you are going to undertake or have taken

The method used at the first part of the session was an adult learning group work approach. This approach takes cognisance of prior learning and the learning starts where the parents is and builds on their knowledge. Parents had the opportunity to share their feelings and experience's of numeracy and learn from each other. The CLD worker facilitated the conversation to ensure the power balance was appropriate to a CLD ethos. During the second part of the session a family learning approach was used giving parents and children the opportunity to learn together. This approach recognised the parents as the prime educator of their child and accepted their family values and culture. Along with a non threatening ethos this was an effective way to provide the parents with the skills and knowledge to support their children's education which in turn empowered the parents and felt like an acceptable way for them to return to learning. The programme was planned, delivered and evaluated in partnership with St Mary's Primary School, Caldercruix and Airdrie Community Learning & Development

Process Change



The driver diagram below shows the aim: enter a brief description and/or diagram

The outcomes for the parents were

- Parental engagement with the CLD programmes is increased.
- Parents interact with their children during the activities provided.
- Parent has an increased knowledge of the language and terminology used in teaching and practicing numeracy.
- Parent has an increased knowledge of the methods of numeracy teaching and the process involved in school.
- Parent has an increased confidence to support their child's numeracy learning.

The outcomes for the children were

I can use my knowledge of rounding to routinely estimate the answer to a problem then after calculating, decide if my answer is reasonable and share my solution with others. **MNU 2-01a**

Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2-03a**

Achievements



4 months after the programme the parents met for coffee again a CLD approach was used.

The parents felt this was the benefit of them attending Number Talks Session

- The programme has been really beneficial
- It has made such a difference to the children
- Homework is less stressful
- I always sat with her now I am happy to let her do it herself
- Helped with the children's confidence in other areas
- Their understanding has increased.
- Knowing where they are going wrong is so beneficial
- He just does the homework and then tells me, I always felt he needed support before. Now I have confidence in him
- The parents suggestions for future practice were
- The parents asked for Number Talks homework every week to allow them to keep practicing
- Explaining the terminology to other parents would be helpful.

Key Learning Points



LEADERSHIP

- The Head Teacher recognised the strengths and skills of her staff and partner agency worker to deliver on a programme with an emphasis on family learning.
- The CLD worker led on adult learning and family learning aspects, whilst the class teacher led on content and teaching methods.
- The Head Teacher facilitated partnership meetings.
- CLD senior practitioner appraised the appropriateness of the programme for a CLD Schools Worker.

PARTNERSHIP WORKING

- Partnership working was believed by both partners as an effective way to improve outcomes.
- Communicating regularly eg planning, delivery, reflection and evaluation.
- There is an open, trusting and honest relationship between partners.
- Goals and values were shared and agreed.

LIMITATIONS

- The adult discussions could have been improved and learning increased if the number of parents engaged was larger.
- Numeracy as a subject seemed like a barrier to parental engagement. Parents could have been contacted prior to the programme starting.
- Delivery in the dining area. Another room could have felt more welcoming.
- A limitation would be if there was not a joint appreciation and understanding of each others roles and ethos.

Results



What was the result of your project?

All the parents felt more confident about supporting their child's numeracy learning. This was due to the feeling that their knowledge of the language and terminology used in teaching and practicing numeracy had increased. This was known by the parents using Number Talks vocabulary and their expressed knowledge of the methods used in numeracy teaching.

Some of parents were also able to articulate an increased ability of their child's numeracy skills. All of the parents felt their child's confidence increased. Comments from parents.

- It has given L different strategies to use
 - He feels more confident offering answers
 - She has more confidence than before and her understanding of maths has improved.
- The difference in the Malt test results over a 6 month period show

	Difference between the chronological age and the malt maths age	Improvement over a 6 month period
Child 1	7 months Above	12 months
Child 2	5 months above	12 months
Child 3	7 months above	18 months
Child 4	2 months below	17 months

Conclusion



Effective partnership working can result in improved outcomes for families.

Improved tracking and monitoring can show the impact of parental engagement on their child's attainment.

Scale / Spread



What next for your project?

The programme will be targeted at families living in SMID areas 1 & 2. The parents will be contacted to discuss an appropriate time to offer the next programme. This will help with building relationships between staff and parents and increase parental engagement.

Partnership Work between St Mary's Primary School Caldercruix and Airdrie Community Learning & Development.