

The West Partnership presents:

Holyrood Secondary, Glasgow City Council

Family Learning Cake Baking



This storyboard details how Holyrood Secondary in Glasgow City used a cake baking activity to encourage family learning during the COVID19 social distancing measures. We hear how the team encouraged intergenerational learning through an activity that could be done together at home.

What was the problem?

The social distancing measures resulting from the COVID19 meant that Holyrood's usual programme of family learning events could no longer take place in person. To continue developing a positive home-school link it was necessary to develop family learning events that could take place at home.



Why is this important?

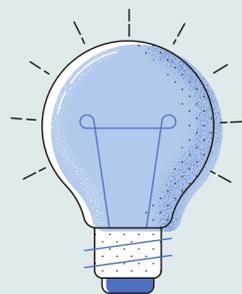
The benefits of family learning are now known across our education system. Research has shown that family learning can improve school attendance, reduce absenteeism, improve pupil attainment and positive develop family relations. Positive relationships between schools and home are also key factors in pupil wellbeing and attainment. For parents, family learning can aid parental confidence and lead to the development of new skills.



Aims of the change to practice

The project had a number of aims:

- 1) To support families in structured, planned activities to empower them in their knowledge and understanding across the BGE curriculum to help improve outcomes
- 2) To create collaborative partnerships between everyone in our community: staff, parents, pupils and community partners giving each group leadership roles



What did you do?

The team at Holyrood first surveyed their parents to find out what learning activities would be most appropriate for the current situation. Feedback from this audit suggested that a structured programme of fun learning activities would be most relevant. Parents also wished to be supported in the learning. The team developed the cake baking classes that had a competitive element. A local business partner sponsored the classes, meaning that cash prizes were available. As a way of promoting lifelong learning, families also had an opportunity to complete a qualification (REHIS food hygiene).

To support families the schools provided a home learning toolkit, which contained resources that families required for the task. A teams channel was created to share ideas and communicate with families. Families could get 1-1 support via the teams page.

What happened?

A number of anecdotes demonstrate the impact of the events. For example an EAL family begun the event with limited vocabulary around the names of pieces of equipment and skills they were carrying out. However, by the end they gave a full presentation and created a magnificent family cake that won the competition. For another family it was a bonding experience with a new step dad, they enjoyed spending time together so much they signed up to do it again as they expressed they had got to know each other better and enjoyed each other's company so much. Some families gifted their finished cakes, with one donating their cake to the dog shelter as a Christmas present to the staff. From evaluations, it was clear that parents had enjoyed being part of the learning journey. The team also believe there was an impact on school attendance for some participants.



What are the key points you have learnt?

The team have identified a number of key points. Firstly, auditing parents and families is vital in order to establish the needs of your community. It is also critical in identifying potential barriers that may need to be overcome to complete socially distanced family learning. Secondly, drawing upon links that schools already have (in this case a local business partner) can be a helpful way of supporting family learning events. Thirdly, providing an outlet to share the achievements of families can be a useful way of legitimising family learning activities.



What next for the project?

To make the project sustainable, the school will continue to use Microsoft teams. Using teams will allow more families to access the programme simultaneously at a time suitable to them. It is hoped this will further reduce barriers to learning especially for parents who work shifts. The team have also produced step by step videos of how to make the cakes, ensuring EAL families can participate easily as language barriers have been eliminated. The programme will be evaluated and this will allow the programme to develop in response to family needs.

