

# The West Partnership presents:

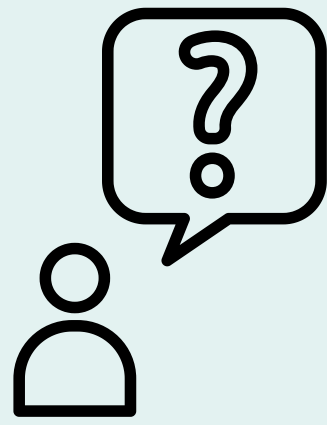
## Holyrood Secondary, Glasgow City Council

### 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?

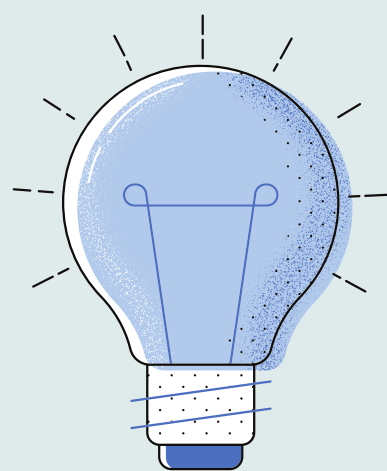
The benefits of family learning are now known across our education system. Research has shown that family learning can improve school attendance, reduce absenteeism, improve pupil attainment and positive develop family relations. Positive relationships between schools and home are also key factors in 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. When the class moved from in school to online the number of families participating doubled because it became more accessible to all families and as a result of this our community partner increased the prize money available. 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.



The West Partnership thanks the team at Holyrood Secondary  
For more information contact ([adastey@holyrood-sec.glasgow.sch.uk](mailto:adastey@holyrood-sec.glasgow.sch.uk))



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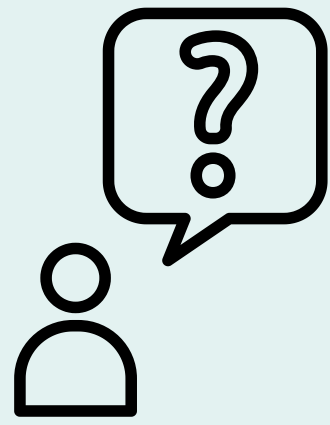
## Todholm Primary School, Renfrewshire

### Bedtime Story Club

*This storyboard details how the team at Todholm Primary School in Renfrewshire moved their successful Bedtime Story Club online in order to respond to social distancing measures. We hear how the story club allowed the school to maintain a literacy rich environment that encouraged family learning.*

## What was the problem?

For five years the team at Todholm Primary have developed their Bedtime Story Club aimed at P1 pupils and their families. The in-person events provide an opportunity to develop home-school relationships and to encourage family learning. The social distancing restrictions of COVID19 meant that these gatherings could no longer occur.



## Why is this important?

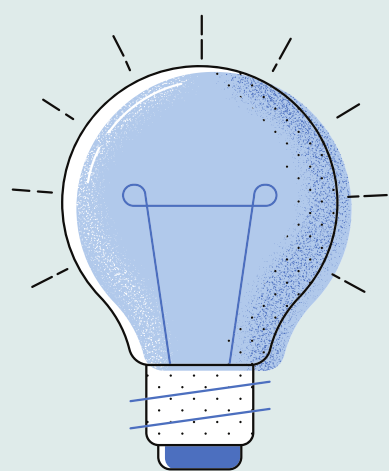
A wealth of research has demonstrated the importance of family learning and parental involvement on attainment and learner experience. Positive relationships between home and school have also been found to correlate with positive learner experiences and attainment. The positive work done prior to COVID19 had to be maintained for these reasons.



## Aims of the change to practice

The project had a number of aims:

- 1) To maintain a literacy rich environment
- 2) To encourage family learning and parental involvement, while also breaking down barriers between home and school.
- 3) To reproduce the schools ethos and culture in socially distanced environments



## What did you do?

Prior to COVID19 the Bedtime Story Club provided an opportunity for families to enter school premises to read together. The school is in partnership with the Renfrewshire Libraries Skoobmobile and has 96% membership of the local library. The club provided a space for family learning and also allowed the school to model story reading. Parents would learn how to best read to their children and were encouraged to replicate this at home. The team built upon the 'three sharings' approach to literacy learning, which involves asking the child what they *liked/disliked*, *what they wondered* and how it *connected* to prior learning. The three sharings approach was inspired by the work of Sue Ellis at Strathclyde University.

To adapt to social distancing measures, the team looked to reproduce their Bedtime Story Club using digital technology. The school had used class dojo for a number of years and used its functionality to host their reading videos. The videos were not completed live, but posted between 6.15 and 7.15 on the first five Mondays of term. The online Bedtime Story Club was promoted to families and the team aimed to build excitement towards the new release of videos through 'teasers' such as 'count down sleeps'.

## What happened?

Several members of staff at Todholm contributed to creation of the reading videos, which were hosted on the schools Class Dojo profile. Each bedtime story started with the Welcome Bookbug song. The level of engagement from families was positive, growing each week. For one post, 100% of families had viewed the video, although it is not known if the video was watched in its entirety. Feedback from pupils and families was positive. Informal praise was received through interactions at the school gates and more formal positive feedback was gained via evaluation forms posted on Class Dojo. It became clear that the recorded nature of the videos allowed families to rewatch children's favourite stories.



## What are the key points you have learnt?

A number of key points have been learnt about this change to practice. Firstly, the team are now confident that the story club can be presented both in-person and online. Partnerships with the Renfrewshire Libraries Skoobmobile remain vital and can not be replicated online. Secondly, the team are now aware of the true value that observations in person provide. The team better understand the benefits and negatives of completing the story club in person and online. Thirdly, the team now know that there remains an appetite from parents and pupils for a story club that operates albeit online. This has allowed the team to maintain a literacy rich environment for their new families. Fourthly, the online club supports bedtime routines such as brushing teeth - which supports pupil health.



## What next for the project?

The uncertainty surrounding COVID19 and social distancing measures means that the team are not 100% sure on what happens next. Should social distancing measures remain into the following academic year, the online presence of the Bedtime Story Club will remain. However, the team believe that there may always be an online space made available to cater for those families who are unable to make the in-person story club. The team is also considering how live content could be delivered.

