

**Learning at Home – Mapping an approach taken by establishments to engage with parents and families to support online learning since March 2020.**

A stepping stones approach can be used as a guide when gathering information with case study participants with a view to sharing experiences since COVID-19 on the National Improvement Hub to support practitioners across the country.

Some digital experiences are already blogged at <https://blogs.glowscotland.org.uk/glowblogs/digilearn/sharingpractice/>

| Stepping Stone   | Points to Consider  | Context | Additional materials (interviews, documents, links) |
|--|---|---------|---|
| <b>1. Initial Set-up</b>                                     | <ul style="list-style-type: none"> <li>• Platforms</li> <li>• LA Support</li> <li>• Digital Resources</li> </ul>  |         |   |
| <b>2. Initial Forms of Engagement</b>                        | <ul style="list-style-type: none"> <li>• Website information</li> <li>• Newsletters</li> <li>• Social media</li> </ul>  |         |   |
| <b>3. Measuring Levels of Engagement &amp; Participation</b> | <ul style="list-style-type: none"> <li>• Digital accessibility (How did you know?)</li> <li>• Connectivity Issues</li> </ul>  |         |   |
| <b>4. Supporting Staff in Delivering online Learning</b>     | <ul style="list-style-type: none"> <li>• CLPL needs</li> <li>• Staff meetings</li> <li>• Suggested feedback to learners</li> <li>• Communications with families (who does it?)</li> </ul> |         |   |
| <b>5. Identifying Specific Needs of Families</b>             | <ul style="list-style-type: none"> <li>• How you reach those who are not communicating?</li> </ul>  |         |   |
| <b>6. Adaptive Approaches to Engagement</b>                  | <ul style="list-style-type: none"> <li>• Staff availability</li> <li>• Suit Staff needs</li> <li>• Suit families' needs</li> <li>• Timetable / Structure of learners</li> </ul>           |         |   |

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|---|--|--|--|
| <b>7. Setting and Reacting to Expectations of Staff</b>                       | <ul style="list-style-type: none"> <li>• Consider HWB needs</li> <li>• Caring responsibilities</li> <li>• Parents not teachers</li> <li>• Advice to staff on families' circumstances (how much?)</li> </ul>  |  |  |
| <b>8. Setting and reacting to expectations of parents and learners</b>        | <ul style="list-style-type: none"> <li>• Consider their HWB</li> <li>• Reassurance to families</li> <li>• Pastoral roles</li> <li>• Supportive roles to families</li> </ul>  |  |  |
| <b>9. Available Communication Channels</b>                                    | <ul style="list-style-type: none"> <li>• One way / Two way?</li> <li>• Personnel that can do this</li> <li>• Use of Social Media/apps</li> <li>• What are you signposting from education / social angles?</li> </ul>   |  |  |
| <b>10. Equitable approaches to introducing progressive learning in term 4</b> | <ul style="list-style-type: none"> <li>• How much of the work is digital?</li> <li>• How much of the work is independent learning?</li> <li>• Screen / non screen balance</li> <li>• Will all learners be able to access all opportunities?</li> <li>• Encouraging most disadvantaged in engaging with hubs</li> </ul> |  |  |

# Case Study Route Map

