

Key features of high-quality

family learning

1 TRUSTED RELATIONSHIPS

All family learning begins with relationships based on trust.



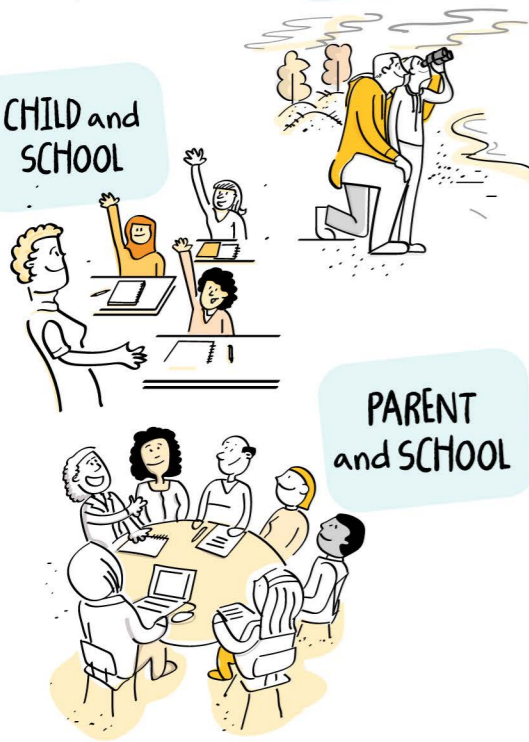
Families are more likely to engage, and stay engaged, when they have a trusting relationship with those who facilitate the learning.

STRENGTHENS RELATIONSHIPS BETWEEN

CHILD and PARENT

CHILD and SCHOOL

PARENT and SCHOOL



2 RESPONSIVE TO THE NEEDS OF FAMILIES

Activity design based on



SELF-EVALUATION



and EVIDENCE APPROACH

Needs are identified in various ways including DIALOGUE with FAMILIES, STAFF and PARTNERS.



£ WIDE RANGE OF DATA



used by staff and partners, including school level data, and local demographic and socio-economic.



WORKING TOGETHER

to consider the needs of both children and adults when planning, delivering and evaluating family learning.

3 INCLUSIVE

family learning is offered as a universal provision with OPEN ACCESS TO REMOVE BARRIERS, and to enable and sustain participation.

* CONSIDERATION OF: *

Levels of literacy and numeracy



Potentially negative educational experiences of parents

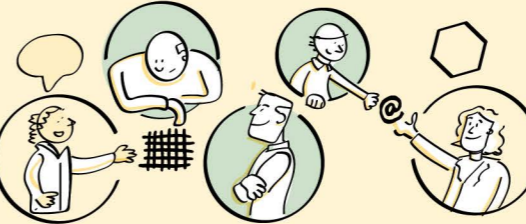
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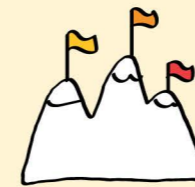
Childcare

4 PURPOSE, PLANNING AND PROGRESSION

Family learning is well planned with a clear long-term aim, short-term outcomes and appropriate **TIMESCALES.**



Staff and partners work together with children and families to DESIGN and PLAN ACTIVITIES and LEARNING.



FROM THE OUTSET, careful consideration is given to how success is monitored, measured and evaluated.

CONSIDERATION to how children and young people, and also adults, will progress in their learning.

For parents, this may include further learning, volunteering or employment.



ACHIEVEMENT

5 RECOGNITION

The ACHIEVEMENTS children and their parents are recognised and celebrated.



Families recognise their own learning and achievements including the skills and attributes they are developing.



RECOGNISED AWARDS AND QUALIFICATIONS ARE USED TO ENHANCE FAMILY LEARNING.