



Primary & Secondary Course Offer for 2014-2015

Fully Funded



“Imagine growing up in a home where there are no books, no stories and where your parents don’t have the confidence to help you with your homework. Unfortunately that is a reality for too many children. But this situation can be overcome. Across the country there are examples of family learning programmes which have transformed the prospects for adults and children. But these programmes should not be the exception, they need to be the norm in every school and community.” David Hughes, Chief Executive, NIACE

Family Learning is particularly appropriate for your pupil premium families.



“ Family learning can close the attainment gap and help end the ‘life-chance lottery’ by creating a culture of aspiration in every family.... family learning provides a low-pressure, safe and enjoyable step back into formal adult learning – one that appeals to parents’ strong desire to support their children”

<http://www.niace.org.uk/current-work/family-learning-inquiry>

Family Learning could be a key part of school life.....

1. Studies show that parental involvement in school is more than four times as important as socio – economic class in influencing the academic performance of young people aged 16. *Nunn, A. et al (2007) Factors influencing the academic performance of young people aged 16.*

2. Ofsted research has found that adults engaged in learning became more involved in school life and improved parenting skills, helping them to communicate with their children and better manage their behaviour. *Ofsted 2009. An evaluation of the benefits of family learning for participants, their families and the wider community. www.ofsted.gov.uk/resources/family-learning*

3. Research shows that parental involvement in children’s learning is a key factor in improving children’s academic attainment and achievements, as well as their overall behaviour and attendance. The role of the parents during a child’s earliest years is the single biggest influence on their development. Good quality home learning contributes more to children’s intellectual and social development than parental occupation, education or income. A parent’s attitudes, aspirations and behaviour are all important, as is their ability to:

- Understand their child’s day to day progress
- Undertake family learning together
- Talk regularly with their child about their learning

For some parents, developing this confidence can be difficult... especially if they also need help with their own literacy, language and numeracy skills. [www.education.gov.uk/children and youngpeople/families/a00203160/role- of -parents -in-childs-learning](http://www.education.gov.uk/children_and_youngpeople/families/a00203160/role-of-parents-in-childs-learning): accessed March 2013

<http://shop.niace.org.uk/clif-impact-families.html> - further research

A Short Guide to Family Learning:

Green Courses (Engagement) and Purple courses (Family English maths and or Language)

- As an ideal, your initial planning with the Assistant Curriculum Manager should always include **green** and **purple** courses.
- All learners need to have been continuously resident in either the UK or the EU for the last 3 years.
- **The courses are FREE to all learners**

Use **Green** courses to initially engage with the targeted families. (See FAQ's)

- **Green** courses should be used to engage with new learners every time. (See FAQ's for those mothers and fathers who want to attend more than one Green course)
- **Green** courses – The number of these courses that we can fund are limited in a one year period – they should be used as an introduction to a Purple course.
- **Green** courses which include both parents and their children should be set up so that there is one mother or father or main carer with each child – so they can work together. This ensures that the parent gets the maximum time with one child. Exceptions can be made for twins.



Family Learning is inclusive and is open to all cultures and abilities, however, mothers and fathers need to have a reasonable level of English speaking skills in order to gain benefits from the course. For EAL families who need support for the development of their English speaking, listening and writing, we are able to offer Family Language courses, which will not only offer benefits such as increasing the adults English skills but will also increase the ability of the parent to support the child's development.

Purple Courses: Family English maths and or Language (offer of Functional skills)

Use **Purple** courses as progression.

Purple courses retain the three objectives of Family Learning and in addition offer opportunities for mothers and fathers to gain qualifications.

Mothers and fathers attending these courses should not have a GCSE A-C in Maths and/ or English as appropriate.

Delivery Models:

Fully Joint: Parents/Carers will work alongside their children throughout the session. This is usually on Storytelling/Craft workshops and some Cookery courses.

Partly Joint: Parents/Carers and children's group will work separately for 1½ hours before coming together for a half hour joint activity.

Adult only: Parents/Carers will work on their own for the entire session. However these sessions will be contextualised to their child's learning and home activities will usually be set for them to do with their child.



ENGLISH or MATHS : Keeping up with the Children at EYFS, KS1, KS2 & KS3		
Course Aims:	Course Length:	Delivery Model:
<ul style="list-style-type: none"> • To improve children’s English or Maths skills • To improve parents’/carers’ skills and knowledge • To improve parent’s/carers’ ability to help children’s learning <p>Parents/carers will learn how and what their children are learning and how best they can support them with their developing English or Maths skills. They will also learn how to develop their own skills and will be offered opportunities to progress onto further learning where this is appropriate.</p>	<p>2 – 10 hours</p> <p>*With option to progress for further 20 hours where appropriate.</p>	<ul style="list-style-type: none"> • Partly Joint <p>OR</p> <ul style="list-style-type: none"> • Adult only

ENGLISH for EAL parents/carers: Keeping up with the Children at EYFS, KS1, KS2 & KS3		
Course Aims:	Course Length:	Delivery Model:
<ul style="list-style-type: none"> • To improve children’s English skills • To improve parents’/carers’ skills and knowledge • To improve parents’/carers’ ability to help children’s learning <p>Parents/carers will learn how and what their children are learning and how best they can support them with their developing English skills. In addition they will develop knowledge of:</p> <ul style="list-style-type: none"> • The UK education system • How to communicate with the school • Festivals & traditions in the UK 	<p>2 – 10 hours</p> <p>*With option to progress for further 20 hours where appropriate.</p>	<ul style="list-style-type: none"> • Partly Joint <p>OR</p> <ul style="list-style-type: none"> • Adult only

*** Parents may be able to access pre-GCSE ‘bite-sized’ nationally recognised awards on some longer courses.**

ENGAGEMENT

ENGLISH

Title:	Course Aims:	Length:	Delivery Model:
<p>Who's Afraid of the Big, Bad Wolf? (5-7)</p> <p>The True Story of the 3 Little Pigs! (7-11)</p>	<ul style="list-style-type: none"> • To listen to a traditional children's story • To make a story board & puppets • To understand the benefits of storytelling for children 	2 hours	Fully Joint

MATHS

Title:	Course Aims:	Length:	Delivery Model:
<p>The Great Pet Sale (storysack) (5-7)</p> <p>Games, Games, Games (5-7)</p> <p>Build a Beetle! (7-11)</p>	<ul style="list-style-type: none"> • To identify activities to support children's numeracy skills • To participate with child in activities using numbers and shapes • To identify further learning opportunities 	2 hours	Fully Joint

PSHE			
Title:	Course Aims:	Length:	Delivery Model:
<p>Cookery:</p> <p>We offer a variety of cookery courses, including:</p> <ul style="list-style-type: none"> • Baking with Dad or Mum • Healthy Treats/Snacks • Cooking on a Budget 	<ul style="list-style-type: none"> • To identify different food groups and understand the benefits to their child's development • To identify the nutritional content in different foods • To follow a recipe to prepare a variety of healthy meals/treats • To use kitchen equipment/resources appropriately 	2 – 10 hours	<p>Fully Joint</p> <p>OR</p> <p>Adult only</p>
<p>Family First Aid:</p>	<ul style="list-style-type: none"> • To develop & increase confidence in performing life saving skills. • To develop & increase confident in dealing with accidents in the home. • To be able to use the contents of their First Aid box correctly 	10 hours	Adult only
<p>Family Finance</p>	<ul style="list-style-type: none"> • To raise awareness of everyday finance • To identify methods of budgeting • To understand utility bills & access comparison websites 	10 hours	Adult only

ICT			
Title:	Course Aims:	Length:	Delivery Model:
e-learning	<ul style="list-style-type: none"> A course which can be tailored to your e-communication needs between your parents and the school e.g. accessing the school website/blogs/ facebook/twitter? 	2 -10 hours	Adult only
Safer Social Networking	<ul style="list-style-type: none"> To introduce facebook and to ensure that all members of the family can social network SAFELY 	3 hours	Adult only

TRANSITION			
Title:	Course Aims:	Length:	Delivery Model:
Steps to Secondary	<ul style="list-style-type: none"> To support families with the move to secondary school To know how to communicate with the school To raise understanding of school policies & procedures 	2 – 10 hours	Partly Joint OR Adult only

Frequently Asked Questions

Question:

What do you mean by targeted families?

Answer:

Targeted families are those families who will get the most benefit from the opportunity to access free and supported learning. Both Green and Purple courses should be aimed at those parents who do not have a GCSE maths and/ or English A-C. However, the Green courses do not focus on basic skills and so could have a more universal appeal, especially in courses such as Steps into School. There is no doubt however, that the parents who get the most benefit from Family Learning are those with lower academic skills.

Question:

We have been trying to engage with this family, the mother has shown an interest in attending a family learning course but has a 6 month old baby and an older child of 2^{1/2} years. Can the mother attend with her 2 children, with one sat on her lap?

Answer:

It is the intention in all courses that the parent has time and is encouraged to work with one child. This is not wholly about health & safety and we are not raising barriers that should not be there. A remedy may be that an adult who knows the child and has some caring responsibilities (the father, mother in law, grandma, aunt) attend with the other child so that both can take part.

Question:

I have two parents who have not lived in the UK or EU continuously for 3 years- can they still be included?

Answer:

We are unable to draw down funding for these learners.

Where the group is over subscribed with eligible learners we can sometimes make an exception, however, if this is not the case, then the learner cannot be funded and should not attend

Question:

How many mothers and fathers do you need to form a viable family learning group?

Answer:

Minimum group numbers for any course are 7 parents, however for a longer course we would expect to start with a class of between 8 and 12 parents. .

Question:

I have a parent who took a GCSE and passed a number of years ago and is now rusty and could do with an up-date. Can he join the Family Learning Purple course?

Answer: If they agree to have their skills assessed and they come out at a lower level, then they can remain in the group.

Question:

Parents in my school would be interested in finding out how their children are learning maths KS 1/2/or3 or would like to be able to support their children's SATS at KS2 – Is Family Learning able to work with us to provide some information around this?

Answer:

Some of our 'Green course offer' will be agreed to be run as short (3 hour) workshops for parents who would benefit from finding out more about how their children learn maths (or English) . Partnerships are key to the success of such courses.

Question:

We have had mixed interest in your Green courses, from parents who have GCSE maths and English in addition to those who have not. Can this course still go ahead?

Answer:

Yes, Green courses are intended to engage with all mothers, fathers and their children. However, progression to purple courses is for those who have low academic skills. Parents will be discretely informed of further learning opportunities. All learners will receive signposting information about increasing qualifications and gaining advice about getting employment.

Question:

Some of our families need to access quite a lot of informal learning (Green Courses) to prepare them for more formal learning (Purple courses). Can you fund them all?

Answer:

No, there are funding constraints. However, please discuss individual cases with your Assistant Curriculum Manager when you start the planning process.

Question:

I know a family who would like to attend but have younger children who will need care. Is care included for younger siblings if required?

Answer:

We would refer you to our '2014-15 Creche Policy'. Broadly, if creche provision is to be provided then it needs to meet the following criteria:

All crèches will be staffed with a minimum of 2 workers.

- FL will fund 1 creche worker if there are less than 3 children in the crèche
- FL will fund 2 creche workers if there are 3 or more children
- FL will fund a maximum of 2 creche workers
- FL will fund a maximum of 30 minutes setting up and clearing away for one creche worker

Question:

I'd like a course that isn't listed in this brochure. What can I do?

Answer:

Talk to your Assistant Curriculum Manager.

Impact:

Rachel Bown – Adult Award Winner 2012-13

“Hello, my name is Rachel. I am 36 years old and I have 5 children aged from 15 years to 5 years. I did Family Learning English in a big hall in Wreccelesham and I passed that in March 2012 – now I am doing functional skills in English (the exam has changed). I did the course to help me help my children at school with homework. I hope to do level 2 and then go on to college and do a nursing course. I am also doing a Family Learning maths course. I now help out at my children’s school and I think that this course has helped me a lot! Thank you for reading about my opportunity to improve myself, for me and my children.”



Rubina Bhatti - Nominated for an Adult Learner’s Award in 2013-14

“This course not just changed my life but kids’ as well. My youngest son Sulaiman when started this course with me he was suffering from speech difficulty very badly. He was so low in confidence that he hardly made any friends he hardly stood up in the class and talked. He was very quiet in the class. Since we started learning together everybody started to notice subtle changes in him. I started using some techniques and to enhance his learning abilities I showed him different websites which we showed or told by Maria during this course. By the end of that course he had many more friends he started asking questions in the class. He was getting stickers regularly and got 1 head teacher award for his brilliant phonics as well. Now he is in year 1 and trying hard towards average grades for his age. I also started helping my other two boys during this course. My oldest son has improved in every subject since then. My middle son also managed to get a place in Reigate Grammar School. I helped him to prepare for the test on my own because I could not pay for the tuition. I started helping my kids to succeed in life mainly by the knowledge and confidence I got from this course. Even my husband is trying to do some courses in future.

Before even finishing my course I started voluntary work at St Matthews School in my son’s class. In July I took my exam and passed the reading module of a level 1 Functional Skills English qualification. As far as the influence of this course on me is concerned I will say starting this course has changed my whole outlook towards life. I have gain back trust on myself. Now I am always thinking positive and forward in life. I can travel alone. I am making and taking appointments not just for me but my family as well. I can now face those people bravely who took advantage of me and tried to make me fool. My ultimate dream now is to become a teaching assistant in a school.”



Feedback from Schools.....

Sharon Taylor, Home School Link Worker, Ash Grange Primary School, wrote:

‘Some of the parents who attended previous Family Learning courses have progressed into the work place which is an enormous achievement. It shows running these courses help build confidence and raise levels of self-esteem.

They have been beneficial to all our parents through individual learning and Home to School interaction empowering all to progress.’

Leslie Semper, Head Teacher, Thorpe Lea Primary School wrote:

‘I would like to commend you on your programme and feedback. It strikes me that you and i have worked together for a least 5 years and these programmes and have benefitted so many parents’

‘The training has helped boost literacy skills of pupils and parents and this has led to improvements in the progress of all children, plus increased parental engagement/support in class’

Janet Pells, Head Teacher, Englefield Green Infant and Nursery School wrote:

‘It has been lovely to see the parents from so many nationalities coming together to work in school. They have developed good friendships. We know that this will have a very positive impact on their child’s learning in school’

Feedback from Parents.....

Barnsbury Primary School – Keeping up with the Children Maths.

“I thoroughly enjoyed this course. I found to love maths a little more and feel a lot more confident now than before. I feel I can offer my children more encouragement with numbers”.

Earlswood Primary School (held at Baptist Church) – KUC English & Maths

“Interesting course which helped me to realise what and how are our children learning at school and helped me to make activities like reading and writing more interesting for my child”.

St Mathews Church of England Primary School – Family Language

“I have prepared a CV and started job search on the internet. I have been seeing a job adviser from the job centre to get help to go back to work”

The Bungalow (Hale) Keeping up with the Children, Maths

“I would like to thank you for all of this and I would like to carry on working my way up”.

Family Learning Programmes 2014/15 :

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The programme is co-ordinated from the Family Programmes office in Camberley. The programme extends to all areas of the county and provides progression opportunities to all adults who take part.