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# AGES AND STAGES

Family learning, childrens' attainment  
and adult skills

Scotland EAAL Impact Forum

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 Scotland's Learning Partnership

Forum for Adult Learning  ECORYS 



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# Family Learning

- Learning activity that involves both children and adult family members, where learning outcomes are intended for both, and that contributes to a culture of learning in the family
- Has a large and positive impact on children's learning, and, for parents, the wish to better support their children can be the key motivator for their own learning
- Family learning can improve the life chances and social mobility of adults, children and families, including those from the most disadvantaged backgrounds

# Family Learning

- Informal engagement activities to formal, accredited learning programmes
- Family Literacy, Language and Numeracy (FLLN) programmes
- Wider Family Learning (WFL) programmes which encourage adults to engage with their children in learning.
- “Good parenting skills”, “Learning and Playing” and “Creativity and Games”, Family reading, language, maths and parenting programmes

# Tackling the development gap (age 5)

- Tackling the attainment gap between disadvantaged pupils and their peers is a crucial part of unlocking the potential of every child and, for many children.
- For many disadvantaged children a language gap is already in place before they start school, making it harder to help them master the basics of literacy that many take for granted.
- Five-year-old children who struggle with language are six times less likely to reach the expected standard in English at age 11 than children who have good language skills at five, and ten times less likely to achieve the expected level in maths.

# Tackling the development gap ( age 5)

- **‘Word gap’** – By the age of three, more disadvantaged children are – on average – already almost a full year and a half behind their more affluent peers in their early language development. (Source: Read On. Get On. (2014) Read On. Get On. How reading can help children escape poverty. <https://literacytrust.org.uk/policy-and-campaigns/read-on-get-on/>).
- Around two fifths of disadvantaged five-year-olds are not meeting the expected literacy standard for their age (Source: DfE, Early Years Foundation Stage Profile 2015 to 2016)

# Home Learning Environment

- Study of Early Education and Development (SEED) impact at age 3 report showed that aside from maternal education, the HLE is the single biggest influence on a child's vocabulary at age 3, when controlling for a wide range of background, family, educational and other factors.
- However, the quality of the HLE is lower in disadvantaged families, and worsening – research indicates that the time the gap in time spent on key activities such as reading to children that **low-education and high-education parents** spend with their children has widened to nearly 10 days a year (39 minutes a day) since the 1970s, when there was no appreciable gap.

# 'School readiness begins with parents'

- Early Years Foundation Stage (EYFS) outcomes: language skills, basic hygiene; social skills; physical development.
- Responsibility for school readiness must begin with parents and carers.
- Parents are the child's first and most important teachers and often the only ones they have from 0-2.



# Parental education

- In the 1970s parents spent 20-30 minutes on key activities such as reading to children and there was no significant difference by parental educational level. From the 1980s onwards the education gradient widened, and by 2015 children with two **low-educated parents** receive on average 71 minutes every day, while those with **highly educated parents** receive 110 minutes every day. The study excludes lone parent households so is likely to underestimate the problem.  
<https://www.gov.uk/government/publications/the-childhood-origins-of-social-mobility>

# Adult Basic Skills

## Maths and English

- Basic skills gap; The Skills for Life survey (2011) found that 49% of adults aged 19-65 are at or below the level of numeracy expected of an 11 year-old (Entry Level 3); for literacy it is 15%.

## ESOL

- Almost 770,00 people in the UK don't speak English well or at all (2011 Census).

## Digital

- 11.5m people in UK lack basic digital skills.
- Currently offer a range of qualifications funded through the Adult Education Budget

# Developing lower skilled adults

- More needs to be done in relation to the “provision of second-chance opportunities and the acquisition of basic skills (defined as literacy and numeracy and digital skills) for low skilled as outlined in the *OECD Survey of Adult Skills* (2013) and *Building Skills for All* (2016).
- For parents, the wish to better support their children can be the key motivator for their own learning
- *Upskilling Pathways: New opportunities for Adults* (2016).
- Member States have agreed to offer adults with low levels of skills, knowledge and competence, access to upskilling pathways tailored to their individual needs to gain:
  - a minimum level of literacy, numeracy and digital competence
  - qualifications at EQF level 3 or 4 (i.e. our L2 and L3)

# Ages and Stages - The Attainment Gap

- Only 36.8 per cent of pupils from poorer backgrounds achieve an A\*–C grade in English and maths GCSE, compared with 63 per cent for all other pupils: a 26.2 percentage point gap
- [Family Learning Works](#) found that Family Learning can increase children's attainment by as much as 15 percentage point for children from disadvantaged families

Improved adult skills = Increased  
parental capacity to support children's  
learning

# Benefits

- Maintain, improve or rebuild father/mother– child relationships and sibling relationships
- Increase children’s confidence
- Improve early learning
- Support to learn and achieve at school
- Raise aspirations
- School readiness

# Benefits

- Stronger home learning environments
- Supports children's early years' development and learning
- Impacts positively on children and young people's aspirations, attainment and personal learning journey
- Improve children's educational outcomes

*Factors influencing social mobility Dr. Alex Nunn, Dr. Steve Johnson, Dr. Surya Monro, Dr. Tim Bickerstaffe and Sarah Kelsey*

*Scottish Family Learning Network, 2016 p3*

*Scottish Family Learning Network, 2016*

*Factors influencing social mobility Dr. Alex Nunn, Dr. Steve Johnson, Dr. Surya Monro, Dr. Tim Bickerstaffe and Sarah Kelsey*

*Scottish Family Learning Network, 2016*

# Benefits

- Supports social mobility of the whole family
- Catalyst in helping adults take up adult learning and training opportunities, gain employment and/or attain new skills
- Helps parents to support their child's learning at home, developing 'learning families' which helps to break cycles of intergenerational deprivation

NRDC (2012) Family learning: a review of the research literature, [www.niace.org.uk/sites/default/files/project-docs/family\\_learning\\_research\\_review\\_final\\_-\\_8\\_june\\_2012.pdf](http://www.niace.org.uk/sites/default/files/project-docs/family_learning_research_review_final_-_8_june_2012.pdf).

Scottish Family Learning Network, 2016

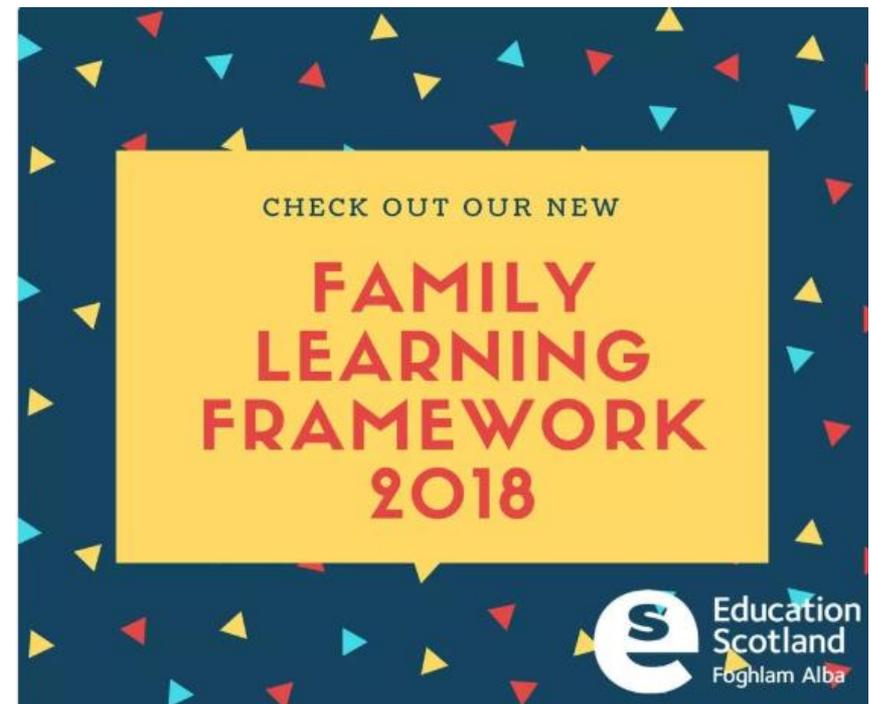
# Benefits

Children's attainment; Home learning environment; Family relationships; Educational progression; Employment; Wellbeing; Adult skills (digital, English, Maths, financial); Health (Physical, Healthy eating)

# ES Children & Families

Family learning needs  
robust evidence of impact  
Strategic framework to  
support practitioners to  
plan, develop, deliver and  
evaluate family learning in  
Scotland

<https://education.gov.scot/improvement/self-evaluation/Family%20Learning%20Framework>



# Evidencing Impact - England

Family learning needs robust evidence of impact

Outcome based measures

Focus on measuring change.

Recognition for FL contribution to a range of policy agendas.

# Outcome based measures

- Family learning must present a strong case for the economic and social benefits it delivers for individuals and for society.
- Existing evidence base - lack of comparability between projects between providers and over time

# Common outcomes and indicators

**\*Core outcomes categories:** Children's attainment; Home learning environment; Family relationships; Educational progression; Employment; Wellbeing

**\*Optional outcomes categories:** Adult skills (digital, English, Maths, financial); Health (Physical, Healthy eating)

# Common Outcomes Framework

## Common outcomes framework for family learning final version

This outcomes framework was developed in consultation with National Family Learning Forum, FFLAG and Department for Education.

It was agreed that a set of common outcomes and indicators should be defined for Family Learning, with associated evidence of change which could be consistently applied across ESFA-funded family learning provision.

| Brief description of programme or activity being assessed |                                 |   |   |  |   |
|---|---------------------------------|---|---|--|---|
| Outcomes category   | Beneficiary (Who changes?)      | Intermediate outcomes (How do they change?)               | Tools / methods to capture information  | Evidence of change   | Notes   |
| (Broad area of change)*                                   | (e.g. adult learners, children) | (Specific outcomes resulting from learning participation) | (Consistent approach to collecting evidence)  | (What will we measure?)  |   |
| 1 Children's attainment                                   | Children                        | increased educational attainment                          | Age-related Early Years / schools data<br><br>Schools attendance data<br><br>FFLAG survey | Change in attainment of children on FL programmes compared to local / national average/ setting<br><br>% children on FL courses with improved attendance<br><br>% learners reporting increase in children's attainment | Service Level Agreement (SLA) with schools should include agreement to provide children's attainment and attendance data<br><br>Based on FLIF home activities questionnaire (appendices G (QIG), H, and I) and revised FFLAG survey<br>SLA with schools will need to include agreement to provide children's data |
| 1 Children's attainment                                   | Children                        | Readiness for school                                      | Age-related Early Years / schools data (scores on entry to Year 1)                        | Attainment of children on FL programmes compared to  | SLA with schools will need to include agreement to provide children's data  |

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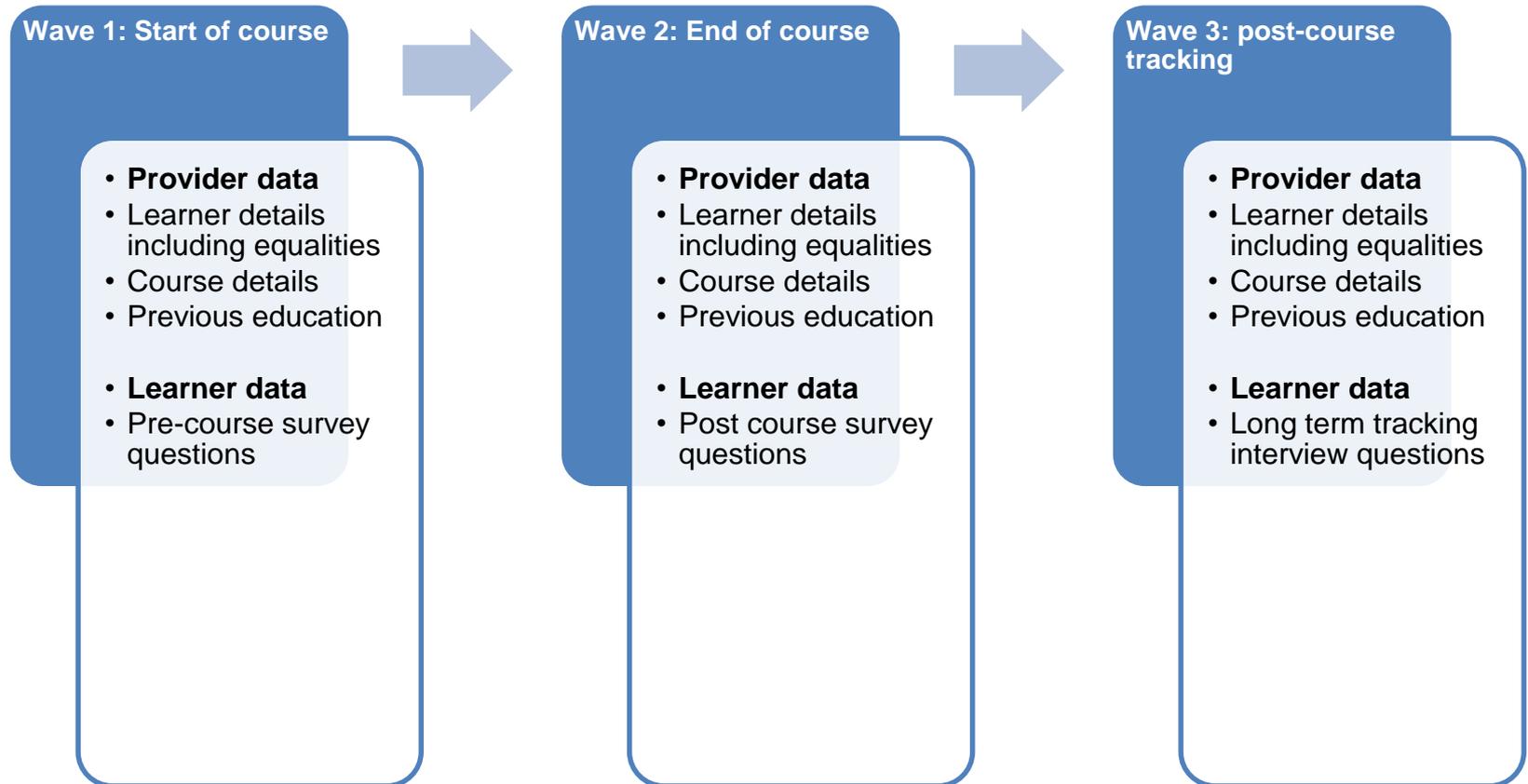
- Measured through learner survey and tutor /provider survey
- Analysis
- National aggregation
- Comparison with local / national average/ setting

# Common Outcomes

**\*Core outcomes categories:** Children's attainment; Home learning environment; Family relationships; Educational progression; Employment; Wellbeing

**\*Optional outcomes categories:** Adult skills (digital, English, Maths, financial); Health (Physical, Healthy eating)

# 3 STAGE COLLECTION



# Family Learning (wider outcomes)

- Collate existing research on the wider outcomes of family learning
- Aggregate short and longer term evidence through a digital dashboard
- Analyse evidence to measure the impact of family learning on parents and carers from disadvantaged communities

# Pupil Premium

- All schools should include family learning programmes to increase children's levels of attainment
- [Example - Robin Hood Primary School](#)



# Pupil Deprivation Grant (PDG)

- Treorchy Primary School (Family Learning Room)
- Raise expectations of adults for themselves and for their children
- Families support children at home



# Vale Homework Club

- Increases parental involvement in children's learning
- Increases children's attainment
- Increases adult skills



# Discuss

- How can Scotland better evidence the impact of their family learning programmes?
- Which priorities?
- Which outcomes and how?
- Case studies / examples

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# THANK YOU QUESTIONS

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