



Education Services: Home Learning Case Study: Use of Glasgow Improvement Challenge Resources at Fasque

Rationale

The nursery decided that they wanted the children to continue with their core learning in numeracy and literacy, in line with the Glasgow Counts and Literacy for All frameworks with this closely resembling the day-to-day learning in the centre. A decision was made to focus on sharing the Home Learning resources provided by the Glasgow's Improvement Challenge (GIC) Leaders of Early Learning (LEL) team, and to supplement this with activities created and shared by nursery staff. Particular note was made that within the parent community there was a range of access to devices and an internet connection, therefore the offer should be both digital and on paper.

Activity

Parents were contacted via "group call" and asked to give feedback on their chosen mode of electronic sharing. Most parents favoured Facebook, so it was decided to share the learning resources on the nursery's closed Facebook group. Over the following days all parents were contacted and (as part of a check in call) were encouraged to join the group. The membership was monitored online, and it was observed that almost all parents joined the group. The staff gathered materials from a range of sources and created home learning packs. The packs

included fiction and non-fiction books, mark making materials and a range of resources which would supplement the Glasgow Counts and Literacy for All Framework resources. Staff then selected fifteen numeracy and fifteen literacy activities from the LEL Blog which amounted to two per day over three weeks. Parents were reminded learning takes place over two years in nursery and is often revisited. They were encouraged to put aside and revisit activities their children found particularly challenging and move on from activities that were easily completed. These were then printed and organised into weeks one, two and three, and included in the packs. A decision was reached to produce packs for all children as some of the low number of keyworker children/those who would benefit were only attending for one or two days. Parents were contacted and encouraged to collect the packs. Staff monitored the uptake. Staff volunteered to deliver the packs to those who were in the shielding group to ensure accessibility for all.

The nursery's Digital Leader of Learning shared a literacy and numeracy sheet corresponding to the paper copies in the pack on the Facebook group each day. Parents were encouraged to give feedback with comments and photographs. In addition, staff filmed each other engaging in learning activities both new (exciting science

experiments) and familiar (singing nursery rhymes using the "songbox") to the children. Staff also created videos that went along with the GIC framework examples and linked to a range of high-quality resources and activities generated elsewhere.

Impact

Feedback from parents has been positive. Engagement is high and can be monitored by views and likes on the Facebook posts. Parents also give feedback by posting comments and photographs. Interestingly, the paper copies of activities can often be seen in the photographs of the children that are shared, suggesting parents make use of both paper and electronic resources. Parents have recently been asked to complete a google questionnaire which included questions relating to how challenging the children found the activities, allowing for a degree of monitoring and assessment.

Next Steps

At the end of the three-week period there will be a short time where a greatly reduced number of activities will be offered on the group page and parents will be supported and encouraged in revisiting sheets that were missed, or that

children found particularly challenging. The team had also directed parents to other helpful sites and activities. Staff will continue to share video activities and key workers will telephone families of all children. Engagement and progress with the activities will form part of the conversation as well as general well-being check ins. Following analysis of the questionnaire and early February government announcements a decision will be made regarding the contents of a second pack. As a result of this approach via Facebook and the high level of engagement, the LEL team have adopted a similar approach with a literacy and numeracy activity being shared to early years via the LEL twitter feed daily. This is being re-tweeted widely by early years managers, pre five establishments, the Glasgow City Parents group and the executive director.

