



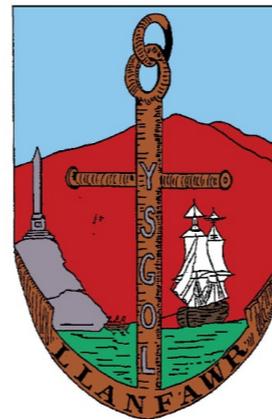
Gwasanaeth Effeithiolrwydd a
Gwellu Ysgolion Rhanbarthol Gogledd Cymru
Regional School Effectiveness &
Improvement Service for North Wales

Tuag at Ragoriaeth
Towards Excellence

www.GwE.org.uk

Cross Authority School to School Project

Improve family capacity to support their children's education



- GwE Cross Authority School to School project is an extension of a current School to School project established by Ysgol Glancegin during Summer 2014
- Funded by the PDG/Communities First match funding grants
- Ysgol Friars, Ysgol Syr Hugh Owen, Ysgol Dyffryn Nantlle, Ysgol Maesincla, Ysgol yr Hendre, Ysgol Talysarn and Gwynedd Communities First Team
- Business Lab, Aberdeen facilitate the process
- Bangor University through Reaching Wider partnership from the Widening Access Centre

- GwE School to School Project is an opportunity to make an application for £10000 to extend the practice across the authority



Ysgol Glancegin, Bangor, Gwynedd



Ysgol Bro Lleu, Penygroes, Gwynedd



Ysgol Llanfawr, Holyhead, Anglesey



Ysgol Y Graig, Llangefni, Anglesey



Ysgol Tan Y Marian, Colwyn Bay, Conwy



Ysgol Y Llys, Prestatyn, Denbighshire

Best hopes for the project

1. Schools agree and commit to the work
2. Successful collaboration between schools and within schools
3. Broader collaboration
4. Families empowered to improve their capacity to support learning at home

1. Schools agree and commit to the work

- Initial meeting to set strategic direction
- Schools and partners to agree action plan within time limits

**GWE SCHOOL COLLABORATION PROJECT
DRAFT DEVELOPMENT PROGRAMME**

PROJECT WEEK NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
MONTH	FEBRUARY				MARCH					APRIL				MAY				JUNE			JULY				
WEEK COMMENCING	2	9	16	23	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	7	14	21
FLS AGENT TRAINING	█																								
CONFIRM TARGETTING PLANS		█																							
PREPARE COMMUNICATIONS				█	█	█	█																		
FAMILY ENGAGEMENT ACTIVITY							█	█	█		█	█													
RUN FLS WORKSHOPS											█	█	█	█	█	█									
ANALYSE DATA AT SCHOOL LEVEL												█	█	█	█	█									
ANALYSE DATA COLLECTIVELY															█	█		█	█						
SCHOOL INTERVENTION PLANNING															█	█		█	█						
COLLABORATIVE PLANNING																			█	█	█	█			
LARGE SCALE INTERVENTION (TBC)																					█	█			
SPONSORSHIP DISCUSSIONS (TBC)																					█	█	█		
CONTENT FOR GWE CONFERENCE																					█	█	█		

Agent training

- Two staff members from each school receives three days training as part of the license agreement



2. Successful collaboration between schools and within schools

- Schools free to choose target groups
- Schools collaboration in order to decide on successful strategies to attract families to school
- Schools arrange to hold sessions with families i.e. large group sessions, smaller group sessions or individual sessions
- Schools collate the data and send it to the lead school

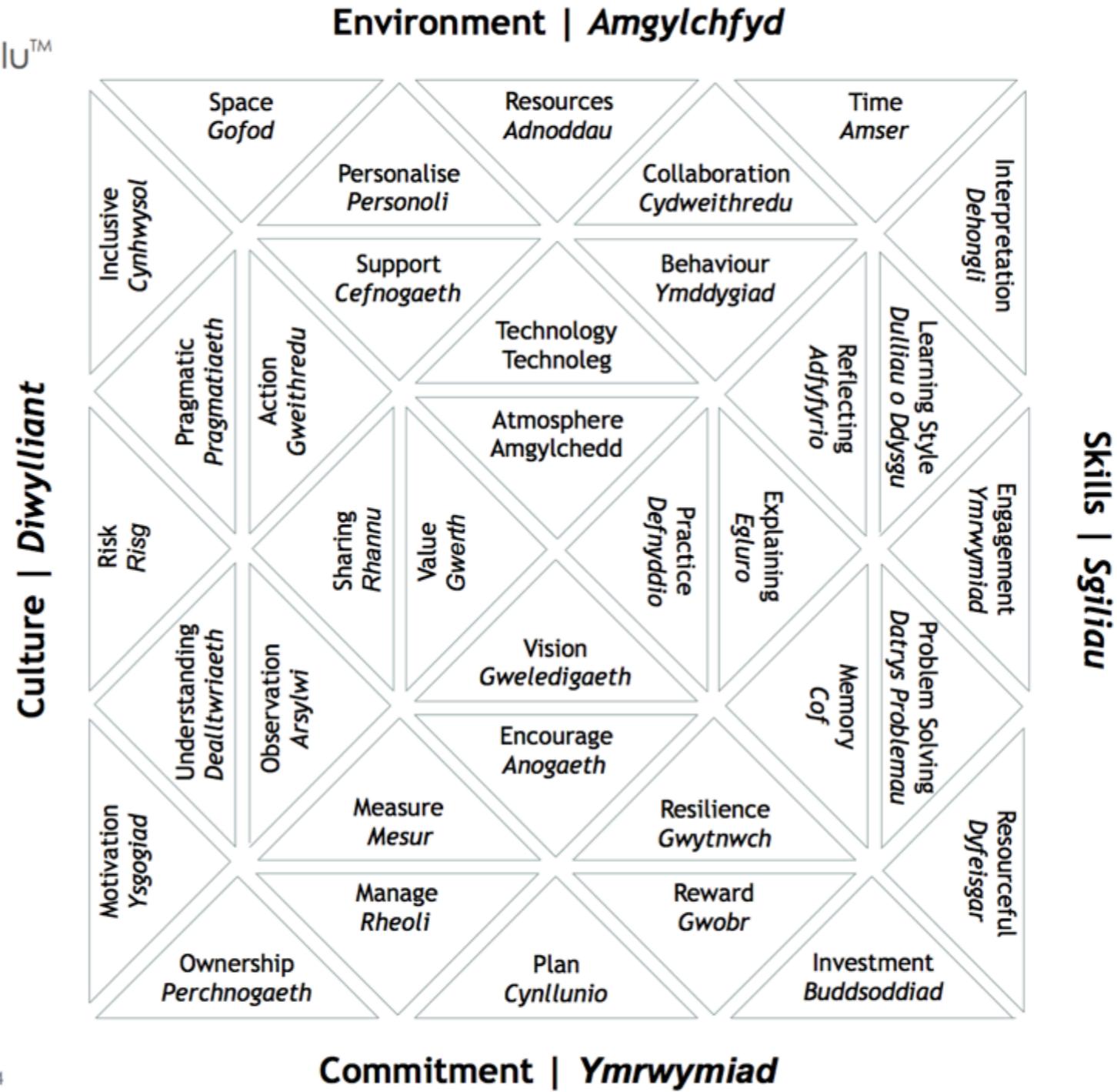


How does it work?

- Present 36 elements within 4 key stages namely:
 - i) Culture
 - ii) Commitment
 - iii) Environment
 - iv) Skills
- The family discuss their performance in each element and come to a joint decision by colouring a matrix;
 - green... everyone does this all of the time
 - yellow... some members of the family do this some of the time
 - red... this does not happen yet



Y Llofnod
Dysgu Teulu™



Space | *Gofod*

Our family environment
has space for learning.

*Rhydd ein amgylchfyd teuluol
ofod priodol ar gyfer dysgu.*



Space

Our family environment has space for learning

Does your family home have adequate space for learning?

If you are a family that can find the space to do things together, then you may be **GREEN**. If you have to often try and create space then you may be **YELLOW**. If space is limited, then you may be **RED**.

Knowing this about the family will help you understand the extent of communal space available to the family.

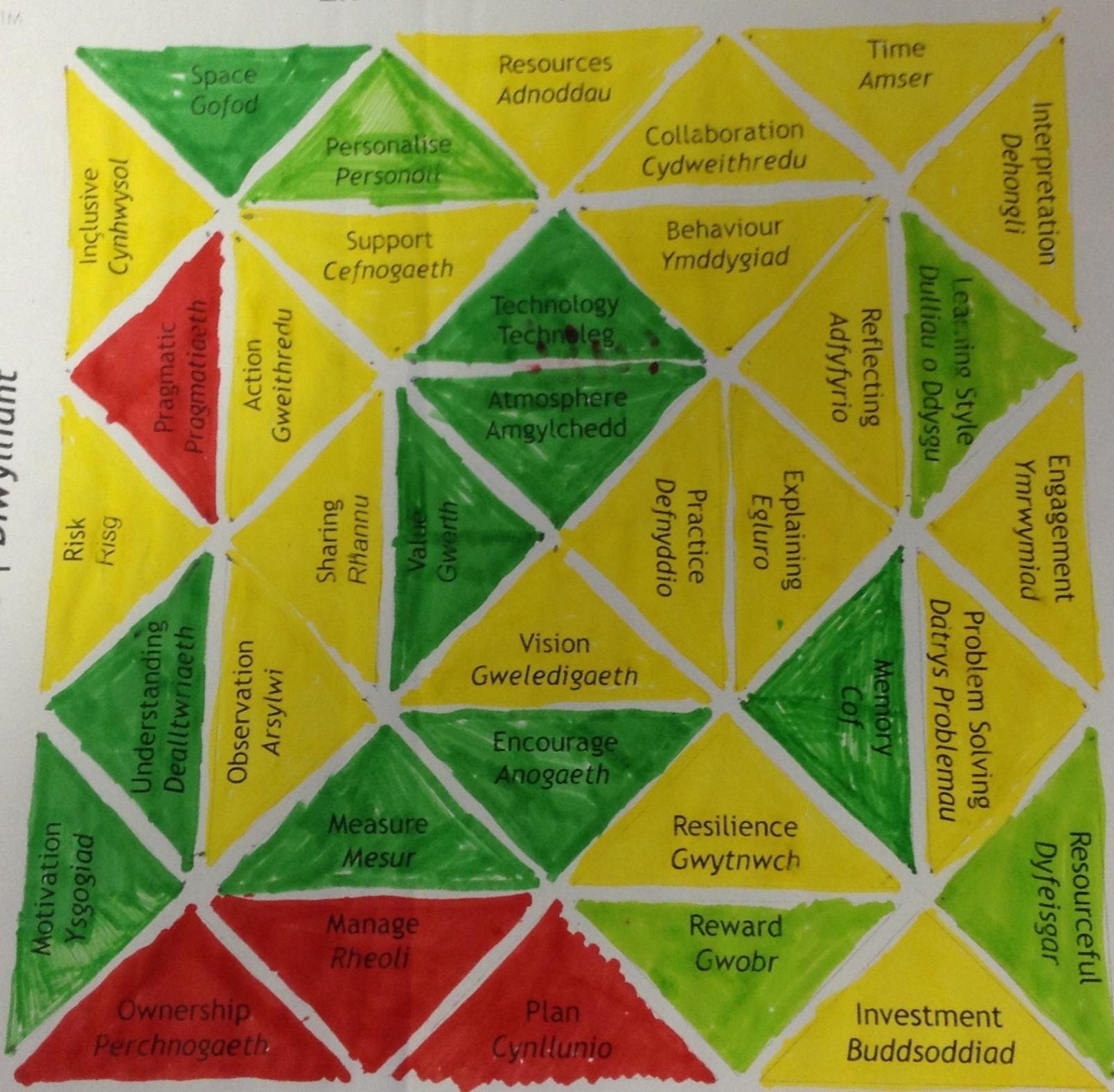
Sophie H

Y Llofnod
Dysgu Teulu™

Environment | Amgylchfyd

Culture | Diwylliant

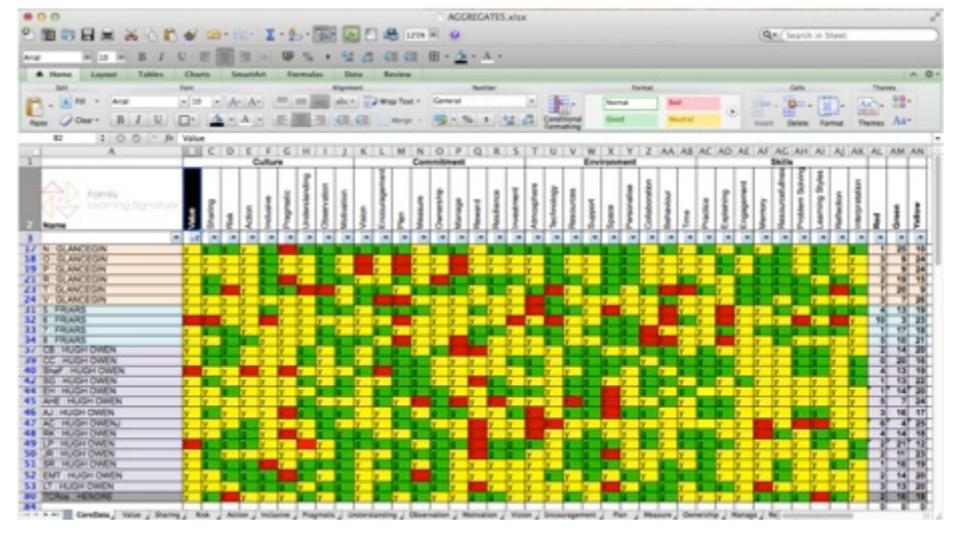
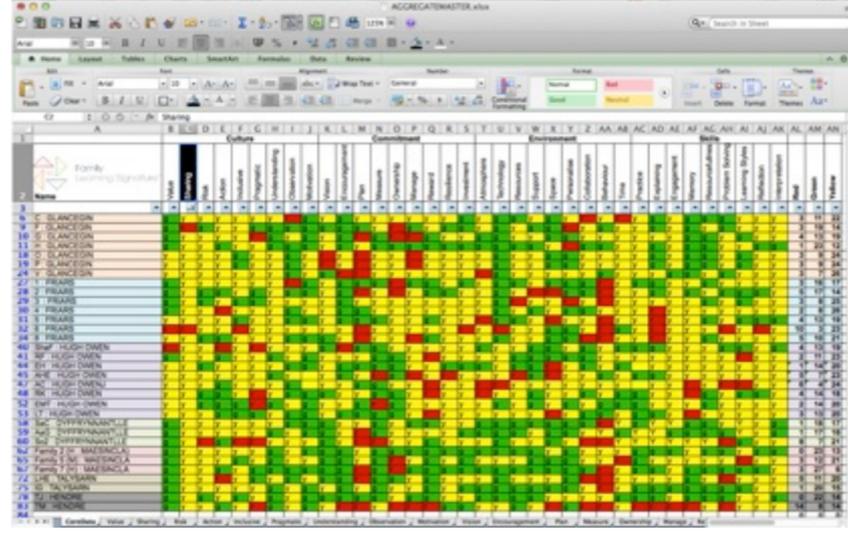
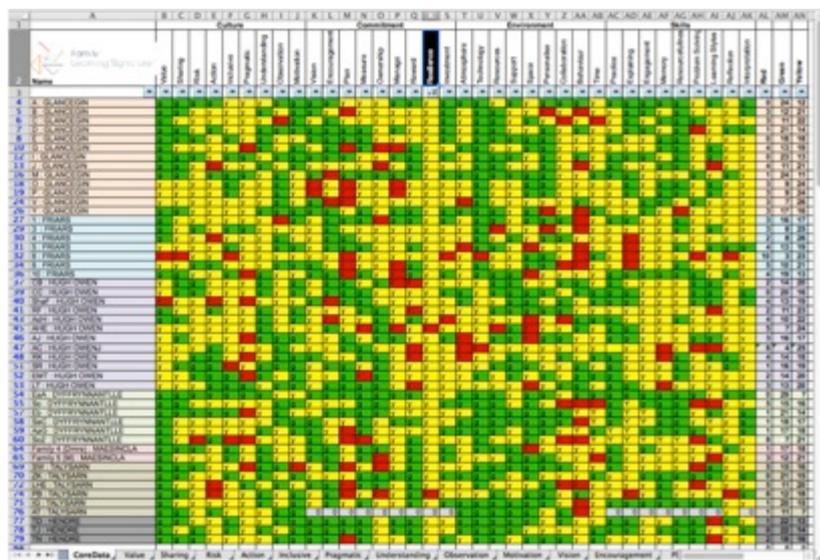
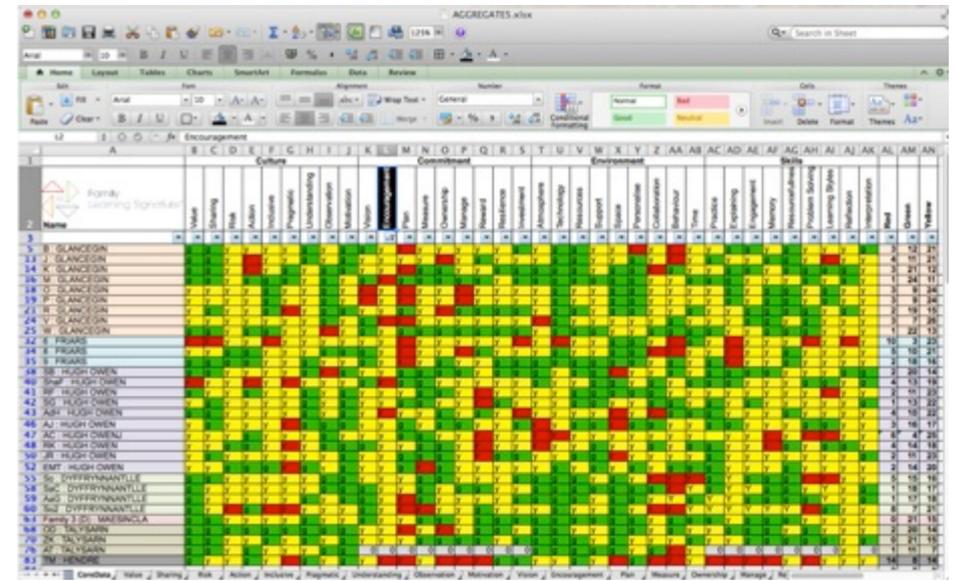
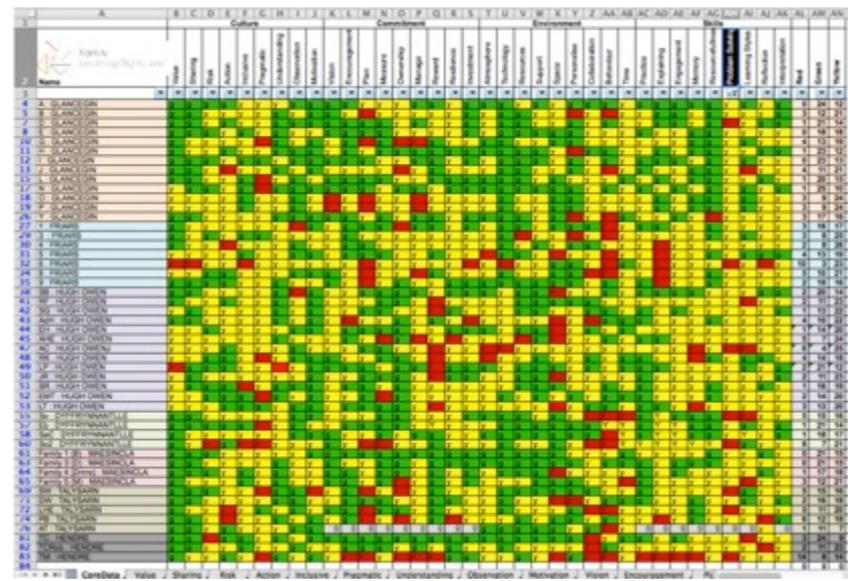
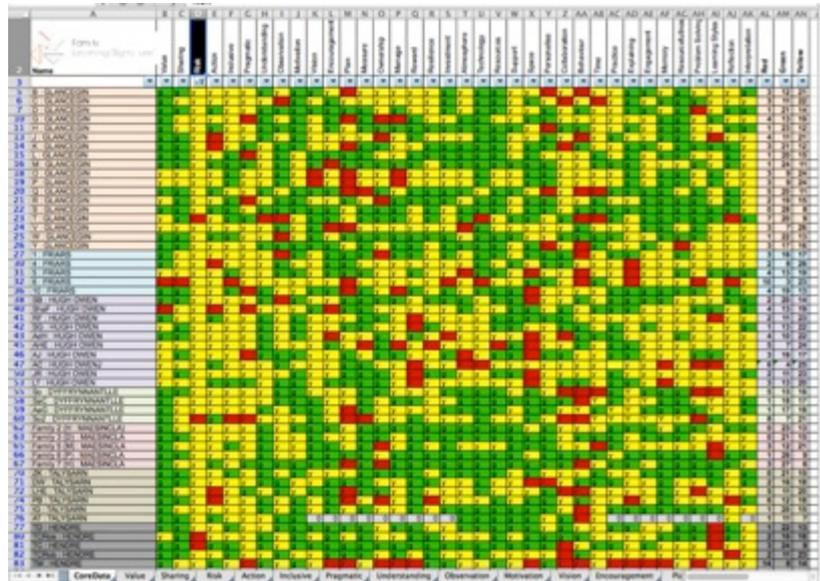
Skills | Sgiliau



Commitment | Ymrwymiad

Family Learning Signature

Data filtered to recognise common themes



- By analysing the data it is possible to recognise common themes
- By filtering the results we recognise strengths and opportunities to improve in relation to the family's attitude towards learning
- Project group's decision to arrange intervention type
 - i) high level intervention
 - ii) low level intervention

The information enables us to plan purposeful intervention which responds to the needs that the families have identified through the signature

3. Broader Collaboration



Business Lab

- Specialists in restorative practice
- Specialists in Family Learning Signature data interpretation
- Continuous commitment and support to the schools

Reaching Wider and Bangor University School of Education

- Research into the effectiveness of the Family Learning Signature on families
- Research findings used to influence intervention

High level intervention

- Combine signature elements with climbing elements
- Plan climbing activities to target elements from the signature
- Target families with the opportunity to develop those elements

Climbing Activity Elements		FAMILY LEARNING SIGNATURE ELEMENTS																Family Learning Signature																				
		CULTURE						COMMITMENT					ENVIRONMENT							SKILLS																		
		VALUE	SHARING	RISK	ACTION	INCLUSIVE	PRAGMATIC	UNDERSTANDING	OBSERVATION	MOTIVATION	VISION	ENCOURAGEMENT	PLAN	MEASURE	OWNERSHIP	MANAGE	REWARD	RESILIENCE	INVESTMENT	ATMOSPHERE	TECHNOLOGY	RESOURCES	SUPPORT	SPACE	PERSONALISE	COLLABORATION	BEHAVIOUR	TIME	PRACTICE	EXPLAINING	ENGAGEMENT	MEMORY	RESOURCEFULNESS	PROBLEM SOLVING	LEARNING STYLES	REFLECTION	INTERPRETATION	
CLIMBING SESSION ELEMENTS	Family activity																																					
	Group activity																																					
	Watching others																																					
	Listening to instructions																																					
	Helping each other																																					
	Taking responsibility																																					
	Working together																																					
	Working things out																																					
	Trust equipment & each other																																					
	Learning new skills																																					
	Sense of achievement																																					
	Having fun																																					
	Concentrating																																					
	Risk management																																					
	Reviewing and improving																																					
	Completing the session																																					
	Having goals																																					
	Achieving success																																					
	Physical activity																																					
	Trying something new																																					
Unfamiliar environment																																						
Fear of being hurt																																						
Fear of looking stupid																																						
Fear of failure																																						
Coping with failure																																						

Family culture will affect the dynamics of the climbing session. Families that are afraid of new things or physical activity, or have perceptions of something unachievable for them, risk being 'under-achievers' in the session. Other families who thrive on excitement or physical challenges will find it harder. Instructional staff provide opportunities for difficulties to be overcome.

Climbing is an excellent activity for enabling interaction and cooperation, as well as being an individual activity. Learning to climb can be beneficial in that it doesn't feel like learning to some people, yet involves a number of mental, social and emotional skills. In a 1.5hr or 2hr climbing session, there is a risk that not everyone will remain 'on board' till the end. However, time passes quickly when / if you're enjoying yourself.

The family's ability to concentrate and collaborate together is essential for 'positive' outcomes from the session. 'Positive' and 'negative' are very subjective when it comes to climbing. Failure to reach the top of a climb may be seen as negative to the person climbing, but group dynamics and skills may be positive. Alternative goals can be given by the instructors, and 'failures' can be seen as opportunities to persevere and improve, especially with encouragement and tangible goals.

Climbing techniques may be learned in a number of ways, eg by watching, by listening, by reading books or looking at diagrams before performing, or by just doing it, or a mixture of the lot. Climbing forces concentration in most people because of the excitement (or fear) and physical aspects, and group working enhances learning further by discussion and interaction. Perseverance invariably brings further improvement, and instructors can provide appropriate opportunities.



4. Families empowered to improve their capacity to support learning at home

Low level intervention

- Recognise the family's strengths and congratulate them
- The family take ownership by recognising opportunities
- The school makes suggestions to the family or offers intervention


Carwyn Bohme a'r Teulu o Fangor
We'd like to develop our Family Learning Signature:

ON OUR OWN AS A FAMILY

IN COLLABORATION WITH OTHER FAMILIES

WITH SUPPORT FROM THE SCHOOL

WITH SUPPORT FROM OTHER ORGANISATIONS

CARWYN BOHME A'R TEULU O FANGOR



HYN SYDD I DYSTIO FOD

Carwyn Bohme a'r Teulu o Fangor

WEDI CWBLHAU'R LLOFNOD
DYSGU TEULU YN
LLWYDDIANNUS

AR 13^{EG} O DACHWEDD 2014

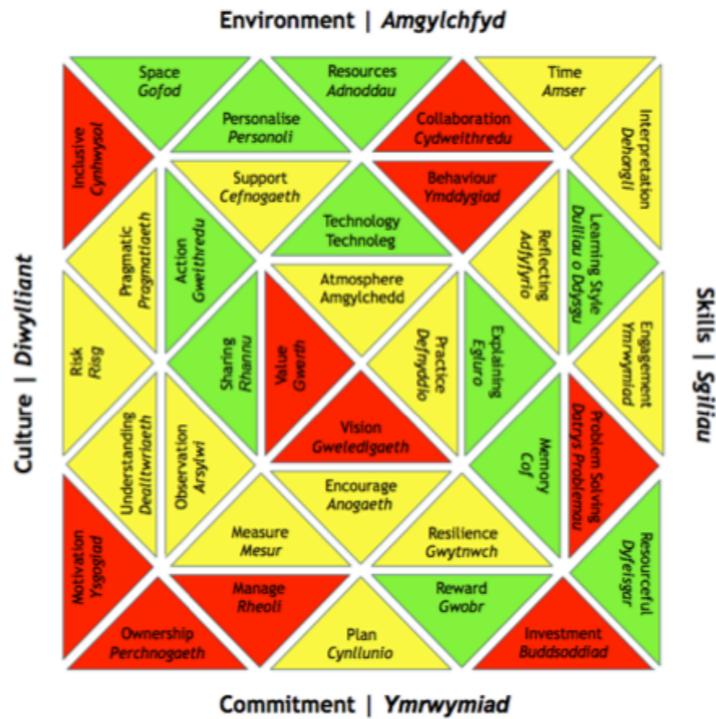


Bethan Morris-Jones
BETHAN MORRIS-JONES
PENNAETH
YSGOL GLANCEGIN, BANGOR

Gareth Jones
GARETH WYN JONES
DIRPRWY BENNAETH
YSGOL GLANCEGIN, BANGOR



Carwyn Bohme a'r Teulu o Fangor



We are happy with our
Family Learning Signature because:

- Inclusive**
Our family learns together
- Motivation**
Our family wants to learn
- Understanding**
Our family discusses learning
- Observation**
Our family learns by seeing how things are done
- Action**
Our family learns by trying and reflecting
- Pragmatic**
Our family learns by 'just getting on and doing it'
- Sharing**
Our family learns by sharing knowledge and information
- Risk**
Our family is prepared to learn outside our comfort zones
- Value**
Our family believes our learning will help us
- Time**
Our family environment allows us time for learning
- Space**
Our family environment has space for learning
- Personalise**
Our family environment allows for personal space for learning
- Behaviour**
The behaviour in our family environment helps learning
- Technology**
Our family uses technology for learning
- Resources**
Our family environment includes resources for learning
- Collaboration**
Our family learns with friends, colleagues and others in the community
- Support**
Our family makes use of learning support and guidance
- Atmosphere**
Our family environment is a good place to learn
- Ownership**
Our family takes responsibility for what, where and when we learn
- Investment**
Our family invests resources in learning
- Resilience**
Our family tries to overcome barriers to learning
- Encourage**
Our family has someone they can turn to for encouragement with learning
- Plan**
Our family plans their learning
- Manage**
Our family makes sure that learning happens
- Measure**
Our family maintains a record of its learning
- Reward**
Our family uses rewards to celebrate learning
- Vision**
Our family has expectations for learning
- Resourceful**
Our family has the skills to find and organise information
- Interpretation**
Our family understands where and how information and knowledge can be used
- Problem Solving**
Our family uses skills and techniques to help solve problems
- Learning Styles**
Our family understands and uses preferred learning styles
- Explaining**
Our family uses the skills of explaining information and knowledge
- Memory**
Our family makes use of their memories
- Reflecting**
Our family reflects on what has been learned
- Engagement**
Our family enjoys learning
- Practice**
Our family makes practical use of our learning

We believe we can improve our
Signature by focusing on:

Environment | Amgylchfyd



Commitment | Ymrwymiad

Name	Culture										Commitment										Environment										Skills										Red	Green	Yellow
	Value	Sharing	Risk	Action	Inclusive	Pragmatic	Understanding	Observation	Motivation	Vision	Encouragement	Plan	Measure	Ownership	Manage	Reward	Resilience	Investment	Atmosphere	Technology	Resources	Support	Space	Personalise	Collaboration	Behaviour	Time	Practice	Explaining	Engagement	Memory	Resourcefulness	Problem Solving	Learning Styles	Reflection	Interpretation							
Blwyddyn 6 2014-15																																											
GlanceginLC	g	g	y	y	y	g	y	g	g	y	r	y	y	y	y	g	y	g	g	y	y	y	r	y	r	y	g	g	y	g	y	y	y	y	g	3	12	21					
GlanceginRC	g	y	y	y	y	y	r	g	y	g	y	y	y	y	y	g	y	g	g	y	g	g	r	y	r	y	g	g	y	g	g	y	y	y	y	3	11	22					
GlanceginDF	g	g	y	y	y	g	y	g	g	g	g	g	g	g	g	y	g	g	g	g	g	g	y	y	y	g	g	y	g	g	y	y	y	y	0	18	18						
GlanceginRH	g	r	g	y	g	g	g	g	g	g	g	r	g	g	g	g	g	g	g	g	g	g	r	g	y	y	g	g	y	g	y	y	y	3	19	14							
GlanceginSH	g	y	y	y	y	r	g	y	g	g	r	g	r	r	g	y	y	g	g	y	g	g	y	y	y	y	y	y	g	g	y	y	y	4	13	19							
GlanceginMJ	g	g	g	y	g	g	y	g	g	g	g	y	g	g	g	y	g	g	g	g	g	y	g	y	y	g	g	g	y	g	y	y	0	23	13								
GlanceginLK	g	g	y	r	y	y	g	y	g	y	y	y	r	g	g	y	y	g	g	g	g	y	y	r	g	y	g	g	y	g	g	r	y	4	11	21							
GlanceginLL	g	g	y	r	y	g	y	g	y	y	r	g	g	y	y	g	g	g	g	g	g	y	g	r	g	y	g	g	g	g	g	g	3	21	12								
GlanceginLM	g	g	y	y	g	r	y	g	g	g	g	g	y	y	g	g	g	g	g	g	g	y	y	y	g	y	g	g	y	g	y	g	1	20	15								
GlanceginKO	y	g	g	y	g	r	g	g	g	g	g	y	y	g	g	g	g	g	g	g	g	y	g	y	g	y	g	g	y	g	y	g	1	25	10								
GlanceginJAPJOP	y	y	y	y	g	y	g	y	r	y	r	y	y	r	y	y	y	g	y	g	g	g	y	y	y	y	g	y	g	g	y	g	3	9	24								
GlanceginGR	y	g	y	y	g	r	y	g	y	y	g	y	r	g	g	g	y	g	g	y	g	g	y	y	y	y	g	g	g	g	g	2	19	15									
GlanceginTR	y	g	r	y	g	g	r	r	y	g	g	g	g	g	y	g	y	g	r	y	g	g	r	r	g	y	g	g	g	g	g	7	20	9									
GlanceginBU	y	y	y	y	y	y	y	g	y	g	r	r	y	y	y	y	y	r	g	g	y	y	y	y	y	y	y	g	g	g	g	3	7	26									
GlanceginHW	g	g	y	y	y	g	g	g	g	g	y	g	g	g	g	y	g	g	g	g	g	y	r	y	r	g	y	g	y	r	y	3	17	16									
GlanceginTIR	g	g	y	y	g	y	y	g	g	g	y	y	y	g	g	g	y	g	y	g	y	y	y	y	y	g	g	g	g	g	g	0	18	18									
GlanceginHLJ	g	g	y	y	y	g	y	g	g	y	r	g	y	y	g	y	y	g	y	y	g	g	r	g	y	g	g	g	y	y	g	2	17	17									
GlanceginEMG	g	g	r	y	g	g	y	r	y	g	y	y	y	y	g	y	g	y	r	g	r	g	y	g	y	g	g	g	g	g	g	4	17	15									
GlanceginSTI	g	g	g	y	g	y	g	g	y	g	g	y	g	y	g	g	g	g	g	g	y	g	g	g	g	g	g	g	g	g	0	28	8										
GlanceginMP	g	y	r	r	y	y	y	g	y	g	r	y	y	g	y	y	g	g	g	y	g	g	y	y	y	g	y	y	y	g	y	4	13	19									
GlanceginMM	g	g	y	y	r	g	g	g	y	y	r	g	g	r	g	g	y	g	y	g	y	g	r	g	y	y	g	g	g	g	4	19	13										
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HHFamily 1	g	y	y	y	y	g	g	y	y	g	y	g	r	g	g	y	y	y	y	g	y	y	r	y	y	y	y	g	g	g	2	16	18										
HHFamily 3	g	g	r	y	g	r	g	g	y	g	y	g	g	g	y	g	g	r	y	g	r	y	g	y	g	g	g	y	r	g	6	21	9										
HHFamily 4	y	g	r	r	g	y	g	y	g	y	g	g	y	y	y	y	g	y	g	y	g	y	g	g	y	r	y	g	g	r	5	14	17										
HHFamily 6	y	y	r	y	y	g	r	y	g	y	g	y	g	y	y	r	r	y	g	g	y	g	r	y	r	y	y	g	r	8	9	19											
HHFamily 9	y	g	y	y	g	y	y	y	y	g	r	g	y	y	g	y	y	g	g	g	y	g	y	y	g	g	g	g	g	1	17	18											
HHFamily 10	y	g	r	y	g	g	r	y	g	g	y	g	g	y	g	g	g	r	y	g	y	g	g	g	g	g	g	y	g	4	20	12											
HHFamily 11	y	r	r	y	y	g	g	y	g	y	y	y	y	y	g	g	g	g	r	y	y	g	g	y	y	g	y	g	g	3	14	19											
HHFamily 12	y	y	g	y	g	g	r	g	g	g	y	g	r	g	g	g	g	g	g	y	g	g	g	g	g	g	y	g	g	3	26	7											
HHFamily 13	y	y	y	y	g	g	g	y	g	y	g	y	g	g	g	g	g	g	g	g	g	y	r	g	y	g	r	g	2	22	12												
HHFamily 14	y	y	r	y	y	y	g	y	g	y	y	y	r	g	y	g	r	g	g	g	g	y	y	y	y	r	y	g	y	4	9	23											
HHFamily 15	y	g	y	y	g	g	y	g	y	g	y	g	r	y	y	g	g	g	y	g	g	y	y	g	y	g	g	g	r	2	17	17											
HHFamily 16	y	y	y	y	g	y	y	y	y	g	y	g	y	g	y	y	y	y	r	g	y	y	y	y	g	g	g	g	g	1	19	16											
HHFamily 18	y	g	y	y	y	g	y	y	g	y	g	y	g	y	g	y	y	y	r	g	y	g	g	g	y	g	g	y	g	1	12	23											
HHFamily 19	y	y	r	y	g	g	y	y	y	g	g	y	y	g	g	g	r	g	g	g	g	g	g	g	g	g	g	g	2	22	12												
YCRAIGB	g	g	y	r	g	y	y	y	g	r	y	y	y	r	g	g	g	y	g	g	g	y	g	g	g	g	y	y	r	6	16	14											
YCRAIGC	y	g	r	y	g	r	y	g	r	g	y	g	y	g	y	g	y	y	y	y	g	g	g	g	y	y	y	y	4	11	21												
YCRAIGD	g	y	y	y	r	g	g	y	g	g	g	r	y	g	y	g	y	g	g	g	y	g	r	g	y	g	y	y	4	14	18												
YCRAIGE	g	y	g	y	g	y	r	y	g	g	g	y	y	y	g	r	r	g	g	y	r	r	r	g	y	y	g	y	6	12	18												
YCRAIGF	g	y	g	y	g	g	g	g	g	g	g	g	g	g	g	y	g	y	g	g	y	g	g	g	y	g	g	g	0	28	8												
YCRAIGG	y	g	y	y	y	g	y	g	y	g	y	g	g	g	g	g	g	g	r	g	y	g	y	g	y	g	y	r	2	12	22												
YCRAIGI	y	g	g	y	g	g	y	y	g	y	g	y	g	r	g	g	g	y	g	g	r	g	g	y	y	g	g	g	2	17	17												
YCRAIGJ	y	g	r	y	g	g	r	y	g	g	r	g	y	y	y	g	g	r	y	g	y	r	y	y	g	g	g	y	5	16	15												
YCRAIGM	g	y	y	y	y	y	g	y	y	y	y	y	r	g	y	g	y	g	g	y	g	y	g	y	g	y	y	y	1	13	22												
YCRAIGO	y	g	r	y	g	y	y	g	g	r	g	y	y	g	g	y	g	g	g	g	r	y	g	y	y	g	g	r	4	16	16												
YCRAIGP	g	g	r	y	y	y	y	g	g	y	r	g	y	R	y	g	g	g	g	g	g	y	g	g	g	y	g	g	3	20	13												
YCRAIGR	y	g	y	g	r	y	g	y	g	y	y	y	y	y	y	y	y	y	y	y	g	g	y	g	g	g	g	g	1	15	20												
YCRAIGS	y	g	r	y	y	g	g	y	g	y	y	y	y	y	y	g	y	g	g	g	y	g	g	y	y	g	g	r	2	14	20												
YCRAIGT	y	g	r	y	g	y	g	y	g	g	y	y	g	g	g	g	g	y	g	r	y	y	g	y	y	g	y	g	4	13	19												
YCRAIGV	y	y	r	y	g	g	y	g	y	g	y	g	y	g	y	g	g	y	g	g	y	g	g	g	g	g	g	g	1	17	18												
YCRAIGW	g	g	y	y	y	r	g	y	y	g	y	g	y	y	g	y	g	g	y	g	g	g	g	g	g	g	y	y	1	14	21												
YCRAIGX	r	y	y	r	y	r	g	y	y	y	r	g	y	y	g	y	y	r	g	r	g	r	g	y	y	g	g	y	8	8	20												
YCRAIGY	g	g	y	y	g	r	g	y	g	g	y	g	g	y	g	g	g	g	g	y	g	g	r	g	y	g	g	g	2	21	13												
TANYMARIAN[D]	g	y	y	y	y	g	r	y	y	g	g	y	y	y	y	g	y	g	g	y	y	r	y	y	y	g	g	g	2	16	18												
TANYMARIAN[C]	g	g	y	y	y	g	y	r	g	g	r	g	y	y	g	g	r	y	g	y	y	y	y	y	g	g	g	g	3	14	19												
TANYMARIAN[Han]	g	g	y	y	g	r	y	r	y	r	g	g	y	g	y	y	g	g	g	y	g	g	g	g	r	y	g	g	4	15	17												
TANYMARIAN[Ham]	g	g	r	y	y	y	g	y	g	r	y	r	r	y	y	y	r	g	r	g	r	r	y	r	g	y	g	y	10	9	17												
YLLYS[GT]	g	g	g	y	y	y	g	y	y	g	y	g	g	g	g	g	g	y	g	g	g	g	y	y	y	y	g	0	19	17													
YLLYS[KO]	g	g	r	y	g	g	y	y	g	y	r	g	y	r	g	g	y	g</																									

Elfen LIDT / FLS element	Gwybodaeth / Information
Gwerth / Value	<p>Bydd gwybod hyn am y teulu o help i chi ddeall i ba raddau mae dysgu'n bwysig i'r teulu.</p> <p>Knowing this about the family will help you understand the extent to which learning is important to the family.</p>
Risg / Risk	<p>Bydd gwybod hyn am y teulu o help i chi ddeall i ba raddau y bydd y teulu'n barod i 'roi cynnig ar' brofiad.</p> <p>Knowing this about the family will help you understand the extent to which the family will 'give it a go'.</p>
Gweithredu / Action	<p>Bydd gwybod hyn am y teulu o help i chi gyflwyno unrhyw ddysgu yn unol â'u hoff ddull dysgu.</p> <p>Knowing this about the family will help you deliver any learning in accordance with their preferred learning approach.</p>
Pragmatiaeth / Pragmatic	<p>Bydd gwybod hyn am y teulu o help i chi gyflwyno unrhyw ddysgu yn unol â'u hoff ddull dysgu.</p> <p>Knowing this about the family will help you deliver any learning in accordance with their preferred learning approach.</p>
Cynllunio / Plan	<p>Bydd gwybod hyn am y teulu o help i chi ddeall i ba raddau maen nhw'n debygol o fod yn barod.</p> <p>Knowing this about the family will help you understand the extent to which they are likely to be prepared.</p>
Cydweithredu / Collaboration	<p>Bydd gwybod hyn am y teulu o help i chi ddeall i ba raddau y byddan nhw'n barod i gymryd rhan mewn gweithgareddau cymunedol.</p> <p>Knowing this about the family will help you understand the extent to which they will be willing to participate in communal activities.</p>

Bangor University research outcomes



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THE SIGNATURE **Academy**

LATEST SIGNATURE NEWS FROM BUSINESSLAB

As a result of working recently with BusinessLab's Family Learning Signature in Gwynedd, North Wales:

86% OF FAMILIES

Now see the importance of learning for the development of the family.

90% OF FAMILIES

Are now more willing to do things with other people.

75% OF FAMILIES

Now plan together as a family.

90% OF FAMILIES

Have improved their relationship with the School.

100% OF FAMILIES

Viewed the post FLS intervention as a great experience.

90% OF FAMILIES

Have been inspired to venture into new activities.

Source: Bangor University April 2015

FOR DETAILS CALL JOANNA RAE ON +44 (0) 1224 643823
JRAE@BUSINESSLAB.CO.UK

'Education begins at home'

-Important Welsh Government Campaign



Llywodraeth Cymru
Welsh Government

"I want to see standards and performance in Welsh school improve across the board. It's clear that parents have an integral role in order for this to happen. We can't do it without their support, and as a dad I know it's the little things we do as parents which make a real difference to our children's school day.

It's not complicated, it's as simple as making sure that they have enough sleep and give support and encouragement at home. Helping with reading, numbers and homework is really important; but just taking an interest and showing you care about what happens to them during school can help them in the long run.'

-Huw Lewis AM, Education Minister

Family Learning Signature



- The FLS is an unique family-cantered engagement license
- No other intervention in the UK or internationally provides the same tools, mind-set or skills to build the family's awareness of their capacity to support learning



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