

Learning with Parents – Supporting All Families Event

Learning behaviours at school and at home

Introduction – Learning with Parents

According to the IFS, 50% of the disadvantage gap is attributable to what happens beyond the school gates – parents’ behaviours and family background. Through sector collaboration, teacher networks, and the Learning with Parents programmes, Learning with Parents motivates and empowers families to have enjoyable learning experiences together.

Breakout Room: What behaviours are you expecting as pupils return to school?

Teachers discussed behaviours they are expecting as pupils return to schools next week, with many identifying the following:

- Anxiety
- Lack of stamina
- Poor concentration
- Shyness
- Stamina issues
- Separation anxiety
- Lack of engagement
- and bereavement
- Lack of resilience
- Happiness, excitement
- Problems with punctuality
- Lack of independence
- Lack of maturity
- Issues with loss

Learning behaviours at school and at home - Kirsten Mould, Education Endowment Foundation

EEF is dedicated to breaking the link between family income and educational achievement, and aims to:

- Raise the attainment of 3–18-year-olds, particularly those facing disadvantage
- Develop their essential life skills
- Prepare young people for the world of work and further study

The Language of Learning Behaviours

Participants were asked to vote on which two best reflect the learning culture in their school:

Character	Resilience	Zero tolerance
Wellbeing	Behavioural consistency	Positive relationships and communication
Self-Regulation	Empathy	Respect

The following came top in the poll:

- Positive relationships and communication
- Wellbeing
- Resilience
- Respect

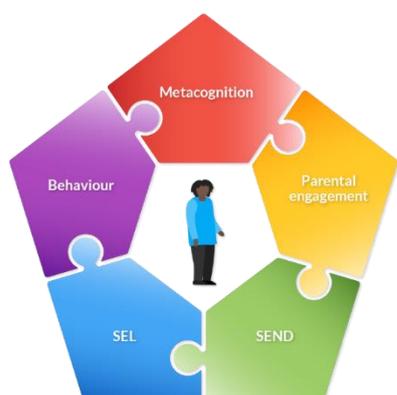
Learning Behaviours

When we use the word behaviour, we can assume it relates to strategies to manage misbehaviour in the classroom. It is of course important to have strategies to minimise this, but teachers can also explicitly support '**learning behaviours**'. As we teach, develop, and strengthen these learning behaviours, young people become more motivated and determined to succeed.

A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively (Ellis and Tod 2018).

Effective learning behaviours can be helpfully defined using the rich and diverse evidence base represented in the EEF guidance reports on improving [behaviour](#), [metacognition and self-regulation](#), [special educational needs in mainstream schools](#), [working with parents](#), and [social and emotional learning](#).

Successful learning behaviours rely on layering all these areas to wrap around every child in our schools.



Each is part of a puzzle which makes best sense when all parts click together, building long-term protective factors for deeper learning.

There are times when effective learning behaviours are at risk

Independent learning that is scaffolded at school can become disrupted or less fluent at home at times of homework, school closures, or revision. Imagine a child in the centre of this pentagon. If one piece of the puzzle is not

embedded, or at worst missing, this can disrupt learning. All strands need to stay intact.

Example: Self-regulation

Childhaven Community Nursery School have devised a range of practical strategies to develop metacognition and self-regulation. They have a glass door that children use to go out to play as part of free flow. Children self-regulate their own choice of wellies/coat, rather than it being done by caregivers. Self-directed learning is clearly scaffolded and structured.

Breakout Room: What self-regulation routines could you share with parents and carers?

Participants recommended the following:

- Breathing techniques
- Zones of Regulation
- Mindfulness and brain breaks
- Regular exercise
- Inner coach vs Inner critic
- Weekly zoom sessions for caregivers with parent support advisors
- Pre-recorded learning sessions for all relevant stakeholders and caregivers
- DEAR time
- Extended breaks

Want to find out more?

- Check out the [EEF blog page](#) – lots of accessible reading and exemplification from classrooms across the country.
- Listen to the [Evidence in Action podcast](#) – the latest episode is on- '*Managing Behaviour and Building Habits*'.
- Any questions, you can reach Kirsten on Twitter @kirsten_mould

Next steps – Learning with Parents

Alongside parental engagement collaboration work, Learning with Parents run a parental engagement programme for schools.

Learning with Parents works with UK primary schools and the focus is always on ensuring all families are effectively supported, especially those facing the greatest barriers

At the heart of it, the programme is very simple:



The programme started from the understanding that many programmes fail to support the families who need it most. With support from the DfE, Nesta and the University of Chicago amongst others, the programme uses the latest behavioural insights research to ensure schools are supported to reach their most disadvantaged families.

As a charity, Learning with Parents receives grant funding which means the school's contribution for the programme is as little as £3 per child for the year

New schools can partner now to build on parents' recent engagement in their child's learning, and continue collaborating with parents to support the child to fulfil their potential

If you want to find out more, you can email hello@learningwithparents.com