



# Getting Ready to Learn

## Appendix 1

### The Getting Ready to Learn Framework for Funding Applications

This Framework was developed based on research and evidence of best practice in parental engagement and on the results of an online survey with health and education practitioners and workshops with parents.

The key professionals agreed that parents would benefit from more information on:

- ☑ How children develop, including attachment and brain development
- ☑ The importance of parent child relationships – for children’s development and behaviour
- ☑ The importance of childhood education and learning
- ☑ The importance of healthy lifestyles, diet and reduced screen time

Where reference is made to ‘parent’ in the following table, this includes the child’s primary caregiver.

Title	Objectives	Thematic Approaches	Rationale	Suggested Outline/Format	Performance Measures	Indicative Costs (Maximum amounts for eligible expenditure)
<b>Education Works in Pre-School</b>	Promote real partnership and engagement with parents to deliver key messages about the importance of the home learning environment.  Particular focus on parents who tend not to engage.	Children can achieve their potential through parents knowing and understanding more about what they can do to support learning at home.  Ensuring parents know where to source helpful and user-friendly resources, such as the DE Education Works campaign, and other resources developed	The early years provide an ideal opportunity for introducing children to activities that are fun to do, whilst learning basic skills such as counting, sorting and shape recognition.  Research shows that the key to healthy child development is the amount of time children spend with their parents having	Parent workshops, to engage parents and deliver key messages about how to support children’s development effectively in the home learning environment.  Provide insight into the work pre-schools do with children and tapping into parents’ skills showing them fun ways to support children’s learning at home, e.g. through play activities, everyday family routines.  Help parents to support their child’s learning experiences	<ul style="list-style-type: none"> <li>• % of parents who attend workshops.</li> <li>• % of parents who attend sessions.</li> <li>• % of parents report, after the workshop, that they have greater understanding of the pre-school curriculum and how children learn through play.</li> <li>• % of parents report an increase in the number of ‘play, talk, read, count’ activities with their child, as a result of the ideas and</li> </ul>	Maximum available per setting £450.  To include: <ul style="list-style-type: none"> <li>- materials / resources e.g. play packs for parents.</li> <li>- session costs, if required. e.g. hospitality, administrative materials, staff costs including caretaking</li> </ul> <b>Preparation time cannot be included.</b>

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	<p>Changing the way pre-school services are delivered to promote greater involvement of parents in focused child/parent activities.</p>	<p>specifically for parents of pre-school children. Parents can stimulate their child's language development through reading, talking, and asking questions.</p>	<p>fun and learning at the same time.</p>	<p>at home.</p> <p>Parents may be given 'play packs' containing some resources to encourage them to engage in play at home with their children.</p> <p>This would enable settings to build on the work carried out by the previous EY Capacity Building pilot, now the SEN Early Years Inclusion Service and the emergent arrangements for capacity building in pre-schools, and to fund additional workshops or events. Settings would be required to set out in their applications what support they currently receive or have received through the capacity building work led by the EA.</p> <p>Potential for home visits to support a positive home learning environment - in exceptional circumstances.</p>	<p>activities for home learning.</p>	<p>N.B. Funding will not be available to purchase generic pre-school equipment, or IT hardware/software.</p> <p><b>All purchased resources must be for home lending.</b></p> <p>Settings with &gt;100 target age pre-school pupils may make the case for funding up to a maximum £550.</p>

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Title	Objectives	Thematic Approaches	Rationale	Suggested Outline/Format	Performance Measures	Indicative Costs (Maximum amounts for eligible expenditure)
<p><b>Happy Healthy Kids</b></p>	<p>Families are informed about the benefits of exercise for pre-school age children.</p> <p>Changing the way preschool services are delivered to help parents help their children to be healthy, happy and active.</p>	<p>Activities to promote the importance of parents providing their children with opportunities to develop and improve gross and fine motor skills.</p>	<p>Pre-school children need many opportunities for physical activity. Active play is important both for good health and for building gross motor skills. At this age, pre-school children are also working on fine motor skills crucial for important tasks e.g. getting dressed; holding a knife and fork; early mark-making, leading to writing.</p> <p>Young children are dependent on their families to provide their meals and opportunities for physical activity.</p> <p>In 2008/2009, more than 5% of children in P1 were obese with 22.5% classified as being overweight.</p>	<p>Pre-school settings hold parenting event(s) / workshops sharing how pre-school experiences support children's physical development. The workshops should also demonstrate the type of activities pre-school children could be doing at home to e.g. use the large muscles in their legs, arms, and trunk to run, jump, throw, and catch as well as activities to help develop fine motor skills such as drawing, painting, cooking etc.</p>	<ul style="list-style-type: none"> <li>• % of parents who attend information sessions.</li> <li>• % of parents, after the information session, report increased understanding of the importance of gross and fine motor skills and the impact on brain development.</li> <li>• % of parents reporting an increase in their pre-school child's regular physical activity.</li> <li>• % of parents reporting a reduction in overall sitting/ TV/screen time.</li> </ul>	<p>Maximum available per setting £350.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>- resources / materials e.g. play packs for parents.</li> <li>- session costs, if required. e.g. hospitality, administrative materials, staff costs including caretaking</li> </ul> <p><b>Preparation time cannot be included.</b></p> <p>N.B. Funding will not be available to purchase generic pre-school equipment, or IT hardware/software.</p> <p><b>All purchased resources must be for home lending.</b></p> <p>Settings with &gt;100 target age pre-school pupils may make the case for funding up to a maximum £450.</p>

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Title	Objectives	Thematic Approaches	Rationale	Suggested Outline/Format	Performance Measures	Indicative Costs (Maximum amounts for eligible expenditure)
			<p>Obesity in childhood can also be linked to many other factors including social and psychological bullying, low self-esteem, and depression.</p> <p>As well as enjoying a healthy lifestyle, children will also be improving their social and mental health, which will benefit their social skills and self-confidence as they grow up.</p>			

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Title	Objectives	Thematic Approaches	Rationale	Suggested Outline/Format	Performance Measures	Indicative Costs (Maximum amounts for eligible expenditure)
<b>Ages &amp; Stages 3-4</b>	<p>To help parents understand progression and development, developmental milestones for 3-4 year olds and ranges within the norm.</p> <p>Contribute to the change in the way 3-4 year assessment is delivered collaboratively with parents and health visitor in terms of discussing children's progress.</p>	<p>Activities that help improve parental understanding of developmental milestones. These would utilise the expertise of the emergent SEN Early Years Inclusion Service in the EA and work to the pre-existing guidance to ensure uniformity and consistency of message.</p>	<p>As children grow they become more independent, want to explore, and ask about things around them. Interactions with family help shape their ways of thinking and moving. It is important that parents have appropriate and realistic expectations for their child's developmental stage and level of understanding.</p>	<p>An event or a series of events in the pre-school to engage parents to explain developmental milestones and how the pre-school curriculum helps children develop according to their age and stage.</p> <p>Provide user-friendly materials to be used as a guide so parents have a realistic expectation of their child's development i.e. what to expect and when.</p> <p>To engage and empower parents, settings may wish to run an extra session for those parents who are hard to engage, to help them understand their family context and help identify their strengths and assets and where they might need support.</p>	<ul style="list-style-type: none"> <li>• % of parents who attend sessions.</li> <li>• % of parents, after the information session, report increased understanding of progression and development.</li> <li>• % of parents report they introduced more activities at home to help their child to meet those milestones as a result of the information session and materials provided.</li> </ul>	<p>Maximum available per setting £350.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>- resources / materials e.g. play packs for parents.</li> <li>- session costs, if required. e.g. hospitality, administrative materials, staff costs including caretaking</li> </ul> <p><b>Preparation time cannot be included.</b></p> <p>N.B. Funding will not be available to purchase generic pre-school equipment, or IT hardware/software.</p> <p><b>All purchased resources must be for home lending.</b></p> <p>Settings with &gt;100 target age pre-school pupils may make the case for funding up to a maximum £450.</p>

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Title	Objectives	Thematic Approaches	Rationale	Suggested Outline/Format	Performance Measures	Indicative Costs (Maximum amounts for eligible expenditure)
<b>Big Bedtime Read</b>	<p>Pre-school children are prepared, supported and encouraged to learn through regular bedtime story reading.</p> <p>Changing the way pre-school services are delivered to support parents of pre-school children to help meet the needs of local children.</p>	<p>Activities to promote bedtime reading, support improved early attachment and bonding, improve speech and language development.</p>	<p>By age 3, pre-schoolers know approx. 300 words, this expands to 1,500 words by age 4, and to 2,500 words by age 5.</p> <p>A love of language, reading, and books starts early, and it starts at home. Evidence that reading a bedtime story supports higher achievement in literacy, numeracy and holistic development through the development of joint attention of parent and child.</p>	<p>The project aims to encourage young children to learn and improve their literacy levels in later years. It also aims to work in partnership with parents helping to build the self-esteem of parents, help them to use reading to establish a good bedtime routine and improve parent/child bonding.</p> <p>Activities could include:</p> <ul style="list-style-type: none"> <li>• Once a term /regular sessions held in setting to demonstrate storytelling / reading.</li> <li>• Workshops/storytelling sessions to provide advice and assistance for parents/ carers on how to read to and share books with pre-school children.</li> <li>• Establish lending library with a range of books available and distribute book packs (not a book gifting scheme).</li> </ul>	<ul style="list-style-type: none"> <li>• % of parents who attend sessions.</li> <li>• % of parents reading a bedtime story to their child at least 3 times a week.</li> <li>• % of parents who report improvements in their child's bedtime routine.</li> <li>• % of parents reporting increased confidence in reading with their child.</li> <li>• % of practitioners who report improved listening skills / language of the children.</li> <li>• % of parents who report they feel better engaged as parents.</li> </ul>	<p>Maximum available per setting £900.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>- resources to support bedtime reading e.g. lending library, story book packs</li> <li>- session costs, if required. E.g. hospitality, administrative materials, staff costs including caretaking.</li> </ul> <p><b>All purchased resources are to promote bedtime reading and are for home use.</b></p> <p>Funding will not be available to purchase other generic pre-school equipment, or IT hardware/software.</p> <p>Settings with &gt;100 target age pre-school pupils may make the case for funding up to a maximum £1,225.</p>

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Title	Objectives	Thematic Approaches	Rationale	Suggested Outline/Format	Performance Measures	Indicative Costs (Maximum amounts for eligible expenditure)
				<ul style="list-style-type: none"><li>• Follow up discussion with parents to explore how they felt about reading, any obstacles encountered and how to overcome them.</li><li>• Group discussion with other parents - sharing learning.</li><li>• Encourage membership and use of a local library.</li></ul>		

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Indicative High Level Outcomes for Parents	Indicative High Level Outcomes for Pre-school Children
<ul style="list-style-type: none"><li>✓ Positive effect on parental attitudes to reading and books.</li><li>✓ Improvement in parental attitudes to their child's reading.</li><li>✓ Increase in use of the library.</li><li>✓ Improved parental engagement of families that are not accessing other services.</li><li>✓ Improved home learning environment.</li><li>✓ Greater confidence in parenting ability.</li><li>✓ Increased levels of parental involvement in learning at home.</li></ul>	<ul style="list-style-type: none"><li>✓ Enhanced vocabulary.</li><li>✓ More access to books at home.</li><li>✓ Less time spent watching TV.</li><li>✓ More time playing and talking with parents.</li><li>✓ Improved speech and language.</li><li>✓ Improved gross and fine motor skills.</li><li>✓ Eating healthier foods and being more active.</li></ul>
	<p data-bbox="1122 810 1872 882" style="text-align: center;"><b>Indicative High Level Outcomes for Settings</b></p> <ul style="list-style-type: none"><li>✓ Developing enhanced expertise, knowledge and skills in parental engagement.</li><li>✓ Enhanced collaborative working with health and other professionals.</li><li>✓ Building sustainable skills and resources.</li></ul>

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