

COMMUNITIES AND FAMILIES LOCKDOWN LEARNING - SUMMARY

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In August 2020, research teams from Leeds Trinity University and the University of Glasgow combined to formulate the '*Communities and Families Lockdown Learning Plan*' as a recommended strategy for improving learning outcomes during future lockdowns in the UK.

This learning and education proposal promotes social integration through the cooperation of schools, families, businesses, volunteers, communities and government to help UK children from all backgrounds continue to learn and grow in the event of partial or full school closures.

This plan has been devised based upon the findings gathered from two large qualitative research studies into UK family life during lockdown: '*British Families in Lockdown*' - Leeds Trinity University and '*Social Distancing: How are Families Coping?*' - University of Glasgow.

By combining the studies, over 100 qualitative interviews have been gathered in order to learn in detail about family's day to day experiences and feelings - including their successes and their difficulties whilst under government restrictions.

This plan, not only provides a model for how children's learning, development and education could be maintained during lockdown events, it also provides a model for showing how communities can be brought closer together during coronavirus related restrictions through shared commitments to young people.



The ‘*Communities and Families Lockdown Learning Plan*’ has been submitted to both government and parliament, and its ten-point strategy for partial home learning or full home learning can be summarised as follows:

- 1. Schools:** Would provide significantly more online and remote learning activities each day. They would assign a specific ‘home learning mentor’ from the teaching staff to support each family. Schools would continue to provide learning on site in a reduced capacity and would encourage groups of families to support each other.
- 2. Parents:** Would attend sessions with their home learning mentor to gain confidence in helping their children to grow and develop whilst learning from home. Parents would work in a supportive way with other families in learning clusters.
- 3. Learning Mentors:** Would undergo specialist training, preparing them to discuss and explore with parents how children can enjoy learning, the dos and don’ts of supporting learning, managing expectations, maintaining family bonds, supporting children’s health and well-being.
- 4. Children:** Would have more autonomy over their learning and make more decisions over the direction of their studies.
- 5. Closed Childcare Clusters:** Would offer joint learning sessions and shared learning experiences including quizzes, tests and conversations. They would work with learning mentors to promote emotional and mental wellbeing by providing a safe way of continuous socialisation.
- 6. Government:** The education system needs to present a clear and consistent nationwide strategy for supporting home learning and education. All children must be given access to the internet as an essential requirement of their education. Government should provide additional support to schools who feel they do not have the staffing capacity to meet learning needs.
- 7. Regulators:** Ofsted need to follow up on their innovation and regulation plan of 2017 by ensuring that teaching and learning is technologically enabled and that strategies are in place for enabling all children including those who are hard to reach, SEND or ESOL learners who choose not to attend school and learn from home.
- 8. Volunteers:** Community members who may be grandparents, retired, furloughed, students, out of work, without childcare responsibilities themselves, and particularly those with specialist skills and interests, may be able to provide essential online support to clusters and educators.
- 9. Community organisations:** Organisations with community responsibilities such as museums, councils and the emergency services should place the support of children’s learning in a position of highest importance and facilitate socially distanced learning visits.
- 10. Businesses:** Would support workers who have children by offering them flexible working and where possible reduced hours and responsibilities.

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