



Oxford Cambridge and RSA

Unit Title:	Work in partnership with parents to engage them with their children's learning and development in school
OCR Unit No:	46
Sector Unit No:	LLUK/PSA
Level:	3
Credit value:	6
Guided learning hours:	31
Unit accreditation number:	A/602/1846

Unit purpose and aim

The aim of this unit is to develop the skills, knowledge and understanding work in partnership with parents to engage them with their children's learning and development in school.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1. Understand barriers to learning and strategies/techniques to address them and encourage children with their learning	<p>1.1 Summarise barriers to learning</p> <p>1.2 Explain strategies/techniques which address barriers to learning</p> <p>1.3 Explain how working in partnership with parents, agencies and others can help to address barriers to learning</p> <p>1.4 Explain how parents can support and encourage their children in their learning</p>	<p>Centres must ensure that all assessment criteria are met.</p> <p>Factors that can cause barriers to learning include:</p> <ul style="list-style-type: none">• emotional• physical• economic• social and cultural• language• specific learning difficulties <p>Practitioners may also use data analysis and tracking in partnership with the school to monitor pupils' engagement with learning (attendance, performance against predictions, etc).</p>

		<p>Others eg:</p> <ul style="list-style-type: none"> • teachers • learning mentor • SENCO • other professionals eg educational psychologist • Behaviour Education and Support Team
2. Be able to support parents to identify and overcome barriers to their children's learning	<p>2.1 Identify barriers to learning which children and young people may experience</p> <p>2.2 Use strategies to support parents in dealing with:</p> <p>a. economic and social factors which may impact on their children's engagement with learning.</p> <p>b. family well being and health issues</p> <p>2.3 Work in partnership with parents to identify:</p> <p>a. reasons for absence from school</p> <p>b. ways of helping their children to attend school more regularly</p> <p>2.4 Work in partnership with parents, agencies and others to address and overcome their children's barriers to learning</p>	<p>Economic and social factors which may impact on their children's engagement with learning include:</p> <ul style="list-style-type: none"> • Joblessness • Poverty • Housing issues • A child living between locations (e.g. periods with each parent when separated) • Family lifestyle • Peer group pressures and influences <p>Family well being and health issues include</p> <ul style="list-style-type: none"> • The level of family coherence • Parenting • Relationships within the family • Health and illness issues within the family (e.g. young carer role, member of family hospitalised, etc) • Bereavement <p>Economic and social factors and family well being and health issues may be temporary or long term.</p>
3. Be able to help parents in developing effective techniques to	3.1 Use strategies to develop parents' understanding of the	Strategies to encourage their children's motivation

<p>support and encourage children with their learning</p>	<p>importance of their role in their children's learning</p> <p>3.2 Support parents to use strategies to encourage their children's motivation and self esteem</p> <p>3.3 Support parents in developing approaches that will encourage and facilitate their children's learning</p> <p>3.4 Support parents in developing strategies to encourage and facilitate their children's full participation in school</p>	<p>and self esteem eg:</p> <ul style="list-style-type: none"> • providing an environment (through age appropriate toys, activities, etc.) that allows children and young people to freely explore and to see the effect of their actions • encouraging children and young people to make choices for themselves • allowing children and young people time to complete activities without interruption • resisting the urge to interfere or help with activities • allowing children and young people to be as independent as possible taking account of their age and abilities • providing opportunities for children/young people and adults to work together on activities • providing situations that give children and young people an acceptable challenge • giving children and young people opportunities to evaluate their own achievements • listening carefully to children and young people, and encouraging them to communicate their needs and ideas • giving praise for children and young people's efforts, persistence and achievements • avoiding excessive
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		<p>rewards which undermine children and young people's ability to value themselves</p> <p>Strategies to encourage and facilitate their children's full participation in school, e.g.</p> <ul style="list-style-type: none"> • developing positive home learning environments (work space and facilities, encouragement, supporting learning, access to materials, etc) • establishing routines (getting up times, breakfast, travel to school, "homework times", etc) • encouraging engagement in after school clubs and support provision (e.g. learning mentors, tutoring opportunities, sports and recreational opportunities)
<p>4. Be able to support parents and their children through transitions to ensure continual engagement with schools and learning</p>	<p>4.1 Provide continuity of support to children or young people and their parents during transition between educational establishments and phases of education</p> <p>4.2 Provide support to help parents and children or young people deal with significant family transitions</p> <p>4.3 Explain the stages of child and young person development</p> <p>4.4 Provide support to</p>	<p>Educational establishments and phases of education</p> <ul style="list-style-type: none"> • Early years to primary to secondary to post 16 (school or college) and beyond • First to middle to high school (where three tier systems are in place) • Transition from school year to year, or from "pre GCSE focus years to GCSE focus years, for examples (traditionally from year 9 to 10, though there are opportunities for earlier and phased transition) • Transition from first to

	<p>parents in relation to the stages of child and young person development.</p>	<p>middle to high schools where they exist.</p> <p>Significant family transitions such as:</p> <ul style="list-style-type: none"> • bereavement • family break-up • ill-health • moving home • additions to the family • redundancy • loss of family home <p>Stages of child and young person development Development stages experienced by children and young people as they grow and mature including:</p> <ul style="list-style-type: none"> • physical • communication • intellectual / cognitive • social, emotional and behavioural • moral
<p>5. Be able to facilitate positive relations and effective dialogue between parents and school staff</p>	<p>5.1 Support parents in understanding the education system</p> <p>5.2 Support parents in understanding their own and their children's rights and responsibilities in the education system</p> <p>5.3 Work with parents to extend their understanding of the ethos and expectations of their children's school</p> <p>5.4 Work with parents to overcome personal anxieties about</p>	<p>Rights and responsibilities with regards to compulsory education</p> <p>Attendance requirements, access to information and support, access to schools, progression through the phases of education, etc</p>

	<p>education and schools</p> <p>5.5 Use strategies to facilitate positive relationships between parents and school staff</p> <p>5.6 Work with school staff to extend their understanding of parents' and children and young people's:</p> <ol style="list-style-type: none"> a. personal and social contexts b. rights and responsibilities with regards to compulsory education 	
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Assessment

This unit needs to be assessed in line with the Training and Development Agency (TDA) QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit links to NOS STL52, STL60, WWP 303.2, WWP 305.1, WWP 308.3, WWP 307.1, WWP 307.2, WWP 304.1, WWP 304.2

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk.