# Our Impact in 2022

Learning with Parents

www.learningwithparents.com

Learning with Parents

# Our Vision

Every child is supported at home to fulfil their potential.

# Our Mission

We support all families to have positive learning interactions together. We drive inclusive parental[1] engagement by partnering with schools and through leading the sector to learn what works.

[1] *We use the term parents to mean anyone that has parental responsibility for the child*

# Contents


2 - Welcome from our Chair
3 - Parent case study
4 - The problem
6 - Our solution
7 - Research and insights
8 - Our programme
9 - Across the UK
10 - The impact of our work
11 - Teacher case study
12 - Plans for the future
13 - Our partnership with Promethean
14 - Finances
16 - Thank you from our CEO

# Welcome from our Chair

I am delighted to introduce myself as the new Chair of Trustees for Learning with Parents. I have worked as a senior leader in colleges and schools for the last forty years, attempting to create innovative and impactful learning cultures for students and colleagues to thrive in.

I was very keen to work with Learning with Parents because of the impact I know they have on the lives of so many young children and their parents. They work tirelessly to ensure every child is supported at home to fulfil their potential.

2021-2022 has been a very successful year for our charity. We have supported 8,000 families across 80 schools through our programme. I am proud of the work we've done towards ensuring that all parents are supported to engage in their child's learning at home. We know that there are real educational inequalities, and that these have been worsened by the pandemic. Supporting parents has never been more important.

We have even more exciting developments this next year, including the launch of our new reading log and the introduction of password free logins which will improve parent access to the materials.

Finally, on behalf of all the team, I am delighted to welcome you to our impact report for 2021-22, highlighting the work of Learning with Parents.

**Dame Sally Dicketts**
Chair of Trustees, Learning with Parents

# “It has been fun doing activities with my child”

**Ava is a Year 3 pupil at a primary school in the Midlands.**

“Ava enjoyed doing it with her sister”

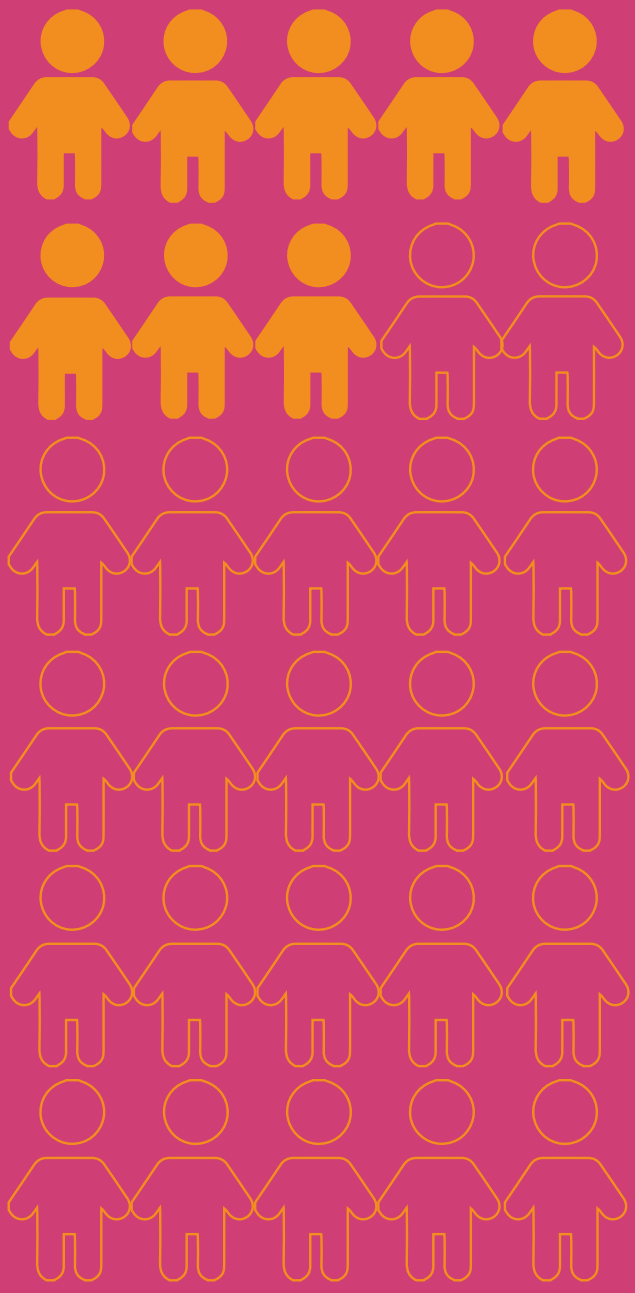
“Guessing the fruit was fun but not always easy”

**In the 2021-22 academic year, Ava and her family...**

- Watched 14 educational videos together
- Completed 42 activities
- Left 31 comments for Ava’s teacher

“It has been fun doing activities with my child, mostly things we don’t normally do”

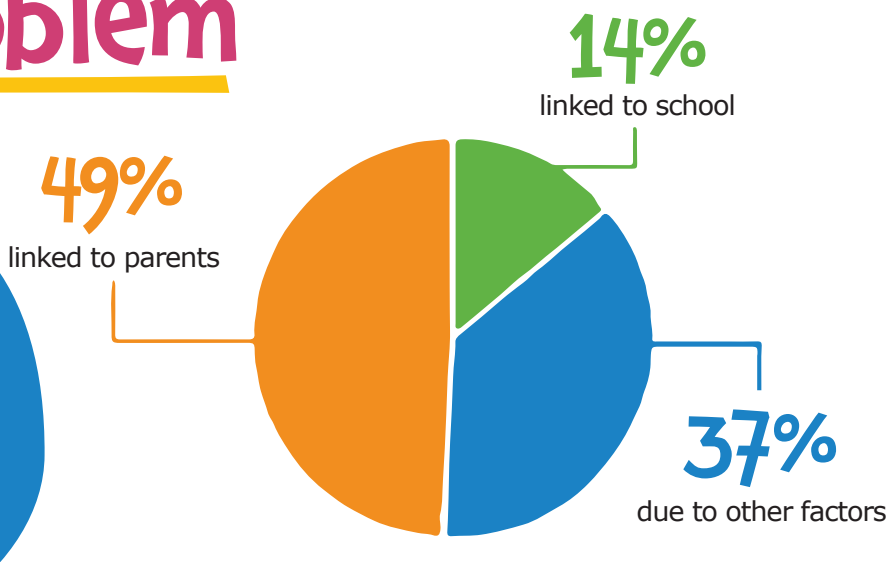
# Eight children in the average classroom of thirty are living in poverty [2]



These children are more likely to fall behind in education. But it's about more than just attainment. Each of these children is more likely to be excluded, to become unemployed, to have poor health and even to end up in prison.

2 Statistics on the number and percentage of people living in low income households for financial years 1994/95 to 2020/21, Table 1.4a. Department for Work and Pensions, 2022

# The Problem




**"Despite all families having the best intentions, poorer children are less likely to do educational activities with their parents at home. - (Kalil 2020)"**

**In the UK, not all children have a fair shot at education.**

The gap between poor children and their peers has grown dramatically since the pandemic, and now threatens to widen even further. Disadvantaged families face unprecedented challenges due to the increasing cost of living, with teachers reporting that more pupils are coming to school hungry, dirty, or unable to concentrate[3].

This is a critical moment in tackling educational inequality. The sector continues to focus overwhelmingly on what happens in classrooms, but we know that parents are key.

Parents face a range of complex barriers, have a variety of motivations and best practice in one community may not apply to another community. This makes supporting parents difficult, but as a sector we must start to conduct research, gain insights and over time learn what works. Only by supporting all parents and carers can we hope to build a fair education system in which every child has the chance to fulfil their potential.

**By age 11, a disadvantaged child is on average nine months behind their richer peers in English and Maths[4].**

3 Cost of living crisis harming pupil's education, NASUWT, 2022, https://www.nasuwt.org.uk/article-listing/cost-of-living-crisis-harming-pupils-education.html
4 Education in England: Annual Report 2020, EPI, 2020, https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/

# Our solution

At Learning with Parents, we support all families to have positive learning interactions together. We drive inclusive parental engagement by partnering with schools and through leading the sector to learn what works.

Our research and insights inform our programme and are shared with the sector to encourage best practice.

Our programme has a direct impact on the families we work with, whilst also generating data to fuel our research. We aim for every element of our programme to be a variable, which we can tweak as we learn and develop.

# Research & Insights

Despite clear evidence of the impact of parents on children's learning, there is little knowledge about how best to support learning at home. We are driving the sector to learn what works by producing evidence of parents' impact and gathering insights into how schools can support families.

**Data analysis**
Our platform has been designed to allow us to provide insights into the learning interactions that families are having together at home, which have traditionally been very hard to accurately collect. Through our research collaborations, we produce insights which are useful to the wider sector.

We have recently developed a long-term research partnership with Loughborough University. This will lead to the publication of academic papers based on our platform engagement data.

Loughborough University

**Parent voice work**
We know that traditional parent voice work, such as surveys, only results in a small subset of people responding and does not represent the voice of marginalised communities. We want to put the voices of disadvantaged parents at the heart of what we do. Before the pandemic, we had started developing our parent voice work in the communities we support, holding parent panels and working with community members to find out how we can best support parents. This year we have begun preparations to roll this work out again.

**Parental Engagement Forum**
We founded the Parental Engagement Forum to create a space for aligned organisations to network, share best practice and explore the research about supporting disadvantaged families. With support from the Fair Education Alliance, we have grown the forum to include a diverse group of 25 organisations, ranging from national charities to place-based organisations working deep in local communities.

# Our Programme

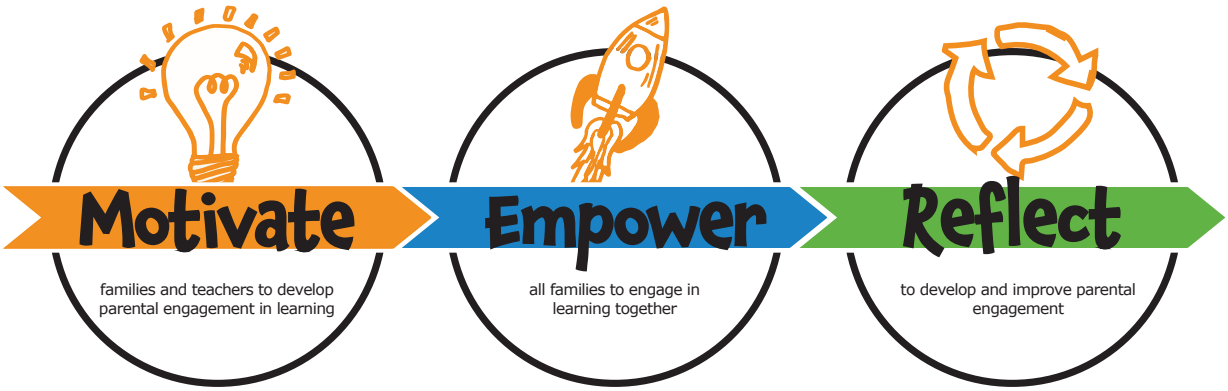
**Teachers set topics**
These are shared with parents via our platform, replacing homework.

**Families learn together**
They watch child-led videos and play fun, offline activities together.

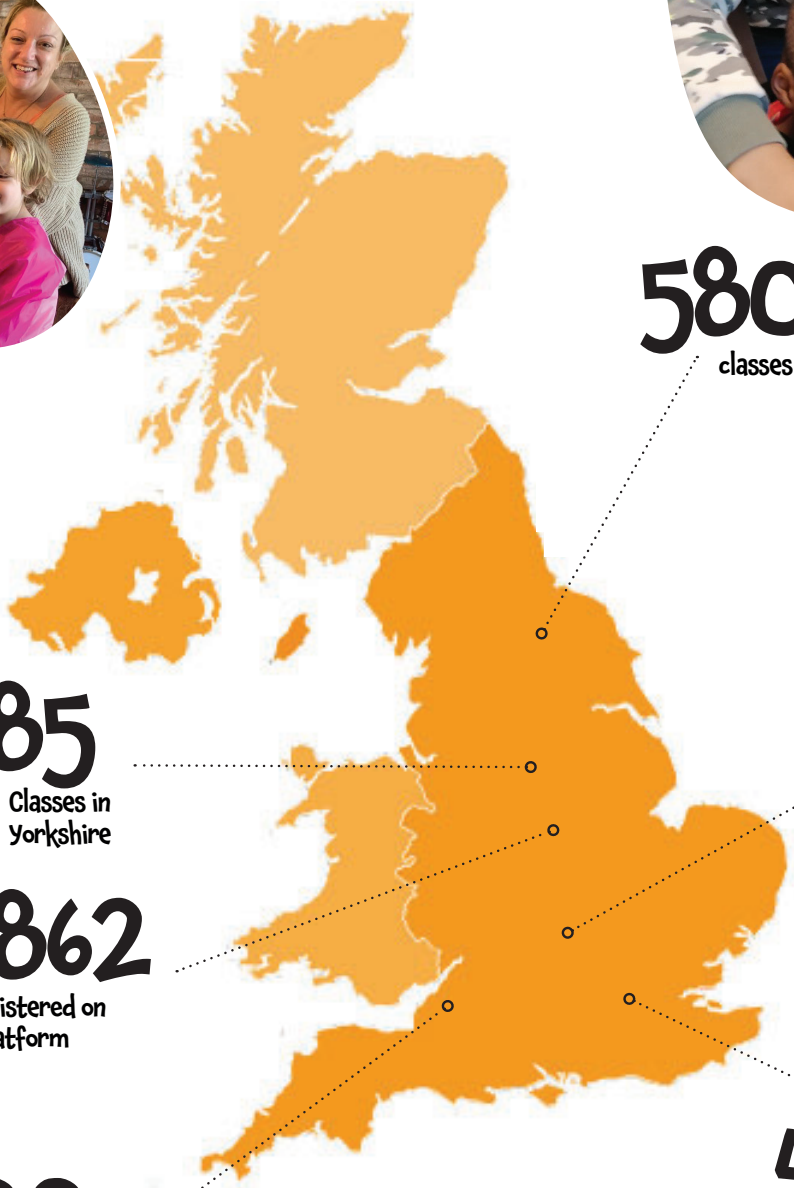
**Parents share feedback**
Families share comments and photos with their class teacher.

All parents want the best for their children, but some require more support to turn their good intentions into daily habits and routines. To ensure all families are supported to learn together at home, we have designed our programme around three key steps: motivate, empower and reflect:

## Our programme helps schools to



# Across the UK



**580**
classes across the UK

**85**
Classes in Yorkshire

**80**
primary schools

**10,862**
pupils registered on our platform

**800**
teachers accessing our support

**4,000**
pupils and their families accessing our support in London

# The impact of our work

**161,000**
comments left by pupils and their parents.

"Jess enjoyed this as she got to make a mess in the garden."
- Sam, parent

**70% of Parents**
agreed or strongly agreed that they and their child enjoyed learning together through our programme.

"Meena tried to find all sentences which end with Exclamation marks...She loved the activity!"
- Meena's parent

## Learning with Parents 2021-22

**31,000**
photos uploaded by families.

"Billy really enjoyed using his imagination and incorporating maths into the situation. He pretended to have a cake picnic with his favourite teddies...They then left on the bus."
- Lauren, parent

**29,700**
topics were completed by pupils and their families.

"Mummy helped me lay out all the shapes and I chose some great shapes to build my model. I made it look like a robot person too!"
- Elsa, Year 2

# “Learning with Parents gives parents real ownership over home learning”

**Julia Shingler, Headteacher, Causeway Green Primary School**

Our school is in a deprived area outside of Birmingham - some families have chaotic lives and face many barriers to engaging in their children’s learning. Lots of our parents have had a bad school experience themselves and can feel intimidated by school and teachers. Very few of our families were engaging in the worksheets we were previously sending home as they did not have the confidence to ask us how they could support their child with them. We have been using Learning with Parents since 2021 and this has made home-learning become much more meaningful.

Learning with Parents gives parents real ownership over the home learning - they can choose how much they do and how long they spend on the activities and I know this helps take any pressure off their home-lives. Some of our parents are not confident with reading and writing, so the fact that they can listen to a video and that the activities are hands-on and not paper based really helps. A Year 4 parent recently told me that the activities have encouraged them to have more family time!

The programme does really well at engaging the children too - we know lots of them ask to do Learning with Parents when they go home. They really like the games and the competitive side of the activities!

Teachers have found that Learning with Parents has eased their workload when setting homework - they can easily schedule topics and track family engagement. The comments that parents leave are so valuable and provide a link between school and home we did not previously have.

The programme has become an integral part of our weekly routine in school. 72% of our Pupil Premium families are signed up, which is more than we would expect to see. We look forward to building on this engagement further.

# Plans for the future

## Reading with Parents

We have spent the last year gathering information to better understand the barriers to parental engagement with reading and how a programme like ours could add value in this area. Based on this, we designed a reading log that addresses some of the problems identified for teachers and families. The reading log will present a step change in how families use our programme, opening the door for us to support daily rather than weekly parent-child interactions.

## Early-years

We know that parental interventions are more effective the earlier in a child's life they start. For this reason, we are excited to be expanding our provision to include Early Years. Over the coming years we will develop videos and activities for children under 4 and begin partnering with early years settings across the UK.

## Financial literacy resources

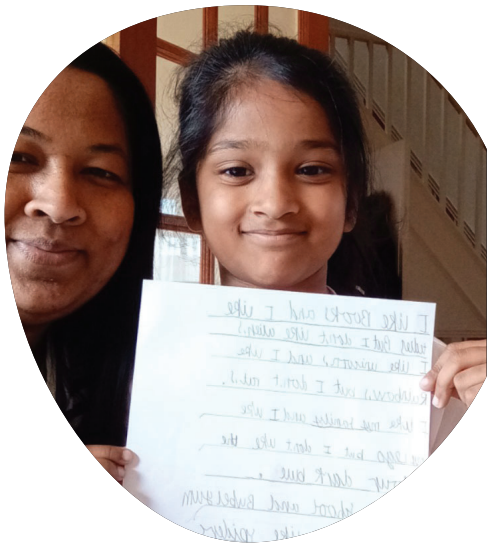
Research shows that money habits are mostly shaped at home between the ages of 4 and 7, particularly around core skills such as counting and choice making . By adapting our existing Maths and English resources, we believe that we can have a significant impact on the financial literacy skills of the primary-school pupils we work with.

## Password-free logins

One of the biggest barriers we know parents face when trying to access our support is forgetting their login details. This project will remove compulsory passwords for our users, leading to more frequent parent-child interactions, particularly for disadvantaged families.

# Funder Case Study: Promethean

Promethean has been a leader in the world of education technology for more than a quarter of a century. From our beginnings in Blackburn, England, to our global operations serving 126 countries today, we've continued to explore, innovate, and inspire – designing learning and collaboration tools that are built for breakthroughs.



Like every country around the world, COVID-19 had a severe impact on children's education in the UK. When students returned to the classroom, learning loss emerged as a major challenge for schools – one that teachers could not tackle alone.

This led to our collaboration with Learning with Parents. While our technologies are used to support engagement in the classroom, we recognise that learning must also be effectively supported at home. This is the only way we can help ensure all children have the chance to fulfil their potential.

Bett – the world's largest edtech exhibition – was the springboard for our collaboration. From there we've launched a series of initiatives that will build on this message and help raise awareness of Learning with Parents' mission. These include fully funded CPD sessions, educational PR programmes, webinars, and case study collaborations.

Promethean is committed to corporate social responsibility (CSR) globally, and our collaboration with Learning with Parents is a key part of our CSR strategy in the UK. As an education company that provides solutions to increase engagement in the classroom, there is excellent synergy between our organisations.

Learning with Parents ensures that children's learning is supported at home, while we strive to support teachers with transforming learning at school. We are committed to our collaboration, with the aim of communicating the role of parental engagement in children's development and how this fits with the wider education agenda.

**Jim Wallis,**
Head of UKI Market, Promethean

# Finances

2021-2022 has been an exciting year from a financial perspective as we sustained the income levels from the previous year, despite our Covid-19 response grants coming to an end. This was achieved by continuing to work closely with partners and schools, and by bringing on board new donors to support us towards achieving our mission.

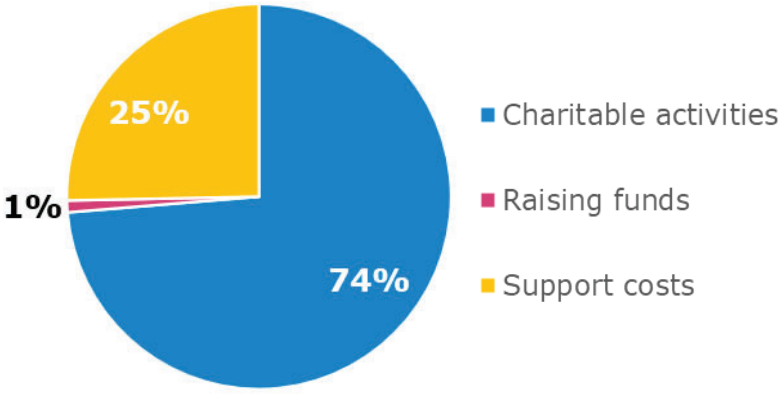
Our expenditure in 2021-2022 increased as we returned to working in an office after the end of lockdown and expanded our team to new opportunities and growing demand. This level of expenditure was intentional as Learning with Parents started the financial year with a high level of funding which had been internally earmarked for tech developments planned for later in 2021.

74% of our funds were spent on charitable activities. These costs include: programme delivery staff who work with our schools and other partners; tech costs associated with maintaining and developing our site and the materials developed to support parental engagement.

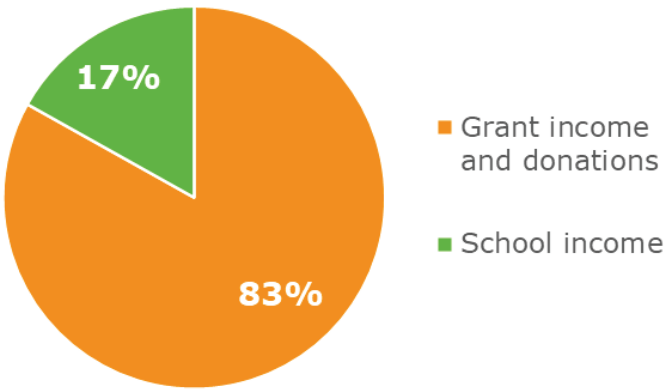
Support costs include: staff training and recruitment; premises costs; staff welfare; fundraising and marketing costs; legal and professional fees; insurance; audit and accountancy fees; non-programme staff and depreciation. A full set of accounts are available on the Charity Commission website.

| | Total funds 2022 £ | Total funds 2021 £ |
|---|---|---|
| Income and endowments from: | | |
| Donations and legacies | 240,107 | 222,165 |
| Charitable activities | 48,793 | 57,625 |
| Total incoming resources | 288,900 | 279,790 |
| | | |
| Expenditure on: | | |
| Raising funds | 3,000 | 5,950 |
| Charitable activities | 223,333 | 136,643 |
| Other | 76,734 | 36,268 |
| Total outgoing resources | 303,067 | 178,861 |
| | | |
| | | |
| Reconciliation of funds: | | |
| Total funds brought forward | 97,640 | |
| Total funds carried forward | 83,473 | 97,640 |

**Breakdown of expenditure (2021-22)**




**Breakdown of income (2021-22)**



# Thank you from our CEO

Looking back over the last year, I feel immensely proud of both the impact we have had in this time, and how well positioned we are to scale this impact in future years.

Moreover, we know that all of the statistics listed in this report are underestimates of our true impact. We know that families are often inspired to play further games, but never tell us about them. One family described their children going on to "play shop together all evening" off the back of one of our money activities.

As a different example of this "hidden impact", the parental engagement forum has seen three collaborative projects set up by organisations who met through our group. We may never be able to measure the exact impact of these projects, but are confident that they are helping to contribute to our vision that one day every child is supported at home to fulfil their potential.

Under the steer of our new chair Dame Sally Dicketts we launched an ambitious new five-year strategy that will see us support 100,000 families across the country and lead the sector with our parental engagement research and insights. Our partnership with Loughborough University is paving the way for our data to lead to tangible, actionable insights for the sector over the coming years. Meanwhile our evolving corporate partnerships and funding from trust and foundations are powering our growth.

Many thanks to all of our supporters, funders and partners - we are excited to continue to scale our impact with your support in the years ahead!

**Tom Harbour**
CEO, Learning with Parents

# Thank You

Huge thanks to the organisations above for supporting our growth and impact over the last 12 months.

# Ensuring every child is supported at home to fulfil their potential

To get in touch,
email **hello@learningwithparents.com**
or call us on **0117 471 9070**

**Learning with Parents is a registered CIO, number 1189812**