

# Quality Improvement Framework

## Section 6 – School Readiness

### Subsection: The home learning environment (HLE)

Guidance Notes	Reflective Questions	Resources	Your Evidence
<p>The Home learning Environment (HLE) refers to a child’s learning and development in everyday life with their family- at home as well as when out and about. Research indicates that having a positive home learning environment in the early years is the single most influential factor in children’s outcomes throughout childhood.</p> <p style="text-align: right;">Peers Early Education Partnership (PEEP)</p> <p>The HLE has a greater influence on a child’s intellectual and social development than parental occupation, education or income. What parents do is more important than who they are, and a home learning environment that is supportive of learning can counteract the effects of disadvantage in the early years.</p> <p>Parental involvement in home learning activities makes an important difference to children’s attainment (and social behaviour) at age 3 years through to the age of 11.</p> <p style="text-align: right;">Sylvia, K et al. -2008</p> <p>Research tells us that the three key elements for a child’s development are:</p> <ul style="list-style-type: none"> <li>• Quality of relationships within the family</li> <li>• Quality of the home learning environment</li> <li>• Quality of pre-school provision</li> </ul>	<ul style="list-style-type: none"> <li>• Has the definition of a home learning environment been discussed to agree what you are encouraging parents to do at home? Is this definition documented as part of the setting’s policy on working in partnership with parents?</li> <li>• Do you provide opportunities for parents and children to explore and learn together?</li> <li>• Are professional development opportunities available to support practitioners in understanding the value of the HLE and how to engage a parent in their child’s learning?</li> <li>• What are the barriers to engaging families in influencing the HLE? How do you overcome these?</li> <li>• What learning resources do you make available for parents to use at home?</li> <li>• How do you increase parent’s confidence in supporting their child’s learning?</li> <li>• Does your setting arrange family learning opportunities? How are these promoted to parents?</li> </ul>	<p><b>Q Cards</b></p> <p>Sharing Learning at Home</p> <p><b>Training</b></p> <p><a href="#">EED team training programme</a></p> <p><b>Useful Links</b></p> <p><a href="#">Home Matters: Making the most of the home learning environment</a></p> <p><a href="#">Pacey - Supporting the home learning environment</a></p> <p>A guide to help you think about working with parents to support the home learning environment</p> <p><a href="#">DfE - Study of early education and development: Good practice in early education</a></p> <p>Section 5 - Engaging with parents and home learning</p> <p><b>National Literacy Trust</b></p> <p><a href="#">Early Words Together at Two - Evaluation Report</a></p> <p><a href="#">Fun videos to support your young child's language</a></p> <p>Three videos show families singing, reading and talking in their home language with their child.</p>	<p>Guidance note: Remember to date your evidence to allow you to revisit and review relevance.</p>

The home is the single most significant environmental factor in enabling children to develop the trust, attitude and skills that will help them to learn and engage positively with the world. A good home learning environment provides the love, security, stimulation, encouragement and opportunities that help children to flourish- a process that begins at birth, if not before.

Roberts 2009

Early years teachers and practitioners are trained to work with children, not parents. But we know that up to five years of age, the parents' influence is key to closing the attainment gap.

Home Matters: Making the most of the home learning environment

The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

1.10- EYFS Statutory Framework

Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home.

2.4- EYFS Statutory Framework

Providers must make information available for parents on how parents and carers can share learning at home.

3.73- EYFS Statutory Framework

## Resources and templates