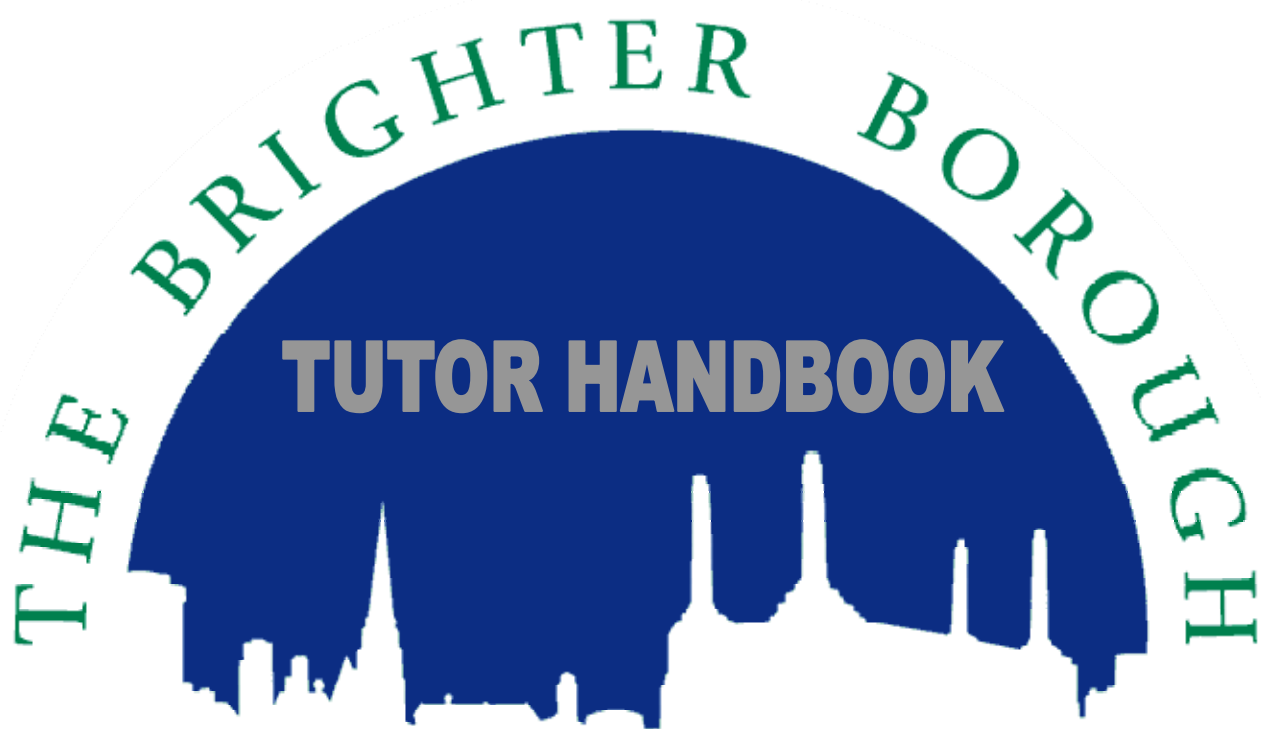


# FAMILY LEARNING



# Wandsworth

**WANDSWORTH CHILDREN'S SERVICES**

**ADULT AND COMMUNITY LEARNING**

Updated December 2009

# Family Learning Tutor Pack

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## 1. INTRODUCTION

Family Learning is one of the fastest growing areas within the learning funded by Wandsworth Borough Council through its Adult and Community Learning budget. Learners take part in a wide range of activities including courses in Family Pottery, Family Literacy and Numeracy and Family Song Writing together with many more one off events such as Family Swimming and Family Diwali dance.

We value the many skills that tutors working for Wandsworth Family Learning bring to their learners including:

- Managing differing abilities within the family group
- Creating the appropriate learning environment
- Valuing and using learners' knowledge and skills
- Building confidence in the families as learners
- Adapting your session to the needs of your learners
- Keeping the activities interesting and varied both for adults and children
- Treating families with respect and courtesy – including arriving on time and greeting both adults and children on their arrival

We hope that this handbook will be useful to all tutors working within Family Learning. We welcome comments from you on how it could be improved .

Please contact Belinda Bates or Judith Arkwright, the Family Learning Co-ordinators with your suggestions via e-mail to [bbates@wandsworth.gov.uk](mailto:bbates@wandsworth.gov.uk) Telephone - 020 8871 8490 or [jarkwright@wandsworth.gov.uk](mailto:jarkwright@wandsworth.gov.uk) Telephone- 020 8871 8524

Other contact details:

Lucin Marshall  
Family Learning Administrator  
e-mail : [lmmarshall1@wandsworth.gov.uk](mailto:lmmarshall1@wandsworth.gov.uk)  
Tel: 020 8871 7601

Pat Beales  
Quality Officer  
e-mail: [pbeales@wandsworth.gov.uk](mailto:pbeales@wandsworth.gov.uk)  
Tel: 020 8871 8299

Tim Brunt  
ACL Manager  
e-mail: [tbrunt@wandsworth.gov.uk](mailto:tbrunt@wandsworth.gov.uk)  
Tel:020 8871 8918

The Adult and Community Learning team is located at:  
The Professional Centre  
Franciscan Road  
London SW17 8HE

## 2. CHECKLIST OF KEY DOCUMENTS

<b>For more details see page</b>	<b>Document</b>	<b>Purpose</b>	<b>When completed</b>	<b>By whom</b>	<b>Where sent to</b>
	<b>Learner Detail form</b>	<b>Collect information on learners for funding purposes</b>	<b>At beginning of workshop/event/course</b>	<b>By learners with support from tutor if needed</b>	<b>To Lucin Marshall at Professional Centre</b>
	<b>Standard register</b>	<b>To record attendance</b>	<b>At each session of course</b>	<b>By tutor</b>	<b>As above</b>
	<b>Course/activity/event outline</b>	<b>Provides information for learners on level and content of activity</b>	<b>For all Family Learning activities</b>	<b>By tutor</b>	<b>In your tutor file and submit to Family Learning Co-ordinator</b>
	<b>Induction Checklist</b>	<b>List of information to be discussed with learners in first session</b>	<b>For all courses/workshops over 4 hours</b>	<b>By tutor</b>	<b>In your tutor file</b>
	<b>Scheme of Work</b>	<b>Identifies key outcomes your learners will achieve</b>	<b>Before start of all courses and workshops over 4 hours</b>	<b>By tutor</b>	<b>In your tutor file and submit to copy to Family Learning Co-ordinator</b>
	<b>Session/lesson plan</b>	<b>Specifies clear aims and measurable objectives for session content, methods, timings, assessment</b>	<b>Before each session and review comments added after end of session</b>	<b>By tutor</b>	<b>In your tutor file and submit copy to Family Learning Co-ordinator</b>

		<b>and resources</b>			
	<b>Individual Learning Plan</b>	<b>Identifies learners' starting points and goals and records</b>	<ul style="list-style-type: none"> <li><b>i. At learners ' first session</b></li> <li><b>ii. reviewed during course</b></li> <li><b>iii. signed off by tutor and learner at end of course</b></li> </ul>	<b>By tutor and learner</b>	<b>In your tutor file and submit copy to Family Learning Co-ordinator</b>
	<b>Learner course evaluation form</b>	<b>For learners to feedback their views on their learning</b>	<b>At end of activity or course</b>	<b>By learner with help from tutor if needed</b>	<b>Submit to Lucin Marshall at the Professional Centre</b>
	<b>Health and safety questionnaire</b>	<b>For all learners engaging in physical activities</b>	<b>At first session</b>	<b>By learner with help from tutor if needed</b>	<b>Submit to Family Learning Co-ordinator</b>
	<b>Learner Progress Monitoring</b>	<b>For recording learners' progress against intended outcomes</b>	<b>During the course</b>	<b>By tutor and discussed with learner</b>	<b>Keep in tutor file and have available during sessions</b>

### 3. ADMINISTRATION

These activities need to be carried out for each course/ activity/ workshop that is run with funding allocated through Family Learning.

#### Collecting information about your learners

Tutors are responsible for ensuring that all their learners complete a green Learner Details form. We normally send these out (pre-populated with the details of your activity) to your organisation in advance.

**Please note that the funding that we can access and pass onto your organisation depends on these forms being properly completed and submitted.**

For some one-off events it may be difficult for one tutor to issue and collect in Learner Details forms and you may need someone to help you with this if you are expecting a large number of people to attend.

Pass your completed forms to your manager or follow the guidance given to you by Belinda Bates/Judith Arkwright, Family Learning Co-ordinator.

If you are responsible for returning forms to Lifelong Learning they should be photocopied (for your organisation's records) and the originals sent within 10 working days of the activity/start of the course to:

Lucin Marshall  
 Administrator  
 Family Learning  
 Professional Centre  
 Franciscan Road  
 London SW17 8HE

If you do not want to take photocopies please ensure that you send the originals by **Registered Post** to Lucin Marshall at the above address.

Wandsworth Borough Council - Adult and Community Learning  
 Professional Centre, Franciscan Road, London SW17 8HE  
**Family Learning Enrolment Form 2008.09**

Organisation: \_\_\_\_\_ Course Name: \_\_\_\_\_  
 Date of first class you attended/are attending: / /

**Adult Learner Details**

1. First Name: \_\_\_\_\_ 2. Surname: \_\_\_\_\_  
 3. Address: \_\_\_\_\_ 4. Telephone: \_\_\_\_\_  
 5. Gender:  Female  Male  
 6. Date of Birth: / /

Please tick one box which you feel best describes your Ethnic Origin:  
 Asian or Asian British - Bangladeshi  
 Asian or Asian British - Indian  
 Asian or Asian British - Pakistani  
 Asian or Asian British - Any other Asian or Asian British background  
 Black or Black British - African  
 Black or Black British - Caribbean  
 Black or Black British - Any other Black or Black British background  
 Chinese  
 Mixed - White and Asian  
 Mixed - White and Black African  
 Mixed - White and Black Caribbean  
 Mixed - Any other mixed background  
 White British  
 White Irish  
 White - Any other white background  
 Any Other

Please tick one box which best describes your Employment Status:  
 Employed - Full-time  
 Employed - part-time  
 Self-employed/business  
 Unemployed (seeking work)  
 Not working (not seeking work)  
 Retired  
 Full-time Student  
 Other (please specify): \_\_\_\_\_

How did you find out about this course?  
 Word of mouth  
 Community Group  
 Friend/Family  
 Newspaper  
 Internet  
 Library  
 Learning Centre  
 Leaflet  
 School  
 Brochure/Leaflet  
 Other (please specify): \_\_\_\_\_

Would you like to be added to the Family Learning Ability List and receive information about other courses/workshops?  Yes  No  
 Please provide an e-mail address if you would like to be contacted by e-mail.

PLEASE TURN OVER AND CONTINUE ON THE OTHER SIDE. ➡

Wandsworth Borough Council - Adult and Community Learning  
 Professional Centre, Franciscan Road, London SW17 8HE, Tel: 020 871 7901

Organisation: \_\_\_\_\_ Course Name: \_\_\_\_\_  
 Start Date: \_\_\_\_\_ Enrolment Form 2008.09 Ref No: \_\_\_\_\_

**Adult Learner Details - Family Learning One Day Activities**

PLEASE COMPLETE ALL DETAILS ON BOTH SIDES OF THIS FORM

1. First Name: \_\_\_\_\_ 2. Surname: \_\_\_\_\_ 3. Telephone: \_\_\_\_\_  
 4. Address: \_\_\_\_\_ 5. Gender:  Female  Male  
 6. Date of Birth: / /

Please tick one box which you feel best describes your Ethnic Origin:  
 The following information will help us to ensure that our courses and services are meeting the needs of groups in the community.  
 Asian or Asian British - Bangladeshi  
 Asian or Asian British - Indian  
 Asian or Asian British - Pakistani  
 Asian or Asian British - Any other Asian or Asian British background  
 Black or Black British - African  
 Black or Black British - Caribbean  
 Black or Black British - Any other Black or Black British background  
 Chinese  
 Mixed - White and Asian  
 Mixed - White and Black African  
 Mixed - White and Black Caribbean  
 Mixed - Any other mixed background  
 White British  
 White Irish  
 White - Any Other White Background  
 Any Other

PLEASE TURN OVER AND CONTINUE ON THE OTHER SIDE. ➡



## 4. PLANNING TEACHING AND LEARNING

We ask you to produce different planning documents according to the length of your course/activity

### **For one off events**

You will need to draw up and have available at the event :

- Activity outline
- Induction Checklist
- A Lesson / Session plan

### **For courses/activities over 9 hours**

You will need to draw up and keep available in a teaching/course file which you bring to all sessions:

- Course outline
- Induction Checklist
- Scheme of Work
- Lesson plans for each session which should be adjusted/updated as the course progresses
- Individual Learning Plans

### **For courses leading to accreditation**

All the documents above plus

- A simple handbook or information sheet in language that is accessible to learners

This should draw on the information supplied by the Awarding Body, should clearly identify what the learner has to do to achieve and identify any deadlines for submitting work for assessment.

## 5. INITIAL ASSESSMENT OF YOUR LEARNERS' NEEDS

If your first session will be your first meeting with your learners you will need to plan how to identify their needs. How you do this will depend on how long your activity/course lasts, what you are teaching, the size of your group, what your learners' expectations are of their learning and what resources, if any, your organisation can provide to support learners with specific needs.

A minimum goal is to identify your learners' strengths and areas for development . Some ways of doing this include:

- Devising activities that allow you to check the starting level of your learners and identify those who have some "expert" skills and knowledge that can be used within the activities

- Using a variety of differentiated activities and materials that meet the needs of all the learners
- Maintaining a balance of active learning and tutor input throughout the activity
- Making opportunities to provide encouragement to learners

A Basic Skills assessment activity for numeracy and for literacy is available from Belinda Bates/Judith Arkwright, Family Learning Co-ordinator via e-mail to [bbates@wandsworth.gov.uk](mailto:bbates@wandsworth.gov.uk) Telephone - 020 8871 8490 or [jarkwright@wandsworth.gov.uk](mailto:jarkwright@wandsworth.gov.uk) Telephone- 020 8871 8524.

## **6. HEALTH AND SAFETY QUESTIONNAIRE FOR COURSES INVOLVING PHYSICAL FITNESS.**

For courses that involve physical fitness, including yoga and pilates, all learners should complete and sign a health and safety questionnaire before participating in the activity. Tutors should look at these carefully before allowing learners to engage in the activity. You should hold a discussion with any learners who disclose a medical condition and allow for this in your session planning. If you are in any doubt you should ask the learner to bring a doctor's letter confirming that they are fit to participate in the activity and to what level. Questionnaires and any associated paperwork should be returned to the Family Learning Co-ordinator, Belinda Bates.

## **7. INDIVIDUAL LEARNING PLANS?**

### **For one-off events and courses under 9 hours**

Icebreaker activities can help you find out what learners want from an activity and for you to, where possible, make changes to your lesson plan in response.

### **For courses and activities over 9 hours**

Use your **Scheme of Work** to identify the key learning outcomes that you expect your learners to be able to achieve.

Use the Learning Outcomes box on the form to record this information.

Where organisations have administrative support, you may be able to get these forms pre-printed and copied so you can issue them to learners at the first meeting. If this option is not possible, learners can write or be assisted to write them in.

Equally important are the learners' individual goals. In some projects these may be about improving a particular skill - but aims related to personal growth should also be recognised and recorded. There is a space on the Individual Learning Plan for these personal goals to be recorded (see What else do you hope to achieve from this course?)

You will generally need to negotiate these personal goals on an individual basis with your learners. – and learners should be given opportunities to review them as they go through the course.

**Wandsworth Adult and Community Learning Individual Learning Plan (ILP)**

Learner's name ..... Tutor's name .....  
 Provider Organisation ..... Course Title .....  
 City ..... Start/End Date ..... Location .....

Please tick the appropriate boxes and write the date next to each tick made.

INITIAL ASSESSMENT	Can do (at least)	Can do (with help)	Needs more work	Would like to do more	Can't do this
<b>COURSE OUTCOMES</b> At the end of the course you should be able to:					
•					
•					
•					
<b>INDIVIDUAL OUTCOMES</b> What do you hope to achieve on this course?					
•					
•					
•					

**MID EVALUATION** (to be completed at the halfway point of course)  
 Tutor's Comments ..... Learner's Comments on Progress Made .....

**END OF COURSE EVALUATION**  
 Tutor's Comments ..... Learner's Comments on Progress Made .....

Outcomes Achieved (please tick one)      Next Steps:

Yes       Partially       No

Date: Signed (Tutor) ..... Date Signed (Learner) .....

Parent 0-5 yrs

**Family Learning**  
 Wandsworth Adult and Community Learning  
 Child Individual Learning Plan (ILP)  
 0-5 Years

Tutor's Name ..... Provider Organisation .....  
 Course Title ..... Location .....  
 Start Date ..... End Date .....

Child's Name .....

**Parent Comment**  
 Beginning of Course: What would you like your child to be able to do by the end of the course?  
 .....

**End of Course:** What progress has been made? Have they achieved the above?  
 .....

**MID EVALUATION**  
 Tutor's Comment  
 (Please comment on the progress made by the child)  
 .....

**END OF COURSE EVALUATION**  
 Tutor's Comment  
 (Please comment on the progress made by the child)  
 .....

Date: Signed (Tutor) .....

**Family Learning**  
 Wandsworth Adult and Community Learning  
 Child Individual Learning Plan (ILP)  
 6-11 Years

Tutor's Name ..... Provider Organisation .....  
 Course Title ..... Location .....  
 Start Date ..... End Date .....

Child's Name .....

COURSE OUTCOMES	Please only circle the ones you would like to be able to do
Which of these would you like to do by the end of the course?	Yes
•	Yes
•	Yes
•	Yes
•	Yes

What help do you need with these? Eg. Spelling  
 .....

What else would you like to be able to do on this course?  
 .....

**MID EVALUATION**  
 Tutor's Comments .....

**END OF COURSE EVALUATION**  
 Tutor's Comments .....

Date: Signed (Tutor) .....

6-11 yrs 12-16 yrs

**Family Learning**  
 Wandsworth Adult and Community Learning  
 Child Individual Learning Plan (ILP)  
 12-16 Years

Tutor's Name ..... Provider Organisation .....  
 Course Title ..... Location .....  
 Start Date ..... End Date .....

Child's Name .....

COURSE OUTCOMES	Please only circle the ones you would like to be able to do
Which of these would you like to do by the end of the course?	Yes
•	Yes
•	Yes
•	Yes
•	Yes

What help do you need with these? Eg. Spelling  
 .....

What else would you like to be able to do on this course?  
 .....

**MID EVALUATION**  
 Tutor's Comments .....

**END OF COURSE EVALUATION**  
 Tutor's Comments .....

Date: Signed (Tutor) .....

### 8. KEEPING TRACK OF AND RECORDING LEARNERS' PROGRESS DURING A COURSE

Try to make opportunities within every session to find out what your learners feel they are gaining from the course and what, if any, changes/additions to the programme they would like and, where this is possible, adapt your scheme of work to include them.

You need to keep a record of your individual learners' progress against the course learning outcomes. You can do this in a variety of forms –making short notes in your own record book, or use the **Learner Progress Monitoring Form** included in this pack which allows you to identify individual progress on all members of the group against the intended learning outcomes as they progress through the course.

In some specialisms, for example art and crafts, music and performance you can also use photographic or video evidence which should be signed and dated to show learner progress.

Tutor mini reviews with individual learners during the session can be supplemented by learners reviewing each others' progress on a one to one or a whole group basis depending on the activity.

Please keep these records with you in your Teaching File so they are available during any quality visits to your class

For accredited learning the formal recording of individual learners' achievements must follow the requirements of the Awarding Body and all learners' work that contributes to achievement must be kept in Learners Files which should be stored in a safe place.

### **For courses of less than 3 hrs**

You do not need to complete an Individual Learning Plan unless you think it would be helpful for your learners.

## **9. GETTING THE VIEWS OF YOUR LEARNERS**

Learners' views on their learning are an important source of information that helps you and the Adult and Community Learning team to improve the quality of courses.

All learners should be asked to complete a short evaluation of their course/activity at the end of their course.

Learners should be issued with the **Learner Course Evaluation Form** at the end of the activity/last session of the course. Tutors are responsible for ensuring that these forms are distributed to and completed by learners.

It is important that learners are reassured by you that you want them to be honest in their comments as this will help you to make improvements for your next group of learners. As a professional you welcome and need this sort of feedback.

Please read through and explain all the questions on the form. If learners have insufficient writing skills they could talk through their views with you, or another learner, to record.


Please pass the evaluations to your manager as these will help you and your manager to make any adjustments to your course next time and also form an important part of your organisation's self assessment process.

Please arrange with your organisation or Belinda Bates/Judith Arkwright to forward the original evaluations which should be sent within 10 working days of the end of the course to:

Belinda Bates/ Judith Arkwright  
Family Learning Co-ordinator  
Professional Centre  
Franciscan Road  
London SW17 8HE

The ACL Administrator will arrange for the responses to be collated and send the results to the named contact person at your organisation

# Learner Course Evaluation Form

<b>Adult and Community Learning Course Evaluation Form</b>						
Course Name:	<b>Jewellery and Christmas Card Making</b>					
Provider:	<b>LIBRARIES (African Caribbean)</b>					
Please circle the number that best describes how much you agree with each statement and then add your comments and suggestions.						
1=Strongly Agree 2=Agree 3=Neither Agree nor Disagree 4=Disagree 5=Strongly Disagree						
1. Information about the course was easy to find	1	2	3	4	5	
2. The information about the course was accurate and helpful	1	2	3	4	5	
3. The session/s started on time	1	2	3	4	5	
4. The session/s were well organised	1	2	3	4	5	
5. The pace of learning was right for me	1	2	3	4	5	
6. The tutor regularly checked that I understood	1	2	3	4	5	
7. I was treated fairly and as an individual	1	2	3	4	5	
8. I have achieved what I set out to do	1	2	3	4	5	
9. I have a better understanding of how my child is learning and how I can give support	1	2	3	4	5	
10. The venue was comfortable and appropriate	1	2	3	4	5	
Overall I rate the course/activity as (please circle appropriate comment):						
Excellent		Good		Satisfactory		
Poor		Very Poor				
Have you any comments or suggestions you would like to make?						
Are you planning to attend another workshop/course? Y / N						
Are you planning to get a job? Y / N						
Are you already involved or plan to get involved in your child's school? Y / N						
Would you mind us contacting you in three months time? Y / N						
<b>Thank you for your time</b>						

## 10. CASE STUDIES OF FAMILY LEARNING

We would be pleased to receive from you case studies of learning that has taken in your activities. These can be completed at any time during the session but should allow learners to describe the impact that Family Learning has made to their lives. This is not a compulsory activity but families whose case studies are published in the termly Family Learning Newsletter will receive computer software and learning materials.

Learners can volunteer to write their own Case Study or it can be written up by the tutor following a conversation with learner/s. Case Studies need to be signed by the learner/s and should be submitted to:

Belinda Bates/Judith Arkwright  
 Family Learning Co-ordinator  
 Professional Centre  
 Franciscan Road  
 London SW17 8HE

## 11. NEXT STEPS FOR LEARNERS - ADVICE AND GUIDANCE

Increasingly greater weight is being given to what learners do next and progression to other courses – either to a higher level within the same area, to a different area of study or to a course leading to external accreditation - is important

In those courses that include opportunities for learners to develop their Basic Skills in literacy and numeracy, progression towards further accredited study is particularly valued.

You should advise and guide learners about what they can progress onto at appropriate stages during their course.

Free Advice and Guidance for adult learners is available from The Citizen's Advice Bureau 4<sup>th</sup> Floor, Bedford House 215 Balham High Road London SW17 7BQ for the final session of courses that last more than 4 hours. **To book a session please contact Karen Horsford, Community Learning Officer Tel No 0208 871 8055. email :khorsford@wandsworth.gov.uk.**

At the end of the course you should aim to create opportunities to discuss with learners what their plans are, support them in carrying out these plans - and keep a record of them.

## 12. YOUR ROLE IN SELF ASSESSMENT

Many community providers produce an annual Self Assessment Report (SAR) which includes an assessment of the activities/courses they have delivered through WBC Adult and Community Learning funding.

As the tutor you may be asked by your manager to take part in this process by evaluating:

- How well learners were retained and attended
- How well your learners achieved – review of ILPs
- What your learners said about your course in their evaluations
- What you think went well and where improvements should be made

In some organisations this process may take the form of a formal paper based review of your course and/or discussing how it went with your manager

### **13. QUALITY VISITS AND CHECKS**

You should expect to receive at least one class visit from a member of the ACL team during a course lasting more than 4 hours. We aim to visit all new tutors and providers of Family Learning as soon as possible – usually in the first few weeks of the course/activity.

The object of these visits is to monitor attendance, to review accommodation, equipment and facilities and teaching and learning materials. We may also use the visit to get the views of learners if there is an opportunity to do this without disturbing your session.

We will agree the date and time of the visit with your organisation and will send a copy of documentation in advance of the visit. As far as possible we aim to give your manager at least a week's notice of our visit

Outcomes of all visits are recorded and copies sent to the relevant manager. The original document is held at the Professional Centre.

Please note that the Quality Check is not a formal lesson observation. Your manager will be sent information on this process. We give three weeks notice for an observation visit.

### **14. TRAINING AND SUPPORT FOR TUTORS**

All tutors are welcome to attend the Family Learning Forum which takes place once per term. Managers of all Family Learning provider organisations are also invited. Please contact Belinda Bates/Judith Arkwright, Family Learning Co-ordinator if you wish to attend as space is limited.

Tutors who work for larger providers may be able to access opportunities for professional development within their organisation.

The Lifelong Learning ACL team will put on training sessions for tutors from time to time particularly in response to national initiatives.

## 15. APPENDIX

### 1. Course Activity Outline Form - Sample

#### COURSE/EVENT PLAN - EXAMPLE

Course / event title	The Romans in Britain
Organiser	Wandsworth Family Learning
Tutor	
Date/s from ..... to	10.00 to 1.00
Day and Time from ..... to	Friday 8th April
Location	Earlsfield Library

Course/activity outline	This one off activity aims to help parents /carers to build confidence in supporting and working with their children through sharing activities based on the Roman invasion of Britain.
Target group	For parents/ carers and children aged 8 to 11
Content –what will it cover?	Working together as a family; following instructions to make at least two Roman items; re-enacting a battle between the Romans and Celts; learning about the everyday life of a Roman in Britain.
What can learners expect to achieve ?	How to work out Roman Numerals and answer questions. Make a pair of Roman sandals. Try on Roman costume and handle Roman artefacts. Make a window mosaic. Have a battle between the Romans and the Celts. Make Roman Sweets. Feast on a Roman lunch. Take part in a Roman quiz.
How will they be taught?	Group work, Family activity and individual activity.
What can learners do next?	Other Family Learning activities. Move onto a Family Numeracy course.
How will they know if they are progressing?	Tutor feedback. At the end there is a Roman quiz which will indicate to the learner what they have learnt in the session.
Resources needed	Scissors, card, wool, mosaic template, pens and monitoring forms

## 2. Scheme of Work Proforma

<b>Scheme of Work</b>					
Session no. and length	Topics	Learning outcomes By the end of the session you should be able to:	Methods	Resources	Assessment methods

### 3. Scheme of Work – Sample

## Scheme of Work

Tutor:.....Course:....**Bringing A Book To Life...**

Length:....**6 weeks**.....Day/Time:**Tuesday 1pm-3pm**.....

Start Date.....Group:**Parents/Carers and children 0-3 yrs.Family Learning.**

**Aims:** To look at 6 different reading books for children aged 0-3 years and to ‘Bring a Book to Life’ using everyday arts and crafts aimed at both adults and children. To support parents/carers in helping their children learn.

**Outcomes:** For all families to complete six projects based on six books which are based to the National curriculum. Each project will use a different technique/material for improvement in dexterity, following instructions and fun.

Session	Topic	Resources	Opportunities to develop key skills	Assessment
<b>1 Tuesday</b>	Induction, Learner forms to complete. Ice breaker, <b>The Very Hungry Caterpillar. Caterpillar mobile.</b> Quiz about story. Extra activity: Card fruit/food and words. Story Telling session.	Felt pens, elastic, straws, tape, scissors, glue, coloured card or paper, icebreaker, quiz and examples.	Problem solving. Communication. Literacy skills.	Initial assessment. Check completed caterpillar. Q & A including H&S issues. Group Oral Assessment, Q&A. Quiz and mark.
<b>2 Tuesday</b>	The Gruffalo. <b>Monster mask. Quiz about story.</b> Extra activity: Book marks. Boogie Mites.(music activity)	Felt pens, elastic, straws, tape, scissors, glue, coloured card or paper, handouts, quiz and examples.	Problem solving. Communication. Literacy skills.	Recap from last week. Check completed Masks. Group Oral Assessment, Q&A. Quiz and mark.
<b>3 Tuesday</b>	<b>Five Minutes Peace.</b> Plate clock with movable hands. Quiz about story. Extra activity: Time chart and Time cards. Story Telling session.	Paper plates, pens, split pins, card, glue, quiz, examples, handouts and laminator.	Problem solving. Communication. Numeracy skills.	Group Oral Assessment., Q&A. Quiz and mark. Completed clocks.
<b>4 Tuesday</b>	<b>Handa’s Surprise.</b> salt dough fruit on plates. Quiz about story.	Plastic and real fruit to look at, salt dough, paper	Problem solving. Communication	Group Oral Assessment, Q&A. Quiz and

	Extra activity: Travelling to different places. Story Telling session.	plates, paints, PVA, brushes, examples, quiz and handouts.	n. Dexterity.	mark. Completed fruit.
<b>5 Tuesday</b>	<b>Owl Babies.</b> Card making. Quiz about story. Extra activity: looking at animal babies. Boogie Mites. (music activity)	Card, paper, feathers, glue, scissors, pens, quiz, examples.	Problem solving. Communication.	Group Oral Assessment. , Q&A. Quiz and mark. Completed cards using feathers.
<b>6 Tuesday</b>	Evaluation forms to complete. We're Going on a Bear Hunt. Wall frieze (group work). Quiz about story. Extra activity: Paperweights.	Paint, glue, stones, brushes, paper, quiz and examples.	Problem solving. Communication. Literacy skills.	Group Oral Assessment, Q&A. Quiz and mark. Evaluation forms. Completed frieze.

Overall Evaluation of Course:

#### 4. Lesson/session plan proforma



Lesson plan (page 1)			
Course:	Date:	Day/Time:	Session No:
Topic/s:			
Learning outcomes:			

#### LESSON /SESSION PLAN

Time	Content	Method	Tutor activity	Student activity	Resources	Assessment methods

Lesson plan (page 2)	
Group progress:	Individual needs:

Lesson evaluation:
Class: <span style="float: right;">Date:</span>
How did it go? How do I know? (learner feedback, colleagues, informal conversations, group atmosphere etc.)
What would I do differently next time?
What do I need to go over again? (and, when?)
What follow-up work do I need to plan?
Any follow-up activity?

## 5. Example of a completed lesson/session plan with embedded literacy and numeracy



### Lesson Plan

**Date:**                      **Time: 9.30 – 11.00am**      **No. of students: 11**                      **Tutor:**  
**Course: Family Art and Crafts with embedded literacy and numeracy**  
**Venue:**

<b>Aims:</b> To learn about cultural festivities/celebrations in a mixed ability group of parents / carers. Learners will be encouraged to write instructions for their peers and then their children to follow at home. To help parents/carers build confidence with returning to work/study and supporting as well as taking an interest in their child's education.				
<b>Objectives:</b> Festival/Celebration Cards 1. Work in pairs. 2. Follow instructions. 3. Write instructions for someone else to follow. 4. Make at least two celebration cards. 5. Be able to complete these activities with their primary school aged child at home.				
Timing	Teacher Activity	Learner Activity	Assessment methods – how will learning be recognised/measures?	Adult Literacy/Numeracy Core Curriculum
9.00am	Arrive early to set up equipment and resources.			
9.30am	Introduction to the group. Outline of the lesson. Festival/Celebration activity. In pairs write two festivals/celebrations. Handout Festival sheets. Get class into pairs. Write group responses on white board.	Find a partner. Communicating with others. Write two responses. Listen to group answers.	Check pair answers. Q & A.	Level 1/2 speaking and listening SLIr/E1.3, SLIr/E2.4, SLIr/E2.6, SLD/E2.1, SLC/E2.2
9.45am		Learners to follow sequential	Check by observation. Levels of learners.	Level 1/2 read and

10.00am	Star card Demonstration. Talk through the activity. Give out instruction sheet.	instructions.		understand Rt/E2.1, Rt/E2.4
10.20am	Bird. Demonstration Check group. Assist where necessary.	Learners to write instructions for others to follow.	Observation of individual learners.	Level 1/2 write to communicate Wt/E1.1, WW/E1.1, WW/E2.1
10.30am	Follow peers instructions. Get learners into pairs to follow each others instructions	Problem solving. Learners to follow each others instructions.	Peer assessment.	
10.45am	Write cards using calligraphy pens. Check by observation, levels of learners. Demonstration	Write messages in cards	Observation of skills.	
11.00am	For those that have finished- additional paper cutting cards. Demonstration. Observation and praise of learner's work.	Those learners who have completed above tasks to try paper cutting.	Class observation.	
	Clear up and end. Open questions.	Clear up	Tutor observation, completed cards, completed instructions, peer marking of instructions, open questions and monitoring individual contributions.	
<b>Resources needed:</b> Paper, card, pens, handouts to complete, scissors, tape, glitter, glue, rulers, pencils and examples.				

**Notes on differentiation and equal opportunities:**

All learners will be given assistance with their work when necessary, and open-ended projects will provide activities for mixed ability in terms of dexterity.

There will also be additional work for those who have completed the main project.

Read out all questions for learners whose first language is not English as well as using the white board.

Check all learners on whether they can see and hear the demonstration and also clear H&S issues raised in the class.

Handouts are printed larger for the whole class and on different coloured paper for those with visual difficulties.

**Evaluation: revisit topics? Changes for next session?**

Assessment Methods	
Questions and Answers	Yes
Structured written task	Yes (written instructions)
Individual learner review	Yes
Group/individual presentation/discussion	Yes
Observation of skills	Yes
Other-please specify	Peer Assessment

Teaching and Learning Activities	
Whole class teaching	Yes
Working in pairs / small groups	Yes
Role-playing exercise	
Discussion	Yes
Presentation	
Practical exercises/practical demonstrations	Yes
Case studies	
Other – please specify	

<b>Resources</b>	
Whiteboard/Flip chart	Yes
OHP	
Video	
Computer/internet access	
Audio tapes	
PowerPoint	
Other – please specify	Practical demonstrations, examples of completed work

6. Induction Health and Safety Checklist

# Induction and Health and Safety Checklist

**What are the fire alarm procedures?**

.....

.....

.....

.....

.....

**Is there an appointed first aider on site: Yes / No**

**If yes, name:**

.....

**Where is a first aid kit kept on site?**

.....

**Have all risks in the room been minimised?**

Potential risk	Checked (tick)
Uncovered plugs (for young children)	
Electrical cables which might cause tripping	
Hot drinks which might be spilled on children or equipment	
Sharp implements (scissors, knives)	
Other (please specify):	
Other (please specify):	
Other (please specify):	



## 7. Health and Safety Questionnaire

### PHYSICAL ACTIVITY QUESTIONNAIRE

#### CONFIDENTIAL

Taking part in regular physical activity is safe for most people. However, if you are planning to become much more physically active than you are now, you may need to get advice from your doctor before you begin. Start by answering the seven questions below. If you are between 18 and 59 your answers to the questionnaire will tell you if you should check with your doctor before you engage in physical activity. If you are over 60 years of age, and you are not used to being very active, please check with your doctor.

Please read the questions carefully and answer each one honestly: Tick YES or NO

QUESTIONS ✓	YES	NO
Has your doctor ever said that you have a heart condition and that you should only do physical activity recommended by a doctor?	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel pain in your chest when you do physical activity?	<input type="checkbox"/>	<input type="checkbox"/>
In the past month, have you had chest pain when you were not doing physical activity?	<input type="checkbox"/>	<input type="checkbox"/>
Do you lose your balance because of dizziness or do you ever lose consciousness?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a bone or joint problem that could be made worse by a change in your physical activity?	<input type="checkbox"/>	<input type="checkbox"/>
Is your doctor currently prescribing drugs for your blood pressure or heart condition?	<input type="checkbox"/>	<input type="checkbox"/>
Do you know of any other reason why you should not do physical activity?	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>If you have answered YES to one or more questions</b></p> <p>Talk with your doctor by phone or in person BEFORE you start becoming more physically active or BEFORE you have a fitness appraisal. Tell your doctor about the questionnaire and which questions you answered YES.</p> <ul style="list-style-type: none"> <li>You may be able to do any activity you want – as long as you start slowly and build up gradually, or you may need to restrict the activities in which you participate.</li> </ul>		
<p><b>If you answered NO to all questions</b></p> <p>If you answered NO honestly to all questions, you can be reasonably sure that you can</p> <ul style="list-style-type: none"> <li>Start becoming much more physically active – begin slowly and build up gradually. This is the safest and easiest way to go</li> <li>Take part in a fitness appraisal – this is an excellent way to determine your</li> </ul> <p>basic fitness so that you can plan the best way for you to live actively</p>		
<p><b>DELAY BECOMING MORE ACTIVE</b></p>		

- If you are not feeling well because of a temporary illness such as a cold or a fever – wait until you feel better
- If you are or may be pregnant – talk to your doctor before you start becoming active

Wandsworth Borough Council and its agents assume no liability for persons who undertake physical activity, and if in doubt after completing this questionnaire, you should consult your doctor prior to physical activity

I have read, understood and completed this questionnaire. Any questions I had were answered to my full satisfaction

Name & signature ..... Date  
.....



## Progress Monitoring Form Instructions

Learner's progress is monitored against the common course learning outcomes. These are determined when the course is being designed. They should be recorded in the boxes below.

### Course Learning Outcomes

	1.
	2.

If a course has more than 8 learning objectives the progress monitoring form should be adapted. Each Learning Outcome is given a number, and this is transferred to the boxes below.

Learners Names	1.	2.	3.	4.	5.	6.	7.	8.
Fred	/		/					
John		⊗		×				

You can record progress using symbols of your own or use/adapt those below. By building up the different marks in a box, you can record how much progress a learner is making in relation to a specific learning objective.

Little or no progress made	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>The box remains empty</b> </div>
Some progress made	<input type="checkbox" value="/"/>	
Substantial progress made	<input type="checkbox" value="X"/>	
Completely achieved	<input type="checkbox" value="⊗"/>	

9. Case Study proforma

**Wandsworth Family Learning Case Study - proforma**

<b>Course:</b> <b>Start Date:</b>	<b>Organisation / School:</b>
Learner Name:  Tel. No: (for further contact)	Tutor Name:

**Learner Signature**.....**Date**.....

Please tick if you are willing for us to use this information for Family Learning Publicity

Attached: (please circle)

Documents /Photograph

10. Case Study – Completed Example

**WANDSWORTH FAMILY LEARNING**

<b>Course:</b> Family IT <b>Start Date:</b>	<b>Organisation/ School:</b>
Learner Name: Tel. No: (for further contact)	Tutor Name:

Carrie –Ann has now completed all three computer courses at her local primary school. She has gained confidence to start applying for part-time computer based work. Carrie-Ann feels that after this latest course she could cope in a business situation. The course has taught her to write application forms and business letters as well as searching for jobs on the internet.

She is also able to help both her children aged 6 and 8, with computer-based homework.

In September Carrie –Ann is signing up for an ECDL computer course with .....to achieve a recognised certificate for further employment.

**Learner Signature**.....**Date**.....

Please tick if you are willing for us to use this information for Family Learning Publicity

Attached: please circle  
Documents  
Photographs



**Useful Contacts**  
**for**  
**One Parent Families**

## 11. List of useful contacts

### **Information for One Parent Families**

#### **Who is this information for?**

This is a list of useful organisations for people bringing up children on their own. There are lots of organisations out there that you, as a lone parent may need to contact about a specific issue or there may be services you can access that you haven't even heard about. So we have compiled a list of contacts that we hope you will find useful.

#### **Who are we?**

We are Wandsworth Children's Information Service and we provide information for parents on a wide variety of issues. Our main job is to provide childcare information. So if you are looking for a childminder; nursery; pre-school; holiday play scheme; before and after school care please give us a call on:

**020 8871 7899**

You can also access this and other information on our website:

**[www.childcarelink.gov.uk](http://www.childcarelink.gov.uk)**

#### **How to use this list**

This list of contacts is divided up into:

- ❖ SINGLE PARENTS SUPPORT AND ADVICE;
- ❖ OTHER PARENT/CARER CONTACTS
- ❖ OTHER LINKS: RELATED MAILING LISTS
- ❖ FINANCIAL HELP

Under these headings, contacts are listed in alphabetical order. Each contact shows a brief description of the service they offer and address, email, website and/or telephone number.

*This information was issued on 08 June 2004. It is valid at the time of print. Contact Wandsworth Children's Information Service on 020 8871 7899 for up-to-date information.*

## **SINGLE PARENTS SUPPORT AND ADVICE;**

### **Dads UK.**

Dads UK is a help line for single fathers.

#### **CONTACT:**

85A Westbourne Street

Hove

East Sussex, BN3 5PF

Help line: 07092 391489

Email: [contact@dads-uk.co.uk](mailto:contact@dads-uk.co.uk)

Web: [www.dads-uk.co.uk/](http://www.dads-uk.co.uk/)

### **Gingerbread**

Gingerbread advice line provides:

- Specialist advice
- Information
- Support
- Signposting to other sources of help

- ❖ Benefits
- ❖ Tax credits
- ❖ Separation and divorce
- ❖ Contact disputes
- ❖ Child maintenance
- ❖ Going back to work
- ❖ Housing
- ❖ Maternity rights
- ❖ Lone parenthood

#### **CONTACT:**

Gingerbread

7, Sovereign Court,

London, E1W 3HW

Tel. 0800 018 4318

**Gingerbread; Asian Lone Parent Project**

CONTACT:

Charterhouse

40 Tabard Street

London SE1 4JU

Tel: 020 7407 1114

Mob: 07976 728 276

Email: [alpwginger@yahoo.co.uk](mailto:alpwginger@yahoo.co.uk)

**Gingerbread; London Lone Parent Resource Centre - Sandra Cleminson**

CONTACT:

Charterhouse

40 Tabard Street

London SE1 4JU

Tel: 020 7407 1114

Fax: 020 7407 3525

Mob: 07974 435 948

Email: [gingerbreadlrc@btconnect.com](mailto:gingerbreadlrc@btconnect.com)

**Gingerbread Teen Project - Chloe Lankshear**

CONTACT:

Charterhouse

40 Tabard Street

London SE1 4JU

Tel: 020 7407 1114

Fax: 020 7407 3525

Mob: 07974 435 948

Email: [gingerbreadteenproject@hotmail.com](mailto:gingerbreadteenproject@hotmail.com)

### **Lone Parent Help line**

For information and free publications on the key issues you face as a lone parent.

- Benefits
- Money
- Legal Rights
- Childcare
- Holidays
- Work
- Education
- Maintenance

#### **CONTACT:**

Tel. 0800 018 5026 – Free from any land line.

One2one, Orange and Virgin mobile users in England and Wales call free to 0800 018 5026, others call 020 7428 5400.

[www.loneparenthelpline.info](http://www.loneparenthelpline.info)

Advice on maintenance, benefits and other money matters is available on the help line Mondays 11am – 2pm, Tuesday 3pm – 6pm and Thursdays 11am – 2pm.

### **Moms On a Mission, Single (MOMS).**

The International non-profit single moms and dads organization.

Web: [www.singlemoms.org](http://www.singlemoms.org)

### **National Council for One Parent Families**

The National Council for One Parent Families provides information and advice to lone parents with the aim of combating poverty, isolation and social exclusion.

#### **CONTACT:**

Tel. 020 7428 5400

Fax. 020 7482 4851

Help line: 0800 018 5026

Web: [www.oneparentfamilies.org.uk](http://www.oneparentfamilies.org.uk)

Email: [info@oneparentfamilies.org.uk](mailto:info@oneparentfamilies.org.uk)

### **One Parent Families**

www.oneparentfamilies.org.uk

One Parent Families links with parenting charities to pioneer one-stop advice shop for British parents

#### **CONTACT:**

One Parent Families

255 Kentish Town Road

London NW5 2LX

Telephone: 020 7428 5400

Fax: 020 7482 4851

E-mail: [info@oneparentfamilies.org.uk](mailto:info@oneparentfamilies.org.uk)

Website feedback: [web@oneparentfamilies.org.uk](mailto:web@oneparentfamilies.org.uk)

### **One Plus**

One Plus is a dynamic independent organisation for one-parent families.

One Plus is active in three key areas:

- ❖ It delivers a range of services that benefit one-parent families;
- ❖ Campaigning and policy work to promote positive policies for lone parents and children;
- ❖ Involvement in the development and delivery of community projects and initiatives, particularly within the social economy.

#### **CONTACT:**

Address: 55 Renfrew Street, Glasgow, G2 3BD

Tel: 0141 333 1450

Fax: 0141 333 1399

Email: [email@oneplus.org](mailto:email@oneplus.org)

[www.oneplus.org](http://www.oneplus.org)

### **Single Parent Action Network**

We can help you find support on any issue concerning you or your family.

#### **CONTACT:**

Tel. 0845 450 0399

## **OTHER PARENT/CARER CONTACTS**

### **Child Support Agency**

The Child Support Agency ensures that parents who live apart meet their financial responsibilities to their children, through assessing, collecting and paying for child support maintenance.

**CONTACT:**

Tel. 08457 133 133

Minicom: 08457 138 924

Website: [www.csa.gov.uk](http://www.csa.gov.uk)

[Csa-nel@dpw.gsi.gov.uk](mailto:Csa-nel@dpw.gsi.gov.uk)

### **Children and Family Court Advisory and Support Service (CAFCASS).**

CAFCASS safeguards and promotes the welfare of children and young people involved in family proceedings. We work with children and families across England and Wales, making sure that children's wishes and feelings are heard in court.

**CONTACT:**

CAFCASS Headquarters

2nd Floor, Newspaper House

8 - 16 Great New Street

London, EC4A 3BN

Tel: 020 7210 4400

Fax: 020 7210 4422

Email: [webenquiries@cafcass.gov.uk](mailto:webenquiries@cafcass.gov.uk)

Web: [www.cafcass.gov.uk](http://www.cafcass.gov.uk)

### **Children's Legal Centre.**

Provides free advice and information to parents involved in education and contact disputes.

**CONTACT:**

University of Essex,

Wivenhoe Park,

Colchester,

Essex, CO4 3SQ

Tel: 01206 872 466

Email: [clc@essex.ac.uk](mailto:clc@essex.ac.uk)

**Divorce Aid**

New and extensive self-help and support for families going through the separation and divorce process.

CONTACT:

Divorce Aid

P.O. Box 6450

Oakham, LE15 9ZR.

Email: [office@divorceaid.co.uk](mailto:office@divorceaid.co.uk)

Web: [www.divorceaid.co.uk](http://www.divorceaid.co.uk)

**Families Need Fathers.**

Promoting research into the problems facing children and parents from divided families. Contacts and branches throughout the country.

Conferences.

CONTACT:

Families Need Fathers,

134 Curtain Road,

London, EC2A 3AR

Tel: 020 7613 5060

Fax: 020 739 3410

Help line: 0870 760 7496

Email: [fnf@fnf.org.uk](mailto:fnf@fnf.org.uk)

Web: [www.fnf.org.uk](http://www.fnf.org.uk)

**Family2000.**

CONTACT:

Advice on many aspects of family life.

Email: [jillcurtis@family2000onwards.com](mailto:jillcurtis@family2000onwards.com)

Web: [www.family2000.org.uk](http://www.family2000.org.uk)

**Home start**

Home Start is an organisation of volunteers, offering practical and emotional support to parents facing difficulties such as bereavement, children's behavioural problems, domestic violence, poor housing, poverty, post-natal depression and single parenthood.

CONTACT:

Tel. 0116 233 9955

Fax. 0116 233 0232

Website: [www.home-start.org.uk](http://www.home-start.org.uk)

Email: [info@home-start.org.uk](mailto:info@home-start.org.uk)

**Imani Family Support Project**

This organisation supports women and children who are living with, or escaping from domestic violence. They provide family support, life and social skills and groups for young people.

**CONTACT:**

Battersea Central Mission  
PO Box 17  
20 – 22 York Road

**Maternity Alliance.**

Campaigning, research, training, and information on maternity services and rights.

**CONTACT:**

Third Floor West  
2-6 Northburgh Street  
London EC1V 0AY  
Tel: 020 7490 7639  
Fax: 020 7014 1350  
Email: [info@maternityalliance.org.uk](mailto:info@maternityalliance.org.uk)  
Web: [www.maternityalliance.org.uk](http://www.maternityalliance.org.uk)

**Parents Online.**

The UK web site for parents by parents, covers all aspects of parenting including education, leisure and health. There are activities, worksheets from Letts and games to download, even the chance to join in topical online debates.

**CONTACT:**

21 Universal Marina  
Crangleck Lane  
Sarisbury Green  
Southampton  
Hants  
SO31 7ZN  
Email: [Info@parents.org.uk](mailto:Info@parents.org.uk)  
Web: [www.parents.org.uk](http://www.parents.org.uk)

**Parent line Plus**

Parent line Plus offers support to anyone parenting a child. A range of parenting information is available through a help line service, parenting courses and various innovative projects.

**CONTACT:**

Tel. 0808 800 222

Minicom: 0800 783 6783

Web: [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

**Parents at Work**

Parents at Work provide information, advice and practical solutions to help children, working parents and employers find a balance between responsibilities at home and at work.

**CONTACT:**

1 – 3 Berry Street

London

EC1V 0AA

Tel. 020 7253 7243

Fax. 020 7253 6253

Web: [www.parentsatwork.org.uk](http://www.parentsatwork.org.uk)

Email: [info@parentsatwork.org.uk](mailto:info@parentsatwork.org.uk)

**Relate.**

We now have 84 local Centres but we do offer counselling in 500 locations in England, Wales and Northern Ireland.

We provide couple counselling for those with relationship problems, psychosexual therapy, relationship, family education, and train counsellors.

**CONTACT:**

Relate,

Herbert Gray College,

Little Church Street,

Rugby,

Warwicks CV21 3AP

Tel: 01788 573241. 0870 6012121 (Counselling service)

Fax: 01788 535007

Relationships Help line: free phone 0845 130 4010.

Web: [www.relate.org.uk](http://www.relate.org.uk)

**Shared Parenting Information Group (SPIG) UK.**

Promoting responsible shared parenting after separation / divorce, and making available information, research and resources to all concerned.

CONTACT:

Email: [nospam@spig.clara.net](mailto:nospam@spig.clara.net)

Web: <http://spig.info>

**The Women Returners' Network (WRN).**

WRN is a charity that works to help women who want to return to work after a career break. We offer an information help line, run workshops, seminars, conferences and other networking events, commission research, and develop models of good practice.

CONTACT:

WRN

Chelmsford College

Moulsham Street

Chelmsford

Essex

CM2 0JQ

England

Tel: 0044 1245 263796

Email: [contact@women-returners.co.uk](mailto:contact@women-returners.co.uk)

Web: [www.women-returners.co.uk](http://www.women-returners.co.uk)

**Wandsworth and District WelCare Association**

This service offers to help families with children in need. Various projects are run to support families in crisis, young offenders, children whose parents live apart, and families that are affected by HIV and AIDS.

CONTACT:

79, Trinity Road

London

SW17 7SQ

Tel. 020 8767 1020

Fax. 020 8767 7066

[Welcare.Wandsworth@dswark.org.uk](mailto:Welcare.Wandsworth@dswark.org.uk)

## **OTHER LINKS**

### **RELATED MAILING LISTS**

justbabyandi@onelist.com

For single parents of babies and small children, a discussion list of the joys, sorrows, concerns, frustrations and liberties of being a single parent. This list is primarily for custodial parents - both fathers and mothers - and those who share custody for a significant amount of time. This is a highly supportive group and a lot of fun, too. Come help us help you - and come help us!

To subscribe, go to the web via <http://www.onelist.com/subscribe.cgi/justbabyandi>

## **FINANCIAL HELP**

### **Child Tax Credit:**

The Child Tax Credit is a payment to support families with children and is based on income. Children and young people can be claimed for if they are attending full time education or if they are registered with the Careers or Connexions service until their 16th or their 18th birthday.

#### **CONTACT:**

Inland Revenues' response line

0845 300 3900

[www.inlandrevenue.gov.uk/taxcredits](http://www.inlandrevenue.gov.uk/taxcredits)

### **New Deal for Lone Parents:**

New deal for lone parents is a government service to help and advise lone parents seeking work or training. The service may provide financial help for training and childcare.

#### **CONTACT:**

Employment Service

0800 868 868

[www.newdeal.gov.uk](http://www.newdeal.gov.uk)

### **Working Tax Credit:**

Working Tax Credit is a payment to top up the earnings of working people on low incomes, including those who do not have children. There are extra amounts for working households in which someone has a disability. It is available to employees and self-employed people, and includes support for the costs of qualifying childcare.

#### **CONTACT:**

Inland Revenues' response line

0845 300 3900

[www.inlandrevenue.gov.uk/taxcredits](http://www.inlandrevenue.gov.uk/taxcredits)

**Free part-time early education places for 3 & 4 year olds**

Free early education places are also known as free nursery education places. All 3 and 4 year olds in Wandsworth are entitled to at least a free part-time nursery education place of 2.5 hours. The free part-time place may be in the voluntary, private or maintained sectors. Full time places are occasionally available. Where available, full time places are free in the maintained sector. In the voluntary, private and independent sectors a charge may be made for more than 2.5 hours.

**CONTACT:**

Wandsworth CIS

020 8871 7899

[edcis@wandsworth.gov.uk](mailto:edcis@wandsworth.gov.uk)

**For additional information please see Wandsworth Children's Information Service's Travel Guide.**