

**West Euston Time Bank
Libraries Initiatives – Wednesday Homework Club
April to September 2013 Progress Report**

Purpose of grant

The grant is for the provision of homework clubs for primary age children.

The following have been identified as outcomes from the funding:

- Increased number of primary school children able to carry out and complete homework
- Improved numeracy and literacy skills in primary school children
- Enhanced motivation for learning new skills and knowledge by children and parents
- Increased use of IT tools and technology to complete joint practical project work

The monitoring and reporting of the project will be in the form of a yearly report to be provided by West Euston Time Bank as detailed in the Monitoring Form.

April – September 2013

A total of 29 children (21 girls and 8 boys) were registered in the homework club that ran from 4-7 pm on Wednesdays during school term-time from 21 families living on the estate and were from 5 different primary schools. There were 9 regular volunteers (6 parent volunteers, 2 UCL student volunteers and 1 community support officer) helping to run the club sessions.

Issues

Local Primary Schools. Making contact with the two main primary schools (Netley and Christchurch). We found that the cycles were different for homework Christchurch gave out homework on Fridays and were returned on Tuesdays whilst Netley were given homework on Wednesdays and returned by Friday CHECK. Although we were told that every child was given homework our experience in the club that not all children brought this work to the club. We hope to improve our contact with both schools as a result of recruiting an experienced teaching assistant from each school with Julie from Netley being employed on Wednesdays to provide extra educational support. Meetings with head teachers of both schools have taken place and we now have a dedicated liaison person in each school.

Children receiving support A majority of the children registered with the club have behavioural and learning difficulties and usually require one to one support particularly during the first few weeks of enrolment. Many of the children lack focus or are able to concentrate on a piece of work or a task. Following the success and experience derived from our two initial pilot projects carried out earlier in the year we have been able to introduce ipads and their considerable potential as effective creative learning aids with the children able to concentrate and successfully complete tasks given to them.

Predominately girls attended the sessions. 21 girls enrolled and regularly attended with only 8 boys registered.

Need for Two Teaching Assistants. The crucial role of the outreach worker in carrying out outreach work in targeting children and families in need, providing one to one support to parents and trouble shooting.

Training in safeguarding children awareness. Jenny Pierce the training consultant for Camden Children's Board has kindly obtained funding to run two training workshops on 19th & 21st November 2013 for parents, volunteers, trustees and staff.

Training & Operational Costs We have a new tailor made system where everybody is on a learning curve with the inevitable technical and initial teething problems that are ongoing.

Getting to know the New Computer System. Getting to understand and operate the new ipad computer system. The system is tailor made and can operate as a linked network with the capability of sharing and projecting work for everybody to see. Although sessional staff have received training in both how to operate the system and in how to use ipads for creative learning with primary school age children much more needs to be done in order to utilise the systems full potential.

Lack of Homework. Where children had not brought their homework to the sessions they were given a choice of ipad app games on numeracy and literacy at different levels of ability that measured progress by the number of points attained. In this way we were also able to measure and demonstrate to the child and parent that they were making progress as a result of attaining higher scores over time.

Teaching Challenges. There is a wide range of abilities and age groups from 5 primary schools.

Observational records are kept by sessional staff

Some children are not coming often enough to the sessions who would benefit considerably by regular attendance and there is a high level of drop out. Such children come from families (often with several children under 11 years) that are experiencing major challenges and personal crises arising from living in temporary housing and refugee status, mounting debts and relationship breakdowns. The sessions benefit considerably as a result of being supported by an outreach/development worker who is able to provide additional help to the parent and family and if necessary signposting to other appropriate agencies. Unfortunately, bullying at school and on the estate by other children appears to be a significant issue that the outreach worker is tackling in conjunction with local schools.

When children first enroll in the club they can have major behavioural issues and in being disruptive to others. A lot of one to one support and enforcement of Club Rules over several sessions usually leads to improved behaviour, increased concentration and an increased ability to learn and want to learn. Progress is measured: improved behaviour on the basis of the number of times a child has to be taken out of the room, increased motivation by how often a child needs to be told what to do and an increase in the number of times that when they arrive they get on with the project or homework without the need for prompting.

Sessional teaching staff are able to offer and provide tailor-made work plans for each individual child after a needs assessment and discussion through downloading appropriate educational apps followed up by one to one support. The provision of emotional support (children can get frustrated very quickly) and a safe and non threatening learning space are also crucial to the club's success.

Overall During April to June 2013 several Year 6 children worked on projects given to them by Christchurch primary school as homework and with support from the two sessional teaching staff were taught how to investigate and research their different topics and produce good quality project work using the new ipad system installed at the H Pod. We received good feedback from the children involved and also from Roxy deputy head teacher at Christchurch school. Post SATs I have changed our homework so that each child has a homework project book they need to complete on

a topic of their choice. I've given pretty free reign so that would be a great opportunity for them to do some research using the ipads at the H Pod?

Case Studies

10 year old Bengali girl who goes to Christchurch with both parents long term unemployed. Had a lack of energy and was unable to focus on her final year 6 at primary school. She was given a science project to carry out on molecules and started to regularly attend club sessions to learn how to use the ipads to carry out research on the topic and put together salient facts and figures and in creating some impressive visual images and a poster. Her teacher was very impressed and she gained high marks that made her very proud and have a sense of achievement in what she was now able to do.

8 year old Somali boy who goes to Netley School and was initially highly disruptive in the club sessions and was unable to concentrate on anything for more than a very short time. Although clearly a bright boy it had seriously affected his ability to learn. However, after received support and encouragement to use the ipads his literacy and numeracy levels began to rapidly rise. He is now rarely disruptive knowing that such behaviours would mean he would be unable to use an ipads.

A Somali girl started in September 2013 from Netley school and was extremely shy and timid. With a lot of one to one support from sessional staff she was quickly able to learn how to use the ipads to help her with homework and school work and now attends and starts her homework unprompted.

A Black African 10 year old girl has been regularly attending and bringing homework on a regular basis. She has begun to realize that the extra help that she has been getting at the sessions has helped her to improve her school and homework. She has recently mentioned that she has been getting better grades and has been praised by her tutor for completing her homework on time.

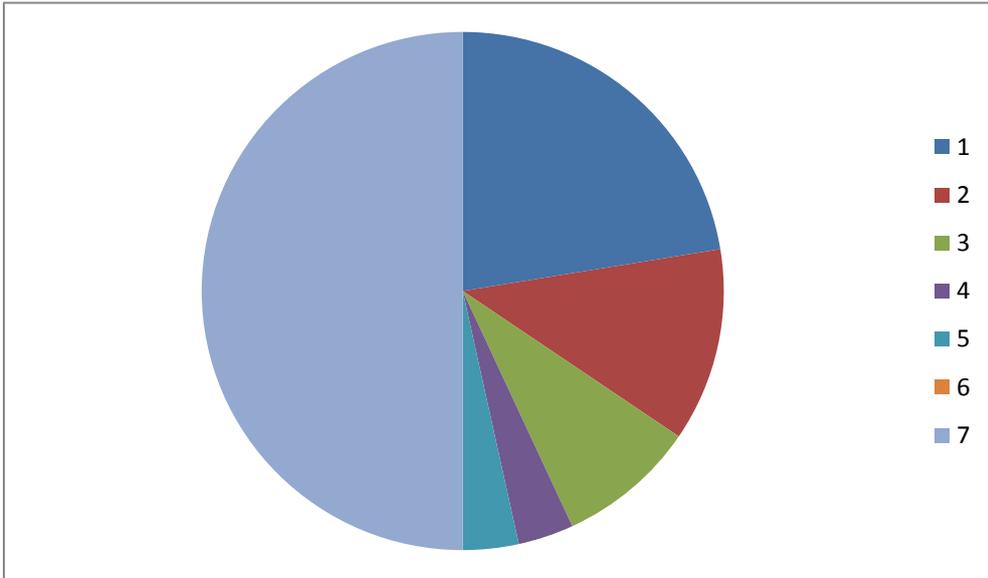
Another Bengali girl said she didn't have any homework but after a few minutes of questioning she said that she had to do a "title page for particles" - make a poster explaining "what particles are?" By using the ipads, she was able to do some research and used other apps to design a poster. She also got some extra help from the staff, i.e. information was explained to her in way which she found easier to understand / what site to go to and etc.

Parents

A Somali mother who came to enroll her children in the club in September 2013 was very aggressive towards others and had arguments every time she brought her children. She clearly was somebody who was experiencing some major problems in her life and was very protective towards her children but that created barriers to building relationships with other non Somalis. We were all pleasantly surprised when at half term she made a large number of Somali pancakes and brought them to our Ed Party to give out to everybody as a thank you. She is now very appreciative of what we have done and the beneficial improvements that have occurred as a result of her daughter attendance at club sessions.

The sessions were split into two parts, session one ran from 4.30 pm– 5.30 pm & session two ran from 5.30 pm -6.30 pm. There were two tables, Table A for children with homework and Table B is for those without any homework. We always encouraged them to bring their homework with them, but it takes some persuasions for them to bring it out of their bags or to get them to admit to it. They much rather just do general activities on the ipads. However, the apps were chosen for the children were educational and selected to be relevant to their school work. (i.e. mathletics, which is a maths app where they can log on and carry on with their individual maths work.)

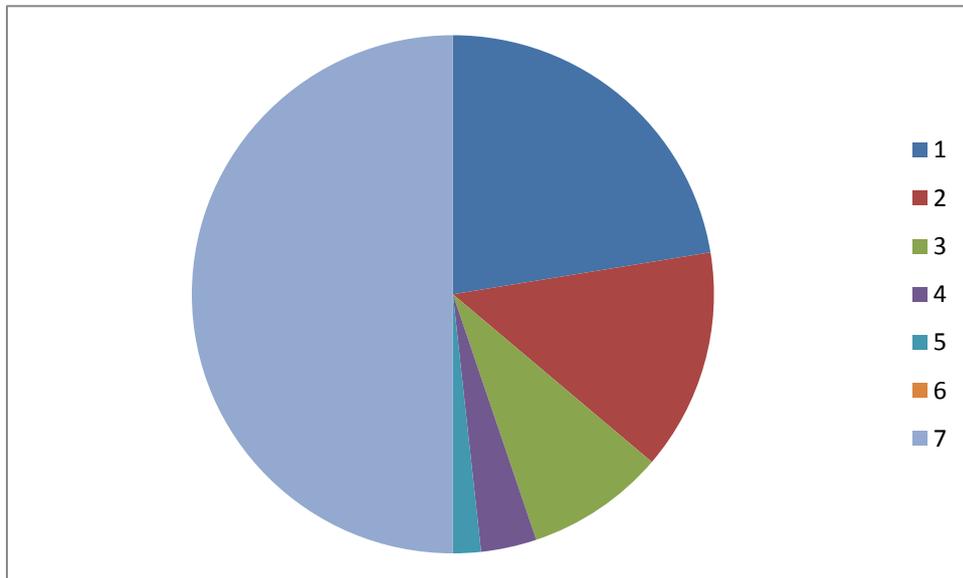
**Wednesday Homework Club
April to September 2013**



Ethnic Analysis

1 Somali	13	45
2 White	7	24
3 Bengali	5	17
4 BlackBritish	2	7
5 Other	2	7
	29	100

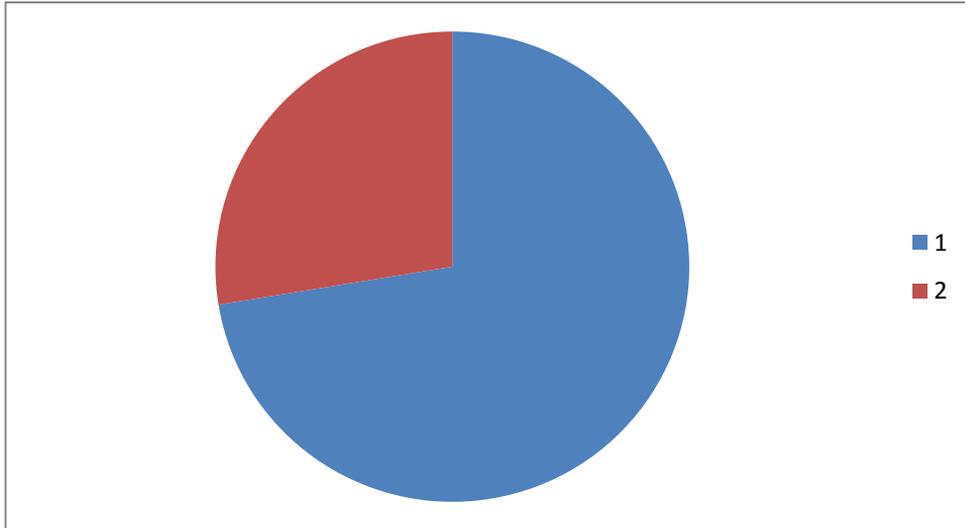
**Wednesday Homework Club
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Primary School

1 Christchurch	13	45
2 Netley	8	28
3 Richard Cobden	5	17
4 All Souls	2	7
5 St Pauls	1	3
	29	100

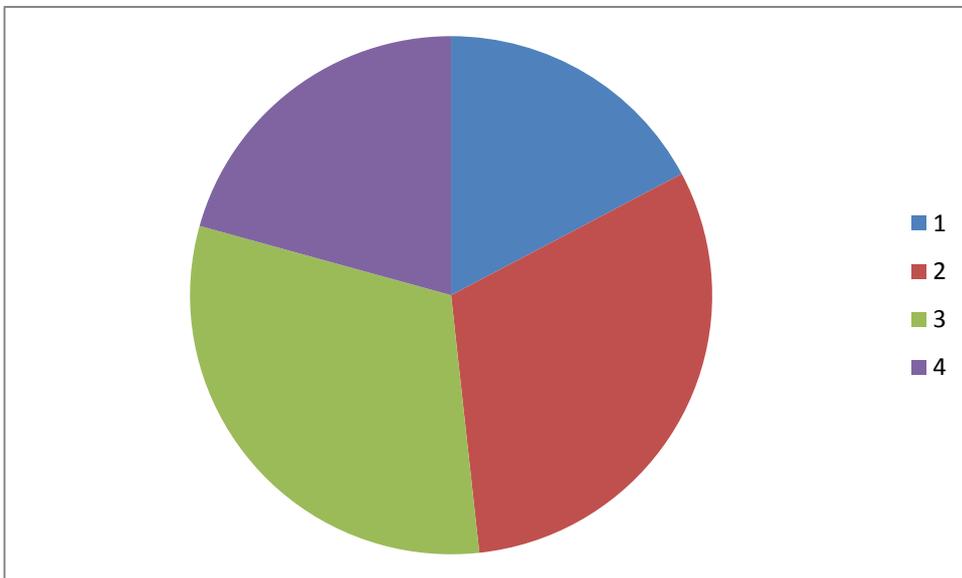
Wednesday Homework Club
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Boy/Girl

1	Girl	21	72
2	Boy	8	28
	Total	29	100

West Euston Time Bank
Wednesday Homework Club
April to September 2013



Years at Primary School

Year 3	5	17
Year 4	9	31
Year 5	9	31
Year 6	6	21
Total	29	100

Future Plans

Homework club has given the children attending a great opportunity to learn new skills, has helped to build confidence and has motivated children to want to do well in school. However, there remains a lot more to do and there is a considerable potential for improvements and expansion. We are all new to it ourselves, there's so much more we can do in future. ☺ Urmi

Here are some suggestions for improvements for the future - encourage more group work, splitting the groups by age; - change our teaching style: we can't just give them the iPad, there needs to be a lesson planned for them beforehand so they understand there is a purpose . e.g.- One group can do reading (using e-reader or kindle) Khadija

We will be sending sessional staff on further iPad teaching training courses at the City Learning Centre in Somers Town

We are expanding our homework club to run new sessions on Fridays from 4-7 pm on similar lines to the Wednesday club utilising iPads and two teaching assistants have been recruited including Lorna who is a teaching assistant at Christchurch primary school.

**West Euston Time Bank
H Pod
Cumberland Market
London NW1 3RH
Wednesday 13th November 2013**