**Early Support Practice Learning Days – Guidance**

The practice learning day framework applies to all Resources, Improvement and Partnership service areas. This process guide sets out how practice learning day activities are completed to ensure that children and families are being supported in the right way at the right time and understanding what difference has been made. This guidance for practice learning days sets out expectation, approach, and guidance on how learning is embedded and evidenced in ongoing practice.

Learning with the benefit of hindsight discussions within a learning, non-blaming environment where all aspects of practice can be scrutinised. Ares of good practice and areas for development are both identified leading to improving practice, and in turn improved outcomes for the children and young people with whom we work

**Frequency of Practice Learning Days**

Practice Learning Days are an important tool in working collaboratively with practitioners to identify what is going well and where improvements could be made. As such it is recommended that Practice Learning Days take place at least every 3 months (4 per year) to ensure that learning from practice is a continuous and dynamic process.

To maximise attendance these dates should be diarised by the responsible Service Manager 12 months in advance, with “save the dates” sent to all relevant parties in advance.

The Team Manager for Quality Assurance will keep a central log of all Practice Learning Days and report to the Service Manager with regards to the effectiveness of planning.

At least one of the planned Practice Learning Days should be jointly held with relevant partner agencies or internal services, for example YES joint with CPRU, Front Door and A&I. To enhance engagement of partner agencies, prior planning is required.

**Before the Practice Learning Day**

A planning meeting should take place at least 10 working days before between Service Manager (TM responsible for the area) in the service area, and the Team Manager for quality assurance. The purpose of this is to establish the Practice Learning Day methodology including: theme, agenda and key lines of enquiry. The sample size should be agreed. The use of Microsoft forms is encouraged to collate data and the format for this will be agreed at this meeting. Consideration should be given to the role of independent scrutiny. Following this, practitioners who will be involved in the Practice Learning Day will be invited to a planning meeting to ensure that they are planned, prepared and fully included in the whole process.

* Theme:

Practice learning Days should focus on a specific theme, to avoid this being a lengthy and drawn-out process. While the theme will ultimately be determined by Senior Manager, suggested audit themes are supervision, assessment, plans and recoding child’s journey from referral etc. PIU and Tabelau should be used to identify trends which require further exploration.

* Key Lines of Enquiry (KLOE) (see appendix 1):

The key lines of enquiry (KLOE) audit tool is based on application of the practice standards (ATTACH PRACTICE STANDARDS FOR RELEVANT SERVICE AREA) alongside evidence and impact upon the child. KLOE’s should be completed side by side with the practitioner and not in isolation. These should be completed by managers, service managers and by practitioners in the form of peer audits. They are designed to be used as a “live” audit tool and promote a learning culture. The process of KLOE audits should be like a reflective supervision, however, should not replace the role of managerial supervision. The process is designed to allow for learning, reflection and improvements to practice with the added benefit of a second set of eyes and independent watching brief.

* Dip sampling

In addition to the themed KLOE audits, specific case dip samples will also be completed. This will involve rigorous, thematical driven scrutiny of a large number of cases, checking for particular practice, outcomes and themes thus providing qualitative data. Dip sampling should be driven by performance and data reports but are not to be confused with such and should consist of meaningful compliance audits. As a minimum each area Team Manager will undertake a minimum of 4 audits each month. Additional audits are undertaken when needed by Early Support Senior Management Team.

* Child’s Voice

Practice Learning Day’s will include the view of children and their families (or relevant service user) in relation to their experience of receiving services and the impact upon their lives. As part of the Practice Learning Day feedback will be requested prior to PLD via either the family or the Education (or Early Years setting) Setting the child attends by someone that they have an existing positive relationship with they will directly obtain the child and parent/carer view where it is practical and appropriate to.

* Additional audit tools

The Practice Learning Day process is fluid and continuously developing and the above list is by no means exhaustive. New and additional audit tools should be used dependent on service needs. These could include practice observation.

* Agenda

An example agenda is attached at appendix 2. The agenda is service specific

* Case selection

Cases will be selected by a Manager in liaison with PIU/ES Data and Outcomes Manager in line with the annual themed Quality Assurance Framework (Currently under review).

Add in here supervision thing. Include why

How do we record these Audit activities on files?

***If Multi agency:***

*Invite/link with partners*

*Sit together and go through individual systems*

*Include N/A answers – border questions which relate to everyone*

*Professionals in partnership identifying a case*

**How the learning is disseminated and used:**

Feeds into whole Service away days, practice learning events and the Early Support quality assurance plan and Learning and Development Pathways.

Individual feedback is given to all practitioners and managers.