



Parental engagement plan

2020-21

Priority: To develop the involvement of families in their child's learning. EEF document – Working with parents to support children's learning		Strategic lead: EG	Operational leads: NA/AC and classroom teachers
What will be different?	Action	Monitoring process (by whom, when and how)	Evaluation
<p>We will be able to identify what support would be helpful for parents and how they view the communications from school.</p> <p><i>Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships.</i></p> <p><i>Monitoring does not need to be onerous. It could, for example, include reviewing whether particular groups of parents find communications from school helpful, whether they attend parent meetings, or feel they have a voice in the decision-making process. Ultimately, monitoring should aim to assess whether learning outcomes are improving as a result of parental engagement activities.</i></p>	<p>Feb 2020 – A cake and coffee afternoon was held at the school and parents were invited into school to discuss their viewpoints in relation to communication and learning at home. Following this, a maths workshop was held and parents were invited into school to observe a lesson sitting next to their child, followed by a discussion with the maths leader and other members of SLT.</p> <p>Autumn term and Summer term 2020 – A short online questionnaire will be created to consult with parents about how they view communication with the school and how they can support their child with learning. Questions will also be focused around the virtual/face to face meetings and their viewpoint on these.</p> <p>2021 -22 – Aim to hold further subject specific workshops where parents are invited into school to be involved in their child's learning to see how it is taught in school so that they can support their child at home more effectively.</p>	<p>Record of conversations were written during both events – summary sheets were completed.</p> <p>EG to use forms to analyse the responses and create a summary of the support that parents would find most helpful – by the end of the Autumn term 2020.</p> <p>Summer term 2020 – Repeat the short online questionnaire to establish the impact of the plans implemented and identify further viewpoints.</p>	
<p>At least 90% of parents in each year group will have downloaded the SIMS parent app.</p> <p>School communications will be tailored and encourage positive dialogue about learning.</p> <p><i>For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance. School communications with parents are likely to be more effective if they are personalised, linked to learning, and framed positively (for example, celebrating success).</i></p>	<p>Nov 2020 – A leaflet has been created to support parents when downloading SIMS parent. A letter and leaflet will be sent home to parents who have not yet downloaded the app. CT to discuss SIMS parent at their parents evening appointment.</p> <p>Dec 2020 – The reception staff will contact parents individually to discuss SIMS parent and guide them on how to download it – targeting the parents who have not downloaded it.</p> <p>June/July 2020 – Reception staff to send SIMS parent information to the new cohort of year 3 children who start school in Sept 2020.</p> <p>2021 – 22 – Review the use of SIMS parent app and consider its impact on learning. EG and SLT to consider its effectiveness.</p>	<p>Natalie West to download a spreadsheet of parents names for each form class providing an overview of who has downloaded it.</p> <p>EG to monitor the percentage in each year group and create a summary sheet at the end of each long term – shared with the reception staff.</p>	

	<p>EG to create a video for all CT and HLTA's showing them how to log into SIMS engagement and send a message to individuals/groups of parents.</p> <p>Trial SIMS parent communication: Each CT will be asked to send personalised positive messages, linked to learning, to 2 parents per week.</p> <p>TA's and HLTA's to monitor reading using EBEN and identify any child who is not reading at home over a 2-week period. A reminder message to be sent home via SIMS parent by EG (highlighting the importance of developing reading skills). Further communication will be necessary if there isn't improvement with the reading at home.</p>	<p>Phase leaders to check that the messages are being sent weekly.</p> <p>EG to question staff about the impact of the messages that are sent and record their opinions. EG to monitor the parents viewpoints via the online questionnaires (Autumn and Summer term 2020)</p> <p>EBEN monitored by TA's and HLTA's.</p>	
<p>Subject leaders will plan for home learning opportunities and consider how to support families with learning at home.</p>	<p>Each subject leader to include details for home learning during the COVID-19 pandemic. The subject leader should also review how effective the home learning plans are and adjust the plans as appropriate.</p> <p>Website/email/showbie will all be used to communicate home learning when a child/children is self-isolating.</p> <p>When it is safe to do so, parents will be invited into school to complete further learning workshops – being able to observe how their child learns in school and have the opportunity to ask questions to the subject leaders.</p>	<p>TW – Maths lead, EG – Literacy lead, VH – Science lead</p> <p>SLT to monitor the action plans termly.</p> <p>Phase leaders to monitor the home learning that is being complete.</p> <p>Discussions with parents to be recorded and analysed by EG</p>	