**Appendix 4: Parental engagement**

**Introduction**

The following guidance pulls together best practice and research in relation to parental engagement.  This guidance aims to support schools in improving and developing parental engagement in home learning as schools return to full time education. This is also relevant should further lockdown be required or for individual pupils who cannot be in school for any reason.

The guidance and recommendations take into account the following key issues:

* The EEF toolkit and research is clear that there is surprisingly little robust evidence on which approaches are most effective in improving parental engagement, particularly for disadvantaged families.
* Working effectively with parents can be challenging, and is likely to require sustained effort and support.
* Many schools do not have an explicit plan for how they work with parents.
* School’s work to engage hard to reach parents may not be successful, schools may need to review their approach for these pupils in order to ensure equality of opportunity and avoid learning gaps from widening further.
* Different approaches are needed for different ages.

**Strategies and where to go for support and advice**

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| **Strategy** | **Guidance** |
| Track engagement in home learning to identify families in need of support  | [SHS Parental Engagement training toolkit](https://www.schoolhomesupport.org.uk/wp-content/uploads/2015/11/SHS-Parental-engagement-toolkit.pdf) |
| Ask target parents what would help them engage, take a more direct approach.   |  |
| Identify named staff to liaise with target families. Ensure contact is regular offering support and guidance on a weekly basis, eg weekly texts and weekly learning videos   |  |
| Personalised messages linked to learning- direct to phone apps are often more successful  | A range of parent apps are available to facilitate this  |
| Ensure teachers provide regular feedback on children’s progress and talk to parents about next learning steps  | [EEF - Parental Engagement](https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/#closeSignup)  |
| Offer advice on improving home learning environments working with individual parents to set up a learning plan or routine  | [EEF - Working with parents to support children’s learning – summary of recommendations](https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Summary_of_recommendations.pdf) |
| Run more intensive programmes for children struggling with reading or behaviour  |  |
| Provide videos or parent meetings to model learning strategies and help parents understand the learning eg sharing a book, reading, phonics, maths introductions  | [NCETM - Support for parents and carers helping children with maths](https://www.ncetm.org.uk/resources/54432) |
| Target families who would benefit from weekly learning reviews talking through learning for the week and any support parents may benefit from eg key learning questions  | [Oxford Owl – struggling readers](https://home.oxfordowl.co.uk/reading/common-reading-issues/struggling-readers/) |
| Focus on what will make the biggest difference for target learners eg phonics, reading, number  |  |
| Be aware of EEF trialled programs and parental support strategies taking into account the limitations outlined in the research including texting parents  | [EEF – Parental Engagement](https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/)[Texting parents project](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/texting-parents/) |
| Easy Peasy app for Early Years / range of apps available to schools | [EasyPeasy](https://www.easypeasyapp.com/) |
| Additional research guidance and toolkits on parental engagement  | [DfE – Review of best practice in parental engagement](https://www.gov.uk/government/publications/review-of-best-practice-in-parental-engagement)[NFER – Teacher guide – parental engagement and narrowing the gap](https://www.nfer.ac.uk/publications/oupp02/oupp02.pdf) |