



Tarbert Academy Early Level Class

Improving the quality of our early learning and child care through parental engagement

Our findings from Self – Evaluation (looking inwards and outwards)

- **Where are we now?**
- **Children-** Opportunities to discuss learning
- **Parents-** Baseline data- engagement in learning?
- **Staff-** Confidence engaging with parents/ Sharing learning
- **Local Authority-** Developmental Milestone Tool identify how we can successfully engage parents and families in their children's early learning and development using the DM Tool and Learning Journeys to build stronger links between home and nursery/ P1 from the outset.
- **National-** Early Years Collaborative Key Changes (Parenting skills and family engagement to support learning)

Identifying need for change

- Nationally- Scottish Government/Early Years Collaborative
- A key target area for Argyll and Bute local authority within early years was parenting skills and family engagement to support learning.
- New Early Level Class structure: evidence that parental involvement and understanding had not developed to a level that supported the children's learning.
- Reviewing current practice

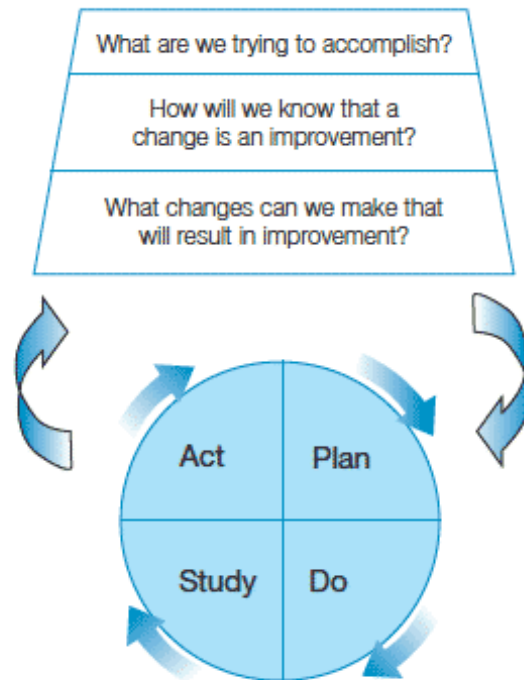
Teamwork- Creating a joint understanding of vision and aims

- Defining ‘parental engagement’ (operational definition)
- Where are we now and where do we want to go?
- Our stretch aim “60% of children in Tarbert’s Early Level class will have evidence of parental engagement in their Learning Journeys by the end of May 2016”
- Importance of staff wellbeing

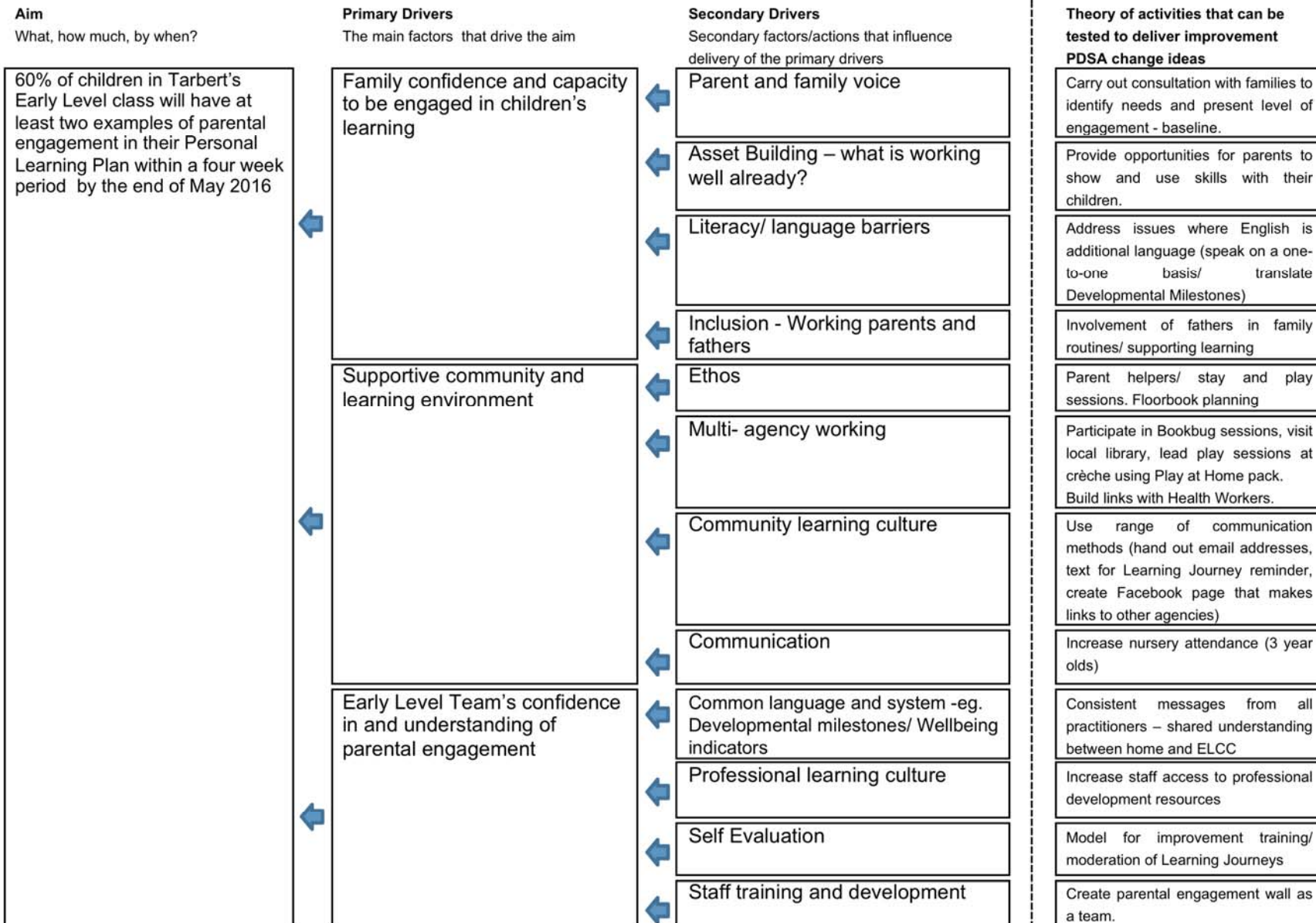


The Model For Improvement

- Early Years Collaborative Key aims
- Team training session
- Our first PDSA



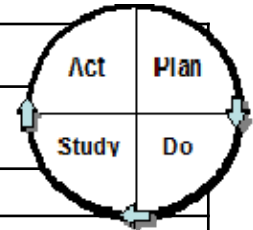
Our driver diagram



P stands for 'Plan'

- Setting aims
- Establishing measures
 - Outcome measures
 - Process measures
 - Balance measures
- What are we going to test?
 - What/ who?





Overall goal for the project

PDSA AIM

Describe the objective for this PDSA Cycle – what question(s) are you trying to answer?

PLAN

What? - List the tasks needed to set up this test of change, including how to measure it.

Who will do it?

When?

Where?

- 1.
- 2.
- 3.
- 4.

Prediction – what do you think will happen when the test is carried out?

What measures will you use to assess whether the prediction is right?

DO

Describe what happened when you ran the test

STUDY

Describe the measured results and how they compared to the prediction – what did you learn?

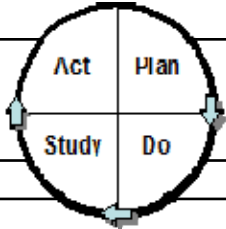
- 1.
- 2.
- 3.

ACT

Describe what modifications to the plan will be made for the next cycle, based on what you learned.

- 1.
- 2.
- 3.

Overall goal for the project
60% of children in Tarbert's early level class will have at least two examples of parental engagement in their learning journeys every four weeks.



PDSA AIM
To find out how many parents are engaging with Learning Journeys.
 Describe the objective for this PDSA Cycle – what question(s) are you trying to answer?

PLAN <i>What? - List the tasks needed to set up this test of change, including how to measure it.</i>	Who will do it?	When?	Where?
1. Edit Learning Journeys in regard to parent comments (take away traffic light section and add circle to initial)	Kirsten and Early Level Staff	25.2.16	Tarbert Academy
2. Notify parents/ send learning Journeys home	Early Level Staff	4.3.16	Tarbert Academy
3 Gather data (examine comments/ initial circle).	Kirsten	7.3.16	Tarbert Academy
4. Edit (if required) and send home the following Friday	Early Level Staff	11.3.16	Tarbert Academy
Prediction – <i>what do you think will happen when the test is carried out?</i> 60% of parents will initial to show they are engaging with Learning Journeys	What measures will you use to assess whether the prediction is right? Calculate % of children with initialled Learning Journeys		

DO
Describe what happened when you ran the test

STUDY
 Describe the measured results and how they compared to the prediction – what did you learn?
 1.
 2.
 3.

ACT
 Describe what modifications to the plan will be made for the next cycle, based on what you learned.
 1.

Name:

Date:

Look at what I have been saying/ making/ writing/ doing:

Next steps for me:

Ideas for home:

Learning At Home

Please feel free to tell us about something special your child has been doing at home.

I have been learning:

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Please initial the circle to show you and your child have enjoyed spending time together looking at their Learning Journey.



D stands for 'Do'

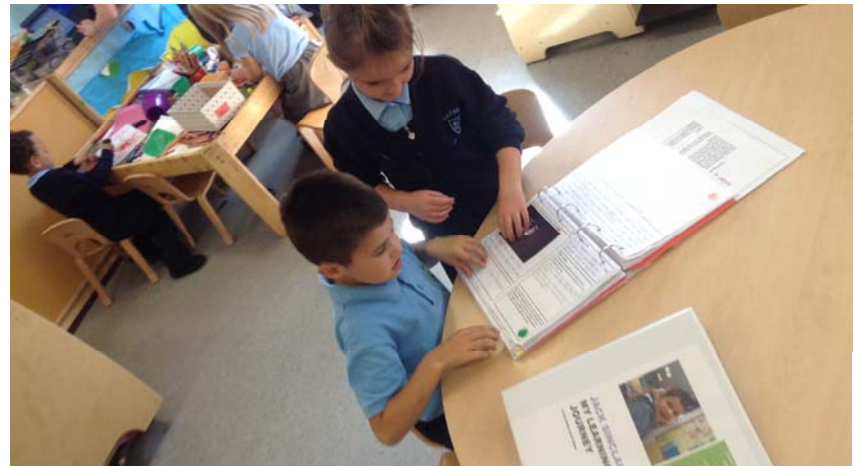
- Selecting and testing changes
- Tests of change
 - Signing agreements
 - Sending home our Learning Journeys
 - Gathering and analysing data
- “It is good to know and see in pictures what she does as she doesn't tell us a lot about her day!”



S stands for 'Study'

How do we know a change is an improvement?

- Outcome measures- gathering data on a weekly basis
- Process measures
- Balance measures



A stands for 'Act'

- Using data to make further changes
 - What parents are engaging?
 - How do they prefer to engage?
 - Case studies?

 - Next PDSA?

Impact of increasing parental engagement

- Children
 - Awareness of learning
 - Opportunities to discuss learning at home
 - Joined up learning
- Parents and families
 - Deeper engagement with learning
 - Opportunities to discuss learning
 - Feeling part of the Early Level 'team'
- Staff
 - Parents sharing more information
 - New found confidence engaging with parents and families
 - Wider opportunities to discuss learning
- Whole School
 - Deeper understanding of learning/ more involvement in school

“It’s great to see what... has been learning and find out what I can work on at home to help further her development. Lovely pictures of her enjoying the activity too.”

“I find it a very useful way of learning how... is learning.”

“It gives me a little bit of information that I need to ask her questions and it opens up a lot of useful conversations”

Our Next Steps

- Continuing to develop parental engagement with current and new cohort of parents
- Developing parental engagement across wider 3-18 campus
- Sharing our learning about using the model for improvement to improve the quality of our early learning and childcare setting



Using the Model for Improvement

- Importance of having a shared vision/ goals
- Making small changes
- ‘seeing’ changes- how will we know a change is an improvement?
- Taking time to reflect and plan next change



Our Video

- https://www.dropbox.com/scl/fi/i4m6m3rwgf4b3sjuer9ef?new_user=1&oref=free





- Our parental engagement project is only part way through and we are delighted about impact on learning through one common ambition “to give our young children the best possible start by strong partnership working”.