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| **Q.I. 2.5 Family Learning Guidance for Best Practice – Strategies for Engaging Parents** | | |
| **Q.I Question** | **Answer** | **Evidence** |
| **What methods have you used to inform parents about family learning programmes?** | Relationship building at school gates  Face to face informal sessions  Taster Sessions  Meet the Teacher  Social Media  Personal Invitation from child  Nursery/School Group Text / Apps  Translation Tools  Key ‘Parent Champions’  Nursery/School Website  Newsletters  Posters  Leaflets  Word of Mouth | * Knowledge of your families * Coffee mornings/afternoons or similar * Pop up taster sessions * Families attend meet the teacher session and receive family learning information * Social Media Posts * School Apps Used * Personal text messages and phone calls * Posters and Leaflets that are bold, clear, colourful and easy to understand in large print * Translated leaflets or texts * Key Parents and families as advocates spreading the word, especially in different languages. * Parents bringing a friend |
| **What community connectors have you identified and used to support raising awareness of your family learning programmes?** | Health and Social Care Partnership  Community Organisations  GP Services  Local Libraries  Local Community Centres  Housing Offices  Social Work Services  Domestic Abuse Services  Religious Institutions | * Network meetings with community-based colleagues/stakeholders * Information provided to community-based colleagues/stakeholders * Community-based colleagues/stakeholders invited to attend your programmes to share information and gain better understanding of your programmes * Promotional leaflets and posters provided |
| **Do you have a “whole school/nursery approach” to family learning?** | All members of setting staff know about, understand and promote the aims of family learning and welcome parents/carers into your setting. | * Information provided to whole school/nursery at team meetings * Assemblies are used to promote family learning ideals * Taster sessions for all staff * All staff know when programmes are happening and who will be attending * All staff know to make all families welcome into the setting with correct health and safety procedures * All staff know how to refer or signpost parents to an appropriate person for family learning information |
| **How have you addressed the soft barriers some parents might face before engaging in family learning?** | Families know about your programmes  Parents understand informal approach to family learning  Parents know they are their child’s first educator  Parents know they can play a full role in their child’s learning and development  Parents know there is no cost involved  Suitable times of programmes  Welcoming, friendly environment  Buddy system  Parents know whole family/alternative family member are welcome to attend family learning programmes  Parents busy lives and challenges interfere with attendance | * School gates, community connectors, coffee mornings, taster sessions/meet the teacher, website, newsletter, phone calls, texts, social media, posters, leaflets, word of mouth * Highlight informal learning – parents are not expected to read or write. Programmes are play-based * Short “introduction to family learning” PowerPoint * Taster activities to demonstrate play, fun and informality of the learning programmes * Emphasise that all programmes and sessions are free * Let parents know home resources will be provided free * Consult parents about what times suit them best (morning or afternoon – drop off and pick up times) * Ensure all staff are aware of when parents will be coming into school/nursery and are ready to welcome and signpost to the family learning room * Parents supporting other parents to attend * Information is given to parents and families regarding any or all family members are welcome to attend programmes * Weekly and ongoing reminder texts/phone calls |
| **How have you addressed the accessibility barriers some of your parents might face?** | Some parents might be working during the day  Are parents able to travel easily to and from your programme  Younger siblings  English as a Second Language  Health or Disability Issues  Any others relevant to your setting? | * Videos and “how to” guides and resources sent home * Occasional evening/weekend provision * No duplication of services happening locally * Does public transport coincide with your programme times * Creche facility or activities for younger siblings * Translation services and resources provided * Disabled parking available and reserved * Other free parking available * Accessible entrance and on-site room for wheelchairs/buggies * Parents consulted on specific support needed for health issues |
| **How have you addressed acceptability barriers some of your parents might face?** | Parents believe they will not “fit in” (ethnicity, gender, sexual identify, age, class/social group, educational level)  Parents worry about the behaviour of their child during a session or programme  Parents perceptions of “cliques” whether real or perceived  Any others relevant to your setting? | * Pre-programme contact such as school gates, home visits allaying fears * Use resources and materials that celebrate diversity/reflect your demographic * Relationship building * Welcoming environment * No academic expectations * Focus on existing strengths and skills * Emphasise play-based, fun, informal * Buddying system * Emphasise **safe** space |