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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 gatesFace to face informal sessions Taster SessionsMeet the TeacherSocial MediaPersonal Invitation from childNursery/School Group Text / AppsTranslation ToolsKey ‘Parent Champions’Nursery/School WebsiteNewslettersPostersLeafletsWord 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
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| **What community connectors have you identified and used to support raising awareness of your family learning programmes?** | Health and Social Care Partnership Community OrganisationsGP ServicesLocal Libraries Local Community CentresHousing OfficesSocial Work ServicesDomestic Abuse ServicesReligious 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
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| **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
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| **How have you addressed the soft barriers some parents might face before engaging in family learning?** | Families know about your programmesParents understand informal approach to family learningParents know they are their child’s first educatorParents know they can play a full role in their child’s learning and developmentParents know there is no cost involvedSuitable times of programmesWelcoming, friendly environment Buddy systemParents know whole family/alternative family member are welcome to attend family learning programmesParents 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
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| **How have you addressed the accessibility barriers some of your parents might face?**  | Some parents might be working during the dayAre parents able to travel easily to and from your programme Younger siblingsEnglish as a Second LanguageHealth or Disability IssuesAny 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
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| **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 programmeParents perceptions of “cliques” whether real or perceivedAny 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
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