

## 'Best Practice' Recommendations

Glasgow Psychological Service followed up on the family engagement survey sent out to parents and carers at the end of 2020 with two focus groups. The information gathered from the research has been used to help inform some 'best practice' guidelines/recommendations around family engagement.

### Communication

Have a clearly defined communication strategy which is effectively shared with families (e.g. as a simple visual). This should include:

- A simple, well-designed system for communicating with families, for example:
  - Text/phone call for an emergency.
  - Email for essential news.
  - Twitter for the good news stories
  - Showbie/SeeSaw for sharing work (one platform within a given establishment).
- Clearly defined channels of communication for parents within establishments around who to contact when.
- Reflection on how we consult with families to promote effective two-way communication.
- A tailored, personalised approach where appropriate and possible.



### Wellbeing

- Sensitive communication to minimise stigmatising, blaming, or discouraging parents.
- Promoting a strengths-based approach which recognises and empowers parents as active partners within the school community. Asking parents what strengths and skills they have that they would like to share with the community.
- Reflection on our response to parental concerns about their own or their child's wellbeing. Sensitivity and avoiding blame helps parents to receive information and ultimately support.
- Talking to parents about what might help support their own wellbeing and signposting them to resources/supports that are available.
- Actively promote and share wellbeing policies and strategies with parents, where appropriate.



## Learning

Based on experiences of home learning during the pandemic, these recommendations will help when thinking about homework too. As always, taking account of the child's age and stage will be important.

- Be mindful of individual families' capacity to support their child's learning. Sometimes a reduction in the quantity will help the quality of what comes back.
- Have realistic expectations, both of parents and staff, taking personal circumstances into consideration.
- Continue to monitor family resources with regards to Wifi, IT devices etc. This would be especially important when new families join establishments (e.g. P1, S1, new to area).
- Support for parents in understanding aspects of the curriculum and current methods of teaching (e.g. maths strategies).
- Have clearly defined expectations around any work that has been set. Dates of return, who to contact if the work needs broken down for the young person etc.
- Provide feedback on pieces of work that have been set. This is especially important for supporting children and young people's wellbeing and maintaining their motivation.



## Training

Based on information gathered from the family engagement survey and parent focus groups, the Nurture City Lead Group within Psychological Services are creating module which will be an offer for establishments to help further promote family engagement. We hope this will help contribute towards Glasgow becoming the nurturing city and ensuring nurturing approaches across the whole establishment community.

## More information

The Education Endowment Foundation website has information available on parental engagement and providing feedback to children and young people on their learning.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

