Improving Parental Engagement 2021-22
(Based on Research by Dempster Et Al – August 2021)

What do we want Parents to Say / think about our Academies / Trust?

1) **New School**

'I've heard about this great School / Trust, and it sounds like a great fit for my child'

2) **First three months**

'My child and we as a family have settled in well, we know what to do and could ask for help'

3) **School Milestones**

'We always knew what was happening and were able to be involved in our child's schooling to support their success'

4) **School Issues**

'When an issue arose, it was quickly addressed and with a fair conclusion. Teachers and Leaders across the academy / trust communicate well!'

5) **Leaving School**

'The School / Trust helped our child to be the best version of themselves. They were happy and ready to move out into the world and follow their dreams'

These are achieved through our four pillars of parental engagement:

Knowledge	Environment	Culture	Communication
• Parents, academy / trust team and pupils **know what is expected** of them in the partnership • Parents know **why, when and how to support** their child's learning. • Parents can **use school technology**, including portals, apps and tools. • Parents know how to access and understand their **children's progress information.** • Parents know **whom to contact for help** and when they can expect a response.	• The academy / trust team create a school **environment that welcomes** and supports parents. • Parents understand what a **home environment** that supports learning looks like and are supported in creating this. • The academy / trust creates an **online environment** where parents find what they need easily. • Parents are encouraged to share their school experiences to **support continuous improvement and learning.** • The academy /trust and parents **respect time** commitments.	• Academy / Trust leaders build a **planned school culture** that supports parents, pupils, and the school. • The Academy / Trust supports the building of **trusted relationships** between the academy / trust team, parents, and pupils. • The academy / trust team understands and **respects parents' beliefs**, culture, expectations, and parenting style. • The Academy / Trust supports **parental involvement** in initiatives and bodies. • The Academy / Trust **involves pupils and parents together.**	• Parents receive **simple and easy-to-access information** that is clear and consistent. • The Academy / Trust is focused on listening to **parents and pupils.** • Academy / Trust team members are appropriately **trained in communicating confidently** with parents. • The Academy / Trust supports parents to **communicate with their children**. • Parents are **recognised and feel valued** for their great work.

Improving Parental Engagement 2021-22
(Based on Research by Dempster Et Al – August 2021)

Academy Level Self Evaluation of Parental Engagement

Academy	
Date	

Step 1: Use your Academy data

What is the Attendance Rate at Parents Evening (%):	
What Percentage of parents attend additional events (Open Days / Meet the teacher etc):	
What is the level of Response if you ask for Parent volunteers (Number)	
Additional Detail:	
What response rate (Estimated %) do you have to important messages e.g., consent forms:	
Additional Detail:	
What Impact does this have on / are these concerns?	
Pupil Results:	
Pupil Behaviour:	
Level of Pupil absences:	
Attendance on optional school trips:	
Teacher retention / turnover:	

Step 2: Are the Fundamentals in place?

Do you have a single person who is responsible for building parental relationship? (If not, who will this be?)
Do you have a clear focus on what you want to achieve in terms of parental engagement? (If not agree this as an SLT referring to P1)
Do you have a clear and consistently delivered plan to help you achieve your parental engagement goals? (If not agree this an SLT referring to P1)
Do your school team have a consistent view of what you want to achieve in relation to parental engagement? (If not agree this an SLT referring to P1)
What works well in terms of parental engagement? What has worked less well?

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Step 3: Listen to your School Community - Parents

Send the following questions out to parents to assess where you currently are against our 4 pillars.

Knowledge
1. Do you know what is expected of you to support your child's learning?   2. Do you believe that you can have a positive impact on your child's learning?   3. Do you know how to access the technology the school uses to communicate?   4. Do you know how your child is doing at school?   5. Do you know who to contact at school if you have any questions?
Environment
1. Are you happy to come into school to meet with teachers to support your child's learning?   2. Are you clear on what a home environment to support learning looks like and how to create it?   3. Can you easily find out information about your child or the school, using the technology provided by the school?   4. Are you encouraged to share your school experiences to support continuous improvement and learning?   5. Does the school community respect your commitments when asking you to support your child's learning?
Culture
1. Does the school's culture, values and behaviours support your engagement?   2. Do you have a relationship built on trust with the school?   3. Does the school understand you as an individual enough to be able to provide you with support for your needs?   4. Are you committed to support school-based initiatives and groups?   5. Are pupils and parents involved with the school in a holistic approach?
Communication
1. Does the school provide simple information to parents that is easy to access?   2. Does the school team listen and respond to your feedback?   3. Do you believe that the school team are trained to communicate effectively to you?   4. Are you recognised and valued for your efforts in supporting your child's learning?

Then get your wider team to talk through the results to assess areas for development.

Step 4: Listen to your School Community - Pupils

Send the following questions out to pupils to assess where you currently are against our 4 pillars.

Knowledge
1. Do your parents know how to help with your learning at home?   2. Do you believe your parents have an impact on your learning?   3. Do your parents know how to access the technology we use to communicate?   4. Do your parents know how you are doing at school?   5. Do your parents know who to contact at school if they have a question?
Environment
1. Are your parents happy to come to school to meet your teacher?   2. Are you able to do homework at home?   3. Do your parents use the school website / apps?   4. Do your parents have a positive view of the school?   5. Do your parents have time to support your learning?
Culture
1. Do you believe the school involves your parents?   2. Do you think your parents trust the school?   3. DO you think the school supports your parents / family?   4. Do your parents feel able to be part of school events?   5. Des the school involve you and your parents together regularly?
Communication
1. Do your parents find school communications easy to access / understand?   2. Does the school encourage your parents to give their opinions / feedback?   3. Does the school communicate with you and your parents clearly?   4. Do your parents talk to you about school?   **5.** Do you think your parents feel the school values the role they play in helping you?

Then get your wider team to talk through the results to assess areas for development.

Step 5: Learn from Others

Create a self-evaluation against each area of the 4 pillars. Share together what you have learned from your investigation as an SLT and the meet with other academies in the trust to share successes and areas for development.

Step 6: Plan and Communicate

Using ideas raised based on the evidence gleaned (ensuring this is accurate information) agree a Parental Engagement Plan and related timeframe, communicating this to ALL stakeholders. This should be developed with a steering committee made up of staff, parents and governors. Define what this will look like.

Step 7: Use the 4 Pillars to define how you currently and in future will achieve each strand

Academy	
Date	

Knowledge
• Parents, academy / trust team and pupils **know what is expected** of them in the partnership
Currently: In the future:
• Parents know **why, when and how to support** their child's learning.
Currently: In the future:
• Parents can **use school technology**, including portals, apps and tools. •
Currently: In the future:
• Parents know how to access and understand their **children's progress information.** •
Currently: In the future:
• Parents know **whom to contact for help** and when they can expect a response.
Currently: In the future:

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Academy	
Date	

Environment
• The academy / trust team create a school environment that welcomes and supports parents.
Currently: In the future:
• Parents understand what a home environment that supports learning looks like and are supported in creating this.
Currently: In the future:
• The academy / trust creates an online environment where parents find what they need easily.
Currently: In the future:
• Parents are encouraged to share their school experiences to support continuous improvement and learning.
Currently: In the future:
• The academy /trust and parents respect time commitments
Currently: In the future:

Academy	
Date	

Culture
• The Academy / Trust supports the building of trusted relationships between the academy / trust team, parents, and pupils.
Currently: In the future:
• The academy / trust team understands and respects parents' beliefs, culture, expectations, and parenting style.
Currently: In the future:
• The Academy / Trust supports parental involvement in initiatives and bodies.
Currently: In the future:
• The Academy / Trust involves pupils and parents together.
Currently: In the future:

Academy	
Date	

Communication
•   Parents receive simple and easy-to-access information that is clear and consistent.
Currently: In the future:
•   The Academy / Trust is focused on listening to parents and pupils.
Currently: In the future:
•   Academy / Trust team members are appropriately trained in communicating confidently with parents.
Currently: In the future:
•   The Academy / Trust supports parents to communicate with their children.
Currently: In the future:
•   Parents are recognised and feel valued for their great work
Currently: In the future:

Step 8: From this develop a three-year parental engagement strategy

(Example below)

2021-2022: Establish the foundations	2022-23: Strengthen the foundations	2023-24: Be the best in class
Outcomes:	Outcomes:	Outcomes:
- Defined parent personas. - School information management systems and mindsets in place. - Defined and consistent school messages - Basic and planned parent support approach and sessions established to outline expectations. - Measures and baseline established (SIP) - School team have training to support the above	- School values and vision are lived through parent interactions - There are increased opportunities for parent voice and enrichment. - Parents who make a contribution to pupil learning are recognised. - School team has training to support the above. - Continued measurement and learning.	- A school environment where parents feel welcome. - Parents speak as advocates for the school, inside and outside school. - Parent communication is planned, coordinated and two-way. - School team have training to support the above. - Measure improvements and team (SIP)

Each year you then need to define the activities that will make your strategy happen. You will need to continue to build the steering group and parent forum through this, setting clear owners of each action and responsibilities. Whilst there should be a single person described as Parent Engagement lead, they must work with the SLT to drive this together.

Items need to be tracked, with a clear timeframe and impact described, with teams having a power base of pupils, parents, governors and staff. Set dates to review progress and celebrate successes.

Appendix 1:

Suggestions to drive <u>Knowledge</u>:

1) **Develop a written agreement between school, parents, and pupils**

These should include minimum MUST DO actions and IF YOU CAN options, indicating school support to make these happen. They need to be realistic, clear and relevant and where the minimum is done this MUST NOT be judged.

Ensure buy-in by:

-Email reminder at the start of every year

-Sharing a personal video message from the EL / HT / HoS about Parent Role and how this is supported by the school

-Use existing school events to reinforce messages. Where possible getting parents to communicate how they adapted to support their child and the impact it made.

-Regularly remind staff of the expectations in the document and support them to bring it to life

-Engage pupils regularly regarding the expectations on them they have committed to

2) **Ensure Parent's know why and how to support starting with the why (Simon Sinek)**

-Provide evidence and inspire parents about why their support is important

- Provide a clear calendar of when parents need to support learning more so they can plan ahead

- Offer Training so they can support their learning but advertised so it is clear why!

- Be very clear about the actions you need parents to take

3) **Ensure Parents can access necessary technology**

-Offer Training in accessing technology and / or access to technology on the school site, both separately and with pupils so they use this together.

-monitor whether people are using the technology. Track use of all apps / website, particularly via login and communicate with families not accessing to offer support.

-PUT THE PUPIL AT THE HEART OF ALL COMMUNICATIONS

-Use the4 step approach to introducing technology, over page:

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STEP 1	STEP 2	STEP 3	STEP 4
Create a desire to change	Make it personal	Provide tools & knowledge	Live it, learn and improve
Be clear about how this technology will help your school achieve its vision.	Define different groups of people who need to use the technology.	Have a simple communication plan. Be clear about who you are communicating with, how, when and why.	Use the technology as a leader role model.
Articulate why what you're doing now isn't working and what will be better in the future.	Think about other things happening in their 'worlds' and what this means for how you support them.	Offer bite size training or coaching.	Make it part of daily school conversations.
Reflect on what you can learn and celebrate from the past.	Identify support and training they need – technical, mindset and behaviours.	Celebrate the new technology being introduced.	Recognise people for using it.
Think about the people who need to use the technology. What will motivate them and be their concerns? Better still ask them and listen!	Understand who will influence them to want to use it, so it becomes the norm.	Provide at a glance documents as reminders for daily work.	Measure who is and isn't using it and support those who need more help.
Find facts about how it works in other schools.	Agree who will support this, early on, and be your champions. Make their role formal in the change.	Support your champions to help their colleagues.	Learn from the change so you can use the experience for the future.
Build the change story with your leadership team so you believe it and speak with one voice.	Share evidence that it will make their jobs easier.	Thank and reward champions.	Share stories about how it's helping people to do their jobs and the benefit to your school.
		Visibly and regularly ask for feedback. Act on what you find out.	Celebrate successes!

4) Developing Clarity of who to contact for help and who will respond:

-Regularly communicate a list of contacts and who parents should contact for what and who they will get a response from. Ensure this is also on the website as well as newsletters at least monthly and kept to.

-Agree communication standards inhouse that you stick to. Who will communicate, in what timeframe, in what manner so that they are supported, efficiently without being passed around.

Appendix 2:

Suggestions to drive <u>Environment</u>:

1) **Develop a written agreement between school, parents, and pupils**

-Ensure buildings are well signposted.

-Make your school welcoming, with a simple message when parents arrive.

-Train reception staff (using professional CPD) to create a friendly and supportive first impression.

-Be respectful of parent' time through good meeting etiquette and general standards.

- Only invite those who need to be there
- Send an agenda and pre-reading in advance
- Actively include those who join virtually
- Make it engaging and interactive
- Have a meeting pact and use it
- Involve everyone not just those who speak most
- Record and follow up agreed actions

2) **Ensure Parents understand what a home environment that supports learning looks like and are supported in creating this**

-Communicate your minimum requirements for a positive home learning environment at the start of term (e.g., in a home learning guide)

-Involve and listen to parents' challenges in creating a home learning environment

-Involve pupils in the conversation and find out what support they need

-Provide drop-in sessions or workspaces for parents / pupils as needed.

Try to keep home learning environments to a minimum expectation as set out in the model home learning guide:

Example home learning guide

We want to work in partnership with you as a parent to ensure your child can be at their best. Below are some simple ways you can support your child with their learning.

1. Know how your child is doing and where they need support

Learn as much as possible about the support we offer as a school and about what your child is learning.

You can find regular updates about how your child is progressing in their learning on the [add]. Simply go to [add instructions].

We'll also let you know when we are holding one of our regular parents' evenings. This is your opportunity to speak with your child's tutor and subject teachers. You can also make appointments with teachers any time during the term, if you have specific questions or concerns.

Importantly, we don't expect you to be an expert in any subject. Your support can be as simple as asking your child how they are getting on and demonstrating you care.

2. Create a space for learning at home

Ensure your child has a place at home where they can study in as much quiet as possible. Encourage them to get into good habits and routines so they get to school on time and complete any homework.

Ensure your child goes to bed at a good time and has plenty of 'down time' away from screens, which may interrupt their sleep.

Also respect your child's need for quiet time and time to themselves.

3. Make learning part of what you do at home

Learning should be fun and something you can do as a family. You can play a game, cook something together or do an activity, which can all support their learning, while you enjoy family time.

Discuss what comes onto the news and discussions you hear on television to build knowledge, while encouraging curiosity and an open mind.

Be a role model and show your child your passion for continuing to learn every day.

If you child is younger, take time to read with them at home.

4. Talk with your child regularly and let school know if you need support

As mentioned above, simply asking your child how they are doing and showing an interest in their learning will make a big difference. It will signal that you care and want them to do well.

Take opportunities to say well done, recognising their achievements, and encourage your child to be at their best.

If you have any concerns about how your child is doing, please let us know.

We believe a child's success is greatly influenced by the relationship between parents and our school, which is why we want to support you, so your child is happy and at their best

3) **Ensure the school creates an online environment where parents find what they need easily**

-Test what works well and what does not in terms of online information by asking parents (See Questionnaire)

-Provide a simple one-stop shop for everything parents need in one place.

-Provide support, particularly when introducing new tools and resources.

-Consider further opportunities to use online tools to support parents.

4) **Parents are encouraged to share their school experiences to support continuous improvement and learning**

-Create a listening environment with regular opportunities for parents to share feedback.

-Run short, regular pulse surveys with clear benchmarks and targets, to highlight progress and issues for action.

-Hold listening sessions in a safe space with clear rules of etiquette in place.

-Consider a closed, managed online parent forum with simple guidelines.

5) **The school and parents respect time commitments**

-Set times / days for parent events that take into consideration their work and lives, offering different options where feasible to include as many people as possible.

-Create Safe and Respectful opportunities for parents to talk with the school team members, recognising that some parents may dread coming into a school.

-If you have asked parents to join you at an event, respect that they will also want to ask questions, so include opportunities for feedback and discussion.

-Support parents in respecting your school team's time using a simple information finder to ensure they contact the correct member of staff.

Appendix 3:

**Suggestions to drive Culture:**

1) **School leaders build a planned school culture that supports parents, pupils and the school.**

-Define the experience you want parents to have of your school, based on your school vision and values and what makes you stand out from other schools – your parent promise>
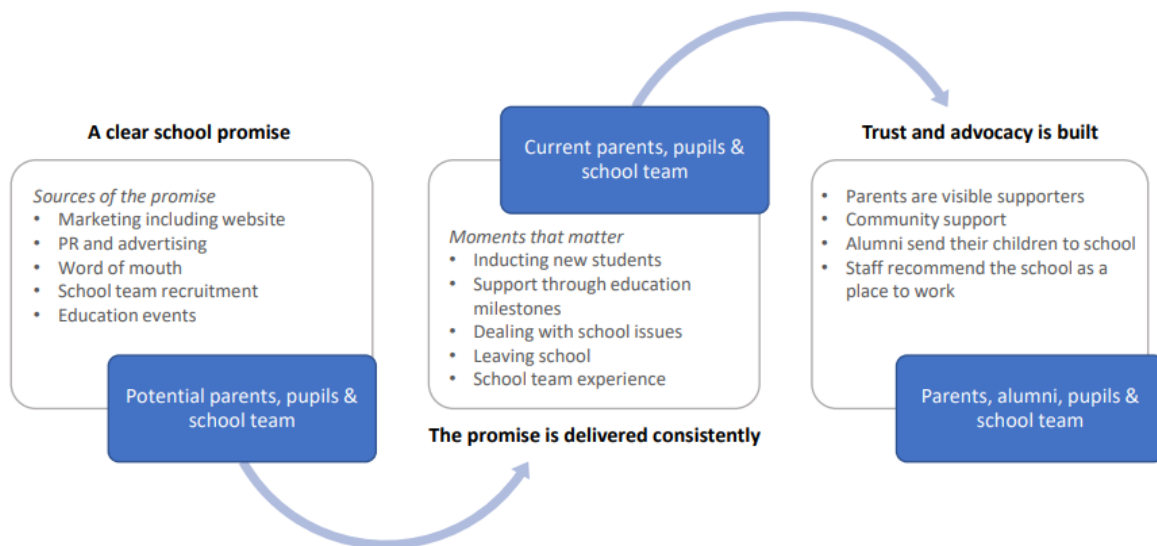
-Establish the moments that matter to parents and demonstrate that you are delivering on that promise.

-Keep your promise in all you do – behaviour, governance, leadership style, curriculum etc. This will feed the Parent Experienced set out at the start of this:
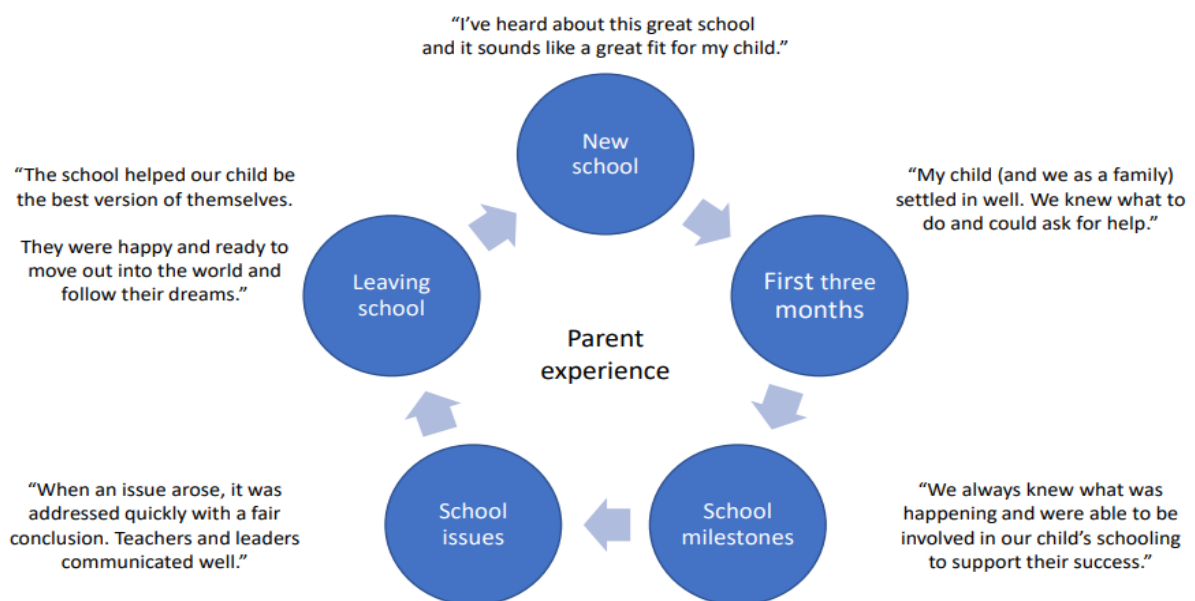
2) **The school supports the building of trusted relationships between the school team, parents, and pupils**

-Look for opportunities to continually build trust as a school team, not just the SLT.

-Be as transparent and open in your communication with parents as possible, always putting their child at the centre.

-Show parents that you appreciate the role they play.

-Start as you mean to go on at your school open day.

3) **The school team understands and respects parents' beliefs, culture, expectations and parenting style**

-Take time to understand parents and other training staff, if required.

-Listen to and learn from parents to understand their context.

-Position your school at the centre of your local community.

4) **The school supports parental involvement in initiatives and bodies**

-Invite parents to volunteer and support your school – to benefit their child but also as a PD opportunity

-Provide training and resources to help parents to create parent groups around natural community topics and things they are passionate about.

5) **The school involves pupils and parents together**

-Create opportunities for parents and pupils to join you at school for discussions in a safe environment where they feel able to speak out.

- Create simple guides and videos for parents so they can practically and confidently support their child's learning.

-Consider community venues for school recruitment or new year start events to help parents and pupils feel more relaxed.

Appendix 4:

Suggestions to drive <u>Communication</u>:

1) Parents receive simple and easy-to-access information that is clear and consistent

-Create a school communication calendar for your school team for planned and coordinated parent messages.

-Consider a 'traffic light' approach to ensure that urgent, important, and nice-to-know parent information is clearly communicated. (Red – Urgent and Important, Amber – Important but not urgent and Green – Nice to know. Each colour should have different protocols for distribution.

-Create a checklist for good parental communication with standards and guidance.

-Assign responsibility to one person for ALL parental communication.

2) The schools is focused on listening to parents and pupils

-Support your regular parent pulse surveys with a more extensive annual survey.

-Choose a measure to identify how likely parents are to recommend your school.

-Use parent events as an opportunity for feedback

-Ensure parents know you have listened to their feedback and acted where possible. Following the below hints and tips:

Hints and tips for communicating with parents

Start by listening

• Avoid jumping to conclusions or judgements and keep an open mind, listening first to

understand and then responding.

• Listen to what people are saying and what they are not – read between the lines carefully.

Look for body language and think about how they are saying the words to better understand

the real concerns.

• Ask the right questions to understand with an open mind, for example, can you tell me more

about that? Or, I hear you say x, is that correct?

Consider how you communicate to connect

• Everyone has a different perspective of the world – put yourself in their shoes based on their

context and background. For example, some people are from different cultures or

backgrounds and they will have experienced different parenting styles and have different

aspirations.

• Consider that different people prefer to communicate in different ways, for example some

like bite sized information and others need full information and evidence. Some people like

to listen and reflect first and others are happy to share their ideas immediately.

• Put their child at the centre of all you talk about, to ensure you focus on demonstrating your

care for what matters most to parents.

Build trust consistently

• Be transparent, be authentic and open in how you communicate. Provide as much

information as possible and be your true self, rather than trying to 'play a part' in

discussions.

• Treat everyone with respect and demonstrate you value them – showing gratitude where

you can for their active parental engagement.

• Do what you say you will do – role modelling your school values.

Continue to learn and improve based on feedback

• Ask for feedback from parents and colleagues so you can improve how you communicate.

• Take action and respond to what you learn.

• Prioritise your development to become an even more confident communicator.

3) **The School team members are appropriately trained in communicating confidently with parents**

-Prioritise training for school team members so they can communicate with parents with confidence and:

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01 Be prepared

- Define your outcome(s)
- Understand your audience
- Adopt a positive mindset
- Know your topic
- Practice relaxation / visualisation

02 Be present

- Have presence
- Connect with your audience
- Look and listen
- Ask the right questions
- Adapt your approach

03 Be open

- Keep a growth mindset
- Exercise patience
- Share your opinion
- Actively seek feedback
- Encourage positive debate

04 Be firm but fair

- Use confident language
- Maintain positive body language
- Know your boundaries
- Choose when to give 'critical' feedback

05 Be empathetic

- Include everyone without bias
- Be culturally sensitive
- Put yourself in their shoes
- Manage your own emotions

06 Be yourself

- Recognise and use your strengths
- Have self-awareness
- Stay true to yourself
- Let your personality shine

4) **The school supports parents to communicate with their children**

-Provide guidelines and checklists to support parents in communicating with their children about the school.

-Listen to what parents need to support them to create impactful, resources and guidance.

-Manage challenging conversations with parents through a clear plan.

5) **Parents are recognised and feel valued for their great work**

-Formally say thank you to parents for their role in supporting their child's learning through an email, text, or phone call.

Encourage your school team to demonstrate how they value the partnership with parents to help their children be at their best – at every opportunity.

Appendix 5:

Understanding Parents: A guide to running a session with your team:

To understand parents, you need to listen to them and 'step into their shoes'. It's easy to assume that people think like you do but intellectually we all know that people are all different, in how they prefer to behave and communicate.

Our differences can be amplified through our backgrounds, experiences and cultures. But, when we understand those differences, we can benefit from diverse perspectives and create a sense of inclusion and belonging based on what all parents have in common – they want the best for their children.

The following is a three-step approach that you can use with your school team to help you build a better understanding of the parents in your school so you can communicate better with them in ways that achieve improved results, particularly for students.

Step 1: Help your team to prepare for a great session

Invite representatives from your school team to a 60-minute session. Ensure they understand the outcome you want to achieve, for example to better understand parents so you can build strong relationships for the benefit of students but also to make the school team's lives easier.

Ask them to consider three questions so they can come prepared to share their thoughts:

1. What do you know about our parents – their ways of working, living, hopes and concerns?

2. What are the barriers to us forming strong relationships with parents in terms of us understanding them?

3. What do they have in common with us, in terms of what they want for their children?

Step 2: Prepare yourself for the session

Identify feedback from parent surveys, social media and online and start to draw out any trends about what this tells you about parents. Draw on data about where parents come from and what you know about how they think, work, live and their background culture.

Consider the areas we mentioned earlier in the book:

About parents

• What's their average age? Do they work? What do they do? How do they work?

• Where do they live? What is their housing like?

• What is their educational background? How will their experiences of education impact their perception of their child's school?

• What is their cultural background?

• How do they communicate with friends and family?

• How do they hear about the world?

About their motivations

• What is their parenting approach?

• What would help them in being better parents?

• What are their hopes for their children?

What are their hopes for themselves/their families?

• What are their expectations of your school?

• What would make them want to come and visit school?

About their concerns and challenges

• What are their fears and concerns for their children?

• What are their fears and concerns for themselves?

• What are the obstacles that stop from engaging with your school?

Step 3: Hold your team session

Welcome everyone and reshare the outcome for your session.

Explain that it will be a conversation and encourage them to share their thoughts throughout. If you

have a number of people who like to talk a lot, and some who are more reflective, you may want to put

some ground rules in place to ensure everyone has an opportunity to speak. The more you can

create an open and safe environment, the better the input you will receive.

Explain that everyone needs to be careful with the information they develop in the session. It is to

support stronger relationships and not be published anywhere.

If you can have a flip chart in the room to record people's thoughts, even better.

First question … what do we know about parents?

Focus on demographics and more general points including their age, work, parenting styles, cultures,

backgrounds, interests, their own experiences of education.

Use your own research to prompt thinking but encourage others to share their thoughts. Avoid

making too many assumptions if you are unsure or don't have any evidence. Consider researching

areas where you need more information.

Second question … what are parents' concerns and challenges with their children?

Parents will have very different concerns and personal and family challenges, dependent on their circumstances and background. Consider what these are beyond the obvious. Empathy is critical to fully understanding and building relationships with parents.

Third question … what are parents' needs and hopes for their children?

Parents' expectations and hopes for their children set their own children's aspirations. It's important to understand these but also what parents need to support their children's learning and development both at school and at home.

Fourth question … what do we know about parents' behaviours and communication preferences?

How do they communicate with one another? Do they use text, email, social media or prefer face to face discussions?

How do they prefer to communicate with school? How do they like to receive different types of information – urgent and less urgent? What gets in the way of them being able to communicate with school and what are the issues when school tries to communicate with them?

Consider a short survey or discussions with parents if you don't have enough information.

Fifth question … what ideas do you have to help us build stronger relationships with parents?

This is your final question to help channel some of the ideas to improve parent relationships that may have developed during your session.

Close the session by thanking everyone for their contribution and asking people to continue to share their thoughts after the session.

Explain that the input will support the team in developing your approach to build strong relationships with parents and let them know when they will hear more about this and what they can do to support its success.

After your session … Take the insights of what you have learned in your session into action

You now have a lot of information. Take some time to digest all your own research with what you heard in the session and bring together what you have learned into a simple overview.

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Appendix 6: SELF EVALUATION FORMAT FOR PARENT ENGAGEMENT

KNOWLEDGE			
Select the option that best matches your current situation			
Goal	**Option 1**	**Option 2**	**Option 3**
Parents know what is expected of them to support their child's learning	We don't explicitly state what we expect of parents	We have a parent engagement policy on the school website	We specifically inform parents of their role and regularly check in with them to offer support
Parents understand the positive impact they can make to their child's learning	We don't explicitly talk about this with parents	We talk to parents about this at parent events	We proactively inform parents whyand how to support and regularly check in with them to offer support
Parents know how to access the technology we use to communicate	We don't measure this	We tell parents how we will communicate with them	We proactively support parents so they can access communication, e.g. introductory sessions
Parents are able to easily find out how their child is doing at school	We don't measure this	We use parent evenings and reports to share progress updates	We check that parents can understand and access progress data and what it means for them
Parents know who to contact at school if they have questions	We expect parents to use standard school contact details for the main school contacts	We provide a specific contact list for key contacts that is kept up to date on our website	We send parents the contact details they need for every school year, ensuring these are kept up to date
Total for each option	*[1 point for each]*	*[2 points of each]*	*[3 points of each]*
'KNOWLEDGE' overall TOTAL	*[Total out of 15]*		

ENVIRONMENT			
Select the option that best matches your current situation			
Goal	**Option 1**	**Option 2**	**Option 3**
Parents are happy to come into school to meet with teachers to support their children's learning	We monitor attendance at parents'evenings and share this with the relevant bodies	We write to parents telling them when parents evenings are and ask them to share any feedback	We specifically ask parents if there are any reasons why they can't attend a parents evening
Parents know what a home environment to support learning looks like and how to create it	We don't get involved in the home environment unless necessary	We have a parent engagement policy on the school website that gives some examples	We take time to ensure all parents are aware and able to create the right home environment for learning
Parents can easily find information about their child or school using the school provided technology	We follow up with any parents who haven't accessed the platform(s)	We send out information to parents to tell them where to find key information	We offer orientation sessions to all parents to ensure they can easily findinformation
Parents share their school experiences with the wider community to support continuous improvement and learning	We discourage parents sharing stories about school as they are mostly negative	We encourage parents to share their stories about school when they are positive	We support parents sharing all school experiences and respond to both positive and negative feedback
School and parents respect time commitments	We expect at least one parent to make arrangements to attend school events regardless of working hours	We send written or recorded information to parents who aren't able to attend a parent event	We know in advance which parents can't attend events and make specific arrangements to brief them
Total for each option	*[1 point for each]*	*[2 points of each]*	*[3 points of each]*
'ENVIRONMENT' overall TOTAL	*[Total out of 15]*		

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CULTURE			
Select the option that best matches your current situation			
Goal	**Option 1**	**Option 2**	**Option 3**
We have a school culture, values and behaviours that support parental engagement	We have defined school culture, values or behaviours, but don't refer to them consistently with parents	We include references to our school culture, values or behaviours in parent communications	We regularly discuss with parent show our school culture, values or behaviours are being lived
We have trusted relationships between school, parents and students	We set home school agreements with parents and students at the start of each year	We regularly refer to home school agreements when communicating with parents and students	We ask for feedback from parents and students about home school agreements and address issues
We sufficiently understand parents at an individual level to provide them with individualised support	We look at demographics across each year group to understand parents and students	We look at demographics at a class level to understand parents and students	We talk to students and their parents to understand how best to support them
We have a high level of commitment from parents to support school based initiatives and bodies	We ask for parent volunteers as required at appropriate times during the year	We give parents clear expectations ofthem before getting involved with school initiatives and bodies	We encourage existing parent volunteers to talk openly with other parents about their experiences
We involve students and parents in our holistic approach to parental engagement	We encourage students to attend parent evenings with their parents	We talk to students about the importance of having engaged parents	We deliver family-based learning activities to support a holistic approach to engagement
Total for each option	*[1 point for each]*	*[2 points of each]*	*[3 points of each]*
'CULTURE' overall TOTAL	*[Total out of 15]*		

COMMUNICATION

Select the option that best matches your current situation

Goal	Option 1	Option 2	Option 3
The school provides regular, simple, easy to access consistent and clear information to parents	Communication with parents is generally not planned and done as and when needed	Communication with parents is generally planned with agreed processes in place	Communication with parents is planned, following agreed processes and includes feedback loops
The school team listens and responds to feedback from parents	We have general feedback options and parents can email if they have any comments	We ensure that every parent communication has a clear feedback method and owner	We ask parents what they need and for their views regarding school communication so we can improve
The school team are fully trained to communicate confidently with parents	We do not offer any specific communication training	We offer communication training to team members who need it	We offer communication training to all school team members because it is so fundamental to pupil success
Parents are supported in communicating about school with their children	We do not offer any specific support	We use parents' evenings to tell parents what they should be saying to their children about school	We provide training, guides and specific individual and targeted support as required
Parents are recognised and feel valued for their efforts in supporting their children's learning	We don't do anything to recognise the support of parents	We have informal recognition through teachers to parents when it is deemed appropriate	We have formal recognition of parents where we share examples of good practice with all parents
Total for each option	*[1 point for each]*	*[2 points of each]*	*[3 points of each]*
'COMMUNICATION' overall TOTAL	*[Total out of 15]*		

How to score

Each time you circled an answer under option 1 you can give yourself one point, each option 2 answer is worth two points and each option 3 answer is worth three points. Add up your totals for each area and see where you rate for each section according to the scale below:

5-7 points

This is an area that you should focus on urgently as your responses have identified your approach is not best practice. However, with some planning, it isalso an area in which you may see immediate improvements.

8-12 points

There is scope for improvement in this area as your slightly unplanned approach is likely to be succeeding due to good luck more than judgement.

12-15 points

You appear to have a well-planned approach to this aspect of the parental engagement model so ensure you continue doing what you are doing.