

Enhancing Family Involvement in Children’s Learning (EFICL): Questions for Parents

A big thank you to all the families who completed one of these at the recent Parent Consultation afternoons and evening. We had 64 complete responses in all and below are the totalled % in each section and a few of the comment that were made.

	No, this is not in place	I think so (sometimes happens)	Yes, I know this is embedded.	Any comments you would like to make
The class teacher and the support staff get to know the family well before entry and continue to develop this relationship throughout the child’s time at school	0%	8%	92%	“Every teacher is very approachable and helpful”
The Headteacher is known, visible, welcoming and accessible to all parents, the children and other family members e.g. greets families into the school every morning and/or end of day when on site, available to meet with parents as needed	0%	5%	95%	“The HT knows every child by name, always very approachable” “We see her and/or Mrs B every morning” “Lovely positive attitude” “Always a welcoming smile on the playground”
The school acknowledge that families may be experiencing stress and challenge and endeavours to get to know and understand individual family issues and the possible impact on the family as a whole	0%	12%	88%	“Marie is always around for help and advice” “The school have been so helpful and supportive” “I know I can speak to the FLO if I need support” “Fabulous!” <i>A few parents left this blank or put “not applicable” for them</i>
The school actively prioritises the well-being of the children, parents and the family as a whole	0%	8%	92%	
The school has an 'Open Door Policy', families know when and how they can speak to staff and feel welcome to access the school and the classroom	0%	0%	100%	“This is an excellent feature – teachers are always available and supportive” “Staff are very easy to talk to and so helpful”
Teachers know and acknowledge parents and other significant adults by their names (with permission) ensuring correct pronunciation and include in verbal and written communications	1%	16%	83%	
Teachers and support staff ensure parents/carers know their names and their role – this is reinforced by a range of methods e.g. personal introductions, name badges, photo/name boards, newsletters, personalised written communications, information boards and notices	1%	14%	85%	

Morning and/or going home times are structured to give time for parents/carers to discuss their children when they arrive/leave	1%	8%	91%	“the teachers are always approachable”
Appropriate systems are in place so that parents/carers can approach school staff to discuss any issues or concerns as and when these situations occur	0%	6%	94%	
There are regular opportunities for parent/family consultations to discuss children’s progress and reports - minimum of 3 a year- eg. parent consultation meetings, open days, phone calls and/or emails	0%	3%	97%	“Amazing work added into the Learning Journey” “we are very happy”
The school uses a range of communication strategies to regularly communicate information on curriculum work, topics and class events e.g. e-mailed newsletters, texts, webpages/Facebook, open sessions, noticeboards	0%	6%	94%	“Always kept up to date via emails and texts” “The email and texts are very helpful”
We actively work with families to support them in understanding School Readiness & the National Curriculum throughout the school years	0%	19%	81%	“Appreciate the workshop groups in the community room”
Visits to family homes are carried out to support a smooth, bespoke transition when a child starts school, and at other times if relevant for the individual child/ family	0%	12%	88%	“We started in-year so didn’t get the chance for a home visit, but we did come into the school before they started” “Made our child feel more welcome, meeting prior to school starting”
Families are encouraged to share and discuss their child’s EYFS Learning Journey/ Profile on entry to KS1 including those children who opt for deferred entry	3%	20%	77%	<i>3 left this question blank</i>
The school works actively with Year 2 parents and families to make effective transitions into the next Key Stage (Junior school). Families and children are effectively are supported with the transition process to a new school.	3%	25%	72%	<i>19 left this question blank</i> “not experienced it yet” “not experienced this but I understand procedures are in place” “look forward to finding out about this in Year 2” “this was done brilliantly for my daughter transitioning to Year 3 at junior school”
Any concerns the school has about a child’s development and/or learning are discussed sensitively with families. All adults with parental responsibility are strongly encouraged to be involved in discussions and action planning to best meet the child’s needs	0%	3%	97%	<i>2 left this question blank</i> “Approached by the adult who supports them in the Better Reading and Writing programme”
Prompt and appropriate support is put in place for any child causing concern with the full involvement, understanding and agreement of parents/carers	0%	16%	84%	<i>4 left this question blank</i>

Based on your feedback, what are our action points from this?

Key area	What do we already do?	How are we going to improve?
<p>Visits to family homes are carried out to support a smooth, bespoke transition when a child starts school, and at other times if relevant for the individual child/ family</p>	<p>All new Year R families are offered a home visit before their child starts school. Marie already does some home visits for families she supports. Mrs Pugh and Mrs Jones have occasionally done home visits for families of children with SEN.</p>	<ul style="list-style-type: none"> • Offer a home visit for any family whose child starts “in-year” as part of their induction to Priory. • Routinely offer a home visit to families for meetings about SEN or FLO support if parents prefer this.
<p>Families are encouraged to share and discuss their child's EYFS Learning Journey/ Profile on entry to KS1 including those children who opt for deferred entry</p>	<p>One “Open Afternoon” in July when Year R parents and children can visit their new Year 1 class to meet the teacher. All Year R children spend at least 1 full day (Transition Day) and 2 afternoons in their new class with their new teacher and TA during July.</p>	<ul style="list-style-type: none"> • Offer Year R parents two additional afternoons in July when their child’s new Year 1 teacher will be in the Reception Class to get to know the children. Parents will be able to sign up to come in during the afternoon to meet with the Year 1 teacher and talk about their child/ look through their Learning Journey together.
<p>The school works actively with Year 2 parents and families to make effective transitions into the next Key Stage (Junior school). Families and children are effectively supported with the transition process to a new school.</p>	<p>Marie supports any family who would like advice about choosing a junior school / making an application. All Year 2 children have special class lessons about moving on and positive change – getting ready for junior school. All the junior schools send the class teacher to meet the children at Priory at least once in June or July. All the children have at least one opportunity to visit their junior school with their family and once again when Priory staff take them to their new school. The junior school staff give the children a “summer project” to work on which our teachers help them to plan and prepare for. Children in Year 3 at junior schools are linked as named buddies for the new children starting. Our Year 2 teachers identify any children who may be anxious or whose parents have raised concerns for some additional transition support from Marie. Marie runs workshops for identified children to answer their questions and concerns and for them to meet with their new teacher / FLO/ Learning Mentor here, then make additional visits to their school accompanied by Marie and our staff. The junior school SENCOs all meet individually with Mrs Pugh, our SENCO to discuss children’s special needs and support programmes. Some children have photobooks and visual timetables made of their new school / routines that they can look at during the holidays. Marie links with the FLOs at the junior schools to introduce them to any families she has been supporting.</p>	<ul style="list-style-type: none"> • Make sure that this information is on the school website and in our prospectus so that all new parents know what they can expect for Year 2 transition.