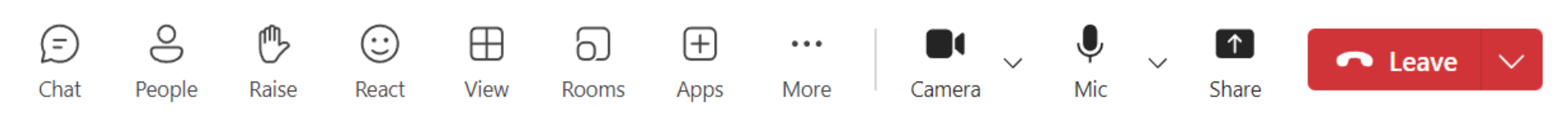


Welcome

Welcome to our virtual Induction Training. The meeting will begin shortly. While you wait, please familiarise yourself with Teams...



Please ensure your microphone is on mute – this will enable us to have the best sound quality for all participants.

Please ensure you register your attendance by following this link:

[ANG Cynnig Dysgu Professiynol Cenedlaethol 2024/2025 National PL offer for NQTs \(office.com\)](#)



Pedagogy: Involving Partners in Learning

NQT National Professional Learning

Session 5

Aims of the Session

Involving partners in learning:

- Understand what is meant by involving partners in learning
- Consider why building positive relationships with parents and carers is essential, particularly for disadvantaged learners
- Understand how to overcome barriers to parental engagement and identify strategies which can be used to engage parents effectively, including parents' evenings and reports
- Consider how TAs be effectively deployed to support all learners

Professional Standards for Teaching & Leadership



Involving Partners in Learning

Involving partners in learning

Sustained highly-effective practice descriptor:

Parents and carers are given strong support in helping their children develop in terms of the four purposes. Employers and other stakeholders are actively encouraged to support the four purposes and, in particular, the commitment to build authentic experience as a natural part of learning.

Induction descriptor:

Effort is consistently made to involve parents, carers, other partners and stakeholders in learner development in terms of the four purposes of the curriculum.

QTS descriptor:

The importance of positive involvement of parents/carers and other partners is understood and opportunities are taken to observe and evaluate processes.

Recording and Reporting

Recording and reporting

Sustained highly-effective practice descriptor:

Analysis of data and evidence enables insight and decision about provision. Records and reports enable other interest groups to efficiently recognise issues and to act accordingly.

Induction descriptor:

Records and reports accurately describe the progress made by learners, identify key learning needs and outline important next steps.

QTS descriptor:

The teacher produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.

What is meant by parental engagement?

‘anything where a parent feels connected to the school and connected to the success of their child’.

How do schools currently involve parents in learning?



Parent Involvement v. Parent Engagement

Janet Goodall , A
Framework for Family
Engagement: Going
Beyond the Epstein
Framework, 2022

Parental Involvement with School

- Focus on the school
- Focus on parental interactions with the school
- School website is clear and accessible to parents
- Parents understand the homework tasks set
- School regular communicates with parents
- Staff inform parents of curriculum focus
- School actively seeks feedback from parents
- School offers induction/transition information for parents
- Parents' evenings are focused on reporting (reactive focus)
- Parents see helping teachers as supporting the school

Parental Engagement with Learning

- Focus on learning
- Focus on parental interactions with their children
- Website is regularly updated and created in conversation with parents
- Homework is interactive, with planned support from parents.
- Communication is mostly two way and focused on learning.
- Parents are involved in a range of school decisions including curriculum ideas
- Parents feedback is acted on and parents are aware of action taken
- Parents co-create and participate in induction and transition activities
- Parent teacher events focus on supporting learning (proactive focus)
- Parents are seen as partners in supporting learning

Why is parental engagement important?

Boonk, Gijsselaers et al. 2018 in Goodall, A Framework for Family Engagement, 2022

Parents are potentially your greatest allies in helping a learner to make progress and thrive. Parental engagement with learning:

- has a positive impact on **academic achievement and** increases young peoples' **motivation**
- Increased rates of **homework** return
- Raises **self-confidence** and **self-esteem**
- Has particular value in working to **narrow the gap** in achievement between children from different backgrounds
- Parents **deserve high quality communication**

Barriers to parental involvement

Janet Goodall , A Framework for
Family Engagement: Going
Beyond the Epstein Framework,
2022

Long or unsociable
working hours

Poor physical or
mental health /
Disability

Childcare
commitments

Childcare
commitments

Lack of transport

A parents' own poor
experience of school

Lack of confidence
(especially related to
home learning)

Lack of transport

Feelings of
intimidation or fear of
being judged

**How might
these
barriers be
overcome?**



Breakout Rooms

Long or unsociable
working hours

Poor physical or
mental health /
Disability

Childcare
commitments

Childcare
commitments

Lack of transport

A parents' own poor
experience of school

Lack of confidence
(especially related to
home learning)

Lack of transport

Feelings of
intimidation or fear of
being judged

Long or unsociable working hours

Offer greater flexibility including meeting online or by phone. Ask parents when might be a convenient time to meet.

Poor physical or mental health / Disability

Offer greater flexibility including
meeting online or home visits.

Childcare commitments

Explain to parents that they are welcome to bring their child's siblings to the setting for parents' evening etc.

Language difficulties

Use simply, accessible language. Avoid professional jargon. Translate promotion materials into relevant languages.

Lack of transport

Consider meeting these parents in more accessible places e.g. a community centre

A parents' own poor experience of school

Plan opportunities for parents and school staff to get acquainted in social situations e.g. barbecues. Build relationships of trust. Ensure staff regular communicate the positives (phone calls/postcards etc.)

Lack of confidence (especially related to home learning)

Provide practical strategies to support learning at home. Offer parent information sessions or provide opportunities for parents to learn alongside their children or hold learner as teacher events.

Cost

Find out what the parent community need from school and create opportunities to provide this. For example, help applying for a uniform grant, breakfast clubs, uniform swaps or a food bank. Calculate the cost of the school day and be mindful of this when making decisions.

Feelings of intimidation or fear of being judged

Plan opportunities for parents and school staff to get acquainted in social situations e.g. barbecues. Avoid education jargon. Ensure parents are made to feel welcome and comfortable in the setting.

Education Endowment Foundation

1 Critically review how you work with parents



2 Provide practical strategies to support learning at home



3 Tailor school communications to encourage positive dialogue about learning

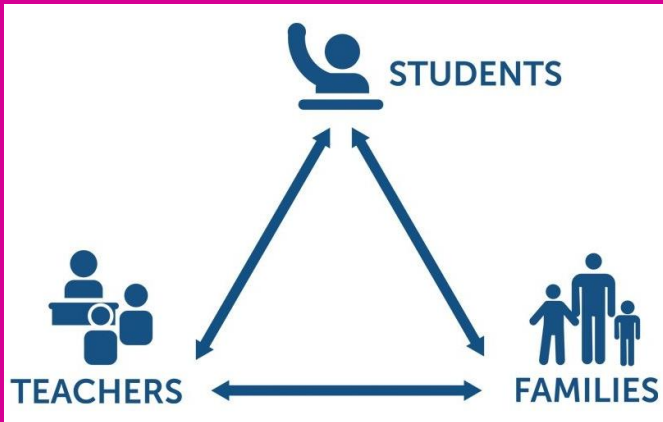


4 Offer more sustained and intensive support where needed





Building Relationships with Families



- Focus on **positivity, warmth and mutual respect**
- **Let parents know you care** about their child
- Show you **know their child** as an individual
- **Recognise your families as unique and different**, in the same way that you understand your students as being different, and unique individuals.
- **Learn as much as you can about the school and community context.** Sometimes when we work in an area that we don't know well, or when we don't live in the catchment area, we miss the history of the community around the school.
- **See parents as active partners in the learning of their children** and that you are all working toward a shared goal



Learning at Home: What practical advice would you give parents?

EEF: Working with Parents to Support Children's Learning, 2018

Early Years	Focus on activities that develop oral language and self-regulation
Early Primary	Focus on activities that target reading (for example, letter sounds, word reading and spellings) and numeracy (such as learning numbers or learning the count sequence)
Later Primary	Focus on activities that support reading comprehension through shared book reading
Secondary	As children get older, parental encouragement for, and interest in, their children's learning are more important than direct involvement. Focus on independent reading and strategies that support independent learning



Learning at Home: What practical advice would you give parents?

EEF: Working with Parents to Support Children's Learning, 2018

Early Years

Focus on activities that develop oral language and self-regulation

Examples: singing songs and nursery rhymes together to explore sounds and word patterns. Reading stories aloud to support children to develop language and understand new concepts.



Learning at Home: What practical advice would you give parents?

EEF: Working with Parents to Support Children's Learning, 2018

Early Primary

Focus on activities that target reading (for example, letter sounds, word reading and spellings) and numeracy (such as learning numbers or learning the count sequence)

Examples: Looking out for letters/numbers in their everyday environment or counting as part of day-to-day life such as counting the socks going into the washing machine. Offer 'learn with me' sessions or learners as teachers.



Learning at Home: What practical advice would you give parents?

EEF: Working with Parents to Support Children's Learning, 2018

Later Primary

Focus on activities that support reading comprehension through shared book reading

Examples: Use pause, prompt, praise when listening to your child read. Provide parents with comprehension questions to ask after a child reads at home e.g. what has happened so far? What has been the best part of the story? What do you think will happen next?



Learning at Home: What practical advice would you give parents?

EEF: Working with Parents to Support Children's Learning, 2018

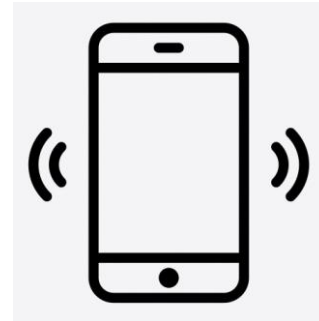
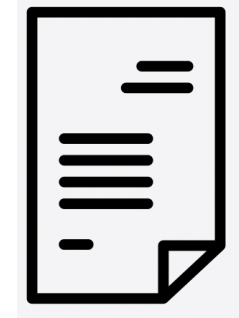
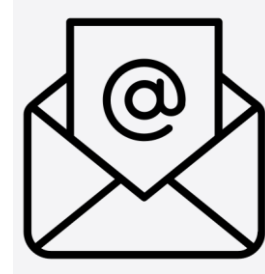
Secondary

As children get older, parental encouragement for, and interest in, their children's learning are more important than direct involvement. Focus on independent reading and strategies that support independent learning.

Examples: Help parents to understand and encourage good homework habits. Parents can help their children plan and manage their time, effort and emotions and regulate their own reading. Prompt summer reading.



Communication:
How does your school use some or all of these to communicate with parents?





Phone calls home

Tom Bennett, *Running the Room: The Teacher's Guide to Behaviour*, 2020. pp. 284-285

'Hi, is that Mrs Ryan? It's Mr. Bennett from school. William is fine. I just wondered if this might be a convenient time to chat about how he was today? Thanks.'

'William has done some great work in my lessons. Did you see the homework he did last week on Roman shields? He can produce some fantastic work when he wants to.'

'I'm afraid William let himself down a bit today. And I need your help getting him back on track. Have you got five minutes to talk about it?'

This is a polite introduction and an acknowledgement that her time is valuable. Plus, there is an essential reassurance that William hasn't had an accident or been hurt.

This is a good way to show you care about William. You have established the commonality between you. This is helping to build a relationship.

People are far more likely to support you if you ask them to help you. It is harder to resist when someone reaches out so obviously.

Parents' Evenings - What are your top tips?

Reporting to Parents

Report A

Harriet scored 78% on the recent assessment which placed her in the top 5 in the class. She is a MAT pupil in this subject and handled PISA-style questions confidently. This term she has studied number, geometry and probability. Next term the focus will be on statistics, ratio and algebra. Harriet should keep practising her Maths independently and should aim for 85% or higher in the next assessment.

Report B

Alice is a polite and enthusiastic learner. She has shown real potential in her reading in recent months and her effort is exemplary. She is broadening her vocabulary and reading with greater accuracy. To make further progress she would benefit from reading aloud at home on a daily basis to help her develop greater confidence. She has been a pleasure to teach and I wish her every success for the new academic year.

What can be done in school?

4 Offer more sustained and intensive support where needed



- Recognise your families as unique and different, in the same way that you understand your students as being different, and unique individuals.
- Talk to parents about what would help them support learning – targeted support may be needed to use resources effectively and avoid widening gaps.
- Consider offering home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings, and for building relationships.

Managing Workload and Well-Being

- Be clear about school expectations regarding communication with parents. Make these expectations explicit to parents.
- Don't read or reply to emails outside the working day as it becomes an expectations. Don't have school email on phones.
- Have the confidence to involve other members of staff as needed – SLT, ALNCo etc.
Remember you are a team.

Effective Working with Teaching Assistants

- What do you think the role of a Teaching Assistant is in the classroom?
- How do you share planning and expectations with Teaching Assistants?
- What effective interventions are you aware of that are run by Teaching Assistants?

Maximising the impact of Teaching Assistants

Embed video link

Maximising the impact of Teaching Assistants: Strategies & Techniques

EEF TA
Recommendations

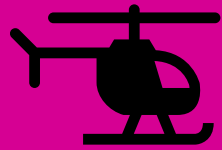
- **Recommendation 1** - TAs should not be used as an informal teaching resource for low attaining pupils.
- **Recommendation 2** - Use TAs to add value to what teachers do, not replace them.
- **Recommendation 3** - Use TAs to help pupils develop independent learning skills and manage their own learning.
- **Recommendation 4** - Ensure TAs are fully prepared for their role in the classroom.

Recommendation 2: Use TAs to add value to what teachers do

“Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation, based more around teamwork between teacher and TA.”

- Rotating
- TAs used in whole-class delivery
- Teaching triage
- Readiness for learning

Helicopter versus Velcro



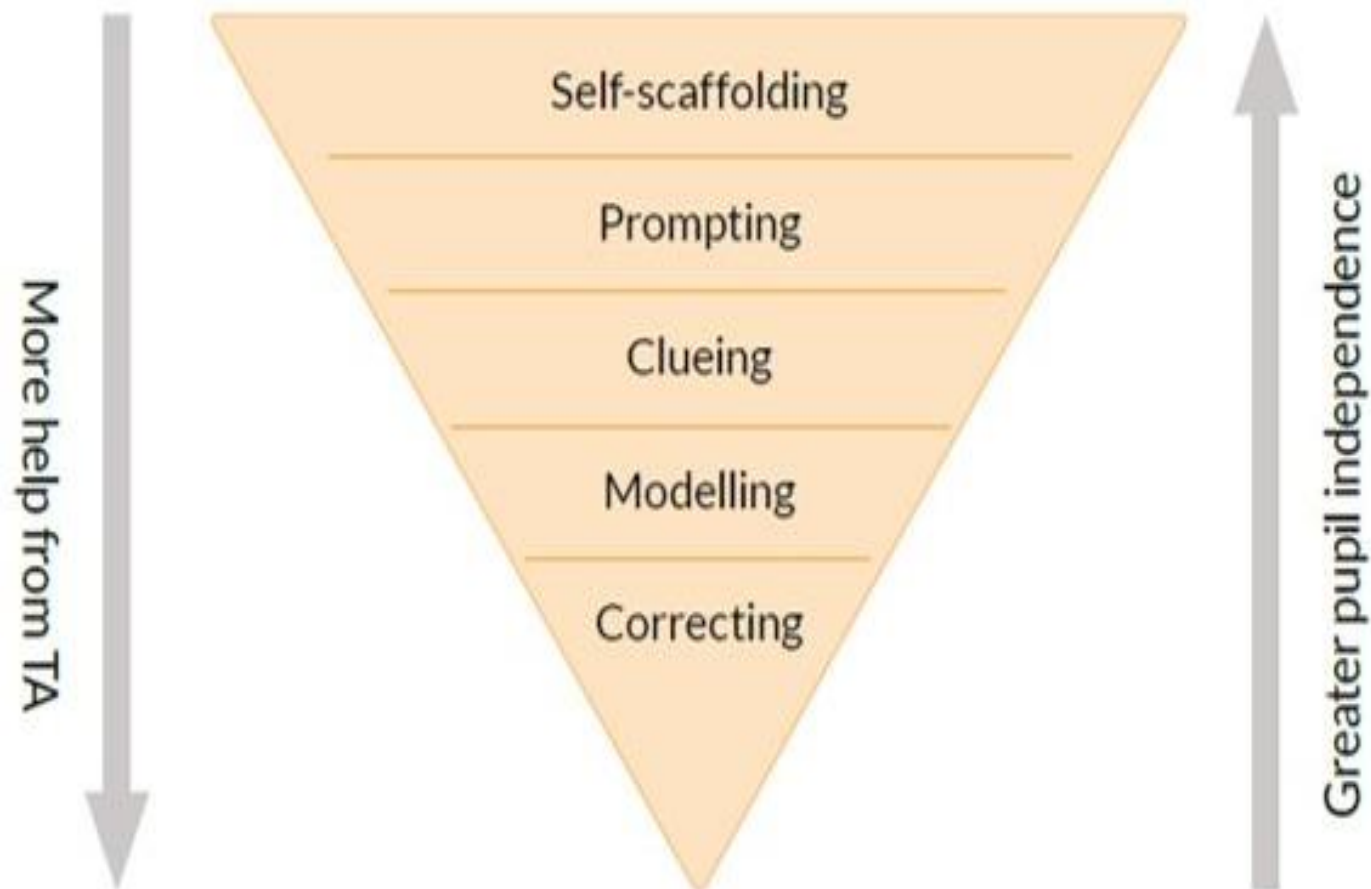
Velcro – stuck to one child

- X encourages dependence
- X forms a barrier to QFT
- X isolates child from peers

Helicopter – hover, help, move off, circulate and then return

- *encourages independence
- *TA can help different groups
- *child can work with peers

Recommendation 3: Use TAs to help pupils develop independent learning skills and manage their own learning



Recommendation 3: Use TAs to help pupils develop independent learning skills and manage their own learning

Avoid	Encourage
x Prioritising task completion	✓ Pupils to be comfortable taking risks with their learning
x Not allowing pupils enough thinking and response time	✓ Providing the right amount of support at the right time
x 'Stereo-teaching' (repeating verbatim what the teacher says)	✓ Pupils retaining responsibility for their learning
x High use of closed questions	✓ Use of open ended questions
x Over-prompting and spoon-feeding	✓ Giving the least amount of help first to support pupils' ownership of the task

Who are our other partners in learning?

- Governors
- Cluster Schools and HEIs (Transition)
- Outside Agencies (SALT, Ed Psych etc.)

Professional Enquiry Project (PEP) Opportunity

Example: To what extent does involving pupils and parents in learning support pupil progress?

For this and other PEP examples, see Hwb Playlist <https://hwb.gov.wales/go/phznze>

Session Evaluation - Session 5

See you in Session 6 for a focus on Leadership and
Collaboration with links to Curriculum Design

2024-2025 National Professional
Learning for NQTs Evaluation

