

## **Ensuring the attainment of more advanced learners of English as an additional language (EAL)**

### **CPDM 10 Parents and community: supporting pupils' learning**

#### **Presenter's overview**

##### **Aims**

- To consider how to accelerate pupil progress by involving parents and the wider community.
- To explore activities that promote parental involvement.
- To plan for greater parental and community involvement in order to accelerate pupil progress.

##### **Key messages**

- Parents, carers and families are the first educators of their children within the community and all are co-investors with schools in raising attainment.
- Parents of all minority ethnic pupils have high aspirations for their children.
- Schools and parents understand each others' expectations and needs when they work together effectively.
- Parents and community organisations can work actively with schools to raise attainment.
- A range of connected approaches will have the highest impact on pupils.

### Overview of programme

<p><b>CPDM 1</b></p> <p>Senior leader briefing: leading change for more advanced EAL learners</p>	<p><b>CPDM 2</b></p> <p>Analysing writing: assessing the needs of more advanced learners</p>
<p><b>CPDM 3</b></p> <p>Making sense of literacy targets: learning objectives and activities</p>	<p><b>CPDM 4</b></p> <p>Talk as a tool for thinking: exploratory talk</p>
<p><b>CPDM 5</b></p> <p>Bridging talk and text: formal talk</p>	<p><b>CPDM 6</b></p> <p>Reading as a writer: exploring challenging texts</p>
<p><b>CPDM 7</b></p> <p>Reading as a writer: understanding the writer's purpose</p>	<p><b>CPDM 8</b></p> <p>Thinking and writing as a writer: the sequence for teaching writing</p>
<p><b>CPDM 9</b></p> <p>EMA coordinators: developing a strategic approach</p>	<p><b>CPDM 10</b></p> <p>Parents and community: supporting pupils' learning</p>

### Next steps for colleagues

- Create a strand in the school development plan for working with parents and the wider community with clear outcomes on supporting pupil progress.
- Identify key roles for school staff who will implement this plan strategically.
- Create an open forum for parents and community groups to attend where views, expectations and ideas can be shared.
- Identify a target group of parents to involve in new approaches.
- Identify parents or parent groups who can support you with this initiative.
- Invite key community groups and complementary schools to explore ways of working together to raise achievement.

### Notes

- Session notes, including references from other useful publications, are provided to support presenters in ensuring that aims and key messages are covered.
- The activities provided are intended as examples. Choose from and adapt as necessary to fit local priorities.

**Resources and further reading:**

Search using the titles listed below:

[www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies)

- *Ensuring the attainment of more advanced EAL learners – a guided resource* (Ref: 00045-2009DVD-EN)
- *Getting Involved: Parents DVD* (Ref: 0725-2004)
- *Getting Involved: Guide for Senior Leaders* (Ref: 0689-2004)
- *Getting Involved: Schools DVD* (Ref: 0226-2004)
- *Involving Parents and Carers in their Child's Education Progression Table* (Ref: 1715-2005PD3-EN)
  
- *Involving Parents, Raising Achievement* (DfES 2004), PICE/IPRA  
<http://publications.teachernet.gov.uk>
  
- *Involving Parents, Raising Achievement, training pack*  
Secondary National Strategy, (2005), PICE/IPRA  
<http://publications.teachernet.gov.uk>
  
- *The Achievement of British Pakistani Learners*, Richardson, R. and Wood, A. (2004),  
Trentham Books: Stoke on Trent

<b>Overview</b>		<b>Total time: 75 minutes</b>
<b>Timing</b>	<b>Activity</b>	<b>Resources</b>
3min	Introduction/aims of the session:	<b>Slide 1:</b> Title slide <b>Slide 2:</b> Aims
7min	Why involve parents?	<b>Slide 3:</b> Key message <b>Slide 4:</b> Why involve parents? <b>Slide 5:</b> Why involve parents?
15min	Identifying strengths and challenges: informing, consulting and involving parents	<b>Slide 6:</b> Key steps in working with parents and community <b>Resource 1:</b> Current strengths and challenges: developmental grid
30min	School practice that involves parents in pupil learning	<b>Slide 7:</b> Case study <b>Slide 8:</b> Impact on attainment <b>DVD clips</b> x 2 (7min and 2min) <b>Resource 2:</b> Impact on attainment – card sort Cut up into sets
20min	Action planning for greater involvement	<b>Resource 3:</b> Action planning

**Equipment required:** slide presentation, data projector, screen, laptop, DVD player and speakers, flipchart.

## CPDM 10 Parents and community: supporting pupils' learning

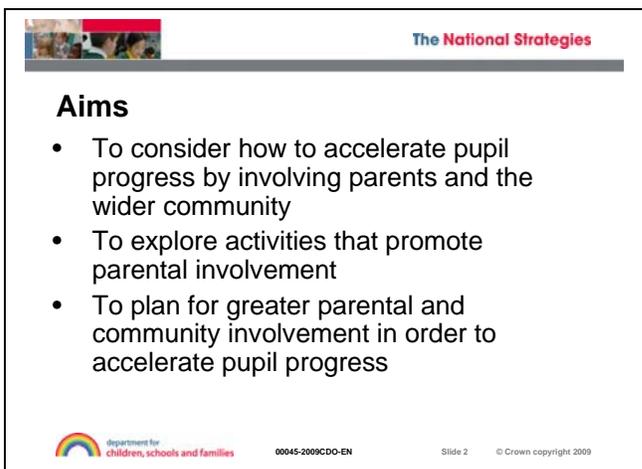
### Presenter's notes

**Audience:** School leaders

### Introduction (3 minutes)

**Use slide 1** (title slide) to welcome colleagues and say that this session is aimed at developing parental and community involvement in supporting pupils' learning.

**Show slide 2** and share the aims for the session.



The slide is titled 'The National Strategies' and 'Aims'. It contains a bulleted list of three aims. At the bottom, there is a logo for the Department for Children, Schools and Families, the reference number 00045-2009CDO-EN, 'Slide 2', and '© Crown copyright 2009'.

**The National Strategies**

### Aims

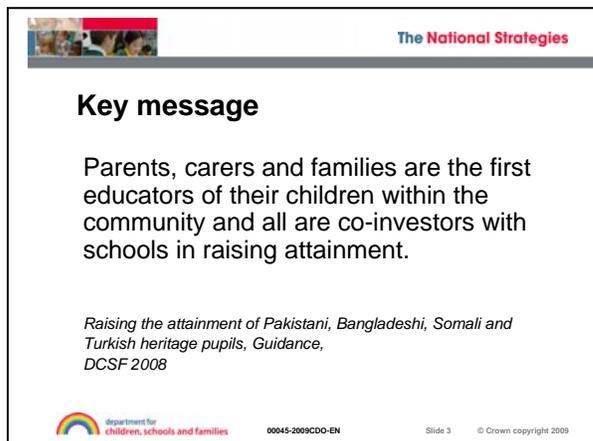
- To consider how to accelerate pupil progress by involving parents and the wider community
- To explore activities that promote parental involvement
- To plan for greater parental and community involvement in order to accelerate pupil progress

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Explain to colleagues that parental and community involvement will be considered in the context of supporting and maximising pupils' achievement while at school.

### Why involve parents? (7 minutes)

**Show slide 3.**



The slide is titled 'The National Strategies' and 'Key message'. It contains a paragraph of text and a reference. At the bottom, there is a logo for the Department for Children, Schools and Families, the reference number 00045-2009CDO-EN, 'Slide 3', and '© Crown copyright 2009'.

**The National Strategies**

### Key message

Parents, carers and families are the first educators of their children within the community and all are co-investors with schools in raising attainment.

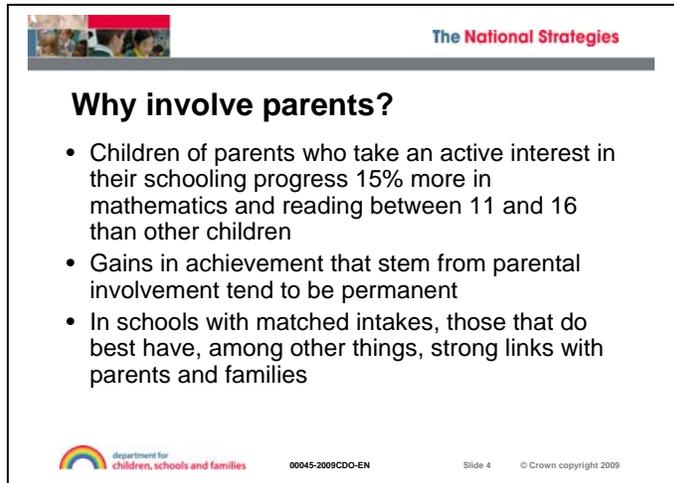
*Raising the attainment of Pakistani, Bangladeshi, Somali and Turkish heritage pupils, Guidance, DCSF 2008*

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Remind colleagues that schools should recognise the key role that parents play in their child's education. Effective schools work together with parents to ensure that children attend, enjoy and achieve at school.

Explain that in 2004 the DfES commissioned research into the impact of parental involvement on achievement. The main findings from the report, called 'Involving Parents, Raising Achievement' are listed on **slides 4 and 5**.

Show slide 4.



The slide features a header with a small image of children and the text 'The National Strategies'. The main title is 'Why involve parents?'. Below the title is a bulleted list of three points. At the bottom, there is a logo for the Department for Children, Schools and Families, the reference number 00045-2009CDO-EN, the text 'Slide 4', and the copyright notice '© Crown copyright 2009'.

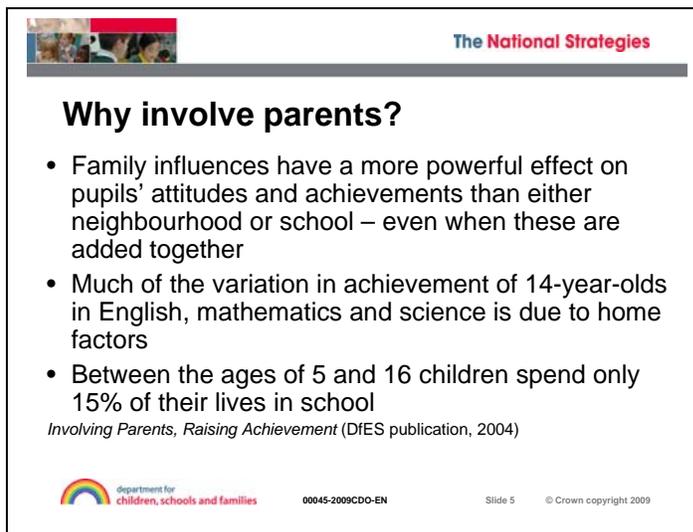
**The National Strategies**

### Why involve parents?

- Children of parents who take an active interest in their schooling progress 15% more in mathematics and reading between 11 and 16 than other children
- Gains in achievement that stem from parental involvement tend to be permanent
- In schools with matched intakes, those that do best have, among other things, strong links with parents and families

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Show slide 5.



The slide features a header with a small image of children and the text 'The National Strategies'. The main title is 'Why involve parents?'. Below the title is a bulleted list of three points. At the bottom, there is a logo for the Department for Children, Schools and Families, the reference number 00045-2009CDO-EN, the text 'Slide 5', and the copyright notice '© Crown copyright 2009'.

**The National Strategies**

### Why involve parents?

- Family influences have a more powerful effect on pupils' attitudes and achievements than either neighbourhood or school – even when these are added together
- Much of the variation in achievement of 14-year-olds in English, mathematics and science is due to home factors
- Between the ages of 5 and 16 children spend only 15% of their lives in school

*Involving Parents, Raising Achievement* (DfES publication, 2004)

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Make the following points:

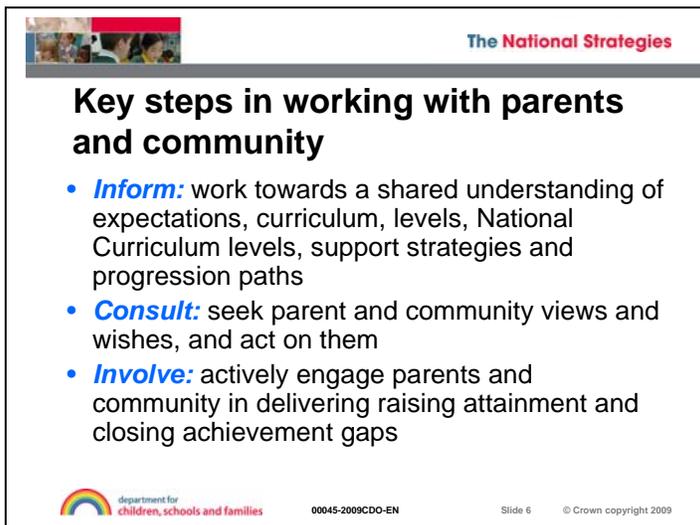
- While a lack of English is, in itself, not a barrier for parents in supporting their child, a lack of knowledge of how to support or a lack of resources quickly becomes a barrier. This is one area where schools can help parents of more advanced EAL learners.
- We need to consider how well we harness parental involvement, including ways in which we can help educate parents to know how best to support their children.

Explain that research evidence gives a very clear message that we need to ensure that parents are active partners in their child's schooling.

### Identifying strengths and challenges: informing, consulting and involving parents (15 minutes)

Explain that, before we consider practical strategies, it is useful to reflect on three key steps that underpin effective work with parents and the community if the approaches are to be effective. Emphasise that, at their core, they are about good communication, real listening and shared responsibility. Each step addresses one key aspect of effective engagement. Clarify that it is important to move beyond merely informing parents to consulting and involving them in their child's learning.

Show slide 6.



The slide is titled "Key steps in working with parents and community" and is part of "The National Strategies". It lists three key steps:

- **Inform:** work towards a shared understanding of expectations, curriculum, levels, National Curriculum levels, support strategies and progression paths
- **Consult:** seek parent and community views and wishes, and act on them
- **Involve:** actively engage parents and community in delivering raising attainment and closing achievement gaps

At the bottom of the slide, there is a logo for the "department for children, schools and families" and the text "00045-2009CDO-EN Slide 6 © Crown copyright 2009".

Now ask colleagues to work in pairs to identify perceived strengths and challenges of their school's current practice in engaging parents and the community, specifically with a goal to raise attainment and close achievement gaps. Ask them to use **resource 1** for this purpose. Allow about 10 minutes.

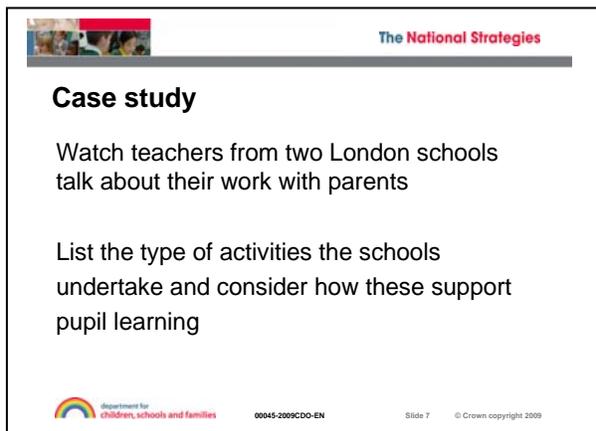
Explain that this exercise is to establish a shared view of what their school is already doing to engage and communicate with parents and community groups and also to begin to identify where the partnership has developed beyond information sharing to real consultation and involvement.

### School practice that involves parents in pupil learning (30 minutes)

Explain that they are now going to watch some DVD clips where staff from two schools explain how they have applied these steps in working with parents and the community effectively. Clip 1 lasts about 7 minutes and clip 2 two minutes. Ask colleagues to list the range of activities undertaken by the schools and how these support pupil achievement.

Now show the two clips.

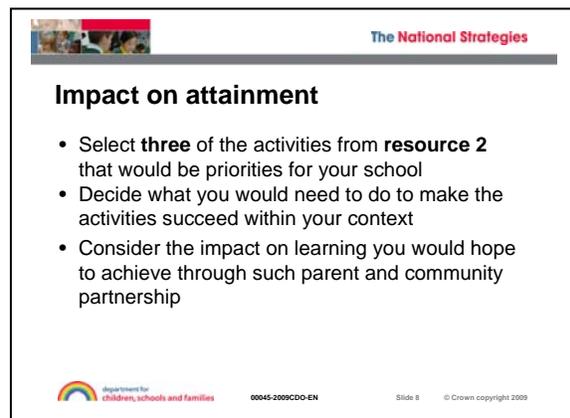
Show slide 7.



The slide features a header with a small image of people and the text 'The National Strategies'. Below this is the title 'Case study' in bold. The main text reads: 'Watch teachers from two London schools talk about their work with parents' and 'List the type of activities the schools undertake and consider how these support pupil learning'. At the bottom, there is a logo for the Department for Children, Schools and Families, the reference number '00045-2009CDO-EN', 'Slide 7', and '© Crown copyright 2009'.

Ask colleagues to now spend 5 minutes in twos or threes discussing how they think the activities have supported pupils' learning at these schools. Take feedback from one or two groups. Now explain to colleagues that the next activity will consider the potential impact of such strategies on attainment at their own school.

Show slide 8.



The slide features a header with a small image of people and the text 'The National Strategies'. Below this is the title 'Impact on attainment' in bold. The main text is a bulleted list: 'Select **three** of the activities from **resource 2** that would be priorities for your school', 'Decide what you would need to do to make the activities succeed within your context', and 'Consider the impact on learning you would hope to achieve through such parent and community partnership'. At the bottom, there is a logo for the Department for Children, Schools and Families, the reference number '00045-2009CDO-EN', 'Slide 8', and '© Crown copyright 2009'.

Give out envelopes with one set of cards (**resource 2**) for each pair or trio of colleagues. Explain that the purpose of the exercise is to evaluate the potential impact of a range of activities on

pupil achievement and to consider together what the school would need to do to ensure a positive outcome in their own school context. Ask colleagues to work in pairs or threes to:

- prioritise strategies you consider would have the most impact on the attainment of your pupils
- discuss what might need to be in place to ensure the desired impact.

Allow colleagues 10 minutes for this, and then take feedback from one or two pairs.

Explain that many of these activities have been used successfully by schools to help parents support their child's learning. State that while single activities may be very good in their own right, they are unlikely to have the longer-term strategic impact of a package of activities that are supported by a clear vision of what the school is trying to achieve. The next section will begin to address this.

### **Action planning for greater involvement (20 minutes)**

Explain that colleagues have considered the likely impact of involving parents and some of the approaches that work well. The next task is to begin an action plan, or to refine an existing one, for enhanced parent and community involvement that will impact on pupils' learning. The starting point is a clear idea of the outcomes and impact the school would want within a given timeframe.

Give colleagues **resource 3** and allow them a few minutes to work in pairs or threes to think about and note down one outcome and set of activities that they think the school should work towards.

Take feedback and, identifying one prioritised outcome from the group, ask colleagues to work together to suggest activities that might lead to that outcome. In line with the example given they will then need to consider:

- a) success criteria
- b) completion dates
- c) leadership and other staff involvement
- d) support required from within or outside the school
- e) monitoring and evaluation.

### **Next steps: Action planning**

Planning for greater involvement of parents and community in order to support pupils' learning should be aligned to other priorities within the school development plan.

It is suggested that one or two school leaders are delegated the task of working the ideas from this training session into an action plan, using the school's existing model, bearing the following points in mind.

The plan should clearly show outcomes and intended activities, the success criteria, completion dates, resources required and how the initiatives will be monitored and evaluated by senior leaders.



**Current strengths and challenges: developmental grid**

**Resource 1**

<b>Parent and Community: Supporting pupil learning and achievement</b>			
<b>Activity</b>	<b>Informing</b>	<b>Consulting</b>	<b>Involving</b>
Learning at school and at home			
Raising expectations and aspirations			
Out-of-school learning			
Community contact			



## Impact on attainment – card sort

## Resource 2

Cut up these cards to form a single set. You will need one set for every 2/3 participants

<p>Agree personalised targets for pupils based on at least two levels of progress per key stage (more if individual pupils are below the national expected average). Share these with both parents and pupils. Ensure targets are appropriately challenging and aspirational.</p>	<p>Invite parents to school to discuss and explain National Curriculum levels, links to GCSE grades, requirements for higher education, etc.</p> <p>Share with parents the key topics, books, questions that their children will study in the coming year and the types of work pupils must do, including homework and intervention/booster classes. Agree to inform them when pupils are attending and completing work.</p>	<p>Identify personalised targets and success criteria (e.g. 100% of mathematics homework completed) and share these with pupils and parents. Track the progress on these and regularly inform parents and pupils if they are on track or need to improve.</p>
<p>Create home–school link workers to act as mediators between school and home. Give them a brief which has improving pupil results at its core.</p>	<p>Praise pupils when they complete work, including homework. Send home regular recognition of this praise. Organise achievement celebration events for pupils and parents.</p>	<p>Invite role models from local communities, universities and businesses to speak to both parents and pupils about education and wider success. Involve them as pupil mentors/e-partners if possible.</p>
<p>Discuss the importance of wider learning with parents, including participation in educational visits; school trips; sporting events and how this will support pupils' achievement in school. Invite parents to join in some school visits.</p>	<p>Identify areas where parents can make an active contribution to supporting pupils in school, e.g. organising parental events, writing newsletters with school, acting as pupil mentors, teaching assistants, etc. Identify training implications.</p>	<p>Create a parent and community forum to exchange ideas, hear the issues or views of parents and select a group willing to take actions forward.</p>
<p>Organise a parents/pupils event that allows parents to do 'tasters' in the subject matter that their children will study, e.g. mathematics in Year 8. Share some strategies teachers use to help pupils' exploration and understanding. Set some work for pupils and parents to do together.</p>	<p>Link with local complementary schools and share resources and strategies with them so they are using the same materials as the mainstream school. Offer joint workshops for parents based on curriculum, progress and support at home.</p>	<p>Show parents how to use any ICT/ internet-based packages used by the school to support pupils in self-study. Set parents and pupils targets for use within fixed timescales, e.g. 20 hours in six weeks. Provide regular feedback to pupils and parents.</p>



**Action planning**

**Resource 3**

<b>Parent and community: Supporting pupil learning</b>					
<b>Outcome and actions</b>	<b>Success criteria</b>	<b>Date to be completed</b>	<b>Lead personnel, other staff involved</b>	<b>Support required: internal, LA</b>	<b>Evidence of impact</b>
<p><i>e.g. Outcome 1: Standards</i></p> <p><i>Link with local complementary schools and share resources and strategies with them so they are using the same teaching materials as the mainstream school. Offer joint events for parents.</i></p>	<p><i>Attendance of targeted pupils at complementary school</i></p> <p><i>Shared observation of pupils in class/in complementary school classes</i></p> <p><i>Good use of suggested shared resources/ methodology</i></p> <p><i>Workshop for parents well attended</i></p> <p><i>Aligned homework set</i></p>	<p><i>xx/xx/xx</i></p>	<p><i>HoD Science</i></p> <p><i>KS coordinator</i></p>	<p><i>Home-school coordinator, out-of-school-hours learning/study support service</i></p>	<p><i>Minimum two levels of progress across key stage for 60% targeted underachieving bilingual pupils in science</i></p> <p><i>90% of targeted pupils attend complementary school</i></p> <p><i>Good use of materials/methodology as evidenced by 80% 'good' or better judgements in lesson observations</i></p> <p><i>Good parental attendance at workshops as evidenced by 80% attendance of targeted parents invited</i></p>

