Our approach to Parental Engagement



Strong partnerships between home and school play a vital role in helping children thrive. We value open communication and recognise parents and carers as key partners in their child's education.

Throughout the year, we provide a wide range of opportunities for families to engage with teachers, academy leaders and executive leaders from the Trust, ensuring that views are heard, questions are answered and successes are celebrated together.

Through meaningful parental engagement, we work alongside families to remove barriers to learning, strengthen children’s sense of belonging and ensure every child can achieve, flourish and reach their full potential.

We are proud of the positive relationships we have built with our families and the significant contribution these partnerships make to pupils’ wellbeing, progress and outcomes.



Research and Evidence

Parental engagement improves attainment

- The EEF's Teaching and Learning Toolkit shows that effective parental engagement can lead to an average of **+4 months additional progress** in a year. It is considered a **highly evidenced, low-cost strategy**.
- Levels of parental engagement are consistently associated with improved academic outcomes across age groups.

The quality of learning interactions at home matters most

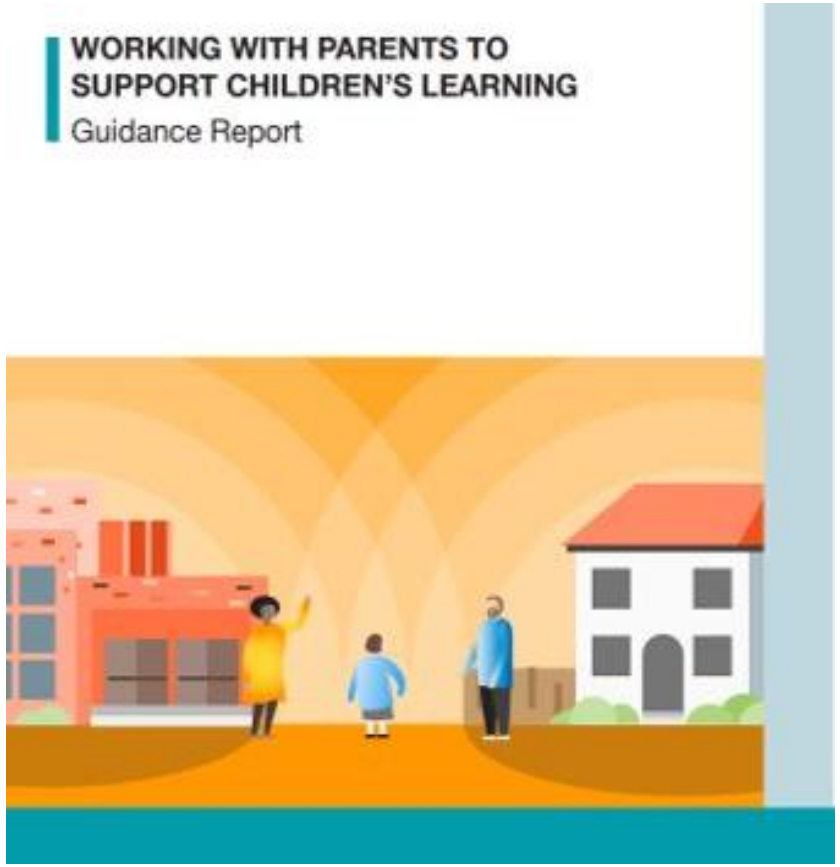
- Research suggests that what parents do with their children is often more important than parents' income, occupation, or educational background. Rich conversations, reading together, supporting routines, and showing interest in learning have significant positive effects.

Outcomes extend beyond attainment

- Effective parental engagement is linked not only to achievement but also to improved attendance, behaviour, wellbeing, and attitudes towards learning.

Strong home-school partnerships help reduce disadvantage

- The EEF highlights parental engagement as an important strategy for narrowing attainment gaps, particularly when schools support parents to engage with learning at home in practical and accessible ways.



Impactful Approach

EEF guidance outlines the three most impactful approached to parental engagement. These are:

- Providing activities or resources to enrich the home learning environment
  - Sharing books and discussion prompts.
  - Suggesting learning opportunities within everyday routines.
  - Signposting families to relevant resources.

- Teaching families strategies to support pupils' learning
  - Modelling phonics strategies.
  - Stay-and-play sessions and home visits.
  - Training parents to deliver targeted interventions.

- Communicating with families about pupils' learning
  - Sending positive, personalised messages focused on success and next steps.
  - Engaging in two-way conversations about strengths, interests and barriers to learning.
  - Building relationships with families.



Parental Involvement – Universal Offer

Parental Involvement:
The aim of parental involvement is to build positive relationships between home and school, ensuring families feel informed, welcomed and included in their child's educational journey.



Parental Engagement – Universal Offer

Parental Engagement:
The aim of parental engagement is to work in partnership with families to support children's learning, wellbeing and development, enabling every child to achieve, belong and thrive. Evidence shows that purposeful parental engagement can have a significant positive impact on pupil outcomes.

Combined strategic statement:
Through effective parental involvement and engagement, we seek to build strong home-school partnerships that empower families, remove barriers to learning and ensure every child can flourish academically, socially and emotionally.





Supporting at home – expectations in Jade, Jasper & Firestone

We value the important role that parents and carers play in their child's learning and development. To help strengthen the connection between home and school, children in Firestone have a Tapestry account and children travelling by transport have a home – school communication book. Beginning and end of day communication is enhanced for parents dropping off and collecting at the end of the day. Leaders make regular telephone contact with parents and carers to ensure communication remains strong and effective.

Children will bring a reading book home regularly. We ask families to:

- Share the book with their child several times each week.
- Read, talk about, or explore the book together in a way that is appropriate for their child's needs and stage of development.
- Encourage communication through words, signs, symbols, pictures, gestures or discussion.
- Celebrate effort, enjoyment and success.
- Share any comments or achievements with the teacher.

We understand that every child learns differently. The most important thing is spending positive time together, developing a love of learning and reinforcing the skills being taught in school. Through working together, we can help every child build confidence, make progress and thrive.

Supporting at home – expectations in EYFS & KS1



In EYFS, home learning opportunities focus on supporting children's oral language development and Early Literacy skills.

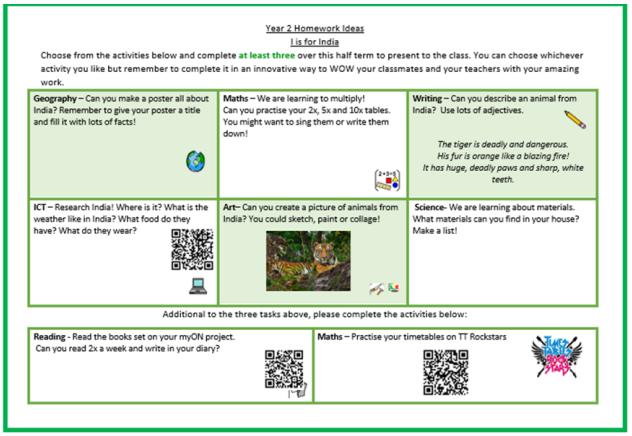
Shared Reading is crucial in EYFS and parents can support their children by reading stories together and asking questions. Children will bring a reading book home.

In KS1, children will begin to bring spellings home to practice and will have a reading book and a reading for pleasure book.

Teachers create a termly home learning rubric to share additional open-ended learning activities.

Children will be celebrated as a Reading Champion by reading at least three times a week at home.

All children are invited to participate in the Oldham Library Summer Reading Challenge.



Year 2 Homework Ideas

I is for India

Choose from the activities below and complete **at least three** over this half term to present to the class. You can choose whichever activity you like but remember to complete it in an innovative way to WOW your classmates and your teachers with your amazing work.

Geography – Can you make a poster all about India? Remember to give your poster a title and fill it with lots of facts!	**Maths** – We are learning to multiply! Can you practise your 2x, 5x and 10x tables. You might want to sing them or write them down!	**Writing** – Can you describe an animal from India? Use lots of adjectives. *The tiger is deadly and dangerous. His fur is orange like a blazing fire! It has huge, deadly paws and sharp, white teeth.*
ICT – Research India! Where is it? What is the weather like in India? What food do they have? What do they wear?	**Art**– Can you create a picture of animals from India? You could sketch, paint or collage!	**Science**- We are learning about materials. What materials can you find in your house? Make a list!

Additional to the three tasks above, please complete the activities below:

Reading - Read the books set on your myON project. Can you read 2x a week and write in your diary?	**Maths** – Practise your timetables on TT Rockstars

SUMMER READING CHALLENGE

Supporting at home – expectations in KS2

SC

SATs Companion

TIMES TABLES ROCK STARS

SUMDOG

myON

As children transition through school, parental encouragement for, and interest in, their children's learning are more important than direct involvement.

The evidence is strongest for short and focused homework projects where learning is tightly tied to main class teaching and children receive feedback.

In KS2, children have a range of learning platforms that they are expected to access at home. This includes SumDog, MyON and Times Tables Rock Stars. Children will also receive a termly homework rubric which suggests open ended activities linked to the classroom learning.

In Year 6, SATs Companion will be introduced.

Children will be celebrated as a Reading Champion by reading at least three times a week at home.

All children are invited to participate in the Oldham Library Summer Reading Challenge.

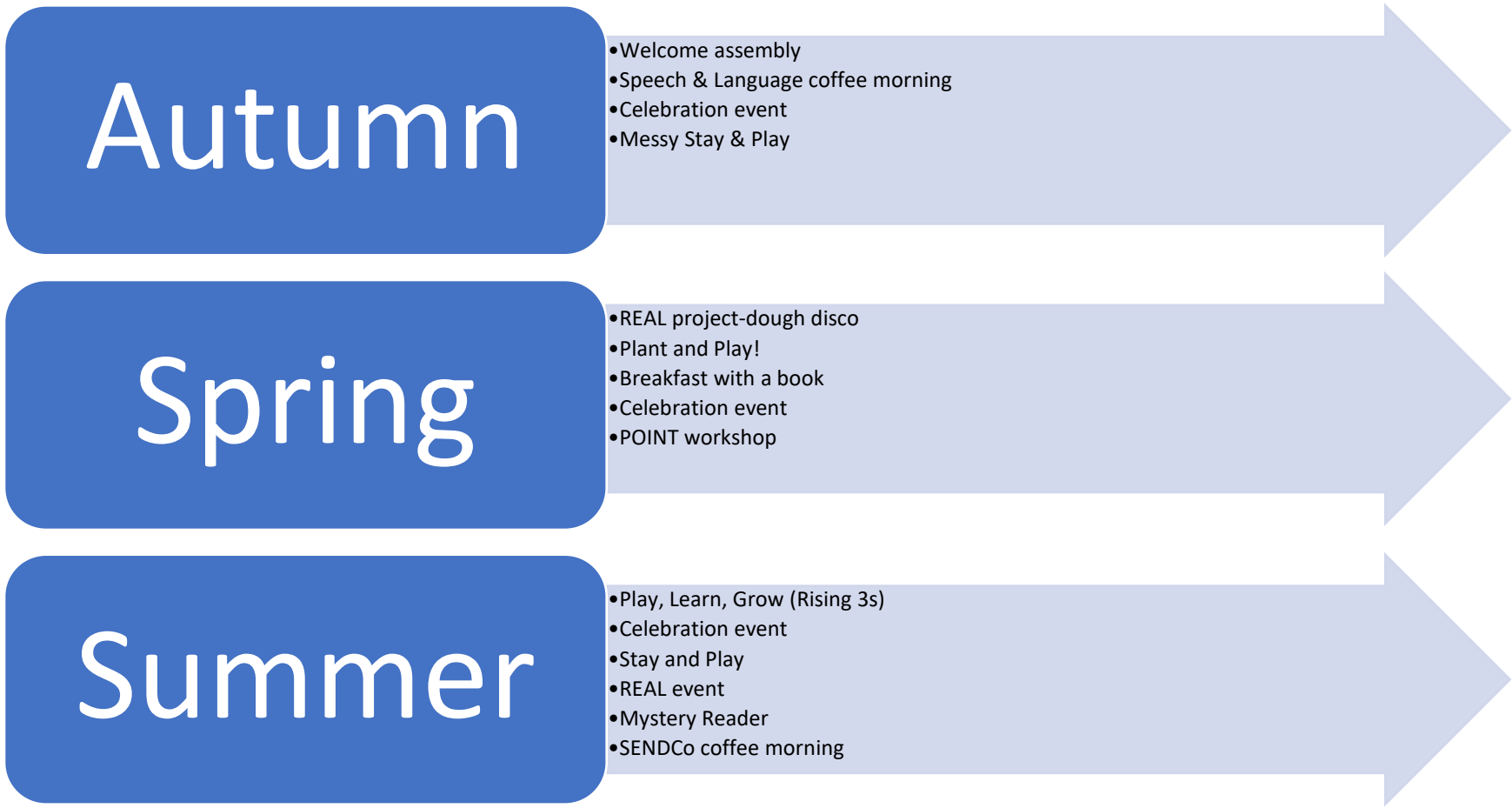
Communication Opportunities

Research from the Education Endowment Foundation (EEF) highlights that effective parental engagement includes communicating with families about learning in positive, personalised ways and building strong, mutually respectful relationships between home and school. Partnerships are associated with improved attainment, attendance, behaviour and wellbeing.

The academy has a significant number of communication pathways outlined below. These range from information sharing opportunities to communication loops with teachers, communication loops with leaders and trust level strategic schedule opportunities. Further information regarding key dates for communication opportunities are always shared in advance via the weekly academy newsletter.

Protected time x2 daily leadership gate duty	Weekly newsletters	Class website Page	Academy website	Arbor	Parents' evening meetings x3
Daily communication loop – teacher	Daily communication loop – leadership	SENDCo drop-in sessions x12	Parent survey – Spring	Parent INSIGHT panel	Executive Leadership (CEO) gate duty x2 per year
Executive leadership event attendance x1 per year	Opportunity to feedback during thematic inquiry	Ad hoc message & information sharing via school office	Tapestry entries	Home-school communication book (transport children)	Telephone calls home
Enhanced home time communication – hub children	Annual school report and discussion	Annual reviews – EHCP families	Attendance meetings	Termly unit newsletter	Termly unit homework rubric

Inclusion Hub Planned Parental Engagement



EYFS Planned Parental Engagement

Autumn

- REAL event: bedtime story
- Phonics in Action!
- Local Area Walk
- Nativity Performance

Spring

- REAL project – library visit
- Supermarket visit & baking activity
- Play, Learn & Grow (Rising 3s)
- POINT workshop

Summer

- Ready, Steady, Nursery!
- REAL event
- Mystery Reader
- SENDCo coffee morning

KS1 Planned Parental Engagement

Autumn

- 3rd December: Phonics in Action
  In the hall with parents invitation and pupils to join
  -Nativity performance
  -Local Area Walk

Spring

- -15th January KS1 Counting Champions Workshop for parents
  -10th February – 2:45pm- Art Gallery- African Print Celebration of learning
- POINT workshop

Summer

- 29th June 8:45am - Breakfast with a book
- 19th April – 9:00am- Parent Workshop for phonics.
- SENDCo coffee morning

LKS2 Planned Parental Engagement

Autumn

- Come and share a book
- Multiplication Check briefing (Y4)
- DT in Action (Bridges and Greek pottery)

Spring

- Multiplication Check session with parents (Y4)
- DT in Action (Volcanoes and Aqueducts)
- Come and share a book
- POINT workshop

Summer

- Art in Action (Sculptures and Wire sculptures)
- Come & Play with the Halle at the Bridgewater Hall
- Come and share a book
- SENDCo coffee morning

UKS2 Planned Parental Engagement

Autumn

- Robinwood Meeting
- Fantastic Finish – VE Day party
- SATs briefing

Spring

- Homework Workshop
- World Book Day – Share a book
- POINT workshop

Summer

- SATS briefing
- Shakespeare Festival
- Business enterprise fundraising event
- SENDCo coffee morning