

# NETWORKING OPPORTUNITIES FOR PARENT/CARERS/FAMILIES.



Consider ways of supporting parents/carers/families new to the school so they can get to know each other, develop their own support networks and begin to develop a sense of belonging to the school community. (Effective Transition for parent/carers; document 20.1-20.6 the Transition Audit)

Activity	Suggestions on how to put the activity into practice
<b>Stay and play session</b>	<p>Invite small groups of parent/carers (about 4-6) and their children to a play session in the garden. This may be children and parent/carers from one key group.</p> <p>Encourage parent/carers to talk to one another.</p> <p>Suggest they arrange times to meet as a group at a local park.</p> <p>Provide a member of staff who can be made available to talk to the parent/carers.</p>
<b>Getting to know each other session for parent/carers</b>	<p>The session could be facilitated by the Headteacher, EYFS leader or class teacher during non-contact time.</p> <p>Invite a small number of parent/carers at a time so that they do not feel overwhelmed by a larger group. This could be parent/carers who have children in the same class or key group.</p> <p>Send a personal invite using the parent/carers preferred name.</p> <p>Arrange the seating informally and if possible, use low soft chairs.</p> <p>Provide space for push chairs and toys for toddlers.</p> <p>Offer appropriate refreshments.</p> <p>Greet parent/carers at the door using their name.</p> <p>Invite interpreters within the school, if possible, ie a Turkish or Hindi speaking member of staff be spared to come down and support.</p> <p>Use a range of gesture and visual prompts to include and engage all parent/carers including those with English as an additional language</p> <p>Try and 'buddy' parent/carers who you know speak the same language or have similar interests.</p> <p>Consider a focus for the session. For example, encourage parent/carers to talk about how their child has settled in school or provide copies of 'What to expect when' and loan them to the parent/carers.</p> <p><a href="#">What-to-expect-in-the-EYFS.pdf</a></p>
<b>Introduce parent/carers to each other</b>	<p>Leaders to be available for parent/carers by being present at drop off and collection times.</p> <p>This facilitates parent/carers being able to chat informally to Leaders.</p> <p>Leaders and Teachers may notice those that do not seem to socialise and perhaps connect them with another parent/carers who they know has a child in the same class or, in the case of parent/carers with EAL, speaks the same language.</p>



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<p><b>Focussed activity events</b></p>	<p><b>Book Party or workshop</b> – invite a small number of parent/carers and their children.            Set up a room or small area with either story sacks or several copies of the same book and resources that will enable interactive play.            Provide a range of creative materials so that parent/carers can work with their child to make a zig zag version of the focussed book.            Start by reading the book to the parent/carers and children so that story telling is modelled for the parent/carers.            Parents/carers can look at/read the book to their own child and play with the resources.            The facilitator can support engagement with the interactive activities.            Once the children go back to their class encourage parent/carers to stay for refreshments.            Provide a leaflet about how to read and share stories and loan a copy of the book so that it can be shared at home.</p> <p><b>Mark making and early writing party</b> – organise this event in a similar way to the focussed book event.            Set up the room with a range of mark making activities for everyone to explore.            Talk to the parent/carers one to one and explain how each activity can help early writing development.            Provide a ‘take away’ bag which has writing resources to use at home.            Pupil Premium funding could be used to support these events.            Encourage parent/carers to stay for refreshments and ask them to contribute to an evaluation display.</p> <p><b>Maths day</b> – this could be planned in a similar way to the above or take place in the classroom.            Maths activities are set up in the indoor and outdoor learning environments, parent/carers are invited to support their child with the activities while staff talk to them individually about the mathematical learning involved in each activity.            Encourage parent/carers to stay for snack with the children and other parent/carers.</p> <p><b>Forest school activities</b> – invite small groups of parent/carers to work with the school’s forest school leader. This may take place in a local wood.            Share ideas that parent/carers can use with their children when visiting local parks and woodland areas.</p>
<p><b>Volunteers</b></p>	<p>Ensure all parent /carers who volunteer have completed all the safe recruitment checks as required by the school. All volunteers should have a job description highlighting their roles and responsibilities as a volunteer.</p> <p>Parent/carers volunteers to help with small school projects such as gardening, painting a fence or repairing items in the outdoor areas. These activities could be at weekends or during the school day. Offer refreshments so that parent/carers have opportunities to socialise.</p> <p>Parent/carers volunteers could help to distribute home learning packs or books to loan. They could work in pairs, so they have a chance to talk to other parent/carers.</p> <p>Ask two parent/carers to work together to help with activities such as cooking or labelling new books.</p>



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<b>Knowing your parent/carers</b>	Identify parent/carers with specific skills or interests. They could be asked to share cultural traditions, cooking, or a specific skill.
<b>Parent/carers champions</b>	Identify parent/carers who would be willing to help to facilitate activities for parent/carers so that they start to get to know one another. The facilitator's maybe parent/carers who the school know well because they have an older child at the school. They could arrange 'play dates' at the local park or a picnic for families who have children in the same class. Some parent/carers may prefer an opportunity to meet in a local coffee shop after they have dropped their children at school.
<b>Invitation for lunch</b>	Invite a small group of parent/carers from the same class for lunch or to sample a school dinner. This could be facilitated by a member of staff or a parent/carers champion.
<b>School assemblies for parent/carers</b>	Ask a small number of parent/carers to arrange refreshments for the parent/carers of children in the reception classes after a school assembly.
<b>Fund raising</b>	Small groups of parent/carers can be asked to help with fundraising events or celebrations. For example, organising raffle tickets for children to take home, wrapping Christmas gifts. If a space in school can be offered for the preparation of such activities then parent/carers will have chance to talk to each other.
<b>Provide information about the local community</b>	<p><b>Local parks -</b>  <a href="http://www.parksherts.co.uk/parks">www.parksherts.co.uk/parks</a></p> <p><b>Soft play centres –</b>  <a href="http://www.dayoutwiththekids.co.uk/things-to-do/east/hertfordshire/sports-and-activities/indoor-soft-play-areas">www.dayoutwiththekids.co.uk/things-to-do/east/hertfordshire/sports-and-activities/indoor-soft-play-areas</a></p> <p><b>Family centres –</b>  <a href="http://www.hertsfamilycentres.org/family-centres.aspx">www.hertsfamilycentres.org/family-centres.aspx</a></p> <p><b>Libraries -</b>  <a href="http://www.hertfordshire.gov.uk/services/libraries-and-archives/libraries-and-archives.aspx">www.hertfordshire.gov.uk/services/libraries-and-archives/libraries-and-archives.aspx</a></p> <p>Summer reading projects            Parent/carers and toddler groups            Activities for adults such as yoga classes, adult education</p>
<b>SEND</b>	Parent/carers of children with SEND value opportunities to socialise with other parent/carers who have a child with additional needs. This could be offered in school by the SENCo as well as sign posting parent/carers to local support groups.  <a href="http://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx">www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx</a>
<b>Social media</b>	Create a Facebook, Instagram or X profile. You can then keep families up to date with any activities for parent/carers. Consider creating a closed Facebook group for parent/carers, one for each class.

# EXAMPLE PARENTAL SURVEY ABOUT TRANSITION.



We would really appreciate your feedback on our transition procedures. Please answer the questions below and return to school by (insert date)

Which year group/class is your child in? \_\_\_\_\_

**1) Did you attend the parent/carer induction meeting?**

- If yes, did you find the information provided useful?
- If no, did you access the presentation sent directly to you?

Please suggest any improvements

\_\_\_\_\_  
\_\_\_\_\_

**2) Did you and your child attend the stay and play session?**

- If yes, did you find the session welcoming?
- If no, why were you unable to attend?

Please suggest any improvements

\_\_\_\_\_  
\_\_\_\_\_

**3) Did you have a home visit from your child's class teacher?**

- If yes, did you find this useful?
- If no, did you access the alternative 1:1 meeting?

Please suggest any improvements

\_\_\_\_\_  
\_\_\_\_\_

**4) On a scale of 1 - 5 (1 not at all – 5 very prepared), how prepared do you feel the school was to welcome you and your child?**

1 2 3 4 5

Please suggest any improvements

\_\_\_\_\_  
\_\_\_\_\_



**5) On a scale of 1 – 5 (1 not useful – 5 very useful), how useful do you find the communication from school?**

1 2 3 4 5

Please suggest any improvements

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**6) On a scale of 1 – 5 (1 not at all – 5 very approachable), how approachable do you find your child's class teacher?**

1 2 3 4 5

Please suggest any improvements

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**7) What have you found most useful during transition?**

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**8) Do you feel your child has settled?**

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**9) Is there anything else you would like the school to support you with?**

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Thank you for taking the time to complete this survey.