

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 21.1-21.8 the Transition Audit)

Activity	Suggestions on how to put the activity into practice
<p>Stay and play session</p>	<p>Invite small groups of parent/carers (about 4-6) and their children to a play session in the learning environment. 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>
<p>Getting to know each other session for parent/carers</p>	<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>https://foundationyears.org.uk/files/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf</p>



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<p>Introduce parent/carers to each other</p> 	<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>
<p>Focussed activity events</p> 	<p>Book Party or workshop – invite a small number of parent/carers and their children.</p> <p>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.</p> <p>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.</p> <p>Start by reading the book to the parent/carers and children so that story telling is modelled for the parent/carers.</p> <p>Parents/carers can look at/read the book to their own child and play with the resources.</p> <p>The facilitator can support engagement with the interactive activities.</p> <p>Once the children go back to their class encourage parent/carers to stay for refreshments.</p> <p>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>Mark making and early writing party – organise this event in a similar way to the focussed book event.</p> <p>Set up the room with a range of mark making activities for everyone to explore.</p> <p>Talk to the parent/carers one to one and explain how each activity can help early writing development.</p> <p>Provide a 'take away' bag which has writing resources to use at home.</p> <p>Pupil Premium funding could be used to support these events.</p> <p>Encourage parent/carers to stay for refreshments and ask them to contribute to an evaluation display.</p> <p>Maths day – this could be planned in a similar way to the above or take place in the classroom.</p> <p>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.</p> <p>Encourage parent/carers to stay for snack with the children and other parent/carers.</p> <p>Forest school activities – invite small groups of parent/carers to work with the school's forest school leader. This may take place in a local wood.</p> <p>Share ideas that parent/carers can use with their children when visiting local parks and woodland areas.</p>

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Volunteers 	<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>
Knowing your parent/carers 	<p>Identify parent/carers with specific skills or interests. They could be asked to share cultural traditions, cooking, or a specific skill.</p>
Parent/carers champions 	<p>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.</p> <p>They could arrange 'play dates' at the local park or a picnic for families who have children in the same class.</p> <p>Some parent/carers may prefer an opportunity to meet in a local coffee shop after they have dropped their children at school.</p>
Invitation for lunch 	<p>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.</p>



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<p>School assemblies for parent/carers</p> 	<p>Ask a small number of parent/carers to arrange refreshments for the parent/carers of children in the reception classes after a school assembly.</p>
<p>Fund raising</p> 	<p>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.</p>
<p>Provide information about the local community</p> 	<p>Local parks - www.parksherts.co.uk/parks Soft play centres – www.dayoutwiththekids.co.uk/things-to-do/east/hertfordshire/sports-and-activities/indoor-soft-play-areas Family centres – www.hertsfamilycentres.org/family-centres.aspx Libraries - www.hertfordshire.gov.uk/services/libraries-and-archives/libraries-and-archives.aspx Summer reading projects Parent/carers and toddler groups Activities for adults such as yoga classes, adult education</p>
<p>SEND</p> 	<p>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. www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx</p>



Activity	Suggestions on how to put the activity into practice
Social media 	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. (Document 29.1-29.2)



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)

- 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)

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

Please suggest any improvements

3)

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

Please suggest any improvements

4)

1 2 3 4 5

Please suggest any improvements



5)

1 2 3 4 5

Please suggest any improvements

6)

1 2 3 4 5

Please suggest any improvements

7)

8)

9

Thank you for taking the time to complete this survey.