|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Supporting home learning and parental involvement** | | | | | | |
| Parents views are sought and valued by the setting |  | Parents are regularly consulted on aspects of development within the setting and the results of these are used. |  | Parents are fully involved in the development of the setting |  |  |
| Parents are welcomed into the setting and to remain within it to support the development of partnership working |  | A range of strategies are used to encourage parents to contribute to the life of the setting |  | The setting and staff are proactive in developing strategies to involve hard to reach parents |  |  |
| Strategies are in place that inform parents about daily activities available to their children and the learning that is taking place |  | The setting has developed strategies to provide parents with suggestions and ideas that would support home learning |  | Feedback and evaluations on home learning experiences are sought and this information is used to inform future plans |  |  |
| Appropriate quiet and safe areas are identified and used for 1:1 discussions with parents |  | Settings ensure all appointments with parents are adhered to. Meetings have a clear purpose and future actions are negotiated and agreed |  | Where appropriate and possible, setting staff plan meetings with parents in detail prior to the meeting taking place, making sure that all relevant information is available and up to date. |  |  |
| Information about their child’s day is shared with parents in a face to face situation on a regular basis |  | There is open, two-way dialogue between parents and setting staff |  | Observations/reports of significant events are worded in an honest and positive way and are based on evidence |  |  |
| Information from parents about their child’s interest and strengths is actively sought by the key person |  | Information from parents is used to support planning for the child and this is shared with parents |  | From information gained parents are supported to work in partnership with the key person to plan and set developmentally appropriate targets for their child and be provided with ways to support this at home |  |  |
| Information for parents is available to parents in easily understandable ways |  | Information for parents is available in a range of different media to meet differing needs |  | Through a range of strategies all parents are able to access information regarding the setting and their child |  |  |
| Regular opportunities for parents and the key person to meet and discuss children’s progress and attainment are in place |  | A range of strategies to involve parents in recognising and celebrating their children’s achievements are in place and parents are encouraged to contribute to their child’s records |  | Parents are fully involved in the observation, assessment and planning cycle for their child in partnership with the key person. |  |  |
| There is a strategy in place to inform parents of plans for learning and development. |  | Displayed planning supports parents/carers understanding of the EYFS and they are encouraged to contribute and support children’s learning at home. |  | A wide variety of strategies are used to support parents understand their children’s learning journeys ie workshops, drops ins, newsletters etc |  |  |