

Quality Improvement Framework

Section 6 – School Readiness

Subsection: Partnership with parents: Engaging parents in their child's learning

Guidance Notes	Reflective Questions	Resources	Your Evidence
<p>The EYFS seeks to provide:</p> <p>Partnership working between practitioners and with parents and/or carers.</p> <p>The key person must seek to engage and support parents and/or carers in guiding their child's development at home</p> <p style="text-align: right;">EYFS Statutory Framework 1.10</p> <p>Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.</p> <p style="text-align: right;">EYFS Statutory Framework 2.1</p> <p>Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.</p> <p style="text-align: right;">EYFS Statutory Framework 2.2</p> <p>When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas.</p> <p style="text-align: right;">EYFS Statutory Framework 2.3</p> <p>Two Year Progress check-Practitioners must discuss with parents and/or carers</p>	<ul style="list-style-type: none"> • What different methods do you use to engage parents and share information with parents? • How do you know that you are creating effective partnerships with parents? • Do you monitor the impact of parental engagement approaches? • Are all practitioners confident in having difficult conversations with parents? • How much of your settings observations, tracking, supporting and monitoring is done alongside parents? • Do you provide simple guidance to parents about how they can support their child's learning? • What strategies are used to help increase parent's confidence in supporting their child's development and learning? 	<p>Q Cards</p> <p>Partnership with parents</p> <p>Sharing information with parents and carers</p> <p>Working with parents, carers and the wider community</p> <p>Training</p> <p>Useful Links</p> <p>What to expect, when?</p> <p>A guide to help you as a parent/carer to find out more about how your child is learning and developing during their first five years, in relation to the EYFS.</p> <p>Getting it right first time</p> <p>Achieving and maintaining high-quality early years provision</p> <p>How do the best settings work with parents and carers? Page 16</p> <p>Parents, early years and learning</p> <p>National Child's Bureau</p> <p>Resources and templates</p>	<p>Guidance note: Remember to date your evidence to allow you to revisit and review relevance.</p>

how the summary of development can be used to support learning at home.

EYFS Statutory Framework 2.4

Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested, providers should incorporate parents' and/or carers' comments into children's records.

EYFS Statutory Framework- 3.68

Providers must make the following information available to parents and/or carers:

- how the EYFS is being delivered in the setting, and how parents and/or carers can access more information
- the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home

EYFS Statutory Framework- 3.73