

Parents and carers engaging in home learning

A checklist for schools

[Parental engagement is consistently associated with academic success](#). This checklist suggests five statements for teachers and leaders to use when designing ways for parents to access and support their child's home learning. In addition, there are tips to consider using in your approach.

PARENTS ACCESSING HOME LEARNING

1 Communication of home learning to parents and carers is simple and accessible



TIPS

- Limit the number of steps/clicks required for parents/carers to access the work their children have been set. For some families, setting out simple ways they can promote learning at home could be done via [text message](#), even using a pre-loaded [text message script](#) in the school's messaging system to reduce workload.
- Consider carefully the readability of your messages to the adult population. See guidance from the UK government on [writing content for everyone](#).
- Reduce the reading demand contained in communications with parents by removing unnecessary information, images and page 'clutter.'

2 Activities have been planned and adapted to meet the needs of families from a broad range of socio-economic, educational and cultural backgrounds



TIPS

- Use a blend of online and physical resources to ensure parents/carers have what is needed to support learning at home (see our [planning framework for teachers](#)).
- Adapt inclusive classroom practices for setting work online. Use EAL accessible resources, activities that require less resources and be aware of the needs of families supporting children with SEND. See our [linking home learning chart](#) to support schools in their planning.
- Consider adapting materials that could be sensitive to the home situation of some families. Children who become angry or upset because of content they find emotionally challenging are supported well in school but the same content may lead to distress or conflict in the home.

PARENTS SUPPORTING HOME LEARNING

3 Simple, practical strategies have been given to parents and carers, suggesting ways they can support home learning



TIPS

- Make it easy for parents and carers to know about the work that is sent home. Sticking to a single platform or familiar printed format can help to achieve this.
- Repeat the message that there is no expectation for parents/carers to act as teachers and get directly involved in the work set. If parents support their child to engage with the work and provide them with a space to complete it, they are doing a great job.
- Draw on [resources that offer small prompts or tips](#) that can be easily used by parents and carers to support learning.

4 Opportunities for parents to promote self-regulation have been provided alongside the programme of work set



TIPS

- Suggest simplified learning goals for each assignment that parents can be aware of and use to keep their child on track. These should relate to the work that needs to be completed as opposed to pupil learning objectives. For example, 'completion of five physics equations' or 'read chapter 12 of Macbeth and complete the 10-question quiz.'
- Suggest simple time management strategies that do not require any additional resources. Parents talking through a five-minute plan for how to approach a task and asking them how well it worked afterwards can help to develop self-regulation.

5 Where there is parental demand for ways to support their children further, ideas for consolidating learning have been provided



TIPS

- Encouraging parents to consolidate learning through [retrieval practice](#) is one way they can support children at home. For example, quizzing them on the content they have covered in a lesson, using [flashcards where helpful](#).
- Talking with children and encouraging them to explain their learning is a helpful strategy. Our [TRUST technique](#) offers practical tips for parents to sustain a dialogue with the children that is great for consolidating learning.
- Prompting children to set short-term goals, and to self-evaluate their progress at the end of each day or week based on those goals, can be supported by parents. Children may need to revisit some prior learning to ensure it truly has been consolidated.

IS THE SUPPORT FOR PARENTS WORKING?

Critically review how you support parents and carers
Talk to parents who are less involved about what support they would find helpful
Monitor and evaluate your approaches in relation to your defined aims