

The leaflet approach may also be useful here to provide parents with useful tips, resources and activities to support their child at home.



Any meeting with parents can also be used to gather their views on their child's performance in school and provide feedback on provision. These can then be recorded and used to shape the school's work in the future. Again, changes made by the school following parent and pupil feedback needs to be shared widely and promoted as strength of the partnership with parents.



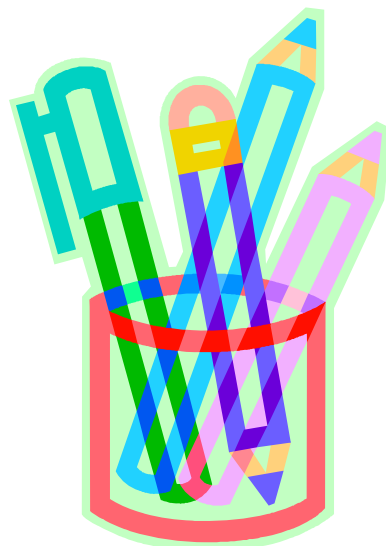
Some useful websites around parental engagement:

www.standards.dfes.gov.uk/giftedandtalented/goodpractice/cs/par_inv_gt/

www.teachernet.gov.uk/wholeschool/familyandcommunity/workingwithparents/

www.nace.co.uk/index.htm

www.teachingexpertise.com/articles/home-school-communication-1611



South Gloucestershire

Richard Hanks

Teaching & Learning Adviser (Personalisation and Intervention)

Department for Children & Young People
Learning & School Effectiveness Service
South Gloucestershire Council
The Council Offices
Badminton Road
Yate
South Gloucestershire
BS37 5AF

Direct: 01454 863277

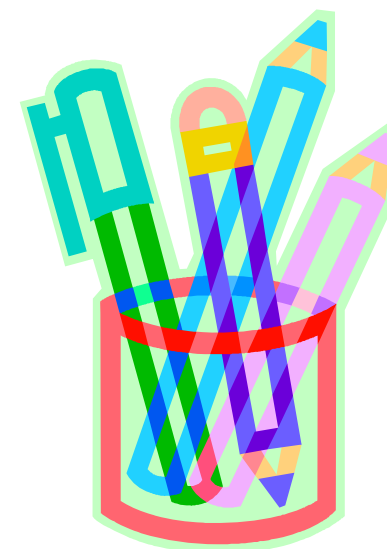
Fax: 01454 863263

Email : richard.hanks@southglos.gov.uk

Web: www.learningwithsouthglos.org

South Gloucestershire

Gifted and Talented Children



**Engaging With Parents:
A possible approach for schools**

Policy



It is important that the school has an up to date policy that details exactly what the school's practice is in relation to Gifted and Talented pupils. The school must be able to deliver what is stated in the policy as broken promises and disappointed expectations are the main cause of a breakdown in relationship between school and parents.

The policy should be published widely, not just to parents of G&T pupils. The whole school community needs to understand the policy and how it is implemented. This includes a clear identification process that the school is confident to defend when challenged. If the whole community is aware of the process it will be easier to discuss the school's work with identified pupils and also to deal openly with issues that may arise.

The School's Work

The school should publicise its work with G&T pupils widely. This will ensure that the all parents and pupils know of the good work that is going on. Anxiety from parents of G&T pupils is often compounded by a lack of communication about what the school is actually doing on a day to day basis to support pupils.

A leaflet outlining the provision made for G&T pupils is a good way of 'getting it out there!' This can include:

- An explanation of Quality First Teaching, giving examples of how the curriculum can be differentiated by task, questioning, grouping etc.
- Additional opportunities provided within school, e.g. lunchtime clubs, book groups, debating groups, after school extension sessions etc.
- Enrichment activities, days, weeks that enable G&T pupils to: engage with extended tasks; demonstrate their skills to others; work with pupils from other schools through cluster groups etc.

- What pupils say about their learning and the opportunities they have (They can be the best advocates for what schools do!)

This leaflet should be widely distributed and available at the office, through induction packs and via the school website, if available.

Frequent displays, photographs and newsletter articles will also help to promote the work for G&T pupils. Celebration events may also provide an opportunity to showcase the achievements of pupils. This does not need to be at the expense of other worthwhile activities but could be presented as part of a range of activity going on in school. There will always be a need to balance the work of one group of pupils against that of other groups and the school as a whole. School's can always direct specific parents to articles, displays etc to ensure they are aware of them.

The School's Processes

Ensure that meetings and feedback from parents and pupils is formalised in some way. Setting out the commitment of school, parent and pupil will ensure that discussions are based on a collective understanding of what will happen and the intended impact. This will help the school demonstrate how it works with parents but will also provide evidence for self evaluation and case studies for G&T provision.

These processes could include:

- An individual support plan detailing the provision for the pupil;
- Regular parent questionnaires and feedback forms;
- Regular feedback from pupils recorded and shared with staff, governors and parents;
- Work and planning scrutiny;
- References to G&T within reports and parent

Parents of G&T Pupils

Regular communication is the key to ensure a positive relationship with parents. As well the approaches detailed above, more focused communication with identified pupils' parents will be necessary to work in partnership with the school.



When a child is first identified as Gifted or Talented it is preferable to inform the parents by letter, outlining how and why their child has been identified. This would be the case with any other form of intervention the school implemented, for example with pupils with identified SEN. This ensures that there

is formal communication with the parents and that the school can outline its processes and expectations. The leaflet and policy mentioned earlier could also be enclosed.

An induction meeting for parents of newly identified G&T pupils is also a good way to promote the work and of the school, outline expectations, encourage parental support at home and, of course, build the partnership between school and parents.

The session might include the following:

- School policy and practice;
- The type and range of activities offered;
- Details of day to day provision as outlined in the leaflet earlier;
- A sample of activities to make the session interactive and demonstrate challenge;
- G&T pupils sharing their work;
- How parents can support at home;
- Where parents can get further support;
- The main contact in school for G&T and lines of communication.