

# BRISTOL BOYS ACHIEVEMENT PROJECT

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Home Learning Environment Sub Group Findings

June 2017

# Connaught Nursery Progress

- Made links with Toddler Tots (group run for parents, led by school's Learning Mentor/Family Liaison).
- Plan to introduce 5 to Thrive in September or just before to highlight to parents of children starting Nursery in Sept. 2017
- Plan to include parents on Library visits and spend time supporting parent to join the Library.



# Connaught Reception Progress

- Celebrating boy's achievements.
- Supported parents with their children's behaviour at home.
- Looked at role of behaviour modification within families.



# Redcliffe Children's Centre Progress

- Have been "running alongside" 5 to Thrive.
- Thinking broadly about how they engage with parents and recognising different strategies work with different parents
- Working closely to increase involvement with 2 families that have not engaged with their child's learning/ not looking at learning diaries etc.
- Parent involvement days e.g. A 'growing, planting' science day, Windmill Hill City Farm, Maths day (This encouraged a dad to join who doesn't always engage.)
- Different ways to contact parents e.g. email, coffee mornings, and more informally



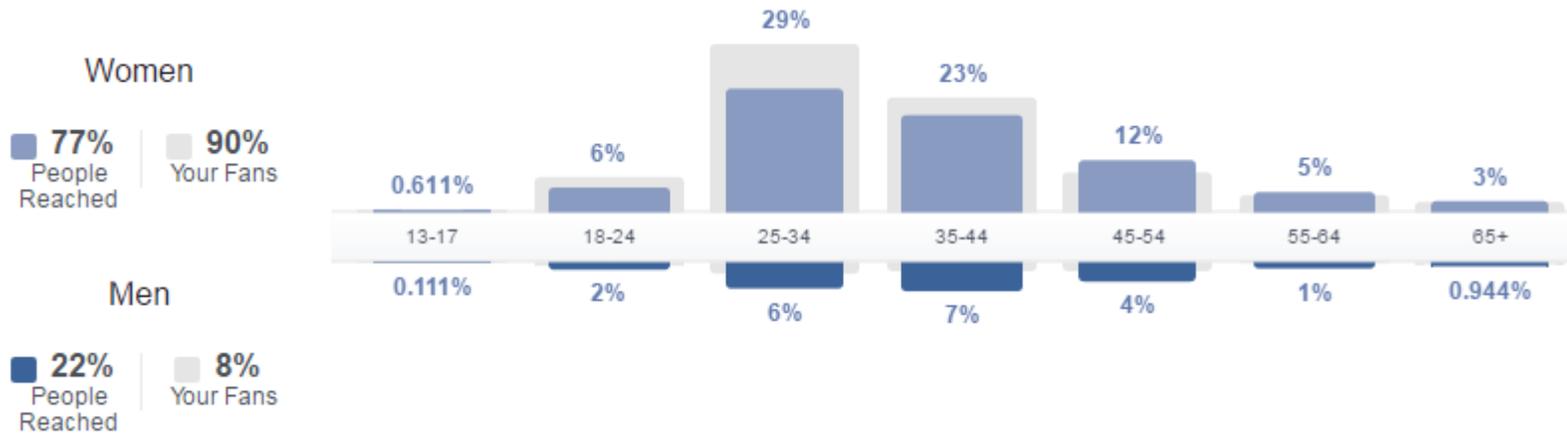
# Perry Court Progress

- Following on from low turn out to meetings, met 1:1 with parents in playground at drop off/pick up time.
- Handed information and had conversations with 42 parents/families (previously 7) about 5 to Thrive.
- Planned Stay and Play sessions for Nursery and Reception on first week back after half term - newsletters, texts, conversations with parents and posters to raise awareness.
- During Stay and Plays - different areas/activities set up aimed at promoting 5 to Thrive aspects and staff to have informal conversations with parents.
- Questionnaires to parents/conversations to find out about how they prefer to be contacted by school, what encourages/hinders them when engaging with school.



# Knowle West Children's Centre Progress

- We have been researching the kinds of information that male carers like to receive and seeing how to influence this as we believe that male carers have significant impact on boys learning
- 1,121 views of video compared to 278 of text shows a preferred method



# Thoughts & questions

- It is difficult to consider HLE as just something specific for boys needs. We acknowledge that although parents may well treat boys differently, our job is to ensure that ALL home learning environments are fit for purpose.
- The data would SEEM to suggest that there is something going on in our nursery and reception classrooms, however we feel it is more complex than just changing our teaching or environments to bring about sustained and lasting change.
- There is an inherent danger in any stereotyping or imagining there could be a quick or easy fix for gender differences in data.



# Findings

## Finding 1

- Male carers prefer less formal methods of communication (handover, drop ins, social media compared to text and newsletters)

## Finding 2

- Relationships between family and professionals is key, and the more we know about HLE the more we can work with all families and children, especially if these are boys in less positive HLEs

## Finding 3

- As practitioners in our sub group, we can be very reflective about gender, but we need to find ways to encourage parents and other colleagues to be more reflective. However this raises very deep, subtle questions on a socio-cultural level which we feel are beyond the scope of this sub group