

Planning checklist

This checklist is organised as series of suggested reminders, and summarises many of the issues discussed in the booklet, *Involving parents in secondary mathematics*.

Staff roles and responsibilities

Make sure that roles and responsibilities in planning the workshop are clear:

- consider senior leadership team involvement
- identify lead teacher/workshop coordinator
- agree roles for other teachers, pastoral and support staff and school caretakers.

Choosing a suitable group

Select the group for your initial workshop carefully:

- year group
- ability
- number of invitations (including parents/siblings/grandparents, etc.)
- accommodating unaccompanied pupils.

Communication and publicity

Effective communication and publicity are vital:

- setting a date
- time of day
- fliers and invitation letters
- permission slips
- time between invitation and workshop
- publicity (e.g. parents' evening)
- follow-up telephoning/texts/emails
- register.

Organising the room

Choose and organise the venue with care:

- displacement of classes
- sufficient space
- seating arrangements
- interactive whiteboard
- displays.

Resources

You will of course need to organise the resources you need for the workshop:

- paper
- pencils
- sticky notes for feedback
- wipe-boards, pens and erasers
- worksheets/card sorts.
- certificates (parents and/or pupils)
- follow-up activity.

Domestic arrangements

Ensure that parents and pupils know where to go, and are made to feel welcome and comfortable:

- arrival of parents
- arrival of pupils
- escorts, signage and disabled access
- starter activity while pupils/parents arrive
- fire and emergency procedures
- refreshments – what, where, when?
- access to toilets.

Costs and budget

Keep track of costs, and decide who pays!

- refreshments
- resources
- cover (if required)
- staff time (telephoning, administration, planning meetings).

Evaluation and follow-up

Simple steps to identify what worked, and what could be even better:

- monitoring of attendance (register)
- evaluation by pupils and parents (sticky notes)
- review meeting – lead teacher/workshop coordinator, SLT and others
- additional activities – e.g. homework or further events.