

PARENTS ARE LANGUAGE PARTNERS

Plan together. Make access possible.



THE IDEA

Invite families' knowledge of languages and learning history and communicate a practical shared support goal.



IN THE CLASSROOM

Choose one school procedure and identify what a teacher or family must actually do.

ACROSS SUBJECTS

Apply to curriculum planning, assessment instructions and family communication; keep responsibilities explicit.

HOW TO USE IT

1



Invite families' knowledge of languages and learning history and communicate a practical shared support goal.

2



Name responsibility, resources and a realistic review point.

3



Trial the action in one setting and collect access or participation evidence.

4



Revise the procedure from the evidence and communicate the agreed practice.

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Ask a family what the learner can explain, read or discuss in familiar languages and invite an example where feasible. Use that information to plan access; do not make families responsible for replacing classroom teaching.



WHY IT WORKS

Makes the support explicit, shared and open to review.



EAL UPGRADE

Replace specialist-led reminders with a sustainable shared routine; retain review when evidence shows a barrier.



TRY IT TOMORROW

Ask whether staff can describe the action and whether learners can access the task more independently.



TEACHER LANGUAGE

"What action will happen, who owns it, and how will we check it?"