

PARENT COMMUNICATION · ALL GRADES

Parents' Evening Prep

One page per child

Why prep matters

A 10-minute parents' evening conversation that's been prepped well is worth more than a 30-minute one that hasn't. Parents leave feeling heard, informed, partnered. Unprepared conversations leave parents feeling generic, vague, unimpressed. Fill in this template for each child a day or two before parents' evening. Don't try to do it all the night before — you'll burn out. 5-10 minutes per child, spread over a week.

Pupil overview

Field	Detail
Child's name	
Year / class	
Parent(s) attending	
Time slot	
Anything to flag with SENDCo / SLT first?	



Three specific strengths

Lead with strengths. Be specific — not 'is hardworking' but 'wrote a particularly effective piece on the Romans last week.' Three strengths means parents leave with a clear picture of their child being seen. 1.

_____	2.
_____	3.

Two areas to develop

Specific. Not 'needs to listen better' but 'often misses the second instruction in a multi-step task — we're working on noting things down.' Two is enough — three or more dilutes attention. 1. Area:

_____ What we're doing: _____ 2.

Area: _____ What we're doing:



Specific examples to mention

Have 2-3 specific moments ready to bring up — these are what parents remember. Example 1:

_____ Example 2: _____

Example 3: _____

What to ASK the parents

Don't just deliver — listen. What do you genuinely want to know from them? • How is [child] when they get home? • What does [child] say about school? • Is there anything happening at home we should know? • Anything you'd like to ask about [child]'s school day? • [Specific question linked to your concern]

Top 1-2 priorities for next term

End the conversation with concrete focus. What are you (and they) going to focus on between now and the next parents' evening? 1. _____ 2. _____



Notes — anything specific to remember about this family

Family context that might shape the conversation: • Recent events affecting the child • Cultural or language factors • History of difficult relationships with the school • SEND or other formal involvements • Anything else

10-minute structure

MIN 0-2: Welcome warmly. Specific opening — 'I'm so glad to meet you.' Lead with strength. 'I want to start by saying [specific positive].' MIN 2-5: Walk through strengths and progress. Specific examples. Show work if relevant. MIN 5-7: Areas to develop. Specific. What you're doing about it. What they can do at home. MIN 7-9: Listen. Ask the parent's perspective. What do THEY see? What do they want to ask? MIN 9-10: End with priorities for next term. 'So our focus going forward will be...' Walk them out warmly. Keep to 10 minutes. The next family is waiting.

