



Dalbeattie Primary School



# Parent Involvement Strategy



## Parents as Partners

Devised June 2013

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## Let's cook



I feel privileged to be able to help in school and be involved.

I enjoy eating the meal on a Monday night, it's great!

Parents visit the nursery to create a puppet with their children, then put on a show!

Family learning Co-ordinator is Sandy Brown. Details of her job available on the school blog. [Sandy.Brown@dumgal.gov.uk](mailto:Sandy.Brown@dumgal.gov.uk)



## 'School' speak! What are we really saying?

Sometimes we talk jargon at school and in order to help you, this is what it means:

When we talk about parents we are talking about everyone who has parental responsibility for children / young people and appreciate this may include: grandparents, kinship carers/ carers.

**When we talk about the Four Capacities we mean:**

- **Responsible Citizens** are children who are respectful of others, willing to take part in all activities, are careful with materials and able to tidy up!
- **Confident Individuals** are children who work well with others, communicate well, are ambitious and value their own and others' opinions.
- **Successful Learners** are children who are enthusiastic, motivated, determined, creative and able to use ICT well.
- **Effective Contributors** are children who are eager to share ideas, develop ideas, able to work in pairs / teams, able to solve problems, plan with and lead others.

So.....when your child gets the Head Teacher's award you will know what it means!

**When we talk about the 7 Principles we mean:**

- **Challenge and Enjoyment**-Are their experiences challenging, motivating, engaging, developing creativity and meeting the different needs of the children?
- **Breadth**-Are the children getting a range of activities in a topic that includes whole school life and beyond?
- **Depth**-Are there opportunities for children to find out for themselves how to think and learn? Carry out challenging tasks by themselves?
- **Progression**-Do we build on what they know already and take this forward? Is there an opportunity to take learning in an unexpected direction the children want?
- **Personalisation and Choice**-Are we letting the children make decisions about their learning? Are we supporting them in these decisions? Are we meeting individual needs?
- **Coherence**-Are there links between subjects? Are there opportunities to extend the learning into other areas?
- **Relevance**-Do children know why they are doing what they are doing? Do we celebrate their successes?

The 7 principles are used in planning to ensure we give your children a quality learning / teaching experience.

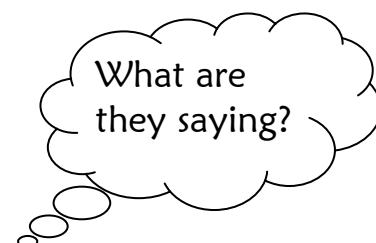
**When we talk about Hots we mean Higher order thinking skills e.g.**

- **Creating**-designing, constructing, planning, producing, inventing, devising, making.
- **Evaluating**-checking, theorising, critiquing, experimenting, judging, testing, detecting, monitoring.
- **Analysing**-comparing, organising, deconstructing, attributing, outlining, structuring, integrating.

It is part of our responsibility to encourage children to think for themselves in a critical way.

All the children's work is identified as **write, say, make** or **do** evidence and contained in a 'Blue Folder' which contains a snapshot of the children's best work.

Don't be shy, if you don't know just ask, I'm sure we wouldn't know all the terms used in other people's work.



# Parents and the law

The main aims of the Parental Involvement Act [the new law] are to:

- Help parents / carers become more involved with their child's education and learning.
- Welcome parents / carers as active participants in the life of the school.
- Provide easier ways for parents / carers to express their views and wishes.
- To help achieve these aims, all parents / carers will automatically be members of the Parents' Forum at their child's school and will be entitled to have a say in what happens at the school.

## Entitlements [See 'School' speak for translation!]

The Entitlements underpin everything that we try to do at school and if everyone [parents, pupils and staff] have a clear idea of what these are we can work together to achieve more and understand how we can all help.

**Entitlement 1**-Every child and young person is entitled to experience a curriculum which is coherent from 3-18.

**Entitlement 2**-Every child and young person is entitled to experience a broad general education [up to the end of S3]

**Entitlement 3**-Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications [S4-6 and ages 16-18 out of school]

**Entitlement 4**-Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy, and health and wellbeing.

**Entitlement 5**-Every child and young person is entitled to personal support and challenge to enable them to gain as much as possible from the opportunities which the Curriculum for Excellence can provide.

**Entitlement 6**-Every young person is entitled to support in moving into a positive and sustained destination.

**Entitlement 7**-The following processes are in place to support delivery across the entitlements:

- Planning
- CPD
- Leadership
- Assessment arrangements
- Understanding, applying and improving standards



GIRFEC [Getting it Right for Every Child] leaflet was given to every pupil in school in May 2013. More information is available from the school and from the Dumfries and Galloway Council website or Glow Scotland.

Therefore, our outcomes are that all children – including the most vulnerable - will be **safe, healthy, achieving, nurtured, active, respected, responsible and included.**

# Vision, Values and Aims

By successfully working together to the best of our ability with clearly defined roles, regular communication and an open door policy we will provide the best learning and teaching experience for each young person in our care to enable them to reach their full potential.

Remember 'School' speak for jargon busting!

**Aim** – We aim to enable our children to become successful learners, confident individuals, effective contributors and responsible citizens by providing quality learning and teaching experiences and encouraging all children to achieve their potential.

In Dalbeattie Primary school:-

1. Children and young people are entitled to experience: a curriculum which is **coherent** from 3 to 18
2. Children and young people are entitled to experience: a **broad general education**, including the experiences and outcomes well planned across all the curriculum areas, from early years through to S3
3. Children and young people are entitled to experience: opportunities for developing **skills for learning, skills for life and skills for work** with a continuous focus on **literacy, numeracy and health and wellbeing**.
4. Children and young people are entitled to experience: **personal support** to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.

In Dalbeattie Primary we promote and foster positivity in character, attitude and behaviour so all children can be **successful learners, confident individuals, effective contributors and responsible citizens**.

Our curriculum is based on the design principles of **challenge and enjoyment, breadth, depth, progression, relevance, coherence and personalisation and choice for all learners**.

**Vision** – Prepare every child to take their place in society by providing a quality learning experience in a caring environment.

**Values** – By working in partnership with parents and carers, pupils and staff of Dalbeattie Primary aspire to:

- Show respect, consideration and good manners to each other at all times
- Show commitment to learning
- Show a sense of belonging by taking care of our school and wearing our uniform with pride
- Show a sense a social responsibility and respect to school, the wider community and internationally

## Our Objectives:

- To provide an atmosphere where everyone feels welcome.
- To promote an excellent partnership with parents / carers, pupils, staff and members of the community for the benefit of all.





## Parents as Partners

Statement of partnership: Working together in partnership with parents / carers produces the best results. Research tells us that the more parents are involved with their child's education and their school the better their children will do at school. Every parent has something to offer-skills, knowledge, enthusiasm or help ,don't let a lack of confidence hold you back, every contribution is valued! Don't let your past school experience put you off, schools are different now!

### How can parents / carers get involved?

It is not necessary to be in school to be involved, parents can be involved through texts, e-mails, letter, phone calls, leaving comments in the Learning Journey feedback books as well as through meetings.

Suggestions for being involved in your child's learning:

- Help with class trips
- Help with activities or after school clubs eg orienteering, baking, netball, football, gardening and dance. Please share your skills / hobbies with us.
- Attend Open Afternoons, Sports' Day and Parents' evenings.
- Complete the profile questionnaire with your child.
- Complete the annual stakeholder survey.
- Work together with your child on homework tasks / check homework.
- Assist with concerts, assemblies or enterprise activities.
- Offer skills for topic work or offer to give a talk / demonstration.
- Join activities organised by Sandy Brown. [Family Learning Co-ordinator.]
- Attend information evenings about aspects of Curriculum for Excellence.
- Join the Parent Council.
- Join specialist focus groups eg reading group.



### Nursery

Parental Involvement can begin as early as the Nursery where there are the following opportunities for involvement:

- Open Afternoons.
- CAPER [Children and Parents Enjoy Reading] -opportunity to help out on a weekly basis.
- Nursery teacher led workshops for reading and maths.
- Stay and play activities eg puppet show, then stay to help your child make a puppet of their own.
- Parent next steps forms-parents complete these once a term on what parents would like their child to work on.
- Tuesday activity days– there is a rota for helpers.
- Walks in the community

Sometimes parents may be unable to be involved as they are short of time, are working, have problems with childcare, have transport difficulties however we would be happy to discuss with you how these can be overcome. We have an open door policy or you can discuss this at your enrolment meeting.

Your involvement in school can promote:

- Positive behaviours and attitudes.
- Issues can be resolved earlier with a good relationship.
- Positive ethos throughout the school.
- Happy children, parents and staff.



# Come on in, you're welcome.

# Learning at home

## Statement:

It is essential that we give great importance to learning at home because we can share and consolidate our learning, have valuable discussions and develop lifelong skills that will benefit parents / carers, pupils and teachers.

Research has proven that children who engage in activities, discussions and conversations with their parents / carers do better at school.

## Roles, responsibilities and expectations:

### Parental role:

- Work in partnership with the school. [Parents as Partners page]
- Provide regular support and encouragement to their child.
- Attend Parents' evenings / open afternoons if possible.
- Go to visit the library with their child /read books together.
- Reward their successes and build confidence.
- Sit down with your child and plan regular, convenient homework times taking into account your other activities or clubs; check homework, hear reading.
- Take part in activities together.
- Tell us about the success your child has out of school.



### Role of the teacher:

- Have an attitude that fosters self esteem and confidence.
- Teach a curriculum that takes account of the 7 Principles and the 4 Capacities, the way their pupils learn and to reach their full potential. [See 'School' speak for jargon busting]
- Share our goals /plans with parents and pupils.
- Welcome parents' support and help.
- Reward success and share success with parents.
- Provide encouragement for children to reach their full potential.
- Plan regular homework activities in the main curricular areas: numeracy, literacy and topic work / tasks / activities.
- Check children are clear about what is expected and the quality expected.
- Provide an opportunity for children to seek help for their homework.
- Encourage parents to express their views through the open door policy or Parent Council or suggestion box or feedback forms [available on the back page] relating to open afternoons, profiles or the School Improvement Plan.
- Up date parents who are separated / divorced on their child's progress.

### Role of the pupil:

- Do their best at all times.
- Take responsibility for their actions.
- Complete their homework diary and their homework on time to a good standard.
- Share what their homework is with their parents.
- Do quality work that is dated with a title and completed using a sharp pencil.
- Hand in their homework / notes on time.

**Homelink Worker** can be involved in facilitating the process, a referral can be made through the school. There is a leaflet available from the school office which fully explains the service.

**Cahms**-parents can ask for help from this agency or be referred through their GP.

There are leaflets with ideas for how to help your child with literacy and numeracy available from the office.

The Homework and Behaviour policies are available to view in the school office.

# Communication

There are many ways we communicate and to be successful it needs to be a three way process with pupils, parents / carers and staff talking together to develop a good relationship for the benefit of all.

There are lots of ways to communicate with school, here are some of them;

Formal:

- Parents' night / afternoon
- Reports
- Support meetings
- Review meetings
- Stakeholders' survey
- Transition meetings at all stages



Informal:

- Profile questionnaires / profiles
- Blogs-school school and P5,P6,and P7 pupils
- Newsletters
- Phone calls
- Letters
- Focus groups
- Open Afternoons
- Parentzone website [www.LTScotland.org.uk/Parentzone](http://www.LTScotland.org.uk/Parentzone)
- Events
- Noticeboard infants and upper school both inside and outside
- Suggestion boxes



At your enrolment meeting you will be asked which way you prefer to be contacted and this will be reviewed / updated every year.

If you have any exceptional communication needs please get in touch and we will do everything we can to help.

Phone number: 01556 610323

Fax number:

E-mail:[doffice@ea.dumgal.sch.co.uk](mailto:doffice@ea.dumgal.sch.co.uk)





# Parental representation

**Your views count-**It is important that parents have the opportunity to express their views and have these taken into account on matters affecting their children, the school's arrangements for involving parents and other issues of interest to parents as this benefits everyone.

Parents unique knowledge of their children and their individual personal skills help enrich children's education.

All parents are automatically members of the Parent Forum and their views can be represented to the Education Authority through the Parent Council. These can make a real positive difference to the life and work of the school.

## **If I join the Parent Council what does that involve?**

- Supporting the work of the school
- Gathering and representing the views of the parents to the head teacher, the Education Authority and HMIE.
- Fundraising.
- Organising events.
- Being involved in the appointment of senior staff.
- Promoting contact between the school, parents, pupils, Nursery, Playgroup and the local community.

**Consultation** needs to be meaningful for those involved. Parents need to know why their views are being sought, provided with background information, provided with opportunities to offer their views, understand how their views will be taken into account and receive feedback.

Also, consideration needs to be given to those without a computer, those who work during the day and those who need a translator and solutions arrived at.

## **How we consult:**

- Surveys.
- Focus groups.
- Meetings / events.

After consultation we need to evaluate our methods and adapt according to any feedback.

The current issue that parents are being widely consulted on is the 'New Build,' There is a display in the hall outside the office and a notebook for your views. Have your say about what you want in the 'New School!'

**If your Parent Council has been in existence for some time it is important to do a 'Heath Check!'**

A valuable resource for this is:

'Parent Council Resource' available from the school office.

# Transition

Transitions [Moving from one stage to another] happen throughout our lives and are an important and sometimes challenging time, however if everyone works together this can also be a rewarding, positive experience.

Major transitions are from home to Nursery, from stage to stage, [ and through Curriculum for Excellence levels] from primary to secondary, between schools, and from secondary to further education and beyond.

It helps children and young people at all transitions if parents / carers / teachers:

- Talk with them about what is going to happen.
- Encourage them to ask questions.
- Encourage them to talk about their anxieties or concerns they may have.
- Listen carefully and consider sharing concerns if necessary with the relevant people.
- Help them to become familiar with the setting and what is expected of them.

[Extract from Curriculum for Excellence 3-18 transitions]

From home to nursery: A transition booklet is available from the nursery.

**Nursery to P1**– Information is available in ‘**A Beginner’s Guide to Primary 1**’ which will be given to all parents at the start of Primary 1. This includes all the information you will need about your child starting school.

The children go through from nursery to Primary 1 for visits to familiarise themselves with the surroundings and get to know who will be their teacher.

**Stage to Stage**– A moving up afternoon is arranged during the time that Primary 7 pupils have their Inductions days at Dalbeattie High School to enable the children to meet their new teacher, discuss expectations, worries or concerns and have any questions answered. Curricular information is passed on and any relevant medical information. Blue Folders containing examples of the children’s work will also be passed on. In P6 and P7 the children’s information will be contained in their profile which is a part of their blog.

**Primary 7 to Secondary**–We work closely with the High School at all stages of the transition, starting as early as Primary 6. ‘A Pastoral Transition Flow Chart’ is available from Dalbeattie High School and is also sent out to the parents of children in Primary 7 in the month of September. Pupils from Primary 7 attend sessions of PE, science, French, art and craft activity days. Also, Primary 6 and 7 have French lessons from a High school teacher as well as their class teacher.

There is an **enhanced transition programme** starting in February for pupils who need that bit extra-maybe lack confidence or have special needs or just need a bit of reassurance.

The Homelink worker, Student support staff from Dalbeattie High School and our Learning Support staff are involved in this process.

Curricular information is passed on along with their blogs containing their profiles and e-portfolios.

It is important that your child has a smooth transition and if you have concerns please don’t hesitate to contact us at any time as we have an open door policy.



We loved craft day and we made pencil holders of our own design.



I am proud of my pasta dish.

Help us to do better!

### Suggestion Slip

My Suggestion is.....

Date: \_\_\_\_\_ Your name and child's name: \_\_\_\_\_

### Feedback Slip

My feedback from \_\_\_\_\_ is .....

Date: \_\_\_\_\_ Your name and child's name: \_\_\_\_\_

### Something going wrong?

How can we help? In the first instance it is better to discuss any issues with the class teacher as they have the most contact with your child, if you are not happy with the response then the next step is the Head Teacher. After this your next step is Neil Carruthers at Dumfries and Galloway Council Offices who handles complaints but hopefully this will not be necessary. Please don't wait till an issue becomes major, come and see us straight away to enable us to help sort things out; it is an open door policy at Dalbeattie Primary School.

### Resources [Websites]:

[www.LTScotland.org.uk/parentzone](http://www.LTScotland.org.uk/parentzone)-All aspects of children's learning

[www.LTScotland.org.uk/understandingthecurriculum-3-18](http://www.LTScotland.org.uk/understandingthecurriculum-3-18) curriculum

[www.bbc.co.uk/school/parents](http://www.bbc.co.uk/school/parents)

<http://www.scotland.gov.uk/publications/2006>

[www.scotland.gov.uk/Parents](http://www.scotland.gov.uk/Parents)

[Www.npfs.org.uk](http://www.npfs.org.uk)

Grid club

### Resources [Documents]:

- Parents' involvement in their children's learning and schools. How should their responsibilities relate to the role of the state? By Jenny Reynolds.
- Parents as Partners Toolkit, Scottish executive.
- Leaflet-Homelink Worker Service.
- Parent Council Resource.
- A Beginner's Guide to Primary 1.
- Information about your Child's Transition, Dalbeattie Primary School.
- Scottish Schools [Parental Involvement] Act 2006.