

SCOTTISH BORDERS COUNCIL'S



ACHIEVING EXCELLENCE IN LEARNING  
FULFILLING OUR POTENTIAL

*Play*     #yourpart

# PARTNERSHIP WITH PARENTS FRAMEWORK





# CONTENTS

## PARTNERSHIP WITH PARENTS FRAMEWORK

1. ACHIEVING EXCELLENCE IN LEARNING	3
2. VISION AND PRINCIPLES	3
3. AIMS AND OBJECTIVES	4
4. LEGISLATION AND POLICY	5
5. CURRENT PICTURE AND IMPROVEMENT PRIORITIES	8
6. ROLES AND RESPONSIBILITIES	10
7. EVALUATING PROGRESS	12

### APPENDICES

I. RESEARCH	13
II. RESOURCES	15
III. GUIDELINES ON SIP EVALUATIVE STATEMENT	16
IV. GLOSSARY	18
V. SCHOOL AUDIT TOOL	21

# PARTNERSHIP WITH PARENTS FRAMEWORK ACHIEVING EXCELLENCE IN LEARNING

## ACHIEVING EXCELLENCE IN LEARNING

Achieving Excellence in Learning, Fulfilling Our Potential, the council strategy to Raise Attainment for All comprises five key frameworks:

- Quality Improvement
- Learning, Teaching & Assessment
- Inclusion
- Leadership
- Partnership with Parents

Each of these frameworks is informed by research and strategies known to be successful in pursuit of the overarching aim of raising attainment and improving learning outcomes.

This Partnership with Parents Framework details the actions required by all to ensure the ongoing development of partnership practices in all learning establishments within Scottish Borders Council.

## VISION

Scottish Borders Council Directorate has a strong vision for all young people – *In Our Sight, In Our Minds, In Our Actions and Being Heard*.

This framework will provide clear guidance for each learning establishment or community to improve their work with parents to meet the needs of all our children and young people; whilst allowing flexibility to develop practice that is responsive to their own unique context.

There has been a significant national drive in developing the collective capacity to improve parental involvement in the life of the school and engagement in learning. In the Scottish Borders and we are committed to maximising these approaches to improve attainment, inclusion, achievement, and progress for all.

## PRINCIPLES

Parental involvement and engagement are not ends in and of themselves. They serve a purpose, and that purpose is to support the learning and development of children and young people. This is based on three key principles:

1. That our priorities and our approach should be guided by the needs and interests of the child and their family.
2. That parents are the primary educators of children.
3. That it is only through positive relationships – relationships between families, and those working with children and young people, relationships based on trust, mutual respect and partnership - that we will achieve our aims.

## AIMS AND OBJECTIVES

Our aims are to:

1. Further develop parental representation and collaboration at all levels of our education structure and practice with a clear focus on improvement.
2. Ensure parents and families are fully supported to be involved in the life and work of their child's school or early learning and childcare setting.
3. Fully support parents and families to engage in and support their child's learning whilst expanding our family learning opportunities.
4. Work to ensure equitable approaches are implemented ensuring the removal of barriers to parental involvement.

Our objectives are to:

1. Promote positive partnership relationships and behaviours
2. Develop all parents and school staffs' awareness of the complementary roles they have in supporting learning
3. Ensure communications between home and school are effectively supporting learning.
4. Develop family learning opportunities and reduce barriers to involvement
5. Increase parental understanding of the education their child is receiving and how they can support it at home
6. Effectively engage Parent Councils in supporting good relationships with the wider parent body and the local community to support the work of the school and improve learning outcomes
7. Help schools and parents develop partnerships with other services and community groups to improve curricular opportunities and learning outcomes
8. Support the implementation of evidence based approaches by identifying core professional learning and development for staff.

## LEGISLATION AND POLICY

‘This new self-evaluation framework highlights partnership and collaboration as significant features of a highly-effective school and a high-performing learning system.’

### How Good Is Our School 4 p5

Scottish Government and Education Scotland guidance presumes partnership working with parents as a pre-requisite, in any educational setting, to an inclusive and high performing learning community.

A range of national documents and guidance has been published which provides a strong legislative framework for promoting and growing partnership practices in Scottish Schools.

These policy and legislative drivers identify the vital role parents play in supporting the learning, achievements and wellbeing of children and young people. This recognises the importance of parents in our improvement journey and in delivering the objectives of the National Improvement Framework:

- Improving attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improving children and young people’s health and wellbeing
- Improving employability skills and sustained, positive school leaver destinations for all young people

National expectations are laid out in the following legislation and guidance. Foremost amongst these is:

[Learning Together: national action plan on parental involvement, engagement family learning and learning at home.](#)

It sets out a vision for parental involvement and engagement from pre-birth to age 18 and takes account of a national and international evidence base alongside Scottish education system expertise. Whilst providing a national vision it allows for local and community flexibility.

# Parental involvement and engagement

## The Scottish Approach 3-18

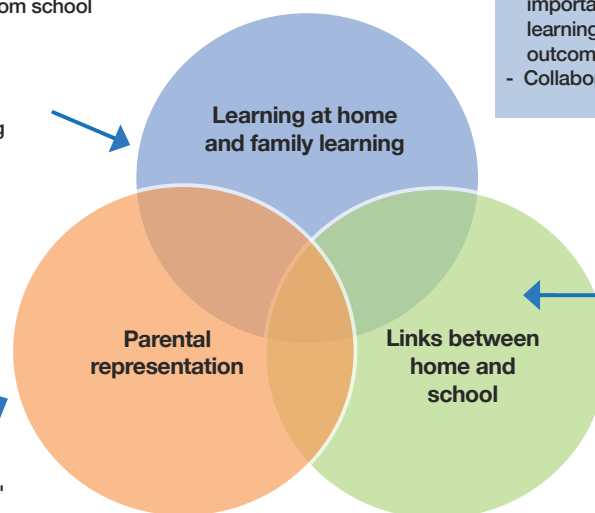
### Engagement in learning

#### For example:

- Reading, writing, counting and playing with your child and advice and support from school to help with this
- More support to your child
- Involvement in family learning projects/programmes
- Joint parent/child social and learning activities and events

#### example:

- Involvement in decision-making – i.e. parental involvement in "governance"
- Collaborative involvement in improvement planning and activity
- Parent Council (or equivalent opportunity to influence life and work of the early learning setting)
- Involvement in senior staff recruitment



#### Key points:

- Engagement takes many different forms
- All forms of involvement and engagement are important but engagement in children's learning has the greatest positive impact on outcomes
- Collaboration not just consultation

#### For example:

- Opportunities to volunteer at early learning setting or school
- Assisting with trips
- Reporting to parents about their child's progress
- Newsletter home, social media, website and text updates
- Parents' evenings and consultations

### Involvement in "schooling"

**Underpinned in legislation, statutory guidance, best practice guidance**  
**Supported by career long professional learning, investment and funding**

'The aim of this plan is to take forward a further phase of reform. This next phase will **shift the emphasis from "involving" to "collaborating with" parents and families.** .....Parents who wish to undertake a more collaborative role in areas such as improvement activity and policy development should be supported to do so, shaping and influencing plans and strategies from the very beginning. Parent Councils will be supported to act as a partner in school improvement. A variety of opportunities should be provided, recognising that formal meetings are not going to work for everyone.'

### [The Scottish Schools \(Parental Involvement Act\) 2006](#)

This lays down the legislative requirements and the framework for supporting parental involvement in the education of their children and the wider school community. As well as requiring the establishment of a Parent Council in each school it aims to ensure parents are:

- Involved with their child's education and learning (Learning at Home)
- Welcomed as active participants in the life of the school (Home/ School Partnership)
- Encouraged to express their views on school education generally and work in partnership with the school (Parental Representation)

## SBC 2015 Parental Involvement in Schools Policy

School communities (School staff, support staff, parent councils and parents) will be expected to work together towards delivering the key elements of this policy and should be able to provide evidence of the implementation of some of the suggested examples from each broad theme:

- Learning at Home
- Home/School partnership
- Parental Representation

### [How Good is Our School 4 \(HGIOS 4\)](#)

Designed to support effective self-evaluation and improvement processes to ensure educational outcomes for all learners are improving. One of its nine aims is to 'extend and deepen partnerships to improve outcomes for all learners' (p7)

**Quality Indicator 2.5, Family Learning** – This indicator focuses on increasing the positive impact of working with families to improve learning and achievement.

**Quality Indicator 2.7, Partnerships** – This indicator aims to capture the school's success in developing and maintaining strong partnerships approaches which improve outcomes for Learners and continued self-improvement for the school and community.

Almost all other Quality Indicators note parents and other partners as important factors in delivering improvements in learning outcomes.

### [Delivering Excellence and Equity in Scottish Education](#)

*'We also know that when parents are fully involved in their child's learning, and in the life and work of their local school, that we see better outcomes for children, parents and schools. That is why we will work to ensure that parents are supported to play an active role in their child's learning, and that parents and communities play a bigger role in the day-to-day lives of their schools. Parents and teachers in particular will become key decision makers. Research by the Children and Young People's Commissioner has also shown that the level of participation of children and young people within schools can have a significant impact on attainment, so empowerment matters for them too.'*

### [PEF](#)

*"As with other aspects of the life and work of your child's school, parents and carers should be kept informed by their school and have the chance to share their thoughts and ideas on how the money could be spent as part of the school plans.*

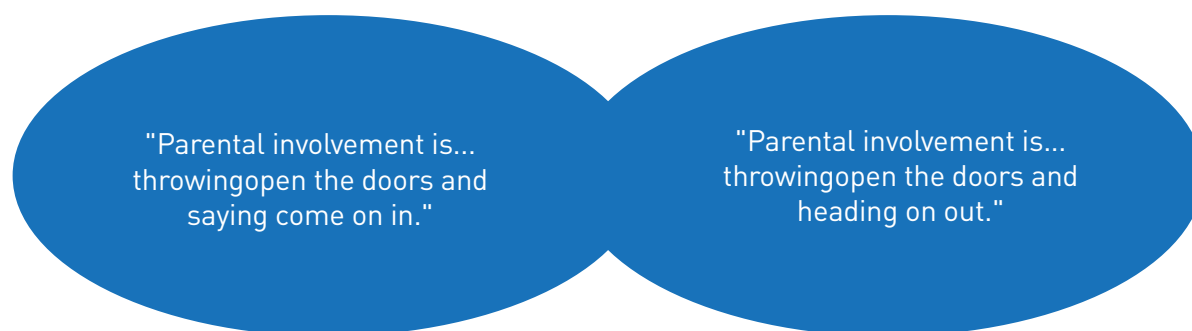
*This could be through the Parent Council or it might be through other parent associations or discussion groups. Schools are being encouraged to be creative about the ways they work with families, carers, the third sectors and others around the ways they use the money.*

(Pupil Equity Funding: information for parents and carers 2017)

## Curriculum for Excellence; Building the Curriculum 4

*“Working in partnership with others is a fundamental way for educational establishments and services to help practitioners act in ways that make positive differences for children, young people and adult learners. A coherent curriculum requires close collaboration across transitions. This means that educational providers must work with each other, with parents and with other services for children and adults to ease learners’ transitions between stages and educational sectors. Such joint working ensures a continuous lifelong learning experience where barriers to learning are successfully identified and tackled.”*

(Curriculum for Excellence Building the Curriculum 4 Skills for Life and Skills for Work 2009)



## CURRENT PICTURE AND IMPROVEMENT PRIORITIES

SBC Parental Involvement and Engagement surveys revealed a positive picture regarding parents’ views on; being able to contact their school, the approachability of staff and that their school keeps them informed of what their child is learning and their child’s progress.

Almost all of our schools have Parent Councils that represent the views of parents and actively support the work of their school. A positive picture emerged from surveys regarding their representative role and their working relationship with their schools senior leadership.

It also illustrated areas where we need to improve within parental involvement and engagement.

## DEFINITIONS

**Parental involvement** covers models of parental representation and involvement in the life of the school. It can range from chairing a Parent Council through volunteering in the classroom to taking part in a session on school improvement. In Scottish Borders when we refer to **Parental Involvement**, we use the definition from the Parental Involvement Act, 2006.

“Parental Involvement is about supporting pupils and their learning. It is about parents and teachers working together in partnership to help children become more confident learners.”

**Parental engagement** however has a greater focus on learning. Parental understanding of the child’s learning, how to support that learning or participating in Family Learning opportunities.



**Parental Engagement** can be considered as active involvement in learning. Such learning can take place in a variety of settings including early learning and childcare, schools, the community, through family learning and at home.

There is a progressive continuum between **parental involvement** and **parental engagement**. The movement between the two represents a 'shift in emphasis, away from the relationship between parents and the school, to a focus on the relationship between parents and their children's learning.'

(Goodall and Montgomery, 2014)

**Family Learning** encourages family members to learn together as and within a family, with a focus on intergenerational learning. **Family learning** activities can also be specifically designed to enable parents to learn how to support their children's learning.

'**Family learning** is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic reliance and challenge educational disadvantage.'

(Family Learning Network, 2016)

Our Parental Involvement and Engagement (PIE) census has provided a range of evidence and baselines that will help to focus our improvement agenda. The results have been organised using the three themes from [Learning Together: national action plan on parental involvement, engagement family learning and learning at home](#).

## PARENTAL ENGAGEMENT LEAD AND THE STRATEGIC OVERVIEW GROUP

The Parental Engagement Lead and the Strategic Overview Groups will provide the link to national parent organisations and relevant professional networks with the aim of disseminating research and effective practice. They will also be responsible for the following:

### Theme 1 Parental representation and involvement

- Support Parent Councils through training, sharing of practice and resources to communicate with their parent forums
- Work with Parent Councils Chairs on ways of improving communications with their wider parent forum and providing them with relevant support and advice on how to get involved
- Provide collaborative opportunities for parents to be involved in evaluation, planning and improvement at regional levels
- Further develop a professional learning opportunities for all staff and stakeholders
- Research and disseminate effective practice regarding the use of information technology in the involvement and engagement of parents.
- Undertake work at a strategic level on poverty proofing and the improved involvement of those under-represented groups of parents at a school improvement level and policy level.

## Theme 2 Parental engagement in learning

- Work with parents to develop new tools to improve our communications to parents on what children are learning and how they are progressing. This will include responsive feedback mechanisms on parents' views on learning.
- Develop our skills and capacity to provide information and support to parents to enable them to effectively support learning
- Grow our strategic support for schools to develop family learning opportunities appropriate to the needs of pupils and their community.

## Theme 3 Links between home and school

- Co-produce effective and appropriate communications tools and strategies to support parental involvement in our schools
- Develop and deliver resources and training for parents on understanding your school how to engage and get involved
- Provide resources and training on removing barriers and improving parental engagement and involvement for practitioners

# ROLES AND RESPONSIBILITIES

### **Senior officers will provide:**

An annual report on the SBC Partnership with Parents Framework to the Children and Young People Committee as part of the Children and Young People's Standards and Quality Report

Clear authority improvement priorities, targets and evidence of progress linked to the Children and Young People's improvement Plan

Support, challenge and professional learning to school leaders to develop their understanding, capacity and processes in involving parents in the life of the school and supporting learning.

The Children and Young People's Service will be responsive to issues raised by parents and will ensure that there is a regular mechanism to gather the priorities and issues that are important to parents.

Quality Improvement Officers and other central functions will support and challenge Head Teachers in translating this strategy into purposeful actions resulting in improved outcomes for our learners.

### **All School Leaders will:**

Ensure that their school has in place consistent and accessible arrangements that support the engagement of their parents within the terms of this framework.

Include other services, agencies and community groups, e.g. Community Learning and Development, NHS and voluntary sector groups in working with parents and establishing improved home school links and family learning opportunities.

Engage in relevant professional learning to develop their knowledge and skills in this area

Establish this improvement priority within their school's evaluation and improvement strategies.

**All School staff will:**

Maintain a culture of mutual respect and understanding based on solution focused practice and the development of positive relationships.

Develop their learning in line with the practice outlined in this framework.

Contribute to a culture, ethos and values that are fundamental to promoting positive relationships and behaviour within their setting and particular role.

Promote and contribute to a collegiate climate of support, listening and understanding that will build strong working relationships between school and parents.

Demonstrate values and personal commitment to social justice, integrity, trust and respect in all partnership relationships

Actively seek the views of parents and seek to understand and value the expertise and perspective they bring.

**Parents and Parent Councils will:**

Work within the principles of practice outlined in this framework to work in a positive partnership with their child's school in a solution focused manner and support a positive climate for learning.

Support the work of the school and ensure there is appropriate and effective communication between the school, the parent body (Parent Forum) and the wider community guided by the purposes contained in the 2006 legislation.

Contribute to a culture, ethos and values that promotes positive relationships and behaviour within their setting and particular role.

Promote and contribute to a collegiate climate of support, listening and understanding that will build strong working relationships between school and parents.



## EVALUATING PROGRESS

This Partnership with Parents Framework reflects our commitment to work in partnership with parents to promote their involvement in supporting their child's learning and in the life of the school. The impact of improved parental partnership will ultimately be the difference that is made to children's achievements and academic attainment. An important measure is that children are having a happy and productive learning experience at school and they are achieving their full potential. Therefore this work will feed into data and evaluation carried out through other frameworks.

With this in mind we will evaluate this framework's effectiveness and impact in the following ways:

- We will survey our parents every two years using the PIE census
- Each school will evaluate the effectiveness of its partnership practice with parents using the Quality indicators in HGIOS4 within a three year cycle. This will be done in partnership with a representative group from the parent body or consultation with the wider Parent Forum.
- The evaluation of partnership practice will be built into our school review programme and collate the findings each year.
- School Inspections provide parental views on our schools' practice that will be used as evaluative evidence.
- Children and Young People's Services will evaluate the progress and impact of this strategy annually as part of their engagement event with Parent Councils.
- Each school will produce an evaluative statement on their partnership practice with parents covering engagement in learning, links between home and school and parental representation.

## APPENDICES

### 1. Research

#### How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice (Dr Janet Goodall)

This significant study concludes that 'parental engagement in children's learning is associated with improved academic outcomes at all ages'. However on a cautionary note this positive association, and improved outcomes, is strongest when based upon the parent's aspirations and expectations for their child. The emphasis is therefore on listening and understanding the parent's views as the primary educator in order to gain most benefit from any supported intervention. The main findings are listed below.

There are four areas of promise:

- supporting parents to help their children read via home and family literacy interventions;
- classroom and home-based summer reading interventions;
- school-home communication, including via text message; and
- structured, targeted interventions for parents aimed at improving children's social, emotional and behavioural outcomes, which could support learning.

By contrast, the following activities require caution:

- giving parents general information on child development or curriculum content (unless it is linked to specific actions that they can take to support learning);
- home visiting (unless it is sufficiently intensive and includes active learning for parents);
- engaging parents directly with homework; and
- offering regular group sessions for parents, which can be helpful but requires concerted efforts to ensure adequate attendance.

Several interlocking features of a more effective approach to schools supporting parents' engagement in their children's learning have emerged from the evidence reviewed, the interviews, the wider literature and discussion within the project's expert advisory panel:

- adopting a more holistic and sustained model;
- providing the support, resources and time required for school staff to support parents;
- building positive and trusting relationships with parents;
- using more sustained and intensive approaches to support parental engagement for children who are struggling with early reading, from disadvantaged backgrounds or displaying behavioural difficulties;
- making concerted efforts to engage so-called 'hard-to-reach' parents;
- planning, monitoring and evaluating parental engagement activities;
- training teachers in how to engage with parents but also using other trained professionals.

<https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/parental-engagement>

## Engaging Parents

<https://learningfoundation.org.uk>

## Top Ten Tips

<https://www.connect.scot/teacher-professional/resources/connect-consultant-dr-janet-goodall-shares-her-top-ten-tips-engaging-parents>

## Lecture on Parental Engagement

<https://www.youtube.com/watch?v=3DosjwFwCLQ>

## Review of Family Learning

The review completed in July 2019 considers the available evidence on family learning through research, case studies and consultation with practitioners.

<https://education.gov.scot/improvement/research/review-of-family-learning>



## 2. Resources

### Engaging parents and families - A toolkit for practitioners (Education Scotland)

Education Scotland has developed the toolkit to provide all practitioners with practical resources and support to develop effective partnerships with parents and families that support all aspects of children and young people's learning.

Throughout the resources you will find support materials and guidance on:

- The benefits of involving and engaging parents in their children's learning
- Involving all parents
- Learning at home and family learning
- Home school partnerships and community connections
- Home school link workers
- School improvement planning
- Reporting to parents and children
- professional learning materials for use by individuals or in groups
- activities that can be used as a starting point and/or as a tool to measure and evaluate current practice in parental involvement
- activities that can be used in partnership with parent councils, committees or associations to ensure that all parents/carers and families are fairly represented examples of practice from ELC settings, Primary and Secondary schools, community settings and parental organisations.

<https://education.gov.scot/improvement/learning-resources/engaging-parents-and-families-a-toolkit-for-practitioners/#>

### Connect.scot

Connect are committed to making family engagement in children's learning and school lives as good as it can be. They work with parents and educators, providing information, advice and training. They provide popular leaflets, useful links and resources for parents and parent groups as well as supporting schools.

<https://www.connect.scot/>

### Family Learning Framework

Focusing on the four key areas of: programme development, evaluation, workforce development and research this framework supports practitioners to plan develop deliver and evaluate their family learning practice.

<https://education.gov.scot/improvement/learning-resources/engaging-parents-and-families-a-toolkit-for-practitioners/>

### SEIC resources

All the resources can be accessed via the [SEIC Website](#)

### 3. Guidelines regarding your evaluative statement on partnership with parents

Clear guidelines on self-evaluation processes can be found in HGIOS 4 P7-11 and Appendix 1 on pages 56/57. Quality Indicators 1.1 Self-Evaluation, 2.5 Family Learning and 2.7 Partnerships and the related challenge questions are also helpful.

To ensure the evaluation and continued development of effective partnership working, Head Teachers should consider the following questions when writing their evaluative statement into their School Improvement Reports and Improvement Plans. These have been adapted from the expectations contained in Learning Together: the national action plan on parental involvement.

#### Parental Involvement in Improvement:

- When identifying future areas for improvement have we collaborated with parents and families in the development of improvement plans including the investment of Pupil Equity Funding and other key activities?
- Have we integrated parental involvement and engagement activities into our broader improvement plan activity?
- Do we have two-way communications with parents as part of the improvement planning process
- Have we involved parents in early learning and childcare improvement, and considered parental involvement in the life of the school and parental engagement in their children's learning as areas for improvement.
- How do we ensure that parental engagement in learning and family learning are considered as part of improvement planning processes?
- When we evaluate how we are doing do we do so in partnership with parents? Designing the evaluation process
- Do our parents get regular opportunities throughout the year to monitor progress by engaging with data and intelligence to analyse the results and impact of our work?
- Do we consider the quality of the involvement and the intelligence gathered as well as the numbers involved and data produced?
- Have we shared good practice in involving parents in school improvement planning across our learning community or further?

#### Involvement in the life of the school

- Are we recognising the contribution of parents to the life of the school and developing new opportunities?
- Are we giving parents the opportunity to suggest and shape those opportunities?



## Supporting Learning and Family Learning offer (universal and targeted /uptake/impact)

- When do we talk with parents and families about the role that they play in supporting children's learning and develop strategies that help them to further develop their skills and confidence to support their child's learning.
- How have we made it everyone's role to support parental engagement?
- Have we considered parental engagement when considering our policies on homework?
- Do we invest the time to build the necessary trust and confidence amongst staff and parents?
- Have we regularly asked parents what works for their children and what might help them to engage with their children's learning?
- Are we aware of the factors causing child poverty and have an understanding of local demographics in order to consider the diverse needs of parents and families and tailor advice and learning to suit individual parents' needs?
- When did we work with families, partners and relevant stakeholders to identify needs within families and the community?
- Did we ask parents and families to identify if and when they need to access family learning programmes?
- How do we let families know what's available and what benefit they can derive from the learning programmes?
- Does our practice understand and build on the assets and potential of the individual, the family and the community?
- Do we work with partners and families to support their understanding of family learning outcomes and the positive impact this can have on the whole family?



## 4. Glossary

### Education Scotland (ES)

Education Scotland is a Scottish Government executive agency charged with supporting quality and improvement in Scottish education and thereby securing the delivery of better learning experiences and outcomes for Scottish learners of all ages.

It is an executive agency means that we operate independently and impartially, whilst remaining directly accountable to Scottish Government ministers for standards of work. This status safeguards the independence of inspection, review and reporting within the overall context of the National Performance Framework.

Education Scotland's chief executive is responsible to Scottish ministers, within the terms of the framework document, for its management, performance, and future development.

### Parental Involvement and Engagement (PIE) Census

The Scottish Government wants to improve and increase the ways in which parents, carers and families can work with teachers and partners to support their children and young people. They want to increase the voice of parents and carers in leading improvements within schools.

The parental Involvement and engagement census takes place every 2 years. It helps the government gather information from parents/carer to support their evaluations, providing the information that both national and local government need to assess the progress of the work currently being undertaken. It also helps to identify areas for further improvement based on the direct feedback of parents.

Responses to the PIE Census questions remain confidential to protect all parents/carers, and access to any data is severely restricted to those on a strict need to know basis. Any additional information that would directly identify a parent/carer, is kept separate from the data generated by the responses given in the Census.

Schools will not have access to individual level parent/carer data that would identify parents. Where possible, they will see school level results based on grouping together parent/carer responses. For example, an analysis provided to schools may show that 85% of parents/carers within a school reported feeling satisfied with their child's school, but the school would never know how each individual parent/carer responded to this question.

All local authorities undertaking the Census have undertaken rigorous Data Protection Impact Assessments in line with current legislation. This is to ensure there is a clear strategy for lawfully processing any personal data.

Ideally, parents will use the opportunity provided by the census to provide direct feedback, which will help to shape local planning and decision making as well as shaping national priorities and evaluation.

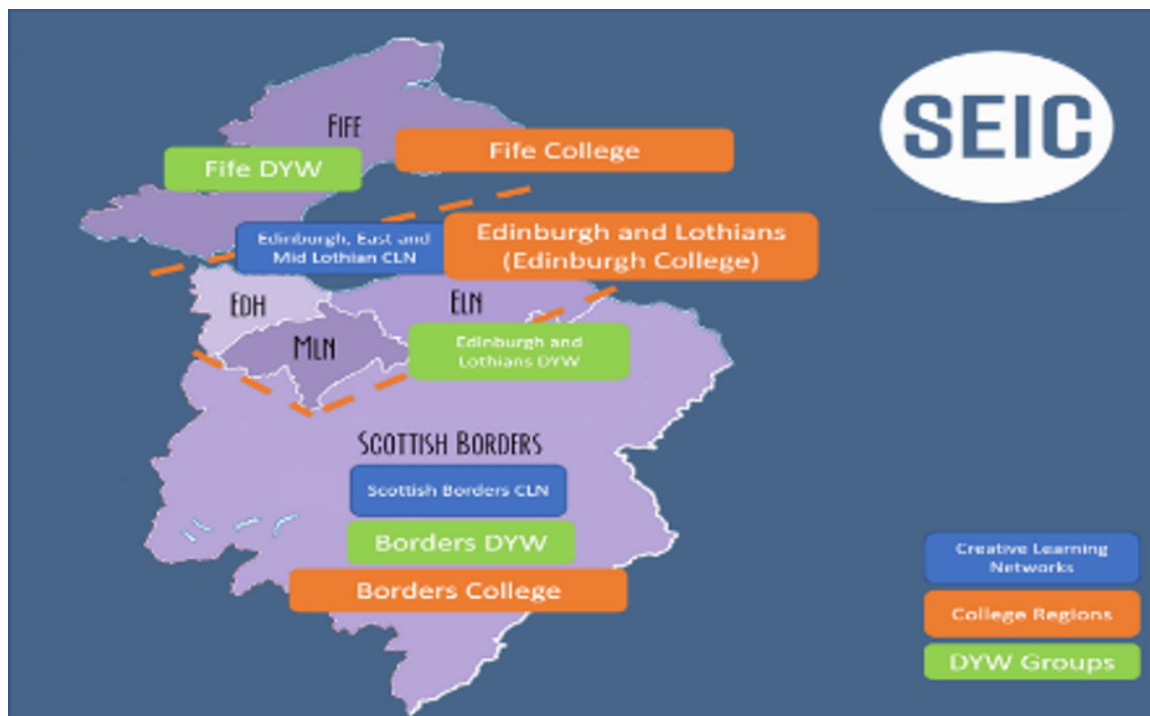
## Pupil Equity Fund (PEF)

The Scottish Government wants to see every child succeed and achieve their full potential. Pupil Equity Funding is designed to support children in Primary 1 to S3 who are eligible and registered for free school meals. However, Headteachers can use their judgement to support other children in their school who are affected by poverty. For every child that is registered, the school will receive £1,200 in addition to their normal budget. This money is given to schools as part of the Scottish Government's Scottish Attainment Challenge.

## South East Improvement Collaborative SEIC

The South East Improvement Collaborative is a collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders to improve schools, early learning settings and other services for children and young people.

The South East of Scotland is a large, diverse area. Overall, the geography of the South East resembles that of Scotland as a whole, with similar proportions living in rural areas, small towns and urban areas.





## 5. Audit Tool

### Parental Representation and Involvement

EVALUATIVE QUESTIONS	WHAT DO WE CURRENTLY DO?	RAG PRIORITY	WHAT IMPROVEMENT IS REQUIRED?/TIMESCALE
<p><b>Representation (particularly in Early Years and Childcare settings), how do we:</b>            Make sure that all parents feel welcomed and supported to get involved in the life and work of the school, bearing in mind that some parents may not have had a positive experience of school?            Identify approaches to support parents who might initially feel reluctant to be involved but may wish to do so with the right support and the right opportunities?            Ensure that all parents can have their views represented and Identify and address any barriers which may prevent parents from being involved?            Work with the Parent Council or equivalent group in early learning and childcare settings to seek views of the wider parent forum?</p>			
<p><b>Collaboration, How do we:</b>            Support parents to identify areas for improvement that matter and are relevant to them and not only ask questions on what we have decided is important for us?            Widen the range of opportunities to obtain parents' views in flexible "parent friendly" ways?            Identify the strengths and expertise amongst parents and families and build on those strengths?            Support joint working with parent representative groups?            Provide opportunities to think about how we are listening, who we are listening to and communicate what we are doing as a result?            Ensure a culture and approach that is welcoming and supportive and challenge any behaviours likely to alienate or intimidate parents?</p>			

EVALUATIVE QUESTIONS	WHAT DO WE CURRENTLY DO?	RAG PRIORITY	WHAT IMPROVEMENT IS REQUIRED?/TIMESCALE
<p><b>Parental involvement in improvement planning and policies, how do we:</b>  Collaborate with parents and families in the development of improvement plans, the investment of Pupil Equity Funding and other key activities. Evaluate how we are doing in partnership with parents, and ensure this is done with parents. (Consider the quality of involvement as well as numbers)  Ensure two-way communication as part of the improvement planning process.  Make sure that parents are involved in early learning and childcare and school improvement, and consider parental involvement and parental engagement in their children’s learning as areas for improvement.  Share good practice in involving parents in school improvement planning.</p>			
<p><b>Information technology do we:</b>  Seek meaningful and appropriate opportunities to use digital technology to enhance parental involvement and engagement?</p>			
<p><b>Equalities and Equity</b>  Relevant to your school’s context which parents are under-represented in your improvement planning and policy development?  Do you know what the barriers to involvement are for your school?  How does your approach to poverty proofing, PEF/SAC help parental involvement and engagement?  Do you work with the Parent Council or additional parental involvement groups to consider how to minimise the impact of cost on children’s experience of school?  How have you considered the Cost of the School Day Toolkit and its relevance in the context of your school or early learning and childcare setting?</p>			

EVALUATIVE QUESTIONS	WHAT DO WE CURRENTLY DO?	RAG PRIORITY	WHAT IMPROVEMENT IS REQUIRED?/TIMESCALE
<p><b>Leadership and skills, how are you:</b>            Developing practitioner skills to develop expertise in collaborative working with parents?            Building the capacity of your parents?            Considering training and support needs in relation to parental inclusion and the full range of equalities considerations?</p>			

Education Scotland -Engaging Parents and Families Toolkit – Section 6 (Parental Representation)

<https://education.gov.scot/improvement/Documents/par2-section6-mar19.pdf>

Education Scotland -Engaging Parents and Families Toolkit – Section 3 (Involving all Parents)

<https://education.gov.scot/improvement/Documents/par2-section3-mar19.pdf>

Education Scotland -Engaging Parents and Families Toolkit – Section 10 (School Improvement Planning)

<https://education.gov.scot/improvement/Documents/par2-section10-mar19.pdf>

## Parental Engagement in Learning

EVALUATIVE QUESTIONS	WHAT DO WE CURRENTLY DO?	RAG PRIORITY	WHAT IMPROVEMENT IS REQUIRED?/TIMESCALE
<p><b>Learning at home, how do we:</b>            Make it everyone’s role to support parental engagement.            Ensure that parental engagement and family learning are considered as part of improvement planning processes.            Consider parental engagement when considering our policies on homework and ask parents what works for their children and what might help them to engage with their children’s learning.            Proactively ask parents and families what works for them in supporting their child’s learning and progress?            Provide advice to parents to help talk to their child about their learning and next steps?</p> <p>Talk with parents and families about the role that they can play in supporting children’s learning.            Talk with parents to create supports that help them to further develop their skills, confidence and levels of engagement with their child’s learning and development.</p>			

EVALUATIVE QUESTIONS	WHAT DO WE CURRENTLY DO?	RAG PRIORITY	WHAT IMPROVEMENT IS REQUIRED?/TIMESCALE
<p><b>Family learning, how do we:</b>            Work with families, partners and relevant stakeholders to identify learning needs within families and community and ask parents and families to identify if and when they need to access family learning programmes            Let families know what's available and what benefit they can derive from the programmes.            Work with families to support their understanding of family learning outcomes and the positive impact this can have on the whole family.            Understand and build on the assets and potential of the individual, the family and the community.            Increase the opportunities for families to access evidence based family learning opportunities and programmes</p>			
<p><b>Information Technology, do we:</b>            Make innovative use of social media and other forms of electronic communication – e.g. texts, online journals - to share what children are learning - whilst considering alternative provision for parents who have no access to this form of communication?</p>			
<p><b>Equalities and Equity, how do we:</b>            Consider the diverse needs of parents and families and tailor advice to suit individual parents' needs.            Use our PEF/SAC funding to remove barriers for parents' involvement in supporting learning at home or family learning?            Use our approach to poverty proofing to help engagement in learning.</p>			
<p><b>Leadership and skills, how do we:</b>            Developing practitioner skills in supporting learning at home and family learning?            Take time to build the necessary trust and confidence amongst staff and parents?            Build the capacity of our parents to support learning?</p>			



Education Scotland -Engaging Parents and Families Toolkit – Section 7 (Family Learning)

<https://education.gov.scot/improvement/Documents/par2-section7-mar19.pdf>

Education Scotland -Engaging Parents and Families Toolkit – Section 10 (School Improvement Planning)

<https://education.gov.scot/improvement/Documents/par2-section10-mar19.pdf>

Education Scotland -Engaging Parents and Families Toolkit – Section 7 (Family Learning)

<https://education.gov.scot/improvement/Documents/par2-section7-mar19.pdf>

## Links between Home and School

EVALUATIVE QUESTIONS	WHAT DO WE CURRENTLY DO?	RAG PRIORITY	WHAT IMPROVEMENT IS REQUIRED?/TIMESCALE
<p><b>Communication, do we:</b>            Develop school handbooks or alternatives for early learning and childcare settings in consultation with parents. Ensuring that those handbooks are accessible in their language, meet their information needs and do we share the content in a range of ways?            Support parents to share their questions, views and knowledge about their children and support parents to be active participants in the assessment and reporting process?            Make communication and reporting to parents simple, quick and responsive to parents' needs?            Provide information on how the school is doing and seek parental feedback?            Information Technology, do we:            Make innovative use of social media and other forms of electronic communication – e.g. texts, online journals - to share what children are learning - whilst considering alternative provision for parents who have no access to this form of communication?            Have a simple, easy to navigate website?</p>			

EVALUATIVE QUESTIONS	WHAT DO WE CURRENTLY DO?	RAG PRIORITY	WHAT IMPROVEMENT IS REQUIRED?/TIMESCALE
<p><b>Volunteering, do we:</b>            Work with parents in our community to identify the arrangements that would need to be in place to maximise the opportunities for parents and families to volunteer. This can include some very basic but important items such as bus tickets, crèche facilities, alternative timing of events? (The important thing is to uncover and respond to any potential barriers to participation)            Ask parents and families what would work best for them and find out parents' and families' skills and strengths and follow up on offers of support?            Think about how PEF/SAC could help?            Think about our approach to poverty proofing and how this may help?</p>			

Education Scotland -Engaging Parents and Families Toolkit – Section 5 (Home/school partnerships) and Section 11 (Reporting/communicating with Parents)

<https://education.gov.scot/improvement/Documents/par2-section5-mar19.pdf>

Education Scotland -Engaging Parents and Families Toolkit – Section 11 (Reporting/communicating with Parents)

<https://education.gov.scot/improvement/Documents/par2-section11-mar19.pdf>

Education Scotland -Engaging Parents and Families Toolkit – Section 3 (Involving all Parents)

<https://education.gov.scot/improvement/Documents/par2-section3-mar19.pdf>

NOTES

A large, empty rectangular box with a thin black border, intended for taking notes. The box is positioned below the 'NOTES' header and occupies most of the page's vertical space.

You can get this document on audio CD, in large print, and various other formats by contacting us at the address below. In addition, contact the address below for information on language translations, additional copies, or to arrange for an officer to meet with you to explain any areas of the publication that you would like clarified.

CHILDREN AND YOUNG PEOPLE'S SERVICES  
Scottish Borders Council | Headquarters | Newtown St Boswells  
MELROSE | TD6 0SA



Printed in the Scottish Borders. Designed by Scottish Borders Council Graphic Design Section. KG/07/22.