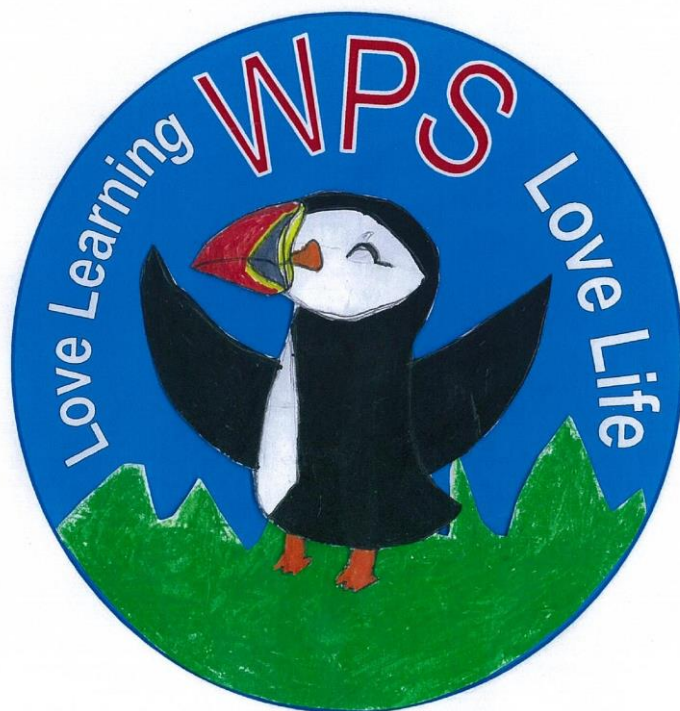


Whiteness Primary School



Strategy for Parental Involvement and Parental Engagement 2022

September 2022

For a comprehensive overview of the Scottish Schools (Parental Involvement) Act 2006 please see the Shetland Island Council's Strategy for Parental Involvement and parental Engagement 2017

The purpose of this guidance is to give clarification how Whiteness Primary School in collaboration with the Whiteness Parent Council intend to implement the recommendations from the above Act.

In August 2017 the Head teacher attended a meeting led by Joanna Murphy, Chair of the National Parent Forum of Scotland (NPFS). In this meeting, key information was noted and will be used to form this agreement between school and the wider parent forum of Whiteness Primary School.

Messages from Joanna Murphy were that, *"parents want to be presented with information" they "just need to know about what impacts their children"*

The Scottish Schools (Parent Involvement) Act 2006 has three aims:

- Learning at Home
- Home/School Partnerships
- Parental representation

The NPFS have published a Review of the impact of the Scottish Schools (Parental Involvement) Act 2006

<http://www.npfs.org.uk/wp-content/uploads/2017/05/Final-E-versionpdf.pdf>

The review sets out 38 recommendations. Recommendations 34 – 38 are recommendations to schools.

They are:

34 To communicate as effectively as possible:

- Schools should ensure that systems are in place for communicating with everyone in the parent forum, i.e. resident and non-resident parents (where appropriate), those with protected characteristics and marginalised groups.
- Communications with parents should be clear, jargon-free, specific and easily accessible for the diverse needs of the wider parent forum.
- A variety of methods and approaches should be used by schools to communicate with the parent forum, including face-to-face, traditional communication methods and digital media.
- Consideration should be given when communicating with parents who have literacy, language and communication difficulties.
- Schools should ensure that parents know who to contact when they wish to discuss their child's learning or wellbeing. They should provide a private space for such discussions and make sure parents are given adequate time and support.
- Consideration should be given to family circumstances, i.e. kinship care, looked-after children, parent(s) in custody, disabilities, employment patterns.

- 35** **In partnership with communities, schools should provide support:**
- Parents should be given opportunities to understand the way learning and teaching takes place in the classroom.
 - There should be support for parents who are less comfortable in engaging with learning activities.
 - Schools should work with partners to provide additional support for parents with literacy, language and communication difficulties.

- 36** **The Parental Involvement legislation should develop principles to underpin the duties and powers contained elsewhere in the Act. Schools should follow the existing legislation:**
- They should follow the school handbook guidance and ensure the handbook is produced in consultation with the Parent Council. The handbook should be easily accessible and understood by all parents.
 - Schools should follow the procedures for parental involvement in the appointment of headteachers and depute headteachers.
 - Schools should promote the role and function of the Parent Council as well as other less formal opportunities for parents to be involved in the life and work of the school.
 - They should consult regularly with parents, and provide and promote a variety of opportunities to include and involve all members of the wider parent forum.

- 37** **Schools should provide parents with effective strategies to support children's learning at home and in the community. Help should be given to broaden parents' understanding of what learning at home is and can be (including the parents of children and young people who require additional support for learning). Schools should take an evidence-based approach to the setting of homework and supporting learning at home.**
- The school strategy should reflect the corporate parenting, family learning and parenting strategies of the local authority as part of a progression for learning at home.

- 38** **Schools should work in partnership with Parent Councils, headteachers, staff, pupils, relevant stakeholders and partners to influence significant additional funding budgets devolved to schools (for example, Pupil Equity Funding and Attainment Challenge Funds).**

What is Parental Involvement?

3.1 WHAT IS PARENTAL INVOLVEMENT?

'Parents and families are a critically important part of a child's learning and development.'

Save the Children (2013)

The term 'parental involvement' is not clearly or consistently defined in literature.

It has been described as:



representing many different parental behaviours; parenting practices such as parental aspirations for their child's academic achievement; parental communication with their children about school; parental participation in school activities; parental communications with teachers about their child; and parental rules at home which are considered to be education-related.

Harris and Goodall (2007)

The range of definitions implies



that parental involvement is: multifaceted in nature, because parental involvement subsumes a wide variety of parental behavioural patterns and parenting practices.

Harris and Goodall (2007)

'Parental involvement' and 'parental engagement' can also be confused. Goodall and Montgomery (2014) consider parental engagement as active involvement in learning. Such learning can take place in a variety of settings including early-learning and childcare settings, schools, the community, through family learning and learning at home. Parental engagement represents a greater 'commitment, ownership of action' than parental involvement within educational settings such as early-learning and childcare settings or schools.

Examples of Parental Involvement / Engagement

Examples of Involvement/Engagement

Parental involvement with schools

- Reading in class
- Going on trips
- Parents' evenings



Parental involvement with schooling

- Helping with homework
- Keeping track of coursework



Parental engagement with children's learning

- Active involvement in learning
- Focus on the relationship between parents and their children's learning
- Moral support and encouragement
- Guidance and advice



Types of Involvement

Six types of involvement

Parenting

Help families to create home environments to support children as students, including family support programmes, home visits and parent education.

Communicating

Communicate with families about school programmes and student progress through effective school-to-home and home-to-school communications.

Volunteering

Improve recruitment, training, work and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programmes.

Learning at home

Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions.

Decision-making

Include families as participants in school decisions, governance and advocacy through parent-teacher associations (PTA), parent-teacher organisations (PTO), school councils, committees, action teams and other parent organisations.

Collaborating with the community

Co-ordinate resources and services for students, families and the school with businesses, agencies and other groups, and provide services to the community.

Key Messages

Key messages (From independent national research by Ipsos MORI)

- Parents would benefit from support to help them become more comfortable in engaging with learning activities.
- Further work is required to engage parents across the secondary years.
- Parents (including non-resident parents) are not always aware of or provided with information about the opportunities available to them.
- The definition of 'learning at home' is not widely understood.
- There is a need to raise awareness of the role and function of Parent Councils.
- Time is perceived as the biggest barrier by parents who would like to be more involved in school life.
- Parents prefer direct methods of communication.
- More guidance and support is required on encouraging parents from diverse and cultural backgrounds to join Parent Councils.
- As already identified in the [National Improvement Framework](#), further monitoring is required of levels of parental involvement and engagement in and satisfaction with learning provision in different communities.
- Local authorities need to be clear on the purpose and role of parental involvement when communicating with schools.
- Practitioners are required at local authority level and school level to develop a strategy and communicate with Parent Councils.
- Practitioners are further required to deliver training or tailored programmes specifically for parents to build the capacity of parents and promote their involvement in their child's learning.
- School staff require training on many aspects of parental involvement. Training could come through continuous professional development. Future staff could receive this training during initial teacher education programmes.
- Further evidence is required on the impact of parental involvement strategies at a local level.
- Parental involvement strategies should be easier to access and easier to understand.

What Whiteness Primary School and Whiteness Parent Council need to do next.....

1. Work together to agree our Strategy for Parental Involvement and Parental Engagement.
2. Changes to Homework trialled Oct – Dec 2017 and then reviewed and embedded 2018/2019.
3. Carry out evaluations against HGIOS 4 to inform School Improvement Planning- visited at every parent Council meeting.
4. Write up an action plan to involve parents in the life and ethos of the school.
5. Keep parents informed of national priorities.