

SCOTTISH BORDERS COUNCIL'S
ACHIEVING EXCELLENCE IN
LEARNING

Play # yourpart

**PARTNERSHIP WITH
PARENTS
FRAMEWORK**

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Achieving Excellence in Learning

Achieving Excellence in Learning #yourpart, 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:

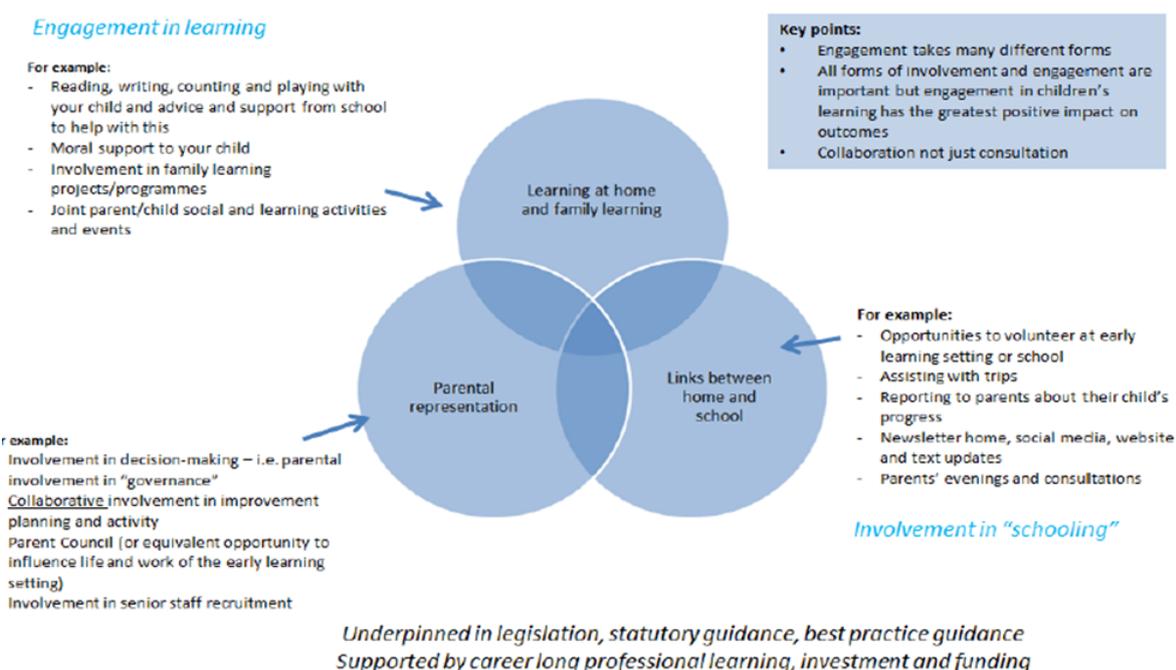
- Improving attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improving children and young people’s health and wellbeing
- Improving employability skills and sustained, positive school leaver destinations for all young people

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



*'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

[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

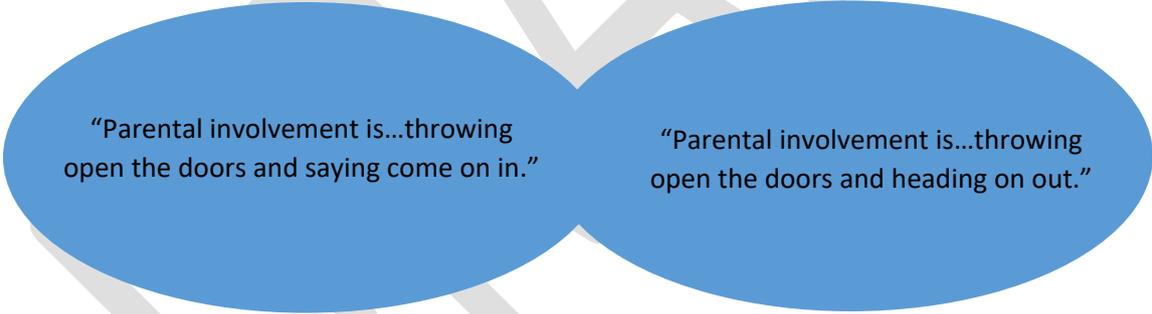
'As with other aspects of the life and work of your child's school, parents and carers should be kept informed by their school and have the chance to share their thoughts and ideas on how the money could be spent as part of the school plans.

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."



"Parental involvement is...throwing open the doors and saying come on in."

"Parental involvement is...throwing open the doors and heading on out."

Current Picture and Improvement Priorities

In June the SBC Parental Involvement and Engagement Census (PIE, appendix 1) 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.

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 the PIE regarding their representative role and their working relationship with their schools senior management.

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

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.

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.

Our 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.](#)

Implementation of the framework

Schools

Theme 1 Parental representation and involvement:

(Expanded evaluative statements/questions on these actions can be found in the Audit tool, see appendix 5)

Action	Timescale
Review how their Parent Council seeks the views of the wider parent forum on identifying priorities for improvement, barriers to involvement and how best to help them support their child’s learning.	Before Summer 2021
Review and if necessary redesign the collaborative processes for parental involvement in the school evaluation and improvement process.	To be implemented session 2020/21
Ensure a paragraph is included in the next SIP and SIR on parental involvement and engagement. (appendix 4)	Session 2019/20

Theme 2 Parental engagement in learning:

Action	Timescale
Work with your Parent Council to evaluate the school’s communications to parents to increase the proportion of information or learning events aimed at support learning at home.	Session 2020/21
Work with your families, partners, school performance data and relevant stakeholders to assess the family learning needs within your school community.	Completed by February 2021 to inform improvement areas for 2021/22 SIP

Plan professional learning for your school setting/s to develop staff expertise in collaborative working with parents with an emphasis on engagement in learning.	Professional Learning opportunities to be included in session 2020/21 and 2021/22
Develop a parental engagement and involvement approach for Early Years and Childcare.	By end of 2021

Theme 3 Links between home and school

Action	Timescale
Work with parents and staff to consider volunteering opportunities and what would remove barriers to participation and support the creation of new volunteering opportunities within the school.	2021/22 for planned improvements in 2022/23
Collaborate with parents to examine your school's communications and reporting mechanisms (school handbook, website, SIR, reports) Within this consider the use of information technology and social media.	From session 2020/21 through to end of 2021/22

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:

Each Head Teacher 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. Parental Involvement and Engagement Census Results

PIE Census Results

The results have been given a red, amber or green status on the following criteria.

Green – over 75% of responses strongly agree or agree (continue current improvement activity)

Amber - 50 to 75% of responses strongly agree or agree (design new improvement methodologies)

Red – less than 50% of responses strongly agree or agree (prioritise areas for re-design and improved delivery)

SBC 2019 Census, Theme 1: Parental Representation		
Subject	% parents that agree or strongly agree	RAG
Does your school have a parent council?	83	G
The views and suggestions of the Parent Council are taken into account by the school's senior management	78	G
The Parent Council represents the views of the parents	77	G
Does the parent council communicate at least once a term?	55	A
The Parent Council is involved in senior staff recruitment	52	A
The school seeks my views and opinions on school policies	39	R
Parents views help to decide priorities in the school improvement plan	26	R

SBC 2019 Census; Theme 2: Links between home and school (involvement in the life of the school)		
Subject	% parents that agree or strongly agree	RAG
The school staff are approachable.	83	G
I can contact the School within school opening hours, to speak to staff.	76	G
Does the school get in touch with you to provide general information about the school at least once a term?	75	G
I am confident that if I need to contact my child's school, it will respond helpfully to my questions and comments.	63	A
There are opportunities for me to help with my child's school.	60	A
Overall, how satisfied are you with how the school engages with you?	51	A
Would you like to be a lot/or slightly more involved in the life of the school?	11/38	R
Barriers to involvement: The biggest barriers to further involvement in school life were; work commitments 68%, not made aware of opportunities 27%, other 23%, care of younger, children 21%, there are no opportunities 11%, lack of confidence 8%, cost 2%		

SBC 2019 Census, Theme 3: Learning, Learning at Home and Family Learning		
Subject	% parents that agree or strongly agree	RAG
I know what my child is learning at school	67	A
School keeps me well informed about my child's progress in a way I can understand.	65	A
Does the school provide information on what your child is currently learning about at least once a term	60	A
Does the school provide information on how your child is progressing with their learning at least once a term	58	A
The school asks for my views about my child's learning and takes them into account.	44	R
The school gives me the information I need to support my child's learning.	40	R
Does the school get in touch with you to provide information on ways to help your child continue learning at home at least once a term?	36	R
My child's school offers a selection of Family Learning activities such as events and workshops.	37	R
The school is making me aware of the Family Learning opportunities.	33	R
I have taken part in Family Learning activities in the past school year.	23	R

2. 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 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/5680-2/>

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>

3. 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/#>

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/self-evaluation/Family%20Learning%20Framework>

SEIC resources: All the resources can be accessed via the SEIC website on:

<http://www.seicollab.co.uk/equity-improving-outcomes-for-children-living-in-poverty.html>

4. 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?

5. Audit Tool

Parental Representation and Involvement

Evaluative questions	What do we currently do?	RAG priority	What improvement is required?/timescale
<p><i>Representation (particularly in Early Years and Childcare settings), how do we:</i> 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><i>Collaboration, How do we:</i> 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?</p>			

<p>Ensure a culture and approach that is welcoming and supportive and challenge any behaviours likely to alienate or intimidate parents?</p>			
<p><i>Parental involvement in improvement planning and policies, how do we:</i> 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><i>Information technology do we:</i> Seek meaningful and appropriate opportunities to use digital technology to enhance parental involvement and engagement?</p>			
<p><i>Equalities and Equity</i> 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</p>			

<p>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>			
<p><i>Leadership and skills, how are you:</i> 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 question	What do we currently do?	RAG priority	What improvement is required?/timescale
<p><i>Learning at home, how do we:</i> 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</p>			

<p>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>			
<p><i>Family learning, how do we:</i> 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><i>Information Technology, do we:</i> 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</p>			

alternative provision for parents who have no access to this form of communication?			
<p><i>Equalities and Equity, how do we:</i></p> <p>Consider the diverse needs of parents and families and tailor advice to suit individual parents' needs.</p> <p>Use our PEF/SAC funding to remove barriers for parents' involvement in supporting learning at home or family learning?</p> <p>Use our approach to poverty proofing to help engagement in learning.</p>			
<p><i>Leadership and skills, how do we:</i></p> <p>Developing practitioner skills in supporting learning at home and family learning?</p> <p>Take time to build the necessary trust and confidence amongst staff and parents?</p> <p>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 question	What do we currently do?	RAG priority	What improvement is required?/timescale
<p><i>Communication, do we:</i> 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?</p> <p><i>Information Technology, do we:</i> 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>			
<p><i>Volunteering, do we:</i> 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</p>			

<p>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>			
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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> <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>

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