

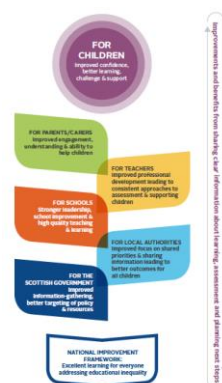
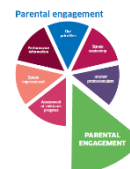
Inverclyde Education Services: Parental Engagement Strategy

Discussion Document

The current Parental Involvement Strategy was reviewed in 2012 and a plan for 2012 – 2015 was put in place. The National Improvement Framework (NIF) for Scottish Education now requires us to review and rewrite our strategy to ensure that current government expectations are delivered.

The National Improvement Framework indicates:

Parents will be able to access information from teacher’s professional judgement and the underlying standardised assessment data about their own child’s learning, providing valuable, nationally consistent information about children’s progress and signalling where further support may be required at home and in school.



Why is this important?

Parental and family engagement in their child’s education is a key factor in ensuring successful outcomes. We want to improve and increase ways in which parents and families can engage with teachers and partners to support their children and increase the voice of parents in leading improvements with schools. Some schools have started to work successfully with partners to develop family learning programmes which help parents to meaningfully engage in their child’s learning.

How will this help to achieve excellence and equity for all children?

Parental and family engagement is a key factor in helping all children achieve the highest standards whilst reducing inequity and closing the attainment gap. The information that we gather will inform our knowledge of where parental engagement is strong and where it requires further attention. This will include monitoring levels of parental engagement, involvement in, and satisfaction with, learning provision in different communities. Supporting all schools to work with partners to develop family learning programmes will help to improve children’s progress and achievement.

Within the NIF are expectations on both Local Authorities and individual educational establishments to be involved in processes which gather student progress data and other performance information, to help identify and share good practices, to inform improvement planning and to provide feedback to children, their parents and the local communities.

Evidence we will gather	What this will tell us
From local authority self-evaluation reports, percentage of schools which work with partners to develop and offer family learning programmes.	We will be able to evaluate and improve the offer available to parents and families to help their children to progress in literacy, numeracy and health and wellbeing. Schools, working with partners such as community learning professionals and third sector colleagues can offer support for learning which meets the needs of families within different localities.
Pre-inspection questionnaires.	Engagement, involvement and satisfaction, based on a sample of schools.
Evidence on the impact of parents and the Parent Council in helping schools to improve.	This will indicate progress towards parents and Parent Councils being empowered to help to improve their schools and have a greater say in decision making. Through annual standards and quality reports, schools will indicate ways in which parents are involved in decision making and if school improvement plans have been co-created with parents.

In terms of the expectations on reporting to parents, the NIF indicates:

Parents and families must have access to information that allows them to form a clear understanding of how their child is progressing, and the information they need to help them play a key role in their child's education.

Parent/ Carer	<ul style="list-style-type: none"> • Feedback to parent/carer on their child's progress 	<ul style="list-style-type: none"> • Wider range and type of feedback for parents • Improving parental confidence and involvement in the learning process • Consistent approach to parental feedback across Scotland 	<ul style="list-style-type: none"> • More meaningful information to support improved parental engagement at home • More meaningful information to support improved parental engagement at school
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The document also sets out expectations for the implementation of the framework. These are:

<p>2016</p> <ul style="list-style-type: none"> • Development and piloting of new national standardised assessments • Publication of advice and guidance on achievement of a CfE level in literacy and numeracy • Interim reporting arrangements for schools and local authorities • Increased moderation and support for teacher professional judgement • Work with local authorities and parent organisations to improve the consistency of reporting to parents of children's progress • Further work to develop evidence from early years activity and alignment with school years • Inclusion of Key Performance Indicators from Developing Young Workforce programme • Consideration of a wider range of awards and achievements including those gained from Community Learning and Development • Development of statutory guidance on reporting duties under Education (Scotland) Bill
<p>2017</p> <ul style="list-style-type: none"> • Introduction of new national standardised assessments in schools • New reporting duties under Education (Scotland) Bill • Introduction of more evidence on early years • First statutory Framework reporting for schools and local authorities
<p>2018</p> <ul style="list-style-type: none"> • Development of standardised assessments for Gaelic Medium Education • Consideration of evidence of children's progress in other curricular areas • Dashboard for school, local authority and national use

Clearly, this guidance sets out some of the expectations of our future Inverclyde Parental Involvement Strategy and helps shape some of the key features that it must contain.

The key areas of:

- Assessment of children's progress and achievements
- Reporting to parents
- Involvement of parents in the processes of school improvement
- Involvement of parents in their child's learning, in home-learning and the life of the school
- The gathering, analysis and reporting of performance information,

are all aspects which may form a potential structure for any future Parental Involvement Strategy and are areas which it would be wise now to review.

The processes of review must therefore also require further consultation with parents both at an authority and school level. In 2008, Inverclyde Education Services identified the following helpful advice for schools.

PARENTAL INVOLVEMENT, CONSULTATION PROCESS.

Consultation; *'A process of dialogue which leads to a decision'*

Process

- Have clear objectives
- Plan consultation activities and identify stakeholders. Make clear the capacity in which they should respond – as individuals or as representatives of their group.
- Write the consultation document. Avoid jargon and use short sentences – aim to write for target audiences.
- Conduct informal consultation activities
- Analyse responses and incorporate any appropriate changes
- Give feedback to stakeholders, summarising responses received.

Objectives

- Promote the involvement of parents in the education provided by the school to their child and to pupils generally at their child's school
- Foster a good partnership between parents / carers, children and young people, establishments and Education Services
- Give information and advice to parents
- Give advice and support to Parent Councils and support their operation.
- To remove barriers to Parental Involvement
- Establish a complaints procedure in respect of the authority's functions under the act.

Plan consultation activities and identify stakeholders

Strategy group comprising parents and education staff

Parents Councils

All Early Years, Primary and Secondary Quality Visits

QIO's

Integrated Children's Services

New Community Schools; Parents group

Early Years Establishment Parents Committee

Mothers and Toddlers Group

Mellow Parenting for dads

Pupil Councils – sharing their learning through activities involving parents.

'Training for Classroom Assistant' group

In light of current establishment practices, this list could now be extended to include some other examples of best practice.

School improvement planning/development working groups to include Parental Representatives

Cluster groups which enhance partnerships with parents – e.g. Science and Numeracy events.

The use of HGIOS 4 Challenge questions as part of Parent Council activities.

Open doors events where parental feedback is gathered.

Curricular activities involving or led by parents – e.g. World of work, Enterprise, ICT partnerships.

Key Themes for consultation

Where does children's learning take place and who is involved?

What can parents contribute to children's learning?

How do we work together to promote parental involvement to help children to do their best and be all they can be?

How can we ensure that all children and young people have the same opportunity to learn and develop their full potential?

What should effective communication between home and school look like?

What barriers exist to parental involvement, what reduces the barriers and how can we eliminate them?

Issues for discussion

- What can schools do?
- What can parents do?
- What can others do?

Groups should

- Identify their 'issues and ideas' related to the theme
- Discuss the issue
- Identify causes and possible solutions to problems / issues identified
- Prioritise three key action points to resolve the issues

The information gathered from these consultation activities also go hand in hand with the information also gathered by Education Services, including:

1. Parental representation on Education and Lifelong Learning Committee.
2. Primary 1 Survey – undertaken at Primary School enrolment to identify parental views on the early years' experience.
3. Forum for parents of children with a disability
4. Childcare Information Service follows through all requests for information to identify strengths and areas for development.
5. Parental representation on interview panels for senior management posts.
6. Formal consultation on School Estates developments
7. Consultation on design / development of new builds
8. Support and training for Parent Councils and Parent Groups
9. Consultation on development of Parental Involvement Strategy
10. Designated Parent Council e-mail address

Evidence gathered

Evidence, in the form of minutes, policies and reports, is available on all the above points.

Education Services consultation processes supplement the consultation processes that are established in early year's establishments.

Possible aspects for inclusion into our next parental involvement strategy

Areas for consideration: These are only suggestions for discussion and can be reduced/added to.

Aspect	What do we already have evidence of?	How will we continue to develop?
Communication with Parents	<ul style="list-style-type: none"> • Parental views of school communications • Parent Forum surveys and questionnaires • School websites & social media accounts • Parent Council Websites • Groupcall Messenger pilot 	<ul style="list-style-type: none"> • Extension of Groupcall Messenger to all establishments. • Online Parental Payment system. • Apps for parents. E.G. Dojo • New School website developments.
Involvement in their child's learning	<ul style="list-style-type: none"> • Attendance at school learning events and workshops • Demonstrations of pupil learning • Teach the parents events • Workshops on curricular changes • Accessing working classrooms • Response to child progress updates • Being involved with transition programmes • Supporting community and cluster approaches 	<ul style="list-style-type: none"> • Sharing of best practices • Parental Involvement Event (format to be decided following consultation) • Soft start programme • Families Connect programme • FAST programme
Supporting learning at home	<ul style="list-style-type: none"> • Study tips for parents • Parental involvement Team – Curricular guidance for parents • Sharing long term learning intentions • Joint parent/child home tasks • Using technology to support learning • Involving parents in using learning logs • Supporting literacy and numeracy strategies • Supporting health activities at home 	<ul style="list-style-type: none"> • Parental Involvement Event (format to be decided following consultation) • Columba 1400 activities

Involvement in school life	<ul style="list-style-type: none"> • Voluntary work in the school • Assisting in school library and reading clubs • Being part of school improvement committees • Supporting 'Meet the Teacher' events • Helping to support and organise school events and activities • Helping support transition activities 	<ul style="list-style-type: none"> • Involvement in School improvement Planning • Survey of parents • CLD – Family support
The role of the Parent Council	<ul style="list-style-type: none"> • Ensuring Parent Council membership • Ensuring correct processes are used to operate the council • Engage with the wider parent forum • Involvement in appointment of senior school managers • Involvement in creating the school handbook • Involvement in establishing school improvement plan • Involvement in HMle inspection processes • Ensuring correct training is given for parent council members • Supporting school social activities for parents • Helping create family friendly guidance 	<ul style="list-style-type: none"> • Ensure every school has an active parent council • Link with SPTC to deliver further training for Parent Councils • Parental Involvement Event (format to be decided following consultation) • Greater awareness of HGIOS 4 • Involvement in School improvement Planning • Encourage a community link person
Reporting to parents	<ul style="list-style-type: none"> • Sharing successes and achievement • Annual report to parents • Parent evenings/meetings 	<ul style="list-style-type: none"> • Pilot of new reporting strategy within St Mary's
Family Learning	<ul style="list-style-type: none"> • FAST programmes • Play 4 All • Book Bug club • Links with Library Service • Families Connect 	<ul style="list-style-type: none"> • Links to Attainment Challenge • Parental literacy • CLD – Adult learning

Strategies for consultation:

Target Group	Aspect for consultation	Mechanism	Timing	Person(s) Responsible
Parents & Parent Councils	Communication with Parents	Survey Monkey	September 2016	Norman Greenshields
Parents & Schools	Involvement in their child's learning	Parental feedback from Authority Reviews & HMle inspections		Educational Establishments & Norman Greenshields
Parents & Schools	Supporting learning at home	Parental feedback from Authority Reviews & HMle inspections School Improvement plans		Educational Establishments & Norman Greenshields
Schools	Involvement in school life (Comparison with last year)	Survey of schools	Easter 2017	Norman Greenshields
Parent Councils	The role of the Parent Council	Parent Council Representative Meetings		Norman Greenshields
Parent Councils School SMT	Involvement in school improvement planning	Survey Monkey	March 2017	Norman Greenshields
Parents & Children	Reporting to parents	Feedback from Pilot	May 2017?	St Mary's Primary
Parents & Children	Family Learning	Attainment Challenge Schools & others involved in FAST programmes Early Years Establishments		Louise McVey Maggie Paterson

