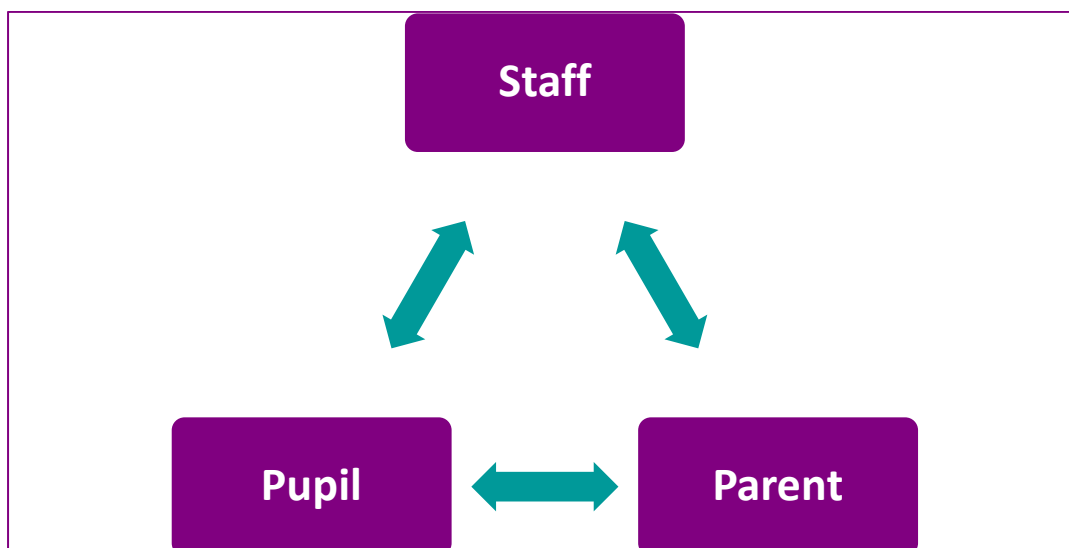


DUMFRIES & GALLOWAY COUNCIL**PARENTAL INVOLVEMENT AND ENGAGEMENT STRATEGY GUIDE FOR STAFF,
PARENTS AND PUPILS 2023 - 2026**

Working together for our childrens education and learning across Dumfries and Galloway.



When parents and schools work together, children do better. The active involvement of parents in the life of the school can help promote a learning community in which pupils can engage positively with school staff and their peers. Schools can benefit from developing positive partnerships with parents by involving them in all decisions affecting their children's education and learning. A relationship of mutual trust and respect can enable effective communication that supports both parents and teachers. The better the information that schools provide to parents, the more parents can support their children's learning and the school. Information that parents share with the school can assist teachers in adapting their teaching to suit the learning styles of pupils and take account of any particular issues that may exist.

[Scottish Schools \(Parental Involvement\) Act 2006 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2006/25/section/100)

FOREWORD

At Dumfries and Galloway Council, Education and Learning Directorate, we believe in the importance of partnership working, our parents voices really do matter.

Why is Parental Engagement important? “The available international evidence confirms that parental involvement and engagement in children’s learning supports improved attainment and achievement.” Family learning encourages family members to learn together, fostering positive attitudes to lifelong learning. We want to improve and increase the ways in which parents, carers and families can engage with teachers and partners to support their children and increase the voice of parents and carers in leading improvements within schools.” 2018 National Improvement Framework and Improvement Plan for Scottish Education.

Our Parental Involvement and Engagement Strategy is built on this foundation of belief - that by giving parents (and pupils) a say on school matters and involvement in decision-making on issues that directly affect them - enables us to better meet the needs of our parents, our pupils, our partners and our communities.

We hope that you find our Strategy informative and a useful tool in understanding Parental Involvement and Engagement and the value we place on this at Dumfries and Galloway Council, Education and Learning Directorate. We value and welcome your ideas and we look forward to hearing them.

Vanessa Morris, Support Officer with Responsibility for Parental Involvement and Engagement

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STRATEGY STATEMENT

Our Parental Involvement and Engagement Strategy Guide for Staff, Parents and Pupils is prepared in line with the **Scottish Schools (Parental Involvement) Act 2006** [Scottish Schools \(Parental Involvement\) Act 2006 \(legislation.gov.uk\)](#) which places a requirement and duties on local authorities to:

- promote the involvement of parents in the education provided by the school to their child and to pupils generally at their child's school
- promote the establishment of Parent Councils
- give advice and information to Parent Councils and support their operation
- give advice and information to parents generally, and
- establish a complaints procedure for representations under the Act.

and is informed by **Education Scotlands Strategic Framework for: Parental Involvement, Parental Engagement, Family Learning and Learning at Home** [Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

The Scottish Government published their Learning Together action plan in 2018 and it is currently undergoing a refresh, however this strategy takes account of that work to set an ambitious agenda to further improve Parental Involvement and Engagement.

The purpose of this strategy is to provide all early learning and childcare and school settings with information they and parents and pupils can use to create inclusive involvement and engagement where partnership working (with staff, parents, partners and pupils) can benefit our children's learning, development, experiences, and outcomes.

Locally this strategy sits within a framework of planning and reporting including local Improvement Plans and our Children's Services Plan that is responding to #KeepThePromise [What is the promise? - The Promise](#) "that Scotland's children and young people will grow up loved, safe and respected" and this Strategy recognises the role we, our parents and our pupils have in keeping the promise. This is particularly referenced in our Framework for Inclusion. This has a number of key themes that include the relationships between schools and parents. This includes:

- working in partnership with parents and stakeholders to co-create and develop inclusion and inclusive practices to meet the needs of all learners with parental engagement and involvement at all stages.
- Transitions.
- Advocacy.
- Whole family support from multiple services needed, overarching impact of poverty, and universal supports combat stigma.







It is expected that all schools should have their own Parental Involvement and Engagement Strategy.

To support this, we have created a Strategy template that you may wish to use with your parent forum and pupil cohort. We will ask questions of ourselves; our parents, our partners, and our pupils, and we will reflect on what we do and how we do it. We will share a Traffic Light Assessment rating system that you can use which enables the quick visual assessment of involvement and engagement reflecting the views of stakeholders.

OVERVIEW

This Parental Involvement and Engagement Strategy Guide for Staff, Parents, and Pupils 2023 - 2026 replaces its predecessor (dated 2018 updated in 2019). Our Strategy Guide has been updated so that staff, and parents, and pupils are provided with the tools and information necessary to develop partnership working beyond our Council's legislative and statutory requirements. In this guide we use reflective statements / questions around the following key themes to help create your own schools Parental Involvement and Engagement Strategy.

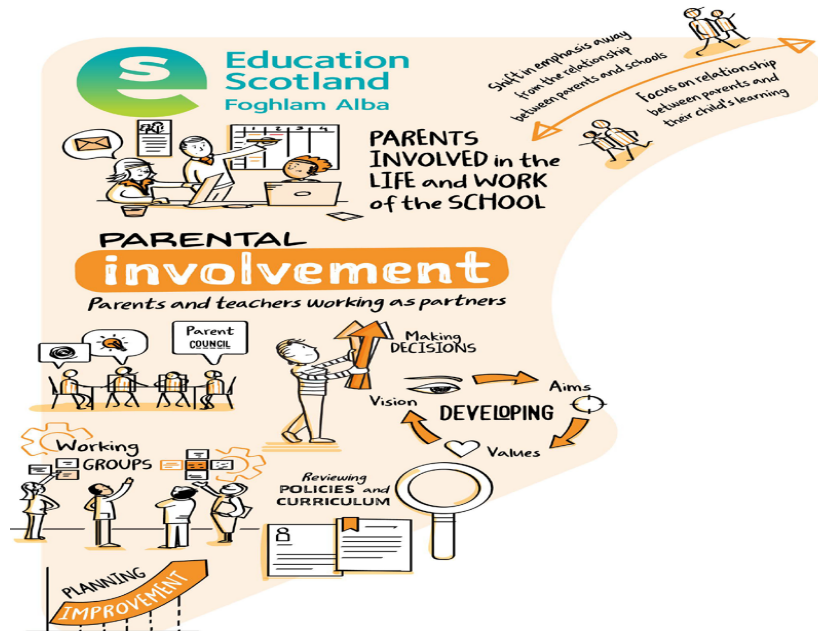
Our guide to inclusivity, understanding and awareness of parental involvement and engagement is also shaped around the six types of involvement for School, Family, and Community Partnerships (Fourth Edition) by J.L. Epstein et al and Education Scotland, How Good is Our School (4th Edition).

	1: Family Support - Help all families establish home environments to support children as learners (students).
	2: Communicating - Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
	3: Volunteering – Recruit and organise parent help and support.
	4: Learning at Home - Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
	5: Decision Making, Participation and Democracy - Include parents in school decisions, developing parent leaders and representatives.
	6: Collaborating with the Community - Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Education Scotlands Strategic Framework for: Parental Involvement, Parental Engagement, Family Learning and Learning at Home (Pg 5/6) [Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

What is Parental Involvement?

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. **(Scottish Schools (Parental Involvement) Act Guidance, 2006)**



"Parental involvement is not a clearly or consistently defined term 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 it subsumes a wide variety of parental behavioural patterns and parenting practices.

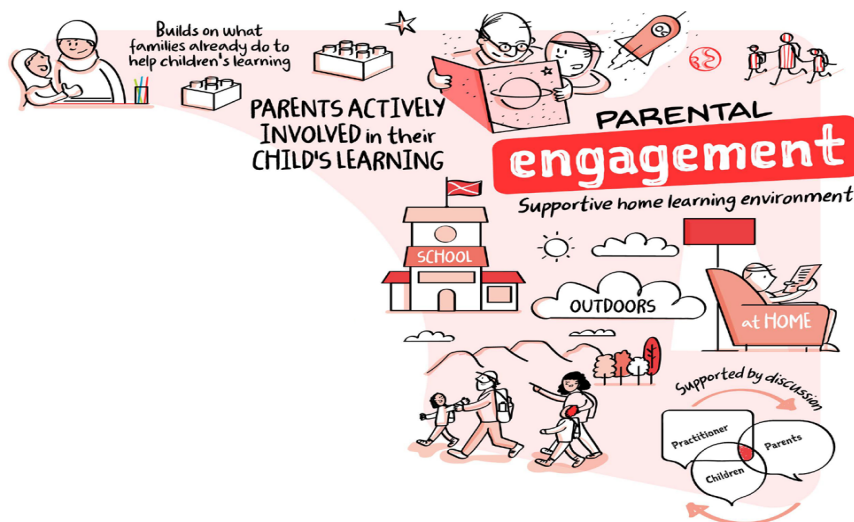
While there are no universally recognised definitions of 'parental involvement' in Scottish education, the term most often focuses on parents getting involved in the life and work of the establishment – the early learning, childcare or school setting.

Early learning and childcare settings and schools involve parents by encouraging on-going, two-way communication between home and the establishment. They make sure parents views are represented and they have opportunities to contribute to improvement and decisions that affect the establishment as well as using the skills of parents to enrich the curriculum".

Education Scotland's Strategic Framework for: Parental Involvement, Parental Engagement, Family Learning and Learning at Home (Pg 30) [Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

What is Parental Engagement?

Parental engagement can be considered as active engagement in learning. Such learning can take place in a variety of settings including early learning and childcare settings (ELC) or schools, the community, through family learning and at home. **(Goodall and Montgomery, 2014)**



"Parental engagement most often refers to parents actively and meaningfully engaging in their children's learning (Harris and Goodall, 2007; Goodall and Montgomery, 2014). Such learning can take place in a variety of settings including early learning and childcare, schools, the community, through family learning and learning at home. Parental engagement is supported by discussion between parents, teachers and practitioners. It focuses on how families can build upon what they already do to help their children's learning and provide a supportive home learning environment.

Parental engagement represents a greater 'commitment, ownership of action' than parental involvement within educational settings such as early learning and childcare and schools.

It is recognised, however, that there is a continuum between parental involvement and parental engagement. The movement between the two represents a 'shift in emphasis, away from the relationship between parents and schools, to a focus on the relationship between parents and their children's learning' (Goodall and Montgomery, 2014). Defining what is parental involvement and what is parental engagement is not always easy. Regardless of whether parents are involved with the wider life of the school or engaged in their children's learning, they can make a positive difference".

Education Scotlands Strategic Framework for: Parental Involvement, Parental Engagement, Family Learning and Learning at Home (Pg 30/31) [Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

What is Family Learning?

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 resilience and challenge educational disadvantage'. (**Family Learning Network, 2016**)



"Family learning is an approach to engaging families in learning outcomes that have an impact on the whole family. The definition of family learning in Scotland was developed after a series of consultation events throughout Scotland. Those involved in the process worked across sectors and were employed in a variety of positions. After an extensive process it was ratified by the National Family Learning Network of Practitioners in Scotland. Further information is available in the Review of Family Learning (2016) [Review of Family Learning | Research | National Improvement Hub \(education.gov.scot\)](#) and Family Learning Framework (2018) [Family Learning Framework | Practice exemplars | National Improvement Hub \(education.gov.scot\)](#) A family learning approach gives parents, families, and children the tools from which they can continue to learn at home together".

Education Scotlands Strategic Framework for: Parental Involvement, Parental Engagement, Family Learning and Learning at Home (Pg 31) [Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

What is Learning at Home?

'Learning at home is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities'. (**Scottish Parental Involvement Officers Network, 2018**)



"Learning at home can happen through a range of events including play, leisure activities, fun events, sports, trips, cultural or volunteering experiences and everyday family life. It can also happen through curriculum related activities, homework, reading and sharing books.

Activities for learning at home can be specifically designed to enable parents to engage in their child's learning and build upon the learning from the early learning and childcare setting or school. It can also provide intergenerational learning opportunities for the child, family, extended family and the community. Some families can be supported with learning at home through a family learning approach.

The definition of learning at home was produced as a result of a range of consultation events with practitioners from across Scotland and in partnership with the Scottish Parental Involvement Officers Network (SPION). Further information can be found in the Review of Learning at Home (2018) [Review of Learning at Home | Research | National Improvement Hub \(education.gov.scot\)](#) "

Education Scotland's Strategic Framework for: Parental Involvement, Parental Engagement, Family Learning and Learning at Home (Pg 31/32) [Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

GLOSSARY OF TERMS

Our Glossary of Terms are intended to create a common and shared language / awareness across all stakeholders.

Parent

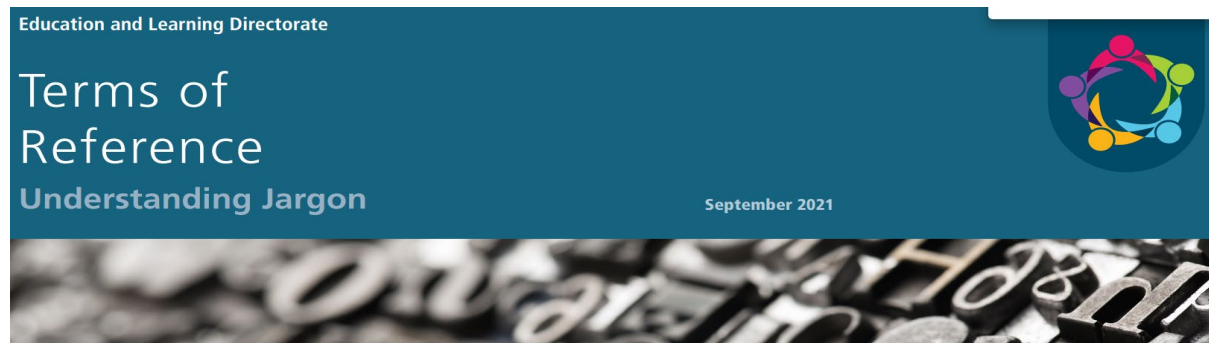
The definition of a "parent" is the one set out in the Education (Scotland) Act 1980 [Education \(Scotland\) Act 1980 \(legislation.gov.uk\)](#) which states that "parent includes guardian and any person who is liable to maintain or has parental responsibilities in relation to or has care of a child or young person. This includes ensuring that non-resident parents receive all information they are entitled to".

Looked after Children (sometimes referred to as corporate parenting)

"[T]he formal and local partnerships between all services responsible for working together to meet the needs of looked after children, young people and care leavers" as set out in The Children and Young People (Scotland) Act 2014 [Children and Young People \(Scotland\) Act 2014: National Guidance on Part 12: Services in relation to Children at Risk of Becoming Looked After, etc - gov.scot \(www.gov.scot\)](#) - that is children who are subject to supervision orders and live with family members as well as children who live with foster carers, in residential schools or care homes; non-resident parents and other parents/carers allocated the responsibility of a young person.

ASN (Additional Support Needs): Children and young people who require additional support, in order to help them make the most of their school education and to be included fully in their learning.

[Terms of Reference - Understanding Jargon leaflet \(dumgal.gov.uk\)](#)



Equality and diversity: Dumfries and Galloway Council is committed to equality of opportunity for all people within our community. We have published a range of policies and reports which show how we are meeting our legal duties.

Everyone should have the same chances to do what they can but some people may need extra help. The Equality Act 2010 intends to make Britain a fairer and equal place for everyone. We have a duty to:

- eliminate discrimination, harassment and victimisation
- promote equality of opportunity
- foster good relations between people who share a protected characteristic and those who do not.

Visit: [Equality and diversity - Dumfries and Galloway Council \(dumgal.gov.uk\)](#) for more information

REFERENCES

For ease, this section brings together all the policies, guides, action plans and toolkits referenced to create our Parental Involvement and Engagement Strategy Guide for Staff, Parents and Pupils (2022 - 2025).

Document	Link
An Empowered System (2019)	An Empowered System Learning resources National Improvement Hub (education.gov.scot)
A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland; Quality Action Plan	A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland (www.gov.scot)
BSL information and advice	BSL Parentzone Scotland Education Scotland
Data Protection	Data protection - Dumfries and Galloway Council (dumgal.gov.uk)
Early Learning and Childcare – Care Commission	Early learning and childcare Care Inspectorate Hub
Education (Scotland) Act 1980	Education (Scotland) Act 1980 (legislation.gov.uk)
Education Scotlands Strategic Framework for: Parental Involvement, Parental Engagement, Family Learning and Learning at Home	Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home Learning resources National Improvement Hub (education.gov.scot)
Equalities and diversity	Equality and diversity - Dumfries and Galloway Council (dumgal.gov.uk)
Families need Fathers	www.fnfscotland.org.uk
Getting it Right for Every Child (2015)	Getting it right for every child (GIRFEC) - gov.scot (www.gov.scot)
#KeepThePromise	What is the promise? - The Promise
Learning Together National Action Plan (2018)	Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021 - gov.scot (www.gov.scot)
National Improvement Hub	National Improvement Hub National Improvement Hub (education.gov.scot)
National Improvement Framework (2015)	National Improvement Framework (NIF) - Schools - gov.scot (www.gov.scot)
National Parenting Strategy (2012)	National parenting strategy: making a positive difference to children and young people through parenting - gov.scot (www.gov.scot)
National Standards of Community Engagement	National Standards for Community Engagement SCDC - We believe communities matter
National Standards for Early Learning and Childcare (2018)	A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland (www.gov.scot)
Parent Council Guidance	What is the Parent Council? Parent Councils Getting involved Parentzone Scotland Education Scotland
Parental Involvement in Headteacher and Deputy Headteacher Appointments (Scotland) Regulations (2007)	The Parental Involvement in Headteacher and Deputy Headteacher Appointments (Scotland) Regulations 2007 (legislation.gov.uk)
Realising the Ambition (2021)	Realising the Ambition Learning resources National Improvement Hub (education.gov.scot)

Regulation of Care (Scotland) Act (2001)	Regulation of Care (Scotland) Act 2001 (legislation.gov.uk)
Schools (Consultation) (Scotland) Act (2010)	Schools (Consultation) (Scotland) Act 2010 (legislation.gov.uk)
School Handbook Guidance (2010)	School Handbook: guidance - gov.scot (www.gov.scot)
Scottish Schools (Parental Involvement) Act (2006)	Scottish Schools (Parental Involvement) Act 2006 (legislation.gov.uk)
Standards in Scotland's Schools etc Act 2000 (asp 6)	Standards in Scotland's Schools etc. Act 2000 (legislation.gov.uk)
Tackling Child Poverty Delivery Plan (2022-26)	Tackling Child Poverty Delivery Plan 2022-26 - gov.scot (www.gov.scot)

SUPPORT (NATIONAL AND REGIONAL) FOR ALL FAMILIES

Family support is available to all families - examples of the support available (both national and regional) is listed below:

Area Parent Forum: membership of this formally constituted body is open to members of School Parent Councils. This is known as the Dumfries and Galloway Parent/Carer Council Forum (DGPCF).

Connect: membership organisation for Schools, Parents and Parent Councils supported via Education and Learning Directorate

Education and Learning Committee: membership of this Council committee is through election by and of members of the Dumfries and Galloway Parent/Carer Council Forum (DGPCF).

Education Scotland: Scottish Government executive agency charged with supporting quality and improvement in Scottish education. [Education Scotland | Education Scotland](https://www.education.scot.nhs.uk/)

National Parent Forum of Scotland (NPFS): attendance at national events is open to any member of the Parent Forum. There is one elected representative and a depute from each Education Authority, both of whom are active members of the Area Parent Forum.

Parent Forum: includes any parent with a child at Nursery, Primary or Secondary education in a Council operated school within Dumfries and Galloway.

Parents Inclusion Network (PIN): parents/carers who have children with disabilities.

School Parent Council: membership of this constituted body is open to any parent with a child in attendance at the school and membership of office /role bearers (Chairperson, Treasurer, Secretary) is by election within the individual school.

Scottish Parental Involvement Officers Network (SPION): for officers from local authorities across Scotland with the responsibility for parental involvement

ROLES AND RESPONSIBILITIES - STAFF

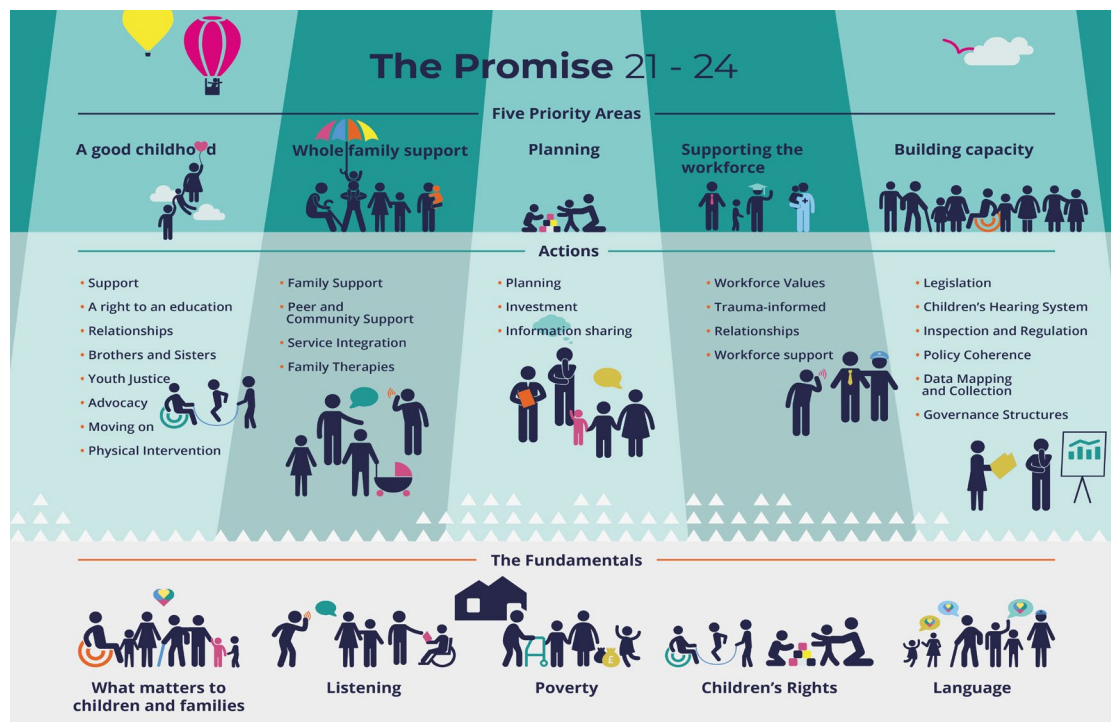
Within the Scottish Schools (Parental Involvement) Act Guidance (2006), **schools must ensure that their Improvement Plan takes account of the local authority's strategy for involving and engaging parents.** Schools should have a clear policy in place to support parents with their child's and their own education and learning (p19). AND contain a statement of the local authority's ambitions for the school. This is articulated in the Directors Welcome to the Authority Handbook.

Include an account of the ways in which, and extent to which, the Headteacher of the school will consult and involve pupils regarding decisions to be made on the everyday running of the school. [Dumfries and Galloway Education Authority Handbook. \(dumgal.gov.uk\)](https://www.dumgal.gov.uk/)

For Schools: To help with school improvement planning a 'toolkit' for staff has been developed by Education Scotland entitled Engaging Parents and families. Within this toolkit are activities and reflective questions that can be used as a starting point and/or tool to measure and evaluate current practice in parental involvement and engagement in early learning and childcare settings, schools, or local authority. The activities and reflective questions can be used in partnership with Parent Council or parent groups.

[Engaging parents and families - A toolkit for practitioners](#) | [Learning resources](#) | [National Improvement Hub \(education.gov.scot\)](#)

Dumfries and Galloway Council, Education and Learning Directorate is also committed to #KeepThePromise [What is the promise? - The Promise](#) "that Scotland's children and young people will grow up loved, safe and respected" and our Parental Involvement and Engagement Strategy recognises the role we, our parents and our pupils have in keeping the promise.



ROLES AND RESPONSIBILITIES – PARENTS/CARERS AND PARTNERS

Why Collaborate and Co-create Engaging parents is the only intervention around narrowing the gap in achievement between children from different backgrounds which had a strong enough evidence base to warrant further investment and work (Goodall, 2017). Parents have creative ideas about school education and what can be done to improve the standards and quality of their child's learning.

In addition, collaborative approaches in partnership with parents and the wider learning community can make a positive contribution to how nurseries/ schools/local authorities determine their ambitions/priorities and plan improvements to meet these. (Source: Education Scotland 2018)

Areas in which parents' views could be sought

How the school communicates with Parents

Supporting delivery of Curriculum for Excellence by tapping into parents' skills, experiences and expertise

The processes involved in preparing children for key transitions, such as from nursery to primary, primary to secondary and leaving school

Discussing the opportunities available to children during key periods of their school career, such as the Senior Phase (S4-S6)

Revising existing school policies and introducing new policies

Any significant changes (for example, building works)

Developing the School Handbook.

Contributing to school priorities (the School Improvement Plan)

Parental Involvement in School Improvement Plans

Dumfries and Galloway welcomes parents as active participants in the life of the school and encourages parents to express their views on school education generally and to work in partnership with the school. All staff, pupils, parents, and partners should be involved in improving the life and work of the school. A School Improvement Plan is written by the Headteacher and staff but should reflect a range of stakeholders who take lead roles in aspects of school improvement. This includes children and young people, parents, and partners.

[Parents as Partners in Schools Improvement Plans Leaflet \(dumgal.gov.uk\)](http://dumgal.gov.uk)

The Parent Council plays a key role in this, and Parent Councils should have arrangements in place for gathering the views of parents. Schools are also offering parents more opportunities to engage with their child's learning through better use of new technology and face to face opportunities.

The main job of a Parent Council is to represent the views of the parents at the school so that all parents know that their views matter, and where they feel confident and comfortable putting them forward. All parents in the school are referred to as the Parent Forum.

Schools and Parents can find more information and support/advice on this public facing webpage [Parent Councils - Dumfries and Galloway Council \(dumgal.gov.uk\)](http://dumgal.gov.uk)

ROLES AND RESPONSIBILITIES - PUPILS

Parent and Pupil Councils working together.

Working with your Pupil Council

We believe that the most important decisions are made in the classroom, and we expect professional excellence in our staff; we support this by building confidence and capacity in school leadership at all levels, by listening to parents and pupils, by empowering Head teachers to make local decisions and by trusting professional judgements.

Within this context we would ask that your Parent Council also consider how you work with your Pupil Council - Perhaps by attendance at your meetings or visa versa, having a pupil representative co-opted on your Parent Council or working with the Pupil Council to gather views from all pupils on projects and ideas generated at through your Parent Council meetings.

Convention on the Rights of the Child

"Scottish Ministers have set an ambition for our country: that Scotland is the best place to grow up and bring up children. That is a high aspiration and one that will require all of us - politicians, parents, public services and the public - to play their part. To achieve that we require a positive culture towards children. One where children are welcomed and nurtured. One where we all are alert to their needs and look out for them. Where they are listened to - whatever their age - and where their views are heard and their rights protected. They should be respected as people in their own right. Not as economic units for the future. But as members of Scottish society now with rights to a present-day life that allows them to fulfil their potential".

[UNCRC+-+the+foundation+of+getting+it+right+for+every+child](#)

"The Scottish Government is committed to recognising, respecting and promoting children's rights as part of its wider commitment to improving life chances for all children and young people. The United Nations Convention on the Rights of the Child (UNCRC) lies at the heart of the Scottish Government's policy and practice. The UNCRC was the first legally binding international instrument to incorporate the full range of human rights: civil, cultural, economic, political and social rights. The UNCRC was produced in 1989 specifically for children, recognising the special care and protection they need throughout childhood".

www.unicef.org/crc/

[UNCRC+-+the+foundation+of+getting+it+right+for+every+child](#)

Our aim is to work in the best possible way to improve outcomes for all our children and young people -and we are committed to upholding / safeguarding the rights of children in our schools.


1: FAMILY SUPPORT

Family Support is inextricably linked to Learning at Home, which is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities. **(Scottish Parental Involvement Officers Network, 2018)**

"A wide range of evidence shows family learning to be an effective way of promoting and facilitating increased parental participation and engagement with settings and schools **(Mackenzie, 2010)**. Family learning has also been shown to improve attendance, reduce persistent absenteeism and improve attainment. Wider outcomes are shown through skills development, employability, progression into work, interactions within the family, as well as improvements in parental confidence and parenting skills. It is important, however, to understand the differences between family learning and parental involvement and parental engagement. Family learning programmes can be a conduit to increasing parental involvement and engagement in the life of the setting and school and in children's learning at home. Programmes can also be independent of settings and school activity. They can focus on wider family and community needs such as health and wellbeing, families where English is an additional or other language, parents and families of children with additional support needs, and community capacity building. A family learning approach is successful in influencing not just children, young people and families but those who can appear to be further away from being involved in any form of their own and their children's learning **(Review of Family Learning, 2016)**". [Review of Learning at Home | Research | National Improvement Hub \(education.gov.scot\)](#)

Education Scotlands Strategic Framework for: Parental Involvement, Parental Engagement, Family Learning and Learning at Home (Pg 7) [Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

The example statements below taken from **Epstein** Framework of Six Types of Involvement shape our self-evaluation programme enabling us to assess whether our school is involving parents and partners in meaningful ways. Our performance benchmark is based on the Traffic Light Assessment rating system which enables the quick visual assessment / management of our performance. Simply click in one of the coloured boxes to record your feedback. This is an effective way to test (at any stage) how well we are performing.

	Family Support - Help all families establish home environments to support children as students.			
No.	Example Statement	Performance Outcome		
1	Conducts workshops or provides information for parents on child or adolescent development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Provides information to all families who want or who need it, not just to the few who can attend workshops or meetings at the school building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Produces information for families that is clear, usable, and linked to children's success in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Asks families for information about children's goals, strengths, and talents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5	Supports home visiting programs or community meetings to help families understand schools and to help schools understand families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Provides families with age-appropriate information on developing home conditions or environments that support learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Respects the different cultures represented in our student population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	On Target	<input type="checkbox"/>	Nearly on Target	<input checked="" type="checkbox"/>	Below Target
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"A foundational belief of contemporary family learning programmes is the idea that 'parents need to be literate and that through the intergenerational transfer of skills and attitudes, the parents' education can influence the subsequent educational achievement of their children' (Sticht, 2010). Family learning programmes are based on a wealth model that respects the skills, knowledge and experiences that families already have and contextualises learning based on the needs identified by each individual within the family. This approach builds the capacity of families whilst simultaneously breaking socio-economic intergenerational cycles such as low attainment and poverty. Practitioners should continue to meaningfully engage and work together with parents and families, in partnership, to develop programmes to address identified needs in a way that takes account of any barriers to participation".

Education Scotlands Strategic Framework for: Parental Involvement, Parental Engagement, Family Learning and Learning at Home (Pg 7) [Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

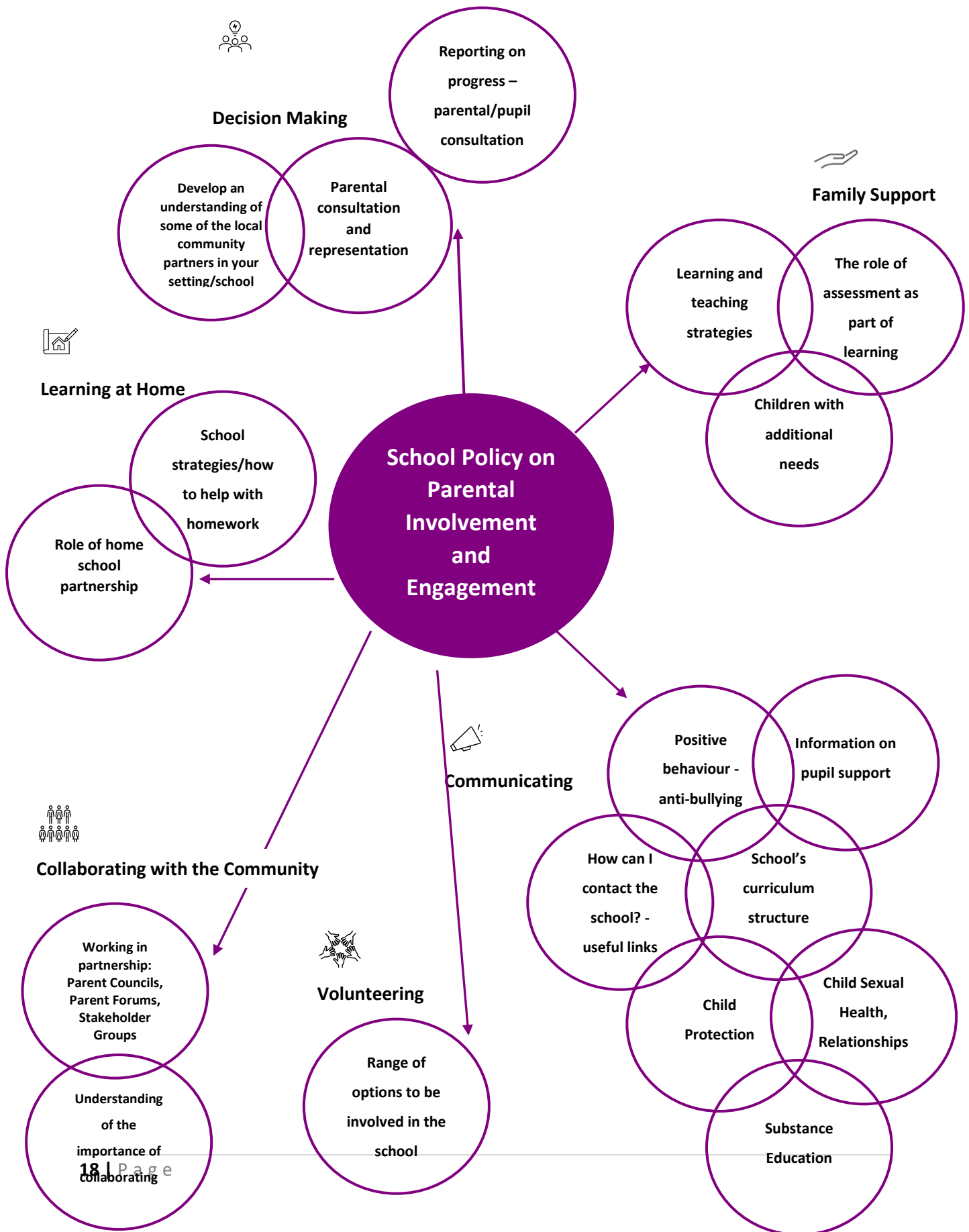
Scottish Government/Education Scotland: Support for parents via Parent Club Scotland <https://www.parentclub.scot> and Parentzone Scotland <https://education.gov.scot/parentzone>

Parent Club: The Family Support Directory brings together helpful organisations, benefits and information that supports parents and carers no matter what your situation or stage your child is at. [Family Support Directory | Parent Club](#)

Dumfries and Galloway Council: Information and how Support for children and families - [Support for children and families - Dumfries and Galloway Council \(dumgal.gov.uk\)](#)
We provide a range of services and support which focus on the safety of our most vulnerable children, young people, and families.


SCHOOL LEVEL POLICY ON PARENTAL INVOLVEMENT, ENGAGEMENT AND MONITORING

The model below shows What Good Practice Looks Like (and is in operation in our schools regionwide):



Exemplification of Practice

The example statements below (taken from How Good is Our School - Features of Highly Effective Practice) are intended to shape our self-evaluation programme - we will reflect on what we do and how we do it and we will seek feedback from our key partners as a measure of our effectiveness.

	Family Support - Help all families establish home environments to support children as students.			
No.	Example Statement	Performance Outcome		
2.5	There is clear evidence that the life chances of those families Experiencing particular challenges are being improved as a result of their engagement in family learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Family learning is responsive to identified needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Family learning promotes equality, fairness, and diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Families know that whatever their needs they will be able to access the right support that will enable them to reach their full potential as individuals and as a family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Staff support parents/carers to actively engage in their children’s learning, attainment and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ROLES AND RESPONSIBILITIES


We know, by analysing parental feedback from the Scottish Government Census 2022 (Parental Involvement and Engagement), that our parents AGREE - with a positive response, ranging between 40 % - 50 %, in respect to our school's current approach to improving parents' and families' interaction with their child's learning. We can build on our current methodologies, practices, and approaches to ensure that parents continue to feel supported.

2: COMMUNICATING

Our communication strategy is built around engaging parents with the learning that happens in school. This creates strong school-home links which involves two-way communication. We will work within the guidelines of the National Standards of Community Engagement [National Standards for Community Engagement | SCDC - We believe communities matter](#) and Dumfries and Galloway Council's own Centre of Excellence for Community Participation and Engagement framework and guidance.



The example statements below taken from **School, Family, and Community Partnerships (Fourth Edition) by J.L. Epstein et al** Framework of Six Types of Involvement shape our self-evaluation programme enabling us to assess whether our school is involving parents and partners in meaningful ways. Our performance benchmark is based on the Traffic Light Assessment rating system which enables the quick visual assessment / management of our performance. Simply click in one of the coloured boxes to record your feedback. This is an effective way to test (at any stage) how well we are performing.

	Communicating - Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.				
No.	Example Statement	Performance Outcome			
1	Reviews the readability, clarity, form and frequency of memos, notices, and other print and nonprint communications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Develops communications with parents who do not speak or read English well, or who need large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Provides communications in the language of the parents and provides interpreters and translators as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Has clear two-way channels for communications from home to school and from school to home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Conducts a periodic survey for families to use to share information and concerns about pupils needs, reactions to school programs,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	and satisfaction with their involvement in their children's education at school and at home.	
6	Produces a regularly scheduled school blog or newsletter with up-to-date information about the school, special events, organisations, and meetings as well as parenting tips.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7	Provides clear information about the curriculum, school, and pupils results, and report cards.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8	Trains teachers, staff, and principals on the value and utility of family involvement and ways to build positive ties between school and home.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9	Conducts a formal Parents night / Learning Conversation with every parent at least once a year	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10	Implements policies that encourage all teachers to communicate with parents about the curriculum, expectations for homework, and how parents can help at home.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>








<input type="checkbox"/>	On Target	<input checked="" type="checkbox"/>	Nearly on Target	<input type="checkbox"/>	Below Target
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To ensure our parents/carers; our partners, our schools, and our learners; and other members of the community who support the life of the school are aware of how we intend to share opportunities for involvement and engagement we have established several ways to communicate, engage and share information:

- Schools Council Web Pages - [Schools - Dumfries and Galloway Council \(dumgal.gov.uk\)](http://dumgal.gov.uk)
- Parental Involvement and Engagement Web Pages - [Parental Involvement and Engagement \(PIE\) - Dumfries and Galloway Council \(dumgal.gov.uk\)](http://dumgal.gov.uk)
- Parent Council Web Pages - [Parent Councils - Dumfries and Galloway Council \(dumgal.gov.uk\)](http://dumgal.gov.uk)
- We will make everyone aware of the need to share information to allow us to maximise the potential of working together for the benefit of children, young people, all staff, and those in the community who support their school community.
- We will carefully manage expectations to ensure that our engagement is deliverable and effective.
- We will build trust with parents and partners to ensure that information can be communicated effectively through our schools, Parent Councils (to the wider Parent Forum) and our support agencies and learning partners.
- Our communications will be inclusive in style and method - using a mixture of traditional and new ways of reaching you and will include:


	Information sharing directly with Parent Council Chairs.		Updates for parents through Engage - Authority Electronic Newsletter.
	Parental information via Council website's gov.delivery online		Sharing of information with DGPCF – facebook page.
	Updates for parents through school newsletters (from schools).		Sharing of information with seldom heard groups through direct mailing.
	Open invitations for involvement and engagement.		

Successful Parental Involvement Engagement is underpinned by the following basic principles:

	Accessibility - Design information, methods, and activities so they are attractive, and all parents can access them and join in.
	Disclosure - Be clear about what areas of the issue they can influence, how much influence they can have and what decisions have already been taken and are therefore not part of moving forward and what other alternatives there might be.
	Fair Interpretation - Collate and interpret responses to reflect the views parents have expressed where appropriate.
	Integrity - Listen to what parents say and genuinely consider the views expressed.
	Publication - Publish the results of consultations when parents have been involved.
	Transparency - Explain to parents what the involvement processes are and how their responses will be used.
	Visibility - Make sure all parents know about chances to give their views.

Exemplification of Practice

The example statements below (taken from How Good is Our School - Features of Highly Effective Practice) are intended to shape our self-evaluation programme - we will reflect on what we do and how we do it and we will seek feedback from our key partners as a measure of our effectiveness.

	Communicating - Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.			
No.	Example Statement	Performance Outcome		
1.1	Parents have regular opportunities to support improvement by participating in a range of formal and informal activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Recruitment arrangements are outlined clearly in policy and procedures documents. They take appropriate account of parental involvement legislation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Effective partnership approaches are embedded within planned programmes and support processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Participation in family learning courses monitored robustly to highlight trends and support effective early intervention strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Creative approaches are used to engage families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Staff have an appropriate shared understanding of Getting it Right for Every Child (GIRFEC) and use these approaches to meet the needs of families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Families are matched into the right programme, which is negotiated, and addresses identified needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.7	All parents/carers are fairly represented by the Parent Council and any views or complaints are acted upon in an effective and timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	The school engages effectively with partners to promote a coherent whole school approach to learning for sustainability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Partnerships have clear agreements where the purpose, aims, roles and responsibilities are clear and understood by all involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1	All staff and partners model behaviour which promotes and supports the wellbeing of all.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1	All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1	Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1	All staff and partners take due account of the legislative framework related to wellbeing, equality, and inclusion.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ROLES AND RESPONSIBILITIES

Our Parental Involvement and Engagement promotes an ethos and culture of positive engagement and participation - communication works best when we listen and hear the voices of our partners.

Schools will support the work of pupils and parents by:

- Promoting two-way communication between School and Parents / Individual Children and by assessing performance in relation to the following themes (NIF):
 - How well do I work with individual parents/carers to help them support their child's learning through shared high expectations and motivation to achieve?
 - How inclusive and proactive is my strategy for enabling parents/carers to engage with me and the school. Is it working?
 - How effectively do I look for opportunities to engage the wider community to enrich learning experiences, and raise motivation and aspiration amongst my children and young people?
 - Is a school year calendar or planner distributed to all families identifying opportunities for parental engagement in learning?
 - Where appropriate a homework diary can be provided for each pupil as a useful way of encouraging informal two-way communication between home and school.
- Education and Learning will provide opportunities centrally for parents to enhance their knowledge of education and care and wellbeing issues.
- Schools may deliver ongoing programmes to assist parents in supporting their child's learning.
- Parent Council members, through the membership of Connect, can access training and support advice as identified by the Parent Council or Parent Forum (<https://connect.scot/>).
- Parent Council members who are to be involved in the appointment's procedures for Headteachers and Deputy Headteachers will receive appropriate training prior to the commencement of the procedures.



What we know

We know, by analysing parental feedback from the Scottish Government Census 2022 (Parental Involvement and Engagement), that parents across Dumfries and Galloway recorded an 80% level of satisfaction with the number of communications of a general nature. We know that communications also require to be focussed and we will continue to involve and engage our parents and partners via the mechanisms cited throughout this section to ensure that we create strong school-home links which involves two-way communication.






3: VOLUNTEERING

We are keen to promote Parental Involvement and Engagement in our schools and one way to do this is through supporting parents as volunteers in schools. Volunteers are key to making life better (for all) and helping our communities thrive and learn.






Why do Schools welcome volunteers and what can volunteering offer you?








	Volunteers can bring a different perspective to our work; often one that reflects the diverse views of the local school community.
	Volunteers can help to extend services that we currently offer.

It is our ambition to make sure anyone who volunteers for us feels valued, understood, and gains a great deal from the experience. We welcome volunteers to our schools because we believe our volunteering opportunities can provide enrichment:

	Volunteering provides opportunities for skills development.
	Volunteering can be a valuable pathway to employment or training opportunities.
	Volunteering can provide opportunities to meet like-minded people.
	Volunteering can provide an opportunity to be involved with something interesting, absorbing and rewarding.
	Volunteering empowers our citizens to actively influence decision making and service provision.


We know that our volunteers come from all 'walks-of-life' and have many and different reasons for volunteering with us. And this is reflected in the volunteering opportunities available in our schools:

		Newsletter / Website
		Welcome Sessions / Social Events
		Preparing / Sharing Resources

	Support with Learning and Homework
	Curriculum / Careers Workshop
	Questionnaires / Surveys
	Classroom / Library Helpers
	School Environment Improvements
	Skills Sharing Extra-Curricular
	Attending Educational Visits / Family Outing

[Volunteering in Schools leaflet \(dumgal.gov.uk\)](http://dumgal.gov.uk)


The example statements below taken from **School, Family, and Community Partnerships (Fourth Edition) by J.L. Epstein et al** Framework of Six Types of Involvement shape our self-evaluation programme enabling us to assess whether our school is involving parents and partners in meaningful ways. Our performance benchmark is based on the Traffic Light Assessment rating system which enables the quick visual assessment / management of our performance. Simply click in one of the coloured boxes to record your feedback. This is an effective way to test (at any stage) how well we are performing.

	Volunteering - Recruit and organise parent help and support.			
No.	Example Statement	Performance Outcome		
1	Conducts annual surveys to identify interests, talents, and availability of parent volunteers to match their skills and talents with school and classroom needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Provides a parent or family room for volunteers and family members to meet and work, and to access resources about parenting, tutoring, and related topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Creates flexible volunteering opportunities and schedules to enable employed parents to participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Schedules special events at different times of the day and evening so that all families can attend as audiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Increases opportunities for parent volunteers by providing transportation, childcare and/or interpreters and translators, as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Trains volunteers so they use their time productively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Recognises volunteers for their time and efforts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8	Encourages families and the community to be involved with the school in various ways (e.g., assist in classrooms, monitor halls, lead talks or activities, serve as audiences).	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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Exemplification of Practice

The example statements below (taken from How Good is Our School - Features of Highly Effective Practice) are intended to shape our self-evaluation programme - we will reflect on what we do and how we do it and we will seek feedback from our key partners as a measure of our effectiveness.

	Volunteering - Recruit and organise parent help and support.	
No.	Example Statement	Performance Outcome
1.1	A range of stakeholders take lead roles in aspects of school improvement. This includes children and young people, parents, and partners.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.1	Robust arrangements are in place to ensure that all staff (including volunteers and partners) are aware of their responsibilities in relation to child protection and equality policies and procedures.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

ROLES AND RESPONSIBILITIES

We will do our best to understand your needs and help to meet them. Equality and diversity is important to us, and we want our volunteers to reflect the range of people in our school communities. We will try to make sure that you are recognised and appreciated. We will treat you with respect as a member of the team. Our staff will support you to carry out your volunteer role and ensure that you are not out of pocket through your volunteering. We will also make sure that you benefit from volunteering in a variety of ways; this might be by gaining experience and skills for your CV, accreditation for your learning or job references, receiving a thank you for a job well done or being put forward for an award.

Schools will support the work of pupils and parents by:

- Volunteers will be offered induction training, relevant to their role ensuring that volunteers are clear about their role and the aims of the nursery/school.
- Volunteers will be invited to attend in service training that is relevant to their role.
- Volunteers, where possible, will be offered training opportunities along with school staff (at the discretion of the Head Teacher).
- Volunteers will be assigned a mentor who will regularly discuss with the volunteer, their progress, and if appropriate, the achievement of any objectives

Parents will support the work of pupils and the school by:

- Volunteers will adhere to the code of conduct "What You Can Expect From Us - We Will Expect From You" as set out in our Volunteer Agreement.
- Volunteers will ensure confidentiality in respect of information relating to their work, at all times.

What we know?

We know, by analysing parental feedback from the Scottish Government Census 2022 (Parental Involvement and Engagement), that work commitments are preventing 70% of parents responding to the survey from undertaking a volunteer role. In response to this, we will think innovatively and creatively to try to extend the opportunities so that more parents can be involved in and engaged in volunteer opportunities in our schools regionwide. Where there is opportunity, we know that parental involvement in our schools can bring a different perspective to our work and can help to extend and add value to the services that we currently offer. We know, by asking our schools that 31% of our volunteers' support children and young people in expanding their horizons / environments by helping with school trips and outdoor learning. We want our volunteers to have a great time volunteering, learn new and exciting things and we will continue to focus on the value of participation so that our volunteers feel supported and nurtured to do a great job.

4: LEARNING AT HOME

FAMILY LEARNING AND LEARNING AT HOME

Learning at Home can happen through a range of events including play, leisure activities, fun events, sports, trips, cultural or volunteering experiences. It can also happen through curriculum related activities, homework, reading and sharing books. Activities for learning at home can be specifically designed to enable parents to engage in their child's learning and build upon the learning from school or early learning and childcare setting. It can also provide intergenerational learning opportunities for the child, family and extended family and the community.


Family Learning

'Family learning' is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage.' (Scottish Family Learning Network, 2016)

Learning at Home

'Learning at home is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities'.

The example statements below taken from **School, Family, and Community Partnerships (Fourth Edition) by J.L. Epstein et al** Framework of Six Types of Involvement shape our self-evaluation programme enabling us to assess whether our school is involving parents and partners in meaningful ways. Our performance benchmark is based on the Traffic Light Assessment rating system which enables the quick visual assessment / management of our performance. Simply click in one of the coloured boxes to record your feedback. This is an effective way to test (at any stage) how well we are performing.





	Learning at Home - Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.	
No.	Example Statement	Performance Outcome
1	Provides information to families on ways to monitor and discuss schoolwork at home.	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>









2	Provides information to families on required skills in major subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Provides specific information to parents on ways to assist pupils with skills that they need to improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Asks parents to focus on reading, listen to children read, or read aloud with their child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Assists families to help pupils set academic goals and selects courses and programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Provides information and ideas for families to use in talking with pupils about college, careers, and postsecondary plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Schedules regular interactive homework that requires pupils to demonstrate and discuss what they are learning with a family member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The eight values that underpin the family learning National Occupational Standards.

1. Family learning recognises the role of the parent as the first educator.
2. Family learning is inclusive and is to be offered as a universal provision with open access.
3. Family learning recognises and values diversity of culture, race, relationships, and beliefs.
4. Equal partnership is the basis for all developments in family learning; all learners and educators, regardless of generation, recognise that learners and educators can frequently exchange ideas.
5. Family learning recognises that it is acceptable to make mistakes, which are part of the process of reflective learning.
6. Achievements within family learning benefit the wider learning community through promoting change and empowering individuals and communities.
7. Family learning raises aspirations and all outcomes of the process, including those which may not be overt, are of equal significance and importance.
8. Family learning operates within a culture of mutual respect for individuals, communities, colleagues, and organisations.


Family learning programmes are designed to engage adults and children to learn together, as and within a family. These programmes may comprise family literacy, language and numeracy and wider family learning outcomes. They may also include family learning for health and wellbeing, science, and parenting skills which can 'equate to capacity building in its purest sense'. Schools have a responsibility to help make the links between what is being taught and learning opportunities that exist at home and in the community. They also have a role in helping parents to continue learning at home with their child. **Activities which may help children and raise attainment include:**

	The child playing with letters/numbers at home - linked with attainment in all measures.
	A child's attention being drawn to sounds, letters - linked to literacy skills, early number skills and non-verbal attainment.
	Parents reading with their child - linked with higher scores in all outcomes.
	Visits to the library, museums, galleries - linked to positive association with language, literacy and early number attainment at school entry

	Parents helping their child with a range of activities, having toys available - predictors of the child's expressive vocabulary.
	Parents helping their child to learn songs or nursery rhymes - linked to a significant positive impact on language scores when starting school.
	Encouraging and helping your child to cook a meal and/or set the table.
	Allowing your child to help you with DIY jobs around the house.
	Researching a topic of interest on the internet, in a library or from other sources.
	Helping your child to learn about political parties before they go to vote.
	Working together with your child on different activities eg gardening, baking.
	Showing your child how to play a musical instrument.

Exemplification of Practice

The example statements below (taken from How Good is Our School - Features of Highly Effective Practice) are intended to shape our self-evaluation programme - we will reflect on what we do and how we do it and we will seek feedback from our key partners as a measure of our effectiveness.

	Learning at Home - Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.	
No.	Example Statement	Performance Outcome
1	Family learning is leading to stronger home-school links which are improving outcomes for learners.	<div><div></div><div></div><div></div></div>

ROLES AND RESPONSIBILITIES

We will think examine how our work can best be shared to promote learning outwith the school environment and what we can do in school to share learning strategies with parents.

What we know?


We know, by analysing parental feedback from the Scottish Government Census 2022 (Parental Involvement and Engagement), that parental opinion is currently divided in respect to the level and value of the information and ideas we provide to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. We will plan how we can further promote our Learning at Home programme.

5: DECISION MAKING, PARTICIPATION AND DEMOCRACY

"The Empowering Parents and Carers Guidance considers the contribution of parents and carers in an empowered system. Empowering parents means improving and strengthening the ways in which education staff engage with parents and families; and, ensuring they are at the centre of decision-making processes about their children's learning. Further information can be found on the National Improvement Hub [National Improvement Hub | National Improvement Hub \(education.gov.scot\)](#) and in the National Parent Forum of Scotland's nutshell guide to Scotland's Empowered System".

Education Scotland's Strategic Framework for: Parental Involvement, Parental Engagement, Family Learning and Learning at Home (Pg 34) [Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

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	Decision Making, Participation and Democracy - Include parents in school decisions, developing parent leaders and representatives.			
No.	Example Statement	Performance Outcome		
1	Has an active Parent Council or other parent organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Includes parent representatives on the School Improvement Team and other committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Has parents represented on area advisory council and committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Involves parents in organised, ongoing, and timely ways in planning and improving school programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Involves parents in reviewing school and district curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Recruits parent leaders for committees from all racial, ethnic, linguistic, socioeconomic, and other groups in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Develops formal social networks to link all families with their parent representatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Includes pupils (with parents) in decision making groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Addresses parents' questions, concerns, and conflict openly and respectfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Guides parent representatives to contact all parents for input to school decisions, including those who are, typically less involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Develops the school's plan and program of family and community involvement with input from educators, parents, and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Everyone who is a parent, as defined in terms of the 1980 Act, Education (Scotland) Act 1980 [Education \(Scotland\) Act 1980 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1980/29) has rights under the Act. This includes the right to receive advice and information about their child's education, general information about the school, to be told about meetings involving their child, and to participate in activities, such as taking part in decisions relating to a Parent Council. Education authorities and schools should treat parents equally, the exception to this general requirement being where there is a court order limiting an individual's exercise of parental rights and responsibilities. It is for education authorities to advise schools on the application of these rights in individual cases.

It is important to encourage an atmosphere in which parents (of children of all ages) feel able to share their perceptions of their child(ren)s progress. Informal discussions can offer a positive way of initiating dialogue and this form of communication should be encouraged throughout nursery, primary and secondary schools. Examples of other considerations are listed below:




- Parental and pupil response sections on Pupil Reports.
- The provision of useful contacts directory, including the range of support services who work with the school on a regular basis (school news and handbooks).

Other ways of communicating could include:

	Phone calls and text messaging emails - group call - (SEEMIS) reporting.
	A Parents Section on school website for parent workshops.
	Letters and newsletters written by parents/pupils.
	Face to face informal contact and formal learning conversations.



Participatory Budgeting

Participatory Budgeting (PB) is an innovative process which enables residents to have direct decision-making powers over the allocation of resources in their communities:

	Ideas are generated about how a budget should be spent / resource allocated.
	People vote for their priorities/ views gathered.
	The projects, with the most votes, gets funded / project implemented.

The challenge of mainstreaming PB is to enable residents to have their say and be involved at all stages of the commissioning cycle. A move beyond individual budgets.

It remains an aim that people across Scotland will have a direct say in how council funds are invested in their communities, with local government committing that at **least 1%* of local government** mainstream budgets will be subject to PB in areas such as:

	Education
	Health and well-being.



Housing and an emerging strand around tackling climate change.

*The 1% target is one of five commitments included in the Scottish Government's [Open Government Partnership](#) national action plan.

What Does Participatory Budgeting Look Like in our Schools?

[PB Framework](#)

[Priority 13: PB in Schools](#)

The Strategic Group encourages a focus on developing PB further in secondary schools, building on good participatory practice in primary schools.

Indicators of progress include:

- An increase in the quantity and quality of PB in schools over the next 5 years, assessing the numbers of schools involved and spread amongst local authorities.
- Inclusion of ASL or high and complex needs related schools.
- Work together to develop long term indicators based on a logic model.

[PB Framework](#)

[Priority 14: PB addressing the attainment gap](#)

The Strategic Groups advocates for the ongoing development of PB as a tool to address challenges of poverty and inequality experienced by children.

Indicators of progress include:








- PB is seen as a core tool to achieve the aims of Scottish Attainment Challenge.
- Ideas and practice generated through PB become mainstream.
- Involvement of young people experiencing poverty and disability in this process.

Dumfries and Galloway is committed to meeting the Scottish Governments 1% target and believes that through our democratic processes in schools and our work with parents regarding budgeting that we are on target to meet this expectation.

Participatory Budgeting in our Schools = A Democratic Process.


- Builds more confident and active young citizens.
- A real experience of democracy in action - because young people want to.
- Offers a positive engagement experience.
- Strengthens school culture by building positive relationships.
- Awareness of wider community needs and ways of addressing them.
- Provides an opportunity to make real the Convention of the Rights of the Child to participate in decisions that affect them.
- Provides a way to centre the schools within the wider local community, building meaningful relationships with the community.
- Can support and reinvigorate parental and school engagement on a more equal basis. **(Article 12 & 28 of the UNCRC)**
-

Examples of Participatory Budgeting in our Schools

	Bringing schools into the wider community.
	Involvement and selection of school and community infrastructure projects.
	Increased student confidence. Resilience and key life skills.
	Builds useful skills in budgeting.
	Increase access to IT resources.
	Free breakfast clubs.
	Greater understanding of wider democratic processes.

Exemplification of Practice

The example statements below (taken from How Good is Our School - Features of Highly Effective Practice) are intended to shape our self-evaluation programme - we will reflect on what we do and how we do it and we will seek feedback from our key partners as a measure of our effectiveness.

	Decision Making, Participation and Democracy - Include parents in school decisions, developing parent leaders and representatives.			
No.	Example Statement	Performance Outcome		
1.1	All staff, pupils, parents, and partners are fully involved in improving the life and work of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Pupils, parents, partners, and staff are all involved in the creation and ongoing review of the vision, aims and values of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	All staff and partners are ambitious and expect high levels of attainment and achievement for all learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Children and young people and their parents/carers are fully involved in decisions about how their needs will be met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	There is evidence that family learning is supporting families to minimise the impact of poverty on learning and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Children, young people and their parents and carers are actively involved in planning transitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	The school consistently involves parents and carers in shaping policy and services to improve impacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	The school can demonstrate the impact of partnerships through improved outcomes for learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




ROLES AND RESPONSIBILITIES

Children, young people, and their families should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their communities. [2023-26 Children's Services Plan](#)

Schools will support the work of pupils and parents by:

- Providing parents with clearly defined procedures for communication relating to their child(ren's) general welfare and at times of transition.
- Providing parents with regular information on their child(ren's) personal and social development.
- Ensuring all home-school communication systems are clear to all parties and published in the School Handbooks and should cover both written and verbal contact.
- Ensuring parents of children with additional support needs are made aware of any special arrangements that have been put in place for their child (and are provided with a named contact person).
- Providing opportunities for parents to be included in partnership approaches utilising local community support and influence.
- Ensuring all schools regularly seek and consider the views of parents on the identification of priorities for their school. An ideal way to do this is by working with the school on their School Improvement Plan.

Methods of engagement may include:

	Focus Groups
	Parental Surveys
	Parent Councils

What we know?

We know, by analysing parental feedback from the Scottish Government Census 2022 (Parental Involvement and Engagement), that 40% of parents AGREE that their voices really do matter. We will continue to improve and strengthen current practices - particularly in respect to inviting, listening, respecting, and acting on the voices of parents and carers in shaping their child's education and in contributing ideas for improvements within our schools.

6: COLLABORATING WITH THE COMMUNITY

AN EMPOWERED SYSTEM


An empowered system grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners. Empowerment and collaboration for improvement happen at all levels of the system.










Have a deeper understanding of your local context, partners, stakeholder groups and their role within the learning community

- Begin to develop programmes based on needs of parents and families in partnership with partner and stakeholder groups
- Begin to develop relationships with partner and stakeholder groups to jointly plan, reduce barriers for parents and families, and evaluate programme(s)

The example statements below taken from **School, Family, and Community Partnerships (Fourth Edition) by J.L. Epstein et al** Framework of Six Types of Involvement shape our self-evaluation programme enabling us to assess whether our school is involving parents and partners in meaningful ways. Our performance benchmark is based on the Traffic Light Assessment rating system which enables the quick visual assessment / management of our performance. Simply click in one of the coloured boxes to record your feedback. This is an effective way to test (at any stage) how well we are performing.

	Collaborating with the Community - Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.			
No.	Example Statement	Performance Outcome		
1	Provides a resource directory for parents and students on community agencies, services, and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Involves families in locating and using community resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Works with local businesses, industries, libraries, parks, museums, and other organisations on programs to enhance student skills and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Offers afterschool programs for students with support from community businesses, agencies, and volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Provides "one stop shop" as a full-service school with family services, counselling, health services, recreation, job training, summer programs, and connections with other agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



There is now an increased responsibility for Parental Involvement within the National Improvement Framework (NIF) that all schools and Education and Learning Directorate will report on. We are committed to using the National Standards of Community Engagement in our approach to meet those commitments. The 7 National Standards are:

	Inclusion - We will identify and involve the people and organisations that are affected by the focus of the engagement.
	Support - We will identify and overcome any barriers to participation.
	Planning - There is a clear purpose for the engagement, which is based on a shared understanding of community needs and ambitions.
	Working Together - We will work effectively together to achieve the aims of the engagement.
	Methods - We will use methods of engagement that are fit for purpose.
	Communication - We will communicate clearly and regularly with the people, organisations and communities affected by the engagement.
	Impact - We will assess the impact of the engagement and use what we have learned to improve our future community engagement.

In addition, Dumfries and Galloway Council has established a Centre of Excellence for Community Participation and Engagement whose key principles have been included in this document as best practice principles, underpinning effective engagement between School, Parents and Education and Learning Directorate ensuring all partners are treated fairly. We also support the work of Dumfries and Galloway Parent/Carer Council Forum (DGPCF), the independent voice for Parent Councils with representatives from across Dumfries and Galloway. We will use this forum as a communication channel and a forum for engagement and consultation. More detailed information is available from the following link:
<http://www.voicescotland.org.uk/>

Exemplification of Practice

The example statements below (taken from How Good is Our School - Features of Highly Effective Practice) are intended to shape our self-evaluation programme - we will reflect on what we do and how we do it and we will seek feedback from our key partners as a measure of our effectiveness.

	Collaborating with the Community - Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.	
No.	Example Statement	Performance Outcome
1.2	Senior leaders facilitate a range of approaches to professional learning to enable staff to learn with and from each other. Where appropriate, this includes learning with colleagues across sectors and with partner agencies.	

2.7	Partnership work with stakeholders, including parents and carers, the local community, third sector, public sector, and business organisations, is based on mutual trust and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	The school jointly plans and evaluates shared projects with partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	The school and partners share skills, knowledge and experience and take part in joint professional learning opportunities. They learn from effective partnership practice elsewhere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	There are clear expectations for young people, employers, schools, local authority, parents, and carers before, during and after work placements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Partnerships are used effectively to deliver highly engaging creative learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ROLES AND RESPONSIBILITIES






Partnerships are most effective when schools regard parent's views as important, take them into account and this is fully recognised and appreciated by parents. This will happen when parents and school staff are committed to partnership working and have a clear understanding of their respective roles.

Schools will support the work of pupils and parents by:

- All members of staff ensuring that they treat parents as partners in the education of their child(ren).
- All members of staff having a responsibility to help to realise the potential of each individual child and to work in partnership with each child's parents/carers to achieve this.
- The Headteacher ensuring that an effective School Parental Involvement and Engagement Strategy is in place and that it has been developed in conjunction with the views of parents in their respective schools.
- Headteachers encouraging parents' participation in school policies and involve them in the development of their School Improvement Plan.
- Schools encouraging the involvement of pupils (Pupil Councils) and considering their views on Parental Involvement and Engagement.

Parents will support the work of pupils and the school by:

- Working in partnership with their child(ren)'s school to support their children's education, which might include:

	Being involved with and developing the processes involved in preparing children for key transitions, such as from nursery to primary, primary to secondary and
	Discussing the opportunities available to children during key periods of their school career, such as the Senior Phase (S4-S6).
	Formulating the school's priorities for improvement (the development of the School Improvement Planning).
	Revising existing school policies and introducing new policies.
	Developing the School Handbook.

- The Parent Council should encourage positive dialogue between school, staff, and the Parent Forum. The Parent Council plays a key role in engaging with the wider Parent Forum.
- Having an awareness of and access to sources of information and support agencies (via School Handbooks and other school level information leaflets). These should be used as a reference point to support their children throughout the child's time at school.

What we know?

We know, by analysing parental feedback from the Scottish Government Census 2022 (Parental Involvement and Engagement), that we need to engender confidence in the value we place on collaborative engagement and working with our parents and partners. We advocate in our Parents as Partners literature that our School Improvement Planning is a continuous collaborative process of asking "What is working well" and "What needs to improve" and that collaborating with parents/carers, community partners and cluster schools provides the foundation for effective working relationships and so we will look to build confidence so that parents feel that their involvement in school improvement planning is taken on board.

What happens next?

The Officer with responsibility for Parental Involvement and Engagement will work with Schools and Parents to support the implementation of the Strategy. A number of measures to monitor the impact of the Strategy have been set out in an Implementation Action Plan which will be monitored on an annual basis.

An east read version and short video clip will accompany this strategy as part of the implementation plan for 2023-2024. This will be located on the Council page below. If you are looking for any additional information regarding Parental Involvement and Engagement, this can be found at the following page [Parental Involvement and Engagement \(PIE\) - Dumfries and Galloway Council \(dumgal.gov.uk\)](https://www.dumgal.gov.uk/parental-involvement-and-engagement)

If you require any further information or clarity, please email Education and Learning Parental Involvement EducationandLearningParentalInvolvement@dumgal.gov.uk

Version 1: November 2023