



Strategic Plan

Parental Engagement

2023 - 2025

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Glossary

Parent/s: The term ‘parent’ refers to anyone with parental responsibilities and others who care for or look after children and young people.

Parental Involvement: Parental Involvement describes ways in which parents can get involved in the life and work of Early Learning and Childcare setting or schools and can be referred to as involvement with “schooling”. Parental involvement includes activities such as parental representation in the development of policies, improvement plans and key decisions. It can include helping with homework and volunteering.

Parental Engagement: Parental Engagement is about parents’ and families’ interaction with their child’s learning. It can take place in the home, at school or in the community.

Family Learning: Family Learning encourages family members to learn together as a family, with a focus on intergenerational learning. Family learning activities can also be designed to enable parents to learn how to support their children’s learning. Family learning can foster positive attitudes towards lifelong 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 organised or active learning activities.

Schools: This strategy is for schools, Early Learning and Childcare settings and Parent Councils with the involvement of partnership providers of Moray Council. The term school may be used through this document to refer to a range of settings.

Abbreviations used throughout this strategy:

PC – Parent Council

PF – Parent Forum

P – Parents/Carers

MC – Moray Council

PC - Parent Council

FL – Family Learning

S – Schools

ELC – Early Learning & Childcare

Aims of the Moray Parental Engagement Strategy

The Moray Parental Involvement and Engagement (PIE) Strategy has been devised by a Steering Group of pupils, parents; Early Learning and Childcare (ELC), Primary and Secondary staff from across Moray.

The strategy aims to develop:-

- a shared understanding of statutory obligations, national and local priorities
- collaboration across Moray to build our collective capacity for improvement
- collaborative approaches to self-evaluation for self-improvement
- Improved outcomes for all

To achieve these aims and guide ongoing learning, the Steering Group has identified a vision, values and guiding principles. These aims dovetail with national priorities including the National Improvement Framework (2022) and local priorities, particularly the “Supporting All Learners” strategy and the Moray “Raising Attainment Strategy”.

Our Vision

“Working together we will embrace the importance that families play in improving outcomes for children and young people as a nurturing and inclusive learning community”

Our Values

Inclusion

Respect

Our Guiding Principles

Nurture

Collaboration

Improving Outcomes

How to use the strategy

The strategy starts by providing references to research, national and local priorities, as well as an overview of the Parental Involvement and Engagement data gathered through the Moray schools 2021-2022 survey.

The next section contains an action plan, which schools can use as part of wider school improvement planning. Themes in the action plan reflect statutory obligations in the Scottish Schools [Parental Involvement Act \(2006\)](#) and the national plan, "[Learning Better Together](#)":

- welcoming and removing barriers
- accessible and timely communication
- supporting parents to be fully informed and contribute to their child's learning
- encouraging parents to support learning at home and in school or ELC settings
- supporting parents to partake in family learning activities
- encouraging parents to share their views and take part in decision making
- ensuring parents know how to become part of the Parent Council
- ensuring parents are aware of how to complain
- ensuring parents know how to volunteer in school

The action plan is colour coded to reflect priority areas for development as identified in the Moray Parental Involvement and Engagement survey 2021-22. Areas parents prioritised for development are colour coded amber. Areas parents are more confident and engaged in are highlighted green. The coding reflects Moray wide data and schools should use it as part of data triangulation taking into account self-evaluation data. The action plan can be used with Parent Councils, Parent Forum, pupils and wider stakeholders as relevant.

Schools and ELC's are encouraged to share experiences, learning and resources via a Teams page. Schools and ELC's with experiences in our Moray priority areas (amber areas) are particularly encouraged to get in touch and share.

What we want to achieve

The Parental Involvement and Engagement Steering Group will remain operational during 2023 with a view to supporting and reviewing progress and increasing collaboration across Moray. All Moray Headteachers have had the opportunity to engage with the Steering Group either directly, or through supporting staff to engage. As a group, our aim is to develop our collective expertise and develop collaborative networks.



Research

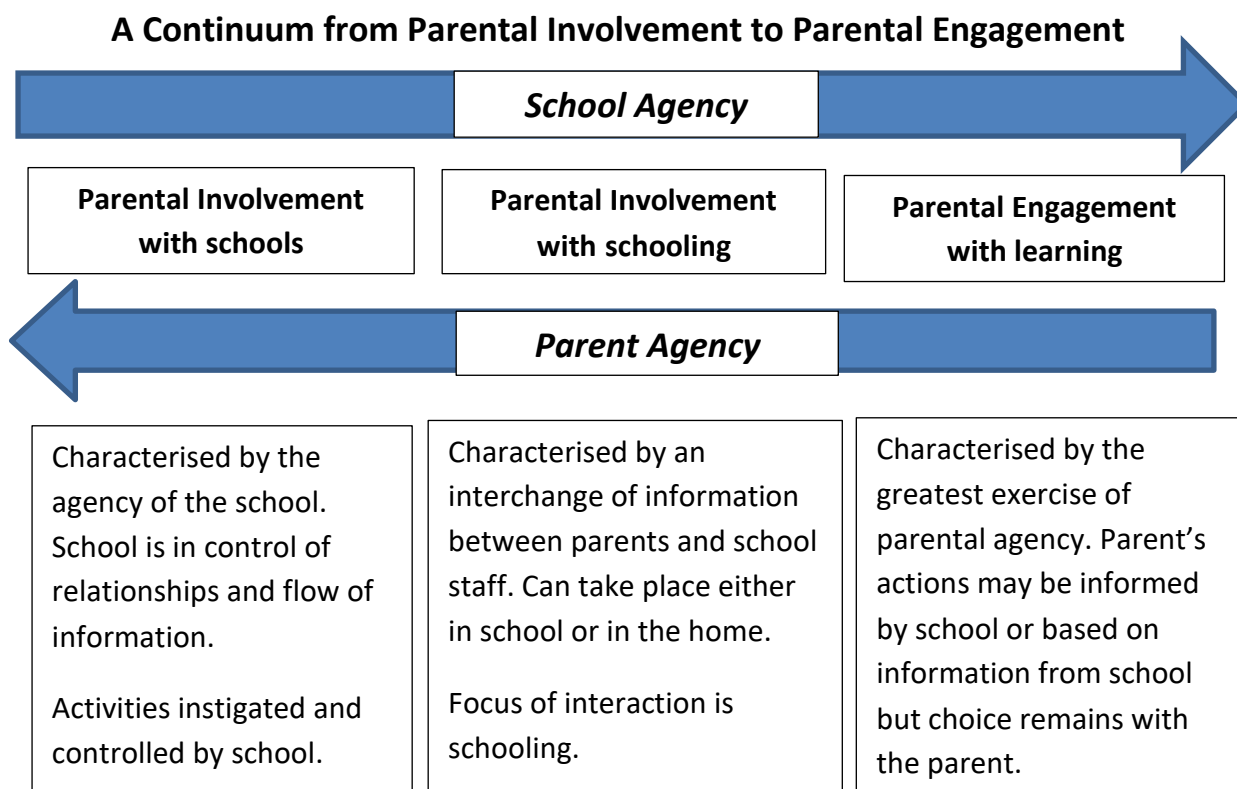
The average impact of Parental involvement and engagement approaches is about an additional four months' progress over the course of a year. There are higher impacts for pupils with low prior attainment (Education Endowment Foundation www.educationendowmentfoundation.org.uk).

Evidence about how to improve attainment through PIE is mixed and less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early year's provision, has not been associated with any additional educational benefit. This suggests that developing effective approaches targeted towards improving attainment needs careful monitoring and evaluation. This evidence supports the need to have a clear rationale with defined outcomes. Including parents in reviewing what would be useful to them and including them in the evaluation is important in having impact.

From Parental Involvement to Engagement

Professor Joyce Epstein (2001) believes that to improve outcomes, partnership work needs to extend beyond the realm of parents and schools to include communities, parents and schools. Epstein refers to this dynamic between all influences in a young person's life as 'overlapping spheres of influence'.

Professors Goodall and Montgomery (2014) and Montgomery (2018) indicate that it is not simply involvement with the school which affects improved outcomes but instead parental engagement with learning. In the model below a shift in the relationship between parents and school develops a reciprocal approach to collaborating around improved outcomes.



National Priorities

Scottish Schools Parental Involvement Act (2006)

Each local authority requires a Parental Involvement and Engagement Strategy. There are three broad areas the Act outlines; learning at home; Home/School partnerships; parental representation including supporting parents to have their views heard in relation to their child's education, in matters affecting parental engagement and other matters of interest to parents.

Getting it Right for Every Child (GIRFEC)

Schools and Local authorities also have a duty to uphold and deliver the GIRFEC framework underpinned by The Children's & Young People (Scotland) Act 2014. GIRFEC recognises the need for effective partnership to ensure personalised support.

<https://www.gov.scot/publications/children-young-people-scotland-act-2014-national-guidance-part-12/pages/3/>

Moray Council has a [staged intervention approach to GIRFEC](#) incorporating a universal offer as well as targeted supports. Parental involvement and engagement is a vital part of all stages within this process, including the universal offer. Examples of activities, which support the universal offer, include ensuring parents receive timely and accessible communication and ensuring families have the opportunity to learn together.

United Nations Convention on the Rights of the Child (UNCRC)

Local authorities and schools also need to consider how they embody the Rights of the Child and the UNCRC into ongoing developments. Specific reference is made at Article 5 to the need to involve parents within the education and guidance of their child.

National Improvement Framework (2022-23)

The National Improvement Framework (NIF) (2022) recognises that parents are a key driver in improving outcomes and recognises this takes place when there is high quality personalised communication between learning communities and parents and productive relationships.

Moray Council Education Strategic Priorities 2020 – 2023

The Moray Education Strategic Priorities aim to improve outcomes through collaboration within 4 key interconnected themes:- Supporting All Learners; Leadership; Curriculum and Learning, Teaching and Assessment. Parental Engagement is a cross cutting theme across all areas with particular relevance to the Supporting All Learners Strategy and developing nurturing communities based on respect and kindness echoing findings in the [Morgan review](#) of Additional Support Needs.



Moray Raising Attainment Strategy

Parental Engagement is a key driver in the Moray Raising Attainment Strategy.

The Strategy recognises that children and families need to be actively engaged in transitions and that establishments need to develop plans to support family learning and parental engagement in their child's progress and in the life and work of the school.

Moray Parent Survey 2021-2022

The survey provides data around parents views on Parental Involvement and Engagement. The survey is broken down into responses from Primary and Secondary schools. The majority of parents in Primary and Secondary who responded reported that communication is largely frequent and accessible. Most parents in Primary felt that progress with learning was reported frequently and that they had information to support learning at home. In Secondary, parents indicated that they would appreciate more communication about progress with learning. Parents in both sectors indicated they would like more information about opportunities to volunteer in school and more family learning opportunities. Parents indicated that they would like more communication from Parent Council about their role and the work they engage in.

Welcoming and removing barriers

What we will do?	Who?	How will we do it?	By when?	Impact?
Develop nurturing communities via nurture principles in line with the Supporting All Learners strategy (SAL) and United Nations Convention of Rights of the Child (UNCRC)	MC S ELC PF PC	Apply universal nurture principles. UNCRC and Nurture principals shared with pupils, parents and staff and used to co-create agreed ways of interacting.	06/23 review progress within TEAMS	Evidence of nurturing learning communities being applied
Designing ways of welcoming parents into schools to ensure the needs of each family are considered	S ELC PC PF	Schools and parents consider the most effective ways of welcoming parents to school. Parent council may be able to offer virtual Parent Council meetings; schools may be able to provide virtual tours.	Ongoing with review of case study material in Teams schools 06/23	Increased range of ways to engage with school and Parent Council. Increased participation noted via Parent Survey.
Removing barriers to engagement through targeted approaches	MC S ELC PC PF	Consider discussion with parents around; times of meetings, virtual; phone calls; open door policy or EAL support. Use Moray Council and external agency support as relevant.	Steering Group review 06/23.	Increased access and equity evidenced in Parent Survey.
All parents able to engage in their children's education	MC S ELC PC PF	Schools offer parents the opportunity to discuss and agree what is needed to support involvement in education including non-resident, forces, learning disability, parents in prison, families experiencing deprivation, with protected characteristic or challenging circumstances.	PIE Steering Group 06/23 to identify a case study.	Equitable opportunities to be involved evidenced by school handbooks, self-evaluation documents, School Improvement Plans, school visits and inspections.

Measures – Number of schools prioritising PIE in School Improvement Plans; Self Evaluation paperwork; Parent Survey; school visits and inspections.

Communication, Information and collaboration - Schools communicate information to parents that is accessible, timely and uses appropriate media. Parents know which methods of communication they can use to communicate with school and have an awareness of ways to make contact with community support.

What we will do?	Who?	How will we do it?	By when?	Impact?
Communicate information in an accessible and timely	MC S ELC P/PC	Building on developments in digital communication from the pandemic and consider the best ways to communicate.	Recovery review by PIE Steering Group 06/23	Parents will have an increased level of accessibility to communication and information as evidenced in Parent Survey.
Learning communities co-create a Parent Communication Plan	MC S ELC PC PF	Schools collaborate with parents to identify communication methods. Template available through Connect if useful.	Data from PIE share point, SIP and SE paperwork reviewed 06/23.	Increased awareness of how to access information and support as evidenced in Parent Survey feedback.
Sign post sources of support provided by partner agencies	MC S ELC PC	Support signposted to schools/parents through channels which exist for this purpose e.g. HT briefing & school methods.	Data from schools identifying community partnerships as a focus in SIP–review 06/23	Increased awareness of support and how to access as evidenced in Parent Survey feedback. Increased use of community resources.
School websites contain key information for parents	MC S ELC	School/ELC websites will make key documents available including the School Handbook, School Improvement Plan, Standards & Quality Report and other useful links.	Review of school websites 06/23.	Parents will be able to access key information and documents.
Community Collaboration through involving parents in school activities	MC S ELC PC/P	Appropriate volunteer opportunities identified and shared with all parents with a clear role descriptor and PVG if required.	Analysis of SIP and SE paperwork including PIE materials 06/23.	Increased collaboration. Evidence in Teams site.
Increase collaboration at LA level and nationally	MC S ELC PC/ P	Develop an electronic share point where learning communities can access resources and case studies		

Measures: School websites; /PC feedback; SIP and SE paperwork; Teams page; Parent surveys

Engagement in Children’s Learning at home, school or ELC

Parents supported and encouraged to be engaged in their child’s learning in all aspects of their life including at home and in the wider world to improve outcomes.

What we will do?	Who?	How will we do it?	By when?	Impact?
Schools will engage with parents to support learning both at home and school	S ELC P	Building on learning from the pandemic schools should identify ways of supporting parents engage with learning.	Review in 06/23 of improvement plans, self-evaluation paperwork and PIE Teams electronic sharepoint.	Parents will feel supported to support learning.
Schools and families will work together to plan successful transitions drawing on good practice in virtual transitions during the pandemic	MC S ELC p	Schools will involve parents and pupils in transition review and planning including enhanced transition for children with additional support needs.	06/23 SIP/SE review and PIE Teams case studies.	Families feel supported, informed and included during transitions. Increased learner progression.
Schools will work with parents and partners to mitigate against financial barriers to school and learning	MC ELC P	Schools should review any costs that may prohibit learning and put in place plans to mitigate. Schools should access Cost of the School Day supports.	06/23 review.	Minimising impact of poverty to support families engage with learning and improve outcomes.

Measures: Teams case studies; School Improvement Plans; Self Evaluation documents; Parent Survey; Visits and Inspections.

Family Learning (FL)

Family learning can take place informally through talking, playing or reading and through more formalised Family Learning activities in school or in the local community. Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning.

What we will do?	Who?	How will we do it?	By when?	Impact?
Schools work with families to identify Family Learning needs and opportunities	MC S ELC P	Schools consult parents about Family Learning to identify need and appetite.	Steering Group review 06/23	Family Learning offer is relevant and meets identified need.
Schools promote Family Learning opportunities to parents	S ELC PC	Schools promote Family Learning in a way, which is accessible to parents.	Steering Group review 06/23	Parents are aware of Family Learning opportunities.
MC and Steering Group will gather current practice on Family Learning	MC S ELC	MC and Steering Group will gather and share good and developing FL practice and share on Teams.	06/23	Increased opportunities for shared learning and partnership working.
Raise awareness of the PIE strategy with agencies/sections to promote cross sector working with a focus on Family Learning	MC S ELC	MC to share the PIE strategy with partners. Schools to share development priorities with relevant agencies/partners.	Steering Group review 06/23	Develop collaboration between schools and partners with increased awareness and focus on Family Learning.
Develop and sign- post relevant professional learning opportunities	MC S ELC	MC to sign post relevant professional development through Teams electronic share point.	08/22	An increasingly skilled workforce in relation to delivery of Family Learning and increased evidence of Family Learning in school improvement plans and self-evaluation documentation as well as on school visit and inspections.

Measures: Teams page; Parent survey; School Improvement Plans; Standards and Quality Reports; school visits and inspections

Parent Councils / Parental Representation / Equity and Equalities

Schools and Parent Councils continue to promote the role and operation of the Parent Council to uphold the Scottish Schools Act 2006.

What we will do	Who?	How will we do it?	By when?	Impact?
MC continue to support Parent Councils and Head Teachers in their role as Adviser to the Parent Council.	MC S PC	Ensuring recruitment procedures are applied equitably and parents are supported to participate in the recruitment process associated with senior staff. Providing consultative support and guidance to schools as required.	Ongoing	Parents are empowered to have a voice in recruitment processes aligned to senior staff. Schools provided with guidance and advice in terms of their legal obligations.
School will continue to support Parent Council to meet, virtually, face to face or combined	MC S PC	Schools to support Parent Council with ability to conduct virtual meeting if required or in person where appropriate. Guidance from MC staff as required.	Ongoing	Parent Councils meet their responsibilities under the Parent Involvement (Scottish Schools) Act 2006.
Parents from under-represented groups engaged in Parent Council.	Schools Parent Council	Schools and Parent Councils encourage a wide range of parents to take part in Parent Council with a focus on any underrepresented groups.		Schools and Parent Councils are able to reach a variety of parents
Parent Councils aware of opportunities for support/guidance	MC S PC Connect	Parent Councils aware of the support provided and how to access this. Moray Chairs Forum.	Ongoing Termly.	Effective Parent Councils.
Parent Councils will communicate minutes of their meetings with Parent Forum	S PC	Parent Councils should ensure that minutes from PC meetings are accessible to PF.	Ongoing.	Parent Forum aware of the role and activities of the Parent Council

Measures: Parent Councils in existence in all schools; school website references; PC feedback; Parent survey 2022-23

Complaints

Moray Council has a complaints handling process Complaint Handling Procedure (CHP) which came into being on 1 April 2021 and has been agreed by the Scottish Public Services Ombudsman (SPSO).

Parental Complaints will be processed in a timely way initially at first point of contact within the school. Complaints unresolved at initial contact, or of a serious or complex nature, are processed via the central complaints process.

What will we do?	Who?	How will we do it?	By when?	Impact?
Front line resolution.	MC S ELC	By adopting nurture principles and effective methods of inclusion, communication and collaboration as outlined in the areas above, schools should endeavour to resolve complaints at school level.	Ongoing	Nurturing relationships and a shared approach to finding resolution as near to the front line as possible.
Ability for parents to have their concerns processed via the Complaints Handling Procedure when unable to reach front line resolution.	MC S ELC	Include links to Moray Councils complaints handling process on school and ELC websites and relevant documentation.	Ongoing	Parents will be aware of how to lodge a formal complaint should this be required as information will be on school and ELC websites and relevant documentation. Increased understanding and confidence in both processing and lodging a complaint and a shared understanding of the process.

Measures – Parent Survey feedback.

Appendices: Toolkits

(These resources are offered as potential supports for schools to use or adapt as they require)

Appendix 1 – New Elgin Case Study

Appendix 2 – Moray Health Checks

Appendix 3 – Connect Self Evaluation tool

Appendix 4 - Ways to get involved (Connect)

Appendix 5 – Exemplar action plan – Early Years

Appendix 6 – Exemplar action plan – Primary

Appendix 7 – Exemplar action plan – Secondary

Appendix 8 – Action plan template

Appendix 1

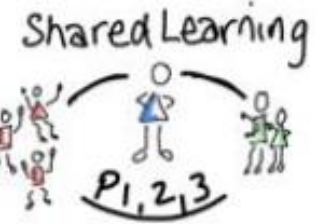


Our Journey through COVID at
New Elgin Primary

Family Involvement and Engagement



PARENTAL INVOLVEMENT AND ENGAGEMENT

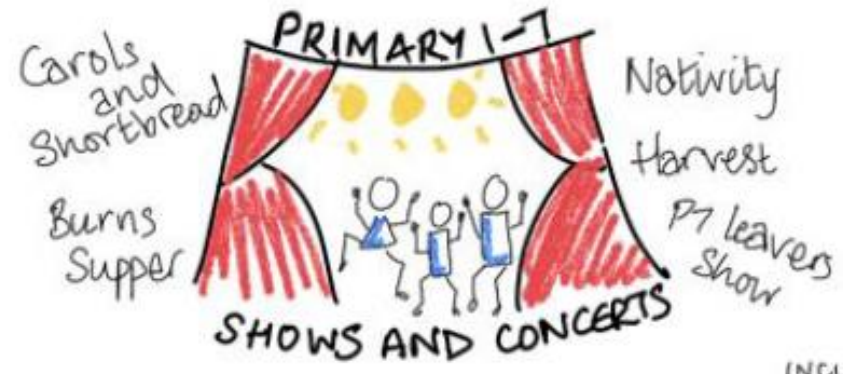


Showcase of Learning



Communication

FOCUS GROUPS

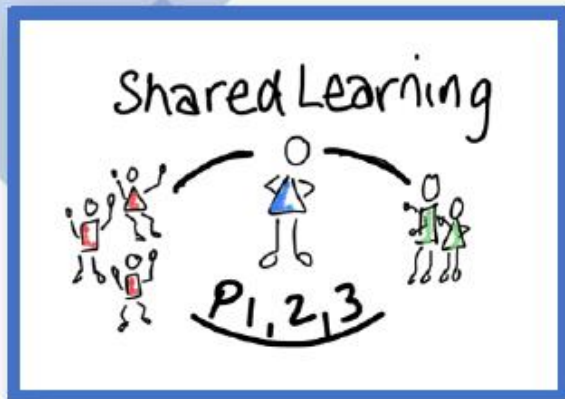


MULTI-AGENCY WORKING



Parent Council





At New Elgin Primary School, we held weekly shared learning sessions for parents/carers. These short literacy and numeracy rich sessions provided:

- ✓ opportunities for teachers to model the language of learning to our families
- ✓ Family learning experiences, whereby parents/carers learned alongside their child
- ✓ Support and advice on how to support learning at home

Feedback on shared learning was extremely positive with most families attending on a regular basis.

Here is the link to the Parental Survey for consultation on our New Vision and Values during Session 2019/20:

<https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKdeOny3wnaNBnGfMHKzF8QVUOERGS0JCWEtVUEdaSUVXN1IYN1A1TFhBRC4u>

These posters are displayed in each class and referred to regularly and when DOVE points are issued to pupils.



PROFILING + REPORTING

Following discussions and feedback from parents, we wanted to make the reporting process more organic and contextualised. Through Google Sites, each pupil has their own digital profile which from P3 – P7 they children have full ownership of. Class Teachers are responsible for the uploading of material for P1-2 pupils, but the children are fully aware of the process. A short report and ACEL data are included in a progress update in June.

A member of our Parent Council worked with our Digital Lead and HT to agree content of the profiles and to ascertain how best to share 'how to' videos and instructions from the school. Our Digital Lead and P6 Digital Leaders created an initial video to showcase what the profiles would look like. The Digital Leaders helped all classes with the initial set up of the Profiles. (Permission of the pupil whose Profile was used was sought)

CLICK ON THE LINK BELOW

https://youtu.be/I4F_eX5uwuo



In June, we shared the following videos to show parents how to access their child's profile on their phone or on a computer/tablet:

How to access your child's profile on a phone:

<https://youtu.be/g1IFMfEy00k>

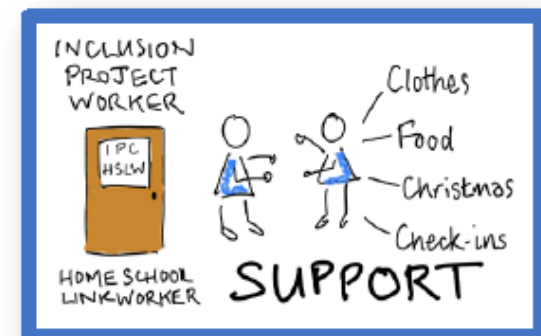
How to access your child's profile on a computer/tablet:

https://youtu.be/I4rGRI_trwE

We have a HSLW for 20 hours per week and we employ her for another 17.5 hours as an Inclusion Project Co-ordinator.

Through both roles, she supports families through the following:

- ✓ 1:1 support for pupils and families ie morning phone calls/visits to support children coming to school
- ✓ Follow up calls to parents and pastoral notes following check-ins
- ✓ Initial contact for some families to support with the Child's Planning process. Also helps to gather views from parents and children prior to CP meetings.
- ✓ Leads the ASN Parent Support Group Meetings every month
- ✓ Makes referrals to Moray School Bank for clothing support
- ✓ Makes referrals to Moray Food Plus to support with Food
- ✓ Liaises with parents about Christmas supports and co-ordinates and organises the presents and their collection
- ✓ Main contact and signposting for vouchers when required by families
- ✓ Initial introduction and settling in 'go-to' to support new families and their children coming to NEP
- ✓ Transition P7-S1 – support for pupils and families requiring extended transition and visits.



Whilst SMT are stage leads, the vital role played by our HSLW and IPC helps us to form solid relationships with families who may be reluctant to engage with school.



PARENTAL INVOLVEMENT AND ENGAGEMENT



74%

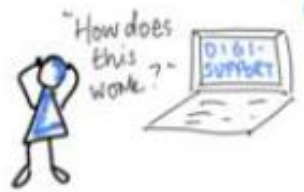
LOCKDOWN 1
P1-3 Paper packs & facebook
P4-7 Glow OneNote Teams



LOCKDOWN 2
P1-7 all on glow
Google Classrooms
Stage facebook

95%

THE ZONES OF REGULATION



ENGLISH AS AN ADDITIONAL LANGUAGE



NEP VIRTUAL STEM CHALLENGE



140 children



DIGITAL TRANSITION → Secondary

Self-evaluation HG10S4 2.5





- During Lockdown 1, we were acutely aware that we would not be seeing many of our pupils that were known to be in vulnerable situations.
- To ensure that they were ok, and that they and their families had all they required, we set up Wellbeing Walks whilst ensuring all COVID regulations were being adhered to.
- Some of our PSAs, our HSLW and a CT volunteered to do some of these walks with identified children.
- This gave us first-hand eyes and ears on their wellbeing to ensure all supports necessary were in place.



All teaching and support staff have been trained in Zones of Regulation by Educational Psychology. All classes use Zones daily, and there are separate Zones groups for targeted pupils.

[The Zones explained](#)

[Zones of Regulation Parent information booklet](#)

[Zones of Regulation – Help videos](#)

- [1. An introduction to the zones of regulation looking at identifying our emotions and sorting them into zones.](#)
- [2. A check in on how you are feeling followed by strategies to try if you are worried.](#)
- [3. Choosing your own toolkit of strategies so that you are calm and ready to learn.](#)
- [4. Looking at how changes make us feel by telling someone what makes us happy, sad, excited and worried about a change in your life.](#)



During lockdown, our parents and communicated that they were struggling with their children at home, so our PT ASN created Zones videos and support materials which went on our School Website. Click on the links to see examples. Feedback was very positive from those families, and they used the videos daily as a calming start to their day whilst not attending school.

Nursery → School → Secondary DIGITAL TRANSITION

Not being able to conduct in-person transition visits, an engaging digital transition was planned to support children moving from Nursery into Primary 1.

An online digital space was created using Google Slides and key information was shared through Sway. In addition to this, virtual school tours were shared using ThingLink, with meet the teacher stories through Book Creator.

Our parents/carers also had access to our private Facebook group and had a weekly slot where they could use Messenger to ask any questions.

Clink on the links to have a look at the materials.



[Meet the Teacher - Book Creator](#)

[Video and tour of the school - Thinglink](#)

[Virtual Transition Space - Google Slides](#)

[P1 Handbook - SWAY](#)

[Parent Survey - Google Forms](#)

Personnel: J Main
Date: 08.03.21

Learning Provision

Q1 2.5 Family Learning

Task:
Use **boxed pink** and **green for growth** to highlight the areas of the level 5 illustration below:

Features of Highly Effective Practice
Approaches are used to engage families. Those engaged in family learning courses are highly and actively involved in their own learning and the children and their parents are included, participating, achieving and progressing very well in their learning. There is clear evidence that the life chances of those families experiencing particular challenges are being improved as a result of engagement in family learning. Most all learners report improvement in their health and/or well-being. Family learning is responsive to identified needs. Staff have an appropriate shared understanding of Getting it Right for Every Child (GIRFEC) and use these approaches to meet the needs of all families. Family learning promotes equality, fairness and diversity. There is evidence that family learning is supporting families to reduce the impact of poverty on learning and achievement. Participation in family learning courses are monitored robustly to highlight trends and support effective early intervention strategies. Families are matched into the right programme which is negotiated to address identified needs. 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. Family learning is leading to stronger home-school links which are benefiting outcomes for learners.

Themes:
 Engaging families in learning
 Early intervention and prevention
 Quality of family learning programmes

This indicator focuses on increasing the positive impact of working with families to improve learning and achievement. The emphasis is on schools working in partnership with others in the community to support families to secure better outcomes through programmes which enable them to improve literacy, numeracy and health and wellbeing.

How do we know?

- Staff awareness of school context
- Robust tracking meetings with emphasis on stretch aims for SIMD 1-5
- Strong multi-agency partnerships
- PEF – breakfast club
- HSLW links with families

Next steps?

- Engage with CPAG 'Cost of the school day' toolkit – build into community leader project.
- Involve parents/carers/pupils and stakeholders in project planning

Q1 2.5 Level 5 Illustration
Early intervention and prevention

- Our staff and partners use available data, analysis and intelligence gathering to inform their understanding of community and individual family's needs and to appropriate timely interventions
- Our staff are aware of the factors causing child poverty within our community.
- We work with parents and other agencies to help minimise the effect of poverty on our children.
- Needs are identified and reviewed in consultative families, partners and stakeholders.
- Our staff has an informed understanding of local demographics that informs more targeted support appropriate.
- Strong partnership approaches facilitate sustain and a more robust service for families.
- Families benefit from our strong collaboration with colleagues from other sectors which supports them and from services and enables tracking and build
- Families are consulted in a meaningful way when looking at progression from their service.
- We work with strong support

Self-evaluation
HG10S4
2.5

Personnel: J Main
Date: 08.03.21

Learning Provision

Q1 2.5 Family Learning

Task:
Use **boxed pink** and **green for growth** to highlight the areas of the level 5 illustration below:

Features of Highly Effective Practice
Approaches are used to engage families. Almost all those engaged in family learning courses are highly motivated and actively involved in their own learning and development. Almost all the children and their parents are included, participating, achieving and progressing very well in their learning. 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. Almost all learners report improvement in their health and/or wellbeing. Family learning is responsive to identified needs. Staff have an appropriate shared understanding of Getting it Right for Every Child (GIRFEC) and use these approaches to meet the needs of all families. Family learning promotes equality, fairness and diversity. There is evidence that family learning is supporting families to reduce the impact of poverty on learning and achievement. Participation in family learning courses are monitored robustly to highlight trends and support effective early intervention strategies. Families are matched into the right programme which is negotiated to address identified needs. 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.

Themes:
 Engaging families in learning
 Early intervention and prevention
 Quality of family learning programmes

This indicator focuses on increasing the positive impact of working with families to improve learning and achievement. The emphasis is on schools working in partnership with others in the community to support families to secure better outcomes through programmes which enable them to improve literacy, numeracy and health and wellbeing.

How do we know?

- Universal & targeted family support through CPAG
- Local staff knowledge of GIRFEC & wellbeing indicators evident through interactions and ethics learning targets evident through profiling
- Use of DAI, teacher to support engagement during COVID

Next steps?

- Further collaboration to wider family learning needs, particularly through advice from CPAG
- Support families in their contributions to social

Q1 2.5 Level 5 Illustration
Engaging families in learning

- Families receive high-quality universal and targeted support that enables them to access learning activities which meet their needs
- Universal support is open to all families
- Targeted support is offered to those families who have been identified as having singular or multiple needs that are having an impact on their health and wellbeing, development and/or learning
- Families have regular opportunities to discuss their learning with staff and set appropriate targets for the next stages
- Families are well supported to plan opportunities for personal achievement
- Learning targets are in place specific to the family as a whole and as individual learners, both for learning and development and achievement
- Targets are at the centre of the planning, as active participants in their learning and development
- Parents and carers are supported to actively and meaningfully engage in their children's learning and life at school
- Staff work with parents and carers to reduce potential barriers to engagement and all

Personnel: J Main
Date: 08.03.21

Learning Provision

Q1 2.5 Family Learning

Task:
Use **boxed pink** and **green for growth** to highlight the areas of the level 5 illustration below:

Features of Highly Effective Practice
Approaches are used to engage families. Most all those engaged in family learning courses are highly motivated and actively involved in their own learning and development. Most all the children and their parents are included, participating, achieving and progressing very well in their learning. There is clear evidence that the life chances of those families experiencing particular challenges are being improved as a result of engagement in family learning. Most all learners report improvement in their health and/or well-being. Family learning is responsive to identified needs. Staff have an appropriate shared understanding of Getting it Right for Every Child (GIRFEC) and use these approaches to meet the needs of all families. Family learning promotes equality, fairness and diversity. There is evidence that family learning is supporting families to reduce the impact of poverty on learning and achievement. Participation in family learning courses are monitored robustly to highlight trends and support effective early intervention strategies. Families are matched into the right programme which is negotiated to address identified needs. 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. Family learning is leading to stronger home-school links which are benefiting outcomes for learners.

Themes:
 Engaging families in learning
 Early intervention and prevention
 Quality of family learning programmes

This indicator focuses on increasing the positive impact of working with families to improve learning and achievement. The emphasis is on schools working in partnership with others in the community to support families to secure better outcomes through programmes which enable them to improve literacy, numeracy and health and wellbeing.

Q1 2.5 Level 5 Illustration
Quality of family learning programmes

- Our courses are stimulating, challenging, relevant and enjoyable.
- Families are fully engaged and participate in designing and delivering content.
- We consult with families to ensure we are meeting their needs in relation to literacy, numeracy, health and wellbeing and wider family learning outcomes.
- Learning outcomes support families through changes and choices.
- We actively promote lifelong learning, both in families, and as individual learners.
- As a result of our family learning classes, families have increased aspirations as individuals and as a family.
- They have a sense of achievement and successes are recorded and celebrated.

How do we know?

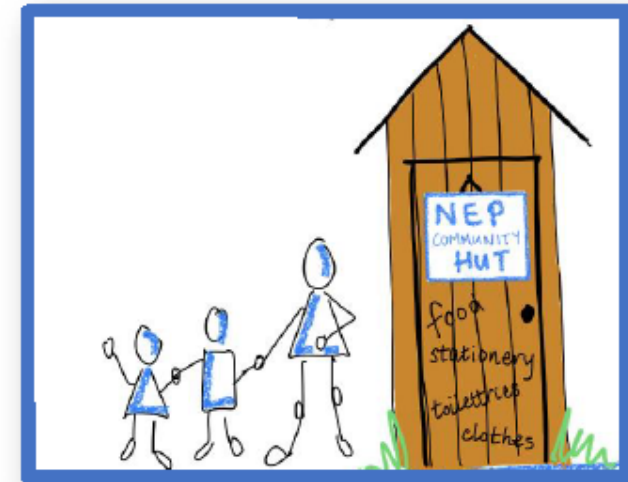
- The following family learning programmes were postponed during lockdown:
 - Early Number Sense games sessions
 - Ready Steady Cook (collaboration with Moray FoodPlus)
 - Informative Sway on Number Talks shared
 - Virtual family challenges – NEP Bake Off, STEM

Next steps?

- Further self-evaluation with parents/carers and pupils
- On-going CLPL by DHT as part of a formal action research project (PGDip)
- Virtual family learning events in Term 4 – P1 and 2 SEAL
- Develop a long-term family learning strategy in collaboration with all partners.

Community Champions

During lockdown 1 we were acutely aware that some of our families were struggling with such items as food, clothing, stationery for remote learning and toiletries. We are used to signposting families in need as to where to go for help but, on return to school in August 2020, we decided to create a Community Hut which sits in the playground and can be accessed by parents and families for resources as and when they were needed.



As of March 2022, the the use of the Hut has waned slightly and so our Community Champions have decided to re-brand the Hut as the front for a new campaign where parents and families can help one another. This new initiative will be run through a facebook page through which the school can be a drop-off and pick point for families to share and swap items they no longer require. This will hopefully help to break down any poverty stigmas whilst also promoting sustainability.

POST COVID

PARENTAL INVOLVEMENT AND ENGAGEMENT

1+2+3 ABC

COME & PLAY

LIBRARY

READ WRITE COUNT

Together it's fun

Bookbug

Shared Reading

Qualifications for Employability

SKILLS FOR LIFE, LEARNING AND WORK

Well done!

FOOD TECHNOLOGIES

READY... STEADY... COOK!

FAMILY COOKING SESSIONS

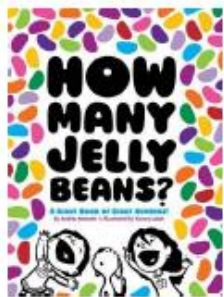
ART EXHIBITIONS

IN-PERSON

- ★ Parent Council
- ★ Parent/Teacher
- ★ Child's Planning
- ★ Shows + Events

LOOKING TOWARDS A BRIGHTER FUTURE!

Monthly Literacy & Numeracy-rich after school sessions, where parents/carers can enjoy learning alongside their child. These sessions will provide an abundance of opportunities for multisensory learning and develop parents/carers abilities to support their child's early literacy and numeracy development at home.



Prior to COVID we had some family cooking sessions in partnership with Moray Food Plus. The feedback was very positive, and this is something we would like to offer parents and carers to promote healthy eating, budgeting skills and skills for life.



Working with partnership agencies (DYW, SDS & CLD) to provide opportunities for parents/carers to develop their own skills and abilities, as well as gain qualifications.

The school will aim to remove the barrier of childcare for families by providing a club alongside these sessions.



MORAY
COMMUNITY LEARNING AND DEVELOPMENT
PARTNERSHIP PLAN 2021-2024



Appendix 2

Moray Health Checks

2.5 – Family Learning

		Six-point scale grading:						+/-	
Summary statement:		QI	1	2	3	4	5	6	Focus?
Theme 1: Engaging families in learning	Targeted/universal support allows families to access learning activities which meet their needs	2.5							
	Universal support remains open to all families – targeted support is offered to families with needs	2.5							
	Learners and their parents are included, participating, achieving and progressing well in learning	2.5							
	All engaged in family learning programmes are highly-motivated and actively learning/developing	2.5							
	Creative approaches are used by our school to engage families	2.5							
	Families have regular opportunities to discuss learning with staff and set appropriate next steps	2.5							
	Families are well supported to plan opportunities for personal achievement	2.5							
	We can evidence that family learning is improving life chances of families involved	2.5							
	Almost all learners report improvement in their health and/or wellbeing	2.5							
	Outcomes for children are improving as a result of participation in family learning	2.5							
	Family learning is improving learner capacity to learn	2.5							
	Learning targets are in place specific to the family as a whole and as individual learners	2.5							
	Families are at the centre of planning, active participants in their learning and development	2.5							
	Family learning promotes equality, fairness and diversity – promotes the wellbeing indicators	2.5							
Parents/carers are supported to actively engage in their child’s learning and life at school	2.5								
Staff work with parents to reduce potential barriers to engagement, responsive to family context (eg. EAL, Mental Health)	2.5								
Theme 2: Early intervention and prevention	Built on prior learning, learning targets are regularly reviewed and evaluated, responsive to need	2.5							
	Staff have appropriate shared understanding of GIRFEC using these approaches to meet family needs	2.5							
	Current data (e.g. levels of poverty in community) is used to support targeted interventions	2.5							
	Participation in family learning is monitored robustly to highlight trends/support early intervention	2.5							
	Staff are aware of factors causing child poverty; we work with partners/agencies to minimise impact	2.5							
Staff have informed understanding of local demographics to aid matching programmes to families	2.5								

	Partnership approaches support sustainability and a more robust service for families – multi-agency working	2.5							
	Families benefit from strong collaboration with colleagues from other sectors supporting referrals	2.5							
	Families are consulted in a meaningful way when staff are looking at progression from their service	2.5							
	Family learning has led to stronger home-school links, improving outcomes for learners and tracked for impact	2.5							
Theme 3: Quality of family learning programmes	Families feel included and are participating, achieving and progressing	2.5							
	Courses are stimulating, challenging, relevant, enjoyable with families fully engaged/participating	2.5							
	Families are supported in developing strategies leading to positive relationships, learning, behaviour	2.5							
	We consult with families to ensure literacy, numeracy, HWB and wider family needs are met	2.5							
	We support families through changes and choices, promoting lifelong learning and raised aspirations	2.5							
	Meaningful engagement with families increases achievement and success for all – recorded and celebrated	2.5							

2.5 – Family Learning

<u>How well are you doing?</u> <i>What's working well for learners?</i>	<u>How do you know?</u> <i>What evidence do you have of positive impact on learners?</i>	<u>What are you going to do now?</u> <i>What are your improvement priorities in this area?</i>

2.7 – Partnerships

			Six-point scale grading:						+/-	
Summary statement:			QI	1	2	3	4	5	6	Focus?
Theme 1: The development and promotion of partnerships	Partnerships are based on a shared vision, values and aims putting the needs of learners at the centre	2.7								
	Partnership working is based on mutual trust and respect	2.7								
	Partners include parents, local community, third sector, public sector, business organisations	2.7								
	Parents and carers are consistently involved in shaping policy and services for school improvement	2.7								
	Partners appreciate the different context in which we work and value the range of expertise available	2.7								
	All partners invest significant time and energy to establish and build positive sustainable relationships	2.7								
	Engagement and communication between partners is regular, structured, supportive and efficient	2.7								
	Staff support parents to actively engage in their child’s learning, attainment and achievements	2.7								
	We have a clear strategy for growing our existing partnerships and establishing new partnerships	2.7								
	We are clear about the purpose of our partnerships	2.7								
	All partners are clear about their roles, responsibilities and contributions	2.7								
	The schools’ learning pathways take account of key features of the local community and partners	2.7								
	Our partnership agreements set a framework which supports our joint working and shared learning	2.7								
	Partners all demonstrate high levels of commitment to improving outcomes for all learners	2.7								
Theme 2: Collaborative learning and improvement	Our partnerships include structured opportunities for collaboration and joint working	2.7								
	With partners we work effectively to plan, deliver, monitor and evaluate joint work	2.7								
	With partners we share skills, knowledge and experience and take part in joint professional learning	2.7								
	Partners are involved at the earliest stages of planning as authentic partners in the learning process	2.7								
	Feedback from partners indicates strong and effective relationships with our school	2.7								
	Partnership working is strengthening leadership at all levels within our school and for our partners	2.7								
Theme 3: Impact on learners	Our learners and staff have opportunities to work with partners	2.7								
	We engage with partners effectively, promoting coherent school learning for sustainability approach	2.7								
	Partnership working has led to improved learning provision & positive impact for learners and families	2.7								
	Parents are fairly represented by the Parent Council with any views/complaints acted on effectively	2.7								
	Our Parent Council is representative of the social, economic and cultural backgrounds of our roll	2.7								
	Partnerships have increased parental engagement in their children’s learning	2.7								
We are clear about the added value each partnership brings to our school	2.7									

	Partner involvement has a positive impact on raising attainment and achievement; literacy/numeracy	2.7							
	Effective partnerships enables access for learners to an extended range of learning pathways	2.7							
	Partnership working supports development of skills for learning, work and life for learners	2.7							
	Partnership working supports learners in securing sustainable positive destinations, post-school	2.7							
	The school understands and plays a significant role in the life of the local community	2.7							

2.7 – Partnerships

<u>How well are you doing?</u> <i>What's working well for learners?</i>	<u>How do you know?</u> <i>What evidence do you have of positive impact on learners?</i>	<u>What are you going to do now?</u> <i>What are your improvement priorities in this area?</i>

Appendix 3

ENGAGEMENT STOCKTAKE WHERE ARE WE NOW?

This exercise will help you identify what you already do in your nursery/school community around six types of involvement – supporting families, communication, volunteering, learning at home, decision-making, collaborating with the community.

Using the tick boxes, mark each individually in one of the columns as

- **YES – we already implement this quite well**
- **COMING SOON – this is a work in progress**
- **NOT YET – we haven't implemented this yet**
- **DON'T KNOW**

TYPE 1 – SUPPORTING FAMILIES				
Assist families in understanding child and adolescent development and in setting home conditions that support children as learners. Assist school staff in understanding family backgrounds, cultures, and goals.				
	YES	COMING SOON	NOT YET	DON'T KNOW
We run parent learning workshops and other programmes or training for parents and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We provide families with information on how they can support learning at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We lend families books, audio materials, DVDs, other resources on child development and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We ask families for information about their own and their child's goals, strengths and talents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TYPE 2 – COMMUNICATING:

Communicate effectively from nursery / school to home / home to nursery / school about learning and children’s progress

	YES	COMING SOON	NOT YET	DON'T KNOW
We provide language translators / interpreters to assist families as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We provide clear and parent-friendly information on reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We send home examples / folders of pupil’s work on a weekly on monthly basis for parents to review and comment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers / staff send home positive messages about pupils on a regular basis (not just about academic achievement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We contact families promptly to discuss and agree approaches to problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school newsletter includes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• A calendar of events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Information on activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Information on learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• How families and others can help in the nursery / school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Information on policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Samples of pupil’s writing and artwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Parent Council / PTA news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Space of address parents’ questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Recognition of pupils, families and members of the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Articles on activities for family and community involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our policies are written in a user-friendly way and we involve families when they are redrafted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TYPE 3 – VOLUNTEERING

Organise volunteers and audiences to support the nursery / school and pupils

	YES	COMING SOON	NOT YET	DON'T KNOW
We conduct surveys to identify interests, skills and availability of volunteers so we can match these to the needs of teachers and others for volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have a family / community room for volunteer work, meetings, and resources for families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We provide ways for families to be involved at home or in the community if they cannot volunteer in the nursery / school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We hold events to recognise and thank our volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We schedule plays, concerts and other events at different times of the day or evening so all parents can attend some activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TYPE 4 – LEARNING AT HOME

Help families to support and be involved in their child's home learning, learning activities, course choices, and plans for the future

	YES	COMING SOON	NOT YET	DON'T KNOW
We provide information to families on skills we are building for all subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We provide information and guidance to families on how to monitor and discuss learning at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We hold family events and workshops to help parents understand subjects and learn ways to help support their child at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We regularly give interactive homework that requires pupils to demonstrate and discuss their learning with a family member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We provide summer learning ideas to help support families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We support families to help pupils set goals, select courses, and plan for further learning and / or career pathways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TYPE 5 – DECISION MAKING; PARTICIPATION AND LEADERSHIP'

Include families as participants in nursery / school decisions and develop parent leaders and representatives

	YES	COMING SOON	NOT YET	DON'T KNOW
We have an active Parent Council, PTA or other parent organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent representatives are on the Improvement Team or other nursery / school committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We use email, social media and quick surveys to obtain parents' input and ideas on nursery / school policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We include parent representatives in nursery / school staff training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TYPE 6 – COLLABORATING WITH THE COMMUNITY

Co-ordinate resources and service *from* the community for families, pupils and the nursery / school and provide services *to* the community.

	YES	COMING SOON	NOT YET	DON'T KNOW
We provide information on community activities that link to learning skills and talents including summer programmes for pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We work with local businesses, industries and faith based or other community organisations on programmes to boost pupil skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We offer after-nursery / school programmes for pupils with support from community businesses, agencies or volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We provide access to family services through partnerships of nursery / school, counselling, health, leisure services, job training and other agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We offer services for the community by pupils, families and the nursery / school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 4

Supporting Families	Communicating	Volunteering	Learning at Home	Decision-making	Collaborating with Community
<ul style="list-style-type: none"> • Face-to-face / online workshops: literacy, numeracy, child / teenage development • Share experiences between different cultural/faith/ethnic minority groups • Parent support group • Info on health, nutrition, parenting, etc • Adult education classes • Family events eg STEM challenges • Info + sharing on transition • Home visits • Organise events aimed at men – eg Lads Behaving 	<ul style="list-style-type: none"> • Language translators • School information provided in accessible way • Send home regular positive messages / examples of pupil's work • Text message /App • Twitter/Facebook • Surveys • Homework hotline • Parent info in newsletter • Parent-teacher-pupil meetings to set goals and give advice on how to support learning • Information posters to illustrate how different subjects 	<ul style="list-style-type: none"> • Find out skills/talents of family members • Assist in class • Help on trips • Help with clubs/after-school activities • Help with study support • Give talks about jobs, culture, interests • Help in library • Supervision – in playground / at school events • Families / members of the local community provide extra help with homework / project work 	<ul style="list-style-type: none"> • Interactive homework – pupil explains learning and demonstrates different skills • Information on useful websites • How to listen to child reading • How to share a book with a child • Workshops on school subjects and supporting learning at home • Summer learning materials • Parent Council can produce ideas for home learning based on subjects (Education Scotland resources, I am a Scientist, etc) 	<ul style="list-style-type: none"> • Active PC/PTA • Parent reps on school committees • Parent reps on LA committees • Involved in school staff recruitment • Involvement in drafting school policies • Helping to organise events/workshops – brings a different perspective and makes it parent-friendly • Involvement in subject department meetings • Parents help to organise events to plan school improvement • Parent Council / parents act as a 	<ul style="list-style-type: none"> • Information on local groups & support services • Support for after-school activities – either through sponsorship from local businesses or community / families help with activities • Help with developing grounds • Include ex-pupils • Help with job skills, interview techniques, career pathways, CVs • Open school for community use • Local clubs/groups to talk to pupils about hobbies, sports, culture, history • Work with local family services to provide a space for contacting parents

Ways parents and families can get involved – extra examples

Supporting Families	Communicating	Volunteering	Learning at Home	Decision-making	Collaborating with Community
<p>Dadly, St Patricks Dads & Lads events</p> <ul style="list-style-type: none"> • Provide resources help with parenting 	<p>can lead to further courses / jobs</p> <ul style="list-style-type: none"> • School policies are accessible for all including families and pupils 	<ul style="list-style-type: none"> • Help organise social events (remember FUN, FAMILY & FOOD) • Can lead to further (accredited) learning 		<p>voice for the school, eg with local authority</p>	<ul style="list-style-type: none"> • Involvement in events • Involvement in info sessions on health, behaviour, etc • Local services help with conflict resolution and problem-solving

Ways parents and families can get involved – extra examples

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The Connect Family Engagement Academy

Action Plan Pack for Early Years Practitioners/Teachers

Connect is a trading name of Scottish Parent Teacher Council
Company No SC151086 Scottish Charity SC019168

ONE-YEAR ACTION PLAN (for Early Years / Nursery)

GOAL 1: LEARNING:

What results do you want to see?

To encourage children's engagement with books

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 - 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
<p>Family / community volunteers to work with children in book corner and with nursery lending library (CONTINUING)</p> <ul style="list-style-type: none"> Recruit / train volunteers (Sept) to share books with children and to manage the lending library Support volunteers to read picture books one-to-one or in small groups of children (start late Sept/early Oct) Send information to parents about the book-sharing project and lending library (early Oct) All learners borrow books from nursery lending library Evaluate progress each Term 	Throughout the year	3, 6	<ul style="list-style-type: none"> Survey parents about access to books, etc at home and in the community; carry out at the beginning of year and last term Survey on how can nursery help? What would parents like/need? Track numbers using nursery lending library/book bags Interview sample of parents to find out how they used the resources and whether they made a difference 	<ul style="list-style-type: none"> Parents are confident to share books and other resources with their child Children enjoy books more with their parents Increased number of books borrowed from the library 	<p>Nursery teacher Early years practitioners Parent / family volunteers Senior citizens club</p>	

<p>Create a social media platform (s) (agreed by parents) to show how children engage with books in the nursery (NEW)</p> <ul style="list-style-type: none"> • Information sent to parents with permission / opt out from filming (August) give children roles in filming as a learning opportunity • Think about role of child in filming (August) • Film and post on agreed platform (Sept) • Tell parents / learners how to access film (Sept onwards) 	<p>September – to be assessed as required</p>	<p>1, 2</p>	<ul style="list-style-type: none"> • At the beginning and end of year survey parents / learners about how they feel about books • During parental consultation and discussions ask parents about their experiences of sharing picture books or audio books with their children 	<ul style="list-style-type: none"> • Parents feel confident to engage with picture books with their children • Children enjoy books more with their parents 	<p>Jane Smith (Manager) Parent / pupils volunteers James Bain, (parent to help with social media platforms) Primary school pupils</p>	
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We welcome your comments and feedback.

March 2021

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Connect (formerly SPTC)

ONE-YEAR ACTION PLAN (for Early Years / Nursery)

GOAL 2 LEARNING:

What results do you want to see?

The outdoor space will be used to develop a greater confidence in and deeper understanding of numeracy

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 - 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
Develop numeracy activities for learning outdoors (NEW) <ul style="list-style-type: none"> • Research ideas on the internet (Aug) • Source resources locally and on the internet • Prepare information for parents on how nursery supports children's numeracy, with ideas for encouraging numeracy outdoors/ in the community OR Ask parents how confident they feel in supporting their child's numeracy (Sept to be repeated in May) • Create permanent outdoor display (Aug - Oct) • Create outdoor trolleys with equipment, games and suggestion cards (Sept - Nov) 	September onwards	3, 4, 5, 6	Questionnaire for staff, families and pupils to be sent out in September and repeated in May; to establish how confident different groups are to take part in numeracy activities Five Words: gather views from people with different levels of involvement and display as a Word Cloud Dartboard feedback at family event	The nursery grounds are used for outdoor numeracy all the time and numeracy is embedded in outdoor play. Pupils, parents and staff have increased knowledge of using the outdoors to develop numeracy.	Kirsty McLean (teacher with expertise in outdoor learning) Colin McClintock, Active Sports Co-ordinator Parents Local gardening club	

<ul style="list-style-type: none"> • Train / upskill staff and parents (Aug onwards) • Organise family fun day using the outdoor learning resources (Spring) 						
Develop home activities with outdoor/out and about numeracy focus with parents and children <ul style="list-style-type: none"> • Draft information sheet (Sept) • Create numeracy bags for use at home (Sept-Oct) 	November onwards	1, 4, 5	Parents take photos of home activities Interviews with a sample group of parents to identify long-term impact Repeat confidence survey with parents	Children, parents and staff have increased confidence in and knowledge of how to use the outdoors to develop numeracy.	Seonaid McKay, (teacher) Parents	

We welcome your comments and feedback.

March 2021

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Connect (formerly SPTC)

ONE-YEAR ACTION PLAN (for Early Years / Nursery)

GOAL 3: PARTNERSHIP

What results do you want to see?

To improve transitions from Nursery to Primary 1

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 - 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
Stay and Play sessions (CONTINUING) <ul style="list-style-type: none"> • Make sure these sessions start to focus more on learning. • Share with parents how nursery supports children's learning and discuss whether these approaches might help parents with what they already do at home/could work at home 	All year	1, 4	Feedback from parents Interviews with a sample of parents to establish if and how they are able to help to support learning at home	Parents feel more confident to help support their child's learning and understand why this is important	All Early Years Practitioners Parent Group	
Ask neighbouring nurseries / primaries about their transition programmes (NEW) <ul style="list-style-type: none"> • Arrange staff and parent visits to local establishments (late October) • Write report about learning, findings and strategies we could use (late November) 	Nov onwards	2, 5	We use information from other early years/primaries settings	We use ideas from other early years settings to enhance our transition programme	Nursery teacher Parent volunteers	

<p>Invite current P1 parents to take part in a Conversation Café to discuss their own experience of transition (NEW)</p> <ul style="list-style-type: none"> • Invite parents to morning and afternoon cafes (January) • Ask parent group to organise refreshments (January) 	Nov	1, 2, 3	<p>Feedback from Nursery parents</p> <p>Five Words: gather views from people with different levels of involvement and display as a Word Cloud</p>	<p>Parents will be involved in activities around the transition from Nursery to Primary 1 and will be more aware of what their child will experience and how they may support the change</p>	<p>P1 teachers Parent Group Nursery Manager Kelly Phillips, EY practitioner</p>	
<p>P6 children work as Nursery Buddies (CONTINUING)</p> <ul style="list-style-type: none"> • Send letters to parents about buddy scheme • P6 pupils visit nursery to play with the children (late February onwards) • P6 pupils are assigned a Nursery Buddy (late February) • Buddies visit the Nursery on a weekly basis (end March onwards) <p>Activities to be decided</p>	April onwards	2	<p>Five Words: gather views from people with different levels of involvement and display as a Word Cloud</p> <p>Feedback from children and parents</p>	<p>Children will form positive relationships with Primary school pupils</p>	<p>P1 teachers Nursery Manager Parent Group</p>	
<p>Organise informal coffee morning at Primary School (NEW) and a teddy bears' picnic for parents and children</p> <ul style="list-style-type: none"> • Invite future P1 parents (end March) • Ask current P6 / 7 pupils to take parents on tour of school (end March) • Ask Parent Council at Primary to organise refreshments 	mid May	2, 3	<p>Post-it note wall</p> <p>Smiley Face evaluation</p> <p>Five Words: gather views from people with different levels of involvement and display as a Word Cloud</p>			

More activities to be organised eg shared story as literacy project with all feeder primaries						
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ONE-YEAR ACTION PLAN (for Early Years / Nursery)

GOAL 3: WELLBEING

What results do you want to see?

Increased engagement and participation by learners in outdoors and in class; development of culture of respect and kindness

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 - 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
<p>Organise parent welcome meetings to:</p> <ul style="list-style-type: none"> • share health and wellbeing approaches and activities • learning in Nursery • what is involved in Nursery life • Nursery's positive behaviour-based Golden Rules eg kind hands and kind feet (also shared in welcome pack) • highlight expectations, equality, respect and inclusion (CONTINUING) (late August / early Sept). <p>Organise daytime or evening parent meetings in nursery or in the local community hall/library (CONTINUING) (early September). Meetings to include:</p>	August onwards	1, 2, 5	<p>Questionnaires for parents and staff in August and repeated in May to establish shared values and shared understanding; to understand parental/staff confidence in helping children manage their own behaviour, in supporting health and wellbeing</p> <p>Interviews with sample group of parents either face-to-face or using Survey Monkey</p>	<p>When children, staff, parents use the Golden Rules to support positive behaviour</p> <p>When parents feel able to ask staff for support and ideas when they are not sure how to encourage positive behaviour</p>	<p>Educational psychologist Elaine Brennan, Family Link Worker Lynn Penny, teacher Mary Conlan, Early Years Practitioner Parent volunteers</p>	

<ul style="list-style-type: none"> • sharing information on partnership with parents • sharing information on support available to families • discussions about 'open door' for parents when they want to speak to staff, <i>on nursery as everyone's nursery.</i> 						
<p>Ask parents for views and ideas on Golden Rules and Nursery values/inclusion and on maintaining nurturing, supportive environments (NEW) (early Oct)</p> <ul style="list-style-type: none"> • Organise conversation cafes for discussion with parents (early Oct onwards) • Develop online and paper resource with parents to signpost eg toilet training, sleep, establishing a routine, healthy eating, teeth-brushing; establish parenting lending library; offer PEEP sessions (from Sept) • Ask parents/parent group to organise refreshments for conversation cafes (early Sept) • Develop handy hints postcards or postcards of Golden Rules using information from meetings; ask parents to help develop these (Oct) • Display postcards on noticeboards; post information on Facebook Page (Oct) 	October	1, 2, 3, 4, 5	<p>Five Words: gather views from people with different levels of involvement and display as a Word Cloud</p> <p>Post-it note wall / Smiley Face activity in foyer</p> <p>Feedback at parent consultation events</p>	<p>Everyone in the nursery has a shared understanding and awareness of Golden Rules and values</p> <p>When parents feel able to ask staff for support and ideas and know how they can access other services and resources</p>		

<p>Event to provide information to families on child development stages (eg examples from The Child at the Centre) and how children's behaviour evolves: (NEW) (January)</p> <ul style="list-style-type: none"> • Parents/Parent Council to organise Nursery, P1 – P3 and family event on the theme of shared values and expectations, creating a caring and supportive nursery/school/ health & wellbeing (start November) • Parents/Parent Council to invite local services to host a display • Parents/PC to provide refreshments 	<p>January next year</p>	<p>1, 5, 6</p>	<p>Record attendance at event</p> <p>Feedback at event (post-it notewall)</p> <p>Five Words: gather views from people with different levels of involvement and display as a Word Cloud</p> <p>Photos / film of event</p>	<p>Parents are more aware of how to deal with challenging behaviour</p> <p>Parents access local services</p>	<p>Parent Council</p> <p>Heather Stanning, DHT</p> <p>Volunteer nursery parents</p> <p>Early Years Manager</p>	
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The Connect Family Engagement Academy

Action Plan Pack for Primary Teachers

ONE-YEAR ACTION PLAN (for Primary School)

GOAL 1: LEARNING

What results do you want to see?

To improve children's engagement and

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
Family / community volunteers to work with pupils in Literature Circles (NEW) <ul style="list-style-type: none"> Recruit / train volunteers (Oct – Nov) Match volunteers with pupils (Nov) Send information to parents (Nov) All pupils join the local library Evaluate in Term 4 	Throughout the year – weekly sessions at lunchtime and after school	3, 6	<ul style="list-style-type: none"> At the beginning and end of school year, measure reading age using standardised assessment Record feedback from volunteers Ask pupils to get feedback from their parents / families on changes to engagement and attainment in reading Staff at local Library will track numbers of books borrowed by pupils 	At least 75% of children within a selected group of P3 pupils will achieve at least 12 months progress in reading	P3 class teachers Local Library staff Parent / family volunteers Senior citizens club	
Create a YouTube channel – how to help your child with reading (NEW) <ul style="list-style-type: none"> Information sent to parents 	September – to be assessed as required	1, 2	<ul style="list-style-type: none"> Record how many watch the film At the beginning and end of school year survey parents / pupils 	<ul style="list-style-type: none"> Parents feel confident to help support reading 	Jane Smith (DHT) Parent / pupils volunteers	

<p>/ pupils with invitation to be filmed (August)</p> <ul style="list-style-type: none"> • Film and post on YouTube (Sept) • Tell parents / pupils how to access film (Sept onwards) 			<p>about their reading habits</p> <ul style="list-style-type: none"> • Interview a sample of families about changes to their reading habits 	<ul style="list-style-type: none"> • Pupils read more with their parents 	<p>James Bain, (parent to set up You Tube channel) High school pupils</p>	
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ONE-YEAR ACTION PLAN (for Primary School)

GOAL 2: LEARNING

What results do you want to see?

The outdoor space will be used to develop a deeper understanding of numeracy

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
Develop numeracy activities for learning outdoors (NEW) <ul style="list-style-type: none"> • Research ideas on the internet (Aug) • Source resources locally and on the internet • Send out questionnaire to parents to find out how they currently help their child with numeracy (Sept to be repeated in May) • Create permanent outdoor display (Aug – Oct) • Create outdoor trolleys with equipment, games and suggestion cards (Sept – Nov) • Train / upskill staff and parents (Aug onwards) • Organise family fun day using the outdoor learning resources (Spring) 	September onwards	3, 4, 5, 6	Questionnaire for staff, families and pupils to be sent out in September and repeated in May Five Words: gather views from people with different levels of involvement and display as a Word Cloud Dartboard feedback at family event	The school grounds are used for outdoor learning at least three times per term by each class. Pupils, parents and staff have increased knowledge of using the outdoors to develop numeracy.	Kirsty McLean (teacher with expertise in outdoor learning) Colin McClintock, Active Schools Co-ordinator Parents Local gardening club Pupil Council	

<p>Develop home activities with outdoor numeracy focus</p> <ul style="list-style-type: none"> • Draft information sheet (Sept) • Create numeracy sacks for use at home (Sept-Oct) • Amend homework leaflet to include outdoor learning activities (Sept-Oct) 	November onwards	1, 4, 5	<p>Pupil reports on home activities</p> <p>Pupils take photos of home activities</p> <p>Two stars and a wish activity</p> <p>Interviews with a sample group of parents to identify long-term impact</p>	Pupils, parents and staff have increased knowledge of using the outdoors to develop numeracy.	<p>Seonaid McKay, (principal teacher)</p> <p>Parent Council</p> <p>Pupil Council</p>	
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ONE-YEAR ACTION PLAN (for Primary School)

GOAL 3: PARTNERSHIP

What results do you want to see?

STEM Partnerships = Pupil Success

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 - 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
Organise Family STEM event (NEW) <ul style="list-style-type: none"> • Invite local businesses to run an activity (early January) • Invite local Secondary school to run activities (early January) • Research ideas for activities (November) • Contact Skills Development Scotland for resources (December) • Invite local and relevant services to have displays at event (December) • Download and print copies of Education Scotland resources <i>I am a Mathematician</i> and <i>I am a Scientist</i> to distribute to parents to use at home • Ask Parent Council to organise catering and help with setting up activities 	February	3, 5, 6	Record attendance Record feedback from event and activities Hold conversations with pupils / families at start and end of term and report on these Observation: someone from outside the school to observe the event and report back Five words: gather views from people with different levels of involvement Film and photos from event	An increased awareness of the importance of STEM subjects amongst families and pupils	Daisy Reid, DHT Parent Council Pupil Council Office staff Member of Community Council Senior Secondary pupils	

<ul style="list-style-type: none"> • Ask Secondary school pupils to film event and post on YouTube / Twitter • Send thank you letters to helpers (March) 						
<p>People explain how STEM subjects are used in their jobs (NEW)</p> <ul style="list-style-type: none"> • Send letters and post messages on Facebook and Twitter asking for volunteers. Contact past pupils, parents, families, members of the community, trader's association, local businesses (earlySept) • Set dates for classroom visits (Sept) • Film and post photos on Twitter and Facebook (Oct onwards) • Ask volunteers to write article for website / newsletter (Oct onwards) 	October onwards on a monthly basis	2, 3, 6	Feedback forms for volunteers and pupils	An increased awareness of the importance of STEM subjects amongst families and pupils	Martin Smith, PC Chair Class teachers Pupil Council	
<p>Interactive homework tasks for pupils to do with their family (NEW)</p> <ul style="list-style-type: none"> • Gather ideas for homework tasks from teachers, Education Scotland and the Internet (Aug onwards) • Send letter to parents and post on Facebook / Twitter with info on homework tasks (Sept) 	September onwards on a monthly basis	4	<p>Feedback from pupils and families</p> <p>Ask families for photos of working together with their child</p> <p>Survey at the end of school year; create a word cloud from results</p>	Parents feel more confident about supporting their child with STEM subjects	Daisy Reid, DHT Parent Council Tracy Brown, Family Learning Worker	

<p>Set up an after-school STEM Club (NEW)</p> <ul style="list-style-type: none"> • Invite parents, members of staff, members of the local community to form a STEM committee • Gather ideas from group and agree targets for STEM Club <p>Further details to follow first meeting of STEM committee</p>	<p>January onwards</p>	<p>3, 5, 6</p>	<p>Record attendance</p> <p>Survey pupils at start of club and end of year</p> <p>Observation: someone from outside the school to observe the club and report back</p> <p>At the beginning and end of school year, measure attainment levels in STEM subjects for pupils attending club and those who do not</p>	<p>Pupils attending the STEM Club demonstrate an increased confidence in STEM subjects</p>	<p>Martine McNeil, parent (works as an engineer)</p> <p>Daisy Reid, DHT</p> <p>Local college representative</p>	
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ONE-YEAR ACTION PLAN (for Primary School)

GOAL 4: WELLBEING

What results do you want to see?

Improvement in behaviour in the playground and in class

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 - 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
Parent meetings to discuss pupil behaviour, age-appropriate discipline and related topics. <ul style="list-style-type: none"> • Organise daytime meetings in school and evening meetings in the community hall (late Aug) • Ask Parent Council to organise refreshments (late Aug) • Develop handy hints postcards using information from meetings 	August	1, 2, 5	Questionnaires for parents, pupils and staff in August and repeated in May Track school behaviour reports and reports of bullying incidents Interviews with sample group of parents	There is a 50% decrease in reports of behaviour issues in P4 to P7 age groups	Educational psychologist Elaine Brennan, Family Link Worker Lynn Penny, DHT Parent Council Pupil Voice	Consider rolling out to rest of Primary and nursery

<ul style="list-style-type: none"> • Display postcards on noticeboards; post information on Facebook Page 						
<p>Set interactive homework for pupils to talk with parents / other family members about character traits, values, and behaviours</p> <ul style="list-style-type: none"> • Organise meeting with P4 – P7 teachers, Parent Council, SMT to develop ideas for homework (late Sept) • Send letter to P4 – P7 parents to explain the purpose of homework (early Oct) • Set first homework task and ask for immediate feedback (late Oct) 	October onwards	1, 4	<p>Feedback forms sent with homework task</p> <p>Track school behaviour reports and reports of bullying incidents</p> <p>Teacher reports on classroom behaviour</p> <p>Reports from playground supervisors on behaviour</p>	There is a 50% decrease in reports of behaviour issues in P4 to P7 age groups	Lynn Perry, DHT Parent Council Class teachers	
Event to provide information to families on child	January next year	1, 5, 6	Record attendance at event	Parents are more aware of how to deal with challenging behaviour	Parent Council Heather Stanning, HT	

development and behaviour <ul style="list-style-type: none"> • Parent Council to organise whole school event on the theme of improving behaviour / health & wellbeing (start November) • Parent Council to invite local services to host a display • PC to provide refreshments 			Feedback at event (post-it notewall) Photos / film of event	Parents access local services	Iain Chisholm, local community councillor	
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The Connect Family Engagement Academy

Action Plan Pack for Secondary Teachers

ONE-YEAR ACTION PLAN (for Secondary School)

GOAL 1: LEARNING:

What results do you want to see?

To improve young people's engagement and

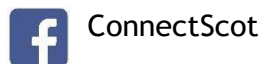
Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 - 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
<p>Family / community volunteers to work with pupils in Literacy Circles (NEW)</p> <ul style="list-style-type: none"> □ Audit current reading practices (Sept) □ Contact Scottish Book Trust for ideas on getting teenagers to read (Sept) □ Recruit and train volunteers (late Sept / early Oct) □ Match volunteers with pupils (Oct) □ Send information to parents (Oct) 	From October onwards with weekly sessions at lunchtime and after school	3, 6	<p>Reading age will be measured in August and towards the end of the school year.</p> <p>Feedback from volunteers.</p> <p>Repeat audit of reading practices after the Easter holiday.</p> <p>Five Words: gather views from people with different levels of involvement and display as a Word Cloud</p>	<p>At least 75% of young people within a selected group of S1 pupils will achieve at least 12 months progress in reading.</p> <p>We will have started creating a reading culture within the school</p>	<p>Chris Brown, head of literacy</p> <p>Senior citizen club</p> <p>School librarian</p> <p>Parent Council</p> <p>Pupil Council</p>	
Create a YouTube channel with information on how to encourage teenagers to read (NEW)	September - to be	1, 2, 4	<p>Record number of views</p> <p>Interview a sample of parents / pupils to</p>		Chris Brown, head of literacy	

<ul style="list-style-type: none"> • Invite families / pupils to be filmed (August) • Film and post on YouTube (Sept) • Send information on how to access channel (Sept onwards) • Target families of selected S1 pupils but make available for all families. 	reviewed every term		establish whether strategies are used at home	Pupils and families will use information and tips on the YouTube channel to encourage reading	Mhairi Neill, parent to set up YouTube channel School librarian Senior pupils Parent Council	
<p>Form a Reading for Enjoyment committee (NEW)</p> <ul style="list-style-type: none"> • Invite staff, families, pupils, school and local librarians, local bookshop, local writer's club, Parent Council to join the committee • Draft "mission statement"/ aims (at first meeting in October) • Send out questionnaire to staff, pupils and families about their reading habits (Oct) • Create displays / information boards <p>Further activities to be decided once committee is set up.</p>	September onwards	2, 5, 6	Use information from audit of reading practice Conduct audit of current activity in school - to carry out in Sept and at the end of the year	There will be more awareness of the importance of reading. There will be more opportunities to enjoy reading within the school and local community	Chris Brown, head of literacy School librarian Senior pupils Parent Councils	

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ONE-YEAR ACTION PLAN (for Secondary School)

GOAL 2: LEARNING:

What results do you want to see?

Improvements in numeracy

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 - 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Lead person/ helpers	What have we learned? What would we do differently?
Organise refresher courses in numeracy for pupils and families (NEW) <ul style="list-style-type: none"> • Contact local adult learning centre (Aug) • Organise dates for courses (Sep) • Send invitations to families of target group (late Sept) • Ask Parent Council to host these sessions to be run by local adult learning centre and maths dept (Oct onwards) 	October onwards – to decide on frequency	1, 4, 6	Baseline assessments and ongoing assessments carried out by maths dept. Feedback forms sent to families and pupils. Interview families to assess long-term impact Five Words: gather views from people with different levels of involvement and display as a Word Cloud	A selected group of S2 pupils improve their numeracy skills; by May these pupils will be at the same level of attainment Parents are more confident to support their child's numeracy work.	John Carpenter, maths teacher Parent Council Representative from adult learning centre S6 pupil volunteers	Consider making available to all S1 / 2 families

<p>Information for parents explaining what their child is learning in maths and how this may be used in everyday life (CONTINUING)</p> <ul style="list-style-type: none"> • Write an information leaflet for families (Sept) • Create podcast / YouTube film with this information and invite local employers / employees to talk about how maths is used in their work (Oct) • Arrange regular meetings (either in school, via social media or phone) with parents / carers to discuss with S2 pupils how they may be supported at home and set goals for pupils (Sept onwards) 	<p>September onwards on a monthly basis</p>	<p>1, 2, 4</p>	<p>Record numbers accessing podcasts / YouTube film</p> <p>Contact families to assess usefulness of leaflet and other information</p> <p>Collect feedback from meetings</p>	<p>Raised awareness of how maths is used in everyday life</p> <p>Parents are more confident to support their child's numeracy work.</p>	<p>Ann Mackenzie, teacher</p> <p>Parent Council members</p> <p>Sue Cook, business manager</p> <p>Pupil volunteers</p>	
<p>Develop online information sessions explaining maths skills to help parents support learning at home (NEW)</p> <ul style="list-style-type: none"> • Maths department works with volunteer parents and pupils to develop online sessions (Oct onwards) • Post on YouTube channel (Oct) • Test sessions with volunteer parents (Oct) • Launch at school concert (Nov) • Post on Facebook Page, school website (Nov onwards) 	<p>November onwards</p>	<p>1, 4</p>	<p>Ask for feedback on completion of session</p> <p>Interview with families to assess whether they use learning at home</p> <p>Record number of participants</p>	<p>Parents are more confident to support their child's numeracy work.</p>	<p>Mhairi Neill, parent with online learning experience</p> <p>Senior pupils</p> <p>Ann Mackenzie, teacher</p> <p>School website team</p>	

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ONE-YEAR ACTION PLAN (for Secondary School)

GOAL 3: PARTNERSHIP

What results do you want to see? To create a more welcoming school

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
<p>Improve signage, school entrance and foyer for visitors (CONTINUING)</p> <ul style="list-style-type: none"> • Ask someone from the Community Council to act as a “mystery shopper” to visit the school and report back on their experience – the welcome they received, how easy it was to access the school, etc. Use their report to inform planning. (Aug) • Source funding for planters, etc. (Aug onwards). Approach local garden centres, Community Council, local timber merchants. • Ask local gardening club to help Parent Council and pupils to help design planting scheme for school entrance (Sept onwards) • Recruit volunteers from school and wider community to create raised beds and planters at entrance to school (Sept onwards) 	September onwards	2, 3, 5, 6	<p>Smiley Face board at exit doors</p> <p>Five Words: gather views from people with different levels of involvement and display as a Word Cloud</p> <p>Ask for feedback via Facebook and Twitter</p>	Parents and other visitors feel more welcome at the school and find it easier to access	<p>Barbara Andrews, Business Manager</p> <p>Andrew Cotter, Garden Centre Manager</p> <p>Pupil and parent volunteers</p>	

<ul style="list-style-type: none"> Parent Council to create an information stand in school foyer with leaflets, etc (Sept onwards) <p>Further activities to be planned using report from "Mystery Shopper"</p>						
<p>Take part in Connect Information Session – <i>Engaging Families in the School Community</i>.</p> <ul style="list-style-type: none"> Contact the Connect office to find out when sessions are happening 	November	2, 5	<p>Survey parents at start of term to find out how they would like to be engaged and what information they require; survey at the end of term to find out whether things have improved</p> <p>Use Connect feedback</p> <p>Track attendance at events / activities</p>	<p>Participants understand the challenges faced by some families and have practical steps to engage them</p>	<p>Jane Ferguson, PC Chair</p> <p>Jim Findlay, Headteacher</p>	
<p>Organise an event to celebrate our school and wider community</p> <ul style="list-style-type: none"> Parent Council to form subcommittee to organise this event; members to include staff, pupils, members of the local community (Nov) Subcommittee to invite families to provide food – family favourites, food from their country of origin (Jan) Subcommittee to organise displays from across school community Subcommittee to contact local community groups to provide 	February	2, 3, 5, 6	<p>Record attendance at event</p> <p>Post-it note wall / Body Map at event</p> <p>Five Words: gather views from people with different levels of involvement and display as a Word Cloud</p> <p>Two months after event, follow up with a sample of parents</p> <p>Photographs</p>	<p>Increased awareness of the importance of community.</p> <p>Parents have increased confidence to volunteer</p>	<p>Brian McIntock, PC member</p> <p>Chris Green, DHT</p> <p>Orlando Samms, Community Centre Manager</p> <p>Pupil and parent volunteers, as required</p>	

entertainment – dancing, music, storytelling, etc Further actions to be decided once subcommittee has been established					Doreen Thompson, home economics teacher	
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ONE-YEAR ACTION PLAN (for Secondary School)

GOAL 4: WELLBEING

What results do you want to see?

To raise awareness of mental health issues across the school community

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
Research current awareness of mental health <ul style="list-style-type: none"> • DHT to work with Parent Council to develop survey (Aug) • Survey families, staff and pupils at beginning of year and repeat at end of school year. 	September and then in late April / early May	2, 5	See action column.	The second survey shows a raised awareness of mental health and wellbeing	Elaine Smith, DHT Parent Council Office staff	
Organise a health & wellbeing fair (NEW) (early November) <ul style="list-style-type: none"> • Ask Parent Council to host this event (Sept) • Set up organising committee (Sept) • Committee to draw up list of organisations to attend More activities to be decided once committee is established	November	1, 5, 6	Post-it wall, Body Map or Smiley Face at the event Five Words: gather views from people with different levels of involvement and display as a Word Cloud After six weeks interview a sample of parents to assess the impact of the event.	Families and pupils are able to access services There is raised awareness of mental health and wellbeing across the school community	Colin Mackay, PC Chair Elaine Smith, DHT PC members Pupil volunteers Member of EAL group	Use results of evaluation to decide on next steps

<p>Run Mindfulness sessions for target group of S3 pupils, their families and staff (NEW) (January)</p> <ul style="list-style-type: none"> • Contact local Mindfulness coach to arrange sessions (Oct) • Ask Pupil Council to organise room with appropriate lighting, seating, etc (Nov) • Invite participants (late Nov) 	January	1, 2	<p>Body Map evaluation at the end of the session</p> <p>Feedback forms to be sent out after the event (drafted by pupils, parents and staff reps)</p>	Participants use the strategies demonstrated at the sessions	<p>Pupil Council</p> <p>Joan Hooper, Guidance teacher</p> <p>Volunteer parent</p>	Decide whether to offer to more year groups and whether parents / pupils could run these courses
<p>Run 6-week long lunchtime and after-school yoga sessions for S3 target group pupils, families and staff (NEW) (Oct)</p> <ul style="list-style-type: none"> • Contact Sarah Frost, local yoga teacher to organise a programme of classes (late Aug) • Ask Pupil Council to organise room with appropriate lighting, seating, etc (early Sept) <p>Further activities to be organised once sessions have been arranged</p>	From October onwards	1, 6	<p>Feedback forms to be sent out after the event (drafted by pupils, parents and staff reps)</p> <p>Smiley Face evaluation at end of each session</p>	Participants have techniques to help them to relax and are using these at home / work	<p>Simon Bell, PE teacher</p> <p>Joan Hooper, Guidance teacher</p> <p>Pupil Council</p> <p>Parent volunteers</p>	Decide whether to offer to more year groups
<p>Set up a wellbeing room (NEW)</p> <ul style="list-style-type: none"> • Invite pupils, parents, staff, local health services to join a wellbeing committee (Sept) • Ask wellbeing committee to develop a wellbeing room with information and a space for pupils to relax and discuss issues <p>Further activities to be organised once committee is established</p>	From November onwards	2, 5, 6	<p>Permanent feedback wall in the room</p> <p>Record numbers making use of the facilities</p> <p>Guidance team to record number of pupils accessing further services</p>	Pupils feel they have a safe space to access help and advice	<p>Elaine Smith, DHT</p> <p>Pastoral Care team volunteers</p> <p>Pupil volunteers</p> <p>Parent volunteers</p>	

					Representative from local health services	
<p>Run a series of assemblies on mental health & wellbeing (CONTINUING) (Oct)</p> <ul style="list-style-type: none"> • Ask wellbeing committee to organise assemblies (Oct) • Invite local mental health charities and national groups (eg for eating disorders, self-harm, etc) to run presentations at assemblies (Oct onwards) <p>Further activities to be organised once committee is established</p>	From October onwards	1, 2, 6	<p>Post-it note wall at end of each assembly</p> <p>Five Words: gather views from people with different levels of involvement and display as a Word Cloud</p>	<p>Raised awareness of good mental health, how to recognise issues, services and information available</p>	<p>Elaine Smith, DHT</p> <p>Wellbeing Committee members</p>	Consider inviting parents / other family members

We welcome your comments and feedback. March 2021
Connect Family Engagement Academy,
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ONE-YEAR ACTION PLAN TEMPLATE

GOAL: (Learning / Wellbeing / Partnership)						
What results to you want to see?						
Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Lead person / helpers	What have we learned? What would we do differently?

We welcome your comments and feedback.

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Strategy Approved _____
Strategy Review date _____