

# Equality and Equity Toolkit

## 6. Evaluation and Planning

Created by Connect – [www.connect.scot](http://www.connect.scot)



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# Evaluation as part of Planning

## Why evaluate?

- If you don't evaluate, you won't be able to show your work is making a difference to Equality and Equity in the school community.
- If the work is not making a difference, you will know and be able to change.
- Evaluating work is a key component of school improvement.
- Use results to inform the next steps.

## Why is it vital to include evaluation at the planning stage?

- Evaluation is a process; if you don't have data from the beginning to compare, then the full impact of the work may not be understood.
- Regular evaluation gives you the ability to redesign or drop work where it is not having the impact you want, saving time and effort.
- If you only gather evidence towards the end of the project, you might miss crucial learning points.

## How to collect evidence

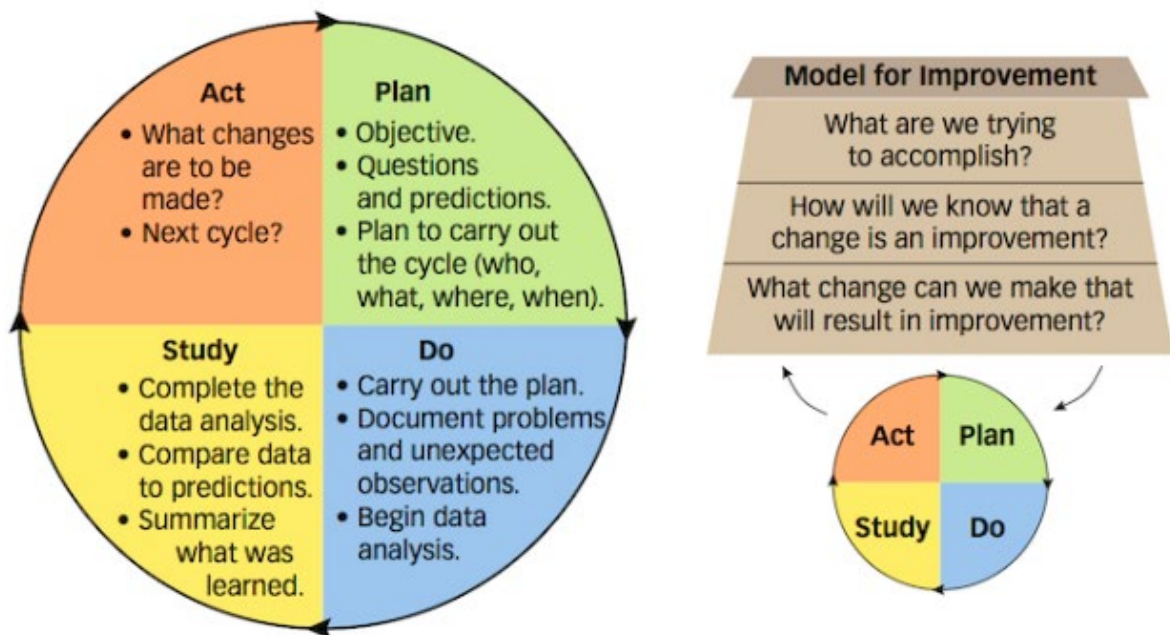
There are many ways to collect evidence and we will share some with you.

# Planning and Evaluation

This section will help you think about planning and how you might evaluate your work.

1. A tool to help you think about evaluation as part of your planning.
2. Primary & Secondary school examples of planning and evaluation.
3. Work through the scenarios and decide how you would evaluate each one.

## 1. Planning Tool



## 2. Examples of planning and evaluation

### 2.1 Secondary school example

**Objective:** raise awareness of additional support needs and inclusion

#### Actions

- Developed a film to explain why inclusion is important and what happens in class to make sure all children are learning well.
- Developed a film and articles for the school newsletter/Facebook Page about different additional support needs and how the school staff work to support children.
- The Parent Council set up a subcommittee to discuss additional support needs.
- A meeting with school leaders and local authority officers to discuss whether there was adequate support for class teachers.
- The school set up regular focus groups to discuss how pupils and families could be supported.

#### Methods of evaluation

- Online feedback forms or polls.
- Telephone or online meeting interviews.
- Five words exercise - ask a small group of people involved in the work to describe the experience using five words. This could be organisers, volunteers or those taking part.

### 2.2 Primary school example

**Objective:** targeted group of Primary 2 pupils will make 12 months progress in reading skills

#### Actions

- Online family reading evening to demonstrate activities for reading at home.
- Parent-teacher-pupil online meeting to talk about reading goals and reading progress.
- Extreme reading competition.

#### Methods of evaluation

- Online feedback forms or polls.
- Telephone or online meeting interviews.
- Body map.

## 3. Scenarios

### 3.1 Building relationships

A school felt that relationships could be improved with some families and the local community. They invited staff, parents, pupils, a community councillor, and the manager of the community centre to join a team, which set the following goals:

- to build positive relationships within the school and across the local community
- make connections with parents who were reluctant to come into school
- build trust and respect across the school community.

The team organised a series of community cafes run by each class. Pupils acted as hosts, waited on tables and provided entertainment.

Once the cafes were running well, the team introduced learning activities for children and families including numeracy games.

**Question:** How should the team evaluate this project to show they have made a difference and reached their goals?

### 3.2 Engaging boys

A Headteacher and Parent Council were concerned that many boys seemed to be uninterested in school and learning. They also recognised the positive influence dads and other male role models may have on young boys. They wanted to show boys that learning could be fun and engage them more in class.

They organised a series of Boys' Nights and asked boys to invite a male adult – eg dad, older brother, uncle, grandad to attend an evening of activities including games such as Lego, playing cards, board games, activities such as table tennis and darts and activities based on life skills such as cookery and gardening.

**Question:** How should the team evaluate this project to show they have made a difference and reached their goals?

### 3.3 Engaging parents from ethnic and cultural minorities (1)

There is a large group of families from Eastern Europe. Many parents take their children to the school gates but don't interact with the other parents or members of staff. The Parent Council identified these parents are also reluctant to attend events as they don't speak English very well.

The Equity Team helped to organise the following to engage parents who have English as an additional language:

- an online potluck supper with children helping to share family recipes and traditional dishes
- a team of helpers to help translate messages from the school for parents; the translators included pupils and people from the local community
- built a working relationship with local community groups who were involved with families from ethnic and cultural minorities to help engage with the families.

**Question:** How should the team evaluate this project to show they have made a difference and reached their goals?

### 3.4 Engaging parents from ethnic and cultural minorities (2)

A group of asylum seeker families have joined the school community. Although their spoken English is good, the parents told the Headteacher that when they attended their first Parent Council meeting and school events they found them quite intimidating and didn't want to attend any more. They also don't know how to help with their child's homework.

A team of staff worked with parents and the Parent Council to organise the following:

- using Connect's 'Welcoming New Families' pack, they were able to identify ways to improve how meetings were run
- set up a group to sense check school communication and make sure it was in parent-friendly language
- meetings with the local authority and the Scottish Refugee Council to discuss ways to engage the refugee families
- films presented by young people and parents with advice on helping to support homework
- a homework/study club for parents and young people with translators.

**Question:** How should the team evaluate this project to show they have made a difference and reached their goals?

### 3.5 Family Learning

A team of parents, learning support staff and members of the community wanted to increase the opportunities for family learning so parents would feel more confident in helping support their child's learning. The team wanted to highlight the learning already happening at home and give families helpful tips for activities. They especially wanted to change how the school worked in partnership with families – *less 'doing to', more 'doing with'*.

They organised the following:

- parent and child cookery classes
- an intergenerational project working with the local community centre and to offer time for senior citizens to share stories of local history with pupils. Children and young people were then empowered to lead on the development of family learning opportunities with their parents at home.
- gathered ideas of family learning activities from parents and used these to develop online resources
- parents were invited to join their child in class to learn more about how numeracy and literacy was taught and develop their own skills to enable them to support family learning opportunities at home.

**Question:** How should the team evaluate this project to show they have made a difference and reached their goals?

### 3.6 Raising awareness of additional support needs

A school has a significant group of pupils with additional support needs including children with autism and some with social/behavioural issues.

Some parents have complained to the school and Parent Council about these pupils being in class, describing them as 'disruptive', and parents feel this has affected their own child's learning.

Staff, members of the Parent Council and other parents worked together to raise awareness of additional support needs and inclusion. Their work included:

- developing a leaflet and film to explain why inclusion is important and what happens in class to make sure all children are learning well
- developing a film and articles for the school newsletter/Facebook Page about different additional support needs and how the school staff work to support children

- the Parent Council set up a subcommittee to discuss additional support needs
- a meeting with school leaders and local authority officers to discuss whether there was adequate support for class teachers
- setting up regular focus groups to discuss how pupils and families could be supported.

**Question:** How should the team evaluate this project to show they have made a difference and reached their goals?

### 3.7 Developing the Young Workforce

A secondary school wanted to raise awareness of post-school options amongst the young people and families. The school was in an area of deprivation and parents didn't feel the young people were given enough opportunities.

The school worked with parents, local employers and colleges to organise an event to showcase the many choices for young people when they leave school and what subjects and courses would help them reach their goals.

The event included:

- stalls run by teachers, learning centres and local employers
- careers information
- presentations by parents and former pupils to show how different subjects were used in their job
- interactive sessions run by teachers
- discussion groups with refreshments.

**Question:** How should the team evaluate this project to show they have made a difference and reached their goals?

### 3.8 Involving everyone in school improvement

A school struggled to engage parents and pupils in school improvement. They worked with parents and pupils to organise a family-friendly event to gather ideas about how to change this.

The team worked with the school catering team, local supermarkets and restaurants to organise a discussion dinner.



On each table there were statements written on flipchart paper; everyone was asked to discuss these whilst enjoying the food. People were encouraged to write comments on paper or use different stickers to show what they thought. The statements included: *Do you know how to support your child's learning and if not, how could we help? Do you feel welcome in the school? What do you enjoy/dislike about parents' evenings and how could we improve them? How could we improve our support for mental health?*

Following the event, parents were asked to join groups to work together to develop and take forward the main themes the groups discussed.

**Question:** How should the team evaluate this project to show they have made a difference and reached their goals?

When using or sharing this Toolkit, please acknowledge Connect as the source.

We welcome your comments and feedback.

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