West Partnership

Families and Communities

Self-Evaluation for Improvement

Framework

March 2021

GLASGOW
CITY REGION
Education

The Families and Communities Self-evaluation Framework

This resource has been developed by the West Partnership in collaboration with Education Scotland and the eight local authorities in the region to support practitioners in schools and early learning and childcare (ELC) settings to self-evaluate how effectively they work in partnership with families and communities to improve outcomes for children and young people, especially those living in poverty. It aims to empower school and ELC communities to engage and involve parents, improve equity and build community capacity. This is particularly relevant as the value of effectively working in partnership with our families and communities has been a key driver in the Scottish Attainment Challenge since 2015.

The framework is linked to the quality indicators in How good is our school (4th edition)   How good is our community learning and development? (4th edition) , How good is our early learning and childcare?   and How good is our college? It also takes into account the key messages shared through the Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021

This resource will support the West Partnership Families and Communities Action plan to "identify, share and develop best practices in supporting families living in poverty, building community capacity and increasing parental engagement" by:

•   Supporting evidence based evaluation processes

•   Streamlining self-evaluation processes into one framework for practitioners

•   Empowering and building the capacity of practitioners, increasing parental engagement and improving equity

•   Encouraging collaborative working through self-evaluation to engage relevant stakeholders for planning for improvement

How Good is our School? emphasises that partnership, collaboration and improvement to meet the needs of all children, young people and their families "is at the heart of what makes an excellent school". A wide range of potential partners exist and these can include: parents, staff, third sector community learning and development (CLD), colleges, universities and local businesses. Effective collaboration with partners can help us better meet the wide-ranging needs of our children and young people and their families.

The framework is divided into three themes

Theme 1: <u>Involving</u> parents and families in their child's setting or school

Theme 2.: <u>Engaging</u> parents in their child's learning

      2.1 Parental Engagement; Learning at Home; Home-School Link

      2.2 Family Learning

Theme 3: Encouraging a culture of life-wide and life-long learning. (Engaging with our communities and collaborating with community learning and development partners)

How to use this framework

This resource should be used in collaboration with a range of relevant stakeholders to ensure a more robust understanding of the needs of families and communities. The collaborative group should be selected depending on local context. It is recommended that the group should include parent representatives. Other stakeholders such as pupils, education, CLD, college and Third Sector staff and local community leaders etc. can be included. <u>True collaboration is most effective when a wide range of stakeholders are involved at the earliest stages of self-evaluation and planning leading to co-creation of action plans.</u>

'Well-developed local community learning and development (CLD) partnerships provide strong support for schools' self-evaluation and improvement planning, helping to make connections to the local community.' <u>School Improvement Planning Guidance</u> (2018)

The process focuses on looking inwards, outwards and forwards (Transforming Learning) through effective self-evaluation by asking the questions:

- ➢ **How are we doing?**
- ➢ **How do we know?**
- ➢ **What are we going to do now?**

Every setting will be at a different stage in their self-evaluation process. It is entirely at the prerogative of the self-evaluation team to select one or more themes or to prioritise questions informed by their local context. The self-evaluation team then agree the best approaches to answer the challenge questions such as through shared knowledge, focus groups, surveys or data analysis.

This framework is designed to support an ongoing self-evaluative process. It is a working document that will be updated as collaborative groups engage in the self-evaluation process.

The Process

1. Identify a group of people that represent the selected relevant stakeholders
2. Agree a theme/questions that the group, informed by evidence, want to further explore
3. Use the challenge questions for your chosen theme to evaluate strengths and areas for further development
4. Collate and discuss the evidence collected.
5. Agree next steps in response to the findings
6. Throughout the process agree and update evaluative statements for each theme. Evaluative statements agreed through the process can be uplifted to Standard Quality Reports as appropriate
7. Share next steps through relevant improvement plans

Useful Definitions

Child/Children: When the plan refers to "children" or "child" it means a person under the age18.

Parent/s: The term "parents" means anyone with parental responsibilities and others who care for or look after children or young people. The plan acknowledges that individual family units will comprise a wider range of people who might also contribute to a child's learning at home experiences. There are a wide variety of parenting roles. The plan recognises the important role of grandparents, kinship carers, foster parents, wider family (uncles, aunts, cousins) and separated parents. The term "parents" and "parents and carers" are therefore used interchangeably

Parental Involvement: Parental involvement describes the ways in which parents can get involved in the life and work of the early learning and childcare setting or school or the ways that parents can get involved in "schooling". Parental involvement includes activities such as parental representation in the development of policies, improvement plans and key decisions. It can include involvement in the life and work of the establishment, for instance through volunteering opportunities. Parental involvement can also include help with homework or keeping track of children's work and on-going, two-way communication between home and school or early learning and childcare setting.

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. Where it takes place is not important. The important thing is the quality of the parent's engagement with their child's learning, the positive impact that it can have and the interaction and mutual development that can occur as a result of that interaction.

Family Learning: Family learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be designed to enable parents to learn how to support their children's learning. 'Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socioeconomic resilience and challenge educational disadvantage' (Scottish Family Learning Network, 2016)

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

Community Learning and Development (CLD): CLD is a field of professional practice that enables people of all ages to identify their own individual and collective goals, to engage in learning and take action to bring about change for themselves and their communities. CLD practice includes youth work, adult and family learning and community development. CLD approaches are learner-centred and consider the specific needs of learners and so can be used to address disadvantage and promote equity.

Community Development Community development is a way of bringing people together to take action on what's important to them. It involves engaging with people and groups and building their capacity to improve the quality of community life. It can also help communities and public organisations, including schools, to work together to improve services and the way in which decisions are made.

Life-long Learning refers to formal and informal learning opportunities throughout people's lives, beginning in the early years, supported by Curriculum for Excellence through Broad General Education and Senior Phase and covering the whole age span of post-compulsory education.

Life-wide learning is a term used for learning which recognises the personal, work, family and community aspects of people's lives, regardless of age or circumstances.

Theme 1

<u>Involving</u> parents and families in their child's setting or school

'Parental involvement is about supporting pupils and their learning. It is about parents and teachers working together in partnership to help children become more confident learners'.

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

The Parental Involvement Act (2006) recognises the vital role that parents play in supporting their children's learning by strengthening the framework for supporting parental involvement in education. Within the Act, Scottish Ministers and local authorities have a duty to promote the involvement and engagement of parents in their child's Early Learning and Childcare (ELC) setting or school and their learning. Parents are encouraged to express their views and have these taken into account not just on matters affecting the education of their children but also the school's arrangements for promoting parental involvement and engagement, as well as other matters or issues of interest to parents.

Section 2(1) of the Scottish Schools (Parental Involvement) Act 2006 requires every local authority to prepare a strategy for parental involvement and engagement. The strategy should consider the challenges and barriers that may prevent parents from becoming involved and engaged in the life of the school and their child's learning. This information could be collated through a range of methods such as face-to-face conversations, home visits, questionnaires or a parental needs analysis. It is also important for practitioners to understand what their parents already do with their child as well as being aware of suitable options and methods of communicating with parents.

The time taken to understand the individual needs of families and community demographics is a key starting point. Allowing time and space to develop and build relationships will help create a foundation upon which the home-school partnerships can grow (Hunt et al, 2011). Care should be taken in the early days of building relationships to ensure that assumptions about parents and families are not made without firstly obtaining a holistic overview of their individual circumstances, challenges or barriers. Ensuring families feel valued, understood and listened to is a vital component to developing and maintaining effective relationships.

You can access more information and the Scottish Schools (Parental Involvement) Act 2006 Guidance here:

0-=https://www.gov.scot/publications/guidance-scottish-schools-parental-involvement-act2006/

You can access more information and the Parental Involvement definition here:

https://education.gov.scot/improvement/learning-resources/engaging-parents-and-families-atoolkit-for-practitioners

Or

https://www.gov.scot/publications/learning-together-scotlands-national-action-plan-parentalinvolvement-parental-engagement/

Theme 1: Involving parents and families in their child's setting or school

Who is involved in leading this self-evaluation?

Who is involved in gathering evidence for this self-evaluation?

Reflective questions	Comment / Evidence	Possible Next Steps	Linked self-evaluation frameworks		
			HGIOS	HGIOELC	HGIOCLD
1. How well do we understand our local community and reflect its unique needs in our strategic planning?			2.7 2.2	1.1 1.3 2.7	5.1
2. How do we involve the setting/school community in the development of the school vision, aims and values?			1.3	1.3 2.7	
3. How do we ensure that relationships with parents, carers and families, the local community and partners are characterised by trust and respect and promote positive engagement and participation?			2.7 2.1	2.1 2.4 2.5 2.6	
4. How do we enable parents, carers and families and the local community to contribute to the life of the setting/school?			2.7	1.1 1.3 2.7	3.2 5.1
5. How well do we involve partners at the earliest stages of planning? How do we make best use of our partners and community to support our young people? How collaboratively do we develop partnership agreements?			2.7 2.2 2.3	1.1 1.3 2.2 2.4 2.7	3.2

Theme 1: Involving parents and families in their child's setting or school

Reflective questions	Comment / Evidence	Possible Next Steps	Linked self-evaluation frameworks		
			HGIOS	HGIOELC	HGIOCLD
6. How effectively do we involve parents to ensure learners benefit from the right support at the right time, including next steps in learning?			2.4	1.1, 1.3 2.2, 2.3 2.4, 2.7	2.2 2.3
7. How well do we involve relevant stakeholders (children, staff, parents, families and partners) in self-evaluation and planning for improvement?			2.7 1.1 3.1	1.1, 1.2 1.3, 2.2 2.7	6.2
8. How well do we create opportunities for our learners and staff to work with others to contribute effectively to their communities?			2.3 2.6	2.3, 2.6 2.7	4.1 4.2
9. How effectively do we involve learners and parents in planning and evaluating learning, including at times of transition?			2.3 2.6	2.3, 2.4 2.6, 2.7	4.2 6.2
10. How do we know our support to parents/carers has led to further engagement in children's learning within the setting/school, at home and in the wider community?			2.5 2.7	2.4, 2.5 2.7	6.2

Theme 1 – Evaluative Statement:

Theme 2

<u>Engaging</u> parents in their child's learning

2.1 Parental Engagement; Learning at Home; Home-School Link
2.2 Family Learning

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

(Goodall and Montgomery, 2014)

'Parental engagement' most often refers to parents actively and meaningfully engaging in their children's learning. Such learning can take place in a variety of settings including early learning and childcare, schools, the community, through family learning and learning at home. Parental engagement is supported by discussion between parents and practitioners. It is recognized, however, that there is a continuum between parental involvement and parental engagement. The movement between the two represents a 'shift in emphasis, away from the relationship between parents and schools, to a focus on the relationship between parents and their children's learning' (Goodall and Montgomery, 2014).

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

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

Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning. 'Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage'.
(Family Learning Network, 2016)

Family learning has been identified as a key driver for change and can be a catalyst for supporting positive relationships with schools and teaching staff as well as attitudes towards lifelong learning. A key feature of family learning is fostering positive relationships with partners and stakeholder groups, which include families, and is needs led. Family Learning workers support families to engage with practitioners and can act as a referral route to programmes based within the school and in the community as appropriate.

You can access more information and definitions for Parental Engagement, Family Learning, Learning at Home and Home School Link Workers here:

https://education.gov.scot/improvement/learning-resources/engaging-parents-and-families-a-toolkit-forpractitioners or
https://www.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvementparental-engagement/

Theme 2.1: Parental Engagement; Learning at Home; Home-School Link

Who is involved in leading this self-evaluation?

Who is involved in gathering evidence for this self-evaluation?

Reflective questions	Comment / Evidence	Possible Next Steps	Linked self-evaluation frameworks		
			HGIOS	HGIOELC	HGIOCLD
1. What data is being used to evaluate the range of Parental Engagement in your setting/school? How effective is this?			2.5	1.1, 1.3 2.5, 2.7	1.1 3.3
2. What do we do to support families to participate in, contribute to and understand the value of their engagement in children's learning and life of the setting/school? How do we know?			2.7	2.5, 2.7	
3. How effectively do we communicate with parents and families about their child's progress, attainment and achievement?			2.7	2.3, 2.4 2.7	
4. In what ways are parents and families asked for their views about their child's learning and how are these considered? Is this effective?			1.3 2.5	1.1, 1.3 2.3, 2.4 2.6, 2.7	3.1
5. How are parents, pupils and the community involved in regularly reviewing our Learning At Home Policy?			2.4, 3.1 3.2	1.1, 1.3, 2.7	3.1

Theme 2.1: Parental Engagement; Learning at Home; Home-School Link

Reflective questions	Comment / Evidence	Possible Next Steps	Linked self-evaluation frameworks		
			HGIOS	HGIOELC	HGIOCLD
6. What methods are we using to ensure that parents and staff are aware of the importance and impact of Learning at Home? How effective are these methods?			2.5	1.1, 1.3 2.5, 2.7 3.1	2.2
7. In what ways are parents and families provided with information and/or resources to help them support their child's learning at home? Are they effective?			2.5 3.1 3.2	1.1, 2.3 2.4, 2.5 2.6, 2.7	
8. How do we know our support to parents has led to further engagement in their child's learning within the setting/school, at home and in the wider community?			2.7	1.1 2.4 2.7 3.1	2.2
9. How effectively do we use information from children and parents to recognise progress and achievements at home to inform planning for their learning in the setting or school?			1.1		1.1
10. How do we ensure that provision of a home school link worker/service is responsive to the needs of families?			1.4 1.5	1.1, 2.4 2.5, 2.7 3.1	

Theme 2.1 – Evaluative Statement:

Theme 2.2: Family Learning

Who is involved in leading this self-evaluation?

Who is involved in gathering evidence for this self-evaluation?

Reflective questions	Comment / Evidence	Possible Next Steps	Linked self-evaluation frameworks		
			HGIOS	HGIOELC	HGIOCLD
1. What data/method is being used to identify family learning needs across the school and community? Is this effective?			2.5	1.1, 1.3 2.5, 2.7	1.1
2. What do we do to meaningfully engage with families taking account of their individual circumstances? Is this effective?			2.5	2.5, 2.7 3.1	1.2
3. Are family learning programmes universal or targeted, and why?			2.4 2.5	2.4, 2.5 2.7	1.2
4. What do we do to identify and overcome barriers to participation and equity in our family learning programmes? Is this effective?			2.4 2.5	2.4, 2.5 2.7, 3.1	1.2
5. How well do we seek out and respond positively to potential partnerships which will lead to better outcomes for children and families we work with?			2.7	1.3 2.7	3.2 5.2

Theme 2.2: Family Learning

Reflective Questions	Comment / Evidence	Possible Next Steps	Linked self-evaluation frameworks		
			HGIOS	HGIO ELC	HGIOCLD
6. How do we involve families in the planning, design, delivery and evaluation of the impact of programmes taking account of the developmental stages of children?			1.1 2.5 2.7	1.1, 1.3 2.2, 2.5 2.7	3.1 3.2
7. What do we do to address parents' own learning needs in areas such as literacy, numeracy and health and wellbeing etc? How effective is this?			2.5	2.5	1.2 2.2
8. What evidence do we have that family learning is improving the life chances of the families involved, especially minimising the impact of poverty? How effective are our methods of measurement?			1.1 1.3 2.5 2.7	1.1 1.3 2.5 2.7	
9. How are next steps/continued support planned with parents, families?			2.5 2.7	2.5 2.7	4.2
10. How are family learning programmes being embedded and sustained?			1.1 1.3 2.5 2.7	1.1 1.3 2.5 2.7	

Theme 2.2 – Evaluative Statement:

Theme 3

Encouraging a culture of life-wide and life-long learning. (Engaging with our communities and collaborating with community learning and development partners)

Engaging with our communities

Schools/settings don't exist in isolation: they are a key part of their communities. Schools/settings make important contributions to community life and can also draw on considerable support from their communities to help to raise attainment.

Building stronger networks between your school/setting and children and young people, parents and families, community learning and development partners, colleges, universities, employers and the wider community can help to:
- Increase your understanding of the experiences, needs and interests of your learners.
- Foster positive relationships with parents and families and ensure that support reaches those families that are most disadvantaged.
- Encourage and support learners to be actively involved in their communities
- Create opportunities for learners to experience the world of work
- Involve community partners in evaluating, developing and delivering school improvement

Collaborating with community learning and development (CLD) partners

The Scottish Attainment Challenge (2015) makes it clear that 'schools/settings cannot deliver ambitions for excellence and equity on their own and community learning and development (CLD) providers in the public and third sectors have important contributions to make:
- Supporting young peoples' attainment, wider achievement and transition into the world of work.
- Engaging families through adult and family learning
- Connecting schools and wider learning in the community.'

Who are your community learning and development (CLD) partners? The CLD approach is learner-centred and take into account the specific needs of learners and so can be used to address disadvantage and promote equity. It is also focused on working in partnership. There are CLD practitioners working in different roles in both the public and the third sectors and every local authority area has a CLD plan. Regardless of job title or employer, CLD practitioners should always be able to demonstrate CLD values and competences[1]. Find out more about CLD partners in your area from the CLD officers in your local authority or your local CLD plan[2]. CLD practice includes:
- **Youth work**: Youth work can improve attainment by offering opportunities for young people to learn and achieve, both within school and in the wider community. For example: Tailored interventions to engage the hardest to reach; Youth Awards that recognise their wider achievement; supporting youth voice; and health and well-being activities that complement learning in school..
- **Adult learning:** Schools/settings can provide a focal point for learning opportunities which help parents and families to support their child's learning and engage in learning opportunities for themselves in areas such as literacies, digital technologies and ESOL
- **Volunteering:** Schools/settings should encourage all learners and families to take part in volunteering opportunities, particularly reflecting on equity of opportunity and appropriate support
- **Community Development:** Schools/settings can offer a wide range of opportunities to encourage and support learners and families to get involved in the life of the school/setting and in their wider communities. Examples include: Taking part in Parent Councils or parent voice events, establishing and running early years or youth work or fundraising groups. Action may be required to remove or reduce any practical barriers which make it difficult for people to take part in engagement activities. (e.g. childcare, transport, holding meetings held at suitable times.)

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[1] CLD Standards Council for Scotland
[2] https://education.gov.scot/improvement/self-evaluation/planning-for-change-a-review-of-cld-plans-in-scotland-2018-21

Theme 3: Encouraging a culture of life-wide and life-long learning. (Engaging with our communities and collaborating with community learning and development partners)

Who is involved in leading this self-evaluation?

Who is involved in gathering evidence for this self-evaluation?

Reflective questions	Comment / Evidence	Possible Next Steps	Linked self-evaluation frameworks		
			HGIO S	HGIOELC	HGIOCLD
1. How well do we understand the current needs of our local communities and how does this inform our school/setting's improvement planning?			1.1 2.7	1.1, 1.3 2.7	1.1
2. How effective are we at identifying and removing barriers to access and participation for parents and families?			1.3 2.4 2.7 3.1	1.3, 2.4 2.7, 3.1	1.2
3. How effective are our current partnerships with our community learning and development (CLD) partners and others in the public and voluntary sector?			1.2 2.7	1.2, 2.7	3.2 5.2
4. How well do we support and recognise the personal achievements of children, young people, adults and families in their communities?			2.2 3.2 2.5 2.7	2.2, 3.2 2.5, 2.7	1.2 2.2
5. How well are we supporting volunteering opportunities within the setting/school?			2.7	2.7	4.1

Theme 3: Encouraging a culture of lifelong learning. (Engaging with our communities; and collaborating with community learning and development partners)

Reflective questions	Comment / Evidence	Possible Next Steps	Linked self-evaluation frameworks		
			HGIOS	HGIOELC	HGIOCLD
6. How well do we support adult learning opportunities?			2.5	2.5	1.2 2.2
7. How well do we support learners and families to get involved in the life of the school/setting and in their wider communities?			1.3 2.7	1.1, 1.3 2.7	2.2
8. How well are budgets and additional funding (e.g. PEF) being used to encourage a culture of life wide and lifelong learning?			3.1 2.7	1.5, 2.5 2.7, 3.1	3.3
9. What impact are we having on life long and life wide learning and how do we know?			1.1	1.1 2.5	4.1 6.2
10. How well is the school involved in CLD planning and locality planning?			1.5 2.4 2.7 3.3	1.1 1.4 1.5 2.7	3.2

Theme 3 – Evaluative Statement:

Useful Links

How good is our school? (4th edition)
[How good is our school? (4th edition) (education.gov.scot)](#)

How good is our Early Learning and Childcare?
[How good is our early learning and childcare?](#)

Scottish Government Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021
[Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021](#)

How good is our community learning and development?
[How good is our community learning and development? (4th edition)](#)

How good is OUR school? Part 1
https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf

How good is OUR school? Part 2 - Education Scotland
https://education.gov.scot/improvement/Documents/HGIOURS-Part2.pdf

The National CLD Competences CLD Standards Council
http://cldstandardscouncil.org.uk/resources/the-competences/

Engaging parents and families: A toolkit for practitioners, Education Scotland, 2019 Section 8: Community connections
https://education.gov.scot/improvement/Documents/par2-section8-mar19.pdf

Review of Learning at Home
https://education.gov.scot/improvement/research/review-of-learning-at-home/

Family Learning Framework
https://education.gov.scot/improvement/practice-exemplars/family-learning-framework/

Review of Family Learning
https://education.gov.scot/improvement/research/review-of-family-learning/

Learner Participation in Educational Settings, Education Scotland, 2018
https://education.gov.scot/improvement/self-evaluation/learner-participation-in-educationalsettings-3-18/

Collaboration for Improvement: A Guide for Youth Work and Schools, YouthLink Scotland, 2019
https://www.youthlinkscotland.org/programmes/closing-the-attainment-gap/resources

The National Standards for Community Engagement
http://www.voicescotland.org.uk

The Place Standard
https://placestandard.scot

Community Development in 60 Seconds
https://www.scdc.org.uk/community-development-in-60-seconds