

APPENDIX A – ASSOCIATED DOCUMENTS

Background – Scottish policy mapping

This section provides an overview of the key national policies relating to family learning. These policies provide the overarching framework and guidance within which local authorities, schools and practitioners should work.

After devolution in 1999, the Scottish Executive (now Scottish Government) identified the need for more research data and information about children's circumstances, their opportunities, difficulties and the challenges they faced as they grew up. This lack of existing data on developmental phases in children's lives, early years and the transition into adolescence led to the commissioning of the longitudinal study Growing Up in Scotland (GUS).

The GUS study was designed to examine 'the characteristics, circumstances and attitudes of the families who took part in the research' (GUS, 2007, p1). It aimed to track the lives of a cohort of Scottish children from their early years through childhood and to look at their experiences across time. The study has a specific and unique emphasis on Scotland and is 'driven by the needs of policy-making, with a particular focus on access to, and use of services' (GUS, 2007, p2). Topics covered in the GUS study have included: characteristics and circumstances of children and their families; pregnancy and birth; parenting young children; parental support; child health and development; parenting styles and responsibilities; and parental health.

The Growing up in Scotland Study has been fundamental in supporting Scottish Government after devolution, in developing cross-cutting health, education and socio-economic policies.

Scottish Schools (Parental Involvement) Act (2006) Guidance

The Parental Involvement Act recognises the vital role that parents play in children's learning and development. It aims to encourage parents to develop their children's learning at home and in the community. Local authorities are required to 'take into account factors that may act as barriers, discourage or inhibit parents' involvement in their children's education' (p10).

There are many reasons why some parents have little or limited contact with the school, or who have difficulties in supporting their child's education and learning e.g. parents' own experience of school education. Within the Act, local authority and school staff are required to work closely with colleagues from other services, such as home school link services, community learning, health, and social work, or other organisations to help support the work of the strategy, or who are working with families. They are also required to consider the effectiveness of their existing structures and ways of working with parents to encourage parental involvement.

Early Years Framework (2008)

The Early Years Framework recognises that 'some children and families will need long-term support throughout childhood and beyond' (Scottish Government, p9). It aims to 'reduce the numbers of such families through supporting the capacity of children and parents to secure positive outcomes for themselves to the point where it can be self-sustaining within the universal services that are available and by building community capacity so that the wider community is empowered to provide a supportive environment for children and families' (p9).

The document also seeks to address the needs of the children whose lives, opportunities and ambitions are hindered because of poor health, poverty, attainment and unemployment. Early years is defined in the framework as pre-birth to eight years old but it also recognises that many aspects of it are also relevant to children over eight.

At the heart of the framework is an approach 'which recognises the right of all young children to high quality relationships, environments and services which offer a holistic approach to meeting their needs' (p3). The approach in the Framework is seen as being of particular benefit to those children and families requiring higher levels of support. Four principles of early intervention are identified as: everyone to have the same outcomes and opportunities; identifying those at risk of not achieving those outcomes and taking steps to prevent that risk of materialising; where the risk has materialised, take effective action; and work to help parents, families and communities develop their own solutions using accessible, high quality public services.

The Framework contains an action plan which seeks to provide a greater focus within existing services on 'the development of parenting skills, developing broader roles in the workforce and enhancing the role of childcare, pre-school and school in family learning' (p37).

Equally Well (2008)

This document is a report of the Ministerial Task Force on health inequalities and it contains a number of important key findings including the need 'to build individual, family and community wellbeing and resilience' (p17). The biggest gains are viewed as coming through 'supporting parents to help them help themselves and by creating communities which are positive places to grow up' (p20). The approach to making this happen is through shifting the focus 'from providing services (doing things for or to people) to building the capacity of individuals, families and communities, and addressing the external barriers people may face to making use of the high quality, accessible public services they require'.

Achieving Our Potential (2008)

The Achieving Our Potential Framework was launched in November 2008 and it aims to tackle poverty and income inequalities in Scotland. The Framework endeavours to provide a balanced approach while also encouraging people to work and remove barriers to employment. Responding to longer-term drivers of poverty within the framework is to be tackled by the Scottish Government, local government and partners taking an approach which puts 'parenting at the heart of policy, providing better access to spaces to play, and making every pre-school and school a family learning environment so that all can realise their potential and avoid poverty in later life' (Scottish Government, p13). Problems with health, employment, housing or in the family are viewed in the framework as putting people at risk of falling into poverty and triggering further problems.

One area of change which is viewed in the Framework as being of vital importance is the way of working with local authorities. This has seen a 'move away from micro-management' at the Scottish Government and 'one size fits all' national solution approach to provide local authorities with the autonomy to make effective and decisive actions at a local level (p7).

Achieving Our Potential intimated the Scottish Government's plans to introduce the Early Years Framework to address the root causes of disadvantage. This was to be achieved through focusing on 'supporting parents and communities to provide the nurturing and stimulating environment for children' (p14).

Getting it Right for Every Child (GIRFEC) 2008

Getting it Right for Every Child (GIRFEC) is a Scottish Government approach that enables all services and agencies who work with children, young people and their families to deliver co-ordinated support which is appropriate, proportionate and timely. GIRFEC is about ensuring that leaders, managers and practitioners work together to enable children and young people to reach their full potential. The GIRFEC approach puts a child at the centre of any assessment and allows practitioners to consider their own role when working with families.

The approach operates on a common set of 'wellbeing indicators' that are designed to help assess what is going on in a child's life and to see if there are any areas that need to be addressed. Assessing a child's circumstances is carried out through the national practice model which combines the wellbeing indicators with the 'my world triangle' to assess needs, risks and positive features. These along with the 'resilience matrix', help practitioners to understand the child or young person's whole world while analysing more complex information.

The GIRFEC model is not specific to age, gender or type of need. Under the GIRFEC approach, practitioners are to 'work together to support families, and where appropriate, take early action at the first signs of any difficulty, rather than only getting involved when a situation has already reached crisis point' (A Guide to GIRFEC, 2012, p3). It also calls for practitioners to work across organisational boundaries and put children and their families at the heart of decision making.

Child Poverty Act (2010)/Child Poverty Strategy for Scotland (2011)

The Child Poverty Act (2010) sets out the UK-wide targets to eradicate child poverty by April 2020. Under the Act, the UK Government was to produce a Child Poverty Strategy. This applies to Scotland as well for policy matters that have been devolved to the Scottish Parliament/Ministers.

Following on from the Child Poverty Act (2010), the Scottish Government set out its vision for a Scotland where 'no children are disadvantaged by poverty' (p1). Growing up in poverty is viewed by the Scottish Government as impacting on children's outcomes. Poverty is viewed by the Scottish Government as complex, multi-dimensional and something that demands a range of interventions and responses. Investment in eradicating child poverty and reducing inequality remains vitally important to the Scottish Government. Shifting resources into early intervention and prevention in the early years of a child's life is a key starting point.

The main aim of the Child Poverty Strategy in Scotland is to maximise household resources (income poverty and material deprivation) and to improve children's wellbeing and life chances (breaking inter-generational cycles of poverty/inequality/deprivation). Such an approach requires focus on tackling underlying social and economic determinants of poverty and to improve the circumstances in which children grow up.

The Child Poverty Strategy in Scotland has three underpinning principles: early intervention and prevention; building on the assets of individuals and communities and ensuring that the needs of children and families are at the centre of service design and delivery. These principles are taken from the main social policies which the Scottish Government has already put in place to address child poverty (Achieving our Potential, 2008; Early Years Framework 2008; Equally Well, 2008). The three social frameworks promote an assets-based approach to build the capacity of individuals and families and enable them to manage their way out of poverty. Within the assets-based approach, individuals and communities are invited to manage positive changes to their circumstances by helping to produce the interventions to help support them out of poverty. Professionals are required to recognise that individuals and communities are able to become 'a resource which co-designs services' rather than being simply consumers of services (Child Poverty Strategy, 2011, p9).

Adult Literacies in Scotland 2020: Strategic guidance (2011)

The Scottish Government's Literacy Action Plan established Scotland's overarching vision for all learners – to raise standards of literacy for all from the early years through to adulthood. Within the Adult Literacies in Scotland document, family learning is viewed as 'an investment in Scotland's future, as it contributes to equality of opportunity by changing learning patterns within families. Working with the family together rather than with the child or the adult separately makes a greater impact on the literacies development of both child and parent or carer. This can be achieved by combining early childhood interventions and early parenting strategies with adult literacies work. Parents and carers who develop their own literacies often gain the confidence and skills to help their children with reading, writing and numbers' (p10).

Community Learning and Development Strategic Guidance (2011)

The Community Learning and Development Guidance clarifies expectations of Community Planning Partnerships. The purpose of community learning and development is to 'empower people individually and collectively, to make positive changes in their lives and in their communities through learning' (p1). The vision for Scotland's public services is to focus public spending and action to 'build on the assets and potential of the individual, the family and the community' (p2).

Partners should aim to deliver community learning and development outcomes through a range of approaches including 'family learning and other early intervention work with children, young people and families' (p4).

National Parenting Strategy (2012)

The Scottish Government launched the National Parenting Strategy in 2012 with the purpose of acting 'as a vehicle for valuing, equipping and supporting parents to be the best that they can be so that they in turn can give the children and young people of Scotland the best start in life' (p7). Helping parents to be the best they can be, makes a difference to children and young people (NPS, 2012, p3). The process for making this happen is through championing the importance of parenting, strengthening the support on offer to parents and making it easier for them to access the support they need. Within the document, parents alone are not expected to 'shoulder the responsibility of improving the life chances of Scotland's children and young people' (p11).

'The nurturant qualities of the environments where children grow up, live and learn parents, caregivers, family and community – will have the most significant impact on their development. In most situations, parents and caregivers cannot provide strong nurturant environments without help from local, regional, national, and international agencies' (World Health Organisation, 2007, p3).

Community Learning and Development Regulations (2013)

The Community Learning and Development (CLD) Regulations place a requirement on local authorities to initiate, maintain and facilitate a process which ensures that CLD in that area is secured in such a way that it:

- a) identifies target individuals and groups.
- b) considers the needs of those target individuals and groups for CLD.
- c) assesses the degree to which those needs are already being met.
- d) identifies barriers to the adequate and efficient provision of relevant CLD.

Adult Learning in Scotland: Statement of Ambition (2014)

Adult learning with the family provides modelling for children and young people. Intergenerational learning has the power to create a more cohesive society by challenging stereotypes and through valuing the experience of both young and older people. The Statement of Ambition document aims to inspire, through adult learning, the people of Scotland to develop their dreams and aspirations, building hope and realising ambitions for individuals and communities.

Building the Ambition (2014)

Building the Ambition 'reflects the importance of early learning and childcare for the future of individual children and families and the wider society as a whole' (p6). This is also a priority for the European Union who view early childhood education and care (ECEC) as 'the essential foundation for successful lifelong learning, social integration, personal development and later employability. Complementing the central role of the family, ECEC has a profound and long-lasting impact which measures taken at a later stage cannot achieve' (European Commission Communication, 2011).

Within the document, parents remains central to their child's learning journey. Involving families in all aspects of early learning and childcare improves outcomes for children. Family learning is viewed as a 'powerful method of engagement and learning' which helps 'challenge educational disadvantage, promote socio-economic resilience and foster positive attitudes towards life-long learning' (p25).

Children and Young People (Scotland) Bill (2014)

The Children and Young People Bill is to further the Scottish Government's ambition for Scotland to be the best place to grow up. This is to be achieved by making provision in relation to aspects of children's services reform including improving 'the way services work to support children, young people and families' and strengthening 'the role of early years support in children's and families' lives'. The wider public sector are accountable in the Act for their efforts to take forward the realisation of rights which are set out in the The United Nations Convention on the Rights of the Child (UNCRC) and they are required to report on what actions they are taking to progress it.

The Act sets the strategic direction for the way in which Scottish public services should be delivered and assists public bodies in their endeavours to improve the life chances of children and young people.

Scottish Attainment Challenge (2015)

The Scottish Attainment Challenge aims to achieve equity in educational outcomes and raise the attainment of children and young people living in deprived areas in order to close the poverty-related attainment gap. The challenge focuses on and accelerates targeted improvement activity in literacy, numeracy and health and wellbeing in specific areas of Scotland. It also supports and complements the broader range of initiatives and programmes to ensure that all of Scotland's children and young people reach their potential.

'How Good Is Our School?' (4th edition) (2015) and 'How Good Is Our Early Learning and Childcare?' (2016)

'How Good Is Our School?' and 'How Good Is Our Early Learning and Childcare?' aim to support the growth of a culture of self-improvement across Scottish education. They build on previous frameworks and continue the journey of moving Scottish education from being good overall to being great overall.

'Evidence on the current performance of Scotland's education system suggests that we have a good education system, which is performing strongly in a number of respects. However, we are not yet at the level of achieving consistently excellent levels of performance which would match the world-leading ambition of our vision.'

Education Scotland Corporate Plan 2013-2016 (p15)

Children and Young People Improvement Collaborative (CYPIC) (2016)

The Children and Young People Improvement Collaborative (CYPIC) brings together the Early Years Collaborative (EYC) and the Raising Attainment for All (RAFA) programme to deliver quality improvement throughout the child's journey.

The purpose of the CYPIC is to support schools and services for children, young people and families to be as good as they can be, based on evidence of what works in improving outcomes and life chances.

National Improvement Framework for Scottish Education (2016)

The National Improvement Framework sets out the vision and priorities for children's progress in learning. The Framework is 'key in driving work to continually improve Scottish education and close the attainment gap' (p1). The Framework aims to 'improve and increase ways in which parents and families can engage with teachers and partners to support their children and increase the voice of parents in leading improvements with schools' (p14).

The Framework is linked to other key national outcomes such as giving children the best start in life and being ready to succeed, tackling inequalities in Scottish society and improving the life chances for children, young people and families at risk. It builds on other improvements and reforms such as Getting it Right for Every Child, Early Years Collaborative, National Young Work Strategy and Teaching Scotland's Future (skilled workforce). The Framework provides a shared focus to ensure that 'partners are focused effectively on key priorities' to work together and make the vision a reality (p5).