

REPORT TO EDUCATION AND CHILDREN'S SERVICES COMMITTEE – 27 MAY 2021

PARENTAL INVOLVEMENT AND ENGAGEMENT STRATEGY 2018-2021 – “LEARNING TOGETHER IN ABERDEENSHIRE”

1 Reason for Report / Summary

- 1.1 To provide an update on progress of the implementation of the “Learning Together in Aberdeenshire” action plan.

2 Recommendations

The Committee is recommended to:

- 2.1 Consider the progress of the delivery of the Parental Involvement and Engagement strategy and development of the Family Learning Plan; and**
- 2.2 Instruct the Parental Engagement Support Hub Aberdeenshire (PESHA) team and CLD to present a 6-month implementation report to the Education and Children's Services Committee by December 2021.**

3 Purpose and Decision Making Route

- 3.1 At the Education and Children's Services Committee meeting on 7th of February 2019, the committee approved the recommendations arising from the findings of the consultation on the draft Parental Involvement and Engagement Strategy, as appended to the report, approved the current version of the Strategy and Action Plan 2018-2021, as appended to the report, noted and approved the Aberdeenshire Family Learning Plan appended to the report, and instructed the Parental Engagement Support Hub Aberdeenshire (PESHA) team to submit six-monthly implementation reports to the Committee. These updates have been provided in October 2019 and April 2020.
- 3.2 Both globally and nationally, it is recognised that parents are the single most important influence on their children's development, learning and achievement. The involvement and engagement of parents in their children's learning is recognised as a key element in raising attainment through support, help and encouragement given at home and whilst at school. The term “parents” in this document refers to anyone with parental responsibilities and others who care for or look after children or young people.
- 3.3 The Parental Involvement and Engagement Strategy 2018-2021 has demonstrated the commitment by Aberdeenshire Council to improve the quality and the extent of parents' involvement in their child's learning and the important role they play in their child's education. It is based on the guiding aim of Getting it Right for Every Child and is informed by the central role of the family, whatever form that may take. The theme that lies at the heart of this plan is relationships - relationships based on trust, mutual respect and collaboration.

This is a three-year strategy, with actions linked to each of the thirteen goals as set out in the national document “Learning Together” which have been progressed over this three-year period.

- 3.4 The specific relevant priorities remain to work with parents and carers to support children through every stage of their development and provide the best life chances for all our children and young people by raising levels of attainment and achievement. The Aberdeenshire Family Learning Plan is therefore being developed simultaneously, in recognition of the fact that the development of positive relationships between parents and schools is an important precursor to parents’ engagement with children’s learning.
- 3.5 A detailed consultation of the Learning Together national document took place, which informed the final Strategy and action plan. The Parental Involvement and Engagement Reference Group monitored the ongoing progress of the Strategy and action plan and agreed any relevant amendments such as the performance indicators. The Performance Indicators for the strategy and action plan has been amended to reflect Covid-19 circumstances and to allow stakeholders to provide us with data that is able to be collected at this time.

4 Discussion

- 4.1 The Parental Involvement and Engagement Strategy 2018-2021 - “Learning Together in Aberdeenshire” action plan has five key themes Parental Involvement, Parental Engagement, Equalities and Equity, Leadership and Skills and Evidence, Inspection and Improvement. For more detailed information on progress see **Appendix B**.
- 4.2 Parental Involvement: We have strengthened parental representation by reviewing support and developing guidance for parents and schools by creating factsheets, toolkits and guidance. We have improved channels of communication for parents through a new section in the corporate website, amendments to the school handbook template and involving parents in a short-term Parental Involvement communication group. In the 2019 Scottish Government Parental Engagement census there is some evidence that ongoing work is required to support Parent Councils to communicate effectively with their parent forum and raise awareness of the roles and responsibilities of Parent Councils. This was supported by the PESHA team and CONNECT (training provider for Parent Councils). Schools have had ongoing dialogue with their parents during home learning periods and have surveyed parents to capture any learning needs. A number of initiatives have been implemented to ensure ongoing effective Parental Involvement during Covid-19. These are detailed in **Appendix B**.
- 4.3 Based on the previous consultation with schools and parent councils which was reported in April 2020, the Parental Involvement and Engagement Reference group are working towards a Family Learning Strategy. The strategy will indicate the purpose and outcomes of Family Learning, the underlying principles and the roles of partners and outcomes for families. A range of blended Family Learning opportunities have been delivered during Covid-19 and these are detailed in **Appendix B**.

- 4.4 Equalities and Equity: when developing the toolkits, factsheets and guidance and during consultations we have taken account of the wide range of barriers that some parents may experience by using plain English and having resources available in different formats. During Covid-19 additional support and devices through Connecting Scotland were issued to children and parents. Through schools a total of 4214 were distributed and CLD have supported the community to receive 155 devices with 71 to support households and 63 to directly support young people to get online and support learning. The EAL team supported schools and parents of EAL pupils through the provision of translation and interpretation services for written and spoken communication and translated videos with support to online learning for Microsoft Teams and Google classroom.
- 4.5 Leadership and Skills: Since the covid-19 pandemic meetings with the Director of Education and Parent Council chairs are now virtual and more regular. This has been a valuable source of fact checking for Parent Council chairs and has allowed the council to reinforce key messages with Parent Council chairs. In addition, ongoing support to Parent Councils is provided by The Parental Engagement Support Hub Aberdeenshire (PESHA) team. A consultation with Parent Councils and school staff on training/ continuous professional learning needs on Parental Engagement, including engaging parents in school improvement planned is scheduled for the recovery phase post lockdown, April 2021.
- 4.6 Evidence, Inspection and Improvement: A Parental Involvement and Engagement Reference (PIE) group have reviewed policies and strategies and quality assured strategic implementation of the Aberdeenshire Parental Involvement and Engagement strategy and action plan. A set of key principles for Parental Engagement with amended performance indicators to reflect Covid-19 have been developed. It is envisaged data will be gathered using these PIs during term 4 and annually thereafter. The national quality assurance framework of How Good is Our School 4, has a quality indicator in relation to family learning. The family learning quality indicator can be used by a range of family learning providers and this can be supported through partnership continuous professional learning. The self-evaluation tool has been developed and continues to be promoted and used in schools as part of the school improvement planning process.
- 4.7 The Parental Engagement Support Hub Aberdeenshire (PESHA) team have continued to seek the views of schools, other stakeholders, Parent Councils and parents in the ongoing implementation of the Parental Involvement and Engagement action plan. Schools, Parent Councils and the wider parent group have continued to positively engage in partnership working outlined in the Parental Involvement and Engagement Strategy 2018-2021 – “Learning Together in Aberdeenshire” and action plan. This engagement has continued despite Covid-19 restrictions. The latest national Parental Involvement and Engagement census was postponed by Scottish Government due to Covid-19. Aberdeenshire Council will participate in the national census once it is reinstated by Scottish Government. Aberdeenshire Council will survey parents in the recovery phase (April 2021) to gather feedback and learning from our time in lockdown.

- 4.8 Agreed by the PIE Reference Group a set of key principles has been developed to ensure the effective partnership and positive relationships between parents and schools. These are:
- We recognise parents are the primary educator of their children and play an important part in their children and young people's life and learning.
 - Working together makes a positive difference to our children and young people's learning and wellbeing.
 - Everyone's participation and roles are valued.
 - Relationships between families and schools are based on mutual trust and respect.
 - We recognise and respect the diversity of our community.
 - We understand different views points and constraints.
- 4.9 Throughout the life of the strategy and detailed in the action plan (**Appendix B**), there is a recognition of the value of partnership working, effective communication and that parents' voices are heard and valued. All stakeholders have effectively worked together to improve outcomes for children and young people and to address the poverty related attainment gap.

5 Council Priorities, Implications and Risk

- 5.1 An equality impact assessment has been carried out as part of the development of the proposals. It is included as **Appendix A** and there is a positive impact on identified minority parent groups with a focus as follows:
- parents of children with Additional Support Needs/disability,
 - early years and childcare,
 - parent/carers of children who are looked after and/or accommodated,
 - parents of children and young people with English as an Additional Language,
 - single parent families,
 - Gypsy Travellers,
 - children who are educated at home,
 - minority ethnic groups.
- 5.2 There are no implications for staffing. Financial implications are minimal and will be met from within existing budgets. The Parental Engagement Support Hub Aberdeenshire (PESHA) team will have overall responsibility for the implementation, delivery and ongoing review of the strategy with relevant partners.
- 5.3 The following Risks have been identified as relevant to this matter on a Strategic Level BSSR004 Community Empowerment: overwhelming demand to participation. This will be mitigated against through a detailed implementation plan with ongoing monitoring and review.

Subject	Yes	No	N/A
Financial		X	
Staffing		X	
Equalities			X
Fairer Scotland Duty			X
Town Centre First			X
Sustainability			X
Children and Young People's Rights and Wellbeing	Improved educational outcomes for Children and Young People		

5.4 An equality impact assessment is not required because the committee paper of 7th February 2019 had the Equality Impact Assessment (EIA) attached.

6 Scheme of Governance

6.1 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and had no comments to make and are satisfied that the report complies with the Scheme of Governance and relevant legislation.

6.2 The Committee is able to consider this item in terms of sections E.1.1b and E.3.3 and E.3.5 of the List of Committee Powers in Part 2A of the Scheme of Governance as it relates to Education, approval of proposals following consultation and the carrying out of the duties of the Council in regards to Parent Councils.

Laurence Findlay Director of Education and Children's Services

Report prepared by Philip Boath, Interim Service Manager Community Learning and Development
Date 29 April 2021

Appendices

Appendix A - Equality Impact Assessment (EIA)
Appendix B - Parental Involvement and Engagement Action Plan update
(September 2019)

EQUALITY IMPACT ASSESSMENT

EIA Version	Date	Author	Changes
2	28/04/21	Philip Boath	Stage 2 – update of strategy implementation

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions including those that affect services the council delivers).

Service	Education & Children Services
Section	Education - Parental Engagement Support Hub Aberdeenshire
Title of the activity etc.	Update on the Parental Involvement and Engagement Strategy 2018-2021 – Learning Together in Aberdeenshire
Aims and desired outcomes of the activity	Implementation of the Parental Involvement and Engagement Strategy 2018-2021 – Learning Together in Aberdeenshire
Author(s) & Title(s)	Philip Boath Interim Service Manager (Communities and Partnerships)

Stage 2: List the evidence that has been used in this assessment and explain what it means in relation to the activity you are assessing.

Evidence	What does it say?	What does it mean?
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Parents and families through online hosted workshops School Parent Forums through Parent Councils. Regular meeting with parent councils.	To ensure the views of parents are represented and parental involvement and engagement is supported. To identify and discuss emerging needs.
Internal consultation with staff and other services affected.	All school staff, headteachers, practitioners, Early Years and Childcare Forum, Community Learning and Development, Educational Psychology Service, English as an Additional Language service, Community Learning and Development Service Managers, education managers/officers and unions via online survey and focus group events.	Key stakeholders are informed of the strategy and their contribution. Opportunity to monitor progress and identify and share good practice and to identify emerging needs.

External consultation (partner organisations, community groups, and councils).	National Parent Forum Scotland Education Scotland Northern Alliance partners Scottish Parental Involvement Officer Network (SPION).	To ensure a national perspective of parental involvement and engagement and to ensure Aberdeenshire Parents can be part of a national network.
External data (census, available statistics).	Range of research and analysis data as set out in national document "Learning Together: National Action Plan on Parental Involvement, Engagement, Family Learning and Learning at Home 2018-2021".	
Other (general information as appropriate).		

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	All equalities data on minority parent groups and pupils was accessible via SEEMIS database and other sources within the Council. Every effort was made to identify hard-to-reach minority parent groups to seek their views.

Stage 4: Measures to fill the evidence gaps.		
What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.	Measures:	Timescale:

Stage 5: What steps can be taken to promote good relations between various groups/areas?	
These should be included in the action plan.	We will continue to make the best use of existing partnerships & relationships with parent councils at a local and nationally level.

Stage 6: How does the policy/activity create opportunities for advancing equality of opportunity?	
The strategy supports the work of schools and the Council to establish strong and effective partnerships with parents to awareness of the barriers of parental involvement and engagement and to raise achievements by addressing the poverty related attainment gap.	

Stage 7a:

Are there potential impacts on protected groups?

The protected groups covered by the equality duty are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Who is affected by the activity or who is intended to benefit from the proposed activity and how? Complete the table below for each protected group by inserting "yes" in the applicable box/boxes below.

	Positive	Negative	Neutral	Unknown
Age – Younger/Older	YES			
Age - Older				yes
Disability	YES			
Race – (includes Gypsy Travellers)	YES			
Religion or Belief			YES	
Sex			YES	
Pregnancy and maternity				YES
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			YES	
Gender reassignment – (includes Transgender)			YES	
Marriage and Civil Partnership				YES

Stage 7b: Do you have evidence or reason to believe that this policy, activity etc. will or may impact on socio-economic inequalities?

This is about trying to be fair to everyone. Part of that is realising that not everyone may be starting at the same place. Some individuals and families may have low income, may have very little or no savings which means they are living from month to month therefore changes to council policies/services may have a greater adverse impact on them. Some literacies such as functional (reading, writing) and health, have an association with socioeconomic status, therefore an improvement in literacies for residents in Aberdeenshire will have an impact on socio-economic inequalities.

On this basis you should consider potential impacts on individuals/families by:

- Place: on specific vulnerable areas or communities (SIMD, regeneration, rural) e.g. housing, transport.
- Pockets: household resources, (Income, benefits, outgoings) ability to access a service
- Prospects: peoples life chances e.g. access to, or ability to access: employment, training, services (such as council or health) or support.

Groups of people who may be impacted include, but not limited to:

<ul style="list-style-type: none"> • Unemployed • Single parents and vulnerable families • People on benefits • Those involved in the criminal justice system • People in the most deprived communities • People who live in rural areas 	<ul style="list-style-type: none"> • Pensioners • Looked after children • Carers including young carers • Veterans • Students • Single adult households • People who have experienced the asylum system 	<ul style="list-style-type: none"> • Those leaving the care setting including children and young people and those with illness • Homeless people • People with low literacy/numeracy • People with lower educational qualifications • People in low paid work • People with one or more protected characteristic
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Please complete by inserting "yes" in the applicable box/boxes below.

Socio-economic disadvantage	Positive	Negative	Neutral	Unknown
Pockets: Low income/income poverty – cannot afford to maintain regular payments such as bills, food, clothing			YES	
Pockets: Low and/or no wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future			YES	

Pockets: Material deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies			YES	
Place: Area deprivation – where you live, where you work			YES	
Prospects: Socioeconomic background – social class i.e. parents education, employment and income, educational achievement.				

Stage 8: What are the positive and negative impacts?		
Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive and/or negative impacts you have highlighted above. Detail the impacts and describe those affected.	Pockets:	
	Prospects: the implement of the Parental Involvement and Engagement strategy is to address the poverty related attainment gap and raise educational attainment in partnership with parents.	

Stage 9: Have any of the affected groups/areas been involved, engaged with or consulted?	
If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?	Discussion with parent councils in relation to consider impact of low income on children’s educational attainment and parental involvement and engagement, established links with the Lived Experience Forum.

Stage 10: What mitigating steps will be taken to remove or reduce negative impacts?		
These should be included in any action plan at the back of this form.	Mitigating Steps	Timescale
	On going dialogue with parent councils	August 2021

Stage 11: What monitoring arrangements will be put in place? How the EIA will be used to monitor the proposal

These should be included in any action plan (for example customer satisfaction questionnaires).

The implementation of the strategy is monitored as part of the terms of reference of the Parental Involvement and Engagement reference group.

Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	No negative impact have been identified.	
	2	Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen.

* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Education & Children Service – Community Learning & Development	
	2) Title of Policy/Activity	Aberdeenshire Parental Involvement and Engagement Strategy (if appropriate)	
	3) Authors: I/We have completed the equality impact assessment	Name: Philip Boath Position: Interim Service Manager- Communities & Partnership Date: Signature:	Name: Position: Date: Signature:

<p>for this policy/ activity.</p>	<p>Name: Position: Date: Signature:</p>	<p>Name: Position: Date: Signature:</p>
<p>4) Consultation with Service Manager</p>	<p>Name: Date:</p>	
<p>5) Authorisation by Director or Head of Service</p>	<p>Name: Position: Date:</p>	<p>Name: Position: Date:</p>
<p>6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee.</p>		<p>Date:</p>
<p>7) EIA author sends a copy of the finalised form to: equalities@aberdeenshire.gov.uk</p>		<p>Date:</p>

Action Plan					
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Support to Parent Councils	May 2021	December 2021	C McLennan	Support the parent involvement and engagement	None

Parental Involvement

Goal	Work complete	Work in progress	Work to be done
<p>Goal A - Representation</p> <p>Strengthen parental representation in the life and work of early years and childcare settings and school.</p>	<p>Created a guide for Parent Councils which has been shared with all schools and Parent Councils.</p> <p>Amended corporate website to allow parents to access support and advice on being involved. This will be under review regularly.</p>	<p>PESHA working with early years and childcare teams to identify any training needs linked to Parental Involvement to include in their training calendar.</p>	<p>We will explore possibilities for proportionate representation of parents and committee voting rights.</p>
<p>Goal B - Collaboration</p> <p>Expand opportunities for ALL parents to collaborate at every level of the education system.</p>	<p>Liaised and continued to meet on a termly basis with National Parent Forum Scotland representative in Aberdeenshire.</p> <p>Created self-evaluation tool for schools using “Learning Together”. This has been shared with schools via QIOs and is now used by some schools as part of their School Improvement Planning.</p>	<p>Seeking the views of parents through online survey in the recovery phase.</p>	<p>Consult with Parent Councils in relation to training in aspects of Parental Engagement and Family Learning. (This has been on pause due to Lockdown but will be revisited during term 4 of 2021)</p>
<p>Goal C - Communication</p> <p>Improve communication with parents and families.</p>	<p>Developed parents leaflet including translated versions summarising the Parental Involvement and Engagement Strategy and Action Plan.</p> <p>Created a short- life working group to develop a comprehensive communication plan for parents.</p> <p>Annual review of school handbook template included early learning and childcare settings.</p>	<p>Seek the views of parents/carers using a combination of Parental Involvement and Engagement Census and events.</p> <p>Parents have been surveyed by schools during Lockdown to ensure Home Learning is effective.</p> <p>Parents portal is being rolled out as a parental communication mechanism.</p>	<p>New communication with parents toolkit will be introduced to schools in term 4 to support effective parental engagement. This includes a post Covid-19 reflective question section.</p>

Goal	Work complete	Work in progress	Work to be done
<p>Goal D - Information Technology Support early learning and childcare settings, schools and parents to exploit opportunities provided by IT to improve parental involvement and engagement.</p>	<p>Parent Councils offered option to have designated space in school websites.</p> <p>Amended Social Media factsheet to promote opportunities for the use of digital technology in communicating effectively with parents.</p>	<p>Parents Portal being introduced across Aberdeenshire as a communication tool – this should make communication easier for separated parents.</p>	<p>Use Parental Involvement and Engagement website to promote innovative use of technology including widgets in engaging with parents. Symbols created by SLT to be added to ASN website that can be accessed by Parents to support communication at home. (KT from Inclusion, Equity and Wellbeing team to action).</p>
<p>Goal E - Volunteering Widen opportunities for parents and families to volunteer with the school or early learning and childcare setting.</p>	<p>Reviewed corporate volunteering strategy to ensure it considers the volunteering needs across schools and Corporate website information on school volunteering updated and published.</p>	<p>Consider how volunteering options can be explored in early learning and childcare settings and includes appropriate promotion, communication, and induction.</p>	<p>Future Parental Involvement and Engagement discussions to include the role of the volunteer and volunteering opportunities, including volunteering to support family learning in school and in the wider community. Identify volunteering opportunities in Early Learning, Childcare, Schools. This work has been on pause due to Lockdown and as no volunteers have been allowed in schools. This requires further consideration.</p>

Goal	Work complete	Work in progress	Work still to do
<p>Goal F - Parental Engagement</p> <p>Improve support to parents and families to help them engage with their child's learning and development.</p>	<p>North Alliance Regional Improvement Collaborative (RIC) workshop facilitated in relation to engaging parents in their child' learning and the role of partners in supporting learning at home including learning in everyday situations.</p> <p>Pilot programme "Learning at School and Home" targeting New Scots community completed.</p>	<p>Address barriers to engagement by sharing best practice in Parental engagement and Family Learning with schools through the corporate website and new Good Practice Parental Engagement group.</p>	<p>Develop Learning at Home training and Engaging in School Improvement Planning training for schools, parents and Parent Councils (on pause due to Covid 19 but will be re- visited).</p>
<p>Goal G - Family Learning</p> <p>Increase the opportunities for families to access evidence-based family learning opportunities and programmes.</p>	<p>Meetings have taken place to discuss measuring the impact of family learning including family learning signature and the alternatives to family learning signature.</p> <p>Devised workshop materials for family learning providers to review family learning and identify CLPL for practitioners.</p> <p>A range of blended Family Learning opportunities have been delivered during Covid-19. For example:</p> <ul style="list-style-type: none"> • Tackling Child Poverty awareness workshops, • Strengthening Families, • Self Esteem Garden, • Little Bags of Learning. <p>Facilitated the North Alliance Regional Improvement Collaborative (RIC)workshop which established a dialogue between stakeholders and family learning practitioners around family learning practice and principles and partnership working to increase family learning opportunities.</p>	<p>Children's University continues to be promoted for schools as a mechanism to support wider achievement and family learning for schools. It has also supported families with additional home learning during Lockdown. 6 new schools have got involved in 2021 so we now have 36 schools involved across Aberdeenshire.</p> <p>Family Learning plan in consultation with key stakeholders and practitioners is under development.</p>	<p>Facilitate focus groups with minority group parents such as Parents who have English as a second language (ESOL), parents of children with additional support needs (ASN), care experienced and gypsy travellers.</p> <p>KT was conducting Autism Focus Groups and incorporated family learning prior to lockdown.</p>

Equalities and Equity

Goal	Work complete	Work in progress	Work to be done
<p>Goal H - Equalities and Equity Work together to address barriers that limit parents' involvement and engagement to include Minority ethnic groups, Gypsy travellers, Parents of children with ASN, parent/carers of Care Experienced Young People and parents of children who are home educated, parents of children and young people with English as an Additional Language, Single parent families.</p>	<p>Included in corporate website links to relevant support groups for parents.</p>	<p>Parental Involvement and Engagement reference group to ensure that policies and strategies reflect equalities duties in key principles document and other key strategic documents in collaboration with communication group, CLD, Early Learning team, Inclusion, Equity and Wellbeing team, Educational Psychology Service and Learning Estate team.</p> <p>Review Aberdeenshire anti-bullying policy and guidance.</p> <p>Social Isolation and Loneliness Project have issued over 200 packs to children and young people throughout Aberdeenshire.</p> <p>Holiday Recovery Programme questionnaire and focus groups.</p> <p>Helpline for Parents during lockdown – run by Educational Psychology Service.</p>	<p>Ensure the Family Learning Plan is accessible to the full range of parent groups.</p> <p>Identify good practice for involvement and engagement with parents from migrant/refugee backgrounds from Aberdeenshire and from other Local Authorities.</p> <p>Work with organisations who can assist in providing advice and support on both equalities and equity training to early learning and childcare settings, schools and Parent Councils.</p> <p>Link with the Equity and Wellbeing Team to organise and host three events for Parents and Families with Additional Support Needs with a focus on service improvement including training needs for teachers and parents. This is under review due to Covid 19 restrictions.</p>

Leadership and Skills

Goal	Work complete	Work in progress	Work to do
<p>Goal J – Skills</p> <p>Enhance the skills associated with parental involvement, parental engagement and family learning amongst practitioners.</p>	<p>Produce and promote factsheets for teachers and practitioners on key areas. A set of these are complete and will be added to in consultation with parents and schools.</p> <p>Family Nurture Leaflets now complete and accessible through the EPS website.</p> <p>Series of short videos went live for both families and practitioners alike on worries about returning to school?</p>	<p>CLPL on Universal and Targeted Nurture now being redesigned as virtual training models.</p> <p>Further videos planned to bring to life these concepts within the family nurture leaflets and distributed via social media channels.</p> <p>A newly formed Parental Engagement Good Practice group will also lead sessions for other HTs on how they have engaged with parents during Lockdown.</p>	<p>Educational psychology service - training on universal nurture, targeted nurture for practitioners with a rolling programme beginning in secondary schools followed by early years setting.</p> <p>Aberdeenshire staff to design and trial training for school staff and practitioners in working with parent councils, family learning and improving parental engagement to be rolled out across the Regional Improvement Collaborative</p> <p>PESHA Team to create powerpoint to audit school staff on training needs. This has been on pause during Lockdown but will be re-established during term 4 of session 2020-21.</p>
<p>Goal K - Parents as leaders</p> <p>Build the capacity of parents, drawing on their expertise and supporting them to be involved and engaged in their child's learning</p>	<p>Provided training for Parent Councils in effective collaboration with schools. This is ongoing.</p> <p>Provided opportunities for Parent Council Chairs to meet formally with senior leaders. This is offered annually in three areas across Aberdeenshire. During Covid 19 these meetings are now every eight weeks</p> <p>Provided opportunities for Parent Council Chairs to meet with Parental Engagement Officer termly.</p>	<p>Aberdeenshire Council and Parent Council Chairs have continued during Covid-19. These virtual meetings have been more regular with Director of Education and. Parent Councils have been supported in moving to virtual meetings. Many intend to develop a blended model post Lockdown. Parent Councils have had access to more training – the numbers of Aberdeenshire parents involved in our Parent Councils training has increased three-fold.</p> <p>Google groups have been set up and will be shared with Parent Councils to allow them to communicate with each other. This work was paused during Lockdown and was replaced by informal virtual</p>	<p>To offer and provide learning opportunities to parents to build their confidence, knowledge and skills to engage in their child's learning – using case studies where this is working effectively in schools.</p> <p>To continue to provide training and events for Parent Councils to help them engage effectively with their parent forum. Consultation with Parent Councils will allow us to establish if virtual or face to face training or a blended model would work best in the recovery phase.</p>

	This is ongoing during Covid-19.	sessions with Parent Council chairs for Primary, Secondary and Special school Parent Council chairs. Consultation with Parent Council chairs will be undertaken to see if they wish to continue informal virtual sessions, move to using Google groups or have a blended model of both to facilitate effective communication.	
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Evidence, inspection and improvement

Goal	Work complete	Work in progress	Work to do
<p>Goal L - Ensure that parental involvement and engagement are fully reflected in strategic policies, improvement activity and inspection process.</p> <p>Goal M - Improve the evidence base.</p> <p>Goal N - Provide funding for parental involvement at authority level.</p>	<p>Continue to encourage Parent Councils to utilise funding to expand engagement with the wider Parent Forum. Parent Councils from session 2020-2021 will be expected to share with Aberdeenshire Council how their have used their council funding. Good practice examples will be shared with other Parent Councils.</p>	<p>Parental Involvement and Engagement reference group now meets regularly – they have developed a key principles document and create a set of performance indicators and a set of interim Covid-19 performance indicators to be used to monitor the strategy and action plan.</p> <p>Highlight self-evaluation tool for schools/early years settings to support improvement in Parental Involvement and Engagement as part of the School Improvement Planning process.</p> <p>Supporting schools/early years settings to evidence Parental Involvement/Engagement including innovative use of Pupil Equity Funding.</p>	<p>Gather data on Covid-19 performance indicators.</p> <p>Parental Involvement and Engagement reference group to review policies on a rolling programme of a 6-monthly basis and to provide feedback and recommendations to the policy developers.</p> <p>To pilot self-evaluation professional dialogue workshops with schools and partners to augment skills in enhancing the use of self-evaluation.</p> <p>To review the use of Pupil Equity Fund in supporting Parental Involvement and Engagement.</p> <p>To prepare and present an annual report with progress updates on the performance indicators to include Scottish Government Census data.</p>