



West Lothian Council  
Education Services

# Parental Engagement Framework 2016/17

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# 1 Overview

## 1.1 Introduction

West Lothian Council is committed to delivering the best possible outcomes for children and young people. West Lothian Council will deliver on the Single Outcome Agreement objectives that ***our children will make the best possible start in life and be ready to succeed***, and that ***we are better educated and have access to increased and better quality learning and employment opportunities***.

As part of our council's strategy for raising attainment, we seek to improve parental, family and community engagement. West Lothian Council believes that parents are partners in their child's learning and parental engagement should be embedded in school and service strategies. The degree and quality of engagement that parents have with their child's learning is a critical factor in educational attainment.

We are committed to improving attainment for all within the framework of Curriculum for Excellence and an important element is involving parents effectively in all aspects of their child's learning experience.

## 1.2 Context

### The West Lothian Perspective

West Lothian Council recognises and reaffirms the key role of parents<sup>1</sup> as prime educators and carers of children. Effective parental engagement enhances parents' understanding of what and how their children are learning, how well they are doing and how they can support their learning in the home, school and community. West Lothian Council will support parents to ensure that children make the most of their opportunities in life, so that they become effective contributors to our local and wider communities. Improving educational attainment and qualifications will better support our children to develop the essential skills for learning, life and work and to have successful and productive lives.

This Framework takes cognisance of and builds upon progress made since the previous Parental Involvement Strategy. We continue to promote parental involvement and engagement, focusing on those areas still requiring most development and further enhancing the scope of these activities.

The Framework will describe the features of effective parental engagement, against which schools will audit their practice. Improvement will be implemented through implementation of the action plan.

Progress has been made in the formation of Parent Councils, the West Lothian Council Parent Forum and in the provision of support both by council officers and through the Scottish Parent Teacher Council [SPTC]. Progress has also been made in the provision of advice and information to parents through the Council website and centrally based staff. West Lothian Council has arrangements in place to support looked after children and promote equality.

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<sup>1</sup> The term 'parent' is used to mean all those with parental responsibility and the term 'child' or 'children' include young person and young people.

A key area for further development will be supporting parents to become involved in their children's learning. The Raising Attainment Strategy recognises parental engagement as one of the key building blocks of improved attainment, and the revised Parental Engagement Framework will contribute to this.

The Parental Involvement Act [2006] uses the definition of 'looked after' to refer to children who are accommodated by the local authority or are subject to one of the specified orders made under the Children [Scotland] Act 1995, including a child protection order, a parental responsibilities order or who are subject to a supervision requirement. West Lothian Council is committed to ensuring that children who are 'looked after' should have the same education and development opportunities as all other children.

Our Corporate Plan contains the following priorities:

- Delivering positive outcomes and early interventions for early years
- Improving attainment and positive destinations for school children
- Minimising poverty, the cycle of deprivation and promoting equality
- Delivering positive outcomes on health

### **The National Perspective**

It is essential that in West Lothian all partners involved in improving outcomes for children and their families are fully engaged with key national policies and guidance. The national framework, [Getting it Right for Every Child](#) [GIRFEC] charges everyone involved with children to collaborate and work together to ensure that children have their wellbeing needs met and therefore improving outcomes. This means working across organisational boundaries and putting children and their families at the heart of decision making and giving all our children and young people the best possible start in life.

One of the key drivers of [The National Improvement Framework](#) (NIF) is parental engagement. The framework states that *'we want 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.'* Parental and family engagement has been brought to the fore with the recent publication of the [How Good is our School? \(4<sup>th</sup> edition\)](#) (HGIOS4), in which there is a key quality indicator around family learning. This indicator focuses on increasing the positive impact of working with families to improve learning and achievement. The emphasis is on schools working in partnership with others in the community to support families to secure better outcomes through programmes which enable them to improve literacy, numeracy and health and wellbeing.

Other relevant national policies and guidance include;

- [Curriculum for Excellence \(CfE\)](#)
- [Early Years Framework](#)
- [Building the Ambition](#)

- [How Good is our Early Learning and Childcare? \(HGIOELC\)](#)
- [Early Years Collaborative/Raising Attainment for All](#)
- [Scottish Attainment Challenge](#)
- [Developing Scotland's Young Workforce](#)
- [Teaching Scotland's Future](#)
- [National Parenting Strategy](#)

### **Vison, Values and Ambition**

West Lothian Council Education Services, working with key partners, will:-

- promote the expectation that every child matters and has the capacity to learn
- intervene systematically to break the cycle of disadvantage at all stages and with an emphasis on the early years and subsequent sustained intervention.
- create a collaborative culture which enables strong leadership of learning and which values visionary leaders who are focused on improved outcomes for all learners
- expect and support the development of effective and reflective teachers and leaders through robust quality improvement
- expect and support the development of effective programmes which lead to improved learning and teaching in every classroom
- improve the quality of the evidence which demonstrates the link between learning and teaching and sustained life outcomes for school leavers.
- create effective performance management systems for all leaders and practitioners which draw on rich and robust data.

## **1.3 Framework Development**

The West Lothian Council Parental Engagement Framework provides an increased strategic focus on engaging parents in their child's learning. The Framework was developed by a team that included staff from Education Services – early years, special, primary, secondary practitioners, representatives from the West Lothian Parent Council Forum and representatives from other council services, including Social Policy, Educational Psychology Services and Adult Learning. The Framework was developed taking account of the contributions of stakeholders, including a parental survey, and best practice in West Lothian schools.

## 1.4 Ownership and Scope of the Framework

The Head of Education [Quality Assurance] and Head of Education [Development] are responsible for the overall implementation of the Parental Engagement Framework.

Implementation of the actions necessary to involve parents is the responsibility of headteachers and centrally-based officers, as set out in this Framework and the action plan appended.

Performance indicators are monitored by the Education Senior Management Team, and by the Chief Executive’s Scrutiny Panel through the West Lothian Assessment Model process.

Schools are also subject to independent scrutiny by Her Majesty’s Inspectors (Education Scotland) which includes consideration of parental engagement and views.

Governance		
Group	Governance/Scrutiny Role	Reporting Frequency
Moving Forward in Learning – Early Years Workstream	Coordinating and supporting implementation of West Lothian developments within this Framework, including programmes to support family learning and parenting skills.	Every six weeks
Moving Forward in Learning – Assessment and Moderation Workstream	Coordinating and supporting implementation of West Lothian developments within this Framework, including reporting to parents.	Every six weeks
Moving Forward in Learning – Quality Improvement Workstream	Coordinating and supporting implementation of West Lothian developments within this Framework, including involving parents in self-evaluation activities.	Every six weeks
Moving Forward in Learning – Wellbeing Workstream	Coordinating and supporting implementation of West Lothian developments within this Framework, including involving parents improving young people’s well-being.	Every six weeks
Education Policy Development and Scrutiny Panel	Scrutiny of the Framework.	As required
Education Quality Assurance Committee	Scrutiny of quality and performance of individual West Lothian schools.	Every six weeks

## 2 Council Priorities

The council has set 8 priorities in the current Corporate Plan (2013/17) in consultation with the local community, partners, stakeholders and our staff. These priorities, along with the 3 enablers themes, represent all the vital activities that the council will undertake in order to achieve better outcomes for West Lothian.

Figure 1 illustrates where the Parental Engagement Framework will directly contribute to a council priority or enabler.

Council Priorities	Name Framework
1. Improving the employment position in West Lothian	
2. Improving attainment and positive destinations for school children	✓
3. Delivering positive outcomes and early intervention for early years	✓
4. Improving the quality of life for older people	
5. Minimising poverty, the cycle of deprivation and promoting equality	✓
6. Reducing crime and improving community safety	
7. Protecting the built and natural environment	
8. Delivering positive outcomes on health	✓
<b>Enablers</b>	
Financial planning	✓
Corporate governance and risk	✓
Modernisation and improvement	✓

Figure 1: Council priorities and Parental Engagement Framework

### 3 Framework Outcome: Enhanced Parental Engagement

**Purpose:**

Parents are supported to engage actively and meaningfully in their child's learning at home and school.

Progress has been made in the formation of Parent Councils and the West Lothian Council Parent Forum and in the provision of support both by council officers and through the Scottish Parent Teacher Council. There have been improvements in the provision of advice and information to parents through the council website and centrally based staff. The Council has in place arrangements to provide corporate parenting in order to support looked after children and promote equality.

The most important area for further development will be supporting parents to become engaged and involved in the learning of their child. The Raising Attainment Strategy recognises parental engagement as one of the key building blocks of improved attainment, and it is intended to ensure that the revised Parental Engagement Framework contributes to this.

**Activities:**

Five key activities underpin the outcome of the Parental Engagement Framework. All those involved in the education of children should promote this Framework. Parents are encouraged to be involved within the ambitions of the Framework.

The roles and responsibilities of parents, schools and the local authority are defined for each activity.

These activities are monitored locally and nationally through authority surveys, the West Lothian Parent Forum, Standards and Quality Reports and Validated Self Evaluation. At a national level, the independent Education Scotland inspection process may use quality indicators from HGIOS 4 and HGIOELC relevant to parental involvement.

The five key activities that will be undertaken by the education authority, schools and parents in the following areas in 2016-2017 to achieve this priority outcome are:

**Establishing effective practices and procedures for communication between school and home**

There is scope for improvements in channels of communication to more effectively supply parents with the type and volume of information they require at particular stages in their children's education. Parents have identified a clear need for more information on a more regular basis at all stages.

- West Lothian Council has a communication strategy entitled *The West Lothian Way* which provides a framework of effective channels of communication. The council will provide appropriate methods of communication including Groupcall and provision of websites to support schools. The council will provide advice on the appropriateness of channels of communication. Customer service training will be provided as required
- Schools will establish a framework of communication within *The West Lothian Way* following consultation with parents taking account of their needs. Schools should ensure that they keep their website up to date so that parents have access to relevant information.
- Parents should familiarise themselves with the school and council's policies and practice on communication, including electronic tools e.g. Glow and Groupcall. Parents should keep the school informed about important information concerning their child, e.g. change to health needs or family circumstances and up to date contact details.

### **Enabling parents to support their child's learning**

Parental engagement has an important and positive impact on children's learning. It is therefore a priority to identify interventions that are effective in supporting parental engagement, particularly for those parents who are either not significantly involved in their children's education or who are not involved at all. Schools will support family learning by working in partnership with others in the community to enable them to improve literacy, numeracy and health and wellbeing.

- The local authority will monitor the consistency and effectiveness of schools' policies with regard to communication on progress, learning and achievement. They will, where possible, give advice and share good practice in web links and resources that help support parental engagement in learning. They will, where appropriate, provide schools with an infrastructure that helps parental engagement.
- Schools should consult with their parent body about the best ways of communicating on an ongoing basis about their child's progress and achievements. This might include: websites, blogs, homework, curriculum events, parents nights, profiling and reporting. From this consultation, schools should agree a policy that meets the parent body's needs. The purpose of this is to ensure consistency of practice that is fit for purpose. All parents should be made aware of these agreed arrangements.
- Parents are provided with ongoing information to allow them to fully engage with their child's learning, including online support for learning e.g. Glow and other web based learning resources. Parents are encouraged to attend school events which are arranged to facilitate and support their engagement. It is hoped that parents will use the information and support provided to fully engage with their child's learning.

Parents as Early Education Partners [PEEP] provides parents with a planned programme of experiences that enable them to confidently support their child's early learning and development.

## Overcoming barriers to parental engagement

There are a number of barriers which can lead to difficulties for parents in supporting their child's learning. These can be practical issues such as lack of time, not knowing how to get involved or experiencing challenges with parenting. Busy work schedules can also impact. Some parents may have had negative experiences, or lack of success, in their own education which can lead to a lack of confidence to engage. Language and communication are common barriers to parents being able to be involved. Parents who are not confident in literacy or communication, including those who speak English as a second or other language, may not feel able to engage effectively with the school. Sensitivity to cultural norms and expectations should be shown, and specific, detailed advice and guidance should be provided.

The local authority and schools will promote family learning by working with families and other agencies to help parents minimise the effect of poverty on our children. Needs are identified and reviewed in consultation with families, partners and stakeholders.

Many parents of looked after children retain their parental rights and responsibilities. Parents who do not live with their children may still wish to be involved in their education. There therefore needs to be a commitment to working in partnership with foster parents, and where possible, the natural parents, to encourage them to support the child or young person to maximise their educational potential. Care planning for looked after children should clarify who is taking responsibility for keeping in contact with the school and helping the child with their education. Careful planning and effective joint working between carers/social workers and teachers is of equal importance.

- The council shows a willingness to support parental engagement and will take into account factors that may act as barriers to parents' involvement in their child's education or to making contact with the school.

The council provides the *Parenting West Lothian* website which offers support, advice and information. The council provides a range of parenting programmes, support with family learning and health and wellbeing.

The Adult Learning Team can deliver support in literacy, numeracy and English as a second or other language.

The Children and Young People's Team provide a training course *Connecting with Parents' Motivations* for staff involved in supporting parents.

- Schools identify barriers to parental engagement where these exist and raise awareness of provision offered by the council to support parents. Schools also have many opportunities to manage barriers to parental engagement within the school setting by perhaps speaking to parents, rather than writing or being flexible with meeting times, providing translation services or simply encouraging parents to come into the school as individuals. Schools can sensitively signpost individual parents to available support and work in partnership with others to deliver this.

- Parents should be able to feel that they can seek support to allow schools and the authority to use a variety of creative ways of addressing barriers which may exist. The aim of this targeted support is to enable parents to provide help and encouragement for their children.

### **Raising awareness of systems for suggestions, feedback, compliments and complaints**

Feedback is important, in all its forms, as it gives the opportunity to parents to have their say and to help improve our service.

- The local authority will publicise the West Lothian Council feedback and complaints procedure through the council's website. The procedure will be issued on request in alternative formats. The council can provide customer service training for school office staff.
- Schools should put in place a procedure for parental communication and publicise it. Schools will share detail of and work within the West Lothian Council feedback and complaints procedure. Schools will consult with parents on the most effective methods of publicising these procedures and making them accessible to all parents. Schools should strive to create a welcoming environment and be open to accepting suggestions, feedback, comments and complaints as a contribution to school improvement.
- Parents are encouraged to use the channels of communication made available to them by the school, including, where appropriate, the West Lothian Council feedback and complaints procedure. Schools promote a climate of mutual respect based on Rights Respecting Schools and ask that parents follow similar principles in their communication.

### **Promoting and supporting parent councils**

It is recognised that parents play an important role both in their own child's learning and in the wider life of their school. Parent councils represent and promote the interests of the parent forum. Parent councils support school improvement, including helping parents become more actively and effectively involved in their children's learning.

- West Lothian Council will encourage parents to set up the parent council for the school. The local authority will provide support through corporate membership of the Scottish Parent Teacher Council [SPTC]. The SPTC provides advice and guidance to parent councils, as well as training and resources. The SPTC also provides insurance for parent councils. Advice and guidance is also available from centrally-based council officers and can be accessed through the education customer services team. The local authority can also provide training, e.g. training on selection and recruitment of senior staff. The council will support the West Lothian Parent Council Forum which allows parent councils to share good practice, experience and advice.

- The headteacher will attend meetings of the parent council in an advisory capacity. Schools will provide administrative support, e.g. circulating information, publicising meetings and making suitable accommodation available.
- All parents who have a child attending a West Lothian school are automatically members of the parent forum of the respective school. Parents may form the parent council for their school and are encouraged to do so. Parents are encouraged to engage with the parent council to allow it to fulfil its role in representing their views on whole school business. The parent council should provide information and feedback to the parent forum on their activities on an ongoing basis. Parent councils should consult with the parent forum on the most effective methods of publicising these activities

## Performance

The following performance indicators will be used to monitor progress in the outcome for the life span of the Framework:

Performance				
Performance Indicator Name	2016 Performance	2017 Target	Service	Responsible Officer
Percentage of schools providing parents with specific and detailed guidance on learning experiences and an overview of learning at each stage	54%	77%	Education (Development) and (Quality Improvement)	Quality Improvement Manager
Percentage of schools consulting with parents about the best ways of communicating and reviewing annually with Parent Council	68%	84%	Education (Development) and Quality Assurance)	Quality Improvement Manager
Percentage of primary, secondary and special schools with a Parent Council	90%	95%	Education (Development)	Customer Services Manager
Percentages of schools with a school website	55%	78%	Education (Development)	Customer Services Manager
Total number of complaints recorded by Education Services	287	350	Education (Development)	Education Officer
Complaints – Percentage of Education Services complaints upheld and partially upheld	36%	38%	Education (Development)	Education Officer

Appendix A

The Parental Engagement Framework seeks to guide the actions of schools, parents and the council. They all have responsibility for improvement by taking action as set out below.

The action column includes specific suggestions for action and examples of good practice [in italics] suggested by parents and schools during the development of the Framework.

These will be reviewed and updated on a regular basis in partnership with parents and schools.

Action Plan							
Activity	Description	Planned Outcome	Action	Owner	Start	End	Status (Planned, Active, Complete)
<b>Establishing effective practices and procedures for communication between school and home</b>	Local authority action	The council will provide appropriate methods of communication, including Groupcall and provision of websites to support schools.	Provide a communication policy (The West Lothian Way)	Corporate Communications Manager	August 2016	June 2017	Complete
		The council will provide advice on the appropriateness of methods of communication.	Provide communication tools e.g.	Web Services Project Manager/ Strategic Resource Manager			Planned
			<ul style="list-style-type: none"> <li>• <i>Groupcall</i></li> <li>• <i>Websites</i></li> </ul>	Education Customer Services Manager			Planned
			Provide customer service training for school staff as required				Active
Customer service training will be provided as required.	Maintain up to date and comprehensive information on the council website.						

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	School action	<p>A framework for communication is established following consultation with parents taking account of their needs.</p> <p>Schools' information will be up to date allowing parents to have access to relevant information.</p>	<p>Consult parents on preferred methods of communication.</p> <p>Develop a framework which uses a variety of methods of communication based on the consultation.</p> <p>Share the framework with parents.</p> <p>Review annually in consultation with parent council.</p> <p>Avoid use of jargon and acronyms.</p> <p>Consider the use of readability scoring websites for communications, e.g.</p> <ul style="list-style-type: none"> <li>• <a href="#">Readability Calculator</a></li> </ul> <p>Share the school calendar at the start of the year and ensure that, whenever possible, parents are given sufficient notice of any changes and deadlines.</p>	Headteachers	August 2016	June 2017	Planned
	Parent action	Parents are familiar with the school and council policies and practice on communication.	<p>Parents use agreed means of communication to keep informed about the school and their child's education.</p> <p>Parents should inform the school about important information concerning their child.</p>	All parents	August 2016	June 2017	Active

<b>Enabling parents to support their child's learning</b>	Local authority action	All schools have parents as partners in their child's learning.  All schools have an infrastructure that encourages and supports parental engagement.	Monitor parental engagement in learning through the validated self-evaluation programme.  Support schools with the infrastructure for digital learning and communication.  Promote Scottish Parent Teacher Council training to engage parents in their child's learning and the wider life of the school.	Quality Improvement Manager  Web Services Project Manager  Policy and Performance Manager	August 2016	June 2017	Active
	School action	Parents are supported as partners to actively and meaningfully engage in their child's learning and life at school.	Consult with parents about the best ways of communicating on an ongoing basis about their child's progress and achievements. This might include: <ul style="list-style-type: none"> <li>• <i>websites</i></li> <li>• <i>blogs</i></li> <li>• <i>homework</i></li> <li>• <i>curriculum events</i></li> <li>• <i>classes to support parents with specific curricular areas</i></li> <li>• <i>parents' consultation meetings,</i></li> <li>• <i>profiling and reporting.</i></li> </ul> Take account of the most recent national guidance from Education Scotland.  <a href="#"><u>Engaging Parents and Families, section 2: Learning at Home</u></a>  Provide parents with strategies and training to enable them to support their child's learning, e.g. <ul style="list-style-type: none"> <li>• <i>Promote the Scottish Parent Teacher Council <a href="#"><u>website</u></a> to support parents to engage in their child's learning</i></li> </ul>		August 2016	June 2017	Planned

		<ul style="list-style-type: none"> <li>• Support and advise on how to help with homework</li> <li>• Arrange bitesize workshops</li> <li>• Signpost national websites, e.g. <a href="#">BBC Bitesize Revision</a></li> </ul> <p>Encourage families to learn together:</p> <ul style="list-style-type: none"> <li>• Share specific fun activities for children and parents to do at home</li> <li>• Family learning activities</li> </ul> <p>Provide parents with specific and detailed guidance on learning experiences and an overview of learning at each stage. e.g.</p> <ul style="list-style-type: none"> <li>• Provide information to parents on what is being taught in school and suggest activities to support this at home</li> <li>• Leaflet on rationale for the curriculum</li> <li>• Information on what success at a level looks like.</li> <li>• Discuss with parents and children the activities they undertake at home so that these can be built into learning in school.</li> <li>• Provide lending library of resources</li> <li>• Arrange reading club for children and parents</li> <li>• Provide coaching sessions in building learning power</li> </ul> <p>Create an agreed policy on homework and home learning and ensure that this is understood by all.</p> <p>Use creative approaches to engage families with learning. e.g.</p>				
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			<ul style="list-style-type: none"> <li>• <a href="#">Engaging Parents and Families</a></li> <li>• <a href="#">The Guardian - Top tips for teachers on engaging parents in learning</a></li> <li>• Arrange a learning festival run by pupils to share approaches and resources used in school.</li> <li>• Set up stay and play / stay and learn sessions</li> <li>• Share <a href="#">Read, Write, Count</a> and <a href="#">PlayTalkRead</a> initiatives.</li> </ul> <p>Be aware of parents' skills and expertise and how these could support <i>Curriculum for Excellence</i>.</p> <p>Involve parents in school improvement through ongoing self-evaluation activities. e.g.</p> <ul style="list-style-type: none"> <li>• school handbook review</li> <li>• school improvement plan</li> <li>• policies and procedures</li> <li>• validated self-evaluation</li> <li>• focus groups</li> </ul>				
	Parent action	Parents are fully engaged with their child's learning,	<p>Parents use a range of information provided by the school, to support and improve their child's learning e.g. <i>feedback and next steps</i>.</p> <p>Parents access useful information on how to support children's learning, e.g.</p> <ul style="list-style-type: none"> <li>• <a href="#">Parentzone</a></li> <li>• <a href="#">Scottish Parent Teacher Council</a></li> </ul> <p>The Parents as Early Education Partners</p>	All parents	August 2016	June 2017	Active

			[PEEP] programme provides a variety of experiences to enable parents to confidently support their child's early learning and development.	Individual parents			
<b>Overcoming barriers to parental engagement</b>	Local authority action	<p>A range of parenting programmes is provided.</p> <p>The council shows a willingness to support parental engagement and will take into account factors that may act as barriers to parents' involvement in their child's education or to making contact with the school.</p>	<p><a href="#">Parenting West Lothian</a> website which provides support, advice and information.</p> <p>The Children and Young People's Team provide a training course <i>Connecting with Parents' Motivations</i> for staff involved in supporting parents</p> <p><a href="#">Adult Learning</a> will deliver support in literacy, numeracy and English as a second or other language.</p>	<p>Social Policy Information Team</p> <p>Children and Young People's Team Manager</p> <p>Adult Learning Manager</p>	August 2016	June 2017	Active
	School action	<p>A parent-friendly culture exists in school.</p> <p>Barriers, which hinder individual parents' engagement with their child's learning are identified and addressed.</p>	<p>Use available data, analysis and intelligence gathering to inform understanding of community and individual family's needs and to ensure appropriate timely interventions.</p> <p>Be aware of the factors causing child poverty within the community.</p> <p>Schools create a parent-friendly culture which reflects the diversity of parents and their needs. e.g.</p> <ul style="list-style-type: none"> <li>• <i>signage – reception</i></li> <li>• <i>welcoming staff</i></li> <li>• <i>multi-language signage</i></li> <li>• <i>links to translation services</i></li> <li>• <i>consider alternative media for</i></li> </ul>	Headteachers	August 2016	June 2017	Active

			<p><i>communication other than writing</i></p> <ul style="list-style-type: none"> <li>• <i>clear leaflets at reception</i></li> </ul> <p>Take account of most recent national guidance from Education Scotland, e.g.</p> <ul style="list-style-type: none"> <li>• <a href="#"><i>Engaging Parents and Families: Section 1: Involving all parents</i></a></li> </ul> <p>Raise awareness of <a href="#"><i>Parenting West Lothian</i></a> site offered by the council to support parents:</p> <p>Sensitively signpost parents to available support. e.g.</p> <ul style="list-style-type: none"> <li>• <a href="#"><i>Children and Families Service</i></a></li> <li>• <a href="#"><i>Adult Learning</i></a></li> <li>• <a href="#"><i>Sure Start</i></a></li> <li>• <a href="#"><i>Out of School Care</i></a></li> </ul> <p>Work with partners to support parents. e.g.</p> <ul style="list-style-type: none"> <li>• <a href="#"><i>Children and Young People's Team.</i></a></li> <li>• <a href="#"><i>Adult Learning</i></a></li> </ul> <p>Be aware of the needs of different cultures and influences on family life, e.g.</p> <ul style="list-style-type: none"> <li>• Black and Ethnic Minority Infrastructure in Scotland [<a href="#"><i>BEMIS</i></a>]</li> </ul> <p>Be aware of the needs of the wide diversity of parents e.g.</p> <ul style="list-style-type: none"> <li>• <i>Foster carers</i></li> <li>• <i>Travellers/Gypsies</i></li> <li>• <i>Asylum seekers</i></li> <li>• <i>Parents with disabilities</i></li> <li>• <i>Members of LGBT</i></li> <li>• <i>Parents located at a distance from the school</i></li> <li>• <i>Parents with transport difficulties</i></li> </ul>				
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			<p>Have a system in place to support parents who are not living with their child. e.g.</p> <ul style="list-style-type: none"> <li>• <i>Separated</i></li> <li>• <i>In prison</i></li> <li>• <i>Working elsewhere [in armed forces]</i></li> </ul>				
	Parent action	<p>Parents are confident to approach the school to seek support and advice regarding their child's learning.</p> <p>Parents confidently support their child's learning.</p>	<p>Parents contact the school to find out the range of support for their needs.</p> <p>Parents access this support and advice.</p>	All parents	August 2016	June 2017	Active
<b>Raising awareness of systems for suggestions, feedback, comments and complaints</b>	Local authority action	<p>Feedback and complaints procedures are accessible on the council website.</p> <p>Appropriate training and advice to raise standard of customer service is available to school based staff.</p>	<p>Provide advice and support to headteachers and school staff on complaints handling and customer service.</p> <p>Provide central customer service, advice and information to the public.</p> <p>Provide central complaints service to the public.</p>	Education Customer Services Manager	August 2016	June 2017	Active
	School action	<p>There is a welcoming ethos in all schools.</p> <p>Procedures for communication with parents are agreed and publicised. Suggestions, feedback,</p>	<p>Consult parents on preferred methods of parental communication to allow them to make appointments and raise issues efficiently.</p> <p>Develop a framework based on the consultation.</p> <p>Share the framework with parents.</p>	Headteachers	August 2016	June 2017	Planned

		<p>comments and complaints contribute to school improvement.</p>	<p>Ensure all school staff are aware of agreed channels of communication and timescales.</p> <p>Ensure procedures are in place to manage telephone calls, emails and visitors appropriately. e.g.</p> <ul style="list-style-type: none"> <li>• <i>Check school email inbox and answering machine regularly.</i></li> <li>• <i>Ensure that messages are passed promptly to the appropriate person.</i></li> </ul> <p>Review arrangements annually in consultation with parent council.</p> <p>Undertake customer service training following audit, e.g. using Customer Service Excellence Framework.</p>				
	Parent action	<p>Parents use agreed channels of communication.</p> <p>A climate of mutual respect exists between home and school.</p> <p>Communication is based on the principles of <a href="#">Rights Respecting Schools</a>.</p>	<p>Participate in consultation to agree channels of communication and appropriate timescales for response.</p> <p>Access when appropriate: <a href="#">West Lothian Education Customer Services</a></p>	All parents	August 2016	June 2017	Active
<b>Promoting and supporting parent councils</b>	Local authority action	<p>The establishment of parent councils in all schools is encouraged and their ongoing operation assisted and supported.</p>	<p>Encourage parents to set up a parent council for their school.</p> <p>Provide membership of the Scottish Parent Teacher Council for all parent councils.</p>	Policy and Performance Manager	August 2016	June 2017	Active

			Provide training for parent council members for recruitment and selection of senior staff.				
			Support West Lothian Parent Forum.				
	School action	Partnership working exists between the school and the parent council.	<p>Adopt an advisory role to the parent council.</p> <p>Provide a formal report, at least annually, on whole school business including the school fund.</p> <p>Provide administrative support to the parent council.</p> <p>Signpost information for parents, e.g.</p> <ul style="list-style-type: none"> <li>• <a href="#">Scottish Parent Teacher Council</a></li> <li>• <a href="#">National Parent Forum for Scotland</a></li> <li>• <a href="#">Parentzone</a></li> </ul>	Headteachers	August 2016	June 2017	Active
	Parent action	Every school has a parent council that supports its work with pupils and represents the views of all parents.	<p>The parent forum should engage with the parent council to allow it to fulfil its role in representing their views on school business.</p> <p>The parent council provides information and feedback to the parent forum regularly.</p> <p>The parent council consults with the parent forum on the most effective methods of publicising activities.</p>	All parents	August 2016	June 2017	Active

Appendix B

**Parental Engagement Framework - School Implementation of the 5 Actions**

<b>Establishing effective practices and procedures for communication between school and home</b>			
<b>Framework action</b>	<b>School tasks</b>	<b>Responsibility</b>	<b>Date completed</b>
Consult parents on preferred methods of communication.			
Develop a framework which uses a variety of methods of communication based on the consultation.			
Share the framework with parents.			
Review the framework annually in consultation with parent council.			
Avoid use of jargon and acronyms.			
Consider the use of readability scoring websites for communications			
Share the school calendar at the start of the year and ensure that, whenever possible, parents are given sufficient notice of any changes and deadlines.			

Enabling parents to support their child's learning			
Framework action	School tasks	Responsibility	Date completed
Consult with parents about the best ways of communicating on an ongoing basis about their child's progress and achievements.			
Take account of the most recent national guidance from Education Scotland.			
Provide parents with strategies and training to enable them to support their child's learning,			
Encourage families to learn together:			
Provide parents with specific and detailed guidance on learning experiences and an overview of learning at each stage.			
Create an agreed policy on homework and home learning and ensure that this is understood by all.			
Use creative approaches to engage families with learning.			
Be aware of parents' skills and expertise and how these			

could support <i>Curriculum for Excellence</i> .			
Involve parents in school improvement through ongoing self-evaluation activities.			

Overcoming barriers to parental engagement			
Framework action	School tasks	Responsibility	Date completed
Use available data, analysis and intelligence gathering to inform understanding of community and individual family's needs and to ensure appropriate timely interventions.			
Be aware of the factors causing child poverty within the community.			
Create a parent-friendly culture which reflects the diversity of parents and their needs.			
Take account of most recent national guidance from Education Scotland,			
Raise awareness of <a href="#">Parenting West Lothian</a> site offered by the council to support parents:			

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Sensitively signpost parents to available support.			
Work with partners to support parents.			
Be aware of the needs of different cultures and influences on family life,			
Be aware of the needs of the wide diversity of parents.			
Have a system in place to support parents who are not living with their child.			

<b>Raising awareness of systems for suggestions, feedback, comments and complaints</b>			
<b>Framework action</b>	<b>School tasks</b>	<b>Responsibility</b>	<b>Date completed</b>
Consult parents on preferred methods of parental communication to allow them to make appointments and raise issues efficiently.			
Develop a framework based on the consultation.			
Share the framework with parents.			
Ensure all school staff are aware of agreed channels of communication and			

timescales.			
Ensure procedures are in place to manage telephone calls, emails and visitors appropriately.			
Review arrangements annually in consultation with parent council.			
Undertake customer service training following audit, e.g. using Customer Service Excellence Framework.			

<b>Promoting and supporting parent councils</b>			
<b>Framework action</b>	<b>School tasks</b>	<b>Responsibility</b>	<b>Date completed</b>
Adopt an advisory role to the parent council.			
Provide a formal report, at least annually, on whole school business including the school fund.			
Provide administrative support to the parent council.			
Signpost information for parents.			

**West Lothian Council**

# **Parental Engagement Framework**

**2016/17**

**James Cameron**

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**August 2016**

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