



DUNDEE CITY COUNCIL

INVOLVED PARENTS, INSPIRED CHILDREN

PARENTAL INVOLVEMENT STRATEGY

2014 - 2016

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Foreword by Michael Wood, Director of Education



In Dundee we enjoy a strong relationship with parents and carers. The support of parents and carers within our nurseries and schools contribute greatly to learning and we value the contribution they make. Parents and carers are the greatest influence on their children, they are recognised as being central to the life of their child. The Scottish Schools (Parental Involvement) Act 2006 allows us the opportunity to look together at how we can increase the involvement of parents and carers in children's learning.

I want to be in a position where we are getting it right for every child in Dundee. This can be achieved through partnership working and involving and supporting parents, carers and schools in the important role they play in achieving the best outcomes for all children. Although we have been able to achieve much we can do more and through this Parental Involvement Strategy we have the opportunity to work together to increase the involvement of parents and carers in children's learning and education.

I am committed to working with parents, carers and schools to provide high quality learning experiences and opportunities for the children of Dundee. Through this Parental Strategy we can build on previous good practice and create the opportunities for all to work together.

Michael Wood

Dundee City Council's Parental Involvement Strategy has been produced in order to provide a supportive and consistent framework to enable all schools, nursery, primary, secondary, additional support needs, to engage with parents/carers meaningfully in the education of their child and encourage them to participate in the wider life of the school. This document has been developed by a working group of parents/carers and educational staff and we wish to thank all involved for their contributions. The title "Involved Parents, Inspired Children" was provided by Dundee City Wide Parent Forum. This Strategy links in with existing National and Local Strategies and Policies. Please see pages 19 & 20 for links.

Promoting Parental Involvement

Parental involvement can be used to describe a variety of activities. It is not confined to parents/carers being listened to or consulted. It can also be about parents/carers helping to influence decision making and change. We recognise the partnership for every parent/carer will be different depending on individual circumstances.

The views of parents and carers are very important to schools and services of the Department. Consultation is carried out in a number of ways and this provides parents with the opportunity to comment on and provide feedback about their child's school or service. Schools report annually on progress through Standard and Quality Reports. These reports also offer an opportunity for Parent Councils to describe their work and show examples of parental involvement over the course of the year. This enables the ability to monitor the effectiveness of services and can ensure ongoing improvements where resources allow.

"Being actively involved in my daughter's education has boosted her confidence and emotional development allowing her to achieve positively in her school environment"

Parent



"The Education Department promotes the positive involvement of parents within all the schools and is extremely vocal about the value working in partnership with parents gives to the overall experience of all involved in a child's education"

Head Teacher

Principles

- All parents/carers and staff are partners in the education process each with a distinctive role to play.
- Parental involvement is inclusive and encourages participation by all parents/carers and will take place in a climate of mutual trust.
- Effective co-operation between home and school to support pupil learning and allow opportunities and potential difficulties to be identified at an early stage.
- Parent Councils and other representative groups of parents/carers have a valuable role to play in supporting good relationships between and among parents/carers, schools, education department and the wider local community.

Objectives

- To promote the effective partnership between parents/carers, schools and Dundee City Council Education Department.
- To increase parental understanding of their child's education.
- To engage as many parents/carers as possible in the education of their child and provide opportunities to be involved in the wider life of the school.
- To ensure there are clear channels of communication so that school and parents/carers can respond quickly and appropriately to emerging issues and concerns.
- To provide equal opportunity for all parents/carers to be involved in their child's education.

All parents/carers will be encouraged to work within the framework of the strategy.

“I felt really, really happy because my mum was up dancing with me”

“It was good. It was fun. It was exciting showing my mum what I'd been learning in class”

“I was happy because my mum and grandpa were there”

“I couldn't wait for my turn. My gran said that I was really good”

“It was amazing. My dad said he could hear me singing loud”

Comments from pupils talking about a
Scottish Evening



Getting it Right for Every Child (GIRFEC)

We are committed to “Getting it Right for **Every** Child”. GIRFEC is central to everything we do and is a national approach to supporting and **working with all children and young people in Scotland.**

Getting it Right places children’s and young people’s needs first, ensures that they are listened to and understand decisions which affect them and that they get more coordinated help where this is required for their well-being, health and development.

It requires that all services for children and young people – Health, Education, Police, Social Work, Housing and voluntary organisations – adapt and streamline their systems and practices to improve how they work together to support children and young people.

The approach helps those facing the greatest social or health inequalities. It also encourages earlier intervention by professionals to avoid crisis situations at a later date so that children and young people get the help they need when they need it.

GIRFEC Principles (often referred to as SHANARI)

Getting it Right for Every Child can only happen when all children and young people are:

SAFE : Protected from abuse, neglect or harm at home, school and in the community.

HEALTHY : Having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy and safe choices.

ACHIEVING : Being supported and guided in their learning and in the development of their skills, confidence and self esteem at home, at school and in the community.

“It is great being involved in my child’s learning and to see how the children really learn”

“It was great to see how much more fun the learning is now”

“The school is very good at involving parents and keeping them informed”

Comments from Parents at an Open Event

“I love getting to play maths games with my grandad”

“My mummy gets to come in and hear me learn my sounds”

Comments from Pupils at an Open Event

“The most important aspect of Parental Involvement is that we strive to build positive and productive relationships with parents and carers in order that the needs of each pupil can be met both in school and at home”

Head Teacher

NURTURED : Having a nurturing place to live, in a family setting with additional help if needed or, where this is not possible, in a suitable care setting.

ACTIVE : Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community.

RESPECTED : Children, young people and their carers should be involved in decisions that affect them and should have their voices heard.

RESPONSIBLE : Encouraged to play an active and responsible role in their communities and to listen to others

INCLUDED : Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Roles and Responsibilities

Parent/Carers

Dundee City Council recognises and values the role parents/carers play in their child's education. Parent/carers are the first educators of their children, know them best and have an important role in supporting the education of their child by:

- Taking an interest in their child's development and learning
- Ensuring their child attends school regularly
- Sharing information with the school
- Attending meetings
- Being involved in decision making for their child
- Giving permission for involvement of other agencies



“We love when our child has this kind of homework because we can get really involved. My husband and I vie to see who can help most or to see whose bit is best! It makes learning together fun. We spend lots of time deciding how to make our model. It's also great coming into school to see all the models”

Comment from Parent on “family” homework when Parents help to make something e.g. Model of Titanic

- Working at home to support the work of the school
- Helping to check the progress of your child

Head Teachers/Staff

Head Teachers should ensure that the Parental Involvement Strategy is implemented in an effective and meaningful way. Head Teachers will encourage and build good relationships with parents/carers. They should endeavour to create a range of opportunities for parents/carers to be involved in their child's education and flexible arrangements to encourage involvement in the wider aspects of the school.

All teachers/staff will ensure that parents/carers are considered and treated as partners in the educational process. They will work in partnership with parents/carers, support staff and other professionals.

Training and development needs of school staff and others working with children and their families will be developed.

Parental Involvement Officer

The Parental Involvement Officer will support the implementation of the Parental Involvement Strategy. She will support parents/carers and education staff to be effective in providing the best opportunities for all children to achieve their potential and in the continual development of parental partnerships.

The Parental Involvement Officer encourages, advises and supports Head Teachers and staff to involve parents/carers in their child's learning and education. She supports Head Teachers in implementing various groups within their school that encourage parents/carers to become involved. The Parental Involvement Officer supports the Head Teachers prior and in the follow up to school inspections, attending parent groups, parents evenings and offer training to staff and newly qualified teachers.

In the Nursery we had a display of Zumba for Parents to come and see their children perform. Over 40 Parents came along and were amazed at how well their children copied the moves.

“I didn't know that my child could do that”

“They were really very good at remembering what to do”

I wanted to join in, the music was so infectious”

“When can we come and join in”

“The work of the Parental Involvement Officer is invaluable to promoting Parental Involvement across all levels of education in the city. The Parental Involvement Officer is the key communication link for the Education Department and facilitates a growing partnership approach amongst parents, school, the Education Department and other Dundee Council Support Services”

Head Teacher

She has the role of supporting the Parent Councils and Parent Groups which are set up in each school and nursery, offering help, organising training and providing advice and guidance on all matters relating to parental involvement and parent councils. The Parental Involvement Officer is approachable and will listen to parents views and be the link between the parents and the Education Department encouraging parents to share their views, become involved and be a part of their child's education.

Various groups have been set up and are supported by the Parental Involvement Officer within Dundee i.e. Parent Communication Group, Internet Safety, Secondary Chairs Meeting, City Wide Parent Forum "Involved Parents, Inspired Children", Reporting Group, Profiling Group. Parents are encouraged to be a part of Committees i.e. Education Committee, Education Review Group, Communication and Consultation Group, School Parking and Pupil Safety Working Group.

The Parental Involvement Officer works closely with parental representatives from various groups and works in partnership with other Council Departments to establish involvement by parents. She meets regularly throughout the year with representatives from the Scottish Government, Education Scotland and The National Parent Forum of Scotland addressing matters relating to parental involvement. The Parental Officer is Taletta Jamieson and can be contacted on taletta.jamieson@dundeecity.gov.uk

Quality Improvement Officers

Quality Improvement Officers will offer appropriate support and challenge to Head Teachers in order to monitor parental involvement in the schools and to ensure that this strategy is appropriately implemented.



"I've been a member of my children's school Parent Council for a number of years now. Not only do I feel it benefits my children's education but it also was a great support to me, knowing the teachers as people, friends, especially through a change of personal circumstances. I gained a great deal of guidance and advice"

Parent

Director of Education

The Director of Education will ensure that each Head Teacher has adequate support and resources available to enable the Parental Involvement Strategy to be implemented effectively and meaningfully in every school.

The Director of Education and Senior Education Managers will ensure that where appropriate, issues raised by parents/carers help to shape educational planning and improve delivery across the service.

Curriculum for Excellence

A Curriculum for Excellence stresses that the curriculum should compliment the important contributions of families and communities in enabling the young people to become:-

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

In implementing Curriculum for Excellence, effective partnership arrangements will enable schools to build on child's learning and achievements, within and beyond school. The opportunity for teachers and parents/carers to engage in the curriculum will enhance the commitment of partnership education.

High quality partnerships will increase parental involvement and support the key principles of Curriculum for Excellence by:-

“Parent Councils are bringing parents and school management together on the same page, giving them the chance to work together to improve school life for everyone ... staff, pupils *and* parents”

Parent



“Involvement with my school has allowed me to contribute ideas and to share any discovered resources or information with other parents, the teachers and school community. For me this openly encourages shared partnership learning in the school community and perhaps allows others to derive learning benefit or gain insights to other learning opportunities”

Parent

Levels of Engagement with Parents/Carers

The Scottish Schools (Parental Involvement) Act 2006 identifies three key ways in which all parents/carers can be involved in supporting their child's learning and education.

Learning at Home

Parents/carers are the first and ongoing educators of their own child and, as such, should receive information and support to help develop their child's learning at home and in the community.

Home/School Partnership

Effective home/school partnerships are essential to ensure that children get the most out of their school and their education. Working in co-operation will allow potential difficulties and opportunities to be identified at an early stage. Schools must be open to the involvement of parents/carers in the work they do and they should consider ways of providing information that helps parents/carers engage with the school and their child's education.

Parental Representation

Parents/carers should have the opportunity to express their views and have these taken into account on matters affecting the education of their child, the school's arrangements for promoting parental involvement and other matters or issues of interest to parents/carers.



“Parental involvement not only strengthens the partnership aspect but also invigorates and supports the curriculum and the learning which in turn helps all children”

Head Teacher

“I didn't know that the children were so interested in babies and what they can do”

“The children listened very carefully to me speaking about my baby and asked good questions”

“I enjoy coming in to the nursery and sharing my skills with the children, they are very well behaved”

Comments from Mums who attended a Nurture Focus Group in Nursery to talk about infant care.

Parent Forum/Parent Councils

All parents/carers who have a child attending a school are automatically members of the Parent Forum for that school. As members of the Forum, they can expect to:-

- receive information about what their child is learning
- receive information about events and activities at their child's school
- receive advice/help on how they can support their child's learning
- be informed about opportunities to be involved in their child's school
- have a say in selecting a Parent Council to work on behalf of all parents/carers at the school

The role of the Parent Council is to:-

- support the school in its work with pupils
- represent the views of all parents/carers
- encourage links between the school, parents/carers, pupils, pre-school groups and the wider community
- report back to the Parent Forum

Every Parent Council is individual to its own school, meetings are informal and friendly. If you are interested in becoming involved, please see how to contact your Parent Council on page 20.

Each Parent Council will, through the Head Teacher, develop links with the Pupil Council.



“Parental Involvement isn’t something that happens on one occasion but it happens over a number of years as trust is built between school staff and home”

Head Teacher



Although there is no requirement for nursery schools to have Parent Councils, all Dundee City Council nursery schools have Parent Groups and engage with parents/carers in a variety of ways. If you are interested in becoming involved, please see your Head Teacher.

Helping Parents/Carers to Become Involved

The Education Service recognises the importance of putting in place strategies which will help to ensure that all parents/carers can be fully involved in their child's learning and wider school life.

Although there may be a number of challenges to parental involvement, the vast majority can be solved with thought and planning e.g. (those parents/carers who do not live with their child, looked after and accommodated children).

Dundee Integrated Children's Service

Dundee's Integrated Children's Services bring together a wide range of agencies, working together to provide high quality health, education and other services to all children and families in the community. Working together with other services means that areas that are a priority in Dundee are addressed. This includes keeping children safe, involving parents/carers in promoting the education of their child and enhancing education opportunities for children and young people.

Early Years

Although there is not requirement for nursery schools to have Parent Councils, all Dundee City Council nursery schools have Parent Groups and engage with parent/carers in a variety of ways.

As an authority we aim to promote contact with providers of early years nursery education and parental involvement is encouraged at all stages of transition. We

“Being a member of the Parent Council allows me to be clear what is happening in the school, their plans and keeping up to date with Curriculum for Excellence”

Parent

“My mum is on the Parent Council. I think it helps the school and it helps me with my learning. I am on the Pupil Council and that helps the school too. We both try to be good responsible citizens”

Pupil

“Being on the Parent Council has opened my eyes to how much life at school has changed since my day and has given me a broader understanding of how my daughter’s school is trying to work with parents to raise attainment”

Parent

also aim to provide ways of ensuring that parents/carers of pre-school children enrolled with partner providers are also fully involved in their children's education. Parents Services Development Officers also work to strengthen the role of parents in the early years.

Working in partnership with other Council departments, Health and other agencies from the private and voluntary sectors, two Parent Development Officers develop, sustain and maintain a range of universal and targeted services for parents across communities.

Looked After and Accommodated Children

The Parental Involvement Act uses the same definition of "Looked After" as that in Section 17 (6) of the Children (Scotland) Act 1995. This refers to children or young people who are accommodated by the local authority, or are subject to one of the specified orders made under the 1995 Act, including a Child Protection Order, a Parental Responsibilities Order or who are subject to a supervision requirement.

The Education Department are committed to ensuring that children who are "looked after" or "looked after and accommodated" should have the same education and development opportunities as all other children.

Equal Opportunities

Schools are under a duty, *when carrying out their functions*, to have regard to the need to:

- Eliminate discrimination, harassment, victimisation or any other prohibited conduct
- Advance equality of opportunity by: removing or minimising disadvantage, meeting the needs of particular groups that are different from the needs of others, encouraging participation in public life
- Foster good relations - tackle prejudice, promote understanding



“One of our top priorities in school is to develop our partnership with the parents and carers of our young people. In particular, we are always investigating how we might involve them more, not only in the education of their child, but also in developing and implementing plans to improve our school”

Head Teacher



Key Messages

- Treat people with respect and dignity
- See people as individuals
- Be aware of prejudices
- Be mindful of language
- Be aware of assumptions
- Challenge intolerance in ourselves and others
- Be confident to ask questions and seek clarification
- Be aware of the legal and policy rights and responsibilities, for ourselves and others

Additional Support Needs

Some children may have their additional supports needs identified at a very young age e.g. if they have recognised medical conditions. Other children's needs may emerge later in their development.

Parents/carers often recognise that their own child is experiencing difficulties and seek advice. Health professionals e.g. the health visitor or doctor, may identify the child's needs. When a child is in nursery or school, the staff working with the child are responsible for monitoring progress and identifying any need for additional support.

When a child or young person is identified as having significant additional support needs, with the support of parents/carers, a written plan describing these needs and how they might be met is prepared.



“I liked it when my mum and gran helped to make by Titanic model for family homework. It’s good to talk about learning with your family”

Pupil

“It is good when you sit down with your mum to do homework. It is fun to learn with your mum and family”

Pupil

Dundee Educational Psychology Service (DEPS)

Educational Psychologists assess the educational and emotional needs of children and young people and help to plan appropriate interventions to meet those needs. Usually, the Educational Psychologist becomes involved when the adults working with a child/young person notice that something is getting in the way of the child's learning. They want help to understand more about what might be wrong, and what could be done to make things better.

Educational Psychologists might do this in a number of different ways. They might work with children & young people directly, with their families, or with other professionals such as teachers or nursery staff, to provide advice and ideas that leave key people in the child's life feeling more capable and competent in their ability to improve the situation. They might deliver training to all the staff in a school or nursery about ways to meet children's needs, or do some research to find out if an approach to supporting children or young people in the area is working.

Each school and nursery has a named Educational Psychologist. Usually parents and carers can contact the relevant Educational Psychologist through the school or nursery head teacher but are also welcome to contact the office directly (01382 432980). Educational Psychologists can be contacted throughout the year, including during the school holiday periods.

Further information on the Dundee Educational Psychology Service is available on the Council website (<http://www.dundee.gov.uk/deps>). Leaflets are also available for children, young people and their parents/carers.

Monitoring and Review

Education Department

The Parental Strategy will be reviewed within a three year period by the Education Department. When reviewing the strategy we will seek and take account of the views of parents, pupils, key partners and the wider community.

“ I have found that our efforts to engage parents in the life and work of the school have been very successful and have led to a stronger understanding of the work we do and a greater willingness to support the school”

Head Teacher



“It’s really good when the teachers and my parents work together to help me sort out my friendships”

Pupil

Schools

The School Review Framework and annual reviews ensure that parental involvement and the implementation of this strategy is being addressed through appropriate inclusion within the school improvement plan. Every Parent Council and Head Teacher across the city will identify good practice in their school and develop their own action plan for developing Parental Involvement. Individual schools will monitor the Parental Involvement Strategy using a variety of methods: e.g. through the Parent Council, Parent Focus Groups, questionnaires, surveys, school reviews. The Parental Involvement Officer will monitor and gather information from each school.

Approaches to Self-Evaluation

We will continue to build on the work we have successfully undertaken so far to implement the Scottish Schools (Parental Involvement) Act 2006.

Work will continue with Parent Councils and the full participation of parents in meetings with authority personnel and heads of establishments which will continue to develop links.

Complaints Procedure

It is always the wish of the Education Department that any complaints will be resolved at an early stage with school staff.

We understand that this is not always possible and that you may require further help, need advice or wish to make a complaint. In these circumstances you should contact the Advice, Information and Support Manager:

Advice, Information and Support Manager
Floor 2, Dundee House
50 North Lindsay Street
Dundee, DD1 1NL
Telephone: 01382 433477

“The involvement of parents and carers in developing and implementing plans to improve our school is very important to us. Through our Parent Partnership, we seek their views about these plans and welcome their direct involvement, for example, by becoming an active member of one of our Project Groups, where they work alongside school staff on an area of the School Improvement Plan”

Head Teacher

All complaints are dealt with in accordance with Dundee City Council procedures.

Further advice

Parents and carers in Dundee can access advice, support and information in a number of ways:-

- through their child's school or nursery
- via Dundee City Council's website at www.dundee.gov.uk/education
- parental information in particular at www.dundee.gov.uk/parents
- the Parental Involvement Officer – taletta.jamieson@dundee.gov.uk
- Dundee Children and Families Information Service – provides information and advice about early education and childcare services in Dundee. It also signposts to national and local voluntary and private organisations that can offer parent and family support via the Dundee section of www.scottishfamilies.gov.uk
- Parent Services Development Officers
- the Education Department Advice, Information and Support Manager

Other Useful Links

Dundee City Council Education Department - <http://www.dundee.gov.uk/education/>

Parental Involvement Dundee pages – <http://www.dundee.gov.uk/parentcouncils>

Parent Services Development Workers (strengthening the role of parents in the early years) – www.dundee.gov.uk/education/workgroups

Education Scotland – www.educationscotland.gov.uk

Glow Scotland - <http://www.educationscotland.gov.uk/usingglowandict/>

Care Inspectorate – www.careinspectorate.com

Scottish Families (choosing childcare and links to resources, groups and services for families) - www.scottishfamilies.gov.uk

Parenting Across Scotland – <http://www.pas.org.uk/>

One Parent Families Scotland – www.opfs.org.uk

Integrated Children's Service

A Curriculum for Excellence - <http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/>

Scottish Schools (Parental Involvement) Act 2006 -

<http://www.educationscotland.gov.uk/parentzone/getinvolved/parentalinvolvementact/index.asp>

Getting it Right For Every Child -

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

How Good is Our School -

http://www.educationscotland.gov.uk/resources/h/genericresource_tcm4684382.asp?strReferringChannel=&strReferringPageID=tcm:4-615801-64

Child at the Centre - http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4684384.asp

Being a Parent in Dundee (this links to existing strategy on Integrated Children's Services Website but is currently being redrafted) -

<http://www.dundee.gov.uk/chserv/docs/AStrategyforBeingaParentinDundee.doc>

National Parent Forum of Scotland Representative for Dundee Mary O'Connor dundee@npfs.org.uk

How to contact your Parent Council by email:- enter the name of your school @dundeeparentcouncil.org for example

ancrum@dundeeparentcouncil.org

School Community Support Service

Education Resource Workers have a unique role in that they are slightly distanced from the school situation. They can offer very valuable support to vulnerable children and young people at school and involve parents in their children's education. They can do this when children have particular issues which affect how they feel about school and other aspects of their lives.

The School Community Support Service establishes links between schools, families and young people and children, particularly those who are experiencing difficulty in education for a variety of reasons. In partnership with families, schools and other agencies the Service aims to maximise the educational potential of all pupils enrolled in Dundee schools through a professional, supportive approach.

Multi-sensory Service

The Multi Sensory Service (MSS) works with children and young people from 0-18, at home, in nursery and in school. It is staffed by teachers who have additional qualifications in teaching those with a visual or hearing impairment. Specialist staff – Educational Audiologist, Mobility and Rehabilitation Worker, Education Communication Support Worker, Early Years Practitioners, Additional Support Needs Assistants. VI Resources Worker – also work in the service. MSS offers support to parents through regular communication, home visits, transition visits, sharing information, specialist equipment and awareness raising with staff and pupils. It also works closely with colleagues in health, social work and the voluntary sector.

Bilingual Pupils' Support Service

Parental involvement is very important to the Bilingual Pupils' Support Service. We aim from the outset to engage parents in their children's learning. We provide service leaflets in a number of languages which outline the importance of using the home language and remaining bilingual. We try to make sure an interpreter, using the home language, is present at the initial enrolment meeting so that there is clear information exchange between the parent and the school. Parents report that they feel much more at ease when they understand something of the Scottish Education System as well as the routines and expectations of the school. Throughout the school year our teachers and bilingual assistants consult and communicate with parents at both formal and informal meetings. We also provide information and direct links with other agencies for parents.

Community Safety

Works with parents in providing supports on how to keep themselves and young people safe online. The service provides parental presentations, leaflets and talks on internet safety and works in partnership with Parent Councils and Schools.

**There is much good practice happening in our nurseries and schools in Dundee.
Here are a few examples:-**

“In the nursery, we have started holding focus groups where we discuss nursery issues, School Improvement Plan and partnerships with parents. Following these meetings, we always send out a newsletter giving an overview of the meeting and then answering questions the parents have asked using the format, you said, we said Parents have commented that they have found this useful as it shows that we are really taking on board their views and responding to them”

“Our learning journeys are encouraging parental involvement and we hold curriculum evenings to ensure all parents are aware of their purpose and what they can do to help”

“We have parents who come in for ERIC (Everyone Reading in Class) on a Thursday morning. Parents have also been in school during Ardler Reads, sharing their favourite stories with the children”

“In each child’s early years profile there is a sheet entitled “Diamond Moments”. Parents can take the profile home at any time to read and on the Diamond Moments sheet write any significant achievement/event by the child outwith the Nursery setting to share with Nursery staff”

“We hold weekly Parent’s Group sessions to discuss supporting their child in particular areas”

“Parents come in to read stories, talk about their profession, e.g. doctor”

“Benny Bear, Daisy Dog and Billy Bear bags go home weekly with one child and parents writes about experiences and child takes photos and then discuss when they come back to school”

"Parents are always asked to contribute to the construction of policy documents and to have an input"

"We have parents helping with outdoor spaces around school to enable us to promote outdoor learning"

"Parents come into speech and language sessions"

"We have had representatives from the Parent Council attending our Pupil Council Meeting and plan to share the dates of further meetings at the next Parent Council Meeting to see if we can continue to have parents attending"

"Currently we have parents involved in working groups, led by staff, to look at homework and website development"

"We have Stay and Play Days and Look and Share days when the parents can share their children's work"

"Parents are encouraged to contribute to their child's Learning Story, parents also give feedback if their child is a target child"

"We held a CPD event to evaluate/audit our current practice in health and wellbeing and to establish strengths and development priorities. We had parents involved in this, along with pupils and members of staff. Once collated and discussed a health and wellbeing working group will be established to take forward the identified outcomes"

"Our parents who have skills in science, cooking, gardening, woodwork or literacy come in to support small groups"

"Parents are supporting the head teacher, staff and pupils to promote literacy and improving access to the school library resources"

"The children are developing a storyline about a teddy who is visiting their nursery. The children have turns of taking teddy home and parents write a short story telling the nursery what their child and teddy got up to at home or in the community"

"In Secondary School we hold S5 Focus Groups of pupils, whose parents meet a member of the Senior Management Team twice each session to discuss progress/attainment/support.

Parents/Carers can influence their child's education through membership of Project Groups taking the School Improvement Plan forward"

"We hold open afternoons, one focusing on literacy and one on numeracy. Parents feel more able to support their child in these areas because they are informed about the work and experience we offer"

"Our termly celebrating success assemblies feature every year group, including nursery taking a turn on the stage to showcase what each class has been learning that term and this has given parents more information on their child's experiences and has allowed them to gather socially and feel welcomed into our school community"

"We strive to build positive relationships with parents and carers in order that the needs of each child can be met both in school and at home. Parental Involvement isn't something that happens on one occasion but it happens over a number of years as trust is built between school staff and home. For pupils with additional support needs it is crucial that good communication is developed between home and school in order that we have a holistic view of the child and can understand any difficulties that arise. We encourage parental involvement at many levels from written communication in the pupil's day book to telephone conversations, parents' evenings, the monthly Parent Group, annual review meetings and informal conversations within school"

“Parents help organise, publicise and attend Curriculum for Excellence evenings for Parents and Carers”

“We encourage Parents to “Meet the Management Team” a time to share ideas, discuss and gather views of what is going well and to look at changes if they are needed”

“Show, Tell and Join In! Parents are invited to visit their children in class to join their physical movement group. The children show activities that they do and explain how it helps them to do better at school”

“Soft Start – parents of pupils in P1-P3 are invited in on a rota basis to spend time in the classrooms to see what the children are learning. Stay and Play – this is similar to Soft Start but for the parents of nursery children”

“Family Homework Tasks – in every month’s homework grid there are two tasks which are identical across all classes. These are particularly designed to encourage the family to work on something together”

“Open Classrooms – once a term parents are invited into the classroom at the end of the day. Pupils show them their work, Learning Logs, Writing Folios”

“Parents help co-ordinate yearly prize giving event”

“Focus Groups – parents invited in to discuss various topics of interest for example discussing entry to nursery and nursery to P1 transition. We take forward suggestions and put them into practice for future. We have found that parents are very open and willing to discuss the strengths of the school and areas they feel we could target to support their work as parents”

“Open doors from 3pm onwards where parents come into the classroom on a set day every week and pupils show their parents/carers what they’ve been learning”