



Parental Involvement and Consultation Policy

ANGUS COUNCIL EDUCATION DEPARTMENT

PARENTAL INVOLVEMENT AND CONSULTATION POLICY



Issued August 2005



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Section 1

Parental Involvement and Consultation: Policy Statement

- 1 Purpose of Policy
- 2 Principles which Underpin the Policy
- 3 Who Should Implement the Policy
- 4 Origin of Policy
- 5 Course of Action to be Followed
- 6 Other Council Policies

ANGUS COUNCIL – EDUCATION DEPARTMENT

PARENTAL INVOLVEMENT AND CONSULTATION:

POLICY STATEMENT

1 Purpose of Policy

This Policy has been produced in order to provide a supportive and consistent framework in which all schools can engage parents meaningfully in the education of their children, and in the wider life of the school. The Policy also aims to extend the school-based framework so that as many parents as possible are given the opportunity to work in partnership with the education service for the whole of Angus.

2 Principles which Underpin the Policy

- Meaningful parental involvement will take place in a climate of mutual trust.
- Parents and all staff are partners in the education process, each with a distinctive role to play.
- Parental involvement and consultation should be inclusive, and should encourage participation by all parents and carers.
- Representative groups of parents (eg Parents' Associations, School Boards, PTAs, Parent Forums) have a valuable role to play in cementing good relationships between and among parents, schools and the education service.
- Effective co-operation between home and school will support pupil learning and allow potential difficulties and opportunities to be identified at an early stage.

3 Who Should Implement the Policy

The Director of Education, Head Teachers and all school based staff should comply with the terms of the policy. All parents (of nursery, primary and secondary pupils) should be encouraged to work within the spirit of the Policy. Different arrangements for securing effective parental involvement may be appropriate in individual schools. However, these arrangements must be based on this Policy Statement and the associated Policy Guidelines.

4 Origin of Policy

This Policy has been developed by the Angus Parental Sounding Board, supported by a Working Group of staff and parents and by a number of Focus Groups (Parental Focus Groups and a Staff Focus Group). It has been approved by the Education Committee of Angus Council (26/5/05).

5 Course of Action to be Followed

- a) The Director of Education should ensure that each Head Teacher has adequate support and resources available to enable the implementation of the above principles within an effective and meaningful school policy on Parental Involvement & Consultation, in accordance with the terms of this Policy Statement and associated Policy Guidelines.
- b) The Director of Education and Heads of Educational Services should be responsive to issues raised by parents and should ensure that parents' rights and responsibilities inform educational planning and delivery across the Council as a whole.
- c) The Educational Development Service (and particularly its Quality Improvement Officers) should offer appropriate support and challenge to Head Teachers in order to ensure that continuous improvement in the interpretation and implementation of this Policy takes place.
- d) Head Teachers should ensure that an effective and meaningful School Policy is in place – in accordance with the terms of this Policy Statement and associated Policy Guidelines, and taking into account the views of parents in their respective schools.
- e) Members of staff should ensure that they treat parents as partners in the educational process.
- f) Parents should support their children's education, and endeavour to work in partnership with their children's schools to do that.
- g) Parents' Associations (including School Boards, PTAs, Parent Forums) should promote effective dialogue between school staff and the whole parent body.

6 Other Council Policies

- Rights & Responsibilities of Pupils and Parents (published leaflet)
- Rights & Responsibilities of Staff (published leaflet)
- Customer Care: Guidelines for Schools.

Section 2

Parental Involvement and Consultation: Policy Guidelines

- 1 Operational Advice
 - 1.1 Two-way communication between school and parents about individual children
 - 1.2 Two-way communication between school and parents about whole-school matters
 - 1.3 Two-way communication between Council and parents about school and whole-Council matters
 - 1.4 Formal Parental Partnerships (Parents' Associations, School Boards, Parent Forums)
 - 1.5 Parent Volunteers
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 - 1.7 Contents of School Policy on Parental Involvement
- 2 Training/Awareness Raising on Parental Involvement and Consultation Policy
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- 3 Monitoring
 - 3.1 How will the policy be monitored
 - 3.2 Monitoring Reports
 - 3.3 Roles/Responsibilities
- 4 Evaluation
 - 4.1 How is "success" to be judged?
 - 4.2 Initial evaluation and subsequent evaluations
- 5 Examples of Schools and Parent Working Together
- 6 Exemplar School Policies

ANGUS COUNCIL – EDUCATION DEPARTMENT

PARENTAL INVOLVEMENT AND CONSULTATION:

POLICY GUIDELINES

1 Operational/Procedural Advice

Individual schools may legitimately develop different detailed procedural arrangements. However, these arrangements must be based on these Policy Guidelines.

1.1 Two-Way Communication Between School And Parents About Individual Children

Schools should be proactive in providing parents with advice about their child's progress. This should be stated in jargon-free terms, should cover as many curricular areas as possible, and should be about each individual child's progress since the parents last received a report. Much of this will be conveyed by formal reporting arrangements but schools should take opportunities to engage with parents whenever possible. A school year planner distributed to all families each August is appreciated by parents, as is a homework diary provided for each pupil. Informal opportunities for teachers to share with parents any achievements (and concerns) relating to individual children should be taken. Arrangements for pastoral care and support should have at their heart a commitment to highlighting educational progress for individual children themselves and for their parents.

It is important to encourage an atmosphere in which parents feel able to share their perceptions of their child's educational progress with teachers – in as many different ways as possible. Parents should be given opportunities for example, to influence the format and timing of parents' evenings. In some contexts (eg Nursery Classes) informal discussions can offer one exceptionally positive way of initiating and maintaining this dialogue but schools need also to set in place systematic and effective channels of communication.

A relatively simple policy statement from an individual school (see Appendices D and F for exemplars) is recommended, backed up by regular reference to that policy in newsletters and in all other communications with parents.

A range of specific issues about communication could and should be developed within each school and published in the School Handbook, as well as in a number of other ways. These issues should include telephone communication – both in terms of ensuring that schools have up-to-date parental contact information, but also in terms of ensuring that parents who feel the need to telephone the school have some basic information (when, who, etc.). A list of useful contacts should also be made available to all parents (see Appendix A).

1.2 Two-Way Communication Between School And Parents About Whole-School Matters

Parental consultation in the development of school policies and procedures should be undertaken by all schools. Each school should regularly seek and consider the views of parents on the identification of priorities (e.g. Anti-Bullying approaches). Detailed arrangements will vary from school to school and may include the use of parent focus groups, or the use of parental surveys (eg Questionnaire attached – Appendix B).

1.3 Two-Way Communication Between Council And Parents About School And Whole-Council Matters

It is likely that most parents will see the school staff as their principal point of contact for discussion about their children's education. This is wholly endorsed but the Council also wishes to promote the concept of a community of schools which can and do work together for the benefit of all children and all parents. With this in mind, parents should be encouraged to see centrally based Council staff as very much part of the team who support the education of the individual child. From the Council's point of view, there is a commitment to liaising with parents in the following ways:-

- Information leaflets on a range of issues (see Appendix C for current list).
- Angus Council Website – basic information on schools.
- Regular meetings of a Parental Sounding Board, the membership of which will change periodically, based on principles of openness.
- Regular meetings of School Board/parental representatives from all schools.

- Regular training events for School Board members.
- School & Family Support Service (incorporating Parental Advice & Conciliation) (which exists to enhance home/school links, to establish positive relationships between parents and school staff when home/school relationships may be strained, and to address parental concerns or complaints which have not been resolved by the Head Teacher).
- Educational Psychology Service (which can provide information, advice and guidance on child development and on individual children's needs).
- Support for individual schools (eg from Quality Improvement Officers) for specific parents' events.
- The promotion by the Community Learning & Development Service of the greater involvement of parents and carers in their children's learning.

In addition, the Council wishes, by promotion of these Policy Guidelines, to encourage parents (individually and collectively) to bring forward new ideas for more effective partnership working.

1.4 Formal Parental Partnerships (School Boards, PTAs, Parent Forums)

Within Angus, many individual School Boards are functioning very effectively and have developed excellent partnerships between parents and a wide range of staff. Angus Council is committed to offering whatever assistance it can to School Boards. Part of that ongoing commitment relates to the provision of training for School Board members. Future commitment to the establishment of and support for parent forums will be given in the context of anticipated new legislation.

Schools are also encouraged to form a Parent/Staff Association (P.S.A.), or a Parent/Teacher Association (PTA) or a Parents' Association (P.A.) or, in the context of anticipated legislation, a Parent Forum. Such a body offers a useful forum to cement home/school partnerships and in many cases at present can exist alongside, and complement the work of, a School Board. The PSA/PTA/PA/Parent Forum should have

autonomy to devise its own aims and its own priorities, but each such body should publish its activities widely for the benefit of the whole parent body of the school.

School Boards (which are governed by legislation) and PSAs/PTAs/Pas/Parent Forums should be encouraged to prepare and publish an annual plan and to publish a report on the way in which the plan has been actioned.

1.5 Parent Volunteers

Many parents are keen to offer assistance to their children's school, and many schools have found that assistance to be invaluable. Staff should encourage the involvement of parent volunteers. Some specific initiatives which have been successful in the past include parents helping with:-

- musical events
- sports activities
- art and craftwork
- home economics
- computer work
- support with reading
- support with maths
- library work
- support during educational visits
- sports days
- extra curricular activities
- fund raising events
- preparation of resources

Parent volunteers can help to give pupils a visible indication of parents and staff working together in partnership to enrich the learning experiences on offer. For parent volunteers themselves, the benefits can include a greater understanding of the life of the school, a broader understanding of children's learning, the sharing of skills and the gaining of experience (and confidence) in working with children. For staff, the benefits can include improved communication with parents, the transmission of the aims and ethos of the school more effectively, and the enrichment of the learning environment. Parents should be given the opportunity/choice to be in a class other than their own child's.

For the selection of any adults to undertake work in schools (including parents), Angus Council has in place an agreed set of procedures, including Disclosure procedures, regularly

reviewed. It is important that parents and schools understand the need for these procedures to be given effect and that they work together to ensure that the potential benefit of some parent volunteers for certain activities can be made available without undue stress.

In developing the involvement of Parent Volunteers, a school needs to ensure consistent approaches to recruitment, selection procedures, deployment, training (eg in confidentiality), etc. Transparent guidelines should therefore be incorporated within the school policy on parental involvement (see 6 below).

1.6 Links with Out-of-School Care Clubs

Out of School Care Clubs provide a safe, caring environment offering a range of active, stimulating and restful activities for school age children before and after school and during holidays. After-school care enables parents to take up employment, education and training opportunities.

With the support of Angus Council's Childcare Partnership, and a Support Worker dedicated to Out of School Care, the majority of clubs in Angus are managed by parents, who form a parent led management committee. Parents are charged fees for their child's attendance. Staff are recruited only after an Enhanced Disclosure check by Disclosure Scotland. At present most Out of School Clubs are for Primary School children. However clubs are beginning to develop for Secondary pupils (for more information on Out of School Care, see Appendix G).

1.7 Contents of School Policy on Parental Involvement

Exemplar school policies are attached (Appendices D and F). Many schools already have very effective policies on parental involvement. These policies should contain some reference to the expectations the school has of parents, and to the commitments which the school is giving to parents. The School Parental Involvement Policy should contain advice about what information is available, and how parents can access it, eg:

- information on learning and teaching:
 - insights into how children learn
 - formative assessment
 - homework
 - arrangements for reporting on pupil progress
 - a note of any school policies designed specifically to allow parents to engage more fully in supporting their children's education (e.g. subtraction methods in mathematics)

- pupil care and support information:
 - anti-bullying
 - child protection
 - promoting positive behaviour
 - drugs awareness
 - sex and relationships education
 - peer support/buddy systems
 - practical advice, e.g. on making contact with the school
 - school uniform

A school policy should also highlight the kinds of activities/approaches which are used to engage parents as meaningfully as possible in their children's education, e.g.:-

- parental surveys
- parent focus groups
- workshops
- leaflets
- presentations
- parents' evenings
- school notice board
- open days
- social events

Much of the above may appear within a School Handbook, advice on which is provided for schools on an annual basis. Schools should consider publishing a summary of the Handbook annually for all parents.

2 Training/Awareness Raising on Parental Involvement and Consultation Policy

2.1 Awareness Raising for Staff and Parents about the Policy Guidelines

A copy of these Guidelines should be readily available for individual members of staff in all schools. In addition, each school should identify a mechanism to bring staff and parents together to “launch” either these Guidelines or – perhaps more appropriately – the individual school policy. In this context, primary schools are encouraged to consider making use of P1 induction events, secondary schools S1 induction events, and all schools to take advantage of other whole school opportunities to raise parental awareness about the policy.

For any school which has a School Board, the Board has a statutory responsibility to prepare an annual report which now should make explicit reference to how the school policy is being implemented. Boards should be encouraged to prepare their own annual work plans, to share these with all parents, and to incorporate a progress check on that work plan into the annual report.

The impact of the Policy should be a standing item on the agenda of the Parental Sounding Board, which should take the initiative in identifying ways of “launching” the Policy across Angus and of maintaining awareness of its existence for succeeding generations of Angus parents.

2.2 Training Needs

Staff should be encouraged to consider whether, individually and/or collectively, they feel they have any specific training needs which would help to implement this policy. Similarly, parents (possibly through the medium of Parents’ Associations or School Boards) should be encouraged to identify and address any training needs they feel arise as a direct result of implementation of this Policy. Assistance with this process is available from the Director of Education.

3 Monitoring

3.1 How will the policy be monitored?

Informal monitoring at Council level by way of the Parental Sounding Board and regular meetings of School Board/parental representatives should form one strand of our monitoring procedures. At school level, the School Board (or Parents' Association or Parent Forum) should be charged with monitoring the school policy. Occasional surveys by questionnaire (eg Appendix B) should be considered, as should the use of focus groups.

3.2 Monitoring Reports

The Director of Education should be charged with bringing forward a report to the Education Committee at least once every three years. That report should be informed by some form of survey/questionnaire and/or by one or more focus groups, and by reports provided by individual schools – through their respective School Boards or Parents' Association. Similarly, each school should report on its activities annually within its Standards and Quality Report.

3.3 Roles and Responsibilities

- Each parent has a responsibility to support her/his child's education and to endeavour to work in partnership with her/his child's school to do that.
- School Boards and Parents' Associations (and – when they are formed – Parent Forums) have a responsibility to promote effective dialogue between school staff and all parents.
- Each member of staff has a responsibility to help to realise the potential of each individual child and to work in partnership with each child's parents to do that. It is recognised that many staff voluntarily take on additional work and that staff can only be expected to undertake duties in accordance with their contractual obligations.
- The Head Teacher has a responsibility to ensure that her/his school has in place effective arrangements to secure parental partnerships in accordance with the terms of this policy.

- The Director of Education has a responsibility to ensure that adequate support and resources are available for Head Teachers to enable them to implement this policy and that effective arrangements are in place to ensure that Head Teachers and representative parent groups are regularly encouraged and challenged in appropriate ways so that our practice continues to grow and improve.

4 Evaluation

4.1 How Is “Success” To Be Judged?

The ultimate success criterion is that children are happy at school and that they perform to their full potential. In addition, the Quality Indicator on *Partnership with Parents, the School Board and the Community* (5.4 in “*How Good is our School*”) should be used as the starting point of any self evaluation. That self evaluation should also be undertaken, at least in part, by reference to some form of survey of parents (eg Appendix B), and possibly by the use of parental focus groups.

4.2 Initial Evaluation And Subsequent Evaluations

In the initial stages of implementation informal discussions need to be ongoing in terms of whether the Policy itself is relatively easily understood and relatively easily translated into good practice. During this initial period, it should be recognised that some amendments to the details of these Guidelines may be desirable. Thereafter, the monitoring reports described above should be used as a regular opportunity to take stock about the Policy as a whole and about any specific aspects of it which may appear to be in need of improvement.

5 Examples of Schools and Parent Working Together

It is possible to learn from the many schools where parental partnerships are strong, sustained and successful. Below are some examples of specific areas in which schools and parents have worked together.

- Help Your Child With Maths
- Home and School Working Together
- Our Policy on Bullying
- Sex and Relationships
- In the Playground

- School Details
- Nursery
- Parents' Guide – Helping Your Child with Subtraction, Addition, Decimals, Division etc
- Handy Homework Hints – Parental Support Makes Such a Difference
- Partnership with Parents
- Homework Guidelines for Parents
- How to Learn to Spell
- School Discipline Policy (including Positive Behaviour and Action against Bullying)
- Homework Tips for Pupils and Parents (Appendix H)

Social events take place in many schools on a regular basis. Those events which involve parents and staff working together are to be commended. Such occasions involve hard work and additional hours for staff and parents but are widely appreciated in terms of providing opportunities for building positive relationships.

In one Secondary School there is a parent member on the S3/S4 curriculum working group.

Primary and Secondary Schools have held parents' nights aimed at supporting learning where discussion takes place about particular areas of the curriculum e.g. P7 Induction Course Choice Evenings, coping with Standard Grades, and Coping with Highers.

6 School Policies

Andover Primary School 'Partnership with Parents' (Appendix D)

Pictavia Secondary School (Appendix F)

Appendix A

List of Useful Contacts

A(I)	National
A(II)	Local

Useful Contacts (National)

Parentzone	www.ngflscotland.gov.uk Gives access to a range of information about your child's education
Parentline	A Floor, Argyle House, Lady Lawson Street, Edinburgh EH3 9SH Tel: 0131 229 9313; Fax: 0131 229 8672; Freephone: 0800 800 2222 available at the following times: Mon/Wed/Fri: 10 am – 1 pm; Tues/Thurs: 6 pm – 9 pm
Scottish Parent Teacher Council (SPTC)	53 George Street, Edinburgh EH2 2HT Tel: 0131 226 4378/1917 Fax: 0870 7065814 Email: sptc@sptc.info
Scottish School Board Association (SSBA)	Newall Terrace, Dumfries DG1 1LW Tel: 01387 260428; Fax: 01387 260488 Email: www.schoolboard-scotland.gov.uk
Channel 4 Homework High	www.channel4.com/homework
BBC Parents	www.bbc.co.uk/schools/revision
BBC Bitesize	www.bbc.co.uk/schools/revision
BBC DynaMo	www.bbb.co.uk/education/dynamo/parents
Grid Club	www.gridclub.com
Parents Online	www.parentsonline.gov.uk
Scottish Schools Online	www.scottishschoolsonline.gov.uk

APPENDIX A(II)

Useful Contacts (Local)

School & Family Support Service
(incorporating Parental Advice & Conciliation)

Montrose Road Centre
Montrose Road
Forfar
DD8 2HT
Telephone 01307 473969
Fax 01307 466929

Community Learning & Development Service
Education Department
Angus House
Orchardbank Business Park
Forfar
DD8 1AE
Telephone 01307 476364
Fax 01307 461848

Educational Psychology Service
Montrose Road Centre
Montrose Road
Forfar
DD8 2HT
Telephone 01307 461460

Angus Council ACCESS Line
Telephone 08452 777 778 open 8 am – 6 pm (Monday – Friday)

Appendix B

Parental Questionnaire

APPENDIX B

PRIMARY SCHOOL PARENTAL QUESTIONNAIRE

This questionnaire has been produced as part of the school's procedures for quality assurance in order to survey the opinion of parents about various aspects of the provision made by the school.

Any assistance you can offer in completing and returning this form would be greatly appreciated.

My child(ren) is(are) in P1 P2 P3 P4 P5 P6 P7

My Child...	Strongly Agree	Agree	Disagree	Strongly Disagree
enjoys being at school.				
finds school work interesting.				
gets help and support from staff if he/she has a problem.				
gets to talk to teachers about his/her school work.				
is treated fairly by teachers.				
respects his/her teachers.				

Communication and Information	Strongly Agree	Agree	Disagree	Strongly Disagree
School reports give me an accurate and helpful picture of my child's progress.				
The school has explained to me the part I can play in my child's education.				
Letters from school are friendly and informative.				

This section is about meetings where parents visit the school to talk to individual teachers about their children's progress

Parent-Teacher Meetings	Strongly Agree	Agree	Disagree	Strongly Disagree
Meetings are arranged at a time which suits me.				
I get a chance to speak about what concerns me.				
Teachers treat me with respect.				
I come away feeling I have learned something useful.				

**The following general comments are sometimes made by parents.
What are your views?**

General Comments	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel I can go up to the school any time because I am made to feel welcome.				
The school is kept clean and in good order.				
I really feel staff know my child as an individual.				
Teachers are approachable and sympathetic				
I don't know how I can help my child with his/her school work.				
The head teacher is approachable and helpful.				
The school facilities and accommodation are adequate.				
The school has a good reputation in the community.				

There may be a number of things about the school that you would like to mention but which you feel haven't been covered by the questions. If there are, please write these in the box below.

Comments:

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Appendix C

Council Information Leaflets for Parents

COUNCIL LEAFLETS*

- Parental and Pupil Rights and Responsibilities
- Staff Rights and Responsibilities
- School Attendance
- Anti-Bullying
- Placing Requests
- Pre-school Education
- Be Safe on the Internet
- Emergency Weather Arrangements
- 5-14 attainment levels (annual publication)
- SQA attainment (annual publication)
- Sensitive Issues: Teachers & Confidentiality
- Child Protection in Angus Schools
- Support for Children with Special Needs (0-3)
- Support for Deaf Pupils
- Support for Visually Impaired Pupils
- Support for Bilingual Pupils
- Signs & Symptoms of Drug Use in Young People
- Take-Off to Literacy
- Take-Off to Numeracy
- Committed to Race Equality

*for additional copies of any of these leaflets contact Administration Officer, Education Department, County Buildings, Forfar (Tel 01307 476340).

Appendix D

School Policy (Andover Primary School)

PARTNERSHIP WITH PARENTS



Guidance and Exemplar Papers for Incorporating
Parent Helpers in School



ACKNOWLEDGEMENTS

The materials within this paper have been produced and titled by Gladys Peat, Nursery Teacher Andover Primary and it is hoped that colleagues find them helpful.

Many thanks are due to:

Gladys Peat	Nursery Teacher	Andover Primary
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Pam Farningham	Head Teacher	Andover Primary
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RATIONALE

In the Scottish Executive's publication "The Child at the Centre", one of the Performance indicators in the Key Area – "Ethos," incorporates "Partnership with Parents" and gives the following as a level 4 illustration:

- * *Effective partnerships with parents are established. Parents are encouraged to participate in the life of the centre and, wherever possible, to join with staff in furthering their children's development and learning. Parental involvement is well planned and purposeful and staff are skilful in working alongside parents.*
- * *Staff value and take account of parents' knowledge and views of their child's development, interests and personality. Parental enquiries are given careful consideration, they are always dealt with promptly and effectively.*

From "The Child at the Centre" Scottish Executive

The level 6 illustration for the same Performance indicator in "How Good is Our School" is as noted below.

- * *Parents are involved in supporting their child's learning, for example, in homework.*
- * *They support the life of the school in a planned and purposeful way.*
- * *Steps are taken to involve them in, for example classroom activities, homework, participation in out-of-school visits and other extra curricular activities.*

From "How Good is Our School" Scottish Executive

The school acknowledges that parents play an important part in their children's education, and values "Partnership with Parents" as an effective method of enhancing school achievements and promoting better ethos and communication.

The school's goal is to achieve the level 4 illustration above.

PARTNERSHIP WITH PARENTS – PARENTAL INVOLVEMENT IN SCHOOL

AIMS

1. To welcome all parents/carers into the school
2. To provide regular opportunities for parents/carers to become involved in their children's learning
3. To share parents/carers' expertise.
4. To provide training, where necessary, for specific tasks.
5. To communicate with parents regularly and share information whenever appropriate.

METHODS OF ACHIEVING THESE AIMS



1. Welcoming all parents/carers into the school
 - * Attractive foyer area
 - * Friendly staff
 - * Invitations to attend class assemblies with refreshments and tour of classroom
 - * Sports Days
 - * Open days, displaying work done by the children
 - * Fund raising events; school concerts
craft fairs, refreshments
book sales
specialist events
2. To provide opportunities for parents/carers to become involved in their children's learning
 - * Following Angus Council Guidelines before involving parents in working with groups of children. More details on page 6, "Initial procedures to follow".
 - * Allowing parents to help in areas where they do not come in contact with children. Details on page 4
3. To share parents'/carers' expertise
 - * Welcoming contributions to any Environmental Study work.
 - * Sharing musical talents – piano, bagpipes, accordion, etc.
 - * Welcoming sporting skills.
4. To provide training, for parents, where necessary, for specific tasks
 - * Offering parents guidance and training in order for them to help with e.g. cycling safety training, Walk Wise.
4. To communicate with parents regularly, and share information whenever appropriate
 - * Provide regular newsletters.
 - * Offer workshops etc to heighten parents' awareness of school activities.
 - * Provide written reports and regular parent/carer interviews at set times.
 - * Be available at the earliest mutually convenient time, should a parent/carer wish an interview to discuss/ query the progress/ behaviour etc of their child.



OPPORTUNITIES FOR PARENTAL INVOLVEMENT

In Classroom

- * Art/craft activities
- * Cooking/baking
- * Computer work – supporting children writing their stories, using various programs
- * Practical maths/science
- * Reading activities – reading stories to children, listening to stories being read, paired reading, phonic games etc
- * Supervising board games
- * Supporting Infants in the play area



Classroom and School Support Work

- * Mounting pictures/photographs
- * Preparing walls for displays
- * Library work – books needing covered, catalogued, classified etc
- * Infant/Nursery – cleaning paints, emptying water tray, tidying activity area
- * General repair work, checking equipment
- * Preparing worksheets etc on a computer



Other Possible Opportunities for Parental Involvement

- * Christmas Parties – to help prepare food, tidy up, to help supervise the games
- * Educational Visits
- * Sports Day
- * Fund raising events
- * School Concerts – making costumes, props, make-up, stage construction, supervising children
- * Assemblies – providing tea/coffee for visiting parents
- * Extra Curricular Activities – coaching/supervising sports/country dancing
- * Golden Time – supervise board games
- * School grounds – helping create/maintain garden areas
- * Sharing expertise – playing musical instruments, giving talks on various subjects, demonstrating first aid etc
- * Promoting Road Safety – cycling training, Walk Wise training
- * Supporting your child in the nursery



ADVANTAGES OF USING VOLUNTEERS IN THE CLASSROOM

FOR CHILDREN:

- * visible signs of co-operation between parent/teacher
- * wider learning experiences
- * extra assistance with tasks
- * more opportunity to work in small groups
- * greater supervision of practical activities



FOR PARENTS:

- * deeper understanding of school aims and objectives
- * share a skill you have learned and enjoyed
- * viewing of class/groups at work
- * gain confidence in handling groups of children
- * become more aware of children's needs
- * deeper understanding of school curriculum and teaching methods



FOR SCHOOL:

- * another pair of hands
- * communication between home and school improved
- * learning environment enriched
- * more time is made available for children who need extra help
- * the aims and ethos of the school can be transmitted by example rather than written down

This Policy will be reviewed in (.....) date



APPENDICES

1. Application form to undertake voluntary duties (Annexe 3)
2. a) Criminal Convictions Application Form (CC3)
b) Disclosure Application Form
3. School Volunteer Reference Request (Annexe 5)
4. Questionnaire:
 - Teacher
 - * Parent
5. Notification to:
 - Teacher
 - * Parent
6. Code of Practice for School Helpers
7. 'Parents in Skweel' Poem. by Gladys Peat, Andover PS

**ANGUS COUNCIL - EDUCATION DEPARTMENT
APPLICATION TO UNDERTAKE VOLUNTARY DUTIES IN**

_____ **SCHOOL**

Name of Applicant

Home Address

Post Code

Telephone Number

Statement by applicant indicating reasons for application, relevant experience, and current or past links with schools.

Character References (Please note that relatives may not be given as referees)

1 Name Address	2 Name Address
Tel No	Tel No

Signature of Applicant _____ Date _____

Please return directly to the Head Teacher, _____ School

**ANGUS COUNCIL
CRIMINAL CONVICTIONS**

Job Title	Ref No
Department	

Please read the note below before completing this form.

Details of Convictions		
Please detail (ie nature, court location(s) and date(s)) any criminal conviction(s) against you and any criminal proceedings pending against you. If you have had no convictions write 'none'.		
CONVICTION	WHERE?	WHEN?
CRIMINAL PROCEEDINGS PENDING		
Declaration		
I declare that, to the best of my knowledge, the above information is correct. I understand that if I am appointed and it is found that I have deliberately given false information or withheld relevant information I will be liable to dismissal. Furthermore, in the event that I am selected for appointment, I hereby authorise Angus Council to check the details I have given above with Disclosure Scotland.		
Print Name: _____ Signed: _____ Date: _____		
When you have completed this form return it in the stamped addressed envelope which has been supplied. It should be returned before the date of your interview. The information given will be treated in the strictest confidence and used only for the purposes of assessing your suitability for the job for which you have applied.		

Note
<p>Under the terms of the Rehabilitation of Offenders Act 1974 people with criminal convictions are allowed, in certain circumstances to regard these as 'spent' and not disclose them when asked. However, some jobs are not covered by the terms of the Act - they are exempted because of the nature of their duties. The job for which you have applied is one which is exempted. This means that you cannot regard any conviction against you as 'spent' no matter what it was for or how long ago it occurred. You must disclose it.</p> <p>Additionally, because the job you have applied for may give you access to children and/or vulnerable adults, the information about convictions which you give will be checked by Disclosure Scotland under Part V of the Police Act 1997. This check can only be carried out with your written permission and you are asked to give this. Accordingly, you must bring with you to the interview as many of the following documents as you possess; passport, driving licence (with or without photograph), birth certificate, and at least one item of address-related evidence (a utility bill, bank, credit card or mortgage statement containing your name and current address). The check will only be made on the candidate selected as 'successful' after interview. If you withhold your permission for this check your application will not be considered further.</p>

FORM CC3

**PART V OF THE POLICE ACT 1997
DISCLOSURE APPLICATION – CONFIRMATION OF APPLICANT DETAILS**

Section 1	To be completed by the employing Department
Position applied for	: Volunteer Helper
Ref No	:
Name of Applicant	:

Section 2	To be completed by Applicant
<input type="checkbox"/> Birth Certificate	Date of Birth: / /
Certificate Number	: Issue Date: / /
Registration District	:
Registration Sub-District	:
<input type="checkbox"/> National Insurance No	:
<input type="checkbox"/> Full UK Passport No	: Issue Date: / /
<input type="checkbox"/> Driving Licence (with photograph)	
<input type="checkbox"/> Driving Licence (without photograph)	
UK Driving Licence No	:
Licence Valid From	: / /
<input type="checkbox"/> Previous Disclosure Certificate	:
<input type="checkbox"/> Other (utility bill, bank, credit card or mortgage statement) (please <u>underline</u> relevant document)	
Name	:
Current address (Number,Street)	:
Post Town	:
Post Code	:
Country (outwith UK)	:
	Resident From: / /

Section 3	To be completed by Chair of Selection Panel/Head Tchg upon receipt of Disclosure Application
I confirm that I have seen the items of identification marked (x) in the box(es) above for the applicant and they match the details entered in Part B of the Disclosure Application.	
Signed	:
Date	: / /
Job Title	:
Once completed this form should be sent immediately to an authorised countersignatory.	

NOTES FOR GUIDANCE

This form must be completed in respect of each interviewee for jobs which require a Standard or Enhanced Disclosure in terms of Part V of the Police Act 1997.

Section 1 to be completed by the employing Department

Section 2 to be completed by the interviewee

- ◆ Mark an X in the box for each item of identification that you intend to produce at the interview, then enter the appropriate details in the space(s) provided.

Section 3 to be completed by the Chair of the Selection Panel

- ◆ Complete this section once the Disclosure Application has been returned by the successful candidate and the details of this form have been checked against and match the details entered in Part B of the Disclosure Application.

When you have completed Section 3, you should send this form along with the Disclosure Application to the relevant countersignatory in your Department.

ANGUS COUNCIL - EDUCATION DEPARTMENT
SCHOOL VOLUNTEER - REFERENCE REQUEST

Name and Address
of Applicant

How long have you known the applicant?

In what capacity do you know the applicant?

Please give your views on the applicant's suitability as a volunteer to work with children in _____ School. Comment specifically on:

- Experience applicant has in working with children

- Personal qualities (e.g. tact, discretion, tolerance, judgement)

- Any other comments

PARENTAL INVOLVEMENT IN CLASSROOMS

Teacher's Name: _____

Class: _____

Are you interested in having Parent Helper/s?

YES/NO/LATER PERHAPS

If so:

How many? _____

How often? _____

(Weekly, fortnightly etc)

Times are usually:

9.15 - 10.30

11.00 - 12.15

1.40 - 3.00

} but can vary

Which TIMES and DAYS would you welcome a helper?

(List all possibilities, in order of preference.)

Are there any particular activities you want them to do?

(Suggestions overleaf, if you wish.)

Finally: Did you have a helper last year?

YES/NO

Name of helper/s:

Would you like another to work in your class this year?

YES/NO/NO PREFERENCE

Is his/her child in your class this year?

YES/NO

ACTIVITIES YOU WOULD LIKE HELP WITH

Please tick any areas you would like help in. Priority areas please mark with a P for priority.

Art/craft work

Cooking/baking

Practical maths/science

Helping on the computer

- Supporting children on simple programmes
- Competent enough to prepare/type out work sheets

Reading stories to small groups of children

Hearing reading with small groups of children

Playing board games with small groups

Supporting pupils in the playground

School outings

Breakfast clubs

Lunch clubs

Parties

Non Involvement with children

Mounting pictures/photos

Preparing walls for displays

Emptying water trays/cleaning paints etc

Work in the library preparing resources etc

OTHER _____

PARENT HELPER'S QUESTIONNAIRE

NAME _____

TELEPHONE NO _____

CHILD'S/CHILDREN'S CLASSIES _____

TEACHER'S NAME/S _____

HOW OFTEN DO YOU WISH TO HELP?

Weekly basis

More than once a week (e.g. 2 x 1 hour or less)

Fortnightly

Once a month

On special occasions e.g. trips, parties, walks etc

Which da.y/s suit you best? Please circle all possibilities.

<u>MON</u>	<u>TUES</u>	<u>WED</u>	<u>THURS</u>	<u>FRI</u>
AM	AM	AM	AM	AM
PM	PM	PM	PM	PM

TIME SCALE

9.30 - 12.30 1.40 - 3.00

for any one hour or longer

ACTIVITIES YOU WOULD BE ABLE TO HELP WITH

Please tick any areas you would like to help in. Priority areas please mark with a P for priority.

Art/craft work

Cooking/baking

Practical maths/science

Helping on the computer

- Supporting children on simple programmes
- Competent enough to prepare/type out work sheets

Reading stories to small groups of children

Hearing reading with small groups of children

Playing board games with small groups

Supporting pupils in the playground

School outings

Breakfast clubs

Lunch clubs

Parties

Non Involvement with children

Mounting pictures/photos

Preparing walls for displays

Emptying water trays/cleaning points etc

Work in the library preparing resources etc

OTHER _____

CONFIRMATION OF SCHOOL HELPING TIMES/CLASSES

NAME: _____

TIME: _____

CLASS: _____ TEACHER: _____

TYPE OF ACTIVITY: _____

TEACHER: _____ CLASS: _____

YOUR HELPER WILL BE: _____

PARENT OF: _____

TIME AVAILABLE: _____

DUTIES WILLING TO UNDERTAKE: _____

CODE OF PRACTICE FOR SCHOOL HELPERS

- * On arrival, please sign the register at the school office and, collect your "school helper" badge.
- * On departure please sign out and remember to leave your "school helper" badge.
- * If you are unable to come for any reason, please phone the school. Early notification would be appreciated. However, if you know well in advance when you will be unavailable, have a word with the teacher instead.
- * When working with children within a classroom or area, be polite, supportive and approachable, but not "over friendly". If you do experience any problems, inform the class teacher. He/she will be in overall charge of discipline at all times.
- * Be aware of safety and fire drill procedures.
- * It is essential that anything you see or hear during your school visits is treated with the utmost confidence. Anything that happens within the school **should not** be talked about outside the school.
- Adopt a positive attitude, and always encourage the children to attempt the tasks that have been set. Resist the temptation to do it for them.
- Enjoy yourself – become more confident dealing with groups of children. Remember if you do feel uncomfortable, do not hesitate to have a word with the class teacher. You may be able to change to another curricular area.



**PARENTS IN SKWEEL
(W)' A GEY BIT SMATTERIN' O' DORIC)**

Fit can we say about parents
Fit they want, the come into the school
To be help wi' the sums and the science
The showin' and printin' as weel.

Will they poke their nose in the jotters?
Will they carry take back too their horses?
Will they tak the best chairs in the staffroom?
Will they cry the haddie just name?

Will they wind up the kids wi' their jokin'
Or shout at them fit they dae wrong
Will they stan about and dae naethin'
Or daik wi' the teacher bae lang

NO. They'll learn about the curriculum.
They'll help the skweel mak its mark
They'll appreciate the sair fechtin' teachers
And see too their ain children work

Their extra hands 'll mak light work
O' practical subjects like craft
They'll even help kids on computers
A thoot fashin' about lookin' craft

Fit it comes to them Heinemann matry books
Wi' kids poorn we're all Naz fear
They'll supervise the proceedings so naethin' craws onto the floor!

Their skills and their uses are boundless
They're an asset to any skweel class
So welcome them in wi' arms open
Dinnae let opportunities pass

Gladys Peat (Nursery Teacher / Home Link Person) Andover Primary School

Appendix E

Quality Indicators

Appendix E

APPENDIX E

HOW GOOD IS OUR PARENTAL INVOLVEMENT AND CONSULTATION?

This checklist will help you to evaluate your school's policy and practice with regard to parental involvement and consultation.

NB 'Sources of evidence' may include; school policy, school handbook, newsletters, information leaflets, noticeboards etc.

Parental Involvement and Consultation - Policy and practice

	Yes (Tick box)	Paragraph number	Sources of evidence
1 The policy makes reference to and takes account of the Angus Council Parental Involvement & Consultation Policy Statement			
2 The school policy makes reference to and takes account of national guidance from the Scottish Executive			
3 The school's aims include an explicit commitment to parental involvement and consultation			
4 The school's policy was developed in partnership with representatives of the parental community			
5 The school's policy has been agreed with the School Board and/or Parents' Group			
6 The school policy, or a summary of the main points, has been shared with all parents			
7 The school handbook: <ul style="list-style-type: none"> ▪ is received by all new parents ▪ makes reference to the school policy on parental involvement and consultation 			
8 School newsletters make regular reference to the policy and: <ul style="list-style-type: none"> ▪ encourage parental participation ▪ inform parents of the names of key personnel ▪ invite parents to keep the school informed of any changes in address, telephone numbers or other changes in circumstances 			

Comments

HOW GOOD IS OUR PARENTAL INVOLVEMENT AND CONSULTATION?

Two Way Communication between School and Parents about Individual Children

	Yes (Tick box)	Paragraph number	Sources of evidence
9 The school sends home at least one written report on each child each session			
10 The school has established procedures to ensure that there are formal opportunities for parents and teaching staff to meet and discuss individual pupil progress			
11 The school has made arrangements to allow discussion on pupil progress to take place outwith planned formal opportunities			
12 The school has agreed procedures to ensure that parents are contacted: <ul style="list-style-type: none"> ▪ about their child's achievements ▪ if the school has concerns 			
13 Procedures are in place indicating how parents should contact the school when they have information about: <ul style="list-style-type: none"> ▪ pupil achievements ▪ pupil concerns 			
14 The school seeks to foster a positive and open atmosphere which encourages parents to share their perceptions about their child's progress or any other concerns			

Comments

HOW GOOD IS OUR PARENTAL INVOLVEMENT AND CONSULTATION?

Two-Way Communication between School and Parents about Whole-School Matters

	Yes (Tick box)	Paragraph number	Sources of evidence
15 The school regularly involves parents in the development of policies and procedures			
16 The school policy on parental involvement and consultation explains how parents can find out more about other school policies e.g., learning and teaching, homework, anti-bullying, etc			
17 Please list below the current policies which have been produced through parental involvement			

Comments

18 The school takes positive steps to inform parents about Angus Council Education Department through: <ul style="list-style-type: none"> ▪ sending home Council information leaflets ▪ maintaining a display of Council Information ▪ leaflets/posters in the reception area ▪ involving centrally based Council staff * in parents' nights and curriculum information evenings (*EPS, SFSS, EDS, CLDS, Directorate)			

Comments

HOW GOOD IS OUR PARENTAL INVOLVEMENT AND CONSULTATION?

Formal Parental Partnerships

	Yes (Tick box)	Paragraph number	Sources of evidence
19 There is a School Board			
20 The Head Teacher has developed positive links with the Board			
21 The School Board is well-informed about the life of the school and its community			
22 The School Board plays an active part in the life of the school and its community			
23 There is a Parent Teacher Association/Parents Association (or equivalent)			
24 This group (PTA, PA etc.) regularly organises events which provide opportunities for parents, pupils and staff to meet together for the benefit of the school and its community			

Comments

HOW GOOD IS OUR PARENTAL INVOLVEMENT AND CONSULTATION?

Parent Volunteers

		Yes (Tick box)	Paragraph number	Sources of evidence
25	The school regularly involves parent volunteers in its activities			
	<ul style="list-style-type: none"> ▪ Weekly assistance with curricular activities: 			
	<ul style="list-style-type: none"> ▪ Support on educational visits 			
	<ul style="list-style-type: none"> ▪ Preparation of materials and resources 			
	<ul style="list-style-type: none"> ▪ Fund raising events 			
	<ul style="list-style-type: none"> ▪ Other (please specify) 			
26	The school has ensured that Angus Council guidance (see Appendix D) has been followed with regard to all parental and volunteer helpers			
27	The school has given explicit guidance to parent helpers on child protection issues and their own personal safety			
28	A parent helper policy has been agreed and shared with parents and staff			

<p>Comments</p>

HOW GOOD IS OUR PARENTAL INVOLVEMENT AND CONSULTATION?

Awareness Raising for Staff and Parents about the Authority Policy Guidelines

	Yes (Tick box)	Paragraph number	Sources of evidence
29 All staff and parents can readily access a copy of the Council Policy Guidelines			
30 All staff have a copy of the school policy on Parental Involvement and Consultation (see question 6 re information for parents)			
31 The school takes appropriate opportunities to inform parents and staff about the Council and school guidelines on parental involvement and consultation			

Comments

Identification of Training Needs

	Yes (Tick box)	Paragraph number	Sources of evidence
32 School staff are encouraged to identify training needs in connection with the implementation of the Authority and school policies			
33 Parents are encouraged to identify training needs in connection with the implementation of the Authority and school policies (e.g. School Board Members, PTA Members, Parent Volunteers)			

Comments

Evaluation and review

	Yes (Tick box)	Paragraph number	Sources of evidence
34 The school monitors and evaluates the impact of the school policy by: <ul style="list-style-type: none">▪ taking account of ongoing feedback from parents▪ use of questionnaires (see Appendix B)▪ receiving advice from the School Board and/or PTA▪ Comparing the school's performance with the Level 2 and Level 4 illustrations in "How Good Is Our School" (QIs 3.6 Reporting Pupil's Progress and 5.4 Partnership with Parents, The School Board and the community).			
35 The school promptly addresses issues arising from its monitoring and evaluation procedures			
36 The school has established a date for review of its Parental Involvement and Consultation Policy			

Comments

Appendix F

Exemplar School Policy (Secondary)

DRAFT

APPENDIX F

PICTAVIA ACADEMY EXEMPLAR HOME- SCHOOL POLICY

Contents

1. Links
2. Introduction
3. The School's Commitment
4. Expectations of Parents
5. Representative Bodies
6. Home-School Communication
7. Support for Parents and Pupils
8. The School Planner
9. How Parents can assist the School
10. Appendices

1. Links

This policy relates to:

- The National Priorities
- The Angus Council Vision Statement

We are committed to realising the potential of all children, young people, communities and staff by:

- ***putting people at the heart of all we do***
- ***nurturing an ethos of achievement***
- ***striving for sustainable improvement***
- ***working co-operatively***

- Rights and Responsibilities of Pupils and Parents
(Angus Council leaflet available from schools and County Buildings)
- Pictavia Academy School Aims
In particular Aim 7:

To promote good relationships between the school, home and community and to develop close links to our mutual benefit.

2. Introduction

Young people do best when home and school work closely together. This policy therefore lays out ways in which parents and Webster's staff together can support the pupils of the school. It has been produced by a working party which comprises both parents and teachers, and it has been approved by the School Board, the Pupil Council and the Education Authority. It expresses a commitment from Webster's High staff and an expectation of support from all adults who send children to the school.

3. The School's Commitment

The school undertakes not only to do its best for all children in the school but also to engage as closely as is practical with their parents in order to provide the best education appropriate to individual need. The ways in which the school will seek to realise this commitment are printed below. A detailed expression of the school's strategic purpose is to be found in the School Aims and its current priorities are contained in the School Development Plan.

4. Expectations of Parents

It is hoped that parents will want to support the school. The Angus Council leaflet *Rights and Responsibilities of Pupils and Parents* provides details on the subject. It should be read in conjunction with Section 9 below on *How Parents can support the school*.

5. Representative Bodies

There are many *ad hoc* occasions and opportunities for parents to speak to and work with the school (see below). There are, however, two formally constituted bodies which represent the interests of parents:

The School Board

The School Board is an elected body which co-opts additional members and also has teacher and senior pupil representation. It has a chairman and a paid secretary. It meets every month during the school session and among other things:

- Receives regular reports from the Head Teacher
- Approves the school's per capita expenditure
- Assists with the appointment of senior staff
- Produces its own development plan which drives a number of initiatives

The Parent-Teacher Association

All parents and teachers are automatically members of the PTA. Its committee is chosen at an Annual General Meeting. The PTA:

- Assists at school functions including parents' evenings
- Fund raises for major school projects
- Participates along with the School Board in various whole school initiatives
- Support school trips and excursions.

6. Home-School Communication

At the heart of a successful home-school relationship is good communication. Below are some of the ways in which the school will try to keep parents fully informed.

- i. **School Handbook**
This is given to every parent when their child is in P7. Copies are available to other parents on request. It contains a lot of information about the school and Angus Council. It contains amplification on many of the issues mentioned in this policy eg Homework.
- ii. **Formal Parents' Evenings**
There are six of these in the session, one for each year group (two for S3). They provide the opportunity for parents to talk directly to teachers.
- iii. **Special Parents' Evenings**
The school believes in providing additional opportunities for parents and teachers to come together to discuss educational matters. These evenings are advertised on an individual basis.
- iv. **Case Conferences**
Sometimes it is necessary to arrange a meeting of specialist staff, from both in and outwith the school, to discuss the difficulties a particular pupil is facing. Parents will always be invited to such meetings.
- v. **Individual meetings**
There are occasions when the school needs to speak to a parent or the parent needs to speak to the school. The appropriate member of staff will always try to arrange such meetings at a time convenient to the parent.
- vi. **Telephone Calls**
The school will frequently use the telephone to inform a parent quickly of any important matter that has arisen concerning their child.
- vii. **E-mails**
The school has an email address and recognises the growing popularity of this method of communication. The school will endeavour to respond to email enquiries as promptly as possible.
- viii. **Letters**
Where an issue is less urgent or needs to be a matter of record, the school will communicate with parents by letter.
- ix. **Discipline matters**
 - a. *Referrals*
 - b. *The school has a discipline system which involves informing parents when their child's behaviour has merited a punishment exercise, detention or period withdrawn from classes in our Supervision Area. A note of this action will always be sent home and will usually require a parental signature to acknowledge receipt.*

c. *Temporary exclusions*

Very occasionally when a child has committed a very serious offence, it may be necessary to temporarily the child from school. A child will never be sent home in the course of the day without the parents first being contacted. No child will be sent to an empty house without the parent's approval. A child having being excluded, the parent will be invited to a meeting at the school to take place within ten days (but usually much sooner).

x. *Newsletters*

A Parents' Newsletter will be issued every term (ie four in a session). The School Board pays for this to be posted home every Christmas.

xi. *Illness of pupils*

Unwell pupils are looked after by our staff with First Aid qualifications. Children will never be sent home without parents first being contacted. If a child has to be taken to the Health Centre or the hospital parents will be informed as quickly as possible.

xii. *Bad weather arrangements*

Occasionally inclement weather, usually snow, makes it necessary to close the school early. This is always done in conjunction with the local primaries. Radio Tay is informed and is very reliable in broadcasting the news. Children are dismissed progressively from the school according to a well-tested procedure. A parental telephone chain is established before the weather sets in and all parents and pupils in outlying areas should know who might telephone them and who they should call to pass on the information about school closure. No child is sent home without the school first establishing where they are going.

xiii. *Study Leave arrangements*

Senior pupils receive study leave during Prelim and SQA examination diets. Parents are always informed by letter of the dates of these arrangements. The period of study leave is always kept to the minimum and it must be clearly understood that it is a privilege. Abuse of study leave by a pupil will lead to its withdrawal. Study leave pupils who wish to come into the school to make use of its facilities will always be welcome to do so.

xiv. *Work Experience arrangements*

Parents are also always informed by letter of where, when and any special conditions attached to a work experience placement.

xv. **School Trips**

At the beginning of every session, parents will be asked to give general approval for their child to participate in school trips. When such trips involve anything more than the briefest of local excursions during school time, parents will always be provided with details of departure and return times, the mode of transport and who is in charge.

7. Support for Parents and Pupils

The school is always pleased to speak to parents about their children. In most cases the support will be provided by the child's Principal Teacher (Pupil Care & Support), or Class Tutor, or by the appropriate Year Head. However, the school works closely with a number of other agencies, eg:

- *School and Family Support Service*
- *Educational Psychology Service*
- *Parental Advice & Conciliation Service*
- *Social Work Department*
- *School Nurse*
- *The Police*
- *Webster's High Counselling Service*

8. The School Planner

The school issues a planner to every pupil. It is a diary but also a personal organiser and a medium for communication between home and school. All teachers will insist that pupils note their homework in the planner. Form tutors and other staff will assist pupils to set personal goals and targets and record them in the Planner. Parents are asked to check and sign the Planner regularly and to write brief enquiries to the form tutor in the spaces provided. The Planner included details of school events and is therefore also a very convenient means for parents to keep up to date with what is going on at any particular time of year. Year Head will make regular check on Planner use by the pupils.

9. How Parents can assist the School

The school will always be grateful for parental support and help. There are many ways in which parents can help the school provide a better service to its pupils.

- i. Keep the school informed about changes in a child's circumstances
Because it is important that the school has accurate addresses, telephone numbers, medical conditions, family illness and the like in order that the child can be looked after properly while away from home.
- ii. Come to Parents' evenings
Because it is good to talk and because it shows the child that the parent sees education as important.
- iii. Read the Newsletter
Because that is the school's main vehicle for alerting parents to major matters of educational importance and concern.
- iv. Check the Planner
Because the Planner is a highly effective tool for ensuring that the pupil studies regularly, completes homework and plans their days, weeks and terms. Overseeing the child's use of the planner makes it even more effective and kept the parent in touch with what the child is doing.
- v. Ensure a timetable of important events is kept at home
Because that
- vi. Assist with an extra-curricular activity or a school trip
Because the success of a trip is usually closely related to the enthusiasm and commitment of the adults who organise it.
- vii. Support school uniform
Because parents voted with a massive majority for the retention of school uniform but its wearing can only be enforced in the school if parents insist along with teachers that the uniform is worn. The wearing of uniform much enhances the ethos of any school.
- viii. Support the school's disciplinary procedures
Because good behaviour underpins good learning and young people will understand this faster, to their benefit, if parents and teachers support each other and adopt the same firm but fair approach.
- ix. Offer a work experience placement
Because work experience is greatly appreciated by pupils and is clearly of educational benefit to them. It is only possible if enough work experience places are made available.
- x. Support fund-raising initiatives
Because all the extra things schools try to provide (such as shpwes and concerts) are very expensive and are only possible if the School Fund is regularly topped up.

- xi. Come to school shows, concerts, etc
Because young people love to have their parents see what they can do; they want their parents to be proud of them.

Generally parents should want to take an ongoing interest their child's education. There is no substitute and nothing more effective in raising achievement and promoting good citizenship than a parent regularly discussing school matters with their son or daughter.

Appendices

- a. Typical Calendar of Events
- b. Exemplar Page from a Planner
- c. Sample page from Newsletter
- d. Key names, addresses, phone numbers and e-mails.

Appendix G

Information on Out-of-School Care



Angus Out of School Care Network

Out of School Clubs in Angus

What is an Out of School Club (OOSC)?

The provision of safe, caring environment offering a range of active, stimulating and restful activities for school age children before and after school and during holidays.

When do the clubs run?

OOSC services may start between 7.45am and 8.00am to provide childcare before the start of the school day, this service may provide children with breakfast. Services will then operate from the end of the school day until 5.30 or 6.00pm. Clubs may also operate in the school holidays and in service days, usually from 8.00am to 6.00pm.

Who benefits from Out of School Care?

Children participate in the social activities within a club. They are able to play with children of different ages in a positive, stimulating environment and are actively encouraged to contribute to ideas for activities and outings. Children receive safety and security with care provided by experienced, trained and qualified staff with a range of activities and play equipment all different from, but complementary to, the school curriculum.

Children with additional support needs are welcome in out of school care clubs across Angus, if you would like to discuss your child accessing this service, please call Gail Fordyce for more information.

How are Out of School Clubs run?

With the support from Angus Council through Angus Childcare Partnership most clubs are managed by voluntary parent management committees. Angus has four private clubs. Staff within the club's are paid Play Leaders/Workers and parents are charged fees for their child's attendance at the clubs. Each club sets its own level of fees but the fees charged have to cover the overheads of the club. All staff are checked through an Enhanced Disclosure by Disclosure Scotland.

How many clubs are there in Angus?

There are currently 22 Clubs in Angus, 18 voluntary and 4 private. Some clubs cater for children from more than one school, which means that, during term time Play Workers will collect children and take them to the club. During the holidays, if a club has spaces, they will usually take children from any school as it is so much easier for parents to drop them off at clubs and collect them later.

For more information, please see club contacts overleaf or call Gail Wood, Support Worker (OOSC), on 01307 461460.



Angus Out of School Care Network

For further information please contact:
ANGUS CHILDCARE PARTNERSHIP on (01307) 461460

Where are all the clubs in Angus?

Birkhill Out of School Time (BOOST) Birkhill Primary School Dronley Road BIRKHILL, DD2 5QD (01382) 580028	Carlogie Fun Club Ceaser Avenue CARNOUSTIE DD7 6DS (01241) 857082	Colliston OOSC Colliston Village Hall Station Road, Colliston By ARBROATH DD11 3RR 07971 658 631
Forfar Four Seasons OOSC Community Wing Forfar Academy Taylor Street, FORFAR DD8 3LB 07960 968 964	GOOSE Club Kilry Primary School KILRY Glenisla PH11 8HT (01575) 560739	Inverbrothock OOSC Portacabin Inverbrothock Primary School East Kirkton Road, ARBROATH DD11 4HR 07946 331 514
Kinloch Kids Club Kinloch Primary School Links Avenue CARNOUSTIE DD7 7EP (01241) 856590	Kirriemuir OOSC Northmuir Primary School The Roods KIRRIEMUIR DD8 4HA (01575) 575393	Ladyloan OOSC Ladyloan Primary School Millgate Loan ARBROATH DD11 1LX 07765 527 367
Letham OOSC Letham Primary School Braehead Road Letham By FORFAR, DD8 2PG (01307) 818202	Liff After School Club Liff Primary School Liff DUNDEE DD2 5NJ (01382) 580751	Monifieth OOSC Grange Primary School Grange Road MONIFIETH DD5 4LU (01382) 533996
Monifieth OOSC Seaview Primary School Victoria Road MONIFIETH, DD5 4HL (01382) 530497	Monikie OOSC Monikie Primary School MONIKIE DD5 3QN 07759 776 686	The MOOSE Club Lochside Primary School Nursery Road MONTROSE, DD10 9AN (01674) 677955
M & M Cool Kids Murroes Primary School Wellbank DUNDEE, DD4 0PL (01382) 350101	Our Kidz Club Hayshead Primary School St Abb's Road ARBROATH, DD11 5AS 07765 552 895	Schools Out Kids Club Borrowfield Primary School MONTROSE, DD10 9BT Call Doreen Cobban on (01674) 673598
Smallworld OOSC 15 Bank Street BRECHIN DD9 6AU (01356) 623362 / 07834 877 132	WACKY OOSC Muirfield Primary School School Road ARBROATH, DD11 3LU (01241) 875752 / 07785 750 589	The Wendyhouse OOSC Wendyhouse Nursery Angle Road, Northmuir, KIRRIEMUIR, DD8 4PH (01575) 572244
The Wendyhouse OOSC Chapelark Primary School Academy Street FORFAR, DD8 2HA (01575) 572244 / 07983589842		

Appendix H

Exemplar Secondary School Policy on Homework

Brechin High School,



**Homework
Tips
for
Pupils
and
Parents**

Practice for Success

A set of eleven guidelines to help pupils and parents deal with homework.

Guideline 1 'Why bother?'

Everyone wants to do well. All pupils want to succeed and research has shown that regular homework makes a difference to examination grades.

It allows pupils to practise working on their own.

It helps pupils develop the skill of organising their time.

Guideline 2 'Where can I do my homework?'

Parents can make a big difference here.

Ideally, pupils should have a study area which includes...

-desk or table with a writing area
-comfortable chair
-storage space for folders, etc.
-good lighting

It should not include distractions like ...



.....TV

.....stereo

.....brothers and sisters

.....the dog

Guideline 3 'What homework will I get?'

As a general rule pupils should receive homework from every subject at least every two weeks.

A general guide to the total homework time per week for each pupil is as follows:-



S1/S2 : 5 hours

S3/S4 : 8 hours

S5/S6 : 12+ hours



In S5/S6, time will depend on the balance of courses studied e.g., combination of highers, intermediate and advanced higher courses.

Guideline 4 'When will I get homework?'

You will normally have a few days to complete homework. This will give you the chance to organise your time.

It will let you ask for help if you are finding the homework difficult.

Guideline 5 'But I never get homework?'

Not true. If pupils are not given specific homework they are asked to go over their notes.

No-one has "nothing to do"!



Guideline 6 'Planner? What planner?'

All pupils have a homework planner. They are asked to note homework in the planner. Planners are checked by Form Teachers.

Conscientious use of the planner really does help pupils organise their homework.

Mums and Dads are asked to check and sign planners regularly.

Guideline 7 'Dad! You got the homework wrong again!'

Please don't actually do homework for your son or daughter.
Please do, however...

-encourage him/her to do it
 -provide a study area (guideline two)
 -check it for them
 -try to help if they don't understand
 -tell them to ask the teacher if it still isn't understood
 -ask them questions about the homework. (You can do this even if you don't understand it - I know because I have done it!)
-

Guideline 8 'I don't understand this!'



You can't do the homework
if you don't understand it.
Ask your teacher for help!



Guideline 9 'What about my part-time job?'



A part-time job can be great. It gives you some financial independence and lets you meet a variety of people. In moderation, it can give your mind a "rest" from schoolwork.

But ... **BUT** (and it's a big "but"), most teachers can give examples of former pupils who gave a job higher priority than schoolwork and ended up doing badly in exams.

It could happen to **YOU!**

Guideline 10 'What if I don't do my homework?'

Why make this an issue? Just do it it's for your benefit.

If you don't do it, you will penalise yourself and, if it continues to be a problem, parents will be told.

Save yourself the hassle - **JUST DO IT!**

Guideline 11 'My parents have other questions about homework?'

Ask for your son's/daughter's Guidance Teacher:-

Kinnaird
Dalhousie
Trinity

Mrs Prentice/Mrs Cons
Mr Cargill/Mrs Mohamed
Mr Hastie/Mrs Coull



Telephone 01356 622135