

East Dunbartonshire Council

Strategy for Parental Engagement and Involvement 2025 to 2028



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East Dunbartonshire Council

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Introduction

In East Dunbartonshire Council we are committed to fostering positive partnerships between parents and schools/early years centres to ensure the best outcomes for our children and young people. Our Parental Engagement and Involvement Strategy demonstrates our ongoing commitment to maintain, review and evolve our existing good practice of providing opportunities for our parents and schools/early years centres to work together to support learning at home and in school or Early years centre.

Parental involvement and engagement include:

- parent and carer representation on Parent Councils or Parent Associations
- involvement in school/early years self-evaluation activities, processes, planning and improvement
- support for parents and carers to continue their child's learning at home
- schools and early years centres providing Family Learning opportunities
- parents and carers volunteering to help with fundraising activities or by sharing skills and knowledge to enrich the curriculum.

This Parental Engagement and Involvement Strategy was developed in collaboration with parents, pupils, head teachers and Council officers considering the views of the parental and education community.

Greg Bremner

Chief Education Officer

Background

The East Dunbartonshire Council, Parental Engagement and Involvement Strategy builds upon work conducted since the Scottish Schools (Parental Involvement) Act 2006, “Learning Together” Scotland’s National Action plan 2018 to 2021 and refreshes the existing Education Service Parent Engagement Strategy 2016.

It reflects a wide range of existing national and local policies which inform the embedded practice in our schools and early years settings.

A parental survey gathered the views of parents across all local authority early years centres, primary schools, secondary schools and ASN provisions. Key strengths, areas for development and the challenges and barriers for parents were identified.

Key strengths

- a range of communication is used across all settings
- a variety of Parental Engagement and Involvement opportunities are offered by schools and early years centres
- all primary, secondary and ASN schools have a Parent Council
- schools use a mixture of approaches to support learning at home.

Areas for development

- frequency, purpose and usefulness of Parent Council communication
- representation of early years parents on Parent Councils, where a local authority centre is attached to a school
- consultation with parents and carers in the development of School Improvement Plans.

Challenges and barriers

- Parental motivation to engage in school parent groups influenced by factors such as work commitments, time, lack of confidence and/or unclear on the purpose or benefits of parent groups.

Definitions of Key Terms

Parents

The term 'parents' in this document refers to people with parental responsibilities (within the meaning of section 1(3) of the Children (Scotland) Act 1995) and others who care for or look after children or young people. A person with 'parental responsibilities' refers to someone with the rights and responsibilities that parents have in law for their child. Individual family units will comprise a wider range of people who might also contribute to a child's learning at home

Parental Involvement

'Parental Involvement is about supporting pupils and their learning. It is about parents and teachers working together in partnership to help children become more confident learners'.

(Scottish Schools (Parental Involvement) Act Guidance, 2006)

There are no universally recognised definitions of 'parental involvement' in Scottish education, the term most often focuses on parents getting involved in the life and work of the establishment. This includes ongoing, two-way communication between home and the establishment, making sure parents views are represented, parents have opportunities to contribute to improvement and decisions that affect the establishment as well as using the skills of parents to enrich the curriculum.

Parental Engagement

Parental Engagement most often refers to parents actively and meaningfully engaged in their children's learning which is supported by discussion between parents and practitioners. Parental Engagement focuses on how families can build upon what they already do to help their children's learning and provide a supportive home learning environment.

Family Learning

Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be designed to enable parents to learn how to support their children's learning.

Learning at Home

Learning at home can happen through a range of events including play, leisure activities, fun events, sports, trips, cultural or volunteering experiences and everyday family life. It can also happen through curriculum related activities, homework, reading and sharing books. Activities for learning at home can be specifically designed to enable parents to engage in their child's learning and build upon the learning from the early learning and childcare setting or school. It can also provide intergenerational learning opportunities for the child, family, extended family and the community. Some families can be supported with learning at home through a family learning approach.

Parent Council

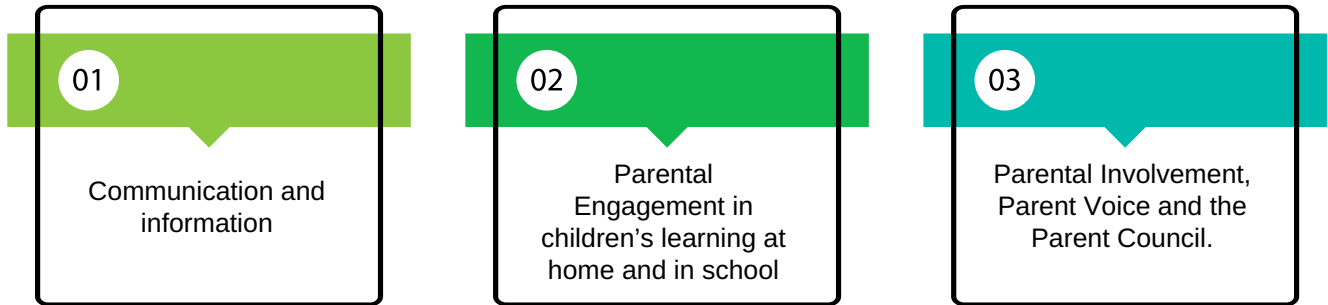
The Parent Council is a group of parents selected by all parents in the school to represent their views. Parent Councils have an important role to play in school improvement by ensuring that the parental perspective is represented and considered.

Parent Forum

All parents who have a child attending a school are automatically a member of the Parent Forum for that school. The Parent Forum are represented by the Parent Council.

Our Strategy

The strategy has been developed under three broad themes:



It identifies the existing good practice within our schools as well as what our establishments will continue to do or develop.

The strategy focuses on Parental Involvement and Engagement, Family Learning sits separately within the Supporting Families strategy.



Key

EDC	East Dunbartonshire Council
EYC	early years centre
S	schools
P	Parents
PC	Parent Council
Settings	schools and early years centres

Communication and Information

Information communicated by all settings will be easily understood, accessible, timely and use a range of appropriate media. Parents will know how to access information about the setting and appropriate methods of communication with all settings.

What will we do?	Who is responsible?	How will we do it?	What will the impact be?	How will we measure the impact?	Timeline
East Dunbartonshire Council in collaboration with schools and early years centres will create an overarching Parent Communication strategy which outlines the ways in which settings and parents communicate information.	EDC, S, EYC	The Parental Engagement Strategy group will work in collaboration with schools and early years centres to develop an overarching strategy which details acceptable methods of communication.	All schools and early years centres will have a consistent set of guidelines for parent communication.	All settings will have a Parent Communication strategy available on school websites. School/early years handbooks will be available on all school/early years websites. Improvement Plans and Standards and Quality Reports will be available on all school /early years websites. School/early years parental surveys and feedback. HMIe pre-inspection questionnaires. Quality Improvement Officer visits.	2025/2026.

What will we do?	Who is responsible?	How will we do it?	What will the impact be?	How will we measure the impact?	Timeline
Schools and early years centres will consult with parents to create a Parent Communication strategy reflecting the Education Service Communication strategy which outlines the ways schools and parents communicate information reflecting the context of the setting.	EDC, S, P, PC, EYC	Schools will work in collaboration with the Parent Council and Parent Forum to develop a Parent Communication strategy which details the methods the setting uses to communicate, how often and how parents can access information on particular topics or contact the school or early years centre. A communication strategy will include information about acceptable communication and boundaries for both parents and the school and early years centre. A communication strategy will also include will provide information about their setting's events timeously.	Schools and parents will understand and use appropriate, proportionate and reasonable methods of communication helping to ensure that parents feel confident contacting schools and early years centres in constructive and effective ways. Parent and staff relationships will be mutually respectful.		2025/2026.
All schools and early years centres will update their handbooks annually with appropriate input from the Parent Council.	EDC, S, P, EYC, PC	Schools will consult with Parent Councils, staff, children and young people when updating school handbooks. Schools and early years centres will use the EDC template for developing their setting's handbooks.	Parents will have access to information about the school/early years centre.		Annually as per EDC deadlines.
All schools will have websites which contain key information for parents.	EDC, S, EYC	Schools and early years centres will regularly update school websites with key documents including: • Handbooks • Improvement Plans • Standards and Quality Reports • Setting Policies.	Parents will have access to key information about their child's school.		Annually as per EDC deadlines for Improvement Plans and Standards and Quality Reports.

What will we do?	Who is responsible?	How will we do it?	What will the impact be?	How will we measure the impact?	Timeline
The Council will consult with parents about early years provision and out of school care every two years in line with the Statutory Guidance and The National Standard for Early Learning and Childcare.	EYC	The Council will consult parents using a survey to inform early years' service delivery.	Parents' views will evaluate the early years provision and inform future improvements.	Survey feedback. Survey analysis. Early Years Strategic Plan.	Bi-annually as per Council policy.
Information will be communicated to parents about transition process from starting in an EYC to transitioning to school.	EYC, PS	Early Years will communicate processes widely for: • Applying for early years funding • Applying for deferred year. • Early years and schools will communicate: • Transition processes • Placing requests processes. • Schools and early years will develop robust transition programmes. The education department will develop standardised letter templates for schools to support transition and school experiences for children.	Communication will inform parents about transition procedures.	Feedback from schools, EYCs and parents. Information on the website and via social media. Feedback from schools about transition programmes.	Annually. 2025/2026.
All schools will implement EDCs Mobile Device Policy.	EDC, S, PC	Schools will implement the EDC Mobile Device Policy considering their local context. Schools will use consultation information from the EDC Mobile Phone survey, and where appropriate further consult with Parent Councils to inform their own practice.	Appropriate use of mobile phones in schools by pupils and staff.	Feedback from schools.	2025/2026.

Parental Engagement in children’s learning at home and in school

Parents will be supported and encouraged to become actively engaged in their child’s learning both in school/early years and at home, building upon what they already do to help their children’s learning and provide a supportive home learning environment.

What will we do?	Who is responsible?	How will we do it?	What will the impact be?	How will we measure the impact?	Timeline
Schools and early years centres will report on children and young peoples’ learning and progress.	EDC, S, EYC	Schools will report on children’s and young people’s progress within the parameters of EDC and National Guidance. Schools and early years centres will regularly review approaches to children and young peoples’ progress reporting in consultation with parents to ensure it is relevant and meaningful. The Parental Engagement strategy group in collaboration with the IMAGINE strategy will refresh the reporting to parents strategy.	Parents will have the information they need to understand the progress their children are making.	Feedback from Parent Councils. Feedback from parents on - Children and young peoples’ progress reporting - how they are involved in their children’s learning and learning at home.	Annually as per EDC policy.
				Attendance and feedback from parent events.	2025 to 2028.
Schools and early years centres will provide information on the curriculum and what children and young people are learning in school and early years to support learning at home.	EDC, S, EYC	The Parental Engagement Strategy group in collaboration with the IMAGINE strategy will include guidance on supporting learning at home within arefreshed reporting policy. Early Years will share information with parents about play and learning, curriculum delivery and reporting progress to parents. Parents will be supported to engage with their children’s learning both in and out of school, through information sessions, information leaflets, and learning materials available online.	Parents have increased knowledge about what their children are learning in school.	All pupils in East Dunbartonshire will receive a written progress report.	2025 to 2028.

What will we do?	Who is responsible?	How will we do it?	What will the impact be?	How will we measure the impact?	Timeline
Schools and early years centres will promote parental involvement opportunities.	S, P, EYC	Schools and early years centres will consult with parents and find a variety of ways, times and places to involve parents in the life of the setting at a level that families find comfortable, supportive and inclusive. Activities and opportunities to be involved in the setting will depend on family circumstances and children's stage of schooling. It will not necessarily involve the parent coming into setting.	The ethos and culture of the school or early years centre reflects parents as partners in their children's learning through their involvement in the school.		Annually.

Parental Involvement, Parental Representation and the Parent Council

Parents will have the opportunity to express their views on a regular basis and have these taken into account on matters affecting the education of their children and arrangements for promoting Parental Involvement. The views of all parents can be represented to the school via the Parent Council. Our schools will use the skills and knowledge of parents to enrich the curriculum.

What will we do?	Who is responsible?	How will we do it?	What will the impact be?	How will we measure the impact?	Timeline
Almost all schools will have a Parent Council which is supported by East Dunbartonshire Council.	EDC, P, PC, EYC	Through the Parental Involvement Officer, Parent Council members will be signposted to resources and guidance to support their role.	Positive partnership working with increased parental engagement.	Feedback from Parent Councils.	2027/2028.
		A member from the connected early years centre will be supported to join the Parent Council. Parent Council Chairs will be invited to attend the Parent Council Forum held once a term during each school session. Leaders may be invited periodically to share updates and progress of the school and/ or early years centre.		Attendance at the Parent Council Forum. Effective participation by Parent Council members in the recruitment and selection process. Evaluations from Parent Council training sessions. Evidence of training provided to parent council members in recruitment.	
All Parent Councils will promote their role and provide meaningful updates to the wider Parent Forum.	EDC, S, PC, EYC	Parent Councils will develop appropriate processes to communicate with the Parent Council Forum.		Evidence of parent input to School Improvement Plans.	2027/2028.

What will we do?	Who is responsible?	How will we do it?	What will the impact be?	How will we measure the impact?	Timeline
Parent Council members will be supported to be involved in the recruitment of senior staff in schools.	EDC, S, PC	Through the Parental Involvement Officer (or a designated QIO) Parent Council members will be provided recruitment and selection training for the appointment of Depute Head Teachers and Head Teachers.	Parents are directly involved in the decision-making process for choosing the leaders in their children's schools.	Evidence of parental consultation in school policies.	2025/2026.
Schools and early years centres will ensure parents are collaborative partners in the creation and evaluation of the Improvement Plan.	EDC, S, P, PC, EYC	Using methods which suit the context of their setting, schools and early years centres will gather the views of parents the results of which will help inform the Setting Improvement Plan. The School Improvement Plan will be produced and evaluated in consultation with the Parent Council.	All parents will be informed of the key priorities contained within the school/early years centre Improvement Plan.		Annually.
Schools and early years centres will consult and collaborate with parents, where appropriate, on the development and review of the setting's policies.	EDC, S, P, PC, EYC	Schools and early years centres will collaborate with parents through the Parent Council on development and review of the setting's policies.	Setting policies will have been consulted on with parents.		When required.

Other formats

This document can be provided in large print, Braille or in audio format and can be translated into other community languages.

Please contact the Council on 0300 123 4510

本文件可按要求翻譯成中文，如有此需要，請電 0300 123 4510。

اس دستاویز کا ترجمہ درخواست کرنے پر (اردو) زبان میں ترجمہ کیا جاسکتا ہے۔ براہ مہربانی فون نمبر 0300 123 4510 پر رابطہ کریں۔

ਇਸ ਦਸਤਾਵੇਜ਼ ਦਾ ਮੰਗ ਕਰਨ ਤੇ ਪੰਜਾਬੀ ਵਿੱਚ ਅਨੁਵਾਦ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ। ਕਿਰਪਾ ਕਰਕੇ 0300 123 4510 ਫੋਨ ਕਰੋ।

Gabhaidh an sgrìobhainn seo cur gu Gàidhlig ma tha sin a dhìth oirbh. Cuiribh fòn gu 0300 123 4510

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