

PARENTAL INVOLVEMENT AND ENGAGEMENT STRATEGY

PARENTS AND FAMILIES AS PARTNERS 2024



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Introduction

It is widely accepted that children do better when parents, professionals and educators work together. *‘However, not all parents find it easy to be involved in their child’s learning. We want to help parents lay strong foundations for the loving, nurturing relationships that we know are integral to children’s emotional, physical, socio-economic, and educational wellbeing’.*

National Parenting Strategy

For the purposes of this document the term, “Parents” is used to mean any adult who has responsibility for looking after and raising a child.

North Lanarkshire Council is fully committed to involving parents and families in all schools and education settings and to supporting them in getting involved in their child’s learning. Schools and parents need to work with each other at all points and both have responsibilities to each other and to the children and young people. This strategy aims to set out how that might work in practice. The value and importance of parents to the education process is central to better outcomes for learners at all stages. When school settings and parents work together, we know that learners do better. This strategy provides a framework for effective parental engagement at school and authority level.

‘Parents and families are the most important and influential people in children and young people’s lives, and are central to achieving our aims of raising attainment for all and closing the attainment gap. We will support all schools to further improve parental engagement and develop family learning programmes that support children’s progress and achievement. This also means empowering parents and enabling them to be active participants and effective contributors ,to the life of the school and to school improvement’.

Delivering Excellence and Equality in Scottish Education



Background

This strategy has been formulated by a team of Parent Council Chairs along with Officers of the Council and has consulted with teachers, parents, Early Years practitioners, alternative provision establishments and with partners and stakeholders.

It is informed by the requirements of existing legislation relating to additional support needs, disability discrimination and race equality. It builds on and strengthens the existing duties placed on Education by the Scottish Schools (Parental Involvement) Act 2006 and the subsequent amendments that are relevant to parental involvement in the Education (Scotland) Act 2016. This strategy also takes account of, 'Learning Together,' a national policy (currently under review) which seeks to further strengthen family/school relationships and parental engagement in learning and family learning.

'We want to improve and increase ways in which parents and families can engage with teachers and partners to support their children and increase the voice of parents in leading improvements with schools.'

National Improvement Framework



Getting It Right For Every Child, also known as GIRFEC, is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children by offering the right help at the right time from the right people. It supports learners and their families to work in partnership with the services that can help them. Parents have ultimate responsibility for ensuring that their children's needs are met to support their wellbeing. North Lanarkshire Council will put the rights and wellbeing of children central to the services that can support them.

GIRFEC means:

- Parents understand what is happening and why
- Learners and parents have been listened to carefully and their wishes have been heard, understood and taken into consideration
- Learners and parents feel confident about the help they are getting
- Learners and parents are appropriately involved in discussions and decisions that affect them

- Learners and parents can rely on appropriate help being available as soon as possible
- Learners and parents experience a more straightforward and co-ordinated response from the people working with them

The coronavirus pandemic had a significant impact on all aspects of Scottish education, including parental engagement. The world experienced one of the most challenging periods and education has been impacted by this. The period from early 2020 brought children's school-based learning into the home, it tested parents, children and young people and imposed significant burdens. In some instances, this difficult time opened new ways of thinking and working. Engagement in learning increased and – certainly – it evolved. We all had to adapt, find new ways to communicate, share experience and support learning and development in new ways.



Strategic Aims

This strategy links with the legal duties outlined in the The Scottish Schools (Parental Involvement) Act 2006. The aims are to make sure that parents/ families are:

- Fully informed about their children's education and learning
- Welcomed and involved in wider school matters that link to their child's learning and development
- Able to support their child's learning and to participate fully in a range of family learning opportunities
- Parental representation – Parents are automatically members of the Parent Forum at school and have a right to have their views heard within the school, local authority education department either individually or collectively through their parent council
- Encouraged to express their views and take part in decision making. This includes for example, contributing to improvement, priorities, evaluation

of actions, decisions made about improvement plans and any other issue that affects the school, or children's learning and development

- Heard through involvement in forums for discussion and debate on education policy

The Act outlines several main ways parents can get involved in supporting their children's learning:

- **Learning at home** – As the first and ongoing educators of their children, parents should receive information and support to help develop their child's learning at home, in the community and at school
- **Home-school partnership** - Schools must encourage family involvement in the work they do, considering ways of providing information that helps parents engage with the school and their children's education

North Lanarkshire is committed to supporting parental engagement in all these areas.



Parental Involvement

What is 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)

‘Parental involvement’ is not a clearly or consistently defined term. It has been described as:

“Representing many different parental behaviours; parenting practices such as parental aspirations for their child’s academic achievement; parental communication with their children about school; parental participation in school activities; parental communications with teachers about their child; and parental rules at home which are considered to be education-related.

(Harris and Goodall, 2007)

The range of definitions shows that parental involvement is complex; it covers a wide variety of parental behavioural patterns and parenting practices.

‘Parental involvement’ most often means parents participating in the life and work of the school or educational setting. Early learning and childcare settings and schools involve parents by positively encouraging on-going, two-way communication between home and the establishment.

Parents views should be represented as well as acted upon. They should have opportunities to contribute to improvement and decisions that affect the school, and their unique skills should be used to enrich the curriculum.

Effective Parental Involvement

Research shows that parental involvement is essential for a child’s success in school and beyond. Some examples of effective parental involvement are:

- **Parent-teacher consultations:** Regular meetings between parents and teachers can help to establish a strong partnership between home and school. Parents and teachers can receive feedback on the child’s progress, discuss concerns and receive advice on how to support the child.
- **Homework help/routine:** Parents could assist their child with homework, this can help to reinforce

the skills and concepts taught in the classroom. This can also provide an opportunity for parents to spend time with their child. Parents could help with setting a regular homework routine and providing a quiet and distraction-free environment for children to complete their homework. The school should share information with parents about what their child is learning about at school, and how the parent, the child and family can use and extend what the child is learning at school within the home. (Please see page 13 Learning at Home)

- **Parent education:** Providing workshops and resources to help parents support their child’s learning (including homework support) can be an effective way to engage parents and enhance their involvement in their child’s education.
- **Reading with children:** Parents reading with their children will encourage a love of reading. This can help improve reading comprehension and language skills.
- **Volunteering:** Parents volunteering at school events and/or in the classroom to support children and teachers and/or activities can help to build a sense of community and create a positive learning environment.

- **Communication:** Regular communication between parents and teachers can help to keep both informed about the child's progress. This also provides opportunities for both parents and teachers to raise concerns, discuss progress and support one another to promote a child's optimal growth as they learn and develop. This can involve newsletters, emails, phone calls and school apps.
- **Extracurricular activities:** The school and parents should work together to support and promote healthy and active lifestyles for children both in and outside school. The school and local authority should provide information to parents and families about local extracurricular activities like sports clubs and afterschool clubs within the school or local area and parents could be involved in running these.
- **Family involvement:** Creating opportunities for parents and families to participate in school-wide events, such as family fun nights or cultural celebrations, to build community and promote inclusivity.
- **Shared decision-making:** Inviting and encouraging parents to actively participate and engage in school decision-making processes can help to give them a voice in their child's education

and helps to build a sense of ownership and investment in the school community.

These are just a few examples of good practice in parental involvement. Such activities and involvement will help to strengthen the partnership between home and school, and support children in their academic and personal growth.

Parental Engagement

Parental engagement is about active engagement in learning. Learning can take place in different places including early learning and childcare settings (ELC) or schools, the community, through family learning and at home. (Goodall and Montgomery, 2014)

'Parental engagement' most often refers to parents actively and meaningfully engaging in their children's learning (Harris and Goodall, 2007; Goodall and Montgomery, 2014). Parental engagement is supported by discussion between parents, teachers and practitioners. It focuses on how families can build upon what they already do to help their children's learning and provide a supportive home learning environment. Parental engagement represents a greater 'commitment, ownership of action' than parental involvement.

The movement from parental involvement to parental engagement represents a shift in emphasis, away from the relationship between parents and schools, to a focus on the relationship between parents and their children's learning' (Goodall and Montgomery, 2014).

Defining what is parental involvement and what is parental engagement is not always easy. However, regardless of whether parents are involved with the wider life of the school or engaged in their children's learning, parents and families can make a positive difference to their children's outcomes.

Family Learning

Family Learning encourages family members to learn together as 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.

'Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage'.

(Family Learning Network, 2016)



Family learning is an approach to engaging families in learning outcomes that have an impact on the whole family. The definition of family learning in Scotland was developed after a series of consultation events held around the country. Those involved in the process worked across sectors and were employed in a variety of positions. After an extensive process it was ratified by the National Family Learning Network of Practitioners in Scotland. Further information is available in the Review of Family Learning (2016) and Family Learning Framework (2018).

A family learning approach gives parents, families and children tools from which they can continue to learn at home together.

Learning at Home

'Learning at home is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities'.

(Scottish Parental Involvement Officers Network, 2018)

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.

Review of Parental Involvement

A review of the existing North Lanarkshire Parental Involvement Strategy was carried out during session 2022-2023 to consider the progress made to date and propose the next steps for development about parental engagement. The review allowed consideration of recent national documents and took stock after the Covid pandemic. This strategy has been developed in consultation with parents and staff at a range of different settings.



Promoting parental engagement

All North Lanarkshire schools are required to have a strategy in place which both recognises that parents are partners in education and encourages their involvement in the life and work of the school. We will ensure that our schools prepare an annual improvement plan which takes account of the authority's strategy on parental engagement and includes the school's own proposals to improve parents' engagement in their children's learning.

Schools understand that parents know their children best, they are the primary educators of their children, therefore, their views and ideas about their child's education will be encouraged, welcomed, taken on board, and used to inform planning and decision making within the school and wider local authority.

Parents often have creative ideas about education and what can be done to improve the standards and quality of their child's learning. Early Learning and Childcare (ELC)

settings and schools should foster a positive and open ethos which encourages parents to share these views. Collaborative approaches in partnership with parents can make a positive contribution to how ELC settings and schools determine their ambitions and how they plan for improvements to meet these. Families have a key role to play in supporting the headteacher and staff in their child's ELC setting or school to help raise standards of education and to secure improvements in the quality of children's learning.

ELC settings and schools should consult and engage effectively with teachers, parents and carers, children and young people and the wider community when implementing approaches to closing the poverty-related attainment gap. Teachers, parents and carers, children and young people and other key stakeholders should be meaningfully involved throughout the processes of planning, implementing, and evaluating approaches.



Supporting Learning at Home

Many parents want to support their children's learning and by doing so they support Curriculum for Excellence. By working in partnership with schools and centres, parents can support their children to develop as successful learners, confident individuals, responsible citizens, and effective contributors. Parental engagement is a key factor in helping all children achieve the highest standards, reducing inequity and closing the attainment gap.

North Lanarkshire will continue to work with parents and schools to support local and authority-wide home learning initiatives. Existing good practice in schools and nurseries includes providing families with home learning packs for supporting children at the crucial early stages of learning. These materials provide quality opportunities for parents and children to learn together. The development of effective home learning materials in schools will continue to be supported.

School-based workshops provide excellent opportunities for parents to explore ways they can support their children's learning effectively. Curriculum workshops, for example in numeracy and literacy, allow parents to look at what their child is learning and how subjects are taught. Workshops on homework, studying, revision and preparation for examinations

allow parents to identify how they can best support their children at home. North Lanarkshire Council will ensure that schools will continue to provide an appropriate range of opportunities for parents to engage in ways to support their child's learning.

Effective communication with parents is vital for both the authority and its schools. Arrangements should be in place to assist parents who do not live with their children, or others who have parental or caring responsibilities towards children, to be involved in their education. This should include advice and information on any matter relating to the child's education, on meetings involving the child, and on school activities.

Parents require information on school life and events, the curriculum and their own child and school needs information from home. Such information can be

shared through many different routes including parents' meetings, pupil reports, telephone calls, letters, emails, text messaging, newsletters, websites, leaflets, conferences, information evenings and parent workshops.

Schools, ELCs and Parent Councils will be supported to work together to identify forms of communication which parents prefer or require. Schools and ELCs must ensure that all relevant communications are available to all parents. We will ensure that they have appropriate arrangements in place to communicate effectively with parents who do not live with their children, those whose first language is not English and those who have difficulties with written or aural communication.

We will ensure that parents have access to relevant information on policies or issues relating to the education of their child and will respond to any reasonable request for advice. The Head Teacher and staff of the school will also be available to give advice and information to the family.

Under the Education (Additional Support for Learning) Scotland Act 2009, parents of a child with additional support needs can request assessment of and information about their child's needs and how these

are to be met. The authority and its schools will make sure that parents receive a response to any such requests within the stated timescale.

Families and learning settings have a crucial role if care experienced children are to have the opportunity to succeed. Accordingly, and in line with The Promise (<https://thepromise.scot/>) we will collaborate with parents of looked after children, foster carers and others with parental responsibilities to encourage them to support their children's education. We will also

ensure that all relevant information relating to the child is provided to both parent and carer unless the care plan specifically states otherwise.

If the authority places a child at an independent, alternative or grant-aided alternative provision outside of North Lanarkshire, we will ensure that there are appropriate arrangements in place for parents and carers to receive any advice and information they need to be involved with and to support their child's education.





Equity – Removing Barriers

Over the years, parents have identified barriers and factors that get in the way of them being more involved in their child's learning. The reasons here range from barriers that parents have no control over, to individual obstacles specific to personal life (Scottish Executive, 2005). External barriers that get in the way of supporting children's learning can be complex. Individual barriers can result from circumstances such as poverty, working patterns, or social exclusion. Some parents also have their own ideas about what their level of involvement or engagement in their child's learning should be (Scottish Executive, 2005). North Lanarkshire Council, in close partnership with schools

and settings, will work collaboratively to provide practitioners with the tools to address barriers and engage all parents.

Barriers to involvement in children's learning may be overcome using several strategies including offering uniform banks, free school meals. Other strategies can be found here; <https://education.gov.scot/improvement/learning-resources/equality-and-equity-toolkit/>

If barriers present ongoing challenges to schools in their attempts to improve parental engagement, we will work with head teachers, staff, Community

Learning and Development workers and Parent Councils to develop effective strategies to overcome these barriers.

We will continue to support schools in the use of self-evaluation to reflect on their current structures and ways of working to remove any potential barriers to effective parental engagement. From time to time, we may also issue guidance on specific aspects of parental engagement. Schools will also be encouraged to share good practice with other establishments.

Parental Representation

To encourage and support parental representation, the authority has a dedicated Parental Engagement Team based in Education headquarters. This team will continue to:

- promote effective parental engagement
- promote good practice across the authority
- organise parents' activities
- create opportunities for parental views to be heard through; the Parents' Consultative Group, Parents and Families workshops and online parental surveys
- promote and support Parent Councils, including training sessions with external providers
- provide information for parents on the Council's website.



The Parent Forum

All parents who have a child attending a North Lanarkshire school are automatically members of the Parent Forum for that school and are entitled to be involved in their child's education. As members of a Parent forum, they can expect to:

- get information about what their children are learning
- get information about events and activities at the school
- get advice on how they can support their children's learning at home
- be told about opportunities to be involved in the school
- be consulted in all proposals regarding school closures and other major changes to schools (Schools consultation (Scotland) Act 2010 revised 2015)
- have a say in how Parent Council members are selected.



Parent Councils

Parent Councils are constituted bodies who are independent from the school and the local authority.

There are four main requirements of a parent council:

1. Support the school in its work
2. Collect and represent the views of the parent forum
3. Communicate with the parent forum
4. Promote contact between parents, the school and local authorities

<https://www.legislation.gov.uk/asp/2006/8/section/8>

As an independent body, Parent Councils are designed to be flexible, but their main functions may include:

- working in partnership with the ELC or school to decide on the key priorities to take forward
- ensuring that a ELC or school, and learning is the best it can be
- coming to decisions which everyone is happy with or has had an opportunity to debate and discuss

- benefitting from the ideas, skills, knowledge and opinions of all members
- providing a voice for parents in settings or schools and in their local authority on issues that are important to them
- improving the ELC or school's understanding of how to engage parents in their children's learning and in the wider life of the school
- supporting the ELC or school to develop strong home/school partnerships
- communicating regularly with the parent forum to hear their views and keep them informed
- self-evaluating to inform improvement planning, discussing the ELC or school's strengths and areas for development from a parental perspective
- helping make links with the wider community
- capturing the unique and varied skills, interests, knowledge and experience that parents can offer
- gathering and representing the views of parents to the Headteacher, local authority and HM Inspectorate of Education (HMIe)
- promoting contact between the ELC or school, parents, pupils, providers of early learning and childcare and the local community
- fundraising in collaboration with the ELC or school for the benefit of all families
- applying for grants and seek out funding sources
- organising events
- playing an active role in the recruitment of Headteacher and Deputy Headteacher appointments
- contributing to the annual update of the School Handbook
- helping with or undertake ELC or school consultations
- conducting business efficiently in accordance with the Constitution

North Lanarkshire Council will continue to:

- promote the establishment and operation of Parent Councils within each school
- support Parent Councils to enable them to carry out their functions
- encourage Parent Councils and Head Teachers to work closely together to develop a shared vision for the school
- advise and inform the Parent Council on any matter in response to reasonable requests
- consult with Parent Councils and allocate funding for administrative expenses, training, and costs incurred in carrying out functions
- include Parent Council members in the appointment procedures for Head and Depute Head Teachers
- provide a designated team to give advice and guidance to Parent Councils and schools in relation to parental involvement

- organise training, regular events and meetings with senior officers from Education, Children and Families and elected members
- include parents in the authority's quality assurance procedures
- provide services including insurance cover

Parent Councils should regularly communicate with their Parent Forums. This can be done through newsletters, meetings, reports, email and text. We encourage schools to provide a Parent Council section on the school website to allow contact between the Parent Council and parents.

In those few schools where no Parent Council presently exists, North Lanarkshire will actively encourage the formation of a Parent Council on an annual basis. Additionally, should members of the Parent Forum express an interest in establishing a Parent Council at any time, the Parental Engagement Team will support them through each stage of the process.



Parent Council involvement in the appointment of senior staff in schools

North Lanarkshire Council will continue to involve Parent Councils in the appointment of Head Teachers and Depute Head Teachers. We will continue to provide appropriate training to all Parent Council members who sit on interview panels.



Parents' Consultative Group

The Parent Consultative Group will meet once per term. This will be a mixture of online and in-person meetings. A sub-group will be set-up, ensuring all sectors are represented, to help set the agenda and support the running of the meeting. This group will be formed on an annual basis.

Support for parents of early years children

The authority will ensure that Early Years establishments continue to involve parents in their children's education and learning. We will continue to support effective home learning strategies in the early years.



Complaints procedure

Make a complaint | North Lanarkshire Council

These procedures are consistent with the Council's corporate complaints procedures. Information on the authority's complaints procedure is available to all parents through its website or on request. Schools and their websites also provide this information. In addition to the complaints policy, please also be aware that North Lanarkshire has an Unacceptable Actions Policy.

Equal opportunities

The authority has policies in place to safeguard against discrimination of parents on grounds of race, disability, gender, sexual orientation, language, faith or belief, and age. Wherever possible, we will put in place positive measures to remove any discrimination either direct or indirect, intentional or unintentional.

Unconscious Bias

We all have unconscious bias(es) that can lead us to treat people differently without us realising we are

doing it. Our unconscious bias allows us to make 'snap decisions' in a range of situations. These decisions can be based on our past experiences, what we have been told or something we have seen in the media. While this can at times be helpful, at other times it may mean that we make decisions, judgements and/or hold opinions about others based on stereotypes. We are more likely to use our unconscious bias when making decisions under pressure, when we are stressed, tired, anxious, frustrated or when information is unclear, incomplete or when we feel threatened. Below are some of the attributes that our unconscious bias might make a snap judgement about:

- Gender
- Race/Ethnicity
- Religion/belief
- Perceived sexual orientation
- Attractiveness
- Disability
- Clothing

- Height
- Piercings/tattoos
- Hairstyle
- Body language
- Accent
- Personality
- Friends/family
- Age

Understanding, acknowledging and addressing any personal unconscious bias(es) will support practitioners to fully and meaningfully engage with all children, parents and families that may have previously been overlooked.

Further information and resources are available [here](#).

Monitoring and evaluation of the strategy

An action plan has been developed to support this strategy. This is monitored by the authority's Parental Engagement Strategy Working Group.

The strategy will be reviewed in consultation with parents, staff, pupils, key partners and the wider community to assess its impact and success.

Annual Report

The authority will prepare and publish each year a report on the activities undertaken by the authority in following of this strategy.



Expectations for Parents

NLC Education Services have made the following commitments:

- 1.** To provide clear, regularly updated communication that is easy to understand. We will utilise technology whenever possible to ensure understanding and provide information in various formats, such as translations into different languages or large print.
- 2.** To collaborate with other council services to assist them in effectively communicating with parents. For example, supporting teams dealing with financial payments.
- 3.** Involving parents at an early stage in the discussion and development of policies and procedures that may impact them.
- 4.** Timely responses to all parental enquiries.
- 5.** Encouraging and supporting schools to establish Parent Councils and providing ongoing assistance such as funding and training to enable these groups to operate.
- 6.** Having a complaint handling procedure in place for issues that cannot be resolved through discussion.

When it comes to our ELC and schools, parents can expect the following:

- 1.** To be welcomed and invited to be actively involved in the school or nursery community.
- 2.** Easily accessible policies
- 3.** Regular and effective communication through newsletters, apps, and websites that are inclusive and adapted to meet the needs of the nursery or school community
- 4.** Clearly defined timeframes and an easily accessible process for addressing enquiries and meeting requests
- 5.** Provision of information that helps all parents and carers engage in their child's learning, including those who do not live with their children full-time
- 6.** Opportunities for participating in family learning
- 7.** Listening to the opinions of parents and carers and considering the range of views expressed, including input on Annual Improvement Plans (AIPs) , priorities and Pupil Equity Funding (PEF)
- 8.** Positive engagement with the Parent Council and parent groups in early years

We kindly request the following from you:

- 1.** Encourage regular attendance of your child and their preparedness for learning
- 2.** Keeping the nursery or school updated with important information, such as changes in family circumstances, contact details, or significant details about your child.
- 3.** Responding promptly to any requests for information regarding your child/children.
- 4.** If you wish to discuss your child's education or speak to staff about a confidential matter, please schedule an appointment to ensure your family's privacy during discussions.
- 5.** Collaborating with the nursery or school to support your child's learning.
- 6.** If at all possible offering/volunteering to assist with activities and events when/if required.

Useful links

Schools (Consultation) (Scotland) Act 2010: guidance - gov.scot (www.gov.scot)

Scottish Schools (Parental Involvement) Act 2006 (legislation.gov.uk)

Guidance on the Scottish Schools (Parental Involvement) Act 2006 - gov.scot (www.gov.scot)

Review of the Parental Involvement Act [Final-E-versionpdf.pdf \(npfs.org.uk\)](#)

[Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home | Resources | Education Scotland](#)

[How good is our school fourth edition - HGIOS 4 | Inspection Frameworks | Inspection and Review | Education Scotland](#)

National Improvement Framework (NIF) and improvement plan 2023: [summary - gov.scot \(www.gov.scot\)](#)

Engaging parents and families - [A toolkit for practitioners | Resources | National Improvement Hub \(education.gov.scot\)](#)

What is the Parent Council? [| Parent Councils | Getting involved | Parentzone Scotland | Education Scotland](#)

Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021 (www.gov.scot)

Getting it right for every child (GIRFEC) - (www.gov.scot)

Adult Literacies in Scotland 2020: Strategic guidance (www.gov.scot)

National Standards for Community Engagement | [SCDC - We believe communities matter](#)

School Handbook: guidance - (www.gov.scot)

National parenting strategy: making a positive difference to children and young people through parenting - (www.gov.scot)

Empowering teachers, parents and communities to achieve excellence and equity in education: governance review - (www.gov.scot)

Pupil attainment: closing the gap - Schools - (www.gov.scot)

Review of Family Learning | Resources | National Improvement Hub (education.gov.scot)

This document can be made available in a range of languages and formats, including large print, braille, audio, electronic and accessible formats.

To make a request, please contact Corporate Communications at: corporatecommunications@northlan.gov.uk

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