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**To:** Education Policy Board

**On:** 5 March 2015

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**Report by:** Director of Children's Services

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**Heading:** Engaging with Parents (Reporting on Pupil Progress)

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## 1. Summary

- 1.1. "Building the Curriculum 5" (2011) provides guidance for all teaching staff on the main areas of the assessment strategy for Curriculum for Excellence.
  - 1.2. It sets out key messages about principles of assessment, standards and expectations, ensuring consistency, CPD and support, reporting to parents, informing self-evaluation for improvement and monitoring standards over time.
  - 1.3. A cross sectoral working group has been set up within Renfrewshire Council to take forward the reporting to parents aspect of "Building the Curriculum 5" (2011).
  - 1.4. An action plan has been developed to support the work of the group.
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## 2. Recommendations

- 2.1. The education policy board is asked to:
    - note the work of this group;
    - agree the action plan set out in the attached appendix.
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## 3. Background

- 3.1. There has been much work carried out nationally with regard to improving the way in which education establishments engage with parents. One area in particular which has been a focus for Education Scotland has been the way we report progress on children's learning to parents.

*“Reporting comprises a range of activities including, for instance, written reports, children presenting their learning to parents, parents’ consultation meetings and on-going oral discussions. Staff should ensure that learners are involved in reporting activities in order to promote learners’ ownership of their learning. These on-going reporting activities are closely linked to learners’ reflection and dialogue about progress.”*

*(Curriculum for Excellence, Building the Curriculum 5, a framework for assessment: recognising achievement, profiling and reporting, The Scottish Government, 2011, P3)*

### 3.2. The key purpose of reporting is **to support and improve learning.**

Reporting processes provide -

- *parents with regular information about their child's strengths and development needs;*
- *an opportunity for learners to lead and/or take part in discussions about their progress;*
- *an opportunity for parents to discuss progress in different aspects of learning with their children;*
- *an opportunity for parents and learners to give their views on progress in learning;*
- *an opportunity for staff to help parents understand how they can support their children to further develop their learning.*

*(Adapted from Curriculum for Excellence, Building the Curriculum 5, a framework for assessment: recognising achievement, profiling and reporting, The Scottish Government, 2011, P13)*

### 3.3. Parents have been consulted on a national level through the National Parent Forum of Scotland in partnership with Education Scotland to give particular consideration to the needs and views of parents. From the consultation process the group submitted recommendations through the “Sharing Learning, Sharing Assessment - Report for Parents” leaflet (August 2014).

*“Parents are looking for reports that give a clear, rounded, personalised summary of their child’s learning and progress. They want good quality conversations with teachers that feel personal and specific to their child. The paperwork needs to support this rather than becoming an end in itself. Report card formats and other arrangements for reporting should avoid jargon and “tick box” approaches such as covering each and every Experience and Outcome.”*

*(Curriculum for Excellence Working Group on Tackling Bureaucracy, 2013)*

*“If parents are to support learning, they need to be seen as part of the assessment process, being supported to talk to their child about their learning and next steps. They can be an active partner in helping the teacher and their child improve:*

- *parents have a right to know how their child is being assessed and also how they are performing;*
- *schools should share any key points/times during the year where more formal assessment is planned;*
- *parents and schools need to shift the focus to discuss next steps in learning, who needs to do what and what success will look like; and*

- *annual reporting should be short and include how parents can help their child's learning. It does not need to repeat information that is available elsewhere or has been shared with parents through other means."*

(Sharing Learning , Sharing Assessment – Report for Parents , the National Parent Forum of Scotland, 2014)

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#### **4. Local Authority Working Group and Action Plan**

- 4.1. A cross sectoral working group was set up in September 2014. This group continues to engage in a professional learning opportunity to develop their own skills in operating at a more strategic level.
- 4.2. The purpose of the group is to develop a strategy across the council and provide guidance for all establishments in regard to engaging parents in their child's learning.
- 4.3. The main objective is **to improve and raise attainment and achievement of ALL learners by:**
- *implementing change with respect to the current reporting on progress process through collaboration with staff, pupils and parents;*
  - *promoting a sustainable approach in engaging with parents to benefit the experience of learners;*
  - *engaging all parents in their child's educational experience and development with a focus on closing the poverty attainment gap;*
  - *sharing progress in learning in an ongoing and meaningful way; and*
  - *ensuring that all children and young people have the skills to lead and engage in dialogue that will support their progress in learning.*
- 4.4. Progress to date includes:
- consultation and audit of current practice across the authority which evidenced innovative approaches and confirmed the need for change in order to achieve a more effective and consistent approach;
  - input from Education Scotland and J. McLachlan from the National Parent Forum of Scotland; and
  - an action planning session using the implemento tool to support the group identify objectives, next steps and risk management of future work/ project.
  - an action plan has been developed to support the work of the group and is set out in appendix 1.

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#### **Implications of this report**

- 1. Financial Implications**  
Professional learning costs will be met from within existing resources.
- 2. HR and Organisational Development Implications**  
None

### **3. Community Plan/Council Plan Implications**

- Children and Young People
- Parents engagement in their children's learning will have a positive impact on the reporting process in a meaningful way and teacher support will ensure high quality learning and teaching of all our children and young people across Renfrewshire.

### **4. Legal Implications**

None.

### **5. Property/Assets Implications**

None.

### **6. Information Technology Implications**

Reporting systems e.g SEEMIS will be explored to ensure that reporting processes are fit for purpose and meet the needs of children, young people and parents across all establishments in Renfrewshire.

### **7. Equality and Human Rights Implications**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

### **8. Health and Safety Implications**

None.

### **9. Procurement Implications**

None.

### **10. Risk Implications**

None.

### **11. Privacy Impact**

None.

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### **List of Background Papers**

- (a) Background Paper 1: Curriculum for Excellence, Building the Curriculum 5, a framework for assessment: recognising achievement, profiling and reporting, The Scottish Government, 2011.
- (b) Background Paper 2: Curriculum for Excellence Working Group on Tackling Bureaucracy, 2013.

- (c) Background Paper 3: Sharing Learning, Sharing Assessment – Report for Parents , the National Parent Forum of Scotland, 2014.
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*Children's Services*  
*LMcA/GMcK/RN/LG*  
*19 February 2015*

**Author:** Laura McAllister, Education Manager (Curriculum and Early Years) ,  
[laura.mcallister@renfrewshire.gov.uk](mailto:laura.mcallister@renfrewshire.gov.uk)





## **Children's Services**

### **Engaging with Parents (Reporting on Pupil Progress)**

## **Action Plan**

**March 2015**



Task	Responsibility	Timescale	Resources Staff Development	Expected Impact/Outcomes
<p>Create authority guidance (minimum requirements &amp; exemplification) on sharing pupil progress in their learning with parents which:</p> <ul style="list-style-type: none"> <li>• shares examples of best practice in relation to engaging with parents (parental meetings, sharing the learning sessions, written communications re progress)</li> <li>• states minimum engagement requirements based on current national advice, including opportunities for discussion of progress (eg number of interactions &amp; nature of communications)</li> <li>• illustrates appropriate content and provides exemplification of format for written reports</li> <li>• illustrates appropriate content/format for parental engagement activities</li> </ul>	<p>Group</p>	<p>By Dec 2015</p>	<p>Time for meetings / development.</p>	<p>Establishments across the Authority take a consistent approach when engaging with parents about their child's learning and progress. Staff across the authority share a common understanding of and engage in wide ranging opportunities to share learning &amp; progress.</p> <p>The engagement activities used by establishments provide parents with a clear understanding of their child's progress and next steps in their learning.</p> <p>Learners across the Authority lead &amp; engage in discussions with staff and parents about their learning &amp; progress.</p> <p>Parents are actively involved in their child's learning.</p>

<p>Engage with parents on a local level to ensure active partnership working.</p>	<p>Group / Management Information Officer</p>	<p>Ongoing</p>		<p>A reporting format which is fit for purpose is consistently used across establishments.</p>
<p>Engage with pupils on a local level to ensure active partnership working.</p>	<p>Group</p>	<p>Ongoing</p>		<p>Parents have clear expectations regarding the type and frequency of engagement from establishments.</p> <p>Children &amp; young people have clear expectations regarding the type and frequency of engagement from establishments and understand how to fulfil their role in the process.</p>
<p>Engage with Heads of establishments to share the vision of the group &amp; begin to develop mindsets.</p>	<p>Education Manager</p>	<p>By end Feb 2015</p>		<p>Heads take a proactive role in developing practice in their establishments.</p>
<p>Form subgroups to agree &amp; progress tasks within the Action Plan taking account of sectoral context.</p>	<p>Group</p>	<p>By end Feb 2015</p>		<p>All establishments can effectively adapt their practice in line with the guidance within existing resources.</p>