

Family Engagement Policy

'Meeting the wide-ranging needs of all children and their families is the heart of what makes excellent provision. Settings cannot achieve this by themselves. How good is our early learning and childcare? highlights the importance of partnership and collaboration as significant features of a highly effective setting. For example, parents and carers have unique experience of their children and have important knowledge of their progress as learners over time within the ELC setting, at home and in other aspects of a child's life. It is important that their views on the setting are taken into account, from what they see on an informal daily basis, what help and support and response they may receive at times of difficulty or concern, and by generally gathering their views on the impact of improvement.' **HGIOELC? 2016 p3**

All settings should value the contribution parents/carers and families make to children's learning. Practitioners should strive to form respectful relationships, an unconditional positive approach and strong positive relationships with families from first contact which will improve outcomes for babies, toddlers and young children.

In our settings, staff actively encourage parents/carers to involve themselves in the care and learning of their children. They achieve this by working in partnership to ensure:

- Families feel very welcome and play an active role in the life of the setting.
- Parents and carers understand the role they can play and feel empowered to contribute to decisions.
- High quality information and feedback to parents/carers ensures they are aware of the difference their involvement is making to their child's progress and the life and work of the setting.
- Parents are fully informed about their children's progress and achievement, and what they can do to support it.
- Parents/carers should have a voice and contribute to the planning and self-evaluation processes.
- Parents understand the contribution they make to their children's progress and achievement.
- The setting has an empowering culture which supports all children and families to develop their ability to be meaningfully involved in decisions which affect their learning.
- Opportunities for families to contribute are accessible to all.
- We have an agreed rationale outlining the purpose and focus of our relationship with partners, and continually review this to ensure that there are positive outcomes for our children and families.
- Relevant information is shared with parents/carers to make them aware of the systems and policies operating in the setting.
- Families are kept up to date by accessing information from social media, blogs, notice boards or newsletters.

Family Learning

In Highland we are working towards providing family learning opportunities which contribute to a culture of learning within the family. We aim to provide opportunities for parents/carers and children to learn together as well as parent/carer only learning.

Our family learning programmes will:

- Be well matched to the needs of families and will be used to engage them throughout their contact with the setting.
- Promote equality and diversity and include approaches which seek to include all, especially those who may face barriers to their involvement.
- Take account of the developmental stages of children in the family.

- Seek to address parents' own learning needs in areas such as literacy and numeracy, and equip them with the skills and knowledge they need to support their children throughout their education.
- Evidence that families are involved in evaluating the impact of their involvement in programmes and in planning next steps.
- Have effective partnerships with a range of agencies to support family learning within our setting.

We will develop an annual family engagement calendar as part of our ongoing engagement with families.

Adele Mackenzie – Early Years Practitioner _____

Caroline Docherty – Early Years Practitioner _____

Donna Martin – Early Years Practitioner _____

Gizelle Souter – ELC Support Worker _____

James Cook – Head Teacher _____

Mairi Buxton – Early Years Practitioner _____

Stacey Glass – Early Years Practitioner _____