

Appendices: model resources

A1. Powerpoint presentation
of Family Partnership Award
self-review process

THE FAMILY PARTNERSHIP AWARD



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PRESENTATION OUTLINE

- Overview of the Family Partnership Award process and the benefits
- Consultancy and support available
- Operational procedures for working towards achieving the award:
 - undertaking the audit
 - producing an action plan
 - building a portfolio of evidence
- The final assessment
- Reflection and next steps
- Signposting to further information

OVERVIEW OF THE FAMILY PARTNERSHIP THEMES

The self-review framework provides a benchmark for evaluating family partnership working policy and practice within an educational setting or service.

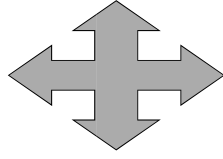
There are six thematic aspects to the family partnership framework:

1. Ethos, vision and policy
 2. Leadership, management and coordination
 3. Communication and information sharing
 4. Partnership in practice
 5. Early intervention
 6. Effectiveness
- Each theme comprises of a series of good practice evidence descriptors

OVERVIEW OF THE FAMILY PARTNERSHIP AWARD PROCESS

THE FAMILY PARTNERSHIP AWARD SELF-EVALUATION AND IMPROVEMENT PROCESS

Stage 1: Initial audit



Stage 4: Final evaluation
& external assessment

Stage 2: Action planning

Stage 3: Building a portfolio
of evidence

THE FAMILY PARTNERSHIP AWARD JOURNEY


1. Autumn term – Family Partnership senior leader to launch the award process, INSET delivered, and a core school Family Partnership Award Team formed
2. September to early October – undertake initial audit (2 weeks)
3. Before half term October – action plan in place
4. Core Team meetings – every half term to update on progress in evidence gathering
5. Summer term – portfolio assessed and final on-site assessment day)
6. Summer holidays – final written report and digital logo sent to school
7. New autumn term – award presentation

THE TIME IT TAKES TO ACHIEVE THE FAMILY PARTNERSHIP AWARD


- Most settings and services work towards achieving the award in an academic year. However, this time can be extended in the likely event of any major competing priority, e.g. an OFSTED inspection, a new school build, or a school amalgamation
- The award remains valid for three years, once externally accredited and assessed
- Reassessment will be necessary to renew the award, after three years

BENEFITS OF ENGAGING WITH THE FAMILY PARTNERSHIP AWARD

- Provides robust evidence to meet intelligent accountability
- Grounded in everyday practice and creates little if any extra work
- Supports the professional development of the Children's Workforce
- Involves a range of stakeholders within and beyond the school
- Helps children and young people achieve more via family partnership working
- Supports a manageable, enjoyable and streamlined process for evaluating the quality and effectiveness of family partnership working
- Offers external validation in recognition of good practice in family partnership working



BROADEN YOUR HORIZONS
 in effective family partnership working
 by participating in the new
FAMILY PARTNERSHIP AWARD



In order to:

- promote your education setting or service even more 'family-friendly'
- promote early intervention, helping families to support their child to achieve more stages of education, training or employment
- foster greater family engagement in consultation and decision-making processes

CONSULTANCY AND SUPPORT AVAILABLE TO THE SCHOOL

SUPPORT AND CONSULTANCY AVAILABLE FROM EDUCATIONAL CONSULTANCY & MANAGEMENT (ECM) SOLUTIONS

- Initial visit with the head teacher/Family Partnership Leader
- INSET (at an additional cost) to introduce the award process to stakeholders
- Access to telephone and email consultancy throughout the process
- Interim review (face-to-face or virtual)
- Off-site portfolio of evidence assessment (day before on-site visit)
- One-day on-site external assessment
- Off-site final written report
- Return visit on-site to present the award plaque and certificate

OPERATIONAL PROCEDURES FOR ENGAGING WITH THE FAMILY PARTNERSHIP AWARD

OPERATIONAL GUIDANCE ON UNDERTAKING THE FAMILY PARTNERSHIP AWARD PROCESS

- o Nominate a Family Partnership Manager to oversee the process
- o Form a core team who take responsibility for evidence gathering, and include a governor
- o Give quality time to those evaluating and gathering evidence for each family partnership theme
- o Use consistent recording procedures across all six themes of family partnership working
- o Make expectations clear for meeting the requirements of each family partnership theme
- o Set a realistic timescales for feedback and reporting progress
- o Provide progress reports in accessible user-friendly formats to suit a range of different audiences, e.g. via school website, Live Channel, Newsletters

UNDERTAKING THE FAMILY PARTNERSHIP AUDIT

FAMILY PARTNERSHIP WORKING REVIEW FRAMEWORK

1. ETHOS, VISION AND POLICY

EVIDENCE DESCRIPTION	EMERGENT (Early stage) (fully in place) (Ver 1.0 Date)	DEVELOPING (In progress) (Ver 1.0 Date)	EMBEDDED (Fully in place) (Ver 1.0 Date)	EVALUATIVE (Fully in place) (Ver 1.0 Date) ON IMPACT AND OUTCOMES
1. A positive ethos of trust exists which promotes positive partner working with families.				
2. All types of families are made to feel welcome, and leaders, governors and staff are approachable and helpful.				
3. Families are respected and valued for their contributions and views (whether positive or negative)				
4. Families are proud to be associated with the education setting or service				
5. Families are encouraged to work with the school/college/academy/primary school at the centre of the education setting's or service's work, and aims to build positive collaborative partnerships with families.				
6. A family partnership policy, a family partnership working agreement and/or a statement of intent are in place, and each has involved families in their development.				
7. The family partnership policy and/or agreement sits in 'big gaps' free family.				
8. A Family Support Group has been established which is proactive and represents a range of family members.				
9. A local Champion for Families has been nominated to act as an advocate for local families.				
10. Family achievements in supporting their child's learning & well-being are acknowledged sensitively e.g. via case studies, carnets of good practice.				

GUIDANCE ON UNDERTAKING THE AUDIT

- o For each Family Partnership theme, an overall 'best fit' judgement on the current position whole school needs to be made, against the evidence descriptors, to decide if current practice/policy is:
 - Emergent (early stages) (work in progress) 35%
 - Developing 70%
 - Embedded (fully in place) 100%
- o If there are any gaps identified at this audit stage for a theme, identify what these are, along with the necessary actions required to fully meet the thematic aspect, and/or evidence descriptor at **embedded** level. (This will inform the action plan.)
- o **Where you can, make brief evaluative comments about impact, and sources of evidence, as you work through the initial audit stage.**
- o Where progress is made in moving from emergent/developing stages to the embedded stage, date when embedded has been achieved on the audit sheet.
- o The completed audit sheets recording the main sources of evidence per element need to be sent to the external assessor electronically **two weeks before the on-site assessment takes place.**

DEVELOPING THE FAMILY PARTNERSHIP AWARD ACTION PLAN

DEVELOPING AND UTILISING THE ACTION PLAN

- The action plan, which identifies the priorities and actions necessary in order to fill any gaps to meet all six thematic aspects, acts as the route map for the Award journey
- This action plan needs to be sent electronically to the external assessor prior to the interim review, and be included in the portfolio for thematic aspect 2
- Each team member is responsible for gathering evidence and seeing actions occur to fully meet the respective thematic aspect, and for keeping the senior leader overseeing the award process informed if there are likely to be any problems in meeting deadlines
- The half-termly core team meetings are for reviewing progress on the action plan, and for discussing solutions/positive ways forward in addressing any gaps in evidence

Table 3.2 FAMILY PARTNERSHIP WORKING ACTION PLAN 20_ TO 20_

Key Theme	Action/ Activities	Lead Person(s) Responsible	Resources	Time- scale (From /To)	Monitoring (who, when, how)	Success Criteria (Impact/ Outcomes)
1. Ethos, vision & policy						
2. Leadership, management & coordination						
3. Communication & information sharing						
4. Partnership in practice						
5. Early intervention						
6. Effectiveness						

BUILDING AND COMPILING A PORTFOLIO OF EVIDENCE

1. ETHOS, VISION AND POLICY

Key evidence presented (2 examples per descriptor)	Source of evidence & cross-referencing	Examples of evidence to include in portfolio
a.		Mission statements, Partnership Policy, Prospectus, Website, information leaflets, Stakeholder comments
b.		Family Partnership Policy, Communication Policy & procedures; Prospectus; Charities Information leaflets, photographs
c.		Data & feedback from family surveys, minutes of meetings from Family Group /Forum, correspondence with families
d.		Family testimonials, media reports, minutes from Family Group meetings
e.		Mission statement, vision statement, outcomes from any visioning activities for family partnership working
f.		Family Partnership Policy, Family Partnership Agreement, Statement of Intent
g.		A set of photos with examples of at least two different formats for at least one of the documents presented
h.		A list of membership of any Family Support Group; Minutes and extracts from Family Support Group meetings; photographs
i.		Name & photograph of Family Champion; Job description or examples of activities performed by Family Champion
j.		Case studies or examples showing how families have been helped to improve support for child, young person, adult, carer, volunteering

Name of lead person collecting evidence: _____
 Date evidence gathering commenced: _____
 Date evidence collection was completed: _____
 Summative comment on the overall process: _____

TIPS ON ORGANISING THE AWARD PORTFOLIO OF EVIDENCE

For each family partnership theme:

- Refer to the examples of evidence provided to guide you in what to collect, and highlight evidence that you already have in place
- Provide no more than **two** sources of evidence for **each** descriptor/element in a thematic aspect
- Record evidence on the portfolio summary sheet as you go along, signposting/cross-referencing to other relevant sources of evidence, i.e. other family partnership themes or other awards
- Submit the completed Portfolio of evidence to the external assessor, the day before the on-site assessment visit takes place
- Schools usually have one but **no more than two** Portfolios
- Additional administrative support to help with portfolio compilation is useful
- Each portfolio should adopt a consistent standardised 'house style'

THE TYPE OF EVIDENCE TO INCLUDE IN THE FAMILY PARTNERSHIP AWARD PORTFOLIO

The range of evidence to include:

- Multi-media evidence on pen drive, CD/DVD and signposting to the school website for key policies and other relevant documentation
- Photographic evidence capturing family partnership achievements
- Video diary, audio recordings of stakeholders views, experiences of family partnership working activities and experiences
- Documentary evidence that provides an accurate representation of progress can be: family partnership working policy, Mission Statement, Prospectus, School Profile, OFSTED report, Cameo's – 'real success stories', Minutes from key meetings, Newsletters, Stakeholder surveys/questionnaires, portfolio and audit sheets, Media reports on family partnership working school activities and events
- Qualitative and Quantitative Data – findings from stakeholder questionnaires, data analysis, testimonials

TOP TIPS FOR PRODUCING AN OUTSTANDING PORTFOLIO OF EVIDENCE

The portfolio should contain the following information:

- A Contents page to aid navigation through the portfolio, which indicates how each of the six themes is organised
- The completed audit sheet at the beginning of each thematic aspect
- The completed portfolio of evidence sheet at the beginning of each thematic aspect that gives an overall at-a-glance overview of the main evidence sources for each element in a theme
- The Action plan and any report on findings from the initial audit is included in family partnership working theme 2: Leadership and management
- The completed good practice case study sheet included at the end of the portfolio of evidence, which gives an overall evaluation of the entire award process

THE FINAL ON-SITE ASSESSMENT

THE AIMS AND PURPOSE OF THE FINAL ASSESSMENT

The aim and purpose of the final assessment process is to enable the external assessor to:

- Gain the views of different stakeholders about the impact and outcomes of the award process
- Observe first hand family partnership working policy and practice
- Get an overall impression of how the educational setting or service has showcased and promoted family partnership working
- Examine if the portfolio of evidence supports the practice described and observed on the on-site assessment day
- Reach an overall view about whether the educational setting or service has met all six themes in order to achieve the Family Partnership Award.

AN EXAMPLE OF A ONE-DAY ON-SITE EXTERNAL ASSESSMENT PROGRAMME

- 8.30 Arrival of external assessor at the educational setting
 - 8.40-9.30 Focused discussion with Head Teacher, the Family Partnership Leader and the relevant governor
 - 9.30-10.00 Family Partnership Learning Walk escorted by two family members
 - 10.00-10.30 Focused discussion with representatives from the Family Council
 - 10.30-11.00 Focused discussion with a group of pupils (School Council)
 - 11.20-12.00 Snapshot of family learning and other family-related activities
 - 12.00-13.00 Lunch with family representatives
 - 13.10-13.40 Focused discussion with those leading a family partnership theme with families and children
 - 13.40-14.30 Focused group discussion with external partners/agencies working with families and children
 - 14.30 -15.00 Time for the external assessor to reflect on the day's findings
 - 15.00-15.30 Brief verbal feedback to the Head Teacher and Family Partnership senior leader
- (The Family Partnership Award Portfolio is assessed the previous day)

REFLECTION AND NEXT STEPS

REFLECTION ON FAMILY PARTNERSHIP WORKING

- How effective are we in improving family partnership working and its impact on helping children achieve more?
- What is working well in family partnership working policy and practice?
- Where are the gaps in family partnership working?
- Are the full diversity of families engaging in family-focused activities?
- How do we know that we are making a 'real' difference to family partnership working?
- How are partnerships with external agencies and other settings contributing to improving family partnership working?

NEXT STEPS IN ENGAGING WITH THE AWARD PROCESS

- How will you begin to inform key stakeholders about the Family Partnership Award process?
- When will you make a start on auditing family partnership working policy and practice using the self-evaluation framework?
- How will you enable different stakeholders, including external agencies, to work collaboratively in the evidence-gathering process?
- If you are serious about improving family partnership working, what does this mean for inter-professional learning in your educational setting/service?

SIGNPOSTING TO FURTHER INFORMATION

Visit Educational Consultancy & Management (ECM) Solutions website at:
www.ecm-solutions.org.uk

Click on the **Awards Tab** and then select the **Family Partnership Award** and the **FAQ** page to find out further information.