Table 3.1 Family partnership working review framework

1. ETHOS, VISION AND POLICY

EVIDENCE DESCRIPTORS	EMERGENT (Early stages) √ or x (Date)	DEVELOPING (In progress) √ or x (Date)	EMBEDDED (Fully in place) √ or x (Date)	EVALUATIVE COMMENT ON IMPACT AND OUTCOMES
a. A positive ethos of trust exists that promotes positive partnership working with families				
b. All types of families are made to feel welcome, and leaders, governors and staff are approachable and helpful				
c. Families are respected and valued for their contributions and views (whether positive or negative)				
d. Families are proud to be associated with the education setting or service				
e. A clear vision and mission statement exists that is inclusive; places the family at the centre of the education setting's or service's work; and aims to build positive collaborative partnerships with families				
f. 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				
g. The Family Partnership Policy and/or Agreement are in jargon-free family-friendly language and available in a range of different formats				
h. A Family Support Group has been established that is proactive and represents a range of family members				
i. A local Champion for Families has been nominated to act as an advocate for local families				
j. Family achievements in supporting their child's learning and well-being are acknowledged sensitively, e.g. via good practice case studies and cameos				

2. LEADERSHIP, MANAGEMENT AND COORDINATION

EVIDENCE DESCRIPTORS	EMERGENT (Early stages) √ or x (Date)	DEVELOPING (In progress) √ or x (Date)	EMBEDDED (Fully in place) √ or x (Date)	EVALUATIVE COMMENT ON IMPACT AND OUTCOMES
a. The leader of the education setting or service promotes the importance and value of a 'family-friendly' approach to partnership working among stakeholders				
b. There is a member on the governing body nominated for Family Partnership				
c. There is a designated member of staff responsible for leading, managing and coordinating Family Liaison and Partnerships				
d. An 'open door' policy and appointment system are in operation, for families to access senior leaders, governors and staff				
e. The leader of the education setting/service is 'family-facing', visible in the local community and families readily acknowledge his/or her presence				
f. Families have access to the education setting's or service's development plan and know what the key priorities are that relate to working with families				
g. Challenging and stretching targets have been set that will ensure family partnership priorities are achieved				
h. The views of families inform senior leadership decision-making on relevant family issues or concerns				
i. The leader of the education setting or service reports annually on family partnership working to stakeholders				
j. The leader of the education setting/service builds capacity in the staff workforce and models good practice, to enable them to be 'family-facing', confident, competent and skilled in working in partnership with a diversity of families				

3. COMMUNICATION AND INFORMATION SHARING

EVIDENCE DESCRIPTORS	EMERGENT (Early stages) √ or x (Date)	DEVELOPING (In progress) √ or x (Date)	EMBEDDED (Fully in place) √ or x (Date)	EVALUATIVE COMMENT ON IMPACT AND OUTCOMES
a. Families know which designated member of staff to contact regarding family issues, and are clear about the Family Partnership Coordinator's role				
b. Family-friendly language is used in all forms of communication with families, which is factual, concise and objective				
c. Clear procedures and protocols are in place that inform staff about confidentiality and information sharing in any communication with families				
d. Families are provided with good quality information in a range of accessible formats, about the activities, events and services available to them locally				
e. Families have the opportunity to contribute evidence to the setting/ service review process				
f. Families are consulted when the education setting or service is making decisions about any changes in policy or practice that are likely to impact on families				
g. A range of different approaches is utilised by the education setting or service to seek family views, ideas and opinions, e.g. focus groups, surveys or web-based forums, text messaging, blogs				
h. The views of families are listened to and acted upon by senior leaders and managers within the education setting or service				
i. Families are kept fully informed about their children's learning, progress, behaviour, attendance and well-being				
j. Prompt feedback is provided to families when following up on any queries, issues or complaints raised				

4. PARTNERSHIP IN PRACTICE

EVIDENCE DESCRIPTORS	EMERGENT (Early stages) √ or x (Date)	DEVELOPING (In progress) √ or x (Date)	EMBEDDED (Fully in place) √ or x (Date)	EVALUATIVE COMMENT ON IMPACT AND OUTCOMES
a. A varied menu of family activities and events is available throughout the year that promotes family learning, leisure and recreational opportunities in response to feedback and requests from families				
b. Families are able to make informed choices about which activities and events they wish to participate in				
c. Activities and events are accessible to the full range of families to ensure equality of opportunity				
d. The education setting or service understands the needs of a diversity of families, and is able to adapt family activities or events accordingly to meet those needs, e.g. disability, gender				
e. ICT and other multi-media technology are utilised to enhance family activities and family learning				
f. Families have the opportunity to participate in volunteering activities, and have been provided with appropriate training and are clear about the role				
g. Significant achievements by families in activities and events run by the education setting or service are acknowledged and celebrated through awards, certificates, prizes and media reporting				
h. Family activities and events provide respect and respond to cultural diversity				
i. Health and safety and risk assessments are undertaken in relation to any family activities or events that may involve a 'risk', but these policies and procedures do not stifle or inhibit creativity in the planning and delivery of enjoyable activities				
j. A Family Room is provided in the education setting or service base, which is available to families throughout the day for various meetings and events				

5. EARLY INTERVENTION

EVIDENCE DESCRIPTORS	EMERGENT (Early stages) √ or x (Date)	DEVELOPING (In progress) √ or x (Date)	EMBEDDED (Fully in place) √ or x (Date)	EVALUATIVE COMMENT ON IMPACT AND OUTCOMES
a. Children and/or young people are equipped with the skills to prepare them for family life and family responsibilities in the future, e.g. resilience, emotional intelligence, life skills, key skills				
b. Children and/or young people know the negative impact on family relationships, of an excess of drugs, alcohol, smoking and domestic violence by any family member, including themselves				
c. Children and/or young people know about, understand and accept why there are different types of families existing in our society				
d. Children and/or young people have access to positive family role models and learn about positive parenting and productive family relationships				
e. A comprehensive induction programme is offered to any new families joining the education setting's or service's community				
f. Early intervention by a range of accessible family services is available to support and help those families who are under stress or vulnerable				
g. The education setting or service utilises appropriate strategies and approaches early on to engage 'hard to reach' families				
h. The education setting or service works promptly in partnership with external agencies to meet the needs of families who are experiencing difficulties in coping with their children at home				
i. Families are supported early on when their children are moving on to another education setting or service, e.g. from school to FE college or from child to adult services				
j. Barriers impeding family partnership working are identified early on and minimised or removed				

6. EFFECTIVENESS

EVIDENCE DESCRIPTORS	EMERGENT (Early stages) √ or x (Date)	DEVELOPING (In progress) √ or x (Date)	EMBEDDED (Fully in place) √ or x (Date)	EVALUATIVE COMMENT ON IMPACT AND OUTCOMES
a. Family feedback on the activities and services provided for them is used to inform future changes, developments and improvements in family partnership working				
b. The satisfaction rates with family activities and service provision offered at the education setting or by a particular service are publicised				
c. Good practice in working with families is shared and disseminated within and beyond the education setting or service with other partners				
d. Working in partnership with families is having a positive impact on raising standards in the well-being, learning and development of their child				
e. There is robust evidence to demonstrate the positive impact and value for money in relation to the work of the Family Partnership Coordinator, the Champion for Families and other key family support workers				
f. Regular monitoring and evaluation of work with families demonstrate an increased level of engagement with the full diversity of families				
g. The education setting or service can demonstrate how productive partnership working has helped to change the lives of children and their families in two instances for the better				
h. There is evidence of a rapid response to any complaints made by families about the education setting's or service's provision				
i. There is evidence to show that families develop as lifelong learners as a result of the opportunities available for them at the education setting/service				
j. Data show more families are engaging in positive events and activities, year-on-year				

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