



# Investors in Families **Gold Award Toolkit**

Year 3



# A guide to our forms



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Standard Tool - Gold

Form  
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# Standard Tool Gold Award



We often mention that this is not a “tick box” exercise, this is an opportunity to really focus on your development. Settings could use this template to measure progress and to feedback to the governing body and the wider setting community.

Included are some ideas about how you might go about implementing the 7 Core Aims. These are *examples* of Standards – It is recognised that not every strand of every level will apply to every school. Schools serve very different communities and have their very own set of challenges and family groups. As a guide, schools will aim to achieve 70 % of the standards identified.

There’s an opportunity for you to undertake RAG rating against the standards.



When completing we ask that you **consider** and **review** each activity. For example you may have a Transition Process but do you need to ask the following questions:

- Does this need updating?
- Do you need to review its effectiveness?
- Have you gained feedback?
- Do you offer home visits?
- What information do you gather at Transition?
- Is it clear and concise?
- Do you have a Transition policy and procedure?

**Each of these standards has the opportunity to be broken down and important questions asked.**

<b>Core Aim 1</b> <b>A Flying Start in Life</b> This section looks at examples of how you as a school communicate with families and the wider community. What your aims and objectives are, what your vision and mission statement will include. How you involve families and build relationships from the start of their journey, what information is needed to support the child and the family, how you support positive engagement and offer a variety of opportunities. These are a few examples of activities that may fit into Core Aim 1.	<b>Rating:</b> <b>Red</b> <b>Amber</b> <b>Green</b>	<b>Requires actions</b> <b>* Yes/ No (Use Action Plan Tool - Form 6)</b>
Settings implement new methods of communication identified from direct feedback and input from families.		
A wide range of evidence is available that highlight sustained practice over time.		
Parents can identify strategies and the impact of the journey the setting is on.		
Evidence of innovative family engagement activities relating to establishing positive partnerships at the outset of the child and family's journey through the setting and delivered in a creative way.		
This innovation is evaluated for impact and outcomes measured. Future planning evident from the outcomes of evaluation.		
There is evidence of many initiatives in place through discussions with partners, parents, agencies, children.		
Parent Council/Forum is proactive in producing setting documentation.		
Family engagement lead is involved in proactive in engaging with the whole community.		
There is evidence that the setting shares how their children learn and what they learn. *For example* sharing curriculum, topics, planning.		
Families are offered extended curriculum resources to support home learning. *For example* videos explaining methods, resources available on website and social media, homework sessions.		
Parents can identify strategies and the impact of the work of the setting		
Evidence of innovative family engagement activities to establish positive partnerships at the outset of the child and family's journey through the setting and delivered in a creative way.		
The settings community *for example*: parents and carers, children, staff and key organisations, reviews the settings information pack and website to ensure it is up to date, suitable for the whole community and contains relevant information.		
The setting evaluates and shares good practice. *For example* setting-to-setting working, Investors in Families website, creating a video/powerpoint.		
There is evidence of the initiatives in place through discussions with partners, parents, agencies, children. Data is provided to highlight success and maintenance of the Standard.		
Settings provide training opportunities for parents from the outset of their journey at the setting that prepare parents for an opportunity to return to work.		

<b>Core Aim 2</b> <b>Education, Training and Learning Opportunities</b> This section looks at examples of how you as a school encourage children and young people to take advantage of the range of opportunities offered in the school, through extracurricular activities and also in the wider community. This section also includes opportunities offered to parents and carers and members of the school community. These are a few examples of activities that may fit into Core Aim 2.	<b>Rating:</b> <b>Red</b> <b>Amber</b> <b>Green</b>	<b>Requires actions</b> <b>* Yes/ No</b> (Use Action Plan Tool - Form 6)
Families are actively involved in the planning and implementation of family learning sessions/workshops and training for families within the school.		
There is evidence that parental engagement activities have supported children's progress.		
This progress is measured, tracked and outcomes/impact recorded.		
Pupil voice is monitored and evaluated and the impact is measured.		
Settings use appropriate strategies to target 'hard to reach families.' These are evidenced over time and the successful outcomes are highlighted in the setting's portfolio of evidence and discussion with the relevant parents. This is evidenced over time as part of the journey of the family.		
Participation numbers in community learning and training is improving and sustainable. Outcomes are measured and evaluated.		
There is evidence that training and support for parents has promoted positive outcomes. *For example* parents gaining employment, gaining a qualification, improving confidence and self esteem.		
Parents support or lead an activity as part of the setting's training programme.		
There is evidence that local community groups help to draw families to setting activities by providing skills, interests and expertise that appeal to families and that improve the 'setting offer' at these events. *For example* setting musical productions, a different range of refreshments, a craft demonstration, an ICT demonstration.		
Opportunities are given for parents and children to have input in informing and shaping setting policy, planning and improvement. *For example* input into the Setting Development Plan, reviewing policies, suggesting training opportunities.		
There is sustained evidence that settings collaborate with parents on joint projects for the good of the setting and the wider community.		

<p><b>Core Aim 3</b>  <b>Best Possible Health and Free from Abuse, Victimisation and Exploitation</b></p> <p>This section looks at examples of how a setting understands the needs of children, families and the community. It includes how you work collaboratively with services to promote a healthy lifestyle and to ensure that children and young people are protected from abuse. You may demonstrate how you inform and advise children and families what support is offered to keep them safe. These are a few examples of activities that may fit into Core Aim 3.</p>	<p>Rating:  <b>Red</b>  <b>Amber</b>  <b>Green</b></p>	<p>Requires actions  * Yes/  <b>No</b> (Use Action Plan Tool - Form 6)</p>
Settings can demonstrate the impact made to children/young people/families/ community from the partnerships made with external agencies and organisations.		
Settings can evidence that they keep records of any concerns or issues that have required agreed actions. *For example* referrals, signposting, advice, record of events and timelines.		
Safeguarding, internet safety sessions, first aid and workshops for parents are monitored, tracked and evaluated..		
Data and evaluation show that engaging well with parents has a positive impact on improving family health and wellbeing.		
Cultural awareness is celebrated throughout the school community. *For example* inviting families into school to talk about their culture and share lived experiences with children, young people and families, organising special events for Black History Month, Diwali, Holi, Eisteddfod.		
Settings describe the role that settings can play in promoting and maintaining community cohesion and preventing violent extremism.		
Settings can evidence strong and sustained practice, where parents, carers and pupils are fully involved in developing a healthy lifestyle and minimising victimisation through training, workshops, working with external partners.		
Setting can evidence that they plan a structured approach to wellbeing to relieve stress and reduce stress levels across the setting community. *For example* Mindfulness in the Community, Counselling, Nurture, Thrive.		
Staff, volunteers and leaders are well informed/trained in relation to Abuse, Victimisation and Exploitation.		
There are clear policies and procedures within the setting in relation to Abuse, Concerns, Bullying, Exploitation, Victimisation,		
There is evidence of innovation and creativity in the building of partnerships and dialogues at the outset of the child's journey within the health and on-line agenda. Parents are supported to engage in learning and wellbeing activities to support their children.		
There is evidence that pupil voice supports shaping interventions that the setting delivers in relation to the Health Agenda.		
Settings can evidence that as a result of evaluating and measuring impact processes and strategies have been refined to meet the needs of the setting community.		
Innovative strategies are used to support families to attend awareness raising sessions and workshops. *For example* Providing transport, arranging a creche, supporting with finances so that families can attend.		
Family Engagement Strategies are tracked, and new avenues are investigated, and the impact is measured. This can lead to future refinement of planning.		

<b>Core Aim 4</b> <b>Play, Leisure, Sporting and Cultural</b> This section looks at how your setting offers a range of activities to promote play, leisure and sporting opportunities. This can include activities within the school day, extra-curricular activities, linking in with external organisations, providing information and signposting and increasing cultural awareness and diversity. This would also include opportunities offered to families and the wider community. These are a few examples of activities that may fit into Core Aim 4.	<b>Rating:</b> <b>Red</b> <b>Amber</b> <b>Green</b>	<b>Requires actions</b> <b>* Yes/ No</b> (Use Action Plan Tool - Form 6)
There is evidence that feedback has led to wider opportunities for children, young people and families to access a variety of ways to play. This could include learning a musical instrument, attending board game club, coding, role play, story sacks.		
Settings use feedback to plan and deliver a wide variety of sporting and leisure activities to the school community *For example* This could include after school clubs, lunch clubs, family fitness, extra curricular trips.		
Settings have partnerships and work jointly with external agencies and organisations to promote inclusivity and cultural awareness within their community.		
The opportunities offered are evaluated, the impact is measured, and future planning has been reviewed and refined.		
Settings ensure that parents feel valued as partners in their children’s education with a range of innovative strategies delivered to build positive and strengthening partnerships.		
Family forums adopt a range of practices to encourage strong participation for all families. This includes evidence of families from different cultural groups leading and supporting events within the setting.		
Local businesses/organisations contribute to children’s learning by encouraging families to take part. *For example*, by offering work experience placements or coming to setting to talk about their work, providing information and taster sessions.		
The evidence of impact is reviewed, monitored and supports further development within this core aim.		
Strong and sustained practice is evidenced, where parents, carers and pupils are fully involved in the core aim.		



<b>Core Aim 5</b> <b>Being Listened to, Treated with Respect and Race and Culture Recognised</b> <p>This section looks at the importance to ensure that all children and young people are treated with respect and provided with opportunities to articulate their views. This could include groups and clubs such as school council, annual questionnaires and feedback, meetings and parents evenings. This section gives you the opportunity to demonstrate your inclusivity and how race and cultures are recognised. This could also include how this is shared with families and the wider community. These are a few examples of activities that may fit into Core Aim 5.</p>	<b>Rating:</b> <b>Red</b> <b>Amber</b> <b>Green</b>	<b>Requires actions</b> <b>* Yes/ No (Use Action Plan Tool - Form 6)</b>
The setting can evidence innovative ways of how they provide support/advice/ assistance within this core aim.		
Parent Council/Family Forum members work in close partnership with the setting in order to achieve targets set out in the planning documents of the setting, *for example* the School Development Plan.		
Pupil Voice plans strategies and delivers them to target this core aim.		
There is evidence that family survey's / questionnaires feed into this core aim and are evaluated, measured and actioned.		
There is well planned bespoke support provided for families identified as vulnerable and having English as an additional language.		
Documents are translated into the languages of the school community.		
Settings evaluate the range of approaches used to raise concerns/complaints and work with Parent council/Forum/utilise parent voice and feedback to make positive changes.		
There is evident innovation and creativity in the building of partnerships where parents are supported to engage in contributing to the respect culture.		
The setting is working towards or achieved a quality mark in this area. *For example*, Rights respecting schools, anti-bullying quality mark, Cultural Education award.		
Family Engagement Strategies are tracked, and new avenues are investigated. They measure the impact of the strategies and refine planning accordingly.		



<p><b>Core Aim 6</b>  <b>Safe Community and Home which Supports Physical and Emotional Wellbeing</b></p> <p>This section looks at what your setting does to support physical and emotional wellbeing of the whole community. This includes children and young people, families, staff and the wider community. You could include any work with partner agencies that plays a key role in the emotional development and well-being of children and young people and also support to families. It could also include interventions offered such as Nurture and Thrive. It also includes activities/ information and signposting that relates to keeping communities safe. These are a few examples of activities that may fit into Core Aim 6.</p>	<p>Rating:  <b>Red</b>  <b>Amber</b>  <b>Green</b></p>	<p>Requires actions  * Yes/  <b>No</b> (Use Action Plan Tool - Form 6)</p>
<p>The setting can demonstrate the impact of how they support diverse groups within their community</p>		
<p>Settings can present their Family Engagement activities in an innovative and creative way to their cluster and during setting to setting working, shared with iF member schools.</p>		
<p>The setting provides a range of opportunities for families and communities to support young people's physical, emotional and cognitive needs. These opportunities are monitored, reviewed and reported on.</p>		
<p>Staff are trained and knowledgeable in relation to supporting Wellbeing. There is a clear plan and process in place which impacts the whole setting.</p>		
<p>Families are involved in interventions provided for their child. Settings can demonstrate how families are informed, kept up to date and included in the process.</p>		
<p>Settings can evidence that parents feel valued as partners in their children's education with a range of innovative strategies delivered to support physical and emotional wellbeing and keep them safe.</p>		
<p>The setting has identified and can reference, strategic partnerships, joint planning and resourcing and working with partners to improve safety and physical and emotional wellbeing.</p>		
<p>Community safety activities are monitored, reviewed and evaluated.</p>		

<b>Core Aim 7</b> <b>Not Disadvantaged by Poverty</b> <p>This section looks at how settings understand the needs of their community. Children and young people come from a range of backgrounds and for many families, poverty is a real issue. The setting can work to ensure that families take full advantage of the benefits available to them and also to minimise the effects that poverty has on their ability to take part in a wide range of activities in the school and local community. These are a few examples of activities that may fit into Core Aim 7.</p>	<b>Rating:</b> <b>Red</b> <b>Amber</b> <b>Green</b>	<b>Requires actions</b> <b>* Yes/ No (Use Action Plan Tool - Form 6)</b>
Family support in this area is tracked and outcomes measured.		
The setting provides opportunities for families and communities to lead a positive, full and active life regardless of socio-economic factors.		
Settings ensure that parents feel valued as partners in their children’s education with a range of innovative strategies delivered to build positive and strengthening partnerships to ensure that all children can access activities in all aspects of setting life.		
Through community partnership working, settings can make a positive contribution to community life, developing community cohesion, social capital and contributing to adult learning.		
Settings provide direct support/advice/guidance in planning a more secure financial situation *For example* referring to agencies, support making an application/claim, providing foodbank vouchers, Talk Learn Do workshop.		
Strategies are in place and can demonstrate the impact of raising the achievements of disadvantaged families and learners.		
The setting establishes and strengthens professional learning communities that enable the setting to engage with other statutory and voluntary agencies to gain a clearer understanding of young people’s needs and how to address them.		
Families and the community are confident to engage in a variety of activities, achieving success, regardless of barriers.		

# Identifying the Core Aims



Identify all of the things you are currently doing with families and which Core Aim you believe it may fit into (please note – some activities can fit into more than 1 Core Aim). The purpose of this activity is to identify all that you are currently doing and then consider the Rag Rating – examples:

- Red** activities you would like to do, or need significant attention
- Amber** activities you feel need improvement, or that you have done in the past that worked or may need adapting
- Green** activities you are doing well

Activity	Possible Core Aim	Rag Rate	Lead Person	Time Frame
<i>Example: Coffee morning</i>	<i>1/5</i>	<i>Amber</i>	<i>Mrs P</i>	<i>23 May</i>
<i>Example: Stay and Play / Stay and Learn session</i>	<i>2/4</i>	<i>Green</i>	<i>Mr T</i>	<i>End Sept 22</i>

# Core Aim Activities



Identify 1 activity per Core Aim that you will use as evidence for your Accreditation.

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# Activity Evidence



Please use this form to keep a detailed record of each activity that you wish to use as evidence. This form will need to be completed for all 21 activities (3 for each Core Aim). **Remember that the key purpose of this form (once the accreditation is complete) is to help other member settings to plan and complete their own portfolio of activities.** Please look at some of the examples in the library.

This is your opportunity to “sell yourselves”.

When submitting your activity data, please insert the link to any website/online tool/contact information that helped you research or complete the activity.

**Once you have completed this form for each activity, keep it on file until ALL forms for your school are ready to be uploaded/submitted to the liF online library.**

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## Planning

As you type the box will expand

*Please outline why this activity was selected and the planning process. It is useful to say who led the activity (plus their role). What did you hope to achieve?.*

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## Implementing

As you type the box will expand

*Please explain how you went about implementing the activity, and how long it took. If you worked with any partners or used any commercially available resources, please put in contact details (email address) so that other settings can locate them easily.*

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## Resources needed

As you type the box will expand

*Most of the resources will be staff time! Please include any direct expenditure, transport, equipment, social media etc.*

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## Evaluation

As you type the box will expand

*Please say, in as much detail as possible, whether the activity was a success and how success was measured in qualitative and quantitative terms (number of families involved etc) It is useful at this stage to consider the impact to: You as a setting, Your Families and your community.*

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## Next steps

As you type the box will expand

*It is always important to consider – What Next? We can always build on successes and it's just as important for other settings to know if something didn't work.*

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## Planning

As you type the box will expand

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## Implementing

As you type the box will expand

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## Resources needed

As you type the box will expand

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## Evaluation

As you type the box will expand

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## Next steps

As you type the box will expand

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# Action Plan



Outcome	Possible strategies, activities and initiatives we want to consider	Persons Responsible (Who's helping?)	Resources Needed (What training, information, or other resources are needed?)	Timeline (Projected Date(s))	How will we measure the results? (e.g., questionnaires, surveys, checklists, interviews, observations and focus groups.)
Flying Start					
Education, Training & Learning Opportunities					
Best Possible Health & Free from Abuse, Victimisation and Exploitation					
Play, Leisure, Sporting & Cultural					
Being Listened to, Treated with Respect and Race & Culture Recognised					
Safe Community & Home which Supports Physical and Emotional Wellbeing					
Not Disadvantaged by Poverty					





## Investors in Families

### Contact

If you have any questions about IiF,  
please contact us and we will get  
straight back to you.

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