



Investors in Families **Silver Award Toolkit**

Year 2



A guide to our forms



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Standard Tool - Silver

Form
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Identifying the Core Aims

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Core Aim Activities

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Action Plan



Standard Tool Silver 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 can be broken down and important questions asked.

Core Aim 1 A Flying Start in Life This section looks at examples of how you communicate with families and the wider community. What your aims and objectives are, what your vision and mission statement will include. It also includes how you involve families and build relationships from the start of their journey with your setting. It relates to 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.	Rating: Red Amber Green	Requires actions * Yes/ No (Use Action Plan Tool - Form 6)
Schools investigate new methods of communication to engage a wider number of parents more effectively and through media they are comfortable with.		
Families are offered a variety of ways to give feedback to the school and can evidence families feeling valued as partners.		
Key individuals within the setting carry out a 'welcoming schools' audit. Suggestions and feedback lead to developments and changes <i>*(key individuals could include children and young people, parents and carers, SLT, Govenors)*</i>		
A Parent Group/Family Forum is established that contributes to some aspects of the setting's work. <i>*For example*</i> improving the setting environment, organising workshops, partnership coffee mornings, input into speakers who can provide advice and support.		
Settings provide a range of opportunities where parents and carers can evaluate and discuss how they are involved in all aspects of their child's educational life.		
Family engagement lead worker shares the support they can offer via a leaflet, website, social media, in person or over the telephone.		
Families are invited to participate in new activities to establish new relationships.		
Settings identify and establish new and innovative strategies for family engagement.		
The effective impact of new activities is evaluated by all participants.		
Settings organise future planning from the outcomes of evaluations. <i>*For example*</i> allowing siblings to join the event, planning the correct time in the setting day, opportunities provided for younger children, allowing settings to build on effective practice.		
Information packs are reviewed and updated with input from families/community members.		
Family members and extended family members contribute to family learning sessions or information sessions within school <i>*For example*</i> a grandparent setting up a knitting club, a family member speaking about their job, a family member sharing cultural food recipes, parent mentor, parent volunteering.		
Staff involve families during transitions. <i>*For example*</i> attending meetings, welcomed into the school for transition sessions, provided with information that families have requested.		
The setting explains to families what their children are learning throughout the year and what good work looks like for the child's stage of learning.		

<p>Core Aim 2</p> <p>Education, Training and Learning Opportunities</p> <p>This section looks at examples of how you 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.</p>	<p>Rating:</p> <p>Red</p> <p>Amber</p> <p>Green</p>	<p>Requires actions</p> <p>* Yes/ No (Use Action Plan Tool - Form 6)</p>
Identify parents and carers who can offer their skills to build confidence to others (*for example* sewing clubs, cookery sessions, ICT workshops, parent mentor, parent volunteers).		
Settings involve parents and carers in their children’s progress through parental engagement activities.		
The setting can demonstrate through evidence that families feel valued as partners (*For example* testimonials, minutes of meetings, feedback forms and questionnaires)		
Settings can demonstrate the effectiveness/impact of varied learning opportunities for children/young people		
The setting provides opportunities and information to signpost parents of ways they can enrich their children’s experiences through local amenities, *for example* libraries, places of interest locally, clubs for children.		
Settings work with external partners and invite them into setting to provide opportunities for both children and parents to undertake training and access extracurricular activities *for example*. local college, sporting organisations, Families Connect, Holiday Clubs.		
Family Forums work with the setting to shape the ‘Training Plans’ as identified through data gathering.		
All training is monitored and evaluated, to increase the number of families involved in community, learning and training .		
Settings have developed innovative and creative ways to feedback progress to families. A range of approaches are used, and a range of media identified to provide the most appropriate feedback dependent on the needs of the setting.		
There is evidence that Pupil Voice informs the training needs of families.		
There is evidence that parental engagement impacts on wellbeing for parents, staff and pupils.		
All programmes and initiatives are carefully evaluated to improve provision and adapt approaches		
There is evidence of, and opportunities in place, for parental engagement which data and discussion shows are impacting on the wellbeing of pupils, *for example* PASS Survey, Continua of Pedagogical principles, questionnaires, Pupil Voice and parental discussion.		
Settings identify their ‘hard to engage’ parents and tailor individual strategies to involve them in the work of setting life.		
The setting responds to requests for accredited training identified by families (*for example* First Aid, Literacy, Numeracy, Sport, Cooking)		

<p>Core Aim 3 Best Possible Health and Free from Abuse, Victimization and Exploitation</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: Red Amber Green</p>	<p>Requires actions * Yes/ No (Use Action Plan Tool - Form 6)</p>
Settings can evidence a formal process/policy/procedures when working with external agencies.		
Settings can evidence how they help to overcome barriers for parents, such as discussing sensitive issues by ensuring that a leader or other key member of staff is on hand daily to 'triage' concerns and act upon issues quickly. *For example* effective check-ins, pictures of relevant staff around the setting, relevant information sent home for children transported to setting.		
There is evidence of positive partnerships with external organisations that impact on children, young people and families within the community.		
Parents and carers are made aware of the range of external partnerships offered within the setting For example a list of organisations and agencies and their role on the setting website, social media posts.		
Parent groups fully involved in organising the environment to support the development of a healthy lifestyle *for example* fundraising for playground equipment, 'friendship bench'.		
Parent groups contribute to the establishment of interventions for a healthy lifestyle and these interventions are delivered across the setting *for example*. Healthy schools approach, Sports sessions, Healthy Eating Clubs, wellbeing.		
There is evidence that Setting Councils and Eco Club and other Pupil Voice committees are responsible for shaping the interventions that settings deliver in relation to the health agenda *for example* response to questionnaires, minutes of meetings, feedback to Governors and SLT. This can then be shared with the school community.		
Settings offer Family Learning activities / workshops that support positive behaviour management and wellbeing.		
Families are 'ACE' aware and Trauma Informed – opportunities to share information with families is offered via social media, in person, workshops, school website.		
Workshops for parents are offered throughout the setting *For example*, Safeguarding, internet safety sessions, first aid, information, signposting.		
Evidence shows that Family Forums/groups are informed of all the support that is offered to keep pupils and families safe. They are then able to share this information with the setting community.		
The Senior Leadership Team arrange regular drop -in sessions. These sessions allow parents to raise broader concerns or ask questions on wellbeing issues *for example*. SENCO Surgery, Nursery Drop-in, Phase Leader Drop-ins, Head of Year Drop-ins.		
There is evidence that shows that parents feel valued as partners in their children's education with a range of innovative strategies delivered to build positive and strengthening partnerships.		

Core Aim 4 Play, Leisure, Sporting and Cultural 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.	Rating: Red Amber Green	Requires actions * Yes/ No (Use Action Plan Tool - Form 6)
Settings provide a variety of options to support families engage in play, sporting and cultural activities. This includes signposting, referrals, information and resources.		
There is evidence of workshops / family learning being held in settings to highlight the importance of, and providing suggestions for, families to develop, play, leisure, sporting and cultural activities.		
Settings proactively engage with families and cultural organisations to promote inclusivity and awareness within the school community.		
The setting plans and implements after school activities to support learning, play and leisure and includes families at certain times. *For example* homework clubs, wellbeing sessions, family fitness, family learning, holiday clubs.		
Families from different cultural groups have a strong voice and role within the setting which supports planning and development in this area. *For example* being part of Family Forums or Parent Teacher Associations which organise social events, such as coffee mornings, and drop-ins for parents, cultural cuisine session, language and games from other cultures.		
Settings identify and work with organisations in the locality and further afield to promote and encourage families to take part in various 'out of setting' activities.		
There is evidence that there has been positive impact made in relation to the holistic development of the child through play, leisure, sporting and cultural activities		
Family/or Setting Forums are established where sporting and cultural activities are featured on the agenda, are planned and delivered across the setting.		
The setting builds a climate and learning culture which takes account of the richness and diversity of the setting's community including language and culture.		
There is evidence of parents feedback to concerts, drama performances, sporting and other events to celebrate the work of the pupils.		
Local shops and businesses support or sponsor social events and fundraising initiatives or volunteer their time to assist the setting. Settings share resources, get sponsorship, run joint projects and develop social capital.		
Respect and resilience are evident in the cultural activities settings promote.		
Family Engagement Strategies are tracked and evaluated.		

Core Aim 5 Being Listened to, Treated with Respect and Race and Culture Recognised 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.	Rating: Red Amber Green	Requires actions * Yes/ No (Use Action Plan Tool - Form 6)
The setting has innovative ways of sharing resources about their community and support available, how to access and provide direct support in this area		
The setting uses a mix of tried and tested strategies alongside innovative approaches to develop a dialogue with parents and to make it easier for them to communicate with the setting in relation to respect amongst the setting community.		
Family/or Setting Forums are established where inclusivity is planned and delivered across the setting.		
The setting has implemented a Family Engagement strategy which is shared with all staff and is operational throughout the whole setting		
The setting has adopted a range of different approaches to make it straightforward for parents to raise concerns or ask questions in person. *For example* Do families know who to contact? Is there an Open-Door Policy? Is there a complaints procedure and is it accessible?		
A family survey is implemented termly/yearly to capture views. This is communicated in various ways including in person, online, in print or by phone and made available on social media/school website.		
Pre-entry to setting transition programmes are having a positive impact on families in establishing the ethos of the setting.		
The setting carefully plans engagement and support strategies to ensure an inclusive approach, which is evident to all families.		
There is clear evidence that the setting has established an extended range of external partners to support pupils and families and works towards agreed joint goals and outcomes.		
The setting has identified, responds to, and educates the setting community to any local race and cultural issues. The setting is developing ethical informed citizens ready to be citizens of the world.		
Settings are focused on, and persist with, identifying parents to become partners in developing an inclusive setting community. Outcomes are tracked and evaluated, inclusivity, partnership.		
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 within this core aim.		

<p>Core Aim 6</p> <p>Safe Community and Home which Supports Physical and Emotional Wellbeing</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: Red Amber Green</p>	<p>Requires actions * Yes/ No (Use Action Plan Tool - Form 6)</p>
<p>Part of the school development plan identifies how to support diverse groups within the school community The barriers to Family Engagement that the setting has identified are minimised through targeted support.</p>		
<p>The setting provides opportunities for parents to develop their understanding of physical and emotional wellbeing.</p>		
<p>Through a range of strategies, the setting identifies specific needs linked to emotional and physical wellbeing and provides a range of focused interventions.</p>		
<p>Families are kept well informed/involved in any interventions that take place within the setting. *For example* consultations pre and post intervention, feedback, monitoring and tracking outcomes.</p>		
<p>There is evidence that parental engagement impacts on wellbeing for parents, staff and pupils.</p>		
<p>Family/or Setting Forums are established where activities are planned and delivered across the setting.</p>		
<p>Planned sessions are evaluated and the outcomes lead to future training.</p>		
<p>The setting has a timetable of events that supports the physical and emotional wellbeing of its community. This timetable is shared with the school community.</p>		
<p>Local community organisations help the setting with its Family Engagement activities, for example, by helping them to engage with targeted under-represented groups or with hard to engage families. There may also be community transport to help.</p>		
<p>The setting identifies children who have experienced ACES/Trauma and provides appropriate initiatives for Families.</p>		
<p>The setting puts strategies into place to make parents aware of the impact of ACES and are Trauma Informed.</p>		
<p>There is evidence of innovation and creativity in the building of partnerships to maintain a safe community.</p>		
<p>Settings can evidence and can 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 within this core aim.</p>		

Core Aim 7 Not Disadvantaged by Poverty <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>	Rating: Red Amber Green	Requires actions * Yes/ No (Use Action Plan Tool - Form 6)
The setting identifies the needs of families as well as those of the child or young person. Planned support is then offered.		
The support that is available to families within the setting is readily available and promoted across all channels.*For example* leaflets, website and social media, newsletter, in person.		
The setting has built up community partnerships with local organisations and businesses that support activities within the setting (*for example* Supermarket community champions, local library, museum, football club, church, foodbank, corner shop).		
The setting evidences that they provide training and support to develop the skills of setting leaders to manage partnership working and tackling poverty.		
The setting works with organisations and agencies which provide holistic approaches to families (such as Family Support Teams, CAB, Young carers, Voluntary sector, Jobcentre, Communities for work, local college/university).		
The setting takes a whole setting approach to tackle disadvantage, having a structured, coherent and focused strategies to support the raising of achievement of disadvantaged learners.		
Community venues are used for setting events which families attend together and are made available to all families.		
Settings build a dialogue with parents and support them to engage in planning a more secure financial situation *For example* through family learning opportunities, credit union, payments schemes, access to support.		
Through a range of strategies, the setting identifies specific needs linked to emotional and wellbeing and socio-economic factors.		
Settings provide a range of focused interventions to support children living in poverty. These interventions are monitored and evaluated.		
Settings pool their resources across Clusters, or partnership settings, in joint strategies and training to address disadvantage. *For example* share resources, get sponsorship, run joint projects and develop social capital.		
Settings hold a directory of support available to families and community members and this is shared with the setting community. *For example, holding foodbank vouchers, support with FSM application, List of agencies and organisations, uniform recycling, shared across Social media, website.		
Family Engagement Strategies tracked, and new avenues investigated, and the impact measured.		
The setting listens to disadvantaged learners and provides them with opportunities to play a full part in the setting's life. They gather learners' views about teaching and learning and give learners a key role in setting development. They involve learners directly in the life of the setting.		

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>	1/5	<i>Amber</i>	<i>Mrs P</i>	<i>23 May</i>
<i>Example: Stay and Play / Stay and Learn session</i>	2/4	<i>Green</i>	<i>Mr T</i>	<i>End Sept 22</i>

Core Aim Activities



Identify 2 activities per Core Aim that you will use as evidence for your Accreditation.

1

1.1

1.2

2

2.1

2.2

3

3.1

3.2

4

4.1

4.2

5

5.1

5.2

6

6.1

6.2

7

7.1

7.2

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.

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?.

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.

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.

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.

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

Implementing

As you type the box will expand

Resources needed

As you type the box will expand

Evaluation

As you type the box will expand

Next steps

As you type the box will expand

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 liF,
please contact us and we will get
straight back to you.

lynsey@investorsinfamilies.co.uk
www.investorsinfamilies.co.uk

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