



Parental Partnership and Involvement Policy 2016-2017

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| Signed | <u>Jane van der P</u> | Chair of Governors | Date | <u>15/05/17</u> |
| Signed | <u>K Perry</u> | Headteacher | Date | <u>3/4/16</u> |
| Signed | <u>A. de B...</u> | Policy Committee | Date | <u>3/11/16</u> |
| Signed | <u>P.R. Jones</u> | Policy Committee | Date | <u>3/11/16</u> |

Review Date Autumn 2017

Parental Partnership and Involvement Policy

1 Introduction

All parents and carers are equally valued as part of our school community. Children's learning is improved when we work in partnership with their parents or carers, and their wider family. We therefore believe in close cooperation with all families, and in regular consultation between the home and the school.

2 Aims and objectives

2.1 Our aims through parental involvement are:

- to enhance the learning experiences of all pupils;
- to encourage parents and carers to be involved in the children's learning;
- to provide a partnership between home and school, seeking to ensure that families feel welcome and valued;
- to ensure that maximum use is made of all these adults' skills to enrich learning opportunities.

3 Involvement in the life of the school

3.1 Our school is open to parents and carers at all reasonable times.

3.2 Families are invited to regular events, activities and celebrations that are organised by the school or the parent-teacher association. These occasions provide an opportunity to celebrate success, and a viewing public for a lot of the pupils' work.

3.3 Regular newsletters are sent home, and each family should receive a copy of the school prospectus.

3.4 Parents and carers can view much of this written information on the school website.

4 Involvement in children's learning

4.1 Parents and carers can talk with teachers before and after school on an informal basis on most days.

4.2 Appointments to see a teacher or the headteacher can be made through the school office, and can be set up for as soon as required in most instances.

4.3 There are opportunities for parents and carers to have a formal discussion with their child(ren)'s teacher at the following times during Parents' Evening (see attached chart). Teachers value these opportunities to celebrate successes, review learning targets and listen to parental views.

4.4 An annual report on each child's academic and personal development is made available in the Summer term. An acknowledgement slip is attached, and parents and carers are encouraged to give their remarks about the contents. An appointment will be made for parents and carers to meet with the teacher to discuss the contents. (see point 4.3)

4.5 Regular curriculum workshops will be organised to assist parents and carers in supporting their child(ren)'s learning.

4.6 Policy documents, schemes of work and National Curriculum guidance are readily available for parents and carers to view.

4.7 Curriculum letters are sent to each family at the start of each term, detailing the aspects of learning that each child will undertake, and how families might support that learning. This information will also be placed on the School Website.

- 4.8 National Curriculum assessments as well as records of progress and achievement are also readily available, as appropriate, to each child.

5 Types of help at school

- 5.1 Parents and carers offer valued support when they respond to invitations to accompany school groups on educational visits, including, in some instances, assisting with transport arrangements.
- 5.2 Parents and carers are invited, where possible, to visit classes and groups of children to give talks or demonstrations on areas of interest in which they are experts.
- 5.3 The governing body will seek parents who are willing to serve as members of the school governing body. These will be elected by other parents and carers. Parent governors represent the views of parents and carers, e.g. when they feel that their children's special needs are not being recognised by the school.
- 5.4 We value the work of the PTA. This body of parents/carers and school staff works voluntarily to raise money for the school.

6 Organisational arrangements

- 6.1 It is necessary to organise a personal background check with the DBR on any person who will be working with children in school, prior to that person's involvement.
- 6.2 Insurance cover will be organised regarding parents' and carers' work at school, but those involved in transporting children in private vehicles will have to check their own insurance arrangements in this regard.
- 6.3 All helpers are asked to report to the Headteacher when visiting, for security reasons.
- 6.4 All helpers working with children in class are asked to check the purpose and details of the activity, before commencement, by talking with the teacher.
- 6.5 All helpers are asked to inform the school, in advance if possible, should they be unable to attend school at a prearranged time.
- 6.6 All helpers will be reminded of the confidential nature of their work in school.

7 Consultation

- 7.1 Our home-school agreement, signed by pupils, parents/carers and the school, details the responsibilities and expectations of all parties.
- 7.2 The school will make every effort to consult parents and carers, both formally and informally, about their views on school life, children's learning and new initiatives.
- 7.3 Parents or carers of a child with a disability are asked to keep the school fully informed about any relevant issues, so that the school can make all reasonable efforts to meet the requirements of that child.
- 7.4 The school values regular feedback, and will make every effort to act on parents' and carers' views, wherever possible.
- 7.5 Teachers (including the headteacher) can be approached informally before and after school, and will always take careful account of any information forwarded to them.
- 7.6 Periodically, the school will seek parental views more formally, through an annual survey, or a questionnaire on a particular theme.
- 7.7 After an Estyn inspection, parents and carers will receive a summary of the findings, and later on, they will be sent a summary of the action plan written in response to the report.

8 Monitoring and review

- 8.1 The headteacher will monitor the implementation of this policy, and will submit periodic evaluation reports on its effectiveness to the governing body.
- 8.2 This policy will be reviewed every two years, or earlier if necessary.

Signed: Jane Tremlett
CHAIR OF GOVERNING BODY

Signed: K Perry
HEADTEACHER

Dated: 15th May 2017

Reviewed Autumn 2016- K. Perry (Headteacher)