

PARTNERSHIP WITH PARENTS/CARERS

Rationale:

School's need to develop, and sustain effective working partnerships with parents/carers by creating a positive ethos in which parents/carers are recognised as having the prime role in influencing their children's lives.

It is widely recognised that such a partnership does have a positive effect on pupils' learning.

“Inclusiveness is an absolute principle. It includes not only the pupils of the school, it includes all the staff; it includes the community of the school, all of the agencies who participate in the school supporting the learning climate in the school; it also includes parents, as key agents in young people's learning.” (‘Climate for Learning’ - Brian Dobson)

Inclusiveness means encouraging parents/carers to feel that they are valued and that they form part of the school community. When parents/carers are actively involved the children benefit; it is then much easier for issues to be addressed and for positive information sharing to take place.

School inspections take account of the views of parents/carers on all aspects of the school and partnership with them is an important aspect of a school's function.

In order to achieve the above, we, at Hathern C.E. Primary School, aim:

- ❖ To create a positive ethos and climate within the school where parents are valued as having a key role in their child's education
- ❖ To work collaboratively with the School Governors and the Parent-Teacher Association
- ❖ To provide structures within the school for partnership with all parents
- ❖ To keep parents informed of developments within the School Development Plan
- ❖ To keep parents informed of the every day life of the school
- ❖ To inform parents of their child's progress and welfare in school
- ❖ To involve the parents in school activities
- ❖ To seek the views of parents when auditing aspects of school provision
- ❖ To involve parents in their child's learning

Structures for Partnership with Parents:

The school will:

- ❖ Create a culture within the school where the views of all parents are valued, respected and taken account of, irrespective of their ethnicity, culture, background or religion
- ❖ Create opportunities for the parents to come into the school e.g. attending assemblies, school book fairs, school events
- ❖ Seek out possible skills and interests that parents may have that could be used to enhance the education of the pupils e.g. taking extra-curricular activities, helping within the school
- ❖ Create clear and positive communication links with parents where they know they can approach the school with a problem and it will be acted upon positively
- ❖ Seek support from outside agencies if there are barriers to partnership due to language and/or cultural difference
- ❖ Share responsibilities for implementing school policies on for example bullying, homework, road safety, administration of medicines, health and safety, discipline
- ❖ Provide opportunities for parents to help within the school and on school trips
- ❖ Establish mechanisms for seeking all parents' views on areas of development/amendments to practice e.g. questionnaires, interviews

- ❖ Participate in events and activities within the local community and allow community events to take place within the school

Learning and Teaching:

The school will:

- ❖ Establish structures to involve parents in being active partners in their children's learning e.g. through homework, use of home-school packs, story bags, contributing to child's profiles in the Foundation Stage
- ❖ Establish a parents reference library where parents can borrow literature that is relevant to their role as parents and informs them of aspects of the curriculum e.g. 'Read Only' Curriculum Policies
- ❖ Provide curriculum workshops where the role of parents is explained and ways of helping their children at home are highlighted e.g. FS Phonics Workshop, Curriculum Evenings
- ❖ Keep parents up to date with new methodologies and strategies being implemented within the school e.g. WAVE 2 Intervention, Calculation Strategies.

Information for Parents:

The school will:

- ❖ Provide parents with a helpful and informative school prospectus and website
- ❖ Communicate with parents through regular informative Newsletters (monthly)
- ❖ Provide alternative modes of communicating with parents if appropriate e.g. Braille, translations into other languages, using interpreters, involving support agencies
- ❖ Provide a vehicle for a two-way communication link from home to school e.g. Reading Diary, provision of a zipped plastic wallet for holding all correspondence from school and home
- ❖ Inform parents of extra-curricular activities available and events that may be happening in the local community (e.g. Church notice board in School Reception)
- ❖ Regularly request updates of contact details (via Newsletter)
- ❖ Circulate information from the School Governors and Parent-Teacher Association
- ❖ Provide easy access to information on school policies and procedures

Pupil Progress and Welfare:

The school will:

- ❖ Inform the parents of pupil progress through written (annually in June) and oral reports (one 'formal' Parent-Teacher Consultation/Open Evening per term)
- ❖ Invite parents in to discuss any concerns with pupils throughout the year
- ❖ Actively involve parents of pupils with specific needs in drawing up and reviewing Individual Education Plan (I.E.P) targets (SEN Parent-Teacher Consultations in accordance with SEN Code of Practice)
- ❖ Inform parents of school expectations on behaviour and attendance e.g. school rules, letters explaining absence from school
- ❖ Informing parents of sanctions and procedures if above are not adhered to
- ❖ Inform parents of procedures for dealing with incidents that may result in pupils being put at risk

School Governors:

The school Governors will:

- ❖ promote themselves to the parents/carers explaining their role within school through the school prospectus, the school website and the monthly school Newsletters
- ❖ be visible to parents/carers through attendance at school events
- ❖ undertake their statutory responsibilities regarding parents/carers
- ❖ provide a 'listening ear' for parents
- ❖ respond appropriately to parental requests/concerns

Parent-Teacher Association:

The school will :

- ❖ Endeavour to ensure that a member of the school staff attends the scheduled PTA meetings
- ❖ Involve the PTA in how money raised by them through fund-raising is to be spent
- ❖ Request the release of funds from the PTA for designated projects/purposes (to be first approved by the HT)
- ❖ Support PTA fund-raising events by providing physical space, advertising space/resources/ promotion and staffing as appropriate/available

School Development Planning:

The school will:

- ❖ Regularly seek the views of all parents when developing aspects of the School Development Plan through questionnaires, oral feedback at meetings etc.
- ❖ Report back to parents on findings of the above and set out action that may result from these findings
- ❖ Provide opportunities for parents to attend information workshops where aspects of school development can be explained
- ❖ Inform the parents annually of the school plan development areas to be undertaken during the year and progress that has been made

Monitoring:

All parents will be asked to complete an annual 'Parent Voice' questionnaire; the findings will be processed and reported back to parents; subsequent 'follow-up' questionnaires, interviews etc may result.