



'Rising to the challenge, striving for excellence'

Family-School Partnership Policy

Headteacher	Signature	Date
Chair of Governors	Signature	Date
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Terminology

Parent: for the purposes of this policy the term 'parent' is used to indicate any adult who plays a significant role in a child's life (such as birth or adoptive parent, foster carer or other significant adult who acts in loco-parentis beyond the school setting).

Family: refers to those who share responsibility for the wellbeing of the child.

1. Rationale

Rising to the challenge, striving for excellence'

Weald Rise Primary School believe that in order to support our pupils in reaching their true potential we need to acknowledge the vital role parents have to play in this. Research shows that at primary level schooling family influences have a more powerful effect on children's attainment and progress than school factors. When parents are engaged and involved, everyone benefits, pupils, parents, families, teachers, schools and communities and our school is enriched as a positive place to teach, learn and grow.

2. Aims

At Weald Rise Primary School we encourage and support parents and families to be involved in the life of the school and their child's development by:

- Supporting parents and carers as their children's first and most important educators
- Encouraging parents and carers to be involved in the life of the school and their child's learning
- To enhance the learning experiences of all pupils
- To provide a partnership between home and school, seeking to ensure that all families feel supported, welcome and valued

3. Objectives of the Policy

This policy is organised into five key themes. These explain what Weald Rise Primary School believes is good parental partnership between home and school. In order for the children have the best possible outcomes.

3.1. Theme 1: Fostering effective family-school partnerships

3.1.1. Ethos

- Everyone in school believes that children will achieve more when we work closely with families and communities
- Everyone in school values building trusting relationships with parents
- Staff are welcoming to parents and other visitors
- Our school makes a special effort to encourage families that are not normally involved to engage with the school community
- School policies and programmes reflect, respect and value the diversity of families in the community.
- Everyone works actively to build relationships and engage with fathers and male carers

3.1.2. Environment

- Our school environment is clean, easy to navigate, and engaging for parents (for example displays of children's work and information for parents)
- Locked entries have a clear way for parents to gain access

3.1.3. Policies

- Parents know where to find policies and who to ask for support to understand time
- Parent Governors are involved when reviewing school policies or introducing new ones

3.1.4. Staff and Leaders

- Members of the Senior Leadership Team are visible and available to parents at the beginning and or end of the school day (for example by the gates or in the playground)
- Class teachers feel confident to build relationships with parents
- Support staff feel confident to build relationships with parents
- Teachers invite parents to visit their classrooms (for example Open Classroom mornings)
- Our school has Governors with responsibility for parental engagement
- Our school has regular opportunities for parents to attend celebration events (for example class international evenings, end of year shows)
- Our school has regular opportunities for pupils to share their learning with parents and carers (for example through class assemblies)
- Our school provides opportunities for families and children to learn together
- When planning events our school takes into account the needs of:
 - Working parents

- Those with younger children
- Fathers or male carers
- Families who speak English as an additional language

3.2 Theme 2: Communicating and consulting effectively

3.2.1. Newsletters and website

- Our school has a regular parent newsletter which is distributed to all parents
- School governors produce a regular newsletter or update for parents
- A timetable of termly events is made available to parents
- Our school website is easy to navigate and contains key information for parents and is updated regularly
- Our school provides parents with clear information on school policies (for example the Safeguarding/Child Protection Policy)

3.2.2. Process for contacting staff

- Senior Leaders and teachers communicate frequently with parents using a variety of means (for example, letters, e-mail, telephone, in-person, newsletters etc.)
- Clear information is provided to parents so they know how to reach teachers directly and know how to make an appointment with the class teacher
- Clear information is provided to parents so they know how to make an appointment with the headteacher or other senior leader
- There are clear process for parents to voice concerns or complaints and parents receive prompt responses

3.2.3. Progress and Performance

- Our school shares School Development Priorities with parents regularly
- Our school provides parents with pupil and school performance data and support to understand it
- Home school agreements between the school and each parent clarify expectations for how everyone will support pupils progress
- Parents evening with every parent are held at least twice a year with follow-ups as need at times when parents can attend

3.2.4 Career Professional Development

- Our school provides staff development on building positive relationships with parents

3.2.5 Parent Voice

- Our school conducts surveys of parents and carers, the results of which are shared with all stakeholders including agreed actions
- Our school encourages a parent representative system

3.2.6. Tailoring approaches

- Communication is modified for non-English-speaking or low-literacy parents and those new to the British Education System
- Where parental responsibility is shared all communication is sent to both parents

3.3 Theme 3: Enabling parental engagement in learning

3.3.1 Attitudes and Impact

- Our school believes that all our parents have the capacity to support their children's learning
- Our school lets parents know how important they are in their child's learning

3.3.2 Curriculum assessment and progress

- All parents are given information each year on the content of the curriculum
- All parents are given information each year on expectations for pupils progress (end of year assessment goals)
- All parents are given information each year on how progress will be measured or assessed

3.3.3 Home learning

- All parents are given information each year on home learning/homework expectations
- All parents are given information each year on activities which can support learning at home
- Teachers have regular schedule of interactive homework that requires children to demonstrate to and discuss with parents what they are learning at school

3.3.4 Wider impacts on learning

- All parents are given regular information on other ways they can support their children (for example sufficient sleep, nutritious food etc.)

3.3.5 Workshops

- There are opportunities for parents to engage in workshop and activities which help them to practice the skills need to support learning and development at home (including e-safety)

3.4 Theme 4: Empowering parents and carers to develop their own skills

3.4.1 Ethos

- Our school believes that building parent knowledge and skills is important to supporting children's achievement

3.4.2 Adult Learning

- Our school offers on-site opportunities for parents to develop their knowledge and skills based on their needs (for example ESOL classes, Parent Hub)
- Our school offers on-site opportunities for parents to develop their knowledge and skills (for example curriculum workshops, phase group workshops)

3.4.3. Volunteer opportunities

- There are regular opportunities for parents to volunteer in school such as:
 - Parents can help in the classroom
 - Parents accompany classes on educational visits
 - Parents share their skills, knowledge and talents by talking to classes or running activities
- Our school has systems for ensuring all parents have the opportunity to volunteer if they want to and selection processes are fair

3.5 Theme 5: Support successful transitions

3.5.1. Entry into school

- Our school provide opportunities for parents to come into school both before and after children have been offered a place

- Home visits or individual family meetings are carried out to all children at point of entry to the nursery/school
- Our school provide information; workshops and induction events for parents to support their child's transition into school
- Our school provides additional support for those families with children entering the school who are new to the British Education System

3.5.2 Within school

- Our school provide opportunities for parents to share information about their child early in the academic year
- Our school provide information and support to parents to enable successful transitions between Key Stages and year groups

3.5.3. Leaving school

- Our school provides advice, information and workshops for parents whose children are transferring to High School especially those who need additional support and assistance

4. **Monitoring and Evaluation**

4.1 Reach

- There are school wide process for recording attendance at parent events and this information is collated centrally

4.2. Measuring impact

- Feedback is routinely gathered from parents attending workshops and sessions and this information is collated centrally
- Our School Development Plan details how parental engagement will contribute to key priorities

4.3. Celebrating success

- Our school shares examples of parental engagement and evidenced of its impact regularly with all stakeholder

5. **Review**

- This policy will be reviewed in 2021

6. **Roles and Responsibilities**

6.1 Senior Leadership Team, Staff and Governors will monitor the delivery of this policy