

Parent Partnership Policy



Eatock Primary School Parent Partnership Policy

Eatock Primary School values the unique insight that parents can provide into their children's learning and acknowledges that learning begins and continues in the home environment.

By working in close partnership with parents, we seek to nurture in the children the development of trust, respect, confidence, independence, self esteem and the desire to learn.

Aims:

- To communicate fully with parents to ensure that we all (parents, children, staff) have the same purpose in mind – the needs, development and progress of the children.
- To involve parents fully in school life and the school community.
- To operate an Open Door Policy that encourages the fullest possible two-way communication between staff and parents.
- To work in close co operation with parents in order to ensure high standards of care and academic achievement for all of our children.
- To provide an environment inclusive for all parents and their children, regardless of need, background or culture.

Parents are welcomed into the school at mutually convenient times to learn more about their children's progress and to celebrate their successes. There are numerous opportunities throughout the year (both formal and informal) to meet together and get to know each other. Meetings are arranged at a variety of different times to enable as many parents as possible to attend.

Formal

- Induction events for new parents (including joint parent/child play sessions, new parents meetings, meet the teacher and Mother and Father Day meals).
- Open Days for new and existing parents to see the school at work.
- Key Stage meetings in September to provide parents with contact points for the coming year, advice on the curriculum and information about the year ahead.
- Target setting evenings in October and February to provide parents with up-to-date information on their children's progress and set targets.
- Meetings to discuss, evaluate and update Individual Education Plans for children with special educational needs.

Informal

These include:

- A variety of assemblies, including Harvest, Class, Diwali, Mothers' Day and Year 6 and KS1 show.
- Christmas and Easter performances
- Friends of Eatock events e.g. Summer Fete
- Educational visits
- Invites into classes to come and observe children's work etc

Communication

We are continually updating and improving our communication systems. Currently, parents receive regular updates from the school including:

- Fortnightly Head Teacher's newsletter
- Termly class newsletters
- Regular information letters and leaflets
- Annual Progress Reports
- Notice boards in the playgrounds

- Text messaging service
- Regularly updated website
- Learning Platform
- Home School Agreement
- Email distribution of letters and newsletters

Opportunities and support for parents

The school seeks to ensure all groups of parents/carers connected with the school are aware of training and enrichment opportunities available in the school and in the community, by:

- Informing parents about adult learning courses (College in the Community).
- HT and SENCO meet with parents who require assistance with parenting (positive parenting) sessions.
- Providing information and advice workshops, for example sharing reading strategies to enable parents to support their children's learning.
- Offering leaflets and guidance on specific areas of the curriculum, eg. maths, to enable parents to support children at home.

We also seek to support those parents who work by offering an extended school provision, for example:

- Eatock Holiday and Before/ After school provision
- After-school clubs

Policies

We seek to ensure that all relevant school policies are effective and easy to read by parents. All our policies are available on our website and we are able to support parents, by providing translation where possible and appropriate.

Written Information

Parents are informed that any information e.g. HT newsletter is available in large print

Transition

We aim to provide support and resources to help parents make informed decisions about choices and transitions to other institutions, by:

- Providing impartial guidance on transition to parents and pupils.
- Supporting parents with the procedures for applying for secondary schools, including a presentation from the head teacher, individual consultations and support and guidance in any appeals procedures.
- Identifying the SENCo as the link to other agencies and resources.

Friends of Eatock

All parents are automatically Friends of Eatock. We have a very supportive and proactive PTA and we are enormously grateful to FOE for their hard work and commitment in raising funds for our school.

Home/School Partnership

We believe that a strong home/school partnership is key to children's emotional development, progress and growth as part of the community. We encourage parents to support their children's learning at home in a variety of ways, including:

- jointly signing the Home/School agreement
- reading with children as often as possible
- visiting the library together
- encouraging children to complete and return promptly any homework they have been given
- Checking and signing their Homework Diary on a regular basis and as a means of contacting teachers

Parental Feedback

The school will regularly seek parental views on a range of topics affecting pupils' education through questionnaires, surveys and verbal discussion. Feedback is valued, and responses are seriously considered and appropriate action taken.

Parents Forum

The head teacher holds bi- annual Parents Forum meetings (some during the day and some of an evening), an opportunity to discuss general issues relevant to the school (eg. security, playground developments) and raise any issues of concern. Governors attend these meetings, enabling parents to get to know governors in an informal environment and for governors to be aware of and address any concerns.

We are committed to the highest possible level of Partnership and are always open to new suggestions on how we can improve.

Policy to be reviewed annually.

March 2013

Reviewed June 2014

Reviewed May 2015