



Ombersley Endowed First School

Policy on Parent Partnership

(see also Home Learning Policy)

1 Introduction

1.1 This policy should be read in conjunction with relevant passages in:

- the School Standards and Framework Act 1998, regarding adults working in school;
- the Human Rights Act (October 2000);
- the School Development Plan;
- the Equal Opportunities Policy

1.2 All parents and carers are equally valued as part of our school community. Research shows that 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 at Ombersley, and in regular consultation between the home and the school.

2 Aims and objectives

2.1 Our aims through parent partnership 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 consult with parents and carers on all aspects of policy and practice that affect parents/carers;
- to develop a shared vision for our school that takes account of all stakeholder views;
- 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 Friends association. These occasions provide an opportunity to celebrate success, and to share pupils' work and activities.

3.3 Weekly newsletters are sent home (by email or in the book bags).

3.4 Parents and carers have access to written information about our school 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 during parent consultation evenings in the Autumn and Spring terms and the Open Evening in the summer Term. Teachers value these opportunities to celebrate successes, review learning targets and listen to parental views. Parents also have the opportunity to meet their child's next teacher informally in the July previous to moving class.
- 4.4 An annual report on each child's academic and personal development is sent to all parents/carers in the Summer term. An acknowledgement and comment slip is attached, and parents may request a meeting with the teacher to discuss the contents of the report.
- 4.5 Curriculum workshops may 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 upon request.
- 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, e.g. by visiting museums, galleries, websites, etc.
- 4.8 Home-school reading books provide the opportunity for observations to be made.
- 4.9 Home learning is outlined in the curriculum letters for each class. We value parental support regarding the completion of these tasks.
- 4.10 National Curriculum assessments as well as records of progress and achievement are also available, as appropriate, to each child.
- 4.11 Parents and carers are invited to our termly class 'sharing assemblies', when children have the opportunity to talk about their work to those present.

5 Types of help at school

- 5.1 Each term we invite parents and carers to offer their services at school. They are asked to help with various activities (e.g. listening to children reading, changing reading books helping in the library or lending a hand with activities of a practical nature). A parent/carer volunteer information sheet and Safeguarding leaflet for volunteers is issued to volunteers in school.
- 5.2 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.
- 5.3 Some parents and carers may offer to help with clubs or extended opportunities such as Lads and Dads, or with activities that can be carried out at home such as creating Story Sacks.
- 5.4 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.
- 5.5 The governing body will seek parents and carers who are willing to serve as members of the school governing body. These will be elected by other parents. Parent governors represent the views of parents and carers.
- 5.6 We value the work of the Friends of Ombersley School. This body of parents/ carers and school staff works voluntarily to raise money for the school.
- 5.7 We also value the work of the Parent Consultation group who represent the voice of the parents and they help to formulate policy and practice that pertains to parents and carers.

6 Organisational arrangements

- 6.1 It is necessary to organise a personal background check with the DBS (Disclosure and Barring Service) 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 and this is arranged privately between parents.
- 6.3 All helpers are asked to sign in and sign out of school 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 The governing body publishes a termly newsletter to inform parents of aims and developments.
- 7.9 After an Ofsted inspection, parents and carers will receive a copy of the report.

8 Monitoring and review

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

Signed: *C. Moore*

Date: June 2018

Review Date: Summer 2021

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