

Family – School Partnership Policy

March 2023

Next Review March 2025

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 5: Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

1. Rationale

Parents and carers are the child's first educator. It is our responsibility to try and ensure that all parents and carers feel that they are regarded as partners in their child's education. At Elmgrove Primary School and Nursery, we recognise the pivotal role parents and carers play in the education of their children and value their contribution within our school community and strive to maximise their participation in the school life of their children. When parents and carers are engaged and involved, everyone benefits – students, families, teachers, schools and communities. We are therefore committed to ongoing dialogue with parents and carers, to improve our knowledge of the needs of their children and to support their families.

2. Aims

- To communicate fully with parents to ensure that we all (parents, children and staff) have the same purpose in mind – the needs, development and progress of the children.
- To actively involve parents in the education and progress of their child.
- To make good use of parents' expertise and willingness to enhance their own learning, that of their child and to actively involve them in the life of the school.
- To establish the views and opinions of parents of the school and act upon these.
- To operate an 'open door' policy that encourages the fullest possible two-way communication between staff and parents.
- To provide an environment inclusive for all parents and their children, regardless of need, background or culture.

3. Objectives

1 Fostering effective family-school partnerships

Ethos

- Everyone in school values building trusting relationships with parents and carers.
- Everyone in school believes that students will achieve more when we work closely with families and communities.
- Everyone in school makes an effort to understand the needs of families and the school community.

- Staff are welcoming to parents and carers, greet them in a friendly way and, in general, acknowledge the presence of parent/carers and other visitors.
- Our school makes a special effort to encourage families that are not normally involved to engage in school life.

Environment

Our school environment is clean, easy to navigate, and engaging for parents and carers (i.e. displays children's work in the hallways).

Policies

- Parents and carers know where to find policies and who to ask for support to understand them.
- Our school involves parents and carers when reviewing school policies or introducing new ones as and when appropriate.

Staff and Leaders

- Members of the Senior Leadership Team are visible and available to parents and carers at the beginning and or end of the school day (e.g. on gates or in playgrounds).
- Class teachers feel confident to build relationships with parents and carers.
- Support staff feel confident to build relationships with parents and carers.
- Teachers invite parents and carers to visit their classrooms.
- Our school employs a Learning Mentor who is dedicated to working with parents and carers alongside Harrow Schools Counselling Partnership, who employ a Counselling School Manager, Lucy Cohen, who is responsible for supporting parents and carers social and emotional needs.
- Our school has a Governor with responsibility for parental engagement.

Events

- Our school has regular opportunities for parents and carers to attend celebration events such (e.g. assemblies, end of year graduations or PSA events).
- Our school has regular opportunities for students to share their learning with parents and carers (e.g. through assemblies, curriculum workshops and classroom events).
- Our school holds regular community or fundraising events which bring people together.
- Our school provides opportunities for families and children to learn together.
- When planning events our school takes into account the needs of :
 - Working parents and carers
 - Those with younger children
 - Families who speak English as an additional language
 - Parents and carers who require wheelchair access in and out of the school

2 Communicating and consulting effectively

Newsletters and website

- Our school has a regular newsletter which is distributed to all parents and carers weekly via email and can be accessed via the school's website. Hard copies are available upon request.
- School governors produce an annual report for parents and carers.
- A timetable of annual/termly events is made available to parents and carers which is located on the weekly newsletter as well as the school's website and twitter feed.
- Our school website is easy to navigate and contains all key information for parents and carers and is updated regularly.

Processes for contacting staff

- Senior Leaders, Learning Mentor and teachers communicate frequently with parents and carers, using a variety of means (i.e. letters, email, telephone, in- person, newsletters etc).
- Clear information is provided to parents and carers so they know how to reach teachers directly and know how to make an appointment with the class teacher. This information is also provided on the school's website and newsletter.
- Clear information is provided to parents and carers so they know how to make appointments with the Headteacher or other senior leaders. This information is also provided on the school's website and newsletter.
- There are clear processes for parents and carers to voice concerns or complaints and parents and carers receive prompt responses. (Complaints policy on website).

Progress and Performance

- Our school shares School Development Priorities with parents and carers.
- Our school provides parents and carers with student and school performance data and support to understand it.
- Our school encourage parents and carers to let them know how events in the home may affect their child in school.
- Parents and carers evenings with every parent and carer are held at least twice a year with follow-ups as needed at times when parents and carers can attend.

CPD

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

Parent voice

- Our school conducts an annual survey of parent and carers, the results of which are shared with all stakeholders including agreed actions.
- Our school has parent governors.
- Our school welcomes parental involvement through Parent Staff Association (PSA).
- Our schools seeks parental consultation on key issues in school and on key policies and procedures e.g. this policy, dress code.

Tailoring approaches

- Communication is modified for non-English-speakers or parents who have difficulties with literacy and those new to the British education system. When required translators are provided.
- Where parental responsibility is shared, all communication is sent to both parents and carers this is documented on the school's system to ensure that all relevant staff are aware (See Separated Parents Policy).

3 Enabling parental engagement in learning

Attitudes and Impact

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

Curriculum assessment and progress

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

Home learning

- All parents and carers are given information each year on home learning expectations, reading with children as often as possible.
- All parents and carers are given information each year on activities which can support learning at home e.g. joining the library.
- Teachers have a regular schedule of interactive home learning that requires children to demonstrate to and discuss with parents and carers what they are learning in school.
- Termly curriculum overviews are available on the website informing parents of their child's curriculum.

Wider impacts on learning

- All parents and carers are given information each year on other ways they can support their children (i.e. sufficient sleep, nutritious food, a suitable place to do homework etc).

Workshops

- There are opportunities for parents and carers to engage in workshops and activities which help them to practice the skills needed to support learning and development at home.

4 Empowering parents and carers to develop their own skills

Ethos

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

Adult learning

- Our school offers sign posting to give parents and carers the opportunity to develop their knowledge and skills based on their needs (e.g. ESOL, Parenting Skills).

Volunteer opportunities

- There are regular opportunities for parents and carers to volunteer in school such as:
 - Parents and carers volunteer assisting on year 3/4 swimming runs
 - Parents and carers accompany classes on visits
 - Parents and carers volunteer at school events such as school fairs, Party in the Playground, Mother's Day and Christmas sales.
 - Volunteer readers in classrooms
 - Participate in family and adult learning events organised by school
- Our school has systems for ensuring all parents and carers have an opportunity to volunteer if they wish to and selection processes are fair (see Volunteer Policy).

Parent Staff Association (PSA)

All parents are automatically members of Elmgrove Primary School and Nursery Parent Staff Association and we are enormously grateful to the PSA for their hard work and commitment in raising funds for our school and providing additional opportunities/experiences for our children.

5 Supporting successful transitions

Entry to school

- Our school provide opportunities for parents and carers to come into school both before and after children have been offered a place and a tour of the school is conducted by our school's Attendance and Admissions Administrator.
- Home visits or individual family meetings are carried out to all children at point of entry to the school or nursery.
- Our school provides information; workshops and induction events for parents and carers to support their child's transition into school.
- Our school provides additional support from the Attendance and Admissions Administrator for those families with children entering the school outside standard admission times.
- Our school provides additional support for those families with children entering the school who are new to the British education system and a translator is provided if necessary.
- Coffee mornings are conducted by the Learning Mentor and Attendance and Admissions Administrator, informing parents and carers of the process of applying nursery and primary school places within the school.

Within school

- Our school provides opportunities for parents and carers to share information about their child early in

the academic year at parents' evenings.

- Our school provide information and support to parents and carers to enable successful transitions between Key Stages and year groups.

Leaving school

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

5.1 Evidence of impact

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. Constant evaluation and feedback is fostered as a means of assessment and progress.

5.2 Review

This policy is reviewed annually and the review is brought to the Head Teacher and Governing Body.