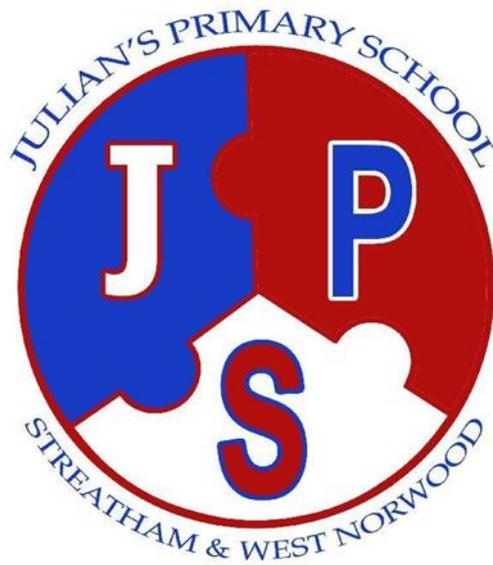


JULIAN'S PRIMARY SCHOOL

**Parent/Carer Involvement  
Policy**



## **1 Introduction**

All parents and carers are equally valued as part of our school community.

We recognise the importance of ensuring that we have a strong partnership with parents and carers and value parental involvement in the life of the school. Children's learning is improved when we work in partnership with parents/carers and their wider family. We therefore believe in close cooperation with all families and are committed to establishing and maintaining effective and purposeful working relationship between the school and the home. We work hard to ensure that communication is a high priority.

We recognise that parents/carers are the most important influence in a child's life. Any educational initiative will only be fully effective if there is a strong partnership between parents/carers, children and the school. We acknowledge that parents and carers want their children to be successful. Some children need educational and emotional support if they are to succeed and we all need to work together to provide this effectively. The school is a resource for the community it serves.

## **2 Aims**

Our aims through parent/carer involvement are:

- to enhance the learning experiences of all pupils
- to encourage parents/carers to be involved in the children's learning
- to have strong partnership between home and school, seeking to ensure that families feel welcome, valued and well informed
- to provide good induction for all groups of parents and carers
- to ensure that maximum use is made of all these adults' expertise and willingness to enrich learning opportunities
- to support our more vulnerable and isolated parents/carers so that they are able to participate in the life of the school

### **3 Involvement in the life of the school**

- School is open to parents/carers at all reasonable times
- Reception parents/carers are invited to induction meetings before their child starts school. Staff visit children at home prior to their start in the Autumn term. This helps to ensure a smooth transition from nursery or home to school. Parents/carers are welcome to settle their children in the Reception classroom, each day, from 8.45am until 8.55am when the school day begins
- Families are invited to regular events, activities and celebrations which are organised by the school or the PTFA. These occasions provide an opportunity to celebrate success and to share children's work with the school community. E.g. creative afternoons, reading mornings on the first Friday of the month, themed evenings, class assemblies
- Newsletters are issued on a weekly basis. They are informative and useful for parents and carers and help to demonstrate and celebrate life and achievements in our school. Newsletters are emailed to all parents/carers and posted onto the school website each Friday and paper copies are available, on request, from both school offices
- Text and email services are used by the school as an efficient and effective tool for communicating with parents and carers to ensure that parents/carers are kept informed on a regular basis. Our text service ensures that we are able to contact families quickly and efficiently if necessary
- All new parents/carers receive a school prospectus as part of the induction process
- Parents/carers can view all key information on the school website which is regularly updated

#### 4 **Involvement in children's learning**

- Parent/carer consultation meetings are held in the Autumn, Spring and Summer terms. This is an opportunity for parents/carers to have a formal discussion with their child(ren)'s teacher. Teachers value these opportunities to celebrate success, review targets and listen to parent/carer views
- Parents/carers can talk with teachers before and after school on an informal basis on most days. We do however ask that parents/carers make appointments with class teachers if they wish to discuss issues in more depth or email their teachers directly
- Appointments to see a teacher or a member of SLT can be made through the school office, and can be set up for as soon as required in most instances
- An annual report on each child's academic and personal development is made available in the Summer term. An acknowledgement slip is attached and parents/carers are given the opportunity to meet with the teacher to discuss the contents of the report at the summer parent/carer meeting
- Regular curriculum workshops are organised to assist parents/carers in supporting their child(ren)'s learning. Typically, these include reading, phonics and maths workshops as well KS1 and KS2 SATs information sessions and themed sessions
- Policy documents, schemes of work and National Curriculum guidance are readily available for parents/carers to view
- Curriculum letters are sent to each family at the start of each term, detailing the aspects of learning each child will undertake, and how families might support that learning, for example by visiting museums, galleries, websites, etc.
- National Curriculum assessments as well as records of progress and achievement are also readily available, as appropriate, to each child

## **5 Types of support at school**

- Each term, through our newsletter from the Executive Headteacher, we invite parents and carers to volunteer in school. Typically this would include reading with specific children on a regular basis, supporting in the classroom etc.
- Parents and carers offer valued support when they respond to invitations to accompany school groups on educational visits
- Parents/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
- We value the work of the PTFA. This body of parents/carers and school staff work voluntarily to raise money for the school and organise social events
- Our school makes every effort to engage hard to reach and disadvantaged parents/carers

## **6 Organisational arrangements**

- 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. Additionally, Barred List checks are completed for all parents/carers accompanying children on school visits
- Insurance cover is provided through the school's insurance policy
- All parents/carers are asked to sign in and sign out of school when visiting for security and safeguarding reasons
- All volunteers working with children in class are asked to check the purpose and details of the activity, before commencement, by talking with the teacher. A senior member of staff will induct volunteers and make available a copy of the Volunteering Policy and the latest safeguarding guidance
- All volunteers are asked to inform the school; in advance if possible, should they be unable to attend school at a prearranged time
- All volunteers will be reminded of the confidential nature of their work in school

## **7 Consultation**

- The school regularly consults parents and carers, both formally and informally, about their views on school life, children's learning and new initiatives. This would typically occur three times each year at parent/carers evenings
- 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
- The school values regular feedback, and will make every effort to act on parents/carers' views, wherever possible
- Teachers (including all members of the senior leadership team) can be approached informally before and after school, and will always take careful account of any information forwarded to the
- The governing body release a letter to parents/carers each term to give the school community an oversight of what they do
- After an Ofsted inspection parents and carers will be signposted to the Ofsted report, which is posted on the school website. Any strengths and specific improvement points will be shared with parents/carers

## **8 Monitoring and review**

- The Executive Headteacher and Heads of School will monitor the implementation of this policy, and evaluate its effectiveness through the Achievement Committee of the governing body.
- This policy will be reviewed every three years or earlier if necessary.

Reviewed April 2017