



Family and School Partnership Policy

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Ravenor Primary School

Family and School Partnership Policy

RAVENOR PRIMARY SCHOOL MISSION STATEMENT

Responsible, Respectful, Resilient and Resourceful

We are committed to treating every person as an individual, with care and respect enabling them to feel **unique and valued**, so that they develop as citizens who are responsible, respectful, resilient and resourceful.

By working together, as part of our community, in an environment of harmony, friendship and fun we ensure that every individual is supported to succeed and to realise their hopes for the future by doing their best.

We provide an exciting, inclusive environment which promotes excellence in our learning and our teaching.

This statement was written by representatives of staff, governors, parents, children and friends of the school in April 2012.

1. Rationale

In accordance with the Mission Statement, Ravenor Primary School aims to provide an environment where parents are able to work in partnership with the school to ensure that all children reach their true potential. Parents and carers are equally valued as part of our school community. When parents are engaged and involved, everyone benefits - children, parents, families, teachers, schools and communities.

Parental engagement has a positive impact on pupil achievement. 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

At Ravenor Primary, our aim to foster an environment which will:

- Enhance the learning experiences of all pupils.
- Encourage parents and carers to be involved in the children's learning by providing a full range of choices and opportunities to enable them to be involved and support pupil success.
- Provide a partnership between home and school by seeking to ensure that families feel welcomed, respected and valued as partners by the school community.
- Ensure that maximum use is made of all these adults' skills to enrich learning opportunities.
- Encourage parents and carers to develop and extend their own learning.
- Are engaged through on-going communication and dialogue to support a positive learning environment at home and at school.

3. Objectives

a. Theme 1: Fostering effective family-school partnerships

i. Ethos

- Everyone in school values building trusting relationships with parents.
- Everyone in school believes that pupils 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 members are welcoming to parents, greet them in a friendly way and, in general, acknowledge the presence of parents and other visitors.
- Our school makes a special effort to encourage families that are not normally involved to engage in school life.
- Everyone works actively to build relationships and engage with fathers and male carers.

ii. Environment

- Our school environment is clean, easy to navigate, and engaging for parents (i.e. displays children's work in the hallways).
- Locked entries have a clear way for parents to gain access.

iii. Policies

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

iv. Staff & Leaders

- Members of the Senior Leadership Team are visible or are available to parents at the beginning and end of the school day.
- Class teachers feel confident when building relationships with parents.
- Support staff feel confident when building relationships with parents.
- Teachers invite parents to visit their classrooms regularly.

v. Events

- Our school has regular opportunities for parents to attend celebration events.
- Our school has regular opportunities for pupils to share their learning with parents and carers.
- 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.

b. Theme 2: Communicating & consulting effectively

i. Newsletters & website

- Our school has a regular parent newsletter which is distributed to all parents.
- School governors produce update parents on important issues and changes.
- A timetable of annual / 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 Behaviour policy.

ii. Processes for contacting staff

- Senior Leaders and teachers communicate frequently with parents using a variety of means (i.e. letters, email, 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 appointments with the headteacher or other senior leaders.
- There are clear processes for parents to voice concerns or complaints and parents receive prompt responses.

iii. Progress & Performance

- Our school shares School Development Priorities with parents regularly through the school newsletter.
- 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 pupil's progress.
- Our school encourages parents to let them know how events in the home may affect their child in school.
- Parents evenings with every parent are held at least twice a year with follow-ups as needed at times when parents can attend.

iv. CPD

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

v. 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 a parent rep system.

vi. Tailoring approaches

- Communication is modified for non-English-speaking parents through the school website which can be translated to a range of languages.
- Where parental responsibility is shared all communication is sent to both parents.

c. Theme 3: Enabling parental engagement in learning

i. Attitudes & Impact

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

ii. 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 pupil progress (end of year assessment goals).
- All parents are given information each year on how progress will be measured or assessed.

iii. Home learning

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

iv. Wider impacts on learning

- All parents 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).

v. Workshops

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

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

i. Ethos

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

ii. Adult learning

- Our school supports parents with finding training which will develop their knowledge and skills based on their needs (e.g. MEND, Parenting Skills).
- Our school offers on-site opportunities for parents to develop their knowledge and skills.

iii. Volunteer opportunities

- There are regular opportunities for parents to volunteer in school such as:
 - Parents can volunteer to improve the school.
 - 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.

e. **Theme 5: Supporting successful transitions**

i. Entry to school

- Our school provides 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 school or nursery.
- Our school provides 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 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.

ii. Within school

- Our school provides opportunities for parents to share information about their child early in the academic year.
- Our school provides information and support to parents to enable successful transitions between key stages and year groups.

iii. 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.

Definitions

Parent: for the purpose of this policy, the term 'parent' is used to indicate any adult who plays a significant role in a child's life

Family: those who share responsibility for the well-being of the child.