



### **Parental Involvement: Policy Statement April 2005**

#### **Introduction/Rationale**

All parents and carers are equally valued as part of our school community. 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, and in regular consultation between the home and the school.

#### **Aims**

Our aims through parental involvement 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 ensure that maximum use is made of all these adults' skills to enrich learning opportunities.

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

School is open to parents and carers at all reasonable times.

Families are invited to events and activities that are organised by the school or the parent-teacher association from time to time. These occasions provide an opportunity to celebrate success, and a viewing public for a lot of the pupils' work.

Regular newsletters are sent home, and each family should receive a copy of the school prospectus.

Parents can view much of this written information on the school website.

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

Parents and carers can talk with teachers before and after school on an informal basis on most days.

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.

There are opportunities for parents to have a formal discussion with their child(ren)'s teacher each term. Teachers value these opportunities to celebrate successes, review learning targets and listen to parental views.

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 may request a meeting with the teacher to discuss the contents of the report.

Curriculum workshops will be organised to assist parents and carers in supporting their child(ren)'s learning.

Policy documents, schemes of work and National Curriculum guidance are readily available for parents and carers to view.

Curriculum letters (and spelling and maths booklets) 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.

Homework information can be found in the termly curriculum letter, children in school also have homework books.

We value parental support regarding the completion of these tasks, many of which contain guidance for helpers.

National Curriculum assessments as well as records of progress and achievement are also readily available, as appropriate, to each child.

### **Types of help at school**

Each term, through a letter from the headteacher, we invite parents and carers to help in school.

Parents and carers are invited to help on a half-termly basis with groups and activities in class (e.g. listening to children read, or helping with practical activities).

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.

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.

Occasionally the governors will seek parents, elected by other parents, to serve on the governing body. Parent governors represent the views of parents, for example when they feel that their children's special needs are not being recognised by the school.

We value the work of the PTFA. This body of parents and school staff works voluntarily to raise money for the school.

### **Organisational arrangements**

It is necessary to organise a personal background check with the CRB (Criminal Records Bureau) on any person who will be working with children in school, prior to that person's involvement.

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.

All helpers are asked to sign in and sign out of school when visiting, for security reasons.

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.

All helpers are asked to inform the school, in advance if possible, should they be unable to attend school at a prearranged time.

All helpers will be reminded of the confidential nature of their work in school.

### **Consultation**

Our home-school agreement, signed by pupils, parents and the school, details the responsibilities and expectations of all parties.

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.

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' and carers' views, wherever possible.

Teachers (including the headteacher) can be approached informally before and after school, and will always take careful account of any information forwarded to them.

Periodically the school will seek parental views more formally, through an annual survey, or a questionnaire on a particular theme.

The governing body publishes its Annual Report to Parents each Spring term.

Also, if desired by a sufficient numbers of families, the governing body will hold an annual meeting at which issues of interest and concern can be raised by parents and carers.

After an Ofsted inspection parents and carers will receive a summary of the findings, and later on they will be sent a summary of the action plan written in response to the report.

## **References**

This policy should be read in conjunction with the 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;
- the Monitoring and Evaluation Policy;
- the school's evaluation procedures.

## **Monitoring and review**

The headteacher and deputy headteacher will monitor the implementation of this policy, and will submit periodic evaluation reports on its effectiveness to the governing body.

This policy will be reviewed in three years, or earlier if necessary.