

Kingsbury Green Primary
School

Family School Partnership Policy



DATE OF REVIEW	February 2021
NEXT REVIEW DATE	February 2024
RESPONSIBILITY	Head teacher

EMPATHY AGILITY HARDWORK

1. 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. We therefore believe in close cooperation with all families, and seek to work in partnership with all parents and carers keeping them fully informed of their children's achievements and the workings of the school. When challenges arise, we seek first to understand in order that we can maintain a positive working relationship with families.

2. Aims

- To support parents, and carers, as their children's first and most important educators.
- To enable and develop all staff to form strong professional relationships with parents, making them feel welcome and valued.
- To present a set of consistent attitudes/standards of work and behaviour between home and school.
- To encourage and enable all parents and carers to be involved in children's learning and the life of the school, in a range of contexts.
- To enable problems or issues to be shared, and solutions found through discussion.

3. Objectives

3.1. Theme 1: Fostering effective family-school partnerships

3.1.1. 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 different contexts of our families and the school community
- Staff are welcoming to parents, greet them in a friendly way and, in general, acknowledge the presence of parents and other visitors

3.1.2. 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

3.1.3. Policies

- Parents know where to find policies and who to ask for support to understand them
- Parent governors are responsible for ensuring that parent views are represented in all new school policies.

3.1.4. Staff & Leaders

- The Senior Leadership Team are visible and available to parents 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
- Support staff feel confident to build relationships with parents
- Our school employs a pastoral team who work with and support our parents
- Our school has a Governor with responsibility for parental engagement

3.1.5. Events

- Our school has regular opportunities for pupils to share their learning with parents and carers (e.g. through assemblies)
- Our school holds regular community or fundraising events which bring people together
- Our school provides opportunities for families and children to learn together

3.2. Theme 2: Communicating & consulting effectively

3.2.1. Newsletters & website

- Our school has a regular parent's newsletter which is distributed to all parents
- A school newsletter is produced weekly and distributed by email to all parents. Regular reminders of important messages are provided daily. Where hard copies are requested these are provided to parents/carers.
- School governors produce a regular newsletter or update for parents.
- 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 Motivation and Behaviour policy.

3.2.2. 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, positive postcards 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 head teacher or other senior leaders
- There are clear processes for parents to voice concerns or complaints and parents receive prompt responses.

3.2.3. Progress & Performance

- Our school shares School Development Priorities with parents regularly.
- 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 pupils' progress.
- We encourage parents to inform us about how events in the home may affect their child's wellbeing.
- Learning consultation meetings with every parent/ carer are held at least three times a year with follow-ups as needed at times when parents can attend.

3.2.4. CPD

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

3.2.5. Parent voice

- Our school conducts an annual survey of parent and carers, the results of which are shared with all stakeholders including agreed actions.

3.2.6. Tailoring approaches

- Communication is modified for non-English-speaking or low-literacy parents and those new to the British Education System.
- Where parental responsibility is shared, all communication is sent to both parents on request.

3.3. **Theme 3: Enabling parental engagement in learning**

3.3.1. 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

3.3.2. Curriculum assessment and progress

- All parents are given information each year on the content of the curriculum
- We hold curriculum information evenings for each year group in the autumn term and curriculum newsletters are provided to all parents on a half termly basis.
- All parents are given information each year on expectations end of year assessment goals.
- All parents are given information each year on how progress will be measured or assessed

3.3.3. Home learning

- All parents are given information each year on home Learning expectations and the rationale behind the use of certain approaches.
- All parents are given information each year on activities, which can support learning at home.
- Senior leaders review home access to technology in order to best support children for remote education and/ or home learning.

3.3.4. Wider impacts on learning

- All parents are given information each year on other ways they can support their children to be successful. (i.e. the importance of routines, sufficient sleep, nutritious food, a suitable place to do home learning etc.)
- All parents receive information about by video link, help sheets, leaflets, posters, government guidelines to support their children's wellbeing and learning.
- We have a team to support parents/ carers with access to resources and help, to meet the basic needs of the family. (i.e. benefit claims, housing needs, food bank, FSM applications, charitable organisations, no recourse to public funds as well as, access to school information through parent mail, parent etc.)

3.3.5. 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

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

3.4.1. Ethos

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

3.4.2. Adult learning

- Our school offers on-site opportunities for parents to develop their knowledge and skills based on their needs (e.g. ESOL, Parenting Skills).
- Our school provides updated information on adult learning opportunities on line and in the local area. Information is also provided to school staff so that they are able to signpost parents to relevant classes.

3.4.3. Volunteer opportunities

- There are opportunities for parents to volunteer in school such as:
 - Parents volunteer to improve the school environment
 - 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 advertise volunteering opportunities for parents and the selection processes are fair and transparent.

3.4.4. Parent Staff Association

- Our school has a parent staff association which is accessible and actively recruits new members and welcomes new families

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

3.5.1. Entry to school

- Our school provide 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 Early Years.

- Our school provide 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. (i.e. SEN pupils, EAL, SEMH if known)
- Our school provides additional support for those families with children entering the school who are new to the British education system.

3.5.2. Within school

- Our school provide opportunities for parents to share information about their child early in the academic year
- Our school provide information and support to parents to enable successful transitions between Key Stages and year groups

3.5.3. 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

3.6. **Measuring impact**

3.6.1. Reach

- We use registers to record which parents attend workshops. We will use the information we collect to help ensure we are supporting all parents to attend.
- Our school interrogates attendance data to ensure all parent groups are actively engaged
- Our school has an agreed approach for targeting those families who do not participate and supporting them to do so

3.6.2. Impact

- Feedback is routinely gathered from parents attending workshops and sessions and this information is collated centrally
- Our school has systems in place to monitor the impact of specific initiatives involving parents on pupil outcomes
- Our School Improvement Plan details how parental engagement will contribute to key priorities
- Our school has systems in place to monitor and evidence the impact of parental engagement on school priorities

3.6.3. Celebrating success

- Our school collates and shares examples of parental engagement and evidence of its impact regularly and with all stakeholders

4. **Review**

- 4.1. The head teacher is responsible for reviewing the policy every three years in consultation with the staff, governors and parents.

5. **Roles & responsibilities**

Reena Shah (Head teacher) and Eileen Dunne (Senior Pastoral Lead) are responsible for the implementation of the policy

Olivia Allison (Governor) is responsible for the monitoring and evaluation of the policy.