

Corrie Primary School

Parent Partnership Policy

1. Introduction

1.1 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.

2. Aims and objectives

- 2.1 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.

3. Involvement in the life of the school

3.1 Our school is open to parents and carers at all times.

3.2 Families are invited to regular events, activities and celebrations that are organised by the school or the parent–teacher association. Parents are welcomed to a variety of events. These occasions provide an opportunity to celebrate success, and they support our children in their understanding that hard work is valued by both home and school. Events include: Wizard Learner and Excellent Citizen Assembly, Class Assembly, WOW Days, Coffee Morning, Autumn Dance, Summer and Winter Fair, Corrie's Got Talent, X Factor, Sport and Health Week and Careers and Aspirations Week.

3.3 Every half term *The Corrie Forum* is sent home to inform parents and carers about events that have happened within school and future events that are planned. It is also available to download. Attendance is also celebrated through this method.

3.4 Parents are informed termly about their child's attendance, punctuality, attitude to learning and attainment, via Assertive Mentoring reports. Children who need extra support have extra meetings and parents and carers are involved with this process.

3.5 Parents and carers can view much of this written information on the school website and updates are available on the school Facebook and Twitter page

4. Involvement in children's learning

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

4.2 Appointments to see a Teacher or the Head Teacher can be made through the school office, and can be set up for as soon as required in most instances. The Head Teacher's email address is provided to all parents on entry to the school.

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

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

4.5 Regular curriculum workshops are organised to assist parents and carers in supporting their child(ren)'s learning.

4.6 Policy documents are available for parents and carers to view online.

4.7 Curriculum outlines are posted on the school's webpage, detailing the aspects of learning that each child will undertake, and how families might support that learning.

4.8 Home-school reading log books are available for parents to use with their children.

4.9 Homework grids can be found in the child's homework book.

We value parental support regarding the completion of these tasks. Children are able to attend homework club to aide parents and carers with this provision. Parents can also attend homework club with their children.

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

4.11 Parents and carers are invited to view the children's Kagan books, where children have the opportunity to talk about their work to those present.

4.12 Parents and carers have access to Reading Eggs and Activelearn, which support their child(ren) with reading and Maths

4.13 Parents can provide feedback about their child's reading in the reading logs and can use blogging to communicate with the school.

4.14 Parents can view the learning journeys or books in school whenever wanted

5. Types of help at school

5.1 Each term, through a letter from the Head Teacher, we invite parents and carers to offer their services at school. They are asked to help support groups, and to help with various activities (e.g. listen to children reading, or lend a hand with activities of a practical nature, or tend to the school gardens).

5.2 Parents and carers offer valued support when they respond to invitations to accompany school groups on educational visits.

5.3 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, including during Careers and Aspirations Week.

5.4 The governing body will seek parents who are willing to serve as members of the school governing body. These will be elected by other parents and carers. Parent Governors represent the views of parents and carers.

5.5 We value the work of the Parent and Teachers Association. This body of parents/carers and school staff works voluntarily to raise money for the school.

5.6 Learning Mentors work closely with parents and carers for the benefit of families and children.

5.7 The school supports SEN children within school and engages with outside agencies to support the children and the parents and carers of children with SEN.

6. Organisational arrangements

6.1 It is necessary to organise a personal background check with the DBS on any person who will be working with children in school, prior to that person's involvement.

6.2 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.

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

6.4 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.

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

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

7. Consultation

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

7.2 Parents or carers of a child with a disability or specific health or dietary requirement, 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.

7.4 The school values regular feedback, and will make every effort to act on parents' and carers' views, wherever possible.

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

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

7.7 The governing body publishes The School Profile once a year.

7.8 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. Pupils will receive a letter from the lead inspector.

8. Monitoring and review

8.1 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.

8.2 This policy will be reviewed every two years, or earlier if necessary.

28.4.16

Adopted by the Governing Body.....October 2016

Review date: Autumn 2019