

BARTON PRIMARY SCHOOL AND EARLY YEARS CENTRE.



PARENTAL INVOLVEMENT POLICY

DATE: SUMMER 2009

TO BE REVIEWED: SUMMER 2011



Parental Involvement Policy **(see also Homework Policy and home/school agreement)**

Introduction

All parents and carers are equally valued as part of our school and Early Years Centre 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, the school and Early Years Centre.

Aims

Our aims through parental involvement are:

- To support parents as their children's first and most important educators;
- 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, school and the Early Years Centre 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 and Early Years Centre

Families are invited to regular events, activities and celebrations that are organised by the school and Early Years Centre. These occasions provide an opportunity to celebrate success, and a viewing public for the pupils' work and achievements.

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

Coffee mornings for the parents/carers with the Headteacher take place every half term.

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

Involvement in children's learning

Parents and carers can talk with teachers and Early Years staff before and after sessions on an informal basis.

Appointments to see a teacher, senior member of staff 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 and Early Years staff at the following times during the year: Autumn and Spring term. Teachers/staff value these opportunities to celebrate successes, review learning targets and listen to parental views.

An open afternoon for all parents/carers is organised in the summer term. 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.

A Unique Child Profile is produced for each child in the Nursery setting. This is shared with parents/carers during their time at Nursery. The Profile document is passed to the child's next setting.

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

Policy documents, Early Learning Goals, schemes of work and National Curriculum guidance are readily available for parents and 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.

Early Years Foundation Stage and 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 and the Early Years Centre

Parents and carers are invited to help 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 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 the needs of the children are not being recognised by the school. Parent governors support the school in the implementation of policies and are part of the decision making in the future direction and developments of the school.

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

Organisational arrangements

All adults working with children in the school and Early Years Centre are supervised and regular volunteers are subject to a CRB check.

Insurance cover will be organised regarding parents' and carers' work at school and the Early Years Centre 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 and Early Years Centre 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 and Early Years Centre 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 a school profile that is available on the Eduwight website

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.

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 two years, or earlier if necessary.