



Stocksfield Avenue Primary



Parent Partnership Policy

(This policy should be read in conjunction with the Parental Involvement Policy)

Rationale

Research has shown that the most important factor in a child's success at school is the interest and support given to them at home. Therefore, at Stocksfield Avenue, we recognise the parents' influence on their child's learning, and actively encourage the development of links with parents and their involvement in school life. This Policy seeks to inform and broaden the further development of home/school links at Stocksfield Avenue Primary School. Throughout this policy, the term parent is used to refer to parents, guardians and carers.

1. Aims

- To see parents as partners in their child's learning and encourage them to take an active involvement in both this learning process and the life of the school. This allows the child to have the best possible support during their school career;
- To develop good communication with parents and to fully inform them about what is happening in school;
- To establish the views and opinions of parents and act upon these where possible.
- To enhance the learning experiences of all pupils;
- To ensure that maximum use is made of adults' skills to enrich learning opportunities;
- To encourage parents and carers to develop and extend their own learning;

2. Guidelines

Ways in which effective partnerships can support pupils:

• **Parent Training**

The school seeks to ensure all groups of parents/carers connected with the school are aware of training and enrichment opportunities available in the school, and in the community, by:

- Holding Year Group 'Welcome Meetings' in September
- Delivering Family Learning courses
- Informing parents about adult learning courses
- Learning Together Programme
- Responding wherever possible to parental needs for training opportunities.

• **Being a welcoming and friendly school for parents/carers**

- Make sure our Reception facilities are able to respond to the needs of our visitors
- Asking parents/carers regularly whether they felt welcomed when they visit school
- Making the school a safe and vibrant environment
- Providing clear signs around the school to help parents/carers/visitors
- Pupil's work and photos of family events are displayed.

- **Providing good induction for all groups of new parents**
 - Provide opportunities for all prospective parents to visit and find out about the school
 - Provide opportunities for parents to discuss all transitional arrangements
 - To ensure information is produced and distributed appropriately, taking account of parental needs and views
 - Identify Year Group representatives who can help extend a welcome to new parents of admit pupils

- **Providing high quality information to parents/carers**
 - Display key information on the school website and around school
 - Send regular whole school newsletters
 - Make letters, school prospectus and key policies 'user friendly', useful and informative
 - Provide parents with advance notice of all school events and dates, with updates as appropriate
 - Actively involve parents/carers in the celebration of pupil success
 - Promote systems of active communication between home and school, e.g: letters, texts
 - Provide information about pupils' progress through consultation sessions in the Autumn and Spring term and written reports in July
 - Meetings to discuss, evaluate and update Individual Education Plans for children with special educational needs.

- **Making good use of parents' expertise and willingness to enhance their own learning and that of their child and other children and to actively involve them in school life we will encourage parents to:**
 - Volunteer to support within classrooms and/or become parent governors.
 - Attend school trips
 - Attend class assemblies
 - Attend school performances, events and celebrations
 - Become involved in school projects
 - Participate in Family and Adult Learning events organised by school
 - Join or support the school fundraising group
 - Use opportunities to have informal discussions with staff members

- **Ensuring that all relevant school policies are effective and easy to read by parents**
 - Making relevant school policies available to parents, and ensuring appropriate procedures are clear
 - Regularly reviewing the Home-School Agreement to take account of parental views, and communicating it regularly and clearly
 - Involving parents in the annual review of policies

- **Providing support to help parents make informed decisions about choices and transitions to other institutions**
 - Providing impartial guidance on transition to parents and pupils
 - Supporting parents with the procedures for applying for secondary schools
 - Identifying the Special Educational Needs Co-ordinator (SENCo) as the link to other agencies and resources
 - Liaising with the Family Student Support Worker (FSSW)

- **Providing an enrichment programme for all pupils, involving parents where possible**
- Providing a regularly updated programme of events to parents, covering, for example, homework projects, trips, termly family challenges, after-school clubs, family learning opportunities, work experience, sports and art activities
- Creating as many opportunities as possible for parents to be involved in enrichment programme activities
- Making clear to parents the school's policy on DBS checking for volunteer helpers

3. Getting Parental Feedback

- The school will regularly seek parental views on a range of topics affecting pupils' education through:
 - Parent Forum meetings
 - Questionnaires / surveys,
 - Focus Groups
 - Verbal discussion.

Feedback is valued, and responses will be seriously considered and responded to where appropriate and in pupils' interests. School will always feedback the outcome of consultations to show that parents' know that their comments have been listened to.

4. Governors

- Our Governing Body will work with staff to promote, support and develop partnership links with parents.

Conclusion

We are committed to the highest possible level of Partnership and are always open to new suggestions on how we can improve.

Person Responsible: Head Teacher / Deputy Head / Full staff / Parents Working Group

Reviewed: November 2018
 Next Review Due: November 2020