



Barham Primary School Parental Engagement Policy

Safe, Happy, Learning

At Barham Primary School we have the right to:

Article 19: Be Safe

Articles 28 and 29: Education

To be read in conjunction with Safeguarding Child Protection Policy.

Policy summarised by	N Dweh, K Jethwa & M Narcisse
Link Governor	D Thanki
Date of this policy	19 th April 2021
Date to be ratified	Extraordinary Meeting Summer 12 th July 2021
To be reviewed	12 th July 2023

.....embedding excellence



Barham Primary School Parental Engagement Policy 2021

Our school has a responsibility to treat all stakeholders equally irrespective of 1) age 2) disability 3) gender reassignment 4) marriage and civil partnership 5) pregnancy and maternity 6) race 7) religion or belief 8) sex 9) sexual orientation and 10) socio-economic status.

Terminology

For the purposes of this policy the term 'parent' is used to indicate any adult who plays a significant role in a child's life (such a birth or adoptive parent, foster carer or other significant adult who acts in loco-parentis beyond the school setting).

The term 'family' refers to those who share responsibility for the wellbeing of the child.

Rationale

Barham Primary School is striving to become exemplar in developing and maintaining strong parental engagement between home and school. Research shows that at primary level schooling *the 'impact of parental engagement on pupil achievement is much bigger than the impact schools have'* (GTC, Research for Teachers, Parental Involvement).

We are therefore committed to developing strong partnerships with all parents and families because we believe they have a key role to play in supporting each child to reach their full potential. Only when school and home work closely together can we achieve the best for our children.

This vision embraces Parents as Partners in their child's education.

Aims

At Barham Primary School we encourage and support parents and families to be involved in the life of the school and their child's development by:

- Promoting consistent attitudes towards learning and behaviour at school and at home.
- Ensuring all members of staff at the school have a positive attitude to parents and families, making them feel welcomed and valued.
- Enabling parents to support the learning in school through formal and informal communication, workshops and curriculum evenings, to help their child make the best progress possible.

Objectives of the Policy

This policy is organised into five key themes. These explain in detail what Barham believes is good parental partnership between home and school (ethos), what we currently have in place and how we achieve this. It also includes a development section to show areas we are currently working on to achieve the best possible opportunities for parental engagement.

1. Fostering Effective Family-School Partnerships	
Ethos	
<ul style="list-style-type: none"> Everyone in school believes that children will achieve more when we work closely with families and communities. 	
What we currently do	How we do this
<ul style="list-style-type: none"> Staff are welcoming to parents, greet them in a friendly way and acknowledge the presence of all visitors. All school staff actively work to build relationships and engage with parents and families. Our school environment is welcoming, clean, easy to navigate, and engaging for parents. Safe, locked entries have a clear way for parents to gain access and a secure sign-in process. Parents know where to find policies and who to ask for support to understand them. Members of the Senior Leadership Team are visible and available to parents at the beginning or the end of the school day. Our school has regular opportunities for parents to attend celebration events, and for children to share their learning with their parents and families. Our school holds regular community and fundraising events which bring people together. 	<ul style="list-style-type: none"> <i>All staff greet parents in a welcoming fashion. The office staff receive internal training, are aware of school activities and events, school admission and transition processes to assist with enquiries and provide the best service to families.</i> <i>We regularly update displays and consider the décor and fabric of the school to ensure it is welcoming.</i> <i>Signage is clear around the school, allowing access to school office. A secure electronic sign-in is in place.</i> <i>Policy signposting takes place in the newsletter. They are on the website.</i> <i>SLT do front and back gate duty daily, and are available for parents to talk to. Telephone enquiries are also responded to immediately.</i> <i>We hold shows, concerts, alongside Stay and Play, and annual Sharing Assemblies where parents can share in their child's learning and are also invited to attend an informal group 'Coffee & Tea' to talk about their child's learning.'</i> <i>Cake sales are run regularly by the school and a range of community events take place each year, ie: Sewa day, MacMillan Coffee.</i>
Areas for development:	
<ul style="list-style-type: none"> All staff are enthusiastic to build relationships with parents: <i>we are currently investing in training for staff to build confidence in this area.</i> Our school has a Governor with responsibility for parental engagement – <i>will start communication with parents soon.</i> <u><i>Establish a Barham Family Friends & Staff Association</i></u> <u><i>Current use of blended learning using Google Classrooms enables parents to give consent digitally – via an electronic signature – to increase this use.</i></u> <u><i>New Home-School Agreement to be effective from September 2021</i></u> 	

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2. Communicating and Consulting Effectively	
Ethos	
<ul style="list-style-type: none"> We believe that parents and school staff should engage in regular two way communication. The school should keep the parents informed of important issues and events and make it easy for parents to communicate with teachers and SLT. 	
What we currently do	How we do this
<ul style="list-style-type: none"> Our school has a regular newsletter which is distributed to all parents. (EYFS send out their own newsletter) A timetable of termly events is published to parents. Our school provides parents with clear information on school policies. Senior Leaders and teachers communicate frequently with parents using a variety of means (letters, email, newsletters, in-person, by telephone and text). There are clear processes for parents to voice concerns or complaints, and a prompt response is always provided. Our school shares School Development Priorities with parents regularly. Our school provides parents with pupil and school performance data and support to understand it. Parent Consultation Days are held three times annually with follow-up meetings as necessary at a time mutually convenient to the parent and the teacher. Our school conducts an annual survey of parents, the results of which are shared with all stakeholders, including agreed actions. Where parental responsibility is shared, all communications are sent to both parents. 	<ul style="list-style-type: none"> <i>A newsletter is distributed to parents via paper & text message with a link to the school website.</i> <i>The newsletter provides a timetable each term with event reminders and messages sent via text and class DoJo .</i> <i>Policies are signposted regularly via newsletters and policies available on the website. Parents made aware at induction meeting and information in school prospectus.</i> <i>Letters and texts are regularly distributed as necessary, and personal communications take place as appropriate to the situation including class DoJo and telephone.</i> <i>This is conducted in accordance with the Complaints Policy. Complaints can be verbal, emailed, by telephone or letter.</i> <i>These are included in the newsletter, with regular updates.</i> <i>These are included in the newsletter, on school website with regular updates, and during parent curriculum events.</i> <i>PCDs take place thrice annually. There are other opportunities to speak with teachers about a child's development both formally and informally. Also via telephone and email. Digital booking system via class Dojo.</i> <i>Annual pupil, parent and staff questionnaires are held, with results and actions shared via the newsletter.</i>

<ul style="list-style-type: none"> • Translation facilities can be arranged as necessary. • From Y2 to Y6 we aim to communicate with parents using Reading Records and Spelling books which are sent home each week which include teacher comments. We have developed and increased our use of digital and phone communication and contact. 	<ul style="list-style-type: none"> ➤ <i>Where shared communication has been requested, the school always sends out information to both parents.</i> ➤ <i>Through parent or teacher request, translators can usually be found for most of the home languages used in our community.</i> ➤ <i>These books are a way for parents to find out how their children are progressing and for teachers and parents to comment on. Increasing use of Class DoJo, Google Classrooms and email, allowing greater flexibility for both parents and staff communication.</i>
Areas for development:	
<ul style="list-style-type: none"> • Our school encourages parents to let them know how events and change in the home may affect their child in school: <i>we currently do this during the EYFS Induction and will be including this in our transition information and events further up the school.</i> • Our school provides staff development on building positive relationships with parents: <i>we are currently investing in training for staff to build confidence in this area.</i> • Our school uses email to systematically aid teacher engagement with parents. • Our school uses Twitter to drip-feed school news to parents. • Online booking for PCD – using ClassDoJo • Timetables to be uploaded onto the website for parents to access. • School governors to produce a regular update for parents 	

3. Enabling Parental Engagement in Learning	
Ethos	
<ul style="list-style-type: none"> • Our school believes that all of our parents have the capacity to support their children’s learning. 	
What we currently do	How we do this
<ul style="list-style-type: none"> • All parents are given information each year on the content of the curriculum relevant to their child/children. • All parents are given information each year on home learning and homework expectations. • All parents are given information each year on activities which can support learning at home such as homework tasks and use of blended learning • All parents are given regular information on other ways they can support their children (such as regular sleep, a balanced nutritious diet, suitable time and space to do homework etc.) • There are opportunities for parents to engage in workshops and activities which help them understand and practise the skills needed to support learning and development at home. 	<ul style="list-style-type: none"> ➤ <i>Curriculum Evening for each year group every September, with handouts for all parents and information on the website.</i> ➤ <i>Curriculum Evening for each year group every September with ongoing information given termly.</i> ➤ <i>Curriculum Evening for each year group every September, in the Newsletter and regular notes home. <u>(Half) termly curriculum maps issued to each parent.</u></i> ➤ <i>EYFS Handbooks and Induction Evenings contain this information, in addition to reminders in the weekly newsletter.</i> ➤ <i>A typical diet of workshops – EYFS and Year 1 Phonics. Advice available from Family Liaison Officer</i>

Areas for development:	
<ul style="list-style-type: none"> • Our school has a calendar of showcase events for parents to attend during the school day • Curriculum Newsletters go out half-terminly with advice/tips/activities on how parents might support their children. • To develop further KS1 & KS2 workshops and encourage parents/carers to attend • Assessment of internet/digital access at home to enable home learning and where necessary to assist with connectivity • <u>New Home-School Agreement to be effective from September 2021</u> 	
4. Empowering Parents to Develop Their Own Skills	
Ethos	
<ul style="list-style-type: none"> • Our school believes that building parents' knowledge and skills is important to supporting children's achievement. 	
What we currently do	How we do this
<ul style="list-style-type: none"> • Our school signposts parents to learning opportunities and activities in the community • There are regular opportunities for parents to volunteer in school such as helping to improve the school environment, supporting in the classroom, accompanying classes on trips and during special in school activity workshops, and by sharing their own skills through giving talks and demonstrations and running activities. • The school supports NVQ and pre-teacher training placements for parents, liaising with colleges to enable parents to gain qualifications. • Our school has systems for ensuring all parents have the opportunity to volunteer if they want to and selection processes are fair. 	<ul style="list-style-type: none"> ➤ <i>Regular signposts to the community events and activities appear in the newsletter and on our website. We have a noticeboard for further advertising of local groups and a leaflet area for local support services.</i> ➤ <i>Volunteering information available including support to apply for a DBS check. Volunteers do a range of things according to needs, interests and talents. Age group of children, teacher and need of the volunteer are matched with care with a verbal policy for parents not to help in their own child's class.</i> ➤ <i>Many volunteers are NVQ students and/or graduates looking for placements. Many of our own parents have gained qualifications this way and some have gone on to work in the school.</i> ➤ <i>All parents and community volunteers are accepted subject to DBS checks and references. Any arising issues are dealt with by the volunteer co-ordinator.</i>
Areas for development:	
<ul style="list-style-type: none"> • To develop a Parent Staff Association – Barham Family, Friends & Staff Association 	

5. Supporting Successful Transitions	
Ethos	
<ul style="list-style-type: none"> • We believe that transition into school is an integral part of the school supporting and encouraging parents to be positively engaged from the outset, and contributes to parents continuing to be engaged through the child's schooling. 	
What we currently do	How we do this

<ul style="list-style-type: none"> • Our school provides opportunities for parents to come into school both before and after children have been offered a place. • Individual family meetings are carried out to all children at point of entry to the school or Nursery. • Our school provides information through Induction Evenings and Workshops for parents to support their child's transition into school. • Our school provides opportunities for parents to share information about their child entering Nursery and Reception early in the academic year. • Our school provides information and support to parents to enable successful transitions between Key Stages and year groups. • Our school provides advice and information for parents whose children are transferring to high school, offering additional assistance and support to families who may need this. 	<ul style="list-style-type: none"> ➤ <i>Visits to the school with tours by SLT are scheduled. After places are offered, drop-ins and revisits are welcomed.</i> ➤ <i>All new Nursery families and those new to the school in Reception have family meetings in school. Language assistance provided if necessary, ascertain any Send provision and any further requirements.</i> ➤ <i>Induction Evenings run for Nursery, Reception, the start of Key Stage Two and supporting materials and information for High School are shared and assistance available for applications.</i> ➤ <i>Every parent is requested to renew safeguarding information annually. EYFS parents are also encouraged to share information during induction meetings.</i> ➤ <i>Induction Evenings, Handbooks, Key information by letter, alongside curriculum evenings and moving-up days.</i> ➤ <i>Information is provided by letter, with reminders and checks for applications. The school offers support for parents who may need computer access or ICT support to make their application upon request.</i>
<p>Areas for development:</p>	
<ul style="list-style-type: none"> • Our school provides additional support for families with children entering the school outside standard admission times. • Our school provides additional support for those families entering the school who are new to the British education system • Support for home learning – especially digital connectivity for families who require assistance; currently enabled by the Government's increased data allowance initiative. 	

Things not Policy based to consider around Parent Engagement:

- A Parent Forum: discuss further with Governing Body. Concerns around it becoming a place to air grievances, or holding meetings for the sake of holding a meeting, rather than having a clear remit. More investigation needed.