



**Turves Green Primary School**

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**Parent Partnership Policy**

**September 2010  
To be reviewed 2012**

**Matthew Clarke  
Headteacher**



## Turves Green Primary School

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### Parent Partnership Policy

At Turves Green Primary School we believe that the partnership between home and school is vital in supporting children's learning and development.

Parents, carers and other family members are the most important influence on a child's life and these partners want their children to succeed.

This policy sets out the range of ways in which parents can be involved in school life and their child's education.

#### **Aims**

- to create an atmosphere in which parents feel safe, secure and welcome in the school environment
- to acknowledge and value parents as co-educators
- to work with parents to raise levels of expectations and achievement
- to encourage the involvement of parents in all stages of their child's education
- to encourage and develop a range of opportunities for family enrichment
- giving clear regular information about progress and achievements
- to be a resource for the local community

#### **Communication**

##### *Informal*

- All staff are available at the start and end of the day to speak to about any concerns or celebrations. The end of the day is the preferred time for any longer discussions as time may be limited in the morning.
- Telephone conversations are encouraged from both a parent and school perspective. These conversations may be about issues that have arisen during the day, medical concerns or celebrations of success and progress.
- Other meetings may be made at the request of a parent or carer or members of the school staff.

##### *Formal*

- Formal consultation weeks are held each term. A choice of early evening or later evening appointments are available to cater for parents' different working patterns.

- Children with special educational needs or behavioural needs are invited to regular review meetings with the SENCo or BeCo.
- Coffee afternoons are held to inform parents of key events such as SATs
- Monthly mailings are sent to each family containing all the letters relating to the coming month. A diary card is sent out at the end of the preceding term with the dates for the coming term.
- A regular newsletter is sent home containing important information, news and examples of the children's work.
- Notice boards in and outside school keep parents informed of key messages and achievements of the children.
- Television screen and digital notice board in the reception foyer
- Annual written reports to parents
- The Parent Hotline is regularly updated with important news and events

All letters to parents are written in a house style which is friendly and accessible. First names of staff members are used. All correspondence is checked by a member of the Senior Leadership Team before it is sent home.

### **Consultation**

Parents are actively consulted about key issues in school related to

- The curriculum
- Provision
- Communication
- The building
- The work of the Governing Body

Consultation takes place through

- Informal discussions between governors, parents and staff
- Questionnaires
- Focus groups
- Working parties

The findings of the consultations then inform the work carried out by school and reported back to all relevant stakeholders

Completed policies are available to parents on request. A full list of the policies available is included in the annual supplement to the prospectus.

### **Participation**

Parents are encouraged to be part of school life in a range of ways related to the curriculum, rewards and celebrations and other aspects of school life. These include:

- INSPIRE workshops
- Stay-play-learn sessions
- Parent-child lunches
- Productions and performances
- Class assemblies
- Well done assemblies
- Special events such as the carol service
- Joint enrichment opportunities such as courses in first aid and use of the internet
- And as part of general curriculum activities such as Wow Days

### **Volunteers in school**

Parents are welcomed as volunteers in school to support children and teachers in a range of activities such as reading, art and design technology. Parents also support classes on educational visits for which they must attend a pre-visit briefing covering areas such as the itinerary, health and safety and child protection issues.

If a parent is a regular volunteer i.e. they are in school more than once a month, there is a requirement that they undergo an enhanced CRB check. This is facilitated through school administration staff. A record of the disclosure is then kept on the central single record in the school office.

### **Induction and transition**

#### *Reception*

To aid the smooth transition from nursery and other pre-school settings into school:

- The Family Support Co-ordinator and class teachers visit nurseries in the term before the child starts school
- There are opportunities for parents to meet informally with teachers during pre-school activity afternoons during the summer term
- All new parents are invited to attend a *Welcome Evening* where they have a talk about school, a tour and the opportunity to meet and talk to key members of staff.
- All new parents are given a *Starting School* booklet containing important information about school life.
- Home visits are offered by the Family Support Co-ordinator, a member of the EYFS team and the SENCo if necessary

#### *Mid-year or phase*

- All in-year admissions are co-ordinated by the Local Authority Admissions and Appeals office
- Further information and contact forms are then completed and other arrangements made for the child to start in school once a place has been offered

- On the child's first day the Family Support Co-ordinator will meet the child and take them to their new class, having given information about the child to the teacher.

#### *Transition from Key Stage One to Key Stage Two*

- Parents are invited to a *Transition Evening* in the summer term to meet with class teachers who will answer any questions and have the opportunity to talk with other key members of staff.
- A *transition* booklet is given to all parents outlining the changes that will occur between the Key Stages.

#### *Transition from Key Stage Two to Key Stage Three*

- The SENCo supports families in visiting special and mainstream settings when choosing an appropriate school for secondary education.
- Transition advice is offered to parents and they are accompanied on visits to local secondary schools if requested.

### **Support**

The *Family Support Co-ordinator* is based in school on a full time basis and is able to give support to families in a variety of ways:

- Provision information about the local area and amenities
- Provision of information about a range of special needs
- Support in times of crisis
- Support through appointments and applications
- Making referrals to other support agencies
- Liaison with a range of support agencies and workers
- Signposting to other support agencies

**Evaluation and Review** will take place through the regular monitoring of the Leading Parent Partnership Award standards.

Matthew Clarke  
Headteacher  
September 2010