



Partnership with Parents and Communication Policy

Reviewed Summer 2018

At the Hendreds every child matters and our aim is to give each and every child the best possible chance to fulfill his/her full potential. Clearly, the relationship between school and parents/guardians is crucial in order for us to succeed in doing so. This partnership is one of trust and as a school we recognize our duty to establish, maintain and carefully manage this key ingredient. At the heart of this effort lies clear communication.

The following policy sets out the ways in which the school seeks to engage with parents/guardians in order to create the best possible learning environment for each child.

The school's practice rests on the consistent use of various communication tools throughout the school year and regular opportunities for parents/guardians to engage with school life. However, in line with our core values and policies, we regard the years in primary education as a journey during which we seek not only to equip the children with the academic foundations, but also the personal integrity and independence needed, when facing secondary education and later life. Thus during their time at the school children are led to develop a growing sense of responsibility and are encouraged to play an increasingly active part when it comes to communication. We regard it as the role of the school and the parents/guardians to provide the children with the emotional as well as intellectual space to stretch their wings.

Aims and Objectives

- To promote the enjoyment of learning: A clear and open dialogue between all groups of the school community creates a positive atmosphere. This is essential for creating a school environment in which each child can enjoy and achieve their maximum potential.
- To promote literacy and numeracy: Constructive and effective communication between the school and the parent community enables each child's family to positively support teaching and learning.
- To ensure child safety: Effective communication between the school and the parent community ensures that all circumstances impacting on a child's health, welfare and well-being are understood by all concerned with the child.
- To promote social responsibility and understanding: Growing independence encourages each child to articulate feelings, ideas and concerns about their life at school.

Communication Practice

Communication between parents/guardians and the school encompasses three main areas:

1. Logistics

Communication of logistics refers to the day to day running of school life. The school communicates logistics using various communication channels and tools.

- A welcome pack given to every new parent serves as a tool of reference explaining the rules and routines.
- Each welcome pack includes this communication policy.
- This policy is published on the website
- Regular newsletters are being published approx. every other week. These inform parents about dates and other logistical issues i.e. swimming lessons, non-uniform days, workshops etc. The school aims to give at least two weeks' notice for any dates concerning the parents. Whilst this aim is mostly obtainable, exceptional circumstances may cause shorter notice. These newsletters are also being published on our website as well as emailed to those parents who have joined our Google group.
- Verbal reminders given to older pupils, who are increasingly expected to communicate to the parents themselves.
- The website contains term times and holiday dates.
- In case of any confusion all parents/guardians are encouraged to approach the class teacher or the office for immediate clarification.
- If parents/guardians need to communicate to school they can place a note in the book bag, which the child hands to the class teacher. Alternatively a note can be handed directly into the office or an email be posted to the school's address. Generally, our office staff is always happy to assist with small queries.

2. Academic issues

This encompasses information about the curriculum in general and children's academic progress in particular. At the Hendreds various tools are employed to give parents a rounded impression of their child's learning and progress:

- Parent teacher interviews (PTI) are organized three times a year. During these interviews teachers inform parents about the academic process of their child, show examples of his/her work and give their impressions of the child's social and emotional development.
- At the end of the year parents/guardians receive an in depth school report about their child's learning and development throughout the school year.
- Home school partnership notes provide the parents/guardians with general information about the curriculum, specific themes for the term as well as reminders and routines. They are published a few weeks into term 1, term 3 and term 5.
- The school uses the national curriculum as a framework for its teaching. Details can be found on the website.
- Newsletters reviewing the term are sent out at the end of term 2, term 4 and term 6 reporting on children's activities and illustrating their work with photos and texts.
- The Key Stage One pick up process provides the opportunity for informal chats with staff, allows for continuity of communication and deals with concerns and worries before they become an issue.
- Key Stage Two pupils receive homework in varying patterns, which enables parents/guardians to get a sense of their child's level of work and progress.

- In exceptional cases an intensified level of informal communication can be initiated by the teacher or the parent. Sometimes this communication becomes more formal i.e. in the form of an agreement to see the teacher weekly at a specific time in order to discuss progress in more detail.
- In case of any questions or concerns in terms of their child's education, parents/guardians are always encouraged to approach their class teachers at any time or to make an appointment through the office (also consult the school's Complaints Policy).
- The school aims to invite the parent community two to three times a year to attend an open assembly with the children and go on a classroom trail. During these trails parents/guardians are given the opportunity to learn about the work in their child's particular year as well as form an impression of the general progression throughout the seven years in our school.
- The school invites parents/guardians to join them for at least two church services a year in which parents can observe various different aspects of their child's education in the form of music, read texts and other contributions.
- There are productions every year – generally a nativity play by the pupils of Key Stage One and an end of year production by Key Stage Two, though there may be slight variations from year to year. Parents/guardians are invited to come along and watch the shows on two evenings giving them the opportunity to observe a range of curriculum areas.
- The school holds a yearly sports day to which the school community is invited. This parents/guardians can witness physical education and its results in action.

Personal issues

The school creates an open environment in which parents/guardians are **repeatedly** encouraged to raise any issue of concern with the child's class teacher or indeed the Head. Class teachers can be approached or appointments be made in the office, via phone or through email.

The school policies are obtainable through the office as well as being published on the website.

All issues of a personal nature are dealt with sensitively and discretely. All our actions are being guided by the best interest of each child entrusted into our care.

Monitoring and Review

The Hendreds School recognizes the vital importance of a consistent and positive communication practice in order to maintain and manage the trust parents have invested in us. Thus the Hendreds School Curriculum and Parents subcommittee will review the communication practice on a yearly basis. Tools for this are the "The Hendreds Reference Guide to Communication" as well as a yearly survey of parents' opinions on the school using questionnaires.

The Hendreds' "Partnership with Parents and Communication Policy" will be reviewed on a three yearly basis.