

Cavendish Close Infant School

Parental Involvement Policy

Introduction

All parents and carers are equally valued as part of our school 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 and the school.

Aims

Our aims through parental involvement are:

- 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 and school, 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.
- To encourage parents and carers to develop and extend their own learning.

Involvement in the life of the school

- School is open to parents and carers at all reasonable times.
- Families are invited to regular events, activities and celebrations that are organised by the school. These occasions provide an opportunity to celebrate success, and give children an audience for their work.
- Regular newsletters are sent home, and each family should receive a copy of the school prospectus.
- Parents can view most written information on the school website.

Involvement in children's learning

- Parents and carers can talk with teachers after school on an informal basis on most days. At the beginning of each school day parents can give messages at the entry door to be passed to the class teacher.
- Appointments to see a teacher or the headteacher can be made through the school office, and can be set up as soon as required in most instances.

- There are opportunities for parents to have a formal discussion with their child(ren)'s teacher at the following times during the Autumn and Spring Term. Teachers value these opportunities to celebrate successes, review learning targets and listen to parental views.
- 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.
- Regular curriculum workshops will be organised to assist parents and carers in supporting their child(ren)'s learning.
- Policy documents, schemes of work and National Curriculum guidance are readily available for parents and carers to view online.
- Curriculum letters are sent home at the start of each term, detailing the aspects of learning each child will undertake, and how families might support that learning at home.
- Home-school diaries are used to detail daily requirements for specific children with additional needs.
- Homework is sent home weekly and we expect all parents to engage in regular reading at home with their child(ren). To support the school's 'Reading Rainbow' system parents are expected to sign their child(ren)s reading diary once a week. We value parental support regarding the completion of these tasks.
- National Curriculum assessments as well as records of progress and achievement are also readily available, as appropriate, to each child.
- Parents and carers can expect to be spoken to in a quiet, private area if there are any concerns regarding their child.

Types of help at school

- Parents and carers are invited to help on a half-termly basis 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 school groups on educational visits.

- 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.
- Parents and carers are invited to participate in classroom workshops alongside their child(ren) each term.
- Occasionally short courses will be recommended for parents to support children with additional needs.

Organisational arrangements

- It is necessary to organise a personal background check with the CRB (Criminal Records Bureau) on any person who will be working with children in school, prior to that person's involvement.
- All helpers are asked to sign in and sign out of school when visiting, for security reasons.
- 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 some-school agreement, signed by pupils, parents and the school, details the responsibilities and expectations of all parties.
- The school 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 produces a School Profile, which is updated yearly and is available on-line.
- Also, if desired by a sufficient numbers of families, the governing body will hold an annual meeting at which issues of interest and concern can be raised by parents and carers.
- 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.

References

- Other policies supporting this policy include Volunteers in School.

Monitoring and review

The headteacher and senior leadership team 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.

Signed:

Date: