



Foxton Primary School

Parental Communication and Engagement Policy

Date:	Jan 2025
Reviewed by:	Janet Muir, staff and Governors
Next Review date:	Jan 2027
Signed:	

Foxton School Parental Communication and Engagement Policy

Values & Vision

Be kind, Be respectful, Be the best you can be

At Foxton Primary School we nurture a love of learning through natural curiosity, compassion and self-belief. Our approach enables all to become confident, ambitious and independent learners who are considerate and accepting of others. This prepares them to respond to challenges they will encounter throughout life and be able to make a positive contribution to the wider world.

Parents and carers are vital partners in the education of children. Research and our own experience show that when parents and carers are involved and engaged, everyone benefits – children, parents and carers, families, teachers and other school staff as well as the wider community. Our school is enriched as a positive place to teach, to learn and to grow.

Aims of the Policy

We are committed to creating a school community that parents/carers feel is approachable and responsive and where parents/carers are welcomed, respected and valued as partners in their children's learning and development.

We aim to develop a school community that:

- 1. Engages parents/carers through ongoing communication and dialogue that is regular, frequent, timely and detailed about:**
 - 1.1 their children's learning and progress,
 - 1.2 school activities and events,
 - 1.3 concerns and matters of interest,
 - 1.4 and that recognises that the raising of parental concerns and complaints offers an opportunity for improvements to be made;

- 2. Enables parents/carers to support their children's learning through:**
 - 2.1 dialogue with school about children's progress, attainment and next steps,
 - 2.2 school sharing information about teaching and learning methods and subject content, and about help with study skills and homework,
 - 2.3 close collaboration to develop children's positive attitudes, values, aspirations and behaviour,
 - 2.4 the development of parenting skills to understand child development and the creation of a home environment that supports pupils,
 - 2.5 identifying and removing barriers that prevent parents/carers from engaging with school,
 - 2.6 recognising the diversity of our parents/carers;

- 3. Involves parents/carers with in-school activities, such as:**
 - 3.1 volunteering for fundraising,
 - 3.2 helping in classrooms and on school trips, and sharing their expertise, knowledge and experience with children as appropriate,
 - 3.3 attending parent/carer sharing events,
 - 3.4 participating as a member of an audience;

- 4. Provides opportunities for parents/carers to collaborate in decision-making:**
 - 4.1 as a school governor,
 - 4.2 as a member of the Friends of Foxton School committee or as an attendee at meetings,
 - 4.3 by giving parents/carers a voice in school,
 - 4.4 by making strategic decision making as transparent as possible;

5. **Provides opportunities for collaboration with the wider community:**
 5.1 where the community contributes to teaching and learning in school,
 5.2 where school contributes to the life and activities of the community;
6. **Regularly monitors and evaluates our processes and procedures to assess the effectiveness of this policy.**

Procedures

1.1 To encourage a school-home-school dialogue about children's learning and progress.	Open door attitude: staff are always willing to meet with parents/carers to discuss concerns and progress.
	Brief conversations can be held at the beginning or end of the school day, or longer appointments made at mutually convenient times.
	The Head teacher is in the playground at the start of every day and teaching staff come out to greet the children. Teaching staff are in the playground or in their classrooms at the end of each day.
	Reception area is tidy, attractive and welcoming. Children can be easily signed in and out of school via an Inventory System
	School will contact parents/carers directly in person, by telephone or by email if issues arise in school about a children's well-being, behaviour or unexplained absence.
	Yr R teacher liaises closely with parents/carers before their child starts school, using their information to inform baseline assessments.
	Reception Induction Evenings are held in the Summer term to set expectations and share concerns of parents of children joining Reception.
	Curriculum Meetings are held in the Autumn term to set expectations and share concerns of parents of children as they transition to a new class. Presentations are added to the website for ease of reference for parents.
	Parent Consultation Evenings are held in November and March, with afternoon and early evening slots to be as accessible as possible. Children's work and books shared with parents/carers.
	Pre-consultations with parents are arranged separately as needed. Follow-up meetings with parents who miss the evening can be arranged as needed.
	Learning Journeys for EYFS are shared: these include ongoing assessment linked to photos.
	Evidence of progress (inc photos) and assessments are shared with parents/carers of children with SEND.
	Parents/carers of children with a Statement of Special Educational Needs or an Education and Health Care Plan meet with the SENCO/Class teacher/Headteacher to review learning and progress and to set next steps.
	A brief report is sent home at the end of the Autumn term to review progress and comment of how children are settling in new class.

1.2 To encourage a school-home-school dialogue about school activities and events.	The school website is informative and regularly updated.
	Email communications are sent regularly by the School Office about school activities and events.
	There is a weekly Newsletter. This includes a note of recent and upcoming events/activities. Governors include an update following a FGB Meeting.
	Where a paper response is needed, paper copies of information letters are sent home with children. Parents are encouraged to provide book bags and to check them regularly.
	Parents can access communications on their smartphones.
	Noticeboards in the playground are used for reminders for parents who are collecting children.
	School calendar is kept updated.
	Class pages on the website give information about class activities and learning. Curriculum maps show topics to be covered each half term.
	The Laurentian parish magazine includes an article from the Head and sometimes from Governors.
	Payment system is in place for cashless payments.
1.3 To encourage a home-school-home dialogue about concerns and matters of interest.	Open door attitude: staff are always willing to meet with parents/carers to discuss concerns and progress. Brief conversations can be held at the beginning or end of the school day, or longer appointments made at mutually convenient times.
	The School Office is the first point of contact: to speak to the Office Manager or Head, to email staff, to arrange appointments.
	Parents/carers can contact the Governing Body: by speaking to the Chair on the playground, by email directly to the Chair and/or Vice Chair, or via the School Office. Chair/Vice Chair contact details are in the Governors' section of the website.
	Where communication concerns a child's learning, behaviour or well-being, only the briefest of conversations are held in public spaces (eg the playground) to preserve the confidentiality of the conversation. Longer conversations are held in private spaces. Governors attend Parents' Consultation Evenings and Celebration Evening.
1.4 To recognise that the raising of parental concerns and complaints offers an opportunity to better understand the views of parents/carers and for improvements to be made.	The school Complaints Policy and the Formal Complaint form are on the website under School Policies. They provide a straightforward and transparent procedure for making a formal complaint that is accessible and understood by parents/carers, staff and governors.
	As part of our monitoring and evaluation, we regularly look at the concerns, matters of interest and complaints that have been raised, tracking whether/how they have been resolved /responded to and how this has improved our practice.
2.1 To enable parents/carers to support their children's learning through dialogue about progress, attainment and next steps.	See above under Communication 1.1.
2.2 To enable parents/carers to support their children's learning through school sharing of	Workshop events are held to share teaching and learning methods and subject content.

information about teaching and learning methods and subject content, and about help with study skills and homework.	<p>Class pages on the website give information about class activities and teaching and learning methods.</p> <p>Curriculum maps show upcoming topics to be covered each half term.</p>
	<p>Learning Information Evenings are held to share teaching and learning methods: Maths, Reading, Writing, Phonics.</p>
	<p>Celebration Evening is held in the Summer term to share examples of class learning.</p>
	<p>Online homework software for Maths (and Spelling) includes online explanations.</p>
	<p>Extended homework projects are set ½ termly to include family participation and support.</p>
	<p>Extended homework presentations are held to share children’s learning with parents/carers.</p>
2.3 To collaborate with parents/carers to develop children’s positive attitudes, values, aspirations and behaviour. 2.4 To support parenting skills: help to understand child development and create a home environment that supports pupils.	<p>School staff work closely with families in need to develop positive attitudes and behaviour. This includes 1:1 sessions with pupils, families, family workers and Team Around the Family (TAF) meetings.</p>
	<p>Staff work closely with families to support and facilitate attendance.</p>
	<p>Staff and outside agencies collaborate with families whose children might be vulnerable.</p>
	<p>Staff and outside agencies collaborate with families whose children have SEND.</p>
	<p>There are links on the website for online advice on online safety.</p>
2.5 To try to identify and remove barriers that prevent parents/carers from engaging with school and with their children’s learning and development.	<p>Staff are always willing to meet with parents/carers to discuss concerns and progress.</p> <p>Staff look to arrange separate meetings with parents/carers who miss Parent Consultation evenings.</p> <p>Detailed questions about parental engagement have been added to the Parents’ Questionnaire.</p>
	<p>We develop and maintain close relationships with parents/carers of potentially vulnerable children, those at risk of underachievement or marginalisation, travellers, the parents and carers of looked after children and those with LGBT families.</p>
	<p>All parents/carers are encouraged to attend meetings and support the fundraising activities of the Friends of Foxtan School – both running and attending events.</p> <p>Parents/carers can stand for the Friends Committee.</p> <p>Fundraising events have included Christmas Fayre, Summer Fayre and other events eg: Quiz Nights, cake stalls etc.</p>
3.1 To involve parents/carers in volunteering for fundraising.	<p>Fundraising events have included Christmas Fayre, Summer Fayre and other events eg: Quiz Nights, cake stalls etc.</p>
3.2 To involve parents/carers in helping in classrooms or on school trips.	<p>Parents/carers who have been DBS checked are sometimes asked to help in school for example: hear children read help with Swimming help with Art/DT</p>

	<p>help with school trips</p> <p>Parents/carers are invited to share their expertise, knowledge and experience with children in school for example in:</p> <p>Science Week</p> <p>PSHCE lessons</p> <p>Topic lessons</p>
3.3 To involve parents/carers in school sharing events.	See above in Sharing events 2.2.
3.4 To involve parents/carers in participating as a member of an audience.	<p>There are regular opportunities for parents/carers to be part of an audience.</p> <p>Nativity Service held in Church.</p> <p>Easter Service held in Church.</p> <p>Harvest Assembly in the Autumn term.</p> <p>Leavers' Assembly at the end of the Summer term.</p> <p>KS2 performances</p> <p>Music performance at Celebration Evening.</p> <p>Sports matches.</p> <p>Sports Day.</p>
4.1 To provide opportunities for parents/carers to collaborate in decision-making by undertaking a role as school governor.	FGB has 3 Parent Governor positions which are elected by the Parents. Parents/carers could also be co-opted to the FGB.
4.2 To provide opportunities for parents/carers to collaborate in decision-making by undertaking roles on other committees and advisory groups.	<p>All parents/carers are welcome to attend meetings of Friends of Foxtton School and can stand for the Friends Committee.</p> <p>Our staff Governor now attends Friends meetings (and the Head and another staff member attend when they can).</p>
4.3 To provide opportunities for parents/carers to collaborate in decision-making by having a voice in school.	Parents/carers can contact school directly, via Governors and via the Parent/Carers' Questionnaire (see above 1.3).
4.4 Strategic decision-making is as transparent as possible.	<p>Minutes of FGB meetings are available to parents in the School Office.</p> <p>Details of members of FGB and its Committees are on the school website.</p>
5.1 To provide opportunities for collaboration through community contributions to teaching and learning in school.	<p>All residents of Foxtton and surrounding areas are welcomed to open-invitation fundraising events.</p> <p>FGB maintains good collaborative links with the Parish Council, the Village Hall Management Committee.</p> <p>Children are involved in twinning activities</p>
5.2 To provide opportunities for collaboration through school contributions to the life and activities of the community.	<p>School children visit and perform at annual Over 60s lunches held in the village hall.</p> <p>School has good links with PreSchool:</p> <p>Rising Fives visit Hedgehog Class in the Summer term and the YrR teacher liaises closely with PreSchool staff to manage transition to school.</p> <p>PreSchool are invited to attend school assemblies and the dress rehearsals of drama productions.</p> <p>School supports World Book Day , Children in Need day, and other charity events. Funds are raised through non-uniform days, dressing-up days and cake stalls.</p> <p>Charity coffee mornings/tea events for parents/carers are held in school.</p>

	Head contributes a School News paragraph to the monthly parish magazine The Laurentian.
	Classes are involved in support for the Village Show and in making school scarecrows for Foxtan Scarecrow Festival.
	School shares facilities and grounds upkeep with Dynamo Foxtan Football Club.