



Foxton Primary School

Foxton School Parental Communication and Engagement Policy

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| Date: | July 2019 |
| Reviewed by: | Caro Hollway |
| Next Review date: | July 2021 |
| Signed: | |

Foxton School Parental Communication and Engagement Policy

Values

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

| | Current Practice | Possible Next Steps |
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| 1. Communication: | | |
| 1.1 To encourage a school-home-school dialogue about children's learning and progress. | <p>Open door attitude: staff are always willing to meet with parents/carers to discuss concerns and progress.</p> <p>Brief conversations can be held at the beginning or end of the school day, or longer appointments made at mutually convenient times.</p> <p>The Head 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.</p> | |
| | <p>Reception area tidy, attractive and welcoming. We have added a Welcome to Foxtan School, press the buzzer notice in the lobby.</p> | |
| | <p>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.</p> | |
| | <p>Yr R teacher liaises closely with parents/carers before their child starts school, using their information to inform baseline assessments.</p> | |
| | <p>Reception Induction Evenings are held in the Summer term to set expectations and share concerns of parents of children joining Reception.</p> | |
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| | <p>Class Meet the Teacher Evenings are held in the Autumn term to set expectations and share concerns of parents of children as they transition to a new class.</p> | <p>Put the presentations on the website with parents'/carers' questions and school's responses.</p> |
| | <p>Parents' Consultation Evenings are held in October and January, March and April for different pupil groups, with afternoon and early evening slots to be as accessible as possible. Children's work and books shared with parents/carers.</p> <p>Dialogues include negotiated Maths and English targets to be worked on at school and at home.</p> | |
| | <p>Pre-consultations with parents are arranged separately as needed. Follow-up meetings with parents who miss the evening can be arranged as needed.</p> | |
| | <p>Learning Journeys for EYFS are shared: these include ongoing assessment linked to photos.</p> | |
| | <p>Evidence of progress (inc photos) and assessments are shared with parents/carers of children with SEND.</p> | |
| | <p>Parents/carers of children with a Statement of Special Educational Needs or an Education and Health Care Plan meet with the Head/SENCO in September and January to review learning and progress and to set next steps.</p> | |
| | <p>End of Year reports are sent towards to the end of the Summer term with a parental response form. These include targets to be worked on at school and at home.</p> | |
| | <p>Leavers' Assembly at the end of the Summer term - with parents/carers invited - celebrates children's progress through school.</p> | <p>Invite Friends and volunteers to Leavers' Assembly.</p> |

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| | Conversations with parents/carers about a child's learning and progress are confidential whether they are positive or negative. This includes conversations between parents/carers and all staff, governors, visitors and parent helpers in school. | |
| 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. | |
| | Reminder emails are sent by the School Office about school activities and events. | Can reminders be automated? |
| | There is a regular summary email update on upcoming events and activities. This includes a note of events/activities for which a financial contribution will be requested, to assist family budgeting. | Simplify quantity of email. Prioritise internal school information: establish a Community section on the website with links to info from external bodies eg RSPB, Homestart, external ½ term provision etc and let parents know it is there. |
| | 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. | Some schools use texts to communicate with parents/carers, these are esp good if events are cancelled at short notice. Are there other ways we can make communication accessible to all? Improve website navigation from mobiles? |
| | Class 1 & 2 noticeboards in the playground are used for reminders for YrR and KS1 parents who are collecting children. | Establish Class 3 & 4 noticeboards for reminders to the children. |

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| | School calendar is kept updated. | Could communications about sports events include a more detailed list of required kit/times/places? and whether parents can assist/watch etc. |
| | <p>Class pages on the website give information about class activities and learning.</p> <p>Curriculum maps show topics to be covered each half term.</p> | <p>Could these be more uniform across all classes? Establish a template for class information: class staff, homework days, PE days & kit, water bottles, suncream, weekly timetables. Minimum skills expected in each Year group eg: times tables, sentence punctuation, reading routines (ref Calculation Policy, youtube links). Topics (in CfE 3 curriculum map format). Information about how to help children with their learning in each class. Upcoming class dates.</p> |
| | School newsletters give regular information. These now include a paragraph from the Governing Body. | |
| | Governors' Annual Report to Parents gives a report of school activities and events throughout the year, including an article by a member of staff or the FGB new to the school. | |
| | The Laurentian parish magazine includes an article from the Head and sometimes from Governors. | Could include articles by other staff and by children. |
| | BromCom payment system will be in place for cashless payments. | Remind parents that cash can still be paid in at the School Office if need be. Remind parents there is a postbox into the Office. A sign is needed. |
| | | Out of school clubs' communication and sign-ups to be more timely. We will ask for sign-ups to be at the end of the previous term – to assist family/childcare plans and reduce late cancellations. Publicise that this timing isn't in our control. |

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| | | <p>Analyse results of Premier Sport wraparound provision questionnaire.</p> <p>Conduct questionnaire on what out-of-school Clubs parents would like.</p> |
| | <p>Class 4 school trip information evenings are held with follow-up information by email.</p> | <p>Put presentations/information onto CI 4 website. Make parents/carers aware of CI 4 use of Twitter during residential trip.</p> |
| <p>1.3 To encourage a home-school-home dialogue about concerns and matters of interest.</p> | <p>Open door attitude: staff are always willing to meet with parents/carers to discuss concerns and progress.</p> <p>Brief conversations can be held at the beginning or end of the school day, or longer appointments made at mutually convenient times.</p> | |
| | <p>The School Office is the first point of contact: to speak to the Administration Officer or Head, to email staff, to arrange appointments.</p> | |
| | <p>Parents/carers can contact the Governing Body: by speaking to the Chair or the Vice Chair in 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.</p> | |
| | <p>Parents/carers can raise concerns and matters of interest with the Staff Governor at half-termly Friends meetings (held at both afternoon and evening times). Details of these meetings are communicated by the Chair of the Friends by email in advance. Issues are added to the FGB agenda as time allows.</p> | |

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| | Parents/carers can raise concerns and matters of interest at termly drop-in meetings with the Staff Governor, prior to the Full Governing Body meetings. Issues are added to the FGB agenda as time allows. | |
| | Governors – and staff if need be – can complete a Communication Form with parents/carers to record issues of concern or interest that are raised. Progress towards an agreed outcome/resolution is tracked. | |
| | 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. | |
| | Parents’ Questionnaire informs the School Improvement Plan and strategic priorities for the academic year. Feedback of responses and key messages from written comments are put on the website. | Could it be annual rather than biennial? |
| | | Encourage parents/carers to be judicious in their use of social media in regard to their children and to School re comments, concerns, photos. |
| 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 | |

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| | and complaints that have been raised, tracking whether/how they have been resolved /responded to and how this has improved our practice. | |
| 2. Learning at Home: | | |
| 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 information about teaching and learning methods and subject content, and about help with study skills and homework. | Share a Class events are held to share teaching and learning methods and subject content. | To hold these more regularly: ½ termly with some as Drop-off & Stay events, starting at 9am for 30 mins, different day, different focus for each class. |
| | Class pages on the website give information about class activities and teaching and learning methods. Curriculum maps show upcoming topics to be covered each half term. | See above under Class pages in 1.2. |
| | Learning Information Evenings are held to share teaching and learning methods: Maths, Reading, Writing, Phonics. | To hold these more regularly, perhaps Autumn 2, Spring 1. Presentations to be put onto the website with parents' questions and school responses. |
| | Celebration Evening is held in the Summer term to share examples of class learning. | |
| | Class presentations of topic learning are held to share subject content and teaching and learning methods. | Re-establish class galleries of photos on the website. |
| | Online homework software for Maths (and Spelling) includes online explanations. | |
| | Extended homework projects are set ½ termly to include family participation and support. | Beware impact on children whose parents cannot or do not support extended homework. |
| | Extended homework presentations are held to share children's learning with parents/carers. | Alternatively, children could present their learning orally for parents (perhaps at a Drop Off & Stay morning) or as a peer-peer assembly. |

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| <p>2.3 To collaborate with parents/carers to develop children’s positive attitudes, values, aspirations and behaviour.</p> <p>2.4 To support parenting skills: help to understand child development and create a home environment that supports pupils.</p> | <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> | <p>Could we flag up website links to online advice on SRE and drugs, inc county lines?</p> |
| <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> | <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>2.6 To recognise the diversity of our parents/carers and proactively explore opportunities to further engage parents/carers with school and with their children’s learning and development.</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>Governor visit Summer 2019 looking at Equality and Diversity – could it include research into the diversity of parents/carers and how we could better meet their needs?</p> |
| <p>3. In-school activities:</p> | | |
| <p>3.1 To involve parents/carers in volunteering for fundraising.</p> | <p>All parents/carers are encouraged to attend meetings and support the fundraising activities of the Friends of Foxton School – both running and attending events.</p> | <p>Revitalise the Friends committee with support and encouragement. Perhaps for social opportunities for families, as a source of parent voice and as a route for parents/carers to be more</p> |

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| | | <p>involved in school activities, as well as fundraising.</p> <p>Space and resources in school to be made available to Friends who are preparing for events: eg: use of the Pod after school, time on the photocopier and the laminator, with tea/coffee/biscuits, a warmer welcome & more thanks expressed for their contributions.</p> <p>Form closer links with the Friends for shared planning and communication.</p> |
| | Parents/carers can stand for the Friends Committee. | |
| | Fundraising events have included Foxton Fun Day, the Art Exhibition and other events eg: Quiz Nights, cake stalls etc. | |
| | | Ask Friends committee for more communication to parents/carers/staff detailing how raised funds are spent supporting learning in school. |
| | | Smaller, more frequent fundraising events may make future organising easier and more accessible and engaging for more parents. |
| 3.2 To involve parents/carers in helping in classrooms or on school trips. | 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 help with school trips | |
| | Parents/carers are invited to share their expertise, knowledge and experience with children in school for example in: Science Week Careers Week Health Week PSHE lessons Topic lessons | <p>Consider auditing parents/carers to explore areas of skill/expertise that could be used as a resource for school.</p> <p>Could include grandparents' childhood experiences, parents'/carers' cultural or religious experiences, languages, musical skills to be shared.</p> |

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| 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. | There are regular opportunities for parents/carers to be part of an audience. | Beware impact on children whose parents cannot attend school events esp in daytime. Perhaps inc some opportunities on Friday afternoons as may be more accessible. |
| | Nativity Carol Service held in Church. Easter Service held in Church. Harvest Assembly in the Autumn term. Leavers' Assembly at the end of the Summer term. KS2 drama performances (these include an afternoon dress rehearsal and 2 evening performances). Music performance at Celebration Evening. Choir performances. Sports matches. Sports Day. Gym Club performances. | |
| 4. Decision-making: | | |
| 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. | All parents/carers are welcome to attend meetings of Friends of Foxton School and can stand for the Friends Committee. | |
| | Our staff Governor now attends Friends meetings (and the Head and another staff member attend when they can). The current Vice Chair of the Friends Committee is a parent governor. | Develop stronger links with Friends see above 3.1. |
| 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. | Minutes of FGB and Governor Committee meetings are available to parents in the School Office. | |

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| | Details of members of FGB and its Committees are on the school website. | |
| 5. Collaborating with the community: | | |
| 5.1 To provide opportunities for collaboration through community contributions to teaching and learning in school. | All residents of Foxton and surrounding areas are welcomed to open-invitation fundraising events. | |
| | FGB maintains good collaborative links with the Parish Council, the Village Hall Management Committee, the Foxton Twinning Association. Members of the Parish Council and the Twinning Association are currently on the Governing Body and regularly update the FGB with local issues. | |
| | Children are involved in twinning activities eg: writing to penpals at Montigny school. | |
| | Local residents have supported the development and maintenance of the School Ground Force garden. | |
| | A local benefactor donated funds for the development of the Reception outdoor area. | |
| | School supports World Book Day and children receive free book tokens. | |
| 5.2 To provide opportunities for collaboration through school contributions to the life and activities of the community. | School children visit and perform at biannual OAP lunches held by Lunch Club in the village hall. | |
| | School has good links with PreSchool: Rising Fives visit Class 1 in the Summer term and the YrR teacher liaises closely with PreSchool staff to manage transition to school. PreSchool attend school assemblies for Harvest, Chinese New Year etc and attend the dress rehearsals of drama productions. Classes 1 and 2 and KS2 siblings attend PreSchool drama productions at Christmas and in the Summer term. | |

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| | School supports Red Nose Day, Children in Need day and other charities eg: NSPCC, Beads of Courage, Tom's Trust. Funds are raised through non-uniform days, dressing-up days, cake stalls etc, and sent to these national and local charities. | |
| | Charity coffee mornings/tea events for parents/carers are held in school. | To hold these more regularly, perhaps link to Drop Off & Stay mornings. |
| | 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 Foxton Scarecrow Festival. | |
| | School shares facilities and grounds upkeep with Dynamo Foxton Football Club. | |
| 6. Monitoring and Evaluation: | | |
| To regularly monitor and evaluate our processes and procedures to assess the effectiveness of this policy. | | Nominate a Governor to be Parental Communication and Engagement Governor? Give them a monitor/evaluate brief to look at impact on pupil outcomes of parental involvement and engagement and use this to inform future improvements. |