

# Netherbrook Primary School

## Parent Partnership Policy

May 2009

*Netherbrook values the unique insight that parents can provide into their children's learning and acknowledge that learning begins and continues in the home environment.*

*By working in close partnership with parents, we seek to nurture in the children the development of trust, respect, confidence, independence, self esteem and the desire to learn.*

### Aims:

- To communicate fully with parents to ensure that we all (parents, children, staff) have the same purpose in mind - the needs, development and progress of the children.
- To involve parents fully in school life and the school community.
- To operate an Open Door Policy that encourages the fullest possible two-way communication between staff and parents.
- To work in close co operation with parents in order to ensure high standards of care and academic achievement for all of our children.
- To provide an environment inclusive for all parents and their children, regardless of need, background or culture.

Parents are welcomed into the school at mutually convenient times to learn more about their children's progress and to celebrate their successes. There are numerous opportunities throughout the year (both formal and informal) to meet together and get to know each other. Meetings are arranged at a variety of different times to enable as many parents as possible to attend.

### Formal

- Induction events for new parents (including Little Chicks Group, joint parent/child play sessions, home visits, meet the teacher and lunch induction).
- Tours of the school for all new and existing parents to see the school at work and get to know the geography of the building.
- Initial welcome meeting in September to provide parents with information for the coming year, advice on the curriculum and events during the year ahead.
- Parent Consultation meetings in October, February and June to provide parents with up-to-date information on their children's progress and set targets.
- Meetings to discuss evaluate and update Individual Education Plans for children with special educational needs.

## Informal

These include:

- A variety of assemblies and presentations.
- Foundation, KS1 and KS2 productions.
- The Learning Fayres, Christmas Fayre, Bric-a Brac sale etc.
- Educational visits
- Sports Events
- Team Read
- Stay and Play sessions
- Choir and Dance events

## Communication

We are continually updating and improving our communication systems. Currently, parents receive regular updates from the school including:

- Regular newsletters and information letters
- Curriculum information
- Annual Progress Reports in July.
- Notice boards on windows -KS1 classrooms
- Regularly updated website
- Home School Agreement
- Group and one to one meetings
- Electronic screen in welcome area -main entrance

## Opportunities and support for parents

The school seeks to ensure all groups of parents/carers connected with the school are aware of training and enrichment opportunities available in the school and in the community, by:

- Informing parents about adult learning courses (Family Learning).
- Offering positive parenting sessions.
- Providing information and advice workshops, for example in literacy, numeracy, ICT, SATS, behaviour management to enable parents to support their children's learning.
- Offering leaflets and guidance on specific areas of the curriculum, e.g. reading, to enable parents to support children at home.
- Developing opportunities for parents of children with special educational needs to meet to share experiences and learn more about available support.
- Opportunities for parents to complete NVQ Level 2 and 3 and HLTA Foundation Degree.

We also seek to support those parents who work by offering an extended school provision, for example:

- Breakfast club
- Activity clubs ( Gymnastics, dance, football, multi-sports, etc)
- Summer schools

### Policies

We seek to ensure that all relevant school policies are effective and easy to read by parents. Our policies are available on our website. Translations can be provided when required.

### Transition

We aim to provide support and resources to help parents make informed decisions about choices and transitions to other institutions, by:

- Providing impartial guidance on transition to parents and pupils.
- Supporting parents with the procedures for applying for secondary schools,
- Identifying the SENCO as the link to other agencies and resources.
- Learning Link worker provides assistance to parents as appropriate.

### Weekly Parent Group

We invite all parents to join weekly meetings to support one another. Parents plan activities linked to school and give personal support within the group where necessary. Workshops and events are arranged and details are put on the website. We have offered positive parenting workshops as well as nail art and ballroom dancing!

### Home/School Partnership

We believe that a strong home/school partnership is key to children's emotional development, progress and growth as part of the community. We encourage parents to support their children's learning at home in a variety of ways, including:

- jointly signing the Home/School agreement
- reading with children as often as possible
- visiting the library together
- encouraging children to complete and return promptly any homework they have been given
- checking and signing their Reading Records on a regular basis and as a means of contacting teachers
- supporting our rules and expectations.

### Parental Feedback

The school will regularly seek parental views on a range of topics affecting pupils' education through questionnaires, surveys and verbal discussion. Feedback is valued, and responses are seriously considered and appropriate action taken.

### Parents Governors

Parent Governors represent the views of parents and communicate ideas, issues and concerns to the Head teacher and to the Governing Body. Relevant information is, in turn, communicated back to the parents.

We are committed to the highest possible level of Partnership and are always open to new suggestions on how we can improve.

Policy to be reviewed May 2012

R.France

May 2009