

ROXETH PRIMARY SCHOOL



FAMILY SCHOOL PARTNERSHIP POLICY

Revised: September 2022

Review Date: September 2025

OUR MISSION STATEMENT

learning together, making progress, achieving goals



Family-School Partnership Policy

1. Rationale

At Roxeth Primary School, we firmly believe that education is a three-way process between school, parents and pupils. Children benefit most when we work in partnership with parents and the wider family. Research shows that at primary level schooling the 'impact of parental engagement on pupil achievement is much bigger than the impact schools have' (GTC, Research for Teachers, Parental Involvement).

We are therefore committed to developing strong partnerships with all parents and families because we believe they have a key role to play in supporting each child to reach their full potential. Only when school and home work closely together can we achieve the best for our children.

2. Aims

At Roxeth Primary School we want to develop a strong school and parent partnership by encouraging and supporting parents and families to be involved in the life of the school and their child's development.

We aim to:

- 2.1. Promote consistent attitudes towards learning and behaviour at school and home.
- 2.2. Ensure all members of staff at the school have a respectful and positive attitude to parents and families, and they make them feel welcomed and valued.
- 2.3. Enable parents to support the learning in school through formal and informal communication, workshops and curriculum evenings, to help their child make the best progress possible and to give opportunities to parents to develop their own skills and be lifelong learners.

3. Objectives

3.1. Theme 1: Fostering effective family-school partnerships

3.1.1. Ethos

- Everyone in school values building trusting relationships with parents.
- Everyone in school believes that pupils will achieve more when we work closely with families and communities.
- Everyone in school makes an effort to understand the needs of families and the school community.
- Staff are welcoming to parents and greet them in a friendly way.
- Our school makes a special effort to encourage families that are not normally involved to engage in school life.

3.1.2. Environment

- Our school environment is clean, easy to navigate, and engaging for parents (i.e. displays children's work in the hallways).
- Locked entries in order to safeguard children, have a clear way for parents to gain access.

3.1.3. Policies

- Parents know where to find policies on our website and who to ask for support to understand them.
- Our school involves parents when reviewing certain school policies e.g. RSE.

3.1.4. Staff & Leaders

- Members of the Senior Leadership Team are visible and available in playground to parents at the beginning of the school day or through appointments booked in advance.
- Class teachers feel confident to build relationships with parents.
- Support staff feel confident to build relationships with parents.
- Teachers invite parents to visit their classrooms during parents' evenings.
- Our school employs a member of staff dedicated to working with parents.
- Our school has various governors with responsibility for parental engagement overlooking projects and areas of curriculum.

3.1.5. Events

- Our school has regular opportunities for parents to attend celebration events such as plays, sports days, assemblies etc.
- Our school has regular opportunities for pupils to share their learning with parents and carers through assemblies, performances and parent evenings.
- Our school holds regular community or fundraising events which bring people together e.g. working with Harrow School and John Lyon School.
- Our school provides opportunities for families and children to learn together e.g. courses and sessions such as 'Share a Story', Dignify – internet safety etc.
- Our school regularly hosts events organised by the RSA where parents are cordially invited to arrange and attend with their children such as fairs, fund raising events etc.

3.2. Theme 2: Communicating & consulting effectively

3.2.1. Newsletters & website

- Our school has a regular parents' newsletter which is distributed to all parents every month.
- A timetable of termly events is made available to parents through the website, emails and text messages; paper copies are made available on request.
- Our school website is easy to navigate and contains key information for parents and is updated regularly.
- Our school provides parents with clear information on school policies for example the Behaviour Policy.

3.2.2. Processes for contacting staff

- Senior Leaders and teachers communicate frequently with parents using a variety of means (i.e. letters, email, telephone, in-person, newsletters, etc.).
- Clear information is provided to parents so they know how to reach teachers directly and know how to make an appointment with the class teacher.
- Clear information is provided to parents so they know how to make appointments with the headteacher or other senior leaders.
- There are clear processes for parents to voice concerns or complaints and parents receive prompt responses.

- Parent Suggestion Box is kept at the front office for parents to give suggestions and write comments.

3.2.3. Progress & Performance

- Our school shares School Development priorities with parents regularly.
- Home school agreements between the school and each parent clarify expectations for how everyone will support pupils' progress.
- Our school encourages parents to let them know how events in the home may affect their child in school such as E-safety, communicating with Children, Road Safety etc.
- Parents evenings with every parent are held at least twice a year with follow-ups as needed at times when parents can attend.

3.2.4. CPD

- Our school provides staff development on building positive relationships with parents such as complaints training, training on parental engagement etc.

3.2.5. Parent voice

- Our school conducts an annual survey of parents and carers, the results of which including agreed actions are shared with all stakeholders.
- Our school also conducts school meal surveys organised by the AIP.

3.2.6. Tailoring approaches

- Where parental responsibility is shared all communication is sent to both parents.

3.3. Theme 3: Enabling parental engagement in learning

3.3.1. Attitudes & Impact

- Our school believes that all of our parents have the capacity to support their children's learning.
- Our school lets parents know how important they are to their child's learning.

3.3.2. Curriculum assessment and progress

- All parents are given information each year on the content of the curriculum at Curriculum Evenings.
- All parents are given information each year on expectations for pupil progress and next steps.
- All parents are given information each year on how progress will be measured or assessed through reports and feedback during parents' evenings.

3.3.3. Home learning

- All parents are given information each year on home learning expectations.
- All parents are given information each year on activities which can support learning at home through parent workshops such as reading tips and strategies, maths activities, Little Wandle phonics workshop etc.
- Teachers have a regular schedule of interactive home learning that requires children to demonstrate to and discuss with parents what they are learning in school e.g. commenting in children's reading diaries.

3.3.4. Wider impacts on learning

- All parents are given information on various issues (e.g. Vodafone e-safety, road safety, healthy eating etc.) through workshops, leaflets and emails and provided with links on website by which they can support their children.

3.3.5. [Workshops](#)

- There are opportunities for parents to engage in workshops and activities which help them to practice the skills needed to support learning and development at home.

3.4. [Theme 4: Empowering parents and carers to develop their own skills](#)

3.4.1. [Ethos](#)

- Our school believes that building parents knowledge and skills is important to supporting children's achievement.

3.4.2. [Adult learning](#)

- Our school signposts parents and carers to enrol in courses provided by the Harrow council and other colleges for adult learning using our website, emails to parents and carers, posters displayed around the school, information in newsletters and paper copies handed to those who have requested these.

3.4.3. [Volunteer opportunities](#)

- There are regular opportunities for parents to volunteer in school such as:
 - Parents volunteer to improve the school environment e.g. school gardens
 - Parents can help in the classroom
 - Parents accompany classes on trips
 - Parents share their skills, knowledge and talents by talking to classes e.g. during STEM week
- Our school has systems for ensuring all parents have the opportunity to volunteer if they want to and selection processes are fair.

3.4.4. [Parent Staff Association](#)

- Our school has a parent staff association (RCC) which is accessible and actively recruits new members and welcomes new families.

3.5. [Theme 5: Supporting Successful Transitions](#)

3.5.1. [Entry to school](#)

- Our school provides opportunities for parents to come into school both before and after children have been offered a place.
- Individual family meetings are carried out for all children at point of entry to the school.
- Our school provides information; workshops and induction events for parents to support their child's transition into school.
- Our school provides additional support for those families with children entering the school outside standard admission times.

3.5.2. [Within school](#)

- Our school provides opportunities for parents to share information about their child early in the academic year at Meet the Teacher event.

3.5.3. Leaving school

- Our school provides advice, information and workshops for parents whose children are transferring to High School especially those who need additional support and assistance.

3.6. Measuring impact

3.6.1. Reach

- There are school wide processes for recording attendance at parent events.
- Our school interrogates attendance data to ensure all parent groups are actively engaged.
- Our school is trying to target those families who do not participate and supporting them to do so.

3.6.2. Impact

- Our school uses baseline questionnaires to measure the impact of parent workshops and sessions.
- Our School Development Plan details how parental engagement will contribute to key priorities.

3.6.3. Celebrating success

- Our school collates and shares examples of parental engagement and evidence of its impact regularly and with all stakeholders through Head teacher reports and Meet the Governor coffee mornings.

4. Review

4.1.1. Review date

- Our school aims to review the Family School Partnership Policy every three years (Next review year 2025).
- Our school aims to share this policy with Governors at Governing Body Meetings; staff in Inset Days; and parents through email and website.

5. Roles & responsibilities

5.1. Lead staff for Parent Partnership – Mrs S Anwer

5.2. Various governors attend and oversee different events and projects involving parents.

5.3. Subject leaders from within the TLR help in supporting parent workshops and events related to their curriculum areas.

5.4. Mrs S Gibson, Safeguarding Lead, overlooks and supports all workshops based on emotional wellbeing of children and families.

Signed: Mrs Anwer

Date: September 2022

Review Date: September 2025

