



Kenmore Park Infant & Nursery School

Family-School Partnership Policy

Research states:

“Children of parents who take an active interest in their education make greater progress than other children”.

(Oxford School Improvement)

Definition:

Parent: “for the purposes of this policy the term “parent” is used to indicate any adult who plays a significant role in a child’s life”

1. Rationale

1.1 ‘It takes a village to raise a child’

At Kenmore Park Infant & Nursery School we believe that only when school and home work closely together can we achieve the best for our children.

We value all parents and carers equally within our school community and strive to maximise their participation in the life of the school.

By fostering excellent relationships between home and school, we know we are giving our children a solid framework in which to grow and learn. To achieve this, we believe in close cooperation with all families, and in regular consultation between home and school.

2. Aims

2.1. At Kenmore Park Infant & Nursery School our aim is to:

- ❖ Support parents/carers as their children’s first and most important educators
- ❖ Develop parents’ interests in their own child’s education
- ❖ Encourage parents/carers to be involved in the life of the school and their child’s learning
- ❖ Enhance the learning experiences of all pupils
- ❖ Foster and build strong partnerships between home and school ensuring that families feel supported, welcome and valued
- ❖ Have a range of choices and opportunities to enable them to be involved and support their child’s learning
- ❖ Offer support with tools which enable parents to participate in school life
- ❖ Ensure that parents/carers are consulted, that their views are heard and taken into account in decision-making and school improvement
- ❖ Encourage teachers to show a positive attitude towards parents, making them feel welcome, respected and valued

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, greet them in a friendly way and, in general, acknowledge the presence of parents and other visitors
- Our school makes a special effort to encourage families that are not normally involved to engage in school life
- Everyone works actively to build relationships and engage with fathers and male carers

3.1.2. Environment

- Our school environment is clean, easy to navigate, and engaging for parents (e.g. displays of children’s work in the corridors)
- The gates & doors are locked and in line with the schools safeguarding duties there are clear signs showing parents how to gain access.

3.1.3. Policies

- Parents know where to find policies and who to ask for support to understand them
- Our school involves parent representatives when reviewing school policies or introducing new ones

3.1.4. Staff & Leaders

- Members of the Senior Leadership Team are visible and available to parents at the beginning and or end of the school day (e.g. at the school gates or in playgrounds)
- 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 (subject to our Covid risk assessments)
- Our school employs a member of staff dedicated to working with parents (Romanian speaking parent ambassador)
- Our school has a Governor with responsibility for parental engagement

3.1.5. Events

- Our school has regular opportunities for parents to attend celebration events such (e.g. assemblies - achievement, class, year group, the Christmas production, end of year events - Year 2 leavers, Talent show or the international evenings). Unfortunately, during the pandemic to minimise risk of transmission the school has been unable to host such events but plans to do so as soon as it is deemed safe to do so in line with the Covid risk assessments at the time.

- Our school has regular opportunities for pupils to share their learning with parents and carers (e.g. through assemblies, parents evening, open days) These may be face to face or virtual.
- Our school holds regular community or fundraising events which bring people together
- Our school provides opportunities for families and children to learn together
- When planning events our school takes into account the needs of
 - Working parents
 - Those with younger children
 - Fathers or male carers
 - Families who speak English as an additional language
 - The current local data and implication of the Covid pandemic to ensure safe practice, thus minimise risk of transmission.

3.2. Theme 2: Communicating & consulting effectively

3.2.1. Newsletters & website

- Our school has a regular monthly parents newsletter which is distributed to all parents via Weduc and uploaded onto the school website(hardcopies provided to parents who do not have access to the internet)
- A timetable of annual / termly events is made available to parents within the newsletter
- Early Years (Nursery & Reception) produce a fortnightly newsletter which is distributed via Weduc.
- 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
- All school policies are made available to parents/carers on the school website

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

3.2.3. Progress & Performance

- Our school shares School Development Priorities with parents regularly
- Our school provides parents with pupil and school performance data and support to understand it
- 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 effect their child in school
- Parents’ evenings either face to face or virtual 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 parent

3.2.5. Parent voice

- Our school conducts an annual survey of parent and carers, the results of which are shared with all stakeholders including agreed actions
- Our school intends to promote a parent rep system, parent council or forum to strengthen out parental engagement and partnership working.

3.2.6. Tailoring approaches

- Communication is modified and where possible translated into the predominant community languages for non-English-speaking or low-literacy parents and those new to the British Education System
- Where parental responsibility is shared all communication is sent to both parents where they have shared both sets of information with us.

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 which is also uploaded onto the school website
- All parents are given information each year on expectations for pupil progress (end of year assessment goals) through year group meetings and mid-year & end of year reports
- All parents are given information each year on how progress will be measured or assessed at the focused parents’ meetings, and workshops.

3.3.3. Home learning

- All parents are given information each year on home-learning / homework expectations our managed learning platform and remote learning provision at the year group meetings at the start of the school year and on induction
- All parents are given information each year on activities which can support learning at home through the parents’ workshops in literacy, maths and computing in addition to the information booklets produced for EYFS parents

Teachers have a regular schedule of interactive homework that requires children to demonstrate to and discuss with parents what they are learning in school

3.3.4. Wider impacts on learning

- All parents are given information each year on other ways they can support their children (i.e. sufficient sleep, nutritious food, a suitable place to do homework, e-safety etc.)

3.3.5. Workshops

- There are opportunities for parents to engage in workshops and activities which help them to practise the skills needed to support learning and development at home. These vary from classroom-based half-termly seminars to targeted parent workshops and/or family intergenerational learning programmes.

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 fundamental to supporting children's achievement

3.4.2. Adult learning

- Our school offers on-site opportunities for parents to develop their knowledge and skills based on their needs (e.g. ESOL, Parenting Skills)

3.4.3. Volunteer opportunities

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

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 school place
- Home visits or individual family meetings are carried out for all children at point of entry to the school reception or nursery (home visits have been paused during these uncertain time due to the pandemic)
- 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



- Our school provides additional support for those families with children entering the school who are new to the British education system

3.5.2. Within school

- Our school provides opportunities for parents to share information about their child's learning early in the academic year
- Our school provides information, opportunities to attend workshops and support for parents to understand and enable successful transition of their child between Key Stages and year groups

3.5.3. Leaving school

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

4. Evidence of impact

4.1. The school monitors the impact of all of its parental engagement activities in the following ways:

- ❖ Records of parents attendance at events such as workshops and parents' meetings are maintained by the school
- ❖ Parents are required to complete an evaluation following any parent workshops and the progress of their child will be tracked in order to measure impact of their engagement
- ❖ Through rigorous, regular monitoring of assessment data, parents are targeted for focused parent workshops which they are asked to evaluate so that improvements can be made to any future provision. At the same time, their child's progress is also tracked as a measure of impact.
- ❖ The school development plan details how parental engagement will contribute to our key priorities

5. Review

5.1. This policy and will be reviewed every 2 years unless there is a need to review it sooner.

6. Roles & responsibilities

6.1. The Senior Leadership team in collaboration with the Family Learning Lead will monitor the provision and impact of his policy and parental engagement activities.

Next review date September 2023