

**Whatever you do, work at it with all your heart.
Colossians 2:23**



St. Mark's C of E Primary School

Parental Involvement Policy

Approved by governors: (date)

Reviewed: January 2018

To be reviewed: January 2019

Mission Statement

At St Mark's C of E Primary School we will:

- Welcome everyone
- Build Christian values and worship into our teaching
- Establish strong links between home, school and community
- Endeavour to reach our full potential and celebrate our achievements
- Care for, encourage and respect each other
- Support each other to stay safe, healthy and make a positive contribution to our World

Our school is a place where every person has the right to be themselves and to belong and learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness. We do not tolerate bullying.

Policy on Parental Involvement

1 Introduction

1.1 This policy should be read in conjunction with relevant passages in:

- the School Standards and Framework Act 1998, regarding adults working in school;
- the Human Rights Act (October 2000);
- the School Development Plan;
- the Equal Opportunities Policy;
- the Monitoring and Evaluation Policy;
- the school's evaluation procedures.

1.2 All parents and carers are equally valued as part of our school community. Children's learning is improved when we work in partnership with their parents or carers, and their wider family. We therefore believe in close cooperation with all families, and in regular consultation between the home and the school.

2 Aims and objectives

2.1 Our aims through parental involvement are:

- to enhance the learning experiences of all pupils;
- to encourage parents and carers to be involved in the children's learning;
- to provide a partnership between home and school, seeking to ensure that families feel welcome and valued;
- to ensure that maximum use is made of all these adults' skills to enrich learning opportunities.

3 Involvement in the life of the school

3.1 Our school is open to parents and carers at all reasonable times.

- 3.2 Families are invited to regular events, activities and celebrations that are organised by the school or the parent–teacher association. These occasions provide an opportunity to celebrate success, and a viewing public for a lot of the pupils' work.
- 3.3 Weekly newsletters are uploaded to the school website, and each family should receive a copy of the school prospectus.

4 Involvement in children's learning

- 4.1 We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.
- 4.2 We offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we share the targets that we have identified for their child, in the following term individual parent meetings are held to review progress to date and in the final term parents and carers are encouraged to come into school to share their child's work throughout the year.
- 4.3 At the end of each term, we give all parents and carers a written report of their child's progress and achievements during that term. In this report, we also identify target areas for the next school year. We write individual general comments on religious education.
- 4.4 In reports for pupils in Year 2 and Year 6, we also provide details of the levels achieved in the National Curriculum tests.
- 4.5 We offer parents and carers of pupils in Foundation Stage the opportunity to discuss their child's Learning Profile with the teacher.
- 4.6 At the start of a term/half term, each of our teachers give parents and carers an update that identifies the main areas of study for that particular class. In this update, the teacher identifies how parents and carers can support any elements of the work during the rest of the term.
- 4.7 Regular curriculum workshops will be organised to assist parents and carers in supporting their child(ren)'s learning, e.g. phonics in Reception
- 4.8 Policy documents, schemes of work and National Curriculum guidance are readily available for parents and carers to view.
- 4.9 Home–school log books detail specific daily requirements.
- 4.10 We value parental support regarding the completion of these tasks, many of which contain guidance for helpers.
- 4.11 National Curriculum assessments as well as records of progress and achievement are also readily available, as appropriate, to each child.
- 4.12 Parents and carers are invited to our celebratory assemblies throughout the year, when children have the opportunity to talk about their work to those present.

5 Types of help at school

- 5.1 Parents and carers are invited to offer their services at school throughout the year. They are asked to help look after groups, and to help with various activities (e.g. listen to children reading, or lend a hand with activities of a practical nature).
- 5.2 Parents and carers offer valued support when they respond to invitations to accompany school groups on educational visits, including, in some instances, assisting with transport arrangements.
- 5.3 Parents and carers are invited, where possible, to visit classes and groups of children to give talks or demonstrations on areas of interest in which they are experts.

- 5.4 The governing body will seek parents who are willing to serve as members of the school governing body. These will be elected by other parents and carers. Parent governors represent the views of parents and carers, e.g. when they feel that their children's special needs are not being recognised by the school.
- 5.5 We value the work of the PTA. This body of parents/carers and school staff works voluntarily to raise money for the school. An appeal for new members is made from time to time via the school Newsletter.

6 Organisational arrangements

- 6.1 It is necessary to organise a personal background check with the DBS (Disclosure and barring service) on any person who will be working with children in school, prior to that person's involvement.
- 6.2 Insurance cover will be organised regarding parents' and carers' work at school, but those involved in transporting children in private vehicles will have to check their own insurance arrangements in this regard.
- 6.3 All helpers are asked to sign in and sign out of school when visiting, for security reasons.
- 6.4 All helpers working with children in class are asked to check the purpose and details of the activity, before commencement, by talking with the teacher.
- 6.5 All helpers are asked to inform the school, in advance if possible, should they be unable to attend school at a prearranged time.
- 6.6 All helpers will be reminded of the confidential nature of their work in school.

7 Consultation

- 7.1 Our home-school agreement, signed by pupils, parents/carers and the school, details the responsibilities and expectations of all parties.
- 7.2 The school will make every effort to consult parents and carers, both formally and informally, about their views on school life, children's learning and new initiatives.
- 7.3 Parents or carers of a child with a disability are asked to keep the school fully informed about any relevant issues, so that the school can make all reasonable efforts to meet the requirements of that child.
- 7.4 The school values regular feedback, and will make every effort to act on parents' and carers' views, wherever possible.
- 7.5 Teachers (including the headteacher) can be approached informally before and after school, and will always take careful account of any information forwarded to them.
- 7.6 Periodically, the school will seek parental views more formally, through an annual survey, or a questionnaire on a particular theme.
- 7.7 After an Ofsted inspection, parents and carers will receive a summary of the findings, and later on, they will be sent a summary of the action plan written in response to the report. Pupils will receive a letter from the lead inspector.

8 Monitoring and review

- 8.1 The headteacher and deputy headteacher will monitor the implementation of this policy, and will submit periodic evaluation reports on its effectiveness to the governing body.
- 8.2 This policy will be reviewed every two years, or earlier if necessary.

Signed: V Hall, Head Teacher