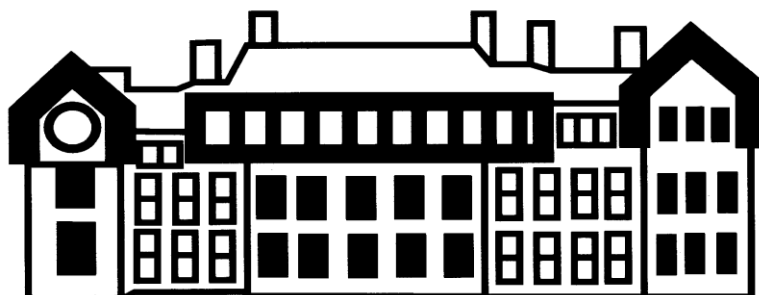


GORDON



SCHOOL

Parental Involvement Policy

Ratification date: February 2024

Review date: February 2027

Agreed: Jason Taylor (Headteacher)

Agreed: Lynsey Christini-Clay (Chair of Governors)

Parental Involvement Policy

See: Volunteer Policy

1, Introduction

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.

For the purpose of clarity, the term *parent* in this policy refers to parents and carers.

2, Aims

Our aims through parental involvement are:

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

3, Involvement in the life of the school

We take the following steps to encourage parents to be involved in the life of the school:

- staff are welcoming and engage positively with parents showing respect and courtesy;
- the school is open to parents at all reasonable times;
- families are invited to regular events, activities and celebrations that are organised by the school or the FoG (Friends of the Gordon);
- questionnaires and feedback forms are used to collect views and suggestions;
- parents are encouraged to join the Governing Board as a Parent Governor;
- weekly newsletters are sent home;
- a variety of information is available on our website: www.gordonprimary.co.uk

4, Involvement in children's learning

We take the following steps to encourage parents to be involved in children's learning:

- parents can talk with teachers after school on an informal basis on most days, providing staff are not due to attend a meeting;
- appointments to see a teacher or the Headteacher can be made through the school office, and can be set up for as soon as required in most instances;
- there are opportunities for parents to have a formal discussion with their child's teacher during the Open Evenings which take place each term;
- an annual report on each child's academic and personal development is made available in the Summer term;
- regular curriculum workshops are organised to assist parents in supporting their child's learning;

- policy documents, schemes of work and National Curriculum guidance are available for parents and carers to view;
- learning updates, identifying topics, trips and other experiences, are available on the school's website for all Year groups;
- homework is set each week and the children should be encouraged to read at home most days and a record of their reading should be kept in their Home-Reading Book;
- Foundation Stage / National Curriculum assessments as well as records of progress and achievement are shared with parents during termly Open Evenings;
- parents are invited to our regular 'class assemblies', when children have the opportunity to share their learning;
- there is a two-way process for exploring issues around children having Special Educational Needs, i.e. the staff will listen to parents' concerns and the parents will be informed if the class teacher and the Inclusion Manager believe their child requires additional support. Where appropriate, parents will be advised how they could assist this support at home.

5, How can parents help in school

There are a number of ways in which parents can help in school:

- Through termly learning updates and weekly newsletters, we regularly invite parents to help in school.
- Parents are invited to help with groups and activities in class and they may help with a variety of activities such as listening to children read or helping with practical activities.
- Parents provide valued support when they accompany school groups on educational visits;
- Parents are welcome, where appropriate, to visit classes and groups of children to give talks or demonstrations on areas of interest in which they are experts.
- Parent Governor representatives sit on the Governing Body and play an important role in determining the strategic direction of the school.
- We value the work of our PTA - the Friends of the Gordon (FoG). This body of parents, carers, family members, staff, governors and community members voluntarily organises social events and raises money for the school.

The Headteacher reserves the right to decline offers of help from parents, family members and other volunteers.

6, Organisational arrangements

It is necessary to organise a Disclosure & Barring Service (DBS) check for any person who volunteers to help in school and who may have unsupervised access to children.

Parents' work in school is covered by the school's general insurance policy although those involved in transporting children in private vehicles (e.g. to sports events) will have to check their own insurance arrangements in this regard.

All helpers are asked to sign in and sign out of school and to wear a *visitor* badge for security reasons.

Parents who volunteer to help in the school must understand that they work under the direction of the class teacher. They may work in their child's classroom but will not necessarily work with their own child.

All helpers are asked to inform the staff member they are supporting, in advance if possible, should they be unable to attend school at a prearranged time.

All helpers will be reminded of the confidential nature of their work in school. They must not share any information they have acquired.

7, Consultation

Our *Home/School Agreement*, signed by pupils, parents and the school, details the responsibilities and expectations of all parties. There is also a *Home/Nursery Agreement*, although pupils are not expected to sign this.

The school will make every effort to consult parents, both formally and informally, about their views on school life, children's learning and new initiatives.

Parents of a child with a medical, health, social or emotional need are asked to keep the school fully informed about any relevant issues, so that the staff can make all reasonable efforts to meet the requirements of that child.

The school values regular feedback, and will make every effort to act on parents' views, wherever possible.

Periodically the school will seek parental views more formally, through an annual survey, or a questionnaire on a particular theme.

After an Ofsted inspection, parents will receive a copy of the report.

8, Expectations of parents

The staff carry out their duties with a high level of professional care, courtesy and respect towards the pupils and their parents. We appreciate that on occasions parents may have concerns and anxieties and may wish to ask questions, but we expect that parents conduct themselves appropriately at all times on school premises. The pupils must observe positive relationships between the staff and their parents as this models how to resolve issues in a calm manner.

Parents are expected to model appropriate behaviour on school premises at all times. This includes using socially acceptable language in the playground. We also hope parents will extend good courtesy to each other by adhering to general rules and laws such as the parking restrictions outside the school gates. More information about the school's expectations of parents is contained within the Home/School and Home/Nursery Agreements.

The Governing Body supports the school's expectation that parents conduct themselves in an appropriate manner whilst on the premises and when using social media websites. They will uphold the Headteacher's decision to ban parents from the premises if this course of action has been deemed necessary. This is not an action the Headteacher takes lightly and will always prefer to resolve an issue amicably if at all possible.

9, Monitoring and review

The Headteacher will monitor the implementation of this policy, and will submit periodic evaluation reports on its effectiveness to the Governing Body.

This policy will be reviewed in three years, or earlier if necessary.