

**St Hilary School**

**Early Years Foundation Stage Policy on Parental Involvement**

 “Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future live chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

At St. Hilary School we believe that children thrive from a supportive partnership between parents and school with both parties working together in a positive environment.

When we refer to ‘parents’ we mean *all* parents, carers and guardians of the children- sometimes also including extended family members who may also look after a child.

**Aims of the Policy:**

1. To enhance and widen our children’s education through the involvement of parents and the community whenever possible.
2. To foster and promote a two-way partnership based on mutual respect between children, parents and members of staff.
3. To ensure that St. Hilary School is sensitive to family needs and values the opinion of parents.
4. To recognise that parents are the most important influence in a child’s life, and that education in school is most effective when there is a partnership between parents, children, staff and the wider community.
5. To promote effective communication between home and school and ensure that parents are continually informed about their child’s progress.

**The importance of Parental Involvement at St. Hilary School**

Both school and home want the best for the children in our care. Parents seek the best provision for their child’s education and at St. Hilary we strive to provide pupils with opportunities to become ‘the best they can be’ through stimulating and challenging environments; supportive and positive relationships and a broad and balanced curriculum which serves to nurture ‘the whole child.’

**How we aim to achieve this:**

*Whole School Level*

* We are fully committed to promoting an ongoing dialogue between staff and parents to improve our knowledge of, and provision for children and their families.
* An open door policy is employed by every member of staff to ensure someone is always there to discuss thoughts and concerns. The Head teacher and members of the Senior Leadership team are available informally and by appointment.
* We encourage and support parents to play an active part in the day to day running and management of the school. There are parent governors who represent the parents on the school governing body and we have a very active PTA who work voluntary to raise money for school funds.
* A weekly electronic newsletter and the school website keep parents informed about key dates, policies, class news, curriculum and such like. There is a parent’s zone on the webpage which is regularly updated. Some classes have a weekly blog whereby parents can leave comments and respond to what has been going on.
* Introductory meetings are held in all classes at the beginning of the Autumn Term so that parents can meet the new teacher and find out about timetables, routines and expectations for that year.
* The school’s SEN routines are very clear; IEP’s are updated once a term, SEN children have very well organised transition periods from class to class and parents meet with staff or multi agency review bodies to link all key people in a child’s education and welfare.
* The views of parents are sought in annual parent questionnaires.
* Meetings are held to keep parents up to date on areas such as internet safety, the teaching of maths and reading and forthcoming residential trips.
* Interim reports are available electronically via our online school tracking system (SPTO) so that parents can log in and view their child’s academic and personal development and see individual targets.
* There is a celebration assembly at the end of the Summer Term for parents of year 2 pupils and a Leaver’s assembly for Year 6 pupils where parents can join in with recognising the achievements of all pupils and witness the presentation of rewards.
* Parents are involved in Ofsted Inspections- they are asked to complete a questionnaire at the beginning of the inspection and are given a summary of the findings at the end.
* Parents are encouraged to help out in school with reading, artwork, trips and sharing their expertise or skills. All visitors to the school are asked to sign in and out with the school secretary through the Reception.
* Parents are asked to sign our Home-School agreement in their child’s school planner which outlines the responsibilities, roles and expectations of each person involved in the partnership; teacher, chid and parent.

*Class level (EYFS) Reception*

* A meeting is held for new parents during the Summer Term, shortly after they receive confirmation of their child’s place at St. Hilary. This meeting is run by the EYFS leader and gives information about school life, routines and the EYFS curriculum. It also gives parents the opportunity to meet members of staff and ask questions. A welcome pack is provided which includes a Reception handbook with detailed information.
* Parents are welcomed into our Reception classes to help with reading, trips and other activities. Regular parents will be asked to fill out an Enhanced disclosure form.
* Parents are given a curriculum overview sheet every term which outlines the learning, experiences and activities that their child will engage in.
* School planners allow parents to keep in touch on a day to day to basis with regards to reading, homework and notices. We appreciate written comments from parents providing us with feedback and a signature lets us know that messages and letters have been received.
* Teachers and teaching assistants are available every morning if parents have any concerns or queries. We have an open door policy and strive to provide a supportive and respectful environment.
* Teachers work very hard to build a positive and friendly relationship with parents and encourage parental involvement in their child’s education and well- being.

By working in close partnership with parents, we nurture the development of trust, respect, confidence, co-operation and a love of learning. We provide quality learning experiences with the expectation that every individual; will have the opportunity to become ‘the best they can be.’

Date reviewed: November 2018

Signed by Headteacher: K Butcher

Date:

Signed by Chair of governors: Mr D Sharp

Date:

To be reviewed: Autumn 2020

*NB. All quotations included in this document are taken from the Statutory Framework for the Early Years Foundation stage 2014*