

# PINNER WOOD SCHOOL



## FAMILY ENGAGEMENT POLICY

**Approval Authority**

**Effective From:** November 2021

**Date Ratified by GB:**

**Next Review Date:** November 2023

**Signed by Chair of GB:**

# Pinner Wood School

## Family Engagement Policy

### **1. Rationale**

Pinner Wood School is proud of promoting and maintaining parental engagement and strong links between home and school. 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. When parents are engaged and involved, everyone benefits – pupils, parents, families, teacher, school and communities – and our school is enriched as a positive place to teach, learn and grow. We are all “Learning as we grow, growing as we learn”

### **2. Aims**

- To support parents and carers as their child’s educators
- To encourage parents and carer’s to be involved in the life of the school and their child’s learning
- To enhance the learning experiences of all pupils
- To provide a partnership between home and school ensuring that all families feel supported, welcome 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 an effort to encourage all families that are not normally involved to engage in school life
- Everyone works actively to build relationships and engage with all parents and carers

##### **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 have a clear way for parents to gain access

##### **3.1.3 Policies**

- Parents/carers know where to find policies (school website)
- Our school informs parents of school policies

##### **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. on 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
- Our school employs a member of staff dedicated to working with children and their parents (Lisa Bennett)
- Our school has a Governor with responsibility for parental engagement (Lindsay Collins)

### 3.1.5 Events

- Our school has regular opportunities for parents/carers to attend celebration events such (e.g. end of year shows or international evenings)
- Our school has regular opportunities for pupils to share their learning with parents and carers (e.g. through assemblies, curriculum fairs)
- 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/carers
  - Those with younger children
  - Families who speak English as an additional language by individual arrangements
  - The cultural diversity

## **3.2 Theme 2: Communicating & consulting effectively**

### 3.2.1 Newsletters & website

- Our school has regular newsletters which is distributed to all parents/carers; weekly year group, termly curriculum and monthly head teacher newsletter.
- School governors produce a regular newsletter or update for parents/carers
- A timetable of annual / termly events is made available to parents/carers
- Our school website is easy to navigate and contains key information for parents/carers 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/carers using a variety of means (i.e. letters, email, telephone, in-person, newsletters, etc.)
- We offer an open door policy so parents are able to seek support from all staff easily
- 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 (contact school office, email [office@pinnerwood.co.uk](mailto:office@pinnerwood.co.uk), in person, letter)
- Clear information is provided to parents so they know how to make appointments with the Headteacher or other senior leaders (contact school office, email [office@pinnerwood.co.uk](mailto:office@pinnerwood.co.uk), letter)
- The hierarchy process for expressing concerns is contact the class teacher, Key Stage Leader, Senior leadership, governors.
- There are clear processes for parents to voice concerns or complaints and parents receive prompt responses
- We encourage parents/ carers to talk openly with us about a concern so that we can seek to find a resolution quickly and effectively. We ask them to approach us before expressing the concern on Social Media, as we feel that this is not always the best way of finding a solution.
- We have a clear policy to raise concerns/ complaints which is displayed on our website.

### 3.2.3 Progress & Performance

- Our school shares School Development Priorities with parents/carers regularly at meetings, coffee mornings, Headteacher newsletter and school website.
- Our school provides parents/carers with pupil and school performance data and support to understand it through the school website, coffee mornings, parent consultations.
- Home school agreements between the school and each parent clarify expectations for how everyone will support pupils progress
- Parents/carers evenings with every parent are held at least twice a year with follow-ups as needed at times when parents can attend
- Regular meetings held to inform parent/carers of teaching, learning and assessment systems.

### 3.2.4 CPD

- Our school provides staff development on building positive relationships with parents

### 3.2.5 Parent voice

- Our school conducts a regular survey of parent and carers, the results of which are shared with all stakeholders including agreed actions
- Our school has a thriving 'Friends of Pinner wood' Parent Staff Association
- Monthly coffee mornings led by members of SLT to allow parent voice to be heard and responded to.
- We have Parent Governors that sit on our Governing Board. These are elected by other parents/ carers.

### 3.2.6 Tailoring approaches

- Communication is modified for non-English-speaking or low-literacy parents and those new to the British Education System on individual family needs basis.
- 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/carers have the capacity to support their children's learning
- Our school lets parents/carers know how important they are to their child's learning

### 3.3.2 Curriculum assessment and progress

- All parents/carers are given information each year on the content of the curriculum through termly curriculum newsletters and school website
- All parents/carers are given information each year on expectations for pupil progress (end of year assessment goals)
- All parents/carers are given information each year on how progress will be measured or assessed

### 3.3.3 Home learning

- All parents/carers are given information regularly on home Learning / homework expectations
- All parents/carers are given information regularly on activities which can support learning at home through weekly year group newsletters
- Teachers have a regular schedule of interactive homework that requires children to demonstrate to and discuss with parents what they are learning in school through db primary or part of digital detox

#### 3.3.4 Wider impacts on learning

- All parents are given information each year on other ways 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 engagement is important to supporting children's achievement

#### 3.4.2 Adult learning

- Our school offers on-site opportunities for parents to develop their knowledge and skills in relation to their child's curriculum
- Our school offers on-site opportunities for parents to develop basic spoken English
- Parents are sign posted via the school website to opportunities to develop their knowledge and skills

#### 3.4.3 Volunteer opportunities

- There are opportunities for parents to volunteer in school such as:
  - Parents volunteer to improve the school environment
  - Parents can help in the classroom
  - 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 offer volunteering and selection processes are fair.

#### 3.4.4 Parent Staff Association

- Our school has a parent staff association (Friends of Pinner Wood) 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 provide opportunities for parents to come into school both before and after children have been offered a place
- Home visits or individual family meetings are offered to some children at point of entry to the school or nursery dependent on family needs.
- Our school provide 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 provide opportunities for parents to share information about their child early in the academic year (Summer Term display evening and Autumn parents evening)
- Our school provide information and support to parents to enable successful transitions between Key Stages and year groups

### 3.5.3 Leaving school

- Our school provides advice and information for parents whose children are transferring to High School and bespoke support for those with additional support and assistance

## **3.6 Monitoring and Evaluation**

### 3.6.1 Reach

- There are school wide processes for recording attendance at parent events and this information is collated centrally
- Our school checks attendance data to ensure all parent groups are actively engaged
- Our school has a commitment to engage those families who do not participate and supporting them to do so

### 3.6.2 Measuring impact

- Feedback is routinely gathered from parents attending workshops and sessions and this information is collated centrally
- Our school has systems in place to monitor the impact of specific initiatives involving parents on pupil outcomes such as through opportunities for discussion and feedback.
- Our school has systems in place to monitor and **evidence** the impact of parental engagement

### 3.6.3 Celebrating success

- Our school collates and shares examples of parental engagement and evidence of its impact regularly and with all stakeholders