



# Parental Involvement Policy

## April 2016

## **MISSION STATEMENT**

Our Parish School of Our Lady of Lourdes  
welcomes everyone in the community,  
to share with us the joys of our Catholic Faith.  
We worship, learn and play together in the love of Jesus,  
helping one another to become the people  
God has created us to be.

## **1 Introduction**

- 1.1 All parents and carers are equally valued as part of our Parish 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**

- 2.1 Our aims through parental involvement are:
- to enhance the learning experiences of all children;
  - to encourage parents and carers to be involved in the children's learning;  
to encourage parents and carers to develop and extend their own 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 Parents and carers are encouraged to be involved in the life of the school. Many parents, carers and Parishioners are volunteer readers, and parents also support with educational visits. Parents attend events, such as Masses, concerts and assemblies. All parents and carers are encouraged to participate in the Association of Parents and Friends.

- 3.2** Families are invited to regular events, activities and celebrations that are organised by the school or the Association of Parents and Friends. These occasions provide an opportunity to celebrate success, and a viewing public for a lot of the children's work.
- 3.3** Regular newsletters are sent home, and each family receives an induction pack on entry to the school.
- 3.4** A range of information, including School policies, SEND, newsletters, examples of children's work, diary dates for the year and class curriculum termly letters, is included on the School website.
- 3.5** Our current electronic means of communicating with parents are through the use of:
- School-to-parent communication system utilising in-App notifications
  - SMS/emails to parents via the school's management information system
  - Generic school email address, telephone and fax
  - Website - including, inter alia, school calendar, newsletters, dedicated class pages

The school complies with legislation relating to the publication of specific information on schools' websites, which include, inter alia, admissions arrangements and a link to performance tables. The school has guidelines in place to determine the use of appropriate methods of communicating with parents in order to maintain confidentiality and deliver consistently high standards.

Effective communication involves putting across messages appropriately, clearly and in a timely manner, keeping the receiver in mind and taking into account the school's ethos: the school therefore monitors, evaluates and reviews these methods, and, as part of our on-going process of improving home-to-school communications, recently successfully introduced the school-to-parent electronic communication system "ParentMail" (which replaced the use of photocopied paper forms) to manage Parents' Consultation Evening bookings, termly offers to attend Before- and After-School clubs, and other events and schemes such as the government's National Fruit Scheme.

The benefits of e-communication are compelling and result in, eg, speedy, reliable delivery, offer cost-savings to the school, they are environmentally friendly, offer non-English speaking parents the benefit of using electronic translation tools and also offer opportunities for more frequent contact, thus enhancing parent engagement.

- 3.6 A number of parents and members of staff are involved in the LPPA (Leading Parent Partnership Award) working party, which meets regularly to consider ways in which the school and parents can move forward.

#### **4 Involvement in children's learning**

- 4.1 Parents and carers can talk with teachers before and after school on an informal basis on most days.
- 4.2 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.
- 4.3 There are opportunities for parents and carers to have a formal discussion with their child(ren)'s teacher three times each year (October, February and July) to discuss targets and children's progress. As well as these opportunities, the School's teaching staff are always willing to meet with parents and carers at mutually convenient times throughout the year. Additionally, parents, whose children have IEPs (See SEND policy) are involved with parents in the target setting and review process of these.
- 4.4 An annual report on each child's academic and personal development is made available in the Summer term. An acknowledgement slip is attached, and parents can request a meeting with the teacher to discuss the contents of the report.
- 4.5 Regular curriculum workshops are organised to assist parents and carers in supporting their child(ren)'s learning.

- 4.6 Policy documents, schemes of work and National Curriculum guidance are readily available for parents and carers to view, either on the School website or from the School office.
- 4.7 Curriculum letters are sent to each family at the start of each term, detailing the aspects of learning each child will undertake, expectations regarding homework and how families might support that learning, for example by visiting museums, galleries, websites, etc. These are also available on the school website.
- 4.8 Parents and carers are invited into school regularly to celebrate their children's achievements, for example in class assemblies, musical performances, Christmas and Easter performances.

## **5 Types of help at school**

- 5.1 Parents and carers are regularly invited to support groups and activities in class (e.g. listening to children read, or helping with practical activities).
- 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. Parents are also invited in to talk about their faith or culture of origin.
- 5.4 Occasionally the governors will seek parents, elected by other parents, to serve on the governing body. Parent governors represent the views of other parents.
- 5.6 We value the work of the Association of Parents and Friends. This body of parents and school staff works voluntarily to raise money for the school.

## **6 Organisational arrangements**

- 6.1 As part of our Safeguarding procedures any person who will be working with children in our school will be required to undertake a DBS check 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 (See Educational Visits policy).
- 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, 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 and the school, details the responsibilities and expectations of all parties.
- 7.2 The school consults 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 or particular medical needs 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 Parents are able to voice their opinions about the school on the online questionnaire, Parentview. These results are analysed annually and the results of that feedback helps support school improvement. Other questionnaires are occasionally distributed to parents to seek their views on particular issues.
- 7.7 The School Profile is published annually on the Internet and parents can access the link on the School website.
- 7.8 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. A copy of the final report will be accessible to parents on the School website.

## 8 References

- 8.1 This policy should be read in conjunction with the 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.

## 9 Monitoring and review

- 9.1 The headteacher will monitor the implementation of this policy, and will submit periodic reports on its effectiveness to the governing body.
- 9.2 This policy will be reviewed in three years, or earlier if necessary.

**Signed:**

**Date: April 2019**