



ST. ANNE'S COPP CHURCH OF
ENGLAND PRIMARY SCHOOL,
GREAT ECCLESTON



HOME-SCHOOL POLICY



"Let us love, not in word, but in truth and action." (1 John 3:18)

SEPTEMBER 2023

Approved by Link Governor: September 2023
Next review due: November 2025

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion and **understanding**, promote **justice** and possess commitment and **aspire** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.**

"Parental involvement in a child's education can be a more powerful force in learning than family background and parents' education level."

Charles Desforges DfES

The main aims of this policy are to promote parent/carer participation in a diversity of roles to support children's education and to provide a framework for effective partnerships with parents/carers in school.

St. Anne's Copp Church of England Primary School, Great Eccleston, acknowledges the rights of parents/carers to have their opinions respected and considered, including the need for sensitivity to the rights and roles of adults with different caring responsibilities.

Parental involvement is vital to school in the following ways:-

- it creates trust and co-operation between home and school and breaks down any barriers that may have previously arisen;
- it enhances social and educational outcomes for children;
- it gives teachers a deeper insight into the children they are teaching, thus allowing them to provide a more meaningful education for each and every child;
- it creates a deeper bond between home and school and affords parents an enhanced access to their child's education;
- it improves the understanding of parents, carers and the community of school activities;
- it provides schools with a broader resource base from which to draw to provide learning opportunities and services to children and families;
- it increases participation in decision-making in the community, and promotes community spirit and cohesion.

We aim to acknowledge, encourage and extend parent/carer participation by:-

- creating an environment in which the participation of all parents/carers in school is welcomed, where teachers and parents treat each other with mutual respect and where differing views and opinions are considered and discussed with a view to finding solutions;

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- involving parents/carers in decision-making at the school, through consultation via questionnaires, Friends of Copp School (FOCS) and the Governing Body;
- encouraging parent/carer participation as volunteers to support schools and classroom activities;
- promoting relevant, accurate and timely communication between schools and families about pupil progress, all aspects of school programmes and policies with respect for the diversity and differing needs of families;
- connecting children and families with community and support services.

Objectives

We aim to make our school welcoming by encouraging parents, the wider family and community to become involved in the life of our school. We aim to ensure that the office is manned at all times, usually by Mrs Lawrenson, but occasionally by other members of staff. All visitors are quickly acknowledged and greeted with a smile. Should parents wish to have a discussion with a member of staff, we provide a quiet and private area in which to do so.

We have a website which provides another link for families and the wider community, where information on the curriculum, class targets, termly topics, events, dates and notices can be accessed and we welcome any comments through the website which might improve our school. We use Class Dojo as a reward system and class sharing device. Facebook is another platform that we use to share events, photos and to remind parents of dates.

Information is sent out regularly to parents by letter/email/Dojo/text/website, including the diary of events for the year. There is a separate Communications Policy in place. We provide children with reading diaries to encourage two-way communication with parents; this is particularly important for busy parents who cannot always get into school. In some cases, we have home/school diaries to help sustain a dialogue between parents and teachers. Every class sends out a curriculum update at the beginning of each half term via class Dojo and which is duplicated on the class page of the school website. Interim reports are sent out to parents in the autumn and spring terms detailing pupil progress and targeting areas for development and a full report is sent out in the summer term.

We strive to provide opportunities for parents to comment on school life, for example, formally through questionnaires, parents' evenings, open evenings, target meetings when needed and letters; and more informally through telephone conversations and meetings.

We feel it is essential to support parents in helping children to learn and flourish and we therefore welcome visits from parents to discuss their child's progress or any issues which may arise.

Our school is a church community school and we encourage the involvement of parents in all areas of their child's education. The school promotes informal activities that facilitate the interaction of parents, children and staff, for example, discos and family fun evenings; we are also keen to invite families to events such as Harvest, Christmas and Easter services, KS1 and KS2 Church services, productions, celebration and values assemblies. We publish the dates for all our events in plenty of time for everyone to make arrangements and we try to accommodate differing family commitments by offering a remote facility for some of these events. Where possible, we sometimes provide more than one occasion for families to see their children in production.

Parents are a vital resource, and their individual skills and talents are invaluable in supporting work done in school. These include helping with school trips and parties, fundraising, reading and involvement in FOCS.

We actively respond to information requested about children with special educational needs, highlighting issues with either the SENCO or SEN Assistant. We will hold meetings with parents/carers to discuss Individual Education Plans where needed and ensure plans are given to parents each half term reflecting on previous achievement and to draw attention to new personal targets.

We relish our role in the community and strive to ensure that our pupils learn about the local, wider and global community. This is achieved through a variety of means including themed days/weeks, visits out of school and visitors to school in order to develop equity, diversity and justice.

We communicate events and issues to parents which represent a potential threat to the safety of their children, for example, risk assessments are carried out for any trips out of school; the school has an internet safety policy which is available for parents to view and permission slips are sent out to parents for anything which is outside of normal school practice.

We also have a policy for Children Not Collected which clearly sets out the procedures for dealing with pupils whose parents do not collect them from school (see Children Not Collected Policy).

Attendance and punctuality is monitored closely by the Attendance Lead and parents are aware of procedures for informing school of lateness and non-attendance (see also Attendance Policy).