



L.E.A.D. Academy Trust

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Home School Policy

Ratified by Governors on.....

Review date.....

Signed by Chair of Governors.....

Home School Policy

Rationale:

We believe that our policy should be a working document. It is a statement of aims and practices to support the work of everyone involved in the partnership of the school.

We believe that if parents and schools work in partnership, with understanding of each other's roles, then children's learning can take place.

We aim to encourage mutual understanding, respect and positive attitudes between children, teachers and parents creating the best environment in which learning can take place.

We are committed to identifying and developing ways in which the school community can work together to make this partnership work.

At Edna G. Olds Academy we are required to:

- Report on children's progress.
- Provide information on children's programmes of work
- Include parent representation on the Governing Body
- Hold an annual meeting for all parents
- Involve parents in the formation and reviews of children with additional needs

Aims

- To improve the quality of relationships between parents, teachers and pupils, working towards co-operative home school relations.
- To get parents involved in and aware of what happens in school.
- To include parent and child in the assessment process.
- To utilise the full expertise and willingness of adults other than teachers, as a resource, with special emphasis on parents.
- To provide a framework for the role of parents in children's education, as seen by our school.
- To provide a home school agreement which sets out the expectations and responsibilities of both the school and the parents.

Our home school links will be characterised by:

- A continuous effort to identify and encourage ways by which parents can support their child's learning.
- Effective two-way communication between all members of the partnership.
- Accessibility of the school to the parents.

- A sense of shared identity, purpose and belonging through a range of opportunities enabling community and parents to become involved on the life of the school.
- A belief that parents have skills, interests and experience which can be shared for mutual benefit.

The principles behind the policy

The welcoming school

All parents should feel welcome in school in order to establish good working relationships based on mutual respect and trust between the parents, teachers and children.

We will:

- Give all parents a warm, courteous welcome to the school as a sign of mutual respect.
- Raise awareness about the importance of home/school links.
- Review and analyse the effectiveness of home/school liaison and make a continuous effort to identify and encourage ways by which parents can support their child's learning.
- Annually develop an action plan to further develop home/school links and involve the opinions of staff, parents and pupils.
- Continue to develop an open-door policy.
- Create a welcoming reception area.
- Make it easy for less confident parents to visit initially by inviting them in the company of other parents for a teacher/parent consultation.
- Enlist parents' views in decision and policy making.
- Encourage use of the Parents' Room and the use of ICT facilities.
- Identify and meet professional development training needs on parental involvement in school.
- Ensure staff, including the Headteacher, are accessible by appointment to parents for discussion of:
 - Curriculum
 - School issues
 - Family matters
 - Individual child's progress

Constant Communication

We are committed to developing good communication with parents.

We will:

- Give prompt and courteous replies to correspondence from parents.
- Investigate fully all concerns of parents.
- Facilitate two way communication between school and home.
- Inform parents about what is happening in school both verbally and through accurate well-presented written information in user friendly language.
- Annual reports will be in line with legislation and the Assessment Policy.
- Hold a meeting for all parents whose children are coming into Nursery, and Reception.
- Have Parents Evenings annually where parents have the opportunity to look around school and their child's progress.
- Increase parents' knowledge in educational matters to equip them
 - To be involved in decision making of the school.
 - To recognise their rights as parents to information about their child.
 - To take and maintain a more active role in their child's education.
- Invite parents to help out on educational visits.
- Extend invitations to all parents to performances, concerts, fairs, discos and community activities.

Parents as educators

We are committed to involving parents in their child's progress.

We will

- Value the contribution that parents make to their children's education.
- Develop understanding of the curriculum and encourage parents to support their child as much as possible.
- Acknowledge and raise parents' awareness of the value of home activities thus encouraging a shared commitment to the success of the individual child.
- Develop understanding of the importance of parental praise and encouragement.

Parents as Learners

We will

- Give support to parents as individuals fulfilling their own needs as learners.
- Respect the rights of adults to personal self development.
- Recognise that the school has a place role in enabling parents to develop their own skills and confidence.
- Provide opportunities for parents' own education and development.

Parents as helpers

We will encourage parents to help:

- In classrooms
- Accompanying children to swimming and on trips.
- Helping about school in other ways.

We will also:

- Give parents in class reassurance that they are doing well.
- Offer prompt and tactful feedback when things are not going well.
- Give an opportunity for feedback at the end of each session.
- Thank them after each session and each term.

Parents' Evenings

Meetings between parents and teachers are essential

Parents' evening should:

- Enable parents to tell teachers how their child is at home and any circumstances that may affect a child's learning.
- Enable parents to find out what is being taught, why and how.
- Focus on each child's individual needs and development.
- Enable teachers to tell parents how they see their child's progress.
- Enable parents and teachers to agree priorities or targets for the child's development

Teachers need to give:

- Information or clarification about the aims and purposes of lessons.
- Positive and specific feedback about everything a child is doing well.
- Encouragement for parents and children to give their own assessments of how their child is doing.

- An opportunity for parents to see and discuss their child's work and the assessments of it.
- Specific areas of knowledge, skills or behaviour for development. Parents can be offered strategies for supporting their child's learning in these areas or extending it where the child is doing well.
- Any relevant information about relationships with other children and behaviour in school.
- Priorities or targets for the term ahead. These will be written and agreed.
- Each parents enough time to discuss matters of interest.

If a child is present at the consultant, teachers should ensure that they are fully involved and have a clear role.

The Role of the Governing Body

The role of the Governing Body in supporting the home school liaison will be:

- Make annual Governors meetings friendly occasions.
- Attend Parents' Evenings.
- To identify members who could have a clear role in relation to community work and link with appropriate organisations.
- To represent the school at functions within the community.
- To support Governors' training.

Monitoring and Evaluation

Formal and informal evaluation will be used to inform the school as to the effectiveness or otherwise of each initiative. These evaluations will be part of an on-going process that seeks to revise our practice and extend it when opportunities arise.

We will continue to harness ways of engaging parental interest.