

# PARENTAL ENGAGEMENT POLICY

In Pippins School we believe in close co-operation with all families and regular consultation between home and school. We have therefore developed the following parental engagement policy. We gratefully acknowledge the invaluable help given to us in drawing up this policy from the parents, guardians and carers of our pupils.

## Aims

To enhance the learning experiences of all our pupils by:

- Encouraging parents and carers to be involved in their children's learning.
- Providing a partnership between the school and our pupils' homes that makes families feel welcomed and valued.
- Making maximum use of the skills and knowledge of parents and carers to enrich the learning opportunities of our pupils.

## Objectives

To enable all our pupils to be supported and inspired to learn in a culture of high expectations in which:

- Parents are welcomed, respected and valued as partners by the school community.
- The school has an open-door ethos and approach so that parents are able to communicate with staff on a regular basis, both formally and informally.
- There are clear two-way channels of communication between school and home, which are understood and accessible to all.
- Parental views are regularly sought and acted upon.
- Extra support can be given to families suffering from difficulties.
- We can work together to promote positive behaviour at home and at school.
- We provide a range of activities, courses and workshops to promote parental involvement in children's learning and also lifelong learning for both children and adults.
- We work to remove any discriminatory barriers that limit engagement by pupils, parents and our diverse communities.
- We work towards representation of diverse parent groups in school governance, committees and associations.

## Action plan

With the help of parents and carers, we have developed a plan of levels of engagement.

### **Supporting learning at home**

We explain to parents what their child is learning at school and how that learning can be best supported through:

- Our homework policy which explains what is required of parents, pupils and teachers.
- Homework training sessions at school for parents to learn how best to support their children in doing homework.
- Making suggestions on activities that parents can do at home with their children to reinforce their learning and development.
- Giving advice and support on how children can revise and prepare for tests and examinations.
- Supporting/encouraging remote learning where possible.

### **Fostering home/school partnerships**

We create opportunities for parents to work together with the school by actions including:

- Issuing regular online newsletters with important information such as dates, information about trips and extracurricular opportunities, dates of upcoming tests and best sources of revision support etc.
- Inviting parents to be involved in as many daily school activities as possible, such as assemblies, celebrations, special days, come work with me sessions, sports days etc.
- Establishing regular times when parents know they can meet teachers informally and formally.
- Consulting parents on the school improvement plan.
- Giving advice, information and support at key transition stages, such as starting nursery and moving to primary or secondary school.
- Advising how to access additional support for special educational needs or disability.
- Co-operating with families if there are attendance concerns.
- Advising when referral needs to be made to outside agencies.
- Providing parenting courses and professional workshops.
- Sending out regular questionnaires to gauge parental opinion and providing feedback from the outcomes of these surveys.
- Encouraging parental volunteering with extracurricular activities and trips, helping in the classroom. listening to children read etc.

### **Removing barriers**

We offer practical ways to support parents, carers and pupils whose families find it difficult to get involved with education and learning. Often a barrier identified is the first step towards a barrier being removed or at least mitigated. Parents can be inhibited by:

- Previous personal experience.

- Isolation (often felt by lone parents).
- Shifts and/or long working hours.
- Lack of childcare facilities.
- Language difficulties.
- Cultural, faith, ethnic and lifestyle choices.

We work to surmount these difficulties by:

- Offering flexible timing of events and meetings.
- Providing interpretation or translation services.
- Making available easily accessible information about adult learning opportunities, parenting skills and community involvement.
- Supporting parents of looked-after children.
- Liaising with local cultural, religious and ethnic organisations.
- A readiness to make home visits on occasions.

### **Monitoring and evaluation**

We review and establish self-assessment processes in order to determine the effectiveness of our parental engagement strategies, and we report progress regularly to the governing board.