



**Longford Park School**  
Believe • Belong • Become

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## Parent Partnership Policy

Longford Park School

Reviewed: March 2023  
Date of next review: March 2026

### **Our school values**

**We believe in ourselves and each other.  
We all belong in our community.  
Everyone can become the best they can be**

At Longford Park School we pride ourselves in building positive working relationships with our families. We work with the Leading Parent Partnership Award programme, to continually analyse the work that we do. We also listen carefully to feedback from parents and have regular drop in sessions available throughout the academic year.

### **Introduction**

This policy should be read in conjunction with relevant passages in:

- The Equal Opportunities Policy;
- The Attendance policy
- The Behaviour Policy
- The Safeguarding Policy

All parents and carers are equally valued as part of our 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. We are proud recipients of the Leading Parent Partnership Award and work hard to uphold and continue our excellent work in partnerships with parents and carers.

### **Aims and objectives**

Our aims through parental involvement are:

- To communicate fully with parents and carers to ensure that we all (parents, children, staff) have the same purpose in mind – the needs, development and progress of the children.
- To operate an open-door Policy that encourages the fullest possible two-way communication between staff and parents/ carers.
- To work in close co-operation with parents and carers in order to ensure high standards of care and academic achievement for all of our children.
- To provide an environment inclusive for all parents and their children, regardless of need, background or culture.
- To enhance the learning experiences of all pupils.
- To encourage parents and carers to be involved in the children's 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.

Parents and carers are welcomed into the school at mutually convenient times to learn more about their children's progress and to celebrate their successes. There are numerous opportunities throughout the year (both formal and informal) to meet together and get to know each other. Meetings are arranged at a variety of different times to enable as many parents as possible to attend.

### **Involvement in the life of the school**

- Our school is open to parents and carers at all times.
- Each family should receive a copy of the school prospectus on entry into the school. Families are invited to regular events, activities and celebrations that are organised by the school, and a calendar is shared with parents and carers to maximise attendance opportunities. Parents are welcomed to our assemblies. These occasions provide an opportunity to celebrate success, and support our children in their understanding that hard work is valued by both home and school.
- Newsletters are sent home termly.
- Parents and carers can view much of this written information on the school website.
- A suggestion box is always available in reception.

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

- At the start of each academic year, parents and carers are invited to 'meet the teachers' morning/afternoon, hosted by the pupils teaching team.
- Parents and carers can talk with teachers/staff before and after school on an informal basis on most days in a variety of ways i.e. upon collecting child/ telephone calls.
- Appointments to see a teacher or the Headteacher can be made as soon as required in most instances.
- There are opportunities for parents and carers to have a formal discussion with their child's teacher via termly parent's afternoons. Teachers value these opportunities to celebrate successes, review learning targets and listen to parental views.
- Annual Reviews take place each year. An annual report on each child's academic and personal development is made available in July in the summer term.
- Curriculum workshops are organised to assist parents and carers in supporting their child's learning.
- Policy documents and National Curriculum coverage each half term is available for parents and carers, both sent home and on the website.
- Curriculum letters are sent to each family at the start of each half term, detailing the aspects of learning that each child will undertake, and how families might support that learning.
- Home-school communication books detail specific daily requirements for parents which wish to use them.
- Reading is expected to be facilitated at home as part of the homework policy.
- Curriculum assessments as well as records of progress and achievement are also readily available, as appropriate, to each child.
- Parents and carers are invited to our regular class assemblies and events.

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

- 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.
- The Advisory Committee will seek parents who are willing to serve as members of the school Advisory Committee. These will be elected by other parents and carers. Parent governors represent the views of parents and carers.

### **Opportunities and support for parents**

The school seeks to ensure all groups of parents/carers connected with the school are aware of training and enrichment opportunities available in the school and in the community, by:

- Informing parents about adult learning courses (College in the Community).
- Meet with parents who require assistance with parenting (positive parenting) sessions.
- Providing information and advice workshops or signpost to online courses and out of school events.
- Offering leaflets and guidance on specific areas of the curriculum, e.g. maths, to enable parents to support children at home.

We also seek to support those parents who work by offering an extended school provision, for example:

- After school clubs.

### **Communication**

We are continually updating and improving our communication systems. Currently, parents receive regular updates from the school including:

- Messages via Dojo
- Termly class newsletters
- Regular information letters and leaflets
- Annual Progress Reports
- Notice boards in the front entrance and back door exit
- Text messaging service
- Regularly updated website
- Home School Agreement
- Email/ Dojo distribution of letters and newsletter
- Phone-calls
- Pupil's daily record sheets
- Home-school communication books upon request
- Parent feedback box located at the front of school

### **Transition**

- We aim to provide support and resources to help parents make informed decisions about choices and transitions to other institutions, by:
- Beginning talks about Secondary School preparations at the child's Year 5 Annual Review
- Inviting a representative from the Local Authority to all Year 5 and 6 Annual Reviews.
- Providing impartial/ specialist guidance on transition to parents and pupils.
- Supporting parents with the procedures for applying for secondary schools, including a presentation from the head teacher, individual consultations and support and guidance in any appeals procedures.

### **Organisational arrangements**

- It is necessary to organise a personal background check with the CRB (Criminal Records Bureau) on any person who will be working with children in school if undertaking regulated activity, prior to that person's involvement.

- 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.
- All helpers are asked to sign in and sign out of school when visiting, for security reasons and will not be left unaccompanied without a member of the school staff.
- 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.
- All helpers are asked to inform the school, in advance if possible, should they be unable to attend school at a prearranged time.
- All helpers will be reminded of the confidential nature of their work in school.

### **Consultation**

- Our home-school agreement, signed by pupils, parents/carers and the school, details the responsibilities and expectations of all parties.
- The school will consult parents and carers each year both formally and informally, about their views on school life, children's learning and new initiatives.
- Parents or carers of a child 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.
- The school values regular feedback, and will make every effort to act on parents' and carers' views, wherever possible.
- Teachers (including the Headteacher) can be approached informally before and after school, and will always take careful account of any information forwarded to them.
- Periodically, the school will seek parental views more formally, through an annual survey, or a questionnaire on a particular theme.
- 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. Pupils will receive a letter from the lead inspector.

### **Monitoring and review**

- The Headteacher and Deputy Headteacher will monitor the implementation of this policy, and will submit periodic evaluation reports on its effectiveness to the governing body.
- This policy will be reviewed every three years, or earlier if necessary.