

Parents as Partners Policy

St. Joseph's R.C. Primary School



Aim

At St. Joseph's School, we aim to work in partnership with parents based on establishing trusting and respectful relationships with a two-way flow of communication to meet the needs and achieve the best possible outcomes for all of our children.

In the EYFS, working in partnership with parents is a key principle of effective practice.

'Close working between early years practitioners and parents is vital for the identification of children's learning needs and to ensure a quick response to any area of particular difficulty. Parents and families are central to a child's well being and practitioners should support this important relationship by sharing information and offering support for extending learning in the home.' (EYFS Statutory Framework)

Implementation

At St Joseph's School:

- We welcome and value all our parents and children.
- We recognise the important role of parents and the expertise that parents and staff bring and, together, we can enhance the child's learning.
- To have in place clear systems for ongoing dialogue based on a two-way flow of communication including:

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- *Open door policy
- *School website
- *Parent Mail
- *Marvellous Me
- *WOW wall
- *Displays
- *Stay and Play sessions
- *Parental Consultation meetings throughout the year.

At St. Joseph's School, we make sure information is accessible to all parents before their child starts and through a variety of sources during their child's time in EYFS.

We provide information (and information about the EYFS curriculum) through stay and play sessions, parents' information curriculum meetings, welcome to Reception meeting and our cloakroom displays.

Before the children start, we obtain relevant admission forms. We ensure all the information is kept up to date. Confidentiality and privacy is upheld at all times. These are also accessible via the Parents Notice Board and website.

Prior to admission into Nursery we arrange an introductory visit for the child to attend with their parents. Welcome packs are given. We develop relationships with parents through our induction / settling in period

We actively seek parental contributions to the assessment process, including contributions to the child's learning stories through the WOW wall and evaluations following Stay and Play/ curriculum meeting sessions.

We report progress and children's achievements throughout their time with us through parental consultation meetings and reports at the end of the Summer Term.

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By working closely with parents we can identify and support those children who have specific needs, or those who are disadvantaged. If a child is recognised as needing additional support in the setting, parents are consulted throughout the process.

We seek to enhance parents understanding of teaching and learning in the early years, by inviting parents to attend relevant workshops, including reading and firm foundations to support the continuity and progression of children's learning between the setting and home.

We actively seek parental views, for example through questionnaires. If a parent raises a complaint, the complaint procedure is followed.



September 2017

Review Date:

Reviewed by: