

Introduction

- Schools have many lines of communication to maintain: with parents and carers, with other schools, with the community, with outside agencies, and within the school. Good communication between the school and the home is essential, and children achieve more when schools and parents work together. Parents can naturally help more if they know what the school is trying to achieve.
- In our school we aim to have clear and effective communications with all parents and with the wider community. Effective communications enable us to share our aims and values, through keeping parents well informed about school life. This reinforces the important role that parents play in supporting the school.
- We have various strategies for communicating with parents. Some of our communications are in accordance with a statutory requirement, while others simply reflect what we believe is important for our school.
- We try to make our written communications as accessible and inclusive as possible. We use an easy to read font. We seek to avoid bias, stereotyping or any form of racial discrimination. We wish to recognise and celebrate the contributions made to our society by all the cultural groups represented in our school.

Home-school agreement

- A home-school agreement is a requirement of the School Standards and framework Act 1998. It explains the school's aims and values, the school's responsibilities towards the children, the responsibilities of parents, and what the school expects of the children. We ask parents to sign this agreement when their child starts at our school.
- The agreement covers the standard of education in our school, the ethos of the school, and our expectations regarding attendance, behaviour, and homework.

Annual written report to parents: children's achievements

- Every year we provide a written report to each child's parents on the child's progress in the various National Curriculum subjects. This report identifies areas of strength and targets for future development. In our school we offer parents the chance to comment in writing or make an appointment to discuss the report. We also give children in Year 6 the details of their performance in the national tests, and details of national comparisons.
- Parents meet their child's teacher throughout the year in private consultations in the Autumn and Spring. This gives them the opportunity to celebrate their child's successes, and to support their child in areas where there is a particular need for improvement. Parents are able to see their child's work during these meetings. We encourage parents to contact the school if any issues arise regarding their child's progress or wellbeing.
- When children have special educational needs, or if they are making less than the expected progress, we find it helpful to meet with parents more regularly.
- Staff conduct termly 'Structured Conversations' with 3 children from their class who in terms of results, confidence and self-esteem seem to be needing a boost. Parents and children are invited termly to a longer discussion, targets are set for the child, and the parent and teacher

have an action plan. This is reviewed face to face each term but also through phone calls, texts and school organiser messages.

- We welcome the presence of any other adult the parent wishes to invite to a school meeting to act as interpreter. We will also make any reasonable adjustments to our arrangements if this will enable a parent with a disability to participate fully in a meeting at our school, or to receive and understand a communication.

Governors' annual School Profile Report to parents

- During each school year the governing body publishes an annual school profile for parents. This can be at any point during the school year. The report must contain information relating to:
 - What have been our successes this year?
 - What are we trying to improve?
 - How have our results changed over time?
 - How are we making sure we are meeting the needs of individual pupils?
 - Information on pupils' attendance
 - How do we make sure our pupils are healthy, safe and well supported?
 - What activities are available to pupils?
 - How are we working with parents and the community?
 - What have pupils told us about the school, and what have we done as a result?
 - What do our pupils do after leaving this school?
 - What have we done in response to OFSTED?

School prospectus

- The school prospectus contains a range of specified information to give parents a full picture of provision at our school. This is updated annually.

Public access documents

- The school makes a range of documentation available to parents. We keep masters of Governors meetings on display in the corridor. All school policies in the school office and will make a copy available on request electronically or a paper version – many are available on our website too. A range of national and LA documentation is also available.

Home-school communication

- We send a newsletter to parents monthly. It contains general details of school events and activities. Parents expect the newsletter, and appreciate the regularity of the contact. We send other letters of a general nature when necessary. Where the parents have provided us with an email we will also send all letters electronically. Copies are all available on our website.
- Teachers will keep the parents of the children in their class informed of details of forthcoming work to be covered, and invite parents to support their child's work through a range of suggested activities to be shared with the child at home. Parents are also invited to take part in any educational visit that is linked to the work
- Children in all classes have a home-school file.
- The school encourages parents to share any issues about their child at the earliest opportunity. Teachers see parents immediately, if at all possible. Where this is not possible, the parent makes an appointment.
- We arrange an annual autumn meeting for parents called 'The Year Ahead' to explain areas of our curriculum. We hold a meeting in July for new parents. The residential visits that children

undertake involve written communication and or meetings with parents regarding the planning and content of the visit.

- If a child is absent from school, and we have had no indication of the reason, we contact a parent either by sending a text or telephoning to find out the reason for the absence. Please refer to the Attendance Policy.

Communication with other schools and outside agencies

- Towards the end of their final term in Year 6, we pass on information about the children to their intended secondary schools. We try to give a view of the whole child, and we include their expected national test results, their strengths and weaknesses, their interests and responsibilities. There is also an electronic transfer of further information about the child, organised by the government. We may also send on several items of work.
- We recognise that children have diverse needs, and we are supported by various agencies and groups of professionals who keep us informed on better ways to meet these needs, so that children may participate more fully. Support comes from medical services (such as speech and language therapy, occupational therapy and physiotherapy), from child development centres, from local doctors and specialists, and from school nurses. It also comes from various welfare-focused services, such as Educational Welfare, Social Services and Behaviour Intervention units.
- We recognise that children have a fundamental right to be protected from harm, that their protection is a shared responsibility, and that our school should provide a safe and secure environment. We are the people most in contact with our children, and we are therefore in a unique position to identify and help abused children. So when any members of staff have concerns about a child, these will be passed on to the head teacher, who may share this information with the Social Services.
- We hold information on pupils in our school, and from time to time we are required to pass some of this information to others for educational purposes. Details have been sent to parents about the types of data we hold, why we hold that data, and who we may pass it on to. This is a requirement under the Data Protection Act 1998. Parents have a right to view the information we hold, and we have contact details of the agencies to which our information is passed. (see Data Protection Policy)

Communication within our school

- There is a timetable in the staff room of the week's activities and a whiteboard for the day's messages.
- An e-calendar though Office365 is used by all staff
- Monday 'briefing' at 8:30am keeps all staff up to date of the week ahead
- Written communications, messages and post are delivered to the staff either with the class register wallet or in the pigeon holes in staff room. Emails are forwarded to the relevant member of staff.
- Staff members' personal details are not shared with other members of staff.
- Staff meetings are held once a week
- TA meetings are weekly

Electronic communication

- We use Teachers2parents texting system and our school website.
- All school members may communicate with others through the Internet. There are many benefits, but also a number of possible dangers. Rules for the use of the Internet are contained in our E-Safety Policy. Safeguards in our school include constant adult supervision, sites being filtered by our service provider, controlled links, and the use of child-friendly search engines.
- Our school website provides information about the school, and an opportunity to celebrate children's work with the worldwide learning community.
- Members of staff all have their own school-provided e-mail accounts.

Reviewed by stakeholders : Autumn 2015

Next review: Autumn 2018