



ST. JOSEPH'S

CATHOLIC PRIMARY AND NURSERY SCHOOL
'LEARNING TO LOVE, LOVING TO LEARN'

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL PARENTAL INVOLVEMENT POLICY

Mission Statement

'St Joseph's vision is that together we are the architects of the future, building lives on the firm foundations of the Gospel.'

Inspired by Christian values we aim to provide love and security within a curriculum designed to meet the complex needs of all individuals, in order to prepare them to take their place in the ever changing world of today and tomorrow.'

1 Introduction

1.1 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.

2 Aims

2.1 Our aims through parental involvement are:

- to enhance pupils faith development and build a strong faith community;
- 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.
- to encourage parents and carers to develop and extend their own learning.

3 Involvement in the life of the school

- 3.1 School is open to parents and carers at all reasonable times.
- 3.2 Families are invited to regular events, activities and celebrations that are organised by the school. These occasions provide an opportunity to celebrate success, and a viewing public for a lot of the pupils' work.
- 3.3 Half termly class newsletters and RE newsletters are sent home as well as the Headteacher weekly newsletter.
- 3.4 Parents can view much of this written information on the school website.

4 Involvement in children's learning

- 4.1 Parents and carers can talk with teachers before and after school on an informal basis on most days.
- 4.2 Appointments to see a teacher or the Headteacher can be made through the school office, and can be set up for as soon as required in most instances.
- 4.3 There are opportunities for parents to have a formal discussion with their child(ren)'s teacher at Parents Evenings scheduled termly. Teachers value these opportunities to celebrate successes, review learning targets and listen to parental views.
- 4.4 An annual report on each child's academic and personal development is made available in the summer term. Parents who wish to request a meeting with the teacher to discuss the contents of the report can do so during the summer term Parents Evening allocated times.
- 4.5 Regular curriculum workshops will be organised to assist parents and carers in supporting their child(ren)'s learning.
- 4.6 Policy documents, school curriculum and National Curriculum guidance are readily available for parents and carers to view.
- 4.7 The termly class newsletters include a section on the curriculum, detailing the aspects of learning each child will undertake alongside Learning Challenge project homework to support the learning topic at home. These provide guidance for parents on the type of activities that could be undertaken.
- 4.8 Homework is given on a weekly basis. We value parental support regarding the completion of these tasks, many of which contain guidance for helpers.
- 4.9 It is an expectation that pupils read at home every night for at least 20 minutes. Parental support is valued in this for all ages through support for reading and comprehension skills.

- 4.10 National Curriculum assessments as well as records of progress and achievement are also available at parent evenings, as appropriate, to each child.
- 4.11 Parents and carers can expect to be spoken to in a quiet, private area if there are any concerns regarding their child.

5 Types of help at school

- 5.1 At the end of each term we invite parents and carers to attend our open school 'Learning Challenge Event' to look at your child's learning for the term alongside their learning challenge homework project.
- 5.2 Parents and carers offer valued support when they are able to volunteer within the school e.g. to support children's reading
- 5.3 Parents and carers offer valued support when they respond to invitations to accompany school groups on educational visits, including, in some instances, assisting with transport arrangements.
- 5.4 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.
- 5.5 Occasionally the governors will seek parents, elected by other parents, to serve on the governing body. Parent governors represent the views of parents, for example when they feel that their children's special needs are not being recognised by the school.
- 5.6 We value the work of 'The Friends of St Joseph's'. This body of parents and school staff works voluntarily to raise money for the school and provide a forum for discussion of issues related to the school.
- 5.7 Parents and carers are invited to participate in workshops and short courses on different curriculum areas to develop their own learning

6 Organisational arrangements

- 6.1 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, prior to that person's involvement.
- 6.2 All helpers working with children will receive a full induction by the Assistant Headteacher/Inclusion & Safeguarding Lead. This will detail the expectations of all helpers, safeguarding processes, GDPR adherence and the school code of conduct.

- 6.3 Insurance cover will be organised regarding parents' and carers' work at school, including transporting children using the school minibuses.
- 6.4 All helpers are asked to sign in and sign out of school when visiting, for security reasons.
- 6.5 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.
- 6.6 All helpers are asked to inform the school, in advance if possible, should they be unable to attend school at a prearranged time.
- 6.7 All helpers will be reminded of the confidential nature of their work in school.

7 Consultation

- 7.1 Our home-school agreement, signed by pupils, parents and the school, details the responsibilities and expectations of all parties. This is completed on entry to the school.
- 7.2 The school will make every effort to consult parents and carers, both formally and informally, about their views on school life, children's learning and new initiatives.
- 7.3 Parents or carers of a child with a disability or any medical needs 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.
- 7.4 The school values regular feedback, and will make every effort to act on parents' and carers' views, wherever possible. A feedback box is placed in the school reception area.
- 7.5 Teachers (including the Headteacher) can be approached informally before and after school, and will always take careful account of any information forwarded to them.
- 7.6 Periodically the school will seek parental views more formally, through an annual survey, or a questionnaire on a particular theme.
- 7.7 The governing body produces an impact statement which is updated yearly and is available at parental request.
- 7.8 Also, if desired by a sufficient numbers of families, the governing body will hold an annual meeting at which issues of interest and concern can be raised by parents and carers.
- 7.9 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.

8 References

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

- the *School Standards and Framework Act* (1998), regarding adults working in school;
- the *Human Rights Act* (October 2000);
- the Equal Opportunities Policy;
- the school's evaluation procedures.

9 Monitoring and review

9.1 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.

9.2 This policy will be reviewed in two years, or earlier if necessary.