



Introduction

This policy has been developed through the use of parent questionnaires, discussion with parents at annual reviews, parents' evenings and parents' group meetings. Feedback from parents has enabled us to identify the effective communication processes present within the school and the areas where home/school communication and links needed development.

Linked Policies

Complaints
Curriculum
Marking / feedback
Teaching / learning
Educational visits
Social Networking

Aims / Why is effective communication so important?

Positive lines of communication between home and school, is an essential element of the work of all schools. Effective communication enables pupils to receive continuity of education, care, support and management within home and school settings. For the majority of primary schools this communication takes place mainly through the frequent verbal interactions between parents and staff, as children are brought to and from school. In mainstream primary and secondary schools, pupils are also entrusted to pass on information between school and home.

Legal Framework

- None. Although we are obliged by the 1996 and 2002 education acts to communicate certain information to parents / guardians.

Statement of Policy

Personal Contact details: Home Address, Telephone Numbers, Email

The school holds emergency contact details for all pupils, and parents are contacted on an annual basis to ensure that these are updated. Families are encouraged to alert the school immediately in the event that contact information needs to be revised. Depending on the nature of the communication, the school will use the most practicable means to contact a parent/carer.

Home School Communication Policy – Kelsey Primary School

Forms of communication used at Kelsey Primary School to provide effective communication

1. Home/School Reading Folder.

This folder provides a focused link between home/school for all classes.

Reception and Key Stage 1:

At this age daily communication between parents and class staff is essential. Parents need and are provided with information to assist them in talking to their child about the events of the day. Daily communication provides essential information about curriculum, progress, health, behaviour, self-help needs and offers advice to assist

In developing continuity of approach (objects may also be passed between home and school to provide additional opportunities for staff/parents to communicate).

Key Stage 2:

The majority of our pupils are able to answer simple questions about the day's events. Communication is provided for parents as/when necessary. Communication centres mostly around curriculum progress, homework and provides a written dialogue between home and school.

2. Meeting: Termly Curriculum Overview

Each term parents receive a curriculum overview from their child's class teacher. The overview clearly identifies the focus of the work taking place with the class during the term/half term, and identifies how parents can support their child's work at home. Staff are available to discuss this further with parents if needed.

3. Meeting: Parents' Evenings

All parents are invited to bi-yearly Parents' Evenings. The meetings give parents and class staff the opportunity to talk through each child's progress, and time to look at work completed by the child during the term. Parents are allocated a 10 minute time slot; if more time is necessary, staff will be happy to arrange another meeting.

4. Meeting: Annual Reviews

For children on the Special Educational Needs Register: During each child's annual review meeting, staff and parents have an extended period of time (30 -45 minutes) to focus on a pupil's progress and to plan together for future needs. Parents receive a written report after the meeting, which highlights progress in all curriculum areas as well as social and personal development.

5. Individual Education Plans (IEP)

Children on the Special Educational Needs Register, have an updated IEP at least every six months. Parents receive a copy of this in time to discuss at Parents' Evening. Each IEP offers practical advice to parents on how they can work with school staff to support their child in achieving targets to assist the child's progress.

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6. Open Door Policy

Parents are welcome to visit the school to discuss their child's progress, ask questions, and gain support or to have the opportunity to talk about their child/home issues with either the child's class staff or the Headteacher. Parents are asked to phone school staff / the Headteacher to make an appointment.

This allows the school time to organise cover to make staff available to speak to the parents. Our aim is to see the parents as quickly as possible; we try to arrange a meeting on the same or next day.

7. Letters

The school subscribes to Parent Mail; this allows us to email letters to parents. Not only is it more environmentally friendly as it decreases paper usage, but reduces photocopying and other costs in the school. We urge parents to provide us with a valid email address. Where it is not possible to use Parent Mail, most written correspondence is passed on to families through the home/school reading folder; it is important that the folder is checked on a daily basis. Any other correspondence will be forwarded through the Royal Mail postage service.

8. Telephone Calls

Telephone calls will be made where immediate contact with a family member is required i.e. for pupil injury or pupil incident. A member of staff will call the first named emergency contact as listed. Where no contact is made, a call will then be made to the second named contact. In the event that no live contact can be made, the member of staff will either leave an answer phone message (ascending order as before) or ensure that repeat calls continue to be made to the contact numbers, where possible.

Other ways of building relationships

- Parent and Friends Association
- Attending school functions e.g. assemblies, school productions, social evenings etc.
- Termly newsletter
- Parent volunteering, e.g. swimming, reading etc.

Policy Information:

Date adopted by the governing body:	January 2016
Policy Written by:	Magnus Smedley (Headteacher)
Policy Review Date:	January 2021

Signed:

Chair of governors: _____

Headteacher: _____

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