

## MAXWELL SCHOOL

### Parental Involvement Policy

At Maxwell School all parents and carers are equally valued as part of our school community. Children benefit most when we work in partnership with their parents or carers, and their wider family. We are therefore committed to ongoing dialogue with parents, and carers, to improve our knowledge of the needs of their children and to support their families.

#### Aims

The school aims through Parental involvement:

- To support parents, and carers, as their children's first and most important educators.
- To encourage parents and carers to be involved in the life of the school and their child's learning.
- To enhance the learning experiences of all pupils.
- To provide a partnership between home and school, ensuring that families feel supported, welcome and valued.
- To ensure that maximum use is made of all these adults' skills to enrich learning opportunities.

#### Involvement in the life of the school

- The School is open to parents and carers at all reasonable times.
- Families are invited to regular events, activities and celebrations that are organised by the school or the parents. These occasions provide an opportunity to celebrate success, and to view a lot of the pupils' work. Wherever possible, we encourage a 'hands on' interactive approach to Parents sharing activities with pupils.
- We encourage Parents to view information on the school platform, which we aim to keep updated regularly and can be found at:- <https://maxwell.eschools.co.uk>
- To ensure parents and carers are kept up to date with school news, regular newsletters are sent home, and each family receives a copy of the school prospectus when their child starts at the school.
- Parents and carers are invited to our termly 'sharing assemblies', when children have the opportunity to talk about their work to those present.

#### Involvement in children's learning

- Parents and carers are encouraged to talk with teachers before and after school, on an informal basis, to share brief information. Where more time is required, parents and carers can make appointments to see a teacher, or the headteacher, through the school office; appointments are arranged for as soon as required in most instances.
- Parents and carers are encouraged to take advantage of the opportunity to have a formal discussion with their child's teacher during parent consultations, which take place in the Autumn and Spring terms. Teachers value these opportunities to celebrate successes, review learning targets and listen to parental views.
- The school holds curriculum evening, during the first term of the year, for parents as appropriate to the key stage their child is in. This is to give parents an overview of teaching and learning at their child's key stage within school.

- Termly phase letters are sent home and posted on the website. These outline the curriculum for Foundation Stage (Reception) Key Stage 1 (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6).
- An annual report on each child's academic and personal development is provided to parents and carers each Summer term. An acknowledgement slip is attached, and parents are welcome to request a meeting with the teacher if they wish to discuss the contents of the report.
- National Curriculum assessments as well as records of progress and achievement are also available, as appropriate, to parents.

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

- Each year, we encourage parents and carers to help in school with groups and activities in a class (e.g. listening to children read, or helping with practical activities) other than their child's class.
- Parents and carers offer valued support when they respond to invitations to accompany school groups on educational visits.
- Parents and carers are encouraged, where possible, to visit classes and groups of children to give talks or demonstrations on areas of interest in which they are experts.

### **Organisational arrangements**

- For legislative reasons, 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.
- For security reasons all helpers are asked to sign in and sign out of school when visiting. To ensure helpers maximise their contribution to the children's learning, they are asked to check the purpose and details of any 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 should be mindful of the confidential nature of their work in school.

### **Consultation**

- 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.
- Parents or carers of a child with a disability are encouraged to keep the school fully informed about any relevant issues, so that the school can make all reasonable efforts/adjustments to meet the requirements of their child.
- The school values regular feedback, and will make every effort to act on Parents' and carers' views, wherever possible.
- Teachers 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.

### **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 on a regular basis.