



PARTNERSHIP WITH PARENTS

RATIONALE

Highland Council expects all schools to work in partnership with parents through creating a positive ethos where parents are recognised as having the prime role in influencing their children's lives. Research has proven that effective partnership with parents does have a positive effect on pupils' learning.

“Inclusiveness is an absolute principle. It includes not only pupils of the school, it includes all the staff; it includes the community of the school, all of the agencies who participate in the school and support the learning climate in the school; it also includes parents, as key agents in young peoples learning.” (‘Climate for Learning’ – Brian Dobson)

Inclusiveness means encouraging parents to feel that they are valued as individuals, and that they have a vested interest in the community and its values, and that the sense of belonging which schools and teachers work hard to sustain in the classroom and the wider school, also encompasses them. When parents see the point of a collaborative venture, when they feel it makes sense to them in terms of promoting the well-being of their children, and when they have been involved in its negotiation, then they will be more inclined to give it their active support. We strive to develop strategies to make parents feel included and of value to the learning community thus many of the perceived difficulties associated with the idea of partnership will disappear.

In order to achieve the above, we aim:

- To create a positive ethos and climate within the school where parents are valued as having a key role in their child's education
- To work collaboratively with the Parent Council
- To provide structures within the school for partnership with all parents
- To keep parents informed of developments within the School Improvement Plan
- To keep parents informed of the everyday life of the school
- To inform parents of their child's progress and welfare in the school
- To involve the parents in school activities
- To seek the views of parents when auditing aspects within the school
- To involve parents in their child's learning

Structures for partnership with parents

The school will:

- Create an ethos and climate within the school where the views of all parents are valued, respected and taken account of, irrespective of their ethnicity, culture, background or religion
- Create opportunities for parents to come into the school on a regular basis e.g. attending assemblies, school events, supporting enterprise topics and TASC weeks
- Seek out possible skills and interests that parents may have that could be incorporated into enhancing the education of the pupils
- Create clear and positive communication links with parents where they know they can approach the school with a problem and it will be acted upon positively
- Seek support from outside agencies if there are barriers to partnership due to language and /or culture differences
- Share responsibilities for implementing school policies on for example bullying, homework, road safety
- Provide opportunities for parents to help within the school and on school trips
- Establish mechanisms for seeking all parents' views on areas of development/amendments to practice e.g. questionnaires
- Participate in events and activities within the local community and allow community events to take place within the school

Learning and teaching

The school will:

- Establish structures to involve parents in being active in their children's learning e.g. through homework, story bags, contributing to child's profiles in the Nursery and all personal learning plans
- Work together with pupils and parents to create meaningful personal learning planning
- Provide curriculum workshop where the role of parents in L & T is explained and ways of helping their children at home are highlighted
- Keep parents up to date with new methodologies and strategies being implemented within the school e.g. Active learning, TASC approach, Highland Literacy

Information for parents

The school will:

- Provide parents with a helpful and informative school prospectus
- Communicate with parents through regular informative newsletters
- Provide information on the curriculum and methodology through eg workshops, term overviews, level overviews, Maths planners, topic webs
- Provide alternative modes of communicating with parents if appropriate e.g. Braille, translations into other languages, using interpreters, involving support agencies
- Provide a vehicle for a 2 way communication link from home to school e.g. homework diary, provision of a zipped plastic wallet or a folder for holding all correspondence from school and home
- Inform parents of extra- curricular activities available and events that may be happening in the local community

Pupil progress and welfare

The school will:

- Inform the parents of pupil progress through written and oral reports
- Invite parents in to discuss any concerns with pupils throughout the year
- Actively involve parents of pupils with specific needs in drawing up and reviewing I.E.P. targets
- Involve the parents in the development of welfare policies and issue them with Health and Welfare policies
- Inform parents of school expectations on behaviour and attendance e.g. school rules, behaviour code, procedures for notifying school of absences
- Informing parents of sanctions and procedures if above are not adhered to
- Inform parents of procedures for dealing with incidents that may result in pupils being put at risk

Parent Council

The school will:

- Submit regular reports to meetings to keep the board informed of relevant matters going on the school
- Seek the views of the board in aspects of School Improvement Planning e.g. in developing/ amending school policies, school budget, revising school aims
- Update the council on pupil attainment and attendance
- Follow up on any concerns voiced by the council
- Invite members of the council to be present to speak to parents during parents evenings/meetings
- Work together to resolve any problems that are of concern to both parties e.g. aspects of road safety around the school

School Improvement Plan

The school will:

- Regularly seek the views of all parents when developing aspects of the School Improvement Plan through questionnaires, oral feedback at meetings etc.
- Inform the parents annually of the planned areas for improvement to be undertaken during the year and progress that has been made through newsletters and the Standards and Quality Summary for Parents

Monitoring and review

Monitoring and review of partnership with parents is an ongoing procedure within the school. A more formal evaluation is undertaken within the cycle of policy review and when auditing QI 2.2 The school's success in involving parents, carers and families and QI 5.7 Partnership with learners and parents

(See whole school Quality Assurance, Monitoring and Review Policy)

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