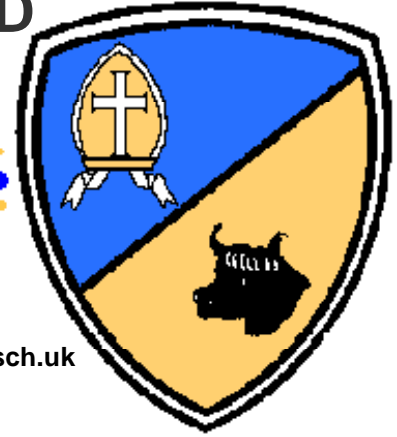


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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Parental Involvement Policy

Date of Policy: 2009

Review Date: 2012

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 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.

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 or the School and Home Association. These occasions provide an opportunity to celebrate success, and a viewing public for a lot of the pupils' work.
- 3.3 Regular newsletters are sent home, and each family should receive a copy of the school prospectus.
- 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 the following times during the year (**Autumn and Spring terms**). 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. An acknowledgement slip is attached, and parents may request a meeting with the teacher to discuss the contents of the report.
- 4.5 Regular curriculum workshops will be organised to assist parents and carers in supporting their child(ren)'s learning.
- 4.6 Policy documents, schemes of work and National Curriculum guidance are readily available for parents and carers to view.
- 4.7 Topic webs are sent to each family at the start of each topic, detailing the aspects of learning each child will undertake.
- 4.8 National Curriculum assessments as well as records of progress and achievement are also readily available, as appropriate, for each child.
- 4.9 Parents and carers are invited to our regular 'class assemblies', when children have the opportunity to talk about their work to those present.

5 Types of help at school

- 5.1 Each year we invite parents and carers to help in school.
- 5.2 Parents and carers are invited to help on a termly basis with groups and activities in class (e.g. listening to children read, or helping with practical activities).
- 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.
- 5.6 We value the work of the **School and Home Association**. This body of parents and school staff works voluntarily to raise money for the school.

6 Organisational arrangements

- 6.1 It is necessary to organise a personal background check on any person who will be working with children in school, prior to that person's involvement.
- 6.2 Insurance cover will be organised regarding parents' and carers' work at school, but those involved in transporting children in private vehicles will have to check their own insurance arrangements in this regard.
- 6.3 All helpers are asked to sign in and sign out of school when visiting, for security reasons.
- 6.4 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.

6.5 All helpers are asked to inform the school, in advance if possible, should they be unable to attend school at a prearranged time.

6.6 All helpers are reminded that their work in school is of a confidential nature and therefore must **NOT** be discussed out of school.

7 Consultation

7.1 Our home-school agreement, signed by pupils, parents and the school, details the responsibilities and expectations of all parties.

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 special 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.

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 After an Ofsted inspection parents and carers will receive a summary of the findings.

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 School Improvement Plan;
- the Equal Opportunities Policy;
- the Monitoring and Evaluation 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 three years, or earlier if necessary.

