



HOME SCHOOL PARTNERSHIP POLICY

INTRODUCTION

The term 'parents' is employed throughout this policy to refer to parents, guardians, carers or others in 'loco parentis'. In everything but detail, Brine Leas School's policy for home-school partnership and involvement reiterates that of the LA. Central to both policies is the tenet that, at its most effective, the education of young people is a collaborative enterprise involving teachers, parents and the students themselves. Parents know a great deal about their children; they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Accordingly, the importance of meaningful communications between teachers and the parents of their students cannot be over stated. Therefore, the whole school community is committed to establishing and maintaining an effective working relationship between Brine Leas School and home. There are two basic concepts that are vital to the success of this relationship, i.e:-

- Parents must be well aware of the high value that Brine Leas School places upon their contribution - this policy has already stated the important role that the school believes parents have in their child's education.
- Parents must be well aware of, and understand our educational practice and philosophy.

Parental involvement and interest is at its height when parents are dealing with the specific needs of their own child within the school context - although this is reflected in detail by this policy and its implementation parents are always encouraged to contribute to the development of the broader school community.

AIMS

1. ***To develop good communication with parents and to fully inform them about what is happening in school by:-***

- Sending regular bulletins, notices via the web site and texts containing information, producing curriculum books for each year at KS3 and producing a calendar outlining important events in the school year.
- Holding an Options Evening for parents of year 9 students.
- Holding a meeting for all parents whose children are coming to Brine Leas School. The Year 7 Progress Manager and Transition Lead also visits primary schools.

- Running an Intake Day, Disco and 'Meet the Leadership Team' to enable students to 'taste' life at Brine Leas School before joining the school.
- Having Information Evenings, Open Evenings and Open Days, etc. when parents are free to look round the school and to have 'hands on' learning experiences, e.g. each year we hold an induction evening for the parents of our prospective new intake so as they can meet their child's prospective form teacher. All Year 6 pupils from primary schools are invited to spend one day with us prior to starting our school. Each October we have our Open Evening, when we display a wide range of activities, students' work and information. This evening allows parents to discuss our courses in greater depth with the staff.
- We offer extended transition periods and visits for those students who need it.
- Encouraging parents to contribute to an ongoing dialogue with the Progress Tutor and subject teachers. This also encourages the involvement of parents who are unable to come to school.
- Reporting clearly to parents about their child's progress.
- Providing opportunities for parents to communicate with the Governing Body through the parent governors.
- Offering staff INSET opportunities during which they can develop confidence and expertise in communication and listening skills and an understanding of other people's roles and attitudes.
- Producing up to date publications which help to inform and involve parents, e.g. all our policies relating to students are available upon request and can be found on the school website.

2. ***To make good use of parents' expertise and willingness to enhance their own child's and other children's learning by making them feel welcome and by actively involving them in the general life of Brine Leas School, e.g. we encourage parents to:-***

- Assist in the reading scheme, help during school visits etc as appropriate.
- Attend relevant festivals, performances, concerts and celebrations.
- Become involved in school/community projects.
- Become involved in the home/school programmes for reading and maths.
- Visit displays and attend evenings concerning relevant national curriculum topics, e.g. assessment and target setting.
- Join or at least support the PSCA - it is a vibrant body and is involved in many aspects school life. It is particularly adept at combining social and fund raising events (see later section relating to the achievements and work of the PSCA).

3. ***To actively involve parents in the education and progress of their child by:-***

- Involving parents in the evaluation of the assessment and profiling processes.
- Offering child/parent/teacher consultations.
- Providing homework planners and 'My Child at School' (online system) which allow input from teachers, Parents and children.
- Offering consultation evenings for each year group, each year.
- Running Adult Education classes.

- Having a clear home-school contract which sets out the expectations Brine Leas School and parents have of each other. The contract also requires Brine Leas School and parents to commit themselves to certain obligations and responsibilities implied by these expectations, e.g. we hope that parents/carers will provide the following support:-
 - i. ensure the student has the necessary basic equipment, e.g. P.E. equipment;
 - ii. look at their child's 'My Child at School' or homework organiser and their child's books/folder containing their classwork/homework, support/help with the organisation of this and discuss the work involved.
4. ***To further develop the roles of the school's Parent Governors.*** The school community values the role and work of the parent governors. Their contributions are asked for and considered at all appropriate opportunities.
 5. ***To foster an atmosphere where parents feel that all staff, including the Headteacher, are accessible for discussion of:***
 - i. school issues including the curriculum;
 - ii. family matters;
 - iii. individual child's progress;
 - iv. safeguarding concerns.
 6. ***To allow parents to fully exercise their rights to access and information***

THE PARENT, STAFF & COMMUNITY ASSOCIATION (PSCA)

The School has a very active PSCA. All of its activities raise significant sums of money which are then used to benefit the students at Brine Leas School. Some of its activities are:-

- Raffles at school events.
- Discos for students throughout the year.
- Regular trips to Alton Towers for the students.
- Selling refreshments at school events.

MONITORING AND EVALUATION

Effective monitoring/evaluation of the Home-School Partnership is dependent upon the maintenance of accurate and up to date records. Both formal and informal evaluations are used to inform the school as to the effectiveness or otherwise of each aspect of this policy and its implementation. The formal criteria by which the monitoring and evaluation is undertaken are described below:

Parents

1. The number of parents who request that their child be educated at this school.
2. The number of parents who attend 'meetings' regarding their child.
3. The number of parents who attend school functions.
4. The degree to which the students and parents have been consulted during reviews of issues relating to home-school partnership.
5. Any pertinent feedback from parents, governors or students.
6. Regular updating of the information for parents in the school bulletins.

7. The success of the PSCA and the proportion of its committee membership that are parents.
8. The success of the Homework Planners and the Home School Agreement.
9. Surveys conducted at all Parent Consultation Evenings.

Budget

12. The amounts of the budget allocated to home-school partnership - to include the significant costs of administrative time, paper, photocopying and duplicating. In addition to the costs of various handbooks, letters, etc. Considerable funds are required for folders, photographs. We will look to increasingly using email or other electronic methods of communication.
13. Any appropriate adjustments in budget allocation to reflect changing needs and priorities.

Planning

14. The inclusion of home-school partnership issues in development planning.
15. The degree to which home-school materials and opportunities have been reviewed and updated.

Inset - Staff & Parent Governors

16. Senior management involvement in home-school partnership issues.

Independent Reports

17. Analysis and publication of OFSTED/LA reports.

RELATIONSHIP WITH OTHER POLICIES

This agreement should be read in conjunction with the Teaching & Learning Policy, Student Behaviour Policy (Positive Schooling Handbook), Attendance Policies and Home School Agreement.

Compiled/updated by: L Darling	Date: April 2019
Approved by Governors: May 2019 (Students' Sub-Committee)	Review Date: May 2022
Compiled/updated by: R Oakes	Date: July 2016