

PINNER

HIGH SCHOOL

Policy	Communication With Parents Policy
Date of Review	March 2022
Reviewed By	Headteacher
Date of Approval	28 April 2022
Approved By	LGB
Date of Next Review	April 2024
Statutory/Non Statutory	Non-statutory
Website/Non Website	Non-website

Communication with Parents/Carers Policy

Statement of intent

Pinner High School recognises the importance of clear and effective communication with all stakeholders (students and parents/carers, partner schools, commissioners, governors, Local Authority, external agencies, national bodies and so on), and is committed to being open and accessible for all who have an interest in the school.

The key stakeholders for a school are parents/carers and students and this policy addresses the main ways in which the school ensures effective two-way communication between home and school.

Communications may be verbal (through meetings or by telephone) or written (through letters, notes in planners, or email). Occasionally a communication may be received second hand or through an intermediary. The school encourages use of modern communications methods, with staff email contacts being publicised and all parents/carers being asked to provide an email address to facilitate prompt and effective communication.

However, this does not mean that the school will always get things right and this policy aims to clarify the parameters within which we operate to ensure that communication is carried out with all stakeholders and interested parties effectively and clearly.

Aims of the policy

To ensure high quality education to students at Pinner High School by ensuring effective consultation takes place between the school, parents/carers, the student and other stakeholders.

To continuously improve the quality of service by ensuring robust processes for consultation between the school, parents/carers and students on key areas of school life.

Communication

Communication between the school and parents/carers operates in the following ways:-

- information is available on the school website, and all parents/carers of children who accept a place at the school receive a Guide for Parents with details about the school. At initial meetings, main channels of communication are outlined and information about the school is presented;
- communication about student progress takes place formally for each student through a Termly Report (which reflects “snapshot” progress towards targets, effort, behaviour, etc);
- details about events at the school are published in the blog to parents/carers, which is on the school website, and shared on social media, and through other electronic communication (e.g. on the website, selective emails to specific groups of parents/carers, etc);
- the school has all blogs, events and key information on an up to date website;
- any queries about events at the school may be made by phone to the school or by e-mail;

- the school has published these service standards to ensure a prompt response by parents/carers. These standards are reviewed on an annual basis by the school's administrative team.

Standards of communication

We are committed to working with parents/carers in partnership and the school provides extensive opportunities for ongoing dialogue.

We will respond to parents/carers in regard to requests for information, any concerns, requests for references or progress, within 5 working days (term-time only).

Where parents/carers are dissatisfied with the standard of communication with the school, they have recourse to the school's Complaints Procedure.

Consultation

Consultation between the school, parents/carers and students operates in the following ways:

- questionnaires are shared with parents/carers on a range of issues and through a variety of means (electronic surveys, email). They may be distributed at specific parental events or via 'student post';
- the consultation process via questionnaires addresses key areas such as the school curriculum, changes to the timing of the school day, the framework for parental consultation evenings, homework, the school's reporting system, referral, transition, the quality and accessibility of the school's materials and so on;
- comment slips are available in the school's reception area along with a confidential comments box so that parents/carers and visitors to the school are encouraged to make suggestions for improving the education that we provide;
- governors meet regularly and are consulted on a wide range of issues;
- school reports are issued with a reply slip inviting parents/carers to comment on the report they have received;
- the Student Council is consulted on a range of key issues relating to the school. Meetings take place at least every half term, with additional meetings for specific issues;
- as part of the school's procedures for self-evaluation, students are involved in Student Voice feedback to review their experiences of teaching and learning and to contribute their own thoughts on strengths and areas for development. Students are encouraged to be constructive about how the school can improve provision;
- Head Students have been elected from Sixth Formers to lead student representation;
- consultation with external agencies takes place regularly with a view to improving the service provided by the school;
- the Leadership Team, the SENCO and HOYs work closely with individual students, parents/carers and external experts, and meetings are held frequently to discuss best practice and provision for individuals and groups.

The academic progress and personal learning review cycle

Parents/carers will have an opportunity every year to come into school and participate in a review of academic progress and personal learning with their child's teachers.

These meetings are utilised to agree and plan future action and to judge progress towards both academic and personal learning goals and targets. Students are strongly encouraged to attend.

Monitoring, evaluation and review

This effectiveness of this policy will be regularly monitored and reviewed through the school's self-evaluation schedule.

March 2022

Headteacher