



Woodlands Primary School

Partnership with Parents Policy

March 2022

Woodlands Primary School Partnership with Parents Policy

Contents	Page
Rationale and Aims	1
Advantages of Having a Strong Partnership Between Home and School	5
Other Opportunities for Family Involvement in School	6
How Do I Go About Becoming A Helper?	7
Appendix 1: Parents in Partnership Calendar	8
Appendix 2: School Helper/Volunteer Request Form	10
Activities Parents/Carers Would Be Able To Help With	11
Appendix 3: Staff Helper/Volunteer Request Forms	12
Activities Staff Would Like Help With	13
Appendix 4: Code Of Practice For School Helpers/Volunteers	14

Rationale

Woodlands Primary School acknowledges that parents and carers play a central part in their children's education. As a school community we are confident that the strength of the partnership between home and school will enhance school achievements and promote a continuing positive ethos and effective two way communication.

Aims

Our overall aim is to enable home and school to work together to support children in everything they do and we believe that numerous benefits will be derived from this partnership.

We aim to:

1. Provide a warm and welcoming environment to all parents and carers who come into school in order to help their child settle in successfully.
2. Provide regular opportunities for parents and carers to become involved in their children's learning to create a genuine partnership.
3. Share parents' and carers' expertise and provide training, where necessary, for specific tasks, to find out as much as possible about the child's interests and needs.
4. Communicate with parents and carers regularly and share information whenever appropriate about their child.
5. Make provision for constructive consultation and decision making with regard to all aspects of school life to inform the parents about the setting.
6. Maintain an open-door approach where parents and carers feel comfortable and confident in approaching school with any concerns or specific requests to ensure safe practice.
7. We make and maintain meaningful partnerships within the local community to support learning and skills for work.

How Can We Achieve These Aims?

1. **Provide a warm and welcoming environment to all parents and carers who come into school informing them of what we do:**
 - attractive foyer area and bright displays throughout the school
 - friendly and encouraging staff
 - invitations to Sports Day, Book Fair, Fair Trade cafes, concerts, open days and stay and play days
 - fundraising events - eg. School Fairs, family prize bingo or sponsored events
 - end of term services

2. Provide regular opportunities for parents and carers to become involved in their children's learning:

- helpers in school, pre-school rota and helpers on trips
- regular home/school links via diaries, homework tasks, learning logs, nursery folios etc.
- invitations to Stay and Play Days in nursery
- parent rota in nursery
- invitations to soft start
- invitations to Open Days
- invitations to church services
- invitations to pre-entry visits during transition events
- invitation to share skills and knowledge during careers fairs
- communication/ liaison with parents of the child's interests and achievements
- record and use individual pupil's information to inform curriculum planning
- encourage parents to organise social events and raise funds for special projects
- make information leaflets available, discuss their contents
- make translation services available where necessary
- evaluate our practices to help maintain and improve our standards.
- engagement through Seesaw e.g. commenting on pieces of learning.

3. Share parents' and carers' expertise and provide training, where necessary, for specific tasks:

- helping with a wide range of classroom and school tasks or special projects
- invite to be members of the Parent Council, Eco Council, Reading Council and Number Partners
- to assist in staffing Extra Curricular activities
- bikeability and walkwise training
- opportunities to share specific skills and expertise
- follow Angus Council's Guidelines regarding PVG.

4. Communicate with parents and carers regularly and share information whenever appropriate:

- provide regular newsletters
- offer curriculum afternoons and workshops to heighten parents' and carers' awareness of school activities
- provide written reports and formal interviews at set times in the year and be available to discuss any concerns outwith these set times

- ensure a range of written correspondence between school and home - eg details of forthcoming class trips or events
- Seesaw/Twitter
- learning logs
- pre-school - Primary 1 and Primary 7 - S1 transition programmes
- provide school handbook to all new parents and carers
- provide updates to through school newsletters
- maintain the school website
- share news and achievements from home both formally and informally.

5. Make provision for constructive consultation and decision making with regard to all aspects of school life.

- parental responses requested through evaluations and questionnaires
- as members of the Parent Forum
- feedback sought following certain school events - production of new policies and School Improvement Plan
- policies, procedures and curriculum guidelines are available from the school website and at the office on request
- photographs illustrating learning contexts are evident through displays and within children's learning logs and folders to provide opportunities for comment
- hold information events
- discuss procedures and answer questions.

6. Maintain an open-door approach where parents and carers feel comfortable and confident in approaching school with any concerns or specific requests:

- prompt responses to enquiries and appropriate feedback given
- being available at the earliest mutually agreed time when a request for a meeting is made
- ensuring that the first newsletter of each session explains clearly the procedures for making contact with the school
- open class events such as Fair Trade Cafe
- ensure that all parents and carers are aware of the Complaints Procedure.

ADVANTAGES OF HAVING A STRONG PARTNERSHIP BETWEEN HOME AND SCHOOL

FOR CHILDREN

- visible signs of co-operation and communication between home and school.
- wider learning opportunities.
- extra assistance with certain tasks.
- greater opportunity to work in small groups.
- closer supervision and assistance with practical tasks.
- opportunity to invite family members to volunteer in school.
- opportunity to celebrate success.

FOR FAMILIES

- deeper understanding of school aims and objectives.
- sharing of skills and expertise.
- becoming more aware of children's learning needs.
- developing an awareness of the curriculum and teaching methods.
- building positive relationships with staff.

FOR SCHOOL

- additional help.
- communication and understanding between home and school improved.
- learning environment enriched.
- more time being available for specific groups of children e.g. practical activities.
- the aims and ethos of the school can be communicated by example rather than written.
- building positive relationships with families and carers.

OPPORTUNITIES FOR FAMILY INVOLVEMENT

IN CLASSROOMS AND OTHER AREAS OF THE SCHOOL

- art/craft activities.
- outdoor learning.
- practical life skills (Walkwise, cooking, gardening, Bikeability).
- reading activities - eg reading stories to children, listening to stories being read, paired reading, phonic games.
- pre-school rota
- supervising board games (Number Partners).

- library work.

OTHER POSSIBLE OPPORTUNITIES FOR PARENTAL INVOLVEMENT

We often require help with these activities:

- educational visits.
- sports days.
- fund raising events.
- school concerts - making costumes, props, supervising children.
- extra-curricular activities - coaching, supervising, sports, country dancing.
- sharing experience - eg playing musical instruments, giving talks on various subjects, demonstrating first aid, sharing skills used at work.
- promoting road safety, Bikeability training.
- supporting play in the pre-school setting.
- residential trips.

HOW DO I GO ABOUT BECOMING A HELPER?

IF YOU ARE UNSURE

If you think you would like to become a helper but are still a little unsure you should contact Suzanne Smith or Judith Connor who will arrange for you to come in for a 'one off' taster session. For this one session you would not require to complete the application forms.

IF YOU ARE SURE - MAKING AN APPLICATION

- Complete both parts of Appendix 2 and return them to school.
- If you have not already undergone a PVG check for being a volunteer in Woodlands School, you will then be sent the necessary forms to complete.
- Once this check has been completed with the relevant documents taken to school, the forms will be sent to the central team in Forfar for processing.
- Once this process has been completed and the check approved then arrangements will be made for you to start helping. This will include a brief induction when fire drill procedures and child protection issues will be discussed along with the Code of Practice for School Helpers and Volunteers (Appendix 4).

APPENDIX 1

PARENTS IN PARTNERSHIP CALENDAR*

* This calendar may be subject to change.

TERM 1	TERM 2	TERM 3	TERM 4
Pre-School Induction Primary 1 Induction Primary 1 open sessions Primary 1 lunch Termly Newsletter Parent Council meetings and minutes Parent Interviews Pre-School Stay and Play Summary of Improvement Plan to Parent Forum Book Fair Information to parents regarding P7 trip Eco/ Gardening P7 Trip Meeting Invites to support Number Partners and Walkwise	Christmas Show Christmas Fair Church Service Termly Newsletter Parent Council meetings and minutes Pre-School Stay and Play week Information to parents regarding P7 trip Book Bug Number Partners Eco/ Gardening	Burns Competition Termly Newsletter Parent Council meetings and minutes Pre-School Stay and Play Curricular Afternoon Parent Interviews Church Service Information to parents regarding P6 activity week Book Fair Number Partners Eco/ Gardening	P6 Trip Meeting Written reports distributed Parents'/Carers' comments on reports Parent/Carer appointment opportunity (in response to reports) Nursery Induction - meeting and visit P1 Induction - meeting and visit P7/S1 Induction Sports Day Presentation of Improvement Plan to Parent Council Church Service Termly Newsletter Parent Council Meetings and minutes P7 Trip Pre-School Stay and Play Number Partners Eco/ Gardening Safe Angus (or term 1) Curricular Afternoon

ON-GOING SCHOOL AND PARENT/CARER LIAISON

We liaise with parents and carers in the following ways:

- Seesaw and Learning Logs.
- Policy Reviews and Questionnaires.
- Feedback from Reviews and Questionnaires.
- Up-dated School Handbook (Including information on absence levels).
- Distribution of policy statements.
- Information meetings/twilight - regarding developments highlighted in the School Improvement

- Planning - teaching and learning issues, drugs awareness etc.
- Volunteer helpers on school trips.
- Volunteer helpers in classrooms and pre-school.
- Individual enquiries and concern (action recorded and feedback given)
- Social events and fundraisers (Parent Council)
- Parent Council meetings
- Termly newsletters
- Twitter feed <https://twitter.com/WoodlandsPrim1>
- School website woodlands@woodlands.angus.sch.uk

**APPENDIX 2
SCHOOL HELPER/VOLUNTEER REQUEST FORM**

Name:

Telephone Number:

Child's Class/Classes:

Teacher's name/names:

**How often do you wish to help:
(Please tick as appropriate)**

Weekly basis	
More than once a week (eg 2 x 1 hour or less)	
Fortnightly	
Once a month	
On special occasions - eg trips, parties, walks	

**Which day/days suit you best?
(Please circle all possibilities)**

Monday	Tuesday	Wednesday	Thursday	Friday
AM	AM	AM	AM	AM
PM	PM	PM	PM	PM

APPENDIX 2 Continued

Timescale:

(Please tick as appropriate)

9.30 -12.15	
12.30 - 1.30 (lunch time club)	
1.45 -3.00	
Any one hour or longer	
3.20 - 4.20 (Extra Curricular Activity)	

ACTIVITIES YOU WOULD BE ABLE TO HELP WITH

Please tick any areas in which you would like to help. Priority areas please mark with a P for priority.

• Art/Craft activities	
• Practical maths/science/problem solving games	
• Reading activities - eg reading stories to children, listening to stories being read, paired reading, phonic games.	
• Supervising board games.	
• Library work.	
• Golden Time Activities.	
• Photocopying	
• Helping with resource organisation in class	
• Making costumes for dressing up area/school plays	
• Making up story sacks	
• Making up maths homework bags	
• Assisting with school trips a. walking b. by bus c. by car	
• Sharing expertise (please tick)	
• gardening	
• baking	
• art	
• sport - please state which sport(s)	
• music	
• Eco school activities	
• Business/Work related experience or links	
• Tuck shop	
• Other	

**APPENDIX 3
STAFF HELPER/VOLUNTEER REQUEST FORMS**

Teacher's name:

Class:

Are you interested in having a helper(s)/volunteer? Yes / No / Later Perhaps

If so:

How many:

How often:

(Weekly/fortnightly etc)

Times are usually as set out below but can vary:

9.30 - 10.30

11.00 - 12.15

1.45 - 3.00

Which times and days would you welcome a helper/volunteer?

(List all possibilities, in order of preference)

Are there any particular activities you would like the volunteer to be involved in?

(Suggestions overleaf if you wish)

Did you have a helper last year?

YES/NO

Name of helper/s:

Would you like the same helper/s in your class this year?

YES / NO / NO PREFERENCE

Is this helper's child in your class this year?

YES/NO

APPENDIX 3 continued

ACTIVITIES STAFF WOULD LIKE HELP WITH

Please tick any areas you would like help in. Priority areas please mark with a P for Priority.

<ul style="list-style-type: none"> • Art/Craft activities 	
<ul style="list-style-type: none"> • Reading activities - eg reading stories to children, listening to stories being read, paired reading, phonic games. 	
<ul style="list-style-type: none"> • Number Partners. 	
<ul style="list-style-type: none"> • Library work. 	
<ul style="list-style-type: none"> • Golden Time Activities. 	
<ul style="list-style-type: none"> • Photocopying. 	
<ul style="list-style-type: none"> • Helping with resource organisation in class. 	
<ul style="list-style-type: none"> • Making costumes for dressing up area/school plays. 	
<ul style="list-style-type: none"> • Assisting with school trips <ul style="list-style-type: none"> A. walking B. by bus C. by car 	
<ul style="list-style-type: none"> • Sharing expertise (please tick) <ul style="list-style-type: none"> • gardening • baking • art • sport - please state which sport(s) • music • Eco school activities • Business/Work related experience or links • Tuck shop 	
<ul style="list-style-type: none"> • Other 	

APPENDIX 4

CODE OF PRACTICE FOR SCHOOL HELPERS/VOLUNTEERS

- On arrival please sign the visitors' book at the school office and collect your visitor sticker.
- On departure please sign out.
- If you are unable to come for any reason, please telephone the school or let the relevant member of staff know (in advance, if possible) rather than sending a message via a child.
- When working with children in school be polite, supportive and approachable. If you do experience any problems or feel at all uneasy, inform the class teacher. He/she will be in overall charge of discipline at all times.
- It is essential that anything you see or hear during your school visits is treated with the utmost confidentiality. Anything that happens within the school **must not** be talked about outside the school. Anything that is said to you by a child which raises your concerns about the child or their safety should be reported to the class teacher as soon as is convenient but certainly before you leave.
- Be aware of health and safety and fire drill procedures as discussed in your first visit.
- Adopt a positive attitude and always encourage the children to attempt tasks that have been set.
- Finally, remember to enjoy yourself - become more confident dealing with groups of children. If you do feel uncomfortable, do not hesitate to have a word with the class teacher.
- Thank you for your continued support of our learning community we do appreciate it.

Reviewed March 2022