



Eastfield Primary School

&

Nursery Class

Communication Policy

2024

## Rationale

Children's education should develop each child's personality, talents and abilities to the fullest [ Article 29 United Nations Convention on The Rights of the Child]

Eastfield Primary School and Nursery Class recognises the importance of clear and effective communications with all stakeholders, 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 pupils and this policy addresses the main ways in which the school ensures effective two-way communication between home and school.

Surveys indicate that almost all parents are satisfied with the two-way communications they have with Eastfield Primary School and Nursery Class. However, we are always striving to improve our service. 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

- To improve the quality of service given to children at Eastfield by ensuring that effective communication and consultation takes place between the school, parents, pupils and other stakeholders.
- To improve the quality of service by ensuring robust processes for consultation between the school, parents and pupils on key service areas.

## Types of Communication

Our Website along with Groupcall plays an important role in effective communication and centrally contains a wide range of features including our annual calendar, messages, newsletters, updates, links to our blog and Twitter feed, ipay impact and our Parent Council Easyfundraising page.

- Induction Days
- Annual School Improvement Booklet
- Annual Calendar of Events
- Meet the Teacher Days
- Curriculum Evenings/Afternoons/ Stay and Play Days/Showcase of Learning Days
- Transition Days - Nursery - Primary
- Transition Days - Stage to Stage
- Transition Days - Primary 7 to Secondary

- Parent Nights
- Report Cards
- Parent Teacher Appointments on request
- Communication in line with GIRFMe Plans
- Multi-Agency Support Team (MAST) Meetings
- Termly Newsletters
- Communication diaries
- Snapshot Jotters (home and parent/carer evaluation)
- Kilbowie/Camping Evenings
- Letters/EV5 permission slips
- Text
- Email
- Parent/staff/Pupil HIGIOS Questionnaire
- Parent/Pupil Survey Monkey Specific Questionnaires
- Specific Evaluations
- Website/Blog
- Class Learning Journeys (Termly)
- Twitter
- Glow
- Performances/Class Assemblies
- Telephone
- iPay Impact
- Parent Council Meetings
- Parent Council AGM

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

### Induction Days

Prospective parents are invited to three Induction Days in the May preceding the term of entry to the school. All prospective parents receive a school handbook with details of school life and remain for a presentation while their children visit P1 class teacher. Workshops are set up to give parents' further knowledge of the curriculum.

### Curriculum Evenings/Afternoons/ Stay and Play Days/Showcase of Learning

Parents are invited to a wide range of curricular events, showcase of learning and stay and play days each year. The format of this varies but often children lead the learning for their parents. Evaluation of these events are very positive and we encourage full participation.

### Transition: Nursery - Primary

Transition from Eastfield Nursery to Eastfield Primary 1 is a two year process. The children in our nursery are encouraged to use the school facilities such as the gym hall on a weekly basis throughout the year to become familiar with layout. Class visits and are timetabled in May prior to August entry as well as dinner hall visits.

### Transition: Stage - Stage

Communication between Primary stages is vitally important to ensure seamless transition. Transition documentation including assessment and evaluation is also passed on to receiving teacher as well as individual reports. It is our intention and we would consider it best practice, that children and parents are informed of their new class on the final week of term. In the event that this is not possible, we strive to take appropriate measures to support effective transition. A meet the teacher day is also organised where all children go to new class to familiarise themselves with class teacher and peers.

### Transition: Primary 7 - Secondary

Children normally transfer to Greenfaulds High School however, we have a number of children each year who go to other schools. We fully support effective transitions with other schools and follow their calendar of events.

A transition programme from Primary 7 to Greenfaulds High begins in Primary 6. For P6-7 this programme consists of visits to Greenfaulds and for staff from Greenfaulds to visit and teach children in their own class. An example of this is Gaelic. For P7 only the programme includes, blocks of lessons from visiting Greenfaulds staff, visits to the Science/PE/Maths and technical departments throughout the year. A two day timetabled transition visit in term 4 and communication of individual information between staff, parents and partner agencies.

We also support enhanced transition for children who require additional support and this is implemented in a bespoke manner, to meet the needs of the learner after discussions with staff and parents/carers.

### P1 Workshops

The primary 1 workshops are led by children and staff to give parents/carers an insight to key areas of the curriculum and knowledge of what will be expected of their child in Primary 1.

## Parent Nights

There are 2 parents' nights per year. First in Term 1 and finally in Term 3. One appointment per child can be made on this evening. Teachers will prepare and pass information on children's attainment, achievement and social wellbeing. Where parents are separated: in the first instance we would encourage they come together for these appointments, if that is not possible then they should look at attending one appointment each. Parents are reminded that appointments with class teachers can be arranged after 3pm at any point during the year. Staff will endeavour to accommodate individual cases.

## Report cards

Report cards are distributed towards the end of the school year and outline both pupil attainment as well as recognize achievement. These report cards will be sent home via pupil post in sealed envelopes with a text reminder. Where parents are separated and wish 2 reports sent home please contact the school with your details. Parents are asked to complete and return a comment sheet attached to each report.

## Parent/Teacher Appointments

We operate on an 'open door policy' where if parents have any concerns or wish to speak to a member of staff they should contact the school and ask to arrange an appointment after 3 o'clock. Appointments can also be arranged between 9am - 3pm subject to availability.

## Communication for GIRFMe Plans and Additional Support Needs and Multi-Agency Meetings

If the school finds a child would benefit for additional or intensive support, parents should be contacted and the support will be outlined. For additional support with partner agency a request for assistance will be made to the appropriate service provider. Should support be granted, where appropriate there will be an initial consultation meeting and review meeting involving the school, parent and supporting agency. Strategies which are advised by partnership agencies will be implemented and can feature (if appropriate) in a GIRFme Plan.

## Termly Newsletter

We are trying to reduce paper in our communication and strive to use digital media. A reminder Tweet will be sent to parents. Newsletters outline the work of the school as well as detailing forthcoming events.

### Snapshot Jotters home (parental evaluations)

Pupil Snapshot jotters (including Maths, Literacy, Health & Wellbeing and Interdisciplinary Learning IDL opportunities) are sent home on a termly basis for parents to share with their child(ren). Parents/carers are encouraged to comment on something positive and set a target for their child.

### Ford Castle / Fordell Firs Camping Evenings

Ford Castle is a two night residential stay attended by our Primary 7 pupils. We also further enhance opportunities for outdoor learning by taking children on a two day, one night, camping trip at the Scouts HQ (Fordell Firs). Details of these trips are outlined in letters and during Parent Information Evenings.

### Letters/EV5 permission slips

Each trip our children attend out with the school requires an information letter to be sent home to parents/guardians prior to the outing. An EV5 permission slip is sent at the beginning of the year as well as an information leaflet. Staff will be responsible for completing a Risk Assessment and ensuring they carry EV5 form and any required medication.

### Text

Our text message system means information can be text quickly to one designated main contact for each child. Parents are encouraged to share this information with other relevant people to the child's life, for example, childminder or other parents/guardians. The parent is responsible for notifying the school of any changes to contact details.

### Email

Parent/Carer emails may be used to send specific information on request. Whilst being mindful of our carbon footprint all letters and newsletters are emailed to parents, a paper copy of these forms of communication will be available from the office upon request.

### Parent/staff/Pupil HIGIOS Questionnaire/ Parent Survey Monkey Specific Questionnaires

The views of our main stakeholders are sought through HIGIOS questionnaires. Where the opinion of parents is sought link to a survey monkey questionnaire is sent to parents via a QR code. These help form an improvement plan for areas affecting school life. Children invite parents to take part in survey monkey

questionnaires during open events and parents/carers evenings. Results help (along with staff and pupil opinion) form the decision making of the Senior Management Team.

### Specific Evaluations

Specific Evaluations are distributed to gauge opinion on certain school event. These help form improvements for following events.

### Website/Blog/Twitter/App

The school has all key information on an up to date website (Glow Blog), Twitter and our school App.

### Twitter

Our twitter page: @eastfieldschool is available to be followed. Please refer to our twitter policy. All staff have access to use this mode of communication.

### Glow

Glow is an online program to support learners achieve their full potential by unlocking the benefits of the internet and providing a unique nationwide online environment for learning. Eastfield Staff and children have their own unique password. Glow can be accessed from anywhere at any time - in school, at home or on the move, by anyone who has a password. Access to Glow is password protected; the Glow password is an important feature and automatically connects the user with appropriate materials and resources.

### Performances and assemblies

We aim to present a minimum of one performance each year. This often takes form of our very popular Christmas Concert. Tickets are allocated fairly to our families and any spare tickets balloted. Each class invites family and friends to their showcase of learning and class assembly. Photographs and footage is uploaded to our twitter/webpage for parents/carers who are unable to attend. We also perform in our local community for example, our choirs sing in our local residential home and local Tesco to raise funds for the local community.

### Telephone

Queries about events at the school may be made by phone to the school or by e-mail.

## Parent Council Meetings/ Parent Council AGM

Monthly parent council meetings are held on campus. An elected group of parents meet monthly to discuss school related issues on behalf of the parent forum and plan fundraising events for school funds. Yearly AGM reports on the work of the school and the parent council. Parents are invited to join and if need be voting takes place for new members.

## Service Standards at Eastfield Primary School & Nursery Class

The following response times are usually adhered to and in most cases exceeded:

**Responding to parents** - any requests for information, any concerns, requests for references or progress are dealt with within 5 working days (term time only).

## Complaints Procedure

Initially, concerns should be addressed to the appropriate Class Teacher, Principal Teacher, Head Teacher. Concerns may be raised via letter, e-mail or phone call.

- Letters will receive either a verbal or a written response within 5 working days. Verbal responses will generate a brief written note of the discussion and its outcome, to be held in the child's file for future reference.
- Emails to Head Teacher will receive an email response within 5 working days. Those sent at weekends may not be dealt with until the following working week, and emails sent in holidays will most likely elicit no reply until term-time.

Parents/Carers are reminded that communication is two way and while several modes of communication have been identified, responsibility must be taken to access this communication. Parents are encouraged to contact the school when any issues arise to which they would like a response. It is our absolute priority to ensure all children and parents are comfortable, informed and happy with the work of the school.