

Cawood CE VA Primary School

Parents/Carers as Partners Policy for EYFS

Document Status			
Date of next review	March 2018	Responsibility	Teaching and Learning Committee
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Date of Policy Adoption by Governing Body		Responsibility	Chair of Teaching and Learning Committee
19 June 2014		Signed	A Mudd
Method of Communication			
Website, Server			

Aim

We aim to work in partnership with parents based on establishing trusting and respectful relationships with a two-way flow of communication to meet the child's needs and achieve the best possible outcomes for all.

In the EYFS, working in partnership with parents is a key principle of effective practice.

Implementation

- We welcome and value all our parents/carers and children.
- We recognise the important role of parents/carers and the expertise that parents and staff bring and, together, we can enhance the child's learning.
- We have in place clear systems for ongoing dialogue based on a two-way flow of communication, these include:
 - Informal / formal conversations at the beginning / end of the day
 - During the settling-in period
 - Orbit – the online pupil record
 - Parent text messaging service
 - Confidentiality and privacy is upheld
 - We make sure information is accessible to parents, e.g. parents with EAL.
- We provide information (and information about the EYFS curriculum) through our school brochure, parents information evenings and the school website.
- Before the children start nursery or reception, we obtain relevant admission forms. We ensure all the information is kept up to date.
- Home visits are carried out before children start nursery. During this meeting relevant information is gathered and shared.
- We hold a parents information meeting with parents/carers before their child is admitted. This provides a time to explain our policies and procedures. These are also accessible via our school website. Welcome brochures are given to parents/carers of the children. In nursery this is distributed when children are added to the waiting list. In reception information packs are given during the reception parents meeting in the summer term.
- Prior to admission we arrange an introductory visit for the children to attend nursery or the reception classroom.
- On entry to nursery parents complete the 'All About Me' section of the online profile. On entry to reception we ask parents to complete an 'All About Me' sheet to provide information about the child and their family.
- In nursery we operate a key-person approach to establish close relationships with the parent and child, talking openly with parents to meet the needs of the child and to pass on information about home, new interests or share concerns.
- We actively seek parental contributions to the assessment process, including contributions to the child's learning journey through our online records on Orbit. We also ask for parents to complete 'Wow' and 'I'm a

star' certificates to share information about special moments at home.

- Every half term, information sheets are sent home to inform parents of adult led learning in both nursery and reception.
- We report progress and children's achievements throughout their time with us:
- In EYFS1, parents have access to their child's records on a daily basis. Parents at the end of EYFS1 are welcomed into nursery to share their child's achievements during a nursery open afternoon. In EYFS 2 during the Autumn term, we have a parents meeting to discuss how their child has settled in. Another meeting is held in the Spring term to talk about the child's progress with the parent, and together discuss the child's needs and learning priorities. In EYFS 2 reports are sent out during the Summer term. Parents are informed about their child's progress in relation to the Early Years profile, which they can have free access to. An opportunity is then available for parents to discuss the results if required.
- By working closely with parents we can identify and support those children who have specific needs, or those who are disadvantaged. If a child is recognised as needing additional support in the setting, parents are consulted throughout the process.
- We seek to enhance parents understanding of teaching and learning in the early years, by inviting parents to attend relevant workshops, including phonics and reading to support the continuity and progression of children's learning between the setting and home.
- We welcome parents to volunteer in the classroom and during school outings or special events.
- Parents automatically become part of the FRIENDS community and can join the committee to organise events to support the school.
- Parents are asked to sign the home-school agreement when they start at Cawood and adhere to the schools policies and procedures throughout their time at the school.
- We actively seek parental views, for example through questionnaires. If a parent raises a concern or complaint, the complaint procedure is followed.