



Home School Communication Policy

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St Cuthbert's C of E Junior School

HOME SCHOOL COMMUNICATION POLICY

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THE AIMS OF THE SCHOOL

1. Ensure that our school is a happy, secure and supportive place, where everyone is valued.
2. Provide a rich, varied and stimulating curriculum, which is accessible to all.
3. Encourage a love of learning and the desire to expand their knowledge and skills throughout life.
4. Foster spiritual awareness and a sense of awe and wonder.
5. Develop the understanding and skills needed to become responsible and effective members of the school and as part of the wider community.

This policy will set out how these aims will be practically realised by staff and governors around the school and in the classroom with reference to Home School Communication.



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This Policy results from parents, governors and teachers working together to improve communication about children and the school. It is intended to be a general guide to home/school communication at St Cuthbert's.

Aims

- For parents and staff to know what systems are in place to help Home/School Communication.
- To assist all involved with the school to keep abreast with the progress and well-being of the children in our care.

Parents and carers need to communicate with the school on a regular basis, and similarly teachers need to be able to let parents and carers know about how their children are progressing. To aid this process, methods of communication are set out below:

General

1. When first contacting the school, as a year 2 parent or new family to the area, an information pack will be provided containing this guidance, which should be read alongside the School Prospectus, this information will also be on the website.
2. **Termly** – there are parent-teacher consultation meetings, which will be early in the autumn term, March and the end of the summer term, when parents are advised to meet with the teacher to discuss the progress of their child.
3. **Reports** – Autumn and Summer reports the child's general academic attainment, attitude to work and behaviour, progress being made and their targets moving forward in more detail.

Day to day

1. As a school, we value information about the children in our care. Occasionally parents will need to inform the teacher if, for instance family circumstances have changed, or a child is behaving out of character. It is important to recognise however, that lessons for the class begin at 8.55 hence the following arrangements. Classroom doors open at 8.45am.
2. **Before school**, teachers are concentrating on final preparations for the day. Any messages can be relayed via the office.
Please note that all information will be treated in confidence.
3. **During school**, messages can be left at the office. Messages will then be forwarded to the class teacher. **Please note that it is difficult to relay last minute messages at the end of the day.**
4. **At the end of school**, teachers will be available in the playground until 3.30. It is important to note that planning meetings are often scheduled from this time, so the teachers will not normally be available for longer meetings unless an appointment is made.
5. **Newsletters** are sent home on a regular basis. These are also available on the website, which provides additional information. Parentmail is used



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to inform parents of events and general information, and in the case of school closure. It is important that parents inform the school of any changes to their mobile phone numbers.

6. Class teachers are also able to communicate with all parents via Class Dojo as well as individual parents when a specific message needs to be shared about their child. Parents are also able to communicate directly with the teacher using this system.

Reading

Every child has a reading log in which he/she will note the current book that they are reading, and, especially for children just developing their skills, parents are invited to comment and write notes. Further guidance is in the diary.

Reading in schools has evolved over recent years – children are taught reading skills, guided and assessed by the teacher often in small groups rather than individually. Quiet reading periods and library periods are still timetabled for each class however, and each child's reading is checked on a regular basis, with the diary annotated to show this, by teachers or TAs. The children are encouraged to change their books frequently and independently.

Additional Concerns

This guidance sets out the main ways in which parents can communicate with the school. The purpose is always to enable both home and school to always be up to date with matters which may affect the well-being of the children in our care. In the event of the teacher being unavailable, or if further discussion is required, the Senior Leadership Team is next in the communication chain, followed by the Headteacher. We also have an excellent Special Educational Needs team, and the class teacher may include our SENCO (Special Educational Needs Coordinator) in discussions as appropriate.