



Parent and Carer Communication Policy

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Date to be reviewed: February 2025

At CPS, values are at the heart of everything we do. We aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them to maximise their potential. The school embraces the Values Education which it delivers. This encompasses all interactions in school, between pupils and staff, amongst staff and amongst pupils. We aim for our Values to show through everything that is said and done in school.

Schools have many lines of communication to maintain: with parents and carers, with other schools, with the community, with outside agencies, and within the school. Good communication between the school and the home is essential, and children achieve more when schools and parents work together. Parents can naturally help more if they know what the school is trying to achieve.

At CPS we aim to have clear and effective communications with all parents and with the wider community. Effective communications enable us to share our aims and values through keeping parents well informed about school life. This reinforces the important role that parents play in supporting the school and their children's education.

We have various strategies for communicating with parents. Some of our communications are in accordance with a statutory requirement; while others simply reflect what we believe is important for our school.

We try to make our written communications as accessible and inclusive as possible. We use an easy-to-read font and add pictures wherever appropriate. We seek to avoid bias, stereotyping or any form of racial discrimination. We wish to recognise and celebrate the contributions made to our society by all the cultural groups represented in our school. Parents have access to the school website to view electronic versions of documents to support communications.

Home-School agreement

Our home-school agreement fulfils the requirement of the School Standards and Framework Act 1998. It explains the school's aims and values, the school's responsibilities towards the children, the responsibilities of parents, and what the school expects of the children. We ask parents to sign this agreement when their child starts at our school. The agreement covers the standard of education in our school, the ethos of the school, and our expectations regarding attendance, behaviour and homework.

Annual written report to parents: children's achievements

Every year we provide a written report to each child's parents on the child's progress in the various National Curriculum subjects in Spring with an additional end of year summary. This report identifies areas of strength and areas for future development. In our school we ask the children to comment on their own progress at the end of the year. Teachers are asked to report their 'Teacher Assessment' in Reading, Writing and Maths and we also give parents details of their child's performance in the national tests, and details of national comparisons as appropriate.

As well as receiving the annual written report, parents may meet their child's teacher for a parent-teacher consultation. This is an opportunity to celebrate a child's successes, and to support their child in areas where there is a particular need for improvement. Parents are able to see their child's work during these meetings and in Parent Pop-ins scheduled throughout the year. Parents are also given information on where their child is performing in relation to age related expectations and targets which the child is currently working on. We encourage

parents to contact the school if any issues arise promptly regarding their child's progress or well-being at any time throughout the academic year.

When children have Special Educational Needs (SEN), or if they are making less than expected progress, it may be necessary to meet with parents more regularly. A child, whose progress is causing concern, or a child who has identified SEN will be reviewed and supported in line with the current Local Authority (LA) 'Code of Practice' and within school policy, protocol and procedures. Parents/carers will be kept informed of all monitoring outcomes and educational provision made.

(Ref. Inclusion Policy)

In accordance with the SEND 14 Code of Practice parents are encouraged to be involved right from the initial stages. Parents are given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Where appropriate, pupils are given the opportunity to express their views and comment on their success and how best to support them. Please see 'working with parents' in our Inclusion Policy for more information.

Public access documents

The school makes a range of documentation available to parents on the website. Minutes of governors' meetings, school policies and Action Planning following an inspection can be made available on request

Home-school communication

We send a newsletter to parents electronically throughout the year. It contains general details of school events and activities.

Parents expect the newsletter, and appreciate the regularity of the contact.

We send other letters of a general nature when necessary, such as:

- Progress Meetings
- Letters re. out-of-school visits – payments, confirmation and approval
- Invitations to SEN Meetings, School Performances, Sporting Events etc.
- Letters regarding curriculum enrichment activities – music, sport, Modern Foreign Languages etc.
- Information about assemblies

At the beginning of each term all teachers write to the parents of the children in their classes with details of the work to be covered during the forthcoming term. We invite parents to support their child's work through discussion and shared interest.

CPS encourages parents and carers to share any issues about their child at the earliest opportunity directly with the school. Parents can contact class teachers via the school office or telephone number to book an appointment for any communication office@claygate.surrey.sch.uk Tel: 01372 465 348. There is also a contact form via the website www.claygate.surrey.sch.uk but this is looked at less frequently

We do not expect staff to respond to emails received outside normal working hours, at weekends or during school holidays. Please also be aware that during the day teachers are teaching and preparing resources. They are not expected to check their emails until after the children have been dismissed and possibly after any other meetings have ended. Equally, Senior Leaders have teaching commitments and other duties and meetings already diarised.

A response to communications with multiple recipients may also be delayed in order for a collective response to be written. Our aim is to respond to a communication within 2 working days.

All of the staff at CPS have the right to be treated with dignity and respect at all times. They should be able to do their jobs without rudeness, discrimination, direct or implied threat of intimidation or aggression. Similarly, unnecessary and excessive communication or unreasonable expectations on any aspect of the establishment will not be tolerated.

On the rare occasion where this happens, the offender may be asked to leave or be banned from the premises. They may be asked to refrain from contacting a member of staff. Emails may be blocked and alternative forms of communication eg via letter may be put into place. The governors / LA may be notified and where necessary reported to the police.

Teachers are available to see parents immediately after school, if at all possible. Where this is not possible, the parent may make an appointment.

Children have a reading record book which can be used as a communication book. Children also receive home learning on a regular basis weekly and feedback to pupils is on a regular weekly basis. (see Home Learning Policy and Feedback Policy)

There are regular Parents Forum meetings to meet with the Head Teacher / SLT about a range of issues and they seek parents' views and disseminate issues discussed. Consultation and Communication Questionnaires may take the form of an online electronic response or a hard copy form.

We arrange 'Curriculum Meetings' for Parents to explain areas of our curriculum as requested by parents/carers through either verbal feedback or through parent questionnaires. How to support your child at home in various subject areas for parents is provided through a series of workshops.

If a child is absent from school, and we have had no indication of the reason, we contact a parent (by telephone, if possible) to find out the reason for the absence. (see Attendance Policy)

Parents may be contacted by telephone should there be an incident in line with our behaviour policy. The Deputy Head (DHT) or Head Teacher (HT) may meet with a child and this may result in communication between the DHT/HT parents/carers. (see Behaviour Policy)

Communication with other schools and outside agencies

Toward the end of their final term in Year 6, we pass on information about the children to their intended secondary schools. We try to give a view of the whole child, and we include their expected national test results, their strengths and weaknesses, their interests and responsibilities (e.g. monitor, sports team captain, school council representative, playground friend, etc.). There is also an electronic transfer of further information about the child, organised by the government. We may also send on several items of work. A similar transfer of documentation occurs when a child leaves the school. We also arrange visits for named children to attend 'welcome sessions' in addition to those arranged for Y6 as a whole.

We recognise that children have diverse needs, and we are supported by various agencies and groups of professionals who keep us informed on better ways to meet these needs, so that children may participate more fully. Support comes from medical services (such as speech and language therapy, occupational therapy and physiotherapy), from child development centres, from local and LA doctors and specialists, and from school nurses. It also comes from

various welfare-focused services, such as Education Welfare, Social Services and Behaviour Intervention units.

We recognise that children have a fundamental right to be protected from harm, that their protection is a shared responsibility, and that our school should provide a safe and secure environment. We are the people most in contact with our children, and we are therefore in a unique position to identify and help abused children. So when any member of staff has concerns about a child, these will be passed on to the Designated Safeguarding Lead, who may share this information with the Social Services.(see Child Protection Policy)

We hold information on pupils in our school, and from time to time we are required to pass some of this information to others for educational purposes. Parents have a right to view the information we hold, and we have contact details of the agencies to which our information is passed.

Monitoring and Review

This policy will be regularly monitored, and will be reviewed in three years, or earlier if required.