The Gleddings Preparatory School

Partnership with Parents Policy

ACADEMIC YEAR:2026/2027

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Person(s) responsible for review and role:
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Partnership with Parents Policy

This policy applies to all pupils in school, including Early Years Foundation Stage, Little Gleddings and out of school care and clubs.

This policy takes account of the following documents and guidance:-

- The Education (Independent School Standards) Regulations 2014

This policy is to be read in conjunction with all other policies. Please particularly cross refer to the following policies:

- Admissions
- Anti Bullying
- Attendance
- Behaviour
- Collecting Children from School
- Complaints Procedures
- Code of Conduct
- Curriculum
- Equal Opportunities
- Health and Safety including Out of School Activities and Visits
- Homework
- PSHE and Citizenship
- Child Protection and Safeguarding Children
- Children with Special Educational Needs, Learning Difficulties or Disabilities and Inclusion
- Sex Education and Relationship
- Teaching and Learning

INTRODUCTION

We best meet the needs of individual children by creating a welcoming atmosphere within each setting and by working closely with parents and carers.

AIMS

In order to develop strong and effective partnerships with parents we aim to:

- create a positive ethos and climate within each setting where parents/carers are valued as having a key role in their child's education;
- provide appropriate structures within each setting for partnership with parents/carers;
- keep parents/carers well informed about the developments within each setting related to the School Development Plan;
- keep parents/carers well informed of the everyday life in each setting;
- inform parents/carers of their child's progress and welfare in each setting;
- involve parents/carers in activities;
- seek the views of parents/carers when auditing aspects within each setting;
- involve parents/carers in their child's learning.

In each setting we will:

- create an ethos and climate within each setting where the views of all parents/carers are listened to and valued, respected and taken account of, irrespective of their ethnicity, culture, background or religion;
- ensure opportunities for parents/carers to come into each setting on a regular basis e.g. to attend, for example, - assemblies/church services/ concerts, school book fairs, events, attend extra-curricular events or fun/sports days;
- determine the possible skills and interests that parents/carers may have that could be incorporated into enhancing the education of the pupils e.g. taking extra curricular activities/ helping each setting;
- establish clear and positive communication links with parents/carers where they know they can approach either setting with a problem and it will be acted upon positively;
- seek (where appropriate) support from outside agencies if there are barriers to partnership due to language differences or a child has specific learning difficulties, emotional issues or physical disabilities;
- share responsibilities for implementing policies on, for example, behaviour, bullying, asthma, homework, administration of medicines, health and safety, special educational needs, sex education, collecting children from school and attendance;
- involve parents/carers in fund raising events e.g. to support local charities;
- provide opportunities for parents/carers to help within each setting and on trips;
- establish mechanisms for seeking all parents'/carers' views on the provision/ areas of development/ amendments to practice e.g. through questionnaires and letters and also through email and consultations with staff.
- store all confidential information about children, staff and parents/carers in a secure place. Any person needing access to confidential information in relation to their professional duties must ask the permission of the Headteacher. Permission will only be granted at her discretion and in line the requirements of Data Protection Act 2018 and GDPR from April 2018.
- Provide weekly information via a Parent Weekly Bulletin email and the school website.

Admission to Little Gleddings/School

When a child is first admitted to the school the Operations Director will:

- make every effort to ensure that the appropriate information for parents/carers is available to them and that they are aware of the information we place on our web site;
- arrange an induction meeting with parents/carers before their child's admission e.g. to give them a tour of the relevant setting, explain about policies and procedures, provide other useful information and also to help allay any anxieties or concerns they may have;
- ask parents/carers for detailed and relevant information about their children, their individual needs and requirements in order to ensure the best possible care and education is provided for them;
- provide information about the topics being covered in Prep. or whichever class is appropriate;
- request that any consent forms/agreements are completed;
- ensure that contact information and details about the child/children and legal guardian are taken prior to entry;
- keep a record of any particular needs of each child;
- check that arrangements for the children's arrival and collection are clear and understood by all staff and parents/carers;
- ensure that information about children is treated as confidential, is held securely and is only shared with parents/carers and relevant personnel;

- create profiles to inform all teachers of the specific needs (learning and/or personal) of all children.

Teaching and Learning

Each setting will:

- establish structures to involve parents/carers in being active partners in their children's learning e.g through - homework, learning spellings, times tables or online mathematics. The use of home-school packs and story bags and in contributing to the children's profiles in the Early Years Foundation Stage (Little Gleddings, Prep and Reception classes);
- hold Parents'/carers' Information Evenings (PIEs) for all parents/carers for every year group of pupils to explain routine procedures and how the curriculum will be delivered at each stage of the child's education;
- provide additional information for parents/carers on ways they can support their children at home, for example, at parent information evenings, through consultation with the Headteacher and or the class teachers and support staff;
- keep parents/carers up to date with new methodologies and strategies being implemented within each setting, for example, by providing information sessions on the teaching of early reading and writing.

Information provided

- A school prospectus and relevant information about admission to each setting;
- Additional information about each setting and their children's activities through the use of the website which is regularly updated and a weekly Parent Bulletin and letters;
- Informative newsletters (a weekly Parent Bulletin);
- Alternative modes of communicating with parents/carers if appropriate e.g. through the use of interpreters or involving support agencies;
- Additional meetings with parents/carers about individual children when this is appropriate or if issues arise;
- Information of extra-curricular activities/clubs available/ before and after school care/ holiday school well in advance;
- Display notices and information about school events in the entrance hall or where relevant on classroom doors;
- Policies and procedures, available to view on the website, the ISI website or on request;
- Each settings performance e.g. in exams, sporting events, inspection and monitoring procedures;
- Information workshops where aspects of delivery/provision can be made and discussed.
- Details of relationships and health education to be taught to each year group.

Pupils' Progress and Welfare

Each setting will:

- update the parents/carers about the progress of the children through parental consultation evenings and where appropriate through written reports twice per year;
- invite parents/carers to discuss any concerns about their children or to share any relevant information about changes to their child's normal life or routine at any time during the year;
- involve parents/carers of any children who have specific needs in reviewing Individual Learning Plan targets;
- inform parents/carers about the development of any policies concerning the welfare of the children;
- encourage the parents/carers to seek advice from the Headteacher if they are unsure as to whether to keep their child away from either setting e.g. in adverse weather or if they think their child may be infectious;
- explain expectations on behaviour and attendance, for example rules/rewards and sanctions and ways of informing a child's absence/illness;
- share details with parents/carers of any incidents that may result in pupils being put at risk;
- ensure that parents/carers to speak to the administrative staff where there are changes to the arrangements for collecting children from either setting.

Complaints

Should there be any complaint it will be dealt with promptly and in confidence. If any complaint is received we will keep a written record of the nature of the complaint, the action taken, the person responsible for investigating and taking action, the timescale and the outcome. (See the Complaints Policy for further details).

Privacy and Confidentiality (See Privacy Notice).

Monitoring and Evaluation

Monitoring and review of the partnership with parents/carers is ongoing. Information from oral feedback, letters and questionnaires from parents/carers, and also from staff discussions and Senior Leadership Meetings and the monitoring of the School Development Plan will inform future developments in promoting the partnership with parents/carers. Where necessary, appropriate action will be taken to ensure that we maintain and strive to improve the strong links we currently have with parents/carers.

Next Review Date: October 2027