



## COMMUNICATIONS POLICY

### Archibald First School

#### **Introduction**

Good communication between the school and the home is essential. Children achieve more when schools and parents work together. Parents can help more if they know what the school is trying to achieve, and how they can help.

In our school we aim to have clear and effective communication with parents and the wider community. Effective communication enables us to share our aims and values through keeping parents well informed about school life. This reinforces the importance of the role that parents play in supporting the school in educating their children.

We communicate with parents through a range of different strategies. Some of our communications are the result of a statutory requirement, whilst others reflect what we believe is important to our school. All written communication will be in English unless specifically requested on a Pupil Information sheet which is completed by parents when their child is first admitted to Archibald First School or when subsequent written notification is received by the school.

#### **Home-School Agreement**

Our Home-School Agreement has been in place since September 2014. It is a 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 in our school.

The Agreement covers the standard of education in our school, the ethos of the school, our expectations on attendance and good behaviour, and our expectations about homework. Our Governing Body regularly reviews the Agreement every 3 years, and a copy is published on the school website

[www.archibaldfirstschool.org.uk](http://www.archibaldfirstschool.org.uk).

#### **Reporting to parents/carers: children's achievements**

Parents are invited to formally meet their child's teacher twice a year for a private consultation. This gives parents the opportunity to celebrate their child's successes and support the child with any areas of development. Parents are able to look at their child's work during these meetings. We encourage parents to contact the school if any issues arise regarding their child's progress or well-being.

Informal parents' afternoons take place at least twice a year offering parents the opportunity to work with their child/children in the classrooms and openly speak to the class teacher. The children's work is not available at these sessions.

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Throughout the year we provide two interim report cards to parents of children in Years 1-4 to inform parents of the children current attainment in relation to the expectation for their year group for reading, writing, maths and science as well as their attitude to learning, behaviour and attendance to date. For those children in Reception, we provide two interim report cards to inform parents of the children how they have settled into school life, their friendships, their progress from their individual starting points and information to say if they are on track to meet the end of EYFS expectations. Behaviour and attendance to date are also referenced.

At the end of each academic year we provide a written report to parents on each child's progress in the various areas of learning of the Early Years Framework or the National Curriculum subjects. This report also identifies areas of strength and areas for future development. We ask parents to make a comment on the report. Parents are also welcome to discuss reports in the Summer Term by way of an appointment with the class teacher.

Parents receive reports detailing their children's performance in statutory phases and tests at three key points in their children's time at Archibald.

- End of Early Years Foundation Stage - the Early Learning Goals attainment
- End of Year 1 - Phonics Screening score
- End of Year 2 - performance in the national tests, and details of national comparative performance in the national tests

### **School Prospectus**

The school prospectus contains a range of specified information that gives parents a full picture of provision at our school. We update this for each school year and it can be found on the school website <http://www.archibaldfirstschool.org.uk/school-information/prospectus/>.

### **Public Access Documents**

The school makes available a range of documentation for parents including a range of national and Local Authority documentation. We update the key policies on a cyclical basis. Key policies can be found on the website (<http://www.archibaldfirstschool.org.uk/school-information/key-policies/>) whilst hard copies can be requested via the school office.

### **Home-School Communications**

Our school website is a key source of information and is updated regularly <http://www.archibaldfirstschool.org.uk>. Children and their classes frequently 'blog' about school life via the website whilst tweets are made using the school Twitter feed @Archibaldfirst.

We send regular newsletters to parents and letters of a general nature when necessary. 'ParentPay' is used to send school letters and documentation that do not require a reply electronically. This ensures that no

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letters get left in classes or school bags and are unread.

Any letters which require a response / reply / signature are always sent out as a paper copy.

All letters are added to the website for families to print out or check should the original be misplaced.

The school uses a school text system 'teachers2parents'. This greatly improves the communication of emergent issues vastly. For example, if a trip will be late back due to traffic we can let everyone concerned know immediately or reminders of school events can be received by all parents instantly.

At the beginning of each half term we send details of the work to be covered.

Children in all classes have a reading diary. This enables parents to record a wide range of information that they share regularly with the teacher.

The school encourages parents to share any issues about their child at the earliest opportunity. Teachers see parents immediately, if at all possible. Where this is not possible, the parent makes an appointment. There are opportunities at the start and end of the school day for parents/carers to have a brief chat with staff.

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.

A summary of the modes of communication used are:

- Website and blog
- Twitter
- Parent Pay to receive emails
- Teachers to Parents – text messaging service
- Letters

### **Monitoring and Review**

This policy was reviewed and agreed by the Governing Body. We are aware of the need to review the Communications Policy regularly. The policy will be formally reviewed every 2 to 3 years by the Leadership Support Committee.

**Date of last review: Spring 2019**

**Date of next review: Autumn 2021**