

Parental involvement

POLICY STATEMENT

At La Petite Ecole Bilingue - The Stewart Bilingual School we strive to develop a close and supportive relationship with parents/ carers that encourages all pupils to achieve their best. We believe that a strong home/school partnership is the key to children's positive emotional development, progress and growth as part of the community.

We believe that children benefit most from early years education and care when parents and schools work together in partnership.

Aims

- To communicate fully with parents/ carers to ensure that we all (parents, carers, staff, pupils) remain focused on the needs and progress of our pupils
- To involve parents/ carers fully in school life and our school community
- To encourage the fullest possible two-way communication between staff and parents/ carers
- To work in close co-operation with parents/ carers in order to ensure high standards of care, pupil well being and academic achievement for all our pupils
- To promote a fully inclusive environment for all our parents/ carers and pupils, regardless of need, background or culture.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the school. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years schools; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

'Parental responsibility' is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.

[\(For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance's Child Protection Record publication.\)](#)



Partnership

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2. Inclusive practice 1.4. Health and well-being	2.1. Respecting each other 2.2. Parents as partners 2.3. Supporting learning 2.4. Key person	3.2. Supporting every child	

PROCEDURES

We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.

- We consult with all parents to find out what works best for them through the Parents Council.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the school is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the school life.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the school.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the school in ways that are accessible to parents and for those parents for whom French/English is an additional language.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the school and about young children's learning, in the school and at home.
- We have a Parent Council in place to represent the views of the parents and to consult with all parents of the school. The Parent council has its own Constitution and meets regularly

In compliance with the Welfare Requirements, the following documentation is in

place:

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

The Parent Council

The school values its parent council and the support they give to the school. Parent council represent the views of parents and communicate ideas, issues and concerns to the governing body at their regular meetings. Each parent from the board is selected by HT and has to be parent of two siblings so they gets views on different classes.

The parents council meets every term in the evening. All members of the Leadership team are also members of the board.

Any concerns or issues can be raised by parents to the HT or DH via email head.oxfordgardens@stewartintschool.co.uk

Parent Council Constitution

- 1) This is the constitution for La Petite Ecole Bilingue Parent Council.
- 2) The objectives of the Parent Council are:
 - a) To work in partnership with the school and local community to create a welcoming school which is inclusive for all parents
 - b) To promote partnership between the school, its pupils and all its parents
 - c) To develop and engage in activities which support the education and welfare of the pupils
 - d) To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.
- 3) Functioning of the Parent Council
 - a) The membership of the Parent Council shall be made up of parent members. Any parent of a child at the school may volunteer to be a member of the Parent Council. The Head Teacher whilst not a member of the Parent Council, has a right and a duty to attend or be represented at Parent Council meetings.
 - b) As a minimum there shall be initially 5 parents of children attending La Petite Ecole Bilingue. For a meeting to be quorate

there needs to be 4 parents in attendance.

- c) The maximum number of parent members shall be 7. Best endeavours will be made to ensure that within this number each stage of the school is equally represented.
- d) Appointment of Members shall take place at the Annual Meeting. In the event of there being more than 7 volunteers, members will be selected first according to the stage of the school that they represent. Remaining places will be determined by ballot.
- e) Where there are fewer than 7 volunteers, all shall automatically be appointed. Vacancies may be filled at any time after the Annual Meeting should further volunteers come forward. In seeking to fill vacancies the Parent Council shall have due regard to balanced representation of the different stages of the school.
- f) Parent Council members will be selected for the period up to the next Annual Meeting after which they may put themselves forward for re-selection if they wish.

1 'Parent' is used throughout this constitution to mean any member of the parent body of the school, including recognised carers and guardians.

- g) The Parent Council may set up sub-groups to help achieve the aims and objectives of this Constitution. It may be desirable, for example, to set up groups to facilitate fund raising, communications, extra-curricular activities and social events for pupils, parents and staff. The Parent Council shall endeavour to encourage as many parents from the school as possible to participate. At least one member of any sub group will be a member of the Parent Council and will have responsibility for communicating between the sub group and the Parent Council.
- 4) The Chair and other agreed roles within the Council will be agreed by the Parent Council members immediately following its formation and then on an annual basis.
 - 5) The Annual Meeting will be held in September of each year. A notice of the meeting including date, time, and place will be sent to all parents

- of the school at least 2 weeks in advance. The meeting will include:
- a) A report on the work of the Parent Council and its committee(s)
 - b) Selection of the new Parent Council
 - c) Discussion of issues that the Parents may wish to raise
 - d) Approval of any accounts and appointment of a treasurer
- 6) The Parent Council will meet at least once in every school term.
 - 7) Should a vote be necessary to make a decision, each parent member at the meeting will have one vote, with the Chair having a casting vote in the event of a tie.
 - 8) If a Parent Council member acts in a way that is considered by other members to undermine the objectives of the Parent Council, their membership of the Parent Council shall be terminated if the majority of parent members agree. Termination of membership will be confirmed in writing to the member.
 - 9) Copies of the minutes of all meetings will be available to all parents of children from La Petite Ecole Bilingue and to all teachers at the school.
 - 10) Should it be deemed necessary, the Treasurer will open a bank or building society account in the name of the Parent Council for all Parent Council funds. Withdrawals will require the signature of the Treasurer and one other Parent Council member.
 - 11) The Treasurer will keep an accurate record of all income and expenditure, and will provide a summary of this for each Parent Council meeting and a full account for the Annual Meeting.
 - 12) The Parent Council shall be responsible for ensuring that all monies are used in accordance with the objectives of the Parent Council.
 - 13) The Parent Council may change its constitution after obtaining consent from all the parents of the school. The parents will be sent a copy of any proposed amendment and given reasonable time to respond to the proposal.
 - 14) The Head teacher has the right to veto any decision made by the Parent Council.
 - 15) Should the Parent Council cease to exist, any remaining funds will be passed to the finance officer of La Petite Ecole Bilingue.
 - 16) The Head teacher is empowered to dissolve the Parent council at any time.

Formal events

Parents are welcomed into the school to learn more about their children's progress and to celebrate their successes. There are numerous opportunities throughout the year (both formal and informal) to meet together and get to know each other. Meetings are arranged at a variety of times to enable as many parents as possible to attend.

- Induction events for new parents/ carers including multi agency meetings, visits, social events
- Open evenings in the Autumn and Spring terms to provide parents/carers with up to date information on their children's progress and targets
- Annual reviews
- Head teacher Drop-Ins every half term on different topics of interest to parents/ carers
- Parents' forum few times a year to consult with parents/ carers about different aspects of school life
- Individual meetings or phone calls to parents/carers on a daily or weekly basis if there are any issues or concerns
- School medicals throughout the year when community professionals visit our school to examine pupils and discuss any issues with parents/carers

Informal events

We welcome the involvement of parents/carers through the following activities and events:

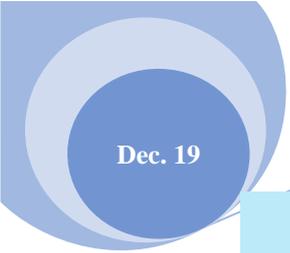
- Celebration day – parents/carers of all award winners are invited to join the celebration
- Performances of dance, singing and music
- PSA events – Summer show, Harvest Festival, Christmas show and Mulled Wine evening and other social events
- Volunteering – Parents/carers and other adults who regularly support, forest school, swimming sessions, on field trips or help around the school
- Special events - Sports day, Charity Food Bank, Hunger race

Working in partnership with other agencies

POLICY STATEMENT

We work in partnership or in tandem with, local and national agencies to promote the well-being of children.

EYFS Key themes and commitments



Partnership

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe 1.4. Health and well-being	2.1. Respecting each other	3.4. The wider context	

PROCEDURES

Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing Protocol, Safeguarding Children procedures and the Special Educational Needs Procedures.

Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.

When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.

We follow the protocols for working with agencies, for example on child protection. Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child/children during their visit.

Phone calls from other agencies requesting information are validated as genuine before information is shared.

Our staff do not casually share information or seek informal advice about any named child/family.

When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

Opportunities and support for parents

We will help parents to achieve the best for their families and children by providing:

- Supervision and support from highly qualified and experienced staff
- Providing information and advice workshops e.g Mencap and Makaton

- signing courses
- Leaflets and guidance on specific issues of interest
- Parental bulletins, sharing information and signposting support from other agencies
- Information about Transition, support for college applications, individual advice and guidance for accessing funding and support post 19
- Support with transfer of statement of SEN to Education, Health & Care Plans
- Structured conversations to facilitate clear communication between school and home regarding parent's aims and ambitions for their child.

Home/School partnership

We encourage parents to support their children's learning at home in a variety of ways, including:

- Reading with your child as often as possible
- Supporting your child's individual communication system
- Encouraging your child to complete and return any homework set
- Checking and signing their reading records on a regular basis
- Supporting our rules and expectations

Parental/carer feedback

The school will regularly seek parental/carer views on a range of topics affecting pupils' education through questionnaires, surveys and verbal discussion. Feedback is valued, and responses are seriously considered and appropriate action taken.

Safeguarding

The school follows and supports the rigorous multi agency safeguarding policy and procedures agreed by RBKC local authority. The school ensures that all staff are fully trained and follow best practice at all times. The school is a secure site with all visitors having to report to the reception office. Parents are visitors are very welcome in school but are not allowed to move around the site unsupervised.

Policy for documenting, planning and assessment

1. Guiding Principles

Documentation in the Early Years has its philosophy, with regards to children's learning grounded in providing a child centred, inquiry based approach to learning where children follow their own highly personal interests and through this develop new skills and understandings. This approach has been influenced by the Reggio Emilia philosophy where documentation of children's work is used to inform practitioners of the learning that is taking place. (Malaguzzi 1996; Edwards, Gandini and Foreman 1993; Katz and Cesarone 1994)

"In Reggio Emilia, where we have explored this methodology for many

years, we place the emphasis on documentation as an integral part of the procedures aimed at fostering learning and for modifying the learning"

P.78 RINALDI, C. MAKING LEARNING VISIBLE 2001 REGGIO CHILDREN Documentation, in the forms of observation has long been encouraged and practiced in early childhood education. Susan Issacs as far back as 1930 made detailed anecdotal observations of children, which informed the basis of her analysis of children's learning. More recently Goldschmied (1987) claimed that observations of babies playing with a treasure basket gave valuable insights into children's learning and their interactions with one another, and Helm Beneke and Steinheimer (1998) whose documentation of an early years project enabled, they claimed, others to see the learning that took place. Observation is a key feature of the documentation systems developed within the Early Years. The British Department of Education's early learning goals describes one feature of good and effective early years practice as follows:

"Practitioners must be able to observe and respond appropriately to children informed by a knowledge of how children learn and develop and a clear understanding of possible next steps in their development and learning"

DFE PRINCIPLES FOR EARLY YEARS EDUCATION 2002

Our documentation systems are concerned with understanding the learning process and place the responsibility on the observer to observe, describe, interpret and explain

i.e. to construct meaning not just measure performance. Rinaldi (1995) Katz and Chard (1996)

"Meaning does not come from seeing or observing alone; meaning is not lying around in nature waiting to be scooped up by the senses, rather it is constructed."

RINALDI OBSERVATION AND DOCUMENTATION PAPER GIVEN AT THE RESEARCH CONFERENCE REGGIO EMILIA 1995

The systems in place in Early Years for planning and assessment support this approach to child centred, inquiry based learning and offer the flexibility to make the real learning that is taking place visible to the staff, the parents and

to the children themselves. The system is also in line with the PYP philosophy and documentation adopted by the school.

22. Effective Practice

We involve families and share information with families so that interesting events and developments are recorded and celebrated at home and in Early Years. We share our interpretations about what the children are trying to communicate to use through their interactions with others and the Early Years environment with colleagues and parents.

We are attentive and aware of the children's creative, inquiries and explorations.

We observe, record and share strategies the child uses to demonstrate their learning style, their interests and their individual inquiries.

We discuss with other members of staff and parents how each child responds to activities/adults/peers and build this into future planning.

We share information about the children regularly.

We document important learning experiences and throughout the year build an

individual record of the child's achievements.

We use photographs, the children's individual files, classroom displays and the children's work to make learning visible to the children.

We have planning systems in place for a yearly overview, unit of inquiry planning, weekly and daily planning and for individual children.

We have systems in place for assessment of individual children. We have systems in place for reporting to parents.

We have systems in place to record observations and anecdotal evidence, either individually or in a group.

We observe how each child responds to activities/adults/peers to inform our planning for future development.

Meetings with parents are considered to be a two-way process of sharing information about the child.

23. Documentation

a. Planning

The School's yearly overview is used to identify themes that may take place

throughout the school year. These themes do not have a finite time limit and could run throughout the year or be revisited during the year. This is in line with the Early Years philosophy.

The planning of these themes is recorded on the Mid-Term planner in line with the

School's policy.

Planning for individual inquiries is recorded on the Weekly Planner and on the classroom planning white board.

Planning for assessment is recorded using the Mid-Term Planner and Weekly Planner.

b. Assessment

On joining Early Years a baseline assessment of each child is carried out within 2 weeks of starting, this is updated after 6 weeks and informs the writing of the Settling in Profile. Each theme has its own specific assessment and is complete before, during and at the end of the theme as appropriate using both formative and summative assessments.

An assessment of the development of the dispositions and attitudes is updated as appropriate using observations and photographs as evidence. Each child has their own sheet.

On-going observational assessments which record significant development in skills and understanding are recorded initially on the Individual child observation sheet then transferred to the assessment part of each child's individual portfolio or Early Years profile. The Mid-Term and Weekly Planners are also used to record any specific skills, attitudes or understandings the staff have planned to make; these will be transferred to the assessment part of the Child's individual Portfolio or Early Years Profile.

C. Portfolio in Nursery and Reception

In line with the School's policy each child has their own individual electronic portfolio on Tapestry app, these portfolios build throughout the year and show the child's individual progress and tell their own individual 'learning' story. Portfolios will include evidence from each of the themes identified on the planners, evidence of individual learning stories and collaborative group learning stories and evidence of PSE development. At least once a term each child will be invited to choose a piece of work or photographic evidence of an activity or event for developing reflective thinking skills. All pieces of work are

dated and annotated.

The portfolio will include assessments which will build throughout the year.

Parents are invited to contribute some photographs as well as wow cards.

At the end of the year the child will be given some pieces of their portfolio to take home, some assessment pieces will be kept in school and filed in line with the School's policy.

Parents will be invited into the school in May to share the portfolio with their child.

Portfolios have a photo and the child's name on.

The portfolio includes; a cover sheet with a photo of the child and a contents page. Evidence is placed by date and builds into a developmental record of the year.

The School's explanation sheet is attached when appropriate.

d. Reports

Settling in Reports

These Settling-in reports are written at the end of the first half term. The report includes comments on the curriculum prime and key areas, but focuses mainly on the child's personal, social, emotional development and communication skills. The baseline assessment informs this report. Relevant photographs are used as examples of interest and development. A copy of this report is given to the parents and a copy filed in the child's individual school file.

Mid-Year Reports

In October parents from children in Reception to year 6, will meet with the French and English teacher. In January they receive a report.

In November and February there will be a parent/teacher conference where parents and teachers will discuss the 3 Prime areas and the 4 specific areas of the EYFS and the child's development in all aspects. A copy of any written notes will be filed in child's individual school file.

These reports are written in February. The report includes comments on the 3 Prime areas and the 4 specific areas of the EYFS and comments on the child's development in all aspects. Relevant photographs are used as examples of interests and development. A copy of the report is given to parents and a

copy filed in child's individual school file.

End of Year Reports

Parents of pupils from Reception to Year 6 receive a report in June and can have a final meeting with Teachers.

End of Registration

HT will follow up on any transition to secondary school, school abroad or any other school. HT will:

- Check that leavers are attending the school of destination
- Send a safeguarding 'no record' note or transfer any existing safeguarding concerns or documents to the school of destination

e. Communication

Communication

We are continually updating and improving our communication systems. Currently, parents/carers receive regular updates from the school including:

- Home / school communication books – providing parents/carers with information on a daily or weekly basis depending on the age and ability of the pupil
- Our website – regularly updated with blog, calendar events, information updates and alerts. School Blog and Website : www.stewartbilingualschool.com
- Individual mid-year and end of year reports
- Tapestry app in Nursery and in reception – providing protected access to electronic portfolio
- Facebook page – displaying anonymized photos of school events
- Surveys to parents and pupils
- Termly meeting with school parents board
- Parents/Teachers meetings – a great opportunity to learn about and discuss the pupil's progress

We also communicate termly with our proprietor addressing a HT Report to provide analysis of attendance, incidents/accidents and pupil's progress.

Weekly Planner

The weekly planners are used to record the range of activities and experiences that are identified from evaluations and observations of children engaged in learning activities and from the mid-term planning and support children's future learning. It may be used in conjunction with the class white board. This planner is linked to the Weekly Newsletter sent to parents and the children's individual and group stories. All planners are dated. Weekly Planning includes whole group/small group planning, planning for continuous provision, planning by curriculum areas and an overview of curriculum coverage. These

planners help teacher to record their daily classroom activities which they summarise in the weekly newsletter.

[The Weekly Newsletter](#)

This weekly newsletter is used to record through photographs and written observations significant events happening throughout the week. It builds into a record of the Primary and Early Years experience. Curriculum based statements are used to identify the learning taking place. This newsletter is sent to parents to share and is used with children to revisit the learning that has taken place. All newsletters are dated.

[Mid-Term Planning](#)

The mid-term planner is used to identify what we want the children to learn, how we will achieve this, how we will know the children have learned it and how we will organise the learning environment. As an on-going process and at the end of the theme the learning experiences are evaluated. The planner is always dated.

[Long Term Planning](#)

Our Long Term Plan reflects the Early Years Foundation Stage (EYFS - 2012). We have used the four Themes of the EYFS (2012) to guide our plans and to express our approach to each of them, defining our interpretation of how we intend to deliver the four Principles of the EYFS (2012) in practice. We anticipate that the long planning process will evolve with further experience of the new framework and that change and improvements to our plans will take place throughout the year. The Long Term planning also includes a curriculum plan for continuous provision; these activities are planned for as shown in the Continuous Curriculum Plan and available throughout the academic year.

f. [The Individual/Group Observation Sheet in EYFS \(nursery\)](#)

These sheets are placed around the room and are used to record observations of the children involved in learning experiences. Relevant information is then transferred to the appropriate place. All entries are dated.

g. [The Staff Communication Board](#)

The Staff Communication Board is used to record room organisation, management issues and non-confidential matters concerning children which need to be communicated between the English and French Teams. All entries

are dated. This is an for staff use only.

h. Settling in and Consultation with Parents (Nursery)

Before the Settling in Process begins parents are invited for a meeting with Early Years staff, during this meeting the staff will gather information about the child using the right from the start form and give the parents information about the Early Years experience. During the Settling in Process parents are invited to a general meeting where information about the Early Years philosophy, curriculum, systems and routines will be passed on.

Individual meetings with parents will take place on a more formal basis in February; parents are however offered the opportunity to have informal consultations on a 'need to' basis throughout the year.

During the hand over at the beginning and end of each session there is an opportunity to gathered and pass on daily information about the child if necessary.

There is a Communication book which can be used by parents and staff to pass on information between home and school. The communication book is checked each day by staff and any messages from parents responded to.

I. Transition

We provide support and resources to help parents make informed decisions about choices and transitions to other institutions post nursery or end of primary:

- Providing impartial advice on transition to parents and young people
- Supporting parents with the procedures for applying to secondary schools
- Supporting parents in filling in secondary school application forms
- Giving one to one advice and support throughout the transition process

We also offer trial half days to prospective children to get to know the pupils and prepare to welcome them into our school.

La Petite Ecole Bilingue - The Stewart Bilingual School is committed to the highest possible level of partnership with parents and we are always open to new suggestions on how we can improve.

This policy was agreed after consultation with staff, governors, pupils and parents in September 2017.

Updated December 2019