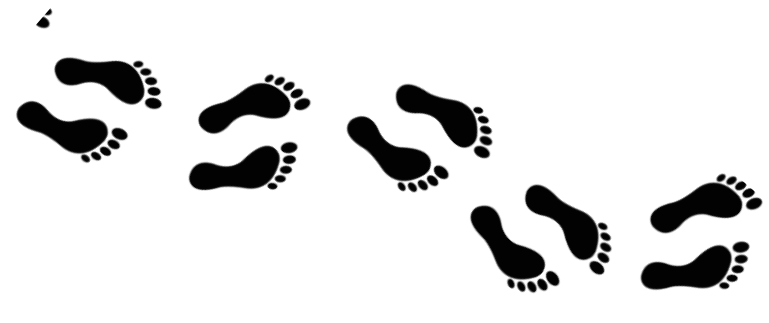




START AT MY FEET



School A -

The community surrounding School A is mainly built of housing estates, with School A being the heart of the community. As the community of the school is fairly urban, the school happily acts as a host for events after school hours. School A has been open for around twenty years, and has largely impacted the attitude towards education for those in the surrounding area.



HOW THE SCHOOL SHARES INFORMATION WITH PARENTS/CARERS WITHIN THE SCHOOL.

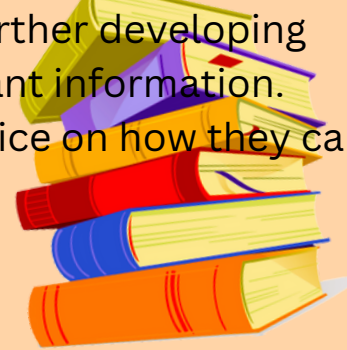
School A had many ways in which they would share essential information with parents/carers and parental roles. The collation of ways school A used were as informative as possible allowing information to be accessed by any of the children’s parental roles as and when they are needed. This was due to the methods used being modern, simple and effective.

Modern Methods

- School gateway** - each parent/carer and parental role for each child gets an account, where parental roles can gather information on their child’s educational progression. For example, how their child is progressing with reading, and what they can be doing at home to further aid this development.
- Termly class newsletters** - at the end of each term school A posts a newsletter for each class in the school. This allows all the parental roles the children have, to take a look and see what, how and why the class has been learning about during the course of the term.

Simple Methods

- Information evenings** - towards the middle of the academic year, School A hosts an information evening for parental roles to attend. This gives the class teacher and parental role a chance to meet and discuss the child, and how they can be further developing holistically. It also gives the opportunity to relay any other important information.
- Parent guide and Big maths support** - school A gives parental roles advice on how they can be assisting their child with their school work



RELATIONSHIPS WITH PARENTS/CARERS AND LEARNERS WHILST IN SCHOOL.

School A works to achieve positive relationships with their children’s parental roles. School A does this by presenting their teachers at the door at the start and at the end of the day when the children are leaving. Upon arrival or when leaving school, there is an issue a parental role needs to discuss with the teacher that needs quite long, in-depth attention, the class teacher allows the parental role to book a meeting with them on a day that is best suited to the parental role to discuss the problem further. School A’s teachers also offer this support over the phone if face-to-face is not an option for the parental role.



RELATIONSHIPS BETWEEN PARENT/CARERS BEFORE STARTING SCHOOL.

School A has many methods put in place to help develop a strong relationship with parental roles, before their children start school. They use these methods to explain to parental roles what their child’s first day in school will entail.

These methods include;

- Powerpoint presentation** - used to explain to the parental roles, what time they need to arrive, what they need to bring, when the day will end and a rundown of everything that will happen during the day.
- length of the day is built up gradually** - this is so that the children can get used to the new surroundings.
- staggered entry in small groups** - allows the new environment to be less intimidating, giving the children time to comfortably adjust to the new setting.
- Home visits** - only a requirement for some children, who come from households that often need a little more support than others.
- Handover meeting** - for pupils with additional learning needs (ALN) the parental role of this child, staff in school and previous carers or pre-school staff will meet. This is to ensure the school have a clear background of this child, knowing what has worked for them in the past. Allowing this team to work together around the child to make the transition from home to school more comfortable and relaxing.



HOW THE SCHOOL ENCOURAGES FAMILIES TO SUPPORT THE DIFFERENT AREAS OF LEARNING.

School A boasts many different ways in which they encourage the families of their pupils to support them through the different areas of learning. School A does this so that the children can develop their areas of learning further outside of school, allowing increased practice of these skills.

Open days - School A hosts several open days throughout the year. Parents can come in and look around the classrooms to see what the children are doing in class - which can help with home learning.



Parent voice - School A takes notice of the importance of incorporating parents’ opinions into the learning of their children. In realising this, school A asks parents what they think should be part of the school curriculum.

General support - School A offers support to any families that need it, whether it’s a matter of supporting different areas of learning or more personal support. School A allows parents to learn how to support their child educationally at home.





COMMUNITY ENGAGEMENT AND OPPORTUNITIES TO SUPPORT LEARNING.

School A is used as a hub for the community around the school. It doesn’t just host its own school events and activities, it hosts a wide range of events and activities from outside companies within the community. School A also welcomes local establishments, to teach the children about certain aspects they deal with day-to-day in accordance with topics they are currently drawing focus on in school.

Engagement and opportunities include;

- After-school clubs** - a separate agency runs these and involves children who are not part of the school.
- Sea and Nature quest** - come in and teach children about the different aspects of the world they may not see every day, and how to treat it with the best possible care.
- Island Farm** - a local World War-themed farm where the children go to visit to learn about the Second World War.
- Bridgend foodbank** - not only does school A host the local foodbank out of term time, but they also come in to talk to the children in an assembly to educate them on why foodbanks are so important to so many people.
- Local charities** - the children get given a list of local charities and they get to pick which ones they would like to support each academic year. The children then host fundraisers throughout the school year in aid of this charity.
- St. David’s Church** - during Christmas time school A’s children are invited to perform as a choir to the church.

