



HEYWOOD PREP
CORSHAM

PARENTAL INVOLVEMENT POLICY

**Updated
March 2019**

1. Introduction

This Policy applies to the EYFS, including after school and holiday clubs.

2. Policy statement

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

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 setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years settings; 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.

3. 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.
- We ensure ongoing 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 setting is run and its policies through access to written information and through regular informal communication and through our Nursery and Reception handbooks. We check to ensure parents understand the information that is given to them.
- We inform all parents on a regular basis about their children's progress through parents' evenings, target setting and end of year progress reports.
- 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. At parents evenings we encourage parents to write a comment about their child's progress on the target sheet. This is added to the children's learning journey. Parents are encouraged to complete 'wow moment' sheets to celebrate their child's achievements. These are displayed in the entrance hall of the nursery and also within the child's learning journey.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all whenever necessary.
- 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 setting and about young children's learning, both in the setting and at home. In the setting we hold meetings with the class teacher at the beginning of every year, update parents weekly through the school newsletter and on notices on classroom doors about the learning for the week and offer parent information evenings throughout the year covering topics such as early phonic skills and transition. We support

learning at home in a variety of ways, including 'shared books' and learning leaflets. The children's 'wow' sheets are added to their learning journey.

4. Approval & Review

This policy was reviewed in March 2019 and approved by Anna Lawrence, Head of Pre-Prep. It will be reviewed on an annual basis. The next policy review will take place in February 2020.



Anna Lawrence
Head of Pre-Prep