



# Reporting to Parents Policy

**January 2024**

**Approved by the Governing Body Strategy Group 18/01/24**

**This Policy is due for renewal in Term 3  
2025–26**

# **REPORTING TO PARENTS POLICY**

## **OF**

### **GODINTON PRIMARY SCHOOL**

Throughout this policy the term 'parents' refers to parents and carers.

#### **SECTION ONE – RATIONALE**

The reporting to Parents /Carers policy is intended to help improve the levels of attainment of our children and not simply serve as a process for sharing information. As a consequence, we have thought carefully about what information we wish to give to parents/carers and what should be the result of it.

We will deal with individual issues, through a 'surgery' approach and continue to meet with those parents/carers whose children are having some difficulty, whenever the need arises. This will stand alongside our formal procedures for reporting to parents/carers.

#### **SECTION TWO – TIMETABLE**

##### **Autumn Terms 1 and 2**

##### **September**

At the start of each year, each year group creates a 'Year Group Welcome Letter' which is sent home to all parents via Parentmail. The 'Year Group Welcome Letter' will outline the following:

- Year group expectations
- Staff in year group
- How they organise their class
- Curriculum outlines and where to find further information
- Homework expectations
- Requirements for PE
- Potential school trips and an indication to costs (voluntary contribution)

A copy of the Welcome Letter is also placed on the school website.

Reception class teachers hold 1 to 1 sessions with the parents/carers of their pupils, prior to them starting school, to discuss the process and identify any particular concerns or issues. These are conducted as home visits, with two members of staff jointly visiting each household.

The Headteacher will hold a separate meeting for the parents/carers of Year 6 children, in September in order to outline the PESE (Process for Entrance in Secondary Education) for that year.

## **November**

All parents/carers will receive a simple written report giving attitude to learning grades and for the first term along with a brief teacher comment which relates to how a child has settled into the academic year. This is produced as a paper copy. They will also receive details of their child's next steps in English and Maths. Individual attendance and lateness is also reported. The teacher will indicate on the report whether they wish to meet the parent to discuss any issues. Also included in the Autumn report is a pupil voice target booklet which includes pupil on aspirations for this academic year.

The Year R report provides some written information for parents / carers and identifies next steps to learning. The Year R and Year 1–6 report are different in format in order to be most age appropriate.

Parents / carers of children with special educational needs (**SEN**) will receive a letter confirming the need level of their child as well as a link to the Kent Local offer for children with **SEN** and a link to iASK (Information and advice support Kent. Within this letter, parents are advised that iASK can support parent and offer advice in the area of special educational needs. Parents will also receive a copy of their child's **SEN** Support Plan which includes a review(s) of their child's individual targets, new target(s) with success criteria in their area of need and an annual outcome agreed with parents at the July parents evening. This is in addition to their provision map which shows the provision being provided for their child in school that is additional to good quality teaching. Personalised plans will also be sent home with this documentation should this be appropriate to their child's needs. All documentation is provided in paper copy.

All parents / carers of children with special educational needs are invited to attend parents evening to discuss progress and new targets for their children.

The parents / carers of all children who are receiving additional intervention in school will also receive a copy of an individualised provision map which outlines this provision.

Parents/carers will then have the opportunity to visit the class room after school and look at their child's books. Book viewing evening will take place afterschool. Children will be able to accompany parents/carers into the class room and discuss what they have been doing, the work in their books, as well as any work which they may have on show on the walls.

Teachers will not be available for individual consultation at this time. Parents/carers will be able to request a meeting with the teacher if they have any issues which they subsequently wish to discuss booking an appointment on line via Parentmail.

## **Spring Terms 3 and 4**

### **March**

We will produce a full written report which will provide parents/carers with information concerning:

1. Attainment
2. Progress
3. Effort

Specifically, the report will comment on:

- a. The child's attainment
- b. How their attainment compares to year group expectations
- c. The effort which their children are putting into their studies (attitude to learning).
- d. An indication of the progress children are making in relation to their starting point at the beginning of the academic year.
- e. Any areas in which the children are working well and areas to be worked on next.
- f. Behaviour
- g. Effort and completion of homework
- h. Attendance and Lateness

All this documentation is produced as a paper copy. There is a second 'Book Viewing' opportunity for parents to view their children's work, without the teachers being available for consultation.

An opportunity for parents/carers to meet with teachers is provided once they have received the written report and viewed their child's work. Parents/carers will be able to request a meeting with the teacher if they have any issues which they subsequently wish to discuss. Parents book the Parent Evening appointment on line via ParentMail.

In addition to the above, parents of children with special educational needs will receive a copy of their child's updated SEN Support Plan which includes a review(s) of their child's

individual targets, new target(s) with success criteria in their area of need and an annual outcome agreed with parents at the July parents evening. This is in addition to their provision map which shows the provision being provided for their child in school which is additional to good quality teaching. Inclusion plans will also be sent home with this documentation should this be appropriate to their child's needs. All documentation is provided in paper copy.

All parents of children with special educational needs will be invited to attend parents evening to discuss their child's progress and new targets.

The parents / carers of all children who are receiving additional intervention in school will also receive a copy of an individualised provision map which outlines this provision.

## **Summer Terms 5 and 6**

### **June**

The Year 5 teachers, with a Year 6 teacher present, teachers will offer their parents/carers the opportunity of an individual consultation, which is solely to discuss the level of work that a child is currently producing and whether work completed is to a standard that is indicative of Grammar School. School staff will discuss recent test attainment and given an indication of how this compares with typical PESE results. The decision to apply for their child to sit the Kent Test lies solely with the parents. The staffs remit it to provide academic information and general information on the process.

### **July**

We will produce a short report, similar to that received by parents / carers in the autumn term. This report gives attitude to learning grades and an assessment as to whether their child is working at year group expectations, below year group expectations or above year group expectations for key objectives. This is produced as a paper copy. They will also receive details of their child's next steps in English and maths. The Summer report will not contain a subject specific comments from the teacher however, a general comment is provided at the end of the report. Individual attendance and lateness is also reported.

KS1 and KS2 SATs results are also shared with parents / carers at this time. The Foundation Stage Profile assessments are also shared with parents / carers of children in Year R. The results of the phonics screening are shared with parents / carers of all children in Year 1 and those parents / carers of children in Year 2 who were re-screened. The results of the Multiplication Tables Check is also shared with parents/ carers of Year 4 children. These are produced as paper copies.

If having read their child's report, a parent wishes to discuss any aspect of their child's education with a member of staff, then an appointment can be made. Details of the process for this are enclosed with their child's report. All parents / carers of pupils with special educational needs are invited to a parent consultation meeting at the end of the academic year.

In addition to the above, parents of children with special educational needs will again receive a paper copy of their child's SEN support plan and provision map. Inclusion plans will also be sent home with this documentation should this be appropriate to their child's needs. Parents are invited to attend an additional parents evening meeting in July (as directed by the 2014 SEN Code of Practice) to discuss their child's progress and at this meeting annual outcomes for the following academic year will be discussed and agreed in their area of need.

The parents / carers of all children who are receiving additional intervention in school will also receive a copy of an individualised provision map which outlines this provision.

### **Open Afternoon (After School)**

Our Open Afternoon allows parents / carers the opportunity to come into school and visit their child's class and view the work completed over the course of the academic. During this visit, parents and children will be able to visit their new classrooms and meet the teacher that their child will be having next academic year. Prior to the Open Afternoon, the children will have spent an afternoon in their new classroom with their new teacher.

### **SECTION THREE – CHILDREN IN CARE (formerly known as Looked After Children)**

As for all our pupils, Godinton Primary School is committed to helping every Child in care (CIC) to achieve the highest standards they can. Staff are aware that Children in Care can be at risk of underachieving at school because they have experienced disruption to their family life and education. Some may have low expectations, poor emotional and psychological health and a lack of family support. Godinton Primary School will support the parents/carers of Children in Care in receiving appropriate feedback about their child.

### **SECTION FOUR – EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)**

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of

inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.