



never give up.



ACE Tiverton

Part of the ACE Schools Multi Academy Trust

Parent Engagement, Communications & Partnership Policy

Issue	Date	Author/Reviewer Job Role	Comments	Signed by ACE MAT Executive
1	20 th June 2019	Hannah Smart Head Teacher ACE School Tiverton	Policy adopted for opening September 2019	

Contents

1. Introduction	1
2. Vision	1
3. What We Know about Parent Engagement	1
4. Strategies for Success	1
5. School Actions	2

1. Introduction

- 1.1 We believe that our parents play a vital role in education. When parents are engaged and involved, everyone benefits - pupils, parents, families, teachers, schools and communities – and our school is enriched as a positive place to teach, learn and grow.

2. Vision

- 2.1 Parent engagement has a positive impact on pupil achievement. At ACE Tiverton pupils and parents are within a culture of support, challenge and success where parents are:
- i. Welcomed, respected and valued as partners by the school community in their children's learning and development.
 - ii. Have a full range of choices and opportunities to enable them to be involved and support pupil success.
 - iii. Are engaged through on-going communication and dialogue to support a positive learning environment at home and at school.
 - iv. Are supported with tools which enable them to participate in school life

3. What We Know about Parent Engagement

- 3.1 Parents play a vital role in the development and education of their children. Parents and families have the primary responsibility for the development of their children's character, with the support of their school and community.
- 3.2 Research clearly indicates that good schools become better schools when there is a strong connection with parents as part of the learning community. Parents have a primary influence on their child's attitudes towards school, their learning, and their future success.

4. Strategies for Success

- 4.1 The Parent Engagement and communication Policy identifies a series of key strategies designed to support parents as partners so that parents have the opportunity - and the skills, knowledge and tools- to engage with all education partners in fulfilling our core priorities for education.
- i. Strategy 1: School Climate Foster and sustain a positive, welcoming school climate in which all parent perspectives are encouraged, valued and heard.
 - ii. Strategy 2: Eliminating Barriers Identify and remove barriers to parent engagement that may prevent some parents from fully participating in their children's learning and to reflect the diversity of our pupils and communities.
 - iii. Strategy 3: Tools and Supports for Parents Helping parents support pupil learning at home and at school.

- 4.2 Foundations for Parent Engagement Parents' engagement matters. Parents care about their children and want to be involved: they want their children to succeed in school and are willing to help in as many ways as possible. Commitment to our pupils' well-being is the driving force behind everything we do in education. Everyone--parents, families, administrators, teachers, support workers and the local authority- shares this firm commitment.
- 4.3 A true partnership takes sustained and intentional efforts on the part of all partners with commitment and action by all at every level of the education system. While parents can find it challenging to play an active role in their children's education, it is important to meet this challenge so that pupils at ACE Tiverton have the support they need to be successful in school and later in life.
- 4.4 The Parent Engagement policy seeks to identify and break down barriers to parent involvement and proactively reach out to parents. With work schedules, outside commitments and individual preference- it helps parents to have choices on how they want to be involved. Strategies need to be flexible recognizing the diversity of our parents and their contributions.

5. School Actions

- 5.1 Establish and sustain a positive learning culture and welcoming climate where parental input is welcomed, respected and valued.
- 5.2 Implement strategies to identify and remove discriminatory barriers that limit engagement by pupils, parents and our diverse communities.
- 5.3 Actively explore and utilise opportunities to further engage parents at school and at home to support pupil achievement.
- 5.4 Review existing parent and community partnerships and seek to expand upon these partnerships to reflect the diversity of our parents and the broader community.
- 5.5 Inform pupils and parents about learning expectations and the pupil's academic progress and make efforts to assist parents who do not understand English.
- 5.6 Actively encourage and support School Councils and parents to share their ideas for improving pupil achievement to help inform school improvement plans.
- 5.7 Support opportunities for parents and pupils to develop or strengthen skills and knowledge (e.g. workshops, various resources such as tips sheets, translation of materials) to support a positive learning environment.
- 5.8 Monitor school climate (e.g. through surveys, focus groups) to help identify barriers to parent involvement or issues that should be addressed to foster and support a safe welcoming learning environment.
- 5.9 Review and establish self- assessment processes to determine the effectiveness of their parent engagement strategies.
- 5.10 Report progress to the Cluster body.