

WHGS Parental Involvement and Engagement Policy (including Communication with Parents)



William Hulme's Grammar School
The best in everyone™
Part of United Learning

The Role of Parents at WHGS

William Hulme's Grammar School is committed to working in partnership with the parents, carers and families of its students in the belief that such partnership will strengthen the achievement of students.

Key Requirements

WHGS will:

- Endeavour to make each and every parent welcome in school.
- Provide parents with regular and frequent information about school and their child's progress.
- Report to parents on the progress that their child is making at least three times a year.
- Ensure that parents know the procedure for contacting the school in order to raise a concern or complaint.

1. Parents and Carers

- 1.1 Throughout WHGS, the term 'parents' is taken to mean the main adult(s) who has responsibility for the care of the child and should be taken to include one or more biological, adoptive, step or foster parent.
- 1.2 For some children, the most appropriate adult with care responsibilities may be a grandparent or other near relative with whom the child permanently resides.
- 1.3 In the case of Looked after Children (children in social care), the adult with care responsibilities may be the child's social worker.
- 1.4 In situations in which there is dispute as to who is responsible for the care of the child, the school will endeavour to respond to what, in its view, is in the best interests of the child, taking into account any legal decisions or court orders relative to the custody of the child of which it has been made aware.

2. Parent Partnership

- 2.1 Parents play an important part in supporting the learning of their child and the work of the school. Nevertheless, decisions relating to both individual children and the organisation of the school will be made by the appropriate educational professionals. Parents have the best interests of their child at heart but are not able always to make professional judgements relating to education. In addition, it is sometimes difficult for parents to be sufficiently objective and rational when it comes to considering the interests of children other than their own.
- 2.2 The school's partnership with parents is primarily focused on the student. The school's Code of Practice/Home School Agreement describes the way in which parents can support the learning of their child and support the school. The Code of Practice is signed by the parents of every new child starting at WHGS as part of the induction process.

- 2.3 WHGS is committed to working in partnership with parents to ensure that high expectations are set for all students. The school helps its parents to know what it is that each student is expected to be able to do and provides parents and students with regular and frequent feedback as to the progress that each individual student is making in relation to those expectations (see Appendix A – Communication with Parents).
- 2.4 The Code of Practice also sets out the expectations that parents should have of the school in terms of information to be communicated and school policies.
- 2.5 WHGS recognises that schools can be intimidating places for some parents. We are therefore wholly committed to making it possible for parents who find it difficult to engage with the school to do so and to feel welcome. One way in which we do this is, where possible, to provide a translating and interpreting service for parents whose first language is not English.

3. Information for Parents

- 3.1 The reporting methods used at WHGS are a combination of individual and group parent consultations using telephone as well as face to face meetings, together with paper based and electronic reporting systems.
- 3.2 WHGS is committed to providing parents with information about the progress of their child at least three times per year. WHGS also provides parents with operational information about the school and access to school policies via the school website at www.whgs-academy.org.
- 3.3 From time to time, the Principal will ask parents to participate in feedback for the school. This may take the form of a 'satisfaction survey' or it may be directed towards a specific area such as, for example, the homework policy. Such exercises in gathering feedback may be directed to all parents or may be focused on a specific group.

4. Complaints and Concerns

- 4.1 Where parents have concerns about the progress of their son or daughter, they are encouraged to raise those at an early stage. Concerns will be dealt with promptly and, wherever possible, face to face. It is often the case that by listening to each other, difficulties and misunderstandings can be resolved.
- 4.2 From time to time it may be that a parent is unhappy with the way in which a concern has been dealt with or it is the view of the parent that the matter has not been resolved. In these circumstances the parent should raise an official complaint using the school's published Complaints Procedure.

5. Parent Learning

- 5.1 WHGS also provides opportunities for members of the family to learn. These opportunities include:
- a) Help for parents to support the learning of their child.
 - b) Opportunities for parents to improve their English language skills eg ESOL classes.

6. Parental Engagement in the Primary Phase

- 6.1 William Hulme's Grammar School will ensure that parents in the Primary Phase have a clear understanding of how their children learn and develop their skills and knowledge through a variety of supportive workshops and experiences in the classroom.

- 6.2 Religious events will be celebrated with parents through a variety of activities and will give parents an understanding of the different faiths and religions within the school.
- 6.3 Parents have the opportunity to attend other events, such as 'Learn with Me', 'Little Lions', Mothers' Day, Fathers' Day and subject specific meetings.
- 6.4 Home visits to all Nursery children will be undertaken to share information regarding the school and ways to assist their child's transition into school and support their learning.
- 6.5 Staff from the Primary Phase will be present at the beginning and end of the day to engage with parents.
- 6.6 Support will be given to parents of SEND children, sharing advice and support in developing their children's learning.
- 6.7 Opportunities to share information and gain feedback through face-to-face discussions will be undertaken at regular points throughout the year.

Policy Information and Review

Designated Lead Person/s	Mr B A Howarth, Vice Principal and Miss L S Dalton, Head of Primary Phase
Reviewed	Annually
Date of last review and by whom	June 2023 - Mr B A Howarth and Miss L S Dalton
Nominated Governor	
Ratification by Local Governing Body	
Next Review Date	June 2024



Communication with Parents

The school engages with parents in a number of different ways, making good use of innovative electronic communications technology, but also providing plenty of regular opportunities for both formal and informal discussion and comment to take place.

The following list provides an overview of current practice. Some are applicable to secondary phase only, although most are whole school activities. This list may not be exhaustive as new initiatives are always under review and being introduced.

Meetings with Parents/Carers

- Regular Parents' Evenings (dates are published in the Key Dates document on our website).
- Ad hoc meetings, planner notes and phone calls to discuss minor issues.
- Parent training evenings/information
- Information meetings for parents of new starters, including a 'show around' evening for parents of new Year 7 children.
- Options evenings for Year 9.
- Year 12 Welcome Evening
- Years 10 and 13 Academic Review Day
- UCAS advice day.
- Formal and informal one-to-one meetings with parents to discuss lack of progress or behaviour issues.
- Parents have access to the school's Complaints procedure to help resolve problems which cannot be resolved informally.

Electronic Communications

- Email.
- Arbor Communications text and email messages.
- School website – contains a wealth of information helpful to parents.
- Microsoft Teams

Written Communications with Home

- Progress reports and assessments 3 times per year.
- Regular newsletters.
- Student planners – to be signed by parents every week and used for brief message passing (for example reasons why a child could not complete a piece of homework).
- Letters about educational visits.
- Letters from parents to school.

Social and Extra-Curricular Connections

- Open Evenings.
- Social events e.g. Christmas Concert.
- Celebratory events e.g. Presentation Evening.
- Primary Phase Friday Assembly – parents may attend.
- Coffee mornings for Primary Phase parents.

Consulting Parents

- Parents are consulted as part of the formal consultation process about our Admissions Policy, and they are invited to comment upon any changes proposed by the school.
- Parental surveys are conducted about specific issues e.g. uniform, transition from primary to secondary, expansion plans and site issues.
- Parental surveys are conducted during Parents' Evenings to gauge levels of concern/ satisfaction with school.