



**Swallowdale
Primary School**

Family Engagement for Learning Policy

School Adopted

School Name:

Date Adopted:

Review Date:

Responsible Officer:

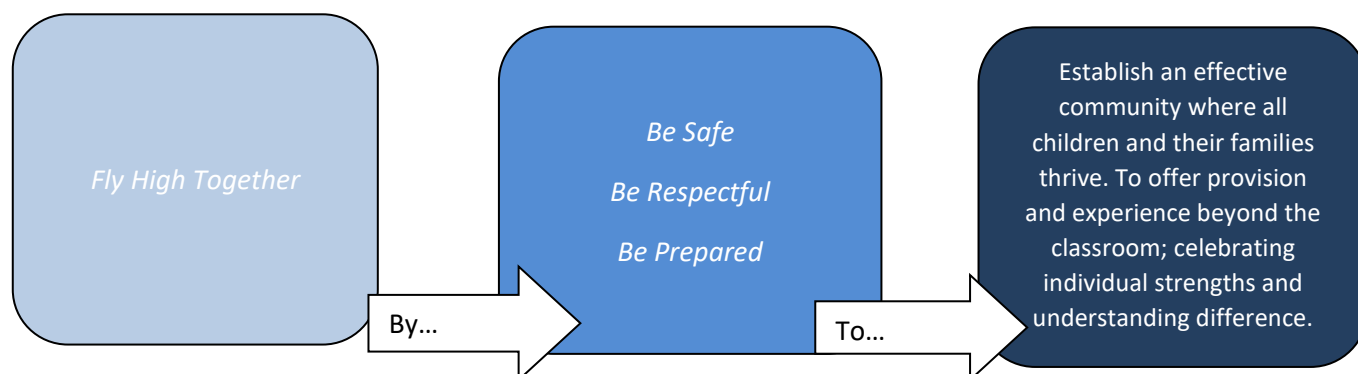
Swallowdale Primary

September 2022

September 2024

Head Teacher & Local Advisory Board

SCHOOL VISION, VALUES AND MISSION



Purpose of the Policy

Staff at Swallowdale Primary School fully recognise the importance of effective engagement between school and families to ensure that children reach their full potential in all areas. This is underpinned by the necessity for effective communication by all parties. The impact of family engagement includes:

1. Increasing children's attainment by 4 months (EEF website, July 2022).
2. Developing more self-confidence and motivation in the classroom (Waterford.org, July 2022).
3. Better school attendance (<https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/parental-support-to-learning>, July 2022).

Therefore, this policy will set out the school's commitment to communication with families in order to support all children in their learning process and throughout their school life.

Within this policy, family engagement will refer to the following areas and set out the school's approach to each of these areas:

1. Communicating curriculum planning and expectations for each year group.
2. Children's individual progress.
3. Homework expectations.
4. Children not completing homework expectations.

Communicating curriculum planning and expectations

We recognise that sharing the long-term planning for our curriculum, the topics of learning and expectations is vital. To facilitate this, families will be informed with the following. Due to the difference in curriculum structure, the sharing of information will be different for Reception, Key Stage 1 and 2.

Key Stage	What?	How and When?
Reception	<ul style="list-style-type: none">• Topic overviews• Curriculum event• End of Key Stage Assessments• The Swallowdale Way	<ul style="list-style-type: none">• Tapestry every half term• Termly event for families• Welcome event every June• Emailed and added to website at the start of the year
Key Stage 1	<ul style="list-style-type: none">• Long Term Planning overview• Knowledge Organisers for each curriculum area• Phonics scheme delivery• Reading curriculum delivery• The Swallowdale Way	<ul style="list-style-type: none">• Emailed and added to website at the start of every half term• Emailed and added to website at the start of every half term• Open Phonics Lesson once a year for Year 1• Open Reading Lesson once a year for Year 2• Emailed and added to website at the start of the year
Key Stage 2	<ul style="list-style-type: none">• Long Term Planning overview• Knowledge Organisers for each curriculum area• End of Key Stage Assessments• The Swallowdale Way• Reading curriculum delivery	<ul style="list-style-type: none">• Emailed and added to website at the start of every half term• Emailed and added to website at the start of every half term• Family meeting to discuss expectations for Year 6• Emailed and added to website at the start of the year• Open Reading Lesson once a year for Year 2

Children's individual progress

Through the year, families will be invited to attend two Progress Evenings to have a 10-minute meeting with the child's class teacher. These will usually be held in the Autumn and Spring term. These meetings should be an opportunity for teachers to update families on the progress made, the child's current attainment related to their end of year expectations, their general wellbeing and personal development as well as any targets to be set.

Families will also be informed if their child is receiving intervention or tutoring which is planned in advance to address a need. This does not include any day to day support which a child may receive

through assessment made within a lesson. Families will be informed electronically when a child will receive intervention to support their academic achievement. For the purpose of this policy, we will define an intervention as a targeted measure put into place to support an identified need over a sustained period of time. Examples of this may include reading fluency, number stacks and phonics. Families will receive an update on the success of the intervention through communication with school staff and families.

Where children will receive support through ELSA or counselling, there will be a discussion with either the ELSA or school SENDCo to discuss and ascertain permission before proceeding.

For children with identified Special Educational Needs, families will also be involved in the process of setting targets, identifying provision and assessing the impact of this.

At the end of the academic year, parents will receive a written report for their child which will include final teacher assessments, information on attainment across the curriculum, individual areas of strength and targets.

Homework expectations

To support children's learning in school, the school will set the following expectations. As a school we recognise the importance of children becoming fluent and independent readers which is well evidenced in research and therefore is a focus for the home expectations.

Year Group	Homework
EYFS	Reading- 3 x weekly Chatterboxes
1	Reading- 4 x weekly
2	Reading- 4 x weekly Y2 Spelling lists
3	Reading- 4 x weekly Times Tables Rock Stars
4	Reading- 4 x weekly Times Tables Rock Stars

5	Reading- 4 x weekly Times Tables Rock Stars
6	Reading- 4 x weekly Times Tables Rock Stars

Occasionally class teachers may find it useful to set homework for their class to support the learning with the curriculum.

Children not engaging with homework

Class teachers will regularly monitor the engagement of children with their homework expectations. For those children who are reading regularly, they will be opportunity for them to be praised and rewarded through the school's reading reward systems. For Key Stage 2 children, there will also be opportunity for reward for Times Tables Rock Stars through whole class certificates and individual progress.

Where a child is not engaging with homework, school will be proactive to ensure that children's learning is not being negatively impacted upon. The school may:

1. Discuss with the child the barriers to homework and find solutions.
2. Make a phone call home to families to ensure they are aware of the expectations and discuss any concerns.
3. Hold a meeting with the family to discuss the expectations and discuss any barriers to completing homework.
4. Allocate adult support to children who are not reading at home to ensure they read regularly to an adult in school.

