

Denaby Main Primary Academy



Working in Partnership with Parents and Carers Policy

Date approved: January 2026

Review date: January 2027

1. Policy Statement

At Denaby Main Primary Academy, we believe that **effective partnership with parents and carers is essential to securing the best outcomes for pupils**. We recognise parents as a child's first and most enduring educators and are committed to working collaboratively to support learning, wellbeing and positive behaviour.

This policy is informed by the **Education Endowment Foundation (EEF) guidance on parental engagement**, which highlights that **well-designed, purposeful school-parent partnerships can have a positive impact on pupils' learning and development**, particularly when focused on supporting learning at home.

2. Purpose of the Policy

This policy outlines how Denaby Main Primary Academy:

- Builds positive, trusting relationships with parents and carers
- Supports parents to engage with their child's learning in meaningful and manageable ways
- Communicates effectively, respectfully and inclusively
- Works in partnership to support attendance, behaviour, wellbeing and achievement
- Ensures all families, including those who may find engagement more challenging, are supported

3. Principles Underpinning Our Approach (EEF-Informed)

In line with EEF guidance, our approach is based on the following principles:

3.1 Focus on Learning

Parental engagement is most effective when it is **clearly linked to supporting children's learning**, particularly literacy, numeracy and learning behaviours.

3.2 Practical and Specific Support

We prioritise **simple, practical strategies** that parents can realistically implement at home, rather than generic advice.

3.3 Positive Relationships First

Strong relationships are built on **trust, respect and consistency**. Engagement is seen as a partnership, not a judgement of parenting.

3.4 Inclusive and Flexible

We recognise that families differ in circumstances, confidence, time and experiences of education. We adapt our approaches to ensure **all families can engage**, including those who may be harder to reach.

3.5 Clear, Regular Communication

High-quality communication is **two-way, clear, jargon-free and purposeful**, ensuring parents understand how to support their child.

4. How We Work with Parents and Carers

4.1 Communication

We use a range of methods to communicate effectively, including:

- Face-to-face conversations at the classroom door
- Parents' evenings and review meetings
- Half termly class drop in sessions
- School newsletters and letters
- School website and digital platforms
- Telephone calls and meetings
- Workshops and information sessions
- Coffee mornings

We aim to:

- Communicate in clear, accessible language
- Provide timely responses
- Share both successes and concerns
- Encourage parents to ask questions and share information

4.2 Supporting Learning at Home

In line with EEF guidance, we support parents by:

- Providing **clear guidance on reading at home**, including strategies and models
- Setting **purposeful homework** that reinforces classroom learning
- Sharing specific techniques for supporting phonics, spelling, maths and language development
- Offering workshops or guidance documents where appropriate
- Ensuring expectations are manageable and age-appropriate

We avoid:

- Overloading families with tasks
- Assuming prior knowledge of the curriculum
- Using technical terminology without explanation

4.3 Parental Engagement in School Life

We encourage parental involvement through:

- Curriculum events and workshops
- Non-curriculum events and celebrations
- Celebration assemblies and events
- Parent consultations and structured discussions
- Opportunities for feedback and consultation
- Supporting transitions into school and between year groups

Engagement is **encouraged but not compulsory**, and parents are supported to engage at a level that works for them.

5. Supporting Inclusion and Equal Access

Denaby Main Primary Academy is committed to ensuring that **all parents and carers can engage meaningfully**, including:

- Parents of pupils with SEND
- Families experiencing disadvantage or vulnerability
- Parents with additional needs (e.g. language, literacy, confidence)
- Parents who may have had negative experiences of education

We will:

- Offer flexible meeting times where possible
- Signpost support services when appropriate
- Work sensitively and respectfully with all families
- Avoid deficit language or assumptions

6. Roles and Responsibilities

6.1 The Principal and Senior Leaders

- Promote a culture of partnership with parents
- Ensure consistency and clarity in school communication
- Monitor the effectiveness of parental engagement strategies

6.2 Teachers and Support Staff

- Build positive relationships with pupils and families
- Provide clear guidance on learning and behaviour expectations
- Communicate regularly and constructively with parents

6.3 Parents and Carers

- Support their child's attendance, behaviour and learning
- Engage with school communications
- Communicate any concerns or relevant information

7. Monitoring and Evaluation

The effectiveness of this policy will be monitored through:

- Parental feedback and surveys
- Attendance and engagement data
- Pupil outcomes and progress
- Staff feedback and reflection

This policy will be reviewed annually or as required in response to national guidance or school priorities.

8. Links to Other Policies

- Positive Behaviour and Relationships Policy
- Anti-bullying Policy
- Attendance Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Homework Policy
- Equality Policy

- Intimate Care Policy
- Managing Medicines Policy

9. Review

This policy will be reviewed annually by the Senior Leadership Team and Local Governing Committee to ensure it remains aligned with EEF guidance, statutory requirements and the needs of the school community.