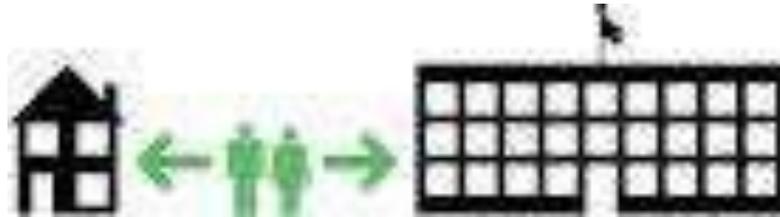


It's Good to Talk



Effective communication between home and school is key to our **common goal** that **all children reach their full potential**. The reasons for communication vary greatly, from procedural or administrative queries to details about significant shifts in educational philosophy and practice and the impact on what happens day to day.

We have summarised current procedures below and hope that you find this quick reference guide useful.



How does school communicate with parents?

- September class information evenings
- Parents' evenings
- Written reports
- Curriculum / information evenings
- Open mornings – to share our learning
- Weekly newsletters (including separate Early Years version)
- Parentmail / letters
- Via the school website
- By telephone (usually at the end of the school day)
- Face to face at mutually convenient times

How can parents communicate with school?

- At drop off or pick up with the class teacher or teaching assistant, verbally or via notes
- Through reading diaries (checked daily in Early Years classes only)
- By telephone, asking for the class teacher to contact outside of teaching / lesson time
- By letters or notes
- In person at the office
- Via email to the school office (admin@ashdene.cheshire.sch.uk) so that Mrs Crosland can direct the query accordingly
- Through parent governor representatives via the school office

FAQs – Who do I go to?

Contact with school generally falls into one of three categories:

- **Classroom based queries**, where the first port of call is the class teacher who usually has all the background knowledge required but will involve and inform school leaders as necessary
- **Administrative queries**, which are directed to one of the staff in the school office
- **Whole school / strategic issues**, which may involve a member of the school senior leadership team first but are ultimately referred to the Headteacher

Classroom based queries: (Class Teacher)

- **Curriculum queries**
- **Family changes** – a new baby, a bereavement, a house move etc
- **Friendship issues** – usually best discussed as part of an end of day meeting when quality time can be given. A brief note providing background information can be useful and is appreciated. The class teacher will record concerns raised and explain the school process and expected timescales
- **Homework** (also refer to the relevant class page on the updated school website)
- **Progress and standards** – celebrations and concerns (the Inclusion Manager might then also become involved)
- **Rules and routines**
- **Trips** - letters, money (marked fao office), offers of help and queries



Administrative queries: (School Office)

- **Admission queries**
- **Attendance** - absences on the day verbally to the office by telephone or in person. Also collection of children
- **Contact details** – changes to address and telephone numbers, including mobiles and email addresses
- **Forgotten items** – when bringing in lunchboxes and PE kits etc.
- **Medical appointments** – to the office showing the hospital letter / card etc
- **Medication** – named and with the completed permission form. Please refer to our updated policy (Sept 14)
- **Trips** – spare copies of letters in the office

Whole school / strategic issues: (School Office for distribution to the appropriate person)

- **Pedagogy** – e.g. why have maths targets been introduced?
- **Policy and practice** – e.g. what is the school policy on healthy dinners?
- **Procedure** – e.g. why have lunchtimes changed?
- **Safety issues** – e.g. parking
- **Governance** – e.g. what are the school priorities for the year?



- **Everything** we do is about improving the education of our pupils and listening to **Parent Voice** through the feedback from parents is a vital part of our understanding.
- **All** of the contacts are used to develop and maintain an up to date picture of the views of parents.
- This information is used to **inform the development** of our approach in all areas.
- The Headteacher, senior leaders and governors set the direction of the school, and the **views of parents** are fed into this process.