



St. Michael's Woolmer Green C of E Primary School

Guidance for Parents on Pupil Progress Meetings and Information Sharing

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Date of next review:

Summer 2023
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Introduction

Shine as Lights in the World is our school vision and we believe it is central to the care and protection of our children, our first and most important duty as educators. Our vision, which has been developed and widely shared with our whole community, makes protection and safeguarding everybody's responsibility. Our School adheres to the highest standards and adults model day-to-day fair and equal treatment so that all our children see in action that respect and dignity is about how we treat one another. Our Golden Rule is: We will treat one another in a fair and equal way and treat others in the way we wish to be treated.

As a church school we recognise that a truly inclusive community listens with understanding to all its learners and we equip ourselves with up-to-date professional training and clear processes to ensure we are alert to all eventualities. We hold in our hearts that parenting is a very tough job indeed. We support our families proactively as they develop throughout their school journey and by promoting our school values we believe we are putting in place policies and practices that serve our whole community with firm priorities and clear processes to prevent small concerns.

Parent Consultations and Information Sharing

At St. Michael's Woolmer Green School, we are committed to work in partnership with our parents and carers to ensure the best outcomes for all our children. Events such as open days, parent consultations and transition meetings give you opportunities to meet your child's teacher(s), to find out what your child is doing at school and how they are getting on. These are also opportunities to share information about your child and their learning.

For example on the school website under '[What we Learn](#)' there is information for parents about our vision and values, the curriculum and the class pages which have extensive information about what is being taught in school so that you can help at home and use the resources to support you.

The school value your views on how you feel your child is coping at school. Sharing information about any particular worries or difficulties you have noticed, or your child has discussed with you, will help the teacher(s) to support learning.

It is important to recognise and support children and young people's achievements. Sharing information about successes, achievements and what your child is doing out of school (for example interests, hobbies, or other activities your child is involved in) can help teacher(s) build on learning at school.

In a similar way, written reports, parent council and parent questionnaires allow you to contribute to decision making on an individual and group basis.

In Years 1-6 the teachers write a termly report so that you can see how well your child is progressing against their Age Related Expectations (ARE), as well as identifying areas to work on. Class book looks prior to meeting teachers enables your child to share their learning with you and for you to see the work that they are engaged in and what they are proud of.

Following the book looks and reports Pupil Progress Meetings are held either face to face in the school hall or virtually via zoom. As a school we recognise and sympathise with the often complex pressures faced by many families in balancing work and family commitments, so the choice is yours.

To help you get the most from meetings, below are some examples of questions that you might like to ask:

- How well is my child learning?
- What evidence is gathered to see what my child knows, understands and can do? Is there any way we can help to gather evidence of our child's learning to support the school?
- What are my child's strengths and how can they improve?
- Can you explain what my child will be doing next?
- What can I do at home to help support my child's next steps?
- What should I do if I think my child needs learning or social and emotional support?
- What opportunities are there for me and my child to contribute to the life of the school?

In Reception, we have a slightly different schedule which is outlined below.

In our Reception class

1. We begin with a parent information meeting in June
2. The children and parents/carers are invited in to visit one afternoon to stay and play, which allows parents/carers an opportunity to see the class and ask questions, this also happens in June
3. Parents and children are invited to a 1:1 meeting in September before starting school either via zoom or in person.
4. Children will then attend a stay and play session in a smaller group to allow some quality time to explore the environment and spend time with teachers.
5. The children will then spend another morning with lunch before starting full time.

We administer the Reception Baseline in the first few weeks of a reception child being in school. In addition we have some language assessments to help identify children who may need some extra support. We currently use the Nuffield Language Assessment and the Wellcomm Assessment.

During the Autumn Term you will be invited to stay for a phonics session, so you know how this learning takes place in school. You will also be given log in details for 2 Simple which is the online assessment tool that we use in school and you are encouraged to add to from home.

We have **termly meetings** with parents to discuss how their child is getting on and allow them to look at their learning journey books. Parents are invited to attend either before school starts or straight after school.

In the Summer term, we discuss the end of year Early learning goals and how their child is progressing. This is then followed with a final report.