



Norfolk House School

Home School Partnership Policy

Contents

Section Number	Section Title	Page Number
1	Aim	3
2	Scope and application	3
3	Regulatory framework	3
4	Publication and availability	3
5	Definitions and interpretation	3
6	Responsibility statement and allocation of tasks	3
7	Informing and involving parents	4
8	Starting school	4
9	Parents' Evenings	5
10	Homework and parental co-operation	6
11	Meetings for parents	6
12	Newsletters	6
13	Educational visits	6
14	Training	6
15	Risk assessment	7
16	Record keeping	7
17	Version control	7

1. Aim

- 1.1. This is the Home School Policy of Norfolk House School (**School**).
- 1.2. The aim of this policy is to ensure close communication and cooperation between the School and parents of pupils.

2. Scope and application

- 2.1. This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

3. Regulatory framework

- 3.1. This policy has been prepared to meet the School's responsibilities under:
 - 3.1.1. Education (Independent School Standards) Regulations 2014;
 - 3.1.2. *Statutory framework for the Early Years Foundation Stage* (DfE, Sept 2023);
 - 3.1.3. Education and Skills Act 2008;
 - 3.1.4. Children Act 1989;
 - 3.1.5. Childcare Act 2006;
 - 3.1.6. Data Protection Act 2018 and General Data Protection Regulation (GDPR);
and
 - 3.1.7. Equality Act 2010.

4. Publication and availability

- 4.1. This policy is published on the School website.
- 4.2. This policy is available in hard copy on request.

5. Definitions

- 5.1. Where the following words or phrases are used in this policy:
 - 5.1.1. references to the **Proprietor** are references to the Board of Directors of Norfolk House School Limited;

6. Responsibility statement and allocation of tasks

- 6.1. The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2. To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Head of Pastoral Care	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	“ “ “	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	“ “ “	As required, and at least annually
Formal annual review	Proprietor, Headmistress, Head of Pastoral Care	Annually

7. Informing and involving parents

- 7.1. We recognise the vital importance of establishing a working partnership between parents and staff on behalf of the pupils. The school community is relatively small and we aim to instil confidence and foster co-operation to create a family atmosphere.
- 7.2. The school has an ‘open door’ policy, which means that parents are able to see the Headmistress and staff before and after school. On occasion, this may have to be by appointment. If a meeting is required during the school day, an appointment is always necessary. Opportunities for formal and informal visits are provided throughout the year. We establish contact and form relationships with parents and their children before they start school, particularly the children who enter Transition. Our aim is to be welcoming and approachable, putting everyone at ease.

8. Starting school

- 8.1. Initial contact – Prospective parents and their children are invited to visit the school during a working day to meet the Headmistress and staff, and to be taken on a conducted tour. Copies of inspection reports are available on request and also on the school’s website.

- 8.2. Induction Meetings – the parents of children entering Transition are invited to a meeting held in the Summer Term. At the meeting the parents are introduced to staff who outline the curriculum, teaching approach and ethos of the school.
- 8.3. Parents of children entering the EYFS are given an induction pack which contains useful information (e.g. uniform requirements, parents' handbook, lunch menus) and some helpful hints on activities that can be done at home prior to the child commencing school. The Child Profile is also in the pack, and parents are asked to complete this and return it to school on or before the first day of term.
- 8.4. For children starting in other Years, there are at least two taster days which are intended to allow the child to settle into the School. Parents will have the opportunity to speak to the Headmistress and other members of staff during these two days. Children may be given assessment appears to help staff ascertain their academic ability during these two days.

9. Parents' Evenings

- 9.1. There are two formal occasions each year when parents have the opportunity to meet all the teachers who teach their child. Both of these evenings follow the issue of short reports.
- 9.2. IN the EYFS, reports will indicate each child's progress:
 - 9.2.1. in Transition, this is limited to the Prime Areas;
 - 9.2.2. in Reception, it covers all seven areas.Form teachers and the Headmistress will also make brief comments.
- 9.3. In Key Stage 1, reports will give information detailing effort and attainment in English, Mathematics and Science. Form Teachers and the Headmistress will also make comments.
- 9.4. In Key Stage 2, reports will give information detailing effort and attainment in English, Mathematics, Science, Verbal Reasoning and Non-Verbal Reasoning. Form Teachers and the Headmistress will also make brief comments.
- 9.5. In the Summer Term, all parents receive a very detailed, written end-of-year report together with grades indicating performance in nationally recognised assessments.

10. Homework and parental co-operation

- 10.1. Where appropriate, parents are asked to sign their children's homework diaries. Notes can be written in these books about areas to concentrate on, concerns about standards of work etc.

11. Meetings for parents

- 11.1. Meetings are held, when appropriate, to inform and support parents. Examples include phonics workshops in Transition and Reception, information meetings for KS1 and KS2, and preference form meetings for the parents of children in Year 5 (held in May).

12. Letters / Social Media / Website

- 12.1. Letters are issued as necessary providing information and dates, for example the details educational visits and events. Parents can find information about activities which children have taken part in on Facebook, Twitter and on the School's website.

13. Educational visits

- 13.1. Each term's work generally includes an educational visit to a museum, art gallery, theatre, historic site etc, and charges are generally raised on the fee invoice.
- 13.2. All children in Transition, Year 1 and Year 2 have one outdoor learning afternoon each week. Younger children will normally use the Nursery garden for this. Children in Years 1 and 2 regularly visit the Botanical Gardens, Harborne Walkway and other local amenities.

14. Training

- 14.1. The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 14.2. The level and frequency of training depends on role of the individual member of staff.
- 14.3. The School maintains written records of all staff training.
- 14.4. Staff will be trained to understand the types of disabilities and how to deal with pupils who are disabled. Staff will not be expected, unless medically qualified or trained, to administer medication.

15. Risk assessment

- 15.1. Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 15.2. The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused. Please see clause 6 for details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy.

16. Record keeping

- 16.1. All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 16.2. The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

17. Version control

Date of adoption of this policy	24.5.21
Date of last review of this policy	11.10.23
Date for next review of this policy	11.10.24
Policy owner (SLT)	Head of Pastoral Care
Policy owner (Proprietor)	Chair of Directors