



Thorpepark Academy

Parental Engagement Policy



1	Summary	Thorpepark Academy			
2	Responsible person	Lisa Traynor			
3	Accountable SLT member	Lisa Traynor			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Caroline Knight			
6	Who has been consulted and recommended policy for approval	Head of School			
7	Approved by and date	September 2022			
8	Version number	Version 2			
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2022			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



1. Purpose

At Thorpepark Academy all parents and carers are equally valued as part of our school community. Children benefit most when we work in partnership with parents, carers and their wider families. We are committed to an ongoing dialogue to improve knowledge of the needs of all of our pupils and to support their families.

2. Intent

- To engage parents and carers, as their children's first and most important educators.
- To engage parents and carers to be involved in the life of the school and their child's learning.
- To enhance the learning experiences of all pupils.
- To provide a partnership between home and school, ensuring that families feel supported, welcome and valued.
- To ensure that maximum use is made of all these adults' skills to enrich learning opportunities.

Parents play a vital role in the development and education of their children. Parents and families have the primary responsibility for the development of their children's character, with the support of their school community.

3. Implementation of the policy

Parents and carers have the opportunity to speak to teacher before and after school on an informal basis to share information. If more time is required parents and carers can make an appointment to speak to any member of school staff. Appointments will be made for as soon as is required in most instances.

Parents and carers are encouraged to attend teacher consultation nights in the Autumn and Spring terms.

Parents and carers are encouraged to attend the Thorpepark Parent Group held fortnightly.

Parents and carers are invited to weekly celebration assemblies (to start again Autumn 2 2021) where they can support the achievements of their children which have been recognised by their teachers.

The school will hold curriculum meeting to give the parents and carers an overview of teaching and learning at their child's key stage.

Curriculum topic webs and end of year expectations are sent out to parents and carers they are also readily available on the school's web site.

An annual report of each child's academic and personal development is provided to parents and carers each Summer term.

National curriculum assessments as well as records of progress and achievement are also available.



School newsletter to highlight achievements and relevant information to parents.

Parents can access Twitter to showcase events and celebrate good work.

Parents can access school website to access school information.

4. Enhancing the curriculum with visits and visitors

Key Stage 2 pupils have the opportunity to attend three extracurricular music clubs: steel pan band (including drums), band and choir club and the violin. The steel pan band have numerous opportunities to play in front of their peers, families and community throughout the year. Pupils will be able to express their musical creativity and ability, whilst increasing their confidence, to an audience.

Visits and visitors into school are an essential part of the enriched curriculum and should provide opportunities for cross curricular learning. Year 4 pupils will have the opportunity to play the glockenspiels at the Hull City Hall in the Summer term. This performance will showcase the musical skills the children have learnt. The Hull Music Service provide termly performances for both key stages and foundation stage 2. Stay and play events in the early years setting are regularly held to enable children to play and learn with their families in the music provision.

Key Stage 2 pupils take part in a weekly singing assembly. The composer singing assembly spine outline the tracks, sources and themes that are covered half termly. The composers chosen provides a basis for a theme or discussion point for a particular point of the year, such as Easter or voting, and are from a range of sources and styles.

Other extended curricular opportunities for both the children and parents to attend include;

- Bedtime Reading
- Groundforce
- Greenpower go karting
- careers opportunities (work experience day and careers day)
- Food for Life (growing at home)
- Parental consultation opportunity for parents regarding the statutory Relationships and Health Education curriculum.

5. Impact

Parents, pupils and teachers will share a positive learning outcome and engaging with families will establish high levels of parental satisfaction and support.

6. Roles and Responsibilities

Establish and sustain a positive learning culture and welcoming climate where parental input is welcomed, respected and valued.

Implement strategies to identify and remove discriminatory barriers that limit engagement by pupils, parents and our diverse communities.

Actively explore and utilise opportunities to further engage parents at school and at home to support pupil achievement.



Support opportunities for parents and pupils to develop or strengthen skills and knowledge (workshops, homework club, writing frames, tips sheets, translated materials) to support a positive learning environment.

Monitor school climate (surveys, questionnaires) to help identify barriers to parent involvement or issues that should be addressed to foster and support a safe welcoming learning environment.

Governors are to be a link between school and the governing body, they will work closely with school leaders to hold staff to account and drive improvement.