



*Family
Engagement
Approach
2025/2026*

Families play a vital role in education. When they are engaged and involved, everyone benefits - students, parents, families, teachers, schools and communities – and our school is enriched as a positive place to teach, learn and grow.

Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).

Aims of our approach:

- To work with families to enable pupil of all abilities to fulfil their potential in every area of the curriculum and outside of it.
- For parents to understand their role within their child's educational development
- To work with staff, parents and carers to ensure that the students are safe and secure and their basic needs are met appropriately.
- To encourage parents and carers of students to participate in the wider life of the school and to support events to celebrate the achievement and success of their children and others.
- To encourage parents and carers of students to participate in the wider life of the school and to join our Friends of Frome Vale Family which helps to promote key areas of the school to our families and the wider community.
- To help parents and carers of all students develop high aspirations and to empower to move towards a rewarding and fulfilling future.
- To promote effective parental engagement where parents/carers are involved in development of their child's learning.

- To provide support and information for parents and carers about their child's progress, attainment, behaviour, attendance and success.
- To work closely with pupils and families who may have additional support and, if necessary, to sign post accordingly.

What We Know about Parent/carer Engagement:

Families 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 and community.

Research clearly indicates that good schools become better schools when there is a strong connection with parents as part of the learning community. Parents have a primary influence on their child's attitudes towards school, their learning, and their future success.

"Parent involvement programmes that are effective in engaging diverse families recognize, respect, and address cultural and class differences."

"Parent programs and interventions work best when the strategies respect the needs of families. When school staff engage in caring and trusting relationships with parents that recognise parents as partners in the educational development of children, these relationships enhance parents' desire to be involved and influence how they participate in their children's educational development."

Parents' engagement matters. Parents care about their children and want to be involved: they want their children to succeed in school and are willing to help in as many ways as possible. Commitment to our pupils' well-being is the driving force behind everything we do in education. Everyone-parents, families, administrators, teachers, support workers and the federation have a commitment to this.

A true partnership takes sustained and intentional efforts on the part of all partners with commitment and action by all at every level of the education system. While parents can find it challenging to play an active role in their children's education, it is important to meet this challenge so that pupils at FVA have the support they need to be successful in school and later in life.

The Family Engagement Approach seeks to identify and break down barriers to parent involvement and proactively reach out to parents. With work schedules, outside commitments and individual preference- it helps parents to have choices on how they want to be involved. Strategies need to be flexible recognizing the diversity of our parents and their contributions

Current Strategies at FVA:

There are currently many opportunities for parents to take an active role in school life and their child's learning. We do this by:

- Fostering an ethos and atmosphere where all families feel supported, welcomed and valued.
- Maintaining an 'open door' policy so that parents are able to communicate with any staff involved with their child, both informally at drop and pick up time, and once a term from 8.30-9am
- Communicating with families in a variety of ways including; website, text, email, newsletter, telephone, letters, Class Dojo, parental questionnaire or home visits if appropriate and respond to any queries raised within 48 hours.
- Asking that, in the case of absence of a child, all parents/carers will be contacted by telephone, and a follow up home visit will be conducted if no contact is made
- Responding to any complaints in keeping with our complaints policy.
- Holding meetings at times and in locations that are accessible for parents/carers.

- Maintaining an on-going dialogue with parents and other stakeholders with regards to progress, attainment, attendance, behaviour and the general running of the school.
- Ensuring that all parents are able to access our website and other portals and where appropriate support parents in doing so.
- Annually seeking parental views and feedback via questionnaires. Recommendations are shared and reviewed and very often action taken.
- Providing regular and accessible assessment data for parents so that they are able to monitor their child's progress, effort and any barriers to learning – parents evening twice a year
- Ensuring that all parents receive an annual written report as required and the opportunity to discuss success or issues arising at an annual parents evening.
- Taking the opportunity to celebrate success with parents through letters or assemblies
- Ensuring a multi-agency approach and share information with other professionals working with the child or family as appropriate (with permission from the family) so that an open and effective approach can be possible and we can draw on their expertise.
- Providing support to families who may experience difficulty or crisis through a range of outside agencies where possible.
- Ensuring that parents are fully involved and are informed of any disciplinary concerns at the school and where action is taken they are a part of this process. Also we will support parents in promoting positive behaviour at home.
- Supporting parents where possible in making applications to other agencies or bodies for family or financial support.
- Ensuring that all of our up to date policies and news are available on the school website
- Providing opportunities for volunteering
- Hosting fundraising events which parents and carers can join in with.
- Providing workshops for parents of children in EYFS setting and year 1, on reading and phonics
- Providing opportunities for parents/carers to be on the Academy Council
- Providing opportunities for parents/carers to join Frome Vale Family PTA

- Mutually signing a home/school agreement to make expectations clear
- Distributing a whole school newsletter twice a term
- Distributing a class newsletter once a term
- Weekly texts to congratulate pupils
- Sending reminder texts of events

Method of Communication with parents and carers:

The Academy will use a range of methods to communicate with our parents and carers. We endeavour to ensure that the way we communicate is accessible and inclusive for all our parents and carers. Although not exhaustive, please find below the ways we will communicate.

Communication Method	Why	Example
Email	Fast delivery of larger amounts of information.	Reminder of an event. Call for action (to complete permission slip). When a document needs to be sent home (newsletter).
Telephone	Urgent communication	Child unwell, welfare checks, no response to email or texts sent home.
Text	Fast delivery of small amounts of information	Reminder of an event, to celebrate success of child
Letters	Slower delivery of large amounts of information	Normally a letter will be attached to an email, however a postal letter may be sent if a formal response to a question is required
Week ahead diary	List of events happening the following week	A short term reminder of upcoming events
Notice board at front of the school	Passive communication	Reminder of an upcoming event
Teacher Newsletters	Informative information detailing the child's learning in class and homework for that Term	The spelling for the term

Newsletters (Mid Term and End of Term)	Informative information for next term with a round up of what has happened in school.	Longer term upcoming events, photos and articles
Twitter	Celebratory social media feed with information of what has happened that day	An example of learning, a performance, a behind the scenes view of the school
Events page on Website	An up and coming events page that you can subscribe too	Events that will be happening in school
Class Dojo	Our academic app for home learning and homework and general communication and learning in the classroom	Sharing of learning, communicating directly with teachers, information about learning events.

Future strategies:

The Parent and Carer Engagement and Partnership Approach identifies a series of key strategies designed to support parents as partners so that parents and carers have the opportunity, skills, knowledge and tools to engage with all education partners in fulfilling our core priorities for education.

Strategy 1: School Climate

Foster and sustain a positive, welcoming school climate in which all parent perspectives are encouraged, valued and heard through adults being visible and available.

Strategy 2: Eliminating Barriers

Identify and remove barriers to parent engagement that may prevent some parents from fully participating in their children's learning and to reflect the diversity of our students and communities such as translated letters.

Strategy 3: Tools and Supports for Parents

Help parents support student learning at home and at school through workshops and online resources such as Class Dojo/ TTRS and Spelling Shed.

Strategy 4: Parent Outreach

Review and expand communication and outreach strategies such as local workshops, presentations, tools and resources, to share information and strategies to support learning at home and parent engagement in schools.

Parent Engagement Action Plan:

Fulfilling the school's vision of parent engagement requires commitment and action by all of our partners at every level of the education system, which is written into our parental engagement and partnership action plan.

School Actions for 2025/2026

- *Implement 'Meet the teacher' at the start of Term 1 for all classes*
- *Provide staff training for effective parental engagement*
- *Plan for a 'learning share' 3 times per year for each class.*
- *Implement reading workshop for all phases*
- *Carry out parent voice survey twice a year*
- *Cake and Conversation to be reintroduced with themes that parents may be interested in such as finance support or planning healthy meals on a budget*

- Meet with Principal for in year admissions
- Ensure whole school vision meeting is offered to all parents at the beginning of every academic year
- Improve whole school communication on reading expectation a
- Provide opportunities for parents/carers to join the Frome Vale Family PTA
- Ensure frequent communication with parents/carers on key aspects of children's journey through the academy. For example end of year report or SEN data.
- Consult with parents on what they would like to see within key documentation for example the consultation on key reports such as SEND data or pupil end of year reports.
- Develop partnerships with organisation that specifically support with SEND.

Leadership, Management and Academy Council Responsibilities:

The Academy Council:

- The Academy council will ensure that the leadership team and the staff implement this policy.
- The Academy Council will support events that are designed to engage the parent and wider community.
- The Academy Council will be kept informed of complaints and responses made by the school as per the school complaints policy.
- Where possible, have physical presence in school so families are aware and know the Academy Councillors

The Senior Leadership Team:

- The Leadership Team will monitor all home / school communication and the complaints policy and take action required if appropriate.

- The Leadership Team and wider leaders will ensure a response from the school in response to any complaints/ issues raised within 48 working hours.
- The Leadership team will ensure organisation and facilitation of events to give information to parents or celebrate success.
- The Leadership Team will facilitate the gathering of views of stakeholders and discuss any appropriate action to be taken as a result.
- The Leadership team will work with the Academy Council and any other appropriate bodies to ensure the engagement of parents.
- The Leadership team will work with Frome Vale Family to maximise the parental/carers engagement.

All Staff :

- Staff are expected to read the Home School Agreement (which has been signed on their behalf) and abide by expectations agreed.
- Staff are expected to communicate with parents/carers directly if there are issues arising inside or outside of the curriculum.
- All staff are expected to respond to any parental queries or concerns within 48 hours
- To share success with families as well as areas of development
- Be available in the mornings and after school to have informal chats with parents- this means being outside a few minutes before collecting at the start of the day and being accessible at the end of the day.

Parents/Students:

- Parents and students are expected to read and sign the Home School Agreement and abide by expectations agreed.
- Parents are expected to communicate with the school directly where there are concerns or issues arising – initially through

talking with the teacher, and then by SLT if no clear pathway is found.