



## Parental Involvement Policy

*"Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up".*

(Statutory framework for the EYFS, 2021, p.5, paragraph 1.0)

### Pre-School Responsibilities

- We will communicate with parents in ways appropriate to those individuals.
- We will ensure all new parents are aware of the pre-school systems and policies for parent partnerships during the settling in period.
- We will encourage parents to play a part in the day-to-day involvement of the pre-school by inviting them to join us on trips, community visits and open days.
- We will ensure that parents are informed on a regular basis about their child's progress. This may be during parent consultations or through conversation; but most frequently throughout our online learning journal system, Tapestry.
- Parents will receive an updated assessment document for their child at the end of each half term.
- During the settling in process, each parent will be made aware of Tapestry and their contact details taken so that they can be added to the child's database. All parents will be encouraged to use the system.
- Contributions from parents - whatever form these may take - will always be welcomed.
- We will also involve parents in shared record keeping about their own child, both formally via consultations and informally through discussions.
- We will provide opportunities for parents to learn about the pre-school curriculum and about young children's learning, health and wellbeing by encouraging them to attend parent events throughout the academic year.
- It will be made known to the parents the systems for registering queries, complaints or suggestions.
- An 'open-door policy' will always be operated.

### Expectations of Parents

- To attend at least one 'parents evening' per academic year.

- To contribute to their child's development records by commenting on posted observations, and by creating their own to share learning moments from home.
- To be keen to attend a variety of parent events throughout the academic year, such as Stay and Play sessions and Open Afternoons.
- To participate in home learning schemes such as: engaging in the book bag and toy library systems, completing home learning tasks given during each school holiday, and encouraging your child to learn with Curly the Caterpillar at home.
- To work on tasks/activities at home as suggested by your child's key person to support their development in each area of learning.
- To work with your child's key person if they are in receipt of EYPP, to help encourage your child's learning and development.

➤ See Equalities Act 2010

➤ See Statutory Framework for the Early Years Foundation Stage (EYFS) (September 2021)

Chair Person Sign:



Date: 15.10.22