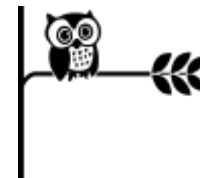


**Parental Links**



Parental Links 2020/21				
Priority 1 – Effective Response Curriculum				
Co-ordinator: Sarah Greenway	Year 2020/21	Cost of plan: £15		
Action (for each action include briefly 'how' and what the intended impact on the provision will be)	Lead person accountable for the action	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
<p><b>ACTION:</b> Put transition information for year groups/classes on the school website on the curriculum page</p> <p><b>HOW:</b> Collect information from class teachers and update school website</p> <p><b>IMPACT:</b> Parents have essential class information.</p>	Ellie	Weeks 1 & 2		
<p><b>ACTION:</b> Strengthen reading in school for our target children with the support of our Reading Volunteers</p> <p><b>HOW:</b> Recruit volunteers. Provide safeguarding training and reading training. Volunteers fill in personal profiles and get DBS checks as needed. Volunteers are allocated to classes across the school. SG to offer ongoing support as required. Thank-you cards are made by children for the volunteers at the end of the year.</p> <p><b>IMPACT:</b> Target children read more frequently and can talk about the books they are reading to the volunteers</p>	Sarah Emma (Help to set up) Yasmin (Folders) (Lisa -Safeguarding) Kerry (DBS checks)	Autumn 2		Time to deliver Money for stickers, note books and folders £15
<p><b>ACTION:</b> Advertise MAES family learning courses (now delivered online)</p> <p><b>HOW:</b> Liaise with MAES by email/phone calls. Promote courses on social media</p> <p><b>IMPACT:</b> Positive feedback from parents of delivery from outside agency.</p>	Sarah Ellie	Ongoing		

<p><b>ACTION: Video Tours of classrooms for parents</b></p> <p><b>HOW: Take short videos of each EYFS classroom to go on Tapestry and Ellie to post videos of classes in Years 1 to 6 for families to see on a suitable platform.</b></p> <p><b>IMPACT: Parents can see what their child's classroom looks like and there is positive feedback.</b></p>	<p>Reception: Sarah (Laura, Jenni) Rose - Nursery Ellie – Y1 to Y6 (Teachers)</p>	<p>Autumn 1</p>		
<p><b>ACTION: Provide information/workshops e.g. Reading &amp; phonics information to support parents with their children's learning at home</b></p> <p><b>HOW: Information via Seesaw/Tapestry/email and Videos in English and Punjabi/Urdu.</b></p> <p><b>IMPACT: Positive feedback in terms of parents knowing how to support their children at home.</b></p>	<p>(Teachers on Seesaw and Tapestry via weekly update)</p> <p>Sarah Ellie (Teachers) Translation of information – Sunni Sonia Samina</p>	<p>Weekly updates in EYFS</p> <p>Workshops: Reception by 16/10/20 and Year 1/2 by 23/10/20</p>		<p>Time to record</p>

**Monitoring**

<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>How</b>	<b>External Validation</b>
Sarah Greenway	Review of SIP plan	In house	W/C – W/C – W/C –	RAG rate plan and review RAG rate plan and review RAG rate plan and review	SIP to be discussed at QA meetings by Deborah Howard
Governors	SIP plan shared and progress discussed	In house	Shared: ? at the full governing body meeting and then termly.	Headteacher report	

**Impact: Evaluation** *Have the intended outcomes been achieved? What are the key strengths and development points?*

<b>SUCCESS CRITERIA</b>	<b>MILESTONES</b>	<b>EVIDENCE OF IMPACT FROM MONITORING</b>
<p>Parents have essential class information.</p> <p>Target children read more frequently and can talk</p>	<p>Information is available on the school website or on Tapestry by the end of Autumn 1, Week 3.</p> <p>Reading volunteers are recruited, trained, DBS checked and allocated</p>	

<p>about the books they are reading to the volunteers.</p> <p>Positive feedback of delivery from outside agency.</p> <p>Parents can see what their child's classroom looks like and there is positive feedback.</p> <p>Positive feedback in terms of parents knowing how to support their children at home.</p>	<p>to classes, subject to Covid 19 measures, if possible by the end of Autumn 2.</p> <p>Each term MAES is consulted for feedback of how many parents attended from Oswald Road and any possible feedback.</p> <p>By the end of Autumn 1, all families will be able to see a video tour of their child's classroom.</p> <p>By the end of Autumn 1, reading &amp; phonics workshops will be available for parents to watch. In reception parents will receive weekly Memos telling them what sounds are being taught each week, information about how the reading system is working and suggestions of how they can help their children at home.</p>	
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<b>END OF YEAR EVALUATION</b>	<b>NEXT STEPS</b>

**Parental Links 2020/21**

**Priority 2 – Further Curriculum Development**

Co-ordinator: Sarah Greenway	Year 2020/21	Cost of plan:		
Action(for each action include briefly 'how' and what the intended impact on the provision will be)	Lead person accountable for the action	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
<p><b>ACTION:</b> Each class (reception to Year 6) to recite a poem to celebrate National Poetry Day.</p> <p><b>HOW:</b> Teachers to select poems. Years 1 – 6 to rehearse in music/performance lessons. Reception to study and learn poems in literacy lesson. All to perform and record and put on Seesaw and Tapestry or send as compiled video link to families.</p> <p><b>IMPACT:</b> Positive feedback from parents. Children enjoy reciting and performing poems.</p>	Midge Sarah Sonia to record reception (Kat)	28/9/20 for 2 weeks		
<p><b>ACTION:</b> Showcase children’s music</p> <p><b>HOW:</b> Music videos for families to watch</p> <p><b>IMPACT:</b> Parents are engaged with the music that children perform. Children are proud of their work. Feedback is positive.</p>	Midge Ellie	Spring		
<p><b>ACTION:</b> Showcase children’s art work</p> <p><b>HOW:</b> Art gallery photos or video for families to see</p> <p><b>IMPACT:</b> Parents are engaged with the artwork children have produced. Children are proud of their work. Feedback is positive.</p>	Nicky Ellie	Summer		
<p><b>ACTION:</b> Showcase other events happening in school</p> <p><b>HOW:</b> Photos or videos of other school events for parents e.g. Christmas performances, Eid</p> <p><b>IMPACT:</b> Parents are engaged with events and there is positive feedback from parents and children.</p>	Midge Katie (Teachers) Ellie	Ongoing		

<b>Monitoring</b>					
<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>How</b>	<b>External Validation</b>
Sarah Greenway	Review of SIP plan	In house	W/C – W/C – W/C –	RAG rate plan and review RAG rate plan and review RAG rate plan and review	SIP to be discussed at QA meetings by Deborah Howard
Governors	SIP plan shared and progress discussed	In house	Shared: ? at the full governing body meeting and then termly.	Headteacher report	

**Impact: Evaluation** *Have the intended outcomes been achieved? What are the key strengths and development points?*

<b>SUCCESS CRITERIA</b>	<b>MILESTONES</b>	<b>EVIDENCE OF IMPACT FROM MONITORING</b>
<p>Positive feedback from parents. Children enjoy reciting and performing poems.</p> <p>Parents are engaged with the music that children perform. Children are proud of their work. Feedback is positive.</p> <p>Parents are engaged with the artwork children have produced. Children are proud of their work. Feedback is positive.</p> <p>Parents are engaged with events and there is positive feedback from parents and children.</p>	<p>By the end of Autumn 1, families will be able to enjoy and celebrate poetry performances from across school.</p> <p>By the end of Spring 2, families will be able to enjoy and celebrate virtually, music performances from across school.</p> <p>By the end of Summer 1, families will be able to enjoy and celebrate virtually, art work from across school.</p> <p>By the end of Autumn 2, families will be able to enjoy and celebrate Christmas events virtually and by the end of Spring 1, they will be able to see Eid celebrations.</p>	

<b>END OF YEAR EVALUATION</b>	<b>NEXT STEPS</b>

**Parental Links 2020/21**

**Priority 3 – Consult and communicate with parents & carers**

Co-ordinator: Sarah Greenway	Year 2020/21	Cost of plan:		
Action(for each action include briefly 'how' and what the intended impact on the provision will be)	Lead person accountable for the action	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
<p><b>ACTION: Meet all new families to the school at the start of and during the school year</b></p> <p><b>HOW: Helen and Sam to arrange meetings with new families</b></p> <p><b>IMPACT: New families know where to drop off and collect their child/children, are given key information about school e.g. times of the day/term dates and given details about the school website etc. School are provided with family, medical and educational details etc.</b></p>	Helen A	Ongoing		
<p><b>ACTION: Produce a shared calendar on the school website and keep it updated</b></p> <p><b>HOW: Collect dates of events from DH and class teachers to put on the shared calendar</b></p> <p><b>IMPACT: Parents know what is happening in school in advance.</b></p>	Ellie	Week 2		
<p><b>ACTION: Email communication with PEPs</b></p> <p><b>How: Collate parent concerns and pass to EL</b></p> <p><b>Impact: School is able to address concerns that are raised.</b></p>	Ellie	As needed		
<p><b>ACTION: Parent Whatsapp Groups</b></p> <p><b>HOW: EL to monitor parent whatsapp groups to answer any school-related queries and promote events.</b></p> <p><b>IMPACT: Parent queries are replied to by EL in the group meaning that all parents are able to see the answers to frequently asked questions, reducing need to reply to multiple parents about the same topic.</b></p>	Ellie	Ongoing		

<b>ACTION: Collect feedback from Parent's Evenings</b>		Emma and Nicky Ellie (ICT support if needed)	Twice yearly		
<b>HOW: Google Forms</b>					
<b>IMPACT: Positive feedback</b>					
<b>ACTION: Evening Parent Forum</b>		Debs Ellie	March 15th		
<b>HOW: Via Zoom</b>					
<b>IMPACT: Feedback is acted upon</b>					
<b>Monitoring</b>					
<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>How</b>	<b>External Validation</b>
Sarah Greenway	Review of SIP plan	In house	W/C – W/C – W/C –	RAG rate plan and review RAG rate plan and review RAG rate plan and review	SIP to be discussed at QA meetings by Deborah Howard
Governors	SIP plan shared and progress discussed	In house	Shared: ? at the full governing body meeting and then termly.	Headteacher report	
<b>Impact: Evaluation</b> <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>					
<b>SUCCESS CRITERIA</b>	<b>MILESTONES</b>	<b>EVIDENCE OF IMPACT FROM MONITORING</b>			
New families know where to drop off and collect their child/children, are given key information about school e.g. times of the day/term dates and given details about the school website etc. School are provided with family, medical and educational details etc.  Parents know what is happening in school in advance.	Essential information is provided to new families when they start and also essential information is provided by parents. This will happen as soon as possible to children being allocated places.  The shared calendar is on the school website and is updated regularly.				

<p>School is able to address concerns that are raised.</p> <p>Parent queries are replied to by EL in the group meaning that all parents are able to see the answers to frequently asked questions, reducing need to reply to multiple parents about the same topic.</p> <p>Positive feedback</p> <p>Feedback is acted upon</p>	<p>Concerns raised are acted upon wherever possible and as soon as possible.</p> <p>Whatsapp groups are monitored regularly and EL posts useful information on each group as needed.</p> <p>Parent's evenings take place (Autumn 1 by phone calls) and feedback is collected and acted upon if possible.</p> <p>By the end of Spring 2, any concerns/ideas raised at the evening forum will be considered and acted upon if necessary.</p>	
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<b>END OF YEAR EVALUATION</b>	<b>NEXT STEPS</b>