



Reporting to Parents Policy

January 2026

Approved by the Governing Body Strategy Group 08/01/26

**This Policy is due for renewal in Term 3
2027–28**

REPORTING TO PARENTS POLICY

OF

GODINTON PRIMARY SCHOOL

Throughout this policy the term 'parents' refers to parents and carers.

SECTION ONE – RATIONALE

This policy outlines the opportunities created by the school to ensure that parents are kept informed about their child's academic progress, attainment, any **SEND** needs and their wellbeing. Although formal opportunities are scheduled throughout the year, we always welcome parents raising any queries as they arise so they can be dealt with swiftly. This policy should be read in conjunction with the school's Communication Policy.

SECTION TWO – TIMETABLE

Autumn Terms 1 and 2

September

To start the academic year, each year group creates a 'Year Group Welcome Letter' which is sent home to all parents via Arbor. The 'Year Group Welcome Letter' will outline the following:

- Year group expectations
- Staff in year group
- How they organise their class
- Curriculum outlines and where to find further information
- Homework expectations
- Requirements for PE
- Potential school trips and an indication to costs (voluntary contribution)
- Any year group specific information

A copy of the Welcome Letter is also placed on the school website in September.

Reception class teachers hold 1 to 1 sessions with the parents/carers of their pupils, prior to them starting school, to discuss the children and identify any particular concerns or issues. These are conducted as home visits, with two members of staff jointly visiting each household. A general meeting is also held for all parents and led by the Headteacher in which school processes are outlined.

The Headteacher holds a general meeting for the parents/carers of Year 6 children, in September in order to outline the PESE (Process for Entrance in Secondary Education) for that year.

October

Just before October Half term, we hold our Book Viewing evening when parents are able to come to school between 3.30pm and 6.30pm to view their child's classroom and work. Children are able to accompany parents into the classroom and show them what they have been doing, the work in their books, as well as any work which they may have on show on the walls. Teachers will not be available for individual consultation at this time.

All Parents have the opportunity to book at an appointment for the first Parent Consultation evening of the academic year. This is an opportunity for parents to find out how their child has settled into their new year group and to ask any questions they may have. All appointments are booked through Arbor.

Parents of children with special educational needs (SEN) will receive a letter confirming the need level of their child as well as a link to the Kent Local offer for children with SEN and a link to iASK (Information and advice support Kent. Within this letter, parents are advised that iASK can support parent and offer advice in the area of special educational needs. Parents will also receive a copy of their child's SEN Support Plan which includes a review(s) of their child's individual targets, new target(s) with success criteria in their area of need and an annual outcome agreed with parents at the July parents evening. This is in addition to their provision map which shows the provision being provided for their child in school that is additional to good quality teaching. Personalised plans will also be sent home with this documentation should this be appropriate to their child's needs. This documentation is provided in paper copy.

The parents of all children who are receiving additional intervention in school will also receive a copy of an individualised provision map which outlines this provision.

Spring Terms 3 and 4

March

We will produce a full written report which will provide parents/carers with information concerning:

1. Attainment
2. Progress
3. Effort

Specifically, the report will comment on:

- a. The child's attainment

- b. How their attainment compares to year group expectations
- c. The effort which their children are putting into their studies (attitude to learning).
- d. An indication of the progress children are making in relation to their starting point at the beginning of the academic year.
- e. Any areas in which the children are working well and areas to be worked on next.
- f. Behaviour
- g. Effort and completion of homework
- h. Attendance and Lateness

This report will be produced in Arbor and will be shared with parents via Arbor. There is also an after school 'Book Viewing' opportunity for parents to view their children's work. Again, teachers will not be available for consultation at this time.

An opportunity for parents to meet with their child's teacher is provided once they have received the written report and viewed their child's work. Parents will be able to request a meeting with the teacher if they have any issues which they subsequently wish to discuss. Parents book the Parent Evening appointment online via Arbor.

In addition to the above, parents of children with special educational needs will receive a copy of their child's updated **SEN Support Plan** which includes a review(s) of their child's individual targets, new target(s) with success criteria in their area of need and an annual outcome agreed with parents at the July parents evening. This is in addition to their provision map which shows the provision being provided for their child in school which is additional to good quality teaching. Inclusion plans will also be sent home with this documentation should this be appropriate to their child's needs. All **AEN** documentation will be provided in paper copy.

All parents of children with special educational needs will be invited to attend parents evening to discuss their child's progress and new targets.

The parents of all children who are receiving additional intervention in school will also receive a copy of an individualised provision map which outlines this provision.

Summer Terms 5 and 6

June

All parents of children in Year 5 are offered the opportunity to meet with their child's teacher, alongside a Year 6 teacher to discuss the level of work that a child is currently producing and whether work completed is to a standard that is indicative of that expected at **Grammar School**. Teachers will discuss recent test attainment and parents are given an

indication of how this compares with typical PESE results. The decision of whether or not to apply for their child to sit the Kent Test lies solely with the parents. Teachers will only provide academic information and general information on the process.

July

We produce a short report in the Summer Term which outlines attainment in all subjects. A short, general class teacher comment is provided at the end of the report. Individual attendance and lateness is also reported. This report will be produced in Arbor and shared via Arbor.

All Statutory assessment results are also shared with parents at this time; this includes The Foundation Stage Profile for children in Year R, the results of the Phonics Screening check for children in Year 1 and children in Year 2 who were re-screened, the results of the Multiplication Tables Check results for Year 4 children and the KS2 SATs results for children in Year 6. These are produced as paper copies.

If having read their child's report, a parent wishes to discuss any aspect of their child's education with a member of staff, then an appointment can be made.

In addition to the above, parents of children with special educational needs will again receive a paper copy of their child's SEN support plan and provision map. Inclusion plans will also be sent home with this documentation should this be appropriate to their child's needs. Parents are invited to attend an additional parents evening meeting in July (as directed by the 2014 SEN Code of Practice) to discuss their child's progress and at this meeting annual outcomes for the following academic year will be discussed and agreed in their area of need.

The parents of all children who are receiving additional intervention in school will also receive a copy of an individualised provision map which outlines this provision.

Open Afternoon (After School)

Our Open Afternoon allows parents the opportunity to come into school and visit their child's class and view the work completed over the course of the academic. During this visit, parents and children will be able to visit their new classrooms and meet the teacher that their child will be having next academic year. Prior to the Open Afternoon, the children will have spent an afternoon in their new classroom with their new teacher.

SECTION THREE – FURTHER OPORTUNITIES

Parents are able to contact class teachers at any point in order to discuss any concerns they might have rather than wait for a formal parent consultation opportunity. Likewise, teachers are encouraged to contact parents if there is anything they wish to discuss – this might include academic progress, wellbeing concerns or behaviour issues. Further information on communication between home and school can be found in the school's Communication Policy.

SECTION FOUR – SEPARATED PARENTS

We are only able to offer one parent consultation appointment per child and therefore kindly request that separated parents attend together. This ensures that both parents receive the same information. Where specific court orders are in place or in other exceptional circumstances, the school may be able to make provision for an additional appointment to be arranged, enabling parents to attend separately. This is at the Headteacher's discretion.

All parents are able to receive a copy of their child's report, SEN information and provision map. Separated parents should contact the school office to ensure that provision is made for this.

SECTION FIVE – CHILDREN IN CARE (formerly known as Looked After Children)

As for all our pupils, Godinton Primary School is committed to helping every Child in care (CIC) to achieve the highest standards they can. Staff are aware that Children in Care can be at risk of underachieving at school because they have experienced disruption to their family life and education. Some may have low expectations, poor emotional and psychological health and a lack of family support. Godinton Primary School will support the parents/carers of Children in Care in receiving appropriate feedback about their child.

SECTION SIX – EQUALITY, DIVERSITY AND INCLUSION

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

SECTION SEVEN – MONITORING AND REVIEW

This policy is reviewed every two years.