



St Augustine of Canterbury Catholic High School

Parent/Carer Learning Policy

This policy complies with the Equality Act 2010 and has been fully Equality Impact Assessed.

Equality statement

The governors and are committed to providing the full range of opportunities for all students, regardless of gender, disability, ethnicity, social, cultural or religious background. All students have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Rationale

At St Augustine's we are in partnership with our students and our parents/carers. We are fully aware that for our school to be a successful learning community, all parts have to be working together with a common purpose of achievement and success for our young people.

Through questionnaires, meetings with parents/carers, the Parent/Carer Learning Events and a largely open-door policy, we have been able to gauge opinion and we will continue to encourage a pro-active approach to involving them in the learning of our children in the new academic year.

Purpose

- To encourage parents and carers to take a more active role in their child(ren)'s learning.
- To provide parents and carers with ideas and resources to support learning in the home.
- To build the confidence of parents and carers in wanting to be involved in their son/daughter's learning.
- To develop the learning skills of parents and carers.

Strategies

St Augustine's has always offered support to families in terms of sharing ideas and guidance for helping students both inside and outside of school from meetings between members of the Pastoral team and families to parenting classes for members of our community. Similarly, Parents' Evenings offer advice on the best ways for our children to make progress.

However, through the work of the Staff and Student Learning and Teaching and E-Safety Groups, this support has developed further as the following strategies demonstrate:

- A **Learning Bulletin** is produced on a termly basis for families. This resource is dedicated solely to learning teaching and is designed to give ideas, strategies and resources to students and parents/carers.
- **Parent/Carer Learning Events.** These cover all year groups in school. The purpose of these evenings is to welcome parents and carers into school and to

provide some practical advice on a number of issues ranging from behaviour and attendance and study and revision skills to preparing for revised GCSEs and supporting learning at home. These events run over the course of the year and as appropriate, link to examination times.

- **E-safety and Using the Internet** evenings. These began in response to requests from the community for further support on how to use the internet safely for learning.
- **New Technologies and E-Safety** monthly bulletins came parents/carers abreast of changes, developments and strategies for ICT and using the internet safely.
- For those parents/carers who are unable or choose not to attend these evenings, **leaflets** and **subject booklets** are available on the Moodle VLE.
- The **school website**, www.staughs.org.uk/, has a comprehensive subject guide and a specific section of learning and teaching designed for stakeholders.
- As the **Moodle Virtual Learning Environment (VLE)** develops further, families will receive further ideas on how to support learning outside of school.

Summary

Questionnaires and evaluations have demonstrated that many parents and carers welcome the opportunity to play a more active role in their child's learning and often they simply lack the confidence or the tools to do it. The above strategies are attempting to address these issues.

The internet provides wonderful learning opportunities and at St Augustine's we are keen to embrace them but we are also mindful that not all of our families are 'online' and of losing the 'personal touch'. Over the coming years, these strategies will develop further and although there will continue to be an emphasis on the use of ICT through the Moodle VLE and the Edulink One App, it will not be at the expense of meeting parents and carers face-to-face.

Reviewed on: May 2017

Next Review Date: May 2018

Reviewed by: (Signature)

Equality Impact Assessment

Title of Policy, Decision, Practice or Programme: Parents' Learning

Department: Leadership Team

Responsible Officer: Paul Bennett

Date Completed: May 2017

Date Review Required: May 2018

- 1. Aims:** Please identify the main aims of the policy, decision or function?

To encourage parents/carers to take a more active role in their child(ren)'s learning
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- 2. Impact upon different sections of the School / Community / Staff Groups:**
It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the School vulnerable to discrimination claims.

Equality Strand	Issue	How will this be taken into account?
General Issues	No issues	
Age	No issues	
Disability – Including Carers	No issues	
Sex (Gender)	No issues	
Transgender	No issues	
Race (Ethnicity)	No issues	
Pregnancy and maternity	No issues	
Religion or Belief	No issues	
Sexual Orientation	No issues	
Community Cohesion	No issues	

3. Indirect discrimination

Are there any rules or requirements in the policy / decision that:

- a Can be met by a considerably smaller proportion of people from a particular section of the community?
- b Is to the disadvantage of that group?
- c Cannot be justified by the aims and importance of the policy?

If all three conditions apply then there may be evidence of indirect discrimination.

No

4. Publishing the results of the assessment:

Decisions This Equality Impact Assessment Report must be used to inform the Decision. Attach the Equality Impact Assessment Report as an appendix in the Decision documentation.

Policy This Equality Impact Assessment Report must be used to inform Policy development. Attach the Equality Impact Assessment Report as an appendix in the published Policy.

Practices and Programmes The Equality Impact Assessment Report must be used to inform Practice and Programme development. Attach the Equality Impact Assessment Report as an appendix in the Practice or Programme documentation.