**Nar Valley Federation Communication Strategy**

At Nar Valley Federation, all communication is undertaken in a spirit of openness and honesty, with the ethos that communication should be timely and information should be two-way. Early communication and a mutual trust can resolve any concerns or issues and can also allow partnership working and enables all surrounding each of our children to truly work together and create the very best learning and happiness at school for them.

**For Families;**

We use two main forms of communication, Class Dojo and ParentMail. Class Dojo is used by the Parents/Carers and Teacher and Teaching Assistant to share messages about the individual child, or for the class staff to share photos, videos or work done that week. On a Friday, a Dojo message is sent detailing what has been learned that week and what will be worked on the following week. ParentMail is used by the office to send out all letters and information.

We send a weekly newsletter, which contains both messages from and for the whole Federation but mainly academy specific information including celebration of our children’s achievements from home and school. Dates for the half-term and year are shared on a separate sheet for easy reference for families. New staff are introduced in the newsletter with a pen portrait and photograph.

Curriculum newsletters for each unit of learning are sent to families. These newsletters can be for one term, but are sent out each half-term so that they know what their child is learning. These contain key vocabulary and units of learning in each subject.

Each half-term, we offer opportunities for families to ask question, raise issues or make suggestions. One half-term this is a Short survey, followed up with a ‘You Said, We did’ response detailing our actions. The second half-term this is in the form of a Parents/Carers Forum. The Forum is held at 3.10pm with childcare and at again at 6pm, to allow as many families as possible the opportunity to come.

We have three Parents/Carers’ Consultations occasions a year – two nights in the Autumn, two nights in the Spring and then one in the Summer following Annual reports, when families can make an appointment with their child’s current and/or next teacher.

We have regular Parents/Carers’ Cafes when families can come in and share in their child’s learning.

All letters and information are shared on our website.

Staff are on the gate or at classroom doors each morning and after school to talk to and families are always welcome to book and appointment to talk further. Families know via the newsletter which members of staff are on the main gate each morning.

Each academy has a Friends’ Association (Parents/Carers and community members associated with school) who raise money for particular projects, but who are also an important group for shared communication with the Executive Headteacher and Heads of Schools.

**For Staff;**

We have a number of communication systems, which the staff have had input into.

* We meet as a full staff at our INSET (training days) each year.
* We have a weekly staff memo on a Monday, which is discussed at each school’s Team meeting on a Wednesday, led by the Head of School. Also discussed at this meeting are items from our weekly Leadership Team meeting.
* Our Teaching Assistants are paid until 4pm so that there is communication, continued professional development and work time after school and they are not expected to work in their own time. *(NB for 21-22 This applies to all new and recent appointments, and for those who are still not paid until 4pm, we are working our way through over the next few years so that we can absorb this into the budget)*
* Our Teaching Assistants and Teachers each have a laptop. *(NB for 21-22 - Our Teaching Assistant laptops are currently with the Business Manager prior to distribution*)
* We have an online live calendar, with a clear code.
* We have a Strategic Operational Overview which details all our monitoring and school self-evaluation activities as well as day to day operation.
* At our weekly PDS – Professional Development Sessions (staff meetings) – we share our successes as well as focusing on our development. *(NB for 21-22 This is a new part of PDS and is still being established)*
* Our Office team and Senior Lunchtime Leaders from across the Federation also meet regularly throughout the year, with feedback given to the Heads of School and Executive Headteacher.

We believe that each of our academies should have parity of approach, opportunity and curriculum for all our children, but with the freedom for Heads of Schools to make their decisions in terms of what is right for each academy.

**For Governors;**

Information is shared before each meeting through our online platform GovernorHub. At the beginning of the academic year, Governors receive the following:

* Pupil Premium Strategy
* Sports Premium Strategy
* Summer data analysis

Termly, Governors receive the following:

* Self-Evaluation Form for each academy; these are updated termly with updates in red.
* Data analysis following teacher assessment and data drops
* SOAP (School on a Page) – presentation of contextual, attainment, attendance and other data and characteristics such as predictions and targets.
* Headteacher’s report, focusing on standards, progress of the Single Change Plan (Improvement or development plan) and curriculum, but also trips, visits, outdoor learning and community engagement etc. Again, the updates are in a different colour. Questions are submitted to the EHT prior to the meeting.

Governors focus on asking what the impact of an action is and how they know.

Governors meet with the Subject Leaders of each subject; release time is planned in for staff for this. *(NB this is during the release time that is on the Strategic Operational Overview for Subject Leaders once a term).* Subject Leaders are also asked to either present in person or send reports to Standards Committee meetings so that each subject is covered by the end of the academic year.

Strategic Operational Overview (SOO) - This organisational tool is uploaded to Governors termly, at the same time as it is sent to staff.

Subject Impact Reports – these are a rolling agenda item at Standards meetings; they are uploaded to Governor Hub when done and the Subject Lead Governor writes up a summary.

Governor Monitoring **–** There is a template for Governor Monitoring Reports on Governor Hub – Governors fill these in after every activity with school.

**For our children;**

Our child hold a number of positions of responsibility within our academies as follows:

Reading Champion (looks after the Library, organises competitions, reading reviews etc)

Playtime Leaders - Y5/6 children who organise and support games for the other children

Values Ambassadors - run and maintain the Good Samaritan Box, which is where children nominate other children or adults for embodying our school values. Values ambassadors also announce these nominees in Collective Worship

Sports Leaders - run the activity charts to show how active our children are each day - supported by our Sports Coaches

School Councillors – gather feedback from other children and make decisions accordingly, on such issue as charity support etc.

Eco Councillors – focus on making our academies greener and more sustainable in practice.

Team Captains - support during Team events, count the Team points and report on the progress of each Team towards the Cup in Collective Worship.

Head Pupils - x 2 – Represent our academies at various events, take a lead role organising, listen to School Council, feedback to Governors at Governors’ meetings termly.

Children's worship – different children volunteer each week throughout the school year

All Y6 children look after a Reception child each.

Our children are asked their views on a termly basis, and this is used to inform our development work and direction.

**For Community members;**

We contribute to the Nar Valley and Sporle Parish news magazines each edition. We establish links with community groups through our Friends’ Association at each school and feel that our role is to contribute to our communities, being an active participant, as well as drawing on them for support. We are always open to being asked to take part in local projects, whether they are Duck races, Scarecrow competitions or Camp-outs!

**For everyone;**

We hope that these methods of and this approach to communication mean that we work together in happy partnership. However, there will always be times where something needs to be raised in order for it to be resolved. In such times, we ask that everyone mentions the issue to the person or persons concerned as early as possible so that it can be resolved happily. For more information, please see our ‘Communication Guide and Structure’ document on our website. Our approach is to want to talk in person and listen to any concerns or ideas so that we can have a strong partnership and be a meaningful part of our communities for the benefit of our children and we look forward to meeting with all our partners.