

In July 2018 the Department for Education published a Workload Reduction Policy Paper. It recognised that Teachers Workload was impacting on the number of staff leaving the profession and published supporting guidance and policies to help.

This policy, adapted from the DFE, has been developed in consideration of the factors teachers have identified added to their workload. With new methods of communication, many of which are instant, the need to communicate with parents and carers has placed a significant demand upon our teachers and colleagues within a busy teaching day, often negatively impacting the core purpose of their role: children.

It is very important to us that we work closely in partnership with parents and carers, and communication between home and school is key. We recognise however that it can often be difficult communicating with school staff because they have a very full timetable; and we recognise that parents and carers also have very busy lives.

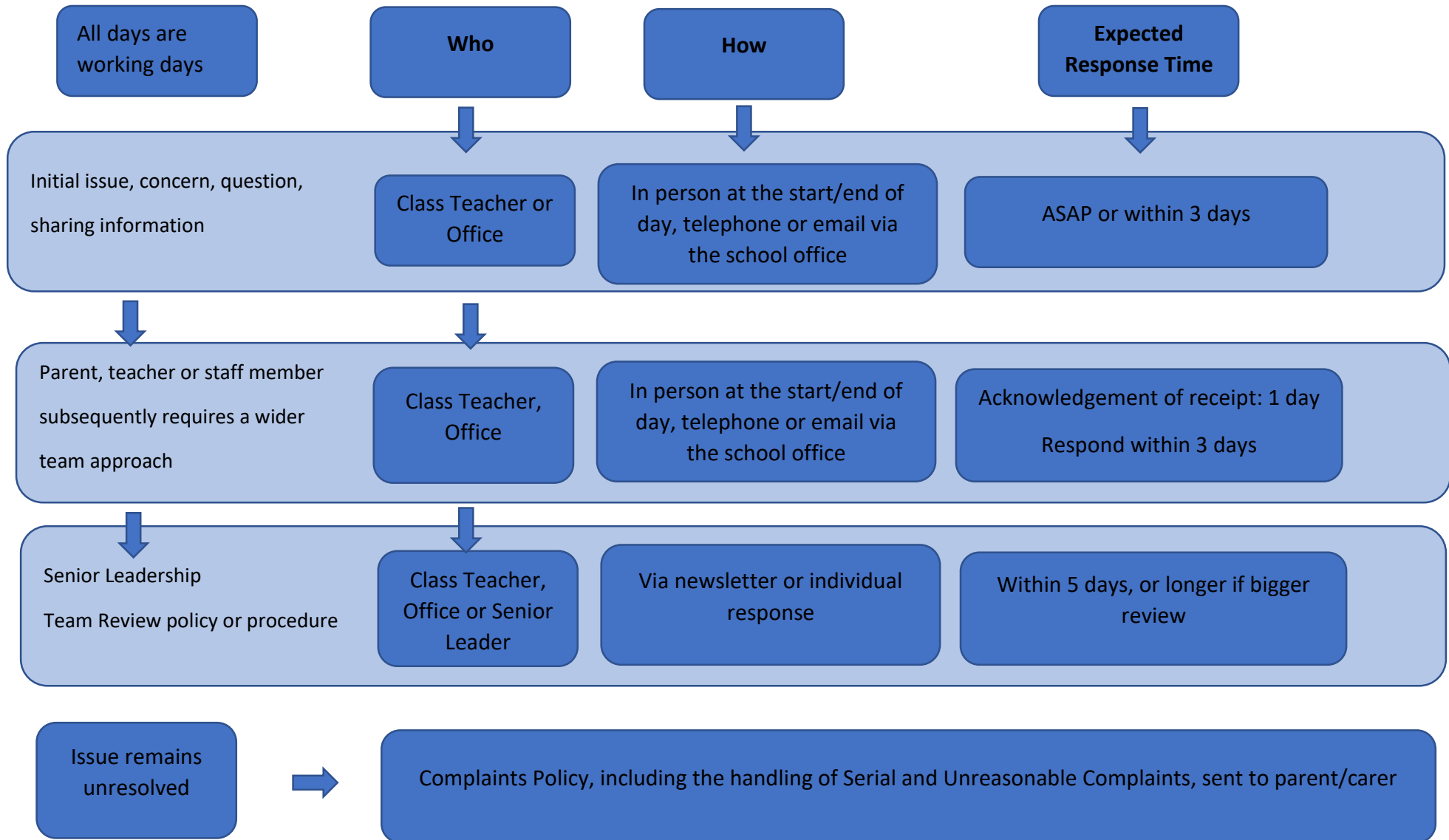
While we want to respond to parental queries at the earliest opportunity and will do our best to do so, much of our teachers' time is taken up teaching and preparing for lessons. Teachers' responsibilities extend beyond the classroom, and they may be unable to respond to you on the day a query is made. We have also agreed with staff that there is no expectation to respond to queries during their personal/family time.

In order to manage both parental expectations of colleagues whilst ensuring high standards of home-school communications, we have developed the following communication plan so that parents/carers can ask questions or let us know important information about their child; we appreciate not all parents are able to see or speak to staff at the beginning or the end of the day. This plan reflects other school policies, such as the Complaints Policy, including the Managing of Serial and Unreasonable Complaints.

It is our hope that this plan will

- Ensure there is a clear timescale in which the school will deal with enquiries,
- lead to a reduction in the demands to respond to parental emails outside working hours, so that work and home boundaries are clearer
- ensure parents and carers better understand the context in which teachers and school staff are working, and can modify their expectations of an immediate reply either face to face or through other means
- ensure parents have various means by which they can access information about their child
- consistently signal the first ports of call to ensure that communication is managed, distributed and directed appropriately across the staff team.

Communication Pathways



Raising Concerns and Complaints Pathway

