

Communication Strategy

Reed First School



Learning Together, Learning for Life

Headteacher Signed:

Vida

Date:

15/07/2026.

Chair of Governors
signed:

[Signature]

15/7/26

Next review due by:

July 2027

This document has been written in consultation with staff, pupils, parents and governors.

School Communication Strategy

Rationale

Effective communication is the cornerstone of a successful educational environment. A well-defined communication strategy ensures that all stakeholders, including pupils, parents, teachers, and administrative staff, are informed, engaged, and aligned with the school's vision and values.

The rationale for implementing a clear school communication policy includes the following key points:

1. **Enhancing Transparency and Trust:** Clear and consistent communication fosters transparency and builds trust among all members of the school community. It ensures that everyone is aware of important information, decisions, and changes, reducing misunderstandings and promoting a culture of openness.
2. **Supporting Pupil Success:** Effective communication between staff, pupils, and parents is crucial for children's achievement. Regular updates on progress, attendance, and behaviour help parents stay informed and involved in their child's education, enabling timely interventions and support.
3. **Promoting Engagement and Collaboration:** A robust communication policy encourages active participation and collaboration among stakeholders. It provides opportunities for feedback, discussion, and shared decision-making, which are essential for creating a supportive and inclusive school environment.
4. **Ensuring Consistency and Clarity:** Standardised communication protocols ensure that messages are delivered consistently and clearly. This reduces confusion and ensures that all stakeholders receive the same information, regardless of the medium used.
5. **Facilitating Crisis Management:** In times of crisis or emergency, a well-established communication policy is vital for sharing accurate and timely information. It helps manage the situation effectively, ensuring the safety and well-being of all.
6. **Adapting to Technological Advancements:** As technology evolves, so do the methods of communication. A regularly reviewed communication policy allows the school to take advantage of new tools and platforms, to enhance communication efforts.

By implementing a clear strategy, the school can create a cohesive and informed community, ultimately contributing to a positive and productive educational experience for all.

OBJECTIVES

Children achieve more when school and parents work together. Parents can be more supportive if they know what the school is trying to achieve and how they can help. All communications at Reed First School should:

- Keep staff, pupils, parents, governors and other stakeholders well informed
- Be open, honest, ethical and professional
- Use jargon-free, plain English and be easily understood by all
- Be actioned within a reasonable time
- Use the method of communication most effective and appropriate to the context, message and audience
- Take account of relevant school policies
- Be compatible with our core values: **Aspiration, Independence, Resilience, Respect** (AIRR) and vision **Learning Together, Learning for Life**.

Key roles:

1. School Leadership Team:

- Headteacher and Governors: Oversee the implementation of the communication strategy, ensures alignment with the school's vision and values, and addresses any issues that arise.

2. Teachers:

- Classroom Teachers: Communicate regularly with leadership, SENCo, children and parents about progress, classroom activities, and any low-level concerns. Provide tailored communication to parents and carers of children with Additional Support Needs, ensuring they are informed about their child's progress and any individualised planning and assessments.
- Teaching Assistants: Communicate regularly with the Classroom Teachers to contribute to the knowledge of pupil progress.

3. Office Team:

- Administrative Manager and Finance Manager: Manage day-to-day communication tasks such as sending out newsletters, and handling enquiries from parents and the community.

4. Parents and Carers:

- Active Participants: Engage with the school by attending meetings, responding to communications, and providing feedback to help improve the school's communication efforts.

5. Children:

- Pupil Voice: Share their ideas and opinions, for example through Talk Time, as well as class discussions and pupil questionnaires.

Each of these roles plays a crucial part in ensuring that the communication policy is effectively implemented and that all stakeholders are informed and engaged.

Processes of communication:

STAFF:

- All staff receive an induction with important information about organisation and procedures within the school – The staff handbook.
- Copies of key policies and information are placed on the noticeboard in the staff room and in the shared Google Drive. Staff are informed of any updates and changes to policy and are involved in the review process of policies where relevant.
- There is an integrated programme of meetings to facilitate the involvement of staff both formal and informal: e.g. teachers' meetings, office meetings, whole staff meetings. Teacher staff meeting schedules are shared with all staff and support staff are welcome to attend voluntarily if of benefit to them.
- Minutes from staff meetings are saved on the shared google drive to enable all staff to see the content of the meeting, agreed actions and outcomes.
- All staff receive an emailed weekly bulletin which shares plans and notices for the week ahead.
- As a small school with support staff on site during different working patterns, we do not have support staff meetings, but use email to ensure all staff are kept up to date with what they need to know.

- Email is a quick, effective way of communicating information. We use outlook for emails. Emails should be avoided being sent late at night or over the weekend unless deemed so urgent they cannot wait.

- We value an open-door policy for communication internally, a conversation in person is the ideal way to communicate.

- When communicating an issue internally, we aim to start the communication with a possible solution.

- Anything staff wish to raise or discuss must be taken straight to the Headteacher or their manager to ensure support and solutions can be found quickly.

- Teachers and support staff set up internal processes to support communication in a busy day where conversations needed cannot always happen in the moment.

- There are forms of communication for the safety of all, including: walkie-talkies, internal telephone system and adult support needed cards in every teaching space.

- Internal communication regarding safeguarding will follow the processes outlined in our Safeguarding policy.

- Staff will have opportunities to get to know and work with our governing team in a supportive and informative way for all parties through both formal and informal visits.

COMMUNICATION WITH PUPILS:

- We expect communication between staff and pupils to demonstrate mutual respect.

- We expect all staff to model respectful communication and support children when needed in understanding how to communicate effectively.

- Pupils receive frequent communication in the form of feedback, details of which can be found in our [Feedback policy](#).

- We aim to communicate in the moment with pupils so that what we are saying is relevant and has meaning.

- We make use of pupil Home School Communication books to share progress in the partnership between learning at home and school. The communication book belongs to the child and we actively encourage them to communicate to parents and teachers about their learning.

- We make use of Google Classroom, where messages, celebrations and updates are shared. We expect the children to engage with these pages and use them as an avenue to communicate with their families what they have been doing at school.

- We support the children in learning how to communicate effectively with each other, adults and visitors to the school. This is achieved through a variety of methods, including: presenting to the class, hosting events for visitors to the school, sharing their learning in weekly celebration assemblies, leading and taking part in 'Talking Groups' where school council members lead agreed topics of discussion.
- Governors will regularly visit school to see the children and find out what it is like to be a pupil at Reed First School; ensuring that through their monitoring, policies and expectations agreed are in place. They also aim to get to know the children so that they children see them as part of the school.

COMMUNICATION WITH PARENTS

- Parents are introduced to the school with a tour with the Headteacher and a copy of the school prospectus.
- Early Years parents are invited to starting school meetings, are offered home visits and play and stay sessions as part of transition to our setting.
- Every new school year, includes a 'Meet the teacher' session, where parents can attend a session run by their child's class teacher to share routines, expectations and useful information. Parents and carers can also ask questions here.
- Each term, class teachers, write a news letter outlining curriculum coverage for the term, key timetable information, expectations and reminders.
- Home learning also plays a key role in our communication and partnership with parents and carers. The details of this can be found in our [Home Learning policy](#).
- Parents and carers are also able to find out more about the school through our policies which are published on our website. Paper copies are also available upon request. Key policies are sent to parents via ParentMail for information and consultation.
- Any written communications to parents are via Parent Mail, Google Classroom, school email or the individual pupil communication books.
- Parents and carers are also kept informed through a monthly newsletter: 'The Owl'.
- Workshops are held to support parents in a variety of areas, such as therapeutic thinking and curriculum areas.
- 'Coffee and Catch' up sessions are scheduled through the year to gather parent voice but also offer an opportunity for parents to lead the agenda of items discussed.

- Parents and carers are also invited into school to attend traditional events with their child, such as: Mother's Day morning, Sports Day and Bikeability.
- The start of the school day, offers parents the opportunity to speak with their class teachers at drop off.
- The Headteacher endeavours to be available on the gate every day at drop off and pick up.
- Meetings can also be arranged at a mutually convenient time. We pride ourselves on the speed and thoroughness we demonstrate when working in partnership with parental issues or concerns. These are most successful when parents approach the class teacher as soon as an issue or question arises.
- Parents and carers can also share their views anonymously via a parent questionnaire sent via Google forms twice a year.
- Parents and carers are actively encouraged to come into class after school to enable their child to share what they have been learning about. Talking about learning in the environment where learning took place, gives the child the scaffolds they need to share with confidence.
- Parents and carers are able to attend weekly 'Celebration Assemblies' where they will see their own child and others from all classes sharing some of their learning. This not only celebrates a love of learning but also gives a view of what learning looks like across the whole school.
- Parents and carers are kept informed about their child's progress in informal conversations with their teacher, requested meetings either by home or school. Information is also shared through two parent consultations in the autumn and spring terms. These can be attended in person or virtually. An annual written report is also provided. This also gives parents an opportunity to comment on their child's progress over the year.
- Parents and carers have regular communication where needed with the Special Needs Coordinator and the Mental Health and Well-being lead when their child is receiving additional support or it is identified that additional support could be beneficial to them.
- Each class also leads an assembly twice a year which parents and carers attend.
- Google Meet is used to enable parents and carers to attend assemblies remotely if needed.
- We also enjoy an annual 'Open Afternoon' where parents and carers have a tour of the school by their child and enjoy their child's learning during this.

- Communications to parents from governors will always come directly from the school. These will include: newsletters, a governor webpage on the school site and parent voice questionnaires.
- Governors will attend many school events and endeavour to get to know parents and form positive and professional relationships with them. They aim to ensure parents understand their roles and responsibilities as part of the school community.
- We expect communication between staff, governors and parents to demonstrate mutual respect.

Any communication that is considered disrespectful, abusive or threatening will be treated in line with our parent or staff code of conduct. Staff are not expected to respond to their communication from parents outside of core school hours 8:00am – 5:00pm, or during school holidays.