



Early Years Working in Partnership with Parents Policy

1. Policy Statement

At The British School of Tenerife, we recognise that parents and carers are children's first and most important educators. We are committed to developing strong, respectful and effective partnerships with families to support children's learning, development, safeguarding and wellbeing.

We believe that open communication, trust and collaboration between home and school are essential to achieving the best possible outcomes for every child.

2. Aims

This policy aims to:

- Promote strong, positive and professional relationships with parents and carers
- Ensure clear, consistent and secure communication systems
- Support children's learning, development and wellbeing through partnership working
- Encourage early and open communication between home and school
- Provide clarity on parental consultations and meetings
- Ensure safeguarding and confidentiality are maintained at all times
- Support smooth transitions into and through EYFS

3. Communication with Parents

The school places the highest priority on effective communication with parents and carers as a key factor in supporting children's progress, wellbeing and development.

Communication is shared through multiple channels to ensure accessibility and engagement, including:

- The school platform **Cifra** (primary formal communication system)
- **Tapestry**, used for learning observations and assessment evidence
- EYFS **notice boards**, used to share key information, updates, and reminders
- Informal daily conversations at drop-off and pick-up times
- Scheduled parent consultations (twice per academic year)
- Additional meetings arranged by staff where appropriate
- Meetings requested by parents at any time

Parents are actively encouraged to speak to staff if they have any concerns, no matter how small. The school promotes a culture of openness, where early communication is valued as essential to supporting children's wellbeing and development.

Staff recognise that EYFS practitioners spend a significant proportion of time with children during their early development and therefore strong home-school partnership working is fundamental.

All communication must be:

- Professional and respectful
- Child-focused

- Clear, timely and purposeful
- Recorded appropriately on Cifra where required

Staff must not discuss other children, families, or staff members with parents or carers under any circumstances.

All safeguarding concerns must be recorded and referred immediately to the Designated Safeguarding Lead (DSL) and must not be discussed informally with parents.

4. Sharing Learning and Development

The school ensures that parents are kept well informed about their child's learning, progress and development.

Learning is shared through:

- Observations and assessments on **Tapestry**
- Updates and messages via **Cifra**
- EYFS notice boards displaying learning themes and information
- Parent consultations (twice yearly)
- Additional meetings where required or requested
- Parents receive an annual written report detailing their child's progress, attainment and development.

In Reception, when children are ready, they will take reading books home regularly to support early reading development and strengthen home-school literacy partnerships.

All information shared:

- Relates only to the individual child
- Is factual, professional and developmental in nature
- Supports understanding of progress within the EYFS framework

Confidentiality is maintained at all times.

5. Home Learning and Early Reading

Home learning in EYFS is designed to be meaningful, flexible and developmentally appropriate.

- In Reception, phonics sounds and action words are shared for home practice, and reading books are sent home when children are ready to support early reading development.
- In other EYFS year groups, learning is supported through play-based and family-led experiences
- Formal homework is not routinely set within EYFS

Home learning is intended to:

- Strengthen home-school partnerships
- Support communication, language and early literacy
- Encourage shared learning experiences within the family environment

6. Parental Involvement

The school actively encourages parental involvement in school life as a key part of supporting children's learning, wellbeing and sense of belonging within the EYFS community.

Opportunities for parental engagement include:

- School events and celebrations
- Workshops and information sessions
- Contributions to learning experiences
- Supporting learning at home
- Regular communication through school systems and EYFS platforms

Parents are encouraged to be active partners in their child's learning journey and to share experiences, skills and cultural knowledge that enrich the EYFS curriculum.

In addition, the EYFS provides specific opportunities for families to engage in school life, including:

- Parents are invited each half term to attend an Early Years performance.
- On the last Friday of each month, an Early Years assembly is held where parents are welcome to join the celebration of learning and monthly birthdays
- Annual Family Mornings, where parents are invited into the classroom to take part in learning activities with their child, followed by participation in games and activities in the sports hall

These opportunities strengthen the home-school partnership and support children's confidence, communication and sense of achievement

7. Safeguarding, Communication and Confidentiality

The school is fully committed to safeguarding and promoting the welfare of children.

Staff must:

- Use **Cifra as the official communication platform**
- Maintain strict confidentiality at all times
- Never discuss other children, families or staff members with parents
- Ensure communication remains professional and appropriate
- Report safeguarding concerns immediately to the DSL

All communication must reflect the school's safeguarding culture and professional expectations.

8. Expectations of Parents

We expect parents and carers to:

- Ensure contact details are up to date
- Inform the school of any medical, safeguarding or wellbeing concerns
- Support attendance and punctuality
- Communicate respectfully with staff
- Follow school procedures for raising concerns

9. Concerns and Communication Pathway

The school promotes early and open communication.

If parents have concerns, they should:

1. Speak to the class teacher in the first instance
2. Contact the EYFS Leader if required
3. Follow the school Complaints Policy if unresolved

10. Equality and Inclusion

The school is committed to ensuring all families are treated fairly, respectfully and without discrimination. We promote inclusion and ensure all parents feel valued and welcomed within the school community.

Written by:	Jenni Garnett		
Agreed Date:	October 2025		
Board of Governors			
	Print Name:	Signed:	Date:
Academic Director:			
	Print Name:	Signed:	Date:
Review Date:	October 2026		