



Policy for Parental Involvement in the EYFS

Please also refer to **'The Role of the Key Person and Settling-In in the EYFS'**

Policy Statement:

Staff at Cranford School believe that children benefit most from EYFS care and education when parents and staff work together in partnership. Our aim is to support parents by involving them in their child's education and in the full life of the EYFS setting.

We recognise that some parents are often less well-represented in Early Years settings; particularly fathers, parents who live apart from their children but who still play a part in their lives and also working parents. In order to ensure all parents are included, staff follow the procedures set out in this policy. When we refer to *'parents'* in any information or documentation, we mean both mothers and fathers; these include both natural or birth parents as well as stepparents and parents who do not live with their children but have contact with them and play a part in their lives. *'Parents'* also includes same sex parents as well as foster parents.

'The Children's Act' (1989) defines 'parental responsibility' as: 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'.

"This policy has regard to the Statutory Framework for the Early Years Foundation Stage (September 2025), Safeguarding and Welfare Requirements: Information and Records."

This document is available in the Cranford School Policies section of the Whole School Staff Teams area on Microsoft Teams for all staff to read. It is also available to parents and interested parties on the School website. This policy is reviewed annually, and when events or legislation requires.

Key Personnel:

The Key Person or Head of Pre Prep should be contacted should you have any questions or concerns regarding this document.

This policy supports the EYFS overarching principles and learning and development requirements, particularly in relation to inclusive practice, positive relationships, enabling environments, and personal, social and emotional development.

Procedures:

- Parents are always made to feel welcome. We have suitable areas with seating in which parents can meet with the Head of Pre Prep and/or Key Person;
- Parents are supplied with relevant information about the EYFS at Cranford when they are admitted to the setting, including an 'EYFS Handbook';
- We have a means to ensure we include all parents, ensuring that we involve fathers or parents who work or live apart from their children;
- Parents have access to their child's Profile at any time and are encouraged to contribute their child's achievements outside of school. Signs to this effect are displayed in the Pre-School and Reception classrooms and are also placed on Microsoft Teams for parents;
- Noticeboards are situated in the entrance halls, cloakrooms and the class Team page with details regarding the Local Offer from both Oxfordshire and Berkshire and OSCP contact information together with other useful information. Daily notices are shared with parents via Teams;
- In the EYFS, parents are encouraged to have open communication with staff at drop-off and pick-up times. For more in-depth discussion, an appointment can be made with the child's Key Person. Formal Parents' Meetings are scheduled each term. Mid-Year reviews take place in February and a formal report is published in July;
- Microsoft Teams contains useful and important information and parents are advised to check it at least once a week. Most new information is uploaded on Fridays. In addition to this, parents receive a 'Headmaster's Newsletter' every Friday, a weekly email newsletter which keeps them informed of events in the whole of Cranford School. The Pre-School and Reception classes produce an end-of-week Teams post with a summary of the events of the previous week and reminders for the forthcoming week;
- Opportunities are provided for parents to learn about the curriculum offered in the setting and about young people's learning, in the setting and at home. There are, opportunities for parents to take active roles in supporting their child's learning in the setting, both informally through taking part in activities with their child and through structured projects engaging parents and staff in learning about children's development;
- Above all, the EYFS at Cranford sees the care and education of all children as a partnership between the setting and the parents/carers.

Reviewed: April 2026 Head of Pre Prep
Review due: April 2027 Head of Pre Prep