

Policy Statement

We respect and value parents as the child's main and primary caregivers and educators and we recognise the importance of working with them.

Therefore we strive to develop strong professional relationships with all parents and carers, regardless of race, religion, age and background. We aim to work in partnership with parents to provide the best early years education and childcare possible because we understand that, as practitioners, we may learn from parents what the best approach is for individual children

Principles into practice

- Parents are invited to attend coffee mornings, parties and special events and Open Days to learn more about early year's education and childcare, including the Montessori approach.
- We welcome feedback from parents, both appreciative and critical. We strive to keep communication channels open and professional for any feedback about the service we provide. Our Complaints and Compliments Records are always available on site.
- Parents are encouraged to ask for help with raising their children. Often an informal 'Tea & Chat' can ease tensions - 'a worry shared is a worry halved.'
- We aim to have the necessary information at hand for parents. Where this is not possible we will provide contact details for organisations that may be able to help.
- Parent meetings are held between parents and their child's Key Person or a member of the Management Team during normal opening hours, to discuss progress and any concerns. Practitioners are always available to try and answer any immediate concerns and will arrange a time and place for more in-depth conversations individually. We strive to pass on relevant information on a day-to-day basis.

We know that parents know their children better than anyone else and we welcome their contribution to the records both on the children's entry into the school and during their stay, as part of a continuing partnership with parents. The child's online Learning Journey ('My Montessori Child') is intended to be an important part of the communication between us.

Observing children in our care and keeping good records is the shared responsibility of all the Practitioners in the settings. Regular, detailed observations allow us to monitor and plan for the children's learning and development. It is an integral and important part of our Montessori provision. In Montessori settings children are encouraged to complete activities on an individual basis and rely on the 'control of error' to show them how to solve the problem. The Practitioner's role is that of a guide and a friend rather than a judge. They can often assist without being obtrusive or too obviously 'helping.' The Practitioner, having observed the child in action, can then plan new or extended activities for the child to make progress. This may involve changing the environment and putting in new activities, and presenting them to the child when he or she shows an interest.

Another reason for individual monitoring is to help the practitioner decide whether or not she is using the most appropriate method of guiding the child's learning. Children have different learning styles and Maria Montessori said: ". . . if one approach doesn't work try another one." We aim to be flexible.

Close monitoring also helps us to make sure that there is a balance in the curriculum activities in the classroom. Montessori proposed letting the children follow their own natural desire to learn. However, practitioners can have input by changing the environment and including new activities or variations on the existing ones. Practitioners can use knowledge gained about the children's strengths and weaknesses in deciding about new projects and tasks.

Parent Partnership Policy

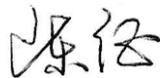
Thorough record keeping also allows us to make more informed decisions about:

- Administrative procedures
- Effectiveness of the curriculum
- Effectiveness of individual practitioners
- Practitioners' in-service training needs
- Need for more or different resources

It is essential that both parents and carers play their part in this process.

Review Date: 08/01/2019

Signature:



Version Control Record: Parent Partnership Policy

Version Number	Changes Made	Date	Person Responsible
PPP1	Created	01/12/2013	Thea Bredie
PPP2	Reviewed & updated	18/01/2015	Thea Bredie
PPP3	Reviewed & updated	04/01/2016	Thea Bredie
PPP4	Reviewed & updates	08/01/2018	Jason Chen