Water Orton Primary School

Parent and Carer Access to Pupils' Work Policy

Rationale

Water Orton Primary School values positive partnerships with parents and carers and recognises the important role they play in supporting their child's education. This policy outlines arrangements for parental access to pupils' work and clarifies the school's responsibilities regarding the storage, use and protection of pupils' exercise books and learning records.

Water Orton Primary School has adopted the arrangements outlined in this policy to ensure that parents and carers have appropriate opportunities to engage with their child's learning whilst enabling the school to fulfil its educational and statutory responsibilities.

Water Orton Primary School's Arrangements

Parents and carers will be given the opportunity to view their child's work at each of the school's three annual Parents' Evenings. These sessions provide an opportunity to discuss progress, celebrate achievements and review examples of learning completed throughout the year.

In addition, pupils' books and work are sent home at the end of each academic year once they are no longer required for teaching, assessment, moderation or monitoring purposes.

On occasion, and by mutual agreement between the school and parents or carers, a small number of books may be retained beyond the end of the academic year where they are required as evidence for external scrutiny, quality assurance or inspection purposes, such as an Ofsted inspection. Where this occurs, books will be returned to the pupil as soon as they are no longer required for these purposes.

Removal of Books from School

Pupils' books, exercise books and learning records must not be removed from the school site by parents or carers.

This requirement is in place to:

- Prevent books from being lost, damaged or misplaced.
- Ensure that teachers and support staff have continuous access to materials needed for marking, assessment and feedback.
- Enable leaders to undertake monitoring and evaluation activities.
- Support accurate planning for future learning.

- Ensure books remain available for moderation and other statutory or school-based quality assurance activities.
- Protect staff from undue or excessive scrutiny and maintain appropriate professional boundaries whilst supporting constructive home-school relationships.

The school recognises that much professional work relating to assessment, marking, monitoring and curriculum planning takes place outside normal school hours. Retaining books within school ensures that staff can access them whenever required.

Adaptations for Individual Pupils

The school recognises that, for some pupils, there may be particular benefits in parents and carers seeing work more regularly or outside of the usual parents' evening schedule.

This may include, but is not limited to:

- Pupils with Special Educational Needs and/or Disabilities (SEND).
- Looked After Children (LAC).
- Previously Looked After Children (Post-LAC).
- Children from families where a parent works away from home.
- Children from families where parents are estranged.
- Other pupils where more regular home-school communication regarding learning is deemed beneficial.

In such cases, arrangements may be agreed between the class teacher and parents or carers for books to be viewed once per half term.

These viewings will:

- Take place on school premises.
- Be arranged at a mutually convenient time, either immediately before or immediately after the school day.
- Be agreed in advance with the class teacher.

Professional Considerations

The school has a responsibility to maintain appropriate professional boundaries and to protect staff from undue or excessive scrutiny of their day-to-day professional practice. Exercise books represent only one aspect of teaching, learning and assessment and, when viewed in isolation, may not provide a complete picture of a pupil's progress, attainment or the professional decisions made by staff.

This policy seeks to strike an appropriate balance between parents' and carers' understandable interest in their child's education and the need to safeguard staff wellbeing, maintain effective working practices and preserve constructive relationships between home and school.

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Next Review: Autumn 2029