



Communication Strategy

Our Trust's Mission is to provide outstanding education for our communities. 'Where everyone succeeds.' To be outstanding we have to be outstanding everywhere and in everything we do. Therefore, we aim to plan our communications, ensure that they are timely, effective and support our mission.

Our vision is to inspire a love of learning within environments that are happy, respectful and challenging, where everyone feels valued and able to reach their full potential. In order for our vision to be realised, we need to ensure that communication is central to school life and learning. Through good communication we build relationships and knowledge that are the foundations of our school community which is primarily made up of children, parents/carers and staff. We will succeed by working closely together.

In our communications we must always remember our Trust values of Kindness, Ambition and Responsibility.

Principles of communication

A strong communication strategy ensures that every member of our community feels valued and in turn values the aims and vision of the school and Trust. Therefore, our guiding principles for all school communication must be:

- Clear, professional, accurate, timely and precise
- Inclusive to the whole school community
- Effective systems for feedback

Who do we communicate to?	What do we communicate?	How do we communicate?
Parents (individually, collectively, via school comms direct from school)	Information about the school Teacher information Logistics: Dates/Times/Terms Events/Visits Incidences Safety information Progress updates Strategic Plans: long term plans of the school Curriculum information Clubs and wrap-around-care bookings	Weekly newsletter Letter Website Email Facebook Twitter (X) Parent mail Face to face (daily with SLT; regular coffee morning; termly with formal parent consultations, Learning Together Sessions, end of term assemblies, school residential meetings) Notes home Reading records Termly, face-to-face parent Consultations Tapestry (Early years Foundation Stage) Yearly written school report (Summer Term) Termly Class Letters Home visits and transition sessions for new reception intake Meet the teacher when changing classes Reading Record Books
Children	Information about learning Learning Progress Marking and feedback Behaviour monitoring Celebration events Home learning/homework reading progress	Face to face (teacher/adult to child) Parent consultations First Aid Slips Notes/emails home Celebration awards Weekly celebration assembly Headteacher stickers Written communication in children's exercise books
Trustees and Local Monitoring Committee	All statutory aspects of the school are reported to Trustees and LMC:	Trustee meetings LMC meetings

	<p>Information about progress</p> <p>Learning and teaching</p> <p>Standards</p> <p>Behaviour</p> <p>Leadership</p> <p>Parent view</p> <p>Finance</p> <p>Buildings</p> <p>Safeguarding</p> <p>Recruitment</p> <p>HR</p> <p>Admissions and migration</p> <p>Attendance</p> <p>Information about the school</p>	<p>H&S reports</p> <p>Finance reports</p> <p>Termly face to face meetings</p> <p>LMC reports written after school visits</p> <p>External Adviser reports</p> <p>TRIP Reports</p> <p>Headteacher's report</p>
Prospective Parents	<p>Teacher information</p> <p>Logistics: Dates/Times/Term</p> <p>Curriculum</p>	<p>Website Advertisements</p> <p>Facebook</p> <p>Letters</p> <p>Phone calls</p> <p>Face-to-Face school tours</p>
Teachers	<p>Teaching</p> <p>Progress/data</p> <p>Standards</p> <p>Policies</p> <p>Strategy</p> <p>Professional dialogue</p> <p>Safeguarding</p>	<p>Face to face Briefings</p> <p>Memos</p> <p>Emails</p> <p>Official documents (Policies etc)</p> <p>Weekly Staff Meetings</p> <p>Monthly T&L sessions</p> <p>INSET</p> <p>Performance management meetings</p> <p>Google Drive documentation</p> <p>Website</p>
Local Community	<p>Information about the school</p> <p>Community Links</p>	<p>Facebook</p> <p>Twitter (X)</p> <p>School / Class Blogs</p> <p>Finance reports and returns</p>
External Agencies/LA	<p>Finance</p> <p>Standards</p>	<p>Submission of data to The Department for Education</p>

	Safeguarding Statutory aspects Admissions Attendance SEND Safeguarding Exclusions/suspensions	Phone calls Emails Face-to-face Submission of relevant paperwork OFSTED
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Communications with Parents/Carers

As a school we recognise the necessity of emailing staff as means of communication. If you have an enquiry whereby you are unsure of the relevant person to contact, this should be directed to secretary@tregony.cornwall.sch.uk or thooper@gerrans.cornwall.sch.uk so that emails are directed to the relevant member of staff. Please be mindful that response times may vary as staff check their emails according to their preferred work pattern, but are not expected to check while they are teaching, while they are at home, or at weekends. For any communications received, all external communications will receive a holding email as soon as possible but within 48 hours during term time and within 5 days during school holidays. The Trust standard is that all external emails will then get a response within a maximum of 2 working days of receipt or in the first 2 days of term if received during school holidays.

Letters: During term time and within the working week (Monday to Friday or part week where staff are part time) staff will respond to parents' letters requiring an answer within 48 hours (2 school days) to acknowledge receipt of the communication. Up to a further 5 school days can be granted where further investigation of the matter is required. Any letter of complaint must be passed to the Executive Headteacher immediately. Letters to parents must be approved by the Executive Headteacher, Deputy Headteacher or Assistant Headteacher before they are sent.

Email/Text: The school uses School Comms as an email/text system to communicate with parents. Any communication that needs to be sent to parents using this system should be approved by the Headteacher and will be sent via the School Office. If a parent communicates with the school using email with a complaint or a matter that requires an action, a copy should be stored in a digital file. Staff should forward relevant emails from parents to the Headteacher. During term time and within the working week (Monday to Friday or part week where staff are part time) all emails requiring an answer should be responded to within 48 hours (2 school days) to acknowledge receipt of the communication. Up to a further 5 school days can be granted where further investigation of the matter is required. If a parent wishes to contact a teacher or member of staff via email then the relevant school account should be used. In the majority of situations, staff should communicate any trips at least ten days prior to this taking place.

Telephone calls: Office staff will make teaching staff aware of calls they receive from parents where there are changes to the end of the day collection or those relating to absences and other matters.

Social Media Sites/Blogs: Social media and school blogs are used to promote the wider aspects of school life, celebrate achievements and send reminders. Staff are not to communicate with parents via personal social networking sites. Complaints should not be made via the school's social media accounts and instead should be directed to the headteacher.

Written Reports: Once a year, we provide a full written report to each child's parents on their progress. This report identifies areas of strength and areas for future development.

Newsletters and termly class letters: Newsletters are written and e-mailed on a weekly basis. Parents are signed up automatically as part of the admissions application / process. Each class teacher will send out a termly newsletter which outlines the work that will be covered over the school term.

School Website: The school website provides an opportunity to share information about the school and is used to promote the school to a wider audience. Each class teacher has a class page which provides curriculum information including knowledge organisers.

Special Educational Needs: When children have particular education needs, or if they are making less than expected progress, parents will be invited to meet with their child's Teacher more regularly. We will also make reasonable adjustments to our arrangements if this will enable a parent with a disability to participate fully in a meeting at our school, or to receive and understand communication. Parents of children on the Special Education Needs Register will have the opportunity to review their child's Student Achievement Plan, twice during the year. This is in addition to termly parent consultations.

