School Communication Handbook

March 2022

Contents

WHY IS COMMUNICATION IMPORTANT

1. To strengthen links with current parents and carers, increase parental engagement with the school, ensure that parents understand the school's aims and vision and encourage them to become positive advocates for the school in the wider community.

2. To build the school's reputation in the local community and share the good work that is being done.

3. To showcase the school to prospective parents, advertise events and increase demand for places.

GENERAL PRINCIPLES FOR ALL COMMUNICATION

1. Face-to-face communication is the preferred option whenever possible.

2. Written communication – including email, letters, newsletters, website, social media – should be clear, free of jargon, use straightforward language and have good grammar and punctuation.

3. Feedback is encouraged, valued and acted on – from governors, staff, parents, children and members of the wider community.

4. Communication by any means is friendly, helpful and professional.

ALL SCHOOLS SHOULD HAVE:

1. A website that is updated regularly

2. A prospectus (printed or online or both) highlighting the school's main 'USP's

3. A handbook for new parents with the practical information needed for new starters (e.g. school uniform, meals, curriculum, arrangements for absences and appointments, important policies, contact details etc)

4. Social media that is used to engage with current parents as well as promote the school to prospective parents.

5. A starting school booklet designed for children starting in foundation stage.

SCHOOL WEBSITE

Each school should have a designated member of staff who is responsible for updating and maintaining the school website. If responsibility is shared between several members of staff, one staff member should be the lead with overall responsibility for ensuring that it is kept up to date and complies with statutory requirements.

Websites should be updated regularly and out of date content should be removed as soon as possible. See School Website Content Update Plan and Learn-AT School Websites Checklist.

If photographs of children are used they should not be named and appropriate permissions from parents must be obtained.

PRINTED PROMOTIONAL MATERIALS

All schools should develop printed promotional materials. These may include flyers and posters to share with local nurseries and community groups, banners to display outside the school or in the local area, and prospectuses to give out to prospective parents during open days and visits.

All printed promotional materials (e.g. posters, flyers, prospectuses, banners etc) should be clear and professional.

All printed promotional materials must include:

- The school logo in a prominent position on the front page.
- The Trust logo in the bottom right corner of flyers/posters/ leaflets or on the back cover of longer documents.
- The school name, address, email address and website address (and social media addresses if applicable).

Guidelines for using the Trust logo

- 1-2 page documents (flyers, leaflets, banners etc) – the Trust logo should be placed in the bottom right corner of the front page.
- Longer documents (prospectuses, handbooks etc) - the Trust logo should be included on the back cover along with the following statement
  "[School name] is a member of Learn Academies Trust, School Lane, Lubenham, Leicestershire, LE16 9TW Company Number: 08095439."

- The purple logo should be used on pale or white backgrounds and the white logo should be used on strongly coloured backgrounds.
- The logo should be at least 3cm high on an A4 page or 2cm on an A5 page.

General Design Guidelines

If you are producing a document for printing by a commercial printer the following guidelines should be followed:

- Photographs and other graphics should be saved using CMYK rather than RGB and should have a resolution of at least 300DPI.
- Documents must have a border of at least 3mm (preferably 5mm or more) between the content and the edge of the page to ensure that when the printed document is trimmed the content is not affected.
- Save as a high-resolution PDF.
- Ideally use a professional software package such as Adobe InDesign or Quark Xpress for the best results.

Pre-printing Checks

All printed promotional materials need to be checked by the Trust Communication Manager Sue Benson before printing to ensure that they follow the guidelines above. Please allow at least 5 working days for checks to be completed.

SOCIAL MEDIA

Social media is a useful platform to engage with current parents as well as a to attract new pupils to the school. The school social media accounts are not intended as a vehicle for dialogue between parents and the school. Parents who need to communicate with school staff should be encouraged to use other, private channels – telephone, email etc.

- Each school should have a designated member of staff who is responsible for updating the school's social media pages. Social media must not be managed by anyone who is not an employee of the school or Trust.

- Schools should aim to post at least three times every week on their chosen platforms, including one post which is promoting an aspect of the school which will appeal to prospective parents.

- If photographs of children are used appropriate permissions from parents must be obtained in advance.

- Children in photographs should never be named.

- Consider using photographs of children's work or photographs that don't show faces as an alternative option.

- Posts made from the school account should always be positive, informative or celebratory in tone. Posts must never include content which is derogatory, offensive or that could bring the school into disrepute.

- Staff must not take photographs of children on phones under any circumstances.

- Any photographs taken on a personal iPad for the purpose of uploading to social media should be deleted once they are shared.

- The school should change the social media account passwords if a member of staff who has access to them leaves (or remove that person as an admin on the account in the case of Facebook).

- Aim for a consistent tone of voice.

- Check grammar and spelling before posting - even if it's casual, it's still important to be professional.

- Use a photo, image or short video whenever possible

- Don't shout - using caps is considered impolite.

Developing Your Social Media Strategy

- Identify your main goals – e.g. promoting the good work that is being done in school, increasing parental engagement, addressing a particular issue with your school's reputation or promoting a particular aspect of your school.

- Think about how social media can help to increase pupil admissions numbers – e.g. spreading the word about your school to a wider geographical area, promoting your USPs etc.

- Develop a content plan for the year to ensure that you use social media effectively to promote key events such as open days and admissions deadlines.

- Try to include regular posts that give a flavour of what it is like to be in your foundation stage, give parents an idea of what your school can offer to new starters and ideas to help to prepare children for starting school.

- Video posts can attract 3 times as many views as still images.

- Look at what other schools are doing, particularly those in your local area, and use them as inspiration for your own posts.

- Hashtags can be useful but should be used sparingly and should always be relevant to the post. Use a maximum of 1-2 on Facebook and 5-6 on Instagram or Twitter. Using more than this can cause posts to be marked as spam.

- Follow pages which might be of interest to your school community and share relevant posts – e.g. Harborough Mail, Harborough FM, DfE, Department of Health (for COVID information), mental health charities, Leicestershire Music Hub, South Leicestershire Sports Partnership, Leicester Mercury

What information to post on your social media pages

This list is not exhaustive but intended to be a starting point for developing your Page. We would recommend a mixture of posts from the different categories.

Good news stories

- Sport or music successes
- Special pieces of work or artwork
- Special projects or initiatives
- Special lessons or visitors (e.g. STEM week, arts week, world book day, history theme days)
- SATS results, school improvement visits etc
- School council projects

Fun stories

- School pets/chickens
- Book of the week
- Pictures of school meals

Practical information and reminders

- School closures
- School trip reminders and practical information e.g. delays
- Menu changes and updates
- Reminders about special events such as assemblies, sports dates, school photos, church services
- Reports about the above events, including photographs (if children are used the relevant permissions must be in place)
- Information about open days – you can also set these up as an event on Facebook to collect responses from people who are planning to attend.
- School uniform reminders and order dates
- PTA events
- Job vacancies, particularly for support staff/midday staff

Other

- Start and end of term messages
- Thank yous for coming to events, helping with homework

Linking your social media platforms

There are some free tools available that let you monitor and post to more than one social media account at the same time (e.g. Twitter and Facebook). One of these is called HootSuite and to access the free version use the link below:

https://hootsuite.com/en-gb/plans/free-offerings

The free account can be used for up to three social network accounts. You will need to know the login details for each account that you want to add. The setup wizard will take you through the process step by step and is fairly easy to follow.

HootSuite has a dashboard where you can monitor posts and mentions across all of the connected accounts and a really useful scheduling tool which lets you schedule posts in advance to go out on a particular day. You can also create a post for more than one platform at the same time and it will show you a preview of how your post will look on each platform.

You can also use Meta Business Suite to cross-post on Facebook and Instagram and to schedule posts in advance.

Facebook

- Set up a Page, not a Profile which is for personal accounts. Pages give access to tools and controls that are more appropriate for an organisation.

- Make sure that all posts to the page are posted as the page and not the user account that administers it.

- We recommend that Facebook comments are moderated. One way to do this is to use the profanity filter as a work around to block comments. The page admin can then preview any comments posted and unhide them if they are appropriate.

- Always use your school logo as your profile picture, and to ensure that this looks good on screen it should ideally be high resolution (approx. 400 x 400 pixels).

- Make it easy for visitors to contact the school directly by using an action button e.g.

  - » 'call now' to let users call the school office

  - » 'contact us' to link to a form on the school website

  - » 'send message' to send a message on Facebook

  - » 'send email' to make it easy for people to send an email to the school office

- Include a link to the school website.

Facebook Community Groups

Community groups on Facebook are a useful way to reach a wider audience.

- Use these sparingly and just for key information such as open days, events open to the public, new videos/tours

and admissions dates to avoid being seen as spam and make the maximum impact.

- Monitor groups for questions about school admissions or information about schools and respond if appropriate.

- Always post as the school account, not a personal one.

Twitter

- Only the headteacher and members of staff approved by the headteacher should have access to the school Twitter account and permission to tweet on behalf of the class or school.

- Users of the school account should not reply to comments from followers or respondents.

- Any followers or respondents who post negative, critical or derogatory comments should immediately be blocked.

- The headteacher or designated social media person should approve requests to follow the school Twitter account.

- The school Twitter account should follow only recognised organisations or professional specialists who are considered by the school leadership to provide educational information for parents or teachers that could be useful to the education and well-being of children.

Instagram

- Hashtags can be useful on Instagram so develop your own unique hastag for your school and also use local hashtags and other relevant topics to help to increase the audience for your posts.

- Always use an official school account.

PRESS AND MEDIA

Press releases

- Keep sentences brief with one idea per sentence. Short paragraphs with just one or two sentences. Max one side of A4 if possible.

- Use clear, everyday language and positive phrases, not negative ones. Avoid clichés, jargon, unexplained abbreviations, confusing statistics and any facts that have not been checked.

- Use full job titles and full first names, not initials.

- To the point – not too much detail but enough to explain the key points.

- Begin with who and what, then when, where, why and how.

- At the end of the copy put 'Ends' and give the name, day and evening telephone numbers of someone who can be contacted for further information or interview.

- Timing is crucial – pre-publicity for an event should be sent out at least a week in advance giving the date, time and venue, a report from a meeting or a news story needs to be sent out quickly before it becomes old news.

- Include a photograph if possible (check photo permissions).

- Press releases should be sent to the Trust Communication Manager for checking before being sent out.

- Local media includes Harborough FM, Harborough Mail, Leicester Mercury, Lutterworth Mail, BBC Radio Leicester.

Responding to media enquiries

- Gather information: name of journalist:
  - » name of newspaper, radio or TV station
  - » name of programme
  - » telephone number/email of journalist
  - » are they staff or freelance
  - » is it a live or recorded programme
  - » date and time for publication or broadcast
  - » reason for enquiry – what information are they looking for?

- Don't assume that because you answered the phone you have to answer the query. Explain to the reporter that you will need to take a message to pass on to the most appropriate person (this will usually be the Headteacher). Check what the deadline for responding is.

- Don't refuse to comment or say that there is no one available.

- Ask the reporter to explain the story in as much detail as possible so that you fully understand the context in which your comment may be used.

- Take as much time as you can to consider your response and check the facts (if necessary) before calling the reporter back.

- Be brief and to the point.

- Be factual and frank when giving information. Always communicate in a firm, friendly manner.

- Answer questions in complete sentences, and avoid giving 'yes' or 'no' answers if at all possible.

- Be prepared to be cross examined but don't be bullied. You don't have to answer every question.

- Be positive. A denial or 'no comment' suggests you have something to hide.

- If you don't know how to answer a question, tell the reporter you will find out and call back.

OTHER TIPS

- Keep your school's Google Business Page up to date including opening hours.

- Make a good first impression – keep your website and social media up to date, make sure that everyone who answers the phone is friendly and helpful, make sure that the school exterior is well-maintained, tidy and clean.

- Consider advertising on local radio and targeted Facebook adverts to increase your geographical reach.

- Make sure that key events such as open days and visits, school fetes and other public events are planned and marketed well in advance. Set dates in the summer term and co-ordinate with other local schools to avoid clashes.

- Offer a 'goodie bag' including a items such as a branded cotton bag, reading book, pencil, prospectus etc to visitors on open days.

- Think about continuing to offer virtual tours and online resources for parents who can't make events in working hours.

- Develop links with local nurseries and community groups, and think about inviting them to school events or to use your facilities such as forest school areas or to take part in competitions. Ask them to share your flyers or posters with their families.

- If there are any new housing developments in your local area, ask them to include your flyer in their information packs.

- Distribute flyers in your catchment area.

- Ask for feedback after open days etc to find out what worked and what didn't.

- Survey new families who join the school what influenced their decision.

DOS AND DON'TS

Learn-AT headteachers have agreed that targeted direct promotional materials such as flyers and posters should only be distributed within your school's local area, or to nurseries or housing developments in a wider geographic area and should be sensitive to neighbouring schools. Where possible please collaborate with nearby Trust schools to manage any overlap in local areas in a professional and mutually beneficial way

APPENDIX 1: LEARN-AT HOUSE STYLE

Purpose

The purpose of this guide is to make sure that we use consistent spelling, grammar and formatting in all documents produced on behalf of the school that are intended for an external audience such as parents. The rules should be applied to all letters, forms, reports, PowerPoint presentations or other documents produced by Learn Academies Trust (Learn-AT).

The presentation of written materials produced on behalf of Learn-AT conveys impressions about the type of organisation that we are. Consistency of writing style and presentation is important to demonstrate that we are a well-run organisation working together towards the same vision and aims. As an educational organisation it is particularly important to demonstrate good grammar, punctuation and spelling in all written communications.

Writing style

Documents should be written in clear and straightforward language, avoiding the use of jargon and using the active rather than passive voice wherever possible. Letters and emails should be friendly and polite.

Documents

When creating **any** document for print or email the format should be:

- font = Century Gothic
- font size = 11pt

- font colour = black
- line spacing = single
- Learn-AT logo should be on all documents at the top right with the width 3.5cm
- address, phone number and web address to go in the footer, positioned centrally and directly underneath the individual school cogs
- emails should use the correct signature (this is added automatically by the email system)

Document titles and headings

All titles and subtitles within a piece of writing should follow the normal rules of sentences when it comes to a choice of upper or lower case.

- main titles and headings should be Century Gothic 18pt bold and colour purple (web safe colour #663399 or Red 102 Green 51 Blue 153). To set the RGB colour in a Word/ Powerpoint document, click on the character colour button, then 'More colors…' and choose 'RGB sliders'.
- sub-headings within a document should be Century Gothic 11pt bold and colour purple (web safe colour #663399 or Red 102 Green 51 Blue 153)

Bullet points

Bullets should be round. Sub-bullets should indent automatically and decrease in font size. If a sentence introduces the list then a colon should be used at the end of the sentence before the

bullets begin.

Short bullet points should start with a lower case letter (unless a proper noun) and have no punctuation at the end of each point, e.g.:

Ways to eat healthily at school:

- school menu
- packed lunch standards
  - » nut free school

Bullet points that are complete sentences or paragraphs should start with an upper case letter and end in a full stop.

Spelling

All documents should be spell-checked using the UK English dictionary before being sent out (e.g. organisation not organization). Please ensure that your office software is set to use the English (UK) dictionary. See Appendix for more specific spelling rules.

First person

Where possible writing should be in the first person (I, we, our) as this makes written communication more accessible to the user than the third person ('the trust).

Titles

The first time you use someone's name, please include their job title after it (e.g. Jo Smith, Teacher) if their role is within Learn-AT.

If the person works for a member school then the school name should also be included (e.g. Jo Smith, Teacher, Meadowdale Primary School).

A person's job title should always be in title case, e.g. Teacher, Teaching Assistant etc., but if referring to a job in the generic sense use lower case, e.g. teachers, governors.

Year groups should be written as Year 3 (capital Y and numeral).

Headteacher should be written as one word.

Our name

When using the name of the trust in a written document use 'Learn Academies Trust (Learn-AT)' the first time it is mentioned and 'Learn-AT' after that.

Collective singular nouns

Learn-AT is a single entity and should be referred to by the third person singular (it not they). Other collective singular nouns, such as 'the leadership team', 'the governing body', 'the executive', 'the committee' should also be treated as a single entity and followed by the appropriate predicate, e.g. 'the executive is pleased to announce' not 'the executive are pleased to announce'.

Acronyms

An acronym is an abbreviation of several words. Always spell out an acronym in full the first time you use it in a document and then put the acronym in brackets afterwards. You can then use

the acronym as many times as you like in the document without having to spell it out again. Example: Department for Education (DfE)

Capitalisation

Initial capital should only be used for proper nouns or acronyms.

For job titles, capitalise when giving an individual's title e.g. John Smith, Headteacher, but use lowercase for use in general terms, e.g. the headteachers.

Similarly for school names, e.g. 'Ridgeway Primary Academy' but 'our member academies'.

Numbers

When using numbers in a letter or document:

- spell out numbers one to nine in words
- use digits for 10 and higher
- use commas to separate blocks of '000' in 1,000 and above

Dates

Always write dates in the format 1st September 2016. Dates should not be preceded with 'the'.

Language

There are some words we may feel the urge to use to make communication sound more professional when, in fact, they cause the reader to turn off. Generally, if you wouldn't use a word in an everyday conversation, it shouldn't be used in written communication. Examples: hitherto, notwithstanding, ergo, ratification, ratified. Slang words should also be avoided.

Email

An email is a letter in electronic form and should follow the same rules as above for external audiences. While emails are often written in a more informal style to letters, please bear in mind that emails written on behalf of Learn-AT are subject to the Freedom of Information Act and the Data Protection Act which means that they may have to be disclosed publicly if someone makes an information request. Don't write anything in an email that you wouldn't be happy to see disclosed publicly with your name attributed to it. Always check spelling, punctuation and grammar and avoid inappropriate informality e.g. emoticons.

PowerPoint slides

PowerPoint slides should be used to deliver clear and concise information on screen:

- they should be a visual aid and not contain all the details
- they should be kept simple i.e. five points per slide
- they should be consistent in use of fonts, colours, images, etc
- images should always be on the right hand side of the page

General Rules

We use…	Not…
Headteacher	Head Teacher
Mr	Mr.
Ms	Ms.
Mrs	Mrs.
Miss	Miss.
e.g.	eg
i.e.	ie
parents'evening	parent's evening, parents evening
a.m.	am, A.M.
p.m.	pm, P.M.

Plural words don't need apostrophes, e.g. TAs not TA's, DVDs not DVD's

Practice (noun) – as in 'football practice'

Practise (verb) – as in 'the children need to practise'

APPENDIX 2: SCHOOL WEBSITE CONTENT UPDATE CALENDAR

This is a suggested timetable to ensure that your school website stays up to date.

Every term

- Check clubs information is up to date.
- Check menu and school meals price are up to date.
- Check policies for any that need review and ensure that the latest versions are uploaded when available.
- Upload letters and newsletters as they go out to parents.

Autumn Term

- Update the Safeguarding and SEND policies.
- Check details of SENDCo.
- Refresh Headteacher's welcome message.
- Add term dates for the following academic year and remove the previous year's dates.
- Update staff details with any leavers/new starters.
- Check governor details.
- Add Pupil Premium and Sports Premium statements for the new year.
- Update curriculum overviews.
- Ask curriculum leads to check the pages for their subject.
- Update Equality Statement.
- Check wraparound childcare information.

Spring Term

- Update SATS results with the confirmed results for the previous school year.
- Check admissions page and ensure that information and policies are up to date.
- Check e-safety links are still working.
- Check school uniform information is up to date.

Summer Term

- Check FAQs are up to date.
- Add diary dates for the new school year – e.g. parents evenings, open days, sports days, performances
- Update prospectus with the new version (if applicable)

APPENDIX 3: LEARN-AT WEBSITES CHECKLIST

Updated March 2022

Items in purple are statutory requirements (https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online)

Home Page	Home Page	
Welcome message from the Trust Leader setting out the ethos and values of the school	Welcome message from the Headteacher setting out the ethos and values of the school	Headshot of the Headteacher
Links to Trust schools and Teaching School	Footer logos e.g. Heathy School, Quality Mark, Science Mark etc, in jpg format	Logos
	About Us	
Vision and values: The school's ethos and values, mission and aims, school motto etc.	**Vision and values:** The school's ethos and values, mission and aims, school motto etc.	Any graphical representation you might have
Central Team: • Full name • Role • Head and shoulders photograph (must as staff for permission to use this) • Optional short bio – e.g. qualifications, when they joined the school	**Staff:** • Full name • Role • Head and shoulders photograph (must as staff for permission to use this) • Optional short bio – e.g. qualifications, when they joined the school	Staff headshots

Trust Website	School Website	Photograph suggestions
Executive Pay: You must publish how many employees have a gross annual salary and benefits of £100,000 or more. You should publish these figures in £10,000 increments.	**History:** A brief overview of the school's history e.g. when the school was founded, any key events or significant alumni, academy conversion date	Old school photographs
	Learn-AT Information will be the same for all schools and built into the website with links to Learn-AT and other school websites	
	Prospectus: A PDF copy of the latest prospectus and details of how to request a paper copy	

Trust Website	School Website	Photograph suggestions

Governance:
 	
The trust **must** publish on its website up-to-date details of its governance arrangements in a readily accessible format, including:
 	
• the structure and remit of the trust's members, board of trustees, committees and local governing bodies (the trust's scheme of delegation for governance functions), and the full names of the chair of each
 	
• for each of the trust's members serving at any point over the past 12 months, their full names, date of appointment, date they stepped down (where applicable), and relevant business and pecuniary interests including governance roles in other educational institutions
 	
• for each trustee and local governor serving at any point over the past 12 months, their full names, date of appointment, term of office, date they stepped down (where applicable), who appointed them, and relevant business and pecuniary interests including governance roles in other educational institutions. If the accounting officer is not a trustee their business and pecuniary interests **must** still be published.
 	
• for each trustee their attendance records at board and committee meetings over the last academic year
 	
• for each local governor their attendance records at local governing body meetings over the last academic year.
	Governance:
	
	• The structure and remit of the governing body
	
	• Any committees with the full name of the chair of each
	
	• Details of every governor who has served during the last 12 months –
	
	   o full name
	   o date of appointment
	   o term of office
	   o date stepped down if applicable
	   o who appointed them (e.g. co-opted, elected by parents etc)
	
	• A link to the Learn-AT website for pecuniary interests and attendance records
	
	• Contact details for the Chair of Governors
		Photographs of Governors (optional)

Trust Website	School Website	Photograph suggestions
	Learning	
Learn-AT Curriculum Pedagogy Framework	**Curriculum:** An overview of the curriculum and a link to the Learn-AT Curriculum Pedagogy Framework	Optional
	Curriculum subjects: Academies should publish: • the content of the curriculum your school follows in each academic year for every subject, including for mandatory subjects such as Religious Education, even if it's taught as part of another subject or subjects or is called something else • your approach to the curriculum should also include how you are complying with your duties in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014 about making the curriculum accessible for those with disabilities or special educational needs • how parents or other members of the public can find out more about the curriculum your school is following Please provide a paragraph summary of the school's approach to teaching each subject and a downloadable curriculum map/overview for each subject or year group showing the topics covered in each subject in each year group.	Children learning each subject, high quality artwork, children playing musical instruments Children using a computer or ipad, science projects or classwork Children taking part in history theme days, orienteering or map-reading, church services or assembly PE lessons, sports photos

Trust Website	School Website	Photograph suggestions
	English and the Arts: English, Drama, Art and Design, Modern Languages, Music **STEM:** Maths, Science, Design, Computing **Humanities:** History, Geography, Religious Education **Health and Well-being** Physical Education, PSHE/citizenship/ethics, Forest School	
	Collective worship: A summary of what is offered and how parents can choose to remove their child	Children in assembly
	Remote education You must publish information about your school's remote education provision on your website	
	Foundation Stage information: • EYFS overview • Classroom routines • Foundation Stage facilities • Settling in	Foundation Stage children taking part in different activities

Trust Website	School Website	Photograph suggestions
	Reading and phonics Summary of your approach to teaching these including the names of any schemes that you use and links to useful resources for parents if applicable.	School library, children reading or learning phonics
	Enrichment: Information about extra-curricular activities such as music lessons, sports teams and clubs and any other clubs that you run	Children playing sport, sports team photos, children playing musical instruments
	Class Information: Information and resources specific to each year group e.g. useful resources for parents to support their child's learning at home, class routines, opportunities for parents to volunteer, a weekly blog or news update	Class logos
	Key Information	
	British Values statement How the school promotes British Values of • Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs	Children taking part in activities linked to British Values, e.g. school council, cultural/religious event

Trust Website	School Website	Photograph suggestions
Admissions information: Admission arrangements for each year, links to each school's admissions page	**Admissions information:** Admission arrangements for each year, how applications will be considered for each age group, how to apply for a place, arrangements for selecting pupils, 'over-subscription' criteria,catchment area map and Learn-AT admissions policies. The school website must include the admissions policy for the current year (for parents applying mid-year), the following year (for parent applying for new admissions). and from 15th March each year the policy for two years in advance must also be available. For example, on 15th March 2022 the 21/22, 22/23 and 23/34 policies must all be available. The 21/22 policy should be removed at the start of the 22/23 school year. The admissions information must include a statement explaining how to apply for a mid-term transfer and must include a named contact for admissions with their email address and phone number. It must also state whether the school follows the LA co-ordinated scheme or processes their own applications.	Catchment area map
Data Protection: Data Protection Policies and Data Controller contact details	**Data Protection:** Data Protection Policies and Data Controller contact details (provided centrally for e4education schools)	

Trust Website	School Website	Photograph suggestions
	Equality Duty statement: • How the school is complying with the public sector equality duty (updated annually) • The school's equality objectives (updated at least every 4 years)	
	E-Safety information: • Link to Learn-AT E-Safety Policy • Acceptable Use Policy for Pupils • Links to e-safety resources for parents	
	Inspection reports and performance tables: • The latest Ofsted and SIAMS (if applicable) reports with explanatory text for each – either a link to the report or a download • Link to the school performance tables • Link to Ofsted ParentView	

Trust Website	School Website	Photograph suggestions
	KS2 results and progress: KS2 results summary using Learn-AT template – 2018-19 results should continue to be used in the absence of 2019-20 and 2020/21 results but should be clearly marked as not being current. Must include: • progress scores in reading, writing and maths • percentage of pupils who achieved at least the expected standard in reading, writing and maths • percentage of pupils who achieved at a higher standard in reading, writing and maths • average 'scaled scores' in reading and maths A paragraph of explanatory text saying e.g. how pleased the school is with the results, year-on-year trends etc	

Trust Website	School Website	Photograph suggestions
Policies: Trust policies which must include: Charging and Remissions Policy Complaints Procedure Whistleblowing Policy Child Protection/Safeguarding Policy Freedom of Information Policy E-Safety Policy	**Policies:** School policies which must include: • Behaviour Policy • Anti-Bullying Policy • Exclusion Arrangements • Child Protection Policy Links to policies on the Trust website (provided centrally for e4education schools): • Charging and Remissions Policy • Complaints Procedure • Whistleblowing Policy • Child Protection Policy Any other policies that are useful for parents to access e.g. E-Safety policy, Inclusion Policy, Educational Visits Policy How can parents obtain a paper copy	
	COVID Catch-up Premium: If your school gets the coronavirus (COVID-19) catch-up premium grant in academic year 2020 to 2021, you should publish details of: • how it is intended that the grant will be spent • how the effect of this expenditure on the educational attainment of those pupils at the school will be assessed	

Trust Website	School Website	Photograph suggestions

	PE and Sport Premium:
	
	• How much funding you received this academic year
	
	• A full breakdown of how you have spent or will spend this money
	
	• The impact that the funding has had on pupil's sport participation and attainment
	
	• How you will make sure that these improvements are sustainable
	
	• the percentage of pupils within their year 6 cohort that can do each of the following:
	  • swim competently, confidently, and proficiently over a distance of at least 25 metres
	  • use a range of strokes effectively
	  • perform safe self-rescue in different water-based situation
		Children taking part in sports

Trust Website	School Website	Photograph suggestions
	Pupil Premium: You should aim to update the online strategy statement by the end of the autumn term each year to reflect your plans for the academic year after assessing the needs of your pupils, both new and existing. • Current year grant allocation amount • A summary of the main barriers to educational achievement faced by eligible pupils at the school • How the funding will be used to overcome those barriers and why this approach has been chosen • How you will measure the effectiveness • The date of the next review of the pupil premium strategy • How the previous year's funding was spent and the effect that this had on pupils.	
	Safeguarding: • A summary of the school's approach to safeguarding • Operation Encompass • PREVENT • How to raise a concern • School and Learn-AT Safeguarding Policies	Photos of the DSL and deputies (optional)

Trust Website	School Website	Photograph suggestions

	SEND information and policies:
	Name and contact details for the SENDCo
	
	What parents should do if they have a concern about their child.
	
	You must publish an Information Report on your website about the implementation of your school's policy for pupils with SEN and should update it annually.
	
	You should update any changes occurring during the year as soon as possible. The report must comply with section 69 of the Children and Families Act 2014, meaning that it must contain:
	
	• the 'SEN Information' specified in Schedule 1 to the Special Educational Needs and Disability Regulations 2014. (Statutory guidance on this is contained in section 6.79 to 6.82 of the Special educational needs and disability code of practice: 0 to 25 years);
	• information as to:
	    □ the arrangements for the admission of disabled pupils
	    □ the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils
	    □ the facilities you provide to help disabled pupils to access the school
		Photograph of the SENDCo

Trust Website	School Website	Photograph suggestions
	☐ the plan prepared under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan) for: ☐ increasing the extent to which disabled pupils can participate in the school's curriculum ☐ improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school ☐ improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled	
	School Life (as applicable)	
	PTA information: • how to get involved • contact details • committee member/chair names • what events they run • what have they funded for the school?	Photos of PTA events, PTA logo
	School Council and other pupil committees – their role and how members are selected	School council

Trust Website	School Website	Photograph suggestions
	House system: House names and logos, what are the houses used for?	House logos, house captains
	Wrap-around childcare: Details of provider and how to book a place	
	School meals: • the cost of a meal • how to order • latest menu • any restrictions for packed lunches (e.g. nut-free school)	Child eating school meal, dining hall at lunchtime
	School uniform: Summary of requirements including winter/summer uniform, shoes, P.E. kit, bags, hairstyles/accessories, jewellery and links to suppliers for branded items	Children in school uniform
	School Nurse contact details	
	School systems: Links to other systems e.g. ParentPay, parents evening systems	

Trust Website	School Website	Photograph suggestions
	Start and end of school day arrangements: • What time does school start and finish • When do the gates open • Can children walk home alone • Bikes/scooters	
	Community links: Any church links, participation in community events, lettings, charity fundraising, links with local organisations	Children taking part in events
	FAQs: For example • can children walk home alone? • how do you report an absence? • what if your child has a medical appointment during the school day? • can you take holidays in term time? • how will parents be told if the school is closed for bad weather? • can children bring a mobile phone to school?	
	Parent/School Communication: • when are parents' evenings held • when do reports go out • how else will the school communicate with parents throughout the year (e.g. open evenings, individual appointments, news updates, social media), • how can parents get in touch with the class teacher, SLT or SENDCo if they have a question or a concern	

Trust Website	School Website	Photograph suggestions
	News and Events	
	- Term dates for current and next school years - Calendar of events - Latest news - Letters - Newsletters - Job vacancies - Photo galleries	
	Contact Us	
	- School address - Office email address - Telephone Number - Name of the person to whom enquiries should be addressed - Name of Headteacher - Name and contact address for the Chair of Governors	