

# Communication Strategy 2019



It is essential for the effective running of Nobel that there are clear and concise guidelines for all communications, whether internal or external. We want all students, parents and staff to feel involved, included and informed in our school community. Effective communication is key to preserving our positive partnerships between students, parents and our school. The following serves as a guide to communication for students, staff and parents alike, within Nobel's community.

## Consultation and communication by school with staff

Communication	Purpose	Frequency
<b>Management meetings</b>	Operational/strategic	Weekly Senior Leadership (SLT), Curriculum Team Leaders (CTL), Head of Year (HoY), Form Tutor and Year team meetings, in addition to regular scheduled line management meetings
<b>All-staff briefing</b>	Teaching and learning briefing	Weekly
<b>The Oracle</b>	Communicates all staff news/updates/events via email	Issued weekly to all staff
<b>Outlook/internal telephone system</b>	School-wide access to internal email (minded of Nobel's email protocol) and telephone systems	As required
<b>Moodle and staff calendar</b>	Weekly diary/daily events displayed	To be checked by staff and governors regularly
<b>Staff post trays</b>	Internal mail/circulations	To be checked by staff daily
<b>Staffroom whiteboard</b>	School-wide updates	To be checked by staff regularly
<b>Nobel News</b>	Current school news and forthcoming events advice	Fortnightly
<b>Curriculum development time</b>	Developing teaching and learning within faculties	Weekly
<b>Business Group</b>	Forum for support staff representatives to collaborate on and discuss current school business and forthcoming events	Monthly
<b>Meetings with union representatives</b>	Headteacher (HT) meets with union representatives collectively to discuss current school issues	Half-termly

<b>Governors' meetings</b>	Setting of budgetary and strategic aims and objectives	Half-termly
<b>All-staff meetings and support staff meetings</b>	Routine administrative/procedural issues	Termly
<b>Open classroom weeks</b>	School-wide invitation to attend teaching classes across school to share know-how and constructive feedback	Termly
<b>Nobel's Learning</b>	Teaching and learning journal containing articles, tips and blogs helpful to staff	Termly
<b>RELIC</b>	Update re: Reputation; Enrichment; Leadership; Nobelian; and Community	Bi-annual report, issued to governors
<b>Staff handbook and school policies</b>	School/Local Authority/school-wide information	Determined by national law, local authority and school-wide procedures
<b>Appraisal system</b>	Teaching and non-teaching employee evaluation and developmental objective setting	Annual

### Consultation and communication by staff with school

Communication	Purpose	Frequency
<b>Line management meetings</b>	Operational/strategic	Regular scheduled line management meetings
<b>Head's surgery</b>	Opportunity to meet with the headteacher 1:1	Weekly
<b>Meetings with Union representatives</b>	HT meets with Union representatives collectively to discuss current school issues	Half-termly
<b>Business Group</b>	Forum for support staff representatives to collaborate on and discuss current school business and forthcoming events	Monthly
<b>Nobel Advisory Group meetings</b>	Consultation sessions focussing on whole school issues and open to all staff to attend	Termly
<b>Appraisal system</b>	Teaching and non-teaching employee evaluation and developmental objective setting	Annual
<b>Staff survey</b>	Online survey of staff regarding learning and school, enabling feedback to school as required	Annual

## Consultation and communication by school with students

Communication	Purpose	Frequency
<b>Home School Agreement</b>	Positive partnership between student, school and parent	Signed on enrolment
<b>Code of Conduct</b>	To create and maintain an environment which encourages useful and productive work	Applicable from enrolment
<b>Form Tutor Time</b>	Daily dialogue	Daily
<b>Year 11 revision breakfast club</b>	Disadvantaged/underachieving students invited to study from 7:15-8:15am to ensure supported revision takes place that might not take place at home	Ongoing
<b>PLT/classroom marking</b>	Dialogue on progress	Ongoing
<b>Home/school planner</b>	Sharing information on progress of students. Relevant Form Tutor checks content weekly	Ongoing
<b>Learning platform (Moodle)</b>	All students and parents have access to web portal, which delivers learning and assessment and holds most of the information required for all aspects of school life	
<b>Information evenings</b>	Targeted events intended to strengthen home/school partnership	Ongoing, as required
<b>Assembly</b>	Celebration of achievements, community involvement	Weekly
<b>Modular assessment</b>	Development of working grades/target grades	As/when appropriate
<b>Class circle time</b>	Personal and social development, gathering student opinions	As required
<b>School website/social media</b>	School information and subject-specific twitter feeds	As required

<b>Reward Postcards and letters</b>	HT issues reward post cards to celebrate achievement and staff issue letters of commendation	Termly
<b>Nobel celebrates success and Successful Nobelians</b>	Positive rewards to reinforce hard work and effort/ communication between home/school	Termly
<b>The Senate (student council)</b>	School-wide student voice, made up of representatives across year groups	Termly
<b>Year 11 Mocks Day</b>	Individual and year-wide feedback	Annual, spring term
<b>Year 9 and year 11 option evenings</b>	Consultation as regards GCSE and A Level/BTEC choices	Annual, every autumn term
<b>Year 9 and year 11 interviews</b>	Consultation as regards GCSE and A Level/BTEC choices with individual students and respective families	Annual, every spring term
<b>School houses</b>	Group working and incentives for positive rewards to reinforce hard work and effort	End of academic year awards

## Consultation and communication by students with school

Communication	Purpose	Frequency
<b>Year 11 revision breakfast club</b>	Disadvantaged/underachieving students invited to study from 7:15-8:15am to ensure supported revision takes place that might not take place at home	Daily
<b>Form Tutor/Student Support Officers</b>	If student has any concerns, a chat with the Form Tutor and/or their allocated Student Support Officer will likely easily resolve this	Ongoing
<b>Head of Year/Subject Teachers</b>	If student has any subject or year-specific concerns, a chat or email exchange with the relevant teacher or Head of Year often easily resolves this	Ongoing
<b>Safeguarding Officers</b>	Determination of safeguarding issues and required actions	Ongoing
<b>The Senate (student council)</b>	School-wide student voice, made up of representatives across year groups	Termly
<b>Student panels</b>	Used for faculty, year team and pastoral reviews, forming part of school evaluation form	Annual

## Consultation and communication by school with parents/carers

The following methods are used to support us all to improve our partnership with all parents/carers and gain the best outcomes for our students.

Communication	Purpose	Frequency
<b>School Prospectus</b>	Communicates school vision, ethos and core principles	Issued on expression of interest
<b>Home School Agreement</b>	Positive partnership between student, school and parent	Signed on enrolment
<b>Family Data and Permissions Booklet</b>	Up to date information on students to aid communication with home	Signed on enrolment
<b>Do now, don't leave</b>	Ideal 24 hour response time to all parental queries (48 hour maximum)	Ongoing
<b>School website, mobile app, Facebook and Twitter</b>	School information and events	Ongoing
<b>Outlook/telephone</b>	If relevant teacher or Head of Year has any subject or year-specific concerns, a chat or email exchange with the parent often easily resolves this	Ongoing
<b>Home/school planner</b>	Sharing information on progress of students. Relevant Form Tutor checks content weekly	Ongoing
<b>Parent calendar</b>	Daily events displayed	Ongoing
<b>Text messaging</b>	Whole school text system to alert parents to important issues and to ensure urgent information gets home quickly	As/when required
<b>Learning platform (Moodle)</b>	All students and parents have access to web portal – parent/carer is able to check student attendance, behaviour points, achievement points and gain access to school reports at anytime	As/when required



<b>School policies</b>	School information for parents/students	Ongoing
<b>Nobel newsletter</b>	Significant dates, celebration of achievement, events, general school news	Fortnightly
<b>Information leaflets/letters home</b>	Information on a variety of topics	As/when required
<b>Acknowledgment slips</b>	Confirmation of receipt/consent	As/when required
<b>Parent surveys and questionnaires</b>	Impact of service delivery	As required (use third party Kirkland Rowell)
<b>Friends of Nobel</b>	Fundraising for various school events	Twice termly
<b>Parents' forum/Parents' forum noticeboards</b>	Parent voice. Ensure positive parental partnership in leading school improvements. Minutes shared with wider parent population	Termly
<b>Student progress</b>	Formally reported on VLE and by email, targeted at individual year groups	Ongoing
<b>Information evenings</b>	Targeted events intended to strengthen home/school partnership and equip parents with useful strategy/information	Ongoing, as required
<b>Parents evenings, informal and formal meetings</b>	Discussion about student progress	Termly and when required
<b>Form Tutor Evenings</b>	School information for prospective parents/students	Annual, every autumn term
<b>Subject Evenings</b>	Opportunity to meet with relevant Form Tutor to discuss student's progress	Annual, every spring term
<b>Year 9 and year 11 option evenings</b>	Consultation as regards GCSE and A Level/BTEC choices	Annual, every autumn term
<b>Year 9 and year 11 interviews</b>	Consultation as regards GCSE and A Level/BTEC choices with individual students and	Annual, every spring term

	respective families	
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The following methods are used to support us all to improve our partnership with parents/carers during the year 6 to 7 transition.

Communication	Purpose	Frequency
<b>Visit(s) by year 6 Transition Team</b>	The year 6 Transition Team will visit all feeder primary schools to meet with students and year 6 teachers to ensure transition is as smooth as possible	Following confirmation of enrolment
<b>Year 6-7 transition</b>	Year 6-7 pastoral profiling completed in respect of all yr 6-7 students in partnership with related primary schools and used as diagnostic tool to ensure students are secondary-ready ASAP	Annually, every summer term onwards
<b>Year 6 individual interviews for parents/students</b>	Every year 6 students and their families are invited to a short meeting to get to know them before September and answer any questions they may have.	June/July
<b>Additional visits / meetings</b>	<p>Students with diagnosed Special Educational Needs are, along with their parents/carers, invited to meet the SENDCo for an additional handover meeting.</p> <p>Further visits are also organised for students from small village schools, or those where they are the only student coming from that particularly primary school, so that they can meet other students in a similar situation and make a friend before they start in September.</p>	Annually, every summer term onwards
<b>Year 6 induction day, followed by Year 6-7 transition process.</b>	To aid a smooth transition for year 6 students into secondary education.	Annually, every summer term onwards
<b>Year 6 induction evening (for parents / carers?)</b>	A presentation by the Head of Year 7 and Senior Leadership team to help parents familiarise	Annually, every September

	<p>themselves with procedures for year 7, new terminology and understand the expectations for the start of term.</p>	
<b>Year 7 coffee morning</b>	<p>Familiarise parents with the school, form positive relationships and answer any immediate questions they may have regarding the start of term.</p>	<p>Annually, first day of term</p>
<b>Year 7 curriculum evening</b>	<p>Presentation for parents/carers to see what they children are going to be learning in year 7, how topics are taught and where to find additional information on the school learning platforms and website.</p>	<p>Annually, every September</p>
<b>Year 7 meet the form tutor event</b>	<p>Opportunity for parents/carers to meet their child's form tutor and discuss how well they have settled into Nobel</p>	<p>Annually, every October/ November</p>

The following methods are used to support us all to improve our partnership with SEN parents/carers and gain the best outcomes for our students.

Communication	Purpose	Frequency
<b>Attend Review Meetings with EHCP at student's current school</b>	SENDCo attends to add views, comment on needs, meet parents and the student	Following confirmation of enrolment
<b>Visit(s) by year 6 Transition Team</b>	All students identified as part of Transition Group have extra visits to Nobel to ensure transition is as smooth as possible	Following confirmation of enrolment
<b>Year 6-7 transition</b>	Year 6-7 pastoral profiling completed in respect of all yr 6-7 students in partnership with related primary schools and used as diagnostic tool to ensure students are secondary-ready ASAP	Annually, every summer term onwards

The following methods are used to support us all to improve our partnership with parents/carers of vulnerable students and gain the best outcomes for those students.

Communication	Purpose	Frequency
<b>Year 6 vulnerable student day</b>	Identified vulnerable students extra transition day	On confirmation of enrolment
<b>Year 6 transition interviews</b>	Transition team interviews for year 6 students/parents	On confirmation of enrolment
<b>Year 6-7 transition</b>	Year 6-7 pastoral profiling completed in respect of all yr 6-7 students in partnership with related primary schools and used as diagnostic tool to ensure students are secondary-ready ASAP	Annually, every summer term onwards
<b>Year 6 transition evening</b>	New parent evening presentation to outline school expectations for students/parents	Annually

<b>CLA student reviews</b>	Meeting with Virtual school, Social workers for students in the care system to ascertain student needs	Ongoing
<b>PEPs</b>	Attending the last PEP meeting at primary school before joining the school in year 7.	June/July before transition

## Consultation and communication by parents/carers with school

Communication	Purpose	Frequency
<b>Email or phone to Form Tutor</b>	If parent/carer/school has any concerns regarding a student's progress and/or well-being, a chat with the Form Tutor can often easily resolve this. A good route for sharing good news and out of school successes too	Ongoing
<b>Head of Year</b>	For more serious concerns or complex issues, parent/carer may wish to speak to the Head of Year having spoken to the Form Tutor first	Ongoing
<b>School Family Worker (SFW)</b>	For any aspect of support required, for advice about local services or just a chat to clarify any aspects of parental support, the SFW will be happy to help	Ongoing
<b>admin@nobel.herts.sch.uk</b>	School office will pass on messages and make arrangements for staff to contact a parent/carer	Ongoing
<b>parentsuggestions@nobel.herts.sch.uk</b>	Parent/carer may send an email to this address when have positive suggestion(s) for how the school could change something for the better where a long conversation is not needed	Ongoing
<b>Parents' forum</b>	Opportunity to discuss school issues where direct parental involvement can help shape future working. All welcome. Interest logged via: parentsuggestions@nobel.herts.sch.uk	Termly
<b>Coffee mornings</b>	School hosts coffee mornings with all welcome to attend. School will hear parent/carer views and be able to offer support or advice	Termly
<b>School Based Complaints Policy</b>	Policy and complaints procedure based on the Model Procedures for dealing with school-based complaints produced by Hertfordshire Children's Services	Ongoing

In an effort to assist all parent/carers, we've set out a couple of the more popular reasons for a parent/carer contacting our school below:

**My son or daughter has forgotten their PE kit, planners, homework, food ingredients, money, packed lunch or other such items, what can I do?**

We are a big school with over 1,500 students here at Nobel and we need to ask for your support with the following to minimise disruption at our reception.

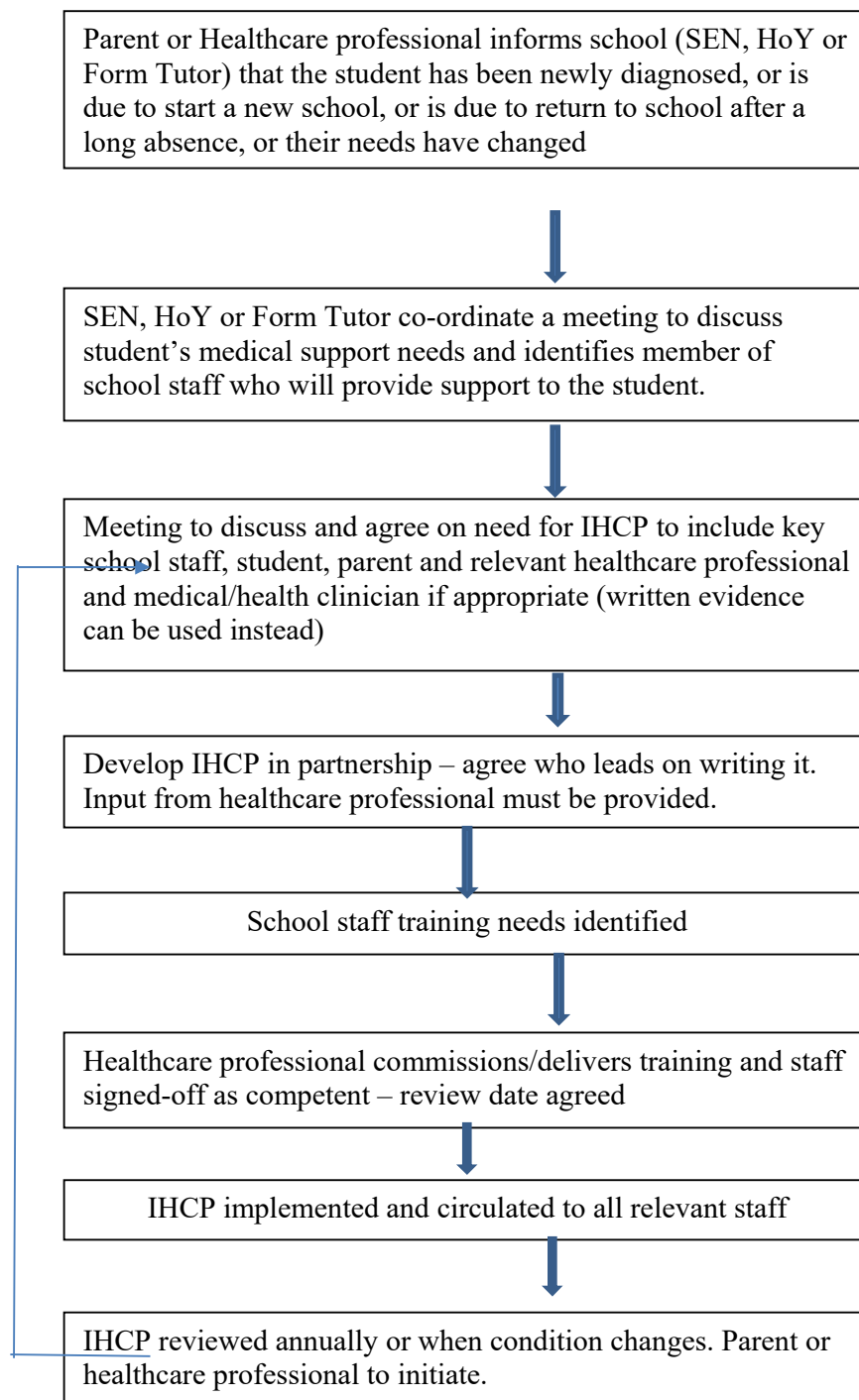
Reception is not able to take forgotten items to students in their classrooms. Parents are of course welcome to bring in forgotten items that their children may collect from reception during their break/lunch time.

Similarly, reception is no longer able to call home for forgotten PE kits, planners, homework or food ingredients. We will however call home to ask parents for forgotten lunches and dinner money, which the students may collect from reception.

**How does Nobel meet the needs of young people with long-term medical conditions?**

We have a process for developing a student's Individual Health Care Plan (IHCP), as below (for more information see our Supporting Students with Medical Conditions Policy), see overleaf.





The following methods are used to improve our partnership with our local community:

Communication	Purpose	Frequency
<b>Headteacher's surgery</b>	Should any member of the local community have an issue they wish to discuss, this may be raised directly with the headteacher	Ongoing
<b>Business relations</b>	Our Head of Employer Engagement and Careers continues to build partnerships with local businesses and industry to ensure the best possible outcomes and experiences for student placements/employment, developing joint projects with businesses such as Chamber of Commerce and Youth Connexions, Hertfordshire	Ongoing
<b>School/public noticeboard; St Hugh and St John Church and local Tesco notices</b>	School events such as concerts, shows, fayres and enterprise events are advertised to the local community whenever appropriate, for example, our Christmas fayre, Christmas pantomime and Book Group	Ongoing
<b>Council and MP visits</b>	Encourage visits by local dignitaries and politicians to further grow the good name of the school	Ongoing
<b>Prominent speakers</b>	Encourage prominent speakers and celebrities to visit school for benefit of students and staff, for example Nobel Prize winner, Sir Tim Hunt	Ongoing
<b>Consortium with local secondary heads</b>	To develop collaborative strategies with local secondary school partners	Every 6 weeks
<b>Consortium meetings with local feeder primary schools</b>	To develop collaborative strategies with local primary school partners	Half-termly

<b>Stevenage Music Centre meetings</b>	Discussing and coordinating joint projects. Ensuring collaborative co-location	Termly
<b>The headteacher attends regular meetings with senior management at Herts for Learning</b>	To share and collaborate on current educational initiatives	Termly

### **Conclusion**

Effective and open communication is an essential component of any successful school. Here at Nobel, communication between all is continually monitored and amended to ensure our school functions in the most efficient and effective way possible.

**Martyn Henson**  
**Headteacher**