

Assignment 1

Advertising campaign



RAINBOW HILL PRIMARY SCHOOL

Leaflet 1: Understanding
the Communication Barriers

Working together to improve homework,
exam success and parent-school communication. 



What are the current barriers?

1. Too much reliance on email and the portal



- Important information is often shared only by email or on the school portal.
- Some emails go to spam or are not checked regularly.
- Some parents do not know about the portal, cannot log in, or find it hard to use.
- The portal is mainly in English, which can create language barriers.

2. Homework and exam information is being missed



- Some families do not realise homework, feedback and exam dates are on the portal.
- Weekly newsletters are often left in bags or thrown away.
- Pupils forget key exam dates and homework deadlines.
- Homework is sometimes not completed or is done to a low standard.

3. Limited feedback and delayed responses



- Feedback forms are only available on the portal.
- Parents who cannot access the portal may feel ignored.
- The school phone line is very busy, so it is hard to get through.
- Delayed replies increase frustration for families.

4. Cultural awareness matters



- Rainbow Hill families come from many different cultural backgrounds.
- Some parents may feel uncomfortable questioning teachers or school policy.
- Others may expect more direct or faster communication.
- Different cultural expectations can affect trust and understanding.



Why does this matter?

Poor communication can lead to confusion, missed deadlines, weak homework, lower student engagement, stress for parents, and tension between home and school.



 *Better communication helps children succeed.* 



RAINBOW HILL PRIMARY SCHOOL



Leaflet 2: Simple Solutions for Better Communication

Practical ways parents and school can work together.



You do not need to manage everything alone.
Small actions can make communication easier
and help children do well at school.

How can parents overcome communication barriers?

- 1



1. Use more than one communication channel

 - Check messages by email, newsletter, text reminder or phone update.
 - Ask the school for help if you cannot access the portal.
 - Keep your phone number and email address up to date.
 - Request translated support or simple language if needed.
- 2



2. Make homework easier to manage

 - Set a regular time and quiet space for homework.
 - Ask your child every day: "Do you have homework or a letter from school?"
 - Use a homework chart or family routine.
 - Contact the teacher early if the task is unclear.
- 3



3. Never miss an exam date

 - Write dates on a wall calendar.
 - Save reminders in your phone.
 - Check school messages at the same time each day.
 - Ask for confirmation if you are unsure.
- 4



4. Give feedback and ask questions

 - Speak to staff at drop-off or pick-up when appropriate.
 - Attend parent meetings when possible.
 - Ask for a paper form or phone support if the portal is difficult.
 - Let the school know when communication is not clear.
- 5



5. Build trust through cultural awareness

 - Parents should feel respected and confident to ask questions.
 - Staff should use clear language, patience and a friendly tone.
 - Different cultures communicate in different ways.
 - Respect and understanding help create stronger school-home partnerships.

Top Tips for Parents

- ✓

Check your child's bag daily


- ✓

Read notices on the same day


- ✓

Keep important dates in one place


- ✓

Ask for help when needed


- ✓

Stay calm, respectful and open







Together we can help every child succeed



Good communication improves homework, confidence, attendance, wellbeing and exam performance.



If you need help, please speak to a member of staff.



Key Points Supporting the Communication Campaign

Rainbow Hill Primary School is having communication difficulties which are impacting on its pupils, parents and teachers. School's reliance on email and the online portal is a major challenge. Important information on homework, examinations, feedback and progress is primarily shared online, however parents do not regularly check their emails, messages may go to spam folders, and some families may not know about this portal. Others are unable to log in or are unable to access the system. Due to the limited English language access, parents with limited English may have a misunderstanding of important information or may overlook it completely.

The other barrier is the unclear information about the dates of homework and examination. Deadlines/Feedback is not recognised by many parents/pupils on the portal. Newsletters on a weekly basis also have a low uptake as they are either left in the child's bag or thrown away. Consequently, pupils could forget to take exams or may hand in a poorly completed or incomplete homework. This may lead to lack of engagement, confidence and academic achievement. This is another issue because there aren't enough opportunities for feedback. Parent concerns are easily raised by using portal based forms, but if parents do not have a portal then they are expected to use the same. The only person at the school who can answer the phone is also overwhelmed by the number of calls received on the school telephone line. Waiting times and responses may become extended and make parents look rude or demanding, when really all they want is some assistance.

The school should, therefore, not solely depend on one communication system, but should include several. The messages need to be communicated via e-mail, SMS, print, newsletters, phone updates and in person. Staff to give demonstrations of portal, password help and simple step-by-step directions. Important dates to repeat frequently and consider using calendars and phone reminders to parents. Expectations for homework should be clear, concise and include examples, if possible. There's a need for translation assistance. Key messages to be in commonly used community languages; staff to use plain English, minimising technical jargon. Paper feedback forms, call back times and regular drop in sessions should also be provided for parents to ask questions in a realistic manner.

It is also crucial to have cultural awareness. Different family expectations may exist as to behavior with authority, manner and questioning teachers. In high power-distance cultures, parents might not want to question the school decisions, or other parents might demand immediate and direct answers. Staff should refrain from stereotypes, listen to the family and

be respectful to all families. It's also important for parents to have a respectful and calm relationship with each other. Two-way communication in a culturally responsive manner will promote trust, minimize conflict and enhance communication between home and school. Finally, the better the communication, the more homework will be completed, pupils' preparation for exams will be enhanced, and parental involvement and pupil achievement will be improved as a whole.

**ORGANISATIONAL COMMUNICATION AT RAINBOW
HILL PRIMARY SCHOOL: EVALUATION AND
IMPROVEMENT REPORT**

Abstract

This report assesses the communication challenges and identifies how effective interventions have strengthened stakeholder relationships at Rainbow Hill Primary School. It uses elements of systems theory, media richness theory and two-way communication to the context of the school's organisations. The analysis addresses issues of digital exclusion, language barriers, messages that are not clear, cultural differences, inadequate feedback loops, and slow response time. With diversifying communication channels, the percentage of participants in the portal went from 33 percent to 83 percent. But for sustainable improvement to take place, the design must be inclusive, the service standards must be clear, the staff must be trained, and the service or care must be monitored on an ongoing basis.

Table of Contents

1. Introduction.....	8
2. Analysis and Discussion	8
2.1 Organisational Communication Theories.....	8
2.2 Evaluation of Communication Barriers.....	9
2.3 Development of Communication Strategies	11
3. Recommendations.....	12
4. Conclusion	12
Reference List	14

1. Introduction

Well-designed school communication is the linkage of school leadership decision making, classroom practice, parent support and pupil behaviour in one organisation. Parental engagement work is recognised as bringing four additional months' worth of progress in primary education (Department for Education, 2026b). There is also evidence that correlates supportive relationships between home and school with resilience in the learning process during disruptions, from the OECD (2023). Rainbow Hill largely relied on email, one portal, paper newsletters, and a jammed-up landline in the past. Accordingly, this report critically examines the barriers, sheds light on relevant theories and translates transferable strategies for neighbouring schools. While the results of the case are positive, it is not possible to conclude that when communication changes, all educational improvements result.

2. Analysis and Discussion

2.1 Organisational Communication Theories

The systems theory sees organisations as networks of parts that depend on the effectiveness of information flow and the responsiveness of feedback. A lack of communication from parents at Rainbow Hill impacted on homework, exam preparation, workload of teachers, trust and pupil engagement. Research identified that quality internal communication had a positive effect on engagement, satisfaction and loyalty among 255 employees in universities (Nguyen and Ha, 2023). Evidence suggests that quality of communication affects behaviour within groups of connected organisations, although this is not the case at schools. The case for respectful information and timely assistance, and the parents' willingness to cooperate in return, is further elaborated in the concept of social exchange thinking. The study with 426 staff members concluded that communication had a positive direct and indirect effect on satisfaction via motivation (Santos *et al.* 2024). So, communicating should be considered as an organisational infrastructure and not a mere administrative task.

Media richness theory states that the channels should be congruent with the message, uncertainty level, and emotional sensitivity. Lean channels are good for routine reminders, richer channels are good for complaints or confusing feedback and cultural concerns.

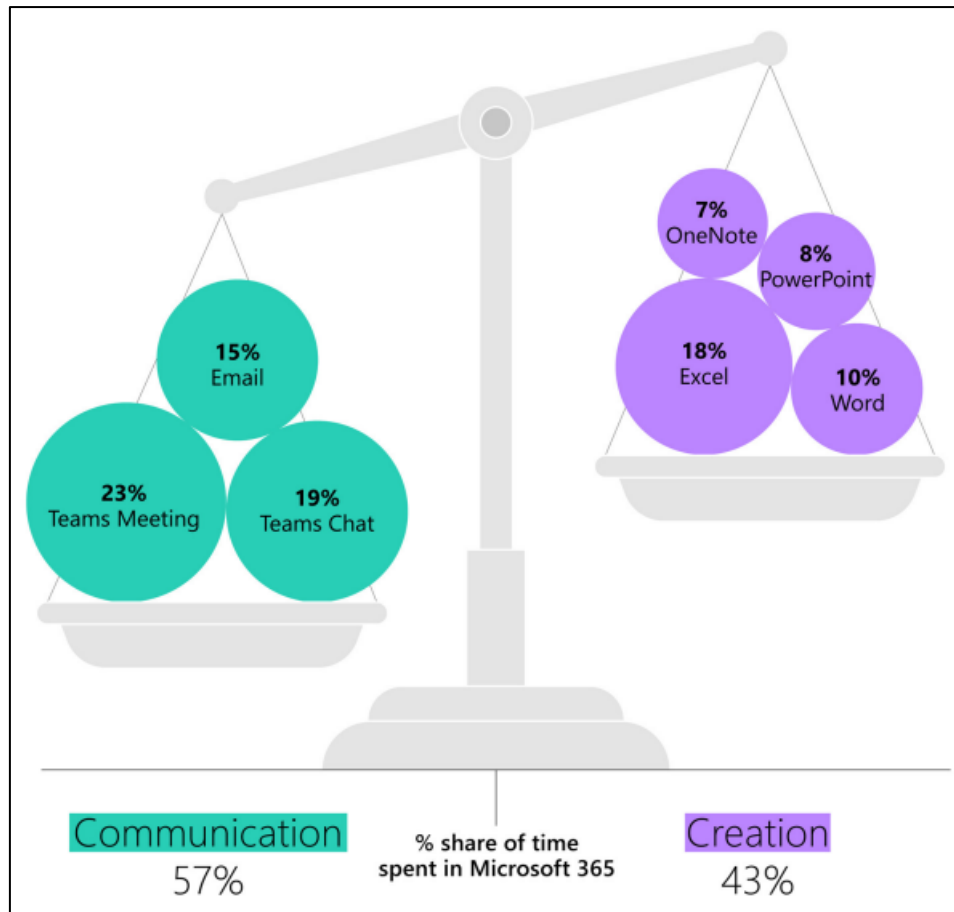


Figure 1: The Weight of the Workday

(Source: Microsoft, 2023)

A recent study revealed that direct interaction was still particularly helpful when faced with uncertainty in the context of dealing with rapid changes in the digital environment (Watanabe *et al.* 2024). The portal at Rainbow Hill was easily used for storing and wasn't ideal for parents who were uncertain or distressed. Two-way communication theory also involves listening, clarifying and responding (visually) to the message, and not just sending it. In managerial crisis research, it is found that openness and feedback can lower the uncertainty in the situation and contribute to trust (Hamid *et al.* 2024). These theories justify a hybrid system of information and human dialogue and responsible interaction.

2.2 Evaluation of Communication Barriers

The first major challenge for digital exclusion was when access, confidence, language and usability were conflated. The proportion of United Kingdom households that had home Internet access was 94 per cent, with six per cent of these households not having access (Ofcom, 2024).

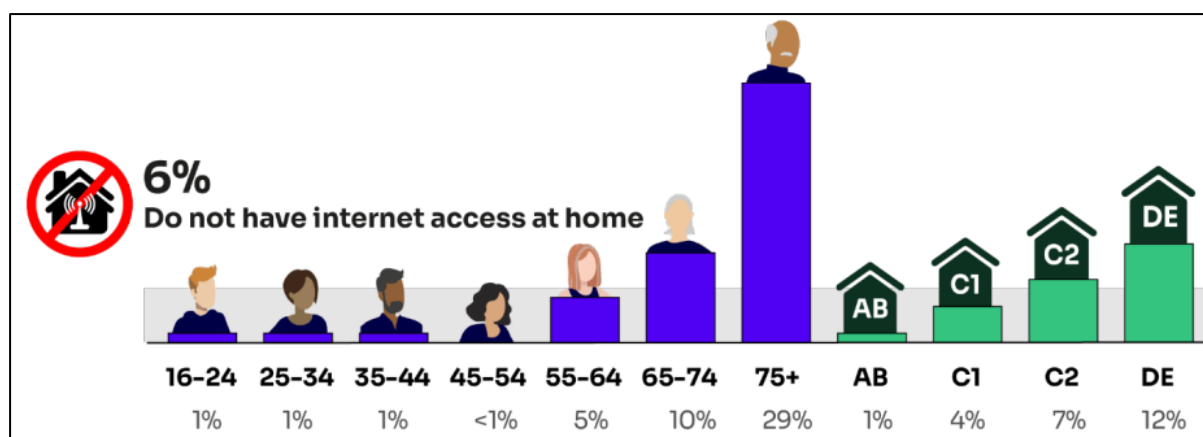


Figure 2: Internet access levels are consistent since 2021

(Source: Ofcom, 2024)

National connectivity data, however, doesn't tell us if specific parents have a password, the right devices or real portal skills. In the field of digital inclusion research, there are those who believe that it's not enough to simply have access to technology, literacy support, and meaningful opportunities are important as well (Owens *et al.* 2023). The study of 511 students and 382 families revealed that broadband access did not close the achievement gap (Xin *et al.* 2024). As a result, Rainbow Hill's earlier 'dependency on portals' negatively impacted multilingual, time-poor and digitally less confident families.

The other major weakness was the lack of redundancy in the communication of homework, examination dates, feedback, and the significance of the newsletter. Thus there was a lack of awareness and confidence on the part of parents and pupils could simply ignore paper notices without being corrected. A study of 103 parents and 40 staff members revealed that only 25% of staff engaged with home learning (Jones and Palikara, 2023b). Weakened accountability because the expectation gap led to the assumptions of teachers and parents being different when it came to their ideas of responsibility and support practices. Rainbow Hill made similar assumptions that information posted was received, understood, and accepted. This assumption shifted the burden of communication from the school to families of different levels of resources.

Parents' expectations about language and culture also influenced their questioning of authority, complaints, or silence when confused. When implemented without taking context, access and relationships into account, the adoption of educational technology can create inequalities, according to UNESCO (2023). Just translations would not be enough, however, unless there are opportunities for dialogue that are trusted and explanations that are culturally respectful. Limited feedback forms also meant that it was not possible to identify problems early as those

parents who were in need of support were not included in the accounts. Then a single telephone line was the limiting factor, leading to slow responses, irritation and a lack of feeling of concern. These barriers compounded and there was no real possibility of equitable communication from all the barriers without an integrated approach.

2.3 Development of Communication Strategies

The strategy implemented was effective in increasing communication that was achieved through a number of helplines, weekly drop-in sessions and ongoing access to the portal. There was a 50 percentage point increase in using the portal, a 152 per cent increase from the original. Proff et al. (2025) compared a sample of 479 parents on their evaluation of various communication channels to their evaluation of limited approaches to communication, and they found that the varied communication channels had more positive evaluations. While this helps with channel choice, it's still not enough to show case improvement, as it leaves some outcome data to investigate. The use of email and portal notification in conjunction with text alerts, translated summaries, telephone support, and planned conversations are appropriate in schools.

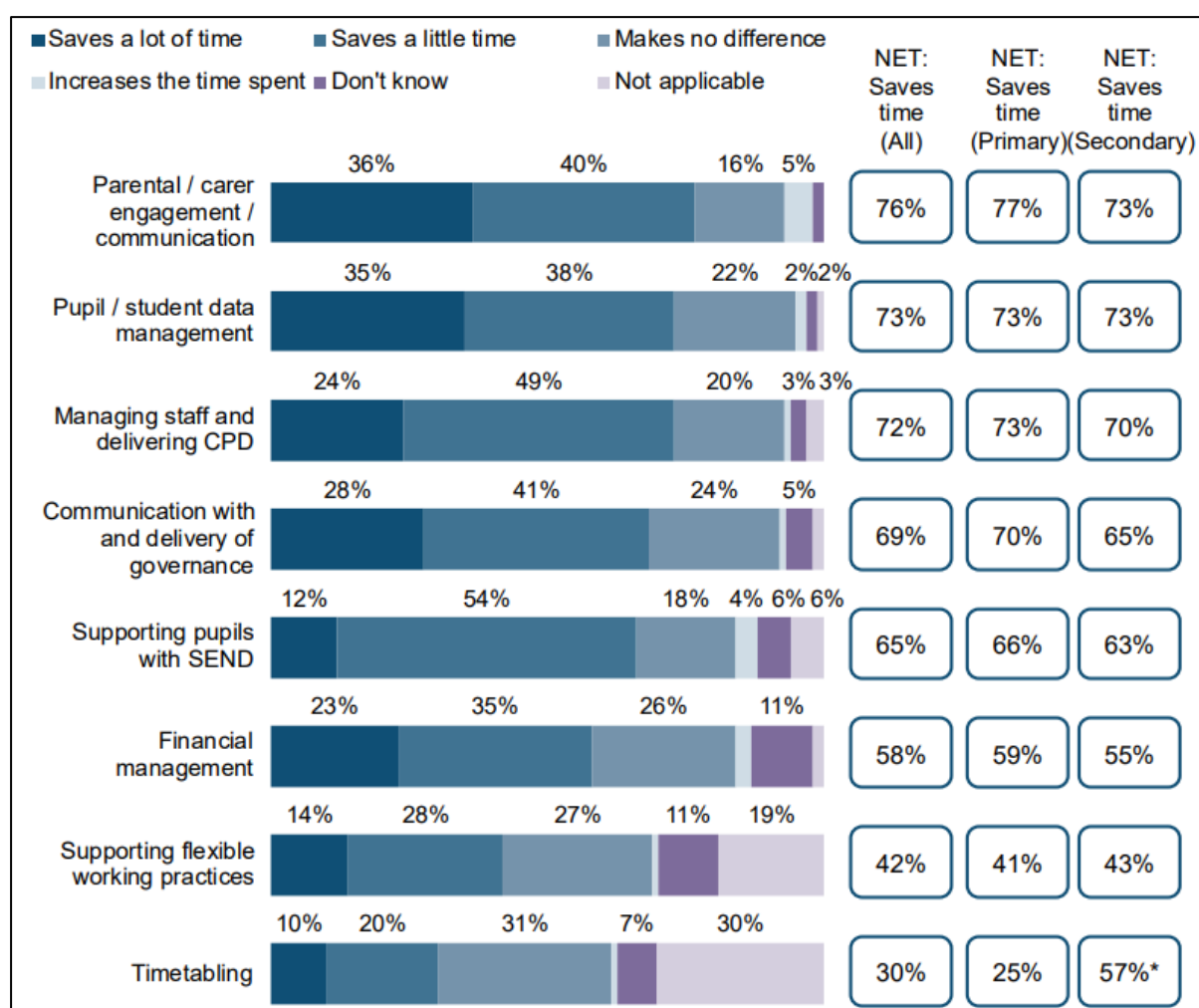


Figure 3: Impact technology has on the time it takes to complete tasks

(Source: Gov.uk, 2025)

Neiroukh et al. (2024) found that WhatsApp facilitated information sharing, feedback, clarity, relationships, and problem-solving when it was used by 14 school principals. But for messaging applications, consent is required, rules must be established to protect the safety of the child, there must be record keeping, and expectations must be set for when staff can message.

All key messaging points should include actions to take, the person responsible, the timeline, a path for support, and a check back point. The standard reminders can be digital; and the more complex ones can be expedited towards a phone or face-to-face discussion. There was evidence suggesting better parent-teacher relationships as digital communication increased, but additional staff training was still required (Jones and Palikara, 2023a). It should be a priority for staff at Rainbow Hill to be trained in plain language, cultural awareness, de-escalation, translation procedures and inclusive digital support. Department for Education (2026a) suggests that the focus of communication should be practical, evidence-based, individualised and based on a collaborative relationship with the family, rather than a problem-based approach. Every enquiry should be acknowledged within one working day and resolved or acknowledged by the agreed time of three days. These would minimise the number of calls and save staff time and would be evidence of responsiveness.

3. Recommendations

Rainbow Hill should record the successful changes in a formal communication charter, agreed by staff and parent representatives. Each message type should be assigned to primary and alternate channels, owner(s) of the message, translation arrangements, and response deadlines. A basic dashboard should be created, that monitors logins onto the portal, checking how many messages were opened, how long people spent waiting for helpline, how many were unanswered, how many missing homework, attendance, etc. and how satisfied customers are. Leaders should review data monthly and parents termly, but not intrusively on an individual basis. Overall averages should be compared with results by language group and access needs, as it is possible for language group and access needs averages to diverge from the overall average while exclusion may continue. Quality could be kept after initial campaign interest has waned through annual testing and staff refresher training. Any improvements will be assessed based on educational outcomes, trust and equity, as well as workload—not simply portal activity. Cost of implementation should be recorded by neighbouring schools as well as, since financially demanding models may not be feasible in different settings.

4. Conclusion

The original communication system at Rainbow Hill was efficient for administrators, but not accessible, responsive and culturally sensitive enough. The successful campaign overcame this drawback through a blend of digital ease and more enriching human-to-human interaction and other forms of assistance. Participation in the portals is an indicator of engagement and not automatically of learning improvement. For sustainable improvements, clear messaging, two-way feed forward, broader communications, standards of service which can be measured, and regular critical review are all required. The principle is that important organisational messages are not solely about information, but also relationships.

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