

BEAM COUNTY PRIMARY SCHOOL

POLICY FOR HOME SCHOOL LIAISON

Our vision:

Our School:

- Safe and supportive environment
- Demand for standards
- Environment where children love to learn
- Children at the centre of everything that we do
- Developed speaking, language and listening skills
- Memorable and meaningful experiences



Children that have:

- Memorable and meaningful experiences, which enable them to be informed and make appropriate decisions for them self and their generation.
- Socialisation skills
- Life long love of learning
- Opinion and Judgement
- Effective talk and listening skills
- Proficiency to be an integral part of the community

Review and Evaluation

This policy will be reviewed annually by the school's management team and whole staff, in the light of regular monitoring of the Learning through teaching taking place in the school.

Date: January 2014

Review: January 2015



Introduction

At Beam County Primary school we recognise the importance of ensuring we have a strong partnership with parents, and value Parental involvement in the life of the school. Throughout this policy the term 'parent' is used to refer to parents, guardians and carers.

We believe that education is a collaborative enterprise involving amongst others, parents, staff and children. As a school we are therefore committed to establishing and maintaining an effective and purposeful working relationship between the school and home.

It is known that:-

- Parents/carers are the most important influence in a child's life. Any educational initiative can only be fully effective if there is a strong partnership between parents, children and providers;
- Parents want their children to succeed;
- Children need educational and emotional support if they are to succeed. Parents need to be able to provide this effectively;
- The school is a resource for the community it serves.

Aims

1. To have a strong partnership and good communication with parents informing them about what is happening in school;
2. To actively involve parents in the education and progress of their child;
3. To make good use of parents' expertise and willingness to enhance their own learning and that of their own child and other children and to actively involve them in school life;
4. To provide good induction for all groups of parents;
5. To establish the views and opinions of parents of the school and act upon these.

- ***To have a strong partnership and good communication with parents informing them about what is happening in school, we will:***

- Check that letters, curriculum letters, the school prospectus, home/school agreement and key policies are "user friendly", useful and informative.
- Send regular whole school newsletters which celebrate achievement, contain information such as dates and events.
- Have an open door policy for parents to visit the school
- Hold Parent consultations in the Autumn and Spring Terms.
- Hold an Open day with opportunities to talk to child's current and next year's teacher in the Summer Term
- Display key information on the school website

- ***2. To actively involve parents in the education and progress of their child we will:***

- Hold Induction Meetings in nursery and for new parents
- Conduct home visits prior to the children entering nursery.
- Hold three Parent consultation meetings with teachers of each class



- Send annual reports at the end of each year
- Hold annual workshops on reading/literacy, mathematics

3. To make good use of parents' expertise and willingness to enhance their own learning and that of their own and other children and to actively involve them in school life we will encourage parents to:

- Volunteer to support within classrooms
- Attend achievement assemblies
- Attend school performances, events and celebrations
- Become involved in school projects
- Join or support the 'Friends of Beam' fundraising group
- Use opportunities to have informal discussions with staff members
- Become parent governors
- Read to groups of children

4. To provide good induction for all groups of parents we will:

- Provide opportunities for all prospective parents to find out about the school during a pre meeting with the Head or Deputy. (See admissions policy)
- Provide opportunities for parents to discuss all transitional decisions
- To ensure information is produced and distributed appropriately, taking account of parental needs and views

5. To establish the views and opinions of parents of the school and act upon these we will:

- Provide opportunities annually for parental questionnaire and inform parents of the results
- Ask parents to evaluate key events in school
- Seek parental consultation on key issues in school

“Homework” refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

Background

It is our policy to encourage children to enhance their skills, knowledge and understanding by means of homework. It is our practice that the issue of homework is taken seriously by staff, pupils and parents.

Homework will be used to reinforce or compliment what has been learned and/or extend pupils studies.

The effective use of homework allows teachers in class to devote time in lessons to direct teaching, thus allowing a more productive use to be made in lesson time and to extend coverage of the curriculum.

The Purpose of Homework

- Homework should help children to understand that home and school are linked in their desire to develop learning.
- To ensure progression towards independence and individual responsibility;
- To improve the quality of learning experience offered to the pupil;
- To provide opportunities for parents, pupils and school to work in partnership;
- To provide opportunities for parents and pupils to work together to enjoy learning experiences;
- To extend and support the learning experience via reinforcement and revision;
- At year 6, to prepare children for the requirements of secondary school.
- Homework should provide parents with the knowledge of what children are doing in school. It offers parents the opportunity to be actively involved in their child’s education.

Monitoring

- It is expected that children complete their homework in a set time. This ensures pupils gain valuable experience of working to a deadline and assists staff with their marking schedules.
- Teachers demonstrate that they value children’s efforts and will monitor the completion of homework.
- Some teachers may give pupils an opportunity for pupils to complete homework tasks during breaks and lunchtimes.
- Teachers will hold discussions with children and parents if the completion of homework is an issue

General

- Wherever possible staff should try to mark any homework that is returned by pupils. This will help to give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of school life. Marking homework is a way of keeping track of who has completed their homework, and giving them feedback on how well they have met the objectives of the work. Marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils.
- If children are absent due to illness we will not send homework home. We would assume the child was too ill to work.



- If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. **In such circumstances the teacher should consult the Head Teacher first.**
- It is not possible to give homework when parents take holidays in term time.

Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.

Homework support at school:

Class teachers and the Head Teachers are always willing to help children if they have any difficulty

1. The nature and type of homework changes throughout a pupils school career.
2. Amount and frequency of homework should increase as a pupil gets older.
3. Homework should not cause undue stress on the pupil, family or the teacher.
4. It will not necessarily come in the form of a written task.
5. Homework should be set regularly from the Foundation Stage to Year 6.

Recommended Time Allocation

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school. Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spelling and times tables; or to lead on from a class task.

Homework activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All homework tasks and activities will have a clear purpose and assist pupils in the process of their academic development.



Beam County Primary school will:

- Ensure your child's physical and social well being at all times, and to foster feelings of confidence, self-worth and belonging.
- Deliver a balanced and carefully planned curriculum which meets the needs of your individual child.
- Provide a range of after school extracurricular activities designed to enrich your child's experience.
- Ensure that all homework tasks are given regularly on an agreed day, and that they reflect your child's learning needs.
- To actively welcome parents/carers into the life of the school and to ensure that teaching staff are always available, by mutual arrangement, to discuss any concerns you might have about your child's progress or general welfare.
- Keep you informed about the school's policies and guidelines on behavior and equal opportunities, other general school matters and about your child's progress in particular
- Ensure that all teaching staff keep up to date on important educational developments and initiatives which might effect your child, and to inform you of these at given meetings where appropriate.

parents/carers

I/We undertake to:

- Ensure that my child attends school regularly and that absences are properly notified.
- Ensure that my child arrives and where appropriate is collected promptly at the beginning and end of the school day.
- Support the school's policies and guidelines on behaviour and equal opportunities.
- Support my child in his/her homework and wherever possible promote opportunities for home learning.
- Ensure that my child goes to bed at a reasonable time on weekdays.
- Attend Parent's Evenings and discussions about my child's progress at school.

pupils

I agree to:

- Always try to do my best in my lessons.
- Always try to remember to be polite and thoughtful towards others.
- Always try to enjoy school and help other children do the same.

agreement

School

Parents/Carers

Pupil

Date



Recommended time for homework

Every teacher will need to consider how much time is appropriate for pupils at each stage, according to their aptitude. The time spent on homework for each year group, should be as follows:

| | | |
|--------------|---------------------|--|
| Early Years: | 1 hour per week | Sharing books, progressing to individual reading. 20 mins reading and discussion, we would encourage parents to talk with children about current topics from school e.g. mini-beasts, animals, etc. |
| Years 1: | 1.2 hours per week | Friday – Spellings and Maths received; tested following Friday . Maths to be handed in the following Friday Daily – reading (15 mins) Half termly project related to topic work. <i>Positive intervention</i> <i>Targets in reading records</i> |
| Years 2 | 1.5 hours per week. | Monday – Spellings received; tested on Friday . Friday – Mathematics and Literacy, to be handed in for Monday . <i>Daily - reading and discussion (20 mins)</i> |
| Years 3 | 1.5 hours per week. | Monday - Spellings received; tested on Friday ; including a time tables test. The following are received once a week, usually on the following days: Friday – Mathematics & Literacy given out (in for Monday) Friday - Topic (History/DT/Geography) work. <i>Daily - reading and discussion(20 mins)</i> |
| Years 4 | 1.6 hours per week | Monday – Spellings and time tables received; tested on Friday . Wednesday – Mathematics Thursday – English and Mathematics to be returned on Tuesday Half termly project related to Topic work. <i>Daily – reading and discussion (20 mins); timetables, spellings.</i> |
| Years 5 | 2.5 hours per week | Monday – Spellings received; tested on Friday ; including a time tables test. Wednesday – Mathematics; return on Friday Friday - Mathematics and English (Comprehension); return on Monday <i>Daily – reading and discussion (20 mins); timetables, spellings.</i> |
| Years 6 | 40 minutes per day | Monday – Spellings received; tested on Friday . Wednesday –English to be returned on Friday Thursday – Mathematics to be returned on Monday <i>Daily – reading and discussion (20 mins); timetables, spellings.</i> After Christmas, it is likely that the children in year 6 will get extra revision homework during that year, in the lead up to SATs. |

Reading

The children will be given a reading book regularly and will also have the opportunity to choose a school library book. We would expect them to read for at least 15 minutes per day, in a quiet place and with your support if possible. This task is not included in the homework allowance.

Please sign and date when you have heard your child read.

SEN / More Able Child

Setting homework for these pupils is not always easy. While it is important for these pupils to do as much in common with other children they will benefit from separate tasks at times. These tasks will:

- Have a very clear focus and guidelines.
- Give plenty of opportunity for pupils to succeed.
- Help develop social as well as other skills.
- Be varied and not purely written assignments.
- Be manageable for teachers.
- Include opportunities to challenge and develop key skills.
- Encourage language and communication skills.