

Home-School Policy

Aims

- To improve children's achievements and self-confidence.
- To create trust and co-operation between home and school.
- To support parents in helping their child to learn at home.
- To enable teachers to understand the home background and culture of pupils.
- To enable parents to find out what goes on in school.
- To become more responsive to particular needs.
- To use parents' skills and experiences to provide practical help in the classroom.
- To raise parents' confidence and interest in learning for themselves.

Principles upon which the policy is based

- Parents are a child's first and most important educators.
- Families are the biggest influence upon children's attitudes, behaviour and attainment.
- A child learns best when supported by its family and the wider community.
- A home-school policy will encourage mutual understanding, respect and positive attitudes between children, teachers and parents to create the best environment for learning.
- Good links between home and school are crucial to raising pupils' standards and their enjoyment in learning. They give a sense of identity, shared purpose and belonging.
- Children between the age of 5 and 16 spend 15% of time in school and 85% with parents.
- This home-school policy is a working document rooted in existing practice.

Ways in which we improve children's achievements and self-confidence

Through:

- Praise and a rewards system.
- Valuing pupils' work through display.
- Celebrating achievements in Assemblies.
- Setting targets for improvement for all pupils in line with their prior attainment, and particularly those with SEN who have IEPs (Individual Education Plans) and IBPs (Individual Behaviour Plans).
- Reporting on strengths and areas for development in annual reports.
- Providing parents with information about strengths in home-school communication books.
- Informing parents at parents' evenings of pupils' progress and through more informal ad hoc meetings.
- Conferencing with individual pupils.
- Setting challenging activities well matched to needs in academic learning and personal development.
- Holding high expectations for behaviour and good quality work.

Ways in which we create trust and co-operation between home and school

By:

- Welcoming parents into school and being genuine partners in their child's education.
- All staff finding time to communicate with parents and particularly parent governors.
- Having a parents' notice board to pass on information.
- Keeping parents well informed in newsletters and termly curriculum letters about school matters, the curriculum taught and the government's educational initiatives.
- Listening to suggestions and/or complaints and solving problems.
- Finding out parents' views through questionnaires and meetings.
- Listening to parents.
- Showing parents how to help their child learn effectively at home.
- Giving parents information in the prospectus and School Profile about the work of the school.
- Induction Meeting for new parents.

Ways in which we support parents learning with their child at home

Provide:

- Information through curriculum meetings and workshops.
- Newsletters and information booklets about how to help pupils at home with basic skills.
- Individual work for pupils to make improvements in specific weaknesses.
- A homework policy to make expectations clear.
- Regular feedback to children on homework.

Other policies, documents and methods that outline the ways in which we fulfil the requirements of the five key outcomes of 'Every Child Matters'.

1. Be Healthy
 - Healthy School Programme
 - Health and Safety Policy
 - P.E. and P.S.H.E.&C Curriculum Policies
 - Sex and Relationships Education Policy
 - Racial Equality Policy
 - Drugs and Alcohol Policy
2. Stay Safe
 - Health and Safety Policy
 - Child protection Policy
 - Staff Induction Policy
 - Staff Handbook
 - Behaviour Policy
 - Attendance Policy
 - Racial Equality Policy
 - Risk Assessments
3. Enjoy and Achieve
 - Curriculum Policies

- SEN Policy
 - Equal Opportunities Policy
 - Racial Equality Policy
 - Gifted and Talented Policy
 - Staff Performance Management Policy
 - Professional Development Policy
 - Workforce Reform procedures and policies
 - Accessibility Action Plan
4. Make a Positive Contribution
- School Council
 - PSHE&C Curriculum Policy
 - Behaviour Policy
 - Rewards and Sanctions procedures
 - Gifted and Talented Policy
 - SEN Policy
5. Achieve Economic Well-Being
- All curriculum policies
 - Gifted and Talented Policy
 - SEN Policy

Communication with Parents

Personal communication is more important than written communication.

The most powerful way we communicate with parents is by listening to them, as it increases their sense of being valued partners and gives the school invaluable information about each child.

Communication requires:

Conversation
 Celebration
 Exchange of information and views
 Sharing goals
 Debate and negotiation

We recognise the need to communicate with parents at five particularly important occasions.

- Starting school.
- When giving homework.
- At parents' evenings or parents' interviews.
- When moving class or school.
- When there are problems

We provide written communication with parents through:

Newsletters
Reports and records
Notices
Questionnaires
Sharing good news
Letters about visits
Thank you letters
Curriculum letters
Prospectus
School Profile
Friends of North Bradley CE School letters and annual report
Reading Record books and Home-School Link books
Parents' evening invitations
School policies, including curriculum policies
School Website

Principles of effective written communication with parents

- Direct
- Honest
- Clear
- Friendly
- Reassuring and conveys support
- Easy to read

Home Visits

- The school aims to develop home visits.
- These will be by mutual agreement, by appointment and staff will carry identification.
- Staff will make the purpose clear to parents and leave them feeling positive about the visit.
- They may be appropriate when:
 - a child is about to start school;
 - a child is unable to attend school due to long-term illness;
 - a child fails to attend school regularly.
- They will enable the school to:
 - observe the child in their home environment;
 - start the relationship with families off well;
 - give information to parents.

Parents' Workshops

These will:

- Increase parents' knowledge of the curriculum and pastoral care.
- Create a channel of communication between teachers and parents.
- Enable parents to get to know each other.
- Allow school policies to be discussed.
- Enable parents to keep up-to-date with recent government changes to education.
- Provide increased chances of parents supporting a child's work at home.
- Encourage parents to help in school.
- Improve relationships and understanding.
- Respond to parents' needs appropriately.

Home-School Agreement

Through this we hope to reinforce the partnership between home and school. All schools are required to have Home-School Agreements in place. The agreement will be given to parents before their child starts in the Reception Class or when they first join the school and re-issued at the beginning of Year 3 when the children will be invited to sign the agreement, together with their parents. If a parent does not want to sign the agreement, the Headteacher will endeavour to discuss with them any problematic issues.

Our Home-School Agreement was drawn up by a working party of parents, governors and teachers during the spring and summer terms 1999. Parents were fully consulted on the draft agreement. It was revised by a School and Parents Working Party in May 2006.