



We care, we learn, we achieve.

Home-School Partnership Agreement Policy

Rationale

By completing homework, children will reinforce their knowledge and understanding of concepts and skills in a relaxed and informal way. They will be able to share their knowledge with their parents. Regular homework gives parents the chance to play a part in helping their children's learning and to raise standards.

Aims

- To extend and support the learning opportunities for all children.
- To provide opportunities for parents and pupils to work in partnership to enjoy the learning experience.
- To ensure parents/carers have a clear understanding about expectations from themselves and the pupils.
- To encourage children to develop long-term strategies of independence and individual responsibility.
- To prepare Year 6 pupils for the transfer to secondary education.

Guidelines

Role of parents/carers in supporting pupils.

At Becket Primary School we recognise the importance of the partnership between teachers, parents and children. Therefore we would appreciate parents supporting the school in the development of the children's learning. One of the main ways of doing this is by supporting homework. There are several ways which parents can enhance their children's learning experiences:

- Provide a reasonably peaceful, suitable place in which children can do their homework – alone or more often for younger children, together with an adult.
- Make it clear to their children that they value homework and support the school in explaining how it can help their learning.
- Encourage the children and praise them when they have completed their homework.
- Parents should become actively involved in their children's homework so that it becomes a learning partnership at home.
- Parents should not provide the answers for the child but should try to guide the children's learning with helpful questions.
- If a parent decides to stop a child completing their homework, because a child is too tired/ill, an accompanying note of explanation would be appreciated by the school.

Homework

We do expect homework from all year groups to practise and consolidate the learning taking place in school. For each year group this is as follows:

Reception – Phonics, reading and number practice daily

Years 1 and 2 – Phonics/Spelling Shed, reading, and number bonds or times tables (including Numbots) daily. Year 2 only- Sight words and fluency phrases booklets.



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Years 3 and 4 – Spelling Shed, reading and TTRockStars daily

Years 5 and 6 – Spelling Shed, reading, TTRockStars daily and one additional piece of Maths or English

Monitoring and Evaluation Arrangements

The impact of the pupils homework will be monitored in class through home School learning diaries and by the Senior Leadership Team on a termly basis through monitoring and the results of class tests and quizzes.

Policy reviewed by staff: January 2022

Approved by the Local Governing Body: 28.03.22



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Appendix 1

Home-School Agreement 2021/22

Our Home-School Agreement has been created in collaboration children, teachers, parents and governors. It is essential that we can all work together to ensure that we give our children the best possible start in life.

The Governors invite you to sign the enclosed Agreement and return it to school with your completed Admission Form. This will indicate that you take note of the school's responsibilities and expectations for your child. It will also acknowledge that you accept your role and responsibilities in this partnership.

THE SCHOOL WILL:

1. Encourage children to do their best at all times by providing a balanced curriculum and meeting the needs of all children.
2. Encourage children to take care of their surroundings and others around them, by building good relationships both within and outside the school.
3. Care for your children's safety and happiness and act in accordance with our Safeguarding policy.
4. Arrange Parents' Consultations to discuss progress.
5. Let parents know if the school has any concerns about their child's behaviour and work.
6. Keep Parents informed about school activities through letters home, newsletters, notices about special events via ParentPay and the school website.

Head of School signature:

Date: September 2021

AS A PARENT I WILL:

1. Make sure my child arrives on time for School.
2. Make sure my child attends School each day or inform the School if my child is absent for any reason.
3. Attend Parent consultations to discuss my child's progress.
4. Support and reinforce the School's policy for behaviour: Be safe, Be Ready, Be respectful.
5. Support my child in their learning both in school and at home by **reading at least 4 times a week.**
6. Ensure that my child has the correct equipment and clothing which is all clearly named.
7. Let the School know about any concerns or problems that might affect my child's work or behaviour.
8. Get to know about my child's life at School.
9. Bring any concerns to school staff directly rather than use social media
10. Ensure payments for school dinners and trips are paid on time.

Parent's signature: Date:



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AS A PUPIL I WILL:

1. Attend School each day and arrive on time.
2. Always try to achieve my best.
3. Be a kind, helpful, friendly and responsible member of the school.
4. Be safe, Be respectful and Be Ready
5. Care for the equipment and the school building
6. Do as I have been asked and set good examples to others.
7. Show 'wonderful walking' and 'lovely line' at all times.

Child's name:

Child's signature: Date:



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Home School links

Appendix 2

Policy for Communication and Consultation

Rationale

At Becket Primary, we believe that the partnership between all the stakeholders and practitioners working together has the most positive impact upon a child's development and learning. We seek to develop effective partnerships with pupils, parents and governors through open discussion and liaison, regular communication and opportunities for stakeholders to become practically involved in the children's life at school.

Aims

To provide clear guidance on the way that Becket Primary School:

- Communicates with all stakeholders
- Consults with and responds to information gathered from stakeholders

Guidelines

We communicate and consult with different stakeholders through different channels.

Pupils

Communication

- Reading record logs
- Whole school/class Assemblies
- CREW Assemblies
- Pupil Voice representatives reporting back to peers

Consultation

- Circle times led by pupils in Key Stage 2
- Setting personal targets
- Self-assessment /peer critique
- Informal discussions with the Executive Head, Head of School /class teachers
- Pupil Voice initiatives
- Annual questionnaire
- Pastoral Support Plan (PSP) target sheets (for individuals if applicable)
- Pupil passports and Inclusion Plans

Parents

Communication

- Emailed Newsletter
- School Website
- Involvement in school e.g. in classes
- Informal individual meetings with teachers – before/after school
- Parents evenings twice a year (Autumn/Summer) - including sharing pupil targets
- Annual written report (Spring)
- Curriculum Evenings/afternoon (on specific themes e.g. reading, maths)



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- Parents (in Reception) involved in induction arrangements and home visits
- Social Media – the school has a Facebook page as another way of alerting parents to current communications from the school
- Tapestry (online learning journal)
- Project open afternoon

Consultation

- Records of the views expressed at SEND/PSP meetings
- Records of the views expressed at Parents evenings
- Feedback on individual pupils written reports
- Questionnaires are issued annually to parents and include areas to seek information
- Feedback on particular open afternoons eg. projects

Teaching Staff

Communication

- Whole year diary / online calendar
- Bulletins, as required
- Newsletters
- Weekly meetings

Consultation

- Performance management interviews
- Subject leadership interviews
- Staff meetings
- Inset Days

Support staff

Communication

- Whole year diary / online calendar
- Bulletins, as required
- Newsletters

Consultation

- Performance Management Interviews
- Inset days
- Reflection time - fortnightly

Governors

Communication & Consultation

- Newsletters
- Local Governing Body meetings throughout the year
- Individual Governors reviews and reports for key areas of accountability, including, English, Mathematics, ICT, Science and Humanities, Arts and RE, Healthy schools (includes PE and PSHE) who link with subject teams. Also, for SEND and More Able Pupils, Health and safety, Governor Induction and Training, and safeguarding.



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Media

Communication & Consultation

- For regular events and initial contact for one-off events, a member of the admin team will inform the press
- The BFC should draft the information/advert they wish to be placed in local papers/ website and this MUST be checked by a member of the Leadership team before being sent out.
- For established media links (e.g. school newspaper links with the Mercury reporter), the relevant member of the admin team may deal directly with them
- For all other events, the MAT, Executive Headteacher or (in her absence) the Head of School will be the press spokesperson. Under no circumstances should other members of staff or governors speak to the press, either reporting or implying school views on any event/news/proposals. This is to ensure accuracy and consistency of message and to ensure that all relevant parties are aware of any information before going to press
- If there are difficult one-off circumstances (e.g. bereavement/accident) then the Executive Headteacher/Head of School/Chair of Governors/Vice Chair (as appropriate) will speak to the press after consultation with the Local Authority Press Officer (North Somerset Press Office: 01934 634996)
- If members of staff/Governors are approached by the press in difficult circumstances they must not make independent comment. This again ensures consistency and accuracy of information
- If difficult circumstances arise and the Governing Body feels it is in the school's best interest to make a comment, then a generic comment will be drafted by the Head/Chair of Governors and circulated to all relevant parties. Again, consistency of message is vital in these circumstances and staff and governors must only repeat agreed key messages.

Monitoring and Evaluation

The policy will be monitored to check effectiveness by the senior leadership team. It will be reviewed annually by staff and the Local Governing Body.

Becket Primary values the contribution all stakeholders make to the school and encourages them at every opportunity to inform the school of their views. These contribute to ongoing self-evaluation.

Policy reviewed: January 2022

Chair of the Local Governing Body