



Home-school Partnership Agreement Policy

What is this policy for?

This policy sets out how we communicate, consult, and liaise with parents and sets out reasonable expectations for both home and school.

The vision for home school partnership

At Hutton CE Primary we believe there are three strands to a positive Home school agreement. We want to provide clear expectations for parents and children – the home school partnership agreement – appendix 1.

We want clear lines of communication and consultation with parents about major changes and developments – the communication and consultation strand – appendix 2

We want to extend and support the learning opportunities for all children, by ensuring parents are clear about how they can best support their child's learning at home – the homework strand – appendix 3.

The home school partnership should be really strong, because working together has the most positive impact on a child's development and learning.

How do we measure success in home-school partnership?

We measure the success of the partnership policy based on the number of positive responses (or occasionally complaints) about school. We aim to work successfully with parents and value their input. If parents feel something is not right, we appreciate them raising the matter informally with the class teacher in the first instance, or head of school if a more school wide issue, to give us the opportunity to review the situation.

Community Involvement & Collaborations

As part of a full and beneficial partnership we encourage parents to attend events at school. We have a set programme of opportunities for parents to engage.

YR – Stay and Play sessions, visits out (to the church, Des Phippen park, around the village.) Nativity performance, class assembly, sports day.

Y1/2 –Visits out (Des Phippen park, around the village) Nativity performance, class assembly, sports day.

Y3 –Visits out (Bristol museum, Worlebury hillfort, Roman Baths) Harvest performance, class assembly, sports day.

Y4 –Visits out () Pentecost performance, class assembly, sports day.

Y5 –Visits out (Dance Festival rehearsal, London parliament trip) Easter performance, class assembly, sports day.

Y6 –Visits out (Bristol), Young Voices (Birmingham) class assembly, sports day, leavers performance, Leavers service.

Monitoring and Evaluation

The policy will be reviewed annually by the Senior leadership team and the local governing body.

Policy written: November 2021

Policy review: November 2022

Ratified by the Local Governing Body and signed by chair or vice-chair: Jane Barry 29/11/21



Appendix 1

Home-school Partnership Agreement

Introduction

The children at Hutton CE Primary School will receive a broad and balanced curriculum enabling all children to develop their own skills and talents. The children's needs will be met in a variety of ways, some children will require additional support, others will need additional challenge. In most instances, this is met in the classroom through scaffolded activities.

Our vision statement

Believe, Achieve, Succeed
In our hands we hold the future.

Our Ethos

Recognising its historic foundation Hutton CE Primary School will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the church at parish and diocesan level.

Hutton CE Primary School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

Our Vision

Our vision is for a school team who:

1. Develop their individual talents and abilities, enabling them to attain highly both academically and personally.
2. Are happy, successful, confident lifelong learners.
3. Are self-motivated, self-disciplined individuals.
4. Have high self-esteem and show initiative.
5. Learn in a safe, secure, vibrant and creative Christian environment.



Our Values

Believe. Achieve. Succeed

In our hands we hold the future

Our vision is for a school team of staff & pupils who:

- ✿ Have high expectations to develop their individual talents & abilities, enabling them to do well academically, spiritually & personally
- ✿ Are happy, successful & confident lifelong learners
- ✿ Are respectful, thoughtful, self-disciplined individuals
- ✿ Have integrity, high self-esteem & self-motivation
- ✿ Show initiative & are willing to take responsibility for their actions
- ✿ Wish to learn in a safe, vibrant & creative Christian environment

Our Values





The school will

- ✓ Provide a happy, caring, secure, well ordered and stimulating environment.
- ✓ Support the child's learning to help them achieve their best.
- ✓ Encourage the children to keep the school's Rules.
- ✓ Encourage children to take care of their surroundings and be sensitive to the needs of others around them.
- ✓ Address any special or specific needs.
- ✓ Work in partnership with parents informing them of their child's progress at regular meetings, provide information curriculum meetings, and liaise regularly through the class email.
- ✓ Inform parents about the children's learning objectives each term.

Headteacher's signature:

Our family will

- ✓ Make sure our child arrives at school on time between 8:45 and 8:55 am, alert and ready for the day ahead.
- ✓ Make sure our child attends regularly and provide a phone message/note of explanation if the child is absent.
- ✓ Not book holidays in term time/or book appointments during the school day.
- ✓ Ensure that the child has the correct equipment and clothing which is all clearly named.
- ✓ Support the school's behaviour policy; its rewards (tribe points and green cards for good manners and politeness, Dabaso award for consideration to others, merit marks leading to certificates for good work and certificates for good attendance) and its sanctions (yellow warning cards, red cards and loss of break times.)
- ✓ Attend Parents' Consultation Evenings to discuss our child's progress, and information meetings to find out how to help our child.
- ✓ Support our child with school activities including homework. Tasks will include regular reading, spelling and mental maths.

Parent/carer's signature:

The Child's agreement



I will

- ✓ **A**lways try to achieve my best.
- ✓ **B**e a kind, helpful, friendly and responsible member of the school.
- ✓ **C**are for the equipment and the building at school
- ✓ **D**o as I've been asked and set a good example to others.
- ✓ **E**nsure I show respect to everyone and the environment.
- ✓ **F**ollow the safety code - walk around school.

Child's signature:



Appendix 2

Communication and Consultation

Communication with parents takes place in a variety of ways:

- School Website – this holds all relevant school information
- Emailed newsletter- sent weekly to parents via ping
- Facebook – celebration events are posted here
- Informal individual conversations with staff after school
- A class email address to send information/ask questions to the class teacher (this will be looked at after school each day, but within 'office hours'.
- Parents Evenings – a formal meeting twice a year to discuss child's progress (Autumn and Summer)
- Annual written report (Spring) (can be followed by a short consultation meeting if aspects of the report are not understood)
- Curriculum Evenings (on specific themes e.g., phonics, reading, maths)
- Parents (in YR) involved in induction arrangements and home visits prior to starting school
- Tapestry (an online learning journal and communication for parents in Reception.)
- Weekly coffee morning – informal opportunity to chat.

Consultation with parents takes place in a variety of ways:

- Written feedback on your child's annual report.
- Records of the views expressed at parents' evenings.
- Records of the views expressed at HOPS/HOPE meetings for SEND and Pupil premium pupils
- Feedback on curriculum meetings (e.g. phonics, reading etc.)
- Questionnaires are issued annually to parents to get a view of the parent's views of school and when required on specific items e.g. travel plan, residential visits etc.

Communication and consultation with parent Governors:

There are three parent representatives on the local governing body. They hear reports about the school on a regular basis, they visit the school and classes at least three times a year and take a particular interest in one aspect of the curriculum.

Communication and consultation with pupils takes place in a variety of ways:

- Whole school Class worship and assemblies
- Tribe assemblies
- Pupil voice councils
- Circle times
- Annual questionnaire
- HOPS/HOPE meetings (for those who require them)
- Informal discussions with Executive head/head of school
- Feedback in their books
- Pupil interviews about specific aspects of learning through monitoring procedures.



Appendix 3

Homework Expectations

Year Groups	Expectations
Reception	<ul style="list-style-type: none"> • Read daily to your child (shared book) • Listen to your child read daily to you. • Practice phonic sounds your child has learnt/is learning • Count daily
Year 1/2	<ul style="list-style-type: none"> • Read daily to your child (shared book) • Listen to your child read daily to you. • Practice phonic sounds your child has learnt/is learning • Practice Number bonds daily (numbersense) • Learn the information on the knowledge organiser for the term.
Year 3/4	<ul style="list-style-type: none"> • Read daily to your child (shared book) • Listen to your child read daily to you. • Practice Spelling shed daily • Practice Times table daily (TT rockstars) • Learn the information on the knowledge organiser for the term.
Year 5/6	<ul style="list-style-type: none"> • Read daily to your child (shared book) • Listen to your child read daily to you. • Practice Spelling shed daily • Practice speedy arithmetic questions • Learn the information on the knowledge organiser for the term. • Children may be given a specific piece of writing/research/maths.

Homework Guidelines

When learning at home it will help your child if you can:

- Provide a reasonably peaceful, suitable place in which the children can do their homework – alone or more often for younger pupils , together with an adult.
- Make it clear that you value homework and support the school in explaining how practising at home can help their learning
- Encourage and praise them when they have completed the homework tasks.
- Not provide answers for them but guide them with helpful questions.
- Let us know if your child is too tired/ill to complete their homework.