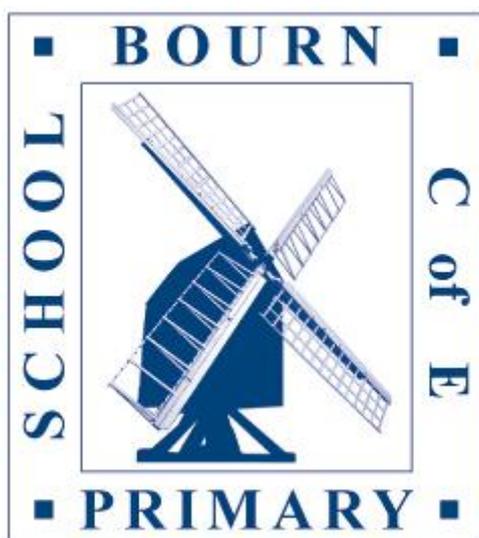


# Bourn Church of England Primary School



## HOME SCHOOL POLICY

2011/2012



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# BOURN CHURCH OF ENGLAND PRIMARY SCHOOL

## HOME SCHOOL POLICY



### 1. Aims and Principles of Parental Involvement

Genuine partnership between School staff and parents/carers calls for:

- respecting and supporting all parents/carers as the primary educators of their children
- valuing one another's different but equally important roles
- establishing joint aims and jointly setting the agenda
- putting time into developing the relationship

Parents/carers can play many roles within the partnership - as co-educators of their children, as providers of additional support for the School, as decision-makers and as an important part of the School's community.

### 2. Home-School Links

Many links between Bourn School and parents/carers already exist, and the School is committed to extending and improving them continuously in conjunction with parents/carers. These links include:

- "The Essential Guide to the Year Ahead": an evening presentation held at the start of each School year to explain classroom structure, daily timetable and homework timetable. Information is also given about what the children are studying through the School's creative curriculum, with the relevant learning objectives: this may be accompanied by suggestions on how these activities may be followed up at home. This evening provides an informal opportunity to meet the teaching staff and ask questions.
- Use of parent-teacher consultations to set targets and agree actions on the part of the teacher, parents/carers and child.
- Home-School weekly reviews for regular communication.
- Curriculum days and evenings, which offer parents/carers explanations and hands-on experience of the curriculum, and which provide clear examples of ways in which learning can be extended and reinforced.
- Support and advice on parenting skills
- The Bourn School Association (BSA), which offers parents/carers opportunities to meet and work with other parents/carers in supporting the School through social, fund-raising and educational events.
- Newsletters and other items of information which are sent home via email or with the children in their book bags. All up-to-date newsletters are also to be found on the School's website ([www.bournSchool.co.uk](http://www.bournSchool.co.uk)).
- Learning platform – Starz (internet correspondence between teachers and children).

### **3. Working and Communicating Together**

#### **Expectations**

##### **Children can expect:**

- to be listened to, and valued
- to take responsibility for their actions
- to be consulted on their education and involved in decisions
- to be responsible for making sure they understand their homework task, taking it home and giving it in on time

##### **Parents/carers expect:**

- to feel valued and welcomed by the School
- information and guidance on supporting their children's learning
- clear feedback on their children's progress
- involvement in decision-making
- specific opportunities for familiarisation with the classroom routine
- to be informed of any recurring issues that arise during the School day which concern their child.

##### **The School expects:**

- parents/carers to support children in taking responsibility for their actions
- that children are supported at home in their homework by parents/carers who:
  - provide a suitable, reasonably peaceful place where children can do their homework (whether independently or sharing with an adult)
  - make it clear to children that parents/carers value homework, and support the School in explaining how it can help children's learning
  - encourage their children and praise them when they have completed their homework
- that parents/carers make sure that children complete their homework
- that parents/carers will help their children to organise themselves to work at home
- that parents/carers will ensure that their children are appropriately dressed in School clothing and equipped for their various lessons including PE
- that parents/carers will be responsible for the prompt collection of their children after extra curricular activities and for the supervision of their children on the School site outside School hours
- that children are always healthy and alert when they come to School in order that they can cope with the physical and mental demands of the School day.

#### **4. Homework**

##### *The Purpose of Homework*

Homework has several purposes: to consolidate skills and understanding; to extend School learning (for example by additional reading, use of parents'/carers' skills and knowledge, reference books etc.) and, during their progression through the School, to develop the confidence and self discipline in pupils that is needed to study on their own and to prepare them for the requirements of secondary education.

##### *Homework appropriate for pupils of different ages*

At the start, and throughout Foundation Stage/Key Stage 1 (Reception and Years 1 and 2), all homework will require the active involvement of a parent/carer. The main focus will be on literacy and numeracy: reading to and with parents/carers every day, together with activities of different kinds such as simple games, learning spellings and number facts and discussion of the child's 'Weekly Review'.

Later on, in Key Stage 2 (Years 3, 4, 5 & 6), these regular activities, including daily reading, daily spelling practice and daily tables practice, will continue. They will be supplemented by homework of other kinds, gradually increasing in its demands, such as finding out information, reading in preparation for lessons, preparing oral presentations, written assignments and maths calculations, and discussion of the child's 'Weekly Review'.

##### *Homework planning and co-ordination*

Each class teacher will be responsible for organising the homework, and will provide guidance on parents'/carers' involvement. There will be a regular weekly pattern to the homework. More than one evening will be allowed for homework to be completed to allow time for information to be collected or for any after-school activities, but the aim will be to keep the demands on pupils as even as possible.

The homework plan for each class is shown on the following page.

The homework plan for each class, for 2011/12, is as follows:-

Reception	Year 1	Year 2
<p><b>Continuous homework</b></p> <ul style="list-style-type: none"> <li>• Practise Jolly Phonic sounds and actions</li> <li>• Practise letter formation for each new sound learnt</li> <li>• Practise 'tricky words' using flash cards</li> <li>• Practise spelling 'tricky words' and simple words, e.g. cat</li> <li>• Listen to and/or read to your child and record comments in reading record</li> </ul> <p><b>Friday</b></p> <ul style="list-style-type: none"> <li>• Discuss weekly update</li> </ul>	<p><b>Continuous homework</b></p> <ul style="list-style-type: none"> <li>• Listen to your child read and record comments in reading record</li> <li>• Practise weekly spellings</li> <li>• Tables practice (for some children)</li> </ul> <p><b>Friday</b></p> <ul style="list-style-type: none"> <li>• Topic-based or maths homework</li> </ul>	<p><b>Continuous homework</b></p> <ul style="list-style-type: none"> <li>• Listen to your child read and record comments in reading record</li> <li>• Practise weekly spellings</li> <li>• Tables practice</li> <li>• Recorder practice</li> </ul> <p><b>Friday</b></p> <ul style="list-style-type: none"> <li>• Topic-based or maths homework</li> </ul>

	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Rosewood</b></p> <p><b>Cedar</b></p> <p><b>Years 3 / 4</b></p>	<p>Reading to adult</p> <p>Number skills</p> <p>Spelling skills</p> <p>Numeracy</p>	<p>Reading to adult</p> <p>Number skills</p> <p>Spelling skills</p> <p>Y3 recorder</p>	<p>Reading to adult</p> <p>Number skills</p> <p>Spelling skills</p>	<p>Reading to adult</p> <p>Number skills</p> <p>Spelling skills</p> <p>Y3 recorder</p> <p>Literacy</p>	<p>Reading to adult</p> <p>Number skills</p> <p>Spelling skills</p> <p>Discuss weekly review</p> <p>Topic (Year 4 only)</p>
<p><b>Maple</b></p> <p><b>Cherry</b></p> <p><b>Years 5 / 6</b></p>	<p>Reading</p> <p>Number skills</p> <p>Spelling skills</p> <p>Literacy</p>	<p>Reading</p> <p>Number skills</p> <p>Spelling skills</p>	<p>Reading</p> <p>Number skills</p> <p>Spelling skills</p> <p>Science (Year 6 only)</p>	<p>Reading</p> <p>Number skills</p> <p>Spelling skills</p> <p>Maths</p>	<p>Reading</p> <p>Number skills</p> <p>Spelling skills</p> <p>Discuss Weekly Review</p> <p>Topic</p>

#### *Feedback on homework*

- Teachers will ensure that homework is marked and that appropriate comments or consultation with the child are given where they will identify priorities for development.
- Where homework is unsatisfactory or unfinished the details will appear on the appropriate original work and may be returned for completion or correction.
- Homework will usually be marked and discussed with the children the day after it is handed in.

#### **4. Collective Worship**

We expect all children to attend daily assembly. Any parent/carer can request permission for their child to be excused from attending religious worship, however, and the School will make alternative arrangements for the supervision of the child during the period concerned. Parents/carers do not have to explain or give reasons for this. Parents/carers may also withdraw their child from RE lessons. This complies with the 1988 Education Reform Act.

## **5. Behaviour and Discipline**

The children are expected at all times to behave with consideration for others. Good behaviour is acknowledged and praised. If children misbehave or infringe the rights of others, they are reminded of the importance of everybody's safety and happiness. If this proves ineffective, privileges are withdrawn. On the rare occasions when this fails to have any effect on this child's behaviour, the School will consult with parents/carers as to the best possible means of overcoming the particular problems.

A copy of the School Code of Conduct is agreed and signed every year by each class and displayed in their respective classrooms.

### **Disciplinary Policy**

- All children and staff are regarded as full members of the School and are therefore treated by each other with courtesy and respect.
- When a child misbehaves it is explained to him/her why the particular course of action he/she has chosen is unacceptable. Where appropriate, sanctions might be imposed.
- Sanctions used in the School take the form of the withdrawal of individual privileges, e.g., the missing of play-times where work is practised and completed. Children are not kept behind after School.
- Most minor incidents are dealt with directly by the class teacher or midday supervisors. At lunch time incidents are logged.
- Any persistent or serious problem is referred immediately to the Head or Assistant Head Teacher, including, specifically, the use of bad language. The Head/Assistant Head will, where it is deemed necessary and following consultation, contact the parents/carers of the children concerned. A record will be kept of the referrals to the Head and Assistant Head Teacher. Any second referrals in a given School week will result in the School automatically contacting parents/carers. The School will not automatically notify parents/carers of every occasion that a record is made.
- Parents/carers of any child concerned in persistent or serious disruptive behaviour are encouraged to work with the School, and possibly other agencies, in developing a consistent approach to help the child to overcome his/her difficulties.
- Where the Head Teacher judges that the disruptive behaviour of a child is a danger to other pupils and staff, or is seriously hampering the education of the other children, that child may be excluded, temporarily, from School.
- In extreme cases, the School has the right to permanently exclude a pupil. We hope never to have to take this action.

## **6. Extra-Curricular Activities**

The School recognises the value of extra-curricular activities and expects children to take advantage of those offered. As with other Schoolwork, the School expects commitment, punctuality and responsibility from those children who agree to take part. These activities include the orchestra, choir, instrumental lessons, football, cross-country, mini tennis, athletics, Let's Get Cooking and gymnastics. Lunchtime clubs, such as rugby, computer club for girls and girls' football, also operate throughout the year.

Children who take instrumental music lessons and attend orchestra and choir are expected to practise regularly (every day if possible) and to have their music and instrument with

them on the appropriate days. Parents/carers and children are expected to take due care of musical instruments on loan to them.

Parents/carers are expected to make the necessary arrangements for transport home at the end of after-School activities and to let the School know if it is not possible for a child to attend on any particular week.

## **7. Health Promoting Schools Initiative**

The School has gained “Health Promoting School” status. This is an integral part of School life.

Children are encouraged to enjoy a healthy snack and drink at break time, either from home or from the healthy snack bar, and free fruit is provided for all children throughout the School. Crisps, chocolate and sweets are not permitted during break times. Children are taught the importance of a balanced and varied diet. Furthermore, children can access drinking water throughout the day according to the ‘Water Bottles on Desks’ scheme.

## Practical Information for Parents/Carers

### School clothing

The children lead active lives in School and therefore it is recommended that practical and sensible shoes and clothes are worn. For this reason the Governors expect that School uniform will be worn by all children. Children should wear the School sweatshirt with a white or blue polo shirt and dark coloured trousers, shorts (in summer) or a skirt. Sensible footwear is also recommended. A full price list of items of clothing is available from the School Office. It is essential that all children have a separate pair of shoes or slippers to wear inside the School building. For PE all children require blue or black coloured shorts, a white T-shirt and plimsolls in a named bag. For outdoor games, boots or trainers and a change of socks are essential.

During the summer we make full use of our heated outdoor swimming pool, so your child will need a costume, towel and a suitable bag. Having taken medical advice we do not allow the use of goggles in the pool. It is also advised that verrucae should be covered. Long hair (both boys' and girls') must be tied back or plaited.

It is important that every item of your child's property is **named**.

The wearing of jewellery, nail varnish and transfers is not allowed in School, with the exception of ear studs.

For safety reasons all jewellery must be removed before PE, Games and Swimming lessons. As time is not available for teaching staff to supervise the removal of jewellery, no jewellery (including ear studs) may be worn on the days when children have swimming lessons.

### Attendance and Punctuality

The law requires that your child attends School every day. If your child is ill, you must inform the School Office by telephone by 9.15 am. On the child's return to School, you must send a brief explanatory note to the School, to be retained on your child's records. This can be emailed to the School Office ([office@bourn.cambs.sch.uk](mailto:office@bourn.cambs.sch.uk)). A telephone call is not sufficient. We would also like to know in advance if your child is to be withdrawn for a dental or hospital appointment etc.

Parents/carers must not book family holidays during term time except in the event of exceptional circumstances, for example when a parent/carer, grandparent or other close relative is seriously ill and the proposed holiday is likely to be the last such holiday; or when there has been a significant trauma in the family recently and the Head Teacher considers that an immediate holiday might enable the child concerned to better deal with the situation; or the holiday might be a unique, one-off never-to-be-repeated occasion, which can only take place at the time requested. Parents/carers in all cases do not have any entitlement to take their child out of School and must apply to the School's Governing Body for permission in advance of any such holiday.

### The School day

Morning session	08.55 am - 12.10 pm
Break	10.30 am - 10.45 am
Lunch time	12.10 pm - 12.55 pm
Afternoon session	1.00 pm - 3.05 pm

Your child should arrive at School between 8.40 am and 8.55 am. The playground and classroom are unsupervised before this time. The attendance and dinner registers are taken promptly at 8.55 am and any child arriving after this time will be recorded on the official attendance register as late. Children who arrive late make the day's organisation difficult for the class teacher, the kitchen staff and, not least, for themselves.

We are concerned about your child's safety. With your co-operation we can avoid accidents. We have a strict **NO VEHICLE** rule on our School drive at the times when it is in use by the children. This is between 8.40 am and 9.10 am in the morning, and between 2.50 pm and 3.15 pm in the afternoon. You should also avoid parking anywhere in the vicinity of the School gate (including in the bus lay-by or opposite the School entrance within the yellow lines). This includes dropping off and picking up children at the beginning and end of the day.

The School operates a voluntary one-way system around Hall Close and down Riddy Lane during the morning and afternoon drop off and pick up times, in an attempt to alleviate traffic congestion. This system has worked very successfully and the School appreciates parents/carers continuing to follow this.

### **Education Welfare Officer**

Telephone: 01954 286003

### **Health and Welfare**

When your child starts School you will be asked for telephone numbers and points of contact so that we can get in touch with you in case of emergency or sudden illness. Parents/carers are asked to make sure that this information is kept up to date throughout their child's time at School. This is especially important, for instance, if parents/carers are at work during the School day.

If your child has been ill, she/he should not return to School for **24-48 HOURS**. This precaution will help prevent the spreading of infection. Under no circumstances should your child come to School with a high temperature. It is only in exceptional circumstances that children can be excluded from playing outside. If your child is insufficiently well to play outside, they are not fit enough to be in School.

If your child has a health problem that may affect his/her School life, please let us know. This will help us to respond appropriately if he/she should become ill at School.

### **Infectious Diseases**

The School has a duty to report any "notifiable diseases" to the Public Health department. A current list of these diseases is produced by the Health Protection Agency.

### **Medicines in School**

The staff do not administer medicines to children unless in the case of a long-term illness, such as epilepsy or asthma.

In this case a Doctor's note must be provided giving clear instructions concerning the required dosage and timing for this. Parents/carers are required to complete the School's medical consent form.

## **Child Protection**

The Local Authority requires Head Teachers to report any obvious or suspected case of child abuse - which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse. This procedure is intended to protect children at risk and Schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry. This does mean that the Head Teacher risks upsetting some parents/carers by reporting a case, which, on investigation, proves unfounded. When such a report is made, with the exception of suspected sexual abuse, the Head Teacher will contact the parent/carer first. In such circumstances, it is hoped that parents/carers, appreciating how difficult it is to carry out this delicate responsibility, would accept that the Head Teacher was acting in what were believed to be the child's best interests.

## **Complaints Procedure**

Queries about the School Curriculum and Religious Worship should initially be put to the appropriate class teacher and discussed with him/her. The problem will then be raised with the Head Teacher. Complaints on other matters should be put to the class teacher or the Head Teacher.

If this discussion does not resolve the problem, the Head Teacher will supply parents/carers with the contact details of the Chair to the Governing Body. Parents/carers may then put their complaint (in writing) to the Governors within ten working days.

All complaints will be investigated fully, fairly and carefully and complainants will be kept informed of progress during, as well as at the end of, each stage. Please refer to the School's Complaints Procedure for more information.