



LADY BANKES INFANT AND NURSERY SCHOOL

Home/School Liaison Policy

December 2019

STATEMENT

Nationwide research has compounded our belief at Lady Bankes Infant School that children move forward in their learning more effectively when they are supported at home and when parents/children are well informed about learning targets, achievement and attainment. We want to work closely with our families to ensure that our children can be the best that they can be.

Our school/governing body values are; Ambition, Togetherness, Opportunity, Respect, Curiosity, and Happiness and for our children these are summed up in the statement 'Learning Together, Achieving Together, Stepping Out in Confidence.' Our close work with parents helps us to drive these values forward for every child.

Our home/school liaison structure combines:

- Ongoing liaison through meetings, letters, website and informal discussions to provide regular information about the life of the school.
- Training for parents about teaching and learning.
- A home/school agreement that states the responsibilities and expectations for the school, the parents and the children in achieving the best education possible.
- A homework programme that links with a programme of target setting and the teaching in class.

AIMS

1. To offer all the children at Lady Bankes Infant and Nursery School a broad and balanced curriculum including the requirements of the National Curriculum, which is supported through home links.
2. To raise educational standards/attainment and achievement.
3. To heighten parental awareness and knowledge of EYFS, Key Stage 1 requirements, and their child's current level of development/next steps for learning.
4. To involve parents as much as possible in the Teaching and Learning Programme. To supplement home/school support when needed for children whose home circumstances require it e.g. Child in Need, English as an Additional Language, Pupil Premium
5. Our attitude and approach to home school liaison is all inclusive, we celebrate children's home achievements/experiences through assemblies, speaking and listening and displays in school times.
6. To promote independent, confident learners.
7. To provide home/school opportunities that meet the growing needs of the Community and utilise the wealth of knowledge of residents in the school community.

QUALITY OF CHILDREN'S LEARNING THROUGH HOME SUPPORT.

When evaluating the quality of learning, attention will be given to the competence, willingness and pace with which children are learning and progressing throughout the

curriculum and the amount and frequency of support they are receiving from home. The Homework Package, and the learning targets set, takes into account the rate that small children learn and the atmosphere and ethos conducive to their learning. We believe that learning should be pleasurable and rewarding, taking into consideration individual's needs and interests.

The home environment in which children take part in the Home/School programme should be a relaxed, comfortable and positive experience with time set aside. This is emphasised at all stages through ongoing parental information sessions. In addition many aspects of the homes on-going learning support will take place through other daily activities such as shopping and outings.

ONGOING LIAISON PROCESS

We have three main ways of communicating with parents- **meetings** (formal and informal)
written information
web site/text/e-mail

We put great importance on our open door policy. We aim to encourage parents to keep us informed, ask any questions and express any anxieties. We do our utmost to keep parents fully informed. Our school has an 'open door policy' in order to encourage daily communication with staff as children are dropped off and picked up from school.

Key elements of our home school liaison structure are as follows;

1. Regular day-to-day conversations and liaison over children's needs.
2. Short whole school meetings in the hall on specific issues.
3. Termly opportunities for parent's to look at their children's work books, be updated on their targets and discuss their overall progress. (More frequent for children with SEND where needed.)
4. Active encouragement (through an assigned learning support assistant) for parents to help in the classrooms and to be involved in the making of resources.
5. Early term meetings for parents at the start of the Autumn term. This is a briefing meeting for the term/year ahead and a chance for questions, (minutes and an outline of the terms learning programme are available on the school website). Similar information is sent out in the Spring and Summer terms.
6. Announcements by the Head Teacher given before the children arrive at Family Assemblies each half term are a chance to keep up to date with any issue of importance, prepare parents for new happenings/ideas and respond to any current queries.
7. Parents are actively encouraged to share their concerns with the teachers and/or the Headteacher/Deputy Headteacher.
8. Visits to the school by prospective parents are used to emphasise the strength of our home/school links. If a child has a specific learning need the SENCO and teachers meet parents to support and advise. The code of practice is followed.

9. Parents and children attend parent conferences with class teachers in the Autumn and Spring Terms to evaluate and set targets. It is at this time that they discuss and sign the home/school agreement/contract. The end of year report summarises attainment, and attitude to learning over the previous year.

10. Fortnightly newsletters, information on our website and text reminders.

11. Parent Training sessions about the curriculum that aim to inform parents about the teaching/learning programmes in school, and to enhance their skills in supporting their children at home. These programmes are run in line with key issues from the School Development Plan and trainings to support other areas of the curriculum also take place, as appropriate.

Parents are encouraged to evaluate any sessions that we run and to keep us informed of any additional support that they may need. Individuals can then be supported, as appropriate, and additional trainings can be provided in response to needs expressed by the parents.

12. Parent Council provides feedback on the effectiveness of our systems and suggest ways in which we could improve our communication with parents.

13. Signposting to local services.

HOME/SCHOOL AGREEMENT AND CONTRACT

The Home/School Agreement is discussed and signed by teacher, parent and child at the first parent consultation of each academic year.

HOMEWORK

As a school we regularly remind parents that support at home enhances children's potential for learning. The homework is designed to reinforce the learning that has taken place or prepare for learning that will be taking place. All children have a home folder and this folder goes home every night with the current reading books. The children change their reading books weekly or as often as is appropriate for each child with an emphasis on comprehension as well as the mechanics of reading. A list of reading skills appropriate to the child's reading level is sent home each time that the child moves up a level. In addition, the staff carry out a running record analysis on each child at least once a half term and the feedback from this is passed on to the parents.

In the EYFS phonics and sight vocabulary provide the main part of the homework programme but additional practical tasks across the curriculum are also sent out. In Key Stage 1 homework tasks are also sent home via this folder and should take no more than 1hr per week by year 2. They include weekly literacy and numeracy tasks as well as some topic tasks as appropriate. Topic research is often tackled through 'holiday projects.'

Differentiation

Guidance for implementing the programme at home will be given to the parents by the class teacher. The Home/ Liaison programme will reinforce knowledge, skills and understanding that are being taught in the classroom. Children with learning difficulties may need "small step" tasks and many opportunities to practice skills. Individual Education plans with clear targets are discussed with the parents and the children.

Extension opportunities for the most able children are built into the homework programmes.

It is made very clear to parents at all levels within the school that they are able to adjust the set homework to suit their child and ensure that it is a positive and beneficial experience. Suggestions are made through parents meetings and guidance sheets are given out e.g. active/practical games to learn sight vocabulary.

EQUAL OPPORTUNITIES.

Where appropriate the teachers draw on and use in a positive way children's family and home experiences. We encourage that respect and value is given to the many diverse backgrounds of the children and staff in the school. The home/school programme takes into account these differences and encourages children to share their experiences and achievements at home.

MONITORING AND REVIEW

The homework is monitored by Year Group Leaders and Senior Leadership team through scrutiny, lesson observations and scrutiny of planning. Where there is a lack of home support the staff do their best to identify the reasons for this and to put strategies in place to ensure the completion of the work.

FACTORS DEMONSTRATING POSITIVE IMPACT

1. Feedback from parents and children indicates that they know what they are learning and its purpose.
2. Feedback from parents and children indicates that homework is manageable, is a positive experience and is impacting on progress.
3. Children's responses show that they are enthusiastic and well-motivated
4. Children are achieving and attaining in line with expectations or above (tracked through level data,) with support from home. (Where support from home is limited this is achieved through additional school input, including after school clubs.)
5. Feedback from staff indicates that the home/school liaison system is directly affecting a raise in achievement/attainment.
6. Children become independent and co-operative learners and through discussion of home tasks are able to relate their learning to its purpose in 'real life' situations.

NOTE – feedback from parents will be obtained through ongoing conversations with class teachers and support staff, parent council and the use of questionnaires.

