

ORCHARD PRIMARY SCHOOL

Home-School Partnership Booklet



At Orchard Primary School, we believe that it is essential to develop strong partnerships with home if our children are to achieve their full potential. Parents and schools working as partners can only increase pupil achievement and help to develop positive attitudes about self and school.

We aim to:

- Be a welcoming and friendly school for parents/carers and visitors.
- Establish a mutually supportive and respectful relationship with all of our parents where trust and clear communication is at the heart of all we do.
- Keep parents informed and involved in a positive way, through working in partnership together in order to help every pupil achieve their full potential socially, emotionally and academically.
- Respond swiftly and efficiently to the needs of parent callers and visitors.
- Provide timely and relevant information for parents through the use of our text messaging service, school website, the email distribution of letters and newsletters.
- Bring pupils' learning to life for parents via Class Dojo/Tapestry.

Each year parents can expect:

- A termly letter from your child's teacher about curriculum topics.
- Two parents' evenings (individual meetings with your child's teacher) in the Autumn and Spring terms to discuss progress and any areas of concern. Appointments can also be arranged at the end of the Summer Term to discuss End of year Reports.
- Termly Progress Check Reports (Autumn and Spring)
- An annual written report on your child's progress. In addition to the annual report for children in Y2 and Y6 parents receive information about their performance in the Standard Assessment Tasks (SATs).
- A monthly newsletter and a regularly updated website.
- Classroom Workshops – throughout the year, we invite parents to take part in activities in a specific area of the curriculum so that they can find out how their child learns at school in order to support them effectively at home.
- A 'How To Help guide', specifically for key areas such as Reading, Maths and Spelling.
- Reminders, updates and letters about specific events.
- Celebration Events such as special assemblies, Harvest and Christmas presentations, Sports day and picnic, music concerts etc.
- Information about their child's learning experiences via Class Dojo or Tapestry.



New Initiatives

- **Open House Sessions** - This year we will be introducing Open House sessions. Each year group will have a morning when they can invite a parent/ carer/ relation into school for an informal visit (9.20 to 10.50am). The visitors get to see the school when it is 'working', and the children can show off their work in the classroom and around the school.
- **Meet the Teacher** - Parents are invited to meet the staff that will be teaching their children, have the expectation for the year described to them, hear about curriculum coverage for each term and how you can support your child with aspects of this work. Parents will also have the opportunity to ask questions.
- **Termly Progress Checks** - Progress Check Reports are sent to parents/carers at the end of the Autumn and Spring Terms. The reports comment on progress and achievement in Reading, Writing and Maths, attitudes, behaviour and attendance. Targets for your children are shared with you so that you can support your child at home.
- **Good News Notes** – sent home with pupils to inform parents of wow moments in their child's learning.

Meeting Staff

If you have any questions or concerns, please remember that staff are only too happy to talk with you. Quick messages can be passed onto a member of staff at the designated school door before or after school. You can also pass on messages via Mrs Daft in the office.

If the issue might take some time to solve, we would ask that you ring the school office to make an appointment with either the class teacher, or Mrs Shields.

Parents needing to meet with staff are politely requested to report to the main office via the front entrance.



Helping your child

Home and school are the two most powerful influences on children and only by working together can we ensure children get the best education.

Do please help us by:

- Talking to your child about schoolwork. Show your children that you are interested and want them to do well.
- Seeing that your child comes to school alert, in good time and having had sufficient sleep and breakfast.
- Making sure your child comes to school dressed in correct uniform, without jewellery and wearing suitable footwear – no trainers please.
- Encouraging your child to read at home at least three times a week and using the reading recording system.
- Ensuring that any spellings or tables sent home are learned.
- Trying to provide your child with a quiet atmosphere to complete any homework to a high standard.
- Teaching your child to respect the school and its staff, and to support the school's Behaviour Policy/Golden Rules.
- Ensuring your child does not bring any toys, sweets, money or chewing gum into school.
- Helping your child to be **responsible**. E.g. By having the correct equipment ready at the start of every lesson, taking care not to lose uniform, handing in mobile phones to the office.
- Helping your child to be **independent**. E.g. carrying their own book bag, handing in homework on time.

Other

Developing Positive Learning Habits – The learning attitude that your child arrives at the school gates with each day can directly improve performance.

You can help your child to secure the toolkit for lifelong learning by supporting the work we do in school to develop the following Learning Habits:

- **Concentration:** Managing any distractions; Managing your own distractions; Setting yourself a goal
- **Perseverance:** Practicing over and over; Keeping going – even when challenged; Not worrying if you don't get it right; Learning from mistakes; Being excited to try new things
- **Collaboration:** Listening to others; Working in a team; Sharing ideas; Taking turns; Being thoughtful to suggestions you might not agree with; Praising others
- **Curiosity:** Developing inquisitiveness through enquiry; Looking for patterns and connections; Researching for answers; Asking questions (Why? What if? I Wonder?)

Parent View - The school will regularly seek parental views on a range of topics affecting pupils' education through questionnaires, surveys and verbal discussion. Feedback is valued, and responses are seriously considered and actioned where appropriate and in pupils' best interests. Equally we welcome any suggestions that will help us to further develop our partnership with parents.

Home/School/Pupil Agreement - We believe that education is a shared responsibility between home and school. Consequently, we encourage parents and pupils to complete our Home/School/Pupil Agreement, which is signed by pupils, parents/carers and the school and details the responsibilities and expectations of all parties.

Community Based Events - These activities provide opportunities for parents to come into school and share their talents, skills and expertise with the children. E.g Aspiration Day. This collaboration with parents helps develop skills for life and prepare our children for future roles in society.

Class Support - We encourage parents to come to school to help teachers on a voluntary basis. We already have excellent involvement from parents who support us with many aspects of school life, such as reading, gardening and cookery.

SEN Consultations – through this we can help by:

- listening to your concerns and explaining what options are available, working in collaboration with you to ensure that your child receives the appropriate provision
- supporting you at meetings and visits to schools and education settings
- guiding you through the Education, Health and Care Needs assessment process
- including you in discussions with schools and the local authority
- making sure your views influence the development of local policy and practice for children with special educational needs
- navigating the Local Offer website and identifying relevant agencies

Do you have a concern?

If you are unhappy about an aspect of school life then in the first instance this should be discussed with the class teacher, who may be able to resolve the problem. If the problem is still unresolved then an appointment should be made with the Head teacher.

In the vast majority of cases, an acceptable resolution is usually achieved. If, however, a problem is still not resolved, the school follows the official complaints procedure adopted by the Governing Body. A copy of this is available from the school office and is also published on the school's website.

Homework

At Orchard Community Primary School we strongly believe in the value of home-school partnership, of which our homework policy is an important element.

We know that it is important for all children to be confident readers, writers and mathematicians by the time they move to high school, and therefore believe that a reasonable amount of homework is a valuable learning resource in that it benefits pupils by:

- Extending school learning, for example through additional reading;
- Consolidating and reinforcing skills and understanding, particularly in English and Maths;
- Encouraging pupils as they get older to develop the confidence and self-discipline needed to study independently, and to prepare them for the requirements of secondary school;
- Strengthening effective partnerships between the school and parents /carers in pursuing the aims of the school and the development of their child.

We recognise however, that all children need need family time and opportunities for play and sporting activities and hope that our policy reflects a balance so children can extend their learning with parental support while still allowing 'down time.'

The Nature of Homework

Homework at Orchard encourages a gradual progression of skills and expectation so that by the time children reach Y6 they have established a clear routine in preparation for secondary school. For pupils in KS1, developing a partnership with parents and carers, and involving them actively in children's learning is a key objective. Short activities of different kinds – reading together, learning spellings and number facts - provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children move into KS2, homework provides an opportunity for them to develop the skills of independent learning.

The homework we set is designed to build upon the skills children have been learning in Literacy, Numeracy and in other areas of the curriculum.

Most of the homework is provided for completion over the course of a week, fortnight or term so it can be made to fit around family lifestyles and commitments. Other homework e.g. reading, multiplication tables, spellings are proven to be better when completed in shorter daily sessions.

Reception – Foundation Stage:

- Learning key words/phonics list
- Reading and sharing books daily; adults to keep a signed record in the Home-School Diary
- Curriculum activities which encourage the involvement of parents and carers

Key Stage 1 – Classes 1, 2 and 3:

- Reading and sharing books with parents/carers at least x3 weekly
- 1x weekly phonics list at an appropriate level if required
- List of spellings which will follow the spelling patterns taught in their phased groups
- Maths activity weekly to either preview learning or it will be related to current learning in class
- In Year 2 learning of multiplication facts 2, 5, 10 (and starting on x3)
- Curriculum activities to encourage the involvement of parents and carers

Key Stage 2 - Years 3 and 4 - Classes 4, 5 and 6

- Children will be given a literacy and/or numeracy activity weekly
- Reading at least 3 times a week
- Learning times tables and number bonds (continuing with 2, 5 and 10 and learning of multiplication facts 3, 4, 6, 7, 8, 9, 11 when ready)
- A spelling list will be provided each week
- A curriculum plan will be provided for each topic which will include a selection of open-ended activities to choose from

Key Stage 2 - Years 5 and 6 – Classes 7, 8 and 9:

- Children will be given a literacy and/or numeracy activity weekly
- Reading at least 3 times a week
- Learning of multiplication facts ongoing
- A spelling list will be provided each week
- A curriculum plan will be provided for each topic which will include a selection of open-ended activities to choose from
- From the Spring Term, Y6 children will also have SATs revision as homework

Other activities may include:

- Handwriting Practice
- Preparing questions
- Planning pieces of writing
- Puzzles/games/investigations
- Learning songs or scripts for plays
- Investigations
- Reading comprehension activities

The time to be spent on homework

The Government's recommended time allocation, based on current good practice, is set out in Homework: Guidelines for Primary Schools and Secondary Schools, and we endeavour to follow this guidance in the amount of time that we ask pupils to spend on their homework.

These guidelines and the types of activities that children might be expected to undertake are given below.

4+, Years 1 and 2	Years 3 and 4	Years 5 and 6
1 hour per week Reading, spelling, other literacy and number work.	1.5 hours per week English and Mathematics as for Years 1 and 2, with occasional assignments in other subjects.	2.5 hours per week with continued emphasis on English and Mathematics but also ranging widely over the Curriculum.

Role of the parents/carers

The school recognises that parents and carers have a key role to play in supporting pupils' homework.

We hope parents/carers will be willing and able to give their active support to ensure that work done at home is undertaken conscientiously and completed to the best of their child's ability. Your help, encouragement and praise is the key to success.

To avoid 'battles' over homework we recommend:-

- that children should be allowed to work at an appropriate pace
- acknowledgement should be given to their own interests
- the task is undertaken at an appropriate time when the child is best able to concentrate
- your child may need lots of encouragement, praise and even your company and help for certain tasks
- that work at home is perceived as a shared activity
- work at home should be planned carefully around other interests to avoid clashes
- providing a reasonably peaceful, suitable place in which pupils can do their homework
- it should not be used as a threat or punishment

Taking pride in completing homework says a lot about a learner's attitude. We want all of our pupils to develop a studious approach to learning outside of school and it is therefore the school's expectation that tasks sent for home work will at least be attempted.

Children will be given clear instructions for homework. However, if you find that your child is really struggling with a piece of work or is unsure what to do, please leave it until you have been able to speak to the teacher or write a note.

The expectation is that children will complete their homework and return it to school on the due date. Class teachers will carefully monitor the return of homework. Please contact school if for any reason, it has not been possible for your child to hand in their homework.

things to do before you leave Primary School

The rules... Have Fun! Stay Safe! If it's hard, keep going - If it's easy, make it harder!

	1. Build a den
	2. Sew a button
	3. Go for a paddle in the sea
	4. Sleep in a tent
	5. Make an omelette
	6. Make a healthy packed lunch
	7. Bake bread
	8. Create a cupcake
	9. Play 'Pooh sticks'
	10. Contribute to a blog

	21. Hear live music
	22. Build a sandcastle with a moat
	23. Build a snowman
	24. Swim a length
	25. Climb with a harness
	26. Ride a bike
	27. Play a musical instrument
	28. Be in a show
	29. Make your footprint and handprint using paint
	30. Eat something you grew

Work on these fun activities together, at home.

	11. Throw a water bomb
	12. Do ten things for charity
	13. Play conkers
	14. Share a collection
	15. Hold an exotic animal
	16. Fly a kite you've made
	17. Make a paper aeroplane that can fly 10m
	18. Go to the Theatre
	19. Roll down a hill
	20. Explore a rock pool

Tick off each activity as you complete it.

	31. Build a mud pie
	32. Skim a stone
	33. Watch the sun wake up
	34. Toast a marshmallow around a campfire
	35. Go on a walk at night
	36. Catch a snowflake on your tongue
	37. Use a map to plan an expedition
	38. Check your pulse accurately
	39. Tie three different knots
	40. Know the capitals of 20 countries

	41. Learn a magic trick
	42. Use chopsticks
	43. Play in a team
	44. Finish a board game
	45. Record your voice
	46. Be in charge of something
	47. Be a guide/'teacher'
	48. Organise an event
	49. Make a fresh bed
	50. Organise a treasure hunt

	51. Visit a building older than school
	52. Try food from every continent
	53. Bounce on a trampoline
	54. Use eight types of transport
	55. Go on a ride at a fair
	56. Complete a walk in the Peak District
	57. Tell the time
	58. Take part in a debate
	59. Visit an art gallery
	60. Give a speech

Get the whole family involved

	61. Make a film
	62. Enter a race
	63. Make a card
	64. Be able to tell five jokes
	65. Go to a museum
	66. Communicate with somebody in another country
	67. Write a thank you letter
	68. Pick fruit
	69. Make and wear a costume
	70. Plan a party

	71. Blow bubbles
	72. Send an invitation
	73. Have a snowball fight
	74. Break a record
	75. Receive an award
	76. Lick a bowl out
	77. Go to the cinema
	78. Get yourself ready for school
	79. Play hide and seek
	80. Use a rope swing

	91. Join a club
	92. Teach somebody a new skill
	93. Create a website
	94. Make up a game
	95. Lay a table and wash the pots
	96. Watch something from before you were born
	97. Play Top Trumps
	98. Feed an animal
	99. Make a balloon model
	100. Take a photograph and frame it
	101. Attend a live sports event

Try to work independently ...

	81. Make a present
	82. Have a dance off
	83. Make and toss a pancake
	84. Wash a car
	85. Eat a brussel sprout
	86. Earn some money
	87. Cook a meal to share
	88. Make a model
	89. Look after something
	90. Tell a story

...but ask for help if you really need it ...