Highfield CE Primary School Home-School Policy 2024 2026

Approved by:	The governing body (FBG)	**Date:** 23.4.24
Last reviewed on:	**23.4.24**	
Next review due by:	**23.4.24**	

'Train a child in the way he should go, and when he is old he will not turn from it.'
Proverbs 22:6

In this policy any reference to parents includes parents, carers and guardians.

Rationale:
This policy is intended to recognise the family as the prime educator and to develop a shared understanding, with mutual respect and dialogue, which will provide for an active partnership that enables the child to flourish. Successful parental involvement in our school is a key element in making our school stronger and more effective within its Christian foundation. With parent's active encouragement and support, this will produce improved levels of achievement, success and self-esteem for all children.

Aims:
Our aims for our home-school partnership reflect our school aims and Mission Statement and are stated in the Home/School Agreement which parents are invited to sign when their child starts their education at Highfield CE Primary School.
We aim to:
- ensure that parents feel welcomed and involved in school life;
- build up close and mutually supportive working relationships between parents and teachers;
- establish an equal partnership in which staff and parents are seen as learning from each other;
- set up viable and effective two-way channels of communication between home and school, providing both formal and informal contacts;
- make the school a place where parents have a right of access and acknowledge their right to information;
- make the continuity of experience between home and pre-school provision and from school to school transition as smooth as possible;
- make effective use of voluntary assistance within the school and at home which supports children's learning.
- review and evaluate our school practices to ensure that effective home-school links are monitored, evaluated and strengthened;
- maintain the school's high profile in the community for the benefit of prospective and current parents and families.

Details:

Communication
We will:
- communicate electronically where possible using 'Parent mail' and the school website;
- hold information evenings as appropriate;
- provide information that is well presented, short and to the point;
- be available to parents at all reasonable times to discuss matters as they arise;
- provide parents with information on the topics/subjects through termly letters, which may include suggestions on how learning can be supported;
- provide newsletters about school life published each week;
- make information available to parents in their own language, where possible;
- provide parents with pupil targets in the Autumn and Spring term (at parent's evening) and a summer term final report
- provide information for parents in relation to any special educational needs identified and how the school and parent can support these needs
- hold official termly parents' consultation evenings for discussion and appraisal of children's progress, including discussing opportunities for supporting the child's targets;
- make available policy documents, test results and records as appropriate to their child;
- hold class assemblies and special celebrations to which parents are invited;
- facilitate the election of Parent Governors to represent the parents on the School's governing body;
- encourage all parents to support the Friends and Family of Highfield School Association (our Parent Teacher Association) to enjoy social events together;
- encourage all parents to support financially the Friends and Family of Highfield School as they seek to raise funds for the maintenance of the school;
- consult parents regularly for their opinions on aspects of school life;
- continue to provide a Home / School Agreement; (see Appendix)
- be sensitive to the problems and perplexities that may be encountered in this communication process.
- maintain confidentiality

Before starting school
We will:
- facilitate the process of starting school by following the Local Authority processes and timelines;
- provide a tour of the school wherever possible
- hold a new parents' information evening when Year R places are allocated and accepted;

- provide parents of Year R children, with clear details of their child's phased entry into school;
- hold a taster afternoon where the pupils are taught in their class
- liaise with Highfield Church to hold a welcoming service in the Summer Term;
- inform parents about the Parents' Handbook that details the key organizational features and practices of the school to aid induction.

On transferring from KS2 (Juniors) to Secondary School
We will:

- facilitate the process by following the Local Authority procedures and timelines;
- transfer appropriate data;
- release pupils to visit schools.

Parents as helpers in the education process:
We will:

- make note of, and respond appropriately to, any comments made by parents on home learning matters;
- invite parents to contribute artefacts, ideas, books and skills to enrich the children's learning skills;
- provide guidance and support for parents who help children in school;
- invite parents to accompany school trips;
- invite parents to organize or help with extra-curricular activities;
- provide opportunities for parents to support the education process through review of targets and "how parents will help at school".

Equal Opportunities:
We will value the cultural backgrounds, languages and richness of experiences that all parents can bring into the classroom.

Other relevant school policies:
Equal Opportunities, Security, Health and Safety, Early Years, SEN, Home Learning

Appendix 1

Home School Partnership Agreement. Academic Findings

(**Sheldon and Epstein 2005; Duckworth et al. 2009).**
Evidence indicates that parental involvement in the form of at-home good parenting has a positive effect on children's achievement
The 'Relative influence of the home on student achievement is 60-80%, while the school accounts for 20-40%.'

Dr. Joyce Epstein "If educators view students as children, they are likely to see both the family and the community as partners with the school in children's education and development."
Children 'spend only about 15% of that learning time at school and the rest somewhere else, primarily at home with their parents.'

***Review of Economics and Statistics*,(USA)** reports that the effort put forth by parents (reading stories aloud, meeting with teachers) has a bigger impact on their children's educational achievement than the effort expended by either teachers or the students themselves. And a third study concludes that schools would have to increase their spending by more than $1,000 per pupil in order to achieve the same results that are gained with parental involvement. This research also reveals something else: that parents, of all backgrounds, don't need to buy expensive educational toys or digital devices for their kids in order to give them an edge. They don't need to chauffeur their offspring to enrichment classes or test-prep courses. What they need to do with their children is much simpler: **talk.**
Betty Hart and Todd Risley
'not just any talk.' Professional parents talk more to their children than less-affluent parents - a *lot* more, resulting in a 30 million "word gap". By the time children reach age three, two-way adult-child conversations were six times as potent in promoting language development as interludes in which the adult did all the talking. Engaging in this reciprocal back-and-forth gives children a chance to try out language for themselves, and also gives them the sense that their thoughts and opinions matter. As they grow older, this feeling helps middle and upper class children develop into assertive advocates for their own interests, while working class students tend to avoid asking for help or arguing their own case with teachers.
University of Chicago
Children who hear talk about counting and numbers at home start school with much more extensive mathematical knowledge, report researchers from the University of Chicago - knowledge that predicts future achievement in the subject.
When it comes to fostering students' success, it seems, it's not so much what parents do as what they say.

International research has shown that parental engagement (of various kinds) has a positive impact on many indicators of student achievement, including:
- higher grades and test scores,
- enrolment in higher level programs and advanced classes,
- higher successful completion of classes,
- lower drop-out rates,
- a greater likelihood of commencing post-secondary education.

Beyond educational achievement, parental engagement is associated with various indicators of student development. These include:
- more regular school attendance, better social skills,
- improved behaviour, better adaptation to school, increased social capital,
- a greater sense of personal competence and efficacy for learning
- greater engagement in school work, and a stronger belief in the importance of education

Appendix 2– Home School Partnership Agreement

Highfield C.E. (Aided) Primary School Home/School Agreement

We aim to provide a full, balanced curriculum set in Christian values and principles, which will enable all children to reach their full potential. We see the education of each child as an important responsibility between the home and the school in active partnership.

The School will: -

- Ensure the Mission Statement and School Aims permeate all aspects of school life.
- Provide a happy, safe, caring, attractive and stimulating environment in which children can learn.
- Seek to provide the best possible learning resources for the children.
- Be punctual in the time keeping of the school day.
- Inform parents of the curriculum content, staff teaching their child and class activities.
- Inform parents of any successes, concerns or problems concerning their child.
- Inform parents about the necessary information about activities, inset days and other relevant dates in a timely manner.
- Inform parents of their child's progress through consultations and/or written reports.
- Provide access to appropriate extra-curricular activities to expand the education experience of the children.
- Set homework within the agreed programme giving appropriate feedback in a reasonable timescale.
- Follow its Behaviour Policy consistently.
- Encourage parents to be active partners in the life of the school.
- Ensure that any concerns of parents are addressed in line with the Complaints Policy.
- Support parents in their home learning with their child by providing expectations/guidance, optional training and materials

Signed :__RWALFORD_____ (Head teacher) on behalf of the School

The Parents will: -

- Support the school in its Mission Statement and School Aims, policies and expectations of behaviour.
- Send the child ready for school after a <u>good night's sleep,</u> neatly dressed, in school uniform, having eaten breakfast and in a state of health to cope with the school day.
- Make sure the child arrives punctually and is collected on time at the end of the school day.
- Make sure the child has the appropriate clothing and equipment for school, all of which is clearly named.
- Support the child with schoolwork, homework (See Appendix 1 and 2) and social development, and ensure that school property is returned in good condition or replaced.
- Communicate in an appropriate manner with the teachers regarding anything which might affect their child's work or behaviour.
- Inform the school, in writing, of changes in circumstances (including email, telephone or home address).
- Inform the school daily, by phone, of absence due to illness and provide a parental note on the child's return.
- Seek to share in active partnership in the life of the school in any way that is appropriate to their situation.
- Support digital safety and follow guidelines for social media.
- Maintain an appropriate balance in relation to your child's use of digital and visual media.

Signed:_____ Please print name_____

Appendix 3

Bucket and spade list (based on National Trust suggestions)

Children learn best through real world experience and building memories. They learn all of the time, gathering experiences and special memories which help them develop into capable, emotionally intelligent and caring adults. Their learning experiences take place at home and at school. The following are 'serving suggestions' for activities to have been undertaken by children by the age of 11. They are not required with the exceptive of the first section. They are not exhaustive. It is suggested that the list is used in a fun way.

Essentials

- **Learn nursery Rhymes or classical poems or songs from your own culture**
- **Read/Learn a classic story (Red Riding hood etc)**

- Walk barefoot in sand
- Kick leaves
- Paddle in the sea or a stream.
- Go to the cinema
- Eat 'unusual/exotic' food
- Watch a sun set
- Go on a bus
- Go on a train
- Go on a ferry
- Learn to ride a bike
- Build a den inside
- Build a den outside
- Walk through ferns taller than themselves
- Crack ice on a puddle
- Make a snowman
- Make a daisy chain
- Go on a walk at night
- Fly a kite
- Catch a fish with a net
- Star Gaze
- Dam a little stream
- Puddle jump
- Spectate at a sporting event
- Read a book in an odd location
- Float an object down a stream/play pooh sticks
- Crack an egg
- Make a mud pie
- Make dough
- Roll down a big hill
- Make a cup of tea
- Make a cake and share it
- Read a book as a family and talk about it
- Use money to buy items in a shop and collect change
- Pick blackberries growing in the wild
- Jump over waves
- Eat an apple straight from a tree
- Run around in the rain
- Hold a mini beast
- Build a sand castle/tide fort
- Cut out pictures from a catalogue
- Climb a tree (safely!)

<u>Some serving suggestions to learn in a playful way!</u>

The following are ideas from staff and parents about games they play in the car , at the shops, on the beach which are fun and help thinking and learning

Animal game: All players have 3 lives. Player 1 starts on A and names an animal…'ant' Player 2 says 'antelope' Player 3 says ' er cant think of one ' they lose a life and start on B ' Bee' and so on.

This game can be played with nouns ,verbs, famous people, cities ,countries etc

Towns: as above but you have to use the last letter of the town. All players have 3 lives. Player 1 starts on Southampton Player 2 says 'Nottingham' Player 3 says ' er cant think of one ' they lose a life and pick a town and so on.(don't use Halifax!) This game can be played with nouns ,verbs, famous people,

Mr Angry: Parent uses imaginary phone to phone child. 'Ring ring' etc. Parent 'Is that the swimming pool(can be anything!)' 'yes' I want to complain. There were frogs on the pool I….. try to sustain the conversation (really good fun and excellent for quick thinking and speaking and listening)

Pub cricket : (an old one this! Less use now that most driving is motorway) You get runs for legs and you are out on heads .Play in teams.

Registration Plates . First to find…numbers adding to five….spot a vowel….Red car make a word with the number plate… largest number in the next 5 minutes etc

Guess who (Developing children's concept of characters) Other passenger has to guess who it is based on (round one looks) round 2, if they can't guess 1, move to weakness of character up to 7. The school can provide you with a 'character form' to help you play. You can make up cards on your own and winner collects the most…..or not….or gives the person any card and the winner runs out of cards !
Random Story Character (see above) stays the same. And orally your child has to put them in a different setting eg Robin Hood is the character. The setting could be on the moon, under the sea…etc but Robin must stay in character.

Appendix 4
Home Learning and the Ebbinghaus Link

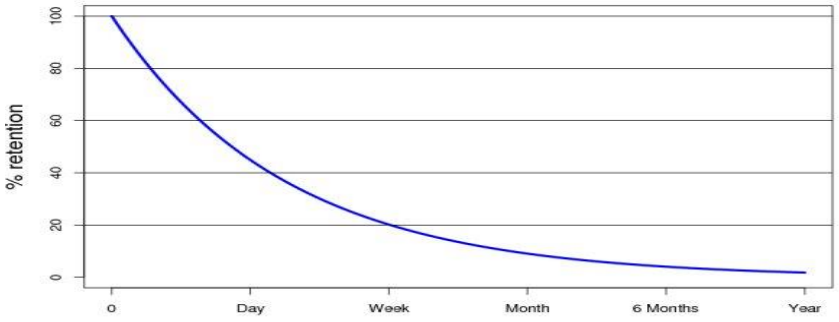
Home reading and writing are essential as is learning times tables. These are taught in school. However, the children who make the most progress are ones who also learn them at home. Some things need repeated practice and experience to embed as life skills beyond the school setting.
Learning at home will support school significantly as it will enable the teachers to design activities which apply this knowledge. It will also help because some curriculum areas are only taught once a year so are easily forgotten.

The following information relates to '**Drip Drip' learning throughout the year.** These are areas of learning which are known to fade quickly and need refreshing at home -on car journey games, bed or bath time games etc. They are taught at school but will , as any learning with adults, drain away from memory if not allowed to resurface.

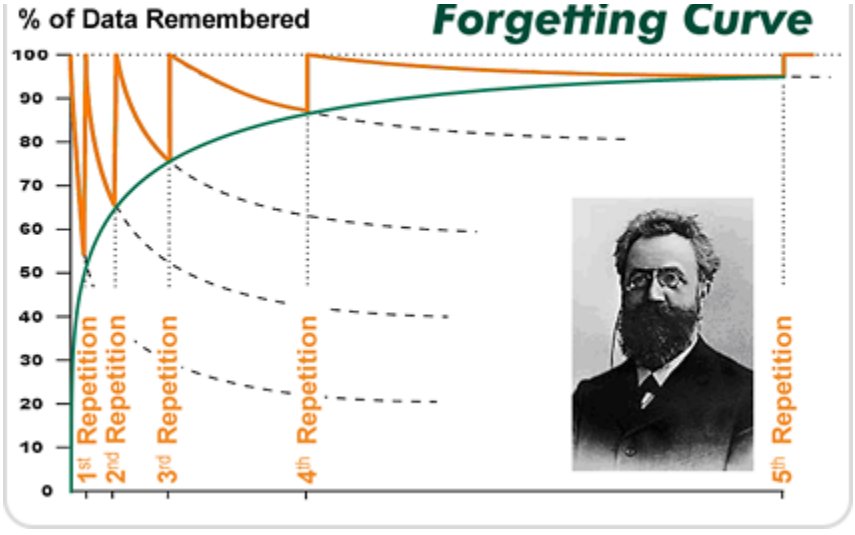
Ebbinghaus forgetting curve, based on action research, provides the statistical basis underlining how important it is to revisit learning regularly so it resurfaces in the memory. This is particularly true over holidays.

Here is a plot of a typical forgetting curve. At the beginning your retention is 100% since this is exactly the point in time when you actually learnt the piece of information. As time goes on the retention drops sharply down to around 40% in the first couple of days.

The forgetting curve is exponential. That means that in the first days the memory loss is biggest, later (as you can see in the forgetting curve at the right side) you still forget but the rate at which you forget is much slower.



The forgetting curve clearly shows that in the first period after learning or reviewing a piece of information we forget most! (That's all of us……not just children!)



The second graph shows how learning can become embedded if ' Drip, Drip' revisits learning.

Key Areas for home/school partnership learning

The school intends to address the 'Ebbinghaus effect' by assessing the children at the start of the term on those areas of knowledge from the year before that can have declined if not 'drip drip' revisited. Parents will be informed of the outcomes.

The following list provides you with information about which areas will be assessed after the holiday and which areas of maths would benefit from 'drip ,drip,' revisiting at home (orally, quick games, etc) during the year. All parents will have their child's curriculum targets for the year.
Homework serves an additional purpose of extending the curriculum and will continue alongside this important continuous learning.

For all ages of children – an essential "drip drip" is to:
Read and talk about books.
Find meaningful opportunities to write

Infant Department Ebbinghaus Focused Learning

Year R
To be able to name the 4 basic shapes – circle, square, rectangle and triangle.
Be able to recognise their own first name.

Drip Drip' learning throughout year R (Based on the Ebbinghaus 'Forgetting Curve')
45 key words.
To practise the Year R key words throughout the year.
Counting in real life context e.g. how many apples are in the fruit bowl?

By the start of Year 1
Be able to read all the Year R Key words
Know the days of the week and months of the year as well as seasons.

Drip Drip' learning throughout year 1 (Based on the Ebbinghaus 'Forgetting Curve')
Learn all Year 1 key words. Learn the 10 x table.
Count to 100 accurately. Tell the time to the hour, half and quarter hours
Quick fire numbers around the maths targets for the year.

Areas to be assessed at the start of Year 2
Know the names of coins in Britain. Spell their surname
Know what makes a triangle a triangle; a square a square; a circle a circle and a rectangle a rectangle .ie what shape is the front door?
By Year 2 children will know O clock and half past through experiencing and observing the passage of time ie bedtime is…at lunchtime the clock looks like … sense of time yesterday, tomorrow

'Drip Drip' learning throughout year 2 (Based on the Ebbinghaus 'Forgetting Curve')
Learn all Year 2 key words. Learn the 10 x, 2x, 5x and 3x table .Add and subtract to 100.
Tell the time accurately to 5 minute intervals. Quick fire numbers around the maths targets for the year.

Key Areas for home/school partnership learning

The school intends to address the 'Ebbinghaus effect' by assessing the children at the start of the term on those areas of knowledge from the year before that can have declined if not 'drip drip' revisited. Parents will be informed of the outcomes.
The following list provides you with information about which areas will be assessed after the holiday and which areas of maths would benefit from 'drip ,drip,' revisiting at home (orally, quick games, etc) during the year. All parents will have their child's curriculum targets for the year.
Homework serves an additional purpose of extending the curriculum and will continue alongside this important continuous learning.

For all ages of children – an essential "drip drip" is to:
Read and talk about books.
Find meaningful opportunities to write

Lower School Ebbinghaus Focused Learning

Areas to be assessed at the start of Year 3
Know their address , and the telephone number of a key adult and what to do in an emergency
I can name and describe 2D shapes square, rectangle/oblong, triangle, circle, semicircle, pentagon, hexagon This means, for example, that they know that a square has 4 corners and 4 sides of equal length.
I can name and describe 3D shapes, cube, cuboid, sphere, cone, prism, pyramid, cylinder. Ie. a toilet roll is a cylinder, a football is a sphere, a dice is a cube.
I can tell and write the time to the nearest 5 minutes on an analogue clock (clock with hands)
I know multiplication and division facts for the 2, 5 and 10 times table.
I know what to measure mass (Weight,grams) temperature (Centigrade)and in (e.g. I know what to measure temperature in (degrees centigrade)
I know what to measure capacity in (millilitres, litres)
I know that length is measured in m, cm, mm and how to measure using a ruler.

'Drip Drip' learning throughout year 3 (Based on the Ebbinghaus 'Forgetting Curve')
I can add and subtract amounts of money to give change. (e.g. If I buy two pencils for 34p each, how much change is there from a pound?), talk change in a shop.
Tables knowledge. Prepare for 'Mr King's challenge'.
Units of measurement; rehearse with estimate games ie. how long is the tv remote, how tall is the daffodil, how long is the garden path
Practice telling the time (analogue and digital) , Help them to judge the passing of time (how long til lunch…my birthday is….months away
Quick fire numbers around the maths targets for the year. Ie. use the targets for the year to talk maths.

Areas to be assessed at the start of Year 4
I can draw accurate 2D shapes, and make and recognise 3D shapes (as year 3 but now the child can say how many edges, faces and vertices they have. They are using the correct vocabulary)
I can tell and write the time on analogue and 12-hour digital clocks.
I know the number of seconds in a minute and the number of days in a month, year and leap year.
I know multiplication and division facts for the 2, 3, 4, 5, 8 and 10 times table.
Weight/length/capacity understanding of which units are used to measure items is secure.
By May/June of Year 4 know all their tables facts including the 12 times table.

'Drip Drip' learning throughout year 4 (Based on the Ebbinghaus 'Forgetting Curve')
Tables knowledge.
Units of measurement. Practical experience of units(possibly as your little helper in the kitchen or garden or DIY) and memorise the facts about measures.
Keep on telling the time and look out for odd clocks (no minute hand or Roman numerals).
Quick fire numbers around the maths targets for the year. Eg 'How are you doing with factors?

Key Areas for home/school partnership learning

The school intends to address the 'Ebbinghaus effect' by assessing the children at the start of the term on those areas of knowledge from the year before that can have declined if not 'drip drip' revisited. Parents will be informed of the outcomes.
The following list provides you with information about which areas will be assessed after the holiday and which areas of maths would benefit from 'drip ,drip,' revisiting at home (orally, quick games, etc) during the year. All parents will have their child's curriculum targets for the year.
Homework serves an additional purpose of extending the curriculum and will continue alongside this important continuous learning.

For all ages of children – an essential "drip drip" is to:
Read and talk about books.
Find meaningful opportunities to write

Upper School Ebbinghaus Focused Learning

Areas to be assessed at the start of Year 5
Telling the time. Times Tables (including division facts).
Know what a factor is and what multiples are. (its worth just asking them to define them then you 'forget' and ask again
Know and recall all metric measurements and conversions

.1e 10mm in 1 cm, 100cm in 1 m,1000m in 1 km, grams in a kg and read scales (eg. measuring jug, or a ruler where the number scale is missing.)
Be able to calculate ½, ¼ ,¾ and 1/10 of a number.
Demonstrate continued knowledge of 2D shapes; now include parallelogram trapezium and rhombus.
Demonstrate retained knowledge of triangles but now include equilateral/scalene/isosceles ie. know about the length of the sides and the angles.
Know that a half is 5 tenths or 0.5. Know that a quarter is also 0.25 and that ¾ is 0.75.

'Drip Drip' learning throughout year 5 (Based on the Ebbinghaus 'Forgetting Curve')
Telling the time
.Tables (including related division facts)
Quick fire numbers around the maths targets for the year (given out at parents evening)
Focus spot checks on metric units and on basic adding and subtracting 2 digit numbers.
Counting from negative numbers to positive (great in the winter with temperature)
Quick fire numbers around the maths targets for the year.

Areas to be assessed at the start of Year 6
Telling the time Times Tables including division facts)
- Being able to give equivalent fractions, decimals and percentages for halves, quarters, tenths, fifths and twenty-fifths, e.g. 2/5 = 4/10 = 0.4 = 40%
- Being able to multiply and divide whole numbers and decimal by 10/100/1000
Read and write big numbers up to 1 million or more. (This is about place value and 0 being a place holder eg how do you write fifty thousand and four in numbers?)
Prime numbers up to 19 and square numbers.
Know metric units as per Yr 5 and add or subtract in mixed metric measures.
Make sensible estimates of capacity eg Know the capacity of a coke can.
Be able to estimate weights in grams and kg. Know the weight of an orange.

'Drip Drip' learning throughout the year 6 (Based on the Ebbinghaus 'Forgetting Curve')
Telling the time Times Tables
Quick fire numbers around the maths targets for the year
Simplifying fractions
- Describing and comparing a range of 2D shapes, in terms of side length, opposite sides / angles, pairs of equal sides/angles, symmetry
- Adding, subtracting and multiplying pairs of fractions