



WINNERSH PRIMARY SCHOOL  
HOME SCHOOL AGREEMENT

Reviewed November 2006



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## **Policy summaries**

### **Behaviour and Discipline Policy**

This policy is intended to raise the standards of children's behaviour and work and develop the school as a caring and co-operative community. It sets out the principles and aims, a code of conduct, the rewards and sanctions, the positive approach that will be given to children's work and the way that staff will be supported in dealing with behavioural problems.

Winnersh Primary School believes in teaching pupils the skills of self-discipline, cooperation, respect and tolerance. With this in mind, its aims for the children are as follows:

- be responsible for their own actions and develop self-discipline.
- develop an acceptable code of behaviour.
- develop respect for other people and their property and their school and the environment.
- encourage obedience and establish a feeling of well-being and self-esteem.
- to encourage their social skills.

To help the children understand their responsibilities, the school has drawn up a Code of Conduct. This establishes the following rules:

- move safely
- show respect for yourself
- show respect for others
- show respect for your own and others property
- show respect for the school and the environment

Rewards and sanctions are key to the success of the policy. The rewards are designed to cover all aspects of achievement, not only academic excellence. Praise is the primary reward with a positive attitude shown by all teachers. They can back this up with other actions such as giving pupils extra responsibilities, awarding house points, awarding stars and each child has an on-going record of achievement to record his or her success (assessments, reports etc). It is also possible for other key people to be involved in the rewards system such as lunchtime controllers.

Sanctions for unacceptable behaviour are handled in a four level system, which ensure that the child understands that it is his or her behaviour that is being punished, not the child itself.

- Level 1 deals with minor behavioural issues that can be dealt with in a number of ways. In the classroom this may involve actions such as separating the children from the group, detention, withdrawal of privileges, repeating work poorly presented, letter to parents etc.
- Level 2 is where the poor behaviour is persistent or of a serious nature and requires escalation to the Assistant Head Teachers or Head Teacher. The sanctions can take a wide range as at Level 1.
- Level 3 is where the behaviour does not improve and in consultation with the class teacher and parents the Head Teacher will decide on appropriate action.
- Level 4 involves the Governing Body and may result in pupil suspension.

*The positive approach to children's work underpins all of the above, praising work, explaining why correction is necessary and listening to the child and encouraging whenever appropriate.*



## Attendance Policy

*All parents/guardians have a legal responsibility to ensure that their children attend school regularly and are punctual. The Local Authority has a statutory duty to enforce regular school attendance.*

## Family Learning Policy

*This policy is intended to improve the standards of achievement reached by the children. It sets out the ways in which parents can support their children's learning at home and the school's expectations on homework, securing the support of the parents for the policy.*

### General Statement

Parents play a crucial role in helping their children learn as they are a child's first and enduring teachers. Family learning is a powerful tool with the potential to change attitudes to education, widening participation in learning, reinforcing the role of the family and therefore helping to build strong school communities. Effective involvement of family learning in early years and primary education plays an important role in the academic development of each individual pupil.

### Aims and Objectives

The purpose of Family Learning is to

- Create opportunities for family learning and study to take place within a positive atmosphere at home
- Extend the learning of individual pupils
- Provide opportunities for involving parents directly with their child's education
- Provide opportunities for learning to take place in the home environment with the support of parents
- Provide purposeful learning opportunities that further develop the experiences which have taken place in school
- Ensure that all learning experiences are valuable and recognised

### The Family Learning Environment

*The following factors should be considered when the children are carrying out learning activities at home*

- The environment should be conducive to study allowing the child to be comfortable and free from distraction
- Selecting a suitable time when support from other family members is available
- Plan the activities to ensure that they are not carried out in haste (particularly if activities require extended study)
- Have supportive and positive attitudes towards the work/activities that have been set



**Criteria for selecting the appropriate time and place for Family Learning**

- Choosing a time when parents are able to give proper attention and sufficient time to the study
- Choosing a location free from distractions such as television and visitors
- Choosing a time that does not compete with popular children's activities (television, computer games etc), ensuring that the work comes first and is not left to the last minute
- Choosing a time when the children are still alert
- Consider setting up a weekly Family Learning routine
- Finally, no matter what, support your child with enthusiasm and a smile

***Parental Support***

This is so important to the whole process and key to ensuring that children make progress. Parents can help by:

- Showing interest and discussing the work the children are doing
- Encouraging the children all the time and being patient if they find tasks difficult
- Reminding them of tasks to be completed
- Providing the children with appropriate resources
- Discussing finished work with the children, ensuring that it is neatly and well presented to the best of their ability
- Involving family members, including relatives who visit such as grandparents
- Not doing it for the children!

***The Responsibilities of the School***

*The school will be responsible for ensuring that:*

- The tasks set are relevant and appropriate to the age and ability of the child
- Work returned to school will be valued, marked and commented upon appropriately
- Rewards and sanctions will be used in direct relation to Family Learning activities
- Guidance will be available to parents if they are unsure of the intend outcome of Family Learning activities



**Family Learning Activities**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Social Skills</b> (dressing etc)	D	*					
<b>Reading</b>	D	D	D	D	D	D	D
<b>Literacy Activities</b>	W	W	W	W	W	W	W
-Sounds	✓	✓					
-Spellings		✓	✓	✓	✓	✓	✓
-Library Books	✓	✓	✓	✓	✓	✓	✓
-Book Sharing	✓	*					
-Handwriting		✓		✓	*		
<b>Mathematics Activities</b>			W	W	W	W	W
-Multiplication Tables				✓	✓	✓	✓
-Number Bonds (3+2, 13-6)				✓	✓	*	✓
-Mental Arithmetic				✓	*	*	✓
<b>Project Research</b>	W	W	*	*	*	*	*
-Collecting items	W	W	*	*	*	*	*
-Preparing News & Talks	W	W					



### Explanation of the Family Learning Activity Table

- Listed is the range of activities for Family Learning
- For some children a number of the activities will be very regular, e.g. reading – daily (D), spellings – weekly (W) (tick-expect each week), whilst others will be given as and when appropriate (\*)
- All pupils will be expected to read to someone at home, ideally every day, with the minimum for the older children being 3 times
  
- Activities will vary in duration each day and over the week. Typically children will need to devote approximately:  
Infants – 10 to 20 minutes per day – on average 1 hour per week  
Middle Junior – 15 to 30 minutes per day – on average 1.5 hours per week  
Upper Junior - 20 to 45 minutes per day – on average 2.5 hours per week
  
- Reading/Family Learning record books should be checked and signed by parents when activities have been completed satisfactorily – please look for ‘deadline’ dates and reminder notes in; Spelling and Handwriting Books, Reading Record Books, Homework Books and Diaries.
- Further information on homework timetables and activities can be found each term in the Teaching and Learning News and on the school website.
- Homework is noted in:
  - Spelling/Handwriting Book/Reading Record (Year 1)
  - Red Homework Book/Reading Record (Year 2)
  - Worksheets/Reading Record(Year3)
  - Homework Diary/Reading Record (Year 4)
  - Homework Diary (Years 5 & 6)



**Safety Policy**

*This policy sets out the way in which the Governors and the Headteacher will implement the safety policy of Wokingham District Council in relation to all school staff and any other persons such as pupils and members of the public liable to be affected by the operations and activities of the school. The goal is to manage the health and safety functions of the school to prevent, as far as is reasonably practicable, injuries to any person as a result of the operations of the school.*

*It sets out the responsibilities of the Headteacher, the Governing Body and all Employees. It also deals with Risk Assessment, Safety Problem Reporting and the Fire Procedure, which is detailed in full and practiced on a regular basis.*

*Finally, it details the accident and First Aid procedures that are followed; guidelines for the distribution of medication during school hours, electrical and chemical safety and manual handling. It also refers to the security of the school and has the School Security Policy as an attachment.*

**Security Policy**

*This policy is intended to ensure the safety of our children and staff, including the security of the school site. It sets out the ways in which a safe learning environment is established for our children which still allows ease of access for all our registered visitors.*

**Lunchtime Policy**

*This policy sets out the way in which the children will be handled during the lunchtime period when they are the responsibility of the Lunchtime Supervisor and his/her team of Lunchtime Controllers.*

*It specifies the way in which the different age groups of children (Infant and Junior) will arrive at the Hall to eat lunch and deals with the standards of behaviour that are expected from the children during their lunch break.*



**HOME-SCHOOL AGREEMENT**

*At Winnersh Primary School we believe the success of your children depends upon a partnership between the school, children and parents. We ask you to read and sign the following agreement reflecting this partnership.*

***The School will:***

- *Care for your child’s safety and happiness.*
- *Encourage your child to achieve their full potential.*
- *Provide a balanced curriculum at an appropriate level for your child.*
- *Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.*
- *Keep you informed about your child’s progress and about general school matters.*
- *Be open and welcoming and offer opportunities for you to become involved in the general life of the school.*

***As a family we try to:***

- *Make sure our child arrives on time properly equipped for school.*
- *Make sure our child attends school regularly and provide notification promptly of any absence.*
- *Support the school’s policies and guidelines for learning and behaviour.*
- *Support my child in any work sent home and other home learning opportunities.*
- *Attend Parents Evenings and discussions about my child’s progress.*
- *Get to know about my child’s life at school.*

***Together we will try to:***

- *Share any concerns or problems that might affect the child’s work or behaviour.*
- *Support the child’s educational and social development.*
- *Prepare the child to be a confident and happy member of society.*

***As the child – I will try to:***

- *Bring all the equipment I need everyday.*
- *Be tidy in my appearance.*
- *Do all my work at school and at home as well as I can.*
- *Be polite, kind and helpful to others.*
- *Be well behaved and sensible.*
- *Take care of school equipment, our building and the school surroundings.*

Signed: ..... (School)

.....  
(Child – Optional for Infants)

.....  
(Family)

