

Seaview Home/School/ Learning Policy



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RATIONALE

Seaview Primary School acknowledges that parents and carers play a central part in their children's education. As a school community we are confident that the strength of the partnership between home and school will enhance school achievements and promote a continuing positive ethos and effective two way communication.

PURPOSE

It is the purpose of this policy to provide a framework to support home/school learning which ensures the involvement of pupils, parents and staff in the education of each individual. The policy will:

- Encourage meaningful parental involvement
- Involve pupils, parents and staff as partners in education
- Encourage participation by all parents and carers
- Foster good relationships between parents and school
- Promote effective co-operation between home and school to support learning

AIMS

Our overall aim is to enable home and school to work together to support children in everything they do and we believe that numerous benefits will be derived from this partnership.

We aim in this way to:

1. Provide a warm and welcoming environment to all parents and carers who come into school.
2. Provide regular opportunities for parents and carers to become involved in their children's learning.
3. Share parents' and carers' expertise and provide training, where necessary, for specific tasks.
4. Communicate with parents and carers regularly and share information whenever appropriate.
5. Make provision for constructive consultation and decision making with regard to all aspects of school life.
6. Maintain an open-door approach where parents and carers feel comfortable and confident in approaching school with any concerns or specific requests.

OUR POLICY

In Seaview Primary, it is recognised, that in order to achieve the above aims, and we need to have an agreed approach to home/school learning.

It is essential that all pupils, parents and members of staff have a shared understanding of what is expected of them and their own responsibilities.

A number of agreed strategies and activities designed to promote effective communication with parents and home/school learning opportunities are described in the guidelines which accompany this policy.

WHO SHOULD IMPLEMENT THIS POLICY?

It is the responsibility of all staff who support pupils learning to implement this policy and the related policy guidelines.

Parents and carers also have a responsibility to support their children's learning and maintain communication with the school in relation to this. It is the intention that this policy and related guidelines will support parents and carers in doing so.

For the remainder of this policy and the related guidelines references to parents should be taken to mean parents and carers.

GENESIS OF POLICY

This policy

- is based on the work undertaken by a school working group in session 2008-2009.
- takes account of the views of pupils, parents/carers and staff which were gathered as part of a consultation exercise in 2008-2009

REFERENCE TO OTHER COUNCIL OR NATIONAL POLICIES

This policy takes account of:

- Parental Involvement and Consultation Policy (Angus Council 2005)
- How Good Is Our School? The Journey to Excellence Part 3 (2007)
- How Good Is Our Angus School (2007)
- Parents As Partners (Scottish Executive 2007)
- Getting Involved in Your Child's School (Scottish Executive 200?)
- www.ltscotland.org.uk/parentzone

OPERATIONAL/PROCEDURAL ADVICE

Advice relating to the contents of this policy statement is provided in the attached guidelines.

AWARENESS RAISING AND CONSULTATION

All members of staff have had the opportunity to discuss the policy and guidelines in draft form and contribute to the final version

MONITORING AND EVALUATION ARRANGEMENTS

Implementation of this policy will be monitored through:

- Angus Council's Quality improvement Procedures
- Head Teacher's Review
- Inspection by HMIE
- Discussion with staff
- Consultation with parents and pupils

REVIEW

This policy and its implementation will be reviewed at the end of session 2012-2013.

Isobel Duff
Head Teacher
October 2009

Seaview Home/School Learning Policy Guidelines

Homework

Homework is a key part of our home/school learning policy. The following guidelines are intended to ensure that there is a continuity of approach across the whole school. All members of staff are expected to implement these guidelines.

It is essential that homework is planned in a way that makes effective use of the pupils' and teachers' time. Homework should:

- be well explained to the children
- be set on a regular basis in line with these guidelines
- be related to class work
- take account of the different learning styles and stage of development of individual children
- give parents an opportunity to be involved in their children's learning
- take account of the fact that children may be involved in many out of school activities

Types of homework

There is an expectation that a variety of homework will be given. Words and sentences are not considered appropriate for homework.

Each teacher will provide a balance of homework grids, curricular related activities and discussion of home/school books.

The homework grid will itemise a variety of homework activities to be undertaken over a two or four week period. These activities will cover a broad range of curricular areas; some linked to the specific maths and language work of each child and others of a more generic nature linked to health, eco issues, religion, science, research etc.

In order to help families achieve better time management of homework, we intend to set regular assignments within an agreed time frame in order to allow children/families to choose when they undertake the tasks. We hope that this will alleviate the current pressures on families to complete homework in narrow time scales. With this flexibility, we hope to acknowledge that children often undertake out of school activities and have other family commitments. We also hope that the new homework will provide activities that can be completed by families together as well as independently. Siblings will be able to undertake tasks together too if they would like to!

Some tasks, formerly part of the homework given each week, will now be focused on in class and only the skills elements will need to be practised at home. For example, the nature of reading tasks may vary and not involve books being split into pages to be read each night. Instead, reading whole books or practising sounds may be tasks for home.

During the period of time allocated to the homework pupils and parents can select homework tasks from the grid. A specified minimum number of tasks per grid is recommended but parents should be encouraged to agree this together with their children. The **tasks in bold print on the grid are compulsory**. Each classroom should have a homework box and the results of these compulsory tasks should be put in the homework box once completed so that feedback can be given. This can be done in a variety of ways - peer, self and adult comments. Pupils can bring in any other completed tasks so they can be displayed on the classroom homework display area. Parents are encouraged to comment on any completed tasks and return the recording sheet to school by a designated date.

Samples of homework grids can be found in Appendices 1-3. Members of staff are encouraged to save their homework grids in the appropriate folder on the Common Drive of the school's ICT network. Staff should also work together in stages/departments to ensure a continuity of experience for all pupils.

Communication with parents

There is an expectation that all members of staff will sustain regular communication with parents about their children's learning.

In Seaview this is done in a range of ways. These include:

- Home/School books
- Learning Logs
- Home/school diaries
- Parent/teacher interviews and meetings

HOME/SCHOOL BOOKS OR FILES

These files or books are intended to allow parents/carers to share some of the work the children are doing in school. The following guidelines should be adhered to by all members of staff:

Presentation

The home/school file can take the form of either a book/jotter or a loose leaf file. P1-3 classes tend to use the books and P4-7 classes tend to use the loose leaf files. Some members of staff have chosen to put children's individual photographs on the front cover. While this is very attractive it is by no means essential to do this. Other members of staff have asked the children to decorate the front of the file in an appropriate way.

Opening Letter

At the beginning of each session a letter describing the file and its purpose should be included. This can take the form of a standard letter or the pupils can write their own letter to the parents. If the latter option is chosen staff should ensure that all of the points contained in the standard letter are included in the pupils' letters. A sample letter can be found on the common drive.

Contents

It has been agreed that this file should be reflective of the work that could be undertaken in the course of one day. This does not necessarily mean that all pieces of work included have to be done on the same day in school. Generally this will mean that the file will contain four pieces of work from across different curricular areas.

Formative Assessment

Some of the work which goes in may be self assessed or peer assessed. If this is the case then staff should use the appropriate stamper to indicate this on the piece of work. If the piece of work has been assessed or marked by the teacher then staff should ensure that any comments made on the work are of a formative nature.

Parental Response Sheet

An example of a parental response sheet is included in Appendix. This shows titles of the pieces of work accompanied by the learning intentions for each piece. This is also available on the Common Drive in the Home School Folder and is entitled 'Home School Parental Response Sheet'. It is understood that staff will want to individualise their own class books/files. With this in mind it is perfectly acceptable to send out the necessary information in other forms - especially as the children get to P6/7. The important issue is that parents must understand what is expected of them and the required response should be manageable for parents.

Home/School Books or Files should be sent out to parents once a term. Stage partners should agree to send these out at the same time.

LEARNING LOGS

Learning Logs should be used throughout the whole school so that pupils develop a skill in evaluating their own work. Each member of staff is likely to develop the learning log concept in his/her own way but there should be a continuity of experience for pupils and parents at each stage and department.

Learning Logs should allow children to record targets, successes and areas for development in school. Depending on the age and stage of the child learning logs may be:

- Completed on a weekly basis
- Used to evaluate the pupils' ongoing classwork

- Occasionally used to evaluate a specific project or school event
- Pictorial in nature for younger pupils

They should be:

- commented on by the class teacher
- used to encourage self and peer assessment
- shared with parents as and when appropriate

Samples of Learning Logs can be found in Appendix 5-6.

HOME/SCHOOL DIARIES

Members of staff may decide that it would be useful for pupils to have a home/school diary which can be used as a method of communication between parents/carers and the teacher. In particular pupils in P1-3 will have a home/school diary in which staff will record their expectations in relation to reading. Parents are encouraged to make comments in these diaries and staff should respond to any comments made as quickly as possible. The member of the management team responsible for individual stages should be kept informed of any issues arising through the use of these diaries.

PARENT/TEACHER INTERVIEWS AND MEETINGS

Early in each new school session parents are invited in to school for a 'Meet the Teacher' evening. This is an opportunity for teachers to explain what parents can expect their children to experience over the course of the coming session.

Parents are given opportunities for individual parent/teacher interviews twice per school session:

Nursery/P1	November
P2-7	February
Whole school	May - in response to home/school reports

At other times throughout the course of the year parents or staff can request individual interviews to discuss any issues or concerns in relation to individual pupils.

APPENDIX 1: EXAMPLE OF P1 HOMEWORK GRID

SHARED HOME LEARNING (P1)

<p>Discuss the Rhona Rhyme bookmark with your family and circle rhyming words on sheet 1.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Make some coin rubbings and bring in your sheet to share with your friends.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Go shopping with your family. See what you can buy for 10p!</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Play the "bean game" with your family. (e.g. runner bean, jumping bean, French bean etc).The possibilities are endless!</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Find out what your family will eat at your Christmas meal.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Draw something made from metal, wood, plastic and glass that you use in your house. Use the jotter in your bag for this.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Draw a picture of your favourite nursery rhyme character.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Talk to Granny/ Grandad about what toys they asked Santa for when they were little.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Design a house for the 'Three Little Pigs'. Make sure the big bad wolf can't get in.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Can you count back from 20 - 0 BLAST OFF?</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Play the 'Three Little Pigs' number game. (In bag)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Find some objects in your home that begin with 'j'.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Go for a walk with your family. What materials can you see?</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Practice your Jolly songs with your family.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Learn how to tie your tie or shoelaces.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Write 5 words that end with the sound 'at'.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Visit the local library with your family.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Talk to your family about your favourite toy.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Talk to someone in your family about a book you have enjoyed.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Practice the "story of 5" with your family. (e.g. find different ways of adding 2 numbers to make 5.)</p> <p style="text-align: right;"><input type="checkbox"/></p>

During the next four weeks, pupils and parents can select homework tasks from the grid below. A minimum of one task a week is recommended but please agree this together. The **tasks in bold print are compulsory** and should be completed in the jotter provided and put in the homework box in class once completed. Every Friday, pupils are asked to bring in any other completed tasks so they can be displayed on the classroom homework display area. Please feel free to comment on any completed tasks and return this recording sheet to school by Friday 18th December.

APPENDIX 2: EXAMPLE OF P5 HOMEWORK GRID

SHARED LEARNING AT HOME

During the next four weeks, pupils and parents can select homework tasks from the grid below. A minimum of three tasks a week is recommended but please agree this together. The **tasks in bold print are compulsory** and should be put in the homework box in class once completed so that the teacher can mark them. Every Friday, pupils are asked to bring in any other completed tasks so they can be displayed on the classroom homework display area. Please feel free to comment on any completed tasks and return this recording sheet to school by Thursday 5th February.

<p>Complete the attached 'Tables Bingo' worksheet with an adult.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Using a light source, shine the light at an object so that it makes a shadow. Draw a picture of the shadow.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Try writing your name or draw a picture of your face using your foot to hold the pencil. Good Luck!</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Read an article in a newspaper and find the meaning of any words you don't know in a dictionary.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Write an article for your school page on Superclubs.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Learn your Scottish poem off by heart and recite it to a member of your family.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Find the bus times from Monifieth to Dundee on a Sunday morning.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Retell the story of Romulus and Remus in your own words to a member of your family.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Make a poster about the 5 K's of Sikhism.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Using your hands and a light source, make shadows on a wall that look like animals. Show an adult.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Complete the attached 'Romans versus Celts' worksheet.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Person of the week: find out about the Roman Emperor Julius Caesar and make a profile about him.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Based on the Literacy Keys we have been looking at in school, use one of them with a book at home.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>When the sun is shining try to make a shadow outside with: 2 heads; 3 arms; 3 legs and 4 arms, 4 legs and 4 arms but 1 one head!</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Say your 6-7 times tables. Ask someone to time you. You can then time them. Can you improve your time?</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Complete the attached 'Story Order' worksheet with an adult.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Based on the Roman gods, make up your own god or goddess to write about. Include a picture and detailed description.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Using a torch, investigate how you can change the size and darkness of a shadow by changing distance and height.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Visit: www.bbc.co.uk/schools/romans/ Complete the 'create a dice' activity, add Roman numerals to the dice.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Using scales at home, find the weight of different objects in grams and kilograms. Record your results in a table.</p> <p style="text-align: right;"><input type="checkbox"/></p>



APPENDIX 3: EXAMPLE OF P7 HOMEWORK GRID



<p>Devise an exercise routine and teach it to your family.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Write a space related acrostic poem.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Higher Order Reading Skills (HORS) - Keys To Literacy - Task 1 (See Attached Keys Sheet)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Maths -Angles Explain to someone at home what is meant by an acute, right, obtuse & reflex angle. Complete Worksheet 49</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Design a ticket for our end of year Ceilidh. (date, time, place etc. can be made up just Now).</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Who would you most like to be stuck on a Jamaican island with? List 6 reasons.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Maths - Angles Explain to someone at home about the angles in a triangle. Complete Worksheet 50</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Practise Head, Shoulders, Knees & Toes in German. Teach it to someone at home.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>HORS - Take 5 interesting facts from a non-fiction book and be prepared to tell them to your class.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Find out what you would eat at a Burns supper. Design a menu for a Burns supper.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Think about someone you admire. Write your reasons why and bring in a photo of that person.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Learn at least 4 verses of the poem Tam O'Shanter for the Burns Speaking Competition.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Design a Jamaican fruit headdress.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Say your times tables from 3-9. Ask a family member to time you. Can you improve your time.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Watch a news programme & prepare a report to display on our homework board in class.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Think of ideas for our end of year church service then bring them into school and put them on our homework board.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Make a list of 5 everyday objects - use your protractor to measure the angle.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Higher Order Reading Skills (HORS) - Keys To Literacy Task 2 (See Attached Keys Sheet)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Write a letter to your council asking what sports facilities are available in your area.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Draw a detailed plan of your house.</p> <p style="text-align: right;"><input type="checkbox"/></p>

APPENDIX 4: EXAMPLE OF HOME/SCHOOL FILE LETTER

Dear Parents / Carers,

I am excited about the chance to share my work with you. I am hoping you will be able to comment using stars and wishes. That is, something you particularly liked about my work (a star) and a way of helping me to improve (a wish).

Piece of Work 	Learning Intention 
The Suitcase Kid - Writer's Craft	<ul style="list-style-type: none"> to carry on the story in the same style as the author.
No Cook Cookbook Evaluation	<ul style="list-style-type: none"> to evaluate and think about improvements for our group recipe
Maths -Christmas Fractions	<ul style="list-style-type: none"> to be able to find simple fractions ($\frac{1}{4}$, etc.) of numbers up to 100 by dividing.
Reading Week - Learning Log	<ul style="list-style-type: none"> to reflect and review the main things I have learned during reading week.
Art - Poinsettia	<ul style="list-style-type: none"> to experiment with and use pastels in a creative way

<u>Feedback from someone at home</u>	
<p style="text-align: center;"><u>2 Stars</u></p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;"><u>A wish</u></p>  <p>_____</p> <p>_____</p> <p>_____</p>

Mrs Roulston says "Thank you for your co-operation and continued support. I hope you enjoy looking at and discussing the work we have been doing in class."

APPENDIX 5: EXAMPLE OF UPPER STAGES LEARNING LOG

Week Beginning:

Social Skill:

My Personal Targets

Class Target

Thought for the Week

Weekly Evaluation

I learned . .

I enjoyed . .

I wasn't sure of . . .

Next week I need to . . .

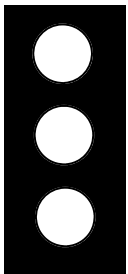
Traffic Light 

My teacher thinks . .

Someone at home thinks . .

It's Good to be Green!

This week my behaviour has been:



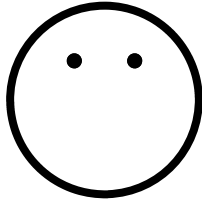
APPENDIX 6: EXAMPLE OF EARLY YEARS LEARNING LOG

Week Beginning:

Social Skill of the Week:

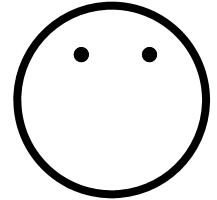
Weekly Evaluation

I think my week has been:



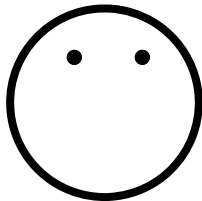
because:

My teacher thinks my week has been:



because:

Comment from home:



It's Good to be Green!

This week my behaviour has been:

