



For the children to realise their God-given gifts and talents, and grow following the example of Jesus

Matthew 19:26- But Jesus looked at them and said, "With man this is impossible but with God all things are possible"

HOME SCHOOL AGREEMENT

1. The Parents/Carers

I/we recognise and support the rationale that:

- My child should go to school regularly, on time and properly equipped.
- My child is picked up promptly at the end of the School day.
- Letting the School know about any problems that might affect my child's work or behaviour is important. (Confidentiality will be respected)
- The School's policies and guidelines for behaviour are fair, and I/we will support the school in their use.
- Supporting my child with homework and other opportunities for home learning will enhance their abilities.
- Attending Parents' Evenings and discussions about my child's progress, wherever possible, will help me understand how I/we can support my child and the school.
- My child's full participation in school life will be to their long-term benefit. In particular, I/we will support the development of independence using the list in Appendix 1.
- I will behave in a polite and civil manner at all times while on or around the school grounds. Failure to do this can lead to me being barred from entering the school site.#
- I will ensure a contact is available to collect my child in the event of them needing medical care. I will also ensure that my child does not attend school when they have a disease that is transferable to other children (DFE have guidelines on such diseases and the time required to isolate at home).

2. The Child

I am going to:

- Come to school.
- Do the best I can to keep to the schools values.
- Talk to people if I am unhappy.
- Encourage my parents/carers to be involved in my learning.
- Be polite and helpful to others and look after our School environment.
- Behave in a way that enables all children to work and play without interference or harm.
- Try to meet all the independence targets for my age from the list in Appendix 1.

3. The School

We are going to:

- Treat your child fairly and care for him/her within a safe and well ordered environment.
- Let parents/carers know about any concerns or problems that affect his/her work or behaviour.
- Keep parents informed about school activities through regular letters home and notices about special events.
- Arrange Parents' Evenings in the Autumn and Spring terms during which progress will be discussed.
- Keep parents informed if their child's progress is slower than expected each term.
- Keep parents informed if their child's progress is quicker than expected each term.
- Provide an interim report sheet in February as a basis for discussion at Parent's Evenings.
- Compile and send out to parents an Annual Statement of Achievement giving an overview. of the child's performance in the National Curriculum (and Religious Education).
- Provide a balanced curriculum that incorporates tasks to be completed at home. This will be available to view on the school's website.
- Encourage, children, through a creative curriculum, to develop their independence in areas highlighted in Appendix 1.
- Send information every half term to inform parents what will be taught.
- Provide on line learning if the school site is not available.
- Have an up to date website that contains policies, curriculum and other statutory information.
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Independence targets by age

Rationale: A series of consultations took place between the school and its stakeholders in an attempt to;

- Develop the independence skills of children at St Peter's
- Devise and develop a series of independence related targets for children of different ages
- Agree a home-school partnership for developing independence
- Develop the knowledge and understanding of staff and parents' techniques to build independence

Expectations: The targets below are driven by the schools' curriculum and the needs of children at various points of their development. The significance of the targets within each phase should not be underestimated, as many of these skills are transferable to similar situations. The school recognises that whilst these targets are broadly representative of most children's abilities, children develop at different speeds and times. Therefore these targets should be seen more as aspirations for children with learning/developmental difficulties.

Foundation stage wish list

- be increasingly able to use a knife and fork correctly
- use the toilet unaided
- instigate talk with their teacher and support assistants
- begin to fasten own zips
- begin to button shirts and cardigans
- say 'please' and 'thank you' without a prompt

Year 1/2 wish list

- know address and phone number
- tie own shoe laces
- hold the door open for someone else
- use a knife and fork correctly
- tie own tie
- pick up other peoples' belongings
- carry at least one bag to school (Yr 1)
- instigate talk with adults in school
- button shirts and cardigans

Year 3/4 wish list

- pack own bags for school
- do homework without being prompted
- be responsible for handing letters to parents
- remember PE and swimming days (and bring appropriate kit)
- hand homework in on time and complete to a satisfactory standard
- take home verbal messages
- be responsible for returning reply slips on time
- begin responses with 'I....' rather than 'My mum/dad....'
- make apologies for non-attendance of clubs before event (where possible)

Year 5/6 wish list

- begin to walk home/part way home on own (yr 6 – where permission has been granted by the Headteacher)
- not rely on phoning home for forgotten items