



# HOME/SCHOOL LEARNING AGREEMENT

September 2020 COVID-19 Update

The staff and Governors of Herne Junior School feel it is important that everybody involved in our children's education shares common expectations about what is needed to help children learn. To help clarify our expectations we have drawn up the following Home/School Learning Agreement. This sets out what we feel we should reasonably expect from each child and also from their parents/carers. It also lists what children and their parents/carers should reasonably expect from the school. Finally, it serves as an authorisation for various educational activities.

We can only achieve our learning aims with the full co-operation of parents and with the willing participation of each child. We are therefore asking you to take the time to read and sign this important agreement with your child. It will be the intention of all those who sign to abide by this agreement and to renew this commitment annually.

Tony Markham  
Headteacher  
June 2020

## AUTHORISATIONS

(Please cross out any that you do not give permission for)

- I give permission for my child to take part in local offsite activities (e.g. walks to Petersfield town for local studies).
- I give permission for photographs of my child to be used for publication in school promotion (e.g. Local Newspaper).
- I give permission for photographs of my child to be used for publication on the internet (e.g. school website & social media).

## PARENTS/CARERS EXPECTATIONS OF THE SCHOOL

The school will:

- Ensure that your child receives his/her entitlement to a broad and balanced education that fulfils the requirements of the government's National Curriculum and the agreed RE syllabus (Living Difference III December 2016)
- Meet the needs of all learners, by providing a rich and stimulating learning environment in which a wide range of teaching and learning strategies are used.
- Regularly evaluate, update and improve what we do in the light of experience, training and the findings of educational research.
- Mark and assess your child's schoolwork regularly and set targets for improvement.
- Set work for your child that is matched to his/her abilities.
- Keep you informed about your child's progress, by arranging regular meetings (at least two per year) and telling you promptly if there are any problems affecting your child's work or behaviour.
- Give parents an opportunity once per month to view their child's books and targets ('Open School': first Thursday of every month).
- Set and mark homework regularly.
- Provide a safe and caring environment in which children learn and develop free from danger, fear or discrimination.
- Provide good role models of learning and conduct, especially in relation to the school's core values.
- Investigate fully and promptly any allegations of bullying or racial harassment.
- Ensure that communications and complaints made to the school by parents/carers are acknowledged and acted upon promptly.
- Will support my child if they are struggling with reading (which is a key life skill) by giving them a Compulsory Acceleration Programme (C.A.P) to bring their reading up to age related expectations for my child's school year. See the last page for further details of C.A.P.

Signed on behalf of the school by:

Headteacher:



Chair of Governors:

Date: Ratified by Governors *(Full Governing Body September 23<sup>rd</sup> 2020)*

Next review due Spring Term 2021

## THE SCHOOL'S EXPECTATIONS OF PARENTS/CARERS

We, as parents or carers will:

- Make sure that our child attends school regularly and arrives on time each day, understanding that the school has a duty to tackle poor attendance and lateness rigorously when needed (including legal action).
- Inform the school promptly if our child has to be absent. We will provide the school with an explanation of the absence on the first day and all subsequent days of absence by telephone, by email to the admin address or verbally to the school office. We can also put this in writing to the office prior to an absence.
- Send our child to school prepared to learn, having had his/her breakfast and a good night's sleep.
- Support our child in their learning by arranging for him/her to read regularly at least 5 times each week for a minimum of 10 minutes a day with an adult (see attached questions to ask about my child's reading).
- Ensure that all homework is completed promptly and to the best of his/her ability. For further details, see the school's Homework Policy, available from the school office. See [www.hernejunior.com](http://www.hernejunior.com)
- Attend, whenever possible, school events, meetings and parent consultations designed to provide information about our child's progress and achievements and the education provided by the school.
- Support the school in the application of its Good Behaviour Policy (copy available from the school office). See [www.hernejunior.com](http://www.hernejunior.com)
- Support the school's Healthy Eating Policy (copy available from the school office). See [www.hernejunior.com](http://www.hernejunior.com)
- Inform the school promptly about any concerns or problems that may affect our child's work or behaviour, including any instances where our child has experienced bullying or harassment in school that he/she has not yet reported to any member of staff.
- Do our best to respond promptly to school correspondence.
- Provide correct uniform, including the clothing and equipment our child needs for school each day (e.g. change of clothes for PE) and ensure that our child does not wear jewellery or make-up to school.  
See [www.hernejunior.com](http://www.hernejunior.com)
- Check our child regularly for headlice and apply treatment when necessary.
- I/We accept the conditions of Herne's safe internet use policy.
- Will support our child if they are struggling with reading (which is a key life skill) by getting them to school to attend a Compulsory Acceleration Programme to bring their reading up to age related expectations for our child's school year. This will include attendance before the start of the school day or attendance at an after-school CAP group. We will work closely together to ensure our child has the best start for their secondary education.

Signed by:

Parents/Carers.....

Date.....

## THE SCHOOL'S EXPECTATIONS OF THE CHILD

I will follow all the school rules and:

- Have a positive attitude to my learning which will prepare me for the rest of my life
- I will not settle for less when striving to be the best that I can be:  
‘Don’t Settle For Less at Herne Junior School’ DS4L@HJS
- Work hard and complete all work, including homework, to the best of my ability.
- Listen to and follow instructions.
- Try to find ways to overcome problems, instead of giving up at the first difficulty I meet. I will ask for help if there is something I do not understand.
- Take a pride in the presentation of my work and do my best to present all my work neatly and accurately.
- Work co-operatively and politely with others, sharing equipment and taking turns.
- Speak to everyone respectfully and politely.
- Respect the views of others and accept that other people may have opinions and beliefs different from my own.
- Never fight (even in play) or call people names. I will report unkind and spiteful behaviour to an adult straight away.
- Take a pride in my appearance as a member or representative of Herne Junior School by wearing the correct uniform. I will not wear jewellery or make-up in school.
- I will set a good example to others and take care of other children.
- I will carry out any jobs/tasks I am asked to do to help around the school.
- Think for myself and tell the truth at all times.
- Take care of my belongings and respect the property of others.
- Look after the school grounds, buildings and equipment. I will report any damage or breakages to an adult straight away.
- I will not bring sweets, chocolate bars, chewing gum or fizzy drinks to school.
- I will try my best at all times.
- I will abide by the values of the school which are:  
MOTIVATION COLLABORATION ENJOYMENT  
RESPECT HONESTY INDEPENDENCE
- Learn about HARMONY at Herne
- If I need extra help with my reading, I will come along to the Compulsory Acceleration Programme (C.A.P.) sessions at the beginning or end of the school day from Year 4 onwards.

Signed by the child: .....

Date.....

## **SUPPORTING MY CHILD WITH THEIR READING**

### **Questions to ask your child after reading together**

What has happened in the story so far?

What do you think will happen next?

Who is your favourite character? Why?

Who is the character you like least? Why?

Do you think the author intended you to like / dislike this character? How do you know?

Does your opinion of this character change during the story? How? Why?

Find two things the author wrote about this character that made him / her likeable?

If you met one of the characters from the story, what would you say to him / her?

Which part of the story is your favourite / least favourite? Why?

Would you change any part of the story? How?

Would you change any of the characters? How?

Which part of the story was the funniest/scariest/ saddest/ happiest?

Find some evidence in the text to support your opinion.

What is the purpose of this book? How do you know?

Why is this page laid out in this way? Could you improve it?

Pick three favourite words or phrases from this chapter. Can you explain why you chose them?

Did this book make you laugh? Can you explain what was funny and why?

Have you read anything else by this author? Is anything similar? Does this book remind you of anything else? How?

When do you think this book was written? How do you know? Does it matter?

What would it be like if it was written now?

Do you think the title of the book is appropriate? What would you have called it?

What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy?

What are the features that make you think this? Find two sentences which describe the setting.

Is the plot fast or slow moving? Find some evidence in the text, which supports your view.

If the author had included another paragraph before the story started, what do you think it would say?

Would you like to read another book by this author? Why/ why not?

# HOME-SCHOOL AGREEMENT SUMMARY



Here are the key things that we are all signing up to as part of the learning community here at Herne Junior School:

## PARENTS & CARERS:

### RAP

- **Reading** – reading with your child, asking supporting questions & supporting your child to attend C.A.P if this is needed
  - **Attend school** – making sure your child is in school & on-time
- **Prepared** – making sure your child has breakfast, their school uniform, PE kit & relevant equipment

## THE SCHOOL:

### KIS

- **Know** – Get to know your child
- **Inspire** – inspirational lessons, challenges & experiences
  - **Safe** – keep your child safe & secure

## CHILDREN:

### ABC

- **A** – Abide by our values
- **B** – Be the best that you can be
  - **C** – Care for others

**Knowing Every Child – Inspiring Every Mind – Achieving Every Day**

# EXPLANATION REGARDING THE IMPORTANCE OF READING & THE COMPULSORY ACCELERATION PROGRAMME SCHEME (C.A.P.)

- Education research demonstrates that children need to be able to read both fluently and with understanding if they are to do well throughout their school lives
- Many parents are hugely supportive of encouraging their children to read, both at home and at school, but can find it difficult to support their child with higher order reading skills, for example, ability to comprehend what is written
- Herne has a great deal of experience where children who have struggled to read have then found difficulties in several other subjects, including maths
- Our Compulsory Acceleration Programme uses a part of the school's funding to prioritise children who need support to read at their chronological age (this means if they are 8 years and 6 months old, they need to have a reading age of at least 8 years and 6 months when they are tested)
- The C.A.P scheme starts in Year 3 during the school day between 8.50 and 3.30
- From Year 4 onwards, the scheme means coming to school early from 8.10 until 8.45 or staying later from 3.35-4.10
- Qualified staff, including teachers and teaching assistants will use their expertise to accelerate your child's progress during C.A.P.
- We will also use state of the art computer programs and Apps to enhance their learning
- Our commitment is to share their successes with you so that they have continued support at home
- Our expectation is that parents and carers who want their children to attend Herne Junior School are committed to C.A.P and will ensure their child attends at these out-of-school times

See this research below about *10 benefits that highlight the importance of reading with young children:*

<https://bilingualkidspot.com/2017/10/19/benefits-importance-reading-young-children/>

## **CORONAVIRUS COVID-19 Update for 2020 – 2021**

- ❖ **COVID-19 Update** – If your child’s Bubble or the whole school is Locked Down, then our expectation is that your child continues to access their education through our Remote Home Learning Support during that period when they can’t be physically in school.
- ❖ **COVID-19 Update** – Some of the arrangements in normal times may need to be adjusted if face-to-face contact cannot be maintained.
- ❖ **COVID-19 Update** – It is even more essential that general good behaviour and compliance with all safe routines and protocols are adhered to by every person in the school – both adults and children. This is for all of our safety.