



# Phoenix School Sylhet

## Policy for Home School Support

Agreed:

Written May 2019

APPROVED

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Capacity: \_\_\_\_\_

Date: \_\_\_\_\_

## HOME SCHOOL SUPPORT POLICY

There is a strong focus on developing and maintaining partnerships between home and school to ensure pupils make the best possible progress. Parents, carers and family members are encouraged to maintain informal and formal links with the school.

### Aims of the policy

1. To share strategies to improve standards and raise pupil achievement.
2. To develop and sustain positive relationships with families.
3. To become a centre for family education.
4. To build community cohesion.

### Objectives

1. To improve pupil attendance and punctuality
2. To share and provide information and views
3. To support families with the education of their child
4. To involve families in the life of the school.

### Procedures

#### 1. Meetings

A variety of meetings take place throughout the year where parents and carers have an opportunity to discuss issues and share strategies affecting their child's progress both academically and socially.

These include:

- Review meetings
- Planning meetings
- Parents groups and training
- Parents and child progress meeting

#### 2. Home Visits

Home visits may be made by school staff when there is a specific need

#### 3. Written Communications

A variety of written communication takes place, which includes:

- Home/School books
- Annual reports
- Individual reports
- Newsletters
- School website

### Attendance

Parents/carers are requested to telephone the school on the first day of their child's absence Pupils should be encouraged to be in school every day

### School Events

- Phoenix Sylhet hold a variety of events - Achievement assembly
- Celebration of festivals Fund raising activities
- Parents groups and training
- English/ICT training.

## Appendix 1

### Guidelines for Home-School Communication for Teachers

These guidelines are intended to help you as a class teacher to communicate effectively with the parents/carers of the children you teach. Below is a list of points to consider in your communication. Some points may not be appropriate for every child, or for every day, but most should apply to most children. The aim of home-school communication is to enable frequent exchange of information between home and school, in order to have a positive impact on the development and education of the child.

- A copy of the **timetable and long term topic plan** should be sent home at the beginning of term, so that the parent is aware of what is happening on each day. This will also reduce the need to list the activities which the children do each day. You should also send an **introductory letter**, detailing staff who will work with the children, and general information about the classroom and timetable.
- **Behaviour:** If the child exhibits challenging behaviour, it is very important to communicate about this on a daily basis. You could include the context, time of day and possible triggers so that parents are aware of how it occurred. It is also important to communicate about increase or decrease in challenging behaviours, and possible reasons for this.
- **Eating/Toileting:** In many cases, there may be issues around eating. E.g. the child may only eat certain foods, or may have irregular eating or drinking patterns. Similarly, with toileting, it is important in many cases to report on how independent the child is, whether the child has used the toilet, accidents, etc. Daily communication about this will help with eating and toileting at home also.
- **General summary** of the day in terms of attention, mood, responses and preferences.
- **Favourite activities:** You could communicate about any activity which the child found particularly motivating, as this will provide opportunities for positive interaction between families and children at home.
- **Anything unusual:** If something unusual occurred during the day, either in terms of behaviour, activities, or otherwise, it may be very useful for the parent to be aware of this, particularly if their child is excited or upset.
- Any **special notes** about the following day, or questions about any day-to-day matters e.g. spare clothes
- It may also be appropriate to ask the **child** to give some **input** into the home-school communication. This will obviously depend on the child's ability to communicate.
- It is important to use a **channel of communication** that is effective, and accessible by both parties. Options include telephone, e-mail, talking face-to-face, writing, and asking Priti to call home with a message to be interpreted.
- You could also send home **ideas for activities** that could also be carried out at home. This will help to generalise the skills and knowledge you are teaching, and reinforce the learning of the child. It will also provide a focus for parents/carers/families to interact with the child at home.
- Occasionally **parents may request** some information or advice on some aspect of caring for or teaching their child. It is especially important at these times to ensure that effective communication takes place. Setting up a meeting or a phone-call may be best at these times.
- If a child is **ill**, or has been **injured** in any way, (particularly if a head injury has occurred) e.g. accident, injured by another pupil, it is vital to communicate to the parents about this as soon as possible so that the parent is fully informed. Often the fastest and most effective way to do this is to telephone the parent. Alternatively, Priti could be asked to telephone and translate a message into Bengali. Requests for Priti to contact parents can be written in her home/school communication book.