



School News

Issue 6: Thursday 28th November 2019

Our three school rules: Ready, Respectful and Safe

The Christmas Fair - 1 day to go!

The **Burdett-Coutts' Christmas Fair** will be held **TOMORROW** on **Friday 29th November 2019** from **3.45pm – 5pm**.

Our **playground, ground and middle floor halls** will be transformed into a festive market. Stalls include:

In the playground

- **Class stalls** – please try and **buy your child's Christmas item (only £1)** – you can also make a donation;
- **Cakes and sweets** – with lots of delightful cakes, cookies and treats (**50p –£2**);
- **Refreshments** – tea, coffee and soft drinks (**50p - £1**);
- **A children's chocolate tombola** – with fabulous prizes (**£1 for five tickets**);
- **Bric-a-brac** – you never know what you might find! (**50p - £2**).

In the ground floor hall

- **Santa's Grotto** – everyone who visits Santa will get a present! (**entry £2**)
- **Raffle stall** with amazing prizes, (**only £1 per ticket**) including:
 - £100 CASH
 - £50 Marks & Spencer voucher:
 - £50 Chez Antoinette Restaurant voucher
 - £25 One4all gift card voucher
 - Urban Green restaurant voucher
 - Formative coffee voucher
 - Jasmine Jewellers voucher
 - Six Christmas gift sets for children
 - 2 Christmas gift sets for adults
 - 2 Food hampers
 - Waterproof camera
- **Food stall** – delicious food for everyone (**Pizza 50p, chips £1 & hotdogs £1.50**)

- **Karaoke** – sing along to Christmas songs and carols (**£1**)

In the middle floor

- **Bouncy castle** – upstairs in the first-floor hall (**£1**)
- **Face painting** (**£2**)

We will use the money raised from the fair to pay for a theatre company to visit our school and to purchase new curriculum equipment.

Christmas Sparkle Day

Friday 29th November is also Christmas Sparkle Day. This is a **non-uniform day** for those children who make a donation of **£1 or more**, to wear a **Christmas jumper or something sparkly!**

Expectations of parents, carers and visitors to the school

The school actively encourages close links with parents/carers and the community.

We know that pupils benefit when the relationship between home and school is a positive one and we welcome visitors to our school and encourage parents to communicate with us by phone or via email.

If a parent or carer has concerns, we will always listen to them and seek to address them as quickly and positively as possible.

We will always act to ensure the school remains a safe place for pupils, staff and all other members of our community.

Thought for the week

"I can do all this through Him who gives me strength." Philippians 4:13

Abusive, threatening or aggressive behaviour will not be tolerated. If such behaviour occurs, we will follow the procedures outlined in this policy.

If parents and carers are displaying any of the behaviours outlined below, the school will take appropriate action.

This could result in those parents and carers being prevented from entering the school building for a fixed period of time. We will also involve the community police.

Types of behaviour that are considered serious and unacceptable and which will not be tolerated in relation to members of staff, and other members of the community, are:

- Shouting, either in person or over the telephone
- Swearing, either in person or over the telephone
- Emails which are sarcastic, combative or aggressive in tone and language
- Constant emails and/or phone calls which amount to harassment and intimidation, despite the school's best efforts to address a situation
- Inappropriate electronic activity including publishing abusive or inappropriate content with regards to the school, teachers or students on social networking websites such as Facebook and Twitter or in email communication
- Any form of physical violence, such as pushing or hitting
- Physically intimidation, e.g. standing unnecessarily close to her/him
- The use of rude or aggressive hand gestures, including shaking or holding a fist towards another person

Home Learning

Attached to this newsletter is our **Home Learning Policy**.

We recognise that homework / home learning has a positive educational benefit. Home learning that is planned as an integral part of the curriculum gives children the opportunity to practice and reinforce what they have been taught in class.

It can also promote parental involvement in their child's' educational journey.



There is no government legislation which directly refers to homework / home learning, therefore primary schools are under no legal duty to set homework / home learning.

This means that parents of children who are in primary school, are not required by law to make their children complete home learning tasks.



Although we encourage pupils to complete their home learning, we do not impose sanctions if the work is not complete.

We would welcome your views and thoughts about our policy. **Kindly complete the feedback sheet, at the end of the policy and hand it into the school office by Monday 2nd December.**

DATES FOR YOUR DIARY: AUTUMN 2019

Highlighted dates are when parents are invited into the school

Dates	Events
November 2019	
Friday 29th	3.45-5pm: Burdett-Coutts Christmas Fair

Thought for the week

"I can do all this through Him who gives me strength." Philippians 4:13

December 2019	
Sunday 1st	First Sunday of Advent
Wednesday 4th	10am & 2pm: KS2 Christmas Play (for parents in Years 3-6)
Friday 6th	Nine Lessons Service at St John Smith Square
Monday 9th	SCHOOL CLOSED FOR STAFF TRAINING
Wednesday 11th	10am & 2pm: EYFS & KS1 Nativity Play (for parents of Nursery, Reception, Year 1 & Year 2)
Monday 16th	Christmas school lunch day
Thursday 19th	12.45pm: Christingle service at St Stephen with St John Church – ALL parents and carers welcome
	LAST DAY OF THE AUTUMN TERM SCHOOL CLOSSES AT 1.30pm

Thought for the week

"I can do all this through Him who gives me strength." Philippians 4:13



Home Learning Policy

Date: November 2019

Revision Date and Frequency: November 2021 (every two years)

Distributed to Staff: November 2019

Lead Person(s): R. Dyer, Headteacher & E. Camplin, Assistant Headteacher

Ratification by: N/A

Statutory Policy: NO

Policy Author: Former GB Standards & Achievement Committee & R. Dyer, Head teacher

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1. Intent

The School Vision

At Burdett-Coutts, we encourage our learners to be ambitious for themselves and for others. We challenge and support them in questioning the world and in finding solutions. Our Christian values of friendship, compassion and service underpin our ethos - **"I can do all things through Him who gives me strength"**.

We want our learners to be ready to learn, to be respectful of each other and to feel safe.

1.1 How the policy relates to the school vision

1.1.1 This policy sets out the purpose of and benefits of home learning and gives all pupils the opportunity to study independently at home.

1.1.2 We are aware that homework **is not compulsory in primary school education** and thus we cannot impose sanctions on any pupils for not doing their homework. We recognise and value the contribution that learning in the home environment can make to children's education.

1.2 Aims:

1.2.1 Our school believes that home learning should:

- Involve parents and carers in their child's education;
- Have a clear learning focus;
- Give plenty of opportunities for children to succeed;
- Be planned by teachers alongside the other elements of children's learning;



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- Consolidate and reinforce a wide variety of skills and understanding in a supportive environment;
- Extend school learning;
- Be varied-not just written tasks;
- Provide children with the opportunity to learn in different settings;
- Reflect a range of learning styles;
- Develop progressively according to the age of the children;
- Encourage children to talk about what they are learning;
- Encourage children to develop the self-confidence and discipline needed to study independently;
- Prepare children for the transition to secondary school;
- Be manageable for teachers;
- Where possible, tasks will have a clear learning intention and success criteria, in line with our teaching and learning policy, to enable every child to succeed with their home learning tasks.

2. Implementation

2.1 Guidance for setting Home Learning

2.1.1 All Home Learning is linked to class work and is completed in a Home Learning Book. This may consist of activities to consolidate and re-enforce what has been learnt in a lesson, or investigation work linked to a topic. To establish a regular routine, Home Learning is given out and **collected in on the same days each week.**

2.1.2 Home Learning should be set at an appropriate level for each child so that it can be completed independently, or if adult support will be required, clear instructions should be provided to help adults support learning effectively.

2.1.3 Activities should have clear learning intentions and give opportunities for children to succeed and progress. Home Learning time should not be spent “finishing off” work done in class. Teachers should ensure that the demands of Home Learning are manageable for all children, taking into account the need for differentiation.

2.1.4 Topics, key learning objectives and Maths and Literacy targets for each half term, should be given to parents and carers to help them support their child’s learning.

2.1.5 In ‘Meet the Teacher’ meetings at the start of each year, the Home Learning content and timings for that year group should be discussed, and expectations on standards made clear. The value of Home Learning should be stressed to parents.



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2.1.6 Home Learning is monitored by teachers and written or verbal feedback is given to maintain motivation (see Feedback policy).

2.2 Progression in Home Learning

2.2.1 The main focus for Home Learning at Burdett-Coutts and Townshend Primary School is on the **basic skills in English and Maths including mental maths calculations**. On occasions, Science and Topic based Home Learning may also be given.

2.2.2 Home-Learning Progression Table

Year Group	Approximate time	Content (may include some or all of the following)
Nursery	10 minutes per day	Sharing and reading books, singing and learning rhymes including number rhymes. Topic based questions for discussion
Reception	10 minutes per day 5 minutes per day	Sharing and reading books Sounds and key words
Year 1	10 minutes per day 10 minutes per week 10 minutes per week	Sharing and reading books Maths Phonics activities
Year 2	15 minutes per day 10 minutes per week 10 minutes per week	Sharing and reading books Maths Phonics activities
Year 3	20 minutes per day 15 minutes per week 15 minutes per week	Sharing and reading books Maths English/Phonics activities
Year 4	20 minutes per day 15 minutes per week 15 minutes per week	Reading with an adult or independently Maths English/Phonics activities
Year 5	30 minutes per day 30 minutes per week 30 minutes per week	Reading independently (or with an adult if still needed) Maths task English task
Year 6	30 minutes per day 40 minutes per week	Reading independently (or with an adult if still needed) Maths task



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	40 minutes per week	English task
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2.2.3 Spelling activities and investigation work are set according to the level your child is working at in phonics.

2.2.4 Mental maths home learning activities are designed to consolidate mathematical facts taught in class. We advise the 'little and often' approach to practicing mental maths skills, for example, practicing number bonds on a car journey or reciting timetables during a walk. The number facts set must be learnt by heart, and with immediate recall, rather than allowing the child the opportunity to work the answer out in their head.

2.2.5 The children in each year group are provided with a timetable showing which day Home Learning will be given out and which day it is expected to be in school. These are published on the school website.

2.2.6 In addition to the weekly tasks set, there are optional half termly home learning tasks in every year group which children are welcome to undertake should they wish to do so. These tasks are more research and project based, but provide stimulating and relevant tasks for those children who may manage to complete their set homework very quickly. As these tasks are optional there is no deadline to return them to school, but your child's class teacher will mark them and provide feedback to the children in the same way as they do with the compulsory home learning tasks.

2.2.7 High quality home learning is celebrated within the classroom and at the weekly celebration assembly.

2.3 Differentiation

2.3.1 Home Learning is differentiated as appropriate to suit the needs of the child. This may be through content, task, resources, outcome or structure.

2.4 Inclusion (SEN, More Able, EAL)

2.4.1 We set home learning for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child and are differentiated to enable all children to contribute in a positive way.

2.5 Building cultural capital

2.5.1 Under the new Ofsted framework, schools are required to build cultural capital; this is about ensuring that disadvantaged children are exposed to more cultural experiences and background knowledge. Our Home Learning Policy develops the cultural capital of all children through the topic themes homework, eg:



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- **Science** – researching famous scientists (Copernicus)
- **History and Art** – homework resulting from school educational visits to galleries, theatres and museums
- **Black history month** – writing and design activities in the style of contemporary and historical people
- **Mathematics** – researching inspiring Mathematics (eg Fibonacci's number sequence)
- **Geography** – knowledge and learning about the recipients of blue plaques in the local area.

3. Impact

3.1 The role of parents/carers

3.1.1 We believe that the support of parents and carers is essential for children to make the most of their home learning opportunities. There are many ways in which parents can help their children, for example, by

- encouraging and supporting them;
- playing games with them, practising timetables, listening to children read;
- providing somewhere quiet for children to study away from the TV and other distractions;
- providing opportunities for real life experience: talking, shopping, using money, telling the time, cooking, letter writing etc.

3.1.2 If there is a problem over Home Learning we encourage parents to get in touch with the class teacher. Similarly if we have problems we shall contact the parents. We provide workshops for parents to enable them to support their children's learning. There is also a daily home learning club during school hours which children are invited to attend when necessary.

3.2 Children who do not do their homework

3.2.1 It is the responsibility of all class teachers to see who has completed their home learning on the day that it is due to be returned.

3.2.2 If a child does not complete their Home Learning the class teacher will speak to the child's parents. If this continues for three consecutive weeks, the child will complete their homework with the Family Support worker / class teaching assistants.

3.3 Equal opportunities

3.3.1 All pupils have the right to equality of access to the curriculum. Teachers need to be sensitive to the home circumstances of children. If necessary, appropriate resources may be provided to



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enable Home Learning to be completed. There is a Home Learning club available to provide support to children who find it hard to complete home learning at home.

3.4 Roles and responsibilities

3.4.1 Teachers are responsible for setting Home Learning in line with the school policy, and for providing feedback to pupils and parents/carers.

3.4.2 Parents should be encouraged to support their child by sharing books, giving help with tasks, and where possible, by providing an appropriate space, time and resources.

3.4.3 If a child is completing tasks independently, we ask parents to check the home learning.

3.4.4 In Key Stage One, we ask parents to write a comment to inform the teacher as to how much support was given and how the child managed the task.

3.4.5 Pupils are expected to complete tasks given in the time allocated.

3.5 Monitoring

3.5.1 The Strategic Leadership Team are responsible for monitoring the home learning policy. They are also responsible for supporting colleagues in setting home learning, for being informed about current developments in the area, and for providing a strategic lead and direction for the area in the school. The policy will be reviewed annually in consultation with children, staff and parent representatives.

Date of Policy: **November 2019**

Policy ratified: (Signature) (Date)

Review Date: **November 2021**



Home Learning Policy

Home Learning Policy Feedback

1. What do you like about this policy?

2. Is there anything that you did not understand?

3. How could this policy be improved?

Please return this sheet to the office by Monday 2nd December. Thank you.