

CHRISTLETON HIGH SCHOOL



‘HOME SCHOOL AGREEMENT’

***‘Happy, Hardworking and Courteous’
Homework = Home Learning***

In four parts:

- School Ethos and Student Agreement
- School Agreement
- Parent/Guardian Agreement

We follow a partnership involving the student, parents/guardians and the school.

This document sets down the expectations we have as a school and our commitment to the education & achievement of your child.



SCHOOL ETHOS

We will enable all students to recognise and achieve their full potential in life. As a supportive and stimulating community, we will encourage individual self-development and independence. We will foster high personal and moral values and concern for others.

To help us achieve this object we will:

- Develop students independent learning skills.
- Encourage teamwork where individual contributions are valued.
- Work collaboratively with parents.
- Recognise our role in the community by continued development of our links with local residents, charities, businesses, local councils, government agencies and other educational establishments.
- Work to an annual development plan, which sets targets, allocates resources and monitors progress.

STUDENT AGREEMENT

As a student I will:

- Be polite and show respect to others and their belongings.
- Arrive on time and bring the right equipment.
- Be silent when the teacher or anyone else is talking in my group.
- Raise my hand and wait if you want to speak.
- Work as instructed, without distracting others.
- Not swear or use abusive language.
- Walk on the left on corridors and stairs.
- Not chew gum or eat in classrooms or corridors. A small bottle of water may be taken into class.
- Conform to the school dress code and be tidy in my appearance.
- Complete all class work and homework as well as I can.
- Not use mobile/tablet devices in a classroom environment unless instructed by teacher.
- Use my planner appropriately and have it with me every day.
- Respect the school environment and the local community.
- Be responsible for taking communications to and from school and home.
- Keep the motto: Happy, Hardworking and Courteous.
- Be the best I can be.



SCHOOL AGREEMENT

As a school we will do our best to:

- Provide a safe, well-ordered and caring environment.
- Value and respect your child as an individual.
- Record and reward good performance, effort and progress.
- Ensure that your child achieves his/her full potential as a valued member of the school community.
- Provide a balanced and challenging curriculum, which meets the individual needs of your child and encourages high aspirations for the future.
(see A-Z for more information).
- Encourage high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Provide induction support when your child joins the school, and continuing Form Tutor support and advice throughout your child's education at the school
- Keep you informed about general school matters.
- Keep you informed of your child's progress via their planner and assessment grades or comments on work. We offer communication systems such as School Comms and SIMs Learning Gateway.
- Provide interim assessments and one Parents' Evening per year.
- Be open and welcoming and offer opportunities for parents to become involved in the life of the school.

Signature:

A. J. Francis

Assistant Headteacher: Achievement, Care & Transition



PARENT/GUARDIAN AGREEMENT

As a Parent/Guardian, I will do my best to:

- See that my child attends school regularly, punctually, properly equipped and in full school uniform.
- Encourage my child to have a positive attitude towards school.
- Support my child in the completion of homework and revision.
- Make the Form Tutor aware of any concerns or problems that might affect my child's learning or behaviour.
- Support the school's policies and guidelines as fully as possible. (This may require arranging alternative transport if an after-school detention is given.)
- Attend Parents' Evenings.
- Ensure that my child keeps an up-to-date and tidy planner, one method used as a means of communication between home and school.
- Support the school in its aim to be a Happy, Hardworking and Courteous community

We ask that you also:

- Keep us informed of changes to personal details, in particular emergency telephone numbers and email addresses.
- Telephone the school on the first day of any unexpected absence your child may have, and follow this up with a note on the first day he/she returns.
- Ensure that all school documents are returned promptly.
- Refrain from taking holidays during term time, as all absence from school has a detrimental effect on a student's learning.
- Make use of Lesson Monitor and School Comms information to help monitor & support your child.



ATTITUDE TO LEARNING CRITERIA

Attitude to Learning Criteria	Example behaviour	Resulting action
1 - EXCELLENT		
<ul style="list-style-type: none"> You are hard-working, highly motivated and contribute fully to learning. You are enthusiastic and co-operative with staff and collaborate very effectively. You take full responsibility for your own learning, show perseverance, meet all deadlines and complete work to the very best of your ability. You complete research, preparation and home learning thoroughly and are fully equipped for lessons. 	<ul style="list-style-type: none"> Worked independently to complete tasks to the best of your ability. Assisted with the learning of other students. Used own initiative to complete tasks to the best of your ability. Worked collaboratively with other students during lesson activities (practical/discussion). 	Examples may include: <ul style="list-style-type: none"> Praise in lesson. Positive comment on SIMS/Behavioural point. E cards/email home. Inform FT/HoY/HoD.
2 - GOOD		
<ul style="list-style-type: none"> You work hard and present a positive attitude to learning. You are willing, co-operative with staff and collaborative with others. You complete work to a good standard. You are well-prepared and fully equipped for lessons with home learning completed appropriately. 	<ul style="list-style-type: none"> Work completed to a good standard for individual student. Contributions made to lesson activities. 	Not always necessary; examples may include: <ul style="list-style-type: none"> Positive comment on SIMS/Behavioural point. E cards/email home. Verbal praise. Inform FT/HoY/HoD.
3 – PASSIVE/INCONSISTENT		
<ul style="list-style-type: none"> You are not working to the best of your ability and need encouragement to stay on task and think for yourself. You are coasting and putting in variable effort. You are not fully prepared for this lesson, you do not have all the required equipment and home learning is not completed or shows minimal effort. 	<ul style="list-style-type: none"> Satisfactory work but easily off task. Needed to be reminded more than once to complete a task. Talked at inappropriate times after a warning. No evidence of home learning. 	Not always necessary, but if a cause for concern: <ul style="list-style-type: none"> Student moved in class. Discussion after lesson. Comment on SIMS. Home learning to be complete. Possible detention. Subject Report (if persistent).
4 - UNSATISFACTORY		
<ul style="list-style-type: none"> You need frequent reminders to stay on task. You do not meet the expected standards of behaviour or effort. You are not prepared for lessons and need to accept more responsibility for your learning. Your lack of effort and focus has a negative impact on your learning and sometimes that of others. Passive/inconsistent behaviour in addition to no home learning. 	<ul style="list-style-type: none"> Needed to be reminded three or more times to stay on task. Did not use school equipment correctly. e.g. seen using the incorrect website. Distracted others by repeatedly talking at the wrong times. Sent out of the lesson and allowed back in. Used inappropriate/insulting language during the lesson. 	At least one consequence MUST be issued: <ul style="list-style-type: none"> Permanent movement in lesson. Detention. Email/call home. Communication with FT. Subject Report (if consistently receiving 4s). Lesson isolation e.g. working with a Sixth Form group/another teacher (if consistently receiving 4s).
5 – UNACCEPTABLE		
<ul style="list-style-type: none"> You do not involve yourself in the learning process without frequent prompting. You seem unprepared to learn and also often stop others learning. You do not meet the expectations regarding behaviour and your response to correction is negative. 	<ul style="list-style-type: none"> Refused to follow instructions. Rudeness shown towards a member of staff. Argumentative/aggressive. Sent out of the lesson more than once. Used inappropriate/insulting language during the lesson directed in a malicious manner. 	<ul style="list-style-type: none"> Detention. Lesson isolation e.g. working with a Sixth Form group/ another teacher. Referral to FT/HoY/HoD. Subject Report. Senior staff call out.

The highest grade achievable, if you do not have the correct equipment, or if you have failed to complete and hand in home learning is a 3.

The above criteria are used as the basis for the Attitude to Learning grades, given on all Reports and Interim Assessments.

