

Ashburnham Community School
Home School Partnership, Early years Foundation Stage (EYFS)

At Ashburnham, we believe the early years lay the foundations for a child's future learning, wellbeing and happiness. By working closely together, school and home can provide the strongest possible start for every child during their time at Ashburnham.

The Fox Federation mission: We work together to enable all children to reach their full potential, to make a difference and to create positive experiences

Safeguarding, including attendance, punctuality and routines

Together, we will build strong habits that support regular attendance; ensure every child is ready to learn and succeed in school and develop a positive attitude towards school.

School

- supports children to settle confidently into school routines
- provides a warm, welcoming and purposeful start to each day
- monitors attendance (internally and externally) and offers support where patterns of absence or lateness emerge
- celebrates improvements in attendance and punctuality
- teaches children the importance of good attendance and punctuality
- follows statutory responsibilities to safeguard children in line with Keeping Children Safe in Education.

Home

- ensures your child is in the classroom by 8:45am to enable them to start their learning
- informs the school office before 8.45am via phone or email of any absence
- supports calm and consistent morning and bedtime routines including ensuring regular and consistent sleep
- books appointments (where possible) out of school hours
- does not book term-time travel or holidays
- understands the importance of good attendance and punctuality and the positive impact on wellbeing and attainment
- communicates promptly with school about barriers to good attendance and punctuality

Learning at Home

Together, we will support children's early language, reading, independence and curiosity through everyday experiences at home and school.

School

- shares stories, songs, language and early reading experiences daily
- encourages curiosity, conversation and learning through play
- exposes children to high quality phonics lessons to help embed core foundational skills in reading
- shares wider curriculum information (knowledge organisers) to support wider learning
- provides guidance and resources to support reading and learning at home
- runs parent and carer workshops to support early learning

Home

- reads daily with your child and encourages a love of and interest in books and stories
- talks, sings and plays with your child regularly to support language development
- supports healthy routines around sleep, reading and screen time
- reaches out if you need support or have any concerns
- attends learning workshops where possible, or read the electronic materials afterwards

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Independence and Self-Care

Together, we will support children to develop growing independence and confidence in everyday routines

School

- encourages children to manage their belongings independently
- teaches and supports routines such as tidying, dressing and organising resources
- supports children in developing confidence with hygiene and self-care routines
- provides consistent, predictable routines that help children feel secure and confident
- encourages children to develop resilience and perseverance when trying new things

Home

- ensures your child is prepared for the school day with the things they need
- encourages your child to practise dressing independently, including coats and shoes
- supports toilet training and personal hygiene routines
- encourages your child to carry and organise their own belongings
- promotes independence through small everyday tasks and routines at home
- supports your child to develop confidence in trying things independently before seeking adult help
- support your child to walk, scoot or bike to school to support physical development and independence

Communication

Together, we will maintain clear, respectful and timely communication that supports each child's success

School

- ensures senior staff available on the gate in the mornings and afternoons
- ensures classroom adults are available at drop off and pick up
- responds to queries in a reasonable timeframe and offers an in person meeting to discuss more complex issues as appropriate
- sends a weekly newsletter with dates and information
- sends weekly class-related and individual updates and photos through Tapestry
- shares information about a child with parents and carers in a sensitive and appropriate manner
- offers in person or phone call parent and carer meetings twice per year and writes formal mid and end of year reports
- hosts a range of engagement events to share information about the class and curriculum

Home

- regularly checks and reads all school-based communications, including updates on newsletter, emails and online learning journal platform (name), and engages when needed
- keeps the school office up to date with changes to personal information
- attends two parent and carer meetings each year
- uses year group email to message your child's class teacher for quick queries on class-based issues or phones the office for school-based questions, including reporting absence
- informs the SENDCo if there is a SEND-related question
- informs or addresses concerns to the appropriate member of staff before more serious issues arise
- where appropriate, requests an in-person meeting or phone call for any serious concerns or issues, rather than via email

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Behaviour

Together, we will help children develop kindness, confidence, positive relationships and the ability to manage their feelings and behaviour.

School

- provides a safe and inclusive environment, with clear expectations and predictable routines that enable all children to be ready, respectful and safe
- teaches and models positive behaviour and supports children to recognise and manage their own feelings
- identifies and supports additional needs
- teaches children how to build positive relationships and make positive choices
- investigates incidents fairly and communicates with families when needed
- works closely with families to support children who need additional help with behaviour or regulation

Home

- reinforces school expectations of being *ready, respectful and safe* and school values
- is familiar with the school behaviour policy and behavioural expectations
- ensures non-essential items are left at home
- ensures your child attends school in appropriate clothing, in line with school guidance
- models respectful communication and positive language in front of your child and all interactions with school staff, including online
- works in partnership with the school to support your child's emotional wellbeing and behaviour
- trusts the school's processes as outlined in school policies
- raises questions and concerns in a respectful way

Partnership & Community

Together, we will create a warm, welcoming and inclusive community where children and families feel safe, valued and supported.

School

- provides regular opportunities for families to engage with school life
- builds relationships with each family during their time at school
- welcomes new families to the school and ensures they have the best possible start to school life
- understands the diverse needs, experiences and backgrounds of children and their families
- facilitates a PTA with plenty of opportunities for any parent / carer to get involved
- regularly seeks feedback from parents and carers
- engages constructively with outside agencies to support children's holistic development and wellbeing.

Home

- shows respect to all members of our diverse school community
- supports your child to represent the school positively within the local community when travelling to and from school
- attends class and school events where reasonably possible and supports your child to follow the school's expectations
- engages with opportunities to give feedback to further develop the children's experiences.