

Reporting Absences

To report an unplanned absence e.g. illness, complete the online form before 9.00am.

[HOME>PARENTS>ATTENDANCE&PUNCTUALITY>REPORT SICKNESS ABSENCE](#)

For requesting future absence in exceptional circumstances, complete the 'Request for absence' form.

[HOME>PARENTS>ATTENDANCE& PUNCTUALITY>REQUEST FOR ABSENCE](#)

How can parents help promote good attendance and punctuality?

As part of our whole-school approach to maintaining high attendance, we request that parents -

- Promote the value of excellent attendance at home and follow the procedures set by the school.
- Avoid soft absences—mild headache / tummy ache
- Notify the school by telephone on the first day that their child is unavailable to attend school.
- Avoid making medical/dental appointments during the school day.
- Do not take your child on holiday in term time and in the case of exceptional circumstances permission must be granted by the Headteacher. The Leave of Absence in Term Time form is on the school website and available at the school office. Applications must be made in advance of the intended date of absence.
- Advise the school of any difficulties they may be having so that the school can support as appropriate.
- Develop good morning routines
 - ◇ Getting to bed on time—a good night's sleep supports a good morning routine.
 - ◇ Setting the alarm for a time that allows all morning routines to be carried out.
 - ◇ Pack school bag and have uniform ready the night before
 - ◇ Leaving home at least five minutes earlier than you need to which will ensure you get to school on time.
 - ◇ Coming to school for breakfast club

ATTENDANCE MATTERS

TURN UP

TURN UP ON TIME

TURN UP READY FOR ACTION

TO DISCUSS ATTENDANCE ISSUES PLEASE CONTACT

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Attendance Matters

at

Chesswood Junior School

A Parent's Guide





Why is good attendance and punctuality important?



Education lays the vital foundations of a child's life. Regular and punctual attendance at school is key to both academic and social development, which in turn will improve the life chances of children and young people. Being in school every day that it is open is important to your child's achievement, wellbeing, and their wider development.

Here's what the data shows:

- Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the key stage compared to those with lower attainment.
- Pupils who did not achieve the expected standard in reading, writing and maths in 2019 had an overall absence rate of 4.7% over the key stage, compared with 3.5% among pupils who achieved the expected standard and 2.7% among those who achieved the higher standard.
- Pupils who did not achieve grade 9 to 4 in English and maths GCSEs in 2019 had an overall absence rate of 8.8% over the key stage, compared with 5.2% among pupils who achieved a grade 4 and 3.7% among pupils who achieved grade 9 to 5 in both English and maths.
- Generally, the higher the percentage of sessions missed across the key stage at KS2 and KS4, the lower the level of attainment at the end of the key stage.
- Among pupils with no missed sessions over KS2, 83.9% achieved the expected standard compared to 40.2% of pupils who were persistently absent.

What is Good Attendance? 96% and above represents good attendance. 96% is the equivalent to 9½ days absence per year. This is the minimum expectation. Below 90% places a child in the 'Persistent Absentee' bracket which is a significant concern. Where this is the case, whatever the reason, we will seek to work with families to improve attendance following the guidance below.

How will I know what my child's attendance is? Your child's attendance is shared on their termly reports. Where attendance becomes a concern, school will contact parents to discuss this further, seeking to support in the first instance. We expect families to work with school to support this process in the best interest of the child.

How much time is really missed?	
Average Attendance	Years absent from school
95%	1 year absent in 20 <small>(approximately six months over whole school life)</small>
90%	1 year absent in 10
80%	1 year absent in every 5
75%	1 year absent in every 4
66%	1 year absent in every 3
Turn up, Turn up on time, Turn up ready for action...	
<small>Dream Aspire Achieve</small>	

Working Together to Improve Attendance

Where parents decide to have their child registered at school, they have a legal duty to ensure their child attends school regularly.

This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

At Chesswood Junior School we believe attendance is a shared responsibility, involving the whole school community. We will work with families to identify the reasons for poor attendance early and try to resolve any difficulties. The table to the right outlines the process we follow to work with families to successfully treat the root causes of absence and remove barriers to attendance, at home, in school or more broadly. This requires us to work collaboratively with, not against families which we will always do where parents engage in the process proactively.

1 Expect	We aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.
2 Monitor	We rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.
3 Listen and understand	When a pattern is spotted, we discuss with pupils and parents and listen to understand barriers to attendance and agree how all partners can work together to resolve them.
4 Facilitate Support	Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.
5 Formalise Support	Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.
6 Enforce	Where all other avenues have been exhausted and support is not working or not being engaged with, we will enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.