

# Attendance Matters

## Attendance Expectations

**Pine Green's individual target for attendance is 100% Government minimum expectations for attendance is 95%.**

The school expects all our pupils to attend, on time, and all day every day, achieving 100% attendance. Should you child's attendance drop to 95% attendance in ONE SCHOOL YEAR ALONE your child will miss 9 school days and at least 45 hour's worth of lessons. Recent research shows there is a positive correlation between attendance and achievement so 95% equates to dropping at least half a grade. 90% attendance equates to 19 days lost, at least 95 hours' worth of lessons and a drop by at least one whole grade.

Please keep checking regularly on Class charts on which their current attendance is shown . If your child has medical appointments try, whenever possible to attend mid morning clinics so your child can attend the am reg and then return to school and gain their afternoon mark, therefore not affecting their attendance.

Attendance at Pine Green Academy is lead by Mrs S Long - Assistant Headteacher – Inclusion and Attendance Champion (Sarah.long@pinegreen..set.org)

Use the diagram below to track the impact of your child's absence to school.



At Pine Green, our attendance approach is fundamentally guided by the Inclusive Attendance model. Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

## **The Importance of School Attendance**

**Academic Achievement:** Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.

**Knowledge Acquisition:** School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.

**Social Development:** School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills.

**Building Routine:** School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.

**Teacher Interaction:** Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support.

**Preventing Knowledge Gaps:** Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.

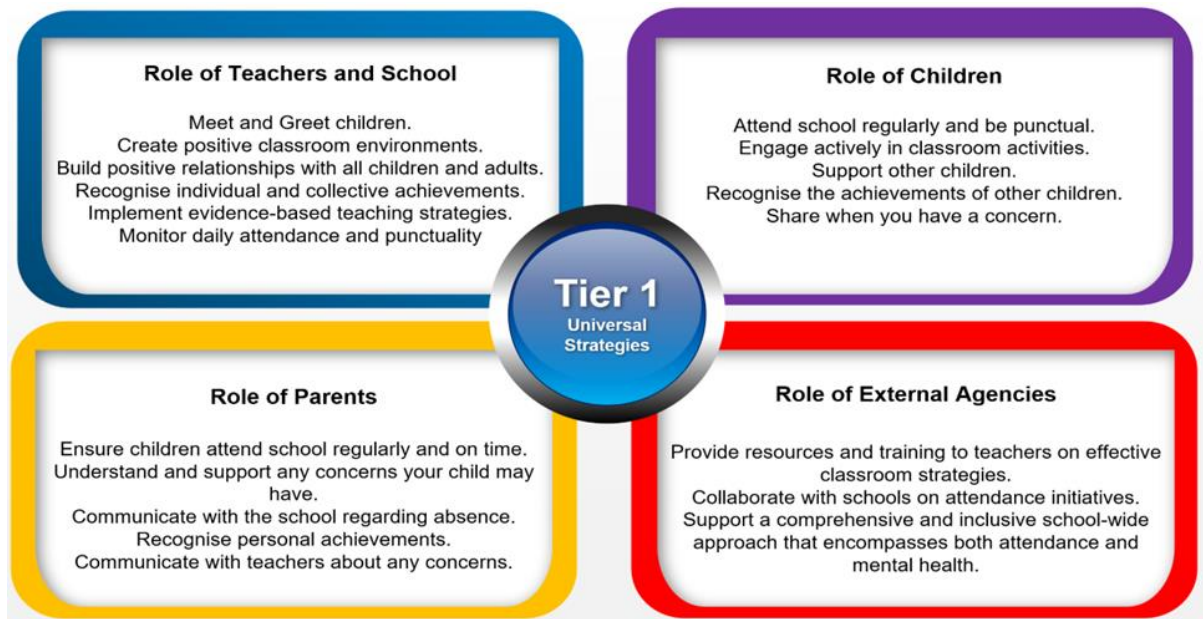
**School Engagement:** Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development and wellbeing of communities.

**Legal and Parental Responsibility:** Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.

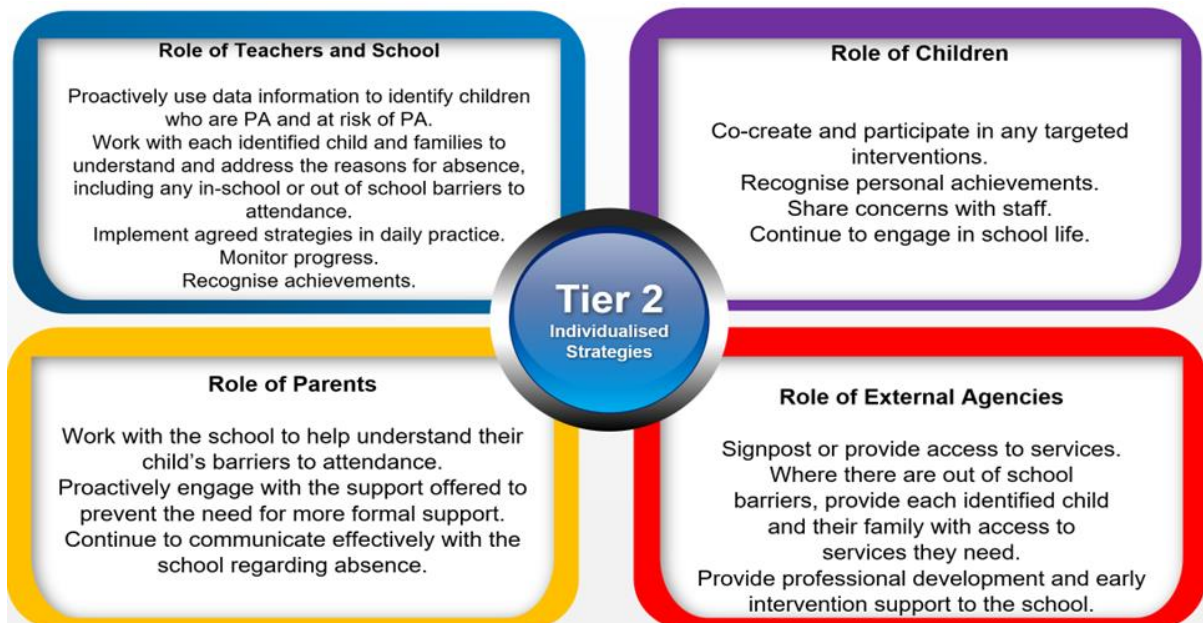
## **Universal Multi-Tiered System of Support**

To guarantee a comprehensive approach to attendance, we implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority.

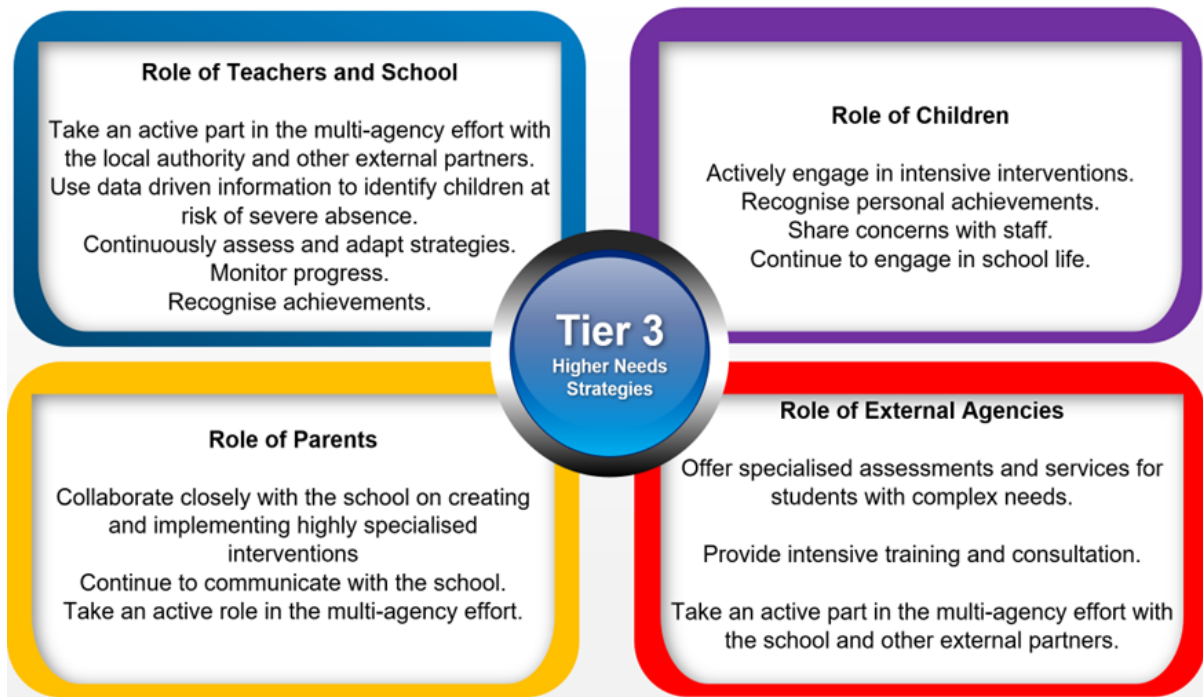
**Tier 1 - Universal Approach:** Establishing a baseline universal attendance approach that benefits all children.



**Tier 2 - Individualised Strategies and Early Help Support:** Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



**Tier 3 - Higher Needs Strategies Support:** Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



### **Recognition-Based Approach**

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach reduces isolation, prevents victimisation, cultivates positive environments, nurtures relationships, fosters inclusivity, and ultimately cultivates intrinsic motivation among our children, families, and staff.

To ensure my child's attendance remains over 97%, I will:

- Make sure my child understands why attendance is important.
- Prepare anything my child needs for school so that they can leave for school on time.
- Try to avoid any leave of absence in term time.
- Make sure my child is in bed at a reasonable time and the alarm clock is set early enough to arrive at school on time.
- Contact the school if ever my child can genuinely not attend.
- Send my child to school even with mild illnesses, but will ask for a check on progress throughout the day.
- Always try to arrange set medical and dental appointments for weekdays after school.

- Find a relative, friend or neighbour who can take my child to school if I can't make it or if he/she missed the bus.
- Support my child to find out how he/she can make up missed schoolwork, if my child has been absent.
- Never prevent my child from attending school unless there is a valid reason.
- Notify school if I feel my child is struggling with any subject, staff member or has difficulties with other learners.

If my child has previously had attendance difficulties:

- Ask for help from school if I think my child may be truanting or appears to be having difficulties that may stop him/her attending.
- Ask for help from school if I am having difficulties which mean my child is not responding to requests to help him/her attend school on time.