

**‘Attendance Matters’**

**Liverpool Attendance Quality Mark**

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| **School** |  |
| **Headteacher** |  |
| **Attendance Lead** |  |
| **School Self-Assessment** |  |
| **School Award** |  |

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**Introduction**

Absence from school can be one of the most complex areas to address, as it is often the symptom of other issues. Schools have the primary role in trying to identify the underlying causes of non-attendance. In order to effect a change and improve overall attendance and reduce persistent absenteeism it is essential for schools and local authority partners to provide well-coordinated, planned interventions.

Absence from school can impact on the life chances of children and young people and can also be a significant issue within the safeguarding agenda. Pupils who are absent from school without authorisation are often pupils who are disengaged and disaffected, and therefore vulnerable.

**The Challenge for attendance in Liverpool**

Liverpool faces a significant challenge in improving overall attendance rates and reducing persistent absenteeism. Absence figures although improving, are higher than the national average of other major cities. Therefore, improving school attendance and reducing persistent absenteeism, is a key priority for Liverpool City Council and its family of schools. It is essential to the city’s ambition to raise standards and secure the best outcomes for all young people: this can only be achieved by ensuring children attend school and are ready to learn.

**Quality Mark Criteria**

The assessment criteria are grouped under six key themes. School leaders are tasked to identify and align relevant pieces of evidence to the criteria and through a self-assessment and best fit process, decide which award level (Bronze, Silver or Gold) they are currently working at.

The LAQM criteria have been designed to help schools to evaluate their strategies to improve attendance and reduce persistent absence. It is expected the criteria will help identify strengths and areas for development that will support future planning in the improving attendance agenda. It is important that you complete the self-evaluation in the context of your school. You will need to apply and interpret the criteria in the context of your own setting.

A copy of the completed LAQM Handbook should be emailed to the assessor at least 5 working days before your assessment visit.

During the visit, the external assessor will be able to review the evidence with the leadership and an award will be agreed.

**Launch and CPD Sessions**

Head teachers are invited to participate in the Quality Mark and must attend the launch with their Attendance Lead.

Attendance Leads are asked to attend three training sessions aimed at supporting and directing their work in schools.

* CPD 1 – Key Themes 1 and 2
* CPD 2 – Key Themes 3 and 4
* CPD 3 – Key Themes 5 and 6

The assessor will visit the school for accreditation and agree with the school the level of their award based on the evidence presented.

The final session of the programme is the award and celebration event.

**Making a difference from day one:**

**Top Tips**

* Ensure every member of staff in the school is aware of their responsibility in relation to attendance.
* Make all staff aware that attendance is a safeguarding issue.
* Carry out training and produce "user friendly" guidance so that all staff are giving the right messages.
* Get pupils and parents involved in coming up with ideas for rewards that do not cost anything.
* First day response must happen every day for all pupils.
* Identify one aspect of absence that you are going to resource with staff and time in the short term to have a big impact e.g. punctuality to school, early home visits for potential persistently absent (PA) in first half term, high profile rewards, SLT meet every PA parent and put in plan.
* Be tough, be consistent, no excuses, do not authorise absence unless you are happy it is legitimate.
* Be honest and clear with parents and do not shy away from difficult conversations, challenge the culture that disadvantages your pupils.
* Drip, drip, drip the attendance message. Little and often. All staff, all day, every day.
* Welcome every pupil back with a smile and help them catch up.

**Quality Mark Criteria**

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| **Key Theme 1 : Policy Framework** | | | | | |
| **Bronze** | **Silver** | | **Gold** | | **How criteria are met?** |
| **B 1.1** The School Development Plan references the importance of attendance and this links to progress and attainment.  **B 1.2**  The school has an attendance policy that is reviewed annually, published on the schools website and made available to parents in a variety of formats.  **B 1.3** The school are aware of the links between non-attendance and possible safeguarding issues and acts accordingly. | **S 1.1** The School Development Plan clearly identifies the importance of attendance and this is linked to a clear strategy to improve overall attendance and reduce PA. Staff are aware of requirements of them via the policy and procedures document.  **S 1.2** There is a pupil friendly version of the attendance policy. The school has an attendance policy that includes a clear escalation of interventions and is led by a senior leader within the school.  **S 1.3** The school is aware and has clear whole school awareness/procedures for responding to the absence of pupils when there are linked safeguarding issues. | | **G 1.1** Improving overall pupil attendance is central to the School Development Plan and relates to all aspects of teaching and learning. It is informed by national indicators, governors and staff. It is supported by parents and the wider community.  **G 1.2** The Attendance Policy is available in a variety of formats and languages.  The school has an Attendance Policy that all stakeholders are aware of and have contributed to and the policy outlines roles, responsibilities and expectations.  **G 1.3** The school evaluates the effectiveness of its actions and makes adjustments according to what is and is not working. | | *Is improving attendance evident in the school vision and consistent with wider aims and aspirations?*  *Are Governors informed and involved in the development of attendance and absence processes/procedures within school?*  *Is there an agreed whole school approach to the promotion of improving attendance and reducing persistent absenteeism?*  Is *there evidence to demonstrate the policy documents translate to clear processes and procedures for supporting attendance?*  *Are pupil voice/pupil questionnaires used effectively to provide evidence?* |
| **Possible sources of evidence:**   * School Self Evaluation Form * School Development Plan * Post inspection action planning | | * School attendance policy * Pupil voice response * Surveys / Questionnaires | | * School Council minutes * Minutes of Governors’ meetings * School website | |

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| **Key Theme 1 : Policy Framework-evidence** | | |
|  | **Actions**  **Give evidence and state category- bronze, silver or gold.** | **Give evidence of Impact / Anticipated evidence** |
| **1.1** |  |  |
| **1.2** |  |  |
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| **Key Theme 2 : Leadership and Management** | | | |
| **Bronze** | **Silver** | **Gold** | **How criteria are met?** |
| **B 2.1** Attendance and PA are regularly included on the agendas for full governors meetings. | **S 2.1** The governing body receive regular reports and updates about attendance and ensure that all statutory duties for recording attendance are being met. There is a nominated Governor for attendance**.** | **G 2.1** The ethos of the school promotes good attendance and punctuality. The governing body is actively involved in supporting the improving attendance agenda and there is a nominated governor for attendance who has accessed training and, as a result, is able to give appropriate challenge to the school. | *Is there clear evidence that the Head teacher is leading the improving attendance agenda?*  *Are there sustainable strategies, actions and professional development involving all staff?* |
| **B 2.2** School has a designated member of staff with specific responsibility for supporting attendance. | **S 2.2** There is a nominated senior leader with direct responsibility for ensuring the roles of staff are clearly identified and procedures are in place to address pupil absence at the earliest opportunity. | **G 2.2** The Head teacher provides strong and determined leadership to improve attendance, supported by the management team of the school who model expected practice in order to improve attendance. | *What evidence is there to ensure a consistent approach is adopted to improve whole school attendance?*  *What evidence is there of teachers acting as role models by promoting good attendance at work and school?* |
| **B 2.3** There are clearly defined roles and responsibilities in relation to attendance across the staff team. | **S 2.3** There is a robust performance management process for all staff in relation to their responsibilities for attendance. This informs bespoke CPD that responds to the specific priorities of the school. | **G 2.3** Robust quality assurance procedures are in place that ensure staff are carrying out their responsibilities in relation to attendance. |  |

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| |  |  |  | | --- | --- | --- | | **Key Theme 2: Leadership and Management-evidence** | | | |  | **Actions**  **Give evidence and state category-bronze, silver or gold.** | **Give evidence of Impact / Anticipated evidence** | | **2.1** |  |  | | **2.2** |  |  | | **2.3** |  |  | |

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| **Key Theme 2 : Leadership and Management continued** | | | | | | | | | | | |
| **Bronze** | | **Silver** | | | **Gold** | | | | | **How criteria are met?** | |
| **B 2.4** The school supports staff to undertake further relevant CPD in relation to attendance, absence and PA. | | **S 2.4** The school SLT can demonstrate a clear review cycle for attendance and the agreed actions and strategies that have been put in place to bring about an improvement in overall attendance and PA. Impact of CPD can be seen. | | | **G 2.4** Staff skills, knowledge and understanding are continually being reviewed and updated  through a range of approaches to  Staff development that include formal learning, coaching, group and individual  reflection. Attendance is a priority for school improvement. Impact of CPD can be evidenced. | | | | | *How are staff supported in keeping their knowledge updated?* | |
| **B 2.5** The school SLT have an understanding of the attendance and PA profile of the school**.** | | **S 2.5** There is clear distributed leadership of attendance protocols and actions across the school particularly involving middle leaders and other adults. | | | **G 2.5** The Head teacher / Attendance Lead have a clear attendance profile including reasons for absence, patterns, vulnerable groups, and links to attainment. | | | | | *The Head teacher/Attendance Lead are regularly supported/challenged by their SIP* | |
|  | |  | | | **G 2.6**  Actions to improve attendance are identified in departmental or Key stage SEFs and subject leader action plans are regularly evaluated and updated. | | | | |  | |
| **Possible sources of evidence:**   * School Development Plan * Audit of staff skills and training needs * CPD map / log * School website | | | | * Evaluation of impact of training * Minutes of staff meetings * Ofsted reports | | | | | * School Attendance Policy * Monitoring Files * Interviews with staff | | |
| |  |  |  | | --- | --- | --- | | **Key Theme 2: Leadership and Management-evidence continued** | | | |  | **Actions**  **Give evidence and state category-bronze, silver or gold.** | **Give evidence of Impact / Anticipated evidence** | | **2.4** |  |  | | **2.5** |  |  | | **2.6** |  |  | | | | | | | | | | | | |
| **Key Theme 3: Effectiveness of Strategies to Improve Attendance and Reduce Persistent Absenteeism** | | | | | | | | | | | |
| **Bronze** | | | **Silver** | | | **Gold** | | | | | ***How criteria are met?*** |
| **B 3.1** There is a first day contact system for all pupils. School can account for all pupils every day. | | | **S 3.1** There is a clear escalation of first response actions and intervention, within the schools procedures.School based staff undertake home visits. | | | **G 3.1**  The school has a designated member of staff whose responsibility it is to ensure attendance/absence for all pupils is tracked on a daily basis. The relevant school staff are aware of the escalation procedures. | | | | | *Do all admin staff give the same message? Script? First response flow chart?* |
| **B 3.2** The school have procedures in place for parents to notify the school when absence occurs. | | | **S 3.2** There are robust procedures in place for parental requests for leave of absence during term time. | | | **G 3.2** All attendance staff and leaders are clear about rules for authorised/ unauthorised absence, holidays in term time etc. and they are applied at all times. | | | | | *Is there evidence that staff knowledge regarding absence procedures is regularly revisited/refreshed?* |
| **B 3.3** Patterns of poor attendance are identified early. Staff are aware of and able to explain their role and the role of others in promoting attendance. | | | **S 3.3** The school employs additional personnel to offer support and challenge to parents. The school’s escalation of intervention will alert staff to pupils who may have attendance issues at the earliest opportunity. | | | **G 3.3** The school can demonstrate that the systems they have in place provide appropriate support and challenge to parents to bring about an improvement in attendance rates. | | | | | *Is there impact/outcome data to demonstrate strategies are improving attendance and reducing PA?* |
| **B 3.4** School assemblies are used to regularly highlight the importance of attendance. Form tutors/class teachers discuss with pupils attendance and reasons for absence. | | | **S 3.4** Pupils are regularly rewarded for good attendanceand this is well publicised. (Termly/yearly for improved attendance). | | | **G 3.4** Good attendance and punctuality is modelled and promoted by all adults in the school community. | | | | | *How is good practice identified and shared across the school?* |
| **B 3.5** All children are greeted and welcomed back to school. | | | **S 3.5** All pupils receive a ‘back to school’ interview following a period of absence. | | | **G 3.5**  There is evidence that learning and progress is maintained when pupils return after sustained periods of absence. | | | | |  |
| **B 3.6** Staff are aware of what is meant by a persistently absent pupil (and know who they are). | | | **S 3.6** Pupils understand regular attendance is linked to achievement and this is reinforced through day to day activities – form tutor time for example. | | | **G 3.6** Pupils know their attendance for the week and year to date. They have individual targets and are supported by the school to understand how those targets can be met.  Action plans are in place for all PA pupils. | | | | | *Is there evidence that strategies are improving attendance rates for all pupils including the vulnerable cohorts?* |
| **Key Theme 3 : Effectiveness of strategies to improve attendance and reduce Persistent absenteeism-evidence** | | | | | | | | | | | |
|  | **Actions**  **Give evidence and state category-bronze, silver or gold.** | | | | | | | **Give evidence of Impact / Anticipated evidence** | | | |
| **3.1** |  | | | | | | |  | | | |
| **3.2** |  | | | | | | |  | | | |
| **3.3** |  | | | | | |  | | | | |
| **3.4** |  | | | | | | |  | | | |
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| **Key Theme 3 : Effectiveness of strategies to improve attendance and reduce Persistent absenteeism continued** | | | | | | | | | | |
| **Bronze** | | **Silver** | | **Gold** | | | | | ***How criteria are met?*** | |
| **B 3.7** Lesson monitor is used to track internal truancy**.** | | **S 3.7** Lesson monitor is analysed and used to assess absence from individual subject areas | | **G 3.7** The attendance of new starters is routinely tracked and for those identified as having attendance issues additional provision is put in place from day one. | | | | | *Is there evidence the school reviews the links between attendance and progress for all pupils and ensures there is support for the most vulnerable learners in successfully re-integrating after a period of absence* | |
| **B 3.8** Registration is completed in a prescribed timeframe. All registers are completed accurately.All pupils/parents are aware of what time registers close**.** | | **S 3.8** Systems are in place to support supply teachers when undertaking registration. | | **G 3.8** Late gates are used regularly to engage parents and carers.  Sanctions are applied to pupils who are persistently late and late to individual subject classes. | | | | |  | |
| **B 3.9** The school has a system for checking the daily attendance of students at alternative provision (am and pm as required). | | **S 3.9** The school has a robust system for monitoring the attendance/absence of students educated off the main school site. | | **G 3.9** The school can evidence support for the needs of vulnerable learners and actions are taken to ensure their attendance is maintained.  **G 3.10** The strategies for improving attendance are embedded in teaching and learning. | | | | |  | |
| **Possible sources of evidence:**   * School Attendance Policy * School website * Ofsted reports | | | * Photographs of attendance rewards * Departmental / staff meetings * Pupil voice | | | | | * Action plan * Pupil discussions * Case studies | | |
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| **Key Theme 3 : Effectiveness of strategies to improve attendance and reduce Persistent absenteeism-evidence continued** | | | | | | | | | | |
|  | **Actions**  **Give evidence and state category-bronze, silver or gold.** | | | | | **Give evidence of Impact / Anticipated evidence** | | | | |
| **3.7** |  | | | | |  | | | | |
| **3.8** |  | | | |  | | | | | |
| **3.9** |  | | | | |  | | | | |
| **3.10** |  | | | | |  | | | | |
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| **Key Theme 4 : Relationships and Engagement with all stakeholders** | | | | | | | | | |
| **Bronze** | | **Silver** | | | | | **Gold** | | **How criteria is met?** |
| **B 4.1**  Transition information collected from the Primary schools/Nursery/PVI (including attendance and vulnerability information) is used to create PA action plans and to put in support for pupils starting their next school setting. | | **S 4.1**  Focused visits through close work with feeder primaries/Nursery/PVI enable work with PA/vulnerable pupils to begin prior to starting their new school. Where there is an EHAT attendance is a target. | | | | | **G 4.1** Transition arrangements include home visits or meetings with the parents of PA pupils (or vulnerable pupils in danger of PA.) to develop positive working relationships and develop a plan around the family. | | *How are pupils and families with attendance issues engaged as part of the transition arrangements?* |
| **B 4.2** Pupils are asked about their views on attendance and this informs rewards and sanctions. The school has an active Pupil Parliament/School Council and improving attendance is part of their role. | | **S 4.2** The school has established consultation mechanisms to ensure the views of pupils and parents on attendance are gathered and responded to; including vulnerable, hard to reach and minority groups. | | | | | **G 4.2** There is clear evidence pupils, parent, staff and community views are informing attendance practice.  Attendance features regularly in pupil’s learning experiences. | | *What evidence is there of planned events to promote attendance?* |
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| **B 4.3** The school works with the local authority to support legal interventions to promote the pupil’s right to regular education.  **B 4.4** The school can evidence engagement with wider stakeholders to support dis-advantaged and SEND pupils. | | **S 4.3** There is regular support provided by an Educational Welfare Officer to improve attendance. This support is linked to the  Schools graduated response to attendance.  **S 4.4** The impact of multi-agency involvement is being used to inform further improvements for the provision of support for dis-advantaged and SEND pupils. | | | | | **G 4.3** The work of the Educational Welfare Officer is embedded in to the work of the school and informs the schools response to attendance concerns.  **G 4.4** Multi agency work is embedded into the culture of the school and is having a significant positive impact on the attendance and outcomes of dis-advantaged and SEND pupils. | | *How is attendance embedded in to key events with parents and pupils across the school year?* |
| **B 4.5** School staff and leaders are out in the local community at the start of school making clear attendance and punctuality expectations to pupils and the community. | | **S 4.5** The school has developed links with the community to address issues arising from attendance difficulties. | | | | | **G 4.5** There isevidence of positive work with the local residents and businesses to engage them in promoting regular attendance. | | *How are community relationships supporting the school to improve attendance and punctuality?* |

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| |  |  |  | | --- | --- | --- | | **Key Theme 4 : Relationships and Engagement with all stakeholders-evidence** | | | |  | **Actions**  **Give evidence and state category-bronze, silver or gold.** | **Give evidence of Impact / Anticipated evidence** | | **4.1** |  |  | | **4.2** |  |  | | **4.3** |  |  | | **4.4** |  |  | |

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| **Key Theme 4 : Relationships and Engagement with all stakeholders continued** | | | | |  |
| **Bronze** | **Silver** | | **Gold** | | **How criteria are met?** |
| **B 4.5** The Liverpool Attendance Charter is displayed prominently in the school entrance. | **S 4.5** The Liverpool Attendance Charter is actively referred to by parents and other stakeholders. | | **G 4.5** The impact of the statements in the charter can be evidenced in school policy and practise. | |  |
| **B 4.6 The** school can demonstrate an appropriate balance of support and challenge to parents. | **S 4.6** The school responds quickly to parental concerns/ complaints and there is evidence that actions taken are preventing any impact on pupil attendance. | | **G 4.6**  The school and external agencies work closely together to support parents and there is evidence that this work impacts positively on the attendance of pupils. | | *How well are external resources used to support pupils and families with attendance issues?* |
| **B 4.7** The school ensures parents and pupils know that punctuality matters both for individuals and for the smooth running of the school. | **S 4.7**  Pupils and parents understand the links between good attendance and punctuality, positive attitudes to school and attainment. (The school outcomes are used to demonstrate this to all stakeholders.) | | **G 4.7** Pupils and parents can demonstrate an understanding between the links between attendance, achievement and future employability. | | *Are the school results analysed by attendance % and used to demonstrate the impact on achievement? How is that analysis used to inform stakeholders about impact of poor attendance on outcomes?* |
| **Possible sources of evidence:**   * Calendar of events * Evaluation of events * Pupil discussions * Staff / departmental meetings | | * Action plan * Pupil tracking data * Resources | | * School website * Case studies * Parent and pupil voice | |

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| |  |  |  | | --- | --- | --- | | **Key Theme 4 : Relationships and Engagement with all stakeholders-evidence continued** | | | |  | **Actions**  **Give evidence and state category-bronze, silver or gold.** | **Give evidence of Impact / Anticipated evidence** | | **4.5** |  |  | | **4.6** |  |  | | **4.7** |  |  | |

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| **Key Theme 5 : Use of Data** | | | |
| Bronze | Silver | **Gold** | **How criteria are met?** |
| **B 5.1**  The absence and PA trend is analysed and compared to the national.  Effective pupil tracking is in place to identify pupils whose attendance is at risk of becoming PA. | **S 5.1**  The school analyses attendance patterns and puts actions into place accordingly (poor attendance for year groups, SEND pupils, on certain days of the week, across the year). | **G 5.1** There is effective use of data at all levels to identify actions needed and evaluate the impact of interventions.  Staff have available segmented data to inform targeted intervention. | *Do staff and leaders at all levels, including Governors understand the school profile of attendance against national expectations?* |
| **B 5.2** Absence and PA data is analysed by vulnerable groups and compared to the correct group nationally. | **S 5.2** The school uses data to understand the links between attendance and attainment for pupil premium and vulnerable groups. | **G 5.2** The school uses data to identify and plan actions for vulnerable pupils with poor attendance | *Do staff and leaders at all levels, including Governors understand the school profile of attendance against national expectations?* |
| **B 5.3** The school make use of its lesson monitoring system to analyse absence by  subject and teacher as well as by pupil. | **S 5.3** Action is taken if the data indicates that poor attendance is linked to the quality of teaching in any area of the school. | **G 5.3** As a result of action taken the school can demonstrate improved attendance and outcomes. | *Is data informing actions and evaluation of impact of those actions, rather than just being analysed and presented?* |
| **B 5.4** Punctuality is improving over time and can be clearly demonstrated in the school data. | **S 5.4** Punctuality data is analysed at tutor group level, and is informing whole school, year, class and pupil intervention. Impact is shown in the data. | **G 5.4** Very few pupils are late for school each day. | *Does everyone have a clear profile of the absence and PA data in their area of responsibility and know what actions they should be taking as a result?* |
| **B 5.5** Comparative data demonstrates a falling trend in absence (where it is above the national) and the percentage of persistently absent pupils is reducing more quickly than the national | **S 5.5** Absence and PA overall are moving closer to the national average or both are improving more rapidly than the national. Improvements or strong performance has been maintained. | **G 5.5** Absence and PA overall are close to, at or above the national average. Previously low absence and PA has been maintained over time. | *Is data used to review the impact of intervention and actions and as a result resources and activities are changed?* |
| |  |  |  | | --- | --- | --- | | **Key Theme 5 : Use of Data-evidence** | | | |  | **Actions**  **Give evidence and state category-bronze, silver or gold.** | **Give evidence of Impact / Anticipated evidence** | | **5.1** |  |  | | **5.2** |  |  | | **5.3** |  |  | | **5.4** |  |  | | **5.5** |  |  | | | | |

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| **Key Theme 5 : Use of Data continued** | | | | | | | | |  |
| **Bronze** | | | **Silver** | | | **Gold** | | | **How criteria are met?** |
| **B 5.6** The attendance register is accurate, coding is used correctly and overseen by a senior leader. | | |  | | |  | | |  |
| **B 5.7** The school is able to produce strong data evidence of the impact their actions have had on at least one significant pupil group even if overall absence or PA remains high. | | | **S 5.7**  The absence and PA of significant pupil groups is close to, or moving quickly towards that of the same group nationally. | | | **G 5.7**  The absence and PA of significant pupil groups is close to, in line with or below that of all pupils nationally.  The absence and PA of disadvantaged and SEND children is close to, at or below National. | | | *Do all pupils know their attendance and what they need to do to improve if needed?* |
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| **B 5.8** There is a realistic but aspirational whole school target for absence and PA based on current and national data | | | **S 5.8** Every pupil who is on track to become PA is aware of their attendance target and what they need to do to achieve it | | | **G 5.8** A**ll** pupils and staff are aware of the school and their own individual attendance target. | | |  |
| **Possible sources of evidence:**   * School data profile * Pupil, staff and parent voice | | | | * Governor and SLT minutes * Intervention evidence and impact | | | * Action plans for PA pupils * SIP reports | | |
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| |  |  |  | | --- | --- | --- | | **Key Theme 5 : Use of Data-evidence continued** | | | |  | **Actions**  **Give evidence and state category-bronze, silver or gold.** | **Give evidence of Impact / Anticipated evidence** | | **5.6** |  |  | | **5.7**  **5.8** |  |  | | | | | | | | | | |
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| **Key Theme 6 : Quality of provision** | | | | | | | | | |
| **Bronze** | | | **Silver** | | **Gold** | | | **How criteria is met?** | |
| **B 6.1** Learning, teaching and relationships are generally good or improving rapidly and support improved attendance. | | | **S 6.1** The quality of teaching across the school promotes positive attendance. | | **G 6.1**  Teaching and learning are inspiring pupils across the school and structured to support pupils’ daily attendance. | | | *Is action taken if the quality of teaching is impacting on pupil attendance?* | |
| **B 6.2** There is a staff absence policy that is implemented consistently and robustly and staff attendance is improving as a result leading to improved consistency in pupil’s learning experiences. | | | **S 6.2**  Staff absence is reducing and staffing is becoming increasingly stable. Staff are clear of their responsibilities to model good attendance for pupils. | | **G 6.2** A culture of good staff attendance hasbeen established**.** Staff absence is low and staff provide positive role models for pupils in what they do and say about the importance of attendance and punctuality at work. | | | *Is staff absence managed robustly and so is a model for pupils and parents?* | |
| **B 6.3** There have been improvements in the curriculum to support engagement and access for all pupils. | | | **S 6.3** The curriculum offer is wide and varied both in school and beyond school hours, allowing for all pupils to access activities and subjects they enjoy. Extra-curricular activities support the re-engagement of poor attenders. | | **G 6.3**  There is an innovative approach to curriculum planning allowing for pupils to have access to personalised pathways as needed to ensure they stay engaged with learning. | | | *How is the attendance of children with SEND supported to improve through a curriculum which meets their identified needs.?* | |
| **B 6.4** There is a policy in place for supporting pupils on their return from periods of absence to ensure that they catch up on learning missed. | | | **S 6.4**  Pupils returning from periods of absence are welcomed back consistently and supported as individuals to catch up and remain engaged in school. | | **G 6.4** Support for pupils returning from periods of absence is consistent across the school and highly effective in reducing further absence. | | | *Is every pupil welcomed back from absence and supported to catch up on the lost learning?* | |
| **B 6.5**  Pupils’ own attendance data and class data is shared with them. Pupils use it to evaluate their own attendance. | | | **S 6.5**  School attendance data is used in lessons where appropriate. | | **G 6.5**  Attendance data and the importance of attendance are planned in to pupils’ learning experiences across the curriculum. | | | *How innovative has the school been in order to re-engage non- attenders in any aspect of education or school life?*  *Is school attendance information used in pupil learning experiences?* | |
| **Possible sources of evidence:**   * Curriculum plans * Staff absence information | | | | * Pupil case studies * Absence data | | | * Teaching and learning evidence | | |
| **Key Theme 6 : Quality of provision-evidence** | | | | | | | | | |
|  | **Actions**  **Give evidence and state category- bronze, silver or gold.** | | | | **Give evidence of Impact / Anticipated evidence** | | | | |
| **6.1** |  | | | |  | | | | |
| **6.2** |  | | | |  | | | | |
| **6.3** |  | | | |  | | | | |
| **6.4** |  | | | |  | | | | |
| **6.5** |  | | | |  | | | | |