



Attendance Strategy



2017-2018

(UPDATED NOVEMBER 2017)

ATTENDANCE AT WDS

OFSTED (March 2017)

- Overall attendance is in line with the national average. However, the attendance of disadvantaged pupils and those who have special educational needs remains below average and continues to be a priority for the school. Leaders are using imaginative approaches to work with parents and pupils to stress the importance of good attendance and to remove barriers to regular attendance for individual pupils. Case studies indicate that the school does not give up on anybody.
- Raise attendance for disadvantaged pupils and pupils who have special educational needs and/or disabilities.

Our Strengths (SIL April 2016):

- The Head Teacher and leadership of the school are passionate about the importance of good attendance and how it links to academic achievement.
- The ethos and culture of the school is such that it intrinsically supports positive attitudes to attendance. The atmosphere is welcoming, safe, calm and purposeful; relationships are strong between staff and pupils. All of this engenders a place pupils want to attend.
- There are examples of effective practice being carried out by staff including form tutors and PPLs. They demonstrate a strong commitment to improving attendance

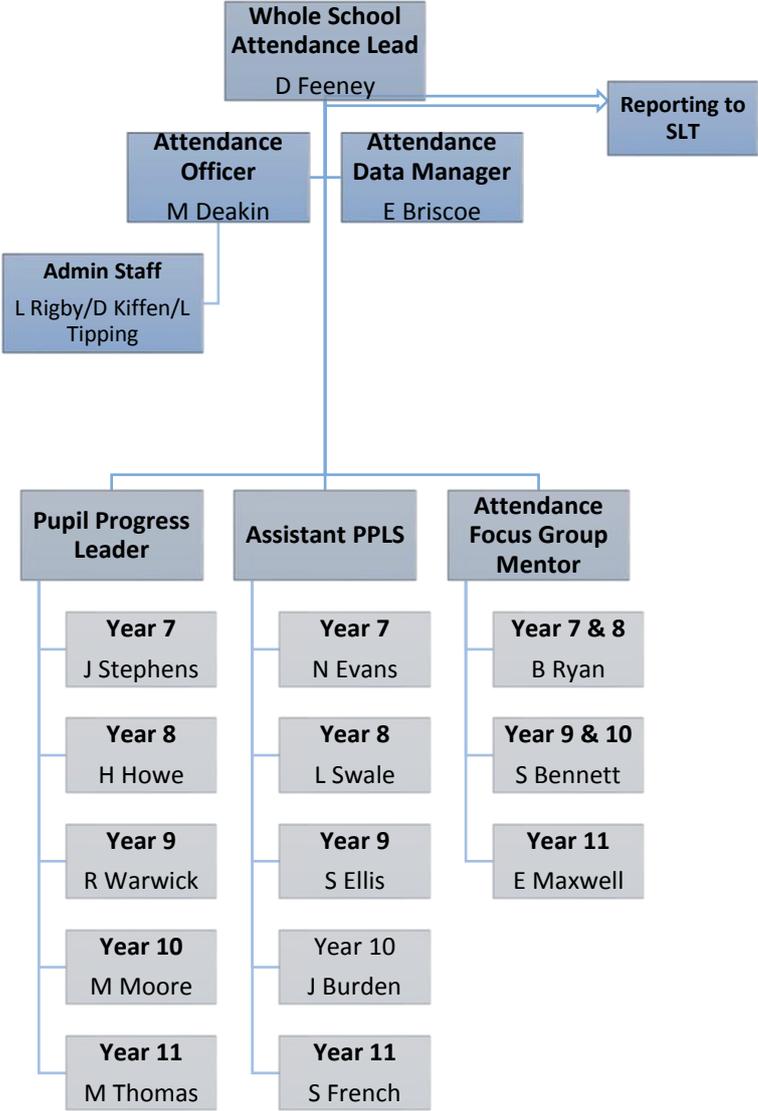
SIL Priority Actions identified (April 2016):

| Priority | Action taken/Target | Date |
|---|---|-----------|
| <i>Strategic Leadership of attendance:</i> | | |
| Following the finalising of the leadership team for the next academic year identify the strategic lead for attendance and build in to the job description and role and responsibilities for this member of staff. | Attendance lead appointed – D Feeney Pastoral lead appointed – M Thomas Safeguarding lead appointed – C Parkinson Job descriptions issued to all staff and attendance roles and responsibilities outlined in school attendance policy. Roles are also outlined in this document. | Oct 2017 |
| Identify an attendance Governor. | C Jones | 2017-2018 |
| <i>Roles and responsibilities:</i> | | |
| Identify the team of staff with a specific responsibility for attendance and build in to job descriptions roles and responsibilities. | PPL's, APPL's, AFG Mentors, A&W Officer, SLT The attendance team structure is outlined below. | Sept 2017 |
| Clearly define the roles and responsibilities for attendance for every member of staff (build on the information already in the attendance policy, but ensure expected actions are more specific and link in to the "graduated response" to attendance). | Whole school attendance policy outlines the role and responsibilities of key staff. Attendance triggers and response flowchart outlines the roles of key staff. | Oct 2017 |

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| SIL attendance lead to work specifically with the newly appointed attendance officer, attendance lead and EWO to determine actions | CP has worked closely with SIL to develop whole school strategies, including 3/5/10 day monitoring cards and sign-in sheets. DF to meet with EWO to review cases and monitor penalty notices. | 2016/7 (CP) Nov 2017 |
| Graduated response: | | |
| Using the effective practice already evident in the school, devise a clear graduated response to attendance with a focus on prevention and early intervention. | Attendance triggers and response flowchart outlines the roles of key staff and trigger points for students. | Nov 2017 (DF) |
| Identify who is responsible for taking action at each stage and build in to roles and responsibilities. | Outlined in job responsibility document and attendance triggers and response flowchart. | Sept 2016 |
| CPD: | | |
| Ensure the staff who are new to role access the appropriate CPD. | Training session for effective use of SIMS scheduled with PPL's, APPL's and AFG mentors. Data manager and attendance lead to deliver. | Nov 2017 |
| Consider a whole staff inset session on attendance. | Deliver by CP during last academic year. DF to arrange an update session during this academic year. | TBC |
| Embed the attendance expectations for staff roles in to the induction process so that all staff are clear from the start. | SG and VMG outline expectations during staff induction days. Also documented in staff handbook. | Sept Induction |
| Data: | | |
| Determine the structure and frequency of the production of attendance data. | Attendance is reviewed weekly by the data manager, analysing whole school, year group, student groups, PA and APPL and AFG groups. | Ongoing |
| Determine who the information should go to and what action needs to be taken as a result and who the impact information should go to. | Attendance data is shared with SLT on a weekly basis (standing agenda item). Attendance information is also shared with governors on a termly basis through the Pupil Progress, Achievement and Welfare Committee. | Ongoing |
| Ensure that all data produced is compared to the national. | Completed by data manager and presented to SLT and governors. | Ongoing |
| Involvement of pupils and parents: | | |
| Develop strategies for involving pupils in "owning" their own attendance. E.g. analysis of own registration certificate in form or in maths, give them their own attendance year to date and for the week. Weekly filling in tracker of own attendance against RAG criteria. | Weekly form time presentation is shared with all students (Monday mornings, depending on assembly). This document (see screen shots in communication with students/parents section) shows whole school, year group and form group attendance. Figures are RAG rated. Punctuality information for each form group is also shown along with Show My Homework and Unifrog data. Tutors actively discuss attendance with | Ongoing |

| | | |
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| | students and inform students of their personal attendance figure. | |
| Involve pupils in the development of the attendance policy, rewards and sanctions.(pupil version, posters, information leaflets) | Further use student council meetings to discuss rewards relating to attendance. Student posters already displayed around the school and attendance information is displayed on the homepage of the school website. | Ongoing |
| Ensure attendance is discussed with parents during parents' evenings, positive and negative. | SIMS attendance report is included in all student envelopes. A RAG rated attendance report card report card (see screen shots in communication with students/parents section) will be included in all envelopes. Parents will also receive an 'Attendance Team' flyer with a picture and contact details of the attendance team associated with their year group. | Nov 2017 |
| <i>Punctuality:</i> | | |
| Analyse the punctuality data to identify evidence of impact. | Punctuality information shared with students on a weekly basis, DF to review punctuality information on a termly basis. | Ongoing |
| Analyse the data to identify pupils who are late repeatedly. | Lates information collected on a daily basis and shared with PPLs. | Ongoing |
| Agree a graduated consequence system for lateness to tackle these repeat offenders. | Lates detention held every lunchtime, escalated to PPL detention if a student fails to attend. | Ongoing |
| Identify when the majority of late pupils are in the school by. Use this to determine the time to close the register. (Good practice advice is generally half an hour after registration finishes but no statutory time set) | Register closed at *** | Ongoing |
| Inform parents and pupils of the time the register closes and that anyone arriving after this time will be marked absent (U). Make sure that they are clear that this is not authorised absence and 10 incidents can result in prosecution/penalty notice. | Included in attendance triggers flow chart. | Ongoing |
| Continue to monitor impact of these actions to ensure they are working. | Reviewed by SLT, attendance is a standing agenda item. | Ongoing |

ATTENDANCE TEAM 2017-2018

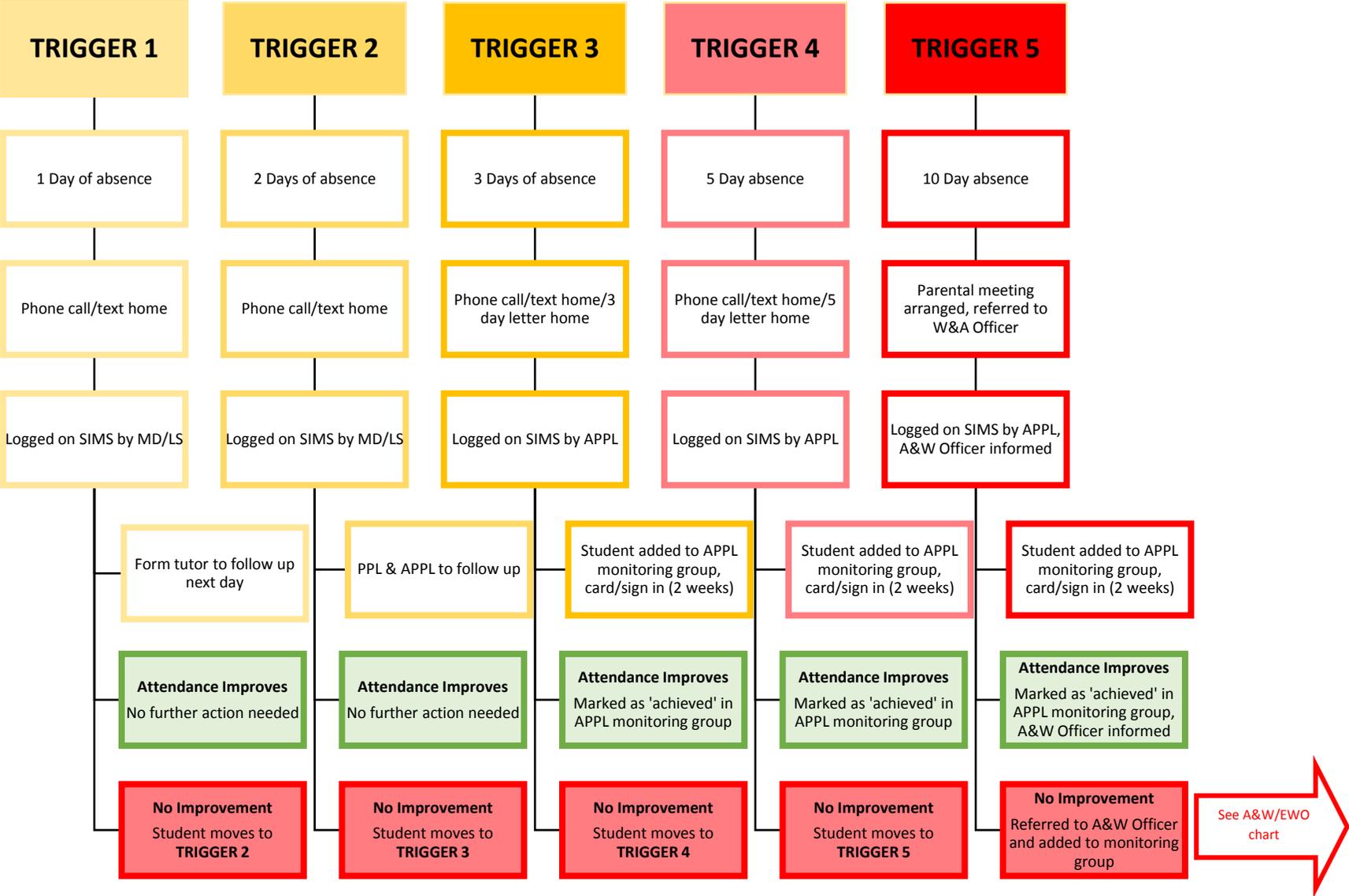


ROLES AND RESPONSIBILITIES

| Role | Responsibility |
|--------------------------------------|---|
| Whole School Attendance Lead | <ul style="list-style-type: none"> • Drive whole school attendance strategy • Implement rewards and sanctions strategies to drive forward attendance • Produce weekly form tutor presentation • Review missing register information • Develop effective use of SIMS for recoding and analyzing attendance information and ensure that effective staff training is in place. |
| Attendance Officer | <ul style="list-style-type: none"> • Carry out home visits to PA students and families • Build links with families to support PA students upon return to school • Liaise with EWO and refer students when necessary • Complete penalty notice documentation |
| Attendance Data Manager | <ul style="list-style-type: none"> • Produce weekly attendance data to share with SLT and PPL's, including, whole school, year groups and focus groups. |
| Admin Staff | <ul style="list-style-type: none"> • Record all absence messages left by parents/carers and send PS Engage text message after registration closes. Make contact with parents/carers of all students with unauthorised absences and inform PPL and W&A Officer. • Record the names of students who arrive late of school and record on SIMS register. Email late arrivals to PPL's and pastoral led for late detentions. |
| Pupil Progress Leader | <ul style="list-style-type: none"> • To lead a team of Form Tutors and an Assistant PPL in the monitoring and implementation of strategies to improve pupil attendance • To meet with the Attendance Officer on a weekly basis to discuss attendance issues and draw up plans of action for individual cases • To highlight attendance issues at the weekly Year assembly, celebrating successes and encouraging others to follow suit • To organise the rewards for good attendance • To liaise with Heads of Department and subject teachers over individual pupil attendance issues • To identify suitable pupils for TAC/TAS meetings |
| Assistant PPL | <ul style="list-style-type: none"> • To assist the PPL in all elements of the pupil attendance policy • Management of calls/texts to parents/carers developing positive relationships - follow up letters to home when this has been unsuccessful • To meet with the Attendance Officer to discuss attendance issues and draw up plans of action for individual cases if the PPL is unable to be present • To track pupil attendance lesson by lesson, identifying any 'internal' truancies and informing parents of any such incidence. |
| Attendance Focus Group Mentor | <ul style="list-style-type: none"> • To assist in raising standards of student attendance, attainment, achievement and behaviour for an identified cohort in the year |

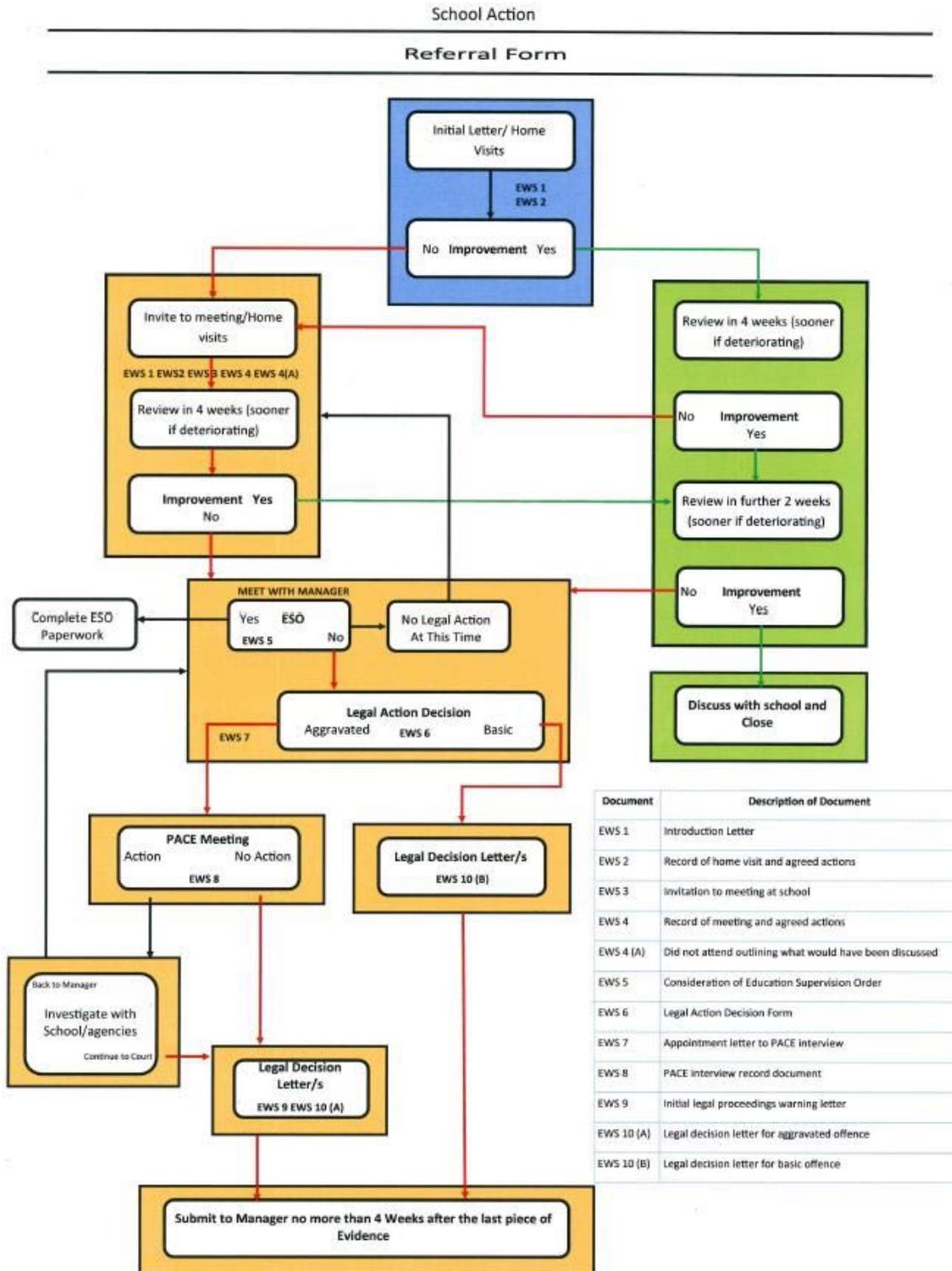
| | |
|-------------------------|---|
| | <p>group</p> <ul style="list-style-type: none"> • To assist in the oversight of student progress and development of an identified cohort in the year group • To ensure that all members of the Form Tutor teams are familiar with those pupils being tracked |
| Subject Teachers | <ul style="list-style-type: none"> • To create a positive learning atmosphere in their lessons and encourage pupils to attend well and achieve • To enter accurate information on pupil attendance and punctuality into the SIMS system at the start of lessons and on a lesson by lesson basis • To liaise with PPLs and their assistants over any pupils giving cause for concern over attendance in lessons |
| Form Tutors | <ul style="list-style-type: none"> • To create a positive learning atmosphere in their lessons and encourage pupils to attend well and achieve • To enter accurate information on pupil attendance and punctuality into the SIMS system on a lesson by lesson basis • To liaise with PPLs and their assistants over any pupils giving cause for concern over attendance in lessons |

ATTENDANCE TRIGGERS & INTERVENTIONS



EWO FLOW CHART

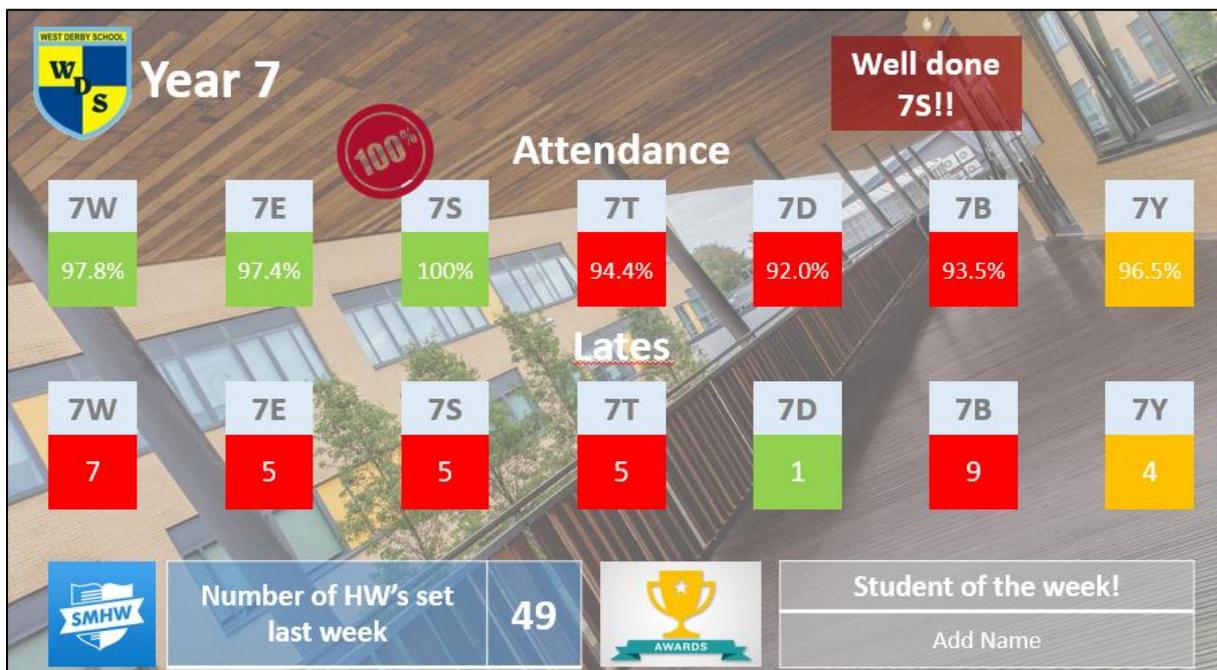
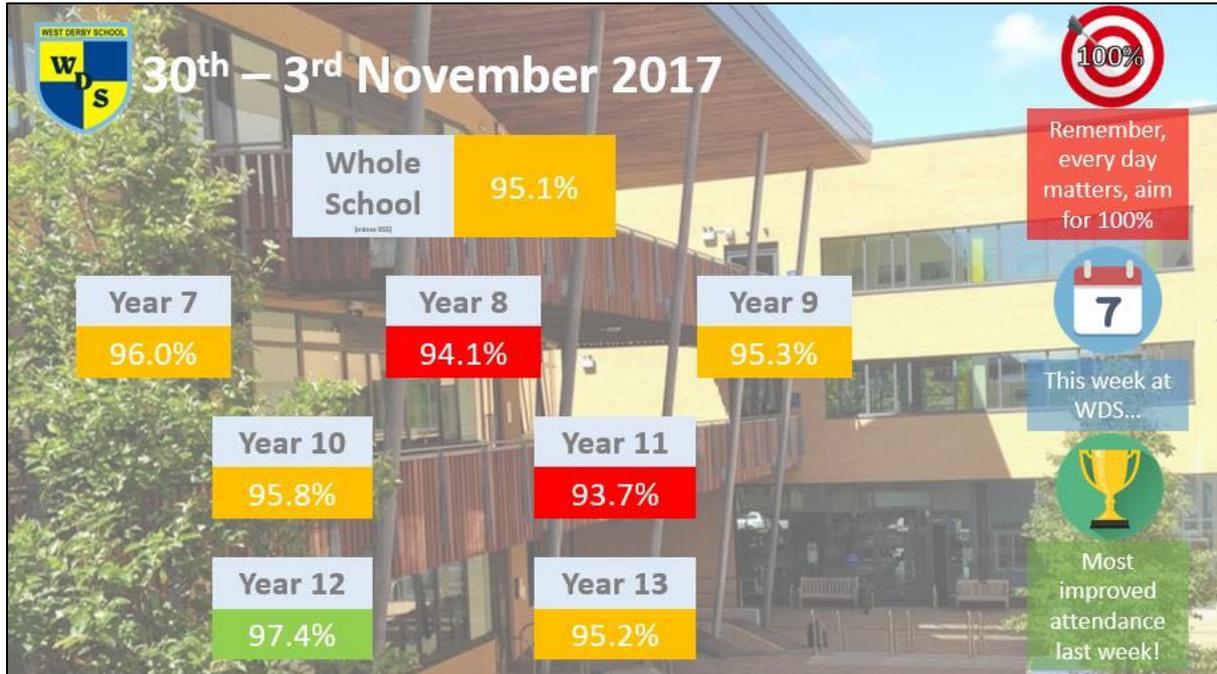
Education Welfare Service Process



The above flowchart outlines the steps followed after 'TRIGGER 5' on the previous page. This action is undertaken by Educational Welfare Services provided by Liverpool City Council and included fixed penalty notices and court action.

COMMUNICATION WITH STUDENT/PARENTS

Form Time: The importance of good attendance is shared with all our students on a daily basis. Form tutors display and discuss attendance figures with their groups at the start of every week. This information is RAG rated so students can better understand attendance data. Punctuality is also discussed as is the impact of poor attendance to school. Below are some sample screenshots of the form time presentation. This document is also available on the school website to download.



School Website: The school website is also used to share and promote attendance. Weekly attendance figures are published on the school’s homepage. Winners of our 100% draws are also published online.



100% ATTENDANCE WINNERS

Each week during year group assemblies we hold a 100% draw. If a student's name is pulled from the hat, and if they have 100% attendance, they receive a cash prize! Here are this weeks 100% students!

(To be completed at the end of the week)

[Attendance Leaflet for Parents & Carers](#)

Attendance

Attendance Updates 30th-3rd
November

Year 7: 96.0%

Year 8: 94.1%

Year 9: 95.3%

Year 10: 95.8%

Year 11: 93.7%

Whole School: 95.1%

Sixth Form: 96.3%

[Attendance Review](#)

PS Engage (Parental Engagement Software): At the end of every fortnight a text message stating students attendance to date will be sent out using PS Engage (formally Keep Kids Safe). This will give parents/carers up to date information on their son’s/daughter’s attendance.

| | |
|---------------|--|
| Message Title | Weekly Attendance |
| The Message : | [STUDENT]'s attendance to date this year is [ATTENDANCE]%. Our minimum target is 97%. Good attendance will ensure that your soon achieves his very best. |
| | Insert Dynamic Text ⌵ |

Parents' Evening Report: A RAG system will be used at parents' evening to share current attendance information. These documents clearly outline the student's current attendance and parents/carers' responsibilities and also includes DfE guidelines.

|  <p>ATTENDANCE UPDATE</p> <p>Student Name: A Student Form: 10T Date Range: 6th September - 10th October</p> <p style="font-size: 2em; font-weight: bold; background-color: #90EE90; padding: 10px; text-align: center;">98.7%</p> <p>Well done!! Your attendance to school is excellent. Please keep up the hard work and we will ensure that you receive a first class education.</p>  <table border="1"> <thead> <tr> <th>% Attendance</th> <th>Number of Days Off</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>0/190</td> <td>Well Done! You are on target.</td> </tr> <tr> <td>97%</td> <td>6/190</td> <td>Well Done! You are on target.</td> </tr> <tr> <td>95%</td> <td>10/190</td> <td>You are probably on target.</td> </tr> <tr> <td>90%</td> <td>19/190</td> <td>People in this group will find it very difficult to achieve good GCSE and A Level grades. You will have gaps in your learning and may find it difficult to find a job in the future.</td> </tr> <tr> <td>85%</td> <td>29/190</td> <td></td> </tr> <tr> <td>80%</td> <td>38/190</td> <td></td> </tr> <tr> <td>75%</td> <td>47/190</td> <td></td> </tr> </tbody> </table> <p><small>Guidelines: The parent of every child of compulsory school age is required to ensure that the child receives a full time education suitable to the child's ability, age, aptitude and any special educational needs. The child may have to receive regular attendance at school. Failure of parents to ensure regular attendance of their school registered child of compulsory school age can lead to a penalty notice or prosecution.</small></p> | % Attendance | Number of Days Off | Notes | 100% | 0/190 | Well Done! You are on target. | 97% | 6/190 | Well Done! You are on target. | 95% | 10/190 | You are probably on target. | 90% | 19/190 | People in this group will find it very difficult to achieve good GCSE and A Level grades. You will have gaps in your learning and may find it difficult to find a job in the future. | 85% | 29/190 | | 80% | 38/190 | | 75% | 47/190 | |  <p>ATTENDANCE UPDATE</p> <p>Student Name: A Student Form: 10T Date Range: 6th September - 10th October</p> <p style="font-size: 2em; font-weight: bold; background-color: #FFD700; padding: 10px; text-align: center;">94.2%</p> <p>Your child's attendance needs to improve. Attendance below 95% will have an impact on his exam performance and future prospects.</p>  <table border="1"> <thead> <tr> <th>% Attendance</th> <th>Number of Days Off</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>0/190</td> <td>Well Done! You are on target.</td> </tr> <tr> <td>97%</td> <td>6/190</td> <td>Well Done! 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Each year group will also be provided with an attendance team card so parents/carers' know who is responsible for supporting them and their child regarding attendance matters.




Every School Day Counts
Attend today, achieve for a lifetime!



The Attendance Team Year 10

| | | | |
|--|--|--|---|
|  <p>Mr Moore Pupil Progress Leader Year 10</p> |  <p>Mrs Burden Assistant Pupil Progress Leader Year 10</p> |  <p>Mr Feeny Assistant Headteacher Whole School Attendance Lead</p> |  <p>Mrs Deakin Attendance and Welfare Officer</p> |
|--|--|--|---|

WE DELIVER SUCCESS

WDS-attendance@westderbyschool.co.uk

Please contact us if you have any questions regarding your child's attendance.

100% Attendance Letters: At the end of each half term, APPLs will produce a 100% attendance letter and certificate for students maintaining full attendance.

100% Day: On the 100th school day (Thursday 14th December 2017) we will hold a draw for every student who has 100% attendance for the previous month. One student will win a £100 Liverpool One voucher to spend over Christmas. Students must scan the QR code available on all school PC's and the school website and complete a short form committing themselves to achieving 100% attendance. Paper versions will also be made available for those who are not able to access electronically.



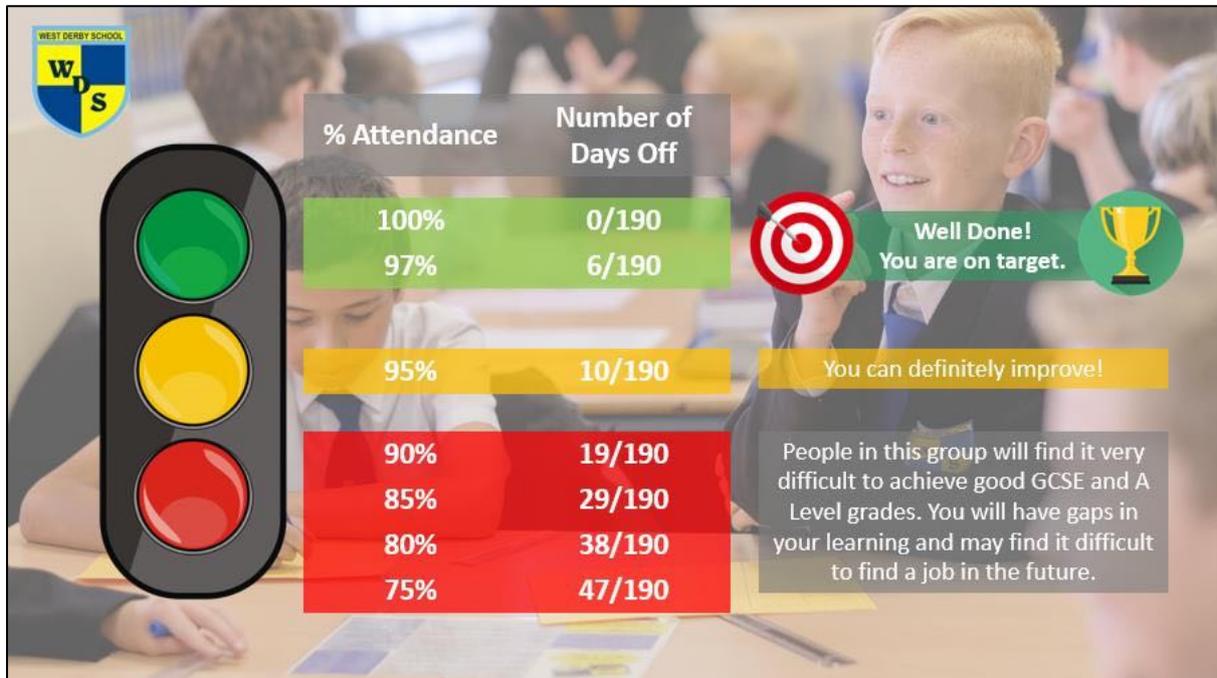
GROUP MONITORING

Assistant Pupil Progress Leaders and Attendance Focus Group Mentors have each been assigned groups of students to monitor.

APPL: APPLs review year group attendance on a weekly basis. Students with a 3 day absence (not consecutive) receive a 3 day monitoring letter which is automatically generated by SIMS which will include the student's current attendance. Parents/carers are informed that their son will be placed on a 2 week monitoring card (KS3) or will be required to sign in at their PPL office (KS4). If a student reaches trigger point 4 or 5, a similar monitoring intervention is put in place (see attendance triggers and interventions diagram above).

Copies of all letters, attendance cards and sign-in sheets are included at the end of this document.

A Postcard outlining what attendance percentages mean is also included with the letter so parents/carers can better understand the impact of prolonged absence.



AFG: Three attendance focus group mentors were appointed in the summer term of 2017. Each attendance mentor has been assigned a core group of students to monitor and mentor. These students have been identified as at risk of falling into the PA category and at PP. Mentors will regularly meet with students and liaise closely with families to improve students' attendance.

SIMS USER GUIDE

Monitoring of meetings and/or information pertaining to pupils in the AFG / APPL groups:

1. SIMS / FOCUS / INTERVENTIONS / RUN INTERVENTION

OR

Click this icon on the top bar of your homepage



2. Your intervention group has been assigned to you, click **SEARCH** to display your groups.
3. Double click on your intervention group. You can now record notes, meetings and outcomes for your group.
4. To add a note, click the box to the left of the student and then click **ADD NOTE** or click on this icon

| 2 Intervention Details | | | | | | | | | | | | | |
|-------------------------------------|---------------|--------|------------|-----------|-----|----|---------|-----------------|----------|-----------|---------|-----|---|
| <input type="checkbox"/> | Name | Gender | Year Group | Reg Group | SEN | PP | Outcome | Date of Outcome | Sessions | Indicator | Note | | |
| <input checked="" type="checkbox"/> | Barnes, Jamie | Male | 11 | 11E | N | Y | | | 0 | S.T.E.N | LS R... | ... | <input type="button" value="Bulk Edit"/> <input type="button" value="Add 1 session"/> <input type="button" value="Add Note"/> |
| <input type="checkbox"/> | Brown, Liam | Male | 11 | 11T | N | | | | 0 | S.T.E.N | EM... | ... | |
| <input type="checkbox"/> | Callon, Jamie | Male | 11 | 11D | K | | | | 0 | S.T.E | | ... | |

5. Add your note and click save. You can back date notes if necessary.
6. It is also possible to bulk add a note for some or all students (e.g. if you have met with a group), just highlight the required students and click **ADD NOTE**
7. To record how many times you have met with a student, use the SESSIONS feature. Highlight the student or students and click **ADD 1 SESSION**
8. If you would like to add specific targets for a student or groups of students, highlight the student(s), click **BULK EDIT** and complete the target boxes (see below).
9. To add the same targets for several students, highlight them on the list and click **BULK EDIT**

| Details for Alghrani, Adam | | No. of Students = 11 |
|----------------------------|--|----------------------|
| Start Point | Adams attendance has fallen below 88% in the half term 1 due to sick days | |
| Target | Adam must not miss any more days in school and must try to come to school even when not feeling well | |
| End Point | By the end of half term 2 Adams attendance will improve to closer to 95% | |

10. If a student meets a target, use the **OUTCOME/DATE OF OUTCOME** to record their progress

Collating a report on your group so you can see what notes have been inputted:

1. SIMS / REPORTS / RUN REPORT
2. Focus / Student / Select 'AFG Y** 2017-18' or 'APPL Report – Y**'.
3. This will produce a Word document showing the students' current attendance, key indicators and all comments and outcomes.

Collating the % attendance of AFG/APPL pupils:

1. SIMS / REPORTS / LESSON MONITOR / SELECTED STUDENT REPORTS / PERCENTAGE ATTENDANCE REPORT.
2. You can choose the dates to capture the attendance data required.
3. Group Type – select 'User-defined group' from the drop down menu.
4. Value range, select 'Any'.
5. 'Order by' you can choose to order your report by name or by the % attendance achieved.
6. 'Report type' always keep as sessions.
7. Once you have set up the above click ' search'
8. You will then see a list of possible groups to view, highlight your AFG or APPL group and click 'enter'.
9. Select 'ok' and your report is produced for you.

Adding a student to your intervention group (APPLs and A&W Officer only):

1. SIMS / FOCUS / INTERVENTIONS / PLAN INTERVENTIONS
2. Select your group from the list
3. Double click your group in the intervention section

1 Intervention Overview

Name: AFG Y10 Attendance Monitoring

Area: Attendance Subject: [] Active:

Reason: Selected pupils at risk of P.A. @ 10%

2 Intervention

| Intervention | Name | Start Date | End Date | Planned Sessions | Students |
|--------------|-------------------------------|------------|------------|------------------|----------|
| | AFG Y10 Attendance Monitoring | 04/09/2017 | 19/07/2018 | 0 | 10 |

Buttons: New, Open, Delete, Clone

4. You will now see a list of all the students in your group, click **ADD** in the student section, expand YEAR GROUP and select your year. Click **POPULATE** and you will be given a list of all the students in your year. Click the necessary student(s) and click **APPLY**. The student(s) will now appear on your intervention list.

Effective Group date

From: 04/09/2017 To: 19/07/2018

Discover

- Year Group
 - All Year Groups
 - Year 7
 - Year 8
 - Year 9
 - Year 10
 - Year 11
 - Year 12
 - Year 13
- Course
- Registration Group

Populate

Surname filter: Forename filter: <Any>

| Surname | Forename | Gender | DOB | Reg Group | |
|--------------------------|-----------|--------------|-----|------------|-----|
| <input type="checkbox"/> | Alshibly | Morhaf | M | 24/07/2003 | 10Y |
| <input type="checkbox"/> | Anderson | Jack | M | 03/12/2002 | 10E |
| <input type="checkbox"/> | Angus | Corey | M | 23/11/2002 | 10N |
| <input type="checkbox"/> | Akwright | Shane | M | 19/11/2002 | 10D |
| <input type="checkbox"/> | Arowsmith | Charlie | M | 08/02/2003 | 10A |
| <input type="checkbox"/> | Askew | Cameron-Cole | M | 24/06/2003 | 10T |
| <input type="checkbox"/> | Baccino | Anthony | M | 10/04/2003 | 10T |
| <input type="checkbox"/> | Backhouse | Joseph | M | 14/03/2003 | 10E |
| <input type="checkbox"/> | Ballard | Thomas | M | 12/10/2002 | 10Y |
| <input type="checkbox"/> | Banks | Owen | M | 17/12/2002 | 10S |
| <input type="checkbox"/> | Barr | Daniel | M | 07/12/2002 | 10W |

Select All Deselect All

190 students found

Apply Cancel

5. **PLEASE NOTE:** You should not remove a student from your group. In the **RUN INTERVENTION** section, click **OUTCOME** and select **ACHIEVED** or **EXCEEDED**. The reason for not removing a student is that they may need to be monitored again in the future and the record of notes etc. must be kept.

Generating 3/5/10 Monitoring Letters:

1. SIMS / REPORTS / LESSON MONITOR / LETTERS / PRINT LETTERS
2. Select date range (start at September) and click **SEARCH**
3. Select your year group, then click **NEXT**
4. Select the letter you require and click the following codes on the right hand side **N, O, I, G**
5. Select **AT LEAST** and add 6 (3 days), 10 (5 days), 20 (10 days)

| Letter Name | Type of Letter | Attendance |
|----------------------------|-----------------------|------------|
| 10 Day Absence KS3.doc | Chosen Code | Sessions |
| 10 Day Absence KS4.doc | Chosen Code | Sessions |
| 100 Percent Attendance.doc | Percentage Attendance | Sessions |
| 3 Day Absence KS3.doc | Chosen Code | Sessions |
| 3 Day Absence KS4.doc | Chosen Code | Sessions |
| 5 Day Absence KS3.doc | Chosen Code | Sessions |
| 5 Day Absence KS4.doc | Chosen Code | Sessions |

6. Click **PRINT**, this will open a MS Word document with your completed letter
7. You will also see a list of students under the heading **ATTACH LETTER**. By selecting all or required students, this letter will automatically save onto the students SIMS file and can be accessed again if needed.

| Name |
|--|
| <input type="checkbox"/> Addison, Luis |
| <input type="checkbox"/> Alghrani, Adam |
| <input type="checkbox"/> Anderson, Ethan |
| <input type="checkbox"/> Boyle, Sam |
| <input type="checkbox"/> Coggins, Joshua |
| <input type="checkbox"/> Cottom, Dominic |
| <input type="checkbox"/> Courtney, Kallum |
| <input type="checkbox"/> Cruise-Johnson, Alfie |
| <input type="checkbox"/> Devling, Ryan |
| <input type="checkbox"/> Dunkerley, Joe |
| <input type="checkbox"/> Edwards, Thomas |
| <input type="checkbox"/> Eldeen, Mohammed |
| <input type="checkbox"/> Grace, Lewis |
| <input type="checkbox"/> Hoey, Connor |
| <input type="checkbox"/> Marshall, Peter |

8. When complete close MS Word **DO NOT SAVE THE LETTER**.

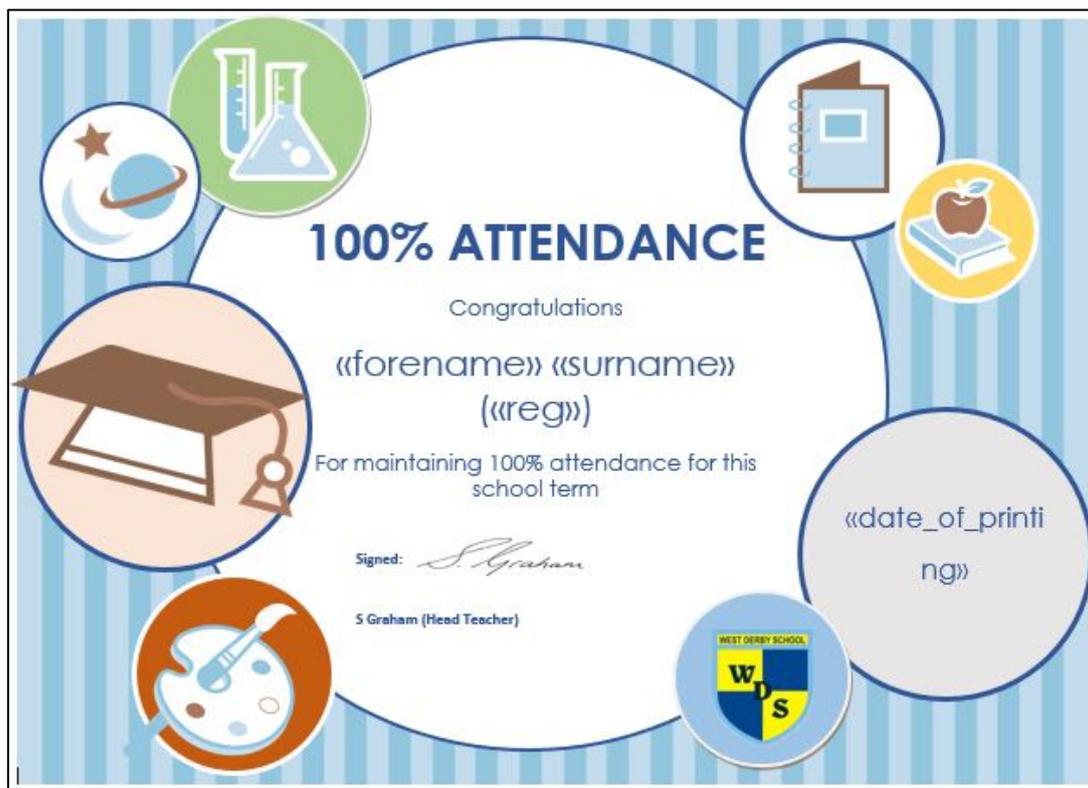
Generating 100% Half Term Certificates:

1. SIMS / REPORTS / LESSON MONITOR / LETTERS / PRINT LETTERS
2. Select date range (half term) and click **SEARCH**
3. Select your year group, then click **NEXT**
4. Select the 100 Percent Attendance Certificate
5. Select **AT LEAST** and add 100
6. Click **PRINT**, this will open a MS Word document with your completed letter
7. You will also see a list of students under the heading **ATTACH LETTER**. By selecting all or required students, this letter will automatically save onto the students SIMS file and can be accessed again if needed.
8. When complete close MS Word **DO NOT SAVE THE LETTER.**
9. There is also a 100% attendance letter available which works in the exact same way.

Letters report (see what letters have been sent and who to):

1. SIMS / REPORTS / LESSON MONITOR / LETTERS / LETTERS CREATED REPORT
2. Select date range and click **SEARCH**
3. Select your year group, then search by student name or the letter name.

ATTENDANCE LETTERS/MONITORING CARDS/SIGN-IN SHEETS



«date_of_printing»

«address_block»

Dear «salutation»

100% Attendance - «forename» «surname», «reg»

I am delighted to inform you that this half term «chosen_forename» has achieved «percentage_attendance»% attendance.

Well done «forename»!

Yours sincerely

Assistant Headteacher

«date_of_printing»

«addressee»

«address_block»

Dear «salutation»

3 Day Absence Notification - «forename» «surname», «reg»

At West Derby School we are passionate and committed to improving attendance and instilling in our boys the link between attendance and attainment.

It is for this reason that I am contacting you. «forename»'s attendance currently stands at **«percentage_attendance»%**. As an early intervention, «forename»'s Pupil Progress Leader will closely monitor his attendance for a period of time. This will be done through the use of an attendance monitoring card. His card will be signed by his Pupil Progress Leader and also by yourself. I hope this intervention strategy will ensure there is no further absence.

As ever, we are aware, that boys can be unwell and appreciate the illness is unavoidable. We do, however, need your support in improving his attendance for the forthcoming academic year. Even authorised illnesses and medical problems count against his attendance.

If you would like to discuss this further please do not hesitate to contact myself or your son's Pupil Progress Leader at school.

Yours sincerely



Assistant Headteacher

«date_of_printing»

«address_block»

Dear «salutation»

5 Day Absence Notification - «forename» «surname», «reg»

At West Derby School we are passionate and committed to improving attendance and instilling in our boys the link between attendance and attainment.

I wrote to you earlier in the year regarding your «forename»'s early absences. «forename»'s attendance currently stands at **«percentage_attendance»%**. Sadly, there has been further absence and «forename» has now had 5 days absence from school. 5 days absence has meant «forename» has missed 25 hours of teaching time at West Derby. I am disappointed he has not been able to improve his attendance as anticipated so as a secondary intervention, «forename»'s Pupil Progress Leader will further monitor his attendance for a period of time. This will again be done with the use of a monitoring card which both you and his Pupil Progress Leader can sign each day. At the end of the week «forename»'s Pupil Progress Leader will discuss the week's attendance with him.

At this early stage in the school year five days absence is worrying and could be affecting his potential to achieve at West Derby. If there are any further periods of absence we may consider intervention from our Educational Welfare Officer Mrs Melia and our Attendance and Officer Mrs Deakin.

If you would like to discuss this further please do not hesitate to contact myself or your son's Pupil Progress Leader at school.

Yours sincerely



Assistant Headteacher

«date_of_printing»

«addressee»

«address_block»

Dear «salutation»

10 Day Absence Notification - «forename» «surname», «reg»

At West Derby School we are passionate and committed to improving attendance and instilling in our boys the link between attendance and attainment.

I have twice previously written to you and we have tried without success to further improve «forename»'s attendance to an acceptable level. Sadly, there has been further absence and «forename» has now had 10 days absence from school. 10 days absence has meant he has missed 50 hours of teaching time at West Derby. «forename» attendance now stands at «percentage_attendance»% and I am disappointed that he has not been able to improve. We will again try to support «forename» and monitor his attendance. His Pupil Progress Leader will issue him with a monitoring card. At the end of the week «forename»'s Pupil Progress Leader will discuss the week's attendance with him.

You may have already met or had contact from Mrs Deakin, our school's Attendance and Welfare Officer. Due to the further decline in «forename»'s attendance Mrs Deakin will contact you, in conjunction with the school's Education Welfare Officer Mrs Melia, and arrange an appointment for you to attend an Attendance Panel Meeting at school. At this meeting we can look at any further strategies we can implement to help improve «forename»'s attendance. We would remind you it is your legal responsibility as a parent to ensure your son attends school on a regular basis.

If you would like to discuss this further please do not hesitate to contact myself or your son's Pupil Progress Leader at school.

Yours sincerely



Assistant Headteacher

«date_of_printing»

«addressee»

«address_block»

Dear «salutation»

3 Day Absence Notification - «forename» «surname», «reg»

At West Derby School we are passionate and committed to improving attendance and instilling in our boys the link between attendance and attainment.

It is for this reason that I am contacting you. «forename»'s attendance currently stands at **«percentage_attendance»%**. «forename» is at a crucial time in his education. He is entering his GCSE exam period and any absence could have a negative effect on his attainment. As an early intervention, «forename»'s Pupil Progress Leader will closely monitor his attendance for a period of time. This will be done through a 'signing in' procedure at his Pupil Progress Leader's office every morning. At the end of the week «forename»'s Pupil Progress Leader will discuss the week's attendance with him. I hope this intervention strategy will hopefully ensure there is no further absence.

As ever, we are aware, that boys can be unwell and appreciate the illness is unavoidable. We do, however, need your support in improving his attendance for the forthcoming academic year. Even authorised illnesses and medical problems count against his attendance.

If you would like to discuss this further please do not hesitate to contact myself or your son's Pupil Progress Leader at school.

Yours sincerely



Assistant Headteacher

