Strategies for Improving Attendance

In order to prepare students for the world of work:

* It is the student’s responsibility to ask for work in advance of a planned absence
* It is the student’s responsibility to ensure that the school is contacted about the reason for absence, the length of the absence and whether work needs to be provided (in the case of an absence lasting longer than 3 days)
* It is the student’s responsibility to complete work sent home
* It is the school’s responsibility to ensure that where work is requested appropriate work is set and marked

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| **Attendance** | **Colour** | **Description** | **Return from absence** | **Who?** |
| 100% | Double Green | Excellent attendance for achievement | N/A | N/A |
| 95-99.9% | Green | Good attendance for achievement | Return from Absence Form | Student |
| 90-94.9% | Amber | Evidence suggests for every 5% a student is from 100% results drop by ½ a grade | Return from Absence Form | Form Tutor |
| 85-89.5% | Red | Evidence suggests for every 10% a student is from 100% grades drop by 1 grade | Attendance Action Plan | Head of Year |
| Below 85% | Blue | Evidence suggests for every 15% a student is from 100% grades drop by 1½ grades | Personalised Intervention Plan  | Learning Mentor |

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| **Punctuality** | **Colour** | **Description** | **Action** | **Who?** |
| 0 lates per half term | Double Green | Excellent punctuality for achievement | Reward letter |  |
| 1 late per half term | Green | Good punctuality for achievement | Reward letter |  |
| 2-3 per half term | Amber | This level of punctuality could not be described as good in a reference | Form Tutor Action | Form Tutor |
| 4-5 per half term | Red | This level of punctuality would be described as poor in a reference  | Punctuality Action Plan | Head of Year |
| 6+ per half term | Blue | This level of punctuality would be described as unacceptable in a reference  | Personalised Intervention Plan  | Learning Mentor |