

ATTENDANCE NEWSLETTER



AUTUMN TERM 1 2025

As always, thank you to our families for continuing to work with us to ensure that all children have the best possible attendance.

Appointments

We kindly ask for your support in ensuring that pupil learning time is protected. Please arrange medical and other appointments outside of the school day—either after school or during the school holidays.

We understand that some appointments are unavoidable, but frequent absences during lessons can disrupt your child's progress and the rhythm of the school day. By scheduling outside of school hours, you help us maintain continuity and give your child the best chance to thrive.

Honesty and Integrity

Being open and honest about your child's absences—including holidays—is key to building trust and supporting their learning. Clear communication helps us keep accurate records, plan for missed work, and offer the right emotional support when they return. Our Inclusive Attendance ethos means every child is warmly welcomed back and checked in with, but this can only happen when we understand the reason for their time away.

PUNCTUALITY REMINDER

- 8:15 Gates open for Opal Play (children are parents' responsibility)
- 8:40 Doors open
- 8:45 School day begins***
- 8:50 Gates close. Pupils are now late and must be signed in at the office by an adult with a valid reason given.

*** Although children are not classed as late until 8:50am, they are missing the start of the school day which includes feedback on the previous day's learning, wellbeing check in, basic skills such as handwriting lessons.

Absences in 2024-25 Days of learning lost to:

Holidays: 374

• Illness: 1181

Other unauthorised: 557.5Medical appointments: 135

• Lates: 1241

• Lates after registration has

closed : 118



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REMINDER ABOUT ABSENCE PROCEDURES

- Please inform the school office before 8:30 am if your child will be absent from school
- You may be asked to supply medical evidence such as medication or appointment letters
- Please arrange appointments outside of school hours where possible
- If you have not contacted school, Miss Smith will contact you to find out the reason for absence
- Miss Smith may also contact you at the end of the school day to enquire about your child and discuss their return to school the following day
- Miss Smith will continue to contact you each day that your child is absent to check in and offer support where possible

SUPPORT FROM SCHOOL

Where possible school will offer support to you and your child around attendance difficulties. This is through our multi tiered approach to support.

PHONE CALLS FROM SCHOOL

Class teachers, Mrs Lyon and Mrs Allen may call you or request a meeting with you to talk about your child's attendance and any difficulties you or your child may be facing. These are supportive and we encourage our families to engage with us in this way so that your child can have the best possible attendance.

#miss school #miss out

Planned activities for Autumn 1 Term

MD Production workshops
Learn to Ride
Forest School
European Day of Languages
Opal Play Afternoons
Individual school photographs
Halloween Discos
Junior Dukes launch workshops
Book Fair

CONTACT INFO

Phone: 0151 477 8340

Email: robypark@knowsley.gov.uk attendance@robyparkprimary.co.uk





MULTI-TIERED SUPPORT



AUTUMN TERM 12025

Role of Teachers and School

- Meet and greet children.
 Create positive classroom environments.
- Build positive relationships with all children and
- Recognise individual and collective achievements Implement evidence-based teaching strategies
- Monitor daily attendance and punctuality

- Attend school regularly and be punctual. Engage actively in classroom activities. Support other children.
- Recognise the achievements of other children. Share when you have a concern

Tier 1

Role of External Agencies

- Provide resources and training to teachers on
- Collaborate with schools on attendance initiatives. Support a comprehensive and inclusive school-wic approach that encompasses both attendance and

- Ensure children attend school regularly and on time. Understand and support any concerns your child

- may trave.

 Communicate with the school regarding absence.

 Recognise personal achievements.

 Communicate with teachers about any concerns.

Role of Teachers and School

- Proactively use data information to identify children
- who are at risk of PA.
 Work with each identified child and families to
 understand and address the reasons for absence, including any in-school or out of school barriers to attendance.
- Implement agreed strategies in daily practice
- Monitor progress. Recognise achievements.

Role of Children

- Co-create and participate in any targeted interventions.
- Recognise personal achievements. Share concerns with staff.
- Continue to engage in school life.

Tier 2

Role of External Agencies

- Signpost or provide access to services.
- Where there are out of school barriers provide each identified child and their family with access to services they need.
- Provide professional development and early intervention support to the school.

Role of Parents

- Work with the school to help understand their
- child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.
- Continue to communicate effectively with the school regarding absence.

Role of Teachers and School

- Proactively use data information to identify children
- Take an active part in the multi-agency effort with
- the local authority and other external partners.

 Use data driven information to identify children at
- risk of severe absence.

 Continuously assess and adapt strategies.
- Monitor progress. Recognise achievem

Role of Parents

- Collaborate closely with the school on creating and implementing highly specialised interventions
- Continue to communicate with the school
- Take an active role in the multi-agency effort.

Role of Children

- Actively engage in intensive interventions. Recognise personal achievements.
- Share concerns with staff.
 - Continue to engage in school life.

Role of External Agencies

- Offer specialised assessments and services for students with complex needs.
- Provide training and consultation.
- Take an active part in the multi-agency effort with the school and other external partners