

Part time timetables

Para 43/44 on Page 18 repeated in Para 212/213 on p57 Working Together to improve school attendance

- All pupils of compulsory school age are entitled to a full time education. In very exceptional circumstances, where it is in the pupil's best interests, there may be a need for a temporary part time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full time education and a part time timetable is considered as part of a re-integration package. A part time timetable should not be used to manage a pupil's behaviour.
- A part time timetable must only be in place for the shortest time necessary and not be treated as a long term solution. Any pastoral support programme or other agreement should have time limit by which point the pupil is expected to attend full time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

In Gloucestershire we expect the pupil to have My Plan + and a My Assessment completed (or equivalent)

These absences are recorded in the register using Code C: Leave of absence granted by the school

Part time and Amended timetables

What does this mean for you as a school?

- Schools have a responsibility under statute to advise GCC of any amended or part time timetables – the guidance can be found here: [Attendance - Schoolsnet \(gloucestershire.gov.uk\)](https://www.gloucestershire.gov.uk/schoolsnet/attendance) along with the spreadsheet and instructions on where to send this. Please ensure you complete **all** fields.
- Notifying us of the part time timetable **includes pupils of non statutory age** ie Reception children, once the whole class have undertaken their settling in period. The part time timetable must have the agreement of parents as the admission code states ‘a child is entitled to a full time place in the September following their fourth birthday’. This would be marked as Code X until the child reaches compulsory school age, then Code C applies
- N.B. The DfE intends to legislate for the attendance coding for pupils of non statutory age to be the same as statutory – this is now considered ‘best practice’ and is the advice GCC are giving to schools in readiness for this to be law ie if the pupil is ill then you use ‘I’ etc....

Part time and Amended timetables

What does this mean for you as a school?

Amended timetables – attendance at alternative provision

- The spreadsheet also has a tab to report amended timetables where a pupil is attending an alternative provider again please complete all fields

What code do you use?

If the pupil is attending a registered school eg Altus or Hospital Education then Code D is used:

Para 248 Each school should only record the pupil's attendance and absence for those sessions that the pupil is scheduled to attend their school. Schools should ensure they have in place arrangements whereby all unexpected and unexplained absence are promptly followed up

If the pupil is attending an unregistered alternative provision that **has been approved by the school and supervised by someone authorised by the school** then Code B is used

Para 252 Ultimately schools are responsible for the safeguarding and welfare of pupil educated off-site. Therefore by using Code B, schools are certifying that the education is supervised, and measures have been taken to safeguard the pupil. Schools should ensure that they have in place arrangements whereby the provider of the educational activity notifies the school of any absences by the pupil. The school should record the pupil's absence using the relevant absence code.

If you neither of the above applies then Code C is used

Part time and Amended timetables

Pupils receiving remote education [Providing remote education: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/providing-remote-education)

- Schools must keep their own records of pupils who are receiving a remote education, such as Academy 21 (currently this is being used in some cases to fulfil the LA responsibilities under Section 19 in specific cases) Ref Section 19 see [Focus report: Out of School, Out of Sight - published 2021, amended 2023 \(lgo.org.uk\)](https://lgo.org.uk/focus-report-out-of-school-out-of-sight-published-2021-amended-2023)
- All pupils receiving remote education **must be recorded in the register as a C Code** – authorised absence – they **must not** be recorded as B code as schools do not have a member of staff present with the pupil
- If the remote education is taking place on the school site (may be part of a reintegration plan) then the pupil will obviously receive a present mark for that session am/pm



Updates and Information Sharing

Attendance Network Meeting

December 2023

Andrea Jordan – Education Inclusion Lead with responsibility for Attendance

Living our values every day



Accountable



Integrity



Empower



Respect



Excellence



GCC 'Working Together' update

Targeted Support Meetings are underway, with all secondary schools and some primary schools having a planned meeting by the end of the Autumn term, some schools are having their second meeting as they were part of the pilot (thanks to those schools for helping us to develop these meetings from your feedback) *These meetings are part of guidance which will become statute as soon as parliamentary time allows as reported by the DfE and Ofsted*

Whilst the preparation can seem onerous, the feedback from schools is very positive; the data and information discussed enables us to support schools to meet the expectations of the Working Together guidance and gives schools the opportunity to discuss concerns and receive clarification on processes in relation to attendance. The process will continue to develop taking into account feedback from all parties. In the Spring Term the Inclusion Officers will be contacting more Primary Schools to arrange their visits (these may be in person or online using TEAMS)

Changes to GCC's Penalty Notice Code of Conduct – there is currently another round of national consultations taking place (GCC attended in Birmingham) and the expectation is that national guidance will be published in April for implementation in September 2024. At this time GCC will issue their new Code of Conduct which will include using PNs for O codes (with clear guidance)

GCC 'Working Together' update

GCC is continuing to develop a multi agency approach to attendance with training being provided to our colleagues within GCC and wider agencies. In particular, EIS have recently delivered training to Family Support Workers (both GCC and Barnardo's) as they are receiving more and more referrals for families where children are experiencing barriers to attendance. We continue to support colleagues in other services eg EHCP team, social care and provide them with five minute guides around all of the statutory areas covered by EIS including attendance.

GCC has a DfE attendance advisor with whom we meet regularly to discuss how we are supporting schools to meet their responsibilities and we recently presented at a national DfE meeting on our Attendance Network Meetings and also how we are implementing our Targeted Support Meetings

We have recently created a self assessment tool for schools to help you to look at all the areas of the Working together guidance and ascertain whether there are any actions that you need to consider to ensure you comply with the expectations – this will be shared with resources from this meeting on our Schoolsnet page

Children's commissioner report

Missing Children, Missing Grades (November 2023)

- This report finds that:
- School absence has become endemic in Key Stage 4. Over the last couple of years, over a third of all pupils in Key Stage 4 were either persistently or severely absent for at least one year.
- Poor attendance has a dramatic relationship with GCSE results. While 78% of all children who were rarely absent in both years passed at least 5 GCSEs including English and maths, only 36% of children who were persistently absent in both years and just 5% of children who were severely absent in both years reached this same standard.
- When pupils' attendance improves, the likelihood of achieving qualifications at the end of school massively increases. More than half (54%) of pupils who were persistently absent in Year 10 and then rarely absent in Year 11 passed at least 5 GCSEs including English and maths, compared to 36% of pupils who were persistently absent in both years.
- Our findings confirm the strong link between absence and attainment. Schools can offer a broad range of benefits to children including the opportunities to learn and gain vital qualifications. However, the benefits of school go beyond academic results. They can also be places of social and emotional development. If we want to offer every child the best chance in life, it must start with ensuring that they can regularly attend school.

Ofsted/DfE Webinar – 19th October 2023 - overview

[An update on attendance with Ofsted and the DfE – YouTube](#) (56 minutes)

‘Listen, understand, empathise and support – but do not tolerate’

- Attendance is a high priority
- Schools should have a clear and effective strategy understood by all
- Looking for sustained improvement
- Attendance percentage won't trigger concerns – it's about what schools are doing
- Context will be considered when looking at attendance percentages – no set figure for all

Para 175 attendance and safeguarding

Para 293 – data

- Use IDSR historical data as starting point
- Look at school's up to date analysis for groups of pupils (Govs should know this too)
- Look at analysis of individual pupils eg days/patterns of absence
- Look at records and analysis of pupils taken off role

Para 294 – PA/SA – clear strategy to work with multi agencies (LA and other partners)

- Be persistent with ‘hard to reach’ families
- Primary and secondary schools working together – with whole families, plus transition

Ofsted/DfE Webinar – 19th October 2023 – overview continued

Para 288/289 Behaviour and attitudes

- SEN as a focus for attendance (also 296)
- Routines and expectations for all children
- High expectations for attendance, as with safeguarding being ‘everyone’s business’
- Act swiftly when things start to slide

Para 305 clarity of recording of attendance

Para 310 – expect to discuss pupils with very low attendance

Para 398/399 – Part time timetables

- Only for the shortest time
- Show inspectors why? What are the plans to return to fulltime?

N.B. If no plans to return to full time this impacts on the Leadership and Management Grade

Use of Alternative Provision

- Sending school must track attendance – how quickly do you know?
- Who has what responsibility eg with safeguarding
- Mustn’t be ‘out of sight, out of mind’

Will look at the governors’ role iro attendance

All Ofsted reports from September 2023 should have a ‘meaningful’ comment on attendance

Remember you should have a policy that meets with the requirements of the Working Together to Improve Attendance guidance *and* is published on your website [School Attendance Guidance Training Webinar - Setting an effective school attendance policy - YouTube](#)

[School inspection handbook - GOV.UK \(www.gov.uk\)](#)

Updates/Useful links

[Improving school attendance - Ofsted: schools and further education & skills \(FES\) \(blog.gov.uk\)](https://blog.gov.uk/improving-school-attendance-ofsted-schools-and-further-education-skills-fes/)

DfE webinars on WONDE – Monitor your school attendance – updates for schools, trusts and LAs
Provides information and guidance on how to get the most out of WONDE/improvements and expected updates

[Monitor your school attendance - September update – YouTube](https://www.youtube.com/watch?v=9mKj8mKj8mK)

The link for the latest webinar is not yet available but will be included on our Schoolsnet page in due course

[Toolkit for schools: communicating with families to support attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/toolkit-for-schools-communicating-with-families-to-support-attendance)

You can also subscribe on this page if you don't already receive it:

[Teacher Bulletin: improving pupil attendance \(govdelivery.com\)](https://govdelivery.com/teacher-bulletin-improving-pupil-attendance)

House of Commons Education Committee report – published 27th September 2023

[Persistent absence and support for disadvantaged pupils \(parliament.uk\)](https://www.parliament.uk/papers/education/persistent-absence-and-support-for-disadvantaged-pupils)

DfE The Education Hub blog – information for parents – useful to share with parents

[Why is school attendance important and what support is available? - The Education Hub \(blog.gov.uk\)](https://blog.gov.uk/why-is-school-attendance-important-and-what-support-is-available/)

Updates/Useful links

- [Share your daily school attendance data - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Monitor your school attendance - Benefits of sharing daily attendance data - YouTube](#)
- [Access your school attendance data - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Improving attendance: good practice for schools and multi-academy trusts - Case study - GOV.UK \(www.gov.uk\)](#)
- [Attendance Action Alliance - GOV.UK \(www.gov.uk\)](https://www.gov.uk)



Training opportunities

Gloucestershire Safeguarding Children's Partnership

This is a FREE Awareness Raising CE session which any members of the GSCP training can join.

The next session available is on the 6th March 2024.

To book on this course and register your place email your request to gscetraining@gloucestershire.gov.uk You will then receive a confirmation email with a link to join the session.

In addition we have a One Day training course - **Child Exploitation Skills to Practice** (face to face), which offers a comprehensive overview of CE in Gloucestershire, courses are run from the Social Work Academy - Quayside House and dates are available on our training platform the next date is the 27th Feb.

All of our training curriculum can be found on the GSCP Training Platform via meLearning – please take the opportunity to browse.

There is also a new Child Criminal and Sexual Exploitation Screening Tool – information on this can be found here:

[Child Criminal & Sexual Exploitation \(gloucestershire.gov.uk\)](https://www.gloucestershire.gov.uk/child-criminal-and-sexual-exploitation-screening-tool)

Funding is available for Senior Mental Health Lead Training - [Senior Lead Training Grant Update for Gloucestershire](#)

Future dates – Monday 22nd and Wednesday 24th April 2024, Monday 8th and Tuesday 9th July 2024

Thank you for your participation
Please complete your evaluation - it helps us to plan future events

- Please feel free to use the PowerPoints as part of staff training
- To keep up to date check out the Bulletin Board on Schoolsnet weekly

<https://www.gloucestershire.gov.uk/schoolsnet/noticeboard/schoolsnet-bulletin-board/>

Contact your Inclusion Officer or EIS general helpline for support on 01452 427274 or at attendance@gloucestershire.gov.uk