

Calmore Infant School



School Improvement Plan 2023-2024

Our school is a happy, safe and nurturing environment for our children, staff and wider community, working together in partnership to understand and embrace differences within our world.

It is a place where we respect our environment, ourselves and value each other, working and learning together as a team. We are kind and supportive, promoting the well-being of ourselves and others.

Our children learn to be resilient, resourceful, independent and successful learners. They will leave us equipped with the skills to be life-long learners.



The School Improvement Plan Process

The School Improvement Plan is formulated using information gathered from analysis of data and school attainment together with feedback from all stakeholders including staff, governors, parents and carers and children. The purpose of the school improvement plan is to review and evaluate the impact of previous developments, identify key areas for school improvement over the coming year and to outline the action to be taken in key areas. The school budget is matched to the priorities for the School Improvement Plan.

School Improvement Planning 2023-24

Task	Start Date	Person responsible	Consultation Process	Completion Date
Steering overall process	July	HT	Leadership Meetings Staff Meetings	September
Collating Information for planning of SIP	May	SLT	School self-review process Leadership Meetings	July
Deciding priorities and aims	July	SLT	Discussions/ questionnaires with parents, governors and	July
Drawing up RAP for Autumn Term	July	All Staff	Staff INSET	September
Matching Budget priorities to detailed RAP plans	July	HT/SLT Business Manager Governors	GB meetings	September
Producing and circulating written plan to staff and governors	July	HT	Staff INSET GB meetings	September

School Review and Self Evaluation Cycle

AUTUMN TERM

	September	October	November	December
Performance Appraisal	Teacher Appraisal Objective setting- PM	HT Performance Management- review previous & set new target 10/10/23	All PM completed and report produced for Governors	
Monitoring of Teaching	New Teachers	Lesson Observations – All teachers	Pupil Progress	
Scrutiny of Work	Work Sampling	Work Sampling	Work Sampling	Work Sampling
Learning Environment Monitoring	Learning Walk		Learning Walk	
Assessment & Data Analysis	Whole School Data Previous year Analysis Year R Baseline	Pupil Progress meetings Problem Solving	Moderation	Pupil Progress meetings Analysis of teacher assessments & targets
Key Stage school Data Analysis	KSI SATS analysis EYFSP Analysis	Raise On-line analysis		
Inclusion	Provision Map	Inclusion Meetings	IEP Reviews	Monitor SEN records,, Identify intervention-for Spring term
Subject Leaders Planning and Evaluations	Position Statement Subject Action Plan completed	Inset Day- Subject leaders	Follow up Inset Day- Update action plan	Self-Evaluation of Areas
SIP, Review & evaluation	SIP / RAP Implemented	Share SIP with GB - monitoring		SIP/ RAP Progress Review
Governors		Governor Training ?TBC Kevin , Carina, Victoria	Learning Walk with SLT Mark	Trudi Matt James Chris
		Parent Consultations		End of Term CPD Evaluation

Strategic Leadership Team-	Governors	Inclusion Team	SLT
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School Review and Self Evaluation Cycle

SPRING TERM

	January	February	March / April
Performance Appraisal			Support Staff appraisal
Monitoring of Teaching	Lesson Observations – All teachers		
Scrutiny of Work	Work Sampling	Work Sampling	Work Sampling
Learning Environment Monitoring	Learning Walk		
Assessment & Data Analysis	Whole School Data Previous Term Analysis	Moderation	Pupil Progress meetings Analysis of teacher assessments & targets
Key Stage school Data Analysis	Progress Data		Progress data
Inclusion		Inclusion Meetings	SEN records Identify intervention for Summer term
Subject Leaders Planning and Evaluations	Spring Term Action Plan		Self-Evaluation of Areas
SIP, Review & evaluation	Spring Term Rap		SIP/RAP Progress Review
Governors	Trudi Music Hist / Geog	Victoria - Eng Chris SG	Learning Walk with SLT Kevin - Maths
Stakeholders		Parent Consultations	Cariona / Jo EYFS James
			End of Term CPD Evaluation

Strategic Leadership Team	Governors	Inclusion Team	SLT
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School Review and Self Evaluation Cycle

SUMMER TERM

	April	May	June	July
Performance Appraisal				Teacher Appraisal Review
Monitoring of Teaching			Lesson Observations -	
Scrutiny of Work	Work Sampling	Weekly Planning scrutiny	Work Sampling	Work Sampling
Learning Environment Monitoring	Learning Walk		Learning Walk	
Assessment & Data Analysis	Pupil Targets sent home Whole School Data Previous team Analysis	Moderation		Pupil Progress meetings Analysis of teacher assessments & targets
Key Stage school Data Analysis		KSI SATS	KSI SATS initial results EYFSP initial results Phonics Test Results	End of Year Data Analysis
Inclusion		Inclusion Meetings	IEP Reviews	Monitor SEN records Identify intervention for Autumn term
Subject Leaders Planning and Evaluations	Summer Term Action Plan			Self Evaluation of Areas
SIP, Review & evaluation	Summer Term RAP	SIP Areas identified	SIP Areas identified and planned for	Summer term RAP evaluated/ Autumn Term SIO
Governors			Learning Walk with SLT	James
Stakeholders			Parent consultations	Pupil Reports sent home End of Term CPD Evaluation

Strategic Leadership Team	Governors	Inclusion Team	SLT
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Calmore Infant School Improvement Plan 2023-24 Summary



We are working together to:

- Raise achievement through a commitment to high standards and expectations
- Enable every child to succeed as an independent, enthusiastic and confident learner
- Provide active, co-operative and independent learning through dynamic and high quality teaching
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for others
- Ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment
- Create an inclusive learning community which challenges and enables every learner to flourish, prosper and achieve beyond their expectations
- Develop aspirations for a successful future
- Provide an inclusive welcoming, secure, stimulating and enriched learning environment which supports children to take risks
- Provide an innovative and creative curriculum which inspires and motivates children to learn within and beyond the school day
- Celebrate our rich and diverse community and work in partnership with parents, children and the wider community

Aims of the School Improvement Plan:

- To set challenging targets in the curriculum and whole school environment to raise achievement and attainment for all pupils
- To raise expectations and standards of learning and teaching
- To provide high quality resources throughout the school ensuring quality and appropriate provision at all stages of children's development
- To provide staff with appropriate resources and training to enable them to improve their practice and carry out teaching more effectively
- To provide inclusive and appropriate curricular provision to enable all children to fulfil their potential
- To provide a safe and secure learning environment which enables children to continue to treat others with understanding & respect

Leadership and School Organisation:

- To continue to provide strong, cohesive and effective leadership with a clear direction on improving standards, provision and achievement across the school
- To enable staff with leadership responsibilities to be accountable for high standards and achievement
- To re-ignite involvement of parent and carers in children's learning and experiences

Staff Development:

- To enhance the role of subject leaders in monitoring, evaluating and leading children's learning, supporting new subject leaders
- To ensure performance management and review is effective in supporting professional development for all staff
- To ensure that all staff continue to have opportunities for the professional review of their work

School Improvement Foci for 2023-2024

To achieve our outcomes for children's learning, all areas of work will be focused on four core priorities:

- › To ensure the curriculum is coherently planned and sequenced for all pupils, including SEND and disadvantaged, so that they cumulatively gain sufficient knowledge and skills for future learning. To raise attainment in writing at the end of KSI for all children, including those identified with SEND
- › To develop pupils ability to articulate their learning, to develop subject relevant vocabulary and language. To support children with language development, including vocabulary, to address the high number of SALT needs.
- › Embed a good standard of leadership and management across the school to ensure all members of the school community are leaders in their own right and drive forward the school improvement priorities.
- › To review and amend the curriculum for the Foundation Subjects to ensure that the curriculum is progressive and builds on prior teaching, whilst also ensuring that any gaps resulting from the lockdown period are addressed equally for all pupils.

Key Priorities	Key Objectives	Key Outcomes for Pupils
<p><u>Quality of Education- Curriculum</u></p> <p>To ensure the curriculum is coherently planned and sequenced for all pupils, including SEND, Greater Depth and disadvantaged, so that they cumulatively gain sufficient knowledge and skills for future learning.</p>	<ul style="list-style-type: none"> To further develop accountability of leaders for raising achievement To continue to use feedback from monitoring by all staff to raise achievement To ensure that all subject leaders have a clear vision of the intent, implementation and impact in their subject area Adults must be explicit in their explanation of learning in the Foundation Subjects, so that pupils can articulate their learning and recognise where it sits in the progression of the subject Senior Leaders must further enhance the reading rich curriculum so that pupils' comprehension skills are as securely embedded as their mechanical ones Senior leaders to work with subject leaders to ensure that high quality texts are used to support the delivery of their individual subjects and the 	<p>Results at end of EYFS / key stage one to be above National Expectations and that gaps between groups are eradicated</p> <p>Good Challenge and Scaffolding</p> <p>Purposeful Curriculum Links</p> <p>High Level Questioning</p> <p>Gaps identified due to covid are narrowed / removed. Analysis of attainment for SAT's by new maths leader.</p>

<p>To maintain maths attainment at the end of KSI for pupils identified with SEND</p> <p>To improve writing attainment at end of KSI for all pupils.</p>	<p>development of comprehension Toolkits across the school.</p> <ul style="list-style-type: none"> • Maths attainment at end of KSI is in line with national average for SEND. • Improvement in presentation and handwriting to ensure children are able to write with confidence and fluency, efficiently. 	
<p><u>Quality of Education -Pupil articulation of learning & feedback</u></p> <p>To develop the marking and feedback policy to enhance the impact that feedback has on children.</p> <p>To develop pupils ability to articulate their learning</p>	<ul style="list-style-type: none"> • To increase the impact that feedback has to pupils. To further develop feedback codes within the marking and feedback policy. To ensure all staff are confident in using effective feedback to further develop the learning. • To raise evidence of pupil voice within their learning. • To increase the quality of pupil articulation to develop pupil to pupil feedback. For feedback to be more supportive and informative in order to move another child's learning forward and act as a good role model. 	
<p><u>Quality of Education - EYFS</u></p> <p>To ensure that the 2021-22 EYFS curriculum is embedded to meet the needs of all children.</p>	<ul style="list-style-type: none"> • To ensure that the EYFS Curriculum long term overview is reflective and responsive to the Calmore community. • To empower and support the staff new to the role / returning to work so that both year R leaders have a strategic overview of the intent, implementation and impact of the EYFS curriculum provision. • To ensure staff are competent to undertake the EYFS baseline • To ensure new staff to the EYFS have a good understanding of the EYFS curriculum requirements and Calmore expectations. 	<p>Curriculum is relevant to the needs of the Calmore children.</p> <p>Results at end of EYFS to be above National Expectations and that gaps between groups are eradicated</p> <p>Good Challenge and Scaffolding</p> <p>Purposeful Curriculum Links</p>

<p><u>Behaviour and Attitudes</u></p> <p>Raise awareness and understanding of the diverse world that we live in.</p> <p>Develop pupil's resilience to set backs in both learning and personal challenges</p> <p><u>Attendance</u></p> <p>To raise attendance across the school</p> <p>All stake holders understand the importance of all children being in school consistently</p> <p>To reduce the number of children that are persistently absent from school</p>	<ul style="list-style-type: none"> • To develop an ethos where pupils understand that difference is a positive, not a negative, and that individual characteristics make a person unique. • To continue to monitor pupil well-being and mental health. • Continue to disseminate training from the attachment project to best support children in school. • To embed the new RSE curriculum in order to support pupils living in the current climate. • To review current ELSA provision in order to meet the needs of children identified. • Safeguarding – understanding of children that may be identified as vulnerable • To ensure all staff and governors are familiar with 2023 KCSIE update • To continue to raise an awareness of E-safety • School attendance is in line with or above national average for all groups of pupils. • Raise the profile of the importance of being in school regularly with parents, carers and children. • Reduce the amount of absences. • Children to influence their parents to ensure they come to school regularly. • Parents understand the gaps in learning that occur when children are not in education regularly. • PA in line with or below national average for all groups of pupils 	<p>Strong Pupil Voice</p> <p>Effective Peer and Self-Assessment</p> <p>Pupil Led Independent Learning</p>
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<p><u>Personal Development</u></p> <p>Embed an inclusive RSE curriculum</p>	<ul style="list-style-type: none"> • To develop reasonable, respectful and active citizens who are able to play their part and become actively involved in public life as adults • Promote quality of opportunity so that all children can thrive together. • Promote an inclusive environment which promotes the needs of all pupils • Develop pupils' age appropriate understanding of healthy relationships through appropriate relationships 	<p>Strong Pupil Voice</p> <p>Mutual respect between all members of the school community</p> <p>Inclusive culture</p>
<p><u>Leadership & Management:</u> - <u>Subject leaders / governors</u></p> <p>Enhance the development and impact of the recently appointed leadership team</p> <p>Empower all subject leaders to drive their subject forward</p>	<ul style="list-style-type: none"> • To support new leadership team in turbulent climate to ensure focus remains on school improvement • To support and develop the subject leaders role in order that there is clear skills progression in foundation subjects. • To ensure the governing body is involved in self-evaluation and able to contribute to the monitoring and evaluation of the school improvement plan. • To develop triangulation between stakeholders, improvement planning and self-evaluation 	<p>Results at end of EYFS / key stage one to be above National Expectations and that gaps between groups are eradicated</p> <p>Good Challenge and Scaffolding</p> <p>Purposeful Curriculum Links</p>

These core priorities will be achieved through detailed termly Raising Attainment Plans

Quality of Education

1. To ensure the curriculum is coherently planned and sequenced for all pupils, including SEND and disadvantaged, so that they cumulatively gain sufficient knowledge and skills for future learning.
2. To develop the marking and feedback policy to enhance the impact that feedback has on children's learning.
3. To develop pupils ability to articulate their learning.
4. To ensure that the 2023-24 EYFS curriculum is embedded to meet the needs of all children, taking into account the high number of C & L needs.

ACTION- what we want to change/ review/add that is new?	Success Criteria- what do we want to happen as a result of the action?	Resourcing (SVFS PP Catch up funding, Sports, budget)	Monitoring – Who? How? (Question for gvs)	Evaluation / Impact
<p>Curriculum for foundation subjects has a clear intent, implementation and impact for all pupils.</p> <p>Ambitious curriculum for all to include cultural capital.</p> <p>Staff need to know what children need to know now for future / next terms learning</p> <p>Marking and feedback policy includes symbols that shows the impact the feedback has had.</p> <p>Pupils talk more confidently about how they have learnt. Increase pupil voice.</p>	<p>Staff know how the curriculum taught links with prior teaching.</p> <p>Clear plan to show key objectives every child with SEND will achieve in each subject</p> <p>Staff can remind children of prior learning and the relevance of new learning. Review strategies to increase children's knowledge.</p> <p>Subject leaders able to talk about the implementation and impact of their subject.</p> <p>Staff able to identify:</p> <ul style="list-style-type: none"> • what we teach • why now • what next. <p>Use of mind maps to find out what children want to learn and evidence prior learning.</p> <p>Clear assessments showing next steps for all children.</p>	<p>Use of pupil premium & SEND funding to support children to keep up through BRP, NELI, phonics and maths support.</p> <p>Use of students to release subject leaders (one day per term) to monitor and develop their subject.</p> <p>Professional Development Meeting led by subject leaders in the autumn term.</p> <p>(2days supply cover)</p>	<p>How well do children know the subject?</p> <p>What CPD do subject leaders offer staff members?</p> <p>How does performance management hold subject leaders to account?</p> <p>Subject leader learning walk – this is what you say you are doing, is this happening?</p> <p>Governors – What is the impact of the implementation of two contrasting subjects in school?</p> <p>Recording shows evidence/books.</p> <p>Children able to articulate their learning.</p>	

<p>To improve writing attainment at end of KS1 for all pupils.</p>	<p>Children are clear of subjects that they are learning and are able to talk about being a 'Historian / Scientist' and able to identify what skills these roles have.</p> <p>Clear evidence in books to show what subject is being taught. Identify a symbol for each subject to put on the learning objective.</p> <p>Children able to use relevant subject specific vocabulary.</p>	<p>Word Aware initiative embedded in school</p>	<p>How do we plan and ensure that children catch up if at the end of the unit they have not made sufficient progress?</p> <p>Do SEND children access the whole curriculum?</p>	
<p>New EYFS team have an understanding of the way that the EYFS curriculum is embedded to meet the needs of all children.</p> <p>Ensure that the high number of SEND, in particular language needs in current Yr R are supported.</p> <p>All staff are aware of the way in which the EYFS curriculum fits into the whole school curriculum.</p>	<p>Staff are familiar and confident in using and apply the new expectations.</p> <p>An engaging and purposeful curriculum with a use of observations and teacher assessment to inform next steps.</p> <p>High expectations of all pupils.</p> <p>Consistency and challenge of continuous provision to support child led learning.</p> <p>Quality outdoor provision appropriate to the environment and contrast to opportunities offered inside.</p>	<p>New members of staff to have training specific to the EYFS expectations. £500</p> <p>Whole school training for staff to understand the impact of the learning environment on children's L & C.</p> <p>Staff are able to plan changes to the provision in order to best support children with L & C needs.</p>	<p>Lesson observations / Learning walks / Work sampling / Provision maps / Position statement / Weekly planning</p> <p>Coaching / peer support and observation</p> <p>How is learning shared between professionals and parents?</p> <p>How do adult interactions move the children's learning forward?</p>	

	Language rich environment to ensure that the quality of talk and language acquisition is high.			
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Behaviour and Attitudes

1. Raise awareness and understanding of the diverse world that we live in.
2. Develop pupil's resilience to set backs in both learning and personal challenges. Increase pupil's ability to articulate their learning
3. Raise attendance across the school.

ACTION- what we want to change/ review/add that is new?	Success Criteria- what do we want to happen as a result of the action?	Resourcing (SVFS PP Catch up funding, Sports, budget)	Monitoring – Who? How? (Question for gobs)	Evaluation / Impact
<p>Diverse World:</p> <p>Increased awareness of cultures, practises and beliefs other than our own.</p> <p>Children to recognise similarities and differences in a positive manner.</p> <p>All children and cultures included in all areas of learning, including role play and continuous provision.</p>	<p>Pupils able to talk about the 'same but different'.</p> <p>Children able to know some similarities and differences between different religious and cultural communities in this country.</p> <p>Explain similarities and differences between life in this country and life in other countries.</p> <p>Embed direct link with Ugandan Primary School in Kagando.</p> <p>Role-play areas to include different clothing/food preparation / food/ settings</p> <p>Planning reviewed to include diversity – text drivers, references to other cultures.</p>	<p>Boxes from the history centre - £70 per box (2 per year group).</p> <p>£200 allocated for resources to support classes.</p> <p>Use of school library service to support diversity in school.</p> <p>Use of EMAS to support staff in meeting the needs of children with EAL</p>	<p>Specific governor to monitor diversity.</p> <p>Subject leaders to review diversity within their subject and identify possible links</p> <p>How does the school environment identify and celebrate commonalities?</p> <p>How is difference valued and nurtured?</p>	

<p>Resilience & Articulation</p> <p>Children are able to talk about their learning, what they are learning and why.</p> <p>Children are resilient when faced with challenges in their learning and in their behaviours.</p> <p>Attendance:</p> <p>Increase whole school attendance.</p>	<p>Pupils are able to articulate their learning, evidence of high quality pupil voice around school.</p> <p>Every stakeholder understands why children need to be in school.</p> <p>Children have good attendance (above nat average)</p> <p>Children want to come to school.</p>	<p>Monitoring to identify pupil voice, pupil conferencing.</p> <p>Prior learning identified in teaching & in floor books / books</p> <p>Use of Arbor to identify absence trends – Office staff to chase</p> <p>Attendance clinic, letters to all families of children not in. Fines.</p> <p>Use of parent liaison to share importance of school – share work of children not in school.</p>	<p>How do children talk about their learning?</p> <p>How do children understand what they are learning now?</p> <p>What is the school attendance and PA rate?</p> <p>What has been done and what is the impact?</p>	
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Personal Development

I. Embed an inclusive RSE curriculum

ACTION- what we want to change/ review/add that is new?	Success Criteria- what do we want to happen as a result of the action?	Resourcing (SVFS PP Catch up funding, Sports, budget)	Monitoring – Who? How? (Question for govs)	Evaluation / Impact
<p>To develop reasonable, respectful and active citizens who are able to play their part and become actively involved in public life as adults.</p> <p>Promote quality of opportunity so that all children can thrive together.</p> <p>Promote an inclusive environment which promotes the needs of all pupils</p> <p>Develop pupils' age appropriate understanding of healthy relationships through appropriate relationships</p> <p>Due to high number of ongoing safeguarding concerns children need to be empowered and able to identify what is not ok.</p>	<p>Children are aspirational and to love learning.</p> <p>RSE curriculum is established in consultation with all stakeholders.</p> <p>Children to recognise similarities and differences in a positive manner.</p> <p>Children will understand how to keep themselves safe, including online.</p>	<p>Subject release time (1 day a term) – student to cover.</p>	<p>Role of the expert board for independence.</p> <p>SLT to monitor the impact of the RSE curriculum.</p> <p>How does the RSE curriculum challenge stereotypes and promote inclusivity for the Calmore community?</p> <p>How effective is the schools provision for pupils' spiritual, moral, social and cultural (SMSC) education?</p> <p>What links are established with the wider community and what impact do these have?</p>	

Leadership and Management

ACTION- what we want to change/ review/add that is new?	Success Criteria- what do we want to happen as a result of the action?	Resourcing (SVFS PP Catch up funding, Sports, budget)	Monitoring – Who? How? (Question for govs)	Evaluation / Impact
1. Enhance the development and impact of the leadership team 2. Empower all subject leaders to drive their subject forward				
<p>To develop the role of subject leaders to ensure that there is a clear progression of skills in each subject area. To hold subject leaders to account for the provision and development of their subject</p> <p>To empower governors to evaluate the effectiveness of the school curriculum and provision</p> <p>To enhance the development and impact of the recently appointed leadership team</p> <p>To ensure that leadership drives forward safeguarding at all levels</p>	<p>Clear progression in all subjects, especially focusing on the foundation subjects.</p> <p>To have a clear, defined intent, implementation and impact in each subject area.</p> <p>To have clear progression of skills in each subject. To improve staff understanding of the progression within each subject.</p> <p>Staff are able to use diagnostic assessments and entry / exit passes to ensure that gaps are identified in learning.</p> <p>Timetabled monitoring visits to school to speak to subject leaders / learning walks.</p> <p>Gov and staff up to date with safeguarding info, KCSIE 2022 and influencing their practice.</p>	<p>Time: to monitor subject / learning walks / book scrutiny / pupil conferencing- use of students to cover.</p> <p>Attendance on Subject leader networks- Use of SLA for course, supply cover</p> <p>CPD to support other staff</p> <p>Whole governor training, safeguarding audit</p> <p>The Key Safeguarding training and assessment</p>	<p>Can children articulate the subject that they are learning?</p> <p>Do children make links with prior learning?</p> <p>Can staff talk about what now, why, what next?</p> <p>What evidence is there that safeguarding is fully embedded in the school community and curriculum?</p>	

Attendance Action Plan

ACTION- what we want to change/ review/add that is new?	Success Criteria- what do we want to happen as a result of the action?	Resourcing	Monitoring – Who? How? <i>(Question for govs)</i>	Evaluation / Impact
<p>To raise attendance across the school</p> <p>All stake holders understand the importance of all children being in school consistently</p> <p>To reduce the number of children that are persistently absent from school</p>	<p>School attendance is in line with or above national average for all groups of pupils.</p> <p>Raise the profile of the importance of being in school regularly with parents, carers and children.</p> <p>Reduce the amount of absences.</p> <p>Children to influence their parents to ensure they come to school regularly.</p> <p>Parents understand the gaps in learning that occur when children are not in education regularly.</p> <p>PA in line with or below national average for all groups of pupils</p>		<p>Has attendance increased from last academic year?</p> <p>What is attendance currently compared to national averages?</p> <p>What is attendance for all groups of pupils?</p> <p>What has been done for children identified as PA?</p> <p>How many targeted children are there in each year group?</p> <p>What is the impact of the interventions?</p> <p>How are staff held to account?</p>	

Attendance Action Plan

Plan of action

Daily	Weekly	Monthly	Half termly
<p>Open the doors from 8:30am</p> <p>Playground gates locked at 8:45am, children arriving after this to go via the office and sign in.</p> <p>By 8:55 all registers to close.</p> <p>9:15am phone call made by the office to all families that have not contacted the school. Invite parents in for a chat (attendance clinic).</p> <p>Children that are ill to be looked after in the school office initially while a decision is made about their ability to stay in school.</p> <p>Parents phoned to bring in medicine e.g. calpol, preferably to sending home.</p>	<p>Attendance clinics held 1:1 with SLT for children who attendance are giving concern e.g. PA, lateness, no contact, etc.</p> <p>Look at class attendance for that week – celebrate winning class by 'Biscuits at Break'. Publish in newsletter to raise the profile.</p> <p>Weekly tracker to show class attendance.</p> <p>Meet with parents who have requested leave from school and explain it why it cannot be authorised.</p> <p>Teachers to speak to parents who have been off school and build positive relationships with them.</p>	<p>Newsletter or letter about attendance, including anonymised work samples to show the difference between attainments for children in school to a child with gaps in attendance.</p> <p>100% attendance sticker/certificate.</p>	<p>Attendance letters to go home half termly with traffic light.</p> <p>Half termly lucky dip for children with 100% attendance – chocolate hamper</p>