



## Best Practice Compendium

### Ark William Parker Academy

Our Attendance tool at William Parker is a tracker supplied by an external person bought in by Ark.

The tracker is used as a tool to monitor each student's attendance on a weekly basis and we are able to highlight the students whose attendance has dropped that particular week. This can ensure that the actions we put in place are personalised to that particular student.

An appropriate action is allocated to each student whose attendance has dropped which can come from a range of drop down actions agreed by ourselves and the person setting up the tracker. This can range from a Tutor conversation through to the need for legal action. This involves Tutors, Heads of House and House AP's in the attendance thus bringing attendance into the fore front of everyone's mind in the Academy.

Once an action has been dealt with feedback is added to the tracker so that the relevant people are able to see at a glance what actions have been taken and if they are persistently absent what the next action is or what the reason may be. The involvement of all staff in this procedure keeps attendance at the forefront of everyone's mind.

The tracker provides information regarding the attendance of vulnerable groups and allows us to track the gap between groups weekly.

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### Beacon Academy

Improving outcomes for our vulnerable students – how the monitoring and intervention supports the progress and final outcomes of our vulnerable students: One of the main priorities for the Academy was to reduce the gap between the PP and Non-PP students working closely with our SEND students as well. Alongside another school within the county we were involved in a pilot working with Terry Molloy, who was then, the Headteacher at Claremont High School Academy in order to improve our understanding and practice and then share this with others East Sussex schools. After experiencing the work they carried out and the exceptional impact they made across the school with the PP students, we implemented some of that practice into our school. Within this session the timeline of events will be shared along with how we monitored the process, supported with intervention and consistently raised and kept these vulnerable students high profile throughout the academic year, which in turn led to reducing the gap.

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### Chailey School

We are working with 8 primary schools which are local to us. We believe that by working together in the local community we have the best chance of changing attitudes to school attendance. At Chailey School we employ an EWO for one day a week and she has helped us to improve attendance and made our policies, procedures, process and systems are robust. This has led to a consistent improvement in attendance for all students and also for vulnerable groups. We still have more work to do here! This term we have sued our EWO to lead a project which our 8 local primaries have signed up to. This term we are:



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- Going into each school with our attendance officer and EWO to meet relevant staff and share practice. We are promoting the tightened practice we have if necessary or learning from the primaries
- We are sharing policies, procedures, processes and systems including the evidence letters etc. that we send out
- We are organising a working lunch for all the relevant staff in all schools where we will hope to agree to consistent best practice across the schools and host a Q and A session. We hope that this will help to create a supportive network of staff moving forward

### Autumn 2018

- We will hold regular review meetings with all schools to discuss trends and share concerns and practice
- EWO will take a caseload of families to work with

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### Heathfield Community College

Heathfield will be sharing Strategies for high attendance – what worked and what didn't.

This will include policy and procedures, current working practice, - to include what we have done to move our attendance from mid-93% to regularly >95% consistently over the last 3 years, current trials (what has worked and what hasn't), future thinking based on research and attendance trends.

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### Ratton School

We appointed our first Learning Mentor in 2013 through pupil premium funding with a remit to support PP students by removing any barriers to learning. The Learning Mentor role is different to other roles; each Learning Mentor builds a close supportive relationship with the student and family through:

- Regular family meetings
- 1:1 scheduled time with the student
- In-class support
- Drop-in to discuss matters of concern throughout the day

Morning drop-ins are encouraged to set the student up for the day by providing them with the resources (pencil case, breakfast etc.) and resolve for the day. Each relationship is bespoke according to the needs of the student. We currently have two full-time Learning Mentors with a caseload of approximately 12 students. Students are referred by their Head of Community based on the criteria of pupil premium, academic underachievement/lack of attendance/more than one exclusion in the academic year. Impact has positively affected attendance, behaviour, relationships and attainment for many of the students concerned.

We have developed a bespoke curriculum for small group teaching of 3-6 students, which incorporates Maths, English and Enterprise to develop the skills, needed to accompany GCSEs in these subjects. The curriculum is flexible in its delivery and takes 6-weeks full-time. Students adopt the role of an Apprentice with name badges and an initial career talk by our Careers Advisor. They are provided with a brief to



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develop an area of the environment, a budget of £100 and, in addition to carrying out the work, have to produce:

- A scaled plan of the area
- A test of the soil
- Plant research
- Costings of the plants purchased
- A presentation to senior leaders of their proposal

Two groups have completed this curriculum. The impact has been reduced absence and exclusions during and short-term after the curriculum.

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### Seaford Head School

Teaching and learning monitoring systems

1. To provide a clear picture of every day practice
2. To provide a platform for colleagues to gain regular feedback
3. To provide a platform for colleagues to showcase best practice
4. To monitor the impact of teaching on vulnerable learners.
5. To ensure reflection on appraisal targets.

We operate a layered monitoring system that gives us capacity to monitor teaching across 3 key stages on a daily basis.

Layer 1 - through on call, where M/SLT will drop-in to a lesson where they monitor common expectations. Feedback that highlights best practice or failure to implement common expectations goes back to AHT i/c t&l.

Layer 2 – through learning walks which have a fortnightly focus on a year group and selection of vulnerable students in that year group. This gives colleagues immediate and developmental feedback. Specific fields are filled in looking at provisions for the selected vulnerable students and best practice is shared in briefing.

Layer 3 - showcases – these are full lesson observations where the teacher nominates the class. A pre-meet will take place which identifies the appraisal focus and how this ties in with observation, planning and feedback. Departments also have a departmental focus, which is specifically observed in the lesson. There are two of these in the academic year

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### The Cavendish School

**Developing a behaviour policy for all, whilst ensuring the management system is in place to support the policy**

At Cavendish we have invested time, energy and resources into creating a behaviour policy for all of the pupils within our secondary phase. This was needed as various policies had been used in recent years and feedback from staff and pupils identified the need for this to be updated. Many factors were taken into account when devising the policy. The most important one being the need for all staff to take ownership for pupils behaviour, both in and outside of the classroom, and not just that of a few key members of



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staff. We have created a management system that allows key stakeholders to track the implementation and follow up of the policy by line managers and senior leadership. Support staff had their roles changed somewhat to assist with the new management system that is used on a daily basis. Whilst the new policy is proving to be successful, we continue to evaluate the practicalities of the policy and the management system and will make appropriate changes as and when needed.

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### Uckfield College

Uckfield College have worked closely with Skillforce this year to provide two intervention programmes for vulnerable students. Skillforce ran a 12 week 'Trail Blazers' intervention for 9 of our year 8 and 9 students who had been identified due to poor attendance and behaviour. For the 9 students who completed the course there was 42.5 total days of absence from school in terms 1+2. Since starting the course in terms 3+4 they have only accumulated 13.5 days absence between them. A member of staff wrote this about one of the students on the course,

"The difference I can see following the workshop Charlotte did with you is massive - her responses are so positive now and her work ethic is infallible. She frequently finishes the tasks set first and is eager to have another task to do. If there are any problems with behaviour or engagement (which is very rarely) she processes the sanctions with maturity and always tries to improve afterwards. Thank you for everything you did to support her.

### AND...

**The Parent Support Programme** is a project to provide parents and carers with the most up-to-date information and research on neuroscience. Through 6 innovative seminars throughout the year, and follow-up support sessions, parents and carers will gain access to everything brain science tells us about:

- *Learning and development*
- *Anxiety and how to manage it*
- *Well-Being and how to maintain it*
- *Learning difficulties and how to support them*
- *Homework and study and how to cope*
- *The human brain and how it works*



Alongside seminars parents and carers will have access to a website which includes all of the materials discussed and activities and tasks to try out with their children at home. Everything we have in our home has a manual, the TV, our mobile, our washing machine; the Parent Support Programme is a manual for the human brain.

The project and seminars is targeted specifically at the parents of vulnerable youngsters but throughout the year parents and carers of all children will have an opportunity to access the materials.

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### Willingdon Community School



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### The use of an Accelerated Progress Coach (APC), Transition TA (TTA) and Learning Support Professionals (LSPs) in supporting vulnerable pupils during Transition and throughout their school journey

Aim: Reduce exclusions and improve attendance of vulnerable pupils

Context: In terms of fixed term exclusions, there is a 13.41% gap in FTE for Vulnerable and Non-Vulnerable pupils. The gap is 4.94% for overall attendance and 15.7% for Persistent Absenteeism. Whilst we have utilised the opportunity of the SSIF to improve our tracking and monitoring of all student's attendance by implementing a rigorous and robust 4 tiered system, we now have a more forensic approach to the attendance of VPs and are working to change the culture whereby attendance becomes everyone's responsibility. We have adapted the work of 3 groups of staff to focus on engagement, transition and attendance of vulnerable pupils.

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#### Seahaven Academy

We started Integrate in the autumn term to try to respond to the needs of very vulnerable students who were not accessing school. The students had entrenched and complex needs in school and at home. Attendance was very poor and the students had low resilience and low self-esteem. Integrate seeks to break this pattern by helping students experience a positive, nurturing start to the day. We use a mixture of therapeutic and solution focused group activities to help students recognise the barriers to their success, but also find resilience to build up their capacity to manage school. Students start with the Integrate hub and gradually build up lessons from a place of safety. The programme has been very successful in its infancy and we are looking to develop and embed the programme to have a wider impact on vulnerable students.

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#### The Eastbourne Academy

##### Attendance Celebration Event (ACE)

ACE has been developed at The Eastbourne Academy over several years and in its current form contains a number of related support programmes leading to a large celebratory free fun fair on The Academy field after school on one day in the summer term. Pupils have to attain 97% attendance to get their free ticket, and are limited to the number of lates they can get. The attractions include side show stalls, "inflatables" and a barbecue with each pupil having a free voucher for some food and a drink, with a number of free entry vouchers for the attractions so they can choose where to use them. The total cost to the school is around £3,000, which is not vast when weighed against the results achieved. The fair opens just after the end of the last period and usually runs for two hours (approximately 3 pm till 5pm) and staff members volunteer to do an hour or two running a particular stall.

There are Golden Tickets awarded to pupils by recommendation whose attendance has improved very steeply over the year (if they were not able to reach the 97% overall) and in the rare case where a normally high attender has had a one-off incident (e.g. broken leg) that made it impossible for them to reach 97%.

The programme has resulted in an improvement in whole school attendance over five years from low 90s to over 95% for the past three years. To give a context, The Academy has approximately 45 - 50% Pupil Premium depending on the year group, so potentially a difficult cohort for attendance, but ACE is very popular with the pupils.