

School Attendance and your Child



Great Attendance at School Fosters Holistic Health and Wellbeing



Good attendance at school ensures our children access GIRFEC principles and values alongside the eight wellbeing indicators (SHANARRI). Come to school and develop healthy habits and skills!

High rates of attendance at school fosters and develops...

Play Based Learning

Health and Wellbeing

A sense of belonging, community and nurture

Social/Language Skills and Relationships

Creativity and Exploration

Life and Employability Skills

Equity and Inclusion

Wider Achievement

Confidence and Contribution

Self Belief and Compassion

Essential Literacy and Numeracy Skills from the earliest years

Learning Across the Curriculum

Responsibility and Respect

*The right to an Education is one of the most important principles of
The United Nations Convention on the Rights of the Child
(Articles 28 and 29)*

Attendance Facts

>95%

Best chance of
maximising
attainment
success and
overall
wellbeing!

95%

Equivalent to
missing 9.5 days
per year - or half
a day every 2
weeks

90%

Equivalent to
missing 19 days
per year - or 1
day every 2
weeks

85%

Equivalent to
missing 28.5
days per year -
or 1.5 days every
2 weeks

80%

Equivalent to
missing 38 days
per year - or 2
days every 2
weeks

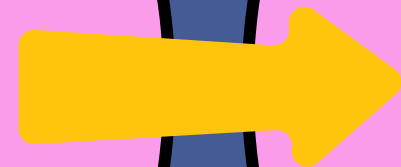
When averaging 90% attendance over the course of their school career, by the time a young person has reached third year of secondary education, they will have missed the equivalent of an entire year of school!

[Education Scotland Attendance: Understanding the Issues November 2023](#)

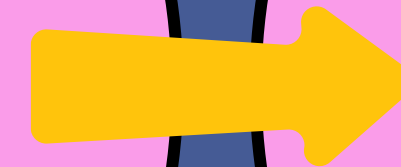


Poor Attendance: Impact of Underdeveloped Numeracy Skills

In OECD and UK basic skills reports, a link between poor numeracy and poor physical health is clear.



Good numeracy skills are linked to positive financial behaviours including saving and keeping up with bills.



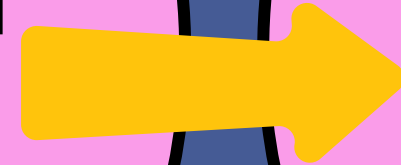
British Cohort studies show a link between poor numeracy skills and depression.

School absence and frequent late comings can result in gaps in the foundations of basic Numeracy and Mathematics Skills. Lack of numeracy skills can also cause a barrier to accessing other areas of the curriculum, engagement in learning and enjoyment.

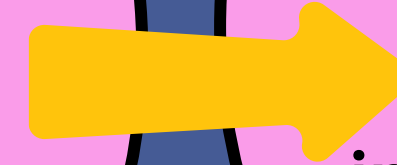
Poor Attendance: Impact of Underdeveloped Literacy skills



Poor literacy skills are linked to earning less and experiencing poverty.



Poor literacy skills result in learners achieving less than expected across the curriculum.



Consequences of low levels of literacy are associated with limited employment prospects, health inequalities and lower social and political participation in our society.

School absence and frequent late comings result in gaps in the foundations of basic talking, listening, reading and writing skills. Good attendance facilitates the building blocks and foundations of these skills which are crucial from the earliest years of school, progressing through primary and secondary.



Early Years Attendance: Nursery to School Transition

Foundations of Reading

Phonological awareness,
common word exposure,
rhyme and analogy,
reading strategies for
enjoyment and purpose

Foundations of Writing

Letter formation, correct
pencil grip, fine motor
skills, underwriting,
drawing to write, forming
words, sentence
structure

Foundations of Talking and Listening

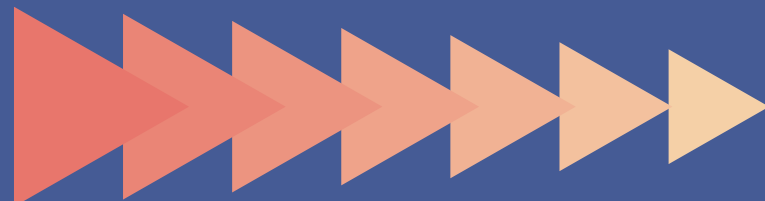
Basic social skills, taking
turns to speak, listening
to others, listening to
modelled reading,
performing to an
audience

Foundations of Numeracy

One to one
correspondence, cardinal
number, ordinal number,
number formation, add,
subtract, count on and
back

Health & Wellbeing

Fine and gross motor skill
development, skills for
mental and physical
health, emotional
literacy, conflict
resolution strategies,
play



P7 to S1 Transition

It is widely understood that school absence impacts academic attainment, social wellbeing and mental health across all stages including P6, P7 and secondary stages.

Recent University of Strathclyde research concluded that *all* absences negatively affect educational attainment at all stages of school but are “especially harmful” during the transition from primary to secondary and in the early to middle secondary stages.

P6 and P7 are especially important for preparing pupils to progress to high-school. Those with increased absence rates, miss out on carefully planned, nurturing transition events and experiences.

The research has shown that the beginning of secondary school requires students to navigate multiple transitional challenges relating to relationships, teachers and curriculum. Missing school at this stage has the most damaging consequences for achievement.

Long-term Impact of Poor Attendance

UK Government statistics demonstrate children and young people who performed better both at the end of primary and secondary school, missed fewer days than those who did not perform so well.

Student Feelings

P3 student: Sometimes I feel worried but my teachers help me with feelings. When I come back after being off, it feels hard getting used to things but then I feel fine. I love playtime and art the best.

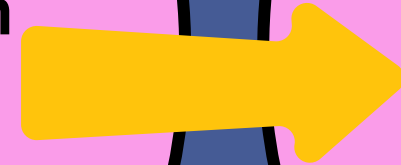
P6 student: I am late a lot and it makes me nervous going into class. Sometimes I try to stay outside the classroom. I don't like when I miss mental-maths and the start of the numeracy lesson because I don't know what everyone is doing or talking about.

P7 student: When I was off, the class had been up to the high school to do Science and PE. I missed it all and feel so nervous and worried about S1. It was like everyone was confident, apart from me.

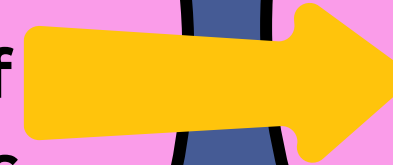
How to Report an Absence



Please telephone the school office no later than 10am to advise of an absence. Absences require to be recorded, by law.



Please state your child's name, class and reason for absence and length of absence. If a time frame is unknown, please call each morning of absence.



If you are unable to call, the office staff will contact you for pupil safety. Please give advance notice of medical appointments, where possible.

How sick is sick?

<https://publichealthscotland.scot/publications/health-protection-in-children-and-young-people-settings-including-education/health-protection-in-children-and-young-people-settings-including-education-version-1/#section-1>

How SLC schools can support families to instill good attendance for our young people

Continual monitoring of attendance

Continue to embed a nurturing school ethos

Signpost families to support/strategies

Pinpoint patterns to identify barriers to attending school

Break down barriers caused by the cost of the school day

Parental Partnerships and regular Communication

Emotional support/signposting

Create additional support plans

Breakfast Club

Organise internal and external support

Raise pupil, staff and family awareness of attendance level impact

Ensure staff are trained in our Attendance Policy and how to promote it

Facilitate pupil and parent voice through consultation and feedback on attendance issues