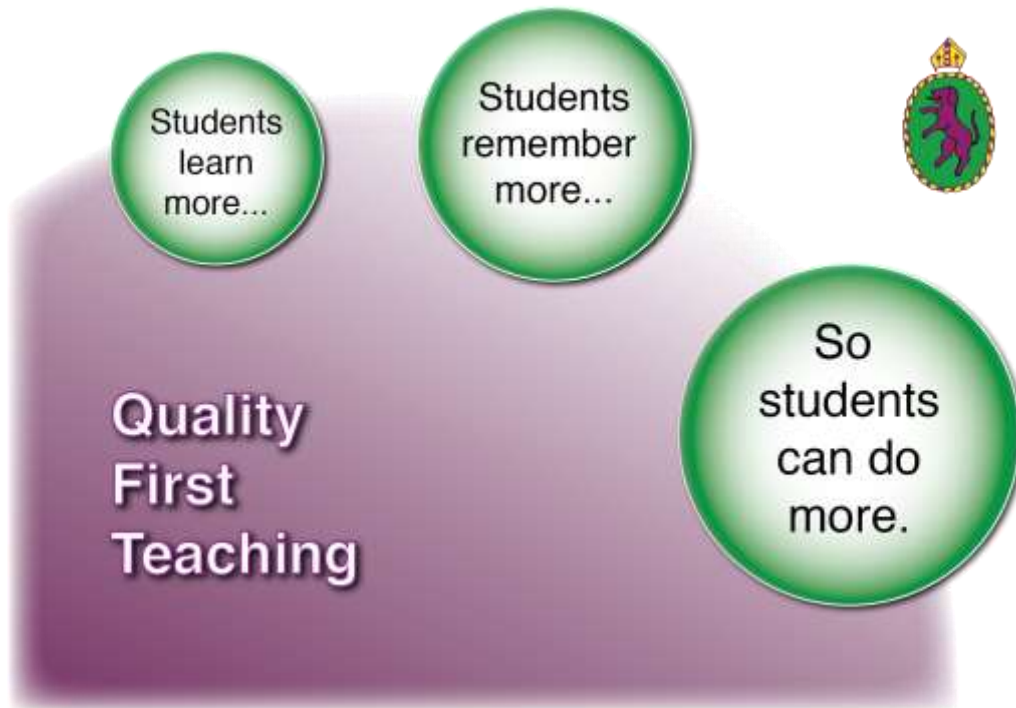


CURRICULUM, LEARNING & TEACHING POLICY



Agreed by Headteacher: March 2020

Reviewed: March 2020

Next Review: March 2021

Rationale

At Hall Mead School, we believe passionately that we follow an ethical curriculum that offers wide opportunity and participation and which meets collective and individual needs. We subscribe to the definition that the term 'curriculum' refers to the entire planned learning experience.

Our aim, is to minimize gaps in understanding between students in the Academy through quality first teaching, enabling them to become active citizens of a democratic society by developing their knowledge of history, the world, science, and the arts. This will improve the attainment and progress of all students, because they will know more, remember more and be able to do more as a consequence of the teaching they experience and the environment in which they learn.

This policy is supported by 4 Appendices:

Appendix One: Curriculum Plan 2019/20;

Appendix Two: Presentation Guidance;

Appendix Three: Homework Guidance;

Appendix Four; Assessment, Recording and Reporting Guidance.

Core Principles:

Curriculum

- Ensure all students have access to a broad, balanced, challenging and knowledge rich education, matched to individual needs.
- Provide a foundation that reflects the importance of English, maths and the Ebacc, including a Modern Foreign Language.
- Recognise the value of creative and practical subjects.
- Provide a curriculum that promotes students' personal, social and health education, and British values.
- Provide the majority of students with access to an academic education that culminate in a full set of GCSEs, whilst providing meaningful alternatives for those students who are unable to access GCSE.

Teaching and Learning

- Provide students with opportunities to develop a substantive knowledge base which includes skills and creativity.

- Use strategies that enable students to remember and apply prior learning and learning in other subjects.
- Encourage students to develop subject specific literacy and use this effectively.
- Have well planned schemes of work that build on prior learning and provide the structure for future teaching and learning.
- Provide suitable levels of challenge for students of all abilities.
- Encourage students to learn independently.

Assessment

- Accurately measure what a student knows and can do.
- Recognise the importance of regular formative and summative assessment.
- Regular feedback outlines what students need to do and enables them to improve.
- Identify key gaps in learning and conceptual understanding which informs future teaching.
- Link to planned schemes of work and cross-curricular expectations.
- Can take a variety of forms depending on subjects, topics or students.
- Provide meaningful information for students, parents, caregivers, subject leaders.
- Records the progress being made by for each student in each subject.

Teachers

Curriculum:

- Have well-developed subject knowledge that enables them to adapt teaching to meet different student needs with fluency
- Know the challenging aspects of each scheme of learning and how they can be delivered effectively
- Use evidence of students' learning to feed into the planning and adaptation of schemes of learning
- Where appropriate, draw links between schemes of learning and the bigger picture, for example: local issues, careers, current affairs, etc.
- Contribute to the development of schemes of learning
- Know how each scheme of learning can be used to promote literacy and numeracy

Teaching & Learning:

- Skillfully deliver and adapt planned sequences of lessons (learning schemes) to enable all learners to acquire and develop subject specific knowledge.
- Make it clear to students what they are learning and what they need to know/do
- Use the students' context and prior learning to identify and address gaps in knowledge
- Use spacing and interleaving to regularly revisit prior learning; boost long term memory of key subject knowledge and improve retrieval
- Enable students to connect new knowledge with existing knowledge
- Maintain and model high expectations
- Provide a suitable level of challenge through what is taught
- Use questioning to develop and deepen students' subject knowledge and vocabulary.
- Develop students' learning habits and learning skills
- Regularly set and mark homework in line with guidance provided
- Effectively manage each class
- Promote and follow the Hall Mead 'Lesson Principles'

Assessment:

- Regularly mark students' work for understanding and accuracy
- Regularly provide feedback on what has been done well and indicate possible improvements or next steps
- Provide opportunities for students to respond to feedback
- Check and encourage effective organisation and presentation of work
- Carry out and mark key assessment tasks identified in schemes of learning
- Review assessments to identify what students know and can do and take action on what they need to improve
- Make sure students are addressing gaps in their learning
- Mark internal assessments and external exam components in line with published deadlines
- Record marks in SIMs as required
- Complete reports in line with published deadlines

Middle Leaders

Curriculum:

- Lead the design of learning schemes that are subject specific, knowledge rich and accessible to all
- Ensure that learning schemes build a foundation of knowledge and skills at each Key Stage which prepares students for further study
- Know and develop the strengths and weaknesses of their team in relation to subject knowledge and pedagogy
- Lead the development of teachers, subject knowledge and pedagogy and deploy them effectively
- Ensure that there are opportunities to link subject specific content with broader learning, for example, British Values and SMSC
- Provide courses that are matched to student need and future destinations
- Identify links between subject knowledge/skills and relevant career opportunities

Teaching & Learning:

- Quality assure teaching and learning by carrying out observations, learning walks, book checks and student interviews.
- Take steps to address areas in need of further development
- Help teachers develop up to date subject knowledge and pedagogy
- Ensure teachers are supported and have access to the required resources
- Work with Lead Practitioners to guide, support and challenge as required
- Ensure prior assessment data is used in the planning and delivery of learning
- Monitor the setting and effectiveness of homework
- Use knowledge of prior teaching to effectively sequence learning, removing unnecessary repetition and addressing gaps in knowledge

Assessment:

- Ensure that each scheme of learning includes suitable assessment to measure the impact on learning
- Moderate assessments to ensure teachers complete assessments accurately and in line with the schemes of learning
- Quality assure teachers' marking and feedback
- Use key assessments to identify areas and/or key cohorts for improvement and plan to how address these accordingly
- Be aware of and act upon changes to exam requirements and regulations, ensuring teachers are doing the same
- Review schemes of learning in the light of assessment data

Senior Leaders

Curriculum:

- Oversee the breadth and balance of the whole curriculum
- Ensure that there are opportunities to link subject specific content with broader learning, for example, British Values and Citizenship
- Work alongside middle leaders to shape the curriculum and its delivery according to our context and student need
- Be aware of and respond to local and national changes and developments, communicating these to relevant stakeholders
- Work in conjunction with ELAT colleagues, local schools and relevant national bodies
- When planning the school curriculum, take account of the school calendar and staff workload

Teaching & Learning:

- Define and promote the school's teaching and learning priorities including principles for sequenced sets of lessons
- Quality assure teaching and learning
- Provide opportunities for teachers to work individually and collaboratively to develop aspects of subject pedagogy
- Manage colleagues' performance, providing support and challenge
- Provide regular and relevant professional development opportunities

Assessment:

- Regularly review key assessment data with HODs/HOFs to ensure the correct areas/cohorts are being identified and focused upon
- Use assessment data, including marking and feedback, to quality assure learning and progress
- Cross reference areas for improvement with assessment data
- Be aware of key performance measures and know how the areas they line manage impact upon these
- Encourage collaborative working within departments, across departments and across the Trust
- Ensure staff know and understand the principles of assessment and feedback

Students

Curriculum:

- Be able to make informed choices about their future at key points in their education
- Appreciate the need for and benefits of following a broad and balanced programme of study for as long as possible
- Further develop their skills and interests by participating in extra-curricular activities

Teaching & Learning:

- Approach each lesson with a positive frame of mind and be ready and equipped to learn
- Be inquisitive, confident and prepared to learn through trial and error
- Develop a resilient approach to learning “ If I can’t do it yet I will be able to in the future”
- Play an active role in learning, developing self-discipline and independence in order to get the most out of every lesson
- When absent from a lesson, be proactive in addressing gaps in learning
- Do homework on time and to the best of their ability

Assessment:

- Know what they already know and what they are trying to learn
- Respond positively to test results and feedback, acting upon it to improve learning. For example, revisiting, redrafting or improving work.
- See assessment as an opportunity to show what they have learnt and can do
- Be proactive in addressing gaps in their knowledge and skills

Governors

Curriculum:

- Oversee and agree the curriculum strategy, understanding its link to the school ethos and student outcomes
- Question leaders about the strategic intent of the curriculum in relation to the local context of the school
- Support the work of the school
- Ensure the curriculum and relevant strategic decisions are financially prudent

Teaching & Learning:

- Hold leaders to account relating to the performance of teachers in the classroom, including appraisal
- Ensure a clear vision and strategy to deliver quality first teaching
- Review evidence that quality first teaching is being achieved and having the desired impact

Assessment:

- Agree the strategic intent and principles for assessment and reporting
- Know the strengths and weaknesses of the school, as well as what strategic plans are in place, in relation to GCSE outcomes and the IDSR
- Use assessment data to hold leaders to account in relation to the impact of quality first teaching on student outcomes

Lesson Principles

At Hall Mead School, we believe that all our teachers can be great at teaching and we expect our teaching staff to be reflective practitioners, who engage with opportunities to develop their practice and work collaboratively to improve the practice of others. To aid this process, we have identified six '**Hall Mead Lesson Principles**' (HMLPs) that we believe underpin every instance of great teaching and that we expect our teachers to think about when delivering their subject-level curricula. These Lesson Principles will typically be seen over a period of great teaching rather than in every individual lesson and include key thinking around subject knowledge, pedagogical knowledge and an understanding of how we can best ensure our learners know more, remember more and are able to do more. Our departments are given the freedom to deliver these core principles in the best way for their context but they will always link directly to the learning of our students.

- 1. Lessons are driven by a challenge question, which sits within a coherent sequence of learning, so that lessons build depth, breadth and accuracy in knowledge and its application.**
- 2. Lessons draw on subject specific and wider approaches to teaching, including memory and retention, so that learning time is maximised, and students can unlock and apply prior learning.**
- 3. Lessons include well-planned explanations, modelling and independent practice (knowledge, understanding, application), so that students know more, remember more and can do more.**
- 4. Lessons consider every learner, every lesson, so that all students have high expectations of what they can achieve and are supported in doing so.**
- 5. Lessons connect learning to the wider curriculum through literacy, oracy, numeracy, SMSC and careers, so that learning is strengthened and supported by wider learning goals and students' schemata are developed.**
- 6. Lessons use approaches to assessment to check the understanding of all students and respond appropriately, so that students can always move forward in their learning.**

APPENIDX ONE
CURRIUCLUM PLAN 2019/20

Subject	Year								Totals
	7		8		9		10	11	
	EQUA	LITY	EQUA	LITY	EQUA	LITY	Acad	Acad	
English	6	6	6	6	7	7	8	8	54
Maths	6	6	6	6	6	6	8	8	52
Science	6	6	6	6	6	6	10	9	55
Food Tech	2	2	2	2	2	2			
DT	2	2	2	2	2	2			
Computing	2	2	2	2	2	2			12
PSCHEE	2	2	2	2	2	2	1	2	15
Langs (KS3)	6	6	6	6	5	5			34
Langs (GCSE)/Vocational							5	5	10
Art	2	2	2	2	2	2			12
Drama	2	2	2	2	2	2			12
Music	2	2	2	2	2	2			12
Geography	3	3	3	3	3	3			18
History	3	3	3	3	3	3			18
Hums (Geo or His GCSE)							5	5	10
RE	2	2	2	2	2	2			12
PE (core)	4	4	4	4	4	4	3	3	30
GCSE Option 1							5	5	10
GCSE Option 2							5	5	10
Total	50	50	50	50	50	50	50	50	

Banding and Setting

KS3: maths and English are taught in sets. All other subjects are taught in mixed ability.

KS4: maths, English and Spanish are taught in sets. All other subjects are taught in mixed ability.

GCSE

Option subjects: art, business studies, computer science, construction, design and technology, film studies, food technology, media studies, music, physical education, religious studies, triple science.

Alternative pathway subjects: child development, construction, information technology, music, sports studies.

APPENDIX TWO

PRESENTATION GUIDANCE

We will ensure that our students are given every opportunity to achieve academic success, as well as furnishing them with the skills to succeed beyond the world of education. Being able to express themselves in a fluent, extended and accurate way is one of the most important tools, and will help to instil a sense of pride in their work, and an understanding of the importance in the world of work of accuracy and high quality presentation. In addition, exercise books, more than ever before, are the primary source of revision for students. They must be clearly laid out in order to be useful. Extended writing is an important mechanism through which students organize, structure and express their learning.



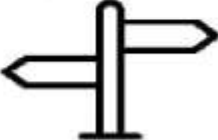


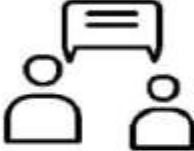
APPENDIX THREE
HOMEWORK GUIDANCE

Guiding Principles:

1. The principles of homework mirror the Hall Mead Lesson Principles. The tasks set may help students answer a challenge question or set the lesson in a wider context. It might foster confidence through independent practice, or connect learning to the wider curriculum. Teachers should consider every learner, every lesson so that homework is supportive, challenging but achievable. Consideration must be given to the learning needs of individual students.
2. Homework should have a clear purpose which is understood by all. It should focus on acquisition, consolidation or expansion of knowledge. It should help students know more, remember more and be able to do more and allow independent practice.
3. Homework should be set regularly and recorded in SIMs and student planners. This may vary depending on the number lessons allocated to each subject per week. 'Time filler' homework should be avoided.
4. Homework should consider the resources students have access to outside of school and whether they have the knowledge to complete the homework successfully.
5. Rarely should homework be completed for the next day.
6. It should be clear how homework will be used and whether it is to be written or verbal.

FEEDBACK GUIDING PRINCIPLES

The following principles outline the Academy's vision for Feedback. It is the responsibility of individual subjects to translate those principles into departmental practice and to ensure that subject teachers apply them consistently in their approach. In doing so, the Academy understands that there will be differences in their interpretation and realisation between subject disciplines.

<p style="text-align: center;">TIMELY AND SPECIFIC</p> <p>Students need to know specifically what they are doing well, coupled with very clear and specific actions that they should apply in order to move forward and have maximum impact. The closer the feedback is to the submission date, the bigger the impact.</p> 	<p style="text-align: center;">CHALLENGE QUESTION UNDERSTOOD?</p> <p>Focus on the knowledge, skill or understanding that will provide best springboard for improving the progress of your student.</p> 
<p style="text-align: center;">THE JOURNEY</p> <p>Improving student output is the destination. Signposting students will bring a deepened knowledge and understanding of the subject and their wider learning needs; including literacy, oracy, numeracy or metacognition. Diagnostic information informs you of any misconceptions or gaps in knowledge, so that you can plan effective lessons</p> 	<p style="text-align: center;">THINK INDIVIDUAL</p> <p>Take into account that every learner is different and will have specific needs. The type of feedback you give and the language in which it is couched should reflect this.</p> 
<p style="text-align: center;">COMMUNICATION</p> <p>Give feedback on the accuracy of spelling, punctuation and grammar including subject specific vocabulary. Exercise professional judgement and be aware of those students with specific learning needs. Use the marking symbols.</p> 	<p style="text-align: center;">ACTIVATES AND MOTIVATES</p> <p>High impact feedback deepens thinking, which leads to achievement and progress and encourages students to be independent.</p> 

Marking Frequency (footnote)

All staff are required to mark and respond to students' written work on a regular basis of at least once every three weeks or twice every half term. Heads of Department will set specific expectations relevant to their department.

APPENDIX FOUR
ASSESSMENT, RECORDING & REPORTING GUIDANCE

At Key Stage 3, results of assessments, formative feedback and improvement targets are given to students in line with the schemes of learning for each subject. Progress is reported to parents twice per year (mid and end of year reports). An example of which is shown below.

This new system has the intention of:

- Linking progress in learning specifically to the key learning strands in each subject
- Providing more detailed information about the learning taking place as opposed to a numerical grade showing current attainment.

Heads of Department and Directors of Faculty have a responsibility, supported by members of SLT, to ensure that effective use of assessment is being used by teachers and that relevant tracking and intervention is taking place as a result of the assessments they carry out. Summative assessments are carried out at the end of each scheme of learning and additionally if required.

Low stakes testing to develop memory of key knowledge and formative feedback take place more frequently, depending upon the frequency of lessons for that subject. We would expect this to be every two weeks for a core subject and every four weeks for other subjects.

At Key Stage 4, progress is reported termly, and gives parents a numerical GCSE grade matched against an estimate grade. The estimate used for students is the FFT 20 estimate based upon their KS2 attainment. These are revised during the Key stage in the light of subsequent GCSE cycles. See the KS4 Frequently Asked Questions for more information.

In addition to progress information, the reports at both key stages also includes information relating to effort, attendance, punctuality, achievement points and behaviour points. Effort grades are awarded from A (highest) to E (lowest). These are aggregated to form an 'Effort Score' which is used to inform praise and interventions through the pastoral system.

YEAR 7 PROGRESS REPORT - SPRING 2019

Pupil Name: C Leverclogs

Tutor Group: 7WT

Attendance: 98.5%

Number of lates: 0

Subject	Progress				Effort
English Mr Stephens	Reading: Secure at the mid level	Writing: Secure at a low level	Grammar: Secure at a low level	Speaking: Not yet assessed	B
Maths Mr Maher	Number: Secure at the mid level	Algebra: Secure at the high level	Geometry & measure: Secure at a low level	Probability & ratio: Not yet assessed	B
Science Mrs McFadden	Biology knowledge: Secure at the mid level	Chemistry knowledge: Secure at the high level	Physics knowledge: Not yet assessed	Investigation skills: Secure at a mid level	B
Spanish Mrs Fernandez	Writing: Secure at a low level	Speaking: Secure at a low level	Reading: Secure at a low level	Vocabulary: Secure at a low level	B
Geography Mrs Brighty-Glover	Locational knowledge: Secure at the mid level	Place knowledge: Secure at the high level	Physical and human knowledge: Secure at a low level	Geographical skills: Secure at a low level	A
History Miss Case	Historical knowledge: Secure at the mid level	Historical skills: Secure at the high level	Use of evidence: Secure at the high level	Recall of prior learning: Secure at the mid level	A
Art Miss Bigsby	Artistic techniques: Secure at a low level	Use of media: Secure at the high level	Evaluating work: Not yet assessed	Art History: Not yet assessed	A
Computing: Mr Lucas	Understanding and use of algorithms: Secure at a low level	Use of programming languages: Not yet assessed	Knowledge of computer systems: Secure at the high level	Use of applications: Secure at the high level	B
Design & Technology Miss Hunt	Design skills: Secure at the mid level	Making skills: Secure at the high level	Technical knowledge: Secure at a low level	Analysis: Secure at a low level	B
Drama Miss Garred	Individual performance skills: Secure at the high level		Group performance skills: Secure at the high level		B
Food & Nutrition Mr Oliver	Food preparation skills: Secure at the mid level	Cooking skills: Secure at the high level	Knowledge of healthy food: Secure at a low level	Evaluation skills: Secure at a low level	B
Music Mr Wells	Individual performance skills: Secure at the mid level	Group performance skills: Secure at the high level	Composition skills: Secure at a low level	Knowledge of musical genres: Not yet assessed	B
Physical Education Mrs Morgan	Tactics and strategy: Secure at a low level		Performance skills: Secure at the high level	Competition skills: Secure at a low level	C
PSHE Mrs Fanning	Knowledge of democracy and society: Secure at the high level	Sex & relationships knowledge: Secure at a low level	Knowledge of drugs use and abuse: Secure at the high level		B

Effort Score: 120	Class Highest Effort Score: 133	Achievement Points: 17	Behaviour Points: 3
-------------------	---------------------------------	------------------------	---------------------



Year 10 Review: May 2018

Pupil Name: Charles Brown Form: 10xxx
 Attendance: 100.0 % Number of lates: 0

Subject	Predicted Grade		Effort
ENGLISH Miss H. JAMES	Language: 5	Literature: 5	B
MATHEMATICS Ms P. Prabakaran	5		B
SCIENCE Mr S. MITCHELL	5	5	B
PHYSICAL EDUCATION (Core) Mrs E. TOPP	n/a		B
PSHE & Citizenship	6		A
GEOGRAPHY Mrs A. BRIGHTY-GLOVER	5		B
SPANISH Mr J. Goffard	5		C
FOOD & NUTRITION Ms J. DOCKRILL	7		A
RELIGIOUS STUDIES Mrs K. Fanning	5+		B

Currently working above estimated attainment
 Currently working within estimated attainment
 Currently working below estimated attainment

Effort Score Benchmarks					
Charlie's Effort Score	103	Highest score in Form	131	Outstanding	125 – 140
				Good	88 – 124
				Requires improvement	68 – 87
				Cause for concern	67 or below
Achievement Points: 30			Behaviour Points: 0		

Attendance Thresholds:

Excellent	Attendance above 98%	Less than four days of absence in an academic year.
Average	Attendance above 95%	Less than nine days of absence in an academic year.
Low	Attendance below 92%	Missing four weeks or more of school in an academic year.

Please take time to discuss this report with your child and make sure they have their own record of this information on the relevant page in their planner.



Company Limited by guarantee registered in England & Wales (Registered Number: 7702119)
 Registered office Marlborough Gardens, Upminster, Essex RM14 1SF

KS4 REPORTS – Frequently Asked Questions

What is this report showing me?

Our reports provide a predicted attainment grade for each subject matched against an aspirational attainment estimate for your child. Additionally we include an effort score matched against the highest in the class, percentage attendance, number of lates, achievement points and behaviour points. One report each year will also include a comment from the student's form tutor.

How is a student's attainment estimate worked out?

Estimates are based upon the prior attainment, in English and maths, alongside GCSE outcomes of the top 20% of students nationally. We match what students with a similar Key Stage 2 result have achieved in the past and use this to estimate what each student could achieve.

These estimates also take into account other factors that may impact upon a student's progress such as attendance, school changes and individually identified learning needs which is why students with the same prior attainment can have different estimates.

Why aren't students given a target grade?

Whilst estimates are quite accurate for English and maths they can be less so for other subjects, particularly those that a student may not have studied before. In addition, estimates are revised each year in the light of each new set of national GCSE results.

Our experience also tells us that target grades often act as a 'glass ceiling' to attainment. Once a grade has been reached, effort can drop, resulting in a reduction in attainment the next term.

Instead, we provide written and verbal targets that give the students specific actions to carry out to help improve further.

Why has a grade gone red this time when it was white before?

At Hall Mead we operate what is called a 'flight path' for each student. This is the trajectory from their starting point to their end of key stage estimate. As we go through the academic year we expect students to get closer to that estimate. Therefore a student who stays on the same grade could see this go from one colour to another.

Why is there more red on my child's report?

It could be the case that a student is really not working well at school and not progressing but it is rarely that straightforward. There are many factors that affect attainment and progress including the topics being studied at a particular time, a student's like/dislike of a subject, talent in a particular area, quality of teaching, social/personal issues, etc.

Estimates are based on the English and maths assessments students did in Year 6. These are not always accurate for estimating performance across the wider range of subjects. If a student did well in English or maths this would lead to higher estimates in other subjects. If the student then did less well in those subjects they would be further away from their estimate than we would expect at a particular point in the year causing the grade to go red. This does not necessarily mean a student is failing in that subject. It tells you that their current prediction falls below where we would want them to be and therefore, they are possibly capable of doing better in the future.

Why is there more green on my child's report?

It could be the case that a student has worked really hard and exceeded expectation although there are many factors that affect attainment and progress including the topics being studied at a particular time, a student's like/dislike of a subject, talent in a particular area, quality of teaching, social/personal issues, etc.

Estimates are based on the English and maths assessments students did in Year 6. These are not always accurate for estimating performance across the wider range of subjects. If a student did not score as well in English or maths this would lead to lower estimates in other subjects. If the student then did well in those subjects they would be exceeding their estimate and showing as green on the report.

What does the grade actually mean?

Students are graded on a 1 to 9 scale with 9 being the highest. This mirrors the grading used at GCSE and is a prediction of what we think they could achieve based upon the work completed so far. Parents should think of grades as follows:

9	<i>The highest grade. Tougher than the old A* with only 2-3% of students nationally achieving this grade.</i>
7	<i>A high grade. It represents strong performance in a subject. It is at the same level nationally as the old A grade.</i>
5	<i>This is roughly the average grade at Hall Mead and at GCSE nationally. At GCSE it is considered to be a 'strong' pass</i>
4	<i>A pass grade at GCSE. Students attaining this grade are demonstrating a solid foundation in a subject.</i>
1	<i>The lowest grade in the range, suggesting a student is finding it really difficult to learn and make progress in a subject.</i>

Can the attainment estimate change as a student goes through the school?

Yes! As well as responding to changes that are based on each additional set of GCSE results, estimates can be changed for each student based upon how well they have done in a particular subject. Each subject has its own estimate enabling us to tailor each subject estimate to each student.

What are achievement points?

Achievement points are used to recognise when a student has done something good. This could include academic achievement, putting in more effort, participating fully in class or extra-curricular activities and helping others.

What are behaviour points?

On the occasions where a teacher has to issue a sanction to a student this is recorded as a behaviour point. This can be for a wide range of reasons including not completing class/homework, distracting others and demonstrating behaviour that falls below our expected conduct.

What is good attendance?

Above 98% Excellent attendance	<i>These students have had less than 4 days absence in a year</i>
95% Average attendance	<i>These students have had less than 9 days absence in a year</i>
92% Low attendance	<i>These students can be missing as much as 4 weeks of school per year. It will be difficult for them to maintain workloads and their attainment could drop by one grade.</i>
Below 90% Persistent Absence	<i>Students below 90% are deemed to be persistently absent. They can be referred to the Local Authority and parents may face some form of sanction.</i>