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OCTOBER 2025

# THE SCHOOL YEAR

*A Proposal*

By Gillian Hunt

# GILLIAN HUNT

Gillian Hunt is an educational consultant collaborating with third sector organisations, businesses and national organisations to support young people towards successful futures. Her work has involved discussion, research and networking with organisations and individuals across Scotland. She is known for her skills and expertise in interacting with others, exchanging information and connecting people and organisations.

Gillian has been an educator for more than 30 years and initially as a primary teacher, holding several leadership roles in schools before moving into the City of Edinburgh Council (CEC) as Leadership and Management Development Officer. Gillian was the first Academic Coordinator of the Chartered Teacher Programme at the University of Edinburgh, and held that role for two years before returning to the Council as Learning and Development Manager. Gillian served as a panel member on the Edinburgh Children's Panel for five years and led the Scottish Professional Learning Network from 2014 to 2016.

Gillian is serving the final months of her term on the Board of Trustees of Scrان Academy, where she was Chair for three years until 2024. She previously spent seven years as a Trustee of the Children's Parliament and over a decade as a leading committee member of the Scottish Educational Leadership, Management and Administration Society (SELMAS).

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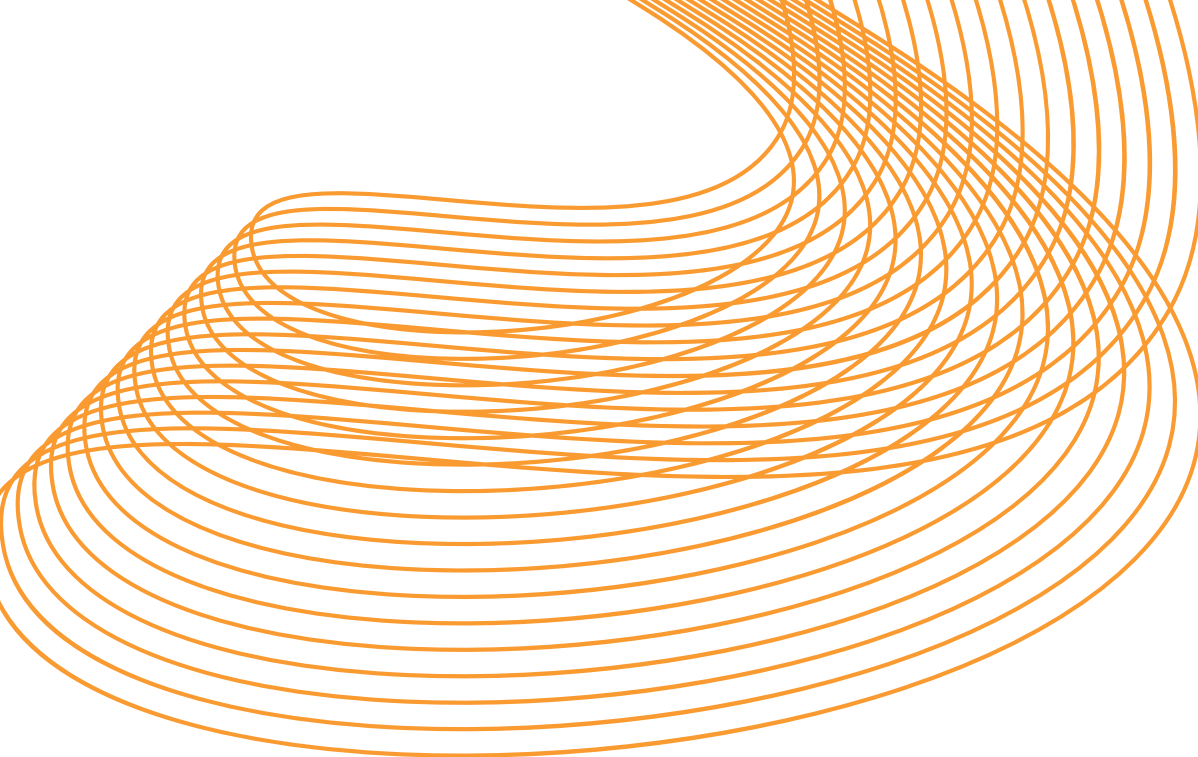
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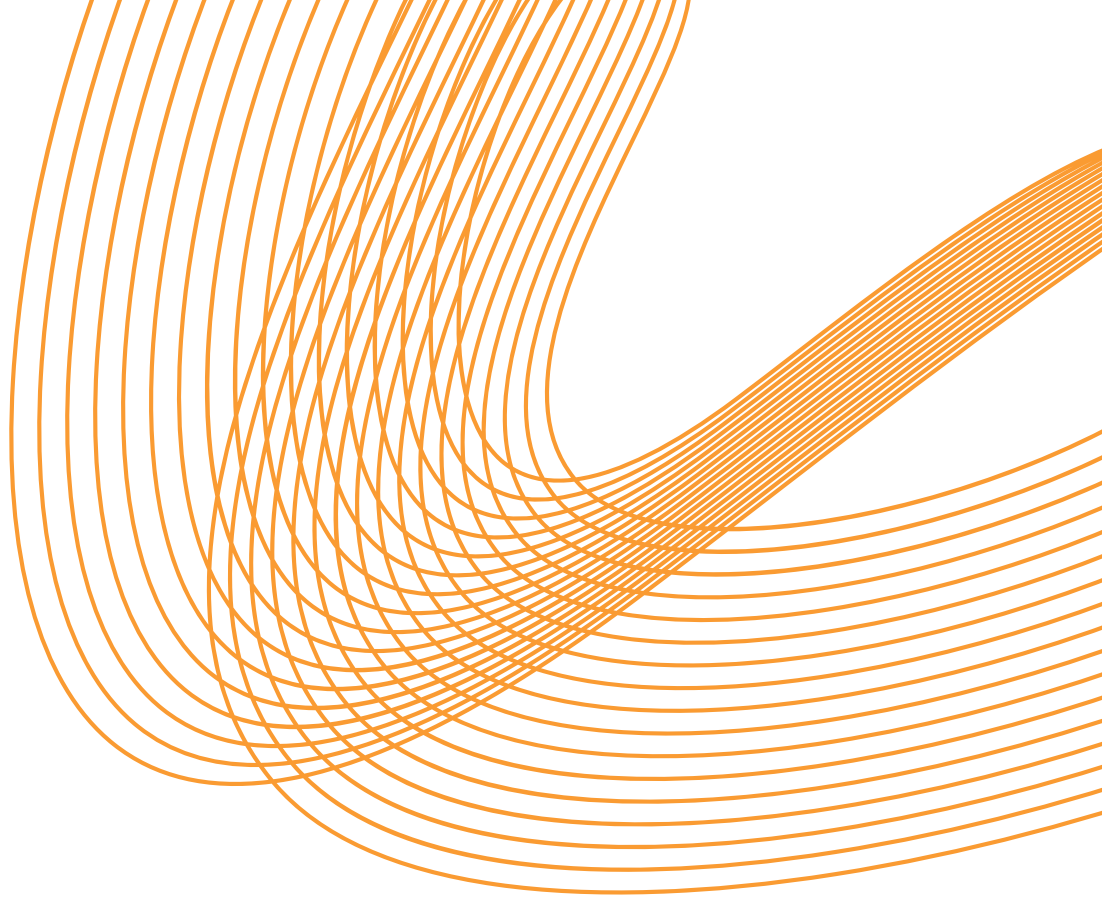
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## FOREWORD

Education reform is almost always costly. Very often, it does not achieve the intended outcomes.

However, the proposal in this paper is very different. It is difficult to see any cost implications. Indeed, there may possibly be savings by having schools open for one more week in the summer when heating may not be needed and closed in a Spring or Autumn week when energy costs will be greater.

Furthermore, the main aim is very simple and virtually certain to be achieved. The long summer holiday gives rise to loss of learning. The loss tends to be greatest among disadvantaged children. Shortening the summer holiday will reduce this learning loss, although the impact will be limited. At the same time, inequity will be reduced.

The proposal is not contentious. No vested interest will be offended. Why not just get on with it?

**Keir Bloomer, Chair of the Commission on School Reform**

# EXECUTIVE SUMMARY

The current pattern of the school year in Scotland no longer meets the needs of children, families or our education system. The school year and pattern of holidays have remained unchanged for over a century, shaped by agriculture and religion and do not serve modern society.

There are several issues associated with the current pattern. Currently there are three long, uneven terms. This results in fatigue for both children and school staff, and challenges curricular planning. The long summer holiday creates a number of difficulties such as loss of learning, holiday hunger and maintaining contact with children who require safeguarding. This is particularly significant and damaging for children living in poverty.

This paper outlines a low cost, or perhaps cost-free, reform of rearranging the current pattern to address the issue outlined above. It is proposed that:

- The number of school days (190) remains the same
- The number of holiday weeks (around 14) remains the same
- The number and pattern of terms would change - instead of three terms a year there would be four with a holiday of two weeks after terms one, two and three and the summer break after term four
- The October holiday would increase from one week to two, which is already the case in some local authorities
- The Christmas holiday and Easter holiday would remain the same: two weeks
- There would be a full week holiday in February, which is already the case in some local authorities
- The summer holidays would reduce by one week, from six weeks to five.

## PROPOSED SCHOOL YEAR PATTERN

**Term 1:** 10 weeks (August to October) - October holiday - two weeks.

**Term 2:** 7 weeks (October to December) - Christmas holiday - two weeks.

**Term 3 part one:** 6 weeks (January to February) - February mid-term - one week.

**Term 3 part two:** 7 weeks (February to April) - Easter holiday - two weeks.

**Term 4:** 10 weeks (April to June) - Summer holiday - five weeks.

*See Appendix 1 School Calendar for 2027/28: a possible holiday pattern.*

## **BENEFITS OF CHANGING THE CURRENT PATTERN**

Well-spaced equal terms could be created, which would:

- Improve efficiency
- Facilitate better curricular planning
- Improve well-being, and reduce fatigue of both teachers and pupils

Regular well-spaced holidays which would/could:

- Lead to easier childcare
- Possibly facilitate an improved spread of childcare and holiday activity costs
- Mean less loss of learning
- Provide better opportunities for the welfare and care of vulnerable pupils
- Avoidance of holiday overlap with other nations

Changing the pattern of the school year is a low-cost educational reform with demonstrable benefits for children, families and the teaching profession, and one which reflects and supports modern life in Scotland.

**This paper provides further information on the above proposal.**

## **HISTORY OF THE SCHOOL YEAR IN THE UK**

It is often stated that school holidays were dictated by the agricultural year, however, this does not really provide a fully accurate picture. The agricultural year dictated the rhythms of rural life and included schools, though this, in the main, was confined to rural schools. Children in rural areas were absent from school at times of planting (spring) and harvest (autumn). In West Lothian, for example, in 1916 it was proposed that two weeks be taken from the school summer holidays to allow for potato picking in October as farm workers were fighting in the First World War. Absences were so frequent for the “tattie harvest” in October, that in the 1930s the October holidays became official.

Religion was always central to the calendar year and school holidays reflected this, with holidays at Easter and Christmas and on saints’ days. Specifically, the origin of summer holidays is not agricultural. In the Middle Ages holidays were linked to religion, for holy days and pilgrimages. In the 18th century, in the time of Enlightenment, it was believed that you had to experience something to learn about it, that learning from books was not enough thus the Grand Tour, a sophisticated gap year for upper class young men, came into being, and though restricted to the upper classes the idea permeated the culture.

Compulsory schooling only began in the late 19th century and it was initially not free but became so towards the end of the century. Several occurrences in the 19th century contributed to the summer school holidays and the subsequent pattern of the school year: the Bank Holidays Act in 1871, industrialisation and the move away from rural/agricultural work to industry in towns and cities, and of course rail travel. The 1938 Holidays with Pay Act enabled family holidays and easier rail travel. This meant people started to take holidays away from home, often beside the sea. Later in the 20th century travel, and particularly travel overseas, became more affordable with families seeking guaranteed warm summer holidays abroad.

American educational reformer, slavery abolitionist and politician, Horace Mann, was an influence on the school year. Born in 1796 and known as the father of American education, Mann became Secretary of Education in 1837. He held teachers' conventions, introduced numerous reforms, drove elementary public education and created normal schools\* to train professional teachers. In addition, he advocated the abolishment of corporal punishment in schools.

In 1838 he founded and edited 'The Common School Journal', in it outlining his 6 main principles:

1. The public should no longer remain ignorant.
2. Education should be paid for, controlled and sustained by an interested public.
3. Education be provided in schools that embraced children from a variety of backgrounds.
4. That it be non-sectarian.
5. Education be taught using the tenet of a free society.
6. Education should be provided by well-trained professional teachers.

Mann moved to feminise the teaching profession, supported equal pay and introduced placing students by age, a new concept until this point.

In terms of holidays he deemed school houses to be unhealthy in summer due to the heat, and that overstudy led to poor health, therefore advocated for holidays during the summer. In the 1840s he proposed a long school break as respite for both children and teachers.

*\*Normal schools originated in the early 17th century from the French école normale. The French concept of an "école normale" was to provide a model school with model classrooms to teach model teaching practices to its student teachers. They were about pedagogy and curriculum and later became teacher colleges.*

Mann was a huge influence in the state of Massachusetts, and then across other US states. Indeed his influence can be seen across the world. In countries such as Italy and Spain children continue to have a three-month summer break.

## CURRENT PATTERN OF TERMS AND SCHOOL HOLIDAYS

In Scotland children have just over six weeks of summer holiday, then a week in October (or two depending on the local authority), two weeks at Christmas, two weeks at Easter and two to eight days in February (depending on the local authority). In addition there are single days throughout the year for bank holidays and in-service training for teachers.

In Scotland the current pattern has:

- 190 days in school (38 weeks)
- 71 days holidays (14 weeks)

*In a year, there are 261 weekdays and 104 weekend days in total.*

The pattern looks much the same in England, Wales and Northern Ireland, the only difference being the timing of the summer holidays. In Scotland the summer holidays usually begin at the end of June or the first week in July, and run until around mid August. In England, Wales and Northern Ireland the summer holidays normally begin in the third week of July, with the new school year commencing the first week in September. *(For current school holiday patterns see Appendix 2 Current UK School Holiday Overview Information).*

### TERM PATTERNS FOR ACADEMIC YEAR 2024/25, EDINBURGH, SCOTLAND (SEE APPENDIX 3 FOR OVERVIEW)

**Term 1**, August to end of December (18 weeks).  
Two 9 week blocks.  
One week mid-term holiday in October (plus one day in September and one day in October).

**Term 2**, January to Easter (12 weeks).  
One block of 5 weeks, one block of 7 weeks.  
One week mid-term holiday in February (plus one day in January).

**Term 3**, Easter to end of June (10 weeks).  
One block of 10 weeks.  
No mid-term holiday (3 single days holiday in May).

# THE ISSUES

The pattern of the school year is dictated by history, custom and practice, and not designed for modern education or indeed the modern way of life. There are therefore significant detrimental issues with the current pattern and these are explored below

## LOSS OF LEARNING

Educationally there is a loss of learning associated with the long summer break. It is accepted that many children regress across the summer and this is especially true for children affected by poverty. Without opportunities to participate in stimulating learning activities children easily regress. In the Herald in 2018 Dr Terry Wrigley, poverty expert and visiting professor at Northumbria University at the time, called for new initiatives to support disadvantaged families: *“Strategy should be developed for free provision of activity schemes with a mix of physical and leisure activity, excursions, help with literacy and numeracy, library, challenging computer games and so on.”* Lorna Walker, a former inspector of schools in Scotland, also called on councils to consider a shake up of school term patterns, *“so that learning is not lost during long summer holidays.”*

In February 2024, Children’s BBC Newsround reported on the issue of learning loss, quoting from a report by the Nuffield Foundation, called “COVID-19 and social mobility: life prospects in a post-pandemic world”. It was noted that the biggest concern was the impact on learning: *“It (the report) argues that some pupils, in particular those from more disadvantaged backgrounds or with additional needs, find it hard to get back into lessons after such a long break from the classroom. They say that the big holidays can slow learning as teaching staff have to spend longer going over things students already learned before the summer - instead of teaching fresh information in the new term.”* The Nuffield report recommended reducing the summer holiday from six weeks to four and making half-term holidays longer, from one to two weeks.

In 2018 the issue of the long summer school holidays was raised as part of an inquiry into the impact of poverty on attainment by the Scottish Parliament’s education committee. Lindsay Graham, a child food poverty policy advisor, in a written submission said, *“I do respectfully suggest that a radical rethink of term times and the use of school premises is something the committee*

*should consider.” Ms Graham’s points were raised in an article in the Herald on 8 May 2018, where she said that “the seven week break hit poor pupils hardest because they could fall behind with their studies.”*

## **LONG, UNEVEN TERMS**

Current school terms are uneven, with longer terms resulting in fatigue for both children and teachers. This is especially true of the summer term of 10 weeks with no mid-term holiday. The (18 week) autumn term, although broken by the mid-term break in October, is also one long term. Lee Elliot Major, Professor of Social Mobility at the University of Exeter, and one of the Nuffield Report’s authors, suggested that *“Reducing the summer holidays from six weeks to four weeks would still provide adequate time for teachers to recuperate, while the two week breaks during the February and October half terms give much-needed time off during the most gruelling parts of the year.”*

## **COST**

The summer holidays are expensive in terms of childcare for working parents. Added to the cost of paying for expensive holidays taken within the school holiday period are the cost of summer activities, such as days out, sports or drama clubs for example.

Research in 2015 by the Child Poverty Action Group in Scotland concluded, *“Families on low incomes experience a range of challenges during holiday periods, including financial pressures and difficulties in sourcing childcare or holiday activities which are accessible, affordable and fit with parental employment and the needs of the family.”*

In the Independent newspaper on 27 February 2024 in an article entitled 'The school summer holidays are just six weeks of hell for working parents', parent of two, Victoria Richards gave her viewpoint: *“I usually manage to factor in just two days a week of ‘holiday sports camp’ so I can go into the office, but I can’t afford any more than that – summer childcare for one child (per day) is £30, let alone two. It barely makes it worth working over the summer at all, except that if I had to think of daily activities every day for my children for six long weeks I’d be completely stressed and bankrupt. Better to tick just one of those illustrious boxes off, rather than both at once. All my sympathies to stay-at-home mums, dads and carers – because it’s far, far easier to be at work.”* Families often have to pay up front for holiday activities and that along with childcare costs and possible holidays can make this financially impossible.

## **HUNGER**

Children living in poverty are provided with free school lunches during term time and in many cases breakfast too but this is not available across the long summer holidays. Some children have their only substantial (and perhaps only) meal at school, so suffer dreadfully during school holidays.

In 2019, Cardiff University carried out a study with 11 to 16 year olds from 193 secondary schools across Wales, totalling 103,971 respondents. The report's heading 'School summer holiday experiences may be putting poorer children's mental health at risk' highlighted the worrying consequences of long breaks from school, one of which was holiday hunger. Dr Kelly Morgan, a Senior Research Fellow, stated that *"Children from low-income families are often entitled to free school meals during term time, but finding enough money for nutritious food during the summer periods can be challenging for many families."*

## **LONELINESS**

The Cardiff University study outlined other worrying consequences of the long summer holidays: nearly 1 in 6 pupils reported loneliness; 1 in 6 reported never or rarely spending time with friends; 1 in 4 never or rarely exercised vigorously; 1 in 16 often or always went to bed hungry; and students from less affluent families had lower mental health and well-being on return to school after the summer.

*"Of all summer holiday experiences, the research found that loneliness had the greatest association with reports of poorer wellbeing and mental health with nearly 1 in 6 people reporting frequent experiences of loneliness during the summer holidays."*

## **TAKING HOLIDAYS**

It has become practice for travel companies to charge significantly more for holidays during school holiday periods. This is true in all four UK nations. Although it is likely that travel companies would charge higher costs for holidays during school breaks wherever they fall, should the pattern of school holidays change, families might choose to take their holiday at a different time of the year, thus spreading holiday and childcare costs.

## ARGUMENT FOR THE CURRENT PATTERN

There's a saying in Scotland, "it's aye been this way", and this is often heard in the education world. It would seem that this is reason enough not to change. Individuals and organisations need to see that the change will be of benefit to them before they are prepared to consider it and they need to want that change more than they want the status quo. There is a perception of the need for the six-week break, to recover from the lengthy, very tiring summer term. This is not in dispute, there is a need for rest and recuperation for all. However, if terms and holidays were redistributed, this could lead to a reduction in fatigue and there would be less need for such a lengthy break.

## A NEW SCHOOL YEAR

The Nuffield Report was also referred to in the Guardian in February 2024. The Guardian article with the headline 'School summer holidays in England should be cut to four weeks' reported that experts recommended, *"longer half-term breaks in proposed overhaul of school calendar in place since Victorian times"*.

The Report outlined six low-cost equalising policies, with the revision of the school year being one of them:

- Providing undergraduate tutors.
- An enrichment guarantee.
- Measuring wellbeing.
- Researching school-parent partnerships.
- Rebalancing OFSTED to explicitly consider disadvantage in schools and credit those excelling when serving under-resourced communities.
- A new deal for teachers clarifying working hours and supporting a more balanced school calendar to improve wellbeing of teachers and pupils.

The school calendar reform discussed in the Nuffield Report explored reform which would:

- Improve the working life of teachers, making planning easier.
- Assist with safeguarding and holiday hunger.
- Spread logistics and the cost of childcare.
- Stagger holidays across regions, reducing costs.
- Provide the same number of days' holiday.

The Welsh government sought to reform the school year and ran a public consultation between November 2023 and February 2024. They sought views on what options could work better for learners, school staff and parents. Their goal was to create a more balanced school year, with perhaps a five-week summer holiday and two-week breaks in Autumn and February. The consultation generated 160,000 responses, with a narrow majority in favour of changing the school holidays. There was, however, contradictory findings so more discussion was deemed necessary. In June 2024 the BBC reported that this initiative had been paused to focus on raising attainment: *“Any decision to go ahead with the changes to school holidays would be taken after the next Welsh Parliament election in May 2026 - making any change to the school holidays unlikely before the 2028-2029 school year.”*

### **PROPOSED SCHOOL YEAR PATTERN (BASED ON SESSION 2027/28)**

This paper sets out a new school year pattern, that has the same number of school days (190) and the same number of holidays (14 weeks). However, it is proposed that there would be four more-equal terms, with well-spaced holidays and a summer holiday would be changed from six weeks to five weeks.

**Term 1:** 10 weeks (August to October), October holiday - two weeks.

**Term 2:** 7 weeks (October to December, Christmas holiday - two weeks.

**Term 3 part one:** 6 weeks\* (January to February), February mid-term - one week.

**Term 3 part two:** 7 weeks (February to April), Easter holiday - two weeks.

**Term 4:** 10 weeks (April to June), Summer holiday - five weeks.

*It should be noted that the 5 in-service days, bank holidays and partial weeks account for the remaining two weeks of holiday and some of the terms may not have full weeks. See Appendix 1, School Calendar for 2027/28: a possible holiday pattern.*

### **BENEFITS OF CHANGING THE CURRENT PATTERN**

Well-spaced equal terms could be created, which would:

- Be more efficient
- Facilitate better curricular planning
- Improve well-being, and reduce fatigue of both teachers and pupils

Regular well-spaced holidays which would/could:

- Lead to easier childcare
- Facilitate more affordable spread of childcare and holiday activity costs
- Mean less loss of learning
- Provide better opportunities for the welfare and care of vulnerable pupils.

Changing the pattern of the school year is a low-cost educational reform with demonstrable benefits for children, families and the teaching profession, and one which reflects and supports modern life in Scotland.

## **FURTHER CONSIDERATIONS**

The use of school buildings for year-round activity to support the issues highlighted above, such as activities during holiday periods, presents an opportunity to deal with holiday hunger. A collaborative approach between public, third, and private sector organisations could be adopted. Funding models would need to be explored, but partnership with the private sector could help provide the necessary resources for this initiative.

### 2027/28 School Calendar Possible holiday pattern

### Appendix 1

August 2027						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2027						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2027						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2027						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2027						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2028						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2028						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	28
27	28	29				

March 2028						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2028						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2028						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2028						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2028						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October 2025

	July			August			September	October	November	December	January	February	March	April	May	June	Total	Notes
Scotland	5	5	5	3	2	5	2		5	1	5	2	3	1			71	
Scottish proposal	5	5	5	5	5	5		5	5		3	2	3	2			61	Single day holidays and in-service days not noted here
England				2	3	2	5	5	5		5	2	3		1		64	Cannot find the other 2 days holiday. 5 inset days not noted on LA websites as at school's discretion
Wales											5	2	3				64	
Northern Ireland	5	5	5	3	2	5	5	5	5		5	2	3		1		69	
Republic of Ireland	5	5	5	3	2	5	5	5	5		5	2	3		1	2	80	

Numbers in boxes indicate number of days out of school that week - holiday or in-service day  
It should be noted that each month (except February) shows 5 weeks as, for example, in July weekdays fall on 5 weeks in that month, 5 weekdays in weeks 1, 2, 3, and 4, with 3 weekdays in the fifth week.

Scotland

- Schools have 71 days out of school (66 days holiday and 5 teacher in-service days)
- Children attend school for 190 days a year
- Scottish local authorities all follow mainly the same pattern across the year. The main difference is that around half take one week in October and the other half take two weeks. This is balanced out by the length of the mid term holiday in February.

England

- Schools have 71 days out of school (66 days holiday and 5 teacher in-service days)
- Children attend school for 190 days a year
- English local authorities all follow mainly the same pattern across the year

Observations

- Children in Scotland, England, Wales and Northern Ireland attend for the same number of school days each year - 190
- As there are 261 weekdays in the year and children in Scotland, England, Wales and Northern Ireland attend for 190 days this means that children have 14+ weeks holiday a year
- Patterns of holidays are similar, in the main, except when the summer holidays fall.
- In Scotland the summer term finishes at the end of June with children on holiday for the whole of July and the first two weeks in August
- In England and Wales the summer term finishes in around the second last week in July with the new term starting at the beginning of September
- In Northern Ireland schools are open for 200 days a year with 5 of those days for teacher training and a further 5 optional closure days
- Schools in Northern Ireland are closed for July and August
- Primary schools in Southern Ireland are open for 183 days, and 167 post primary. Primary schools have July and August as summer holidays, with post primary pupils off in June, July and August (though some of this accounts for exam leave)
- In 2024/25 Scottish children had 32 (6+ weeks) days summer holiday, English and Welsh children had 28 days (5+ weeks), those in Northern Ireland had 45 days (9 weeks) and in the Republic of Ireland 42 days (8+ weeks)

Proposal for changed school holidays in Scotland (see Scottish School Holiday Patterns - Current and Proposal 1 for more detail)

- The same number of school days - 190
- The same number of school holidays - 71 (66 days holiday and 5 days in-service days)
- Holidays distributed more evenly across the year creating 4 terms
- Term 1 - 10 weeks, term 2 - 7 weeks, term 3 - 13 weeks (with mid-term break of one week), term 4 - 10 weeks
- Each term broken up by holiday of two weeks
- Term 3, the longest term, has mid term break of one week
- Shorter summer holiday of 5 weeks (all of July) - which covers traditional 'Edinburgh Trades' (first two weeks in July) and 'Glasgow Fair' (second two weeks in July), and the first week in August
- Proposed changes bring benefits for children, families and teachers with less fatigue, loss of learning etc.

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## 2024-2025 School Calendar

August 2024						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2025						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



School Closed/Holidays



Teacher In-Service Day (closed for pupils)

# 2025

