

**Raising Aspirations: Achieving Excellence  
I'm IN Attendance and Punctuality Handbook 2020-22**

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## BACKGROUND

The strategy outlines our approach to attendance and punctuality, and links closely to the [Teaching, Learning and Assessment Strategy \(2019-21\)](#) and the [Blended Learning Strategy \(2020-22\)](#)<sup>1</sup>. Attendance at college is part of the safeguarding agenda and we are committed to promoting the safeguarding and welfare of all of our students. This strategy applies to all post 16<sup>2</sup> students and apprentices at Leeds City College, Harrogate College and Keighley College. It recognises that the most effective approach to improving attendance is to engage students in positive, enjoyable and high quality learning experiences.

Poor attendance is an indicator of more complex issues within the student's experience. Our approach to attendance improvement puts student experience at the centre and recognises that absence represents one way that a student responds to their personal experiences, in or outside college. Accountability for attendance is with students and teachers, with high expectations set for engagement in learning. Where this breaks down, improvement actions are agreed with the student in their curriculum department. If attendance is below expectations for a group, course or curriculum area, strategies are developed within departments, drawing on advice and support from directors or other curriculum departments. Attendance monitoring forms part of teacher appraisals to ensure student attendance is closely monitored and any concerns are identified and interventions are put in place as soon as possible.

This strategy sets out our expectations, approaches to improving attendance, processes for recording and recognises the barriers to attending college or work that may be faced by some students/apprentices. A whole college focus has led to significant improvements as a result of initiatives including the I'm In strategy, the improving quality of student experience, removing financial barriers to attendance, improved administrative processes and consistency in recording and tracking student attendance. Our focus for 2020/21 is the use of Microsoft PowerBi to critically analyse and observe causal and correlational relationships with attendance data, including to identify any student groups at risk of low attendance.

Since Covid-19, there has been a whole college focus on tracking and monitoring independent learning. Whilst working remotely, each curriculum department is monitoring student engagement (marking independent learning with an i mark), identifying which students are fully engaged and participating in learning or enrichment, which students are making contact but not actively engaging and those we are unable to contact. New register

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<sup>1</sup> The Blended Learning Strategy is currently out to consultation

<sup>2</sup>See 14-16 processes for Apprenticeship Academy and The Foundry

marks have been created for Covid 19 related illness and self isolation/quarantine which are outlined in [Appendix 2](#). We will build on this to ensure the tracking and monitoring of independent and blended/online learning is effective as we move into a new academic year.

With an increased focus on blended/online learning, a new attendance mark (marking blended/online learning with an @ mark) has been introduced to differentiate from the current independent learning mark. The @ mark for blended/online learning and i mark for independent learning should be used to register learning as an alternative to face to face delivery (see appendix 2 for guidance on using the i and @ mark).

The college's high level attendance target is 91%, with no more than 2% of students reported late. Individual departmental targets are set by Heads of Department, who track and monitor these with teachers within curriculum areas. Before the start of each academic year, Heads of Department are required to inform Andrea Cowans of their attendance target. The departmental targets for 2020/21 are available [here](#).

## 1. KEY THEMES AND ACTIONS

There are four I'M IN areas of focus this coming year which, together, will improve reported attendance, with a fifth wellbeing theme included for both staff and students and a sixth for post lockdown return to learning.

### **A1. Information: Administration, systems and processes**

Compliance with established systems for recording attendance, including online and blended learning, will mean we can monitor attendance patterns from induction and produce accurate analysis and reports

### **A2. Monitoring: Data & reporting**

Analysing attendance data more forensically and reporting by a range of characteristics will improve understanding of which students' attendance is consistently below target

### **A3. Inclusion: Overcoming barriers to learning**

Understanding individual and systemic barriers to learning will mean we can target support to those students who need it most

### **A4. Involvement, engagement, enjoyment is student experience**

An unwavering obsession with creating an outstanding student experience, in the classroom, enrichment activities and in shared spaces, which is informed by a student led narrative

### **A5. Staff and student wellbeing**

Strategies to improve attendance will have the wellbeing of people at their heart

### **A6. Post Lockdown return to learning**

Monitor and analyse changes in and emerging attendance patterns. Understanding barriers to learning including: confidence, anxiety, bereavement, travel, campus accessibility, wellbeing. Consider how blended/online and independent learning are used

**1.1 An outstanding student experience (A4)** is thoughtfully planned to ensure engagement in learning, with a strong 'Im In' ethos key to attendance and engagement in learning. All staff expect 100% attendance and teachers have ownership of attendance and retention of their students. Attendance will be discussed during appraisals, with teachers responsible for completing registers with the correct mark for every taught session. There is a significant correlation between progress, value added and attendance, so high expectations link to high aspirations for our students. Students enjoy coming to college and have access to a full range of activities on each campus. Induction, peer and learning groups are skilfully managed to maximise friendships, build trusting relationships and a sense of belonging.

- Coaches/teachers/attendance officers and all campus staff engage in conversation about wellbeing and highlighting the benefits of engagement.
- Expectations are visible at each campus and clearly communicated at departmental induction activities. All students are set individual attendance targets at their first progress review meeting.
- Departments are responsible for creating a welcoming, inclusive, restorative and respectful environment that celebrates individuality, develops resilience and promotes wellbeing.
- Students experience engaging, active and stimulating learning experiences, regular high quality feedback and are motivated by the relevance of learning to their aspirational career and progression plans.
- A range of enjoyable experiences and opportunities encourage students to attend and develop skills for work and life.
- Departments celebrate student engagement and attendance, and agree with students how reward schemes could work with reference to the evidence base (appendix 3)
- The benefits of excellent attendance and punctuality is explicitly linked to employability.
- Student induction and pulse surveys demonstrate a positive experience.
- A parents welcome event, including expectations for attendance, is organised during HT1 and a parents evening in HT3 or HT4.
- Assessors liaise with employers and parents/carers where appropriate, to promote a positive experience for apprentices in the workplace.

## **1.2 Independent and Blended Learning (A1, A6)**

- Engagement in learning is demonstrated through completion of learning tasks, progress which is assessed, and the attainment of grades, as with any type of learning experience. The teacher plans and facilitates independent and blended/online learning, checks understanding, gives feedback and tracks progress. It is crucial to record both blended/online and independent learning.
- The @ mark for blended/online learning and i mark for independent learning should be used where the learning process replaces face to face delivery.
- Use the '@' mark for planned blended/online learning when there is evidence a student has engaged in curriculum learning through a blended/online platform. The @ mark is for planned, whole class, online or remote learning (not face to face). It is an auditable activity and

where, if selected, you need to provide the evidence of learning associated with this session. Further guidance is available from the Head of Independent Learning.

- Use the 'i' mark for independent learning when a learner cannot attend a face to face session and which is agreed with their teacher/assessor. Other independent learning experiences may not be online but are integral to courses, such as artistic/ work related events or projects and will be recorded as an i mark on the register. It is an auditable activity and where, if selected, you need to provide the evidence of learning associated with this session. Further guidance is available from the Head of Independent Learning.
- When deciding what blended/online or independent learning might look like, teachers will use knowledge and expertise to create appropriate opportunities to build on the starting points and needs of students and apprentices. Some will need more time than others to develop their independent learning skills, and therefore require more scaffolding before embarking on unsupported independent learning.
- If you need any advice or support please contact [steven.hope@leedscitycollege.ac.uk](mailto:steven.hope@leedscitycollege.ac.uk)

### **1.3 Effective systems and administrative approaches mean recording and reporting engagement in learning is accurate (A1, A2)**

- Students must attend induction activities to ensure continued enrolment (online/in person).
- Students are enrolled onto registers, which are set up for planned learning.
- The i mark is for use when a learner cannot attend a face to face session and accesses learning independently which is agreed with their teacher/assessor. This should be readily evidenced for audit and quality purposes (see appendix 2).
- The @ mark is for planned, whole class, online or remote learning (not face to face). All blended/online learning should be recorded when there is evidence a student has engaged in curriculum learning through a blended/online platform.
- We are required to monitor student attendance to include: self isolation / quarantine and Covid related illness. These absences are recorded on class registers, using the existing absence code A. You will need to select self isolation/quarantine or Covid related illness from the drop down category as the reason for absence. It is the responsibility of class teachers to plan and support remote learning of their students during any period of self isolation or quarantine, and this can be recorded on group profiles to ensure it is auditable.
- Assessors ensure apprentices record 20% of the job learning using OneFile.
- Teachers are required to complete all registers within the lesson. Weekly AM/PM attendance reports are run every week and will be monitored at DELT meetings (college level) and departmental meetings (including course and level of provision). *If a register has not been completed at the time the report is produced, it cannot show a positive mark, and as such will bring down the overall group / course / department percentage for the week.*
- Planning timetables and activities well to ensure full and productive days at college and maximise attendance, with registers set up appropriately for reporting provides evidence throughout the year that attendance is on target. Lessons such as tutorial, English and Maths or theoretical input are sandwiched between traditionally well attended sessions to encourage students to engage.
- Access to enrichment and study support during extended breaks. Setting holiday projects, e.g. collaborative pieces of work which require students to be in touch with each other, including use of Google classrooms for timely feedback (cited as a positive in the student focus group).

- Students know how to report absence and teachers ensure absences are followed up in a proactive way from the first day, preferably by phone.
- Employers are informed from day 1 if apprentices do not attend college at the start of the day.
- Parents are provided with access to ProPortal for students under age 18, and are included in attendance improvement actions where appropriate.
- Student absences are monitored for retention and timely withdrawals are processed following MIS procedures.
- Academic year cycle planning, checking timetables and providing sensible deadlines for submitting work to minimise stress and anxiety which may cause student absence.
- Ensure lessons start on time, impart essential information in the first 5 minutes, and engage students from the start to promote punctuality. If this slips, students will lose impetus, feel disengaged and lose motivation.

#### **1.4 Students are supported to overcome barriers to learning (A3)**

Some students will achieve lower than average recorded attendance due to a range of barriers to learning and personal circumstances, which can impact negatively on access to the curriculum, work experience or enrichment offer. These students are monitored and specific positive interventions are developed relevant to their personal circumstances. Monitoring of attendance includes consideration of these factors and their impact. Sometimes a changing pattern of attendance can be an indicator of other issues, which include but are not limited to:

- Students who haven't settled on programmes and made friends
- Students with low confidence and / or self esteem
- Welfare, mental health, wellbeing and safeguarding issues
- Additional learning support needs which are unmet
- Financial barriers to learning, including travel and subsistence, which can be overcome through student funds
- Kit, equipment and take up of enhancement such as trips and visits
- Students with caring responsibilities and young people living independently
- Students without supportive home lives
- Students struggling with the course content

#### **1.5 Intervention strategies which are relevant to departments and their students are put in place where attendance falls below agreed targets (A3, A5)**

- Attendance targets for students are agreed, recorded by Progress Review 1 and reviewed in each one to one coaching meeting.
- Meaningful and achievable attendance improvement actions are agreed with students where attendance is below expectations. Progress is reviewed and feedback given.
- Teachers develop strategies appropriate to the age, stage and level of their students and groups, recognising that attendance on level 3 courses is higher.

- Parents / carers are significant influencers and can support students. Reports are provided detailing the progress of students including overall attendance during HT2 & HT5 and parents are invited to discuss progress.
- Parents/carers will be contacted systematically if a student does not attend. There is an automated text system for 16-18 year olds which enables admin teams in curriculum departments to send text messages to students and/or parents / carers if they do not attend. For more information on the process click [here](#).
- Attendance improvement actions are included in departmental quality improvement plans, where their impact is monitored with a focus on student experience.
- Tracking of departmental or course level interventions by monitoring attendance on weekly reports at student/teacher/group/course/curriculum level/department/campus identifies which interventions work.
- Analysis of student voice, student rep feedback and on course surveys will help understand the student perspective.
- A focus on doing more of what works, and sharing this in teacher excellence networks.

## 2. RECORDING AND MONITORING ATTENDANCE

% of Attendance (LCC, HC and KC)	2020/21 LCC, KC, HC	2019/20 LCC, KC, HC**	2018/19 LCC, KC	2017/18 LCC, KC
<b>All Ages (AM/PM)</b>	85.9%	87.4%	89.3%	86.9
<b>All Ages</b>	82.9%	84.4	81.9	
<b>16 -18</b>	80.8%	83.7	81.8%	86.2*
<b>19+</b>	88.5%	88.2	85.4%	88.3*
<b>English</b>	72.4%	78.1	72%	74.5*
<b>Maths</b>	75.1%	78.6		75.9*

\*MIS portal attendance report 3 Sept'18

\*\*MIS Attendance report from 03/06/2020 2019/20 data from 02/09/19 - 20/03/2020 due to Coronavirus lockdown

The purpose of attendance reporting is to monitor student engagement and use findings to improve student experience / outcomes and report to funding bodies. By encouraging a more analytical and granular examination of attendance data involving teachers and students more directly, to identifying and agreeing improvement actions, everyone will have a greater influence.

### 2.1 Recording attendance

Attendance is recorded in ProSolution on class registers set up by school admin teams. A register counts for the whole block of time a teacher is with the same group of students. The Course Leader and Head of Department will decide which classes have registers set up. The registers will add up to the appropriate planned hours of learning for the programme of study, ensuring compliance with funding regulations. This includes planned independent/remote learning and ad hoc sessions. Registers are completed in class. Where this is not possible, registers will be marked by the end of the Monday following the registered class. Teachers can see their missing registers through ProSolution. For weekly missing register reports, Heads of Department and teachers can view this directly through PowerBi. A list of register marks is available in appendix 2 of this document.

## 2.2 Apprenticeships

The monitoring of apprenticeships attendance is done through OneFile. All apprentices working towards an apprenticeship standard or Framework, must spend at least 20% of their paid employment undertaking 'off-the-job training'. Ultimately it is the college's responsibility to evidence that 20% development time is taking place, but the onus is on all involved – including the apprentice and the manager – to make sure that the apprentice is given the time to complete the learning. At the start of the apprenticeship, the apprentice, employer and provider will agree an individual learning plan (also known as a commitment statement), which sets out the apprentice's learner journey including the amount and type of training and development that will be delivered.

Off the-job training is a vital component of any quality apprenticeship. It reinforces the practical, work-based learning completed on the job, with technical and theoretical learning. They combine to make for the most effective learning and apprenticeship experience. The ESFA defines off-the-job training as... "Learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties." Some of the challenges employer's face are in the interpretation of the definition; what counts towards it, where training should take place and how it should be calculated. Others face operational challenges in giving apprentices more time away from day-to-day working activities. In addition, employers may be conscious of the consequences of not meeting the rule, both reputational and financially if their ability to use levy funding is removed.

### What Counts and What Doesn't Counts towards the 20% off the job

Counts			Doesn't Count
Training from suppliers	Case studies	Directed reading such as journal articles, online articles, books, etc.	End-point assessment (although preparation for this can do)



Individual and group training	Videos	Online learning – webinars, podcasts, discussion forums	Maths and English Functional Skills – apprentices needing to complete these skills will need additional time on top of the 20%
Coaching	Mentoring	Preparation / Revision for assessment	Progress reviews or on-programme assessments as there will be no new learning delivered
Distance learning	Collaborative learning	Team meetings/all staff meetings/away days (only when directly related to achievement of the standard/ behaviours)	Training that takes place outside the apprentice’s paid working hours
Guided study	Demonstration	Learning journal / reflective learning	Any Business As Usual activities
Role play	Observation of others	Induction - but only where relevant to the apprenticeship standard and not workplace induction	

The overall objective is to ensure that apprentices are given the right amount of development time to achieve their apprenticeship, and that all learning – whether delivered by the college or by the employer - is integrated into the apprenticeship in a seamless way. And there are many benefits; from increased apprentice engagement, improved productivity, the embedding of learning to the transfer of skills for increased business performance.

### Calculating the 20% off the job Training

To calculate the total amount of development time required, we look at:

- The duration of the apprenticeship
- The contracted working hours of the apprentice

An example for the Customer Service Practitioner at Level 2 is outlined below. This is based on a 13-month learning journey prior to end-point assessment.

Contracted Hours per Week	37.5	hours
Weeks to be worked per year (minus statutory leave entitlement)	46.4	weeks
Total Contracted Hours - Per Year	1740	hours
Length of Programme	13	months
Total Contracted Hours - Full Appren	1885	hours
20% OTJ Training	377	hours

### 2.3 Reporting

The college day is divided into two sessions: morning and afternoon/evening (also known as AM/PM)

- Attendance at college level for Governor reporting is reported with a register mark for any identified am/pm session
- Attendance for departmental monitoring is by class registers, agreed and set up by heads of department with course leaders, providing information for teacher appraisal / performance reviews.

ProSolution attendance pulls through into ProAchieve and PowerBi. As such both reports provide the same information in different formats.

### 2.4 Monitoring

Monitoring AM/PM attendance reports are generated weekly and discussed by principals and campus directors at senior leadership meetings. The Student Life projects team record weekly snapshots of attendance by college and FB code (Monday to Friday data is pulled). This allows comparison between departments and campuses, and analysis by identifying factors to inform strategic priorities and planning (e.g. equality objectives, allocation of resources).

An example of an AM/PM snapshot for HC, KC and LCC. Reports are also saved for HC, KC and LCC individually which shows a breakdown of FB course attendance.

### Attendance by College Level Detail

Course College Level 0 Description	Learners	Attendance %	Late %	Absence %	Authorised Absence %	Unauthorised Absence %	Missing Marks %
<b>Harrogate College</b>	<b>582</b>	<b>69.17%</b>	<b>0.05%</b>	<b>12.32%</b>	<b>17.89%</b>	<b>43.70%</b>	<b>22.79%</b>
HA2000 - Harrogate College	582	69.17%	0.05%	12.32%	17.89%	43.70%	22.79%
<b>Keighley College</b>	<b>1,346</b>	<b>65.66%</b>	<b>0.38%</b>	<b>16.71%</b>	<b>2.83%</b>	<b>95.08%</b>	<b>17.59%</b>
FB18 - Keighley College	1,346	65.66%	0.38%	16.71%	2.83%	95.08%	17.59%
<b>Leeds City College</b>	<b>10,566</b>	<b>57.93%</b>	<b>0.76%</b>	<b>9.55%</b>	<b>5.84%</b>	<b>83.26%</b>	<b>31.75%</b>
FB10 - School of Health, Social Care & Childcare	1,608	21.95%	0.44%	3.60%	5.38%	69.51%	70.46%
FB11 - School of Creative Arts	1,451	57.60%	2.47%	8.59%	7.76%	81.72%	34.38%
FB13 - School of Essential Skills	389	13.18%	0.49%	8.12%	5.60%	92.00%	76.75%
FB14 - School of Academic Studies	1,634	45.78%	0.25%	10.01%	3.00%	90.48%	44.57%
FB15 - Adult & Community	3,380	83.69%	0.40%	12.93%	6.40%	73.92%	5.06%
FB17 - Printworks	2,145	77.39%	0.58%	10.80%	6.89%	88.92%	11.82%
<b>Total</b>	<b>12,493</b>	<b>59.30%</b>	<b>0.67%</b>	<b>10.39%</b>	<b>6.16%</b>	<b>82.51%</b>	<b>29.94%</b>

At each departmental Performance Review meeting, AM/PM registers are discussed for the following categories:

- Overall AM/PM Attendance for the Period
- Overall Attendance for the Period
- 14-15 Main Aim, Maths and English, Overall
- 16-18 Main Aim, Maths and English, Overall
- 19+ Main Aim, Maths and English, Overall

Please refer to the [guidance document](#) which outlines the definitions for Overall, Main Aim, Maths and English.

Monitoring departmental attendance is part of the Quality Review and Self Assessment Review process and is reported at Performance Review at granular level by department (to see performance review data please click [here](#). Detailed graphs for 19/20 can be found on P Drive P:\Student Development Reports\Attendance and Punctuality\College Attendance and Punctuality\College Attendance 19-20\Attendance Graphs). Campus

directors discuss attendance reports at campus meetings to fully engage all staff teams based at that campus. During the first 6 weeks of the academic year, additional attendance monitoring will take place by teachers at weekly enrolment meetings to highlight any early retention issues.

Reports can be generated through PowerBi for individual students, classes, courses, teachers, departments and campuses. Where there is an identifying factor recorded on PowerBi (e.g. equality characteristic, looked after child status, LSF, SEND, etc), reports can be generated to allow analysis and planning interventions by this factor. If you would like any further information about how to use PowerBI or access the reports please log an MIS footprint through the MIS helpdesk.

### **Ways we triangulate the data that is reported**

- Monitoring with the quality team against Observation of Teaching, Learning and Assessment (OTLA) standards 7.1 for attendance and 7.2 for punctuality for all observed learning.
- MIS sampling compliance of departments with register housekeeping, including regular and timely completion and timely withdrawals of non-attenders.
- Learning walks and at Quality Review compare recorded attendance with actual attendance in each session visited.
- Heads should undertake a management check on attendance during Week 5 to ensure register and data accuracy (including checking reported attendance matches with the numbers in classes) and ensure any withdrawals or no shows have been removed from registers.

## **3. WHO IS RESPONSIBLE FOR MONITORING ATTENDANCE?**

All teachers have attendance targets for maximising engagement with their students / groups / courses, which contributes to the overall department target. Attendance figures and interventions should be shared and understood by teachers / coaching tutors and business support staff. The Director of Student Life has an overall cross college lead for attendance. Attendance leads for 2020/21 (including a definition of their responsibilities) are summarised in appendix 5.

### **3.1 Teachers / delivery staff**

At each professional discussion, current and recent attendance (over the last 28 days) including barriers to students attendance is discussed, with practical actions agreed and recorded. Annual targets to improve attendance are set for teachers /delivery staff in ProObserve (Staff Development Plan) and monitored in 1:1s and team meetings. Performance against all targets will be rated in ProObserve to close each Staff Development Plan (appraisal) at the end of the academic year.

### **3.2 Business services and support staff**

Targets for engaging students and improving attendance recognise that all college staff are responsible for the positive culture and ethos which contributes to student attendance. Targets appropriate to the role will be set in appraisals, discussed with line managers and in team meetings. Teams will work with campus directors to contribute to campus targets and will come up with ideas for activities which engage students and contribute to the I'm In strategy. Examples include engaging students through phone calls, participating in meet and greet, taking part in campus activities and campaigns, setting attendance targets for appointments and providing outstanding customer care.

### **3.3 Resources to help departments**

- Training and development for all staff especially around restorative practice, mental health and wellbeing, equality, diversity and inclusion and safeguarding.
- In-depth one-to-one training for Heads of Department and attendance leads is available on request by MIS.
- School admin teams and MIS officers can advise on setting up registers and reporting issues and will deal with any register errors.
- The [Student Life Google Site](#) and campus based student life teams can advise on how to support students with barriers to attendance.
- I'm In strategy and induction set standards and high expectations.
- Teacher Excellence Networks for sharing practice.
- A student survey is available to departments to send out to students who have less than 85% attendance by week 3 (see appendix 4). The survey questions will also work as prompts for focussed discussions in progress reviews.
- [TLA strategy](#) for impact sheet and access to the TLA Google site for resources.

## **4. PUNCTUALITY**

The college target is fewer than 2% of students/apprentices are recorded as late to lessons. Each department has a localised approach to punctuality, and responsibility for attending on time is the student's. Teachers will assure themselves that any latecomers to lessons are welcomed at appropriate points to not disrupt the learning of others or to create any health and safety risks in a workshop or workplace environment. Teachers will check in with the student during the session to ensure they are able to access the learning and know how to catch up on missed work. Where there are lates, the teacher will check for underlying issues and where needed support will be agreed with the student to help them develop strategies to improve their punctuality, e.g. checklists, prompts or mentor support. Where caring or other issues outside college create a barrier to prompt attendance, teachers may need to offer a personalised approach to ensure learning isn't affected.

## 5. ATTENDANCE, QUALITY CYCLE AND ACTION PLAN

Attendance improvement is central to college improvement strategies which aim for Outstanding judgements for students. The following actions are agreed for 2020/22:

Obsession	Objective	Actions for 2020-2022	
		Action	Owner
<p><b>Information: Admin, systems and processes</b></p> <p><b>EIF - L&amp;M</b></p>	<p>Compliance with established systems for recording attendance will mean we can monitor attendance patterns from induction and produce accurate analysis and reports</p>	<p>The following are acknowledged, but as yet still at the planning stage or inconsistently applied in the majority of departments / across campuses</p> <ul style="list-style-type: none"> <li>• Relaunch of the attendance strategy and action plan</li> <li>• Attendance strategy and plan to include blended/online learning mark</li> <li>• Early planning (before summer break) so timetables and registers are in place by week 2 of term. This will require variations for the September return post coronavirus closure.</li> <li>• Attendance strategy and plan features in ELT presentations to staff</li> <li>• Attendance to feature on staff intranet</li> <li>• MIS to make available for staff responsible for attendance monitoring training on systems and reporting</li> </ul>	<p>Director of Student Life MIS/Independent Learning/Student Life Team Heads of Department</p> <p>Director of Student Life</p> <p>Student Life Projects Team MIS</p>
<p><b>Monitoring: Data &amp; reporting</b></p> <p><b>EIF - L&amp;M</b></p>	<p>Analysing attendance data more forensically and reporting by a range of characteristics will improve understanding of which students' attendance is</p>	<ul style="list-style-type: none"> <li>• A forensic approach to attendance monitoring by including a range of factors and characteristics in specified reports and looking for patterns</li> <li>• A narrative, as well as data-driven, approach to understanding reasons students miss sessions including questions on staff and student surveys - develop early leaver's survey</li> <li>• Destinations survey reports are analysed by prior attendance to identify link with progression and social mobility</li> <li>• Use attendance data as an indicator of impact for cross college services or student life services</li> </ul>	<p>EDI Manager/Student Life Projects/MIS/ HODs</p> <p>Student Life Projects Team and QTLA</p> <p>Harriet Pickering</p> <p>Student Life Project Team</p>

	consistently below target	<ul style="list-style-type: none"> <li>Identify whether teacher average attendance pops up every time they log on</li> <li>Monitor CoFs fails due to attendance in English and maths</li> </ul>	<p>MIS</p> <p>Head of English and Mathematics</p>
<p><b>Inclusion: Overcoming barriers to learning</b></p> <p><b>EIF - PD&amp;BA</b></p>	Understanding individual and systemic barriers to learning will mean we can target support at those students who need it most	<ul style="list-style-type: none"> <li>Student retention patterns to 42 days to be analysed. Early leaver surveys undertaken systematically post withdrawal to provide insight</li> <li>Attendance Leads in departments to share with Student Life Projects Team the nucleus of students with very low attendance and the reasons behind this in a supportive, not punitive, way.</li> <li>Attendance patterns for students with low self-esteem and confidence compared to more confident peers</li> <li>The impact of caring responsibilities and living independently for young people in relation to their attendance.</li> <li>Evaluate the impact of attendance related posts in departments (is it part of a wider role? Explore the amount of time a person is allocated to attendance and any correlation with student attendance/teacher attendance.</li> <li>Include digital skills as part of the student offer through Open P-TECH and induction.</li> <li>Develop mentoring support for students needing help with life organisation skills</li> <li>Maximise take up of student funds to overcome financial barriers</li> </ul>	<p>Student Life Projects Team</p> <p>Attendance Leads within departments</p> <p>Attendance Leads within departments</p> <p>Katie Ball and Student Life Projects Team</p> <p>Attendance Leads/ QTLA team/ Student Life Projects Team</p> <p>Student Life Projects Team and Student Engagement Team</p> <p>Attendance Leads in departments and course leaders.</p> <p>Coaching tutors / Student Funds Team</p>
<p><b>INvolvement, engagement, enjoyment is Student experience</b></p> <p><b>EIF – QoE PD&amp;BA</b></p>	An unwavering obsession to create an outstanding student experience informed by a student led narrative	<ul style="list-style-type: none"> <li>Identify whether there is a link between retention to 42 days and attendance. Survey early leavers.</li> <li>The link between progress and attendance is explored at course level as part of monitoring student outcomes to establish understanding of a causation or correlation effect (create report on PowerBi).</li> <li>Look at the relationship between SEND and attendance.</li> <li>Explore whether students with clear recorded career and work experience plans attend better</li> </ul>	<p>Student Life Projects Team and QTLA</p> <p>Student Life Projects Team and Attendance Leads in Departments</p> <p>SEND Team</p> <p>Harriet Pickering</p>

		<ul style="list-style-type: none"> <li>• Attendance on work placements is monitored and recorded through employer contact (should be able to do this with new platform Navigate as it has a function for employer's to confirm attendance)</li> <li>• Parents, as key influencers, are engaged where appropriate to improve student outcomes</li> <li>• Evaluation of the impact of rewards and attendance initiatives</li> <li>• Assess student engagement in and enjoyment of college and relate these to patterns of attendance</li> <li>• Explore the correlation between enjoyment of high quality teaching and learning and attendance patterns</li> </ul>	<p>Harriet Pickering</p> <p>Heads of Department</p> <p>Attendance Leads in departments Alison Purver</p> <p>Quality Team</p>
<p><b>Staff &amp; Student Wellbeing</b></p> <p><b>EIF- L&amp;M PD&amp;BA</b></p>	<p>Strategies to improve attendance will have the wellbeing of people at their heart</p>	<ul style="list-style-type: none"> <li>• Consider the relationship between teacher workload, well-being and student attendance</li> <li>• The impact of teacher absence, poor punctuality or negative behaviours on engagement</li> <li>• Include digital skills as part of staff development</li> <li>• Include digital skills as part of student offer</li> </ul> <ul style="list-style-type: none"> <li>• Embedding an induction built on transparency, information sharing, developing friendships and cultivating an ethos of belonging</li> <li>• The impact of key organisational strategies on student attendance, e.g. restorative approaches.</li> </ul>	<p>QLTA Team</p> <p>Attendance Leads in department and QLTA Team</p> <p>Head of Independent Learning</p> <p>Student Life Projects Team, Student Engagement, Head of Independent Learning</p> <p>Course Leaders and Student Engagement</p> <p>Alison Purver</p> <p>Student Life Projects Team</p>



## APPENDICES

### Appendix 1: Checklist and key principles for responding to poor attendance

Teachers, tutors and assessors are responsible for working with students/apprentices to improve attendance, and should work in partnership with parents and employers where appropriate. A restorative, inclusive approach will be most effective and disciplinary processes (set out in the [Promoting Positive Relationships & Supporting Behaviour Policy](#)) considered as a last resort only.

- Assign attendance monitoring to a departmental Attendance Lead (see appendix 5) and include in weekly departmental meetings.
- All registers set up and completed from week 2.
- Student timetables are sense checked to avoid large gaps or isolated lessons which may historically have lower attendance.
- Student absence followed up from the first absent session, including induction.
- Follow up absence with a personal contact with the student to ascertain the reason for absence.
- Texts can be useful prompts to improve attendance if sent BEFORE a class, set this up with school administrators.
- Discuss barriers with students refer to appropriate support through teacher / coaching tutor / personal tutor / mentor.
- When a student falls below their personal attendance target, agree improvement actions with the student and record on ProMonitor (see *Progress Review & Target Setting Formula Study Programmes & Full Time Adults on the green button / Planning for Learning and Observation Portal*). Coaching / personal tutors and teachers make students aware of the impact of poor attendance on progress and achievement.
- Where a student fails to attend for 3 consecutive weeks a decision must be made by HoD about whether the student is withdrawn to prevent inaccurate retention data. Students can easily be added back on if they are re-engaged.
- Teachers and colleagues model high expectations with their own behaviours, punctuality, preparation and demonstrating engagement and high levels of energy.
- Systems in place to communicate weekly attendance reports to employers for apprentices, who are aware that absence may result in a reduction in pay and for students on extended industry placements. Assessors or teachers to liaise with employers to agree improvement plans where necessary at assessment/progress review visit.
- School admin teams, who have access to central MIS training and support with systems and processes, should be included in discussions about monitoring and recording of attendance
- Check the college attendance line 0800 652 0335 (LC and HC), 01535 685109 (KC) transfers to the right telephone extension number in your school admin team.

**Appendix 2: Register marks** The marks should be used consistently across departments (consultation 18.11.20)

**COVID 19 - Please refer to the shaded row at the bottom of table. From 11 January 2021 all teachers are required to record on ProSolution.**

Neutral (does not give a positive mark)	Positive**	Negative
C- Completed	/- Present	O- Absent
E- Excluded / Suspended	B- Based offsite with work (Academy Only)	<p>A- Authorised Absence</p> <p>Absence can be authorised if the student informs their personal tutor before the absence occurs and the absence is due to one of the following reasons:</p> <ul style="list-style-type: none"> <li>● Medical, dental or social care appointment</li> <li>● Family illness or emergency dependent care</li> <li>● Death or funeral of family member or close friend</li> <li>● Wedding of family member</li> <li>● Course or job interview</li> <li>● Attendance at an event as agreed with teacher</li> <li>● Transport failure</li> <li>● Sickness</li> <li>● Sitting for an examination</li> <li>● Significant award to self, or immediate family</li> <li>● Attendance at a religious ceremony or observance of a religious festival, which the student would normally attend or observe</li> <li>● Witness, requirement to attend court / legal proceedings / jury service</li> <li>● Driving test</li> <li>● Attendance - Students' Union / student rep meeting, activities, training</li> </ul>
H- HE student not needed to attend	i – Planned independent learning replaces face to face, includes supervised revision, projects, rehearsals etc.	
T- Transferred	@ - blended/online learning replaces face to face,, includes replacement of curriculum content such as Maths via Hegartymaths	
W- Withdrawn	L- Late	
X- Cancelled Class	P- Work Experience / Placement	
	R- Residential	
<p>8 - unable to access learning - Student self isolating - practical session</p> <p>9 - unable to access learning - Student self isolating - digital barriers</p> <p>£ - unable to access learning - digital barriers (see @ mark)</p>	<p>6 - Student self Isolating but can and is attending remotely (see @ mark)</p> <p>7 - Student self Isolating and independent study (see i mark)</p>	<p>A- Authorised Absence - select from drop-down menu</p> <ul style="list-style-type: none"> <li>● Student self isolation and not engaging</li> <li>● Covid-19 related illness</li> </ul>

### Appendix 3: Evidence base for ideas to improve student engagement

#### 1. There is a significant evidence base for an emotional approach to attendance improvement

- **Emotional consequences of belonging** have been well studied. Bonds with other people can become causes for [happiness](#). Supportive social networks can act as buffers against [stress](#). The feeling of being connected to others can be a protective factor against [depression](#). Among [students](#), a sense of belonging to peers and teachers can positively affect academic performance and [motivation](#). For some, belonging and [attachment](#) to co-workers is a better motivator than [money](#). Psychology Today [On Belonging](#) April 2017. Is there a link between anxiety and attendance? There are no firm conclusions about the link between anxiety and attendance, but mainly due to a poor evidence base. Some interesting observations are made [here](#)
- **Belonging gaps can emerge around equality characteristics**, e.g. gender or race, where an individual or minority group feel a lack of belonging, students won't attend if they don't feel they belong and this can reinforce achievement gaps. Students with less confidence, lower self esteem or specific learning difficulties can also be affected potentially leading to social isolation. Engagement linked to motivation and sense of purpose, belonging and trust with positive physical and psychological consequences. **Knowing your students makes a big difference**, it develops common ground, whether this is shared values or experiences, likes and dislikes. A writing exercise that is values based is a great way of developing reflective skills and discussion points.
- **The establishment phase** with new groups is critical, as is maintaining expectations from there on in. Anything you allow, becomes established as allowed. Anything you challenge is established as unacceptable. In [The Learning Rainforest](#), Sherrington talks about the importance of setting routines for excellence, and how we might do that. He refers to Bill Rogers who simply says 'you establish what you establish'.
- There is no great difference between [attendance data for adult and 16-18 students](#), although adult student attendance tends to be slightly higher, a greater proportion of younger learners commonly have only 65% or lower attendance, explore the reasons to develop a personalised approach
- **The impact of not belonging can affect wellbeing and happiness**. Here is a lovely example of one teacher's approach <https://www.facebook.com/hrtwarming/posts/1907470342601359/>. Why don't you take an x-ray of your class and see who your students want to sit next to next week...
- **Confirmation bias** (we see or hear what fits our expectations) is something we might talk about with reference to challenging our stereotypes and assumptions around equality issues, however it is a useful concept in setting expectations and targets and in a class we can create positive assumptions and expectations that students will buy into. E.g. highlighting very positive feedback in student surveys makes students feel more positively about the experience they are having.
- Consider **safeguarding and wellbeing** concerns including impact of social media on social connections and the impact of what goes on outside the classroom. Issues around cyber bullying, inappropriate content and addiction are subject to parliamentary inquiry.

## 2. **The link between attendance and attainment**

The [DfE](#) in 2016 reported that the higher the percentage of sessions missed across key stage 4, the lower the likely level of attainment at the end of KS4. Specifically, pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A\*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A\*-C or equivalent including English and Mathematics than pupils missing 15-20% of KS4 lessons.

We will be using the One Grade system to monitor progress and value added for level 3 students. Sixth Form uses the Ready Reckoner to measure level 3 students Value Added for A Level and Academic Study Programmes. Data from other FE colleges demonstrates a clear link between attendance and Value Added.

## 3. **Engaging and communicating with parents**

Engaging parents can have a positive impact on student outcomes, with [evidence that texting information](#) to parents about attendance and homework submission records is successful in increasing attainment and decreasing absenteeism, for a minimal cost of sending (a maximum of around £6 per student per year averaged over three years) making the intervention highly cost-effective.

## 4. **Targeting interventions for those that don't turn up**

**Attendance** rarely gets above 86% in college, which means that on average 20% of students regularly don't attend (losing the departmental equivalent of a day a week of learning). So for every 1000 students, 200 should be targeted for attendance interventions, using approaches which are personalised and linked to the student's circumstances, e.g. if a student misses morning lessons because they take a sibling / dependent to school, can they attend the same class at a different time or be given planned remote learning, if a student lacks confidence to walk into a full classroom alone, find them a buddy who will meet them outside the main door, if a chaotic home life or living independently mean a lack of clean clothes and an alarm clock, help them find long term solutions. The interventions put in place will contribute to improved soft skills needed to progress after college. In all cases, record the actions and monitor the impact with a rise in student attendance, but also listen to what they say works for them. See the [Ofsted](#) thematic review of college attendance in 2013 for more strategies.

Ownership of **punctuality** is with the students and explicit links to the workplace, health and safety issues for workshop sessions and disruption of learning all resonate with students. Some students report that if they are going to be late, they sometimes don't attend, because of how being late makes them feel. Restorative conversations can help resolve this. This [poster](#) displayed on a classroom door sets an appropriate tone.

Many departments have used reward schemes for individual students and for groups. There is mixed evidence of the benefits of **reward schemes**, and recent [research](#) found that if prizes were promised in advance, it made no difference to whether pupils attended. If the rewards were retrospective, in recognition of high levels of attendance, it seemed to have a negative impact on the winners' future school attendance.

Awards seemed to send "unintended messages" which could have a "demotivating" effect and students winning awards could get the "inadvertent signal" that their attendance had been much higher than expected - and so they could take a more relaxed approach in future or that their behaviour had been exceptional, rather than what was required. In response, they might feel they could try less hard next time. This evidence may not hold up with your students, but do think carefully about which rewards that work, and access to experiences and group activities as a positive opt in, may have a greater impact than individual prizes, not least because they offer new skills or an enrichment opportunity.

### **Suggestions for attendance improvement actions**

These were some ideas for actions around attendance could be agreed in student behaviour agreements:

1. Set a daily alarm relating to college timetable & journey planner <http://www.wymetro.com/howtogetto/>
2. If working part time discuss work rota with a manager
3. Use the learner support fund for help with travel and meals
4. Give a copy of course timetable to a parent or carer
5. Identify a reward that you will receive if you improve
6. Identify someone you can meet to travel to college with who has good attendance
7. Tell your tutors about timetable issues
8. Arrange a personalised timetable if external commitments prevent attendance
9. Meet with a careers advisor to look at different course options
10. Find a mentor to help coach you into improved attendance

Plan a journey | Metro

Tools to help you plan your journey by bus and train in West Yorkshire and beyond.

### **Appendix 4: Survey for students attending less than 80% at week 5**

This survey is to help the College understand any reasons why students with low attendance might not be attending regularly. To see the survey visit: <https://docs.google.com/document/d/1uFbCLG34Mp-GiNplYKCGbN-p3fBZVPH5VcKYm9uAwGg/edit#> Attendance leads will be asked by the Student Life Projects team to distribute this survey to students within their department who have less than 80% attendance at week 5. The aim is to use the results of the survey to see if any interventions can be put into place early to support students.

## Appendix 5: Attendance Leads

What is the role of an attendance lead? Each Head of Department will nominate a member of staff to be the Attendance Lead for their department. The Attendance Lead is responsible for monitoring the department's attendance, helping to develop and keep oversight of attendance improvement strategies and actions as well as reporting any concerns or issues with the Head of Department. The Attendance Leads provide a point of contact for communication with the Student Life Projects team. For more information please contact Andrea Cowans.

Department	Named attendance lead	Job Title
FB1010 Education studies, Child Care and Public Services	Emma Langford (Childcare) and Tom Griffiths (Public Services)	Deputy Heads of Childcare and Public Service
FB1020 Health, Science and Social Care	Frances Gouldsbrough	Deputy Head of Health and Social Care
FB1110 VADA	Grahame Malin	Attendance Officer
FB1120 MMAPP	Richard Lee	Head of Media and Performance Production, Media, Music and Performance Production
FB1315 Post 16-Alternative provision	Dale White	Enrichment PE and STEM Manager, Alternative Provision and School Partnership
FB1340 Foundation Studies (incl Beeston and the Vine)	Richard Jones (Independent Living & Community Inclusion) / Julie Sinclair (Work & Internships)	Programme Managers, Foundation Studies
FB1360 14+ Academies	Natasha Hanley	14+ Academies Co-ordinator
FB1410 Sixth Form	David Kilham	Programme Manager, Sixth Form
FB1440 Events, Enterprise & Employability	Kirsty McLelland	Apprentice Attendance and Data Officer, Enterprise
FB1451 Sport	Daniel Whiteley	Attendance and Data Co-ordinator
FB1452 Science	George Trifunovic	Attendance and Data Co-ordinator

FB1510 Community	No HOD in place contact deputies: Wendy Lane, Nigel Wilkes, Kay Cooper, Nirdesh Jandu & Margaret Shutt	
FB1520 ESOL	Andrea Tanase	Student Liaison Officer
FB1710 Engineering	Katherine Ireland	Course Leader, Engineering and Automotive Technologies
FB1720 Digital & IT	Wendy Squires	Head of Department
FB1730 Business	Diane Flemming	Deputy Head of School, Business
FB1750 Travel Food & Drink	Victoria Roper	Deputy Head of Curriculum and Quality, Innovation and Development
FB1760 Hair, Beauty & Make Up	Belinda Kilroy (Beauty) Emma Worrall (Media) Victoria Campbell ( Level 1 Hair & Beauty) Katie Mortimer/Sara Alkazraji( Level 2 Hair & Barbering; Helen Lakeland - (All 19+ provision)	Course Leaders
FB1780 Animal and land based science	Darren Campini	Programme Manager Land and Animal Based Science
FB1810 Keighley Service Prof	Kevin Burke	Head of Department
FB1820 Keighley Tech	Debra Granger	Head of Technology
FB1840 Keighley Shared Services	Carly Newsholme	Course Leader, Support Services
HA2010- Harrogate school of business and professional studies	Stephanie King	Programme Manager, Curriculum and Quality
HA2020- School of cultural, Heritage and Contemporary Studies	Jason Parry	Programme Manager, Cultural, Contemporary and Heritage Studies

## Appendix 6: Attendance Reporting Guide

### What reports are available?

Reporting is carried out through [Microsoft PowerBi](#) with data pulled from ProSolution (all Heads of Department will have access to this report, if you do not have access please contact MIS). This data is taken from here as the programme allows us to add exclusions to the reports. ProAchieve only looks at funded aims and those students that finish in the current academic year. It does not take into account students that may be on longer programmes.

### Attendance reports on Power BI:

- Performance Review - data reported quarterly at Performance Review
- By Monthly Trend
- By Delivery Campus
- By College Level - data reported AM/PM weekly at DELT
- By Course Characteristic
- By Course
- By Course Leader
- By Learner Characteristic
- By Learner Deprivation
- By Learner
- By Mark
- Weeks Since Last Attended
- Missing Marks
- AM/PM Attendance by Period

### When are reports collated?

The Student Life central project team takes a snapshot of the AM PM (not actual attendance but students best mark of meridian period) week attendance from “*By College Level*” every Monday evening for the previous week (Monday to Friday).

This is reported on at DELT and shared with Heads of Department. These reports will then be pulled again at half term. Performance Review: before each performance review period, each Head of Department will run their own attendance reports.

All of the reports are live and available on PowerBi: <https://powerbi.microsoft.com/en-us/>.

PDF reports are saved on [SharePoint](#) - Student Development Reports. [See the guide to running AM/PM weekly reports on SharePoint.](#)



The [Student Life Google Site](#) has useful information about Personal Behaviour, Development and Attitudes, including a dedicated page for attendance.

## Appendix 7: List of Attendance Reports on PowerBi

On all reports staff can filter to show:

By Age Group	Has Received Free School Meals	Notional NVQ Level
By Course	Is Apprenticeship	Primary Disability Category
By Course College Level	Is Care Leaver	Programme Category
Course Leader	Is High Needs	Qual Size Name
Delivery Site	Is Looked After Children	Register Type
Ethnicity	Key Stage	Date Parameter
Funding Model	Learner	Is Enrolment Best Mark of Meridiem Period**
Has Education Health Care Plan	Learning Difficulty Disability	Is Student Best Mark of Meridiem Period**

\*\*Is Enrolment Best Mark of Meridiem Period / Is Student Best Mark of Meridiem Period (these are the AM/PM filters, the difference between them is that one looks at an enrolment rather than by student. E.g. A student had two sessions in the morning, one for their main course and one for maths, and they didn't show up for the maths but they did attend for their main course. The enrolment best mark would treat it as a positive and a negative, because it looks at both enrolments separately. The student best mark of the meridiem period would just take it as a positive because they did attend one of the morning sessions).

Equality characteristics include: Age (two filters - students actual age and their 14+, 16-18 (24), 19+ funding categories), Gender, Race / Ethnic group, Child Looked After, EHCP, High Needs, Learning Difficulty or Disability, Care Leaver, Child Looked After, Learner Deprivation: by postcode, by prior attainment, is eligible for free school meals.

SEND is defined as Special Educational Needs and/or Disabilities - a young person/adult has a learning difficulty or a disability which requires special health and/or education support this can be a long or short term need. For reporting and monitoring purposes the following filters will be used:

- Has Learning Difficulty or Disability (able to show primary disability in drilldown level)
- High Needs (these are SEND students but with different funding and needs to a general SEND)
- By Education, Health and Care Plan (EHCP)

To see MAIN AIM:

IS English to IS NOT ENGLISH

IS Maths to IS NOT MATHS

MATHS AND ENGLISH (tick the following checkboxes):

Subject 2 is

English skills

Functional skills in English

Functional Skills in Maths

GCSE Maths

GCSE English

Mathematics Skills

The following attendance reports are currently available on PowerBi:

Report Title	Description
Performance Review	<p>The Performance Review Page report includes a series of visuals intended to give the attendance figures as required for a performance review. Use of the buttons allows you to filter for age range or course type. Attendance is given by year for comparing against previous years and by periods 3, 6, 9 and 12. At each Performance Review, the Student Life Team collates reports for each course in the following categories:</p> <p>Overall AM/PM Attendance for the Period            Overall Attendance for the Period            14-15 Main Aim, Maths and English, Overall            16-18 Main Aim, Maths and English, Overall            19+ Main Aim, Maths and English, Overall</p> <p>To view the report please go to the college staff intranet. Click on the MIS button&gt; Systems and Reporting&gt; <a href="#">Attendance</a> or P:\Student Development Reports\01 PDBA Reports for HODs PR. Report frequency: Performance Review.</p> <p>Where will the reports be used/circulated? ELT / DELT / HoDs / Staff use / Governors / Committee</p>
By Monthly Trend	<p>The Monthly Trend report allows you to compare monthly attendance trends against different multiple academic years. The default display is actual attendance but there is a button for Best Case attendance, which is based on 100% attendance from now on.</p>

By Delivery Campus	This report allows you to compare differences of attendance by delivery campus.
By College Level	This report provides quick college level stats for each FB code to highlight and compare differences between courses. This report provides a general overview of the whole college attendance. This includes all funded courses. This report takes into account all registered sessions students are signed up to attend. This report is a live report and gives the data at the time. The Student Life Team takes AM/PM weekly snapshots of the report and these are saved in the college P Drive every week P:\Student Development Reports\Attendance and Punctuality\College Attendance and Punctuality\College Attendance 19-20\Weekly Reports. These are then shared in DELT meetings. To view the report visit the college staff intranet. Click on the MIS button> Systems and Reporting> <a href="#">Attendance</a>
By Course Characteristic	The By Course Characteristic report gives a breakdown by Qual size, Subject, Notional NVQ Level and Funding Model.
By Course	The By Course report provides a detailed view of each course such as 73815-01 - BTEC Level 3 National Foundation Diploma in Music (Performance) (QH). On this report you can see the % attendance, % late, % absence, % authorised absence and % missing mark.
By Course Leader	This report provides a general overview of the whole college attendance for the funded courses. The report will dive into the teacher level to identify key trends and patterns.
By Learner Characteristic	The By Learner Characteristic report will give a breakdown of attendance by learner characteristics.
By Learner Deprivation	The By Learner Deprivation report will give a breakdown of attendance by student home postcode, prior attainment and is eligible for free school meals.

By Learner	This report provides a general overview of the whole college attendance for the funded courses. The report will need to dive into the student level to identify key trends and patterns.
By Mark	The By Mark report will give a breakdown of the attendance by type of mark.
Weeks Since Last Attended	This report shows the learner and the week that they last attended.
Missing Marks	The By Missing Marks report shows the missing marks as an integer and % by register and learner sessions. A drop down option allows you to Session Staff by Name or a Learner by name or reference number.
AM/PM Attendance by Period	This report shows college level, primary course and learner attendance by academic period, quarter and year using only the best attendance mark for each AM and PM period. At least 1 positive attendance mark in a period results in 100% attendance for that period. This report does not include Apprenticeship, HE or School Links provision and does not include non-learning aim courses. Missing marks are treated as non-attendance. This data is reported on at performance review.

Appendix 2a: [Register marks during Lockdown January 2021](#)

**ProSolution Register marks for remote / hybrid learning**

Use for on site attendance of Cat 1, 2, 3 or 4 students

Use i-mark for planned learning eg independent study

O - use if no contact or explanation for student non-participation

Neutral (does not give a positive mark)	Positive	Negative
C- Completed	/- Present	O- Absent
E- Excluded / Suspended	B- Based offsite with work (Acad Only)	A- Authorised Absence
H- HE student not needed to attend	i - Planned independent learning replaces face to face, includes supervised revision, projects, rehearsals etc.	Absence can be authorised if the student informs their personal tutor before the absence occurs and the absence is due to one of the following reasons: <ul style="list-style-type: none"> <li>• Medical, dental or social care appointments</li> <li>• Family illness or emergency dependent care</li> <li>• Death or funeral of family member or close friend</li> <li>• Wedding of family member</li> <li>• Course or job interview</li> <li>• Attendance at an event as agreed with teacher</li> <li>• Transport failure</li> <li>• Sickness</li> <li>• Sitting for an examination</li> <li>• Significant award to self, or immediate family</li> <li>• Attendance at a religious ceremony or observance of a religious festival, which the student would normally attend or observe</li> <li>• Witness, requirement to attend court / legal proceedings / jury service</li> <li>• Driving test</li> <li>• Attendance - Students' Union / student rep meeting, activities, training</li> </ul>
T- Transferred	@ - blended/online learning replaces face to face,, includes replacement of curriculum content such as Maths via Hegarty maths	A - Use in usual way
W- Withdrawn	L- Late	
X- Cancelled Class	P- Work Experience / Placement	
	R- Residential	
8 - unable to access learning - Student self isolating - practical session	6 - Student self isolating but can be attending remotely (see @ mark)	A- Authorised Absence - select from drop-down menu
9 - unable to access learning - Student self isolating - digital barriers	7 - Student self Isolating and independent study (see i mark)	<ul style="list-style-type: none"> <li>• Student self isolation and not engaging</li> <li>• Covid-19 related illness</li> </ul>
£ - unable to access learning - digital barriers (see @ mark)		A - Select reason from dropdown menu

£ - Use this indicator of digital barriers during lockdown

New Covid-19 related marks

Use @ mark for any planned online learning (incl. Live or recorded delivery)