



I'm IN Attendance and Punctuality Handbook 2022-24

CONTENTS

1. BACKGROUND	2
2. KEY THEMES AND ACTIONS FOR ALL LEARNERS	4
3. RECORDING AND MONITORING ATTENDANCE FOR APPRENTICESHIPS	27
4. WHO IS RESPONSIBLE FOR MONITORING ATTENDANCE?	10
5. PUNCTUALITY	10
6. ATTENDANCE, QUALITY CYCLE AND ACTION PLAN	Error! Bookmark not defined.

APPENDICES

Appendix 1: Checklist and key principles for responding to poor attendance	12
Appendix 2: Register marks	12
Appendix 3: Evidence base for ideas to improve student engagement	Error! Bookmark not defined.
Appendix 4: Survey for students / apprentices attending less than 80% at week 5	18
Appendix 5: Attendance Leads for 2022/23	19
Appendix 6: Attendance Reporting Guide	Error! Bookmark not defined.
Appendix 7: List of Attendance Reports on PowerBi	
Appendix 8: Historical Attendance Data	239

1. BACKGROUND

The strategy outlines our approach to attendance and punctuality, and links closely to the Teaching, Learning and Assessment Strategy (2021-23) and the [Blended Learning Strategy \(2020-22\)](#)¹. Attendance at college helps students achieve their potential, academically and socially, and promote the safeguarding and welfare of all of our students. This strategy applies to all students² 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.

Our attendance on Education Programmes for Young People has been identified in our inspection as an area of focus. The link between attendance and achievement is well documented for statutory education and low attendance can have a significant impact on student achievement (DFE)

- students who miss more than 50% of school, only 3% achieve five GCSEs grade 4 and above*
- students who miss between 10 and 20% of school, only 35% achieve five GCSE grade 4*
- students who miss less than 5% of school, 73% achieve five GCSEs grade 4 and above*

*including English and Maths.

Low attendance also affects personal development and attitude to learning, and 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, appropriate improvement actions are agreed with the student. If attendance is below expectations for a group, course or curriculum area, departments are responsible for leading improvement strategies.

This handbook 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 using a whole college focus which includes the I'm In strategy, the improving quality of student experience, teaching and learning, removing barriers to attendance, improving administrative processes and consistency in recording student attendance. Attendance monitoring forms part of teacher / assessor professional development objectives to ensure student attendance is closely monitored and any concerns are identified and interventions are put in place as soon as possible. Attendance targets are set with teachers/course leaders as part of their professional development objectives and monitored through the year by line managers.

Microsoft PowerBi reporting is available to support analysis and observe causational and correlational relationships with attendance data, to identify any student groups at risk of low attendance.

¹ The Blended Learning Strategy is currently out to consultation

² See additional 14-16 processes

We have a consistent approach to tracking and monitoring independent and remote learning monitoring student engagement. A new attendance mark, marking blended/online learning with an @ mark, differentiates from independent learning mark to register learning as an alternative to face to face delivery (see appendix 2).

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 in the FE Master Targets as part of the Performance Review process. The departmental targets for 2022/23 are available [here](#).

Key contacts

Reporting and performance monitoring: Lisa Jordan

Attendance strategy and Senior PDBA lead: Andrea Cowans

Teaching, learning and assessment strategy and lead: [Natasha Armitage-Evans](#)

Senior accountable leaders: Campus / College principals

2. KEY THEMES AND ACTIONS FOR ALL TEACHERS / ASSESSORS

1. Administration, systems and processes

Compliance with established systems for recording attendance will mean we can monitor attendance patterns from induction and produce accurate analysis and reports. This includes setting up registers and enrolling students / apprentices directly to groups.

2. Monitoring: Data & reporting

Use of Power Bi for analysis of attendance data and reporting by a range of characteristics will improve understanding of which students / apprentices attendance is consistently below target

3. Staff and student wellbeing and trauma aware practice

Strategies to improve attendance will have the wellbeing of people at their heart and recognise the impact of trauma and life experience on student engagement

4. Inclusion: Overcoming barriers to learning

Understanding individual and systemic barriers to learning, e.g. financial, SEND, mental wellbeing, etc. will help target support to those students / apprentices who need it most

5. Student experience

An unwavering obsession with creating an outstanding student experience, in learning, pastoral support, enrichment activities and in shared spaces, informed by student-led narrative and voice

6. Online and independent learning

Increasing opportunity for digital / online learning and capturing independent learning to reflect student engagement

7. Post-Covid return to learning

Recognising the impact of the pandemic on attendance, people and the systemic barriers to learning

1. Information: Administration, systems and processes

Effective systems and administrative approaches mean recording and reporting engagement in learning is accurate. 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 / apprentices. The Head of Department, or their nominated manager, 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. A list of register marks is available in appendix 2 of this document. Teachers can see their missing registers through ProSolution and for students / apprentices this is visible on the MyDay app.

- students / apprentices attend induction activities where high expectations are set and understand how to report absence
- students / apprentices should be enrolled onto registers, which are set up for planned learning
- Registers to be completed from first week of teaching and monitored to promote retention or identify any interventions that may be required.

- Register marks should be appropriately used including for online and independent learning (see below)
- Teachers are required to complete all registers within the lesson with the correct mark and are accountable for the attendance and retention of their students / apprentices.
- Absences are followed up in a proactive way from Day 1 and contact is recorded
- The automated text system enables admin teams to message students / apprentices and/or parents / carers. Heads and attendance leads can adapt their messages. For more information on the process click [here](#).
- Attendance is an indicator of retention and timely withdrawals are processed following MIS procedures.
- students / apprentices are set appropriate individual attendance targets at their first progress review meeting.
- Planning timetables and activities well to ensure full and productive days at college will maximise attendance with lessons such as tutorial, English and Maths sandwiched between the best attended sessions.
- Registers provide an auditable record for funding purposes

2. Reporting and monitoring

The college day is divided into two sessions: morning and afternoon/evening (also known as AM/PM). We monitor student engagement and use findings to improve student experience / outcomes and report attendance to funding bodies.

- Class registers are set up by heads of department with course leaders
- Monitoring attendance enables early identification of absence and trends across student and provision profiles and PDBA and attendance leads in departments provide analytical oversight of attendance data and proactively plan strategies as part of the QIP
- Attendance reports can be run by any staff member using Power Bi reports. ProSolution attendance pulls through into ProAchieve and PowerBi. As such both reports provide the same information in different formats.
- Reports show attendance at individual student, teaching / tutorial groups, course, department and campus level, providing accountability for students / apprentices, teachers and leaders / managers
- Weekly AM/PM attendance reports are produced by the QTLA team (Lisa Jordan). *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.*
- Students use the MyDay app to monitor their attendance and parents are provided with access for students / apprentices under age 18
- Attendance is discussed during short lessons visits, KiTs and through the monitoring of professional development objectives, with support provided to identify reasons for attendance below departmental targets / average
- Assessors ensure apprentices record 20% of the job learning using OneFile.
- Employers are informed from Day 1 if apprentices do not attend college at the start of the day.

3. Staff and student wellbeing and trauma aware practice

An increase in [emotionally based non-attendance](#) has been observed across education, where students / apprentices experience challenges in attending due to negative feelings (such as anxiety). Young people with school avoidance behaviours are more likely to have long-term emotional and mental health

difficulties (such as anxiety and depression), lower academic achievement, social difficulties, lower wellbeing and are more likely to drop out of school / college. Strategies to improve attendance will have the wellbeing of people at their heart, seek to embed a whole college approach to students / apprentices' emotional, mental health and wellbeing and recognise the impact of trauma and life experience. We are striving towards an organisational culture which promotes the psychological safety of students and staff and focuses on the prevention, early identification and early intervention of emotional, mental health and wellbeing.

- Departments are responsible for creating a restorative and trauma aware culture of belonging, inclusion and a respectful environment that celebrates individuality, develops resilience, builds relationships and promotes wellbeing.
- Wellbeing is embedded in the planning and delivery of curriculum and tutorial activities including teaching of social and emotional skills
- When applying our college policies we consider the impact they may have on those affected
- We understand there is a relationship between staff wellbeing and student wellbeing and recognise helping students / apprentices through predictable change and transitions can reduce stress and absenteeism
- The Leeds Educational Psychology Service has produced a [toolkit](#)

4. Inclusion: Overcoming barriers to learning

Understanding individual and systemic barriers to learning, e.g. financial, SEND, emotional, mental health and wellbeing, etc. will help target support to those students / apprentices who need it most.

- Some students / apprentices 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. Specific positive and impactful interventions / pastoral support should be offered relevant to personal circumstances
- Monitoring of attendance includes consideration of these factors and their impact and this is part of the evidence of effective PDBA support
- A changing pattern of attendance can be an indicator of other issues, which include but are not limited to:
 - students / apprentices who haven't settled on programmes and made friends
 - students / apprentices with low confidence and / or self esteem
 - Welfare, mental health, wellbeing and safeguarding issues
 - SEND, additional learning support or other needs which are unmet
 - Financial barriers to learning, including travel and subsistence, which can be supported through student funds
 - students / apprentices with caring responsibilities and young people living independently
 - students / apprentices without supportive home lives
 - students / apprentices struggling with the course content
- Holiday provision and breakfasts support those experiencing food poverty
- Effective curriculum planning, checking timetables and providing sensible deadlines minimises stress and anxiety which may cause student absence.

5. Student experience

An outstanding student experience, in learning, pastoral support, enrichment and in shared spaces should be informed by student-led narrative and voice

- Staff expect high attendance and punctuality which is explicitly linked to employability.
- Teachers and assessors 'meeting and greeting' students to a welcoming learning environment
- Students / apprentices experience engaging, active and stimulating learning and enrichment experiences and are motivated by the relevance of learning to their aspirational career and progression plans.
- Responsive and meaningful feedback on work and progress develops relationships and improves outcomes
- Induction and learning groups should be managed to maximise friendships, build trusting relationships and a sense of belonging.
- Lessons which begin on time, impart essential information in the first 5 minutes, and engage students / apprentices from the start promote punctuality and maintain impetus
- students / apprentices enjoy enrichment on campus and engage in competitions and external activities and a range of experiences and opportunities encourage them to attend and develop skills for work and life.
- Departments celebrate student engagement and attendance, and agree with students / apprentices how reward schemes could work with reference to the evidence base (appendix 3)
- 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.
- Access to enrichment and study support during extended breaks includes holiday projects

6. Independent and online learning

- Engagement in online and independent learning for attendance purposes must be evidenced.
- Teachers plan and facilitate independent and blended/online learning, check understanding, assess, give feedback and track progress which is recorded and auditable.
- 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.
- 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.
- 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.

7. Covid related guidance

- There is facility in register marking to identify Covid related absence is needed and further guidance will be issued if there is any return to specific reporting on this.
- See section 3 for more information about impact of Covid lockdowns

Intervention strategies where attendance falls below agreed targets

- Attendance targets for students / apprentices are agreed and reviewed in Progress Review meetings.
- Meaningful and achievable attendance improvement actions are agreed with students / apprentices.
- Progress is reviewed and feedback given.
- Strategies vary by age, stage and level of students / apprentices and groups
- Parents / carers are significant influencers and can support students / apprentices following education [programmes for young people. Reports are provided detailing the progress of students / apprentices including overall attendance. Parents/carers are contacted systematically if a student does not attend.
- Attendance improvement actions are included in departmental quality improvement plans and monitored at QPR meetings
- 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.

3. APPRENTICESHIPS

The monitoring of apprenticeships attendance is done through OneFile and apprentices must spend specified time of their paid employment undertaking 'off-the-job training' (6 hours each week over 46.4 weeks per year 278 hours PA min). It is the college's responsibility to evidence that 6 hours 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. The apprentice, employer and college will agree to 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 employers 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.

What Counts and What Doesn't Counts towards the 6 hours 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 6 hours
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	

Calculating the 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

For further guidance contact the Head of Apprenticeships.

4. WHO IS RESPONSIBLE FOR MONITORING ATTENDANCE?

All teachers have attendance targets for maximising engagement with their students / apprentices / 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.

3.1 Teachers / delivery staff

At each professional discussion, current and recent attendance (over the last 28 days) including barriers to students / apprentices 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 / apprentices 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 / apprentices and contribute to the I'm In strategy. Examples include engaging students / apprentices 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 / apprentices 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 / apprentices 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.

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.

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 / apprentices 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 / apprentices 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 / apprentices 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 / apprentices 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

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"> ● Medical, dental or social care appointment ● Family illness or emergency dependent care ● Death or funeral of family member or close friend ● Wedding of family member ● Course or job interview ● Attendance at an event as agreed with teacher ● Transport failure ● Sickness ● Sitting for an examination ● Significant award to self, or immediate family ● Attendance at a religious ceremony or observance of a religious festival, which the student would normally attend or observe ● Witness, requirement to attend court / legal proceedings / jury service ● Driving test ● Attendance - Students' Union / student rep meeting, activities, training
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"> ● Student self isolation and not engaging ● Covid-19 related illness

Appendix 2a: [Register marks explanations](#)

ProSolution Register marks for remote / hybrid learning

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

Use i-mark for planned learning eg independent study

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

£ - Use this indicator of digital barriers

A - Absence marks

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

A - Select reason from dropdown menu

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](#)
- An increase in [emotionally based non-attendance](#) has been observed across education, where students / apprentices experience challenges in attending due to negative feelings (such as anxiety).
- **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 / apprentices 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 / apprentices 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 / apprentices 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 / apprentices will buy into. E.g. highlighting very positive feedback in student surveys makes students / apprentices 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 / apprentices regularly don't attend (losing the departmental equivalent of a day a week of learning). So for every 1000 students / apprentices , 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 / apprentices and explicit links to the workplace, health and safety issues for workshop sessions and disruption of learning all resonate with students / apprentices. Some students / apprentices 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 / apprentices 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 / apprentices 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

[DfE Guidance 2022](#) to schools and local authorities to support them to improve school attendance.

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

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

This survey is to help the College understand any reasons why students / apprentices with low attendance might not be attending regularly. To see the survey visit: <https://docs.google.com/document/d/1uFbCLG34Mp-GiNpIYKCGbN-p3fBZVPH5VcKYm9uAwGg/edit#> Attendance leads will be asked by the Student Life Projects team to distribute this survey to students / apprentices 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 / apprentices.

Appendix 5: Attendance Leads

The Attendance Lead is a manager with responsibility 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. The Attendance Lead should be supported by a nominated administrator.

	Department		Attendance Lead	Role	Administrator / officer
	14-16 Lead		Alan McKenna		
Inclusive Provision	14+ Academies	FB1360	Nikki McKenna	Head	Natasha Hanley
	14-16 Supported Engagement	FB1310	Emma Briggs	Deputy Head	Andrew McCann
	Foundation Studies	0	Sarah Simpkins		
	Beeston	FB1340	Richard Jones	Deputy Head of Department	Julie Mead
	Vine	FB1330	Clair Armstrong	Deputy Head of Department	Julie Mead
	SEND / HN / EHCP	FB1350		Director SEND and Inclusive Provision	
Mabgate / Student Life	Campus Lead		Karen Johnson	Deputy Director	
	EEE	FB1910	Jonathon Hobson & Rianna Ahmed	Deputy Heads	Kirsty McLelland
	Somerville House	FB1370	Dale White & Wayne Goldson	Deputy Heads	Lindsay Woods
Printworks	Campus Lead	FB1700	Cheryl Smith	Principal	

	Business	FB1730	Donna Feeny	Head	Nick Appleby
	DIT	FB1720	Lee Chadwick	Head	Nick Appleby
	Engineering	FB1710	Mitch Scott	Head	Nick Appleby
	Hair, Beauty & Media Make Up	FB1760	Joanne Hobbs	Head	Nick Appleby
	Land & Animal	FB1780	Jack Anderson	Head	Nick Appleby
	TFD	FB1750	Donna Feeny	Head	Nick Appleby
Quarry Hill	Campus Lead	FB1000	Suzy Gallagher	Principal	David Jepson & Julie Anguige
	HS&SC	FB1020	Sheila Lucciarini	Interim Assistant Principal Social Sciences	David Jepson
		FB1120	Richard Lee	Interim Assistant Principal	Julie Anguige
	VA	FB1110	Kirsty Allinson	Head of Visual Arts	Julie Anguige
	HE Creative Arts		Tom Poultney	Head of HR Creative	David Jepson
	E&CC	FB1010	Emma Langford	Interim Head of Education & Childcare	David Jepson
	PS	FB1040	Tom Griffiths	Interim Head of Public Services	David Jepson
	CM&DA	FB1140	Sarah Robinson	Head of Creative Media & Digital Arts	Julie Anguige
ACE	Adult, Community & ESOL	FB1500	Stephen Woulds/Nicola Johnson2		

	Community	FB1510	Steve Thomas Wendy Hill	PDBA deputy-Head Deputy Head E&M adults	
	ESOL	FB1520	Steve Thomas Fred Hill Monica Humphries	PDBA deputy-Head Deputy Head ESOL adults Deputy Head ESOL 16-19	
Sixth Form	Park Lane & Sixth Form	FB1400 & FA1010	Rachael Booth	Principal	
	Sixth Form	FB1410	David Kilham	Programme Manager Pastoral	Zoe Webster / TBC / Ben Salmon
	Applied Science	FB1470	Huda Sheikh Shahid	Deputy Head	Daniel Wearmouth / Ben Salmon
	Sport, Science & Exercise	FB1450	Martin Parker	Programme Manager Pastoral	Antony Southern / Ben Salmon
Keighley	Keighley College	FB1800	Kev O'Hare	Principal	
	Service Prof	FB1810	Andrea Dean	Programme Manager PDBA	Ange Glynn
	Support Services	FB1830 & FB1840	Andrea Dean	Programme Manager PDBA	Sheila Dove
	Technology	FB1820	Andrea Dean	Programme Manager PDBA	Victoria Buckley
Harrogate	Harrogate College	HA2000	Danny Wild	Principal	
	School of business and professional studies	HA2010	Richard Keys	Deputy Director of Curriculum	Helena Lenton

	School of cultural, Heritage and Contemporary Studies	HA2020	Richard Keys	Deputy Director of Curriculum	Helena Lenton
HE	University Centre	FB1600	Sarah Marquez	Dean (Interim)	
	HE LLB	FB1610	Nicola Johnson	Head of Department	Caroline Harnett-McMillan
	HE TTLD	FB1470	Sarah Mullins (Interim)	Head of Department	Caroline Harnett-McMillan
	HE Sport & Health		Rebecca Fores	Head of Department	Caroline Harnett-McMillan
	FB Digital and Engineering		Tim Balmforth	Head of Department	Caroline Harnett-McMillan

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 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

- By College Level - data reported AM/PM weekly at DELT

PowerBi support <https://sites.google.com/leedscitycollege.ac.uk/qofepowerbi/home>

When are reports collated?

The Quality 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 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/>.

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)

The following attendance reports are currently available on PowerBi:

https://docs.google.com/document/d/1UbpcqgNogMI6gDp_R5NuFWgY6HtWfPsQsnZXY8tYntE/edit?usp=sharing

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> Systems and Reporting> Attendance 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	<p>This report allows you to compare differences of attendance by delivery campus.</p>
By College Level	<p>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.</p>

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.

Quality monitoring

Attendance data is monitored at each departmental Quality Performance Review meeting by department campus / college. 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. For further support with attendance reporting and monitoring contact the Quality Team.

Ways we triangulate the data that is reported

- Monitoring during SLVs (Short Learning Visits) and Learning Walks
- Sampling compliance of departments with register housekeeping, including regular and timely completion and timely withdrawals of non-attenders.
- Heads of department are responsible for checking attendance procedures are in place during Week 5 to ensure register and data accuracy and ensure any withdrawals or no shows have been removed from registers.

Appendix 8: HISTORICAL ATTENDANCE DATA

% of Attendance (LCC, HC and KC)	2021/22 LCC, KC, HC	2020/21 LCC, KC, HC	2019/20 LCC, KC, HC**	2018/19 LCC, KC	2017/18 LCC, KC
All Ages (AM/PM)	84.3%	85.9%	87.4%	89.3%	86.9
All Ages	81.5%	82.9%	84.4	81.9	
16 -18	80.3%	80.8%	83.7	81.8%	86.2*
19+	85.2%	88.5%	88.2	85.4%	88.3*
English	73.1%	72.4%	78.1	72%	74.5*
Maths	72.9%	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

Appendix 9: Statutory responsibilities for 14-16 pupils

<https://www.gov.uk/government/publications/children-missing-education>