Attendance and Punctuality Handbook 2024-26

CONTENTS

SUMMARY OF CHANGES

These changes have been introduced to improve and meet Safeguarding statutory requirements and ensure that we are compliant with funding regulations.

Action	Why?
Focus on clear identification of personalised approach for students which notes interventions to support progression and meeting targets which a student is absent for any reason.	We accept that our students may not always be in college and have 100% attendance but curriculum are accountable for putting in place support for students to achieve. This should be recorded on student records.
Removal of @ mark	Blended learning no longer an option
I mark indicating Independent Learning can only be used with agreement from Campus Principal. This will be monitored and reported on by the Quality team and tolerance levels discussed relating to different Subject Sector e.g. In practical/workshop classes don't offer the same opportunities for independent work as classroom based.	This can only be used with agreement from Campus Principal and is linked to funding guidance. 100. Planned hours are those that are directly related to the student's study programme and that: a. are timetabled, organised and/or supervised by the institution b. take place in line with the institution's normal working pattern 113. Non-qualification hours must not include homework or independent study/research that is not timetabled.
A - Authorised Absence - set list of reasons. This no longer included short term sickness. There will be a separate mark for short term sickness so reports can be run.	Clarity of where our students are and if not in college why. If students aren't there for a valid reason - we need to know what they're doing and support them with their progression of learning. Long term illness should have a plan for the student to achieve.
W for Withdrawal - please ensure that all checks are made that appropriate communication has taken place with the Care Experience Team/SEND Team/Welfare Team if a student is vulnerable.	There is support put in place for a wide variety of bodies who can support and ensure that our vulnerable students have appropriate support.
Introduce R mark for offsite trip linked to fully documented trip/visit (including approved risk assessment)	Clarity of reporting and knowing where our students are. Any trips and visits off site should have appropriate paperwork to support including notification of event and risk assessment if needed. The Health and Safety team can support with this.
Clarification of Apprenticeship marks for holidays (F) and break in learning (~).	Improves monitoring of attendance for apprentices and allows for different learning pattens.
Home visits procedures have been included	Request made at Hods meeting

1.0 PURPOSE

The purpose of this Handbook is to ensure that learner attendance is consistently managed across all Luminate Education Group FE provision. It sets out the high standards and expectations that we set for all students and staff.

It is a funding and legislative requirement (including through Keeping Children Safe in Education) to maintain an accurate and reliable record of attendance – usually, but not exclusively, through register management.
 Attendance and punctuality are integral and fundamental to all learning; however, the recording attendance is required for:
- Funding compliance.
- An accurate and permanent record of when and where a learner was present – and by extension health, wellbeing and safeguarding.
- To underpin approaches to safeguarding, prevent initiatives by monitoring regular and frequent attendance patterns.
- To ensure that our students have appropriate support put in place when they are unable to attend.

2. ATTENDANCE AND SAFEGUARDING

Lack of accurate registers, makes it impossible to actually comply with the statutory requirements and obligations such as(Keeping Children Safe in Education KSCIE)
Attendance figures and reliable registers ensure that we comply with the guidance for KCSIE. If there's a belief learners are here when they're not, or we are not monitoring absences accurately we have a safeguarding black hole.

The guidance states that;

- *All staff should know what the safeguarding response to children who are missing from education is*
- *All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as… deliberately missing education. (p.11)*
- *It is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern* m
The guidance expects that;

- *appropriate safeguarding arrangements in place to respond to children who go missing from education, particularly on repeat occasions.*
- *When children have a social worker there is an expectation to respond to issues of none attendance and engagement proactively.*

There's a section that details;
"All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence and children missing from education procedures."

3. VULNERABLE STUDENTS AND WITHDRAWALS

The following notes refers to students with a Vulnerable mark. If a student has an EHCP in place they are looked after by the SEND team and they will need to be notified if a Withdrawal is being considered. This also applies to Care Experienced Students.

Care Experienced Students
This cohort of students is overseen by the Care Experience Team who are part of the Student Life Directorate. The team will liaise with departments to facilitate communication with Social Workers, Virtual Schools, Carers and other services about a care experienced student's attendance. Please consider the following:

- Personal Education Plan (PEP) meetings should be used to address attendance concerns, and targets should be agreed and monitored closely
- The timeliness of PEPs and these being brought forward where necessary
- Staff to contact the department Designated Lead for Care Experienced Students if they are unsure about who should be contacted about non attendance
- Attendance issues and withdrawals should be discussed with the Care Experienced Team prior to any student being subject to a process which may lead to withdrawal
- A more individualised approach is required which considers the circumstances of each student.

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.

Director of Student Life

The Attendance Handbook is available and that the attendance procedures are followed, and actions are supported for student attendance to meet the College target of 91% or above.

Heads of Curriculum Departments are briefed about the implementation of the Handbook and Procedures.

Campus Principal

The Campus Principal is responsible for the performance of the curriculums in their area. They should support the Heads and Deputy Directors to implement the processes and strategies on their campus to achieve the best possible outcomes for students and that staff have the tools to do this.

Curriculum Head/Deputy Director

- Appropriate staffing and resources are identified to promote and support an outstanding student experience.
- Expectations of attendance and punctuality are discussed with students at the beginning of their programme of study or Apprenticeship as part of the student induction process. Targets are set and reviewed throughout the year.
- Electronic registers are used once issued and completed in a timely manner to ensure that data is captured for attendance monitoring
- Classes start and finish on time as per the published timetables. Paper registers for classes in the community are uploaded within 5 days
- Student attendance is monitored by the Quality team via registers to identity any patterns of poor attendance.
- Strategies are identified and shared with the teaching team to support students from the identified vulnerable groups, including Maths and English.
- Student records are updated to reflect actions taken to address poor attendance and punctuality with details of smart targets set and recorded, including Maths and English.
- Strategies are agreed in the department to address students arriving after the start of lessons to avoid disruption to the flow of the lesson and other students' learning.
- Excellent attendance is a regular agenda item in curriculum area and course level meetings, ensuring monitoring is analysed, strategies are reviewed and disciplinary procedures are being followed. Where there are attendance concerns for students with Education Health Care Plans that lead to further action including disciplinary action, the Head of SEND & ALS is consulted and appropriate support for the student is in place.
- An agreement is in place with the HOD of Maths and English about how they will be notified about student absences or withdrawal.

Teachers / delivery staff

At each professional discussion, current and recent attendance including barriers to students / apprentices attendance is discussed, with practical actions agreed and recorded. The focus is placed on interventions and actions to support students.

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.

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 through the FE Relationships and Behaviour Policy
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- The TLA Site for a focus on Attendance https://sites.google.com/leedscitycollege.ac.uk/tla-guide/tla-big-5-attendance
- The college Care Experience Team should be contacted where there are attendance concerns for students who are care experienced (Children Looked After, Previously Looked After & Care Leavers) and can signpost further support and advice.

5. PUNCTUALITY

- Late students should be recorded as late on the register. The benchmark for lateness is a consistent curriculum agreement which should be communicated through clearly explained expectations.
- 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.

6.0 KEY THEMES AND ACTIONS TO SUPPORTING ATTENDANCE

6.1. 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.

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. Registers are completed in class. Where this is not possible, registers will be marked by the end of the Friday following the registered class. A list of register marks is available below.

- All students / apprentices should be enrolled onto registers, which are set up for planned learning
- Registers to be completed from week 2 of teaching and monitored to promote retention or identify any interventions that may be required.
- Register marks should be appropriately used for all planned learning in and out of the classroom. 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 .
- Student absence followed in a proactive way up from the first absent session, including induction and contact is recorded along with an agreed plan for addressing attendance issues.
- Planning timetables and activities with consideration 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. Student timetables are sense checked to avoid large gaps or isolated lessons which may historically have lower attendance.
- Registers provide an auditable record for funding purposes.

6.2 Register marks -The marks should be used consistently across departments

Mark	Description	When to use the mark	Effect
/	Present	The student is in the classroom and is on time for the start	Positive
I	Planned independent learning replaces face to face.	If an I mark is used there must be evidence of the following available. Teachers plan and facilitate independent and/or online learning, check understanding, assess, give feedback and track progress which is recorded and auditable. Teachers must be present to link to registers and funding. 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. Any session where an I Mark is used should have been approved by the Campus Principal;/Deputy Director	
L	Late	The student attends the session and arrives after the start time	Positive
P	Work Experience / Placement	Student is on external work experience or placement	Positive
R	Residential/Trip	Student is on a residential/Visit (external trip related to student programme	Positive
O	Absent	Student is not in the classroom	Negative

+	Sickness	Sickness, whilst it may be unavoidable, will usually be marked as unauthorised. Whilst the College is sympathetic to cases of genuine illness, it is important that these are kept to a minimum as repeated absence will affect the chances of success on your course and may result in non-payment of the bursary if this is not authorised. If the student believes that the absence should be authorised because of special reasons, such as chronic illness or a disability, they should discuss with the Personal Tutor for necessary support. For longer periods of absence, students should contact your Personal Tutor to discuss how this will affect the student's study and access necessary support.	Negative
A	Authorised Absence/ Not Expected Absences will only be authorised by the College for the following reasons upon receipt of evidence	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: ● Hospital appointment ● Long Term Illness discussed with Personal Tutor CAHMs appointment ● Driving Test ● Exam ● Jury duty ● Court appearance ● Probation appointment ● External to College Exam ● Religious observation ● HE open day ● Job interview ● Family funeral or death ● Family or dependent emergency illness ● Weddingof family member ● Student Union meeting ● Public transport failure ● Reported not Authorised ● Illness (Academy only) ● Excluded (Academy only)	Negative
C	Completed		Neutral
M	College Exam Attendance		Neutral
E	Excluded / Suspended		Neutral
H	HE student not needed to attend		Neutral
T	Transferred		Neutral

W	Withdrawn		Neutral
X	Cancelled Class		Neutral
F	Apprentice Holiday		
~	Apprentice Break of Learning		
B	Based off site with assigned work (14-16 Only)		
D	Medical/Dental (14-16 Only)		
G	Family Holiday (not agreed) (14-16 Only)		
J	Religious Observation (14-16 Only)		
K	CAHMS Appointment (14-16 Only)		
U	Illness (14-16 Only)		

Adhoc registers may be set up to show attendance for a group of students which reflects accurately when a student has been in college. These should be administered and updated on the system by School Admin only.

6.3 Setting up effective attendance 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
- Attendance reports are produced by the Quality Team. *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.*
- The ProPortal system allows learners and their parents/carers to view their detailed attendance information. This includes live registers from ProSolution and attendance summaries. ProPortal also displays each learner's overall attendance and punctuality rates from ProMonitor.
- 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
- 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.SELT
- SELT

- 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.

6.4 Monitoring apprenticeship attendance

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 (278.4 - 279 hours rounded up) 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 Training 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… "It is training which is received by the apprentice within their practical period, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the apprenticeship they are undertaking. By normal working hours we mean the hours for which the apprentice would normally be paid, excluding overtime." 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.

- 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.

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.	Initial assessment and onboarding activities;
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 which takes place outside the apprentice's normal working hours (unless the apprentice has been paid for these additional hours or been given time off in lieu).
Guided study	Demonstration	Learning journal / reflective learning	Any Business As Usual activities orTraining to acquire knowledge, skills and behaviours that are not required by the apprenticeship standard
Role play	Observation of others	Induction - but only where learning takes place relevant to the apprenticeship standard and not workplace induction	Gateway and End-point assessment

Calculating the off the job Training
To calculate the total amount of development time required, we look at:
- The duration of the practical period (to Gateway)
- The contracted working hours of the apprentice

For further guidance contact the Head of Apprenticeships.

6.5 Intervention strategies when 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 processes are set out in the 🗎 Relationship Behaviour Policy.pdf for when attendance expectations are not met.

Attendance targets for students / apprentices are agreed and reviewed in Progress Review meetings. Strategies vary by campus, curriculum, age, stage and level of students / apprentices and groups. These are some recommended ways to impact attendance.

- Assign attendance monitoring to a departmental Attendance Lead and include in weekly departmental meetings.
- Meaningful and achievable attendance improvement actions are agreed with students / apprentices .
- Progress is reviewed and feedback given.
- 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 / designated lead for care experienced students.

- 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.
- In some cases you may choose to visit the home of the student. In doing this please follow the Home Visits Checklist and complete the Home Visit Risk Assessment
- 📄 Home Visit Risk Assessment and Checklist - Attendance Support
- Attendance improvement actions are included in departmental quality improvement plans and monitored at QPR meetings
- 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.
- 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.

6.6 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.

6.7 Importance of 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 skills.
- 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.

- The TLA Site for a focus on Attendance
  https://sites.google.com/leedscitycollege.ac.uk/tla-guide/tla-big-5-attendance

- 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

6.8 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

APPENDICES - The following has additional information to support understanding and planning for improving attendance

Appendix 1 : Background and Importance of Attendance

The strategy outlines our approach to attendance and punctuality, and links closely to the [Teaching, Learning and Assessment Strategy 23-25](#) and the TLA Blg 5 Strategic Priorities 23/24

Government Support from August 2024 for schools but may still be supportive

https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eecd38f7/Working_together_to_improve_school_attendance__applies_from_19_August_2024_.pdf

https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance__applies_from_19_August_2024_.pdf

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 students[1] 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.

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[1] See additional 14-16 processes

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.

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.

Appendix 2: 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.

Appendix 3: The link between attendance and attainment

AoC Report 2024

https://d4hfzltwt4wv7.cloudfront.net/uploads/files/College-Attendance-Survey-Report-2024.pdf

https://www.aoc.co.uk/news-campaigns-parliament/aoc-newsroom/poor-mental-health-is-the-top-reason-for-poor-student-attendance-say-colleges

https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/

https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4

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.

Engaging and communicating with parents and carers
Engaging parents and carers can have a positive impact on student outcomes, with evidence that texting information to parents and carers 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.

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 and refer to appropriate agencies. 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.

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 Sept 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: 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

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/.

Appendix 5: 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	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: 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 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. Where will the reports be used/circulated? ELT / DELT / HoDs / Staff use / Governors / Committee
By Monthly Trend	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.
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.
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 6: HISTORICAL ATTENDANCE DATA

All Enrolments Attendance % by Hybrid End Year	23/24	22/23	21/22	20/21	19/20
All Ages	81.5%	69.1%	81%	74.5%	83.2%
16-18	79.3%	71.8%	79.3%	77.5%	81.7%
19+	86.9%	59.8%	84.6%	65.3%	86%
English	73.2%	60.7%	73.1%	50%	77.5%
Maths	73.8%	51.7%	72.7%	81.5%	78.1%

*Data taken from ProAchieve 11/03/2024

Appendix 8: Statutory responsibilities for 14-16 pupils

https://assets.publishing.service.gov.uk/media/5a7f5e4a40f0b6230268f135/Children_Missing_Education_-_statutory_guidance.pdf