Policy Title: Attendance Policy and Procedures

Created By: Curriculum and Quality

Approved By: Senior Leadership Team

Date of Approval: July 2023

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Responsible Manager: VP HE and Curriculum

Policy Category: Curriculum

Related Policies: Student Behaviour Policy

Policy Location: SharePoint Central Storage Library

1 Introduction and Scope

Regular and consistent attendance at College is expected and is viewed as critical to student success, and achievement of their learning goals. The purpose of this policy and procedure is to ensure that learner attendance is consistently managed across all programmes. It outlines the high standards and expectations that we set for all students and staff. All College programmes regardless of their funding source are in scope.

2 Policy Objectives

Poor attendance can be one of the main signs that students are disengaged with their programme of study, therefore all attendance will be fully monitored throughout the programme of study.

The College will:
- Work to develop positive behaviours towards attendance and punctuality which will begin during the interview, be developed during the induction period and will be reinforced throughout their learning journey.
- Seek support for our students' success from parents, carers, employers and sponsors. It is good practice for parents, carers and/or employers and sponsors to be informed of persistent student absenteeism.
- Support a relentless focus on continually improving students' attendance and punctuality.
- Investigate the many causes of absenteeism and work with students on an individual basis to best address and remove barriers to attending for each student.
- Acknowledge the impact of caring responsibilities for Young Adult Carers and therefore we will ensure that strategies are implemented in departments to minimise the disruption to their education and support them to achieve their goals.
- Recognise that some categories of students are more vulnerable than others and therefore require enhanced monitoring of attendance (e.g. Young people with care experience, 14-16 year olds, some students whose EHCP indicates that there may be a need).

3 Roles and Responsibilities

The **Principalship team** are responsible for ensuring:
- That the Attendance Policy and Procedure is implemented, that student attendance meets the College attendance target of 90% or above, and delivers an outstanding student experience over the period of this policy.
- To ensure appropriate resources are in place to ensure that the policy can be implemented fully.

The **Assistant Principals** are responsible for ensuring:
- The Attendance Policy is available and that the attendance procedures are followed by all staff, and student attendance meets the College target of 90% or above.
- Heads of Curriculum Departments are briefed about the implementation of the Policy and Procedures and held to account for their actions.
- MI reports are monitored to ensure attendance issues within departments are identified early and acted upon.

The **Heads of Curriculum Departments** are responsible for ensuring:

- 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, ensuring all e-registers are completed within 10 minutes of the scheduled start of the session. In exceptional circumstances following agreement with the Curriculum Manager, registers are to be completed online within a short period after the session.
- Classes start and finish on time as per the published timetables, and in exceptional cases arrangements are made if they are to be late or finish early.
- Student attendance is monitored via registers, MI reports and the PAR process to identity any patterns of poor attendance. Where there are concerns about a student's attendance or punctuality, seek feedback from the student in order to develop strategies to support improvement.
- Students identified in the following categories will have individualised attendance agreements in place at the start of the academic year or at the point of disclosure if required:
    1. Young Adult Carers
    2. Care leavers
    3. Young people with care experience
    4. Unaccompanied young Asylum Seekers
    5. Students with Identified strategies in their Education, Health and Care Plans.
    6. Pregnant students
    7. Students with Childcare responsibilities
- 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 on Promonitor (see Appendix 4) 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 or leaving early to avoid disruption to the flow of the lesson and other students' learning.
- All staff involved with the learning programme including Maths and English are informed of the student absence.
- 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 and Care Plans that lead to further action including disciplinary action, the Head of ALS is consulted and appropriate support for the student is in place.
- Resources are available on line for students to continue studies during periods of absence.
- Excellent attendance is recognised and celebrated on a regular basis – at least once per term.

The **Programme Leader** is responsible for:

- Working with the course team to maximise attendance at all sessions. Actively promote the importance of good attendance to all students, consistently and persistently.
- Liaising with Curriculum Administrators, Progress Coaches and Curriculum Manager to ensure that students on the programme who have not attended are contacted, to identify reasons for non-attendance and agree strategies for improvement in attendance.

The **Progress Coach** is responsible for:
- Phoning parents/carers of students who are absent each day, supported by PL/CA when required, and logging outcomes and actions on Promonitor
- Identifying and referring students with low attendance that need further intervention either through additional support (Intervention Coach), or via action planning or disciplinary measures.
- Raising a My concern log for any student on the programme who has not attended for 1 weeks' worth of sessions (Full time 16-18 students) without notification or contact.

The **Apprenticeship Coordinator** is responsible for:
- Checking all classes daily for apprentice attendance
- Contact every apprentice that has not attended and inform the employer by 11am or within 2 hours of the start time of the first session.
- Work with the employer, apprentice and tutor to resolve any underlying issues for non-attendance, and set actions to improve.

The **Curriculum Administrator** is responsible for:
- At least once in the morning and once in the afternoon to use the Attendance report to identify a list of students absent from college in their curriculum area(s), and who have not notified the College of their absence.
- Support the Progress Coach with contacting students to identify reasons for non-attendance, logging notes on Promonitor and flagging any key information to relevant parties.
- Prepare letters and/or email correspondence to communicate with students and parent/carers where relevant regarding attendance matters.

The **Intervention coaches** are responsible for:
- Offering specific targeted support for those students identified by the Progress Coach and/or the Curriculum Manager as needing specialist intervention to maintain good attendance.
- Providing a series of activities/workshops to support all students to maximise their attendance at college (e.g., time management, mentoring, mental health workshops)

The **Personal Progression Officer** is responsible for:
- Supporting young people with care experience, young carers, young unaccompanied asylum seekers and other students identified as at risk of being missing from education.
- Participating in risk management meetings for these individuals and supporting the actions arising from the meetings.

MIS are responsible for:
- Processing student withdrawals authorized by the Assistant Principal within 48 working hours of receiving them via the electronic progressions system
- Ensuring timetables that do not adhere to the good practice guidelines are flagged up and dealt with
- Proactively look at student and course timetable clashes and resolve quickly.
- Reporting (MIS and Exams Manager) unmarked registers and 4 consecutive absences at SLT/CLG monthly to ensure poor attendance is tackled consistently across the college.

The **Pre-16 team** are responsible for:

- Conducting site checks every lesson to monitor attendance, following up with phone calls to non-attendees and their parents/carers.
- Conducting case reviews with all key stakeholders to support and action improvements in individual student attendance.
- Liaising with the Education Welfare Officer if an electively home educated young person does not attend for 5 days, to ensure no young person is missing from education.

The **Students/Apprentices** are responsible for ensuring:

- Attendance at all scheduled classes, tutorials and work placements or employment on time. Informing their Personal Tutor/Course Leader/Assessor of any anticipated or unexpected reasons for absence from College through the Learner Hub.
- When they are not attending a work placement, they must inform the nominated work placement supervisor immediately so that the employer can be informed of non-attendance
- Taking responsibility for liaising with teachers/assessors in order to catch up with missed work.
- If they have arrived late to the scheduled timetabled session, they enter quietly and without disruption and provide a reason for lateness to a member of teaching staff at the end of the session.

The **expectation for all students and apprentices** is:
New College Swindon seeks to establish exceptional teaching, student outcomes and experiences and therefore expects students/apprentices to have:

- 100% attendance.
- 100% punctuality.

This applies to all parts of their programme of study – including Tutorial and English and Maths classes.

This aim should not be confused with key performance indicator (KPI) targets, which are set annually based on:

- Available national data for attendance.
- An adjustment for setting SMART targets.
- An adjustment for local and underpinning context.

The **expectation for all staff delivering face to face and synchronous online delivery** is:
Registers must be completed at the beginning (within 10 minutes) of a lesson wherever the facilities exist to do so.

- 100% registers are marked each day for scheduled sessions.
- Registers must be completed electronically where this facility exists.
- Where the facility does not exist, then registers will still be marked within 10 minutes and uploaded electronically to the MIS team within the same day.
- Live synchronous lessons will use the appropriate mark to distinguish between delivery in College, and asynchronous sessions – this is essential to understand whether the learner was in college, or elsewhere.
- That staff role model exemplary behaviours with regard to attendance and punctuality by arriving on time for lessons and not finishing lessons early.

4 Planned Learning

Reliable attendance measurement requires accurate planning, organisation, timetabling and register management. Problems arise when this fails to reflect the expectations of the programme or apprenticeship. For example:

- Inaccurate start and end dates – note late enrolments must have an accurate start entered into the ILR to prevent the generation of unnecessary, unmarked backdated registers.

- Elements that are not formally taught, organised or supervised by a teacher or trainer.

- Inaccurate recording due to work experience, enrichment, higher education visits, industry visits or sporting activity.

- Inaccurate planning of day/ block / semester release.

- Producing group registers for 1:2:1 planned tutorial activity or 1:2:1 learning support sessions, whereby the majority of the wider group would not be expected to attend.

It is the responsibility of the curriculum manager and course leaders to work with the timetabling officers to ensure that planning is accurate and that timetables / registers are not produced that exceed the requirements of this policy. Guidelines for effective 'Student Led Timetabling' can be found in appendix 3.

5 Register Marks

The following register marks are to be used:

Mark	Description	Use	Positive	Negative	Neutral	Part of Punctuality	Is not part of punctuality
P	Present	Student is in the session	Y			Y	
L	Late	Student arrives after the register is taken	Y			Y	
A	Absent	Student is not in the session and we do not know why		N			N
N	Notified Absence	Student has told us they are not attending		N			
Y	Authorised Absence	See list below for legitimate use			Y		N
X	Exams	Student is sitting an exam during this timetabled session	Y				N
Z	Suspended	Student has been asked not to attend due to disciplinary investigation			Y		N

Code	Name	Description					
V	Trip/Visit	Students are out of college on a trip organized by the college	Y				N
J	Work experience	Student is out on official work experience as per their programme of study	Y				N
R	Engaged in remote learning	Student is studying remotely as part of a formal agreement. Students should have cameras on.	Y				N
G	Left session early	Student leaves before the session finishes – minutes should be recorded	Y				Y

The following register marks have been removed for general use and can only be administered by MIS, Curriculum Manager level or above. If it is felt these are appropriate to be used then MIS should be contacted on studentrecords@newcollege.ac.uk

Code	Name	Description					
C	Not required	Student is not required for the session due APL, tutorials being conducted etc.			Y		N
S	Sickness	Student has completed an absence form notifying of sickness as the reason for absence		N			N

Compliance - The timely marking of registers is a non-negotiable standard, where staff persistently fail to mark registers promptly, initial discussion must take place to determine:

- Whether the staff member requires further training (Developmental)
- Whether the non-timely marking is due to technical issues (requires urgent investigation and resolution)
- Whether the non-timely marking is due to occasional carelessness (censure), persistent carelessness (competency) or deliberate noncompliance (disciplinary).

6 Authorised Absence

It is accepted that there are occasions when it is not possible for a student or apprentice to attend for significant reasons that are out of their control. We recognise that attendance is important to learners who may subsequently seek references for higher education, apprenticeships, and employment. Therefore, the following points constitute accepted reasons for absence and should be marked as such on the register using the 'Y' mark. Management reporting will be able to distinguish between the 'in/out' present attendance rate, and an adjustment for the 'Y' mark, which will be used as a neutral mark.

Use of this mark requires a mandatory form of evidence, for example
a hospital appointment card. It is a neutral mark on the register and does not contribute to cumulative attendance. Staff should scan a copy and upload to Promonitor as evidence.

- Hospital or GP appointments (appointment card or letter required as evidence).
- Diagnosed medical conditions that require ongoing/regular hospital treatment (letter required as evidence of appointment schedule).
- Family bereavements of an immediate relative (grandparent, parent, carer, child, spouse, sibling) – does not require evidence, but should be verified sensitively.
- Court attendance for jury service (requires evidence of duty / dates).
- Job interview (requires evidence of appointment).
- Designated Religious Festival – does not require evidence.
- Driving test (requires evidence of appointment).
- Mandated appointment with Department for Work and Pensions, Job Centre Plus, Home Office (requires evidence of appointment).
- Appointments related to the support of care experienced students such as PEP meetings and reviews and other key external meetings (evidence should be requested but may not always be available therefore a sensitive approach may be required).
- Official University/progression taster days, interviews and events (evidence required)

7 Absence Procedures

College attendance procedures must ensure that repetitive absence – viewed over a 3-week period, or repetitive trends over a longer period (e.g. missing the same day per week) – is tackled robustly and promptly to ensure a rapid and supported return to learning.

Students absent for longer than 4 weeks should be formally reviewed by the Assistant Principals and potentially withdrawn from their programme of study unless there are clear mitigating circumstances, and a clear plan for return to learning. MIS will provide a list of students that fall into this category on a weekly basis. Use of approved break in learning status may be used in some circumstances, such as maternity; staff are required to follow checks before enacting a break and work in conjunction with MIS, Apprenticeships and HE teams to ensure all procedures are correctly followed.

The following tables outline the actions that must be taken to ensure attendance monitoring and actions are impactful in raising attendance:

Attendance Tracking Roles and Responsibilities- 23/24

Job Role	Responsibilities
Curriculum Administrator	Run absence report at 9.30am and between 1.15pm and 2.15pm daily depending on area
	Share daily absence list with **CM, PL and PC –** Support PC with contacting parents/carers
Lecturer	Complete registers within the first 10 minutes of each lesson.
	Students of concern and actions taken logged onto Pro-Monitor- sharing comment with PL/PC and the CM for A level and GCSE pathways

Progress Coach	Phone **parents/carers of students** who are absent each day, supported by PL/CA when required. **Appropriate person to log actions on Pro-Monitor**- share comment with PL and CM for A level and GCSE pathways
	Access Mi Space report to review attendance, including Maths and English. For A level and GCSE pathways meetings will need to be with the CM for the pathway the student is on.
	Log onto 'My concern' anybody 16-18 who is absent for all sessions in one week
Programme Leader/CM for academic	Work with PC to identify students of concern and work with delivery team to put actions in place to support them returning to classes, including Maths and English.
	Access Mi Space report to review attendance, including Maths and English – Taking action as necessary.
	Put interventions in place for students identified in 1-1 meeting. **PL to log these on Pro-Monitor**- sharing comment with PC and CM
Curriculum Manager	<u>Meet with AP once a week.</u> Work with course team to support the effective tracking and monitoring of attendance for all programme of study (including Maths and English).
	Access Mi Space attendance report and review attendance, including Maths and English. CM to log actions and interventions from 1-1 meeting with AP onto Pro-Monitor- **sharing comments with AP, PC and PL**
Assistant Principal	<u>Meet with CM once a week and PC's once a month.</u> Review attendance reports for full Programme of Study and use of Pro-Monitor across Faculty, agreeing actions to be taken and further support required on Promonitor.
	Feedback to senior management regarding key areas of concern and actions taken.

Formal Intervention Process 23-24

	Processes	Led By
Pre-Stage 1	**Evidence of 3 actions taken to address concerns before moving onto Stage 1- evidenced on Pro-Monitor examples of actions might be contacting parents, setting student smart target for attendance, referring to support services.**	**Lecturers**
Stage 1	<u>**Initial Stage '/Cause for Concern'**</u> – Attendance is 90% or less • Meeting arranged <mark>between PC and student</mark> with clear comments, actions and targets added to Pro-Monitor. • Support needs identified and added to Pro-Monitor. • Letter sent home to parents, outlining concerns and actions. • Review meeting to take place 2 weeks after intervention.	**Progress Coach**
Stage 2	<u>**Individual Behaviour Plan**</u> • Meeting with student, progress coach, <mark>Programme Lead/or pathway CM*</mark> and parents. • Agree Individual Behaviour Plan, with support needs identified. • Agreed Individual Behaviour Plan sent home to parents via admin team and added to Pro-Monitor. • Notify all subject teachers of agreed targets. • Review progress informally at 2 weeks and formally at 4 weeks using Pro Monitor.	**Programme Leader**
Stage 3	<u>**Final Written Warning**</u> • Meeting with student and parents (with admin taking minutes). • Targets for improvements set, with support needs identified. • Discussion of consequences for not achieving targets. • Report card issued. • Key information uploaded to Pro Monitor by admin. • A weekly review meeting to discuss report card. • A formal review of progress at 3 weeks to include parents.	**Curriculum Manager**
Stage 4	<u>**Final Meeting/Exclusion**</u> • If no improvement from Stage 3- or evidence of gross misconduct. • Parents invited to a meeting, taking place within 5 working days of the referral. • Formal meeting to take place with admin taking minutes. • All relevant evidence from Stage 3 handed over by CM. • Subject teachers, PL and ACM consulted in what actions needed for the student to remain in college. • Outcomes can be to issue a final notice to improve or student withdrawal.	**Assistant Principal**

Appendix 1: Barriers to Good Attendance and Punctuality

• Students are placed on wrong course orprogramme and/or slow response to transfer onto a more appropriate programme	• Poor timetabling (e.g. a break of more than one hour between lessons is viewed as too much, and anything less than 15 minutes is seen as too little)
• Failure of responsible staff to contactabsentees promptly.	• Cancelling classes or letting students leave early as this impacts on future attendance
• Lack of encouragement and support from parents who would prefer their son or daughter to work for a living rather than continue with his or her education.	• Poor induction which does not thoroughly embed the correct behaviour from the start of the programme
• Taking holidays in term time	• Students unaware of how to report absence
• Transport difficulties – bus passes are not always appropriate	• Failure of staff to establish a good rapport with the students
• Failure of teachers and/or student experience staff to provide the necessary and appropriate support	• Sickness
• Personal / family problems	• Lack of learning support where needed
• Dislike of subject, lecturer or tutor	• Work commitments
• Failure to praise good or improving attendance, punctuality or behaviour.	• Boredom / lack of motivation / uninspiring or passive learning
• Lack of close monitoring of students' attendance during the winter term and especially when students have completed their first assignments before half term as many students fail to return to the college after the half-term break	• Overly critical / inappropriate handling oflateness, poor punctuality or behaviour.
• Students who start courses late are morelikely to have a poor attendance record than those who joined them at the start	• Financial hardship (especially among 19+students)
• Research demonstrates that student attendance that falls below 92% causes adeterioration in performance.	• As it is not always easy to impress upon employed, part-time students the importance of giving due priority to their college studies as well as their work commitments, attendance rates may rise ifthey are limited to a maximum of 10 hours study time.
• Socialising taking priority over learning so the student is in College but not attending class	• Attendance rates for functional skills and theory lessons tend to be lower than thosefor practical sessions

Appendix 2 Strategies for improving attendance and punctuality

The table below includes a comprehensive range of actions departments that support good attendance

Outcome	Actions
Students understand and believe that each day of attendance matters	• Meet and greet team of managers (CMs, HoDs/APs) welcome students to college between 8.30 and 9.30. These to takeplace the first three weeks of the academic year and the first week back after every half-term break. • Teachers and support staff are role models – e.g., punctual and ready to start each session with purpose, utilising and engaging and interesting activity. It is vital students feel that there is good reason to be there, and to bond with thegroup – inclusion is a major factor in retention. • Students must feel they will miss out if there is any assumption they can 'catch up' easily by reviewing material on a VLE. • Produce and display 'league tables' for course (not students due to GDPR) attendance. • Ensure the review of students' attendance is a routine and critical part of the tutorial process, highlighting any links between poor attendance and failure to achieve targets.
Early interventions take place with at risk students	• Identify 'at risk' students and implement appropriate strategies in class and in tutorials to re-engage students
Monitoring of attendance	• Teaching and support staff must form good, supportive relationships their students, demonstrating unconditional positive regard when students do not always demonstrate the required behaviour. • Teaching and support staff must make extensive use of email, teams messages and text messages and the ILP to help manage the attendance. • Implement the use of student mentors to help motivate students where appropriate
100% staff commitment at all levels seen	• Strategies for improvement work best when improving attendance is seen as everyone's responsibility. • Use 'Meet and Greet' checks (HoDs/APs) at the beginning of the day and departmental specific 'corridor walks' (CMs/APs) in between sessions especially after lunch break. Intensive checks for attendance carried out first week back after every half-term. • All staff should challenge lateness and any apparent lack of purposeful activity. • Consider the style of dealing with lateness. If too confrontational it may have adverse consequences, and an aggrieved student may then drop out altogether.

	• It is preferable for students to turn up late rather than not to attend at all and many students who are consistently late for lessons may have sound reasons for being so. Ensure the class profile is detailed and referred to appropriately.
Make links to employability and respect for others	• Good employability skills such as attendance and punctuality must be a priority for development and, again, the responsibility of every member of staff. • Respect for other's time and efforts is part of being a respectful citizen, reminding students that they should respond to others how they would wish to be treated is key.
Targeted financial report available	• Increase staff knowledge of what additional support funding can be used for. • Precise targeting of hardship funds to students who are experiencing financial difficulties
Data used well to monitor and drive improvements	• It is important to constantly monitor attendance data so that actions and interventions can take place in a timely fashion. It is also important the data being used is consistent and valid and all staff and managers are looking at the same data. • Attendance data can be used to carry out a wide range of interventions such as letters home, meetings with parents, following the disciplinary process.
Celebration of attendance through rewards and incentives	• Reward students with 100% attendance rates or most improved attendance and punctuality. • Competitions – by dept, campus, course. • Enrichment activities • Lunchtime activities • Congratulatory letter/email from CM/AP/DP/Principal. • Praise messages
Sense of community, belonging and caring apparent in the College.	• Free breakfast provided before 8:30am • Group team building activities • Befriending schemes • Whole group/dept/cross-college enrichment activities.
Use of external/industry speakers/trips/visits	• Regular external speakers/trips to add further interest and adifferent prospective. • Reaffirm the importance of punctuality and attendance as essential employability skills.

Appendix 3 – Student Led Timetabling

The following high-level timetabling principles are designed support excellent attendance and participation.

There may be instances where not all principles can be achieved due to logistical or resource timetabling constraints, however college leadership teams must ensure that curriculum timetabling teams use these statements as guiding principles, in addition to any funding rules that are mandatory for the course design.

1. **All aspects of the study programme should be timetabled** – core, English, Maths, Tutorial, Enrichment, Work Experience online. A level and GCSE programmes by their nature will follow the pooling system, all other programmes can timetable as required as long as components such as English and mathematics are taught in the designated slots.

2. **English and Maths must be integral to the timetable and not peripheral** - the specific requirements for the delivery of high-quality English and Maths programmes must be the starting point for all College and departmental timetabling; English and Maths leaders will work together to review the efficiency of timetabling models, and in doing seek to continuously improve attendance and learner experience. For programmes that will require both English and Maths, 2 pools need to be selected and adhered to. If entry requirements are such that only 1 is required, then 1 pool should be selected.

3. **Tutorial must be integral to the timetable and not peripheral –** tutorial activity should be timetabled to maximise attendance, it should be placed so that curriculum staff can support attendance and the session if needed.

4. **Excessive breaks or periods of inactivity should be avoided** – for example of more than 1.5 hour, also no full-time learner should travel to a college for less than half a day tuition (3 hours), the preference is for **at least 5 hours of tuition**; learners should not have to endure large breaks throughout the day.

5. **Academic and theory lessons should not be more than 2 hours long** – a scheduled break should be provided if this duration is exceeded. This will be placed on EBS within the event set up. A lesson of less than 2 hours should not have a break within it, if it is felt that students cannot cope with this length of session then sessions should be timetabled as shorter slots e.g. 1.5hrs/1hr.

6. **All subject sectors should benefit from interaction with relevant employers**, whether through sponsorship, industry visits, internships, masterclass speakers or through work experience. Where possible curriculum teams should aspire to have at least 3 sponsors or patrons – this is an individual, or business, that has significant experience in the sector and/or community. The sponsor will be an interested volunteer who will meet with course leaders, and occasionally learners, to ensure that the delivered content is aligned with current business or industry standards. The 'gold standard' here will be employers involved in the sequencing of curriculum, advising industry standards for assessment, and/or participating in setting the criteria for, and/or judging skills competitions.

7. **Staff will be deployed to teach on courses based on their expertise and subject knowledge only** - senior curriculum staff are expected to demonstrate curriculum leadership to new or inexperienced teachers and undertake a timetable that demonstrates challenge and commitment to different groups of learners (based on their expertise).

8. **Class sizes will depend on the room, subject, and specialist resource and associated levels of risk** – practical class sizes should not exceed approved risk assessment supervision ratios.

9. **Rooms are resourced and allocated based on learner and specialist curriculum need only** - rooms with ILT must be timetabled based on a clear need and intent to provide digitally enhanced training. For example students are not expected to use ILT for long periods of assessment completion, which would normally be conducted independently as homework or self-study.

10. **The nominated course leader/ tutor should teach on the course**, unless a compelling/ practical reason is provided. This helps ensure that the management of the course, is aligned to the needs of learners and that it supports progress review.

11. **16-19 study programme learners should have the opportunity to participate in sport, volunteering, cross-college enrichment and social activity,** where available and practical. Learners requiring adjustments should be duly considered to ensure that they can access, participate and benefit from a programme of enrichment.

12. **Timetabled lessons must be subject specific**, e.g. notional hours and large blocks titled 'practical or theory sessions' are to be avoided - learners must be able to understand the subject/unit and what they are doing from their timetable.

13. Long (2hrs +) theory sessions attached to practical competency qualifications (e.g. NVQ Diplomas) should be regularly (at least annually) reviewed for efficacy – **long periods of logbook completion or needless research activity should be replaced with focused theory, or additional practical skills delivery.**

14. **Risk assessments must be completed for all practical skills delivery workshops/ salons/kitchens** etc. – this must consider maximum staff: student supervision ratios (H&S statutory requirement, not advisory).

15. **Timetables should be ready and available for students in good time,** in their first session at college the timetable should be presented in a format suitable to the group, each component should be explained.

16. If a **pool is proposed to be collapsed or moved** from where it was in year 1 then this must be carefully worked through and authorised by the Assistant Principal A Levels, English, Maths, Science and Pre 16.

17. Vocational courses based at Queens Drive should avoid using the 1.10 to 1.50pm lunch on a Monday, Tuesday, Thursday and Friday to prevent

18. The cross college meeting slot should be kept free, it may be prudent to also save a short regular slot for your team(s) to allow a heads up session where key communications can also be discussed.

Appendix 4 - Attendance Tracking Process on Promonitor

Each student has an **Attendance Tracking Meeting** in their ILP and this should be used throughout the year to record any new information with regards to student absences.

All staff are asked to record any updates they have about the student's non-attendance in the meeting notes, providing a central location for attendance tracking purposes accessible by all.

Please note, you are only required to record brief informative information (i.e. Tommy has a stomach upset) as this data will be used for reporting purposes.
Please refrain from inserting 'texted student' or 'student was absent from lesson." or pasting full emails from parents)

1. Open the student ILP and select **Comments, Meetings & Emails** and select **Manage Meetings**
2. Open the **Attendance Tracking (2023 – 2024) (v)** meeting* – (*NB: this meeting is visible to Student and Parent*
3. Find the correct text box depending on the date
4. Enter your update by clicking into the top of the box and entering the date and the information so the data is in descending order and Save.

Meeting Notes

Attendance Tracking Notes (Sep) *Please add date and list in descending order of date so the most recent appears at the top of the box)*

06/09 - Tommy has had a bike accident and has hurt his back
15/09 - Tommy has seen a chiropractor and thinks he will be back next Monday

Attendance Tracking Notes (Oct) *Please add date and list in descending order of date so the most recent appears at the top of the box)*

Attendance Tracking Notes (Nov) *Please add date and list in descending order of date so the most recent appears at the top of the box)*

Attendance Tracking Notes (Dec) *Please add date and list in descending order of date so the most recent appears at the top of the box)*

*Attendance Tracking Meetings are created automatically for all students at a point in time during the first week of September. If a student is a late enroller, they may not have an existing meeting however you can create one manually by selecting **Add Meeting***

If you have any questions, please email ProMonitorHelp@newcollege.ac.uk where one of the team will be happy to help.

Equality Impact Assessment

	Judgement	Explanatory Note if required
EIA 1 – Does the proposed policy/procedure align with the intention of the NCS Mission	Yes	
EIA 2 – Does the proposed policy/procedure in any way impact unfairly on any protected characteristics below?	No	
Age		
Disability/Difficulty		
Gender Reassignment		
Marriage and Civil Partnership		
Pregnancy/Maternity		
Race		
Religion or Belief		
Sex		
Sexual Orientation		
EIA 3 – Does the proposed policy/processes contain any language/terms/references/phrasing that could cause offence to any specific groups of people or individuals?	No	
EIA 4 – Does the policy/process discriminate or victimise any groups of people, or individuals?	No	
EIA 5 – Does this policy/process positively discriminate against any group of people, or individuals?	No	
EIA 5 – Does this policy/process include any positive action to support underrepresented groups of people, or individuals?	Yes	
EIA 6 – How do you know that the above is correct?		Policy review

Document Location

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Revision History

Date of this Revision: ???? 2023
Date of next Revision: July 2024

Version	Date	Author	Change Description
1.0			

Approvals

This document requires the following approvals:

Committee/Principalship	Date
Senior Leadership Team	

Distribution

This document has been distributed to:

Title/External Organisation/All Staff	Date of Issue	Version
All Staff		