Students and Apprentices Attendance Policy

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Reviewer: Samantha Rooney

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Introduction

The Isle of Wight College is committed to delivering outstanding teaching and learning within an environment where all students and apprentices feel safe, valued and can reach their full potential. The close monitoring of attendance is a priority for the college. The college requires students and apprentices, full and part time, to attend college regularly, recognising that their commitment to attend indicates a commitment to make the most of all learning opportunities available. Regular and punctual attendance are qualities that are highly valued by employers who want to know that their workforce is reliable and therefore the college seeks to develop these qualities in all its students.

1. Policy Statement

The Isle of Wight College is committed to promoting and supporting regular, punctual attendance for all students and apprentices. The college expects 100% attendance and sets **90% or above as the minimum attendance standard**. Attendance and absence will be monitored from the first missed session, including same-day follow-up where required. Where attendance falls below 90%, structured supportive monitoring will begin. The formal Attendance Support and Escalation Process will normally begin when attendance reaches 85% or below, or earlier where there are repeated unexplained absences, a continuing pattern of decline, failure to engage, or safeguarding or welfare concerns. The college will consider individual circumstances, safeguarding, wellbeing, SEND and reasonable adjustments when responding to absence, while maintaining clear expectations that support participation, progress and successful completion.

2. Scope

The policy applies to all students and apprentices enrolled at the Isle of Wight College. Students should attend all the timetabled activities associated with their programme of study including, where applicable, maths and English lessons, academic tutorials, self-directed learning and personal development. We understand that students may occasionally face circumstances that prevent them from attending. In such cases it is the student's responsibility and/or their parent/carer to communicate promptly with their tutor providing a valid reason for absence.

For apprentices, attendance monitoring must take account of apprenticeship requirements, including employer involvement, off-the-job training, progress reviews, funding rules, breaks in learning and withdrawal processes. Where attendance concerns affect programme participation, off-the-job training or progress, employer contact should be made where appropriate and all contact, actions and outcomes must be recorded.

3. Related External and Internal Policies and Guidance

External policies and guidance

- Keeping Children Safe in Education (KCSIE)
- Participation of young people in education, employment or training
- Student visa requirements
- Local Children Missing Education guidance and procedures

Internal college policies and procedures

- Safeguarding Policy

- Student Behaviour Policy
- Work Placement Policy
- Student Withdrawal Procedure
- Data Protection Policy
- Complaints and Appeals Procedures

4. Definitions

- **Attendance:** Presence at all timetabled activities that form part of the student's programme.
- **Authorised absence:** An absence that the college has approved and recorded using the appropriate authorised absence mark after considering the reason provided, any supporting information and the student's individual circumstances. Reporting an absence does not automatically mean that it will be authorised.
- **Approved off-site activity:** Attendance at an authorised work placement, external visit, examination, remote supervised activity or other approved programme activity. This is recorded using the appropriate positive register mark and is not treated as absence.
- **Punctuality / partial attendance:** Arrival more than 10 minutes after the scheduled start of a session, or leaving before it ends, recorded using the appropriate late mark.
- **Unexplained absence:** Absence for which the college has not received or established a reason at the time follow-up is undertaken.
- **Persistent absence:** A continuing or repeated pattern of absence that remains a concern, whether or not individual absences have been authorised.
- **Supportive monitoring:** Early attendance tracking beginning at 89% or below. This is intended to identify barriers and provide support and is not automatically Stage 1.
- **Formal attendance process:** The staged Attendance Support and Escalation Process, normally beginning when attendance reaches 85% or below, or earlier where specified concerns apply.
- **Vulnerable student:** A student whose circumstances, support needs or safeguarding context require enhanced monitoring, coordinated support or a different follow-up response.
- **Reasonable adjustment:** A change made to remove or reduce a substantial disadvantage experienced by a disabled student; it does not automatically remove the requirement to engage and attend their programme.
- **Break in learning:** An approved temporary suspension of an apprenticeship, recorded in accordance with apprenticeship and funding requirements.
- **Withdrawal:** The formal process through which a student's enrolment on a programme or apprenticeship provision is ended.
- **Non-progression:** A decision that a student will not continue to the next level or year of their programme.
- Reporting an absence does not in itself mean that the absence will be authorised. The college will consider the reason provided, any supporting information and the student's circumstances when determining the appropriate register mark. Decisions about authorised absence will be made in line with college procedures and recorded appropriately.

5. Policy Objectives

- Ensure regular college onsite attendance to maximise learning opportunities and safeguard students and apprentices.

- Reinforce the link between attendance, progress and achievement.
- Encourage students to take ownership of their learning.
- Enable timely detection of attendance issues.
- Provide mechanisms for support and intervention to prevent disengagement or drop-out.
- Maintain accurate attendance records to safeguard students/apprentices.
- Ensure accurate data for funding claims and performance monitoring.
- Ensure fair and consistent application of attendance procedures.

6. Responsibilities

Students and Apprentices

- Commitment to full attendance of their timetable, including English and maths lessons.
- Understand that attendance is directly linked to academic success and progression.
- Arrive on time for all lessons ready to learn.
- Inform the college (or parent/carer to inform the college if student is under the age of 18 years) of any absence before the start of the day via E Notify which is an app and can be accessed on a smart phone tablet or via the internet using the following link https://iwcollege.ac.uk/support/report-an-absence.
- If the student is an apprentice, they must notify both the college and their employer for each day of absence.
- Following an absence from college take the initiative to catch up on missed work. Speak with tutors or support staff to access missed resources or support.
- Attend meetings or interventions which are related to attendance concerns.
- Work with the course teams, student engagement or safeguarding to remove any barriers to attendance.
- Understand and follow the college's attendance and behaviour policies.
- Understand that unauthorised absences may lead to escalation, impact on progression or may lead to a withdrawal of the college offer.

Parent/Carers

- Are expected to encourage their young person's full attendance at all lessons and monitor their attendance through Parent Portal.
- If a student, is unable to attend through illness or other legitimate reason, they or their parent/carer (if under 18years) must notify the college via the E Notify app on each day of absence https://iwcollege.ac.uk/support/report-an-absence.
- Parent/carers of an apprentice under 18 years are expected to notify the college and the employer of absence.
- For students aged 18 and over, the college will normally communicate directly with the student. However, where there is a recorded reason, identified vulnerability, safeguarding concern, best interests rationale, consent, or another lawful basis to do so, contact with a parent/carer, emergency contact or relevant professional may still be appropriate and will be considered on a case-by-case basis.

Employers

- Are expected to notify the college of any unexplained absences from placement or apprenticeship-related activity within an hour of the expected start time, where applicable.

- For apprentices, employers should work with the college to support attendance, off-the-job training, progress reviews and agreed actions. Employer contact and agreed outcomes must be recorded where attendance concerns affect apprenticeship progress, funding, break in learning or withdrawal considerations.

Senior Leadership Team (SLT)

- Approve and review the college's attendance policy and procedures ensuring that they align with national expectations and the college's goals.
- Set attendance benchmarks and ensure that these are communicated and embedded across departments.
- Regularly review attendance data to identify trends, risks and areas for improvement.
- Involvement in complex or high-risk attendance cases especially where safeguarding concerns are present.
- Provide attendance performance reports to the governing body.
- Maintain strategic oversight of the effectiveness and consistent application of the college's attendance procedures.

Teaching Staff

- As part of the welcome to college and throughout the academic year, promote a positive and safe learning environment and reinforce that good attendance supports progress, wellbeing, belonging and future progression.
- Identify patterns and spot early signs of disengagement, persistent absence or emerging barriers to attendance.
- Ensure that registers are marked accurately in the college's electronic register system, CEDAR, within 15 minutes of the start of every lesson, using the correct register marks as outlined by CIS (see Appendix 1). Accurate and timely completion of registers is essential to enable same-day attendance monitoring, safeguarding follow-up and the operation of any central text alert system for unexplained absence.
- Follow up unexplained absence promptly on the day in line with college procedures so that the reason for absence can be understood and support offered where required.
- If teaching staff are aware of a college related activity that will impact on attendance to lessons, they must notify the CIS team and the English and maths TLMs in advance to ensure that registers can be marked correctly and that catch-up work can be provided where necessary.
- Prepare appropriate attendance information to support curriculum, team and external meetings where attendance information is required, including safeguarding discussions.
- For all students under 18 years, liaise with parent/carers, professionals or other named emergency contacts, unless there is a recorded reason why this would not be appropriate, to keep them informed about attendance concerns, actions taken and agreed support.
- Ensure accurate recording on E Trackr of attendance concerns, contact attempts, reasons given for absence, actions agreed, support implemented and any safeguarding actions or referrals made.
- Monitor students' attendance over an agreed period, communicate concerns and work with the student engagement team or safeguarding team where issues are complex or linked to wellbeing, mental health, family circumstances, caring responsibilities, SEND or wider vulnerability.

Teaching and Learning Manager (TLM)

- Set clear expectations about attendance and reinforce the importance of attendance from the student welcome onwards.
- Ensure that all timetables and associated registers for each component of the study programme are correct.
- Ensure that they conduct regular student meet-and-greets at the start of the college day to guide students to their correct locations and ensure they are in lessons on time.
- To ensure that all members of their teaching teams are familiar with the process for student absence, potential safeguarding implications around absences and understand the accurate and timely recording of register marks.
- Ensure that registers for their areas are completed on a daily basis and to follow up any missing register marks promptly on the day to ensure accuracy of records in their areas and safeguarding of students.
- Ensure that register completion in their areas supports central attendance systems, including text alerts for unexplained absence and administrator-led follow-up processes. Where registers are incomplete or late, this must be addressed as a priority on the same day.
- Review attendance for their areas/English and maths/individual students weekly via Dashboard and when attendance falls below thresholds ensure that timely interventions are taken by the teaching teams.
- Ensure that attendance is monitored in weekly team meetings and work with teams to develop a high-risk list which ensure targeted and timely interventions are in place and accurate recording of actions taken.
- Implement escalation meetings with the course tutor for students with persistent absence which involve parent/carer and/or appropriate professionals to ensure that timely interventions are taken or to escalate further as per college policies.
- To provide signatory to student withdrawal forms ensuring that all appropriate and necessary actions have been taken and recorded on E Trackr and that registers are accurate **before** the form is submitted to the HoL for authorisation.

Head of Learning (HoL)

- To sample audit attendance and room utilisation in areas or on individual student basis and ensure that appropriate actions are being taken by the TLM and teaching teams.
- To ensure that all records are checked before a withdrawal form is authorised to ensure that appropriate interventions have been implemented, including interventions taken for English and maths.
- To provide an escalation process for meetings with students/parents/carers where there are significant concerns about attendance or punctuality.
- To authorise any withdrawal forms ensuring that all checks and balances as per college policies have been implemented.

Curriculum Support Administrators

- Curriculum Support Administrators will work with Heads of Learning to track all students and apprentices whose attendance falls to 89% or below, where the student is not in a

safeguarding category and there is no identified safeguarding concern. This is early supportive monitoring and does not automatically constitute Stage 1.

- Administrators will make agreed attendance follow-up calls and communications, record each call, contact attempt and key points of discussion accurately on the agreed attendance record or E Trackr, and ensure that relevant information is shared with the Course Tutor, TLM and Head of Learning as appropriate.
- Curriculum Support Administrators will begin agreed follow-up as soon as practicable after a student or apprentice is identified at 89% or below and ordinarily no later than five college working days after identification. Day-one unexplained absence, safeguarding, welfare or whereabouts concerns must continue to be addressed on the day they arise and must not wait for the percentage-monitoring cycle.
- Administrator-led attendance follow-up must not replace safeguarding action. Students who are already identified within a safeguarding category will be followed up by the safeguarding team. Where absence creates, indicates or escalates a safeguarding or welfare concern, the matter must be referred to the safeguarding team because different recording, reporting and escalation requirements apply.

Student Engagement and Safeguarding Teams

- Support teaching teams with contact to students or parent/carers/external professionals when attendance is deemed to be a concern due to issues such as mental health and wellbeing. A note of any contact and actions made must be recorded on E Trackr.
- Collaborate with Curriculum Support Administrators, curriculum teams and Heads to identify attendance patterns for vulnerable and/or high risk students, to support the development and implementation of action plans and interventions aimed at removing barriers to education.
- Work with vulnerable students whose attendance is significantly below threshold levels to provide support and further referrals where required.
- Student Engagement will support students and apprentices where barriers to attendance, vulnerability or wider support needs require specialist intervention. This support may be provided at any attendance level and does not replace the agreed monitoring threshold at 89% or below or the formal Stage 1 threshold at 85% or below.
- Safeguarding will lead or advise where absence creates or increases a concern about a student's safety, welfare or whereabouts, where the student is subject to an identified safeguarding plan or category, or where the circumstances require action under safeguarding procedures. Identification as vulnerable alone does not automatically transfer responsibility to Safeguarding; the response will be determined by the nature and level of risk.
- Where both attendance risk and safeguarding or vulnerability are present, Student Engagement and Safeguarding will work together to agree the most appropriate follow-up, recording and escalation route.
- Monitor withdrawal information for vulnerable and/or high risk students to ensure that appropriate interventions have been implemented before a withdrawal is actioned and to follow up further referrals that may be required with parent/carers, CIAG, external professionals e.g. the virtual school and social services.

7. Procedures

- Registers must be taken **within 15 minutes of the start** of every lesson with the appropriate marks used to denote the status of the student attendance (**see appendix 1**).
- Any student who is categorised as vulnerable by the safeguarding team, or where there is a known safeguarding concern, and is absent from lessons requires immediate follow up. Teaching staff must notify the safeguarding team without delay.
- For 14-16 students, and for any other student under 18 years where absence is unexpected and no reason has been provided, the parent/carer should be contacted directly by the college on the day of absence as soon as possible. Where there is a concern about the student's safety, welfare or whereabouts, the matter must be escalated immediately in line with safeguarding procedures.
- The day-one absence process should be clear to staff and students: registers are checked promptly; any known reason for absence is considered; the student is contacted where appropriate; parent/carer contact is made for under 18s unless a recorded reason prevents this; and all actions are recorded. If no contact can be made, if explanations are inconsistent, or if there are wider concerns, the case must be escalated to student engagement or safeguarding on the same day.
- The college may operate a central text alert system for unexplained absence. Where this is in place, text alerts will be dependent upon accurate and timely register marks and will form part of the college's day-one response, alongside staff review and any required personal contact or safeguarding escalation.
- Absence follow-up communication may also be issued centrally through standard letters, emails or other agreed templates. These communications are intended to provide a consistent college response, reinforce attendance expectations, signpost support and ensure that follow-up is timely and recorded.
- Dashboards should be reviewed weekly by TLMs to ensure full and accurate completion and to identify any issues regarding students' attendance.
- Student attendance and punctuality should be a standing item on weekly team meeting agendas with high-risk student lists in place where required to ensure that attendance remains a priority and that patterns of concern are identified early.
- Prior agreed absence or lateness must be recorded on E Trackr as a note labelled 'Teaching and Learning Strategy' as this will appear automatically in the group profile generated through E Trackr.
- Attendance escalation must never delay safeguarding action. Where there is immediate concern about a student's safety, welfare or whereabouts, safeguarding procedures must take priority.
- Attendance at work placements, external provision, trips, enrichment activities and other off-site learning that forms part of the study programme must be recorded and monitored in line with college procedures. Where a student is expected at an off-site activity and does not attend, the absence must be followed up promptly and, where relevant, communicated with the employer, placement provider or external partner.

When reviewing absence, staff should consider:

- Awarding organisation expectations regarding qualifications being studied.

- Whether attendance remains sufficient to enable the student to develop the skills, knowledge and behaviours relevant to their programme of study and to complete their programme successfully.
- What support or intervention may help remove barriers to attendance.
- How and when the student will catch up on missed work.
- Repeated, persistent or unexplained absence must not be treated as an administrative issue only. For under 18s in particular, it should be considered in the context of safeguarding, KCSIE and missing education, with timely escalation where concerns remain.

Attendance Support and Escalation Process (see Appendix 2)

- Where attendance falls to 89% or below, Curriculum Support Administrators will begin supportive tracking and follow-up, record contact attempts and alert curriculum leads where concerns persist. This monitoring stage is distinct from the formal process.
- Stage 1 begins when attendance falls to 85% or below, or earlier where there are repeated unexplained absences, a continuing pattern of decline, failure to engage with monitoring or support, or a safeguarding or welfare concern.
- The formal process then moves through three stages: Stage 1 – Course Tutor support meeting;
- Stage 2 – Teaching and Learning Manager first written caution;
- and Stage 3 – Head of Learning final formal meeting and second written caution. Each stage must be recorded on E Trackr and reviewed in line with Appendix 2.

8. Student Withdrawal

- If a student or apprentice wishes to withdraw from programme at any stage in the academic year, a meeting is required with the Teaching and Learning Manager (TLM) to discuss the reasons for withdrawal. The TLM for English and maths should be included where there are issues in these lessons, and the apprenticeship team and employer should be included where relevant for apprentices.
- Further options including a careers information, advice and guidance (CIAG) meeting should be arranged. All actions taken should be accurately recorded on E Trackr.
- If the student or apprentice still intends to withdraw and the TLM is satisfied that all actions have been taken, then a withdrawal form should be submitted by the TLM for authorisation by the Head of Learning (HoL). For apprentices, break in learning, employer discussion, progress review and funding implications must be considered and recorded before withdrawal is progressed.
- Before authorisation, the HoL must ensure that all actions have been taken and are recorded on E Trackr and that the withdrawal form includes withdrawal from all relevant components of the study programme or apprenticeship with correct register marks and corresponding actual end dates, including English and maths where applicable.
- The HoL must ensure that they are satisfied that all measures, policies and processes have been followed before withdrawal is authorised.
- If course teams are intending to withdraw a student or apprentice from programme due to persistent non-attendance, the Attendance Support and Escalation Process must be followed and recorded prior to any withdrawal, unless safeguarding or another urgent statutory process requires immediate action.

- Any decision regarding withdrawal from programme or non-progression will be made on a case-by-case basis, taking account of attendance, engagement, support offered, individual circumstances, safeguarding considerations, reasonable adjustments where relevant, and the student's realistic ability to complete or progress successfully.
- If a student wishes to query or seek a review of a withdrawal or non-progression decision, they should be signposted to the relevant college complaints, appeals or student procedures, as applicable.

9. Training and Awareness

- All teaching and support staff should read the attendance policy annual update each year to familiarise themselves with procedures.
- All new teaching staff will have attendance policy and process, roles and responsibilities (e.g. taking registers, correct marks) as part of their corporate welcome pack, briefings and induction into course area.
- The annual update of the policy and any key changes or refreshers, including reinforcement of escalation routes and support services, will be circulated to all curriculum managers and teams at the start of an academic year.
- TLMs and HoLs to ensure that attendance is a focus for teams and there are regular discussions around early interventions, attendance reviews and action plans and engaging with parent/carers and external professionals where required.
- The familiarisation of the policy will be part of team meetings led by the teaching and learning manager. The TLM should share attendance performance and expectations regularly with teaching teams.
- TLMs will provide the team with information on updates in the policy as part of their attendance monitoring. The training with teams should cover the policy's purpose, procedures, appropriate register marks and the staff roles in enforcing it. Staff should be clear and understand the legal framework and context related to attendance e.g. safeguarding and missing children in education.
- Attendance will remain a focus area on manager meetings agendas to ensure that middle managers cascade expectations and monitor compliance via tools such as Dashboard, attendance reports and meeting templates.

Student and Apprentice Awareness

- Attendance expectations, including the requirement to attend all timetabled sessions, arrive punctually and report absence correctly, will be explained during induction and reinforced throughout the programme.
- Students and apprentices will be shown how to view and understand their attendance information through E Trackr and will be encouraged to raise promptly any concerns about the accuracy of their record.
- The Student Handbook, College Charter and 8 Habits for Effective Learning will provide clear and accessible information about attendance, punctuality, absence reporting and the relationship between attendance, progress and future opportunities.
- Teaching staff will discuss attendance and punctuality regularly through academic tutorials, progress reviews and apprenticeship reviews, including where attendance is declining or support may be required.

- Students and apprentices will be informed about the supportive monitoring and formal escalation processes, the possible effect of continued absence on progression or programme continuation, and how to access help where barriers are affecting attendance.

10. Monitoring and Review

- Register and room audits to ensure compliance and register completion
- Monitoring of the timeliness of register completion to ensure that central absence texts and same-day follow-up processes can operate effectively.
- Room audits to verify attendance accuracy
- CIS system reviews to ensure that data is being entered and extracted correctly.
- Review of attendance tracking for students below threshold and for identified vulnerable groups, including whether follow-up communications, interventions and escalations are timely and appropriately recorded.
- Formal review of the attendance policy gathering feedback from staff, students and parent/carers/employers.
- Use of surveys or forums to understand the barriers to attendance and improve support.
- Attendance data, student and apprentice feedback and identified barriers to attendance will be reviewed to inform support, curriculum planning and wider improvement activity.
- Termly SLT and/or governor reports.
- Audits of attendance action plans to ensure that they are well documented and accessible and having the required impact.
- Heads of Learning and SLT will sample attendance escalation cases to check that actions are timely, proportionate, accurately recorded and that safeguarding, SEND, reasonable adjustments, English and maths, employer involvement and support interventions have been considered where relevant.

11. Confidentiality/Record keeping

- All teaching staff should ensure that registers are accurately marked in the lesson according to the register marks contained in appendix 1. Where required notes should be made on registers e.g. if a student leaves the lesson early.
- Where central attendance texts, standard letters or administrator-led follow-up processes are used, actions taken and communications issued must be recorded accurately in line with college procedures so that there is a clear audit trail of attendance monitoring, intervention and escalation.
- Staff handling attendance data must be aware of their responsibilities regarding data protection and confidentiality. They should know how to handle sensitive information appropriately according to college policy and procedures.

12. Communication

- The student attendance policy will be communicated to all staff at the start of the year and by TLMs in curriculum team meetings.
- Where implemented, central attendance text alerts and standard follow-up letters will be communicated to students, parents/carers and staff as part of the college's attendance arrangements so that expectations about absence reporting and college follow-up are clear.

- The importance of attendance should be included in any parent/carer welcome briefings with an overview of the expectations around this in terms of preparing students for employment and the correct reporting of absences.
- Teaching teams should regularly discuss the importance of attendance with their student groups and be clear about expectations for attendance from the welcome at the start of the academic year throughout the academic year and include attendance as a focus for progression reviews.
- There will be student awareness campaigns throughout the academic year in college to support attendance e.g. Positive about Attendance campaigns and use of posters and social media to reinforce the message.

13. Evaluation and Reporting

- Data analysis of attendance and attendance patterns benchmarking the college against national averages.
- Identify best practice in curriculum areas that could be adopted to improve the policy and procedures.
- Monthly attendance reports to SLT identifying trends and areas of concern.
- Reports provided to governors detailing attendance data, feedback and any actions taken to improve overall college attendance.

Review and Amendment History

November 2022	• **Register marks and new caution letters added.** • **Flowcharts removed.**
May 2023	• Corrections of some typos. • Added clarification on parent/carer notification and data protection. • Updated withdrawal authorisation requirements. • Changed author from David Hodgkins to Samantha Rooney. • Inserted a flowchart of the college absence procedure. • Updated E Trackr recording and escalation wording.
July 2024	• Changed author to Sue Churches, with Samantha Rooney as SLT reviewer. • Rewritten in line with the new policy template and revised team structures. • Retitled as the Student Absence Management Policy.
July 2025	• Updated title to Student Attendance Policy. • Changed to a two-year review cycle. • Clarified procedures, responsibilities and the focus on English and maths. • Added employer responsibilities and parent/carer involvement. • Refined escalation stages and appendix flowcharts. • Updated register marks and E Trackr guidance.
June 2026	• Strengthened links to safeguarding, KCSIE and missing education. • Clarified day-one follow-up, register completion and same-day escalation. • Added central alerts, follow-up letters and administrator-led tracking. • Introduced supportive monitoring at 89% or below and formal Stage 1 at 85% or below. • Updated the three-stage attendance support and escalation process. • Expanded guidance for apprentices, English and maths, SEND, reasonable adjustments and vulnerable students. • Updated appendices, caution letters and CEDAR register guidance (appendix 1).

Approval

Name / body	Role in approval	Position
Sue Churches	Author	Head of Student Experience
Samantha Rooney	Reviewer	Assistant Principal
SLT	Approval	Chief Operating Officer and Deputy CEO
Governors	Final sign-off	Governing Body (C&Q)

Appendix 1: Register Marks

The following table of "marks" should be used on college registers (both electronic and paper) to indicate the status of a student at each session they are expected to attend. Tutors should make appropriate notes on registers where required e.g. if a student leaves a lesson early, this should be noted.

Mark symbol	Description	Mark Count Impact
/	Present	Positive count
O	Unauthorised absence	Negative count
L	Partial mark – arrive late or left early	Positive count (but is negative against punctuality)
A	Authorised absence	No count - null
E	Attended external events, placements, exams or was supervised remotely	Positive count
T	Transferred	No count – null
W	Withdrawn	No count – null
C	Completed course	No count - null
System Generated Marks		
B	Planned break in learning – based on student status of interrupted	No count - null
?	Electronic register - system generated mark indicating no mark assigned by tutor – must be addressed urgently	No count - null

Registers must have every student listed. If this is an electronic register and a student presents who is missing from the list, it is the responsibility of the person scheduled to lead the session to add the student as a 'guest', then inform their assigned Teaching and Learning Manager (TLM) of the anomaly so the timetabling or enrolment issues can be resolved at the earliest opportunity.

Students arriving more than 10 minutes after the schedule start of the session will automatically be assigned a partial mark in the electronic register system, CEDAR. The person leading the session must make a note of the time of arrival of the student.

TLM's have the right to add a member of staff to a register in order for them to supply sick cover at short notice. This 'friendly cover' should only be deployed on a short-term basis, with all long-term cover notified to the Resources Support Officer, to enable the amendment of timetables to accurately reflect staff deployment.

For convenience, the CEDAR register system allows a person to mark their list of students in a block. However, once 'block-marked', the person marking must review the list and amend any exception to the block.

Marking registers with disregard to an individual student attendance mark is **not acceptable**. Registers are a legal document and as such must exactly replicate the attendance status for all students in the activity. Where rogue marks are consistently identified during CIS exception reporting, block mark functions will be taken removed.

A register is a legal requirement and the person named against it is fully responsible for the accuracy of this document. Incorrect completion of a register or persistently incomplete registers may result in escalation and potential disciplinary procedures.

A person assigned to mark a register must ensure that they are using the correct mark for individual student attendance records. If you are unsure after reading the explanations below; then contact smisteam@iwcollege.ac.uk or speak to your manager.

Paper registers should be kept to an absolute minimum. When used, they must be retained for up to 10 years. Therefore, please ensure that they are completed in full and submitted to CIS once no longer in use and by the end of an academic year as a minimum.

Mark symbol	Description	When to use this mark
/	Present	Student has attended the entire session
O	Unauthorised absence	Student absence is unexplained, sickness is unverified or absence has not been authorised in advance. **Examples include:** • Holidays • Driving lessons • Routine dental/optician/GP appointments **NB Students should be advised to make all such appointments outside their timetabled sessions, where possible, as part of their induction.** • Sickness under 7 days (The reason for absence to be noted once in contact with the student. All sickness over seven days to be documented formally, monitored regularly, marked as authorised and reviewed if exceeding four weeks).

L	Partial mark – arrive late or left early	Student arrived more than 10 minutes late or left the session early. A note as to reason should be made.
A	Authorised absence	Student absence has been validated with documentary evidence in advance or an activity does not run due to college cancellation. **Examples include:** • Evidence of a hospital appointment • Long-term sickness/medical condition • Court appearance/jury service • Funeral of a close family member (parental consent required) • Religious festivals (parental consent) • College is closed for exceptional circumstances
E	Attended external events, placements, exams or was supervised remotely	Student is on a supervised activity off-site such as a trip, is attending an exam within college or on a work placement at this time. This mark can also be used where a student has been set work to complete off site but has access to a tutor for queries, such as during progress review weeks.
T	Transferred	Student has changed programmes or class groups and will, therefore, be appearing on a new register.
W	Withdrawn	Student has left the course before completion. ***Please note this mark should only be used where it is known that a Leaver Form has been approved and it is yet to be processed.***
C	Completed course	Student has successfully completed their course **early** and is no longer required to attend the session. **NB This mark should only be used by teaching staff for a short period of time, no more than two weeks. A student completing more than two weeks before their planned end date should be the exception, with a Leaver Form raised which details early completion and confirmation of last date of attendance and destination. For students with more than two weeks remaining, extension activities should be set to prepare them for next steps.**

Appendix 2: Attendance Support and Escalation Process

Appendix 2 should be read alongside the main policy procedures. In addition to the staged escalation process shown below, the college may operate a central day-one attendance follow-up model which includes text alerts for unexplained absence, centralised absence follow-up letters and curriculum support administrator-led tracking of attendance concerns. These arrangements depend upon registers being marked accurately and within 15 minutes of the start of lessons so that same-day communication, oversight and safeguarding escalation can take place.

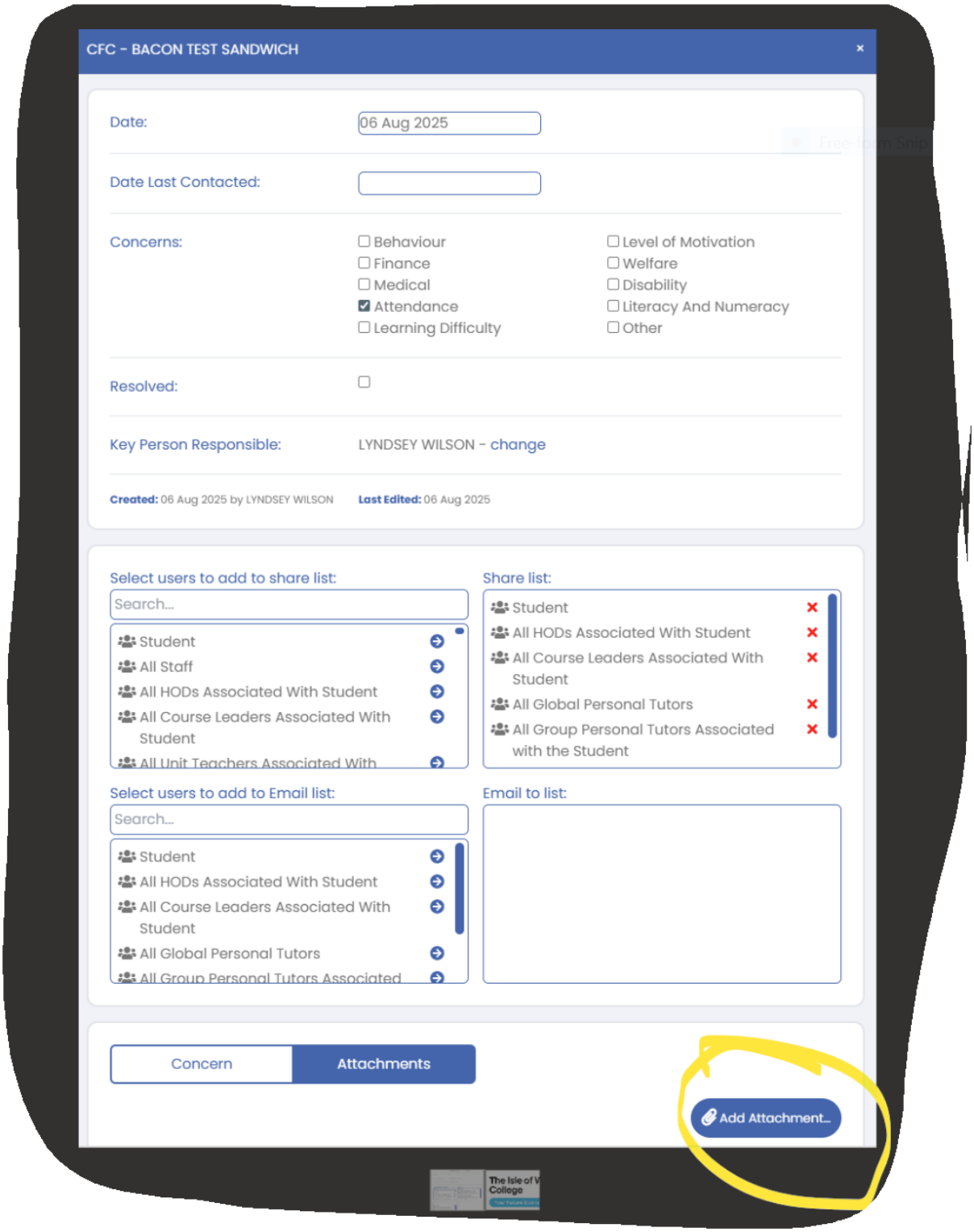
Curriculum Support Administrators will work with Heads of Learning to monitor and follow up all students and apprentices whose attendance falls to 89% or below, where there is no safeguarding category or identified safeguarding concern. This is an early, supportive monitoring stage and does not automatically constitute Stage 1. Administrator-led follow-up should normally begin within five college working days of identification, unless same-day safeguarding or welfare escalation is required. Stage 1 of the formal Attendance Support and Escalation Process begins at 85% or below, or earlier where there are repeated unexplained absences, continuing decline, failure to engage with monitoring or support, or a safeguarding or welfare concern.

Students who fall into safeguarding categories, vulnerable students, or where absence creates or indicates a safeguarding concern, must be followed up by Safeguarding and/or Student Engagement because different recording, support, reporting and escalation measures may be required. This support can apply at any attendance level and does not create a separate percentage threshold. Safeguarding action takes priority, while any formal attendance stage should be coordinated with the safeguarding response.

Stage	Trigger	Lead	Action required	Record / review
Routine tracking	Attendance at 89% or below. Monitoring continues while attendance is between 86% and 89%, unless an earlier-intervention condition applies.	Curriculum Support Administrator, with Head of Learning oversight.	Track attendance, make agreed calls or communications, identify reasons for absence and alert the Course Tutor/TLM where concerns persist. Hand over for Stage 1 when attendance reaches 85% or below, or earlier where an earlier-intervention condition applies.	Record calls, contact attempts and key discussion points.
Stage 1 Support meeting	Attendance at 85% or below, or earlier where there are repeated unexplained absences, a continuing pattern	Course Tutor.	Meet student, explore barriers, agree support, set targets and involve parent/carer or employer where appropriate.	Record on E Trackr. Review within 10 college working days.

	of decline, failure to engage with monitoring or support, or a safeguarding or welfare concern.			
Stage 2 First written caution	Stage 1 targets not met or concern remains persistent.	Teaching and Learning Manager.	Review Stage 1 actions, issue first written caution, update support plan, set further targets and contact parent/carer or employer where appropriate.	Upload letter/action plan. Review within 10 college working days.
Stage 3 Final formal meeting	No improvement after Stage 2 or student remains persistently absent.	Head of Learning.	Chair final meeting, involve TLM/support staff, issue second written caution, confirm final stage and review support already offered.	Record outcome. Final short review may be set, normally up to 10 college working days.
Final outcome	No improvement after Stage 3 or final review.	Head of Learning.	Confirm outcome: continue with support, withdraw from programme/apprenticeship provision, or do not permit progression.	Check safeguarding, SEND, reasonable adjustments, English and maths, CIAG, parent/carer or employer contact and records.
Safeguarding override	Safeguarding category, welfare concern, unexplained under-18 absence, vulnerability, or risk to safety/whereabouts.	Safeguarding / Student Engagement.	Safeguarding procedures take priority and must not be delayed. Attendance monitoring or formal escalation should continue only where appropriate and must be coordinated with the safeguarding response; safeguarding action does not by itself alter the agreed percentage thresholds.	Record and escalate in line with safeguarding procedures.

Appendix 3: Cause for Concern Record on E Trackr



Appendix 4: Caution Letter Exemplars

Letter 1 – First Written Caution (Stage 2)

Dear [Student/Apprentice Name – if under 18 years, parent/carer receive a copy and, if the student is an apprentice or has an employer, the employer receives a copy where appropriate],

I am writing to formally issue a first written caution regarding your attendance at college or apprenticeship provision. The college expects all students and apprentices to maintain attendance of 90% or above. Your attendance is currently recorded at [XX]% and remains below the expected standard following previous monitoring, discussion and support.

We have previously discussed the importance of regular attendance and its impact on your academic progress, wellbeing, and future opportunities. We have put in support such as XX. While we appreciate that there may be personal circumstances affecting your attendance, it is essential that you engage with the support available and take immediate steps to improve.

This letter serves as a formal escalation of concern. Please be aware that:

- Your attendance record is being closely monitored.
- Continued poor attendance may result in a formal escalation meeting.
- There is a risk of withdrawal from your college programme or apprenticeship provision, or a limit on progression at college, if no significant improvement is made.

We strongly encourage you to attend all scheduled sessions and to communicate proactively with your tutor or support staff if you are experiencing difficulties. Our aim is to support you in remaining on your course and achieving your goals.

Please contact [insert staff name and contact details] if you would like to arrange a meeting to discuss this further or access additional support.

Yours sincerely,
[TLM Name]
[Teaching and Learning Manager]

Letter 2 – Second Written Caution and Head of Learning Meeting (Stage 3)

Dear [Student/Apprentice Name – if under 18 years, parent/carer receive a copy and, if the student is an apprentice or has an employer, the employer receives a copy where appropriate],

I am writing to formally issue a second written caution regarding your continued poor attendance at college or apprenticeship provision. Despite the first written caution and the support measures put in place, there has been no meaningful improvement in your attendance, which remains significantly below the college expectation of 90% or above, and is currently recorded at [XX]%.

This remains a serious concern. Attendance is a fundamental requirement of your study programme, and your ongoing absence is affecting your progress and overall engagement. The targets agreed during previous interventions have not been met, which means the matter is now moving to the final formal stage of the college attendance process.

You are now required to attend a **formal meeting** with the **Head of Learning**. The purpose of this meeting is to:

- Review your attendance and engagement to date.
- Discuss any ongoing barriers or support needs.
- Agree on a final course of action.

Meeting Details:
Date: [Insert Date]
Time: [Insert Time]
Location: [Insert Location]
Please confirm your attendance by contacting [Insert Contact Name and Details] no later than [Insert Deadline].

Following this meeting, the college will confirm the next steps in writing. This may include a final short review period. If there is no improvement after the Head of Learning meeting, the student or apprentice may be withdrawn from programme or apprenticeship provision where applicable, or may not be permitted to progress.

I urge you to take this opportunity to re-engage fully with your studies and make use of the support available to you. Our goal remains to help you succeed, but this can only be achieved with your full and active participation.

Yours sincerely,
[Head of Learning Name]
Head of Learning

Letter 3 – Written Outcome Following Stage 3: Withdrawal from Programme or Non-Progression

Dear [Student/Apprentice Name – if under 18 years, parent/carer receive a copy and, if the student is an apprentice or has an employer, the employer receives a copy where appropriate],

I am writing further to the recent Head of Learning meeting regarding your attendance at college or apprenticeship provision. Despite previous cautions, the support offered and the opportunity to improve following the meeting, there has not been sufficient improvement in your attendance, which remains significantly below the college expectation of 90% or above, and is currently recorded at [XX]%.

As attendance is a key requirement of your programme or apprenticeship, and all stages of the college attendance process have now been followed, the college has decided that [choose as appropriate: you will be **withdrawn from programme** / you will be **withdrawn from apprenticeship provision** / you will **not be permitted to progress**]. This decision has been made because there has not been sufficient improvement following the final formal stage.

This letter confirms the outcome of the process and should be used to:

- Confirm the reason for the outcome, whether this is withdrawal from programme, withdrawal from apprenticeship provision or non-progression.
- Set out the date from which the withdrawal or non-progression decision will take effect.
- Explain any next steps, including careers information, advice and guidance, and any further support or signposting.

Outcome effective from: [Insert Date]
Outcome: [Withdrawal from programme / Withdrawal from apprenticeship provision / Not permitted to progress]
Next steps / support offered: [Insert details]
Contact for queries: [Insert Contact Name and Details]

If you would like to discuss this decision or require further advice and guidance, please contact [Insert Contact Name and Details]. If the student is under 18, a copy of this letter should be sent to the parent/carer. If the student is an apprentice or has an employer, a copy should also be shared where appropriate.

Yours sincerely,
[Head of Learning Name]
Head of Learning