POLICY / PROCEDURE TITLE		DATE OF APPROVAL
Attendance Management Policy		April 2025
APPROVED BY	**VERSION NO.**	**VALID UNTIL**
Executive Board	11	April 2028

OWNER	Assistant Director of Quality, Performance and Outcomes
GROUP EXECUTIVE LEAD	Executive Director of Quality
DOCUMENT TYPE	Policy ☒　　　Group Procedure ☐　　　Local Procedure ☐
PURPOSE	The purpose of this policy is to ensure that learner attendance is consistently managed across all NCG operating Colleges. It sets out the high standards and expectations that we set for all learners and staff.
APPLICABLE TO	All NCG employees, as well as consultants, vendors, agency workers, contractors, service users, trainees/students, volunteers and/or any other parties who have a business relationship with NCG
EQUALITY ANALYSIS COMPLETED [POLICIES ONLY]	Yes　☒　　　　　No ☐　　　　　N/A ☐
	(If EA not applicable, please explain)
KEY THINGS TO KNOW ABOUT THIS POLICY	1. Attendance management is linked directly to the NCG course leadership standard. 2. Registers must be marked by the end of the lesson. 3. The expectation is that 100% registers are marked each day, and within 5 working days for independent study sessions, where evidence is provided.
EXPECTED OUTCOME	Relevant staff are expected to mark their registers accurately each session, know their responsibilities in relation to the policy and comply with the terms of the policy.

MISCELLANEOUS	
LINKED DOCUMENTS	• Teaching Learning and Assessment Policy • Apprenticeships Policy • Safeguarding Policy • Tutorial, Progress and Attainment Policy • Student Positive Behaviour Policy

	• Care Experienced Student Policy
KEYWORDS / DEFINITIONS	• **Attendance management** is the process of ensuring that learners attend their planned learning, regularly, and on time. It is the responsibility of all staff in the Group to support this process. There is a special emphasis placed on teaching and training staff (to plan and deliver interesting lessons that encourage learners to attend) and course leaders in line with the NCG course leadership standards (through pastoral support and management of the learning programme).
	• Professional support staff in a variety of academic and non-academic roles support this process through mentorship, counselling, advice and guidance, data collection and processing, and management reporting.
	• The term **learner** is used in its widest sense and includes all learners, whether young people aged 14-18, learners with specific high needs, apprentices, adult learners, or higher education students.
	• The term **teacher** is used to describe all teachers and educators, including teachers, lecturers, instructors, skills trainers, learning support practitioners, coaches / mentors, work experience coaches (or similar), and teachers in management positions.
	• **Senior Leadership Team (SLT)** relates to the principal and senior leaders in each college.
	• The term **care experienced student** is used to describe any learner who is or has ever been in the care of the Local Authority and would therefore classify themselves as Care Experienced.
	• The term **sessional** is used to described part time visiting lecturers paid by the hour based on their timetabled hours

Equality Impact Assessment

EQUALITY IMPACT ASSESSMENT	Yes	No	Explanatory Note if required
EIA 1 - Does the proposed policy/procedure align with the intention of the NCG Mission and EDIB Intent Statement in Section 2?	☒	☐	The answer to this must be YES
EIA 2 - Does the proposed policy/procedure in any way impact unfairly on any protected characteristics below?	☐	☒	
Age	☐	☒	The answer to this must be NO
Disability / Difficulty	☐	☒	The answer to this must be NO
Gender Reassignment	☐	☒	The answer to this must be NO
Marriage and Civil Partnership	☐	☒	The answer to this must be NO
Race	☐	☒	The answer to this must be NO
Religion or Belief	☐	☒	The answer to this must be NO
Sex	☐	☒	The answer to this must be NO
Sexual Orientation	☐	☒	The answer to this must be NO
EIA3 - Does the proposed policy/processes contain any language/terms/references/ phrasing that could cause offence to any specific groups of people or individuals?	☐	☒	The answer to this must be NO
EIA4 - Does the policy/process discriminate or victimise any groups or individuals?	☐	☒	The answer to this must be NO
EIA 5 - Does this policy/process positively discriminate against any group of people, or individuals?	☐	☒	The answer to this must be NO
EIA 5 - Does this policy/process include any positive action to support underrepresented groups of people, or individuals?	☒	☐	The answer to this could be yes or no as positive action is lawful. However, an explanation must be provided for clarity.
EIA 6 - How do you know that the above is correct?	Wide consultation with all NCG colleges and the Policy Review Council.		

1. GENERAL POLICY STATEMENT

The purpose of this policy is to ensure that learner attendance is consistently managed across all NCG operating colleges. It sets out the high standards and expectations that we set for all learners and staff.

2. ATTENDANCE MONITORING REQUIREMENT

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:

- An accurate and permanent record of when and where a learner was present, or engaged with learning – and by extension health, wellbeing and safeguarding.
- Funding compliance, including actual learning, against curriculum plans.
- To validate teaching hours for both permanent, sessional, and learning support staff.
- To underpin approaches to safeguarding, prevent and county lines initiatives by monitoring regular and frequent attendance patterns, and notifying relevant stakeholders (including parents/carers/employers/local authority stakeholders).

3. THE NCG STANDARD (AMPLIFIED)

NCG, in its aim seeks to establish exceptional teaching, learner outcomes and experiences expects learners to have:

- 100% attendance.
- 100% punctuality.

This applies to all parts of their programme of study – including English and maths classes, tutorial, work-related learning, independent learning, and enrichment.

This learner standard should not be confused, or diluted, 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 sessions and/or **synchronous** online delivery is:

- Registers must be completed by the end of the session, and ideally within the first 20 minutes of the session starting
- 100% registers are marked each day, and within 5 working days for independent study sessions, where evidence is provided.
- Registers must be completed electronically where this facility exists.
- Where the facility does not exist, then registers will still be marked by the end of the lesson and uploaded electronically to the MIS within the same day.
- Registers must state the place of learning, e.g. room number/ name in college or online.

4.   PLANNED LEARNING

Reliable attendance measurement requires accurate planning, organisation, timetabling, recording, and register management. Problems arise when this fails to reflect the funding guidance and rules associated with the programme, or apprenticeship. The following should be observed to prevent inaccuracy.

- Accurate 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.
- Accurate planning of day / block / semester release.
- Exclude elements that are not formally taught, organised, or supervised by a teacher or educator.
- Accurate planning and recording of work experience, work placement, enrichment, higher education visits, industry visits, and.
- Accurately planning small group or breakout tutorial registers.

It is the responsibility of the senior leadership team and heads of department, working with the course leader and relevant members of Learner Data Services (LDS) to ensure that planning is accurate, and that timetables / registers are not produced that exceed the requirements of this policy. It is the responsibility of the individual teacher to ensure accurate marking. Curriculum leaders at all levels are expected to adhere to the NCG Quality Standards and in doing so check for accuracy and compliance with this policy. Where inaccuracy or non-compliance is evident, then training must be provided to the relevant staff, until an improvement is evident.

5. LEARNER ATTENDANCE MANAGEMENT

The NCG Student Positive Behaviour Policy sets out the code of conduct for learners, and behaviours expected, including good attendance. It also sets out the stages for dealing with a lack of attendance.

Non-attendance can occur for a number of reasons, and it is essential that tutors, teachers, support staff and managers work together to determine there is:

- A genuine reason for non-attendance in the short, medium, or longer term, and whether or not the attendance can be legitimately evidenced as reported absence.
- Whether the attendance is related to any specific issues at the place of learning (inappropriate course choice, financial constraints, transport, or access to the provision, bullying).
- Whether there is an underlying support need / exceptional circumstance where a reasonable adjustment needs to be in place.
- Whether the attendance issue can be resolved with the assistance of parents, carers, employers, or other parties.
- Whether the attendance is likely to result in unintended consequences for the learner e.g., removal of financial support, benefits, or disciplinary action.
- Whether the learner can make up any missed learning, and what steps are required by the learner to take responsibility for this.
- Whether system or staff error has resulted in untimely and / or inaccurate attendance.

There is an expectation that all learners are to report their absence via the eNotify App wherever possible or contact the college attendance reporting service. College attendance procedures/handbooks must detail this process.

6. REPORTED ABSENCES (R)

It is accepted that there are occasions when it is not possible for a student to attend for 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 typical reasons for reported absence and should be marked using the 'R' mark if the student informs the tutor in advance of the session. The R mark is a negative mark.

It is good practice to record evidence of the reported absence to validate the register mark – this should be done by recording an image in eNotify. Examples of reported absence would include sickness, hospital/GP appointments, job interviews, jury duty, appointments with government departments, court appointments, appointments relating to SEND, appointments relating to supporting charities.

Management Intervention, Risk of Continuation, Withdrawal

College procedures / work instructions must ensure that repetitive absence – viewed over a 4-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.

In line with Keeping Children Safe in Education college leaders, working with designated safeguarding leads, must notify the local authority, via local reporting arrangements, of any Learners aged 16-17, and/or those with SEND/EHCP who are no longer attending. This is so that the local authority can discharge their responsibility to follow-up and ensure that the learner does not become NEET (not in education, employment, training), or at risk.

Learners who are absent for planned learning for 4 weeks or more should be formally reviewed by the SLT to determine whether or not there are mitigating circumstances and a clear plan for return to learning is put in place.

Use of approved break in learning status may be used in some circumstances, such as maternity; staff are required to follow college procedures and checks before enacting a break.

This policy and the accompanying college procedures must be accessible to the learners through induction, for example in handbooks, or tutorial content. College managers must implement a method to ensure that the learner understands and formally agrees to the policy as part of their learning agreement, prior to starting their programme/course.

7. ATTENDANCE REPORTING

Professional Services (Quality and IDS) will ensure that attendance is a key metric in all business information (dashboards and scorecards). These reports will use an open and transparent attendance calculation methodology that aligns with sector best practice. The

minimum requirements and current methodology for the calculation of attendance are set out in the annex to this policy. Reports are available by the NCG Intranet ('The Source').

College leaders at all levels are expected to monitor and analyse this BI, alongside eNotify to understand the reasons for absence reports to gather trend analysis and implement improvement strategies for whole college, groups or individuals.

Where persistent absence is a cause for concern, course leaders/teachers are required to make short notes on eTrackr and in doing so maintain a secure, running log of action-response. This should be no more than a simple statement to a) state the reason for non-attendance, b) highlight any reasonable course team action required, such as reasonable adjustments c) make clear the personal responsibility of the learner to rectify the non-attendance (where they have the means to do so). In the interest of workload, staff are not expected to undertake unreasonable or extraneous actions to constantly tackle persistent learner non-attendance, where the learner is perfectly able to attend regularly. They are simply expected to keep the eTrackr log current.

8. SUBCONTRACTED PROVISION

All NCG colleges must ensure that any provision delivered through subcontractors meets the same standards with respect to attendance. This will be achieved by:

- Inclusion of adherence to the quality framework policies in the NCG Subcontractor Management Framework.
- Specific contract clauses with each subcontractor to stipulate compliance with the policies within the framework.
- College assurance checks to validate that the subcontractor has a local procedure in place prior to delivery that meets that NCG policy.
- College assurance checks to ensure ongoing compliance with the attendance policy.
- A focus on attendance as part of the ongoing quality monitoring of subcontractors.
- Electronic registers to be used (where practically possible) and marked by all subcontractors unless agreed otherwise by the NCG Subcontracting Manager.

9. ASSURING POLICY COMPLIANCE

9.1. Local Compliance

The timely marking of registers is a non-negotiable standard across the Group and college SLTs are accountable for implementing a consistent approach through the college procedure. Where staff persistently fail to mark registers promptly, will require initial discussion 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 by professional services).
- Whether the non-timely marking is due to occasional carelessness (censure?), persistent carelessness (competency?) or malevolence (disciplinary?).

9.2. Assurance

In order to provide the NCG Executive with assurance that the attendance policy is implemented correctly across all areas of the Group, the following steps will be taken to demonstrate compliance.

- Each college will have an explicit performance objective assigned around implementation of the attendance policy and the steps required to ensure ongoing local compliance. This will take the form of missed register marks (accountable officer is the principal).
- Professional services assurance will periodically review NCG policy for best practice in accurate and timely marking.

10. STATEMENT ON IMPLEMENTATION

Upon approval, this policy will be uploaded to the policy portal and communicated to staff via The Business Round-Up and Quality leads in each college for dissemination.

11. STATEMENT ON EQUALITY AND DIVERSITY

NCG is committed to providing equality of opportunity. Further details or our aims and objectives are outlined in our [Equality Diversity Inclusion and Belonging Strategy](#).
This policy has been assessed to identify any potential for adverse or positive impact on specific groups of people protected by the Equality Act 2010 and does not discriminate either directly or indirectly. In applying this policy, we have considered eliminating unlawful

discrimination, promoting equality of opportunity and promoting good relations between people from diverse groups.

12. **STATEMENT ON FREEDOM OF SPEECH**

NCG is committed to upholding the principles of freedom of speech as enshrined in UK law. This policy is designed to ensure that all members of our college community, including students, staff, and visitors, can express their views and ideas freely and without fear of censorship or reprisal, provided that such expressions are within the law.

We affirm that this policy does not, in any way, diminish or undermine the rights of individuals under existing Freedom of Speech legislation.

13. **STATEMENT ON CONSULTATION**

This policy has been reviewed in consultation with all 7 colleges as part of the Attendance Management Policy working group.

Version No.	Description of Change and Rationale	Author/Reviewer	Date Revised
1	Initial policy		July 2015
2		Rachel Carr	Sept 2018
3	Removal of Intraining and Rathbone and includes the separation of Lewisham and Southwark College in the implementation of the policy to individual colleges.	Rachel Carr	Sept 2019
4	Annex B created to identify how attendance / engagement would be managed during COVID lockdown.	Rachel Carr	Mar 2020
5	Updates to register marks to incorporate approaches for sustainable blended delivery including asynchronous and synchronous remote delivery.	Rachel Carr	Sept 2020
6	Update to remove asynchronous teaching mark (Y mark).	Rachel Carr	Sept 2021
7	• Wording amended to include reference to measures taken to ensure learners can access missed work include reasonable adjustments where a learner may have additional learning needs and /or a disability or is care experienced. • Wording added to reflect that there may be exceptional circumstances where authorised absence is acceptable for a care experienced learner. Wording added to clarify the process for withdrawals / transfers of care experienced EHCP or HNs	Rachel Carr	July 2022

	students. Definitions added for teacher, learner, apprentice, care experienced student and SLT. Removal of reference to track and trace. • Removal of reference to local attendance management procedures.		
8	Updated to include use of independent study mark (i mark)	Rachel Carr	Sept 2022
9	Update to include new withdrawal process	Rachel Carr	Aug 2023

10	1. Removal of synchronised learning (S) mark. Present (P) mark to be used in its place.
	2. Introduction of 'K' mark for work placement/ T Level placement (soft rollout throughout 2425)
	3. Movement of non-taught activity into 'I' mark:
	    a) Non-taught enrichment e.g. Participating in skills or sporting competitions.
	    b) Volunteering – usually through a journal or log sheet
	    c) Trips and visits – usually recorded through an ad-hoc register.
	    d) Planned personal study – usually recording through a learning journal or erecord if using an online learning tool.
	4. Introduction of 'activity reason' dropdown for authorised absence (A) and sickness (O) marks on registers (soft rollout through 24/25)
		Rachel Carr	July 2024

11	1. Removal of A mark for authorised absence and 'O' mark for sickness Both replaced with the 'R' mark for all reported absence. 2. Removal of 'K' mark for work placement/ T Level placement, to be included in the 'I' mark for non-taught activity. 3. 'absence reason' dropdown now to be used against reported absence mark 'R'. 4. 'N' mark to be used by admin only and for the reasons stated in Annex A.	Rachel Carr	April 2025

Annex A 1. Recording Attendance

1.1. All courses which are taught, organised and supervised.

Students should be marked Present (P) on a formal register when they are attending the following activities when a routine teacher / tutor is present in the classroom or synchronously online:

- Main aim sessions and topics

- English & Maths.

- Taught tutorials.

- Employability training.

- Planned, timetabled, and taught enrichment activity such as study or vocational skills.

- Taught (teacher-led) revision sessions.

- Examinations.

- Additional learning support.

- Work Experience / placements – usually through a journal or booklet.

1.2. Apprenticeships

Apprentices should be marked Present (P) on a formal register when they are attending the following activities:

- Skills or knowledge training (forming part of the required off the job element).

- English & maths (although not included in the required off the job entitlement).

- Taught tutorials (although not included in the off required the job entailment).

- Taught (teacher-led) revision / skills consolidation sessions (forming part of the required off the job entitlement).

- Examinations (although not included in the required off the job entitlement).

- Additional learning support (although not included in the required off the job entitlement).

1.3. Distance Learning

Distance Learning provides education for adults through asynchronous online learning. In this scenario timetables are not set as learning can take place flexibly during the duration of the course start and planned end dates. Therefore, it is acceptable to use the last contact date from the Learning Platform system reports to evidence engagement. Accepted evidence are records showing when learners have accessed their online materials, they should be retained as evidence to demonstrate ongoing participation.

Tutorial attendance must also be recorded and evidenced.

Valid contact records must be kept – these include:

a) attendance at a centre or log-on to learning materials

b) receipt of work or projects by the tutor (electronic or hard copy)

c) communication with the tutor that indicated that the student was still active on their learning aim, including planned contacts.

2. Attendance Marks

The following are the acceptable register marks: /	Present
P	**P**resent (positive attendance) in the college for face-to-face delivery or synchronous (live streamed), real time remote or distance delivery where the learning is visibly present in the session at the time. This mark extends to planned and supervised study sessions and accompanied educational visits.
R	**Reported absence,** used for those typical activities listed in section 6. Also used for disciplinary action/ suspended (negative attendance) The 'absence reason' dropdown must be selected on staff advantage against the 'R' mark for monitoring and reporting purposes.

U	Unreported absence, no contact made (negative attendance).
I	Independent Study, used for all non-taught and supervised lessons, but where the sessions are planned and organised by the course team. This category is primarily used for planned and organised independent study activity sessions, that form part of the study programme. It is an asynchronous mark, whereby the tutor setting the work verifies that the study has been completed (usually through evidence of learning) and updates the register within 7 calendar days. It is a positive mark, but it is not a mark that is used to confirm the physical presence / time / place of the learner, as would be the case with the P mark. For this reason, the mark should not be used in other timetables lessons as a substitute for taught teaching.
	Other appropriate uses for the I mark is as follows:
	• Planned and organised enrichment e.g. participating in skills or sporting competitions • Planned and organised work placement and T Level placement • Planned and organised volunteering – usually through a journal or log sheet • Planned and organised trips and visits – usually recorded through an ad-hoc register • Planned and organised personal study – usually recording through a learning journal or electronic record if using an online learning tool
	Use of this mark is permitted, with the express permission of the college principal, or designated member(s) of the leadership team, for very occasional circumstances where a teacher is not able to teach the class, and no cover is available, but the learners are able to complete set work.
L	Arrived late but attended the majority of session (positive attendance). For the purposes of this policy lateness will be recorded 10 minutes after the start of the session (to clearly and action general tardiness, or genuine barriers to learning).
E	Attended for the majority of session but left early (positive attendance).
N	Not required to attend. This is a neutral mark where the learner is not required to attend due to unforeseen college-based reasons – for example industrial action, or a local transport issue. It will also be used for unexpected college closures.

	The mark is neutral and impacts on the planned guided learning hours, hence it should be used infrequently and on authorisation from senior leadership, or LDS leads. It is for admin use only.
T	This is a system generated mark. **T**ransferred to another college programme (neutral attendance).
W	This is a system generated mark. **W**ithdrawn (neutral attendance).

3. Attendance Reporting

Professional services will ensure that attendance reporting is a key feature of automated performance reports – this will include as a minimum:

- Individual learner attendance and punctuality.

- Group and Tutor Group attendance.

- Specific course aim attendance such as main aim, tutorial, Maths and English.

- Attendance by key demographic or segmentation (such as gender, ethnicity, disability and difficulty and social disadvantage).

- Persistent non-attendance (as required).

- Unmarked registers.

- Untimely marked registers.

- Ability to filter for attendance on FE as opposed to HE, full cost, or other funded programmes.

- Access to different 'snapshots' of data to support quality improvement, for example a 3-week rolling average, weekly snapshot or the ability to exclude the first 42-day period.

- Reasons for reported (R) absence.

These reports will use an open and transparent attendance calculation methodology that has been consulted on with the Colleges. The current methodology for the calculation, along with detail of any registers that are excluded from the main 'FE' dataset calculation, is set out in Appendix C. Each report will also make clear the

source of the data and also whether it is live or based on stored 'aggregated' datasets.

Annex A - Attendance Scenarios – not intended to be an exhaustive list

	Reporting and Monitoring Student Absence			
Ref	**Scenario**	**Action**		**Attendance Management**
1	Student / parent calls the college to report a short-term sickness absence	Call received and information logged – student is marked absent (R)	Admin team	Campus attendance phone number / email address as advertised **– student marked absent reported (R)** and the absence reason logged using the dropdown function in staff advantage. Action / support will be proportional to circumstances and time absent. Student may need to be reminded of expectations (depending on circumstances).
2	A student is absent, no contact	Student is marked absent – unreported (U)	Session tutor / lecturer	**Student marked absent unreported (U)** Nominated tutor to follow up absence through pastoral procedures. Action / support will be proportional to circumstances and time absent. Student will be reminded of expectations and process in reporting their absence.
3	Student is involved in a skills competition, but the class is running as normal	A planned non-taught activity – student is marked as (I)	Session tutor / lecturer	Tutor must communicate with sessional teacher; **student marked (I)** required.
4	Student is on a driving test and has an appointment card	An example of reported absence (R)	Session tutor / lecturer	Student marked as **reported absence (R); evidence uploaded to eNotify**
5	A group of students are marked absent, for a bespoke tutorial when they are not required to attend	Timetable should be amended, to reflect only those students required and registered	Session tutor / lecturer	**Timetable / register update required on planning system** Tutor should update the planning system and ensure accurate recording of their group against planned hours.
6	A learner turns in 30 minutes late for 90-minute sessions	Student is marked late and the minutes late recorded	Session tutor / lecturer	**Student marked late (L)** – follow NCG policy for follow-up action / support the time late should be recorded in an appropriate field.
8	Student is on an accompanied (taught) educational visit for the full class at the time of the planned session, facilitated by their usual tutor at this time.	A planned activity	Session tutor / lecturer	**Student marked present (P)** using existing register on return to college. The place the learning took place must be marked on the register e.g. offsite

9.	The teacher is delivering a session in real time using Teams.	A synchronous planned activity	Session tutor / lecturer	If the teacher is streaming the session live using Teams students viewing / participating in real time would be **marked present (P).** The teacher must verify that they are present – i.e., use of chat for questions, audio, and use of camera. The place the learning took place must be marked on the register e.g. online. If the learner is asynchronous and the learners are not visible, then an I mark would be used.

Annex B – Attendance Management Guidance for Senior Leaders and Course Leads

This section sets out guidance steps for leaders and teachers in dealing with attendance issues. It is a guide only, as there are significant contextual factors that require consideration, and the percentage thresholds used are arbitrarily drawn for the purposes of illustrating the key action required. The key requirement is that leaders have considered, contextualised, and implemented their own version in all NCG colleges.

Attendance Threshold (indicative) – to be applied at programme level for young people and apprentices, and at course level for adult provision. The maximum duration for 6 weeks for application would be a term.	Classification	Expected Minimum Action
97%+	Reward/Celebrate	The course leader should consider small tokens of reward or enter college-wide initiatives to celebrate learner commitment. A small reward would be an inexpensive token or certificate.
91%+	Recognition	The course leaders should recognise the general efforts of the learner to attend regularly, whilst making clear the importance of attending all sessions regularly as they have not yet met the expectations placed upon them. 90% attendance would be a missed working day each fortnight, which would not be acceptable to an employer.
85% - 90%	Censure & Monitor	The course leader should be clear that 85%-90% is not meeting college expectations. They should clearly state why this would not be tolerable in employment, and what steps, and on what aspects of the programme/course needs to improve. This detail and action-response notes should be detailed on the relevant student progress platform (e.g. eTrackr, SmartAssessor).
75% - 84%	Risk of Failure	Course leaders should make clear to the learner and their stakeholders that there is clear risk of failure due to unacceptable levels of attendance. This detail and action-response notes should be detailed on the relevant student progress platform (e.g. eTrackr, SmartAssessor). There may be cause to issue stage 1 warnings in line with the NCG Positive Student Behaviour Policy.
70% - 75%	Risk of Progression	Course leaders will escalate this to Curriculum Leads/Heads. Curriculum Leads will check to ensure all relevant steps above have been taken by the course leader, and learner must be

		informed that failure to rectify the low attendance will likely result in failure, and/or a decision as to whether or not the learner would be permitted to continue/progress next year, regardless of course outcome. There will most probably be cause to issue stage 2 warnings in line with the NCG Positive Student Behaviour Policy and stakeholders such as parents/carers/employers must be informed and actioned to support the action-response. This detail and action-response notes should be detailed on the relevant student progress platform (e.g. eTrackr, SmartAssessor) and a formal letter must be sent in these circumstances in line with the NCG Positive Behaviour Policy.
<70%	Risk of Continuation	Course Leads/Heads will escalate to SLT (usually principalship/director level). SLT leads will check to ensure all relevant steps above have been taken by the curriculum leader, and the course leader. The learner will be informed that failure to rectify the low attendance will likely result in failure, and/or a decision as to whether or not the learner would be permitted to continue/progress next year, decision as to whether or not the learner will be permitted to remain on programme. The latter would usually involve a panel decision. There will most probably be cause to issue stage 3 warnings in line with the NCG Positive Student Behaviour Policy and stakeholders such as parents/carers/employers must be informed and actioned to support the action-response. This detail and action-response notes should be detailed on the relevant student progress platform (e.g. eTrackr, SmartAssessor) and a formal letter must be sent in these circumstances in line with the NCG Positive Behaviour Policy.
Non-attendance for 4 weeks or more	Withdrawal	The learner will usually be withdrawn in line with ESFA guidance. A panel will be convened by the SLT and will meet to look at any mitigating circumstances and agree the outcome.

The local authority will be notified, by the SLT, or designated manager, of any learner withdrawals aged 14-18 (at the point of enrolment) and/or any learners who are in receipt of EHCPs/HN funding in line with Keeping Children Safe in Education. This will follow local authority reporting requirements which differ |

Annex C - Calculation of attendance rates

Attendance rates across NCG will be calculated using the same underlying methodology regardless of the local MI System being used. This will ensure that like for like comparisons across the group are available and that consistent information is shared, for example during any external inspection.

Attendance calculation formula

The basic attendance calculation is as follows:

Attendance % = $\dfrac{\text{Total positive register marks}}{\text{Total planned marks}}$

In terms of the individual marks this can also be expressed as:

The calculation for punctuality is as follows

Punctuality % = $\dfrac{\text{Total present excluding late marks}}{\text{Total present including late marks}}$

Annex D - Provision in scope

For calculation of the core Further Education (FE) dataset the provision where the majority of learners attending are funded from the following sources will be included and is provision subject to Ofsted Inspection:

- Programmes for young people (aged 14 – 18).

- Adult Education Budget.

- Adult learner loans.

- Apprenticeships (attending day or block release).

- Traineeships.

- Subcontracted out (to other providers).

The following will also be monitored for contract and quality purposes, but will be excluded from self-assessment reports (as out of scope for Ofsted)

- Higher Education programmes.

- European Social Fund Programmes.

- Commercial full cost courses.

- International courses.

- Provision subcontracted in (from other providers).

Withdrawals and Transfers

We expect that Colleges will remove negative attendance marks for any learner that occur after their date of last attendance / learning when they withdrew from a course or transferred to a different class / course. Where a w/d or transfer is being processed for a student with an EHCP or who is HNF or care experienced it is essential, prior to any decision being made, that relevant key support colleagues are notified timely, as communication with external stakeholders is required.

Non-attendance lists go out weekly – this includes 2–3-week non-attenders as the intent is to get ahead of these learners before they drop out.

1. At the same time the four-week non-attenders list will be circulated to Learner Data Partners who will go away and speak to managers, tutors etc and either get a tutor

signature for withdrawal or auditable evidence of intention to remain. They have two weeks to get this back to the LDS lead and LDS will process those withdrawals.

2. Any other withdrawals not due to non-attendance will follow the existing processes and withdrawals will be processed in line with those. If the automated withdrawal system is used, ultimately this will be LDS doing the withdrawing but only after college authorisation has allowed it to process through the system. This will include learner notified withdrawals or withdrawals from elements of programmes.

It's worth noting there will be a KPI on four-week withdrawal in the attendance email that goes out each week and this will include elements of programmes not attended for four weeks. It would be expected that college would use process 2 to action these to prevent late year funding band changes which have unexpected / unaccounted for financial implications in Q3 and Q4. It's advised colleges monitor this KPI to keep the number low.