



# Attendance And Punctuality Policy

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## Introduction

The key purpose of Cheshire West and Chester Council's (CW&C) Adult Education provision is to develop learners' skills, aspirations and opportunities. This will enable progression into employment or other positive destinations such as further learning, volunteering etc. Progression chances are enhanced when learners are committed to their learning and attend as fully as possible to get the maximum impact from enrolment.

## Scope

It is our expectation that all learners enrolling on our Adult Education provision make every effort to attend all sessions and to be punctual and prepared for their learning. Our tutors, managers and partners will seek to increase learner commitment where they can by reducing barriers to attendance and increasing the chances of successful progression. This could mean setting course times to fit in with learner commitments or offering digital alternatives if attendance is not possible.

## Context

Attendance and punctuality skills are highly valued by all employers and as such all learners are to be supported in displaying and developing them in every course.

We recognise that our learners are adults and choose to enrol and attend their classes. It is our expectation that full and punctual attendance is the norm. This needs to be explicit with all courses and learners should be accountable for their part in this. There will be occasions where adult learners have other pressures on their time which could include childcare, eldercare, ill health, personal pressures and many others; these pressures can lead to a situation where attendance at their class is not prioritised by a learner. However, it remains our objective that our learners' progression is our key priority, so we need to find ways to ensure our learners still have the greatest chance of achievement of their goals despite their life pressures.

CW&C's Adult Education tutors, managers and partners are therefore expected to find ways to ensure that learners' attendance is maximised and that any lack of attendance is not detrimental to chances of achieving successful progression. This will require flexibility, good communication and targeted support. This policy statement aims to set out our expectations and ensure continuous progress by maximising attendance and reducing the impact of lack of attendance.



## Expectations

The following principles and procedures are to be implemented by tutors as part of induction and introductory course sessions:

- Introductory sessions must ensure that learners are respected as adults
- Introductory sessions must explain the importance of attendance to maximise progression and achievement
- Introductory sessions must include steps to assess and increase commitment from learners
- If there are particular difficulties regarding attendance, tutors to look at ways these can be minimised, for example by changing course start and end times
- Introductory sessions must include explanation of the procedures around non-attendance including:
  - Stating clearly our expectation that learners attend every session of the course and that punctuality is important
  - If absence is unavoidable, the tutor is made aware prior to the missed session. Learners are told how to let their tutor know
  - All unauthorised absence will be followed up by the Tutor to find out reasons and prevent re-occurrence and registers kept up to date with this attendance information
- Following the introductory session, tutors must take into account any feedback received from learners around barriers to attendance and take steps in their planning to overcome barriers
- Tutors must ensure that they can provide alternative methods for learners to achieve their learning goals in the event of non-attendance such as providing alternative provision on our VLE – [www.cheshireadultlearning.org/learningplatform](http://www.cheshireadultlearning.org/learningplatform) or through video meeting through Teams
- Managers and partners should take into account feedback received from learners (including from introductory sessions) when considering times and locations of courses
- Before and following planned absences, tutors must ensure that learners can recover any lost learning and maximise their chances of achieving their learning goals
- Discourage repeat non-attendance. Find out if there are significant commitment issues with the learner



## Procedure for Managing Attendance

### 1. Attendance Register

All attendance outcomes must be recorded on the register with the following codes

Attended	✓
Late Attendance	L
Authorised Absence	A
Unauthorised Absence	0

Tutors should always maintain and regularly update registers of learner attendance, although the exact design of the register may vary according to the needs of a particular course.

### 2. Re-engaging Absent Learners

Following a maximum of 2 unplanned absences, tutors must attempt to contact the learner to

- find out the reason for the absence
- encourage a return to the following session
- offer steps to help the learner return to the following session
- Offer steps to help the learner make up lost learning so as to maximise the chances of achieving their learning goals

### 3. Withdrawal of Learners

If a learner is not contactable after 4 unauthorised absence sessions they should be recorded as withdrawn and a 'Completion/Withdrawal' form should be sent to the Quality, Performance and Commissioning (QCP) team, part of the Skills and Employment service.

At the end of the course, a 'Completion/Withdrawal' form should be completed including the attendance section; the attendance section should accurately match the register and should:

- Include the maximum hours that the individual learner could have attended, this excludes any time that the learner could not have attended including time before this learner started the course (ie for late starters) or any planned absences
- Record the hours actually attended by the learner, which will equate to the maximum hours less any unauthorised absences
- The ICP team will record both the set potential maximum hours - and the actual hours attended

The QPC team will provide analysis of attendance by project code, provider and tutor at least every term. Skills & Employment managers will review all analysis from the QPC team and ensure action is taken to overcome any areas where attendance rates are low.