



MORLEY COLLEGE LONDON

Attendance and Punctuality Policy

POLICY OWNER:	Vice Principal (Student Engagement)
FINAL APPROVAL BY:	Policy Committee
Policy Category:	Student
Approved by Policy Committee:	June 2021
Approved by Governing Body:	N/A
Review Date:	June 2025

1. Introduction, Purpose and Scope of Policy:

This Policy is designed to enhance consistency in approach to attendance and punctuality across the College and ensure that attendance and punctuality is appropriately managed on:

- 16-18 Study Programmes
- 19+ Accredited Provision
- Access to Higher Education and Higher Education Provision
- 19+ Non-Accredited Provision

Morley College London recognises attendance is a critical factor in ensuring student success. The Ofsted Education Inspection Framework (EIF) makes judgements around how well students achieve high levels of punctuality and attendance, and how strong the focus of a college is on attendance and punctuality to learning. We are committed to enhancing retention and achievement by raising standards of student attendance and punctuality.

As well as committing to full attendance, we also expect students to fully engage with their learning. Low engagement, measured by progress and participation, will be managed via pastoral and/or tutorial and/or parent or guardian (in the case of 16-18 students) intervention and the Disciplinary Policy, if appropriate.

2. Equality and Diversity Analysis Screening:

In accordance with the College's Equality and Diversity Policy, the development of this policy complies with the Equality Act 2010 in ensuring due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations (see section 4 of the Equality and Diversity Policy). An equality analysis will be completed if there is a risk the policy may affect different groups protected from discrimination. Consultation will be carried out with staff. If an equality analysis is required, the Equality and Diversity Co-ordinator (Head of Quality and Standards) will advise on completion and the analysis is to be included as an appendix to the policy.

3. Applicability:

This Policy applies to all Morley College London students and provides all curriculum staff with information regarding attendance and punctuality expectations of students and the process to follow if these are not adhered to.

4. Definitions: N/A

5. Statutory and regulatory requirements: N/A

6. Policy Objectives:

This Policy aims to assist all students to take responsibility for their prompt and full attendance which will enhance their learning and student experience, develop their personal and employability skills and promote retention, achievement and progression.

7. Policy statement:

The College's approach to attendance is underpinned by the following:

- Student attendance and punctuality will be managed consistently across the College.

- Targets for student attendance and punctuality will be set and monitored across all College provision. Targets and expectations will be high, and students should aspire to meet these.
- Attendance and punctuality will contribute to judgments made around the Quality of Education and Behaviour and Attitudes.
- Every effort will be made by all curriculum staff and students to maximise attendance and punctuality.

Students are entitled to a high-quality student experience. This includes:

- Engaging and productive lessons which start and end on time.
- In the case of tutor absence, wherever possible, classes will be covered by another member of staff or appropriate cover work provided.
- Advance warning of unavoidable changes or cancellations of classes given, wherever possible.
- Tutor intervention where there is concern regarding progress being affected by attendance and/or punctuality issues.
- Guidance and/or support from the tutor (or other relevant College staff), where required, to assist resolving attendance and/or punctuality issues.

8. Implementation of Policy:

Morley College London expects students to attend all classes and be punctual according to the College Code of Conduct (see Student Handbook). Students should not knowingly miss a class, work experience placement or other course-related activity for any reason other than illness or exceptional circumstances. It is not acceptable to take holidays during term-time. If a student is unable to attend, they must:

- Inform and agree with their tutor in advance of any planned absence e.g.: doctor or dentist appointment.
- Contact their tutor, as soon as possible, to explain an unplanned absence such as illness or dependent's illness. Students will be asked how long they expect to be absent. Students aged under 18 may be asked for a letter/email from their parent/guardian to confirm reasons for planned/unplanned absence.
- Where appropriate, catch up on missed work during the period of absence, or on return to College meet and discuss arrangement with their tutor to catch up.
- If a student is absent for a continued period of four weeks without any contact or response from the student, they will be deemed to have withdrawn themselves from the course and removed from the register. In the case where course fees have been paid, these will not be refundable.
- If a student's pattern or attendance and/or punctuality falls below acceptable levels for their particular course disciplinary action may be taken (see Appendix). Unacceptable attendance and/or punctuality may affect exam entry or other elements of the student's course.

All tutors are required to:

- Ensure students are aware of this Attendance and Punctuality Policy in relation to their course during induction.
- Mark attendance and punctuality correctly in the e-register and monitor and accurately report individual and group attendance as appropriate.
- Contact the student and parent/guardian as appropriate if there is cause for

concern, keeping a record of these communications on Staff Advantage (or locally agreed alternative in the case of Non-Accredited provision).

- Help support students to return successfully to College, as appropriate
- Model excellent attendance and punctuality by starting and finishing classes on time.
- Ensure learning, teaching and assessment activities encourage and promote full engagement with all students.
- Refer unresolved issues regarding attendance and punctuality to the Centre's Student Progress Adviser, as appropriate (see [Appendix 1](#)).
- Where attendance is consistently below the required standard the tutor must note this on eTrackr and develop and monitor an agreed action plan with the student until attendance improves.

9. Communication and training:

This Policy will be communicated to all staff to whom it applies through the College's internal committee structures and will be made available to all via the College's intranet and the College website. This Policy will form part of the tutor induction process where all new teaching staff are expected to become familiar with it.

10. Monitoring and Reporting:

The Attendance and Punctuality Policy will be reviewed every four years by the Policy Committee. The Academic Board, overseen by SLT, is responsible for monitoring the implementation of the Policy via reports from Centre-based Curriculum and Quality sub-committees. These reports will demonstrate how attendance and punctuality is monitored as well as practical implementation of this Policy.

11. Related References, Policies, Procedures, Forms and other Appendices:

- [Appendix 1: Attendance Procedure for curriculum staff](#)
- [Appendix 2: Attendance Flowchart \(16-18 Study Programmes, 19+ Accredited, Access to Higher Education and Higher Education\)](#)
- [Appendix 3: Attendance Flowchart \(19+ Non-Accredited Provision\)](#)
- [Appendix 4: Approved Register Marks](#)

Appendix 1: Attendance Procedure for curriculum staff

Introduction

High attendance and punctuality enable students to make the most of their studies at Morley College London. Therefore, high attendance and punctuality are essential for all components of a study programme in order for students aged 16-18 to achieve their potential. Similarly, high attendance and punctuality are essential for students aged 19+, at every age and stage of the learning journey.

Teaching staff expect all students be present at lessons and course-related activities. Such activities for 16-18 students will include Tutor Groups, enrichment activities and for some students discrete English & Maths sessions.

All students will have their attendance monitored closely by teaching staff using eTrackr. In addition, College Managers will use MIS attendance reports to identify attendance risks for any cohort of students. Students will be supported by interventions where patterns of low attendance emerge. All students will be praised and celebrated for sustaining high levels of attendance.

It is important that students on Non-Accredited courses are clear that the fees they pay are a contribution to the full cost of the course, and this is subsidised by the Education and Skills Funding Agency (ESFA). The content of this Policy is not waived for students who contribute to the cost of their course via fees. All students should also be made aware during induction and during the setting of ground rules that their non-attendance can disrupt the learning of others.

Expectations

The minimum attendance we expect of all students at Morley College London is 90%. This is an expectation for each component of the entire study programme or course. Where there are significant dips beneath 90% in individual components interventions will be actioned in line with the attendance flowchart.

16-18 Study Programmes, 19+ Accredited, Access to Higher Education and Higher Education provision:

Persistent lateness is defined as a student receiving a late register mark to the same lesson more than once in a week, or receiving a late register mark to all lessons during a week. Patterns of low attendance are where a student is absent/receiving a late register mark to the same session each week or being absent for complete days each week.

19+ Non-Accredited provision:

Persistent lateness is identified as a student receiving a late register mark to their class for more than two consecutive sessions. Patterns of low attendance are identified as a student being absent for more than two consecutive weeks, or 75% or lower attendance at the midpoint of the course.

Intervention Meetings

Formal meetings provide a supportive forum to recognise where barriers are and agree collectively solutions to these barriers. These are not disciplinary measures but an opportunity to identify solutions, agree actions and recognise the impact of not achieving

agreed objectives

Intervention Meetings can be held in person or online. The parent/guardian should be invited where the student is under 18 years old at the point of meeting. A minimum of 48 hours' notice should be given, and meetings rescheduled where requested up to a limit of two rescheduled meetings. Where there is non-attendance or repeated requests for rescheduling the meeting can be held without the student.

All outcomes of formal meetings should be recorded on eTrackr and sent to student and parent/guardian via letter.

16-18 Study Programmes – parent/guardian contact

For 16-18 year old students it is the Subject Leader's responsibility to ensure that the Parent/Guardian is appropriately informed and encouraged to be an active part of the process of addressing poor attendance.

Attendance rewards

Positive rewards to promote good attendance such as rewards/vouchers, meeting with Centre Principal or congratulatory postcard home and certificate where appropriate will be applied in cases such as exceptionally high attendance (95%+) or where the student has overcome significant challenges to achieve good attendance. Centres will determine locally the most appropriate strategy to reward good attendance.

Appendix 2: Attendance Flowchart (16-18 Study Programmes, 19+ Accredited, Access to Higher Education and Higher Education)

An excellent standard of attendance is 95%+

A good standard of attendance (Morley College London minimum) is 90%+

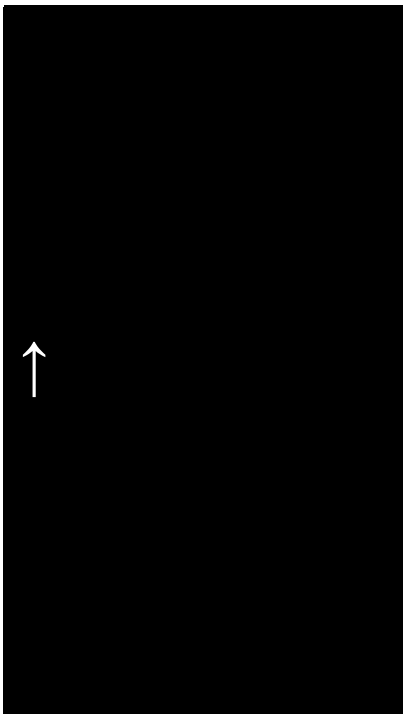
Attendance below 90% is of a poor standard and requires intervention as it impacts student progress.

Persistent low attendance will result in a student's place at Morley College London being at risk.

	Stage	Actions
<p>↑3↑</p>	<p>Withdrawal</p>	<ul style="list-style-type: none"> • Centre Principal to agree withdrawal following review with Head of Curriculum/School • Withdrawal form completed by Subject Leader/Programme Manager • Letter sent to student confirming withdrawal from course.
	<p style="background-color: red; color: black; text-align: center; margin-bottom: 0;">Stage 3</p> <p>Issues not improved by Stage 2 interventions</p>	<ul style="list-style-type: none"> • Formal Meeting held with Head of Curriculum/School and Student Progress Advisor (where applicable) with student (including parent/guardian if 16-18 years old) • Review of action plan and non achievement of goals. • At the Head of Curriculum/School's discretion a Final Action Plan agreed • Record Action Plan

		<p>in eTrackr</p> <ul style="list-style-type: none"> • 3 Week review date set • Letter sent to student (and to parent/guardian if relevant) confirming agreed expectations and impact of non achievement (Withdrawal) • Student Progress Advisor (where applicable) or Subject Leader/Programme Manager to review progress daily
<p>↑2↑</p>	<p>Stage 2</p>	<ul style="list-style-type: none"> • Formal Meeting held with Subject Leader/Programme Manager, Student Progress Advisor (where applicable) and student (including parent/guardian if 16-18 years old) • Review of action plan and non achievement of goals. Revisit and discuss barriers. • Action Plan to be agreed revising suitable actions for progress • Record Action Plan in Staff Advantage • 3 Week review date set • Letter sent to student (and to parent/guardian if student 16-18 years old) to confirm agreed expectations and impact of non achievement (progression to
	<p>Issues not improved by Stage 1 interventions</p>	

		<p>Stage 3)</p> <ul style="list-style-type: none"> • Student Progress Advisor (where applicable) or Subject Leader/Programme Manager to monitor progress in partnership with Head of Curriculum/School reviewing weekly
↑↑1↑	<p>Stage 1</p>	<ul style="list-style-type: none"> • Formal Meeting held with course lead, Student Progress Advisor (where applicable) and student (including parent/guardian if 16-18 years old) • Discussion to determine reasons for absence, risks of seriously low attendance and explanation of action plan • Recorded Action Plan in Staff Advantage • 3 Week review date set • Letter sent to student (and parent/guardian where relevant) confirming agreed expectations and impact of non-achievement • Student Progress Advisor (where applicable) or course leader to monitor progress in partnership with Subject Leader/Programme Manager
	<p>Persistent Attendance or Punctuality Issues</p>	
	<p>Informal Stage</p>	<ul style="list-style-type: none"> • Informal Concern

	First incidence of lateness or unplanned non attendance	raised with student by tutor <ul style="list-style-type: none">• Tutor to discuss absences, reasons, and reiterate expectations of high attendance• Tutor to confirm formal impact if not addressed (i.e. progression to Stage 1)• Risk rated in Staff Advantage as Amber with target to improve attendance/ punctuality
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Appendix 3: Attendance Flowchart (19+ Non-Accredited provision)

An excellent standard of attendance is 95%+

A good standard of attendance (Morley College London minimum) is 90%+

Attendance below 90% is of a poor standard and requires intervention as it impacts student progress.

Persistent low attendance will result in a student's place at Morley College London being at risk.

Stage		Actions
↑3↑	Withdrawal 4 complete weeks on non-attendance and no contact from the student. If the student has not attended for 4 weeks continuously and has not made any contact with the College to explain any changes in their circumstances, the College reserves the right to withdraw the student	<ul style="list-style-type: none"> Centre Principal to agree withdrawal following review with Head of Curriculum/School Withdrawal form completed by Subject Leader/Programme Manager Letter sent to student confirming withdrawal from course.
↑2↑	Stage 2 Issues not improved by Stage 1 interventions (critically low or sustained low attendance below 75%)	<ul style="list-style-type: none"> Subject Leader/Programme Manager to discuss and record with student impact of low attendance on course progress and achievement, and potential failure to progress.
↑1↑	Stage 1 Persistent Attendance or Punctuality Issues	<ul style="list-style-type: none"> As agreed by the Subject Areas, either the Course Tutor or Administrator to: Contact students, recording in eTrackr. Discuss absences and/or lateness and encourage the

		student to return to their course, reiterating benefits and institutional policy of high attendance.
↑	<p>Informal Stage</p> <p>First incidence of lateness or unplanned non attendance</p>	<ul style="list-style-type: none"> As agreed by the Subject Area, either the Course Tutor or Administrator to contact the student and check in with them, encouraging the student to return to the following session.

Appendix 4: Approved Register Marks

/ - student present O – student absent

L – student late (10 minutes or more)

I – student unable to attend session and completed work independently OR was engaged in College related activity i.e.: university open day. This must be agreed in advance with the Subject Leader/Programme Manager and evidence provided of the reason why the student was unable to attend the scheduled session.

The College does not use an authorised absence mark. A missed session is an absence, regardless of reason.

In cases where a student misses a class under exceptional circumstances or was engaged in a College related activity and completed work missed independently, and prior to the next session, they may be marked I (independent study). Subject Areas should have agreed approaches to the use of the I mark to ensure consistency.