

LEARNER ATTENDANCE POLICY (WALES ACADEMIES)



Policy group: Quality and Support

Effective: November 2025

Approved: Emma Barrett-Peel, Chief Operating Officer

Responsible Officer: Tim Williams, Student Services
Director

Next renewal date: August 2026

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GUIDANCE

Vision

Transform lives through learning

Values



PASSIONATE - We are passionate about inspiring young people, adults and our Purple People to be their best and we take pride in creating a positive learning environment to fulfil their potential.



UNSTOPPABLE - We are unstoppable in our quest for the pursuit of excellence. We are dedicated and resilient to develop ourselves and our learners.



RIGHT - We treat each other with respect and strive to do the right thing through insight, inclusion, honesty, growth and trustworthiness.



PARTNERSHIPS - We support the people surrounding us in our everyday lives, building effective partnerships with businesses, learners and all stakeholders where we can pass on our knowledge and skills to help them meet their goals.



LEARNERS - Learners are at the centre of everything we do and we are driven to provide life-changing and life-long learning for them.



EMPOWERED - We encourage our Purple People to be independent and autonomous to maximise their goals surpassing their barriers and targets. Feel it, believe it, live it.

Tone of voice

Our tone of voice takes its direct influence from our core values. We are passionate about people and learners and are driven to get the best out of everyone by understanding them. We are caring and supportive, as well as being determined and striving for growth. We talk with purpose and enthusiasm in a way that connects and empowers people.

Innovation is at the heart of Learning Curve Group and we're always thinking about what's next!

SUMMARY OF CHANGES

Date	Page	Details of amendments
6 August 2024	All	Removal of Head of JGW+ and Lead Worker roles and responsibilities Reallocation to Regional Operational Manager
August 2025	All	Addition of related policies Policy update
November 2025	All	Proofreading

INTRODUCTION

Learning Curve Group (LCG) is one of the largest national education and training providers in the UK. All companies within the LCG family uphold the same company vision, mission and core values and follow our group policies and procedures.

The purpose of this policy is to clarify the roles and responsibilities of all learners, parents or next of kin and staff to improve attendance and timekeeping in line with attendance targets, as well as to identify processes and resources that are working in support of this objective.

Applies to

The policy applies to all classroom-based learners and the staff who support them.

Reason for policy

This policy provides current and up-to-date guidance for all delivery and management staff on roles and responsibilities in relation to attendance monitoring. The policy is produced in line with Jobs Growth Wales Plus (JGW+) funding rules and requirements and helps safeguard learners.

As part of our commitment to preparing learners for their next steps, good attendance is a priority and will be expected of all learners for every session on their timetable.

Attendance is important for an array of reasons:

- It helps learners stay safe and secure and supports social-emotional development.
- Regular attendance gives learners the chance to stay up to date with their studies and fully participate in discussions and activities. This helps them gain a better understanding of the material being taught, which can increase their knowledge and sharpen their skills.
- Attendance provides learners with access to a variety of resources that can help them succeed academically, such as additional learner support and educational materials.
- Attending regularly demonstrates to both tutors and peers that learners are serious about their studies and encourages academic engagement. It also helps foster a culture of respect and professionalism in the classroom, which can bode well for their future.
- Regular attendance also helps learners develop time-management skills, which can help them become successful in both their academic and professional pursuits.

Good attendance will ensure our learners maximise their achievements, develop next-level skills and access opportunities to help realise their career goals. The importance of monitoring attendance is to ensure that for any absences:

- learners are given the means to catch up on missed learning opportunities
- parents or next-of-kin are informed and kept up to date in real time
- we employ our duty of care and responsibility for the safeguarding of the learners.

Learners' attendance and punctuality are monitored via:

- Vision/Vision 2

- business intelligence reporting
- Power BI
- weekly Regional Operational Manager (ROM) reports
- regional management meetings
- Student Support Services
- ACT partner manager meetings
- ACT quarterly review meetings.

This policy does not form part of your terms and conditions of employment and can be changed at any time as we deem appropriate.

POLICY

Key performance indicator (KPI) for attendance and punctuality

Key performance indicators (KPIs) are set based on an expectation of the ongoing rise in standards in attendance and punctuality, and they are in line with ACT's vision for excellence.

KPI for attendance:

Performance grade	% rate
Excellent	>=90%
Good	80%–89%
Adequate	75%–79%
Unsatisfactory	<75%

Absences are either categorised as **authorised** or **unauthorised**, and these are explained in more detail in Appendices 1 and 2.

Roles and responsibilities

Management

It is the responsibility of the ROM to:

- ensure attendance policy and practices meet the requirements of the JGW+ specification
- provide support and guidance for the recording and monitoring of attendance
- closely monitor attendance and provide monthly reports to ACT in line with the partner return requirement
- identify areas to streamline processes and procedures, where necessary
- oversee celebration of attendance
- work with the Academy Managers to review factors that influence the attendance of learners
- escalate concerns around attendance to the Student Services Director and Director of Military Academies.

It is the responsibility of Academy Managers to:

- monitor learner attendance and periods of absence

- ensure registers are marked timely and accurately
- intervene when attendance falls below targets
- implement the policy and procedures for their staff
- review factors that influence the attendance of learners
- ensure all classes have teaching staff available
- work with the ROM to identify areas to streamline processes and procedures, where necessary, and report any issues that may impact the processes
- liaise with parents and carers of under-18-year-olds, should attendance become a concern
- celebrate achievements – this should be a positive tool alongside supporting at-risk learners (see Appendix 4)
- ensure attendance is discussed during centre meetings and communicate any concerns to the ROM
- ensure centre staff record timely Vision Events notes for non-attendance
- promote the benefits of and celebrate good attendance throughout the learners' programme.

Student Support Services

It is the responsibility of Student Support Services to:

- receive calls and messages from learners in relation to attendance and punctuality
- attempt to contact on day one of an unauthorised absence and record the activity on Vision using the 'JGW+ Contact' event
- contact learners to discuss and challenge absence
- contact parents or next-of-kin to discuss any issues with attendance
- offer support and guidance to learners before they become at risk (see Appendix 4)
- if applicable, refer learners for further support, such as safeguarding or additional learning support, including the Academy Manager. In the event of five consecutive days' absence, the Academy Manager will be made aware (if not already), and a suitable intervention will be applied.

Teaching staff

It is the responsibility of teaching staff to:

- establish expectations of excellent attendance and punctuality
- provide interesting and engaging sessions that promote attendance
- manage the performance of learners who do not meet attendance and punctuality targets, taking disciplinary action if appropriate.
- record events notes on Vision and, if necessary, refer the learner to a Lead Worker, who will continue to support
- escalate to management any concerns of performance following at-risk intervention strategies, recording on Vision where appropriate
- ensure learners sign in using the digital attendance process as soon as they enter the centre
- review the signed-out report on Parade (before 10:30 a.m.) to ensure all learners in attendance are signed in
- approve attendance, including holiday and authorised absence, daily
- plan how learners can catch up with missed learning in cases of both authorised and unauthorised absence, recording these on ProMonitor where appropriate
- celebrate achievements – this should be a positive tool alongside supporting at-risk learners (see Appendix 4)
- remove the learner from learning aim via the withdrawal process, where periods of absence of ten days transpire – extenuating circumstances for continuation on the programme are to be discussed with the ROM

- attend all classes on time.

Learners

It is the responsibility of learners to:

- attend all learning sessions.
- account for absence and lateness.
- mitigate the risk of absence by arranging appointments outside of scheduled class times.
- contact Student Support Services as soon as possible if absence or lateness is expected.
- if absent, take appropriate catch-up work as agreed with the tutor to ensure successful completion of the programme
- monitor their attendance and punctuality and raise any discrepancies as soon as they are identified with their tutor.

Parents or next of kin

All parents or next of kin will have the opportunity to support and encourage the learner to attend in line with the policy.

Implementation of the policy

If learners are unable to attend, they must contact Student Support Services or their instructor by 10:00 a.m. to have an authorised absence mark. Any notifications after this time will be treated as unauthorised. Contact can be made by:

- email: help@learningcurvegroup.co.uk
- telephone: 0303 003 3677
- requesting authorised absence through digital sign-in.

It is not expected that learners will need to authorise an absence very often or to miss classes regularly.

Teaching staff must check any messages on Vision for authorised absences that may have been reported to Student Support Services. Student Support Services will monitor the attendance and ensure learner attendance does not exceed the maximum hours based on the programme strand.

Any disputes regarding learner support payments will need to be addressed to the MIS managers for those academies.

Monitoring the policy

Monitoring the use of this policy will be conducted in several ways through a range of themed reviews, such as quality deep dives, observations, surveys and MIS audits. The ROM and Academy Manager will monitor daily attendance and share findings with the operational team.

RELATED POLICIES AND PROCEDURES

Group 1: People

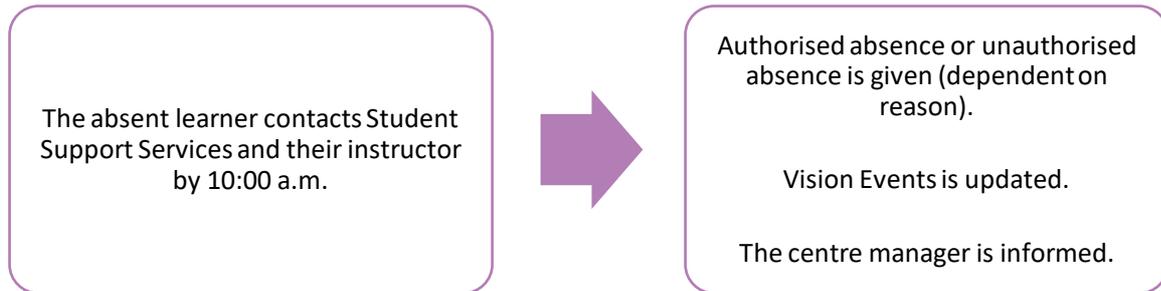
1.1 Disciplinary Procedure

Group 8: Curriculum

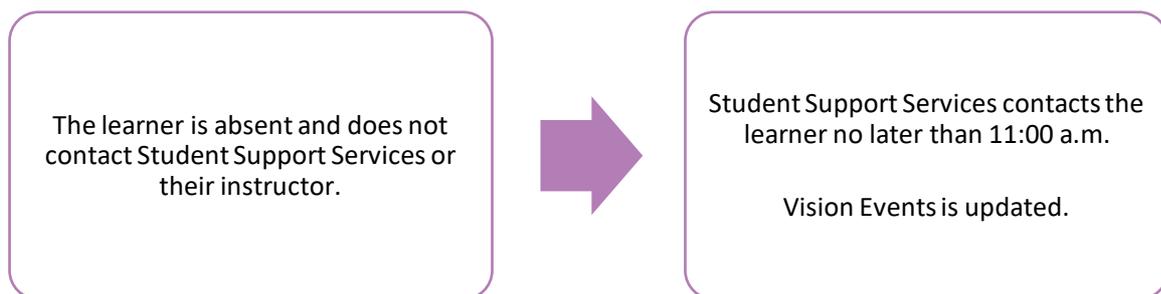
APPENDIX 1

Absence reporting procedure

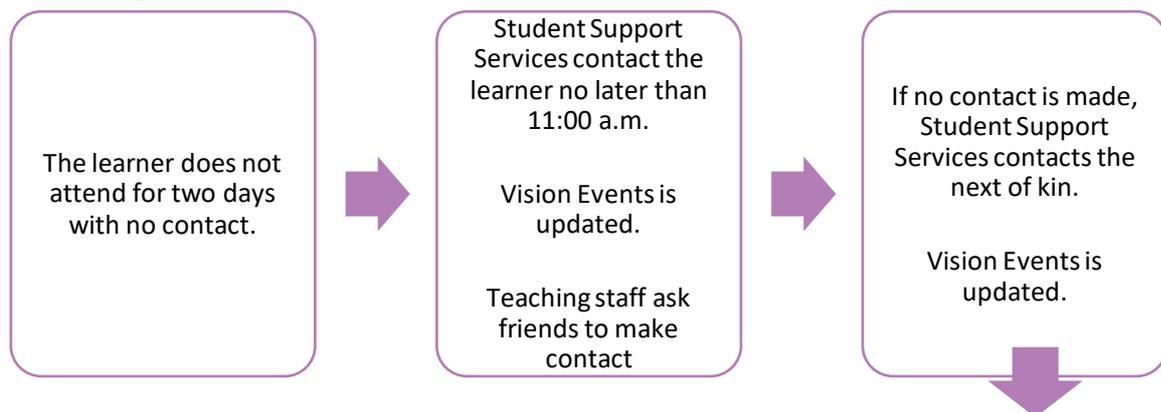
First day of absence: learner notifies

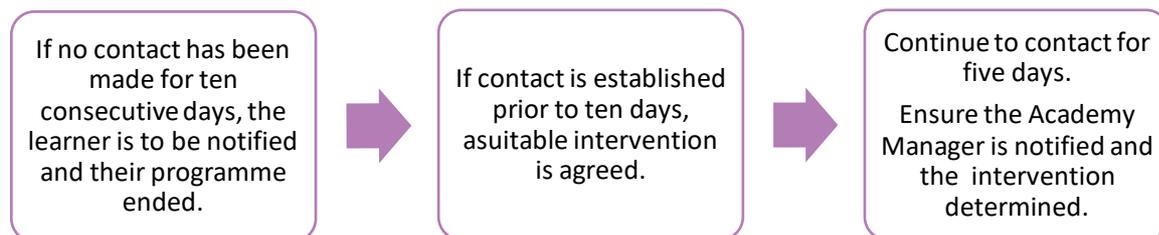


First day of absence: learner does not notify



Second day of absence





APPENDIX 2

Best practice

Attendance should be reinforced throughout a learner's programme of learning and discussed in detail during induction. It is the policy of LCG that it is the responsibility of all staff to ensure compliance with the following:

- Attendance and punctuality must be closely monitored by all JGW+ staff. LCG aims to support learners who have difficulty attending all timetabled sessions; however, the Disciplinary Procedure will be implemented (following consideration of the support provided by instructors and Student Support Services) where LCG considers a learner's attendance and punctuality to be unacceptable.
- Learner attendance must be monitored daily, with unauthorised absences followed up by Student Support Services at 12:00 p.m. Lateness should be challenged appropriately by instructors, and attendance should be regularly discussed with learners. Learners must catch up with any missed work.
- Depending on the reason(s), when a learner misses more than one session (up to five consecutive days) or has three occasions of unauthorised absence, it is the instructor's responsibility to inform the Academy Manager. The Academy Manager will arrange for an attendance intervention meeting to take place with the learner and implement appropriate action. The Academy Manager will ensure all parties involved with the learner are informed of the agreed outcomes and any improvement plans. If disciplinary action is required, it should be recorded on Vision.
- If a learner's attendance fails to improve, the Academy Manager will arrange to meet with the learner and parents/carers present where necessary. If necessary, an improvement plan will be implemented, with attendance targets identified and agreed upon.
- If this fails to improve, the Disciplinary Procedure can be used to set a plan for the learner.
- Instructors and centre managers should monitor the attendance of learners on their programmes and those attending their centres. Vision must be used to enter details of non-attendance, as well as to show up-to-date attendance analysis. The benefits and importance of good attendance should be promoted by all staff, and individual learners should be recognised and celebrated.

Safeguarding procedures should be followed at all times where the absence is a cause for concern for staff.

- Every 4 weeks, an attendance audit will be carried out by ACT's Partner Manager as part of the quality monitoring and improvement process. Any cause for concern regarding attendance will be discussed with the ROM.

- Student Support Services must run the absence report on Vision daily by 12:00 p.m. This is because:
 - learner attendance is closely linked to successful learner outcomes
 - LCG is responsible for knowing which learners are in the centre and has a duty of care for its learners.
- Staff have a responsibility to immediately report issues, problems or concerns regarding recording attendance to the appropriate department and/or manager. LCG recognises that in certain circumstances, some absences are unavoidable.
- If learners are unable to attend their programme of learning for any reason, they must follow the procedures outlined in Appendix 2. Failure to do so will automatically result in the absence being considered unauthorised.
- Unless completely unavoidable, a known absence should be requested in advance. Learners may be asked to provide evidence for known absences.
- Learners who have a planned and agreed period of absence or a medical condition or disability that interrupts their attendance will be supported to enable them to keep up with their programme of study and programme requirements. This could include sending work home and regular contact from the instructor. This is to enable the learner to reach their full potential and, where possible, aid their return to LCG and their programme of learning.
- Authorised absence may include:
 - medical appointments that cannot be arranged outside of timetabled days and/or sessions
 - occasional care for a person that a learner is a recognised carer for, or for a medical emergency involving a family member or close relation
 - a visit to college to attend an open day, or to attend a job interview
 - to attend a Careers Wales appointment
 - attendance at the funeral of a close relative
 - a theory driving test
 - attending an Armed Forces Careers Office (AFCO) or assessment centre course (ACC)
 - when a class has been cancelled by LCG.

For authorised absences, sufficient evidence must be provided by the learner, where possible.

- The above is not an exhaustive list of known absences; LCG reserves the right to decide what is and what is not acceptable. In doing so, LCG will consider what a reasonable employer would be prepared to accept.
- Attendance on trips, at careers fairs, sports fixtures or work experience arranged by LCG will be counted as part of the main programme of learning, and attendance appropriately recorded. This will not constitute an absence.
- Holidays must be booked in advance and cannot be used retrospectively. Learners who have had a period of unauthorised absence (UA) cannot use their holiday immediately after their return to LCG.
- In the case of an unforeseen absence, a learner should make every effort to inform their instructor and Student Support Services if they are unable to attend.
- Appointments with a doctor, dentist or other medical practice should be attended before or after timetabled hours where possible, unless an emergency. The following reasons for absence are not acceptable and will therefore not be authorised:
 - holidays (unless a learner has booked holiday days in advance)
 - part-time or full-time employment that is not part of a learner's programme of learning
 - birthdays or similar celebrations.

APPENDIX 3

Use of codes

Centre-based (CB)	The learner is at a Military Preparation College for Training (MPCT) centre as part of their learning programme. This includes expeditions, excursions and off-site learning, such as Military Training Day (MTD).
Work-based (WB)	The learner is attending work experience or is on a work placement as part of their learning programme.
Holiday (H)	The learner has booked day(s) off, which they have accrued.
Authorised absence (AA)	The learner cannot attend the centre because of unavoidable and legitimate reasons, such as: <ul style="list-style-type: none">• medical appointments that cannot be arranged outside of timetabled days and/or sessions• occasional care for a person that a learner is a recognised carer for, or for a medical emergency involving a family member or close relation• a visit to college to attend an open day, or to attend a job interview.• attendance at the funeral of a close relative• a theory driving test• college closure• job fair• AFCO and ACC.
Unauthorised absence (UA)	<p>The learner does not attend the centre and has not contacted their instructor or Student Support Services. Student Support Services and other staff members are unable to contact the learner via all the various methods available to them (such as the learner's mobile number, landline phone number, parent or guardian phone numbers, text messages, Facebook Messenger or the learner's email address).</p> <p>Note: after five working days of UA, the most suitable course of action must be implemented. This may include the removal of the learner from the programme of study.</p>
Virtual learning (V)	The learner does not attend the centre and participates in an online session delivered by an instructor, centre manager or guest speaker via a digital platform, such as Teams.

APPENDIX 4

At-risk learners

At-risk learners may struggle with academic achievement and fall behind their peers. They may experience failure because of external factors beyond their control. Low socio-economic status,

excessive absences, domestic violence, language barriers and behavioural or mental health challenges may contribute to the learning deficits of at-risk learners. According to McMillan and Reed (1994), "At-risk students show persistent patterns of underachievement and of social maladjustment in school, leading to their failure to finish high school." Educators must identify the challenges at-risk students face and provide differentiated instructional strategies to help them experience academic success in the educational setting.

At LCG, learner support services will attempt to contact these learners and/or next of kin to establish what the barriers to learners are and what they require from us for them to return to study.

We need to establish a rapport with both learners and next of kin that will extend beyond this period of absence and let them know that we are here to support and guide them in the right direction, if they need this support.

We need to ensure that they have the right levels of support, which may include financial support to enable them to overcome barriers that may be in place, to have realistic and hopeful pathways to completing their goals set out at induction.

Additional support in the centre may benefit at-risk learners.

At-risk learners will be identified in a variety of ways:

- Attendance patterns may flag the learner as at-risk, dependent on the Learner Attendance Policy.
- Teaching staff may identify learners as at-risk and, as such, highlight the need to engage differently.

LCG has a variety of teaching strategies in place to ensure that it meets the Purple Standards of Excellence. At-risk learners are given the correct levels of support to reintegrate them into learning. The ongoing recording of what we have done to engage and support these learners will utilise ProMonitor to capture 1-1 reviews, attendance monitoring reviews and enrichment activities for group sessions.