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ROLE	NAME	SIGNATURE	DATE
Head of Teaching and Learning	Rob Hughes	*R. Hughes*	01.09.2024

ATTENDANCE POLICY

Attendance policy

DETAILS OF POLICY UPDATES

DATE	DETAILS

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1 INTRODUCTION

At Tute, we believe that consistent attendance is fundamental to student success. As an online education provider, we work collaboratively with commissioning organisations, parents, and students to ensure that attendance is monitored, supported, and improved wherever possible. Our approach to attendance is based on transparency, accountability, and intervention, ensuring that students are given every opportunity to fully engage in their learning.

Tute supports commissioning partners in meeting their attendance monitoring obligations by providing accurate, real-time attendance data and engagement insights. While Tute does not hold statutory responsibility for recording attendance, our platform and processes ensure partners can track, report, and intervene effectively in accordance with Department for Education (DfE) regulations.

We acknowledge that barriers to attendance exist, and we approach attendance management with understanding and sensitivity, recognising that a student's attendance record does not define their potential or progress. Through collaboration, structured support, and tailored interventions, we help ensure that every student is given the support they need to attend and thrive in their education.

2 EVIDENCE INFORMING THIS POLICY

Policies at Tute are informed by evidence.

Key evidence informing this policy includes, but is not limited to:

- Working together to improve school attendance (2024)
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- School attendance parental responsibility measures: statutory guidance
- Working together to improve school attendance, May 2022
- Summary table of responsibilities for school attendance, May 2022
- Where are England's Children? Interim findings from the Children's Commissioner's Attendance Audit, March 2022
- Addressing emotionally-based school avoidance, Anna Freud: National Centre for Children and Families
- The Education (Pupil Registration) (England) Regulations 2006
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Working with families, local authorities and other partners effectively to maximise attendance
- Raising AP attendance averages – Bromley Trust Academy Case Study
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice 2015.
- The Behavioural Insights Team (NTP, EEF and NTP) (2021) Engagement-Boosting Reminders to Improve Pupil Attendance and Engagement: a randomised controlled trial.

3 PURPOSE AND AIMS

The purpose of this policy is to establish a clear, structured approach to attendance monitoring, reporting, and intervention within Tute's online education provision. It ensures that all students are given the support needed to attend and engage in their lessons while enabling commissioning partners to fulfil their statutory attendance responsibilities.

This policy aims to:

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ATTENDANCE POLICY

- Promote a culture of high attendance and engagement, recognising the impact of attendance on student outcomes.

- Define the roles and responsibilities of Tute, commissioning partners, students, parents, and carers in attendance monitoring and intervention.

- Ensure compliance with DfE attendance regulations (August 2024), including the correct use of attendance coding for online education.

- Support early identification and intervention for students at risk of persistent absence, emotionally based school non-attendance (EBSNA), or disengagement.

- Provide transparency in attendance reporting, offering real-time data, automated alerts, and integration options for partner systems.

- Link attendance monitoring with safeguarding, ensuring concerns related to children missing from education (CME) or other vulnerabilities are escalated appropriately.

Through this policy, Tute reinforces its commitment to helping students engage fully with their education, working collaboratively with partners to remove barriers to attendance and improve student outcomes.

4 SCOPE

This policy applies to all students, staff, and commissioning partners involved in Tute's online education provision. It defines how attendance is monitored, reported, and supported to ensure students engage effectively with their learning.

The policy covers:

- Students: Expectations for attending lessons, engagement, and responsibilities in maintaining attendance.

- Tute staff: Responsibilities for monitoring, reporting, and supporting attendance improvement.

- Commissioning partners (schools, local authorities, and other organisations): Their role in tracking attendance, responding to alerts, and ensuring compliance with Department for Education (DfE) attendance regulations.

- Parents and carers: Their role in supporting student attendance, engaging with alerts, and working with Tute and partners to address attendance barriers.

This policy aligns with the Online Education Accreditation Scheme (OEAS) standards and the latest DfE guidance on school attendance (August 2024), ensuring partners can meet their statutory responsibilities for attendance reporting.

5 STATUTORY GUIDANCE AND LEGISLATION

Tute adheres to statutory requirements and government guidance in relation to attendance marking as far as is reasonably possible within our role as an online education provider. We ensure that student attendance and absence are recorded for every single lesson, providing commissioning partners with the necessary information to update their own attendance systems in compliance with DfE regulations.

Key legislation & guidance:

Tute's attendance recording processes align with the following statutory frameworks:

- The Education Act 1996 – Establishes the duty of parents to ensure their child attends full-time education.

- The Education (Pupil Registration) (England) Regulations 2006 (as amended) – Sets out requirements for maintaining attendance registers.

- The School Attendance Guidance (2024) – Provides detailed expectations on recording pupil attendance and absence, including new rules regarding online learning.

- Children Missing Education Statutory Guidance (2016) – Defines responsibilities for identifying and supporting students missing education.

- Keeping Children Safe in Education (KCSIE) 2024 – Highlights the link between attendance monitoring and safeguarding vulnerable children.

5.1 Working Together to Improve School Attendance (August 2024),

Tute's attendance policy is informed by the DfE guidance Working Together to Improve School Attendance (August 2024), which sets out expectations for schools, local authorities, and education providers in monitoring, supporting, and improving attendance. While Tute does not hold statutory responsibility for recording attendance, we ensure that commissioning partners have access to real-time attendance data, alerts, and reports to meet their legal obligations.

This guidance establishes key principles for improving attendance, which Tute aligns with in the following ways:

1. Clearly defining roles and responsibilities

- The guidance outlines the responsibilities of schools, local authorities, and external education providers in attendance tracking and intervention.

- Tute's policy reflects these distinctions by clearly defining the responsibilities of Tute, commissioning organisations, parents, and students in supporting and maintaining attendance.

2. Compliance with updated DfE attendance coding

- From August 2024, Code B (off-site educational activity) can no longer be used for students learning at home unsupervised.

- Tute ensures partners are aware of this change and provides accurate attendance records so that commissioning partners can apply the correct DfE-approved attendance codes in their own systems.

- Tute offers API plug-ins to enable partners to automate attendance data entry in line with statutory reporting requirements.

3. Early identification and intervention for persistent absence

- The guidance highlights the importance of early intervention to prevent students from falling into patterns of persistent absence (attendance below 90%).

- Tute supports this through:

  o Automated non-attendance alerts sent to partners.

  o Weekly attendance reviews conducted by account managers to identify students with low or declining attendance.

  o Intervention support through SSAs and PSAs, offering mentoring and parental engagement strategies.

4. Addressing emotionally based school non-attendance (EBSNA)

- The guidance recognises EBSNA as a significant barrier to attendance, requiring sensitive and personalised intervention.

- Tute aligns with this by:

  o Providing structured support for students experiencing EBSNA through mentoring, phased reintegration, and tailored lesson approaches.

- Allowing students to observe lessons before fully engaging, reducing anxiety and increasing confidence.

- Working with commissioning partners to provide attendance insights that help identify students struggling with EBSNA.

5. Attendance as a safeguarding concern (CME & persistent absence)

- The guidance highlights that attendance monitoring is a key safeguarding duty, particularly in cases of:

  - Children missing from education (CME) – students at risk of disengaging entirely.

  - Persistent absence linked to welfare or safeguarding risks.

- Tute supports this by:

  - Identifying trends of disengagement and reporting them to partners.

  - Ensuring safeguarding referrals are made where attendance patterns raise concern.

  - Linking attendance monitoring with Tute's safeguarding processes to ensure vulnerable students receive the support they need.

6. Transparent reporting and communication

- The guidance emphasises clear and accessible attendance reporting to support data-driven decision-making.

- Tute ensures this by:

  - Providing customisable attendance reports that partners can filter by date, subject, cohort, and student.

  - Offering API integration for direct attendance data transfer into partner systems.

  - Encouraging commissioning partners to engage with attendance insights to identify and address patterns of disengagement.

5.2 Our commitments

We are dedicated to fostering a positive attendance culture and ensuring that all students receive the support they need to engage fully in their education. Our approach is built on collaboration, sensitivity, and high expectations, enabling every student to thrive.

Fostering a valued attendance culture

ATTENDANCE POLICY   **Tute** EDUCATION

We strive to create an environment where the importance of attendance is universally acknowledged and upheld by every member of the Tute community. Attendance is embedded as a core value, reinforcing its significance in achieving educational success.

Promoting a unified approach

Our strategy involves a whole-organisation commitment to supporting and promoting positive attendance. We embody the principles and values that define Tute, ensuring a collective effort in maintaining high attendance standards.

Addressing attendance barriers with sensitivity

We recognise that barriers to attendance exist and approach these challenges with understanding and empathy. We acknowledge that attendance difficulties do not define a student's potential or ability to progress, and we strive to provide appropriate support.

Empowering teachers with strategies

Supporting our teachers in implementing effective attendance strategies is pivotal. We equip them with the tools and knowledge to actively contribute to improving attendance, ensuring that students feel encouraged and supported.

Harmonising communication

We are committed to developing a shared language for discussing attendance issues, ensuring that the Tute community - students, teachers, partners and families - works together in addressing and overcoming challenges to attendance.

Identifying and overcoming challenges

We systematically identify and tackle obstacles that may prevent students from achieving consistent attendance. Our approach is proactive and solution-focused, ensuring clear pathways to regular engagement in learning.

Ensuring consistent support

Our attendance approach is uniform and equitable, ensuring that every student receives the support they need to engage in learning regularly. We work with partners, families, and students to maintain a consistent and structured approach to attendance.

Upholding high expectations

We maintain high expectations for attendance, while tailoring our approach to each student's individual circumstances. We recognise that every learner's context is unique and adapt our strategies accordingly.

Advancing educational progress

By fostering regular attendance, we provide every student with the opportunity to achieve exceptional progress. Attendance is directly linked to academic success, and we are committed to ensuring that every student has the chance to fulfil their potential.

Collaborating for success

In partnership with commissioning bodies, families, and students, we work together to promote good attendance. We offer targeted support mechanisms to help students who face difficulties in maintaining regular attendance.

Encouraging personal responsibility

We encourage students to take ownership of their attendance, helping them understand the critical role it plays in their educational journey and personal development.

Through these commitments, this policy not only aims to increase attendance rates across Tute but also ensures that every student has the opportunity to thrive in a supportive and collaborative educational environment.

6 ROLES AND RESPONSIBILITIES

Ensuring consistent student attendance is a shared responsibility between Tute, commissioning organisations, students, parents, and carers. Each stakeholder plays a crucial role in monitoring, supporting, and improving attendance to enable every student to engage fully in their education.

6.1 Senior leadership team

Policy oversight

- Ensures the attendance policy is regularly reviewed, updated, and aligned with Tute's ethos of promoting positive attendance.

- Guarantees policy integration with safeguarding policies, ensuring a joined-up approach to attendance and student welfare.

Environment and culture

- Cultivates an organisational culture where attendance is valued and prioritised.

- Ensures all staff have the necessary training, tools, and confidence to address attendance challenges effectively.

Staff development

- Provides comprehensive induction and ongoing training for staff on attendance strategies, intervention techniques, and understanding barriers such as SEND and mental health challenges.

- Uses data analytics to track attendance trends, identifying students at risk and ensuring early intervention strategies are in place.

6.2 Inclusion team

Personalised student support

- Student support associates (SSA) can provide one-to-one mentoring sessions to help students overcome barriers to attendance.

- SSAs liaise with teachers to ensure tailored lesson support for students struggling with attendance.

Family engagement

- Parent support associates (PSA) communicate with parents and carers to help address challenges preventing regular attendance.

- PSAs offer practical advice and signposting to external support, ensuring parents are equipped to encourage regular attendance at lessons.

Collaborative working with partners

- Works alongside commissioning partners, teachers, and safeguarding teams to develop individualised attendance strategies.

6.3 Teachers

Proactive engagement

- Greet students warmly and ensures that every lesson starts with a welcoming and supportive environment.

- Use positive reinforcement strategies to promote engagement and lesson participation.

Creating a supportive atmosphere

- Establishes a respectful, engaging, and inclusive learning environment that encourages students to attend regularly.

- Implements positive attendance strategies, reinforcing routine and structure to support student engagement.

Barrier identification and intervention

- Identify students facing attendance challenges and sensitively addresses these in collaboration with SSAs, PSAs, and commissioning partners.

- Work closely with account managers to report and escalate concerns where appropriate.

6.4 Account managers

Monitoring attendance trends and identifying concerns

- Conduct weekly reviews of attendance data to track trends and identify students with low or declining attendance.

- Flag students at risk of persistent absence and liaises with commissioning partners to discuss intervention strategies.

Providing attendance insights and reports

- Ensures partners have access to attendance reports and provides support in interpreting data.

- Advises partners on how to use attendance data effectively to drive interventions and student support.

Facilitating partner engagement and communication

- Ensure that partners are receiving and responding to automated non-attendance alerts.

- Support partners in ensuring their contact details are up to date so that attendance alerts reach the correct individuals.

Supporting interventions and action plans

- Work with commissioning organisations to develop attendance improvement plans for students at risk of disengagement.

- Encourage partners to use the platform effectively to self-monitor attendance and engage students proactively.

- Provide guidance on best practices for addressing attendance barriers, including family engagement strategies and available student support options.

6.5 Commissioning partners

Primary responsibility for attendance

- While Tute facilitates educational provision, the primary responsibility for ensuring attendance lies with commissioning partners and parents/carers, in line with DfE statutory guidance.

Collaborative promotion of attendance

- Work with Tute to foster a culture of regular attendance, aligning strategies to ensure student participation.

Information sharing

- Receive real-time attendance data and weekly attendance reports from Tute to support attendance tracking and intervention planning.

- Follow-up on non-attendance alerts

- Upon receiving automated non-attendance alerts, it is best practice for partners to contact the student or family to encourage attendance and address concerns.

6.6 Students

Regular attendance and communication

- Expected to attend all scheduled lessons, engaging fully in their learning.

- Should communicate with Tute, teachers, and partners regarding any barriers to attendance.

Taking responsibility for learning

- Uses the Tute platform and recorded lessons to catch up on missed content where necessary.

- Engages with mentoring and additional support if struggling with attendance.

6.7 Parents and carers

Supporting attendance at home

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- Encouraged to familiarise themselves with Tute's attendance policy and support their child in adhering to it.

- Ensure students have a suitable learning environment and the necessary technology for attending lessons.

Monitoring attendance and communication

- Actively monitors attendance notifications and works with Tute and commissioning partners to address any attendance concerns.

- Provide timely updates if there are any factors affecting their child's attendance.

Collaborative engagement

- Engages with PSAs and other support services to ensure students can attend lessons regularly.

7 Process and procedures

7.1 Tute platform

Tute has a robust attendance process that ensures partners and parents can monitor student attendance effectively and take appropriate action when necessary.

Partner and parent access to the Tute platform

Upon student enrolment, partners must provide a nominated contact responsible for monitoring attendance at their setting and are encouraged to include a parent contact. Student's attendance rate so far in the academic year is also requested to support Tute in tracking attendance accurately and measuring impact. The response options are

- 0%
- Unknown
- Other (free response to input attendance percentage since September)

If the answer is unknown, we ask the partner to provide us with the information when they have it.

The nominated contact(s) will have access to the Tute platform, where they can:

- Review student progress, engagement, and attendance

- Access an attendance dashboard displaying attendance data in real time

- View and generate detailed attendance reports, tracking progress and engagement across all enrolments, subjects, key stages, and learning objectives.

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Automated non-attendance email alerts

Partners and parents receive automated non-attendance emails when a student has not joined a scheduled lesson. These alerts notify partners of missed attendance in real time, allowing them to take immediate action. Best practice suggests that partners follow up on these alerts by contacting the student or their family to encourage attendance and address any barriers.

Automated emails are sent in the below circumstances:

1. Non-attendance: If a student does not log into the Learning Cloud (online classroom) within the first five minutes of the lesson, an automatic email is sent to the nominated contact to notify (see Appendix B).

2. Attendance update: If a then student joins the lesson after the initial non-attendance email has been triggered, a follow-up email is sent to the nominated contact, confirming that the student has now joined the lesson (see Appendix C).

Attendance recording

- Student attendance is recorded for every single lesson.
- Attendance is marked as on time, late, or absent.
- The platform also records the total duration of time the student was present in the lesson.

7.2 Account manager monitoring

Tute's account managers monitor and support attendance through proactive engagement with partners. The following strategy outlines how account managers track attendance, intervene when necessary, and support partners in improving student participation. Each step is documented within the team's tracking system, while continuous communication with partners and internal stakeholders ensures process adaptation and improvement.

Attendance monitoring and intervention process

1. Weekly attendance checks

- Review weekly attendance data.

- Identify students and partners with attendance below 70%.

2. Initial partner contact

- Verify whether the partner is aware of the attendance issue.

- If unaware, send a standardised email highlighting the concern (Appendix D).

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3. Promote self-monitoring

- Encourage partners to use the platform for attendance tracking.

- Provide a link to an instructional video resource for guidance.

4. Ensure accurate communication

- Confirm that the correct contacts are receiving non-attendance alerts.

- Update contact details as necessary.

5. Engage parents

- Suggest creating and distributing parent information sheets.

- Direct parents to support and guidance available on the parent and carer hub

6. Address technological barriers

- Recommend alternatives for students awaiting technology (e.g., using smartphones for lesson access).

7. Support students with SEND and SEMH

- Allow students to observe sessions initially.

- Offer to communicate specific concerns to teachers for a tailored approach.

8. Facilitate direct teacher updates

- Upon request, update teachers about students' specific needs or concerns to foster a supportive learning environment.

7.3 Individual support

For students identified with persistent absenteeism or extended non-attendance, Tute collaborates with commissioning organisations to implement targeted interventions:

Assess
- Quickly identify and communicate any issues of extended non-attendance to the commissioning organisation.
- Collaboratively determine the barriers impacting the student's attendance.

Plan

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- Develop a bespoke action plan to facilitate the student's return to Tute lessons, involving the student, their family, and the commissioning organisation in the planning process.
- Set a review date and ensure the plan is distributed among all stakeholders.
- Consider initial low-pressure engagement options such as watching lesson playbacks, attending taster sessions, or starting with non-participatory lesson attendance.

Do

- Maintain open lines of communication, updating all parties on the student's attendance, progress, and engagement.
- Establish appropriate checkpoints for review, tailored to the frequency of lessons and the specific needs of the student.

Review

- Regularly evaluate the effectiveness of the plan, making adjustments as needed to better support the student.
- Consult further with external agencies if necessary to gain additional insights or resources

8 Definitions

Attendance: Attendance occurs when a student has logged into the Learning Cloud for their scheduled lesson.

Non-attendance or absence: Non-attendance occurs when a student has not logged into the Learning Cloud and does not attend their scheduled lesson.

On time: A student is marked as on-time when they log into the Learning Cloud before or at the scheduled start time of their lesson.

Late: A student is marked as late if they log into the Learning Cloud after the scheduled start time of their lesson.

Absent: A student is marked as absent if they do not log into the Learning Cloud at any point during the scheduled lesson.

Engagement: Engagement refers to a student actively participating in their scheduled online lesson within the Learning Cloud, beyond just logging in. This includes responding to teacher questions, using chat functions or interactive tools, completing lesson activities, and demonstrating focus throughout the session. A lack of meaningful interaction may indicate a need for additional support, helping Tute and commissioning partners identify students who may require intervention to enhance their learning experience.

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8.1   Emotionally Based School Non-attendance (EBSNA)

Emotionally based school non-attendance (EBSNA) refers to persistent difficulties in attending school or online learning due to emotional distress, anxiety, or mental health challenges. EBSNA is not a refusal to engage in education but rather a response to overwhelming barriers that make attendance difficult.

Students experiencing EBSNA may want to attend but face psychological, social, or environmental factors that prevent them from doing so. These may include anxiety, past trauma, sensory sensitivities, or unmet special educational needs. The impact of EBSNA varies - some students may attend intermittently, while others may struggle to attend at all.

8.2   Children Missing from Education (CME)

Children missing from education (CME) refers to students of compulsory school age who are not registered at a school or receiving suitable alternative education and who have been persistently absent from learning without a known valid reason. CME includes children who have disengaged from education entirely, whose whereabouts regarding education provision are unclear, or who are at risk of becoming missing from education due to prolonged absences.

CME is a safeguarding concern, as students missing from education may be vulnerable to academic disengagement, social isolation, or risks such as exploitation or neglect. Schools, local authorities, and education providers have a legal duty to identify, track, and support students at risk of CME, ensuring they receive appropriate education and intervention where necessary.

8.3   Usage note

Terms historically used to describe non-attendance, such as "truant," "school refuser," or "school phobic," are consciously avoided within Tute's framework. This decision stems from a commitment to avoid labelling that may stigmatise students or oversimplify the complex realities of non-attendance. By fostering a shared understanding and language around attendance challenges, Tute aims to collaborate effectively with all stakeholders in supporting every student's educational journey.

9   Further strategies

Tute recognises the importance of a supportive environment in promoting consistent student attendance. To assist commissioning organisations in this endeavour, Tute commits to the following universal strategies.

9.1 Data insight

Provide accurate and timely attendance data to help organisations quickly identify and respond to patterns of absence.

9.2 Culture building

Foster a culture that values and understands the benefits of positive attendance by:
- Training teachers during induction on the importance of proactive attendance management.
- Regularly celebrating and praising student progress to motivate engagement and attendance.
- Creating opportunities for students to participate in decision-making during lessons, enhancing their sense of belonging and value.

9.3 Emotional safety

Help students feel safe to express any challenges they face with attendance, ensuring they have the support needed to overcome these barriers.

Classroom environment:

Work to reduce stressors in the online classroom, particularly for students who may feel overwhelmed, and regularly check in to adjust any strategies or adaptations that are not effective.
- Lesson promotion: Actively promote upcoming lessons and the educational journey to encourage continual engagement.
- Individual attention: Consider the unique needs and vulnerabilities of each student, tailoring strategies to support those experiencing attendance challenges.

10 Related policies

- Safer Recruitment Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Online Safety Policy
- Communications Policy
- Allegations Policy
- Serious Incident Policy
- Whistleblowing Policy
- Code of Conduct

11 Annual review

The attendance policy will be reviewed on an annual basis.

12 Appendices

12.1 Appendix A – DfE approved attendance codes

	Meaning	Category
/	Present (AM)	Present
\	Present (PM)	Present
L	Late (before register closes)	Present
B	Off-site educational activity	Approved educational activity
D	Dual registered	Not counted in attendance figures
J	Interview	Approved educational activity
P	Sporting activity	Approved educational activity
V	Educational visit or trip	Approved educational activity
W	Work experience	Approved educational activity
C	Other authorised circumstances	Authorised absence
E	Excluded	Authorised absence
H	Holiday (authorised)	Authorised absence
I	Illness	Authorised absence
M	Medical/dental appointment	Authorised absence
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
G	Holiday (unauthorised)	Unauthorised absence
N	No reason yet provided	Unauthorised absence
O	Unauthorised absence	Unauthorised absence
U	Late (after register closed)	Unauthorised absence
X	Non-compulsory school age absence	Not counted in attendance figures
Y	Enforced closure	Not counted in attendance figures
Z	Pupil not on roll	Not counted in attendance figures

#	School closure	Not counted in attendance figures

12.2 Appendix B

Hello,

This email is to notify you that test student is yet to log on to the lesson, 2024-25 S:EVS TUTE ESOL Mixed Year 7-11 Entry level 2 Programme A S1 - Group 1 - Lesson 27, which started at 10/02/2025 13:00:00.

This is an automatic message which will send for any missed lesson that your student is enrolled on, even if their absence is expected. Please let us know why your student has not attended so we are able to update our records. You can let us know by emailing admin.support@tute.com or calling the number below.

If you need any support, please call 0330 330 9751 (Option 1).

Best wishes,

Tute Operations Team

This email and any attachment is confidential and must not be disclosed to or used by anyone other than the intended recipient.

Tute Education Limited is registered in England and Wales.

Contact
info@tute.com
www.tute.com
+44 (0)330 330 9751

12.3 Appendix C

Hello,

This email is to notify you that **test student** has now logged on to the lesson, **2024-25 P:TG LEVS ESOL KS5 Year mixture of 12 and 13 ESOL - Group 1 - Lesson 3**, which started on at **04/02/2025 14:00:00**

if you need any support, please call 0330 330 9751 (Option 1) or contact admin.support@tute.com.

Best wishes
Tute Operations Team

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12.4 Appendix D

Attendance email template

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We are committed to supporting the success of all our students, and part of this commitment involves closely monitoring their engagement and participation in their learning.

During our recent review, we noticed that some students are facing difficulties in maintaining regular attendance. Specifically, the following students have attended for less than 30% of their scheduled sessions:

- Name of student
- Programme
- % attendance

We understand that there can be various reasons behind attendance patterns, and we're here to offer our support.

To ensure you're fully informed, our platform sends an alert if a student hasn't attended within 5 minutes of the start of a session. Have you been receiving these alerts? If not, we'll promptly address this to ensure you're kept in the loop. We can add others (including parents, with their consent) to receive these alerts, just let us know.

We're here to explore all possible ways to assist you and your students in overcoming any barriers to regular attendance.

If there's anything specific we can do to support, please don't hesitate to let us know.

If you'd like to discuss this further, please feel free to get in touch via email, my direct line at 01978 548---, or by scheduling a Teams meeting by clicking here.

I look forward to hearing from you.

Best wishes