

Grŵp Llandrillo Menai

Polisi Rheoli Presenoldeb ac Ymgysylltiad Dysgwyr

Fersiwn: 1

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I'w adolygu erbyn: 26/06/2027

Polisi Rheoli Presenoldeb ac Ymgysylltiad Dysgwyr Grŵp Llandrillo Menai

1. Cyflwyniad

Mae'r polisi hwn yn amlinellu'r disgwyliadau a'r gweithdrefnau ar gyfer rheoli presenoldeb ac ymgysylltiad dysgwyr yng Ngrŵp Llandrillo Menai. Mae cyflawni lefelau presenoldeb uchel yn hanfodol i gyflawniad dysgwyr, cyfleoedd bywyd yn y dyfodol, a chyflogadwyedd.

Mae GLIM yn sylweddoli bod cydberthynas gref rhwng presenoldeb rheolaidd a llwyddiant academiaidd. Bwriad y polisi hwn yw hyrwyddo'r lefelau uchaf posibl o ymgysylltiad, presenoldeb a phrydlondeb ar draws pob amgylchedd dysgu ar y campysau, ar-lein ac yn y gweithle.

Mae presenoldeb cyson hefyd yn chwarae rhan allweddol mewn diogelu, gan sicrhau bod dysgwyr yn cael eu gweld yn rheolaidd ac yn cael eu cefnogi mewn amgylchedd diogel sy'n cyfoethogi eu haddysg. Disgwylir i bob dysgwr fynychu pob gweithgaredd dysgu sydd wedi'i amserlennu, gyda tharged presenoldeb o 100%, ac eithrio absenoldebau awdurdodedig.

Cred Grŵp Llandrillo Menai bod gan staff, rhieni, gofalmwyr, cyflogwyr, dysgwyr a holl aelodau cymuned GLIM gyfraniad pwysig i'w wneud i wella presenoldeb a phrydlondeb, gan sicrhau bod dysgwyr yn mynychu'n gyson ac yn llwyddo. Noda'r polisi hwn sut y byddwn yn cyflawni hyn gyda'n gilydd.

2. Rhychwant

2.1 Yn ôl cyfarwyddyd y Coleg, mae presenoldeb ym mhob gwers ac ymgysylltu â phob gweithgaredd yn hanfodol er mwyn helpu dysgwyr i gyflawni eu potensial llawn. Mae'r Coleg yn disgwyl i'w holl ddysgwyr sylweddoli bod presenoldeb a phrydlondeb da yn cynyddu eu gallu i gyflawni ac yn gwella nid yn unig eu profiadau dysgu ond yn datblygu eu sgiliau cyflogadwyedd ac yn eu paratoi ar gyfer byd gwaith. Yn y pen draw, rhaid i'r dysgwyr fod yn gyfrifol am eu presenoldeb eu hunain, ond mae hyrwyddo presenoldeb rheolaidd yn y Coleg yn gyfrifoldeb ar bawb, yn aelodau staff, rhieni/gofalmwyr a dysgwyr. Er mwyn ein helpu ni i gyd i ganolbwyntio ar hyn, bydd y Coleg yn:

- Sicrhau bod yna aelod dynodedig o staff (Tiwtor Personol/Asesydd) yn gyfrifol am hyrwyddo a gwella presenoldeb
- Llunio strategaethau effeithiol i annog prydlondeb gwell
- Sicrhau bod cwricwlwm deniadol yn cael ei ddarparu a'i adolygu'n rheolaidd
- Sicrhau bod dysgu ac addysgu o ansawdd uchel yn cael ei gyflwyno ledled y coleg
- Sicrhau bod dysgwyr yn cael cefnogaeth briodol gan y coleg ac asiantaethau partner i'w hatal rhag colli diddordeb mewn dysgu
- Sicrhau bod grwpiau agored i niwed yn cael cefnogaeth effeithiol cyn gynted â phosibl a bod presenoldeb yn cael ei fonitro'n drylwyr
- Annog partneriaethau effeithiol â rhieni/gwarcheidwaid trwy gyswllt rheolaidd, gan gynnwys trefnu nosweithiau i rieni i drafod llwyddiant, cyrhaeddiad a phresenoldeb
- Hysbysu rhieni/gwarcheidwaid pan fydd angen am bresenoldeb a phrydlondeb dysgwyr trwy weithdrefnau presenoldeb y coleg, eDRAC y dysgwyr, adroddiadau cynnydd tymhorol, llythyrau unigol a chyfarfodydd
- Cynnig cynlluniau unigol i wobrwyo presenoldeb a phrydlondeb da gan ddysgwyr

- Trafod presenoldeb a phrydlondeb yn rheolaidd â dysgwyr trwy gydol y flwyddyn, yn enwedig yn ystod y cyfnod cynefino ac mewn tiwtorialau, ac os oes achos pryder
- Diffinio rolau a chyfrifoldebau presenoldeb yn glir yn ystod tiwtorialau a dylai'r holl staff sicrhau eu bod yn dilyn y canllawiau.

3. Amcanion

3.1 Sicrhau ymgysylltiad â'r rhaglen ddysgu a hyrwyddo presenoldeb a phrydlondeb rheolaidd.

3.2 Cefnogi dysgwyr i fodloni'r gofynion presenoldeb a osodwyd gan y Grŵp a'r cyrff dyfarnu.

3.3 Cefnogi dysgwyr i gyflawni eu potensial academiaidd llawn.

3.4 Cynnig fframwaith i fynd i'r afael â materion yn ymwneud â phresenoldeb ac ymgysylltiad.

4. Y Gofynion o ran Presenoldeb, Prydlondeb ac Ymgysylltu

4.1 Disgwylir i fyfyrwyr fynychu'r holl ddosbarthiadau, tiwtorialau, gweithdai, a gweithgareddau dysgu eraill ar eu hamserlen, p'un ai a ydynt yn cael eu cyflwyno ar y campws, ar-lein, neu yn y gweithle.

4.2 Mae ymgysylltu â dysgu'r un mor bwysig, ac mae'n cynnwys cyfranogiad gweithredol mewn gwersi, cwblhau aseiniadau, a chyfathrebu cyson â thiwtoriaid. Disgwylir i ddysgwyr baratoi, cyfrannu at drafodaethau, a dangos ymrwymiad i'w rhaglen.

4.3 Rhaid cofnodi presenoldeb ar gyfer pob sesiwn. Mae'n ofynnol i diwtoriaid gwblhau cofrestrau trwy EBS yn ystod 20 munud cyntaf y sesiwn.

4.4 Bydd dysgwyr sy'n cyrraedd mwy na 10 munud ar ôl yr amser dechrau a drefnwyd yn cael eu marcio'n hwyr (H/L). Gellir defnyddio'r gweithdrefnau presenoldeb ac ymgysylltiad i fynd i'r afael ag achosion cyson o fod yn hwyr.

4.5 Bydd dysgwyr sy'n cyrraedd yn hwyr i wers yn cael dod i'r sesiwn, ond dylai'r tiwtor drafod hyn â'r dysgwr ar ddiwedd y sesiwn, gan ddarparu rhywfaint o waith dal i fyny a chysylltu â'r Tiwtor Personol i dynnu sylw at y ffaith bod y dysgwr yn hwyr.

4.6 Pan fydd dysgwr yn bresennol mewn sesiwn ond ddim mewn gwirionedd yn ymgysylltu, gall tiwtoriaid godi hyn fel pryder drwy'r prosesau priodol ar gyfer monitro dysgwyr.

5. Rhoi Gwybod am Absenoldebau

5.1 Rhoi Gwybod am Absenoldeb ar y Diwrnod - Rhaid i ddysgwyr roi gwybod am unrhyw absenoldeb ar y diwrnod y mae'n digwydd drwy hysbysu tiwtor eu cwrs drwy gofnodi'r absenoldeb ar system eDRAC y dysgwyr. Rhaid gwneud hyn yn ddyddiol ar gyfer pob diwrnod o absenoldeb.

5.2 Absenoldebau a Gynlluniwyd - Pan fydd dysgwyr yn gwybod ymlaen llaw bod angen iddynt fod yn absennol rhaid iddynt drafod â'u tiwtor a dod i gytundeb ar hyn cyn y dyddiad. Dim ond ar ôl i'r tiwtor gadarnhau'r cytundeb yn ffurfiol y bydd yr absenoldeb yn cael ei awdurdodi.

5.3 Absenoldebau Estynedig - Ar gyfer absenoldebau sy'n para mwy na phum niwrnod yn olynol, rhaid i ddysgwyr roi rheswm dilys, fel tystysgrif feddygol, a chyflwyno hon i diwtor eu cwrs i gefnogi awdurdodiad yr absenoldeb estynedig.

6. Mathau o Absenoldebau

6.1 Absenoldebau Awdurdodedig

Pan fo'r weithdrefn adrodd wedi'i dilyn yn gywir, bydd y rhesymau canlynol dros absenoldeb yn cael eu cofnodi fel rhai awdurdodedig. Gall y coleg ganiatáu absenoldebau awdurdodedig am resymau dilys, gan gynnwys:

Rheswm	Cyfnod Hysbysu	Unigolyn
Salwch neu anaf sy'n ddigon difrifol i'w gwneud yn amhosibl neu'n anniogel i chi ddod i'r coleg	Fel y bo'n briodol	Dysgwr a/neu Riant/Gwarcheidwad/Perthynas Agosaf
Pan fo angen amser gartref neu mewn ysbyty i wella o salwch neu lawdriniaeth	Ymlaen llaw drwy hysbysu'r tiwtor, neu ar y diwrnod drwy eDRAC y dysgwyr - rhoi gwybod am absenoldeb	Dysgwr a/neu Riant/Gwarcheidwad/Perthynas Agosaf
Apwyntiad meddygol neu ddeintyddol	Ymlaen llaw drwy hysbysu'r tiwtor, neu ar y diwrnod drwy eDRAC y dysgwyr - rhoi gwybod am absenoldeb	Y Dysgwr
Cymryd rhan mewn gwyliau crefyddol cydnabyddedig	Ymlaen llaw drwy hysbysu'r tiwtor, neu ar y diwrnod drwy eDRAC y dysgwyr - rhoi gwybod am absenoldeb	Y Dysgwr
Prawf gyrru (nid gwersi)	Ymlaen llaw drwy hysbysu'r tiwtor, neu ar y diwrnod drwy eDRAC y dysgwyr - rhoi gwybod am absenoldeb	Y Dysgwr
Tarfu difrifol ar gludiant sydd y tu hwnt i'ch rheolaeth	Ymlaen llaw drwy hysbysu'r tiwtor, neu ar y diwrnod drwy eDRAC y dysgwyr - rhoi gwybod am absenoldeb	Y Dysgwr
Gweithgaredd sy'n Gysylltiedig â'r Cwrs	Ymlaen llaw drwy hysbysu'r tiwtor, neu ar y diwrnod drwy eDRAC y dysgwyr - rhoi gwybod am absenoldeb	Y Dysgwr
Cynrychioli'r Coleg/Rhanbarth/Gwlad	Ymlaen llaw drwy hysbysu'r tiwtor, neu ar y diwrnod drwy eDRAC y dysgwyr - rhoi gwybod am absenoldeb	Y Dysgwr
Mynd i ddigwyddiad cenedlaethol a drefnwyd gan Undeb y Myfyrwyr	Ymlaen llaw drwy hysbysu'r tiwtor, neu ar y diwrnod drwy eDRAC y dysgwyr - rhoi gwybod am absenoldeb	Y Dysgwr
Mynd i gyfarfod gyda'r Gwasanaeth Prawf neu	Ymlaen llaw drwy hysbysu'r	Y Dysgwr

Rheswm	Cyfnod Hysbysu	Unigolyn
asiantaeth allanol arall	tiwtor, neu ar y diwrnod drwy eDRAC y dysgwyr - rhoi gwybod am absenoldeb	
Mynd i angladd neu i briodas perthynas agos	Ymlaen llaw drwy hysbysu'r tiwtor, neu ar y diwrnod drwy eDRAC y dysgwyr - rhoi gwybod am absenoldeb	Y Dysgwr
Mynd i gyfarfod o gynrychiolwyr colegol	Ymlaen llaw drwy hysbysu'r tiwtor, neu ar y diwrnod drwy eDRAC y dysgwyr - rhoi gwybod am absenoldeb	Y Dysgwr
Cyfrifoldeb gofalu	Ymlaen llaw drwy hysbysu'r tiwtor, neu ar y diwrnod drwy eDRAC y dysgwyr - rhoi gwybod am absenoldeb	Y Dysgwr
Cyfrifoldebau dinesig, fel gwasanaethu ar reithgor Diwrnod agored prifysgol neu gyfweliad sy'n gysylltiedig â gyrfa	Ymlaen llaw drwy hysbysu'r tiwtor, neu ar y diwrnod drwy eDRAC y dysgwyr - rhoi gwybod am absenoldeb	Y Dysgwr
Absenoldeb oherwydd anabledd fel y'i diffinnir gan y Ddeddf Gwahaniaethu ar sail Anabledd	Fel y bo'n briodol	Y Dysgwr
Achosion unigol o salwch hunan-ardystiedig (uchafswm o 4 y tymor)	Ar y diwrnod – cyn 9.00am gan ddefnyddio eDRAC	Y Dysgwr

(Tabl 1: Rhesymau dros absenoldeb awdurdodedig)

6.1.1 Gall y Tiwtor Personol ofyn i'r dysgwyr ddarparu dogfennaeth i gefnogi unrhyw gais am absenoldeb awdurdodedig. Gall peidio â gwneud hynny arwain at newid y marc presenoldeb i absenoldeb heb ganiatâd.

6.2 Absenoldeb heb ganiatâd

Absenoldeb heb ganiatâd yw pan nad yw'r Coleg wedi derbyn rheswm dros absenoldeb neu pan nad yw wedi cymeradwyo absenoldeb dysgwr yn dilyn cais. Mae hyn yn cynnwys ond nid yw'n gyfyngedig i:

- Absenoldeb lle nad yw'r Tiwtor Personol / Arweinydd Rhaglen wedi rhoi caniatâd i'r dysgwr golli gwers/diwrnod(au) o'r coleg
- Absenoldebau nad ydynt wedi cael eu hesbonio
- Bod yn hwyr yn gyson
 - Darperir cefnogaeth i ddysgwyr sy'n cyrraedd yn hwyr dro ar ôl tro.

6.2.1 Ni fydd y rhesymau canlynol yn cael eu derbyn fel rhai dilys dros awdurdodi absenoldeb ac ni fyddant yn cael eu hystyried yn dderbyniol at ddibenion monitro presenoldeb. Nid yw'r rhestr hon yn derfynol:

- Gwyliau a gymerir yn ystod y tymor
- Ymrwymadau swydd neu waith
- Gweithgareddau hamdden
- Digwyddiadau teuluol neu ddathliadau eraill
- Cyfrifoldebau gwarchod plant
- Tripiâu siopa
- Gwersi gyrru neu brofion gyrru
- Apwyntiadau arferol gydag optegydd
- Absenoldeb oherwydd ei bod yn gyfnod prysur ar y cyflogwr

Os yw'n bosibl, disgwylir i ddysgwyr flaenoriaethu eu hastudiaethau a gwneud trefniadau personol y tu allan i oriau dysgu a amserlennwyd.

6.3 Achosion o fod yn absennol neu'n hwyr yn rheolaidd

Eir i'r afael ag achosion o fod yn absennol neu'n hwyr dro ar ôl tro drwy ddulliau cefnogol ac adferol. Yn unol â'r polisi hwn, gall peidio â chydymffurfio'n barhaus â disgwyliadau presenoldeb arwain at ymyriadau ffurfiol. (gweler 9)

7. Monitro a Cefnogi

7.1 Bydd tiwtoriaid cwrs, tiwtoriaid personol a/neu aseswyr yn trafod presenoldeb gyda dysgwyr yn ystod tiwtorialau gan ddefnyddio eDRAC. Bydd unrhyw feysydd sy'n peri pryder yn cael eu cofnodi ar eDRAC y dysgwyr at ddibenion monitro, a thargedau'n cael eu gosod yn ôl yr angen.

7.2 Caiff presenoldeb ei fonitro'n rheolaidd gan diwtoriaid cwrs a'r Rheolwr Maes Rhaglen.

7.3 Bydd dysgwyr sydd â phresenoldeb islaw'r trothwy gofynnol yn cael eu nodi a chynigir cymorth iddynt, gan gynnwys:

- Cyfarfodydd un-i-un gyda'u tiwtor.
- Mentor penodol i gefnogi gwell presenoldeb
- Cynllun gweithredu presenoldeb
- Gwasanaethau Lles a Chwnsela.
- Sesiynau grŵp posibl sy'n canolbwyntio ar wella presenoldeb.
- Ymgysylltu â rhieni/gwarcheidwaid i gefnogi gwell presenoldeb ac ymgysylltiad.

7.4 Bydd problemau presenoldeb cyson yn arwain at adolygiad ffurfiol a chamau disgyblu posibl fel yr amlinellir yn y polisi hwn.

8. Gwellw presenoldeb

8.1 Bydd Grŵp Llandrillo Menai'n cefnogi dysgwyr i wella eu presenoldeb (presennol) trwy gyfarfodydd un i un rheolaidd gyda'u tiwtoriaid personol, gan neilltuo mentoriaid i'w cefnogi i ddileu rhwystrau i bresenoldeb cadarnhaol, ac i roi cynlluniau presenoldeb ar waith, gweithio ar y cyd â rhieni neu warcheidwaid, a chynnig cymhellion a gwobrau i annog a chydabod presenoldeb cyson.

8.2 I gefnogi'r gwaith o wella presenoldeb, efallai y bydd angen adolygu proffil unigol dysgwyr ag Anghenion Dysgu Ychwanegol a nodwyd a allai effeithio ar bresenoldeb. Mae

hyn er mwyn cydnabod y dysgwyr niwroamrywiol, gyda neu heb Gynllun Datblygu Unigol, y gallai presenoldeb fod wedi'i nodi fel her iddynt.

9. Y Camau ar gyfer Gwella Presenoldeb - Canlyniadau Presenoldeb Gwael (gweler atodiad 1)
Os na fydd gwelliant mewn presenoldeb, dylid dilyn y camau ar gyfer gwella presenoldeb:

Cam 1: Llai na Boddhaol

Monitro a Chefnogi Cychwynnol - Mae Presenoldeb Presennol y dysgwr rhwng 86% a 91% neu fe Gollwyd Aseiniadau

Ysgogiad: Mae presenoldeb dysgwr wedi gostwng o dan 91%, sylwyd ei fod yn hwyr yn y gyson, neu ni chafodd aseiniadau/gwaith allweddol eu cyflwyno.

Cam Gweithredu:

- Bydd y Tiwtor Personol yn cyfarfod â'r dysgwr i drafod y rhesymau dros beidio â dod i'r coleg neu gyflwyno gwaith.
- Bydd Cynllun Presenoldeb ac Ymgysylltu Cychwynnol yn cael ei greu i osod targedau realistig ar gyfer gwella ac i amlinellu'r gefnogaeth sydd ar gael (yn cynnwys cefnogaeth academaidd, fugeiliol a llesiant).
- Anfonir neges e-bost i gyfeiriad e-bost y dysgwr yn y coleg i'w hysbysu bod Cam 1 wedi cael ei roi ar waith.
- Yn achos dysgwyr dan 18 oed, anfonir Llythyr ynghylch Cam 1 at rieni/gwarcheidwaid i amlinellu'r pryderon a'r angen i wella.
- Gellir ymgynghori â staff Lles/Llesiant i sicrhau bod dull cefnogi cyfannol yn cael ei roi ar waith o'r dechrau un.

Cam 2: Angen Gwella

Cynyddu'r Gefnogaeth ac Ymgysylltiad Rhieni - Mae Presenoldeb Presennol y dysgwr rhwng 76% a 86% (angen gwella) neu mae'n parhau i beidio â chyflwyno gwaith

Ysgogiad: Dim gwelliant sylweddol ar ôl Cam 1, mae presenoldeb presennol y dysgwr yn gostwng o dan 85%, neu mae'r dysgwr yn methu ag ymgysylltu â'r cynllun y cytunwyd arno.

Cam Gweithredu:

- Bydd y dysgwr yn cael ei gyfeirio at y Mentor Llwyddiant Dysgwyr (os oes yna un) a fydd yn ei gyfarfod yn rheolaidd i adolygu cynnydd ac i gynnig arweiniad a chefnogaeth bellach.
- Bydd y dysgwr yn mynychu gweithdy Presenoldeb neu sesiynau sgiliau astudio i annog ymgysylltiad.
- Bydd Cynllun Gweithredu diwygiedig yn cael ei lunio ar y cyd gan y Tiwtor Personol, y mentor (os oes yna un), a'r dysgwr.
- Anfonir neges e-bost i gyfeiriad e-bost y dysgwr yn y coleg i'w hysbysu bod Cam 2 wedi cael ei roi ar waith.
- Os yw'r dysgwr o dan 18 oed, anfonir Llythyr ynghylch Cam 2 at rieni/gwarcheidwaid y dysgwr i amlinellu'r pryderon sy'n parhau ac i ofyn iddynt gyfrannu at y broses o gefnogi gwelliant.

Cam 3: Gwael

Adolygiad Ffurfiol – Mae Presenoldeb Presennol y Dysgwr o dan 76% neu mae'n dangos Diffyg Ymgysylltiad Parhaus

Ysgogiad: Presenoldeb Presennol y Dysgwr o dan 76%. Presenoldeb neu ymgysylltiad gwael yn parhau er gwaethaf cynnydd mewn cefnogaeth.

Cam Gweithredu:

- Cynhelir Adolygiad Ffurfiol o Bresenoldeb ac Ymgysylltiad a fydd yn cynnwys y Rheolwr Maes Rhaglen, y Tiwtor Personol a'r Mentor (os oes yna un) sy'n cefnogi'r dysgwr, ac os yw'r dysgwr o dan 18 oed, rhiant neu warcheidwad y dysgwr.
- Cynhelir adolygiad o'r holl ymyriadau a gafwyd hyd yma i asesu a yw pob dull cefnogi posibl wedi'i roi ar waith.
- Bydd yr adolygiad yn penderfynu a all y dysgwr aros ar y cwrs gydag ymyrraeth bellach neu a oes angen symud ymlaen i Gam 4.
- Anfonir Llythyr ynghylch Cam 3 at bob dysgwr. Os yw'r dysgwr o dan 18 oed anfonir llythyr at ei rieni/gwarcheidwaid.

Cam 4:

Ymyrraeth Derfynol – Presenoldeb wedi Gostwng o Dan 70% neu Ddiffyg Ymgysylltiad Cyson

Ysgogiad: Methiant parhaus i fynychu neu ymgysylltu er gwaethaf cefnogaeth gynhwysfawr.

Cam Gweithredu:

- Gall y dysgwr fod mewn perygl o gael ei dynnu oddi ar y cwrs.
- Os yw'n bosibl, gellir ystyried llwybr arall neu barhau'n rhannol ar y cwrs (e.e. rhaglen ag iddi lai o oriau, atgyfeiriad at wasanaethau allanol).
- Os yw'n berthnasol, bydd y cam hwn yn cynnwys asesiad risg o lesiant y dysgwr a gynhelir ar y cyd â'r staff Lles i ganfod a oes goblygiadau diogelu.
- Rhoddir cyfle olaf i'r dysgwr ail-ymgysylltu cyn symud ymlaen i'w dynnu oddi ar y cwrs.
- Anfonir llythyr Cam ynghylch Cam 4 drwy e-bost at bob dysgwr. Os yw dan 18 oed anfonir llythyr at rieni/gwarcheidwaid y dysgwr. Bydd yn esbonio mai hwn yw cyfle olaf y dysgwr i ymgysylltu a goblygiadau parhau i beidio ag ymgysylltu.

Cam 5: Tynnu Dysgwr oddi ar Gwrs - Nid yw'r dysgwr wedi ymgysylltu â'r cwrs ac nid yw wedi mynychu o gwbl yn ystod y chwe wythnos flaenorol.

Ysgogiad: Mae pob dull cefnogol wedi'i ddefnyddio ac nid yw'r dysgwr wedi bodloni'r disgwyliadau sylfaenol ar gyfer presenoldeb neu ymgysylltiad.

Cam Gweithredu:

- Bydd y dysgwr yn cael ei dynnu'n ffurfiol oddi ar y cwrs.
- Bydd Llythyr Gadael Cwrs yn cael ei anfon at y dysgwr, ac os yw dan 18 oed ar rieni/gwarcheidwaid y dysgwr, i gadarnhau'r cam. Nodir hyn yng nghofnod y dysgwr.
- Lle y bo'n briodol, gellir atgyfeirio'r dysgwr am gefnogaeth ar ôl iddi adael y cwrs (e.e., Gyrfa Cymru, y Gwasanaethau Ieuencid).
- Bydd angen adolygu unrhyw gais a wneir i ailgofrestru yn y coleg.

10 Rhoi Camau i Wella Presenoldeb ac Ymgysylltiad ar Waith

10.1 Prif nod y polisi hwn yw cynnal lefelau uchel o bresenoldeb ac ymgysylltiad ystyrlon.

Fodd bynnag, gwyddom fod rhai dysgwyr yn wynebu amgylchiadau eithriadol sy'n arwain yn anochel at bresenoldeb isel. Gall y rhain gynnwys, ond nid ydynt yn gyfyngedig i:

- Gyflyrau meddygol parhaus neu hirdymor (gwella ar ôl llawdriniaeth)

- Cyfrifoldebau gofalu am aelodau'r teulu
- Profedigaeth neu amgylchiadau personol arwyddocaol
- Pryderon diogelu difrifol eraill

Mewn achosion o'r fath, mae'r Pennaeth Cynorthwyol sy'n gyfrifol am y maes rhaglen perthnasol yn cadw'r hawl i beidio â dechrau camau ffurfiol y broses i wella presenoldeb ac ymgysylltiad nac i symud ymlaen â hwy. Gellir ymarfer yr hawl hwn pan fo tystiolaeth glir bod:

- Y dysgwr yn ymgysylltu'r weithredol â'i raglen astudio
- Y dysgwr yn cyfathrebu'n rheolaidd ac yn adeiladol â thîm y cwricwlwm
- Y dysgwr ar y trywydd iawn i gael ei raddau disgwylidig

Mae'r dull hyblyg hwn yn sicrhau bod y polisi'n cael ei weithredu'n deg ac er lles pob dysgwr unigol, gan gynnal y safonau presenoldeb ac ymgysylltiad a ddisgwylir gan y sefydliad.

10.2 Nid yw'r broses o wella presenoldeb ac ymgysylltiad o reidrwydd yn llinol. Gall dysgwyr symud rhwng y camau'n dibynnu ar eu hamgylchiadau unigol, eu cynnydd a'u lefelau ymgysylltiad. Er enghraifft, gall dysgwr sy'n dangos gwelliant sylweddol symud yn ôl i gam cynharach neu adael y broses yn gyfan gwbl, tra gall eraill ailymuno ar gam mwy datblygedig os bydd pryderon yn ailymddangos. Mae'r dull hyblyg hwn yn sicrhau bod y broses yn parhau i fod yn ymatebol ac yn gymesur.

10.3 Os yw'n ymarferol, dylid cael staff sy'n gallu siarad Cymraeg i gefnogi dysgwyr sy'n siaradwr Cymraeg.

10.4 Cynigir gwasanaeth cyfieithu ar y pryd i unigolion a threfnir hynny'n ôl yr angen.

11 Cyfathrebu

- Caiff pob cyfathrebiad (llythyrau, negeseuon e-bost, cyfarfodydd) ei olrhain a'i gofnodi ar eDRAC.
- Bydd llythyrau templed yn cynnwys data manwl, cyfeiriadau at y gefnogaeth a gynigir, ac amlinellid o'r camau nesaf ym mhob cam.
- Cynhyrchir y llythyrau trwy EBS
- Defnyddir gohebiaeth ddwyieithog ar gyfer pob cyswllt ysgrifenedig.
- Ar bob cam, os oes materion iechyd meddwl, ADY neu rwystrau eraill yn bresennol, ymgynghorir â staff Lles/Llesiant a Chynhwysiant y Gwasanaethau i Ddysgwyr.

12. Ailgyssylltu ag astudiaethau

12.1 Bydd Grŵp Llandrillo Menai yn croesawu dysgwyr yn ôl ar ôl cyfnod o absenoldeb. Mae hyn yn cynnwys sicrhau bod dysgwyr yn derbyn unrhyw waith y maent wedi'i golli, yn ogystal â gwybodaeth berthnasol am y coleg sy'n ymwneud â'r dysgwyr.

Os yw dysgwr wedi bod yn absennol am gyfnod sylweddol, bydd y Tiwtor Personol yn gyfrifol am greu cynllun gweithredu gyda'r dysgwr. Bydd y cynllun yn unigryw i bob achos.

13. Gwasanaethau Lles y Coleg

13.1 Prif swyddogaeth Tîm Lles y Gwasanaethau i Ddysgwyr yw gwella cyfraddau presenoldeb yn y coleg drwy gynorthwyo dysgwyr a'u teuluoedd i oresgyn y rhwystrau a allai fod ganddynt sy'n cael effaith ar bresenoldeb ac ymgysylltiad dysgwyr â'u hastudiaethau.

13.2 Pan gynigir cefnogaeth Fentora i ddysgwyr i reoli eu presenoldeb, os oes modd, dylid darparu mentor sy'n siarad Cymraeg.

14. Apeliadau

14.1 Mae gan ddysgwyr yr hawl i apelio yn erbyn unrhyw benderfyniadau sy'n ymwneud â phresenoldeb. Rhaid cyflwyno apeliadau'n ysgrifenedig i'r Pennaeth Cynorthwyol sy'n gyfrifol am raglen ddysgu'r dysgwr o fewn deg diwrnod gwaith i'r penderfyniad.

14.2 Bydd y broses apelio'n cynnwys adolygiad gan banel sy'n cynnwys y Pennaeth Cynorthwyol, Rheolwr y Maes Rhaglen a Rheolwr y Gwasanaethau i Ddysgwyr. Bydd penderfyniad y panel yn derfynol.

15. Adolygu'r Polisi

15.1 Bydd y polisi hwn yn cael ei adolygu bod dwy flynedd i sicrhau ei fod yn parhau'n effeithiol ac yn cyd-fynd â nodau a gofynion rheoleiddio'r coleg.

15.2 Bydd adborth gan ddysgwyr, staff a rhanddeiliaid eraill yn cael ei ystyried yn ystod y broses adolygu.

16. Rhannu Cynnwys y Polisi

16.1 Bydd cynnwys y polisi hwn yn cael ei rannu â dysgwyr ar ddechrau eu cwrs a bydd y polisi ar gael ar wefan y coleg ac ar y tab cynefino myfyrwyr ar eDRAC y dysgwyr.

16.2 Atgoffir y dysgwyr yn rheolaidd am bwysigrwydd presenoldeb, prydlondeb ac ymgysylltiad trwy diwtorialau, mewn gwersi a thrwy amrywiol ddulliau cyfathrebu eraill yn y coleg.

16.3 Pan fo angen cynnal cyfarfod yn ystod yr ymyriad ffurfiol, mae gan y dysgwr yr hawl i'r cyfarfod, ac unrhyw gyfathrebu, gael eu cynnal drwy gyfrwng y Gymraeg neu'r Saesneg. Gellir defnyddio cyfieithu ar y pryd os gofynnir amdano.

Atodiad 1
Crynodeb o Drothwyon Presenoldeb a Chantau Gweithredu

Cam	Trothwy Presenoldeb	Ysgogiad	Cam Allweddol
Cam 1 Boddhaol	86%-91%	Pryder cychwynnol neu aseiniadau wedi'u colli	Cyfarfod â'r tiwtor a chynllun gweithredu
Cam 2 Angen Gwella	76%-85%	Dirywiad yn parhau neu dargedau'n cael eu colli	Cefnogaeth mentor, llythyr at rieni/gwarcheidwaid
Cam 3	<75%	Presenoldeb gwael	Cyfarfod Adolygu

Gwael		yn parhau	Ffurfiol
Cam 4 Ymyriad Terfynol	<70%	Cyfle olaf	Ymyriad terfynol ac adolygiad o'r risg i lesiant
Cam 5 Tynnu'r Dysgwr oddi ar Gwrs	Pob dull cymorth wedi'i ddefnyddio - nid yw wedi mynychu gwersi/ymgysylltu am dros 6 wythnos	Tynnu oddi ar gwrs oherwydd diffyg ymgysylltiad	Llythyr i hysbysu'r dyswgr ei fod yn cael ei dynnu oddi ar y cwrs ac atgyfeirio allanol

Grŵp Llandrillo Menai

Learner Attendance and Engagement Management Policy

Version: 1

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Grŵp Llandrillo Menai's Learner Attendance and Engagement Management Policy

1. Introduction

This policy outlines the expectations and procedures for managing learner attendance and engagement at Grŵp Llandrillo Menai. Achieving high levels of attendance are essential to learner achievement, future life opportunities, and employability.

GLLM recognises the strong correlation between regular attendance and academic success. The aim of this policy is to promote the highest possible levels of engagement, attendance and punctuality across all learning environments on campus, online, and in the workplace.

Consistent attendance also plays a key role in safeguarding, ensuring that learners are seen regularly and are supported in a safe, secure, and educationally enriching environment. All learners are expected to attend every scheduled learning activity, with a target of 100% present attendance, excluding authorised absences.

Grŵp Llandrillo Menai believes staff, parents, carers, employers, learners and all members of the GLLM community have an important contribution to make to improve attendance and punctuality, ensuring learners attend to achieve. This policy sets out how we will achieve this together.

2. Scope

2.1 Attendance at all lessons and engagement with all activities, as directed by the College, are critical in helping learners achieve their full potential. The College expects all its learners to recognise that good attendance and punctuality will maximise achievement and enhance not only the learning experience but develop learners' employability skills and prepare learners for the world of work. Ultimately, the learner must take responsibility for their attendance, however, promoting regular attendance at College is everyone's responsibility, all members of staff, parents/carers and the learner. To help us all focus on this, the College will ensure:

- There is a designated member of staff (Personal Tutor/Assessor) for championing and improving attendance
- Provide effective strategies to encourage improved punctuality
- Ensure an engaging curriculum is provided and will be reviewed regularly
- High quality teaching and learning is delivered throughout the college
- Learners are provided with appropriate support from the college and partner agencies to minimise disaffection from learning

- Vulnerable groups are provided with effective support at the earliest opportunity and attendance is monitored rigorously
- Effective partnerships are encouraged with parents/guardians through regular contact, including scheduled Parent evenings to discuss success, attainment and attendance
- Parents/Guardians are kept informed of learners' attendance and punctuality through the college's attendance procedures, eDRAC learner, termly progress reports, individual letters and meetings when required
- Good attendance and punctuality are rewarded through regular individual learner incentives
- Attendance and punctuality are regularly discussed with learners throughout the year and specifically at induction and tutorial, and should there be cause for concern
- Attendance roles and responsibilities are clearly defined during the tutorial and all staff should ensure these are followed.

3. Objectives

3.1 To ensure engagement with the programme of learning and promote regular attendance and punctuality.

3.2 To support learners to meet the attendance requirements set by the Grŵp and awarding bodies.

3.3 To support learners in achieving their full academic potential.

3.4 To provide a framework for addressing attendance and engagement issues.

4. Attendance, Punctuality and Engagement Requirements

4.1 Learners are expected to attend all scheduled classes, tutorials, workshops, and other learning activities, whether delivered on campus, online, or in the workplace.

4.2 Engagement with learning is equally important and includes active participation in lessons, completion of assignments, and consistent communication with tutors. Learners are expected to be prepared, contribute to discussions, and demonstrate commitment to their programme.

4.3 Attendance must be recorded for every session. Tutors are required to complete registers via EBS within the first 20 minutes of the session.

4.4 Learners arriving more than 10 minutes after the scheduled start time will be marked as late (L). Persistent lateness may be followed up in line with the attendance and engagement monitoring procedures.

4.5 Learners arriving late to a lesson will be admitted into sessions, however the tutor should discuss the late attendance at the end of the session, provide some catch up work and liaise with the Personal Tutor to highlight lateness.

4.6 Where a learner is present but not meaningfully engaging in the session, tutors may raise this as a concern through the appropriate learner monitoring processes.

5. Reporting Absences

5.1 Reporting Absence on the Day - Learners must report any absence on the day it occurs by notifying their course tutor by logging the absence via the eDRAC learner system. This must be done on a daily basis for each day of absence.

5.2 Planned Absences - Where a learner is aware in advance of the need to be absent, they must discuss and agree to the absence with their tutor prior to the date. The absence will only be authorised once the tutor has formally confirmed the agreement.

5.3 Extended Absences - For absences lasting more than five consecutive days, learners must provide a valid reason, such as a medical certificate and present this to their course tutor to support the authorisation of the extended absence.

6. Types of Absence

6.1 Authorised Absences

Where the correct reporting procedure has been followed the following reasons for absence will be recorded as authorised. The college may grant authorised absences for valid reasons, including:

Reason	Notification Period	Person
Sickness or Injury sufficiently serious to make college attendance impossible or unsafe	As appropriate	Learner and/or Parent/Guardian/NoK
Where time at home or in hospital to recover from a more serious illness or an operation is require	In advance by informing the tutor or on the day by completing eDRAC learner reporting an absence	Learner and/or Parent/Guardian/NoK
Medical or dental appointment	In advance by informing the tutor or on the day by completing eDRAC learner reporting an absence	Learner
Participation in a recognised religious holiday	In advance by informing the tutor or on the day by completing eDRAC learner reporting an absence	Learner
Driving test (not lesson)	In advance by informing the tutor or on the day by completing eDRAC learner reporting an absence	Learner
Disruption to transport beyond your control	In advance by informing the tutor or on the day by completing eDRAC learner reporting an absence	Learner
Course Related Activity	In advance by informing the tutor or on the day by completing eDRAC learner reporting an absence	Learner
Representing College/Region/Country	In advance by informing the tutor or on the day by	Learner

Reason	Notification Period	Person
	completing eDRAC learner reporting an absence	
Attendance at a national event arranged by National Union of Students	In advance by informing the tutor or on the day by completing eDRAC learner reporting an absence	Learner
Attendance at a probation or other external agency meeting	In advance by informing the tutor or on the day by completing eDRAC learner reporting an absence	Learner
Attendance at a funeral or wedding of a close relative	In advance by informing the tutor or on the day by completing eDRAC learner reporting an absence	Learner
Attendance at a college representative meeting	In advance by informing the tutor or on the day by completing eDRAC learner reporting an absence	Learner
Caring responsibility	In advance by informing the tutor or on the day by completing eDRAC learner reporting an absence	Learner
Civic responsibility, such as jury service University Open Day or Career related interview	In advance by informing the tutor or on the day by completing eDRAC learner reporting an absence	Learner
Absence that is because of disability as defined by the Disability Discrimination Act	As appropriate	Learner
Single instances of self-certified illness (max 4 per-term)	On the day – before 9.00am using eDRAC	Learner

(Table 1: Reasons for authorised absence)

6.1.1 The Personal Tutor may request that the learners provide documentation to support any request for an authorised absence. Not doing so, may result in the attendance mark being changed to unauthorised absence.

6.2 Unauthorised absences

Unauthorised absence is when the College has not received a reason for absence or has not approved a learners leave absence following a request. This includes but is not exclusive to:

- Absence where the Personal Tutor / Programme Leader has not given the learner permission to miss a lesson/day(s) of college

- Absences which have not been explained
- Repeated lateness
 - Support will be provided for learners who have repeated lateness.

6.12 The following reasons will not be accepted as valid for authorising an absence and will not be considered acceptable for the purposes of attendance monitoring. This list is not exhaustive:

- Holidays taken during term time
- Job or work commitments
- Leisure activities
- Family events or other celebrations
- Babysitting responsibilities
- Shopping trips
- Driving lessons
- Routine optician appointments
- Absence due to an employer's busy period

Learners are expected to prioritise their studies and make personal arrangements outside of scheduled learning hours wherever possible.

6.3 Regular periods of absences or lateness

Repeated lateness and absences will be addressed through a supportive, restorative approach. Continued non-compliance with attendance expectations may lead to formal interventions in line with this policy. (see 9)

7. Monitoring and Support

7.1 Course/personal tutors and/or assessors will discuss attendance with learners during tutorials using eDRAC. Any areas of concern will be recorded on the learner's eDRAC learner for monitoring purposes, and targets set as and when required.

7.2 Attendance is monitored regularly by course tutors and the Programme Area Manager.

7.3 Learners with attendance below the required threshold will be identified and offered support, including:

- One-2-one meetings with their tutor.
- Being allocated a mentor to support improved attendance
- An attendance action plan
- Welfare and Counselling services.
- Possible group sessions that focuses on improving attendance.
- Engaging with parents/guardians to support improved attendance and engagement.

7.4 Persistent attendance issues will result in a formal review and potential disciplinary action as outlined in this policy.

8. Improving attendance

8.1 Grŵp Llandrillo Menai will support learners in improving (Present) attendance through regular one-2-one meetings with their personal tutors, assigning mentors to support with removing barriers to positive attendance, implementing attendance action plans, working collaboratively with parents or guardians, and offering incentives and rewards to encourage and recognise consistent attendance.

8.2 Identified Additional Learning Needs that may impact attendance may require an individual profile review to support improving attendance. This is to recognise the number of neurodiverse learners with or without an IDP where attendance may have been identified as challenging.

9. Stage of Attendance Improvement - Consequences of Poor Attendance (see appendix 1)
Should there be no improvement in attendance the stages of attendance improvement should be followed;

Stage 1: Below Satisfactory

Initial Monitoring and Support – Present Attendance is between 86%-91% or Missed Assignments

Trigger: Learner Present attendance falls below 91%, persistent lateness is observed, or failure to submit key assignments/work.

Action:

- The Personal Tutor will meet with the learner to discuss the reasons for non-attendance or missed work.
- An Initial Attendance and Engagement Action Plan will be created to set realistic targets for improvement and outline support available (including academic, pastoral, and wellbeing support).
- An email will be sent to the learner's college email address informing them that Stage 1 has been initiated.
- For learners under 18, a Stage 1 Letter will be sent to parents/guardians outlining concerns and the need for improvement.
- Welfare/Wellbeing staff may be consulted to ensure a holistic support approach is in place from the outset.

Stage 2: Requires Improvement

Enhanced Support and Parental Engagement – Present Attendance is between 76%-85% (requires improvement) or Continued Non-submission

Trigger: No significant improvement after Stage 1, Learner Present attendance drops below 85%, or learner fails to engage with the agreed plan.

Action:

- Learner will be referred to the Learner Success Mentor (where available) for support who will meet with them regularly to review progress and offer further guidance and support.

- The Learner will attend an Attendance workshop or study skills session to encourage engagement.
- A revised Action Plan will be created collaboratively by the Personal Tutor, mentor, (where available), and the learner.
- An email will be sent to the learner's college email address informing them that Stage 2 has been initiated.
- A Stage 2 Letter where a learner is under the age of 18 will be sent to the learner's parent/guardian, outlining continued concerns and requesting their involvement in supporting improvement.

Stage 3: Poor

Formal Review – Present Attendance is below 76% or Ongoing Lack of Engagement

Trigger: Learners Present attendance is below 76%. Continued poor attendance or engagement despite enhanced support.

Action:

- A Formal Attendance and Engagement Review will take place involving the Programme Area Manager, Personal Tutor, Mentor (where available) that is supporting the learner, and if the learner is under the age of 18, the learner's parent/guardian.
- Review of all interventions to date will be conducted to assess whether all support avenues have been exhausted.
- The review will determine whether the learner can remain on the course with further intervention or be moved to Stage 4.
- A Stage 3 letter will be sent via email to all learners, if under the age of 18 a letter will be sent to the learner parent/guardian.

Stage 4:

Final Intervention – Attendance Falls Below 70% or Sustained Non-Engagement

Trigger: Persistent failure to attend or engage despite comprehensive support.

Action:

- The learner may now be at risk of withdrawal from the course.
- Where possible, an alternative pathway or partial course continuation may be explored (e.g., reduced programme, referral to external services).
- If applicable, this stage will include a wellbeing risk assessment conducted in collaboration with Welfare staff to determine safeguarding implications.
- Final opportunity given to re-engage before progression to withdrawal.
- A Stage 4 letter will be sent via email to all learners, if under the age of 18 a letter will be sent to the learner parent/guardian. It will outline this final opportunity and implications of continued non-engagement.

Stage 5: Withdrawal - The learner has not engaged with the course or not attended at all in the previous 6 weeks.

Trigger: All support measures have been exhausted and the learner has failed to meet the minimum expectations of attendance or engagement.

Action:

- The learner will be formally withdrawn from the course.

- A Withdrawal Letter will be issued to the learner and if under 18 to the parent/guardian confirming the action and recorded in the learner's record.
- Where appropriate, a post-withdrawal support referral may be made (e.g., Careers Wales, Youth Services).
- Any re-enrolment in the future will require an admissions review.

10 Implementation of Attendance and Engagement Improvement Stages

10.1 Maintaining high levels of attendance and meaningful engagement is a key aim of this policy. However, we acknowledge that some learners may face exceptional circumstances that result in unavoidable, persistent low attendance. These may include, but are not limited to:

- Ongoing or long-term medical conditions (e.g. recovery from surgery)
- Caring responsibilities for family members
- Bereavement or significant personal circumstances
- Other serious safeguarding concerns

In such cases, the Assistant Principal responsible for the relevant programme area retains the discretion not to initiate or progress through the formal stages of the attendance and engagement improvement process. This discretion may be exercised where there is clear evidence that:

- The learner is actively engaged with their programme of study
- They maintain regular, constructive communication with the curriculum team
- They are on track to meet their current predicted grades

This flexible approach ensures the policy is applied with fairness and in the best interests of each individual learner, while upholding the standards of attendance and engagement expected across the institution.

10.2 The attendance and engagement improvement process is not necessarily linear. Learners may move between stages depending on their individual circumstances, progress, and levels of engagement. For example, a learner demonstrating significant improvement may move back to an earlier stage or exit the process entirely, while others may re-enter at a more advanced stage if concerns re-emerge. This flexible approach ensures that the process remains responsive and proportionate.

10.3 Where practicable, staff supporting learners should be Welsh speakers, when supporting a learner who is a Welsh speaker.

10.4 Simultaneous translation will be offered to individuals and arranged as appropriate.

11 Use of Communication

- All communications (letters, email, calls, meetings) will be tracked and recorded on eDRAC.
- Letter templates will include detailed data, references to support offered, and outline the next steps at each stage.
- Letters will be generated via EBS
- Bilingual correspondence will be used for all written communication.
- At each stage, Learner Services Welfare/Wellbeing and Inclusion staff will be consulted where mental health, ALN or other barriers to attendance are present.

12. Reintegration with studies

12.1 Grwp Llandrillo Menai will welcome all learners back following a period of absence. This includes ensuring that the learner receives any work they have missed, as well as relevant information about the college that relates to the learners.

If the learner has been absent for a significant period of time, the Personal Tutor will be responsible for creating an action plan with the learner that will be presented. The plan will be unique to each case.

13. College Welfare Services

13.1 The main function of the Learner Services Welfare Team is to improve attendance rates at the college by assisting learners and their families to overcome the barriers they might have that are having an impact on the learners attendance and engagement with their studies.

13.2 When Mentorship support is offered to learners to manage their attendance, where possible, a Welsh speaking mentor should be provided.

14. Appeals

14.1 Learners have the right to appeal any attendance-related decisions. Appeals must be submitted in writing to the Assistant Principal with responsibility for the learners' programme of learning within ten working days of the decision.

14.2 The appeals process will involve a review by a panel consisting of the Assistant Principal, Programme Area and will include the Learner Services Manager and the decision of the panel will be final.

15. Review of Policy

15.1 This policy will be reviewed every 2 years to ensure it remains effective and aligned with the college's goals and regulatory requirements.

15.2 Feedback from learners, staff, and other stakeholders will be considered during the review process.

16. Communication of Policy

16.1 This policy will be communicated to all learners during induction at the start of their course and will be available on the college website and the student induction tab on eDRAC learner.

16.2 Regular reminders of the importance of attendance, punctuality and engagement with studies will be encouraged at tutorial, within all lessons and provided through various college communication channels.

16.3 Where formal interventions involve a meeting the learner has the right for the meeting and any communication to be conducted through the medium of Welsh or English. Simultaneous translation can be used if requested.

Appendix 1

Summary of Attendance Thresholds and Actions

Stage	Attendance Threshold	Trigger	Key Action
Stage 1 Satisfactory	86%-91%	Initial concern or missed assignments	Tutor meeting & action plan
Stage 2 Requires Improvement	76%-85%	Continued decline or missed targets	Mentor support, parent/guardian letter
Stage 3 Poor	<75%	Ongoing poor attendance	Formal Review Meeting
Stage 4 Final Intervention	<70%	Final opportunity	Final intervention and wellbeing risk review
Stage 5 Withdrawn	All Support exhausted - has not attended any lessons/engaged in over 6 weeks	Withdrawal due to lack of engagement	Withdrawal letter and external referral