**ILFA Attendance register topics (4) and questions**

***1 Process of recording***

How do you record attendance? [When; how often; who takes the register? [Why that person; if not available who does; how long does it take to complete the whole procedure]

What do you do with the information you record on it? [Who does it go to? How is it used?]

What would happen if you didn’t do it for a day?

Have there been any changes in what information you record and/or how this information is used since you have been at this school / in your experience?

***2 What government schemes supporting children*** are linked to their attendance; and what are the conditions?

Scheme name – percentage of being present

Which seem best, most relevant/why? Any not worthwhile, if not, why not?

***3 Trends of attendance and follow up actions*** [get them to say them, we are looking for:]

* Regular (present daily)
* Present, but with intermittent absence [category of greatest interest to us]
* Apparent drop out [when does the official category of drop out kick in?]
* Any other trends

About how many in each category in x class [proportionality of different patterns] – look at each grade and across the elementary school as a whole

What are the key points of fragility?

When you see some children not attending, what do you do?

What are the triggers for action, and how do you decide what you should do [as class teacher, Principal directed, whole-school]

[After x days do y because …]

What are the reasons for these trends?

Illness; sibling care; parental work patterns, incl. migration; household chores; parental interest; parental education; poverty [what is it about poverty that bothers]

What is the importance of regularity?

How does irregularity affect their learning? What are the implications for you as a teacher?

Do you do automatic promotion? If so, does it matter that some children don’t come regularly? How does this make you feel, as a teacher? [May be in the past, if so ask about ‘before’ and any better now].

***4 Support system***

Is there a support system in the school to help each teacher?

Do you involve the PTA, SMC or any other management bodies in discussions about irregular attendance and actions to take?

Examples

Do you get any support from the BEO, DEO/ other official platforms in how to respond to irregular attendance?

Do you get enough support? What more / different support would you like?

Have you had any kind of in-service training to help you with how to respond to interrupted learning and irregular attendance

Describe, evaluate relevance to your own situation