



Department
for Education

School census 2020 to 2021

**Business and technical specification,
version 1.0**

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Version history

The version history shows when the version was released. The “Change History” is contained within the Errata at [Annex H](#) at the end of the document.

Version	Author	Date
1.0	Kirsty Knox	24 February 2019

This specification must be read in conjunction with the Excel workbook giving the current version of the common basic data set ([CBDS](#))

1. Introduction

This document specifies the data to be returned to the department during the 2020 to 2021 academic year via the school census.

(a) Coverage

All:

- maintained nursery
- primary
- middle-deemed primary
- middle-deemed secondary
- secondary
- all-through
- special schools (including non-maintained special schools)
- pupil referral units / alternative provision (PRU / AP)
- academies (including free schools, university technical colleges (UTCs) and studio schools)
- city technology colleges (CTCs)

in England, are required to provide the information collected in this census to the department.

Pupil referral units / alternative provision are legally defined as schools and are included in all references to 'schools' within this document, as are all other types of school within the scope of the school census.

MoD schools, both primary and secondary, are encouraged to participate on a voluntary basis.

Academies (including free schools), CTCs and non-maintained special schools, submit their data direct to the department. Depending on local arrangements, local authority maintained schools will, either, submit their data directly to the department, or, local authorities will collate and return the data on their behalf.

Schools and academies with post-16 provision should also refer to the [published funding guidance](#). The information in this guidance is important. The guides set out the rules and funding arrangements for each academic year and are an integral part of funding agreements.

(b) Where should early years provision be recorded? [Spring census only]

Schools with **funded** on-site early years provision make their return via **either** the school census **or** the early years census, **BUT NOT BOTH**. This paragraph confirms which census is used to return data on children receiving **funded** early education:

- registered pupils of the school (aged 2, 3 and 4 depending on the statutory age range of the school) are recorded via the **school census** (and **not** the early years census)
- children (aged 2, 3 and 4) attending a separate Ofsted registered PVI (private voluntary independent) provider on a school site, are recorded via the **early years census** (and **not** the school census)
- children attending provision provided by a maintained school governing body under [Section 27 of the Education Act 2002](#) ['s27 (governor run)'] should be **either**:
 - recorded via the **school census** where they **are registered pupils** of the school (can include 2-year-olds if the school's statutory age range covers 2-year-olds); **or**
 - recorded via the **early years census** where they are **not** registered pupils of the school

Where a child's funded entitlement is split between more than one setting, such children may appear on the two different censuses.

(c) School categories

Different data items are required from specific categories of schools participating in the school census. These categories of schools are defined by the common basic data set ([CBDS](#)) data item - school phase (N00280) as shown in the table below. The statutory age ranges for individual schools are recorded on [GIAS](#) (get information about schools) - which holds the department's definitive school registration record.

School phase	Code	Notes
Nursery school	'NS'	Includes those with maintained or direct grant status. Usually, pupils transfer into primary education at age of 4, but nursery schools can have 'reception' age pupils
Primary	'PS'	
Middle-deemed primary	'MP'	
Middle-deemed secondary	'MS'	
Secondary	'SS'	

School phase	Code	Notes
Special	'SP'	Maintained and non-maintained special schools, including hospital special schools and academy special schools
All-through	'AT'	Excludes PRU / AP and special schools. To be classified as all-through, schools must accommodate pupils under the age of 7 AND over the age of 14
Pupil referral unit / alternative provision	'PR'	This code should be used for pupil referral units, AP academies and AP free schools

Academies provide the following information:

- alternative provision ('AP') academies and 'AP' free schools provide the same data as pupil referral units
- academy special schools provide the same data as special schools
- all other academies (including free schools) provide the data for the phase of education appropriate to the age range of their pupils

The collection schedules, at [annex F](#) (school level) and [annex G](#) (pupil level), provide details of which data items apply to each school phase in each census.

Please note: different validation rules also apply to different phases of schools.

(d) Provision of technical files by the department

The department provides various XML-related components to facilitate the creation and validation of XML files generated from the school management information system (MIS). Please see [section 7](#) for more details of the XML based features.

1.1 Technical specification

The technical specification for the 2020 to 2021 (academic year) school census is comprised of the following documents:

- this Word document containing a narrative and sample XML messages
- the common basic data set (CBDS) Excel workbook
- the validation rules Excel workbook
- XML schemas and XSLT validations

Separate specifications for the school summary reports (which define the individual requirements for each termly collection) together with the associated XSLT are also provided.

A guide for schools is produced to inform them, in non-technical terms, of the data collection requirements. This documentation is available on the department's [website](#).

The scope of each census collection (that is, which schools, pupils and data items are included) is defined by this Word document and **not** by the validation rules or XSLT. The validation rules and XSLT are provided to assist suppliers in the development of their systems and to enable a check of the data extracted for each census collection.

1.2 Statutory requirement, data sharing and data subject rights

1.2.1 Statutory requirement

The submission of the school census returns, including named pupil records, is a statutory requirement on schools under [Section 537A of the Education Act 1996](#).

A statutory requirement:

- means that schools do not need to obtain parental or pupil consent to the provision of information
- ensures schools are protected from legal challenge that they are breaching a duty of confidence to pupils
- helps to ensure that returns are completed by schools
- means that all census elements are mandatory unless specifically stated to be voluntary

Subject to Parliament, we intend new Regulations to allow the collection of changes detailed in section [1.4.1.10](#), [1.4.1.11](#) and [1.4.2.2](#).

1.2.2 Data protection and data sharing

The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 (DPA 2018) provide certain safeguards regarding the use of personal data by organisations, including:

- the department
- local authorities
- schools

The GDPR and DPA 2018 details the rights of those (known as) data subjects about whom data is held, such as:

- pupils
- parents
- teachers

This includes (amongst other information that we are obliged to provide):

- the right to know the types of data being held
- why it is being held, and
- to whom it may be communicated

For the purposes of data protection legislation, the terms 'process', 'processed' or 'processing' apply to any activity involving the personal data, such as:

- collecting
- storing
- sharing
- destroying
- etcetera – please note: this list is not exhaustive

The department provides suggested wording for [privacy notices](#) that schools and local authorities may wish to use. However, where the suggested wording is used, the school / local authority **must review and amend** the wording to reflect local business needs and circumstances. This is especially important, as the school will process data that is not solely for use within census data collections. As such, to comply with GDPR and DPA 2018, the privacy notice should contain details of all uses of data within the school, which may include, for example, information used locally for pupil achievement tracking and (where relevant) the use of CCTV data.

1.3 Structure of the school census

1.3.1 School and pupil census levels

The school census has two levels:

- 'School', and
- 'Pupil'

Each level is comprised of modules, with each module containing a group of related data items.

Collection is undertaken on a termly basis (based on the three-term model) with different modules required in each collection. Generally, whole modules are collected, but, on occasion, a few individual data items (from within a module) are collected separately (Please see [Annex A](#) and [Annex B](#)).

1.3.2 Snapshot and continuous data

Much of the data collected represents a particular characteristic or status as at census day. However, there are also continuous items that capture data for a term or a year, for example:

- pupil attendance
- exclusions
- free school meal eligibility periods
- post-16 learning aims

Please note: these may legitimately include data for pupils who have left school prior to the relevant census day. Therefore, successive instances of the census collections build up a continuous picture of, for example, a pupil's attendance and exclusion history.

It is recognised that some schools have six term years. Where this is the case, the terms are considered to be as follows:

- terms 1 and 2 - autumn term
- terms 3 and 4 - spring term
- terms 5 and 6 - summer term

Whilst schools remain free to define their own term dates, for data collection purposes, the term times and collection dates are those provided at [Annex C](#).

1.3.3 Collection timing

The school census is collected on a termly basis.

All of the dates in respect of the above can be found at [Annex C](#) (census collection dates and data periods).

1.4 Changes from 2019 to 2020 school census specifications

1.4.1 New data items

1.4.1.1 Programme aim

From autumn 2020 all **on roll pupils** undertaking 16-19 programmes **must** have a programme aim recorded alongside the component learning aims, see [4.3.9.1](#) for full details.

1.4.1.2 Programme type

Data item <ProgType> (N00674) records – for learning aims– the type of programme, see paragraph [4.3.9.6](#) for full details.

1.4.1.3 Work placement start date

Data item <WPStartDate> (N00675) records – for learning aims– where applicable, the start date of the work placement, see [4.3.9.9](#) for full details.

1.4.1.4 Work placement end date

Data item <WPEndDate> (N00676) records – for learning aims– where applicable, the end date of the work placement, see [4.3.9.9](#) for full details.

1.4.1.5 Work placement hours

Data item <WPHours> (N00677) records – for learning aims– where applicable, the work placement hours, see [4.3.9.9](#) for full details.

1.4.1.6 Work placement mode

Data item <WPMode> (N00678) records – for learning aims– where applicable, the mode of work placement, see [4.3.9.9](#) for full details.

1.4.1.7 Work placement employer ID

Data item <WPEmployerID> (N00679) records – for learning aims– where applicable, the employer ID for the work placement, see [4.3.9.9](#) for full details.

1.4.1.8 T level planned hours

Data item <TLevelQualHrs> (N00680) records – for pupil characteristics – where applicable, the total planned timetabled hours for the student for the duration of the T Level, see [4.3.2.19](#) for full details.

1.4.1.9 T level planned employability, enrichment and pastoral hours

Data item <TLevelnon_qualHrs> (N00681) records – for pupil characteristics – where applicable, the total planned employability, enrichment and pastoral timetabled hours for the student for the duration of the T Level, see [4.3.2.19](#) for full details.

1.4.1.10 Total number of sessions attending approved educational activity

Data item <SessionsEducational> (N00683) records – for pupil attendance – where applicable, the number of sessions a pupil has spent in attendance at an approved educational activity within the collection period. See paragraph [4.3.7.5](#) for full details.

1.4.1.11 Total number of sessions unable to attend due to exceptional circumstances

Data item <SessionsExceptional> (N00684) records – for pupil attendance – where applicable, the number of sessions a pupil was unable to attend due to an exceptional circumstance within the collection period. See paragraph [4.3.7.5](#) for full details.

1.4.2 Existing Data Items

1.4.2.1 Exclusion reasons

From autumn 2020, change to extend the codeset for exclusion reason and allow up to three reasons to be submitted per exclusion, see paragraph [4.3.5](#) for full details.

1.4.2.2 Termly attendance module

From autumn 2020, data will be collected on all categories of school attendance, rather than just absence, see paragraph [4.3.7](#) for full details.

1.4.2.3 XML tag – absence sessions

Amended from <AbsenceSessions> to <Sessions> following inclusion of all categories of school attendance – resulting in new data item N00682

1.4.2.4 Exclusion collection period

Amended in line with attendance, with the start of autumn term set as 01 August and the end of summer term 31 July – see [Annex C](#)

1.4.3 Discontinued items

There are no discontinued items

2. XML Message header

A standard XML message header is required for each school census file. The data items required within the header are as follows:

<p>Survey collection name <Collection> (N00600) will be 'SC' for school census.</p> <p><i>Description: Name of the data collection: 'SC'.</i></p>
<p>Survey term <Term> (N00601) will be 'AUT', 'SPR' or 'SUM'.</p> <p><i>Description: Whether the collection is from the autumn, spring or summer terms.</i></p>
<p>Survey year <Year> (N00602) will be '2020' for the autumn term and '2021' for spring and summer terms.</p> <p><i>Description: The calendar year of the collection.</i></p>
<p>Survey reference date <ReferenceDate> (N00603) will be: '2020-10-01', '2021-01-21' or '2021-05-20'</p> <p><i>Description: The reference date is normally the day of the census or collection. It is used as the baseline date from which comparisons with other dates in the return can be made.</i></p>
<p>Source level <SourceLevel> (N00604) will be 'S' or 'L'</p> <p><i>Description: The source of the data submission. PRUs can use either 'S' (school) or 'L' for a local authority all other schools will use 'S' (school).</i></p>
<p>LA <LEA> (N00216) is the local authority number.</p> <p><i>Description: Standard departmental three-digit local authority number.</i></p>
<p>Establishment <Estab> (N00279) is mandatory and the tags must be included in the XML.</p> <p><i>Description: Standard departmental four-digit establishment number.</i></p>
<p>Establishment unique reference number <URN> (N00278) is mandatory and the tags must be included in the XML.</p> <p><i>Description: Standard departmental 6-digit EduBase unique reference number.</i></p>
<p>Software code <SoftwareCode> (N00605) is the code indicating the software supplier. The supplier allocates this.</p> <p><i>Description: Software product identification. Suppliers should advise the department of the code used.</i></p>
<p>Release <Release> (N00607) is a code / date (or combination) provided by the software supplier to assist in identification.</p> <p><i>Description: Software product release identification.</i></p>

X version <Xversion> (N00608).

Description: Version number of the XML / XSLT package provided by the department if used or “not used” if the software supplier produces their own XSLT.

Serial No <SerialNo> (N00606) will start at ‘001’ and then be incremented by 1 each time a new file is prepared for submission.

Description: An incremented number generated by a provider's software. Enables data collection systems to identify re-submissions.

Date / time <DateTime> (N00609) is the date and time when the file was prepared or generated in CCYY-MM-DDThh:mm:ss format.

Description: Date and time of generation of the return.

2.1 Overall message structure

The overall message structure is:

Overall message structure	
	<?xml version="1.0" encoding="UTF-8"?>
	<Message>
	<Name>school census</Name>
	<Header> See 2.2 below for details
	<School> See Annex A for details
	<Pupils> See Annex B for details
	</Message>

2.2 Header structure

Header structure	
	<Header>
	<CollectionDetails>
N00600	<Collection>SC</Collection>
N00601	<Term>AUT</Term>
N00602	<Year>2020</Year>
N00603	<ReferenceDate>2020-10-01</ReferenceDate>
	</CollectionDetails>
	<Source>
N00604	<SourceLevel>S or L</SourceLevel>
N00216	<LEA>999</LEA>
N00279	<Estab>9999</Estab>
N00278	<URN>999999</URN>
N00605	<SoftwareCode>DfE</SoftwareCode>
N00607	<Release>1.0 2020-10-01</Release>
N00608	<Xversion>1.0</Xversion>
N00606	<SerialNo>001</SerialNo>
N00609	<DateTime>2020-10-01T11:14:05</DateTime>
	</Source>
	</Header>

Pupil and school XML message structures are given in Annexes [A](#) and [B](#) respectively.

3. School level information

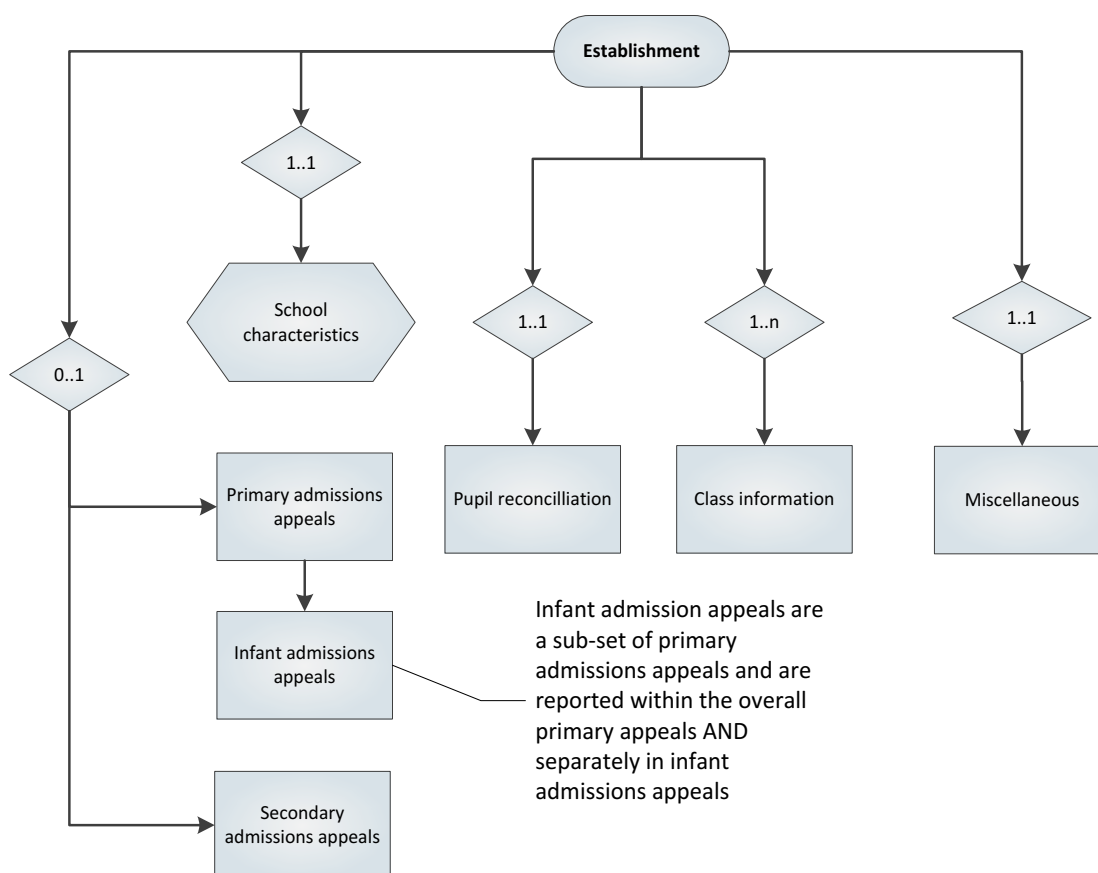
3.1 Overall description and scope

This section describes the modules and data items that combine into the school level element of the school census.

3.2 Outline data content

The return contains a number of modules for each school. The data items included in each of the modules can be found in the school level collection schedule at [Annex F](#) with full descriptions of each data item provided in the common basic data set ([CBDS](#)) database.

An outline of the school structure for each school in the school census collections broken down by module is as follows:



For PRU / AP, Special and Nursery schools, only School characteristics and Miscellaneous modules are required.

The paragraphs below provide information on the individual data items by module.

[Annex A](#) contains the school XML message structure showing the modules and data items required in each census collection from each phase of school.

3.2.1 School characteristics module [ALL schools]

The school characteristic module is collected from all schools. However, the school phase codes below show which school types are appropriate to these codes:

- 'PR' – used by:
 - pupil referral units
 - AP academies
 - AP free schools
- 'SP' – used by:
 - special schools (including non-maintained special schools)
 - academy special schools (including free special schools)
- 'AT' – used by:
 - all-through schools (must have appropriate age groups – pupils aged 7 years and under to 14 years and over – and excludes PRU / AP and special schools)

3.2.1.1 Academies - general

Sponsor-led academies use the appropriate phase for their age range.

In the majority of cases, all other academies use the phase appropriate to their establishment number (for example, where the academy has an establishment number appropriate for a primary school then they should return under the primary phase). Where a school converts to an academy and retains their 'old' number, which no longer represents the new academy's phase of education, the academy should confirm their details with the department who will advise on which phase of education to report against. Where a school has converted to an academy and extended its age range, should it not be clear what phase is now to be used, the department will advise.

3.2.1.2 Sponsor-led academies

Where a school converts to a sponsor-led academy, thought **must** be given to how to handle entry dates for year 12 and above off-roll pupils - where post-16 learning aims are required.

Whilst the date that the sponsor-led academy opens is usually considered to be the 'entry date' for a pupil; where a pupil has post-16 learning aims this, can lead to problems where the pupil completed a learning aim prior to the opening date of the academy.

As such, where off-roll pupils have post-16 learning aims, their original entry date must be retained upon conversion.

3.2.1.3 School type

Academies must use school type '49' and governance code 'CA'. Validation rules ensure that all academies (including 'AP' academies, 'AP' free schools and academy special schools) return this combination of codes.

Pupil referral units use school type '54' (local authority maintained pupil referral units) and local authority maintained all-through schools (which therefore excludes academies) use school type '55'.

CTC's use type '47' and special schools (including non-maintained special schools) type '52'.

3.2.1.4 Governance

Code 'IN' – 'Independent' is **not** valid for the school census. The values for the CBDS data item governance (N00219) are contained within codeset C0030.

3.2.1.5 Establishment unique reference number (URN) [ALL schools]

Data item (N00278) <URN> records the six digit establishment unique reference number as held on the department's [GIAS](#) (get information about schools) system. This data item is included within the XML file header.

3.2.2 Primary admission appeals module [spring census only]

Primary admission appeals are required from the following schools in the spring census with phase and governance of:

Phase	Governance
'PS' – primary	'VA' - voluntary aided
'MP' - middle-deemed primary	'FO' - foundation
'AT' - all-through	'CA' - academy

Primary and middle-deemed primary is defined as <NCyearActual>: 'R' (reception) to 6 inclusive. Primary and middle-deemed primary schools are to provide information on all of their appeals.

Please note: Primary admission appeals contain the subset of infant admission appeals. As such, infant admission appeals information will appear in **both** primary admission appeals **and** infant admission appeals.

Information is required on the number of appeals:

- lodged
- withdrawn
- heard
- rejected
- decided in favour of the parents

for all appeals lodged before 2020-09-01 against a refusal to admit a pupil to the school for a place at the school at the start of the 2020 to 2021 academic year.

Information about appeals lodged on or after 2020-09-01 is not required. Nor is information required about in-year appeals (that is, appeals against a refusal to admit a pupil during the course of the 2020 to 2021 academic year) - just those that relate to entry at the start of the academic year.

Please note: All through schools – that have age ranges that cater for pupils aged 7 years and under to 14 years and over – are to provide information on all admission appeals appropriate to their age range.

3.2.3 Infant admission appeals module [spring census only]

Infant admission appeals are required from the following schools in the spring census with phase and governance of:

Phase	Governance
'PS' - primary	'VA' - voluntary aided
'AT' - all-through	'FO' - foundation
	'CA' - academy

Infant is defined as <NCyearActual>: 'R' (reception), '1' and '2' (inclusive) with all-through schools completing all years appropriate to their age range.

Please note: Infant admission appeals are a subset of primary admission appeals. As such, the information will appear in **both** infant admission appeals **and** primary admission appeals.

Information is required on the number of appeals as detailed at [3.2.2](#) above

Please note: All through schools – that have age ranges that cater for both pupils aged 7 years and under to 14 years and over - are to provide information on all admission appeals appropriate to their age range.

3.2.4 Secondary admission appeals module [spring census only]

Admission appeals are required from the following schools in the spring census with phase and governance of:

Phase	Governance
'MS' - middle-deemed secondary	'VA' - voluntary aided
'SS' - secondary	'FO' - foundation
'AT' - all-through	'CA' - academy

Secondary and middle-deemed secondary is defined as <NCyearActual>: '7' to '13' inclusive. Middle-deemed secondary and secondary schools are to provide information on all of their appeals.

Information is required on the number of appeals as detailed at [3.2.2](#) above

Please note: All through schools – that have age ranges that cater for both pupils aged 7 years and under to 14 years and over - are to provide information on all admission appeals appropriate to their age range.

3.2.5 Pupil reconciliation module

Pupil reconciliation details can be found at [Annex G](#).

3.2.6 Class information module

Class type (N00267), class key stage (N00268) and class activity (N00247) are required for all classes from primary schools and all classes for year groups up to and including year 6 from all-through schools.

With regard to class activity (N00247), primary and all-through schools with infant classes are to ensure that the selected period is one when the infant class (KS1 and / or Reception) are engaged in academic activity rather than one of the excepted activities of PE, music, singing, drama and watching TV or listening to the radio. This selected period should be enacted for all primary classes (and not just for the infant classes).

The class activity code (N00247) should not be defaulted to 'OT' (other). The code of 'OT' should only be used where none of the other categories are appropriate.

3.2.6.1 Unlawful infant classes

For primary and all-through schools, where a key stage 1 and / or a reception class reports a pupil : teacher ratio greater than 30, the schools must record where this is due to:

- any pupils within the class recorded as excepted – the number of pupils in the relevant exception field (N00665 – N00672)
- a teacher being on PPA or LMT and the class is being supervised by a teaching assistant – the number of teachers in the PPA field (N00664)

3.2.7 Miscellaneous module

Miscellaneous data items are those that do not fit within the other modules.

3.2.7.1 Free school meals [spring census only]

Data item (N00238) free schools meals ('FSM') taken is collected in the spring census only and collects data on the number of free school meals taken on census day.

Pupils are recorded as 'FSM' eligible where they meet the 'FSM' eligibility criteria **and** make a claim.

Where pupils receive a free school lunch due to the universal infant free school meal entitlement **only**, such pupils must **not** be recorded as 'FSM' and must **not** be included in the free school meals taken count.

3.2.7.2 School childcare

Schools **must** provide information on the provision of – or signposting to – childcare, together with the nature of the childcare provided / signposted. The school **must** provide an answer to whether there is on-site provision (together with any related information) and whether the school signposts off-site provision for **each** of the four types of childcare.

Where opening / closing times are required, these are provided using the 24-hour clock format (03:00 equals 3 am 15:00 equals 3 pm).

The minimum return from a school which does not provide on-site childcare and also does not signpost off-site provision would be **for each type of childcare** a 'NO' for on-site and an 'N' for signposting.

Where a school delivers - or signposts - childcare provision, this element records the nature of such provision / signposting via four scenarios:

(i) **Before school** [Type of childcare (N00288) equals 'B']

Is there a regular before school childcare service on the school site? (YES / NO)

Where YES:

- What time does it open?
- How many places?

- Who provides the service?
- Is it open to children from other schools (with transfer included)? (YES / NO / UNKNOWN)

Where NO:

- Is there a regular off-site service that the school promotes or signposts parents towards? ('YF' / 'YL' / 'N' / 'U')

Where:

- 'YF' equals Yes, we have formal arrangements with another provider for them to provide childcare to our pupils, including transport to the site
- 'YL' equals Yes, we keep a list of other local providers that will pick up from our school to help parents
- 'N' equals No
- 'U' equals Not known

Please note: A school may also signpost / promote off-site childcare whilst providing on-site childcare. In such an instance, this element would record both 'YES' and 'NO' information.

(ii) After school [Type of childcare (N00288) equals 'A']

Is there a regular after school childcare service¹ on the school site? (YES / NO)

Where YES:

- What time does it close?
- How many places?
- Who provides the service?
- Is it open to children from other schools (with transfer included)? (YES / NO / UNKNOWN)

Where NO:

- Is there a regular off-site service that the school promotes or signposts parents towards? ('YF' / 'YL' / 'N' / 'U')

Where:

- 'YF' equals Yes, we have formal arrangements with another provider for them to provide childcare to our pupils, including transport to the site
- 'YL' equals Yes, we keep a list of other local providers that will pick up from our school to help parents

- 'N' equals No
- 'U' equals Not known

Please note: A school may also signpost / promote off-site childcare whilst providing on-site childcare. In such an instance, this element would record both 'YES' and 'NO' information.

(iii) Holiday [Type of childcare (N00288) equals 'H']

Is there a holiday childcare service or scheme offered on the school site? (YES / NO)

Where YES:

- What time does it open?
- What time does it close?
- For how many weeks is the service open?
- How many places?
- Who provides the service?
- Is it open to children from other schools? (YES / NO / UNKNOWN)

Where NO:

- Is there an off-site service or scheme that the school promotes or signposts parents towards? ('YF' / 'YL' / 'N' / 'U')

Where:

- 'YF' equals Yes, we have formal arrangements with another provider for them to provide childcare to our pupils
- 'YL' equals Yes, we keep a list of other local
- 'N' equals No
- 'U' equals Not known

Please note: A school may also signpost / promote off-site childcare whilst providing on-site childcare. In such an instance, this element would record both 'YES' and 'NO' information.

(iv) Childcare for Children aged between 0-4 years [Type of childcare (N00288) equals 'U']

Does the school have an on-site offer of regular childcare for children aged under 5 (that is, between 0 and 4) for more than 9 hours / day (YES / NO)

Where YES:

- What time does it open?

- What time does it close?
- For how many weeks is it open?
- How many places?
- Who provides the service?

Where NO:

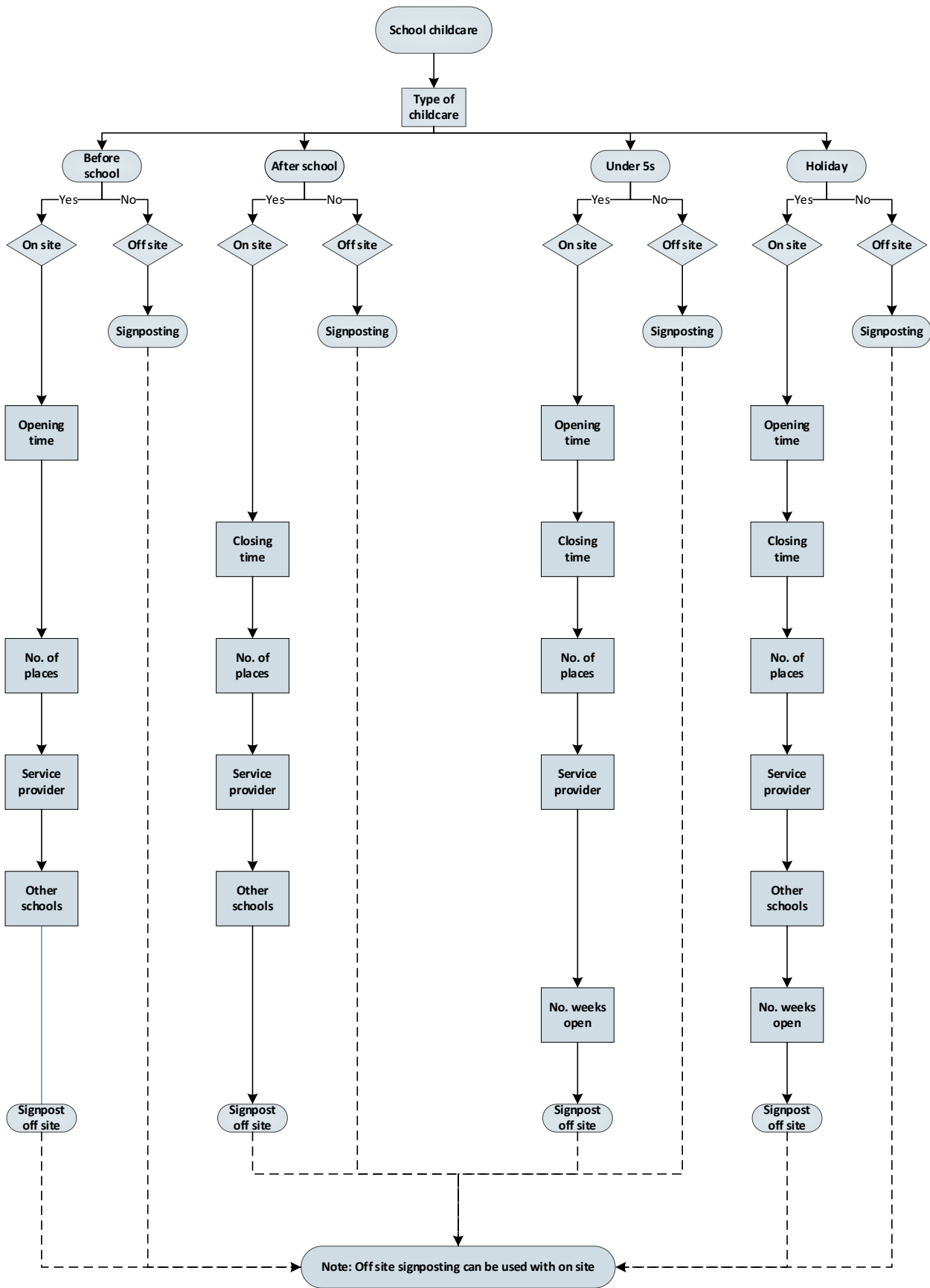
- Is there an off-site service or scheme that the school promotes or signposts parents towards? ('YF' / 'YL' / 'N' / 'U')

Where:

- 'YF' equals Yes, we have formal arrangements with another provider for them to provide childcare to our pupils, including transport to the site
- 'YL' equals Yes, we keep a list of other local providers that will pick up from our school to help parents
- 'N' equals No
- 'U' equals Not known

Please note: A school may also signpost / promote off-site childcare whilst providing on-site childcare. In such an instance, this element would record both 'YES' and 'NO' information.

A flow diagram of the above scenarios is below:



3.3 Coverage and timing

As different data items are collected each term, the table, at [Annex F](#), shows when each school level module is collected.

4. Pupil level information

4.1 Overall description and scope

This section describes the modules and data items that combine into the pupil level element of the school census.

4.2 Categories of pupil for which data are required

Records are generated for all pupils who are on roll (that is, registered at the school and who have a current record on the school's MIS) at the school on census day. There are particular cases where records are required for pupils' no longer on roll, for example:

- attendance
- exclusions
- post-16 learning aims (including maths and English prior attainment)
- 16-19 bursary fund

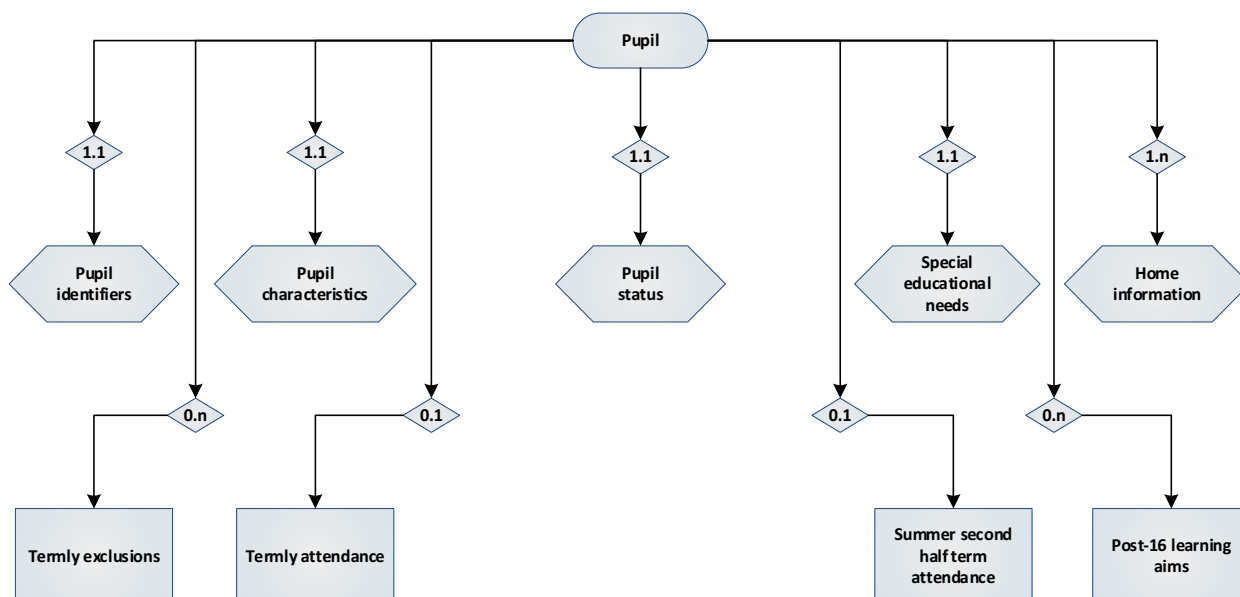
Records for guest pupils are NOT required and must NOT be returned.

The pupil level collection schedule table ([Annex G](#)) indicates, by school phase, the modules and individual data items required for on and off roll pupils.

4.3 Outline data content

The return is comprised of a number of modules for each pupil within the school. Each module contains related data items. The data items included in each of the modules can be found at [Annex G](#) with full descriptions of each data item provided in the common basic data set ([CBDS](#)) database.

An outline of the pupil structure for each school in the school census collections broken down by module is as follows:



[Annex B](#) contains the pupil XML message structure showing the modules and data items required in each census collection from each phase of school.

4.3.1 Pupil identifiers module

Pupil identity information (such as gender and date of birth) is collected for all pupils on roll (registered at the school on census day).

This data is also required for those pupils no longer on roll on census day and for whom information is collected in respect of:

- exclusions
- attendance
- 16-19 bursary fund
- post-16 learning aims (including maths and English prior attainment)

4.3.1.1 Unique learner number (ULN) [For: Middle-deemed secondary, secondary, all-through, special and PRU / AP] [used for funding]

A ULN (N00011) is mandatory for all pupils aged 14 and over on census day.

4.3.2 Pupil characteristics module

This module contains pupil characteristics information.

4.3.2.1 Ethnicity [ALL schools]

Ethnicity code (N00177) is required for all pupils, including pupils no longer on roll. The census includes the value held within the school MIS, whether the school has opted to use extended codes or to use the main codes. Where the ethnicity has not yet been collected this is recorded as 'NOBT' (information not yet obtained). Where a parent /

guardian or pupil declines to provide ethnicity data, code 'REFU' (declined to provide) is recorded and returned.

4.3.2.2 Language code [ALL schools]

The language code (N00015) is collected for all pupils, including pupils no longer on roll. This information enables those schools and authorities who wish to do so, to collect and transmit information on the specific languages of those pupils whose first language is other than English. In these instances, an extended language code set will be available as an alternative to recording a pupil's language as 'OTH' or 'OTB'. The census includes the value held within the school MIS, whether the school has opted to use extended codes or to use 'OTH' / 'OTB'. School MIS systems should also hold more than one specific language where this is required locally. In this case, the MIS will include the language marked as 'First' by the CBDS item language type (N00015). Where the parent / guardian or pupil have declined to provide a first language, code 'REF' (declined to provide) must be used.

4.3.2.3 Free school meal eligibility [ALL schools] [used for funding]

Free school meal eligibility is recorded via the <FSMstartDate> (N00142) and the <FSMendDate> (N00143) data items, together with the <UKcountry> (N00277) data item.

Pupil Premium

The pupil premium directs extra funding to those children from deprived backgrounds based on their eligibility for free school meals (FSM) in any pupil level census in the last six years - known as 'FSM Ever'.

Pupils can only be recorded as FSM eligible if they meet the FSM eligibility criteria **and** make a claim. Pupils who are **solely** in receipt of a free school lunch due universal infant free school meals entitlement – are **not** recorded as FSM eligible and are **not** eligible for pupil premium.

The allocation of pupil premium for 2021-22 will be based on pupils on roll in the 2021 spring school census who are:

- aged 4 and over at 2020-08-31 where the national curriculum does not apply that is, NC year actual 'X'
- in reception to year 11
- in local authority maintained:
 - primary
 - middle-deemed primary
 - middle-deemed secondary

- secondary
- special
- CTC
- academies (including free schools)
- PRU / AP
- with pupils recorded as known to be eligible for free school meals on any:
 - school census
 - pupil referral unit census
 - AP census

collection since summer 2015

Funding allocations are based on pupils whose enrolment status (N00017) is:

- Current - code 'C' - single registration at this school
- Current main - code 'M' - dual registration
- FE college – code 'F' [For: PRU / AP **only**]
- Other provider - code 'O' [For: PRU / AP **only**]

Codes 'F' and 'O' are used where PRU / AP pupils are registered at the PRU / AP but spend the majority of time being taught by an FE college or other provider.

All pupils will be counted as 1 'FTE' (full-time equivalent) irrespective of whether they are recorded as part-time, with funding split between any unresolved duplicate 'UPNs'.

Although management information systems should be able to provide schools with an indicative headcount of pupils who will attract funding, it will not be possible for systems to inform what the funding 'FTE' would be.

The pupil premium only applies to England with any periods of 'FSM' eligibility relating to any other country being ineligible in the determination of a pupil's eligibility for the pupil premium. CTFs received from schools outside England (for example, Wales) when children transfer to English schools may include 'FSM' eligibility recorded whilst the pupil was outside England. It is important that the 'FSM' eligibility end date reflect the date the pupil left the "foreign" school and that the appropriate country code for example, Wales, is associated with that period of 'FSM' eligibility. The department will exclude any pupils from pupil premium funding where 'FSM' eligibility is not in English schools allowing schools to see, in their systems, that these pupils will not attract funding.

Universal credit

To minimise the impact of the rollout of universal credit and the introduction of a net-earned income threshold to determine eligibility for free school meals, transitional arrangements have been put in place to ensure that no pupil loses a meal as a result of these changes.

Transitional protections should be awarded as follows:

- any claimant who was in receipt of free school meals on 31 March 2018 should continue to receive free school meals until the end of the universal credit roll out period, and then until their phase of education ends. This covers until at least Summer 2023, and applies even if their circumstances change and they would no longer meet the eligibility criteria.
- any claimant who gained eligibility for free school meals from 1 April 2018 will continue to receive free school meals until the end of the universal credit rollout period, and then until their phase of education ends. This covers until at least Summer 2023, and applies even if their circumstances change and they would no longer meet the eligibility criteria.

Consequently, it is not expected that FSM end dates will be returned in the school census during the transitional period unless a valid exception applies - for further information please see the [School Census guide](#).

Data Required

The following three data items are collected in the autumn, spring and summer school census collections:

- 'FSM' eligibility start date (N00142)
- 'FSM' eligibility end date (N00143) – where applicable
- country of UK (N00277)

These data items are collected for pupils who are on roll on census day and have periods of 'FSM' eligibility since the last census, that is, those who have:

(a) an 'FSM' eligibility start date on or before the current census day

(b) an 'FSM' eligibility end date is not expected. If an end date is entered due to one of the exceptions it must be between the first day after the previous census and on or before the current census day

In respect of (b) the 'FSM' eligibility end date would be:

- for the 2020 autumn school census between 2019-05-22 and 2020-10-01 (inclusive)
- for the 2021 spring school census between 2020-10-02 and 2021-01-21 (inclusive)

- for the 2021 summer school census between 2021-01-22 and 2021-05-20 (inclusive)

The data returned reflects the position as at census day. If a system holds a period of 'FSM' eligibility that matches the criteria for the return but that period has a stored 'FSM' eligibility end date that is after the census day, then the returned version of that period will include an 'FSM' eligibility start date but **no** 'FSM' eligibility end date. Similarly, 'FSM' eligibility start dates returned in the census will be on or before census day. Stored start or end dates after census day would not have been known on census day and so cannot be returned.

Multiple 'FSM' eligibility start and end dates falling within the period are to be returned where applicable.

For example: if a pupil had been eligible for FSM from 1 September until 31 October in a school in Wales and moved to a school in England and claimed eligibility from the 1 November then the following will be returned in 2021 spring school census:

- for the first period of eligibility:
 - 'FSM' eligibility start date of 2020-09-01 and 'FSM' eligibility end date of 2020-10-31 UK country code must be recorded as 'WLS' and
- for the second period of eligibility:
 - 'FSM' eligibility start date of 2020-11-01 and no 'FSM' eligibility end date, UK country code must be blank or recorded as 'ENG'

Each period of 'FSM' eligibility must have an associated country of UK reported to ensure that those pupils who have only experienced periods of 'FSM' eligibility outside of England do not attract the pupil premium.

4.3.2.4 School lunch taken [ALL schools – with appropriate age range] [used for funding]

This data item (N00162) indicates whether a pupil has **taken** a 'school lunch' on census day.

A 'school lunch' is defined as 'food made available by the school for consumption by the pupil as their midday meal on a school day'.

This data item is collected from all school types in each census for the following pupils on roll on census day:

- pupils in reception (NCyearActual equals 'R')
- pupils in year 1 (NCyearActual equals '1')
- pupils in year 2 (NCyearActual equals '2')

- pupils aged 4 to 6 not following the national curriculum (NCyearActual equals 'X' AND pupil born between 2013-09-01 and 2016-08-31 inclusive)

Please note: if the pupil is absent on census day, this field cannot equal 'true'.

This field should be defaulted to 'true' within school systems to minimize the burden of data entry by schools.

4.3.2.5 Youth support services agreement indicator [Not for: Nursery schools and primary]

The youth support services agreement indicator (N00145) applies to:

- SEN pupils aged between 12 and 25 with date of birth between 1994-09-01 and 2008-08-31
- all other pupils aged between 12 and 20 with date of birth between 1999-09-01 and 2008-08-31

4.3.2.6 Service children in education indicator [ALL schools] [used for funding]

The service children in education indicator (N00093) collects:

- 'yes'
- 'no'
- 'refused'
- 'unknown' - used to indicate no response given or other reason for no information

MIS systems will default to 'No' and allow for bulk editing.

4.3.2.7 Funded universal free entitlement hours [Not for: CTC and NMSS] [used for funding]

Funded hours (N00204) record, for eligible pupils aged 2, 3 and 4, the total number of hours in education provision (following the learning and development requirements of the early years foundation stage) at the school funded via the [free entitlement to early education](#). This information is collected each term from all schools with relevant age children, except city technology colleges and non-maintained special schools.

All 3 and 4 year old children become eligible for free early education from the term following a child's third birthday irrespective of background or family circumstances (the universal free entitlement). A specified subset of disadvantaged 2 year olds also become eligible from the term following a child's second birthday. Eligible 2 year olds are those who have attained the age of 2 and meet the criteria that are available on the department's [website](#). Local authorities will be able to confirm which children meet the eligibility criteria should schools not know.

The table below shows the dates of birth, and year groups, of children for whom funded free entitlement hours are required. If a child falls into the cohorts listed below but is not

in receipt of any funding via the free entitlement, then a value of zero should be recorded for funded universal free entitlement hours.

All children included in the table below are entitled to 15 hours of free entitlement funding.

Where extended free entitlement hours are claimed (see [4.3.2.8](#) below), the maximum hours are 30 hours, 15 universal free entitlement hours plus 15 extended free entitlement hours.

Census	Date of birth ranges and school type / pupil national curriculum year group	Maximum funded universal free entitlement hours
Autumn 2020	Born between 2016-09-01 and 2018-08-31 (inclusive) - all relevant schools and year groups	15 hours
	Born between 2015-09-01 and 2016-08-31 (inclusive) For pupils in national curriculum year groups 'E1', 'E2', 'N1' and 'N2' only	15 hours
Spring 2021	Born between 2016-09-01 and 2018-12-31 (inclusive) - all relevant schools and year groups	15 hours
	Born between 2015-09-01 and 2016-08-31 (inclusive) For pupils in national curriculum year groups 'E1', 'E2', 'N1' and 'N2' only	15 hours
Summer 2021	Born between 2016-09-01 and 2019-03-31 (inclusive) - all relevant schools and year groups	15 hours
	Born between 2015-09-01 and 2016-08-31 (inclusive) For pupils in national curriculum year groups 'E1', 'E2', 'N1' and 'N2' only	15 hours

Please note: Pupils aged 4 at the start of the academic year in reception and above are funded as full time equivalent pupils via the schools block of the dedicated schools grant and therefore funded free entitlement hours are not required for those pupils, as they are not funded via the free entitlement.

Funded free entitlement hours are recorded to two decimal places and it should be noted that this is a decimal of hours and therefore does not record hours and minutes. For example, where a pupil has 10 hours and 30 minutes, this is recorded as [10 plus (30 divided by 60)] equals 10.50 with 10 hours and 45 minutes quarter hours being [10 plus (45 divided by 60)] equals 10.75.

4.3.2.8 Extended free entitlement hours [Not for: CTC and NMSS] [used for funding]

Extended hours (N00201) are collected for a sub-set of the same pupils and schools (that is, pupils who were aged 3 or 4 as at 31 August) for whom funded universal free entitlement hours are collected – see [4.3.2.7](#) above. This data item records, for pupils (aged 3 and 4 where <NCyearActual> equals ‘E1’, ‘E2’, ‘N1’ or ‘N2’ only) with working parents who hold a valid 30-hour code, the number of extended free entitlement hours.

As with funded universal free entitlement hours, extended free entitlement hours are recorded to two decimal places and it should be noted that this is a decimal of hours and therefore does not record hours and minutes. For example, where a pupil has 10 hours and 30 minutes, this is recorded as [10 plus (30 divided by 60)] equals 10.50 with 10 hours and 45 minutes quarter hours being [10 plus (45 divided by 60)] equals 10.75

Please note: Where a child is in receipt of extended free entitlement hours, the maximum funded universal free entitlement hours allowable is 15 hours. The maximum allowable entitlement, inclusive of funded free entitlement and extended entitlement hours is 30 hours.

This field must NOT include any hours funded under the universal entitlement for free early education, which should still be recorded against funded hours (N00204).

Census	Date of birth ranges and school type / pupil national curriculum year group	Maximum funded universal free entitlement and extended free entitlement hours
Autumn 2020	Born between 2016-09-01 and 2017-08-31 (inclusive) - with a valid 30-hour code - all relevant schools and year groups	15 funded universal free entitlement hours + 15 extended free entitlement hours equals 30 hours
	Born between 2015-09-01 and 2016-08-31 (inclusive) - with a valid 30-hour code - for pupils in national curriculum year groups ‘E1’, ‘E2’, ‘N1’ and ‘N2’ only	15 funded universal free entitlement hours + 15 extended free entitlement hours equals 30 hours
Spring 2021	Born between 2016-09-01 and 2017-12-31 (inclusive) – with a valid 30-hour code - all relevant schools and year groups	15 funded universal free entitlement hours + 15

Census	Date of birth ranges and school type / pupil national curriculum year group	Maximum funded universal free entitlement and extended free entitlement hours
		extended free entitlement hours equals 30 hours
	Born between 2015-09-01 and 2016-08-31 (inclusive) - with a valid 30-hour code - for pupils in national curriculum year groups 'E1', 'E2', 'N1' and 'N2' only	15 funded universal free entitlement hours + 15 extended free entitlement hours equals 30 hours
Summer 2021	Born between 2016-09-01 and 2018-03-31 (inclusive) - with a valid 30-hour code - all relevant schools and year groups	15 funded universal free entitlement hours + 15 extended free entitlement hours equals 30 hours
	Born between 2015-09-01 and 2016-08-31 (inclusive) - with a valid 30-hour code - for pupils in national curriculum year groups 'E1', 'E2', 'N1' and 'N2' only	15 funded universal free entitlement hours + 15 extended free entitlement hours equals 30 hours

4.3.2.9 30-hour code indicator [Not for: CTC and NMSS] [used for funding]

The 30-hour code indicator (N00202) is an 11-digit integer that is required for pupils who claim extended entitlement hours. As with the extended entitlement hours field, this applies to pupils who were aged 3 and 4 as at 31 August and in 'E1', 'E2', 'N1' and 'N2' only. The code confirms the eligibility of working parents to receive the additional 15 hours of extended entitlement. This is particularly important as parents may split this entitlement between two providers.

The code, once issued, remains fixed and refers to a single parent / child combination (that is, where a parent has two children, each child will have their own code). However, when the school is presented with the code by the parent, the school **must** confirm the code's validity with the local authority.

Where a child transfers school, the local authority **must** be informed of the transfer.

4.3.2.10 Disability access fund indicator [Not for: CTC and NMSS] [used for funding]

The disability access fund (DAF) indicator (N00203) records, eligible pupils aged 3 and 4, in receipt of DAF funding. Pupils aged 3 and 4 will be eligible for the DAF where they meet both of the following criteria:

- the child is in receipt of child disability living allowance

and

- the child receives free early education

Please note: Pupils aged 4 as at the 31 August in reception and above, who are funded via the schools block of the dedicated schools grant, are not eligible for DAF funding. Further information on the DAF is available in the [early years national funding formula \(EYNFF\) operational guidance](#).

The DAF indicator should only be returned for eligible children within the date of birth range, and year groups, outlined below:

Census	Date of birth ranges and school type / pupil national curriculum year group where DAF indicator can be returned
Autumn 2020	Born between 2016-09-01 and 2017-08-31 (inclusive) all relevant schools and year groups
	Born between 2015-09-01 and 2016-08-31 (inclusive) For pupils in national curriculum year groups 'E1', 'E2', 'N1' and 'N2' only
Spring 2021	Born between 2016-09-01 and 2017-12-31 (inclusive) all relevant schools and year groups
	Born between 2015-09-01 and 2016-08-31 (inclusive) For pupils in national curriculum year groups 'E1', 'E2', 'N1' and 'N2' only
Summer 2021	Born between 2016-09-01 and 2018-03-31 (inclusive) all relevant schools and year groups
	Born between 2015-09-01 and 2016-08-31 (inclusive) For pupils in national curriculum year groups 'E1', 'E2', 'N1' and 'N2' only

This indicator should default to '0' or 'false' to only require a positive input from schools.

4.3.2.11 Hours at setting [Not for: CTC and NMSS] [used for funding]

Hours at setting (N00205) are collected for the same pupils and schools for whom funded free entitlement hours are collected – see [4.3.2.7](#) above. This data item records, for pupils aged 2, 3 and 4, the total number of hours in education at the school, irrespective of how the hours were funded.

Therefore, it is the sum of:

- any hours funded under the free entitlement to early education, plus

- any hours funded under the extended entitlement, plus
- any additional hours of education funded from other sources such as parents

Hours are recorded to two decimal places and it should be noted that this is decimal of hours and therefore does not record hours and minutes. For example, where a pupil has 10 hours and 30 minutes, this is recorded as [10 plus (30 divided by 60)] equals 10.50 with 10 hours and 45 minutes quarter hours being [10 plus (45 divided by 60)] equals 10.75.

4.3.2.12 Unit contact time [PRU / AP only]

Unit contact time (N00117) indicates the number of contact hours that pupils should have in census week in a PRU / AP.

4.3.2.13 Early years pupil premium [ALL Schools] [used for funding]

Early years pupil premium (EYPP) (N00639) is for disadvantaged three and four year olds (all three and four year olds are entitled to up to 15 hours per week of government funded free entitlement early education for 38 weeks of the year).

Provided that they are taking the universal 15 hours free entitlement and meet the eligibility criteria, children become eligible to receive early years pupil premium from the term following a child's third birthday and retain this entitlement until they move from Nursery ('N1' and 'N2') class into Reception ('R'), when they become eligible to receive the 'mainstream' pupil premium.

Children in **receipt** of EYPP in census week should be recorded with early years pupil premium receipt equal to "true".

EYPP is paid by local authorities direct to settings. Its award is dependent on the application by parents of eligible children to their local authority, which will use the eligibility checking service to verify their application against benefits related data.

Children are eligible to receive EYPP (N00639) if they receive the universal 15 hours entitlement and either:

- meet benefits related criteria equivalent to those for free school meals (please note: meals delivered as part of the universal entitlement are **not** 'FSM'; **receipt of FSM does not automatically qualify a child for EYPP**)¹
- are in the care of the local authority (in England or Wales)
- have left care (in England or Wales) through:

¹ Further guidance on EYPP eligibility is available here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/853644/Early_years_operational_guide_2020_to_2021.pdf

- adoption
- special guardianship
- a child arrangements order (formally known as a residence order)

As early years pupil premium data is only collected in the spring (January) census, the age range for 3 year olds is not restricted to the academic year (as is the usual practice with age ranges).

The table below shows the cohorts of children for whom early years pupil premium is required.

The table below shows the dates of birth of children for whom early years pupil premium data are required. Census	Age	Date of birth ranges
Spring 2021	ALL 3 year olds	2016-09-01 and 2017-12-31 inclusive
	4 year olds: For schools not equal to phase 'NS' – pupils in 'E1', 'E2', 'N1' or 'N2' ONLY For phase 'NS' ONLY – all pupils within this age group	2015-09-01 and 2016-08-31 inclusive

For those pupils in receipt of the early years pupil premium, the reason why (N00639) is also required against the basis of eligibility field. This should be recorded as follows:

Code	Early years pupil premium basis for funding
RE	In receipt through eligibility for economic reasons: where they are in receipt via eligibility for the benefits related criteria for FSM
RO	In receipt through eligibility for other reasons: where they are in receipt due to eligibility for being in care or due to leaving care through adoption, a special guardianship order or a child arrangement order
RB	In receipt through eligibility for both reasons: where they are in receipt through eligibility for both economic and other reasons
RU	In receipt through eligibility for unknown basis: where the school or AP provider knows the child is in receipt of EYPP (due to receiving funding from the local authority) but does not necessarily know the reason why

4.3.2.14 Learner support code (bursary funding for 16-19 year olds) [used for funding]

This data item (N00146) relates to the government's bursary fund to help the most vulnerable 16-19 year olds in full-time education. The scheme comprises two parts as follows:

- a guaranteed payment by the provider of £1,200 to the most vulnerable groups of students
- a discretionary award for other students needing financial support

Data is collected in respect of pupils, aged 16 to 19 as at 2020-08-31, who are on roll on census day or became off roll since the start of the academic year.

The data collected identifies whether a pupil has been awarded bursary funding in the **current academic year**. During the period covered by a collection it may be possible that the circumstances of a pupil awarded the discretionary element may have changed and they become part of a designated vulnerable group. In such circumstances, the pupil would qualify for the award of the guaranteed payment (on a pro-rata basis for the academic year). Due to possible changing circumstances of pupils, returns should allow for submission of both bursary fund categories awarded since the start of the academic year.

The census collection will **not** require information about whether a pupil is actually in receipt of funding. The purpose of the collection is to establish how many pupils have been **awarded** bursary funding in the academic year.

The school holding the current single registration ('C') or current main dual registration ('M') for the pupil will be responsible for awarding the bursary fund and it is they who must return the required data. PRU / AP must return the required data for any pupils with the following enrolment status: 'C', 'M', 'F' or 'O'.

To facilitate the identification of bursary funding awarded during the academic year of the census the collection of data in the school census will be on a cumulative basis during this period as follows:

- Spring term - any bursaries awarded since the beginning of the 2020 to 2021 academic year to students who are either on roll on census day or became off roll since the start of the academic year
- Summer term - any bursaries awarded since the beginning of the 2020 to 2021 academic year to students who are either on roll on census day or became off roll since the start of the academic year

4.3.2.15 Top-up funding indicator [ALL schools] [used for funding]

This data item (N00155) is a 'true' / 'false' flag to indicate those pupils on roll for whom the school receives, on census day, high needs top-up funding either from a local authority or, in the case of a PRU / AP, a local authority or another school.

This data item is required for pupils of all ages. The time period the top-up funding relates to is the period that a pupil or student in a mainstream primary or secondary school is identified as requiring additional support which costs more than £6,000 per annum **and** for whom the school receives top-up funding from a local authority. In a special school or PRU / AP, the top-up funding is paid for a pupil or student whose additional support costs more than the school or PRU / AP receives as place funding of £10,000 per place per annum. In many cases such a period may not be defined but the high needs top-up funding will, as with SEN provision, be subject to periodic review. Please note: Sometimes terminology other than high needs top-up funding is used locally. Often, but not always, top-up funding is linked to pupils or students with an EHC plan. Schools should check with the local authority if they are in doubt about whether payments received from a local authority are high needs top-up funding.

4.3.2.16 Post looked after arrangements [used for funding]

This data item (N00186) identifies those children on roll on census day who were looked after immediately before adoption or prior to being subject of a residence or special guardianship order. Those who have parental responsibility (adoptive parents, special guardians and carers) choose if they wish schools to know whether children have been adopted, or are under a special guardianship order, residence order or a child arrangements order. Schools will be able to record the information using the following codeset; only one of the values will apply to each pupil:

Code	Post looked after arrangements
N	Not declared
A	Ceased to be looked after through adoption
G	Ceased to be looked after through a special guardianship order (SGO)
R	Ceased to be looked after through a residence order (RO)
C	Ceased to be looked after through a child arrangements order (CAO)

The default value will be 'N', not declared.

4.3.2.17 Planned learning hours [used for funding] - not returned for T Level programmes

The total planned timetabled hours for the student in the current academic year; used on departmentally approved qualifications are recorded in this field (N00163). The value recorded is the number of hours as planned at the start of the programme. If the number of planned hours changes later in the year, schools do not need to update the census.

We also collect the previous year's total planned timetabled hours (N00654) for all post

16 pupils who:

- were not undertaking a T Level programme
- were on roll in the previous academic year
- were in national curriculum year 12 or above

The **previous year** fields must be populated from the previous autumn census (2019) return.

The values in these fields can be entered or corrected, where appropriate, so previous year data is complete and accurate.

This will allow institutions to:

- correct errors in the previous year's return
- record information related to the previous year for pupils who started after census day

Planned hours **must not** be changed to reflect actual hours.

Other timetabled hours - for non-qualification activity - that make up a study programme for a student with learning aims funded by the ESFA, are recorded in the planned employability, enrichment and pastoral hours field – see section [4.3.2.18](#).

The total of both hours fields determine within which funding band the student's programme resides.

Timetabled hours for learning aims that **are not** funded by the ESFA **must not** be included in the total number of hours recorded in this field.

4.3.2.18 Planned employability, enrichment and pastoral hours [used for funding] - not returned for T Level programmes

The total planned timetabled employability, enrichment and pastoral hours (N00164) for the student in the current academic year. These are the planned hours relevant to the academic year. The value recorded is the number of hours as planned at the start of the programme. If the number of planned hours changes later in the year, schools do not need to update the census.

Include in this field all planned, timetabled hours included in the study programme that are **not** included in the planned learning hours field. The total of **both** hours fields are used to determine the full or part time funding rate for the student.

We also collect the previous year's total planned timetabled employability, enrichment and pastoral hours (N00655) for all post 16 pupils who:

- were not undertaking a T Level programme
- were on roll in the previous academic year
- were in national curriculum year 12 or above

The **previous year** fields must be populated with the value in systems from the previous autumn census (2019) return.

The values in these fields can be entered or corrected, where appropriate, so previous year data is complete and accurate.

This will allow institutions to:

- correct errors in the previous year's return
- record information related to the previous year for pupils who started after census day

Planned hours data **must not** be changed to reflect actual hours.

4.3.2.19 T Level planned learning hours and planned employability, enrichment and pastoral hours [used for funding]

From autumn 2020 T Level planned hours must be returned for all students undertaking T Level programmes. As T Levels are 2 year programmes, the value should **cover the whole programme**, and will, in all but a few exceptional circumstances cover multiple years. This differs from planned qualification hours and non-qualification hours, for study programmes which are recorded annually for each student.

Where a student is only undertaking a T Level programme in the year you should **only** return T Level Qualification hours and T Level Non-Qualification hours.

Conversely where a student is **only** undertaking a study programme or a T Level transition programme you should only return Qualification hours and Non-Qualification hours. The only scenarios we envisage where a student should have both sets of planned hours recorded in the same academic year is where a student undertakes a short T Level transition programme progressing onto a T Level programme in the same year or transfers from a T Level programme to a study programme in-year.

T Level planned hours **must** include:

- the technical qualification,
- specialist content, and
- non-qualification activity

T Level planned hours **must not** include:

- English and maths delivery,
- industry placements, or
- other qualifications that are not part of the T Level

There are no previous year T Level planned hours fields as the hours recorded for T Levels cover the whole programme and are not annual as they are for study programmes.

4.3.2.20 Post-16 pupils who are in full-time employment

This data item is a 'true' / 'false' flag to identify those pupils in year 12 and above, who are in full time employment.

Under the 'raising the participation age' (RPA) policy, young people (16-19 year olds) must be in full-time education / training unless they are in full-time employment (20 hours or more per week). Where a young person's employment hours vary, employment of an average of 40 or more hours over a two-week period can be considered as meeting the requirement. Part-time work (for example, a weekend or evening job) is not affected by these requirements. Data item (N00158) indicates those pupils who are in full-time employment and are therefore eligible for part-time education / training.

Although we do not require start and end dates for this flag, schools may find them useful and software suppliers may therefore wish to include them in MI systems.

4.3.2.21 Learning aim withdrawal reason

A learning aim withdrawal reason (N00167) is completed whenever a learning aim status of '3' - the learner has withdrawn from the learning activities leading to the learning aim - is recorded. The reason that most closely matches the reason for the student leaving the course is selected from the list of options. If more than one reason applies the one which is considered to be the main driver for the withdrawal is selected. Unless a student has withdrawn from the learning aim prior to the census day, the learning aim withdrawal reason should not be returned.

The department will monitor non-completion of courses and calculate the completion and attainment accountability measure for 'Tech Levels' and level 2 vocational courses using this data. Students withdrawing from these courses to take up apprenticeship, traineeship or supported internship placements are excluded from the measure.

For 2020-21 this is the learning aims of students who withdraw following the 6-week qualifying period.

4.3.2.22 Maths and English GCSE prior attainment [used for funding]

The highest prior attainment (grade achieved) for each pupil is recorded for maths and English (using Codeset C0074) for year 12 and above pupils who have at least one learning aim. The value should reflect the highest prior attainment at the start of the academic year.

The grade will be used to determine whether or not a student is required to undertake maths or English GCSE, Functional Skills or other approved steppingstone qualification in order to meet the condition of funding on mathematics and English. It is also used in the calculation of the Level 3 programme maths and English payment

The highest prior attainment for the student in the previous academic year is also collected (N00656 and N00657).

The **previous year** fields must be populated with the value in systems from the previous autumn census (2019) return for all post-16 students who were on roll in the previous academic year and in national curriculum year 12 or above.

The values in these fields can be corrected, where appropriate, so previous year data is complete and accurate.

This will allow institutions to:

- correct errors in the previous year's return
- record information related to the previous year for pupils who started after census day
- record where the pupil's status has changed between years

If the learner achieves a maths GCSE grade 9-4 during the year, this field does not need to be updated until the start of the following teaching year.

The exemptions fields record (using Codeset C0079) whether the pupil is exempt from the condition of funding or meets the condition of funding.

To reduce burdens, systems should default to 'N' – no exemption.

4.3.2.23 Maths and English GCSE prior attainment year group [used for funding]

Codeset C0076 (for maths grades) and codeset C0075 (for English Language grades) records whether the pupil attained grade A*-'C / 9-'4 in maths and in English by the end of year 11.

This data is used to determine whether a pupil generates block 2 funding as part of the disadvantage element of the 16-19 funding formula.

4.3.2.24 Traineeships [For: Secondary, all-through and PRU / AP with appropriate age-ranges]

A traineeship is a discrete study programme with a specific set of learning aims required to qualify as a traineeship – normally, these are:

- work experience
- work preparation

alongside

- maths - if required
- English - if required

Whilst a traineeship can have these constituent aims, not all occurrences of these aims will be a traineeship – a pupil could be participating in work preparation or work experience as part of a non-traineeship study programme and there will be numerous students studying English and maths who are not on a traineeship.

The traineeship (N00184) indicator is set against each of the pupil's learning aims (when the aim is agreed) - with the default set to 'false' (or '0') and any learning aim which is part of a traineeship programme being recorded as 'true' (or '1').

Where learning aims, from a previous academic year, contribute to a traineeship, such aims do not need to be retrospectively flagged.

4.3.2.25 2 year old basis for funding [ALL schools]

The basis for funding data item <FundingBasis> (N00178), records the basis under which a 2 year old (within the date of birth range 2018-01-01 to 2018-12-31 inclusive) has been funded whilst taking up a place in the school. This data item is not required for 3 and 4 year olds.

2 year old children may meet more than one criterion in the codeset shown below and each relevant criterion is returned in the census.

Code	Description
ECO	Economic criteria
HSD	High-level SEN or disability
LAA	Looked after or adopted from care

4.3.3 Pupil status module

This module gives information about a pupil in relation to the school for example, enrolment status and date of entry. Pupils, who are no longer on roll on census day, are included in the return to record:

- attendance
- exclusion
- post-16 learning aims - including maths and English prior attainment
- learner support data

and require the following data fields:

- pupil date of entry (N00016) [used for funding] - **Please note:** Pupils who transfer from nursery to reception or those entering year 12 and above from within the same school are **NOT** given new entry dates
- pupil date of leaving (N00019)
- pupil part-time indicator (N00020)
- boarder indicator (N00021) [not required from hospital special schools]
- pupil's actual national curriculum year group on leaving (N00182) [only for those learners who were in secondary or all-through phase schools with sixth forms and for whom post-16 learning aims data are being returned]

4.3.4 Special educational needs module [used for funding]

This module contains information on the special educational needs (SEN) of a pupil.

Schools record pupil SEN provision according to the SEND code of practice 2015.

SEN support at the time of any exclusion is also required, for all schools apart from nursery schools (see [4.3.5](#) for more details).

The spring school census collects pupil SEN type for all pupils with SEN, that is, those with:

- SEN provision – code ‘E’ – pupils with an education, health and care (EHC) plan
- SEN support - code ‘K’ - pupils who are identified as having a special educational need and are receiving additional support but not holding an (EHC) plan

Only two pupil SEN types (N00166) can be returned in the spring census. These are ranked using pupil SEN type ranking (N00024) to show the primary and secondary need of the pupil. Pupil SEN types cannot be given the same ranking: Where there is more than one pupil SEN type reported; they cannot both have a ranking of ‘1’.

The indicators for pupils in special (SEN) units (N00022) and resourced provision (N00023) attached to a mainstream primary school, secondary school or academy are collected each term. This indicator applies to pupils in special SEN units and resourced provision that have been designated by the relevant local authority as specialist provision. The indicator is not used for pupils in other units or provision set up by a school or academy, which is not recognised by the local authority as specialist provision.

Please note that some of this information is used to determine funding levels for schools. Incorrect data may result in incorrect levels of funding.

4.3.5 Termly exclusions module

This module contains information on the exclusion records of a pupil.

Exclusions are collected for the **previous two terms**. See [Annex C](#) for the collection schedule.

As the department only expect schools to provide data about a permanent exclusion once it has been **upheld** by the governing body or Independent Review Panel (IRP), collecting data for the previous two terms will ensure that any exclusions still going through the review process at time of the census are not missed and would be picked up in the following term where the review result was later determined as upheld.

This means some exclusions may be returned on two consecutive censuses. Please note, this will not result in double counting of exclusions in national statistics, as only the latest information returned for each term will be used.

4.3.5.1 Exclusion information

Permanent and fixed period exclusions are detailed within this module.

For both permanent and fixed period exclusions, the exclusion start date (N00028) and exclusion reasons (N00027) are collected. From autumn 2020, schools are able to record up to three reasons per exclusion to the department. With the first collection of this data being in spring 2021.

Following the expansion of the categories and the collection of multiple reasons, 'Other' will no longer be recorded as a category.

Schools should only select more than one reason where it is appropriate. Where the description is covered in more than one category, please record all reasons that apply, such as 'Bullying' and 'Racist abuse' when racist bullying has taken place.

Please note: There is no requirement to order the reasons, which will be presented as unweighted counts in statistical outputs.

For fixed period exclusions, the actual number of sessions (N00029) are also collected. Exclusions can sometimes span over 2 terms and for data collection, we would expect it to be recorded as one exclusion in the term (for example 2 days before Easter and 3 days after, should be recorded for data purpose as one 5 day exclusion in the spring term) and not be recorded as two separate exclusions.

All exclusions during the relevant time period (See [Annex C](#)) are included with pupils, who are subject to more than one exclusion during the relevant time period, requiring multiple exclusion records.

The exclusion start date reflects the date the exclusion actually begins and not the date at which the decision is upheld by the governing body, independent review panel, first tier tribunal or county court.

We would not normally expect the exclusion start date to be the same as the pupil leaving date.

Software systems should allow schools to manually adjust the number of sessions from which a pupil has been excluded where this has been derived from the start and end date of an exclusion. This is because the number of sessions from which a pupil has been excluded cannot necessarily be derived from the start and end dates of an exclusion. The period of exclusion only covers the number of sessions the pupil is expected to be at the school. Exclusions can occur on non-continuous days (a two and a half days exclusion could be given for one session each day for five days, or for one

session a week for five weeks). For example, where a pupil was excluded for ten sessions starting on a Monday but is registered at another school on the Wednesday then the exclusion would include the following Monday. It is therefore necessary for schools to be able to manually adjust the number of sessions from which a pupil has been excluded.

The exclusion return may legitimately include pupils who have left the school prior to census day. To make the data required clear, there is a separate section of the XML messages, <PupilsNoLongerOnRoll>.

4.3.5.2 Exclusion data required

Where a school is not using an integral exclusions package - whereby relevant data can be extracted at pupil level and incorporated into the school census return - then a facility must be available for the school to manually input that data as part of completing the school census return. The manual entry facility for exclusion data will need to allow for the data items of:

- exclusion category (N00026)
- exclusion reason (N00027)
- exclusion start date (N00028)
- exclusion sessions (N00029)
- SEN provision (N00209)

Data is required on exclusions **for the previous two terms**, please see [Annex C](#) for data collection periods.

4.3.6 Home information module

This module gives information about where a pupil lives **during term time**, and will be a **UK address** (in some cases this may be the school address).

This information is used to identify the number of children resident in an area and has an impact on local government funding for areas such as health, transport, et cetera, as well as education. The only exception to this is in the case of children attending service schools overseas, where validation is in place in COLLECT to accept their international addresses as valid.

Ordnance Survey defines the 'UPRN' (N00185) as: 'The unique identifier for every spatial address in Great Britain. It provides a comprehensive, complete, consistent identifier throughout a property's life cycle – from planning permission through to demolition'.

Where the 'UPRN' is returned, this is on a termly basis – as with all address information.

For pupils on roll:

Address data should only be provided for current addresses. Multiple current addresses should be provided where available.

Postcode (N00037) **must** be provided together with the remainder of the address in either BS7666 or line address format.

Unique property reference number (N00185) should be provided together with the remainder of the address in either BS7666 or line address format. **Please note: the return of this data item is voluntary.**

Items from BS7666 to be collected (verified and unverified) are:

- SAON (N00030)
- PAON (N00031)
- street (N00032)
- locality (N00033)
- town (N00034)
- administrative area (N00035)
- post town (N00036)

Or line address format items:

- address line 1 (N00040)
- address line 2 (N00041)
- address line 3 (N00042)
- address line 4 (N00043)
- address line 5 (N00044)

Both formats also submit:

- Postcode (N00037) – **mandatory data item**
- Unique property reference number (N00185) – **voluntary data item**

Postcode and unique property reference number (UPRN); are also collected in the autumn census for those pupils no longer on roll for which post-16 learning aims data are being submitted. **UPRN is also voluntary for off roll pupils.**

4.3.7 Termly attendance module

4.3.7.1 Pupil coverage

The 2020 autumn census collects attendance data on pupils aged from 4 to 15 years as at 2019-08-31; with the spring and summer collections collecting data for pupils aged 4 to 15 as at 2020-08-31; on roll for at least one session during the specified collection period for attendance. This may include pupils who have left the school prior to census day.

Attendance data for the 2020 to 2021 academic year will include categories of school attendance, rather than just those that equate to authorised and unauthorised absence. The first collection of this data will occur in spring 2021, which includes data for the previous autumn term.

Attendance data is only required for non-boarder pupils (where pupil boarder indicator (N00021) is equal to 'N').

For pupils registered at more than one school, please see dual registration below.

4.3.7.2 School coverage [Not for: Nursery schools]

All schools (excluding nursery schools) are required to submit attendance data for the pupils detailed at [4.3.7](#) above in each census collection.

Please note: Nursery schools are **NOT** required to submit attendance data (even if they have children aged 4 or 5 years who are attending)

4.3.7.3 Periods covered

The termly attendance module covers the start of the autumn term (from 1 August) up to, and including, the Sunday before the late spring bank holiday, with dates for the attendance periods for each of the termly attendance modules at [Annex C](#).

4.3.7.4 Possible sessions

Every pupil will have an entry for the number of sessions possible (N00052).

For pupils **aged 4 years**, the number of possible sessions to be recorded are those that the pupil is expected to attend and will vary from child to child and from school to school. This is particularly relevant to pupils aged 4 who attend part-time. Attendance code 'X' - non-compulsory school age absence (not counted in possible attendances) - is used for those sessions when a 4-year-old pupil is not expected to attend.

Zero possible sessions should be recorded where a dual registered pupil has spent all of the previous term for which attendance data is being collected at the other registration. For example, if a dually registered pupil spent all of the autumn term at their subsidiary registration then the main registration would have zero possible sessions recorded in the spring census.

4.3.7.5 Returning attendance and absence reasons

Schools are not obliged to use individual attendance codes therefore, there are two options with regards to how attendance and absence data should be returned to the department.

1) **For those schools using an electronic attendance package integrated with their main MIS**, this data is generated by the attendance package from the reason selected by the school for the pupils attendance or absence.

2) **For schools not using an integrated attendance package** a facility must be available for them to manually input the required data against each pupil.

The data items required in each census are detailed in the table below:

Census	For those schools using an electronic attendance package integrated with their main MIS	For those schools not using an integrated attendance package
Autumn 2020	<p>Absence data required from the previous term (see collection schedule Annex C):</p> <ul style="list-style-type: none"> return one or more attendance codes entries (N00157) against each pupil along with a number of sessions missed (N00056). <p>The exception is where the pupil has had no absences during the term (or half term) in question.</p> <p>These schools are not required to provide the number of sessions missed due to authorised absence (N00054) or unauthorised absence (N00055).</p>	<p>Absence data required from the previous term (see collection schedule Annex C):</p> <ul style="list-style-type: none"> the number of sessions missed due to authorised absence (N00054) the number of sessions missed due to unauthorised absence (N00055) <p>These schools are not required to provide the number of sessions missed (N00056) for each attendance code (N00157).</p>
Spring and Summer 2021	<p>Attendance and absence data is required from the previous term (see collection schedule Annex C):</p> <ul style="list-style-type: none"> return one or more attendance codes entries (N00157) against each pupil 	<p>Attendance and absence data is required from the previous term (see collection schedule Annex C):</p> <ul style="list-style-type: none"> the number of sessions missed due to authorised absence (N00054)

Census	For those schools using an electronic attendance package integrated with their main MIS	For those schools not using an integrated attendance package
	<ul style="list-style-type: none"> • along with a number of sessions (N00056) <p>These schools are not required to provide the number of sessions missed due to authorised absence (N00054), unauthorised absence (N00055), exceptional circumstances (N00684) or those attending an approved educational activity (N00683).</p>	<ul style="list-style-type: none"> • the number of sessions missed due to unauthorised absence (N00055) • the number of sessions attending an approved educational activity (N00683) • the number of sessions unable to attend due to exceptional circumstances (N00684). <p>These schools are not required to provide the number of sessions (N00056) for each attendance code (N00157).</p>

4.3.7.6 Absence for pupils aged 4 years old

Schools are also not obliged to use individual attendance codes (N00157) for pupils aged 4 years, but are encouraged to use these for recording each period of absence.

If schools do not wish to use attendance codes they should return the total number of absences for absences for the attendance period by recording these as sessions missed due to authorised absence. Absences recorded for 4-year-olds will not be treated as authorised or unauthorised and instead will be reported, and published, as overall absence.

4.3.7.7 Attendance dates

The dates for attendance information are provided at [Annex C](#). As the start of the autumn term (and academic year) may be any date from 1 August; where schools do not use electronic registration systems, the data will need to be manually calculated for each pupil. The aggregates for each pupil will then need to be entered into the census return.

4.3.7.8 Dual registration

Measures are in place to avoid the double counting of attendance and absence for pupils who are registered at more than one school (referred to as dual registered).

Each school marks the register - present or absent - for the sessions that the pupil is due to attend their school only.

The remaining session(s) where the pupil is attending another school are marked in the register using code 'D', which is now also included in the census return.

The number of 'sessions possible' for a dual registered pupil against the main school **exclude** those where the pupil attends the subsidiary school and vice versa.

4.3.7.9 Attendance codes

From spring 2021, the attendance codes returned - relating to the previous term, for the census include categories of school attendance, rather than just those that equate to authorised and unauthorised absence. Suppliers should be aware of the full range of attendance codes - contained in codeset CS066 of the [CBDS](#).

The following attendance codes are used for monitoring attendance in systems but are **not** counted as part of national attendance statistics.

- **Attendance code 'Y'**: Unable to attend due to exceptional circumstances - not counted in possible attendances. Whilst this code is included in the census collection it is not included in possible sessions and is excluded from counts of absences and not included in national attendance statistics
- **Attendance code 'D'**: Dual registered (at another educational establishment) - not counted in possible attendances. This code is used for monitoring attendance in systems. Whilst this code is included in the census collection it is not included in possible sessions or absence figures
- **Attendance code 'X'**: Non-compulsory school age absence – not counted in possible attendances. This code is used to record sessions that non-compulsory school age children are not expected to attend.
- **Attendance Code '#'**: Planned whole or partial school closure - not counted in possible attendances. This code should be used for planned whole or partial school closures where the dates are known to the school at least a term in advance. This code is not collected in the census.

4.3.8 Summer second half term attendance module

The school census collects pupil attendance up to the end of the summer term - 31 July.

Data for the second half of the summer term (late spring bank holiday - 31 July) is collected in a separate module to that for the first half term.

Special schools are also expected to provide attendance information for the second half of the summer term using the summer second half term attendance module.

Note: Pupil coverage is the same as for the termly attendance module ([4.3.7](#) above). With the exception of attendance dates, all of the other text in section [4.3.7](#) applies to the summer second half term attendance module and is not duplicated here.

4.3.9 Post-16 learning aims module [autumn census only] [For: Secondary, all-through and PRU / AP with a sixth form only] [used for funding]

This module is required annually from all schools with a phase of secondary, all-through or pupil referral unit that have a sixth form (pupils in national curriculum year 12 of above).

Information about learning aims **taken in the previous and current academic year** is used by the Education and Skills Funding Agency (ESFA) and the department for:

- determining funding
- business performance reporting
- modelling the impact of new policies
- assessing the costs of future provision
- the calculation of success rates after the end of the academic year
- performance table reporting
- providing information on the mix of provision being offered in each local authority

Learning aims taken in the current academic year will be collected for any learners who have been on roll in the school at any point between 2020-08-01 and census day and were in actual national curriculum year group 12 or above in that period, regardless of their age.

Learning aims that were taken in the previous academic year will be collected for any learners who have been on roll in the school at any point between 2019-08-01 and 2020-07-31 and were in actual national curriculum year group 12 or above in that period, regardless of their age.

This may include students who have left school prior to the autumn census day.

Note that the school census should include learning aims for any student who is undertaking the majority of their learning at level 3 or above, as they would be expected to be in actual national curriculum year group 12 or above. If a student is in actual national curriculum year group 11 or below, studying towards some level 3 (or above) qualifications but with the majority of their learning at level 2 (or below), learning aims should **NOT** be returned for them in the school census.

Where a student has dual registration, it is important that the learning aims are assigned to the school that holds his / her main registration. Subsidiary schools should **NOT** submit learning aims in respect of subsidiary registrations. Schools may need to exercise some judgement in deciding which dual registered students they can claim for.

While students at other schools, such as special schools, may be studying learning aims, the ESFA does not calculate funding based on this information. However, learning aims for all appropriate schools remain a requisite and are to be returned.

The eligibility for funding is shown below, however all aims regardless of duration are included in the data return. A failure to return all aims may affect the ESFA funding calculation (excluding special schools – see above).

With respect to work experience: as students undertake work experience in “bands” it is expected that all planned work experience would be recorded as one learning aim regardless of how many bands the student undertakes.

Study programme planned hours and planned length in-year		Qualifying period
450 hours or more		6 weeks (42 days)
Fewer than 450 hours	≥ 24 weeks	6 weeks (42 days)
	2 to 24 weeks	2 weeks (14 days)

Students must be in national curriculum year 12 and above to include learning aims, regardless of age.

Learning aims should be included in the autumn school census if the learning aim actual end date is:

- after 2019-07-31
- blank, that is, the learner is still participating on the learning aim

If students move between year groups during the course of an academic year, it may not be possible for systems to identify the appropriate learners or learning aims. In such cases, schools may need to make their own judgements according to the criteria set out above and manually add any that meet the criteria to the census return.

To assist schools, the department provides software suppliers and schools with a comprehensive list of qualification numbers (QNs). These are available via web [services](#) and as a downloadable [file](#).

This website also contains information on how to use the web services. Each QN is linked to subject (via the subject classification (SC) code), qualification level and awarding body data to allow enhanced user functionality and statistical analysis.

Schools will need to record, at the beginning of the academic year, information about the course(s) of study their students are following. Schools must check that they are

using the correct QN for the qualification on which students are enrolled, particularly when awarding organisations update a syllabus, as this is often assigned a new QN.

For each learning aim, schools will need to record the QN, learning aim start date and learning aim planned end date. Learning aim actual end date and learning aim status are to be updated on an event driven basis throughout the year. However, the learning aim start and planned end dates remain unchanged throughout the duration of the learning aim (if the learning aim finishes before or after the planned end date this would be reflected in the actual end date - the planned end date would not alter).

For those learning aims that have been completed, schools should return the QNs and SC codes provided by QWS. For those learning aims that have not been completed, that is, they are continuing or students withdrew or transferred from them, schools will check the QWS to ensure the most up to date QNs and SC codes are recorded and returned in the autumn census.

QNs are available for the overall International Baccalaureate (IB) and for each component (or subject) qualification. For those students taking the full IB, it is essential that the overall IB QN is returned, but it is not necessary to return the individual components. If a student is only taking some components of the IB, then only the components being studied should be returned, the overall QN should not be returned.

A re-sit occurs when an examination is taken again, or coursework resubmitted, but the student does not attend regular lessons for the course (attendance at revision classes may occur). Information in relation to re-sits is not required for the purposes of this collection and therefore must not be returned by schools.

A re-take occurs when a student is retaking a complete qualification, including attendance at regular classes, and this will be treated in the same manner as any other course and recorded as a new learning aim. However unless the reasons for the student re-taking are exceptional because of circumstances outside either the student's or school's control – or to undertake the mandatory re-take of maths and English (see paragraph [4.3.2.21](#) above) - it must not be included in planned hours as it will not be funded.

Further guidance on the preparation and processing of qualifications using QNs is provided in [Annex E](#).

Each student may have a number of learning aims. For each learning aim, up to sixteen data items are required to be submitted:

- programme type (N00674)
- qualification accreditation number (QN) (N00194)
- SC code (N00195)

- learning aim start date (N00058)
- learning aim planned end date (N00059)
- learning aim actual end date (N00060)
- learning aim status (N00141)
- core aim (N00154)
- Partner UKPRN (N00168)
- learning aim withdrawal reason (N00167)
- traineeship (N00184)
- work placement start date (N00675)
- work placement end date (N00676)
- work placement hours (N00677)
- work placement mode (N00678)
- work placement employer ID (N00679)

4.3.9.1 Programme aim [used for funding]

From autumn 2020 there will be 3 types of 16-19 programme:

- study programme (including traineeships)
- T Level transition programme (for those students who will move on to a T Level but need targeted support to prepare them for T Level study)
- T Level

With multiple types of programme available to students it is important to be able to:

- identify the type of programme a student is undertaking
- record programme level information for each student and
- link component learning aims to a programme.

This is particularly important where a student undertakes more than one type of programme in 1 year.

From autumn 2020 all **on roll pupils** undertaking 16-19 programmes **must** have a programme aim recorded alongside the component learning aims.

The programme aim is **ZPROG001** and is used for all 3 programme types. The programme type field below identifies the type of programme undertaken.

The programme aim captures information about the whole programme. Therefore the start and end dates reflect the overall programme duration, and the completion status reflects whether all the components in that programme were completed or not.

4.3.9.2 Learning aim start date [used for funding]

The date on which the student began the learning activity necessary to achieve the learning aim at the school reporting the learning aim.

With regards to T Levels only - the start date may be a future date within the 2020 to 2021 academic year.

4.3.9.3 Learning aim planned end date [used for funding]

The date by which the school and student **plan** to complete the activities related to this learning aim, as agreed when the learning commenced. The planned end date reflects the length of the course being undertaken and will remain unchanged throughout the duration of the learning aim. Where the learning aim finishes before or after the planned end date this would be reflected in the actual end date - the **planned** end date will **not** alter.

4.3.9.4 Learning aim status [used for funding]

This reflects the status of the learning aim on autumn census day and have a default value of '1' - the student is continuing or intending to continue the learning activities leading to the learning aim'. This also includes T Levels where the start date of the learning aim may be in the future.

4.3.9.5 Learning aim actual end date [used for funding]

The date that the student completed the learning activities necessary to achieve the learning aim or the date they withdrew or transferred from the learning activities. This includes time for examinations and assessments. Unless a student has completed, withdrawn from or transferred to another learning aim prior to census day, then the learning aim actual end date is left blank.

4.3.9.6 Programme type [used for funding]

From autumn 2020, the census now records a programme type against **all** learning aims. The programme type indicates what type of programme each learning aim belongs to.

A student undertaking one type of programme should have only 1 programme type recorded against all learning aims whereas a student undertaking 2 different programmes will have more than one programme type, each recorded against the learning aims that belong to the different programmes.

The programme type code indicates whether a student is studying:

- a T Level transition programme (code 30)

- a T Level (code 31)
- another 16 to 19 study programme (code 01)

The programme type must default to code 01 – allowing those institutions delivering T Level or T Level transition programmes to amend locally.

4.3.9.7 Core aim [used for funding]

This field identifies the core aim within a **vocational ESFA funded study program** and should default to a ‘false’ field.

As the autumn census collects learning aims taken in the previous and current academic year, this means that a core aim is returned for each year where a vocational ESFA funded study programme is being followed.

Where a student is following an academic program, a core aim is not required.

The core aim is the substantive vocational learning aim being undertaken in a student’s program of study.

Where a learner withdraws from the core aim, the core aim should only be reassigned where the new core aim is clearly demonstrable to be a substantial and core component of the learner’s study programme. Where an alternative aim that meets these criteria cannot be identified, the withdrawn aim remains as the core aim.

It is expected that institutions identify the substantive learning aim for the learner at the start of their study programme. Where the core aim is unknown by the end of the funding qualifying period, another aim should be designated as core until the substantive learning aim is decided upon and recorded. The aim type should then be re-assigned. The core aim must be finalised by the end of the teaching year.

For T Level programmes the core aim must always be the T Level technical qualification and for T Level transition programmes the core aim must always be the transition programme route learning aim. Please see the section **New QN codes for T Level and T Level transition programmes** below.

4.3.9.8 Partner UKPRN

This field (N00168) is collected against all learning aims. Where learning is sub-contracted out by the school to be provided by a non-ESFA funded partner organisation (provided other than by the school) the UK provider register number (UKPRN) is recorded against the learning aim(s) that are sub-contracted to the partner organisation.

The field defaults to an unfilled field and, where a UKPRN is present, this confirms that learning was sub-contracted to be provided by a partner organisation with the individual UKPRN number identifying the partner learning provider.

4.3.9.9 Work placement entity [used for funding]

The school census records work experience and industry placements using a QN for one of the following:

- T Level industry placement: ZWRKX003,
- Industry Placement, Capacity and Delivery Fund (CDF): ZWRKX002,
- 16 to 19 study programme work experience: ZWRKX001

A work experience / industry placement QN can have more than one work placement entity. This means that students who have more than one placement, possibly with more than one employer, will have one QN and multiple work placement entities.

For each work experience / industry placement, the following fields should be recorded:

- the start (N00675) and end (N00675) dates for each episode of a placement,
- the planned work placement hours for each episode of a placement (N00677),
- the employer (using the employer reference number (ERN) from the [Employer Data Service](#)) (N00679), and
- whether the placement is internal or external (N00678)

4.3.9.10 New QN codes for T Level and T Level transition programmes

This paragraph is provided for information only. Each of the 25 T Levels are assigned a new regulated technical qualification. These are recorded on the OFQUAL register, approved on the ESFA List of Qualifications approved for funding 14-19 and listed in QWS.

Every T Level programme **must** have a T Level qualification recorded.

The T Level qualification is split between core content (which is common activity for all students undertaking the T Level) and Occupational Specialist content (which will differ from student to student depending on the area(s) they have chosen to specialise in).

Whilst the overall T Level qualification will be a regulated qualification the individual occupational specialisms won't. However, identifying these for each T Level student is important as, in some cases, they will determine how much funding a T Level student receives. Therefore, QWS will hold QNs for every occupational specialism assigned to each T Level.

Every T Level programme **must** also have at least one occupational specialism related to the T Level recorded.

T Level transition programmes **must** be linked to the T Level the student plans to progress to. In order to record this link 11 new learning aims will be available to be recorded in each transition programme that will identify the appropriate T level route. This aim will always be the core aim of a transition programme and should have the core aim flag recorded against it.

[Annex E](#) shows some T Level recording examples using the new fields, please note the examples are not exhaustive.

4.4 Pupils no longer on roll

Some modules are collected for pupils no longer on roll, that is, those that left the school prior to census day:

- pupil identifiers
- pupil characteristics
- pupil status
- termly exclusions
- home information (for those pupils for whom post-16 learning aims are being submitted)
- termly attendance
- summer second half term attendance
- post-16 learning aims
- 16-19 bursary fund

4.5 Coverage and timing

[Annex C](#) shows the collection dates for each school census and the periods relating to attendance, exclusions, bursary funding for 16-19 year olds, free school meal eligibility and post-16 learning aims data.

[Annex F](#) shows the school level collection schedule. This indicates which school level data items and modules will be collected in which census.

[Annex G](#) shows the pupil level collection schedule. This indicates which pupil level data items and modules will be collected in which census.

5. Validation Checks

An Excel workbook defines the validation rules that are applied to the data by the department using the COLLECT system. They should be applied, as far as possible, in school systems prior to loading the data onto COLLECT to identify any problems with the data and allow any issue to be resolved. The validation rules are used to produce the XSLT. Please note that some of this information is used to determine funding levels for schools. Incorrect data may result in incorrect levels of funding.

The Excel workbook is available on the department's [website](#).

It is assumed that all data held in MIS systems will be validated on entry to conform to the definitions within the common basic data set ([CBDS](#)) spreadsheet.

A validation rule should only be applied to phases of schools to which it relates, and in the term or terms when it is appropriate.

Validations are classified as either 'errors' or 'queries'.

An 'error' is a failed validation check that must be corrected before the return is submitted. There may be rare scenarios where a few errors can be incorrectly triggered. The department will assess these scenarios on a case-by-case basis and, where appropriate, allow the error to be 'ok-able' in COLLECT.

A 'query' is one that must be investigated, and potentially corrected, as it identifies data that would usually be:

- Invalid
- or
- missing (a census return which does not contain any records for pupils on roll)

Queries may be accepted with appropriate explanations provided via notepad entries in COLLECT. The department will accept notes at return level that include the relevant query numbers and pupil identifiers.

Additional validation is carried out in COLLECT, checking the data submitted by a school against that provided for a previous term or year. The rules for these validation checks will be published on the department's [website](#).

6. XML / XSLT features

A number of XML based components are provided by the department in the XML / XSLT package, the contents of which are:

- Changes.txt
- SchoolCensus20-21-ErrorList.xsl
- SchoolCensus20-21-HTMLPresentation.xsl
- SchoolCensus20-21-IntermediateFile.xsl
- SchoolCensus20-21-SchoolSummaryPresentation.xsl
- SchoolCensus20-21-SchoolSummaryreferenceLists.xsl
- SchoolCensus20-21-SchoolSummaryStylesheet.css
- SchoolCensus20-21-ValidationRules.xsl
- SchoolCensus20-21-XMLPresentation.xsl
- TestHTMLOutput.html
- TestSummaryOutput.html
- TestXMLOutput.html
- XSLT Change Summary Template v1.0.xlsx

Software suppliers may avail themselves of this feature to reduce development effort should they wish. With the use of the <Xversion> tag in the header showing whether an XML / XSLT package provided by the department has been used and which version of the package has been used.

The first of these components is a set of XML schemas (that is, XSD files, based on the W3C XML Schemas Second Edition, October 2004 Standard), which will define the content of the XML census return. Separate schemas are provided for each of the autumn, spring and summer school census returns.

Additionally, sets of XSL transformations (based on W3C XSLT V1.0 Standard) will be provided to validate the school census XML files – according to the rules specified within the technical specification – and produce HTML error reports (which can be read using a suitable browser).

All of these reports will contain the error message and key information regarding the data that is in error. For example, for an error relating to a pupil, the:

- UPN
- DOB

- surname
- forename
- gender

will be provided.

This key information from the XML error report can then be utilised within the school's MIS to direct the user (possibly by means of hyperlinks or similar) to the particular detail in error.

Further sets of XSL transformations will be provided to process the XML return and produce a school summary report.

Once baselined (version 1.0), COLLECT will maintain compatibility with the baselined version unless agreed by departmental change control procedures.

7. General notes

7.1 Data items with no values

There are three scenarios when there may be no values for particular data items. These are:

- values shown as not applicable (as denoted with an 'x' in the XML message structures at [Annex A](#) and [Annex B](#))
- values contingent on the contents of other tags (for example, the <SENtypeRank> tag is only required where <SENProvision> has particular values)
- values which may be missing for any school / pupil (for example, the <MiddleNames> tag is only required where a pupil has a middle name)

In these scenarios, the XML tag is not required to be present in the census return. In all other scenarios, a missing or blank value will result in an error being output. This is known as the 'no data, no tag' principle.

Instances may arise where all of the data items within an XML container have no value. In such cases, the XML container is not required to be present in the return. For example, if a pupil has no periods of FSM eligibility then as well as the <FSMstartDate>, <FSMendDate> and <UKcountry> not being required, <FSMperiod> and <FSMeligibility> would not be present.

7.2 Block entry

For suppliers creating applications for local authorities or schools, a block entry facility for fields is highly desirable in order to reduce burdens. This should allow a user to choose a selection (for example, a year group) and specify a value to be applied to all. However, it should also allow data to be edited on an individual basis.

7.3 Selected time on census day [Not for: Nursery schools, special and PRU / AP]

The selected time on the census day, used for the class information module, is based on the last digit of the departmental school number. Please note these times move down by one each academic year; that is, a school using 'one hour before the end of morning school' in 2019 to 2020 will use 'one hour after the start of school' in 2020 to 2021. This is not relevant for nursery schools, special schools or PRU / AP, as they do not submit class information.

If different parts of the school use different timetable structures, then systems should allow the school to return class information for the timetable structure that applies to Key Stage 1. For example, if lunch is at 12:00 hours for pupils following a primary timetable but at 13:00 hours for pupils following a secondary timetable, then the end of morning school should be taken to be 12:00 hours and not 13:00 hours.

Last digit of departmental number	Selected time
2, 3 or 6	The selected time is one hour after the start of afternoon school
4, 7, 8 or 9	The selected time is one hour after the start of morning school
0, 1 or 5	The selected time is one hour before the end of morning school

If the selected time is not appropriate to the school timetable, (for example, if the selected time is when the whole school or a large proportion of the school is in an assembly with the head teacher) schools should choose an hour / period that reflects a 'normal' class situation that applies at the selected time each Thursday of the term.

Please note: times used within the census follow the 24-hour format (03:00 equals 3 am 15:00 equals 3 pm).

7.4 Special characters

The XML convention should be followed for special characters which is to use & for & with > used for >. For special characters such as é, use a character reference such as é. This produces a generic XML file that can be viewed as such in a suitable browser. Details of all such characters are found within the XML standard documentation – see for example, [Section 2.2](#) of Extensible Mark-up Language (XML) 1.0 (Fifth Edition) on the World Wide Web Consortium (W3C) [website](#).

It is expected that all numeric data will be supplied as integers except where specified otherwise (for example, funded hours and hours at setting).

7.5 XML file generic naming conventions

The following file naming conventions apply:

- the file extension will be XML
- the file name shall be constructed from the following components:
 - a) origin identifier consisting of the local authority number (3 digits) followed by the establishment number (4 digits) which, combined, equals 7 digits

- b) census / data extraction type where 'SC3' indicates that it is a school census file containing pupil and school data relating to the autumn term (3 characters), 'SC1' for the spring term and 'SC2' for the summer term
- c) destination Identifier where the first three characters are the local authority number, fourth / fifth characters are LL and the sixth / seventh characters are the last two digits of the year (7 characters)
- d) serial number (3 digits)

The components should be separated by underscore characters ("_").

An example of a school census file name sent from a school to its local authority would be:

8012000_SC1_801LL20_001.XML

The total file name length equals 27 characters

Annex A School XML message structure

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2020 to 2021 – school XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
	<School>	Each <Message> group contains one and only one <School> group.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<SchoolCharacteristics>	Each <School> group contains one and only one <SchoolCharacteristics> group.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00230	<SchoolName>Name & Other Name School</SchoolName>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00280	<Phase>SS</Phase>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00292	<SchoolType>11</SchoolType>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00295	<HighestNCyear>14</HighestNCyear>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00304	<LowestNCyear>7</LowestNCyear>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00218	<Intake>COMP</Intake>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00219	<Governance>CO</Governance>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00220	<Email> theschool@sch.gov.uk </Email>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00231	<PhoneNo>0123456789</PhoneNo>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<SpecialSchool>	Each <SchoolCharacteristics> group contains 0..1 <SpecialSchool> group.	x	✓	x	x	x	x	x	x	x	✓	x
N00223	<Accommodation>D</Accommodation>		x	✓	x	x	x	x	x	x	x	✓	x
N00224	<MaxDayPupils>140</MaxDayPupils>		x	✓	x	x	x	x	x	x	x	✓	x
N00225	<MaxBoarders>0</MaxBoarders>		x	✓	x	x	x	x	x	x	x	✓	x
N00226	<MinMaleAge>4</MinMaleAge>		x	✓	x	x	x	x	x	x	x	✓	x

School census 2020 to 2021 – school XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00228	<MaxMaleAge>16</MaxMaleAge>		x	✓	x	x	x	x	x	x	x	✓	x
N00227	<MinFemaleAge>4</MinFemaleAge>		x	✓	x	x	x	x	x	x	x	✓	x
N00229	<MaxFemaleAge>16</MaxFemaleAge>		x	✓	x	x	x	x	x	x	x	✓	x
	<Provisions>		x	✓	x	x	x	x	x	x	x	✓	x
N00291	<SpecialSchoolType>HI</SpecialSchoolType>	Each <Provisions> group contains 1..12 <SpecialSchoolType> elements	x	✓	x	x	x	x	x	x	x	✓	x
	</Provisions>		x	✓	x	x	x	x	x	x	x	✓	x
	</SpecialSchool>		x	✓	x	x	x	x	x	x	x	✓	x
N00221	<ChildMothers>1</ChildMothers>		x	✓	x	x	x	x	x	x	x	x	✓
N00266	<TeenMotherPlaces>25</TeenMotherPlaces>		x	✓	x	x	x	x	x	x	x	x	✓
N00222	<ChildcarePlaces>0</ChildcarePlaces>		x	✓	x	x	x	x	x	x	x	x	✓
	</SchoolCharacteristics>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PrimaryAdmissionsAppeals>	Spring only Each <School> group contains 0..1 <PrimaryAdmissionsAppeals> group.	x	✓	x	x	✓	✓	x	x	✓	x	x
N00233	<Lodged>29</Lodged>	1..1	x	✓	x	x	✓	✓	x	x	✓	x	x
N00234	<Withdrawn>14</Withdrawn>	0..1	x	✓	x	x	✓	✓	x	x	✓	x	x
N00235	<Heard>15</Heard>	0..1	x	✓	x	x	✓	✓	x	x	✓	x	x
N00236	<Upheld>7</Upheld>	0..1	x	✓	x	x	✓	✓	x	x	✓	x	x
N00237	<Rejected>8</Rejected>	0..1	x	✓	x	x	✓	✓	x	x	✓	x	x
	</PrimaryAdmissionsAppeals>		x	✓	x	x	✓	✓	x	x	✓	x	x

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2020 to 2021 – school XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
	<InfantAdmissionsAppeals>	Spring only Each <School> group contains 0..1 <InfantAdmissionsAppeals> group.	x	✓	x	x	✓	x	x	x	✓	x	x
N00233	<Lodged>29</Lodged>	1..1	x	✓	x	x	✓	x	x	x	✓	x	x
N00234	<Withdrawn>14</Withdrawn>	0..1	x	✓	x	x	✓	x	x	x	✓	x	x
N00235	<Heard>15</Heard>	0..1	x	✓	x	x	✓	x	x	x	✓	x	x
N00236	<Upheld>7</Upheld>	0..1	x	✓	x	x	✓	x	x	x	✓	x	x
N00237	<Rejected>8</Rejected>	0..1	x	✓	x	x	✓	x	x	x	✓	x	x
	</InfantAdmissionsAppeals>		x	✓	x	x	✓	x	x	x	✓	x	x
	<SecondaryAdmissionsAppeals>	Spring only Each <School> group contains 0..1 <SecondaryAdmissionsAppeals> group.	x	✓	x	x	x	x	✓	✓	✓	x	x
N00233	<Lodged>29</Lodged>	1..1	x	✓	x	x	x	x	✓	✓	✓	x	x
N00234	<Withdrawn>14</Withdrawn>	0..1	x	✓	x	x	x	x	✓	✓	✓	x	x
N00235	<Heard>15</Heard>	0..1	x	✓	x	x	x	x	✓	✓	✓	x	x
N00236	<Upheld>7</Upheld>	0..1	x	✓	x	x	x	x	✓	✓	✓	x	x
N00237	<Rejected>8</Rejected>	0..1	x	✓	x	x	x	x	✓	✓	✓	x	x
	</SecondaryAdmissionsAppeals>		x	✓	x	x	x	x	✓	✓	✓	x	x
	<Reconciliation>	Spring only Each <School> group contains one and only one <Reconciliation> group.	x	✓	x	x	✓	✓	✓	✓	✓	x	x

School census 2020 to 2021 – school XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<PupilReconciliation>	Cardinality (Note: item level elements occur only once unless otherwise stated) Spring only Each <Reconciliation> group contains one and only one <PupilReconciliation> group.	x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00239	<PartTimeNotIn>20</PartTimeNotIn>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00240	<PrivateStudy>22</PrivateStudy>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00241	<AtOtherSchool>0</AtOtherSchool>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00242	<WorkExperience>0</WorkExperience>		x	✓	x	x	x	✓	✓	✓	✓	x	x
N00243	<FEcollege>1</FEcollege>		x	✓	x	x	x	✓	✓	✓	✓	x	x
	</PupilReconciliation>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	</Reconciliation>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	<Classes>	Spring Only Each <School> group contains one and only one <Classes> group	x	✓	x	x	✓	✓	✓	✓	✓	x	x
	<Class>	Spring Only Not for: NS, SP and PR: Each <Classes> group contains 1..n <Class> groups	x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00244	<ClassName>The Class</ClassName>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00245	<Teachers>1</Teachers>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00246	<NonTeachers>1</NonTeachers>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00664	<PPATeachers>1</PPATeachers>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x
N00296	<YearGroup>1</YearGroup>		x	✓	x	x	✓	✓	✓	✓	✓	x	x

School census 2020 to 2021 – school XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00267	<ClassType>N</ClassType>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x
N00268	<KeyStage>1</KeyStage>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x
N00247	<ClassActivity>MA</ClassActivity>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x
N00248	<HomePupils>24</HomePupils>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00249	<GuestPupils>0</GuestPupils>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00665	<ExceptionA>1</ExceptionA>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x
N00666	<ExceptionB>0</ExceptionB>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x
N00667	<ExceptionC>1</ExceptionC>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x
N00668	<ExceptionD>0</ExceptionD>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x
N00669	<ExceptionE>2</ExceptionE>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x
N00670	<ExceptionF>0</ExceptionF>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x
N00671	<ExceptionG>0</ExceptionG>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x
N00672	<ExceptionH>0</ExceptionH>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x
	</Class>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	</Classes>		x	✓	x	x	✓	✓	✓	✓	✓	x	x

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2020 to 2021 – school XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
	<Miscellaneous>	Spring Only Each <School> group contains one and only one <Miscellaneous> group	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00238	<FreeMealsTaken>6</FreeMealsTaken>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	x
	<Childcare>	Each <Miscellaneous> group contains 4 <Childcare> groups; one group with <TypeOfChildcare> equals A, one group with <TypeOfChildcare> equals B, one group with <TypeOfChildcare> equals H and group one with <TypeOfChildcare> equals U	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00289	<OnSite>Y</OnSite>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00294	<ChildcareSignposting>N</ChildcareSignposting>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00288	<TypeOfChildcare>A</TypeOfChildcare>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00259	<OpeningTime>07:30</OpeningTime>	Not required where <OnSite> equals 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00260	<ClosingTime>18:00</ClosingTime>	Not required where <OnSite> equals 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00290	<NoOfChildcarePlaces>30</NoOfChildcarePlaces>	Not required where <OnSite> equals 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00285	<ChildcareProvider>OTH</ChildcareProvider>	Not required where <OnSite> equals 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00287	<OtherSchools>U</OtherSchools>	Not required where <OnSite> equals 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓

School census 2020 to 2021 – school XML message structure		Cardinality (<i>Note: item level elements occur only once unless otherwise stated</i>)	Term / phase applicability											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
N00286	<ChildcareWksOpen>8</ChildcareWksOpen>	Not required where <OnSite> equals 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</Childcare>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</Miscellaneous>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</School>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Annex B Pupil XML message structure

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<Pupils>	Cardinality (Note: item level elements occur only once unless otherwise stated)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilsOnRoll>	Each <Pupils> group contains one and only one <PupilsOnRoll> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilOnRoll>	Each <PupilsOnRoll> group contains 1..n <PupilOnRoll> groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilIdentifiers>	Each <PupilOnRoll> group contains one and only one <PupilIdentifiers> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00001	<UPN>A123456789123</UPN>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00011	<UniqueLearnerNumber>1234567890</UniqueLearnerNumber>	Each <PupilIdentifiers> group contains 0..1 <UniqueLearnerNumber> item	✓	✓	✓	x	x	x	✓	✓	✓	✓	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00002	<FormerUPN>X98765432123B</FormerUPN>	Each <PupilIdentifiers> group contains 0..1 <FormerUPN> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00003	<Surname>Familyname</Surname>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00004	<Forename>Firstname</Forename>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00005	<MiddleNames>Inbetween</MiddleNames>	Each <PupilIdentifiers> group contains 0..1 <MiddleNames> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00010	<PreferredSurname>Likethis</PreferredSurname>	Each <PupilIdentifiers> group contains 0..1 <PreferredSurname> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00008	<FormerSurname>Wasmine</FormerSurname>	Each <PupilIdentifiers> group contains 0..1 <FormerSurname> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00007	<Gender>F</Gender>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00006	<DOB>2003-03-25</DOB>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</PupilIdentifiers>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<PupilCharacteristics>	Each <PupilOnRoll> group contains one and only one <PupilCharacteristics > group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00177	<Ethnicity>WSCO</Ethnicity>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00015	<Language>OTH</Language>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<FSMeligibility>	Each <PupilCharacteristics > group contains 0..1 <FSMeligibility> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<FSMperiod>	Each <FSMeligibility> group contains 1..n <FSMperiod> groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00142	<FSMstartDate>2006-10-09</FSMstartDate>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00143	<FSMendDate>2006-11-16</FSMendDate>	May be missing in one and only one <FSMperiod> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00277	<UKcountry>ENG</UKcountry>	0..1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</FSMperiod>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</FSMeligibility>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00162	<SchoolLunchTaken>true</SchoolLunchTaken>	Applies to Reception and Years 1 and 2 and pupils aged 4 to 6 in year X ONLY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00145	<YSSA>UNS</YSSA>		✓	✓	✓	x	x	✓	✓	✓	✓	✓	✓
N00093	<ServiceChild>N</ServiceChild>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00204	<FundedHours>14.75</FundedHours>	Not collected from Non-maintained Special Schools and CTCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00201	<ExtendedHours>12.75</ExtendedHours>	Not collected from Non-maintained Special Schools and CTCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00202	<ThirtyHourCode>12345678911</ThirtyHourCode>	Not collected from Non-maintained Special Schools and CTCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00203	<DAFIndicator>1</DAFIndicator>	Not collected from Non-maintained Special Schools and CTCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00205	<HoursAtSetting>8.75</HoursAtSetting>	Not collected from Non-maintained Special Schools and CTCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<FundingBasisItems>	Each <PupilCharacteristics> group includes 0 to 1 <FundingBasisItems> group	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00178	<FundingBasis>ECO</FundingBasis>	Each <FundingBasisItems> group contains 1 to 3 <FundingBasis> items	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</FundingBasisItems>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00117	<UnitContactTimePupil>8</UnitContactTimePupil>		x	✓	x	x	x	x	x	x	x	x	✓
N00639	<EYPPR>Y</EYPPR>	Applies to pupils aged 3 to 4 ONLY	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00174	<EYPPBF>RR</EYPPBF>	Applies to pupils aged 3 to 4 ONLY	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	<LearnerSupport>	Each <PupilCharacteristics> group contains 0..1 <LearnerSupport> group	x	✓	✓	x	x	x	✓	✓	✓	✓	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<LearnerSupportItem>	Each <LearnerSupport> group contains 1..2 <LearnerSupportItem > groups	x	✓	✓	x	x	x	✓	✓	✓	✓	✓
N00146	<SupportCode>55</SupportCode>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓
	</LearnerSupportItem>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓
	</LearnerSupport>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓
N00155	<TopUpFunding>>true</TopUpFunding>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00186	<PLAA>N</PLAA>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00163	<QualHrs>540</QualHrs>	Each <PupilCharacteristics > group contains 0..1 <QualHrs> item	✓	x	x	x	x	x	✓	✓	x	✓	
N00164	<Non_qualHrs>60</Non_qualHrs>	Each <PupilCharacteristics > group contains 0..1 <Non_qualHrs> item	✓	x	x	x	x	x	✓	✓	x	✓	
N00654	<QualHrsPreviousYear>540</QualHrsPreviousYear>	Each <PupilCharacteristics > group contains 0..1 <QualHrsPreviousYe ar> item	✓	x	x	x	x	x	✓	✓	x	✓	

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00655	<Non_qualHrsPreviousYear>60</Non_qualHrsPreviousYear>	Each <PupilCharacteristics > group contains 0..1 <Non_qualHrsPreviousYear> item	✓	x	x	x	x	x	x	✓	✓	x	✓
N00680	<TLevelQualHrs>1040</TLevelQualHrs>	Each <PupilCharacteristics > group contains 0..1 <TLevelQualHrs > item	✓	x	x	x	x	x	x	✓	✓	x	✓
N00681	<TLevelNon_qualHrs>120</TLevelNon_qualHrs>	Each <PupilCharacteristics > group contains 0..1 <TLevelNon_qualHrs > item	✓	x	x	x	x	x	x	✓	✓	x	✓
N00158	<FTEmp>true</FTEmp>	Each <PupilCharacteristics > group contains 0..1 <FTEmp> item	✓	x	x	x	x	x	x	✓	✓	x	✓
N00169	<MathsGCSEHighestPriorAttainment>7</MathsGCSEHighestPriorAttainment>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
N00170	<MathsGCSEPriorAttainmentYearGroup>1</MathsGCSEPriorAttainmentYearGroup>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
N00171	<EnglishGCSEHighestPriorAttainment>7</EnglishGCSEHighestPriorAttainment>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00172	<EnglishGCSEPriorAttainmentYearGroup>1</EnglishGCSEPriorAttainmentYearGroup>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
N00175	<MathsGCSEFundingExemption>N</MathsGCSEFundingExemption>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
N00176	<EnglishGCSEFundingExemption>N</EnglishGCSEFundingExemption>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
N00656	<MathsGCSEHighestPriorAttainmentPreviousYear>7</MathsGCSEHighestPriorAttainmentPreviousYear>	Each <PupilCharacteristics> group contains 0..1 <MathsGCSEHighestPriorAttainmentPreviousYear> item	✓	x	x	x	x	x	x	✓	✓	x	✓
N00657	<EnglishGCSEHighestPriorAttainmentPreviousYear>7</EnglishGCSEHighestPriorAttainmentPreviousYear>	Each <PupilCharacteristics> group contains 0..1 <EnglishGCSEHighestPriorAttainmentPreviousYear> item	✓	x	x	x	x	x	x	✓	✓	x	✓
	</PupilCharacteristics>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilStatus>	Each <PupilOnRoll> group contains one and only one <PupilStatus> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00017	<EnrolStatus>C</EnrolStatus>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00091	<TypeOfClass>O</TypeOfClass>	Pupil's type of class should only be present for pupils in NC Year E1, E2, N1, N2, R, or 1-7	✓	✓	✓	x	✓	x	x	x	✓	x	x
N00018	<EntryDate>2006-09-03</EntryDate>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00020	<PartTime>>false</PartTime>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00021	<Boarder>N</Boarder>	Each <PupilStatus> group contains 0..1 <Boarder> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00182	<NyearActual>5</NyearActual>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</PupilStatus>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<SpecialEducationalNeeds>	Each <PupilOnRoll> group contains one and only one <SpecialEducational Needs> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00209	<SENprovision>E</SENprovision>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<SENneeds>	<u>Spring only</u> Each <SpecialEducational Needs> group contains 0..1 <SENneeds> group	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<SENneed>	Each <SENneeds> group contains 1..2 <SENneed> groups	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00024	<SENtypeRank>1</SENtypeRank>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00166	<SENtype>ASD</SENtype>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</SENneed>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</SENneeds>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00022	<SENunitIndicator>>false</SENunitIndicator>	<SENunitIndicator> is 0..1 as this is not for all phases	✓	✓	✓	✓	✓	✓	✓	✓	x	x	
N00023	<ResourcedProvisionIndicator>>false</ResourcedProvisionIndicator>	<ResourcedProvision Indicator> is 0..1 as this is not for all phases	✓	✓	✓	✓	✓	✓	✓	✓	x	x	
	</SpecialEducationalNeeds>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<Exclusions>	Each <PupilOnRoll> group contains 0..1 <Exclusions> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<TermlyExclusion>	Each <Exclusions> group contains 1..n <TermlyExclusion> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00026	<Category>PERM</Category>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<ExclusionReasons>	Each <ExclusionReasons> group contains 1..3 <Reason> elements	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00027	<Reason>RA</Reason>	1..3	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</ExclusionReasons>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00028	<StartDate>2006-10-25</StartDate>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00682	<Sessions>20</Sessions>	Each <TermlyExclusions> group contains 0..1 <Sessions> item	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00209	<SENprovision>K</SENprovision>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</TermlyExclusion>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</Exclusions>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<HomeInformation>	Each <PupilOnRoll> group contains one and only one <HomeInformation> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<Address>	Each <HomeInformation> group contains 1..n <Address> groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00037	<PostCode>ZZ99 9XX</PostCode>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2020 to 2021 – pupil XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
N00185	<UniquePropertyReferenceNumber>123456789102</UniquePropertyReferenceNumber>	0..1 (voluntary collection)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EITHER												
	<BS7666Format>	Each <Address> group contains 0..1 <BS7666Format> group. <i>Note that either <BS7666Format> or <LineAddressFormat> should be provided, but not both.</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00030	<SAON>2 Flat</SAON>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00031	<PAON>123</PAON>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00032	<Street>Street Lane</Street>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00033	<Locality>Local Area</Locality>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00034	<Town>Townbury</Town>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00035	<AdministrativeArea></AdministrativeArea>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00036	<PostTown>Postaltown</PostTown>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</BS7666Format>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	OR												

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2020 to 2021 – pupil XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
	<LineAddressFormat>	Each <Address> group contains 0..1 <LineAddressFormat> group. Note that either <BS7666Format> or <LineAddressFormat> should be provided, but not both.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00040	<AddressLine1>123 Street Lane</AddressLine1>	Each <LineAddressFormat> group contains 0..1 <AddressLine1> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00041	<AddressLine2>Townbury</AddressLine2>	Each <LineAddressFormat> group contains 0..1 <AddressLine2> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00042	<AddressLine3>Countyshire</AddressLine3>	Each <LineAddressFormat> group contains 0..1 <AddressLine3> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00043	<AddressLine4>SomewhereElse</AddressLine4>	Each <LineAddressFormat> group contains 0..1 <AddressLine4> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

			Term / phase applicability												
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit		
	School census 2020 to 2021 – pupil XML message structure	Cardinality (Note: item level elements occur only once unless otherwise stated)													
N00044	<AddressLine5>AndAnother</AddressLine5>	Each <LineAddressFormat> group contains 0..1 <AddressLine5> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</LineAddressFormat>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</Address>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</HomeInformation>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<Attendance>	Each <PupilOnRoll> group contains 0..1 <Attendance> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EITHER														
	<TermlyAttendance>	Each <Attendance> group contains 0..1 <TermlyAttendance>. Group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00052	<SessionsPossible>120</SessionsPossible>	1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00054	<SessionsAuthorised>6</SessionsAuthorised>	0..1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00055	<SessionsUnauthorised>0</SessionsUnauthorised>	0..1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00683	<SessionsEducational>10</SessionsEducational>	0..1	x	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00684	<SessionsExceptional>0</SessionsExceptional>	0..1	x	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</TermlyAttendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	OR														

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2020 to 2021 – pupil XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
	<TermlyAttendance>	Each <Attendance> group contains 0..1 <TermlyAttendance>. Group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00052	<SessionsPossible>120</SessionsPossible>	1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<SessionDetails>	Each <TermlyAttendance> group contains one and only one <SessionDetails> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<SessionDetail>	Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00157	<AttendanceReason> </AttendanceReason>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00056	<Sessions>6</Sessions>	0..1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</SessionDetail>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</SessionDetails>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</TermlyAttendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	EITHER												

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2020 to 2021 – pupil XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
	<SummerHalfTerm2Attendance>	Each <Attendance> group contains 0..1 <SummerHalfTerm2Attendance> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00052	<SessionsPossible>80</SessionsPossible>	1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00054	<SessionsAuthorised>6</SessionsAuthorised>	0..1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00055	<SessionsUnauthorised>0</SessionsUnauthorised>	0..1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	</SummerHalfTerm2Attendance>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	OR												
	<SummerHalfTerm2Attendance>	Each <Attendance> group contains 0..1 <SummerHalfTerm2Attendance> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00052	<SessionsPossible>80</SessionsPossible>	1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	<SessionDetails>	Each <SummerHalfTerm2Attendance> group contains one and only one <SessionDetails> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<SessionDetail>	Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00157	<AttendanceReason>I</AttendanceReason>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00682	<Sessions>6</Sessions>	0..1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	</SessionDetail>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	</SessionDetails>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	</SummerHalfTerm2Attendance>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	</Attendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<LearningAims>	For schools with Sixth Forms Each <PupilOnRoll> group contains 0..1 <LearningAims> group	✓	x	x	x	x	x	x	✓	✓	x	✓
	<ProgrammeAims>	Each <LearningAims> group contains 1..n <ProgrammeAims> groups	✓	x	x	x	x	x	x	✓	✓	x	✓
N00194	<QN>ZPROG001</QN>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00058	<LearningStartDate>2006-09-01</LearningStartDate>		✓	x	x	x	x	x	x	✓	✓	x	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00059	<LearningPlannedEndDate>2007-06-29</LearningPlannedEndDate>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00060	<LearningActualEndDate>2007-05-22</LearningActualEndDate>	Each <ProgrammeAims> group contains 0..1 <LearningAimActualEndDate> item	✓	x	x	x	x	x	x	✓	✓	x	✓
N00141	<LearningAimStatus>2</LearningAimStatus>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00167	<LearningAimWithdrawalReason>98</LearningAimWithdrawalReason>	0..1	✓	x	x	x	x	x	x	✓	✓	x	✓
N00184	<Traineeship>true</Traineeship>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00674	<ProgType>30</ProgType>		✓	x	x	x	x	x	x	✓	✓	x	✓
	</ProgrammeAims>		✓	x	x	x	x	x	x	✓	✓	x	✓
	<LearningAim>	Each <LearningAims> group contains 1..n <LearningAim> groups	✓	x	x	x	x	x	x	✓	✓	x	✓
N00194	<QN>Z9999999</QN>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00195	<SCC>0088</SCC>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00058	<LearningStartDate>2006-09-01</LearningStartDate>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00059	<LearningPlannedEndDate>2007-06-29</LearningPlannedEndDate>		✓	x	x	x	x	x	x	✓	✓	x	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00060	<LearningActualEndDate>2007-05-22</LearningActualEndDate>	Each <LearningAim> group contains 0..1 <LearningAimActualEndDate> item	✓	x	x	x	x	x	x	✓	✓	x	✓
N00141	<LearningAimStatus>2</LearningAimStatus>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00674	<ProgType>30</ProgType>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00154	<CoreAim>true</CoreAim>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00168	<PartnerUKPRN>12345678</PartnerUKPRN>	0..1	✓	x	x	x	x	x	x	✓	✓	x	✓
N00167	<LearningAimWithdrawalReason>98</LearningAimWithdrawalReason>	0..1	✓	x	x	x	x	x	x	✓	✓	x	✓
N00184	<Traineeship>true</Traineeship>		✓	x	x	x	x	x	x	✓	✓	x	✓
	<WorkplaceEntity>	Each <LearningAim> group contains 0..n <WorkplaceEntity> groups	✓	x	x	x	x	x	x	✓	✓	x	✓
N00675	<WPStartDate>2020-09-01</WPStartDate>	0..1	✓	x	x	x	x	x	x	✓	✓	x	✓
N00676	<WPEndDate>2020-09-01</WPEndDate>	0..1	✓	x	x	x	x	x	x	✓	✓	x	✓
N00677	<WPHours>250</WPHours>	0..1	✓	x	x	x	x	x	x	✓	✓	x	✓
N00678	<WPMode>2</WPMode>	0..1	✓	x	x	x	x	x	x	✓	✓	x	✓
N00679	<WPEmployerID>906825733</WPEmployerID>	0..1	✓	x	x	x	x	x	x	✓	✓	x	✓
	</WorkplaceEntity>		✓	x	x	x	x	x	x	✓	✓	x	✓
	</LearningAim>		✓	x	x	x	x	x	x	✓	✓	x	✓
	</LearningAims>		✓	x	x	x	x	x	x	✓	✓	x	✓
	</PupilOnRoll>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	</PupilsOnRoll>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilsNoLongerOnRoll>	Each <Pupils> contains 0..1 <PupilsNoLongerOnRoll> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<PupilNoLongerOnRoll>	Each <PupilsNoLongerOnRoll> group contains 1..n <PupilNoLongerOnRoll> groups	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<PupilIdentifiers>	Each <PupilNoLongerOnRoll> group contains one and only one <PupilIdentifiers> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00001	<UPN>A123981456002</UPN>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00011	<UniqueLearnerNumber>1234567890</UniqueLearnerNumber>	Each <PupilIdentifiers> group contains 0..1 <UniqueLearnerNumber> item	✓	✓	✓	x	x	x	✓	✓	✓	✓	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00002	<FormerUPN>X987654321B</FormerUPN>	Each <PupilIdentifiers> group contains 0..1 <FormerUPN> item	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00003	<Surname>Familyname</Surname>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00004	<Forename>Firstname</Forename>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00005	<MiddleNames>Inbetween</MiddleNames>	Each <PupilIdentifiers> group contains 0..1 <MiddleNames> item	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00008	<FormerSurname>Wasthis</FormerSurname>	Each <PupilIdentifiers> group contains 0..1 <FormerSurname> item	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00007	<Gender>F</Gender>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00006	<DOB>2003-03-29</DOB>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</PupilIdentifiers>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<PupilCharacteristics>	Each <PupilsNoLongerOn Roll> group contains one and only one <PupilCharacteristics > group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00177	<Ethnicity>WSCO</Ethnicity>		x	✓	x	x	✓	✓	✓	✓	✓	✓	✓

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2020 to 2021 – pupil XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
N00015	<Language>OTH</Language>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<LearnerSupport>	Each <PupilCharacteristics> group contains 0..1 <LearnerSupport> group	x	✓	✓	x	x	x	✓	✓	✓	✓	✓
	<LearnerSupportItem>	Each <LearnerSupport> group contains 1..2 <LearnerSupportItem> groups	x	✓	✓	x	x	x	✓	✓	✓	✓	✓
N00146	<SupportCode>55</SupportCode>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓
	</LearnerSupportItem>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓
	</LearnerSupport>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓
N00163	<QualHrs>540</QualHrs>	Each <PupilCharacteristics> group contains 0..1 <QualHrs> item	✓	x	x	x	x	x	✓	✓	x	✓	
100543	<Non_qualHrs>60</Non_qualHrs>	Each <PupilCharacteristics> group contains 0..1 <Non_qualHrs> item	✓	x	x	x	x	x	✓	✓	x	✓	

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00654	<QualHrsPreviousYear>540</QualHrsPreviousYear>	Each <PupilCharacteristics > group contains 0..1 <QualHrsPreviousYear> item	✓	x	x	x	x	x	x	✓	✓	x	✓
N00655	<Non_qualHrsPreviousYear>60</Non_qualHrsPreviousYear>	Each <PupilCharacteristics > group contains 0..1 <Non_qualHrsPreviousYear> item	✓	x	x	x	x	x	x	✓	✓	x	✓
N00680	<TLevelQualHrs>1040</TLevelQualHrs>	Each <PupilCharacteristics > group contains 0..1 <TLevelQualHrs > item	✓	x	x	x	x	x	x	✓	✓	x	✓
N00681	<TLevelNon_qualHrs>120</TLevelNon_qualHrs>	Each <PupilCharacteristics > group contains 0..1 <TLevelNon_qualHrs > item	✓	x	x	x	x	x	x	✓	✓	x	✓
N00169	<MathsGCSEHighestPriorAttainment>7</MathsGCSEHighestPriorAttainment>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
N00170	<MathsGCSEPriorAttainmentYearGroup>1</MathsGCSEPriorAttainmentYearGroup>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
N00171	<EnglishGCSEHighestPriorAttainment>7</EnglishGCSEHighestPriorAttainment>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00172	<EnglishGCSEPriorAttainmentYearGroup>1</EnglishGCSEPriorAttainmentYearGroup>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
N00175	<MathsGCSEFundingExemption>N</MathsGCSEFundingExemption>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
N00176	<EnglishGCSEFundingExemption>N</EnglishGCSEFundingExemption>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
N00656	<MathsGCSEHighestPriorAttainmentPreviousYear>7</MathsGCSEHighestPriorAttainmentPreviousYear>	Each <PupilCharacteristics> group contains 0..1 <MathsGCSEHighestPriorAttainmentPreviousYear> item	✓	x	x	x	x	x	x	✓	✓	x	✓
N00657	<EnglishGCSEHighestPriorAttainmentPreviousYear>7</EnglishGCSEHighestPriorAttainmentPreviousYear>	Each <PupilCharacteristics> group contains 0..1 <EnglishGCSEHighestPriorAttainmentPreviousYear> item	✓	x	x	x	x	x	x	✓	✓	x	✓
	</PupilCharacteristics>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<PupilStatus>	Each <PupilsNoLongerOnRoll> group contains one and only one <PupilStatus> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00018	<EntryDate>2006-09-03</EntryDate>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00019	<LeavingDate>2007-12-21</LeavingDate>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00020	<PartTime>>false</PartTime>	Cardinality (Note: item level elements occur only once unless otherwise stated)	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓
N00021	<Boarder>N</Boarder>	Each <PupilStatus> group contains 0..1 <Boarder> item	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓
N00184	<NyearLeaving>12</NyearLeaving>	Only for schools with sixth forms	✓	✗	✗	✗	✗	✗	✓	✓	✗	✓	
	</PupilStatus>		✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	
	<Exclusions>	Each <PupilsNoLongerOn Roll> group contains 0..1 <Exclusions> group	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	
	<TermlyExclusion>	Each <Exclusions> group contains 1..n <TermlyExclusion> groups	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	
N00026	<Category>FIXD</Category>		✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	
	<ExclusionReasons>	Each <ExclusionReasons> group contains 1..3 <Reason> elements	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	
N00027	<Reason>RA</Reason>	1..3	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	
	</ExclusionReasons>		✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	
N00028	<StartDate>2006-10-10</StartDate>		✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	
N00029	<Sessions>20</Sessions>		✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00209	<SENprovision>K</SENprovision>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</TermlyExclusion>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</Exclusions>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<HomeInformation>	For schools with sixth forms, each <PupilsNoLongerOn Roll> group contains one and only one <HomeInformation> group	✓	x	x	x	x	x	x	✓	✓	x	✓
	<Address>	Each <HomeInformation> group contains 1..n <Address> groups	✓	x	x	x	x	x	x	✓	✓	x	✓
N00037	<PostCode>ZZ99 9XX</PostCode>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00185	<UniquePropertyReferenceNumber>123456789102</UniquePropertyReferenceNumber>	0..1 (voluntary collection)	✓	x	x	x	x	x	x	✓	✓	x	✓
	</Address>		✓	x	x	x	x	x	x	✓	✓	x	✓
	</HomeInformation>		✓	x	x	x	x	x	x	✓	✓	x	✓
	<Attendance>	Each <PupilsNoLongerOn Roll> group contains one and only one <Attendance> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	EITHER												

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2020 to 2021 – pupil XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
	<TermlyAttendance>	Each <Attendance> group contains 0..1 <TermlyAttendance>. Group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00052	<SessionsPossible>120</SessionsPossible>	1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00054	<SessionsAuthorised>6</SessionsAuthorised>	0..1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00055	<SessionsUnauthorised>0</SessionsUnauthorised>	0..1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00683	<SessionsEducational>10</SessionsEducational>	0..1	x	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00684	<SessionsExceptional>0</SessionsExceptional>	0..1	x	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</TermlyAttendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	OR												
	<TermlyAttendance>	Each <Attendance> group contains 0..1 <TermlyAttendance>. Group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00052	<SessionsPossible>120</SessionsPossible>	1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<SessionDetails>	Each <TermlyAttendance> group contains one and only one <SessionDetails> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<SessionDetail>	Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00157	<AttendanceReason> </AttendanceReason>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00056	<Sessions>6</Sessions>	0..1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</SessionDetail>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</SessionDetails>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</TermlyAttendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	EITHER												
	<SummerHalfTerm2Attendance>	Each <Attendance> group contains 0..1 <SummerHalfTerm2 Attendance> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00052	<SessionsPossible>80</SessionsPossible>	1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00054	<SessionsAuthorised>6</SessionsAuthorised>	0..1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00055	<SessionsUnauthorised>0</SessionsUnauthorised>	0..1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	</SummerHalfTerm2Attendance>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	OR												
	<SummerHalfTerm2Attendance>	Each <Attendance> group contains 0..1 <SummerHalfTerm2 Attendance> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2020 to 2021 – pupil XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
N00052	<SessionsPossible>80</SessionsPossible>	1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	<SessionDetails>	Each <SummerHalfTerm2 Attendance> group contains one and only one <SessionDetails> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	<SessionDetail>	Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00157	<AttendanceReason>I</AttendanceReason>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00056	<Sessions>6</Sessions>	0..1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	</SessionDetail>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	</SessionDetails>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	</SummerHalfTerm2Attendance>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	</Attendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<LearningAims>	For schools with Sixth Forms Each <PupilsNoLongerOn Roll> group contains 0..1 <LearningAims> group	✓	x	x	x	x	x	x	✓	✓	x	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<LearningAim>	Each <LearningAims> group contains 1..n <LearningAim> groups	✓	x	x	x	x	x	x	✓	✓	x	✓
N00194	<QN>Z9999999</QN>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00195	<SCC>0088</SCC>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00058	<LearningStartDate>2006-09-01</LearningStartDate>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00059	<LearningPlannedEndDate>2007-06-29</LearningPlannedEndDate>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00060	<LearningActualEndDate>2007-05-22</LearningActualEndDate>	Each <LearningAim> group contains 0..1 <LearningAimActualEndDate> item	✓	x	x	x	x	x	x	✓	✓	x	✓
N00141	<LearningAimStatus>2</LearningAimStatus>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00674	<ProgType>30</ProgType>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00154	<CoreAim>true</CoreAim>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00168	<PartnerUKPRN>12345678</PartnerUKPRN>	0..1	✓	x	x	x	x	x	x	✓	✓	x	✓
N00167	<LearningAimWithdrawalReason>98</LearningAimWithdrawalReason>	0..1	✓	x	x	x	x	x	x	✓	✓	x	✓
N00184	<Traineeship>true</Traineeship>		✓	x	x	x	x	x	x	✓	✓	x	✓
	<WorkplaceEntity>	Each <LearningAim> group contains 0..n <WorkplaceEntity> groups	✓	x	x	x	x	x	x	✓	✓	x	✓
N00675	<WPStartDate>2020-09-01</WPStartDate>	0..1	✓	x	x	x	x	x	x	✓	✓	x	✓

School census 2020 to 2021 – pupil XML message structure			Term / phase applicability											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
N00676	<WPEndDate>2020-09-01</WPEndDate>	0..1	✓	x	x	x	x	x	x	x	✓	✓	x	✓
N00677	<WPHours>250</WPHours>	0..1	✓	x	x	x	x	x	x	x	✓	✓	x	✓
N00678	<WPMode>2</WPMode>	0..1	✓	x	x	x	x	x	x	x	✓	✓	x	✓
N00679	<WPEmployerID>906825733</WPEmployerID>	0..1	✓	x	x	x	x	x	x	x	✓	✓	x	✓
	</WorkplaceEntity>		✓	x	x	x	x	x	x	x	✓	✓	x	✓
	</LearningAim>		✓	x	x	x	x	x	x	x	✓	✓	x	✓
	</LearningAims>		✓	x	x	x	x	x	x	x	✓	✓	x	✓
	</PupilNoLongerOnRoll>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</PupilsNoLongerOnRoll>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</Pupils>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Annex C Census collection dates and data periods

Autumn	Spring	Summer
Census day <ReferenceDate> 2020-10-01	Census day <ReferenceDate> 2021-01-21	Census day <ReferenceDate> 2021-05-20
Term dates Start of the autumn term (from 2020-08-01) to 2020-12-31	Term dates 2021-01-01 to Easter Sunday 2021-04-04	Term dates Easter Monday 2021-04-05 to 2021-07-31
Free school meal eligibility Periods of eligibility for free school meals with: (a) An FSM eligibility start date and no FSM eligibility end date; or, (b) An FSM eligibility end date since the previous census, that is, on or after 2020-05-22 and up to and including the autumn census day (2020-10-01)	Free school meal eligibility Periods of eligibility for free school meals with: An FSM eligibility Start Date and no FSM Eligibility end date; or, An FSM eligibility end date since the previous census, that is, on or after 2020-10-02 and up to including the spring census day (2021-01-21)	Free school meal eligibility Periods of eligibility for free school meals with: (a) An FSM eligibility start date and no FSM eligibility end date; or, (b) An FSM eligibility end date since the previous census, that is on or after 2021-01-22 and up to including the summer census day (2021-05-20)
	Learner support (bursary funding for 16-19 year olds) Any bursaries awarded since the beginning of the 2020 to 2021 academic year (from 2020-08-01) to students who are either on roll or off roll on census day of 2021-01-21	Learner support (bursary funding for 16-19 year olds) Any bursaries awarded since the beginning of the 2020 to 2021 academic year (from 2020-08-01) to students who on are either on roll or off roll on census day of 2021-05-20

Autumn	Spring	Summer
Termly exclusions 2020-01-01 to 2020-07-31	Termly exclusions Easter Monday 2020-04-13 to 2020-12-31	Termly exclusions 2020-08-01 to Easter Sunday 2021-04-04
Termly attendance First half of the summer term From Easter Monday 2020-04-13 to the Sunday 2020-05-24 before spring bank holiday	Termly attendance Start of the autumn term (from 2020-08-01) to 2020-12-31	Termly attendance 2021-01-01 to Easter Sunday 2021-04-04
Summer second half term attendance From spring bank holiday Monday 2020-05-25 to 2020-07-31		

Autumn	Spring	Summer
<p>Post-16 learning aims</p> <p>For the current academic year covering the period from 2020-08-01 for pupils with a status of 'C' (current – single registration) or 'M' (current main – dual registration) who have been on roll and in actual national curriculum year group 12 or above</p> <p>For the previous academic year covering the period from 2019-08-01 to 2020-07-31 inclusive for pupils who were on roll at any point during this period in actual national curriculum year group 12 or above. Learning aims are only required for those pupils with a pupil status of 'C' (current – single registration) or 'M' (current main – dual registration) at the time of the learning aims</p>		

Annex D Pupil ages and dates of birth

This Annex shows the date of birth ranges that apply to pupils' ages as part of the school census.

- as attendance data is collected in arrears, validation for the termly data collected in the three school census collections will use the age as at 2019-08-31 for the autumn census and from 2020-08-31 for the spring and summer census collections
- all other data use the dates from 2020-08-31

Age at 31 August		
Age	DOB for attendance in autumn census	DOB for attendance in spring and summer census
Pupil aged 5 and over	DOB is on or before 2014-08-31	DOB is on or before 2015-08-31
Pupil aged 6 or over	DOB is on or before 2013-08-31	DOB is on or before 2014-08-31
Pupil aged 12 and over	DOB is on or before 2007-08-31	DOB is on or before 2008-08-31
Pupil aged between 5 and 15	DOB is between 2003-09-01 and 2014-08-31 inclusive	DOB is between 2004-09-01 and 2015-08-31 inclusive
Pupil aged between 12 and 25	DOB is between 1993-09-01 and 2007-08-31 inclusive	DOB is between 1994-09-01 and 2008-08-31 inclusive
Pupil aged between 12 and 20	DOB is between 1998-09-01 and 2007-08-31 inclusive	DOB is between 1999-09-01 and 2008-08-31 inclusive
Pupil aged between 16 and 18	DOB is between 2000-09-01 and 2002-08-31 inclusive	DOB is between 2001-09-01 and 2002-08-31 inclusive
Pupil age under 20	DOB is on or after 1999-09-01	DOB is on or after 2000-09-01
Pupil age under 25	DOB is on or after 1994-09-01	DOB is on or after 1995-09-01
Pupil aged less than 3	DOB is on or after 2016-09-01	DOB is on or after 2017-09-01
Pupil aged 2	DOB is between 2016-09-01 and 2017-08-31 inclusive	DOB is between 2017-09-01 and 2018-08-31 inclusive
Pupil aged 3	DOB is between 2015-09-01 and 2016-08-31 inclusive	DOB is between 2016-09-01 and 2017-08-31 inclusive
Pupil aged 4	DOB is between 2014-09-01 and 2015-08-31 inclusive	DOB is between 2015-09-01 and 2016-08-31 inclusive
Pupil aged 5	DOB is between 2013-09-01 and 2014-08-31 inclusive	DOB is between 2015-09-01 and 2015-08-31 inclusive

Age at 31 August		
Age	DOB for attendance in autumn census	DOB for attendance in spring and summer census
Pupil aged 6	DOB is between 2012-09-01 and 2013-08-31 inclusive	DOB is between 2013-09-01 and 2014-08-31 inclusive
Pupil aged 7	DOB is between 2011-09-01 and 2012-08-31 inclusive	DOB is between 2012-09-01 and 2013-08-31 inclusive
Pupil aged 8	DOB is between 2010-09-01 and 2011-08-31 inclusive	DOB is between 2011-09-01 and 2012-08-31 inclusive
Pupil aged 9	DOB is between 2009-09-01 and 2010-08-31 inclusive	DOB is between 2010-09-01 and 2011-08-31 inclusive
Pupil aged 10	DOB is between 2008-09-01 and 2009-08-31 inclusive	DOB is between 2009-09-01 and 2010-08-31 inclusive
Pupil aged 11	DOB is between 2007-09-01 and 2008-08-31 inclusive	DOB is between 2008-09-01 and 2009-08-31 inclusive
Pupil aged 12	DOB is between 2006-09-01 and 2007-08-31 inclusive	DOB is between 2007-09-01 and 2008-08-31 inclusive
Pupil aged 13	DOB is between 2005-09-01 and 2006-08-31 inclusive	DOB is between 2006-09-01 and 2007-08-31 inclusive
Pupil aged 14	DOB is between 2004-09-01 and 2005-08-31 inclusive	DOB is between 2005-09-01 and 2006-08-31 inclusive
Pupil aged 15	DOB is between 2003-09-01 and 2004-08-31 inclusive	DOB is between 2004-09-01 and 2005-08-31 inclusive
Pupil aged 16	DOB is between 2002-09-01 and 2003-08-31 inclusive	DOB is between 2003-09-01 and 2004-08-31 inclusive
Pupil aged 17	DOB is between 2001-09-01 and 2002-08-31 inclusive	DOB is between 2002-09-01 and 2003-08-31 inclusive
Pupil aged 18	DOB is between 2000-09-01 and 2001-08-31 inclusive	DOB is between 2001-09-01 and 2002-08-31 inclusive

Annex E Post-16 learning aims

Please note: Where this specification refers to a qualification reference, the abbreviation 'QN' is used for 'Qualification Number' as this reflects the terminology used on the OFQUAL register and the Section 96 database (please see (b) below). QWS has retained the older term 'QAN'.

(a) Additional guidance

This section outlines suggested methodologies for processing Post-16 learning aims data in software systems (especially the use of the QAN table).

This does not form part of the census specification.

The autumn 2020 data collection will be based on the May 2020 software release of the school MIS system. We would advise schools to begin recording details of the sixth form qualifications they will be providing in the 2020-21 academic year during June / July 2020. This will greatly ease the burden of recording student qualification details in the autumn.

(b) Examination timetable

Using the 2019 cycle as indicative, a normal timetable for Level 3 examinations would be:

Activity	Winter	Summer
Final date for entries	October	February / March
Examinations	January / February	May / June
Results published	March	August
Result enquiries	April	September
Certificates issued	May	October

We would advise that schools use their MIS to enter learning aims much earlier in the academic year (September) which can feed into the appropriate examination registration processes.

The regulation of qualifications is initiated by awarding organisations and the department updates QWS on an event driven basis. To ensure that all available qualifications are available for data providers, these are added to QWS up until the census collection period commences. Therefore, it is important that the latest possible version of QWS be used for the census download. Should you have any queries regarding the approval of qualifications for delivery to 16-19 students please visit the [section 96 website for the latest version and to check for updates in 'Latest News'](#).

(c) QAN data

Provision of the QAN table (please see note at the start of this Annex).

A comprehensive list of QNs (with associated data) is available as a [downloadable file](#). The structure of the QAN table is as follows:

Field	Field Type	Field Description
QAN_ID	A8	Internal database identifier
QAN	A8	Qualification number
AB	A3	Awarding body code*
QualType	A3	Qualification type code*
Map	A4	Indicates whether mapping to LEAP or LDCS coding system
Subject classification code	A4**	Discount code*
Qualification title	A165	Full qualification title
QualShortTitle	A55	Short qualification title
RegStartDate	A10	Regulation start date
RevDate	A10	Review date
CertEndDate	A10	Certification end date
AppStartDate	A10	Approval start date
AppEndDate	A10	Approval end date
SSFT2	A4	Sector / Subject framework tier 2*
SSFT1	A2	Sector / Subject framework tier 2*
NQF	A8	National qualification framework level
EffectiveFrom	A10	Date qualification is effective from – that is, date from which it should be available in MISs
EffectiveTo	A10	Date qualification is effective until – that is, date until which it should be available in MISs
LastUpdated	A10	Date the record was last updated

* Supplementary tables are provided which give descriptive information for these fields.

** Please note that a number of LEAP codes have leading zeroes. Care should be taken that these are not removed during any data processing.

Please note: The term 'Disc code' was replaced with 'Subject Classification Code' in line with ongoing work to merge QWS and Section 96. Since this the completion date for this development is not yet confirmed, the field continues to be described here as 'Discount Code' for clarity.

i) Updating the QAN table

As new qualifications are introduced, it will be necessary to update the QAN table in school systems.

OFQUAL will provide details of new qualifications to the department and these will be available for provision to software suppliers on QWS as soon as is practicable.

The introduction / approval of qualifications can take place throughout the year, and is initiated by their submission by awarding organisations. QWS is updated on an event driven basis and as soon as possible once notification is received (generally once per month). To stabilise the database, no routine updates are made to QWS during the autumn census collection period.

ii) Unitary awarding body (UAB) base data files

The formats for UAB base data files are specified by the Joint Council for Qualifications (JCQ)² in the document "[Formats for the exchange of examination related data \(Version 14\)](#)". It should be noted that base data files are only issued by the UABs represented by the JCQ. The vast majority of awarding organisations do not issue base data files although the majority of qualifications taken by students in school sixth forms will be those provided by JCQ UABs.

² Membership of JCQ comprises Assessment and Qualifications Alliance (AQA), City and Guilds, Northern Ireland Council for the Curriculum Examinations and Assessment (CEA), OCR, Pearson, Scottish Qualifications Authority (SQA) and Welsh Joint Education Committee (WJEC).

iii) Base data file types

Base data refer to information required by centres and others to enable them to be made aware of the various syllabuses, options and components that a UAB offers. It includes information such as syllabus and option definitions, entry codes, the dates and times of examination papers and details of the internally assessed components for which centres need to supply marks.

Four base data file types are defined in Part IV of the JCQ document. (A fifth file may be included containing details of disallowed combinations of subjects.)

'S' Syllabus definitions

'O' Option definitions

'C' Component definitions

'L' Option / Component link file

Base data file names would take the following forms (literal values in bold).

Saaaaaa.Xnn / Oaaaaaa.Xnn / Caaaaaa.Xnn / Laaaaaa.Xnn

Where:

a equals any alphanumeric or underscore character

n equals any numeric character

The option definitions file contains data of relevance.

iv) Option definition file

The file should be created according to the rules for common format data outlined previously, using the data type 'O' as the first byte of the file name. The record length is 117 bytes including the end of line marker.

Position	Description	Size	Comments
1	Data type	1A	'O' for option
2	Record type	1N	'5' for details record
3 – 8	Option entry code	6A	
9 – 14	Syllabus code	6A	
15 – 18	Exam type: qualification (certification)	4A	
19 – 21	Exam type: level (certification)	3A	
22	Exam type item	1A	
23 – 26	Exam type: qualification (unit)	4A	

Position	Description	Size	Comments
27 – 29	Exam type: level (unit)	3A	
30	Exam type: process	1A	
31 – 34	QCA classification code	4A	See note 1 below table
35 – 42	QCA accreditation number	8A	See note 2 below table
43 – 78	Option title	36A	
79	Fee defined	1A	'Y' or 'N' (if 'N' then next field is not defined)
80 – 84	Examination fee	5N	In pence right justified with leading zeroes
85 – 88	First forecast grade gradeset	4A	Left justified with trailing spaces.
89 – 92	Second forecast grade gradeset	4A	Left justified with trailing spaces.
93	Result type	1A	
94 – 97	First grade or result gradeset	4A	Left justified with trailing spaces.
98 – 101	Second grade or result gradeset	4A	Left justified with trailing spaces.
102 – 105	Endorsement to first grade or result gradeset	4A	
106 – 109	Endorsement to second grade or result gradeset	4A	
110 – 113	Maximum mark or UMS	4N	
114 – 115	Number of components	2N	The number of components associated with this option via the link file (a safeguard)
116 – 117	End of line marker	2A	ASCII 13, ASCII

Table Notes:

1. Base data file "QCA Classification Code" is equivalent to "DiscCode" in QAN table
2. Base data file "QCA Accreditation Number" is equivalent to "QAN" in QAN table

v) Importing UAB base data files

When a base data file is imported, it is important that the contained data do not overwrite or delete any “QAN” or “SCC” data supplied in the QAN table. Analysis of the base data files indicates that most UABs include comprehensive QAN data in their files. (The omissions from the “QCA accreditation number” in the base data files relate only to units, not full qualifications.)

Any “QAN” or “SCC” data conflicts must be reported immediately to the department. The department will seek clarification and feedback the result to software suppliers within ten working days.

(a) The QAN table and subject hierarchy

The QAN table contains details for many thousands of qualifications. It would be inappropriate to present the full QAN list to school staff selecting a particular qualification. It is suggested that a tiered system of selection is used for displaying the QAN list. The QAN table provides links to a number of coding structures, which can assist in this.

One possibility, though certainly not the only one, could be:

Stage 1: The sector / subject framework (SSF) tier 1 provides a high-level classification of subjects (see section (xi) below).

(Please note: the classification of discount codes within SSFT is not 100% consistent, but overall this is a useful way to categorise the vast majority of qualifications).

Stage 2: SSF tier 2 provides sub-categories within each tier 1 classification.

Stage 3: Subject classification code (SCC) subject, utilising either LEAP or LearnDirect classification system (LDCS) codes, provides a list of commonly understood subjects.

Stage 4: National Qualification Framework (NQF) level provides a means of classifying a qualification according to whether it is at entry level, level 1, level 2, level 3 etc. QWS uses the title NQF though this is out of date, as NQF has been replaced with QCF. The levels remain the same under either system.

Stage 5: At this stage a list of the relevant qualifications, with appropriate QNs, may be displayed.

Example data for level 3 science is shown in at the end of this Annex.

It should be noted that, while stages 1-3 follow a natural hierarchical order, stage 4 might be applied at any stage in the process.

vi) School QAN list

For individual establishments, only a small minority of all the potential qualifications will be provided to their pupils in any one year. It is suggested that, for each academic year, schools identify those qualifications that they will be providing. This would allow a school to use the restricted list when identifying qualifications for individual students. It would also allow a potentially burdensome exercise to be carried out prior to an academic year, at a time that is convenient to the school. (We would advise schools to begin recording details of the sixth form qualifications they will be providing in the 2020/21 academic year during June / July 2020).

This school QN list may be selected using the subject hierarchy process described above.

vii) Date defaults

It is suggested that for each QAN the following defaults are applied:

(A)	The learning aim start date should have a default value of the first day of the autumn term (or term 1 for a six term system) of the relevant academic year.
(B)	The learning aim planned end date should have a default value of the last day of the summer term which should not be later than July 31 of the relevant academic year (or term 6 for a six term system) of the relevant academic year.

viii) Entry validations

(A)	The learning aim start date must be a valid date within academic year. Note: Where a school changes type (for example, converts to a sponsored academy) within an academic year, the start date of the learning aim 'carries over' from the 'old' school, that is, whilst the school may change, the dates of the learning aim do not.
(B)	The learning aim planned end date must be a valid date and must not change during this time.
(C)	The learning aim planned end date must be after or equal to the learning aim start date.

Schools should not be offering qualification courses where the approval end date of the qualification has expired and awarding organisations should not be issuing certificates after the certification end date has expired. Many of the qualifications contained in the QAN table provided have passed approval end dates and / or expired certification end dates.

The database is cleansed of QANs with expired certification end dates as quickly as possible. However, care must be taken when selecting qualifications, as QANs with expired approval end dates will still be present on the database to accommodate retakes’.

ix) Timescales

It is suggested that schools produce their school QN list, for the 2020/21 academic year, in the preceding summer term (the list must be editable to allow the addition of qualifications, most obviously due to unforeseen re-takes and / or re- sits) and also because, exceptionally, some new qualifications may only appear on the QWS list after the beginning of September.

(a) Student QAN list

Students’ individual learning aim qualifications could be selected from the school QAN list, if the school has created it for the relevant academic year; if not, qualifications could be selected using the hierarchy process described above. When presenting the school QAN list for student selection the subject hierarchy process described above may be applied.

Initial values and inter field relationships

When details of a learning aim are first entered for a student, the following rules should be applied:

(A)	When a QAN is selected, the learning aim planned end date and the learning aim start date should default to the values contained in the school QN list.
(B)	The learning aim start date must be editable to allow for students who enter a course during the academic year.
(C)	The learning aim planned end date must NOT be edited to allow for earlier completion.
(D)	The learning aim planned end date must be after or equal to the learning aim start date.
(E)	The learning aim status should default to “1” (the student is undertaking, but has not yet completed, the course).
(F)	The learning aim actual end date must be editable to allow for earlier completion.

x) Maintenance changes and inter field relationships

Student learning aim data should be maintained by schools on an event-driven basis. When changes are made, the following rules must be applied:

(A)	The learning aim planned end date must be after or equal to the learning aim start date.
(B)	If the student has a non-blank value for the leaving date (that is, the student has left the school) then the learning aim actual end date should be no later than the leaving date.
(C)	If the student has a learning aim status of "1" then the learning aim actual end date must be blank.
(D)	If the student has a learning aim status of "2", "3" or "4" then the learning aim actual end date cannot be blank.
(E)	If the learning aim actual end date is blank then the learning aim status must be "1".
(F)	If the learning aim actual end date is not blank then the learning aim status cannot be "1"
(G)	Must be completed if <LearningAimStatus> is '3' – 'Withdrawn; Must be left blank if <LearningAimStatus> is '1', '2' or '4'

xi) Additional functionality

When editing student data the following would assist in reducing burdens:

(A)	Ability to select a QAN from school QAN list and allocate students to that qualification.
(B)	Ability to amend school QAN list while editing student data.
(C)	Ability to select a group of students and allocate multiple QANs to that group of students.

(i) Tiered system for presentation of QANs – Example

The principles behind the following tables are correct, but the data used are example data only:

❶ NQF Level	❷ Sector / Subject Framework Tier 1	❸ Sector / Subject Framework Tier 2	❹ Subject classification cod
Entry Level	1 Health, Public Services and Care	2.1 Science	0008 Applied Science (VQ)
Level 1	1 Science and Mathematics	2.2 Mathematics and Statistics	1010 Biology
Level 2	1 Agriculture, Horticulture and Animal Care		1110 Chemistry
Level 3	1 Engineering and Manufacturing Technologies		1210 Physics
Level 4			1310 Science: Single Award
Level 5	1 Construction, Planning and the Built Environment		1370 Science Double Award A
Level 6	1 Information and Communication Technology		1690 Astronomy
Level 7	7 Retail and Commercial Enterprise		1730 Electronics
Level 8	8 Leisure, Travel and Tourism		1750 Environmental Science
	9 Arts, Media and Publishing		1770 Geology
	10 History, Philosophy and Theology		1910 Science in Society
	11 Social Sciences		1920 Science for Public Understanding

❶ NQF Level	❷ Sector / Subject Framework Tier 1	❸ Sector / Subject Framework Tier 2	❹ Subject classification cod
	12 Languages, Literature and Culture 13 Education and Training 14 Preparation for Life and Work 15 Business, Administration and Law		4850 Psychology PK1 Psychology (General) RA14 Applied Sciences RA32 Science Laboratory Technician Work RF5 Meteorology RH42 Anatomy (Human)

❺ List of relevant QANs – Example data only

QAN	AB*	Qual Type	Map	SCC	Qualification Title	Qual Short Title	Reg Date	Rev Date	Cert End Date	App Start Date	App End Date	SSFT2	SSFT1	NQF
10044383	110	AS	LEAP	0008	OCR Advanced Subsidiary GCE in Applied Science (Revised NQF Level)	Applied Science	01/08/05	31/08/18	31/08/19	01/08/05	31/07/19	2.1	2	3
10044395	110	ASD	LEAP	0008	OCR Advanced Subsidiary GCE in Applied Science (Double Award) (Revised NQF Level)	Applied Science	01/08/05	31/08/18	31/08/19	01/08/05	31/07/19	2.1	2	3
10044401	110	AA	LEAP	0008	OCR Advanced GCE in Applied Science (Revised NQF Level)	Applied Science	01/08/05	31/08/18	31/08/19	01/08/05	31/07/19	2.1	2	3

5 List of relevant QANs – Example data only

10044450	110	AAD	LEAP	0008	OCR Advanced GCE in Applied Science (Double Award) (Revised NQF Level)	Applied Science	01/08/05	31/08/18	31/08/19	01/08/05	31/07/19	2.1	2	3
10050097	111	AS	LEAP	0008	AQA Advanced Subsidiary GCE in Applied Science (Revised NQF Level)	Applied Science	01/08/05	31/08/18	31/08/18	01/08/05	31/07/18	2.1	2	3
10050103	111	ASD	LEAP	0008	AQA Advanced Subsidiary GCE in Applied Science (Double Award) (Revised NQF Level)	Applied Science	01/08/05	31/08/18	31/08/18	01/08/05	31/07/18	2.1	2	3
10050115	111	AA	LEAP	0008	AQA Advanced GCE in Applied Science (Revised NQF Level)	Applied Science	01/08/05	31/08/18	31/08/18	01/08/05	31/07/18	2.1	2	3
10050127	111	AAD	LEAP	0008	AQA Advanced GCE in Applied Science (Double Award) (Revised NQF Level)	Applied Science	01/08/05	31/08/18	31/08/18	01/08/05	31/07/18	2.1	2	3

* AB (Awarding Body)

103 Edexcel (Pearson Education Ltd)

110 OCR

111 AQA (Assessment and Qualifications Alliance)

** Qualification Type

AA GCE A Level

AAD Applied GCSE Double Award

AS GCE AS level

ASD Applied GCE AS level Double Award

(d) T Level recording examples

Example 1 - T Level programme

UPN	Learning Aim Reference	Learning Aim Title	Start Date	Planned End Date	Prog Type	core aim indicat	Planned Learning Hours (qual hours)	Planned EEP hours (non-qual hours)	T Level Planned Learning Hours	T Level Planned EEP hours (T Level non-qual)
123	ZPROG001	Generic code to identify programme aims	01/09/2020	30/06/2022	31 (T Level)		NOT RETURNED	NOT RETURNED	1300	150
123	A1000001	Construction: Design, Surveying and Planning	01/09/2020	30/06/2022	31 (T Level)	y				
123	ZTLOS001	Tlevel occupational Specialism - Surveying and design for construction and the built environment	01/09/2020	30/06/2022	31 (T Level)					
123	ZwRKX003	Tlevel Industry Placement	01/05/2021	30/09/2021	31 (T Level)					
123	60146060	GCSE (9-1) in Mathematics	01/09/2020	30/06/2021	31 (T Level)					
123	60142923	GCSE (9-1) in English Language	01/09/2020	30/06/2021	31 (T Level)					

Example 2 - T Level Transition programme

UPN	Learning Aim Reference	Learning Aim Title	Start Date	Planned End Date	Prog Type	core aim indicat	Planned Learning Hours (qual hours)	Planned EEP hours (non-qual hours)	T Level Planned Learning Hours	T Level Planned EEP hours (T Level non-qual)
123	ZPROG001	Generic code to identify programme aims	01/09/2020	30/06/2021	30 (Transition Programme)		250	100	NOT RETURNED	NOT RETURNED
123	ZTPR0005	Transition programme linked to Construction T level route	01/09/2020	30/06/2021	30 (Transition Programme)	y				
123	60346541	Functional Skills English	01/09/2020	30/06/2021	30 (Transition Programme)					
123	60348082	Functional Skills Qualification in Mathematics	01/09/2020	30/06/2021	30 (Transition Programme)					
123	60165078	Award in Construction	01/09/2020	30/06/2021	30 (Transition Programme)					

Example 3 - Study Programme

UPN	Learning Aim Reference	Learning Aim Title	Start Date	Planned End Date	Prog Type	core aim indicat	Planned Learning Hours (qual hours)	Planned EEP hours (non-qual hours)	T Level Planned Learning Hours	T Level Planned EEP hours (T Level non-qual)
123	ZPROG001	Generic code to identify programme aims	01/09/2020	30/06/2022	01 (study programme)		500	115	NOT RETURNED	NOT RETURNED
123	60175886	BTEC National Extended Diploma in Engineering	01/09/2020	30/06/2022	01 (study programme)	y				
123	60146060	GCSE (9-1) in Mathematics	01/09/2020	30/06/2021	01 (study programme)					
123	60142923	GCSE (9-1) in English Language	01/09/2020	30/06/2021	01 (study programme)					

Example 4 - T Level Transition programme progressing to a T Level in-gear

UPN	Learning Aim Reference	Learning Aim Title	Start Date	Planned End Date	Prog Type	core aim indicat	Planned Learning Hours (qual hours)	Planned EEP hours (non-qual hours)	T Level Planned Learning Hours	T Level Planned EEP hours (T Level non-qual)
123	ZPROG001	Generic code to identify programme aims	01/09/2020	12/11/2020	30 (Transition Programme)		110	100	NOT RETURNED	NOT RETURNED
123	ZTPR0005	Transition programme linked to Construction T level route	01/09/2020	12/11/2020	30 (Transition Programme)	y				
123	60346541	Functional Skills English	01/09/2020	12/11/2020	30 (Transition Programme)					
123	60348082	Functional Skills Qualification in Mathematics	01/09/2020	12/11/2020	30 (Transition Programme)					
123	ZPROG001	Generic code to identify programme aims	16/11/2020	30/06/2022	31 (T Level)		NOT RETURNED	NOT RETURNED	1300	150
123	A1000001	Construction: Design, Surveying and Planning	16/11/2020	30/06/2022	31 (T Level)	y				
123	ZTLOS001	Tlevel occupational Specialism - Surveying and design for construction and the built environment	16/11/2020	30/06/2022	31 (T Level)					
123	ZwRKX003	Tlevel Industry Placement	01/05/2021	30/09/2021	31 (T Level)					
123	60146060	GCSE (9-1) in Mathematics	16/11/2020	30/12/2021	31 (T Level)					
123	60142923	GCSE (9-1) in English Language	16/11/2020	30/12/2021	31 (T Level)					

Example 5 - work placement entity (linked to the t level programme in example 1)						
UPN	Learning Aim Reference	work placement start date	work placement end date	work placement hours	work placement mode	work placement employer ID
123	ZWRKX003	01/05/2021	30/07/2021	250	2 (external)	906825733
123	ZWRKX003	05/08/2021	31/09/2021	75	2 (external)	916434982

Annex F School level collection schedule

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
School characteristics module																										
N00216	LA number	LEA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00279	Departmental establishment number	Estab	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00230	School name	SchoolName	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00280	School phase	Phase	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00292	Type of school	SchoolType	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00295	Maximum year group	HighestNCyear	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00304	Minimum year group	LowestNCyear	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00218	Intake type	Intake	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00219	Governance	Governance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00220	School email address	Email	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00231	School telephone number	PhoneNo	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00223	Special school organisation	Accommodation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit			
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	
N00224	Maximum day pupils	MaxDayPupils	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	
N00225	Maximum boarding pupils	MaxBoarders	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	
N00226	Minimum age – boys	MinMaleAge	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	
N00229	Maximum age – boys	MaxMaleAge	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	
N00227	Minimum age – girls	MinFemaleAge	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	
N00228	Maximum age – girls	MaxFemaleAge	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	
N00291	School SEN type (as used in school census)	SpecialSchoolType	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	
N00221	Child mother indicator	ChildMothers	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x		
N00266	Teenage mother places	TeenMotherPlaces	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x		
N00222	Childcare facilities indicator	ChildcarePlaces	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x		
Primary admissions appeals module																											
N00233	Primary admissions appeals lodged	Lodged	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	
N00234	Primary admissions appeals withdrawn	Withdrawn	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit			
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	
N00235	Primary admissions appeals heard by independent admissions committee	Heard	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x		
N00236	Primary admissions appeals heard by independent admissions committee – decided in parent's favour	Upheld	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x		
N00237	Primary admissions appeals heard by independent admissions committee – rejected	Rejected	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x		
Infant admission appeals module																											
N00233	Infant admissions appeals lodged	Lodged	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x		
N00234	Infant admissions appeals withdrawn	Withdrawn	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x		
N00235	Infant admissions appeals heard by independent admissions committee	Heard	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x		
N00236	Infant admissions appeals heard by independent admissions committee – decided in parent's favour	Upheld	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x		
N00237	Infant admissions appeals heard by independent	Rejected	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x		

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit			
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	
	admissions committee – rejected																										
Secondary admission appeals module																											
N00233	Secondary admissions appeals lodged	Lodged	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x
N00234	Secondary admissions appeals withdrawn	Withdrawn	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x
N00235	Secondary admissions appeals heard by independent admissions committee	Heard	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x
N00236	Secondary admissions appeals heard by independent admissions committee – decided in parent's favour	Upheld	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x
N00237	Secondary admissions appeals heard by independent admissions committee – rejected	Rejected	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x
Pupil reconciliation module																											
N00239	Part-time pupils not at school	PartTimeNotIn	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x
N00240	Private study pupils	PrivateStudy	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x
N00241	Pupils at another school	AtOtherSchool	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
N00242	Pupils on work experience	WorkExperience	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
N00243	Pupils at FE colleges	FEcollege	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
Class information module																										
N00244	Class reference name	ClassName	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
N00245	No of teachers in the class	Teachers	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
N00246	No of adult non-teachers in the class	NonTeachers	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
N00664	No of teachers on PPA	PPATeachers	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x		
N00296	Class year group	YearGroup	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
N00267	Class type	ClassType	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x		
N00268	Class key stage	KeyStage	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x		
N00247	Class activity	ClassActivity	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x		
N00248	No of pupils from the host school in the class	HomePupils	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
N00249	No of pupils from other schools in the class	GuestPupils	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
N00665	No of pupils admitted due to exception A	ExceptionA	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x		

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit			
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	
N00666	No of pupils admitted due to exception B	ExceptionB	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
N00667	No of pupils admitted due to exception C	ExceptionC	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
N00668	No of pupils admitted due to exception D	ExceptionD	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
N00669	No of pupils admitted due to exception E	ExceptionE	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
N00670	No of pupils admitted due to exception F	ExceptionF	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
N00671	No of pupils admitted due to exception G	ExceptionG	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
N00672	No of pupils admitted due to exception H	ExceptionH	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
Miscellaneous module																											
N00238	Free school meals taken	FreeMealsTaken	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	✓	x	x	✓	x	✓	x	x	✓	x
N00289	Childcare on site	OnSite	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	✓	x	x	✓	x	✓	x	✓	x	
N00294	Signposting off-site childcare provision	ChildcareSignposting	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	✓	x	x	✓	x	✓	x	✓	x	
N00288	Type of childcare	TypeOfChildcare	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	✓	x	x	✓	x	✓	x	✓	x	

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
N00259	Opening time	OpeningTime	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
N00260	Closing time	ClosingTime	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
N00290	Childcare places	NoOfChildcarePlaces	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
N00285	Childcare provider	ChildcareProvider	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
N00287	Other schools	OtherSchools	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
N00286	Childcare number of weeks open	ChildcareWksOpen	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x

Annex G Pupil level collection schedule

Please read in conjunction with Section 4.4.

On equals Pupils on Roll

Off equals Pupils off Roll

B equals All Pupils – both on and off roll

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
Pupil identifiers module																										
N00001	Unique pupil number (UPN)	UPN	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00011	ULN	UniqueLearnerNumber	x	x	x	x	x	x	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00002	Pupil's former UPN	FormerUPN	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00003	Pupil surname	Surname	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00004	Pupil forename	Forename	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00005	Pupil middle names	MiddleNames	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00010	Pupil preferred surname	PreferredSurname	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00008	Pupil former surname	FormerSurname	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00007	Pupil gender	Gender	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00006	Pupil date of birth	DOB	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Pupil characteristics module																										
N00177	Ethnicity	Ethnicity	x	On	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
N00015	Language code	Language	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00142	Free school meal eligibility start date	FSMstartDate	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00143	Free school meal eligibility end date	FSMendDate	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00277	Country of UK	UKcountry	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00162	School lunch taken	SchoolLunchTaken	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00145	Youth support services agreement indicator	YSSA	x	x	x	x	x	x	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
N00093	Service children in education indicator	ServiceChild	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00204	Funded free entitlement hours ³	FundedHours	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00201	Extended entitlement hours ⁴	ExtendedHours	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00202	30-hour code ⁵	ThirtyHourCode	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00203	Disability access fund indicator ⁶	DAFIndicator	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00205	Hours at setting ⁷	HoursAtSetting	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00178	2-year-old basis for funding	FundingBasis	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	On	x	x	On	x	x	On	x	
N00117	Unit contact time pupil	UnitContactTimePupil	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	On	x
N00639	Early years pupil premium receipt	EYPPR	x	On	x	x	On	x	x	On	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	

³ Not collected from Non-maintained Special Schools and CTCs

⁴ Not collected from Non-maintained Special Schools and CTCs

⁵ Not collected from Non-maintained Special Schools and CTCs

⁶ Not collected from Non-maintained Special Schools and CTCs

⁷ Not collected from Non-maintained Special Schools and CTCs

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
N00174	Early years premium basis of funding	EYPPBF	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x
N00146	Learner support code	SupportCode	x	x	x	x	x	x	x	x	x	x	B	B	x	B	B	x	B	B	x	B	B	x	B	B
N00155	Top up funding indicator	TopUpFunding	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00186	Post looked after arrangements	PLAA	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00163	Planned learning hours	QualHrs	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
N00164	Planned employability, enrichment and pastoral hours	Non_qualHrs	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
N00654	Planned learning hours Previous Year	QualHrsPreviousYear	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
N00655	Planned employability, enrichment and pastoral hours Previous Year	Non_qualHrsPreviousYear	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
N00680	T Level Planned learning hours	TLevelQualHrs	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
N00681	T Level Planned employability, enrichment and pastoral hours	TLevelNon_qualHrs	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
N00158	Full-time employment indicator	FTEmp	x	x	x	x	x	x	x	x	x	x	x	x	On	x	x	On	x	x	x	x	x	On	x	x
N00169	Maths GCSE highest prior attainment	MathsGCSEHighestPriorAttainment	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
N00170	Maths GCSE prior attainment year group	MathsGCSEPriorAttainmentYearGroup	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
N00171	English GCSE highest prior attainment	EnglishGCSEHighestPriorAttainment	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
N00172	English GCSE prior attainment year group	EnglishGCSEPriorAttainmentYearGroup	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
N00175	Maths GCSE funding exemption	MathsGCSEFundingExemption	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
N00176	English GCSE funding exemption	EnglishGCSEFundingExemption	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit			
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	
N00656	Maths GCSE highest prior attainment Previous Year	MathsGCSEHighestPriorAttainmentPreviousYear	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00657	English GCSE highest prior attainment Previous Year	EnglishGCSEHighestPriorAttainmentPreviousYear	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
Pupil status module																											
N00017	Pupil enrolment status	EnrolStatus	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
N00091	Class type	TypeOfClass	x	x	x	On	On	On	x	x	x	x	x	x	x	x	x	On	On	On	x	x	x	x	x	x	
N00018	Pupil date of entry	EntryDate	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
N00019	Pupil date of leaving	LeavingDate	x	x	x	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	
N00020	Pupil part-time indicator	PartTime	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
N00021	Pupil boarder indicator	Boarder	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
N00182	Pupil's actual national curriculum year group	NcyearActual	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
N00183	Pupil's actual national curriculum year group on leaving	NcyearLeaving	x	x	x	x	x	x	x	x	x	x	x	x	Off	x	x	Off	x	x	x	x	x	Off	x	x	
SEN module																											
N00209	Pupil SEN provision	SENprovision	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
N00024	Pupil SEN type ranking	SENtypeRank	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	
N00166	Pupil SEN type	SENtype	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	
N00022	Member of SEN unit (sometimes called special class) indicator	SENunitIndicator	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	x	x	x	x	x	x	x	
N00023	Member of resourced provision indicator	ResourcedProvisionIndicator	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	x	x	x	x	x	x	x	

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
Termly exclusions module																										
N00026	Exclusion category	Category	*	*	*	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00027	Exclusion reason	Reason	*	*	*	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00028	Exclusion start date	StartDate	*	*	*	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00029	Exclusion actual number of sessions	Sessions	*	*	*	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00209	Pupil SEN provision (formerly stage)	SENprovision	*	*	*	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Home information module																										
N00037	Postcode ⁸	PostCode	On	On	On	On	On	On	On	On	On	On	On	On	B	On	On	B	On	On	On	On	On	B	On	On
N00185	Unique property reference number ⁹	UniquePropertyReferenceNumber	On	On	On	On	On	On	On	On	On	On	On	On	B	On	On	B	On	On	On	On	On	B	On	On
N00030	Secondary address object number	SAON	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00031	Primary address object number	PAON	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00032	Street	Street	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00033	Locality	Locality	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00034	Town	Town	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00035	Administrative area	AdministrativeArea	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00036	Post town	PostTown	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00040	Address line 1	AddressLine1	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On

⁸ Collected in autumn term only for schools with a sixth form

⁹ Voluntary collection

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit			
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	
N00041	Address line 2	AddressLine2	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
N00042	Address line 3	AddressLine3	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
N00043	Address line 4	AddressLine4	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
N00044	Address line 5	AddressLine5	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
Termly attendance module																											
N00052	Possible sessions	SessionsPossible	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
N00054	Sessions missed due to authorised absence	SessionsAuthorised	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
N00055	Sessions missed due to unauthorised absence	SessionsUnauthorised	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
N00683	Sessions attending an approved educational activity	SessionsEducational	x	x	x	x	B	B	x	B	B	x	B	B	x	B	B	x	B	B	x	B	B	x	B	B	
N00684	Sessions missed due to an exceptional circumstance	SessionsExceptional	x	x	x	x	B	B	x	B	B	x	B	B	x	B	B	x	B	B	x	B	B	x	B	B	
N00157	Attendance codes	AttendanceReason	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
N00056	Number of sessions missed	AbsenceSessions	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
Summer second half term attendance module																											
N00052	Possible sessions	SessionsPossible	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	
N00054	Sessions missed due to authorised absence	SessionsAuthorised	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	
N00055	Sessions missed due to unauthorised absence	SessionsUnauthorised	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	
N00157	Attendance codes	AttendanceReason	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit			
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	
N00056	Number of sessions missed	Sessions	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	
Post-16 learning aims module																											
N00194	Qualification number	QN	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00195	Subject classification code	SCC	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00058	Learning aim start date	LearningStartDate	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00059	Learning aim planned end date	LearningPlannedEndDate	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00060	Learning aim actual end date	LearningActualEndDate	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00141	Learning aim status	LearningAimStatus	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00674	Programme type	ProgType	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00154	Core Aim	CoreAim	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00168	Partner UKPRN	PartnerUKPRN	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00167	Learning aim withdrawal reason	LearningAimWithdrawalReason	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00184	Traineeship	Traineeship	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00675	Work placement start date	WPStartDate	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00676	Work placement end date	WPEndDate >	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00677	Work placement hours	WPHours	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00678	Work placement mode	WPMODE	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit			
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	
N00679	Work placement employer ID	WPEmployerID	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	x	B	x	x

Annex H Errata

The errata lists all changes to the document from the baselined version (Version 1.0) onwards.

Version	Changes made	Author / date
1.0	<p>Global amendments:</p> <p>All dates rolled forward and all links checked – these have not been listed as changes.</p> <p>Specific amendments:</p> <p>1.4.1 New data items:</p> <p>1.4.1.1 Programme aim - added - from autumn 2020 all 16-19 programmes must have a programme aim recorded</p> <p>1.4.1.2 Data item <ProgType> - added - records the type of programme</p> <p>1.4.1.3 Data item <WPStartDate> - added - records the start date of the work placement</p> <p>1.4.1.4 Data item <WPEndDate> - added – records the end date of the work placement</p> <p>1.4.1.5 Data item <WPHours> - added - records the work placement hours</p> <p>1.4.1.6 Data item <WPMode> - added - records the mode of work placement</p> <p>1.4.1.7 Data item <WPEmployerID> - added - the employer ID for the work placement</p> <p>1.4.1.8 Data item <TLevelQualHrs> - added- the total planned timetabled hours for the student for the duration of the T Level</p> <p>1.4.1.9 Data item <TLevelnon_qualHrs> - added - the total planned employability, enrichment and pastoral timetabled hours for the student for the duration of the T Level</p> <p>1.4.1.10 Data item <SessionsEducational> - added - records the number of sessions a pupil has spent in attendance at an approved educational activity</p> <p>1.4.1.11 Data item <SessionsExceptional> - added - records the number of sessions a pupil was unable to attend due to an exceptional circumstance</p> <p>1.4.2 Existing Data Items</p>	Kirsty Knox 24 February 2020

	<p>1.4.2.1 Exclusion reasons – amended - extended codeset for exclusion reason and up to three reasons to be submitted per exclusion</p> <p>1.4.2.2 Termly attendance module – amended – data will be collected on all categories of school attendance, rather than just absence</p> <p>1.4.2.3 XML tag – amended - absence sessions amended from <AbsenceSessions> to <Sessions></p> <p>4.3.2.17 Planned learning hours – updated – strengthened guidance</p> <p>4.3.2.18 Planned employability, enrichment and pastoral hours – updated – strengthened guidance</p> <p>4.3.2.19 T Level planned learning and employability, enrichment and pastoral hours – added</p> <p>4.3.2.22 Maths and English prior attainment – updated – strengthened guidance</p> <p>4.3.5 Termly exclusions module – updated</p> <ul style="list-style-type: none"> • Allow up to three reasons per exclusion to be recorded from autumn 2020 • Extension of the exclusion reason codeset • Guidance strengthened <p>4.3.6 Termly attendance module – updated</p> <ul style="list-style-type: none"> • Extend collection to all categories of attendance in addition to absence • New data aggregate items sessions spent in an educational activity and sessions missed due to exceptional circumstance added <p>4.3.9 Post 16 learning aims module – updated</p> <p>4.3.9.1 Programme aim – added</p> <p>4.3.9.2 Learning aim start date – updated – start date for T Levels can be in future</p> <p>4.3.9.6 Programme type – added</p> <p>4.3.9.9 Workplace entity – added</p>	
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Version	Changes made	Author / date
	<p>4.3.9.10 Technical level work placements – removed as covered by T Level guidance</p> <p>4.3.9.11 New QN codes for T level and T Level transition programmes – added</p> <p>Annex B - amended:</p> <ul style="list-style-type: none"> • Data item N00680 <TLevelQualHrs> - added • Data item N00681 <TLevelNon_qualHrs> - added • <ExclusionReasons> - container added • Data item N00027 <Reason> – amended – cardinality to 1..3 • Data item N00683 <SessionsEducational> - added • Data item N00684 <SessionsExceptional> - added • Data item N00682 <Sessions> - added • <ProgrammeAims> container added (on roll only) • Data item N00674 <ProgType> - added • <WorkplaceEntity> - container added • Data item N00675 <WPStartDate> - added • Data item N00676 <WPEndDate> - added • Data item N00677 <WPHours> - added • Data item N00678 <WPMode> - added • Data item N00679 <WPEmployerID> - added <p>Annex C – amended - Exclusion date range now in line with attendance – start of autumn term 01 August and end of summer term 31 July</p> <p>Annex E – amended – added T level recording examples provided by ESFA</p> <p>Annex G – amended:</p>	

Version	Changes made	Author / date
	<ul style="list-style-type: none"> • Data item N00680 <TLevelQualHrs> - added • Data item N00681 <TLevelNon_qualHrs> - added • Data item N00683 <SessionsEducational> - added • Data item N00684 <SessionsExceptional> - added • Data item N00682 to <Sessions> - added • Data item N00674 <ProgType> - added • <WorkplaceEntity> - container added • Data item N00675 <WPStartDate> - added • Data item N00676 <WPEndDate> - added • Data item N00677 <WPHours> - added • Data item N00678 <WPMode> - added • Data item N00679 <WPEmployerID> - added 	



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