



Department
for Education

School census 2015 to 2016

**Business and technical specification,
version 1.0**

January 2015

Contents

Version history	5
1. Introduction	10
(a) Coverage	10
(b) School categories	11
(c) Provision of technical files by the department	11
1.1 Technical specification	11
1.2 Business rationale	12
1.3 Structure of the collection	12
1.4 Snapshot and continuous data	12
1.5 Collection timing	13
1.6 Changes from 2014 to 2015 school census specifications	13
1.6.1 New data items	13
1.6.2 Existing data items	14
1.6.3 Removal of data items	14
2. XML Message header	15
2.1 Overall message structure	16
2.2 Header structure	17
3. School level information	18
3.1 Overall description and scope	18
3.2 Outline data content	18
3.2.1 School characteristics module	19
3.2.2 School location module	19
3.2.3 Admissions appeals module [spring census only]	20
3.2.4 Infant admission appeals module [spring census only]	21

3.2.5	Pupil reconciliation module	21
3.2.6	Class information module	21
3.2.7	Miscellaneous module	22
3.3	Coverage and timing	26
4.	Pupil level information	27
4.1	Overall description and scope	27
4.2	Categories of pupil for which data are required	27
4.3	Outline data content	27
4.3.1	Pupil identifiers module	28
4.3.2	Pupil characteristics module	28
4.3.3	Pupil status module	38
4.3.4	Special educational needs module [used for funding]	39
4.3.5	Termly exclusions module	40
4.3.6	Home information module	41
4.3.7	Termly attendance module:	42
4.3.8	Summer second half term attendance module	44
4.3.9	Annual attendance module [collected for: special schools only]	45
4.3.10	Post-16 learning aims module [autumn census only] [used to determine funding]	46
4.4	Pupils no longer on roll	52
4.5	Coverage and timing	52
5.	Validation Checks	53
6.	XML/XSLT features	54
7.	General notes	55
7.1	Data items with no values	55
7.2	Block entry	55

7.3	Selected time on census day [Not for: nursery schools, special and PRU]	55
7.4	Special characters	56
7.5	XML file generic naming conventions	56
Annex A	School XML message structure	58
Annex B	Pupil XML message structure	65
Annex C	Census collection dates and data periods	86
Annex D	Pupil ages and dates of birth	89
Annex E	Post-16 learning aims	92
(a)	Additional guidance	92
(b)	Examination timetable	92
(c)	QAN data	93
Annex F	- School level collection schedule	108
Annex G	- Pupil level collection schedule	114

Version history

Version	Change history	Author / date
1.0	<p>Changes to the specification for the 2015 to 2016 school census have been made as listed below:</p> <p>1.6.1 – New data items</p> <ul style="list-style-type: none"> • Sub-contracting partner UKPRN – added (CBDS RFC 742 refers) • Learning aim withdrawal reason – added (CBDS RFC 719 refers) • Maths and English GCSE Attainment – added (CBDS RFC 754 refers) • Early years pupil premium – added (CBDS RFC 764 refers) <p>1.6.2 (a) – Free school meals taken – to reflect change in 3.2.7 (a)</p> <p>1.6.2 (a) – Section 2 – to reflect the change to Section 5</p> <p>2. – XML message header – altered to incorporate former Section 5</p> <p>2.1 – Overall message structure – added (from former section 5)</p> <p>2.2 – Header message – added (from former section 5)</p> <p>3.2.7 (b) – School childcare – list of new data items removed</p> <p>4.3.2 (p) - Learning aim withdrawal reason – added (CBDS RFC 719 refers)</p> <p>4.3.2 (q) - Maths and English attainment – added (CBDS RFC 754 refers)</p> <p>4.3.2 (r) – Early years pupil premium – added (CBDS RFC 764 refers)</p> <p>4.3.6 – Home information module – link to section 3.2.2 to</p>	P Dent 28/01/2015

remove duplication of address format information

4.3.10 – Post-16 learning aims module – (f) Sub-contracting partner UKPRN – added (CBDS RFC 742 refers)

5. – XML message structure – this section is incorporated within Section 2 and original content deleted. Following sections 6, 7 and 8; renumbered to 5, 6 and 7

8.3 – Selected time on census day – times changed from 12 to 24 hour format

Annex A: School XML message structure

- Data item 200656 <OnSite> reverted to spring collection
- Data item 200663 <ChildcareSignposting> reverted to spring collection
- Data item 200662 <TypeOfChildcare> reverted to spring collection
- Data item 200336 <OpeningTime> reverted to spring collection
- Data item 200337 <ClosingTime> reverted to spring collection
- Data item 200658 <ChildcarePlaces> reverted to spring collection
- Data item 200659 <ChildcareProvider> reverted to spring collection
- Data item 200660 <ChildcareWksOpen> reverted to spring collection
- Data item 200661 <OtherSchools> reverted to spring collection
- Data item 200085 <SpecialSchoolType> renumbered to 200667 (RFC 767 refers)

Annex B: Pupil XML message structure

- Data item 100542 <QualHrsPrev> deleted

- Data item 100544 <Non_qualHrsPrev> deleted
- Data item 100552 <PartnerUKPRN> added
- Data item 100550
<LearningAimWithdrawalReason> added (CBDS RFC 719 refers)
- Data item 100553
<MathsGCSEHighestPriorAttainment> added (CBDS RFC 754 refers)
- Data item 100554
<MathsGCSEPriorAttainmentYearGroup> added (CBDS RFC 754 refers)
- Data item 100555
<EnglishGCSEHighestPriorAttainment> added (CBDS RFC 754 refers)
- Data item 100556
<EnglishGCSEPriorAttainmentYearGroup> added (CBDS RFC 754 refers)
- Data item 100557
<MathsGCSEFundingExemption> added (CBDS RFC 754 refers)
- Data item 100558
<EnglishGCSEFundingExemption> added (CBDS RFC 754 refers)
- Data items: 100256, 100257, 100258, 100478 and 100508 – no longer apply to middle-deemed secondary
- Data item 100559 – Early years pupil premium eligibility – added RFC 764 refers)
- Data item 100560 – Early years pupil premium basis for funding – added (RFC 764 refers)

Annex C: Census collection dates and data periods

Annex D: Pupil ages and dates of birth

Annex E: Post-16 learning aims

- Paragraph (c) sub-paragraph (xii) table 5 updated

Annex F: School level collection schedule

- Data item 200656 <OnSite> reverted to spring collection
- Data item 200662 <ChildcareSignposting> reverted to spring collection
- Data item 200663 <TypeOfChildcare> reverted to spring collection
- Data item 200336 <OpeningTime> reverted to spring collection
- Data item 200337 <ClosingTime> reverted to spring collection
- Data item 200658 <ChildcarePlaces> reverted to spring collection
- Data item 200659 <ChildcareProvider> reverted to spring collection
- Data item 200660 <ChildcareWksOpen> reverted to spring collection
- Data item 200661 <OtherSchools> reverted to spring collection
- Data item 100559 – Early years pupil premium eligibility – added RFC 764 refers)
- Data item 100560 – Early years pupil premium basis for funding – added (RFC 764 refers)
- Data item 200085 – Special school type – renumbered to 200667 (RFC 767 refers)

Annex G: Pupil level collection schedule

- Data item 100542 <QualHrsPrev> deleted
- Data item 100544 <Non_qualHrsPrev> deleted

	<ul style="list-style-type: none"> • Data item 100550 <LearningAimWithdrawalReason> added (CBDS RFC 719 refers) • Data item 100553 <MathsGCSEHighestPriorAttainment> added (CBDS RFC 754 refers) • Data item 100554 <MathsGCSEPriorAttainmentYearGroup> added (CBDS RFC 754 refers) • Data item 100555 <EnglishGCSEHighestPriorAttainment> added (CBDS RFC 754 refers) • Data item 100556 <EnglishGCSEPriorAttainmentYearGroup> added (CBDS RFC 754 refers) • Data item 100557 <MathsGCSEFundingExemption> added (CBDS RFC 754 refers) • Data item 100558 <EnglishGCSEFundingExemption> added (CBDS RFC 754 refers) • Data items: 100256, 100257, 100258, 100478 and 100508 – no longer apply to middle-deemed secondary 	
--	--	--

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 2015 to 2016 academic year via the school census.

(a) Coverage

Information, collected via this census, is required to be provided to the department by all:

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

in England.

Pupil referral units (PRUs) are legally defined as schools and all references to “schools” within this document also include:

- PRUs
- alternative provision (AP) academies; and
- AP free schools

together with all other types of schools within the scope of the school census.

Service children’s education 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.

(b) 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 (200638) as shown in the table below.

School Phase	Code	Notes
Nursery school	NS	Includes those with maintained or direct grant status
Primary	PS	
Middle-deemed primary	MP	
Middle-deemed secondary	MS	
Secondary	SS	
Special	SP	Maintained and non-maintained special schools, including hospital special schools and academy special schools
All-through	AT	Excludes PRUs and special schools
Pupil referral unit	PR	Includes AP academies and AP free schools

AP academies and AP free schools provide the same data as required for PRUs. Academy special schools provide the same data as required for special schools. All other academies (including free schools) provide the data for the phase of education appropriate to the age range of their pupils.

Collection schedules, at [annex F](#) (school level) and [annex G](#) (pupil level), provide details of which data items apply to each school phase. Please note: different validation rules also apply to different phases of schools as defined above.

(c) Provision of technical files by the department

In order to reduce the burdens on software suppliers, the department will provide 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 2015 to 2016 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

A separate specification for the school summary reports (there are separate reports for each termly collection) together with the associated XSLT is also provided. A guide is also produced for schools 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 (ie which schools, pupils and data items are included) is defined by this Word document and not by the validation rules and XSLT. This information (validation rules and XSLT) is 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 Business rationale

Census data underpins many of the department's processes with:

- Funding
- Absence
- Attendance
- Attainment
- Childcare

being amongst some of the uses. Data is collected on the “collect once: use many times” principle.

1.3 Structure of the collection

The school census is made up of school and pupil levels; with each level containing several modules and each module containing a group of related data items.

Collection is 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](#)).

1.4 Snapshot and continuous data

Much of the data collected represents some characteristic or status at point in time (census day). There are also continuous items which capture data for a term or a year - examples of these are:

- pupil attendance

- exclusions
- free school meal eligibility periods

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

1.5 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).

1.6 Changes from 2014 to 2015 school census specifications

1.6.1 New data items

(a) Sub-contracting partner UKPRN

This new data item (100552) (see paragraph [4.3.10 \(f\)](#) below) records the UKPRN of a partner organisation to whom the school sub-contracts the provision of learning / training for post-16 pupils.

(b) School childcare

These new data items (see paragraph [3.2.7 \(b\)](#) below) record the provision of - or signposting to - childcare at / by the school.

(c) Learning aim withdrawal reason

For learning aims which are recorded with a completion status of withdrawn, this new data item (see paragraph [4.3.2 \(p\)](#) below) records the reason for withdrawal.

(d) Maths and English GCSE prior attainment [used for funding]

These new data items (see paragraph [4.3.2 \(q\)](#) below) record the prior attainment (grade) achieved by each - year 12 and above - pupil in GCSE Maths and English and

when the prior attainment was achieved. This information is used to fund schools and therefore must be accurately recorded.

(e) Early years pupil premium [used for funding]

This new data item (see paragraph [4.3.2 \(r\)](#) below) records eligibility and basis for early years pupil premium. This information is used to fund schools and therefore must be accurately recorded.

1.6.2 Existing data items

(a) Paragraph 2

Paragraph 2 has been revised to incorporate the XML tables of the former paragraph 5 as have paragraphs 2.1 and 2.2. The former paragraph 5 duplicated much of the information within paragraph 2 and, as such, has been removed.

1.6.3 Removal of data items

Data items 100542 <QualHrsPrev> and 100544 <Non_qualHrsPrev> have been removed from Annexes B and G, as this data was to be collected only for one year and, as such, collection is now discontinued.

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> (800001) will be 'SC' for school census.</p> <p><i>Description: Name of the data collection ie SC</i></p>
<p>Survey term <Term> (800002) 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> (800003) will be '2015' for the autumn term and '2016' for spring and summer terms.</p> <p><i>Description: The calendar year of the collection.</i></p>
<p>Survey reference date <ReferenceDate> (800004) will be: '2015-10-01', '2016-01-21' or '2016-05-19'</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> (800005) will be 'S' 'L' or 'S'</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> (200001) is the local authority number.</p> <p><i>Description: Standard DfE three digit local authority number.</i></p>
<p>Establishment <Estab> (200636) will be mandatory and the tags should be included in the XML.</p> <p><i>Description: Standard DfE four digit establishment number.</i></p>
<p>Software code <SoftwareCode> (800006) is the code indicating the software supplier. This is allocated by the supplier.</p> <p><i>Description: Software product identification. Suppliers should advise DfE of the code used.</i></p>
<p>Release <Release> (800008) is a code / date (or combination) provided by the</p>

software supplier to assist in identification.
<p>X version <Xversion> (800009)</p> <p><i>Description: Version number of the XML / XSLT provided by DfE if used or “not used” if the software supplier produces their own XSLT.</i></p>
<p>Serial No <SerialNo> (800007) will start at ‘001’ and then be incremented by 1 each time a new file is prepared for submission.</p> <p><i>Description: An incremented number generated by a provider’s software. Enables data collection systems to identify re-submissions.</i></p>
<p>Date / time <DateTime> (800010) is the date and time when the file was prepared or generated in CCYY-MM-DDThh:mm:ss format.</p> <p><i>Description: Date and time of generation of the return.</i></p>
<p>CBDS level <CBDSLevel> (800011) will be ‘school’ or ‘pupil’ and both levels of data should be provided.</p> <p><i>Description: Shows which of the defined CBDS levels are present within a data return.</i></p>

2.1 Overall message structure

The overall message structure is:

Overall message structure	
	<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>
800001	<Collection>SC</Collection>
800002	<Term>AUT</Term>
800003	<Year>2015</Year>
800004	<ReferenceDate>2015-10-01</ReferenceDate>
	</CollectionDetails>
	<Source>
800005	<SourceLevel>S or L</SourceLevel>
200001	<LEA>303</LEA>
200636	<Estab>2040</Estab>
800006	<SoftwareCode>DfE</SoftwareCode>
800008	<Release>1.0 2015-10-13</Release>
800009	<Xversion>1.0</Xversion>
800007	<SerialNo>001</SerialNo>
800010	<DateTime>2015-10-01T11:14:05</DateTime>
	</Source>
	<Content>
	<CBDSLevels>
800011	<CBDSLevel>School</CBDSLevel>
800011	<CBDSLevel>Pupil</CBDSLevel>
	</CBDSLevels>
	</Content>
	</Header>

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

3. School level information

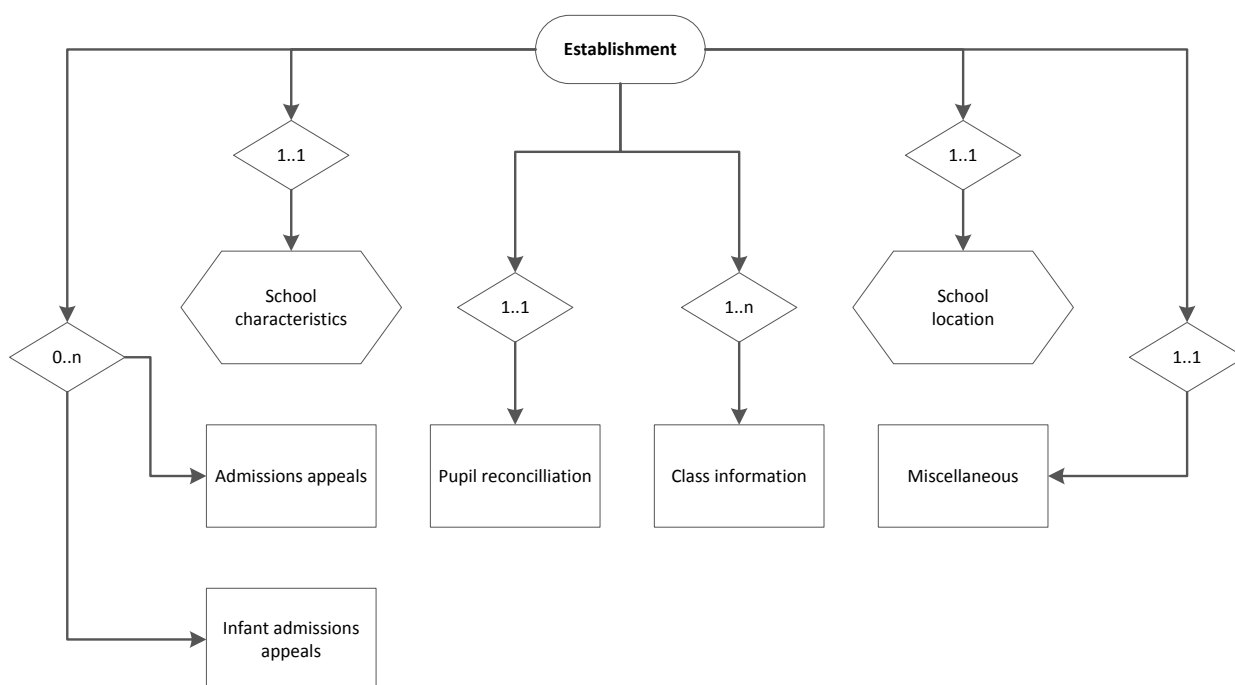
3.1 Overall description and scope

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:



The paragraphs below contain information and [Annex A](#) contains the school XML message structure which shows the modules and also indicators denoting the census collection(s) and terms for which each data item is required.

3.2.1 School characteristics module

The school's name and specific characteristics (eg phase and type) are collected every term with:

- PR – used by:
 - PRUs
 - AP academies
 - AP free schools
- SP – used by:
 - special schools (including non-maintained special schools)
 - academy special schools (including free schools)
- AT used by:
 - all-through schools (except for PRUs or special schools)

Traditional sponsor-led academies (ie those with establishment numbers in the range of 6905-6999) should use phase 'SS' (secondary school) or 'AT', as appropriate.

All other academies should use the phase appropriate to their establishment number (eg if the academy has an establishment number appropriate for a primary school then they should return under the primary phase).

Where a school has converted to an academy and extended its age range; if it is not clear what phase should now be used, the department will advise.

(a) School type

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

PRUs use school type '54' (local authority maintained PRU).

(b) Governance

Code 'IN' – 'Independent' is not valid for the school census. The valid values for the CBDS data item governance (200015) are given in codeset D00070.

3.2.2 School location module

Geographical information about the school is recorded by this module.

The postcode (200096) must always be supplied together with the remainder of the school's address in **either** BS7666 Version 1.4 **or** in line address format. Depending on the nature of the address not all items are necessary - for example an address in line address format might only consist of two out of the five line address items.

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

- SAON (200089)
- PAON (200090)
- street (200091)
- locality (200092)
- town (200093)
- administrative area (200094)
- post town (200095)

Or line address format items

- address line 1 (200101)
- address line 2 (200102)
- address line 3 (200103)
- address line 4 (200104)
- address line 5 (200105)

3.2.3 Admissions appeals module [spring census only]

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

Phase	Governance
<ul style="list-style-type: none"> • PS - primary • MP - middle-deemed primary • MS - middle-deemed secondary • SS - secondary • AT - all-through 	<ul style="list-style-type: none"> • VA - voluntary aided • FO - foundation • CA - academy

Information is required on the number of appeals:

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

for all appeals lodged before 1 September 2015 against a refusal to admit a pupil to the school for a place at the school at the start of the 2015 to 2016 academic year.

Information about appeals lodged on or after 1 September 2015 is not required. Nor is information required about in-year appeals (ie appeals against a refusal to admit a pupil during the course of the 2015 to 2016 academic year) - just those that relate to entry at the start of the academic year.

3.2.4 Infant admission appeals module [spring census only]

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

Phase	Governance
<ul style="list-style-type: none">• PS - primary• AT - all-through	<ul style="list-style-type: none">• VA - voluntary aided• FO - foundation• CA - academy

These schools are **also** required to provide the counts of appeals for infant classes. For spring 2016 these will also relate to appeals lodged before 1 September 2015 against a refusal to admit a pupil at the start of the 2015 to 2016 academic year. Information about appeals lodged on or after 1 September 2015 and in-year appeals are not required.

3.2.5 Pupil reconciliation module

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

3.2.6 Class information module

Class type (200552), class KeyStage (200562) and class activity (200195) 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 (200195), 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 (200195) should not be defaulted to 'OT' (other). The code of 'OT' should only be used if none of the other categories are appropriate.

3.2.7 Miscellaneous module

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

(a) Free school meals [spring census only]

Data item (200147) free schools meals taken is collected in the spring census only and collects data on the number of free school meals taken. Please note: this should not be confused with "school lunches taken" which records the take-up of the infant pupil universal entitlement to a free lunch.

(b) School childcare

Where a school delivers - or signposts - childcare provision, this element records the nature of such provision and captures 4 scenarios:

(i) Before school [Type of childcare (200662) = 'B']

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

If 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)

If NO:

- Is there a regular off-site service that the school promotes or signposts parents towards? (YES / NO)

Please note: A school may also signpost / promote off-site childcare whilst providing on-site childcare. In such an instance, this element would record 'YES'

(ii) After school [Type of childcare (200662) = 'A']

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

If 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)

If NO:

- Is there a regular off-site service that the school promotes or signposts parents towards? (YES / NO)

Please note: A school may also signpost / promote off-site childcare whilst providing on-site childcare. In such an instance, this element would record 'YES'

(iii) Holiday [Type of childcare (200662) = 'H']

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

If 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)

If NO:

- Is there an off-site service or scheme that the school promotes or signposts parents towards? (YES / NO)

Please note: A school may also signpost / promote off-site childcare whilst providing on-site childcare. In such an instance, this element would record 'YES'

(iv)Childcare for Children aged between 0-4 years [Type of childcare (200662) = 'U']

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

If YES:

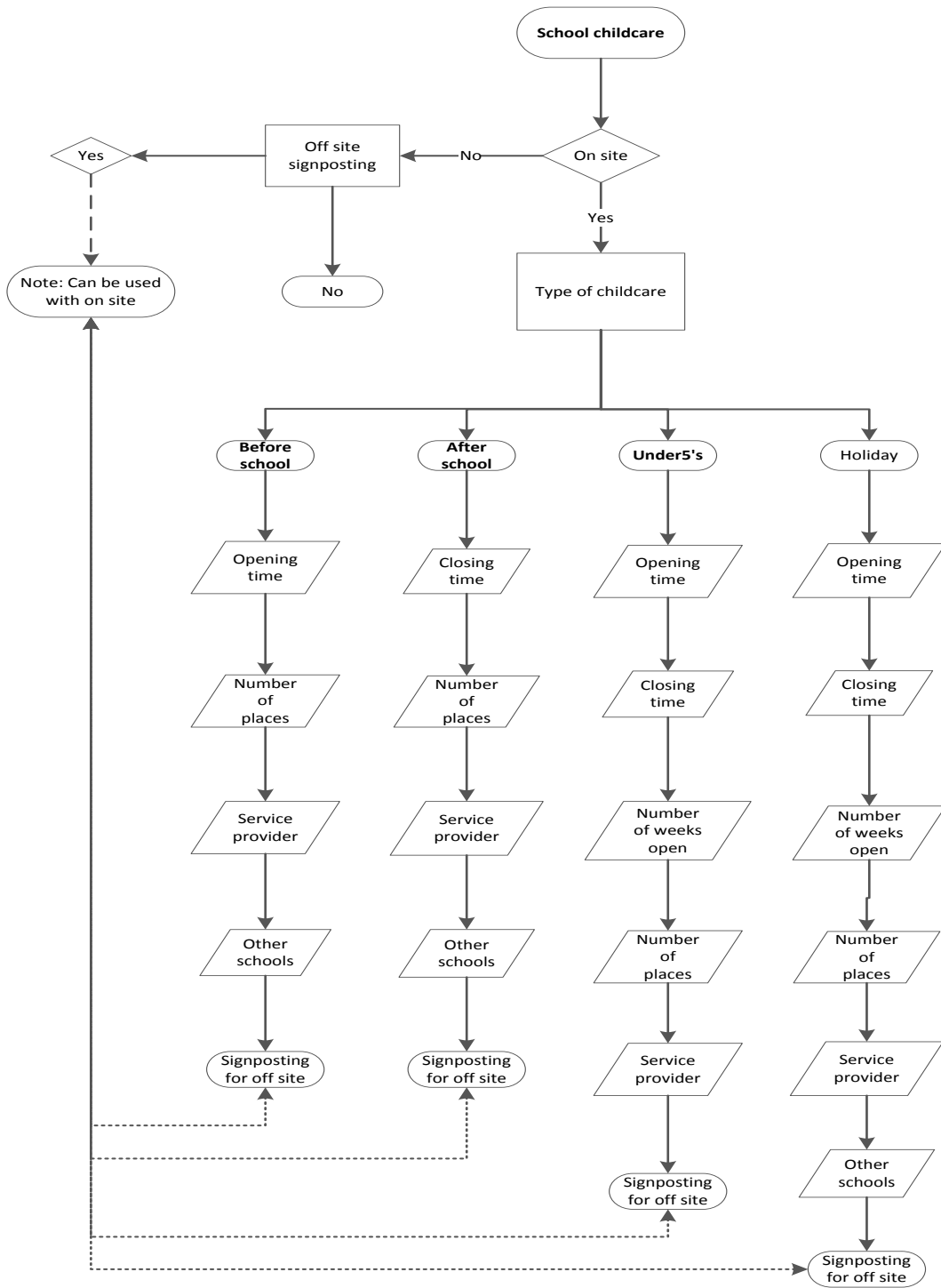
- What time does it open?
- What time does it close?
- For how many weeks is it open?
- How many places?
- Who provides the service?

If NO:

- Is there an off-site service or scheme that the school promotes or signposts parents towards? (YES / NO)

Please note: A school may also signpost / promote off-site childcare whilst providing on-site childcare. In such an instance, this element would record 'YES'

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 modules 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 (ie 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 eg:

- attendance
- exclusions
- post-16 learning aims
- 16-19 bursary fund

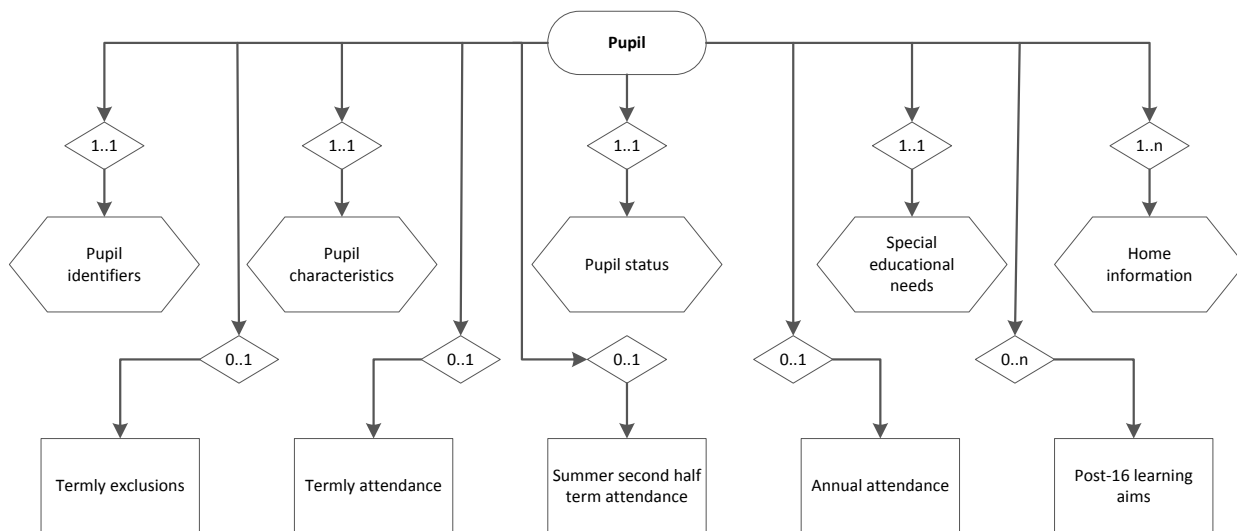
Please note that records for guest pupils are NOT required and should NOT be returned.

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 (eg attendance). 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 (eg 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 not on roll on census day and for whom information is collected in respect of:

- exclusions
- attendance
- learner support (bursary funding for 16-19 year olds)

(a) Unique learner number (ULN)

A ULN (100016) is required for all pupils aged 14 and over on census day.

4.3.2 Pupil characteristics module

This module contains pupil characteristics information.

(a) Ethnicity [Not for: Nursery school]

Ethnicity code (100319) is required for pupils aged 5 and over at the start of the academic year. This will include those no longer on roll for which some other data is being submitted as well as those on roll.

(b) Free school meal eligibility

Free school meal eligibility is recorded via the <FSMstartDate> (100484) and the <FSMendDate> (100485) data items, together with the <UKcountry> (200634) data item.

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 (ie in respect to family income) and make a claim. Pupils who are **only** in receipt of a free school lunch due to a universal entitlement - such as the infant pupil universal entitlement – are **not** recorded as FSM eligible and are not eligible for pupil premium.

The allocation of pupil premium for 2015-16 is based on pupils on roll in the 2015 spring school census who are:

- aged 4 and over at 31 August 2014
- in reception to year 11 (or aged 4 to 15 where the national curriculum does not apply)
- in local authority maintained:
 - primary
 - middle-deemed primary
 - middle-deemed secondary
 - secondary
 - special
 - CTC
 - academies (including free schools)
 - PRUs
- with pupil's recorded as known to be eligible for free school meals on any:
 - school census
 - PRU census
 - AP census
 - collection since summer 2009.

Funding allocations are based on pupils whose enrolment status (100060) is:

- Current - code 'C' - single registration at this school
- Current main - code 'M' -dual registration
- FE college – code 'F'
- Other provider - code 'O'

Note: 'F' and 'O' are only relevant for PRUs where pupils are registered at the PRU but are in education (ie being taught by) with an FE college or other provider.

All pupils will be counted as 1 FTE irrespective of whether they are recorded as part-time or the number of funded hours returned for them in the census, 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 (eg 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 reflects the date the pupil left the "foreign" school and that the appropriate country code eg 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.

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

- FSM eligibility start date (100484)
- FSM eligibility end date (100485)
- country of UK (200634)

These data items are collected for pupils who are on roll on census day and have periods of FSM eligibility since the last census ie those with:

- (a) an FSM eligibility start date and no FSM eligibility end date (eligibility ongoing on census day); or
- (b) an FSM eligibility end date since the previous census and on or before the current census day

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

- for the 2015 autumn school census between 18 May 2015 and 1 October 2015 (inclusive)
- for the 2016 spring school census between 2 October 2015 and 21 January 2016 (inclusive)
- for the 2016 summer school census between 22 January 2016 and 29 May 2016 (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. For example: if a pupil had been eligible for FSM from 1 September 2013 until 31 October 2015 and then became eligible again from 1 December 2015 then the following would be returned in the 2016 spring census:

- FSM eligibility start date of 2013-09-01 and FSM eligibility end date of 2015-10-31 – for the first period of eligibility
- FSM eligibility start date of 2015-12-01 and no FSM eligibility end date - for the second period of eligibility

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.

(c) School lunch taken

This data item (100538) 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 his / her 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 (ie NCYearActual = 'R')
- pupils in year 1 (ie NCYearActual = '1')
- pupils in year 2 (ie NCYearActual = '2')
- pupils aged 4 to 6 not following the national curriculum (ie NCYearActual = 'X' AND pupil born between 1 September 2008 and 31 August 2011 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.

(d) Youth support services agreement indicator [Not for: Nursery schools and primary]

The youth support services agreement indicator (100488) applies to pupils aged between 12 and 25 and applies to all pupils with date of birth between 1989-09-01 and 2003-08-31.

(e) Language code [Not for: Nursery schools]

The language code (100047) is collected for all pupils aged 5 and over, 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 (100047).

(f) Service children in education indicator

The service children in education indicator (100330) 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. Whilst schools are to return this data item for all their pupils, PRUs only return it for those pupils whose enrolment status is **NOT** code 'S' - current subsidiary (dual registration).

(g) Funded hours [Not for: CTC and NMSS]

Funded hours (100290) are collected each term for pupils aged 2, 3 and 4 from all schools.

The data item collects the total number of hours spent in education at the school which are funded under the free entitlement to education for under 5's, with the spring census data used to determine the dedicated schools grant allocation to local authorities to fund early years education. Four year olds attract a maximum of 25 funded hours a week, and two and three year olds attract a maximum of 15 hours a week.

Children become eligible for free entitlement from the term following a child's third birthday and retain the entitlement until they reach compulsory school age. The entitlement is provided for every child, irrespective of background or family circumstances' and for a specified subset of disadvantaged 2 year olds from the term following a child's second birthday.

The table below shows the dates of birth of children for whom funded hours are required. If a child falls into the date of birth range below but is not in receipt of any funding via the free entitlement then a value of zero should be recorded for funded hours.

Census	Date of birth ranges	Maximum entitlement to funded hours
Autumn	01/09/2011 and 31/08/2013 inclusive	15 hours
	01/09/2010 and 31/08/2011 inclusive	25 hours
	Date of birth ranges	Maximum entitlement to funded hours
Spring	01/09/2011 and 31/12/2013 inclusive	15 hours
	01/09/2010 and 31/08/2011 inclusive	25 hours
	Date of birth ranges	Maximum entitlement to funded hours
Summer	01/09/2011 and 31/03/2014 inclusive	15 hours
	01/09/2010 and 31/08/2011 inclusive	25 hours

(h) Hours at setting [Not for: CTC and NMSS]

Hours at setting (100291) are collected for the same pupils and schools for whom funded hours are collected – see above. This data item-records, for pupils aged 2, 3 and 4, the total number of hours they spent in education at the school irrespective of who funded the hours (ie it is the total of any hours funded under the free entitlement to nursery education plus any additional hours of education funded from other sources such as parents).

(i) Unit contact time [PRUs - including AP academies and AP free schools - only]

Unit contact time (100418) indicates the number of contact hours that pupils should have in census week in a PRU.

(j) Learner support code (bursary funding for 16-19 year olds)

This data item (100491) 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 31 August 2015, 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. PRUs 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 2015 to 2016 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 2015 to 2016 academic year to students who on are either on roll on census day or became off roll since the start of the academic year

(k) Top-up funding indicator [Collected for: ALL schools]

This data item (100511) is a true/false flag to indicate those pupils on roll for whom the school receives, on census day, top-up funding either from a local authority or, in the case of a PRU, 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 is identified as requiring additional support which costs more than £6,000. In many cases such a period may not be defined but the top-up funding will, as with SEN provision, be subject to periodic review.

(l) Adopted from care

This data item (100549) 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 or a residence order. Schools will be able to record the information using the following codeset; only one of the values will apply to each pupil:

D00239	Adopted from care
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 arrangement order (CAO)

The default value will be N, not declared.

(m) Planned learning hours [used to determine funding]

The total planned timetabled hours for the student (in the current academic year), spent on DfE approved qualifications only (see the education funding agency (EFA) funding [documentation](#) for further information) are recorded in this field (100541).

Other timetabled hours - for non-qualification activity - that make up a study program for a student with learning aims funded by the EFA, are recorded in the planned employability, enrichment and pastoral hours (100543) field.

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

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

The value in this field must be finalised and confirmed as correct within the funding qualifying start period as defined in the funding [documentation](#). No changes are permitted to the data in this field after this time other than to correct data entered in error. If the student withdraws from a qualification before the qualifying start period then the hours for that qualification are not included in this field. The learning aim record for the withdrawn qualification is retained.

Where a student progresses to subsequent learning in the same teaching year, after completing all the activities on their original learning agreement or plan, the EFA has set out in their funding regulations 'exceptional circumstances'¹ in which providers may change the planned hours to reflect this additional learning.

¹ There are scenarios where a legitimate change is required, although we would expect them to be very exceptional and even less so in schools/academies (these circumstances are more likely to occur with roll on roll off provision). This provision will allow institutions the opportunity to accurately record programmes

(n) Planned employability, enrichment and pastoral hours [used to determine funding]

The total planned timetabled employability, enrichment and pastoral hours (100543) for the student in the current academic year. These are the planned hours for the year at the start of the program. This data is **not** updated in year.

Include in this field all planned, timetabled hours included in the study program 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. Further information can be found in the EFA funding [documentation](#).

This field must be finalised and confirmed as correct within the funding qualifying start period as defined in the funding documentation. No changes are permitted to the data in this field after this time period other than to correct data entered in error.

Where a student progresses to subsequent learning in the same teaching year, after completing all the activities on their original learning agreement or plan, the EFA has set out in their funding guidance exceptional circumstances in which providers may change the planned hours to reflect this additional learning.

(o) Post-16 pupils who are in full-time employment

Under Raising the Participation Age (RPA) policy, young people 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 (eg a weekend or evening job) is not affected by these requirements. Data item (100521) indicates those pupils who are in full-time employment and are therefore eligible for part-time education / training and is collected each term.

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.

(p) Learning aim withdrawal reason

A learning aim withdrawal reason (100550) 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 which 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

where students end up in circumstances where significant changes are required to their planned study that could not have been foreseen.

data. Students withdrawing from these courses to take up apprenticeship, traineeship or supported internship placements are excluded from the measure. Withdrawal reasons have not previously been collected in the school census, but codes are consistent with those collected from colleges on the individual learning record (ILR).

(q) Maths and English GCSE prior attainment [used for funding]

The prior attainment (grade achieved) for each pupil is recorded for maths and English (using Codeset D00243) for year 12 and above pupils. The grade will be used to determine whether or not a student is required to undertake an approved English or maths GCSE or stepping stone qualification in order to meet the condition of funding on English and mathematics. From 2015/16 students with a GCSE grade D (or below) in English or maths will be required to study a GCSE in the appropriate subject in order to meet the condition of funding. Those students with GCSE prior attainment below grade D can undertake an approved GCSE or stepping stone qualification (where appropriate) in order to meet the condition of funding.

Codeset D00246 (for maths grades) and codeset D00245 (for English grades) records whether or not the pupil attained a grade A*, A, B or C in maths and in English by the end of year 11. This data is used to determine whether or not a pupil generates block 2 funding as part of the disadvantage element of the 16-19 funding formula. Further information on disadvantage funding can be found in the [EFA Rates and Formula guide](#).

The exemptions fields record (using Codeset D00249) whether the pupil is exempt from the condition of funding or meets the condition of funding by holding UK equivalent qualifications.

There are two exemptions to the condition of funding:

- 1) A student's learning difficulty prevents them studying at this level, supported by an evidenced assessment (that the high needs student cannot benefit from studying an approved maths and English qualification) by a professional in the education institution if, and only if, the student has a statement of SEN or an EHCP
- 2) A student's overseas qualification is equivalent to a grade A*, A, B or C GCSE. Institutions are required to establish that the qualification is a suitable equivalent and that the student possesses the necessary competency in the subject in question. Overseas qualification equivalents are to be determined by using the UK's national agency responsible for providing information and opinion on academic, vocational and professional qualifications from across the world, the National Academic Recognition Information Centre ([UK NARIC](#))

Additionally a student who does not hold a GCSE in English or maths may meet the condition of funding by holding an approved UK qualification equivalent to a GCSE grade A*, A, B or C in each of these subjects. Please refer to the [16-19 Funding: maths and English condition of funding guidance on .GOV.UK](#) for more information.

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

Students not meeting the condition of funding will be removed from lagged funding numbers in future allocations.

(r) Early years pupil premium [used for funding]

Early years pupil premium (EYPP) will be introduced for disadvantaged three and four year olds from April 2015. All three and four year olds are entitled to up to 15 hours per week of government funded early education. Children will be eligible for EYPP if they are receiving any hours of early education and:

- meet the benefits related criteria for Free School Meals (please note: meals delivered as part of the universal entitlement are **not** FSM)
- have been in the care of the local authority for at least one day
- have left care through
 - adoption
 - special guardianship
 - subject of a child arrangement order

This field also records the basis of eligibility:

- [EE] – eligible through economic reasons
- [EO] – eligible through other reasons
- [EB] – eligible through both reasons

4.3.3 Pupil status module

This module gives information about a pupil in relation to the school eg 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
- learner support data

and require the following data fields:

- pupil date of entry (100063)
- pupil date of leaving (100064)

- pupil part-time indicator (100065)
- boarder indicator (100067) [not required from hospital special schools]
- pupil's actual national curriculum year group on leaving (100486) [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 SEN code of practice 2014 and all pupils, following a full review of their SEN needs in the previous academic year, are recorded in compliance with the 2014 code.

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 ie those with:

- SEN statement – code 'S' – pupils who retain an SEN statement (no new statements can be issued. Transfer to EHC – code 'E' - **must** be completed by April 2018)
- SEN provision - code 'E' - pupils with SEN provision (ie that the pupil has an education, health and care plan)
- SEN support - code 'K' - pupils who are identified as having a special educational need and are receiving additional support but not statemented or holding an educational health and care plan

Only two pupil SEN types (100547) can be returned in the spring census. These are ranked using pupil SEN type ranking (100080) to show the primary and secondary need of the pupil. Pupil SEN types cannot be given the same ranking: If 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 (100075) and resourced provision (100076) attached to a mainstream primary school, secondary school or academy; are collected in the spring census. This indicator applies to pupils in special SEN units and resourced provision that has 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

Permanent, fixed period and lunchtime exclusions are detailed within this module.

For permanent, fixed period and lunchtime exclusions the exclusion start date (100090) and exclusion reason (100088) are collected. For fixed period and lunchtime exclusions the exclusion actual number of sessions (100093) is also collected.

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.

In the event of an appeal by an independent review panel eg:

- the governing body
- an independent appeal panel
- first-tier tribunal
- county court

the date the panel upholds the exclusion **does not** alter the exclusion start date.

The exclusion start date is unlikely to be the same as the pupil leaving date, as the pupil will remain on the school's roll for a period after the exclusion start date. This will be of importance to software suppliers if they have validation rules in their systems relating to exclusion start date and 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. For example, if a pupil was excluded for 10 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 the census day. To make the data required clear, there is a separate section of the XML messages, <PupilsNoLongerOnRoll>.

Any exclusions with exclusion appeal result (100096) equal to 'R' (reinstatement) or 'O' (reinstatement would be appropriate but not in the best interests of the child given other

circumstances) are **NOT** to be included in the collection. Exclusion appeal result is **not** collected as part of the census.

Where the data items of in-care indicator (100038) and SEN provision (100536) appear within either of the <Exclusion> nodes in the return these should be populated with values that reflect the position **at the time of the exclusion**, and not at the time of the census. Thus, for example, a pupil may have a different value of SEN provision (100536) within the <SpecialEducationNeeds> node to that within an <Exclusion> node.

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 (100087)
- exclusion reason (100088)
- exclusion start date (100090)
- exclusion sessions (100092)
- in care indicator (100038)
- SEN provision (100536)

Termly data is required on permanent, fixed period and lunchtime exclusions two terms in arrears eg for the summer term census, those with exclusion start date in the previous autumn term.

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, etc 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.

Postcode will also be collected in the autumn census for those pupils no longer on roll for which post-16 learning aims data are being submitted.

For pupils on roll:

Address data should only be provided for current addresses (ie where pupil address type (100102) = 'C'). Multiple current addresses should be provided where available.

Post code (100121) **must** be provided together with the remainder of the address in either BS7666 Version 1.4 or line address format.

Full format details are at section [3.2.2](#) above

4.3.7 Termly attendance module:

(a) Pupil coverage

The 2015 autumn census collects attendance data on pupils aged from 4 to 15 years as at 31 August 2014; with the spring and summer collections collecting data for pupils aged 4 to 15 as at 31 August 2015; on roll for at least one session during the specified collection period for attendances. This may include pupils who have left the school prior to census day.

Attendance data is only required for non-boarder pupils (where pupil boarder indicator (100067) is equal to 'N').

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

(b) School coverage [Not for: Nursery schools and special]

All schools are required to submit attendance data for the pupils detailed at 4.3.7 (a) above in each census collection.

- Nursery schools are **NOT** required to submit attendance data (even if they have children aged 4 or 5 years who are attending)
- Special schools submit annual attendance data in the autumn school census **only**

(c) Periods covered

The termly attendance module covers the start of the autumn term (ie 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](#).

(d) Recording of attendance sessions and absences

Every pupil will have an entry for the number of sessions possible (100228).

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 can only 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

his/her subsidiary registration then the main registration would have zero possible sessions recorded in the spring census.

For absences there are two ways for a school's MIS to populate their data:

- i) Schools using an electronic attendance package integrated with their main MIS must return one or more attendance codes entries (100518) against each pupil, along with a number of sessions missed (100233). The exception is where the pupil has had no absences during the term (or half term) in question. This data is generated by the attendance package from the reason selected by the school each time a pupil is absent. These schools are not required to provide the number of sessions missed due to authorised absence (100230) or unauthorised absence (100231); OR
- ii) For schools not using an integrated attendance package a facility must be available for them to manually input, against each pupil, the number of sessions missed due to authorised (100230) and unauthorised (100231) absences as part of completing the school census return. These schools are not required to provide the number of sessions missed (100233) for each attendance code (100518)

Schools are not obliged to use individual attendance codes (100518) for pupils **aged 4 years**, but are encouraged to use these for recording each period of absence. However, if schools do not wish to use these codes then they should provide the total number of absences for each term or half term by recording these as 'authorised' (absences recorded this way are reported as overall absence).

(e) 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.

(f) Dual registration

Validation (within COLLECT) is 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 not 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.

(g) Attendance codes

The attendance codes required for the census are those that equate to either authorised or unauthorised absence. Suppliers should be aware of the full range of attendance codes - contained in codeset D00225 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 but is not collected in the census and is not included in possible sessions or absence figures
- **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 – such as:
 - school term and half term holidays
 - bank holidays
 - weekends (if required by the system)
 - use of schools as polling stations
 - staggered school year starts (induction days)

4.3.8 Summer second half term attendance module

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

Data for the second half of the summer term (late spring bank holiday Monday to 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 Annual attendance module [collected for: special schools only]

(a) Pupil coverage

The school census collects attendance data on pupils who are aged from 4 to 15 years as at 31 August 2014 and who were on roll for at least one session during the specified collection period for attendances. This may include pupils who have left the school prior to the census day.

Attendance data is only required for non-boarder pupils (where pupil boarder indicator (100067) is equal to 'N').

For pupils registered at more than one school, see dual registration at [4.3.7 \(f\)](#) above.

(b) School coverage [collected for: Special only]

Annual attendance data is collected from special schools in the autumn school census only.

(c) Periods covered

Annual attendance data is collected from the start of the previous autumn term up to and including the Sunday before the late spring bank holiday at the end of May.

Special schools are also expected to return separately the summer second half term attendance module - see [4.3.8](#) above.

The dates for the periods of attendance covered by the annual attendance module can be found at [Annex C](#).

(d) Recording of attendance sessions and absences

Please see paragraph [4.3.7 \(d\)](#) for a full description of attendance sessions and absences. Recording annual attendance mirrors this process, with coverage for a full year.

Paragraph [4.3.7](#) also provides full details on:

- attendance dates
- dual registration
- attendance codes

as this information is common across all school types.

4.3.10 Post-16 learning aims module [autumn census only] [used to determine 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 (ie pupils in national curriculum year 12 or above).

Information on learning aims **taken in the previous and current academic year** is used by the education funding agency (EFA) and the DfE for:

- determining funding for these schools
- their business performance report
- modelling the impact of new policies
- assessing the costs of future provision
- the calculation of success rates after the end of the academic year
- 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 1 August 2015 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 1 August 2014 and 31 July 2015 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 which 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 EFA does not calculate funding based on this information and it will therefore **NOT** be collected as part of school census.

The eligibility for funding are shown below, however all aims regardless of duration should be included in the data return.

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 length in-year	Qualifying period
>= 24 weeks	6 weeks (42 days)
2 to 24 weeks	2 weeks (14 days)

EFA funding regulations are at this [link](#). 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 31 July 2014
- blank ie 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 accreditation numbers (QANs). These are available via web [services](#) and as a downloadable [file](#).

This website also contains information on how to use the web services. Each QAN is linked to subject (via the discount 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. For each learning aim, schools will need to record the QAN, 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 QANs and discount codes provided by QWS. For those learning aims which have not been completed ie they are continuing or students withdrew or transferred from them, schools

will check the QWS to ensure the most up to date QANs and discount codes are recorded and returned in the autumn census.

QANs 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 QAN 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 QAN 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 \(q\)](#) 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 QANs is provided in [Annex E](#).

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

- qualification accreditation number (QAN) (100255)
- discount code (100337)
- learning aim start date (100256)
- learning aim planned end date (100257)
- learning aim actual end date (100258)
- learning aim status (100478)
- core aim (100508)

(a) Learning aim start date

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

(b) Learning aim planned end date

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.

(c) Learning aim status

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'.

(d) Learning aim actual end date

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.

(e) Core aim [used for funding]

This field identifies the core aim within a **vocational EFA funded study program** for students on roll from 1 August 2014 onwards (including those continuing from the 2013/14 academic year). 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 EFA funded study program 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. Please refer to the EFA funding [documentation](#) for further information about the core aim, including definitions of academic and vocational provision.

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 program. 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.

Some examples of how "Core Aim" would be recorded for a **vocational study program** across academic years are given below:

Example 1: Recording Error

A pupil undertook one learning aim in 2014/15 (Aim 1) and is undertaking two learning aims in 2015/16 (Aim 2 and Aim 3). In the 2015 autumn census, Aim 1 was designated as the “Core Aim” for 2014/15 and Aim 2 was the “Core Aim” for 2015/16. Hence, in the 2015 autumn census we get the following:

- Aim 1 – start date 01/09/2014 planned end date 31/07/2015 with the “Core Aim” flag set to ‘1’ – to designate this learning aim as the “Core Aim” in 2014/15
- Aim 2 – start date 01/09/2015 planned end date 31/07/2016 with the “Core Aim” flag set to ‘1’ – to designate this learning aim as the “Core Aim” in 2015/16
- Aim 3 – start date 01/09/2015 planned end date 31/07/2016 with the “Core Aim” flag set to ‘0’

However after the autumn census the school realised they made a mistake and Aim 2 was not actually the core aim for 2015/16 and instead it was actually Aim 3. In these situations the school should update the “Core Aim” flag within their MIS to remove the flag from Aim 2 and re-assign it to Aim 3.

Therefore, in the 2016 autumn census would you expect:

- Aim 1 – Not reported in 2016 as it relates to 2014/15 (the 2016 autumn census will only collate aims relating to the 2015/16 and 2016/17 academic years)
- Aim 2 – start date 01/09/2015 planned end date 31/07/2016 with “Core Aim” flag set to ‘0’ – changed from ‘1’ to ‘0’ as not actually the 2015/16 core learning aim
- Aim 3 – start date 01/09/2015 planned end date 31/07/2016 with “Core Aim” flag set to ‘1’ – to designate the revised core learning aim in 2015/16

Example 2: Recording designations across academic years

In the 2015 autumn census we will collect learning aims recorded for the 2014/15 and 2015/16 academic years.

We would expect one learning aim to be designated as the Core Aim for each academic year. This could be either:

the same aim for a two year course spanning both years - eg if the same aim is designated as the core aim for both 2014/15 and 2015/16 then only one aim would be submitted with “Core Aim” flag set to ‘1’

or, alternatively:

where there are a distinct set of one year aims for each individual year, one of the 2014/15 aims would be designated as the “Core Aim” and, similarly, one of the 2015/16 learning aims would also be designated as the “Core Aim” – you will easily be able to

identify which “Core Aim” relates to each year by the learning aims start and end dates of the learning aims.

Example 3: Recording a change of designation

The “Core Aim” for a pupil in 2014/15 is for a two year course (Aim 1) which continues into 2015/16. However, a different (new) learning aim (Aim 2) is designated as the “Core Aim” for 2015/16. In the 2015 autumn census we would expect the following:

- Aim 1 – start date 01/09/2014 planned end date 31/07/2016 with the “Core Aim” flag set to ‘1’ – to designate the “Core Aim” in 2014/15
- Aim 2 – start date 01/09/2015 planned end date 31/07/2016 with the “Core Aim” flag set to ‘1’ – to designate the “Core Aim” in 2015/16

Example 4: School converts to an academy

Where an existing school becomes an academy during the period for which learning aims for required (through either the sponsor led or convertor routes) the details of the learning aims, including the “Core Aim” and all dates, should remain the same unchanged.

Example 5: Pupil advances year group before end of the academic year

A pupil undertook one learning aim in year 12 during 2014/15 (Aim 1) and is undertaking another learning aim in year 13 during 2015/16 (Aim 2). At the end of the 2015/16 academic year, the pupil moves into year 14 and starts his course (Aim 3) for the next academic period early. Hence, the 2015 autumn census would show:

- Aim 1 – start date 01/09/2014 planned end date 31/07/2015 with the “Core Aim” flag set to ‘1’ – to designate this learning aim as the “Core Aim” in 2014/15
- Aim 2 – start date 01/09/2015 planned end date 30/06/2016 with the “Core Aim” flag set to ‘1’ – to designate this learning aim as the “Core Aim” in 2015/16
- Aim 3 – start date 01/07/2015 planned end date 31/07/2017 with the “Core Aim” flag set to ‘1’ – Although this aim relates to the 2016/17 academic year, as this course was live during 2015/16 then it would be submitted as part of the 2015 autumn census. From the learning aims dates the EFA will be able to determine that the “Core Aim” relates to 2016/17

In this case, the pupil has three “Core Aims” with one “Core Aim” crossing academic years and reflecting the early move to the next year group.

(f) Partner UKPRN

This field (100552) is collected against all learning aims. Where learning is sub-contracted out by the school to be provided by a partner organisation (ie 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. Where learning is provided by another school, the UKPRN of that school is used.

4.4 Pupils no longer on roll

Some modules are collected for pupils no longer on roll ie 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
- annual attendance – special schools only
- 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 DfE 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.

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 which must be investigated, and potentially corrected, as it identifies data that would usually be:

- Invalid; or
- Missing (eg 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 which 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. 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 a DfE provided XML/XSLT has been used and the version used.

The first of these components is a set of XML schemas (ie 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 which 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 also 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 (eg 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]

The selected time on the census day, used for the class information module, is based on the last digit of the DfE school number. Please note these times move down by 1 each academic year; ie a school using "one hour before the end of morning school" in 2014 to 2015 will use "one hour after the start of school" in 2015 to 2016. This is not relevant for nursery schools, special schools or PRUs 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 DFE 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.

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 which 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 (eg 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:
 - origin identifier consisting of the local authority number (3 digits) followed by the establishment number (7 digits)
 - 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,
 - 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)

- 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_801LL15_001.XML

The total file name length = 27 characters

Annex A School XML message structure

		Cardinality (Note: <i>item level elements occur only once unless otherwise stated</i>)	School census										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<School>	Each <Message> group contains one and only one <School> group.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<SchoolCharacteristics>	Each <School> group contains one and only one <SchoolCharacteristics> group.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200039	<SchoolName>Brighton & Hove High School</SchoolName>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200638	<Phase>SS</Phase>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200632	<SchoolType>11</SchoolType>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200013	<HighestNCyear>14</HighestNCyear>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200012	<LowestNCyear>7</LowestNCyear>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200014	<Intake>COMP</Intake>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200015	<Governance>CO</Governance>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200022	<Email>theschool@sch.gov.uk</Email>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200118	<PhoneNo>01642512512</PhoneNo>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<SpecialSchool>	Each <SchoolCharacteristics> group contains 0..1 <SpecialSchool> group.	x	✓	x	x	x	x	x	x	x	✓	x
200030	<Accommodation>D</Accommodation>		x	✓	x	x	x	x	x	x	x	✓	x
200031	<MaxDayPupils>140</MaxDayPupils>		x	✓	x	x	x	x	x	x	x	✓	x

School census 2015 to 2016 - school XML message structure			School census													
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit			
	EITHER	<BS7666Format>	Each <AddressInformation> group contains 0..1 <BS7666Format> group. Note that either <BS7666Format> or <LineAddressFormat> should be provided, but not both.			x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200089		<SAON> 2 Flat</SAON>	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200090		<PAON> 123 </PAON>	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200091		<Street>Kirk Lane</Street>	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200092		<Locality>Inner Area</Locality>	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200093		<Town>Redborough</Town>	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200094		<AdministrativeArea>An Area</AdministrativeArea>	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200095		<PostTown>Marske</PostTown>	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		</BS7666Format>	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	OR	<LineAddressFormat>	Each <AddressInformation> group contains 0..1 <LineAddressFormat> group. Note that either <BS7666Format> or <LineAddressFormat> should be provided, but not both.			x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200101		<AddressLine1>123 Kirk Lane</AddressLine1>	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200102		<AddressLine2>Redborough</AddressLine2>	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200103		<AddressLine3>Yorkshire</AddressLine3>	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2015 to 2016 - school XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
200104	<AddressLine4>Elsewhere</AddressLine4>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
200105	<AddressLine5>And Another</AddressLine5>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</LineAddressFormat>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</AddressInformation>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</SchoolLocation>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<AdmissionsAppeals>	Spring only Each <School> group contains 0..1 <AdmissionsAppeals> group.	x	✓	x	x	✓	✓	✓	✓	✓	x	x	x
200139	<Lodged>29</Lodged>		x	✓	x	x	✓	✓	✓	✓	✓	x	x	x
200140	<Withdrawn>14</Withdrawn>		x	✓	x	x	✓	✓	✓	✓	✓	x	x	x
200141	<Heard>15</Heard>		x	✓	x	x	✓	✓	✓	✓	✓	x	x	x
200142	<Upheld>7</Upheld>		x	✓	x	x	✓	✓	✓	✓	✓	x	x	x
200143	<Rejected>8</Rejected>		x	✓	x	x	✓	✓	✓	✓	✓	x	x	x
	</AdmissionsAppeals>		x	✓	x	x	✓	✓	✓	✓	✓	x	x	x
	<InfantAdmissionsAppeals>	Spring only Each <School> group contains 0..1 <InfantAdmissionsAppeals> group.	x	✓	x	x	✓	x	x	x	✓	x	x	x
200139	<Lodged>29</Lodged>		x	✓	x	x	✓	x	x	x	✓	x	x	x
200140	<Withdrawn>14</Withdrawn>		x	✓	x	x	✓	x	x	x	✓	x	x	x
200141	<Heard>15</Heard>		x	✓	x	x	✓	x	x	x	✓	x	x	x
200142	<Upheld>7</Upheld>		x	✓	x	x	✓	x	x	x	✓	x	x	x
200143	<Rejected>8</Rejected>		x	✓	x	x	✓	x	x	x	✓	x	x	x

			School census																		
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit								
	School census 2015 to 2016 - school XML message structure	Cardinality (Note: item level elements occur only once unless otherwise stated)																			
	</InfantAdmissionsAppeals>		x	✓	x	x	✓	x	x	x	✓	x	x								
	<Reconciliation>	<u>Spring only</u> Each <School> group contains one and only one <Reconciliation> group.	x	✓	x	x	✓	✓	✓	✓	✓	✓	✓	x	x						
	<PupilReconciliation>	<u>Spring only</u> Each <Reconciliation> group contains one and only one <PupilReconciliation> group.	x	✓	x	x	✓	✓	✓	✓	✓	✓	✓	x	x						
200169	<PartTimeNotIn>20</PartTimeNotIn>		x	✓	x	x	✓	✓	✓	✓	✓	✓	✓	x	x						
200170	<PrivateStudy>22</PrivateStudy>		x	✓	x	x	✓	✓	✓	✓	✓	✓	✓	x	x						
200171	<AtOtherSchool>0</AtOtherSchool>		x	✓	x	x	✓	✓	✓	✓	✓	✓	✓	x	x						
200172	<WorkExperience>0</WorkExperience>		x	✓	x	x	x	x	✓	✓	✓	✓	✓	x	x						
200173	<FEcollege>1</FEcollege>		x	✓	x	x	x	x	✓	✓	✓	✓	✓	x	x						
	</PupilReconciliation>		x	✓	x	x	x	x	✓	✓	✓	✓	✓	x	x						
	</Reconciliation>		x	✓	x	x	✓	✓	✓	✓	✓	✓	✓	x	x						
	<Classes>	<u>Spring Only</u> Each <School> group contains one and only one <Classes> group	x	✓	x	x	✓	✓	✓	✓	✓	✓	✓	x	x						
	<Class>	<u>Spring Only</u> Each <Classes> group contains 0..n <Class> groups	x	✓	x	x	✓	✓	✓	✓	✓	✓	✓	x	x						
200185	<ClassName>OAK</ClassName>		x	✓	x	x	✓	✓	✓	✓	✓	✓	✓	x	x						
200190	<Teachers>1</Teachers>		x	✓	x	x	✓	✓	✓	✓	✓	✓	✓	x	x						

School census 2015 to 2016 - school XML message structure			School census										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
200191	<NonTeachers>1</NonTeachers>	Cardinality (Note: item level elements occur only once unless otherwise stated)	x	✓	x	x	✓	✓	✓	✓	✓	x	x
200560	<YearGroup>6</YearGroup>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
200552	<ClassType>N</ClassType>		x	✓	x	x	✓	x	x	x	✓	x	x
200562	<KeyStage>2</KeyStage>		x	✓	x	x	✓	x	x	x	✓	x	x
200195	<ASCactivity>MA</ASCactivity>		x	✓	x	x	✓	x	x	x	✓	x	x
200201	<HomePupils>24</HomePupils>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
200202	<GuestPupils>0</GuestPupils>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	</Class>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	</Classes>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	<Miscellaneous>	<u>Spring Only</u> Each <School> group contains one and only one <Miscellaneous> group	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200147	<FreeMealsTaken>6</FreeMealsTaken>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	x
	<Childcare>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200656	<OnSite>Y</OnSite>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200663	<ChildcareSignposting>N</ChildcareSignposting>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200662	<TypeOfChildcare>A</TypeOfChildcare>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200336	<OpeningTime>07:30</OpeningTime>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200337	<ClosingTime>17:00</ClosingTime>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200658	<NoOfChildcarePlaces>30</NoOfChildcarePlaces>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200659	<ChildcareProvider>OTH</ChildcareProvider>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200661	<OtherSchools>U</OtherSchools>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200660	<ChildcareWksOpen>8</ChildcareWksOpen>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓

		Cardinality (<i>Note: item level elements occur only once unless otherwise stated</i>)	School census											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
	</Childcare>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</Miscellaneous>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</School>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Annex B Pupil XML message structure

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
	<Pupils>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100001	<UPN>A123981456002</UPN>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100016	<UniqueLearnerNumber>1234567890</UniqueLearnerNumber>		✓	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓
100002	<FormerUPN>X34876124987B</FormerUPN>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100003	<Surname>York</Surname>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100004	<Forename>Tiffany</Forename>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100006	<MiddleNames>Georgia</MiddleNames>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100011	<PreferredSurname>Rivers</PreferredSurname>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100009	<FormerSurname>Plains</FormerSurname>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100008	<Gender>F</Gender>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100007	<DOB>1999-01-01</DOB>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</PupilIdentifiers>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census											
			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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100319	<Ethnicity>WSCO</Ethnicity>		x	✓	x	x	✓	✓	✓	✓	✓	✓	✓	✓
	<FSMeligibility>	Each <PupilCharacteristics> group contains 0..1 <FSMeligibility> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<FSMperiod>	Each <FSMeligibility> group contains 1..n <FSMperiod> groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100484	<FSMstartDate>2014-10-09</FSMstartDate>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100485	<FSMendDate>2014-11-16</FSMendDate>	May be missing in one and only one <FSMperiod> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200634	<UKcountry>ENG</UKcountry>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</FSMperiod>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</FSMeligibility>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100538	<SchoolLunchTaken>true</SchoolLunchTaken>	Applies to Reception and Years 1 and 2 and pupils aged 4 to 6 in year X ONLY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100488	<YSSA>UNS</YSSA>		✓	✓	✓	x	x	✓	✓	✓	✓	✓	✓	✓
100047	<Language>OTH</Language>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
100330	<ServiceChild>N</ServiceChild>	PRU is EXEMPT where <EnrolStatus> = S	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
100290	<FundedHours>8</FundedHours>	Not collected from Non-maintained Special Schools and CTCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100291	<HoursAtSetting>8.5</HoursAtSetting>	Not collected from Non-maintained Special Schools and CTCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100418	<UnitContactTimePupil>8</UnitContactTimePupil>		x	✓	x	x	x	x	x	x	x	x	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	✓	✓	✓	✓	✓	✓
100491	<SupportCode>55</SupportCode>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓
	</LearnerSupportItem>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓
	</LearnerSupport>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓
100511	<TopUpFunding>>true</TopUpFunding>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100549	<AdoptedFromCare>N</AdoptedFromCare>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100541	<QualHrs>540</QualHrs>		✓	x	x	x	x	x	✓	✓	✓	x	✓	✓
100543	<Non_qualHrs>60</Non_qualHrs>		✓	x	x	x	x	x	✓	✓	✓	x	✓	✓
100521	<FTEmp>>true</FTEmp>		✓	x	x	x	x	x	✓	✓	✓	✓	✓	✓

School census 2015 to 2016 - pupil XML message structure			School census										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
100553	<MathsGCSEHighestPriorAttainment>D</MathsPriorAttainment>	Cardinality (Note: item level elements occur only once unless otherwise stated)	✓	x	x	x	x	x	x	✓	✓	✓	✓
100554	<MathsGCSEPriorAttainmentYearGroup>1</MathsPriorAttainmentYearGroup>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	✓	✓
100555	<EnglishGCSEHighestPriorAttainment>D</EnglishPriorAttainment>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	✓	✓
100556	<EnglishGCSEPriorAttainmentYearGroup>1</EnglishPriorAttainmentYearGroup>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	✓	✓
100557	<MathsGCSEFundingExemption>N</MathsFundingExemption>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	✓	✓
100558	<EnglishGCSEFundingExemption>N</EnglishFundingExemption>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	✓	✓
100559	<EYPPE>Y</EYPPE>	Applies all pupils aged 3 to 4 ONLY	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100560	<EYPPBF>EE</EYPPBF>	Applies all pupils aged 3 to 4 ONLY	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</PupilCharacteristics>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilStatus>	Each <PupilOnRoll> group contains one and only one <PupilStatus> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100060	<EnrolStatus>C</EnrolStatus>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100325	<TypeOfClass>O</TypeOfClass>		✓	✓	✓	x	✓	x	x	✓	x	x	x
100063	<EntryDate>2012-09-03</EntryDate>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100065	<PartTime>>false</PartTime>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100067	<Boarder>N</Boarder>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
100068	<NCyearActual>5</NCyearActual>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</PupilStatus>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<SpecialEducationalNeeds>	Each <PupilOnRoll> group contains one and only one <SpecialEducationalNeeds> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100536	<SENprovision>P</SENprovision>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<SENneeds>	<u>Spring only</u> Each <SpecialEducationalNeeds> group contains 0..1 <SENneeds> group	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<SENneed>	Each <SENneeds> group contains 1..2 <SENneed> groups	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
100080	<SENtypeRank>1</SENtypeRank>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
100547	<SENtype>ASD</SENtype>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</SENneed>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</SENneeds>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
100075	<SENunitIndicator>>false</SENunitIndicator>		x	✓	x	✓	✓	✓	✓	✓	✓	x	x	x
100076	<ResourcedProvisionIndicator>>false</ResourcedProvisionIndicator>		x	✓	x	✓	✓	✓	✓	✓	✓	x	x	x
	</SpecialEducationalNeeds>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<Exclusions>	Each <PupilOnRoll> group contains 0..1 <Exclusions> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<TermlyExclusion>	Each <Exclusions> group contains 1..n <TermlyExclusion> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100087	<Category>LNCH</Category>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100088	<Reason>RA</Reason>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100090	<StartDate>2013-05-08</StartDate>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100093	<Sessions>20</Sessions>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100038	<InCare>>true</InCare>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100536	<SENprovision>A</SENprovision>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</TermlyExclusion>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</Exclusions>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<HomeInformation>	Each <PupilOnRoll> group contains one and only one <HomeInformation> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<Address>	Each <HomeInformation> group contains 1..n <Address> groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100121	<PostCode>TS13 3DW</PostCode>	Collected in the Autumn Census only for schools with sixth forms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2015 to 2016 - pupil XML message structure			School census											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
	EITHER	<BS7666Format>	Each <Address> group contains 0..1 <BS7666Format> group. <i>Note that either <BS7666Format> or <LineAddressFormat> should be provided, but not both.</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100103		<SAON> 2 Flat</SAON>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100109		<PAON> 123 </PAON>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100115		<Street>Kirk Lane</Street>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100116		<Locality>Inner Area</Locality>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100117		<Town>Redborough</Town>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100118		<AdministrativeArea></AdministrativeArea>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100119		<PostTown>Marske</PostTown>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		</BS7666Format>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	OR	<LineAddressFormat>	Each <Address> group contains 0..1 <LineAddressFormat> group. <i>Note that either <BS7666Format> or <LineAddressFormat> should be provided, but not both.</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100128		<AddressLine1>123 Kirk Lane</AddressLine1>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100129		<AddressLine2>Redborough</AddressLine2>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2015 to 2016 - pupil XML message structure			School census											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
100130	<AddressLine3>Yorkshire</AddressLine3>	Cardinality (Note: item level elements occur only once unless otherwise stated)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100131	<AddressLine4>SomewhereElse</AddressLine4>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100132	<AddressLine5>AndAnother</AddressLine5>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</LineAddressFormat>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</Address>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</HomeInformation>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<Attendance>	Each <PupilOnRoll> group contains 0..1 <Attendance> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	EITHER <TermlyAttendance>	Each <Attendance> group contains 0..1 <TermlyAttendance>. group	✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓	✓
100228	<SessionsPossible>120</SessionsPossible>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓	✓
100230	<SessionsAuthorised>6</SessionsAuthorised>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓	✓
100231	<SessionsUnauthorised>0</SessionsUnauthorised>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓	✓
	</TermlyAttendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓	✓
	OR <TermlyAttendance>	Each <Attendance> group contains 0..1 <TermlyAttendance>. group	✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓	✓
100228	<SessionsPossible>120</SessionsPossible>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓	✓

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<SessionDetails>	Each <TermlyAttendance> group contains one and only one <SessionDetails> group	✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
	<SessionDetail>	Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
100518	<AttendanceReason> </AttendanceReason>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
100233	<AbsenceSessions>6</AbsenceSessions>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
	</SessionDetail>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
	</SessionDetails>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
	</TermlyAttendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
	EITHER <SummerHalfTerm2Attendance>	Each <Attendance> group contains 0..1 <SummerHalfTerm2Attendance> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
100228	<SessionsPossible>80</SessionsPossible>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
100230	<SessionsAuthorised>6</SessionsAuthorised>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
100231	<SessionsUnauthorised>0</SessionsUnauthorised>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	</SummerHalfTerm2Attendance>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	OR <SummerHalfTerm2Attendance>	Each <Attendance> group contains 0..1 <SummerHalfTerm2Attendance> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
100228	<SessionsPossible>80</SessionsPossible>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
	<SessionDetails>	Each <TermlyAttendance> group contains one and only one <SessionDetails> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
	<SessionDetail>	Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
100518	<AttendanceReason> </AttendanceReason>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
100233	<AbsenceSessions>6</AbsenceSessions>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
	</SessionDetail>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
	</SessionDetails>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
	</SummerHalfTerm2Attendance>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
	EITHER <AnnualAttendance>	<u>Autumn only</u> Each <Attendance> group contains 0..1 <AnnualAttendance>. group	✓	x	x	x	x	x	x	x	x	✓	x	x
100228	<SessionsPossible>380</SessionsPossible>		✓	x	x	x	x	x	x	x	x	✓	x	x
100230	<SessionsAuthorised>12</SessionsAuthorised>		✓	x	x	x	x	x	x	x	x	✓	x	x
100231	<SessionsUnauthorised>0</SessionsUnauthorised>		✓	x	x	x	x	x	x	x	x	✓	x	x
	</AnnualAttendance>		✓	x	x	x	x	x	x	x	x	✓	x	x

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	OR <AnnualAttendance>	Autumn only Each <Attendance> group contains 0..1 <AnnualAttendance>. group	✓	x	x	x	x	x	x	x	x	✓	x
100228	<SessionsPossible>380</SessionsPossible>		✓	x	x	x	x	x	x	x	x	✓	x
	<SessionDetails>	Autumn only Each <AnnualAttendance> group contains one and only one <SessionDetails> group	✓	x	x	x	x	x	x	x	x	✓	x
	<SessionDetail>	Autumn only Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	x	x	x	x	x	x	x	x	✓	x
100518	<AttendanceReason>I</AttendanceReason>		✓	x	x	x	x	x	x	x	x	✓	x
100233	<AbsenceSessions>12</AbsenceSessions>		✓	x	x	x	x	x	x	x	x	✓	x
	</SessionDetail>		✓	x	x	x	x	x	x	x	x	✓	x
	</SessionDetails>		✓	x	x	x	x	x	x	x	x	✓	x
	</AnnualAttendance>		✓	x	x	x	x	x	x	x	x	✓	x
	</Attendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	x
	<LearningAims>	For schools with Sixth Forms Each <PupilOnRoll> group contains 0..1 <LearningAims> group	✓	x	x	x	x	x	x	✓	✓	x	✓

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census										
			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	✓
100255	<QAN>Z9999999</QAN>		✓	x	x	x	x	x	x	✓	✓	x	✓
100337	<DiscCode>0088</DiscCode>		✓	x	x	x	x	x	x	✓	✓	x	✓
100256	<LearningStartDate>2014-09-01</LearningStartDate>		✓	x	x	x	x	x	x	✓	✓	x	✓
100257	<LearningPlannedEndDate>2016-06-29</LearningPlannedEndDate>		✓	x	x	x	x	x	x	✓	✓	x	✓
100258	<LearningActualEndDate>2016-05-22</LearningActualEndDate>		✓	x	x	x	x	x	x	✓	✓	x	✓
100478	<LearningAimStatus>2</LearningAimStatus>		✓	x	x	x	x	x	x	✓	✓	x	✓
100508	<CoreAim>>true</CoreAim>		✓	x	x	x	x	x	x	✓	✓	x	✓
100552	<PartnerUKPRN>12345678</PartnerUKPRN>		✓	x	x	x	x	x	x	✓	✓	x	✓
100550	<LearningAimWithdrawnReason>98</LearningAimWithdrawnReason>		✓	x	x	x	x	x	x	✓	✓	x	✓
	</LearningAim>		✓	x	x	x	x	x	x	✓	✓	x	✓
	</LearningAims>		✓	x	x	x	x	x	x	✓	✓	x	✓
	</PupilOnRoll>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</PupilsOnRoll>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilsNoLongerOnRoll>	Each <> contains 0..1 <PupilsNoLongerOnRoll> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<PupilNoLongerOnRoll>	Each <PupilsNoLongerOnRoll> group contains 1..n <PupilNoLongerOnRoll> groups	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<PupilIdentifiers>	Each <PupilNoLongerOnRoll> group contains one and only one <PupilIdentifiers> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100001	<UPN>A123981456002</UPN>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100016	<UniqueLearnerNumber>1234567890</UniqueLearnerNumber>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100002	<FormerUPN>X348764987B</FormerUPN>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100003	<Surname>York</Surname>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100004	<Forename>Tiffany</Forename>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100006	<MiddleNames>Georgia</MiddleNames>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100009	<FormerSurname>Plains</FormerSurname>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100008	<Gender>F</Gender>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100007	<DOB>1999-01-01</DOB>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</PupilIdentifiers>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<PupilCharacteristics>	Each <PupilNoLongerOnRoll> group contains one and only one <PupilCharacteristics> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100319	<Ethnicity>WSCO</Ethnicity>		x	✓	x	x	✓	✓	✓	✓	✓	✓	✓
100047	<Language>OTH</Language>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<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	✓	✓	✓	✓	✓
100491	<SupportCode>55</SupportCode>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓
	</LearnerSupportItem>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓
	</LearnerSupport>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓
100541	<QualHrs>540</QualHrs>		✓	x	x	x	x	x	✓	✓	✓	x	✓
100543	<Non_qualHrs>60</Non_qualHrs>		✓	x	x	x	x	x	✓	✓	✓	x	✓
100521	<FTemp>true</FTemp>		✓	x	x	x	x	x	✓	✓	✓	✓	✓
100553	<MathsGCSEHighestPriorAttainment>D</MathsPriorAttainment>	For all pupils year 12 and above	✓	x	x	x	x	x	✓	✓	✓	✓	✓
100554	<MathsGCSEPriorAttainmentYearGroup>1</MathsPriorAttainmentYearGroup>	For all pupils year 12 and above	✓	x	x	x	x	x	✓	✓	✓	✓	✓
100555	<EnglishGCSEHighestPriorAttainment>D</EnglishPriorAttainment>	For all pupils year 12 and above	✓	x	x	x	x	x	✓	✓	✓	✓	✓
100556	<EnglishGCSEPriorAttainmentYearGroup>1</EnglishPriorAttainmentYearGroup>	For all pupils year 12 and above	✓	x	x	x	x	x	✓	✓	✓	✓	✓
100557	<MathsGCSEFundingExemption>N</MathsFundingExemption>	For all pupils year 12 and above	✓	x	x	x	x	x	✓	✓	✓	✓	✓
100558	<EnglishGCSEFundingExemption>N</EnglishFundingExemption>	For all pupils year 12 and above	✓	x	x	x	x	x	✓	✓	✓	✓	✓

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
	</PupilCharacteristics>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilStatus>	Each <PupilNoLongerOnRoll> group contains one and only one <PupilStatus> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100060	<EnrolStatus>C</EnrolStatus>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100063	<EntryDate>2012-09-03</EntryDate>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100064	<LeavingDate>2015-12-21</LeavingDate>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100065	<PartTime>>false</PartTime>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100067	<Boarder>N</Boarder>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100068	<NCyearActual>5</NCyearActual>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100325	<TypeOfClass>O</TypeOfClass>		✓	✓	✓	x	✓	x	x	x	✓	x	x	x
100486	<NCyearLeaving>12</NCyearLeaving>	Only for schools with sixth forms	✓	x	x	x	x	x	✓	✓	✓	x	✓	✓
	</PupilStatus>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	<SpecialEducationalNeeds>	Each <PupilOnRoll> group contains one and only one <SpecialEducationalNeeds> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100536	<SENprovision>P</SENprovision>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<SENneeds>	Spring only Each <SpecialEducationalNeeds> group contains 0..1 <SENneeds> group	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	<SENneed>	Each <SENneeds> group contains 1..2 <SENneed> groups	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100080	<SENtypeRank>1</SENtypeRank>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100547	<SENtype>ASD</SENtype>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</SENneed>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</SENneeds>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100075	<SENunitIndicator>>false</SENunitIndicator>		x	✓	x	✓	✓	✓	✓	✓	✓	x	x
100076	<ResourcedProvisionIndicator>>false</ResourcedProvisionIndicator>		x	✓	x	✓	✓	✓	✓	✓	✓	x	x
	</SpecialEducationalNeeds>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<Exclusions>	Each <PupilNoLongerOnRoll> group contains 0..1 <Exclusions> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<TermlyExclusion>	Each <Exclusions> group contains 1..n <TermlyExclusion> groups	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100087	<Category>LNCH</Category>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100088	<Reason>RA</Reason>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100090	<StartDate>2014-10-10</StartDate>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
100093	<Sessions>20</Sessions>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100038	<InCare>>true</InCare>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100536	<SENprovision>A</SENprovision>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</TermlyExclusion>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</Exclusions>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x
	<HomeInformation>	For schools with sixth forms, each <PupilOnRoll> group contains one and only one <HomeInformation> group	✓	x	x	x	x	x	x	✓	✓	✓	✓	✓
	<Address>	Each <HomeInformation> group contains 1..n <Address> groups	✓	x	x	x	x	x	x	✓	✓	✓	✓	✓
100121	<PostCode>TS13 3DW</PostCode>		✓	x	x	x	x	x	x	✓	✓	✓	x	✓
	</Address>		✓	x	x	x	x	x	x	✓	✓	✓	✓	✓
	</HomeInformation>		✓	x	x	x	x	x	x	✓	✓	✓	✓	✓
	<Attendance>	Each <PupilNoLongerOnRoll> group contains one and only one <Attendance> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	EITHER <TermlyAttendance>	Each <Attendance> group contains 0..1 <TermlyAttendance>. group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	x	✓

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
100228	<SessionsPossible>120</SessionsPossible>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
100230	<SessionsAuthorised>6</SessionsAuthorised>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
100231	<SessionsUnauthorised>0</SessionsUnauthorised>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
	</TermlyAttendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
OR	<TermlyAttendance>	Each <Attendance> group contains 0..1 <TermlyAttendance> group	✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
100228	<SessionsPossible>120</SessionsPossible>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
	<SessionDetails>	Each <TermlyAttendance> group contains one and only one <SessionDetails> group	✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
	<SessionDetail>	Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
100518	<AttendanceReason>I</AttendanceReason>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
100233	<AbsenceSessions>6</AbsenceSessions>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
	</SessionDetail>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
	</SessionDetails>		✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
EITHER	<SummerHalfTerm2Attendance>	Each <Attendance> group contains 0..1 <SummerHalfTerm2Attendance> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
100228	<SessionsPossible>80</SessionsPossible>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
100230	<SessionsAuthorised>6</SessionsAuthorised>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
100231	<SessionsUnauthorised>0</SessionsUnauthorised>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
	</SummerHalfTerm2Attendance>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
OR	<SummerHalfTerm2Attendance>	Each <Attendance> group contains 0..1 <SummerHalfTerm2Attendance> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
100228	<SessionsPossible>80</SessionsPossible>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
	<SessionDetails>	Each <TermlyAttendance> group contains one and only one <SessionDetails> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
	<SessionDetail>	Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
100518	<AttendanceReason>1</AttendanceReason>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
100233	<AbsenceSessions>6</AbsenceSessions>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
	</SessionDetail>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
	</SessionDetails>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
	</SummerHalfTerm2Attendance>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
EITHER	<AnnualAttendance>	<u>Autumn only</u> Each <Attendance> group contains 0..1 <AnnualAttendance>. group	✓	x	x	x	x	x	x	x	x	✓	x	

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
100228	<SessionsPossible>380</SessionsPossible>		✓	x	x	x	x	x	x	x	x	x	✓	x
100230	<SessionsAuthorised>12</SessionsAuthorised>		✓	x	x	x	x	x	x	x	x	x	✓	x
100231	<SessionsUnauthorised>0</SessionsUnauthorised>		✓	x	x	x	x	x	x	x	x	x	✓	x
	</AnnualAttendance>		✓	x	x	x	x	x	x	x	x	x	✓	x
OR	<AnnualAttendance>	Autumn only Each <Attendance> group contains 0..1 <AnnualAttendance>. group	✓	x	x	x	x	x	x	x	x	x	✓	x
100228	<SessionsPossible>380</SessionsPossible>		✓	x	x	x	x	x	x	x	x	x	✓	x
	<SessionDetails>	Each <AnnualAttendance> group contains one and only one <SessionDetails> group	✓	x	x	x	x	x	x	x	x	x	✓	x
	<SessionDetail>	Autumn only Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	x	x	x	x	x	x	x	x	x	✓	x
100518	<AttendanceReason>I</AttendanceReason>		✓	x	x	x	x	x	x	x	x	x	✓	x
100233	<AbsenceSessions>12</AbsenceSessions>		✓	x	x	x	x	x	x	x	x	x	✓	x
	</SessionDetail>		✓	x	x	x	x	x	x	x	x	x	✓	x
	</SessionDetails>		✓	x	x	x	x	x	x	x	x	x	✓	x
	</AnnualAttendance>		✓	x	x	x	x	x	x	x	x	x	✓	x
	</Attendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓

School census 2015 to 2016 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	School census											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
	<LearningAims>	For schools with Sixth Forms Each <PupilOnRoll> group contains 0..1 <LearningAims> group	✓	x	x	x	x	x	x	✓	✓	✓	x	✓
	<LearningAim>	Each <LearningAims> group contains 1..n <LearningAim> groups	✓	x	x	x	x	x	x	✓	✓	✓	x	✓
100255	<QAN>Z9999999</QAN>		✓	x	x	x	x	x	x	✓	✓	✓	x	✓
100337	<DiscCode>0088</DiscCode>		✓	x	x	x	x	x	x	✓	✓	✓	x	✓
100256	<LearningStartDate>2014-09-01</LearningStartDate>		✓	x	x	x	x	x	x	✓	✓	✓	x	✓
100257	<LearningPlannedEndDate>2016-06-29</LearningPlannedEndDate>		✓	x	x	x	x	x	x	✓	✓	✓	x	✓
100258	<LearningActualEndDate>2016-05-22</LearningActualEndDate>		✓	x	x	x	x	x	x	✓	✓	✓	x	✓
100478	<LearningAimStatus>2</LearningAimStatus>		✓	x	x	x	x	x	x	✓	✓	✓	x	✓
100508	<CoreAim>true</CoreAim>		✓	x	x	x	x	x	x	✓	✓	✓	x	✓
100552	<PartnerUKPRN>12345678</PartnerUKPRN>		✓	x	x	x	x	x	x	✓	✓	✓	x	✓
100550	<LearningAimWithdrawnReason>98</LearningAimWithdrawnReason>		✓	x	x	x	x	x	x	✓	✓	✓	x	✓
	</LearningAim>		✓	x	x	x	x	x	x	✓	✓	✓	x	✓
	</LearningAims>		✓	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> 01/10/2015	Census day <ReferenceDate> 21/01/2016	Census day <ReferenceDate> 19/05/2016
Term dates Start of the autumn term (from 01/08/2015) to 31/12/2015	Term dates 01/01/2016 to Easter Sunday 27/03/2016	Term dates Easter Monday 28/03/2016 to 31/07/2016
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 ie on or after 21/5/2015 and up to and including the autumn census day (01/10/2015)	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 ie on or after 01/10/2015 and up to including the spring census day (14/01/2016)	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 ie on or after 14/01/2016 and up to including the summer census day (19/05/2016)
	Learner support (bursary funding for 16-19 year olds) Any bursaries awarded since the beginning of the 2015 to 2016 academic year (from 01/08/2015) to students who are either on roll or off roll on census day of 14 January 2016.	Learner support (bursary funding for 16-19 year olds) Any bursaries awarded since the beginning of the 2015 to 2016 academic year (from 01/08/2015) to students who on are either on roll or off roll on census day of 19 May 2016.

Autumn	Spring	Summer
<p>Termly exclusions</p> <p>01/01/2015 to Easter Sunday 05/04/2015</p>	<p>Termly exclusions</p> <p>Easter Monday 06/04/2015 to 31/08/2015</p>	<p>Termly exclusions</p> <p>01/09/2015 to 31/12/2015</p>
<p>Termly attendance</p> <p>First half of the summer term</p> <p>From Easter Monday 06/04/2015 to the Sunday 29/05/2015 before spring bank holiday.</p>	<p>Termly attendance</p> <p>Start of the autumn term (from 01/08/2015) to 31/12/2015</p>	<p>Termly attendance</p> <p>01/01/2016 to Easter Sunday 27/03/2016</p>
<p>Summer second half term attendance</p> <p>From spring bank holiday Monday 30/05/2015 to 31/07/2015.</p>		
<p>Annual attendance – special schools only</p> <p>Start of the Autumn term (from 01/08/2014) to the Sunday 29/05/2015 before the spring bank holiday.</p> <p>Note: Special schools are also required to provide attendance information for the second half of the summer term (see dates above under 'summer second half term attendance').</p>		

Autumn	Spring	Summer
<p>Post-16 learning aims</p> <p>For the current academic year covering the period from 1 August 2015 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 1 August 2014 to 31 July 2015 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 and the annual data collected for special schools in the autumn school census will use the age as at 31 August 2014 for the autumn census and from 31 August 2015 for the spring and summer census collections.
- all other data use the dates from 31 August 2015

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 2009-08-31	DOB is on or before 2010-08-31
Pupil aged 6 or over	DOB is on or before 2008-08-31	DOB is on or before 2009-08-31
Pupil aged 12 and over	DOB is on or before 2002-08-31	DOB is on or before 2003-08-31
Pupil aged between 5 and 15	DOB is between 1998-09-01 and 2009-08-31 inclusive	DOB is between 1999-09-01 and 2010-08-31 inclusive
Pupil aged between 12 and 25	DOB is between 1988-09-01 and 2002-08-31 inclusive	DOB is between 1989-09-01 and 2003-08-31 inclusive
Pupil aged between 12 and 20	DOB is between 1993-09-01 and 2002-08-31 inclusive	DOB is between 1994-09-01 and 2003-08-31 inclusive
Pupil aged between 16 and 18	DOB is between 1995-09-01 and 1998-08-31 inclusive	DOB is between 1996-09-01 and 1997-08-31 inclusive
Pupil age under 20	DOB is on or after 1994-09-01	DOB is on or after 1995-09-01
Pupil age under 25	DOB is on or after 1989-09-01	DOB is on or after 1990-09-01

Age at 31 August		
Age	DOB for attendance in autumn census	DOB for attendance in spring and summer census
Pupil aged less than 3	DOB is on or after 2011-09-01	DOB is on or after 2012-09-01
Pupil aged 2	DOB is between 2011-09-01 and 2012-08-31 inclusive	DOB is between 2012-09-01 and 2013-08-31 inclusive
Pupil aged 3	DOB is between 2010-09-01 and 2011-08-31 inclusive	DOB is between 2011-09-01 and 2012-08-31 inclusive
Pupil aged 4	DOB is between 2009-09-01 and 2010-08-31 inclusive	DOB is between 2010-09-01 and 2011-08-31 inclusive
Pupil aged 5	DOB is between 2008-09-01 and 2009-08-31 inclusive	DOB is between 2009-09-01 and 2010-08-31 inclusive
Pupil aged 6	DOB is between 2007-09-01 and 2008-08-31 inclusive	DOB is between 2008-09-01 and 2009-08-31 inclusive
Pupil aged 7	DOB is between 2006-09-01 and 2007-08-31 inclusive	DOB is between 2007-09-01 and 2008-08-31 inclusive
Pupil aged 8	DOB is between 2005-09-01 and 2006-08-31 inclusive	DOB is between 2006-09-01 and 2007-08-31 inclusive
Pupil aged 9	DOB is between 2004-09-01 and 2005-08-31 inclusive	DOB is between 2005-09-01 and 2006-08-31 inclusive
Pupil aged 10	DOB is between 2003-09-01 and 2004-08-31 inclusive	DOB is between 2004-09-01 and 2005-08-31 inclusive
Pupil aged 11	DOB is between 2002-09-01 and 2003-08-31 inclusive	DOB is between 2003-09-01 and 2004-08-31 inclusive

Age at 31 August		
Age	DOB for attendance in autumn census	DOB for attendance in spring and summer census
Pupil aged 12	DOB is between 2001-09-01 and 2002-08-31 inclusive	DOB is between 2002-09-01 and 2003-08-31 inclusive
Pupil aged 13	DOB is between 2000-09-01 and 2001-08-31 inclusive	DOB is between 2001-09-01 and 2002-08-31 inclusive
Pupil aged 14	DOB is between 1999-09-01 and 2000-08-31 inclusive	DOB is between 2000-09-01 and 2001-08-31 inclusive
Pupil aged 15	DOB is between 1998-09-01 and 1999-08-31 inclusive	DOB is between 1999-09-01 and 2000-08-31 inclusive
Pupil aged 16	DOB is between 1997-09-01 and 1998-08-31 inclusive	DOB is between 1998-09-01 and 1999-08-31 inclusive
Pupil aged 17	DOB is between 1996-09-01 and 1997-08-31 inclusive	DOB is between 1997-09-01 and 1998-08-31 inclusive
Pupil aged 18	DOB is between 1995-09-01 and 1996-08-31 inclusive	DOB is between 1996-09-01 and 1997-08-31 inclusive

Annex E Post-16 learning aims

(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 2015 data collection will be based on the May 2015 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 2015/16 academic year during June / July 2015. This will greatly ease the burden of recording student qualification details in the autumn.

(b) Examination timetable

Using the 2015 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 is 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](#).

(c) QAN data

Provision of the QAN table

A comprehensive list of QANs (with associated data) is available via [web services](#) and 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 accreditation number
AB	A3	Awarding body code*
QualType	A3	Qualification type code*
Map	A4	Indicates whether mapping to LEAP or LDCS coding system
DiscCode	A4**	LEAP / LDCS code*
Qualification Title	A165	Full qualification title

Field	Field Type	Field Description
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 - ie date from which it should be available in MISs
EffectiveTo	A10	Date qualification is effective until - ie 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.

(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 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 census collation periods.

Unitary awarding body (UAB) basedata files

The formats for UAB basedata 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 basedata files are only issued by the UABs represented by the JCQ. The vast majority of awarding organisations do not issue basedata 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, Edexcel, Northern Ireland Council for the Curriculum Examinations and Assessment (CCEA), OCR and Welsh Joint Education Committee (WJEC).

(ii) Basedata file types

Basedata 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 basedata 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

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

Saaaaaaa.Xnn / Oaaaaaaa.Xnn / Caaaaaaa.Xnn / Laaaaaaa.Xnn

Where:

a = any alphanumeric or underscore character

n = any numeric character

The option definitions file contains data of relevance.

(iii) 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	
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)

Position	Description	Size	Comments
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. Basedata file "QCA Classification Code" is equivalent to "DiscCode" in QAN table
2. Basedata file "QCA Accreditation Number" is equivalent to "QAN" in QAN table

(iv) Importing UAB basedata files

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

Any "QAN" or "DiscCode" 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.

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 Annex E).

(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: Discount code 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.

Stage 5: At this stage a list of the relevant qualifications, with appropriate QANs, 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 may be applied at any stage in the process.

(v) 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 which 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 which is convenient to the school. (We would advise schools to begin recording details of the sixth form qualifications they will be providing in the 2015/16 academic year during June/ July 2015).

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

(vi) 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.

(vii) Entry validations

(A)	The learning aim start date must be a valid date within academic year. Note: Where a school changes type (eg converts to a sponsored academy) within an academic year, the start date of the learning aim 'carries over' from the 'old' school ie 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.
(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'.

(viii) Timescales

It is suggested that schools produce their school QAN list, for the 2015/16 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.

(ix) 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 QAN 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 (ie 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"

(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.

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

① NQF Level	② Sector / Subject Framework Tier 1	③ Sector / Subject Framework Tier 2	④ Discount Code Subject
	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)

⑤ List of relevant QANs - Example data only

QAN	AB*	Qual Type	Map	Disc Code	QualificationTitle	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	31/12/50	01/08/05	31/08/18	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	31/12/50	01/08/05	31/08/18	2.1	2	3

5 List of relevant QANs - Example data only

10044401	110	AA	LEAP	0008	OCR Advanced GCE in Applied Science (Revised NQF Level)	Applied Science	01/08/05	31/08/18	31/12/50	01/08/05	31/08/18	2.1	2	3
10044450	110	AAD	LEAP	0008	OCR Advanced GCE in Applied Science (Double Award) (Revised NQF Level)	Applied Science	01/08/05	31/08/18	31/12/50	01/08/05	31/08/18	2.1	2	3
10050097	111	AS	LEAP	0008	AQA Advanced Subsidiary GCE in Applied Science (Revised NQF Level)	Applied Science	01/08/05	31/08/16	31/08/17	01/08/05	31/08/16	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	31/08/16	31/08/17	01/08/05	31/08/16	2.1	2	3
10050115	111	AA	LEAP	0008	AQA Advanced GCE in Applied Science (Revised NQF Level)	Applied Science	01/08/05	31/08/17	31/08/18	01/08/05	31/08/17	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	31/08/17	31/08/18	01/08/05	31/08/17	2.1	2	3

* AB (Awarding Body)

103 Edexcel Foundation (EDEXCEL)

110 Oxford, Cambridge and RSA Examinations (OCR)

111 Assessment and Qualifications Alliance (AQA)

**** Qualification Type**

AA GCE A Level

AEA Advanced Extension

Award AS GCE AS level

ASD GCE AS level Double Award ASV Vocational GCE AS Single Award (VCE AS)

AV Vocational GCE Single Award (VCE A)

AVD Vocational GCE Double Award (VCE DA)

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																										
200001	LA number	LEA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200002	DfE establishment number	Estab	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200039	School name	SchoolName	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200638	School phase	Phase	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200632	Type of school	SchoolType	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200013	Maximum year group	HighestNCyear	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200012	Minimum year group	LowestNCyear	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200014	Intake type	Intake	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200015	Governance	Governance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200022	School email address	Email	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200118	School telephone number	PhoneNo	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200030	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
200031	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	
200032	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	
200033	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	
200034	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	
200036	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	
200035	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	
200667	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	
200023	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	
200354	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	
200024	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	
School location module																										
200089	Secondary address object number	SAON	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200090	Primary address object number	PAON	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200091	Street	Street	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200092	Locality	Locality	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	
200093	Town	Town	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	
200094	Administrative area	AdministrativeArea	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	
200095	Post town	PostTown	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	
200096	Postcode	PostCode	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	
200101	Address line 1	AddressLine1	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	
200102	Address line 2	AddressLine2	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	
200103	Address line 3	AddressLine3	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	
200104	Address line 4	AddressLine4	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	
200105	Address line 5	AddressLine5	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	
Admissions appeals module																											
200139	Admissions appeals lodged	Lodged	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	
200140	Admissions appeals withdrawn	Withdrawn	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	
200141	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	
200142	Admissions appeals heard by independent admissions committee - decided in parent's	Upheld	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	
	favour																										
200143	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		
Infant admission appeals module																											
200139	Admissions appeals lodged	Lodged	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x			
200140	Admissions appeals withdrawn	Withdrawn	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x			
200141	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			
200142	Admissions appeals heard by independent admissions committee – decided in parent's favor	Upheld	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x			
200143	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			
Pupil reconciliation module																											
200169	Part-time pupils not at school	PartTimeNotIn	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
200170	Private study pupils	PrivateStudy	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
200171	Pupils at another school	AtOtherSchool	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
200172	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	
200173	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																										
200185	Class reference name	ClassName	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
200190	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	
200191	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	
200560	Class year group	YearGroup	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
200552	Class type	ClassType	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	
200562	Class key stage	KeyStage	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	
200195	Class activity	ASCactivity	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	
200201	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	
200202	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	

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
Miscellaneous module																										
200147	Free school meals taken	FreeMealsTaken	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200656	Childcare on site	OnSite	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200663	Signposting off-site childcare provision	ChildcareSignposting	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200662	Type of childcare	TypeOfChildcare	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200658	Childcare places	ChildcarePlaces	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200659	Childcare provider	ChildcareProvider	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200660	Childcare number of weeks open	ChildcareWksOpen	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200661	Other schools	OtherSchools	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200336	Opening time	OpeningTime	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200337	Closing time	ClosingTime	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 = Pupils on Roll

Off = Pupils off Roll

B = 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																										
100001	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
100016	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
100002	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
100003	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
100004	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
100006	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
100009	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
100011	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
100007	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
100008	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
Pupil characteristics module																										
100319	Ethnicity	Ethnicity	x	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x
100484	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

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
100485	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
100538	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
200634	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
100488	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	On
100047	Language code	Language	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100330	Service children in education indicator	ServiceChild	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x
100290	Funded 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
100291	Hours at setting ⁴	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
100418	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	On	x	
100491	Learner support code	SupportCode	x	x	x	x	x	x	x	x	x	B	B	x	B	B	x	B	B	x	B	B	x	B	B	
100541	Planned learning hours	QualHrs	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	B	x	x	x	x	x	B	x	x
100543	Planned employability, enrichment and pastoral hours	Non_qualHrs	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	B	x	x	x	x	x	B	x	x
100521	Full-time employment indicator	FTEmp	x	x	x	x	x	x	x	x	x	x	x	On	x	x	On	x	x	On	x	x	On	x	x	
100511	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
100549	Adopted from care	AdoptedFromCare	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100553	Maths GCSE highest prior attainment	MathsGCSEHighestPriorAttainment	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	

³ Not collected from Non-maintained Special Schools and CTCs

⁴ 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
100554	Maths GCSE prior attainment year group	MathsGCSEPriorAttainmentYearGroup	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	
100555	English GCSE highest prior attainment	EnglishGCSEHighestPriorAttainment	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	
100556	English GCSE prior attainment year group	EnglishGCSEPriorAttainmentYearGroup	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	
100557	Maths GCSE funding exemption	MathsGCSEFundingExemption	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	
100558	English GCSE funding exemption	EnglishGCSEFundingExemption	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	
100559	Early years pupil premium	EYPP	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	On	x	x	On	x	x	On	x	
100560	Early years pupil premium basis of funding	EYPPBF	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	On	x	x	On	x	x	On	x	

Pupil status module

100060	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	
100063	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	
100064	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	
100065	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	
100067	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	
100068	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	
100486	Pupil's actual national curriculum year group on leaving	NCyearLeaving	x	x	x	x	x	x	x	x	x	Off	x	x	Off	x	x	Off	x	x	x	x	x	Off	x	x
100325	Class type (v2)	TypeOfClass	x	x	x	On	On	On	x	x	x	x	x	x	x	x	On	On	On	x	x	x	x	x	x	

SEN module

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
100536	Pupil SEN provision (formerly stage)	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
100080	Pupil SEN type ranking	SENtypeRank	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*
100547	Pupil SEN type	SENtype	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*
100075	Member of SEN unit (sometimes called special class) indicator	SENunitIndicator	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*
100076	Member of resourced provision indicator	ResourcedProvisionIndicator	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*
Termly exclusions module																										
100087	Exclusion category	Category	*	*	*	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100088	Exclusion reason	Reason	*	*	*	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100038	In care indicator	InCare	*	*	*	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100536	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
100090	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
100093	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
Home information module																										
100103	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
100109	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
100115	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
100116	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
100117	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

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
100118	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
100119	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
100121	Postcode ⁵	PostCode	On	On	On	On	On	On	On	On	On	B	On	On	B	On	On	B	On	On	On	On	On	B	On	On
100128	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
100129	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
100130	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
100131	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
100132	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																										
100228	Possible sessions	SessionsPossible	*	*	*	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	*	*	*	B	B	B
100230	Sessions missed due to authorised absence	SessionsAuthorised	*	*	*	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	*	*	*	B	B	B
100231	Sessions missed due to unauthorised absence	SessionsUnauthorised	*	*	*	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	*	*	*	B	B	B
100518	Attendance codes	AttendanceReason	*	*	*	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	*	*	*	B	B	B
100233	Number of sessions missed	AbsenceSessions	*	*	*	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	*	*	*	B	B	B
Summer second half term attendance module																										
100228	Possible sessions	SessionsPossible	*	*	*	B	*	*	B	*	*	B	*	*	B	*	*	B	*	*	B	*	*	B	*	*

⁵ Collected in autumn term only for schools with a sixth form

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	
100230	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	
100231	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	
100518	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	
100233	Number of sessions missed	AbsenceSessions	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	
Annual attendance module																											
100228	Possible sessions	SessionsPossible	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	x	x	x	
100230	Sessions missed due to authorised absence	SessionsAuthorised	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	x	x	x	
100231	Sessions missed due to unauthorised absence	SessionsUnauthorised	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	x	x	x	
100518	Attendance codes	AttendanceReason	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	x	x	x	
100233	Number of sessions missed	AbsenceSessions	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	x	x	x	
Post-16 learning aims module																											
100255	Qualification accreditation number	QAN	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
100337	Discount code	DiscCode	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x		
100256	Learning aim start date	LearningStartDate	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x		
100257	Learning aim planned end date	LearningPlannedEndDate	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x		
100258	Learning aim actual end date	LearningActualEndDate	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x		
100478	Learning aim status	LearningAimStatus	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
100508	Core Aim	CoreAim	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
100552	Partner UKPRN	PartnerUKPRN	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
100550	Learning aim withdrawal reason	LearningAimWithdrawalReason	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	



Department
for Education

© Crown copyright 2015

You may re-use this document/publication (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence v3.0. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries <https://www.education.gov.uk/form/data-collection-request-form>

download www.gov.uk/government/publications

Reference: DFE-00071-2015



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk