



Department
for Education

School census 2014 to 2015

**Business and technical specification,
version 1.1**

July 2014

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Version history

Version	Change history	Author / date
1.0	<p>Changes to the specification for the 2014 to 2015 school census have been made as listed below:</p> <p>The census collection period has changed from a calendar year basis to an academic year basis. As such, the census naming convention has also altered to reflect this change, with the calendar year (2014) date reference changing to an academic year reference (2014 to 2015). It should be noted that this statement does not preclude the inclusion of data from any previous academic periods – this is a change in naming convention to reflect the revised census period.</p> <p>Introduction.</p> <ul style="list-style-type: none"> • Dates and census naming convention updated • Overarching statement that ALL dates have been updated but not coloured as changed <p>1.3 Structure of the collection</p> <ul style="list-style-type: none"> • Diagram of collection structure removed <p>1.6.1 New data items</p> <ul style="list-style-type: none"> • Recording of planned hours for 16 to 19 year-old students in the school census • Planned learning hours – current and previous • Planned employability, enrichment and pastoral hours – current and previous • Core Aim • FSM updated • School lunch taken (100538) • Post-16 pupils in full-time employment (100521) <p>1.6.2 Existing data items</p> <ul style="list-style-type: none"> • Pupil referral unit – engagement with autumn census • Post-16 overseas students • Special educational needs <p>1.6.3 Removal of data items</p>	Phil Dent 10/01/2014

	<ul style="list-style-type: none"> • Pupil referral unit – staffing data • Learning aims – outcome • Learning aims – result <p>2 Message header</p> <ul style="list-style-type: none"> • Survey year amended to reflect use of “2014” for autumn and “2015” for spring and summer • Survey reference dates amended <p>3.2.3 Admission appeals module</p> <ul style="list-style-type: none"> • Title amended to better emphasise a spring only collection • Dates updated <p>3.2.4 Infant admission appeals module</p> <ul style="list-style-type: none"> • Title amended to better emphasise a spring only collection • Dates updated <p>3.2.6 Class information module</p> <ul style="list-style-type: none"> • Clarification of which schools should follow the primary curriculum <p>4.2 Categories of pupil for which data are required</p> <ul style="list-style-type: none"> • Clarification on data requirements for pupils no longer on roll <p>4.3.2 Pupil characteristics module</p> <ul style="list-style-type: none"> • (b) Free school meals eligibility: Clarification regarding FSM and universal entitlement with respect to pupil premium • (b) Free school meals eligibility: Dates updated • (b) Free school meals eligibility: Clarification of income related FSM as opposed to universal infant meals. • (c) School lunch taken: Clarification added. • (d) Youth support services agreement indicator: Dates updated • (e) Language code: CBDS reference code (100327) – now obsolete – amended to code (100047) • (g) Funded hours: Dates updated 	
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	<ul style="list-style-type: none"> • (j) Learner support code: Dates updated • (k) Top-up funding indicator: Clarification regarding funding bands and eligibility • (m) Planned learning hours: added • (n) Planned employability, enrichment and pastoral hours: added • (o) Post-16 pupils who are in full-time employment: added <p>4.3.3 Special educational needs module</p> <ul style="list-style-type: none"> • Information regarding SEN Support code • Information regarding Changes to SEN provision with the introduction of a new “SEN support” code from September 2014 • New code “education health and care plan” added from September 2014 • New code “SEN support but no specialist assessment of type of need” • Advice on transitional arrangements • Pupil type SEN code amendment: remove “BESD” (behavioural, educational and social difficulties) from September 2014 • Pupil type SEN code amendment: Insert “SMEH” (social, mental and educational health) from September 2014 • Advice on transitioning BESD to SMEH • Clarification on SEN Units (100075) and resourced provision (100076) <p>4.3.7 Termly attendance module</p> <ul style="list-style-type: none"> • Dates updated <p>4.3.9 Annual attendance</p> <ul style="list-style-type: none"> • Emphasis given within the heading that this element applies to special schools only <p>4.3.10 Post-16 learning aims module</p> <ul style="list-style-type: none"> • Dates updated • Updated advice on eligibility bands provided • Updated advice on QAN and International 	
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	<p>Baccalaureate</p> <ul style="list-style-type: none"> • Updated advice on student re-sits <p>5.2.1 Header XML message structure</p> <ul style="list-style-type: none"> • Notification that the autumn census will use the year “2014” and that the spring and summer census will use the year “2015” • Dates updated <p>8.3 Selected time on census day</p> <ul style="list-style-type: none"> • Dates updated • Table updated • Clarification on appropriate time provided • Annex A: School XML message structure • Addition of autumn term • Term re-ordered to reflect move to academic year (autumn, spring summer) <p>Annex B: Pupil XML message structure</p> <ul style="list-style-type: none"> • Addition of autumn term • Term re-ordered to reflect move to academic year (autumn, spring summer) • Unique learner number now required for middle-deemed primary schools • Unit contact time – correction to show collected in spring (100418) • SEN provision CBDS data item number updated to (100536) • SEN Type CBDS data item number updated to (100537) • Addition of planned learning hours <QualHrs> (100532) • Addition of planned learning hours <QualHrsPrev> (100533) • Addition of planned employability, enrichment and pastoral hours <Non_qualHrs> (100534) • Addition of planned employability, enrichment and pastoral hours <Non_qualHrsPrev> (100535) • Addition of school lunch taken <SchoolLunchTaken> (100538) • Post-16 pupils in full-time employment (100521) 	
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- Learning aims – comprising:
 - Learning aim
 - QAN
 - Disc code
 - Learning start date
 - Learning planned end date
 - Learning actual end date
 - Learning aim status
 - Now required for pupil referral units
 - NC Year leaving – now required for pupil referral units
 - Addition of Core Aim <CoreAim> (100508)

Annex C: Census collection dates and data periods

- Dates updated

Annex D: Pupil ages and dates of birth

- Dates updated
- Second table introduced
 - table “a” for 2014 (autumn census)
 - table “b” for 2015 (spring and summer collections)

Annex E: Post-16 learning aims

- Dates updated
- Wording amended to include “schools should begin to” with reference to recording data
- Examination timetable: Addition of information on Section 96 and link to Section 96 website
- Unitary awarding body (UAB) base data files: Update of Version from 10 to 14 – link (in footnote) updated
- School QAN list: Date updated, also, wording amended to include “begin recording”
- Entry validations: (A) Clarification for schools that convert to academies
- Timescales: Date updated
- Timescales: Clarification on QWS
- Maintenance changes and interfiled relationships: Wording amendment to strengthen requirement

Annex F: School level collection schedule

	<ul style="list-style-type: none"> • Addition of autumn term <p>Annex G:Pupil level collection schedule</p> <ul style="list-style-type: none"> • Addition of autumn term • NC year leaving added to pupil referral units (off) • Annual exclusion module removed • Addition of Core Aim <CoreAim> (100508) to learning aims module • Addition of school lunch taken <SLT> (100538) • Post-16 pupils in full-time employment (100521) • Addition of planned learning hours <QualHrs> (100532) • Addition of planned learning hours <QualHrsPrev> (100533) • Addition of planned employability, enrichment and pastoral hours <Non_qualHrs> (100534) • Addition of planned employability, enrichment and pastoral hours <Non_qualHrsPrev> (100535) • SEN provision CBDS data item number updated to (100536) • SEN Type CBDS data item number updated to (100537) 	
1.01	<p>Note of minor amendments to correct document errors:</p> <p>Two spelling corrections made in text and one incorrect xml tag <LeaningAims> corrected to <LearningAims></p> <p>Typo date in Learning Aim example change FROM “36/06/2015” TO “30/06/2015”</p> <p>Annex C: Census collection dates: Incorrect dates amended as follows:</p> <p>Autumn:</p> <p>Termly exclusions to date amended FROM “05/04/2014” TO “20/04/2014”</p> <p>Termly attendance -First Half Summer Term - dates amended FROM “01/04/2014” TO “21/04/2014 and FROM “26/05/2014” TO “25/05/2014”</p> <p>Spring:</p>	P Dent 05/02/2014

	<p>Termly exclusions to date amended FROM “06/04/2014” TO “21/04/2014”</p> <p>Summer:</p> <p>Termly attendance to date amended FROM “31/03/2015” TO “05/04/2015”</p>	
1.1	<p>1.6.2 (c) – Special educational needs (SEN) –transitional period for change from SA/SA+ to SEN support extended from one term to the whole academic year – RFC 706 refers. Data item codes for <SENtype> (100081) replaced by (100537) RFC 677 and RFC 683 refers and <SENprovision> (100509) replaced by (100536) RFC 677 refers. Pupil SEN type codeset (D00230) replaced by (D00237) to change SMEH to SEMH RFC 708 refers. Incorrect data item codes amended.</p> <p>4.3.2(b) – Pupil characteristics module; Free school meals eligibility – clarification on codes ‘F’ and ‘O’ added.</p> <p>4.3.2(l) – Pupil characteristic module; Adopted from care – codeset (D00219) replaced by codeset (D00239) add code C child arrangement order; and, data item (100512) is replaced by data item (100549) – RFC 712 refers</p> <p>4.3.2(o) – Pupil characteristics module: post-16 pupils who are in full-time employment – guidance brought into line with: Participation of young people guidance.</p> <p>4.3.4 – Special educational needs module – transitional period for change from SA/SA+ to SEN support extended from one term to the whole academic year – RFC 706 refers. Data item codes for <SENtype> (100081) replaced by (100537) RFC 677 and RFC 683 refers; <SENprovision> (100509) replaced by (100536) RFC 677 refers; and, Codeset (D00023) replaced by (D00230) RFC 677 refers. Pupil SEN type codeset (D00230) replaced by (D00237) to change SMEH to SEMH RFC 708 refers. Incorrect data itme codes corrected.</p> <p>4.3.6 – Home information module – clarification added regarding requirement for post code.</p>	<p>P Dent 12/06/2014</p>

	<p>Annex A: School XML message structureL</p> <ul style="list-style-type: none"> • Correction for item 200172 work experience – not collected for middle-deemed primary. <p>Annex B: Pupil XML message structure:</p> <ul style="list-style-type: none"> • Correction for items: 100532; 100533; 100534 and 100535. These items incorrectly included special schools. Special schools do not report on these items (planned hours). • Correction for items: 100532; 100533; 100534 and 100535. These items did not include middle deemed secondary schools. Middle deemed secondary schools do report on these items (planned hours). • Data item 100512 <AdoptedFromCare> amended code to 100549 – RFC 712 refers <p>Annex C: Census collection dates and data periods Incorrect dates corrected from 26/05/2014 to 25/05/2014</p> <p>Annex D: Pupil ages and dates of birth Clarification regarding dates used for data other than attendance.</p> <p>Annex F: Work experience – not collected for primary or middle-deemend primary</p> <p>Annex G:</p> <ul style="list-style-type: none"> • Corrections to Annex F and G to match data requirements shown in Annex A and B • Data item 100512 <AdoptedFromCare> amended code to 100549 – RFC 712 refers 	
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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 is the specification for the school census data to be returned to the department during the 2014 to 2015 academic year.

(a) Coverage

This census covers information to be provided to the department by maintained nursery, primary, middle-deemed primary, middle-deemed secondary, secondary, all-through, special schools, pupil referral units (PRUs), city technology colleges (CTCs) and academies (including free schools, university technical colleges (UTCs) and studio schools) in England. Non-maintained special schools are also required to participate in the school census.

PRUs are legally defined as schools and all references to “schools” in this document should be regarded as referring to PRUs, alternative provision (AP) academies and AP free schools as well as all other types of schools within the scope of the school census.

Service children education schools, both primary and secondary, should be encouraged to participate on a voluntary basis.

Academies (including free schools), CTCs and non-maintained special schools will 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	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 should provide the data required for PRUs. Academy special schools should provide the data required for special schools. All other academies (including free schools) should provide the data for the phase appropriate to the age range of their pupils.

Annexes E and F (school and pupil level collection schedules respectively) provide details of which data items apply to each school phase. It should be noted that: different validation rules also apply to different phases of schools as defined above.

(c) Provision of technical files by DfE

In order to reduce the burdens on software suppliers, DfE will provide various XML-related components which will facilitate the creation and validation of the 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 documentation

The technical specification for the 2014 to 2015 academic year school census consists 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 report together with the associated XSLT will also be supplied. All of this documentation is made available on the department's [website](#).

This Word document, and not the validation rules and XSLT, defines the scope of each census collection ie those schools, pupils and data items that should be included. The validation rules and XSLT are provided so that suppliers can develop their systems to check the data extracted for each census collection.

1.2 Business rationale

The following factors are the business drivers behind this approach:

- the assumption that virtually all data is already held in schools' management information systems (MIS) ready for transfer on census day and so the need for additional data entry will be kept to a minimum

- the principle that schools are expected to hold / manage data for their own purposes, or have data held on their behalf so that they can access and extract it

1.3 Structure of the collection

The school census collects school and pupil level data. Each level comprises one or more modules ie groups of data items.

The school census consists of three collections (one collection each term) with different data required in each collection. Generally whole modules of data items will be collected each term. However, on occasion, a few individual data items from within a module, rather than the whole module, will also be collected (Please see [Annex A](#) and [Annex B](#)).

Both levels (school and pupil) will be returned together as a single data return for each school census collection.

1.4 Snapshot and continuous data

Much of the data to be collected represents some characteristic or status at a point in time. There are also continuous items which will capture data for a term or a year - examples of these are pupil attendance, exclusions and free school meal eligibility periods. Note: these may legitimately include data for pupils who have left school prior to the relevant census day. Successive instances of the census collections are thus designed to 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 will be collected on a termly basis.

Within the school census there are specific periods (eg a particular term, terms or academic year) that apply to the collection of data items such as:

- free school meal eligibility
- learner support (bursary funding for 16-19 year olds)
- exclusions
- attendance
- post-16 learning aims

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 school census autumn 2013 and spring/summer 2014 specifications

1.6.1 New data items

(a) Recording of planned hours for 16-19 year-old students in the school census

Planned hours are split into two categories, 'planned learning hours' (100532) and 'planned employability, enrichment and pastoral hours' (100534) each of which are described in more detail below. These fields collect the planned hours for each student for the academic year.

If a student is on a study programme that spans two or more teaching years, then these fields must be completed at the start of each academic year with the planned hours for that year.

The autumn 2014 census will have 2 sets of planned hours fields – one set to retrospectively record planned hours for students on roll in the academic year 2013 to 2014 (100533) (the planned hours and the outcome may be different) with the other set for students on roll in the academic year 2014 to 2015 (100532).

From 2015 there will only be one set of the hours fields in each autumn census. These will record planned hours for students on roll in the on-going academic year (100532).

Please see the table below which sets the requirements out for the next 3 academic years:

Census	Fields	Planned hours returned for
Autumn 2014	Planned learning hours - previous academic year (2013 to 2014)	Students on roll in 2013 to 2014
Autumn 2014	Planned employability, enrichment and pastoral hours – previous academic year (2013 to 2014)	Students on roll in 2013 to 2014
Autumn 2014	Planned learning hours – current academic year (2014 to 2015)	Students on roll in 2014 to 2015
Autumn 2014	Planned employability, enrichment and pastoral hours – current academic year (2014 to 2015)	Students on roll in 2014 to 2015
Autumn 2015	Planned Learning Hours– current academic year (2015 to 2016)	Students on roll in 2015 to 2016
Autumn 2015	Planned employability, enrichment and pastoral hours – current academic year (2015 to 2016)	Students on roll in 2015 to 2016
Autumn 2016	Planned learning hours– current academic year (2016/17)	Students on roll in 2016/17
Autumn 2016	Planned employability, enrichment and pastoral hours– current academic year (2016/17)	Students on roll in 2016/17

(b) Planned learning hours (100532)

This field should be completed with the total planned timetabled hours, for the student for the academic year, spent on DfE approved qualifications only (see the Education Funding Agency (EFA) funding [documentation](#) for further information).

Other timetabled hours for non-qualification activity that make up a study programme for a student with learning aims funded by the EFA, should be recorded in the planned employability, enrichment and pastoral hours field. Further information can be found at paragraph 4.3.2 – item (m) – below.

(c) Planned employability, enrichment and pastoral hours (100534)

This field should be completed with the total planned timetabled employability, enrichment and pastoral hours for the student for the teaching year. These are the planned hours for the year at the start of the programme. This data is not to be updated in year.

Include in this field all planned, timetabled hours included in the study programme that are not included in the planned learning hours field. The total of both hours fields are used to determine the full or part time funding rate for the student. Further information can be found in the EFA funding [documentation](#). Additional information is found at paragraph 4.3.2 – item (n) – below.

(d) Core Aim (100508)

This field must be used to identify the core aim within a vocational EFA funded study programme for students on roll from 1 August 2013 onwards (including those continuing from the academic year 2012 to 2013). Further details can be found in paragraph 4.3.10 below.

(e) School lunch taken (100538)

This data item will be collected from all school types in each census for all infant pupils on roll (ie all pupils in reception, year 1 and year 2 plus any pupils aged 4 to 6 not following the national curriculum (ie year group X)). Data collected via this new data item will be used to inform the allocation of funding following the introduction of universal infant meal funding from September 2014.

Although a single census figure will initially be used for funding purposes in the first year; in future years, an average of figures from the last 3 termly census returns will be used. It is recognized that schools will experience some fluctuations in pupil take-up due to pupil migration, absence etc but it is expected that a pattern of meal take-up will be established fairly quickly. Schools will be expected to monitor any changing take-up and manage this appropriately within their existing budget.

(f) Post-16 pupils who are in full-time employment (100521)

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). We have introduced a new data item to indicate those pupils who are in full-time employment and are therefore eligible for part-time education/training, which will be collected annually.

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.

1.6.2 Existing data items

(a) Pupil referral unit (PRU) engagement with autumn census

From the school census spring 2014 onwards, pupil referral units (PRUs) are required to make a census return each term. This will be the first autumn return for PRUs and, as such, this should be drawn to their attention. It is worth noting that, as part of the autumn census, PRUs will be expected to complete the post-16 learning aims module.

(b) Post-16 overseas students

There has been no change to 16-19 eligibility and, as before, some students who are not citizens of the UK or citizens of a European Economic Area (EEA) country may be eligible to receive public funding. The funding [regulations](#) provide full rules this determines which overseas students can be funded – paragraphs 26 to 37 of the document refer.

For post-16 students, there is a distinction between “overseas” and “home” students: overseas students are not eligible to receive public funding and may be charged fees, whilst home students are eligible to receive public funding and therefore cannot be charged fees. Overseas students are those students who have Tier 4 (student) visas; where receipt of public funds would constitute a breach of the terms of their immigration permission.

With respect to exchange students: the school must be able to evidence that a pupil who would otherwise have attended the school has “moved in exchange” to balance the non-British student attending the school on exchange. If there is a genuine exchange in place, the school can receive funding for the exchange student – with the exception of students with Tier 4 visas, as mentioned above.

(c) Special educational needs (SEN)

Please note: The changes listed below are currently moving through the parliamentary legislative process and will not complete this journey until mid-2014. As such, these elements are included within the specification to allow development work to be planned and undertaken. Should any unanticipated issue arise with the parliamentary process, these elements will be removed via the Request for Change (RFC) process.

Changes are to be made to SEN provision (100536) and SEN type (100547) data items. Schools currently record pupil SEN provision according to the SEN code of practice 2001. A new code of practice will come into effect from September 2014 which will remove the requirement for separate ‘school action’ and ‘school action plus’ categories – these will be replaced by a single ‘SEN support’ code. The Children and Families Bill will replace ‘SEN statements’ with ‘education, health and care plans’.

The changes to ‘SEN provision’ codeset (D00229) for the 2014 to 2015 academic year are listed below:

- new code ‘K’ for ‘SEN support’ added to the codeset from September 2014
- remove ‘A’ for school action or early years action and ‘P’ for school action plus or early years action plus codes for the spring 2015 census onwards
- new code ‘E’ for ‘education, health and care (EHC) plan’ added to the codeset for use from September 2014

The ‘pupil SEN type’ (D00237) codeset will also be changed as follows:

- remove ‘BESD’ for ‘behaviour, emotional and social difficulties’ code from September 2014
- new code ‘SEMH’ for ‘social, emotional and mental health’ introduced from September 2014 as a direct replacement for ‘BESD’.
- new code ‘NSA’ for ‘SEN support but no specialist assessment of type of need’ introduced from September 2014

During the transitional period (at least for the 2014 to 2015 academic year) schools will be able to record pupils as having either a statement or an EHC plan. Schools may have some pupils with statements and some who have already moved to EHC plans but no individual pupil can have both.

The transition period for the change from the school action/school action plus categories to new single SEN support category will be available to the end of the summer 2015 term. We expect schools to review their current cohort of pupils in the SA/SA+ categories and the support that is provided as they do normally (ie at least termly or as new pupils enter the school) and to record pupils under the 'SEN support' category as described in the new code of practice as part of this regular review. This therefore means that in the 2014 to 2015 census schools can record pupils as 'SEN support' where they are using the new approach but the 'SA' or 'SA+' codes will remain for this transitional academic year. However from the spring 2015 census onwards we would expect schools to have reviewed provision for their pupils at SA/SA+ and recorded them under the new system (ie the SA/SA+ codes should no longer be used for new pupils).

Whilst this change is implemented for English schools, this does not apply to Welsh establishments and cross-border handling of this element will be covered in the CTF14 specification.

1.6.2 Removal of data items

(a) Pupil referral unit – staffing data

Staffing data at pupil referral units is no longer collected and this element has been removed from the specifications.

(b) Learning aims outcome

Learning aim outcome is no longer collected and this element has been removed from the specifications.

(c) Learning aim result

Learning aim result is no longer collected and this element has been removed from the specifications.

2. Message header

A standard XML message header is required for each school census file. Section 5.2 contains a sample XML message header. 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 '2014' for the autumn term and '2015' 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:</p> <p>'2014-10-02', '2015-01-15' or '2015-05-21'</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 LA 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>

3. Guidance section - school level

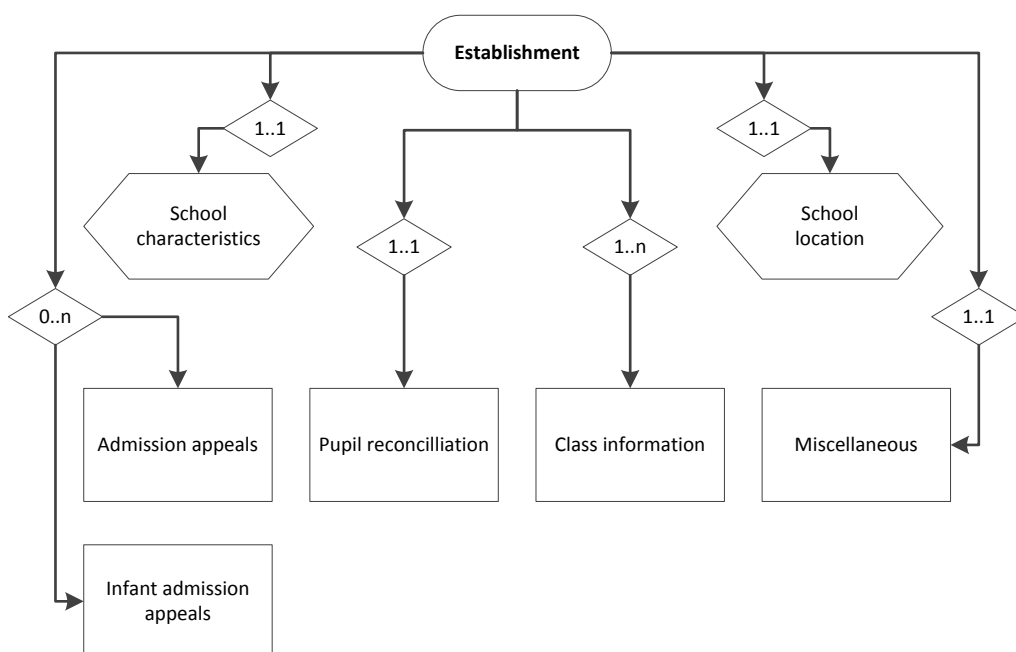
3.1 Overall description and scope

The details below describe the school level modules of the school census.

3.2 Outline data content

The return will contain 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](#) and 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

This module contains information about a school's name and specific characteristics (eg phase and type) and is required each term.

PRUs, AP academies and AP free schools should use the phase PR. Special schools (including non-maintained special schools) and academy special schools (including free schools) should use the phase SP.

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; should it not clear what phase should now be used, the department will advise.

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

All-through schools (except for PRUs or special schools) should use the phase AT.

(a) School type

As **all** academies cannot be identified by the establishment number alone, the school type '49' and governance code 'CA' will be used to denote them. Validation rules have been set up to ensure that **all** academies (including AP academies and AP free schools) return this combination of codes.

Other PRUs should use school type '54' (LA maintained PRU).

(b) Governance

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

3.2.2 School location module

This module contains information about the geographical location of a school.

For the school address the postcode must always be supplied (200096) together with the remainder of the 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

This module contains information about admissions appeals and is required from the following schools in the spring census:

Phase: primary (PS), middle-deemed primary (MP), middle-deemed secondary (MS), secondary (SS) or all-through (AT)

with

Governance: voluntary aided (VA), foundation (FO) or academy (CA)

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 2014 against a refusal to admit a pupil to the school for a place at the school at the start of the 2014 to 2015 academic year.

Information about appeals lodged on or after 1 September 2014 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 2014 to 2015 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

This module contains information about infant admissions appeals and is required from the following schools in the spring census:

Phase: primary (PS) or all-through (AT)

with

Governance: voluntary aided (VA), foundation (FO) or academy (CA)

These schools are required to *also* provide the counts of appeals for infant classes. For spring 2015 these will also relate to appeals lodged before 1 September 2014 against a refusal to admit a pupil at the start of the 2014 to 2015 academic year. Information about appeals lodged on or after 1 September 2014 and in-year appeals are not required.

3.2.5 Pupil reconciliation module

This module contains information about pupil reconciliation and details can be found at Annex G.

3.2.6 Class information module

This module contains information about classes.

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

This module contains information about free schools meals taken.

3.3 Coverage and timing

Different data are to be collected each term. The table at [Annex F](#) details when the school level modules are to be collected.

4. Guidance section - pupil level

4.1 Overall description and scope

The details below describe the pupil level modules of the school census.

4.2 Categories of pupil for which data are required

In general, records are to be generated for all pupils who are on roll (ie registered at the school and who should have a current record on the school's MIS) at the school on the census day.

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

There are particular cases where records are required for pupils' no longer on roll eg

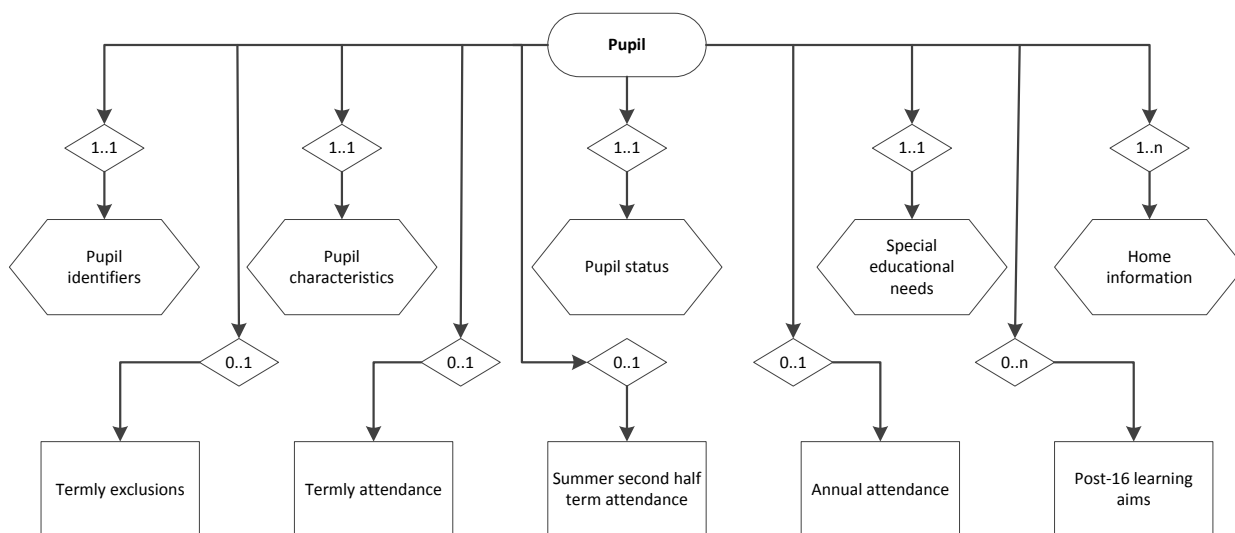
- attendance
- exclusions
- post-16 learning aims
- 16-19 bursary fund

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 will contain a number of modules for each pupil within the school. Each module comprises data items which refer to the same subject (eg attendance) for ease of reference and scheduling of collection. The data items included in each of the modules can be found at [Annex G](#) and 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

This module contains information about the identity of a pupil (eg gender and date of birth) and will be collected for all pupils on roll (registered at the school on the 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 and learner support (bursary funding for 16-19 year olds).

(a) Unique learner number (ULN)

A ULN is required for pupils aged 14 and over on census day. They are allocated and managed by the learning records service (LRS) and will remain with the individual for their lifetime. A common transfer file (CTF) from the schools MIS can be uploaded to the ULN provisioning service containing the details of learners every academic year. Once this file is uploaded, the ULN provisioning service retrieves the ULNs for those pupils from the LRS. The school can then download the file with ULNs, which can then be communicated to pupils, included within the school census and supplied to awarding organisations, local authorities and other education-related organisations to benefit pupils throughout their learning journey.

The ULN provisioning service, part of the [department](#) for education, is responsible for enabling schools to retrieve ULNs. The learning records [service](#) is part of the skills funding agency and is responsible for the creation and management of the ULNs.

4.3.2 Pupil characteristics module

This module contains information about the characteristics of a pupil.

(a) Ethnicity

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 whom some other data is being submitted as well as those on roll.

(b) Free school meal eligibility

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

Pupils should 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 – should **not** be recorded as FSM eligible and therefore will not be eligible to receive pupil premium.

The actual allocation of the pupil premium for 2015-16 will be based on pupils on a school's roll in the school census spring 2015 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 and special schools, CTCs, academies (including free schools) and PRUs who were recorded as known to be eligible for free school meals on any school census, PRU census or AP census collection since summer 2009.

The department will determine eligibility for the pupil premium by matching the spring 2015 census to previous census collections in the national pupil database (NPD).

Funding allocations will be based on pupils whose enrolment status (100060) is 'C' (current (single registration at this school)), 'M' (current main (dual registration)), 'F' (FE College) and 'O' (other provider) - although '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. However, as in previous years, the funding will still be split between any unresolved duplicate UPNs. Therefore, although management information systems should be able to provide schools with an indicative headcount of the number 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 covers England and so periods of FSM eligibility in any other country do not count when determining a pupil's eligibility for the pupil premium. CTFs

received from schools outside of England (eg Wales) when children transfer to English schools may include FSM eligibility whilst the pupil was at the school outside of 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 the period of FSM eligibility. This will enable the department to exclude any pupils from pupil premium funding who have only experienced FSM eligibility in any country other than England and for 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 will be collected for pupils within the scope of the collections and 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 school census autumn 2014 between 16 May 2014 and 2 October 2014 (inclusive)
- for the school census spring 2015 between 3 October 2014 and 15 January 2015 (inclusive)
- for the school census summer 2015 between 16 January 2015 and 15 May 2015 (inclusive)

The data returned should reflect 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 should include an FSM eligibility start date but **no** FSM eligibility end date. Similarly FSM eligibility start dates returned in the census should be on or before census day, not after it. Stored start or end dates after census day could not have been known on census day and so should not be returned.

Multiple FSM eligibility start and end dates falling within the period should be returned. For example, if a pupil had been eligible for FSM from 1 September 2012 until 31

October 2014 and then became eligible again from 1 December 2014 then the following would be returned in the spring 2015 census.

For the first period of eligibility: FSM eligibility start date of 2012-09-01 and FSM eligibility end date of 2014-10-31, and for the second period of eligibility: FSM eligibility start date of 2014-12-01 and no FSM eligibility end date.

Each period of FSM eligibility should have an associated country of UK attached to enable the department 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) will indicate whether a pupil has taken a 'school lunch' on census day where '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 will be collected from all school types in each census from the autumn 2014 census onwards for the following pupils only:

- all pupils on roll on census day in reception (ie NCYearActual = 'R')
- all pupils on roll on census day in year 1 (ie NCYearActual = '1')
- all pupils on roll on census day in year 2 (ie NCYearActual = '2')
- all pupils on roll on census day aged 4 to 6 not following the national curriculum in reception (NCYearActual = 'X' **AND** pupil born between 1 September 2007 and 31 August 2010 inclusive)

Data collected via this new data item will be used to inform the allocation of funding following the introduction of universal infant meal funding from September 2014.

Although a single census figure will initially be used for funding purposes in the first year; in future years, an average of figures from the last 3 termly census returns will be used. It is recognised that schools will experience some fluctuations in pupil take-up due to pupil migration, absence etc but it is expected that a pattern of meal take-up will be established fairly quickly. Schools will be expected to monitor any changing take-up and manage this appropriately within their existing budget.

As it is expected that meal take up under the universal infant meals policy will be high it is recommended that this field should be defaulted to TRUE within school systems to minimise the burden of data entry by schools.

(d) Youth support services agreement indicator (All school phases except nursery and primary)

The youth support services agreement indicator ¹ (100488) applies to pupils aged between 12 and 25. The data is collected as part of the school census where it is only applicable to middle-deemed primary, secondary, middle-deemed secondary, all-through, special schools and PRUs.

This means all pupils with date of birth between 1989-09-01 and 2002-08-31.

(e) Language code

The language code (100047) is collected in the school census 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 should include the value held within the school MIS, whether the school has opted to use extended codes or to use OTB/OTH. School MIS systems should also hold more than one specific language where this is required locally. In this case, the MIS should include in the census the language marked as "First" by the CBDS item language type (100047).

This item may appear in nursery school systems but is **NOT** required to be returned as part of the census.

(f) Service children in education indicator

Responses to the service children in education indicator (100330) data item are 'Yes', 'No' and 'Refused'. An additional code of 'Unknown' should be used to indicate no response given or other reason for no information. In order to reduce the burden on schools, MIS systems should provide a default value of 'No' in all schools for the Indicator. Systems should allow for bulk editing so that schools which do have a lot of service children can set all pupils with a value of 'Yes' and then change to 'No' for any who are not service children.

Whilst schools should return this data item for all their pupils, PRUs should only return it for those pupils whose enrolment status is **NOT** S - current subsidiary (dual registration).

(g) Funded hours

Funded hours (100290) are collected each term for pupils aged 2, 3 and 4 from all schools in the school census (except city technology colleges and non-maintained special schools).

¹ This data item was previously known as 'connexions agreement'

The data item signifies the total number of hours spent in education provision at the school which are funded under the free entitlement to education for under 5's and the spring census data will be used to determine the dedicated schools grant allocation which the department uses to fund local authorities for the provision of 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 will become eligible for the free entitlement from the term following a child's third birthday up until they reach compulsory school age, 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	01/09/2010 and 31/08/2012 inclusive	15 hours
	01/09/2009 and 31/08/2010 inclusive	25 hours
	Date of birth ranges	Maximum entitlement to funded hours
Spring	01/09/2010 and 31/12/2012 inclusive	15 hours
	01/09/2009 and 31/08/2010 inclusive	25 hours
	Date of birth ranges	Maximum entitlement to funded hours
Summer	01/09/2010 and 31/03/2013 inclusive	15 hours
	01/09/2009 and 31/08/2010 inclusive	25 hours

(h) Hours at setting

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 provision 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) relating to the government's bursary fund to help the most vulnerable 16-19 year olds in full-time education. The scheme is made up of 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 will be collected in respect of pupils, aged 16 to 19 as at 31 August 2014, who are on roll as at census day or became off roll since the start of the academic year.

The data collected will seek to identify whether or not 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 2014 to 2015 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 2014 to 2015 academic year to students who are either on roll on census day or became off roll since the start of the academic year.

(k) Top-up funding indicator

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 and in all schools. 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 a specified threshold. 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.

The specified cost threshold for additional SEN support varies according to the type of school. For primary and secondary mainstream schools and academies, the threshold from April 2014 will be £6,000 per pupil per annum in all cases. However, where there is a designated special unit [SEN unit indicator (100075)] or resourced provision [resourced provision indicator (100076)] attached to a mainstream school; the top-up funding threshold is different. In this case the school or academy receives £10,000 per place which is intended to cover not only a proportion of the pupil's additional support costs, but also their core education as well. Therefore, should a school or academy be in receipt of funding at £10,000 per place for a special unit (100075) or resourced provision (100076), the top-up funding will be for costs in excess of this amount. Similarly, for special schools, special academies and free schools, which also get funding of £10,000 per SEN place, the top-up funding will be for costs in excess of this amount. For PRUs, AP academies and AP free schools, which are in receipt of funding of £8,000 per AP place, the top-up funding will be for costs over this amount.

(l) Adopted from care

This data item <AdoptedFromCare> (100549) will identify 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. It will be up to those who have parental responsibility (adoptive parents, special guardians and carers) to decide if they wish schools to know whether such 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.

Note: For code A 'Ceased to be looked after through adoption' this applies: **on or after 30 December 2005.**

(m) Planned learning hours

For this data item (100532) the field should be completed with the total planned timetabled hours, for the student for the current academic year, spent on DfE approved qualifications only (see the Education Funding Agency (EFA) funding [documentation](#) for further information).

Other timetabled hours for non-qualification activity that make up a study programme for a student with learning aims funded by the EFA, should be recorded in the planned employability, enrichment and pastoral hours (100534) field.

The total of both hours fields are used to determine which funding band the student's programme is in.

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 apart from to correct data entered in error. If the student withdraws from a qualification before the qualifying start period then the hours for that qualification should not be included in this field. There should still be a learning aim record for the withdrawn qualification.

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'² in which providers may change the planned hours to reflect this additional learning.

For 2014 to 2015, the previous years' planned hours (100533) will also be collected but this will only apply to the 2014 to 2015 census.

(n) Planned employability, enrichment and pastoral hours

For this data item (100534) the field should be completed with the total planned timetabled employability, enrichment and pastoral hours for the student for the current teaching year. These are the planned hours for the year at the start of the programme. This data is not to be updated in year.

Include in this field all planned, timetabled hours included in the study programme that are not included in the planned learning hours field. The total of both hours fields are

² 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 where students end up in circumstances where significant changes are required to their planned study that could not have been foreseen.

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 apart from 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.

For 2014 to 2015, the previous years' planned employability, enrichment and pastoral hours (100535) will also be collected but this will only apply to the 2014 to 2015 census.

(o) Post-16 pupils who are in full-time employment (100521)

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. We have introduced a new data item to indicate those pupils who are in full-time employment and are therefore eligible for part-time education/training, which will be 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.

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.

In addition, for pupils no longer on roll on census day and included in the return because of attendance, exclusion, post-16 learning aims or learner support data the following data fields are required:

- 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

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

Schools currently record pupil SEN provision according to the SEN code of practice 2001. A new code of practice will come into effect from September 2014 which will remove the requirement for separate 'school action or early years action' and 'school action plus or early years action plus' categories – these will be replaced by a single 'SEN support' category. The Children and Families Bill will replace 'SEN statements' with 'education, health and care plans'.

The changes to 'SEN provision' (100509) codeset (D00216) for the 2014 to 2015 academic year are listed below:

- new 'SEN support' code added to the codeset from September 2014
- new code 'education, health and care (EHC) plan' added to the codeset from September 2014

To facilitate this, data item 'SEN provision' (100509) has been superseded by data item 'SEN provision' (100536) with codeset (D00229) replacing codeset (D00216).

During the transitional period (at least for the 2014 to 2015 academic year) schools will be able to record pupils as having either a statement or an EHC plan. Schools may have some pupils with statements and some who have already moved to EHC plans but no individual pupil can have both.

The transition period for the change from the school action/school action plus categories to new single SEN support category will be available to the end of the summer 2015 term. We expect schools to review their current cohort of pupils in the SA/SA+ categories and the support that is provided as they do normally (ie at least termly or as new pupils enter the school) and to record pupils under the 'SEN Support' category as described in the new code of practice as part of this regular review. This therefore means that in the 2014 to 2015 census schools can record pupils as 'SEN support' where they are using the new approach but the 'SA' or 'SA+' codes will remain for this transitional academic year. However from the spring 2015 census onwards we would expect schools to have reviewed provision for their pupils at SA/SA+ and recorded them under the new system (ie the SA/SA+ codes should no longer be used for new pupils).

The 'pupil SEN type' (100547) codeset (D00237) will also be changed as follows:

- remove 'behaviour, emotional and social difficulties' (BESD) code from September 2014
- new code 'social, emotional and mental health' (SEMH) introduced from September 2014 (as a direct replacement for BESD)

To facilitate this data item 'pupil SEN type' (100081) is superseded by data item 'pupil SEN type' (100537) with codeset (D00237) replacing codeset (D00230).

Pupils currently recorded as BESD will automatically be moved to the SEMH category with school having the autumn term to review how pupils are recorded ahead of the spring 2015 census.

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 previously only collected pupil SEN type (100537) for pupils at school action plus or with a statement. In light of the changes described above, the spring 2015 census will collect pupil SEN type for all pupils with SEN (ie those with an SEN provision of EHC plan, statemented or SEN support. A new code 'K' will be added to the pupil SEN type codeset (D00237) to allow schools to record a pupil as receiving SEN support where teachers or practitioners are still exploring and assessing the nature of the pupil's SEN.

Only two pupil SEN types (100537) should be returned in the spring census. These should be 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 should only apply to pupils in special SEN units and resourced provision that has been designated by the relevant local authority as specialist provision. The indicator should not be 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. The relevant special SEN units and resourced provision will normally attract funding of £10,000 per place, and the school will normally be in receipt of top-up funding for the pupil (see reference in top-up funding section above).

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

4.3.5 Termly exclusions module

This module gives information on permanent, fixed period and lunchtime exclusions.

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

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

The exclusion start date should reflect the date the exclusion starts rather than, in the event of an appeal, the date an independent review panel (the governing body, an independent appeal panel, first-tier tribunal or the county court) upholds the exclusion. 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 an 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 (100472) 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 (100472) 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

- exclusion reason
- exclusion start date
- exclusion sessions
- in care indicator
- SEN provision.

Termly data is required on permanent, fixed period and lunchtime exclusions for the term but one prior to the census date 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 whom post-16 learning aims data are being submitted. This is a key element of the 'deprivation uplift' applied to each learner as part of the school / academy sixth form funding formula. This deprivation uplift can result in overall funding allocated for each learner increasing significantly and is derived from the learner's postcode. Learners with unknown postcodes are not allocated any of this additional funding. This needs to be provided for both on and off roll pupils. It is acknowledged that the postcode submitted may not reflect where a learner was living when they were studying for the learning aims 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.

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. For addresses in BS7666 format the PAON and street must be present and at least one of: locality; town; administrative area; or, post town.

BS7666 Format items:

- SAON (100103)
- PAON (100109)
- street (100115)
- locality (100116)
- town (100117)
- administrative area (100118)
- post town (100119)

Or, line address format Items:

- address line 1 (100128)
- address line 2 (100129)
- address line 3 (100130)
- address line 4 (100131)
- address line 5 (100132)

The department recognises that schools may not have enough time to convert all their pupils' addresses to BS7666 Version 1.4 format. Address details can be supplied in either BS7666 Version 1.4 format or line address format, with postcode to be supplied regardless of format used.

4.3.7 Termly attendance module:

(a) Pupil coverage

For the autumn 2014 census we will collect attendance data on pupils who are aged from 4 to 15 years as at 31 August 2013 and for the spring and summer collections it will be those aged 4 to 15 as at 31 August 2014 and who were on the school 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 below.

(b) School coverage

All schools, with the exception of those with phase of nursery or special, are required to submit attendance data for the above pupils 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 period covered by the termly attendance module is from the start of the autumn term (ie from 1 August) up to, and including, the Sunday before the late spring bank holiday.

The dates for the periods of attendance covered by each of the three termly attendance modules can be found at [Annex C](#).

(d) Recording of attendance sessions and absences

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

For those 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)' should be 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 will be 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)

For pupils **aged 4 years**, schools are not obliged to use individual attendance codes (100518) 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 just provide the

total number of absences for each term or half term by recording these as 'authorised' (absences recorded this way will be reported as overall absence).

(e) Attendance dates

The dates for attendance information are set out in [Annex C](#). The start of the autumn term (and academic year) may be any date from 1 August. If 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 return.

(f) Dual registration

Measures have been introduced 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 only marks the register, present or absent, for the sessions that the pupil is due to attend their school.

The remaining session(s) when the pupil is attending another school will be marked in the register using code D but are not included in the census collection.

The number of 'sessions possible' for a dual registered pupil against the main school should **exclude** those when the pupil is due to attend 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 D00202 of the [CBDS](#).

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

(i) 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 as part of the census and is not included in possible sessions or absence figures.

(ii) Attendance code Y: Unable to attend due to exceptional circumstances - not counted in possible attendances. This code is included in the census collection but is not included in possible sessions and is excluded from counts of absences.

(iii) 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)

Attendance code Y is collected in the school census. Attendance codes D and # are not.

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. Previously the period of termly attendance collections was up to and including the Friday before the late spring bank holiday (as per 4.3.7 termly attendance module above).

Data for the second half of the summer term (late spring bank holiday Monday to 31 July) will be 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 replicated here.

4.3.9 Annual attendance module (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 2013 and who were on the school 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 below.

(b) School coverage

Annual attendance data is collected from special schools as part of the autumn school census.

(c) Periods covered

The period covered by the collection of annual attendance data is 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

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

For those 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)' should be used for those sessions when a 4 year old is not expected to attend.

Zero possible sessions can only be recorded where a dual registered pupil has spent all of the previous academic year for which attendance data is being collected at the other registration. For example, if a dually registered pupil spent all of the academic year at his / her subsidiary registration then the main registration would have zero possible sessions recorded in the census.

Please see paragraph 4.3.7 above for:

- recording attendance in school MIS [systems](#)
- attendance [dates](#)
- dual [registration](#)
- attendance [codes](#)

This information is common across all school types.

4.3.10 Post-16 learning aims module

This module is required from all schools with a phase of secondary (including middle-deemed secondary), all-through or pupil referral unit that have a sixth form (ie pupils in national curriculum year 12 or above). This module is collected once a year in the autumn **ONLY**.

Information on learning aims **taken in the previous and current academic year** will be 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 2014 and census day
- 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 2013 and 31 July 2014
- 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 doing 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.

If 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 2013
- 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 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 should be updated on an event driven basis through the year. However, the learning aim start and planned end dates should 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 should not be changed).

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 and for each component (or subject) qualification. For those students taking the full international baccalaureate (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 should therefore 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, 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 should reflect the length of the course being undertaken and should 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 should NOT be changed**.

(c) Learning aim status

This should reflect the status of the learning aim at the time of the autumn census and should 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 should include time for examinations and assessments. Unless a student has completed, withdrawn from or transferred to another learning aim prior to the census day then the learning aim actual end date should be left blank.

(e) Core aim

This field must be used to identify the core aim within a **vocational EFA funded study programme** for students on roll from 1 August 2013 onwards (including those continuing from the 2012/13 academic year). As the autumn census collects learning aims taken in the previous and current academic year this will mean that a core aim should be returned for each year where a vocational EFA funded study programme is being followed.

If a student is following an academic programme a core aim does not need to be identified.

The core aim is the substantive learning aim being undertaken in a student's programme of study. Please refer to the EFA funding [documentation](#) for further information about the core aim including definitions of academic and vocational provision.

Should a learner withdraw from the core aim, the core aim should only be reassigned where the new core aim is clearly demonstrable to be a substantial and core component of the learner's study programme. If an alternative aim that meets these criteria cannot be identified, the withdrawn aim should remain as the core aim.

It is expected that institutions will be able to identify the substantive learning aim for the learner at the start of their study programme. If the core aim is unknown by the end of the funding qualifying period, then 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 programme** across academic years are given below:

Example 1: Recording Error

A pupil undertook one learning aim in 2013 to 2014 (Aim 1) and is undertaking two learning aims in 2014 to 2015 (Aim 2 and Aim 3). In the autumn 2014 census, Aim 1 was designated as the "Core Aim" for 2013 to 2014 and Aim 2 was the "Core Aim" for 2014 to 2015. Hence, in the autumn 2014 census we get the following:

- Aim 1 – start date 01/09/2013 planned end date 31/07/2014 with the “Core Aim” flag set to ‘1’ – to designate this learning aim as the “Core Aim” in 2013 to 2014
- Aim 2 – 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 to 2015
- Aim 3 – start date 01/09/2014 planned end date 31/07/2015 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 2014 to 2015 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 2015 autumn census would you expect:

- Aim 1 – Not reported in 2015 as it relates to 2013 to 2014 (the 2015 autumn census will only collate aims relating to the 2014 to 2015 and 2015 to 2016 academic years).
- Aim 2 – start date 01/09/2014 planned end date 31/07/2015 with “Core Aim” flag set to ‘0’ – changed from ‘1’ to ‘0’ as not actually the 2014 to 2015 core learning aim.
- Aim 3 – start date 01/09/2014 planned end date 31/07/2015 with “Core Aim” flag set to ‘1’ – to designate the revised core learning aim in 2014 to 2015

Example 2: Recording designations across academic years

In the autumn 2014 census we will collect learning aims recorded for the 2013 to 2014 and 2014 to 2015 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 2013 to 2014 and 2014 to 2015 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 2013 to 2014 aims would be designated as the “Core Aim” and, similarly, one of the 2014 to 2015 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 2013 to 2014 is for a two year course (Aim 1) which continues into 2014 to 2015. However, a different (new) learning aim (Aim 2) is designated as the “Core Aim” for 2014 to 2015. In the autumn 2014 census we would expect the following:

- Aim 1 – start date 01/09/2013 planned end date 31/07/2015 with the “Core Aim” flag set to ‘1’ – to designate the “Core Aim” in 2013 to 2014
- Aim 2 – start date 01/09/2014 planned end date 31/07/2015 with the “Core Aim” flag set to ‘1’ – to designate the “Core Aim” in 2014 to 2015

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 2013 to 2014 (Aim 1) and is undertaking another learning aim in year 13 during 2014 to 2015 (Aim 2). At the end of the 2014 to 2015 academic year, the pupil moves into year 14 and starts his course (Aim 3) for the next academic period early. Hence, the autumn 2014 census would show:

- Aim 1 – start date 01/09/2013 planned end date 31/07/2014 with the “Core Aim” flag set to ‘1’ – to designate this learning aim as the “Core Aim” in 2013 to 2014
- Aim 2 – start date 01/09/2014 planned end date 30/06/2015 with the “Core Aim” flag set to ‘1’ – to designate this learning aim as the “Core Aim” in 2014 to 2015
- Aim 3 – start date 01/07/2014 planned end date 31/07/2016 with the “Core Aim” flag set to ‘1’ – Although this aim relates to the 2015 to 2016 academic year, as this course was live during 2014 to 2015 then it would be submitted as part of the autumn 2014 census. From the learning aims dates the EFA will be able to determine that the “Core Aim” relates to 2015 to 2016.

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.

4.4 Data collected for 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. XML message structure

5.1 Available formats

The school census return should be submitted to the department in xml format, as described in this section.

5.2 XML format submission

A standard XML message header is required for each census file. The data items should be populated according to guidance in Section 2. The layout is as follows:

Overall message structure	
	<Message>
	<Name>school census</Name>
	<Header> See 5.2 below for details
	<School> See Annex A for details
	<Pupils> See Annex B for details
	</Message>

5.2.1 Header XML message structure

A standard XML message header is required for each census file. The data items should be populated according to the guidance in Section 2. With the change from calendar to academic year for the census, the census year will be '2014' for the autumn term and '2015' for the spring and summer terms. The layout is as follows:

Header structure	
	<Header>
	<CollectionDetails>
800001	<Collection>SC</Collection>
800002	<Term>AUT</Term>
800003	<Year>2014</Year>
800004	<ReferenceDate>2014-10-02</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 2014-10-13</Release>
800009	<Xversion>1.0</Xversion>
800007	<SerialNo>001</SerialNo>
800010	<DateTime>2014-01-22T11:14:05</DateTime>

Header structure	
	</Source>
	<Content>
	<CBDSLlevels>
800011	<CBDSLevel>School</CBDSLevel>
800011	<CBDSLevel>Pupil</CBDSLevel>
	</CBDSLlevels>
	</Content>
	</Header>

Pupil and School XML message structures are given in Annexes A and B respectively.

6. Validation Checks

An Excel workbook specifies 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 the COLLECT system to identify any problems with the data and allow any issue to be resolved. These rules will also be used to produce the XSLT.

Please note that validation rules and XSLT do not define the scope of which data are to be included in each collection - this Word document provides that information.

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](#).

7. XML/XSLT features

A number of XML based components are to be made available. The use of these by software suppliers is optional but it is believed that if these are utilised the effort required to develop the census will be reduced.

The use of the <Xversion> tag in the header will make it clear whether a DfE provided XML/XSLT has been used and if so which version has been 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 will be supplied 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 and 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 (also based on the W3C XSLT V1.0 Standard) will be provided to process the XML return and produce a school summary report.

Once baselined (v1.0), COLLECT will maintain compatibility with the baselined version unless agreed by departmental change control procedures.

8. General notes

8.1 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.

8.2 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.

8.3 Selected time on census day

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 year ie a school using "one hour before the end of morning school" in 2014 will use "one hour after the start of school" in 2015. This is not relevant for nursery schools, special schools or PRUs as they are not required to 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 o'clock for pupils following a primary

timetable but at 1 o'clock for pupils following a secondary timetable, then the end of morning school should be taken to be 12 o'clock and not 1 o'clock.

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

8.4 Special characters

The XML convention should be followed for special characters which is to use & for &, > 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 Markup 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).

8.5 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 LA number followed by the estab 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 LA 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 LA would be:

8012000_SC1_801LL13_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>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200006	<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 2014 to 2015 - school XML message structure			School census										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
200032	<MaxBoarders>0</MaxBoarders>		x	✓	x	x	x	x	x	x	x	✓	x
200033	<MinMaleAge>4</MinMaleAge>		x	✓	x	x	x	x	x	x	x	✓	x
200035	<MaxMaleAge>16</MaxMaleAge>		x	✓	x	x	x	x	x	x	x	✓	x
200034	<MinFemaleAge>4</MinFemaleAge>		x	✓	x	x	x	x	x	x	x	✓	x
200036	<MaxFemaleAge>16</MaxFemaleAge>		x	✓	x	x	x	x	x	x	x	✓	x
	<Provisions>		x	✓	x	x	x	x	x	x	x	✓	x
200085	<SpecialSchoolType>HI</SpecialSchoolType>	Each <Provisions> group contains 1..12 <SpecialSchoolType> elements	x	✓	x	x	x	x	x	x	x	✓	x
	</Provisions>		x	✓	x	x	x	x	x	x	x	✓	x
	</SpecialSchool>		x	✓	x	x	x	x	x	x	x	✓	x
200023	<ChildMothers>1</ChildMothers>		x	✓	x	x	x	x	x	x	x	✓	
200354	<TeenMotherPlaces>25</TeenMotherPlaces>		x	✓	x	x	x	x	x	x	x	✓	
200024	<ChildcarePlaces>0</ChildcarePlaces>		x	✓	x	x	x	x	x	x	x	✓	
	</SchoolCharacteristics>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<SchoolLocation>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	<AddressInformation>	Each <SchoolLocation> group contains one and one only <AddressInformation> group	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200096	<PostCode>TS13 4ZR</PostCode>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓

School census 2014 to 2015 - 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 2014 to 2015 - 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>	<u>Spring only</u> Each <School> group contains 0..1 <AdmissionsAppeals> group.	x	✓	x	x	✓	✓	✓	✓	✓	x	x	
200139	<Lodged>29</Lodged>		x	✓	x	x	✓	✓	✓	✓	✓	x	x	
200140	<Withdrawn>14</Withdrawn>		x	✓	x	x	✓	✓	✓	✓	✓	x	x	
200141	<Heard>15</Heard>		x	✓	x	x	✓	✓	✓	✓	✓	x	x	
200142	<Upheld>7</Upheld>		x	✓	x	x	✓	✓	✓	✓	✓	x	x	
200143	<Rejected>8</Rejected>		x	✓	x	x	✓	✓	✓	✓	✓	x	x	
	</AdmissionsAppeals>		x	✓	x	x	✓	✓	✓	✓	✓	x	x	
	<InfantAdmissionsAppeals>	<u>Spring only</u> Each <School> group contains 0..1 <InfantAdmissionsAppeals> group.	x	✓	x	x	✓	x	x	x	✓	x	x	
200139	<Lodged>29</Lodged>		x	✓	x	x	✓	x	x	x	✓	x	x	
200140	<Withdrawn>14</Withdrawn>		x	✓	x	x	✓	x	x	x	✓	x	x	
200141	<Heard>15</Heard>		x	✓	x	x	✓	x	x	x	✓	x	x	
200142	<Upheld>7</Upheld>		x	✓	x	x	✓	x	x	x	✓	x	x	
200143	<Rejected>8</Rejected>		x	✓	x	x	✓	x	x	x	✓	x	x	

School census 2014 to 2015 - 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
	</InfantAdmissionsAppeals>		x	✓	x	x	✓	x	x	x	✓	x	x
	<Reconciliation>	Spring only Each <School> group contains one and only one <Reconciliation> group.	x	✓	x	x	✓	✓	✓	✓	✓	x	x
	<PupilReconciliation>	Spring only 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
	</PupilReconciliation>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	</Reconciliation>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	<Classes>	Spring Only Each <School> group contains one and only one <Classes> group	x	✓	x	x	✓	✓	✓	✓	✓	x	x
	<Class>	Spring Only 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 2014 to 2015 - 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
200191	<NonTeachers>1</NonTeachers>		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>	Spring Only Each <School> group contains one and only one <Miscellaneous> group	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	x
200147	<FreeMealsTaken>6</FreeMealsTaken>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	x
	</Miscellaneous>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	x
	</School>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Annex B Pupil XML message structure

School census 2014 to 2015 - 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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<Pupilldentifiers>	Each <PupilOnRoll> group contains one and only one <Pupilldentifiers> 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>1998-01-01</DOB>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</Pupilldentifiers>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2014 to 2015 - 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>2012-10-09</FSMstartDate>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100485	<FSMendDate>2012-11-16</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 2014 to 2015 - 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>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100532	<QualHrs>540</QualHrs>		✓	x	x	x	x	x	✓	✓	✓	x	✓	✓
100533	<QualHrsPrev>540</QualHrsPrev>		✓	x	x	x	x	x	✓	✓	✓	x	✓	✓
100534	<Non_qualHrs>60</Non_qualHrs>		✓	x	x	x	x	x	✓	✓	✓	x	✓	✓
100535	<Non_qualHrsPrev>60</Non_qualHrsPrev>		✓	x	x	x	x	x	✓	✓	✓	x	✓	✓

School census 2014 to 2015 - 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
100521	<FTemp>true</FTemp>		✓	x	x	x	x	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	
100063	<EntryDate>2011-09-03</EntryDate>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100065	<PartTime>>false</PartTime>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100067	<Boarder>N</Boarder>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓	✓	✓

School census 2014 to 2015 - 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	
	<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	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	<TermlyExclusion>	Each <Exclusions> group contains 1..n <TermlyExclusion> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100087	<Category>LNCH</Category>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100088	<Reason>RA</Reason>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100090	<StartDate>2012-05-08</StartDate>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100093	<Sessions>20</Sessions>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100038	<InCare>>true</InCare>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100472	<SENprovision>A</SENprovision>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</TermlyExclusion>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</Exclusions>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2014 to 2015 - 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
	<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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EITHER <BS7666Format>	Each <Address> group contains 0..1 <BS7666Format> group. Note that either <BS7666Format> or <LineAddressFormat> should be provided, but not both.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2014 to 2015 - 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	
	</BS7666Format>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	OR <LineAddressFormat>	Each <Address> group contains 0..1 <LineAddressFormat> group. Note that either <BS7666Format> or <LineAddressFormat> should be provided, but not both.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100128	<AddressLine1>123 Kirk Lane</AddressLine1>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100129	<AddressLine2>Redborough</AddressLine2>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100130	<AddressLine3>Yorkshire</AddressLine3>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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	✓	✓

School census 2014 to 2015 - 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
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> </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	✓	✓	✓	✓	✓	✓	✓

School census 2014 to 2015 - 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	
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>I</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

School census 2014 to 2015 - 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>	<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
	<SessionDetails>	<u>Autumn only</u> Each <AnnualAttendance> group contains one and only one <SessionDetails> group	✓	x	x	x	x	x	x	x	x	x	✓	x
	<SessionDetail>	<u>Autumn only</u> Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	x	x	x	x	x	x	x	x	x	✓	x
100518	<AttendanceReason> </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

School census 2014 to 2015 - 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
	</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	✓
	<LearningAim>	Each <LearningAims> group contains 1..n <LearningAim> groups	✓	x	x	x	x	x	✓	✓	✓	x	✓
100255	<QAN>Z9999999</QAN>		✓	x	x	x	x	x	✓	✓	✓	x	✓
100337	<DiscCode>0088</DiscCode>		✓	x	x	x	x	x	✓	✓	✓	x	✓
100256	<LearningStartDate>2010-09-01</LearningStartDate>		✓	x	x	x	x	x	✓	✓	✓	x	✓
100257	<LearningPlannedEndDate>2011-06-29</LearningPlannedEndDate>		✓	x	x	x	x	x	✓	✓	✓	x	✓
100258	<LearningActualEndDate>2012-05-22</LearningActualEndDate>		✓	x	x	x	x	x	✓	✓	✓	x	✓
100478	<LearningAimStatus>2</LearningAimStatus>		✓	x	x	x	x	x	✓	✓	✓	x	✓
100508	<CoreAim>>true</CoreAim>		✓	x	x	x	x	x	✓	✓	✓	x	✓
	</LearningAim>		✓	x	x	x	x	x	✓	✓	✓	x	✓
	</LearningAims>		✓	x	x	x	x	x	✓	✓	✓	x	✓
	</PupilOnRoll>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</PupilsOnRoll>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilsNoLongerOnRoll>	Each <> contains 0..1 <PupilsNoLongerOnRoll> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

School census 2014 to 2015 - 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
	<PupilNoLongerOnRoll>	Each <PupilNoLongerOnRoll> group contains 1..n <PupilNoLongerOnRoll> groups	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<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>1998-01-01</DOB>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</PupilIdentifiers>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<PupilCharacteristics>	Each <PupilNoLongerOnRoll> group contains one and only one <PupilCharacteristics> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

School census 2014 to 2015 - 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	
100319	<Ethnicity>WSCO</Ethnicity>		x	✓	x	x	✓	✓	✓	✓	✓	✓	✓	✓
100047	<Language>OTH</Language>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	<LearnerSupport>	Each <PupilCharacteristics> group contains 0..1 <LearnerSupport> group	x	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓
	<LearnerSupportItem>	Each <LearnerSupport> group contains 1..2 <LearnerSupportItem> groups	x	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓
100491	<SupportCode>55</SupportCode>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓
	</LearnerSupportItem>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓
	</LearnerSupport>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓
100532	<QualHrs>540</QualHrs>		✓	x	x	x	x	x	✓	✓	✓	x	✓	✓
100533	<QualHrsPrev>540</QualHrsPrev>		✓	x	x	x	x	x	✓	✓	✓	x	✓	✓
100534	<Non_qualHrs>60<Non_qualHrs>		✓	x	x	x	x	x	✓	✓	✓	x	✓	✓
100535	<Non_qualHrsPrev>60<Non_qualHrsPrev>		✓	x	x	x	x	x	✓	✓	✓	x	✓	✓
	</PupilCharacteristics>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilStatus>	Each <PupilNoLongerOnRoll> group contains one and only one <PupilStatus> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100063	<EntryDate>2007-09-04</EntryDate>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100064	<LeavingDate>2012-12-21</LeavingDate>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100065	<PartTime>>false</PartTime>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓

School census 2014 to 2015 - 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	
100067	<Boarder>N</Boarder>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100486	<NCyearLeaving>12</NCyearLeaving>	Only for schools with sixth forms	✓	x	x	x	x	x	✓	✓	✓	✓	x	✓
	</PupilStatus>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	<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>2012-10-10</StartDate>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100093	<Sessions>20</Sessions>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100038	<InCare>>true</InCare>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100472	<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	✓	✓	✓	✓	✓

School census 2014 to 2015 - 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
	<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	✓
	</Address>		✓	x	x	x	x	x	✓	✓	✓	✓	✓
	</HomeInformation>		✓	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	✓
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 2014 to 2015 - 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>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	✓	✓	✓	✓	✓	✓	✓
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 2014 to 2015 - 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>I</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 2014 to 2015 - 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>	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> </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	✓	✓	✓	✓	✓	✓	✓
	<LearningAims>	For schools with Sixth Forms Each <PupilOnRoll> group contains 0..1 <LearningAims> group	✓	x	x	x	x	x	✓	✓	✓	x	✓

School census 2014 to 2015 - 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>2010-09-01</LearningStartDate>		✓	x	x	x	x	x	x	✓	✓	✓	x	✓
100257	<LearningPlannedEndDate>2011-06-29</LearningPlannedEndDate>		✓	x	x	x	x	x	x	✓	✓	✓	x	✓
100258	<LearningActualEndDate>2012-05-22</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	✓
	</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> 02/10/2014	Census day <ReferenceDate> 15/01/2015	Census day <ReferenceDate> 21/05/2015
Term dates Start of the autumn term (from 01/08/2014) to 31/12/2014	Term dates 01/01/2015 to Easter Sunday 05/04/2015	Term dates Easter Monday 06/04/2015 to 31/07/2015
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 16/5/2014 and up to and including the autumn census day (02/10/2014)	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 03/10/2014 and up to including the spring census day (15/01/2015)	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 16/01/2015 and up to including the summer census day (14/05/2015)
	Learner support (bursary funding for 16-19 year olds) Any bursaries awarded since the beginning of the 2014 to 2015 academic year (from 01/08/2014) to students who are either on roll or off roll on census day of 15 January 2015.	Learner support (bursary funding for 16-19 year olds) Any bursaries awarded since the beginning of the 2014 to 2015 academic year (from 01/08/2014) to students who on are either on roll or off roll on census day of 21 May 2015.

Autumn	Spring	Summer
<p>Termly exclusions</p> <p>01/01/2014 to Easter Sunday 20/04/2014</p>	<p>Termly exclusions</p> <p>Easter Monday 21/04/2014 to 31/08/2014</p>	<p>Termly exclusions</p> <p>01/09/2014 to 31/12/2014</p>
<p>Termly attendance</p> <p>First half of the summer term</p> <p>From Easter Monday 21/04/2014 to the Sunday 25/05/2014 before spring bank holiday.</p>	<p>Termly attendance</p> <p>Start of the autumn term (from 01/08/2014) to 31/12/2014</p>	<p>Termly attendance</p> <p>01/01/2015 to Easter Sunday 05/04/2015</p>
<p>Summer second half term attendance</p> <p>From spring bank holiday Monday 26/05/2014 to 31/07/2014.</p>		
<p>Annual attendance – special schools only</p> <p>Start of the Autumn term (from 01/08/2013) to the Sunday 25/05/2014 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 2014 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 2013 to 31 July 2014 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 31st August 2013 for the autumn census (see dates in Table A below) and from 31st August 2014 for the spring and summer census collections (Table B below)
- all other data should use the dates from 31st August 2014

Table A

Age at 31 August 2013 for the autumn 2014 census	
Pupil aged 5 and over	DOB is on or before 2008-08-31
Pupil aged 6 or over	DOB is on or before 2007-08-31
Pupil aged 12 and over	DOB is on or before 2001-08-31
Pupil aged between 5 and 15	DOB is between 1997-09-01 and 2008-08-31 inclusive
Pupil aged between 12 and 25	DOB is between 1987-09-01 and 2001-08-31 inclusive
Pupil aged between 12 and 20	DOB is between 1992-09-01 and 2001-08-31 inclusive
Pupil aged between 16 and 18	DOB is between 1994-09-01 and 1997-08-31 inclusive
Pupil age under 20	DOB is on or after 1993-09-01
Pupil age under 25	DOB is on or after 1988-09-01
Pupil aged less than 3	DOB is on or after 2010-09-01

Age at 31 August 2013 for the autumn 2014 census	
Pupil aged 2	DOB is between 2010-09-01 and 2011-08-31 inclusive
Pupil aged 3	DOB is between 2009-09-01 and 2010-08-31 inclusive
Pupil aged 4	DOB is between 2008-09-01 and 2009-08-31 inclusive
Pupil aged 5	DOB is between 2007-09-01 and 2008-08-31 inclusive
Pupil aged 6	DOB is between 2006-09-01 and 2007-08-31 inclusive
Pupil aged 7	DOB is between 2005-09-01 and 2006-08-31 inclusive
Pupil aged 8	DOB is between 2004-09-01 and 2005-08-31 inclusive
Pupil aged 9	DOB is between 2003-09-01 and 2004-08-31 inclusive
Pupil aged 10	DOB is between 2002-09-01 and 2003-08-31 inclusive
Pupil aged 11	DOB is between 2001-09-01 and 2002-08-31 inclusive
Pupil aged 12	DOB is between 2000-09-01 and 2001-08-31 inclusive
Pupil aged 13	DOB is between 1999-09-01 and 2000-08-31 inclusive

Age at 31 August 2013 for the autumn 2014 census	
Pupil aged 14	DOB is between 1998-09-01 and 1999-08-31 inclusive
Pupil aged 15	DOB is between 1997-09-01 and 1998-08-31 inclusive
Pupil aged 16	DOB is between 1996-09-01 and 1997-08-31 inclusive
Pupil aged 17	DOB is between 1995-09-01 and 1996-08-31 inclusive
Pupil aged 18	DOB is between 1994-09-01 and 1995-08-31 inclusive

Table B

Age at 31 August 2014 for spring and summer 2015 censuses	
Pupil aged 5 and over	DOB is on or before 2009-08-31
Pupil aged 6 or over	DOB is on or before 2008-08-31
Pupil aged 12 and over	DOB is on or before 2002-08-31
Pupil aged between 5 and 15	DOB is between 1998-09-01 and 2009-08-31 inclusive
Pupil aged between 12 and 25	DOB is between 1988-09-01 and 2002-08-31 inclusive
Pupil aged between 12 and 20	DOB is between 1993-09-01 and 2002-08-31 inclusive
Pupil aged between 16 and 18	DOB is between 1995-09-01 and 1998-08-31 inclusive

Age at 31 August 2014 for spring and summer 2015 censuses	
Pupil age under 20	DOB is on or after 1994-09-01
Pupil age under 25	DOB is on or after 1989-09-01
Pupil aged less than 3	DOB is on or after 2011-09-01
Pupil aged 2	DOB is between 2011-09-01 and 2012-08-31 inclusive
Pupil aged 3	DOB is between 2010-09-01 and 2011-08-31 inclusive
Pupil aged 4	DOB is between 2009-09-01 and 2010-08-31 inclusive
Pupil aged 5	DOB is between 2008-09-01 and 2009-08-31 inclusive
Pupil aged 6	DOB is between 2007-09-01 and 2008-08-31 inclusive
Pupil aged 7	DOB is between 2006-09-01 and 2007-08-31 inclusive
Pupil aged 8	DOB is between 2005-09-01 and 2006-08-31 inclusive
Pupil aged 9	DOB is between 2004-09-01 and 2005-08-31 inclusive
Pupil aged 10	DOB is between 2003-09-01 and 2004-08-31 inclusive
Pupil aged 11	DOB is between 2002-09-01 and 2003-08-31 inclusive
Pupil aged 12	DOB is between 2001-09-01 and 2002-08-31 inclusive

Age at 31 August 2014 for spring and summer 2015 censuses	
Pupil aged 13	DOB is between 2000-09-01 and 2001-08-31 inclusive
Pupil aged 14	DOB is between 1999-09-01 and 2000-08-31 inclusive
Pupil aged 15	DOB is between 1998-09-01 and 1999-08-31 inclusive
Pupil aged 16	DOB is between 1997-09-01 and 1998-08-31 inclusive
Pupil aged 17	DOB is between 1996-09-01 and 1997-08-31 inclusive
Pupil aged 18	DOB is between 1995-09-01 and 1996-08-31 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). It does not form part of the census specification.

The autumn 2014 data collection will be based on the May 2014 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 2014 to 2015 academic year during June/July 2014. This will greatly ease the burden of recording student qualification details in the autumn.

(b) Examination timetable

Using the 2014 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
QualShortTitle	A55	Short qualification title
RegStartDate	A10	Regulation start date
RevDate	A10	Review date

Field	Field Type	Field Description
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)³ 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.

³ 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 zeros
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 2014 to 2015 academic year during June/ July 2014).

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 2014 to 2015 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

❶ NQF Level	❷ Sector / Subject Framework Tier 1	❸ Sector / Subject Framework Tier 2	❹ 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)

❺ 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	31/12/16	31/12/50	01/08/05	31/12/16	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	31/12/16	31/12/50	01/08/05	31/12/16	2.1	2	3
10044401	110	AA	LEAP	0008	OCR Advanced GCE in Applied Science (Revised NQF Level)	Applied Science	01/08/05	31/12/16	31/12/50	01/08/05	31/12/16	2.1	2	3

5 List of relevant QANs - Example data only															
10044450	110	AVD	LEAP	0008	OCR Advanced GCE in Applied Science (Double Award) (Revised NQF Level)	Applied Science	01/08/05	31/12/16	31/12/50	01/08/05	31/12/16	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	AVD	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

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

AV Vocational GCE Single Award (VCE A)

AVDVocational 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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200006	School phase	Phase	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200632	Type of school	SchoolType	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
200013	Maximum year group	HighestNCyear	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
200012	Minimum year group	LowestNCyear	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
200014	Intake type	Intake	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
200015	Governance	Governance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
200022	School email address	Email	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
200118	School telephone number	PhoneNo	✓	✓	✓	✓	x	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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	
200085	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

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	
200092	Locality	Locality	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	
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	

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
200142	Admissions appeals heard by independent admissions committee - decided in parent's favour	Upheld	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
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	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	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	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	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	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	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	
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	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

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
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
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 ⁴	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 ⁵	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	x	B	B	x	B	B	x	B	B	x	B	B	x	B	B
100532	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
100533	Planned learning hours previous	QualHrsPrev	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	B	x	x	x	x	x	B	x	x
100534	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
100535	Planned employability, enrichment and pastoral hours previous	Non_qualHrsPrev	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	x	On	x	x	On	x	x	On	x	x	On	x	x

⁴ Not collected from Non-maintained Special Schools and CTCs

⁵ 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
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
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	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	B
100064	Pupil date of leaving	LeavingDate	*	*	*	Off	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	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	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	On
100486	Pupil's actual national curriculum year group on leaving	NCyearLeaving	*	*	*	*	*	*	*	*	*	Off	*	*	Off	*	*	Off	*	*	*	*	*	Off	*	*
100325	Class type (v2)	TypeOfClass	*	*	*	On	On	On	*	*	*	*	*	*	*	*	*	On	On	On	*	*	*	*	*	*
SEN module																										
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	*

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
Termly exclusions module																										
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
100472	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
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 ⁶	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

⁶ Collected in autumn term only for schools with a sixth form
School census 2014 to 2015: specification v1.1

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
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	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	x	x	x	B	B	B
100230	Sessions missed due to authorised absence	SessionsAuthorised	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	x	x	x	B	B	B
100231	Sessions missed due to unauthorised absence	SessionsUnauthorised	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	x	x	x	B	B	B
100518	Attendance codes	AttendanceReason	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	x	x	x	B	B	B
100233	Number of sessions missed	AbsenceSessions	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	x	x	x	B	B	B
Summer second half term attendance module																										
100228	Possible sessions	SessionsPossible	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x
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																										

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
100228	Possible sessions	SessionsPossible	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	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	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	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	B	x	x	x	x	x	
Learning aims module																										
100255	Qualification accreditation number	QAN	x	x	x	x	x	x	x	x	x	B	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	B	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	B	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	B	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	B	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	B	x	x	B	x	x	B	x	x	x	x	x	B	x	x
100508	Core Aim	CoreAim	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	B	x	x	x	x	x	B	x	x



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