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National Data Collection and reporting arrangements 2013/14

**Technical completion notes for schools and
local authorities**

**Assessment data collection for Welsh National Tests
and end of Foundation Phase and key stages**

Version 2.0

National Data Collection and reporting arrangements 2013/14

| | |
|----------------------------|---|
| Audience | Headteachers, teachers and governing bodies of maintained schools, local authorities (LAs), and national bodies with an interest in education. |
| Overview | This document sets out the data collection and reporting arrangements for the school year 2013/14. |
| Action required | Headteachers, teachers and governing bodies of maintained schools and LAs must ensure that the requirements set out in this document are implemented in line with the dates specified. |
| Further information | Enquiries about this document should be directed to: School Information and Improvement Branch Department for Education and Skills Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 029 2082 6014 e-mail: NDC@wales.gsi.gov.uk |
| Additional copies | This document can be accessed from the Welsh Government's website at www.wales.gov.uk/educationandskills |

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Part 1: Welsh National Tests (WNT) 2014

Key dates

| Key Dates for school year 2013/2014 | |
|-------------------------------------|---|
| April 2014 | Schools to receive guidance on National Data Collection and reporting arrangements from the Welsh Government. |
| 7 May 2014 | The Data Exchange Wales initiative (DEWi) available for upload of completed NDC and WNT files. |
| 7-13 May 2014 | Statutory national reading and numeracy tests administered in schools. |
| 13 May 2014 | Date on roll. |
| 6 June 2014 | National Reading Tests and National Numeracy Tests (Procedural and Reasoning) raw scores to be available on DEWi for the Welsh Government to download (note that a local authority may set an earlier date to facilitate local validation). |
| By 6 June 2014 | Final deadline for submission of WNT files following validation (note that a local authority may set an earlier deadline). |
| By end of summer term 2014 | School provides reports to parents. |
| By end of August 2014 | National and local authority results published. |
| By end of August 2014 | School Comparative Reports (<u>with</u> benchmarking) available for schools to download from DEWi. |
| Autumn Term 2014 | All Wales Core Data Sets published to schools |

1. Schools should upload and validate their completed files as soon as they are ready rather than waiting until the deadline. This will help LAs and the Welsh Government to process files and resolve problems earlier.
2. If schools have an issue with DEWi access (i.e. forgotten username/password) queries should go to their local authority.
3. **Please note the final deadline to Welsh Government. No amendments to data can be made after this date.**

Abbreviations

The following abbreviations are used throughout the document:

| | |
|--------|--|
| AOL | Area/s of Learning |
| AT | Attainment Target |
| CSI | Core Subject Indicator |
| CTS | Common Transfer System |
| FP | Foundation Phase |
| FPI | Foundation Phase Indicator |
| FO | Foundation Phase Outcome |
| KS | Key stage |
| LAs | Local Authorities |
| MLS | My Local School |
| NCL | National Curriculum Level |
| NCO | National Curriculum Outcome |
| NCY | National Curriculum year |
| NEWBES | New to the English/Welsh Based Education System |
| NFER | National Foundation for Educational Research |
| NNPT | National Numeracy Procedural Test |
| NNRT | National Numeracy Reasoning Test |
| NNT | National Numeracy Test, incorporating both the NNPT and NNRT |
| NRT | National Reading Test |
| PRU | Pupil Referral Unit |
| TA | Teacher assessment |
| WG | Welsh Government |
| WNT | Welsh National Tests (includes all tests) |
| WSL | Welsh Second Language |

All abbreviations are written in full when they first appear in the document with the abbreviation in brackets.

Overview (WNT)

This booklet replaces all previous National Data Collection (NDC) and reporting guidance for schools. NDC covers all pupil assessment, but for ease of reference, this document has been separated into two parts:

- Part 1 - Welsh National Tests (WNT),
- Part 2 - End of Foundation Phase and Key Stage Assessments

The document provides important information regarding the NDC and reporting arrangements for the school year 2013/14. Detailed information regarding the statutory National Reading and Numeracy Tests was published separately entitled *National Reading and Numeracy Tests – Test administration handbook 2014*.

The key points in terms of administrative and NDC processes for National Reading and Numeracy Tests this year are:

- Schools should submit raw scores for the National Reading Tests, the National Numeracy Test (Procedural) and the National Numeracy Test (Reasoning) for all pupils in NCY2-9;
- All files should be transferred using the DEWi website;
- Caution should be used before using D and X codes. Inappropriate use of these codes will impact on the school's results and data published in the All Wales Core Data Sets.

Part 1 of this booklet provides advice and guidance on:

- All WNT pupil level data items that form part of the WNT file;
- Arrangements for reporting results for pupils from new to the English or Welsh based education system (NEWBES);
- Arrangements where schools have no pupils eligible for assessment or where all pupils are disapplied from National Reading and Numeracy Tests.

Key changes for 2014 (WNT)

National Reading and Numeracy Tests

- In 2013 pupils were required to sit:
 - National Reading Tests (NRT)
 - National Numeracy Test (Procedural) (NNPT).
- In 2014 pupils will be required to sit:
 - National Reading Tests (NRT)
 - National Numeracy Test (Procedural) (NNPT)
 - National Numeracy Test (Reasoning) (NNRT).
- For 2014 there will be a ReadMe file on DEWi. This provides basic information for submission of Welsh National Tests (WNT) files.
- There will be a single WNT data file containing 'raw scores', 'test taken' and 'date the test was taken' for each test and this is submitted to DEWi. Following submission of the file a Raw Scores Validation Sheet will be generated for schools to download from DEWi. This csv file will contain raw scores and basic pupil data for NRT, NNPT and NNRT to enable validation. If amendments are required the file can be resubmitted until the final deadline on 6th June 2014.
- Live standardisation of the WNT results will take place from 16th June to 4th July, and look up tables will be produced. DEWi will then use these look up tables to calculate the standardised score, progress score and progress score difference (NRT and NNPT only) for each pupil.
- The 'progress score difference' is the difference between the progress scores for 2013 and 2014. Data already held by Welsh Government for 2013 will be used along with data collected via NDC in 2014 to calculate the progress score difference for NRT and NNPT. As this is the first year of statutory testing for NNRT, the progress score difference cannot be calculated in 2014.
- After the scores have been calculated, a Calculated Scores csv file will be generated and available to download from DEWi. This file will contain all the information in the Raw Scores Validation Sheet as well as calculated scores for each pupil. These files will be available for all schools at the same time.
- A file containing all the above data at LA level will also be available from DEWi at the same time.
- A final data import file (xml) will be available from DEWi before the end of the summer term, to enable schools to import calculated scores into their MIS. This will be a single file incorporating both NRT and NNT results called WNT. See section 1.18 for more details.
- Pupil Results Sheets for parents should be available from DEWi before the end of the summer term (the exact date will be communicated nearer the time). These will display a pupil's 2014 standardised score and a progress chart (progress charts for NRT and NNPT only). These will be downloadable in year group and pupil batches

and should be distributed to parents before the end of the summer term. See section 1.20 for more details.

- A School Comparative Report with benchmarking will be made available via DEWi in August 2014. Schools have a statutory duty to publish this report. See section 1.21 for details.

National Numeracy Tests (NNTs)

- The NNRT will be implemented on a statutory basis and sat by learners in National Curriculum Year (NCY) 2 to 9 in all maintained schools in Wales for the first time in May 2014.
- In 2013 the NRT was submitted to the Welsh government via DEWI, and the NNPT was submitted through the NFER portal.
- For 2014, software suppliers have implemented a single file to return all the required data from the three tests, NRT, NNPT and NNRT to the Welsh Government. The data included in this single file is:
 - raw score
 - test taken
 - date the test was taken.

This file forms part of the National Data Collection.

- Section 1.10 details the valid entries for these data items for pupils taking the NNT.
- Section 1.16 details the mandatory and optional data requirements for pupils taught through the medium of Welsh and pupils taught through the medium of English in each NCY.

If you have any queries, please contact:

E-mail: NDC@wales.gsi.gov.uk

Phone: 029 2082 6014

Introduction (WNT)

We publish final data sets supporting LAs and schools in their self-evaluation, strategic planning and target setting. Benchmark information will be published with the WNT results for the beginning of autumn term.

An example of the School Comparative Report with benchmarking will be provided when it is available. These reports must be published in the school prospectus, provided to governors for inclusion in governors' annual reports. Examples of Pupil Results Sheets are attached at Annex A.

Target dates for WNT can be found in the Key Dates section. **Schools should upload and validate their completed file as soon as it is ready rather than waiting for the deadline – this will help LAs and the Welsh Government to process files and resolve problems earlier. Please note the final deadline to Welsh Government. No amendments to data can be made after this date.**

National Data Collection for the WNT

1.1 Identifying pupils for whom WNT data must be submitted

All eligible pupils must sit the relevant Welsh National Tests (WNT) and data must be recorded, reported and collected.

Schools are required to report on pupil identity through the use of:

- the National Curriculum Year (NCY) group indicator from the Pupil Level Annual School Census (PLASC) record; and,
- pupils on the school roll on the specified date.

Please note that checks will be carried out to ensure that pupils are being assessed and results for NRT reported for their statutory language (as reported in the PLASC). Any discrepancies identified will be passed to LAs for investigation.

1.2 Schools required to submit WNT data

All maintained schools with eligible pupils on their school roll, on the specified date are required to make an NDC return.

1.3 Eligible year group

All pupils in NCY 2 – 9 should sit the relevant NRT, NNPT and NNRT. See section 1.11 for details.

It is the NCY group in which the pupil is *taught*, rather than the pupil's date of birth that indicates if they are eligible for test.

Some pupils may sit WNT out of their NCY. **However, test results for pupils taking an 'out of year' test cannot be included in the school's data submission.** Schools will be able to use the look-up tables which will be published on the Learning Wales website after the test window to determine pupils' calculated scores. Such a decision should be made in the light of advice from the relevant LA and recorded prior to the delivery of the test packs.

Learners may not take WNT for a higher NCY.

For further guidance on pupils sitting 'out of year' WNT please see Annex 5 of the *National Reading and Numeracy Tests – Test administration handbook 2014*.

Care should be taken to ensure that this information is correctly recorded within the school MIS. School software will automatically refer to this information when exporting data for the NDC files. Schools will not be able to amend the pupil selection for export without amending the pupil record.

1.4 Specified date on roll

Schools are required to submit WNT results for all eligible pupils that are on their school roll as at the second Tuesday in May of the reporting academic year. **In 2014 the specified date is 13 May.**

The second Tuesday in May has been identified as appropriate because:

- This date will never be during a half term break, will not fall on a day immediately following a bank holiday or half term holiday and therefore is highly likely to be a standard school day.
- Schools should receive a common transfer file (CTF) and educational record within 15 school days of the pupil arriving on roll, thus they will have information relating to the pupils prior educational performance to assist in their assessment.
- Where a pupil arrives on the final cut-off date (being the second Tuesday in May) schools will have in excess of five weeks contact with the pupil to inform their assessment.

School software will automatically identify eligible pupils who are on roll as at the specified date; the school will not be able to alter this selection for the NDC files export process so it is important that the date of entry to the school is accurately recorded in the school MIS.

1.5 Leavers

- Where a pupil has left the school before the second Tuesday in May (13 May 2014) the school is NOT required to report their WNT results to the Welsh Government or parents. Schools should ensure that requirements for the transfer of data to the pupil's new school have been fully complied with and, through mutual agreement with the new school, that arrangements are in place for reporting outcomes to parents.
- Where a pupil has left the school on or after the second Tuesday in May (13 May 2014) the school remains responsible for reporting the pupil's WNT results to the Welsh Government. Schools should ensure that requirements for the transfer of data to the pupil's new school have been fully complied with and, through mutual agreement with the pupil's new school, that arrangements are in place for reporting outcomes to parents.

1.6 Joiners

- Where a pupil has joined the school on or before the second Tuesday in May (13 May 2014) the school must take responsibility for reporting the pupil's WNT results to the Welsh Government and parents.
- Where a pupil has joined the school after the second Tuesday in May (13 May 2014) responsibility to report WNT results remains with the previous school. No data need be provided to the Welsh Government by the pupil's new school. Schools should ensure that requirements for the transfer of data from the pupil's previous school have been

fully complied with and, through mutual agreement with the pupil's previous school, that arrangements are in place for reporting outcomes to parents.

1.7 Dual-registered pupils

Eligible pupils who are dual registered must sit the WNT between NCY 2 – 9 and their results submitted as part of the NDC process. This includes pupils registered in part at a pupil referral unit or special school.

- Where a pupil is registered in two settings, it is the responsibility of the setting where the pupil is taught for the majority of time to report their statutory WNT outcome. From 2014 pupils who are 'Dual registered-Main' at a pupil referral unit may submit their NDC data via their MIS or a contingency spreadsheet.
- In this situation schools should communicate with each other and records of assessments should be kept at both settings.
- School MIS will use pupil registration status to identify appropriate pupils for inclusion on the WNT file. Pupils with registration status of 'Current' or 'Dual registered-Main' must be included in the NDC return.

1.8 Schools with no eligible pupils

It is expected that all schools with eligible pupils will return WNT results.

Where an establishment has no pupils eligible to sit the WNT, that is, no pupils on roll in NCY 2-9 on 13 May 2014, the headteacher should e-mail confirming this fact to NDC@wales.gsi.gov.uk.

1.9 Schools where all pupils are disapplied

Where all eligible pupils within an establishment are disapplied this data should be entered as per the processes set out in this document and all NDC files (including WNT) returned to the LA as part of the NDC process.

1.10 Valid WNT entries for 2014

The following information must be recorded and submitted to Welsh Government for each pupil, for each test taken:

- Raw score
- Test taken
- Date the test was taken

Note that the valid raw score ranges will differ depending on which WNT paper is taken. Care should be taken when entering the raw score.

Valid test paper codes and raw score values for all WNTs are given in the tables below. Guidance from software suppliers for your school MIS should specify the valid entry format for the 'Date the test was taken' data item.

NRT - Pupils taught through the medium of Welsh:

| National Curriculum Year | Mandatory to return test result | | | | Optional to return test result | |
|--------------------------|---------------------------------|---------------------------|-------------------|-----------------------------|--------------------------------|-----------------------------|
| | Welsh NRT paper | Welsh NRT Raw Score Range | English NRT paper | English NRT Raw Score Range | English NRT paper | English NRT Raw Score Range |
| NCY2 | CA2 | D, X, 0 – 36 | - | - | - | - |
| NCY3 | CA2 | D, X, 0 – 36 | - | - | EA2 | D, X, 0 - 36 |
| NCY4 | CB2 | D, X, 0 – 34 | EB2 | D, X, 0 - 38 | - | - |
| NCY5 | CB2 | D, X, 0 – 34 | EB2 | D, X, 0 - 38 | - | - |
| NCY6 | CC2 | D, X, 0 – 35 | EC2 | D, X, 0 – 41 | - | - |
| NCY7 | CC2 | D, X, 0 - 35 | EC2 | D, X, 0 - 41 | - | - |
| NCY8 | CD2 | D, X, 0 - 35 | ED2 | D, X, 0 - 40 | - | - |
| NCY9 | CD2 | D, X, 0 - 35 | ED2 | D, X, 0 - 40 | - | - |

D = Disapplied for any of the reasons listed in the *National Reading and Numeracy Tests – Test administration handbook 2014*.

X = Absent on scheduled test date and for remainder of test window

NRT - Pupils taught through the medium of English:

| National Curriculum Year | Mandatory to return test result | |
|--------------------------|---------------------------------|-----------------------------|
| | English NRT paper | English NRT Raw Score Range |
| NCY2 | EA2 | D, X, 0 - 36 |
| NCY3 | EA2 | D, X, 0 - 36 |
| NCY4 | EB2 | D, X, 0 - 38 |
| NCY5 | EB2 | D, X, 0 - 38 |
| NCY6 | EC2 | D, X, 0 - 41 |
| NCY7 | EC2 | D, X, 0 - 41 |
| NCY8 | ED2 | D, X, 0 - 40 |
| NCY9 | ED2 | D, X, 0 - 40 |

D = Disapplied for any of the reasons listed in the *National Reading and Numeracy Tests – Test administration handbook 2014*.

X = Absent on scheduled test date and remainder of test window

NNPT – All pupils

| National Curriculum Year | Mandatory to return test result English <u>OR</u> Welsh | | |
|--------------------------|--|-------------------------------------|---------------------------------|
| | Procedural (English version) paper | Gweithdrefnol (Welsh version) paper | Procedural Test Raw Score Range |
| NCY2 | 2EP14 | 2CG14 | D, X, 0 – 28 |
| NCY3 | 3EP14 | 3CG14 | D, X, 0 – 30 |
| NCY4 | 4EP14 | 4CG14 | D, X, 0 – 35 |
| NCY5 | 5EP14 | 5CG14 | D, X, 0 – 35 |
| NCY6 | 6EP14 | 6CG14 | D, X, 0 – 35 |
| NCY7 | 7EP14 | 7CG14 | D, X, 0 – 35 |
| NCY8 | 8EP14 | 8CG14 | D, X, 0 – 36 |
| NCY9 | 9EP14 | 9CG14 | D, X, 0 – 36 |

D = Disapplied for any of the reasons listed in the *National Reading and Numeracy Tests – Test administration handbook 2014*.

X = Absent on scheduled test date and for remainder of test window

NNRT – All pupils

| National Curriculum Year | Mandatory to return test result English <u>OR</u> Welsh | | |
|--------------------------|--|-------------------------------|--------------------------------|
| | Reasoning (English version) paper | Rhesymu (Welsh version) paper | Reasoning Test Raw Score Range |
| NCY2 | 2ER14 | 2CRh14 | D, X, 0 – 20 |
| NCY3 | 3ER14 | 3CRh14 | D, X, 0 – 20 |
| NCY4 | 4ER14 | 4CRh14 | D, X, 0 – 20 |
| NCY5 | 5ER14 | 5CRh14 | D, X, 0 – 20 |
| NCY6 | 6ER14 | 6CRh14 | D, X, 0 – 20 |
| NCY7 | 7ER14 | 7CRh14 | D, X, 0 – 20 |
| NCY8 | 8ER14 | 8CRh14 | D, X, 0 – 20 |
| NCY9 | 9ER14 | 9CRh14 | D, X, 0 – 20 |

D = Disapplied for any of the reasons listed in the *National Reading and Numeracy Tests – Test administration handbook 2014*.

X = Absent on scheduled test date and for remainder of test window

NB: Numeracy test papers in English and Welsh are direct translations, therefore pupils should sit the tests in the language that is most appropriate for them as determined by the school. Either the English or the Welsh test should be sat but not

both. Only one result (English OR Welsh) for NNPT and NNRT should be returned for each pupil.

1.11 Recording and reporting assessments for English and Welsh first language (Cymraeg)

It is important that a pupil's progress in their statutory language, English or Welsh first language (Cymraeg) is assessed and reported accurately. A pupil's statutory language for assessment is that through which they are taught. For WNT, the school MIS will use the language through which the pupil is taught as recorded in pupil records and as reported in the Pupil Level Annual School Census (PLASC).

Please note that checks will be carried out to ensure that pupils are being assessed and results reported for their statutory language (as reported in PLASC). Any discrepancies identified will be passed to LAs for investigation.

From PLASC 2014 Study Welsh codes 3 (taught other Welsh) and 4 (not taught Welsh at all) are no longer valid entries.

National Reading Tests

Pupils taught through the **medium of Welsh:**

All pupils in NCY 2 – 9 must sit the Welsh NRT.

All pupils in NCY 4 – 9 must also sit the English NRT.

Pupils in NCY 2 are not required to sit the English NRT.

Schools have the option to for pupils in NCY 3 to sit the English NRT as well as the Welsh NRT, and results of the English NRT can be submitted to Welsh Government for these pupils. If they are, a Pupil Results Sheet will be generated for each pupil for reporting to parents, but their English results will not be included in school level results in the School Comparative Reports (with benchmarking) or in the All Wales Core Data Sets.

Pupils taught through the **medium of English:**

All pupils in NCY 2 – 9 must sit the English NRT.

National Numeracy Test – Procedural and Reasoning

All pupils in NCY 2 – 9 must sit both NNPT **and** NNRT

The test papers are available in both English and Welsh and the content of the test is identical in both languages. Either the English **or** the Welsh test should be sat but not both and the results of that test should be submitted. Schools may only obtain one **NNPT** result and **one NNRT** result per pupil, and this can be in either English or Welsh regardless of the pupil's statutory language.

1.12 Use of code 'N'

This code is not a valid entry for WNT. It can only be used for FO and TA results.

1.13 Use of code 'X'

This code is a valid entry for WNT. It should only be used if a pupil is absent on the scheduled test date and for the remainder of the test window. If a pupil misses a test through absence but returns to school during the test window, arrangements should be made for that pupil to sit the test. For further guidance on absence during the test window please refer to *National Reading and Numeracy Tests – Test administration handbook 2014*.

Pupils with this code will be included in their school's results.

1.14 Use of code 'D'

This code is a valid entry for WNT.

For WNT code 'D' should only be used for the reasons listed in the *National Reading and Numeracy Tests – Test administration handbook 2014*.

Disapplication is only valid under these specific circumstances and should **NOT** be used in any other circumstances.

Where code D is used inappropriately the school's results, as reported to parents and governors and supplied to Estyn, will be incorrect.

Pupils with this code will be included in their school's results.

1.15 NEWBES

Pupils new to the English or Welsh based education system (NEWBES) must sit the WNT unless there are specific reasons to disapply (see section 1.14). However, their test results may be excluded from calculation of aggregate statistics. The criteria to identify pupils whose results may be excluded from published school-level and LA-level statistics are:

- the pupil's first language is not English or Welsh; **and**
- the pupil has arrived from a non-English or non-Welsh-based education system;
and
- the pupil arrived in the United Kingdom (UK) on or after the start of the 2012/2013 school year, i.e. on or after the 1 September 2012

It will remain the headteacher's decision as to whether the results for a pupil meeting the above criteria are removed from the school and LA aggregations. If a decision has been made to remove the results, that will then apply to all tests and teacher assessments. It will

not be possible for a pupil's results to be included for some tests or teacher assessments but be removed for others.

Results for these pupils must be reported to parents and included in the WNT data return file.

By correctly flagging the pupil record in the school MIS to show that the pupil meets the above criteria and entering a valid date of entry, results for identified pupils will be removed from the calculation of aggregate school and LA statistics. Their data **will** be included, as in previous years, in results at national level.

Once an eligible pupil has passed the two-year time period, the pupil's results can no longer be removed. However, the pupil's record will still show that they had previously arrived from a non-English or non-Welsh-based education system.

1.16 Data requirements

National Reading Tests

The following information must be recorded and submitted to Welsh Government for each pupil:

- NRT raw score
- Test taken
- Date the test was taken

Valid entries for these data items are given at Section 1.10. Reporting requirements for NRT results are given below.

Pupils taught through the medium of Welsh:

| National Curriculum Year | Subject | Component Description | Report to WG (Reading Raw Score) | Report to parents (Standardised score and progress*) |
|--------------------------|---------|-----------------------|-------------------------------------|---|
| NCY2 | CYM | Reading Raw Score | M | M |
| NCY3 | CYM | Reading Raw Score | M | M |
| NCY3 | ENG | Reading Raw Score | O | M** |
| NCY4 | CYM | Reading Raw Score | M | M |
| NCY4 | ENG | Reading Raw Score | M | M |
| NCY5 | CYM | Reading Raw Score | M | M |
| NCY5 | ENG | Reading Raw Score | M | M |
| NCY6 | CYM | Reading Raw Score | M | M |
| NCY6 | ENG | Reading Raw Score | M | M |
| NCY7 | CYM | Reading Raw Score | M | M |
| NCY7 | ENG | Reading Raw Score | M | M |
| NCY8 | CYM | Reading Raw Score | M | M |
| NCY8 | ENG | Reading Raw Score | M | M |
| NCY9 | CYM | Reading Raw Score | M | M |
| NCY9 | ENG | Reading Raw Score | M | M |

Mandatory (M) Optional (O)

* A Pupil Results Sheet for each test taken containing a pupil's standardised score and a progress chart should be available via DEWi before the end of the summer term. Results Sheets will be available for pupils in NCY 3 who have taken the optional English NRT paper. An example of the Pupil Results Sheet is provided at Annex A.

**If a NCY 3 pupil sits the optional English NRT then the Pupil Results Sheet must be provided to parents.

Pupils taught through the medium of English:

| National Curriculum Year | Subject | Component Description | Report to WG (Reading Raw Score) | Report to parents (Standardised score and progress*) |
|--------------------------|---------|-----------------------|-------------------------------------|---|
| NCY2 | ENG | Reading Raw Score | M | M |
| NCY3 | ENG | Reading Raw Score | M | M |
| NCY4 | ENG | Reading Raw Score | M | M |
| NCY5 | ENG | Reading Raw Score | M | M |
| NCY6 | ENG | Reading Raw Score | M | M |
| NCY7 | ENG | Reading Raw Score | M | M |
| NCY8 | ENG | Reading Raw Score | M | M |
| NCY9 | ENG | Reading Raw Score | M | M |

Mandatory (M)

* A Pupil Results Sheet for parents containing a pupil's standardised score and progress chart should be available via DEWi before the end of the summer term. An example of this report is provided at Annex A.

National Numeracy Tests

The following information must be recorded and submitted to Welsh Government for each pupil:

- NNPT and NNRT raw score
- Test taken
- Date the test was taken

Valid entries for these data items are given at Section 1.10. Reporting requirements for NNPT and NNRT results are given below.

NNPT

| National Curriculum Year | Subject | Component Description | Report to WG (Procedural Raw Score) | Report to parents (Standardised score and progress *) |
|--------------------------|---------|-------------------------------|--|--|
| NCY2 | MAT | Numeracy Procedural Raw Score | M | M |
| NCY3 | MAT | Numeracy Procedural Raw Score | M | M |
| NCY4 | MAT | Numeracy Procedural Raw Score | M | M |
| NCY5 | MAT | Numeracy Procedural Raw Score | M | M |
| NCY6 | MAT | Numeracy Procedural Raw Score | M | M |
| NCY7 | MAT | Numeracy Procedural Raw Score | M | M |
| NCY8 | MAT | Numeracy Procedural Raw Score | M | M |
| NCY9 | MAT | Numeracy Procedural Raw Score | M | M |

* A Pupil Results Sheet for parents containing a pupil's standardised score and progress chart should be available via DEWi before the end of the summer term. An example of this report is provided at Annex A.

NNRT

| National Curriculum Year | Subject | Component Description | Report to WG (Procedural Raw Score) | Report to parents (Standardised score*) |
|--------------------------|---------|------------------------------|--|--|
| NCY2 | MAT | Numeracy Reasoning Raw Score | M | M |
| NCY3 | MAT | Numeracy Reasoning Raw Score | M | M |
| NCY4 | MAT | Numeracy Reasoning Raw Score | M | M |
| NCY5 | MAT | Numeracy Reasoning Raw Score | M | M |
| NCY6 | MAT | Numeracy Reasoning Raw Score | M | M |
| NCY7 | MAT | Numeracy Reasoning Raw Score | M | M |
| NCY8 | MAT | Numeracy Reasoning Raw Score | M | M |
| NCY9 | MAT | Numeracy Reasoning Raw Score | M | M |

* A Pupil Results Sheet for parents containing a pupil's standardised score should be available via DEWi before the end of the summer term. An example of this report is provided at Annex A.

1.17 School validation

Schools must validate the raw scores that they have submitted to DEWi using the Raw Scores Validation Sheet. The submission deadline is the 6th June 2014.

1.18 WNT Import Files

Live standardisation of the WNT results will take place from 16th June to 4th July, and look up tables will be produced. DEWi will then use these look up tables to calculate, for each pupil, the standardised score and progress score for each test, and the progress score difference for NRT and NNPT only.

A single 2014 import file (xml) should be available from DEWi before the end of the summer term, to enable schools to import the 2014 calculated scores for all tests and pupils back into their MIS. The import file will be a single file incorporating both NRT and NNT results and will be called WNT.

Note that if a '0' raw score is submitted for a pupil a progress score cannot be provided and their standardised score will be recorded as an *, being 'less than 70'.

If a pupil has a standardised score above 140, this will be recorded as **, being 'more than 140'.

There will also be a separate 2013 import file available to download from DEWi which will contain 2013 NNPT progress scores. This file will enable schools to import these scores into their MIS.

1.19 Reporting

Schools will be provided with Pupil Results Sheets which should be reported to parents before the end of summer term. Examples of these can be found in Annex A.

If any errors in WNT results are discovered after the final submission date, schools will be expected to produce their own Pupil Results Sheets using the template provided (on request) and the look up tables published on the Learning Wales website.

School Comparative Reports (with benchmarking) for WNT will be available to download from DEWi by the end of August.

1.20 WNT Pupil Results Sheets

A Pupil Results Sheets for parents should be available from DEWi before the end of the summer term (the exact date will be communicated nearer the time). This year these will display a pupil's standardised score and progress chart. Examples of these reports are provided at Annex A.

Explanatory notes accompany the Pupil Results Sheet, and are also provided in Annex A.

These reports will be downloadable in year group and pupil batches. These reports should be distributed to parents before the end of the summer term. If there is more than one pupil with the same name within the school a text file will be included listing these for information. Schools should take care to ensure that the correct report is sent to the correct parents.

1.21 School and national comparative information

Regulations require that appropriate standard comparative reports are published in the school prospectus, provided to governors for inclusion in governors' annual reports and provided with each annual report to parents or adult pupils.

- On publication of the national results for WNT, School Comparative Reports with Benchmarking will be available for download from DEWi. These will show school results against current year results for the relevant LA and Wales and include analysis against FSM benchmarks.

1.22 Common Transfer System

The regulations covering the Common Transfer System (CTS), The Pupil Information (Wales) Regulations 2011, specify that the headteacher of a maintained school from which a pupil is transferring sends to the pupil's new school a standard set of pupil information, in electronic format for import directly to the new school's MIS.

NRT files have been available from November 2013.

NNT files will be available from November 2014.

Reporting to receiving schools

When a pupil moves from a maintained school to a new school, including an independent school, a report about the pupil's attainments should be passed, where reasonably practicable, to the headteacher of the receiving school. This is required within 15 school days of the pupil ceasing to be registered at the old school, or within 15 school days of receiving a request for the report from the new school.

The report must contain:

- the pupil's WNT results where available.

The duty to provide such a report to a pupil's new school does not apply where:

- the pupil has been registered at the school for less than four weeks; however, in such a case, the headteacher should make every effort to pass on in turn to the new school any reports that may have been transferred from a pupil's previous school or schools;
- it is not reasonably practical for the headteacher to find details of a pupil's new school; however, the headteacher should at least telephone the pupil's parents and, if their address is known, write to the parents to ascertain where the pupil will continue his or her education.

Guidance on the Common Transfer Requirements was issued to schools in May 2006, Circular Number 18/2006 'Educational Records, School Reports and the Common Transfer System'.

Further guidance and information on the CTS can be found on the Welsh Government's website at:

<http://wales.gov.uk/topics/educationandskills/schoolhome/schooldata/ims/dataexchange/school2schoolcommon/?lang=en>

1.23 Transfer from NCY 6 to NCY 7

Liaison between NCY 6 and NCY 7 teachers at the start of NCY 7 is likely to assist continuity between the two NCY.

Part 2: End of Foundation Phase and key stage assessments

Key dates

| Key Dates for school year 2013/2014 | |
|-------------------------------------|--|
| April 2014 | Schools to receive guidance on National Data Collection and reporting arrangements from the Welsh Government. |
| 7 May 2014 | The Data Exchange Wales initiative (DEWi) available for upload of completed NDC files. |
| 13 May 2014 | Date on roll. |
| By 13 June 2014 | All teacher assessments to be available on DEWi for the Welsh Government to download (note that a local authority may set an earlier date to facilitate local validation). School Comparative Reports (<u>without</u> benchmarking) for end of Foundation Phase and end of Key Stages 2 and 3 will be available for download as soon as teacher assessments are submitted to DEWi. |
| By 4 July 2014 | Final deadline for submission of amended teacher assessment files following validation (note that a local authority may set an earlier deadline). |
| By end of summer term 2014 | School provides reports to parents. |
| By end of August 2014 | National and local authority results published. Data passed to Estyn to inform inspections in the 2013/14 academic year. |
| By end of August 2014 | School Comparative Reports (<u>with</u> benchmarking) available for schools to download from DEWi. |
| September 2014 | All Wales Core Data Sets published to schools |

1. Schools should upload and validate their completed files as soon as they are ready rather than waiting until the deadline. This will help LAs and the Welsh Government to process files and resolve problems earlier.
2. If schools have an issue with DEWi access (i.e. forgotten username/password) queries should go to their local authority.
3. **Please note the final deadline to Welsh Government. No amendments to data can be made after this date.**

Abbreviations

The following abbreviations are used throughout the document:

| | |
|--------|--|
| AOL | Area/s of Learning |
| AT | Attainment Target |
| CSI | Core Subject Indicator |
| CTS | Common Transfer System |
| FP | Foundation Phase |
| FPI | Foundation Phase Indicator |
| FO | Foundation Phase Outcome |
| KS | Key stage |
| LAs | Local Authorities |
| MLS | My Local School |
| NCL | National Curriculum Level |
| NCO | National Curriculum Outcome |
| NCY | National Curriculum year |
| NEWBES | New to the English/Welsh Based Education System |
| NFER | National Foundation for Educational Research |
| NNPT | National Numeracy Procedural Test |
| NNRT | National Numeracy Reasoning Test |
| NNT | National Numeracy Test, incorporating both the NNPT and NNRT |
| NRT | National Reading Test |
| PRU | Pupil Referral Unit |
| TA | Teacher assessment |
| WG | Welsh Government |
| WNT | Welsh National Tests (includes all tests) |
| WSL | Welsh Second Language |

All abbreviations are written in full when they first appear in the document with the abbreviation in brackets.

Overview (end of Foundation Phase and key stage assessments)

Part 2 of this booklet will focus on the end of Foundation Phase (FP) and Key Stage (KS) Assessments aspect of NDC. Detailed information regarding the statutory teacher assessment (TA) arrangements was sent to schools earlier in the school year entitled *Statutory assessment arrangements for the end of Foundation Phase and end of Key Stages 2 and 3*.

The key points in terms of administrative and NDC processes for FP and National Curriculum assessments this year are:

- All files should be transferred using the DEWi website;
- Schools should submit a Foundation Phase Outcome (FO) for the three mandatory Areas of Learning (AOL); Personal and Social Development, Well-being and Cultural Diversity (PSD), Language, Literacy and Communication Skills in English (LCE) **or** Welsh (LCW) and Mathematical Development (MDT);
- Schools should submit attainment targets, as well as subject teacher assessment levels for English and Welsh first language (Cymraeg) at KS 2 and KS 3;
- Schools should submit subject teacher assessment levels only, for mathematics and science at KS 2 and KS 3;
- Schools should submit both KS 3 core and non-core data at pupil level;
- Caution should be used before using D and N codes. Inappropriate use of these codes will impact on the school's results and data published in the All Wales Core Data Sets and provided to Estyn for pre-inspection consideration.

This booklet provides advice and guidance on:

- All pupil level data items that form part of the NDC file;
- Arrangements for reporting of results for pupils from new to the English or Welsh based education system (NEWBES);
- Arrangements where schools have no pupils eligible for assessment or where all pupils are disappplied from the National Curriculum. ,

Key changes for 2014 (end of Foundation Phase and key stage assessments)

1. Pupil Referral Unit (PRU) registration

Pupils who are Main registered (M) at a PRU may submit their NDC data via their MIS or a contingency spreadsheet.

2. Study Welsh

Study Welsh codes 3 (taught other Welsh) and 4 (not taught Welsh at all) are no longer valid entries in the NDC and will be flagged as errors.

If you have any queries, please contact:

E-mail: NDC@wales.gsi.gov.uk

Phone: 029 2082 6014

Introduction (end of Foundation Phase and key stage assessments)

We strive to publish final data sets before the end of summer term supporting local authorities and schools in their self-evaluation, strategic planning and target setting. By validating before the end of summer term LAs have been able to utilise validated data for their maintained schools direct from DEWi to develop self-evaluation analyses over the summer term. The availability of benchmark information alongside publication of the results ready for the very beginning of the autumn term also supports these functions. The final data also feed into the All Wales Core Data Sets which support school self-evaluation and performance improvement.

School Comparative Reports will be made available via DEWi. These will:

- allow schools to validate data with a more meaningful contextual analysis tool
- make reports for the end of FP and end of KS 2 and KS 3 teacher assessments available as soon as a completed data return is uploaded

Examples of these reports are attached at Annex B. In conjunction with the release of these final results, these reports will be updated with an additional benchmarking table to allow further contextual analysis. These reports must be published in the school prospectus, provided to governors for inclusion in governors' annual reports and provided with pupil reports to parents. Examples of these reports are attached at Annex C.

Target dates for NDC can be found in the Key Dates section at the beginning of this section. **Schools should upload and validate their completed file as soon as it is ready rather than waiting for the deadline – this will help LAs and the Welsh Government to process files and resolve problems earlier. Please note the final deadline to Welsh Government. No amendments to data can be made after this date.**

National Data Collection for end of Foundation Phase and key stage assessments

2.1 Identifying pupils for whom NDC data must be submitted

All eligible pupils must be assessed against the relevant curriculum or assessment and data must be recorded, reported and collected.

Schools are required to report on pupil identity through the use of:

- the National Curriculum Year (NCY) group indicator from the Pupil Level Annual School Census (PLASC) record; and,
- pupils on the school roll on the specified date.

2.2 Schools required to submit NDC data

All maintained schools with eligible pupils on their school roll on the specified date are required to make an NDC return.

2.3 Eligible year group

All pupils in their final year of the FP i.e. NCY 2, must be assessed against an FO in each relevant AOL.

All pupils in their final year of KS 2/3 i.e. NCY 6/9 must receive a TA in each relevant attainment target and subject.

It is the NCY group in which the pupil is *taught*, rather than the pupil's date of birth that indicates if they are eligible for assessment.

In terms of school MIS these pupils will be those recorded as being taught:

- Foundation Phase - NCY 1
- Foundation Phase - NCY 2
- Key Stage 2 - NCY 3
- Key Stage 2 - NCY 4
- Key Stage 2 - NCY 5
- Key Stage 2 - NCY 6
- Key Stage 3 - NCY 7
- Key Stage 3 - NCY 8
- Key Stage 3 - NCY 9

Care should be taken to ensure that this information is correctly recorded within the school MIS. School software will automatically refer to this information when exporting data for the NDC files. Schools will not be able to amend the pupil selection for export without amending the pupil record.

Please note that checks will be carried out to ensure that pupils are being assessed and results reported for their statutory language (as reported in the PLASC). Any discrepancies identified will be passed to LAs for investigation.

2.4 Specified date on roll

Schools are required to submit a TA result for all eligible pupils that are on their school roll as at the second Tuesday in May of the reporting academic year. **In 2014 the specified date is 13 May.**

The second Tuesday in May has been identified as appropriate because:

- This date will never be during a half term break, will not fall on a day immediately following a bank holiday or half term holiday and therefore is highly likely to be a standard school day.
- Schools should receive a common transfer file (CTF) and educational record within 15 school days of the pupil arriving on roll, thus they will have information relating to the pupils' prior educational performance to assist in their assessment.
- Where a pupil arrives on the final cut-off date (being the second Tuesday in May) schools will have in excess of five weeks contact with the pupil to inform their assessment.

School software will automatically identify eligible pupils who are on roll as at the specified date; the school will not be able to alter this selection for the NDC files export process so it is important that the date of entry to the school is accurately recorded in the school MIS.

2.5 Leavers

- Where a pupil has left the school before the second Tuesday in May (13 May 2014) the school is NOT required to report their TA results to the Welsh Government or parents. Schools should ensure that requirements for the transfer of data to the pupil's new school have been fully complied with and, through mutual agreement with the new school, that arrangements are in place for reporting outcomes to parents.
- Where a pupil has left the school on or after the second Tuesday in May (13 May 2014) the school remains responsible for reporting the pupil's TA results to the Welsh Government. Schools should ensure that requirements for the transfer of data to the pupil's new school have been fully complied with and, through mutual agreement with the pupil's new school, that arrangements are in place for reporting outcomes to parents.

2.6 Joiners

- Where a pupil has joined the school on or before the second Tuesday in May (13 May 2014) the school must take responsibility for reporting the pupil's TA results to the Welsh Government and parents.

- Where a pupil has joined the school after the second Tuesday in May (13 May 2014) responsibility to report TA results remains with the previous school. No data need be provided to the Welsh Government by the pupil's new school. Schools should ensure that requirements for the transfer of data from the pupil's previous school have been fully complied with and, through mutual agreement with the pupil's previous school, that arrangements are in place for reporting outcomes to parents.

2.7 Dual-registered pupils

Eligible pupils who are dual registered must be assessed at the end of FP or KS and their results submitted as part of the NDC process. This includes pupils registered in part at a pupil referral unit or special school.

- Where a pupil is registered in two settings, it is the responsibility of the setting where the pupil is taught for the majority of time to report their statutory TA outcome. From 2014 pupils who are 'Dual registered-**Main**' at a pupil referral unit may submit their NDC data via their MIS or a contingency spreadsheet.
- In this situation schools should communicate with each other and records of assessments should be kept at both settings.
- School MIS will use pupil registration status to identify appropriate pupils. Pupils with registration status of '**C**urrent' or 'Dual registered-**M**ain' must be included in the NDC return.

2.8 Schools with no eligible pupils

It is expected that all schools with eligible pupils will return end of FP or KS results.

Where an establishment has no pupils eligible for end of FP or KS assessment, that is, no pupils on roll in NCY 2, 6 or 9 on 13 May 2014, then the headteacher should e-mail, confirming this fact, to NDC@wales.gsi.gov.uk.

2.9 Schools where all pupils are disapplied

Where all eligible pupils within an establishment are disapplied this data should be entered as per the processes set out in this document and all NDC files returned to the LA as part of the NDC process.

2.10 Valid teacher assessment outcome codes

Pupils are assessed against the AOL at the end of FP. Pupils are assessed against National Curriculum Levels (NCL) at the end KS 2 and KS 3. In addition to the numeric outcomes/ levels there are a number of administrative codes used by schools during the assessment process, for example to indicate where pupils are working at a level below FO 1. The full alpha-numeric codes are known as the 'outcome codes'.

Foundation Phase

The following table contains the valid outcome codes for 2014.

| Teacher Assessment Outcome | Abbreviation | Outcome Code |
|--|------------------------|---------------------|
| Performance Above Foundation Phase Outcome 6 | Performance Above FO 6 | A |
| Foundation Phase Outcome 6 | FO 6 | 6 |
| Foundation Phase Outcome 5 | FO 5 | 5 |
| Foundation Phase Outcome 4 | FO 4 | 4 |
| Foundation Phase Outcome 3 | FO 3 | 3 |
| Foundation Phase Outcome 2 | FO 2 | 2 |
| Foundation Phase Outcome 1 | FO 1 | 1 |
| Working towards Foundation Phase Outcome 1 | Working towards FO 1 | W |
| Not awarded an outcome for reasons other than disapplication | N | N |
| Disapplied under section 113-116 of the Education Act 2002 | D | D |

Key Stages 2 and 3

The following table contains the valid outcome codes for 2014.

| National Curriculum Scale | Abbreviation | Outcome Code |
|--|---------------------|---------------------|
| Exceptional Performance | EP | E |
| National Curriculum Level 8 | NCL8 | 8 |
| National Curriculum Level 7 | NCL7 | 7 |
| National Curriculum Level 6 | NCL6 | 6 |
| National Curriculum Level 5 | NCL5 | 5 |
| National Curriculum Level 4 | NCL4 | 4 |
| National Curriculum Level 3 | NCL3 | 3 |
| National Curriculum Level 2 | NCL2 | 2 |
| National Curriculum Level 1 | NCL1 | 1 |
| National Curriculum Outcome 3 | NCO3 | A |
| National Curriculum Outcome 2 | NCO2 | B |
| National Curriculum Outcome 1 | NCO1 | C |
| Not awarded a level for reasons other than disapplication | N | N |
| Disapplied under section 113-116 of the Education Act 2002 | D | D |

See Annex D and E for examples of subject level calculations using the National Curriculum Outcome levels.

2.11 Recording and reporting assessments for English and Welsh first language (Cymraeg)

It is important that a pupil's progress in English or Welsh first language (Cymraeg) is assessed and reported accurately according to which is their statutory language.

A pupil's statutory language for assessment is that through which they are taught. For NDC, the school MIS will use the language through which the pupil is taught as recorded in pupil records and as reported in the Pupil Level Annual School Census (PLASC).

Please note that checks will be carried out to ensure that pupils are being assessed and results reported for their statutory language (as reported in PLASC). Any discrepancies identified will be passed to LAs for investigation.

From PLASC 2014 Study Welsh codes 3 (taught other Welsh) and 4 (not taught Welsh at all) are no longer valid entries.

Foundation Phase

Schools are required to assess pupils at the end of the FP in **either** LCE (English) **or** LCW (Welsh) according to the language through which the pupil is taught (their statutory language). Schools may, at their own discretion, choose to assess pupils in both languages where this is appropriate; however they are not required to report the results of non-statutory assessments as part of the NDC process. In FP the Foundation Phase Indicator (FPI) is calculated using the pupil's statutory language. The FPI is achieved when pupils reach the expected FO 5 in the 3 mandatory AOL.

Key Stage 2 and 3

Schools are required to assess all pupils at the end of KS 2 and KS 3 in English.

If pupils are taught through the medium of Welsh then schools are also required to assess such pupils in Welsh first language (Cymraeg).

If results are available for both English and Welsh first language (Cymraeg), the higher of the two is used to calculate the Core Subject Indicator (CSI). These calculations are carried out automatically by school MIS software. Note that pupils' results in Welsh second language will not be used in calculating the CSI.

Please note that if a pupil is not required to be assessed for Welsh or English language their record for this subject should be left blank – do NOT use code 'D' or code 'N' in these circumstances. See section 2.9 for more details.

If either of these codes is used inappropriately then the school's results, as reported to parents and governors and supplied to Estyn, will be incorrect.

2.12 Use of code 'N'

This code is valid for FO and TA results.

Code N should NOT generally be used as the vast majority of pupils should be awarded a FO or a TA on the National Curriculum scale.

Code N should only be used in exceptional circumstances where a teacher has insufficient evidence and knowledge on which to base a TA.

In general terms we would expect that even where a pupil has poor attendance an assessment should be made based on evidence and knowledge gathered when the pupil has been present.

Code N will form part of the published data at school, LA and national level; it should therefore be used with caution and only in exceptional cases.

Where a school reports a significant number of 'N' codes, validation (in school software and on upload to the DEWi system) will query the validity of the file. Over-use of code N will be investigated to ensure correct use of the code.

Schools should query any pupil records which record code N for part(s) of the curriculum but where other attainment targets or subjects have valid FO or NC levels recorded as we would not normally expect this situation to arise. LAs are asked to monitor the use of code N by schools they maintain to resolve queries on this matter early in the NDC process.

Where code N is used inappropriately then the school's results, as reported to parents and governors and supplied to Estyn, will be incorrect.

Pupils with this code will be included in school's results.

2.13 Use of code 'D'

This code is a valid entry for FP and KS results.

For end of FP and KS code 'D' should only be used where a pupil has been disapplied from all or part of the National Curriculum under the specific circumstances set down in sections 364-367 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002,

Disapplication is only valid under these specific circumstances and should **NOT** be used in any other circumstances.

Where code D is used inappropriately then the school's results, as reported to parents and governors and supplied to Estyn, will be incorrect.

Pupils with this code will be included in school's results.

2.14 Inappropriate use of codes ‘N’ and ‘D’

In the following circumstances codes N and D are not appropriate:

- Where a pupil at FP is required only to be assessed in one of either LCW (Welsh) or LCE (English) according to which is their statutory language (see section 2.11 for further information on statutory language for assessment).
- Where a pupil at FP is not required to be assessed in LCW because their statutory language for assessment is English; in which case a valid subject level for Welsh language development (WLD) may be provided (see section 2.11 for further information on statutory language for assessment).
- Where a pupil at FP is not required to be assessed in WLD because their statutory language for assessment is LCW; in which case a valid subject level for both LCW and LCE should be provided (see section 2.11 for further information on statutory language for assessment).
- Where a pupil at KS 2 is not required to be assessed in Welsh first language (Cymraeg) because their statutory language for assessment is English; in which case a valid subject level for Welsh second language may be provided (see section 2.11 for further information on statutory language for assessment).
- Where a pupil at KS 3 is not required to be assessed in Welsh first language (Cymraeg) because their statutory language for assessment is English; in which case a valid subject level for Welsh second language should be provided (see section 2.11 for further information on statutory language for assessment).
- Where a pupil at KS 2 is not required to be assessed in Welsh second language because their statutory language for assessment is Welsh first language (Cymraeg); in which case a valid subject level for both Welsh first language (Cymraeg) and English should be provided (see section 2.11 for further information on statutory language for assessment).
- Where a pupil at KS 3 is not required to be assessed in Welsh second language because their statutory language for assessment is Welsh first language (Cymraeg); in which case a valid subject level for both Welsh first language (Cymraeg) and English should be provided (see section 2.11 for further information on statutory language for assessment).
- Where a pupil is dual registered, you are the subsidiary school and the pupil’s main school has reported end of KS assessments for the pupil.

2.15 Examples of when code ‘N’ might be appropriate

- Where a pupil has moved schools a number of times and the school with responsibility for assessment has been unable to locate the pupil’s common transfer file and/or educational records and has had insufficient contact to make a valid judgment.

- Where through illness, pregnancy or other unusual situation the pupil has not attended school for an extended period of time and no prior NC level has been assessed. Generally we would expect that a level other than N should be awarded if the pupil has attended for more than one third of the current academic year.

If codes N or D are used inappropriately then the school's results, as reported to parents and governors and supplied to Estyn, will be incorrect.

2.16 NEWBES

Pupils new to the English or Welsh based education system (NEWBES) must be assessed at the end of FP or KS. However, their assessment outcomes may be excluded from calculation of aggregate statistics. The criteria to identify pupils whose results may be excluded from published school-level and LA-level statistics are:

- the pupil's first language is not English or Welsh; **and**
- the pupil has arrived from a non-English or non-Welsh-based education system; **and**
- the pupil arrived in the United Kingdom (UK) on or after the start of the 2012/2013 school year, i.e. on or after the 1 September 2012

It will remain the headteacher's decision as to whether the results for a pupil meeting the above criteria are removed from the school and LA-aggregations. If a decision has been made to remove the results, that decision will then apply to all subjects. It will not be possible for pupils to be included for one subject but be removed for the others.

Results for these pupils must be reported to parents and included in the NDC data return file.

By correctly flagging the pupil record in the school MIS to show that the pupil meets the above criteria and entering a valid date of entry, results for identified pupils will be removed from the calculation of aggregate school and LA statistics. Their data **will** be included, as in previous years, in results at national level.

Once an eligible pupil has passed the two-year time period, the pupil's results will no longer be removed. However, the pupil's record will still show that the pupil had previously arrived from a non-English or non-Welsh based education system.

2.17 Data requirements

Foundation Phase

| Area of Learning | Report to WG (numeric outcome only) | Report to parents | |
|---|---|--------------------|-----------|
| | | Numeric outcome | Narrative |
| Personal and social development, well-being and cultural diversity (PSD) | M | M | O |
| Language, literacy and communication skills in Welsh (LCW) OR Language, literacy and communication skills in English (LCE) | M | M | O |
| Mathematical development (MDT) | M | M | O |
| Creative development (CRD) | O | O | M |
| Physical development (PDT) | O | O | M |
| Knowledge and understanding of the world (KUW) | O | O | M |
| Welsh language development (WLD) if the pupil is assessed in LCE | O | O | M |

Mandatory (M) Optional (O)

Foundation Phase – non-statutory data

The following FP AOL may not be ascribed a numerical FO, as they are not required to be reported to the WG. However, a numerical FO may be allocated to these AOL by the school:

- Creative development (CRD)
- Physical development (PDT)
- Knowledge and understanding of the world (KUW)
- Welsh language development (WLD).

For these AOL, schools are required to provide a narrative report to parents but there is no statutory requirement to report a numerical outcome in relation to NDC.

Key Stage 2

| Subject | Component Description | Report to WG | Report to parents |
|------------------|-----------------------|--------------|-------------------|
| ENG | English Subject | M | M |
| ENG | • Oracy | M | M |
| ENG | • Reading | M | M |
| ENG | • Writing | M | M |
| ¹ CYM | Cymraeg Subject | M | M |
| CYM | • Oracy | M | M |
| CYM | • Reading | M | M |
| CYM | • Writing | M | M |
| MAT | Mathematics Subject | M | M |
| SCI | Science Subject | M | M |
| ² WEL | Welsh Second Language | O | M |
| WEL | • Oracy | O | M |
| WEL | • Reading | O | M |
| WEL | • Writing | O | M |

Mandatory (M) Optional (O)

The MIS will automatically calculate the CSI.

Key Stage 3

| Subject | Component Description | Report to WG | Report to parents |
|------------------|-----------------------|--------------|-------------------|
| ENG | English Subject | M | M |
| ENG | • Oracy | M | M |
| ENG | • Reading | M | M |
| ENG | • Writing | M | M |
| ¹ CYM | Cymraeg Subject | M | M |
| CYM | • Oracy | M | M |
| CYM | • Reading | M | M |
| CYM | • Writing | M | M |
| MAT | Mathematics Subject | M | M |
| SCI | Science Subject | M | M |
| ART | Art and Design | M | M |
| DAT | Design and Technology | M | M |
| GEO | Geography | M | M |
| HIS | History | M | M |
| ICT | Information and | M | M |

¹ For learners following Welsh First Language programme of study

² If the pupil is **not** assessed in Cymraeg

| | | | |
|------------------|--------------------------|---|---|
| | Communication Technology | | |
| MUS | Music | M | M |
| PED | Physical Education | M | M |
| ² WEL | Welsh Second Language | M | M |
| WEL | • Oracy | O | M |
| WEL | • Reading | O | M |
| WEL | • Writing | O | M |
| MFL* | MFL Subject | M | M |
| MFL* | • Oracy | O | M |
| MFL* | • Reading | O | M |
| MFL* | • Writing | O | M |

Mandatory (M) Optional (O)

The MIS will automatically calculate the CSI.

Key Stage 3 non-core data

Schools are required to submit KS 3 non-core subject data at pupil level. This removes the need for schools to submit a separate file at school level. The non-core subject data will be automatically included in the same file as the KS3 core subject data.

* Only one modern foreign language (MFL) result should be returned for each pupil. Where pupils are studying more than one MFL at KS3, schools should decide which language should count for the purposes of statutory assessment.

Key Stage 4 and 5

For 2014 the Welsh Government will continue with the collection of pupil ID items for pupils at the end of KS 4 and 5 which was introduced in 2010 to facilitate exam data analysis. This is defined as pupils in NCY 11 and/or aged 15 at 31 August 2013, and pupils aged 17 at 31 August 2013. This will be used to collect the number of pupils on roll data reported at May 2014, in order to gain a more accurate reflection of numbers than those reported at January PLASC as currently used in calculations.

2.18 School validation

The collection of end of FP and KS data is electronic and results are in the public domain in governors' annual reports, school prospectuses and on My Local School (MLS). We therefore continue to incorporate a formal validation process.

Schools can validate their NDC submission as soon as it has been uploaded to DEWi. The validation period for FP and TAs will **end on 4 July 2014**. This allows schools an opportunity to check the aggregate figures following which the data will be considered final and used in aggregated LA figures, in Estyn school inspection reports, Value Added, performance indicators, MLS and in the All Wales Core Data Sets. In the event of any discrepancy please note that schools will need to submit a revised pupil level file to DEWi.

Schools should validate their data as soon as the return is complete and resubmit files if necessary. Additional guidance will be provided on DEWi to assist schools in this regard.

2.19 Reporting to parents

It is the duty of the headteacher to ensure that a written report is sent at least once during the school year to the parents of each pupil, for their retention. All parents should be treated equally by schools unless there is a court order limiting the individual's exercise of parental responsibility. As such, schools should make every effort to report to everyone who is a 'parent'³ although this may not be the person with whom the school liaises on a day to day basis.

2.20 Powers of headteachers

Headteachers have discretion to:

- include in a report any further information about a pupil's progress, beyond the minimum required. It is particularly important to provide contextual information in reports on pupils with additional learning needs. It will often be appropriate to supplement the basic minimum information with a more detailed account of the pupil's progress in relation to the curriculum that the pupil is following;
- decide the format of reports to parents and of reports to schools to which pupils transfer;
- arrange for a report to be translated or conveyed orally into languages other than English or Welsh, where it appears necessary to do so;
- decide when to issue reports to parents as long as the minimum required information is sent to parents by the end of the summer term;
- exclude from the report to parents information that may breach a confidence, be harmful to the pupil or parents, or involve disclosing information about another pupil (as set out in the following paragraph).

Headteachers have specific powers to exclude certain confidential information from reports to parents. This relates to information:

- provided by anyone other than:
 - an employee of the LA that maintains the school
 - a teacher or other employee at the school (including an educational psychologist engaged under a contract for services)
 - an education welfare officer
 - the person requesting disclosure

³ For further guidance see Welsh Government Guidance circular 12/2007 "Parents and Parental Responsibility"

- that identifies a person (other than the pupil to whom the information relates or one of those specified above) as the source of the information or as the person to whom the information relates;
- that, in the headteacher's opinion, would be likely to cause serious harm to the pupil concerned or to any other person;
- that has a bearing on a case of child abuse or the risk of it;
- that would serve to disclose information about a pupil other than the pupil being reported on.

2.21 Reporting to parents during Years 1, 2, 3, 4, 5 and 6

For all pupils in NCY 1, 2, 3, 4, 5 and 6 the report should include, as a minimum, the following information:

- brief particulars of a pupil's progress in subjects, AOL and activities studied as part of the school curriculum including all national curriculum subjects and religious education. From the 2013/14 academic year there is also a requirement to provide a brief summary of a pupil's progress against the National Literacy and Numeracy Framework;
- details of a pupil's general progress;
- a summary of the pupil's attendance record;
- details of the arrangements for parents to discuss the report with teachers at the school.
- where a pupil has been disapplied from any subjects or attainment targets under Sections 113 – 116 of the Education Act, a statement to that effect which includes the reason for disapplication.

For pupils with statements of special educational needs, headteachers are required to prepare reports for the annual review of the pupil's statement. This statutory requirement is set out in Chapter 9 of the Special Educational Needs Code of Practice for Wales. These reports may, if schools wish, serve as the annual report to the parents on pupils' achievements. If so, headteachers must ensure that reports produced as part of the annual review include all of the information specified in the regulations on pupil information in this section.

2.22 Additional reporting requirements at the end of NCY 2 and NCY 6

Reports for pupils assessed under the statutory arrangements at the end of NCY 2 and NCY6 must be sent out before the end of the summer term.

In addition to the information listed above reports for pupils at the end of NCY 2 and NCY 6 must include the following:

Individual results

All reports must include:

- the pupil's level of attainment as determined by teacher assessment in each relevant core subject;
- a brief commentary setting out what the assessment shows about the pupil's progress in each subject and drawing attention to particular strengths and weaknesses.

2.23 Reporting to parents during NCY 7, 8 and 9

For all pupils in NCY 7, 8 and 9, the report should include, as a minimum, the following information:

- brief particulars of a pupil's progress in subjects and activities studied as part of the school curriculum, including all national curriculum subjects and religious education. From the 2013/14 academic year there is also a requirement to provide a brief summary of a pupil's progress against the National Literacy and Numeracy Framework;
- details of a pupil's general progress;
- a summary of the pupil's attendance record;
- details of the arrangements for parents to discuss the report with teachers at the school.
- where a pupil has been disapplied from any subjects or attainment targets under Sections 113 – 116 of the Education Act, a statement to that effect which includes the reason for disapplication.

For pupils with statements of special educational needs, headteachers are required to prepare reports for the annual review of the pupil's statement. This statutory requirement is set out in Chapter 9 of the Special Educational Needs Code of Practice for Wales. These reports may, if schools wish, serve as the annual report to the parents on pupils' achievements. If so, headteachers must ensure that reports produced as part of the annual review include all of the information specified in this section.

2.24 Additional reporting requirements at the end of NCY 9

Reports for pupils assessed under the statutory arrangements at the end of NCY 9 must be sent out before the end of the summer term.

In addition to the information listed previously, reports for pupils at the end of NCY 9 must include the following:

Individual results

All reports must include:

- The pupil's level of attainment as determined by teacher assessment in each of the core and non-core subjects;
- Details for each pupil of which language should count for the purpose of statutory assessment in cases where pupils are studying more than one foreign language; however, progress in each language studied must be reported to parents;
- A brief commentary setting out what the results show about the pupil's progress in each subject, drawing attention to particular strengths and weaknesses.

2.25 School and national comparative information

Regulations require that appropriate standard comparative reports are published in the school prospectus, provided to governors for inclusion in governors' annual reports and provided with each annual report to parents or adult pupils.

For end of FP, and KS 2 and KS 3 TA the specified standard comparative report is provided by the Welsh Government via DEWi in two parts;

- On upload of NDC data for end of FP and KS 2 and KS 3 TAs by 13th June, **School Comparative Reports** (without benchmarking) will be available for download from DEWi. These will show school results against the previous year's results for the LA and Wales and analysis of results over the previous 5 years. Note that where there are results for less than 5 years the contents of these reports will necessarily build over time.
- On publication of the national results for end of FP and KS 2 and KS 3, **School Comparative Reports (with benchmarking)** will be available for download from DEWi. These will show school results against current year results for the relevant LA and Wales and include analysis against FSM benchmarks.

2.26 Common Transfer System

The regulations covering the Common Transfer System (CTS), The Pupil Information (Wales) Regulations 2011 specify that the headteacher of a maintained school from which a pupil is transferring sends to the pupil's new school a standard set of pupil information, in electronic format for import directly to the new school's MIS.

Reporting to receiving schools

When a pupil moves from a maintained school to a new school, including an independent school, a report about the pupil's attainments should be passed, where reasonably practicable, to the headteacher of the receiving school. This is required within 15 school

days of the pupil ceasing to be registered at the old school, or within 15 school days of receiving a request for the report from the new school.

The report must contain:

- the pupil's statutory TA results in the mandatory AOL or core subjects by subject and attainment target (where such information is generated) at the previous Key Stages (where available), and the school year in which the assessments were made;
- the teachers' latest assessments of the pupil's progress against the attainment targets in each of the mandatory AOL or relevant core subject since the last statutory assessment or since the pupil arrived at the reporting school, whichever is more recent;
- if a pupil is at the end of KS 3 the statutory teacher assessment levels in Welsh second language, a modern foreign language, design and technology, information and communication technology, history, geography, art and design, music, and physical education by subject, and where available, by attainment target.

These may indicate the levels of the FP or national curriculum scale at which the pupil is working or indicate more generally a pupil's progress within each attainment target. Where appropriate, it should indicate whether the pupil's attainments have developed since the last statutory assessment.

The duty to provide such a report to a pupil's new school does not apply where:

- the pupil has been registered at the school for less than four weeks; however, in such a case, the headteacher should make every effort to pass on in turn to the new school any reports that may have been transferred from a pupil's previous school or schools;
- it is not reasonably practical for the headteacher to find details of a pupil's new school; however, the headteacher should at least telephone the pupil's parents and, if their address is known, write to the parents to ascertain where the pupil will continue his or her education.

Guidance on the Common Transfer Requirements was issued to schools in May 2006, Circular Number 18/2006 'Educational Records, School Reports and the Common Transfer System'.

Further guidance and information on the CTS can be found on the Welsh Government's website at:

<http://wales.gov.uk/topics/educationandskills/schoolhome/schooldata/ims/dataexchange/school2schoolcommon/?lang=en>.

2.27 Transfer from Key Stage 2 to Key Stage 3

Teachers in both KS 2 and KS 3 schools need to agree the most appropriate time for transfer of assessment information. In general, for teacher assessment, this is likely to be before the end of the term preceding transfer.

Liaison between NCY 6 and NCY 7 teachers and target setting between pupils and teachers at the start of NCY7 are likely to assist continuity between the two KS.

Annex A: Pupil Results Sheet

Welsh Government Reading and Numeracy Tests Pupil Results Sheet - Numeracy (Procedural) Test

Pupil Name:

Date of Birth:

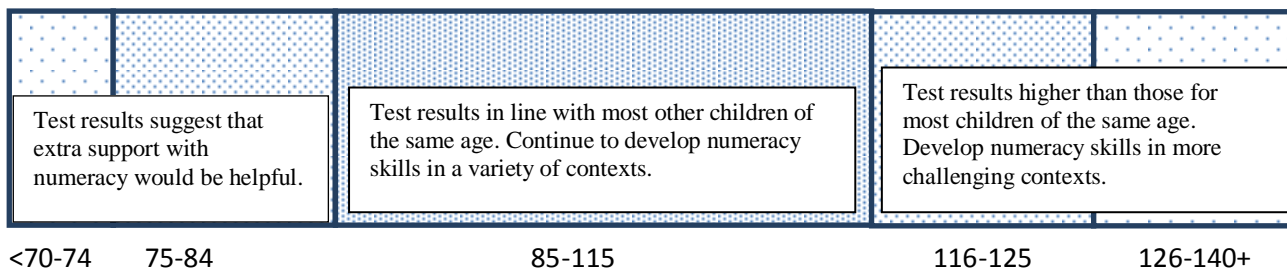
National Curriculum Year Group:

Date of test:

Age at date of test:

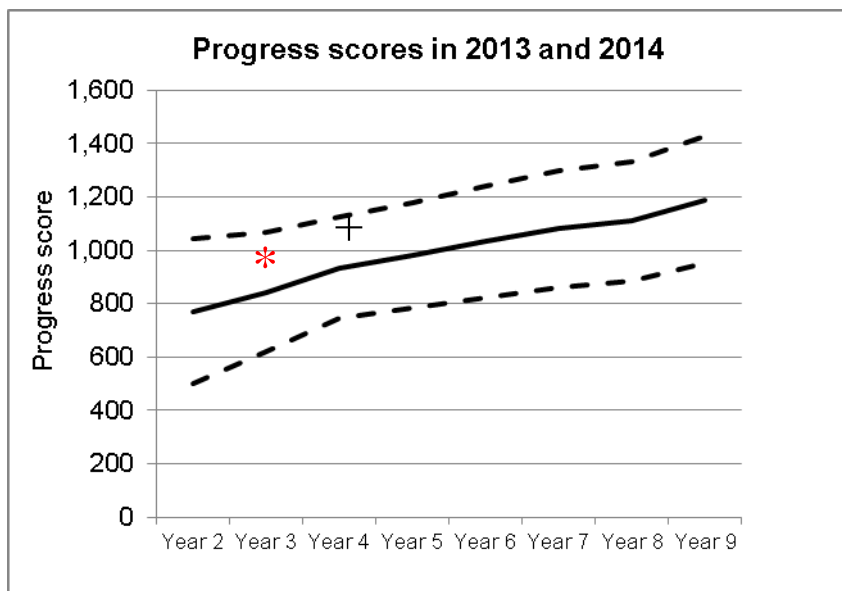
School Name:

The chart below shows your child's standardised score from this year's numeracy (procedural) test as an 'X'. A standardised score allows the test result for your child to be compared to the test results this year for other children of the same age in Wales.



Standardised score:

This chart shows the progress in numeracy as measured by the tests in 2013 and 2014. If no score is shown this means that the test for that year was not taken or that it was not possible to give a progress score in this case. Please see Notes.



this means that the test for that year was not taken or that it was not possible to give a progress score in this case. Please see Notes.

* Progress score in 2013

+ Progress score in 2014

Welsh Government Reading and Numeracy Tests

Pupil Results Sheet – English Reading Test

Pupil Name:

Date of Birth:

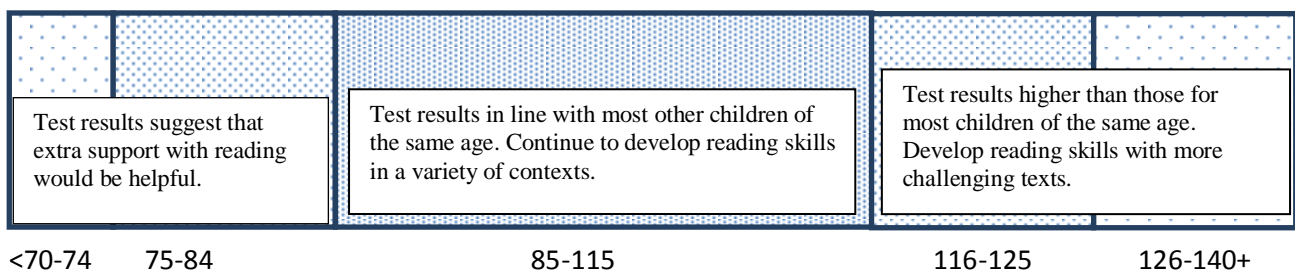
National Curriculum Year Group:

Date of test:

Age at date of test:

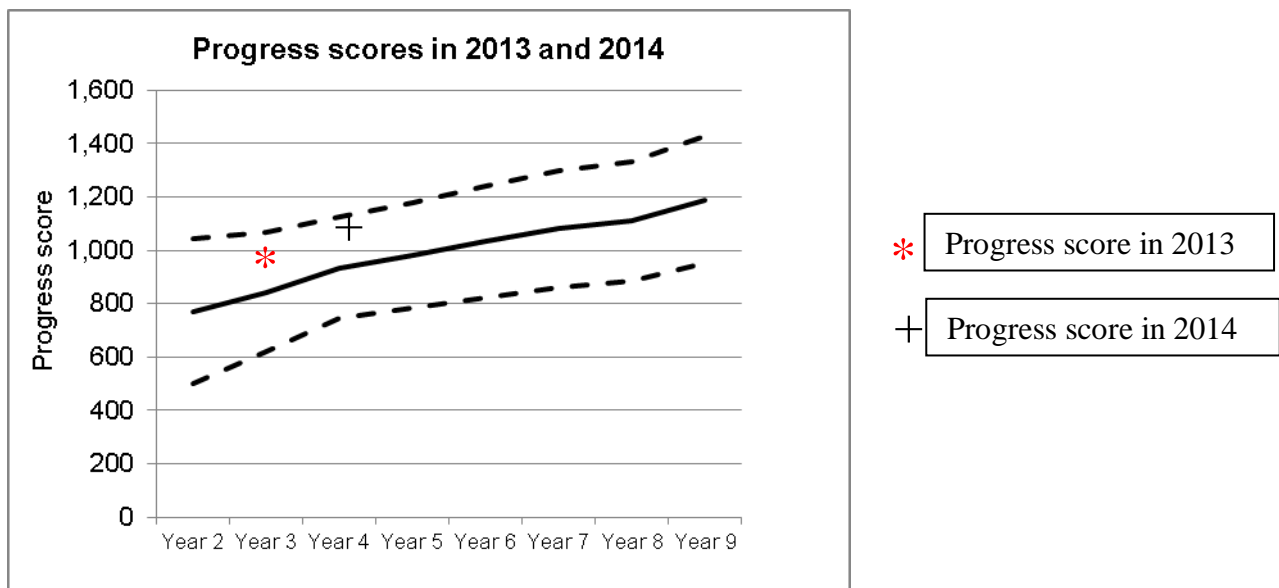
School Name:

The chart below shows your child's standardised score from this year's English reading test as an 'X'. A standardised score allows the test result for your child to be compared to the test results this year for other children of the same age in Wales.



Standardised score:

This chart shows the progress in reading as measured by the tests in 2013 and 2014. If no score is shown this means that the test for that year was not taken or that it was not possible to give a progress score in this case. Please see Notes.



Welsh Government Reading and Numeracy Tests

Pupil Results Sheet – Welsh Reading Test

Pupil Name:

Date of Birth:

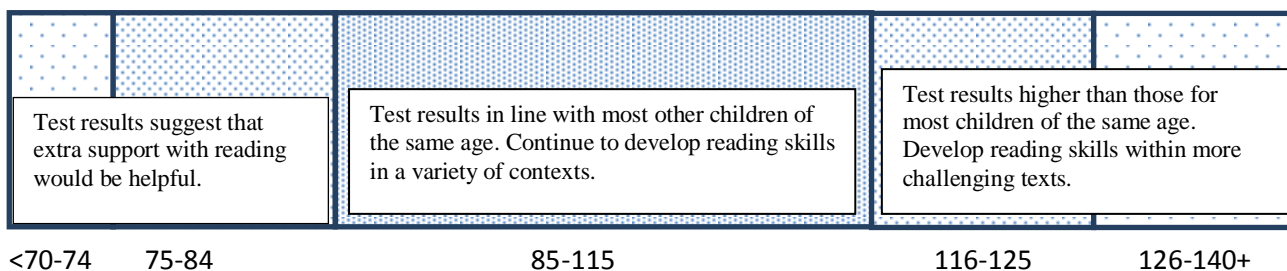
National Curriculum Year Group:

Date of test:

Age at date of test:

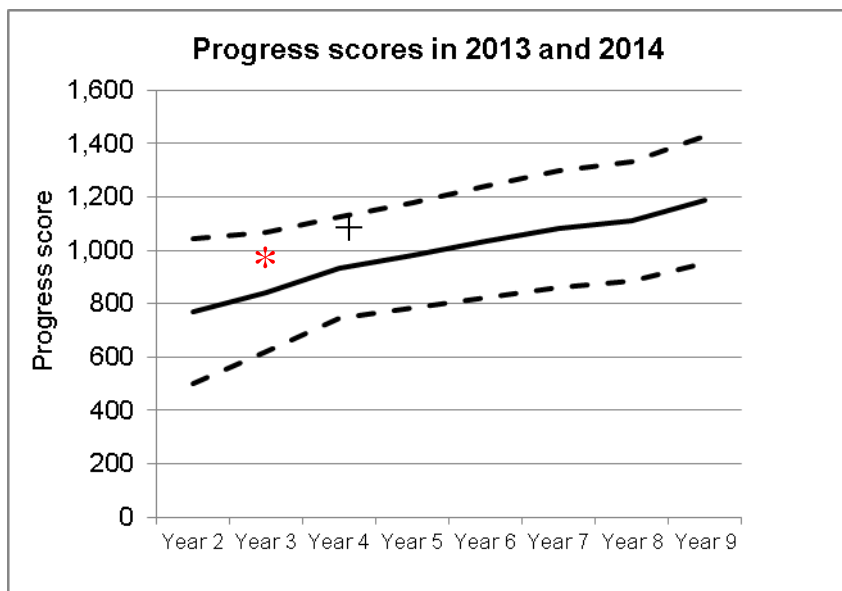
School Name:

The chart below shows your child's standardised score from this year's Welsh reading test as an 'X'. A standardised score allows the test result for your child to be compared to the test results for this year for other children of the same age in Wales.



Standardised score:

This chart shows the progress in reading as measured by the tests in 2013 and 2014. If no score is shown this means that the test for that year was not taken or that it was not possible to give a progress score in this case. Please see Notes.



- * Progress score in 2013
- + Progress score in 2014

Welsh Government Reading and Numeracy Tests

Pupil Results Sheet - Numeracy (Reasoning) Test

Pupil Name:

Date of Birth:

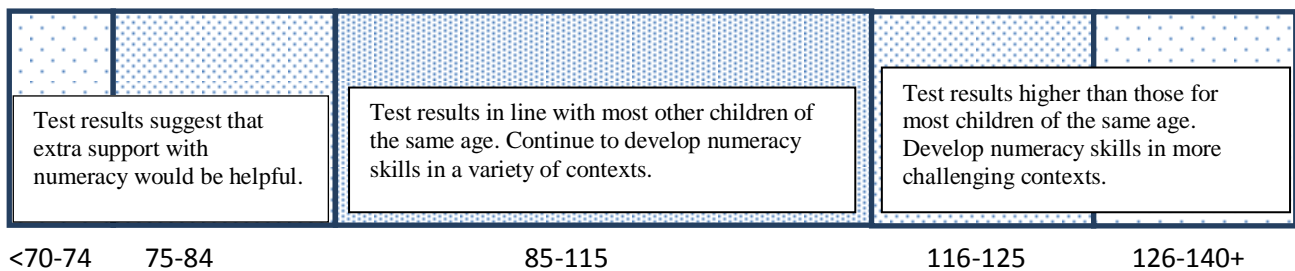
National Curriculum Year Group:

Date of test:

Age at date of test:

School Name:

The chart below shows your child's standardised score from this year's numeracy (reasoning) test as an 'X'. A standardised score allows the test result for your child to be compared to the test results this year for other children of the same age in Wales.



Standardised score:

This year is the first time that children have taken the numeracy reasoning test. From next year it will be possible to provide information about progress made over time.

Welsh Government Reading and Numeracy Tests

Notes

National tests in reading and numeracy are taken by pupils in years 2 -9 each summer. There are reading tests in English and Welsh. In Welsh-medium schools pupils in years 4 – 9 take both English and Welsh tests; pupils in years 2 and 3 are only expected to take the Welsh Reading test but schools can choose to enter year 3 pupils for both tests.

There are two numeracy tests; both are available in English and Welsh translations. The numeracy procedural test has questions that assess skills in addition, subtraction, multiplication and division. The numeracy reasoning test assesses how well numeracy skills can be used to solve everyday problems.

The results from the tests add to the information that teachers already have about your child's reading and numeracy from their own assessments. The test results can help to identify ways in which your child's learning should be supported in future.

Any test can only provide limited information about a child's ability. Children may not always perform to the best of their ability on the day of a test. Your child's yearly school report will provide a fuller picture of their ability in both reading and numeracy.

Standardised scores

The standardised score from the national tests tells you how well your child has done compared to other children of the same age taking the test at the same time. The average standardised score is set to 100 and about two thirds of all children taking the test will have standardised scores between 85 and 115. So, a standardised score lower than 85 might suggest some difficulty with reading or numeracy as measured on the test.

In a few cases the range of difficulty of the questions in the test may mean that it is not possible to register a standardised score for a child whose reading skills are developing more slowly than would be expected. The score could only be given as 'less than 70'. If this is the case, your child's teacher will use other methods to assess how their skills are developing.

Similarly, very high achievers can only be given a standardised score of 'more than 140' because the test does not allow measurement of the limit of their skills. Again, teachers will be able to provide additional information about your child's ability.

Progress scores

Because the tests are taken by all children in Wales from years 2 to 9, it is possible to use a 'progress score scale' to show how skills in reading and numeracy improve as children move through school. Provided that your child takes the tests each year, you will be able to track the progress they are making in the skills measured by the tests. Children will make progress at different rates and, for some children, small increases in progress scores will represent a considerable achievement. It is also important to note that if the progress score has not increased, this does not mean that your child has made no progress; their performance on the test may not have been a true picture of what they can do. Your child's teacher will be able to give you an overall assessment of their progress at your regular parent teacher meeting.

The solid line on the progress score charts represents the mid-point in the progress scores achieved in each year group. Half of the children taking the tests would be expected to achieve a score that lies between the two dotted lines. A quarter of the pupils in each year group would have progress scores above the higher dotted line and a quarter of the pupils in each year group would have progress scores below the lower dotted line.

Children working at the extreme ends of the ability range in their year group cannot be given an accurate progress score from the tests and in planning for the next steps in their learning, teachers will take account of other evidence of progress.

Annex B: School Comparative Report (without Benchmarking)

End of Foundation Phase and Key Stages 2 and 3 Teacher Assessment Results

This report uses data for 2011 for LA and Wales comparative information

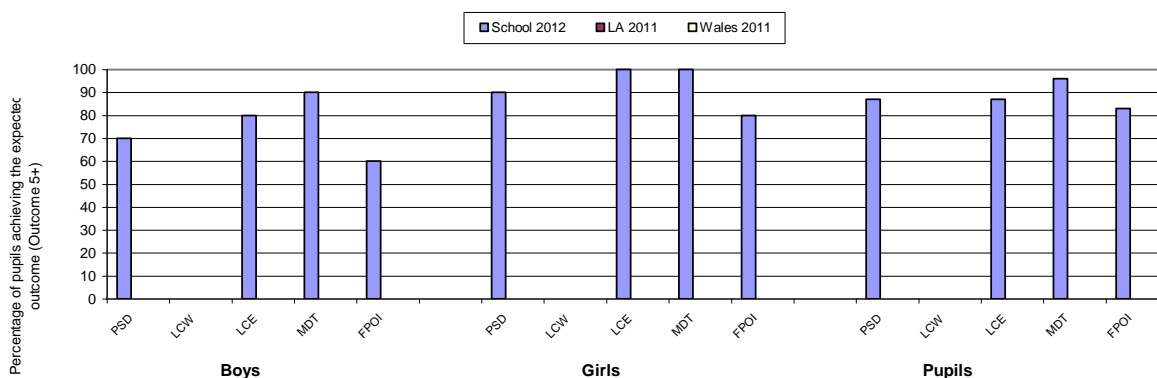
Green Abbey Primary School
Local Authority Name

LA/School no: XXX/XXXX

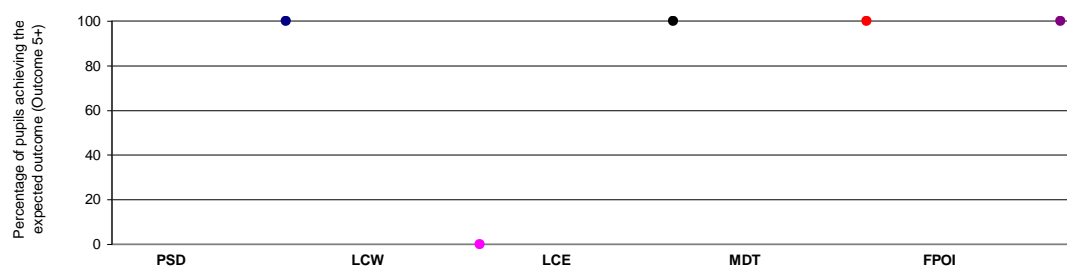
School comparative information: Foundation Phase Outcomes 2012

Percentage of boys, girls, and pupils achieving at least the expected outcome (Outcome 5+):

| | Boys | | | Girls | | | Pupils | | |
|------|-------------|---------|------------|-------------|---------|------------|-------------|---------|------------|
| | School 2012 | LA 2011 | Wales 2011 | School 2012 | LA 2011 | Wales 2011 | School 2012 | LA 2011 | Wales 2011 |
| PSD | 70 | - | - | 90 | - | - | 87 | - | - |
| LCW | 0 | - | - | 0 | - | - | 0 | - | - |
| LCE | 80 | - | - | 100 | - | - | 87 | - | - |
| MDT | 90 | - | - | 100 | - | - | 96 | - | - |
| FPOI | 60 | - | - | 80 | - | - | 83 | - | - |



School Performance over time (2007 - 2012)



Notes:

- = No historical data available
- Areas of learning: PSD = Personal and social development, well-being and cultural diversity; LCW = Language, literacy and communication skills (in Welsh); LCE = Language, literacy and communication skills (in English); MDT = Mathematical development; FPOI = Foundation Phase Outcome Indicator. To achieve the FPOI, a pupil must achieve at least the expected outcome (Outcome 5+) in both PSD and MDT and either LCW or LCE.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Annex C: School Comparative Report (with Benchmarking)

End of Foundation Phase and Key Stages 2 and 3 Teacher Assessment Results

This report uses data for 2011 for LA and Wales comparative information

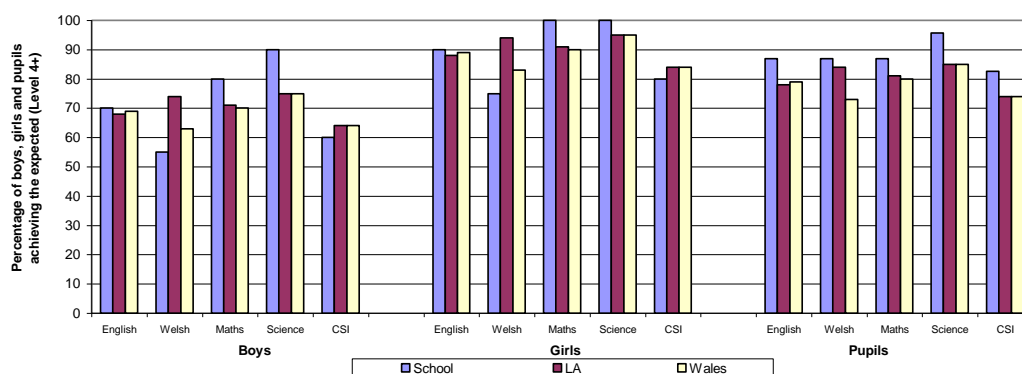
Green Abbey Primary School
Local Authority Name

LA/School no: XXX/XXXX

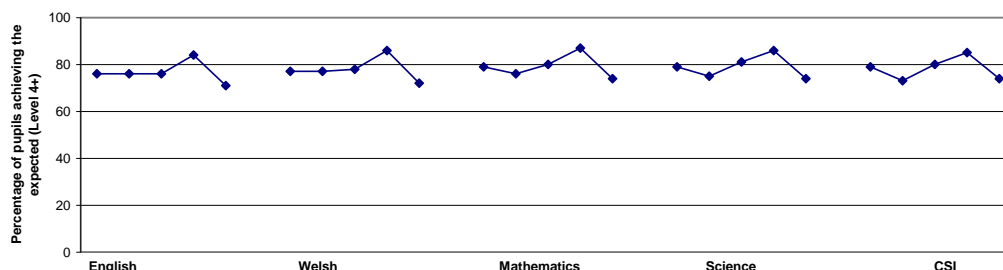
School comparative information: National Curriculum Assessments 2011 Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

| | Boys | | | Girls | | | Pupils | | |
|---------|-------------|---------|------------|-------------|---------|------------|-------------|---------|------------|
| | School 2011 | LA 2011 | Wales 2011 | School 2011 | LA 2011 | Wales 2011 | School 2011 | LA 2011 | Wales 2011 |
| English | 70 | 68 | 69 | 90 | 88 | 89 | 87 | 78 | 79 |
| Welsh | 55 | 74 | 63 | 75 | 94 | 83 | 87 | 84 | 73 |
| Maths | 80 | 71 | 70 | 100 | 91 | 90 | 87 | 81 | 80 |
| Science | 90 | 75 | 75 | 100 | 95 | 95 | 96 | 85 | 85 |
| CSI | 60 | 64 | 64 | 80 | 84 | 84 | 83 | 74 | 74 |



School Performance over time (2007 - 2011)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

Over 8 per cent and up to 16 per cent eligible for FSM

| | Quartile 4 | Lower Quartile Boundary | Quartile 3 | Median Boundary | Quartile 2 | Upper Quartile Boundary | Quartile 1 |
|---------|------------|-------------------------|------------|-----------------|------------|-------------------------|------------|
| English | | 76 | | 83 | 87 | 91 | |
| Welsh | | 65 | | 80 | 87 | 91 | |
| Maths | | 79 | 87 | 88 | | 93 | |
| Science | | 83 | | 91 | | 95 | 96 |
| CSI | | 72 | | 80 | 83 | 88 | |

The benchmarks have been calculated using a three-year average for Free School Meal data.

Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

This report uses data for 2011 for LA and Wales comparative information

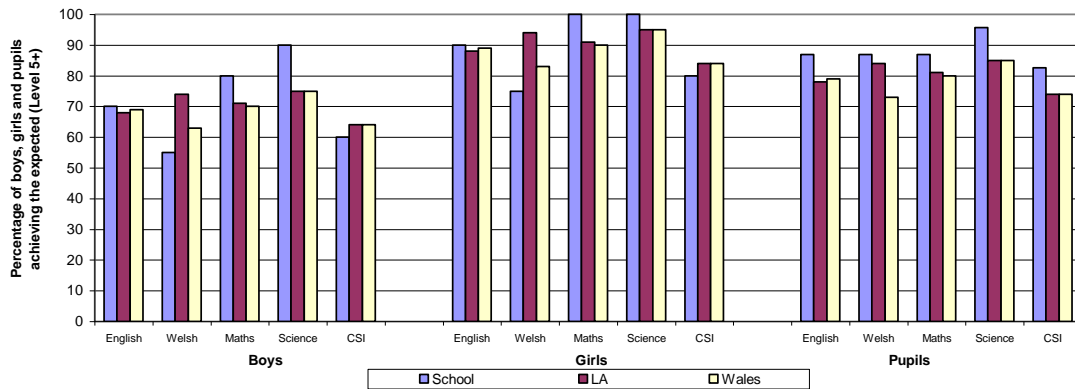
Green Abbey Secondary School
Local Authority Name

LA/School no: XXX/XXXX

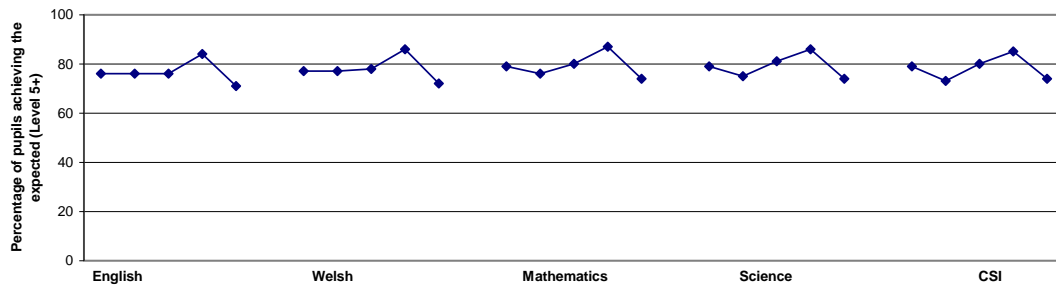
School comparative information: National Curriculum Assessments 2011
Key Stage 3

Percentage of boys, girls, and pupils achieving at least the expected level (Level 5+):

| | Boys | | | Girls | | | Pupils | | |
|---------|-------------|---------|------------|-------------|---------|------------|-------------|---------|------------|
| | School 2011 | LA 2011 | Wales 2011 | School 2011 | LA 2011 | Wales 2011 | School 2011 | LA 2011 | Wales 2011 |
| English | 70 | 68 | 69 | 90 | 88 | 89 | 87 | 78 | 79 |
| Welsh | 55 | 74 | 63 | 75 | 94 | 83 | 87 | 84 | 73 |
| Maths | 80 | 71 | 70 | 100 | 91 | 90 | 87 | 81 | 80 |
| Science | 90 | 75 | 75 | 100 | 95 | 95 | 96 | 85 | 85 |
| CSI | 60 | 64 | 64 | 80 | 84 | 84 | 83 | 74 | 74 |



School Performance over time (2007 - 2011)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

Over 8 per cent and up to 16 per cent eligible for FSM

| | Quartile 4 | Lower Quartile Boundary | Quartile 3 | Median Boundary | Quartile 2 | Upper Quartile Boundary | Quartile 1 |
|---------|------------|-------------------------|------------|-----------------|------------|-------------------------|------------|
| English | | 76 | | 83 | 87 | 91 | |
| Welsh | | 65 | | 80 | 87 | 91 | |
| Maths | | 79 | 87 | 88 | | 93 | |

Annex D: Calculating teacher assessment subject levels – Key Stage 2

When calculating the subject level:

- The **English** attainment targets (oracy, reading, and writing) will be equally weighted
- The **Welsh** attainment targets will be weighted as follows:
 - ❖ Oracy (Cy1) 4
 - ❖ Reading (Cy2) 3
 - ❖ Writing (Cy3) 3
- The **Welsh Second Language** attainment targets will be weighted as follows:
 - ❖ Oracy (Ca1) 7
 - ❖ Reading (Ca2) 1.5
 - ❖ Writing (Ca3) 1.5

Note that to differentiate between the new National Curriculum Outcome levels 1, 2 and 3, they have all been assigned numerical values:

| National Curriculum Scale | Administrative Code | Numerical Value |
|-------------------------------|---------------------|-----------------|
| National Curriculum Outcome 3 | A | 0.75 |
| National Curriculum Outcome 2 | B | 0.50 |
| National Curriculum Outcome 1 | C | 0.25 |

For subject level calculations of less than 1, the number should be rounded to the nearest 0.25. School management information systems should perform the calculations once attainment target data have been entered.

For subject level calculations of more than 1, halves should be rounded upwards to the next whole number. School management information systems should perform the calculations once attainment target data has been entered.

For a pupil who can not be assessed in one or two of the attainment targets and are awarded a D or N, the pupil would get a 0 for that attainment target but would still have an overall mark for the other components.

An example for English

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) ($1.5 \div 3 = 0.5$). As the subject level calculation is less than 1, round to the nearest 0.25. This learner has attained National Curriculum Outcome 2.

| Attainment Target | Level (a) | Weighting (b) | Level x Weighting (c) |
|-------------------|-----------|---------------|-----------------------|
| Oracy (En1) | NCO1 / C | 1 | 0.25 |
| Reading (En2) | NCO2 / B | 1 | 0.50 |
| Writing (En3) | NCO3 / A | 1 | 0.75 |
| Total | | 3 | 1.5 |

An example for Welsh

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) ($47 \div 10 = 4.7$). Round to the nearest whole number. This learner has attained Level 5.

| Attainment Target | Level (a) | Weighting (b) | Level x Weighting (c) |
|-------------------|-----------|---------------|-----------------------|
| Oracy (Cy1) | 5 | 4 | 20 |
| Reading (Cy2) | 5 | 3 | 15 |
| Writing (Cy3) | 4 | 3 | 12 |
| Total | | 10 | 47 |

An example for Welsh Second Language

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) ($44 \div 10 = 4.4$). Round to the nearest whole number. This learner has attained Level 4.

| Attainment Target | Level (a) | Weighting (b) | Level x Weighting (c) |
|-------------------|-----------|---------------|-----------------------|
| Oracy (Ca1) | 5 | 7 | 35 |
| Reading (Ca2) | 3 | 1.5 | 4.5 |
| Writing (Ca3) | 3 | 1.5 | 4.5 |
| Total | | 10 | 44 |

Annex E: Calculating teacher assessment subject levels – Key Stage 3

When calculating the subject level:

- The **English** attainment targets (oracy, reading, and writing) will be equally weighted
- The **Welsh** attainment targets will be weighted as follows:
 - ❖ oracy (Cy1) 4
 - ❖ reading (Cy2) 3
 - ❖ writing (Cy3) 3
- The **Welsh Second Language** attainment targets will be weighted as follows:
 - ❖ Oracy (CA1) 3
 - ❖ Reading (CA2) 1
 - ❖ Writing (CA3) 1
- The **Modern Foreign Language** attainment targets will be weighted as follows:
 - ❖ Oracy (ML1) 2
 - ❖ Reading (ML2) 1
 - ❖ Writing (ML3) 1

Note that to differentiate between the new National Curriculum Outcome levels 1, 2 and 3, they have all been assigned numerical values:

| National Curriculum Scale | Administrative Code | Numerical Value |
|-------------------------------|---------------------|-----------------|
| National Curriculum Outcome 3 | A | 0.75 |
| National Curriculum Outcome 2 | B | 0.50 |
| National Curriculum Outcome 1 | C | 0.25 |

For subject level calculations of less than 1, the number should be rounded to the nearest 0.25. School management information systems should perform the calculations once attainment target data has been entered.

For subject level calculations of more than 1, halves should be rounded upwards to the next whole number. School management information systems should perform the calculations once attainment target data has been entered.

For a pupil who can not be assessed in one or two of the attainment targets and are awarded a D or N, the pupil would get a 0 for that attainment target but would still have an overall mark for the other components.

An example for Welsh

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) ($47 \div 10 = 4.7$). Round to the nearest whole number. This learner has attained Level 5.

| Attainment Target | Level (a) | Weighting (b) | Level x Weighting (c) |
|-------------------|-----------|---------------|-----------------------|
| Oracy (Cy1) | 5 | 4 | 20 |
| Reading (Cy2) | 5 | 3 | 15 |
| Writing (Cy3) | 4 | 3 | 12 |
| Total | | 10 | 47 |

An example for Welsh Second Language

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) ($34 \div 5 = 6.8$). Round to the nearest whole number. This pupil has attained Level 7.

| Attainment Target | Level (a) | Weighting (b) | Level x Weighting (c) |
|-------------------|-----------|---------------|-----------------------|
| Oracy (Ca1) | 7 | 3 | 21 |
| Reading (Ca2) | 7 | 1 | 7 |
| Writing (Ca3) | 6 | 1 | 6 |
| Total | | 5 | 34 |

An example for Modern Foreign Language

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) ($25 \div 4 = 6.25$). Round to the nearest whole number. This pupil has attained Level 6.

| Attainment Target | Level (a) | Weighting (b) | Level x Weighting (c) |
|-------------------|-----------|---------------|-----------------------|
| Oracy (ML1) | 6 | 2 | 12 |
| Reading (ML2) | 6 | 1 | 6 |
| Writing (ML3) | 7 | 1 | 7 |
| Total | | 4 | 25 |