Key stage 1 return 2016

Technical specification – version 1.0

January 2016

Contents

Version history

Version	Change history	Author / date
1.0	Changes to the specification for the 2015 key stage 1 collection have been made as listed below: ▪ Roll over of dates ▪ Format changes to reflect the template and style guide for documents on GOV.UK Legislation hyperlinks added 1.2 Statutory requirements – defined as a numbered paragraph 1.2.1 Data sharing - added 1.3 Structure – defined as a numbered paragraph 2.2 Process – changed from 'level 1' to 'scaled scores' 2.2.1 Entry of results and levels into school MIS – new KS1 English criteria added 2.2.2 – MIS data entry check – amended – Code 'U' removed. Whilst code 'U' will remain valid for disapplied for science only, code 'D' should now be used for all subjects Update of validation rules: 110, 1601Q, 223, 224, 232, 233, 234, 236, 237, 238, 239, 240, 242, 119 Delete rules: 225, 226, 227, 228, 229, 230, 231, 235	Phil Dent 08/02/2016

1.   Introduction

This document provides the specification for the return of end of key stage 1 teacher assessments to the department for education. Returns are made using the department's COLLECT system and are in XML format.

1.1   Audience and purpose

These specifications enable local authorities - and software suppliers working on their behalf - to prepare the necessary processes to record and submit data on all key stage 1 assessments carried out in 2016.

1.2   Statutory requirement

The return of data to the department and its subsequent publication is underpinned by the following legislation:

- the Education Act 1996 s29(3)
- the Education (School Performance Information)(England) Regulations 2007
- regulations 5 and 8 School Information (England) Regulations 2008

1.2.1 Data sharing

The Data Protection Act 1998 puts in place certain safeguards regarding the use of personal data by organisations, including the department, local authorities and schools. The Act gives rights to those (known as data subjects) about whom data is held, such as pupils, their parents and teachers. This includes:

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

A 'privacy notice' is a good way to be able to meet data subjects rights and therefore DfE recommend they are used to explain to pupils and staff how their data is being used in the census collections including the school workforce and school census. The department has drafted template privacy notices that schools and local authorities may like to use, however, they should be reviewed, amending as necessary to reflect business need and ideally include this link to the gov.uk webpage on how the department collects and shares data.

It is recommended that the privacy notice be included as part of an induction pack, and / or be put on the school website and / or featured on the staff notice board / intranet. They do not need to be issued on an annual basis as long as new pupils and staff are made aware of the notices and they are readily available electronically or in paper format

1.3 Structure

This requirements specification consists of one document containing a narrative, sample XML messages, and validation. Local authorities and suppliers must read this specification in conjunction with the Common Basic Dataset.

1.4 Scope

This data collection covers all local authorities in England, who are expected to provide data on all key stage 1 assessments carried out in their authority in 2016. The data consists of pupil level information.

The following diagram outlines the overall scope of the collection:
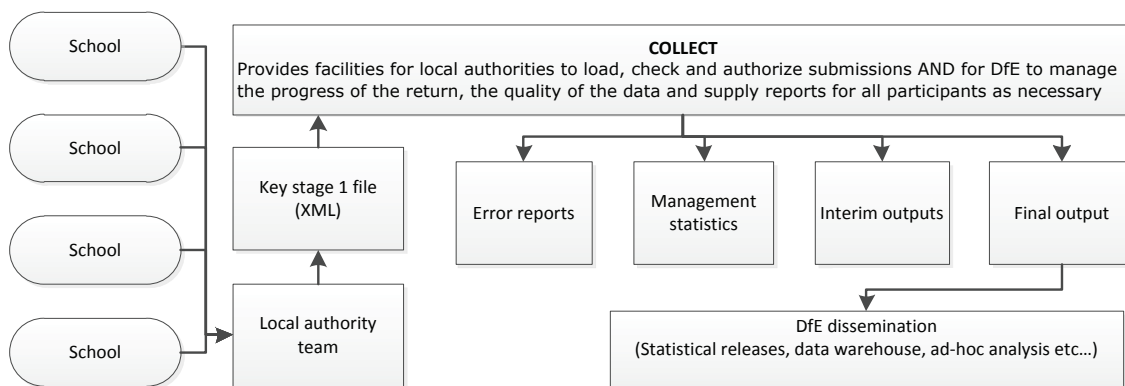
Fig 1: High level data collection process

1.4 Changes for 2016

Changes for the 2016 key stage 1 collection technical specification are:

- roll-over of dates
- updating of links
- references to 'levels' and 'attainment targets' removed
- Validation rule changes – see change history above

1.5 Coverage and timings

All local authorities are required to capture the data specified for the 2016 key stage 1 assessments. The data will then be collected via the department's COLLECT system between 13 June and 29 July 2016. Local authorities will be able to correct errors and re-submit until 30 October 2016.

2 Structure and guidance

2.1 Outline data content

Each return from a local authority will consist of a header and one or more school modules (only one school per return as shown in Figure 2), each of which will contain a pupil module with a number of pupil records. Each pupil record will include identifiers and a series of assessment records, which where appropriate will include 'P' Scale assessments.
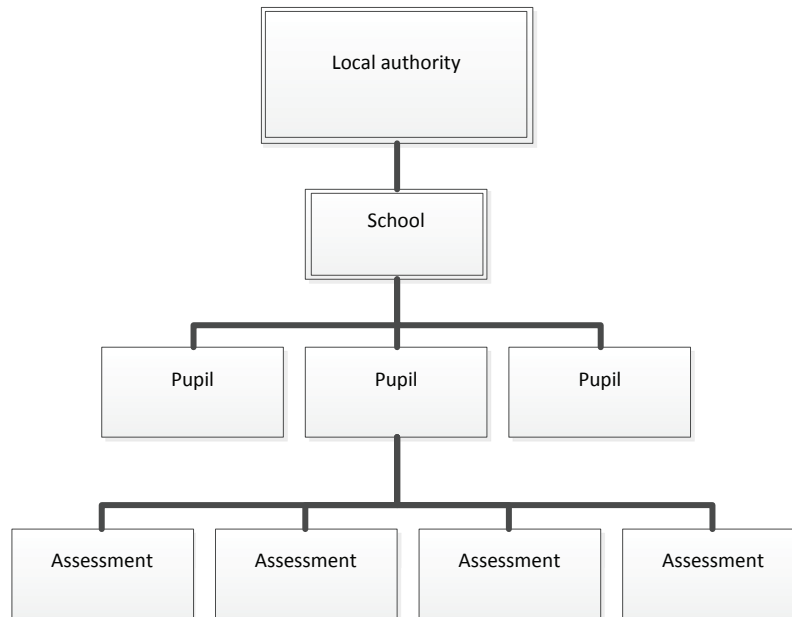

Figure 2 - Outline structure of data

2.2 Process

At the end of key stage 1, teachers summarise their judgements for each eligible child, taking into account the child's progress and performance throughout the key stage. They need to determine in each subject whether:

- a pupil is at the expected standard for each subject:
  - reading
  - writing
  - mathematics
  - science
- a pupil is working towards the expected standard, or working at a greater depth within the expected standard (all subjects above except for science)
- a pupil is working towards the standard in Science
- whether a pupil is working below defined standards and / or is working at P-scales or equivalent.

Tasks and tests must be undertaken by all children who are, in the school's professional judgement, determined appropriate to take the tests in reading, grammar, punctuation and spelling and mathematics. The role of the tasks and tests is to help inform the final teacher assessment judgement reported for each child at the end of key stage 1. There is no requirement to report separately the results obtained from the tasks / tests. Any such task / test results, where available, may be submitted optionally as part of the return at the school's discretion.

There are essentially four stages to the capture of key stage 1 pupil assessments once they have been made by teachers:

1. Entry by schools of individual pupils' key stage 1 results (including 'P' scale results if applicable) into their MIS.

2. Creation of a common transfer file (CTF) for submission to the local authority by secure means.

3. Loading of results (in all formats) into the local authority central database / processing system

4. Creation of school XML export files by local authority software for loading into key stage 1 COLLECT local authority.

The above process does not include moderation of results. All maintained primary schools have to have their results moderated by their local authority at least once every four years. Where independent schools choose to submit a key stage 1 return they also have to undergo the same level of moderation as maintained schools, ie moderation at least every four years.

2.2.1 Entry of teacher assessment results into school MIS

Assessment results are entered into the MIS for each subject for each pupil, based on teacher assessments of pupil attainment. The following subjects will be assessed and reported to the department:

- Reading (ENG REA)
- Writing (ENG WRI)
- Mathematics (MAT MAT)
- Science (SCI SCI)

'P' scales

Where appropriate (ie where a pupil is assessed to be working below the defined standards in the teacher assessment (TA) framework ('BLW')) then assessments must be

made and recorded against all appropriate 'P' scale attainment targets for that subject. (See section 4.3 for validation checks). Assessments should not be made against the 'P' scale where a pupil is recorded as not having met the standard because they have English as an additional language unless they also have an identified special educational need. Schools should submit 'NOTSEN' in place of 'P' scales for these pupils. 'P' scales are not required against individual attainment targets when the overall performance of the pupil for the subject is above 'BLW', but they will be accepted if they are provided

The full list of valid assessment values for all of the above is as shown in assessment component files: A_Comp 2016.

Interim pre-key stage standards

The Rochford Review recommends the use of additional defined standards where a pupil has not achieved all the required elements of the standards defined in the TA framework. The use of these additional standards is aimed at pupils and subjects where another measure of accountability (ie, a test result) is not available.

For reading, writing and maths, the interim pre-key stage standards should be used for pupils that have not met the statements defined for 'WTS' but are working above 'P' scales.

No additional standards have been defined for science. Any pupils that have not met the expected standard should be marked as 'HNM', with 'P' scales also submitted as appropriate.

2.2.2 MIS data entry checks

The school MIS software should check that a valid result has been entered for each teacher assessment and 'P' scale subject where appropriate. Any invalid or missing entries will be reported to the school when the data is entered and the CTF is created.

The rules governing how the subject result is to be determined when a pupil is disapplied ('D') or where the pupil is absent for long periods and there is insufficient information to make an assessment ("A") are as follows:-

2.2.3 Creation of CTF key stage 1 file by school / setting for transmission to local authority

The name of the CTF created by schools will be:

> xxxnnnn_KS1_xxxLLLL_yyy.XML where xxx represents the local authority number, nnnn is the school number and yyy is an incremented version number starting at 001.

The task / test results will not be included in the CTF unless the school selects an option to include. Ideally, the option will be defaulted not to include.

2.2.4 Loading key stage 1 results into the local authorities central management system

i)   The software will allow the local authority to import into its central database the CTF at para 2.2.3 and validate in accordance with the rules in sections 4.1 to 4.3. Any missing or invalid teacher assessment outcomes and P Scale levels must be reported. The software will also warn if any UPNs are missing, or if any dates of birth are missing or incomplete.

ii)   In addition, the software will allow the local authority to load into its central database a CSV file created by independent schools from a KS1 Excel independent spreadsheet (to be supplied to local authorities by the DfE for distribution if necessary) with the export filename "KS1_yyyxxxx_16.CSV", where yyy is the local authority no and xxxx is the school Estab number (- this number will always start with a 6). A copy of the spreadsheet can be provided when available, if required.

iii)   Where any pupil identifying or contextual data are already present in the local authority central database there will be a prompt to ask if the existing data can be overwritten by the CTF or CSV import.

iv)   Where a CTF contains any pupil's previous assessment data (eg earlier year's FSP results) there will be a prompt to ask if the existing assessment data can be overwritten.

v)   The local authority will have facilities:

- to remove and to add pupils
- to amend a pupil's identifying data or result levels that have been loaded, and for the new data to be re-validated in accordance with the rules in sections 4.1 to 4.3
- to re-import a corrected CTF with an option for the operator to either replace all existing data or add as new data, and be validated in accordance with the rules in sections 4.1 to 4.3

2.2.5 Creation of individual pupil results XML export file by the local authority for transmission to the department

i)   On completion of the actions at 2.2.4, the software must allow the local authority to create separate XML files of individual pupil data, for each school (and local authorities can only load files relating to whole schools, not for individual pupils) as specified in the example XML file at section 3.2, even if still containing errors, for loading into the department's data collection system (COLLECT). Where no assessment result is reported for a subject, all assessment components for that subject must be excluded from the XML file. The XML file will be validated in

accordance with the rules in sections 4.1 to 4.3. Any data failing the validation checks will be reported using the error codes and messages specified. In addition to local authority and school number, the file will contain the following data items for each pupil:

- UPN
- pupil surname
- pupil forename
- DoB
- gender
- each key stage 1 TA result as recorded
- each P scale result level as recorded

Task / test results are not to be included in the XML file even if these are included in the CTF submitted by the school to the local authority.

Please note – An approved 'SoftwareCode' will not be issued. COLLECT will use the 'SoftwareCode' tag value specified by suppliers for this purpose.

ii)   The name of the XML file will be xxxLLLL_KS1_xxxDfE_yyy.XML where xxx represents the local authority number, and yyy is an incremented version number starting at 001.

The local authority will be provided with options to include in the export XML:

a)   all schools' individual pupil results, even if these contain errors or have previously been exported (- the software will inform the operator if a school is in error or has previously been exported)

b)   selected schools' individual pupil results, even if these contain errors or have previously been exported (the software will inform the operator if a school is in error or has previously been exported)

Please note: Whichever option above is chosen, all individual pupil results within the school are to be exported.

Where a CTF contains any pupil's previous assessment data (eg earlier years FSP results) there will be a prompt to ask if the existing assessment data can be overwritten.

2.3 Additional local authority software facilities

The software should provide the following additional facilities to allow the local authority to:

i)   produce a list of schools to check that all expected schools returns have been processed

ii)   produce a report for each school or for all schools to show the number of boys and the number of girls and the total number of pupils included in each school's CTF submission

iii)   include in the department's XML file any independent schools from within its own local authority area whose results it has agreed to process

iv)   create separate departmental XML files for any independent schools from outside its own area whose results it has agreed to process

v)   exclude independent schools from its own local authority analysis

vi)   transmit results in batches without the need to resubmit results already transmitted

2.4 Reports for schools and parents

The software will produce 2016 Child's Result and 2016 School Result reports, together with the 2016 National key stage 1 Results.

NOTE: where the 'P' scale entry for a subject is 'NOTSEN', no 'P' scale level is to be shown in the Child's Report for that subject.

3   Data return formats

A submission file from a local authority / agent will be provided in a XML file structure as described in 3.2. Where an optional item is not included then the associated tag will also be omitted. Where a mandatory item is omitted then an error will be generated.

3.1   Special notes for XML returns

The standard XML entity references must be used for the following special characters:

Character	Entity reference
Ampersand (&)	&
Left angle bracket (<)	<
Right angle bracket (>)	>
Single quote / apostrophe (')	'
Double quotes (")	"

For special characters such as é use a character reference such as é this produces a generic XML file which can be viewed as such in a suitable browser. Details of all such characters are found within the XML standard documentation; see for example http://www.w3.org/TR/xml/, section 2.2.

3.2 Example file structure for XML returns

CBDS Ref	XMLFormatLayout	Notes
	<?xml version="1.0" encoding="UTF-8"?>	
	<KS1file>	
	<Header>	
800001	<Collection>Key Stage 1 Transfer File</Collection>	Fixed value of "Key Stage 1 Transfer File"
800010	<DateTime>2016-07-23T15:30:47</DateTime>	
100266	<Year>2016</Year>	Fixed value of '2016'
200001	<LEA>555</LEA>	Valid values listed in section 6.
800006	<SoftwareCode>KEYPAS</SoftwareCode>	Suppliers decide on code used by their system
	</Header>	
	<School>	
200636	<Estab>1234</Estab>	Valid values listed in section 6.
	<Pupils>	
	<Pupil>	A repeatable group of 1 or more
100001	<UPN>A123456789012</UPN>	
100003	<Surname>SURNAME 1</Surname>	
100004	<Forename>FORENAME 1</Forename>	
100007	<DOB>2008-02-02</DOB>	
100008	<Gender>M</Gender>	
	<Assessments>	
	<Assessment>	
100466	<Subject>ENG</Subject>	<Assessment> : A repeatable group of 1 or more depending on the combination of <Subject>, <Method>, <Component> and <ResultQualifier> required. See A_Comp 2016.
100273	<Method>TA</Method>	
100274	<Component>REA</Component>	
100551	<ResultQualifier>NC</ResultQualifier>	
100276	<Result>EXS</Result>	
	</Assessment>	
	</Assessments>	
	</Pupil>	
	</Pupils>	
	</School>	
	</KS1file>	

4   Data validation rules

This section specifies validation rules that are applied to the data by the department, using COLLECT. They must also be applied, as far as possible, by local authorities prior to loading the data onto the COLLECT system and any issues resolved. Those data items included in the specification but not appearing in the validation rules - that is, those not shown in the validation rules as "must be present" - must be supplied where available (eg child's unique pupil number). The rules also show which validations are errors and which ones are queries. An error is a failed validation check that must be corrected. A query is one which must be investigated, and potentially corrected, as it identifies data that would usually be invalid.

Syntax:

- Validation checks are expressed as conditions that must be true (errors) or that should usually be true (queries). The error message shows what is displayed if the condition fails

- data items are indicated using the XML tag with the common basic data set number in parentheses, for example <UPN> (100001)

- data groups are indicated using the XML tag only, for example <Assessments>

- single dates or date ranges are sometimes defined in relation to <ReferenceDate>, which is from the XML header.

4.1 Header validation

Seq Number	Error/ Query	Validation Check	Error Message
001	Error	<Collection> (800001) must be present with a value of "Key Stage 1 Transfer File"	Document Name missing or invalid. The file must be recreated
101	Error	<SoftwareCode> (800006) must be present	Software Code is missing
110	Error	<Year> (100266) must be present and = 2016	Year is missing or invalid

4.2 Establishment level validation

Seq Number	Error/ Query	Validation Check	Error Message
301	Error	<LEA> (200001) must be provided and must be a valid value	Local Authority number missing or invalid
302	Error	<Estab> (200636) must be present with a valid value	Establishment No is missing

4.3 Pupil level validation

Seq Number	Error/ Query	Validation Check	Error Message
		Pupil Identifiers	
1600	Error	<DOB> (100007) must be present and in a valid format	Pupil's date of birth is missing or in an invalid format. Format should be CCYY – MM - DD
1601Q	Query	<DOB> (100007) should be between 1/9/2008 and 31/8/2009	Pupil's Date of Birth is outside expected date range
1610	Error	<Gender> (100008) must be present and a valid value	Pupil Gender missing or invalid
1500	Error	All schools except Independent schools <UPN> (100001) (Unique Pupil Number) must be present.	UPN is missing

Seq Number	Error/ Query	Validation Check	Error Message
1510	Error	<UPN> (100001) must contain the correct check letter To calculate the check letter: 1. Multiply the individual digits by their weights as follows: digit 2 by weight 2; digit 3 by weight 3; digit 4 by weight 4; digit 5 by weight 5; digit 6 by weight 6; digit 7 by weight 7; digit 8 by weight 8; digit 9 by weight 9; digit 10 by weight 10; digit 11 by weight 11; digit 12 by weight 12; digit 13 by weight 13. 2. Sum the individual results, divide the total by 23, and take the remainder. 3. Calculate the check letter from the result as follows: 0 = A; 1 = B; 2 = C; 3 = D; 4 = E; 5 = F; 6 = G; 7 = H; 8 = J; 9 = K; 10 = L; 11 = M; 12 = N; 13 = P; 14 = Q; 15 = R; 16 = T; 17 = U; 18 = V; 19 = W; 20 = X; 21 = Y; 22 = Z. For calculating the check letter (see above) any alphabetical character at digit 13 is accorded the same numerical value as listed in paragraph 3 above, ie A=0, B=1, C=2 etc.	UPN invalid (wrong check letter at character 1)
1520	Error	Each pupil <UPN> (100001) must be unique across all pupils in the school	More than one pupil record with the same UPN
1530	Error	If <UPN> (100001) is present Characters 2-4 of <UPN> (100001) must be a valid post April 1999 LA code or a recognised "pseudo LA" code (001-005, 201-213, 301-320, 330-336, 340-344, 350-359, 370-373, 380-384, 390-394, 420, 660-681, 701-708, 800-803, 805-808, 810-813, 815, 816, 820-823, 825, 826, 830, 831, 835-837, 840, 841, 845, 846, 850-852, 855-857, 860, 861, 865-896, 908, 909, 916, 919, 921, 925, 926, 928, 929, 931, 933, 935-38)	UPN invalid (characters 2-4 not a recognised local authority code)
1540	Error	If <UPN> (100001) is present Characters 5-12 of <UPN> (100001) must be numeric	UPN invalid (characters 5-12 not all numeric)
1550	Error	If <UPN> (100001) is present Characters 13 of <UPN> (100001) must be numeric or A-Z omitting I, O and S	UPN invalid (character 13 not a recognised value)
1580	Error	<Surname> (100003) must be present	Pupil with last name missing
1590	Error	<Forename> (100004) must be present	Pupil with forename missing
113	Error	For each <Pupil> there must be only one <Assessment> for the same combination of <Subject><Component><ResultQualifier>	There are multiple assessments where the Subject, Component, and Result Qualifier combinations

Seq Number	Error/ Query	Validation Check	Error Message
			are the same.
223	Error	Where <Subject> = ENG and <Component> = REA and <ResultQualifier> = NC there should be a Stage Assessment <Result>	The reading result is invalid, it must be one of must be A, D, BLW, PKF, WTS, EXS or GDS
224	Error	Where <Subject> = ENG and <Component> = WRI and <ResultQualifier> = NC there should be a Stage Assessment <Result>	The writing result is invalid, it must be one of must be A, D, HNM or EXS
231	Error	Where <Subject> = MAT and <Component> = MAT and <ResultQualifier> = NC there should be a Stage Assessment <Result>	Mathematics result is missing
232	Error	Where <Subject> = SCI and <Component> = SCI and <ResultQualifier> = NC there should be a Stage Assessment <Result>	Science result is missing
233	Error	If <Subject> concatenated with <Component> and <ResultQualifier> equals 'ENGREANC' or 'ENGWRINC' 'MATMATNC' then <Result> must be A, D, BLW, PKF, WTS EXS or GDS	Result is invalid
234	Error	If <Subject> concatenated with <Component> and <ResultQualifier> equals 'SCISCINC' then <Result> must be A, D, HNM or EXS	Result is invalid
236	Error	<u>All schools except Independent schools</u> If <Subject> is ENG and <Component> is REA and <ResultQualifier> is NC and <Result> is BLW then there must be an Assessment for that pupil where <Subject> is ENG and <Component> is ENG and <ResultQualifier> is NP and <Result> in P1i, P1ii, P2i, P2ii, P3i, P3ii, NOTSEN Or at least one Assessment where <Subject> is ENG and <Component> is SPE, LIS, REA or WRI and <ResultQualifier> is NP and <Result> in P4 - P8, NOTSEN, and one of these must be for REA	KS1 READING is BLW - P Scale value required. It must be one of P4 - P8 or NOTSEN. One of these must be for Reading

Seq Number	Error/ Query	Validation Check	Error Message
237	Error	All schools except Independent schools If \<Subject\> is ENG and \<Component\> is WRI and \<ResultQualifier\> is NC and \<Result\> is BLW then there must be an Assessment for that pupil where \<Subject\> is ENG and \<Component\> is ENG and \<ResultQualifier\> is NP and \<Result\> in P1i, P1ii, P2i, P2ii, P3i, P3ii, NOTSEN or at least one Assessment where \<Subject\> is ENG and \<Component\> is SPE, LIS, REA or WRI and \<ResultQualifier\> is NP and \<Result\> in P4 - P8, NOTSEN and one of these must be for WRI	KS1 WRITING is BLW - P Scale value required. It must be one of P4 - P8 or NOTSEN. One of these must be for Writing
238	Error	All schools except Independent schools If \<Subject\> is MAT and \<Component\> is MAT and \<ResultQualifier\> is NC and \<Result\> is BLW then there must be at least one Assessment for that pupil where \<Subject\> is MAT and \<Component\> is MAT and \<ResultQualifier\> is NP and \<Result\> in P1i, P1ii, P2i, P2ii, P3i, P3ii, NOTSEN or \<Subject\> is MAT and \<Component\> is NUM, USE or SSM and \<ResultQualifier\> is NP and \<Result\> in P4 - P8, NOTSEN	KS1 MATHS is BLW - P Scale value required. It must be one of P4 - P8 or NOTSEN. One of these must be for Writing
239	Error	If \<Subject\> concatenated with \<Component\> and \<ResultQualifier\> equals 'ENGENGNP' or 'MATMATNP' then a) for all independent schools if \<Result\> is present, then \<Result\> must be P1i, P1ii, P2i, P2ii, P3i, P3ii or NOTSEN b) otherwise, for all other schools, \<Result\> must be present and must be P1i, P1ii, P2i, P2ii, P3i, P3ii or NOTSEN	P scale result is invalid. It must be one of P1i, P1ii, P2i, P2ii, P3i, P3ii or NOTSEN
240	Error	If \<Subject\> concatenated with \<Component\> and \<ResultQualifier\> equals 'SCISCINP' then a) for all independent schools if \<Result\> is present, then \<Result\> must be P1i, P1ii, P2i, P2ii, P3i, P3ii, P4, P5, P6, P7, P8 or NOTSEN b) otherwise, for all other schools, \<Result\> must be present and must be P1i, P1ii, P2i, P2ii, P3i, P3ii, P4, P5, P6, P7, P8 or NOTSEN	P scale result is invalid. It must be one of P1i, P1ii, P2i, P2ii, P3i, P3ii, P4, P5, P6, P7, P8 or NOTSEN

Seq Number	Error/ Query	Validation Check	Error Message
241	Error	If <Subject> concatenated with <Component> and <ResultQualifier> equals 'ENGSPENP', 'ENGLISNP','ENGREANP', 'ENGWRINP', 'MATNUMNP', 'MATUSENP' or 'MATSSMNP' then a) for all independent schools if <Result> is present, <Result> must be P4, P5, P6, P7, P8 or NOTSEN b) otherwise, for all other schools, <Result> must be present and must be P4, P5, P6, P7, P8 or NOTSEN	P scale result is invalid. It must be one of P4, P5, P6, P7, P8 or NOTSEN
242	Error	All schools except Independent schools If <Subject> is ENG and <Component> is ENG and <ResultQualifier> is NP and <Result> is P1i, P1ii, P2i, P2ii, P3i, P3ii or NOTSEN then there must be Assessments for that pupil where <Subject> is ENG and <Component> is REA and <ResultQualifier> is NC and <Result> BLW, and <Subject> is ENG and <Component> is WRI and <ResultQualifier> is NC and <Result> BLW	English overall P scale level recorded - Appropriate KS1 results must be BLW
119	Error	Each of the combinations of parameters at Section 6.2 must be present once and once only and where the assessment is at level BLW, the appropriate P scale parameter(s) from section 6.3 must be present. No other parameters should be present.	Assessments are either missing or invalid

Notes:

1. Where NOTSEN is indicated as a valid result for a P scale that signifies a pupil who is not on the SEN register but not yet working at PKF – pupils with English as a second language are the most common instance of this.

5   Resubmission guidance

When resubmissions are required the Serial No in the Header **must** be incremented by the provider's software. We have also assumed that the whole file will be resubmitted. Note that a resubmission will **delete and replace all the data** contained in the previous submission.

6   Valid values

Valid item values must be in the list or range specified in the Common Basic Dataset.

6.1   Local authority codes

Local authority (previously referred to as 'LEA') codes (CBDS number 200001, codeset D00004) for this collection only covers ENGLAND local authorities. Coverage also excludes local authority codes:

- 001, 003, 167
- codes starting with 6 and 7 except 702 (Service Children's Education, which is valid)
- XXX, MMM and NA

6.2   Assessment parameters

Assessment parameters - the following combinations of subject, component, assessment method and result type are required:

KS1-2016-ENG-REA-TA-NC

KS1-2016-ENG-WRI-TA-NC

KS1-2016-MAT-MAT-TA-NC

KS1-2016-SCI-SCI-TA-NC

6.3 'P' Scale parameters

In addition to the required parameters above, where the Assessment Result is 'BLW' then one or more (as appropriate) of the following corresponding P scale combinations are required:

SEN-2016-ENG-ENG-TA-NP

SEN-2016-ENG-REA-TA-NP

SEN-2016-ENG-WRI-TA-NP

SEN-2016-ENG-SPE-TA-NP

SEN-2016-ENG-LIS-TA-NP

SEN-2016-MAT-MAT-TA-NP

SEN-2016-MAT-NUM-TA-NP

SEN-2016-MAT-USE-TA-NP

SEN-2016-MAT-SSM-TA-NP

SEN-2016-SCI-SCI-TA-NP

About this publication:
  enquiries https://www.education.gov.uk/form/data-collection-request-form
  download www.gov.uk/government/publications

Reference: DFE-00051-2016

Follow us on Twitter:
@educationgovuk

Like us on Facebook:
facebook.com/educationgovuk