



Department
for Education

School census 2017 to 2018

**Business and technical specification,
version 1.2**

March 2017

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Version history

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

Version	Author	Date
1_0	P Dent	01 February 2017
1_1	P Dent	01 March 2017
1_2	Phil Dent	20 March 2017

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

1. Introduction

This document specifies the data to be returned to the department during the 2017 to 2018 academic year via the school census. New or changed items (from the 2016 to 2017 school census) are highlighted in yellow. Where the language used within the document has been updated / amended – but the intent of the paragraph / sentence has not altered (and no new items / elements have been added) - such updates / amendments have not been marked as changes. However, **all** dates within the document have been updated, but are **not** highlighted, as these are not new items. Items that change after Version 1_0 (baseline) are highlighted in green.

(a) Coverage

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

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

in England.

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

Service children's education schools, both primary and secondary, are encouraged to participate on a voluntary basis.

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

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

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

- registered pupils of the school (2, 3 and 4-year-olds - depending on the statutory age range of the school) are recorded via the **school census** (and **not** the early years census)
- children (aged 2, 3 and 4) attending a separate Ofsted registered PVI (private voluntary independent) provider on a school site, are recorded via the **early years census** (and **not** the school census)
- children attending s27 (governor run) provision should be **either**:
 - recorded via the **school census** if they are registered pupils of the school (can include 2-year-olds if the school's statutory age range covers 2-year-olds); **or**
 - recorded via the **early years census** if they are not registered pupils of the school

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

(c) School categories

Different data items are required from specific categories of schools participating in the school census. These categories of schools are defined by the common basic data set ([CBDS](#)) data item school phase (200638) as shown in the table below. The statutory age ranges for individual schools are recorded on [EduBase](#) – which holds the department's definitive school registration record.

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

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

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

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

(d) Provision of technical files by the department

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

1.1 Technical specification

The technical specification for the 2017 to 2018 academic year school census is comprised of the following documents:

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

A separate specification for the school summary reports (which defines the individual requirements for each termly collection) together with the associated XSLT is also provided. A guide is also produced for schools to inform them, in non-technical terms, of

the data collection requirements. This documentation is available on the department's [website](#).

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

1.2 Statutory requirement

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

A statutory requirement:

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

1.3 Data privacy

The Data Protection Act 1998 provides 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, and
- to whom it may be communicated

A 'privacy notice' is a good way to be able to meet data subject's rights and the department strongly recommends that privacy notices are used to explain to pupils and staff how their data is being used in census collections (such as the school workforce and school census collections). The department has drafted template [privacy notices](#) that schools and local authorities may wish to use. However, the notices should be reviewed and amended as necessary to reflect local business need. Ideally, they should include [this link](#) to the gov.uk webpage that provides information on how the department collects and shares data.

It is recommended that the privacy notice be included as part of an induction pack for staff and be put on the school website for parents, as well as potentially featured on the

staff notice board / intranet. Privacy notices 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.

1.4 Collection structure

The school census has two levels: 'School' and 'Pupil'. Each level is comprised of modules, with each module containing a group of related data items.

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

1.5 Snapshot and continuous data

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

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

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

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

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

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

1.6 Collection timing

The school census is collected on a termly basis.

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

1.7 Changes from 2016 to 2017 school census specifications

1.7.1 New data items

(a) Extended childcare hours [Not for: CTC and NMSS] [used for funding]

For three and four-year-old pupils, this new field records the take-up of the additional 15 hours of childcare, see paragraph [4.3.2\(k\)](#) for full details.

(b) 30-hour code indicator [Not for: CTC and NMSS] [used for funding]

For three and four-year-old pupils, the 30-hour code indicator confirms the eligibility of working parents to access the additional 15 hours of extended childcare, see paragraph [4.3.2\(l\)](#) for full details.

(c) Disability access fund indicator [Not for: CTC and NMSS] [used for funding]

For three and four-year-old pupils, this new field records whether a child is in receipt of disability living allowance, see paragraph [4.3.2\(m\)](#) for full details.

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

This new data item records, in the XML message header, the establishment unique reference number as held on the department's [EduBase](#) system, see paragraph [3.2.1\(e\)](#) for full details.

1.7.2 Existing data items

(a) Annex B

Data items:

- 100075 <SENunitIndicator>
- 100076 <ResourcedProvisionIndicator>

Have been amended to be collected each term.

Data item 100601 <ProficiencyInEnglish> has been amended to a spring collection only.

(b) Annex G

Data items:

- 100075 <SENunitIndicator>
- 100076 <ResourcedProvisionIndicator>

Have been amended to be collected each term.

Data item 100601 <ProficiencyInEnglish> has been amended to a spring collection only.

(c) General amendment

To add clarity regarding the nature of provision, the school phase marker for pupil referral units [PRU] has been amended to clearly indicate that this school phase marker includes alternative provision (AP) academies and AP free schools and so is changed to: [PRU / AP].

(d) Change to decimal places

<FundedHours> (100609) and <HoursAtSetting> (100610) is now recorded to two decimal places (RFC 935) refers. Please note: this has also caused an amendment to their data item numbers.

2. XML Message header

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

<p>Survey collection name <Collection> (800001) will be 'SC' for school census.</p> <p><i>Description: Name of the data collection: 'SC'</i></p>
<p>Survey term <Term> (800002) will be 'AUT', 'SPR' or 'SUM'.</p> <p><i>Description: Whether the collection is from the autumn, spring or summer terms.</i></p>
<p>Survey year <Year> (800003) will be '2017' for the autumn term and '2018' for spring and summer terms.</p> <p><i>Description: The calendar year of the collection.</i></p>
<p>Survey reference date <ReferenceDate> (800004) will be: '2017-10-05', '2018-01-18' or '2018-05-17'</p> <p><i>Description: The reference date is normally the day of the census or collection. It is used as the baseline date from which comparisons with other dates in the return can be made.</i></p>
<p>Source level <SourceLevel> (800005) will be 'S' or 'L'</p> <p><i>Description: The source of the data submission. PRUs can use either 'S' (school) or 'L' for a local authority all other schools will use 'S' (school)</i></p>
<p>LA <LEA> (200001) is the local authority number.</p> <p><i>Description: Standard departmental three-digit local authority number.</i></p>
<p>Establishment <Estab> (200636) is mandatory and the tags must be included in the XML.</p> <p><i>Description: Standard departmental four-digit establishment number.</i></p>
<p>Establishment unique reference number <URN> (200635) is mandatory and the tags must be included in the XML.</p> <p><i>Description: Standard departmental 6-digit EduBase unique reference number.</i></p>
<p>Software code <SoftwareCode> (800006) is the code indicating the software supplier. The supplier allocates this.</p>

<p><i>Description: Software product identification. Suppliers should advise the department of the code used.</i></p>
<p>Release <Release> (800008) is a code / date (or combination) provided by the software supplier to assist in identification.</p> <p><i>Description: Software product release identification.</i></p>
<p>X version <Xversion> (800009)</p> <p><i>Description: Version number of the XML / XSLT package provided by the department if used or “not used” if the software supplier produces their own XSLT.</i></p>
<p>Serial No <SerialNo> (800007) will start at ‘001’ and then be incremented by 1 each time a new file is prepared for submission.</p> <p><i>Description: An incremented number generated by a provider's software. Enables data collection systems to identify re-submissions.</i></p>
<p>Date / time <DateTime> (800010) is the date and time when the file was prepared or generated in CCYY-MM-DDThh:mm:ss format.</p> <p><i>Description: Date and time of generation of the return.</i></p>
<p>CBDS level <CBDSLevel> (800011) will be ‘school’ or ‘pupil’ and both levels of data should be provided.</p> <p><i>Description: Shows which of the defined CBDS levels are present within a data return.</i></p>

2.1 Overall message structure

The overall message structure is:

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

2.2 Header structure

Header structure	
	<Header>
	<CollectionDetails>
800001	<Collection>SC</Collection>
800002	<Term>AUT</Term>
800003	<Year>2017</Year>
800004	<ReferenceDate>2017-10-05</ReferenceDate>
	</CollectionDetails>
	<Source>
800005	<SourceLevel>S or L</SourceLevel>
200001	<LEA>999</LEA>
200636	<Estab>9999</Estab>
200635	<URN>999999</URN>
800006	<SoftwareCode>DfE</SoftwareCode>
800008	<Release>1.0 2017-10-03</Release>
800009	<Xversion>1.0</Xversion>
800007	<SerialNo>001</SerialNo>
800010	<DateTime>2017-10-05T11:14:05</DateTime>
	</Source>
	<Content>
	<CBDSLevels>
800011	<CBDSLevel>School</CBDSLevel>
800011	<CBDSLevel>Pupil</CBDSLevel>
	</CBDSLevels>
	</Content>
	</Header>

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

3. School level information

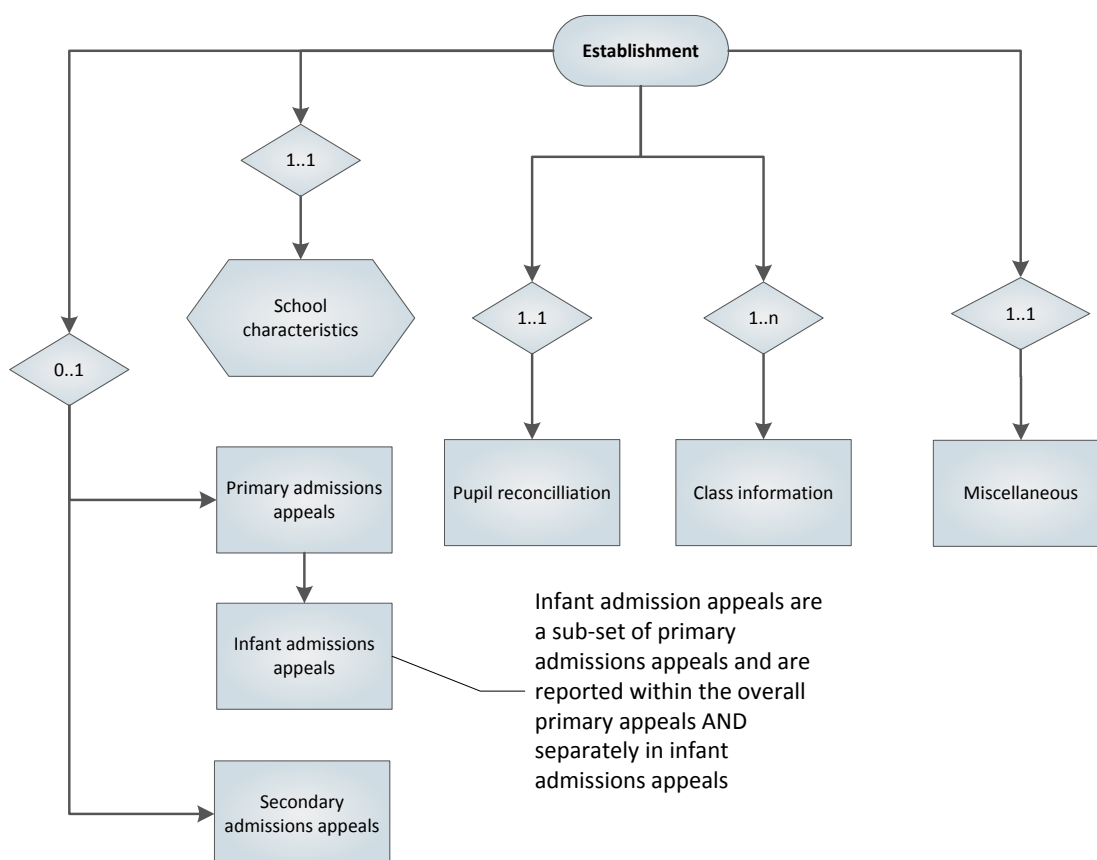
3.1 Overall description and scope

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

3.2 Outline data content

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

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



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

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

3.2.1 School characteristics module

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

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

(a) Academies - general

Sponsor-led academies (that is, those with establishment numbers in the range of 6905-6999) use phase 'SS' (secondary school) or 'AT', as appropriate.

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

(b) Sponsor-led academies

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

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

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

(c) School type

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

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

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

(d) Governance

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

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

Data item (200635) <URN> records the 6 digit establishment unique reference number as held on the department's [EduBase](#) system. This data item is included within the XML file header.

3.2.2 Primary admissions appeals module [spring census only]

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

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

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

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

Information is required on the number of appeals:

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

for all appeals lodged before 1 September 2017 against a refusal to admit a pupil to the school for a place at the school at the start of the 2017 to 2018 academic year.

Information about appeals lodged on or after 1 September 2017 is not required. Nor is information required about in-year appeals (that is, appeals against a refusal to admit a pupil during the course of the 2017 to 2018 academic year) - just those that relate to entry at the start of the academic year.

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

3.2.3 Infant admission appeals module [spring census only]

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

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

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

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

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

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

3.2.4 Secondary admissions appeals module [spring census only]

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

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

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

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

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

3.2.5 Pupil reconciliation module

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

3.2.6 Class information module

Class type (200552), class KeyStage (200562) and class activity (200195) are required for all classes from primary schools and all classes for year groups up to and including year 6 from all-through schools.

With regard to class activity (200195), primary and all-through schools with infant classes are to ensure that the selected period is one when the infant class (KS1 and / or

Reception) are engaged in academic activity rather than one of the excepted activities of PE, music, singing, drama and watching TV or listening to the radio. This selected period should be enacted for all primary classes (and not just for the infant classes).

The class activity code (200195) should not be defaulted to 'OT' (other). The code of 'OT' should only be used if none of the other categories are appropriate.

3.2.7 Miscellaneous module

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

(a) Free school meals [spring census only]

Data item (200147) free schools meals ('FSM') taken is collected in the spring census only and collects data on the number of free school meals taken on census day.

Pupils are recorded as 'FSM' eligible where they meet the 'FSM' eligibility criteria (with respect to family income) **and** make a claim.

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

(b) School childcare

Schools **must** provide information on the provision of – or signposting to – childcare together with the nature of the childcare provided / signposted. The school **must** provide an answer to whether there is on-site provision (and any related information) and whether the school signposts off-site provision for **each** of the 4 types of childcare.

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

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

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

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

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

Where YES:

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

Where NO:

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

Where:

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

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

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

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

Where YES:

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

Where NO:

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

Where:

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

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

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

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

Where YES:

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

Where NO:

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

Where:

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

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

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

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

Where YES:

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

Where NO:

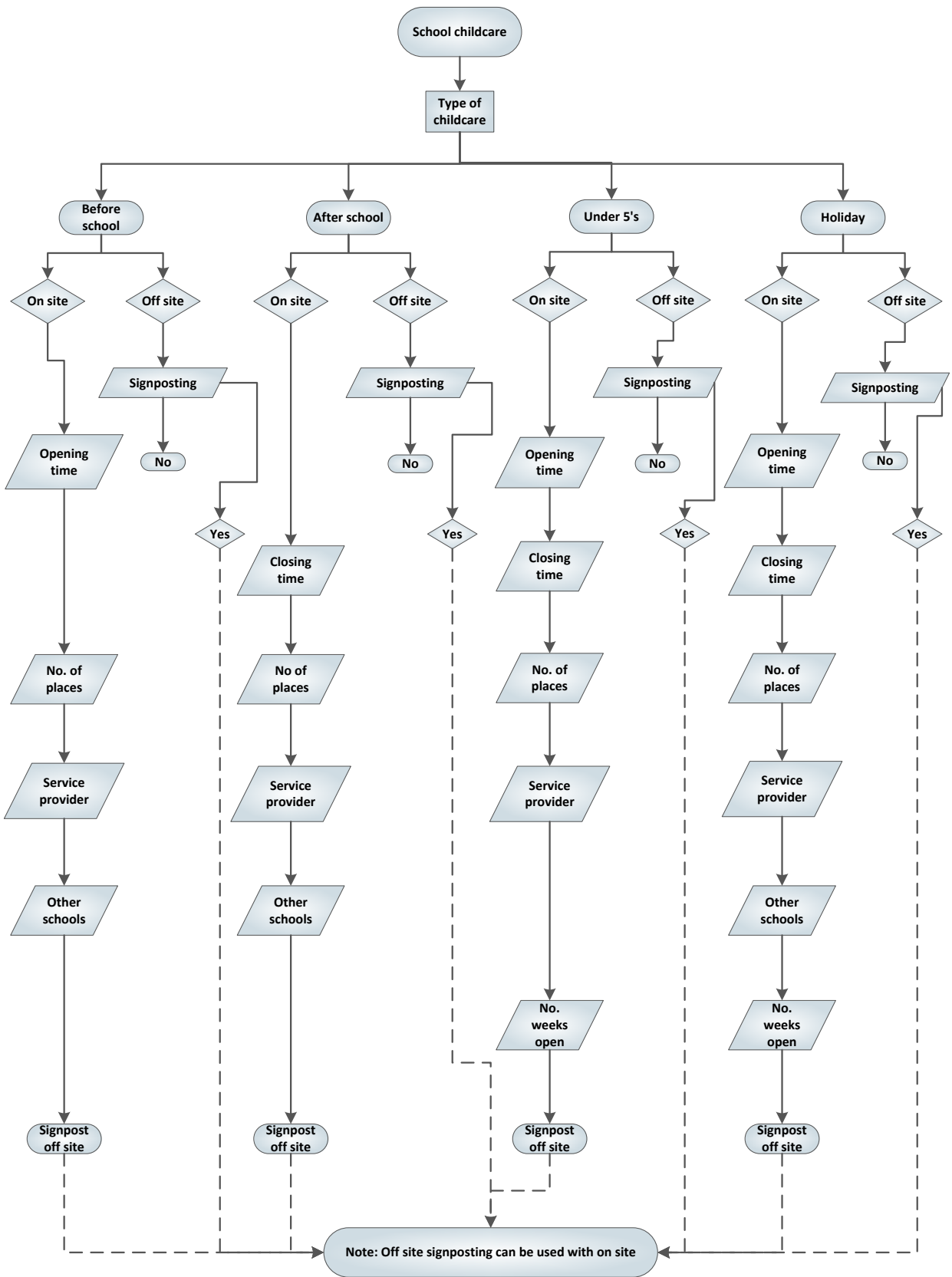
- Is there an off-site service or scheme that the school promotes or signposts parents towards? (YF / YL / N / U)

Where:

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

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

A flow diagram of the above scenarios is below:



3.3 Coverage and timing

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

4. Pupil level information

4.1 Overall description and scope

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

4.2 Categories of pupil for which data are required

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

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

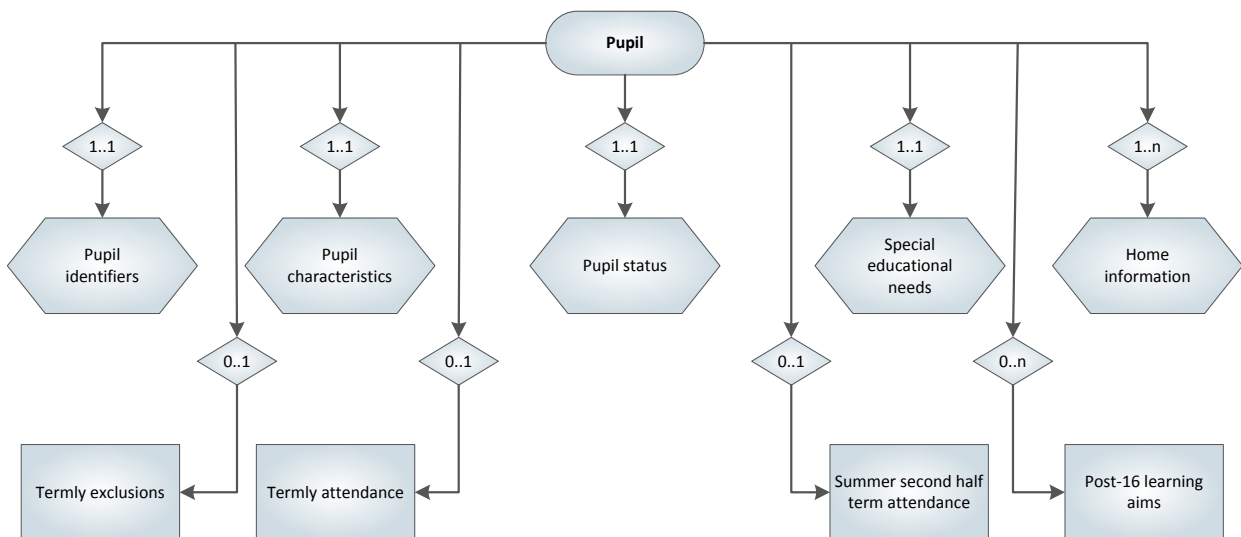
Please note that records for guest pupils are NOT required and must NOT be returned.

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

4.3 Outline data content

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

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



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

4.3.1 Pupil identifiers module

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

This data is also required for those pupils not on roll on census day and for whom information is collected in respect of:

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

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

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

4.3.2 Pupil characteristics module

This module contains pupil characteristics information.

(a) Ethnicity [ALL schools]

Ethnicity code (100563) is required for all pupils including pupils no longer on roll.

(b) Language code [ALL schools]

The language code (100047) is collected for all pupils including pupils no longer on roll. This information enables those schools and authorities who wish to do so to collect and transmit information on the specific languages of those pupils whose first language is other than English. In these instances, an extended language code set will be available

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

(c) Proficiency in English [ALL schools]

Proficiency in English (100601) is required for all pupils' on roll recorded in the census where **BOTH** of the following conditions apply:

- Language has been recorded as anything other than 'English', 'Believed to be English' or 'British Sign Language' in that census (that is, <Language> is NOT equal to 'ENG', 'ENB' or 'BSL')

AND

- The actual national curriculum year group recorded is reception or above (or the pupil is aged 4 and above as at 31 August 2017 where national curriculum does not apply)

Whilst the census will validate to ensure that this data is returned for all pupils with English as an additional language (EAL) in reception and above, feedback from schools and local authorities has suggested that some may find this data item useful locally for all pupils (for pupils of all ages and languages). For this reason, software suppliers may wish to consider making this field available within their MIS for all pupils. However there is no requirement from the department for proficiency in English data to be returned for any children outside the specified cohorts and therefore, if the data is included within the census for non EAL pupils or those in year groups E1, E2, N1 or N2, it will be ignored by the department.

Where 'proficiency in English' is required, it is expected that schools will assess the position of their EAL pupils against a five point scale of language proficiency and make a 'best fit' judgement as to the proficiency stage that a pupil corresponds most closely to. The proficiency in English codeset (D00263) will follow the model used in the Welsh Pupil Level Annual School Census (PLASC) and comprises of the following values:

- (A) - New to English
- (B) - Early acquisition
- (C) - Developing competence
- (D) - Competent
- (E) - Fluent
- (N) - Not yet assessed

Not Yet Assessed [Code 'N'] is available for use when the school has not yet had time to assess a pupil's proficiency. The use of the 'Not yet assessed' code is limited to pupils who have joined the school close to census day or are not currently in regular attendance.

Once an EAL pupil has been assessed as fully proficient in English (code 'E' – Fluent) the school may discontinue ongoing assessment of that child. However, for all proficiency levels below fluent, it is expected that schools will continue to monitor proficiency on an ongoing basis to ensure adequate levels of support are provided to support the child's education.

Whilst the proficiency indicators are included within the CTF for the pupil on transfer; and, the national scale should be straightforward to use and understand, there will undoubtedly be variation amongst schools and teachers in how they interpret the stage descriptors and make a 'best fit' judgement on the proficiency stage that a pupil corresponds most closely to. For this reason it is considered best practice for receiving schools to make their own initial assessment of the English proficiency of incoming EAL pupils.

As the proficiency in English assessment is concerned with a child's ability to engage with classroom learning / access to the curriculum, it is expected that all settings where the child is currently receiving education will undertake an assessment of the child's proficiency. Hence, from a data collection perspective, we expect the proficiency data to be returned for all EAL pupils on the census irrespective of enrolment status. In cases where a child is on the school roll but not currently in attendance (for example, a dual registered pupil who is attending a special school or PRU / AP full time for a term or year) then we expect the school where the pupil is not currently attending to record the proficiency as 'Not yet assessed' as the school will not be in a position to make an assessment until the child is in regular attendance.

A full description of the codes is provided in CBDS and repeated in the school census guide.

(d) Pupil country of birth [ALL schools]

Country of birth (100589) is collected for all pupils and records the country in which the pupil was born, **as stated by the parent / guardian and / or child (in the case of a child without a parent / guardian).**

Please note: There is no requirement for the school to see any documentation to confirm pupil country of birth.

Where a child is born in unusual circumstances – that is, outside of national boundaries (for example, in international water) - the pupil may be classified as "stateless".

Schools may also use the following codes:

- 'refused' – where the parent or guardian has refused to provide the information

requested

- 'not yet obtained' - where the data has not been obtained by census day
- 'not known' - the 'not known' code is only to be used where a guardian or adoptive parent has taken care of a child and this information cannot be accessed.

Where a child transfers school, this data will transfer via CTF.

(e) Pupil nationality [ALL schools]

Pupil nationality (100588) is collected for all pupils and relates to the nationality of the pupil **as stated by the parent / guardian and / or child (in the case of a child without a parent / guardian).**

Please note: There is no requirement for the school to see any documentation to confirm pupil nationality.

Where the child was born in unusual circumstances, that is, outside of national boundaries (for example, in international water), the pupil may be classified under the nationality of the parent or as "stateless".

Schools may also use the following codes:

- 'refused' – where the parent or guardian has refused to provide the information requested
- 'not yet obtained' - where the data has not been obtained by census day
- 'not known' - the 'not known' code is only to be used where a guardian or adoptive parent has taken care of a child and this information cannot be accessed.

Where a child transfers school, this data will also be transferred via CTF.

(f) Free school meal eligibility [ALL schools] [used for funding]

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

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

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

The allocation of pupil premium for 2017-18 is based on pupils on roll in the 2017 spring school census who are:

- aged 4 and over at 31 August 2016 where the national curriculum does not apply that is, NC year actual 'X'
- in reception to year 11
- in local authority maintained:
 - primary
 - middle-deemed primary
 - middle-deemed secondary
 - secondary
 - special
 - CTC
 - academies (including free schools)
 - PRU / AP
- with pupils recorded as known to be eligible for free school meals on any:
 - school census
 - Pupil referral unit census
 - AP census

collection since summer 2011

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

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

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

All pupils will be counted as 1 'FTE' (full-time equivalent) irrespective of whether they are recorded as part-time or the number of funded hours returned for them in the census, with funding split between any unresolved duplicate 'UPNs'.

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

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

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

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

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

(a) an 'FSM' eligibility start date and no 'FSM' eligibility end date (eligibility ongoing on census day); or

(b) an 'FSM' eligibility end date since the previous census and on or before the current census day

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

- for the 2017 autumn school census between 19 May 2017 and 5 October 2017 (inclusive)
- for the 2018 spring school census between 6 October 2017 and 18 January 2018 (inclusive)
- for the 2018 summer school census between 19 January 2018 and 17 May 2018 (inclusive)

The data returned reflects the position as at census day. If a system holds a period of 'FSM' eligibility that matches the criteria for the return but that period has a stored 'FSM' eligibility end date that is after the census day, then the returned version of that period will include an 'FSM' eligibility start date but **no** 'FSM' eligibility end date. Similarly, 'FSM' eligibility start dates returned in the census will be on or before census day.

Stored start or end dates after census day would not have been known on census day and so cannot be returned.

Multiple 'FSM' eligibility start and end dates falling within the period are to be returned. For example: if a pupil had been eligible for 'FSM' from 1 September 2015 until 31 October 2017 and then became eligible again from 1 December 2017 then the following would be returned in the 2018 spring census:

- 'FSM' eligibility start date of 2015-09-01 and 'FSM' eligibility end date of 2017-10-31 – for the first period of eligibility
- 'FSM' eligibility start date of 2017-12-01 and no 'FSM' eligibility end date - for the second period of eligibility

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

(g) School lunch taken [ALL schools – with appropriate age range] [used for funding]

This data item (100538) indicates whether a pupil has **taken** a 'school lunch' on census day.

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

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

- pupils in reception (NCyearActual = 'R')
- pupils in year 1 (NCyearActual = '1')
- pupils in year 2 (NCyearActual = '2')
- pupils aged 4 to 6 not following the national curriculum (NCyearActual = 'X' AND pupil born between 1 September 2010 and 31 August 2013 inclusive)

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

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

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

The youth support services agreement indicator (100488) applies to:

- SEN pupils aged between 12 and 25 with date of birth between 1991-09-01 and 2005-08-31

- all other pupils aged between 12 and 20 with date of birth between 1996-09-01 and 2005-08-31

(i) Service children in education indicator [ALL schools] [used for funding]

The service children in education indicator (100330) collects:

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

MIS systems will default to 'No' and allow for bulk editing. Whilst schools are to return this data item for all their pupils, PRU / AP only return it for those pupils whose enrolment status is **NOT** code 'S' - current subsidiary (dual registration).

(j) Funded hours [Not for: CTC and NMSS] [used for funding]

Funded hours (100609) are collected each term from all schools (excluding CTCs and NMSS) for pupils aged 2, 3 and 4 (Please note: where a child is aged 4 at 31 August, they may have turned 5 by the start of the academic year. In such cases, they remain eligible for funded hours). All children are entitled to 15 hours of funding with a further 10 hours available at the discretion of the local authority. However, where a child is in receipt of extended childcare (see [4.3.2 \(k\)](#) below), the discretionary 10 hours element **must not** be awarded by the local authority. The maximum allowable childcare, inclusive of funded and extended hours is 30 hours

Where a child falls into the cohorts listed in the table below but is not in receipt of any funding via the free entitlement then a value of zero should be recorded for funded hours:

Census	Date of birth ranges and school type / pupil national curriculum year group
Autumn	Born between 01/09/2013 and 31/08/2015 (inclusive) - all relevant schools and year groups
	Born between 01/09/2012 and 31/08/2013 (inclusive) <ul style="list-style-type: none"> • For nursery schools (phase = 'NS') – all year groups • For all schools excluding nurseries (phase ≠ 'NS') – pupil national curriculum year groups E1, E2, N1 or N2 only
Spring	Born between 01/09/2013 and 31/12/2015 (inclusive) - all relevant schools and year groups
	Born between 01/09/2012 and 31/08/2013 (inclusive) <ul style="list-style-type: none"> • For nursery schools (phase = 'NS') – all year groups • For all schools excluding nurseries (phase ≠ 'NS') – pupil national curriculum year groups E1, E2, N1 or N2 only
Summer	Born between 01/09/2013 and 31/03/2016 (inclusive) - all relevant schools and year groups
	Born between 01/09/2012 and 31/08/2013 (inclusive) <ul style="list-style-type: none"> • For nursery schools (phase = 'NS') – all year groups • For all schools excluding nurseries (phase ≠ 'NS') – pupil national curriculum year groups E1, E2, N1 or N2 only

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

The data item collects the total number of hours spent in education at the school that are funded under the [free entitlement to early education](#); with the spring census data used to determine the dedicated schools grant allocation to local authorities to fund early years education. All two, three and four year olds funded via the free entitlement are eligible for a maximum of 15 funded hours a week.

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

and it should be noted that this is a decimal of hours and therefore does not record hours and minutes. For example: where a pupil has 10 and a half hours, this is recorded as 10.50 with 10 and three quarter hours being 10.75.

(k) Extended childcare hours [Not for: CTC and NMSS] [used for funding]

Extended childcare hours (100606) are collected for a sub-set of the same pupils and schools (that is: pupils who were aged 3 or 4 as at 31 August) for whom funded hours are collected – see [4.3.2\(j\)](#) above. This data item records, for pupils (aged 3 and 4 where <NCyearActual> = ‘E1’, ‘E2’, ‘N1’ or ‘N2’ only) with working parents who hold a valid 30-hour code, the number of extended childcare hours. (Please note: where a child is aged 4 at 31 August, they may have turned 5 by the start of the academic year. In such cases, they remain eligible for extended childcare).

As with funded hours, extended childcare hours are recorded to two decimal places and it should be noted that this is a decimal of hours and therefore does not record hours and minutes. For example: where a pupil has 10 and a half hours, this is recorded as 10.50 with 10 and three quarter hours being 10.75. Extended childcare is available up to a maximum of 15 hours per week.

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

This field must NOT include any hours funded under the universal entitlement for free early education, which should still be recorded against funded hours (100290).

Census	Date of birth ranges and school type / pupil national curriculum year group
Autumn	Born between 01/09/2013 and 31/08/2014 (inclusive) - all relevant schools and year groups
	Born between 01/09/2012 and 31/08/2013 (inclusive) <ul style="list-style-type: none"> • For nursery schools (phase = ‘NS’) – all year groups • For all schools excluding nurseries (phase ≠ ‘NS’) – pupil national curriculum year groups E1, E2, N1 or N2 only
Spring	Born between 01/09/2013 and 31/12/2014 (inclusive) - all relevant schools and year groups
	Born between 01/09/2012 and 31/08/2013 (inclusive) <ul style="list-style-type: none"> • For nursery schools (phase = ‘NS’) – all year groups • For all schools excluding nurseries (phase ≠ ‘NS’) – pupil national curriculum

	year groups E1, E2, N1 or N2 only
Summer	Born between 01/09/2013 and 31/03/2015 (inclusive) - all relevant schools and year groups
	Born between 01/09/2012 and 31/08/2013 (inclusive) <ul style="list-style-type: none"> • For nursery schools (phase = 'NS') – all year groups • For all schools excluding nurseries (phase ≠ 'NS') – pupil national curriculum year groups E1, E2, N1 or N2 only

(l) 30-hour code indicator [Not for: CTC and NMSS] [used for funding]

The 30-hour code indicator (100607) is an 11-digit integer that is required for pupils who claim extended childcare hours. As with the extended childcare hours field, this applies to pupils who were aged 3 and 4 as at 31 August and in 'E1', 'E2', 'N1' and 'N2' only. The code confirms the eligibility of working parents to receive the additional 15 hours of extended childcare. This is particularly important as parents may split this entitlement between two providers.

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

Where a child transfers school, ~~the code will be included within the CTF~~ and the local authority **must** be informed of the transfer.

(m) Disability access fund indicator [Not for: CTC and NMSS] [used for funding]

Where a three of four-year- old child is in receipt of free early education - that is: where <NCyearActual> = 'E1', 'E2', 'N1' or 'N2') – and in receipt of disability living allowance, the child is eligible to for the disability access fund The DAF indicator (100608) records the **receipt** of this allowance. The child must fall into the cohorts listed in the table below:

Census	Date of birth ranges and school type / pupil national curriculum year group
Autumn	Born between 01/09/2013 and 31/08/2014 (inclusive) - all relevant schools and year groups
Spring	Born between 01/09/2013 and 31/12/2014 (inclusive) - all relevant schools and year groups
Summer	Born between 01/09/2013 and 31/03/2015 (inclusive) - all relevant schools and year groups

Please note: Pupils aged 5 in 'E1', 'E2', 'N1' or 'N2' are not eligible for DAF.

(n) Hours at setting [Not for: CTC and NMSS] [used for funding]

Hours at setting (100610) are collected for the same pupils and schools for whom funded hours are collected – see [4.3.2\(i\)](#) above. This data item records, for pupils aged 2, 3 and 4, the total number of hours they spent in education at the school irrespective of who funded the hours (that is, it is the total of any hours funded under the free entitlement to nursery education plus any additional hours of education funded from other sources such as parents). Hours are recorded to two decimal places and it should be noted that this is decimal of hours and therefore does not record hours and minutes. For example: where a pupil has 10 and a half hours, this is recorded as 10.50 with 10 and three quarter hours being 10.75.

(o) Unit contact time [PRU / AP only]

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

(p) Early years pupil premium [ALL Schools] [used for funding]

Early years pupil premium (EYPP) (100559) is for disadvantaged three and four year olds. All three and four year olds are entitled to up to 15 hours per week of government funded early education for 38 weeks of the year.

EYPP is for:

- all 3 year olds [ALL Schools]
- all 4 year olds [Nursery schools **ONLY**]
- 4 year olds in 'E1', 'E2', 'N1' or 'N2' in all other school types [Not for: Nursery]

Children become eligible for early years pupil premium from the term following a child's third birthday and retain this entitlement until they move from Nursery ('N1' and 'N2') class into Reception ('R'), when they become eligible for the 'mainstream' pupil premium.

The table below shows the dates of birth of children for whom early years pupil premium data are required. Census	Age	Date of birth ranges
Spring	ALL 3 year olds	01/09/2013 and 31/12/2014 inclusive
	4 year olds: For schools other than 'NS' – pupils in 'E1', 'E2', 'N1' or 'N2' ONLY For 'NS' ONLY – all pupils within this age group	01/09/2012 and 31/08/2013 inclusive

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

Children will be eligible for EYPP (100559) if they are receiving any hours of funded early education and:

- meet the benefits related criteria for free school meals (please note: meals delivered as part of the universal entitlement are **not** 'FSM')
- are in the care of the local authority (in England or Wales)
- have left care (in England or Wales) through:
 - adoption
 - special guardianship
 - a child arrangement order (formally known as a residence order)

This department also record the basis of eligibility (100560):

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

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

This data item (100491) relates to the government's bursary fund to help the most vulnerable 16-19 year olds in full-time education. The scheme comprises two parts as follows:

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

Data is collected in respect of pupils, aged 16 to 19 as at 31 August 2017, who are on roll on census day or became off roll since the start of the academic year.

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

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

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

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

- Spring term - any bursaries awarded since the beginning of the 2017 to 2018 academic year to students who are either on roll on census day or became off roll since the start of the academic year
- Summer term - any bursaries awarded since the beginning of the 2017 to 2018 academic year to students who on are either on roll on census day or became off roll since the start of the academic year

(r) Top-up funding indicator [ALL schools] [used for funding]

This data item (100511) is a true / false flag to indicate those pupils on roll for whom the school receives, on census day, top-up funding either from a local authority or, in the

case of a PRU / AP, a local authority or another school. This data item is required for pupils of all ages. The time period the top-up funding relates to is the period that a pupil or student in a mainstream primary or secondary school is identified as requiring additional support which costs more than £6,000 per annum. In a special school or PRU / AP, the top-up funding is paid for a pupil or student whose additional support costs more than the school or PRU / AP receives as place funding of £10,000 per place per annum. In many cases such a period may not be defined but the top-up funding will, as with SEN provision, be subject to periodic review.

(s) Post looked after arrangements [used for funding]

This data item (100587) identifies those children on roll on census day who were looked after immediately before adoption or prior to being subject of a residence or special guardianship order. Those who have parental responsibility (adoptive parents, special guardians and carers) choose if they wish schools to know whether children have been adopted, or are under a special guardianship order, residence order or a child arrangement order. Schools will be able to record the information using the following codeset; only one of the values will apply to each pupil:

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

The default value will be N, not declared.

(t) Planned learning hours [used for funding]

The total planned timetabled hours for the student (in the current academic year); spent on departmentally approved qualifications are recorded in this field (100541).

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

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

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

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

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

(u) Planned employability, enrichment and pastoral hours [used for funding]

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

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

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

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

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

Under raising the participation age (RPA) policy, young people (16-19 year olds) must be in full-time education / training unless they are in full-time employment (20 hours or more per week). Where a young person's employment hours vary, employment of an average of 40 or more hours over a two-week period can be considered as meeting the requirement. Part-time work (for example, a weekend or evening job) is not affected by these requirements. Data item (100521) indicates those pupils who are in full-time employment and are therefore eligible for part-time education / training and is collected each term.

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

(w) Learning aim withdrawal reason

A learning aim withdrawal reason (100550) is completed whenever a learning aim status of '3' (the learner has withdrawn from the learning activities leading to the

¹ There are scenarios where a legitimate change is required, although we would expect them to be very exceptional and even less so in schools / academies (these circumstances are more likely to occur with roll on roll off provision). This provision will allow institutions the opportunity to accurately record programmes where students end up in circumstances where significant changes are required to their planned study that could not have been foreseen.

learning aim) is recorded. The reason that most closely matches the reason for the student leaving the course is selected from the list of options. If more than one reason applies the one which is considered to be the main driver for the withdrawal is selected. Unless a student has withdrawn from the learning aim prior to the census day, the learning aim withdrawal reason should not be returned.

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

For 2017-18, this is the learning aims of students who withdraw following the 6-week qualifying period.

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

The prior attainment (grade achieved) for each pupil is recorded for maths and English (using Codeset D00243) for year 12 and above pupils who have at least one learning aim. The grade will be used to determine whether or not a student is required to undertake an approved English or maths GCSE or stepping stone qualification in order to meet the condition of funding on English and mathematics.

Any student who has not achieved 'good pass' (grade 9-4) at GCSE or equivalent qualifications by age 16 will need to continue to study maths and / or English in each academic year until they achieve a 'good pass' or are no longer EFA funded.

Full-time students (those on a study programme of at least 540 planned hours if age 16 to 17 or at least 450 hours if aged 18) without a 'good pass' at GCSE or equivalent qualification in English or maths must be enrolled on a GCSE or approved IGCSE qualification, rather than an approved steppingstone qualification in the appropriate subject in order to meet the condition of funding. Those students with GCSE prior attainment below a 'good pass' can undertake an approved GCSE or stepping stone qualification (where appropriate) in order to meet the condition of funding. This includes students who started (continuing) or / and completed their learning aims in the 2016-17 academic year and applies to both on and off-roll pupils.

Codeset D00246 (for maths grades) and codeset D00245 (for English grades) records whether the pupil attained a 'good pass' in maths and in English by the end of year 11. This data is used to determine whether a pupil generates block 2 funding as part of the disadvantage element of the 16-19 funding formula.

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

There are two exemptions to the condition of funding:

- 1) A student's learning difficulty prevents them studying at this level, supported by an evidenced assessment (that the high needs student cannot benefit from

studying an approved maths and English qualification) by a professional in the education institution if, and only if, the student has a statement of SEN or an education, health and care plan

- 2) A student's overseas qualification is equivalent to a 'good pass' GCSE. Institutions are required to establish that the qualification is a suitable equivalent and that the student possesses the necessary competency in the subject in question. Further advice on how to deal with overseas qualifications can be found within the EFA funding [documentation](#).

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

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

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

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

- work experience
- work preparation

alongside

- maths - if required
- English - if required

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

The traineeship (100585) indicator is set against each of the pupil's learning aims (when the aim is agreed) - with the default set to 'false' (or '0') and any learning aim which is part of a traineeship programme being recorded as 'true' (or '1').

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

4.3.3 Pupil status module

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

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

and require the following data fields:

- pupil date of entry (100063) [used for funding]
- pupil date of leaving (100064)
- pupil part-time indicator (100065)
- boarder indicator (100067) [not required from hospital special schools]
- pupil's actual national curriculum year group on leaving (100486) [only for those learners who were in secondary or all-through phase schools with sixth forms and for whom post-16 learning aims data are being returned]

4.3.4 Special educational needs module [used for funding]

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

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

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

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

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

Only two pupil SEN types (100547) can be returned in the spring census. These are ranked using pupil SEN type ranking (100080) to show the primary and secondary need of the pupil. Pupil SEN types cannot be given the same ranking: Where there is more than one pupil SEN type reported; they cannot both have a ranking of ‘1’.

The indicators for pupils in special (SEN) units (100075) and resourced provision (100076) attached to a mainstream primary school, secondary school or academy are

collected in the spring census. This indicator applies to pupils in special SEN units and resourced provision that has been designated by the relevant local authority as specialist provision. The indicator is not used for pupils in other units or provision set up by a school or academy, which is not recognised by the local authority as specialist provision.

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

4.3.5 Termly exclusions module

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

For permanent, fixed period and lunchtime exclusions, the exclusion start date (100090) and exclusion reason (100088) are collected. For fixed period and lunchtime exclusions, the exclusion actual number of sessions (100093) is also collected. Exclusion can sometimes span over 2 terms and for data collection, we would expect it to be recorded as one exclusion in the term (for example 2 days before Easter and 3 days after, should be recorded for data purpose as one 5 day exclusion in the spring term) and not be recorded as two separate exclusions.

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

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

The exclusion start date is very unlikely to be the same as the pupil leaving date, as the pupil will remain on the school's roll for a period after the exclusion start date to allow for the exclusion review process to take place. This will be of importance to software suppliers where they have validation rules in their systems relating to exclusion start date and pupil leaving date.

Software systems should allow schools to manually adjust the number of sessions from which a pupil has been excluded where this has been derived from the start and end date of an exclusion. This is because the number of sessions from which a pupil has been excluded cannot necessarily be derived from the start and end dates of an exclusion. The period of exclusion only covers the number of sessions the pupil is expected to be at the school. Exclusions can occur on non-continuous days (a two and a half days exclusion could be given for one session each day for five days, or for one session a week for five weeks). For example, where a pupil was excluded for ten sessions starting on a Monday but is registered at another school on the Wednesday then the exclusion would include the following Monday. It is therefore necessary for

schools to be able to manually adjust the number of sessions from which a pupil has been excluded.

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

Reinstatement:

Independent appeal panels were abolished in September 2012 and replaced with independent review panels (IRPs). IRPs do not have the power of reinstatement, but can recommend, or direct, the governing body to reconsider its decision. As such, the final say over reinstatement is vested in the school and does not sit with the panel.

Exclusions that have been overturned by the governing body are not counted in national statistics. To avoid such cases being counted in the school's data, where known, the following codes should be used:

- In cases where a pupil has been reinstated by the school code 'R' should be used. This could be when:
 - the governing body overturned a fixed period or permanent exclusion, before or after an IRP; or
 - when the first tier tribunal or the county court overturned a fixed period or permanent exclusion
- In cases where reinstatement has been offered but the offer has not been taken up code 'O' should be used

These codes are for internal use only and are NOT to be returned to the department. As previously stated, exclusions that have been overturned by the governing body are not included in national statistics and, therefore, not returned to the department as part of the school census.

Schools must therefore ensure that final exclusion result is maintained on an event driven basis so that these exclusions overturned following reconsideration by the governing body or exclusions overturned by the first tier tribunal or by the county court (where known in time) can automatically be filtered out when data are extracted for the census.

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

- exclusion category (100087)

- exclusion reason (100088)
- exclusion start date (100090)
- exclusion sessions (100092)
- SEN provision (100580)

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

4.3.6 Home information module

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

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

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

Ordnance Survey defines the 'UPRN' (100586) as: 'The unique identifier for every spatial address in Great Britain. It provides a comprehensive, complete, consistent identifier throughout a property's life cycle – from planning permission through to demolition'.

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

For pupils on roll:

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

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

Unique property reference number (100586) should be provided together with the remainder of the address in either BS7666 Version 1.4 or line address format. **Please note: this is a voluntary return.**

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

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

Or line address format items

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

Both formats also submit:

- Postcode (100121) – **mandatory return**
- Unique property reference number (100586) – **voluntary return**

4.3.7 Termly attendance module

(a) Pupil coverage

The 2017 autumn census collects attendance data on pupils aged from 4 to 15 years as at 31 August 2016; with the spring and summer collections collecting data for pupils aged 4 to 15 as at 31 August 2017; on roll for at least one session during the specified collection period for attendance. This may include pupils who have left the school prior to census day.

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

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

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

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

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

(c) Periods covered

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

(d) Recording attendance sessions and absences

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

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

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

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

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

Schools are not obliged to use individual attendance codes (100518) for pupils **aged 4 years**, but are encouraged to use these for recording each period of absence. However, if schools do not wish to use these codes then they should provide the total number of

absences for each term or half term by recording these as 'authorised' (absences recorded this way are reported as overall absence).

(e) Attendance dates

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

(f) Dual registration

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

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

The remaining session(s) where the pupil is attending another school are marked in the register using code 'D', which is not included in the census, return.

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

(g) Attendance codes

The attendance codes required for the census are those that equate to either authorised or unauthorised absence. Suppliers should be aware of the full range of attendance codes - contained in codeset D00225 of the [CBDS](#).

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

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

4.3.8 Summer second half term attendance module

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

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

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

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

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

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

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

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

Learning aims taken in the current academic year will be collected for any learners who have been on roll in the school at any point between 1 August 2017 and census day and were in actual national curriculum year group 12 or above in that period, regardless of their age.

Learning aims that were taken in the previous academic year will be collected for any learners who have been on roll in the school at any point between 1 August 2016 and 31 July 2017 and were in actual national curriculum year group 12 or above in that period, regardless of their age.

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

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

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

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

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

With respect to work experience: as students undertake work experience in “bands” it is expected that all planned work experience would be recorded as one learning aim regardless of how many bands the student undertakes. Further information on work experience can be found [here](#).

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

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

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

- after 31 July 2016
- blank, that is, the learner is still participating on the learning aim

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

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

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

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

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

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

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

A re-take occurs when a student is retaking a complete qualification, including attendance at regular classes, and this will be treated in the same manner as any other course and recorded as a new learning aim. However unless the reasons for the student re-taking are exceptional because of circumstances outside either the student's or school's control – or to undertake the mandatory re-take of Maths and English (see paragraph [4.3.2 \(x\)](#) above) - it must not be included in planned hours as it will not be funded.

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

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

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

(a) Learning aim start date [used for funding]

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

(b) Learning aim planned end date [used for funding]

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

(c) Learning aim status [used for funding]

This reflects the status of the learning aim on autumn census day and have a default value of '1 - the student is continuing or intending to continue the learning activities leading to the learning aim'.

(d) Learning aim actual end date [used for funding]

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

(e) Core aim [used for funding]

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

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

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

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

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

(f) Partner UKPRN

This field (100552) is collected against all learning aims. Where learning is sub-contracted out by the school to be provided by a non-EFA funded partner organisation (provided other than by the school) the UK provider register number (UKPRN) is recorded against the learning aim(s) that are sub-contracted to the partner organisation.

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

4.4 Pupils no longer on roll

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

- pupil identifiers
- pupil characteristics
- pupil status
- termly exclusions
- home information (for those pupils for whom post-16 learning aims are being submitted)
- termly attendance
- annual attendance – special schools only (last return autumn 2016)
- summer second half term attendance
- post-16 learning aims
- 16-19 bursary fund

4.5 Coverage and timing

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

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

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

5. Validation Checks

An Excel workbook defines the validation rules that are applied to the data by the department using the COLLECT system. They should be applied, as far as possible, in school systems prior to loading the data onto COLLECT to identify any problems with the data and allow any issue to be resolved. The validation rules are used to produce the XSLT.

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

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

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

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

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

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

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

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

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

6. XML / XSLT features

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

- Changes.txt
- Spring-SchoolCensus17-ErrorList.xsl
- Spring-SchoolCensus17-HTMLPresentation.xsl
- Spring-SchoolCensus17-IntermediateFile.xsl
- Spring-SchoolCensus17-SchoolSummaryPresentation.xsl
- Spring-SchoolCensus17-SchoolSummaryreferenceLists.xsl
- Spring-SchoolCensus17-SchoolSummaryStylesheet.css
- Spring-SchoolCensus17-ValidationRules.xsl
- Spring-SchoolCensus17-XMLPresentation.xsl
- TestHTMLOutput.html
- TestSummaryOutput.html
- TestXMLOutput.html
- XSLT Change Summary Template v1.0.xlsx

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

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

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

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

- UPN
- DOB

- surname
- forename
- gender

will be provided.

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

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

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

7. General notes

7.1 Data items with no values

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

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

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

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

7.2 Block entry

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

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

The selected time on the census day, used for the class information module, is based on the last digit of the departmental school number. Please note these times move down by 1 each academic year; that is, a school using "one hour before the end of morning school" in 2016 to 2017 will use "one hour after the start of school" in 2017 to 2018. This is not relevant for nursery schools, special schools or PRU / AP, as they do not submit class information.

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

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

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

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

7.4 Special characters

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

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

7.5 XML file generic naming conventions

The following file naming conventions apply:

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

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

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

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

8012000_SC1_801LL16_001.XML

The total file name length = 27 characters

Annex A School XML message structure

		Cardinality (Note: item level elements occur only once unless otherwise stated)	Term / phase applicability											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
	<School>	Each <Message> group contains one and only one <School> group.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<SchoolCharacteristics>	Each <School> group contains one and only one <SchoolCharacteristics> group.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200039	<SchoolName>Name & Other Name School</SchoolName>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200638	<Phase>SS</Phase>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200670	<SchoolType>11</SchoolType>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200675	<HighestNCyear>14</HighestNCyear>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200689	<LowestNCyear>7</LowestNCyear>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200014	<Intake>COMP</Intake>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200015	<Governance>CO</Governance>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200022	<Email>theschool@sch.gov.uk</Email>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200118	<PhoneNo>0123456789</PhoneNo>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<SpecialSchool>	Each <SchoolCharacteristics> group contains 0..1 <SpecialSchool> group.	x	✓	x	x	x	x	x	x	x	✓	x	x
200030	<Accommodation>D</Accommodation>		x	✓	x	x	x	x	x	x	x	✓	x	x
200031	<MaxDayPupils>140</MaxDayPupils>		x	✓	x	x	x	x	x	x	x	✓	x	x
200032	<MaxBoarders>0</MaxBoarders>		x	✓	x	x	x	x	x	x	x	✓	x	x
200033	<MinMaleAge>4</MinMaleAge>		x	✓	x	x	x	x	x	x	x	✓	x	x

School census 2017 to 2018 - school XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
200035	<MaxMaleAge>16</MaxMaleAge>		x	✓	x	x	x	x	x	x	x	✓	x
200034	<MinFemaleAge>4</MinFemaleAge>		x	✓	x	x	x	x	x	x	x	✓	x
200036	<MaxFemaleAge>16</MaxFemaleAge>		x	✓	x	x	x	x	x	x	x	✓	x
	<Provisions>		x	✓	x	x	x	x	x	x	x	✓	x
200667	<SpecialSchoolType>HI</SpecialSchoolType>	Each <Provisions> group contains 1..12 <SpecialSchoolType> elements	x	✓	x	x	x	x	x	x	x	✓	x
	</Provisions>		x	✓	x	x	x	x	x	x	x	✓	x
	</SpecialSchool>		x	✓	x	x	x	x	x	x	x	✓	x
200023	<ChildMothers>1</ChildMothers>		x	✓	x	x	x	x	x	x	x	x	✓
200354	<TeenMotherPlaces>25</TeenMotherPlaces>		x	✓	x	x	x	x	x	x	x	x	✓
200024	<ChildcarePlaces>0</ChildcarePlaces>		x	✓	x	x	x	x	x	x	x	x	✓
	</SchoolCharacteristics>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PrimaryAdmissionsAppeals>	Spring only Each <School> group contains 0..1 <PrimaryAdmissionsAppeals> group.	x	✓	x	x	✓	✓	x	x	✓	x	x
200139	<Lodged>29</Lodged>		x	✓	x	x	✓	✓	x	x	✓	x	x
200140	<Withdrawn>14</Withdrawn>		x	✓	x	x	✓	✓	x	x	✓	x	x
200141	<Heard>15</Heard>		x	✓	x	x	✓	✓	x	x	✓	x	x
200142	<Upheld>7</Upheld>		x	✓	x	x	✓	✓	x	x	✓	x	x
200143	<Rejected>8</Rejected>		x	✓	x	x	✓	✓	x	x	✓	x	x
	</PrimaryAdmissionsAppeals>		x	✓	x	x	✓	✓	x	x	✓	x	x

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	School census 2017 to 2018 - school XML message structure	Cardinality (Note: item level elements occur only once unless otherwise stated)											
	<InfantAdmissionsAppeals>	Spring only Each <School> group contains 0..1 <InfantAdmissionsAppeals> group.	x	✓	x	x	✓	x	x	x	✓	x	x
200139	<Lodged>29</Lodged>		x	✓	x	x	✓	x	x	x	✓	x	x
200140	<Withdrawn>14</Withdrawn>		x	✓	x	x	✓	x	x	x	✓	x	x
200141	<Heard>15</Heard>		x	✓	x	x	✓	x	x	x	✓	x	x
200142	<Upheld>7</Upheld>		x	✓	x	x	✓	x	x	x	✓	x	x
200143	<Rejected>8</Rejected>		x	✓	x	x	✓	x	x	x	✓	x	x
	</InfantAdmissionsAppeals>		x	✓	x	x	✓	x	x	x	✓	x	x
	<SecondaryAdmissionsAppeals>	Spring only Each <School> group contains 0..1 <SecondaryAdmissionsAppeals> group.	x	✓	x	x	x	x	✓	✓	✓	x	x
200139	<Lodged>29</Lodged>		x	✓	x	x	x	x	✓	✓	✓	x	x
200140	<Withdrawn>14</Withdrawn>		x	✓	x	x	x	x	✓	✓	✓	x	x
200141	<Heard>15</Heard>		x	✓	x	x	x	x	✓	✓	✓	x	x
200142	<Upheld>7</Upheld>		x	✓	x	x	x	x	✓	✓	✓	x	x
200143	<Rejected>8</Rejected>		x	✓	x	x	x	x	✓	✓	✓	x	x
	</SecondaryAdmissionsAppeals>		x	✓	x	x	x	x	✓	✓	✓	x	x
	<Reconciliation>	Spring only Each <School> group contains one and only one <Reconciliation> group.	x	✓	x	x	✓	✓	✓	✓	✓	x	x

School census 2017 to 2018 - school XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)	Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<PupilReconciliation>	Spring only Each <Reconciliation> group contains one and only one <PupilReconciliation> group.	x	✓	x	x	✓	✓	✓	✓	✓	x	x
200169	<PartTimeNotIn>20</PartTimeNotIn>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
200170	<PrivateStudy>22</PrivateStudy>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
200171	<AtOtherSchool>0</AtOtherSchool>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
200172	<WorkExperience>0</WorkExperience>		x	✓	x	x	x	x	✓	✓	✓	x	x
200173	<FEcollege>1</FEcollege>		x	✓	x	x	x	x	✓	✓	✓	x	x
	</PupilReconciliation>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	</Reconciliation>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	<Classes>	Spring Only Each <School> group contains one and only one <Classes> group	x	✓	x	x	✓	✓	✓	✓	✓	x	x
	<Class>	Spring Only Not for: NS, SP and PR: Each <Classes> group contains 1..n <Class> groups	x	✓	x	x	✓	✓	✓	✓	✓	x	x
200185	<ClassName>The Class</ClassName>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
200190	<Teachers>1</Teachers>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
200191	<NonTeachers>1</NonTeachers>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
200681	<YearGroup>6</YearGroup>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
200552	<ClassType>N</ClassType>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x

School census 2017 to 2018 - school XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
200562	<KeyStage>2</KeyStage>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x
200195	<ClassActivity>MA</ClassActivity>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x
200201	<HomePupils>24</HomePupils>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
200202	<GuestPupils>0</GuestPupils>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	</Class>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	</Classes>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	<Miscellaneous>	<u>Spring Only</u> Each <School> group contains one and only one <Miscellaneous> group	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200147	<FreeMealsTaken>6</FreeMealsTaken>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	x
	<Childcare>	Each <Miscellaneous> group contains 4 <Childcare> groups; one group with <TypeOfChildcare> = A, one group with <TypeOfChildcare> = B, one group with <TypeOfChildcare> = H and group one with <TypeOfChildcare> = U	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200664	<OnSite>Y</OnSite>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200672	<ChildcareSignposting>N</ChildcareSignposting>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200662	<TypeOfChildcare>A</TypeOfChildcare>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓

School census 2017 to 2018 - school XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
200336	<OpeningTime>07:30</OpeningTime>	Not required where <OnSite> = 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200337	<ClosingTime>18:00</ClosingTime>	Not required where <OnSite> = 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200666	<NoOfChildcarePlaces>30</NoOfChildcarePlaces>	Not required where <OnSite> = 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200659	<ChildcareProvider>OTH</ChildcareProvider>	Not required where <OnSite> = 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200661	<OtherSchools>U</OtherSchools>	Not required where <OnSite> = 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
200660	<ChildcareWksOpen>8</ChildcareWksOpen>	Not required where <OnSite> = 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</Childcare>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</Miscellaneous>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</School>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Annex B Pupil XML message structure

School census 2017 to 2018 - pupil XML message structure		Cardinality (<i>Note: item level elements occur only once unless otherwise stated</i>)	Term / phase applicability											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
	<Pupils>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilsOnRoll>	Each <Pupils> group contains one and only one <PupilsOnRoll> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilOnRoll>	Each <PupilsOnRoll> group contains 1..n <PupilOnRoll> groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilIdentifiers>	Each <PupilOnRoll> group contains one and only one <PupilIdentifiers> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100001	<UPN>A123456789123</UPN>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100016	<UniqueLearnerNumber>1234567890</UniqueLearnerNumber>	Each <PupilIdentifiers> group contains 0..1 <UniqueLearnerNumber> item	✓	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓
100002	<FormerUPN>X98765432123B</FormerUPN>	Each <PupilIdentifiers> group contains 0..1 <FormerUPN> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100003	<Surname>Familyname</Surname>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100004	<Forename>Firstname</Forename>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100006	<MiddleNames>Inbetween</MiddleNames>	Each <PupilIdentifiers> group contains 0..1 <MiddleNames> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2017 to 2018 - pupil XML message structure			Term / phase applicability											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
100011	<PreferredSurname>Likethis</PreferredSurname>	Each <PupilIdentifiers> group contains 0..1 <PreferredSurname> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100009	<FormerSurname>Wasmine</FormerSurname>	Each <PupilIdentifiers> group contains 0..1 <FormerSurname> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100008	<Gender>F</Gender>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100007	<DOB>1066-01-01</DOB>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</PupilIdentifiers>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilCharacteristics>	Each <PupilOnRoll> group contains one and only one <PupilCharacteristics> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100563	<Ethnicity>WSCO</Ethnicity>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
100047	<Language>OTH</Language>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100601	<ProficiencyInEnglish> E</ProficiencyInEnglish>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
100589	<CountryofBirth>CAN</CountryofBirth>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<Nationalities>	Each <PupilCharacteristics> group contains 1 <Nationalities> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100588	<Nationality>CAN</Nationality>	Each <Nationalities> group contains 1...n <Nationality> items	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</Nationalities>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2017 to 2018 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<FSMeligibility>	Each <PupilCharacteristics> group contains 0..1 <FSMeligibility> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<FSMperiod>	Each <FSMeligibility> group contains 1..n <FSMperiod> groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100484	<FSMstartDate>1066-10-09</FSMstartDate>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100485	<FSMendDate>1066-11-16</FSMendDate>	May be missing in one and only one <FSMperiod> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200634	<UKcountry>ENG</UKcountry>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</FSMperiod>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</FSMeligibility>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100538	<SchoolLunchTaken>true</SchoolLunchTaken>	Applies to Reception and Years 1 and 2 and pupils aged 4 to 6 in year X ONLY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100488	<YSSA>UNS</YSSA>		✓	✓	✓	x	x	✓	✓	✓	✓	✓	✓
100330	<ServiceChild>N</ServiceChild>	PRU / AP is EXEMPT where <EnrolStatus> = S	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100609	<FundedHours>14.75</FundedHours>	Not collected from Non-maintained Special Schools and CTCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

			Term / phase applicability											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
	School census 2017 to 2018 - pupil XML message structure	Cardinality (Note: item level elements occur only once unless otherwise stated)												
100606	<ExtendedHours>12.75</ExtendedHours>	Not collected from Non-maintained Special Schools and CTCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100607	<ThirtyHourCode>12345678911</ThirtyHourCode>	Not collected from Non-maintained Special Schools and CTCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100608	<DAFIndicator>1</DAFIndicator>	Not collected from Non-maintained Special Schools and CTCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100610	<HoursAtSetting>8.75</HoursAtSetting>	Not collected from Non-maintained Special Schools and CTCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100418	<UnitContactTimePupil>8</UnitContactTimePupil>		x	✓	x	x	x	x	x	x	x	x	x	✓
100559	<EYPPE>Y</EYPPE>	Applies to pupils aged 3 to 4 ONLY	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
100560	<EYPPBF>EE</EYPPBF>	Applies to pupils aged 3 to 4 ONLY	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<LearnerSupport>	Each <PupilCharacteristics> group contains 0..1 <LearnerSupport> group	x	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓
	<LearnerSupportItem>	Each <LearnerSupport> group contains 1..2 <LearnerSupportItem> groups	x	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓
100491	<SupportCode>55</SupportCode>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓
	</LearnerSupportItem>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓

School census 2017 to 2018 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
		</LearnerSupport>	x	✓	✓	x	x	x	✓	✓	✓	✓	✓
100511		<TopUpFunding>true</TopUpFunding>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100587		<PLAA>N</PLAA>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100541		<QualHrs>540</QualHrs>	✓	x	x	x	x	x	x	✓	✓	x	✓
100543		<Non_qualHrs>60</Non_qualHrs>	✓	x	x	x	x	x	x	✓	✓	x	✓
100521		<FTEmp>true</FTEmp>	✓	x	x	x	x	x	x	✓	✓	✓	✓
100553		<MathsGCSEHighestPriorAttainment>7</MathsGCSEHighestPriorAttainment>	✓	x	x	x	x	x	x	✓	✓	x	✓
100554		<MathsGCSEPriorAttainmentYearGroup>1</MathsGCSEPriorAttainmentYearGroup>	✓	x	x	x	x	x	x	✓	✓	x	✓
100555		<EnglishGCSEHighestPriorAttainment>7</EnglishGCSEHighestPriorAttainment>	✓	x	x	x	x	x	x	✓	✓	x	✓
100556		<EnglishGCSEPriorAttainmentYearGroup>1</EnglishGCSEPriorAttainmentYearGroup>	✓	x	x	x	x	x	x	✓	✓	x	✓
100561		<MathsGCSEFundingExemption>N</MathsGCSEFundingExemption>	✓	x	x	x	x	x	x	✓	✓	x	✓
100562		<EnglishGCSEFundingExemption>N</EnglishGCSEFundingExemption>	✓	x	x	x	x	x	x	✓	✓	x	✓

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2017 to 2018 - pupil XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
		</PupilCharacteristics>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		<PupilStatus>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100060		<EnrolStatus>C</EnrolStatus>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100325		<TypeOfClass>O</TypeOfClass>	✓	✓	✓	x	✓	x	x	x	✓	x	x
100063		<EntryDate>1066-09-03</EntryDate>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100065		<PartTime>>false</PartTime>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100067		<Boarder>N</Boarder>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100583		<NCyearActual>5</NCyearActual>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		</PupilStatus>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		<SpecialEducationalNeeds>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100580		<SENprovision>E</SENprovision>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2017 to 2018 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<SENneeds>	Spring only Each <SpecialEducationalNeeds> group contains 0..1 <SENneeds> group	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	<SENneed>	Each <SENneeds> group contains 1..2 <SENneed> groups	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100080	<SENtypeRank>1</SENtypeRank>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100547	<SENtype>ASD</SENtype>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</SENneed>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</SENneeds>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100075	<SENunitIndicator>>false</SENunitIndicator>		✓	✓	✓	✓	✓	✓	✓	✓	✓	x	x
100076	<ResourcedProvisionIndicator>>false</ResourcedProvisionIndicator>		✓	✓	✓	✓	✓	✓	✓	✓	✓	x	x
	</SpecialEducationalNeeds>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<Exclusions>	Each <PupilOnRoll> group contains 0..1 <Exclusions> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<TermlyExclusion>	Each <Exclusions> group contains 1..n <TermlyExclusion> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100087	<Category>LNCH</Category>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100088	<Reason>RA</Reason>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100090	<StartDate>1066-05-08</StartDate>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

			Term / phase applicability											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
	School census 2017 to 2018 - pupil XML message structure	Cardinality (Note: item level elements occur only once unless otherwise stated)												
100093	<Sessions>20</Sessions>	Each <TermlyExclusions> group contains 0..1 <Sessions> item	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100580	<SENprovision>A</SENprovision>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</TermlyExclusion>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</Exclusions>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	<HomeInformation>	Each <PupilOnRoll> group contains one and only one <HomeInformation> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<Address>	Each <HomeInformation> group contains 1..n <Address> groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100121	<PostCode>ZZ99 9XX</PostCode>	Collected in the Autumn Census only for schools with sixth forms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100586	<UniquePropertyReferenceNumber>123456789102</UniquePropertyReferenceNumber>	0..1 (voluntary collection)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EITHER <BS7666Format>	Each <Address> group contains 0..1 <BS7666Format> group. Note that either <BS7666Format> or <LineAddressFormat> should be provided, but not both.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2017 to 2018 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
100103	<SAON> 2 Flat</SAON>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100109	<PAON> 123 </PAON>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100115	<Street>Street Lane</Street>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100116	<Locality>Local Area</Locality>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100117	<Town>Townbury</Town>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100118	<AdministrativeArea></AdministrativeArea>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100119	<PostTown>Postal town</PostTown>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</BS7666Format>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	OR <LineAddressFormat>	Each <Address> group contains 0..1 <LineAddressFormat> group. <i>Note that either <BS7666Format> or <LineAddressFormat> should be provided, but not both.</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100128	<AddressLine1>123 Street Lane</AddressLine1>	Each <LineAddressFormat> group contains 0..1 <AddressLine1> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100129	<AddressLine2>Townbury</AddressLine2>	Each <LineAddressFormat> group contains 0..1 <AddressLine2> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2017 to 2018 - pupil XML message structure			Term / phase applicability											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
100130	<AddressLine3>Countyshire</AddressLine3>	Each <LineAddressFormat> group contains 0..1 <AddressLine3> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100131	<AddressLine4>SomewhereElse</AddressLine4>	Each <LineAddressFormat> group contains 0..1 <AddressLine4> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
100132	<AddressLine5>AndAnother</AddressLine5>	Each <LineAddressFormat> group contains 0..1 <AddressLine5> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</LineAddressFormat>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</Address>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</HomeInformation>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<Attendance>	Each <PupilOnRoll> group contains 0..1 <Attendance> group	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓
	EITHER <TermlyAttendance>	Each <Attendance> group contains 0..1 <TermlyAttendance> group	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓
100228	<SessionsPossible>120</SessionsPossible>		✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓
100230	<SessionsAuthorised>6</SessionsAuthorised>		✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓
100231	<SessionsUnauthorised>0</SessionsUnauthorised>		✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓
	</TermlyAttendance>		✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓

School census 2017 to 2018 - pupil XML message structure			Term / phase applicability												
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit		
	OR	<TermlyAttendance>	Each <Attendance> group contains 0..1 <TermlyAttendance>. group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100228		<SessionsPossible>120</SessionsPossible>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
		<SessionDetails>	Each <TermlyAttendance> group contains one and only one <SessionDetails> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
		<SessionDetail>	Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100518		<AttendanceReason>I</AttendanceReason>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
100233		<AbsenceSessions>6</AbsenceSessions>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
		</SessionDetail>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
		</SessionDetails>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
		</TermlyAttendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	EITHER	<SummerHalfTerm2Attendance>	Each <Attendance> group contains 0..1 <SummerHalfTerm2Attendance> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
100228		<SessionsPossible>80</SessionsPossible>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
100230		<SessionsAuthorised>6</SessionsAuthorised>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
100231		<SessionsUnauthorised>0</SessionsUnauthorised>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
		</SummerHalfTerm2Attendance>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓

School census 2017 to 2018 - pupil XML message structure			Term / phase applicability												
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit		
	OR	<SummerHalfTerm2Attendance>	Each <Attendance> group contains 0..1 <SummerHalfTerm2Attendance> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
100228		<SessionsPossible>80</SessionsPossible>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
		<SessionDetails>	Each <TermlyAttendance> group contains one and only one <SessionDetails> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
		<SessionDetail>	Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
100518		<AttendanceReason> </AttendanceReason>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
100233		<AbsenceSessions>6</AbsenceSessions>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
		</SessionDetail>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
		</SessionDetails>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
		</SummerHalfTerm2Attendance>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
		</Attendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
		<LearningAims>	For schools with Sixth Forms Each <PupilOnRoll> group contains 0..1 <LearningAims> group	✓	x	x	x	x	x	x	✓	✓	x	✓	✓
		<LearningAim>	Each <LearningAims> group contains 1..n <LearningAim> groups	✓	x	x	x	x	x	x	✓	✓	x	✓	✓

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2017 to 2018 - pupil XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
100599	<QN>Z9999999</QN>		✓	x	x	x	x	x	x	✓	✓	x	✓
100600	<SCC>0088</SCC>		✓	x	x	x	x	x	x	✓	✓	x	✓
100256	<LearningStartDate>1066-09-01</LearningStartDate>		✓	x	x	x	x	x	x	✓	✓	x	✓
100257	<LearningPlannedEndDate>1070-06-29</LearningPlannedEndDate>		✓	x	x	x	x	x	x	✓	✓	x	✓
100258	<LearningActualEndDate>1070-05-22</LearningActualEndDate>	Each <LearningAim> group contains 0..1 <LearninAimActualEndD ate> item	✓	x	x	x	x	x	x	✓	✓	x	✓
100478	<LearningAimStatus>2</LearningAimStatus>		✓	x	x	x	x	x	x	✓	✓	x	✓
100508	<CoreAim>>true</CoreAim>		✓	x	x	x	x	x	x	✓	✓	x	✓
100552	<PartnerUKPRN>12345678</PartnerUKPRN>		✓	x	x	x	x	x	x	✓	✓	x	✓
100550	<LearningAimWithdrawalReason>98</LearningAimWithdrawalReason>		✓	x	x	x	x	x	x	✓	✓	x	✓
100585	<Traineeship>>true</Traineeship>		✓	x	x	x	x	x	x	✓	✓	x	✓
	</LearningAim>		✓	x	x	x	x	x	x	✓	✓	x	✓
	</LearningAims>		✓	x	x	x	x	x	x	✓	✓	x	✓
	</PupilOnRoll>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</PupilsOnRoll>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilsNoLongerOnRoll>	Each <> contains 0..1 <PupilsNoLongerOnRoll > group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<PupilNoLongerOnRoll>	Each <PupilsNoLongerOnRoll > group contains 1..n <PupilNoLongerOnRoll> groups	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

School census 2017 to 2018 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<PupilIdentifiers>	Each <PupilsNoLongerOnRoll> group contains one and only one <PupilIdentifiers> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100001	<UPN>A123981456002</UPN>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100016	<UniqueLearnerNumber>1234567890</UniqueLearnerNumber>	Each <PupilIdentifiers> group contains 0..1 <UniqueLearnerNumber> item	✓	✓	✓	x	x	x	✓	✓	✓	✓	✓
100002	<FormerUPN>X987654321B</FormerUPN>	Each <PupilIdentifiers> group contains 0..1 <FormerUPN> item	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100003	<Surname>Familyname</Surname>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100004	<Forename>Firstname</Forename>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100006	<MiddleNames>Inbetween</MiddleNames>	Each <PupilIdentifiers> group contains 0..1 <MiddleNames> item	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100009	<FormerSurname>Wasthis</FormerSurname>	Each <PupilIdentifiers> group contains 0..1 <FormerSurname> item	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100008	<Gender>F</Gender>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100007	<DOB>1066-01-01</DOB>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</PupilIdentifiers>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

School census 2017 to 2018 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<PupilCharacteristics>	Each <PupilsNoLongerOnRoll> group contains one and only one <PupilCharacteristics> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100563	<Ethnicity>WSCO</Ethnicity>		x	✓	x	x	✓	✓	✓	✓	✓	✓	✓
100047	<Language>OTH</Language>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100589	<CountryofBirth>CAN</CountryofBirth>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<Nationalities>	Each <PupilCharacteristics> group contains 0..1 <Nationalities> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100588	<Nationality>CAN</Nationality>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</Nationalities>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<LearnerSupport>	Each <PupilCharacteristics> group contains 0..1 <LearnerSupport> group	x	✓	✓	x	x	x	✓	✓	✓	✓	✓
	<LearnerSupportItem>	Each <LearnerSupport> group contains 1..2 <LearnerSupportItem> groups	x	✓	✓	x	x	x	✓	✓	✓	✓	✓
100491	<SupportCode>55</SupportCode>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓
	</LearnerSupportItem>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓
	</LearnerSupport>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓

School census 2017 to 2018 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
100541	<QualHrs>540</QualHrs>	Each <PupilCharacteristics> group contains 0..1 <QualHrs> item	✓	x	x	x	x	x	x	✓	✓	x	✓
100543	<Non_qualHrs>60</Non_qualHrs>	Each <PupilCharacteristics> group contains 0..1 <Non_qualHrs> item	✓	x	x	x	x	x	x	✓	✓	x	✓
100553	<MathsGCSEHighestPriorAttainment>7</MathsGCSEHighestPriorAttainment>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
100554	<MathsGCSEPriorAttainmentYearGroup>1</MathsGCSEPriorAttainmentYearGroup>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
100555	<EnglishGCSEHighestPriorAttainment>7</EnglishGCSEHighestPriorAttainment>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
100556	<EnglishGCSEPriorAttainmentYearGroup>1</EnglishGCSEPriorAttainmentYearGroup>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
100561	<MathsGCSEFundingExemption>N</MathsGCSEFundingExemption>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
100562	<EnglishGCSEFundingExemption>N</EnglishGCSEFundingExemption>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
	</PupilCharacteristics>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<PupilStatus>	Each <PupilsNoLongerOnRoll> group contains one and only one <PupilStatus> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100063	<EntryDate>1096-09-03</EntryDate>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

			Term / phase applicability												
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit		
	School census 2017 to 2018 - pupil XML message structure	Cardinality (Note: item level elements occur only once unless otherwise stated)													
100064	<LeavingDate>1101-12-21</LeavingDate>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
100065	<PartTime>>false</PartTime>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
100067	<Boarder>N</Boarder>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
100584	<NCyearLeaving>12</NCyearLeaving>	Only for schools with sixth forms	✓	x	x	x	x	x	x	✓	✓	x	✓	✓	✓
	</PupilStatus>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<Exclusions>	Each <PupilsNoLongerOnRoll> group contains 0..1 <Exclusions> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<TermlyExclusion>	Each <Exclusions> group contains 1..n <TermlyExclusion> groups	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
100087	<Category>LNCH</Category>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
100088	<Reason>RA</Reason>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
100090	<StartDate>1066-10-10</StartDate>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
100093	<Sessions>20</Sessions>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
100580	<SENprovision>A</SENprovision>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</TermlyExclusion>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</Exclusions>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2017 to 2018 - pupil XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
	<HomeInformation>	For schools with sixth forms, each <PupilsNoLongerOnRoll> group contains one and only one <HomeInformation> group	✓	x	x	x	x	x	x	✓	✓	x	✓
	<Address>	Each <HomeInformation> group contains 1..n <Address> groups	✓	x	x	x	x	x	x	✓	✓	x	✓
100121	<PostCode>ZZ99 9XX</PostCode>		✓	x	x	x	x	x	x	✓	✓	x	✓
100586	<UniquePropertyReferenceNumber>123456789102</UniquePropertyReferenceNumber>	0..1 (voluntary collection)	✓	x	x	x	x	x	x	✓	✓	x	✓
	</Address>		✓	x	x	x	x	x	x	✓	✓	x	✓
	</HomeInformation>		✓	x	x	x	x	x	x	✓	✓	x	✓
	<Attendance>	Each <PupilsNoLongerOnRoll> group contains one and only one <Attendance> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	EITHER <TermlyAttendance>	Each <Attendance> group contains 0..1 <TermlyAttendance>. group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100228	<SessionsPossible>120</SessionsPossible>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100230	<SessionsAuthorised>6</SessionsAuthorised>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
100231	<SessionsUnauthorised>0</SessionsUnauthorised>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

School census 2017 to 2018 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
		</TermlyAttendance>	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	OR	<TermlyAttendance>	Each <Attendance> group contains 0..1 <TermlyAttendance>. group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓
100228		<SessionsPossible>120</SessionsPossible>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓
		<SessionDetails>	Each <TermlyAttendance> group contains one and only one <SessionDetails> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓
		<SessionDetail>	Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	✓	✓	x	✓	✓	✓	✓	✓	✓
100518		<AttendanceReason> </AttendanceReason>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓
100233		<AbsenceSessions>6</AbsenceSessions>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓
		</SessionDetail>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓
		</SessionDetails>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓
		</TermlyAttendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓
	EITHER	<SummerHalfTerm2Attendance>	Each <Attendance> group contains 0..1 <SummerHalfTerm2Attendance> group	✓	x	x	x	✓	✓	✓	✓	✓	✓
100228		<SessionsPossible>80</SessionsPossible>		✓	x	x	x	✓	✓	✓	✓	✓	✓
100230		<SessionsAuthorised>6</SessionsAuthorised>		✓	x	x	x	✓	✓	✓	✓	✓	✓
100231		<SessionsUnauthorised>0</SessionsUnauthorised>		✓	x	x	x	✓	✓	✓	✓	✓	✓

School census 2017 to 2018 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
		</SummerHalfTerm2Attendance>	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	OR	<SummerHalfTerm2Attendance>	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
100228		<SessionsPossible>80</SessionsPossible>	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
		<SessionDetails>	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
		<SessionDetail>	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
100518		<AttendanceReason> </AttendanceReason>	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
100233		<AbsenceSessions>6</AbsenceSessions>	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
		</SessionDetail>	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
		</SessionDetails>	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
		</SummerHalfTerm2Attendance>	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
		</Attendance>	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
		<LearningAims>	✓	x	x	x	x	x	x	✓	✓	x	✓

			Term / phase applicability											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
	School census 2017 to 2018 - pupil XML message structure	Cardinality (Note: item level elements occur only once unless otherwise stated)												
	<LearningAim>	Each <LearningAims> group contains 1..n <LearningAim> groups	✓	x	x	x	x	x	x	✓	✓	x	✓	
100599	<QN>Z9999999</QN>		✓	x	x	x	x	x	x	✓	✓	x	✓	
100600	<SCC>0088</SCC>		✓	x	x	x	x	x	x	✓	✓	x	✓	
100256	<LearningStartDate>2014-09-01</LearningStartDate>		✓	x	x	x	x	x	x	✓	✓	x	✓	
100257	<LearningPlannedEndDate>2016-06-29</LearningPlannedEndDate>		✓	x	x	x	x	x	x	✓	✓	x	✓	
100258	<LearningActualEndDate>2016-05-22</LearningActualEndDate>	Each <LearningAim> group contains 0..1 <LearninAimActualEndD ate> item	✓	x	x	x	x	x	x	✓	✓	x	✓	
100478	<LearningAimStatus>2</LearningAimStatus>		✓	x	x	x	x	x	x	✓	✓	x	✓	
100508	<CoreAim>true</CoreAim>		✓	x	x	x	x	x	x	✓	✓	x	✓	
100552	<PartnerUKPRN>12345678</PartnerUKPRN>		✓	x	x	x	x	x	x	✓	✓	x	✓	
100550	<LearningAimWithdrawalReason>98</LearningAimWithdrawalReason>		✓	x	x	x	x	x	x	✓	✓	x	✓	
199585	<Traineeship>true</Traineeship>		✓	x	x	x	x	x	x	✓	✓	x	✓	
	</LearningAim>		✓	x	x	x	x	x	x	✓	✓	x	✓	
	</LearningAims>		✓	x	x	x	x	x	x	✓	✓	x	✓	
	</PupilNoLongerOnRoll>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	
	</PupilsNoLongerOnRoll>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	
	</Pupils>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Annex C Census collection dates and data periods

Autumn	Spring	Summer
Census day <ReferenceDate> 05/10/2017	Census day <ReferenceDate> 18/01/2018	Census day <ReferenceDate> 17/05/2018
Term dates Start of the autumn term (from 01/08/2017) to 31/12/2017	Term dates 01/01/2018 to Easter Sunday 01/04/2018	Term dates Easter Monday 02/04/2018 to 31/07/2018
Free school meal eligibility Periods of eligibility for free school meals with: (a) An FSM eligibility start date and no FSM eligibility end date; or, (b) An FSM eligibility end date since the previous census, that is, on or after 19/5/2017 and up to and including the autumn census day (05/10/2017)	Free school meal eligibility Periods of eligibility for free school meals with: An FSM eligibility Start Date and no FSM Eligibility end date; or, An FSM eligibility end date since the previous census, that is, on or after 06/10/2017 and up to including the spring census day (18/01/2018)	Free school meal eligibility Periods of eligibility for free school meals with: (a) An FSM eligibility start date and no FSM eligibility end date; or, (b) An FSM eligibility end date since the previous census, that is on or after 19/01/2018 and up to including the summer census day (17/05/2018)
	Learner support (bursary funding for 16-19 year olds) Any bursaries awarded since the beginning of the 2017 to 2018 academic year (from 01/08/2017) to students who are either on roll or off roll on census day of 18 January 2018	Learner support (bursary funding for 16-19 year olds) Any bursaries awarded since the beginning of the 2017 to 2018 academic year (from 01/08/2017) to students who on are either on roll or off roll on census day of 17 May 2018

Autumn	Spring	Summer
Termly exclusions 01/01/2017 to Easter Sunday 16/04/2017	Termly exclusions Easter Monday 17/04/2017 to 31/08/2017	Termly exclusions 01/09/2017 to 31/12/2017
Termly attendance First half of the summer term From Easter Monday 17/04/2017 to the Sunday 28/05/2017 before spring bank holiday	Termly attendance Start of the autumn term (from 01/08/2017) to 31/12/2017	Termly attendance 01/01/2018 to Easter Sunday 01/04/2018
Summer second half term attendance From spring bank holiday Monday 29/05/2017 to 31/07/2017		

Autumn	Spring	Summer
<p>Post-16 learning aims</p> <p>For the current academic year covering the period from 1 August 2017 for pupils with a status of 'C' (current - single registration) or 'M' (current main - dual registration) who have been on roll and in actual national curriculum year group 12 or above</p> <p>For the previous academic year covering the period from 1 August 2016 to 31 July 2017 inclusive for pupils who were on roll at any point during this period in actual national curriculum year group 12 or above. Learning aims are only required for those pupils with a pupil status of 'C' (current - single registration) or 'M' (current main - dual registration) at the time of the learning aims</p>		

Annex D Pupil ages and dates of birth

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

- as attendance data is collected in arrears, validation for the termly data collected in the three school census collections and the annual data collected for special schools in the autumn school census will use the age as at 31 August 2016 for the autumn census and from 31 August 2017 for the spring and summer census collections.
- all other data use the dates from 31 August 2017

Age at 31 August		
Age	DOB for attendance in autumn census	DOB for attendance in spring and summer census
Pupil aged 5 and over	DOB is on or before 2011-08-31	DOB is on or before 2012-08-31
Pupil aged 6 or over	DOB is on or before 2010-08-31	DOB is on or before 2011-08-31
Pupil aged 12 and over	DOB is on or before 2004-08-31	DOB is on or before 2005-08-31
Pupil aged between 5 and 15	DOB is between 2000-09-01 and 2011-08-31 inclusive	DOB is between 2001-09-01 and 2012-08-31 inclusive
Pupil aged between 12 and 25	DOB is between 1990-09-01 and 2004-08-31 inclusive	DOB is between 1991-09-01 and 2005-08-31 inclusive
Pupil aged between 12 and 20	DOB is between 1995-09-01 and 2004-08-31 inclusive	DOB is between 1996-09-01 and 2005-08-31 inclusive
Pupil aged between 16 and 18	DOB is between 1997-09-01 and 1999-08-31 inclusive	DOB is between 1998-09-01 and 1999-08-31 inclusive
Pupil age under 20	DOB is on or after 1996-09-01	DOB is on or after 1997-09-01
Pupil age under 25	DOB is on or after 1991-09-01	DOB is on or after 1992-09-01
Pupil aged less than 3	DOB is on or after 2013-09-01	DOB is on or after 2014-09-01
Pupil aged 2	DOB is between 2013-09-01 and 2014-08-31 inclusive	DOB is between 2014-09-01 and 2015-08-31 inclusive
Pupil aged 3	DOB is between 2012-09-01 and 2013-08-31 inclusive	DOB is between 2013-09-01 and 2014-08-31 inclusive
Pupil aged 4	DOB is between 2011-09-01 and 2012-08-31 inclusive	DOB is between 2012-09-01 and 2013-08-31 inclusive

Age at 31 August		
Age	DOB for attendance in autumn census	DOB for attendance in spring and summer census
Pupil aged 5	DOB is between 2011-09-01 and 2011-08-31 inclusive	DOB is between 2011-09-01 and 2012-08-31 inclusive
Pupil aged 6	DOB is between 2009-09-01 and 2010-08-31 inclusive	DOB is between 2010-09-01 and 2011-08-31 inclusive
Pupil aged 7	DOB is between 2008-09-01 and 2009-08-31 inclusive	DOB is between 2009-09-01 and 2010-08-31 inclusive
Pupil aged 8	DOB is between 2007-09-01 and 2008-08-31 inclusive	DOB is between 2008-09-01 and 2009-08-31 inclusive
Pupil aged 9	DOB is between 2006-09-01 and 2007-08-31 inclusive	DOB is between 2007-09-01 and 2008-08-31 inclusive
Pupil aged 10	DOB is between 2005-09-01 and 2006-08-31 inclusive	DOB is between 2006-09-01 and 2007-08-31 inclusive
Pupil aged 11	DOB is between 2004-09-01 and 2005-08-31 inclusive	DOB is between 2005-09-01 and 2006-08-31 inclusive
Pupil aged 12	DOB is between 2003-09-01 and 2004-08-31 inclusive	DOB is between 2004-09-01 and 2005-08-31 inclusive
Pupil aged 13	DOB is between 2002-09-01 and 2003-08-31 inclusive	DOB is between 2003-09-01 and 2004-08-31 inclusive
Pupil aged 14	DOB is between 2001-09-01 and 2002-08-31 inclusive	DOB is between 2002-09-01 and 2003-08-31 inclusive
Pupil aged 15	DOB is between 2000-09-01 and 2001-08-31 inclusive	DOB is between 2001-09-01 and 2002-08-31 inclusive
Pupil aged 16	DOB is between 1999-09-01 and 2000-08-31 inclusive	DOB is between 2000-09-01 and 2001-08-31 inclusive
Pupil aged 17	DOB is between 1998-09-01 and 1999-08-31 inclusive	DOB is between 1999-09-01 and 2000-08-31 inclusive
Pupil aged 18	DOB is between 1997-09-01 and 1998-08-31 inclusive	DOB is between 1998-09-01 and 1999-08-31 inclusive

Annex E Post-16 learning aims

Please note: This section has not been fully updated. The department is in the process of merging the QWS and Section 96 databases, with this work set to conclude in 2017. A full review of this annex is not possible until that time and, once concluded, a revised annex will be included within a new version of this document. Where this specification refers to a qualification reference, the abbreviation 'QN' is used for 'Qualification Number' as this reflects the terminology used on the OFQUAL register and the Section 96 database (please see (b) below). QWS will be updated with this terminology once QWS and Section 96 have merged but has retained the term 'QAN' for files until this development is completed. This guide reflects this position at time of writing.

(a) Additional guidance

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

This does not form part of the census specification.

The autumn 2017 data collection will be based on the May 2017 software release of the school MIS system. We would advise schools to begin recording details of the sixth form qualifications they will be providing in the 2017-18 academic year during June / July 2017. This will greatly ease the burden of recording student qualification details in the autumn.

(b) Examination timetable

Using the 2016 cycle as indicative, a normal timetable for Level 3 examinations would be:

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

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

The regulation of qualifications is initiated by awarding organisations and the department updates QWS on an event driven basis. To ensure that all available qualifications are available for data providers, these are added to QWS up until the

census collection period commences. Therefore, it is important that the latest possible version of QWS is used for the census download. Should you have any queries regarding the approval of qualifications for delivery to 16-19 students please visit the [section 96 website for the latest version and to check for updates in 'Latest News'](#).

(c) QAN data

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

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

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

Field	Field Type	Field Description
EffectiveTo	A10	Date qualification is effective until – that is, date until which it should be available in MISs
LastUpdated	A10	Date the record was last updated

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

Pease note: For the 2016 to 2017 annex the term ‘Disc code was replaced with ‘Subject Classification Code’ in line with QWS and Section 96 merge. Since this development is not yet complete, the field is described here as ‘Discount Code’ for clarity.

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

(i) Updating the QAN table

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

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

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

Unitary awarding body (UAB) base data files.

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

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

(ii) Base data file types

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

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

- S Syllabus definitions
- O Option definitions
- C Component definitions
- L Option / Component link file

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

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

Where:

a = any alphanumeric or underscore character

n = any numeric character

The option definitions file contains data of relevance.

(iii) Option definition file

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

Position	Description	Size	Comments
1	Data type	1A	'O' for option
2	Record type	1N	'5' for details record
3 - 8	Option entry code	6A	
9 - 14	Syllabus code	6A	
15 - 18	Exam type: qualification (certification)	4A	
19 - 21	Exam type: level (certification)	3A	
22	Exam type item	1A	
23 - 26	Exam type: qualification (unit)	4A	
27 - 29	Exam type: level (unit)	3A	
30	Exam type: process	1A	
31 - 34	QCA classification code	4A	See note 1 below table
35 - 42	QCA accreditation number	8A	See note 2 below table
43 - 78	Option title	36A	
79	Fee defined	1A	'Y' or 'N' (if 'N' then next field is not defined)
80 - 84	Examination fee	5N	In pence right justified with leading zeroes
85 - 88	First forecast grade gradeset	4A	Left justified with trailing spaces.
89 - 92	Second forecast grade gradeset	4A	Left justified with trailing spaces.
93	Result type	1A	
94 - 97	First grade or result gradeset	4A	Left justified with trailing spaces.
98 - 101	Second grade or result gradeset	4A	Left justified with trailing spaces.
102 - 105	Endorsement to first grade or result gradeset	4A	
106 - 109	Endorsement to second grade or result gradeset	4A	
110 - 113	Maximum mark or UMS	4N	

Position	Description	Size	Comments
114 - 115	Number of components	2N	The number of components associated with this option via the link file (a safeguard)
116 - 117	End of line marker	2A	ASCII 13, ASCII
<p><u>Table Notes:</u></p> <ol style="list-style-type: none"> 1. Base data file "QCA Classification Code" is equivalent to "DiscCode" in QAN table 2. Base data file "QCA Accreditation Number" is equivalent to "QAN" in QAN table 			

(iv) Importing UAB base data files

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

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

(a) The QAN table and subject hierarchy

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

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

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

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

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

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

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

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

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

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

(v) School QAN list

For individual establishments, only a small minority of all the potential qualifications will be provided to their pupils in any one year. It is suggested that, for each academic year, schools identify those qualifications that they will be providing. This would allow a school to use the restricted list when identifying qualifications for individual students. It would also allow a potentially burdensome exercise to be carried out prior to an academic year, at a time that is convenient to the school. (We would advise schools to begin recording details of the sixth form qualifications they will be providing in the 2016/17 academic year during June / July 2016).

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

(vi) Date defaults

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

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

(vii) Entry validations

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

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

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

(viii) Timescales

It is suggested that schools produce their school QN list, for the 2015/16 academic year, in the preceding summer term (the list must be editable to allow the addition of qualifications, most obviously due to unforeseen re-takes and / or re- sits) and also because, exceptionally, some new qualifications may only appear on the QWS list after the beginning of September.

(a) Student QAN list

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

Initial values and inter field relationships

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

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

(ix) Maintenance changes and inter field relationships

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

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

(x) Additional functionality

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

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

(xi) Tiered system for presentation of QANs - Example

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

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

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

❺ List of relevant QANs - Example data only

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

5 List of relevant QANs - Example data only

10044450	110	AAD	LEAP	0008	OCR Advanced GCE in Applied Science (Double Award) (Revised NQF Level)	Applied Science	01/08/05	31/08/18	31/08/19	01/08/05	31/07/19	2.1	2	3
10050097	111	AS	LEAP	0008	AQA Advanced Subsidiary GCE in Applied Science (Revised NQF Level)	Applied Science	01/08/05	31/08/16	31/08/18	01/08/05	31/07/18	2.1	2	3
10050103	111	ASD	LEAP	0008	AQA Advanced Subsidiary GCE in Applied Science (Double Award) (Revised NQF Level)	Applied Science	01/08/05	31/08/16	31/08/18	01/08/05	31/07/18	2.1	2	3
10050115	111	AA	LEAP	0008	AQA Advanced GCE in Applied Science (Revised NQF Level)	Applied Science	01/08/05	31/08/17	31/08/18	01/08/05	31/07/18	2.1	2	3
10050127	111	AAD	LEAP	0008	AQA Advanced GCE in Applied Science (Double Award) (Revised NQF Level)	Applied Science	01/08/05	31/08/17	31/08/18	01/08/05	31/07/18	2.1	2	3

* AB (Awarding Body)

103 Edexcel (Pearson Education Ltd)

110 OCR

111 AQA (Assessment and Qualifications Alliance)

** Qualification Type

AA GCE A Level

AAD Applied GCSE Double Award

AS GCE AS level

ASD Applied GCE AS level Double Award

Annex F School level collection schedule

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
School characteristics module																										
200001	LA number	LEA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200636	Departmental establishment number	Estab	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200039	School name	SchoolName	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200638	School phase	Phase	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200670	Type of school	SchoolType	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200675	Maximum year group	HighestNCyear	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200689	Minimum year group	LowestNCyear	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200014	Intake type	Intake	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200015	Governance	Governance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200022	School email address	Email	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200118	School telephone number	PhoneNo	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
200030	Special school organisation	Accommodation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
200031	Maximum day pupils	MaxDayPupils	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	
200032	Maximum boarding pupils	MaxBoarders	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	
200033	Minimum age - boys	MinMaleAge	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	
200036	Maximum age - boys	MaxMaleAge	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	
200034	Minimum age - girls	MinFemaleAge	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	
200035	Maximum age - girls	MaxFemaleAge	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	
200667	School SEN type (as used in school census)	SpecialSchoolType	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	
200023	Child mother indicator	ChildMothers	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	
200354	Teenage mother places	TeenMotherPlaces	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	
200024	Childcare facilities indicator	ChildcarePlaces	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	
Primary admissions appeals module																										
200139	Primary admissions appeals lodged	Lodged	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	
200140	Primary admissions appeals withdrawn	Withdrawn	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	
200141	Primary admissions appeals heard by independent	Heard	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit			
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	
	admissions committee																										
200142	Primary admissions appeals heard by independent admissions committee – decided in parent's favour	Upheld	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
200143	Primary admissions appeals heard by independent admissions committee - rejected	Rejected	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
Infant admission appeals module																											
200139	Infant admissions appeals lodged	Lodged	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
200140	Infant admissions appeals withdrawn	Withdrawn	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
200141	Infant admissions appeals heard by independent admissions committee	Heard	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
200142	Infant admissions appeals heard by independent admissions committee - decided in parent's favour	Upheld	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
200143	Infant admissions appeals heard by independent admissions committee -	Rejected	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
	rejected																									
Secondary admission appeals module																										
200139	Secondary admissions appeals lodged	Lodged	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
200140	Secondary admissions appeals withdrawn	Withdrawn	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
200141	Secondary admissions appeals heard by independent admissions committee	Heard	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
200142	Secondary admissions appeals heard by independent admissions committee – decided in parent’s favour	Upheld	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
200143	Secondary admissions appeals heard by independent admissions committee - rejected	Rejected	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
Pupil reconciliation module																										
200169	Part-time pupils not at school	PartTimeNotIn	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
200170	Private study pupils	PrivateStudy	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
200171	Pupils at another school	AtOtherSchool	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
200172	Pupils on work experience	WorkExperience	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x
200173	Pupils at FE colleges	FEcollege	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x
Class information module																										
200185	Class reference name	ClassName	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
200190	No of teachers in the class	Teachers	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
200191	No of adult non-teachers in the class	NonTeachers	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
200560	Class year group	YearGroup	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
200552	Class type	ClassType	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x
200562	Class key stage	KeyStage	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x
200195	Class activity	ClassActivity	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x
200201	No of pupils from the host school in the class	HomePupils	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
200202	No of pupils from other schools in the class	GuestPupils	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
Miscellaneous module																										
200147	Free school meals taken	FreeMealsTaken	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
200664	Childcare on site	OnSite	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200672	Signposting off-site childcare provision	ChildcareSignposting	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200662	Type of childcare	TypeOfChildcare	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200336	Opening time	OpeningTime	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200337	Closing time	ClosingTime	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200666	Childcare places	NoOfChildcarePlaces	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200659	Childcare provider	ChildcareProvider	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200661	Other schools	OtherSchools	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
200660	Childcare number of weeks open	ChildcareWksOpen	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x

Annex G Pupil level collection schedule

Please read in conjunction with Section 4.4.

On = Pupils on Roll

Off = Pupils off Roll

B = All Pupils - both on and off roll

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
Pupil identifiers module																										
100001	Unique pupil number (UPN)	UPN	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100016	ULN	UniqueLearnerNumber	x	x	x	x	x	x	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100002	Pupil's former UPN	FormerUPN	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100003	Pupil surname	Surname	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100004	Pupil forename	Forename	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100006	Pupil middle names	MiddleNames	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100011	Pupil preferred surname	PreferredSurname	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100009	Pupil former surname	FormerSurname	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100008	Pupil gender	Gender	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100007	Pupil date of birth	DOB	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Pupil characteristics module																										
100563	Ethnicity	Ethnicity	x	On	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
100047	Language code	Language	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
100601	Proficiency in English	ProficiencyInEnglish	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*
100588	Pupil nationality	Nationality	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
100589	Pupil country of birth	CountryofBirth	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
100484	Free school meal eligibility start date	FSMstartDate	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
100485	Free school meal eligibility end date	FSMendDate	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
200634	Country of UK	UKcountry	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
100538	School lunch taken	SchoolLunchTaken	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
100488	Youth support services agreement indicator	YSSA	*	*	*	*	*	*	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
100330	Service children in education indicator	ServiceChild	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*
100609	Funded hours ³	FundedHours	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
100606	Extended childcare hours	ExtendedHours	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
100607	30-hour code	ThirtyHourCode	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
100608	Disability access fund indicator	DAFIndicator	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
100610	Hours at setting ⁴	HoursAtSetting	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
100418	Unit contact time pupil	UnitContactTimePupil	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	On	*	
100559	Early years pupil premium eligibility	EYPPE	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*

³ Not collected from Non-maintained Special Schools and CTCs

⁴ Not collected from Non-maintained Special Schools and CTCs

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit			
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	
100560	Early years premium basis of funding	EYPPBF	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	On	x	x	On	x	x	On	x		
100491	Learner support code	SupportCode	x	x	x	x	x	x	x	x	x	x	B	B	x	B	B	x	B	B	x	B	B	x	B	B	
100511	Top up funding indicator	TopUpFunding	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
100587	Post looked after arrangements	PLAA	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
100541	Planned learning hours	QualHrs	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
100543	Planned employability, enrichment and pastoral hours	Non_qualHrs	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
100521	Full-time employment indicator	FTEmp	x	x	x	x	x	x	x	x	x	x	x	x	On	x	x	On	x	x	On	x	x	On	x	x	
100553	Maths GCSE highest prior attainment	MathsGCSEHighestPriorAttainment	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
100554	Maths GCSE prior attainment year group	MathsGCSEPriorAttainmentYearGroup	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
100555	English GCSE highest prior attainment	EnglishGCSEHighestPriorAttainment	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
100556	English GCSE prior attainment year group	EnglishGCSEPriorAttainmentYearGroup	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
100561	Maths GCSE funding exemption	MathsGCSEFundingExemption	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
100562	English GCSE funding exemption	EnglishGCSEFundingExemption	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
Pupil status module																											
100060	Pupil enrolment status	EnrolStatus	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100325	Class type (v2)	TypeOfClass	x	x	x	On	On	On	x	x	x	x	x	x	x	x	x	On	On	On	x	x	x	x	x	x	
100063	Pupil date of entry	EntryDate	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100064	Pupil date of leaving	LeavingDate	x	x	x	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
100065	Pupil part-time indicator	PartTime	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100067	Pupil boarder indicator	Boarder	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100583	Pupil's actual national curriculum year group	NCyearActual	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100584	Pupil's actual national curriculum year group on leaving	NCyearLeaving	x	x	x	x	x	x	x	x	x	x	x	x	Off	x	x	Off	x	x	x	x	x	Off	x	x
SEN module																										
100580	Pupil SEN provision (formerly stage)	SENprovision	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100080	Pupil SEN type ranking	SENtypeRank	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	On	x	x	On	x	x
100547	Pupil SEN type	SENtype	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	On	x	x	On	x	x
100075	Member of SEN unit (sometimes called special class) indicator	SENunitIndicator	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	x	x	x	x	x	x	x
100076	Member of resourced provision indicator	ResourcedProvisionIndicator	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	x	x	x	x	x	x	x
Termly exclusions module																										
100087	Exclusion category	Category	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100088	Exclusion reason	Reason	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100090	Exclusion start date	StartDate	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100093	Exclusion actual number of sessions	Sessions	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100580	Pupil SEN provision (formerly stage)	SENprovision	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
Home information module																										
100121	Postcode ⁵	PostCode	On	On	On	On	On	On	On	On	On	On	On	On	B	On	On	B	On	On	On	On	On	B	On	On
100586	Unique property reference number ⁶	UniquePropertyReferenceNumber	On	On	On	On	On	On	On	On	On	On	On	On	B	On	On	B	On	On	On	On	On	B	On	On
100103	Secondary address object number	SAON	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100109	Primary address object number	PAON	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100115	Street	Street	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100116	Locality	Locality	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100117	Town	Town	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100118	Administrative area	AdministrativeArea	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100119	Post town	PostTown	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100128	Address line 1	AddressLine1	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100129	Address line 2	AddressLine2	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100130	Address line 3	AddressLine3	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100131	Address line 4	AddressLine4	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
100132	Address line 5	AddressLine5	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Termly attendance module																										
100228	Possible sessions	SessionsPossible	*	*	*	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B

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

⁶ Voluntary collection

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
100230	Sessions missed due to authorised absence	SessionsAuthorised	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100231	Sessions missed due to unauthorised absence	SessionsUnauthorised	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100518	Attendance codes	AttendanceReason	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
100233	Number of sessions missed	AbsenceSessions	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Summer second half term attendance module																										
100228	Possible sessions	SessionsPossible	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x
100230	Sessions missed due to authorised absence	SessionsAuthorised	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x
100231	Sessions missed due to unauthorised absence	SessionsUnauthorised	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x
100518	Attendance codes	AttendanceReason	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x
100233	Number of sessions missed	AbsenceSessions	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x
Post-16 learning aims module																										
100599	Qualification number	QN	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
100600	Subject classification code	SCC	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
100256	Learning aim start date	LearningStartDate	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
100257	Learning aim planned end date	LearningPlannedEndDate	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
100258	Learning aim actual end date	LearningActualEndDate	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
100478	Learning aim status	LearningAimStatus	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
100508	Core Aim	CoreAim	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
100552	Partner UKPRN	PartnerUKPRN	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
100550	Learning aim withdrawal reason	LearningAimWithdrawalReason	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
100585	Traineeship	Traineeship	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	

Annex H Errata

This errata lists all changes to the document from the baselined version (Version 1_0) onwards.

Version	Changes made	Author / date
1.0	<p>All dates rolled forward.</p> <p>To clarify provision, PRU has been changed to PRU / AP</p> <p>1.3 – Data privacy – added. Whilst not a technical change, this matches the information in the Guide and may be of benefit to suppliers.</p> <p>1.7.1 New data items:</p> <p>(a) Extended childcare hours – added</p> <p>(b) 30-hour code – added</p> <p>(c) Disability access fund indicator – added</p> <p>(d) Establishment unique reference number – added</p> <p>1.7.2 Existing data items – changes within</p> <p>(a) Annex B</p> <p>(b) Annex G</p> <ul style="list-style-type: none"> • 100075 <SEUnitIndicator> • 100076 <ResourcedProvisionIndicator> <p>(c) General amendment</p> <p>School phase marker [PRU] amended to [PRU / AP]</p> <p>Amended to be termly</p> <ul style="list-style-type: none"> • 100601 <ProficiencyInEnglish> - amended to a spring only collection <p>2 XML header – Data item 200635 <URN> - added</p> <p>2.2 Header structure – amended – Data item 200635 <URN> added</p> <p>3.2.1 (e) Establishment unique reference number – added</p> <p>3.7 (b) – School childcare – amended – note added to</p>	Phil Dent 01/02/2017

	<p>clarify the use of 24 hour clock for opening and closing times</p> <p>4.3 – Outline data contend – amended – Annual attendance removed</p> <p>4.3.2 (c) – Proficiency in English – amended – statement regarding initial autumn collection removed</p> <p>4.3.2 (j) – Funded hours – amended – note added to confirm that funded hours are now recorded to two decimal places – that is: actual hours and minutes</p> <p>4.3.2 (k) - Extended childcare hours – added</p> <p>4.3.2 (l) - 30-hour code – added</p> <p>4.3.2 (m) - Disability access fund indicator – added</p> <p>4.3.2 (n) - Hours at setting – amended – note added to clarify hours and minutes now used</p> <p>4.3.6 – Home information – amended – text clarified to confirm UPRN is voluntary</p> <p>4.3.9 – Annual Attendance – module deleted</p> <p>7.3 – Selected time on census day – amended – note added to clarify that the 24 hour clock is used for times within the census</p> <p>7.5 – XML generic file naming convention – amended – number of digits clarified</p> <p>Annex B</p> <ul style="list-style-type: none"> • Annual attendance module - deleted • Data item 100075 <SENunitIndicator> - amended – now for all terms • Data item 100076 <ResourcedProvisionIndicator> - amended – now for all terms • Data item 100601 <ProficiencyInEnglish> - amended – for spring collection only • Data item 100378 <ExtendedChildcare> - added 	
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	<ul style="list-style-type: none"> • Data item 100379 <ThirtyHourCode> - added • Data item 100380 <DAFIndicator> - added <p>Annex E Various amendments to clarify use of QN vs QAN and Discount Code vs Subject Classification Code</p> <p>Annex G</p> <ul style="list-style-type: none"> • Annual attendance module - deleted • Data item 100601 <ProficiencyInEnglish> - amended – for spring collection only • Data item 100075 <SENUnitIndicator> - amended – now for all terms • Data item 100076 <ResourcedProvisionIndicator> - amended – now for all terms • Data item 100378 <ExtendedChildcare> - added • Data item 100379 <ThirtyHoursCode> - added • Data item 100380 <DAFIndicator> - added • Data item 100586 <UniquePropertyReferenceNumber> - amended – footnote added to confirm voluntary collection 	
1_1	<p>1.7.2 (d) – Change to two decimal places – added – to confirm that <FundedHours> is now recorded to 2 decimal places</p> <p>3.2.1 (e) – Establishment unique reference number – amended – text deleted for clarity</p> <p>4.3.2 (j) – Funded hours – amended – note added to confirm that 2 decimal places is not actual time. Data item number amended to 100609 (RFC 935 refers)</p> <p>4.3.2 (k) - Extended childcare hours – amended – note added to confirm that 2 decimal places is not actual time. Also, clarification added that non-working parents may be able to claim up to 25 hours of funded childcare (10 hours are discretionary). Data item number amended to 100606 (RFC 935 refers)</p> <p>4.3.2 (l) – 30-Hour code – amended – data item number</p>	Phil Dent 01/03/2017

corrected to 100607

4.3.2 (n) - Hours at setting – amended – note added to confirm that 2 decimal places is not actual time. Also, clarity that where extended childcare is claimed, the discretionary 10 hours are not eligible. Data item number amended to 100610 (RFC 935 refers)

4.3.2 (m) – Disability access fund indicator – amended – dates of birth clarified. Data item number corrected to 100608

4.3.2 (x) – Maths and English GCSE prior attainment – amended – grade code references amended from A*-C / 9-4 to 'good pass'

Annex A:

- Data item 200552 – amended – Cardinality note added for clarity
- Data item 200562 – amended – Cardinality note added for clarity
- Data item 200195 – amended – Cardinality note added for clarity

Annex B:

- Data item 100291 – amended – decimal point amended to two (from one) and data item number amended to 100610 (RFC 935 refers)
- Data item 100290 – amended – data item number amended to 100609 (RFC 935 refers)
- Data item 100378 – amended – data item number corrected to 100606 (RFC 935 refers)
- Data item 100379 – amended – data item number corrected to 100607 (RFC 935 refers)
- Data item 100380 – amended – data item number corrected to 100608 (RFC 935 refers)

	<p>Annex G:</p> <ul style="list-style-type: none"> • Data item 100291 – amended – data item number amended to 100610 (RFC 935 refers) • Data item 100290 – amended – data item number amended to 100609 (RFC 935 refers) • Data item 100378 – amended – data item number corrected to 100606 (RFC 935 refers) • Data item 100379 – amended – data item number corrected to 100607 (RFC 935 refers) • Data item 100380 – amended – data item number corrected to 100608 (RFC 935 refers) 	
1_2	<p>4.3.2 (j) – funded hours – amended – note added to clarify that this funding is available for pupils until they enter compulsory education.</p> <p>4.3.2 (k) – Extended childcare hours – amended – text strengthened to clarify that this element is for a sub-set of the same pupils that receive funded hours, that is: 3 and 4-year-olds. Note added that this funding is available until they enter compulsory education.</p> <p>4.3.2 (m) – Disability access fund indicator – amended – table amended to mirror the one at 4.3.2 (k) to provide consistency</p> <p>Annex B:</p> <ul style="list-style-type: none"> • Data item 100608 – amended – example code corrected from ‘Y’ to ‘1’ <p>Cardinality confirmed as 0..1 for data items:</p> <ul style="list-style-type: none"> • 100016 • 100002 • 100006 • 100011 • 100009 	Phil Dent 20/03/2017

	<ul style="list-style-type: none">• 100541• 100543• 100067• 100093• 100128• 100129• 100130• 100131• 100132• 100258	
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