Department for Education

School census 2017 to 2018

Guide, version 1.3

October 2017

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Version	Author	Date
1.0	Phil Dent	21 April 2017
1.1	Phil Dent	19 June 2017
1.2	Phil Dent	07 August 2017
1.3	Phil Dent	02 October 2017

1. Introduction

1.1 Purpose of this document

This document is aimed at schools that complete the school census – either directly or via the local authority - so that they:

- understand the purpose and rationale of the school census
- are able to populate their management information systems with the required data at 'School' and 'Pupil' level
- are able to update / maintain their data throughout the year
- are able to complete the 2017 to 2018 school census returns

Please use this document as a handbook for data collected for the purposes of the school census and stored in schools' management information systems (MIS) throughout the year - not just as a guide for census days.

Local authorities may choose to use it directly with their schools, or amend to suit local needs as appropriate. Software suppliers may also find it a useful reference document.

1.1.1 Where should early years provision be recorded? [Not for: Middle-deemed primary, middle-deemed secondary and secondary] [Spring census only]

Schools with onsite early years **funded** provision make their return via **EITHER** the school census **OR** the early years census**, BUT NOT BOTH**. This paragraph confirms which census is used to return data on children receiving **funded** early education (that is: early education funded under the universal free 15 hours and the extended childcare 15 hours):

- 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 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** where they are registered pupils of the school (can include 2 year olds if the school's statutory age range covers 2-year-olds); **or**
    - recoded via the **early years census** where they are **not** registered pupils of the school

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

1.1.2 School categories

Different data items are required from specific categories of schools participating in the census. These categories of schools are defined by the school phase returned in the census. The phase is defined in the table below. The statutory age ranges for each individual school are recorded on the 'get information about schools' website – which holds the department's definitive school registration record.

School Phase	Code	Notes
Nursery school	NS	Including those with maintained or direct grant status
Primary	PS	
Middle-deemed primary	MP	
Middle-deemed secondary	MS	
Secondary	SS	
Special	SP	Maintained and non-maintained special schools, including hospital special schools and academy special schools
All-through	AT	Excluding PRU / AP and special schools. All-through schools **must** accommodate both pupils under the age of 7 and over the age of 14
Pupil referral unit / alternative provision (PRU / AP)	PR	This code is used for pupil referral units, AP academies and AP free schools

Pupil referral unit / alternative provision (PRU / AP) establishments are legally defined as schools and references to 'schools' within this document therefore include PRU / AP (comprising pupil referral units, AP academies and AP free schools) establishments as well as all other school types within the scope of the school census. As such, AP academies and AP free schools provide the data required for pupil referral units / alternative provision.

Academy special schools provide the data required for special schools. All other academies (including free schools, university technical colleges (UTCs) and studio schools) provide data appropriate to the phase of education, which relates to the age range of their pupils.

Academies (including free schools, UTCs and studio schools), city technology colleges (CTCs) and non-maintained special schools (NMSS) submit their data direct to the department.

Depending on local arrangements, local authority maintained schools will: either submit data directly to the department; or, local authorities will collate and return the data on their behalf.

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

Registered independent schools do not participate in the school census. Registered independent schools and general hospital schools provide data via the school level annual school census (SLASC) collection.

Alternative provision provided in a setting other than a pupil referral unit, AP academy or AP Free School (PRU / AP) and early years settings (private, voluntary and independent) are not included within school census. Separate requirements and guides are issued for the early years census and alternative provision census.

1.2 Statutory requirement, data sharing and data subject rights

1.2.1 Statutory requirement

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

Putting the school census on a statutory basis:

- 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

1.2.2 Data protection and data sharing

The 'Data Protection Act 1998' established 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, parents and teachers. This includes:

- the right to know the types of data being held

- why it is being held
- to whom it may be communicated

Sections 1.2.2.1 and 1.2.2.2 below provide additional information on two aspects of data protection regulations - namely privacy notices and data security. However, as data controllers in their own right, it is important that schools collect, process and store all data (not just that collected for the purposes of the school census) in accordance with the full requirements of the Data Protection Act. Further information on the Data Protection Act can be found in the Information Commissioners Office (ICO) guide to data protection.

From 25 May 2018, the Data Protection Act will be replaced by the General Data Protection Regulation (GDPR) and it is important that schools and local authorities start planning their approach to GDPR compliance as early as possible in advance of that date. Further information on preparing for the GDPR introduction can be found on the ICO website.

1.2.2.1 Legal duties under the Data Protection Act and the General Data Protection Regulation: privacy notices

Being transparent and providing accessible information to individuals about how you will use their personal data is a key element of the Data Protection Act 1998 (DPA) and the General Data Protection Regulation (GDPR). The most common way to provide this information is in a privacy notice. Please see the Information Commissioner's Office (ICO) website for further guidance on privacy notices.

For schools this means that you must provide clear, accessible privacy notices to inform parents, pupils and staff:

- what data is collected about them
- for what purposes the data is collected
- how the data is used (processed)
- what the lawful basis is for processing
- how long is the data retained
- who the data is shared with
- why the data is shared

The department provides template privacy notices that schools and local authorities may wish to use. However, the notices **must be reviewed and amended** to reflect local needs and circumstances – especially as the school will collect data that is not solely for use within the data collection processes. As such, the privacy notice should contain details of all uses of data within the school which would include, for example, information used locally for pupil achievement tracking and the use of CCTV data where relevant. The privacy notice should also include this link to the gov.uk webpage, which provides information on how the department collects and shares data.

It is recommended that the privacy notice is 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. Whilst 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, the notices have not been amended and they are readily available electronically or in paper format – best practice would be to remind parents of the notices at the start of each term (within any other announcements / correspondence to parents) and it is important that any changes made to the way the school processes personal data are highlighted to data subjects.

1.2.2.2 Legal duties under the Data Protection Act and the General Data Protection Regulation: data security

Schools and local authorities have a (legal) duty under the Data Protection Act and the General Data Protection Regulation to ensure that any personal data they process is handled and stored securely. Further information on data security is available from the Information Commissioners Office.

Where personal data is not properly safeguarded, it could damage your reputation and compromise the safety of individuals. Your responsibility as a data controller extends to those who have access to your data beyond your organisation if working on your behalf, for example if external IT suppliers can remotely access your information. The '10 steps to cyber security' and 'School procurement: selecting a school MIS' pages provide further guidance and advice.

It is vital that all staff with access to personal data understand the importance of protecting it; that they are familiar with your security policy; and that they put security procedures into practice. Therefore, you should provide appropriate initial and refresher training.

Where schools chose to use cloud software services, additional information on handling data securely within such environments can also be found in the DfE guidance on data protection for schools considering cloud software services.

1.2.3 Collection of pupil characteristics from parents / guardians or pupils

Whilst it is not possible for a parent / guardian or an individual pupil to opt out of the school census collection; the following data items:

- ethnicity
- language
- country of birth

- nationality
- service child indicator

must always be reported as declared by the parent / guardian or the pupil (where a pupil is deemed mature enough to have capacity to understand and agree to share their personal data with others).

Further guidance on the collection of these data items is available in section 5.3 and this must be followed in conjunction with the requirements outlined in this section (see sections 1.2.3.1, 1.2.3.2 and 1.2.3.3).

1.2.3.1 Data subject right of refusal

When collecting the data items listed above (see section 1.2.3) from the parent / guardian or pupil, schools **must** ensure that they are made aware of their right to decline to provide data on pupil nationality and country of birth. Where they exercise this right, the information is returned in the census using the code 'refused'.

1.2.3.2 Data subject right of retraction

When collecting data on pupil nationality and country of birth from the parent / guardian or pupil, schools **must** ensure that they are made aware of their right to retract previously submitted data with respect to any nationality or country of birth information returned in a previous census. The parent / guardian or pupil must inform their school of this decision and the school will then update their MIS to show that the data subject has declined to provide this information, using code 'refused'. This will then be transferred to the department within the next school census collection after the update has been made and the department will remove from our systems any information previously collected via the school census on country of birth and nationality.

1.2.3.3 When is it appropriate to collect information direct from a child / pupil?

Information may only be requested directly from a child / pupil where they are deemed mature enough to have capacity to understand and agree to share their personal data with others.

1.3 Structure of the school census

1.3.1 School and pupil levels

The two elements of the school census – 'School' and 'Pupil' – are comprised of modules of data items that relate to a single theme or topic. This allows different combinations of modules to be collected in each termly collection.

1.3.2 Collection (school phase) marker

Each data item has a 'collection (school phase) marker' which indicates the phase(s) each data item applies to, for example: [Not for: Nursery schools], [For: PRU / AP only] or [For: Primary, middle-deemed primary and all-through]. Please note: that [Not for: Nursery schools] refers only to stand alone nursery schools and does not refer to nursery units attached to / included within primary schools.

The marker indicates the relevance of each data item to the school see sections 3.2.1 (school level) and 3.2.2 (pupil level) for full details of data items collected; relevance to school phase and collection periods.

Please note: the school phase marker for 'PRU' has been updated to 'PRU / AP' as this more accurately reflects the type of provision that such establishments deliver.

1.3.3 Used for funding marker

Where a data item contributes to the school's funding calculation, such items are marked **[used for funding]** with this appearing alongside the collection (school phase) marker at 1.3.2 above.

The [used for funding] marker alerts schools that the marked data items need to be especially accurate, given that errors with these items may affect the school's funding.

1.3.4 Snapshot and continuous data [Not for: Nursery schools]

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

- pupil attendance
- exclusions
- bursary funding
- 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. This is important to monitor as, for example, it is unlawful for a head teacher to issue a fixed-period exclusion if it would bring the total amount of fixed-period exclusions received during the school year by a single pupil, irrespective of the numbers of educational establishments attended, to 90 sessions or more.

1.3.5 Three collections a year

Different modules are collected in each termly census. As the school is the data controller for the data to be extracted, the extraction is undertaken on the instruction of the school. This means that the school has to be absolutely clear about which data items are to be extracted, and why.

Your school's management information system (MIS) software will extract the relevant data items for each census based on the school census business and technical specification. However, the school retains responsibility for ensuring that the correct data items are extracted.

Details of the data items required for the 2017 to 2018 school census returns are provided within this document.

Whilst schools remain free to set their own term dates, for data collection purposes, the term times and collection dates are those as stated within this document.

1.4 Changes from 2016 to 2017 school census specifications

1.4.1 New data items

1.4.1.1 Extended childcare hours [Not for: CTC and NMSS] [used for funding]

For three and four-year-old pupils with working parents, this new field records the take-up of the additional 15 hours of childcare, see paragraph 5.3.12 for full details.

1.4.1.2 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 5.3.13 for full details.

1.4.1.3 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 the disability access fund, see paragraph 5.3.14 for full details.

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

This new data item records the establishment unique reference number as held on the department's EduBase system, see paragraph 4.2.3 for full details.

1.4.1.5 2-year-old basis for funding [ALL schools]

This new data item records the basis on which a 2-year-old has been funded, see paragraph 5.3.21 for full details.

1.4.2 Existing data items

1.4.2.1 Pupil level collection

The SEN unit indicator and resourced provision indicator have been amended to be collected each term and the proficiency in English indicator has been amended to a spring collection only.

1.4.2.2 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].

1.4.2.3 Change to decimal places

Funded hours (5.3.11) and hours at setting (5.3.15) have changed from recording hours to one decimal place to recording hours to two decimal places. Please note: this is decimal of hours and therefore does not record hours and minutes. A conversion table can be found in section 8.

2. Completing the school census

2.1 Census dates

Every school – see paragraph 1.1.1 above - in England has a statutory duty to complete the census each term. Where schools operate six term years, the census collection is every other term.

The 2017 to 2018 census dates are:

- autumn census - first Thursday in October - 05 October 2017
- spring census - third Thursday in January – 18 January 2018
- summer census - third Thursday in May – 17 May 2018

It should be noted that a census cannot be loaded onto the department's COLLECT system without a relevant census date being entered. This is to prevent the inadvertent submission of previous census information.

2.2 Unusual circumstances

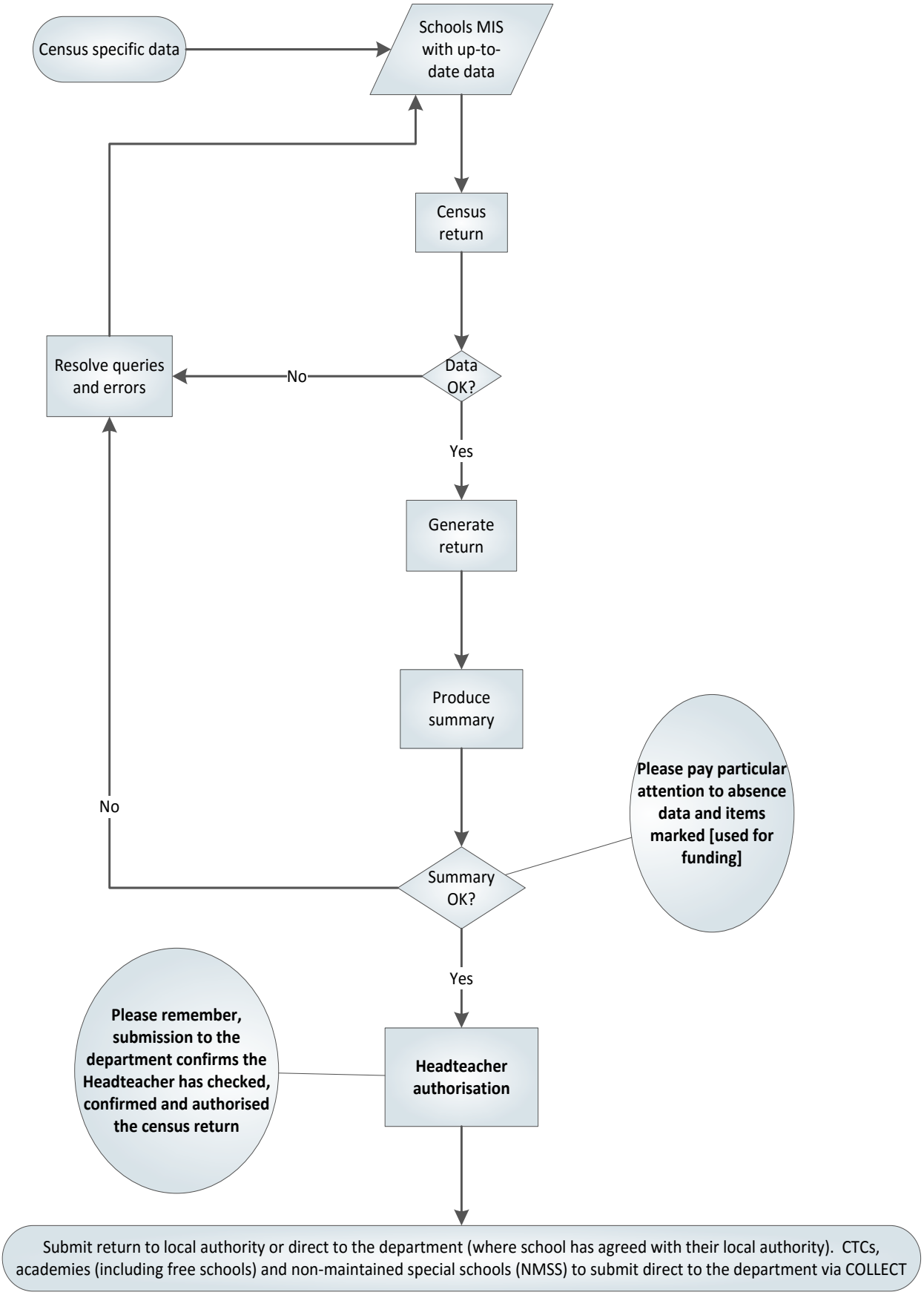
Where unusual circumstances affect census day – such as:

- severe weather conditions
- religious observances

schools may find that the numbers of pupils and / or staff who are not present on that day are abnormally high. Where 'free school meals taken' or 'school lunches taken' are affected, a day and time when the situation is regarded as normal is to be selected. Schools / local authorities may interpret this literally as the next normal day or as an earlier day in census week or the previous Thursday, if that reflects the normal situation. Where other days / times are used, schools must record these for audit purposes.

2.3 Process diagram

The following process diagram shows the steps taken to produce, check, authorise and submit each census return. Please note: the submission of the return to the department presumes that the headteacher has checked and authorised the return. It is vital that the data submitted is accurate, as errors may affect funding.


Census specific data
Schools MIS with up-to-date data
Census return
Data OK?
No
Resolve queries and errors
Yes
Generate return
Produce summary
Summary OK?
No
Please pay particular attention to absence data and items marked [used for funding]
Yes
Please remember, submission to the department confirms the Headteacher has checked, confirmed and authorised the census return
Headteacher authorisation
Submit return to local authority or direct to the department (where school has agreed with their local authority). CTCs, academies (including free schools) and non-maintained special schools (NMSS) to submit direct to the department via COLLECT

2.4 Update school MIS with current data

The individual school characteristics and pupil records for the census are automatically extracted by your MIS, although some elements may not be able to be manually edited.

Whilst your software undertakes data validation, it is possible that:

- missing pupils
- missing excluded pupils
- exclusions data for those no longer on roll
- incorrect data

may not flag up any errors or queries. It is essential that all relevant pupil data has been entered and updated in your system before the school census return is created. Integrated software systems should allow the automatic extraction of information on exclusions and classes as taught - where the relevant data has previously been entered - but, where necessary, the information can be keyed directly into the school census return. **[Not for: Nursery schools]**

Individual data will be included in the return for the following pupils and you should ensure that all relevant data for them is maintained and up-to-date.

Autumn census (October)	**Spring census (January)**	**Summer census (May)**
• All pupils on the register on census day • Any additional pupils subject to any type of exclusion in the 2017 spring term **[Not for: Nursery schools]** • Any additional pupils who attended the school in the previous term (2017 summer term) for which termly attendance information	• All pupils on the register on census day • Any additional pupils subject to any type of exclusion in the 2017 summer term **[Not for: Nursery schools]** • Any additional pupils who attended the school in the previous term (2017 autumn term) for which termly attendance information is required	• All pupils on the register on census day • Any additional pupils subject to any type of exclusion in the 2017 autumn term **[Not for: Nursery schools]** • Any additional pupils who attended the school in the previous term (2018 spring term) for which termly attendance information is required

Autumn census (October)	Spring census (January)	Summer census (May)
is required **[Not for: Nursery schools]** • Any additional pupils who attended the school in the previous academic year (2016-17) for which learning aims are submitted **[For: Secondary, all-through and PRU / AP only]**	**[Not for: Nursery schools]** • Any additional pupils awarded a bursary since the start of the 2017-18 academic year **[Not for: Nursery schools, primary and middle]**	**[Not for: Nursery schools]** • Any additional pupils awarded a bursary since the start of the 2017-18 academic year **[Not for: Nursery schools, primary and middle]**

2.4.1 Census day information

Information is to be provided for all pupils on the school's admission register (in accordance with:

- Regulation 5 of the Education (Pupil Registration) (England) Regulations 2006
- The Education Act 1996 - section 434 (1), (3), (4) & (6) and section 458 (4) & (5)
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010
- The Education (Pupil Registration) (England) (Amendment) Regulations 2011
- The Education (Pupil Registration) (England) (Amendment) Regulations 2013
- Departmental advice on attendance

specifying the information that a school's admission register should hold.

Paragraph 2 of the 2011 Regulations amends paragraph 8 of the 2006 Regulations and specifies the circumstances under which a pupil can be removed from the register, for example:

- registration at another school
- written notification of parental intention to educate at home

- long term absence (four weeks or more) where both the school and local authority have failed after reasonable enquiry to locate the pupil

The 2013 regulations also require that the pupils name be provided.
School sixth forms are **not** permitted to remove students between years 12 and 13 because of poor AS level results.

The count on census day includes all pupils whose enrolment status is:

- 'C' (current - single registration at this school) **[ALL schools]**
- 'M' (current main - dual registration) **[ALL schools]**
- 'S' (current subsidiary - dual registration) **[ALL schools]**
- 'F' (FE college) where pupil is registered with the PRU / AP but is taught for the majority of their teaching time at the FE college **[For: PRU / AP only]**
- 'O' (other provider) where pupil is registered with the PRU / AP but is taught for the majority of their teaching time by the other alternative provision provider (which is not a school) **[For: PRU / AP only]**

The count excludes any pupil whose enrolment status is 'G' (guest - pupil not registered at the school but attending some sessions or lessons).

Please note the following:

- children of service families registered at the school on census day are no different to any other pupil registered at the school and will have an enrolment status of:
- 'C' (current)
- 'M' (dual main)
- 'S' (dual subsidiary)

provided that the pupil is registered at the school on census day, they are included in the school's return.

- traveller children can be registered at one or more schools and will have an enrolment status of:
- 'C' (current)
- 'M' (dual main)
- 'S' (dual subsidiary)

provided that the pupil is registered at the school on census day, they are included in the school return.

A pupil would normally be dually registered if they were:

- registered at a mainstream school (main school) but considered to need specialist support by attending a special school (subsidiary school) on a regular basis and are also registered at the special school
- registered at a mainstream school (main school) but, because of, for example, behavioural problems, the pupil is also required to attend a PRU / AP (subsidiary school) for part of each week and is also registered at the PRU / AP
- registered at a special school or a PRU / AP (main school) but also attending another mainstream school (subsidiary school) on a regular basis as part of preparation for return to the mainstream school

Where a pupil is no longer on the admissions register at your school on census day, you must **NOT** record the pupil as being on roll on census day.

2.4.2 Learner support code [Not for: Nursery schools, primary or middle-deemed primary]

The learner support code relates to the government's bursary fund to help the most vulnerable 16-19 year olds in full-time education. Data is collected in the spring and summer census only for 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. Full details are at paragraph 5.3.18 below.

2.4.3 Attendance and exclusions data [Not for: Nursery schools]

Schools are to provide termly attendance data for any pupils aged 4 to 15 years who were on roll for one or more session(s) during the term for which data are collected.

Exclusions data is also provided for any pupils who were subject to any exclusion during the period for which data are collected.

Attendance and exclusions data is required for pupils who are no longer on roll on census day. For these pupils, the following modules / data items are collected and are retained on the MIS even though the pupil is no longer on roll:

- for attendance – the pupil status (excluding pupil enrolment status) and pupil identifiers modules are collected and it is important, for example, that pupil date of leaving is complete
- for exclusions - the pupil status (excluding pupil enrolment status) and pupil identifiers modules are collected

See paragraph 5.8 for termly attendance

2.4.4 School identifiers [ALL schools]

The EduBase unique reference number (URN) together with the departmental school number are required as school identifiers. The departmental number is comprised of a three-digit local authority number and a four-digit establishment number to provide the 'LA / Estab' number.

It is essential that the 'URN' and 'LA / Estab' numbers are correct and up to date. Any error (including the provision of an old value of either the local authority (LA) or establishment ('Estab') numbers) is likely to lead to the rejection of your return by the department. **If you are in any doubt about these numbers, please check.** Maintained schools should check with their local authority with other schools using EduBase. However, all schools are able to access EduBase should they wish.

2.4.5 Error 130

Where a school triggers error 130 during data input, they must check that they have correctly entered the school establishment number and phase of education. Where this is verified, the school must use the note pad function to confirm that the number is correct.

This error checks the school establishment number against the school phase of education. Where a school has a number that falls outside the expected range – or the phase of education has been incorrectly entered - the error will trigger.

2.5 Census specific data

Depending on their local arrangements and software systems, schools may need to manually complete some modules when completing the census return for example exclusions and attendance **[Not for: Nursery schools]**. Details of which data items are required for the school census collections are given in section 3.

2.6 Validation

Census data is used for / by:

- **funding purposes**
- underpins the analyse school performance (ASP) system and the performance tables
- departmental policy divisions
- other government departments
- local authorities
- external agencies

- educational researchers
- informs published national statistics

As such, **data accuracy is highly important**.

Local authorities and the department expect zero errors on the census return. The only exception to this is where a technical issue generates an error that cannot be fixed or circumvented and an agreement has been reached between local authorities and the department that, where such an error arises, it is acceptable.

Schools' MIS software report most validation errors and queries. Where the department makes late changes to validations, commercial software suppliers may not be able to include such changes in their software releases. There are also some validation checks that are only produced within the department's COLLECT system (for example, term on term checks) where a school may see an 'error on load' even though nothing is shown when validated in the MIS. The department aims to keep such differences and any late changes to an absolute minimum.

When the data is validated for the school census, a validation **error** is generated when data rules are broken. For example:

- an 'illegal character' (one which falls outside XML strictures) is entered
- a value may be out of range
- totals do not add up correctly

Validation errors **must** be corrected.

A validation **query** is reported where the data is unusual or unexpected and reflects a potential inaccuracy or omission in the underlying data in the schools' MIS or entry on the census form. For example: where no pupils are reported as having special educational needs; or where there is a probability of data being omitted - such as permanent exclusions, of which many schools may genuinely have had none in the previous school year.

Queries reported by MIS software must be investigated. Local authorities or the department will interrogate queries and it is essential to investigate them, amend data as necessary, or provide suitable notepad explanations in COLLECT.

2.7 Generating the school census return and data checks

This guide should be read in conjunction with the documentation provided by your software supplier and, for local authority maintained schools, any specific school census user guide available from your local authority.

Your software supplier is likely to have drawn up a ‘data entry specification’ listing all the pupil data that must be entered into your system if the records within your school census return are to be complete and correct. If you have not seen this specification, please contact your local authority for advice. If you do not take MIS / ICT support from the local authority, please contact your software supplier direct.

Your software may contain a series of ‘data checks’ which will help you to identify and correct errors and inconsistencies in your data prior to generating your school census return. Please follow this process carefully as it will substantially reduce the number of validation errors in your return and the associated work needed to resolve these.

Although data checks are very important, you cannot assume that successful completion of them guarantees that all the necessary data is present and that your school census return is correct. The absence of any validation errors or queries also does not guarantee a successful return. You must ensure that you have fully entered into your system all information required by the data entry specification.

The code values for data items listed in section 3 are shown in sections 7 (school level) and 8 (pupil level) and will reflect the values contained in the data file which the software prepares for transmission to your local authority and / or the department. Whilst the department will endeavour to update guidance where there are any changes to codesets, the definitive list of codesets is available in the common basic data set CBDS.

2.8 School summary

The census return software automatically generates a summary of the data within the school census return. As the return itself is too large to be viewed in its entirety, the school summary fulfils a number of purposes:

- to allow school staff preparing the return to visually check accuracy and completeness before passing it to the head teacher
- to allow the head teacher authorising the return to check accuracy and completeness before submitting the return to the local authority and / or the department. Please note: the school summary report contains information about persistent absenteeism. **[Not for: Nursery schools]** This is the school’s only opportunity to check its census data before it is used by the department for funding purposes and published in performance tables
- where the summary report is forwarded to the local authority it allows them to check the return from the school and provides the department with assurance that the return has been subject to an element of data checking by the school and local authority
- it is strongly recommended that the summary report is inspected carefully with particular attention paid to:

- those sections that might reveal evidence that some individual pupil data was not entered on to the system prior to generating the return:
    - free school meal eligibility
    - the number of pupils with SEN
    - data items marked [used for funding]
- absence data – this element should be thoroughly checked

A comparison against the summary reports of the previous term or year will highlight any anomalous data between the respective census collections. It is vital for a school to check the accuracy of data in this summary report as it is this data that is submitted to the department as an accurate reflection of the situation in the school on census day.

As different data items are submitted in each census, the contents of the school summary report changes for each termly census.

2.9 Authorisation by headteacher

The headteacher is responsible for the review and authorisation of census data, prior to submission to the local authority or direct to the department.

Authorisation by the headteacher confirms that the data submitted to the local authority or department is accurate and correct.

The act of submitting the data to the department, directly by:

- academies
- free schools
- non-maintained special schools
- city technology colleges

or via the local authority for maintained schools, automatically confirms the return as authorised by the headteacher.

Local authorities and schools can implement further authorisation methods, such as printing and signing the summary report to satisfy local audit purposes, should they wish.

2.10 Submitting the school census

Queries regarding the submission process are directed to the department's service desk. Queries are raised by the completion of a data collection service request form. Please note: the service desk have five working days to provide a response to such queries.

2.10.1 Maintained schools

Following the head teacher' authorisation, the census return is made available to the local authority or the department as appropriate. Maintained schools will consult with their local authority on local arrangements for this process and confirm the deadline for provision of the return. The deadline must allow sufficient time for the local authority to discuss (and resolve) any queries about the data with the school before submitting it to the department.

2.10.2 Academies, city technology colleges, free schools and non-maintained special schools

Following the head teacher's authorisation, the census return is submitted directly to the department via the COLLECT system.

2.10.3 School census return dates

The deadline for all school census returns to reach the department is provided in the table below.

Data collection	Census day	Deadline for returns
Autumn census	Thursday 5 October 2017	Wednesday 1 November 2017
Spring census	Thursday 18 January 2018	Wednesday 14 February 2018
Summer census	Thursday 17 May 2018	Wednesday 13 June 2018

3. Preparation – data items required

Most of the data collected in the school census is that which a well-managed school would be expected to use for its own purposes. The majority of data items maintained within a school's MIS on an event driven basis.

Data items collected in the 2017 to 2018 school census are grouped into modules as follows:

School level (section 4)	**Pupil level (section 5)**
School characteristics	Pupil identifiers
Miscellaneous Please note: The free school meals element (within Miscellaneous) is**: [Not for: PRU / AP]**	Pupil characteristics
	Pupil status
	Special educational needs
	Exclusions **[Not for: Nursery schools]**
	Home information Please note: The collection of the unique property reference number is voluntary
	Termly attendance: Autumn Census **[Not for: Nursery schools]** Spring and Summer Censuses **[Not for Nursery schools]**
	Post 16 Learning Aims **[Not for: Nursery schools, primary, middle-deemed and special schools]**

Schools are encouraged to review the data items collected in the school census before the start of the academic year 2017 to 2018 to ensure information is entered correctly within their MIS.

Codesets for individual data items are given in sections 7 (pupil level) and 8 (school level).

3.1 Quotation marks

Whilst the school's management information system is configured to manage double and single quotation marks, the use of such characters can cause issues once the data has left the school. As such, where possible, schools are requested not to use quotation marks [(“) and (‘)] in their normal course of business.

Whilst this will have little impact within the MI system, this will assist the department when the data is transferred to the department via the COLLECT system.

3.2 What will be collected when?

3.2.1 School Level

The table below shows the school level data items collected in the autumn, spring and summer census collections. The “✓” mark signifies that the data item is required and the “✗” mark that it is not. Further information about the data items is given in section 4.

Title	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
Local authority number	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Departmental establishment number	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Unique reference number	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
School name	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
School phase	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Type of school	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Maximum year group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Minimum year group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Intake type	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Governance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
School email address	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
School telephone number	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Special school organisation	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×
Maximum day pupils	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×
Maximum boarding pupils	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×
Minimum age - boys	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×

Title	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
Maximum age - boys	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×
Minimum age - girls	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×
Maximum age - girls	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×
School SEN type (as used in school census)	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×
Child mother indicator	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×
Teenage mother places	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×
Childcare facilities indicator	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	✓	×
Primary admissions appeals lodged	×	×	×	×	✓	×	×	✓	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
Primary admissions appeals withdrawn	×	×	×	×	✓	×	×	✓	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
Primary admissions appeals heard by independent admissions committee	×	×	×	×	✓	×	×	✓	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
Primary admissions appeals heard by independent admissions committee – decided in parent's favour	×	×	×	×	✓	×	×	✓	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
Primary admissions appeals heard by independent admissions committee - rejected	×	×	×	×	✓	×	×	✓	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
Infant admissions appeals lodged	×	×	×	×	✓	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×

Title	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
Infant admissions appeals withdrawn	×	×	×	×	✓	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
Infant admissions appeals heard by independent admissions committee	×	×	×	×	✓	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
Infant admissions appeals heard by independent admissions committee - decided in parent's favour	×	×	×	×	✓	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
Infant admissions appeals heard by independent admissions committee - rejected	×	×	×	×	✓	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
Secondary admissions appeals lodged	×	×	×	×	×	×	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
Secondary admissions appeals withdrawn	×	×	×	×	×	×	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
Secondary admissions appeals heard by independent admissions committee	×	×	×	×	×	×	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
Secondary admissions appeals heard by independent admissions committee – decided in parent's favour	×	×	×	×	×	×	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
Secondary admissions appeals heard by independent admissions committee - rejected	×	×	×	×	×	×	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
Part-time pupils not at school	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
Private study pupils	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×

Title	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
Pupils at another school	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
Pupils on work experience	×	×	×	×	×	×	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
Pupils at FE colleges	×	×	×	×	×	×	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
Class reference name	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
No of teachers in the class	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
No of adult non-teachers in the class	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
Class year group	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
Class type	×	×	×	×	✓	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
Class key stage	×	×	×	×	✓	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
Class activity	×	×	×	×	✓	×	×	×	×	×	×	×	×	×	×	×	✓	×	×	×	×	×	×	×
No of pupils from the host school in the class	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
No of pupils from other schools in the class	×	×	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×	×	×	×
Free school meals taken	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	×	×
Type of childcare	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
Childcare on site	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×

Title	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
Signposting off-site childcare provision	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
Opening time	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
Closing time	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
Childcare places	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
Childcare provider	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
Other schools	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×
Childcare number of weeks open	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×	×	✓	×

3.2.2 Pupil level

The table below shows the individual pupil level data items collected in the autumn, spring and summer census collections. “On” signifies that the data item is required for pupils on roll on census day; “Off” for those no longer on roll on census day but for whom some data is required; “B” for all pupils, both those on and off roll. The “×” mark means not required for the census. Further information about the data items is given in section 5.

Title	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
Unique pupil number (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
ULN	×	×	×	×	×	×	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Pupil's former 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
Pupil 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
Pupil 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
Pupil middle names	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 preferred surname	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Pupil former 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
Pupil gender	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Pupil date of birth	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Ethnicity	×	On	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×
Language code	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Proficiency in English	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×
Pupil nationality	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 country of birth	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Free school meal eligibility start date	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Free school meal eligibility end date	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Country of UK	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
School lunch taken	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On

Title	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
Youth support services agreement indicator	×	×	×	×	×	×	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Service children in education indicator	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×
Funded hours	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Extended childcare hours	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
30-hour code	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Disability access fund indicator	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Hours at setting	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
2-year-old funding basis	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×
Unit contact time pupil	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	On	×
Early years pupil premium eligibility	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×
Early years premium basis of funding	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×
Learner support code	×	×	×	×	×	×	×	×	×	×	B	B	×	B	B	×	B	B	×	B	B	×	B	B
Top up funding indicator	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Post looked after arrangements	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Planned learning hours	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×
Planned employability, enrichment and pastoral hours	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×
Full-time employment indicator	×	×	×	×	×	×	×	×	×	×	×	×	On	×	×	On	×	×	×	×	×	On	×	×
Maths GCSE highest prior attainment	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×

Title	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
Maths GCSE prior attainment year group	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×
English GCSE highest prior attainment	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×
English GCSE prior attainment year group	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×
Maths GCSE funding exemption	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×
English GCSE funding exemption	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×
Pupil enrolment status	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Class type (v2)	×	×	×	On	On	On	×	×	×	×	×	×	×	×	×	On	On	On	×	×	×	×	×	×
Pupil date of entry	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 date of leaving	×	×	×	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off
Pupil part-time indicator	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 boarder indicator	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's actual national curriculum year group	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Pupil's actual national curriculum year group on leaving	×	×	×	×	×	×	×	×	×	×	×	×	Off	×	×	Off	×	×	×	×	×	Off	×	×
Pupil SEN provision (formerly stage)	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Pupil SEN type ranking	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×
Pupil SEN type	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×	×	On	×
Member of SEN unit (sometimes called special class) indicator	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	×	×	×	×	×	×

Title	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
Member of resourced provision indicator	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	×	×	×	×	×	×
Exclusion category	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Exclusion reason	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Exclusion start date	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Exclusion actual number of sessions	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Pupil SEN provision (formerly stage)	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
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
Unique property reference number[1]	On	On	On	On	On	On	On	On	On	On	On	On	B	On	On	B	On	On	On	On	On	B	On	On
Secondary address object number	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Primary address object number	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
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
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
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
Administrative area	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Post 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
Address line 1	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Address line 2	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On

[1] Voluntary collection

Title	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
Address line 3	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Address line 4	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Address line 5	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Possible sessions	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	×	B	B	B	B	B
Sessions missed due to authorised absence	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	×	B	B	B	B	B
Sessions missed due to unauthorised absence	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	×	B	B	B	B	B
Attendance codes	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	×	B	B	B	B	B
Number of sessions missed	×	×	×	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	×	B	B	B	B	B
Possible sessions (summer half term)	×	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×
Sessions missed due to authorised absence (summer half term)	×	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×
Sessions missed due to unauthorised absence (summer half term)	×	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×
Attendance codes (summer half term)	×	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×
Number of sessions missed (summer half term)	×	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×	B	×	×
Qualification number	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×
Subject classification code	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×
Learning aim start date	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×

Title	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
Learning aim planned end date	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×
Learning aim actual end date	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×
Learning aim status	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×
Core Aim	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×
Partner UKPRN	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×
Learning aim withdrawal reason	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×
Traineeship	×	×	×	×	×	×	×	×	×	×	×	×	B	×	×	B	×	×	×	×	×	B	×	×

4. School level

4.1 Survey reference date [ALL schools]

The survey reference dates (in the format yyyy-mm-dd) are:

- 2017-10-05 for the autumn census
- 2018-01-18 for the spring census
- 2018-05-17 for the summer census

These are automatically generated by your MIS, but ought to be variable to allow for alternative dates where there are special circumstances (as described in section 2.1).

4.2 School characteristics module

All data items are maintained on an event driven basis.

4.2.1 Local authority (LA) number [ALL schools] [used for funding]

A three-digit code that identifies a particular local authority. The local authority number identifies each local authority responsible for maintained education. The local authority numbers can be found at codeset D00004 in the common basic data set (CBDS).

4.2.2 Departmental establishment number [ALL schools] [used for funding]

The departmental establishment number is a four-digit reference number allocated to each school. Whilst the 'estab' number is unique within each local authority area, it is only truly unique when used in combination with the local authority number (LA / Estab).

You can check your departmental establishment number by accessing EduBase.

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

The URN records the 6-digit establishment unique reference number as held on the department's EduBase system. This assists in the identification of establishments.

4.2.4 School name [ALL schools] [used for funding]

In full, including the word 'School', 'College', 'Academy' or 'Free School' where this is part of the school's full name.

4.2.5 School phase [ALL schools] [used for funding]

This code indicates the phase of education offered by your school. Schools select the phase that is appropriate to them, as different data items are required in the school census from different phases of schools.

Academies use the phase appropriate to their establishment number. Traditional sponsor-led academies (those with establishment numbers in the range of 6905-6999) select secondary or all-through. Establishment number ranges for each phase are given in the table below.

School phase	Code	Establishment number range	Notes
Nursery	NS	1000-1099, 1800-1899, 6000-6899	Includes those with maintained or direct grant status
Primary	PS	2000-3999, 5200-5299, 5940-5949, 6000-6899	
Middle (deemed primary)	MP	2000-3999, 5200-5299, 5940-5949, 6000-6899	
Middle (deemed secondary)	MS	4000-4999, 5400-5499, 5900-5939, 6000-6899	
Secondary	SS	4000-4999, 5400-5499, 5900-5939, 6000-6899, 6900-6999	Includes city technology colleges
All-through	AT	**The following number may NOT be used:**1000-1099, 1100-1150, 1800-1899, 5950-5999, 7000-7999	For schools that make provision for pupils aged under 7 and over 14. Excludes PRU / AP and special schools

School phase	Code	Establishment number range	Notes
Special	SP	5950-5999, 6000-6899, 7000-7999	Maintained and non-maintained special schools, including hospital special schools and academy special schools
Pupil referral unit / alternative provision (AP)	PR	1100-1150, 6000-6899	This code is used for pupil referral units, AP academies and AP free schools

4.2.6 Type of school [ALL schools] [used for funding]

This code indicates which type of educational establishment the school is (see codeset in section 7).

[Not for: PRU / AP]
All academies are recorded on the school census with school type '49' (academies). This means that any 'maintained schools' which have converted to an academy or have become a 'sponsor led' academy must update their school type to '49' (academies) in their MIS.

[For: PRU / AP]
Local authority maintained PRUs use school type '54' (local authority maintained pupil referral unit) whilst AP academies and AP free schools use type '49' (academies).

4.2.7 Maximum year group [ALL schools]

This is the highest year group for which the school customarily makes provision. Exceptional pupils / situations (for example, 'held back') do not influence this value (see codeset in section 7).

4.2.8 Minimum year group [ALL schools]

This is the lowest year group for which the school customarily makes provision. Exceptional pupils / situations (for example, 'early entry') do not influence this value (see codeset in section 7).

4.2.9 Intake type [ALL schools]

This code denotes the policy for admitting pupils to the establishment and is decided by the school or in conjunction with the local authority.

Where the school has no specific criteria for offering a place then ‘COMP’ (comprehensive) is recorded. This denotes comprehensive in the sense: ‘of broad scope’, which includes pupils being in a certain catchment distance area from the school.

Where a school has more than one criterion for offering a place (such as, it is a catholic grammar school) only one intake type is recorded. The school must designate one criterion as ‘main’ and use this in the census even where criterions are considered equally weighted.

4.2.10 Governance [ALL schools]

The governance field records the school’s governance as indicated on the establishment’s ‘Instrument of Governance’.

Please note that all academies are recorded on the school census with governance of ‘CA’. Any ‘maintained schools’ which have converted to an academy or have become a ‘sponsor led’ academy must update their governance to ‘CA’ in their MIS.

4.2.11 School email address [ALL schools]

The e-mail address for official communications must be present and include the character ‘@’. The email address provided must be for an account that is used on a regular basis and one that is accessible to the head teacher, such as, ‘head@’ or ‘office@’. This would not normally be an email address that identifies a particular individual by name. This email address may be used for future departmental correspondence.

4.2.12 School telephone number [ALL schools]

This is the main school telephone number that is used for official purposes - please ensure the entire number is recorded (including the area code).

4.2.13 Special school organisation [For: Special only]

This denotes whether the school provides accommodation for mainly day pupils, mainly boarding pupils or is a hospital school.

4.2.14 Maximum day pupils [For: Special only] [spring only]

The maximum number of day pupils for whom the school is approved to make a provision.

4.2.15 Maximum boarding pupils [For: Special only] [spring only]

The maximum number of boarding pupils for whom the school is approved to make a provision.

4.2.16 Minimum age – boys [For: Special only] [spring only]

The minimum age for which the school is approved to make a provision for boys.

4.2.17 Minimum age – girls [For: Special only] [spring only]

The minimum age for which the school is approved to make a provision for girls.

4.2.18 Maximum age - boys [For: Special only] [spring only]

The maximum age for which the school is approved to make a provision for boys.

4.2.19 Maximum age - girls [For: Special only] [spring only]

The maximum age for which the school is approved to make a provision for girls.

4.2.20 School SEN type [For: Special only] [spring only]

The type of special need for which the school is formally approved to make provision (see codeset in section 7).

4.2.21 Child mother indicator [For: PRU / AP only]

Indicates whether the PRU / AP makes provision for child mothers.

4.2.22 Teenage mother places [For: PRU / AP only]

Pupil referral units submit the number of places available for teenage mothers at the PRU / AP in census week.

4.2.23 Childcare facilities indicator [For: PRU / AP only]

Indicates whether the PRU / AP has childcare facilities.

4.3 Admission appeals modules [Not for: Nursery schools, special or PRU / AP] [spring only]

Figures on admission appeals are collected (in the spring census only), from schools that were responsible for their own appeals, relating to appeals against applicants having not received a requested offer of a place for 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 (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.

Recent academy converters (including a conversion of an existing school into a sponsored academy) complete the module as long as they converted before spring census day, 18 January 2018.

Only appeals that are the responsibility of the school's governing body are included. However, where a school has contracted another agency, such as their home local authority, to administer their admissions appeals process, as long as the school's governance code is 'VA', 'FO' or 'CA', the school still complete the module. Where your school operates arrangements jointly with other schools, your return will include appeals for your school only.

The module has three elements as detailed in paragraphs 4.3.1 to 4.3.3 below.

4.3.1 Primary admissions appeals

This module collects information about admissions appeals from primary schools (or the primary years of an all through school). These are required from schools in the spring census with the phase and governance of:

Phase	Governance
PS - primary	VA - voluntary aided
MP - middle-deemed primary	FO - foundation
AT - all-through	CA - academy

Primary and middle-deemed primary schools are to provide information on all of their appeals in this module. All through schools must provide information in this module on all their admissions appeals that relate to entry into years' reception to six inclusive.

Please note: infant admissions appeals data are also contained within the primary admissions appeals data.

Please see paragraph 4.4 for the elements to be returned.

4.3.2 Infant admission appeals

This module collects information about admissions appeals from schools that have infant classes. It is a subset of the primary figure provided in the module described in 4.3.1. These are required from schools in the spring census with the phase and governance of

Phase	Governance
PS - primary AT - all-through	VA - voluntary aided FO - foundation CA - academy

Infant is defined as 'NC year Actual' equals 'Reception', 1 and 2 (inclusive). All-through schools **must** complete this module as long as they teach one or more of these years.

Primary and all-through schools include their admission appeals figures for infants both in the infant and in the primary admissions appeals modules.

Please see paragraph 4.4 for the elements to be returned for admissions appeals.

4.3.3 Secondary admissions appeals

This module collects information about admissions appeals from secondary schools (or the secondary years of an all through school). These are required from schools in the spring census with the phase and governance of:

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

Middle-deemed secondary and secondary schools are to provide information on all of their appeals in this module.

All through schools must provide information in this module on all of their admissions appeals that relate to entry into years 7 upwards.

Appeals relating to sixth forms and 14-19 schools are included within the secondary admission appeals module. As such, any appeals for year 12 and above are included within this module.

Please see paragraph 4.4 for the elements to be returned.

4.4 Details of the admissions appeals figures to be returned [Not for nursery schools, special or PRU / AP].

Information is required on the number of appeals:

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

4.4.1 Admission appeals lodged [Not for: Nursery schools, special or PRU / AP]

Total number of admission appeals lodged by parents between March 2017 and August 2017 inclusive against non-admission to the school for the start of the academic (admission) year beginning September 2017.

Appeals lodged as ‘refusal to admit for academic year 2017/18’ are included as long as the appeal was lodged before the 1 September 2017. This will include:

- appeals lodged prior to 1 September, where the hearing and / or decision took place after that date
- appeals not pursued to the hearing stage, and those not resolved
- appeals that did not reach a hearing because a place became available (at your school or another) which was accepted by parents

Note the number of admissions appeals withdrawn (4.4.2) and heard (4.4.3) should normally be a subset of the number of appeals lodged.

4.4.2 Admission appeals withdrawn

Total number of the above-heard admission appeals withdrawn by parents before reaching an independent appeals panel (a panel set up by the governors in accordance with The School Admissions (Appeals Arrangements) (England) Regulations 2012. Again, this figure will include appeals that did not reach a hearing because a place became available and was accepted by the parents.

4.4.3 Admission appeals heard by independent admission appeals panel

Total number of the above lodged admission appeals heard by an independent appeals panel. This figure is then split into those decided in parent's favour (4.4.4) and rejected (4.4.5).

4.4.4 Admission appeals heard by independent admission appeals panel - decided in parent's favour

Total number of the heard admission appeals decided in the parent's favour by an independent appeals panel.

4.4.5 Admission appeals heard by independent admission appeals panel - rejected

Total number of the heard admission appeals rejected by an independent appeals panel.

4.5 Pupil reconciliation module [Not for: Nursery schools, special or PRU / AP] [spring only]

The purpose of this reconciliation is to check that the number of registered pupils for whom the return contains individual pupil data is consistent with the number of pupils reported in classes as taught - after allowing for the fact that some registered pupils may not have been in class at the selected time.

To enable the pupil reconciliation to be carried out the software will ask you to enter the number of pupils in each of the following groups:

- pupils engaged in private study at the selected time
- pupils attending another school at the selected time
- pupils attending FE college **[Not for: Primary or middle-deemed primary]**

- pupils attending work experience **[Not for: Primary or middle-deemed primary]**

The software will then execute the reconciliation and generate an error message if pupil numbers do not agree. The reconciliation consists of the following calculation:

- number of pupils from this school scheduled to be in the class at the selected time summed over all classes as taught
- **plus,** pupils engaged in private study at the selected time
- **plus,** pupils from this school who were part time pupils not scheduled to be in attendance at the school at the selected time
- **plus,** pupils attending another school at the selected time

must equal:

number of pupils on roll on census day for whom individual pupil data have been provided (not including any guest pupils).

4.6 Class information module [Not for: Nursery schools, special or PRU / AP] [spring only]

Details are required of all classes running at the selected time on census day (18 January 2018). 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, where 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. The 'selected time' is based on the last digit of a school's departmental establishment number as follows:

Code	Descriptor
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

Where the selected time is not appropriate to the school timetable: where the selected time is when the whole school or a large proportion of the school is in an assembly with the head teacher; schools can choose an hour / period that reflects a 'normal' class situation that applies at the selected time each Thursday of the term (see paragraph 2.1). Do not record unusual situations (such as class amalgamation or school closure) which may have occurred on census day due, for example, to staff training or absence, severe weather conditions or religious observances.

Any group of pupils receiving instruction outside the normal class framework at the selected time, including pupils in an SEN unit or special class, are treated as a separate ‘class as taught’ unless this is an atypical or temporary arrangement.

4.6.1 Infant class guidance [For: Primary and all-through schools only]

The School Admissions (Infant Class Sizes) (England) Regulations 2012 limits the size of an infant class during an ordinary teaching session to 30 pupils per schoolteacher. Infant classes are those in which the majority of children turn 5, 6 or 7 during the course of the school year (reception and key stage 1 classes).

Primary and all-through schools with infant classes are asked to ensure that the selected period is one in which their infant classes are engaged in an ordinary teaching session. An ordinary teaching session does not include school assembly or any other school activity usually conducted with large groups of children such as:

- PE / games
- music
- singing
- drama
- watching television
- listening to the radio

Where, at the time of the count, infant class children would be involved in such an activity, the count is deferred to the next ordinary teaching session. This change of selected time is enacted for all classes in the school, not just the infant classes.

Any primary or all-through school that appears to have infant classes (reception and / or KS1) in breach of the legal class size limit of 30 pupils per single school teacher (as a result of teachers being on PPA time, those reporting classes with ‘excepted activities’ or any other circumstances) will be contacted by the department for further details. An explanation or the ‘exception reason’ will be sought. Where necessary, the Secretary of State has the power to direct schools to comply.

The School Admissions (Infant Class Sizes) (England) Regulations 2012 prescribe certain limited circumstances in which pupils may be admitted as exceptions to the infant class size limit. These exceptions are:

- children admitted outside the normal admissions round with a statement of special educational needs / education health and care plan specifying a school

- looked after children and previously looked after children admitted outside the normal admissions round
- children admitted, after initial allocation of places, because of a procedural error made by the admission authority or local authority in the original application process
- children admitted after an independent appeals panel upholds an appeal
- children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance (the local authority has to confirm that the child qualifies under this category)
- children of UK service personnel admitted outside the normal admissions round
- children whose twin or sibling from a multiple birth is admitted otherwise than as an excepted pupil
- children with special educational needs who are normally taught in a special educational needs unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school

These children will remain an ‘excepted pupil’ for the time they are in an infant class or until the class numbers fall back to the current infant class size limit.

4.6.2 Class reference name [Not for: Nursery schools, PRU / AP and special]

This records the class name with space for 30 characters.

4.6.3 Number of teachers in the class [Not for: Nursery schools, PRU / AP and special]

The number of teaching staff taking the class. Include all qualified or unqualified teachers - exclude those wholly or mainly providing support to individual pupils.

4.6.4 Number of adult non-teachers in the class [Not for: Nursery schools, PRU / AP and special]

The number of education support-staff present in the class. Include teaching assistants, special needs support staff, minority ethnic pupils support staff, and other education support staff. Exclude non-teaching staff wholly or mainly providing support to individual pupils.

4.6.5 Class year group [Not for: Nursery schools, PRU / AP and special]

The curriculum followed by the class and hence the values of the national curriculum (NC) year groups for pupils in the class, rather than their dates of birth. Mixed year groups are those containing pupils from more than one NC year group.

The presence of the odd pupil who has been held back or advanced a year, and so is of a different chronological age to the rest of the class, does not render the class as a mixed year group class (see codeset in section 7).

4.6.6 Class type [For: Primary and all-through only]

Indicates whether a class is a designated 'nursery class'. A 'nursery class' is one designated as such by the local authority - any class not so designated is counted as an 'other' (O) class even if it contains nursery-age pupils.

4.6.7 Class key stage [For: Primary and all-through only]

Indicates which key stage is taught in the class.

4.6.8 Class activity [For: Primary and all-through only]

The data item highlights a single activity that takes place in a classroom, for example private studies, group project work (see codeset in section 7).

Primary and all-through schools with infant classes are to ensure that the selected period is one when the class (key stage 1 and / or 'Reception') is engaged in academic activity rather than the excepted activities as at paragraph 4.8.1 above.

This change of selected period should be enacted for all classes in the school and not just for the infant classes.

4.6.9 Number of pupils from the host school in the class [Not for: Nursery schools, PRU / AP and special]

The number of pupils from this school scheduled to be in the class at the selected time. Include any pupils temporarily absent on census day. Part-time pupils not scheduled to be in the school at the selected time are excluded and counted instead in the pupil reconciliation module.

4.6.10 Number of pupils from other schools in the class [Not for: Nursery schools, PRU / AP and special]

The number of pupils from other schools scheduled to be in the class at the scheduled time. Include pupils from other schools for whom attendance in this class at the selected time is the normal arrangement.

4.7 Miscellaneous module [ALL schools] [spring only]

This module contains data items that do not easily fit within the other modules and is collected in the spring census only.

4.7.1 Free school meals taken [Not for: PRU / AP]

This records the total number of free school meal ('FSM') eligible pupils who had a free school meal at lunchtime on census day. Include both day and boarding pupils to reflect what occurred on census day, unless the lunchtime situation that day was abnormal, in which case the figure is based on the next normal day. Meals provided at the beginning or end of the school day are **not** included in the census return.

Pupils are recorded as 'FSM' eligible where they meet the 'FSM' eligibility criteria (that is, in respect to family income) and make a claim. Pupils who are in receipt of a free school lunch due **only** to the infant pupil universal entitlement are **not** recorded as 'FSM' and not included in the free school meals taken record.

4.7.2 School childcare [ALL schools]

The school performance tables include comprehensive information on what childcare primary and secondary schools offer – from nurseries to after school and holiday provision. This assists parents in making the best decisions for their families and increases their ability to see where they can access their 15 hours[2] of free childcare per week (for three and four year olds) and helps families find and access as many high-quality options as simply as possible.

Schools must provide information on the provision of – or signposting to – childcare, together with the nature of the childcare provided / signposted. This is captured using the following eight data items (see codesets at section 7) and the school **must** provide an answer to whether there is on-site provision (and any subsequent information) and whether the school signposts off-site provision for each of the four types of childcare.

[2] Local authorities may, at their own discretion, provide a further 10 hours of free childcare to pupils aged 4, taking the total available (should this option be exercised) to 25 hours per week of free childcare.

A school may also signpost / promote off-site childcare whilst providing on-site childcare. In such an instance, this element records the information required under both the 'YES' and 'NO' options below.

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

These data items capture the following information for each type of childcare:

- **Before school childcare service [<TypeOfChildcare> = 'B']**

Is there a regular before school childcare service[1] on the school site? (YES / NO)

If YES[2]:

- What time does it open?
- How many places[3]?
- Who provides the service[4]?
- Is it open to children from other schools (with transfer included)? (YES / NO / UNKNOWN)

If NO:

- Is there a regular off-site[5] 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 from their site to the school
  - YL = Yes, we keep a list of other local providers that will provide transport to the school to help parents.
  - N = No
  - U = Not known

Definitions and notes		
1	Before school childcare service	By this, we mean a guaranteed, regular service provided on days when the school is open. This will provide a safe and secure place where working parents can leave their children before the school opens formally. The setting will take the responsibility of taking the children to their classes when the

Definitions and notes		
		school opens. This may take the form of a breakfast club and it may include structured activities of free play.
2	Exceptions	You should still enter 'YES', even if the service does not operate on days when the school was unexpectedly closed such as snow days or due to strike action.
3	Places	The maximum number of children that the service can simultaneously provide before school childcare for (childcare capacity).
4	Who provides the service	Either: • school – service is delivered directly by the school by members of staff (even if hired specifically for this purpose) ['SCH' code] • school in partnership with another organisation – this could be another school, a private company or voluntary organisations ['SIP' code] • organisation rents or leases space in the school – the school has no other involvement in how the service is run or delivered ['OTH' code]
5	Off-site service	This may include a service provided by another school, a voluntary setting, a private provider (which could include childminders). Signposting (or promoting) the service can be either: • school has formal arrangements with another provider for them to provide childcare to our pupils, including transport from their site to the school ['YF' code] • school keeps a list of other local providers that will provide transport to our school to help parents ['YL' code] • school has no arrangements for off-site provision ['N' code] • school does not know of any off-site provision arrangements ['U' code]

- **After school childcare service [<TypeOfChildcare> = 'A']**

Is there a regular after school childcare service[1] on the school site? (YES / NO)

If YES[2]:

- What time does it close?
- How many places[3]?
- Who provides the service[4]?
- Is it open to children from other schools (with transfer included)? (YES / NO / UNKNOWN)

If NO:

- Is there a regular off-site[5] 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

Definitions and notes		
1	After school childcare service	By this, we mean a guaranteed, regular service provided on days when the school is open. This will provide a safe and secure place where children spend time after the school day has finished. The setting will take the responsibility of collecting the children from their classes and looking after them until working parents can collect them. It may include structured activities, free play, food, homework support or a mixture of all of these. It could also be integrated with other after school specific activities offered by the school.
2	Exceptions	You should still enter 'YES', even if the service does not operate on days when the school was unexpectedly closed such as snow days or due to strike action.
3	Places	The maximum number of children that the service can simultaneously provide before school childcare for (childcare capacity)
4	Who provides the service	Either: • school – service is delivered directly by the school by members of staff (even if hired specifically for this purpose) ['SCH' code]

Definitions and notes		
		• school in partnership with another organisation – this could be another school, a private company or voluntary organisations ['SIP' code] • organisation rents or leases space in the school – the school has no other involvement in how the service is run or delivered ['OTH' code]
5	Off-site service	This may include a service provided by another school, a voluntary setting, a private provider (which could include childminders). Signposting (or promoting) the service can be either: • school has formal arrangements with another provider for them to provide childcare to our pupils, including transport to the site ['YF' code] • school keeps a list of other local providers that will pick up from our school to help parents ['YL' code] • school has not arrangement for off-site provision ['N' code] • school does not know of any off-site provision arrangements ['U' code]

- **Holiday childcare service [<TypeOfChildcare> = 'H']**

Is there a holiday childcare service or scheme[1] offered on the school site? (YES / NO)

If YES:

- What time does it open?
- What time does it close?
- For how many weeks is the service open[2]?
- How many places[3]?
- Who provides the service?
- Is it open to children from other schools? (YES / NO / UNKNOWN)

If NO:

- Is there an off-site[4] 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

Definitions and notes		
1	Holiday childcare service or scheme	By this, we mean a service that will usually open Mon-Fri during school holiday periods. It may not cover all holiday periods but should provide a useful service to working parents. We are not including activities that are only available for morning or afternoon sessions, such as a football class or a language school. Although the service may be integrated with such offers. If the offer only applies during the summer break, we are aware that this may change, so please answer for your current arrangements of plans.
2	Opening weeks for the service	Schools have to be open for 38 weeks. Please enter the number of weeks the holiday childcare operates for (if there is more than one such scheme at your school, please enter the total number of weeks covered). We have only asked for the number of weeks as schools can have different term patterns. If the service operates for 6 weeks of the summer holiday, but not at Christmas and Easter – you should enter 6. If it covers all holiday periods, with the exception of Christmas week, you should enter 13.
3	Places	The maximum number of children that the service can simultaneously provide before school childcare for (this is: childcare capacity). This includes any under 5's during the holiday period.
4	Off-site service	This may include a service provided by another school, a voluntary setting, a private provider (which could include childminders). Signposting (or promoting) the service can be either:

Definitions and notes		
		• school has formal arrangements with another provider for them to provide childcare to our pupils [‘YF’ code] • school keeps a list of other local [‘YL’ code] • school has not arrangement for off-site provision [‘N’ code] • school does not know of any off-site provision arrangements [‘U’ code]

- **Childcare for children aged between 0-4 years [<TypeOfChildcare> = ‘U’]**

Please note: this element is for ‘nursery’ (or pre-school) children. Children who are in the ‘Reception Class’ are not included here – they are included in one of the categories above.

Does the school have an on-site offer of regular childcare[1] for children aged under 5 (between 0 and 4) for more than 9 hours/day (YES / NO)

If YES:

- What time does it open?
- What time does it close?
- For how many weeks is it open[2]?
- How many places[3]?
- Who provides the service[4]?

If NO:

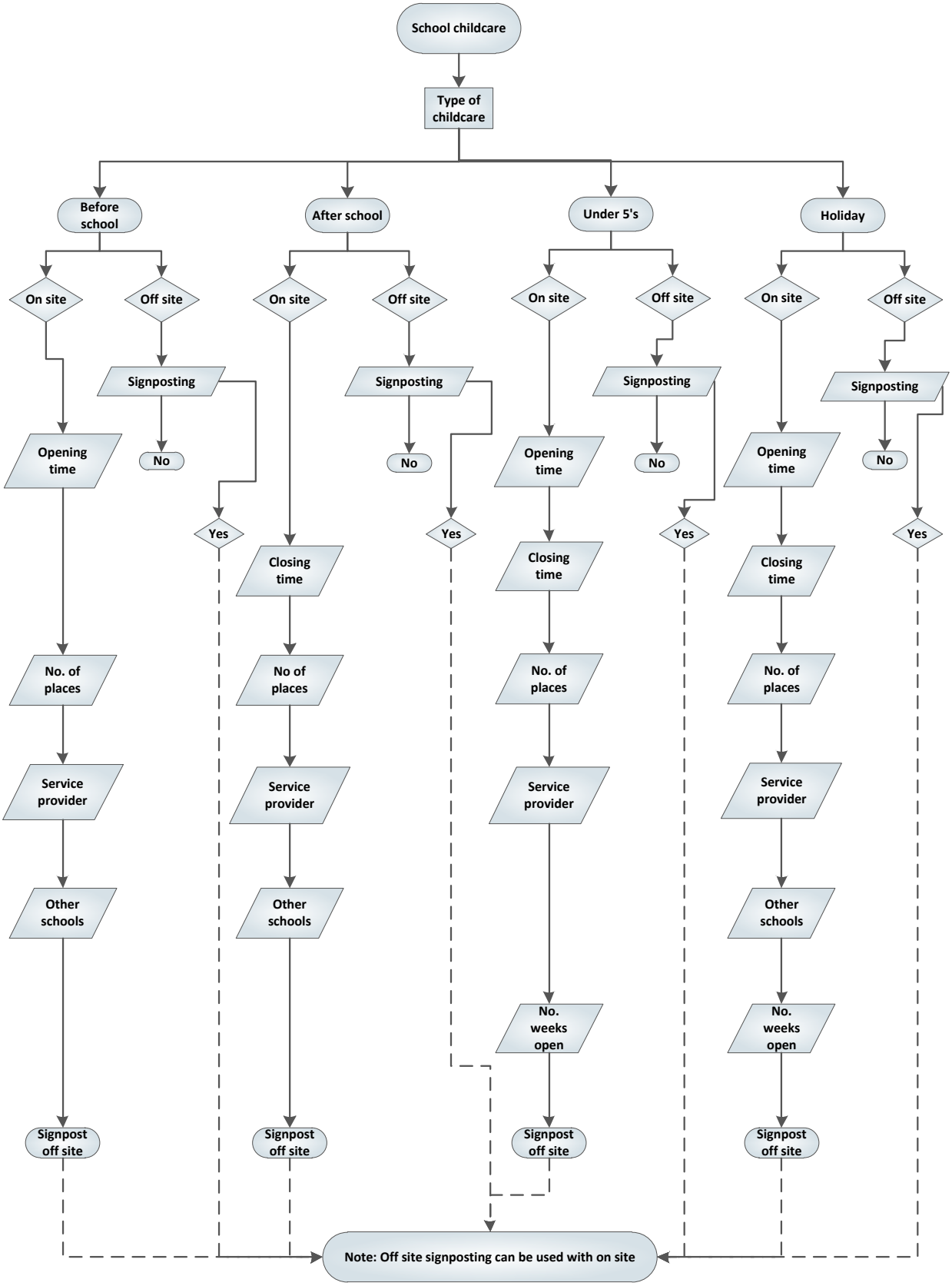
- Is there an off-site service or scheme that the school promotes or signposts parents towards? (YF / YL / N / U)

  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

Definitions and notes		
1	Childcare for children aged under 5	By this, we mean a service that parents can use for at least 9 hours a day if they choose to. Please do not include provision that is only available during school hours or where children can **only** attend for a morning or afternoon session.
2	Opening weeks for the service	Please enter the number of weeks for which the service operates choosing between 1-38. Under 5 provision in holiday time is recorded under holiday childcare service.
3	Places	The maximum number of children that the service can simultaneously provide before school childcare for (childcare capacity)
4	Who provides the service	Either: • school – service is delivered directly by the school by members of staff (even if hired specifically for this purpose) [‘SCH’ code] • school in partnership with another organisation – this could be another school, a private company or voluntary organisations [‘SIP’ code • organisation rents or leases space in the school – the school has no other involvement in how the service is run or delivered [‘OTH’ code]

The answer to these queries will allow the department to understand the nature and provision of childcare and its availability across the school landscape.

A flow diagram of the above scenarios is provided for clarity.


School childcare
Type of childcare
Before school
After school
Under 5's
Holiday
On site
Off site
Signposting
No
Yes
Opening time
Closing time
No. of places
Service provider
Other schools
No. weeks open
Signpost off site
Note: Off site signposting can be used with on site

5. Pupil level

5.1 Survey reference dates [ALL schools]

The survey reference dates (in the format yyyy-mm-dd) are:

- 2017-10-05 (Autumn census)
- 2018-01-18 (Spring census)
- 2018-05-17 (Summer census)

These dates are generated by your MIS with a facility to edit the date where there are unusual circumstances (as described in paragraph 2.2 above).

5.2 Pupil identifiers module [ALL schools]

Data items within this module are maintained on an event driven basis. This module is collected in all censuses for all pupils on roll on census day. All the data items are required for any additional pupils who are no longer on roll but for whom the exclusions modules are collected.

5.2.1 Unique pupil number (UPN) [ALL schools] [used for funding]

The UPN is generated by your MIS or transferred to you from another school in a common transfer file (CTF) and you are not expected to calculate it manually. The UPN must be 13 characters in the format Annnnnnnnnnnn with AnnnnnnnnnnA used for a temporary UPN; where 'A' is a character and 'n' is numeric. UPNs are generally produced automatically using routines programmed into the MIS software when a pupil first enters the maintained schools' sector in England or Wales. Temporary UPNs may only be issued as an interim measure until the permanent UPN is obtained. For further information see UPN policy and practice guidance.

5.2.2 Unique learner number [Not for: Nursery schools, primary, middle-deemed primary] [used for funding]

A unique learner number (ULN) is mandatory for all pupils on roll aged 14 and over **on census day** or for pupils no longer on roll who were aged 14 as at their leaving date.

ULNs are assigned to students aged 14 or over in publicly funded education and training. They are allocated and managed by the learning records service (LRS) and will remain with the individual for their lifetime. To acquire and verify ULNs, and make minor updates to student data, schools should send partial CTFs from their management information systems to LRS via the department's secure data transfer

system, School to School (s2s). A partial CTF will be returned to the school via s2s with the requested ULNs. Software suppliers are encouraged to develop their MIS to have an interface direct to the LRS system via its web services application-programming interface (API). Schools should check with their software supplier whether this service is available for their system. Further information can be found on the LRS website. Further information about CTFs is published on the department's website.

5.2.3 Pupil's former UPN [ALL schools]

Where a pupil is adopted, a new UPN is issued with no link or reference made to their former UPN. The previous UPN for an adopted pupil is not returned in this field.

Where a (non-adopted) pupil has held another UPN whilst at your school (such as, where a temporary UPN was allocated when the pupil was first admitted to the school, but subsequently replaced by the permanent one being retrieved from a previous school), the other, temporary UPN given is returned.

5.2.4 Pupil surname [ALL schools]

The pupil's full legal surname, as the school believes it to be (schools are not expected to have verified this from a birth certificate or other legal document).

5.2.5 Pupil forename [ALL schools]

In full - do not use a shortened or familiar version.

5.2.6 Pupil middle names [ALL schools]

In full - do not use a shortened or familiar version. Where a pupil has no middle name(s) this field is left blank.

5.2.7 Pupil preferred surname [ALL schools]

The surname most commonly used within the school in full - do not use a shortened or familiar version.

5.2.8 Pupil former surname [ALL schools]

Completed where a former surname is already known to the school - otherwise this field remains blank. There is no requirement to establish the existence of former surnames of which the school is not already aware. If the pupil has more than one former surname the most recently used is recorded.

5.2.9 Pupil gender [ALL schools]

The gender of the pupil in the format of ‘M’ (Male) or ‘F’ (Female).

In exceptional circumstances, a school may be unsure as to which gender should be recorded for a particular pupil. Where this occurs, gender is recorded according to the wishes of the pupil and / or parent.

5.2.10 Pupil date of birth [ALL schools] [used for funding]

The date of birth of the pupil in YYYY-MM-DD format.

5.3 Pupil characteristics module [ALL schools]

All data items in this module are maintained on an event driven basis or collected / updated via the school’s normal data checking procedures. Please see section 1.2.2 for further information on schools responsibilities under the Data Protection Act and General Data Protection Regulation (particularly the guidance concerning the use of privacy notices to make individuals aware about how their personal data will be used) and section 1.2.3 for guidance on the collection of pupil characteristics from parents / guardians or pupils.

5.3.1 Ethnicity [ALL schools]

Ethnicity is collected for all pupils and records the ethnicity **as stated** by the parent / guardian or pupil. See paragraph 1.2.3 above for further guidance on collecting data from a parent / guardian or pupil.

Ethnicity is a personal awareness of a common cultural identity and relates to how a person feels and not how others perceive them. It is a subjective decision as to which category a person places themselves in and does not infer any other characteristics such as religion or country of origin.

The school **must not** ascribe any ethnicity to the pupil. This information **must** come from the parent / guardian or pupil. Where the ethnicity has not yet been collected this is recorded as ‘NOBT’ (information not yet obtained). Where a parent / guardian or pupil declines to provide ethnicity data, code ‘REFU’ (refused) is recorded and returned.

The ethnicity codeset reflects categories used in the 2001 national population census, with additional categories for Travellers of Irish heritage, Sri Lankan other and pupils of Gypsy / Roma heritage.

5.3.2 Language code [ALL schools] [used for funding]

Language is collected for all pupils and records the language as stated by the parent / guardian or child. See paragraph 1.2.3 above for further guidance on collecting data from a parent / guardian or pupil.

Where a pupil's first language is not English – that is: where the pupil has been exposed to a language other than English during early development and continues to be exposed to this language in the home or in the community - schools may record specific languages from the extended language codeset in section 8 or continue to use codes from the short codeset used in CBDS.

The school must not ascribe a specific language to the pupil. The codes ENB (Not known but believed to be English) and OTB (Not known but believed to be other than English) are only appropriate to use where **all** of the following conditions apply:

- pupil's first language is not known with absolute certainty
- parents have not responded to enquiries
- school is able to judge with a high degree of confidence whether the pupil's language is English or not

Where the parent / guardian or pupil have declined to provide a first language, then code 'REF' (refused) must be used.

5.3.3 Proficiency in English [ALL schools]

Proficiency in English is required for all pupils recorded on roll 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; it is possible that the data item may be present within your MIS for all pupils - as feedback has suggested that some schools and local authorities may find this functionality useful

locally for all pupils. However, there is no requirement from the department for schools to assess, or submit, the English language proficiency for any children outside the specified cohorts.

The data on the English proficiency of EAL pupils is used to inform policy on this high needs group with the basic rationale being that current data on EAL pupils does not distinguish between pupils who lack a basic command of the English language versus those who are bilingual and have mastered English sufficiently to access the curriculum. This information will help the department understand how effective the education sector is for EAL pupils. It will provide valuable statistical information on the characteristics of these children and, together with their attainment and destinations, will allow us to measure whether the individual pupils, or the schools they attend, face additional educational challenges.

Where 'Proficiency in English' is required, schools will assess the position of their EAL pupils against a five-point scale of reading, writing and spoken language proficiency (see below) and make a 'best fit' judgement as to the proficiency stage that a pupil corresponds most closely to:

- **New to English [Code 'A']:** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying / repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
- **Early acquisition [Code 'B']:** May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative / accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
- **Developing competence [Code 'C']:** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
- **Competent [Code 'D']:** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of

meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

- **Fluent [Code 'E']:** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

Alongside the scale outlined above, 'Not Yet Assessed' [Code 'N'] is available for use where the school has not yet had time to assess proficiency.

Once an EAL pupil has been assessed as fully proficient in English (where code 'E' – Fluent applies) it will not be necessary for the school to continue to re-assess the proficiency of the child on an ongoing basis. However, for all proficiency levels below 'Fluent', it is expected that schools continue to monitor proficiency on an ongoing basis thereby ensuring that adequate levels of EAL support is provided to support the child's education.

As the proficiency in English assessment is concerned with a child's ability to engage with classroom learning / access to the curriculum, we expect all settings where the child is currently receiving education to make 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 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 definition of the codeset is at Section 8.

5.3.3.1 How should proficiency in English be recorded for children with spoken or hearing special educational needs?

The idea behind the proficiency in English framework is that schools should assess the position of their EAL pupils against the 5-point scale and make a 'best fit' judgement as to the proficiency stage to which each EAL pupil corresponds most closely. The principle of making a 'best fit' judgement is important as it is not expected that the descriptors for each proficiency level should act as a simple check box where a pupil has to meet all of the description – the focus should be on the description which best describes the proficiency of each EAL child.

With regards to SEN children, the key will be the level of specific EAL support each child needs to engage with the curriculum / classroom learning. This will be distinct

from any other SEN support needed to account for particular hearing or spoken difficulties and therefore the proficiency in English assessment should focus on the level of support which is specifically needed to account for the child being EAL. For example, the proficiency level descriptions cover expectations in terms of reading, writing and spoken language proficiency. For a child who is unable to communicate verbally due to their special educational needs, rather than their proficiency in English, then the elements of the description relevant to spoken proficiency will not be relevant.

5.3.3.2 How should proficiency assessments received from other schools via the common transfer file (CTF) be used?

The common transfer file used to transfer the educational record of pupils moving school includes the full history of proficiency in English assessments performed by schools. Whilst the proficiency scale should be straightforward to use and understand nationally, 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 to which each EAL pupil corresponds most closely. For this reason, it is good practice for receiving schools to make their own initial assessment of the English proficiency of incoming EAL pupils.

5.3.4 Country of birth [ALL schools]

Country of birth is collected for all pupils and records the country in which the pupil was born, as stated by the parent / guardian or child. See paragraph 1.2.3 above for further guidance on collecting data from a parent / guardian or pupil.

5.3.4.1 Prerequisites

Country of birth **must** be as declared by the parent / guardian or pupil. There is absolutely **no requirement** for schools to request, or see, any documentary evidence of a pupil's country of birth. Schools **must not** request to see **any** documentation (such as: a passport or birth certificate) to verify the information declared by the parent / guardian or pupil for the purposes of the census.

Where a child was born in unusual circumstances – such as: outside of national boundaries (in international water) - the pupil may be classified as "stateless".

The school **must not** ascribe a country of birth to the pupil but may, where appropriate, use the following codes:

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

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

This information, along with the data collected on nationality and proficiency in English, will help us to understand a range of factors, allowing us to better plan to meet needs within the school system. For example, what extra support we may need to provide to schools with high numbers of children who don't speak or understand English sufficiently to access the curriculum, whether particular groups of pupils are making good progress with their education, or where there is evidence of good practice with children of different nationalities that could be shared. Understanding trends in migration and the associated needs in the school system helps us ensure that all children, wherever they are from, have the best possible education.

Where a child transfers school, this data will also be transferred via the common transfer file (CTF).

5.3.5 Pupil nationality [ALL schools]

Pupil nationality is collected for all pupils and records the nationality of the pupil as stated by the parent / guardian or child. See paragraph 1.2.3 above for further guidance on collecting data from a parent / guardian or pupil.

5.3.5.1 Prerequisites

Nationality **must** be as declared by the parent / guardian or pupil. There is absolutely **no requirement** for schools to request, or see, any documentary evidence of a pupil’s nationality. Schools **must not** request to see **any** documentation (such as: a passport or birth certificate) to verify the information declared by the parent / guardian or pupil for the purposes of the census.

For pupils with ‘Multiple Nationality’ (also known as ‘Dual Nationality’) more than one nationality may be recorded. Where the child was born in unusual circumstances; such as: outside of national boundaries (in international water), the pupil may be classified under the nationality of the parent or as “stateless”.

The school **must not** ascribe nationality to the pupil but may, where appropriate, use the following codes:

- ‘refused’ – where the parent or guardian has declined to provide the information requested
- ‘not yet obtained’ - where the data has not been obtained by census day

- ‘not known’ - this code is only to be used where a guardian or adoptive parent has taken care of the child and this information is not known

This information, along with the data collected on country of birth and proficiency in English, will help us to understand a range of factors, allowing us to better plan to meet needs within the school system. For example, what extra support we may need to provide to schools with high numbers of children who don't speak or understand English sufficiently to access the curriculum, whether particular groups of pupils are making good progress with their education, or where there is evidence of good practice with children of different nationalities that could be shared. Understanding trends in migration and the associated needs in the school system helps us ensure that all children, wherever they are from, have the best possible education.

Where a child transfers school, this data will also be transferred via the common transfer file (CTF).

5.3.6 Pupil premium funding

The provision of additional funding to schools via the deprivation pupil premium is directed to those pupils from deprived backgrounds and is based on their eligibility for free school meals (‘FSM’).

Pupils aged four and above in ‘Reception’ to ‘Year 11’ (or aged 4 to 15 where national curriculum year groups do not apply) are eligible for pupil premium funding. Pupils attending nursery schools are **not** eligible for the pupil premium. Pupils attending non-maintained special schools receive pupil premium via the local authority and the alternative provision census – not directly because of the school census.

Pupil premium payment terms are described in the pupil premium conditions of grant, which are available on the department’s website.

The additional funding via pupil premium applies to ‘FSM’ eligibility in England. Periods of ‘FSM’ eligibility in other countries do not apply when determining a pupil’s eligibility for the pupil premium.

Each period of ‘FSM’ eligibility has a system generated ‘Country of UK’ code attached to enable the department to ensure that those pupils who have only experienced periods of ‘FSM’ eligibility outside England do not attract the pupil premium.

For periods of eligibility when a pupil was on roll at a school in England the Country of UK code will be ‘ENG’. Pupils with FSM eligibility from periods of attendance at schools in Wales, Scotland or Northern Ireland; with have their FSM eligibility assigned with a code of: ‘WLS’, ‘SCT’ or ‘NIR’ respectively.

5.3.7 Free school meal eligibility [ALL schools] [used for funding]

5.3.7.1 Data collected

Periods of free school meal ('FSM') eligibility since the previous census for those pupils on roll on census day; including any periods of 'FSM' eligibility prior to pupils joining the current school; are returned in each termly census.

Pupils may only be recorded as 'FSM' eligible if they meet the 'FSM' eligibility criteria (in respect to family income) and make a claim (see section 5.3.7.2 for details of when a pupil should be classed as 'FSM' eligible). **Pupils who are only in receipt of a free school lunch due to the infant pupil universal entitlement are not recorded as FSM eligible and not eligible to receive pupil premium.**

The following three data items will be used to collect this information:

- 'FSM' eligibility start date
- 'FSM' eligibility end date
- Country of UK (this will be system generated and will not require any data entry by schools)

These data items will be collected for pupils within the scope of the collections on roll on census day and with any periods of 'FSM' eligibility that were live at any point since the previous census, those with:

a) an 'FSM' eligibility start date on or before the current census day and no 'FSM' eligibility end date (eligibility on-going on census day); or

b) an 'FSM' eligibility end date from the first day after the previous census and on or before the current census day

For each termly census the relevant period's from which we are collecting periods of eligibility are as follows:

- **2017 autumn school census**: any periods that started on, or before, the 5 October 2017 where the 'FSM' end date is either not present (currently eligible) or between 19 May 2017 and 5 October 2017 (inclusive)
- **2018 spring school census**: any periods that started on, or before, the 18 January 2018 where the 'FSM' end date is either not present (currently eligible) or between 6 October 2017 and 18 January 2018 (inclusive)
- **2018 summer school census**: any periods that started on, or before, the 17 May 2018 where the 'FSM' end date is either not present (currently eligible) or between 19 January 2018 and 17 May 2018 (inclusive)

Where schools have ‘FSM’ eligibility flagged for a pupil in their systems they must ensure their systems are updated to include an ‘FSM’ start date ready for collection in the 2017 to 2018 school census and, where appropriate, transfer in common transfer files (CTF).

Multiple ‘FSM’ eligibility start and end dates falling within the periods above are returned where applicable. 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:

- for the first period of eligibility:
- ‘FSM’ eligibility start date of 01/09/2015 and ‘FSM’ eligibility end date of 31/10/2017; and
- for the second period of eligibility:
- ‘FSM’ eligibility start date of 01/12/2017 and no ‘FSM’ eligibility end date

5.3.7.2 Eligibility for free school meals

Periods of ‘FSM’ eligibility for pupils are recorded where a claim for free school meals has been made by them or on their behalf and either

- the relevant local authority / school has confirmed that they are entitled to free school meals; or
- the relevant local authority / school has seen the necessary documentation (for example a TC602 tax credit award notice) that confirms entitlement to free school meals

Where pupils are in receipt of a free school meal and there is confirmation that they are no longer eligible and entitlement will be revoked; the period of eligibility is ended (with the recording of an appropriate ‘FSM’ eligibility end date).

The Education (School Lunches) (Prescribed Requirements) (England) Order 2003 describes an additional requirement for children who have not attained compulsory school age but receive education. Such children must be registered pupils and be 'receiving education both before and after the lunch period' before being eligible for free school meals.

Children whose parents are in receipt of one of the following are entitled to receive free school meals:

- income support (IS)
- income based job seekers allowance (IBJSA)

- an income-related employment and support allowance
- support under part VI of the Immigration and Asylum Act 1999
- child tax credit (provided they are not entitled to working tax credit) as approved by Her Majesty's Revenue and Customs*
- guarantee element of state pension credit
- universal credit

*A parent is entitled to the working tax credit run-on payment for a further four weeks after they stop qualifying for working tax credit. Their children are entitled to free school meals for the period that they are in receipt of this payment.

Children who receive qualifying benefits in their own right are also entitled to receive free school meals.

It is not necessary for individual schools / local authorities to calculate a family‘s annual taxable income. HM Revenue and Customs (HMRC) perform this income calculation and this figure that is used to determine free school meal entitlement. Each time a tax credit award is calculated, HMRC issue a tax credit award notice (TC602) to the applicant. The award notice details annual income and key family details. This notice includes all information required to assess a child’s free school meal eligibility (under the ‘tax credit’ category’) and it is strongly recommended that this document be used to make that assessment. Similarly, it is strongly recommended that the pension credit award notice (issued by the pension service to all those in receipt of pension credits) be used to assess a child’s free school meal eligibility under the ‘guarantee state pension credit’ category.

5.3.7.3 ‘FSM’ eligibility checking service

The ‘FSM’ eligibility checking service (ECS) streamlines the ‘FSM’ eligibility checking process for both local authorities and parents. The ECS - only available to local authorities - enables a single application review of all the relevant data held by three government departments (DWP, Home Office and HMRC) in order to confirm pupils ‘FSM’ eligibility. Rather than providing paper evidence (for example TC602) of being in receipt of the relevant benefit, parents simply need to provide their national insurance number, date of birth and surname. Local authorities are able to undertake an eligibility check in real time via their on-line link to the system.

Academies are not able to directly access the ECS and may not have easy access via the local authority within which they reside. Some academies have made arrangements with a local authority (often for a fee) for them to check eligibility via the

ECS on their behalf. The service available, and its cost, varies between local authorities.

Some local authorities provide a web-based service that enables parents to check their own eligibility via the ECS. Parents of pupils attending academies can use websites such as myfreeschoolmeals to check if their children are eligible for free school meals.

5.3.8 School lunches taken [ALL schools - with appropriate age range] [used for funding]

This data item records whether an infant pupil has **taken** a school lunch on census day, where 'school lunch' is defined as: 'food made available by the school for consumption by the pupil as his / her midday meal on a school day'. This may include packed lunches provided to children on school trips.

This data item, collected each term from all schools with an appropriate age range and for the following pupils regardless of whether they are 'FSM' eligible or not:

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

This data is used to inform the allocation of universal infant meal funding based on an average of figures from previous census returns. It is recognised that schools will experience some fluctuations in pupil take-up due to pupil migration, absence or other characteristic, but it is expected that a pattern of meal take-up will be established fairly quickly. Schools are expected to monitor any changing take-up and manage this appropriately within their existing budget.

This field may be defaulted to TRUE within school systems, to minimise the burden of data entry by schools.

Additional information on universal infant free school meals is available on the department's website.

5.3.9 Youth support services agreement [Not for: Nursery schools or primary]

Funding streams that had in the past gone to “Connexions” and youth services were brought together and focused on targeted support for young people (Aged 13 to 19) through the early intervention grant (‘EiG’). The term ‘youth support services’ is generally used to reflect the combined service but local authorities are free to brand the service as they wish.

This data item should be returned for all pupils who are aged 12 and above (as at 31 August 2016). If it is not completed the system will default to ‘unsought’. The census mechanism is used to transfer this data item from schools to their local authorities who pass on the data to the youth support service. The codeset is located in section 8. The department uses data collected by local authorities for destination measures and therefore it is important for schools to inform the local authority if a student drops out of the sixth form.

There is a legal requirement under the Education and Skills Act 2008 for schools to pass information on request to the youth support service for pupils in or approaching the age of 13. The information which schools are required to provide consists of:

a) the names and addresses of pupils and their parents - which must be provided to the youth support service in any event
b) the date of birth of the pupil
c) other information relevant to the provision of youth support services. Parents - or pupils themselves if aged 16 or over - have the right to instruct the school not to provide information (over and above name, address and date of birth) to the youth support service

The provision under (c) is for an opt-out. Until and unless the parent or pupil gives an instruction, the school remains under a statutory duty to provide information to the youth support service on request.

Privacy notices need to be issued to parents advising them of their (or their child’s) right to instruct the school not to provide information beyond name, address and date of birth. If the values of ‘No’ or ‘UNS’ (Unsought) are recorded then information beyond name, address and date of birth cannot be shared with the youth support service. A privacy notice template for issue by local authorities and schools is available on the department’s website.

5.3.10 Service children in education indicator [ALL schools] [used for funding]

The service child in education indicator is collected for all pupils on roll on census day, with the exception of pupils with enrolment status of subsidiary (dual registration) in PRU / AP. It must record the information as stated by the parent / guardian and / or child.

The school must not ascribe the service child indicator to the pupil. This information **must** come from the parent / guardian or pupil. Valid codes are:

- 'Y' (yes)
- 'N'(no)
- 'R' (refused)
- 'U' (unknown) to indicate no response given or other reason for no information

This field defaults to 'N' to reduce the burden on schools and schools will only change entries for children from service families. This field is collected in the spring census only.

It is essential that this data item be correctly recorded on the school census as the department uses this to determine the pupil premium allocations for schools. It assists with identifying both the impact that being a service child has on the education of a pupil and the impact that catering for large numbers of service children has on individual schools.

Please note that data on individual pupils is not shared with the Ministry of Defence (MoD).

A 'service child' has parent(s) - or person(s) with parental responsibility - who is / are service personnel serving:

- in regular HM Forces military units
- full commitment as part of the full time reserve service
- in the armed forces of another nation and stationed in England
- exercising parental care and responsibility

Please note that reserve units are not classed as the regular armed forces and such pupils are not recorded as service children on the school census.

The service children indicator is only relevant to children whose parents are designated as personal category 1 or 2 which are shown on the GOV.UK website. However, all parents will be aware of their personal category. From the above link, you will see the following definitions:

Personal status category 1 (PStat Cat 1)
Those in PStat Cat 1 will meet one of the following qualifying criteria:

- a legally married member of the armed forces, who lives with their spouse, or who would do so but for the exigencies of the armed forces
- a member of the armed forces, who is registered in a civil partnership in accordance with the civil partnership act 2004; or is in a civil partnership under an overseas scheme recognised under that act; and who lives with their registered civil partner; or who would do so but for the exigencies of the armed forces

Personal status category 2 (PStat Cat 2)
Those in PStat Cat 2 will be a member of the armed forces who has parental responsibility within the terms of the children act 1989 for a child(ren) and who satisfies all of the following conditions:

- can properly be regarded as the centre and prime mover in the life of the child(ren)
- provides a home where they normally live with the child(ren) except where unable to do so for reasons attributable to their service in the armed forces
- provides, where the child(ren) is unable to care for itself, a child carer who can look after the child(ren) during their absences attributable to their service in the armed forces. The child carer must not be the other natural parent of the child(ren). The other natural parent should normally only have staying access to the child(ren) for an aggregate of 56 days in any 12-month period. Staying access greater than this may render the service person ineligible for PStat Cat2 (these restrictions on access do not apply while on recognised unaccompanied duty)
- accepts financial responsibility for the child(ren)

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

5.3.11 Funded hours [Not for: City technology colleges and non-maintained special schools] [used for funding]

Funded hours record, for eligible pupils aged two, three and four years, the total number of free entitlement to early education funded hours in education provision (that is: following the learning and development requirements of the early years foundation stage) at the school. This information is provided by all schools with relevant age children: with the exception of city technology colleges and non-maintained special schools.

All children become eligible for free early education from the term following a child's third birthday irrespective of background or family circumstances. A specified subset of disadvantaged two year olds also become eligible from the term following a child's second birthday. Eligible two year olds are those who meet the criteria, which are available on the department's website. Local authorities will be able to confirm which children meet the eligibility criteria should schools not know. Some three and four-year-olds are also eligible for the extended hours which attract an additional 15 hours per week (see 5.3.12 below).

The table below shows the dates of birth, and year groups, of children for whom funded hours are required. If a child falls into the cohorts listed below but is not in receipt of any funding via the free entitlement, then a value of zero is recorded for funded hours.

The data collected via the spring census is used by the department to determine the early years block of the dedicated schools grant allocation that the department provides to local authorities to fund their early years providers. Although not used centrally by the department for funding allocations, funded hours from the autumn and summer census may be used locally by local authorities for funding early education.

Funded hours may only include the hours the pupil is in education provision - that is following the learning and development requirements of the early years foundation stage. Such education will follow the department's statutory guidance for local authorities on early education and childcare and excludes any hours where the pupils are not receiving education or any additional hours that are funded by other means (for example the parent).

Census	Date of birth ranges and school type / pupil national curriculum year group	Maximum entitlement to funded hours
Autumn	Born between 01/09/2013 and 31/08/2015 (inclusive) - all relevant schools and year groups	15 hours
	Born between 01/09/2012 and 31/08/2013 (inclusive) for pupils in national curriculum year groups ‘E1’, ‘E2’, ‘N1’ and ‘N2’ only	15 hours for pupils where 30-hour code is present 25 hours for pupils where 30-hour code is NOT present
Spring	Born between 01/09/2013 and 31/12/2015 (inclusive) - all relevant schools and year groups	15 hours
	Born between 01/09/2012 and 31/08/2013 (inclusive) for pupils in national curriculum year groups ‘E1’, ‘E2’, ‘N1’ and ‘N2’ only	15 hours for pupils where 30-hour code is present 25 hours for pupils where 30-hour code is NOT present
Summer	Born between 01/09/2013 and 31/03/2016 (inclusive) - all relevant schools and year groups	15 hours
	Born between 01/09/2012 and 31/08/2013 (inclusive) for pupils in national curriculum year groups ‘E1’, ‘E2’, ‘N1’ and ‘N2’ only	15 hours for pupils where 30-hour code is present 25 hours for pupils where 30-hour code is NOT present

Please note: Pupils aged four 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 or required for those pupils, as they are not funded via the free entitlement.

For dually registered pupils, record the funded hours spent in education at each school. The main registration records funded hours in education at the main registration, with the subsidiary recording funded hours in education at the subsidiary registration.

It is important that the funded hours recorded on the census accurately reflect the hours at the setting to two decimal places. 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
- 10 hours and 20 minutes, this is recorded as 10.33

and so on. Please see conversion table in section 8 for further details.

5.3.12 Extended childcare hours [Not for: CTC and NMSS] [used for funding]

Extended hours are collected for three and four-year-old children, with working parents, who are in education provision (that is, following the learning and development requirements of the early years foundation stage) at the school.

As with funded hours, extended hours become available – where the parent has a valid 30-hour code - from the term following a child's third birthday until they reach compulsory school age. Extended hours are available for pupils aged three and those pupils aged four who are in 'E1', 'E2', 'N1' or 'N2' only.

Pupils who are in 'Reception' or above are not eligible for extended hours, as they are in full-time education

Please see the table below for date of birth ranges. As with funded hours, extended 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

- 10 hours and 40 minutes, this is recorded as 10.67

of extended hours per week (up to a maximum of 15 hours). A conversion table is provided in section 8.

Where a child is in receipt of extended hours, the maximum funded hours allowable is 15 hours. The extended hours field must NOT include any funded hours. Where there is no valid 30-hour code, extended hours are not available and the maximum hours available are shown at 5.3.11 above.

Census	Date of birth ranges and school type / pupil national curriculum year group	Maximum entitlement to funded and extended hours
Autumn	Born between 01/09/2013 and 31/08/2015 (inclusive) - **with a valid 30-hour code** - all relevant schools and year groups	15 funded hours + 15 Extended hours = 30 hours
	Born between 01/09/2012 and 31/08/2013 (inclusive) - **with a valid 30-hour code** - for pupils in national curriculum year groups E1, E2, N1 and N2 only	15 funded hours + 15 Extended hours = 30 hours
Spring	Born between 01/09/2013 and 31/12/2015 (inclusive) – **with a valid 30-hour code** - all relevant schools and year groups	15 funded hours + 15 Extended hours = 30 hours
	Born between 01/09/2012 and 31/08/2013 (inclusive) - **with a valid 30-hour code** - for pupils in national curriculum year groups E1, E2, N1 and N2 only	15 funded hours + 15 Extended hours = 30 hours
Summer	Born between 01/09/2013 and 31/03/2016 (inclusive) - **with a valid 30-hour code** - all relevant schools and year groups	15 funded hours + 15 Extended hours = 30 hours
	Born between 01/09/2012 and 31/08/2013 (inclusive) - **with a valid 30-hour code** - for pupils in national curriculum year groups E1, E2, N1 and N2 only	15 funded hours + 15 Extended hours = 30 hours

5.3.13 30-hour code indicator [Not for: CTC and NMSS] [used for funding]

The 30-hour code indicator is an 11-digit integer that is required for pupils who claim extended hours. As with the extended childcare hours field, this applies to all three and those pupils aged four in ‘E1’, ‘E2’, ‘N1’ and ‘N2’ only. The code confirms the eligibility of working parents to receive the additional 15 extended hours funding. 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 - 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 their local authority.

Where a child transfers school, the local authority **must** be informed of the transfer.

5.3.14 Disability access fund indicator [Not for: CTC and NMSS] [used for funding]

The disability access fund (DAF) indicator records, for eligible pupils aged 3 and 4, the receipt of DAF funding. 3 and 4 year olds will be eligible for the DAF if they meet the following criteria:

- the child is in receipt of child disability living allowance; AND
- the child receives free early education (via the universal entitlement or extended childcare hours)

Please note: Pupils aged 4 as at the 31 August in reception and above, who are funded via the schools block of the dedicated schools grant, are not eligible for DAF funding. Further information on the DAF is available in the early years national funding formula (EYNFF) operational guidance.

The DAF indicator should only be returned for eligible children within the date of birth range, and year groups, outlined 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
	Born between 01/09/2012 and 31/08/2013 (inclusive) for pupils in national curriculum year groups E1, E2, N1 and 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) for pupils in national curriculum year groups E1, E2, N1 and 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) for pupils in national curriculum year groups E1, E2, N1 and N2 only

This indicator should default to '0' or 'false' to require a positive input from schools.

5.3.15 Hours at setting [Not for: City technology colleges and non-maintained special schools] [used for funding]

Hours at setting are collected for the same pupils and schools for whom funded hours are collected – see 5.3.11 above. This data item records for pupils aged two, three and four, the total number of hours they spent in education provision (that is, following the learning and development requirements of the early years foundation stage) at the school irrespective of who funded the hours – it is the total of:

- any hours funded under the free early education entitlement
- plus any hours funded under extended hour (for working parents)
- plus any additional hours of education funded from other sources such as parents

This information will allow the department to monitor the hours attended at maintained settings on the same basis as private / voluntary / independent (PVI) provision.

For dually registered pupils, record the actual hours attending each school. The main registration records the hours in education at the main registration. The subsidiary registration records the hours in education at the subsidiary registration.

Hours at setting records the hours in education to two decimal places (that is: where a pupil has 10 and a-half hours, this is recorded as 10.50, with 10 and three-quarter hours being 10.75).

5.3.16 Unit contact time [For: PRU / AP only]

Unit contact time collects the number of contact hours the pupil spends with the PRU / AP in census week. This includes time at the PRU / AP and where pupils receive education through home visits (or in hospital) the time in contact with staff members of the PRU / AP.

Where the PRU / AP has arranged for the pupil to receive their education via another establishment (for example an FE college or work-placement) then the time under supervision of this establishment is counted as contact time. The PRU / AP remains responsible for recording attendance at the other establishment.

In some cases, pupils will remain in their registered school while being visited by PRU / AP staff (through an outreach programme). This is not included in the unit contact time.

5.3.17 Early years pupil premium [ALL schools] [used for funding]

The early years pupil premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged three and four-year-olds.

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

The data collected via the spring census will be used by the department to determine the early years pupil premium allocation that the department provides to local authorities to fund their early years providers.

The table below shows the cohorts of children for whom early years pupil premium data are required.

Census	Age and school type / year group	Date of birth ranges
Spring	**ALL 3 year olds -**irrespective of school type and year group	Born between 01/09/2013 and 31/12/2014 (inclusive)
	4 year olds: • For nursery schools (phase = 'NS') – all year groups • For all schools other than nurseries (phase ≠ 'NS') – pupil national curriculum year groups 'E1', 'E2', 'N1' and 'N2' only	Born between 01/09/2012 and 31/08/2013 (inclusive)

Please note: Pupils aged 4 at the start of the academic year in reception and above are eligible for the school age pupil premium and therefore are not eligible for early years pupil premium funding.

Children will be eligible for EYPP, and should therefore be recorded with early years pupil premium eligibility equal to TRUE, if they are receiving any hours of funded early education and either:

- 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)

For those pupils eligible for the early years pupil premium, the reason why they are eligible is also required against the basis of eligibility field. This should be recorded as follows:

- [EE] – eligible through economic reasons: where they are eligible via the benefits related criteria for FSM
- [EO] – eligible through other reasons: where they are eligible due to being in care or due to leaving care through adoption, a special guardianship order or a child arrangement order
- [EB] – eligible through both reasons: where they are eligible through both economic and other reasons

- [EU] – eligible through unknown basis: where the school knows the child is eligible for EYPP (due to receiving funding from the local authority) but does not necessarily know the reason why they are eligible

5.3.18 Learner support code (bursary funding for 16-19 year olds) [Not for: Nursery schools, primary or middle-deemed primary] [used for funding]

The learner support code indicates the type of financial support awarded to pupils beyond compulsory school leaving age at any point in the academic year of the school census.

There are 2 types of 16 to 19 bursary fund support:

- a vulnerable bursary of up to £1,200 a year for young people in one of the defined vulnerable groups (Code 55)
- discretionary bursaries which institutions award to meet individual needs, for example, help with the cost of transport, meals, books and equipment (Code 56)

The learner support code is collected for all pupils who have been awarded bursary funding in the **current academic year.** This may include pupils who have left the school since the start of the academic year. For dual registered pupils, the school holding the main registration for the pupil is responsible for awarding the bursary fund and return the required data.

The 16-19 bursary fund is administered locally by providers and local authorities who receive their funding allocation directly from the education and skills funding agency (ESFA). Whilst schools may be able to record in their systems other types of financial support awarded to these pupils, the school census only collects codes 55 and 56.

During the academic year the circumstances of a student awarded the discretionary element may change and they could become part of a designated vulnerable group. In such circumstances the individual would also qualify for the award of the vulnerable payment (on a pro-rata basis for the academic year) For example, a student may be awarded the discretionary element in September 2017 and then the vulnerable group bursary in February 2018. In such a situation, code 56 would be returned in the spring school census and both code 56 and code 55 in the summer school census.

Information about whether a student is actually in receipt of funding is not required for the school census. The purpose of the collection is to establish how many students been awarded bursary funding in the academic year.

The ESFA guidance on the bursary can be found here.

5.3.18.1 Funding Categories

Please note: each new academic year requires a new application for funding by students.

The 16-19 bursary fund is comprised of two elements:

i) a vulnerable bursary of up to £1,200 a year for young people in one of the defined vulnerable groups; including:

- young people in care
- care leavers
- those on income support
- disabled young people in receipt of both employment support allowance and disability living allowance

The bursary is awarded typically for a course lasting 30 weeks or more. Providers should consider making pro-rata awards for courses lasting less than 30 weeks the remainder of the fund is allocated by providers on a discretionary basis to those young people who face the most significant financial barriers to continuing in education and training post-16.

ii) discretionary bursaries that institutions award to meet individual needs, for example, help with the cost of transport, meals, books and equipment

In very exceptional circumstances, a student in receipt of a vulnerable group bursary may also qualify for the discretionary element and this is subject to a decision by the school or local authority.

5.3.18.2 Eligibility

To be eligible to receive Bursary Funding in the 2017/18 academic year, the student must be aged 16 or over and under 19 years at the start of the academic year in which they start their programme of study. Where a young person turns 19 during their programme of study, they can continue to be supported to the end of the academic year in which they turn 19, or to the end of the programme of study, whichever is the sooner.

A questions and answers document about the bursary-funding scheme for schools is available on the department's website.

5.3.19 Top-up funding indicator [ALL schools] [used for funding]

Please note: The department is currently proposing to use the top-up funding indicator in the new high needs national funding formula that will be introduced in 2018-19. In addition, we will be using this indicator for further research into high needs funding and to provide benchmarking information to local areas. As such, it is very important that all schools complete this correctly and follow the guidance provided.

This 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.

Please note: For pre-16, this indicator is used as a checking tool. However, for post-16, this indicator is used in the calculation of funding.

Top-up funding is paid outside a school's budget share or General Annual Grant and relates to a pupil or student identified as requiring additional support, which costs more than a specified threshold. In many cases, the period for which top-up funding is paid may not be defined but the top-up funding will - as with the SEN provision to which it relates - be subject to periodic review. Usually, but not always, the pupils for whom a primary or secondary mainstream school receives top-up funding are those with an education, health and care (EHC) plan or SEN statement. Sometimes local authorities may also provide support for pupils with code 'K' - SEN support. Locally this top-up funding may be called by a different name: in cases of doubt, schools should check with their local authority to make sure that this is recorded correctly for each individual pupil.

The specified cost threshold for additional SEN support varies according to the type of provision. For primary and secondary mainstream schools and academies, the threshold is £6,000 per pupil per annum in all cases. Top-up funding is paid in respect of individual pupils whose additional support costs more than this, and is for the excess costs over the threshold. However, in the case of a designated special unit or resourced provision attached to a mainstream school or academy, and all special schools, special academies, special free schools, PRU / AP, the funding they receive is £10,000 per place, and the top-up funding will be for the costs incurred by the school in providing additional support in excess of this funding. Because the full cost of places in special schools, special academies and special free schools, PRU / AP usually exceeds £10,000, these types of schools will normally receive top-up funding for most, if not all, of the pupils in the school.

5.3.20 Post looked after arrangements [ALL schools] [used for funding]

Post looked after arrangements collects information regarding children, who – on census day – have left local authority care in England and Wales through either adoption, a special guardianship order, a residence order or a child arrangement order. Children who have left care under one of the measures listed above will be eligible for the post looked after element of the pupil premium.

It is for those with parental responsibility (adoptive parents, special guardians and carers of former looked after children on residence / child arrangements orders) to decide if they wish to self-declare their children's status to schools. Parents are to provide supporting evidence, for example, a photocopy of the adoption order, and confirm that their child was previously in care. Parents may conceal sensitive information (for example the name of the birth parents) should they wish.

Schools are reminded that this is particularly sensitive data and of the ongoing need for confidentiality. Schools should ensure that, as for other pupil level data items, they comply with their responsibilities with respect to the data protection act when processing this data.

Schools record the information using the following codeset. Only one of the values will apply to each pupil and a school's MIS should provide a default value of N – not declared.

Code	Description
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)

As part of the Government's adoption reform programme the department is considering a range of information that will help to inform thinking in relation to post-adoption support. Very little is known about the attainment of children adopted from care because they automatically get a new UPN and the department wants to have better information, collected via this data item on a voluntary basis, to feed into that process.

5.3.21 2-year-old basis for funding [Not for: City technology colleges and non-maintained special schools]

The basis for funding data item, records the basis under which a 2-year-old has been funded whilst taking up a place in the school. This data item is not required for 3 and 4-year-olds.

2-year-old children may meet more than one criterion in the codeset shown below and each relevant criterion is returned in the census.

Code	Description
ECO	Economic criteria
HSD	High-level SEN or disability
LAA	Looked after or adopted from care

5.4 Pupil status module [ALL schools]

All data items in this module are maintained on an event driven basis. This module is collected for all pupils on roll on census day.

Pupil date of entry, date of leaving and part-time indicator is collected for any pupils who are no longer on roll but for whom the attendance and exclusions modules are required.

5.4.1 Pupil enrolment status [ALL schools] [used for funding]

Pupil enrolment status - recorded within the schools MIS system using one of the registration codes supplied in the codeset (see section 8) - ensures funding is accurately targeted. It is important that each pupil recorded on the school census be assigned the correct enrolment status, as this ensures they are correctly registered at a school in line with the pupil registration regulations. Pupils recorded as ‘guest’ should **NOT** be included in the census return.

The MIS will automatically default the value of this field to ‘C’ - current (single registration at this school).

Schools will be aware of the advice on school attendance. Some scenarios of pupil enrolment status are provided below to assist, but please note that many of these scenarios will **not** apply to PRU / AP.

Schools should be mindful of the advice on school attendance with respect to dual registrations. **[For: PRU / AP only]**

5.4.1.1 Managed / negotiated transfers

A pupil may transfer to another school on a trial basis. In such a case, the original school maintains the pupil's registration. If the receiving school decide to accept the pupil on a permanent basis, the registration transfers at that time. During the trial period, there is no method of recording this situation in the receiving school. As the data collected during the census is used for future funding purposes, the inability to credit the receiving school is perceived as a disincentive to accept the pupil, often to the pupil's detriment. The financial arrangements between the schools are a matter for their mutual agreement, but it is important to be able to identify pupils in this situation.

It is recommended that for the duration of any trial period:

- the original school maintains the pupil's record with an enrolment status of 'M' (current main - dual registration)
- the receiving school maintains the pupil's record with an enrolment status of 'S' (current subsidiary - dual registration)

5.4.1.2 Consortia schools

Schools often provide courses of study in collaboration with other schools (or other educational establishments) and these may be formal or informal arrangements. A pupil registered in one school may have part of their academic tuition in the premises of another school. In such circumstances, it is important that the pupil be correctly assigned to the school that holds the pupil's registration. The financial arrangements between the schools are a matter for their mutual agreement but it is important to be able to identify pupils in this situation.

It is recommended that for a pupil who is receiving tuition at a school other than the registration school:

- the registration school maintains the pupil's record with an enrolment status of 'C' (current - single registration at this school)
- the providing school maintains the pupil's record with an enrolment status of 'G' (guest - pupil not registered at this school but attending some lessons or sessions)

The guidance above is a recommendation. However, where the relevant schools agree that this is not appropriate for their local circumstances, then dual registration can be used.

5.4.1.3 Post 16 and diploma pupils

The guidance provided above for consortia schools will be the same for post-16 pupils and pupils who are attending tuition in the premises of another school as part of diploma arrangements.

5.4.1.4 Traveller pupils

A traveller pupil may attend another school during periods when his / her parent(s) is / are travelling in the course of trade or business. To help ensure continuity of education for traveller children, it is expected that the child should attend school elsewhere when their family is travelling and be dual registered at that school and the school which the pupil would normally attend when not travelling. It is recommended that for the duration of this period:

- the ordinary school of attendance maintains the pupil's record with an enrolment status of 'M' (current main - dual registration)
- the receiving school maintains the pupil's record with an enrolment status of 'S' (current subsidiary - dual registration)

However, as outlined in the pupil registration regulations, if the child does not return to the ordinary school of attendance within 18 months, after checking with the children missing education officer, the pupil should be removed from the school role.

5.4.1.5 Family units

In many areas, early education is being provided in establishments that also provide wider childcare and / or family support services. Often, the establishment wishes to maintain a single management information system for all the children it serves and, equally often, it is the school management information system that is used for this purpose. When submitting information for census purposes, it is important to distinguish between those children who are receiving early education and those who are receiving other services. It is recommended that:

- for children receiving early education, the school / establishment maintains the pupil's record with an enrolment status of 'C' (current - single registration at this school)
- for children receiving childcare provision but not early education the school / establishment, if it wishes to do so, maintains the pupil's record with an enrolment status of 'G' (guest - pupil not registered at this school but attending some lessons or sessions)
- for children receiving both early education and childcare provision, the school / establishment records the pupil as part-time and maintains the pupil's record with an enrolment status of 'C' (current - single registration at this school)

5.4.1.6 Specialised units

In some local authority areas, units have been established to deliver specialised education services for pupils from schools in an extended area, not just the school in which the unit is located. These units often provide support for English language acquisition (English as an additional language) or special educational needs support, commonly with those children who have visual or hearing impairments or have speech and language difficulties. It is recommended that, for a pupil who is receiving tuition in a specialised unit at a school other than the registration school:

- the registration school maintains the pupil's record with an enrolment status of 'C' (current - single registration at this school)
- the providing school, if it wishes to do so, maintains the pupil's record with an enrolment status of 'G' (guest - pupil not registered at this school but attending some lessons or sessions)

The guidance above is a recommendation. However, if the relevant schools agree that this is not appropriate for their local circumstances, then dual registration can be used.

5.4.1.7 Inclusion classes

To foster the inclusion agenda for pupils with special educational needs, "inclusion classes" have been established whereby pupils who are registered at a special school are taught in classes located in a mainstream school's premises. Tuition is provided, either wholly or partly, by teachers from the special school. These classes are, effectively, satellite classes of the special school and should not be treated as classes of the mainstream school. It is recommended that for a pupil who is attending an inclusion class:

- the special school maintains the pupil's record with an enrolment status of 'C' (current - single registration at this school)
- the mainstream school, if it wishes to do so, maintains the pupil's record with an enrolment status of 'G' (guest - pupil not registered at this school but attending some lessons or sessions)

5.4.1.8 External candidates

Occasionally, adults are registered at a school in order for them to enter an examination and, perhaps, receive some level of tuition towards this aim. In such cases it is recommended that the providing school, if it wishes to do so, maintains the adult's record with an enrolment status of 'G' (guest - pupil not registered at this school but attending some lessons or sessions).

5.4.1.9 Purchased tuition

In some schools externally provided tuition may be purchased at another establishment for a registered pupil. Where the provider establishment is a maintained school then the situation should be treated as for consortia schools above. Where the provider is a commercial organisation - or an organisation outside the maintained school sector - then the pupil should be recorded with an enrolment status of ‘C’ (current - single registration at this school).

5.4.1.10 School-supervised off-site education

Some schools have registered pupils who receive all or part of their education off-site, under the supervision of the school. Such pupils can only be recorded as receiving off-site educational activity if the activity meets the requirements set out in the Education (Pupil Registration) (England) Regulations 2006. The activity must be of an educational nature approved by the school and supervised by someone authorised by the school. The activity must take place during the session for which code ‘B’ (attending off-site educational activity) is recorded in the attendance register. In such cases, the pupil should be recorded with an enrolment status of ‘C’ (current - single registration at this school).

5.4.1.11 Dually registered pupils - hospital special schools

Pupils attending a hospital special school are recorded on the register where they are in education. They are **NOT** recorded where they attend the establishment for:

- hospital check ups
- day surgery
- any other form of medical appointment
- an operation

Where a pupil receives education from the hospital special school and also attends a mainstream school, the pupil is recorded as dually registered. The school of 'ordinary attendance' is recorded as the 'main' registration. In the majority of cases, this will be the mainstream school, and the hospital special school records the pupil with a subsidiary registration. Where a pupil receives education from the hospital special school during their stay in hospital, they are recorded as a ‘guest’ registration.

Where a pupil is originally solely registered at the hospital special school and also attends a mainstream school as part of a reintegration programme, the pupil is dually registered with the hospital special school holding the 'main registration'.

Following consultation with the:

- school
- medical advisors
- parents
- local authority

and agreement that the pupil attend the hospital special school full time to meet the pupil's SEN needs, where the decision is permanent, the pupil is removed from the mainstream school and solely registered at the hospital special school. Where this is a temporary arrangement, the pupil is dually registered, with the mainstream school holding the main registration, and the hospital special school recording the subsidiary registration.

5.4.1.12 Overseas / exchange pupils

Pre-16 overseas or exchange pupils on the school register on census day recorded with an enrolment status of 'G' (guest - pupil not registered at this school but attending some lessons or sessions) are not included on the school census returns.

For post-16 overseas or exchange pupils, some students, who are not citizens of the UK or citizens of a European Economic Area (EEA) country, may be eligible to receive public funding. The funding regulations provide full rules that determine which overseas students can be funded.

For post-16 students, there is a distinction between "overseas" and "home" students:

- overseas students are not eligible to receive public funding and may be charged fees
- home students are eligible to receive public funding and therefore cannot be charged fees

Overseas students are those students who have Tier 4 (student) visas; where receipt of public funds would constitute a breach of the terms of their immigration permission.

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

As with pre-16 pupils, post-16 overseas or exchange pupils on the school register on census day are recorded with an enrolment status of ‘G’ (guest - pupil not registered at this school but attending some lessons or sessions) and not included on the school census returns.

5.4.2 Class type [For: Primary and all-through only]

Denotes a class as a designated nursery class. A nursery class is one designated by the local authority - any class not designated by the local authority is counted as an “other” (O) class even if it contains nursery-age pupils.

5.4.3 Pupil date of entry [ALL schools] [used for funding]

This is the latest date of entry to the current school.

Pupils who transfer from nursery to reception in the same school are not given new entry dates.

Pupils entering year 12 and above from the same school are **NOT** removed from the admissions register and are **NOT** given a new entry date.

Where a new school replaces an existing school and retains the existing establishment number of the predecessor school, information is returned as if they were a continuing school (they return historic data for the preceding term(s) before conversion). Where this occurs, the date of arrival in school (the entry date) for pupils remain the date at which the pupil joined the original establishment.

Where a new school has been formed as a result of a merger and the establishment number from one of the predecessor schools has been retained then historic attendance and exclusion data should only be returned for those pupils who attended the predecessor school for which the establishment number has been retained. For example, if the merger was a junior and an infant school and the newly merged school retains the establishment number of the junior school then only those pupils who previously attended the junior school are required to return the attendance and exclusion data from the previous term(s). All the pupils from the predecessor infant school must be provided with a new entry date.

Where a new school opens with a new establishment number all pupils are given a new entry date (the day that they start at the new school) and consequently any historical exclusions and attendance data from predecessor school is **not** returned for the new establishment.

5.4.4 Pupil date of leaving [Not for: Nursery schools]

The date the pupil left the current school. This identifies pupils who are no longer on the school's roll.

5.4.5 Pupil part-time indicator [ALL schools] [used for funding]

This indicates whether a pupil is part-time in education (attends fewer than 10 sessions per week). It does not indicate that a pupil is part-time at one or more establishments. A pupil attending three full days in one school and two full days in another school is not classified by either school as part-time. The MIS will automatically default the value of this field to 'false' (not part-time) as the majority of pupils will not be part-time.

For children in receipt of funded early education (that is, following the learning and development requirements of the early years foundation stage), a child should only be recorded as full time where they attend education for 10 sessions per week irrespective of the number of funded and / or extended childcare hours.

In certain circumstances some pupils of compulsory school-age will be placed on a part-time timetable in order to meet their individual needs, for example when a medical condition prevents them from attending full-time, as part of a re-integration package. The part-time timetable should not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time and be agreed with the pupil's parents / carers.

Compulsory school-age pupils on a part-time timetable are not present at school for part of the week or day. They do not attend approved educational activity and are absent from school. In agreeing to the part-time timetable, the school has agreed to the absence and to record it as an authorised absence. This ensures the school has a record of the amount of education a pupil has missed and helps it to identify pupils that may need additional support. Schools cannot record the pupil as "not required to attend" or that the school was closed to the pupil in question, as this would contravene the regulations.

Therefore, compulsory school-age pupils on a part-time timetable are recorded as full-time with the appropriate absence code used for the sessions they do not attend.

5.4.6 Pupil boarder indicator [ALL schools] [used for funding]

Indicates whether a pupil is a boarder. The MIS automatically defaults the value of this field to 'N' - not a boarder (See pupil boarder codeset in section 8)

5.4.7 Pupil's actual national curriculum year group [ALL schools] [used for funding]

The year group in which the pupil is taught for the majority of their time, irrespective of their chronological age (see pupil NC year group codeset in section 8).

For information: Children turning 2 years old fall into the ‘E2’ year group and, where recorded on the school’s admission register **and** in receipt of education, are included within your census return. Any younger children falling into the ‘E1’ year group are not expected to be in receipt of education and hence should not be on the school’s admissions register. As such, if there is a need to record children in ‘E1’ within your MIS, these should be recorded with an enrolment status of ‘Guest’ and not brought through into the census.

5.4.8 Pupil's actual national curriculum year on leaving [For: secondary, all-through schools and PRU / AP with sixth forms only]

The year group in which the pupil was taught for the majority of their time, irrespective of their chronological age, at the date they left the school. This data item is only required from secondary schools with sixth forms for pupils for whom post-16 learning aims information is being submitted and who left the school prior to the autumn census day. Pupil’s actual national curriculum year group is not provided for these off roll pupils with this data item identifying such pupils.

5.5 Special educational needs (SEN) module [ALL schools]

All data items in this module are maintained on an event driven basis. SEN provision is collected for all pupils on roll on the relevant census day. All other data items are only available on schools’ MIS for those pupils with pupil SEN provision equal to:

- ‘S’ (statement)
- ‘E’ (education, health and care plan) or
- ‘K’ (SEN support)

and are collected in the **spring census**.

5.5.1 Pupil SEN Provision [ALL schools]

The Children and Families Act 2014 replaced ‘SEN statements’ with ‘Education, Health and Care plans’ (EHC plans). The exception is where a child has an existing statement and has not completed a transfer review to an EHC plan, in which case the 2001 code continues to apply.

During the transitional period (SEN statements are legally replaced by EHC plans by April 2018) schools will be able to record pupils as having either 'S' (statement) or 'E' (EHC plan). Schools may have some pupils with statements and some who have already moved to EHC plans but; no individual pupil can have both. An EHC plan is not just the rebadging of a statement. To ensure that EHC plans are person-centred and focused on outcomes, an EHC plan must only be issued following a 'transfer review' – an EHC needs assessment. At the time of the census any statements under review should be recorded as code 'S'. The EHC plan code 'E' Category should only be used when the local authority has agreed a final plan. Where a pupil has an existing statement ('S'), they **must not** be recorded as EHC plan ('E') without first completing such a review. For further information, see the statutory guidance chapter 5.

Whilst it is expected that the conversion from EHC will be completed by the May census for **most** pupils; this is on the assumption that most schools conduct reviews of SEN pupils within a term. It is recognised, however, that this may not be the case for all schools and, for school census purposes, code 'S' will remain within the census specification to the end of the 2017 to 2018 academic year to allow all conversions to be completed.

As such, code 'S' may be formally retained for existing pupils up to April 2018 (please remember that exclusions are two terms in arrears to this date). Schools will be expecting the change to the code set by 2018 to 2019, having been advised annually that statements will legally cease to exist from 1 April 2018. Confirmation will be provided ahead of the 2018 to 2019 academic year through the annual school census guide to reflect the removal of statements.

This data item will be collected in the census collections for all pupils on roll on census day. SEN provision at the time of any exclusion will also be collected in all school census collections (see codeset in section 8).

Code 'K' – SEN support continues without change for all other types of SEN.

5.5.2 Pupil SEN type ranking [ALL schools] [Pupils with SEN provision of 'E', 'S' and 'K' only]

This indicates the ranking of a pupil's special educational need, as recorded in pupil SEN type. The most significant, or primary need, is ranked as '1' with any secondary need ranked '2'. Only two rankings are collected in the school census, with no two needs given the same ranking, that is, if there is more than one SEN type reported they cannot both have a ranking of '1'.

5.5.3 Pupil SEN type [ALL schools] [Pupils with SEN provision of 'E', 'S' and 'K' only]

This field records the nature (type) of a pupil's special educational need. The primary need and, where appropriate, any secondary need is recorded.

As at 5.5.2 (above) this item is collected in the spring census and is for all pupils on roll on census day.

Please note: Where a pupil has not yet been formally assessed and code 'NSA' (SEN support but no specialist assessment of type of need) is to be used, the pupil MUST have SEN Provision of code 'K'. Code 'NSA' must not be used without the pupil having an appropriate SEN provision in place.

Please see section 8 for further details.

5.5.4 Member of SEN unit [Not for: Special or PRU / AP] [Pupils with SEN provision of 'E', 'S' and 'K' only] [used for funding]

This indicator identifies pupils with SEN who are members of an SEN unit. SEN units are special provisions within a mainstream school where the children with SEN are taught mainly within separate classes.

Units:

- are designated by the local authority specifically for making SEN provision, and sometimes accommodate pupils registered at other schools on a part-time basis
- receive funding of £10,000 per place, and usually top-up funding for the excess costs of additional support required by individual pupils (see 5.3.15)
- cater for a specific type or types of SEN (for example autistic spectrum disorders)
- are usually for pupils with statements of SEN or an education, health and care (EHC) plan (but may also provide support for pupils with code 'K' - SEN support)

Schools and academies should only use this indicator where the SEN unit has been formally recognised as such by the local authority where the school is located: in cases of doubt, the school should check with the local authority. Most pupils placed in units will have the unit written into their statement of SEN / EHC plan. It is unlikely that a child would be placed in a unit and also receive support from resourced provision, but a school could have resourced provision for one type of need and a unit for another.

5.5.5 Member of resourced provision indicator [Not for: Special or PRU / AP] [Pupils with SEN provision of 'E', 'S' and 'K' only] [used for funding]

This indicator identifies pupils who receive support for their type of SEN from a specialist-resourced provision. Resourced provisions are where places are reserved at a mainstream school for pupils with a specific type of SEN, taught mainly within mainstream classes, but requiring a base and some specialist facilities around the school.

Resourced provisions:

- are designated by the local authority specifically for making this kind of SEN provision
- receive funding of £10,000 per place, and usually top-up funding for the excess costs of additional support required by individual pupils (see 5.3.15)
- cater for a specific area or areas of SEN (for example specific learning difficulties)
- are usually for pupils with statements of SEN or an education, health and care (EHC) plan - but could include pupils with code 'K' (SEN support)

Schools and academies should only use this indicator where the resourced provision has been formally recognised as such by the local authority where the school is located: in cases of doubt, the school should check with the local authority. Most local authorities include details of what will be provided through a resourced provision in a pupil's statement of SEN / EHC plan. It is extremely unlikely that a child would be placed in a unit and also receive support from a resourced provision, but a school could have resourced provision for one type of need and a unit for another.

5.6 Exclusions module [Not for: Nursery schools]

The module is collected in the census for all types of exclusions that occurred two terms previous to that in which the census falls:

- data relating to the autumn term will be collected in the following summer census
- data relating to the spring term will be collected in the following autumn census
- data relating to the summer term will be collected in the following spring census

Full information on exclusions can be found on the department's website.

Exclusions that have been overturned 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:

a) 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 a permanent exclusion, before or after an independent review panel
   - when the first-tier tribunal or a court overturned a fixed period or permanent exclusion

b) In cases where reinstatement has been offered but the offer has not been taken up code O should be used

Although information about reinstated exclusions is not being collected in the school census, schools may wish to record the number of sessions for which the child was excluded before being reinstated. In these circumstances the actual, not the planned number of sessions, should be recorded.

All items in the pupil identifiers module (except preferred surname) are collected for those pupils no longer on roll but for whom the exclusions module is collected. Any 'in care' indicator and the SEN provision at the time of the exclusion are also collected in all three censuses.

Schools must therefore ensure that the exclusion appeal result is maintained on an event driven basis so that these exclusions overturned following reconsideration by the governing body can automatically be filtered out when data is extracted for the census.

Autumn census	All those exclusions with start dates between 1 January 2017 and 16 April 2017 (Easter Sunday)
Spring census	All those exclusions with start dates between 17 April 2017 (Easter Monday) and 31 August 2017
Summer census	All those exclusions with start dates between 1 September 2017 and 31 December 2017

Whilst these dates do not represent real term dates, they will ensure that the vast majority of exclusions for the autumn (terms 1 and 2 for schools with 6 terms) and

spring (terms 3 and 4 for schools with 6 terms) terms are picked up for the majority of schools.

Where schools do not use a module in their MIS that records exclusions data items are to be manually calculated for each pupil and manually added to the census return.

5.6.1 Exclusion category [Not for: Nursery schools]

For each exclusion, this indicates the type of exclusion:

- fixed period
- lunchtime
- permanent

(see section 8 for further details).

5.6.2 Exclusion reason [Not for: Nursery schools]

This gives the reason for each exclusion. Some MIS allow schools to enter more than one reason for any exclusion and so they can record a main as well as a secondary reason(s) for any exclusion. For the census, only the main reason will be collected.

The following table provides descriptions of reasons for exclusions. The “other” category includes incidents that are not covered by the categories below but this category should be used sparingly. The descriptions should be used as a guide and are not intended to be used as a tick list for exclusion.

Exclusion Reason	Description
Bullying	Verbal Physical Homophobic bullying Cyber bullying
Damage includes damage to school or personal property belonging to any member of the school community	Arson Graffiti Vandalism
Drug and alcohol related	Alcohol abuse Drug dealing Inappropriate use of prescribed drugs Possession of illegal drugs Smoking Substance abuse
Persistent disruptive behaviour	Challenging behaviour Disobedience Persistent violation of school rules
Physical assault against adult	Obstruction and jostling

Exclusion Reason	Description
	Violent behaviour Wounding
Physical assault against pupil	Fighting Obstruction and jostling Violent behaviour Wounding
Racist abuse	Derogatory racist statements Racist bullying Racist graffiti Racist taunting and harassment Swearing that can be attributed to racist characteristics
Sexual misconduct	Lewd behaviour Sexual abuse Sexual assault Sexual bullying Sexual graffiti Sexual harassment
Theft	Selling and dealing in stolen property Stealing from local shops on a school outing Stealing personal property (adult or pupil) Stealing school property
Verbal abuse/threatening behaviour against adult	Aggressive behaviour Carrying an offensive weapon Homophobic abuse and harassment Swearing Threatened violence Verbal intimidation
Verbal abuse/threatening behaviour against pupil	Aggressive behaviour Carrying an offensive weapon Homophobic abuse and harassment Swearing Threatened violence Verbal intimidation

5.6.3 Exclusion start date [Not for: Nursery schools]

The exclusion start date should reflect the date the exclusion starts (the date that the pupil was asked to leave the school by the head teacher). By not collecting the data until two terms after that in which the exclusion started, it is anticipated that all appeals procedures have been completed by the time the data is collected and so only exclusions that have been upheld will be included in a return. Where this is not the case, please contact the department.

5.6.4 Actual number of sessions excluded from [Not for: Nursery schools]

For each fixed period and lunchtime exclusion, the actual number of sessions for which the exclusion is in effect should be recorded. For fixed period exclusions, each full school day counts as two sessions - a half school day counts as one session. Where a fixed period exclusion is for a lunchtime, each lunchtime for which the exclusion applies counts as one session.

For data collection purposes, exclusions that span two census collection periods will be counted as one exclusion in the first collection period.

Exclusion sessions only cover the number of sessions the pupil is expected to be at the school. A fixed period exclusion can be discontinuous which means that there can be days between the start and finish dates of the exclusion that are not included as part of the exclusion.

Where a pupil is dually registered, exclusion sessions are not recorded for the day(s) when they would have been attending the other establishment. For example, a pupil is excluded for six sessions starting on a Monday. However, the pupil is registered with another provider on the Wednesday from which they have not been excluded. The pupil is, therefore, excluded from the school for sessions on Monday, Tuesday and Thursday. The other provider would record the pupil’s attendance on the Wednesday separately.

There are no regulations that govern part-time timetables as all school age children are entitled to a full-time education. We are aware however, that in exceptional circumstances school-age pupils are placed on a part-time timetable in order to meet their individual needs, for example as part of a reintegration package following illness. For the sessions where the school have agreed that the pupil is not attending, they will be recorded as 'authorised absence' and the pupil cannot be recorded as being excluded for these sessions. For example, a pupil has been excluded for eight sessions starting on a Tuesday. However, the pupil already has authorised absence for Friday and Monday afternoons. The pupil is, therefore, excluded for all sessions on Tuesday, Wednesday and Thursday, as well as the morning sessions on Friday and Monday.

Exclusions sessions are not recorded for the day(s) when the pupil is attending an approved educational activity. For example, a year 10 pupil has been excluded for six sessions starting on a Wednesday. The pupil, however, attends work experience on a Thursday from which they are not excluded. The pupil in this situation would be excluded from the school for sessions on Wednesday, Friday and Monday.

Days on which there is a planned school closure do not count towards an exclusion. For example: a pupil has been excluded from a school for four sessions starting on a Friday but the school is planned to be closed on the Monday for an INSET day. The pupil's exclusion should, therefore, include the two sessions on the following Tuesday, rather than the Monday.

All items in the pupil identifiers module (except preferred surname) will be collected for those pupils no longer on roll but for whom the exclusions module is collected. Any in care indicator and SEN provision **at the time of any exclusion** will also be collected in all three censuses.

5.7 Home information module [ALL schools]

This module is maintained on an event driven basis and collected in each census, recording the pupil's current address for those whose 'pupil address type' is 'C' (current).

Schools can provide the department with their addresses in whichever format their data is held within their MIS - either BS7666 address format, (SAON, PAON, post town or other address item.) or address line 1-5. Postcode is mandatory for either format. The unique property reference number, introduced on a voluntary basis, may also be provided with either format.

Schools should not worry if these field names do not mean anything to them - no change is needed to the way in which address information is currently held within their MIS to complete the census returns.

Where the BS7666 format is used, SAON and street must be provided and at least one of town, locality, administrative area or post town.

Schools are expected to provide a valid home address for most of their pupils (including boarding pupils). Boarding pupils from abroad are recorded with their "home" address as their residence during term time, which may be the school's address (If a second address is an overseas address, validation errors on the postcode can be ignored). Where a child has multiple addresses (where the child lives with both parents at different stages of the week) both addresses are supplied.

Whilst every effort must be made to obtain these pupil details, the department understands that in extreme circumstances this is not always possible. In such extreme cases, these fields can be left blank or a partial address can be supplied and the validation errors ignored.

5.7.1 Postcode [ALL schools] [used for funding]

The postcode, mandatory for both BS7666 and address line format, is allocated by the post office to identify a group of postal delivery points.

5.7.2 Unique property reference number [ALL Schools] [voluntary collection]

A unique property reference number (UPRN) is a unique alphanumeric identifier for every address in Great Britain and can be found in the ordnance survey (OS) AddressBase products. It provides a comprehensive, complete, consistent identifier throughout a property's life cycle – from planning permission through to demolition.

The UPRN is a voluntary data item to be returned alongside the full address (in either BS7666 or address line structure). The collection of UPRN should be relatively 'invisible' to data providers with the burden managed by the way addresses are processed within school systems. Schools are not expected to collect, or look up, the UPRN and instead this would be automatically populated within your school system when entering addresses if the OS AddressBase database is used as a reference. For schools and / or systems, not using AddressBase there will be no change and they will continue to use either BS7666 or Address Line formats for submitting addresses.

And

5.7.3 BS7666 format: SAON [ALL schools]

The secondary addressable object name (SAON), refers to the flat, apartment name, number, or other sub-division of a dwelling.

5.7.4 BS7666 format: PAON [ALL schools]

The primary addressable object name (PAON), refers to the dwelling name and / or number.

5.7.5 BS7666 format: Street [ALL schools]

The street name / description. Validation will result in a query where there is a dwelling name / number but no street. If the address legitimately has no street, the query is ignored.

5.7.6 BS7666 format: Locality [ALL schools]

The locality name refers to a neighbourhood, suburb, district, village, estate, settlement, or parish that may form part of a town, or stands in its own right within the context of an administrative area. Where an industrial estate contains streets, it is defined as a locality in its own right.

5.7.7 BS7666 format: Town [ALL schools]

The town name refers to:

- a city or town that is not an administrative area
- a suburb of an administrative area that does not form part of another town
- a London district

5.7.8 BS7666 format: Administrative area [ALL schools]

A geographic area that may be the highest-level local administrative area for example:

- county
- unitary authority

5.7.9 BS7666 format: Post town [ALL schools]

Assigned by the post office, based on the area sorting office.

Or

5.7.10 Address line format: line 1 [ALL schools]

First line of the address.

5.7.11 Address line format: line 2 [ALL schools]

Second line of the address.

5.7.12 Address line format: line 3 [ALL schools]

Third line of the address.

5.7.13 Address line format: line 4 [ALL schools]

Fourth line of address.

5.7.14 Address line format: line 5 [ALL schools]

Fifth line of the address.

5.8 Termly attendance module [Not for: Nursery schools]

The termly report by all schools – excluding nursery schools – on attendance.

5.8.1 Scope [Not for: Nursery schools]

Information for a pupil's attendance during the term preceding the census is collected termly. This may include information for pupils who left the school prior to census day.

Information for each census should be included for pupils who were:

- for the autumn census, aged between 4 and 15 as at 31 August 2016
    - where date of birth falls between 1 September 2000 and 31 August 2012
- for the spring and summer censuses, aged 4 to 15 as at 31 August 2017
    - where date of birth falls between 1 September 2001 and 31 August 2013
- on the school roll for at least one session during the specified term

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

5.8.2 Coverage [Not for: Nursery schools]

All schools (except nurseries) submit termly attendance data. Nursery schools are **NOT** required to submit any attendance data via the school census even where they have pupils aged 4 or 5 years.

5.8.3 Collection periods [Not for: Nursery schools]

The period covered by the termly attendance module is from the start of the autumn term (from 1 August) up to, and including, the Sunday before the late spring bank holiday.

The attendance collection periods for each census are shown in the table below.

Census	Dates
Autumn census	Summer term 2016-17 absence data is collected from Easter Monday 17/04/2017 to the Sunday 28/05/2017 before spring bank holiday
Summer second half term attendance	Summer second half-term attendance is collected from spring bank holiday Monday 29/05/2017 to 31/07/2017
Spring census	Autumn term 2017-18 absence data is collected from 01/08/2017 to 31/12/2017
Summer census	Spring term 2017-18 absence data is collected from 01/01/2018 to Easter Sunday 01/04/2018

5.8.4 Data required [Not for: Nursery schools]

The data required for each pupil will be the aggregate number of possible attendance sessions and the actual number of absences (by reason) for each attendance period.

For schools that use the electronic registration module on their MIS, the census extracts the relevant data for each pupil for each attendance period (term or half term). Schools that use an electronic registration system that is not integrated with their main MIS (or record attendances in paper registers) extract the relevant data for each pupil included in the census, according to the dates for the appropriate attendance period and manually add this data to the census return. In this case, absence reporting by reason is not required and schools report on the number of authorised and unauthorised absences for each pupil. Schools should seek advice from the supplier of their main MIS on how to manually add data for the census return.

Further details of the individual data items required are given below in sections 5.8.10 to 5.8.14.

5.8.5 Dual registered pupils [Not for: Nursery schools]

Validation 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 will:

- record the attendance and absence for the sessions the pupil is required to attend at their school
- use code ‘D’ (dual registered at another educational establishment) to record all of the sessions that the pupil is due to attend at the other school

Attendance code ‘D’ is **not** collected in the school census, as it is not counted as a possible session.

The number of ‘sessions possible’ for a dual registered pupil against the main school should **exclude** those when the pupil is due to attend the subsidiary school and vice versa.

5.8.6 Pupils unable to attend school due to exceptional circumstances – code Y [Not for: Nursery schools]

Attendance code ‘Y’ (unable to attend due to exceptional circumstances - not counted in possible attendances) is collected in the school census but is not counted as part of possible sessions. Schools will use code ‘Y’ to record the sessions where a pupil is unable to attend because:

- the school site, or part of it, is closed due to an unavoidable cause
- the transport provided by the school or a local authority is not available and their home is not within walking distance
- a local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending school

5.8.7 Publication of school absence data [Not for: Nursery schools]

It is essential that schools ensure that absence data is returned correctly in the school census as the department publishes this data.

Absence data are collected termly at pupil level through the school census and published at national and local authority level through the school absence national statistics releases. The underlying absence data, at a school level, is published alongside the absence national statistics.

The department publishes the attendance data collected in respect of 4 year olds. However, these data do not feature as part of the standard measures of attendance.

The department will **NOT** publish the absence data collected for the sixth half term (second half of the summer term) in respect of 15 year olds (Year 11 pupils). This data will not feature as part of the standard measures of attendance statistics.

5.8.8 Persistent absence methodology [Not for: Nursery schools]

Schools are judged against a persistent absence rate of 10 per cent and pupils are identified as persistently absent based upon their individual absence level.

Further information on persistent absence methodology is available in the 'Guide to Absence statistics'.

Formally, if a pupil's individual overall absence rate is greater than or equal to 10.0 per cent they will be classified as a persistent absentee:

$$\frac{\text{A pupil's individual overall absence}}{\text{A pupil's individual possible sessions}} \times 100 \geq 10.0$$

5.8.9 Sessions possible [Not for: Nursery schools]

This records the number of sessions possible for the attendance period (term or half term). There are two sessions for each school day (morning and afternoon).

Every pupil aged 4 to 15 (excluding boarders) as at the previous 31 August who was on the school roll for at least one session during the specified attendance period (term or half term) should have an entry for the number of possible sessions.

Schools that use electronic registration that is not integrated with their main MIS, or record attendances in paper registers, manually calculate and add to their census return.

5.8.9.1 Dually registered pupils

The sessions possible for a dual registered pupil submitted by the main school **do not** include those sessions where the pupil attends the subsidiary school. Similarly, the sessions possible for a dual registered pupil submitted by the subsidiary school **do not** include those sessions where the pupil attends the main school.

5.8.9.2 Zero sessions possible

Zero sessions possible are recorded where a dual registered pupil has all of their previous attendance (term or half term) for which attendance data is collected at the other registration. For example, where a dually registered pupil has all of the attendance at his / her subsidiary registration, the main registration would have zero sessions possible recorded for that period in the census.

5.8.9.3 Summer half term

The department's advice regarding study leave is that it should be used sparingly and only granted to year 11 pupils during public examinations. As study leave is unsupervised, schools must record it as an authorised absence. Study leave is no longer applicable once examinations are concluded.

The official school leaving date is the last Friday in June of the school year in which a child reaches age 16. This means that year 11 pupils must remain on the school roll until Friday 29 June 2018 and their attendance must be recorded to this date.

Schools remain responsible for year 11 pupils up to the leaving date, even when they have finished exams. Schools will wish to consider how they might seek to widen the range of learning opportunities during this time to meet the needs of their pupils.

Where pupils were born on or after 1 September 1999, they must remain in some form of education or training until their 18th birthday

The options are:

- full-time education – for example at a school or college
- an apprenticeship or traineeship
- part-time education or training - as well as being employed, self-employed or volunteering for 20 hours or more a week

It is noted that the pupil may not remain within the school to undertake this requirement - hence the retention of the leaving age at 16. Where a pupil does remain with the school, the school will continue to remain responsible for the pupil up to the new leaving date. However, absence data is no longer required to be returned in the school census.

Note: Attendance data for the second half of the summer term in respect of pupils aged 15 years old is not published in any national statistics.

5.8.9.4 Pupils aged 4 years

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

5.8.10 Sessions missed due to authorised absence [Not for: Nursery schools]

Authorised absence is absence that has been authorised by a teacher or other authorised representative of the school. This includes instances of absences for which a satisfactory explanation has been provided (for example illness). Absence can be

authorised retrospectively if the teacher, or other authorised representative of the school, subsequently ‘accepts’ a reason for the absence provided by a parent.

5.8.11 Sessions missed due to unauthorised absence [Not for: Nursery schools]

Unauthorised absence is absence without permission from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences. Arriving late for school, after the register has closed, is recorded as unauthorised absence. The category of unauthorised absence does not apply to pupils of non-compulsory school age (those aged 4 years).

5.8.12 Pupil absence and attendance codes [Not for: Nursery schools]

This relates to authorised or unauthorised absences for the pupil. Schools will be aware of the full range of absence and attendance codes, which include values for attendance and for approved education activities, as these codes are used by schools MIS when recording pupil attendance.

The use of a fixed set of absence and attendance codes is to assist in monitoring not only whether pupils are absent with or without the permission of the school, but also why pupils are absent from school (see codeset in section 8).

For pupils aged 4 years, schools are not obliged to use individual absence and attendance codes. However, they are encouraged to use these codes and, if they do so, the appropriate absences will be returned in the school census. If schools do not wish to use these codes, then they should just provide the total number of absences for the attendance period by recording these as sessions missed due to authorised absence. Absences recorded for 4 year olds will not be treated as ‘authorised’ or ‘unauthorised’ and instead will be reported, and published, as overall absence.

5.8.13 Number of sessions missed [Not for: Nursery schools]

The number of sessions missed for each specified reason for absence. See 5.8.12 above in respect of pupils aged 4 years. Schools that use electronic registration that is not integrated with their main MIS, or record attendances in paper registers, will manually calculate the number of session missed and add to their census return.

5.9 Post-16 Learning Aims [For: Secondary, all-through schools with sixth forms and PRU / AP only] [used for funding]

Please note: The GCSE's exam grades are being reformed with a new grading structure being phased in - the introduction schedule can be found here. This document uses the new grades (see codeset in Section 8), but references the current grades (specifically for any re-sits or re-takes graded under the 'old' system) as only Maths and English change for this academic year. Where, previously, 'A*-C' has been used, this is replaced with '9-4 (A*-C)'.

(a) Post-16 learning aims

This module is required from secondary schools with sixth forms, all-through schools, pupil referral units, city technology colleges and academies (including free schools). Where a school (secondary, alternative provision academies - including alternative provision free schools) does **not** have a sixth form this information is **not collected**. Learning aims data is used by the education and skills funding agency (ESFA) to assist in the 16 to 19 funding calculation.

Information collected on learning aims in the census is used in calculating performance measures for schools. Ofsted use this data in inspections and in their risk assessment processes.

Whilst students at other schools (such as special schools or middle-deemed secondary schools) may undertake learning aims, information about those learning aims is **not** collected as part of the school census.

Learning aims are collected for any students who:

- were on roll at 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; and
- for whom the school wishes to claim 16 to 19 funding from the ESFA

Learning aims that were taken in the **previous academic year** are collected for any students 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

and

- for whom the school wishes to claim 16 to 19 funding from the ESFA

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

Funding is usually agreed for students who have passed the age of 16 and hold qualifications at least equivalent to a full level 2. This means that ESFA will agree to fund those aged under 16 in schools who are studying in the sixth form and who are studying most of their courses at level 3. For further details, please see ESFA's 16 to 19 funding guidance.

Schools should only include learning aims for those students who have (or had at the time of the learning aims) current or main registration at the school. For dual registered students, funding is provided to the main school. All learning aims for dual registered students must be returned by the school that holds the student's main registration (the main school returns the learning aims being taken at both the main and subsidiary schools). Subsidiary schools do **not** submit learning aims in respect of students with subsidiary registration.

(b) Planned hours [used for funding]

The planned hours the pupil intends to study are recorded in this field. It is to be noted that it is the annual planned hours (and not the actual hours studied within the year) that are returned. Please see paragraph 5.9.9 for more information. Please note: where a pupil has no planned hours, this may affect funding.

5.9.1 Learning aims to be included [For: Secondary, all-through schools with sixth forms and PRU / AP only] [used for funding]

Learning aims should be returned in the autumn school census where they are active at any point between 1st August 2016 and 31st July 2018.

With the exception of GCSE English and Maths leading to an 9 – 4 (A*-C) grade for those students who have yet to attain that level, re-sits and re-takes are generally not fundable and should not be included as aims or in the planned hours recorded. Further guidance on re-takes and re-sits can be found in the ESFA 16 to19 funding regulations.

Where students move between year groups during the course of an academic year, it may not be possible for a school's MIS to automatically identify the appropriate

students or learning aims that need to be included in the school census return. In such cases, advice should be sought from the software provider and the school may need to make its own judgements according to the criteria set out above to decide whether the student and the learning aims should be included in the school census return.

(a) Learning aims submitted in error

Any learning aims in scope of the census – those that were active at any point during the current or previous academic year - which have been submitted in error during a previous census are not required to be returned in the current census. In such situations, schools are required to keep their local management information system up to date with the correct learning aims information with only the correct learning aims being returned in the next census. See example below for further details:

Example 'A': Correcting the recording of an incorrect learning aim in a previous census

During the 2016 autumn school census, the following learning aim was submitted as being undertaken during the 2016/17 academic year:

- Qualification number = Z9999999
- Subject classification code = 1234
- Learning aim start date = 1 September 2016
- Learning aim planned end date = 31 July 2017
- Learning aim actual end date = NULL (as aim not completed as at 2016 autumn census)
- Learning aim status = 1 - The learner is continuing or intending to continue the learning activities leading to the learning aim

Following completion of the 2016 autumn census, the school subsequently discovered that they recorded the incorrect subject classification code for this learning aim - this should be 4321 rather than 1234.

To correct this error the school should update the learning aim in their system with the correct details (either by amending the existing aim or by deleting the incorrect aim and creating a new one) and only the correct aim should be returned in the following census. In this example, the correct aim was completed on 31 July 2017 and therefore the following information would be returned in the 2017 autumn census.

- Qualification number = Z9999999
- Subject classification code = 4321
- Learning aim start date = 1 September 2016
- Learning aim planned end date = 31 July 2017

- Learning aim actual end date = 31 July 2017
- Learning aim status = 2 - The learner has completed the learning activities leading to the learning aim

Example 'B': Correcting the recording of a learning aim that was never started by the pupil

During the 2016 autumn school census, the following learning aim was submitted as being undertaken during the 2016/17 academic year:

- Qualification number = Z9999999
- Subject classification code = 1234
- Learning aim start date = 1 September 2016
- Learning aim planned end date = 31 July 2017
- Learning aim actual end date = NULL (as aim not completed as at 2016 autumn census)
- Learning aim status = 1 - The learner is continuing or intending to continue the learning activities leading to the learning aim

Following completion of the 2016 autumn census, the school subsequently discovered that they recorded the learning aim incorrectly as the pupil did not start the course.

To correct this error the school should delete the learning aim in their system and ensure that only the correct aims are returned in the following census.

As the autumn census drives funding it is imperative that this amendment is undertaken prior to the final submission of the autumn return.

5.9.2 Required data items [For: Secondary, all-through schools with sixth forms and PRU / AP only] [used for funding]

The following six data items comprise this module:

- qualification number (QN)
- subject classification code (SCC)
- learning aim start date
- learning aim planned end date
- learning aim status
- learning aim actual end date
- Partnership UKPRN

5.9.3 Qualification numbers (QNs) and subject classification codes (SCCs) [For: Secondary, all-through schools with sixth forms and PRU / AP only] [used for funding]

Every course of study leading to any level of qualification that is funded for schools in England is allocated a QN and an SCC. The QN specifies the qualification offered and the SCC identifies the subject covered. It is essential that the correct QN for the learning aim be returned in the school census. A comprehensive list of QNs (with associated data) is available via the QN Web Services (QWS) website. Users should check this site regularly to ensure they have the latest version downloaded to their MIS software. Only valid QNs are returned in the census for the academic year in question.

Most matching is achieved via the QN reference, but subject classification codes are used in the process for some qualifications and it is important they are correct. In some cases, they are the only way to distinguish between related qualifications that share a QN (a multiple pathway qualifications). For example, a QN for art and design may cover qualifications in fine art, photography and art history. Following the Wolf review there are some qualifications where different discount codes are used for KS4 and for post-16. The discount codes on QWS are, in all cases, the post-16 codes and these codes are used in the school census return. It is possible that data files from awarding bodies will use the KS4 codes. The discount codes in the RAISEonline document library will show the KS4 code and the post-16 code, under the title of “Original Discount Code” (this uses the old terminology), and this may be useful if your MIS is trying to match awarding organisation data to learning aims data. If this causes you any difficulty the department advises that you contact your software supplier who may be able to advise on the best course of action. If in doubt, please use the QWS discount code.

Pupils should not start on any course after the approval end date has passed, unless they are re-sitting the course. Even for re-sits, the final assessment or examination must be taken before the certification end date.

Care should also be taken when selecting a QN as a new learning aim where the approval end date is near expiry. Schools should check with awarding organisations to find out whether the qualification is being extended, or if a new (or successor) qualification is available which the awarding organisation intends to use for examinations.

QWS is cleansed on a regular basis of all QNs where the certification end date has passed.

The department's section 96 database is another source of information about QNs. It provides information about qualifications that are approved by the secretary of state for teaching to young people. Schools may wish to use section 96 to check the approval status of qualifications. Section 96 is a more definitive source of QN information than QWS and is updated earlier, QWS data is derived from that on section 96 and is consequently slower to show changes. Section 96 does not however show discount codes, or give breakdowns of multiple pathway qualifications, and so QWS must be used to obtain these. The department should be grateful if any major discrepancies between QWS and section 96 that prevent a school from correctly returning post-16 learning aims information in the census, for example a QN appears on section 96 but not on QWS, are reported to the department via a service request form. Please note that section 96 uses the term "archive date" rather than approval end date that is used on QWS, but these dates should be the same.

Some qualifications may be approved on section 96 but not eligible for ESFA 16 to 19 funding, to ascertain the ESFA 16 to 19 funding status of a qualification you should refer to the Learning Aims Reference Service (LARS).

Qualifications valid for ESFA 16 to 19 funding will carry the validity category "16-19 ESFA" and effective from and to dates set out the period of validity. This information can be found in the 'funding' tab once a qualification has been selected.

5.9.4 Learning aim start date [For: Secondary, all-through schools with sixth forms and PRU / AP only] [used for funding]

The date on which the student began the learning activity. This date may **not** be later than census day. Please note: where a pupil has no leaning aim start date, this may affect funding.

5.9.5 Learning aim planned end date [For: Secondary, all-through schools with sixth forms and PRU / AP only] [used for funding]

The planned end date reflects the date on which the student plans to complete the learning aim in question. If the student completes the learning aim before or after this date the planned end date is not altered, rather the actual date of completion is recorded in the learning aim actual end date field. The planned end date is not amended once the programme funding qualifying period has passed unless this is to correct a recording error. The planned end date may not be more than 5 years after the start date. The planned end date is used to identify the cohort of students in the calculation of performance measures and is also used by the ESFA to determine whether a student qualifies for 16 to19 funding.

5.9.6 Learning aim actual end date [For: Secondary, all-through schools with sixth forms and PRU / AP only] [used for funding]

The date that the student completed the learning activities or the date they withdrew or transferred from the learning activities. This includes time for examinations and assessment. Where a date is returned in this field, the learning aim status cannot be continuing (code 1). Unless a student has completed, withdrawn or transferred to another learning aim prior to census day, the learning aim actual end date is left blank. This denotes a learner is continuing on the learning aim and therefore the learning aim status can only be continuing (code 1).

5.9.7 Learning aim status [For: Secondary, all-through schools with sixth forms and PRU / AP only] [used for funding]

This reflects the status of the learning aim at the time of the autumn census. There are four possible values as shown in the table below:

Code	Description
1	The learner is continuing or intending to continue the learning activities leading to the learning aim
2	The learner has completed the learning activities leading to the learning aim
3	The learner has withdrawn from the learning activities leading to the learning aim
4	The learner has transferred to a new learning aim. That is, the learner has withdrawn from this learning aim and as a direct result has at the same time started studying for another learning aim within the same provider

5.9.8 Processes for recording learning aims [For: Secondary, all-through schools with sixth forms and PRU / AP only] [used for funding]

5.9.8.1 Prior to or at the start of the academic year

Before recording details of learning aims for individual students, it is recommended that schools produce a list of the qualifications that they will be providing. This school list will then be used for allocating specific learning aims to students. This list should only contain qualifications that are valid for the academic year in question (qualification

validity dates are viewable in QWS and LARS) as invalid qualifications can result in negative impacts on your 16 to19 funding.

Each qualification in the school list is identified by:

- a qualification number (QN)
- a subject classification code (SCC)
- a learning aim start date (the date the learning activities for the qualification will start for each pupil – pupils may have differing start dates for the same learning aim)
- a learning aim planned end date (the date the learning activities for the qualification are planned to end for each pupil – pupils may have differing end dates for the same learning aim)

“Learning activities” includes any examination or other method of assessment.

Schools will need to use the QN Web Services website (QWS) to identify the correct QN and SCC for each learning aim.

QNs are available for the overall international baccalaureate (IB) and for each component (subject) qualification. For those students taking the full IB, it is essential that the overall IB QN is recorded in school MIS and returned in the school census. QNs for the individual components must not be returned where the full IB is being undertaken. Students who are only taking components of the IB, but not undertaking the overall qualification, should return the QNs for those components. If the full IB is not being undertaken the overall QN must not be returned.

The international baccalaureate career-related certificate is another qualification offered by the IB organisation and can include components from non-international baccalaureate organisations. Again, only the overall QN is returned, with the exception of components offered by non-IB awarding bodies. These non-IB components must be recorded separately.

5.9.8.2 At the start of the academic year

At the beginning of the academic year, schools enter details for each learning aim undertaken by a student, using the school list described above. This includes those courses starting in the current and those continuing from the previous academic year(s).

Schools identify and record the core learning aim (the principal or “core” qualification) for students undertaking a vocational study programme. There is one core aim per

student, per academic year. More information on this data item can be found in the in the ESFA's '16 to 19 funding rates and formula' guidance.

5.9.8.3 Throughout the academic year

Throughout the academic year, the actual end date and status of the learning aim is updated on an event driven basis. Where the learning aim status is "continuing" (the default value), the learning aim actual end date is left blank. Where the student has completed, withdrawn or transferred from the learning aim, the learning aim actual end date reflects the date the status changed.

5.9.8.4 For the autumn school census

Please ensure that records are up to date and include all learning aims in scope.

Please note that performance measures for all qualifications are calculated according to when the qualifications are planned to end (the planned end date). Where a student continues their study beyond the planned end date entered at the start of the learning aim, the planned end date must not be changed.

5.9.9 Recording of planned hours for 16-19 year-old students in the school census (only relevant to pupils in national curriculum year 12 or above) [For: Secondary, all-through and PRU / AP] [used for funding]

All planned hours data are collected and returned by the school that holds the pupil's 'main' registration. Where a pupil is dually registered, the school with the 'main' registration will make the return (if school 'A' holds the main registration and has 120 planned hours and school 'B' (subsidiary registration) has 250 planned hours, the return would be made by school 'A' (370 planned hours), with school 'B' making no return of planned hours or post-16 learning aims for this student).

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

These fields are completed at the start of each academic year with the **planned hours for that year (the annual hours for each relevant pupil).**

5.9.9.1 Planned learning hours [used for funding]

The planned learning hours field is completed with the total planned timetabled and supervised hours, for the student for the current academic year, spent on ESFA 16 to 19 funded qualifications only.

Timetabled hours for learning aims that are not funded by the ESFA are **not** included in the total number of hours recorded in this field. Guidance on the hours that can be included is available in the ESFA's online 16 to 19 funding information.

The value in this field must be finalised and confirmed as correct within the funding qualifying start period as defined in the '16 to 19 funding rates and formula' guidance. No changes are permitted to the data in this field after this time, apart from to correct data entered in error. Where a student withdraws from a qualification before the qualifying start period, the hours for that qualification are not included in this field. A 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 ESFA's '16 to 19 funding rates and formula' guidance describes exceptional circumstances which allow schools to amend planned hours to reflect additional learning.

5.9.9.2 Planned employability, enrichment and pastoral hours [used for funding]

Records the total planned timetabled and supervised employability, enrichment and pastoral hours for the student for the current teaching year. These are the planned hours for the year at the start of the programme. This data is **NOT** updated during the year.

Include in this field all planned, timetabled hours included in the study programme that are not included in the planned learning hours field. The total of both hours fields are used to determine the full or part time funding rate for the student. Further information can be found in the ESFA's '16 to 19 funding rates and formula' guidance.

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

Where a student progresses to subsequent learning in the same teaching year, after completing all the activities on their original learning agreement or plan, the ESFA's 16 to 19 funding documentation describes exceptional circumstances that allow schools to amend planned hours to reflect additional learning.

5.10.10 Core aim [For: Secondary, all-through and PRU / AP] [used for funding]

This field identifies the core aim within a **vocational ESFA 16 to 19-funded study only**. Where a pupil follows an academic programme, no core aim is required

The core aim is the substantive learning aim undertaken during a student's programme of study. Please refer to the ESFA '16 to 19 funding rates and formula' guidance for further information about the core aim including definitions of academic and vocational provision.

Please note, for vocational programmes, the core aim is key in determining the programme cost weighting a student receives and whether they are counted as retained for funding purposes. Missing or incorrect core aims are likely to have a negative impact on funding. Similarly, a core aim identified for an academic programme is likely to have a negative impact on retention – the core aim will denote the programme is vocational but with no vocational aim in the programme, retention is likely to be set to zero.

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

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

Some examples of how the core aim would be recorded for a **vocational study program** across academic years are given below:

Example 1: Recording Error

A pupil undertook one learning aim in 2016/17 (aim 1) and is undertaking two learning aims in 2017/18 (aim 2 and aim 3). In the 2016 autumn census, aim 1 was designated as the core aim for 2016/17 and aim 2 was the core aim for 2017/18. Hence, in the 2016 autumn census the aims are recorded as follows:

- Aim 1 – start date 01/09/2016 planned end date 31/07/2017 with the core aim flag set to '1' to designate this learning aim as the core aim in 2015/17

- Aim 2 – start date 01/09/2017 planned end date 31/07/2018 with the core aim flag set to ‘1’ – to designate this learning aim as the core aim in 2017/18
- Aim 3 – start date 01/09/2017 planned end date 31/07/2018 with the core aim flag set to ‘0’

However, after the autumn census the school realised they made a mistake, aim 2 was not actually the core aim for 2017/18, and instead it was actually aim 3. In these situations, the school should update the core aim flag within their MIS to remove the flag from aim 2 and re-assign it to aim 3.

Therefore, in the 2018 autumn census the aims would be recorded as follows:

- Aim 1 – Not reported in 2018 as it relates to 2016/17 (the 2018 autumn census will only collate aims relating to the 2017/18 and 2018/19 academic years)
- Aim 2 – start date 01/09/2017 planned end date 31/07/2018 with core aim flag set to ‘0’ – changed from ‘1’ to ‘0’ as the aim is not actually the 2017/18 core learning aim
- Aim 3 – start date 01/09/2017 planned end date 31/07/2018 with core aim flag set to ‘1’ – to designate the revised core learning aim in 2017/18

Example 2: Recording designations across academic years

In the 2017 autumn census, we will collect learning aims recorded for the 2016/17 and 2017/18 academic years.

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

- the same aim for a two year course spanning both years – for example if the same aim is designated as the core aim for both 2015/17 and 2016/18 then only one aim would be submitted with the core aim flag set to ‘1’

or, alternatively:

- where there are a distinct set of one year aims for each individual year, one of the 2015/17 aims would be designated as the core aim and, similarly, one of the 2017/18 learning aims would also be designated as the core aim – you will easily be able to identify which core aim relates to each year by the learning aims start and end dates of the learning aims.

Example 3: Recording a change of designation

The core aim for a pupil in 2016/17 is for a two-year course (aim 1) which continues into 2017/18. However, a different (new) learning aim (aim 2) is designated as the core aim for 2017/18. In the 2017 autumn census, we would expect the following:

- Aim 1 – start date 01/09/2016 planned end date 31/07/2018 with the core aim flag set to '1' – to designate the core aim in 2016/17
- Aim 2 – start date 01/09/2017 planned end date 31/07/2018 with the core aim flag set to '1' – to designate the core aim in 2017/18

Example 4: School converts to an academy

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

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

A pupil undertook one learning aim in year 12 during 2016/17 (aim 1) and is undertaking another learning aim in year 13 during 2017/18 (aim 2). At the end of the 2017/18 academic year, the pupil moves into year 14 and starts his course (aim 3) for the next academic period early. Hence, the 2017 autumn census would show:

- Aim 1 – start date 01/09/2016 planned end date 31/07/2017 with the core aim flag set to '1' – to designate this learning aim as the core aim in 2016/17
- Aim 2 – start date 01/09/2017 planned end date 30/06/2018 with the core aim flag set to '1' – to designate this learning aim as the core aim in 2017/18
- Aim 3 – start date 01/07/2017 planned end date 31/07/2019 with the core aim flag set to '1' – Although this aim relates to the 2017/19 academic year, as this course was live during 2017/18 then it would be submitted as part of the 2017 autumn census. From the learning aims dates the ESFA will be able to determine that the core aim relates to 2018/19

In this case, the pupil has three core aims with one core aim crossing academic years and reflecting the early move to the next year group.

5.9.11 Post-16 pupils who are in full-time employment [For: Secondary, all-through, and PRU / AP] [used for funding]

Under the raising the participation age, (RPA) policy (full details are available on the department for education's website) post-16 pupils 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. This field indicates pupils who are in full-time employment and are therefore eligible for part-time education/training, which is collected each term.

5.9.12 GCSE Maths and English condition of funding [For: Secondary, all-through and PRU / AP] [used for funding]

Please note: English language, English literature and mathematics are the first exam types to use the new GCSE exam codes. Information on the new grades can be found here.

English and maths at GCSE are essential qualifications for further or higher education and employment. Students who have not achieved a GSCE grade A*-C, GCSE 9 to 4 or equivalent qualification in these subjects by age 16 will be expected to continue to study towards achieving them as part of their 16 to 19 study programme. This is now a condition of funding.

Any student, who does not study one of the approved qualifications in each academic year, will be removed from the lagged student numbers in future years. The approved qualifications include GCSEs or approved stepping stone qualifications.

Full time students who have a grade D or grade 3 GCSE or equivalent in maths and/or English, are required to enrol on a GCSE qualification in maths and/or English. Stepping stone qualifications will not meet the condition of funding for these students. Full time students are those on a study programme of at least 540 planned hours if age 16 to 17 or at least 450 hours if aged 18 and not identified as having high needs (i.e.in receipt of element 3 top up funding from local authorities).

Part time students (that is those on a study programme under 540 hours if aged 16 or 17 or 18 and over with high needs, or those on a study programme under 450 hours if aged 18 and over and not high needs), who have a grade D or grade 3 GCSE or equivalent in maths and/or English can undertake approved stepping stone qualifications in order to meet the condition of funding.

The funding will be removed from future allocations at the national funding rate per student, for the relevant year. This will be the full time national funding rate or the relevant part-time funding rate for that student. Other elements of the funding will not be affected.

The list of qualifications that meet the condition of funding is maintained throughout the academic year on the Learning Aim Reference Service (LARS). From the learning aims search screen users can retrieve a comprehensive, up to date list of maths and English qualifications that meet the condition of funding by using the **English qualification validity for ESFA funding condition** and **Maths qualification validity for ESFA funding condition** filters on the search screen. The list is updated each month to show changes to existing qualifications and any new qualifications meeting the condition. Institutions should refer to LARS for an up to date list of qualifications.

Further information regarding the maths and English condition of funding (including exemptions to the condition and rules pertaining to foreign equivalent qualifications) can be found on gov.uk.

Please note: When students have achieved UK or overseas qualifications in maths and / or English, they must hold these qualifications at a level equivalent to GCSE A*-C / 9-4. If they have not achieved at this level, they must study for a valid maths / English qualification to meet the condition.

Where a student has achieved an equivalent overseas maths / English qualification to A*-C / 9-4, then the recording codes would be:

- Prior attainment 'NR'
- Year group achieved would either be 1 (achieved at the end of year 11) or 2 (achieved after year 11)
- Funding exemption 'O'

Where a student has achieved an equivalent UK maths / English qualification (for example, Scottish standard grades) to A*-C / 9-4, then the recording codes would be:

- Prior attainment 'NR'
- Year group achieved would either be 1 (achieved at the end of year 11) or 2 (achieved after year 11)
- Funding exemption 'U'

5.9.13 Sub-contracting partner UKPRN [For: Secondary, all-through and PRU / AP]

The sub-contracting partner UKPRN is recorded for all learning aims where learning is sub-contracted. Sub-contracting is defined as provision delivered away from the main institution sites by a third party organization, with whom the ESFA 16 to 19 funded institution has made contractual arrangements to deliver education provision that will be paid for with ESFA 16 to 19 funding.

A school that is part of a consortium is not considered to be sub-contracting with the other schools in the consortium.

The UK provider registration number (UKPRN) is recorded against the learning aim(s) that are sub-contracted to the partner organisation.

5.9.14 Learning aim withdrawal reason [For: Secondary, all-through and PRU / AP]

A learning aim withdrawal reason is completed whenever a learning aim status of: ’3’ (the learner has withdrawn from the learning activities leading to the learning aim) is recorded; this is the students who withdraw following the 6-week qualifying period.

The reason that most closely matches the reason for the student leaving the course is selected from the list of options (see codeset at section 8). 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 census day, the learning aim withdrawal reason is left blank.

The department monitors non-completion of courses to 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. Withdrawal reasons have not previously been collected in the school census, but codes are consistent with those collected from non-school providers in the individualised learner record (ILR).

5.9.15 Maths and English GCSE prior attainment and funding exemption [For: Secondary, all-through and PRU / AP] [used for funding]

The prior attainment (grade achieved) for each pupil is recorded for maths and English (see Codeset in Section 8) for year 12 and above pupils who have at least one learning aim. The grade is used to determine whether a student is required to undertake an approved English or maths GCSE or stepping stone qualification in order to meet the English and maths condition of funding.

The Codeset records whether the pupil attained GCSE A*-C / 9-4) 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 to19 funding

formula. Further information on disadvantage funding can be found in the ESFA '16 to 19 funding rates and formula' guidance.

The exemptions fields record (see Codeset in Section 8) whether the pupil is exempt from the condition of funding or meets the condition of funding by holding UK equivalent qualifications.

There are only two exemptions to the condition of funding:

1) A student's learning difficulty prevents them studying a GCSE or stepping stone qualification that meets the condition of funding. The exemption must be supported by an evidenced assessment (that the student is not capable of studying an approved 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 (EHCP)

2) A student's overseas qualification is equivalent to GCSE A*-C / 9-4, 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 ESFA online 16 to 19 funding information.

Additionally, a student who does not hold a GCSE in English or maths may meet the condition of funding by holding an approved UK qualification equivalent to GCSE A*-C / 9-4 in each of these subjects. Please refer to the online information for more information.

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

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

A list of the qualification types that meet the condition of funding is available online.

5.9.16 Traineeships [For: Secondary, all-through and PRU / AP with appropriate age ranges] [used for funding]

A traineeship is a discrete study programme with specific learning aims, which are required in order to qualify as a traineeship – normally, work experience and work preparation alongside maths (if required) and English (if required). The work experience aim must be set as the core aim. Further guidance on traineeships is available online.

Whilst all traineeships 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 indicator is set against each of the pupil's learning aims - 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, they do not need to be retrospectively flagged.

5.9.17 Recording 'A' levels [For: Secondary, all-through and PRU / AP]

Linear 'A' levels (all external assessment at the end of the course) were introduced in August 2015 for a number of subject areas. The 'AS' is decoupled from the 'A' level, which means that 'AS' marks will not count towards the 'A' level. Learners do not need to enter for an AS level in order to pursue a subject to 'A' level. See Reforming qualifications and the curriculum to better prepare pupils for life after school - A and AS level reform and Reform of AS and A level qualifications by ofqual for further information.

How will this affect the recording of 'A' levels?

With linear qualifications, schools can choose between three approaches:

- where a learner is studying towards an 'A' level and is not intending to sit the 'AS' level, the school should record the 'A' level for the first year with a learning aim planned end date reflecting the planned two-year length of the course, for example for a student starting an 'A' level in September 2017 the start date would be 01/09/2017 and the planned end date would be 31/07/2019
- where a learner is planning to enter for the 'AS' level as well as for the A level, the school should record the 'AS' level for the first year with a learning aim planned end date reflecting the planned one-year length of the course, for example, for a student starting an 'AS' level in September 2017 the start date would be 01/09/2017 and the planned end date would be 31/07/2018. Assuming the learner goes on to the 'A' level the school should, in 2018, record the 'A' level as a one-year course (the start date would be 01/09/2018 and the planned end date would be 31/07/2019)

- where a learner is only planning to complete the ‘AS’ level the school should record the ‘AS’ level with a start date of 01/09/2017 and a planned end date of 31/07/2018. Should the learner decide to go on to do the ‘A’ level as well, the ‘A’ level should be recorded in 2018, as in the above case

In all cases, providers should accurately record the learning aim that a learner is working towards; either an ‘AS’ or ‘A’ level learning aim.

Are there any funding implications?

For ESFA 16 to 19 funded ‘A’ levels, no funding adjustment is required, as these are funded through the ESFA’s 16 to 19 funding per student methodology which uses planned hours for the year to determine funding levels.

Transfers and withdrawals

Where a learner changes the ‘AS’ or ‘A’ level learning aim that they are working towards, or withdraws from the learning aim, this should be recorded in the usual way on the school census.

6. Further Information

Local authority maintained schools should contact their local authority in the first instance for any further help or advice regarding the school census. If there are questions that your local authority cannot resolve, or if you are a local authority, academy or CTC, then these questions are directed to the department's service desk by completing a service request form. Service request forms are also used for changing contact details and requests for access to COLLECT.

This document is published on the department's website

7. Codesets – school level

School phase [ALL schools]

Code	Description
NS	Nursery
PS	Primary
MP	Middle (deemed primary)
MS	Middle (deemed secondary)
SS	Secondary
AT	All-through
SP	Special
PR	PRU / AP

School type [ALL schools]

Code	Description
01	First school, 5-8
02	First school, 5-9
03	First school, 5-10
04	First and middle school, 5-12
05	Middle school, 8-12, deemed primary
06	Middle school, 9-13, deemed primary
07	Middle school, 9-13, deemed secondary
08	Middle school, 10-13, deemed secondary
09	Comprehensive upper school, 12-15/16
10	Comprehensive upper school, 12-18
11	Comprehensive upper school, 13-16
12	Comprehensive upper school, 13-18
16	Infant school, 5-7/8
17	Junior school, 7/8-11
18	Infant and junior school, 5-11
21	Comprehensive all-through, 11-16
22	Comprehensive all-through, 11-18
25	Junior comprehensive, 11-13, automatic transfer
26	Junior comprehensive, 11-14, automatic transfer
27	Junior comprehensive, 11-16, optional transfer at 13
28	Junior comprehensive, 11-16, optional transfer at 14
29	Senior comprehensive, 13-16, automatic transfer
30	Senior comprehensive, 13-18, optional transfer
31	Senior comprehensive, 13-18, automatic transfer
32	Senior comprehensive, 14-18, optional transfer
33	Senior comprehensive, 14-18, automatic transfer
36	Non-comprehensive secondary - modern
37	Non-comprehensive secondary - grammar
38	Non-comprehensive secondary - technical
39	Non-comprehensive secondary - other
41	Middle school, 10-14, deemed secondary
42	First school, 5-7;
43	First school, 7-10;
44	Comprehensive upper school, 14/15-18
45	Middle school, 9-12, deemed primary
46	Comprehensive, middle and upper, 10-16

Code	Description
47	City technology college
48	Comprehensive upper school, 11-16
49	Academies
50	Maintained nursery
51	Direct grant nursery
52	Special school
53	Hospital special school
54	LA maintained PRU / AP
55	All-through school

National curriculum year group [ALL schools]

Code	Description
E1	Early first year
E2	Early second year
N1	Nursery first year
N2	Nursery second year
R	Reception
1 – 14	Years 1 to 14
M	Mixed year class
X	National curriculum not followed – available only for special schools where pupils are not following a particular NC year

*Not used for maximum or minimum year group but are used for class key stage

Intake type [Not for: Nursery schools]

Code	Description
COMP	Comprehensive
SEL1	Selective (grammar)
SEL2	Secondary modern
SEL3	Selective (technical)
SEL4	Religious school
SPEC	Special

Governance [ALL schools]

Code	Description
CO	Community
VA	Voluntary aided
VC	Voluntary controlled
FO	Foundation
IN	Independent
NM	Non-maintained
CT	CTC
CA	Academy

School SEN type

Code	Description
SPLD	Specific Learning Difficulty
MLD	Moderate Learning Difficulty
SLD	Severe Learning Difficulty
PMLD	Profound & Multiple Learning Difficulty
SEMH	Social, Emotional and Mental Health
SLCN	Speech, Language and Communication Needs
HI	Hearing Impairment
VI	Visual Impairment
MSI	Multi-Sensory Impairment
PD	Physical Disability
ASD	Autistic Spectrum Disorder
OTH	Other Difficulty/Disability

Class activity [Not for: Nursery schools]

Class activity [Primary and all-through schools only]	
AR	Art, Craft or Design
EN	English Literacy or Reading
FL	Foreign Language
GP	Group Project work (including mixed activities in other categories and library work)
HU	Humanities (including Geography, History, Economics or Business Studies)
MA	Mathematics or Numeracy
MD	Music, Singing or Drama
OT	Other
PE	PE or Games
RE	Religious Education
SC	Science
TE	Technology, IT or Computing
TV	Watching TV or listening to Radio

Childcare provider

Code	Description
SCH	School
SIP	School in partnership
OTH	Other (non-school) provider

Type of childcare

Code	Description
B	Before school
A	After school
H	Holiday
U	Under five's

Other schools

Code	Description
Y	Yes
N	No
U	Unknown

8. Codesets - pupil level

Pupil gender

Code	Description
M	Male
F	Female

Ethnicity [ALL Schools]

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
WBRI	**White - British**	**WBRI**	**White - British**	**White**	**WBRI may not be used if any of the extended categories below (WCOR-WWEL) are used**
WCOR	White - Cornish	WBRI	White - British	White	
WENG	White - English	WBRI	White - British	White	
WSCO	White - Scottish	WBRI	White - British	White	
WWEL	White - Welsh	WBRI	White - British	White	
WOWB	Other White British	WBRI	White - British	White	If LAs collect information for "White - British" pupils using any of the **extended** categories above (WCOR-WWEL), this category must be used as a catch all for all other White pupils within the main "White - British" category. If used, cannot have category "White - British" (WBRI).
WIRI	**White - Irish**	**WIRI**	**White - Irish**	**White**	
WIRT	**Traveller of Irish heritage**	**WIRT**	**Traveller of Irish heritage**	**White**	
WOTH	**Any other white background**	**WOTH**	**Any other white background**	**White**	**WOTH may not be used if any of the extended categories below (WALB-WWEU) are used.**
WALB	Albanian	WOTH	Any other white background	White	Excluding Kosovan.
WBOS	Bosnian-Herzegovinian	WOTH	Any other white background	White	
WCRO	Croatian	WOTH	Any other white background	White	
WGRE	Greek/ Greek Cypriot	WOTH	Any other white background	White	If LAs do not wish to distinguish between pupils of Greek and Greek Cypriot heritage, they may place all Greek/ Greek Cypriot in this category. If used, cannot have categories "Greek" (WGRK) or "Greek Cypriot" (WGRC).
WGRK	Greek	WOTH	Any other white background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek Cypriot" (WGRC).
WGRC	Greek Cypriot	WOTH	Any other white background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek" (WGRK).
WITA	Italian	WOTH	Any other white background	White	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
WKOS	Kosovan	WOTH	Any other white background	White	
WPOR	Portuguese	WOTH	Any other white background	White	
WSER	Serbian	WOTH	Any other white background	White	
WTUR	Turkish/ Turkish Cypriot	WOTH	Any other white background	White	If LAs do not wish to distinguish between pupils of Turkish and Turkish Cypriot heritage, they may place all Turkish/ Turkish Cypriot in this category. If used, cannot have categories "Turkish" (WTUK) or "Turkish Cypriot" (WTUC).
WTUK	Turkish	WOTH	Any other white background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish Cypriot" (WTUC).
WTUC	Turkish Cypriot	WOTH	Any other white background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish" (WTUK).
WEUR	White European	WOTH	Any other white background	White	If LAs do not collect information on White European pupils on the basis of country of origin or East/ West European, they may place all White European pupils here.
WEEU	White Eastern European	WOTH	Any other white background	White	Including Russian, Latvian, Ukrainian, Polish, Bulgarian, Czech, Slovak, Lithuanian, Montenegrin and Romanian.
WWEU	White Western European	WOTH	Any other white background	White	Including Italian, French, German, Spanish, Portuguese and Scandinavian.
WOTW	White other	WOTH	Any other white background	White	If LAs collect information for "Any Other White Background" pupils using any of the **extended** categories above (WALB-WWEU), this category must be used as a catch all for all other White pupils within the main "Any Other White Background" category. If used, cannot have category "Any Other White Background" (WOTH).
WROM	**Gypsy / Roma**	**WROM**	**Gypsy / Roma**	**White**	This category includes pupils who identify themselves as Gypsies and or Romanies, and or Travellers, and or Traditional Travellers, and or Romanichals, and or Romanichal Gypsies and or Welsh Gypsies / Kaale, and or Scottish Travellers / Gypsies, and or Roma. It includes all children of a Gypsy ethnic background or Roma ethnic background, irrespective of whether they are nomadic, semi nomadic or living in static accommodation. It should not include Fairground (Showman's) children; the children travelling with circuses; or the children of New Travellers or Bargees unless, of course, their ethnic status is that which is mentioned above. Schools would use this where they do not wish to identify Gypsy and Roma pupils separately

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
WROG	Gypsy	WROM	Gypsy/Roma	White	This category enables the separate identification of Gypsy pupils. Gypsy refers to: all pupils who identify themselves as Gypsies. This includes all children of a Gypsy ethnic background, irrespective of whether they are nomadic, semi-nomadic or living in static accommodation
WROR	Roma	WROM	Gypsy/Roma	White	This category identifies the separate identification of Roma pupils. Roma refers to: all pupils who identify themselves as Roma or Romany, part of a diverse community of related groups whose ancestors are believed to originate from the Indian sub-continent but who have more recently migrated from Central and Eastern Europe. Many Roma speak a form of dialect of the Romani language as their first language and for many this is in addition to their national language (Czech or Romanian).
WROO	Other Gypsy/Roma	WROM	Gypsy/Roma	White	This category is for Gypsy/Roma who do not identify with one or the other of the above groups - pupils with mixed Gypsy/Roma heritage
MWBC	**White and Black Caribbean**	**MWBC**	**White and Black Caribbean**	**Mixed/Dual background**	
MWBA	**White and Black African**	**MWBA**	**White and Black African**	**Mixed/Dual background**	
MWAS	**White and Asian**	**MWAS**	**White and Asian**	**Mixed/Dual background**	**MWAS may not be used if any of the extended categories below (MWAP-MWAI) are used.**
MWAP	White and Pakistani	MWAS	White and Asian	Mixed/Dual background	
MWAI	White and Indian	MWAS	White and Asian	Mixed/Dual background	
MWAO	White and any other Asian background	MWAS	White and Asian	Mixed/Dual background	If LAs collect information for "White and Asian" pupils using any of the **extended** categories above (MWAP-MWAI), this category must be used as a catch all for all other Mixed/Dual background pupils within the main "White and Asian" category. If used, cannot have category "White and Asian" (MWAS).
MOTH	**Any other mixed background**	**MOTH**	**Any other mixed background**	**Mixed/Dual background**	**MOTH may not be used if any of the extended categories below (MAOE-MWCH) are used.**
MAOE	Asian and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MABL	Asian and Black	MOTH	Any other mixed background	Mixed/Dual background	
MACH	Asian and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MBOE	Black and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
MBCH	Black and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MCOE	Chinese and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MWOE	White and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MWCH	White and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MOTM	Other mixed background	MOTH	Any other mixed background	Mixed/Dual background	If LAs collect information for "any other mixed background" pupils using any of the **extended** categories above (MAOE-MWCH), this category must be used as a catch all for all other Mixed/Dual background pupils within the main "any other mixed background" category. If used, cannot have category "any other mixed background" (MOTH).
AIND	**Indian**	**AIND**	**Indian**	**Asian or Asian British**	
APKN	**Pakistani**	**APKN**	**Pakistani**	**Asian or Asian British**	**APKN may not be used if any of the extended categories below (AMPK-AKPA) are used.**
AMPK	Mirpuri Pakistani	APKN	Pakistani	Asian or Asian British	
AKPA	Kashmiri Pakistani	APKN	Pakistani	Asian or Asian British	
AOPK	Other Pakistani	APKN	Pakistani	Asian or Asian British	If LAs collect information for "Pakistani" pupils using any of the **extended** categories above (AMPK-AKPA), this category must be used as a catch all for all other Pakistani pupils within the main "Pakistani" category. If used, cannot have category "Pakistani" (APKN).
ABAN	**Bangladeshi**	**ABAN**	**Bangladeshi**	**Asian or Asian British**	
AOTH	**Any other Asian background**	**AOTH**	**Any other Asian background**	**Asian or Asian British**	**AOTH may not be used if any of the extended categories below (AAFR-ASRO) are used.**
AAFR	African Asian	AOTH	Any other Asian background	Asian or Asian British	Including East and South African Asians.
AKAO	Kashmiri other	AOTH	Any other Asian background	Asian or Asian British	Kashmiri respondents not wishing to be classified under Asian Pakistani should use this category.
ANEP	Nepali	AOTH	Any other Asian background	Asian or Asian British	
ASNL	Sri Lankan Sinhalese	AOTH	Any other Asian background	Asian or Asian British	All other Sinhalese pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Tamil' (ASLT) and 'Sri Lankan Other' (ASRO).

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
ASLT	Sri Lankan Tamil	AOTH	Any other Asian background	Asian or Asian British	All other Tamil pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan other' (ASRO).
ASRO	Sri Lankan other	AOTH	Any other Asian background	Asian or Asian British	If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan Tamil' (ASLT).
AOTA	Other Asian	AOTH	Any other Asian background	Asian or Asian British	If LAs collect information for "any other Asian background" pupils using any of the **extended** categories above (AAFR-ASRO), this category must be used as a catch all for all other Asian pupils within the main "any other Asian background" category. If used, cannot have category "any other Asian background" (AOTH).
BCRB	**Black Caribbean**	**BCRB**	**Black Caribbean**	**Black or Black British**	**Including Antigua and Barbuda, Bahamas, Barbados, Dominica, Grenada, Guyana, Jamaica, St Kitts and Nevis, St Lucia, St Vincent & Grenadines, Trinidad and Tobago.**
BAFR	**Black - African**	**BAFR**	**Black - African**	**Black or Black British**	**BAFR may not be used if any of the extended categories below (BANN-BSUD) are used.**
BANN	Black - Angolan	BAFR	Black - African	Black or Black British	
BCON	Black - Congolese	BAFR	Black - African	Black or Black British	
BGHA	Black - Ghanaian	BAFR	Black - African	Black or Black British	
BNGN	Black - Nigerian	BAFR	Black - African	Black or Black British	
BSLN	Black - Sierra Leonean	BAFR	Black - African	Black or Black British	
BSOM	Black - Somali	BAFR	Black - African	Black or Black British	
BSUD	Black - Sudanese	BAFR	Black - African	Black or Black British	Including Sudanese of Egyptian origin.
BAOF	Other Black African	BAFR	Black - African	Black or Black British	Including Black South African, Zimbabwean, Ethiopian, Rwandan and Ugandan. If LAs collect information for "Black - African" pupils using any of the **extended** categories above (BANN-BSUD), this category must be used as a catch all for all other Black African pupils within the main "Black - African" category. If used, cannot have category "Black - African" (BAFR).
BOTH	**Any other Black background**	**BOTH**	**Any other Black background**	**Black or Black British**	**BOTH may not be used if any of the extended categories below (BEUR-BNAM) are used.**
BEUR	Black European	BOTH	Any other Black background	Black or Black British	
BNAM	Black North American	BOTH	Any other Black background	Black or Black British	Include Black North American and Canadian.

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
BOTB	Other Black	BOTH	Any other Black background	Black or Black British	If LAs collect information for "any other Black background" pupils using any of the **extended** categories above (BEUR-BNAM), this category must be used as a catch all for all other Black pupils within the main "any other Black background" category. If used, cannot have category "any other Black background" (BOTH).
CHNE	**Chinese**	**CHNE**	**Chinese**	**Chinese**	**CHNE may not be used if any of the extended categories below (CHKC-CTWN) are used.**
CHKC	Hong Kong Chinese	CHNE	Chinese	Chinese	
CMAL	Malaysian Chinese	CHNE	Chinese	Chinese	
CSNG	Singaporean Chinese	CHNE	Chinese	Chinese	
CTWN	Taiwanese	CHNE	Chinese	Chinese	
COCH	Other Chinese	CHNE	Chinese	Chinese	If LAs collect information for "Chinese" pupils using any of the **extended** categories above (CHKC-CTWN), this category must be used as a catch all for all other Chinese pupils within the main "Chinese" category. If used, cannot have category "Chinese" (CHNE).
OOTH	**Any other ethnic group**	**OOTH**	**Any other ethnic group**	**Any other ethnic group**	**OOTH may not be used if any of the extended categories below (OAFG-OYEM) are used.**
OAFG	Afghan	OOTH	Any other ethnic group	Any other ethnic group	
OARA	Arab other	OOTH	Any other ethnic group	Any other ethnic group	Include Palestinian, Kuwaiti, Jordanian and Saudi Arabian.
OEGY	Egyptian	OOTH	Any other ethnic group	Any other ethnic group	
OFIL	Filipino	OOTH	Any other ethnic group	Any other ethnic group	
OIRN	Iranian	OOTH	Any other ethnic group	Any other ethnic group	
OIRQ	Iraqi	OOTH	Any other ethnic group	Any other ethnic group	
OJPN	Japanese	OOTH	Any other ethnic group	Any other ethnic group	
OKOR	Korean	OOTH	Any other ethnic group	Any other ethnic group	
OKRD	Kurdish	OOTH	Any other ethnic group	Any other ethnic group	Include Kurdish pupils from Iraq, Iran and Turkey.
OLAM	Latin/South/ Central American	OOTH	Any other ethnic group	Any other ethnic group	Include all pupils from Central/ South America, Cuba and Belize.
OLEB	Lebanese	OOTH	Any other ethnic group	Any other ethnic group	
OLIB	Libyan	OOTH	Any other ethnic group	Any other ethnic group	
OMAL	Malay	OOTH	Any other ethnic group	Any Other Ethnic Group	Including Malaysian other than Malaysian Chinese.
OMRC	Moroccan	OOTH	Any Other Ethnic Group	Any other ethnic group	
OPOL	Polynesian	OOTH	Any other ethnic group	Any other ethnic group	Including Fijian, Tongan, Samoan and Tahitian.

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
OTHA	Thai	OOTH	Any other ethnic group	Any other ethnic group	
OVIE	Vietnamese	OOTH	Any other ethnic group	Any other ethnic group	
OYEM	Yemeni	OOTH	Any other ethnic group	Any other ethnic group	
OOEG	Other ethnic group	OOTH	Any other ethnic group	Any other ethnic group	If LAs collect information for "any other ethnic group" pupils using any of the **extended** categories above (OAFG-OYEM), this category must be used as a catch all for all other pupils within the main "any other ethnic group" category. If used, cannot have category "any other ethnic group" (OOTH).
REFU	**Refused**	**REFU**	**Refused**	**Refused**	
NOBT	**Information not yet obtained**	**NOBT**	**Information not yet obtained**	**Information not yet obtained**	

Youth support services / Connexions agreement [Not for: Nursery schools or primary]

Code	Description
Yes	Permission has been given by the parent or guardian
No	Parent or guardian has refused permission
UNS	Unsought - School has not yet sent out privacy notices (data cannot be shared with youth support services)
SNR	Sought, no reply - School has sent out privacy notices, but has received no reply from parent or guardian (data can be shared with youth support services)

Language code [ALL schools]

Code	Description
ACL	Acholi
ADA	Adangme
AFA	Afar-Saho
AFK	Afrikaans
AKA	Akan/Twi-Fante
AKAF	Akan (Fante)
AKAT	Akan (Twi/Asante)
ALB	Albanian/Shqip
ALU	Alur
AMR	Amharic
ARA	Arabic
ARAA	Arabic (any other)
ARAG	Arabic (Algeria)
ARAI	Arabic (Iraq)
ARAM	Arabic (Morocco)
ARAS	Arabic (Sudan)
ARAY	Arabic (Yemen)
ARM	Armenian
ASM	Assamese
ASR	Assyrian/Aramaic
AYB	Anyi-Baule
AYM	Aymara
AZE	Azeri
BAI	Bamileke (any)
BAL	Balochi
BEJ	Beja/Bedawi
BEL	Belarusian
BEM	Bemba
BHO	Bhojpuri
BIK	Bikol
BLT	Balti Tibetan
BMA	Burmese/Myanma
BNG	Bengali
BNGA	Bengali (any other)
BNGC	Bengali (Chittagong/Noakhali)
BNGS	Bengali (Sylheti)
BSL	British Sign Language
BSQ	Basque/Euskara
BUL	Bulgarian
CAM	Cambodian/Khmer
CAT	Catalan
CCE	Caribbean Creole English
CCF	Caribbean Creole French
CGA	Chaga

Code	Description
CGR	Chattisgarhi/Khatahi
CHE	Chechen
CHI	Chinese
CHIA	Chinese (any other)
CHIC	Chinese (Cantonese)
CHIH	Chinese (Hokkien/Fujianese)
CHIK	Chinese (Hakka)
CHIM	Chinese (Mandarin/Putonghua)
CKW	Chokwe
CRN	Cornish
CTR	Chitrali/Khowar
CWA	Chichewa/Nyanja
CYM	Welsh/Cymraeg
CZE	Czech
DAN	Danish
DGA	Dagaare
DGB	Dagbane
DIN	Dinka/Jieng
DUT	Dutch/Flemish
DZO	Dzongkha/Bhutanese
EBI	Ebira
EDO	Edo/Bini
EFI	Efik-Ibibio
ENB	Believed to be English*
ENG	English*
ESA	Esan/Ishan
EST	Estonian
EWE	Ewe
EWO	Ewondo
FAN	Fang
FIJ	Fijian
FIN	Finnish
FON	Fon
FRN	French
FUL	Fula/Fulfulde-Pulaar
GAA	Ga
GAE	Gaelic/Irish
GAL	Gaelic (Scotland)
GEO	Georgian
GER	German
GGO	Gogo/Chigogo
GKY	Kikuyu/Gikuyu
GLG	Galician/Galego
GRE	Greek

Code	Description
GREA	Greek (any other)
GREC	Greek (Cyprus)
GRN	Guarani
GUJ	Gujarati
GUN	Gurenne/Frafra
GUR	Gurma
HAU	Hausa
HDK	Hindko
HEB	Hebrew
HER	Herero
HGR	Hungarian
HIN	Hindi
IBA	Iban
IDM	Idoma
IGA	Igala
IGB	Igbo
IJO	Ijo (any)
ILO	Ilokano
ISK	Itsekiri
ISL	Icelandic
ITA	Italian
JAV	Javanese
JIN	Jinghpaw/Kachin
JPN	Japanese
KAM	Kikamba
KAN	Kannada
KAR	Karen (any)
KAS	Kashmiri
KAU	Kanuri
KAZ	Kazakh
KCH	Katchi
KGZ	Kirghiz/Kyrgyz
KHA	Khasi
KHY	Kihaya/Luziba
KIN	Kinyarwanda
KIR	Kirundi
KIS	Kisi (West Africa)
KLN	Kalenjin
KMB	Kimbundu
KME	Kimeru
KNK	Konkani
KNY	Kinyakyusa-Ngonde
KON	Kikongo
KOR	Korean
KPE	Kpelle

Code	Description
KRI	Krio
KRU	Kru (any)
KSI	Kisii/Ekegusii (Kenya)
KSU	Kisukuma
KUR	Kurdish
KURA	Kurdish (any other)
KURM	Kurdish (Kurmanji)
KURS	Kurdish (Sorani)
LAO	Lao
LBA	Luba
LBAC	Luba (Chiluba/Tshiluba)
LBAK	Luba (Kiluba)
LGA	Luganda
LGB	Lugbara
LGS	Lugisu/Lumasaba
LIN	Lingala
LIT	Lithuanian
LNG	Lango (Uganda)
LOZ	Lozi/Silozi
LSO	Lusoga
LTV	Latvian
LTZ	Luxemburgish
LUE	Luvale/Luena
LUN	Lunda
LUO	Luo (Kenya/Tanzania)
LUY	Luhya (any)
MAG	Magahi
MAI	Maithili
MAK	Makua
MAN	Manding/Malinke
MANA	Manding/Malinke (any other)
MANB	Bambara
MANJ	Dyula/Jula
MAO	Maori
MAR	Marathi
MAS	Maasai
MDV	Maldivian/Dhivehi
MEN	Mende
MKD	Macedonian
MLG	Malagasy
MLM	Malayalam
MLT	Maltese
MLY	Malay/Indonesian
MLYA	Malay (any other)
MLYI	Indonesian/Bahasa Indonesia

Code	Description
MNA	Magindanao-Maranao
MNG	Mongolian (Khalkha)
MNX	Manx Gaelic
MOR	Moore/Mossi
MSC	Mauritian/Seychelles Creole
MUN	Munda (any)
MYA	Maya (any)
NAH	Nahuatl/Mexicano
NAM	Nama/Damara
NBN	Nubian (any)
NDB	Ndebele
NDBS	Ndebele (South Africa)
NDBZ	Ndebele (Zimbabwe)
NEP	Nepali
NOR	Norwegian
NOT	Information not obtained*
NUE	Nuer/Naadh
NUP	Nupe
NWA	Newari
NZM	Nzema
OAM	Ambo/Oshiwambo
OAMK	Ambo (Kwanyama)
OAMN	Ambo (Ndonga)
OGN	Ogoni (any)
ORI	Oriya
ORM	Oromo
OTB	Believed to be other than English*
OTH	Other than English*
OTL	Other language
PAG	Pangasinan
PAM	Pampangan
PAT	Pashto/Pakhto
PHA	Pahari/Himachali (India)
PHR	Pahari (Pakistan)
PNJ	Panjabi
PNJA	Panjabi (any other)
PNJG	Panjabi (Gurmukhi)
PNJM	Panjabi (Mirpuri)
PNJP	Panjabi (Pothwari)
POL	Polish
POR	Portuguese
PORA	Portuguese (any other)
PORB	Portuguese (Brazil)
PRS	Persian/Farsi
PRSA	Farsi/Persian (any other)

Code	Description
PRSD	Dari Persian
PRST	Tajiki Persian
QUE	Quechua
RAJ	Rajasthani/Marwari
REF	Refused*
RME	Romany/English Romanes
RMI	Romani (International)
RMN	Romanian
RMNM	Romanian (Moldova)
RMNR	Romanian (Romania)
RMS	Romansch
RNY	Runyakitara
RNYN	Runyankore-Ruchiga
RNYO	Runyoro-Rutooro
RUS	Russian
SAM	Samoan
SCB	Serbian/Croatian/Bosnian
SCBB	Bosnian
SCBC	Croatian
SCBS	Serbian
SCO	Scots
SHL	Shilluk/Cholo
SHO	Shona
SID	Sidamo
SIO	Sign language (other)
SLO	Slovak
SLV	Slovenian
SND	Sindhi
SNG	Sango
SNH	Sinhala
SOM	Somali
SPA	Spanish
SRD	Sardinian
SRK	Siraiki
SSO	Sotho/Sesotho
SSOO	Sotho/Sesotho (Southern)
SSOT	Sotho/Sesotho (Northern)
SSW	Swazi/Siswati
STS	Tswana/Setswana
SUN	Sundanese
SWA	Swahili/Kiswahili
SWAA	Swahili (any other)
SWAC	Comorian Swahili
SWAK	Swahili (Kingwana)
SWAM	Swahili (Brava/Mwiini)

Code	Description
SWAT	Swahili (Bajuni/Tikuu)
SWE	Swedish
TAM	Tamil
TEL	Telugu
TEM	Temne
TES	Teso/Ateso
TGE	Tigre
TGL	Tagalog/Filipino
TGLF	Filipino
TGLG	Tagalog
TGR	Tigrinya
THA	Thai
TIB	Tibetan
TIV	Tiv
TMZ	Berber/Tamazight
TMZA	Berber/Tamazight (any other)
TMZK	Berber/Tamazight (Kabyle)
TMZT	Berber (Tamashek)
TNG	Tonga/Chitonga (Zambia)
TON	Tongan (Oceania)
TPI	Tok Pisin
TRI	Traveller Irish/Shelta
TSO	Tsonga
TUK	Turkmen
TUL	Tulu
TUM	Tumbuka
TUR	Turkish
UKR	Ukrainian
UMB	Umbundu
URD	Urdu
URH	Urhobo-Isoko
UYG	Uyghur
UZB	Uzbek
VEN	Venda
VIE	Vietnamese
VSY	Visayan/Bisaya
VSYA	Visayan/Bisaya (any other)
VSYH	Hiligaynon
VSYS	Cebuano/Sugbuanon
VSYW	Waray/Binisaya
WAP	Wa-Paraok (South-East Asia)
WCP	West-African Creole Portuguese
WOL	Wolof
WPE	West-African Pidgin English
XHO	Xhosa

Code	Description
YAO	Yao/Chiyao (East Africa)
YDI	Yiddish
YOR	Yoruba
ZND	Zande
ZUL	Zulu
ZZZ	Classification pending

*Categories marked with an asterisk - Believed to be English, English, Information not obtained, believed to be other than English, Other than English and Refused - may be used by schools that have no need to use individual language codes.

Learner support code [Not for: Nursery schools, primary or middle-deemed primary]

Code	Description
24	Adult learning grant
32	Professional and career development loan
35	Programmed led apprenticeship hardship fund
36	Care to learn
41	Time off for study
53	Free childcare for training & learning for work
54	Adult education bursary
55	Vulnerable group bursary awarded*
56	Discretionary bursary awarded*

*Only codes 55 and 56 will be collected in the school census. The other codes are available for local use if required.

Post looked after arrangements [ALL schools]

Code	Description
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)

Pupil enrolment status [ALL schools]

Code	Description
C	Current (single registration at this school)
G	Guest (pupil not registered at this school but attending some lessons or sessions)
M	Current main (dual registration)
S	Current subsidiary (dual registration)
F	FE college*
O	Other provider*

*PRU / AP only

Pupil boarder indicator [Not for: Nursery schools]

Code	Description
B	Boarder - nights per week not specified
6	Boarder - six nights or less a week*
7	Boarder - seven nights a week*
N	Not a boarder

*Special schools only

National curriculum year group actual [ALL schools]

Code	Description
E1	Early first year
E2	Early second year
N1	Nursery first year
N2	Nursery second year
R	Reception
1 – 14	Years 1 to 14
M	Mixed year class
X	National curriculum not followed – available only for special schools where pupils are not following a particular NC year

Pupil SEN provision [ALL schools]

Code	Description
N	No special educational need
S	Statement
E	Education, health and care plan
K	SEN support

Pupil SEN type [ALL schools]

Code	Description
SPLD	Specific learning difficulty
MLD	Moderate learning difficulty
SLD	Severe learning difficulty
PMLD	Profound & multiple learning difficulty
SEMH	Social, emotional and mental health
SLCN	Speech, language and communication needs
HI	Hearing impairment
VI	Visual impairment
MSI	Multi-sensory impairment
PD	Physical disability
ASD	Autistic spectrum disorder
OTH	Other difficulty / disorder
NSA	SEN support but no specialist assessment of type of need

Pupil exclusion category [Not for: Nursery schools]

Code	Description
FIXD	Fixed period
PERM	Permanent
LNCH	Lunchtime

Pupil exclusion reason [Not for: Nursery schools]

Code	Description
PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse / threatening behaviour against a pupil
VA	Verbal abuse / threatening behaviour against an adult
BU	Bullying
RA	Racist abuse
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour

OT	Other

Pupil attendance codes [Not for: Nursery schools]

Code	Description
/	Present (AM)*
\	Present (PM)*
L	Late (before registers closed) marked as present*
I	Authorised absence due to Illness (NOT medical or dental appointments)
M	Authorised absence due to medical / dental appointments
R	Authorised absence due to religious observance
S	Authorised absence due to study leave
T	Authorised absence due to traveller absence
H	Authorised absence due to agreed family holiday
E	Authorised absence as pupil is excluded, with no alternative provision made
C	Authorised absence as pupil is absent due to other authorised circumstances
B	Approved education activity as pupil being educated off site (not dual registration)*
D	Dual registered (at another establishment) - not counted in possible attendances*
J	Approved education activity as pupil is attending interview*
P	Approved education activity as pupil is attending an approved sporting activity*
V	Approved education activity as pupil is away on an educational visit or trip*
W	Approved education activity as pupil is attending work experience*
G	Unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday
U	Unauthorised absence as pupil arrived after registers closed
O	Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code / description
N	Unauthorised absence as pupil missed sessions for a reason that has not yet been provided
X	Non-compulsory school age absence - not counted in possible attendances*
Y	Unable to attend due to exceptional circumstances - not counted in possible attendances
Z	Pupil not yet on roll - not counted in possible attendances*
#	Planned whole or partial school closure - not counted in possible attendances*

*Not collected in the school census

Maths and English prior attainment year group

Code	Description
1	Learner achieved grade A*-C / 9 - 4 at end of year 11
2	Learner achieved grade A*-C / 9 - 4 since the end of year 11
3	Learner has not yet achieved grade A*-C /9 - 4

Please note: 9 - 4should also be considered to cover any UK Equivalent or Overseas Equivalent qualifications. Where a pupil has such, the query is whether they achieved this prior to the end of year 11 or since the end of year 11.

Maths and English prior attainment codeset

Code	Description
A*	Grade A star
A	Grade A
B	Grade B

Code	Description
C	Grade C
D	Grade D
E	Grade E
F	Grade F
G	Grade G
U	Grade U
9	Grade 9
8	Grade 8
7	Grade 7
6	Grade 6
5	Grade 5
4	Grade 4
3	Grade 3
2	Grade 2
1	Grade 1
NR	Not required

Maths and English exemptions

Code	Description
L	The student has a learning disability which prevents them from studying the qualification
O	The student has a recognised overseas equivalent qualification
U	The student has met the GCSE condition of funding as they hold an approved equivalent UK qualification
N	The student has no exemptions

Withdrawal reason

Code	Description
1	Learner has transferred to another provider to undertake learning which meets a specific government strategy. This should only be used to identify learners who have transferred onto apprenticeship provision
2	Learner has transferred to another provider
3	Learner injury / illness
4	Financial reasons
44	Other personal reasons
45	Exclusion
97	Other
98	Reason not known

Proficiency in English

Code	Description
A	**New to English** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
B	**Early acquisition** May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
C	**Developing competence** May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
D	**Competent** Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks
E	**Fluent** Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.
N	Not yet assessed

Nation and states codeset used for nationality and country of birth

Nation States and Countries in Alphabetical Order				
ISO 3166-1 Alpha-3	**Nation Short Name**	**Nation Long Name**	**Current?**	**Notes**
AFG	Afghanistan	The Transitional Islamic State of Afghanistan	Yes	
ALA	Aland Islands	Aland Islands	Yes	From 2004. Formerly part of (old) Finland.
ALB	Albania	Republic of Albania	Yes	
DZA	Algeria	Democratic and Popular Republic of Algeria	Yes	
ASM	American Samoa	American Samoa	Yes	
AND	Andorra	Principality of Andorra	Yes	
AGO	Angola	Republic of Angola	Yes	
AIA	Anguilla	Anguilla	Yes	From 1985. Formerly part of Saint Kitts-Nevis-Anguilla.
ATA	Antarctica	Antarctica	Yes	
ATG	Antigua and Barbuda	Antigua and Barbuda	Yes	
ARG	Argentina	Argentine Republic	Yes	
ARM	Armenia	Republic of Armenia	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
ABW	Aruba	Aruba	Yes	From 1986. Formerly part of (old) Netherlands Antilles.
AUS	Australia	Commonwealth of Australia	Yes	
AUT	Austria	Republic of Austria	Yes	
AZE	Azerbaijan	Azerbaijani Republic	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
BHS	Bahamas	Commonwealth of The Bahamas	Yes	
BHR	Bahrain	State of Bahrain	Yes	
BGD	Bangladesh	People's Republic of Bangladesh	Yes	
BRB	Barbados	Barbados	Yes	

BLR	Belarus	Republic of Belarus	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR). Formerly Byelorussian SSR. New name from 1992.
BEL	Belgium	Kingdom of Belgium	Yes	
BLZ	Belize	Belize	Yes	
BEN	Benin	Republic of Benin	Yes	Formerly Dahomey. New name from 1977.
BMU	Bermuda	Bermuda	Yes	
BTN	Bhutan	Kingdom of Bhutan	Yes	
BOL	Bolivia	Republic of Bolivia	Yes	
BES	Bonaire, Sint Eustatius and Saba	Bonaire, Sint Eustatius and Saba	Yes	The code BQ was formerly used for British Antarctic Territory (BQ, ATB, --). See also code element BQAQ. BQ has been reused and reassigned to Bonaire, Sint Eustatius and Saba. The Netherlands Antilles (AN, ANT, 530) was divided into (BQ, BES, 535), (CW, CUW, 531) and (SX, SXM, 534). See also code element ANHH
BIH	Bosnia and Herzegovina	Bosnia and Herzegovina	Yes	From 1993. Formerly part of Yugoslavia.
BWA	Botswana	Republic of Botswana	Yes	
BVT	Bouvet Island	Bouvet Island	Yes	
BRA	Brazil	Federative Republic of Brazil	Yes	
ATB	British Antarctic Territory	British Antarctic Territory	No	From 1979 part of Antarctica.
IOT	British Indian Ocean Territory	British Indian Ocean Territory	Yes	
BRN	Brunei	Negara Brunei Darussalam	Yes	
BGR	Bulgaria	Republic of Bulgaria	Yes	
BFA	Burkina Faso	Burkina Faso	Yes	Formerly Upper Volta. New name from 1984.
BUR	Burma	Burma	No	From 1989 named Mynmar.
BDI	Burundi	Republic of Burundi	Yes	

BYS	Byelorussian SSR	Byelorussian Soviet Socialist Republic	No	From 1992 named Belarus.
KHM	Cambodia	Kingdom of Cambodia	Yes	Formerly Kampuchea. New name from 1990.
CMR	Cameroon	Republic of Cameroon	Yes	
CAN	Canada	Canada	Yes	
CTE	Canton and Enderbury Islands	Canton and Enderbury Islands	No	From 1984 merged with Kiribati.
CPV	Cape Verde	Republic of Cape Verde	Yes	
CYM	Cayman Islands	Cayman Islands	Yes	
CAF	Central African Republic	Central African Republic	Yes	
TCD	Chad	Republic of Chad	Yes	
CHL	Chile	Republic of Chile	Yes	
CHN	China	People's Republic of China	Yes	
CXR	Christmas Island	Christmas Island	Yes	
CCK	Cocos (Keeling) Islands	Cocos (Keeling) Islands	Yes	
COL	Colombia	Republic of Colombia	Yes	
COM	Comoros	Union of the Comoros	Yes	Formerly named Federal Islamic Republic of the Comoros. New name from 2003.
COG	Congo	Republic of the Congo	Yes	
COD	Congo, Democratic Republic	Democratic Republic of the Congo	Yes	Formerly Zaire. New name from 1997.
COK	Cook Islands	Cook Islands	Yes	
CRI	Costa Rica	Republic of Costa Rica	Yes	
HRV	Croatia	Republic of Croatia	Yes	From 1992. Formerly part of Yugoslavia.
CUB	Cuba	Republic of Cuba	Yes	
CUW	Curaçao	Curaçao	Yes	From 2010. Formerly part of (new) Netherlands Antilles.
CYP	Cyprus	Republic of Cyprus	Yes	
CZE	Czech Republic	Czech Republic	Yes	From 1993. Formerly part of Czechoslovakia.

CSK	Czechoslovakia	Czechoslovak Socialist Republic	No	1993: Became Czech Republic and Slovakia.
DHY	Dahomey	Dahomey	No	From 1977 named Benin.
YMD	Democratic Yemen	People's Democratic Republic of Yemen	No	From 1990 merged with Yemen Arab Republic to form Republic of Yemen.
DNK	Denmark	Kingdom of Denmark	Yes	
DJI	Djibouti	Republic of Djibouti	Yes	Formerly French Territory of Afars and Issas. New name from 1977.
DMA	Dominica	Commonwealth of Dominica	Yes	
DOM	Dominican Republic	Dominican Republic	Yes	
ATN	Dronning Maud Land	Dronning Maud Land	No	From 1983 merged with Antarctica.
TMP	East Timor	East Timor	No	From 2002 named Timor-Leste.
ECU	Ecuador	Republic of Ecuador	Yes	
EGY	Egypt	Arab Republic of Egypt	Yes	
SLV	El Salvador	Republic of El Salvador	Yes	
GNQ	Equatorial Guinea	Republic of Equatorial Guinea	Yes	
ERI	Eritrea	State of Eritrea	Yes	From 1993. Formerly part of (old) Ethiopia.
EST	Estonia	Republic of Estonia	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
ETH	Ethiopia	Federal Democratic Republic of Ethiopia	Yes	From 1993. Formerly part of (old) Ethiopia.
ETH	Ethiopia	Federal Democratic Republic of Ethiopia	No	1993: Became Eritrea and (new) Ethiopia.
FLK	Falkland Islands	Falkland Islands	Yes	
FRO	Faroe Islands	Faroe Islands	Yes	
DEU	Federal Republic of Germany	Federal Republic of Germany	No	From 1990 merged with German Democratic Republic to form (new) Federal Republic of Germany.
FJI	Fiji	Republic of the Fiji Islands	Yes	
FIN	Finland	Republic of Finland	Yes	From 2004. Formerly part of (old) Finland.

FIN	Finland	Republic of Finland	No	2004: Became Aland Islands and (new) Finland.
FRA	France	French Republic	Yes	
GUF	French Guiana	French Guiana	Yes	
PYF	French Polynesia	French Polynesia	Yes	
ATF	French Southern Territories	French Southern Territories	Yes	1979: Changed name from French Southern and Antarctic Territories.
AFI	French Territory of Afars and Issas	French Territory of Afars and Issas	No	From 1977 named Djibouti.
GAB	Gabon	Gabonese Republic	Yes	
GMB	Gambia, The	Republic of The Gambia	Yes	
GEO	Georgia	Georgia	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
DDR	German Democratic Republic	German Democratic Republic	No	From 1990 merged with Federal Republic of Germany to form (new) Federal Republic of Germany.
DEU	Germany	Federal Republic of Germany	Yes	1990: Merger of German Democratic Republic and (old) Federal Republic of Germany.
GHA	Ghana	Republic of Ghana	Yes	
GIB	Gibraltar	Gibraltar	Yes	
GEL	Gilbert and Ellice Islands	Gilbert and Ellice Islands	No	1977: Became Gilbert Islands and Tuvalu.
GEL	Gilbert Islands	Gilbert Islands	No	From 1979 named Kiribati. Formerly part of Gilbert and Ellice Islands (changed 1977).
GRC	Greece	Hellenic Republic	Yes	
GRL	Greenland	Greenland	Yes	
GRD	Grenada	Grenada	Yes	
GLP	Guadeloupe	Guadeloupe	Yes	
GUM	Guam	Guam	Yes	
GTM	Guatemala	Republic of Guatemala	Yes	
GGY	Guernsey	Guernsey	Yes	From 2006. Previously included in United Kingdom.
GIN	Guinea	Republic of Guinea	Yes	
GNB	Guinea-Bissau	Republic of Guinea-Bissau	Yes	

GUY	Guyana	Co-operative Republic of Guyana	Yes	
HTI	Haiti	Republic of Haiti	Yes	
HMD	Heard Island and McDonald Islands	Heard Island and McDonald Islands	Yes	
VAT	Holy See	Vatican City State	Yes	Formerly named Vatican City State. New name from 1996.
HND	Honduras	Republic of Honduras	Yes	
HKG	Hong Kong	Hong Kong	Yes	
HUN	Hungary	Republic of Hungary	Yes	
ISL	Iceland	Republic of Iceland	Yes	
IND	India	Republic of India	Yes	
IDN	Indonesia	Republic of Indonesia	Yes	
IRN	Iran	Islamic Republic of Iran	Yes	
IRQ	Iraq	Republic of Iraq	Yes	
IRL	Ireland	Ireland	Yes	
IMN	Isle of Man	Isle of Man	Yes	From 2006. Previously included in United Kingdom.
ISR	Israel	State of Israel	Yes	
ITA	Italy	Italian Republic	Yes	
CIV	Ivory Coast	Republic of Côte d'Ivoire	Yes	
JAM	Jamaica	Jamaica	Yes	
JPN	Japan	Japan	Yes	
JEY	Jersey	Jersey	Yes	From 2006. Previously included in United Kingdom.
JTN	Johnston Atoll		No	From 1986 merged with Midway Islands, United States Miscellaneous Pacific Islands and Wake Island to form United States Minor Outlying Islands.
JOR	Jordan	Hashemite Kingdom of Jordan	Yes	
KHM	Kampuchea	Kampuchea	No	From 1990 named Cambodia.
KAZ	Kazakhstan	Republic of Kazakhstan	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
KEN	Kenya	Republic of Kenya	Yes	

KIR	Kiribati	Republic of Kiribati	Yes	Formerly Gilbert Islands. New name from 1979.
PRK	Korea, North	Democratic People's Republic of Korea	Yes	
KOR	Korea, South	Republic of Korea	Yes	
QOK	Kosovo	Kosovo	Yes	2008: A new category for Kosovo has been added to the classification in acknowledgement of the UK's recognition of Kosovo as an independent nation.
KWT	Kuwait	State of Kuwait	Yes	
KGZ	Kyrgyzstan	Kyrgyz Republic	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
LAO	Laos	Lao People's Democratic Republic	Yes	
LVA	Latvia	Republic of Latvia	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
LBN	Lebanon	Lebanese Republic	Yes	
LSO	Lesotho	Kingdom of Lesotho	Yes	
LBR	Liberia	Republic of Liberia	Yes	
LBY	Libya	Socialist People's Libyan Arab Jamahiriya	Yes	
LIE	Liechtenstein	Principality of Liechtenstein	Yes	
LTU	Lithuania	Republic of Lithuania	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
LUX	Luxembourg	Grand Duchy of Luxembourg	Yes	
MAC	Macao	Macao	Yes	
MKD	Macedonia	The Former Yugoslav Republic of Macedonia	Yes	From 1993. Formerly part of Yugoslavia.
MDG	Madagascar	Republic of Madagascar	Yes	
MWI	Malawi	Republic of Malawi	Yes	
MYS	Malaysia	Malaysia	Yes	
MDV	Maldives	Republic of Maldives	Yes	
MLI	Mali	Republic of Mali	Yes	
MLT	Malta	Malta	Yes	

MHL	Marshall Islands	Republic of the Marshall Islands	Yes	From 1986. Formerly part of Trust Territory of the Pacific Islands.
MTQ	Martinique	Martinique	Yes	
MRT	Mauritania	Islamic Republic of Mauritania	Yes	
MUS	Mauritius	Republic of Mauritius	Yes	
MYT	Mayotte	Mayotte	Yes	
MEX	Mexico	United Mexican States	Yes	
FSM	Micronesia	Federated States of Micronesia	Yes	From 1986. Formerly part of Trust Territory of the Pacific Islands.
MID	Midway Islands		No	From 1986 merged with Johnston Atoll, United States Miscellaneous Pacific Islands and Wake Island to form United States Minor Outlying Islands.
MDA	Moldova	Republic of Moldova	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
MCO	Monaco	Principality of Monaco	Yes	
MNG	Mongolia	Mongolia	Yes	
MNE	Montenegro	Republic of Montenegro	Yes	From 2006. Formerly part of Serbia and Montenegro.
MSR	Montserrat	Montserrat	Yes	
MAR	Morocco	Kingdom of Morocco	Yes	
MOZ	Mozambique	Republic of Mozambique	Yes	
MMR	Myanmar	Union of Myanmar	Yes	Formerly Burma. New name from 1989.
NAM	Namibia	Republic of Namibia	Yes	
NRU	Nauru	Republic of Nauru	Yes	
NPL	Nepal	Kingdom of Nepal	Yes	
NLD	Netherlands	Kingdom of the Netherlands	Yes	
ANT	Netherlands Antilles	Netherlands Antilles	No	2010: Following referendums held on the islands, a change in constitutional status in October 2010 dissolved the Netherlands Antilles. It was divided into: Bonaire, Saint Eustatius and Saba, Curaçao and Sint Maarten (Dutch part).

NCL	New Caledonia	New Caledonia	Yes	
NHB	New Hebrides	New Hebrides	No	From 1980 named Vanuatu.
NZL	New Zealand	New Zealand	Yes	
NIC	Nicaragua	Republic of Nicaragua	Yes	
NER	Niger	Republic of Niger	Yes	
NGA	Nigeria	Federal Republic of Nigeria	Yes	
NIU	Niue	Niue	Yes	
NFK	Norfolk Island	Norfolk Island	Yes	
MNP	Northern Mariana Islands	Northern Mariana Islands	Yes	From 1986. Formerly part of Trust Territory of the Pacific Islands.
NOR	Norway	Kingdom of Norway	Yes	
OMN	Oman	Sultanate of Oman	Yes	
PAK	Pakistan	Islamic Republic of Pakistan	Yes	
PLW	Palau	Republic of Palau	Yes	From 1986. Formerly part of Trust Territory of the Pacific Islands.
PSE	Palestine	Palestinian Territory, Occupied	Yes	
PAN	Panama	Republic of Panama	Yes	
PCZ	Panama Canal Zone	Panama Canal Zone	No	From 1980 merged with Panama.
PNG	Papua New Guinea	Independent State of Papua New Guinea	Yes	
PRY	Paraguay	Republic of Paraguay	Yes	
PER	Peru	Republic of Peru	Yes	
PHL	Philippines	Republic of the Philippines	Yes	
PCN	Pitcairn	Pitcairn	Yes	
POL	Poland	Republic of Poland	Yes	
PRT	Portugal	Portuguese Republic	Yes	
PRI	Puerto Rico	Puerto Rico	Yes	
QAT	Qatar	State of Qatar	Yes	
REU	Reunion	Reunion	Yes	
ROU	Romania	Romania	Yes	

RUS	Russia	Russian Federation	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
RWA	Rwanda	Rwandese Republic	Yes	
BLM	Saint Barthélemy	Saint Barthélemy		Assignment of code elements for Saint Barthélemy and Saint Martin and update of France and other French Territories; following detachment from Guadeloupe on 22/02/2007.
SHN	St Helena, Ascension and Tristan da Cunha	Saint Helena	Yes	
KNA	Saint Kitts and Nevis	Federation of Saint Kitts and Nevis	Yes	From 1985. Formerly part of Saint Kitts-Nevis-Anguilla.
KNA	Saint Kitts-Nevis-Anguilla	Saint Kitts-Nevis-Anguilla	No	1985: Became Saint Kitts and Nevis *and* Anguilla.
LCA	Saint Lucia	Saint Lucia	Yes	
MAF	Saint Martin (French Part)	Saint Martin (French Part)	Yes	Assignment of code elements for Saint Barthélemy and Saint Martin and update of France and other French Territories; following detachment from Guadeloupe on 22/02/2007.
SPM	Saint Pierre and Miquelon	Saint Pierre and Miquelon	Yes	
VCT	Saint Vincent and the Grenadines	Saint Vincent and the Grenadines	Yes	
WSM	Samoa	Independent State of Samoa	Yes	
SMR	San Marino	Republic of San Marino	Yes	
STP	Sao Tome and Principe	Democratic Republic of Sao Tome and Principe	Yes	
SAU	Saudi Arabia	Kingdom of Saudi Arabia	Yes	
SEN	Senegal	Republic of Senegal	Yes	
SRB	Serbia	Republic of Serbia	Yes	From 2006. Formerly part of Serbia and Montenegro.
SCG	Serbia and Montenegro	Serbia and Montenegro	No	2006: Became Serbia *and* Montenegro
SYC	Seychelles	Republic of Seychelles	Yes	
SLE	Sierra Leone	Republic of Sierra Leone	Yes	
SKM	Sikkim	Sikkim	No	From 1975 merged with India.
SGP	Singapore	Republic of Singapore	Yes	

SXM	Sint Maarten (Dutch Part)	Sint Maarten (Dutch Part)	Yes	From 2010. Formerly part of (new) Netherlands Antilles.
SVN	Slovenia	Republic of Slovenia	Yes	From 1993. Formerly part of Yugoslavia.
SVK	Slovakia	Slovak Republic	Yes	From 1993. Formerly part of Czechoslovakia.
SLB	Solomon Islands	Solomon Islands	Yes	
SOM	Somalia	Somalia	Yes	
ZAF	South Africa	Republic of South Africa	Yes	
SGS	South Georgia	South Georgia and the South Sandwich Islands	Yes	From 1993. Formerly part of the Falkland Islands.
SSD	South Sudan	South Sudan	Yes	Split of Sudan into Sudan (north part) and South Sudan (south part) following Southern Sudan's creation as an independent state in July 2011
VDR	South Vietnam	Democratic Republic of Vietnam	No	From 1977 merged with North Vietnam to form Vietnam.
RHO	Southern Rhodesia	Southern Rhodesia	No	From 1980 named Zimbabwe.
ESP	Spain	Kingdom of Spain	Yes	
ESH	Spanish Sahara	Spanish Sahara	No	From 1985 named Western Sahara.
LKA	Sri Lanka	Democratic Socialist Republic of Sri Lanka	Yes	
SDN	Sudan	Republic of the Sudan	Yes	
SUR	Suriname	Republic of Suriname	Yes	
SJM	Svalbard and Jan Mayen	Svalbard and Jan Mayen	Yes	
SWZ	Swaziland	Kingdom of Swaziland	Yes	
SWE	Sweden	Kingdom of Sweden	Yes	
CHE	Switzerland	Swiss Confederation	Yes	
SYR	Syria	Syrian Arab Republic	Yes	
TWN	Taiwan	Taiwan	Yes	
TJK	Tajikistan	Republic of Tajikistan	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
TZA	Tanzania	United Republic of Tanzania	Yes	
THA	Thailand	Kingdom of Thailand	Yes	
TLS	Timor-Leste	Timor-Leste	Yes	Formerly East Timor. New name from 2002.

TGO	Togo	Togolese Republic	Yes	
TKL	Tokelau	Tokelau	Yes	
TON	Tonga	Kingdom of Tonga	Yes	
TTO	Trinidad and Tobago	Republic of Trinidad and Tobago	Yes	
PCI	Trust Territory of the Pacific Islands	Trust Territory of the Pacific Islands	No	1986: Became Marshall Islands, Micronesia, Northern Mariana Islands and Palau.
TUN	Tunisia	Republic of Tunisia	Yes	
TUR	Turkey	Republic of Turkey	Yes	
TKM	Turkmenistan	Turkmenistan	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
TCA	Turks and Caicos Islands	Turks and Caicos Islands	Yes	
TUV	Tuvalu	Tuvalu	Yes	Formerly Ellice Islands, part of Gilbert and Ellice Islands. New name from 1977.
UGA	Uganda	Republic of Uganda	Yes	
UKR	Ukraine	Ukraine	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR). Formerly Ukrainian SSR. New name from 1992.
UKR	Ukrainian SSR	Ukrainian Soviet Socialist Republic	No	From 1992 named Ukraine.
SUN	Union of Soviet Socialist Republics	Union of Soviet Socialist Republics	No	1992: Became Armenia, Azerbaijan, Belarus*, Estonia, Georgia, Kazakstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Russian Federation, Tajikistan, Turkmenistan, Ukraine* and Uzbekistan. * Belarus and Ukraine had separate ISO codes before the USSR break-up.
ARE	United Arab Emirates	United Arab Emirates	Yes	
GBR	United Kingdom	United Kingdom of Great Britain and Northern Ireland	Yes	From 2006 separate entries for Guernsey, Isle of Man and Jersey
USA	United States	United States of America	Yes	
UMI	United States Minor Outlying Islands	United States Minor Outlying Islands	Yes	1986: Merger of Johnston Atoll, Midway Islands, United States Miscellaneous Pacific Islands and Wake Island.

PUS	United States Miscellaneous Pacific Islands		No	From 1986 merged with Johnston Atoll, Midway Islands and Wake Island to form United States Minor Outlying Islands.
HVO	Upper Volta	Upper Volta	No	From 1984 named Burkina Faso.
URY	Uruguay	Oriental Republic of Uruguay	Yes	
UZB	Uzbekistan	Republic of Uzbekistan	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
VUT	Vanuatu	Republic of Vanuatu	Yes	Formerly New Hebrides. New name from 1980.
VAT	Vatican City State	Holy See	No	From 1996 named Holy See.
VEN	Venezuela	Bolivarian Republic of Venezuela	Yes	
VNM	Vietnam	Socialist Republic of Vietnam	Yes	1977: Merger of South Vietnam (separate coding) and North Vietnam (same coding).
VGB	Virgin Islands, British	Virgin Islands, British	Yes	
VIR	Virgin Islands, U.S.	Virgin Islands, U.S.	Yes	
WAK	Wake Island		No	From 1986 merged with Johnston Atoll, Midway Islands and United States Miscellaneous Pacific Islands to form United States Minor Outlying Islands.
WLF	Wallis and Futuna	Wallis and Futuna	Yes	
ESH	Western Sahara	Western Sahara	Yes	Formerly Spanish Sahara. New name from 1985.
YEM	Yemen	Republic of Yemen	Yes	1990: Merger of Democratic Yemen and Yemen Arab Republic.
YEM	Yemen	Yemen Arab Republic	No	From 1990 merged with Democratic Yemen to form Republic of Yemen.
YUG	Yugoslavia	Socialist Federal Republic of Yugoslavia	No	Became Bosnia and Herzegovina (1993), Croatia (1992), Macedonia (1993), Serbia and Montenegro (2003) *and* Slovenia (1993). Numeric code 890 prior to 1993.
ZAR	Zaire	Republic of Zaire	No	From 1997 named Democratic Republic of the Congo.
ZMB	Zambia	Republic of Zambia	Yes	

ZWE	Zimbabwe	Republic of Zimbabwe	Yes	Formerly Southern Rhodesia. New name from 1980.
REF	Refused	These codes have been added to allow schools to record answers other than a country code/name.		
NYO	Not Yet Obtained			
STA	Stateless			
NKO	Not Known			

Countries of UK

Code	Description
ENG	England
NIR	Northern Ireland
SCT	Scotland
WLS	Wales/Cymru

Minutes to decimal minutes

Minutes	Decimal minutes
1	0.02
2	0.03
3	0.05
4	0.07
5	0.08
6	0.10
7	0.12
8	0.13
9	0.15
10	0.17
11	0.18
12	0.20
13	0.22
14	0.23
15	0.25
16	0.27
17	0.28
18	0.30
19	0.32
20	0.33
21	0.35
22	0.37
23	0.38
24	0.40
25	0.42
26	0.43
27	0.45
28	0.47
29	0.48

30	0.50
31	0.52
32	0.53
33	0.55
34	0.57
35	0.58
36	0.60
37	0.62
38	0.63
39	0.65
40	0.67
41	0.68
42	0.70
43	0.72
44	0.73
45	0.75
46	0.77
47	0.78
48	0.80
49	0.82
50	0.83
51	0.85
52	0.87
53	0.88
54	0.90
55	0.92
56	0.93
57	0.95
58	0.97
59	0.98

Annex A - Errata

Version	Change history	Date
1.0	All dates rolled forward. 1.4.1 New data items (a) Extended childcare hours – added (b) 30-hour code – added (c) Disability access fund indicator – added (d) Establishment unique reference number – added 1.4.2 Existing data items (a) 3.2.2 Pupil level collection • SEN unit indicator – amended – now collected each term • Resourced provision indicator – amended – now collected each term • Proficiency in English – amended – now only collected in spring 3. Preparation – Pupil level – Home information – amended – note added to confirm that the collection of unique property reference number is voluntary 3.2.2 Pupil level – amended • SEN unit indicator – amended – now collected each term • Resourced provision indicator – amended – now collected each term • Proficiency in English – amended – now only collected in spring • Extended childcare hours – added • 30-hour code – added • Disability access find indicator – added 4.2.3 Establishment unique reference number – added	21/04/2017

Version	Change history	Date
	4.3.1 Primary admissions appeals – amended – note added to confirm that infant admissions appeals are a sub-set of primary admissions appeals and that this data is also contained within the primary admissions appeals data set 4.6 Class information module – amended – selected time codes updated 5.3.12 Extended child care hours – added 5.3.13 30-hour code indicator – added 5.3.14 Disability access fund indicator – added 5.3.16 Top-up funding indicator – amended – note added 5.3.21 2-year-old basis of funding – added (RFC 941 refers) 5.9 Annual attendance – deleted – paragraph number reused. 5.9 Post-16 learning aims – amended – note added on new GCSE grades 5.9.12 GCSE Maths and English condition of funding – amended – note added re new GCSE codes 5.9.15 Maths and English GCSE prior attainment and funding exemption – amended – new GCSE codes used 8 Codesets – amended – added Minutes to decimal minutes conversion table	
1.1	1.2 Statutory requirements, data sharing and data subject rights – amended – elements previously within paragraph 5.3 now within this paragraph 1.2.2 Data protection and data sharing – amended – clarified following ICO review 1.3.5 Three collections a year – amended – clarified following ICO review 5.3.1 Ethnicity – amended – clarified following ICO review	19/06/2017

Version	Change history	Date
	5.3.4 Country of birth – amended – clarified following ICO review 5.3.5 Pupil nationality – amended – clarified following ICO review 5.3.7(b) Eligibility for free school meals – amended – universal credit added to list and wording amended 5.3.9 Youth support services agreement – amended – clarified following ICO review	
1.2	5.5.1 Pupil SEN provision – amended – line added to include Code K so that schools know this is available and strengthened wording for removal of code 'S' 5.5.3 Pupil SEN type – amended – clarification that where type code 'NSA' is used, SEN provision must equal 'K' 5.9.1 Learning aims to be included – amended – examples of how to correct learning aim errors added.	07/08/2017
1.3	5.3.11 Funded hours – amended – table clarified 5.3.12 Extended childcare hours – amended – table clarified 5.3.14 Disability access fund indicator – amended – table clarified 5.5.1 Pupil SEN provision – amended – clarification that code 'S' will be accepted for school census purposes to the end of the 2017-18 academic year. Global amendment - all references to EFA amended to ESFA	02/10/2017

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