



Llywodraeth Cymru
Welsh Government

OPEN CONSULTATION, DOCUMENT

Data and information to support learning and improvement: for those working within the school system

We want your views on our approach to using data and information to support learning and improvement. We are also seeking views on a proposed 14 to 16 Learner Entitlement Indicators Framework.

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Summary

Purpose of the consultation (<https://www.gov.walesnull>)

This document aims to outline our policy on the use of school and learner data that we already lawfully collect and process. It also sets out expectations for schools to make information available.

(<https://www.gov.walesnull>)

Throughout the course of this consultation, when we use the term ‘expect’ or ‘expectation’, it is because stakeholders have asked the Welsh Government to provide direction on using data and information to support learning and improvement. These terms are not intended to describe legal requirements but rather Welsh Government advice. Accordingly, the Welsh Government strongly recommends that stakeholders follow this approach. This will help us work together and align on what we value for our learners.

Who is this consultation aimed at? (<https://www.gov.walesnull>)

We are conducting this consultation in two versions, each tailored to a specific group of stakeholders. This document supports the version aimed at those working within the school system, such as practitioners, leaders, local authorities, regional consortia, and those working alongside schools, organisations who we refer to as partners, such as Estyn, Qualifications Wales, the Welsh Local Government Association (WLGA).

A separate version, designed to be more accessible for a non-specialist audience (<https://Data and information to support learning and improvement: for the general public>), is aimed at the general public, including parents and carers, learners, and anyone else interested in the subject of this consultation.

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What data and information are we concerned with?

(<https://www.gov.walesnull>)

Throughout this consultation, we refer to data and information but we want to be clear that there is no intention to amend existing legislation to extend or change the current data collection arrangements or statutory reporting requirements. However, we will consider the legislative framework to ensure that it aligns with our policy position (i.e. the principles being set out in this consultation) and that any new data requirements that impact on legislation are evaluated against this policy.

Consultation timing (<https://www.gov.walesnull>)

We are opening this consultation for a period of nine weeks. We believe this timeframe is sufficient for respondents to fully consider our proposals and submit their responses. Our direction has been clear for several years and extensive engagement with stakeholders has informed these proposals. This consultation period will also allow us to confirm arrangements as early as possible in the summer term of 2025. This will give those working in the school system and partners as much time as possible to reflect on the confirmed arrangements, contribute to subsequent stages of development, and prepare for the transition to the new arrangements starting in summer 2027.

Background

Our approach to using data and information to support learning and improvement must underpin the ambitions of our education reforms. It should align with the ethos of **Curriculum for Wales** (<https://hwb.gov.wales/curriculum-for->

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wales/) and our supporting National Improvement Framework, while also helping us meet objectives across the Programme for Government and areas of strategic policy, including our **equity ambitions** (<https://www.gov.wales/equality-plan-and-objectives-2020-2024>), **Cymraeg 2050: A million Speakers** (<https://www.gov.wales/cymraeg-2050-welsh-language-strategy>) and **Well-being of Future Generations** (<https://www.gov.wales/well-being-future-generations>).

What are we consulting on? (<https://www.gov.wales>)

Our overall approach to using data and information in the school system and a set of principles to underpin this

We are outlining our approach to data and information to ensure a shared understanding of its use and to provide direction on how we expect others to use it. We have developed a set of principles to capture this approach and are seeking feedback on how well these principles articulate our aims. As noted above, the purpose of this is to provide our partners with assurance regarding how the Welsh Government will use the data that it already collects. These principles aim to articulate our move away from a “high stakes” approach to using data, focusing instead on informing and supporting individual learners’ progression.

The 14 to 16 Learner Entitlement Indicators Framework proposals

We are seeking views on a proposed 14 to 16 Learner Entitlement Indicators Framework to support **14 to 16 learning under the Curriculum for Wales** (<https://hwb.gov.wales/curriculum-for-wales/14-to-16-learning-guidance/>). We want to know how well stakeholders think these proposals align with our policy aims and gather feedback on the framework’s structure, as well as potential challenges as we transition to these arrangements. We also want to understand the

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considerations needed as we develop systems to facilitate data reporting and analysis by stakeholders, and identify areas where further guidance may be needed regarding the expected uses of data and information.

The proposals outlined in this consultation relate to reporting arrangements that are not part of our official statistics outputs. We will seek views on how school and learner data features within official statistics publications in the near future, as part of our next steps.

Supporting improvement for learning under Curriculum for Wales (<https://www.gov.walesnull>)

The Welsh Government and the education system are committed to becoming a self-improving system through collaborative working, partnership and support. While sophisticated use of data and information is part of this work, the key drivers are effective conversations and meaningful collaboration between partners and with Welsh Government. This collaboration focuses on all aspects of improving learning.

We continue to work with our partners to develop our approach to supporting improvement for learners and raising standards. Our National Improvement Framework guides this work by providing coherence in our collaborative efforts to maximise learner progress. Our ongoing work within the **School Improvement Partnership Programme** (<https://www.gov.wales/written-statement-next-stage-review-school-improvement-roles-and-responsibilities-education>) is aimed at supporting deep and purposeful collaboration across all levels of the system. Central to this is to enable highly effective self-evaluation through learner-focused, evidenced-informed and enquiry-based practice within and across schools, and in partnership with local authorities.

Our School Improvement guidance published in 2022 outlines our aims to:

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- increase the use of the widest and richest possible range of information to inform self-evaluation and improvement within schools' own contexts
- clarify the use of information for accountability purposes, so that this does not inhibit schools' improvement or drive negative behaviours
- broaden the range and quality of publicly available information about schools and the wider system to enhance transparency and public confidence

Additionally, we recently published our statutory guidance on **14 to 16 learning under the Curriculum for Wales** (<https://hwb.gov.wales/curriculum-for-wales/14-to-16-learning-guidance/#designing-the-14-to-16-curriculum-offer>). This guidance expresses our intention for information requirements and reporting arrangements to align with the priorities and aims of the Learner Entitlement for 14 to 16-year-olds (14 to 16 learner entitlement). We committed to consulting on these information proposals, providing clear direction on our expectations for the use and publication of relevant data at a school level.

Why do we need to define our approach to use of data and information to support learning and improvement?

(<https://www.gov.walesnull>)

Our aims (<https://www.gov.walesnull>)

Data and information play a crucial role in evaluation, improvement and accountability processes. However, to truly support improvement in learning, they must be both appropriate for use and used appropriately. We often refer to the interplay between the *what* and the *how* of using data as the 'information ecosystem'.

We recognise that the Welsh Government needs to set clear expectations for the use of data and any specific requirements. This will help cultivate an

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appropriate and proportionate use of data across the school system, focusing on what is important and where it can be impactful in driving improvements for our learners, supporting our policy aspirations.

Recent research commissioned by the Welsh Government into **developing a new data and information ecosystem** (<https://www.gov.wales/research-exploring-new-information-system-schools>) is informing our approach. The report, published in early 2023, has guided the development of our proposals alongside engagement with our partners.

We aim to promote a balanced approach that uses quantitative data alongside other sources of information, both quantitative and qualitative. This includes intelligence from partners and experts, focussing on identifying and understanding issues and underlying factors to address the diverse needs of our learners and schools. We want data and information to be used in a way that supports efforts to achieve the best for our learners and citizens and which enables our workforce. We also aim to improve public understanding of learning by providing a more meaningful and comprehensive picture of schools in an accessible way. (<https://www.gov.walesnull>)

As we move forward with applying this approach, it is important to set out the principles that are guiding these developments. **We are clear that, whilst information is important to helping schools understand their learners and support self-evaluation and collaboration, we do not wish to return to a performative and accountability-driven system. Our focus on data should support understanding without placing additional burdens upon the workforce.** (<https://www.gov.walesnull>)

As the Curriculum for Wales embeds, we want our reformed approach to data and information to be sustainable and ensure long-term balance across the system. It is important to be clear about our aims, our principles and processes to achieve this.

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This does not mean we intend to be prescriptive about all data used in the school system, nor will we create a Wales-wide single source or repository of all information or data that a school might need to support learning improvement.

Our overall approach to use of data and information in the school system

We believe that using suitable types and breadth of data and information in appropriate ways will support a system-wide focus on what is important. Data, information and evidence should be used for a range of purposes by educators at all levels in the sector.

Both qualitative and quantitative information are valuable, and, ideally, they should be used together as they offer different perspectives on issues.

Data is everyone's responsibility; it should be used continuously and embedded in a school's improvement cycle. Different stakeholders have their own particular data and information needs which will vary depending on what they are used for. However, it is crucial that everyone ensures data is used in a way that keeps the learner at the centre of decision-making.

Information ecosystem principles (<https://www.gov.walesnull>)

We propose the following principles to underpin our approach to using data to support learning improvement:

1. **Learner-focused approach:** Our focus remains squarely on the learners. Their needs, progress, and wellbeing guide our decisions.
2. **Workforce Support:** By setting clear expectations around data use, we aim to empower educators to better support learners.

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3. Holistic: No single metric can define success. We consider a broad range of factors, avoiding overreliance on isolated measures.
4. Context matters: Data gains greater meaning in context. We ensure information is relevant, timely, high-quality, and contextualised to provide an informed picture of a school and fairer consideration of outcomes.
5. Efficiency and simplicity: Streamlined requirements minimise administrative burdens, allowing educators to concentrate on what matters most.
6. Flexibility: Our approach respects individual needs across diverse settings. One size does not fit all.
7. User-friendly presentation: Data and information should be accessible and understandable. Clear visuals aid informed choices.
8. Descriptive, not judgmental: We describe rather than evaluate. Objective insights inform action.
9. Reporting and sharing: Data supports collaboration among schools and improvement services.
10. Empowering: Schools use data intelligently to inform self-evaluation and continuous improvement.
11. Inquiry and understanding: Data sparks exploration and enriches inquiry, leading to deeper understanding and triangulation of findings.
12. Thoughtful publication: We weigh consequences before sharing data publicly, safeguarding learners and schools.

The 14 to 16 Learner Entitlement Indicators Framework (LEIF)

Supporting 14 to 16 learning under the Curriculum for Wales (<https://www.gov.walesnull>)

Our programme of activity to secure effective use of data and information spans the range of education policy. We are currently prioritising our focus on this area

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to provide direction following the publication of the statutory guidance on **14 to 16 learning under the Curriculum for Wales** (<https://hwb.gov.wales/curriculum-for-wales/14-to-16-learning-guidance/>). This is in preparation for the first cohort of Curriculum for Wales learners reaching year 11 and the introduction of **reformed Made for Wales qualifications for 14 to 16-year old** (<https://qualifications.wales/regulation-reform/reforming/national-14-16-qualifications/>).

We have committed to replacing the current Interim Key Stage 4 measures and reporting arrangements with indicators and reporting that underpins 14 to 16 Learning under Curriculum for Wales. We understand that **our partners need guidance on how the Welsh Government plans to report school-level data in the future, and what the reporting requirements will be for schools as the 14 to 16 Learner Entitlement is implemented** (<https://www.gov.walesnull>). Therefore, this consultation focuses on the aspects we propose to be routinely made publicly available at the school level. By school-level we mean the data that we provide about schools via **My Local School** (<https://mylocalschool.gov.wales/>) or any such future public platform.

As we work with partners to enhance support for learning in the earlier phases of the Curriculum for Wales, we will ensure that the expectations at the end of a learner's statutory schooling are clearly aligned throughout the 3 to 16 learning continuum.

The 14 to 16 Learner Entitlement (<https://www.gov.walesnull>)

The **14 to 16 learning guidance** (<https://hwb.gov.wales/curriculum-for-wales/14-to-16-learning-guidance/>) sets out the 14 to 16 Learner Entitlement, which emphasises a broad range of learning and opportunities for young people. This supports them as they make progress towards the four purposes, approach the end of their statutory schooling, take qualifications and prepare for the next stage in their lives, whether that is further education, training or employment.

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The 14 to 16 learning guidance specifies that schools should ensure all learners can demonstrate and communicate their learning, progress and achievements across all four components of the learner entitlement by the time they complete compulsory education at age 16.

These four components are:

- qualifications in literacy and numeracy
- qualifications to encourage breadth
- wider learning and experiences across the curriculum
- reflections on learning and progress and post-16 planning

Each learner's entitlement will consist of various learning, experiences and achievements across these components. Schools should use this information and evidence to support their **self-evaluation and improvement** (<https://hwb.gov.wales/repository/resource/2372e20a-58e6-43c9-bf39-d67245da17c9/overview>) processes informed by **the Principles of Progression** (<https://hwb.gov.wales/repository/resource/d83769d7-e9c6-4a38-b268-ad32bfd88fbd/overview>).

We aim to use data and information in a way that supports schools in providing a comprehensive offer to learners, balancing provision across the components without overly focussing on one aspect. This approach also helps others gain an informed understanding of the 14 to 16 learning within in a school.

Scope of the 14 to 16 LEIF (<https://www.gov.walesnull>)

We are proposing a 14 to 16 Learner Entitlement Indicators Framework (LEIF) that fully aligns with the 14 to 16 Learner Entitlement:

- Publication expectations: this proposal outlines what we expect the Welsh Government to actively and routinely publish at the school level. It also

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signals our intent regarding the use of learning data at other levels of the system and sets expectations for schools and partners in using this data.

- Scope of the 14 to 16 LEIF: this LEIF relates only to 14 to 16 learning data. It does not encompass the full range of data we believe the Welsh Government should publish about a school, or that we would expect schools to make available.
- Comprehensive reporting: we plan to continue reporting more comprehensive datasets to schools and local authority (LA) audiences alongside what we make publicly available, allowing for further interrogation to aid self-evaluation
- Complementary data sources: this framework is not the entirety of what we propose should be used in the school system to support self-evaluation and improvement planning. We expect schools and LAs to use data and information we report in conjunction with their locally held data and knowledge of their learners' and school's context.
- Inclusion of EOTAS learners: as we develop proposals, we will consider how to ensure that learners receiving Education Other Than At School (EOTAS) provision are also accounted for in our reporting arrangements.

What has informed the 14 to 16 LEIF proposals?

(<https://www.gov.walesnull>)

We have formed the following proposals in line with our approach to using data and information. These proposals are informed by our policy aims, available research (including specifically commissioned research involving participation of schools, learners, partners and parents and (or) carers) and our on-going engagement with various stakeholders, including school leaders and practitioners and representatives from local authorities, regional consortia, Welsh Local Government Association (WLGA), Qualifications Wales, WJEC, Estyn and school leaders' unions.

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The 14 to 16 Learner Entitlement Indicator Framework (LEIF) (<https://www.gov.walesnull>)

What is in the 14 to 16 LEIF? (<https://www.gov.walesnull>)

The 14 to 16 LEIF includes:

- a set of cross-cutting features
- range of information relevant to each of the four 14 to 16 learner entitlement components. This includes qualifications data, other quantitative data (e.g. attendance) and qualitative aspects of the 14 to 16 learner entitlement

The framework proposes a mix of reporting arrangements for Welsh Government collected data and expectations for data and information to be made publicly available by all secondary schools. Many of these are already statutorily required or align with expectations set out in policy guidance or other programmes involving schools.

Cross-cutting features that underpin our approach to reporting 14 to 16 learning data (<https://www.gov.walesnull>)

1. Comprehensive understanding: data and information must support an understanding of breadth, depth, level and scale of learning in a school and across different groups of learners. For 14 to 16 learners this includes, but is not limited to, working towards qualifications. Data should also provide insights into qualifications provision in terms of participation, range and mix, level and volume, including proportions of learners who do not achieve any qualifications.
2. Supporting all learners: data and information must support an understanding of learning across all groups of learners and progression in relation to their

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potential.

3. Continuous self-evaluation: data and information must support self-evaluation both throughout the 14 to 16 learning phase and across a school's age range, not just at the end of Year 11.
4. Contextual success: data and information must support understanding in context at the school level, providing transparency in an equitable way. Achievement is relative to each learner, and relative to the context and challenges faced by each school. Therefore, data and information will not be presented in a way that suggests success or failure but will convey where value has been added to provision for learners. (Relevant comparators and contextual factors will be developed with schools and partners in our next steps.)
5. Accessibility: data and information must be accessible to different audiences. Qualifications outcomes will not be converted into point scores. The full offer of reformed qualifications for 14 to 16 learners introduces a number of complexities that cannot simply be applied to the existing points arrangements.
6. Transparency: data and information must aid transparency. Learning outcomes will not be presented in the form of a composite measure where variation can be masked.
7. Clear narrative: We will provide clear narrative around the reported data and information, enabling public understanding of expectations around the use of data and how it relates to our values (the 14 to 16 Learning Entitlement and Curriculum for Wales).

Where and how will 14 to 16 LEIF data and information be presented?

(<https://www.gov.walesnull>)

We will present a set of data and information on a public platform for each secondary and middle school, organised across the four components of the 14 to 16 Learner Entitlement. This will be part of a broader set of information available about each maintained school in Wales. Currently we use **My Local**

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School (<https://mylocalschool.gov.wales/>) to provide public access to data and information about each school. The remainder of this section sets out how we intend to present this information and our expectations for schools to make information available through their own channels.

Using qualifications data in the 14 to 16 LEIF (<https://www.gov.walesnull>)

1. Qualifications entries and awards: we will report on both qualification entries and award outcomes.
2. Individual qualification reporting: we will not use a complex measure to report on qualification outcomes. Instead, we will report outcomes for each individual qualification.
3. Contextualised reporting: we will report qualification outcomes in a contextualised way, using relevant comparators developed in partnership with stakeholders. Where feasible and helpful, we will look to include an expected outcome comparator based on a statistical model informed by factors such as Free School Meal eligibility (eFSM) population levels as a socio-economic disadvantage proxy indicator.
4. Disaggregation and time series analysis: we will aim to enable disaggregation by learner characteristics and analysis over a time series where entry numbers are sufficient and analysis would be meaningful.
5. Grade range reporting: we will report qualification outcomes as percentages achieving each grade range (A*, A* to A, A* to B,...A* to G for GCSEs or A*A*, or A*A* to AA, A*A* to BB,...A*A* to GG for double award GCSEs) for each award attained by a learner in the cohort, using the relevant grade range for each qualification.
6. Inclusion of qualifications: all approved and designated reformed qualifications for 14 to 16-year-olds in Wales up to level 2 will be included in reports where:
 - a. it is expected for the majority of learners to be entered as set out in the 14 to 16 Learning Guidance, or

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- b. a learner in the cohort has been entered.
7. Avoiding misrepresentation of qualifications with fewer entries: where there are fewer than 50 entries for a qualification, the outcomes will not be proactively reported due to likely volatility in outcome patterns which prevents of meaningful analysis of the data. We will indicate that a school can be contacted to provide clarity and context for any lower entry level subjects. We will periodically review the suitability of this minimum number of entries.

14 to 16 LEIF summary of indicators to be made publicly available (<https://www.gov.walesnull>)

Qualifications in literacy and numeracy (<https://www.gov.walesnull>)

- Overview of entries across relevant qualifications for each subject area (Cymraeg, English and Mathematics and Numeracy) included in this component (WG publication).
- Entries and awards at each grade range (subject to sufficient levels of entry to make reporting awards data feasible) reported separately for each relevant qualification included in this component (WG publication).

Qualifications to encourage breadth (<https://www.gov.walesnull>)

- Overview of entries across relevant qualifications for the science subject area included in this component (WG publication).
- Entries and awards at each grade range (subject to sufficient levels of entry to make reporting awards data feasible) reported separately for each relevant GCSE, VCSE and Foundation qualification included in this component (WG publication).

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- Overview of entries across different qualification types (WG publication).

Wider learning and experiences across the curriculum

(<https://www.gov.walesnull>)

- Entries and awards at each grade range (subject to sufficient levels of entry to make reporting awards data feasible) for the Personal Project (WG publication).
- Entries and awards at each grade range (subject to sufficient levels of entry to make reporting awards data feasible) reported separately for each relevant Skills Suite qualification included in this component (WG publication).
- Information on learning in relationships and sexuality education (RSE) and religion, values and ethics (RVE) that forms part of a school's curriculum (School publication).
- Information on the wider curricular and learning opportunities and participation in a school (School publication).

Reflections on learning and progress and post-16 planning

(<https://www.gov.walesnull>)

Learner effectiveness and engagement

- Information on supporting learners in becoming increasingly effective at learning (School publication).
- Information on opportunities and impact of Learner Voice and supporting Wellbeing in a school (School publication).
- Attendance levels for Year 10 and 11 learners (WG publication).
- Persistent absence levels and absenteeism (WG publication).

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- Year group movement (WG publication).

Post-16 Planning

- Information on Post-16 and transition planning in a school (School publication).
- Destinations of Year 11 learners (WG publication).
- Learners with no qualifications (WG publication).

The 14 to 16 LEIF: further detail (<https://www.gov.walesnull>)

Qualifications in literacy and numeracy (<https://www.gov.walesnull>)

This component will include the following qualifications:

Cymraeg

- GCSE Cymraeg Language and Literature (Double Award).
- GCSE Cymraeg Language and Literature (Single Award).
- Entry Level Foundation Cymraeg.
- GCSE Core Cymraeg.
- Entry Level Foundation Core Cymraeg.
- Level 2 Award in Additional Core Cymraeg.

English

- GCSE English Language and Literature (Double Award).
- GCSE English Language and Literature (Single Award).

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- Entry Level/Level 1 Foundation English.

Mathematics and Numeracy

- GCSE Mathematics and Numeracy (Double Award).
- Entry Level/Level 1 Foundation Mathematics and numeracy.
- Level 2 Award in Additional Maths.

Qualifications will be reported as outlined above (see 'using qualifications data in the 14 to 16 LEIF').

For each of the Cymraeg, English and Mathematics and Numeracy subject areas, we will report an overview of entries to indicate the proportion of learners entered across the range of qualifications. This will include the proportion not entered for any of these qualifications.

The 14 to 16 learning guidance notes that the following qualifications have been introduced to provide the most appropriate qualification for most learners:

- GCSE Cymraeg Language and Literature (Double Award) (in a Welsh-medium or bilingual school).
- GCSE Core Cymraeg (in an English medium or bilingual school).
- GCSE English Language and Literature (Double Award).
- GCSE Mathematics and Numeracy (Double Award).

These qualifications will be reported by default. Other qualifications will be included where a learner in the cohort has been entered for it. Awards data will also be reported where entry numbers are sufficient to allow meaningful analysis. We will ensure the reporting of Cymraeg qualifications is sensitive to a school's language medium type.

Qualifications to encourage breadth (<https://www.gov.walesnull>)

This component will include all other GCSE, VCSE and Foundation qualifications.

Science qualifications will be featured in this component by default and will be reported before all other qualifications in the section, as outlined above (see 'using qualifications data in the 14 to 16 LEIF').

Science qualifications will include the following:

- GCSE The Sciences (Double Award).
- GCSE Integrated Science (Single Award).
- Entry Level/Level 1 Foundation The Sciences.

For the science subject area, we will report an overview of entries to indicate the proportion of learners entered across the range of qualifications This will include the proportion not entered for any of these qualifications.

The 14 to 16 learning guidance notes that GCSE The Sciences (Double Award) has been introduced to provide the most appropriate qualification for most learners. This qualification will be reported by default. Other science qualifications will be included if a learner in the cohort has been entered for it, with outcomes data only reported where entry numbers are sufficient to allow meaningful analysis.

All other GCSE, VCSE and Foundation qualifications from across the breadth of the offer will be reported where a learner in the cohort has been entered. These will be reported as outlined above (see 'using qualifications data in the 14 to 16 LEIF'). We will include a link to Personal Project and Skills Suite data reported in the Wider Learning and Experiences component.

We will develop an indicator or indicators that provide an overview of the mix of

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different types of qualifications that learners in the cohort have been entered for. This will help in understanding of the range of qualifications in a school's provision and the proportions of learners undertaking different types of qualifications.

Wider learning and experiences (<https://www.gov.walesnull>)

This component will include a mix of data and information made available publicly by Welsh Government and information that schools are expected to make available.

The Personal Project qualification will feature in this component and will be reported where a learner in the cohort has been entered, as outlined above (see 'using qualifications data in the 14 to 16 LEIF').

Skills Suite qualifications will feature in this component and will be reported where a learner in the cohort has been entered, as outlined above (see 'using qualifications data in the 14 to 16 LEIF').

Information on **the learning in relationships and sexuality education (RSE) and religion, values and ethics (RVE)** (<https://www.gov.walesnull>) that forms part of a school's curriculum: It will be indicated that there is an expectation for schools to make information available on the RSE and RVE learning within their curriculum. We would anticipate this being published on schools' own websites.

Information on the wider curricular and learning opportunities in a school: It will be indicated that there is an expectation for schools to make information available on the wider curricular and learning opportunities available within their curriculum for learners in years 10 and 11, how they secure participation and learner progress, and how successful they are in this. We would anticipate this being published on schools' own websites.

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Reflections on learning and progress and post-16 planning

(<https://www.gov.walesnull>)

This component will include a mix of data and information made available publicly by Welsh Government and information that schools are expected to make available.

Learner Effectiveness and engagement

It will be indicated that there is an expectation on schools to make information available related to the range of ways in which they support their learners to become increasingly effective at learning in a social and work-related context. We would anticipate this being published on schools' own websites.

It will be indicated that there is an expectation on schools to make information available on the range of ways in which they use learner voice to support improvement, and how they support learner wellbeing across the curriculum (including how they might use any wellbeing information to understand their learners' needs to support improvement). Schools should also demonstrate how they secure learner participation and progress, and how successful they are in this. We would anticipate this being published on schools' own websites.

Attendance data specific to 14 to 16 learning will be reported in the form of proportion of half day sessions attended for Year 10 learners and Year 11 learners. This will be reported in a contextualised way, using relevant comparators (to be developed in partnership with stakeholders), including the school's overall attendance levels and an expected outcome based on a statistical model informed by factors such as eFSM population levels as a socio-economic disadvantage proxy indicator. We will enable disaggregation by learner characteristics and analysis over a time series.

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Persistent absenteeism data specific to 14 to 16 learning will be reported in the form of proportions of Year 10 learners and Year 11 learners who are persistently absent and proportion of absence that is persistent absence. This will be reported in a contextualised way, using relevant comparators (to be developed in partnership with stakeholders), including the school's overall attendance levels.

We will look to develop an indicator or indicators that will provide an overview of unexpected year group movement to aid an understanding of proportions of Year 10 learners in the previous year who did or did not transition to Year 11.

B Post-16 Planning

It will be indicated that there is an expectation on schools to make information available on Post-16 and transition planning, and the range of ways in which they support their learners to prepare for the next stage after their 14 to 16 learning journey. This would include information the support discussions around planning and identifying options, careers planning, facilitating work experience and employer engagement (where appropriate), how they secure participation and how successful they are in this. We would anticipate this being published on schools' own websites.

We plan to develop an indicator/indicators for destinations data that we will report on to provide contextualised detail for proportions of past cohorts who are now in education, employment, training, or none of these.

We will investigate whether we can report:

- percentage of leavers in each of these categories
- relevant comparators (that will be developed in partnership with stakeholders)
- time series

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- disaggregation by characteristics such as learners eligible for FSM

We will look to include this information for past cohorts from a number of previous years.

The proportion of the cohort with no qualifications will be reported in a contextualised way, using relevant comparators (to be developed in partnership with stakeholders).

Timing of the 14 to 16 LEIF implementation

(<https://www.gov.walesnull>)

Following the close of this consultation we will consider responses and confirm arrangements and next steps in the summer term of 2025. Following this, we will work with our partners to refine proposals, establish the underlying details, and develop reporting systems to support self-evaluation and public accessibility to school data. We will be reporting in line with these reformed arrangements as the first Year 11 cohort under the Curriculum for Wales reaches the end of their statutory schooling and reformed qualifications are first awarded. We will continue to work with partners following the introduction of the 14 to 16 LEIF to review the underlying detail of our reporting arrangements and systems on an ongoing basis.

The **full offer of reformed 14 to 16 qualifications** (<https://qualifications.wales/regulation-reform/reforming/national-14-16-qualifications/>) will be phased over several years. During this transition period, our reporting will include both legacy qualifications and the new awards.

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Next steps

We recognise that the schools and partners want to understand the data and information arrangements that will be in place as they embed Curriculum for Wales and the 14 to 16 Learner Entitlement.

We intend to publish a summary of responses to this consultation in summer 2025 alongside a statement of intent with regard to introducing our reformed approach to using data and information in the school system and the 14 to 16 LEIF. This will also include our next steps in refining reporting arrangements, development of tools and supporting materials. We will also be seeking views on how school and learner data features within official statistics publications.

We want to gain an insight and understanding of the potential impact of our proposals on schools. We will carry out a 'workload impact assessment' that will be published as part of the overall Integrated Impact Assessment in the summer. To support this work a specific consultation question has been included to capture practitioner views on the implications of proposals on workload.

Consultation questions

Our overall approach to use of data and information in the school system (<https://www.gov.walesnull>)

Question 1: To what extent do you agree that the overall approach to using data and information in the school system and the information ecosystem principles align with the ethos and ambitions of our Curriculum for Wales?

Question 2: To what extent do you agree that the information ecosystem principles support a proportionate use of data and information to support

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evaluation and improvement (an approach that keeps the learner at the centre and does not encourage a performative and accountability-driven system)?

Question 3: To what extent do you agree that the information ecosystem principles support a sustainable use of data and information to support evaluation and improvement?

Question 4: To what extent do you agree that the information ecosystem principles allow for a balanced and holistic understanding of schools and learning by external audiences, such as parents and carers?

Question 5: Are there any other principles or aspects to the proposed information ecosystem principles that should be added?

Question 6: What effect will the information ecosystem principles have on the workforce, including any impact they may have on workload?

Question 7: What are your views on the information ecosystem principles supporting individual learners and meeting their diverse needs, including those learners from disadvantaged backgrounds and those learners who share protected characteristics (as set out under the Equality Act 2010)?

The 14 to 16 Learner Entitlement Indicators Framework (LEIF) (<https://www.gov.walesnull>)

Question 8: To what extent do you agree that the 14 to 16 Learner Entitlement Indicators Framework (LEIF) aligns with the 14 to 16 Learner Entitlement while supporting our wider Curriculum for Wales ambitions?

Question 9: Should there be any additional indicators included in this framework to fully support learning and improvement? Please provide details.

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Question 10: To what extent do you agree that the organisation of the 14 to 16 LEIF aids coherent communication of 14 to 16 curricula and learning in schools' own contexts, enabling a meaningful and equitable understanding?

Question 11: What are the challenges and opportunities in moving to the 14 to 16 LEIF?

Question 12: What else do we need to consider when we start to align our reporting systems that provide schools and local authorities with datasets and tools to support self-evaluation processes with this public-facing 14 to 16 LEIF?

Question 13: Is specific guidance needed around the aspects of the 14 to 16 LEIF where the expectation is on schools to make information available? Please provide details.

Question 14: To what extent do you agree that the 14 to 16 LEIF supports a focus on the common goals of Cymraeg 2050: A million speakers?

Question 15: To what extent do you agree that the 14 to 16 LEIF will minimise disruption to the workforce and enable focus to remain on delivering for and supporting learners to progress?

Question 16: What effect will the 14 to 16 LEIF have on the workforce, including the impact it may have on workload?

Question 17: What are your views on the impact of the 14 to 16 LEIF in supporting individual learners and meeting their diverse needs, including those from disadvantaged backgrounds and those who share protected characteristics (as set out under the Equality Act 2010)?

The Welsh Language (<https://www.gov.walesnull>)

Question 18: What, in your opinion, would be the likely effects of the overall approach to using data and information in the school system and the information ecosystem principles on the Welsh language? We are particularly interested in any likely effects on opportunities to use the Welsh language and on not treating the Welsh language less favourably than English.

Do you think that there are opportunities to promote any positive effects?

Do you think that there are opportunities to mitigate any adverse effects?

Question 19: In your opinion, could the overall approach to using data and information in the school system and the information ecosystem principles be formulated or changed so as to:

- have positive effects or more positive effects on using the Welsh language and on not treating the Welsh language less favourably than English, or
- mitigate any negative effects on using the Welsh language and on not treating the Welsh language less favourably than English?

Question 20: What, in your opinion, would be the likely effects of the 14 to 16 LEIF on the Welsh language? We are particularly interested in any likely effects on opportunities to use the Welsh language and on not treating the Welsh language less favourably than English.

Do you think that there are opportunities to promote any positive effects?

Do you think that there are opportunities to mitigate any adverse effects?

Question 21: In your opinion, could the 14 to 16 LEIF be formulated or changed so as to:

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- have positive effects or more positive effects on using the Welsh language and on not treating the Welsh language less favourably than English, or
- mitigate any negative effects on using the Welsh language and on not treating the Welsh language less favourably than English?

Please use the consultation response form to respond to the above questions.

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