



Individual pupil data

Improving the quality and usability of pupil level data



Consultation

Consultation document No: 042/2007

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Action required: Responses by 16 November 2007

Individual pupil data - Improving the quality and usability of pupil level data

Audience	Maintained schools, local education authorities, school governors, parents and other interested statutory and voluntary organisations.
Overview	This consultation document seeks the views on the planned introduction of revised regulations to clarify the legal basis for the collection, use and sharing of pupil level data.
Action required	All interested parties to respond by 16 November 2007.
Further information	Performance & Improvement Division Welsh Assembly Government Cathays Park Cardiff CF10 3NQ Tel: 029 2082 6014 Fax: 029 2082 6016 E-mail: ims@wales.gsi.gov.uk
Additional copies	Further copies of this document can be obtained from the above address.
Related documents	Information Management Strategy for Schools, LEAs and Post-16 Providers Data Protection Act 1998 Freedom of Information Act 2000 The Education (Information about Individual Pupils) (Wales) Regulations 2003 The Education (Individual Pupil Information) (Prescribed Persons) (Wales) Regulations 2004 The Education (School Performance Information) (Wales) Regulations 2004 The Education (Pupil Information) (Wales) Regulations 2004 Learning and Skills Act 2000 Education Act 1996 Education Act 1997

Contents

This document is split into 3 distinct, but related, sections:

1.	Summary	1
2.	The Pupil Level Annual School Census (PLASC)	2
3.	Reporting Pupil Information to Parents and Adult Pupils	6
4.	The Collection of National Curriculum Results (NDC) and Secondary School Performance Information	7
	Annex A – Summary of PLASC Pupil Level Data Items	9
	Annex B – SEN Provision Matrix for Levels of Need	16
	Annex C – Consultation Response Form	17

Improving the Quality and Usability of Pupil Level Data

Summary

Well-managed information about schools and Post-16 learning providers has a crucial role to play in supporting the drive to raise standards.

Since the Welsh Assembly Government introduced the Individual Pupil Data Project in 2003 they have been successful in:

- implementing an Information Management Strategy for schools, LEAs and Post-16 providers;
- replacing the aggregate school census with the Pupil Level Annual School Census (PLASC);
- developing the National Pupil Database which links data produced by PLASC with annual Key Stage Assessment and public examination results, building to a complete educational history for each pupil; and
- introducing a common system for the electronic transfer of pupil and performance data between schools when pupils move schools.

These developments have ensured that teaching and learning have been supported through the smooth and accurate flow of data between schools, LEAs and appropriate agencies. They have also helped to reduce the administrative burden on schools by reducing duplication of data requests both to and from schools. It is important that the confidentiality of individuals is not compromised and that measures are put in place by all organisations handling individual pupil level data to ensure the highest standards of accuracy, integrity, security and compliance with the provision of the Data Protection Act 1998 and the Freedom of Information Act 2000.

This consultation document seeks views on the planned introduction of revised regulations to clarify the legal basis for the collection, use and sharing of pupil level data.

The consultation period ends on **16th November 2007**. Responses to be sent to:

Performance and Improvement Division
Welsh Assembly Government
Cathays Park
CF10 3NQ

Tel: 029 20826014
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The Pupil Level Annual Schools' Census (PLASC)

The Education (Information about Individual Pupils) (Wales) Regulations 2007.

Overview

The name 'PLASC' is used to describe the statutory collections of school information and pupil details, characteristics and curriculum. The main collection takes place in January, from nursery, primary, secondary and special schools. In addition there are two collections, in the autumn and summer terms, from schools providing post-16 education. The improved range and quality of the PLASC data supports the drive to raise standards, the more accurate targeting of funding, and the monitoring and development of policy.

The PLASC return is created from pupil records and information held within the school's Management Information System (MIS). Well-managed information about schools and their pupils plays a vital role in supporting the drive to raise standards. The proposed new Regulation, The Education (Information about Individual Pupils) (Wales) Regulations 2007, will apply only to maintained schools in Wales and will come into force in January 2008.

The proposed new Regulation will revoke the Education (Information about Individual Pupils) (Wales) Regulations 2003 as amended in 2005 and 2006 and The Education (Individual Pupil Information) (Prescribed Persons) (Wales) Regulations 2004.

This regulation will apply to maintained schools in Wales and it is proposed to bring it into force in January 2008.

Powers

The Assembly will make the Regulations in exercise of the powers conferred on the Secretary of State by section 537A (1), (2) and (4) of the Education Act 1996, which is now vested in the Welsh Ministers.

New Information that will be Included in the PLASC

This section covers additional data items to be included in PLASC returns from January 2008 PLASC. The pupil level information that will form part of the PLASC for each school in January 2008 is listed in Annex A.

The Recording of Information on Pupils with Special Educational Needs (SEN)

Schools and LEAs across Wales have different arrangements for supporting pupils with SEN. For example, in some LEAs and schools, there are pupils with statements whose provision is very similar to that made elsewhere for pupils with similar needs at school action plus. We want to place greater emphasis on the support provided to pupils with special educational needs.

Schools currently provide data on:

The SEN Provision Type according to the Code of Practice graduated response – schools select one descriptor for the primary need and, where appropriate, one descriptor for the secondary need. Minor changes have been made to the code list to more accurately reflect the identified needs.

SPLD	–	Specific Learning Difficulties.
MLD	–	Moderate Learning Difficulties.
SLD	–	Severe Learning Difficulties.
PMLD	–	Profound and Multiple Learning Difficulties.
BESD	–	Behavioural, Emotional and Social Difficulties (<i>previously known as EBD Emotional/Behavioural Difficulties</i>).
SLCD	–	Speech, Language and Communication Difficulties.
ASD	–	Autistic Spectrum Disorders.
HI	–	Hearing Impairment.
VI	–	Visual Impairment.
MSI	–	Multi-Sensory Impairment.
PMED	–	Physical and/or Medical Difficulties (<i>previously known as PD Physical Difficulties or MED Medical Difficulties</i>).
OTH	–	Other will no longer be a SEN type descriptor.

Code of Practice descriptor – schools select one of the following SEN Code of Practice descriptors:

- Early Years Action / School Action (EYA/SA).
- Early Years Action Plus / School Action Plus (EYA+/SA+).
- Statement (S).

School Action Plus and Statutory Assessment (Code Q) will no longer be a valid descriptor.

To support standardisation of data collection and analysis across Wales, where a pupil has been identified as having special educational needs schools will be required to enter information into their Management Information System (MIS) for return as part of the PLASC about the **level of provision** to meet pupils' needs **as well as** their type(s) of SEN and status according to the Code of Practice graduated response. This new data item:

- **Level of provision** – schools will need to select one descriptor from each of four categories to show the type and degree of additional or different arrangements that are made for the pupil.

The four categories are:

Curriculum and Teaching Methods (CT).

Grouping and Support (GS).

Specialised Resources (SR).

Advice and Assessment (AA).

For each of these four dimensions, schools will need to choose the descriptor that most closely describes the provision made, and is the 'best fit', for each pupil. Annex B provides a more detailed explanation of the level of descriptors. Further guidance to support the recording of pupils' special educational needs on the PLASC will be issued in the autumn.

Pupil Level Attendance Data

The Education (School Performance Information) (Wales) Regulations 2004 state that the governing body of every maintained school and the proprietor of every independent school must, within two weeks of receiving a written request by the Welsh Assembly Government, provide the Welsh Assembly Government with information about authorised, unauthorised and total absences of pupils.

Between 2005 and 2008 the Welsh Assembly Government made available £6m capital funding to help local authorities in their implementation of new systems and processes to facilitate the electronic collection of attendance data. Grant was provided over three financial years (2005/06, 2006/07, 2007/08) for the purpose of improving the recording of, access to and use of attendance data as a management tool in schools and LEAs. LEAs and schools were made aware that a key condition of the grant was to achieve the minimum standard that systems would facilitate the delivery of electronic, pupil level attendance data returns by 2008.

Regulations will require the provision of pupil level attendance data for all pupils of compulsory school age from all maintained primary and secondary schools.

The pupil level attendance collection will include the following data items:

- School and Pupil identifiers.
- Pupil Level Attendance data.
 - Sessions possible.
 - Sessions attended.
 - Session authorised.
 - Session unauthorised.

Sessions Possible

This includes all the half day sessions that a school is open for pupils from the start of the academic year up to the 31st July for primary schools and to the late May Bank

Holiday for secondary schools. No school should have more than 350 sessions during this time period. A half day session is either a morning or afternoon.

Sessions Attended

This includes all the half day sessions a pupil has attended from the start of the academic year up to the 31st July for primary schools and to the late May Bank Holiday for secondary schools.

Sessions Authorised

The total should include all authorised absences which have been recorded for that pupil. An authorised absence is defined in The Education (Pupil Registration) Regulations 1995, amended by The Education (Pupil Registration) Regulations 1997.

Sessions Unauthorised

The total should include all unauthorised absences which have been recorded for that pupil. An unauthorised absence is defined in The Education (Pupil Registration) Regulations 1995, as amended.

Basic Skills and Embedded Basic Skills

The proposed changes in this section relate to all sixth form pupils in maintained secondary schools and those pupils aged 16 and over at the start of the academic year in special schools.

Schools are currently required to provide information on whether a sixth form pupil has been screened to identify any basic skills needs for literacy or numeracy at the beginning and end of their programme of learning activities. If they have been screened then the school needs to provide information on whether the pupil was assessed and if so what level their basic skill was identified as being.

The proposed Regulations will require the provision of information on the screening and assessment of a pupil's basic skills needs. Where a pupil has been screened and identified as having basic skills below the national target of Level 1 they should have their basic skills assessed in more detail. Each assessment will result in the pupil being ascribed a level either above or below the national target. This information will be required to be reported through PLASC. These pupils will also need to be assessed in detail once again at the end of their learning programme and this information reported through PLASC. Guidance on basic skills screening and assessment, including how to access the appropriate tools to carry these processes, will be issued in the autumn.

Once a child has been assessed in detail action can be taken to address any literacy of numeracy needs that have been identified. From 2009 an additional item entitled 'Embedded Basic Skills' will be added to PLASC to monitor this provision.

Embedded Basic Skills support is direct support for learning that arises from the identification of a Basic Skills learning need, but does not lead to a formal Basic Skills qualification.

This type of support is provided as part of learning and is concerned with helping individuals to improve Basic Skills in order to achieve a successful outcome on a programme of learning.

The proposed Embedded Basic Skills Support descriptors are:

- Specific literacy support only.
- Specific numeracy support only.
- Specific literacy and numeracy support.
- Other literacy support.
- Other numeracy support.
- Other literacy and numeracy support.
- Combination of specific and other literacy and numeracy support.
- Needs support but has not/will not receive support.

‘Specific’ support is support provided through a specific literacy or numeracy programme and ‘other’ support is support which is embedded within other courses or learning programmes.

Reporting Pupil Information to Parents and Adult Pupils:

The Education (Pupil Information) (Wales) (Amendment) Regulations 2007.

Overview

The Education (Pupil Information) (Wales) Regulations 2004 specify:

- Information that should be maintained by schools in relation to educational and curricular records.
- Disclosure of such records to parents and other schools.
- Requirements to report to parents and adult pupils.
- Requirements for the electronic transfer of pupil information when a pupil moves school.

All qualifications have value in their own right as part of a fully-rounded educational experience and as a pathway towards further learning and employment. With the reporting of a wider range of qualifications, schools will receive full recognition of their efforts to broaden the curriculum opportunities available to their students. Minor amendments are proposed which reflect policy on reporting information on pupils who have attained the age of 15 to parents and adult pupils. This information would previously have only related to GCE “A” or “AS” Level and AVCE qualifications as well as GCSE and a narrow selection of vocational equivalents.

The Regulations propose to define this information as the average point score a pupil achieves in approved qualifications.

The Minister for Education, Children, Lifelong Learning and Skills has approved the publication of a List of Approved Qualifications for learners in Wales. This means that courses leading to the qualifications listed are eligible in Wales, under Section 96 and 97 of the Learning and Skills Act 2000, for funding by a Local Education Authority or by the Welsh Assembly Government, for use with persons under 19 (Section 96) and persons aged 19 and over (under Section 97). The points allocated to each approved qualification are determined in accordance with the database of accredited qualifications which is published by the Qualifications and Curriculum Authority.

The Qualifications and Curriculum Authority was established under section 21 of the Education Act 1997. The database is accessible on the Authority's website at <http://www.ndaq.org.uk/>.

The amendments to these regulations will apply to maintained schools in Wales and it is proposed to bring them into force in January 2008.

Powers

The Assembly will make the Regulations in exercise of the powers conferred on the Secretary of State by section 537A (1), (2) and (4) of the Education Act 1996, which is now vested in the Welsh Ministers.

The National Data Collection (NDC):

The Education (School Performance Information) (Wales) Regulations 2007.

Overview

The NDC is the electronic collection of Teacher Assessment data at Key Stages 1, 2 and 3. These data are sent by schools to the Assembly care of their LEA. Schools use their existing management information systems (MIS) to record and report their teacher assessment information. LEAs can access NDC data direct through a secure website; there should be no need for any school to be asked to generate duplicate data returns for LEA use.

These regulations specify:

- Collection arrangements of Teacher Assessment data at Key Stages 1, 2 and 3.

Minor amendments will reflect:

- The new data transfer arrangements.
- The outcome of the consultation carried out by the Welsh Assembly Government's Qualifications and Curriculum Division on "Future assessment arrangements for Key Stages 2 and 3 for there to be a

requirement from 2008 for all non-core data and Attainment Target data at the end of Key Stage 3 to be submitted at pupil level.

- The introduction of Teacher Assessment outcome codes where “Absent” is no longer a valid reason for a pupil to be exempted from an assessment. Even where pupils have a poor attendance record an assessment should be made based on evidence and knowledge gathered when the pupil has been present. This information should then be included in the school’s teacher assessment.
- That the Data Exchange Wales Information (DEWi) website is a secure transfer site which enables LEAs and schools to upload teacher assessment files for the National Data Collection. For this reason a floppy disk is no longer a valid format for data transfer.

The amendments to this regulation will apply to maintained schools in Wales and it is proposed to bring them into force in January 2008.

Powers

The Assembly will make the Regulations in exercise of the powers conferred on the Secretary of State by section 537A (1), (2) and (4) of the Education Act 1996, which is now vested in the Welsh Ministers.

Annex A – PLASC Pupil Level Data Items

Pupil Level Data Items	January PLASC Collection				Post-16 September PLASC Collection Secondary and Special	Post-16 Summer PLASC Collection Secondary only	Attendance Collection	
	Primary	Secondary	Special	Nursery			Primary	Secondary
Pupil Identifiers								
Unique Pupil Number *	✓	✓	✓	✓	✓	✓	✓	✓
Former UPN*	✓	✓	✓	✓	✓	✓	✓	✓
Surname	✓	✓	✓	✓	✓	✓	✓	✓
Forename	✓	✓	✓	✓	✓	✓	✓	✓
Middle Name(s) where applicable	✓	✓	✓	✓	✓	✓	✓	✓
Date of Birth	✓	✓	✓	✓	✓	✓	✓	✓
Gender	✓	✓	✓	✓	✓	✓	✓	✓
Pupil Characteristics								
National Identity*	✓	✓	✓	✓				
Ethnic Group*	✓	✓	✓	✓				
Source of ethnic group*	✓	✓	✓	✓				
Free School Meal Eligibility	✓	✓	✓	✓				
In care indicator	✓	✓	✓					
The Care Authority responsible for the pupil in care	✓	✓	✓					
In care whilst at current school indicator	✓	✓	✓					

Pupil Level Data Items	January PLASC Collection					Post-16 September PLASC Collection	Post-16 Summer PLASC Collection	Attendance Collection	
	Primary	Secondary	Special	Nursery	Secondary and Special			Primary	Secondary
Pupil Status									
Enrolment status	✓	✓	✓	✓	✓	✓	✓		
Date of entry to current school	✓	✓	✓	✓	✓	✓	✓		
Part-time indicator	✓	✓	✓	✓	✓	✓	✓		
Boarder indicator			✓		✓	✓	✓		
National Curriculum Year Group	✓	✓	✓	✓	✓	✓	✓		
Class type indicator	✓	✓			✓	✓	✓		
Postcode	✓	✓	✓	✓	✓	✓	✓		
Special Educational Needs (where applicable)									
SEN Rank	✓	✓	✓	✓	✓	✓	✓		
SEN Provision under code of practice	✓	✓	✓	✓	✓	✓	✓		
Primary need on SEN Statement	✓	✓	✓	✓	✓	✓	✓		
Any secondary need on statement where applicable	✓	✓	✓	✓	✓	✓	✓		
Curriculum and Teaching	✓	✓	✓	✓	✓	✓	✓		
Grouping and Support	✓	✓	✓	✓	✓	✓	✓		
Specialised Resources	✓	✓	✓	✓	✓	✓	✓		
Advice and Assessment	✓	✓	✓	✓	✓	✓	✓		

Pupil Level Data Items	January PLASC Collection				Post-16 September PLASC Collection	Post-16 Summer PLASC Collection	Attendance Collection	
	Primary	Secondary	Special	Nursery	Secondary and Special	Secondary only	Primary	Secondary
Welsh Language**								
Fluency in Welsh	✓	✓						
If Welsh is spoken at home	✓	✓						
Source of Welsh spoken at home data	✓	✓						
Level at /medium in which pupil is taught Welsh at school		✓						
Subjects studied other than Welsh 1st or 2nd language through the medium of Welsh?		✓						
Learning Activities (Post-16 only)								
Learning activity identification number		✓	✓		✓	✓		
Learning activity reference number		✓	✓		✓	✓		
Date commenced learning activity		✓	✓		✓	✓		
Expected end date of learning activity		✓	✓		✓	✓		
Actual end date of learning activity		✓	✓		✓	✓		

Pupil Level Data Items	January PLASC Collection				Post-16 September PLASC Collection	Post-16 Summer PLASC Collection	Attendance Collection	
	Primary	Secondary	Special	Nursery			Primary	Secondary
Learners with Learning difficulties and/or disabilities		✓	✓		✓	✓		
Learning activity delivered through the medium of Welsh		✓	✓		✓	✓		
Learning provider identifier		✓	✓		✓	✓		
Learning hours		✓	✓		✓	✓		
Guided contact hours		✓	✓		✓	✓		
Completion status		✓	✓		✓	✓		
Welsh Baccalaureate (Post-16 only)								
Welsh Baccalaureate		✓	✓		✓	✓		
Individual Pupil Basic Skills Data (Post-16 only)								
Level of literacy at start		✓	✓					
Level of numeracy at start		✓	✓					
Level of literacy at end		✓	✓					
Level of numeracy at end		✓	✓					
Embedded Basic Skills****		✓	✓					
Exclusions Data								
Start date of Exclusion	✓	✓	✓					

Pupil Level Data Items	January PLASC Collection				Post-16 September PLASC Collection	Post-16 Summer PLASC Collection	Attendance Collection	
	Primary	Secondary	Special	Nursery	Secondary and Special	Secondary only	Primary	Secondary
Leavers (All Post-16 pupils previously on roll)		✓	✓		✓	✓		
Date of leaving		✓	✓		✓	✓		
Reasons for leaving		✓	✓		✓	✓		
Attendance Data ****								
Sessions possible							✓	✓
Sessions attended							✓	✓
Authorised sessions							✓	✓
Unauthorised sessions							✓	✓
Leavers								
Date of leaving							✓	✓
Reasons for leaving							✓	✓

* This data item is not mandatory for pupils under the age of 5 years.

** This data item is optional for pupils of any age.

*** Collection of data item will be implemented for Post-16 September PLASC 2008.

**** Collection of data item will be implemented for Primary school attendance collection for June 2008 and Secondary school attendance collection for September 2008.

Annex B: SEN Provision Matrix for Levels of Need

Level	Curriculum and teaching methods (CT)	Grouping and Support (GS)	Specialised resources (SR)	Advice and Assessment (AA)
1	Ordinary curriculum with some targeted differentiation (CT1)	Ordinary class provision, with occasional additional support in class. (GS1)	Some individual access to equipment , including ICT, that is normally available in class and shared with other children . (SR1)	Class teacher and SENCO assess needs , consulting occasionally with external agencies. (AA1)
2	Ordinary curriculum with significant and targeted differentiation sustained over time.(CT2)	Ordinary class provision for most of the time, with targeted and sustained additional support in class and/or in a small group.(GS2)	Individual access to normally available equipment, as and when required . (SR2)	Class teacher and SENCO take account of advice and/or assessment from external agencies when reviewing IEP. (AA2)
3	Some curriculum modifications and individualised programme sustained over time.(CT3)	Small group and/or class provision for most of the time. (GS3)	Individual access to more specialised equipment sustained over time. (SR3)	External agencies provide specialised assessments and advice that lead to modified IEP . (AA3)
4	Significant curriculum modifications and individualised programme sustained over time.(CT4)	Small class provision with targeted and sustained additional support for all/most of the time . (GS4)	Dedicated access to highly specialised equipment , sustained over time. (SR4)	External agencies provide multi-agency assessments and contribute to the direct support for the pupil. (AA4)

ANNEX C

CONSULTATION RESPONSE FORM

INDIVIDUAL PUPIL DATA – IMPROVING THE QUALITY AND USABILITY OF PUPIL LEVEL DATA

It would be very helpful if you could use this questionnaire to respond to the consultation. Thank you for your time, effort and co-operation which is much appreciated.

Please tick if you want us to keep your response confidential

☐

The closing date for this consultation is **Friday 16th November 2007**

Name: _____

Organisation: _____

Address:

Postcode:

Telephone number: _____

Email address: _____

Are you responding as an individual or representing an organisation or group of people? (Delete as appropriate)

Individual / Organisation

The Education (Information about Individual Pupils) (Wales) Regulations 2007

1. Do you agree with the amendments incorporating the collection of new pupil level data items through PLASC as outlined in the consultation document?

The Education (Pupil Information) (Wales) (Amendment) Regulations 2007

2. Do you agree with the proposed definition of the wider points score in relation to information reported to parents and adult pupils as detailed in the consultation document?

The Education (School Performance Information) (Wales) Regulations 2007

3. Do you agree with the amendments to the National Data Collection as outlined in the consultation document?

Please use the space below to provide any additional comments