



Department
for Education

School census 2018 to 2019

**Business and technical specification,
version 1.5**

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Version history

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

Version	Author	Date
1_0	Phil Dent	19 January 2018
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1_2	Kirsty Knox	12 September 2018
1_3	Kirsty Knox	25 September 2018
1_4	Kirsty Knox	29 October 2018
1_5	Kirsty Knox	07 February 2019

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

1. Introduction

This document specifies the data to be returned to the department during the 2018 to 2019 academic year via the school census. New or changed items (from the 2017 to 2018 school census) are highlighted in yellow. Where the language used within the document has been updated / amended – but the intent of the paragraph / sentence has not altered (and no new items / elements have been added) - such updates / amendments have not been marked as changes. However, **all** dates within the document have been updated, but are **not** highlighted, as these are not new items. Items that change after Version 1_0 (baseline) are highlighted in green.

(a) Coverage

All:

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

in England, are required to provide the information collected in this census to the department.

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

MoD schools, both primary and secondary, are encouraged to participate on a voluntary basis.

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

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

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

- registered pupils of the school (2, 3 and 4-year-olds - depending on the statutory age range of the school) are recorded via the **school census** (and **not** the early years census)
- children (2, 3 and 4-year-olds) attending a separate Ofsted registered PVI (private voluntary independent) provider on a school site, are recorded via the **early years census** (and **not** the school census)
- children attending provision which has been provided by the school's governor's under [Section 27 of the Education Act 2002](#) ['s27 (governor run)'] 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**
 - recorded via the **early years census** where they are **not** registered pupils of the school

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

(c) School categories

Different data items are required from specific categories of schools participating in the school census. These categories of schools are defined by the common basic data set ([CBDS](#)) data item school phase (N00280) as shown in the table below. The statutory age ranges for individual schools are recorded on [GIAS](#) (get information about schools) - which holds the department's definitive school registration record.

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

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

Academies provide the following information:

- alternative provision ('AP') academies and 'AP' free schools provide the same data as pupil referral units
- academy special schools provide the same data as special schools
- all other academies (including free schools) provide the data for the phase of education appropriate to the age range of their pupils

The collection schedules, at [annex F](#) (school level) and [annex G](#) (pupil level), provide details of which data items apply to each school phase in each census.

Please note: different validation rules also apply to different phases of schools.

(d) Provision of technical files by the department

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

1.1 Technical specification

The technical specification for the 2018 to 2019 (academic year) school census is comprised of the following documents:

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

A separate specification for the school summary reports (which defines the individual requirements for each termly collection) together with the associated XSLT is also provided.

A guide for schools is produced to inform them, in non-technical terms, of the data collection requirements. This documentation is available on the department's [website](#).

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

1.2 Statutory requirement, data sharing and data subject rights

1.2.1 Statutory requirement

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

A statutory requirement:

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

1.2.2 Data protection and data sharing

The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 (DPA 2018) provide certain safeguards regarding the use of personal data by organisations, including:

- the department
- local authorities
- schools

The GDPR and DPA 2018 details the rights of those (known as) data subjects about whom data is held, such as:

- pupils

- parents
- teachers

This includes (amongst other information that we are obliged to provide):

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

For the purposes of data protection legislation, the terms 'process', 'processed' or 'processing' apply to any activity involving the personal data, such as:

- collecting
- storing
- sharing
- destroying
- etcetera – please note: this list is not exhaustive

The department provides suggested wording for [privacy notices](#) that schools and local authorities may wish to use. However, where the suggested wording is used, the school / local authority **must review and amend** the wording to reflect local business needs and circumstances. This is especially important, as the school will process data that is not solely for use within census data collections. As such, to comply with GDPR and DPA 2018, the privacy notice should contain details of all uses of data within the school, which may include, for example, information used locally for pupil achievement tracking and (where relevant) the use of CCTV data. The privacy notice should also include [this link](#) to the gov.uk webpage, which provides information on how the department processes data.

1.3 Structure of the school census

1.3.1 School and pupil census levels

The school census has two levels:

- 'School', and
- 'Pupil'

Each level is comprised of modules, with each module containing a group of related data items.

Collection is undertaken on a termly basis (based on the three-term model) with different modules required in each collection. Generally, whole modules are collected,

but, on occasion, a few individual data items (from within a module) are collected separately (Please see [Annex A](#) and [Annex B](#)).

1.3.2 Snapshot and continuous data

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

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

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

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

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

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

1.3.3 Collection timing

The school census is collected on a termly basis.

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

1.4 Changes from 2017 to 2018 school census specifications

1.4.1 New data items

There are no new data items added to this census.

1.4.2 Existing data items

1.4.2.1 Special educational needs module

The use of the 'statement of special educational needs' (code 'S') was discontinued from 1 April 2018. As such, code 'S' has been removed from SEN provision **except**

where it applies to historical exclusions from the 2018 Spring and Summer terms - which are reported in the 2018 Autumn school census and the 2019 Spring school census respectively. This SEN code is fully discontinued following the spring census and is NOT valid for ~~spring~~ or the summer census collections.

1.4.2.2 Service child indicator

Data item <ServiceChild> (N00093) has been amended to be collected each term (rather than just in the spring term). This will be collected from all schools for all pupils regardless of their enrolment status.

1.4.2.3 Post-16 learning aims

The introduction of new learning aims for technical level work placements is commented on at paragraph [4.3.10.7](#) - this is for information only.

1.4.3 Discontinued items

1.4.3.1 CBDS levels

The XML container <Contents> and the <CBDSLevels> which sit within this container have been deleted. The recent changes to CBDS, which removed the link between data items and CBDS modules / levels, have rendered this element obsolete. As this adds no value to the census, this element has been discontinued.

1.4.3.2 Proficiency in English

The collection of data item <ProficiencyInEnglish> (N00196) is no longer required by the department and, as such, it is removed from the school census collection from spring 2019 onwards.

Schools are therefore no longer required to assess a child's proficiency in English for purpose of transmitting to the department via the school census.

1.4.3.3 Pupil country of birth

The collection of data item <CountryofBirth> (N00188) is no longer required by the department and, as such, it is removed from the school census collection from autumn 2018 onwards.

Schools must no longer request this information from parents, or retain the data within their system, for purpose of transmitting to the department via the school census.

1.4.3.4 Pupil nationality

The collection of data item <Nationality> (N00187) is no longer required by the department and, as such, it is removed from the school census collection from autumn 2018 onwards.

Schools must no longer request this information from parents, or retain the data within their system, for purpose of transmitting to the department via the school census.

2. XML Message header

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

<p>Survey collection name <Collection> (N00600) will be 'SC' for school census.</p> <p><i>Description: Name of the data collection: 'SC'.</i></p>
<p>Survey term <Term> (N00601) will be 'AUT', 'SPR' or 'SUM'.</p> <p><i>Description: Whether the collection is from the autumn, spring or summer terms.</i></p>
<p>Survey year <Year> (N00602) will be '2018' for the autumn term and '2019' for spring and summer terms.</p> <p><i>Description: The calendar year of the collection.</i></p>
<p>Survey reference date <ReferenceDate> (N00603) will be: '2018-10-04', '2019-01-17' or '2019-05-16'</p> <p><i>Description: The reference date is normally the day of the census or collection. It is used as the baseline date from which comparisons with other dates in the return can be made.</i></p>
<p>Source level <SourceLevel> (N00604) will be 'S' or 'L'</p> <p><i>Description: The source of the data submission. PRUs can use either 'S' (school) or 'L' for a local authority all other schools will use 'S' (school).</i></p>
<p>LA <LEA> (N00216) is the local authority number.</p> <p><i>Description: Standard departmental three-digit local authority number.</i></p>
<p>Establishment <Estab> (N00279) is mandatory and the tags must be included in the XML.</p> <p><i>Description: Standard departmental four-digit establishment number.</i></p>
<p>Establishment unique reference number <URN> (N00278) is mandatory and the tags must be included in the XML.</p> <p><i>Description: Standard departmental 6-digit EduBase unique reference number.</i></p>
<p>Software code <SoftwareCode> (N00605) is the code indicating the software supplier. The supplier allocates this.</p> <p><i>Description: Software product identification. Suppliers should advise the department of the code used.</i></p>
<p>Release <Release> (N00607) is a code / date (or combination) provided by the software supplier to assist in identification.</p> <p><i>Description: Software product release identification.</i></p>

<p>X version <Xversion> (N00608).</p> <p><i>Description: Version number of the XML / XSLT package provided by the department if used or “not used” if the software supplier produces their own XSLT.</i></p>
<p>Serial No <SerialNo> (N00606) will start at ‘001’ and then be incremented by 1 each time a new file is prepared for submission.</p> <p><i>Description: An incremented number generated by a provider's software. Enables data collection systems to identify re-submissions.</i></p>
<p>Date / time <DateTime> (N00609) is the date and time when the file was prepared or generated in CCYY-MM-DDThh:mm:ss format.</p> <p><i>Description: Date and time of generation of the return.</i></p>
<p>CBDS level <CBDSLevel> (N00610) will be ‘school’ or ‘pupil’ and both levels of data should be provided.</p> <p><i>Description: Shows which of the defined CBDS levels are present within a data return.</i></p>

2.1 Overall message structure

The overall message structure is:

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

2.2 Header structure

Header structure	
	<Header>
	<CollectionDetails>
N00600	<Collection>SC</Collection>
N00601	<Term>AUT</Term>
N00602	<Year>2018</Year>
N00603	<ReferenceDate>2018-10-04</ReferenceDate>
	</CollectionDetails>
	<Source>
N00604	<SourceLevel>S or L</SourceLevel>
N00216	<LEA>999</LEA>
N00279	<Estab>9999</Estab>
N00278	<URN>999999</URN>
N00605	<SoftwareCode>DfE</SoftwareCode>
N00607	<Release>1.0 2018-10-03</Release>
N00608	<Xversion>1.0</Xversion>
N00606	<SerialNo>001</SerialNo>
N00609	<DateTime>2018-10-04T11:14:05</DateTime>
	</Source>
	<Content>
	<CBDSLevels>
N00610	<CBDSLevel>School</CBDSLevel>
N00610	<CBDSLevel>Pupil</CBDSLevel>
	</CBDSLevels>
	</Content>
	</Header>

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

3. School level information

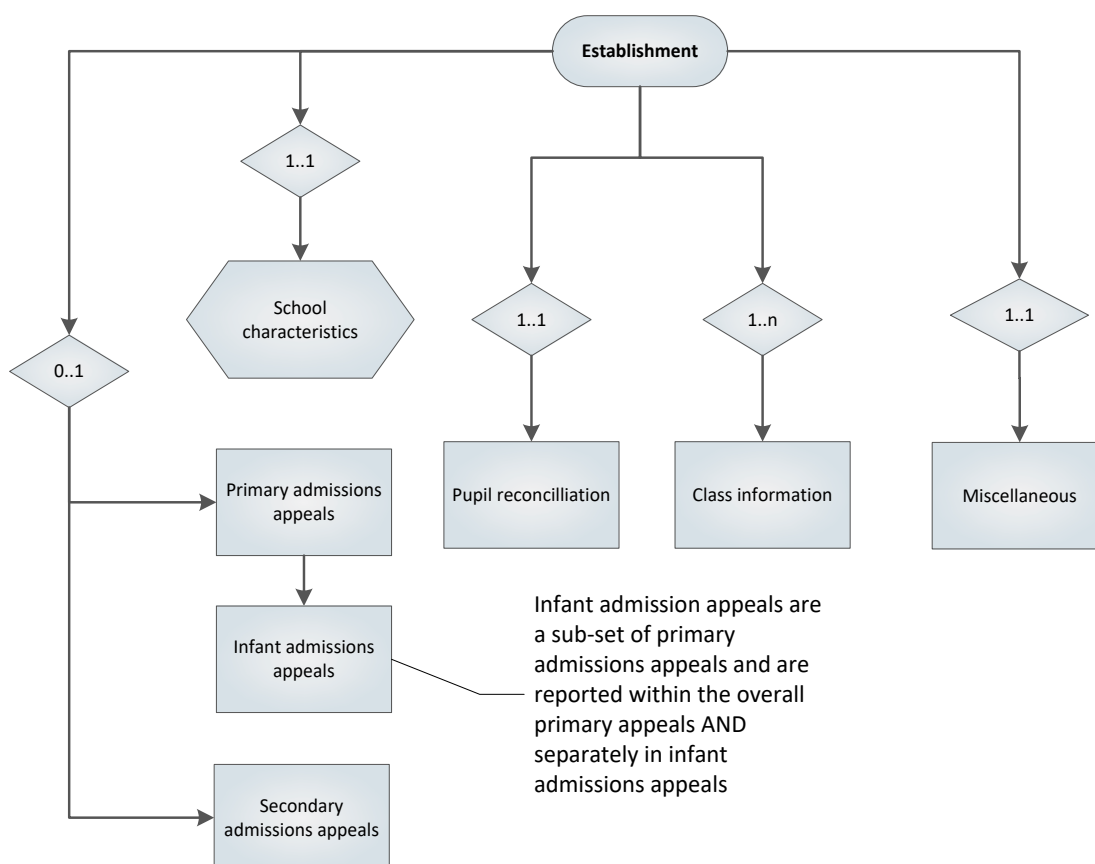
3.1 Overall description and scope

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

3.2 Outline data content

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

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



For PRU / AP, Special and Nursery schools, only School characteristics and Miscellaneous modules are required.

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

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

3.2.1 School characteristics module [ALL schools]

The school characteristic module is collected from all schools. However, the school phase codes below show which school types are appropriate to these codes:

- 'PR' – used by:
 - pupil referral units
 - AP academies
 - AP free schools
- 'SP' – used by:
 - special schools (including non-maintained special schools)
 - academy special schools (including free special schools)
- 'AT' – used by:
 - all-through schools (must have appropriate age groups – pupils aged 7 years and under to 14 years and over – and excludes PRU / AP and special schools)

3.2.1.1 Academies - general

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

Sponsor-led academies use the appropriate phase for their age range.

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

3.2.1.2 Sponsor-led academies

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

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

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

3.2.1.3 School type

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

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

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

3.2.1.4 Governance

Code 'IN' – 'Independent' is **not** valid for the school census. The values for the CBDS data item governance (N00219) are contained within codeset C0030.

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

Data item (N00278) <URN> records the six digit establishment unique reference number as held on the department's [GIAS](#) (get information about schools) system. This data item is included within the XML file header.

3.2.2 Primary admission appeals module [spring census only]

Primary admission appeals are required from the following schools in the spring census with 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 is defined as <NCyearActual>: 'R' (reception) to 6 inclusive. Primary and middle-deemed primary schools are to provide information on all of their appeals.

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

Information is required on the number of appeals:

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

for all appeals lodged before 2018-09-01 against a refusal to admit a pupil to the school for a place at the school at the start of the 2018 to 2019 academic year.

Information about appeals lodged on or after 2018-09-01 is not required. Nor is information required about in-year appeals (that is, appeals against a refusal to admit a pupil during the course of the 2018 to 2019 academic year) - just those that relate to entry at the start of the academic year.

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

3.2.3 Infant admission appeals module [spring census only]

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

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

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

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

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

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

3.2.4 Secondary admission appeals module [spring census only]

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

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

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

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

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

3.2.5 Pupil reconciliation module

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

3.2.6 Class information module

Class type (N00267), class key stage (N00268) and class activity (N00247) are required for all classes from primary schools and all classes for year groups up to and including year 6 from all-through schools.

With regard to class activity (N00247), primary and all-through schools with infant classes are to ensure that the selected period is one when the infant class (KS1 and / or Reception) are engaged in academic activity rather than one of the excepted activities of PE, music, singing, drama and watching TV or listening to the radio. This selected period should be enacted for all primary classes (and not just for the infant classes).

The class activity code (N00247) should not be defaulted to 'OT' (other). The code of 'OT' should only be used where none of the other categories are appropriate.

3.2.7 Miscellaneous module

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

3.2.7.1 Free school meals [spring census only]

Data item (N00238) free schools meals ('FSM') taken is collected in the spring census only and collects data on the number of free school meals taken on census day.

Pupils are recorded as 'FSM' eligible where they meet the 'FSM' eligibility criteria **and** make a claim.

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

3.2.7.2 School childcare

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

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

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

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

(i) **Before school** [Type of childcare (N00288) equals 'B']

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

Where YES:

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

Where NO:

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

Where:

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

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

(ii) After school [Type of childcare (N00288) equals 'A']

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

Where YES:

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

Where NO:

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

Where:

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

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

(iii) Holiday [Type of childcare (N00288) equals 'H']

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

Where YES:

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

Where NO:

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

Where:

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

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

(iv) Childcare for Children aged between 0-4 years [Type of childcare (N00288) equals 'U']

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

Where YES:

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

Where NO:

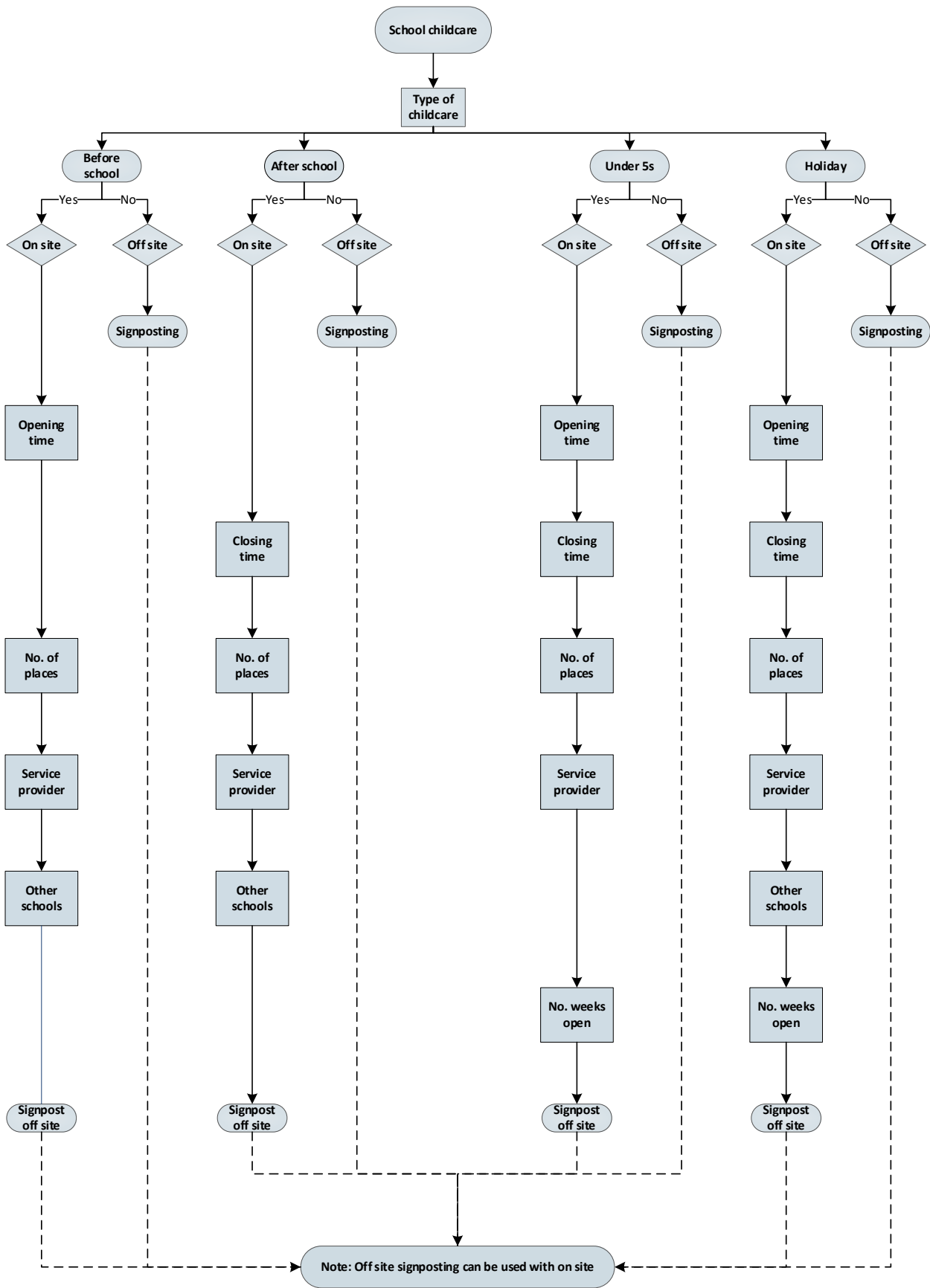
- Is there an off-site service or scheme that the school promotes or signposts parents towards? ('YF' / 'YL' / 'N' / 'U')

Where:

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

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

A flow diagram of the above scenarios is below:



3.3 Coverage and timing

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

4. Pupil level information

4.1 Overall description and scope

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

4.2 Categories of pupil for which data are required

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

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

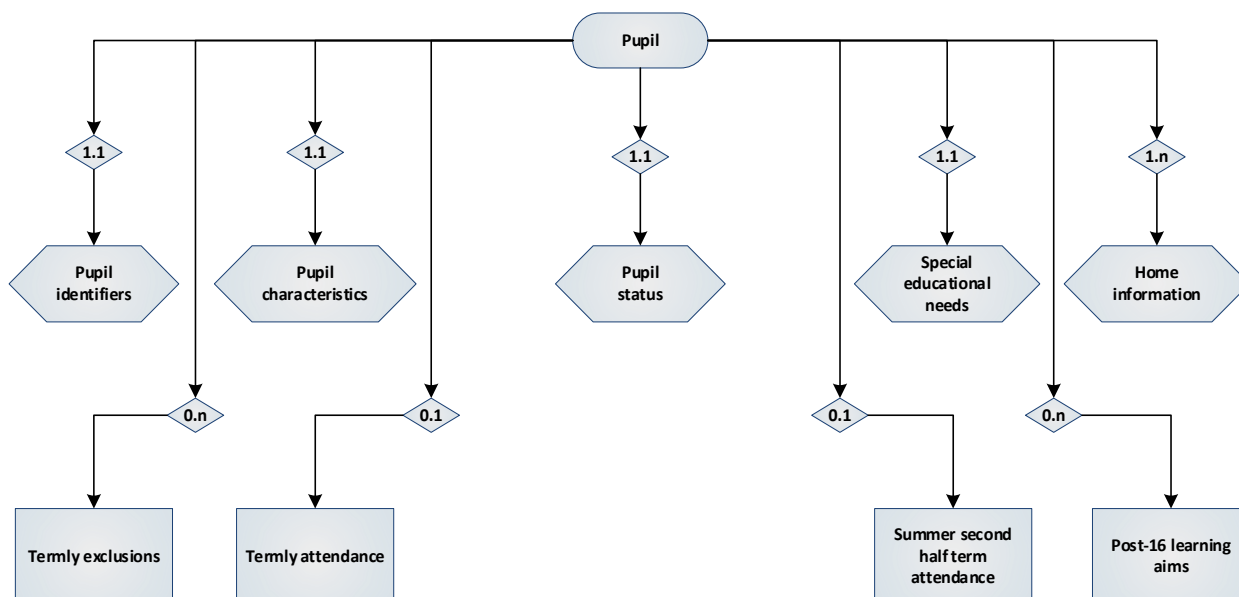
Records for guest pupils are NOT required and must NOT be returned.

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

4.3 Outline data content

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

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



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

4.3.1 Pupil identifiers module

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

This data is also required for those pupils no longer on roll on census day and for whom information is collected in respect of:

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

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

A ULN (N00011) is mandatory for all pupils aged 14 and over on census day.

4.3.2 Pupil characteristics module

This module contains pupil characteristics information.

4.3.2.1 Ethnicity [ALL schools]

Ethnicity code (N00177) is required for all pupils including pupils no longer on roll. The census includes the value held within the school MIS, whether the school has opted to use extended codes or to use the main codes. 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' (declined to provide) is recorded and returned.

4.3.2.2 Language code [ALL schools]

The language code (N00015) is collected for all pupils including pupils no longer on roll. This information enables those schools and authorities who wish to do so to collect and transmit information on the specific languages of those pupils whose first language is other than English. In these instances, an extended language code set will be available as an alternative to recording a pupil's language as 'OTH' or 'OTB'. The census includes the value held within the school MIS, whether the school has opted to use extended codes or to use 'OTH' / 'OTB'. School MIS systems should also hold more than one specific language where this is required locally. In this case, the MIS will include the language marked as 'First' by the CBDS item language type (N00015). Where the parent / guardian or pupil have declined to provide a first language, code 'REF' (declined to provide) must be used.

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

Free school meal eligibility is recorded via the <FSMstartDate> (N00142) and the <FSMendDate> (N00143) data items, together with the <UKcountry> (N00277) data item.

Pupil Premium

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

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

The allocation of pupil premium for 2019-20 will be based on pupils on roll in the 2019 spring school census who are:

- aged 4 and over at 2018-08-31 where the national curriculum does not apply that is, NC year actual 'X'
- in reception to year 11
- in local authority maintained:
 - primary
 - middle-deemed primary
 - middle-deemed secondary

- secondary
- special
- CTC
- academies (including free schools)
- PRU / AP
- with pupils recorded as known to be eligible for free school meals on any:
 - school census
 - pupil referral unit census
 - AP census

collection since summer 2013

Funding allocations are based on pupils whose enrolment status (N00017) is:

- Current - code 'C' - single registration at this school
- Current main - code 'M' - dual registration
- FE college – code 'F' [For: PRU / AP **only**]
- Other provider - code 'O' [For: PRU / AP **only**]

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

All pupils will be counted as 1 'FTE' (full-time equivalent) irrespective of whether they are recorded as part-time, with funding split between any unresolved duplicate 'UPNs'.

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

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

Universal credit

To minimise the impact of the rollout of universal credit and the introduction of a net-earned income threshold to determine eligibility for free school meals, transitional arrangements have been put in place to ensure that no pupil loses a meal as a result of these changes.

Transitional protections should be awarded as follows:

- any claimant who is in receipt of free school meals on 31 March 2018 should continue to receive free school meals until the end of the universal credit roll out period, and then until their phase of education ends. This covers until at least Summer 2023, and applies even if their circumstances change and they would no longer meet the eligibility criteria.
- any claimant who gains eligibility for free school meals from 1 April 2018 will continue to receive free school meals until the end of the universal credit rollout period, and then until their phase of education ends. This covers until at least Summer 2023, and applies even if their circumstances change and they would no longer meet the eligibility criteria.

Consequently, it is not expected that FSM end dates will be returned in the school census during the transitional period unless a valid exception applies - for further information please see the [school census guide](#).

Data Required

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

- 'FSM' eligibility start date (N00142)
- 'FSM' eligibility end date (N00143) – where applicable
- country of UK (N00277)

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

(a) an 'FSM' eligibility start date on or before the current census day

(b) an 'FSM' eligibility end date is not expected. If an end date is entered due to one of the exceptions it must be between the first day after the previous census and on or before the current census day

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

- for the 2018 autumn school census between 2018-05-17 and 2018-10-04 (inclusive)
- for the 2019 spring school census between 2018-10-05 and 2019-01-17 (inclusive)

- for the 2019 summer school census between 2019-01-18 and 2019-05-16 (inclusive)

The data returned reflects the position as at census day. If a system holds a period of 'FSM' eligibility that matches the criteria for the return but that period has a stored 'FSM' eligibility end date that is after the census day, then the returned version of that period will include an 'FSM' eligibility start date but **no** 'FSM' eligibility end date. Similarly, 'FSM' eligibility start dates returned in the census will be on or before census day. Stored start or end dates after census day would not have been known on census day and so cannot be returned.

Multiple 'FSM' eligibility start and end dates falling within the period are to be returned where applicable.

For example: if a pupil had been eligible for FSM from 1 September until 31 October in a school in Wales and moved to a school in England and claimed eligibility from the 1 November then the following will be returned in 2019 spring school census:

- for the first period of eligibility:
 - 'FSM' eligibility start date of 2018-09-01 and 'FSM' eligibility end date of 2018-10-31 UK country code must be recorded as 'WLS' and
- for the second period of eligibility:
 - 'FSM' eligibility start date of 2018-11-01 and no 'FSM' eligibility end date, UK country code must be blank or recorded as 'ENG'

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

4.3.2.4 School lunch taken [ALL schools – with appropriate age range] [used for funding]

This data item (N00162) indicates whether a pupil has **taken** a 'school lunch' on census day.

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

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

- pupils in reception (NCyearActual equals 'R')
- pupils in year 1 (NCyearActual equals '1')
- pupils in year 2 (NCyearActual equals '2')

- pupils aged 4 to 6 not following the national curriculum (NCyearActual equals 'X' AND pupil born between 2011-09-01 and 2014-08-31 inclusive)

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

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

4.3.2.5 Youth support services agreement indicator [Not for: Nursery schools and primary]

The youth support services agreement indicator (N00145) applies to:

- SEN pupils aged between 12 and 25 with date of birth between 1992-09-01 and 2006-08-31
- all other pupils aged between 12 and 20 with date of birth between 1997-09-01 and 2006-08-31

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

The service children in education indicator (N00093) collects:

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

MIS systems will default to 'No' and allow for bulk editing. Funded free entitlement hours [Not for: CTC and NMSS] [used for funding]

Funded hours (N00204) record, for eligible pupils aged 2, 3 and 4, the total number of hours in education provision (following the learning and development requirements of the early years foundation stage) at the school funded via the [free entitlement to early education](#). This information is collected each term from all schools with relevant age children, except 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 (the universal free entitlement). A specified subset of disadvantaged 2-year-olds also become eligible from the term following a child's second birthday. Eligible 2-year-olds are those who have attained the age of 2 and meet the criteria that are available on the department's [website](#). Local authorities will be able to confirm which children meet the eligibility criteria should schools not know.

The table below shows the dates of birth, and year groups, of children for whom funded free entitlement 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 should be recorded for funded free entitlement hours.

All children included in the table below are entitled to 15 hours of free entitlement funding, with a further 10 hours available at the discretion of the local authority for children aged 4 as at 31 August prior to census day for the autumn and spring collections **ONLY**.

From the 2019-20 financial year, all children will be capped at 15 hours for the universal entitlement as we set out in our [government response](#) to the early years national funding formula in December 2016. This is a change and will be reflected in local authority funding from 2019-20.

Where extended entitlement hours are claimed (see [4.3.2.11](#) below), the maximum hours are 30 hours, 15 universal free entitlement hours plus 15 extended entitlement hours

Census	Date of birth ranges and school type / pupil national curriculum year group	Maximum funded free entitlement hours
Autumn 2018	Born between 2014-09-01 and 2016-08-31 (inclusive) - all relevant schools and year groups	15 hours
	Born between 2013-09-01 and 2014-08-31 (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 2019	Born between 2014-09-01 and 2016-12-31 (inclusive) - all relevant schools and year groups	15 hours
	Born between 2013-09-01 and 2014-08-31 (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 2019	Born between 2014-09-01 and 2017-03-31 (inclusive) - all relevant schools and year groups	15 hours
	Born between 2013-09-01 and 2014-08-31 (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 4 at the start of the academic year in reception and above are funded as full time equivalent pupils via the schools block of the dedicated schools grant

and therefore funded free entitlement hours are not required for those pupils, as they are not funded via the free entitlement.

Funded free entitlement 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 hours and 30 minutes, this is recorded as [10 plus (30 divided by 60)] equals 10.50 with 10 hours and 45 minutes quarter hours being [10 plus (45 divided by 60)] equals 10.75.

4.3.2.7 Extended entitlement hours [Not for: CTC and NMSS] [used for funding]

Extended hours (N00201) are collected for a sub-set of the same pupils and schools (that is, pupils who were aged 3 or 4 as at 31 August) for whom funded free entitlement hours are collected – see [4.3.2.10](#) above. This data item records, for pupils (aged 3 and 4 where <NCyearActual> equals ‘E1’, ‘E2’, ‘N1’ or ‘N2’ only) with working parents who hold a valid 30-hour code, the number of extended entitlement hours. (Please note: where a child is aged 4 at 31 August, they may have turned 5 by the start of the academic year. In such cases, they remain eligible for extended entitlement).

As with funded free entitlement hours, extended entitlement 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 hours and 30 minutes, this is recorded as [10 plus (30 divided by 60)] equals 10.50 with 10 hours and 45 minutes quarter hours being [10 plus (45 divided by 60)] equals 10.75

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

This field must NOT include any hours funded under the universal entitlement for free early education, which should still be recorded against funded hours (N00204).

Census	Date of birth ranges and school type / pupil national curriculum year group	Maximum funded free entitlement and extended entitlement hours
Autumn 2018	Born between 2014-09-01 and 2015-08-31 (inclusive) - with a valid 30-hour code - all relevant schools and year groups	15 funded free entitlement hours + 15 extended entitlement hours equals 30 hours
	Born between 2013-09-01 and 2014-08-31 (inclusive) - with a valid 30-hour code - for pupils in national curriculum year groups ‘E1’, ‘E2’, ‘N1’ and ‘N2’ only	15 funded free entitlement hours + 15 extended entitlement hours equals 30 hours

Census	Date of birth ranges and school type / pupil national curriculum year group	Maximum funded free entitlement and extended entitlement hours
Spring 2019	Born between 2014-09-01 and 2015-12-31 (inclusive) – with a valid 30-hour code - all relevant schools and year groups	15 funded free entitlement hours + 15 extended entitlement hours equals 30 hours
	Born between 2013-09-01 and 2014-08-31 (inclusive) - with a valid 30-hour code - for pupils in national curriculum year groups 'E1', 'E2', 'N1' and 'N2' only	15 funded free entitlement hours + 15 extended entitlement hours equals 30 hours
Summer 2019	Born between 2014-09-01 and 2016-03-31 (inclusive) - with a valid 30-hour code - all relevant schools and year groups	15 funded free entitlement hours + 15 extended entitlement hours equals 30 hours
	Born between 2013-09-01 and 2014-08-31 (inclusive) - with a valid 30-hour code - for pupils in national curriculum year groups 'E1', 'E2', 'N1' and 'N2' only	15 funded free entitlement hours + 15 extended entitlement hours equals 30 hours

4.3.2.8 30-hour code indicator [Not for: CTC and NMSS] [used for funding]

The 30-hour code indicator (N00202) is an 11-digit integer that is required for pupils who claim extended entitlement hours. As with the extended entitlement hours field, this applies to pupils who were aged 3 and 4 as at 31 August and in 'E1', 'E2', 'N1' and 'N2' only. The code confirms the eligibility of working parents to receive the additional 15 hours of extended entitlement. This is particularly important as parents may split this entitlement between two providers.

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

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

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

The disability access fund (DAF) indicator (N00203) records, for eligible pupils aged 3 and 4, the receipt of DAF funding. Three and 4-year-olds will be eligible for the DAF where they meet both of the following criteria:

- the child is in receipt of child disability living allowance

and

- the child receives free early education

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 where DAF indicator can be returned
Autumn	Born between 2014-09-01 and 2015-08-31 (inclusive) all relevant schools and year groups
	Born between 2013-09-01 and 2014-08-31 (inclusive) For pupils in national curriculum year groups 'E1', 'E2', 'N1' and 'N2' only
Spring	Born between 2014-09-01 and 2015-12-31 (inclusive) all relevant schools and year groups
	Born between 2013-09-01 and 2014-08-31 (inclusive) For pupils in national curriculum year groups 'E1', 'E2', 'N1' and 'N2' only
Summer	Born between 2014-09-01 and 2016-03-31 (inclusive) all relevant schools and year groups
	Born between 2013-09-01 and 2014-08-31 (inclusive) For pupils in national curriculum year groups 'E1', 'E2', 'N1' and 'N2' only

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

4.3.2.10 Hours at setting [Not for: CTC and NMSS] [used for funding]

Hours at setting (N00205) are collected for the same pupils and schools for whom funded free entitlement hours are collected – see [4.3.2.10](#) above. This data item records, for pupils aged 2, 3 and 4, the total number of hours in education at the school, irrespective of how the hours were funded.

Therefore, it is the sum of:

- any hours funded under the free entitlement to nursery education, plus

- any hours funded under the extended entitlement, plus
- any additional hours of education funded from other sources such as parents

Hours are recorded to two decimal places and it should be noted that this is decimal of hours and therefore does not record hours and minutes. For example, where a pupil has 10 hours and 30 minutes, this is recorded as [10 plus (30 divided by 60)] equals 10.50 with 10 hours and 45 minutes quarter hours being [10 plus (45 divided by 60)] equals 10.75.

4.3.2.11 Unit contact time [PRU / AP only]

Unit contact time (N00117) indicates the number of contact hours that pupils should have in census week in a PRU / AP.

4.3.2.12 Early years pupil premium [ALL Schools] [used for funding]

Early years pupil premium (EYPP) (N00639) is for disadvantaged three and four year olds (all three and four year olds are entitled to up to 15 hours per week of government funded free entitlement early education for 38 weeks of the year).

Provided that they are taking the universal 15 hours free entitlement and meet the eligibility criteria, children become eligible to receive ~~for~~ early years pupil premium from the term following a child's third birthday and retain this entitlement until they move from Nursery ('N1' and 'N2') class into Reception ('R'), when they become eligible to receive ~~for~~ the 'mainstream' pupil premium.

Children in **receipt** of EYPP in census week should be recorded with early years pupil premium receipt equal to "true".

EYPP is paid by local authorities direct to settings. Its award is dependent on the application by parents of eligible children to their local authority, which will use the eligibility checking service (ECS – see section 5.3.8.3) to verify their application against benefits related data.

Children are eligible to receive EYPP (N00639) if they receive the universal 15 hours entitlement and either:

- meet benefits related criteria equivalent to those for free school meals (please note: meals delivered as part of the universal entitlement are **not** 'FSM'; **receipt of FSM does not automatically qualify a child for EYPP**)¹
- are in the care of the local authority (in England or Wales)

¹ Further guidance on EYPP eligibility is available here: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682452/Early_years_entitlements-Operational_guide_2018_to_2019.pdf

- have left care (in England or Wales) through:
 - adoption
 - special guardianship
 - a child arrangements order (formally known as a residence order)

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

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

The table below shows the dates of birth of children for whom early years pupil premium data are required. Census	Age	Date of birth ranges
Spring only	ALL 3 year olds	2014-09-01 and 2015-12-31 inclusive
	4 year olds: For schools not equal to phase 'NS' – pupils in 'E1', 'E2', 'N1' or 'N2' ONLY For phase 'NS' ONLY – all pupils within this age group	2013-09-01 and 2014-08-31 inclusive

This department also records the basis of receipt (N00639):

- [RE] – in receipt through economic reasons
- [RO] – in receipt through other reasons
- [RB] – in receipt through both reasons
- [RU] – in receipt through unknown basis

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

This data item (N00146) relates to the government's bursary fund to help the most vulnerable 16-19 year olds in full-time education. The scheme comprises two parts as follows:

- a guaranteed payment by the provider of £1,200 to the most vulnerable groups of students

- a discretionary award for other students needing financial support

Data is collected in respect of pupils, aged 16 to 19 as at 2018-08-31, who are on roll on census day or became off roll since the start of the academic year.

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

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

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

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

- Spring term - any bursaries awarded since the beginning of the 2018 to 2019 academic year to students who are either on roll on census day or became off roll since the start of the academic year
- Summer term - any bursaries awarded since the beginning of the 2018 to 2019 academic year to students who on are either on roll on census day or became off roll since the start of the academic year

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

This data item (N00155) is a 'true' / 'false' flag to indicate those pupils on roll for whom the school receives, on census day, top-up funding either from a local authority or, in the case of a PRU / AP, a local authority or another school. This data item is required for pupils of all ages. The time period the top-up funding relates to is the period that a pupil or student in a mainstream primary or secondary school is identified as requiring additional support which costs more than £6,000 per annum. In a special school or PRU / AP, the top-up funding is paid for a pupil or student whose additional support costs more than the school or PRU / AP receives as place funding of £10,000 per place per annum. In many cases such a period may not be defined but the top-up funding will, as with SEN provision, be subject to periodic review.

4.3.2.15 Post looked after arrangements [used for funding]

This data item (N00186) identifies those children on roll on census day who were looked after immediately before adoption or prior to being subject of a residence or special guardianship order. Those who have parental responsibility (adoptive parents, special guardians and carers) choose if they wish schools to know whether children have been adopted, or are under a special guardianship order, residence order or a child arrangements order. Schools will be able to record the information using the following codeset; only one of the values will apply to each pupil:

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

The default value will be 'N', not declared.

4.3.2.16 Planned learning hours [used for funding]

The total planned timetabled hours for the student (in the current academic year); used on departmentally approved qualifications are recorded in this field (N00163).

Other timetabled hours - for non-qualification activity - that make up a study programme for a student with learning aims funded by the ESFA, are recorded in the planned employability, enrichment and pastoral hours (N00164) field.

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

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

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

Where a student progresses to subsequent learning in the same teaching year, after completing all the activities on their original learning agreement or plan, the ESFA has

set out in their funding regulations 'exceptional circumstances'² in which providers may change the planned hours to reflect this additional learning.

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

The total planned timetabled employability, enrichment and pastoral hours (N00164) for the student in the current academic year. These are the planned hours for the year at the start of the program. This data is **not** updated in year.

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

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

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

4.3.2.18 Post-16 pupils who are in full-time employment

This data item is a 'true' / 'false' flag to identify those pupils in year 12 and above, who are in full time employment.

Under the 'raising the participation age' (RPA) policy, young people (16-19 year olds) must be in full-time education / training unless they are in full-time employment (20 hours or more per week). Where a young person's employment hours vary, employment of an average of 40 or more hours over a two-week period can be considered as meeting the requirement. Part-time work (for example, a weekend or evening job) is not affected by these requirements. Data item (N00158) indicates those pupils who are in full-time employment and are therefore eligible for part-time education / training. ~~and is collected each term.~~

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

² There are scenarios where a legitimate change is required, although we would expect them to be very exceptional and even less so in schools / academies (these circumstances are more likely to occur with roll on roll off provision). This provision will allow institutions the opportunity to accurately record programmes where students end up in circumstances where significant changes are required to their planned study that could not have been foreseen.

4.3.2.19 Learning aim withdrawal reason

A learning aim withdrawal reason (N00167) is completed whenever a learning aim status of '3' - the learner has withdrawn from the learning activities leading to the learning aim - is recorded. The reason that most closely matches the reason for the student leaving the course is selected from the list of options. If more than one reason applies the one which is considered to be the main driver for the withdrawal is selected. Unless a student has withdrawn from the learning aim prior to the census day, the learning aim withdrawal reason should not be returned.

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

For 2018 to 2019, this is the learning aims of students who withdraw following the 6-week qualifying period.

4.3.2.20 Maths and English GCSE prior attainment [used for funding]

The prior attainment (grade achieved) for each pupil is recorded for maths and English (using Codeset C0090) for year 12 and above pupils who have at least one learning aim. The grade will be used to determine whether or not a student is required to undertake an approved English or maths GCSE or stepping stone qualification in order to meet the condition of funding on English and mathematics.

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

Full-time students (those on a study programme of at least 540 planned hours if age 16 to 17 or at least 450 hours if aged 18) without a grade 'A*'-'C' / '9'-'4' GCSE or equivalent qualification in English or maths must be enrolled on a GCSE or approved IGCSE qualification, rather than an approved steppingstone qualification in the appropriate subject in order to meet the condition of funding. Those students with GCSE prior attainment below a grade 'A*'-'C' / '9'-'4' can undertake an approved GCSE or stepping stone qualification (where appropriate) in order to meet the condition of funding. This includes students who started (continuing) or / and completed their learning aims in the 2017-18 academic year and applies to both on and off-roll pupils.

Codeset C0092 (for maths grades) and codeset C0091 (for English grades) records whether the pupil attained grade '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 16-19 funding formula.

The exemptions fields record (using Codeset C0095) whether the pupil is exempt from the condition of funding or meets the condition of funding by holding UK equivalent qualifications.

There are two exemptions to the condition of funding:

- a student's learning difficulty prevents them studying at this level, supported by an evidenced assessment (that the high needs student cannot benefit from studying an approved maths and English qualification) by a professional in the education institution where the student has ~~a statement of SEN~~ or an education, health and care (EHC) plan
- a student's overseas qualification is equivalent to a 'A*'- 'C' / '9'- '4' GCSE. Institutions are required to establish that the qualification is a suitable equivalent and that the student possesses the necessary competency in the subject in question. Further advice on how to deal with overseas qualifications can be found within the ESFA funding [documentation](#)

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

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

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

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

- work experience
- work preparation

alongside

- maths - if required
- English - if required

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

The traineeship (N00184) indicator is set against each of the pupil's learning aims (when the aim is agreed) - with the default set to 'false' (or '0') and any learning aim which is part of a traineeship programme being recorded as 'true' (or '1').

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

4.3.2.22 2-year-old basis for funding [ALL schools]

The basis for funding data item <FundingBasis> (N00178), records the basis under which a 2-year-old (within the date of birth range 2016-01-01 to 2016-12-31 inclusive) 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

4.3.3 Pupil status module

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

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

and require the following data fields:

- pupil date of entry (N00016) [used for funding] - **Please note:** Pupils who transfer from nursery to reception or those entering year 12 and above from within the same school are **NOT** given new entry dates
- pupil date of leaving (N00019)
- pupil part-time indicator (N00020)
- boarder indicator (N00021) [not required from hospital special schools]
- pupil's actual national curriculum year group on leaving (N00182) [only for those learners who were in secondary or all-through phase schools with sixth forms and for whom post-16 learning aims data are being returned]

4.3.4 Special educational needs module [used for funding]

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

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

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

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

- SEN statement – code ‘S’ – pupils who still have an SEN statement - **ONLY for use in the 2018 Autumn and 2019 Spring census for exclusions purposes.** The code is wholly discontinued following the Spring census
- SEN provision – code ‘E’ – pupils with an education, health and care plan (EHCP)
- SEN support - code ‘K’ - pupils who are identified as having a special educational need and are receiving additional support but not statemented or holding an educational health and care plan

Only two pupil SEN types (N00166) can be returned in the spring census. These are ranked using pupil SEN type ranking (N00024) to show the primary and secondary need of the pupil. Pupil SEN types cannot be given the same ranking: Where there is more than one pupil SEN type reported; they cannot both have a ranking of ‘1’.

The indicators for pupils in special (SEN) units (N00022) and resourced provision (N00023) attached to a mainstream primary school, secondary school or academy are collected each term. This indicator applies to pupils in special SEN units and resourced provision that have been designated by the relevant local authority as specialist provision. The indicator is not used for pupils in other units or provision set up by a school or academy, which is not recognised by the local authority as specialist provision.

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

4.3.5 Termly exclusions module

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

For permanent, fixed period and lunchtime exclusions, the exclusion start date (N00028) and exclusion reason (N00027) are collected. For fixed period and lunchtime exclusions, the exclusion actual number of sessions (N00029) is also collected. Exclusion can sometimes span over 2 terms and for data collection, we would expect it to be recorded as one exclusion in the term (for example 2 days before Easter and 3 days after, should be recorded for data purpose as one 5 day exclusion in the spring term) and not be recorded as two separate exclusions.

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

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

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

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

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

Reinstatement:

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

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

- In cases where a pupil has been reinstated by the school code 'R' should be used. This could be when:
 - the governing body overturned a fixed period or permanent exclusion, before or after an IRP; or

- when the first tier tribunal or the county court overturned a fixed period or permanent exclusion
- In cases where reinstatement has been offered but the offer has not been taken up code 'O' should be used

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

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

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

- exclusion category (N00026)
- exclusion reason (N00027)
- exclusion start date (N00028)
- exclusion sessions (N00029)
- SEN provision (N00209)

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

4.3.6 Home information module

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

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

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

Ordnance Survey defines the 'UPRN' (N00185) as: 'The unique identifier for every spatial address in Great Britain. It provides a comprehensive, complete, consistent identifier throughout a property's life cycle – from planning permission through to demolition'.

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

For pupils on roll:

Address data should only be provided for current addresses. Multiple current addresses should be provided where available.

Postcode (N00037) **must** be provided together with the remainder of the address in either BS7666 or line address format.

Unique property reference number (N00185) should be provided together with the remainder of the address in either BS7666 or line address format. **Please note: the return of this data item is voluntary.**

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

- SAON (N00030)
- PAON (N00031)
- street (N00032)
- locality (N00033)
- town (N00034)
- administrative area (N00035)
- post town (N00036)

Or line address format items:

- address line 1 (N00040)
- address line 2 (N00041)
- address line 3 (N00042)
- address line 4 (N00043)
- address line 5 (N00044)

Both formats also submit:

- Postcode (N00037) – **mandatory data item**
- Unique property reference number (N00185) – **voluntary data item**

4.3.7 Termly attendance module

4.3.7.1 Pupil coverage

The 2018 autumn census collects attendance data on pupils aged from 4 to 15 years as at 2017-08-31; with the spring and summer collections collecting data for pupils aged 4 to 15 as at 2018-08-31; on roll for at least one session during the specified collection period for attendance. This may include pupils who have left the school prior to census day.

Attendance data is only required for non-boarder pupils (where pupil boarder indicator (N00021) is equal to 'N').

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

4.3.7.2 School coverage [Not for: Nursery schools]

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

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

4.3.7.3 Periods covered

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

4.3.7.4 Recording attendance sessions and absences

Every pupil will have an entry for the number of sessions possible (N00052).

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

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

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

- Schools using an electronic attendance package integrated with their main MIS must return one or more attendance codes entries (N00157) against each pupil, along with a number of sessions missed (N00056). The exception is where the pupil has had no absences during the term (or half term) in question. This data is generated by the attendance package from the reason selected by the school each time a pupil is absent. These schools are not required to provide the number of sessions missed due to authorised absence (N00054) or unauthorised absence (N00055)

OR

- For schools not using an integrated attendance package a facility must be available for them to manually input, against each pupil, the number of sessions missed due to authorised (N00054) and unauthorised (N00055) absences as part of completing the school census return. These schools are not required to provide the number of sessions missed (N00056) for each attendance code (N00157)

Schools are not obliged to use individual attendance codes (N00157) for pupils **aged 4 years**, but are encouraged to use these for recording each period of absence. However, if schools do not wish to use these codes then they should provide the total number of absences for each term or half term by recording these as 'authorised' (absences recorded this way are reported as overall absence).

4.3.7.5 Attendance dates

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

4.3.7.6 Dual registration

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

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

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

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

4.3.7.7 Attendance codes

The attendance codes required for the census are those that equate to either authorised or unauthorised absence. Suppliers should be aware of the full range of attendance codes - contained in codeset CS066 of the [CBDS](#).

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

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

4.3.8 Summer second half term attendance module

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

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

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

Note: Pupil coverage is the same as for the termly attendance module ([4.3.8](#) above). With the exception of attendance dates, all of the other text in section [4.3.8](#) applies to the summer second half term attendance module and is not duplicated here.

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

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

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

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

Learning aims taken in the current academic year will be collected for any learners who have been on roll in the school at any point between 2018-08-01 and census day and were in actual national curriculum year group 12 or above in that period, regardless of their age.

Learning aims that were taken in the previous academic year will be collected for any learners who have been on roll in the school at any point between 2017-08-01 and 2018-07-31 and were in actual national curriculum year group 12 or above in that period, regardless of their age.

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

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

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

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

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

With respect to work experience: as students undertake work experience in “bands” it is expected that all planned work experience would be recorded as one learning aim

regardless of how many bands the student undertakes. Further information on work experience can be found [here](#).

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

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

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

- after 2017-07-31
- blank, that is, the learner is still participating on the learning aim

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

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

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

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

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

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

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

A re-take occurs when a student is retaking a complete qualification, including attendance at regular classes, and this will be treated in the same manner as any other course and recorded as a new learning aim. However unless the reasons for the student re-taking are exceptional because of circumstances outside either the student's or school's control – or to undertake the mandatory re-take of maths and English (see paragraph [4.3.2.24](#) above) - it must not be included in planned hours as it will not be funded.

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

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

- qualification accreditation number (QN) (N00194)
- SC code (N00195)
- learning aim start date (N00058)
- learning aim planned end date (N00059)
- learning aim actual end date (N00060)
- learning aim status (N00141)
- core aim (N00154)

4.3.9.1 Learning aim start date [used for funding]

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

4.3.9.2 Learning aim planned end date [used for funding]

The date by which the school and student **plan** to complete the activities related to this learning aim, as agreed when the learning commenced. The planned end date reflects the length of the course being undertaken and will remain unchanged throughout the duration of the learning aim. Where the learning aim finishes before or after the planned

end date this would be reflected in the actual end date - the **planned** end date will **not** alter.

4.3.9.3 Learning aim status [used for funding]

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

4.3.9.4 Learning aim actual end date [used for funding]

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

4.3.9.5 Core aim [used for funding]

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

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

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

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

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

4.3.9.6 Partner UKPRN

This field (N00168) is collected against all learning aims. Where learning is sub-contracted out by the school to be provided by a non-ESFA funded partner organisation (provided other than by the school) the UK provider register number (UKPRN) is recorded against the learning aim(s) that are sub-contracted to the partner organisation.

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

4.3.9.7 Technical level work placements

This paragraph is provided for information only. Please note, that 16 new 'Industry placement' learning aims have been introduced and that these also record the number of hours (by 15-hour increments) in the work placement. Please see the table below:

Industry placement	Number of hours in placement
Band 1	315 to 329
Band 2	330 to 344
Band 3	345 to 359
Band 4	360 to 374
Band 5	375 to 389
Band 6	390 to 404
Band 7	405 to 419
Band 8	420 to 434
Band 9	435 to 449
Band 10	450 to 464
Band 11	465 to 479
Band 12	480 to 494
Band 13	495 plus

It is not anticipated that this will require any technical amendment to systems as this is an amendment to the QNs only.

4.4 Pupils no longer on roll

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

- pupil identifiers
- pupil characteristics
- pupil status
- termly exclusions
- home information (for those pupils for whom post-16 learning aims are being submitted)
- termly attendance
- annual attendance – special schools only (last return autumn 2017)

- summer second half term attendance
- post-16 learning aims
- 16-19 bursary fund

4.5 Coverage and timing

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

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

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

5. Validation Checks

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

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

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

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

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

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

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

- Invalid

or

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

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

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

6. XML / XSLT features

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

- Changes.txt
- Spring-SchoolCensus18-ErrorList.xsl
- Spring-SchoolCensus18-HTMLPresentation.xsl
- Spring-SchoolCensus18-IntermediateFile.xsl
- Spring-SchoolCensus18-SchoolSummaryPresentation.xsl
- Spring-SchoolCensus18-SchoolSummaryreferenceLists.xsl
- Spring-SchoolCensus18-SchoolSummaryStylesheet.css
- Spring-SchoolCensus18-ValidationRules.xsl
- Spring-SchoolCensus18-XMLPresentation.xsl
- TestHTMLOutput.html
- TestSummaryOutput.html
- TestXMLOutput.html
- XSLT Change Summary Template v1.0.xlsx

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

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

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

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

- UPN
- DOB

- surname
- forename
- gender

will be provided.

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

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

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

7. General notes

7.1 Data items with no values

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

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

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

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

7.2 Block entry

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

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

The selected time on the census day, used for the class information module, is based on the last digit of the departmental school number. Please note these times move down by one each academic year; that is, a school using 'one hour before the end of morning school' in 2017 to 2018 will use 'one hour after the start of school' in 2018 to 2019. This is not relevant for nursery schools, special schools or PRU / AP, as they do not submit class information.

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

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

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

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

7.4 Special characters

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

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

7.5 XML file generic naming conventions

The following file naming conventions apply:

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

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

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

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

8012000_SC1_801LL18_001.XML

The total file name length equals 27 characters

Annex A School XML message structure

School census 2018 to 2019 - school XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<School>	Each <Message> group contains one and only one <School> group.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<SchoolCharacteristics>	Each <School> group contains one and only one <SchoolCharacteristics> group.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00230	<SchoolName>Name & Other Name School</SchoolName>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00280	<Phase>SS</Phase>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00292	<SchoolType>11</SchoolType>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00295	<HighestNCyear>14</HighestNCyear>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00304	<LowestNCyear>7</LowestNCyear>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00218	<Intake>COMP</Intake>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00219	<Governance>CO</Governance>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00220	<Email>theschool@sch.gov.uk</Email>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00231	<PhoneNo>0123456789</PhoneNo>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<SpecialSchool>	Each <SchoolCharacteristics> group contains 0..1 <SpecialSchool> group.	x	✓	x	x	x	x	x	x	x	✓	x
N00223	<Accommodation>D</Accommodation>		x	✓	x	x	x	x	x	x	x	✓	x
N00224	<MaxDayPupils>140</MaxDayPupils>		x	✓	x	x	x	x	x	x	x	✓	x
N00225	<MaxBoarders>0</MaxBoarders>		x	✓	x	x	x	x	x	x	x	✓	x
N00226	<MinMaleAge>4</MinMaleAge>		x	✓	x	x	x	x	x	x	x	✓	x

School census 2018 to 2019 - school XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00228	<MaxMaleAge>16</MaxMaleAge>		x	✓	x	x	x	x	x	x	x	✓	x
N00227	<MinFemaleAge>4</MinFemaleAge>		x	✓	x	x	x	x	x	x	x	✓	x
N00229	<MaxFemaleAge>16</MaxFemaleAge>		x	✓	x	x	x	x	x	x	x	✓	x
	<Provisions>		x	✓	x	x	x	x	x	x	x	✓	x
N00291	<SpecialSchoolType>HI</SpecialSchoolType>	Each <Provisions> group contains 1..12 <SpecialSchoolType> elements	x	✓	x	x	x	x	x	x	x	✓	x
	</Provisions>		x	✓	x	x	x	x	x	x	x	✓	x
	</SpecialSchool>		x	✓	x	x	x	x	x	x	x	✓	x
N00221	<ChildMothers>1</ChildMothers>		x	✓	x	x	x	x	x	x	x	x	✓
N00266	<TeenMotherPlaces>25</TeenMotherPlaces>		x	✓	x	x	x	x	x	x	x	x	✓
N00222	<ChildcarePlaces>0</ChildcarePlaces>		x	✓	x	x	x	x	x	x	x	x	✓
	</SchoolCharacteristics>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PrimaryAdmissionsAppeals>	Spring only Each <School> group contains 0..1 <PrimaryAdmissionsAppeals> group.	x	✓	x	x	✓	✓	x	x	✓	x	x
N00233	<Lodged>29</Lodged>		x	✓	x	x	✓	✓	x	x	✓	x	x
N00234	<Withdrawn>14</Withdrawn>		x	✓	x	x	✓	✓	x	x	✓	x	x
N00235	<Heard>15</Heard>		x	✓	x	x	✓	✓	x	x	✓	x	x
N00236	<Upheld>7</Upheld>		x	✓	x	x	✓	✓	x	x	✓	x	x
N00237	<Rejected>8</Rejected>		x	✓	x	x	✓	✓	x	x	✓	x	x
	</PrimaryAdmissionsAppeals>		x	✓	x	x	✓	✓	x	x	✓	x	x

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2018 to 2019 - school XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
	<InfantAdmissionsAppeals>	Spring only Each <School> group contains 0..1 <InfantAdmissionsAppeals> group.	x	✓	x	x	✓	x	x	x	✓	x	x
N00233	<Lodged>29</Lodged>		x	✓	x	x	✓	x	x	x	✓	x	x
N00234	<Withdrawn>14</Withdrawn>		x	✓	x	x	✓	x	x	x	✓	x	x
N00235	<Heard>15</Heard>		x	✓	x	x	✓	x	x	x	✓	x	x
N00236	<Upheld>7</Upheld>		x	✓	x	x	✓	x	x	x	✓	x	x
N00237	<Rejected>8</Rejected>		x	✓	x	x	✓	x	x	x	✓	x	x
	</InfantAdmissionsAppeals>		x	✓	x	x	✓	x	x	x	✓	x	x
	<SecondaryAdmissionsAppeals>	Spring only Each <School> group contains 0..1 <SecondaryAdmissionsAppeals> group.	x	✓	x	x	x	x	✓	✓	✓	x	x
N00233	<Lodged>29</Lodged>		x	✓	x	x	x	x	✓	✓	✓	x	x
N00234	<Withdrawn>14</Withdrawn>		x	✓	x	x	x	x	✓	✓	✓	x	x
N00235	<Heard>15</Heard>		x	✓	x	x	x	x	✓	✓	✓	x	x
N00236	<Upheld>7</Upheld>		x	✓	x	x	x	x	✓	✓	✓	x	x
N00237	<Rejected>8</Rejected>		x	✓	x	x	x	x	✓	✓	✓	x	x
	</SecondaryAdmissionsAppeals>		x	✓	x	x	x	x	✓	✓	✓	x	x
	<Reconciliation>	Spring only Each <School> group contains one and only one <Reconciliation> group.	x	✓	x	x	✓	✓	✓	✓	✓	x	x

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2018 to 2019 - school XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
	<PupilReconciliation>	Spring only Each <Reconciliation> group contains one and only one <PupilReconciliation> group.	x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00239	<PartTimeNotIn>20</PartTimeNotIn>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00240	<PrivateStudy>22</PrivateStudy>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00241	<AtOtherSchool>0</AtOtherSchool>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00242	<WorkExperience>0</WorkExperience>		x	✓	x	x	x	✓	✓	✓	✓	x	x
N00243	<FEcollege>1</FEcollege>		x	✓	x	x	x	✓	✓	✓	✓	x	x
	</PupilReconciliation>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	</Reconciliation>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	<Classes>	Spring Only Each <School> group contains one and only one <Classes> group	x	✓	x	x	✓	✓	✓	✓	✓	x	x
	<Class>	Spring Only Not for: NS, SP and PR: Each <Classes> group contains 1..n <Class> groups	x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00244	<ClassName>The Class</ClassName>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00245	<Teachers>1</Teachers>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00246	<NonTeachers>1</NonTeachers>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00296	<YearGroup>6</YearGroup>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00267	<ClassType>N</ClassType>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x

School census 2018 to 2019 - school XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00268	<KeyStage>2</KeyStage>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x
N00247	<ClassActivity>MA</ClassActivity>	Dependent upon year group 0..1	x	✓	x	x	✓	x	x	x	✓	x	x
N00248	<HomePupils>24</HomePupils>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
N00249	<GuestPupils>0</GuestPupils>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	</Class>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	</Classes>		x	✓	x	x	✓	✓	✓	✓	✓	x	x
	<Miscellaneous>	Spring Only Each <School> group contains one and only one <Miscellaneous> group	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00238	<FreeMealsTaken>6</FreeMealsTaken>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	x
	<Childcare>	Each <Miscellaneous> group contains 4 <Childcare> groups; one group with <TypeOfChildcare> equals A, one group with <TypeOfChildcare> equals B, one group with <TypeOfChildcare> equals H and group one with <TypeOfChildcare> equals U	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00289	<OnSite>Y</OnSite>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00294	<ChildcareSignposting>N</ChildcareSignposting>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00288	<TypeOfChildcare>A</TypeOfChildcare>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓

School census 2018 to 2019 - school XML message structure			Term / phase applicability											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
N00259	<OpeningTime>07:30</OpeningTime>	Not required where <OnSite> equals 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00260	<ClosingTime>18:00</ClosingTime>	Not required where <OnSite> equals 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00290	<NoOfChildcarePlaces>30</NoOfChildcarePlaces>	Not required where <OnSite> equals 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00285	<ChildcareProvider>OTH</ChildcareProvider>	Not required where <OnSite> equals 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00287	<OtherSchools>U</OtherSchools>	Not required where <OnSite> equals 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00286	<ChildcareWksOpen>8</ChildcareWksOpen>	Not required where <OnSite> equals 'N'	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</Childcare>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</Miscellaneous>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</School>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Annex B Pupil XML message structure

			Term / phase applicability												
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit		
School census 2018 to 2019 - pupil XML message structure															
	<Pupils>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilsOnRoll>	Each <Pupils> group contains one and only one <PupilsOnRoll> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilOnRoll>	Each <PupilsOnRoll> group contains 1..n <PupilOnRoll> groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilIdentifiers>	Each <PupilOnRoll> group contains one and only one <PupilIdentifiers> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00001	<UPN>A123456789123</UPN>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00011	<UniqueLearnerNumber>1234567890</UniqueLearnerNumber>	Each <PupilIdentifiers> group contains 0..1 <UniqueLearnerNumber> item	✓	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00002	<FormerUPN>X98765432123B</FormerUPN>	Each <PupilIdentifiers> group contains 0..1 <FormerUPN> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00003	<Surname>Familyname</Surname>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00004	<Forename>Firstname</Forename>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2018 to 2019 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00005	<MiddleNames>Inbetween</MiddleNames>	Each <PupilIdentifiers> group contains 0..1 <MiddleNames> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00010	<PreferredSurname>Likethis</PreferredSurname>	Each <PupilIdentifiers> group contains 0..1 <PreferredSurname> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00008	<FormerSurname>Wasmine</FormerSurname>	Each <PupilIdentifiers> group contains 0..1 <FormerSurname> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00007	<Gender>F</Gender>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00006	<DOB>1066-01-01</DOB>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</PupilIdentifiers>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilCharacteristics>	Each <PupilOnRoll> group contains one and only one <PupilCharacteristics> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00177	<Ethnicity>WSCO</Ethnicity>		*	✓	*	✓	✓	✓	✓	✓	✓	✓	✓
N00015	<Language>OTH</Language>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<FSMeligibility>	Each <PupilCharacteristics> group contains 0..1 <FSMeligibility> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<FSMperiod>	Each <FSMeligibility> group contains 1..n <FSMperiod> groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2018 to 2019 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00142	<FSMstartDate>1066-10-09</FSMstartDate>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00143	<FSMendDate>1066-11-16</FSMendDate>	May be missing in one and only one <FSMperiod> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00277	<UKcountry>ENG</UKcountry>	0..1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</FSMperiod>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</FSMeligibility>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00162	<SchoolLunchTaken>>true</SchoolLunchTaken>	Applies to Reception and Years 1 and 2 and pupils aged 4 to 6 in year X ONLY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00145	<YSSA>UNS</YSSA>		✓	✓	✓	x	x	✓	✓	✓	✓	✓	✓
N00093	<ServiceChild>N</ServiceChild>	PRU / AP is EXEMPT where <EnrolStatus> equals S	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00204	<FundedHours>14.75</FundedHours>	Not collected from Non-maintained Special Schools and CTCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00201	<ExtendedHours>12.75</ExtendedHours>	Not collected from Non-maintained Special Schools and CTCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00202	<ThirtyHourCode>12345678911</ThirtyHourCode>	Not collected from Non-maintained Special Schools and CTCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00203	<DAFIndicator>1</DAFIndicator>	Not collected from Non-maintained Special Schools and CTCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2018 to 2019 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00205	<HoursAtSetting>8.75</HoursAtSetting>	Not collected from Non-maintained Special Schools and CTCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<FundingBasisItems>	Each <PupilCharacteristics> group includes 0 to 1 <FundingBasisItems> group	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00178	<FundingBasis>ECO</FundingBasis>	Each <FundingBasisItems> group contains 1 to 3 <FundingBasis> items	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</FundingBasisItems>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00117	<UnitContactTimePupil>8</UnitContactTimePupil>		x	✓	x	x	x	x	x	x	x	x	✓
N00639	<EYPPR>Y</EYPPRE>	Applies to pupils aged 3 to 4 ONLY	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00174	<EYPPBF>RR</EYPPBF>	Applies to pupils aged 3 to 4 ONLY	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	<LearnerSupport>	Each <PupilCharacteristics> group contains 0..1 <LearnerSupport> group	x	✓	✓	x	x	x	✓	✓	✓	✓	✓
	<LearnerSupportItem>	Each <LearnerSupport> group contains 1..2 <LearnerSupportItem> groups	x	✓	✓	x	x	x	✓	✓	✓	✓	✓
N00146	<SupportCode>55</SupportCode>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓

School census 2018 to 2019 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
		</LearnerSupportItem>	x	✓	✓	x	x	x	✓	✓	✓	✓	✓
		</LearnerSupport>	x	✓	✓	x	x	x	✓	✓	✓	✓	✓
N00155		<TopUpFunding>true</TopUpFunding>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00186		<PLAA>N</PLAA>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00163		<QualHrs>540</QualHrs>	✓	x	x	x	x	x	x	✓	✓	x	✓
N00164		<Non_qualHrs>60</Non_qualHrs>	✓	x	x	x	x	x	x	✓	✓	x	✓
N00158		<FTEmp>true</FTEmp>	✓	x	x	x	x	x	x	✓	✓	x	✓
N00169		<MathsGCSEHighestPriorAttainment>7</MathsGCSEHighestPriorAttainment>	✓	x	x	x	x	x	x	✓	✓	x	✓
N00170		<MathsGCSEPriorAttainmentYearGroup>1</MathsGCSEPriorAttainmentYearGroup>	✓	x	x	x	x	x	x	✓	✓	x	✓
N00171		<EnglishGCSEHighestPriorAttainment>7</EnglishGCSEHighestPriorAttainment>	✓	x	x	x	x	x	x	✓	✓	x	✓
N00172		<EnglishGCSEPriorAttainmentYearGroup>1</EnglishGCSEPriorAttainmentYearGroup>	✓	x	x	x	x	x	x	✓	✓	x	✓
N00175		<MathsGCSEFundingExemption>N</MathsGCSEFundingExemption>	✓	x	x	x	x	x	x	✓	✓	x	✓

School census 2018 to 2019 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00176	<EnglishGCSEFundingExemption>N</EnglishGCSEFundingExemption>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
	</PupilCharacteristics>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilStatus>	Each <PupilOnRoll> group contains one and only one <PupilStatus> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00017	<EnrolStatus>C</EnrolStatus>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00091	<TypeOfClass>O</TypeOfClass>	Pupil's type of class should only be present for pupils in NC Year E1, E2, N1, N2, R, or 1-7	✓	✓	✓	x	✓	x	x	✓	x	x	
N00018	<EntryDate>1066-09-03</EntryDate>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00020	<PartTime>>false</PartTime>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00021	<Boarder>N</Boarder>	Each <PupilStatus> group contains 0..1 <Boarder> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00182	<NCyearActual>5</NCyearActual>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</PupilStatus>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<SpecialEducationalNeeds>	Each <PupilOnRoll> group contains one and only one <SpecialEducationalNeeds> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00209	<SENprovision>E</SENprovision>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2018 to 2019 - pupil XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
	<SENneeds>	Spring only Each <SpecialEducationalNeeds> group contains 0..1 <SENneeds> group	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	<SENneed>	Each <SENneeds> group contains 1..2 <SENneed> groups	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00024	<SENtypeRank>1</SENtypeRank>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00166	<SENtype>ASD</SENtype>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</SENneed>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</SENneeds>		x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00022	<SENunitIndicator>>false</SENunitIndicator>	<SENunitIndicator> is 0..1 as this is not for all phases	✓	✓	✓	✓	✓	✓	✓	✓	x	x	
N00023	<ResourcedProvisionIndicator>>false</ResourcedProvisionIndicator>	<ResourcedProvisionIndicator> is 0..1 as this is not for all phases	✓	✓	✓	✓	✓	✓	✓	✓	x	x	
	</SpecialEducationalNeeds>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<Exclusions>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<TermlyExclusion>	Each <Exclusions> group contains 1..n <TermlyExclusion> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00026	<Category>LNCH</Category>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00027	<Reason>RA</Reason>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

School census 2018 to 2019 - pupil XML message structure			Term / phase applicability											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
N00028	<StartDate>1066-05-08</StartDate>	Cardinality (Note: item level elements occur only once unless otherwise stated)	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00029	<Sessions>20</Sessions>	Each <TermlyExclusions> group contains 0..1 <Sessions> item	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00209	<SENprovision>K</SENprovision>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</TermlyExclusion>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	</Exclusions>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	<HomeInformation>	Each <PupilOnRoll> group contains one and only one <HomeInformation> group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<Address>	Each <HomeInformation> group contains 1..n <Address> groups	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00037	<PostCode>ZZ99 9XX</PostCode>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00185	<UniquePropertyReferenceNumber>123456789102</UniquePropertyReferenceNumber>	0..1 (voluntary collection)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EITHER													

School census 2018 to 2019 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	<BS7666Format>	Each <Address> group contains 0..1 <BS7666Format> group. <i>Note that either <BS7666Format> or <LineAddressFormat> should be provided, but not both.</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00030	<SAON>2 Flat</SAON>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00031	<PAON>123</PAON>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00032	<Street>Street Lane</Street>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00033	<Locality>Local Area</Locality>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00034	<Town>Townbury</Town>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00035	<AdministrativeArea></AdministrativeArea>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00036	<PostTown>Postaltown</PostTown>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</BS7666Format>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	OR												
	<LineAddressFormat>	Each <Address> group contains 0..1 <LineAddressFormat> group. <i>Note that either <BS7666Format> or <LineAddressFormat> should be provided, but not both.</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

School census 2018 to 2019 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00040	<AddressLine1>123 Street Lane</AddressLine1>	Each <LineAddressFormat> group contains 0..1 <AddressLine1> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00041	<AddressLine2>Townbury</AddressLine2>	Each <LineAddressFormat> group contains 0..1 <AddressLine2> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00042	<AddressLine3>Countyshire</AddressLine3>	Each <LineAddressFormat> group contains 0..1 <AddressLine3> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00043	<AddressLine4>SomewhereElse</AddressLine4>	Each <LineAddressFormat> group contains 0..1 <AddressLine4> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00044	<AddressLine5>AndAnother</AddressLine5>	Each <LineAddressFormat> group contains 0..1 <AddressLine5> item	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</LineAddressFormat>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</Address>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</HomeInformation>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<Attendance>	Each <PupilOnRoll> group contains 0..1 <Attendance> group	✓	✓	✓	*	✓	✓	✓	✓	✓	✓	✓
	EITHER												

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2018 to 2019 - pupil XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
	<TermlyAttendance>	Each <Attendance> group contains 0..1 <TermlyAttendance> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00052	<SessionsPossible>120</SessionsPossible>	1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00054	<SessionsAuthorised>6</SessionsAuthorised>	0..1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00055	<SessionsUnauthorised>0</SessionsUnauthorised>	0..1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</TermlyAttendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	OR												
	<TermlyAttendance>	Each <Attendance> group contains 0..1 <TermlyAttendance> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00052	<SessionsPossible>120</SessionsPossible>	1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<SessionDetails>	Each <TermlyAttendance> group contains one and only one <SessionDetails> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<SessionDetail>	Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00157	<AttendanceReason> </AttendanceReason>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00056	<AbsenceSessions>6</AbsenceSessions>	0..1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</SessionDetail>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</SessionDetails>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

School census 2018 to 2019 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	</TermlyAttendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	EITHER												
	<SummerHalfTerm2Attendance>	Each <Attendance> group contains 0..1 <SummerHalfTerm2Attendance> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00052	<SessionsPossible>80</SessionsPossible>	1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00054	<SessionsAuthorised>6</SessionsAuthorised>	0..1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00055	<SessionsUnauthorised>0</SessionsUnauthorised>	0..1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	</SummerHalfTerm2Attendance>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	OR												
	<SummerHalfTerm2Attendance>	Each <Attendance> group contains 0..1 <SummerHalfTerm2Attendance> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00052	<SessionsPossible>80</SessionsPossible>	1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	<SessionDetails>	Each <SummerHalfTerm2Attendance> group contains one and only one <SessionDetails> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	<SessionDetail>	Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00157	<AttendanceReason>I</AttendanceReason>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00056	<AbsenceSessions>6</AbsenceSessions>	0..1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓

School census 2018 to 2019 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
		</SessionDetail>	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
		</SessionDetails>	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
		</SummerHalfTerm2Attendance>	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
		</Attendance>	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
		<LearningAims>	✓	x	x	x	x	x	x	✓	✓	x	✓
		<LearningAim>	✓	x	x	x	x	x	x	✓	✓	x	✓
N00194		<QN>Z9999999</QN>	✓	x	x	x	x	x	x	✓	✓	x	✓
N00195		<SCC>0088</SCC>	✓	x	x	x	x	x	x	✓	✓	x	✓
N00058		<LearningStartDate>1066-09-01</LearningStartDate>	✓	x	x	x	x	x	x	✓	✓	x	✓
N00059		<LearningPlannedEndDate>1070-06-29</LearningPlannedEndDate>	✓	x	x	x	x	x	x	✓	✓	x	✓
N00060		<LearningActualEndDate>1070-05-22</LearningActualEndDate>	✓	x	x	x	x	x	x	✓	✓	x	✓
N00141		<LearningAimStatus>2</LearningAimStatus>	✓	x	x	x	x	x	x	✓	✓	x	✓
N00154		<CoreAim>>true</CoreAim>	✓	x	x	x	x	x	x	✓	✓	x	✓
N00168		<PartnerUKPRN>12345678</PartnerUKPRN>	✓	x	x	x	x	x	x	✓	✓	x	✓
N00167		<LearningAimWithdrawalReason>98</LearningAimWithdrawalReason>	✓	x	x	x	x	x	x	✓	✓	x	✓
N00184		<Traineeship>>true</Traineeship>	✓	x	x	x	x	x	x	✓	✓	x	✓

School census 2018 to 2019 - pupil XML message structure			Term / phase applicability											
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit	
	</LearningAim>		✓	x	x	x	x	x	x	x	✓	✓	x	✓
	</LearningAims>		✓	x	x	x	x	x	x	x	✓	✓	x	✓
	</PupilOnRoll>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	</PupilsOnRoll>		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilsNoLongerOnRoll>	Each <> contains 0..1 <PupilsNoLongerOnRoll> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilNoLongerOnRoll>	Each <PupilsNoLongerOnRoll> group contains 1..n <PupilNoLongerOnRoll> groups	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
	<PupilIdentifiers>	Each <PupilsNoLongerOnRoll> group contains one and only one <PupilIdentifiers> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00001	<UPN>A123981456002</UPN>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00011	<UniqueLearnerNumber>1234567890</UniqueLearnerNumber>	Each <PupilIdentifiers> group contains 0..1 <UniqueLearnerNumber> item	✓	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓
N00002	<FormerUPN>X987654321B</FormerUPN>	Each <PupilIdentifiers> group contains 0..1 <FormerUPN> item	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00003	<Surname>Familyname</Surname>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
N00004	<Forename>Firstname</Forename>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓

School census 2018 to 2019 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00005	<MiddleNames>Inbetween</MiddleNames>	Each <PupilIdentifiers> group contains 0..1 <MiddleNames> item	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00008	<FormerSurname>Wasthis</FormerSurname>	Each <PupilIdentifiers> group contains 0..1 <FormerSurname> item	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00007	<Gender>F</Gender>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00006	<DOB>1066-01-01</DOB>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</PupilIdentifiers>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<PupilCharacteristics>	Each <PupilsNoLongerOnRoll> group contains one and only one <PupilCharacteristics> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00177	<Ethnicity>WSCO</Ethnicity>		x	✓	x	x	✓	✓	✓	✓	✓	✓	✓
N00015	<Language>OTH</Language>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<LearnerSupport>	Each <PupilCharacteristics> group contains 0..1 <LearnerSupport> group	x	✓	✓	x	x	x	✓	✓	✓	✓	✓
	<LearnerSupportItem>	Each <LearnerSupport> group contains 1..2 <LearnerSupportItem> groups	x	✓	✓	x	x	x	✓	✓	✓	✓	✓
N00146	<SupportCode>55</SupportCode>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓
	</LearnerSupportItem>		x	✓	✓	x	x	x	✓	✓	✓	✓	✓

School census 2018 to 2019 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
	</LearnerSupport>	Cardinality (Note: item level elements occur only once unless otherwise stated)	x	✓	✓	x	x	x	✓	✓	✓	✓	✓
N00163	<QualHrs>540</QualHrs>	Each <PupilCharacteristics> group contains 0..1 <QualHrs> item	✓	x	x	x	x	x	x	✓	✓	x	✓
100543	<Non_qualHrs>60</Non_qualHrs>	Each <PupilCharacteristics> group contains 0..1 <Non_qualHrs> item	✓	x	x	x	x	x	x	✓	✓	x	✓
N00169	<MathsGCSEHighestPriorAttainment>7</MathsGCSEHighestPriorAttainment>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
N00170	<MathsGCSEPriorAttainmentYearGroup>1</MathsGCSEPriorAttainmentYearGroup>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
N00171	<EnglishGCSEHighestPriorAttainment>7</EnglishGCSEHighestPriorAttainment>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
N00172	<EnglishGCSEPriorAttainmentYearGroup>1</EnglishGCSEPriorAttainmentYearGroup>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
N00175	<MathsGCSEFundingExemption>N</MathsGCSEFundingExemption>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
N00176	<EnglishGCSEFundingExemption>N</EnglishGCSEFundingExemption>	For all pupils year 12 and above	✓	x	x	x	x	x	x	✓	✓	x	✓
	</PupilCharacteristics>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<PupilStatus>	Each <PupilsNoLongerOnRoll> group contains one and only one <PupilStatus> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

School census 2018 to 2019 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00018	<EntryDate>1096-09-03</EntryDate>	Cardinality (Note: item level elements occur only once unless otherwise stated)	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00019	<LeavingDate>1101-12-21</LeavingDate>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00020	<PartTime>>false</PartTime>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00021	<Boarder>N</Boarder>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00184	<NCyearLeaving>12</NCyearLeaving>	Only for schools with sixth forms	✓	x	x	x	x	x	✓	✓	x	✓	✓
	</PupilStatus>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<Exclusions>	Each <PupilsNoLongerOnRoll> group contains 0..1 <Exclusions> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<TermlyExclusion>	Each <Exclusions> group contains 1..n <TermlyExclusion> groups	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00026	<Category>LNCH</Category>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00027	<Reason>RA</Reason>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00028	<StartDate>1066-10-10</StartDate>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00029	<Sessions>20</Sessions>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00209	<SENprovision>K</SENprovision>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</TermlyExclusion>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</Exclusions>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2018 to 2019 - pupil XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
	<HomeInformation>	For schools with sixth forms, each <PupilsNoLongerOnRoll> group contains one and only one <HomeInformation> group	✓	x	x	x	x	x	x	✓	✓	x	✓
	<Address>	Each <HomeInformation> group contains 1..n <Address> groups	✓	x	x	x	x	x	x	✓	✓	x	✓
N00037	<PostCode>ZZ99 9XX</PostCode>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00185	<UniquePropertyReferenceNumber>123456789102</UniquePropertyReferenceNumber>	0..1 (voluntary collection	✓	x	x	x	x	x	x	✓	✓	x	✓
	</Address>		✓	x	x	x	x	x	x	✓	✓	x	✓
	</HomeInformation>		✓	x	x	x	x	x	x	✓	✓	x	✓
	<Attendance>	Each <PupilsNoLongerOnRoll> group contains one and only one <Attendance> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	EITHER												
	<TermlyAttendance>	Each <Attendance> group contains 0..1 <TermlyAttendance> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00052	<SessionsPossible>120</SessionsPossible>	1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00054	<SessionsAuthorised>6</SessionsAuthorised>	0..1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

School census 2018 to 2019 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00055	<SessionsUnauthorised>0</SessionsUnauthorised>	0..1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</TermlyAttendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	OR												
	<TermlyAttendance>	Each <Attendance> group contains 0..1 <TermlyAttendance>. group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00052	<SessionsPossible>120</SessionsPossible>	1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<SessionDetails>	Each <TermlyAttendance> group contains one and only one <SessionDetails> group	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	<SessionDetail>	Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00157	<AttendanceReason>I</AttendanceReason>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
N00056	<AbsenceSessions>6</AbsenceSessions>	0..1	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</SessionDetail>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</SessionDetails>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</TermlyAttendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	EITHER												
	<SummerHalfTerm2Attendance>	Each <Attendance> group contains 0..1 <SummerHalfTerm2Attendance> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓

School census 2018 to 2019 - pupil XML message structure			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
N00052	<SessionsPossible>80</SessionsPossible>	1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00054	<SessionsAuthorised>6</SessionsAuthorised>	0..1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00055	<SessionsUnauthorised>0</SessionsUnauthorised>	0..1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	</SummerHalfTerm2Attendance>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	OR												
	<SummerHalfTerm2Attendance>	Each <Attendance> group contains 0..1 <SummerHalfTerm2Attendance> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00052	<SessionsPossible>80</SessionsPossible>	1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	<SessionDetails>	Each <SummerHalfTerm2Attendance> group contains one and only one <SessionDetails> group	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	<SessionDetail>	Each <SessionDetails> group contains 1..n <SessionDetail> groups	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00157	<AttendanceReason> </AttendanceReason>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
N00056	<AbsenceSessions>6</AbsenceSessions>	0..1	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	</SessionDetail>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	</SessionDetails>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	</SummerHalfTerm2Attendance>		✓	x	x	x	✓	✓	✓	✓	✓	✓	✓
	</Attendance>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

			Term / phase applicability										
			Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2018 to 2019 - pupil XML message structure			Cardinality (Note: item level elements occur only once unless otherwise stated)										
	<LearningAims>	For schools with Sixth Forms Each <PupilsNoLongerOnRoll> group contains 0..1 <LearningAims> group	✓	x	x	x	x	x	x	✓	✓	x	✓
	<LearningAim>	Each <LearningAims> group contains 1..n <LearningAim> groups	✓	x	x	x	x	x	x	✓	✓	x	✓
N00194	<QN>Z9999999</QN>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00195	<SCC>0088</SCC>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00058	<LearningStartDate>2014-09-01</LearningStartDate>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00059	<LearningPlannedEndDate>2016-06-29</LearningPlannedEndDate>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00060	<LearningActualEndDate>2016-05-22</LearningActualEndDate>	Each <LearningAim> group contains 0..1 <LearningAimActualEndDate> item	✓	x	x	x	x	x	x	✓	✓	x	✓
N00141	<LearningAimStatus>2</LearningAimStatus>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00154	<CoreAim>>true</CoreAim>		✓	x	x	x	x	x	x	✓	✓	x	✓
N00168	<PartnerUKPRN>12345678</PartnerUKPRN>	0..1	✓	x	x	x	x	x	x	✓	✓	x	✓
N00167	<LearningAimWithdrawalReason>98</LearningAimWithdrawalReason>	0..1	✓	x	x	x	x	x	x	✓	✓	x	✓
N00184	<Traineeship>true</Traineeship>		✓	x	x	x	x	x	x	✓	✓	x	✓
	</LearningAim>		✓	x	x	x	x	x	x	✓	✓	x	✓
	</LearningAims>		✓	x	x	x	x	x	x	✓	✓	x	✓
	</PupilNoLongerOnRoll>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
	</PupilsNoLongerOnRoll>		✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓

		Term / phase applicability										
		Autumn	Spring	Summer	Nursery	Primary	Middle / primary	Middle / secondary	Secondary	All-through	Special	Pupil referral unit
School census 2018 to 2019 - pupil XML message structure		Cardinality (Note: item level elements occur only once unless otherwise stated)										
	</Pupils>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Annex C Census collection dates and data periods

Autumn	Spring	Summer
Census day <ReferenceDate> 2018-10-04	Census day <ReferenceDate> 2019-01-17	Census day <ReferenceDate> 2019-05-16
Term dates Start of the autumn term (from 2018-08-01) to 2018-12-31	Term dates 2019-01-01 to Easter Sunday 2019-04-21	Term dates Easter Monday 2019-04-22 to 2019-07-31
Free school meal eligibility Periods of eligibility for free school meals with: (a) An FSM eligibility start date and no FSM eligibility end date; or, (b) An FSM eligibility end date since the previous census, that is, on or after 2018-05-18 and up to and including the autumn census day (2018-10-04)	Free school meal eligibility Periods of eligibility for free school meals with: An FSM eligibility Start Date and no FSM Eligibility end date; or, An FSM eligibility end date since the previous census, that is, on or after 2018-10-05 and up to including the spring census day (2019-01-17)	Free school meal eligibility Periods of eligibility for free school meals with: (a) An FSM eligibility start date and no FSM eligibility end date; or, (b) An FSM eligibility end date since the previous census, that is on or after 2019-01-18 and up to including the summer census day (2019-05-16)
	Learner support (bursary funding for 16-19 year olds) Any bursaries awarded since the beginning of the 2018 to 2019 academic year (from 2018-08-01) to students who are either on roll or off roll on census day of 2019-01-17	Learner support (bursary funding for 16-19 year olds) Any bursaries awarded since the beginning of the 2018 to 2019 academic year (from 2018-08-01) to students who on are either on roll or off roll on census day of 2019-05-16

Autumn	Spring	Summer
Termly exclusions 2018-01-01 to Easter Sunday 2018-04-01	Termly exclusions Easter Monday 2018-04-02 to 2018-08-31	Termly exclusions 2018-09-01 to 2018-12-31
Termly attendance First half of the summer term From Easter Monday 2018-04-02 to the Sunday 2018-05-27 before spring bank holiday	Termly attendance Start of the autumn term (from 2018-08-01) to 2018-12-31	Termly attendance 2019-01-01 to Easter Sunday 2019-04-21
Summer second half term attendance From spring bank holiday Monday 2018-05-28 to 2018-07-31		

Autumn	Spring	Summer
<p>Post-16 learning aims</p> <p>For the current academic year covering the period from 2018-08-01 for pupils with a status of 'C' (current - single registration) or 'M' (current main - dual registration) who have been on roll and in actual national curriculum year group 12 or above</p> <p>For the previous academic year covering the period from 2017-08-01 to 2018-07-31 inclusive for pupils who were on roll at any point during this period in actual national curriculum year group 12 or above. Learning aims are only required for those pupils with a pupil status of 'C' (current - single registration) or 'M' (current main - dual registration) at the time of the learning aims</p>		

Annex D Pupil ages and dates of birth

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

- as attendance data is collected in arrears, validation for the termly data collected in the three school census collections and the annual data collected for special schools in the autumn school census will use the age as at 2017-08-31 for the autumn census and from 2018-08-31 for the spring and summer census collections
- all other data use the dates from 2018-08-31

Age at 31 August		
Age	DOB for attendance in autumn census	DOB for attendance in spring and summer census
Pupil aged 5 and over	DOB is on or before 2012-08-31	DOB is on or before 2013-08-31
Pupil aged 6 or over	DOB is on or before 2011-08-31	DOB is on or before 2012-08-31
Pupil aged 12 and over	DOB is on or before 2005-08-31	DOB is on or before 2006-08-31
Pupil aged between 5 and 15	DOB is between 2001-09-01 and 2012-08-31 inclusive	DOB is between 2002-09-01 and 2013-08-31 inclusive
Pupil aged between 12 and 25	DOB is between 1991-09-01 and 2005-08-31 inclusive	DOB is between 1992-09-01 and 2006-08-31 inclusive
Pupil aged between 12 and 20	DOB is between 1996-09-01 and 2005-08-31 inclusive	DOB is between 1997-09-01 and 2006-08-31 inclusive
Pupil aged between 16 and 18	DOB is between 1998-09-01 and 2000-08-31 inclusive	DOB is between 1999-09-01 and 2000-08-31 inclusive
Pupil age under 20	DOB is on or after 1997-09-01	DOB is on or after 1998-09-01
Pupil age under 25	DOB is on or after 1992-09-01	DOB is on or after 1993-09-01
Pupil aged less than 3	DOB is on or after 2014-09-01	DOB is on or after 2015-09-01
Pupil aged 2	DOB is between 2014-09-01 and 2015-08-31 inclusive	DOB is between 2015-09-01 and 2016-08-31 inclusive
Pupil aged 3	DOB is between 2013-09-01 and 2014-08-31 inclusive	DOB is between 2014-09-01 and 2015-08-31 inclusive
Pupil aged 4	DOB is between 2012-09-01 and 2013-08-31 inclusive	DOB is between 2013-09-01 and 2014-08-31 inclusive

Age at 31 August		
Age	DOB for attendance in autumn census	DOB for attendance in spring and summer census
Pupil aged 5	DOB is between 2011-09-01 and 2012-08-31 inclusive	DOB is between 2012-09-01 and 2013-08-31 inclusive
Pupil aged 6	DOB is between 2010-09-01 and 2011-08-31 inclusive	DOB is between 2011-09-01 and 2012-08-31 inclusive
Pupil aged 7	DOB is between 2009-09-01 and 2010-08-31 inclusive	DOB is between 2010-09-01 and 2011-08-31 inclusive
Pupil aged 8	DOB is between 2008-09-01 and 2009-08-31 inclusive	DOB is between 2009-09-01 and 2010-08-31 inclusive
Pupil aged 9	DOB is between 2007-09-01 and 2008-08-31 inclusive	DOB is between 2008-09-01 and 2009-08-31 inclusive
Pupil aged 10	DOB is between 2006-09-01 and 2007-08-31 inclusive	DOB is between 2007-09-01 and 2008-08-31 inclusive
Pupil aged 11	DOB is between 2005-09-01 and 2006-08-31 inclusive	DOB is between 2006-09-01 and 2007-08-31 inclusive
Pupil aged 12	DOB is between 2004-09-01 and 2005-08-31 inclusive	DOB is between 2005-09-01 and 2006-08-31 inclusive
Pupil aged 13	DOB is between 2003-09-01 and 2004-08-31 inclusive	DOB is between 2004-09-01 and 2005-08-31 inclusive
Pupil aged 14	DOB is between 2002-09-01 and 2003-08-31 inclusive	DOB is between 2003-09-01 and 2004-08-31 inclusive
Pupil aged 15	DOB is between 2001-09-01 and 2002-08-31 inclusive	DOB is between 2002-09-01 and 2003-08-31 inclusive
Pupil aged 16	DOB is between 2000-09-01 and 2001-08-31 inclusive	DOB is between 2001-09-01 and 2002-08-31 inclusive
Pupil aged 17	DOB is between 1999-09-01 and 2000-08-31 inclusive	DOB is between 2000-09-01 and 2001-08-31 inclusive
Pupil aged 18	DOB is between 1998-09-01 and 1999-08-31 inclusive	DOB is between 1999-09-01 and 2000-08-31 inclusive

Annex E Post-16 learning aims

Please note: Where this specification refers to a qualification reference, the abbreviation 'QN' is used for 'Qualification Number' as this reflects the terminology used on the OFQUAL register and the Section 96 database (please see (b) below). QWS has retained the older term 'QAN'.

(a) Additional guidance

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

This does not form part of the census specification.

The autumn 2018 data collection will be based on the May 2018 software release of the school MIS system. We would advise schools to begin recording details of the sixth form qualifications they will be providing in the 2018-19 academic year during June / July 2018. This will greatly ease the burden of recording student qualification details in the autumn.

(b) Examination timetable

Using the 2017 cycle as indicative, a normal timetable for Level 3 examinations would be:

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

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

The regulation of qualifications is initiated by awarding organisations and the department updates QWS on an event driven basis. To ensure that all available qualifications are available for data providers, these are added to QWS up until the census collection period commences. Therefore, it is important that the latest possible version of QWS be used for the census download. Should you have any queries regarding the approval of qualifications for delivery to 16-19 students please visit the [section 96 website for the latest version and to check for updates in 'Latest News'](#).

(c) QAN data

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

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

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

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

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

Pease note: The term 'Disc code' was replaced with 'Subject Classification Code' in line with ongoing work to merge QWS and Section 96. Since this the completion date for this development is not yet confirmed, the field continues to be described here as 'Discount Code' for clarity.

(i) Updating the QAN table

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

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

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

Unitary awarding body (UAB) base data files.

The formats for UAB base data files are specified by the joint council for qualifications (JCQ)³ in the document "[Formats for the exchange of examination related data \(Version 14\)](#)". It should be noted that base data files are only issued by the UABs represented by the JCQ. The vast majority of awarding organisations do not issue base data files although the majority of qualifications taken by students in school sixth forms will be those provided by JCQ UABs.

³ Membership of JCQ comprises Assessment and Qualifications Alliance (AQA), City and Guilds, Northern Ireland Council for the Curriculum Examinations and Assessment (CEA), OCR, Pearson, Scottish Qualifications Authority (SQA) and Welsh Joint Education Committee (WJEC).

Base data file types

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

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

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

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

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

Where:

a equals any alphanumeric or underscore character

n equals any numeric character

The option definitions file contains data of relevance.

(ii) Option definition file

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

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

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

(iii) Importing UAB base data files

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

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

(a) The QAN table and subject hierarchy

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

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

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

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

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

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

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

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

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

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

(iv) School QAN list

For individual establishments, only a small minority of all the potential qualifications will be provided to their pupils in any one year. It is suggested that, for each academic year, schools identify those qualifications that they will be providing. This would allow a school to use the restricted list when identifying qualifications for individual students. It would also allow a potentially burdensome exercise to be carried out prior to an academic year, at a time that is convenient to the school. (We would advise schools to begin recording details of the sixth form qualifications they will be providing in the 2017/18 academic year during June / July 2017).

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

(v) Date defaults

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

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

(vi) Entry validations

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

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

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

(vii) Timescales

It is suggested that schools produce their school QN list, for the 2018/19 academic year, in the preceding summer term (the list must be editable to allow the addition of qualifications, most obviously due to unforeseen re-takes and / or re- sits) and also because, exceptionally, some new qualifications may only appear on the QWS list after the beginning of September.

(a) Student QAN list

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

Initial values and inter field relationships

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

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

(viii) Maintenance changes and inter field relationships

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

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

(ix) Additional functionality

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

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

(x) Tiered system for presentation of QANs - Example

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

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

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

❺ List of relevant QANs - Example data only

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

5 List of relevant QANs - Example data only

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

* AB (Awarding Body)

103 Edexcel (Pearson Education Ltd)

110 OCR

111 AQA (Assessment and Qualifications Alliance)

** Qualification Type

AA GCE A Level

AAD Applied GCSE Double Award

AS GCE AS level

ASD Applied GCE AS level Double Award

Annex F School level collection schedule

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
School characteristics module																										
N00216	LA number	LEA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00279	Departmental establishment number	Estab	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00230	School name	SchoolName	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00280	School phase	Phase	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00292	Type of school	SchoolType	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00295	Maximum year group	HighestNCyear	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00304	Minimum year group	LowestNCyear	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00218	Intake type	Intake	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00219	Governance	Governance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00220	School email address	Email	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00231	School telephone number	PhoneNo	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
N00223	Special school organisation	Accommodation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit			
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	
N00224	Maximum day pupils	MaxDayPupils	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x		
N00225	Maximum boarding pupils	MaxBoarders	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x		
N00226	Minimum age - boys	MinMaleAge	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x		
N00229	Maximum age - boys	MaxMaleAge	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x		
N00227	Minimum age - girls	MinFemaleAge	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x		
N00228	Maximum age - girls	MaxFemaleAge	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x		
N00291	School SEN type (as used in school census)	SpecialSchoolType	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x		
N00221	Child mother indicator	ChildMothers	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x		
N00266	Teenage mother places	TeenMotherPlaces	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x		
N00222	Childcare facilities indicator	ChildcarePlaces	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x		
Primary admissions appeals module																											
N00233	Primary admissions appeals lodged	Lodged	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x		
N00234	Primary admissions appeals withdrawn	Withdrawn	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x		

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit			
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	
N00235	Primary admissions appeals heard by independent admissions committee	Heard	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
N00236	Primary admissions appeals heard by independent admissions committee – decided in parent's favour	Upheld	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
N00237	Primary admissions appeals heard by independent admissions committee - rejected	Rejected	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
Infant admission appeals module																											
N00233	Infant admissions appeals lodged	Lodged	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
N00234	Infant admissions appeals withdrawn	Withdrawn	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
N00235	Infant admissions appeals heard by independent admissions committee	Heard	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
N00236	Infant admissions appeals heard by independent admissions committee - decided in parent's favour	Upheld	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	
N00237	Infant admissions appeals heard by independent	Rejected	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x	x	

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit			
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	
	admissions committee - rejected																										
Secondary admission appeals module																											
N00233	Secondary admissions appeals lodged	Lodged	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x
N00234	Secondary admissions appeals withdrawn	Withdrawn	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x
N00235	Secondary admissions appeals heard by independent admissions committee	Heard	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x
N00236	Secondary admissions appeals heard by independent admissions committee – decided in parent's favour	Upheld	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x
N00237	Secondary admissions appeals heard by independent admissions committee - rejected	Rejected	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x
Pupil reconciliation module																											
N00239	Part-time pupils not at school	PartTimeNotIn	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x
N00240	Private study pupils	PrivateStudy	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x
N00241	Pupils at another school	AtOtherSchool	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
N00242	Pupils on work experience	WorkExperience	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
N00243	Pupils at FE colleges	FEcollege	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x		
Class information module																										
N00244	Class reference name	ClassName	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
N00245	No of teachers in the class	Teachers	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
N00246	No of adult non-teachers in the class	NonTeachers	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
N00296	Class year group	YearGroup	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
N00267	Class type	ClassType	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x		
N00268	Class key stage	KeyStage	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x		
N00247	Class activity	ClassActivity	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x		
N00248	No of pupils from the host school in the class	HomePupils	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
N00249	No of pupils from other schools in the class	GuestPupils	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
Miscellaneous module																										
N00238	Free school meals taken	FreeMealsTaken	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
N00289	Childcare on site	OnSite	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
N00294	Signposting off-site childcare provision	ChildcareSignposting	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
N00288	Type of childcare	TypeOfChildcare	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
N00259	Opening time	OpeningTime	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
N00260	Closing time	ClosingTime	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
N00290	Childcare places	NoOfChildcarePlaces	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
N00285	Childcare provider	ChildcareProvider	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
N00287	Other schools	OtherSchools	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
N00286	Childcare number of weeks open	ChildcareWksOpen	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x

Annex G Pupil level collection schedule

Please read in conjunction with Section 4.4.

On equals Pupils on Roll

Off equals Pupils off Roll

B equals All Pupils - both on and off roll

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
Pupil identifiers module																										
N00001	Unique pupil number (UPN)	UPN	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00011	ULN	UniqueLearnerNumber	*	*	*	*	*	*	*	*	*	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00002	Pupil's former UPN	FormerUPN	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00003	Pupil surname	Surname	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00004	Pupil forename	Forename	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00005	Pupil middle names	MiddleNames	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00010	Pupil preferred surname	PreferredSurname	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00008	Pupil former surname	FormerSurname	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00007	Pupil gender	Gender	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00006	Pupil date of birth	DOB	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Pupil characteristics module																										
N00177	Ethnicity	Ethnicity	*	On	*	*	B	*	*	B	*	*	B	*	*	B	*	*	B	*	*	B	*	*	B	*

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
N00015	Language code	Language	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00196	Proficiency in English	ProficiencyInEnglish	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*	*	On	*
N00187	Pupil nationality	Nationality	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00188	Pupil country of birth	CountryofBirth	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
N00142	Free school meal eligibility start date	FSMstartDate	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00143	Free school meal eligibility end date	FSMendDate	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00277	Country of UK	UKcountry	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00162	School lunch taken	SchoolLunchTaken	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00145	Youth support services agreement indicator	YSSA	*	*	*	*	*	*	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00093	Service children in education indicator	ServiceChild	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00204	Funded free entitlement hours ⁴	FundedHours	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00201	Extended entitlement hours ⁵	ExtendedHours	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00202	30-hour code ⁶	ThirtyHourCode	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00203	Disability access fund indicator ⁷	DAIndicator	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00205	Hours at setting ⁸	HoursAtSetting	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On

⁴ Not collected from Non-maintained Special Schools and CTCs

⁵ Not collected from Non-maintained Special Schools and CTCs

⁶ Not collected from Non-maintained Special Schools and CTCs

⁷ Not collected from Non-maintained Special Schools and CTCs

⁸ Not collected from Non-maintained Special Schools and CTCs

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit			
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	
N00178	2-year-old basis for funding	FundingBasis	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	
N00117	Unit contact time pupil	UnitContactTimePupil	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	On	x	
N00639	Early years pupil premium receipt eligibility	EYPPRE	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	
N00174	Early years premium basis of funding	EYPPBF	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	
N00146	Learner support code	SupportCode	x	x	x	x	x	x	x	x	x	B	B	x	B	B	x	B	B	x	B	B	x	B	B	B	
N00155	Top up funding indicator	TopUpFunding	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
N00186	Post looked after arrangements	PLAA	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
N00163	Planned learning hours	QualHrs	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x		
N00164	Planned employability, enrichment and pastoral hours	Non_qualHrs	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x		
N00158	Full-time employment indicator	FTEmp	x	x	x	x	x	x	x	x	x	x	x	On	x	x	On	x	x	x	x	x	On	x	x		
N00169	Maths GCSE highest prior attainment	MathsGCSEHighestPriorAttainment	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x		
N00170	Maths GCSE prior attainment year group	MathsGCSEPriorAttainmentYearGroup	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x		
N00171	English GCSE highest prior attainment	EnglishGCSEHighestPriorAttainment	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x		
N00172	English GCSE prior attainment year group	EnglishGCSEPriorAttainmentYearGroup	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x		
N00175	Maths GCSE funding exemption	MathsGCSEFundingExemption	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x		
N00176	English GCSE funding exemption	EnglishGCSEFundingExemption	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x		
Pupil status module																											
N00017	Pupil enrolment status	EnrolStatus	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit			
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	
N00091	Class type	TypeOfClass	x	x	x	On	On	On	x	x	x	x	x	x	x	x	x	On	On	On	x	x	x	x	x	x	
N00018	Pupil date of entry	EntryDate	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
N00019	Pupil date of leaving	LeavingDate	x	x	x	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	
N00020	Pupil part-time indicator	PartTime	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
N00021	Pupil boarder indicator	Boarder	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
N00182	Pupil's actual national curriculum year group	NCyearActual	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	
N00183	Pupil's actual national curriculum year group on leaving	NCyearLeaving	x	x	x	x	x	x	x	x	x	x	x	x	Off	x	x	Off	x	x	x	x	x	Off	x	x	
SEN module																											
N00209	Pupil SEN provision	SENprovision	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00024	Pupil SEN type ranking	SENtypeRank	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	
N00166	Pupil SEN type	SENtype	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	
N00022	Member of SEN unit (sometimes called special class) indicator	SENunitIndicator	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	x	x	x	x	x	x	x	
N00023	Member of resourced provision indicator	ResourcedProvisionIndicator	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	x	x	x	x	x	x	x	
Termly exclusions module																											
N00026	Exclusion category	Category	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
N00027	Exclusion reason	Reason	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
N00028	Exclusion start date	StartDate	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
N00029	Exclusion actual number of sessions	Sessions	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit				
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su		
N00209	Pupil SEN provision (formerly stage)	SENprovision	*	*	*	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B		
Home information module																												
N00037	Postcode ⁹	PostCode	On	On	On	On	On	On	On	On	On	On	On	On	On	On	B	On	On	B	On	On	On	On	On	B	On	On
N00185	Unique property reference number ¹⁰	UniquePropertyReferenceNumber	On	On	On	On	On	On	On	On	On	On	On	On	On	On	B	On	On	B	On	On	On	On	On	B	On	On
N00030	Secondary address object number	SAON	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00031	Primary address object number	PAON	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00032	Street	Street	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00033	Locality	Locality	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00034	Town	Town	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00035	Administrative area	AdministrativeArea	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00036	Post town	PostTown	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00040	Address line 1	AddressLine1	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00041	Address line 2	AddressLine2	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00042	Address line 3	AddressLine3	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00043	Address line 4	AddressLine4	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
N00044	Address line 5	AddressLine5	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Termly attendance module																												

⁹ Collected in autumn term only for schools with a sixth form

¹⁰ Voluntary collection

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit			
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	
N00052	Possible sessions	SessionsPossible	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
N00054	Sessions missed due to authorised absence	SessionsAuthorised	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
N00055	Sessions missed due to unauthorised absence	SessionsUnauthorised	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
N00157	Attendance codes	AttendanceReason	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
N00056	Number of sessions missed	AbsenceSessions	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
Summer second half term attendance module																											
N00052	Possible sessions	SessionsPossible	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	
N00054	Sessions missed due to authorised absence	SessionsAuthorised	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	
N00055	Sessions missed due to unauthorised absence	SessionsUnauthorised	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	
N00157	Attendance codes	AttendanceReason	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	
N00056	Number of sessions missed	AbsenceSessions	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	
Post-16 learning aims module																											
N00194	Qualification number	QN	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00195	Subject classification code	SCC	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00058	Learning aim start date	LearningStartDate	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00059	Learning aim planned end date	LearningPlannedEndDate	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	
N00060	Learning aim actual end date	LearningActualEndDate	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x	

Ref	Title	XML	Nursery			Primary			Middle-deemed primary			Middle-deemed secondary			Secondary			All-through			Special			Pupil referral unit		
			Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su
N00141	Learning aim status	LearningAimStatus	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
N00154	Core Aim	CoreAim	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
N00168	Partner UKPRN	PartnerUKPRN	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
N00167	Learning aim withdrawal reason	LearningAimWithdrawalReason	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
N00184	Traineeship	Traineeship	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x

Annex H Errata

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

Version	Changes made	Author / date
1_0	<p>Global amendments:</p> <p>All dates rolled forward. All data items and codesets re-numbered to match new version of CBDS. References to 'EduBase' amended to 'GIAS'. All CBDS data item and codeset numbers have been updated to reflect the latest version of CBDS – these have not been marked as changes.</p> <p>Specific amendments:</p> <p>1(a) – coverage – Service children education schools renamed to MoD schools</p> <p>1.2.2 – Data protection and data sharing – amended – now references GDPR</p> <p>1.4.1 New module – added – a new alternative provision placement module has been added to the census.</p> <p>1.4.2 New data items:</p> <p>1.4.2.1 Data item <EntryDate> (N00018) 'Date of entry into alternative provision' – added</p> <p>1.4.2.2 Data item <APPlacementReason> (N00212) 'Primary reason for placement' – added</p> <p>1.4.2.3 Data item <URN> (N00278) 'Unique reference number' – added</p> <p>1.4.3.4 Data item <UKPRN> (N00530) 'UK property reference number' – added</p> <p>1.4.2.5 Data item <APSettingType> (N00531) 'Type of setting' – added</p> <p>1.4.2.6 Data item <APAssociation> (N00213) 'Association' – added</p> <p>1.4.2.7 Data item <APAttendancePattern> (N00214) 'Attendance pattern' – added</p>	Phil Dent 19/01/2018

Version	Changes made	Author / date
	<p>1.4.2.8 Data item <APSessionsPerWeek> (N00216) 'Sessions per week' – added</p> <p>1.4.2.9 Data item <LeavingDate> (N00019) 'Date of leaving alternative provision' – added</p> <p>1.4.3 Existing data items:</p> <p>1.4.3.1 Special educational needs module – amended – Code 'S' no longer valid</p> <p>1.4.3.2 Special educational needs type – amended – Code 'NSA' no longer valid</p> <p>1.4.3.3 Data item <ServiceChild> (N00093) 'Service child indicator' – amended – now collected each term</p> <p>1.4.3.4 Post-16 learning aims – amended – a paragraph regarding new technical level work placements is added for information only</p> <p>1.4.4 Discontinued items</p> <p>1.4.4.1 – CBDS levels – discontinued – the requirement for the CBDS level to be returned within the XML message header has been discontinued and the <Contents> container has been deleted</p> <p>4.3.2.9 Service children in education indicator – amended – reference to PRU only in spring deleted</p> <p>4.3.2.10 Funded hours – amended – clarification added that funded hours education provision must lead to the early years foundation stage</p> <p>4.3.2.11 Extended childcare hours – amended – the table now contains the maximum entitlement to funded and extended hours column</p> <p>4.3.4 Special educational needs module – amended – Code 'S' available for exclusions from Summer in the Spring census</p> <p>4.3.5 Alternative provision placement module – added</p> <p>4.3.5.1 Recording placements – added</p> <p>4.3.5.2 Date of entry into alternative provision – added</p>	

Version	Changes made	Author / date
	<p>4.3.5.3 Primary reason for placement – added</p> <p>4.3.5.4 URN – added</p> <p>4.3.5.5 UKPRN – added</p> <p>4.3.5.6 Type of setting – added</p> <p>4.3.5.7 Association – added</p> <p>4.3.5.8 Attendance pattern – added</p> <p>4.3.5.9 Sessions per week – added</p> <p>4.3.5.10 Date of leaving alternative provision – added</p> <p>4.3.10.7 Technical level work placements – added</p> <p>7.3 Selected time on census day – amended – the order of the last digit of departmental number has been updated</p> <p>Annex B:</p> <ul style="list-style-type: none"> • Data item N00093 <ServiceChild> - amended – now collected each term and cardinality note deleted • Alternative provision module – added (for both on an off-roll elements) • Date item N00018 <EntryDate> - added • Data item N00212 <APPlacementReason> - added • Data item N00278 <URN> - added • Data item N00530 <UKPRN> - added • Data item N00531 <APSettingType> - added • Data item N00213 <APAssociation> - added • Data item N00214 <APAttendancePattern> - added • Data item N00215 <APSessionsPerWeek> - added • Data item N00019 <LeavingDate> - added • Data item N00158 <FTEmp> - corrected – not for special school 	

Version	Changes made	Author / date
	<p>Annex E:</p> <p>Note at beginning of annex updated</p> <p>Paragraph (c) QAN data – amended – paragraph under the table updated</p> <p>Annex G:</p> <ul style="list-style-type: none"> • Data item N00093 <ServiceChild> - amended – now collected each term • Alternative provision module – added • Date item N00018 <EntryDate> - added • Data item N00212 <APPlacementReason> - added • Data item N00278 <URN> - added • Data item N00530 <UKPRN> - added • Data item N00531 <APSettingType> - added • Data item N00213 <APAssociation> - added • Data item N00214 <APAttendancePattern> - added • Data item N00215 <APSessionsPerWeek> - added • Data item N00019 <LeavingDate> - added 	
1_1	<p>1.4.1 New module – deleted</p> <p>1.4.1 New data items – amended – renumbered and changed to a statement that there are no new data items.</p> <p>1.4.1.1 Data item <EntryDate> (N00018) ‘Date of entry into alternative provision’ – deleted</p> <p>1.4.1.2 Data item <APPlacementReason> (N00212) ‘Primary reason for placement’ – deleted</p> <p>1.4.1.3 Data item <URN> (N00278) ‘Unique reference number’ – deleted</p> <p>1.4.1.4 Data item <UKPRN> (N00530) ‘UK property reference number’ – deleted</p>	Phil Dent 03/05/2018

Version	Changes made	Author / date
	<p>1.4.1.5 Data item <APSettingType> (N00531) 'Type of setting' – deleted</p> <p>1.4.1.6 Data item <APAssociation> (N00213) 'Association' – deleted</p> <p>1.4.1.7 Data item <APAttendancePattern> (N00214) 'Attendance pattern' – deleted</p> <p>1.4.1.8 Data item <APSessionsPerWeek> (N00216) 'Sessions per week' – deleted</p> <p>1.4.1.9 Data item <LeavingDate> (N00019) 'Date of leaving alternative provision' – deleted</p> <p>1.4.2 Existing data items - amended – renumbered.</p> <p>1.4.2.1 Special educational needs module – amended – policy have extended the availability of code 'S' to the end of the 2017-18 census period. This means that any exclusions from the summer census will be recorded within the Spring census.</p> <p>1.4.2.2 Special education needs type – comment deleted. There will be no change to the code 'NSA' and, as such, this advisory paragraph has been wholly deleted.</p> <p>1.4.4 Discontinued items – amended – renumbered</p> <p>1.4.3.2 Proficiency in English – added – data item <ProficiencyInEnglish> (N00196) is now discontinued</p> <p>1.4.3.3 Pupil country of birth – added – data item <CountryofBirth> (N00188) is now discontinued</p> <p>1.4.3.4 Pupil nationality – added – data item <Nationality> (N00187) is now discontinued</p> <p>4.3.2.3 Proficiency in English – deleted</p> <p>4.3.2.4 Pupil country of birth – deleted</p> <p>4.3.2.5 Pupil nationality – deleted</p> <p>4.3.2.3 Free school meal eligibility – amended – added information on Universal credit transitional arrangements</p>	

Version	Changes made	Author / date
	<p>4.3.2.13 Early years pupil premium – amended – CBDS RFC 1018 refers</p> <p>4.3.5 Alternative provision placement module – deleted</p> <p>4.3.5.1 Recording placements – deleted</p> <p>4.3.5.2 Date of entry into alternative provision – deleted</p> <p>4.3.5.3 Primary reason for placement – deleted</p> <p>4.3.5.4 URN – deleted</p> <p>4.3.5.5 UKPRN – deleted</p> <p>4.3.5.6 Type of setting – deleted</p> <p>4.3.5.7 Association – deleted</p> <p>4.3.5.8 Attendance pattern – deleted</p> <p>4.3.5.9 Sessions per week – deleted</p> <p>4.3.5.10 Date of leaving alternative provision – deleted</p> <p>Annex B:</p> <ul style="list-style-type: none"> • Data item N00196 <ProficiencyInEnglish> - deleted • Data item N00188 <CountryofBirth> - deleted • Data item N00187 <Nationality> - deleted • Alternative provision module – deleted - (for both on an off-roll elements) • Date item N00018 <EntryDate> - deleted • Data item N00212 <APPlacementReason> - deleted • Data item N00278 <URN> - deleted • Data item N00530 <UKPRN> - deleted • Data item N00531 <APSettingType> - deleted • Data item N00213 <APAssociation> - deleted 	

Version	Changes made	Author / date
	<ul style="list-style-type: none"> • Data item N00214 <APAttendancePattern> - deleted • Data item N00215 <APSessionsPerWeek> - deleted • Data item N00019 <LeavingDate> - deleted • Data item N00173 <EYPPE> replaced by Data item N00639 <EYPPR> - RFC 1018 refers • Data item N00158 <FTEmp> - corrected – not for special school <p>Annex G:</p> <ul style="list-style-type: none"> • Data item N00196 <ProficiencyInEnglish> - deleted • Data item N00188 <CountryofBirth> - deleted • Data item N00187 <Nationality> - deleted • Alternative provision module – deleted • Date item N00018 <EntryDate> - deleted • Data item N00212 <APPlacementReason> - deleted • Data item N00278 <URN> - deleted • Data item N00530 <UKPRN> - deleted • Data item N00531 <APSettingType> - deleted • Data item N00213 <APAssociation> - deleted • Data item N00214 <APAttendancePattern> - deleted • Data item N00215 <APSessionsPerWeek> - deleted • Data item N00019 <LeavingDate> - deleted • Data item N00173 <EYPPE> replaced by Data item N00639 <EYPPR> - RFC 1018 refers 	

Version	Changes made	Author / date
	<ul style="list-style-type: none"> Data item N00158 <FTEmp> - corrected – not for special school 	
1_2	4.3.9.7 Technical level work placements – updated substantial work placements to Industry placements	Kirsty Knox 12/09/2018
1_3	1.2.2 Data protection and data sharing – updated to include the most up to date legislation and links	Kirsty Knox 25/09/2018
1_4	<p>4.3.2.19 Post-16 pupils in full-time employment – updated to remove ‘collected each term’ and to clarify for year 12 and above only</p> <p>4.3.3 Pupil status module – updated – strengthened guidance regarding date of entry</p>	Kirsty Knox 29/10/2018
1_5	4.3.2.7 Funded free entitlement – updated to show changes to maximum funded hours from April 2019 due to government response to the early years national funding formula.	Kirsty Knox 07/02/2019



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