# Education Data Division - Request for Change Form for CBDS

## Section 1 - Details of Change

## (To be completed by the RFC Originator / CBDS Administrator)

| Project / Service: | Type of Change: | RFC 875 |
|---|---|---|
| 2016-2017 School Census and CTF 16 | **Two new data item and associated codeset** | |

**Name and team/company of RFC Originator:**

**Phil Dent DDU**

| Originator Contact No: | Originator email address: |
|---|---|
| 01325 340499 | Phil.dent@education.gsi.gov.uk |

| Date RFC Raised: | Date change required: |
|---|---|
| 11/02/2016 | For implementation by 1 September 2016 |

| Priority: | |
|---|---|
| 2 | **1 = Top** - Ministerial or legislative requirement |
| | **2 = High** - Senior official customer requirement or clear net benefit / efficiency saving to EDD, department or MIS suppliers |
| | **3 = Medium** - Customer requirement, marginal net benefit |
| | **4 = Low** - Nice to have, net cost, does not affect functionality, cosmetic change |

**EDD Contact:**

Queries.SUPPLIER@education.gsi.gov.uk

**Change Title:**

Proficiency in English

| **Data item / Rule Number:** |
| :--- |

Proficiency in English Data item 100601 and Codeset D00263

Date of proficiency in English Data item 100602

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**Description of change:**

A new data item to record the pupil's proficiency in English and associated codeset and a new item to record date of assessment.

**Data item: Proficiency in English**

Applicable to: an initial collection in autumn 2016, followed by an annual collection from spring 2017 onwards and the Common Transfer File from CTF 16.

School types: All school types

Module: Pupil Characteristics

For: On roll pupils only

**Metadata Requirements:**
CBDS Level – Pupil
CBDS Module – Pupil Characteristics
Identifier 1 – 100601
Identifier 2 – n/a
Data Item Name – Proficiency in English
Description – The assessment by the school of the pupil's proficiency in English
Type and format – A(1)
Code set / Valid values – D00263 refers
XML Tag - <ProficiencyInEnglish>
Status – Active
History Notes –  C
Multiplicity Notes – M

Via the school census the department will only collect the latest proficiency assessment for all pupils in reception and above recorded with a language other than English in the same census (ie those pupils where <Language> (100047) not equal to 'ENG' or 'ENB'). Whilst the census will only require the data returned from EAL pupils in reception and above, feedback from schools and local authorities have suggested that locally there may be a desire from some schools to hold this information for all pupils within their school and therefore we would suggest that suppliers consider making this data item available for all pupils within the MIS

With regards to the CTF, we will expect the full history of proficiency in English assessments to be transferred comprising of the <ProficiencyInEnglish> data item alongside the <ProficiencyInEnglishDate> for each occurrence.

**Data item: Date of Proficiency in English assessment**

Applicable to: Common Transfer File

School types: All school types

Module: Pupil Characteristics

For: On roll pupils only

**Metadata Requirements:**
CBDS Level – Pupil
CBDS Module – Pupil Characteristics
Identifier 1 – 100602
Identifier 2 – n/a
Data Item Name – Date of Proficiency in English assessment
Description – The date on which the pupil's proficiency in English was assessed
Type and format – CCYY-MM-DD
Code set / Valid values – Any valid date
XML Tag - <ProficiencyInEnglishDate>
Status – Active
History Notes –  C
Multiplicity Notes – M

**Codeset: D00263**

The codeset follows that used within the Welsh education system:

| Code | Description |
|---|---|
| A | **New to English**<br><br>May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support. |
| B | **Early acquisition**<br><br>May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum. |
| C | **Developing competence**<br><br>May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully. |
| D | **Competent**<br><br>Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks |
| E | **Fluent**<br><br>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum. |
| N | Not yet assessed |

| 0 | Not applicable – NOT VALID WITHIN THE SCHOOL CENSUS |
|---|---|

With the addition of Code 'N' to allow schools to report where assessment has not yet taken place. Code 0 – not applicable will not be valid within the school census for EAL pupils in reception and above but may be useful within MIS if the data item is made available for all pupils.

**Reason for change (including benefits):** This data is required to inform policy on EAL high needs group – particularly as the current definition of EAL does not distinguish between pupils who lack a basic command of the English language versus those who are bilingual and have mastered English sufficiently to access the curriculum. English language proficiency statistics would therefore provide for the first time important national statistics on the characteristics of this group, along with their attainment and destinations.

**Impact of not doing the change:** This information would not be collected and policy regarding how best to support this group would not be informed.

**ISB view of the proposed change:**

**Funding availability:**

**Impact assessment to be undertaken by:**

Core software suppliers

Working Group

ISB

| **Date consulted:** | **Response requested by:** |
|---|---|
| **09/02/2016** | **29/02/2016** |

## Section 2 - Impact Analysis

## (To be completed by Impact Assessors)

**Software Suppliers' Summary of Impact Assessment:**

**Supplier 1**

We have spent quite a lot of time discussing these proposed new fields and their inclusion in CTF and although we can see a way to fit the new fields into our system, we do not believe that it useful to include this information in CTF. We believe that transferring the information from one school to another would only confused the receiving school, when that school will need to make the assessment for themselves.

**Supplier 2**

**For codeset D00263**

- "Code 0 - Not applicable – NOT VALID WITHIN THE SCHOOL CENSUS"
  - If the data item is made available for all pupils in an MIS, it would be a big burden for schools to fill in if they have mostly non-EAL pupils
  - Suggest that we don't include "0" in the codeset, as an MIS can allow the field to be empty (by default) for where it's not applicable for a pupil

**DfE Internal Colleagues' Summary of Impact Assessment:**

n/a

**Alternative Solutions / Workarounds (if appropriate):**

**Estimated Cost of Change:**

**Impact Assessed by (name):**         **Date:**

## Section 3 - Outcome / Decision

## (To be completed CBDS administrator)

**Review Meeting:** CBDS administrator review

| **Attendees:** Gary Connell, Phil Dent, Marcia Merchant and Mel Armstrong | **Date of Review Meeting**: 03/03/2016 |
|---|---|

**Brief Summary of Discussion:**

We feel that this would need to bedded to the CTF file. The department takes the view that the idea is that the CTF will allow the history of proficiency assessments to be transferred, and therefore stored within the school MIS, which will allow schools to track progress and put place measures to improve the proficiency. Without transferring this history schools will have no idea of knowing what progress has previously been made with improving proficiency of pupils since they joined the English education sector (eg it will be useful for schools to know if pupils had joined the sector at the 'new to English' proficiency level and has moved through the scale to developing competence). Schools will still be required to make an assessment as this should be done on an ongoing basis through a pupil's school career until they are viewed as being suitably fluent and no longer need EAL support to access the curriculum.

| **Accept / Reject:** | **Deferred to:** |
|---|---|
| Accept | n/a |

| **Type of Funding:** | **Fund Holder Agreement:** |
|---|---|
| n/a | n/a |

**If Defer, provide details**

n/a

**If Accept, provide details:**

To be added to census specs and CTF 16

**If Reject, provide details:**

n/a