Key stage 2 teacher assessment 2016

Technical specification v1.1

Revised March 2016

Contents

Version History

0.1	Initial draft	Linda Fownes 14/10/2015
0.2	Update following recommendations from Rochford Review	Linda Fownes 01/12/2015
0.3	Update following MIS supplier feedback and Rochford Review changes	Linda Fownes 04/12/2015
0.4	TA submission dates ammendments	Linda Fownes 14/12/2015
0.5	TA submission dates amendments	John McRoberts 9/03/2016

1 Introduction

1.1 Audience and purpose

This specification describes the key stage 2 (KS2) 2016 data collection. It will enable schools, local authorities (LAs) and those such as software suppliers working on their behalf, as well as educational establishments outside of LA control, to prepare and return all the required, compliant, data on all KS2 assessments during the 2015 to 2016 assessment cycle.

The following legislation underpins the provision and publication of this information: the Education Act 1996 s29(3), The Education (School Performance Information)(England) Regulations 2007, Regulations 5 and 8 School Information (England) Regulations 2008.

The specification covers the expected teacher assessment return to the Department for Education (DfE) and the validation rules which will be applied. It should be read in conjunction with the current Common Basic Dataset (CBDS) definitions which can be found on the GOV.UK website.

1.2 Scope

This data collection covers all schools in England, who are expected to provide data on all KS2 assessments carried out during 2016, and LAs who might be submitting data on behalf of schools. Any academies wishing to be included in a different LA's results, outside of its natural geographic area, are not included and must submit their own data. All data consists of pupil-level information.

The following diagram outlines the overall scope of the collection:
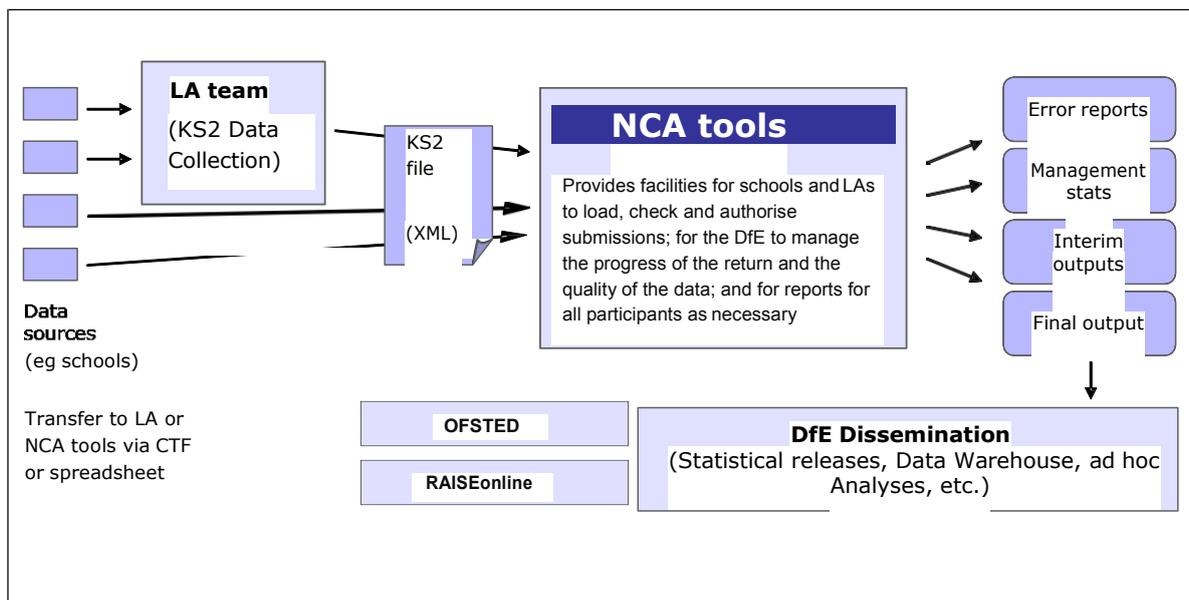
Figure 1: High level data collection process

This requirements specification consists of one document containing a narrative, sample XML messages, and validation. Schools, LAs and suppliers should read this specification in conjunction with the CBDS, details of which are on the GOV.UK.

1.3 Business rationale

The following factors are the business drivers behind this approach:

- It is consistent with the overall vision behind the Data Sharing Protocol of collecting data once and using it many times.

- It is based on the principle that LAs and schools are expected to hold/manage data for their own purposes, or have data held on their behalf so that they can access and extract it.

1.4 Changes for 2016

- Removal of teacher assessment (TA) levels (W-6) and replacement with standards as defined in the TA Framework and additional interim pre-key stage standards defined in the Rochford Review.
- Removal of subject components except for English reading and English writing which are reported separately in place of an overall English result.

- Reclassification of subject components and result qualifiers as per 2016 assessment component files (A Comp)..

1.5 Assumptions

Assumptions made in creating this specification:

- A1 Where appropriate the data specification has used e-Gif data standards

- A2 The return will use the NCA tools website as the data collection mechanism

- A3 DfE will only accept submissions in XML format, or using the appropriate key stage 2 Excel template which is provided on NCA tools.

1.6 Coverage and timings

All schools will be required to capture the data specified for the 2016 KS2 assessments. The data will then be collected via NCA tools between 16 May and 30 June 2016, either directly from schools or via LAs submitting on their behalf. Schools and LAs will be able to correct errors and re-submit until the TA module closes (date tbc).

Data submitted by (1 July 2016) will be included in the first release of unvalidated data on RAISEonline. However, all TA data received between this date and the closure of the module will be included in the subsequent, updated release on RAISEonline in December, and will be shown on the Performance Tables checking website as 'late results'.

2 Structure and guidance

2.1 Outline data content

Each return from a school or an LA will consist of a header and 1 or more school modules, each of which will contain a pupil module with a number of pupil records. Each pupil record will include identifiers and a series of assessment records, which, where appropriate, will include P Scale assessments.
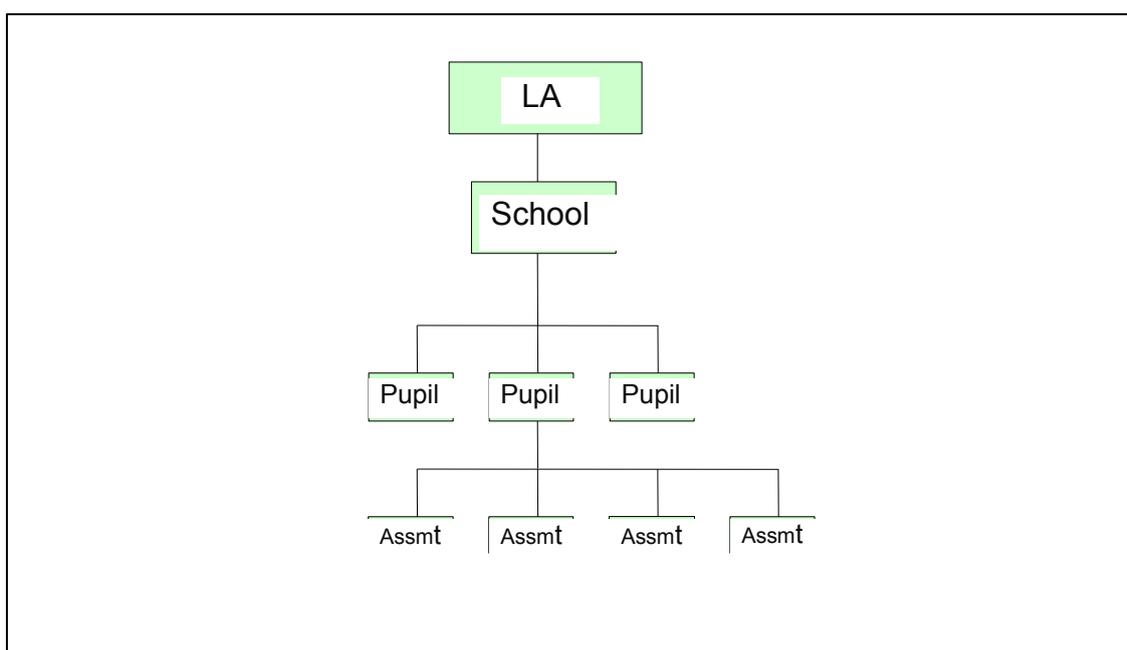
Figure 2 - Outline structure of data

2.2 Process

At the end of KS2, teachers have to summarise their judgements for each eligible pupil, taking into account the pupil's progress and performance throughout the key stage. They need to determine whether:

- a pupil is at the expected standard for each subject reading, mathematics and science;

- a pupil is working towards the expected standard, working at the expected standard, or working at a greater depth within the expected standard for writing;

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- where applicable, a pupil is working at pre-key stage standards, or whether they have not met the expected standard;

- Whether a pupil is working below defined standards and/or is working at P-scales or equivalent.

National curriculum tests must be administered to all eligible pupils who are working at the standard of the tests in reading; grammar, punctuation and spelling; and mathematics.

There are essentially 2 or 4 stages to the capture of each key stage pupil assessments once they have been made by teachers:

1. Entry by schools of individual pupils' key stage teacher assessment results (including P scale results if applicable) into their respective MIS tools.

2. Creation of a CTF for loading into NCA Tools, or if arrangements have been made locally, submission to the LA by secure means.

And for schools submitting via their LA:

3. Loading of results (in all formats) into the LA central database/processing system.

4. Creation of school XML export files by LA software for loading into NCA tools.

The above process does not include moderation of results. All maintained primary schools have to have their results moderated by their LA at least once every 4 years. Where independent schools choose to submit a KS2 return they also have to undergo the same level of moderation as maintained schools, ie moderation at least every 4 years.

2.2.1 Entry of results and levels into school MIS

Assessment results have to be entered into the MIS for each subject for each pupil based on teacher assessments of the standard each pupil has attained. The following subjects will need to be assessed:

- reading (ENG REA)

- writing (ENG WRI)

- mathematics (MAT MAT)

- science (SCI SCI)

P scales

Where appropriate (ie where a pupil is assessed to be working below the defined standards in the TA framework ('BLW')) then assessments must be made and recorded against all appropriate P scale attainment targets for that subject. (See section 4.3 for validation checks). Assessments should not be made against the P scale where a pupil is recorded as not having met the standard because they have English as an additional language unless they also have an identified special educational need. Schools should submit NOTSEN in place of P scales for these pupils. P scales are not required against individual attainment targets when the overall performance of the pupil for the subject is above 'BLW', but they will be accepted if they are provided.

The full list of valid assessment values for all of the above is as shown in A Comp.

Interim pre-key stage standards

The Rochford Review recommends the use of additional defined standards where a pupil has not achieved all the required elements of the standards defined in the TA framework. The use of these additional standards is aimed at pupils and subjects where another measure of accountability (ie, a test result) is not available.

For reading and mathematics, the pre-key stage standards should be used where a pupil has not been entered for the tests, and has not achieved the expected standard defined in the TA framework. For pupils that have been entered into the test, the HNM code should be used.

For writing, the interim pre-key stage standards should be used for pupils that have not met the statements defined for WTS but are working above P scales.

No additional standards have been defined for science. Any pupils that have not met the expected standard should be marked as HNM, with P scales also submitted as appropriate.

2.2.2 MIS data entry checks

The school MIS software should check that a valid level has been entered for each teacher assessment and P scale subject where appropriate. Any invalid or missing entries should be reported to the school when the data is entered and/or when the CTF is to be created.

2.2.3 Creation of CTF KS2 file by school/setting for transmission to LA or NCA Tools

The name of the CTF created by schools will be:

xxxnnnn_KS2_NAALLLL_yyy.XML where xxx represents the LA number, nnnn is the school number and yyy is an incremented version number starting at 001.

2.2.4 Loading KS2 results into the LA's central management system

Where an LA is collecting and submitting TA data on behalf of schools, the LA's central management system should do the following:

i. The software should allow the LA to import into its central database the CTF at para 2.2.3 and validate in accordance with the rules in sections 4.1 to 4.3. Any missing or invalid TA results and P scale should be reported. The software should also warn if any UPNs are missing or invalid, or if any dates of birth are missing or incomplete.

ii. In addition, the software should allow the LA to load into its central database a CSV file created by independent schools from a KS2 excel Independent spreadsheet (to be supplied to LAs by the DfE for distribution if necessary) with the export filename "KS2_yyyxxxx_16.CSV", where yyy is the LA no and xxxx is the school Estab number (this number will always start with a 6). A copy of the spreadsheet can be provided when available, if required.

iii. Where any pupil's identifying or contextual data is already present in the LA central database there should be a prompt to ask if the existing data should be overwritten by the CTF or CSV import.

iv. Where a CTF contains any pupil's previous assessment data (eg earlier year's end of key stage results) there should be a prompt to ask if the existing assessment data should be overwritten.

v. The LA should also have facilities to:

- remove and to add pupils;

- amend a pupil's identifying data or result outcomes that have been loaded, and for the new data to be re-validated in accordance with the rules in sections 4.1 to 4.3.

- re-import a corrected CTF with an option for the operator to either replace all existing data or add as new data, and be validated in accordance with the rules in sections 4.1 to 4.3.

2.2.5 Creation of XML export file by the school or LA for transmission to the DfE

i. On completion of the actions at 2.2.4, the software should allow the LA to create separate XML files of individual pupil data, for each school as specified in the example XML file at section 3.2, even if still containing errors, for loading into the DfE data collection system (NCA tools). If the school is submitting the data to DfE directly, the software should allow them to create an XML file of individual pupil data as specified in the example XML file at section 3.2 for loading into the DfE data collection system (NCA tools). The XML file should be validated in accordance with the rules in sections 4.1 to 4.3. Any data failing the validation checks should be reported using the error codes and messages specified. In addition to LA and school number, the file will contain the following data items for each pupil:

Identifier	CBDS Module	Data Item Name
100001	Pupil Identifiers	Unique Pupil Number (UPN)
100003	Pupil Identifiers	Pupil/Child Surname
100004	Pupil Identifiers	Pupil/Child Forename
100007	Pupil Identifiers	Pupil Date of Birth
100008	Pupil Identifiers	Pupil Gender

- each KS2 TA result as recorded

- each P scale result as recorded

- task/test results are not to be included in the XML file.

Additional data items should also be included where available to assist the Standards and Testing Agency (STA) in manual resolution of exceptions, ie, where teacher assessment is uploaded for a pupil that cannot be matched to an existing registered pupil based on the pupil identifiers listed above. These data items are as follows:

Identifier	CBDS Module	Data Item Name
100002	Pupil Identifiers	Pupil's Former UPN
100006	Pupil Identifiers	Pupil/Child Middle Names
100009	Pupil Identifiers	Pupil's Former Surname
100010	Pupil Identifiers	Pupil Preferred Forename
100011	Pupil Identifiers	Pupil/Child Preferred Surname
100061	Pupil Status	Other School LA number
100063	Pupil Status	Pupil Date of entry
100239	Previous School History	Previous School LA number
100495	Pupil Status	Other School DfE Establishment Number
100496	Previous School History	Previous School DfE Establishment Number

Please note – an approved supplier ID will not be issued. NCA tools will use the supplier ID tag value specified by suppliers for this purpose.

ii. The name of the XML file will be DfENumber_KS2_NAALLLL_yyy.XML where yyy is an incremented version number starting at 001.

- The LA should be provided with options to include in the export XML:

  a) all schools' individual pupil results, even if these contain errors or have previously been exported (the software should inform the operator if a school is in error or has previously been exported);

  b) selected schools' individual pupil results, even if these contain errors or have previously been exported (the software should inform the operator if a school is in error or has previously been exported).

- The school should be provided with options to include in the export XML:

c) all individual pupil results, even if these contain errors or have previously been exported (the software should inform the operator if a pupil is in error);

d) selected individual pupil results, even if these contain errors or have previously been exported (the software should inform the operator if a pupil is in error).

N.B. Whichever option above is chosen, **all** individual pupil results within the school are to be exported.

Where a CTF contains any pupil's previous assessment data (eg earlier year's KS2 results) there should be a prompt to ask if the existing assessment data should be overwritten.

2.3 Additional LA software facilities

The software should provide the following additional facilities:

i. to allow the LA to produce a list of schools to check that all expected schools returns have been processed;

ii. to allow the LA to produce a report for each school or for all schools to show the number of boys and the number of girls and the total number of pupils included in each school's CTF submission;

iii. to allow the LA to include in the DfE XML file any independent schools from within its own LA area whose results it has agreed to process;

iv. to allow the LA to create separate DfE XML files for any independent schools from outside its own area whose results it has agreed to process;

v. to allow the LA to exclude independent schools from its own LA analysis;

vi. to allow the LA to transmit results in batches without the need to resubmit results already transmitted.

2.4 Reports for schools and parents

The software should produce 2016 Child's Result and 2016 School Result reports.

NOTE: where the P scale entry for a subject is NOTSEN, no P scale is to be shown in the pupil's report for that subject.

3 Data return formats

A submission file from an LA /agent should be provided in a XML file structure as described in 3.2. Where an optional item is not included then the associated tag should also be omitted. Where a mandatory item is omitted then an error will be generated.

3.1 Special notes for XML returns

The standard XML entity references should be used for the following special characters:

Character	Entity reference
Ampersand (&)	&
Left angle bracket (<)	<
Right angle bracket (>)	>
Single quote / apostrophe (')	'
Double quotes (")	"

For special characters such as é use a character reference such as é This produces a generic XML file which can be viewed as such in a suitable browser. Details of all such characters are found within the XML standard documentation; see for example http://www.w3.org/TR/xml/, section 2.2.

3.2 Example file structure for XML returns

CBDS Ref	XMLFormatLayout	Notes
	<?xml version="1.0" encoding="UTF-8"?>	
	<CTfile>	
	<Header>	
800001	<DocumentName>Common Transfer File</DocumentName>	
800009	<CTFversion>15.0</CTFversion>	
800010	<DateTime>2016-07-23T15:30:47</DateTime>	
800020	<DocumentQualifier>partial</DocumentQualifier>	
800006	<SupplierID>SIMS</SupplierID>	
	<SourceSchool>	
200001	<LEA>302</LEA>	D00004
200002	<Estab>2071</Estab>	D00036
100241	<SchoolName>West School</SchoolName>	
900060	<AcademicYear>2015</AcademicYear>	Fixed value of 2015
	</SourceSchool>	
	<DestSchool>	
200001	<LEA>NAA</LEA>	D00004
200002	<Estab>LLLL</Estab>	D00036
	</DestSchool>	
	</Header>	
	<CTFpupilData>	A repeatable group of 1 or more
	<Pupil>	
100001	<UPN>A123456789012</UPN>	
100003	<Surname>Smith</Surname>	
100004	<Forename>John</Forename>	
100007	<DOB>2005-03-21</DOB>	
100008	<Gender>M</Gender>	
	<StageAssessments>	
	<KeyStage>	
100465	<Stage>KS2</Stage>	D00182
	<StageAssessment>	
100267	<Locale>ENG</Locale>	
100266	<Year>2015</Year>	
100466	<Subject>ENG</Subject>	
100273	<Method>TA</Method>	
100274	<Component>REA</Component>	
100270	<ResultStatus>R</ResultStatus>	<StageAssessment>: A repeatable group of 1 or more depending on the combination of <Subject>, <Method>, <Component> and <ResultQualifier> required. See A_Comp 2015
100275	<ResultQualifier>NC</ResultQualifier>	
100276	<Result>EXS</Result>	
100332	<ResultDate>2016-06-25</ResultDate>	
	</StageAssessment>	
	</KeyStage>	
	</StageAssessments>	
	</Pupil>	
	</CTFpupilData>	
	</CTfile>	

4 Data validation rules

This section specifies validation rules that are applied to the data by DfE, using NCA tools. They should also be applied, as far as possible, by schools prior to exporting the file and passing to the LA or loading the data directly onto the NCA tools system, and by LAs prior to loading the data onto the NCA tools system, and any issues resolved.

Those data items included in the specification but not appearing in the validation rules - that is, those not shown in the validation rules as "must be present" - should be supplied where available (eg pupil's UPN). The rules also show which validations are errors and which ones are queries. An error is a failed validation check that must be corrected. A query is one which must be investigated, and potentially corrected, as it identifies data that would usually be invalid.

Any file that is exported with errors or queries and is uploaded on to NCA tools without being corrected first, will be uploaded with warnings or errors, or may fail to upload and will require a new file to be created and uploaded in order to correct it.

Syntax:

- Validation checks are expressed as conditions that <u>must</u> be true (errors) or that <u>should</u> be true (queries). The error message shows what is displayed if the condition fails

- Data items are indicated using the XML tag with the CBDS number in parentheses, for example <UPN> (100001)

- Data groups are indicated using the XML tag only, for example <Assessments>

- Single dates or date ranges are sometimes defined in relation to <ReferenceDate>, which is from the XML header

4.1 Header validation

Seq Number	Error/ Query	Validation Check	Error Message
001	Error	<DocumentName> (800001) must be present with a value of "Common Transfer File"	Document name missing or invalid. The file must be recreated
101	Error	<SupplierID> (800006) must be present	Supplier ID is missing

4.2 Establishment level validation

Seq Number	Error/ Query	Validation Check	Error Message
301	Error	<LEA> (200001) must be provided and must be a valid value	LA number missing or invalid
302	Error	<Estab> (200002) must be present with a valid value	Establishment number is missing

4.3 Pupil level validation

Seq Number	Error/ Query	Validation Check	Error Message
Pupil Identifiers			
1600	Error	<DOB> (100007) must be present	Pupil's date of birth is missing
1601Q	Query	DOB> (100007) should be between 1/9/2004 and 31/8/2005 for KS2.	Pupil's date of birth is outside expected date range

Seq Number	Error/Query	Validation Check	Error Message
1610	Error	<Gender> (100008) must be present and a valid value	Pupil gender missing or invalid
1500	Error	Error All schools except Independent schools <UPN> (100001) (Unique Pupil Number) must be present.	UPN is missing
1510	Error	If <UPN> (100001) is present must contain the correct check letter To calculate the check letter: 1. Multiply the individual digits by their weights as follows: digit 2 by weight 2; digit 3 by weight 3; digit 4 by weight 4; digit 5 by weight 5; digit 6 by weight 6; digit 7 by weight 7; digit 8 by weight 8; digit 9 by weight 9; digit 10 by weight 10; digit 11 by weight 11; digit 12 by weight 12; digit 13 by weight 13. 2. Sum the individual results, divide the total by 23, and take the remainder. 3. Calculate the check letter from the result as follows: 0 = A; 1 = B; 2 = C; 3 = D; 4 = E; 5 = F; 6 = G; 7 = H; 8 = J; 9 = K; 10 = L; 11 = M; 12 = N; 13 = P; 14 = Q; 15 = R; 16 = T; 17 = U; 18 = V; 19 = W; 20 = X; 21 = Y; 22 = Z. For calculating the check letter (see above) any alphabetical character at digit 13 is accorded the same numerical value as listed in paragraph 3 above, i.e. A=0, B=1, C=2 etc.	UPN invalid (wrong check letter at character 1)
1520	Error	Each pupil <UPN> (100001) must be unique across all pupils in the school	More than one pupil record with the same UPN

Seq Number	Error/ Query	Validation Check	Error Message
1530	Error	If <UPN> (100001) is present Characters 2-4 of <UPN> (100001) must be a valid post April 1999 LA code or a recognised "pseudo LA" code (001-005, 201-213, 301-320, 330 336, 340 344, 350-359, 370-373, 380-384, 390-394, 420, 660-681, 701-708, 800 803, 805-808, 810 813, 815, 816, 820-823, 825, 826, 830, 831, 835-837, 840, 841, 845, 846, 850-852, 855-857, 860, 861, 865-896, 908, 909, 916, 919, 921, 925, 926, 928, 929, 931, 933, 935-38)	UPN invalid (characters 2-4 not a recognised LA code)
1540	Error	If <UPN> (100001) is present Characters 5-12 of <UPN> (100001) must be numeric	UPN invalid (characters 5-12 not all numeric)
1550	Error	If <UPN> (100001) is present Characters 13 of <UPN> (100001) must be numeric or A-Z omitting I, O and S	UPN invalid (character 13 not a recognised value)
1580	Error	<Surname> (100003) must be present	Pupil with last name missing
1590	Error	<Forename> (100004) must be present	Pupil with forename missing
113	Error	Each <StageAssessment> should only appear once for each <Pupil> for the same combination of <Subject><Component><ResultQualifier>	Assessments are either missing or invalid
223	Error	Where <Subject> = ENG and <Component> = REA and <ResultQualifier> = NC there should be a Stage Assessment <Result>	READING result is missing
224	Error	Where <Subject> = ENG and <Component> = WRI and <ResultQualifier> = NC there should be a Stage Assessment <Result>	WRITING result is missing

Seq Number	Error/ Query	Validation Check	Error Message
231	Error	Where <Subject> = MAT and <Component> = MAT and <ResultQualifier> = NC there should be a Stage Assessment <Result>	MATHS result is missing
232	Error	Where <Subject> = SCI and <Component> = SCI and <ResultQualifier> = NC there should be a Stage Assessment <Result>	SCIENCE result is missing
233	Error	If <Subject> concatenated with <Component> and <ResultQualifier> equals 'ENGREANC' or 'MATMATNC' then <Result> must be A, D, L, F, P, BLW, PKF, PKE, PKG, HNM or EXS	Result is invalid
234	Error	If <Subject> concatenated with <Component> and <ResultQualifier> equals 'SCISCINC' then <Result> must be A, D, L, F, P, HNM or EXS	Result is invalid
235	Error	If <Subject> concatenated with <Component> and <ResultQualifier> equals 'ENGWRINC' then <Result> must be A, D, L, F, P, BLW, PKF, PKE, PKG, WTS, EXS or GDS	Result is invalid
236	Error	All schools except Independent schools If <Subject> is ENG and <Component> is REA and <ResultQualifier> is NC and <Result> is BLW then there must be an Assessment for that pupil where <Subject> is ENG and <Component> is ENG and <ResultQualifier> is NP and <Result> in P1i, P1ii, P2i, P2ii, P3i, P3ii, NOTSEN or at least one Assessment where <Subject> is ENG and <Component> is SPE, LIS, REA or WRI and <ResultQualifier> is NP and <Result> in P4 - P8, NOTSEN, and one of these must be for REA.	KS2 READING is BLW - P scale required

Seq Number	Error/ Query	Validation Check	Error Message
237	Error	All schools except Independent schools If <Subject> is ENG and <Component> is WRI and <ResultQualifier> is NC and <Result> is BLW then there must be an Assessment for that pupil where <Subject> is ENG and <Component> is ENG and <ResultQualifier> is NP and <Result> in P1i, P1ii, P2i, P2ii, P3i, P3ii, NOTSEN or at least one Assessment where <Subject> is ENG and <Component> is SPE, LIS, REA or WRI and <ResultQualifier> is NP and <Result> in P4 - P8, NOTSEN, and one of these must be for WRI.	KS2 WRITING is BLW - P scale required
238	Error	All schools except Independent schools If <Subject> is MAT and <Component> is MAT and <ResultQualifier> is NC and <Result> is BLW then there must be at least one Assessment for that pupil where <Subject> is MAT and <Component> is MAT and <ResultQualifier> is NP and <Result> in P1i, P1ii, P2i, P2ii, P3i, P3ii, NOTSEN or <Subject> is MAT and <Component> is NUM, USE or SSM and <ResultQualifier> is NP and <Result> in P4 - P8, NOTSEN	KS2 MATHS is BLW - P scale required
239	Error	If <Subject> concatenated with <Component> and <ResultQualifier> equals 'ENGENGNP' or 'MATMATNP' then a) for all independent schools if <Result> is present, then <Result> must be P1i, P1ii, P2i, P2ii, P3i, P3ii or NOTSEN b) otherwise, for all other schools, <Result> must be present and must be P1i, P1ii, P2i, P2ii, P3i, P3ii or NOTSEN	P scale result is invalid

Seq Number	Error/ Query	Validation Check	Error Message
240	Error	If <Subject> concatenated with <Component> and <ResultQualifier> equals 'SCISCINP' then a) for all independent schools if <Result> is present, <Result> must be P1i, P1ii, P2i, P2ii, P3i, P3ii, P4, P5, P6, P7, P8 or NOTSEN b) otherwise, for all other schools, <Result> must be present and must be P1i, P1ii, P2i, P2ii, P3i, P3ii, P4, P5, P6, P7, P8 or NOTSEN	P scale result is invalid
241	Error	If <Subject> concatenated with <Component> and <ResultQualifier> equals 'ENGSPENP', 'ENGLISNP','ENGREANP', 'ENGWRINP', 'MATNUMNP', 'MATUSENP' or 'MATSSMNP' then a) for all independent schools if <Result> is present, <Result> must be P4, P5, P6, P7, P8 or NOTSEN b) otherwise, for all other schools, <Result> must be present and must be P4, P5, P6, P7, P8 or NOTSEN	P scale result is invalid
242	Error	All schools except Independent schools If <Subject> is ENG and <Component> is ENG and <ResultQualifier> is NP and <Result> is P1i, P1ii, P2i, P2ii, P3i, P3ii or NOTSEN then there must be Assessments for that pupil where <Subject> is ENG and <Component> is REA and <ResultQualifier> is NC and <Result> BLW, and <Subject> is ENG and <Component> is WRI and <ResultQualifier> is NC and <Result> BLW	English overall P scale level recorded - Appropriate KS2 results must be BLW

Seq Number	Error/ Query	Validation Check	Error Message
243	Error	All schools except Independent schools If <Subject> is ENG and <Component> is REA and <ResultQualifier> is NP and <Result> in (P4 - P8 or NOTSEN) then there must be one assessment where Subject> is ENG and <Component> is REA and <Result> is BLW	P scale level recorded – KS2 Reading must be BLW
244	Error	All schools except Independent schools If <Subject> is ENG and <Component> is WRI and <ResultQualifier> is NP and <Result> in (P4 - P8 or NOTSEN) then there must be one assessment where <Subject> is ENG and <Component> is WRI and <Result> is BLW	P scale level recorded – KS2 Writing must be BLW
245	Error	All schools except Independent schools If <Subject> is MAT and <Component> is MAT and <ResultQualifier> is NP and <Result> is P1i, P1ii, P2i, P2ii, P3i, P3ii or NOTSEN then there must be an Assessment for that pupil where <Subject> is MAT and <Component> is MAT and <ResultQualifier> is NC and <Result> BLW	Maths overall P scale level recorded - Appropriate KS2 results must be BLW
246	Error	All schools except Independent schools If <Subject> is SCI and <Component> is SCI and <ResultQualifier> is NP and <Result> is P1i, P1ii, P2i, P2ii, P3i, P3ii, P4, P5, P6, P7, P8 or NOTSEN then there must be an Assessment for that pupil where <Subject> is SCI and <Component> is SCI and <ResultQualifier> is NC and <Result> HNM	Science P scale level recorded - Appropriate KS2 results must be HNM
119	Error	Each of the combinations of parameters at Section 6.2 must be present once and once only and where the assessment is at BLW, the appropriate P scale parameter(s) from section 6.3 must be present. No other parameters should be present.	Assessments are either missing or invalid

Seq Number	Error/ Query	Validation Check	Error Message
285	Error	P scale parameters for an assessment cannot be present for both overall subject and for subject component, unless all parameters are recorded as NOTSEN.	Assessments are invalid

Notes:

Where NOTSEN is indicated as a valid result for a P scale that signifies a pupil who is not on the SEN register but not yet working at PKF – pupils with English as a second language are the most common instance of this.

P scales will be accepted by NCA tools without a corresponding BLW and will not create an error message (as per 242-245 above). However, best practice will be that all P scales should be submitted with corresponding BLW, and vice versa.

5 Resubmission guidance

When resubmissions are required the Serial No in the header **must** be incremented by the provider's software. Note that a resubmission will **overwrite the data** contained in the previous submission, but will not remove existing data that is not included in the resubmission.

6 Valid values

Valid item values must be in the list or range specified in CBDS, the Common Basic Dataset, URL (https://www.gov.uk/government/collections/common-basic-data-set) subject to the exceptions and restrictions below.

6.1 LEA codes

LEA codes (CBDS number 200001, codeset D00004) for this collection only covers ENGLAND LAs. Coverage also excludes LEA codes:

001, 003, 167
codes starting with 6 and 7 except 702 (Service Children's Education, which is valid)
XXX, MMM and NA

6.2 Assessment parameters

Assessment parameters - the following combinations of subject, component, assessment method and result type are required:

For key stage 2:

KS2-2016-ENG-REA-TA-NC

KS2-2016-ENG-WRI-TA-NC

KS2-2016-MAT-MAT-TA-NC

KS2-2016-SCI-SCI-TA-NC

6.3 P scale parameters

In addition to the required parameters above, where the assessment result is 'BLW' then one or more (as appropriate) of the following corresponding P scale combinations are required:

SEN-2016-ENG-ENG-TA-NP

SEN-2016-ENG-REA-TA-NP

SEN-2016-ENG-WRI-TA-NP

SEN-2016-ENG-SPE-TA-NP

SEN-2015-ENG-LIS-TA-NP

SEN-2015-MAT-MAT-TA-NP

SEN-2015-MAT-NUM-TA-NP

SEN-2015-MAT-USE-TA-NP

SEN-2015-MAT-SSM-TA-NP

SEN-2015-SCI-SCI-TA-NP