



Department  
for Education

# **School census 2016 to 2017**

**Guide, version 1.6**

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# 1. Introduction

## 1.1 Purpose of this document

This document is aimed at schools that complete the school census – either directly or via the local authority - so that they:

- understand the purpose and rationale of the school census
- are able to populate their management information systems with the required data at school and pupil level
- are able to update / maintain their data during the year
- are able to complete the 2016 to 2017 school census returns

Please use this document as a handbook for data collected and stored in schools' management information systems (MIS) throughout the year - not just as a guide for census days.

Local authorities may choose to use it directly with their schools, or amend to suit their local needs as appropriate. Software suppliers may also find it a useful reference document.

### 1.1.1 Where should early years provision be recorded? [Not for: Middle-deemed primary, middle-deemed secondary and secondary]

Schools with onsite early years **funded** provision make their return via **EITHER** the school census **OR** the early years census, **BUT NOT BOTH**. This paragraph sets out which census is to be 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 (aged 2, 3 and 4) attending a separate Ofsted registered PVI provider on a school site, are recorded via the **early years census** (and **not** the school census)
- children attending s27 (governor run) provision should be **either**:
  - recorded via the **school census** if 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** if they are not registered pupils of the school

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

for each child across all provision is limited to 15 hours 15 (or 25 hours if they are aged 4 at the start of the academic year and attending full-time).

### 1.1.2 School categories

Different data items are required from specific categories of schools participating in the census. These categories of schools are defined by the school phase returned in the census. The phase is defined in the table below. The statutory age ranges for each individual school are recorded on [EduBase](#) – which holds the department’s definitive school registration record.

School Phase	Code	Notes
Nursery school	NS	Including those with maintained or direct grant status
Primary	PS	
Middle-deemed primary	MP	
Middle-deemed secondary	MS	
Secondary	SS	
Special	SP	Maintained and non-maintained special schools, including hospital special schools and academy special schools
All-through	AT	Excluding PRUs and special schools. Schools <b>must</b> accommodate both pupils under the age of 7 and over the age of 14 to be consider all-through
Pupil referral unit	PR	Including alternative provision (AP) academies and AP free schools

PRUs are legally defined as schools and references to “schools” within this document therefore include PRUs, AP academies and AP free schools as well as all other types of schools within the scope of the school census.

AP academies and AP free schools provide the data required for PRUs.

Academy special schools provide the data required for special schools. All other academies (including free schools, university technical colleges (UTCs) and studio schools) provide data appropriate to the phase of education which relates to the age range of their pupils.

Academies (including free schools, UTCs and studio schools), city technology colleges (CTCs) and non-maintained special schools (NMSS) submit their data direct to the department.

Depending on local arrangements, local authority maintained schools will: either submit data directly to the department; or, local authorities will collate and return the data on their behalf.

Service children education schools, both primary and secondary, are - on a voluntary basis - encouraged to participate.

Registered independent schools do not participate in the school census. Registered independent schools and general hospital schools provide data via the school level annual school census collection.

Alternative provision and early years settings (private, voluntary and independent) are not included within school census. Separate requirements and guides are issued for the [early years census](#) and [alternative provision census](#).

## 1.2 Statutory requirement and data sharing

### 1.2.1 Statutory requirement

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

Putting the school census on a statutory basis:

- means that schools do not need to obtain parental or pupil consent to the provision of information
- ensures schools are protected from any legal challenge that they are breaching a duty of confidence to pupils
- helps to ensure that returns are completed by schools

### 1.2.2 Data protection and data sharing

#### **(a) Legal duties under the data protection act: privacy notices**

The 'Data Protection Act 1998' puts in place certain safeguards regarding the use of personal data by organisations, including the department for education (DfE), local authorities and schools. The Act gives rights to those (known as data subjects) about whom data is held, such as pupils, their parents and teachers. This includes:

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

A 'privacy notice' is a good way to be able to meet data subjects' rights and therefore DfE recommend they are used to explain to pupils and staff how their data is being used in the census collections including the school workforce and school census. DfE have drafted template [privacy notices](#) that schools and local authorities may like to use, however, they should be reviewed, amending as necessary to reflect business need and ideally include [this link](#) to the gov.uk webpage on how DfE collect and share data.

It is recommended that the privacy notice be included as part of an induction pack for staff and be put on the school website for parents, as well as potentially featured on the staff notice board/intranet. They do not need to be issued on an annual basis as long as new pupils and staff are made aware of the notices and they are readily available electronically or in paper format.

### **(b) Legal duties under the data protection act: data security**

Schools and local authorities have a legal duty under the data protection act to ensure that any personal data they process is handled and stored securely. Further information is available from the [Information Commissioners Office](#).

If personal data is not properly safeguarded it could damage your reputation and compromise the safety of individuals. Your responsibility as a data controller extends to those who have access to your data beyond your organisation if working on your behalf, for example if external IT suppliers can remotely access your information. The '[10 steps to cyber security](#)' and '[Responsible for information](#)' pages provide further guidance and advice.

It is vital that all staff with access to personal data understand the importance of protecting it; that they are familiar with your security policy; and that they put security procedures into practice. So you should provide appropriate initial and refresher training. Further information on handling data securely can also be found in the [DfE guidance on data protection for schools consider cloud software services](#).

## **1.3 Structure of the school census**

### **1.3.1 School and pupil levels**

The two elements of the school census – school and pupil – are comprised of modules of data items that relate to a single theme or topic. This allows different combinations of modules to be collected in each termly collection.

### **1.3.2 Collection (school phase) marker**

Each data item has a 'collection (school phase) marker' which indicates the phase(s) each data item applies to, for example: [Not for: Nursery schools], [For: PRU only] or



[For: Primary, middle-deemed primary and all-through]. Please note: that [Not for: Nursery schools] refers only to stand alone nursery schools and does not refer to nursery units attached to / included within primary schools.

The marker indicates the relevance of each data item to the school see sections [3.2.1 \(school level\)](#) and [3.2.2 \(pupil level\)](#) for full details of data items collected; relevance to school phase and collection periods.

### **1.3.3 Used for funding marker**

Where a data item contributes to the school's funding calculation, such items are marked [used for funding] and will appear alongside the collection (school phase) marker at 1.3.2 above.

The intent of this marker is to inform the school of the need for these elements to be especially accurate, as errors with these items may impact funding.

### **1.3.4 Snapshot and continuous data [Not for: Nursery schools]**

Much of the data collected represents some characteristic or status at point in time (census day). There are also continuous items which capture data for a term or a year - examples of these are:

- pupil attendance
- exclusions
- bursary funding (learner support code)
- post-16 learning aims

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. This is important to monitor as, for example, it is unlawful for a head teacher to issue a fixed-period exclusion if it would bring the total amount of fixed-period exclusions received during the school year by a single pupil, irrespective of the numbers of educational establishments attended, to 90 sessions or more.

### **1.3.5 Three collections a year**

Different modules are collected in each termly census. Your school's management information system (MIS) software will extract the relevant data items for each census based on the [school census business and technical specification](#).

Details of the data items required for the 2016 to 2017 school census returns are provided within this document.

Whilst schools remain free to set their own term dates, for data collection purposes, the term times and collection dates are those stated in this document.

## **1.4 Changes from 2015 to 2016 school census specifications**

### **1.4.1 New data items**

#### **(a) Proficiency in English [ALL schools]**

Where a pupil's language is 'other than English', the pupil's proficiency in English is collected, see paragraph [5.3.3](#) for full details.

#### **(b) Country of birth [ALL schools]**

This new data item records the pupil's country of birth, see paragraph [5.3.4](#) for full details.

#### **(c) Pupil nationality [ALL schools]**

This new data item records the pupil's nationality, see paragraph [5.3.5](#) for full details.

#### **(d) Traineeships [For: Secondary, all-through and PRU with appropriate age range]**

This new data item adds an indicator to each of the pupil's learning aims. The indicator shows where the individual learning aim contributes towards a traineeship, see paragraph [5.10.16](#) for full details.

#### **(e) Unique property reference number [ALL schools]**

This new data item is added to the home information address module and allows the unique property reference number (UPRN) to be returned where this is populated within school systems, see paragraph [5.7.2](#) for full details.

### **1.4.2 Existing data items**

#### **(a) Admissions appeals**

The structure of the admissions appeals module has been amended to separately record primary admissions appeals (paragraph [4.4](#)) and secondary admissions appeals (paragraph [4.5](#)). Infant admissions appeals have not been altered.

#### **(b) Ethnicity**

Ethnicity has been expanded to include nursery education so now applies to all schools and all pupils.

#### **(c) Language code**

Language code has been expanded to include nursery education so now applies to all schools and all pupils.

#### **(d) Adopted from care**

The 'adopted from care' name for this data item does not provide an accurate description of the data which is expected to be recorded within it. This data item is intended to record 4 variants of children ceasing to be looked after (3 of which do not relate to adoption) and therefore avoid confusion the name of this data item has been changed from 'Adopted from Care' to 'Post looked after arrangements'.

#### **(f) Termly attendance**

To align the attendance reporting arrangements for special schools with the requirements for all other school types, special schools will move to reporting attendance on a termly basis from spring 2017.

Special schools will continue to report annual attendance for the 2015 to 2016 academic year via the 2016 autumn census before moving to a termly collection for the 2016 to 2017 academic year with the first termly return being made in spring 2017 (relating to attendance during the 2016 to 2017 autumn term).

#### **(g) National curriculum year groups**

To provide flexibility and to allow school MI systems to record very young children, the department has introduced two additional year groups to the national curriculum year group code set:

'E1' for children aged 0 – 1

'E2' for children aged 1 – 2

[followed by, as usual, 'N1' (2-3) and 'N2' (3-4)]

Please note that the introduction of these additional year groups does not extend the scope of who should be recorded in the school census and this remains children on the school's admission register receiving education. See paragraph [5.4.7](#) for full details.

#### **(h) QAN and 'Discount Code'**

Recent changes to the way accreditation is recorded has meant that the 'Qualification Accreditation Number' (QAN) has been renamed as 'Qualification Number' (QN). Similarly, the 'Discount Code' has been renamed 'Subject Classification Code'.

#### **(i) Funded hours**

As pupils aged 4 in Reception are funded as 1 full time equivalent regardless of their funded hours, there is no requirement to collect funded hours for this subset of pupils. Funded hours will only be required for all pupils aged 2, 3 regardless of year group and pupils aged 4 in year group E1, E2, N1 and N2. See paragraph [5.3.11](#) for full details.

### **1.4.3 Removal of data items**

#### **(a) School location module**

The departments EduBase system records the school's full address details and, with the introduction of 60-day reminder action within secure access / EduBase; the information collected / held on EduBase provides the department with more timely information than that received via the termly school census. As such, the collection of this data has been discontinued in the school census. Schools may wish to continue to maintain this address information within their MI systems.

#### **(b) In care indicator for exclusions**

The in care indicator was removed from the school census for pupils on roll a number of years ago as it was believed that the SSDA903 return from local authorities was the better source of information for looked after children. With the SSDA903 being viewed as the definitive source of information for looked after children, the in care status at the time of an exclusion will be removed from the 2016 to 2017 school census as the equivalent information can be obtained from matching the SSDA903 to the school census exclusions in the National Pupil Database.

## 2. Completing the school census

### 2.1 Census dates

Every school – see paragraph [1.1.1](#) above - in England has a statutory duty to complete the census each term. Where schools operate six term years; the census collection is every other term.

The 2016 to 2017 census dates are:

- autumn census - first Thursday in October – 6 October 2016
- spring census - third Thursday in January – 19 January 2017
- summer census - third Thursday in May – 18 May 2017

It should be noted that a census cannot be loaded onto the department's COLLECT system without a relevant census date being entered. This is to prevent the inadvertent submission of previous census information.

### 2.2 Unusual circumstances

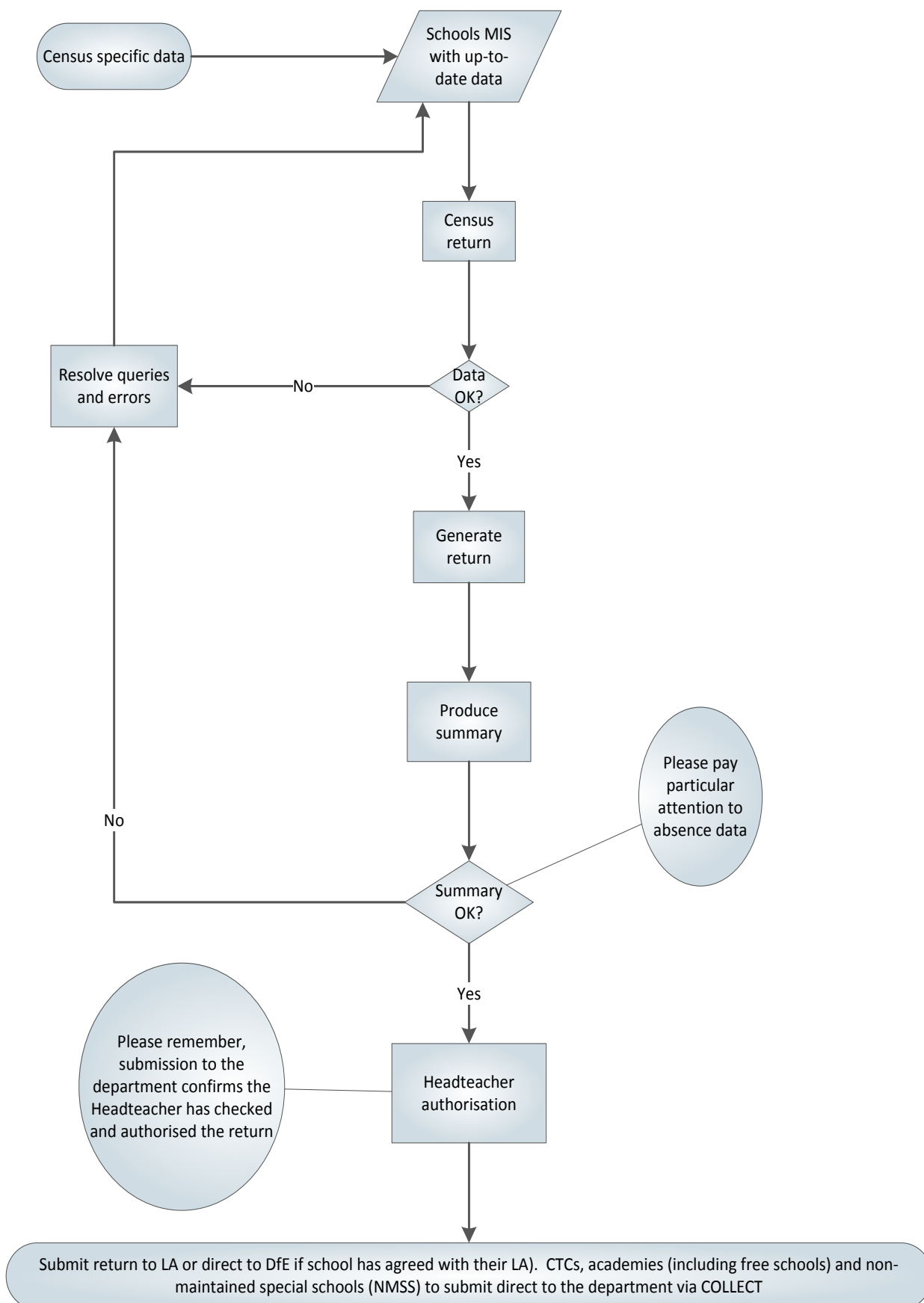
Where unusual circumstances impact census day – such as:

- severe weather conditions
- religious observances

schools may find that the numbers of pupils and / or staff who are not present on that day are abnormally high. Where 'free school meals taken' or 'school lunches taken' are affected, a day and time when the situation is regarded as normal is to be selected. Schools / local authorities may interpret this literally as the next normal day or as an earlier day in census week or the previous Thursday, if that reflects the normal situation. Where other days / times are used, schools must record these locally for audit purposes.

### 2.3 Process diagram

The following process diagram shows the steps taken to produce, check, authorise and submit each census return. Please note: the submission of the return presumes that the headteacher has checked and authorised the return. It is vital that the data submitted is accurate, as errors may impact funding.



## 2.4 Update school MIS with current data

The individual school characteristics and pupil records for the census are extracted automatically by your MIS, although some elements may not be editable manually.

Whilst data validation is undertaken by your software, it is possible that:

- missing pupils
- missing excluded pupils
- exclusions data for those no longer on roll
- incorrect data

may not flag up any errors or queries. It is essential that all relevant pupil data has been entered and updated in your system before the school census return is created. Integrated software systems should allow the automatic extraction of information on exclusions and classes as taught - where the relevant data has previously been entered - but, where necessary, the information can be keyed directly into the school census return. **[Not for: Nursery schools]**

Individual data will be included in the return for the following pupils and you should therefore ensure that all relevant data for them is kept up to date.

Autumn census (October)	Spring census (January)	Summer census (May)
<ul style="list-style-type: none"><li>• All pupils on the register on census day</li><li>• Any additional pupils subject to any type of exclusion in the 2016 spring term <b>[Not for: Nursery schools]</b></li><li>• Any additional pupils who attended the school in the previous term (2016 summer term) for which termly attendance information is required <b>[Not for: Nursery schools or</b></li></ul>	<ul style="list-style-type: none"><li>• All pupils on the register on census day</li><li>• Any additional pupils subject to any type of exclusion in the 2016 summer term <b>[Not for: Nursery schools]</b></li><li>• Any additional pupils who attended the school in the previous term (2016 autumn term) for which termly attendance information is required <b>[Not for: Nursery schools]</b></li></ul>	<ul style="list-style-type: none"><li>• All pupils on the register on census day</li><li>• Any additional pupils subject to any type of exclusion in the 2016 autumn term <b>[Not for: Nursery schools]</b></li><li>• Any additional pupils who attended the school in the previous term (2017 spring term) for which termly attendance information is required <b>[Not for: Nursery schools]</b></li></ul>

Autumn census (October)	Spring census (January)	Summer census (May)
<p><b>special]</b></p> <ul style="list-style-type: none"> <li>Any additional pupils who attended the school in the previous academic year (2015-16) for which learning aims are submitted <b>[For: Secondary, all-through and PRU only]</b></li> <li>Any additional pupils who attended the school in the previous academic year (2015-16) for which annual attendance data is required. <b>[For: Special only]</b></li> </ul>	<ul style="list-style-type: none"> <li>Any additional pupils awarded a bursary since the start of the 2016-17 academic year <b>[Not for: Nursery schools, primary and middle]</b></li> </ul>	<ul style="list-style-type: none"> <li>Any additional pupils awarded a bursary since the start of the 2016-17 academic year <b>[Not for: Nursery schools, primary and middle]</b></li> </ul>

### 2.4.1 Census day information

Information is to be provided for all pupils on the school's admission register (in accordance with:

- [Regulation 5 of the Education \(Pupil Registration\) \(England\) Regulations 2006](#)
- The Education Act 1996 - [section 434](#) (1), (3), (4) & (6) and [section 458](#) (4) & (5)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2010](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2011](#)
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2013](#)
- [Departmental advice on attendance](#)

specifying the information that a school's admission register should hold.



Regulation 8 of the 2011 Regulations specifies the circumstances under which a pupil can be removed from the register - for example:

- registration at another school
- written notification of parental intention to educate at home
- long term absence (four weeks or more) where both the school and local authority have failed after reasonable enquiry to locate the pupil

The 2013 regulations also require that the pupils name is provided.

School sixth forms are **not** permitted to remove students between years 12 and 13 because of poor AS level results.

The count on census day includes all pupils whose enrolment status is:

- 'C' (current - single registration at this school) **[ALL schools]**
- 'M' (current main - dual registration) **[ALL schools]**
- 'S' (current subsidiary - dual registration) **[ALL schools]**
- 'F' (FE college) where pupil is registered with the PRU but is taught for the majority of their teaching time at the FE college **[For: PRUs only]**
- 'O' (other provider) where pupil is registered with the PRU but is taught for the majority of their teaching time by the other alternative provision provider (which is not a school) **[For: PRUs only]**

The count excludes any pupil whose enrolment status is 'G' (guest - pupil not registered at the school but attending some sessions or lessons).

Please note that children of service families or traveller children registered at the school on census day are no different to any other pupil registered at the school and, provided that the pupil is registered at the school on census day, they are included in the school's return with one of the enrolment statuses listed above.

A pupil would normally be dually registered if they were:

- registered at a mainstream school (main school) but considered to need specialist support by attending a special school (subsidiary school) on a regular basis and are also registered at the special school
- registered at a mainstream school (main school) but, because of for example behavioural problems, the pupil is also required to attend a PRU (subsidiary school) for part of each week and is also registered at the PRU
- registered at a special school or at a PRU (main school) but also attending another mainstream school (subsidiary school) on a regular basis as part of preparation for return to the mainstream school

If a pupil is no longer on the admissions register at your school on the census day, you must **NOT** record the pupil as being on roll on census day.

### **2.4.2 Learner support code [Not for: Nursery schools, primary or middle-deemed primary]**

The learner support code relates to the government's bursary fund to help the most vulnerable 16-19 year olds in full-time education. Data is collected in the spring and summer census only for pupils - aged 16 to 19 as at 31 August 2016 - who are on roll on census day or became off roll since the start of the academic year. Full details are at paragraph [5.3.14](#) below.

### **2.4.3 Attendance and exclusions data [Not for: Nursery schools]**

Attendance data is provided for any pupils aged 4 to 15 years who were on roll for one or more session(s) during the term for which data are collected.

Exclusions data is also provided for any pupils who were subject to any exclusion during the period for which data are collected.

Attendance and exclusions data is required for pupils who are no longer on roll on census day. For these pupils, the following modules / data items are collected and are retained on the MIS even though the pupil is no longer on roll:

- for attendance – the pupil status (excluding pupil enrolment status) and pupil identifiers modules are collected and it is important, for example, that pupil date of leaving is complete
- for exclusions - the pupil status (excluding pupil enrolment status) and pupil identifiers modules are collected

See paragraph [5.8](#) for termly attendance

### **2.4.4 School identifier [ALL schools]**

The departmental school number is required as the identifier for the school and comprises a three-digit local authority code and a four-digit establishment code to provide the 'LA/Estab' number.

It is essential that both these codes are correct and up to date. Any error (including the provision of an old value of either code) is likely to lead to the rejection of your return by the department. **If you are in any doubt about these codes, please check.** Maintained schools should check with their local authority with other schools using [EduBase](#). However, all schools are able to access EduBase should they wish.

### 2.4.5 Error 130

Where a school triggers error 130 during data input, they should check that they have correctly entered the school establishment number and phase of education. Where this is verified, the school should use the notepad function to confirm that the number is correct.

This error checks the school establishment number against the school phase of education. Where a school has a number that falls outside the expected range – or the phase of education has been incorrectly entered - the error will trigger.

## 2.5 Census specific data

Depending on their local arrangements and software systems, schools may need to manually complete some modules when completing the census return for example exclusions and attendance [**Not for: Nursery schools**]. Details of which data items are required for the school census collections are given in [section 3](#).

## 2.6 Validation

Census data is used for / by:

- **funding purposes**
- underpins RAISEonline and the performance tables
- by the departmental policy divisions
- other government departments
- local authorities
- external agencies
- educational researchers

As such, **data accuracy is highly important**.

Local authorities and the department expect zero errors on the census return. The only exception to this is where a technical issue generates an error that cannot be fixed or circumvented and an agreement has been reached between local authorities and the department that, where such an error arises, it is acceptable.

Schools' MIS software report most validation errors and queries. Where the department makes late changes to validations, commercial software suppliers may not be able to include such changes in their software releases. There are also some validation checks that are only produced within the department's COLLECT system (for example term on term checks) where a school may see an "error on load" even though

nothing is shown when validated in the MIS. The department aims to keep such differences and any late changes to an absolute minimum.

When the data is validated for the school census, a validation **error** is generated when data rules are broken. For example:

- an illegal character is entered
- a value may be out of range
- totals do not add up correctly

Validation errors **MUST** be corrected.

A validation **query** is reported where the data is unusual or unexpected and reflects a potential inaccuracy or omission in the underlying data in the schools' MIS or entry on the census form. For example, where no pupils are reported as having special educational needs or where there is a probability of data being omitted, such as permanent exclusions, of which many schools may genuinely have had none in the previous school year.

MIS software reports queries that should be investigated. As local authorities or the department will interrogate queries it is essential to investigate them, and amend data as necessary or provide suitable notepad explanations in COLLECT.

## 2.7 Generating the school census return and data checks

These completion notes should be read in conjunction with the documentation provided by your software supplier and, for local authority maintained schools, any specific school census user guide available from your local authority.

Your software supplier is likely to have drawn up a 'data entry specification' listing all the pupil data that must be entered into your system if the records within your school census return are to be complete and correct. If you have not seen this specification, please contact your local authority for advice. If you do not take MIS / ICT support from the local authority, please contact your software supplier direct.

Your software may contain a series of 'data checks' which will help you to identify and correct errors and inconsistencies in your data prior to generating your school census return. Please follow this process carefully as it will substantially reduce the number of validation errors in your return and associated work needed to resolve these.

Although the data checks are very important, you cannot assume that successful completion of them guarantees that all the necessary data is present and that your school census return is correct. The absence of any validation errors or queries also

does not guarantee a successful return. You must ensure that you have fully entered into your system all required by the data entry specification.

The code values for data items listed in [section 3](#) are shown in sections [7 \(school level\)](#) and [8 \(pupil level\)](#) and will reflect the values contained in the data file which the software prepares for transmission to your local authority and / or the department. Whilst the department will endeavour to update guidance if there are any changes to code sets the definitive list of code sets can be found in the common basic data set [CBDS](#).

## 2.8 School summary

The census return software automatically generates a summary of the data in the school census return. Given that the return itself is too large to be viewed in its entirety, it fulfils a number of purposes:

- to allow school staff preparing the return to visually check accuracy and completeness before passing it to the head teacher
- to allow the head teacher authorising the return to check accuracy and completeness before submitting the return to the local authority and / or the department. Please note: the school summary report contains information about persistent absenteeism. **[Not for: Nursery schools]** This is the school's only opportunity to check its census data before it is used by the department for funding purposes and published in performance tables
- where the summary report is forwarded to the local authority it allows them to check the return from the school and provides the department with assurance that the return has been subject to an element of data checking by the school and local authority
- it is strongly recommended that the summary report is inspected carefully with particular attention paid to those sections that might reveal evidence that some individual pupil data was not entered on to the system prior to generating the return for example free school meal eligibility or the number of pupils with SEN. A thorough check of absence data, as detailed in the process diagram above, is highly recommended

A comparison against the summary reports of the previous term or year will highlight any anomalous data between the respective census collections. It is vital for a school to check the accuracy of data in this summary report as it is this data that is submitted to the department as an accurate reflection of the situation in the school on census day.

As different data items are submitted in each census, the contents of the school summary report will also be different for each termly census.

## 2.9 Authorisation by headteacher

The headteacher is responsible for the review and authorisation of census data, prior to submission to the local authority or direct to the department.

Authorisation by the headteacher confirms that the data submitted to the local authority or department is accurate and correct.

The act of submitting the data to the department, directly by:

- academies
- free schools
- non-maintained special schools
- CTCs

or via the local authority for maintained schools, confirms the return as authorised by the headteacher.

Local authorities and schools can implement further authorisation methods, such as printing and signing the summary report to satisfy local audit purposes, if they wish.

## 2.10 Submitting the school census

Any queries about the submission process should be directed to the department's service desk by completing a data collections service request form available under 'contact us' on the department's [website](#).

### 2.10.1 Maintained schools

Following authorisation by the head teacher, the census return is made available to the local authority or the department as appropriate. Maintained schools will consult with their local authority on local arrangements for this process and confirm the deadline for provision of the return. The deadline must allow sufficient time for the local authority to discuss (and resolve) any queries about the data with the school before submitting it to the department.

### 2.10.2 Academies, CTCs, free schools and non-maintained special schools

Following authorisation by the head teacher the census return is submitted directly to the department via the COLLECT system.

### 2.10.3 School census return dates

The deadline for all school census returns to reach the department is provided in the table below.

<b>Data collection</b>	<b>Census day</b>	<b>Deadline for returns</b>
Autumn census	Thursday 6 October 2016	Wednesday 2 November 2016
Spring census	Thursday 19 January 2017	Wednesday 15 February 2017
Summer census	Thursday 18 May 2017	Wednesday 14 June 2017

### 3. Preparation – data items required

Most of the data collected in the school census is that which a well-managed school would be expected to use for its own purposes. The majority of data items will be kept up to date within a school's MIS on an event driven basis.

Data items that are collected in the 2016 to 2017 school census have been grouped into modules as follows:

School level (section 4)	Pupil level (section 5)
School characteristics	Pupil identifiers
Miscellaneous  Please note: The free school meals element (within Miscellaneous) is: <b>[Not for: PRU]</b>	Pupil characteristics
	Pupil status
	Special educational needs
	Exclusions <b>[Not for: Nursery schools]</b>
	Home information
	Termly attendance:  Autumn Census <b>[Not for: Nursery schools or special]</b>  Spring and Summer Censuses <b>[Not for Nursery schools]</b>
	Annual attendance:  Autumn census only <b>[For: special only]</b>  <b>[Collection discontinued]</b>  Annual attendance is discontinued following the final return in the autumn census. Special school return attendance each term starting from the Spring census



School level (section 4)	Pupil level (section 5)
	Post 16 Learning Aims <b>[Not for: Nursery schools, primary and middle-deemed schools]</b>

Schools are encouraged to review the data items collected in the school census before the start of the academic year 2016 to 2017 to ensure information is entered correctly within their MIS.

Please note: software suppliers are including more validation on data entry to ensure it is not possible to enter information in the wrong format or non-compliance with specified code sets. This is to ensure a higher quality of data entered with fewer validation errors to be checked when the data is extracted for the school census.

Code sets for individual data items are given in sections [7 \(pupil level\)](#) and [8 \(school level\)](#).

### 3.1 Quotation marks

Whilst the school's management information system will be configured to manage double and single quotation marks; the use of such characters can cause issues once the data has left the school. As such, where possible, schools are requested not to use quotation marks [(") and (')] in their normal course of business.

Whilst this will have little impact within the MI system, this will assist the department when the data is transferred to the department via the COLLECT system.

### 3.2 What will be collected when?

#### 3.2.1 School Level

The table below shows the school level data items collected in the autumn, spring and summer census collections. The "✓" mark signifies that the data item is required and the "✗" mark that it is not. Further information about the data items is given in [section 4](#).

Title	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
LA number	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Departmental establishment number	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
School name	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
School phase	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Type of school	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Maximum year group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Minimum year group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Intake type	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Governance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
School email address	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
School telephone number	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Special school organisation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x
Maximum day pupils	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x
Maximum boarding pupils	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x
Minimum age - boys	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x
Maximum age - boys	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x

Title	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
Minimum age - girls	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x
Maximum age - girls	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x
School SEN type (as used in school census)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x
Child mother indicator	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x
Teenage mother places	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	✓	x
Childcare facilities indicator	x	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 lodged	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x
Primary admissions appeals withdrawn	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x
Primary admissions appeals heard by independent admissions committee	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x
Primary admissions appeals heard by independent admissions committee – decided in parent's favour	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x
Primary admissions appeals heard by independent admissions committee - rejected	x	x	x	x	✓	x	x	✓	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x
Infant admissions appeals lodged	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x
Infant admissions appeals withdrawn	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x

Title	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
Infant admissions appeals heard by independent admissions committee	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	
Infant admissions appeals heard by independent admissions committee - decided in parent's favour	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	
Infant admissions appeals heard by independent admissions committee - rejected	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	
Secondary admissions appeals lodged	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
Secondary admissions appeals withdrawn	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
Secondary admissions appeals heard by independent admissions committee	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
Secondary admissions appeals heard by independent admissions committee – decided in parent’s favour	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
Secondary admissions appeals heard by independent admissions committee - rejected	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
Part-time pupils not at school	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
Private study pupils	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	
Pupils at another school	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	

Title	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
Pupils on work experience	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
Pupils at FE colleges	x	x	x	x	x	x	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
Class reference name	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
No of teachers in the class	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
No of adult non-teachers in the class	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
Class year group	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
Class type	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x
Class key stage	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x
Class activity	x	x	x	x	✓	x	x	x	x	x	x	x	x	x	x	x	✓	x	x	x	x	x	x	x
No of pupils from the host school in the class	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
No of pupils from other schools in the class	x	x	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x	x	x	x
Free school meals taken	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	x	x
Type of childcare	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
Childcare on site	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
Signposting off-site childcare provision	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x

Title	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
Opening time	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
Closing time	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
Childcare places	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
Childcare provider	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
Other schools	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x
Childcare number of weeks open	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x	x	✓	x

### 3.2.2 Pupil level

The table below shows the individual pupil level data items collected in the autumn, spring and summer census collections. “On” signifies that the data item is required for pupils on roll on census day; “Off” for those no longer on roll on census day but for whom some data is required; “B” for all pupils, both those on and off roll. The “✖” mark means not required for the census. Further information about the data items is given in [section 5](#).

Title	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
Unique pupil number (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
ULN	x	x	x	x	x	x	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Pupil's former 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
Pupil 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
Pupil 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
Pupil middle names	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 preferred surname	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Pupil former 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
Pupil 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
Pupil date of birth	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Ethnicity	x	On	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x
Language code	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Proficiency in English	On	On	x	On	On	x	On	On	x	On	On	x	On	On	x	On	On	x	On	On	x	On	On	x
Pupil 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
Pupil country of birth	On	On	On	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Free school meal eligibility start date	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Free school meal eligibility end date	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Country of UK	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
School lunch taken	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On



Title	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
Youth support services agreement indicator	x	x	x	x	x	x	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Service children in education indicator	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x
Funded hours <sup>1</sup>	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Hours at setting <sup>2</sup>	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Unit contact time pupil	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	On	x
Early years pupil premium eligibility	x	On	x	x	On	x	x	x	x	x	x	x	x	x	x	x	On	x	x	On	x	x	On	x
Early years premium basis of funding	x	On	x	x	On	x	x	x	x	x	x	x	x	x	x	x	On	x	x	On	x	x	On	x
Learner support code	x	x	x	x	x	x	x	x	x	x	B	B	x	B	B	x	B	B	x	B	B	x	B	B
Top up funding indicator	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Post looked after arrangements	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Planned learning hours	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
Planned employability, enrichment and pastoral hours	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
Full-time employment indicator	x	x	x	x	x	x	x	x	x	x	x	x	On	x	x	On	x	x	On	x	x	On	x	x
Maths GCSE highest prior attainment	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
Maths GCSE prior attainment year group	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
English GCSE highest prior attainment	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
English GCSE prior attainment year group	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x

<sup>1</sup> Not collected from Non-maintained Special Schools and CTCs

<sup>2</sup> Not collected from Non-maintained Special Schools and CTCs

Title	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
Maths GCSE funding exemption	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
English GCSE funding exemption	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
Pupil enrolment status	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Class type (v2)	x	x	x	On	On	On	x	x	x	x	x	x	x	x	x	On	On	On	x	x	x	x	x	x
Pupil date of entry	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 date of leaving	x	x	x	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off	Off
Pupil part-time indicator	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 boarder indicator	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's actual national curriculum year group	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Pupil's actual national curriculum year group on leaving	x	x	x	x	x	x	x	x	x	x	x	x	Off	x	x	Off	x	x	x	x	x	Off	x	x
Pupil SEN provision (formerly stage)	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Pupil SEN type ranking	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x
Pupil SEN type	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x
Member of SEN unit (sometimes called special class) indicator	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	x	x	x	x	x
Member of resourced provision indicator	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	On	x	x	x	x	x	x	x
Exclusion 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
Exclusion 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

Title	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
Exclusion start date	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Exclusion actual number of 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
Pupil SEN provision (formerly stage)	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Postcode <sup>3</sup>	On	On	On	On	On	On	On	On	On	On	On	On	B	On	On	B	On	On	On	On	On	B	On	On
Unique property reference number	On	On	On	On	On	On	On	On	On	On	On	On	B	On	On	B	On	On	On	On	On	B	On	On
Secondary address object number	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Primary address object number	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
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
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
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
Administrative area	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Post 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
Address line 1	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Address line 2	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Address line 3	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Address line 4	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Address line 5	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On	On
Possible sessions (termly)	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	x	B	B	B	B	B

<sup>3</sup> Collected in autumn term only for schools with a sixth form

Title	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
Sessions missed due to authorised absence (termly)	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	x	B	B	B	B	B
Sessions missed due to unauthorised absence (termly)	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	x	B	B	B	B	B
Attendance codes (termly)	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	x	B	B	B	B	B
Number of sessions missed (termly)	x	x	x	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	x	B	B	B	B	B
Possible sessions (summer half term)	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x
Sessions missed due to authorised absence (summer half term)	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x
Sessions missed due to unauthorised absence (summer half term)	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x
Attendance codes (summer half term)	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x
Number of sessions missed (summer half term)	x	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x	B	x	x
Possible sessions (annual)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	x	x	x
Sessions missed due to authorised absence (annual)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	x	x	x
Sessions missed due to unauthorised absence (annual)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	x	x	x
Attendance codes (annual)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	x	x	x
Number of sessions missed (annual)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	x	x	x
Qualification number	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
Subject classification code	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x

Title	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
Learning aim start date	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
Learning aim planned end date	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
Learning aim actual end date	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
Learning aim status	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
Core Aim	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
Partner UKPRN	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
Learning aim withdrawal reason	x	x	x	x	x	x	x	x	x	x	x	x	B	x	x	B	x	x	x	x	x	B	x	x
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

## 4. School level

### 4.1 Survey reference date [ALL schools]

The survey reference dates (in the format yyyy-mm-dd) are:

- 2016-10-06 for the autumn census
- 2017-01-19 for the spring census
- 2017-05-18 for the summer census

These are automatically generated by your MIS, but ought to be variable to allow for alternative dates where there are special circumstances (as described in section [2.1](#)).

### 4.2 School characteristics module

All data items are maintained on an event driven basis.

#### 4.2.1 Local authority (LA) number [ALL schools] [used for funding]

A three-digit code that identifies a particular local authority. The local authority number identifies each local authority responsible for maintained education. The local authority numbers can be found at code set D00004 in the common basic data set ([CBDS](#)).

#### 4.2.2 Departmental establishment number [ALL schools] [used for funding]

The departmental establishment number is a four-digit reference number allocated to each school. Whilst the 'estab' number is unique within each local authority area, it is only truly unique when used in combination with the local authority number (LA / Estab).

You can check your departmental establishment number by accessing [EduBase](#).

#### 4.2.3 School name [ALL schools] [used for funding]

In full, including the word 'School', 'College', 'Academy' or 'Free School' if this is part of the school's full name.

#### 4.2.4 School phase [ALL schools] [used for funding]

This code indicates the phase of education offered by your school. Schools select the phase that is appropriate to them as different data items are required in the school census from different phases of schools.

Academies use the phase appropriate to their establishment number. Traditional sponsor-led academies (that is: those with establishment numbers in the range of 6905-6999) select secondary or all-through. Establishment number ranges for each phase are given in the table below.

School phase	Code	Establishment number range	Notes
Nursery	NS	1000-1099, 1800-1899, 6000-6899	Includes those with maintained or direct grant status
Primary	PS	2000-3999, 5200-5299, 5940-5949, 6000-6899	
Middle (deemed primary)	MP	2000-3999, 5200-5299, 5940-5949, 6000-6899	
Middle (deemed secondary)	MS	4000-4999, 5400-5499, 5900-5939, 6000-6899	
Secondary	SS	4000-4999, 5400-5499, 5900-5939, 6000-6899, 6900-6999	Includes city technology colleges
All-through	AT	1000-1099, 1100-1150, 1800-1899, 5950-5999, 7000-7999	For schools that make provision for pupils aged under 7 and over 14 Excludes PRUs and special schools
Special	SP	5950-5999, 6000-6899, 7000-7999	Maintained and non-maintained special schools, including hospital special schools and academy special schools
PRUs	PR	1100-1150, 6000-6899	Includes AP academies and AP free schools

### 4.2.5 Type of school [ALL schools] [used for funding]

This code indicates which type of educational establishment the school is (see code set in [section 7](#)).

#### [Not for: PRU]

All academies are recorded on the school census with school type '49' (academies). This means that any 'maintained schools' which have converted to an academy or have become a 'sponsor led' academy must update their school type to '49' (academies) in their MIS.

#### [For: PRU]

Local authority maintained PRUs use school type '54' (local authority maintained PRU) whilst AP academies and AP free schools use type '49' (academies).

### 4.2.6 Maximum year group [ALL schools]

This is the highest year group for which the school customarily makes provision. Exceptional pupils / situations for example 'held back' do not influence this value (see code set in [section 7](#)).

### 4.2.7 Minimum year group [ALL schools]

This is the lowest year group for which the school customarily makes provision. Exceptional pupils / situations for example 'early entry' do not influence this value (see code set in [section 7](#)).

### 4.2.8 Intake type [ALL schools]

This code denotes the policy for admitting pupils to the establishment and is decided by the school in conjunction with the local authority.

Where the school has no specific criteria for offering a place then 'COMP' (comprehensive) is recorded. This denotes comprehensive in the sense: 'of broad scope', which includes pupils being in a certain catchment distance area from the school.

Where a school has more than one criterion for offering a place for example it is a catholic grammar school, only one intake type is recorded. The school must designate one criterion as 'main' and use this in the census even where criteria are considered equally weighted.



#### **4.2.9 Governance [ALL schools]**

The governance field records the school's governance as indicated on the 'Instrument of Governance'.

Please note that all academies are recorded on the school census with governance of 'CA'. Any 'maintained schools' which have converted to an academy or have become a 'sponsor led' academy must update their governance to 'CA' in their MIS.

#### **4.2.10 School email address [ALL schools]**

The e-mail address for official communications must be present and include the character '@'. The email address provided must be for an account that is used on a regular basis and one that is accessible to the head teacher, for example 'head@' or 'office@'. It would not normally be one that identifies a particular individual by name. This email address may be used for future departmental correspondence.

#### **4.2.11 School telephone number [ALL schools]**

This is the main school telephone number which is used for official purposes - please ensure the entire number is recorded; that is: including the area (STD) code.

#### **4.2.12 Special school organisation [For: Special only]**

This denotes whether the school provides accommodation for mainly day pupils, mainly boarding pupils or is a hospital school.

#### **4.2.13 Maximum day pupils [For: Special only] [spring only]**

The maximum number of day pupils for whom the school is approved to make a provision.

#### **4.2.14 Maximum boarding pupils [For: Special only] [spring only]**

The maximum number of boarding pupils for whom the school is approved to make a provision.

#### **4.2.15 Minimum age – boys [For: Special only] [spring only]**

The minimum age for which the school is approved to make a provision for boys.

#### **4.2.16 Minimum age – girls [For: Special only] [spring only]**

The minimum age for which the school is approved to make a provision for girls.

#### **4.2.17 Maximum age - boys [For: Special only] [spring only]**

The maximum age for which the school is approved to make a provision for boys.

#### **4.2.18 Maximum age - girls [For: Special only] [spring only]**

The maximum age for which the school is approved to make a provision for girls.

#### **4.2.19 School SEN type [For: Special only] [spring only]**

The type of special need for which the school is formally approved to make provision (see code set in [section 7](#)).

#### **4.2.20 Child mother indicator [For: PRU only]**

Indicates whether the PRU makes provision for child mothers.

#### **4.2.21 Teenage mother places [For: PRU only]**

PRUs submit the number of teenage mothers attending the PRU in census week.

#### **4.2.22 Childcare facilities indicator [For: PRU only]**

Indicates whether the PRU has childcare facilities.

### **4.3 Admission appeals modules [Not for: Nursery schools, special or PRU] [spring only]**

Figures on admission appeals are collected (in the spring census only), from schools that were responsible for their own appeals, relating to appeals against applicants having not received a requested offer of a place for the start of the 2016 to 2017 academic year.

Information about appeals lodged on or after 1 September 2016 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 2016 to 2017 academic year) - just those that relate to entry at the start of the academic year.

To provide a full picture of admissions appeals, sponsored and converter academies now complete this module, as well as voluntary aided and foundation schools. Recent converters (including a conversion of an existing school into a sponsored academy) complete the module as long as they have converted before spring census day, 19 January 2017.

Only appeals which are the responsibility of the school's governing body are included. However, where a school has contracted another agency, such as their home local authority, to administer their admissions appeals process, as long as the school's governance code is 'VA', 'FO' or 'CA', the school still complete the module. Where your school operates arrangements jointly with other schools, your return will include appeals for your school only.

The module has now been split so that primary and secondary appeals are recorded separately. There are therefore three modules, as follows:

### 4.3.1 Primary admissions appeals

This module collects information about admissions appeals from primary schools (or the primary years of an all through school). These are required from schools in the spring census with the 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 schools are to provide information on all of their appeals in this module. All through schools must provide information in this module on all their admissions appeals which relate to entry into years' reception to 6 inclusive.

Please see paragraph [4.4](#) for the elements to be returned.

### 4.3.2 Infant admission appeals

This module collects information about admissions appeals from schools which have infant classes. It is a subset of the primary figure provided in the module described in [4.3.1](#). These are required from schools in the spring census with the phase and governance of

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

Infant is defined as 'NC year Actual' reception, 1 and 2 (inclusive). All through schools must complete this module as long as they teach one or more of these years.

Primary and all-through schools include their admission appeals figures for infants both in the infant and the primary admissions appeals modules.

Please see paragraph [4.4](#) for the elements to be returned for admissions appeals.

### **4.3.3 Secondary admissions appeals**

This module collects information about admissions appeals from secondary schools (or the secondary years of an all through school). These are required from schools in the spring census with the phase and governance of:

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

Middle-deemed secondary and secondary schools are to provide information on all of their appeals in this module.

All through schools must provide information in this module on all of their admissions appeals which relate to entry into years 7 upwards.

Appeals relating to sixth forms and 14-19 schools are included within the secondary admission appeals module. As such, any appeals for year 12 and above would be included within this module.

Please see paragraph [4.4](#) for the elements to be returned.

## **4.4 Details of the admissions appeals figures to be returned [Not for nursery schools, special or PRU].**

Information is required on the number of appeals:

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

#### **4.4.1 Admission appeals lodged [Not for: Nursery schools, special or PRU]**

Total number of admission appeals lodged by parents between March 2016 and August 2016 inclusive against non-admission to the school for the start of the academic (admission) year beginning September 2016.

Appeals lodged as “refusal to admit for academic year 2016/17” are included as long as the appeal was lodged before the 1 September 2016. This will include:

- appeals lodged prior to 1 September, where the hearing and / or decision took place after that date
- appeals not pursued to the hearing stage, and those not resolved
- appeals that did not reach a hearing because a place became available (at your school or another) which was accepted by parents

Note the number of admissions appeals withdrawn ([4.4.2](#)) and heard ([4.4.3](#)) should normally be a subset of the number of appeals lodged.

#### **4.4.2 Admission appeals withdrawn**

Total number of the above heard admission appeals withdrawn by parents before reaching an independent appeals panel (a panel set up by the governors in accordance with [The School Admissions \(Appeals Arrangements\) \(England\) Regulations 2012](#). Again this figure will include appeals that did not reach a hearing because a place became available and was accepted by the parents.

#### **4.4.3 Admission appeals heard by independent admission appeals panel**

Total number of the above lodged admission appeals heard by an independent appeals panel. This figure is then split into those decided in parent’s favour (4.4.4) and rejected (4.4.5).

#### **4.4.4 Admission appeals heard by independent admission appeals panel - decided in parent's favour**

Total number of the heard admission appeals decided in the parent’s favour by an independent appeals panel.

#### 4.4.5 Admission appeals heard by independent admission appeals panel - rejected

Total number of the heard admission appeals rejected by an independent appeals panel.

### 4.5 Pupil reconciliation module [Not for: Nursery schools, special or PRU] [spring only]

The purpose of this reconciliation is to check that the number of registered pupils for whom the return contains individual pupil data is consistent with the number of pupils reported in classes as taught - after allowing for the fact that some registered pupils may not have been in class at the selected time.

To enable the pupil reconciliation to be carried out the software will ask you to enter the number of pupils in each of the following groups:

- pupils engaged in private study at the selected time
- pupils attending another school at the selected time
- pupils attending FE college **[Not for: Primary or middle-deemed primary]**
- pupils attending work experience **[Not for: Primary or middle-deemed primary]**

The software will then execute the reconciliation and generate an error message if pupil numbers do not agree. The reconciliation consists of the following calculation:

- number of pupils from this school scheduled to be in the class at the selected time summed over all classes as taught
- **plus**, pupils engaged in private study at the selected time
- **plus**, pupils from this school who were part time pupils not scheduled to be in attendance at the school at the selected time
- **plus**, pupils attending another school at the selected time

**must equal:**

number of pupils on roll on census day for whom individual pupil data have been provided (not including any guest pupils).

### 4.6 Class information module [Not for: Nursery schools, special or PRU] [spring only]

Details are required of all classes running at the selected time on census day (19 January 2017). 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. The 'selected time' is based on the last digit of a school's DfE establishment number as follows:

Code	Descriptor
0, 1 or 5	The selected time is one hour after the start of afternoon school
2, 3 or 6	The selected time is one hour after the start of morning school
4, 7, 8 or 9	The selected time is one hour before the end of morning school

Where 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 (see paragraph [2.1](#)). Do not record unusual situations (such as class amalgamation or school closure) which may have occurred on census day due, for example, to staff training or absence, severe weather conditions or religious observances.

Any group of pupils receiving instruction outside the normal class framework at the selected time, including pupils in an SEN unit or special class, are treated as a separate 'class as taught' unless this is an atypical or temporary arrangement.

#### **4.6.1 Infant class guidance [For: Primary and all-through schools only]**

[The School Admissions \(Infant Class Sizes\) \(England\) Regulations 2012](#) limits the size of an infant class during an ordinary teaching session to 30 pupils per school teacher. Infant classes are those in which the majority of children turn 5, 6 or 7 during the course of the school year; that is: reception and key stage 1 classes.

Primary and all-through schools with infant classes are asked to ensure that the selected period is one in which their infant classes are engaged in an ordinary teaching session. An ordinary teaching session does not include school assembly or any other school activity usually conducted with large groups of children such as:

- PE / games
- music
- singing
- drama
- watching television
- listening to the radio

If, at the time of the count, infant class children would be involved in such an activity the count is deferred to the next ordinary teaching session. This change of selected time is enacted for all classes in the school, not just the infant classes.

Any primary or all-through school that appears to have infant classes (reception and / or KS1) in breach of the legal class size limit of 30 pupils per a single school teacher (as a result of teachers being on PPA time, those reporting classes with 'excepted activities' or any other circumstances) will be contacted by the department for further details. An explanation or the 'exception reason' will be sought. Where necessary, the Secretary of State has the power to direct schools to comply.

[The School Admissions \(Infant Class Sizes\) \(England\) Regulations 2012](#) prescribe certain limited circumstances in which pupils may be admitted as exceptions to the infant class size limit. These exceptions are:

- a) children admitted outside the normal admissions round with statements of special educational needs specifying a school
- b) looked after children and previously looked after children admitted outside the normal admissions round
- c) children admitted, after initial allocation of places, because of a procedural error made by the admission authority or local authority in the original application process
- d) children admitted after an independent appeals panel upholds an appeal
- e) children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance (the local authority has to confirm that the child qualifies under this category)
- f) children of UK service personnel admitted outside the normal admissions round
- g) children whose twin or sibling from a multiple birth is admitted otherwise than as an excepted pupil
- h) children with special educational needs who are normally taught in a special educational needs unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school

These children will remain an 'excepted pupil' for the time they are in an infant class or until the class numbers fall back to the current infant class size limit.

#### **4.6.2 Class reference name [Not for: Nursery schools, PRU and special]**

This records the class name with space for 30 characters.



#### **4.6.3 Number of teachers in the class [Not for: Nursery schools, PRU and special]**

The number of teaching staff taking the class. Include all qualified or unqualified teachers - exclude those wholly or mainly providing support to individual pupils.

#### **4.6.4 Number of adult non-teachers in the class [Not for: Nursery schools, PRU and special]**

The number of education support-staff present in the class. Include teaching assistants, special needs support staff, minority ethnic pupils support staff, and other education support staff. Exclude non-teaching staff wholly or mainly providing support to individual pupils.

#### **4.6.5 Class year group [Not for: Nursery schools, PRU and special]**

The curriculum followed by the class and hence the values of the national curriculum (NC) year groups for pupils in the class, rather than their dates of birth. Mixed year groups are those containing pupils from more than one NC year group.

The presence of the odd pupil who has been held back or advanced a year, and so is of a different chronological age to the rest of the class, does not render the class as a mixed year group class (see code set in [section 7](#)).

#### **4.6.6 Class type [For: Primary and all-through only]**

Indicates whether a class is a designated 'nursery class'. A 'nursery class' is one designated as such by the local authority - any class not so designated is counted as an 'other' (O) class even if it contains nursery-age pupils.

#### **4.6.7 Class key stage [For: Primary and all-through only]**

Indicates which key stage is taught in the class.

#### **4.6.8 Class activity [For: Primary and all-through only]**

The data item highlights a single activity that takes place in a classroom, for example private studies, group project work (see code set in [section 7](#)).

Primary and all-through schools with infant classes are to ensure that the selected period is one when the class (key stage 1 and / or reception) is engaged in academic activity rather than the excepted activities as at [paragraph 4.8.1](#) above.

This change of selected period should be enacted for all classes in the school and not just for the infant classes.

#### **4.6.9 Number of pupils from the host school in the class [Not for: Nursery schools, PRU and special]**

The number of pupils from this school scheduled to be in the class at the selected time. Include any pupils temporarily absent on census day. Part-time pupils not scheduled to be in the school at the selected time are excluded and counted instead in the pupil reconciliation module.

#### **4.6.10 Number of pupils from other schools in the class [Not for: Nursery schools, PRU and special]**

The number of pupils from other schools scheduled to be in the class at the scheduled time. Include pupils from other schools for whom attendance in this class at the selected time is the normal arrangement.

### **4.7 Miscellaneous module [ALL schools] [spring only]**

This module contains data items that do not easily fit within the other modules and is collected in the spring census only.

#### **4.7.1 Free school meals taken [Not for: PRUs]**

This records the total number of pupils who had a free school meal at lunchtime on census day. Include both day and boarding pupils to reflect what occurred on census day, unless the lunchtime situation that day was abnormal, in which case the figure is based on the next normal day. Meals provided at the beginning or end of the school day are **not** included in the census return.

Pupils are recorded as FSM eligible where they meet the FSM eligibility criteria (that is, in respect to family income) and make a claim. Pupils who are in receipt of a free school lunch due **only** to the infant pupil universal entitlement are **not** recorded as FSM and not included in the free school meals taken record.

#### **4.7.2 School childcare [ALL schools]**

The new school performance tables will be published in the summer of 2016. The tables will include comprehensive information on what childcare primary and secondary schools offer – from nurseries to after school and holiday provision. This change will give parents an unprecedented ability to make the best decisions for their families and increase their ability to see where they can access their 15 hours of free childcare per

week for three and four year olds and will make it easier for families to find and access as many high-quality options as simply as possible.

Schools **must** provide information on the provision of – or signposting to – childcare together with the nature of the childcare provided / signposted. This is captured using the following eight data items (see code sets at [section 7](#)) and the school **must** provide an answer to whether there is on-site provision (and any subsequent information) and whether the school signposts off-site provision for each of the 4 types of childcare.

A school may also signpost / promote off-site childcare whilst providing on-site childcare. In such an instance, this element would record the information required under both the 'YES' and 'NO' options below.

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.

These data items capture the following information for each type of childcare:

- **Before school childcare service [<TypeOfChildcare> = 'B']**

Is there a regular before school childcare service<sup>1</sup> on the school site? (YES / NO)

If YES<sup>2</sup>:

- What time does it open?
- How many places<sup>3</sup>?
- Who provides the service<sup>4</sup>?
- Is it open to children from other schools (with transfer included)? (YES / NO / UNKNOWN)

If NO:

- Is there a regular off-site<sup>5</sup> service that the school promotes or signposts parents towards? (YF / YL / N / U)

Where:

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

Definitions and notes		
1	Before school childcare service	By this we mean a guaranteed, regular service provided on days when the school is open. This will provide a safe and secure place where working parents can leave their children before the school opens formally. The setting will take the responsibility of taking the children to their classes when the school opens. This may take the form of a breakfast club and it may include structured activities of free play.
2	Exceptions	You should still enter 'YES', even if the service does not operate on days when the school was unexpectedly closed such as snow days or due to strike action.
3	Places	The maximum number of children that the service can simultaneously provide before school childcare for (that is: childcare capacity).
4	Who provides the service	<p>Either:</p> <ul style="list-style-type: none"> <li>• school – service is delivered directly by the school by members of staff (even if hired specifically for this purpose) ['SCH' code]</li> <li>• school in partnership with another organisation – this could be another school, a private company or voluntary organisations ['SIP' code]</li> <li>• organisation rents or leases space in the school – the school has no other involvement in how the service is run or delivered ['OTH' code]</li> </ul>
5	Off-site service	<p>This may include a service provided by another school, a voluntary setting, a private provider (which could include childminders). Signposting (or promoting) the service can be either:</p> <ul style="list-style-type: none"> <li>• school has formal arrangements with another provider for them to provide childcare to our pupils, including transport from their site to the school ['YF' code]</li> <li>• school keeps a list of other local providers that will provide transport to our school to help parents ['YL' code]</li> <li>• school has no arrangements for off-site provision ['N' code]</li> <li>• school does not know of any off-site provision arrangements ['U' code]</li> </ul>

- **After school childcare service [<TypeOfChildcare> = 'A']**

Is there a regular after school childcare service<sup>1</sup> on the school site? (YES / NO)

If YES<sup>2</sup>:

- What time does it close?
- How many places<sup>3</sup>?
- Who provides the service<sup>4</sup>?
- Is it open to children from other schools (with transfer included)? (YES / NO / UNKNOWN)

If NO:

- Is there a regular off-site<sup>5</sup> service that the school promotes or signposts parents towards? (YF / YL / N / U)

Where:

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

Definitions and notes		
1	After school childcare service	By this we mean a guaranteed, regular service provided on days when the school is open. This will provide a safe and secure place where children spend time after the school day has finished. The setting will take the responsibility of collecting the children from their classes and looking after them until working parents can collect them.  It may include structured activities, free play, food, homework support or a mixture of all of these. It could also be integrated with other after school specific activities offered by the school.
2	Exceptions	You should still enter 'YES', even if the service does not operate on days when the school was unexpectedly closed such as snow days or due to strike action.
3	Places	The maximum number of children that the service can simultaneously provide before school childcare for (that is: childcare capacity)

Definitions and notes		
4	Who provides the service	<p>Either:</p> <ul style="list-style-type: none"> <li>school – service is delivered directly by the school by members of staff (even if hired specifically for this purpose) ['SCH' code]</li> <li>school in partnership with another organisation – this could be another school, a private company or voluntary organisations ['SIP' code]</li> <li>organisation rents or leases space in the school – the school has no other involvement in how the service is run or delivered ['OTH' code]</li> </ul>
5	Off-site service	<p>This may include a service provided by another school, a voluntary setting, a private provider (which could include childminders). Signposting (or promoting) the service can be either:</p> <ul style="list-style-type: none"> <li>school has formal arrangements with another provider for them to provide childcare to our pupils, including transport to the site ['YF' code]</li> <li>school keeps a list of other local providers that will pick up from our school to help parents ['YL' code]</li> <li>school has not arrangement for off-site provision ['N' code]</li> <li>school does not know of any off-site provision arrangements ['U' code]</li> </ul>

• **Holiday childcare service [<TypeOfChildcare> = 'H']**

Is there a holiday childcare service or scheme<sup>1</sup> offered on the school site? (YES / NO)

If YES:

- What time does it open?
- What time does it close?
- For how many weeks is the service open<sup>2</sup>?
- How many places<sup>3</sup>?
- Who provides the service?
- Is it open to children from other schools? (YES / NO / UNKNOWN)

If NO:

- Is there an off-site<sup>4</sup> service or scheme that the school promotes or signposts parents towards? (YF / YL / N / U)

Where:

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

Definitions and notes		
1	Holiday childcare service or scheme	<p>By this we mean a service that will be open for at least 8 hours a day and usually open Mon-Fri during school holiday periods. It may not cover all holiday periods but should provide a useful service to working parents.</p> <p>We are not including activities that are only available for morning or afternoon sessions, such as a football class or a language school. Although the service may be integrated with such offers.</p> <p>If the offer only applies during the summer break, we are aware that this may change, so please answer for your current arrangements of plans.</p>
2	Opening weeks for the service	<p>Schools have to be open for 38 weeks. Please enter the number of weeks the holiday childcare operates for (if there is more than one such scheme at your school, please enter the total number of weeks covered).</p> <p>We have only asked for the number of weeks as schools can have different term patterns. If the service operates for 6 weeks of the summer holiday, but not at Christmas and Easter – you should enter 6. If it covers all holiday periods, with the exception of Christmas week, you should enter 13.</p>
3	Places	<p>The maximum number of children that the service can simultaneously provide before school childcare for (this is: childcare capacity). This would include any under 5's during the holiday period.</p>
4	Off-site service	<p>This may include a service provided by another school, a voluntary setting, a private provider (which could include childminders). Signposting (or promoting) the service can be either:</p> <ul style="list-style-type: none"> <li>• school has formal arrangements with another provider</li> </ul>

Definitions and notes		
		<p>for them to provide childcare to our pupils ['YF' code]</p> <ul style="list-style-type: none"> <li>• school keeps a list of other local ['YL' code]</li> <li>• school has not arrangement for off-site provision ['N' code]</li> <li>• school does not know of any off-site provision arrangements ['U' code]</li> </ul>

• **Childcare for children aged between 0-4 years [<TypeOfChildcare> = 'U']**

Please note: this element is for 'nursery' (or pre-school) children. Children who are in the 'Reception Class' would not be included here – they would be included in one of the categories above.

Does the school have an on-site offer of regular childcare<sup>1</sup> for children aged under 5 (that is: between 0 and 4) for more than 9 hours/day (YES / NO)

If YES:

- What time does it open?
- What time does it close?
- For how many weeks is it open<sup>2</sup>?
- How many places<sup>3</sup>?
- Who provides the service<sup>4</sup>?

If NO:

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

Where:

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

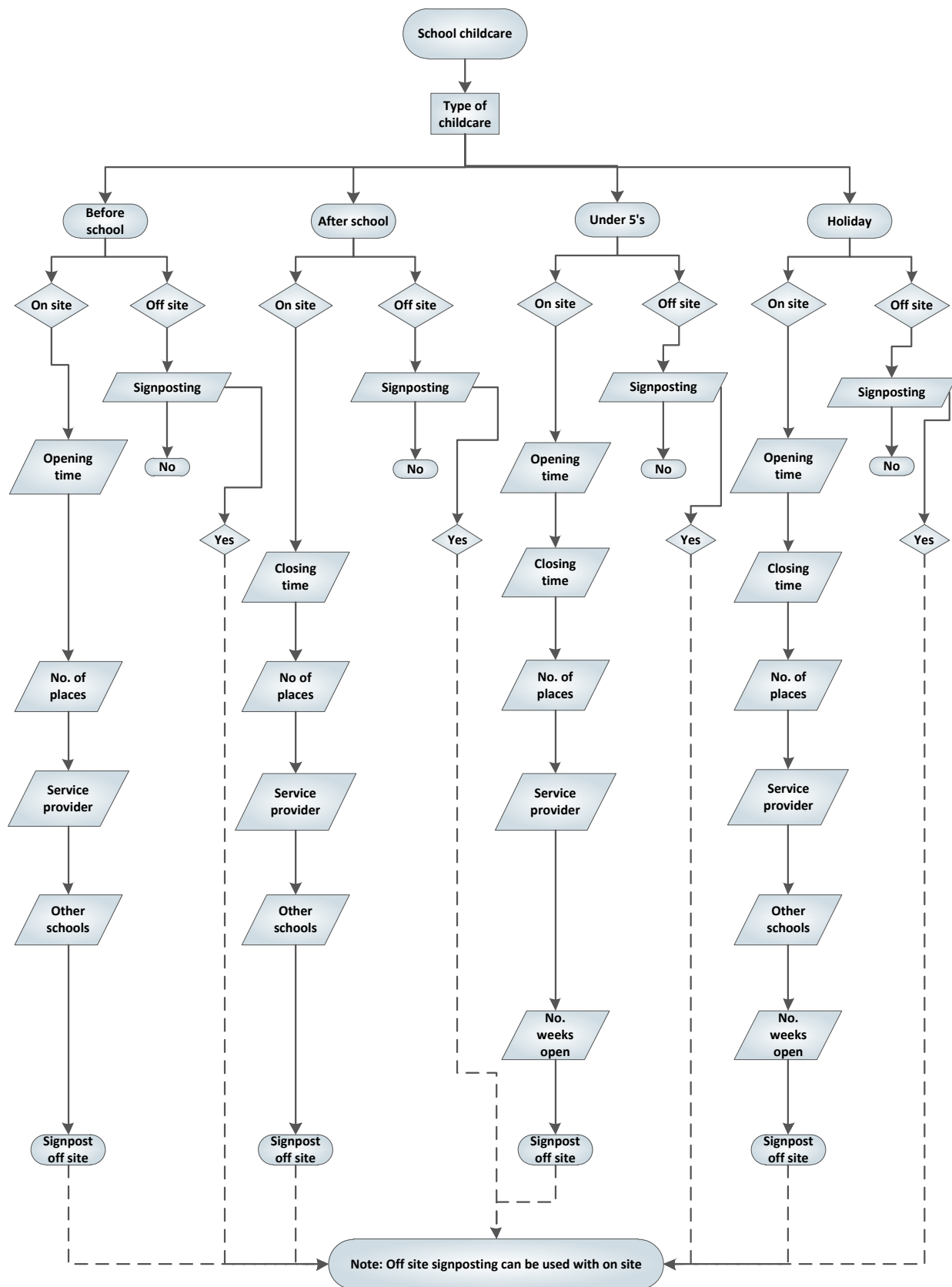
Definitions and notes		
1	Childcare for children aged under 5	<p>By this we mean a service that parents can use for at least 9 hours a day if they choose to.</p> <p>Please do not include provision which is only available during</p>



Definitions and notes		
		school hours or where children can <b>only</b> attend for a morning or afternoon session.
2	Opening weeks for the service	Please enter the number of weeks for which the service operates choosing between 1-38. Under 5 provision in holiday time is recorded under holiday childcare service.
3	Places	The maximum number of children that the service can simultaneously provide before school childcare for (that is: childcare capacity)
4	Who provides the service	<p>Either:</p> <ul style="list-style-type: none"> <li>• school – service is delivered directly by the school by members of staff (even if hired specifically for this purpose) ['SCH' code]</li> <li>• school in partnership with another organisation – this could be another school, a private company or voluntary organisations ['SIP' code]</li> <li>• organisation rents or leases space in the school – the school has no other involvement in how the service is run or delivered ['OTH' code]</li> </ul>

The answer to these queries will allow the department to understand the nature and provision of childcare and its availability across the school landscape.

A flow diagram of the above scenarios is provided for clarity.



## 5. Pupil level

### 5.1 Survey reference dates [ALL schools]

The survey reference dates (in the format yyyy-mm-dd) are:

- 2016-10-06 (Autumn census)
- 2017-01-19 (Spring census)
- 2017-05-18 (Summer census)

These dates are generated by your MIS with a facility to edit the date where there are unusual circumstances (as described in [paragraph 2.2](#) above).

### 5.2 Pupil identifiers module [ALL schools]

Data items within this module are maintained on an event driven basis. This module is collected in all censuses for all pupils on roll on census day. All the data items are required for any additional pupils who are no longer on roll but for whom the exclusions modules are collected.

#### 5.2.1 Unique pupil number (UPN) [ALL schools] [used for funding]

The UPN is generated by your MIS or transferred to you from another school in a common transfer file (CTF) and you are not expected to calculate it manually. The UPN must be 13 characters in the format Annnnnnnnnnnnn with AnnnnnnnnnnnnA used for a temporary UPN; where 'A' is a character and 'n' is numeric. UPNs are generally produced automatically using routines programmed into the MIS software when a pupil first enters the maintained schools' sector in England or Wales. Temporary UPNs may only be issued as an interim measure until the permanent UPN is obtained. For further information see [UPN policy and practice guidance](#).

#### 5.2.2 Unique learner number [Not for: Nursery schools, primary, middle-deemed primary] [used for funding]

A unique learner number (ULN) is mandatory for all pupils on roll aged 14 and over **on census day** or for pupils no longer on roll who were aged 14 as at their leaving date.

ULNs are assigned to students aged 14 or over in publicly funded education and training. They are allocated and managed by the learning records service ([LRS](#)) and will remain with the individual for their lifetime. To acquire and verify ULNs, and make minor updates to student data, schools should send partial CTFs from their management information systems to LRS via the department's secure data transfer system, [School to School \(s2s\)](#). A partial CTF will be returned to the school via s2s

with the requested ULNs. Software suppliers are being encouraged to develop their MIS to have an interface direct to the LRS system via its web services application programming interface (API). Schools should check with their software supplier whether or not this service is available for their system. Further information can be found on the [LRS](#) website. Further information about CTFs is published on the department's [website](#).

### **5.2.3 Pupil's former UPN [ALL schools]**

Where a pupil is adopted, a new UPN is issued with no link or reference made to their former UPN. The previous UPN for an adopted pupil is not returned in this field.

Where a (non-adopted) pupil has held another UPN whilst at your school (for example where a temporary UPN was allocated when the pupil was first admitted to the school, but subsequently replaced by the permanent one being retrieved from a previous school), the other, temporary UPN given is returned.

### **5.2.4 Pupil surname [ALL schools]**

The pupil's full legal surname, as the school believes it to be (schools are not expected to have verified this from a birth certificate or other legal document).

### **5.2.5 Pupil forename [ALL schools]**

In full - do not use a shortened or familiar version.

### **5.2.6 Pupil middle names [ALL schools]**

In full - do not use a shortened or familiar version. Where a pupil has no middle name(s) this field is left blank.

### **5.2.7 Pupil preferred surname [ALL schools]**

The surname most commonly used in the school in full - do not use a shortened or familiar version.

### **5.2.8 Pupil former surname [ALL schools]**

Completed where a former surname is already known to the school - otherwise this field remains blank. There is no requirement to establish the existence of former surnames of which the school is not already aware. If the pupil has more than one former surname the most recently used is recorded.

### 5.2.9 Pupil gender [ALL schools]

The gender of the pupil in the format of 'M' (Male) or 'F' (Female).

In exceptional circumstances, a school may be unsure as to which gender should be recorded for a particular pupil. Where this occurs, gender is recorded according to the wishes of the pupil and / or parent.

### 5.2.10 Pupil date of birth [ALL schools] [used for funding]

The date of birth of the pupil in CCYY-MM-DD format.

## 5.3 Pupil characteristics module [ALL schools]

All data items in this module are maintained on an event driven basis or collected / updated via the school's normal data checking procedures.

### **a) Parental right to refuse to provide certain characteristics information and to retract previously provided information on nationality and country of birth**

Whilst it is not possible for a parent / guardian or an individual child to opt out of the school census collection, there is certain information (such as ethnicity, language, country of birth, nationality and whether a child is the child of someone in the armed services) which must always be reported as declared by the parent / guardian or the pupil where a pupil is deemed mature enough to have capacity to consent to sharing their personal data with others.

When collecting this information from the parent / guardian or pupil it is important that schools make them aware of their right to refuse to provide these data items and, where they exercise this right, the information is returned in the census as 'refused'.

Similarly, if any parents decide they wish to retract any nationality or country of birth information returned in a previous census, they should inform their school of this decision who should then update their system to show a parent has refused to provide this information. This will then be transferred to the department within the next school census collection after the update has been made and the department will remove from our systems any information previously collected via the school census on country of birth and nationality.

### **b) When is it appropriate to collect information direct from a child / pupil?**

Information should only be requested directly from a child / pupil where they are deemed mature enough to have capacity to consent to sharing their personal data with others.

### 5.3.1 Ethnicity [ALL schools]

Ethnicity is collected for all pupils and records the ethnicity as stated by the parent / guardian or child. See paragraph 5.3 [\(a\)](#) and [\(b\)](#) above for further guidance on collecting data from a parent / guardian or child.

Ethnicity is a personal awareness of a common cultural identity and relates to how a person feels and not how they are perceived by others. It is a subjective decision as to which category a person places themselves in and does not infer any other characteristics such as religion or country of origin.

The school must not ascribe any ethnicity to the pupil. This information **must** come from the parent / guardian or pupil. Where the ethnicity has not yet been collected this is recorded as 'NOBT' (information not yet obtained). If a pupil or parent has refused to provide ethnicity, 'REFU' (refused) is recorded and returned.

The ethnicity code set reflects categories used in the 2001 national population census, with additional categories for Travellers of Irish heritage, Sri Lankan other and pupils of Gypsy/Roma heritage

### 5.3.2 Language code [ALL schools] [used for funding]

Language is collected for all pupils and records the language as stated by the parent / guardian or child. See paragraph 5.3 [\(a\)](#) and [\(b\)](#) above for further guidance on collecting data from a parent / guardian or child.

Where a pupil's first language is not English, schools may record specific languages from the extended language code set in [section 8](#) or continue to use codes from the short code set used in [CBDS](#).

The school must not ascribe a specific language to the pupil. The codes ENB (Not known but believed to be English) and OTB (Not known but believed to be other than English) are only appropriate to use where all of the following conditions apply:

- pupil's first language is not known with absolute certainty
- parents have not responded to enquiries
- school is able to judge with a high degree of confidence whether the pupil's language is English or not

Where the parent / guardian or pupil have refused to provide a first language, then code 'REF' (refused) must be used.

### 5.3.3 Proficiency in English [ALL schools]

Following an initial collection during the autumn 2016 school census, the collection of proficiency in English will move to an annual collection from the spring 2017 census onwards.

Proficiency in English is required for all pupils recorded on roll in the census where **BOTH** of the following conditions apply:

- Language has been recorded as anything other than 'English', 'Believed to be English' or 'British Sign Language' in that census (that is: <Language> is NOT equal to 'ENG', 'ENB' or 'BSL')

**AND**

- The actual national curriculum year group recorded is reception or above (or the pupil is aged 4 and above as at 31 August 2016 where national curriculum does not apply)

Whilst the census will validate to ensure that this data is returned for all pupils with English as an additional language (EAL) in reception and above, it is possible that the data item may be present within your MIS for all pupils as feedback has suggested that some schools and local authorities may find this functionality useful locally for all pupils. However, there is no requirement from the Department for schools to assess the English language proficiency for any children outside the specified cohorts.

The data on the English proficiency of EAL pupils will be used to inform policy on this high needs group with the basic rationale being that current data on EAL pupils 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. This information will therefore help the Department understand how effective the education sector is for EAL pupils by providing valuable statistical information on the characteristics of these children and along with their attainment and destinations, will allow us to measure whether the individual pupils, or the schools they attend, face additional educational challenges.

Where 'Proficiency in English' is required, it is expected that schools will assess the position of their EAL pupils against a five-point scale of reading, writing and spoken language proficiency outlined below and make a 'best fit' judgement as to the proficiency stage that a pupil corresponds most closely to:

- **New to English [Code 'A']:** 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.

- **Early acquisition [Code 'B']:** 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.
- **Developing competence [Code 'C']:** 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.
- **Competent [Code 'D']:** 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.
- **Fluent [Code 'E']:** 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.

Alongside the scale outlined above, Not Yet Assessed [Code N] is available for use when the school has not yet had time to assess proficiency. The department recognised that the initial collection of English language proficiency via the 2016 autumn census would provide schools with a challenge in terms of their ability to make an initial assessment of proficiency levels for all relevant EAL pupils during September and therefore, where an assessment had not yet been made, it was valid for those pupils to be recorded on the autumn census with a proficiency level of 'N = Not yet assessed'. However, it is expected that all relevant pupils should be assessed by the time of the 2017 spring census and therefore the use of the 'Not yet assessed' code should be limited to pupils who have joined the school close to census day or are not currently in regular attendance from January 2017 onwards.

Once an EAL pupil has been assessed as fully proficient in English (that is: code 'E' – Fluent) it will not be necessary for the school to continue to re-assess the proficiency of that child on an ongoing basis. However, for all proficiency levels below fluent it will be expected that schools should continue to monitor proficiency on an ongoing basis to ensure adequate levels of EAL support are provided to support the child's education.



As the proficiency in English assessment is concerned with a child's ability to engage with classroom learning / access to the curriculum, we would expect all settings where the child is currently receiving education to make an assessment of the child's proficiency. Hence, from a data collection perspective, we would expect the proficiency data to be returned for all EAL pupils on the census irrespective of enrolment status. In cases where a child is on the school roll but not currently in attendance (for example, a dual registered pupil who is attending a special school or PRU full time for a term or year) then we would expect the school where the pupil is not currently attending to record the proficiency as 'Not yet assessed' as the school will not be in a position to make an assessment until the child is in regular attendance.

A full definition of the code set is at [Section 8](#).

**a) How should proficiency in English be recorded for children with spoken or hearing special educational needs?**

The idea behind the proficiency in English framework is that schools should assess the position of their EAL pupils against the 5-point scale and make a 'best fit' judgement as to the proficiency stage that a pupil corresponds most closely to. The principle of making a 'best fit' judgement is important as it is not expected that the descriptors for each proficiency level should act as a simple check box where a pupil has to meet all of the description – the focus should be on the description which best describes the proficiency of the individual EAL child.

With regards to SEN children, the key will be the level of specific EAL support each child needs to engage with the curriculum / classroom learning. This will be distinct from any other SEN support needed to account for particular hearing or spoken difficulties and therefore the proficiency in English assessment should focus on the level of support which is specifically needed to account for the child being EAL. For example, the proficiency level descriptions cover expectations in terms of reading, writing and spoken language proficiency. For a child who is unable to communicate verbally due to their special educational needs, rather than their proficiency in English, then the elements of the description relevant to spoken proficiency will not be relevant.

**b) How should proficiency assessments received from other schools via the common transfer file (CTF) be used?**

From September 2016, the common transfer file used to transfer the educational record of pupils moving school will include the full history of proficiency in English assessments performed by schools since September 2016. Whilst the proficiency scale should be straightforward to use and understand nationally, there will undoubtedly be variation amongst schools and teachers in how they interpret the stage descriptors and make a 'best fit' judgement on the proficiency stage that a pupil corresponds most

closely to. For this reason, it would be good practice for receiving schools to make their own initial assessment of the English proficiency of incoming EAL pupils.

#### **5.3.4 Country of birth [ALL schools]**

Country of birth is collected for all pupils and records the country in which the pupil was born as stated by the parent / guardian or child. See paragraph 5.3 [\(a\)](#) and [\(b\)](#) above for further guidance on collecting data from a parent / guardian or child.

As country of birth must be as declared by the parent / guardian or child, there is absolutely no requirement for schools to request, or see, any documentary evidence of a child's country of birth. Schools must not request to see for any child, for example, a passport or birth certificate to verify the information declared by the parent / guardian or pupil for the purposes of the census.

Where a child was born in unusual circumstances – that is: outside of national boundaries (for example in international water) - the pupil may be classified as “stateless”.

The school must not ascribe a country of birth to the pupil but may use the following codes where appropriate:

- ‘refused’ – where the parent or guardian has refused to provide the information requested
- ‘not yet obtained’ - where the data has not been obtained by census day
- ‘not known’ - this code is only to be used where a guardian or adoptive parent has taken care of the child and this information is not known

This information, along with the data collected on nationality and proficiency will, for the first time, help us to understand the effect of migration on schools - for example, what extra support we may need to provide to schools with high numbers of children who don't speak or understand English sufficiently to access the curriculum. It will also help us to plan how we can ensure there are enough good school places for every child.

Where a child transfers school, this data will also be transferred via the common transfer file (CTF).

It is expected that schools will collect this information for all children from the start of the 2016 to 2017 academic year and this will be returned for all pupils, including those pupils no longer on roll, via the termly census. However, for the 2016 autumn census and 2017 spring census, country of birth does not need to be returned for any pupils no longer on roll who left the school prior to the start of the 2016 to 2017 academic year.

### 5.3.5 Pupil nationality [ALL schools]

Pupil nationality is collected for all pupils and records the nationality of the pupil as stated by the parent / guardian or child. See paragraph 5.3 [\(a\)](#) and [\(b\)](#) above for further guidance on collecting data from a parent / guardian or child.

As nationality must be as declared by the parent / guardian or child, there is absolutely no requirement for schools to request, or see, any documentary evidence of a child's nationality. Schools must not request to see for any child, for example, a passport or birth certificate to verify the information declared by the parent / guardian or pupil for the purposes of the census.

For pupils with 'Multiple Nationality' (also known as 'Dual Nationality') more than one nationality may be recorded. Where the child was born in unusual circumstances; that is: outside of national boundaries (for example in international water), the pupil may be classified under the nationality of the parent or as "stateless".

The school must not ascribe nationality to the pupil but may use the following codes where appropriate:

- 'refused' – where the parent or guardian has refused to provide the information requested
- 'not yet obtained' - where the data has not been obtained by census day
- 'not known' - this code is only to be used where a guardian or adoptive parent has taken care of the child and this information is not known

This information, along with the data collected on country of birth and proficiency will, for the first time, help us to understand the effect of migration on schools - for example, what extra support we may need to provide to schools with high numbers of children who don't speak or understand English sufficiently to access the curriculum. It will also help us to plan how we can ensure there are enough good school places for every child.

Where a child transfers school, this data will also be transferred via the common transfer file (CTF).

It is expected that schools will collect this information for all children from the start of the 2016 to 2017 academic year and this will be returned for all pupils, including those pupils no longer on roll, via the termly census. However, for the 2016 autumn census and 2017 spring census, pupil nationality does not need to be returned for any pupils no longer on roll who left the school prior to the start of the 2016 to 2017 academic year.

### 5.3.6 Pupil premium funding

The provision of additional funding to schools via the deprivation pupil premium is directed to those pupils from deprived backgrounds and is based on their eligibility for free school meals (FSM).

Pupils aged 4 and above in 'Reception' to 'Year 11' (or aged 4 to 15 where national curriculum year groups do not apply) are eligible for pupil premium funding. Pupils attending nursery schools **not** eligible for the pupil premium. Pupils attending non-maintained special schools receive pupil premium via the local authority and the alternative provision census – not directly as a result of the school census.

Pupil premium payment terms are described in the pupil premium conditions of grant which are available on the department's [website](#).

The additional funding via pupil premium applies to FSM eligibility in England only. Periods of FSM eligibility in other countries do not apply when determining a pupil's eligibility for the pupil premium.

Each period of FSM eligibility has a system generated Country of UK code attached to enable the department to ensure that those pupils who have only experienced periods of FSM eligibility outside of England do not attract the pupil premium.

For periods of eligibility when a pupil was on roll at a school in England the Country of UK code will be 'ENG'. Pupils who were on roll at a school in Wales will have been assigned a code of 'WLS'.

### 5.3.7 Free school meal eligibility [ALL schools] [used for funding]

#### (a) Data collected

Periods of free school meal (FSM) eligibility since the previous census for those pupils on roll on census day; including any periods of FSM eligibility prior to pupils joining the current school; are returned in each termly census.

Pupils may only be recorded as FSM eligible if they meet the FSM eligibility criteria (that is: in respect to family income) and make a claim (see [section 5.3.6 \(c\)](#) for details of when a pupil should be classed as FSM eligible). **Pupils who are only in receipt of a free school lunch due to the infant pupil universal entitlement are not recorded as FSM eligible and not eligible to receive pupil premium.**

The following three data items will be used to collect this information:

- FSM eligibility start date
- FSM eligibility end date

- Country of UK (this will be system generated and will not require any data entry by schools)

These data items will be collected for pupils within the scope of the collections on roll on census day and with any periods of FSM eligibility that were live at any point since the previous census; that is: those with:

- a) an FSM eligibility start date on or before the current census day and no FSM eligibility end date (eligibility on-going on census day); or
- b) an FSM eligibility end date from the first day after the previous census and on or before the current census day

For each termly census the relevant periods from which we are collecting periods of eligibility are as follows:

- **2016 autumn school census:** any periods that started on, or before, the 6 October 2016 where the FSM end date is either not present (that is: currently eligible) or between 20 May 2016 and 6 October 2016 (inclusive)
- **2017 spring school census:** any periods that started on, or before, the 19 January 2017 where the FSM end date is either not present (that is: currently eligible) or between 7 October 2016 and 19 January 2017 (inclusive)
- **2017 summer school census:** any periods that started on, or before, the 18 May 2017 where the FSM end date is either not present (that is: currently eligible) or between 20 January 2017 and 18 May 2017 (inclusive)

Where schools have FSM eligibility flagged for a pupil in their systems they must ensure their systems are updated to include an FSM start date ready for collection in the 2016 to 2017 school census and, where appropriate, transfer in common transfer files (CTF).

Multiple FSM eligibility start and end dates falling within the periods above are returned where applicable. For example: if a pupil had been eligible for FSM from 1 September 2014 until 31 October 2016 and then became eligible again from 1 December 2016 then the following would be returned in the 2017 spring census:

- for the first period of eligibility:
- FSM eligibility start date of 01/09/2014 and FSM eligibility end date of 31/10/2016; and
- for the second period of eligibility:
- FSM eligibility start date of 01/12/2016 and no FSM eligibility end date

#### **(b) Eligibility for free school meals**

Periods of FSM eligibility for pupils are recorded where a claim for free school meals has been made by them or on their behalf and either

- the relevant local authority / school has confirmed that they are entitled to free school meals; or
- the relevant local authority / school has seen the necessary documentation (for example a TC602 tax credit award notice) that confirms entitlement to free school meals

Where pupils are in receipt of a free school meal and there is confirmation that they are no longer eligible and entitlement will be revoked; the period of eligibility is ended (with the recording of an appropriate FSM eligibility end date).

[The Education \(School Lunches\) \(Prescribed Requirements\) \(England\) Order 2003](#)

describes an additional requirement for children who have not attained compulsory school age but receive education. Such children must be registered pupils and be 'receiving education both before and after the lunch period' before being eligible for free school meals.

Children whose parents are in receipt of one of the following are entitled to receive free school meals:

- income support (IS)
- income based job seekers allowance (IBJSA)
- an income-related employment and support allowance
- support under part VI of the Immigration and Asylum Act 1999
- child tax credit (provided they are not entitled to working tax credit) as approved by Her Majesty's Revenue and Customs\*
- guarantee element of state pension credit

\*A parent is entitled to the working tax credit run-on payment for a further four weeks after they stop qualifying for working tax credit. Their children are entitled to free school meals for the period that they are in receipt of this payment.

Children who receive IS or IBJSA in their own right are also entitled to receive free school meals.

It is not necessary for individual schools / local authorities to calculate a family's annual taxable income. HM Revenue and Customs (HMRC) perform this income calculation and this figure that is used to determine free school meal entitlement. Each time a tax credit award is calculated, HMRC issue a tax credit award notice (TC602) to the applicant. The award notice details annual income and key family details. This notice includes all information required to assess a child's free school meal eligibility (under the 'tax credit' category') and it is strongly recommended that this document is used to make that assessment. Similarly, it is strongly recommended that the pension credit award notice (issued by the pension service to all those in receipt of pension credits) is

used to assess a child's free school meal eligibility under the 'guarantee state pension credit' category.

### **(c) FSM eligibility checking service**

The FSM eligibility checking service (ECS) streamlines the FSM eligibility checking process for both local authorities and parents. The ECS - only available to local authorities - enables a single application review of all the relevant data held by three government departments (DWP, Home Office and HMRC) in order to confirm pupils FSM eligibility. Rather than providing paper evidence (for example TC602) of being in receipt of the relevant benefit, parents simply need to provide their NI number, date of birth and surname. Local authorities are able to undertake an eligibility check in real time via their on-line link to the system.

Academies are not able to directly access the ECS and may not have easy access via the local authority within which they reside. Some academies have made arrangements with a local authority (often for a fee) for them to check eligibility via the ECS on their behalf. The service available, and its cost, varies between local authorities.

Some local authorities provide a web-based service which enables parents to check their own eligibility via the ECS. Parents of pupils attending academies can use websites such as [myfreeschoolmeals](http://myfreeschoolmeals) to check if their children are eligible for free school meals.

### **5.3.8 School lunches taken [ALL schools - with appropriate age range] [used for funding]**

This data item records whether an infant pupil has **taken** a 'school lunch' on census day; where 'school lunch' is defined as: 'food made available by the school for consumption by the pupil as his / her midday meal on a school day'. This may include 'packed lunches' provided to children on school trips.

This data item, collected each term from all schools with an appropriate age range and for the following pupils regardless of whether they are FSM eligible or not:

- all pupils on roll on census day in reception (that is: NCYearActual = 'R')
- all pupils on roll on census day in year 1 (that is: NCYearActual = '1')
- all pupils on roll on census day in year 2 (that is: NCYearActual = '2')
- all pupils on roll on census day aged 4 to 6 not following the national curriculum (that is: NCYearActual = 'X' AND pupil born between 1 September 2009 and 31 August 2012 inclusive)

This data is used to inform the allocation of universal infant meal funding based on an average of figures from previous census returns. It is recognised that schools will experience some fluctuations in pupil take-up due to pupil migration, absence or other characteristic, but it is expected that a pattern of meal take-up will be established fairly quickly. Schools are expected to monitor any changing take-up and manage this appropriately within their existing budget.

This field may be defaulted to TRUE within school systems, to minimise the burden of data entry by schools.

Additional information on universal infant free school meals is available on the department's [website](#).

### **5.3.9 Youth support services agreement [Not for: Nursery schools or primary]**

Funding streams that had in the past gone to “Connexions” and youth services were brought together and focused on targeted support for young people (Aged 13 to 19) through the early intervention grant (EiG). The term ‘youth support services’ is generally used to reflect the combined service but local authorities are free to brand the service as they wish.

This data item should be returned for all pupils who are aged 12 and above (as at 31 August 2016). If it is not completed the system will default to ‘unsought’. The census mechanism is used to transfer this data item from schools to their local authorities who pass on the data to the youth support service. This data item is not used by the department. The code set is located in [section 8](#). The department uses data collected by local authorities for destination measures and therefore it is important for schools to inform the local authority if a student drops out of the sixth form.

There is a legal requirement under the [Education and Skills Act 2008](#) for schools to pass information on request to the youth support service for pupils in or approaching the age of 13. The information which schools are required to provide consists of:

- a) the names and addresses of pupils and their parents - which must be provided to the youth support service in any event
- b) the date of birth of the pupil
- c) other information relevant to the provision of youth support services. Parents - or pupils themselves if aged 16 or over - have the right to instruct the school not to provide information (over and above name, address and date of birth) to the youth support service



The provision under (c) is for an opt-out. Until and unless the parent or pupil gives an instruction, the school remains under a statutory duty to provide information to the youth support service on request.

Privacy notices need to be issued to parents advising them of their (or their child's) right to instruct the school not to provide information beyond name, address and date of birth. If the values of 'No' or 'UNS' (Unsought) are recorded then information beyond name, address and date of birth cannot be shared with the youth support service. A privacy notice template for issue by local authorities and schools is available on the department's [website](#).

### **5.3.10 Service children in education indicator [ALL schools] [used for funding]**

The service child in education indicator is collected for all pupils on roll on census day, with the exception of pupils with enrolment status of subsidiary (dual registration) in PRUs. It should record the information as stated by the parent / guardian and / or child. See paragraph 5.3 [\(a\)](#) and [\(b\)](#) above for further guidance on collecting data from a parent / guardian or child.

The school must not ascribe the service child indicator to the pupil. This information **must** come from the parent / guardian or pupil. Valid codes are 'Y' (yes), 'N'(no) and 'R' (refused) with an additional code of 'U' (unknown) to indicate no response given or other reason for no information. This field defaults to 'N' to reduce the burden on schools and schools will only change entries for children from service families. This field is collected in the spring census only.

It is essential that this data item is correctly recorded on the school census as the service children indicator is used by the department to determine the pupil premium allocations for schools. It assists with identifying both the impact that being a service child has on the education of a pupil and the impact that catering for large numbers of service children has on individual schools.

Please note that data on individual pupils is not shared with the Ministry of Defence (MoD).

A 'service child' has a parent or parent(s) who is / are service personnel serving:

- a) in regular HM Forces military units
- b) in the armed forces of another nation and stationed in England
- c) exercising parental care and responsibility

Please note that reserve units are not classed as the regular armed forces and such pupils are not recorded as service children on the school census.

The service children indicator is only relevant to children whose parents are designated as personal category 1 or 2 which are shown on the [GOV.UK website](#). However, all parents will be aware of their personal category. From the above link you will see the following definitions:

#### **Personal category 1 (PStat Cat 1)**

Those in PStat Cat 1 will meet one of the following qualifying criteria:

- a) a legally married member of the armed forces, who lives with their spouse, or who would do so but for the exigencies of the armed forces
- b) a member of the armed forces, who is registered in a civil partnership in accordance with the civil partnership act 2004; or is in a civil partnership under an overseas scheme recognised under that act; and who lives with their registered civil partner; or who would do so but for the exigencies of the armed forces

#### **Personal category 2 (PStat Cat 2)**

Those in PStat Cat 2 will be a member of the armed forces who has parental responsibility within the terms of the children act 1989 for a child(ren) and who satisfies all of the following conditions:

- a) can properly be regarded as the centre and prime mover in the life of the child(ren)
- b) provides a home where they normally live with the child(ren) except where unable to do so for reasons attributable to their service in the armed forces
- c) provides, where the child(ren) is unable to care for itself, a child carer who can look after the child(ren) during their absences attributable to their service in the armed forces. The child carer must not be the other natural parent of the child(ren). The other natural parent should normally only have staying access to the child(ren) for an aggregate of 56 days in any 12-month period. Staying access greater than this may render the service person ineligible for PStat Cat2 (these restrictions on access do not apply while on recognised unaccompanied duty)
- d) accepts financial responsibility for the child(ren)

Whilst schools should return this data item for all their pupils, PRUs should only return it for those pupils whose enrolment status is **NOT** 'S' - current subsidiary (dual registration).

### **5.3.11 Funded hours [Not for: City technology colleges and non-maintained special schools] [used for funding]**

Funded hours record, for eligible pupils aged 2, 3 and 4, the total number of hours in education provision at the school funded via the [free entitlement to early education](#).

This information is provided by all schools with relevant age children, except city technology colleges and non-maintained special schools.

The data collected via the spring census will be used by the department to determine the early years block of the dedicated schools grant allocation which the department provides to local authorities to fund their early years providers. Although not used centrally by the department for funding allocations, funded hours from the autumn and summer census may be used locally by local authorities for funding early education.

Funded hours may only include the hours the pupil are in education provision (in accordance with the department for education's statutory guidance for local authorities on [early education and childcare](#)) and excludes any hours where the pupils are not receiving education or any additional hours which are funded by other means (for example the parent).

Children become eligible for the free early education entitlement from the term following a child's third birthday until they reach compulsory school age, for every child, irrespective of background or family circumstances' and for a specified subset of disadvantaged 2 year olds from the term following a child's second birthday. Eligible 2 year olds are those who meet the criteria which 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 of children for whom funded 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 hours.

For dually registered pupils, record the funded hours spent in education at each school. The main registration records funded hours in education at the main registration, with the subsidiary recording funded hours in education at the subsidiary registration.

It is important that the funded hours recorded on the census accurately reflect the hours at the setting, to the nearest 0.5, funded under the free entitlement to education for under 5's. Examples of rounding to the nearest 0.5:

- a) 12 hours and 0 to 14 minutes = 12.0 hours
- b) 12 hours and 15 to 44 minutes = 12.5 hours
- c) 12 hours and 45 to 59 minutes = 13.0 hours

Census	Date of birth ranges and school type / pupil national curriculum year group	Maximum entitlement to funded hours
Autumn	Born between 01/09/2012 and 31/08/2014 (inclusive) - all relevant schools and year groups	15 hours
	Born between 01/09/2011 and 31/08/2012 (inclusive) <ul style="list-style-type: none"> <li>For nursery schools (that is: phase = 'NS') – all year groups</li> <li>For all schools excluding nurseries (that is: phase ≠ 'NS') – pupil national curriculum year groups E1, E2, N1 and N2 only</li> </ul>	25 hours
Spring	Born between 01/09/2012 and 31/12/2014 (inclusive) - all relevant schools and year groups	15 hours
	Born between 01/09/2011 and 31/08/2012 (inclusive) <ul style="list-style-type: none"> <li>For nursery schools (that is: phase = 'NS') – all year groups</li> <li>For all schools excluding nurseries (that is: phase ≠ 'NS') – pupil national curriculum year groups E1, E2, N1 and N2 only</li> </ul>	25 hours
Summer	Born between 01/09/2012 and 31/03/2015 (inclusive) - all relevant schools and year groups	15 hours
	Born between 01/09/2011 and 31/08/2012 (inclusive) <ul style="list-style-type: none"> <li>For nursery schools (that is: phase = 'NS') – all year groups</li> <li>For all schools excluding nurseries (that is: phase ≠ 'NS') – pupil national curriculum year groups E1, E2, N1 and N2 only</li> </ul>	25 hours

**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 hours are not relevant for those pupils as they are not funded via the free entitlement.

### **5.3.12 Hours at setting [Not for: City technology colleges and non-maintained special schools] [used for funding]**

Hours at setting are collected for the same pupils and schools for whom funded hours are collected – see [5.3.10](#) above. This data item records for pupils aged 2, 3 and 4 the total number of hours they spent in education provision at the school irrespective of who funded the hours (that is: it is the total of any hours funded under the free early education entitlement plus any additional hours of education funded from other sources such as parents). This information will allow the department to monitor the hours attended at maintained settings on the same basis as private / voluntary / independent (PVI) provision.

For dually registered pupils, record the actual hours attending each school. The main registration records the hours in education at the main registration. The subsidiary registration records the hours in education at the subsidiary registration.

Hours at setting records the hours in education to the nearest 0.5. Examples of how to round to the nearest 0.5 are given in [paragraph 5.3.10](#) (funded hours) above.

### **5.3.13 Unit contact time [For: PRU (including AP academies and AP free schools) only]**

Unit contact time collects the number of contact hours the pupil spends with the PRU (including AP academies and AP free schools) in census week. This includes time at the PRU and where pupils receive education through home visits (or in hospital) the time in contact with staff members of the PRU.

Where the PRU has arranged for the pupil to receive their education via another establishment (for example an FE college or work-placement) then the time under supervision of this establishment is counted as contact time. The PRU remains responsible for recording attendance at the other establishment.

In some cases, pupils will remain in their registered school while being visited by PRU staff (through an outreach programme). This is not included in the unit contact time.

### **5.3.14 Early years pupil premium [ALL schools] [used for funding]**

The [early years pupil premium \(EYPP\)](#) is additional funding for early years settings to improve the education they provide for disadvantaged three and four year olds.

Children become eligible for early years pupil premium from the term following a child's third birthday and retain this entitlement until they move into Reception, when they become eligible for the 'mainstream' pupil premium.

The data collected via the spring census will be used by the department to determine the early years pupil premium allocation which the department provides to local authorities to fund their early years providers.

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

Census	Age and school type / year group	Date of birth ranges
Spring	<b>ALL 3 year olds</b> -irrespective of school type and year group	Born between 01/09/2012 and 31/12/2013 (inclusive)
	<b>4 year olds:</b> <ul style="list-style-type: none"> <li>For nursery schools (that is: phase = 'NS') – all year groups</li> <li>For all schools other than nurseries (that is: phase ≠ 'NS') – pupil national curriculum year groups E1, E2, N1 and N2 only</li> </ul>	Born between 01/09/2011 and 31/08/2012 (inclusive)

Please note: Pupils aged 4 at the start of the academic year in reception and above are eligible for the [school age pupil premium](#) and therefore are not eligible for early years pupil premium funding.

Children will be eligible for EYPP, and should therefore be recorded with early years pupil premium eligibility equal to TRUE, if they are receiving any hours of funded early education and either:

- meet the benefits related criteria for free school meals (please note: meals delivered as part of the universal entitlement are not FSM)
- are in the care of the local authority (in England or Wales)
- have left care (in England or Wales) through
  - adoption
  - special guardianship
  - a child arrangement order (formally known as a residence order)

For those pupils eligible for the early years pupil premium, the reason why they are eligible is also required against the basis of eligibility field (100560). This should be recorded as follows:

- [EE] – eligible through economic reasons: where they are eligible via the benefits related criteria for FSM

- [EO] – eligible through other reasons: where they are eligible due to being in care or due to leaving care through adoption, a special guardianship order or a child arrangement order
- [EB] – eligible through both reasons: where they are eligible through both economic and other reasons
- [EU] – eligible through unknown basis: where the school knows the child is eligible for EYPP (due to receiving funding from the local authority) but does not necessarily know the reason why they are eligible

### **5.3.15 Learner support code (bursary funding for 16-19 year olds)** **[Not for: Nursery schools, primary or middle-deemed primary] [used for funding]**

The learner support code indicates the type of financial support awarded to pupils beyond compulsory school leaving age at any point in the academic year of the school census. The school census collects information on two types of financial support awarded via the 16-19 bursary fund:

- vulnerable group bursary (code 55) and
- discretionary bursary (code 56)

The learner support code is collected for all pupils who have been awarded bursary funding in the **current academic year**. This may include pupils who have left the school since the start of the academic year. For dual registered pupils, the school holding the main registration for the pupil is responsible for awarding the bursary fund and return the required data.

The 16-19 bursary fund is administered locally by providers and local authorities who receive their funding allocation directly from the education and skills funding agency (ESFA). Whilst schools may be able to record in their systems other types of financial support awarded to these pupils, the school census only collects codes 55 and 56.

During the academic year the circumstances of a student awarded the discretionary element may change and they could become part of a designated vulnerable group. In such circumstances the individual would also qualify for the award of the vulnerable payment (on a pro-rata basis for the academic year) For example, a student may be awarded the discretionary element in September 2016 and then the vulnerable group bursary in February 2017. In such a situation, code 56 would be returned in the spring school census and both code 56 and code 55 in the summer school census.

Information about whether a student is actually in receipt of funding is not required for the school census. The purpose of the collection is to establish how many students been awarded bursary funding in the academic year.

### **(a) Funding Categories**

**Please note: each new academic year requires a new application for funding by students.**

The 16-19 bursary fund is comprised of two elements:

i) A yearly bursary of £1,200 for the most vulnerable young people; including:

- young people in care
- care leavers
- those on income support
- disabled young people in receipt of both employment support allowance and disability living allowance

The bursary is awarded typically for a course lasting 30 weeks or more.

Providers should consider making pro-rata awards for courses lasting less than 30 weeks the remainder of the fund is allocated by providers on a discretionary basis to those young people who face the most significant financial barriers to continuing in education and training post-16

ii) A discretionary funding element. In very exceptional circumstances, a student in receipt of a vulnerable group bursary may also qualify for the discretionary element and this is subject to a decision by the school or local authority

### **(b) Eligibility**

To be eligible to receive Bursary Funding in the 2016/17 academic year, the student must be aged 16 or over and under 19 years at the start of the academic year in which they start their programme of study. Where a young person turns 19 during their programme of study, they can continue to be supported to the end of the academic year in which they turn 19, or to the end of the programme of study, whichever is the sooner.

A questions and answers document about the bursary funding scheme for schools is available on the department's [website](#).

### **5.3.16 Top-up funding indicator [ALL schools] [used for funding]**

This 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, a local authority or another school.

Top-up funding is paid outside a school's budget share or General Annual Grant and relates to a pupil or student identified as requiring additional support which costs more than a specified threshold. In many cases the period for which top-up funding is paid



may not be defined but the top-up funding will - as with the SEN provision to which it relates - be subject to periodic review. Usually, but not always, the pupils for whom a primary or secondary mainstream school receives top-up funding are those with an education, health and care (EHC) plan or SEN statement. Sometimes local authorities may also provide support for pupils with code 'K' - SEN support. Locally this top-up funding may be called by a different name: in cases of doubt schools should check with their local authority to make sure that this is recorded correctly for each individual pupil.

The specified cost threshold for additional SEN support varies according to the type of provision. For primary and secondary mainstream schools and academies, the threshold is £6,000 per pupil per annum in all cases. Top-up funding is paid in respect of individual pupils whose additional support costs more than this, and is for the excess costs over the threshold. However, in the case of a designated special unit or resourced provision attached to a mainstream school or academy, and all special schools, special academies, special free schools, PRUs, AP academies and AP free schools, the funding they receive is £10,000 per place, and the top-up funding will be for the costs incurred by the school in providing additional support in excess of this funding. Because the full cost of places in special schools, special academies and special free schools, PRUs, AP academies and AP free schools usually exceeds £10,000, these types of schools will normally receive top-up funding for most, if not all, of the pupils in the school.

### **5.3.17 Post looked after arrangements [ALL schools] [used for funding]**

Post looked after arrangements collects information regarding children, who - on census day – have left local authority care in England and Wales through either adoption, a special guardianship order, a residence order or a child arrangement order. Children who have left care under one of the measures listed above will be eligible for the post looked after element of the pupil premium.

It is for those with parental responsibility (adoptive parents, special guardians and carers of former looked after children on residence / child arrangements orders) to decide if they wish to self-declare their children's status to schools. Parents are to provide supporting evidence, for example, a photocopy of the adoption order, and confirm that their child was previously in care. Parents may conceal sensitive information (for example the name of the birth parents) should they wish.

Schools are reminded that this is particularly sensitive data and of the ongoing need for confidentiality. Schools should ensure that, as for other pupil level data items, they comply with their responsibilities with respect to the data protection act when processing this data.

Schools record the information using the following code set. Only one of the values will apply to each pupil and a school's MIS should provide a default value of N – not declared.

Code	Description
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 arrangement order (CAO)

As part of the Government's adoption reform programme the department is considering a range of information that will help to inform thinking in relation to post-adoption support. Very little is known about the attainment of children adopted from care because they automatically get a new UPN and the department wants to have better information, collected via this data item on a voluntary basis, to feed into that process.

## 5.4 Pupil status module [ALL schools]

All data items in this module are maintained on an event driven basis. This module is collected for all pupils on roll on census day.

Pupil date of entry, date of leaving and part-time indicator is collected for any pupils who are no longer on roll but for whom the attendance and exclusions modules are required.

### 5.4.1 Pupil enrolment status [ALL schools] [used for funding]

Pupil enrolment status - recorded within the schools MIS system using one of the registration codes supplied in the code set (see [section 8](#)) - ensures funding is accurately targeted. It is important that each pupil recorded on the school census is assigned the correct enrolment status, as this ensures they are correctly registered at a school in line with the pupil registration regulations. Pupils recorded as 'guest' should **NOT** be included in the census return.

The MIS will automatically default the value of this field to 'C' - current (single registration at this school).

Schools will be aware of the advice on school [attendance](#). Some scenarios of pupil enrolment status are provided below to assist, but please note that many of these scenarios will **not** apply to PRUs.

Schools should be mindful of the advice on school attendance with respect to dual registrations. **[For: PRU (including AP academies and AP free schools) only]**

### **(a) Managed / negotiated transfers**

A pupil may transfer to another school on a trial basis. In such a case, the original school maintains the pupil's registration. If the receiving school decide to accept the pupil on a permanent basis, the registration transfers at that time. During the trial period there is no method of recording this situation in the receiving school. As the data collected during the census is used for future funding purposes, the inability to credit the receiving school is perceived as a disincentive to accept the pupil, often to the pupil's detriment. The financial arrangements between the schools are a matter for their mutual agreement, but it is important to be able to identify pupils in this situation.

It is recommended that for the duration of any trial period:

- the original school maintains the pupil's record with an enrolment status of 'M' (current main - dual registration)
- the receiving school maintains the pupil's record with an enrolment status of 'S' (current subsidiary - dual registration)

### **(b) Consortia schools**

Schools often provide courses of study in collaboration with other schools (or other educational establishments) and these may be formal or informal arrangements. A pupil registered in one school may have part, or even all, of their academic tuition in the premises of another school. In such circumstances it is important that the pupil is assigned correctly to the school which holds the pupil's registration. The financial arrangements between the schools are a matter for their mutual agreement but it is important to be able to identify pupils in this situation.

It is recommended that for a pupil who is receiving tuition at a school other than the registration school:

- the registration school maintains the pupil's record with an enrolment status of 'C' (current - single registration at this school)
- the providing school maintains the pupil's record with an enrolment status of 'G' (guest - pupil not registered at this school but attending some lessons or sessions)

The guidance above is a recommendation. However, if the relevant schools agree that this is not appropriate for their local circumstances, then dual registration can be used.

### **(c) Post 16 and diploma pupils**

The guidance provided above for consortia schools will be the same for post-16 pupils and pupils who are attending tuition in the premises of another school as part of diploma arrangements.

#### **(d) Traveller pupils**

A traveller pupil may attend another school during periods when his / her parent(s) is / are travelling in the course of trade or business. To help ensure continuity of education for traveller children, it is expected that the child should attend school elsewhere when their family is travelling and be dual registered at that school and the school which the pupil would normally attend when not travelling. It is recommended that for the duration of this period:

- the ordinary school of attendance maintains the pupil's record with an enrolment status of 'M' (current main - dual registration)
- the receiving school maintains the pupil's record with an enrolment status of 'S' (current subsidiary - dual registration)

However, as outlined in the [pupil registration regulations](#), if the child does not return to the ordinary school of attendance within 18 months, after checking with the children missing education officer, the pupil should be removed from the school role.

#### **(e) Family units**

In many areas, early education is being provided in establishments which also provide wider childcare and / or family support services. Often, the establishment wishes to maintain a single management information system for all the children it serves and, equally often, it is the school management information system which is used for this purpose. When submitting information for census purposes, however, it is important to distinguish between those children who are receiving early education from those who are receiving other services. It is recommended that:

- for children receiving early education, the school / establishment maintains the pupil's record with an enrolment status of 'C' (current - single registration at this school)
- for children receiving childcare provision but not early education the school / establishment, if it wishes to do so, maintains the pupil's record with an enrolment status of 'G' (guest - pupil not registered at this school but attending some lessons or sessions)
- for children receiving both early education and childcare provision, the school / establishment records the pupil as part-time and maintains the pupil's record with an enrolment status of 'C' (current - single registration at this school)

#### **(f) Specialised units**

In some local authority areas, units have been established to deliver specialised education services for pupils from schools in an extended area, not just the school in which the unit is located. These units often provide support for English language acquisition (English as an additional language) or special educational needs support, commonly with those children who have visual or hearing impairments or have speech and language difficulties. It is recommended that, for a pupil who is receiving tuition in a specialised unit at a school other than the registration school:

- the registration school maintains the pupil's record with an enrolment status of 'C' (current - single registration at this school)
- the providing school, if it wishes to do so, maintains the pupil's record with an enrolment status of 'G' (guest - pupil not registered at this school but attending some lessons or sessions)

The guidance above is a recommendation. However, if the relevant schools agree that this is not appropriate for their local circumstances, then dual registration can be used.

#### **(g) Inclusion classes**

To foster the inclusion agenda for pupils with special educational needs, "inclusion classes" have been established whereby pupils who are registered at a special school are taught in classes located in a mainstream school's premises. Tuition is provided, either wholly or partly, by teachers from the special school. These classes are, effectively, satellite classes of the special school and should not be treated as classes of the mainstream school. It is recommended that for a pupil who is attending an inclusion class:

- the special school maintains the pupil's record with an enrolment status of 'C' (current - single registration at this school)
- the mainstream school, if it wishes to do so, maintains the pupil's record with an enrolment status of 'G' (guest - pupil not registered at this school but attending some lessons or sessions)

#### **(h) External candidates**

Occasionally, adults are registered at a school in order for them to enter an examination and, perhaps, receive some level of tuition towards this aim. In such cases it is recommended that the providing school, if it wishes to do so, maintains the adult's record with an enrolment status of 'G' (guest - pupil not registered at this school but attending some lessons or sessions).

#### **(i) Purchased tuition**

In some schools externally provided tuition may be purchased at another establishment for a registered pupil. Where the provider establishment is a maintained school then the situation should be treated as for consortia schools above. Where the provider is a commercial organisation - or an organisation outside the maintained school sector - then the pupil should be recorded with an enrolment status of 'C' (current - single registration at this school).

#### **(j) School-supervised off-site education**

Some schools have registered pupils who receive all or part of their education off-site, under the supervision of the school. Such pupils can only be recorded as receiving off-site educational activity if the activity meets the requirements set out in the [Education \(Pupil Registration\) \(England\) Regulations 2006](#). The activity must be of an educational

nature approved by the school and supervised by someone authorised by the school. The activity must take place during the session for which code 'B' (attending off-side educational activity) is recorded in the attendance register. In such cases, the pupil should be recorded with an enrolment status of 'C' (current - single registration at this school).

#### **(k) Dually registered pupils - hospital special schools**

Pupils attending a hospital special school are recorded on the register where they are in education. They are **NOT** recorded where they attend the establishment for:

- hospital check ups
- day surgery
- any other form of medical appointment
- an operation

Where a pupil receives education from the hospital special school and also attends a mainstream school, the pupil is recorded as dually registered. The school of 'ordinary attendance' is recorded as the 'main' registration. In the majority of cases this will be the mainstream school, and the hospital special school records the pupil with a subsidiary registration. Where a pupil receives education from the hospital special school during their stay in hospital, they are recorded as a 'guest' registration.

Where a pupil is originally solely registered at the hospital special school and also attends a mainstream school as part of a reintegration programme, the pupil is dually registered with the hospital special school holding the 'main registration'.

Following consultation with the:

- school
- medical advisors
- parents
- local authority

and agreement that the pupil attend the hospital special school full time to meet the pupil's SEN needs, where the decision is a permanent, the pupil is removed from the mainstream school and solely registered at the hospital special school. Where this is a temporary arrangement, the pupil is dually registered, with the mainstream school holding the main registration, and the hospital special school recording the subsidiary registration.

## **(I) Overseas / exchange pupils**

Pre-16 overseas or exchange pupils on the school register on census day recorded with an enrolment status of 'G' (guest - pupil not registered at this school but attending some lessons or sessions) are not included on the school census returns.

For post-16 overseas or exchange pupils, some students, who are not citizens of the UK or citizens of a European Economic Area (EEA) country, may be eligible to receive public funding. The funding [regulations](#) provide full rules that determine which overseas students can be funded – paragraphs 26 to 37 of the document refer.

For post-16 students, there is a distinction between “overseas” and “home” students:

- overseas students are not eligible to receive public funding and may be charged fees
- home students are eligible to receive public funding and therefore cannot be charged fees

Overseas students are those students who have Tier 4 (student) visas; where receipt of public funds would constitute a breach of the terms of their immigration permission.

With respect to exchange students: the school must be able to evidence that a pupil who would otherwise have attended the school has “moved in exchange” to balance the non-British student attending the school on exchange. If there is a genuine exchange in place, the school can receive funding for the exchange student – with the exception of students with Tier 4 visas, as mentioned above.

As with pre-16 pupils, post-16 overseas or exchange pupils on the school register on census day are recorded with an enrolment status of 'G' (guest - pupil not registered at this school but attending some lessons or sessions) and not included on the school census returns.

### **5.4.2 Class type [For: Primary and all-through only]**

Denotes a class as a designated nursery class. A nursery class is one designated by the local authority - any class not designated by the local authority is counted as an “other” (O) class even if it contains nursery-age pupils.

### **5.4.3 Pupil date of entry [ALL schools] [used for funding]**

This is the latest date of entry to the current school.

Pupils who transfer from nursery to reception in the same school are not given new entry dates.

Pupils entering year 12 and above from the same school are **NOT** removed from the admissions register and are **NOT** given a new entry date.

Where a new school replaces an existing school and retains the existing establishment number of the predecessor school; information is returned as if they were a continuing school; that is: they return historic data for the preceding term(s) before conversion. Where this occurs, the date of arrival in school (that is: the entry date) for pupils remain the date at which the pupil joined the original establishment.

Where a new school has been formed as a result of a merger and the establishment number from one of the predecessor schools has been retained then historic attendance and exclusion data should only be returned for those pupils who attended the predecessor school for which the establishment number has been retained. For example, if the merger was a junior and an infant school and the newly merged school retains the establishment number of the junior school then only those pupils who previously attended the junior school are required to return the attendance and exclusion data from the previous term(s). All the pupils from the predecessor infant school must be provided with a new entry date.

Where a new school opens with a new establishment number all pupils are given a new entry date (that is: the day which they start at the new school) and consequently any historical exclusions and attendance data from predecessor school is **not** returned for the new establishment.

#### **5.4.4 Pupil date of leaving [Not for: Nursery schools]**

The date the pupil left the current school identifies pupils who are no longer on the school's roll.

#### **5.4.5 Pupil part-time indicator [ALL schools] [used for funding]**

This indicates whether a pupil is part-time in education (attends fewer than 10 sessions per week). It does not indicate that a pupil is part-time at one or more establishments. A pupil attending three full days in one school and two full days in another school is not classified by either school as part-time. The MIS will automatically default the value of this field to 'false' (that is: not part-time) as the majority of pupils will not be part-time.

In certain circumstances some pupils of compulsory school-age will be placed on a part-time timetable in order to meet their individual needs, for example when a medical condition prevents them from attending full-time, as part of a re-integration package. The part-time timetable should not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time and be agreed with the pupil's parents / carers.



Compulsory school-age pupils on a part-time timetable are not present at school for part of the week or day. They do not attend approved educational activity and are absent from school. In agreeing to the part-time timetable the school has agreed to the absence and to record it as an authorised absence. This ensures the school has a record of the amount of education a pupil has missed and helps it to identify pupils that may need additional support. Schools cannot record the pupil as “not required to attend” or that the school was closed to the pupil in question as this would contravene the regulations.

Therefore compulsory school-age pupils on a part-time timetable are recorded as full-time with the appropriate absence code used for the sessions they do not attend.

#### **5.4.6 Pupil boarder indicator [ALL schools] [used for funding]**

Indicates whether a pupil is a boarder. The MIS automatically defaults the value of this field to ‘N’ - not a boarder (See pupil boarder code set in [section 8](#))

#### **5.4.7 Pupil's actual national curriculum year group [ALL schools] [used for funding]**

The year group in which the pupil is taught for the majority of their time, irrespective of their chronological age (see pupil NC year group code set in [section 8](#)).

From September 2016 we have added two additional year groups (‘E1’ and ‘E2’) to the code set to provide schools with the functionality to distinguish between the increasing number of two year olds receiving funded early education within schools and 3 and 4 year olds typically recorded in year groups ‘N1’, ‘N2’ and ‘R’. Please note that the introduction of these additional year groups does not extend the scope of who should be recorded in the school census and this remains children on the school’s admission register receiving education.

It is envisaged that children turning 2 years old would fall into the ‘E2’ year group and, if on the school’s admission register and in receipt of education, be included within your census return. Any younger children falling into the ‘E1’ year group would not be expected to be in receipt of education and hence should not be on the school’s admissions register. As such, if there is a need to record children in ‘E1’ within your MIS, these should be recorded with an enrolment status of ‘Guest’ and not brought through into the census.

#### **5.4.8 Pupil's actual national curriculum year on leaving [For: secondary, all-through schools and PRUs with sixth forms only]**

The year group in which the pupil was taught for the majority of their time, irrespective of their chronological age, at the date they left the school. This data item is only

required from secondary schools with sixth forms for pupils for whom post-16 learning aims information is being submitted and who left the school prior to the autumn census day. Pupil's actual national curriculum year group would not be provided for these off roll pupils with this data item identifying such pupils.

## 5.5 Special educational needs (SEN) module [ALL schools]

All data items in this module are maintained on an event driven basis. SEN provision is collected for all pupils on roll on the relevant census day. All other data items are only available on schools' MIS for those pupils with pupil SEN provision equal to:

- 'S' (statement)
- 'E' (education, health and care plan) or
- 'K' (SEN support)

and are collected in the **spring census**.

### 5.5.1 Pupil SEN Provision [ALL schools]

The 2015 SEND [code of practice](#) removed the requirement for separate 'school action or early years action' and 'school action plus or early years action plus' categories – these were replaced by a single 'SEN support' category (code 'K').

[The Children and Families Act 2014](#) replaced 'SEN statements' with 'Education, Health and Care plans' (EHC plans). The exception is where a child has an existing statement and has not completed a transfer review to an EHC plan, in which case the 2001 code continues to apply.

During the transitional period - to April 2018 - schools will be able to record pupils as having either 'S' (statement) or 'E' (EHC plan). Schools may have some pupils with statements and some who have already moved to EHC plans but; no individual pupil can have both. An EHC plan is not just the rebadging of a statement. To ensure that EHC plans are person-centred and focused on outcomes, an EHC plan must only be issued following a 'transfer review' – an EHC needs assessment. At the time of the census any statements under review should be recorded as code 'S'. The EHC plan code 'E' Category should only be used when a final plan has been agreed by the local authority. Where a pupil has an existing statement ('S'), they **must not** be recorded as EHC plan ('E') without first completing such a review. For further information see the [statutory guidance](#) chapter 5.

Code 'S' may be retained for existing pupils up to April 2018 (please remember that exclusions are two terms in arrears to this date). Please note: Where an SEN assessment was started prior to 1 September 2014, the child may have a statement –

code 'S' OR an EHC plan – code 'E'. However, assessments begun after 1 September 2014 may only result in an EHC plan – code 'E', no new statements can be issued.

This data item will be collected in the census collections for all pupils on roll on census day. SEN provision at the time of any exclusion will also be collected in all school census collections (see code set in [section 8](#)).

### **5.5.2 Pupil SEN type ranking [ALL schools] [Pupils with SEN provision of 'E', 'S' and 'K' only]**

This indicates the ranking of a pupil's special educational need, as recorded in pupil SEN type. The most significant, or primary need, is ranked as '1' with any secondary need ranked '2'. Only two rankings are collected in the school census, with no two needs given the same ranking, that is, if there is more than one SEN type reported they cannot both have a ranking of '1'.

### **5.5.3 Pupil SEN type [ALL schools] [Pupils with SEN provision of 'E', 'S' and 'K' only]**

This field records the nature (type) of a pupil's special educational need. The primary need and, where appropriate, any secondary need is recorded.

As at 5.5.2 (above) this item is collected in the spring census and is for all pupils on roll on census day

Please see [section 8](#) for further details.

### **5.5.4 Member of SEN unit [Not for: Special or PRU] [Pupils with SEN provision of 'E', 'S' and 'K' only] [used for funding]**

This indicator identifies pupils with SEN who are members of an SEN unit. SEN units are special provisions within a mainstream school where the children with SEN are taught mainly within separate classes.

Units:

- are designated by the local authority specifically for making SEN provision, and sometimes accommodate pupils registered at other schools on a part-time basis
- receive funding of £10,000 per place, and usually top-up funding for the excess costs of additional support required by individual pupils (see 5.3.15)
- cater for a specific type or types of SEN (for example autistic spectrum disorders)
- are usually for pupils with statements of SEN or an education, health and care (EHC) plan (but may also provide support for pupils with code 'K' - SEN support)

Schools and academies should only use this indicator where the SEN unit has been formally recognised as such by the local authority where the school is located: in cases of doubt the school should check with the local authority. Most pupils placed in units will have the unit written into their statement of SEN / EHC plan. It is unlikely that a child would be placed in a unit and also receive support from resourced provision, but a school could have resourced provision for one type of need and a unit for another.

#### **5.5.5 Member of resourced provision indicator [Not for: Special or PRU] [Pupils with SEN provision of ‘E’, ‘S’ and ‘K’ only] [used for funding]**

This indicator identifies pupils who receive support for their type of SEN from a specialist resourced provision. Resourced provisions are where places are reserved at a mainstream school for pupils with a specific type of SEN, taught mainly within mainstream classes, but requiring a base and some specialist facilities around the school.

Resourced provisions:

- are designated by the local authority specifically for making this kind of SEN provision
- receive funding of £10,000 per place, and usually top-up funding for the excess costs of additional support required by individual pupils (see 5.3.15)
- cater for a specific area or areas of SEN (for example specific learning difficulties)
- are usually for pupils with statements of SEN or an education, health and care (EHC) plan - but could include pupils with code ‘K’ (SEN support)

Schools and academies should only use this indicator where the resourced provision has been formally recognised as such by the local authority where the school is located: in cases of doubt the school should check with the local authority. Most local authorities include details of what will be provided through a resourced provision in a pupil’s statement of SEN / EHC plan. It is extremely unlikely that a child would be placed in a unit and also receive support from a resourced provision, but a school could have resourced provision for one type of need and a unit for another.

### **5.6 Exclusions module [Not for: Nursery schools]**

The module is collected in the census for all types of exclusions that occurred two terms previous to that in which the census falls:

- data relating to the autumn term will be collected in the following summer census

- data relating to the spring term will be collected in the following autumn census
- data relating to the summer term will be collected in the following spring census

Full information on exclusions can be found on the department's [website](#).

Exclusions that have been overturned 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:

- a) 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 permanent exclusion, before or after an independent review panel
  - when the first-tier tribunal or a court overturned a permanent exclusion
- b) In cases where reinstatement has been offered but the offer has not been taken up code O should be used

Although information about reinstated exclusions is not being collected in the school census, schools may wish to record the number of sessions for which the child was excluded before being reinstated. In these circumstances the actual, not the planned number of sessions, should be recorded.

All items in the pupil identifiers module (except preferred surname) are collected for those pupils no longer on roll but for whom the exclusions module is collected. Any 'in care' indicator and the SEN provision at the time of the exclusion are also collected in all three censuses.

Schools must therefore ensure that the exclusion appeal result is maintained on an event driven basis so that these exclusions overturned following reconsideration by the governing body can automatically be filtered out when data is extracted for the census.

Autumn census	All those exclusions with start dates between 1 January 2016 and 27 March 2016 (Easter Sunday)
Spring census	All those exclusions with start dates between 28 March 2016 (Easter Monday) and 31 August 2016
Summer census	All those exclusions with start dates between 1 September 2016 and 31 December 2016

Whilst these dates do not represent real term dates, they will ensure that the vast majority of exclusions for the autumn (terms 1 and 2 for schools with 6 terms) and

spring (terms 3 and 4 for schools with 6 terms) terms are picked up for the majority of schools.

Where schools do not use a module in their MIS which records exclusions data items are to be manually calculated for each pupil and manually added to the census return.

### 5.6.1 Exclusion category [Not for: Nursery schools]

For each exclusion, this indicates the type of exclusion:

- fixed period
- lunchtime
- permanent

(see [section 8](#) for further details).

### 5.6.2 Exclusion reason [Not for: Nursery schools]

This gives the reason for each exclusion. Some MIS allow schools to enter more than one reason for any exclusion and so they can record a main as well as a secondary reason(s) for any exclusion. For the census, only the main reason will be collected.

The following table provides descriptions of reasons for exclusions. The “other” category includes incidents which are not covered by the categories below but this category should be used sparingly. The descriptions should be used as a guide and are not intended to be used as a tick list for exclusion

Exclusion Reason	Description
<b>Bullying</b>	Verbal Physical Homophobic bullying Cyber bullying
<b>Damage</b> includes damage to school or personal property belonging to any member of the school community	Arson Graffiti Vandalism
<b>Drug and alcohol related</b>	Alcohol abuse Drug dealing Inappropriate use of prescribed drugs Possession of illegal drugs Smoking Substance abuse
<b>Persistent disruptive behaviour</b>	Challenging behaviour Disobedience Persistent violation of school rules
<b>Physical assault against adult</b>	Obstruction and jostling Violent behaviour Wounding
<b>Physical assault against pupil</b>	Fighting

Exclusion Reason	Description
	Obstruction and jostling Violent behaviour Wounding
<b>Racist abuse</b>	Derogatory racist statements Racist bullying Racist graffiti Racist taunting and harassment Swearing that can be attributed to racist characteristics
<b>Sexual misconduct</b>	Lewd behaviour Sexual abuse Sexual assault Sexual bullying Sexual graffiti Sexual harassment
<b>Theft</b>	Selling and dealing in stolen property Stealing from local shops on a school outing Stealing personal property (adult or pupil) Stealing school property
<b>Verbal abuse/threatening behaviour against adult</b>	Aggressive behaviour Carrying an offensive weapon Homophobic abuse and harassment Swearing Threatened violence Verbal intimidation
<b>Verbal abuse/threatening behaviour against pupil</b>	Aggressive behaviour Carrying an offensive weapon Homophobic abuse and harassment Swearing Threatened violence Verbal intimidation

### 5.6.3 Exclusion start date [Not for: Nursery schools]

The exclusion start date should reflect the date the exclusion starts; that is: the date that the pupil was asked to leave the school by the head teacher. By not collecting the data until two terms after that in which the exclusion started, it is anticipated that all appeals procedures would have been completed by the time the data is collected and so only exclusions which have been upheld will be included in a return. Where this is not the case, please contact the department.

### 5.6.4 Actual number of sessions excluded from [Not for: Nursery schools]

For each fixed period and lunchtime exclusion, the actual number of sessions for which the exclusion is in effect should be recorded. For fixed period exclusions, each full school day counts as two sessions - a half school day counts as one session. Where a fixed period exclusion is for a lunchtime, each lunchtime for which the exclusion applies counts as one session.

For data collection purposes, exclusions that span two census collection periods will be counted as one exclusion in the first collection period.

Exclusion sessions only cover the number of sessions the pupil is expected to be at the school. A fixed period exclusion can be discontinuous which means that there can be days between the start and finish dates of the exclusion that are not included as part of the exclusion.

Where a pupil is dually registered, exclusion sessions are not recorded for the day(s) when they would have been attending the other establishment. For example, a pupil is excluded for six sessions starting on a Monday. However, the pupil is registered with another provider on the Wednesday from which they have not been excluded. The pupil is, therefore, excluded from the school for sessions on Monday, Tuesday and Thursday. The pupil's attendance on the Wednesday would be recorded separately by the other provider.

There are no regulations that govern part-time timetables as all school-age children are entitled to a full-time education. We are aware however, that in exceptional circumstances school-age pupils are placed on a part-time timetable in order to meet their individual needs, for example as part of a reintegration package following illness. For the sessions where the school have agreed that the pupil is not attending they will be recorded as 'authorised absence' and the pupil cannot be recorded as being excluded for these sessions. For example, a pupil has been excluded for eight sessions starting on a Tuesday. However, the pupil already has authorised absence for Friday and Monday afternoons. The pupil is, therefore, excluded for all sessions on Tuesday, Wednesday and Thursday, as well as the morning sessions on Friday and Monday.

Exclusions sessions are not recorded for the day(s) when the pupil is attending an approved educational activity. For example, a year 10 pupil has been excluded for six sessions starting on a Wednesday. The pupil, however, attends work experience on a Thursday from which they are not excluded. The pupil in this situation would be excluded from the school for sessions on Wednesday, Friday and Monday.

Days on which there is a planned school closure do not count towards an exclusion. For example: a pupil has been excluded from a school for four sessions starting on a Friday but the school is planned to be closed on the Monday for an INSET day. The pupil's exclusion should, therefore, include the two sessions on the following Tuesday, rather than the Monday.

All items in the pupil identifiers module (except preferred surname) will be collected for those pupils no longer on roll but for whom the exclusions module is collected. Any in care indicator and SEN provision **at the time of any exclusion** will also be collected in all three censuses.



## **5.7 Home information module [ALL schools]**

This module is maintained on an event driven basis and collected in each census, recording the pupil's current address for those whose 'pupil address type' is 'C' (current).

Schools can provide the department with their addresses in whichever format their data is held within their MIS - either BS7666 address format, (SAON, PAON, post town or other address item.) or address line 1-5. Postcode is mandatory for either format. The unique property reference number, introduced on a voluntary basis from 2016 – 2017, is also required with either format.

Schools should not worry if these field names do not mean anything to them - no change is needed to the way in which address information is currently held within their MIS to complete the census returns.

Where the BS7666 format is used, SAON and street must be provided and at least one of town, locality, administrative area or post town.

Schools are expected to provide a valid home address for most of their pupils (including boarding pupils). Boarding pupils from abroad are recorded with their "home" address as their residence during term time, which may be the school's address (If a second address is an overseas address, validation errors on the postcode can be ignored). Where a child has multiple addresses (that is: where the child lives with both parents at different stages of the week) both addresses are supplied.

Whilst every effort must be made to obtain these pupil details, the department understands that in extreme circumstances this is not always possible. In such extreme cases, these fields can be left blank or a partial address can be supplied and the validation errors ignored.

### **5.7.1 Postcode [ALL schools] [used for funding]**

The postcode, mandatory for both BS7666 and address line format, is allocated by the post office to identify a group of postal delivery points.

### **5.7.2 Unique property reference number [ALL Schools]**

A unique property reference number (UPRN) is a unique alphanumeric identifier for every address in Great Britain and can be found in the ordnance survey (OS) AddressBase products. It provides a comprehensive, complete, consistent identifier throughout a property's life cycle – from planning permission through to demolition.

For the 2016 to 2017 school census, the UPRN will be added as a voluntary data item to be returned alongside the full address (in either BS7666 or address line structure).

The collection of UPRN should be relatively 'invisible' to data providers with the burden managed by the way addresses are processed within school systems. Schools are not expected to collect, or look up, the UPRN and instead this would be automatically populated within your school system when entering addresses if the OS AddressBase database is used as a reference. For schools and / or systems not using AddressBase there will be no change and they will continue to use either BS7666 or Address Line formats for submitting addresses.

**And**

### **5.7.3 BS7666 format: SAON [ALL schools]**

The secondary addressable object name (SAON), refers to the flat, apartment name or number or other sub-division of a dwelling.

### **5.7.4 BS7666 format: PAON [ALL schools]**

The primary addressable object name (PAON), refers to the dwelling name and / or number.

### **5.7.5 BS7666 format: Street [ALL schools]**

The street name / description. Validation will result in a query where there is a dwelling name / number but no street. If the address legitimately has no street, the query is ignored.

### **5.7.6 BS7666 format: Locality [ALL schools]**

The locality name refers to a neighbourhood, suburb, district, village, estate, settlement, or parish that may form part of a town, or stands in its own right within the context of an administrative area. Where an industrial estate contains streets it is defined as a locality in its own right.

### **5.7.7 BS7666 format: Town [ALL schools]**

The town name refers to:

- a city or town that is not an administrative area
- a suburb of an administrative area that does not form part of another town
- a London district

### **5.7.8 BS7666 format: Administrative area [ALL schools]**

A geographic area that may be the highest level local administrative area for example:

- county
- unitary authority

### 5.7.9 BS7666 format: Post town [ALL schools]

Assigned by the post office, based on the area sorting office.

Or

### 5.7.10 Address line format: line 1 [ALL schools]

First line of the address.

### 5.7.11 Address line format: line 2 [ALL schools]

Second line of the address.

### 5.7.12 Address line format: line 3 [ALL schools]

Third line of the address.

### 5.7.13 Address line format: line 4 [ALL schools]

Fourth line of address.

### 5.7.14 Address line format: line 5 [ALL schools]

Fifth line of the address.

## 5.8 Termly attendance module [Not for: Nursery schools]

**Please note:** From the Spring 2017 census, special schools will report attendance on a termly basis. As such, the Autumn 2016 census will record the final annual attendance for special schools (see 5.9 below). **Special schools will therefore report attendance in the Spring and Summer censuses on a termly basis.**

### 5.8.1 Scope [Not for: Nursery schools]

Information for a pupil's attendance during the term preceding the census is collected termly. This may include information for pupils who left the school prior to census day.

Information for each census should be included for pupils who were:

- for the autumn census, aged between 4 and 15 as at 31 August 2015

- where date of birth falls between 1 September 1999 and 31 August 2011
- for the spring and summer censuses, aged 4 to 15 as at 31 August 2016
  - where date of birth falls between 1 September 2000 and 31 August 2012
- on the school roll for at least one session during the specified term

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

### 5.8.2 Coverage [Not for: Nursery schools]

All schools (except nurseries) submit termly attendance data. Nursery schools are **NOT** required to submit any attendance data via the school census even where they have pupils aged 4 or 5 years.

**Please note:** special schools are required to submit annual attendance information in the autumn 2016 census, however they will move to a termly attendance collection from autumn 2016, returning their first data in the spring 2017 census collection.

### 5.8.3 Collection periods [Not for: Nursery schools]

The period covered by the termly attendance module is from the start of the autumn term (that is: from 1 August) up to, and including, the Sunday before the late spring bank holiday.

The attendance collection periods for each census are shown in the table below.

Census	Dates
Autumn census	Summer term 2015-16 absence data is collected from Easter Monday 28/03/2016 to the Sunday 29/05/2016 before spring bank holiday
Summer second half term attendance	Summer second half-term attendance is collected from spring bank holiday Monday 30/05/2016 to 31/07/2016
Spring census	Autumn term 2016-17 absence data is collected from 01/08/2016 to 31/12/2016
Summer census	Spring term 2016-17 absence data is collected from 01/01/2017 to Easter Sunday 16/04/2017

#### 5.8.4 Data required [Not for: Nursery schools]

The data required for each pupil will be the aggregate number of possible attendance sessions and the actual number of absences (by reason) for each attendance period.

For schools that use the electronic registration module on their MIS, the census extracts the relevant data for each pupil for each attendance period (term or half term). Schools which use an electronic registration system that is not integrated with their main MIS (or record attendances in paper registers) extract the relevant data for each pupil included in the census, according to the dates for the appropriate attendance period, and manually add this data to the census return. In this case, absence reporting by reason is not required and schools report on the number of authorised and unauthorised absences for each pupil. Schools should seek advice from the supplier of their main MIS on how to manually add data for the census return.

Further details of the individual data items required are given below in sections [5.8.10](#) to [5.8.14](#).

#### 5.8.5 Dual registered pupils [Not for: Nursery schools]

Validation 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 will:

- record the attendance and absence for the sessions the pupil is required to attend at their school
- use code 'D' (dual registered at another educational establishment) to record all of the sessions that the pupil is due to attend at the other school

Attendance code 'D' is **not** collected in the school census as it is not counted as a possible session.

The number of 'sessions possible' for a dual registered pupil against the main school should **exclude** those when the pupil is due to attend the subsidiary school and vice versa.

#### 5.8.6 Pupils unable to attend school due to exceptional circumstances – code Y [Not for: Nursery schools]

Attendance code 'Y' (*unable to attend due to exceptional circumstances - not counted in possible attendances*) is collected in the school census but is not counted as part of possible sessions. Schools will use code 'Y' to record the sessions where a pupil is unable to attend because:

- the school site, or part of it, is closed due to an unavoidable cause
- the transport provided by the school or a local authority is not available and their home is not within walking distance
- a local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending school

### 5.8.7 Publication of school absence data [Not for: Nursery schools]

It is essential that schools ensure that absence data is returned correctly in the school census as this data is published by the department.

Absence data are collected termly at pupil level through the school census and published at national and local authority level through the [school absence](#) national statistics releases. The underlying absence data, at a school level, is published alongside the absence national statistics.

The attendance data collected in respect of 4 year olds is published by the department. However, these data do not feature as part of the standard measures of attendance.

The department will **NOT** publish the absence data collected for the sixth half term (second half of the summer term) in respect of 15 year olds (Year 11 pupils). This data will not feature as part of the standard measures of attendance statistics.

### 5.8.8 Persistent absence methodology [Not for: Nursery schools]

From September 2015 (start of the 2015/16 academic year) the persistent absence measure changed. Schools are now judged against a persistent absence rate of 10 per cent rather than 15 per cent, and pupils are identified as persistently absent based upon their individual absence level rather than a comparison to a national threshold.

Further information on the changes to the persistent absence methodology is available in the '[Guide to Absence statistics](#)', results from the recent consultation regarding how persistent absentees are identified are available [here](#).

Formally, if a pupil's individual overall absence rate is greater than or equal to 10.0 per cent they will be classified as a persistent absentee:

$$\frac{\text{A pupil's individual overall absence}}{\text{A pupil's individual possible sessions}} \times 100 \geq 10.0$$

### 5.8.9 Sessions possible [Not for: Nursery schools]

This records the number of sessions possible for the attendance period (term or half term). There are two sessions for each school day (morning and afternoon).

Every pupil aged 4 to 15 (excluding boarders) as at the previous 31 August who was on the school roll for at least one session during the specified attendance period (term or half term) should have an entry for the number of possible sessions.

Schools which use electronic registration that is not integrated with their main MIS, or record attendances in paper registers, manually calculate and add to their census return.

**(a) Dually registered pupils**

The sessions possible for a dual registered pupil submitted by the main school **do not** include those sessions where the pupil attends the subsidiary school. Similarly, the sessions possible for a dual registered pupil submitted by the subsidiary school **do not** include those sessions where the pupil attends the main school.

**(b) Zero sessions possible**

Zero sessions possible are recorded where a dual registered pupil has all of their previous attendance (term or half term) for which attendance data is collected at the other registration. For example, where a dually registered pupil has all of the attendance at his / her subsidiary registration, the main registration would have zero sessions possible recorded for that period in the census.

**(c) Summer half term**

The department's advice regarding study leave is that it should be used sparingly and only granted to year 11 pupils during public examinations. As study leave is unsupervised, schools must record it as an authorised absence. Study leave is no longer applicable once examinations are concluded.

The official school leaving date is the last Friday in June of the school year in which a child reaches age 16. This means that year 11 pupils must remain on the school roll until Friday 23 June 2017 and their attendance must be recorded to this date.

Schools remain responsible for year 11 pupils up to the leaving date, even when they have finished exams. It is up to schools to consider how they might seek to widen the range of learning opportunities during this time to meet the needs of their pupils.

Where pupils were born on or after 1 September 1998, they must remain in some form of education or training until their 18th birthday

The options are:

- full-time education – for example at a school or college
- an apprenticeship or traineeship
- part-time education or training - as well as being employed, self-employed or volunteering for 20 hours or more a week

It is noted that the pupil may not remain within the school to undertake this requirement - hence the retention of the leaving age at 16. Where a pupil does remain with the school, the school will continue to remain responsible for the pupil up to the new leaving date. However, absence data is no longer required to be returned in the school census.

**Note:** Attendance data for the second half of the summer term in respect of pupils aged 15 years old is not published in any national statistics.

#### **(d) Pupils aged 4 years**

For pupils aged 4 years, the recorded number of sessions possible are those they are expected to attend and will vary from pupil to pupil and from school to school.

Attendance code 'X' (*non-compulsory school age absence - not counted in possible attendances*) is used for sessions when a 4-year-old is not expected to attend for example those attending part-time.

### **5.8.10 Sessions missed due to authorised absence [Not for: Nursery schools]**

Authorised absence is absence which has been authorised by a teacher or other authorised representative of the school. This includes instances of absences for which a satisfactory explanation has been provided (for example illness). Absence can be authorised retrospectively if the teacher, or other authorised representative of the school, subsequently 'accepts' a reason for the absence provided by a parent.

### **5.8.11 Sessions missed due to unauthorised absence [Not for: Nursery schools]**

Unauthorised absence is absence without permission from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences. Arriving late for school, after the register has closed, is recorded as unauthorised absence. The category of unauthorised absence does not apply to pupils of non-compulsory school age; that is: those aged 4 years.

### **5.8.12 Pupil absence and attendance codes [Not for: Nursery schools]**

This relates to authorised or unauthorised absences for the pupil. Schools will be aware of the full range of absence and attendance codes, which include values for attendance and for approved education activities, as these codes are used by schools MIS when recording pupil attendance.



The use of a fixed set of absence and attendance codes is to assist in monitoring not only whether pupils are absent with or without the permission of the school, but also why pupils are absent from school (see code set in [section 8](#)).

For pupils aged 4 years, schools are not obliged to use individual absence and attendance codes. However, they are encouraged to use these codes and, if they do so, the appropriate absences will be returned in the school census. If schools do not wish to use these codes, then they should just provide the total number of absences for the attendance period by recording these as sessions missed due to authorised absence. Absences recorded for 4 year olds will not be treated as 'authorised' or 'unauthorised' and instead will be reported, and published, as overall absence.

### **5.8.13 Number of sessions missed [Not for: Nursery schools]**

The number of sessions missed for each specified reason for absence. See 4.8.12 above in respect of pupils aged 4 years. Schools which use electronic registration that is not integrated with their main MIS, or record attendances in paper registers, will manually calculate the number of session missed and add to their census return.

## **5.9 Annual attendance module [For: Special only]**

The autumn 2016 census is the final time that special schools report attendance on an annual basis. **From Spring 2017, special schools will report on a termly basis (as with all other school types) and annual reporting will be discontinued.**

## **5.10 Post-16 Learning Aims [For: Secondary, all-through schools with sixth forms and PRUs only] [used for funding]**

### **(a) Post-16 learning aims**

This module is required from secondary schools with sixth forms, all through schools, pupil referral units, city technology colleges and academies (including free schools). Where a school (secondary, alternative provision academies - including alternative provision free schools) does **not** have a sixth form this information is **not collected**. Learning aims data will be used by the education and skills funding agency (ESFA) to assist in calculating funding.

Information collected on learning aims in the census is used in calculating performance measures for schools. Ofsted uses this data in inspections and in their risk assessment processes.

While students at other schools (such as special schools or middle-deemed secondary schools) may undertake learning aims, information about those learning aims is **not** collected as part of the school census.

Learning aims will be collected for any students who:

- were on roll at the school at any point between 1 August 2016 and census day; and
- were in actual national curriculum year group 12 or above in that period, regardless of their age; and
- for whom the school wishes to claim post-16 funding from the ESFA

Learning aims that were taken in the **previous academic year** will be collected for any students who:

- have been on roll in the school at any point between 1 August 2015 and 31 July 2016, and
- were in actual national curriculum year group 12 or above in that period, regardless of their age, and
- for whom the school wishes to claim post-16 funding from the ESFA

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

Funding is usually agreed for students who have passed the age of 16 and hold qualifications at least equivalent to a full level 2. This means that ESFA will agree to fund those aged under 16 in schools who are studying in the sixth form and who are studying most of their courses at level 3. For further details please see ESFA's [funding guidance](#).

Schools should only include learning aims for those students who have (or had at the time of the learning aims) current or main registration at the school. For dual registered students, funding is provided to the main school. All learning aims for dual registered students must be returned by the school which holds the student's main registration; that is: the main school returns the learning aims being taken at both the main and subsidiary schools. Subsidiary schools do **not** submit learning aims in respect of students with subsidiary registration.

#### **(b) Planned hours [used for funding]**

The planned hours the pupil intends to study are recorded in this field. It is to be noted that it is the annual planned hours (and not the actual hours studied within the year) that are returned. Please see [Paragraph 5.9.9](#) for more information. Please note: where a pupil has no planned hours this may impact funding.

### **5.10.1 Learning aims to be included [For: Secondary, all-through schools with sixth forms and PRUs only] [used for funding]**

Learning aims should be returned in the autumn school census where they are active at any point between 1<sup>st</sup> August 2015 and 31st July 2017.

With the exception of GCSE English and Maths leading to an A\*- C grade for those students who have yet to attain that level, re-sits and re-takes are generally not fundable and should not be included as aims or in the planned hours recorded. Further guidance on re-takes and re-sits can be found in the [ESFA funding regulations](#).

Where students move between year groups during the course of an academic year, it may not be possible for a school's MIS to automatically identify the appropriate students or learning aims that need to be included in the school census return. In such cases advice should be sought from the software provider and the school may need to make its own judgements according to the criteria set out above to decide whether or not the student and the learning aims should be included in the school census return.

### **5.10.2 Required data items [For: Secondary, all-through schools with sixth forms and PRUs only] [used for funding]**

The following six data items comprise this module:

- qualification number (QN)
- subject classification code (SCC)
- learning aim start date
- learning aim planned end date
- learning aim status
- learning aim actual end date
- Partnership UKPRN

### **5.10.3 Qualification numbers (QNs) and subject classification codes (SCCs) [For: Secondary, all-through schools with sixth forms and PRUs only] [used for funding]**

Every course of study leading to any level of qualification that is funded for schools in England is allocated a QN and an SCC. The QN specifies the qualification offered and the SCC identifies the subject covered. It is essential that the correct QN for the learning aim is returned in the school census. A comprehensive list of QNs (with associated data) is available via the [QN Web Services \(QWS\) website](#). Users should check this site regularly to ensure they have the latest version downloaded to their MIS

software. Only valid QNs should be returned in the census for the academic year in question.

Most matching is achieved via the QN reference, but subject classification codes are used in the process for some qualifications and it is important they are correct. In some cases, they are the only way to distinguish between related qualifications that share a QN (that is: a multiple pathway qualifications). For example, a QN for art and design may cover qualifications in fine art, photography and art history. Following the Wolf review there are some qualifications where different discount codes are used for KS4 and for post-16. The discount codes on QWS are, in all cases, the post-16 codes and these codes should be used in the school census return. It is possible that data files from awarding bodies may use the KS4 codes. The discount codes in the RAISEonline [document library](#) will show the KS4 code and the post-16 code, under the title of “Original Discount Code” (this uses the old terminology), and this may be useful if your MIS is trying to match awarding organisation data to learning aims data. If this causes you any difficulty the department advises that you contact your software supplier who may be able to advise on the best course of action. If in doubt, please use the QWS discount code.

Pupils should not start on any course after the approval end date has passed, unless they are re-sitting the course. Even for re-sits the final assessment or examination must be taken before the certification end date.

Care should also be taken when selecting a QN as a new learning aim where the approval end date is near expiry. Schools should check with awarding organisations to find out whether the qualification is being extended, or if a new (or successor) qualification is available which the awarding organisation intends to use for examinations.

QWS will be cleansed on a regular basis of all QNs where the certification end date has passed.

The department’s [section 96 database](#) is another source of information about QNs. It provides information about qualifications that are approved by the secretary of state for teaching to young people. Schools may wish to use section 96 to check the approval status of qualifications. Section 96 is a more definitive source of QN information than QWS and is updated earlier, QWS data is derived from that on section 96 and is consequently slower to show changes. Section 96 does not however show discount codes, or give break downs of multiple pathway qualifications, and so QWS must be used to obtain these. The department should be grateful if any major discrepancies between QWS and section 96 that prevent a school from correctly returning post-16 learning aims information in the census, for example a QN appears on section 96 but not on QWS, are reported to the department via a [service request form](#). Please note

that section 96 uses the term “archive date” rather than approval end date which is used on QWS, but these dates should be the same.

Some qualifications may be approved on section 96 but not eligible for ESFA funding, to ascertain the ESFA funding status of a qualification you should refer to the Learning Aims Reference Service ([LARS](#)).

Qualifications valid for ESFA funding will carry the validity category “16-19 ESFA” and effective from and to dates set out the period of validity. This information can be found in the ‘funding’ tab once a qualification has been selected.

#### **5.10.4 Learning aim start date [For: Secondary, all-through schools with sixth forms and PRUs only] [used for funding]**

The date on which the student began the learning activity. This date may **not** be later than census day. Please note: where a pupil has no learning aim start date, this may impact funding.

#### **5.10.5 Learning aim planned end date [For: Secondary, all-through schools with sixth forms and PRUs only] [used for funding]**

The planned end date reflects the date on which the student plans to complete the learning aim in question. If the student completes the learning aim before or after this date the planned end date should not be changed, rather the actual date of completion is recorded in the learning aim actual end date field. The planned end date should not be amended once the programme funding qualifying period has passed unless this is to correct a recording error. The planned end date may not be more than 5 years after the start date. The planned end date is used to identify the cohort of students in the calculation of performance measures and is also used by the ESFA to determine whether or not a student qualifies for 16-19 funding.

#### **5.10.6 Learning aim actual end date [For: Secondary, all-through schools with sixth forms and PRUs only] [used for funding]**

The date that the student completed the learning activities or the date they withdrew or transferred from the learning activities. This includes time for examinations and assessment. If a date is returned in this field the learning aim status cannot be continuing (code 1). Unless a student has completed, withdrawn or transferred to another learning aim prior to census day, the learning aim actual end date is left blank. This denotes a learner is continuing on the learning aim and therefore the learning aim status can only be continuing (code 1).

### 5.10.7 Learning aim status [For: Secondary, all-through schools with sixth forms and PRUs only] [used for funding]

This reflects the status of the learning aim at the time of the autumn census. There are four possible values as shown in the table below:

Code	Description
1	The learner is continuing or intending to continue the learning activities leading to the learning aim
2	The learner has completed the learning activities leading to the learning aim
3	The learner has withdrawn from the learning activities leading to the learning aim
4	The learner has transferred to a new learning aim. That is, the learner has withdrawn from this learning aim and as a direct result has at the same time started studying for another learning aim within the same provider

### 5.10.8 Processes for recording learning aims [For: Secondary, all-through schools with sixth forms and PRUs only] [used for funding]

#### (a) Prior to or at the start of the academic year

Before recording details of learning aims for individual students, it is recommended that schools produce a list of the qualifications which they will be providing. This school list will then be used for allocating specific learning aims to students. This list should only contain qualifications that are valid for the academic year in question (qualification validity dates are viewable in QWS and LARS) as invalid qualifications can result in negative impacts on your 16-19 funding.

Each qualification in the school list will be identified by a:

- qualification number (QN)
- subject classification code (SCC)
- learning aim start date (the date the learning activities for the qualification will start for each pupil – pupils may have differing start dates for the same learning aim)
- learning aim planned end date (the date the learning activities for the qualification are planned to end for each pupil – pupils may have differing end dates for the same learning aim)

“Learning activities” includes any examination or other method of assessment.

Schools will need to use the [QN Web Services website \(QWS\)](#) to identify the correct QN and SCC for each learning aim.

QNs are available for the overall international baccalaureate (IB) and for each component (that is: subject) qualification. For those students taking the full IB, it is essential that the overall IB QN is recorded in school MIS and returned in the school census. QNs for the individual components must not be returned if the full IB is being undertaken. Students who are only taking components of the IB, but not undertaking the overall qualification, should return the QNs for those components. If the full IB is not being undertaken the overall QN must not be returned.

The international baccalaureate career-related certificate is another qualification offered by the IB organisation and can include components from non-international baccalaureate organisations. Again, only the overall QN should be returned, with the exception of components offered by non IB awarding bodies. These non-IB components must be recorded separately.

**(b) At the start of the academic year**

At the beginning of the academic year, schools enter details for each learning aim undertaken by a student, using the school list described above. This includes those courses starting in the current and those continuing from the previous academic year(s).

Schools identify and record the core learning aim (the principal or “core” qualification) for students undertaking a vocational study programme. There is one core aim per student, per academic year. More information on this data item can be found in the in the ESFA’s ‘Funding rates and formula’ [guidance](#).

**(c) Throughout the academic year**

Throughout the academic year the actual end date and status of the learning aim are updated on an event driven basis. Where the learning aim status is “continuing” (the default value) the learning aim actual end date is left blank. Where the student has completed, withdrawn or transferred from the learning aim, the learning aim actual end date reflects the date the status changed.

**(d) For the autumn school census**

Please ensure that records are up to date and include all learning aims in scope.

Please note that performance measures for all qualifications will be calculated according to when the qualifications are planned to end (that is: the planned end date). Where a student continues their study beyond the planned end date entered at the start of the learning aim, the planned end date must not be changed.



### **5.10.9 Recording of planned hours for 16-19 year-old students in the school census (only relevant to pupils in national curriculum year 12 or above) [For: Secondary, all-through and PRU] [used for funding]**

All planned hours data are collected and returned by the school which holds the pupil's 'main' registration. Where a pupil is dually registered, the school with the 'main' registration will make the return; that is: if school 'A' holds the main registration and has 120 planned hours and school 'B' (subsidiary registration) has 250 planned hours, the return would be made by school 'A' (370 planned hours), with school 'B' making no return of planned hours or post-16 learning aims for this student.

Planned hours are split into two categories, 'planned learning hours' and 'planned employability, enrichment and pastoral hours' each of which are described in more detail below. These fields collect the planned hours for each student for the whole academic year.

These fields must be completed at the start of each academic year with the **planned hours for that year, that is: the annual hours for each relevant pupil**.

#### **(a) Planned learning hours [used for funding]**

The planned learning hours field is completed with the total planned timetabled and supervised hours, for the student for the current academic year, spent on ESFA funded qualifications only.

Timetabled hours for learning aims that are not funded by the ESFA are **not** included in the total number of hours recorded in this field. Guidance on the hours that can be included is available in the ESFA's [online funding information](#).

The value in this field must be finalised and confirmed as correct within the funding qualifying start period as defined in the 'funding rates and formula' [guidance](#). No changes are permitted to the data in this field after this time, apart from to correct data entered in error. Where a student withdraws from a qualification before the qualifying start period, the hours for that qualification are not included in this field. A 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's 'funding rates and formula' [guidance](#) describes exceptional circumstances which allow schools to amend planned hours to reflect additional learning.

#### **(b) Planned employability, enrichment and pastoral hours [used for funding]**

Records the total planned timetabled and supervised employability, enrichment and pastoral hours for the student for the current teaching year. These are the planned



hours for the year at the start of the programme. This data is **NOT** updated during the 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. Further information can be found in the [ESFA's](#) 'Funding rates and formula' guidance.

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 apart from 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's funding documentation describes exceptional circumstances which allow schools to amend planned hours to reflect additional learning.

#### **5.10.10 Core aim [For: Secondary, all-through and PRU] [used for funding]**

This field identifies the core aim within a **vocational ESFA funded study only**. Where a pupil follows an academic programme, no core aim needs to be identified.

The core aim is the substantive learning aim undertaken during a student's programme of study. Please refer to the ESFA 'Funding rates and formula' [guidance](#) for further information about the core aim including definitions of academic and vocational provision.

Please note, for vocational programmes, the core aim is key in determining the programme cost weighting a student receives and whether or not they are counted as retained for funding purposes. Missing or incorrect core aims are likely to have a negative impact on funding. Similarly, a core aim identified for an academic programme is likely to have a negative impact on retention – the core aim will denote the programme is vocational but with no vocational aim in the programme retention is likely to be set to 0.

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 program. 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.

Some examples of how the core aim would be recorded for a **vocational study program** across academic years are given below:

#### Example 1: Recording Error

A pupil undertook one learning aim in 2015/16 (aim 1) and is undertaking two learning aims in 2016/17 (aim 2 and aim 3). In the 2015 autumn census, aim 1 was designated as the core aim for 2015/16 and aim 2 was the core aim for 2016/17. Hence, in the 2015 autumn census the aims are recorded as follows:

- Aim 1 – start date 01/09/2015 planned end date 31/07/2016 with the core aim flag set to '1' to designate this learning aim as the core aim in 2015/16
- Aim 2 – start date 01/09/2016 planned end date 31/07/2017 with the core aim flag set to '1' – to designate this learning aim as the core aim in 2016/17
- Aim 3 – start date 01/09/2016 planned end date 31/07/2017 with the core aim flag set to '0'

However, after the autumn census the school realised they made a mistake and aim 2 was not actually the core aim for 2016/17 and instead it was actually aim 3. In these situations, the school should update the core aim flag within their MIS to remove the flag from aim 2 and re-assign it to aim 3.

Therefore, in the 2017 autumn census the aims would be recorded as follows:

- Aim 1 – Not reported in 2017 as it relates to 2015/16 (the 2017 autumn census will only collate aims relating to the 2016/17 and 2017/18 academic years)
- Aim 2 – start date 01/09/2016 planned end date 31/07/2017 with core aim flag set to '0' – changed from '1' to '0' as the aim is not actually the 2016/17 core learning aim
- Aim 3 – start date 01/09/2016 planned end date 31/07/2017 with core aim flag set to '1' – to designate the revised core learning aim in 2016/17

#### Example 2: Recording designations across academic years

In the 2016 autumn census we will collect learning aims recorded for the 2015/16 and 2016/17 academic years.

We would expect one learning aim to be designated as the core aim for each academic year. This could be either:

- the same aim for a two year course spanning both years – for example if the same aim is designated as the core aim for both 2015/16 and 2016/17 then only one aim would be submitted with the core aim flag set to '1'

or, alternatively:

- where there are a distinct set of one year aims for each individual year, one of the 2015/16 aims would be designated as the core aim and, similarly, one of the 2016/17 learning aims would also be designated as the core aim – you will easily be able to identify which core aim relates to each year by the learning aims start and end dates of the learning aims.

#### Example 3: Recording a change of designation

The core aim for a pupil in 2015/16 is for a two-year course (aim 1) which continues into 2016/17. However, a different (new) learning aim (aim 2) is designated as the core aim for 2016/17. In the 2016 autumn census we would expect the following:

- Aim 1 – start date 01/09/2015 planned end date 31/07/2017 with the core aim flag set to '1' – to designate the core aim in 2015/16
- Aim 2 – start date 01/09/2016 planned end date 31/07/2017 with the core aim flag set to '1' – to designate the core aim in 2016/17

#### Example 4: School converts to an academy

Where an existing school becomes an academy during the period for which learning aims are required (through either the sponsor led or convertor routes) the details of the learning aims, including the core aim and all dates, should remain the same unchanged.

#### Example 5: Pupil advances year group before end of the academic year

A pupil undertook one learning aim in year 12 during 2015/16 (aim 1) and is undertaking another learning aim in year 13 during 2016/17 (aim 2). At the end of the 2016/17 academic year, the pupil moves into year 14 and starts his course (aim 3) for the next academic period early. Hence, the 2016 autumn census would show:

- Aim 1 – start date 01/09/2015 planned end date 31/07/2016 with the core aim flag set to '1' – to designate this learning aim as the core aim in 2015/16
- Aim 2 – start date 01/09/2016 planned end date 30/06/2017 with the core aim flag set to '1' – to designate this learning aim as the core aim in 2016/17
- Aim 3 – start date 01/07/2016 planned end date 31/07/2018 with the core aim flag set to '1' – Although this aim relates to the 2017/18 academic year, as this course was live during 2016/17 then it would be submitted as part of the 2016

autumn census. From the learning aims dates the ESFA will be able to determine that the core aim relates to 2017/18

In this case, the pupil has three core aims with one core aim crossing academic years and reflecting the early move to the next year group.

#### **5.10.11 Post-16 pupils who are in full-time employment [For: Secondary, all-through, special and PRU] [used for funding]**

Under the raising the participation age (RPA) policy (full details are available on the department for education's [website](#)) post-16 pupils 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. This field indicates pupils who are in full-time employment and are therefore eligible for part-time education/training, which is collected each term.

#### **5.10.12 GCSE Maths and English condition of funding [For: Secondary, all-through and PRU] [used for funding]**

All students who start a new study programme of 150 hours or more, aged 16 to 18 (or aged 19 to 25 if they have an Education, Health and Care Plan) who do not hold a GCSE grade A\*-C or equivalent qualification in maths and / or in English, are required to study these subjects as part of their study programme in each academic year.

Any student who does not study one of the approved qualifications in each academic year, will be removed from the lagged student numbers in future years. The approved qualifications are either GCSE or a level 1 / level 2 certificates (approved IGCSE) counting towards the English Baccalaureate (EBacc) measure, or an approved stepping stone qualification.

The funding will be removed from future allocations at the national funding rate per student, for the relevant year. This will be the full time national funding rate or the relevant part-time funding rate for that student. Initially this will be deducted in academic year 2017 to 2018 at the funding rates for 2017 to 2018. Other elements of the funding will not be affected.

For academic year 2016 to 2017 the same condition applies as applied in 2015 to 2016. In addition, 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 age 18) starting their study programme who have a grade D GCSE or equivalent qualification in maths and/or English must be enrolled on a GCSE or approved IGCSE qualification, rather than an approved stepping stone qualification.

A student who has grade D in both maths and in English will need to be enrolled on GCSE or approved IGCSE in both subjects in each academic year and is required to continue to study until they achieve at least a grade C or are no longer ESFA funded.

The list of qualifications that meet the condition of funding will be maintained throughout the academic year on the [Learning Aim Reference Service \(LARS\)](#). From the learning aims search screen users can retrieve a comprehensive, up to date list of maths and English qualifications that meet the condition of funding by using the **English qualification validity for ESFA Funding condition** and **Maths qualification validity for ESFA Funding condition** filters on the search screen. The list will be updated each month to show changes to existing qualifications and any new qualifications meeting the condition. Institutions should refer to LARS for an up to date list of qualifications.

[Further information](#) regarding the maths and English condition of funding (including exemptions to the condition and rules pertaining to foreign equivalent qualifications) can be found on gov.uk.

**Please note:** When students have achieved UK or overseas qualifications in maths and / or English, they must hold these qualifications at a level equivalent to grades A\*-C. If they have not achieved at this level, they must study for a valid maths / English qualification to meet the condition.

Where a student has achieved an equivalent overseas maths / English qualification at grade A\*-C, then the recording codes would be:

- Prior attainment 'NR'
- Year group achieved would either be 1 (achieved at the end of year 11) or 2 (achieved after year 11)
- Funding exemption 'O'

Where a student has achieved an equivalent UK maths / English qualification (for example, Scottish standard grades) at grade A\*-C, then the recording codes would be:

- Prior attainment 'NR'
- Year group achieved would either be 1 (achieved at the end of year 11) or 2 (achieved after year 11)
- Funding exemption 'U'

### **5.10.13 Sub-contracting partner UKPRN [For: Secondary, all-through and PRU]**

The sub-contracting partner UKPRN is recorded for all learning aims where learning is sub-contracted. Sub-contracting is defined as provision delivered away from the main

institution sites by a third party organization, with whom the ESFA-funded institution has made contractual arrangements to deliver education provision that will be paid for with ESFA funding.

A school that is part of a consortium is not considered to be sub-contracting with the other schools in the consortium.

The UK provider registration number (UKPRN) is recorded against the learning aim(s) that are sub-contracted to the partner organisation.

#### **5.10.14 Learning aim withdrawal reason [For: Secondary, all-through and PRU]**

A learning aim withdrawal reason 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 which most closely matches the reason for the student leaving the course is selected from the list of options (see code set at [section 8](#)). 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 census day, the learning aim withdrawal reason is left blank.

The department monitors non-completion of courses to 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. Withdrawal reasons have not previously been collected in the school census, but codes are consistent with those collected from non-school providers in the individualised learner record (ILR).

For 2016/17 this is the students who withdraw following the 6 week qualifying period.

#### **5.10.15 Maths and English GCSE Prior Attainment and funding exemption [For: Secondary, all-through and PRU] [used for funding]**

The prior attainment (grade achieved) for each pupil is recorded for maths and English (see code set in [Section 8](#)) 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 English and maths condition of funding.

The code set records whether or not the pupil attained a grade A\*, A, B or C in maths and in English by the end of year 11. This data is used to determine whether or not a pupil generates block 2 funding as part of the disadvantage element of the 16-19 funding formula. Further information on disadvantage funding can be found in the ESFA 'Funding rates and formula' [guidance](#).

The exemptions fields record (see code set in [Section 8](#)) whether the pupil is exempt from the condition of funding or meets the condition of funding by holding UK equivalent qualifications.

There are only two exemptions to the condition of funding:

- 1) A student's learning difficulty prevents them studying a GCSE or stepping stone qualification that meets the condition of funding. The exemption must be supported by an evidenced assessment (that the student is not capable of studying an approved qualification) by a professional in the education institution if, and only if, the student has a statement of SEN or an education, health and care plan (EHCP)
- 2) A student's overseas qualification is equivalent to a grade A\*, A, B or C 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 [online funding information](#).

Additionally, a student who does not hold a GCSE in English or maths may meet the condition of funding by holding an approved UK qualification equivalent to a GCSE grade A\*, A, B or C in each of these subjects. Please refer to the [online information](#) for more information.

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

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

A list of the qualification types that meet the condition of funding is available [online](#).

#### **5.10.16 Traineeships [For: Secondary, all-through and PRU with appropriate age ranges] [used for funding]**

A traineeship is a discrete study programme with specific learning aims, which are required in order to qualify as a traineeship – normally, work experience and work preparation alongside maths (if required) and English (if required). The work

experience aim must be set as the core aim. Further guidance on traineeships is available [online](#).

Whilst all traineeships 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 indicator is set against each of the pupil's learning aims - 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, they do not need to be retrospectively flagged.

### **5.10.17 Recording A levels [For: Secondary, all-through and PRU]**

Linear A levels (all external assessment at the end of the course) were introduced in August 2015 for a number of subject areas. The AS is decoupled from the A level, which means that AS marks will not count towards the A level. Learners do not need to enter for an AS level in order to pursue a subject to A level. See [Reforming qualifications and the curriculum to better prepare pupils for life after school - A and AS level reform](#) and [Reform of AS and A level qualifications by ofqual](#) for further information.

#### **How will this affect the recording of A levels?**

With linear qualifications, schools can choose between three approaches:

- where a learner is studying towards an A level and is not intending to sit the AS level, the school should record the A level for the first year with a learning aim planned end date reflecting the planned two-year length of the course, for example for a student starting an A level in September 2016 the start date would be 01/09/2016 and the planned end date would be 31/07/2018
- where a learner is planning to enter for the AS level as well as for the A level, the school should record the AS level for the first year with a learning aim planned end date reflecting the planned one-year length of the course, for example, for a student starting an AS level in September 2016 the start date would be 01/09/2016 and the planned end date would be 31/07/2017. Assuming the learner goes on to the A level the school should, in 2017, record the A level as a one year course; that is: the start date would be 01/09/2017 and the planned end date would be 31/07/2018



- where a learner is only planning to complete the AS level the school should record the AS level with a start date of 01/09/2016 and a planned end date of 31/07/2017. Should the learner decide to go on to do the A level as well, the A level should be recorded in 2017, as in the above case

In all cases, providers should accurately record the learning aim that a learner is working towards; either an AS or A level learning aim.

### Are there any funding implications?

For ESFA funded A levels, no funding adjustment is required, as these are funded through the ESFA's funding per student methodology which uses planned hours for the year to determine funding levels.

### Transfers and withdrawals

Where a learner changes the AS or A level learning aim that they are working towards, or withdraws from the learning aim, this should be recorded in the usual way on the school census.

### Examples

The following examples illustrate how some different scenarios should be recorded:

**Example A: Learner starts intending to do only an AS level. They complete the AS level as planned and do no further study in this subject in year 2**

	Year 1	Year 2	Notes
<b>Current system</b>	AS level subject 1		
<b>From 1 Aug 2015</b>	AS level subject 1		No change to current approach

**Example B: Learner starts intending to do only an AS level. Following the AS results they decide to take the A level in year 2**

	Year 1	Year 2	Notes
<b>Current system</b>	AS level subject 1	A level subject 1	
<b>From 1 Aug 2015</b>	AS level subject 1	A level subject 1	No change to current approach

**Example C: Learner starts intending to do only an A level, and does not enter for the AS level. They complete the A level as planned**

	Year 1	Year 2	Notes
<b>Current System</b>	AS level subject 1	A level subject 1	
<b>From 1 Aug 2015</b>	A level subject 1		

**Example D: Learner starts intending to do both an AS level and an A level. They complete both learning aims as planned**

	Year 1	Year 2	Notes
<b>Current system</b>	AS level subject 1	A level subject 1	
<b>From 1 Aug 2015</b>	AS level Subject 1	A level subject 1	No change to current approach

**Example E: Learner starts intending to do only an A level, but during year 1 decides to enter for the AS level as well**

	Year 1		Year 2	Notes
<b>Current system</b>	AS level subject 1		A level subject 1	
<b>From 1 Aug 2015</b>	A level subject 1			The A level learning aim is closed and transferred to an AS level.
		AS level subject 1	A level subject 1	

**Example F: Learner starts intending to do an AS level, and during year 1 decides to transfer to an A level and does not sit the AS level**

	Year 1		Year 2	Notes
Current system	AS level subject 1		A level subject 1	
From 1 Aug 2015	AS level subject 1			The AS level learning aim is closed and transferred to an A-level.
		A level subject 1		

**Example G: Learner starts intending to do only an A level, and withdraws completely from this subject during year 1**

	Year 1		Year 2	Notes
<b>Current System</b>	AS level subject 1			
<b>From 1 Aug 2015</b>	A level subject 1			The A level learning aim is recorded as withdrawn

**Example H: Learner starts intending to do only an A level, but during year 1 decides to transfer to the AS level. They do not go on to take an A level in this subject**

	Year 1		Year 2	Notes
<b>Current system</b>	AS Level Subject 1			
<b>From 1 Aug 2015</b>	A level Subject 1			

## 6. Further Information

Local authority maintained schools should contact their local authority in the first instance for any further help or advice regarding the school census. If there are questions which your local authority cannot resolve, or if you are a school not maintained by a local authority (such as an academy, free school or CTC), then any questions should be directed to the department's service desk by completing a [service request form](#). Service request forms are also used for changing contact details and requests for access to COLLECT.

A data collection forum is also available for all data collection contacts to access. The forum is available [here](#) and you will require a username and password specific to the forum to access. If you do not already have a username and password and would like to request access, or if you have any questions about the facility, please complete a [service request form](#).

This document, and a number of other useful materials, is published on the [department's website](#)

## 7. Code sets – school level

### School phase [ALL schools]

Code	Description
NS	Nursery
PS	Primary
MP	Middle (deemed primary)
MS	Middle (deemed secondary)
SS	Secondary
AT	All-through
SP	Special
PR	PRUs

### School type [ALL schools]

Code	Description
01	First school, 5-8
02	First school, 5-9
03	First school, 5-10
04	First and middle school, 5-12
05	Middle school, 8-12, deemed primary
06	Middle school, 9-13, deemed primary
07	Middle school, 9-13, deemed secondary
08	Middle school, 10-13, deemed secondary
09	Comprehensive upper school, 12-15/16
10	Comprehensive upper school, 12-18
11	Comprehensive upper school, 13-16
12	Comprehensive upper school, 13-18
16	Infant school, 5-7/8
17	Junior school, 7/8-11
18	Infant and junior school, 5-11
21	Comprehensive all-through, 11-16
22	Comprehensive all-through, 11-18
25	Junior comprehensive, 11-13, automatic transfer
26	Junior comprehensive, 11-14, automatic transfer
27	Junior comprehensive, 11-16, optional transfer at 13
28	Junior comprehensive, 11-16, optional transfer at 14
29	Senior comprehensive, 13-16, automatic transfer
30	Senior comprehensive, 13-18, optional transfer
31	Senior comprehensive, 13-18, automatic transfer
32	Senior comprehensive, 14-18, optional transfer
33	Senior comprehensive, 14-18, automatic transfer
36	Non-comprehensive secondary - modern
37	Non-comprehensive secondary - grammar
38	Non-comprehensive secondary - technical
39	Non-comprehensive secondary - other
41	Middle school, 10-14, deemed secondary
42	First school, 5-7;
43	First school, 7-10;
44	Comprehensive upper school, 14/15-18
45	Middle school, 9-12, deemed primary
46	Comprehensive, middle and upper, 10-16

Code	Description
47	City technology college
48	Comprehensive upper school, 11-16
49	Academies
50	Maintained nursery
51	Direct grant nursery
52	Special school
53	Hospital special school
54	LA maintained PRU
55	All-through school

### National curriculum year group [ALL schools]

Code	Description
E1	Early first year
E2	Early second year
N1	Nursery first year
N2	Nursery second year
R	Reception
1 – 14	Years 1 to 14
M	Mixed year class
X	National curriculum not followed – available only for special schools where pupils are not following a particular NC year

\*Not used for maximum or minimum year group but are used for class key stage

### Intake type [Not for: Nursery schools]

Code	Description
COMP	Comprehensive
SEL1	Selective (grammar)
SEL2	Secondary modern
SEL3	Selective (technical)
SEL4	Religious school
SPEC	Special

### Governance [ALL schools]

Code	Description
CO	Community
VA	Voluntary aided
VC	Voluntary controlled
FO	Foundation
IN	Independent
NM	Non-maintained
CT	CTC
CA	Academy

### School SEN type

Code	Description
SPLD	Specific Learning Difficulty
MLD	Moderate Learning Difficulty
SLD	Severe Learning Difficulty
PMLD	Profound & Multiple Learning Difficulty
SEMH	Social, Emotional and Mental Health
SLCN	Speech, Language and Communication Needs
HI	Hearing Impairment
VI	Visual Impairment
MSI	Multi-Sensory Impairment
PD	Physical Disability
ASD	Autistic Spectrum Disorder
OTH	Other Difficulty/Disability

### Class activity [Not for: Nursery schools]

Class activity [ Primary and all-through schools only]	
AR	Art, Craft or Design
EN	English Literacy or Reading
FL	Foreign Language
GP	Group Project work (including mixed activities in other categories and library work)
HU	Humanities (including Geography, History, Economics or Business Studies)
MA	Mathematics or Numeracy
MD	Music, Singing or Drama
OT	Other
PE	PE or Games
RE	Religious Education
SC	Science
TE	Technology, IT or Computing
TV	Watching TV or listening to Radio

### Childcare provider

Code	Description
SCH	School
SIP	School in partnership
OTH	Other (non-school) provider

### Type of childcare

Code	Description
B	Before school
A	After school
H	Holiday
U	Under five's

### Other schools

Code	Description
Y	Yes
N	No
U	Unknown



## 8. Code sets - pupil level

### Pupil gender

Code	Description
M	Male
F	Female

### Ethnicity [ALL Schools]

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
<b>WBRI</b>	<b>White - British</b>	<b>WBRI</b>	<b>White - British</b>	<b>White</b>	<b>WBRI may not be used if any of the extended categories below (WCOR-WWEL) are used</b>
WCOR	White - Cornish	WBRI	White - British	White	
WENG	White - English	WBRI	White - British	White	
WSCO	White - Scottish	WBRI	White - British	White	
WWEL	White - Welsh	WBRI	White - British	White	
WOWB	Other White British	WBRI	White - British	White	If LAs collect information for "White - British" pupils using any of the <b>extended</b> categories above (WCOR-WWEL), this category must be used as a catch all for all other White pupils within the main "White - British" category. If used, cannot have category "White - British" (WBRI).
<b>WIRI</b>	<b>White - Irish</b>	<b>WIRI</b>	<b>White - Irish</b>	<b>White</b>	
<b>WIRT</b>	<b>Traveller of Irish heritage</b>	<b>WIRT</b>	<b>Traveller of Irish heritage</b>	<b>White</b>	
<b>WOTH</b>	<b>Any other white background</b>	<b>WOTH</b>	<b>Any other white background</b>	<b>White</b>	<b>WOTH may not be used if any of the extended categories below (WALB-WWEU) are used.</b>
WALB	Albanian	WOTH	Any other white background	White	Excluding Kosovan.
WBOS	Bosnian-Herzegovinian	WOTH	Any other white background	White	
WCRO	Croatian	WOTH	Any other white background	White	
WGRE	Greek/ Greek Cypriot	WOTH	Any other white background	White	If LAs do not wish to distinguish between pupils of Greek and Greek Cypriot heritage they may place all Greek/ Greek Cypriot in this category. If used, cannot have categories "Greek" (WGRK) or "Greek Cypriot" (WGRC).
WGRK	Greek	WOTH	Any other white background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek Cypriot" (WGRC).
WGRC	Greek Cypriot	WOTH	Any other white background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek" (WGRK).
WITA	Italian	WOTH	Any other white background	White	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
WKOS	Kosovan	WOTH	Any other white background	White	
WPOR	Portuguese	WOTH	Any other white background	White	
WSER	Serbian	WOTH	Any other white background	White	
WTUR	Turkish/ Turkish Cypriot	WOTH	Any other white background	White	If LAs do not wish to distinguish between pupils of Turkish and Turkish Cypriot heritage they may place all Turkish/ Turkish Cypriot in this category. If used, cannot have categories "Turkish" (WTUK) or "Turkish Cypriot" (WTUC).
WTUK	Turkish	WOTH	Any other white background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish Cypriot" (WTUC).
WTUC	Turkish Cypriot	WOTH	Any other white background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish" (WTUK).
WEUR	White European	WOTH	Any other white background	White	If LAs do not collect information on White European pupils on the basis of country of origin or East/ West European, they may place all White European pupils here.
WEEU	White Eastern European	WOTH	Any other white background	White	Including Russian, Latvian, Ukrainian, Polish, Bulgarian, Czech, Slovak, Lithuanian, Montenegrin and Romanian.
WWEU	White Western European	WOTH	Any other white background	White	Including Italian, French, German, Spanish, Portuguese and Scandinavian.
WOTW	White other	WOTH	Any other white background	White	If LAs collect information for "Any Other White Background" pupils using any of the <b>extended</b> categories above (WALB-WWEU), this category must be used as a catch all for all other White pupils within the main "Any Other White Background" category. If used, cannot have category "Any Other White Background" (WOTH).
WROM	Gypsy / Roma	WROM	Gypsy / Roma	White	This category includes pupils who identify themselves as Gypsies and or Romanies, and or Travellers, and or Traditional Travellers, and or Romanichals, and or Romanichal Gypsies and or Welsh Gypsies / Kaale, and or Scottish Travellers / Gypsies, and or Roma. It includes all children of a Gypsy ethnic background or Roma ethnic background, irrespective of whether they are nomadic, semi nomadic or living in static accommodation. It should not include Fairground (Showman's) children; the children travelling with circuses; or the children of New Travellers or Bargees unless, of course, their ethnic status is that which is mentioned above. Schools would use this where they do not wish to identify Gypsy and Roma pupils separately

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
WROG	Gypsy	WROM	Gypsy/Roma	White	This category enables the separate identification of Gypsy pupils. Gypsy refers to: all pupils who identify themselves as Gypsies. This includes all children of a Gypsy ethnic background, irrespective of whether they are nomadic, semi-nomadic or living in static accommodation
WROR	Roma	WROM	Gypsy/Roma	White	This category identifies the separate identification of Roma pupils. Roma refers to: all pupils who identify themselves as Roma or Romany, part of a diverse community of related groups whose ancestors are believed to originate from the Indian sub-continent but who have more recently migrated from Central and Eastern Europe. Many Roma speak a form of dialect of the Romani language as their first language and for many this is in addition to their national language (eg Czech or Romanian).
WROO	Other Gypsy/Roma	WROM	Gypsy/Roma	White	This category is for Gypsy/Roma who do not identify with one or the other of the above groups - eg pupils with mixed Gypsy/Roma heritage
<b>MWBC</b>	<b>White and Black Caribbean</b>	<b>MWBC</b>	<b>White and Black Caribbean</b>	<b>Mixed/Dual background</b>	
<b>MWBA</b>	<b>White and Black African</b>	<b>MWBA</b>	<b>White and Black African</b>	<b>Mixed/Dual background</b>	
<b>MWAS</b>	<b>White and Asian</b>	<b>MWAS</b>	<b>White and Asian</b>	<b>Mixed/Dual background</b>	<b>MWAS may not be used if any of the extended categories below (MWAP-MWAI) are used.</b>
MWAP	White and Pakistani	MWAS	White and Asian	Mixed/Dual background	
MWAI	White and Indian	MWAS	White and Asian	Mixed/Dual background	
MWAO	White and any other Asian background	MWAS	White and Asian	Mixed/Dual background	If LAs collect information for "White and Asian" pupils using any of the <b>extended</b> categories above (MWAP-MWAI), this category must be used as a catch all for all other Mixed/Dual background pupils within the main "White and Asian" category. If used, cannot have category "White and Asian" (MWAS).
<b>MOTH</b>	<b>Any other mixed background</b>	<b>MOTH</b>	<b>Any other mixed background</b>	<b>Mixed/Dual background</b>	<b>MOTH may not be used if any of the extended categories below (MAOE-MWCH) are used.</b>
MAOE	Asian and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MABL	Asian and Black	MOTH	Any other mixed background	Mixed/Dual background	
MACH	Asian and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MBOE	Black and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
MBCH	Black and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MCOE	Chinese and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MWOE	White and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MWCH	White and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MOTM	Other mixed background	MOTH	Any other mixed background	Mixed/Dual background	If LAs collect information for "any other mixed background" pupils using any of the <b>extended</b> categories above (MAOE-MWCH), this category must be used as a catch all for all other Mixed/Dual background pupils within the main "any other mixed background" category. If used, cannot have category "any other mixed background" (MOTH).
<b>AIND</b>	<b>Indian</b>	<b>AIND</b>	<b>Indian</b>	<b>Asian or Asian British</b>	
<b>APKN</b>	<b>Pakistani</b>	<b>APKN</b>	<b>Pakistani</b>	<b>Asian or Asian British</b>	<b>APKN may not be used if any of the extended categories below (AMPK-AKPA) are used.</b>
AMPK	Mirpuri Pakistani	APKN	Pakistani	Asian or Asian British	
AKPA	Kashmiri Pakistani	APKN	Pakistani	Asian or Asian British	
AOPK	Other Pakistani	APKN	Pakistani	Asian or Asian British	If LAs collect information for "Pakistani" pupils using any of the <b>extended</b> categories above (AMPK-AKPA), this category must be used as a catch all for all other Pakistani pupils within the main "Pakistani" category. If used, cannot have category "Pakistani" (APKN).
<b>ABAN</b>	<b>Bangladeshi</b>	<b>ABAN</b>	<b>Bangladeshi</b>	<b>Asian or Asian British</b>	
<b>AOTH</b>	<b>Any other Asian background</b>	<b>AOTH</b>	<b>Any other Asian background</b>	<b>Asian or Asian British</b>	<b>AOTH may not be used if any of the extended categories below (AAFR-ASRO) are used.</b>
AAFR	African Asian	AOTH	Any other Asian background	Asian or Asian British	Including East and South African Asians.
AKAO	Kashmiri other	AOTH	Any other Asian background	Asian or Asian British	Kashmiri respondents not wishing to be classified under Asian Pakistani should use this category.
ANEP	Nepali	AOTH	Any other Asian background	Asian or Asian British	
ASNL	Sri Lankan Sinhalese	AOTH	Any other Asian background	Asian or Asian British	All other Sinhalese pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Tamil' (ASLT) and 'Sri Lankan Other' (ASRO).

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
ASLT	Sri Lankan Tamil	AOTH	Any other Asian background	Asian or Asian British	All other Tamil pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan other' (ASRO).
ASRO	Sri Lankan other	AOTH	Any other Asian background	Asian or Asian British	If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan Tamil' (ASLT).
AOTA	Other Asian	AOTH	Any other Asian background	Asian or Asian British	If LAs collect information for "any other Asian background" pupils using any of the <b>extended</b> categories above (AAFR-ASRO), this category must be used as a catch all for all other Asian pupils within the main "any other Asian background" category. If used, cannot have category "any other Asian background" (AOTH).
BCRB	Black Caribbean	BCRB	Black Caribbean	Black or Black British	<b>Including Antigua and Barbuda, Bahamas, Barbados, Dominica, Grenada, Guyana, Jamaica, St Kitts and Nevis, St Lucia, St Vincent &amp; Grenadines, Trinidad and Tobago.</b>
BAFR	Black - African	BAFR	Black - African	Black or Black British	<b>BAFR may not be used if any of the extended categories below (BANN-BSUD) are used.</b>
BANN	Black - Angolan	BAFR	Black - African	Black or Black British	
BCON	Black - Congolese	BAFR	Black - African	Black or Black British	
BGHA	Black - Ghanaian	BAFR	Black - African	Black or Black British	
BNGN	Black - Nigerian	BAFR	Black - African	Black or Black British	
BSLN	Black - Sierra Leonean	BAFR	Black - African	Black or Black British	
BSOM	Black - Somali	BAFR	Black - African	Black or Black British	
BSUD	Black - Sudanese	BAFR	Black - African	Black or Black British	Including Sudanese of Egyptian origin.
BAOF	Other Black African	BAFR	Black - African	Black or Black British	Including Black South African, Zimbabwean, Ethiopian, Rwandan and Ugandan. If LAs collect information for "Black - African" pupils using any of the <b>extended</b> categories above (BANN-BSUD), this category must be used as a catch all for all other Black African pupils within the main "Black - African" category. If used, cannot have category "Black - African" (BAFR).
BOTH	Any other Black background	BOTH	Any other Black background	Black or Black British	<b>BOTH may not be used if any of the extended categories below (BEUR-BNAM) are used.</b>
BEUR	Black European	BOTH	Any other Black background	Black or Black British	
BNAM	Black North American	BOTH	Any other Black background	Black or Black British	Include Black North American and Canadian.

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
BOTB	Other Black	BOTH	Any other Black background	Black or Black British	If LAs collect information for "any other Black background" pupils using any of the <b>extended</b> categories above (BEUR-BNAM), this category must be used as a catch all for all other Black pupils within the main "any other Black background" category. If used, cannot have category "any other Black background" (BOTH).
<b>CHNE</b>	<b>Chinese</b>	<b>CHNE</b>	<b>Chinese</b>	<b>Chinese</b>	<b>CHNE may not be used if any of the extended categories below (CHKC-CTWN) are used.</b>
CHKC	Hong Kong Chinese	CHNE	Chinese	Chinese	
CMAL	Malaysian Chinese	CHNE	Chinese	Chinese	
CSNG	Singaporean Chinese	CHNE	Chinese	Chinese	
CTWN	Taiwanese	CHNE	Chinese	Chinese	
COCH	Other Chinese	CHNE	Chinese	Chinese	If LAs collect information for "Chinese" pupils using any of the <b>extended</b> categories above (CHKC-CTWN), this category must be used as a catch all for all other Chinese pupils within the main "Chinese" category. If used, cannot have category "Chinese" (CHNE).
<b>OOTH</b>	<b>Any other ethnic group</b>	<b>OOTH</b>	<b>Any other ethnic group</b>	<b>Any other ethnic group</b>	<b>OOTH may not be used if any of the extended categories below (OAFG-OYEM) are used.</b>
OAFG	Afghan	OOTH	Any other ethnic group	Any other ethnic group	
OARA	Arab other	OOTH	Any other ethnic group	Any other ethnic group	Include Palestinian, Kuwaiti, Jordanian and Saudi Arabian.
OEGY	Egyptian	OOTH	Any other ethnic group	Any other ethnic group	
OFIL	Filipino	OOTH	Any other ethnic group	Any other ethnic group	
OIRN	Iranian	OOTH	Any other ethnic group	Any other ethnic group	
OIRQ	Iraqi	OOTH	Any other ethnic group	Any other ethnic group	
OJPN	Japanese	OOTH	Any other ethnic group	Any other ethnic group	
OKOR	Korean	OOTH	Any other ethnic group	Any other ethnic group	
OKRD	Kurdish	OOTH	Any other ethnic group	Any other ethnic group	Include Kurdish pupils from Iraq, Iran and Turkey.
OLAM	Latin/South/ Central American	OOTH	Any other ethnic group	Any other ethnic group	Include all pupils from Central/ South America, Cuba and Belize.
OLEB	Lebanese	OOTH	Any other ethnic group	Any other ethnic group	
OLIB	Libyan	OOTH	Any other ethnic group	Any other ethnic group	
OMAL	Malay	OOTH	Any other ethnic group	Any Other Ethnic Group	Including Malaysian other than Malaysian Chinese.
OMRC	Moroccan	OOTH	Any Other Ethnic Group	Any other ethnic group	
OPOL	Polynesian	OOTH	Any other ethnic group	Any other ethnic group	Including Fijian, Tongan, Samoan and Tahitian.

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
OTHA	Thai	OOTH	Any other ethnic group	Any other ethnic group	
OVIE	Vietnamese	OOTH	Any other ethnic group	Any other ethnic group	
OYEM	Yemeni	OOTH	Any other ethnic group	Any other ethnic group	
OOEG	Other ethnic group	OOTH	Any other ethnic group	Any other ethnic group	If LAs collect information for "any other ethnic group" pupils using any of the <b>extended</b> categories above (OAFG-OYEM), this category must be used as a catch all for all other pupils within the main "any other ethnic group" category. If used, cannot have category "any other ethnic group" (OOTH).
REFU	Refused	REFU	Refused	Refused	
NOBT	Information not yet obtained	NOBT	Information not yet obtained	Information not yet obtained	

### Youth support services / Connexions agreement [Not for: Nursery schools or primary]

Code	Description
Yes	Permission has been given by the parent or guardian
No	Parent or guardian has refused permission
UNS	Unsought - School has not yet sent out privacy notices (data cannot be shared with youth support services)
SNR	Sought, no reply - School has sent out privacy notices, but has received no reply from parent or guardian (data can be shared with youth support services)

## Language code [ALL schools]

Code	Description
ACL	Acholi
ADA	Adangme
AFA	Afar-Saho
AFK	Afrikaans
AKA	Akan/Twi-Fante
AKAF	Akan (Fante)
AKAT	Akan (Twi/Asante)
ALB	Albanian/Shqip
ALU	Alur
AMR	Amharic
ARA	Arabic
ARAA	Arabic (any other)
ARAG	Arabic (Algeria)
ARAI	Arabic (Iraq)
ARAM	Arabic (Morocco)
ARAS	Arabic (Sudan)
ARRAY	Arabic (Yemen)
ARM	Armenian
ASM	Assamese
ASR	Assyrian/Aramaic
AYB	Anyi-Baule
AYM	Aymara
AZE	Azeri
BAI	Bamileke (any)
BAL	Balochi
BEJ	Beja/Bedawi
BEL	Belarusian
BEM	Bemba
BHO	Bhojpuri
BIK	Bikol
BLT	Balti Tibetan
BMA	Burmese/Myanma
BNG	Bengali
BNGA	Bengali (any other)
BNGC	Bengali (Chittagong/Noakhali)
BNGS	Bengali (Sylheti)
BSL	British Sign Language
BSQ	Basque/Euskara
BUL	Bulgarian
CAM	Cambodian/Khmer
CAT	Catalan
CCE	Caribbean Creole English
CCF	Caribbean Creole French
CGA	Chaga

Code	Description
CGR	Chattisgarhi/Khatahi
CHE	Chechen
CHI	Chinese
CHIA	Chinese (any other)
CHIC	Chinese (Cantonese)
CHIH	Chinese (Hokkien/Fujianese)
CHIK	Chinese (Hakka)
CHIM	Chinese (Mandarin/Putonghua)
CKW	Chokwe
CRN	Cornish
CTR	Chitralli/Khowar
CWA	Chichewa/Nyanja
CYM	Welsh/Cymraeg
CZE	Czech
DAN	Danish
DGA	Dagaare
DGB	Dagbane
DIN	Dinka/Jieng
DUT	Dutch/Flemish
DZO	Dzongkha/Bhutanese
EBI	Ebira
EDO	Edo/Bini
EFI	Efik-Ibibio
ENB	Believed to be English*
ENG	English*
ESA	Esan/Ishan
EST	Estonian
EWE	Ewe
EWO	Ewondo
FAN	Fang
FIJ	Fijian
FIN	Finnish
FON	Fon
FRN	French
FUL	Fula/Fulfulde-Pulaar
GAA	Ga
GAE	Gaelic/Irish
GAL	Gaelic (Scotland)
GEO	Georgian
GER	German
GGO	Gogo/Chigogo
GKY	Kikuyu/Gikuyu
GLG	Galician/Galego
GRE	Greek



Code	Description
GREa	Greek (any other)
GREC	Greek (Cyprus)
GRN	Guarani
GUJ	Gujarati
GUN	Gurenne/Frafra
GUR	Gurma
HAU	Hausa
HDK	Hindko
HEB	Hebrew
HER	Herero
HGR	Hungarian
HIN	Hindi
IBA	Iban
IDM	Idoma
IGA	Igala
IGB	Igbo
IJO	Ijo (any)
ILO	Ilokano
ISK	Itsekiri
ISL	Icelandic
ITA	Italian
JAV	Javanese
JIN	Jinghpaw/Kachin
JPN	Japanese
KAM	Kikamba
KAN	Kannada
KAR	Karen (any)
KAS	Kashmiri
KAU	Kanuri
KAZ	Kazakh
KCH	Katchi
KGZ	Kirghiz/Kyrgyz
KHA	Khasi
KHY	Kihaya/Luziba
KIN	Kinyarwanda
KIR	Kirundi
KIS	Kisi (West Africa)
KLN	Kalenjin
KMB	Kimbundu
KME	Kimeru
KNK	Konkani
KNY	Kinyakyusa-Ngonde
KON	Kikongo
KOR	Korean
KPE	Kpelle

Code	Description
KRI	Krio
KRU	Kru (any)
KSI	Kisii/Ekegusii (Kenya)
KSU	Kisukuma
KUR	Kurdish
KURA	Kurdish (any other)
KURM	Kurdish (Kurmanji)
KURS	Kurdish (Sorani)
LAO	Lao
LBA	Luba
LBAC	Luba (Chiluba/Tshiluba)
LBAK	Luba (Kiluba)
LGA	Luganda
LGB	Lugbara
LGS	Lugisu/Lumasaba
LIN	Lingala
LIT	Lithuanian
LNG	Lango (Uganda)
LOZ	Lozi/Silozi
LSO	Lusoga
LTV	Latvian
LTZ	Luxemburgish
LUE	Luvale/Luena
LUN	Lunda
LUO	Luo (Kenya/Tanzania)
LUY	Luhya (any)
MAG	Magahi
MAI	Maithili
MAK	Makua
MAN	Manding/Malinke
MANA	Manding/Malinke (any other)
MANB	Bambara
MANJ	Dyula/Jula
MAO	Maori
MAR	Marathi
MAS	Maasai
MDV	Maldivian/Dhivehi
MEN	Mende
MKD	Macedonian
MLG	Malagasy
MLM	Malayalam
MLT	Maltese
MLY	Malay/Indonesian
MLYA	Malay (any other)
MLYI	Indonesian/Bahasa Indonesia

Code	Description
MNA	Magindanao-Maranao
MNG	Mongolian (Khalkha)
MXN	Manx Gaelic
MOR	Moore/Mossi
MSC	Mauritian/Seychelles Creole
MUN	Munda (any)
MYA	Maya (any)
NAH	Nahuatl/Mexicano
NAM	Nama/Damara
NBN	Nubian (any)
NDB	Ndebele
NDBS	Ndebele (South Africa)
NDBZ	Ndebele (Zimbabwe)
NEP	Nepali
NOR	Norwegian
NOT	Information not obtained*
NUE	Nuer/Naadh
NUP	Nupe
NWA	Newari
NZM	Nzema
OAM	Ambo/Oshiwambo
OAMK	Ambo (Kwanyama)
OAMN	Ambo (Ndonga)
OGN	Ogoni (any)
ORI	Oriya
ORM	Oromo
OTB	Believed to be other than English*
OTH	Other than English*
OTL	Other language
PAG	Pangasinan
PAM	Pampangan
PAT	Pashto/Pakhto
PHA	Pahari/Himachali (India)
PHR	Pahari (Pakistan)
PNJ	Panjabi
PNJA	Panjabi (any other)
PNJG	Panjabi (Gurmukhi)
PNJM	Panjabi (Mirpuri)
PNJP	Panjabi (Pothwari)
POL	Polish
POR	Portuguese
PORA	Portuguese (any other)
PORB	Portuguese (Brazil)
PRS	Persian/Farsi
PRSA	Farsi/Persian (any other)

Code	Description
PRSD	Dari Persian
PRST	Tajiki Persian
QUE	Quechua
RAJ	Rajasthani/Marwari
REF	Refused*
RME	Romany/English Romanes
RMI	Romani (International)
RMN	Romanian
RMNM	Romanian (Moldova)
RMNR	Romanian (Romania)
RMS	Romansch
RNY	Runyakitara
RNYN	Runyankore-Ruchiga
RNYO	Runyoro-Rutooro
RUS	Russian
SAM	Samoan
SCB	Serbian/Croatian/Bosnian
SCBB	Bosnian
SCBC	Croatian
SCBS	Serbian
SCO	Scots
SHL	Shilluk/Cholo
SHO	Shona
SID	Sidamo
SIO	Sign language (other)
SLO	Slovak
SLV	Slovenian
SND	Sindhi
SNG	Sango
SNH	Sinhala
SOM	Somali
SPA	Spanish
SRD	Sardinian
SRK	Siraiki
SSO	Sotho/Sesotho
SSOO	Sotho/Sesotho (Southern)
SSOT	Sotho/Sesotho (Northern)
SSW	Swazi/Siswati
STS	Tswana/Setswana
SUN	Sundanese
SWA	Swahili/Kiswahili
SWAA	Swahili (any other)
SWAC	Comorian Swahili
SWAK	Swahili (Kingwana)
SWAM	Swahili (Brava/Mwiini)

Code	Description
SWAT	Swahili (Bajuni/Tikuu)
SWE	Swedish
TAM	Tamil
TEL	Telugu
TEM	Temne
TES	Teso/Ateso
TGE	Tigre
TGL	Tagalog/Filipino
TGLF	Filipino
TGLG	Tagalog
TGR	Tigrinya
THA	Thai
TIB	Tibetan
TIV	Tiv
TMZ	Berber/Tamazight
TMZA	Berber/Tamazight (any other)
TMZK	Berber/Tamazight (Kabyle)
TMZT	Berber (Tamashek)
TNG	Tonga/Chitonga (Zambia)
TON	Tongan (Oceania)
TPI	Tok Pisin
TRI	Traveller Irish/Shelta
TSO	Tsonga
TUK	Turkmen
TUL	Tulu
TUM	Tumbuka
TUR	Turkish
UKR	Ukrainian
UMB	Umbundu
URD	Urdu
URH	Urhobo-Isoko
UYG	Uyghur
UZB	Uzbek
VEN	Venda
VIE	Vietnamese
VSY	Visayan/Bisaya
VSYA	Visayan/Bisaya (any other)
VSYH	Hiligaynon
VSYS	Cebuano/Sugbuanon
VSYW	Waray/Binisaya
WAP	Wa-Paraok (South-East Asia)
WCP	West-African Creole Portuguese
WOL	Wolof
WPE	West-African Pidgin English
XHO	Xhosa

Code	Description
YAO	Yao/Chiyao (East Africa)
YDI	Yiddish
YOR	Yoruba
ZND	Zande
ZUL	Zulu
ZZZ	Classification pending

\*Categories marked with an asterisk - Believed to be English, English, Information not obtained, Believed to be other than English, Other than English and Refused - may be used by schools that have no need to use individual language codes.

### Learner support code [Not for: Nursery schools, primary or middle-deemed primary]

Code	Description
24	Adult learning grant
32	Professional and career development loan
35	Programmed led apprenticeship hardship fund
36	Care to learn
41	Time off for study
53	Free childcare for training & learning for work
54	Adult education bursary
55	Vulnerable group bursary awarded*
56	Discretionary bursary awarded*

\*Only codes 55 and 56 will be collected in the school census. The other codes are available for local use if required.

### Post looked after arrangements [ALL schools]

Code	Description
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 arrangement order (CAO)

### Pupil enrolment status [ALL schools]

Code	Description
C	Current (single registration at this school)
G	Guest (pupil not registered at this school but attending some lessons or sessions)
M	Current main (dual registration)
S	Current subsidiary (dual registration)
F	FE college*
O	Other provider*

\*PRUs only

### Pupil boarder indicator [Not for: Nursery schools]

Code	Description
B	Boarder - nights per week not specified
6	Boarder - six nights or less a week*
7	Boarder - seven nights a week*
N	Not a boarder

\*Special schools only

### National curriculum year group actual [ALL schools]

Code	Description
E1	Early first year
E2	Early second year
N1	Nursery first year
N2	Nursery second year
R	Reception
1 – 14	Years 1 to 14
M	Mixed year class
X	National curriculum not followed – available only for special schools where pupils are not following a particular NC year

### Pupil SEN provision [ALL schools]

Code	Description
N	No special educational need
S	Statement
E	Education, health and care plan
K	SEN support

### Pupil SEN type [ALL schools]

Code	Description
SPLD	Specific learning difficulty
MLD	Moderate learning difficulty
SLD	Severe learning difficulty
PMLD	Profound & multiple learning difficulty
SEMH	Social, emotional and mental health
SLCN	Speech, language and communication needs
HI	Hearing impairment
VI	Visual impairment
MSI	Multi-sensory impairment
PD	Physical disability
ASD	Autistic spectrum disorder
OTH	Other difficulty / disorder
NSA	SEN support but no specialist assessment of type of need

### Pupil exclusion category [Not for: Nursery schools]

Code	Description
FIXD	Fixed period
PERM	Permanent
LNCH	Lunchtime

### Pupil exclusion reason [Not for: Nursery schools]

Code	Description
PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse / threatening behaviour against a pupil
VA	Verbal abuse / threatening behaviour against an adult
BU	Bullying
RA	Racist abuse
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft

DB	Persistent disruptive behaviour
OT	Other

### Pupil attendance codes [Not for: Nursery schools]

Code	Description
/	Present (AM)*
\	Present (PM)*
L	Late (before registers closed) marked as present*
I	Authorised absence due to illness (NOT medical or dental appointments)
M	Authorised absence due to medical / dental appointments
R	Authorised absence due to religious observance
S	Authorised absence due to study leave
T	Authorised absence due to traveller absence
H	Authorised absence due to agreed family holiday
E	Authorised absence as pupil is excluded, with no alternative provision made
C	Authorised absence as pupil is absent due to other authorised circumstances
B	Approved education activity as pupil being educated off site (not dual registration)*
D	Dual registered (at another establishment) - not counted in possible attendances*
J	Approved education activity as pupil is attending interview*
P	Approved education activity as pupil is attending an approved sporting activity*
V	Approved education activity as pupil is away on an educational visit or trip*
W	Approved education activity as pupil is attending work experience*
G	Unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday
U	Unauthorised absence as pupil arrived after registers closed
O	Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code / description
N	Unauthorised absence as pupil missed sessions for a reason that has not yet been provided
X	Non-compulsory school age absence - not counted in possible attendances*
Y	Unable to attend due to exceptional circumstances - not counted in possible attendances
Z	Pupil not yet on roll - not counted in possible attendances*
#	Planned whole or partial school closure - not counted in possible attendances*

\*Not collected in the school census

### Maths and English prior attainment year group

Code	Description
1	Learner achieved grade A*-C at end of year 11
2	Learner achieved grade A*-C since the end of year 11
3	Learner has not yet achieved grade A*-C

**Please note:** A\*-C should also be considered to cover any UK Equivalent or Overseas Equivalent qualifications. Where a pupil has such, the query is whether they achieved this prior to the end of year 11 or since the end of year 11.

### Maths and English prior attainment code set

Code	Description
A*	Grade A*
A	Grade A

Code	Description
B	Grade B
C	Grade C
D	Grade D
E	Grade E
F	Grade F
G	Grade G
U	Grade U
9	Grade 9
8	Grade 8
7	Grade 7
6	Grade 6
5	Grade 5
4	Grade 4
3	Grade 3
2	Grade 2
1	Grade 1
NR	Not required

### Maths and English exemptions

Code	Description
L	The student has a learning disability which prevents them from studying the qualification
O	The student has a recognised overseas equivalent qualification
U	The student has met the GCSE condition of funding as they hold an approved equivalent UK qualification
N	The student has no exemptions

### Withdrawal reason

Code	Description
1	Learner has transferred to another provider to undertake learning which meets a specific government strategy. This should only be used to identify learners who have transferred onto apprenticeship provision
2	Learner has transferred to another provider
3	Learner injury / illness
4	Financial reasons
44	Other personal reasons
45	Exclusion
97	Other
98	Reason not known

## Proficiency in English

Code	Description
<b>A</b>	<b>New to English</b>  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>B</b>	<b>Early acquisition</b>  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.
<b>C</b>	<b>Developing competence</b>  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.
<b>D</b>	<b>Competent</b>  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
<b>E</b>	<b>Fluent</b>  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.
<b>N</b>	<b>Not yet assessed</b>



## Nation and states code set used for nationality and country of birth

Nation States and Countries in Alphabetical Order				
ISO 3166-1 Alpha-3	Nation Short Name	Nation Long Name	Current?	Notes
<b>AFG</b>	Afghanistan	The Transitional Islamic State of Afghanistan	Yes	
<b>ALA</b>	Aland Islands	Aland Islands	Yes	From 2004. Formerly part of (old) Finland.
<b>ALB</b>	Albania	Republic of Albania	Yes	
<b>DZA</b>	Algeria	Democratic and Popular Republic of Algeria	Yes	
<b>ASM</b>	American Samoa	American Samoa	Yes	
<b>AND</b>	Andorra	Principality of Andorra	Yes	
<b>AGO</b>	Angola	Republic of Angola	Yes	
<b>AIA</b>	Anguilla	Anguilla	Yes	From 1985. Formerly part of Saint Kitts-Nevis-Anguilla.
<b>ATA</b>	Antarctica	Antarctica	Yes	
<b>ATG</b>	Antigua and Barbuda	Antigua and Barbuda	Yes	
<b>ARG</b>	Argentina	Argentine Republic	Yes	
<b>ARM</b>	Armenia	Republic of Armenia	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
<b>ABW</b>	Aruba	Aruba	Yes	From 1986. Formerly part of (old) Netherlands Antilles.
<b>AUS</b>	Australia	Commonwealth of Australia	Yes	
<b>AUT</b>	Austria	Republic of Austria	Yes	
<b>AZE</b>	Azerbaijan	Azerbaijani Republic	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
<b>BHS</b>	Bahamas	Commonwealth of The Bahamas	Yes	
<b>BHR</b>	Bahrain	State of Bahrain	Yes	
<b>BGD</b>	Bangladesh	People's Republic of Bangladesh	Yes	
<b>BRB</b>	Barbados	Barbados	Yes	

<b>BLR</b>	Belarus	Republic of Belarus	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR). Formerly Byelorussian SSR. New name from 1992.
<b>BEL</b>	Belgium	Kingdom of Belgium	Yes	
<b>BLZ</b>	Belize	Belize	Yes	
<b>BEN</b>	Benin	Republic of Benin	Yes	Formerly Dahomey. New name from 1977.
<b>BMU</b>	Bermuda	Bermuda	Yes	
<b>BTN</b>	Bhutan	Kingdom of Bhutan	Yes	
<b>BOL</b>	Bolivia	Republic of Bolivia	Yes	
<b>BES</b>	Bonaire, Sint Eustatius and Saba	Bonaire, Sint Eustatius and Saba	Yes	The code BQ was formerly used for British Antarctic Territory (BQ, ATB, --). See also code element BQAQ. BQ has been reused and reassigned to Bonaire, Sint Eustatius and Saba. The Netherlands Antilles (AN, ANT, 530) was divided into (BQ, BES, 535), (CW, CUW, 531) and (SX, SXM, 534). See also code element ANHH
<b>BIH</b>	Bosnia and Herzegovina	Bosnia and Herzegovina	Yes	From 1993. Formerly part of Yugoslavia.
<b>BWA</b>	Botswana	Republic of Botswana	Yes	
<b>BVT</b>	Bouvet Island	Bouvet Island	Yes	
<b>BRA</b>	Brazil	Federative Republic of Brazil	Yes	
<b>ATB</b>	British Antarctic Territory	British Antarctic Territory	No	From 1979 part of Antarctica.
<b>IOT</b>	British Indian Ocean Territory	British Indian Ocean Territory	Yes	
<b>BRN</b>	Brunei	Negara Brunei Darussalam	Yes	
<b>BGR</b>	Bulgaria	Republic of Bulgaria	Yes	
<b>BFA</b>	Burkina Faso	Burkina Faso	Yes	Formerly Upper Volta. New name from 1984.
<b>BUR</b>	Burma	Burma	No	From 1989 named Myanmar.

<b>BDI</b>	Burundi	Republic of Burundi	Yes	
<b>BYS</b>	Byelorussian SSR	Byelorussian Soviet Socialist Republic	No	From 1992 named Belarus.
<b>KHM</b>	Cambodia	Kingdom of Cambodia	Yes	Formerly Kampuchea. New name from 1990.
<b>CMR</b>	Cameroon	Republic of Cameroon	Yes	
<b>CAN</b>	Canada	Canada	Yes	
<b>CTE</b>	Canton and Enderbury Islands	Canton and Enderbury Islands	No	From 1984 merged with Kiribati.
<b>CPV</b>	Cape Verde	Republic of Cape Verde	Yes	
<b>CYM</b>	Cayman Islands	Cayman Islands	Yes	
<b>CAF</b>	Central African Republic	Central African Republic	Yes	
<b>TCD</b>	Chad	Republic of Chad	Yes	
<b>CHL</b>	Chile	Republic of Chile	Yes	
<b>CHN</b>	China	People's Republic of China	Yes	
<b>CXR</b>	Christmas Island	Christmas Island	Yes	
<b>CCK</b>	Cocos (Keeling) Islands	Cocos (Keeling) Islands	Yes	
<b>COL</b>	Colombia	Republic of Colombia	Yes	
<b>COM</b>	Comoros	Union of the Comoros	Yes	Formerly named Federal Islamic Republic of the Comoros. New name from 2003.
<b>COG</b>	Congo	Republic of the Congo	Yes	
<b>COD</b>	Congo, Democratic Republic	Democratic Republic of the Congo	Yes	Formerly Zaire. New name from 1997.
<b>COK</b>	Cook Islands	Cook Islands	Yes	
<b>CRI</b>	Costa Rica	Republic of Costa Rica	Yes	
<b>HRV</b>	Croatia	Republic of Croatia	Yes	From 1992. Formerly part of Yugoslavia.
<b>CUB</b>	Cuba	Republic of Cuba	Yes	
<b>CUW</b>			Yes	From 2010. Formerly part of (new) Netherlands Antilles.
	Curaçao	Curaçao		
<b>CYP</b>	Cyprus	Republic of Cyprus	Yes	
<b>CZE</b>	Czech Republic	Czech Republic	Yes	From 1993. Formerly part of Czechoslovakia.

CSK	Czechoslovakia	Czechoslovak Socialist Republic	No	1993: Became Czech Republic and Slovakia.
DHY	Dahomey	Dahomey	No	From 1977 named Benin.
YMD	Democratic Yemen	People's Democratic Republic of Yemen	No	From 1990 merged with Yemen Arab Republic to form Republic of Yemen.
<b>DNK</b>	Denmark	Kingdom of Denmark	Yes	
<b>DJI</b>	Djibouti	Republic of Djibouti	Yes	Formerly French Territory of Afars and Issas. New name from 1977.
<b>DMA</b>	Dominica	Commonwealth of Dominica	Yes	
<b>DOM</b>	Dominican Republic	Dominican Republic	Yes	
ATN	Dronning Maud Land	Dronning Maud Land	No	From 1983 merged with Antarctica.
TMP	East Timor	East Timor	No	From 2002 named Timor-Leste.
<b>ECU</b>	Ecuador	Republic of Ecuador	Yes	
<b>EGY</b>	Egypt	Arab Republic of Egypt	Yes	
<b>SLV</b>	El Salvador	Republic of El Salvador	Yes	
<b>GNQ</b>	Equatorial Guinea	Republic of Equatorial Guinea	Yes	
<b>ERI</b>	Eritrea	State of Eritrea	Yes	From 1993. Formerly part of (old) Ethiopia.
<b>EST</b>	Estonia	Republic of Estonia	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
<b>ETH</b>	Ethiopia	Federal Democratic Republic of Ethiopia	Yes	From 1993. Formerly part of (old) Ethiopia.
ETH	Ethiopia	Federal Democratic Republic of Ethiopia	No	1993: Became Eritrea and (new) Ethiopia.
<b>FLK</b>	Falkland Islands	Falkland Islands	Yes	
<b>FRO</b>	Faroe Islands	Faroe Islands	Yes	
DEU	Federal Republic of Germany	Federal Republic of Germany	No	From 1990 merged with German Democratic Republic to form (new) Federal Republic of Germany.
<b>FJI</b>	Fiji	Republic of the Fiji Islands	Yes	
<b>FIN</b>	Finland	Republic of Finland	Yes	From 2004. Formerly part of (old) Finland.

<b>FIN</b>	Finland	Republic of Finland	No	2004: Became Aland Islands and (new) Finland.
<b>FRA</b>	France	French Republic	Yes	
<b>GUF</b>	French Guiana	French Guiana	Yes	
<b>PYF</b>	French Polynesia	French Polynesia	Yes	
<b>ATF</b>	French Southern Territories	French Southern Territories	Yes	1979: Changed name from French Southern and Antarctic Territories.
<b>AFI</b>	French Territory of Afars and Issas	French Territory of Afars and Issas	No	From 1977 named Djibouti.
<b>GAB</b>	Gabon	Gabonese Republic	Yes	
<b>GMB</b>	Gambia, The	Republic of The Gambia	Yes	
<b>GEO</b>	Georgia	Georgia	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
<b>DDR</b>	German Democratic Republic	German Democratic Republic	No	From 1990 merged with Federal Republic of Germany to form (new) Federal Republic of Germany.
<b>DEU</b>	Germany	Federal Republic of Germany	Yes	1990: Merger of German Democratic Republic and (old) Federal Republic of Germany.
<b>GHA</b>	Ghana	Republic of Ghana	Yes	
<b>GIB</b>	Gibraltar	Gibraltar	Yes	
<b>GEL</b>	Gilbert and Ellice Islands	Gilbert and Ellice Islands	No	1977: Became Gilbert Islands and Tuvalu.
<b>GEL</b>	Gilbert Islands	Gilbert Islands	No	From 1979 named Kiribati. Formerly part of Gilbert and Ellice Islands (changed 1977).
<b>GRC</b>	Greece	Hellenic Republic	Yes	
<b>GRL</b>	Greenland	Greenland	Yes	
<b>GRD</b>	Grenada	Grenada	Yes	
<b>GLP</b>	Guadeloupe	Guadeloupe	Yes	
<b>GUM</b>	Guam	Guam	Yes	
<b>GTM</b>	Guatemala	Republic of Guatemala	Yes	
<b>GGY</b>	Guernsey	Guernsey	Yes	From 2006. Previously included in United Kingdom.
<b>GIN</b>	Guinea	Republic of Guinea	Yes	
<b>GNB</b>	Guinea-Bissau	Republic of Guinea-Bissau	Yes	

<b>GUY</b>	Guyana	Co-operative Republic of Guyana	Yes	
<b>HTI</b>	Haiti	Republic of Haiti	Yes	
<b>HMD</b>	Heard Island and McDonald Islands	Heard Island and McDonald Islands	Yes	
<b>VAT</b>	Holy See	Vatican City State	Yes	Formerly named Vatican City State. New name from 1996.
<b>HND</b>	Honduras	Republic of Honduras	Yes	
<b>HKG</b>	Hong Kong	Hong Kong	Yes	
<b>HUN</b>	Hungary	Republic of Hungary	Yes	
<b>ISL</b>	Iceland	Republic of Iceland	Yes	
<b>IND</b>	India	Republic of India	Yes	
<b>IDN</b>	Indonesia	Republic of Indonesia	Yes	
<b>IRN</b>	Iran	Islamic Republic of Iran	Yes	
<b>IRQ</b>	Iraq	Republic of Iraq	Yes	
<b>IRL</b>	Ireland	Ireland	Yes	
<b>IMN</b>	Isle of Man	Isle of Man	Yes	From 2006. Previously included in United Kingdom.
<b>ISR</b>	Israel	State of Israel	Yes	
<b>ITA</b>	Italy	Italian Republic	Yes	
<b>CIV</b>	Ivory Coast	Republic of Côte d'Ivoire	Yes	
<b>JAM</b>	Jamaica	Jamaica	Yes	
<b>JPN</b>	Japan	Japan	Yes	
<b>JEY</b>	Jersey	Jersey	Yes	From 2006. Previously included in United Kingdom.
<b>JTN</b>	Johnston Atoll		No	From 1986 merged with Midway Islands, United States Miscellaneous Pacific Islands and Wake Island to form United States Minor Outlying Islands.
<b>JOR</b>	Jordan	Hashemite Kingdom of Jordan	Yes	
<b>KHM</b>	Kampuchea	Kampuchea	No	From 1990 named Cambodia.
<b>KAZ</b>	Kazakhstan	Republic of Kazakhstan	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
<b>KEN</b>	Kenya	Republic of Kenya	Yes	

<b>KIR</b>	Kiribati	Republic of Kiribati	Yes	Formerly Gilbert Islands. New name from 1979.
<b>PRK</b>	Korea, North	Democratic People's Republic of Korea	Yes	
<b>KOR</b>	Korea, South	Republic of Korea	Yes	
<b>QOK</b>	Kosovo	Kosovo	Yes	2008: A new category for Kosovo has been added to the classification in acknowledgement of the UK's recognition of Kosovo as an independent nation.
<b>KWT</b>	Kuwait	State of Kuwait	Yes	
<b>KGZ</b>	Kyrgyzstan	Kyrgyz Republic	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
<b>LAO</b>	Laos	Lao People's Democratic Republic	Yes	
<b>LVA</b>	Latvia	Republic of Latvia	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
<b>LBN</b>	Lebanon	Lebanese Republic	Yes	
<b>LSO</b>	Lesotho	Kingdom of Lesotho	Yes	
<b>LBR</b>	Liberia	Republic of Liberia	Yes	
<b>LBY</b>	Libya	Socialist People's Libyan Arab Jamahiriya	Yes	
<b>LIE</b>	Liechtenstein	Principality of Liechtenstein	Yes	
<b>LTU</b>	Lithuania	Republic of Lithuania	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
<b>LUX</b>	Luxembourg	Grand Duchy of Luxembourg	Yes	
<b>MAC</b>	Macao	Macao	Yes	
<b>MKD</b>	Macedonia	The Former Yugoslav Republic of Macedonia	Yes	From 1993. Formerly part of Yugoslavia.
<b>MDG</b>	Madagascar	Republic of Madagascar	Yes	
<b>MWI</b>	Malawi	Republic of Malawi	Yes	
<b>MYS</b>	Malaysia	Malaysia	Yes	
<b>MDV</b>	Maldives	Republic of Maldives	Yes	
<b>MLI</b>	Mali	Republic of Mali	Yes	
<b>MLT</b>	Malta	Malta	Yes	

<b>MHL</b>	Marshall Islands	Republic of the Marshall Islands	Yes	From 1986. Formerly part of Trust Territory of the Pacific Islands.
<b>MTQ</b>	Martinique	Martinique	Yes	
<b>MRT</b>	Mauritania	Islamic Republic of Mauritania	Yes	
<b>MUS</b>	Mauritius	Republic of Mauritius	Yes	
<b>MYT</b>	Mayotte	Mayotte	Yes	
<b>MEX</b>	Mexico	United Mexican States	Yes	
<b>FSM</b>	Micronesia	Federated States of Micronesia	Yes	From 1986. Formerly part of Trust Territory of the Pacific Islands.
<b>MID</b>	Midway Islands		No	From 1986 merged with Johnston Atoll, United States Miscellaneous Pacific Islands and Wake Island to form United States Minor Outlying Islands.
<b>MDA</b>	Moldova	Republic of Moldova	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
<b>MCO</b>	Monaco	Principality of Monaco	Yes	
<b>MNG</b>	Mongolia	Mongolia	Yes	
<b>MNE</b>	Montenegro	Republic of Montenegro	Yes	From 2006. Formerly part of Serbia and Montenegro.
<b>MSR</b>	Montserrat	Montserrat	Yes	
<b>MAR</b>	Morocco	Kingdom of Morocco	Yes	
<b>MOZ</b>	Mozambique	Republic of Mozambique	Yes	
<b>MMR</b>	Myanmar	Union of Myanmar	Yes	Formerly Burma. New name from 1989.
<b>NAM</b>	Namibia	Republic of Namibia	Yes	
<b>NRU</b>	Nauru	Republic of Nauru	Yes	
<b>NPL</b>	Nepal	Kingdom of Nepal	Yes	
<b>NLD</b>	Netherlands	Kingdom of the Netherlands	Yes	
<b>ANT</b>	Netherlands Antilles	Netherlands Antilles	No	2010: Following referendums held on the islands, a change in constitutional status In October 2010 dissolved the Netherlands Antilles. It was divided into: Bonaire, Saint Eustatius and Saba, Curaçao and Sint Maarten (Dutch part).



<b>NCL</b>	New Caledonia	New Caledonia	Yes	
<b>NHB</b>	New Hebrides	New Hebrides	No	From 1980 named Vanuatu.
<b>NZL</b>	New Zealand	New Zealand	Yes	
<b>NIC</b>	Nicaragua	Republic of Nicaragua	Yes	
<b>NER</b>	Niger	Republic of Niger	Yes	
<b>NGA</b>	Nigeria	Federal Republic of Nigeria	Yes	
<b>NIU</b>	Niue	Niue	Yes	
<b>NFK</b>	Norfolk Island	Norfolk Island	Yes	
<b>MNP</b>	Northern Mariana Islands	Northern Mariana Islands	Yes	From 1986. Formerly part of Trust Territory of the Pacific Islands.
<b>NOR</b>	Norway	Kingdom of Norway	Yes	
<b>OMN</b>	Oman	Sultanate of Oman	Yes	
<b>PAK</b>	Pakistan	Islamic Republic of Pakistan	Yes	
<b>PLW</b>	Palau	Republic of Palau	Yes	From 1986. Formerly part of Trust Territory of the Pacific Islands.
<b>PSE</b>	Palestine	Palestinian Territory, Occupied	Yes	
<b>PAN</b>	Panama	Republic of Panama	Yes	
<b>PCZ</b>	Panama Canal Zone	Panama Canal Zone	No	From 1980 merged with Panama.
<b>PNG</b>	Papua New Guinea	Independent State of Papua New Guinea	Yes	
<b>PRY</b>	Paraguay	Republic of Paraguay	Yes	
<b>PER</b>	Peru	Republic of Peru	Yes	
<b>PHL</b>	Philippines	Republic of the Philippines	Yes	
<b>PCN</b>	Pitcairn	Pitcairn	Yes	
<b>POL</b>	Poland	Republic of Poland	Yes	
<b>PRT</b>	Portugal	Portuguese Republic	Yes	
<b>PRI</b>	Puerto Rico	Puerto Rico	Yes	
<b>QAT</b>	Qatar	State of Qatar	Yes	
<b>REU</b>	Reunion	Reunion	Yes	
<b>ROU</b>	Romania	Romania	Yes	

<b>RUS</b>	Russia	Russian Federation	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
<b>RWA</b>	Rwanda	Rwandese Republic	Yes	
<b>BLM</b>				Assignment of code elements for Saint Barthélemy and Saint Martin and update of France and other French Territories; following detachment from Guadeloupe on 22/02/2007.
	Saint Barthélemy	Saint Barthélemy		
<b>SHN</b>	St Helena, Ascension and Tristan da Cunha	Saint Helena	Yes	
<b>KNA</b>	Saint Kitts and Nevis	Federation of Saint Kitts and Nevis	Yes	From 1985. Formerly part of Saint Kitts-Nevis-Anguilla.
<b>KNA</b>	Saint Kitts-Nevis-Anguilla	Saint Kitts-Nevis-Anguilla	No	1985: Became Saint Kitts and Nevis <i>and</i> Anguilla.
<b>LCA</b>	Saint Lucia	Saint Lucia	Yes	
<b>MAF</b>	Saint Martin (French Part)	Saint Martin (French Part)	Yes	Assignment of code elements for Saint Barthélemy and Saint Martin and update of France and other French Territories; following detachment from Guadeloupe on 22/02/2007.
<b>SPM</b>	Saint Pierre and Miquelon	Saint Pierre and Miquelon	Yes	
<b>VCT</b>	Saint Vincent and the Grenadines	Saint Vincent and the Grenadines	Yes	
<b>WSM</b>	Samoa	Independent State of Samoa	Yes	
<b>SMR</b>	San Marino	Republic of San Marino	Yes	
<b>STP</b>	Sao Tome and Principe	Democratic Republic of Sao Tome and Principe	Yes	
<b>SAU</b>	Saudi Arabia	Kingdom of Saudi Arabia	Yes	
<b>SEN</b>	Senegal	Republic of Senegal	Yes	
<b>SRB</b>	Serbia	Republic of Serbia	Yes	From 2006. Formerly part of Serbia and Montenegro.
<b>SCG</b>	Serbia and Montenegro	Serbia and Montenegro	No	2006: Became Serbia <i>and</i> Montenegro
<b>SYC</b>	Seychelles	Republic of Seychelles	Yes	
<b>SLE</b>	Sierra Leone	Republic of Sierra Leone	Yes	
<b>SKM</b>	Sikkim	Sikkim	No	From 1975 merged with India.
<b>SGP</b>	Singapore	Republic of Singapore	Yes	

<b>SXM</b>	Sint Maarten (Dutch Part)	Sint Maarten (Dutch Part)	Yes	From 2010. Formerly part of (new) Netherlands Antilles.
<b>SVN</b>	Slovenia	Republic of Slovenia	Yes	From 1993. Formerly part of Yugoslavia.
<b>SVK</b>	Slovakia	Slovak Republic	Yes	From 1993. Formerly part of Czechoslovakia.
<b>SLB</b>	Solomon Islands	Solomon Islands	Yes	
<b>SOM</b>	Somalia	Somalia	Yes	
<b>ZAF</b>	South Africa	Republic of South Africa	Yes	
<b>SGS</b>	South Georgia	South Georgia and the South Sandwich Islands	Yes	From 1993. Formerly part of the Falkland Islands.
<b>SSD</b>	South Sudan	South Sudan	Yes	Split of Sudan into Sudan (north part) and South Sudan (south part) following Southern Sudan's creation as an independent state in July 2011
<b>VDR</b>	South Vietnam	Democratic Republic of Vietnam	No	From 1977 merged with North Vietnam to form Vietnam.
<b>RHO</b>	Southern Rhodesia	Southern Rhodesia	No	From 1980 named Zimbabwe.
<b>ESP</b>	Spain	Kingdom of Spain	Yes	
<b>ESH</b>	Spanish Sahara	Spanish Sahara	No	From 1985 named Western Sahara.
<b>LKA</b>	Sri Lanka	Democratic Socialist Republic of Sri Lanka	Yes	
<b>SDN</b>	Sudan	Republic of the Sudan	Yes	
<b>SUR</b>	Suriname	Republic of Suriname	Yes	
<b>SJM</b>	Svalbard and Jan Mayen	Svalbard and Jan Mayen	Yes	
<b>SWZ</b>	Swaziland	Kingdom of Swaziland	Yes	
<b>SWE</b>	Sweden	Kingdom of Sweden	Yes	
<b>CHE</b>	Switzerland	Swiss Confederation	Yes	
<b>SYR</b>	Syria	Syrian Arab Republic	Yes	
<b>TWN</b>	Taiwan	Taiwan	Yes	
<b>TJK</b>	Tajikistan	Republic of Tajikistan	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
<b>TZA</b>	Tanzania	United Republic of Tanzania	Yes	
<b>THA</b>	Thailand	Kingdom of Thailand	Yes	
<b>TLS</b>	Timor-Leste	Timor-Leste	Yes	Formerly East Timor. New name from 2002.

<b>TGO</b>	Togo	Togolese Republic	Yes	
<b>TKL</b>	Tokelau	Tokelau	Yes	
<b>TON</b>	Tonga	Kingdom of Tonga	Yes	
<b>TTO</b>	Trinidad and Tobago	Republic of Trinidad and Tobago	Yes	
<b>PCI</b>	Trust Territory of the Pacific Islands	Trust Territory of the Pacific Islands	No	1986: Became Marshall Islands, Micronesia, Northern Mariana Islands and Palau.
<b>TUN</b>	Tunisia	Republic of Tunisia	Yes	
<b>TUR</b>	Turkey	Republic of Turkey	Yes	
<b>TKM</b>	Turkmenistan	Turkmenistan	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
<b>TCA</b>	Turks and Caicos Islands	Turks and Caicos Islands	Yes	
<b>TUV</b>	Tuvalu	Tuvalu	Yes	Formerly Ellice Islands, part of Gilbert and Ellice Islands. New name from 1977.
<b>UGA</b>	Uganda	Republic of Uganda	Yes	
<b>UKR</b>	Ukraine	Ukraine	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR). Formerly Ukrainian SSR. New name from 1992.
<b>UKR</b>	Ukrainian SSR	Ukrainian Soviet Socialist Republic	No	From 1992 named Ukraine.
<b>SUN</b>	Union of Soviet Socialist Republics	Union of Soviet Socialist Republics	No	1992: Became Armenia, Azerbaijan, Belarus*, Estonia, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Russian Federation, Tajikistan, Turkmenistan, Ukraine* and Uzbekistan. * Belarus and Ukraine had separate ISO codes before the USSR break-up.
<b>ARE</b>	United Arab Emirates	United Arab Emirates	Yes	
<b>GBR</b>	United Kingdom	United Kingdom of Great Britain and Northern Ireland	Yes	From 2006 separate entries for Guernsey, Isle of Man and Jersey
<b>USA</b>	United States	United States of America	Yes	
<b>UMI</b>	United States Minor Outlying Islands	United States Minor Outlying Islands	Yes	1986: Merger of Johnston Atoll, Midway Islands, United States Miscellaneous Pacific Islands and Wake Island.

PUS	United States Miscellaneous Pacific Islands		No	From 1986 merged with Johnston Atoll, Midway Islands and Wake Island to form United States Minor Outlying Islands.
HVO	Upper Volta	Upper Volta	No	From 1984 named Burkina Faso.
URY	Uruguay	Oriental Republic of Uruguay	Yes	
UZB	Uzbekistan	Republic of Uzbekistan	Yes	From 1992. Formerly part of Union of Soviet Socialist Republics (USSR).
VUT	Vanuatu	Republic of Vanuatu	Yes	Formerly New Hebrides. New name from 1980.
VAT	Vatican City State	Holy See	No	From 1996 named Holy See.
VEN	Venezuela	Bolivarian Republic of Venezuela	Yes	
VNM	Vietnam	Socialist Republic of Vietnam	Yes	1977: Merger of South Vietnam (separate coding) and North Vietnam (same coding).
VGB	Virgin Islands, British	Virgin Islands, British	Yes	
VIR	Virgin Islands, U.S.	Virgin Islands, U.S.	Yes	
WAK	Wake Island		No	From 1986 merged with Johnston Atoll, Midway Islands and United States Miscellaneous Pacific Islands to form United States Minor Outlying Islands.
WLF	Wallis and Futuna	Wallis and Futuna	Yes	
ESH	Western Sahara	Western Sahara	Yes	Formerly Spanish Sahara. New name from 1985.
YEM	Yemen	Republic of Yemen	Yes	1990: Merger of Democratic Yemen and Yemen Arab Republic.
YEM	Yemen	Yemen Arab Republic	No	From 1990 merged with Democratic Yemen to form Republic of Yemen.
YUG	Yugoslavia	Socialist Federal Republic of Yugoslavia	No	Became Bosnia and Herzegovina (1993), Croatia (1992), Macedonia (1993), Serbia and Montenegro (2003) <i>and</i> Slovenia (1993). Numeric code 890 prior to 1993.
ZAR	Zaire	Republic of Zaire	No	From 1997 named Democratic Republic of the Congo.
ZMB	Zambia	Republic of Zambia	Yes	

<b>ZWE</b>	Zimbabwe	Republic of Zimbabwe	Yes	Formerly Southern Rhodesia. New name from 1980.
<b>REF</b>	Refused	These codes have been added to allow schools to record answers other than a country code/name.		
<b>NYO</b>	Not Yet Obtained			
<b>STA</b>	Stateless			
<b>NKO</b>	Not Known			

## Countries of UK

Code	Description
ENG	England
NIR	Northern Ireland
SCT	Scotland
WLS	Wales/Cymru

## Annex A - Errata

Version	Change history	Date
1.0	<p>All dates and links updated</p> <p>1.2 Statutory requirements and data sharing – paragraph split with 1.2.1 holding information on statutory requirements and a new paragraph 1.2.2 data sharing holding information on data sharing and privacy notices</p> <p>1.4.1 (a) – Proficiency in English – added – please note code set is yet to be agreed.</p> <p>1.4.1 (b) – Country of birth – added</p> <p>1.4.1 (c) – Nationality – added</p> <p>1.4.1 (d) – Traineeships – added</p> <p>1.4.1 (e) – Unique property reference number - added</p> <p>1.4.2 (a) – Admissions appeals – amended – now split between primary and secondary</p> <p>1.4.2 (b) – Ethnicity - amended – now for all schools and all pupils</p> <p>1.4.2 (c) – Language code – amended – now for all schools and all pupils</p> <p>1.4.2 (d) – Adopted from care – Name changed from Adopted from Care to Post looked after arrangements</p> <p>1.4.2 (e) – Annual attendance – note that special school will cease annual recording following the last return in Autumn 2016</p> <p>1.4.2 (f) –Termly attendance – note that special schools will report on a termly basis from Spring 2017</p> <p>1.4.3 (a) – School address module – collection of this module has been discontinued, with the data now sourced from EduBase</p> <p>2.3 – Process diagram – amended to add emphasis to Headteacher check and authorisation</p> <p>3.2.2 – Pupil Level:</p>	01/04/2016

Version	Change history	Date
	<ul style="list-style-type: none"> <li>• Qualification accreditation number (QAN) renamed Qualification Number</li> <li>• Discount code renamed Subject classification code</li> <li>• In care indicator – deleted</li> <li>• All attendance codes tagged with (termly), (summer half term) or (annual) to clarify</li> <li>• Possible sessions (termly) – for special school for spring and summer</li> <li>• Sessions missed due to authorised absence (termly) – for special school for spring and summer</li> <li>• Sessions missed due to unauthorised absence (termly) – for special school for spring and summer</li> <li>• Attendance codes (termly) – for special school for spring and summer</li> <li>• Number of sessions missed (termly) – for special school for spring and summer</li> </ul> <p>4.3.3 – Secondary admissions appeals – clarification added regarding year 12 appeals</p> <p>4.4 – Details of the admissions appeals figures to be returned – amended following input from Policy.</p> <p>5.3.1 – Ethnicity – amended – now for all schools and all pupils</p> <p>5.3.2 – Language code – amended – now for all schools and all pupils</p> <p>5.3.3 – Proficiency in English – added</p> <p>5.3.4 – Country of birth – added</p> <p>5.3.5 – Nationality – added</p> <p>5.3.6 – Pupil premium – added as a separate paragraph for clarity (following paragraphs renumbered)</p> <p>5.7.2 – Unique property reference number – added</p> <p>5.8 – Termly attendance – note added to explain that special schools will return termly attendance from spring 2017</p>	



Version	Change history	Date
	<p>5.9 – Annual attendance – Note added to explain that this is the final annual attendance and that termly attendance will follow from Spring 2017</p> <p>5.10.2 – Required data items – QAN renamed to QN and discount code renamed to subject classification code (SCC)</p> <p>5.10.3 – Qualification numbers – QAN renamed to QN and discount code renamed to subject classification code (SCC)</p> <p>5.10.8 – Process for recording learning aims – QAN renamed to QN and discount code renamed to subject classification code (SCC)</p> <p>5.10.16 – Traineeships - added</p>	
1.1	Section 8 – Code sets – Pupil SEN type – amended – codes ‘OTH’ and ‘NSA’ reinstated to code set.	01/06/2016
1.2	<p>5.3.3 – Proficiency in English – clarification on collection rationale added</p> <p>5.3.4 – Country of birth – clarification on collection rational added</p> <p>5.3.5 – Pupil nationality – clarification on collection rational added</p> <p>5.3.17 – Post looked after arrangements – amended – clarification that this applies to England only added</p> <p>Section 8 – Code sets – Countries of UK - added</p>	05/08/2016
1.3	<p>General: ‘eg’ amended to ‘for example’. ‘etc’ removed and reworded. ‘ie’ amended to ‘that is:’</p> <p>5.3.17 – Post looked after arrangements – amended – clarification that this also applies to Wales</p> <p>5.5.2 – Pupil SEN type ranking – amended – clarification added in title</p> <p>5.5.3 – Pupil SEN type – amended – clarification added in title</p> <p>5.5.4 – Member of SEN unit – amended – clarification added in title</p> <p>5.5.4 – Member of resourced provision indicator – amended –</p>	12/09/2016

Version	Change history	Date
	clarification added in title	
1.4	8 – Code sets – pupil level – Language codes – amended – the Italian sub-codes have been deleted from the code set (CBDS RFC 918 refers).	13/10/2016
1.5	<p>1.1.1 – Where should early years provision be recorded? – amended – clarification on funding for full time 4 year olds added</p> <p>1.4.2 b) ethnicity &amp; c) language – amended – clarification on which schools and pupils required to return ethnicity and language added</p> <p>1.4.2 j) funded hours – amended – clarification on funding for full time 4 year olds added</p> <p>2.2 Unusual circumstances – amended – clarification on recording changes locally for audit purposes added</p> <p>5.3 a) - Parental right to refuse to provide certain characteristics information and to retract previously provided information on nationality and country of birth – added</p> <p>5.3 b) - When is it appropriate to collect information direct from a child / pupil? - added</p> <p>5.3.1 – Ethnicity – amended – clarified guidance added</p> <p>5.3.2 – Language code – amended – clarified guidance added</p> <p>5.3.3 – Proficiency in English – amended – clarified guidance added</p> <p>5.3.4 – Country of birth – amended – clarified guidance added</p> <p>5.3.5 – Pupil nationality – amended – clarified guidance added</p> <p>5.3.10 – Service children in education indicator – amended – clarified guidance added</p> <p>5.3.11 – Funded Hours – amended – clarification on funding for full time 4 year olds added</p> <p>5.9 – Annual Attendance – amended – Clarified that, from spring 2017, this information is no longer collected</p>	03/01/2017

Version	Change history	Date
	5.10.15 – Traineeship indicator – amended – used for funding tag added  6 – Further – amended – Added details of data collection forum	
1.6	All references to EFA amended to ESFA due to agency name change	04/04/2017



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