



Data Collection Documentation

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Version	Name	Representing	Signature
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1. Introduction

1.1. Purpose of this document

The purpose of this document is to define the data to be collected in the School/Pupil Collection. In addition, it specifies the validation to be performed on the data and the Quality Assurance tables to be completed by schools.

1.2. Purpose of Collection

The purpose of this collection is to obtain accurate data on schools and pupils attending those schools; it will be used for monitoring and to support evidence-based policy-making.

1.3. Coverage and Definition of Cohort

Data will be collected from all local authority schools and school centres. ScotXed will issue a list of expected centres closer to Census Date but local authorities should ensure that all centres are included. Submission of data by local authorities will be mandatory.

Through Schools: schools with a primary and secondary sharing the same SeedCode should be dealt with as two separate centres. Please contact ScotXed directly if this causes problems.

Selection for inclusion:

Schools should include all pupils attending the school (i.e. Student Status 01-05) but should **exclude** pre-school (i.e. nursery) children and those off the roll but where the LA still has Named Person responsibility.

1.4. File Naming Convention

School to LA: The file must be named 'SCOTXED_YYYY_SCH_SSSSSSS_yyyymmdd_nn.XML' where YYYY is the uplift year and SSSSSSS is the SEED code number for the school. Jordanhill data should use 910.

Yyyymmdd is the date on which the file is generated.

Nn is a sequential counter, starting at 01 and incremented by 1 each time an SCH file is generated on a given day.

LA to SEED: The file must be named 'SCOTXED_YYYY_SCH_LLL_yyyymmdd_nn.XML' where YYYY is the uplift year and LLL is the SEED number for the local authority (valid range 100-400). Jordanhill data should use 910.

Yyyymmdd is the date on which the file is generated.

Nn is a sequential counter, starting at 01 and incremented by 1 each time an SCH file is generated on a given day.

1.5. Information Provided

The following information is provided on the required data:

Ref	Data item reference number
Field Name	Business name of the data item to be collected
Occurrences – Min	The minimum number of occurrences of this data item to be collected. Value is '0' if schema does not enforce data collection.
Occurrences – Max	The maximum number of occurrences of this data item to be collected. Must be greater than or equal to Occurrences-Min

Format	The format of the data item; 'n' = numeric data; 'c' = alphanumeric data; The number refers to the maximum filed length.
Valid Values – Code	Where the format is 'Code', a list of the codes which can be used
Valid Values – Signifying	For each code, the meaning of the code
Sent to SEED	Indicates whether this data item is included in the data submitted to SEED
Required	This data item is expected to be submitted to SEED for all pupils/centres. Items not marked required should be returned for all appropriate pupils/centres.
Tag	The XML tag for the item (to be added by schema development team)
Notes	Any additional notes of relevance to the data
Error Type	Error – Data which is wrong and should be corrected, Query – Data which may be wrong and should be checked.

1.6. Related Documents

The document “Pupil and School Census: Guidance Notes” provided in previous years has now been incorporated into this document..

2. Summary of Components

The collection consists of 3 components, namely:

- Individual Level Component, which collects details of each pupil attending a primary, secondary or special school
- Primary School Component, which collects school and class size information data on all primary schools
- Secondary School Component, which collects the same information as the Primary School Component except that it excludes class size information.

Each of these components is defined in detail in the sections which follow.

3. procXed and Validation

XML files submitted to SEED are validated using the procXed Data Collection System. This system processes files in the following way:

1. **Upload:** the submitted file is uploaded into procXed
2. **Schema Validation:** the file is validated against the published schema for conformance; if it does not conform to the schema, errors are reported to the user and the file is rejected by procXed.
3. **Additional Validation:** providing the file validates against the schema, a further set of additional validation checks are performed. Any errors or queries are reported to the user.
4. **Transfer to Database:** once the file has been subjected to the additional validation, it can be transferred to the procXed database where the data can be viewed and interrogated using Microsoft Access as a front-end. Note that files can be transferred to the database even if errors or queries have been generated by the additional validation.

Many of the data items requested are 'required' to be present; if they are not, an error is reported. In the first version of procXed, checking that required information was present was carried out as part of the schema validation. As a result, any file with missing data was rejected and could not be transferred to the database.

This has been changed with the release of procXed v2; in this version, checking for missing data has been moved from schema validation to additional validation thus enabling files with missing data to be transferred to the database for easier inspection. The only exceptions to this are data items which form part of the primary key in the database; for these, checking that the required data has been supplied continues to be carried out in the schema validation. This is because, without these data items, the database will not accept a transfer of the data.

This document has been revised to reflect this change; validation is now documented in 3 sections, namely:

1. Schema Validation
2. Required Data Validation
3. Additional Validation

4. Individual Component

4.1. Data Specification

Format abbreviations: 'n' = numeric [0-9], 'c' = character [alphanumeric]. The number refers to the field size. E.g. 3n includes 000 to 999 inclusive. Numeric data can include leading zeros.

4.1.1. Data Collection

Ref	Container	Parent	Occurrences per Parent		Notes
			Min	Max	
	Local Authority		1	1	One local authority per file
	School	Local Authority	1	N	One container per school
	Student Details	School	1	N	One per student
	Student Need List	Student Details	0	1	Up to one List per student
	Student Need	Student Need List	1	N	One per Need

4.1.2. Local Authority

Ref	Field Name	Occurrences		Format	Valid Values		Sent to	Required	Tag	Notes
		Min	Max		Code	Signifying				
	LA Code	1	1	3n			Y	Y	la-code	

4.1.3. School

Ref	Field Name	Occurrences		Format	Valid Values		Sent to	Required	Tag	Notes
		Min	Max		Code	Signifying				
	SEED Code	1	1	7n			Y	Y	SEED-code	
	Supplier Information	0	1	Text (30c)			Y	Y	Supplier-information	Allows the software supplier to provide information about the MIS used to create the XML file.

4.1.4 Student Details

Ref	Field Name	Occurrences		Format	Valid Values		Sent to SEED	Required	Tag	Notes
		Min	Max		Code	Signifying				
	Student ID	1	1	Code (50c)			Y	Y	student-id	
	Surname	0	1	Text (30c)			N	N	surname	
	Forename	0	1	Text (30c)			N	N	forename	
	Preferred surname	0	1	Text (30c)			N	N	preferred-surname	
	Preferred Forename	0	1	Text (30c)			N	N	preferred-forename	
	Previously Known as Surname	0	1	Text (30c)			N	N	previous-surname	
	Previously Known as Forename	0	1	Text (30c)			N	N	previous-forename	
	Middle Name	0	1	Text (30c)			N	N	middle-name	
	Address Line 1	0	1	Text (50c)			N	N	address-line-1	Address Subdwelling*
	Address Line 2	0	1	Text (50c)			N	N	address-line-2	Address Dwelling*
	Address Line 3	0	1	Text (50c)			N	N	address-line-3	Street*
	Address Line 4	0	1	Text (50c)			N	N	address-line-4	Locality*
	Address Line 5	0	1	Text (50c)			N	N	address-line-5	Town*
	Address Line 6	0	1	Text (50c)			N	N	address-line-6	County*

Ref	Field Name	Occurrences		Format	Valid Values		Sent to SEED	Required	Tag	Notes
		Min	Max		Code	Signifying				
	Home/Contact Telephone	0	1	Text (30c)			N	N	student-telephone	
	Last School Attended	0	1	7n			N	N	last-school-attended	The primary school attended should be returned if known; otherwise return Last School Attended. (7 digit SEED Code)
	Primary School Attended	0	1	7n			N	N	primary-school-attended	(7 digit SEED Code)

Ref	Field Name	Occurrences		Format	Valid Values		Sent to SEED	Required	Tag	Notes
		Min	Max		Code	Signifying				
	Registration Class	0	1	Text (Upper case)			Y	N	class-name	Class name should be provided for P1-P7 pupils.
	Student Gender	0	1	Code (1c)	M F	Male Female	Y	Y	gender	
	Student Stage	0	1	Code (2c)	P1 P2 P3 P4 P5 P6 P7 S1 S2 S3 S4 S5 S6 S7 S8 S9 AD SP	Primary 1 Primary 2 Primary 3 Primary 4 Primary 5 Primary 6 Primary 7 Secondary 1 Secondary 2 Secondary 3 Secondary 4 Secondary 5 Secondary 6 Secondary Secondary Secondary Adult Pupils at all stages in Special Schools	Y	Y	student-stage	

	Status	0	1	Code (2c)	01 Pupil on roll of this school (except for those attending full time Further Education courses outside this school) 02 Pupil on the roll of another school 03 Adult-attending day education 04 Pupil on roll of this school attending full time Further Education course outside of this school 05 Pupil on roll of this school attending full time course other than Further Education outside of this school 06 Preschool child at special school 07 Pupil not on the roll of a school but LA retains Named Person responsibility	Y	Y	student-status	As indicated above (see Inclusion), only Statuses 01-05 expected in return to SG.
	Student Date of Birth	0	1	Date (YYYY-MM-DD)		Y	Y	date-of-birth	

Ref	Field Name	Occurrences		Format	Valid Values		Sent to SEED	Required	Tag	Notes
		Min	Max		Code	Signifying				
	Student Postcode	0	1	Postcode (8c)			Y	Y	postcode	
	Scottish Candidate Number	0	1	Non-negative Integer (9n)		9 digit Scottish Candidate Number	Y	Y	scottish-candidate-number	
	Admission Date	0	1	Date (YYYY-MM-DD)			Y	Y	admission-date	
	Ethnic Background	0	1	Code (2c)	01 02 03 05 06 07 08 09 10 12 17 19 21 22 23 24 25 27 98 99	White – Scottish African – African / Scottish / British Caribbean or Black – Caribbean / British / Scottish Asian – Indian/British/Scottish Asian – Pakistani / British / Scottish Asian –Bangladeshi / British / Scottish Asian – Chinese / British / Scottish White – Other Not Disclosed Mixed or multiple ethnic groups Asian – Other White – Gypsy/Traveller White – Other British White – Irish White – Polish Caribbean or Black – Other African – Other Other – Arab Not Known Other – Other	Y	Y	ethnic-background	

Ref	Field Name	Occurrences		Format	Valid Values		Sent to SEED	Required	Tag	Notes
		Min	Max		Code	Signifying				
	Student Postcode	0	1	Postcode (8c)			Y	Y	postcode	
	Scottish Candidate Number	0	1	Non-negative Integer (9n)		9 digit Scottish Candidate Number	Y	Y	scottish-candidate-number	
	Admission Date	0	1	Date (YYYY-MM-DD)			Y	Y	admission-date	
	National Identity	0	1	Code (2c)	01 02 03 04 05 99 10 98	Scottish English Northern Irish Welsh British Other Not Disclosed Not Known	Y	Y	national-identity	
	Asylum Status	0	1	Code (2c)	01 02	Asylum Seeker Refugee	Y	N	asylum-status	

Ref	Field Name	Occurrences		Format	Valid Values		Sent to SEED	Required	Tag	Notes
		Min	Max		Code	Signifying				
	Free School Meal – Registered	0	1	Code (1n)	1 0	Pupils registered as entitled to free school meals Pupils not registered as entitled to free school meals	Y	Y	free-school-meal-registered	
	Student Looked After	0	1	Code (2c)	01 02	Looked after at home by the local authority, in terms of the Children (Scotland) Act 1995 Looked after away from home by the local authority, in terms of the Children (Scotland) Act 1995	Y	N	student-looked-after	
	Responsible authority	0	1	3n	3n		Y	N	responsible-la	For looked after students the authority responsible should be identified, if outside Scotland the following codes can be used. 810 England 820 Wales 830 Northern Ireland
	Base School Code	0	1	7n	7n		Y	N	base-school-code	
	Parent Local Authority	0	1	Code (3n)	3n		Y	N	parent-la-code	For special Schools Only
	Mode of Attendance	0	1	Code (2c)	01 02	Day Residential/Boarder (normal arrangements include some residential part)	Y	N	mode-of-attendance	For special Schools Only

Ref	Field Name	Occurrences		Format	Valid Values		Sent to SEED	Required	Tag	Notes
		Min	Max		Code	Signifying				
	Student Mainstream Integration (for all pupils in Primary, Secondary and Special Schools)	0	1	Integer (2n)		A value between 0 and 10, relating to the number of openings (or half-days) spent in mainstream classes during the week.	Y	Y	mainstream-integration	A Value of 10 (9 for schools with only 9 opening per week) will relate to pupils spending all their time in mainstream classes
	Student Attendance at Special Schools/Units (for all pupils in Primary, Secondary and Special Schools)	0	1	Integer (2n)		A value between 0 and 10, relating to the number of openings (or half-days) spent in special schools or units during the week.	Y	Y	attendance-ssu	A Value of 10 (9 for schools with only 9 opening per week) will relate to pupils spending all their time in special schools or units
	Nature of additional support provided	0	N	Code (2n)	01 02 03 04 05 99	Education: Additional Specialist teaching support Education: Additional Specialist non-teaching support Social work Services Health Services Voluntary Other	Y	N	nature-additional-support	

Ref	Field Name	Occurrences		Format	Valid Values		Sent to SEED	Required	Tag	Notes
		Min	Max		Code	Signifying				
	Additional Support Text	0	1	Text (255c)			N	N	additional-support-text	
	Access to Physical Adaptation Required	0	1	Code (1n)	1 0	Yes No	Y	Y	physical-adaptation-required	As assessed by professional

Ref	Field Name	Occurrences		Format	Valid Values		Sent to SEED	Required	Tag	Notes
		Min	Max		Code	Signifying				
	Access to Curriculum Adaptation Required	0	1	Code (1n)	1 0	Yes No	Y	Y	curriculum-adaptation-required	As assessed by professional
	Access to Communication Adaptation Required	0	1	Code (1n)	1 0	Yes No	Y	Y	communication-adaptation-required	As assessed by professional
	Disability Text	0	1	Text (255c)			N	N	disability-text	
	Gaelic Education	0	1	Code	01 02 03 04	Gaelic medium education Gaelic the only subject taught through Gaelic Gaelic taught as learner No Gaelic taught	Y	Y	gaelic-education	
	Main Home Language	0	1	Text (50c)		See below	N	Y	home-language	
	Additional Languages	0	N	Text (50c)		See below	N	N	additional-language	
	Level of English as an additional language	0	1	Code (2c)	01 02 03 04 05 EN LC NA	New to English Early Acquisition Developing Competence Competent Fluent English as a "first-language" Limited communication Not assessed	Y	Y	level-of-english	Possible default is 'EN'

Main Home Language and Additional Languages

Users of school MIS systems must be able to select from the following list of languages; if the relevant language is not in the list, users must be able to enter it as free text.

Afghani	Coorge	Hokkien	Malagasy	Shona
Afrikaans	Creole	Hungarian	Malayalam	Sinhalese
Akan	Croatian	Ibo	Maltese	Siswati
Albanian	Czech	Icelandic	Mandarin	Slovak
Algerian	Danish	Igbo	Mandinka	Slovene
Amharic	Dari	Indonesian	Marathi	Somali
Arabic	Dioula	Isoko	Mazanderani	Sourashtra
Armenian	Doric	Italian	Memmoni	Spanish
Ateso	Duri	Japanese	Memni	Swahili
Azerbaijani	Dutch	Jola	Mirpuri	Swedish
Bahasa Indonesia	Edo	Kagoro	Moldavian	Tagalog
Bahasa Malaysia	English	Kannada	Mongolian	Tamil
Bajuni	Estonian	Kaonde	Ndbele	Telugu
Balinese	Ewe	Kashmiri	Nepalese	Thai
Bangala	Faroese	Katchi	Northern Sotho	Tigre
Bangli	Farsi	Khmer	Norwegian	Tigrigna
Bari Pojulu	Fijian	Kikuyu	Not Disclosed	Tiv
Basque	Filipino	Kinyarwanda	Nyanja	Tonga (SW Africa)
Belorussian	Finnish	Kirundi	Other Sign Language	Tongan
Bemba	Flemish	Kiswahili	Pashto	Tswana
Bengali	French	Kodagu	Pashtu	Tumbuka
Bini	Friesian	Konkani	Persian	Turkish
Bosnian	Gaelic (Irish)	Korean	Polish	Turkmani
Breton	Gaelic (Scottish)	Kurdish	Portuguese	Twí
British Sign Language	Georgian	Kutchi	Punjabi	Ukrainian
Bulgarian	German	Latvian	Pushtu	Urdu
Burmese	Goran	Lingala	Pushtu	Urhobo
Cantonese	Greek	Lingola	Romanian	Uyghur
Catalan	Gujarati	Lithuanian	Romany	Uzbek
Cebuano	Gurani	Loma	Russian	Vietnamese
Chechen	Hakka	Luganda	Scots	Walloon
Chewa	Hausa	Luxembougish	Serbian	Welsh
Chichewa	Hebrew	Magyar	Serbo-Croatian	Wolof
Chinese (Cantonese)	Hindi	Malay	Setswana	Xhosa
Chinese (Modern Standard/Mandarin)			Shanghainese	Yoruba
				Zulu

4.1.4. Student Need

Ref	Field Name	Occurrences		Format	Valid Values		Sent to SEED	Required	Tag	Notes
		Min	Max		Code	Signifying				
	Category	1	1	Code (2n)	10 11 12 13 20 21 22 23 24 25 26 27 28 40 41 42 43 44 45 46 47 48 49 98 99	Learning disability Dyslexia Other specific learning difficulty (<i>eg numeric</i>) Other moderate learning difficulty Visual impairment Hearing impairment Deafblind Physical or motor impairment Language or speech disorder Autistic spectrum disorder Social, emotional and behavioural difficulty Physical health problem Mental health problem Interrupted learning English as an additional language Looked after More able pupil Communication Support Needs Young Carer Bereavement Substance Misuse Family Issues Risk of Exclusion Not disclosed/declared Other	Y	Y	@category	

Ref	Field Name	Occurrences		Format	Valid Values		Sent to SEED	Required	Tag	Notes
		Min	Max		Code	Signifying				
	Type	1	N	Code (2n)	01 02 03 04 05 06	CSP IEP AssessedDisabled DeclaredDisabled OtherNeedType Childs Plan	Y	Y	TypeList/ Type/ @value	

4.1.5. Validation**4.1.6. Schema Validation**

Ref.	Name	Tag	Validation	Error Code and Message	ErrorType
	Local Authority Code	la-code	Must be present and a valid format	100: Local Authority code is missing or of incorrect format.	Error
	SEED Code	SEED-code	Must be present and a valid format	200: SEED code is missing or of incorrect format.	Error
	Student ID	student-id	Must be present and a valid format	1000: "Pupil ID number is missing or invalid Format	Error
			Each pupil "ID" must be unique	1010: More than one pupil record with the same Pupil ID number.	Error
	Gender	gender	If present, must be a valid value	1040: Pupil gender invalid	Error
	Stage	student-stage	If present, must be a valid value	1050: Pupil stage is not a recognised value from the code lists.	Error
	Status	student-status	If present, must be a valid value	1230: Pupil status is not a recognised value from the code list.	Error
	Date of Birth	date-of-birth	If present, must be a valid date in the format 'yyyy-mm-dd'	1060 : Pupil date of birth is in an invalid format.	Error
	Scottish Candidate Number	scottish-candidate-number	If present, must be a 9 digit number	1100: Invalid Scottish Candidate Number format.	Error
			If present, must be unique to the pupil	1120: More than one pupil record with the same Scottish Candidate Number.	Error
	Admission Date	admission-date	If present, must be a valid date in the format 'yyyy-mm-dd'	1130: Pupil entry date to school is in an invalid date format.	Error
	National Identity	national-identity	If present, must be a valid value	1201: Pupil national identity is not a recognised value from the code list.	Error
	Ethnic Background	ethnic-background	If present, must be a valid value	1200: Pupil ethnic background is not a recognised value from the code list.	Error
	Asylum Status	asylum-status	If present, must be a valid value	1202: Pupil asylum seeker and refugee status is not a recognised value from the code list.	Error
	Free School Meals – Registered	free-school-meal-registered	If present, must be a valid value	1210: Pupil free school meal registered is does not have a valid value	Error

Ref.	Name	Tag	Validation	Error Code and Message	ErrorType
	Student Looked After	student-looked-after	If present, must be a valid value	1220: Pupil looked after is not a recognised value from the code list.	Error
	Base School Code	base-school-code	If present, must be the SEED Code for a school which is open at the date of the collection.	1260: Base School Code is not a valid code	Error
	Parent Local Authority	parent-la-code	If present, must be a valid Local Authority code active at the date of the collection	1290: Parent LA is not a recognised value.	Error
	Mode of Attendance	mode-of-attendance	If present, must be a valid value	1310: The attendance mode of the pupil is not a valid entry of 01 or 02.	Error
	Mainstream Integration	mainstream-integration	If present, must be an integer value between 0 and 10 inclusive.	1360: Pupil Mainstream integration is not a recognised value from the code list.	Error
	Attendance at Special Schools / Units or Classes	attendance-ssu	If present, must be an integer value between 0 and 10 inclusive.	1370: The pupil's attendance in half-days at special schools/units and classes is not a recognised value from the code list.	Error
	Nature of Additional Support Provided	nature-additional-support	If present, must be a valid value	1396: The nature of additional support provided is not a recognised value from the code list.	Error
	Access to Physical Adaptation Required	physical-adaptation-required	If present, must be a valid value	1440: Access to Physical Adaptation Required for this pupil is not a recognised value from the code list	Error
	Access to Curriculum Adaptation Required	curriculum-adaptation-required	If present, must be a valid value	1450: Access to Curriculum Adaptation Required for this pupil is not a recognised value from the code list	Error
	Access to Communication Adaptation Required	communication-adaptation-required	If present, must be a valid value	1460: Access to Communication Adaptation Required for this pupil is not a recognised value from the code list	Error

	Gaelic Education	gaelic-education	If present, must be a valid value	1470: Gaelic Education for this pupil is not a recognised value from the code list	Error
	Level of English	level-of-english	If present, must be a valid value	1491; Level of English for this pupil is not a recognised value from the code list.	Error
	Need Category	Category	If present, must be a valid value	20205: Needs Category for this pupil is not a recognised value	Error
	Need Type	Type	If present, must be a valid value	20215: Needs Type for this pupil is not a recognised value	Error

4.1.7. Required Data Validation

Ref.	Name	Tag	Validation	Error Code and Message	Error Type
	Gender	gender	Must be present	1045: Pupil gender is missing	Error
	Stage	student-stage	Must be present	1055: Pupil stage is missing	Error
	Status	student-status	Must be present	1235: Pupil status is missing	Error
	Date of Birth	date-of-birth	Must be present	1065 : Pupil date of birth is missing	Error
	Scottish Candidate Number	Scottish-candidate-number	Must be present	1090: Pupil Scottish Candidate Number is missing	Error
	Admission Date	admission-date	Must be present	1135: Pupil entry date to school is missing	Error
	National Identity	national-identity	Must be present	1206: Pupil national identity is missing	Error
	Ethnic Background	ethnic-background	Must be present	1205: Pupil ethnic background is missing	Error
	Free School Meals – Registered	free-school-meal-registered	Must be present	1215: Pupil free school meal registered is missing	Error
	Mainstream Integration	mainstream-integration	Must be present	1365: Pupil Mainstream integration is missing	Error
	Attendance at Special Schools / Units or Classes	attendance-ssu	Must be present	1375: The pupil's attendance in half-days at special schools/units and classes is missing	Error
	Access to Physical Adaptation Required	physical-adaptation-required	Must be present	1445: Access to Physical Adaptation Required for this pupil missing	Error

	Access to Curriculum Adaptation Required	curriculum-adaptation-required	Must be present	1455: Access to Curriculum Adaptation Required for this pupil is missing	Error
	Access to Communication Adaptation Required	communication-adaptation-required	Must be present	1465: Access to Communication Adaptation Required for this pupil is missing	Error

Ref.	Name	Tag	Validation	Error Code and Message	Error Type
	Gaelic Education	gaelic-education	Must be present	1475: Gaelic Education for this pupil is missing	
	Main Home Language	Main-home-language	Must be present	1485: Main Home Language for this pupil is missing	
	Level of English	level-of-english	Must be present	1495: Level of English for this pupil is missing.	
	Need Category	Category	Must be present	20200: Category for this Student Need List is missing.	
	Need Type	Type	Must be present	20210: Type for this Student Need List is missing.	

4.1.8. Additional Validation

Ref.	Rule Name	Summary	Validation	Error Code and Message	Error Type
	Active Data Supplier	The la-code must be for a Data Supplier active at the date of the collection.		110: Data Supplier does not exist or was not active at the date of the collection	Error
	Active School	The SEED code must be for a School active at the date of the collection.		210: School does not exist or was not active at the date of the collection	Error
	La-code matches la-code in filename	The la-code present in the filename should match the value of la-code.		211: The la-code of the xml does not match the filename	Error

Ref.	Rule Name	Summary	Validation	Error Code and Message	Error Type
	Stage and School type	Pupils should have an appropriate stage for their school type	If school type =2 (Primary) stage should be in(P1 ,P2, P3, P4, P5, P6, P7) if schooltype =3 (Secondary) stage should be in (S1, S2, S3, S4, S5, S6, S7, S8, S9, AD) if schooltype =4 (Special) stage should be SP.	15270: Student has an invalid stage for the centre they are attending	Error

Ref.	Rule Name	Summary	Validation	Error Code and Message	Error Type
	Student Stage and Date of Birth Consistency Check	<p>Q Pupils in different stages would usually be expected to be of the following age, on 1st March preceding the school year.</p> <p>Stage Age on 1st March</p> <p>Primary Schools:</p> <p>P1 3, 4, 5 P2 4, 5, 6 P3 5, 6, 7 P4 6, 7, 8 P5 7, 8, 9 P6 8, 9, 10 P7 9, 10, 11</p> <p>Secondary Schools:</p> <p>S1 10, 11, 12 S2 11, 12, 13 S3 12, 13, 14 S4 13, 14, 15 S5 14, 15, 16 S6 15, 16, 17 S7 17, 18 and over S8 17, 18 and over S9 17, 18 and over AD 17, 18 and over</p> <p>Special Schools:</p> <p>SP 2 to 18</p>		1070: Please check : pupil outside the age range usually expected for the stage	Query

Ref.	Rule Name	Summary	Validation	Error Code and Message	Error Type
	Scottish Candidate Number Validity	Scottish Candidate Number must contain the correct 9 th check digit	<p>Calculate the Check digit as follows</p> <ol style="list-style-type: none"> Multiply the individual digits by their weights as follows: <ul style="list-style-type: none"> - digit 1 by weight 3 - digit 2 by weight 2 - digit 3 by weight 7 - digit 4 by weight 6 - digit 5 by weight 5 - digit 6 by weight 4 - digit 7 by weight 3 - digit 8 by weight 2 Sum the individual results, divide the total by 11 and take the remainder. If there is no remainder from the division, and the result from the subtraction is therefore 11, then apply a check digit of '0'. If the remainder from the division is 1 and the result from the subtraction is therefore 10, then the SCN number is invalid. Otherwise, subtract the remainder from 11. The result of this subtraction is the check digit. <p>Check that the calculated check digit is the same as the 9th digit of the SCN</p>	1110 "SCN" must contain the correct 9 th check digit; this Scottish Candidate Number is invalid.	Error

Ref.	Rule Name	Summary	Validation	Error Code and Message	Error Type
	Check Student Status if Base School specified.	If a Base School Code has been entered for the pupil, the student status must be '02'	IF <base-school-code> is not null THEN <student-status> = "02"	1240: A different school has been entered as the base school for this pupil, hence the status must be: 'Code 02 – Pupil on the roll of another school.'	Error

Ref.	Rule Name	Summary	Validation	Error Code and Message	Error Type
	Base School different from School	If a Base School Code has been specified, it cannot be the same as the school which is the Data Source	IF <base-school-code> is not null THEN <SEED-code> NE <base-school-code>	1270: The school code of this school has been entered for a pupil who is on the roll of another school, hence they ought to have a different base school.	Error
	Student with Status of "02" must have Base School Code	If a student has a status of "02" (i.e. on roll of another school), a value must be entered for Base School	IF <student-status> = "02" THEN <base-school-code> is not null	1280: Pupil status shows pupil on the roll of another school, yet their base school code has not been entered.	Error
	Parent LA cannot be same as Data Source's LA	If a Parent Local Authority is specified, it cannot be the same as the Local Authority to which the Data Source belongs.	IF <parent-la-code> is not null THEN <la-code> NE <parent-la-code>	1300: Where present, the parent local authority, funding this pupil's schooling must be different to the local authority where the pupil attends school.	Error
	Mode of Attendance required if Special or Independent school	Mode of Attendance must be present if school is a special or independent school and must have a value of 01 or 02	IF the school has a School Organisation Type of "Special" or "Independent" THEN <mode-of-attendance> must be present	1315: The attendance mode of this special school pupil is missing.	Error

Ref.	Rule Name	Summary	Validation	Error Code and Message	Error Type
	Total Openings Check	The sum of Mainstream Integration units and Attendance at Special Schools / Units or Classes units cannot exceed 10	<mainstream-integration> + <attendance-ssu> LTE 10	1380: The combined amount of time this pupil attends in this or any other special school, unit or class and in mainstream classes, sums to more than 10 openings (or half days)	Error

Ref.	Rule Name	Summary	Validation	Error Code and Message	Error Type
	Postcode format	The postcode must be a valid BS7666 postcode format	<p>If present, <postcode> must match one of the following formats:</p> <ul style="list-style-type: none"> • An nAA • Aan nAA • AnA nAA • Ann nAA • AanA nAA • Aann nAA <p>where A is an alphabetical character and 'n' is a numeric character.</p> <ul style="list-style-type: none"> • The letters Q, V and X are not used in the first position. • The letters I, J and Z are not used in the second position. • The only letters to appear in the third position are A, B, C, D, E, F, G, H, J, K, S, T, U and W. • The only letters to appear in the fourth position are A, B, E, H, M, N, P, R, V, W, X and Y. • The second half of the Postcode is always consistent numeric, alpha, alpha format and the letters C, I, K, M, O and V are never used. 	1410: Pupil's home postcode does not have a valid postcode format.	Error
	Postcode	Postcode should (but may not be) present.	<postcode> not null	1400: Pupil postcode is missing	Query
	Main Home Language is not in list	Query if main Home Language is not in the provide list of languages	<main-home-language> is a value in the list of languages	1480: Please check: Main Home Language is not in the list of languages	Query

Ref.	Rule Name	Summary	Validation	Error Code and Message	Error Type
	Class name missing for primary pupil	If pupil is in P1 to P7 then class name should be present	If <student-stage> =P1, P2, P3, P4, P5, P6 or P7 then a class name should be present	15300: Please check: A primary pupil must be assigned to a class.	Error
	Pupil admission date after census date	Pupils must have been on the roll of the school at census date.	If <admission-date> is after census date	15330: Please check, this pupil has an admission date after census date.	Error
	Duplicate Student Need Category	Each category must be unique within Student Details	If count(Category) > 1 group by student, category	20208: Please check, pupil has duplicate Need Category	Error
	Invalid Student Need category and type combination	Each category only has certain valid types	If category in (40,41,42,43,45,46,47,48,49) and type in (03,04)	20220: Please check, invalid Need Type for this Need category	Error
	Pupil in stage: special without Student Need List	If pupil stage = 'SP', they must have a Student Need List	If stage = 'SP' and Student Need is null	20230: Please check, pupil in stage SP without Student Need List	Error
	Pupil with access to adaptation without Student Need List	Pupil with access to physical, curriculum or communication adaptation must have a Student Need List	If (physical-adaptation-required = 1 OR curriculum-adaptation-required = 1 OR communication-adaptation-required = 1) AND Student Need is null	20240: Please check, pupil with access to adaptation without Student Need List	Error
	Pupil Assessed Disabled without Adaption	If a pupil is Assessed Disabled then they must have Adaption	If pupil has a Student Need Type 03 Assessed Disabled and (Physical Adaption, Communication Adaption and Curriculum Adaption are all 'No')	20245: Please check: pupil Assessed Disabled without Adaption.	Query
	Pupil with ASN requires both Student Need List and Nature of Support	If a pupil has either a Student Need List or a Nature of Support, they must have both	If pupil has Student Need List and no Nature of Support OR if pupil has Nature of Support and no Student Need List	20250: Warning: incomplete ASN record. Pupil has only one of Student Need List and Nature of Support.	Query
	Pupil attending Special School or Unit without Student Need List	If a pupil is not in full time Mainstream Integration they must have a Student Need List	If pupil AttendanceSSU > 0 and no Student Need List	20235: Please check: pupil attending special school or unit without Student Need List.	Error

Ref.	Rule Name	Summary	Validation	Error Code and Message	Error Type
	Level of English and Main Home Language - English	Query if a pupil has 'English' as Main Home Language and doesn't have English as a 'first-language' as Level of English	If Main Home Language = 'English'* AND Level of English is in ('01','02','03','04','05') Then Query (* 'English', 'Doric', 'Gaelic' (Irish or Scottish), 'Scots', 'Sign Language' (or Sign Language successors) or 'Welsh')	1487: Please check: pupil with Main Home Language 'English' (or similar) doesn't have Level of English 'as first language'	Query
	Level of English and Main Home Language – Not English	Query if a pupil doesn't have 'English' as Main Home Language and has English as a 'first-language' as Level of English	If Main Home Language NOT 'English'* AND Level of English is 'EN' Then Query (* 'English', 'Doric', 'Gaelic' (Irish or Scottish), 'Scots', 'Sign Language' (or Sign Language successors) or 'Welsh')	1488: Please check: pupil with Main Home Language other than 'English' (or similar) has Level of English 'as first language'	Query
	Limited Communication and Additional Support Needs	Query if pupil has Level of English 'Limited Communication' but does not have a Student Need	If Level of English = 'LC' AND NO Student Need Then Query	1489: Please check: pupil with Limited Communication but no Student Need	Query

4.2. QA Tables

4.2.1. Notes

Sign-off

The ScotXED data exports should only be transmitted once the head teacher has approved and signed a paper copy of this and other aggregate and summary tables. The signed copy should be retained in the school.

Annual Comparisons

For variables where it is possible, schools are encouraged to compare the September results above, with corresponding results from the previous year's September annual school census, in order to identify any unusual or unexpected trends. Further investigation of individual pupil records is recommended to establish whether these trends are genuine or whether the individual pupil records contain inaccuracies
Inclusion

Totals should only include Status '01' pupils (i.e Pupil on the roll of this school) unless reporting a Special School in which case all pupils should be included. This does not include tables which specifically ask for status details (e.g. Table 1 – which does not include Status 07, as this should only occur in virtual schools)

4.2.2. Tables Summary for:

School Name	
SEED School Code	
LA Code	
No. of openings / week	

Table 1 – Number of Pupil Records by Pupil Status on XX September

Pupil Status		
Code	Description	Number of Pupils
01	Pupil on roll of this school : – <u>except</u> for those attending Full- Time Further Education courses outside this school.	= OFFICIAL SCHOOL ROLL on SCHOOL CENSUS DATE
02	Pupil on the roll of another school	
03	Adult – attending day education	
04	Pupil on the roll of this school attending Full Time Further Education courses, outside this school.	
05	Pupil on the roll of this school attending courses other than Further Education, outside this school.	
06	Preschool child with special needs.	
Missin g code		

TOTAL		
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Notes:

To obtain the school roll on XX September:

Admission Date : must be on or before XX September

The School Roll on XX September will be taken as the number of pupils with Pupil Status Code 01 – ‘Pupil on the roll of this school’. All subsequent tables in this summary specification should relate to these pupils only (except Special Schools – see note on inclusion above)

School Roll TOTAL	= school roll	
S7		
S8		
S9		
AD		

Table 2 – School Roll by Stage & Gender

Stage	Gender			Total
	Male	Female	missing gender	
P1				
P2				
P3				
P4				
P5				
P6				
P7				
S1				
S2				
S3				
S4				
S5				
S6				
SP				
Missing stage				

Table 3 – School Roll by Pupil Ethnic Background

Ethnic Background		
Code	Description	Number of Pupils
01	White – Scottish	
02	African – African / Scottish / British	
03	Caribbean or Black – Caribbean / British / Scottish	
05	Asian – Indian / British / Scottish	
06	Asian – Pakistani / British / Scottish	
07	Asian – Bangladeshi / British / Scottish	
08	Asian – Chinese / British / Scottish	
09	White – Other	
12	Mixed or multiple ethnic groups	
17	Asian – Other	
19	White – Gypsy / Traveller	
21	White – Other British	
22	White – Irish	
23	White – Polish	
24	Caribbean or Black – Other	
25	African – Other	
27	Other – Arab	
10	Not Disclosed	
98	Not known	

Missing code		
TOTAL	= school roll	

Table 4 – School Roll by Pupil National Identity

National Identity		
Code	Description	Number of Pupils
01	Scottish	
02	English	
03	Northern Irish	
04	Welsh	
05	British	
99	Other	
10	Not Disclosed	
98	Not Known	
Missing code		
TOTAL	= school roll	

Table 4a – School Roll by Pupil Asylum Seeker/Refugee Indicator

Asylum Seeker/Refugee Indicator		
Code	Description	Number of Pupils
01	Asylum Seeker	
02	Refugee	
TOTAL		

Table 5 – School Roll by Pupils with Student Needs

Students with Need List	
Students without Need List	
Total (School Roll)	

Table 6 – Nature of Additional Support Provided

Nature of additional support provided		Number of Pupils
Code	Description	
01	Education: Additional Specialist Teaching support	
02	Education: Additional Specialist Non-Teaching support	
03	Social work services	
04	Health Services	
05	Voluntary	
99	Other	
missing code		
TOTAL	Greater than or equal to total number of pupils with Additional Support Provided	

Table 7 – Breakdown by Student Need Category by Type

Need Category		Need Type					
		CSP	IEP	Assessed Disabled	Declared Disabled	Childs Plan	Other
10	Learning disability						

11	Dyslexia						
12	Other specific learning difficulty						
13	Other moderate learning difficulty						
20	Visual impairment						
21	Hearing impairment						
22	Deafblind						
23	Physical or motor impairment						
24	Language or speech disorder						
25	Autistic spectrum disorder						
26	Social, emotional behavioural difficulty						
27	Physical health problem						
28	Mental health problem						

40	Interrupted Learning						
41	EAL						
42	Looked after						
43	More able						
44	Communication Support Needs						
45	Young Carer						
46	Bereavement						
47	Substance Misuse						
48	Family Issues						
49	Risk of Exclusion						
98	Not disclosed/declared						
99	Other						
Totals per type							
Total for school							

Table 8 – Mainstream Integration of Pupils

Number of Openings (or half days) spent in Mainstream Classes	Number of Pupils
0	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
missing code	
TOTAL= school roll	

4	
5	
6	
7	
8	
9	
10	
missing code	
TOTAL= school roll	

Table 9 – Student Attendance at Special Schools/Units/Classes

Number of Openings (or half days) spent in Special Schools, Units or Classes	Number of Pupils
0	
1	
2	
3	

Table 10 – Pupils Registered as entitled to Free School Meals

Free School Meals – Registered		
Code	Description	Number of Pupils
T	Pupil <u>registered</u> as entitled to free school meals.	
F	Pupil <u>not registered</u> as entitled to free school meals	
TOTAL	= school roll	
PERCENTAGE	Percentage of pupils on the school roll <u>registered</u> as entitled to free school meals.	

Table 11 – Pupils Looked After by the Local Authority

Pupil Looked After		
Code	Description	Number of Pupils
01	Looked after at home by the local authority, in terms of Children (Scotland) Act 1995	
02	Looked after away from home by the local authority, in terms of Children (Scotland) Act 1995	
TOTAL		

Table 12 - Number of pupils receiving Gaelic Medium Education

Gaelic Education		
Code	Description	Number of pupils

01	Gaelic medium education	
02	Gaelic the only subject taught through Gaelic	
03	Gaelic taught as learner	
04	No Gaelic taught	
	Missing code	
	Total	

Table 13 - Level of English as an Additional Language

	All pupils
New to English	
Early Acquisition	
Developing competence	
Competent	
Fluent	
Mother tongue English speaker	
Pupil with severe learning difficulties relating to communication	
Not Assessed	
Missing code	
Total	

Table 15 - Access requirements for pupils

	Number of pupils
Access to Physical Adaptation Required	

Access to curriculum adaptation required	
Access to communication adaptation required	

Table 16 – Main Home Language

Language	Number of Pupils

Table to show number of pupils per language, restricted to those languages having a pupil count greater than 0

Table 17 – Pupil Records with Outstanding Errors and Warnings

VARIABLE	Number of Outstanding Errors (including Missing or Invalid Values)	Number of Outstanding Warnings
Student ID		
Student Sex		
Student Stage		
Student Date of Birth		
Scottish Candidate Number (SCN)		
Admission Date		
Ethnic Background		
National Identity		
Asylum Seeker / Refugee Indicator		
Free School Meal - Registered		
Student Looked After		
Student Status		

VARIABLE	Number of Outstanding Errors (including Missing or Invalid Values)	Number of Outstanding Warnings
Base School Code		
Student Mainstream Integration		
Student Attendance at Special Schools, Units or Classes		
Student Postcode		
Access to Physical Adaptation Required		
Access to Curriculum Adaptation Required		
Access to Communication Adaptation Required		
Gaelic Education		
Main Home Language		
Level of English		
Student Needs		
TOTAL		

5. Primary School Component

5.1. Data Specification

5.1.1. Data Collection

Ref	Container	Parent	Occurrences per Parent		Notes
			Min	Max	
	Local Authority		1	1	One local authority per file
	School	Local Authority	1	N	One container per school
	Class Sizes	School	1	N	One per class
	Main Home Language	School	1	N	One per main home language

5.1.2. Local Authority

Ref	Field Name	Occurrences		Format	Valid Values		Sent to SEED	Required	Tag	Notes
		Min	Max		Code	Signifying				
	LA Code	1	1	3n			Y	Y	la-code	

5.1.3. School

Ref	Field Name	Occurrences		Format	Valid Values		Sent to SEED	Required	Tag	Notes
		Min	Max		Code	Signifying				
	SEED Code	1	1	7n			Y	Y	SEED-code	
	School name	1	1	Text (50c)			Y	Y	name	
	Openings per week	1	1	Integer (2n)			Y	Y	openings-per-week	
	School Type	1	1	Code (1n)	2 3 4	Primary Secondary Special	Y	Y	school-type	
	Using BS7666 address format	1	1	Code (1n)	1 0	Yes No	Y	Y	bs7666-addressing	

5.1.4. Class Size

Ref	Field Name	Occurrences		Format	Valid Values		Sent to SEED	Required	Tag	Notes
		Min	Max		Code	Signifying				
	Class Name	1	1	Text (Upper case) (255c)			Y	Y	class-name	
	FTE of Other Non-teaching staff	0	1	(2.2n)			Y	Y	fte-nts	
	Identify classes with 2 or more teachers present at all times	0	1	1n	F	True False	Y	Y	two-or-more-teachers	
	FTE Teacher Contact Time	0	1	2.2n			Y	T	fte-teachers	Recorded in the same way as FTE of Other Non-teaching staff

5.1.5. Main Home Language

Ref	Field Name	Occurrences		Format	Valid Values		Sent to SEED	Required	Tag	Notes
		Min	Max		Code	Signifying				
	Language	1	1	Text (50c)			Y	Y	home-language-aggregate	Generated within MIS as a summation of individual Main-home-languages for all Status 01 pupils.
	Number of pupils with given main home language	0	1	Integer (4n)			Y	Y	home-language-number	

5.2. Validation

5.2.1. Schema Validation

Ref.	Name	Tag	Validation	Error Code and Message	Error Type
	Local Authority Code	la-code	Must be present and a valid format	100: Local Authority code is missing or of incorrect format.	Error
	SEED Code	SEED-code	Must be present and a valid format	200: SEED code is missing or of incorrect format.	Error
	Openings per week	openings-per-week	If present, must be a non-negative integer	5015: Openings per week has an invalid value	Error
	School Type	school-type	Must be present and a valid value.	5025: School Type is missing or has an invalid value.	Error
	Class name	class-name	Must be present	5000: The name of the class is missing or invalid.	Error
			Must be unique within the school	5010: Two or more classes in the school have the same name.	Error
	FTE Non-teaching staff	fte-nts	If present, must be a decimal number	5170: FTE Non-teaching staff has an invalid value	Error
	FTE Teacher Contact Time	fte-teachers	If present, must be a decimal number	5175: FTE Teacher Contact Time has an invalid value	Error
	Two or more teachers	two-or-more-teachers	If present, must be a valid value.	5180: Two or more teachers has an invalid value	Error
	Using BS7666 address format	bs7666-addressing	Must be present and a valid format.	16300:Using BS7666 addressing missing or of incorrect format.	Error

5.2.2. Required Data Validation

Ref.	Name	Tag	Validation	Error Code and Message	Error Type
	School Name	name	Must be present	16000: School name is missing	Error
	Openings per week	openings-per-week	Must be present	16010: Openings per week is missing	Error
	FTE Non-teaching staff	fte-nts	Must be present	16130: FTE Non-teaching staff is missing	Error
	FTE Teacher Contact Time	fte-teachers	Must be present	16135: FTE Teacher Contact Time is missing	Error
	Two or more teachers	two-or-more-teachers	Must be present	16140: Two or More Teachers is missing	Error

5.2.3. Conditional Validation Definitions

Ref.	Term	Description	Test
	single-stage-class	A class all of whose pupils are at the same stage	Only pupils in one of P1-P7 have pupils have the given class name.
	composite-class	A class whose pupils are in 2 or more different stages	Pupils in more than one of P1-P7 have pupils have the given class name.
	class-stage	For a single-stage-class, the stage of the pupils in the class	If single-stage-class, the stage which has a value greater than zero
	class-total	The sum of all the pupils in the class	Sum(P1 .. P7)

Rules

Ref.	Rule Name	Summary	Validation	Error Code and Message	Error Type
	Class must have pupils	Each class must have at least 1 pupil	class-total greater than 0	5020: Class total equals zero.	Error
	Pupils are in a class for which no aggregate record exists.	All classes mentioned on P1-P7 pupil records must have a corresponding class record.	Check all unique class-name values in Individual data, and check that each has an entry in the xml for this component.	5021: No class record exists for a class detailed on pupil records.	Error
	Single Stage, Single Teacher P1 to P3 class size check	For Single Stage classes in P1, P2 or P3 without 2 or more teachers present at all times the class size should be less than or equal to 30	IF single-stage-class AND class-stage is P1, P2 or P3 AND <two-or-more-teachers> = 0 THEN class-total is less than or equal to 30	5030: Please check – this single stage class in P1 to P3 has more than 30 pupils and only 1 teacher present at all times	Query
	Single Stage, Single Teacher P4 to P7 class size check	For Single Stage classes in P4, P5, P6 or P7 without 2 or more teachers present at all times the class size should be less than or equal to 33	IF single-stage-class AND class-stage is P4, P5, P6 or P7 AND <two-or-more-teachers> = 0 THEN class-total is less than or equal to 33	5040: Please check – this single stage class in P4 to P7 has more than 33 pupils and only 1 teacher present at all times	Query

Ref.	Rule Name	Summary	Validation	Error Code and Message	Error Type
	Single Stage, Multiple Teacher P1 to P3 class size check	For Single Stage classes in P, P2 or P3 with 2 or more teachers present at all times the class size should be less than or equal to 60	IF single-stage-class AND class-stage is P1, P2 or P3 AND <two-or-more-teachers> = 1 THEN class-total is less than or equal to 60	5050: Please check – this single stage class in P1 to P3 which has 2 or more teachers present at all times, has more than 60 pupils	Query

Ref.	Rule Name	Summary	Validation	Error Code and Message	Error Type
	Single Stage, Multiple Teacher P4 to P7 class size check	For Single Stage classes in P4, P5, P6 or P7 with 2 or more teachers present at all times the class size should be less than or equal to 66	IF single-stage-class AND class-stage is P4, P5, P6 or P7 AND <two-or-more-teachers> = 1 THEN class-total is less than or equal to 66	5060: Please check – this single stage class in P4 to P7 which has 2 or more teachers present at all times, has more than 66 pupils	Query
	Composite Class, Single Teacher class size check	For Composite classes without 2 or more teachers present at all times, the class size should be less than or equal to 25	IF composite-class AND <two-or-more-teachers> = 0 THEN class-total is less than or equal to 25	5070: Please check – this composite class has more than 25 pupils and only one teacher present at all times	Query
	Composite Class, Multiple Teacher class size check	For Composite classes with 2 or more teachers present at all times, the class size should be less than or equal to 50	IF composite-class AND <two-or-more-teachers> = 1 THEN class-total is less than or equal to 50	5080: Please check – this composite class which has 2 or more teachers present at all times has more than 50 pupils	Query
	Data not received.	Data was expected for a school and not received	Check against school universe.	310: Data expected for this school but none received.	Error
	Low Teacher Contact FTE	Classes are expected to have a teacher present at all times	IF fte-teachers < 1 THEN Query	16137: Please check – FTE Teacher Contact is less than one.	Query
	High Teacher Contact FTE	Classes are not expected to have 3 or more teachers present at all times	IF fte-teachers > 3 THEN Query	16139: Please check – FTE Teacher Contact is greater than three.	Query

5.3. QA Tables

5.3.1. Notes

Sign-off

The ScotXED data exports should only be transmitted once the headteacher has approved and signed a paper copy of this and other aggregate and summary tables. The signed copy should be retained in the school.

Annual Comparisons

For variables where it is possible, schools are encouraged to compare the September results above, with corresponding results from the previous September annual school census, in order to identify any unusual or unexpected trends. Further investigation of individual pupil records is recommended to establish whether these trends are genuine or whether the individual pupil records contain inaccuracies

Inclusion

Totals should only include Status '01' pupils (i.e Pupil on the roll of this school) unless reporting a Special School in which case all pupils should be included.

Summary for :

School Name :
SEED School Code :
LA Code :
No. of openings / week :
School Type (ie. sector) :

Table 1 – Normal Class Sizes of Pupils Allocated to a Stage

FTE = Full-Time Equivalent

Name of Class	Number of pupils in each class by stage							FTE of Teaching Contact Time	FTE of Other Non-teaching Staff (accurate to 1 decimal place)	Identify classes with 2 or more teachers <u>present at all times</u> T or F
	P1	P2	P3	P4	P5	P6	P7			
Total										

Secondary School Component

5.4. Data Specification

5.4.1. Data Collection

This component is identical to the Primary School Component, except that no Class information is collected or validated.

6. XML Message Structure – School to LA

```
<?xml version="1.0" encoding="UTF-8" ?>
<school-census-data xmlns="http://www.scotxed.net/2014B/schemas/school-to-la-school-pupil-census-wrapper.xsd"
  xmlns:psad="http://www.scotxed.net/2014B/schemas/primary-school-aggregate-data.xsd" xmlns:spcid="http://www.scotxed.net/
  2014B/schemas/school-to-la-school-pupil-census-individual-data.xsd" xmlns:sssad="http://www.scotxed.net/2014B/schemas/
  secondary-special-school-aggregate-data.xsd" xmlns:xsi="http://www.w3.org/2001/XMLSchema-instance"
  xsi:schemaLocation="http://www.scotxed.net/2013B/schemas/school-to-la-school-pupil-census-wrapper.xsd C:
  \ScotXed\PROCXED\SchemaFiles\2014Bcollections\school-census\school-to-la-school-pupil-census-wrapper.xsd">
<school-pupil-census-individual-data xmlns="http://www.scotxed.net/2014B/schemas/la-to-seed-school-pupil-census-individual-
  data.xsd" xmlns:cdt="http://www.scotxed.net/2014B/schemas/common-data-types.xsd" xmlns:stu="http://www.scotxed.net/
  2014B/schemas/student-enumerations.xsd" xmlns:xsi="http://www.w3.org/2001/XMLSchema-instance"
  xsi:schemaLocation="http://www.scotxed.net/2014B/schemas/la-to-seed-school-pupil-census-individual-data.xsd
  C:\ScotXed\PROCXED\SchemaFiles\2014Bcollections\school-census\la-to-seed-school-pupil-census-individual-data.xsd">
  <local-authority la-code="000">
    <school seed-code="0000000" supplier-information="String">
      <student student-id="String">
        <class-name value="A"/>
        <gender value="M"/>
        <student-stage value="P1"/>
        <student-status value="01"/>
        <date-of-birth value="2000-01-01"/>
        <postcode value="String"/>
        <scottish-candidate-number value="000000000"/>
        <admission-date value="2000-01-01"/>
        <ethnic-background value="01"/>
        <national-identity value="01"/>
        <asylum-status value="01"/>
        <free-school-meal-registered value="1"/>
        <student-looked-after value="01"/>
        <responsible-la value="000"/>
        <base-school-code value="0000000"/>
        <parent-la-code value="000"/>
        <mode-of-attendance value="01"/>
        <mainstream-integration value="10"/>
        <attendance-ssu value="10"/>
        <nature-additional-support value="01"/>
      </student>
    </school>
  </local-authority>
</school-pupil-census-individual-data>
</school-census-data>
```

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        <student-need-list>
            <student-need category="27">
                <type-list>
                    <type value="01"/>
                    <type value="03"/>
                </type-list>
            </student-need>
            <student-need category="11">
                <type-list>
                    <type value="01"/>
                </type-list>
            </student-need>
        </student-need-list>
        <physical-adaptation-required value="1"/>
        <curriculum-adaptation-required value="1"/>
        <communication-adaptation-required value="1"/>
        <gaelic-education value="01"/>
        <level-of-english value="01"/>
    </student>
</school>
</local-authority>
</school-pupil-census-individual-data>
<primary-school-aggregate-data xmlns="http://www.scotxed.net/2014B/schemas/primary-school-aggregate-data.xsd"
xmlns:adr="http://www.scotxed.net/2014B/schemas/aggregate-data-requirements-common.xsd" xmlns:cdt="http://
www.scotxed.net/2014B/schemas/common-data-types.xsd" xmlns:xsi="http://www.w3.org/2001/XMLSchema-instance"
xsi:schemaLocation="http://www.scotxed.net/2014B/schemas/primary-school-aggregate-data.xsd C:
\ScotXed\PROCXED\SchemaFiles\2014Bcollections\school-census\primary-school-aggregate-data.xsd">
    <local-authority la-code="000">
        <school seed-code="0000000">
            <name>Sample Primary School</name>
            <openings-per-week value="10"/>
            <school-type value="2"/>
            <bs7666-addressing value="0"/>
            <class-sizes>
                <adr:class class-name="P1/2" fte-nts="1.70" two-or-more-teachers="F" fte-teachers="1.0"/>
                <adr:class class-name="P3/4" fte-nts="0.70" two-or-more-teachers="T" fte-teachers="2.0"/>
                <adr:class class-name="P5/6/7" fte-nts="0.70" two-or-more-teachers="F" fte-teachers="1.2"/>
            </class-sizes>
        </school>
    </local-authority>
</primary-school-aggregate-data>

```

```
<main-home-language>  
  <adr:home-language home-language-aggregate="Cantonese" home-language-number="1"/>  
  <adr:home-language home-language-aggregate="English" home-language-number="60"/>  
  <adr:home-language home-language-aggregate="French" home-language-number="1"/>  
  <adr:home-language home-language-aggregate="Lithuanian" home-language-number="1"/>  
  <adr:home-language home-language-aggregate="Polish" home-language-number="1"/>  
</main-home-language>  
</school>  
</local-authority>  
</primary-school-aggregate-data>  
</school-census-data>
```

7. Guidance Notes for Completion and individual Data Items

All pupils in the school on Census date. Pupils who leave on census day should be recorded in both the pupil census and the subsequent 1st Term Leavers collection. Information relating to a full week should be for the week commencing on the census date. If the school is closed during census week, please provide information as if the school had been open, e.g. 'openings per week' should not be reduced.

Where information is required from pupils, parents or guardians (e.g. ethnicity, national identity, disability), LAs may wish to obtain information from pupils themselves from S2 upwards.

Item ID	Name	Requirement	Notes on Completion
4.1.3.3	Student ID	The Student ID is the key unique identifier of pupils within school and local authority (LA) management information systems (MIS). Student ID will be used for additional data management and quality assurance purposes, together with linking to other ScotXed datasets for statistical analysis purposes only where necessary. It is anticipated that the Scottish Candidate Number (SCN) will become the Unique Pupil Identifier within the Scottish schools education community from August 2006 onwards, however it is thought wise to continue to collect Student ID at this time.	This should be provided for all pupils. The Student ID is generated by MIS software when pupils are first registered onto the system.
4.1.3.20	Registration Class (primary schools only)	Necessary for analysis of class size.	Enter a class identifier which is unique to that class within the school. The same class identifier should be entered for all pupils within the class. For example, you could use the teacher's initials, or the stage if there is only one class per stage. However if there are two or more P1 classes do not use "P1" as the class identifier for all the pupils. Similarly, all pupils in a given composite class should have the same class identifier, irrespective of their stage.
4.1.3.21	Gender	Used for gender analysis of education data that will help schools monitor the effectiveness of strategies aimed at, for example, reducing the difference in levels of attainment achieved by boys and girls.	A value of M or F must be provided.

4.1.3.22	Stage	Used for stage analysis of education data, in particular performance data. It is also used to identify the stage reached by school leavers who stayed on beyond the minimum school leaving age.	<p>A value from the Stage code list must be provided. For special schools, as part of the data transfer process, the code SP will be provided as the stage of all pupils, even if the school has allocated a primary or secondary stage value (eg. P1, S2, etc) to these pupils on the school system. For schools that use these stage values there is no need to change them on the school system.</p> <p>Some primary and secondary schools have pupils based in their integrated SEN Unit. These pupils are to be allocated an appropriate P1-P7, or S1-AD, Stage code. This Stage code will generally be based on the age of the pupil, but may sometimes be based on the Curriculum stage the pupil is currently studying.</p> <p>The Stage code SP is <u>not</u> to be used for pupils who are based within a mainstream Primary or Secondary school's integrated SEN Unit.</p>
4.1.3.23	Status	<p>The Student Status variable identifies pupils who are officially on the roll of the school. Data exchanges may include records for pupils who attend some classes in the school but who are on the roll of another school. The Student Status variable distinguishes between pupils who are on the roll of the school and those who are not.</p> <p>This variable also identifies adults included on the roll of the school. This will assist in ensuring data records for adults are suitably accounted for in aggregate totals and any subsequent analysis of ScotXed data.</p>	<p>Use code 01 for pupils who are on the roll of the school.</p> <p>Code 02 identifies pupils who attend classes in the school (and so may be included in the school MIS) but who are on the roll of another school. Pupils who have not reached the statutory school leaving age but who attend a further education college on a full time basis with the agreement of the school and local authority should be identified with code 04 (and will not be counted in the school roll).</p> <p>Adults, normally 18 years of age or more on 1 March preceding the census date, should be identified with code 03.</p> <p>Use Code 04 where the pupil on roll of the school is attending full time Further Education course outside of this school. Responsibility for the pupil remains with the school rather than the FE unit.</p> <p>For pupils on the roll of a school but who are participating in non-FE external provision code 05 should be used. Examples of the type of provision for which this is appropriate are: Spark of Genius; Right Track; Helm. If you are unsure whether a programme of provision fits within this definition, please contact the ScotXed office for advice.</p> <p>Status 05 will be treated in the same way as status 01 for future GAE calculations.</p> <p>Code 06 should be used for Pre-school children in a special school.</p> <p>Code 07 is reserved for individuals recorded in virtual schools and is not expected to be seen in the data.</p> <p>Code 99 has been removed and should not be used.</p>

4.1.3.24	Date of Birth	<p>This variable will be very useful for quality assuring ScotXed data, in particular the stage of pupils and data on school leavers. It will also help to identify adults on the roll of a school. It could also be used for age analysis of education data. Although this type of analysis is more commonly based on stage at present, there is an increased demand in analysis of school leavers and performance to be able, additionally, to analyse by age.</p> <p>Age information is also used for pupil number projections, which are in turn used in teacher workforce planning.</p>	The date of birth must be provided.
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4.1.3.25	Postcode	<p>Required for the compilation and analysis of education data by local geographical area. Under the Neighbourhood Statistics initiative, the Scottish Executive is committed to producing local area statistics on a range of public services, including Education, for use outwith as well as within the Executive. SEED will meet this information need for education data through the ScotXed project. A requirement under Neighbourhood Statistics is to produce aggregated results on the education of pupils by the postcode sectors of their residence as opposed to the postcode of the schools attended by these pupils.</p> <p>Another important use of local area statistics is in the Scottish Index of Multiple Deprivation (SIMD), which uses census, examination and attendance data linked to pupil postcodes as part of the calculations, as well as then being able to identify pupils living in areas of deprivation. The SIMD is used increasingly for the allocation of funding directed at areas of need.</p> <p>By including the student postcode variable, it will be possible to meet all these information needs centrally, thus reducing the burdens on schools and local authorities to provide this data.</p> <p>SEED appreciates the personal nature of postcode information and will operate strict confidentiality rules prior to making aggregated data available, in order to safeguard the identity of education data relating to individual pupils. SEED analysts also do not generally have access to the full postcode information.</p>	Schools and local authorities are asked to ensure that postcode information is complete and accurate for every pupil record.
4.1.3.26	Scottish Candidate Number	The SCN is the key unique identifier of pupils within the Scottish education system. The SCN will be used for data management and quality assurance purposes, together with linking to other ScotXed datasets for statistical analysis purposes only.	This should be provided for all pupils.

4.1.3.27	Admission Date	<p>This variable is needed to determine the precise school roll on any given date, especially for the School Census in September. This should record the date when the pupil was first placed on the official roll of the school.</p> <p>Note: If a pupil entered the pre-school department of a primary school and subsequently moved into the primary department of the same school, then there is no need to change the admission date (i.e. to record the date the pupil started the primary department), for ScotXed purposes. However, if it is common practice to change this date locally to meet other school or local authority requirements, then this change would also be accepted for ScotXed purposes. The final decision rests with schools or local authorities.</p>	The date of admission must be provided..
4.1.3.28	Ethnic Background	<p>To allow analysis of education data by ethnic background.</p> <p>The Scottish Executive has a clear commitment to equal opportunities under the Scotland Act 1998. The Race Relations (Amendment) Act 2000 puts a general statutory duty on public bodies, including the Scottish Executive, to eliminate unlawful discrimination, and to promote equality and good race relations. For this reason, it is important that the Scottish Executive is able to monitor the impact of its education service to ensure that it meets the needs of all pupils and that no one group is at a disadvantage.</p> <p>This information, together with the national identity variable, will enable a national picture to be built of pupil performance and experience by ethnic background, and this in turn will inform education policy development and help SEED to address identified needs and to deploy resources usefully.</p>	<p>It is suggested that for pupils up to and including those in stage S2, parents or guardians are asked to declare the ethnic background of pupils. Pupils in stage S3 or above may declare their own ethnic background.</p> <p>The purpose in this item is to record the ethnic background of individuals, not nationality. For example, those of Asian background are asked to select one of the categories Indian, Pakistani, Bangladeshi, Chinese, or other Asian background, irrespective of whether they were born in Scotland or any other part of the UK.</p> <p>Please use White, Other for all non-UK White backgrounds, including Republic of Ireland.</p> <p>In cases where an individual does not wish their ethnic background to be recorded please use code 10 – Not Disclosed. This code should only be used in cases where this selection has been made by the appropriate individual.</p> <p>In all other cases where no return has been made by the appropriate individual, please use code 98 – Not Known. This means that there will be a value from the code list for every pupil.</p> <p>All schools are asked to make reasonable efforts to ensure that ethnic background data are available for all pupils.</p>

4.1.3.29	National Identity	<p>This variable is needed in order to improve the quality of information collected on Ethnic Background (see below). It makes the categories more inclusive and recognises that people in Scotland belong to various ethnic backgrounds and may see themselves as belonging to a range of national identities.</p>	<p>The code list shown is to be used by choosing the code which best fits the perceived national identity of the pupil. What matters in completion of this variable is that it reflects the nationality the pupil considers him/herself to be or is felt to be.</p> <p>In cases where an individual does not wish their national identity to be recorded please use code 10 – Not Disclosed. This code should only be used in cases where this selection has been made by the appropriate individual.</p> <p>In all other cases where no return has been made by the appropriate individual, please use code 98 – Not Known. This means that there will be a value from the code list for every pupil.</p>
4.1.3.30	Asylum Status	<p>To allow analysis of education data of Asylum Seekers and Refugees.</p> <p>The Scottish Executive has a clear commitment to equal opportunities under the Scotland Act 1998. The Race Relations (Amendment) Act 2000 puts a general statutory duty on public bodies, including the Scottish Executive, to eliminate unlawful discrimination, and to promote equality and good race relations. For this reason, it is important that the Scottish Executive is able to monitor the impact of its education service to ensure that it meets the needs of all pupils and that no one group is at a disadvantage.</p> <p>This information will enable a national picture to be built of the educational experiences of asylum seeker and refugee children, and this in turn will inform education policy development. This information is important due to the particular needs of asylum seeker and refugee children, as a result of trauma, disrupted learning, language difficulties and bullying.</p>	<p>The purpose in this item is to record whether the pupil is an asylum seeker or refugee. In all cases where no return has been made by the appropriate individual, please leave this variable blank – Not Known.</p> <p>All schools are asked to make reasonable efforts to ensure that this information is available for all pupils.</p> <p>An Asylum Seeker is defined as one who has entered the UK and claimed asylum and is awaiting a decision on his/her asylum application, or one whose parents/guardians have entered the UK and claimed asylum and are awaiting a decision.</p> <p>A Refugee is defined as one whose asylum application has been successful and who has been granted refugee status within the past 5 years, or one whose parents/guardians application has been successful and where the family/dependants have been granted refugee status within the past 5 years. This also includes those who have been given exceptional leave or indefinite leave to remain in the UK within the past 5 years.</p>

4.1.3.31	Free School Meals – Registered	<p>This variable is required to conduct analysis of education data for pupils who have successfully registered for free school meals. It will be used as an indicator against individual <u>pupil</u> records for educational issues where deprivation is considered to impact e.g. exclusions, attendance and absence, attainment, etc. It may also assist with measuring the impact of take up of free school meals as a result of improvements being made on the School Meals Service.</p> <p>By collecting this information for individual pupils, it will be possible to analyse the performance and other education indicators of subsets of pupils against national and local averages. This will significantly increase the range of education information available to inform the debate on social inclusion.</p> <p>The total number of pupils believed to have Free School Meal Entitlement (FME) is the main indicator currently used within education as a measure of deprivation <u>at school level</u>. This FME total will continue to be collected, at the aggregate school level, as part of the January School Meals Survey. The FME total will be higher than the total number of pupils registered for free school meals, as some pupils entitled for free school meals do not register this entitlement with the school or local authority. Hence, the school may not know about all individual pupils who are entitled to free school meals, which is why collection of this information for individual pupils has been restricted to those who have registered their entitlement.</p> <p>Current research is looking at developing a better reference basis to identify similar schools based on a range of appropriate measures. This work involves using the benefits of free meals data together with a range of other deprivation indicators, including use of the Scottish Index of Multiple Deprivation. These rely on correct postcodes being provided.</p>	<p>Where a pupil is successfully registered for free school meals, this variable is given the value Y, in all other cases the value is N.</p> <p>Where a pupil may be known by the school or local authority to be entitled to free school meals (for example because of applications for a clothing grant), but the pupil has not registered for free school meals, then the value should be N.</p>
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4.1.3.32	Student Looked After	<p>This refers to children who are 'Looked After' by the local authority in terms of the Children (Scotland) Act 1995. The Act defines the term Looked After in the following way:</p> <ul style="list-style-type: none"> children provided with accommodation by local authorities under section 25 of the Act children who are subject to supervision requirements following decisions by a children's hearing children who are subject to an order, warrant or authorisation under which the local authority has responsibilities with respects to the child <p>A looked after child is only considered to be 'Looked After At Home' when resident at home with parent(s) or 'relevant person(s)' as defined in Sec. 93(2)(b) of the Children's (Scotland) Act 1995. In all other cases, a looked after child is considered to be 'Looked After Away From Home'. Children looked after away from home include children who are placed with friends, relatives, foster carers and prospective adopters.</p> <p>Figures clearly show that children who are looked after at 15/16 years of age perform poorly in examinations: 60 per cent of these children leave school without qualifications. The Scottish Executive wants to improve this situation, but needs to understand the reasons associated with low attainment.</p> <p>Both the 'National Priorities for Education' and the 'Social Justice Milestones' initiatives have performance measures relating to the number of 'looked after' pupils who attain minimum levels in Standard Grade English and Maths. By matching ScotXed data feeds with SQA exam result data, it will be possible to monitor performance on these measures. By including a 'looked after' variable within the ScotXed data feeds, it will also be possible to analyse other education data for this subset of pupils, which will be valuable in informing both the education and social inclusion debates.</p>	<p>Schools must seek advice from their local authority in completing this variable. In some cases the value will be added to the data set by the local authority once the school has transferred the data. There will be a value only for pupils who satisfy the definition above. Where there is a value it must be one from the code list Student Looked After.</p>
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4.1.3.33	Responsible Authority (For "Children looked after" only)	Necessary for assisting in the identification of "children looked after"	Enter the local authority with responsibility for looking after the pupil under the Children (Scotland) Act. Where this is an English local authority use code 810, for a Welsh LA use 820, and for Northern Ireland use 830.
4.1.3.34	Base School Code	The Base School Code variable contains the school code for the 'Base School' of pupils, who are contained in ScotXed data feeds from one school, but who are on the official roll of another school. This variable will be useful for data management and subsequent analysis of education data by school.	This field is only required in cases where the value of the Student Status variable is 02.
4.1.3.35	Parent Local Authority	This variable identifies the local authority meeting the education cost of pupils who attend special schools outside their parent local authority. This information is used to monitor the extent to which local authorities make special school provision for pupils in their area.	This information is only required for pupils attending Special Schools outwith their parent local authority.
4.1.3.36	Mode of Attendance	Used to monitor how many pupils in Special Schools attend on a residential basis.	To be completed only by special schools. Code 02, Residential / Boarder should be used in cases where the normal pattern of attendance includes some period of overnight accommodation, but excludes occasional overnight respite accommodation in special schools.

4.1.3.37	Mainstream Integration	This variable identifies the number of openings (half days) per week spent in mainstream classes. It will be used to monitor one of the National Priorities performance measures on the integration of pupils into mainstream education.	<p>Normally, the number of openings per week is ten, but in some local authorities schools operate on the basis of nine openings per week. In all cases, schools should record the number of openings spent in mainstream classes by each pupil in the census week. Schools will be asked to indicate the number of openings per week as an aggregate data item (see below) and this will be cross-checked by SEED against school attendance returns.</p> <p>For pupils who attend special units within primary or secondary schools, they should be included in the data feed for that school, along with all other pupil records. If they attend these special units on a full time basis, then their entry under Mainstream Integration should be '0'.</p> <p>For pupils in special schools, their Mainstream Integration should be the number of half days they attend mainstream classes (i.e. elsewhere), not the number of half days they attend the special school.</p>
4.1.3.38	Attendance at Special Schools/ Units or Classes	This variable is used to monitor the time spent by pupils in special schools, units and classes.	This variable is to be collected for all pupils in primary and secondary schools, as well as for pupils in special schools. This variable should be completed on the same basis as the Mainstream Integration variable.
4.1.3.39	Nature of additional support	Used to monitor the services provided under CSPs	Record all relevant categories (See additional Advice Note - SXD02/2006 Additional Support Needs)
4.1.3.41	Access to Physical Adaptation Required 1- Yes, 0- no	Necessary for schools, LAs and SEED to monitor implementation of disability legislation.	<p>To be returned for all pupils, but can only be Yes if the pupil is 'Assessed Disabled'.</p> <p>Enter whether the pupil's disability requires access to a physical adaptation, irrespective of whether the adaptation was already in place in the school.</p> <p>Include adaptations for those with visual impairments (e.g. adjustable lighting, colour contrasting ...) and hearing impairments (e.g. induction loops, improved sound insulation) as well as provision of ramps, lifts etc for those with physical impairment.</p> <p>(These are given as examples only and are not an exhaustive list)</p>

4.1.3.42	Access to curriculum adaptation required 1- yes, 0- no	Necessary for schools, LAs and SEED to monitor implementation of disability legislation.	To be returned for all pupils, but can only be Yes if the pupil is 'Assessed Disabled' . Enter whether the pupil's disability requires access to a curriculum adaptation, irrespective of whether the adaptation was already in place in the school. Include all forms of specialist curricular support including staff (learning support, behavioural support, visiting teacher support, auxiliary) specialist aids (ICT, low vision aids) and specialist curriculum support [IEPs, specialist text books/teaching approaches) (These are given as examples only and are not an exhaustive list)
4.1.3.43	Access to communication adaptation required 1- yes, 0- no	Necessary for schools, LAs and SEED to monitor implementation of disability legislation.	To be returned for all pupils, but can only be Yes if the pupil is 'Assessed Disabled' . Enter whether the pupil's disability requires access to a communication adaptation, irrespective of whether the adaptation was already in place in the school. Include here particular approaches for communicating with pupils (e.g. use of signing/alternative language approaches ...) and alternative means of providing school information to pupils (use of large print, Braille, video signing ...). There may be overlap here with curriculum adaptation. (These are given as examples only and are not an exhaustive list)
4.1.3.44	Disability Text Text, not sent to SEED	Necessary for schools and LAs to monitor implementation of disability legislation.	To be returned for all pupils. Enter text giving details of the pupils disability, declaration, assessment and required access to adaptations.

<p>4.1.3.45</p>	<p>G a e l i c Education</p>	<p>Necessary for explanation of 5-14 assessment information and for monitoring of Gaelic education In order to support improved analysis and bring census collections in line with definitions of Gaelic education elsewhere, Bord Na Gaidhlig and colleagues in Scottish Government Culture Division have requested enhancements to recording of Gaelic education.</p>	<p>01. Gaelic medium education: Under this category the educational experience will be referred to as Gaelic medium education. In primary schools the aim will be to bring pupils to fluency in the language and to teach a range of subjects through the medium of Gaelic. Gaelic medium education will vary slightly from school to school in the balance between Gaelic lessons and English lessons and will encompass both education exclusively through Gaelic and bilingual (English/Gaelic) education. At secondary Gaelic medium education will be classes where subjects other than Gaelic language (often referred to as Gàidhlig) are taught through the medium of Gaelic.</p> <p>02. Gaelic the only subject taught through Gaelic: These classes are limited to secondary schools. The pupils attending these classes will have gone through Gaelic medium education at primary schools and will be fluent in the language. These classes are often referred to as Gàidhlig in the secondary sector. These pupils would have the skills to attend Gaelic medium classes in other subjects at secondary but the absence of this may be due to local factors such as lack of teachers to offer eg, history or maths, through the medium of Gaelic.</p> <p>03. Gaelic taught as learner: Under this category the medium of instruction will be English and Gaelic will be taught to pupils that are not fluent in the language and have varying levels of Gaelic language skills. These classes will operate in a similar way to any other language learning class such as French or German at both primary or secondary.</p> <p>04. No Gaelic Taught</p>
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4.1.3.46	M a i n H o m e Language	Necessary for provision of English as a foreign language teaching	<p>Please refer to Annex 2 to establish the relevant language. Then select this language from the list made available to you by your MIS. If the language is not listed within Annex 2, enter the language using the appropriate facility within your MIS.</p> <p>Where a data subject is provided with a list of available options this includes either the full list (see 7.3 or 4.1.3.48) or an <i>abbreviated list</i> of the top 10 occurring languages and native languages:</p> <p>English Polish Punjabi Urdu Arabic Cantonese French Gaelic (Scottish) Bengali German Scots</p>
4.1.3.47	O t h e r h o m e Language s	Necessary for provision of English as a foreign language teaching	Enter other languages spoken regularly at home

<p>4.1.3.48</p>	<p>Level of English as an additional language (as assessed by the school or local authority)</p>	<p>Necessary for provision of English as an additional language teaching, including to:</p> <ul style="list-style-type: none"> • Allow head teachers to monitor the progress of pupils with English as an additional language • Allow local authorities to manage provision of EAL staff and resources. • Better inform discussion on funding for asylum seekers, a major issue in which is EAL provision. • Allow local authorities to monitor the progress of pupils. • Provide local authorities and HMIE with greater contextual information to better understand overall school performance. • Allow SEED to monitor provision of EAL staff. • Allow SEED to better understand “lowest attaining 20%” pupils, a key Executive priority. Research into the experience of ethnic minority pupils has shown that level of English (as measured by the same categories) was the strongest factor affecting performance. 	<p>Codes should be kept up-to-date at all times for school management purposes. This should not just be seen as a census exercise.</p> <p>The level of English will not necessarily equate to the level of support needed. Other factors such as the age of the pupil and the classroom environment would also need to be taken into account.</p> <p>Pupils make progress in acquiring English as an additional language in different ways and at different rates. Broad stages in this development are identified below as descriptions to be applied on a ‘best-fit’ basis. Progression from stage 1 to Stage 5 can take up to 10 years and individuals are likely to show characteristics of more than one ‘stage’ at one time. A judgement is usually needed over which stage best describes an individual’s language development, taking into account age, ability and length of time learning English.</p> <p>The code provided for each pupil should reflect the professional assessment of the level of English as an Additional Language by the school EAL co-ordinator or other teacher to whom the responsibility has been delegated, and should not be amended by parents. Schools are advised to consult with their local authority EAL co-ordinator before completing this section.</p> <p>These descriptions of the stages of development were drawn up to correspond in broad terms to LAs’ more detailed models of language acquisition. Codes 01 - 05 should only be used for pupils with EAL.</p> <p>01 - New to English - 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 considerable support to operate in English.</p>
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<p>4.1.4.1</p>	<p>Student Need / Category</p>	<p>Necessary to capture the educational needs of all students.</p> <p>Options for recording are as follows:</p> <ul style="list-style-type: none"> • Learning disability • Dyslexia • Other specific learning difficulty (<i>eg numeric</i>) • Other moderate learning difficulty • Visual impairment • Hearing impairment • Deafblind • Physical or motor impairment • Language or speech disorder • Autistic spectrum disorder • Social, emotional and behavioural difficulty • Physical health problem • Mental health problem • Interrupted learning • English as an additional language • Looked after • More able pupil • Communication Support Needs • Young Carer • Bereavement • Substance Misuse • Family Issues • Risk of Exclusion • Not disclosed/declared • Other 	<p>Learning Disability 'a state of arrested or incomplete development of mind' (source WHO). Somebody with a learning disability is said also to have 'significant impairment of intellectual functioning' and 'significant impairment of adaptive/social functioning'. This means that the person will have difficulties understanding, learning and remembering new things, and in generalising any learning to new situations. Because of these difficulties with learning, the person may have difficulties with a number of social tasks, for example communication, self-care, awareness of health and safety. A final dimension to the definition is that these impairments are present from childhood, not acquired as a result of accident or following the onset of adult illness." (taken from BILD factsheet 2004)</p> <p>Dyslexia " Described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities". These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas. The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:</p> <ul style="list-style-type: none"> • auditory and /or visual processing of language-based information • phonological awareness • oral language skills and reading fluency • short-term and working memory • sequencing and directionality • number skills • organisational ability" <p>Learning Difficulty Can be described as a variation on normality. Not being able to concentrate for long periods of time, getting bored rather easily, acting impulsively, tripping over things, trying to make sense of what you read or write, living in your own world, losing track of time, forgetting what you have just learnt, being single minded or extraordinarily talented.</p>
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<p>4.1.4.2</p>	<p>Student Need/Type</p>	<p>Necessary to capture the type of need required for every student.</p> <p>Options for recording are as follows:</p> <ul style="list-style-type: none"> ○ CSP ○ IEP ○ AssessedDisabled ○ DeclaredDisabled ○ OtherNeedType ○ Child Plan 	<p>CSP: Where this variable is set to yes, the nature of additional support should also be sent.</p> <p>IEP: This may be the result of an assessment following implementation of the Additional Support for Learning Act, or an ongoing IEP awaiting assessment for a CSP. Where a pupil has an IEP you should also return a nature of additional support.</p> <p>AssessedDisabled: A person is disabled if he/she has a physical or mental impairment which has a substantial and long-term (i.e. lasts more than a year) adverse effect on his/her ability to carry out normal day-to-day activities. Enter here whether the pupil has been assessed as disabled by a qualified professional irrespective of whether the pupil or parent has declared them as disabled. Completion of this field with the value of '1' the school acknowledges that the pupil has a disability. A qualified professional for these purposes could be an appropriate health professional, educational psychologist, or similar. In certain cases e.g. where a pupil uses a wheel chair, the school can acknowledge that the pupil has a disability on the judgement of the head teacher.</p> <p>DeclaredDisabled: A person is disabled if he/she has a physical or mental impairment which has a substantial and long-term (i.e. lasts more than a year) adverse effect on his/her ability to carry out normal day-to-day activities. Enter here whether the pupil or parent has declared that the pupil is disabled, irrespective of whether the declaration has been confirmed by a professional assessment.</p> <p>Other Need Type: This need type is there to record any other type of additional support that does not fit into any of the other categories. This could include: Stage 1 or 2 intervention (interventions at class or school level), other formal or informal support, temporary or short term support (possibly as an interim measure pending a formal plan). This should not include support that falls into CSP, IEP or Child Plan need types, should cover information already recorded on you MIS system and should not necessitate the collection of any additional data.</p>
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5.1.2.1	LA Code	Included as a check as to the Local Authority the school is located.	This item must be provided by all schools.
5.1.3.1	SEED School Code	This is the main identifier for the school.	This item must be provided by all schools. This is the 7 digit code allocated by SEED to all educational establishments. SEED will provide lists of school codes to the software suppliers, though schools should already know their codes in most cases.
5.1.3.2	School Name	Included as a check on the identification of the school which is the source of the data.	This item must be provided by all schools.
5.1.3.3	Number of Openings per Week	This allows percentages to be calculated from values for Mainstream Integration and Attendance at special schools. Not all schools operate on the basis of 10 openings per week and so it is necessary to collect this value.	This item must be provided by all schools. This refers to the number of openings (or half days) for attendance purposes. For most schools the value will be 10.
5.1.3.4	School Type (i.e Sector)	Included as a check as to the sector the school data refers to.	This item must be provided by all schools. This refers to the sector the figures supplied by the school refer to. For schools that have more than one department (eg. a school with both a primary and secondary department) with the same SEED School Code, the figures supplied should refer to each department separately.
5.1.4.1	Class Name (Primary schools only)	Necessary for analysis of class size.	Only applicable to primary schools A class is a group of pupils normally supervised by one teacher. Include classes where there is occasional joint supervision by more than one teacher.

5.1.4.2	FTE of other support staff (fte-nts only)	This information is required to monitor the structure and composition of classes in Scottish schools.	<p>Express the hours worked by part-time staff as a proportion of the standard working week for your authority. The proportion should be rounded to the nearest 0.1 FTE.</p> <p>If the member of staff is present with the class at all times, then their FTE should be recorded as 1.0 against that class. For example, if a non-teaching member of staff is present with a class for half the time and with another class for the other half, then each class should be recorded as having 0.5 FTE classroom support staff.</p> <p>Include:</p> <ul style="list-style-type: none"> • all classroom support staff on your normal staffing complement working in mainstream classrooms such as contracted classroom assistants, including people employed under the Early Intervention Programme, SEN assistants, nursery nurses. <p>Exclude:</p> <ul style="list-style-type: none"> • all support staff engaged wholly in clerical jobs or support service roles outside the mainstream classroom, parents assisting on a voluntary basis, caretakers, canteen staff, lunchtime supervisors, janitors, etc.
5.1.4.3	2 or more teachers present	Necessary for analysis of class size.	If a class has two teachers present at all times, please indicate in the appropriate box.

5.1.4.4	F T E Teacher Contact Time	Necessary for analysis of class size.	<p>This is a measure of the contact that the class has with qualified teaching staff, not a measure of their class teacher's FTE. I.e. time spent with specialist teachers is not in addition unless both teachers are present.</p> <p>This means that FTE teacher contact time should always be 1 or more, as a class should always have a qualified teacher present. If a specialist teacher takes the class for a couple of hours a week then this will only make the FTE teacher contact time greater than 1 if the class teacher or another qualified teacher is present at the same time. I am aware that due to the limits on the number of hours that a class teacher teaches, a specialist teacher will often take a class for a few hours instead of the class teacher.</p> <p>Therefore if, for example, a class has 24 learning hours in a week and if a specialist teacher takes them for 2 hours, then this would only merit an FTE of greater than 1 if the class teacher was with them for more than 22 hours.</p> <p>The purpose of this field is to identify classes with 2 or 3 teachers in them at all times and classes which have the 2 or more teacher field ticked in error as they are taught by 2 part time teachers. So we would expect a large P1 class with 2 class teachers to have an FTE of 2 or more.</p>
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7.1. Annex 1 - English as an Additional Language

7.1.1. Further guidance Option 1

The categories in the main section of the guidance notes were based on those detailed in the following text, with the addition of a fifth category for fluent speakers. Hence these fuller descriptions may be used.

Stages of English Learning

The following scale describes aspects of bilingual children's development through English which teachers might find helpful. It is important to remember that children may move into English in individual ways, and that the experience for an older child will be different from that of a young child. The scales emphasise the social aspects of learning as well as the linguistic. Obviously attitudes in the school to children and the languages they speak will influence their confidence in using both their first and second languages.

Stage 1 New to English

Makes contact with another child in the class. Joins in activities with other children, but may not speak. Uses non-verbal gestures to indicate meaning – particularly needs, likes and dislikes. Watches carefully what other children are doing, and often imitates them. Listens carefully and often 'echoes' words and phrases of other children and adults. Needs opportunities for listening to the sounds, rhythms and tunes of English through songs, repetitive chorus of a story. Beginning to label objects in the classroom, and personal things. Beginning to put words together into holistic phrases (eg. no come here, where find it, no eating that). May be involved in classroom learning activities in the first language with children who speak the same first language. May be willing to write in the first language (if he/she can), and if invited to. May be reticent with unknown adults. May be very aware of negative attitudes by peer group to the first language. May choose to move into English through story and reading, rather than speaking.

Stage 2 Becoming familiar with English

Growing confidence in using the English he/she is acquiring. Growing ability to move between the languages, and to hold conversations in English with peer groups. Simple holistic phrases may be combined or expanded to communicate new ideas. Beginning to sort out small details (eg. 'he' and 'she' distinction) but more interested in communicating meaning than in 'correctness'. Increasing control of the English tense system in particular contexts, such as story-telling, reporting events and activities that he/she has been involved in, and from book language. Understands more English than he/she can use. Growing vocabulary for naming objects and events, and beginning to describe in more detail (eg. colour, size, quantity) and use simple adverbs. Increasingly confident in taking part in activities with other children through English. Beginning to write simple stories, often modelled on

those he/she has heard read aloud. Beginning to write simple accounts of activities she has been involved in, but may need support from adults and other children. Confident enough to substitute words from his/her first language if he/she needs to. Continuing to rely on support of his/her friends.

Stage 3

Becoming confident as a user of English

Shows great confidence in using English in most social situations. This confidence may mask the need for support in taking on other registers, (eg. in science investigation, in historical research). Growing command of the grammatical system of English – including complex verbal meanings (relationships of time, expressing tentativeness and subtle intention with might, could, etc...) and more complex sentence structure. Developing an understanding of metaphor and pun. Pronunciation may be very native-speaker like, especially that of young children. Widening vocabulary from reading a story, poems and information books and from being involved in maths and science investigations, and other curriculum areas. May choose to explore complex ideas (eg. in drama/role play) in the first language with children who share the same first language.

Stage 4

A very fluent user of English in most social and learning contexts

A very experienced user of English, and exceptionally fluent in many contexts. May continue to need support in understanding subtle nuances of metaphor, and in Anglo-centric cultural content in poems and literature. Confident in exchanges and collaboration with English-speaking peers. Writing confidently in English with a growing competence over different genre. Continuing and new development in English drawn from own reading and books read aloud. New developments often revealed in own writing. Will move with ease between English and the first language depending on the contexts he/she finds him/herself in, what he/she judges appropriate, and the encouragement of the school.

(In 'Patterns of Learning' M. Barrs, S Ellis, H Hester, A Thomas. CLPE.1989)

7.2. Further Guidance option 2

The descriptions in option 1 above have been re-worked by Glasgow City Council to provide the following table, which may be used instead.

English as an Additional Language Stages of English Language Acquisition – General Descriptions

Pupils make broad progress in acquiring English as an additional language in different ways and at different rates. Broad stages in this development are identified below as descriptions to be applied on a “best fit” basis. Progression from stage 1 to stage 5 can take up to 10 years and individuals are likely to show characteristics of more than one “stage” at one time. A judgement is usually needed over which stage best describes an individual’s language development, taking into account age, ability and length of time learning English.

	Stage 1 – New to English	Stage 2 – Becoming familiar with English	Stage 3 – Becoming confident as a user of English	Stage 4 – A competent user of English in most social and learning contexts	Stage 5 – A fluent user of English
Communication	<ul style="list-style-type: none"> • Silent period – may participate in activities but not speak • Relies on gesture to indicate meaning • Beginning to learn “survival” language • Uses first language to communicate – spoken and written 	<ul style="list-style-type: none"> • Understands more English than he/she can use • More interested in communication than correctness • I n c r e a s i n g vocabulary • Moving between two languages 	<ul style="list-style-type: none"> • Shows growing confidence in using English in most social situations • May choose to use first language but less reliant on this for understanding 	<ul style="list-style-type: none"> • Competent in use of spoken English in many different contexts 	<ul style="list-style-type: none"> • F l u e n t communicator in English
Accessing the Curriculum	<ul style="list-style-type: none"> • Literacy in first language appropriate to age/ stage and background • May be able to decode English written texts but without comprehension • Watches and copies other pupils 	<ul style="list-style-type: none"> • Oral skills exceed literacy skills • In the early stages of developing literacy in English • Learns best with c o n c r e t e, contextualised tasks 	<ul style="list-style-type: none"> • O b v i o u s gap between social language levels and ability to access and use academic language • Beginning to cope with more abstract learning • May under perform in formal tests, exams and written assessments 	<ul style="list-style-type: none"> • Able to express and develop ideas orally but not always transferred so fluently into writing • Able to access information in complex texts 	<ul style="list-style-type: none"> • Able to access all aspects of the curriculum

	Stage 1 – New to English	Stage 2 – Becoming familiar with English	Stage 3 – Becoming confident as a user of English	Stage 4 – A competent user of English in most social and learning contexts	Stage 5 – A fluent user of English
Technical aspects of language	<ul style="list-style-type: none"> Beginning to put words into phrases 	<ul style="list-style-type: none"> Phrases becoming more grammatically correct Increasing awareness of tenses but still limited Starting to self correct Requires structures to support writing 	<ul style="list-style-type: none"> Widening vocabulary but still gaps, often, but not necessarily subject specific Able to use a variety of tenses and more complex grammar Can write independently but requires support for extended writing or more complex structures 	<ul style="list-style-type: none"> Still developing understanding of genre, nuances of style, register, voice and purpose, linking and structuring ideas Written work still shows grammatical errors such as prepositions, articles, verb endings and agreements 	<ul style="list-style-type: none"> Confident using higher order language skills
Support requirements	<ul style="list-style-type: none"> Pupil will require considerable support in order to access the curriculum 	<ul style="list-style-type: none"> Pupil will still need a significant amount of support in order to access the curriculum 	<ul style="list-style-type: none"> Can operate independently but requires support to access the curriculum fully 	<ul style="list-style-type: none"> Works well independently but requires support with developing higher order language skills 	<ul style="list-style-type: none"> No additional support required

References:

M Barrs, S Ellis, H Hester, A Thomas, Patterns of Learning, CLPE 1989

Lynne Cameron, Writing in English as an Additional Language at Key Stage 4 and post-16, OFSTED 2003

7.3. Annex 2 - Additional Languages

Afghani	Creole	Icelandic	Marathi	Somali
Afrikaans	Croatian	Igbo	Mazanderani	Sourashtra
Akan	Czech	Indonesian	Memmoni	Spanish
Albanian	Danish	Isoko	Memni	Swahili
Algerian	Dari	Italian	Mirpuri	Swedish
Amharic	Dioula	Japanese	Moldavian	Tagalog
Arabic	Doric	Kagoro	Mongolian	Tamil
Armenian	Duri	Kannada	Ndbele	Telugu
Ateso	Dutch	Kaonde	Nepalese	Tgrina
Bahasa Indonesia	Edo	Kashmiri	Northern Sotho	Thai
Bahasa Malaysia	English	Katchi	Norwegian	Tiv
Bajuni	Estonian	Khmer	Not Disclosed	Tonga (SW Africa)
Balinese	Ewe	Kikuyu	Nyanja	Tongan
Bangala	Faroese	Kinyarwanda	Pashto	Tswana
Bangli	Farsi	Kirundi	Pashtu	
Bari Pojulu	Filipino	Kiswahili	Persian	
Basque	Finnish	Kodagu	Polish	
Belorussian	Flemish	Konkani	Portuguese	
Bemba	French	Korean	Punjabi	
Bengali	Friesian	Kurdish	Pushto	
Bini	Gaelic (Irish)	Kutchi	Pushtu	
Bosnian	Gaelic (Scottish)	Latvian	Romanian	
Breton	Georgian	Lingala	Romany	
Bulgarian	German	Lingola	Russian	
Burmese	Goran	Lithuanian	Scots	
Cantonese	Greek	Loma	Serbian	
Catalan	Gujarati	Luganda	Setswana	
Cebuano	Hakka	Luxembougish	Shanghainese	
Chechen	Hausa	Magyar	Shona	
Chewa	Hebrew	Malay	Sign Language	
Chichewa	Hindi	Malagasy	Sinhalese	
Chinese (Cantonese)	Hokkien	Malayalam	Siswati	
Chinese (Modern Standard/Mandarin)	Hungarian	Maltese	Slovak	
Coorge	Ibo	Mandarin	Slovene	