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National Data Collection and reporting arrangements: Data collection 2023/2024

Assessment data collection for Key Stage 3

Technical completion notes

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National Data Collection and reporting arrangements 2023/2024

Audience	Headteachers, teachers and governing bodies of maintained schools, local authorities (LAs), and national bodies with an interest in education.
Overview	This document sets out the data collection and reporting arrangements for the school year 2023/24.
Action required	Headteachers, teachers and governing bodies of maintained schools and LAs must ensure that the requirements set out in this document are implemented in line with the dates specified.
Further information	Enquiries about this document should be directed to: School Information and Improvements Branch Schools Effectiveness Division Education Directorate Welsh Government Cathays Park Cardiff CF10 3NQ Phone: 0300 062 5014 e-mail: NDCmailbox@gov.wales @WG_Education @EducationWales
Additional copies	This document can be accessed from the Welsh Government's website at gov.wales/national-data-collection-schools

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

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Introduction

The National Data Collection (NDC) is an annual pupil level collection of statutory teacher assessment data. As a result of regulatory changes that came into force in July 2018, the data from this collection is no longer published at the school or local authority level. It will, however, be published at a national level and therefore LAs and schools will be able to continue to use national level data in their self-evaluation, strategic planning and target setting practices. The data from this collection will also be used by Welsh Government (WG) for research and policy development and evaluation. For example, it will be used to understand how particular policies impact on learner outcomes and to track national performance trends and the differences among groups of learners, such as those eligible for free school meals and those subject to special educational need provision (SEN).

National level data for this year's Key Stage 3 (KS3) teacher assessments will be published before the start of the next academic year. The latest statistical publications of teacher assessment data can be found here:

National Curriculum teacher assessment of core subjects at Key Stage 3:
https://gov.wales/academic-achievement-pupils-aged-4-14-core-subjects

Data on pupil achievements in non-core subjects at Key Stage 2 and 3:
National curriculum teacher assessments of the non-core subjects | GOV.WALES

National curriculum teacher assessments of the non-core subjects:
https://gov.wales/national-curriculum-teacher-assessments-non-core-subjects

Reports will be available via DEWi as soon as a completed data return is uploaded to help with the validation process. The following reports are available:

- **End of KS3** - **School Validation Reports** will contain a summary of the data uploaded. An example of the KS3 report can be found at Annex A.

Key dates

Key Dates for school year 2023/2024	
April 2024	Schools to receive guidance on National Data Collection and reporting arrangements from the Welsh Government.
14 May 2024	Date on roll.
By 07 June 2023	All teacher assessments to be available on DEWi for the Welsh Government to download (note that a local authority may set an earlier date to facilitate local validation). School Validation Reports for Key Stage 3 will be available for download as soon as teacher assessments are submitted to DEWi.
By 28 June 2024	**Final deadline** for submission of amended teacher assessment files following validation (note that a local authority may set an earlier deadline).
By end of summer term 2024	School provides reports to parents.
By end of August 2024	National results published.

1. Schools should upload and validate their completed files as soon as they are ready rather than waiting until the deadline. This will help local authorities and the Welsh Government to process files and resolve problems as soon as possible.

2. If a school has an issue with DEWi access (e.g. forgotten username/password) the query should be raised with the local authority.

3. **Please note the final deadline to the Welsh Government. No amendments to data can be made after this date**.

Abbreviations

The following abbreviations are used throughout the document:

AOL	Area of Learning
AT	Attainment Target
CSI	Core Subject Indicator
CTS	Common Transfer System
CTF	Common Transfer File
FO	End of Foundation Phase Outcome
FP	Foundation Phase
FPI	Foundation Phase Indicator
FPP	Foundation Phase Profile
KS	Key Stage
MIS	Management Information System
MLS	My Local School
NCL	National Curriculum Level
NCO	National Curriculum Outcome
NCY	National Curriculum year
NDC	National Data Collection
NEWBES	New to the English/Welsh Based Education System
PRU	Pupil Referral Unit
TA	Teacher assessment
WSL	Welsh Second Language

All abbreviations are written in full when they first appear in the document with the abbreviation in brackets.

Overview

This document replaces all previous *National Data Collection and reporting arrangements guidance* for schools. This document focuses on Key Stage 3 (KS3) assessments submitted via the NDC only. Detailed information is provided to schools in the *Statutory assessment arrangements for the Foundation Phase and end of Key Stages 2 and 3* document:
Statutory assessment arrangements for the Foundation Phase and end of Key Stages 2 and 3 - Hwb (gov.wales)

The key points in terms of administrative and NDC processes for FP and National Curriculum assessments this year are:

- All files should be transferred using the DEWi website
- Schools should submit attainment targets, as well as subject teacher assessment levels, for English and Welsh first language (Cymraeg) at KS3
- Schools should submit subject teacher assessment levels only, for mathematics and science at KS3
- Schools should submit both KS3 core subject and non-core subject data at pupil level
- Caution should be used before using D and N codes. Over-use of codes D and N will be investigated to ensure correct use of these codes.

This booklet provides advice and guidance on:

- All pupil level data items that form part of the NDC suite of files
- Arrangements for reporting of results for pupils new to the English or Welsh based education system (NEWBES)
- Arrangements where schools have no pupils eligible for assessment or where all pupils are disapplied from the national curriculum.

Key changes for 2024

Changes to the elements collected as part of the NDC.

From May 2023, Baseline Assessments has been removed from the NDC, only Key Stage 3 should be collected and returned as part of the National Data Collection 2024.

Baseline Assessments, Foundation Phase Outcomes and KS2 Key Stage 2 elements do not form part of the 2024 NDC.

National Data Collection for Key Stage 3 assessments

1. Identifying pupils for whom NDC data must be submitted

All eligible pupils must be assessed against the relevant curriculum or assessment and data must be recorded, reported and collected.

Schools are required to report on pupil identity through the use of:

- the National Curriculum Year (NCY) group indicator from the Pupil Level Annual School Census (PLASC) record (used to identify pupils eligible for KS3 teacher assessments (TAs);
- pupils on the school roll on the specified date.

2. Schools required to submit NDC data

All maintained schools with eligible pupils on their school roll on the specified date are required to make an NDC return.

3. Eligible year group

KS3:

All pupils in their final year of KS3 i.e. NCY 9 must receive a TA in each relevant attainment target and subject.

For end of KS3 TAs, it is the NCY group in which the pupil is *taught*, rather than the pupil's date of birth that indicates if they are eligible for assessment.

Care should be taken to ensure that this information is correctly recorded within the school MIS. School software will automatically refer to this information when exporting data for the NDC files. Schools will not be able to amend the pupil selection for export without amending the pupil record.

Please note that for end of KS3, checks will be carried out to ensure that pupils are being assessed and results reported for their statutory language (described in PLASC as the 'Study of Welsh' indicator)**. Any discrepancies identified will be passed to local authorities for investigation.**

4. Specified date on roll

Schools are required to submit a TA result for all eligible pupils that are on their school roll as at the second Tuesday in May of the reporting academic year. **In 2024, the specified date is 14 May**.

The second Tuesday in May has been identified as appropriate because:

- This date will never be during a half term break and will only very rarely fall on a day immediately following a bank holiday or half term holiday. Therefore, it is highly likely to be a standard school day.

- Schools should receive a common transfer file (CTF) and educational record within 15 school days of the pupil arriving on roll.

- Where a pupil arrives in NCY 9 on, or just before, the on roll date the school will have in excess of six weeks contact with the pupil to inform their end of stage assessment prior to the final deadline for submission.

School MIS software will automatically identify eligible pupils who are on roll as at the specified date. The school will not be able to alter this selection for the NDC files export process so it is important that the date of entry to the school is accurately recorded in the school MIS.

5. Leavers

- Where a pupil has left the school before the second Tuesday in May (14 May 2024) the school is NOT required to report their TA results to the Welsh Government or parents. Schools should ensure that requirements for the transfer of data to the pupil's new school have been fully complied with and that, through mutual agreement with the new school, arrangements are in place for reporting outcomes to parents as appropriate.

- Where a pupil has left the school on or after the second Tuesday in May the school remains responsible for reporting the pupil's TA results to the Welsh Government. Schools should ensure that requirements for the transfer of data to the pupil's new school have been fully complied with and that, through mutual agreement with the pupil's new school, arrangements are in place for reporting outcomes to parents.

6. Joiners

- Where a pupil has joined the school on or before the second Tuesday in May the new school must take responsibility for reporting the pupil's results to the Welsh Government and parents.

- Where a pupil has joined the school after the second Tuesday in May, responsibility to report TA results to the Welsh Government remains with the previous school. No data should be provided to the Welsh Government by the pupil's new school. Schools should ensure that requirements for the transfer of data from the pupil's previous school have been fully complied with and that, through mutual agreement with the pupil's previous school, arrangements are in place for reporting outcomes to parents.

7. Dual-registered pupils

Eligible pupils who are dual-registered must be assessed at the start of their Reception Year or at the end of KS3 as appropriate and their results submitted as part of the NDC process. This includes pupils registered in part at a pupil referral unit (PRU) or special school (with the exception of KS3 for special schools).

- Where a pupil is registered in two settings, it is the responsibility of the setting where the pupil is taught for most of the time to report their statutory TA outcome. From 2014, pupils who are 'Dual registered-**M**ain' at a PRU may submit their NDC data via their MIS or a contingency spreadsheet.
- In this situation, schools should communicate with each other, and records of assessments should be kept at both settings.
- School MIS will use pupil registration status to identify appropriate pupils. Pupils with registration status of '**C**urrent' or 'Dual registered-**M**ain' must be included in the NDC return.

8. Schools with no eligible pupils

It is expected that all schools with eligible pupils will return the KS3 results.

Where an establishment has no pupils eligible for KS3 assessment, that is, no pupils on roll in NCY 9 on 14 May 2024, then the headteacher should e-mail, confirming this fact, to NDCmailbox@gov.wales.

9. Schools where all pupils are disapplied

Where all eligible pupils within an establishment are disapplied, this data should be entered as per the processes set out in this document and all NDC files returned to the local authority as part of the NDC process.

10. Valid teacher assessment outcome codes

Pupils are assessed against National Curriculum Levels (NCL) at the end of KS3.

Key Stage 3

The following table contains the valid outcome codes for 2023/24.

National Curriculum Scale	Abbreviation	Outcome Code
Exceptional Performance	EP	E
National Curriculum Level 8	NCL8	8
National Curriculum Level 7	NCL7	7
National Curriculum Level 6	NCL6	6
National Curriculum Level 5	NCL5	5
National Curriculum Level 4	NCL4	4
National Curriculum Level 3	NCL3	3
National Curriculum Level 2	NCL2	2
National Curriculum Level 1	NCL1	1
National Curriculum Outcome 3	NCO3	A
National Curriculum Outcome 2	NCO2	B
National Curriculum Outcome 1	NCO1	C
Not awarded a level for reasons other than disapplication	N	N
Disapplied under section 113-116 of the Education Act 2002	D	D

See Annexes B and C for examples of subject level calculations using the National Curriculum Outcome levels.

11. Recording and reporting assessments for English and Welsh first language (Cymraeg)

It is important that a pupil's progress in English or Welsh first language (Cymraeg) is assessed and reported accurately according to which is their statutory language.

A pupil's statutory language for assessment is that through which they are taught. The school MIS will use the language through which the pupil is taught as recorded in pupil records, and which is defined for the purposes of PLASC as the 'Study of Welsh' indicator, for selecting end KS3 TAs for NDC.

Please note that for end of KS3 checks will be carried out to ensure that pupils are being assessed and results reported for their statutory language. Any discrepancies identified will be passed to local authorities for investigation.

Key Stage 3

Schools are required to assess all pupils at the end of KS3 in English.

If pupils are taught through the medium of Welsh then schools are also required to assess such pupils in Welsh first language (Cymraeg).

If results are available for both English and Welsh first language (Cymraeg), the higher of the two is used to calculate the Core Subject Indicator (CSI). These calculations are carried out automatically by school MIS software. Note that pupils' results in Welsh second language will not be used in calculating the CSI.

Please note that if a pupil is not required to be assessed for Welsh or English language their record for this subject should be left blank – do NOT use code 'D' or code 'N' in these circumstances.

12. Use of code 'N': not awarded a level for reasons other than disapplication

This code is valid for KS3 results.

Code N should NOT generally be used, as the vast majority of pupils should be awarded a TA outcome/ level.

Code N should only be used in exceptional circumstances where a teacher has insufficient evidence and knowledge on which to base an assessment.

In general, we would expect that even where a pupil has poor attendance, an assessment should be made based on evidence and knowledge gathered when the pupil has been present.

Code N will form part of the national level data published for end of KS3. Therefore, it should be used with caution and only in exceptional cases.

Where a school reports a significant number of 'N' codes, validation in school software and on upload to the DEWi system will query the validity of the file. Over-use of code N will be investigated to provide advice on correct use of the code.

Schools should query any pupil records which record code N for part(s) of the curriculum but where other AOLs, attainment targets or subjects have valid outcomes/ levels recorded as we would not normally expect this situation to arise. Local authorities are asked to monitor the use of code N by schools they maintain to resolve queries on this matter early in the NDC process.

Pupils with this code will be included in a school's summary data in their School Validation Reports and will be included in Value Added and national results published for end of KS3.

13. Use of code ‘D’: disapplied under sections 113–116 of the Education Act 2002

This code is a valid entry for KS3 results.

For KS3 TAs, code ‘D’ should only be used where a pupil has been disapplied from all or part of the National Curriculum under the specific circumstances set down in sections 364-367 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

Disapplication is only valid under these specific circumstances and should **NOT** be used in any other circumstances.

Pupils with this code will be included in a school’s summary data in their School Validation Reports and will be included in Value Added and national results published for end of KS3.

14. Inappropriate use of codes ‘N’ and ‘D’

In the following circumstances, codes N and D are not appropriate:

- Where any of the following language assessments have not taken place because there is no statutory requirement to assess:

	Welsh first language AOL/ subject	English AOL/ subject	Welsh second language AOL/ subject
KS3	CYM	All pupils should be assessed in ENG irrespective of their statutory language	WEL

  In this situation, the record for the AOL/subject should be left blank. See section 11 for further information on statutory language and statutory and non-statutory assessments, and section 17 for further information on which language subjects are mandatory or optional to submit in NDC and report to parents.

- Where a pupil is dual registered, you are the subsidiary school and the pupil’s main school has reported end of KS3 assessments for the pupil.

15. Examples of when code ‘N’ might be appropriate

- Where a pupil has moved schools a number of times and the school with responsibility for conducting and reporting an end of KS3 assessment has been unable to locate the pupil’s common transfer file and/or educational records and has had insufficient contact to make a valid judgment.

- Where through illness, pregnancy or other unusual situation, the pupil has not attended school for an extended period of time and no prior NC level has been assessed. Generally, we would expect that a level other than N should be awarded if the pupil has attended for more than one third of the current academic year.

If codes N or D are used inappropriately then Value Added and national results for end of KS3 will be incorrect.

16. NEWBES: Pupils new to the English- or Welsh-based education system

Pupils new to the English- or Welsh-based education system (NEWBES) must be assessed at the end of KS3. However, their assessment outcomes may be excluded from calculation of aggregate statistics at school level and local authority level. Their data **will** be included, as in previous years, in results at a national level.

The criteria to identify pupils whose results may be excluded from school level and local authority level statistics are:

- the pupil's first language is not English or Welsh, **and**
- the pupil has arrived from a non-English- or non-Welsh-based education system, **and**
- the pupil entered a United Kingdom (UK) education system on or after the start of the 2022/2023 school year, i.e. on or after the 1 September 2022.

It will remain the headteacher's decision as to whether the results for a pupil meeting the above criteria are removed from the school and local authority aggregations.

If a decision has been made to remove the results, that decision will then apply to all subjects. It will not be possible for pupils to be included for one subject but be removed for the others.

Results for these pupils must be reported to parents and included in the NDC data return file.

By correctly flagging the pupil record in the school MIS to show that the pupil meets the above criteria and entering a valid date of entry, results for identified pupils will be removed from any calculations of aggregate school and local authority statistics.

Once an eligible pupil has passed the two-year time period, the pupil's results will no longer be removed. However, the pupil's record will still show that the pupil had previously arrived from a non-English- or non-Welsh-based education system.

Extension of the NEWBES status

In May 2016, the Welsh Government issued further NEWBES guidance in the 'School Performance Reporting - Bulletin 1', about the discretion available to local authorities to extend the NEWBES status period in certain situations where a pupil leaves the UK and subsequently returns. This bulletin can be found here:

https://gov.wales/school-performance-reporting-bulletins

Where a decision has been made to extend a pupil's NEWBES status, the pupil will need to be correctly flagged in school MIS as meeting the NEWBES criteria. Where the pupil's original record is reinstated on their return, schools should have regard to that pupil's date of entry. Any pupil who has a date of entry earlier than 1 September 2022 (i.e. over the two-year time period) will be included in school and local authority aggregations.

Please note, extensions to the NEWBES status will be monitored by the Welsh Government and unusual patterns will be followed up with the local authority.

17. Data requirements

Key Stage 3

Subject	Component Description	Report to WG	Report to parents
ENG	English Subject	M	M
ENG	• Oracy	M	M
ENG	• Reading	M	M
ENG	• Writing	M	M
[1]CYM	Cymraeg Subject	M	M
CYM	• Oracy	M	M
CYM	• Reading	M	M
CYM	• Writing	M	M
MAT	Mathematics Subject	M	M
SCI	Science Subject	M	M
ART	Art and Design	M	M
DAT	Design and Technology	M	M
GEO	Geography	M	M
HIS	History	M	M
ICT	Information and Communication Technology	M	M
MUS	Music	M	M
PED	Physical Education	M	M
[2]WEL	Welsh Second Language	M	M
WEL	• Oracy	O	M
WEL	• Reading	O	M
WEL	• Writing	O	M
*MFL**	MFL Subject	M	M
*MFL**	• Oracy	O	M
*MFL**	• Reading	O	M
*MFL**	• Writing	O	M

Mandatory (M) Optional (O)

The MIS will automatically calculate the CSI.

* Only one modern foreign language (MFL) result should be returned for each pupil. Where pupils are studying more than one MFL at KS 3, schools should decide which language should count for the purposes of statutory assessment.

[1] Learners following Welsh First Language programme of study must be assessed in Cymraeg. It is mandatory to report these results in NDC.
[2] Learners **not** assessed in Cymraeg must be assessed in Welsh second language. It is mandatory to report subject level results in NDC.

18. School validation

The collection of KS3 data is electronic. National results for end of KS3 data are in the public domain and are used to inform local self-evaluation and national policy. We therefore continue to incorporate a formal validation process.

Schools can validate their NDC submission as soon as it has been uploaded to DEWi. School Validation Reports for end of KS3 TAs will be available immediately after upload to assist with this process. These School Validation Reports are currently under development. Examples will be provided at Annex A in a later version of this document.

The validation period will **end on 28 June 2024**. This allows schools an opportunity to check the aggregate figures, following which the data will be considered final. Final data for end of KS3 TAs will then be published at a national level and used in Value Added. In the event of any discrepancy, please note that schools will need to submit a revised pupil level file to DEWi.

Please note that:

- **Schools should validate their data as soon as the return is complete and resubmit files if necessary**
- **No amendments can be made to data after the end of the validation period**
- **If a school has an issue with DEWi access (e.g. forgotten username and/or password), the query should be raised with their local authority.**

19. Reporting to parents

It is the duty of the headteacher to ensure that a written report is sent at least once during the school year to the parents of each pupil, for their retention. All parents should be treated equally by schools unless there is a court order limiting the individual's exercise of parental responsibility. As such, schools should make every effort to report to everyone who is a 'parent[3]' although this may not be the person with whom the school liaises on a day to day basis.

20. Powers of headteachers

Headteachers have discretion to:

- include in a report any further information about a pupil's progress, beyond the minimum required. It is particularly important to provide contextual information in reports on pupils with additional learning needs. It will often be appropriate to supplement the basic minimum information with a more detailed account of the pupil's progress in relation to the curriculum that the pupil is following

[3] For further guidance see Welsh Government Guidance circular 12/2007 "Parents and Parental Responsibility"

- decide the format of reports to parents and of reports to schools to which pupils transfer

- arrange for a report to be translated or conveyed orally into languages other than English or Welsh, where it appears necessary to do so

- decide when to issue reports to parents as long as the minimum required information is sent to parents by the end of the summer term

- exclude from the report to parents information that may breach a confidence, be harmful to the pupil or parents, or involve disclosing information about another pupil (as set out in the following paragraph).

Headteachers have specific powers to exclude certain confidential information from reports to parents. This relates to information:

- provided by anyone other than:
  - an employee of the local authority that maintains the school
  - a teacher or other employee at the school (including an educational psychologist engaged under a contract for services)
  - an education welfare officer
  - the person requesting disclosure

- that identifies a person (other than the pupil to whom the information relates or one of those specified above) as the source of the information or as the person to whom the information relates

- that, in the headteacher's opinion, would be likely to cause serious harm to the pupil concerned or to any other person

- that has a bearing on a case of child abuse or the risk of it

- that would serve to disclose information about a pupil other than the pupil being reported on.

21. Reporting to parents during National Curriculum Years (NCY) R, 1, 2, 3, 4, 5 and 6

For all pupils in NCY R, 1, 2, 3, 4, 5 and 6 the report should include, as a minimum, the following information:

- brief particulars of a pupil's progress in subjects, AOLs and activities studied as part of the school curriculum including all national curriculum subjects and religious education

- brief summary of a pupil's progress against the National Literacy and Numeracy Framework

- details of a pupil's general progress

- summary of the pupil's attendance record
- details of the arrangements for parents to discuss the report with teachers at the school
- where a pupil has been disapplied from any subjects or attainment targets under Sections 113 – 116 of the Education Act, a statement to that effect which includes the reason for disapplication, (this requirement applies to NCY 3, 4, 5 and 6 only).

For pupils with statements of special educational needs, headteachers are required to prepare reports for the annual review of the pupil's statement. This statutory requirement is set out in Chapter 9 of the Special Educational Needs Code of Practice for Wales. These reports may, if schools wish, serve as the annual report to the parents on pupils' achievements. If so, headteachers must ensure that reports produced as part of the annual review include all of the information specified in the regulations on pupil information in this section.

22. Additional reporting requirements at the end of NCY 2 and NCY 6

Reports for pupils assessed under the statutory arrangements at the end of NCY 2 and NCY 6 must be sent out before the end of the summer term.

In addition to the information listed above, reports for pupils at the end of NCY 2 and NCY 6 must include the following:

- the pupil's level of attainment as determined by teacher assessment in each relevant AOL or core subject
- a brief commentary setting out what the assessment shows about the pupil's progress in each AOL/subject and drawing attention to particular strengths and weaknesses.

23. Reporting to parents during NCY 7, 8 and 9

For all pupils in NCY 7, 8 and 9, as a minimum the report should include the following information:

- brief particulars of a pupil's progress in subjects and activities studied as part of the school curriculum, including all national curriculum subjects and religious education
- brief summary of a pupil's progress against the National Literacy and Numeracy Framework
- details of a pupil's general progress
- summary of the pupil's attendance record
- details of the arrangements for parents to discuss the report with teachers at the school

- where a pupil has been disapplied from any subjects or attainment targets under Sections 113 – 116 of the Education Act, a statement to that effect which includes the reason for disapplication.

For pupils with statements of special educational needs, headteachers are required to prepare reports for the annual review of the pupil's statement. This statutory requirement is set out in Chapter 9 of the Special Educational Needs Code of Practice for Wales. These reports may, if schools wish, serve as the annual report to the parents on pupils' achievements. If so, headteachers must ensure that reports produced as part of the annual review include all of the information specified in this section.

24. Additional reporting requirements at the end of NCY 9

Reports for pupils assessed under the statutory arrangements at the end of NCY 9 must be sent out before the end of the summer term.

In addition to the information listed previously, reports for pupils at the end of NCY 9 must include the following:

- the pupil's level of attainment as determined by teacher assessment in each of the core and non-core subjects

- details for each pupil of which language should count for the purpose of statutory assessment in cases where pupils are studying more than one foreign language; however, progress in each language studied must be reported to parents

- a brief commentary setting out what the results show about the pupil's progress in each subject, drawing attention to particular strengths and weaknesses.

25. School and national comparative information

Regulations previously required that appropriate standard comparative reports for end of KS3 were published in the school prospectus, provided to governors for inclusion in governors' annual reports and provided with each annual report to parents or adult pupils. This requirement was removed by The Education (Amendments relating to Teacher Assessment Information) (Wales) Regulations 2018 which came into force on 31 July 2018. The full consequence of these regulations is that the Welsh Government will no longer publish teacher assessment data at a school or local authority level and as such will no longer produce School Comparative Reports for schools to publish. These changes support the reform of the evaluation and accountability arrangements within the education system, which is a key objective in our national mission. A Written Statement issued by the Minister for Education about these amendment regulations can be found here: https://gov.wales/written-statement-education-amendments-relating-teacher-assessment-information-wales-regulations

26. Common Transfer System

The regulations covering the Common Transfer System (CTS), The Pupil Information (Wales) Regulations 2011 specify that the headteacher of a maintained school from which a pupil is transferring sends to the pupil's new school a standard set of pupil information, in electronic format, for import directly to the new school's MIS.

Reporting to receiving schools

When a pupil moves from a maintained school to a new school, including an independent school, a report about the pupil's attainments should be passed, where reasonably practicable, to the headteacher of the receiving school. This is required within 15 school days of the pupil ceasing to be registered at the old school, or within 15 school days of receiving a request for the report from the new school.

The report must contain:

- the pupil's statutory TA results in the mandatory AOLs or core subjects by subject and attainment target (where such information is generated) at the previous Key Stages (where available), and the school year in which the assessments were made

- the teachers' latest assessments of the pupil's progress against the attainment targets, in each of the mandatory AOLs or relevant core subjects since the last statutory assessment or since the pupil arrived at the reporting school, whichever is more recent

- if a pupil is at the end of KS3, the statutory teacher assessment levels in Welsh second language, a modern foreign language, design and technology, information and communication technology, history, geography, art and design, music, and physical education by subject, and where available, by attainment target

These may indicate the outcomes/levels of the FP or national curriculum scale at which the pupil is working or indicate more generally a pupil's progress within each attainment target. Where appropriate, it should indicate whether the pupil's attainments have developed since the last statutory assessment.

The duty to provide such a report to a pupil's new school does not apply where:

- the pupil has been registered at the school for less than four weeks. However, in such a case, the headteacher should make every effort to pass on in turn to the new school any reports that may have been transferred from a pupil's previous school or schools

- it is not reasonably practical for the headteacher to find details of a pupil's new school. However, the headteacher should at least telephone the pupil's parents and, if their address is known, write to the parents to ascertain where the pupil will continue his or her education.

Annex A: School Validation Report

Key Stage 3 Teacher Assessment Results (example below shows 2019 report for Key Stage 2. This should refer to 2023 and CA3 for this year)

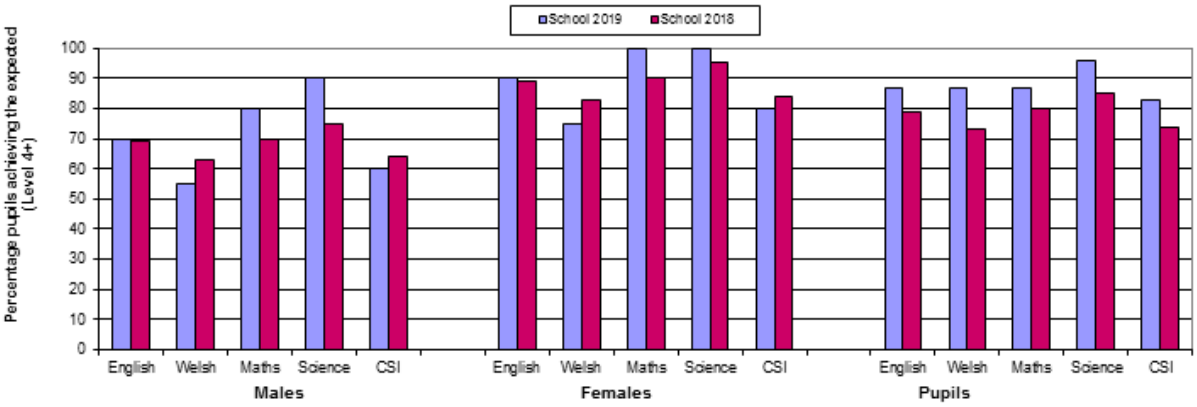
School name **LA/School no: XXX/XXXX**
LA Name

School validation report: National Curriculum Assessments 2019
Key Stage 2

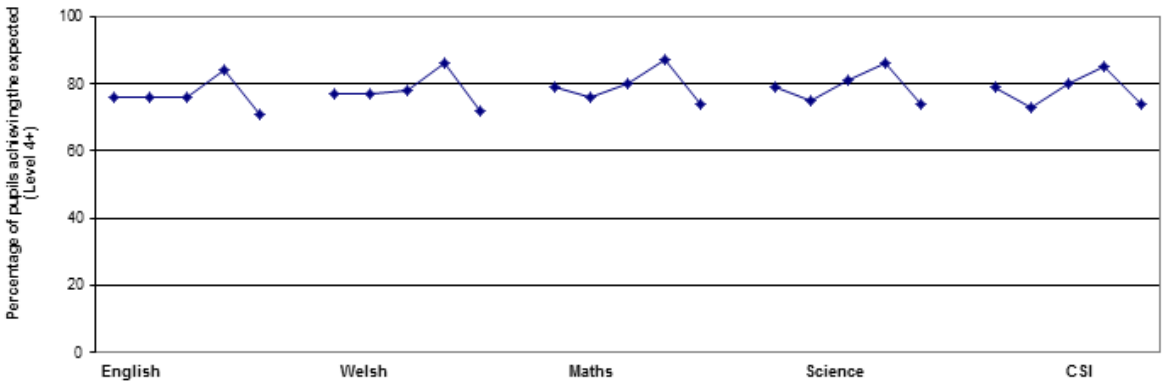
This summary data is produced from the NDC files that your school has just submitted. It's purpose is to help your school to validate the pupil level data in these files. You will be able to produce this report throughout the NDC validation period and for a short time afterwards.

Percentage of males, females, and pupils achieving at least the expected level (Level 4+):

	Males		Females		Pupils	
	School 2019	School 2018	School 2019	School 2018	School 2019	School 2018
English	70	69	90	89	87	79
Welsh	55	63	75	83	87	73
Maths	80	70	100	90	87	80
Science	90	75	100	95	96	85
CSI	60	64	80	84	83	74



School Performance over time (2015 - 2019)



Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Annex B: Calculating teacher assessment subject levels – Key Stage 3

When calculating the subject level:

- The **English** attainment targets (oracy, reading, and writing) will be equally weighted

- The **Welsh** attainment targets will be weighted as follows:
  - ❖ oracy (Cy1) 4
  - ❖ reading (Cy2) 3
  - ❖ writing (Cy3) 3

- The **Welsh Second Language** attainment targets will be weighted as follows:
  - ❖ Oracy (CA1) 3
  - ❖ Reading (CA2) 1
  - ❖ Writing (CA3) 1

- The **Modern Foreign Language** attainment targets will be weighted as follows:
  - ❖ Oracy (ML1) 2
  - ❖ Reading (ML2) 1
  - ❖ Writing (ML3) 1

Note that to differentiate between the new National Curriculum Outcome levels 1, 2 and 3, they have all been assigned numerical values:

National Curriculum Scale	Administrative Code	Numerical Value
National Curriculum Outcome 3	A	0.75
National Curriculum Outcome 2	B	0.50
National Curriculum Outcome 1	C	0.25

For subject level calculations of less than 1, the number should be rounded to the nearest 0.25. School MIS should perform the calculations once attainment target data has been entered.

For subject level calculations of more than 1, halves should be rounded upwards to the next whole number. School MIS should perform the calculations once attainment target data has been entered.

For a pupil who cannot be assessed in one of the attainment targets and is awarded a D or N, the pupil result for that attainment target would be removed but would still have an overall mark for the other components.

An example for Welsh

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) (47 ÷ 10 = 4.7). Round to the nearest whole number. This learner has attained Level 5.

Attainment Target	Level (a)	Weighting (b)	Level x Weighting (c)
Oracy (Cy1)	5	4	20
Reading (Cy2)	5	3	15
Writing (Cy3)	4	3	12
Total		**10**	**47**

An example for Welsh Second Language

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) (34 ÷ 5 = 6.8). Round to the nearest whole number. This pupil has attained Level 7.

Attainment Target	Level (a)	Weighting (b)	Level x Weighting (c)
Oracy (Ca1)	7	3	21
Reading (Ca2)	7	1	7
Writing (Ca3)	6	1	6
Total		**5**	**34**

An example for Modern Foreign Language

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) (25 ÷ 4 = 6.25). Round to the nearest whole number. This pupil has attained Level 6.

Attainment Target	Level (a)	Weighting (b)	Level x Weighting (c)
Oracy (ML1)	6	2	12
Reading (ML2)	6	1	6
Writing (ML3)	7	1	7
Total		**4**	**25**

Annex C: Foundation Phase Profile – scoring for 'Disapplied' and 'Not Awarded'

This Annex provides guidance on how to calculate Area of Learning (AOL) outcomes in the Foundation Phase Profile, when skills ladder outcomes with teacher assessment codes 'D', representing 'disapplied', and/or 'N', representing 'not awarded', are present.

Full guidance on 'Scoring for 'Disapplied' and 'Not Awarded'' can be found on the Welsh Government's Foundation Phase Profile Page:

Foundation Phase profile: guidance for practitioners - Hwb (gov.wales)

Use of code D and code N

Code D: Disapplied under sections 113–116 of the Education Act 2002
Only in very rare circumstances will there be a need to disapply a child from a skills ladder. For further information about the disapplication process please seek guidance from the *Statutory assessment arrangements for the end of Key Stage 3*: Statutory assessment arrangements for the Foundation Phase and end of Key Stages 2 and 3 - Hwb (gov.wales)

Code N: Not awarded a level for reasons other than disapplication
This code should only be used in exceptional circumstances where a teacher has insufficient evidence and knowledge on which to base a teacher assessment. In general, we would expect that even where a pupil has poor attendance, an assessment should be made based on evidence and knowledge gathered when the pupil has been present.

NB: Rules for calculating AOL outcomes are different for the Compact Profile and Full Profile.

Compact Profile
The Compact Profile consists of 4 skills ladders for each of the 4 AOLs. The method of scoring to adapt for any skills ladders scored as N or D is therefore the same for each.

Scenario 1: Only 1 skills ladder is N or D
An outcome other than N or D is attainable for each AOL provided only 1 of the skills ladders is marked as N or D. In this case, the score will be calculated by scaling up the scores for the 3 skills ladders which do have scores as follows:

AOL Score = (4 / 3) × sum of scores of the 3 skills ladders which are not 'N' or 'D'.

If the AOL score falls between 2 outcome boundaries, it should be rounded down to the lower outcome.

Scenario 2: 2 or more skills ladders are N and none are D

In this scenario the AOL Score and Outcome is N.

Scenario 3: 2 or more skills ladders are D
Scenario 4: at least 1 skills ladder is N and 1 is D

In line with other assessment arrangements across the curriculum, the overriding factor is whether one or more skills ladders has been disapplied. Therefore, if 2 or more skills ladders are scored as N or D and at least one of these is D then the overall Score and Outcome will be D.

For both these scenarios the AOL Score and Outcome is therefore D.

Full Profile

As the number of skills ladders in each of the AOLs varies in the Full Profile, the methods for calculating the scores will differ slightly, although the fundamental principles will be the same as the Compact Profile and for each AOL.

As a standard principle throughout, if the AOL score falls between 2 outcome boundaries it should be rounded down to the lower outcome boundary.

For all scenarios where a score cannot be calculated due to their being too many D or Ns, an outcome of D or N will be recorded, with an N being recorded only if no skills ladder has been scored as D.

Personal and Social Development, Well-being and Cultural Diversity
Physical Development

The calculation for these is the same as both have 6 skills ladders.

An outcome other than N or D is attainable for each AOL provided only **1 or 2** of the skills ladders are marked as N or D.

In this case, the score will be calculated by scaling up the scores for the 4 or 5 skills ladders which do have scores as follows:

AOL Score = sum of scores **×** (6 / number of skills ladders where the score is not N or D – i.e. 4 or 5)

Language, Literacy and Communication Skills (LCE/ LCW) (14 skills ladders) and Mathematical Development (MDT) (17 skills ladders)

As there are more skills ladders in LCE/LCW and MDT, an outcome can still be determined as long as **no more than 3** skills ladders are N or D.

The score will be calculated by scaling up the scores for the available skills ladders as follows:

LCE/ LCW - **AOL Score =** sum of scores **×** (14 / number of skills ladders where the score is not N or D – i.e. 11, 12 or 13)

MDT - **AOL Score =** sum of scores **×** (17 / number of skills ladders where the score is not N or D – i.e. 14, 15 or 16)