

National Data Collection and reporting arrangements: Data collection 2018/2019

Assessment data collection for Baseline Assessment,
end of Foundation Phase and Key Stages

Technical completion notes

Date of issue: 14 May 2019
Version: 1.1

National Data Collection and reporting arrangements 2018/19

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 2018/19.
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 Improvement Branch School Standards and Workforce Directorate The Education Directorate Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 0300 062 5014 e-mail: NDCmailbox@gov.wales



[@WG_Education](https://twitter.com/WG_Education)



[@EducationWales](https://www.facebook.com/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.

OGL

Digital ISBN 978-1-83876-028-1
© Crown copyright 2019
WG36444

Contents

Introduction	2
Key dates	3
Abbreviations	4
Overview	5
Key changes for 2019	6
National Data Collection for Baseline Assessment, end of Foundation Phase and Key Stage assessments	7
1. Identifying pupils for whom NDC data must be submitted	7
2. Schools required to submit NDC data	7
3. Eligible year group	7
4. Specified date on roll	8
5. Leavers	8
6. Joiners	9
7. Dual-registered pupils	9
8. Schools with no eligible pupils	10
9. Schools where all pupils are disapplied	10
10. Valid teacher assessment outcome codes	10
11. Recording and reporting assessments for English and Welsh first language (Cymraeg)	14
12. Use of code 'N': not awarded a level for reasons other than disapplication	16
13. Use of code 'D': disapplied under sections 113–116 of the Education Act 2002	17
14. Inappropriate use of codes 'N' and 'D'	17
15. Examples of when code 'N' might be appropriate	18
16. NEWBES: Pupils new to the English- or Welsh-based education system	18
17. Data requirements	20
18. School validation	24
19. Reporting to parents	24
20. Powers of headteachers	24
21. Reporting to parents during National Curriculum Years (NCY) R, 1, 2, 3, 4, 5 and 6	25
22. Additional reporting requirements at the end of NCY 2 and NCY 6	26
23. Reporting to parents during NCY 7, 8 and 9	26
24. Additional reporting requirements at the end of NCY 9	27
25. School and national comparative information	27
26. Common Transfer System	28
27. Transfer from Key Stage 2 to Key Stage 3	29
Annex A: Baseline Assessment Report	30
Annex B: School Validation Report	31
Annex C: Calculating teacher assessment subject levels – Key Stage 2	32
Annex D: Calculating teacher assessment subject levels – Key Stage 3	35
Annex E: Foundation Phase Profile – scoring for 'Disapplied' and 'Not Awarded'	38

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 will no longer be published at the school or local authority (LA) 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 Baseline Assessment (BA), the end of Foundation Phase (FP) and Key Stages 2 and 3 (KS 2 and 3) 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:

Baseline Assessments (referred to as on-entry in this publication):

<https://gov.wales/entry-assessments-pupils-reception-class-september-2017-august-2018>

Foundation phase outcomes and National Curriculum teacher assessment of core subjects at Key Stages 2 and 3:

<https://gov.wales/foundation-phase-outcomes-and-national-curriculum-teacher-assessment-core-subjects-key-stages-2-0>

National curriculum teacher assessments of the non-core subjects:

<https://gov.wales/national-curriculum-teacher-assessments-non-core-subjects-2018>

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:

- **BA - the Baseline Assessment report** will contain a summary of the BA data uploaded. An example of this report can be found at Annex A.
- **End of FP and end of KS 2 and KS 3 - School Validation Reports** will contain a summary of the data uploaded. An example of the KS 2 report can be found at Annex B.

Target dates for NDC can be found in the Key Dates section following.

Key dates

Key Dates for school year 2018/2019	
April 2019	Schools to receive guidance on National Data Collection and reporting arrangements from the WG.
14 May 2019	Date on roll.
By 14 June 2019	<p>All teacher assessments to be available on DEWi for the WG to download (note that an LA may set an earlier date to facilitate local validation).</p> <p>School Validation Reports for end of Foundation Phase and end of Key Stages 2 and 3 will be available for download as soon as teacher assessments are submitted to DEWi.</p> <p>A Baseline Assessment data summary report will also be available for download from DEWi after submission.</p>
By 5 July 2019	Final deadline for submission of amended teacher assessment files following validation (note that an LA may set an earlier deadline).
By end of summer term 2019	School provides reports to parents.
By end of August 2019	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 LAs and WG 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 their local authority.
3. **Please note the final deadline to WG. 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
BA	Baseline Assessment
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
LA	Local Authority
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
WG	Welsh Government
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 Baseline Assessment (BA), end of Foundation Phase (FP) and Key Stage (KS) assessments submitted via the NDC. Detailed information is provided to schools in the *Statutory assessment arrangements for the Foundation Phase and end of Key Stages 2 and 3* document:

<https://learning.gov.wales/resources/browse-all/statutory-assessment-arrangements-for-end-of-foundation-phase-key-stage-2-and-3/?lang=en>

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 a **Baseline Assessment (BA) outcome** for the **four** mandatory Areas of Learning (AOLs):
 - Personal and Social Development, Well-being and Cultural Diversity (PSD)
 - Language, Literacy and Communication Skills in English (LCE) **or** Welsh (LCW)
 - Mathematical Development (MDT)
 - Physical Development (PDT)
- Schools should submit an **end of Foundation Phase Outcome (FO)** for the **three** mandatory AOLs:
 - Personal and Social Development, Well-being and Cultural Diversity (PSD)
 - Language, Literacy and Communication Skills in English (LCE) **or** Welsh (LCW)
 - Mathematical Development (MDT)
- Schools should submit attainment targets, as well as subject teacher assessment levels for English and Welsh first language (Cymraeg) at KS 2 and KS 3
- Schools should submit subject teacher assessment levels only, for mathematics and science at KS 2 and KS 3
- Schools should submit both KS 3 core and non-core 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 2019

Changes to WG reporting of Teacher Assessments

On 31 July 2018 The Education (Amendments relating to Teacher Assessment Information) (Wales) Regulations 2018 came into force and as a result WG no longer publishes teacher assessment data below the national level. This change supports the reform of the evaluation and improvement (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://beta.gov.wales/written-statement-education-amendments-relating-teacher-assessment-information-wales-regulations>

One of the consequences of these regulations is that School Comparative Reports, which were referred to and described in previous *National Data Collection and reporting arrangements guidance*, are no longer produced by WG and schools are therefore no longer required to:

- publish them in the school prospectus,
- provide them to governors for inclusion in the governors' annual report
- provide them with each annual report to parents or adult pupils.

End of FP: Codes Z, S, G to be submitted for all AOLs

This year, Working Towards Outcomes (W), Foundation Phase Outcome Bronze (Z), Foundation Phase Outcome Silver (S) and Foundation Phase Outcome Gold (G), which all sit below Outcome 1, can be submitted in NDC for end of FP AOLs LCE/ LCW and MDT.

Last year (2017/18) end of FP assessments for LCE/ LCW and MDT AOLs were undertaken against the revised outcome statements for the first time. These included the 3 new outcomes Z, S and G. However in NDC last year schools were required to submit umbrella code W for any pupil assessed and recorded as W, Z, S or G for MDT and/or LCE/ LCW. In that year a code W submitted in NDC for these AOLs was understood to mean 'Working towards outcome 1'. For PSD it has been possible to assess and record pupils at outcome W, Z, S and G, and to submit these codes in NDC, since 2015/16.

In NDC this year (and onwards) there is no umbrella code that encapsulates outcomes W, Z, S and G for LCE/ LCW and MDT. Schools should submit the actual assessed outcome for all pupils for all AOLs. A code W submitted this year will represent the statutory outcome 'Working Towards Outcomes'. For a list of the valid outcomes at end of FP please see section 10.

National Data Collection for Baseline Assessment, end of Foundation Phase and Key Stage 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 end of FP, KS 2 and KS 3 teacher assessments (TAs);
- Date of Birth (used to identify pupils eligible for BA, i.e. pupils turning 5 years old during the academic year); and
- 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

BA:

All pupils in their Reception Year must receive a BA in the first six weeks of starting school in the four statutory BA AOLs. For the purpose of BA the definition of Reception Year is the academic year a pupil turns 5. This is distinct from NCY R which is defined as the year group in which the pupil is taught for the majority of their time, regardless of their chronological age.

For BA it is the pupil's date of birth which indicates if they are eligible for assessment. Your Management Information System (MIS) will therefore include pupils in the BA file if they turned 5 within the current academic year, i.e. dates of birth between 1/09/2013 and 31/08/2014.

WG documentation on the Foundation Phase Profile (FPP) and BA can be found on the WG website:

<https://gov.wales/foundation-phase-profile-guidance-practitioners>

FP, KS 2 and 3:

All pupils in their final year of the FP i.e. NCY 2, must be assessed against the relevant Foundation Phase Outcomes in each relevant AOL.

All pupils in their final year of KS 2/3 i.e. NCY 6/9 must receive a TA in each relevant attainment target and subject.

For end of FP and KS 2 and KS 3 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 FP, KS 2 and KS 3, 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 LAs 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 2019 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, will only very rarely fall on a day immediately following a bank holiday or half term holiday and therefore 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, thus they will have, where relevant, BA outcomes and information relating to the pupils' prior educational performance to assist in their TAs.
- Where a pupil starts in their Reception Year or arrives in NCY 2/6/9 on, or just before, the on roll date the school will have in excess of six weeks contact with the pupil to either carry out a BA or to inform their end of phase/ stage assessment prior to the final deadline for submission.

School 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 2019) the school is NOT required to report their TA results to WG 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.

- **Baseline Assessment:** There is only one BA for each pupil. If a pupil moves to a new school after the BA has been carried out, those BA outcomes must be provided to the new school for submission to WG via NDC. New schools may choose to assess a child using the FPP when they join for their own purposes but this assessment will not be the statutory BA and must not be reported to WG.
- Where a pupil has left the school on or after the second Tuesday in May (14 May 2019) the school remains responsible for reporting the pupil's TA results to WG. 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 (14 May 2019) the new school must take responsibility for reporting the pupil's results to WG and parents.
- **Baseline Assessment:** There is only one BA for each pupil. If a pupil started their Reception Year in a previous school, the new school must report the BA outcomes recorded by the previous school to WG via NDC. New schools may choose to assess a child using the FPP when they join for their own purposes but this assessment will not be a statutory BA and must not be reported to WG.
- Where a pupil has joined the school after the second Tuesday in May (14 May 2019) responsibility to report TA results to WG remains with the previous school. No data should be provided to WG 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 FP or KS 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.

- Where a pupil is registered in two settings, it is the responsibility of the setting where the pupil is taught for the majority of time to report their statutory TA outcome. From 2014 pupils who are 'Dual registered-**Main**' 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 'Current' or 'Dual registered-Main' must be included in the NDC return.

8. Schools with no eligible pupils

It is expected that all schools with eligible pupils will return BA, end of FP and/ or KS results.

Where an establishment has no pupils eligible for BA, end of FP or KS assessment, that is, no pupils on roll who turn 5 years old in the academic year nor in NCY 2, 6 or 9 on 14 May 2019, 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 LA as part of the NDC process.

10. Valid teacher assessment outcome codes

Pupils are assessed against AOLs at BA and the end of FP. Pupils are assessed against National Curriculum Levels (NCL) at the end of KS 2 and KS 3. In addition to the numeric outcomes/ levels there are a number of administrative codes used by schools during the assessment process, for example to indicate where pupils are working at a level below FO 1. The full alpha-numeric codes are known as the 'outcome codes'.

Baseline Assessment

The following table contains the valid outcome codes for 2018/19

Baseline Assessment Outcomes	Abbreviation	Outcome Codes
Performance above Foundation Phase Outcome 6	BAA	A
Foundation Phase Outcome 6	BA6	6
Foundation Phase Outcome 5	BA5	5
Foundation Phase Outcome 4	BA4	4
Foundation Phase Outcome 3	BA3	3
Foundation Phase Outcome 2	BA2	2
Foundation Phase Outcome 1	BA1	1
Foundation Phase Outcome Gold	BAG	G
Foundation Phase Outcome Silver	BAS	S
Foundation Phase Outcome Bronze	BAZ	Z
Working towards Foundation Phase Outcomes	BAW	W
Not awarded an outcome for reasons other than disapplication	BAN	N
Disapplied under section 113–116 of the Education Act 2002	BAD	D

End of Foundation Phase

MDT and LCE/ LCW: Bronze (**Z**), Silver (**S**), Gold (**G**)

From 2018/19 onwards, Working Towards Outcomes (W), Foundation Phase Outcome Bronze (Z), Foundation Phase Outcome Silver (S) and Foundation Phase Outcome Gold (G), which sit below Outcome 1, can be submitted in NDC for end of FP AOLS LCE/ LCW and MDT.

Last year (2017/18) end of FP assessments for LCE/ LCW and MDT AOLS were undertaken against the revised outcome statements for the first time. These included the 3 new outcomes Z, S and G. However in NDC last year schools were required to submit umbrella code W for any pupil assessed and recorded as W, Z, S or G for MDT and/or LCE/ LCW. In that year a code W submitted in NDC for these AOLS was understood to mean 'Working towards outcome 1'.

In NDC this year (2018/19) and onwards there will be no umbrella code that encapsulates outcomes W, Z, S and G for LCE/ LCW and MDT. Schools should submit the actual assessed outcome for all pupils for all AOLS. Code W submitted this year will mean Working Towards Outcomes (i.e. Working Towards Outcome Bronze) for all AOLS.

For PSD it has been possible to assess and record pupils at outcome Z, S and G, and to submit these codes in NDC, since 2015/16.

The following table contains the valid outcome codes for submission in NDC in 2018/19.

Teacher Assessment Outcome	Abbreviation	Outcome Code	AOL MDT, LCE/ LCW and PSD
Performance Above Foundation Phase Outcome 6	FOA	A	✓
Foundation Phase Outcome 6	FO6	6	✓
Foundation Phase Outcome 5	FO5	5	✓
Foundation Phase Outcome 4	FO4	4	✓
Foundation Phase Outcome 3	FO3	3	✓
Foundation Phase Outcome 2	FO2	2	✓
Foundation Phase Outcome 1	FO1	1	✓
Foundation Phase Outcome Gold	FOG	G	✓
Foundation Phase Outcome Silver	FOS	S	✓
Foundation Phase Outcome Bronze	FOZ	Z	✓
Working towards Foundation Phase Outcomes	FOW	W	✓
Not awarded an outcome for reasons other than disapplication	FON	N	✓
Disapplied under section 113-116 of the Education Act 2002	FOD	D	✓

NB: Codes G, S, Z are applicable for use in statutory end of FP assessments for all 3 AOLs. Code W (Working Towards Outcomes) submitted in NDC will be taken to mean Working Towards Outcome Bronze.

See '[Curriculum for Wales – Foundation Phase Framework](#)' and '[Statutory assessment arrangements for the Foundation Phase and end of Key Stages 2 and 3](#)' for information about the outcome codes available for use in statutory assessment..

Key Stages 2 and 3

The following table contains the valid outcome codes for 2018/19.

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 Annex C and D 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 of FP, KS 2 and KS 3 TAs for NDC. School MIS may have a different method for selecting BA outcomes for NDC. Schools should ensure, as with other statutory

assessments, that the correct language AOL has been assessed and recorded on MIS for the BA.

Please note that for end of FP, KS 2 and KS 3 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 LAs for investigation.

Baseline Assessment

Schools are required to assess pupils in **either** LCE (English) **or** LCW (Welsh) according to the language through which the pupil is taught (their statutory language). Schools may, at their own discretion, choose to assess pupils in both languages where this is appropriate; however only the statutory language AOL will form part of the statutory BA and must be reported in the NDC. Assessment of the non-statutory language AOL on the FPP will not form part of the statutory BA and must not be reported to WG.

End of Foundation Phase

Schools are required to assess pupils at the end of the FP in **either** LCE (English) **or** LCW (Welsh) according to the language through which the pupil is taught (their statutory language). Schools may, at their own discretion, choose to assess pupils in both languages where this is appropriate; however they must not report the results of non-statutory assessments in the NDC. In FP the Foundation Phase Indicator (FPI) is calculated using the pupil's statutory language. The FPI is achieved when pupils reach the expected FO 5 in the 3 mandatory AOLs.

Key Stage 2 and 3

Schools are required to assess all pupils at the end of KS 2 and KS 3 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 BA, FP and KS results.

BAs consist of assessments against four skills ladders for each AOL on the Compact Profile of the FPP. If more than one skills ladder for an AOL is assessed as being code 'N' and/ or 'D' then the overall outcome for that AOL must be 'N' or 'D', as appropriate. Specific guidance about these rules can be found in Annex E and on the WG's FPP web pages: <https://gov.wales/foundation-phase-profile-guidance-practitioners>

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 terms 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.

If a pupil arrives in a school on, or just before, the on roll date a BA should be reported. This is because there will be in excess of six weeks contact with the pupil to carry out a BA before the final submission date. Code N would not be appropriate to use for this situation, unless other exceptional circumstances exist which prevent a teacher from getting the evidence and knowledge they require for the BA.

Code N will form part of the national level data published for end of FP, KS 2 and KS 3; it should therefore 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 ensure 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. LAs 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 FP, KS 2 and KS 3.

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

This code is a valid entry for BA, FP and KS results.

BAs consist of assessments against four skills ladders for each AOL on the Compact Profile of the FPP. If more than one skills ladder for an AOL is assessed as being code ‘N’ and/ or ‘D’ then the overall outcome for that AOL must be ‘N’ or ‘D’, as appropriate. Specific guidance about these rules can be found in Annex E and on the WG’s FPP web pages: <https://gov.wales/foundation-phase-profile-guidance-practitioners>

For BA, end of FP and KS 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 FP, KS 2 and KS 3.

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

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

- Where pupils have started their Reception Year or arrived in the school on, or just before, the on roll date (the second Tuesday in May). This is because there will be in excess of six weeks contact with the pupil to carry out a BA or to inform their end of phase/ stage assessment.
- 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
FP	LCW	LCE	WLD
KS 2 and KS 3	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 KS 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 FP, KS 2 or KS 3 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 FP, KS 2 and KS 3 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 FP or KS. However, their assessment outcomes may be excluded from calculation of aggregate statistics at school level and LA 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 LA 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 2017/2018 school year, i.e. on or after the 1 September 2017

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 LA-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 LA 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.

NEWBES guidance does not apply to BA results.

Extension of the NEWBES status

In May 2016, the WG issued further NEWBES guidance in the 'School Performance Reporting - Bulletin 1', about the discretion available to LAs 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 2017 (i.e. over the two-year time period) will be included in school and LA-aggregations.

Please note, extensions to the NEWBES status will be monitored by WG and unusual patterns will be followed up with the LA.

17. Data requirements

Baseline Assessment

Area of Learning	Report to WG		Report to parents		
	Sign-off date*	Numeric outcome	Sign-off date*	Numeric outcome	Narrative
Personal and Social Development, Well-being and Cultural Diversity (PSD)	M	M	O	O	O
Language, Literacy and Communication Skills in Welsh (LCW) OR Language, Literacy and Communication Skills in English (LCE)		M		O	O
Mathematical Development (MDT)		M		O	O
Physical Development (PDT)		M		O	O

Mandatory (M) Optional (O)

* The BA should be completed and signed off within school during the six week baseline assessment period. This date is known as the 'sign-off'. Sign off is the completion of the overall assessment and for the purposes of the NDC file this single sign off date will appear 4 times; once against each of the 4 AOL outcomes. Your MIS may only require you to enter this date once.

Non-statutory data: (Baseline Assessment)

Reporting to parents on the 4 BA AOLs is optional. However schools are required to provide narrative comment to parents about their child's progress over the year in all AOLs in the curriculum and it would be appropriate to use information gathered on the FPP for this.

End of Foundation Phase

Area of Learning	Report to WG (numeric outcome only)	Report to parents	
		Numeric outcome	Narrative
Personal and Social Development, Well-being and Cultural Diversity (PSD)	M	M	M
Language, Literacy and Communication Skills in Welsh (LCW) OR Language, Literacy and Communication Skills in English (LCE)	M	M	M
Mathematical Development (MDT)	M	M	M
Creative Development (CRD)	Do not submit	O	M
Physical Development (PDT)	Do not submit	O	M
Knowledge and Understanding of the World (KUW)	Do not submit	O	M
Welsh Language Development (WLD) if the pupil is assessed in LCE	Do not submit	O	M

Mandatory (M) Optional (O)

Best Fit Approach: Schools should continue to use an approach of best fit against the outcome descriptors for end of FP assessments. Schools can however choose to use outcomes derived from the FPP to inform their judgement as they feel necessary.

If the FPP is used to help inform end of phase outcomes the Full Profile (which includes the full suite of skills ladders in the FPP) should be used.

Non-statutory data - end of FP:

There is no requirement from WG for schools to allocate a numerical FO for the following AOLs, although they may do so if they choose. However, from 2016/17 the option to be able to report a numerical FO to WG for these AOLs has been removed from NDC:

- Creative Development (CRD)
- Physical Development (PDT)
- Knowledge and Understanding of the World (KUW)
- Welsh Language Development (WLD).

Schools are required to provide a narrative report to parents for these AOLs.

Key Stage 2

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
² WEL	Welsh Second Language	O	M
WEL	• Oracy	O	M
WEL	• Reading	O	M
WEL	• Writing	O	M

Mandatory (M) Optional (O)

The MIS will automatically calculate the CSI.

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 optional to report these results in NDC but mandatory to report them to parents.

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
³ 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
⁴ WEL	Welsh Second Language	M	M
WEL	• Oracy	O	M
WEL	• Reading	O	M
WEL	• Writing	O	M
<i>MFL*</i>	MFL Subject	M	M
<i>MFL*</i>	• Oracy	O	M
<i>MFL*</i>	• Reading	O	M
<i>MFL*</i>	• 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.

³ Learners following Welsh First Language programme of study must be assessed in Cymraeg. It is mandatory to report these results in NDC.

⁴ 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 BA, end of FP and KS data is electronic. National results for end of FP and KS data are in the public domain and are used to inform local 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 FP, KS 2 and KS 3 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 B in a later version of this document. To assist with validation of BA data a summary report will be displayed on DEWi after upload. An example of this report can be found at Annex A. The validation period will **end on 5 July 2019**. This allows schools an opportunity to check the aggregate figures following which the data will be considered final. Final data for end of FP, KS 2 and KS 3 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 schools have an issue with DEWi access (i.e. forgotten username/password) queries should go to 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'⁵ 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;

⁵ 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 LA 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 core subject;
- a brief commentary setting out what the assessment shows about the pupil's progress in each 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, the report should include, as a minimum, 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 FP, KS 2 and KS 3 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 WG will no longer publish teacher assessment data at a school or LA 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://beta.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 subject 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 KS 3, 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.

27. Transfer from Key Stage 2 to Key Stage 3

Teachers in both KS 2 and KS 3 schools need to agree the most appropriate time for transfer of assessment information. In general, for teacher assessment, this is likely to be before the end of the term preceding transfer.

Liaison between NCY 6 and NCY 7 teachers and target setting between pupils and teachers at the start of NCY7 are likely to assist continuity between the two KS.

Annex A: Baseline Assessment Report

Total pupils in BA file (this should equal the number of pupils on roll who would turn 5 this academic year)	
--	--

Overall BA file summary:

AoL: Area of Learning	Total pupils by NCY		Total pupils
	NCY R	NCY 1	
PSD: Personal and social development, well-being and cultural diversity			
LCW: Language, Literacy and Communication Skills (Welsh)			
LCE: Language, Literacy and Communication Skills (English)			
MDT: Mathematical Development			
PDT: Physical Development			
Sub total of LCE + LCW*			
Total of all AoLs			

* NB, a pupil should have either LCE or LCW in the file, not both.

AoL summary by outcome code:

Baseline assessment outcome code	PSD	LCW	LCE	MDT	PDT	Total
A						
6						
5						
4						
3						
2						
1						
G						
S						
Z						
W						
D						
N						
Total						

Annex B: School Validation Report

End of Foundation Phase and Key Stages 2 and 3 Teacher Assessment Results

School name
LA Name

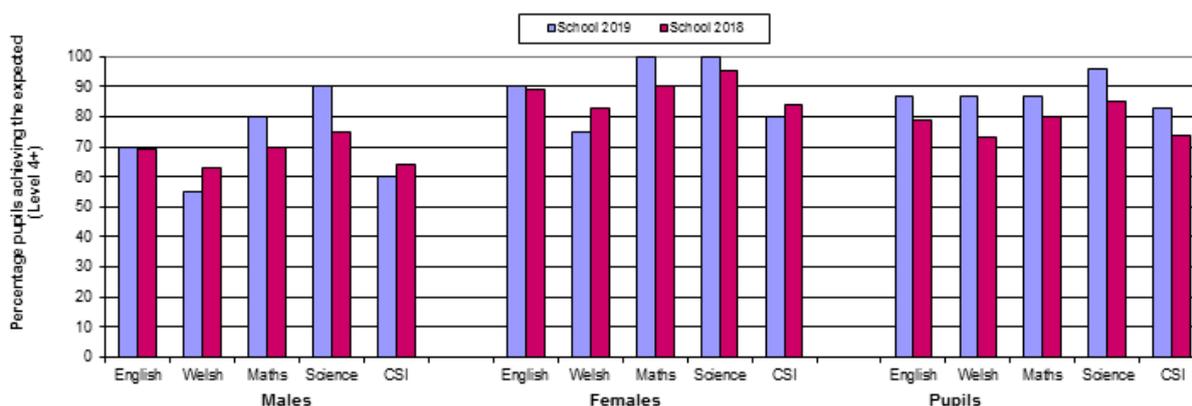
LA/School no: XXX/XXXX

School validation report: National Curriculum Assessments 2019 Key Stage 2

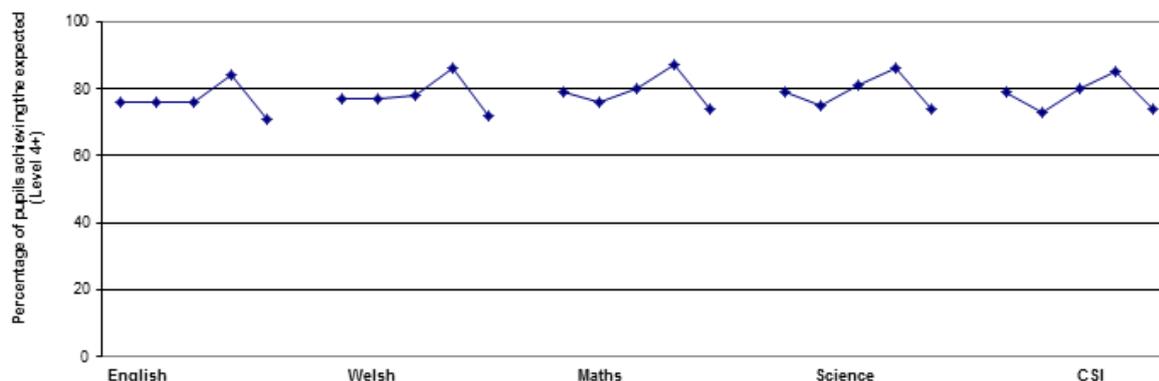
This summary data is produced from the NDC files that your school has just submitted. It's purpose is to help your school to validate the pupil level data in these files. You will be able to produce this report throughout the NDC validation period and for a short time afterwards.

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 C: Calculating teacher assessment subject levels – Key Stage 2

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) 7
 - ❖ Reading (Ca2) 1.5
 - ❖ Writing (Ca3) 1.5

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 management information systems should perform the calculations once attainment target data have been entered.

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

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

An example for English

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) ($1.5 \div 3 = 0.5$). As the subject level calculation is less than 1, round to the nearest 0.25. This learner has attained National Curriculum Outcome 2.

Attainment Target	Level (a)	Weighting (b)	Level x Weighting (c)
Oracy (En1)	NCO1 / C	1	0.25
Reading (En2)	NCO2 / B	1	0.50
Writing (En3)	NCO3 / A	1	0.75
Total		3	1.5

An example for Welsh

To calculate the subject level for this pupil, total column (c) then divide by the total of column (b) ($47 \div 10 = 4.7$). 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) ($44 \div 10 = 4.4$). Round to the nearest whole number. This learner has attained Level 4.

Attainment Target	Level (a)	Weighting (b)	Level x Weighting (c)
Oracy (Ca1)	5	7	35
Reading (Ca2)	3	1.5	4.5
Writing (Ca3)	3	1.5	4.5
Total		10	44

Annex D: 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 management information systems 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 management information systems should perform the calculations once attainment target data has been entered.

For a pupil who can not be assessed in one of the attainment targets and are 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) ($47 \div 10 = 4.7$). 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) ($34 \div 5 = 6.8$). 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) ($25 \div 4 = 6.25$). 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 E: 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 WG’s Foundation Phase Profile Page:

<https://gov.wales/foundation-phase-profile-guidance-practitioners>

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 Foundation Phase and end of Key Stages 2 and 3: <http://learning.gov.wales/resources/browse-all/statutory-assessment-arrangements-for-end-of-foundation-phase-key-stage-2-and-3/?lang=en>

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 terms 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. If you are undertaking a statutory baseline assessment you will need to apply the Compact Profile rules.

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 = $(4 / 3) \times$ 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 disappplied. 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 \times (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 \times (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 \times (17 / number of skills ladders where the score is not N or D – i.e. 14, 15 or 16)