Regulations about reporting school and pupil information:
Guidance Document 2019

Guidance

Date of issue: September 2019
Regulations about reporting school and pupil information

Overview

This guidance provides an overview of changes to statutory requirements resulting from amendment of regulations. The Welsh Government has a number of regulations in force, which place a duty on schools and local authorities to report on pupil and school information.

A key objective of our National Mission is to deliver robust assessment, evaluation and improvement arrangements to support a self-improving system. The changes to these regulations underpin recent policy developments in order to shift the focus of using data incorrectly for accountability purposes, to its prime purpose of progressing pupils’ learning.

The regulatory changes affect:

- Reporting to Parents
- Governors’ Annual Reports
- School Prospectuses
- School Governor training
- School Development Plans
- School Performance and absence targets

Links to all amended regulations are included in this document

Further information

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Additional copies  This document can be accessed from the Welsh Government’s website at https://gov.wales/regulations-governing-information-management-strategy

Related documents

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

WG35247
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Background

A key objective in our National Mission is to deliver robust assessment evaluation and improvement arrangements to support a self-improving system. International evidence is clear that if we are to raise standards for every learner then we must ensure we have coherent a coherent assessment and accountability system. The prime purpose of assessment is to provide information that guides decisions about how best to progress pupils’ learning. The regulatory changes that have come into force underpin this purpose.

Overview

Current arrangements regarding the flow of data via local authorities from schools remain unchanged. However, amended regulations mean that the content of some reports and outputs have changed.

Arrangements that will remain:

- National Reading and Numeracy Tests and Teacher Assessments for individual learners will continue
- Head teachers will still be required to report on a pupil’s performance to their parents/guardians and to adult learners each school year (parents/guardians will still be able to compare their children’s performance with the national level)
- Governing bodies will still be required to produce annual reports, school prospectuses, school development plans, and set performance and absence targets
- Schools, governing bodies and local authorities will still have access to their own data (alongside national level data) for self-evaluation purposes
- The Welsh Government will continue to collect individual pupil level data to ensure transparency at a national performance level and to inform policy

Arrangements that will change:

- The reports referred to above will no longer include any comparative information about teacher assessments and tests in relation to other schools within a local authority
- The Welsh Government will no longer produce or publish School Comparative Reports and All Wales Core Data Sets (‘data packs’) for schools and local authorities in respect of teacher assessment data
- The My Local School website will no longer include teacher assessment data (but will include a link to national level data)
- Key Stage 4 target setting requirements have changed, providing more autonomy for schools
The Education (Amendments Relating to Teacher Assessment Information) (Wales) Regulations 2018


On 31 July 2018 new Regulations came into force the Education (Amendments Relating to Teacher Assessment Information) (Wales) Regulations 2018 which means the Welsh Government will no longer publish school comparative information about teacher assessment data and National Reading and Numeracy Test data at a school, local authority or regional consortia.

Schools, governing bodies and local authorities will continue to have access to their own data, alongside national level data and therefore will still be able to evaluate how well their schools are performing and to inform their planning. The Welsh Government will continue to collect individual pupil level data to enable research and evaluation around particular policy interventions – e.g. to understand the impact of learner outcomes on additional developmental programmes throughout the education system.

The new regulations amend a number of existing regulations as described below:

**Head Teacher’s Report to Parents and Adult Pupils (Wales) Regulations 2011**


These Regulations require head teachers to report provide a written report on a pupil’s performance to the parents and to adult pupils each school year.

This includes the results of any statutory assessment carried out in accordance with the assessment arrangements specified by the Welsh Ministers in the Education (National Curriculum) (Assessment Arrangements for Reading and Numeracy) (Wales) Order 2013. This requirement will continue.

Parents will still receive reports from head teachers, including the information they need to understand the performance of their child. Parents will also be able to compare their child’s performance with published national information.

The report will no longer contain school comparative information (for teacher assessment and test outcomes) which compares a school’s performance with that of other schools within the local authority or across Wales.

The report must contain, at a minimum, the information detailed below

- Brief particulars of the pupil’s achievements and progress in relation to each area of learning, subject or activity drawing attention to any particular strengths and weaknesses
• The pupil’s skills and abilities and general progress at school during the period to which the information relates

• Where levels of achievement are included, a statement should be included indicating whether or not these levels have been determined in accordance with the statutory assessments

• Particulars of any subject from which the pupil is exempt

• Details of any qualification or part of a qualification obtained by the pupil during the period to which the information relates

• A summary of pupil attendance during the period to which the information relates, to include the number of authorised and unauthorised absences

• Details of arrangements whereby parents/guardians, or adult pupils, may discuss the report with teachers

• For pupils following Key Stage 4 study programmes the report should be accompanied by the most recent Summary of Secondary School Performance (SSSP)

We recommend that schools make every effort to make reports interesting, engaging, informative and accessible to parents and carers. Additional recommendations to make reports engaging and informative:

• ‘Brief particulars’ should take the form of a short commentary in the subject activity concerned. Strengths and particular achievements should be highlighted together with areas of weakness, targets for improvement and suggestions of how the learner may be encouraged to develop in a particular area

• Details of general progress could include an overview of behaviour, contribution to school life, special achievements, and general wellbeing

• Information relating to reasons for absence / lateness and a summary of any exclusion information relevant to the period could be included

• Arrangements to discuss the report could include details of parents meetings, Governors’ Annual Meeting and other key events in the school calendar

• Including the names of relevant teachers and information about different ways to engage with the school and teachers may help to increase engagement

• Draw attention to the importance of parental engagement and the contribution that parents can make to their children’s education and the life of the school

Specific requirements at each key stage remain unchanged. Please refer to link above for further detail.
These Regulations require every governing body of a maintained school to produce an annual report to parents, including the information they need to understand the performance of their child and this will continue. A summary report must be distributed to all parents and include the required information and details of how a parent can request a copy of the full report. Schools must make the report or summary report available to parents no less than two weeks before the date of the annual meeting where the report is considered.

- Governors’ Annual Reports will no longer include the school comparative reports (for teacher assessment and National Reading and Numeracy Tests)

The summary report must include the information detailed below as a minimum:

- Details of the arrangements for the next annual parents’ meeting to include time, place, purpose and agenda, and a report on any consideration made in relation to any resolutions passed at the previous annual meeting

- Information, where available, about arrangements for the next election of parent governors

- For Key Stage 4 only, the most recent summary of Secondary School Performance (SSSP)

- The most recent targets for improvement and for reducing absence agreed by the governing body and with the local authority

Full reports must also include:

- Details of term dates

- Financial statement

- Changes to the school prospectus information

- Statement on the use of Welsh Language

- Provision of toilet facilities and cleaning arrangements

- Extra-curricular activities

In addition to the minimum requirements, governors are encouraged to include additional material to help keep parents informed and to make the document as engaging as possible.

For further detail regarding specific requirements, please refer to link above.
The School Information (Wales) Regulations 2011


These Regulations require local authorities to publish general information in the composite prospectus in respect of all maintained schools in the authority. The prospectus must be made available to parents/guardians, schools, public libraries in the local authority, and on the local authority website.

These Regulations also require governing bodies of maintained schools to publish general information in a single document known as the school prospectus. The prospectus will still have general information about the school for parents/guardians, learners and all others with an interest. They will continue to show information about the school’s own performance, and comparative information will continue to be available at a national level.

The governing bodies’ prospectuses will no longer contain the school comparative reports (for teacher assessments and National Reading and Numeracy Tests).

The school prospectus must contain as a minimum, the required information detailed below:

- Name, address and telephone number of the school.
- Name of the head teacher
- Name of the current chair of governors
- The classification of the school as:
  - community, foundation, voluntary controlled, voluntary aided, community special or foundation special school, primary, middle or special school,
  - comprehensive, grammar or partially selective;
  - co-educational or single-sex school;
  - day, boarding or both
- The language of the school as shown in their PLASC category
- Any affiliation of the school with a particular religion or religious denomination
- Details of the admissions policy for pupils of different ages, including those above or below compulsory school age (not applicable for special schools) and special arrangements for the admission of, and to enable access for, disabled pupils
- Secondary schools (but not special schools) should also include details of the number of places for each relevant age group which were available at the start of the preceding year, the number of written applications or references, the number of appeals made and the number of them that were successful
- Details of any arrangements for parents to visit the school
• A statement on the ethos and values of the school

• Information about the curriculum, organisation of education and teaching methods. This should include details of any special arrangements made for particular groups of pupils including those with special educational needs

• A summary of the content and organisation of sex education

• Details of any careers education and any arrangements for work focused experiences for pupils

• A summary of the religious education provided at the school and details of how a parent/guardian, or sixth-form pupil, can exercise their right to choose not to participate in religious education and of any alternative provision made for such pupils

• A summary of the school policies and arrangements in relation to:
  o provision for children with special educational needs;
  o supporting and promoting the education achievement of looked after children;
  o charges for optional extras and details of the policies in relation to circumstances where these charges will be waived; and
  o equal opportunities policy

• Details of the member of staff designated as having responsibility for promoting the educational achievement of looked after children

• Information about any determination made in relation to the character of collective worship in the school

• A summary of the sporting aims of the schools and details of arrangements for pupils to participate in sport and extra-curricular sports activities

• Details of the term dates and session times for the school, for the year to which pupils are being invited to apply for admission

• The arrangements made to ensure the security of pupils, staff and the school premises

• A summary of the key features of the home-school agreement

• A brief statement about the use of Welsh language in the school, to ensure that parents/guardians and prospective parents can gain a full understanding of the linguistic character of the school. This should include:
  o use of Welsh as a language of instruction in different key stages, different subjects and if appropriate the availability of alternative instruction in English;
  o details about the use of Welsh as a usual language of communication at the school outside of formal instruction;
  o any restriction to the ability to choose the language of instruction;
• arrangements at the school for facilitating continuity for pupils instructed through the medium of Welsh whilst registered at the school or when transferring from primary to secondary school; and
• details of any exception from the National Curriculum in Welsh as long as inclusion of this information does not identify an individual pupil affected

• The most recent Summary of Secondary School Performance (SSSP) - for Key Stage 4 only

• Secondary schools should include details of the proportion of pupils aged 15 or 16 at the start of the previous academic year who
  o continued in full-time education, training or work based learning;
  o went on to employment;
  o are known to have neither continued in education or gained employment; or
  o whose destination is unknown

• Details of the most recent annual attendance and absence figures for the school

• A statement of how a complaint can be made

In addition to the required information, schools should make every effort to make the school prospectus interesting, engaging, informative and accessible to a wide audience.

Please refer to the link above for further detail regarding the statutory requirements.

The School Performance Information (Wales) Regulations 2011


These Regulations relate to the collection of information about the performance of schools. They impose duties on head teachers of maintained schools to make available information to governing bodies to enable governing bodies to comply with their obligations under these Regulations.

Governing bodies of maintained schools must provide local authorities with information about the foundation phase, the second key stage and the third key stage assessment results. The requirements set out in these Regulations have not changed.

• The local authority must provide the Welsh Ministers with information about the foundation phase, the second key stage and the third key stage assessment results for all registered pupils in the foundation phase, the second key stage and the third key stage at the schools maintained by the local authority.
• Governing bodies of maintained schools and proprietors of non-maintained special schools and independent schools with pupils aged 15, 16, 17 or 18 must provide the Welsh Ministers with specified information about their results.
• Governing bodies of maintained schools and the proprietors of independent and non-maintained special schools must provide the local authority with information about authorised and unauthorised absences and this has not changed.

In accordance with these Regulations, schools are required to share statutory assessment results with local authorities (the Regulations do not extend to regional consortia). However, the policy position remains that The National Reading and Numeracy Tests are for **formative** use only, so that teachers in all maintained schools have information on the reading and numeracy skills of their learners and a common understanding of strengths and areas for improvement in these skills. They are for use within schools and for reporting to parents and are not to be used for school performance or accountability purposes.

From 2018/19, online, personalised assessments are being phased in over three years, starting with Numeracy (Procedural). Over time, the personalised assessments will replace the current paper-based National Tests. As a result of this change, we are currently reviewing our policies and the legislation which underpin the reporting of test outcomes.

**The Government of Maintained Schools (Training Requirements for Governors) (Wales) Regulations 2013**


These Regulations require local authorities to ensure that school governors receive training on understanding and utilising school data, and set the content of that training. School governors are expected to undertake training on the areas contained which are specific to their schools. Local authorities and any other governor training providers must have regard to the content of Welsh Government guidance when producing their mandatory programmes on understanding school data. This training will not apply to any governor who, before coming into force of The Government of Maintained Schools (Training Requirements for Governors) (Wales) (Amendment) Regulations 2016, completed the school performance data training as set out in the 2014 document (Guidance document number 140/2014).

• The requirement to ensure school governors continue to receive the necessary training to use data to hold schools to account will continue

• Welsh Government guidance to school governors for understanding performance data has been amended so that it no longer includes references to teacher assessment and test data, in relation to ‘datapacks’ and the School Comparative Reports

The updated data training guidance is providing on the following link:


In accordance with mandatory content for maintained schools (other than special schools), Governors should understand:

• The difference between ‘Achievement’ and ‘Attainment’, achievement: how well pupils do, relative to their age and assessed ability Attainment: how well pupils do, measured
against a standardised test, (e.g. Level 4 in English at KS2 or at the end of National Curriculum year 6 or the ‘Capped 9’ points score at KS4)

- ‘Reliability’ and ‘Validity’, reliable information is that which can be trusted and valid information is logical and in the correct context

- Which groups of pupils are statistically at risk of under-achievement

Mandatory content for special schools:

Special Schools are required to record and analyse the extent to which pupils achieve their individual learning goals and governors should expect the school to provide an evaluation of this. According to the more specific needs of individuals, the school will also record the degree to which pupils:

- Develop mature and appropriate behaviour.
- Learn to use and apply communication devices and systems to overcome barriers to Learning
- Develop important life skills
- Develop Literacy and numeracy skills
- Attend school
- Access more inclusive and age-appropriate settings.
- Develop Independence
- Achieve accredited qualifications (suitable to their needs)
- The training programme for governors of special schools must cover the following areas:
  - Accredited qualifications where appropriate. There is a plethora of courses used across Special Schools in Wales. Examples include ASDAN (both primary and secondary), Edexcel (both primary and secondary), Entry Level GCSE, Level 1 City and Guilds, Level 1 B Tech

The Education (School Development Plans) (Wales) Regulations 2014


- These Regulations require governing bodies to draw up school development plans to exercise their responsibility for conducting a maintained school with a view to promoting high standards of educational achievement, and this will continue. The school development plan has effect over a three-year period. Governing bodies are required to revise the plan on an annual basis, and following an inspection by Estyn. Access to national level data will continue to be available and governing bodies will still have data from their own schools. This will ensure schools and governing bodies continue to have the means available for self-evaluation and planning.
The requirement for due regard to be paid to school comparative information (the School Comparative Report) has been removed. The guidance on school development plans has been amended accordingly:


The School Development Plan must include:

**Improvement strategies**

- The school improvement priorities for the current school year and priorities for the two school years immediately preceding the current school year
- The governing body must take account of the national priorities

**School improvement targets, expected outcomes and strategy**

- A brief statement setting out the school improvement targets and expected outcomes and the governing body’s strategy to meet those targets

**Professional (learning) strategy**

- Details of the governing body’s strategy for the current school year as to how it will further the professional (learning) of staff at the school in order to meet the school improvement targets

**Working with the community**

- Details of how the governing body will seek to meet the school improvement targets for the current school year by working with:—(a) pupils at the school and their families; and (b) people who live and work in the locality in which the school is situated

**School staff and school resources**

- Details of how the governing body will make best use of the current school staff and school resources (including its financial resources) to meet the school improvement targets for the current school year
- school staff and school resources (including financial resources) the governing body anticipates will be available to it to meet the school improvement targets for the next two school years immediately preceding the current school year

**Previous targets**

- A brief statement setting out the extent to which the school improvement targets for the previous school year were met and where they were not met fully, a brief explanation as to the reasons for that failure
The School Performance and Absence Targets (Wales) Regulations 2011


These Regulations require governing bodies to set (and to submit to their local authority) performance targets for learners and targets to reduce school absence. Schools will still be required to set performance targets, issue a school prospectus and complete their school development plan - All target setting requirements for all Key Stages will remain in place – in alignment with the self-improving schools policy.

- These amendments remove reference to comparative data as contained within teacher assessment ‘datapacks’ for Key Stage 2 and Key Stage 3
- A governing body will not have to have regard to “data sets” supplied by the Welsh Ministers in respect of Key Stage 2 and 3 only. Instead, a governing body will have to have regard to a range of data on pupil performance in teacher assessments, which will be available from a range of sources
- School governing bodies will no longer be required to publish pupil attainment data for Key Stages 2 and 3. This data will continue to be published for pupils in year 11
- Governing bodies are no longer required to set targets for achieving the core subject indicator (CSI) or for the number of pupils leaving without relevant qualifications, but are free to do so on a voluntary basis

The School Performance and Absence Targets (Wales) (Amendment) Regulations 2019


Following the introduction of new interim Key Stage 4 performance measures for 2019, amendments have been made to the School Performance and Absence targets (Wales) Regulations 2011. The revised regulations come into force on 1 September and only apply to target setting arrangements at Key Stage 4.

- From and including the 2019/20 school year specified targets will no longer be used by schools. Instead, school governing bodies will be required to set more non-specified targets
- The number of non-specified targets to be increased from 3 to 6
- The amending regulations mean that the requirement for governing bodies to set measure-specific targets has been removed
Local authorities are still required to approve targets but they should only be used to support self-evaluation and should not be aggregated up to a local authority measure of performance to hold schools to account.

These changes provide greater autonomy for schools to self-improve and develop genuine targets that contribute to raising learners’ achievements. Further details on the interim Key Stage 4 performance measures are contained within the following guidance:

https://gov.wales/interim-key-stage-4-school-performance-arrangements

The Education (Information About Individual Pupils) (Wales) Regulations 2007


The Education (Information About Individual Pupils) (Wales) (Amendment) Regulations 2011


These Regulations require maintained schools to provide information to local authorities about individual pupils as determined by Welsh Ministers. The regulations support the Pupil Level Annual School Census (PLASC), which is mandatory for all school sectors.

Recent Regulation amendments have not affected The Education (Information about Individual Pupils) (Wales) regulations and all requirements remain unchanged.

In addition to supporting PLASC, the Regulations also specify requirements in relation to the maintenance of curricular and educational records and the transfer of information through the Common Transfer System (CTS) when pupils change schools.

The CTS is a secure system used to transfer a pupil’s record electronically when they move from one school to another. The use of the CTS reduces the administrative burden of data collection and increases the accuracy and continuity of records. It also supports local authorities in meeting their obligations to identify and prevent pupils from going missing from education by facilitating the identification of records where pupils leave one school and do not appear to register at another.

The CTF must contain, as a minimum, the required information about the individual pupil(s) as detailed below:

- Unique Pupil Number (UPN)
- Including any temporary UPN and/or previous UPN
- Unique Learner Number (ULN) where available
- Surname
- First name(s)
- Date of Birth
- Gender
- Ethnicity and details of who provided the information about the pupil’s ethnic group
- National Identity (*ethnicity and national identity information is required for all learners over 5 years of age*)
- First language
- Level of fluency in the Welsh language
- Whether or not Welsh is spoken at home
- Details of who provided the information about the pupil’s fluency in Welsh and use of Welsh at home
- Free School Meal (FSM) eligibility
- Where a pupil is learning English as an additional language, details of the level of language acquisition
- Where a pupil has special educational needs (SEN)
- confirmation of the primary and any secondary identified need
- SEN provision type according to the Special Educational Needs Code of Practice for Wales
- An indicator of whether the pupil is looked after by a local authority and if so the name of the local authority
- The address where the pupil normally lives
- The surname of at least one contact person for the pupil and the details of their relationship to the pupil
- An indicator where medical information exists that may be relevant to the pupil’s new school
- Attendance information for the current or most recent academic year
- An attendance history should also be included where available
- The most recent teacher assessment information

Requirements relating to educational and curricular records:

The curricular record is a formal record of a pupil’s academic achievements, skills, abilities, and progress. It must be updated at least once a year. The educational record is a record of any information, including the curricular record, that relates to the pupil, other than information processed by and for the sole use of individual teachers.

The head teacher is required to:

- Transfer the entire educational record to the receiving school when a pupil is re-located to another learning organisation. This information may be transferred in electronic format, on paper, or a mix of formats.
- Within 15 days, provide a copy of a pupil’s educational record to the pupil’s parent on receipt of a written request. A charge may be made for provision of the copy not exceeding the cost of supply.
- Within 15 school days, provide a copy of the educational record (excluding Information regarding results of any assessment of the pupil’s achievements) to a school, FE college or other place of education or training that are considering the pupil for admission.

For further guidance on the transfer and retention of pupil records, please see the link below:
Research and official statistics

Research and evaluation

The Welsh Government will continue to collect individual learner level data to enable research and evaluation around particular policy interventions – for example, to understand the impact on learner outcomes on additional developmental programmes throughout the education system. Our ability to inform other policies, such as health and social services, also allows significant cross-topic research. This will ensure we continue to have an understanding and transparency around national performance trends and differences amongst groups of learners such as free school meals, special educational needs (SEN) and equality characteristics to inform policy direction.

Official statistics

The Welsh Government will continue to publish official statistics at a national level. Teacher assessment and test data for local authorities and other geographical units, such as Local Super Output Areas (LSOAs), will continue to be published. There will however, be no publication of school level outcome data.

Under the Code of Practice for Official Statistics, the Chief Statistician is solely responsible for the format, content and timing of official statistics. In order to refocus the use of teacher assessment data to support learning, the Chief Statistician of the Welsh Government proposes to cease the proactive publication of data for local authorities within the annual statistical release on national performance and associated Stats Wales tables.

Data will continue to be proactively published for statistical and other geographies e.g. LSOAs and assembly constituencies, where the purpose, use and focus of the data is not linked to school accountability. This includes data to support the production of the Welsh Index of Multiple Deprivation.

To meet user needs, data at geographical levels below Wales will continue to be available upon request.
## Key data collections and releases for 2019/20

**School Information & Improvement Branch changes to key data collections and data releases**

All dates for statistical bulletins below are provisional. Exact publication dates will be confirmed at: [https://gov.wales/statistics-and-research/upcoming](https://gov.wales/statistics-and-research/upcoming)

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<td>Throughout the autumn term, data provided by the WG should be used for school self-evaluation. This self-evaluation will also feed into setting targets to be agreed by the LA by the end of December.</td>
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<td>December</td>
<td>Release</td>
<td>Final SSSPs - available to schools and LAs.</td>
</tr>
<tr>
<td>29.</td>
<td>Mid December</td>
<td>Release</td>
<td>Categorisation – final secondary step 1 data available to consortia.</td>
</tr>
<tr>
<td>31.</td>
<td>December</td>
<td>Release</td>
<td>Final Value Added analyses for secondary schools - provided to schools and LAs for (KS2 to KS4) and (KS3 to KS4) value added.</td>
</tr>
<tr>
<td>33.</td>
<td>December</td>
<td>Release</td>
<td>KS4 benchmarking by indicator and subject.</td>
</tr>
<tr>
<td>34.</td>
<td>December</td>
<td>StatsWales</td>
<td>KS4 and A level data.</td>
</tr>
<tr>
<td>35.</td>
<td>December</td>
<td>Release</td>
<td>Statistical bulletin – Attainment by FSM/non-FSM.</td>
</tr>
<tr>
<td>36.</td>
<td>December</td>
<td>Release</td>
<td>Statistical bulletin – Attendance in primary schools</td>
</tr>
<tr>
<td>37.</td>
<td>December</td>
<td>Release</td>
<td>Benchmarking tables for primary school attendance.</td>
</tr>
<tr>
<td>38.</td>
<td>December</td>
<td>StatsWales</td>
<td>Primary school attendance.</td>
</tr>
<tr>
<td>39.</td>
<td>End of December</td>
<td>Action – target setting</td>
<td>All schools are required to set targets and submit these to their LA for agreement by the end of December. Since 2011, all schools are required to set at least three local targets that reflect priorities that have been identified through the self-evaluation process with consideration of the All Wales Core Data Sets (AWCDS) and other performance information. These targets should reflect national priorities</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>40.</td>
<td>14/01/2020</td>
<td>Collection - PLASC</td>
<td>PLASC census day.</td>
</tr>
<tr>
<td>42.</td>
<td>January</td>
<td>Release</td>
<td>Statistical bulletin – Attainment by pupil characteristics all key stages</td>
</tr>
<tr>
<td>43.</td>
<td>End January</td>
<td>Release - MLS</td>
<td>My Local School – update with FP, KS2, KS3 FSM/ non-FSM and attendance data and step 2 categorisation for primary and secondary.</td>
</tr>
<tr>
<td>44.</td>
<td>January</td>
<td>Release</td>
<td>Statistical bulletin – Achievement by pupil characteristics.</td>
</tr>
<tr>
<td>45.</td>
<td>06/03/2020</td>
<td>Collection - PLASC</td>
<td>Submission of PLASC data to be sent to the WG. Submission from schools to LAs is prior to this - LAs will advise their schools of their deadline.</td>
</tr>
<tr>
<td>46.</td>
<td>March</td>
<td>Release</td>
<td>Statistical bulletin – Absenteeism by pupil characteristics.</td>
</tr>
<tr>
<td>47.</td>
<td>13/05/2020</td>
<td>Collection - NDC</td>
<td>On-roll date for pupils who are to be included in the National Data Collection (NDC) return of teacher assessment data for the baseline assessment and the end of FP, KS2 &amp; KS3.</td>
</tr>
<tr>
<td>48.</td>
<td>13/05/2020</td>
<td>Collection - WNT</td>
<td>On-roll date for pupils who are to be included in the return of Welsh National Test (WNT) results for NC years 2-9. Test results for Numeracy – procedural not being collected (now on-line).</td>
</tr>
<tr>
<td>49.</td>
<td>05/06/2020</td>
<td>Collection - WNT</td>
<td>Submission of the WNT results excl. Numeracy – procedural or NC years 2-9 is due to be sent to the WG. Submission from schools to LAs is prior to this - LAs will advise their schools of their deadline.</td>
</tr>
<tr>
<td>50.</td>
<td>12/06/2020</td>
<td>Collection - NDC</td>
<td>Submission of NDC of teacher assessment data of pupil attainment for the baseline assessment and the end of FP, KS2 &amp; KS3 is due to be sent to the WG. Submission from schools to LAs is prior to this - LAs will advise their schools of their deadline.</td>
</tr>
<tr>
<td>51.</td>
<td>As available from mid May / June onwards</td>
<td>Release</td>
<td>The submission of the NDC generates a School Comparative Report (No 1) specific to each school. Each report contains the teacher assessment data for that year and the comparative LA data from the previous year. It does not contain benchmarking data.</td>
</tr>
<tr>
<td>52.</td>
<td>12/06/2020</td>
<td>Collection – secondary attendance</td>
<td>Submission of secondary school attendance data is due to be sent to WG. Submission from schools to LAs is prior to this - LAs will advise their schools of their deadline.</td>
</tr>
</tbody>
</table>