**Minutes of the WG Software Development Forum**

**22 February 2018**

**Room 4.27, Cathays Park, Cardiff**

**Present:**

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| Alan Morris (AM)  | Teacher Centre/ Ceredigion LA  | Luke Howells (LH) | Carmarthenshire LA/ Teacher Centre User Group  |
| Justin Denney (JD)  | Teacher Centre/ Ceredigion LA  | Cara Jones (CJ) | Carmarthenshire LA/ Teacher Centre User Group |
| Mike Jones (MJ)  | Swansea LA/ Capita One User Group | Jayne Holmes (JHo) | WG |
| Ceri Davies (CD) | Cardiff LA/Capita SIMS user group | Andy Milne (AMi) | WG |
| Ruth Vincent (RV) | Capita SIMS | Lindsay Lewis (LL) Items 1 & 2 only. | WG |
| Paul Walton (PW) | Capita SIMS | Alison Tang (AT) | WG |
| Yvonne Killick (YK) | Capita SIMS | Alice De’Abreu (AD) | WG |
| Jim Haywood (JH) | Capita SIMS | Chloë Harris (CH) | WG |
| John Ashworth (JA) | Capita SIMS | Gareth Thomas (GTh) | WG |
| Niranjan Yedamakanti (NY) | Capita One | Rachel Shepherd (RS) | WG |
| Jayne Thomas (JT) | Neath Port Talbot LA/ Capita SIMS User Group | Andrew Nicholas (AN) | WG |
| Chris Brannan (CB)  | Alps | Alison Sharp (AS) | WG |

1. **Introductions and apologies**

Apologies were received from Gav Elias (WG), Steve Hughes (WG) and Glyn Thomas (Cardiff LA/Capita One User Group)

1. **Minutes, actions and matters arising from the meeting on 7 November 2017**
	1. The minutes of the meeting held on 7 November 2017 were agreed as an accurate record.
	2. JHo went through the open actions and provided the following additional information:

**Action 312 (JHo)** – Discussions to take place with DfE around s2s. This still hasn’t been addressed and JH will follow up with DfE contact. CJ explained that the lost pupil database on s2s is not being used properly.

* 1. MJ commented about the password reset functionality of DEWi. If someone leaves the team there is no way for emails to reach team. It takes too long from initial request to password actually being reset. It was better when the LAs could reset their credentials.
	2. AM also said there could be data protection issues with this as a result, particularly with GDPR coming into place.

Action 294 (combined with 313) – Closed. JA has provided WG with this.

Action 322 – AD explained that links had been sent through from the curriculum policy team and will be distributed to SDF colleagues.

**Action 323 (AD)** – AD commented that the workshops will need some more thought with collections and the policy team to arrange this. SDF will be updated in due course.

Action 325 – JHo explained there was no update from the Welsh Government

* 1. Talk then went on to Free School Meals (FSM) and Universal Credit. MJ queried whether the delay in Universal Credit would affect FSM eligibility.

**Action 328 (AM)** – AM to speak to relevant WG contact to explain the link between FSM and Universal credit.

* 1. LL then explained that this action was referring to the Free Milk Scheme run by the Department of Health. AM queried in the previous SDF meeting in November about whether this needs to be different to the data collected in PLASC. JH explained that from PLASC this can be auto generated. No need to add to the collection.

**Action 327 (AD)** – AD explained that an update was provided by the policy team on the 30 hour pilot for free child care will be sent around after the meeting.

1. **School Workforce (SWAC)**
	1. GTh and RS joined the discussions around the SWAC data collection.
	2. GTh began by going through the actions from 7 November meeting. GTh explained that most actions were picked up in the draft specification.

**Action 314 (GTh)** – The WG specification to confirm if contracts are required. Start dates and end dates will be provided by local authorities.

**Action 315 (GTh)** – Differences between “post” and “role” to be clarified in the WG specification. The specification and guidance will define this once generated and can be progressed.

**Action 316 (GTh)** – Clarification of contracts to be provided in the WG specification, to include who holds the contract – the school or the local authority.

**Action 317 (GTh)** – The capture and possible ascription for ‘Ethnicity’ and ‘National Identity’ data to be included in WG guidance. GTh explained that this would be in line with the PLASC collection and in line with the harmonised standards for the collection of equality data. The definition and explanation would follow PLASC and will be built into the specification and guidance.

**Action 318 (GTh)** – The recording of multiple roles, potentially across multiple schools, phases and medium of delivery to be included in WG guidance. GTh stated this will be on an individual level, where each school will be responsible.

**Action 319 (GTh)** – Local authorities to be involved with WG in discussions about School Workforce data collection. Workshops have been arranged for w/c 26th February in Llandudno, Llandrindod and Cardiff.

* 1. GTh explained that the first collection is proposed for November 2019. The census will be implemented using an agile approach. The census data will be collected in November 2019 and the first retrospective data collection will be in November 2020 for the previous academic year (2019/2020). Schools can then ensure they are collecting the data.
	2. GTh then led discussions around the draft specification that was sent to SDF prior to meeting. He explained that it is consistent with PLASC. GTh also looked at DfE specification to show consistency and make it relevant to WG.
	3. JH asked whether there will be 2 sources of data pulled together, being the data from schools and the data that is held at the LA level.
	4. GTh said there will be a minimum data set, which could include elements such as National Insurance numbers. JH commented that there will always be someone who doesn’t provide theirs. Teacher Reference Number (TRN) can be used; however support staff will not have this.
	5. AM asked how it would work in other countries? For example, would a teacher working in Wrexham and Chester be registered in England or Wales or both? GTh explained that the Education Workforce Council (EWC) allocates a teacher a unique reference number on registration across England and Wales on which is automatically generated so this shouldn’t be a problem. An individual must have Qualified Teacher Status (QTS) to teach in Wales, whether they qualified in England or Wales. They then have to register with EWC who check they meet all the necessary criteria.
	6. PRUs use contingency templates and don’t work to timetables or to specific year groups. There also needs to be clear definitions between nursery and primary elements as some nursery classes are part of the primary classes.
	7. CD also explained that some primary schools have general infant classes with multiple year groups within them, e.g. not a year group but age ranges. Clear rules are important in these circumstances.
	8. JA asked whether DEWi can look at reports and do comparisons.

 **Action 329 (WG)** - Can DEWi look at reports and give comparisons?

* 1. JT asked whether new schools opening will have different start dates. GTh explained that SWAC won’t capture school start dates, only contract start dates.
	2. Discussions then led on to Post-16 and the new 2018 specification. MJ said that schools need some guidance ASAP on this.

**Action 330 (WG)** – WG to provide schools with guidance on the new Post-16 structure

* 1. Returning back to the SWAC collection, JH expressed concerns around middle schools and timetabling, in that timetables may exist for some years and not others. GTh stated that there would be clear guidance on who timetabling information should be provide (e.g. primary/secondary phase).
	2. JH also expressed concerns on what will be included on the census day. He asked whether people employed on that day will be collected. Also whether or not the collection will take into account people who have left within the last year? MJ provided another example, a long term supply teacher and a teacher on long term absence. Who do we include in the return? Both or one or the other?
	3. JH stated that there could be issues with schools changing their identity. AM explained there could be governance issues with federated schools and also religious schools’ identities.
	4. GTh explained that disability, ethnicity and national identity will be in line with PLASC, but could have the option of ‘prefer not to say’.

**Action 331 (GTh)** – SWAC team to work with the Equality team to define these terms appropriately.

* 1. LH explained that there could be some issues surrounding ‘medium of teaching’ e.g. there is a school that has History taught in English and 40% in Welsh due to teaching staff not being available to deliver in each language.
	2. RV stated that DfE are moving to capture whether individuals hold a Qualified Teacher Learning & Skills (QTLS) or Early Years Teacher Status (EYTS) in addition to capturing individuals with QTS and queried whether these were recognised in Wales and had any implications for SWAC.
	3. AM asked about different absence categories. JH asked whether SWAC will collect all absence categories. GTh explained that absences will need to be defined and will work with the policy team to change these.
	4. AT gave a brief summary about proposed online adaptive assessment solution is using Hwb as single sign in and there is a requirement to identify the head teacher from the list of users on Hwb
	5. AT queried if school MIS systems can already identify who the head teacher is or whether this will be new data item. AM confirmed that the teacher category should be used for this and is currently available in the MIS system. AM also mentioned that the recent Hwb specification did not contain this data item. AT agreed to speak with the Hwb team for further clarification.
	6. GTh confirmed that teacher category will be collected in the census which will identify head teachers. This field had been omitted from the current draft of the spec and will be added in revised versions.
	7. Guidance notes will be issued to ensure that the data is collected to ensure consistency as there is a dependency from online adaptive assessment to have this data.
	8. Capturing information relating to the curriculum can be problematic. GTh confirmed that the intention is that information on the curriculum taught will be taken directly from a school’s timetable system. A core set of subjects will be developed as a lookup.

 **Action 332 (Capita)** – Capita to send JHo list of subjects

* 1. AM made the point that the biggest problem with this collection will be the local authorities input not the schools, as schools already collect most of the data. GTh will be holding sessions with local authorities to help with these difficulties.
	2. RV suggested sending out a further draft specification for comment.
1. **PLASC and EOTAS**
	1. JHo introduced the v0.1 specifications for 2019 PLASC and 2019 EOTAS collections. Dates have been rolled forward and there are no other changes.
	2. MJ asked for a service children update.

**Action 336 (WG)** – WG to provide update on Service Children

1. **Attendance**
	1. JHo introduced the v0.1 specification for the 2019 Attendance collection. Dates have been rolled forward and again there are no other changes.
2. **Post 16**
	1. JHo stated that there were no major changes to the 2019 specification.
3. **Performance Reporting** (*agenda item changed due to timing*)
	1. AMi led discussions on this. He briefly mentioned the various issues surrounding performance including the suite of measures, early entry, the Capped 9 Points Score, the new curriculum and developing new qualifications in the future.
	2. AMi mentioned that there is a head teacher conference in March. JA asked whether SDF could have sight of the PowerPoint presentation that is to be used.

**Action 333 (AMi)** - WG to provide SDF with PowerPoint presentation from head teacher conference

* 1. PW – Capita need clarity for their summer development in terms of what is likely to change or not. AMi suggested that they retain existing performance measures until WG can provide further information.

**Action 340 (AMi)** – WG to provide further information on Performance Measures

1. **Additional Learning Needs and Education Tribunal (Wales) Act 2018 and Individual Development Plans (IDPs)**
	1. AN from the Additional Learning Needs (ALN) policy team joined to discuss ALN and Individual Development Plans (IDPs).
	2. AN provided a list of stages of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and IDPs. He explained that this is seven years in the making; the Bill has now received Royal Assent on 24 January 2018 and is now an Act. The team is now working on two pieces of work; the Regulations and the Codes of Practice. AN outlined the milestones from the paper he provided.
	3. JA asked whether IDPs will be electronic as schools will expect electronic IDPs.

**Action 337 (AN)** – Clarification whether IDPs will be electronic.

* 1. MJ asked who would be responsible for IDPs. Would this be schools or LAs? AN confirmed that broadly speaking the Governing Body of the school or FEI will be responsible for IDPs that would currently be dealt with as School Action or School Action Plus. For pupils with more profound needs, currently on statements, the likelihood is that the Local Authority will be responsible for the IDP.
	2. JH asked whether the IDPs will go with the pupil, if that pupil moves school for example? AN explained that it is vital that the information doesn’t become lost, and therefore that the information will need to transfer.
	3. JD asked whether the formal statementing process will continue to exist. AN confirmed that it would be discontinued. JD asked whether or not IDPs can be appealed and whether there are Regulations on this.

**Action 338 (AN)** – Can IDPs be appealed and are there regulations on this.

* 1. LH asked if and how IDPs will be collected and recorded. AN stated that more thought needs to go into the data collection process.

**Action 339 (AN) (SIIB)** – Data collection process to be worked on by various teams in WG.

1. **AOB**
	1. A number of points due to be raised under AOB have already been discussed.
	2. Capita explained that CBDS in England is being worked on to make it easier to access. JHo said that WG will look at this.

**Action 339 (JHo)** – WG to look at CBDS.

* 1. CJ queried whether the codes available for gender in PLASC were sufficient in light of the Equality Act. JH explained that this needs to be one of the earliest things that need identifying in relation to the SWAC collection.
	2. School URN was then discussed by the group. JA explained this has arisen because in the CTF 2018 specification the DfE have specified that the URN should be mandatory. If it is in the CTF specification then what is expected for schools in Wales? AD confirmed that it was proposed by DfE to be mandatory but is now optional after WG fed back to DfE that URNs are not used in Wales and couldn’t therefore be mandatory.
	3. AS joined the group to discuss the NDC collection. She explained that this year for the end of foundation phase assessment, the new outcome statements for Mathematical Development (MDT), Language, Literacy and Communication Skills: English (LCE) and Welsh (LCW) are applicable. These include the 3 additional outcome codes of Gold (G), Silver (S) and Bronze (Z), between ‘W’ and ‘Outcome 1’. The valid codes given in A\_COMP for the 2018 NDC collection didn’t include G, S, Z for these Areas of Learning. Pupils who are assessed at outcome G, S or Z for these Areas of Learning should have their statutory assessment recorded as such by the school, but that for the purposes of NDC a code W should be submitted in its place.
	4. The consensus from local authority representatives was that they would have wanted systems to be able to record and submit G, S and Z in NDC and that this issue could cause more work for schools. MJ and JA suggested that WG could collect G, S and Z from schools and change it to ‘W’ after collection.
	5. AS suggested that options could be explored for NDC 2019, but that it was too late to change systems for 2018. A small number of pupils are likely to fall into this code range. AS acknowledged that because A\_COMP was not explicit about G, S and Z being applicable for assessment this year, that some MIS may not be set up to record these codes.

 **Action 334 (PW)** - PW to find out whether the Capita system is able to record G, S, Z.

* 1. PW explained that if it couldn’t; whilst it was too late to change the system for 2018, schools could clone and adapt the input page to record G, S, Z temporarily on the system.
	2. MJ confirmed that schools using the Incerts system would be able to record G, S, Z but that moving assessments to their MIS would be a problem if it wasn’t able to accept these codes. MJ and JT said that they would be able to support their schools to submit code W where this situation occurs.
	3. LH asked that WG relook at the possibility of accepting G, S and Z in NDC from those MIS that can record these.

**Action 335 (AS)** - AS to consider the issues discussed before communicating submission requirements to schools and local authorities. AS to confirm agreed action for the NDC collection

* 1. The meeting came to an end and nothing was agreed on additional agenda items.
	2. JHo suggested that the frequency of the SDF meetings could become less frequent. Capita had requested more frequent meetings with less people to discuss specific issues and change requests.