



# Curriculum and Performance Measures

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# What's coming?

## Curriculum

- New A Levels.
- New AS Levels.
- New GCSEs.
- Vocational curriculum changes.

## Performance Measures

- First entry / discounts.
- Progress 8.
- Attainment 8.
- English / Maths.
- English Baccalaureate.



# Curriculum

# Why are GCSEs and A levels changing?

The new qualifications will:

1. provide a stronger foundation for further study and employment, keeping pace with the demands of universities and employers.
2. support students in developing the knowledge, skills and values they need for life in modern Britain.
3. match the standards of the best education systems in the world.



# GCSEs: the main changes

The new GCSEs will:

- make more demands of students, to help them achieve as much as students in countries with the best education systems.
- be taken by the same range of students who take GCSEs currently, across a range of abilities.
- be awarded in grades from 1 up to 9, with grade 9 being the highest grade.



# GCSEs: the main changes

- Where possible students will be assessed by exam, with other forms of assessment only for particular subject skills (e.g. in art and design or physical education).
- All exams will be at the end of a two year course of study.
- In *most* subjects, students will not be grouped in different ability *tiers* for the purposes of assessment – only maths, sciences and languages will have different papers for different groups of students.
- Although students can improve their grades through re-takes, only their first result will count in performance tables.



# GCSE reforms timetable

## **September 2015** (first exams 2017)

- New GCSEs - English language, English literature and mathematics.

## **September 2016** (first exams 2018)

- New GCSEs – history, science, geography, languages, art and design, citizenship, computer science, dance, drama, music, physical education, food preparation and nutrition, religious studies.

## **September 2017** (first exams 2019)

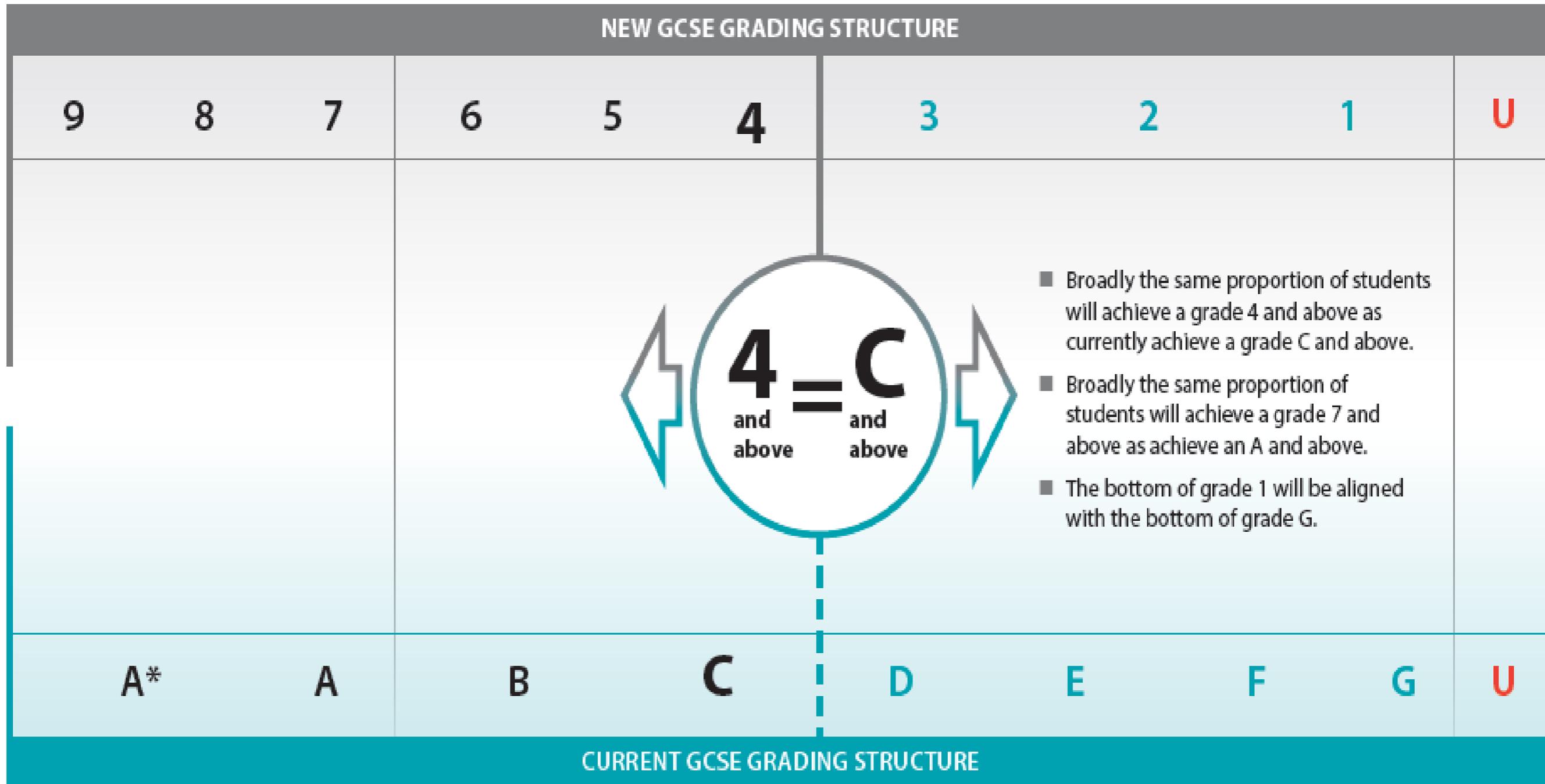
- New GCSEs – other subjects which Ofqual decide will be developed as reformed GCSEs.



# Why? The DFE small print

- A **single final exam** because “by removing the interruptions for modular exams during the course, teachers and students will be encouraged to **increase their focus on high quality teaching and successful learning, with more depth and breadth.**”
- **No tiered entry** where possible as “**tiers can limit students’ ambition**, because students can find themselves in the lower tier despite having the ability to achieve a higher standard.”
- “**Assessment** will be entirely by **exam** for most subjects. Where other forms of assessment are retained, it will be only where necessary for the assessment of key subject skills such as in art or PE.”
- **Removal of coursework / controlled assessment** because it “**does not** always **differentiate** well enough between students of different abilities; **does not** always **test the skills it aims to assess**; can **divert time from teaching and learning**; and can **narrow the focus** of what is taught during the course.”

# Grading the New GCSEs in 2017





# Performance Measures

# First Entry and Discounting

- **Discounting** ensures that, where a pupil has taken two or more qualifications with a significant overlap in content, the performance tables only give credit once for teaching a single course of study.
- Discounting codes have become **more stringent**.
- A student's **first entry** in a subject family is the one **reported in headline measures**.

# New Performance Measures

“designed to encourage schools to offer a broad and balanced curriculum at key stage 4, and reward schools for the teaching of all their pupils, measuring performance across 8 qualifications. Every increase in every grade a pupil achieves will attract additional points in the performance tables.”

# For 2015

Two choices:

1. Retain current performance measures
2. Opt-in to new performance measures

OfSTED will judge a school on whichever measure they choose, but not both.

# New Performance Measures for all from 2016

**Progress 8**

**Attainment 8**

**English & Maths  
combined reaching  
threshold**

**English  
Baccalaureate**

% of pupils who went on to sustained education, employment or training during the year after they finished their key stage 4 qualifications.

# English and Maths combined reaching threshold

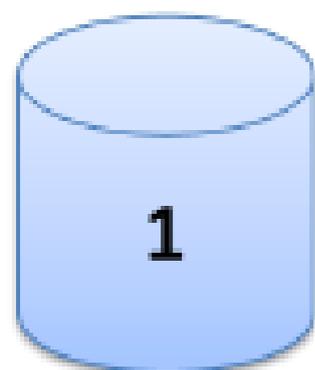
- Still a crucial measure
- Threshold currently means grade C and above.

- English
- Maths
- History or Geography
- Two Sciences
- Language

# Attainment and Progress 8

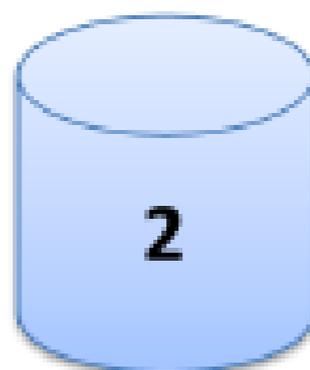
## 3 Buckets!

### Progress 8 measure



**English**

Double-weighted\*



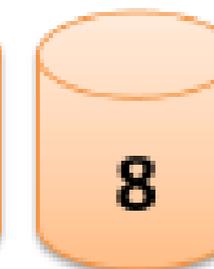
**Maths**

Double-weighted



**EBacc qualifications**

(sciences, computer science, geography,  
history and languages)



**'Open group'**

**Remaining EBacc qualifications and  
other approved qualifications**

(GCSEs and other approved academic, arts or vocational  
qualifications)

*\*Higher score of English Language or English Literature  
double-weighted if a student has taken both qualifications*

# Weightings

<b>English</b>	<b>20%</b>
<b>Maths</b>	<b>20%</b>
<b>Ebacc 1</b>	<b>10%</b>
<b>Ebacc 2</b>	<b>10%</b>
<b>Ebacc 3</b>	<b>10%</b>
<b>Other 1</b>	<b>10%</b>
<b>Other 2</b>	<b>10%</b>
<b>Other 3</b>	<b>10%</b>
<b>Total</b>	<b>100%</b>



# Bucket 1

## English and Maths



English and Maths are double-weighted.

The English grade is the highest from Language or Literature.

The lower English grade can go into Bucket 3.

# Bucket 2 Ebacc

**Any three from:**

- Science – not Further Additional Science.
- Humanities – Geography and History, not RE or Humanities.
- Languages – Latin anyone?
- Computer Science.

## Bucket 3 Other Qualifications

Any further three as long as they are on the approved list.

Includes a number of vocational qualifications.



# Level 3 Qualifications



These count in the appropriate bucket.

# Attainment 8

- Best 8 grades from the three buckets.
- Across all students, average this score out to a grade (+/-).
- Arguably the easiest to understand?  
Implications?

# Attainment 8 – Individual Score

Group	Subject	Result	Points
<i>English</i>	<i>Eng. Lang</i>	<i>C</i>	<i>10</i>
<i>Maths</i>	<i>Maths</i>	<i>C</i>	<i>10</i>
<i>Ebacc 1</i>	<i>French</i>	<i>C</i>	<i>5</i>
<i>Ebacc 2</i>	<i>Core Science</i>	<i>B</i>	<i>6</i>
<i>Ebacc 3</i>	<i>-</i>	<i>-</i>	<i>0</i>
<i>Open 1</i>	<i>Eng. Lit.</i>	<i>C</i>	<i>5</i>
<i>Open 2</i>	<i>PE</i>	<i>B</i>	<i>6</i>
<i>Open 3</i>	<i>BTEC Music</i>	<i>Pass (C)</i>	<i>5</i>
<b><i>Attainment 8 points total :</i></b>			<b><i>47</i></b>

Average points = (Attainment 8 points / 10) = 4.7

# Attainment 8 – School Score

<b>Student</b>	<b>Points</b>
<i>Evaldas</i>	<i>47</i>
<i>Beccy</i>	<i>35</i>
<i>Casper</i>	<i>21</i>
<i>Dominic</i>	<i>50</i>
<i>Elsa</i>	<i>33</i>
<i>Umar</i>	<i>65</i>
<i>Benni</i>	<i>60</i>
<i>Harry</i>	<i>38</i>
<b><i>Attainment 8 points total:</i></b>	<b><i>349</i></b>
<b><i>Divided by number of students:</i></b>	<b><i>8</i></b>
<b><i>School Attainment 8 score:</i></b>	<b><i>43.625</i></b>

# Attainment 8 – School Score

Attainment 8	Grade
$\geq 78.3$	A*
$\geq 75$ and $< 78.3$	A* <sup>-</sup>
$\geq 71.7$ and $< 75$	A <sup>+</sup>
$\geq 68.3$ and $< 71.7$	A
$\geq 65$ and $< 68.3$	A <sup>-</sup>
$\geq 61.7$ and $< 65$	B <sup>+</sup>
$\geq 58.3$ and $< 61.7$	B
$\geq 55$ and $< 58.3$	B <sup>-</sup>
$\geq 51.7$ and $< 55$	C <sup>+</sup>
$\geq 48.3$ and $< 51.7$	C
$\geq 45$ and $< 48.3$	C <sup>-</sup>
$\geq 41.7$ and $< 45$	D <sup>+</sup>
$\geq 38.3$ and $< 41.7$	D
$\geq 35$ and $< 38.3$	D <sup>-</sup>
$\geq 31.7$ and $< 35$	E <sup>+</sup>
$\geq 28.3$ and $< 31.7$	E
$\geq 25$ and $< 28.3$	E <sup>-</sup>
$\geq 21.7$ and $< 25$	F <sup>+</sup>
$\geq 18.3$ and $< 21.7$	F
$\geq 15$ and $< 18.3$	F <sup>-</sup>
$\geq 11.7$ and $< 15$	G <sup>+</sup>
$\geq 8.3$ and $< 11.7$	G
$\geq 5$ and $< 8.3$	G <sup>-</sup>
$\geq 0$ and $< 5$	U

# School Data

## Cohort information for pupils at the end of key stage 4

Number of pupils at the end of key stage 4	94
Number of pupils included in the measures	92
Percentage of pupils included in the Progress 8 measure	98%

## Progress 8

Progress 8 score	0.22
Progress 8 lower confidence interval	0.01
Progress 8 upper confidence interval	0.44

## Attainment 8

Attainment 8 score	4004.0
Average Attainment 8 score per pupil	42.6
Average Attainment 8 grade per subject	D+

## Disadvantaged pupils

Number of disadvantaged pupils in the Progress 8 measure	69
Average Attainment 8 score per disadvantaged pupil	40.35
Progress 8 measure for disadvantaged pupils	0.20
Progress 8 lower confidence interval for disadvantaged pupils	-0.05
Progress 8 upper confidence interval for disadvantaged pupils	0.45

# Progress 8

- Most crucial, fairest measure?
- May include different subjects to Attainment 8.
- Less likely to be understood and reported as more complex than Attainment 8?

# Progress 8

To get Progress 8 score,  
**compare Attainment 8 score with  
expected Attainment 8 score.**

The expected Attainment 8 score is  
worked out from a student's KS2 SATs.

# Expected Attainment 8

Table B.1 Provisional 2013 Attainment 8 estimates for each KS2 fine level

KS2 average fine level (English & Maths)	2013 Attainment 8 estimate	KS2 average fine level (English & Maths)	2013 Attainment 8 estimate	KS2 average fine level (English & Maths)	2013 Attainment 8 estimate
1.5 <sup>a</sup>	13	3.7	29	4.9	54
2.0 <sup>b</sup>	15	3.8	31	5.0	56
2.5 <sup>c</sup>	17	3.9	32	5.1	59
2.8 <sup>d</sup>	19	4.0	34	5.2	61
2.9	20	4.1	36	5.3	64
3.0	21	4.2	38	5.4	66
3.1	22	4.3	40	5.5	69
3.2	23	4.4	42	5.6	72
3.3	24	4.5	44	5.7	74
3.4	25	4.6	47	5.8 <sup>e</sup>	76
3.5	26	4.7	49		
3.6	28	4.8	51		

# Expected Attainment 8

**Table B.1 2014 Attainment 8 estimates for each KS2 fine level**

KS2 average fine level (English & Maths)	2014 Attainment 8 estimate	KS2 average fine level (English & Maths)	2014 Attainment 8 estimate	KS2 average fine level (English & Maths)	2014 Attainment 8 estimate
1.5 <sup>a</sup>	14.94	3.7	31.75	4.9	55.11
2.0 <sup>b</sup>	18.06	3.8	33.02	5.0	57.33
2.5 <sup>c</sup>	19.13	3.9	34.71	5.1	59.72
2.8 <sup>d</sup>	20.88	4.0	36.55	5.2	62.02
2.9	21.78	4.1	38.48	5.3	64.46
3.0	23.12	4.2	40.42	5.4	66.97
3.1	23.38	4.3	42.26	5.5	69.72
3.2	24.98	4.4	44.41	5.6	72.49
3.3	26.04	4.5	46.37	5.7	74.71
3.4	26.98	4.6	48.52	5.8 <sup>e</sup>	76.32
3.5	28.39	4.7	50.67		
3.6	29.95	4.8	52.84		

# Progress 8

Group	Subject	Result	Points
<i>English</i>	<i>Eng. Lang</i>	<i>C</i>	<i>10</i>
<i>Maths</i>	<i>Maths</i>	<i>C</i>	<i>10</i>
<i>Ebacc 1</i>	<i>French</i>	<i>C</i>	<i>5</i>
<i>Ebacc 2</i>	<i>Geography</i>	<i>C</i>	<i>5</i>
<i>Ebacc 3</i>	<i>-</i>	<i>-</i>	<i>0</i>
<i>Open 1</i>	<i>Eng. Lit.</i>	<i>C</i>	<i>5</i>
<i>Open 2</i>	<i>PE</i>	<i>C</i>	<i>5</i>
<i>Open 3</i>	<i>BTEC science</i>	<i>Pass (C)</i>	<i>5</i>
<b><i>Attainment 8 points total :</i></b>			<b><i>45</i></b>

**2013** Average points (4.5) - Expected points (3.4) = **+1.1**

**2014** Average points (4.5) - Expected points (3.7) = **+0.8**

# Progress 8

The expected **Progress 8** score **will change every year**. This is because **each pupil's results are compared** to other pupils with the same **prior attainment within the same cohort**.

In other words, **you will not know your definitive Progress 8 score until students have left** and national data is produced.

**By 2019, this should be resolved** and you'll know the estimated grades students need to achieve in advance...

# Floor Standard

- Below the floor standard if Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero.
- Schools in which pupils make one grade more progress than the national average will be exempt from routine inspections by Ofsted in the next academic year.

# In summary

- Exams are getting harder.
- Some schools will benefit from the new measures, others will suffer.
- Will employers and the public's judgement of performance data be the same as schools'?
- Beware discounting codes and first entry rules.
- Be nice to your curriculum leaders!