

What are the changes to Key Stage 1?

Appendix 1

The new national curriculum came into force for all maintained schools from September 2014. Those pupils at the end of Key Stage 1 (KS1) in May 2016 were the first to be assessed by a new set of tests against this curriculum.

Pupils across England took the new tests in reading, mathematics and Grammar, Punctuation and Spelling (GPS) in May 2016. The results of these tests were shared by DfE with schools only.

Schools then based their Teacher Assessments (TAs) of each pupil's achievement in each of reading; writing; mathematics; reading, writing & mathematics (RWM combined) and science. The TAs were then submitted by schools to the DfE.

Broadly, pupils can be assessed as: working towards the expected standard, working at the expected standard, or working at greater depth within the expected standard.

KS1 results for local authorities and England averages are published by the DfE alongside the Year 1 and Year 2 Phonics at the end of September 2016. These results will not be included in the Primary Performance Tables, due to be published December 2016.

What are the changes to Key Stage 2?

In December 2016 the Department for Education (DfE) will publish new measures of Key Stage 2 (KS2) performance for all state-funded primary schools with a KS2 cohort, reflecting previously announced policy reforms to assessment and accountability.

The new national curriculum came into force for all maintained schools from September 2014. Those pupils at the end of KS2 in May 2016 were the first to be assessed by a new set of tests against this curriculum. Outcomes will be reported using Scaled scores, rather than the levels used in previous years. New headline attainment and progress performance measures, and a new KS2 Floor Standard have been introduced in 2016.

Pupils across England took the new tests in reading, mathematics and Grammar, Punctuation and Spelling (GPS) in May 2016. Teacher Assessments (TAs) were also submitted by schools to the DfE about each pupil's achievement in each of writing, science, reading and mathematics.

Broadly, pupils can be assessed as: working towards the expected standard, working at the expected standard on any given subject (assessed by a test or TA), or be 'higher attaining' (higher standard or working at greater depth, depending on the subject and assessment type).

Primary Performance Tables

The headline measures, which will appear in the performance tables in December 2016, will include attainment and progress measures. The published measure will be:

- The percentage of pupils achieving the 'expected standard' in reading, writing and mathematics (RWM) combined at the end of KS2.
- The pupils' average scaled score in each of these subjects: reading, GPS and mathematics at the end of key stage 2.
- The percentage of pupils who achieve at a higher standard in English reading, English writing and mathematics.
- The pupils' average progress in each of:
 - reading;
 - writing; and
 - mathematics.

The percentage of pupils achieving the expected standard is a combined measure across the three subjects. To be counted towards the measure, a pupil must have a scaled score of 100 or more in reading and a scaled score of 100 or more in mathematics; and have been teacher assessed in writing as 'working at the expected standard' or 'working at a greater depth in the expected standard'.

The percentage of pupils achieving at a higher standard is also a combined measure across the three subjects. To be counted towards the measure, a pupil must have a 'high scaled score' of 110 or more in reading and mathematics; and have been teacher assessed in writing as 'working at a greater depth within the expected standard'.

Progress measures

New progress measures have been introduced for each of reading, writing and mathematics. These compare the KS2 achievements of each pupil to that of all others who had similar results to them at the end of Key Stage 1 (KS1). Although there won't be a progress 'target' for individual children, a school's scores will show whether, on average, their pupils have made more or less progress between KS1 and KS2 than other pupils nationally with similar starting points.

What are the changes to Key Stage 4?

The Department for Education has made changes to the 2016 performance tables to reflect the reforms to the secondary schools accountability system. The previous headline measure of 5 A*-C including English and maths has been replaced with two new headline measures; Attainment 8 and Progress 8. The floor standard, used to identify schools that are failing to meet minimum performance expectations, will use the Progress 8 measure.

The published headline measures will be:

1. Progress 8
2. Attainment 8
3. The percentage of pupils achieving A*-C in English and Maths (Basics)
4. The percentage of pupils achieving the English Baccalaureate (EBacc)
5. The percentage of pupils entering the English Baccalaureate
6. The percentage of students staying in education or employment after key stage 4 (destinations)

Attainment 8 measures the achievement of a pupil across 8 qualifications, including English and mathematics (both double weighted), three qualifications that count in the EBacc measure and three further GCSE or approved non-GCSE qualifications. Attainment 8 can also be used to provide an average grade per pupil.

Progress 8 captures the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure which means that pupils' results are compared to the results of other pupils with the same prior attainment. The greater the Progress 8 score, the progress made by the pupil compared to the average of pupils with similar prior attainment. Progress 8 is a score between 1 and -1. A score below zero indicates less than average progress been made.

To achieve the English Baccalaureate (EBacc), pupils should achieve good passes in the EBacc subjects of English, mathematics, science, history or geography, and a language.

Alongside the changes to the accountability system, the government has reformed GCSEs. New GCSEs in English and maths have been taught since September 2015 with the first examinations taking place in Summer 2017. New GCSEs in other subjects will be phased in over the next three years. The reforms sees the introduction of a new grading system replacing the current A* to G with grades 9 to 1. Points will be allocated to the new GCSEs on a 9 to 1 point scale corresponding to the new grades.

In anticipation of the new grades, the 2016 points for unreformed GCSEs have changed to a 1 to 8 scale.

What are the changes to Key Stage 5?

The reforms to the 16-18 school and college accountability system sees the previous headline measures replaced with a set of five new headline measures:

- Progress
- Attainment
- Progress in English and maths (for students without a good GCSE pass in these subjects)
- Retention
- Destinations

Results will be published for four separate cohorts of students: A level, Academic, Applied General and Technical Levels and will now be allocated to institutions on an annual basis to bring the performance tables more in line with 16-19 funding. Following the Wolf Review, technical and applied qualifications will be restricted to a list of approved qualifications that count towards the performance measures.

Progress will become the main focus at KS5. The measure will be a value added progress measure for academic and applied general qualifications and a combined completion and attainment measure for tech level qualifications. The attainment measure will show the average point score per entry also expressed as a grade for each of the cohorts.

For the A level cohort, the tables will continue to report on students achieving grades AAB or higher in at least two facilitating subjects. 2016 will also see the introduction of a new Technical Baccalaureate (TechBacc) measure. It will recognise the achievement of students taking level 3 programmes which include an approved Tech Level, a level 3 maths qualification and extended project qualifications.