

Appendix 2

2016 results – the impact of reforms to examinations and changes to reporting of performance measures

3.4.6 In 2014, two major reforms were introduced that have had an impact on future GCSE and equivalent results. These should be taken into consideration when looking at the results for 2014 and 2016 alongside previous years. The DfE's notes that accompanied the Statistical First Release (SFR) analysing national data explain the two reforms thus:

A – Reform of vocational qualifications

GCSE performance table measures from 2014:

- 1) Only include qualifications in performance measures which meet the new quality criteria. This has led to the removal of around 3,000 unique qualifications from the performance measures
- 2) Adjust the associated point scores for non-GCSEs so that no qualification will count as larger than one GCSE in size. For example, where a BTEC may have previously counted a four GCSEs it will now be reduced to the equivalent of a single GCSE in its contribution to performance measures.
- 3) Restrict the number of non-GCSE qualifications that count in performance measures at two per pupil.

B – Introduction of early entry policy

In the past, school performance measures have been calculated using the best result that a pupil achieved in a subject, regardless of the number of times they may have been entered for it.

In September 2013, to address the significant increase in early entries, the department announced that only the first result a pupil achieved would count in performance measures from 2014. This rule came into effect immediately with regard to English Baccalaureate subjects **and expanded** to apply to all subjects in 2015.

3.4.7 The key measure in the future will be **Progress 8 and Attainment 8**.

3.4.8 Progress 8 aims to capture 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 actual achievements of other pupils with the same prior attainment.

3.4.9 The new performance measures are 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.

- 3.4.10 Progress 8 will be calculated for individual pupils solely in order to calculate a school's Progress 8 score, and there will be no need for schools to share individual Progress 8 scores with their pupils. Schools should continue to focus on which qualifications are most suitable for individual pupils, as the grades pupils achieve will help them reach their goals for the next stage of their education or training.
- 3.4.11 Attainment 8 will measure the average grade of a pupil across 8 subjects including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including Ebacc subjects) or any other non-GCSE qualifications on the DfE approved list.
- 3.4.12 A Progress 8 score will be calculated for each pupil by comparing their average grade (their Attainment 8 score) with the average grade of all pupils nationally who had a similar starting point, or 'prior attainment', calculated using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.
- 3.4.13 A school's Progress 8 score will be calculated as the average of its pupils' Progress 8 scores. It will give an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.
- 3.4.14 The Local Authority Progress 8 training for Governors in February was well attended with most schools sending a delegate.