

OVERVIEW & SCRUTINY COMMITTEE

Tuesday, 30 September 2014 at 7.15 p.m., Room C1, 1st Floor, Town
Hall, Mulberry Place, 5 Clove Crescent, London, E14 2BG

SUPPLEMENTAL AGENDA 1

This meeting is open to the public to attend.

Members:

Chair: Councillor Joshua Peck

Vice Chair:

Councillor John Pierce	(Scrutiny Lead for Communities, Localities and Culture)
Councillor Mahbub Alam	
Councillor Asma Begum	(Scrutiny Lead for Adult Health and Wellbeing)
Councillor Peter Golds	(Scrutiny Lead for Law Probity and Governance)
Councillor Denise Jones	(Scrutiny Lead for Children's Services)
Councillor Abjol Miah	(Scrutiny Lead for Resources)
Councillor Md. Maium Miah	
Councillor Dave Chesterton	(Scrutiny Lead for Development and Renewal)

Co-opted Members:

1 Vacancy	(Parent Governor Representative)
Nozrul Mustafa	(Parent Governor Representative)
Rev James Olanipekun	(Parent Governor Representative)
Dr Phillip Rice	(Church of England Representative)
1 Vacancy	(Roman Catholic Representative)

Deputies:

Councillor Khaled Uddin Ahmed, Councillor Craig Aston, Councillor Julia Dockerill, Councillor Sirajul Islam, Councillor Rachael Saunders, Councillor Andrew Wood, Councillor Suluk Ahmed, Councillor Mohammed Mufti Miah and Councillor Muhammad Ansar Mustaqim

[The quorum for this body is 3 voting Members]

Contact for further enquiries:

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agenda:



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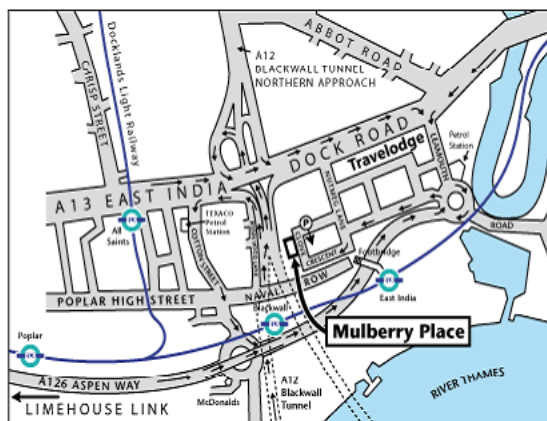
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7 .1 Readiness for new school curriculum - (the implications of the new school curriculum in Tower Hamlets) - (Pages 1 - 40)

To consider and comment on the information provided in the report.

Next Meeting of the Overview and Scrutiny Committee

Tuesday, 4 November 2014 to be held in Room C1, 1st Floor, Town Hall, Mulberry Place, 5 Clove Crescent, London, E14 2BG

Agenda Item 7.1

Committee: Overview and Scrutiny	Date: 30 th Sept 2014	Classification: Unrestricted or Exempt (To be completed by author)	Report No:
Report of: Corporate Director ESCW Originating officer(s) Di Warne Head of Secondary Learning and Achievement		Title: Curriculum Reforms Wards Affected: All	

1. SUMMARY

- 1.1 This report informs Overview and scrutiny about the radical changes which are being implemented by the current government to “reform” the education curriculum, especially at Key Stage 4 and post-16.

2. RECOMMENDATIONS

The Overview and Scrutiny Committee is recommended to consider and comment on:-

- 2.1 The actions being taken through the Learning and Achievement services in the Local Authority to ensure the schools in all phases are aware of, understand and are prepared for the changes to the national curriculum and examinations regimes over the next five years.
- 2.2 The need to encourage parents and carers to engage with the changes and find out from schools their curriculum offer and how they, as parents/carers, can support their children.

3. BACKGROUND

- 3.1 The government agenda for education has been expressed as a drive to :
- raise standards, currently perceived as too low in relation to international comparisons;
 - provide better preparation for: University; apprenticeships; further training and; employment;
- 3.2 Education is being created as a market with competing forces from maintained,

free schools and academies. Only maintained schools are required to teach a national curriculum. Schools are expected to develop their curriculum offer without the support of nationally agreed centrally provided training so that there is choice and variety from the open market.

- 3.3 In addition statutory testing and assessment at year 9, end of Key Stage 3, has been abolished.
- 3.4 As the curriculum changes so do the examination specifications and the marking schemes.
- 3.5 As the examinations change so do the reporting measures and consequently the information in the league tables. (See Appendix B)
- 3.6 The timetable for reform has been set out but initial changes have been implemented already. (See Appendices C & F) For example, Primary schools have already been teaching to new revised programmes and study from 2013; speaking and listening is no longer a component of the English examinations; coursework has been reduced and is now delivered through controlled assessments; the grade boundaries have been raised; BTecs (vocational subjects often equivalent to two or more GCSE grades A* -C) no longer count or are reduced to the equivalent of one GCSE, in the performance tables at GCSE.
- 3.7 Other elements are also changing such as the introduction of a Technical Baccalaureate measure; timing of the offer of information advice and guidance; development of apprenticeships and internships; and the way funding is allocated post 16. (See appendix D)
- 3.8 The Key Stage 3 curriculum offer years 7-9 remains substantially the same including the requirement to teach religious education and sex education.
- 3.9 Statutory assessment at Key Stage three has already been abolished.
- 3.10 At Key Stage 4 the main changes take place encouraging schools to offer students a suite of at least 8 subjects.
- 3.11 The relationship between the examination reporting system and the curriculum is inextricably linked. The eight subjects will be reported as “attainment and progress eight”, most likely replacing the current common measure %5+A*-C with English and Mathematics. The outcome measure will be an aggregation of attainment 8 expressed as an Average Points Score (APS),per student, similar to post 16.
- 3.12 The individual examination marking system is also changing so that A-E grades will disappear and be replaced by a numbering system 1-9, with 9 as the best grade.

4. BODY OF REPORT

- 4.1. Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary aided and voluntary controlled schools, must follow the national curriculum. It is organised on the basis of four key stages and twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects.
- 4.2. The national curriculum for England is to be taught in all maintained primary schools from September 2014.
- 4.3. However, the National Curriculum only forms a part of a school education. A whole education comprises: provision for personal, social, health and economic education; the national curriculum; any other subjects or topics; a daily collective act of worship and religious education.
- 4.4. From September 2012, all schools must publish their school curriculum by subject and academic year online.
- 4.5. All schools are required to provide details about how additional information relating to the curriculum may be obtained:
<http://www.legislation.gov.uk/uksi/2012/1124/made>
- 4.6. Academies are also required to offer a broad and balanced curriculum in accordance with Section 1 of the 2010 Academies Act:
<http://www.legislation.gov.uk/ukpga/2010/32/section/1>
- 4.7. Academies do not have to follow the National Curriculum, but children will still be assessed using the new statutory end of Key Stage assessments.
- 4.8. The government carried comparisons with other national measures as follows:
English : New South Wales, Alberta, New Zealand, Singapore, Massachusetts;
Mathematics : Finland, Flemish Belgium, Hong Kong, Singapore, Massachusetts;
Science: Victoria, Alberta, Hong Kong, Singapore, Massachusetts.
- 4.9. The national curriculum comprises Core Subjects : English, mathematics and science, and Foundation subjects : History, Computing, Physical Education, Languages (from KS2), Design and Technology, Art & Design, Geography, music.

At Key Stage 1 and 2

- 4.10. New statutory programmes of study will be introduced for all subjects from 2014 with the addition of foreign languages at Key Stage 2.

- 4.11 ICT will be renamed computing and the course content will change significantly.
- 4.12. The curriculum contains the programmes of study and attainment targets for all subjects.
- 4.13. In the 2013-14 to 2014-15 academic year, pupils in years 2 and 6 should be taught the current programmes of study in English, mathematics and science. These pupils will sit the current key stage 1 and 2 tests respectively. New tests will be available from 2016.
- 4.14. The timetable for implementation of the National Curriculum at Key Stages 1&2 spans 2013-16 (See appendix F).
- 4.15. Primary schools will begin the National Curriculum from September 2014. Year 2 and 6 are exempt until September 2015.
- 4.16. Academies do not have to follow the National Curriculum, but children will still be assessed using the new statutory end of Key Stage assessments.
- 4.17. The introduction of the National Curriculum does not mean that schools need to completely re-write their curriculum. However, there are some differences in some subjects which will need to be taken into account, for example what is taught in English, mathematics, science and ICT. (See appendix G)
- 4.18. There are changes to assessments. National Curriculum levels have been removed and not replaced
- 4.19. Schools determine their own approach to formative assessment and progress tracking.
- 4.20. The end of KS2 SATS will be more demanding with an expectation that 85% pupils achieve and are considered "*secondary ready*." 85% will be a floor standard.
- 4.21. The establishment of a baseline to measure progress maybe from YR or from KS1 is dependent on the outcome of consultation

At Key stage 3

4.22. The national curriculum comprises:

- English
- mathematics
- science

- history
- geography
- modern foreign languages (MFL)
- design and technology
- art and design
- music
- physical education
- citizenship
- information and communication technology (ICT)

- 4.23. Schools can develop their own ICT curricula or follow the programmes of study.
- 4.24. They must also provide religious education (RE) and sex education from key stage 3 but parents can ask for their children to be taken out of the whole lesson or part of it.
- 4.25 The tendency is for schools to offer French and Spanish MFL and with heritage languages taught outside of statutory curriculum time. This is because the currency of some heritage languages is not as strong as that of European languages.
- 4.26 The proportion of time spent on each subject is within the remit of the school, in relation to DFE guidelines. Most schools will give substantially more time to core subjects English, mathematics and science. All schools in Tower Hamlets set students for English and mathematics and often for science .

At Key Stage 4:

- 4.27 Most pupils work towards national qualifications - usually GCSEs. The compulsory national curriculum subjects are the ‘core’ and ‘foundation’ subjects.

Core subjects are:

- English
- mathematics
- science

Foundation subjects are:

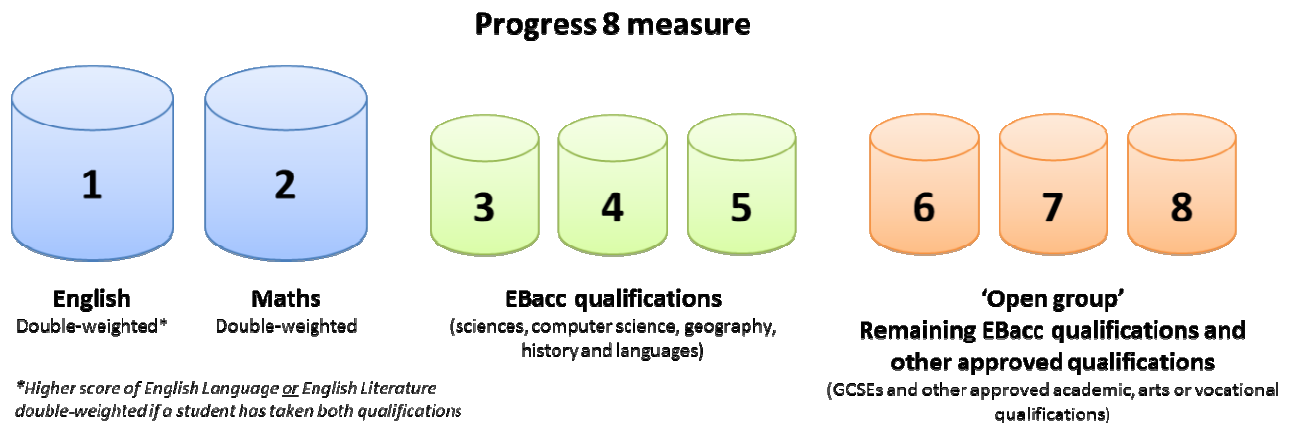
- information and communication technology (ICT)
- physical education
- citizenship

Schools must also offer at least 1 subject from each of these areas:

- arts
- design and technology
- humanities
- modern foreign languages

4.28. They must also provide religious education (RE) and sex education at key stage 4. Pupils don't have to take exams in religious studies but schools must provide at least 1 course where pupils can get a recognised RE qualification at key stage 4 and above.

4.29. The progress 8 measure is the driving force in shaping the new curriculum. (See appendix Ei)



4.30 The content of subjects is changing. New specifications have and are being written for subjects which are now tightly focused on factual learning rather than development of skills. (See appendices A and E for examples) .There is also an emphasis on “Britishness” within the content. As a consequence examinations are also changing, becoming more “challenging, more ambitious and more rigorous”; ensuring GCSEs are universal qualifications with more detailed subject content; reducing variability in the system.

Summary :

Exam reform in England*

	Current GCSE	New GCSE
* WALES AND NORTHERN IRELAND ARE KEEPING GCSEs, BUT WILL NOT ADOPT THE CHANGES OUTLINED ABOVE. SCOTLAND HAS ITS OWN SYSTEM.		
Style	Modular courses with coursework plus exams. Exams taken throughout the course as modules are completed. However, from Sep 2012, coursework and modules were reduced or reformed	Modular courses scrapped, new course content, reduced coursework but GCSE brand retained. Controlled assessments scrapped. Most exams taken after two years rather than at the end of modules. More demanding essay-style questions
Exam board	Multiple exam boards	Multiple exam boards
Timeframe	Two year course period; exams can be taken at the end of each module	Exams taken at the end of two year period, with first exams in summer 2017
Subjects	The existing form of GCSE will continue for subjects outside the core group of new GCSEs	Reforms will be applied to core subjects - English, maths, sciences, history and geography - with others to follow.
Grading	A* - G	Numbers 9 (top) to 1 (bottom). Pass mark to be pushed higher
Accountability	Schools judged by pupils achieving five A*-C passes including English and maths	Still under consultation, but under proposals could be based on the number of pupils in a school reaching an attainment threshold in English and maths. Average point score would be based on a range of eight GCSEs

- 4.31 Initially changes are being introduced for the nine core GCSE subjects – English language and literature, mathematics, physics, chemistry, biology, combined science, history and geography. Courses will start in September 2015, with exams sat in the summer 2017. Other subjects, such as languages, will be introduced from autumn 2016. (see appendices A and F)
- 4.32. Modular courses will be dropped; full exams will be taken in the summer at the end of two years of study (excluding November resits in English language and mathematics).
- 4.33. Controlled assessments (coursework done under exam conditions) are abolished.

- 4.34 Grades will be numerical (9-1) rather than the current letter grades A*-G. Recent announcements from OFQUAL indicate that the new Grade 5 would be positioned to cover the top third of marks for a current Grade C and the bottom third of marks for a Grade B. This would mean Grade 5 is set at about half or two-thirds of a grade higher than the current Grade C - which is the standard currently used for school league table measures.
- 4.35 The pass mark is to be pushed higher.
- 4.36 Exams will be based on a more stretching, essay-based system.
- 4.37 Exams will only be taken in the summer, apart from English language and mathematics, where there will also be exams in November for students who were at least 16 on the preceding 31st August. Ofqual is considering whether November exams should be available in other subjects for students of this age. See [Ofqual website](#).

At Key Stage 5 A levels and vocational qualifications

- 4.38. There are significant changes planned in the content, pedagogy and currency of A-level examinations
- 4.39. The value of vocational subjects has been called into question through the Wolf report.
- 4.40. There is to be a much reduced suite of subjects which now count in performance measures and which will be valued by Universities for entrance requirements.
- 4.41 New specifications are being written for subjects on a rolling programme at A-level (see appendix C).
- 4.42. Specifications for the first round of reformed A level in school – Autumn Term 2014 -English Language, English Literature, English Language and Literature, Biology, Chemistry, Physics, History, Psychology, Sociology, Art and Design, Business Studies, Economics and Computing
- 4.43. First round of teaching begins September 2015
- 4.44. It will not be possible to simply transfer content from the current A-level to the new, as they will have different specifications e.g. History will have a 200 year span, Music will cover “western music” 1700-1900.

- 4.45. AS, taken in year 12 is being decoupled from A-level to become a stand -alone qualification.
- 4.46. Debates are ensuing on teaching of AS alongside A- level or building from AS to A-level; the advice is to keep them separate.
- 4.47. There is a debate about the number of A-levels to be taken from year 12 (3 or 4)
- 4.48. If a student studies three subjects in year 12 the suggestion is to make up the guided learning hours (GLHs) with extended project – much favoured by universities.
- 4.49. Schools also looking at Employability skills programmes, which are sorely needed but few are accredited.
- 4.50. Ofqual consulting on less favoured subjects such as applied business & film studies to see if they will be kept as examination courses.
- 4.51. Examinations will be linear, tested at the end of two years.
- 4.52. Exam content reflects the approach at GCSE in that the emphasis is on applying factual knowledge using higher order thinking skills and considering “Britishness” where appropriate to the subject e.g. History, Literature
- 4.53. There will be a strong emphasis on essay writing with marks for Spelling Punctuation and Grammar.
- 4.54. Writing for purpose will be key; academic English a necessity.
- 4.55. For vocational subjects there is a greatly reduced suite of accepted BTecs and other subjects to align with A-levels
- 4.56. The option of students selecting a mix of A.level and BTecs is becoming less likely.
- 4.57. DfE has published the Applied General and Technical Level 3 approved qualifications list.
- 4.58. From 2013 - 2016 level 3 vocational qualifications will have an ‘interim’ status while awarding bodies work towards new criteria
- 4.59. From Sept 2014 –the first teaching of interim L3 vocational qualifications begins.

4.60. From September 2015 there will be new approved L2 qualifications

Reporting

4.61. The Technical Baccalaureate will be a performance measure for level 3 courses taken by 16-19 year olds. It will have three elements:

1. A high quality level 3 vocational qualification
2. A level 3 core maths qualification, such as an AS in maths
3. The extended project

4.62. From September 2015 the smaller 'Core Maths' qualification will be available that will count towards the Tech Bacc.

4.63. Reporting overall post-16 will be confusing as examinations move through on a rolling programme of implementation. Comparison with previous years will be very difficult as examinations will have changed so much and will not be reflecting like with like.

4.64. The assumption is that the main measures will be based on APS per student/ per subject but this could change.

Apprenticeships:

4.65. Apprenticeships are often regarded as a second best to a degree course. However, for some young people they are ideal entry points into employment.

4.66 There are increasing numbers of Apprenticeships at all levels across all sectors and schools are beginning to consider apprenticeships as a viable and worthwhile alternative route both for higher attaining students and those with basic GCSEs and A-levels.

4.67. Existing apprenticeship frameworks are being replaced by employer designed Apprenticeship Standards.

4.68. All apprenticeships will be for a minimum 12 month period with higher expectations for English and Maths within them.

4.69. All apprenticeships will work towards standards rather than frameworks.

5 Main issues

5.1 The changes to the curriculum in all Key Stages has implications for meeting the priorities in the Strategic and Community plans- namely continuing to raise attainment and increase the rates of employment.

- 5.2 Foremost the changes are far- reaching for schools at every level.
- 5.3 The curriculum offer at both Key Stage 3 and Key Stage 4 has the potential to be exclusively driven by examination demands and reporting structures.
- 5.4 Key stakeholders will need to consider: evaluating and defining the core purpose of the school in the context of what sort of learners they want to shape, their cultures, what values the school stands for and the skills in the local area. This includes the views and priorities parents have in complementing the learning offer.
- 5.5 It is therefore important that each school has an explicit published statement about the curriculum on offer. Schools are advised to develop a clear rationale for what they are offering and how they can ensure that breadth and balance can be maintained for all learners. That is ensuring that the wider offer beyond the national curriculum provides the enhancement and enrichment that will ensure young people succeed beyond school.
- 5.6 The content of the examination syllabuses is beyond the control of the schools. However, they have the capacity to shape the curriculum offer overall and the ability to deliver the subject content in innovative and engaging ways. Teachers will need to be aware of changes to the under pinning principles of the National Curriculum; which content has been removed, added or moved.
- 5.7 The schools are very clear that their first priority is to ensure all students are literate and numerate. The pathways they then offer are shaped and tailored to meet the varying needs, abilities and interests of the students.
- 5.8 Schools will also need to train staff systematically over the next five years in the changes and demands in the subject content of the national curriculum and new examinations.
- 5.9 Schools will also need to develop and secure new pedagogies to ensure students are able to complete subject courses and succeed in terminal examinations. Particularly at Key Stage 4 & 5 more emphasis will be required in memorising facts and applying knowledge through extended writing. This will mean considering the quality of teaching
- 5.10 Schools will need to innovate in how they track student progress. National levels have been removed and therefore schools will need to work closely together across phases to ensure there is real understanding of what students know and can do as they move through the system. In Tower Hamlets schools are working together to retain process of levelling between primary and secondary phases.
- 5.11 Much of this training and development will be provided through the teaching profession including local school to school support and networking. This will work

best where it is co-ordinated well; a role the Local Authority improvement officers can fulfil.

- 5.12 Preparation for the changes is already well underway with schools and Local Authority officers working together to ensure schools are ready for the changes. It is imperative that this process is encouraged and enabled to continue.

6. COMMENTS OF THE CHIEF FINANCIAL OFFICER

- 6.1 There are no financial implications arising from the recommendations within this report.

7. LEGAL COMMENTS

- 7.1 The Council is required by section 9F of the Local Government Act 2000 to have an Overview and Scrutiny Committee and to have executive arrangements that ensure the committee has specified powers. Consistent with this obligation, Article 6 of the Council's Constitution provides that the Overview and Scrutiny Committee may consider any matter relating to Tower Hamlets or its inhabitants. It is consistent with the Committee's functions for it to consider information concerning the Council's response to the proposed curriculum changes.
- 7.2 The general requirements for a balanced curriculum are set out in the Education Act 2002, Part 6 (s.78). Part 6 of this Act gives the government the power to make changes to the national curriculum. The government proposed a review of the national curriculum in England which began in 2011 and the new curriculum was published on 11 September 2013 and is being taught from September 2014. The report outlines the changes that have and are being made to the curriculum and the impact on the schools maintained by the Council.
- 7.3 Maintained schools will be required to follow the national curriculum and the curriculum requirements for each of the key stages are set out at section 4 above. Maintained schools have a duty to publish their curriculum under regulation 10 of The School Information (England) (Amendment) Regulations 2012. This information must be published at least annually and as soon as possible after any change is made to the curriculum. Academies must have a curriculum which satisfies the requirements of s.78 of the Education Act 2002 but are not obliged to follow the national curriculum.

8. ONE TOWER HAMLETS CONSIDERATIONS

- 8.1 Any changes to curriculum have a direct impact on standards across schools and LA officers will work closely with schools over time to ensure that these

changes do not have an adverse impact on any particular group or standards overall, and of course with the aim to raise standards as and where possible.

9. SUSTAINABLE ACTION FOR A GREENER ENVIRONMENT

9.1 N/A

10. RISK MANAGEMENT IMPLICATIONS

10.1 LA officers will work with schools to help support them in preparing for these reforms and to ensure that there is no drop in standards, particularly against national standards. As these reforms introduce assessment processes which are significantly different from the current ones it will not be possible to directly compare future results against the current ones, but over time this comparison will settle down. It will be important that any reporting around results is clear about the relevance of comparisons with previous reporting regimes.

11. CRIME AND DISORDER REDUCTION IMPLICATIONS

11.1 N/A

12. EFFICIENCY STATEMENT

12.1 N/A

13. APPENDICES

Appendix A – GCSE reform 24 07 14 DfE SoS Education

Appendix B – Performance Measures Key Stage 4

Appendix C – Major Reforms 2014 – 2019 Timetable

Appendix D – Education Reforms over the coming years

Appendix E - Changes in subject content at GCSE

Appendix Ei - Progress 8 factsheet

Appendix F – Key Stages 1 and 2 National Curriculum Timeline

Appendix G – Changes in English and maths at Key Stages 1 and 2

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GCSE reform updated 24th July 2014 DFE website Nicky Morgan Sec State Education

We are reforming the content of GCSEs to make them more challenging so pupils are better prepared for further academic or vocational study, or for work.

The changes we are introducing are:

- the [English language GCSE](#) will require better reading skills and good written English
- the [English literature GCSE](#) will encourage students to read, write and think critically; it will assess students on challenging and substantial whole texts and on shorter unseen texts
- the [mathematics GCSE](#) will provide greater coverage of areas such as ratio, proportion and rates of change; it will require all students to master the basics, and will be more challenging for those aiming to achieve top grades
- [science GCSEs](#) will cover new content, including the human genome, life cycle analysis and space physics, and they will be more mathematically challenging
- the [history GCSE](#) will require students to study more historical periods; it will cover 3 eras - medieval, early modern and modern - and will concentrate more on British history
- the [geography GCSE](#) will require pupils to use maths and statistics, and will concentrate more on UK geography; it will also require students to carry out at least 2 pieces of fieldwork
- [languages GCSEs](#) will be more demanding and most exam questions in modern languages will be asked in the respective foreign language

More information on the [content of revised GCSEs](#) is available.

For the regulatory aspects of the new GCSEs, Ofqual has introduced:

- a new grading scale that uses the numbers 1 to 9 to identify levels of performance, with 9 being the top grade
- a structure where all assessment happens at the end of the course and content is not divided into modules
- exams as the default method of assessment, except where they cannot provide valid assessment of the skills required
- new rules on tiering, which will only apply for subjects where untiered papers do not allow all students to demonstrate their knowledge and skills, or will not stretch the most able

Details of [Ofqual's consultation on the regulatory aspects of proposed changes to GCSEs](#) is available from the Ofqual website.

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Performance measures KS4 : Qualifications counted in the performance tables 2014

From 2014, the secondary school performance tables will be restricted to qualifications that are high quality, rigorous and enable progression to a range of study and employment opportunities for the majority of pupils.

The measures will be restricted to:

- Full course GCSEs (at level 1 and 2)
- Established iGCSEs2 (at level 1 and 2)
- AS levels (at level 3)
- Level 3 Asset Language Ladder qualifications
- Level 3 Free-Standing Maths Qualifications (FSMQs)
- Graded music examinations at grade 6 and above (at Level 3)
- Approved level 1, level 2 and level 1/2 qualifications³

Change to equivalences

- From 2014 onwards, no qualification will count for more than one in the performance tables, irrespective of its size. For example, a BTEC previously counting for two or four GCSEs will now be capped at one.

Capping of approved level 1, level 2 and level 1/2

- To ensure that all pupils are provided with access to a broad and balanced curriculum, the number of approved level 1, level 2 and level 1/2 counting towards secondary school performance measures will be capped at two qualifications per pupil. This will affect both threshold and point score measures.
- In calculating both types of measures, we will apply capping such that the points and threshold contributions are maximised across the range of qualifications achieved by each pupil.

Early entry

- On the 29 September 2013 the Secretary of State for Education announced that only a pupil's first entry in a particular subject will count towards a school's performance tables measures. This rule took effect immediately and will apply only to English Baccalaureate subjects in 2014 and then all subjects in 2015.
- For pupils who have completed an eligible qualification before 29 September 2013 the performance tables will still take the best result between that or their first attempt following 29 September. Those who have not taken eligible qualifications before this date will have their first attempt counted in performance tables.

Future developments

- The department's response to the consultation on secondary school accountability, published in October 2013, set out details of our plans for reform, which will start to come into effect in 2016 performance tables (published in early 2017).

New headline performance measures

- Progress 8 and Attainment 8 will be based upon pupils' performance across 8 subjects:
- An English element based on the highest point score in a pupil's (English Baccalaureate) English language or English literature qualification. This will be double weighted provided a pupil has taken both qualifications. In 2016, combined English qualification can be included and double weighted.

- A double weighted maths element that will contain the point score of the pupil's English Baccalaureate maths qualification
- Three slots reserved for English Baccalaureate subjects (sciences, computer science, geography, history and languages)
- Three slots that can be taken up by further qualifications from the range of English Baccalaureate subjects, or any other high value arts, academic, or vocational qualification approved for inclusion in the performance tables

New floor standard

- Schools will fall below the floor standard if pupils make an average of half a grade less progress than expected across their 8 subjects. So, for example, a school is underperforming if its pupils were expected to gain 8 Cs (because that's what their peers, with similar prior attainment, secure elsewhere in the country) but they actually achieve less than 4Cs and 4Ds.

2015 Progress 8 opt-in

- We believe the new Progress 8 accountability system is a significant improvement on the current system, and will promote better teaching across a broad curriculum. Therefore, we are giving schools the opportunity to opt in to the new system one year early in 2015. Emails containing further detail have been sent to all maintained schools, academies and free schools that are due to have a cohort reach the end of key stage 4 in 2015. If your school has not received an email but you believe you should have please contact Progress8.Correspondence@education.gsi.gov.uk.

Progress 8 data

- In early 2015 we will provide schools with information to show what their Progress 8 and Attainment 8 scores look like based upon 2014 results. Details on how schools will be able to access their data will be provided nearer the time. This data is intended for information only, to support schools in preparing for the move to the new accountability system and help inform decisions about opting in to the new system early.

GCSE reform

- New GCSEs in English and mathematics will be taught from 2015 with the first examinations in 2017 (after new performance measures are introduced). New GCSEs in other subjects will be phased in for teaching from 2016 and 2017

16-18 performance tables

- In 2013 the 16-18 performance tables separated the reporting of academic and vocational qualifications for the first time, reporting results for A levels, A level and other advanced academic qualifications and advanced vocational qualifications. Following these significant changes last year, the 2014 performance tables are subject to minimal change.

Introduction of an add back rule

- It is important that schools and colleges are accountable for all students so that they continue to strive to achieve the standards expected at post-16. Therefore, any students that were deferred by schools and colleges in 2013, removing them from inclusion in the calculation of performance tables measures, will be 'added' back and included in 2014 performance tables measures.
- The add back rule will become standard practice from this year onwards and will ensure that students who are deferred for a year will be automatically 'added' back to the institution the following year. Schools and colleges cannot defer students at age 18 who will be outside of the 16-18 age range the following year when they should be added back. The introduction of an add back rule also ensures consistency with key stage 4 performance tables policy.

AAB in facilitating subjects at A level indicators

- The AAB measures in facilitating subjects introduced in the 2012 performance tables are intended to show a snapshot of attainment of high-achievers because grades in these subjects are considered to support progression to top universities.
- As announced in the government's response to the consultation on 16-19 accountability earlier this year, we intend to maintain the AAB measure in performance tables as a standard of academic rigour. However, to address the concerns raised in the 16-19 accountability consultation, we will only require two of the subjects to be in facilitating subjects.
- Therefore, the indicator based on three facilitating subjects will no longer be reported in the performance tables.
- The "facilitating subjects" were defined by the Russell Group as those subjects that will increase a student's options at university and are required more often than others for entry into leading universities: English, maths, further maths, physics, biology, chemistry, geography, history and languages (classical and modern).

Future developments

- The department's response to the consultation on 16-19 accountability, published in March 2014, set out details of our plans for reform, which will begin to come into effect in the 2016 performance tables (published January 2017).

Reporting vocational qualifications

- From 2016, the 16-18 performance tables will report academic, Tech Level and Applied General qualifications separately. Following Professor Alison Wolf's Review of Vocational Education, a list of qualifications that can count towards 16-

18 performance measures were published at the end of last year. The lists of Tech Levels and Applied General qualifications approved for inclusion in the 2016 performance tables is available [here](#)¹¹.

Introducing more rigorous minimum standards

- To recognise the efforts schools and colleges make in helping their students' to progress and to identify when a provider is underperforming, so that action can be taken.

Publishing clearer and more comprehensive performance information about schools and colleges

- This will increase transparency and show how schools and colleges are performing against expectations. Our aim is to include a wider range of information on 16-18 year old students' attainment and progression. Students will have reliable and consistent information, so that they can choose the providers that offer the best chance of helping them to achieve their ambitions. Performance measures include:
 - A set of headline measures
Headline measures for 16-18 will give a clear overview of the performance of a school or college in academic and vocational programmes compared with other institutions nationally. The headline measures are progress, attainment, retention, destinations and progress in English and maths (for students who complete KS4 without a GCSE pass at A*-C in these subjects).
 - A broader set of additional measures
A broader set of measures will be introduced to provide other important information on performance, giving a fuller picture of an institution. We will continue to give access to the underlying data that supports performance measures for those who want to look at information at a finer level of detail.

Secondary performance tables content summary

Topline

% making expected progress in English
 % making expected progress in maths
 % achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
 % achieving the English Baccalaureate
 % achieving grades A*-C in English and maths GCSEs

Key Stage 4 Exam results

% achieving 5+ A*-C GCSEs including English and maths GCSEs
 % achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs - All pupils, low, middle & high attainers
 % achieving 5+ A*-C GCSEs (or equivalent)
 Number & % of pupils achieving grades A*-C in English and maths - All pupils, low, middle & high attainers
 % achieving 5+A*-G GCSEs (or equivalent)
 % achieving English and maths skills Level 2
 % achieving English and maths skills Level 1
 % achieving at least 1 qualification
 Average point score per pupil (best 8) - all qualifications - All pupils, low, middle & high attainers
 Average point score per pupil (best 8) - GCSEs only - All pupils, low, middle & high attainers
 Average point score (uncapped)
 Average grade per pupil per qualification (uncapped) - Low, middle & high attainers
 Average grade per pupil per GCSE (uncapped) - Low, middle & high attainers
 Average grade per pupil (best 8)
 Average entries per pupil - all qualifications - All pupils, low, middle & high attainers
 Average entries per pupil - GCSEs only - All pupils, low, middle & high attainers

English Baccalaureate

% of pupils achieving all EBacc subjects - All pupils, low middle & high attainers
 Number & % of pupils entered for all EBacc subjects - All pupils, low middle & high attainers
 % of pupils achieving A*-C / Number entered / % entered:
 English, maths, science, humanities, language
 Number & % of pupils achieving EBacc subjects at grades A*-G:
 Overall, English, maths, science, humanities, language
 EBacc individual GCSE subjects; Value Added scores and confidence limits:
 English, maths, science, humanities, language - All pupils, low, middle & high attainers

Closing the Gap three year rolling average

All pupils:

Number of pupils (three year total)
 Three year average for % achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
 Three year average for % making expected progress in English
 Three year average for % making expected progress in maths

Disadvantaged pupils:

Number of pupils (three year total)
 Three year average for % achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
 Three year average for % making expected progress in English
 Three year average for % making expected progress in maths

Other pupils:

Number of pupils (three year total)
 Three year average for % achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
 Three year average for % making expected progress in English
 Three year average for % making expected progress in maths
 Percentage point gap, based on three year average, between school and national (both disadvantaged pupils and other pupils):
 Achieving 5+ A*-C GCSEs (or equivalent) including English and maths

APPENDIX B

GCSEs

Making expected progress in English
Making expected progress in maths
Percentage point (in-school) gap, based on three year average, between disadvantaged and other pupils:
% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
% making expected progress in English
% making expected progress in maths

Closing the Gap timeseries.

Number & % of disadvantaged pupils in KS4 cohort: 2012, 2013, 2014
% of disadvantaged pupils & other pupils (2012, 2013, 2014):
Achieving A*-C in English and maths GCSEs
Achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
Entered in EBacc
Achieving EBacc
Making expected progress in English
Making expected progress in maths
Percentage point gap between school and national (both disadvantaged pupils and other pupils):
Achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
Making expected progress in English
Making expected progress in maths
Percentage point (in-school) gap between disadvantaged and other pupils:
% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
% making expected progress in English
% making expected progress in maths

Closing the Gap Value added

Value added scores for disadvantaged pupils & other pupils, with confidence limits:
Best 8, English, maths, science, humanities, languages

Progress

% making expected progress in English - All pupils, low, middle & high attainers
% making expected progress in maths - All pupils, low, middle & high attainers
Value added (best 8) score with confidence limits - All pupils, low, middle & high attainers

English and Additional Language and Gender

% achieving A*-C in English and maths GCSEs
% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
% entered for EBacc
% achieving EBacc
% making expected progress in English
% making expected progress in maths
Average point score per pupil (best 8) - all qualifications
Average point score per pupil (best 8) - GCSEs only

Non Mobile Pupils

% achieving A*-C in English and maths GCSEs
% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
% entered for EBacc
% achieving EBacc
% making expected progress in English
% making expected progress in maths

Three year averages

% achieving A*-C in English and maths GCSEs
% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs
% making expected progress in English
% making expected progress in maths

Cohort Information

Number of pupils at end of KS4 - all pupils, boys, girls
% of pupils aged 14 or under at the end of KS4

APPENDIX B

% of pupils aged 15 at the end of KS4

Number & % of:

Low, middle and high prior attainers (KS2)

Disadvantaged pupils:

Pupils for whom English is not their first language

Pupils with statements or supported at school action plus

Non-mobile pupils

Similar Schools

Schools rankings within a group of 55 similar schools based upon % of pupils achieving

5+ A*-C GCSEs (or equivalent) including English and maths GCSEs

Average grade per pupil (capped 8) - all qualifications

Average key stage 2 point score (all pupils)

% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs - boys, girls, low, middle & high attainers

Education Destination Measures

Number of pupils

Number & % in a sustained education destination

Number & % for whom education destination was not sustained

Number & % whose activity was not captured in data

Number & % at the following education destinations:

Further Education College

Independent School

Other Further Education Provider

School Sixth Form

Sixth Form College

Specialist post-16 institution

Pupil Referral Unit or other alternative provision

Special School

Apprenticeships

UK Higher Education Institution

Education combination (pupils recorded at more than one destination)

16-18 performance tables content summary

A Level results

Average point score per A level entry
Average point score per A level entry expressed as a grade
Average point score per A level student (full-time equivalent)
% achieving:
at least 3 A levels at A*-E
at least 2 A levels at A*-E
at least 1 A level at A*-E
A levels at grades AAB or higher (in at least 2 facilitating subjects)

Academic Results

Average point score per academic entry
Average point score per academic entry expressed as a grade
Average point score per academic student (full-time equivalent)
% achieving qualifications equivalent to:
at least 3 A levels at A*-E
at least 2 A levels at A*-E
at least 1 A level at A*-E

Vocational Results

Average point score per vocational entry
Average point score per vocational entry expressed as a grade
Average point score per vocational student (full-time equivalent)
% achieving qualifications equivalent to:
at least 3 substantial vocational qualifications
at least 2 substantial vocational qualifications
at least 1 substantial vocational qualification

Progress Measures

A level Value Added measure with confidence limits
Number of A level entries
Academic Value Added measure with confidence limits
Number of academic entries
Vocational Value Added measure with confidence limits
Number of vocational entries

Cohort information

Number of students aged 16-18
Number of students at the end of KS5 study
Number of A level students at the end of KS5 study
Number of full-time equivalent A level students at the end of KS5 study
Number of academic students at the end of KS5 study
Number of full-time equivalent academic students at the end of KS5 study
Number of vocational students at the end of KS5 study
Number of full-time equivalent vocational students at the end of KS5 study

GCSE, A level, Vocational and Apprenticeship Reform Timetable

	2014 - 15	2015 - 16	2016 - 17	2017-18
GCSE	<p>Specifications for the first stage GCSE subjects in school – Autumn Term – English Language, English Literature, Maths</p> <p>Subject content for second stage GCSEs in the sciences, History, Geography, Languages, Art and Design, Citizenship, Computer Science, Design and Technology, Drama, Dance, Music, PE, Religious Studies published – by spring term</p> <p>Result of the consultation on the final stage of reformed GCSE subjects published</p>	<p>Start teaching first stage GCSEs</p> <p>Specification for the second round of reformed GCSEs in school – Autumn term</p> <p>Final summer exams for current GCSEs in English Language, English Literature and Maths</p>	<p>Start teaching second stage GCSEs</p> <p>First exams for first stage GCSEs</p> <p>Final exams in current GCSEs in English Language, English Literature and Maths – November</p> <p>Final summer exams for current GCSEs in the sciences, History, Geography, Languages, Art and Design, Citizenship, Computer Science, Design and Technology, Drama, Dance, Music, PE, Religious Studies</p> <p>Final stage GCSE specifications in school</p>	<p>First exams for second stage GCSEs</p> <p>Begin teaching the final stage of reformed GCSE subjects</p>
A level	<p>Specifications for the first round of reformed A level in school – Autumn Term -English Language, English Literature, English Language and Literature, Biology, Chemistry, Physics, History, Psychology, Sociology, Art and Design, Business Studies, Economics and Computing.</p> <p>Result of the third round of reformed A level subjects consultation published</p>	<p>Start teaching first round subjects:</p> <p>First de-coupled AS exams in first round subjects</p> <p>Subject content and specification for second round of reformed A levels in school</p> <p>Final summer exams in current A2 and AS courses in first round subjects</p>	<p>Start teaching second round subjects: Geography, Maths, Further Maths, Modern Foreign Languages, Design and Technology, Drama, Music, PE and Religious Studies</p> <p>First linear A level exams in English Language, English Literature, English Language and Literature, Biology, Chemistry, Physics, History, Psychology, Sociology, Art and Design, Business Studies, Economics and Computing.</p> <p>First AS exams for subjects in the second round</p>	<p>Begin teaching the final round of subjects</p> <p>First linear A level exams in second round subjects</p>

			Final AS and A2 exams in second round subjects Final round of reformed A levels subjects specifications in school	
Vocational	<p>From 2013 - 2016 level 3 vocational qualifications will have an 'interim' status while awarding bodies work towards new criteria. DfE has published the Applied General and Technical Level 3 approved qualifications list</p> <p>Sept 2014 - first teaching of interim L3 vocational qualifications</p> <p>September 2015 – new approved L2 qualifications</p> <p>The Technical Baccalaureate will be a performance measure for level 3 courses taken by 16-19 year olds. It will have three elements:</p> <ol style="list-style-type: none"> 1. A high quality level 3 vocational qualification 2. A level 3 core Maths qualification, such as an AS in Maths 3. The extended project <p>September 2015 – smaller 'Core Maths' qualification will be available that will count towards the Tech Bacc.</p>		<p>Fully reformed and approved vocational qualifications taught</p> <p>Tech Bacc will be used as a performance table measure</p>	
Apprenticeships	Existing apprenticeship frameworks are being replaced by employer designed Apprenticeship Standards. All apprenticeships will be for a minimum 12 month period with higher expectations for English and Maths within them.			All apprenticeships will work towards standards rather than frameworks
Funding	GCSE English and Maths classes for students who did not get a GCSE C+. Funding penalties where these are not provided.	Last year of transitional funding protection for policy changes introduced in 2010-2011 (aligning sixth form and FE funding)	Last year of funding protection resulting from formula funding changes – move from qualification to student funding	

Further Education Reforms over the coming years

Reform	When	Details	Comments
RPA	From September 2013	RPA – students now stay in education, apprenticeship, training or work with training until the end of the academic year in which they turn 17; RPA to their 18 birthday for students starting year 11 in September 2013	Education, apprenticeship, training or work with training
IAG	September 2013	Schools must provide impartial and independent careers advice and guidance to year 8 through to year 13 students on the full range of options at 16+	Ofsted are increasingly looking for evidence of IAG
GCSE reform	September 2015 with first exams in 2017	Reformed GCSEs in English language, English literature, Maths, all 3 sciences, History and Geography will be introduced from 2015. Reformed qualifications in other subjects will be introduced from 2016 An end to modules and coursework components Grades A* to G replaced by 1-8	12 week consultation period came to an end on September 3 rd
Current AS and A2s	September 2013	Ending of January exams	No January exams in 2014 for either new units or re-sits
A level and AS changes	September 2015 and first examination 2017	New syllabuses will be in schools from September 2014 in the following subjects: English, maths and further mathematics, physics, chemistry, biology, history and geography, psychology, art and design, sociology, business studies, economics and computing. Other subjects will follow and Ofqual will publish the timetable later. The new A levels and AS levels will be linear in structure and will be examined at the end of the course. AS levels are also being separated or decoupled from A levels from 2015. They will be standalone qualifications that no longer count as part of the full A level. They will be as intellectually demanding as the full A level, but worth half.	The future of AS levels has yet to be confirmed with a strong body of opinion – universities, state and independent school leaders – opposed to separating AS from the full award. More university involvement in developing subjects New specifications should be in schools and colleges by September 2014
New Vocational course criteria	September 2016	From 2013 - 2016 there will be a period of grace during which the DfE will identify vocational awards which partially meet the new criteria. As long as the awarding body is working towards fully meeting the new criteria these qualifications will be seen as fulfilling interim standards.	Level 1 and 2 courses are not part of the reform process but students on these course will be expected to have a broad and balanced study programme as part of the funding reforms
Technical Baccalaureate	September 2014	The Technical Baccalaureate will be a performance measure for level 3 courses taken by 16-19 year olds. It will have three elements: 1. A high quality level 3 vocational qualification 2. A level 3 core Maths qualification, such as an AS in Maths 3. The extended project	Will be used in 16-19 performance tables from 2016
Traineeships	August 2013	Will last for between 6 weeks and 6 months in length	Target group is potential apprentices who need to improve their work skills
Funding	September 2013	16-19 funding will shift away from funding per qualification and towards funding per student	There will be a 3 year adjustment period from 2013 during which time schools and colleges are expected to assess and update their study programmes
Performance tables	2013 performance tables	Will report academic and vocational achievement separately A continuation of the increase in the number of measures: % achieving 3,2 or 1 A-E; AAB in facilitating subjects, % achieving substantive vocational qualifications etc	The tables will also start to include more destination measures.

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Appendix E

Changes in subject content at GCSE

- English literature : study at least one play by Shakespeare, Romantic poetry, a 19th century novel, poetry from the 1850s onwards, and fiction or drama since the First World War.
- English language, 20% rather than 12% of marks for good spelling, punctuation and grammar and a "greater range of writing skills" will be required.
- Digital texts are excluded for both English language and literature courses.
- Maths features advanced algebra, statistics, ratio, probability and geometry.
- Exams will contain fewer single-step questions and more non-routine problems.
- Geography : examined on the range of skills needed for fieldwork ; more emphasis on the human and physical geography of the UK.
- History: completion of an in-depth study based on one of three periods - Medieval (500-1500), Early Modern (1450-1750) or Modern (1700 to present day); no controlled assessment - coursework completed in the classroom ; exams based on extended essays and short answers.
- New science contain practical experiments and extended work on topics such as genetics and ecology in biology, nanoparticles and bioleaching in chemistry, and energy and space in physics.

- Ofqual consulting to 21st July on retention of less government favoured subjects such home economic and media studies.



Factsheet: Progress 8 measure

2014 and 2015

In 2014 and 2015, the Department will continue to publish a similar range of information as included in the current performance tables. The headline accountability measure will be five A*-C grades, including in English and mathematics.

In 2014 and 2015 the reforms recommended by the Wolf Review will apply to performance measures. In particular, this means that no qualification can count for more than one GCSE, and no more than two approved high-value vocational qualifications can count in performance tables.

Progress 8

Progress 8 will be introduced for all schools in 2016 (based on 2016 exam results, with the Progress 8 score showing in performance tables published in late 2016/early 2017).

The Progress 8 measure is designed to encourage schools to offer a broad and balanced curriculum at KS4, and reward schools for the teaching of all their pupils. The new measure will be based on students' progress measured across eight subjects: English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification. From 2016, the floor standard will be based on schools' results on the Progress 8 measure.

Other information will be available about schools, including the following headline measures of performance:

- Attainment 8 - showing pupils' average achievement in the same suite of subjects as the Progress 8 measure.
- English and mathematics – the percentage of pupils achieving a C grade or better in both English (either Language or Literature) and mathematics.
- The EBacc – showing the percentage of pupils achieving good grades across a range of academic subjects (further information about this measure is below).

Schools will be able to 'opt in' to the new accountability system, so that they are held to account based on new performance measures one year early (based on 2015 exam results). Further information about this will be available shortly.

How many qualifications will count towards the Progress 8 measure

Although Progress 8 encourages students to take eight qualifications, this is not compulsory. If a student has fewer than eight qualifications or the qualifications they do sit are not on the list of subjects which count towards Progress 8, they will score 0 points for the unfilled slots.

The Progress 8 score will always be determined by dividing the points total by 10 (the eight qualifications with English and mathematics counting double), regardless of how many qualifications the student sits or in which subjects.

It can be of more benefit to less-able students to strive for good grades (and hence score more points) in fewer subjects, with the emphasis on doing well in English and mathematics, than to take more subjects but achieve lower grades overall.

Qualifications that will count towards the Progress 8 measure

All full-course GCSEs count towards the Progress 8 measure, along with approved, high-value qualifications.

English Baccalaureate qualifications

Only qualifications that count towards the EBacc can be included in the Progress 8 slots reserved for English, mathematics, and the three 'EBacc slots'.

There are no stipulations about the types of EBacc subjects which can count in the three EBacc slots. Any combination of EBacc subjects can be used to fill these slots, e.g. biology, chemistry physics; computer science, French, German; history, geography, Spanish.

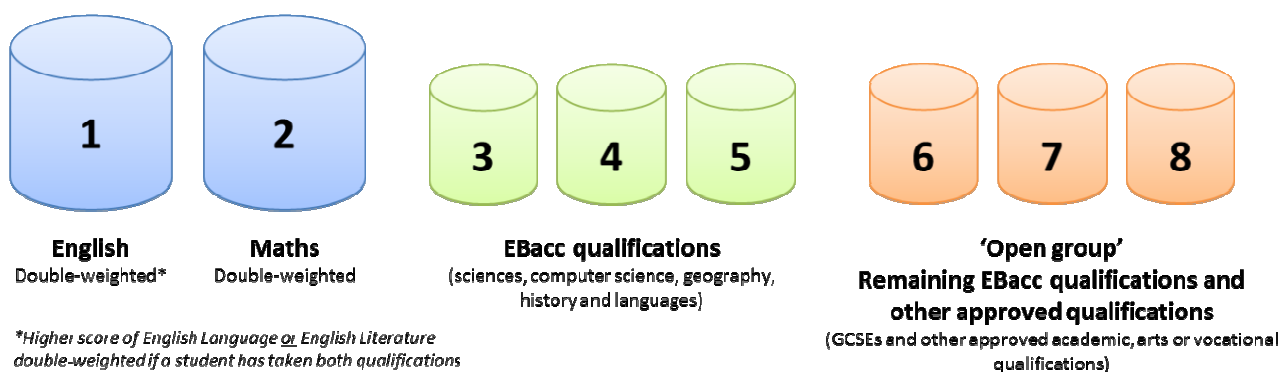
For a list of qualifications that count towards the EBacc, see: [English Baccalaureate: eligible qualifications](#). This list will be amended shortly to show the qualifications eligible for 2016 performance measures – the amended list will be similar, but will take into account new qualifications that meet the criteria to be included for the EBacc and it will include acceptable English Literature qualifications.

Other approved qualifications

Up to three vocational qualifications can count towards the Progress 8 measure. As the Progress 8 measure will comprise eight subjects rather than the five in the current headline measure of school performance, it is proportionate to increase the number of vocational qualifications that will be allowed from two to three.

In the open group of subjects, any GCSE can count, or any of the high-value, approved vocational and academic qualifications shown at this link: [Vocational qualifications for 14- to 19-year olds](#).

Progress 8 measure



Discounting

Discounting codes will apply to qualifications that cover similar subject matter. For further information about discounting, see: [RAISEonline: further details of the revised performance tables qualifications and discount rules from 2014.](#)

Double-weighting of English

If a student sits both English Language and English Literature, the higher grade is double-weighted. The lower grade will still count in the 'open group' of subjects (not in the EBacc slots). The combined English Language and Literature qualification will be available for the last time in 2016 and will count double in the Progress 8 measure on the basis that there is an element of Literature study in the qualification.

Science subjects

All students have to study some science up to the age of 16. The KS4 science curriculum is compulsory in maintained schools and academies are required to provide a broad and balanced curriculum (including English, mathematics and science up to the age of 16.)

Double science will count as two slots, and core and additional science GCSE will take up one slot each in the Progress 8 measure. Core science GCSE alone will only count as one slot. Separate GCSEs in biology, chemistry, physics and computer science each count as one slot. All these qualifications will count in the EBacc slots in this measure. Students who are capable of achieving good grades should be encouraged to sit individual science subjects.

Changes to science GCSEs

From 2016, there will be no GCSE Single Award in Combined Science, and so this qualification will not be reported from 2018 performance tables onward. The Department will be consulting on new science GCSEs in spring 2014 for teaching from 2016. It is expected that these will offer more challenging content than the present courses.

EBacc measure

The EBacc measure will continue to be reported once Progress 8 is in place.

The EBacc recognises the success of those young people who attain GCSEs, or accredited versions of established iGCSEs, at grades A*- C across a core of academic subjects - English, mathematics, geography or history, the sciences and a language. To fulfil the EBacc, a pupil would need A*-C in English, mathematics, two sciences, a humanities and a language.

To achieve the science element of EBacc, students need to achieve A*-C in core and additional science or be examined in three of biology, chemistry, physics and computer science and achieve A*-C in two of these subjects. Computer science has recently been added to this list.

Further advice on secondary accountability reforms

For the government response to the consultation on secondary school accountability published on 14 October 2013, see: [Consultation response: secondary school accountability consultation](#). Also available on this webpage is the January 2014 government update on the Progress 8 measure, including information about the point score system and position of English Literature in the Progress 8 measure.

The final methodology for calculating the Progress 8 measure will be published later this term.

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The new National Curriculum - Implementation timetable for Key Stages 1 and 2

Subject to parliamentary approval, the new programmes of study for all subjects will be finalised and sent to all schools early in the Autumn Term 2013. This timetable aims to give schools some guidance in planning its implementation.

		2013-14		2014-15		2015-16		
		What to teach from September 2013	About the National Tests in 2014	What to teach from September 2014	About the National Tests in 2015	What to teach from September 2015	About the National Tests in 2016	
		CORE SUBJECTS	NON-CORE SUBJECTS	CORE AND NON-CORE SUBJECTS		CORE AND NON-CORE SUBJECTS		
Year 1	Current NC for English, Maths and Science	The current National Curriculum for all other subjects has been disapplied, meaning that schools are free to teach either the current or the new Programmes of Study.	The KS1 National Tests/Reporting arrangements will reflect the current NC	New NC for all subjects	The KS1 National Tests/Reporting arrangements will reflect the current NC	New NC for all subjects	The KS1 National Tests/Reporting arrangements will assess against the NEW NC	
Year 2	Current NC for English, Maths and Science			Current NC for English, Maths and Science. New NC for all other subjects		New NC for all subjects		New NC for all subjects
Year 3	Current OR New NC for English, Maths and Science *			New NC for all subjects		New NC for all subjects		
Year 4	Current OR New NC for English, Maths and Science *		New NC for all subjects	New NC for all subjects				
Year 5	Current NC for English, Maths and Science		New NC for all subjects	New NC for all subjects				
Year 6	Current NC for English, Maths and Science		The KS2 National Tests/Reporting arrangements will assess against the current NC	Current NC for English, Maths and Science. New NC for all other subjects	The KS2 National Tests/Reporting arrangements will assess against the current NC	New NC for all subjects	The KS2 National Tests/Reporting arrangements will assess against the NEW NC	

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Changes in English, mathematics, science, ICT at KS1 & 2

Speaking and listening strand has been removed.

- Been replaced by new “spoken language years 1 to 6 “ section.
- List of 12 statements which apply to all year groups. The content should be taught at a level appropriate to the age of the pupil.
- Statutory requirements include a focus on asking questions, speaking audibly in Standard English and taking part in performances, discussions and debates.
- There are references to spoken language in the other core subjects

Reading

- New POS structured around two areas which are :
Word reading
Comprehension
- Strong emphasis on phonics in years 1 and 2-expectations are higher
- Expectation that pupils will be reading frequently encountered words quickly and accurately without overt sounding out and blending in KS1
- Development of pupil’s knowledge of morphology in years 5 and 6 e.g prefixes/suffixes

Reading Comprehension

- Bigger emphasis on comprehension by year 3 as pupils should be confident decoders by KS1. Acknowledgement that this may require a “catch up” programme for some pupils.
- Children should be taught to learn poems by heart in every year group
- Strong emphasis on reading widely and independently for pleasure
- Range of reading similar to previous POS e.g myths and legends, stories from other cultures and fairy tales

Writing

- The POS for writing constructed in a similar way to reading with 2 strands
Transcription (spelling and handwriting)
Composition(articulating ideas and structuring them in writing)
- Spelling and handwriting given increased emphasis in every year group.

Writing Transcription

- A detailed programme of spelling which includes :
Specific rules to be taught
Lists of words to be learnt.
- Handwriting guidelines for each year group.

Writing Composition

- A detailed programme for grammar and punctuation for each year group
- Clear focus on the process of composition in which pupils should be taught to plan, draft and write and evaluate and edit.
- Writing should be a process rather than a 'once only' event
- A focus on narrative writing and writing about real events in year 2, as well as on some writing for different purposes e.g letters, invitations and instructions
- No reference to particular text types to be taught in specific year groups in years 3-6
- Pupils should have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum.

Mathematics

Structure

- The current mathematics curriculum contains programmes of study for KS1 and KS2. The new curriculum contains a POS for each year between years 1 and 6.
- The 2014 curriculum redistributes existing curriculum topics. New topics are included:

At KS1, two topics are covered in the current POS. These are now four topics in the new curriculum: 'number' remains; 'shape and space' becomes 'geometry'; 'measure' is a topic by itself; and 'statistics' has been added

At KS2, three topics are covered in the current POS. The new POS for years 3 to 5 covers four topics: 'number' remains; 'shape, space and measure' has become 'geometry' and 'measure'; and 'statistics' has replaced 'data handling'. The new POS for year 6 covers six topics, including 'ratio and proportion' and 'algebra'

Calculators

- Calculators are to be introduced near the end of KS2 only, when pupils have acquired good mental and written arithmetic skills

Science

Structure

- The current science curriculum contains programmes of study for Key Stages 1-2. The new version contains separate programmes of study for years 1 to 6.
- The new curriculum redistributes existing curriculum topics. New topics are included in some Key Stages:

At KS1, 12 topics are covered in the current POS (under four headings). The new POS presents four topics in both year 1 and year 2. Three of these topics are the same across both years. In total, the new POS outlines eight topics across KS1

At KS2, 14 topics are covered in the current POS (under four headings).

The new POS presents six topics each for years 3, 4, 5 and 6. These topics are not the same across all years. In total, 11 topics are outlined in lower KS2 (years 3 and 4), and 11 are outlined in upper KS2 (years 5 and 6)

ICT

- Throughout the programmes of study, references to ICT are removed, as are all references to using computers

Content

- The new KS1 and KS2 programmes of study do not contain sections called 'scientific enquiry'. Comparable skills are listed in sections called 'working scientifically'.
- The new curriculum recommends notable scientists for pupils to learn about, although this is not statutory

Cross-curricular references

- The only cross-curricular reference made in the draft programmes of study is to spoken language

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