



Department
for Education

Progress 8 school performance measure

**Information for school leaders and
governing bodies of maintained schools,
academies and free schools**

March 2014

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Summary

This is information for school leaders and governing bodies of maintained schools, academies and free schools. It sets out details of how schools can plan for the introduction of the new Progress 8 school performance measure, and the methodology of Progress 8.

The Progress 8 technical guide gives schools all the information they need to understand the 2016 Progress 8 measure. The technical guide does not change any previously announced policy, but it does provide additional information on the treatment of Level 3 qualifications and how confidence intervals will be calculated.

Timetable for the introduction of Progress 8

Progress 8 will be introduced for all schools in 2016. This means that the performance tables based on 2016 exam results, to be published in late 2016/early 2017, will show the Progress 8 results. Progress 8 will also be used for floor standards from 2016.

Schools will receive 'shadow data' showing their Progress 8 score based on 2014 results. This information will not be used for accountability purposes or included in performance tables, but should help schools to consider their curriculum and teaching in light of the accountability reforms.

In 2015, schools can opt-in to the new accountability framework. Further information about this will be available in summer term 2014.

The 'expected levels of progress' measure

The 'expected levels of progress' measure will no longer appear in performance tables from 2016. The system of levels that underpins this measure will have been removed, and so this measure is being phased out.

How schools can plan for the introduction of Progress 8

Estimated grades

In 2016, the precise grades each pupil requires to achieve a positive Progress 8 score (also known as their 'estimated grade') will not be known in advance. This is because each pupil's results are compared to other pupils with the same prior attainment *within the same cohort*.

Care should be taken when analysing current data to consider a school's likely Progress 8 results. This is because the reforms following the Wolf Review of Vocational Education will come into effect for 2014 performance tables. In addition, many schools will change their curriculum offer in response to the Progress 8 measure, so any modelling based on current national results could be misleading.

However, there are several sources of information that should help schools to plan their teaching for individual pupils:

- Transition matrices should help schools to make predictions for pupils in individual subjects. Transition matrices based on 2013 results will be available on RAISEonline later this term. For a range of qualifications, they will show the average results achieved by pupils with each key stage 2 (KS2) sublevel. This will give an indication of the average progress made by pupils in individual subjects (although schools should be aware that changes in performance may alter this picture by 2016).
- In 2014/15, we will provide schools with their own Progress 8 score based on 2014 exam results. This information will not be used for accountability purposes or included in performance tables, but should help schools to consider their curriculum and teaching in light of the accountability reforms.
- We have also commissioned Fischer Family Trust to provide information to schools about their performance on the new accountability measures. Further information will be available through the Keys to Success website later in March.

Pupils reaching their estimated grades

Unlike in the 'expected levels of progress' measure, the Progress 8 measure does not give particular credit to a school for helping a pupil reach his or her estimated grade. Schools get one additional point for helping any pupil achieve a higher grade, regardless of how this grade relates to their estimated grade. For example, the Progress 8 score improves equally if a pupil working well below their estimated grade moves up one grade, or if another pupil moves up one grade to achieve their estimated grade.

How progress will be shown in performance tables and RAISEonline

The overall Progress 8 measure will be the headline indicator of school performance. We also envisage performance tables showing the amount of progress made in each school in the component parts of the Progress 8 measure. We plan to develop separate progress measures for:

- English
- Maths
- The group of EBacc subjects overall
- The group of other GCSEs and AS levels overall
- The group of approved vocational qualifications overall.

This information will help Ofsted, governors and parents to understand a school's strengths and any particular areas for improvement in a school's teaching.

Measurement of the progress of pupils with no key stage 2 test results

Pupils working below the level of the test

When calculating the baseline for each pupil's Progress 8 score, we will use KS2 teacher assessments in cases where pupils have been unable to access the end of KS2 tests. This includes taking account of teacher assessments at Levels 1 and 2. Section G of the [Guide to value added key stage 2 to 4 in 2013 performance tables and RAISEonline](#) shows how we currently award points to different pupils in value added performance measures, and we plan to continue with a similar approach.

Pupils without a test score in reading or mathematics or both

Certain pupils without a test score in one or both of reading or mathematics, can have their teacher assessment used. If a pupil has assessment information for one subject only, this one subject will be used as the baseline.

Pupils who have no KS2 assessment

There will be some pupils (those arriving at secondary school from the independent sector or abroad) who have no KS2 results to use as the baseline for the Progress 8 measure. These pupils' scores will not be included in the Progress 8 measure (and the pupils will not be included in the denominator when calculating the average of the progress scores for the school).

However, these pupils will be included in the attainment measures for the school, unless they have arrived from a non-English speaking country in Year 10 or Year 11. We also expect the school to be able to show to Ofsted, parents and others the progress these pupils have made through secondary school. The school can do this by providing information from robust assessments of their own when the pupil enters the school, and then looking at the pupil's progress to GCSEs.

Impact of the number of qualifications taken on Progress 8 score

The number of qualifications each pupil should enter remains a professional judgement led by what best meets the needs of an individual.

The Progress 8 score for each pupil will always be determined by dividing the points total by 10 (the eight qualifications with English and mathematics both counting for two slots), regardless of how many qualifications the student sits.

This approach supports the policy aim to encourage schools to offer a broad and balanced curriculum with an academic core.

It may benefit some less able students to work towards good grades (and hence score more points) in fewer subjects, with the emphasis on doing well in English and mathematics, rather than to take more subjects but achieve lower grades overall.

Effect of the introduction of new GCSEs from 2017

In 2016, there will be a 1-8 point scale for GCSEs for performance tables purposes, in which a G grade is worth 1 point and an A* grade worth 8. Different grades in vocational qualifications will also be given a score on this scale.

In 2017, reformed GCSE grades will also need to be included in this scale. Ofqual will be publishing their consultation on the approach to standard setting for reformed GCSEs in the next few months. Once Ofqual have completed this consultation, the DfE can finalise the point score system for 2017 performance tables.

Setting estimated grades in advance

In 2017, we would like to move a system in which schools are informed in advance about the results each pupil will require to achieve a positive progress 8 score, but we need further information before providing confirmation.

This approach would allow the Progress 8 measure to recognise improvement in national performance, and it will help schools with their target setting. We would use 2016 results to set expectations for pupils' results in 2017 and 2018. From 2019, expectations will be

set three years previously, using 2016 results, so that the information is available to schools during pupils' Year 9 study. Then for 2020, expectations would be set from the 2017 results, and so on.

However, further information is required about standard-setting for new GCSEs before we can finalise this approach. We will confirm the position for the 2017 progress measure towards the end of 2014.

This does not affect the introduction of the Progress 8 measure in 2016.

Methodology for calculating Progress 8

English qualifications

If a student sits both English Language and English Literature, the higher grade is double-weighted. The lower grade can 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 be double-weighted in the Progress 8 measure.

If only English Literature or English Language is taken then this qualification will count in the English slot, but will not be double-weighted.

Qualifications in the English Baccalaureate (EBacc) subjects

Only qualifications that count towards the EBacc measure can be included in the Progress 8 slots reserved EBacc qualifications.

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, including for example:

- biology, chemistry, physics; or
- Spanish, French, German; or
- history, geography, Spanish.

English Literature and English Language cannot be included in the EBacc group of subjects. The best of these qualifications will count in the 'English' slot, and the other can count in the 'open group' of subjects.

Science qualifications

All students have to study some science up to the age of 16. The key stage 4 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 count as one slot. Separate GCSEs in biology, chemistry, physics and computer science each count as one slot. All these qualifications can count in the EBacc slots in this measure. If all four qualifications are taken then one of them can count in the 'open group' of subjects.

Vocational qualifications

Up to three vocational qualifications can count towards the Progress 8 measure as part of the 'open group' of subjects.

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

Arts qualifications

Up to three arts qualifications can count in the 'open group' of subjects. This can include any GCSE, and any of the arts qualifications on the approved list, which includes graded music qualifications at Grade 6 and above.

Discounting codes will apply to ensure that where a pupil has taken more than one qualification in the same subject area, the performance tables only give credit once for teaching a single course of study. Further information is available from [RAISEonline](#).

However, discounting codes do not prevent pupils from taking a range of arts qualifications if this curriculum suits their interests and needs. For example, a pupil's grade in both music GCSE and one graded music exam at Grade 6 or above can count towards the Progress 8 measure, and we have revised the discounting rules so that both dance and drama GCSEs can both count towards a pupil's score.

AS qualifications

AS-levels will count in the appropriate slot of the Progress 8 measure for their subject (for example, maths AS-levels will count in the maths slot, a French AS-level in the 'EBacc group', and an Art AS-level in the 'open group'). If a GCSE in the same subject has been taken the AS-level will always count in Progress 8 and the GCSE will not count. AS-levels at grades A and B will score higher points in Progress 8 than an A* at GCSE.



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