

A brief 'history' of Key Stage 4

Philosophy

A painting showing a person's hands resting on a globe. The hands are clasped together, and the globe is partially visible. A large, light blue thought bubble is overlaid on the image, containing the text: "Everything changes and nothing remains still - you cannot step twice into the same stream".

Everything changes and nothing remains still - you cannot step twice into the same stream

Events I

2004

Pupils in census but with no entries now included

2005

CVA Introduced

2008

English & maths bonus included in 'Best 8'

2010

Expected Progress

2011

CVA Dropped

2014

**Wolf Review implemented
First entry only counted for performance tables
VA Methodology changed**

2015

**Attainment 8 / Progress 8 (for schools who opt in)
Last year of Expected Progress**

Events II

2016

1-8 Scale used for Attainment 8 / Progress 8
New KS2 assessments into Y7
Progress 8 headline accountability measure, EBac continues, EM C+ (instead of 5A*CEM)

2017

First reformed GCSEs taken (English and mathematics)
1-9 Scale used for performance tables
Revised points for 'legacy' GCSEs

2018

More reformed GCSEs

2019

More reformed GCSEs

2021

Pupils with new KS2 assessment from 2016 are now Y11

What if

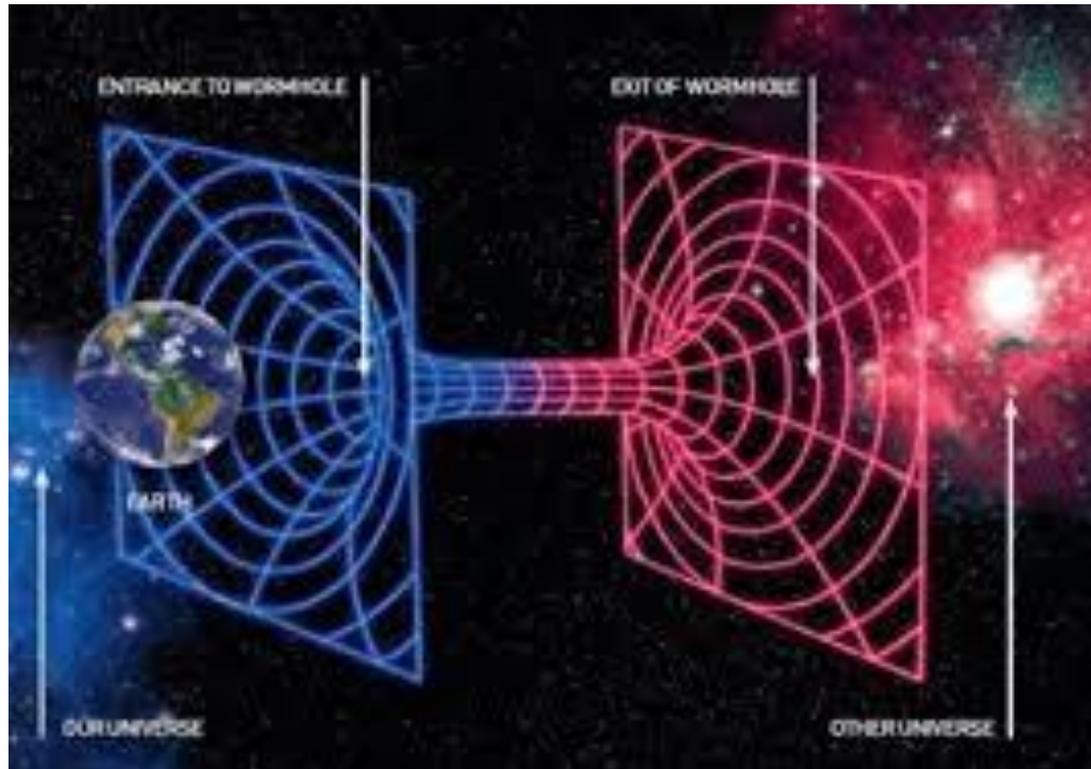
Wolf

First Entry

2 VOC

5A*C(EM)

EBacc



Wolf

First Entry

3 VOC

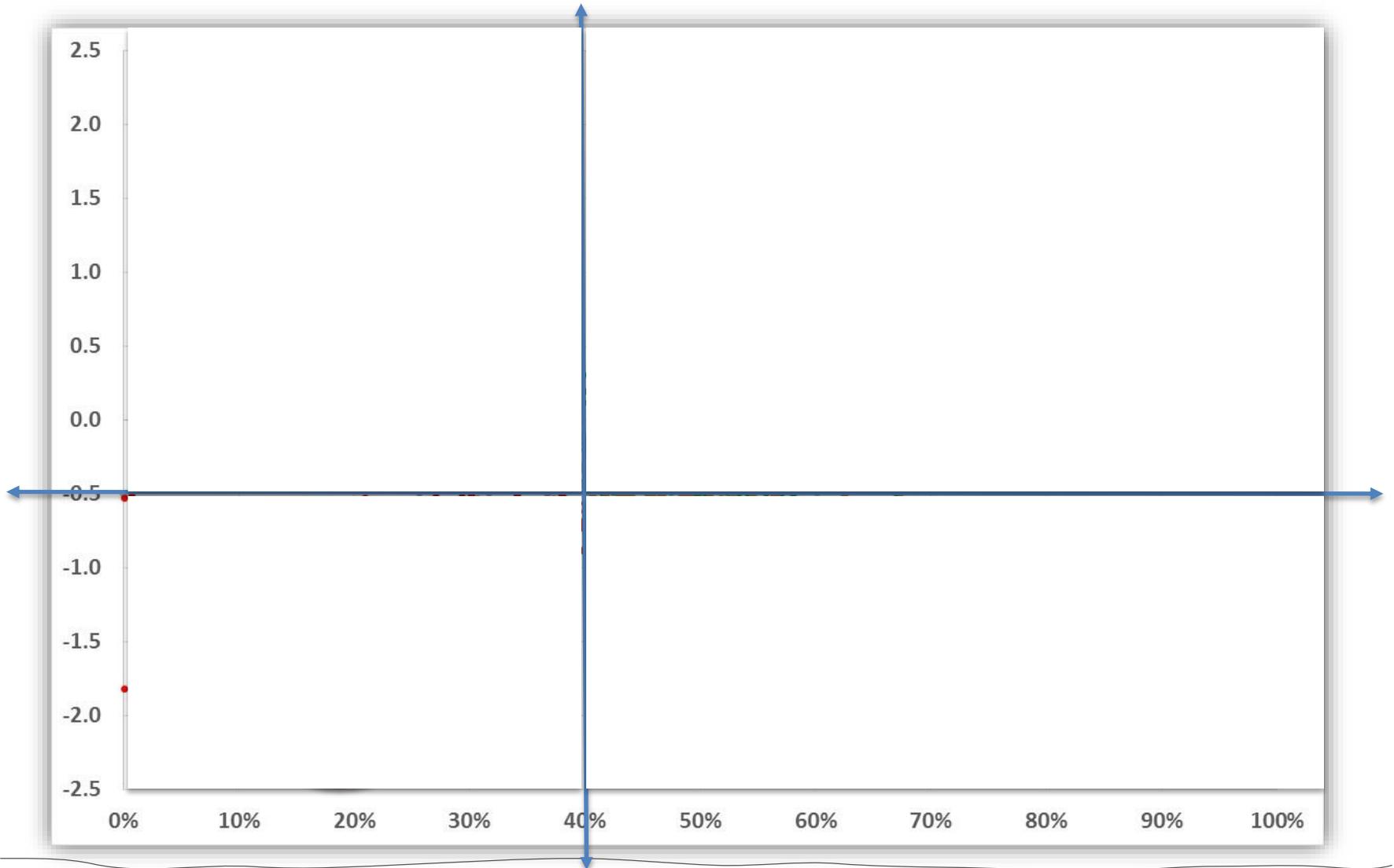
P8

A8

C+ EM

EBacc

5A*C(EM) vs Progress 8



Headlines

Number of failing schools doubled

Fewer failing schools

Gap widened

Gap closed

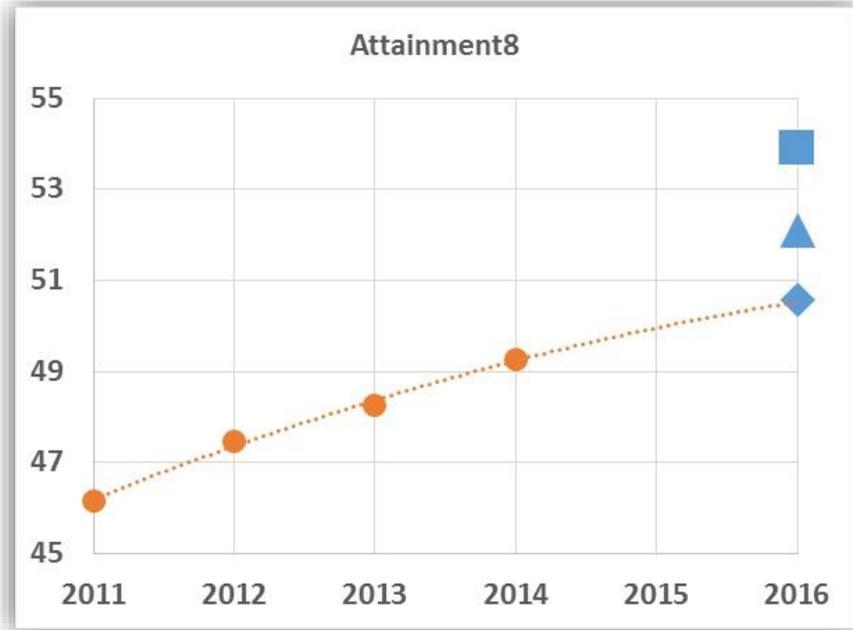
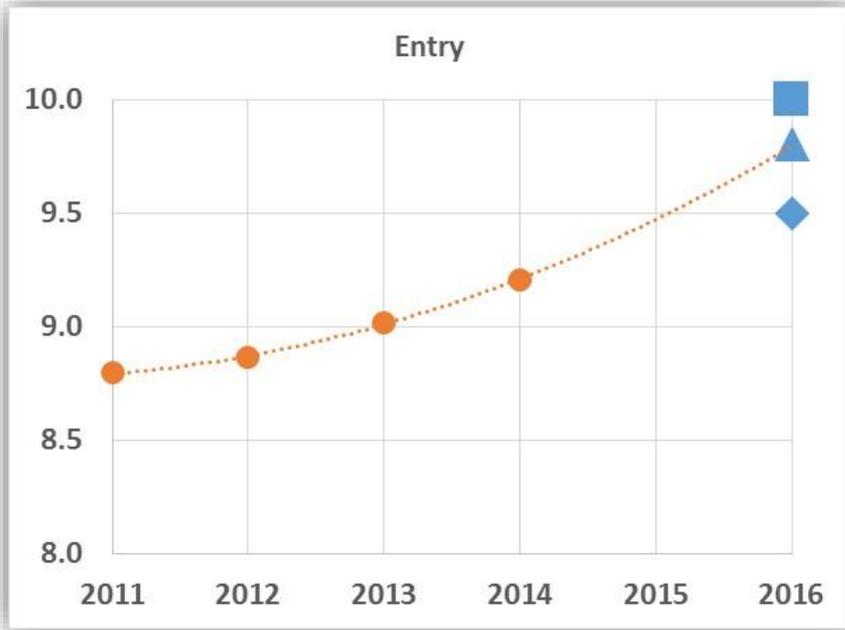
Drop justified by increased rigour

??

School responses

1. Focus on teaching quality beyond English and maths
2. Focus on all pupils, not just the C-D borderline
3. Realignment of the curriculum

Entries and Attainment



National mean values for 2011 to 2014



Trend line (for 2011 -> 2014) projected onwards to 2016



2014 attainment levels, ALL pupils with 10 entries



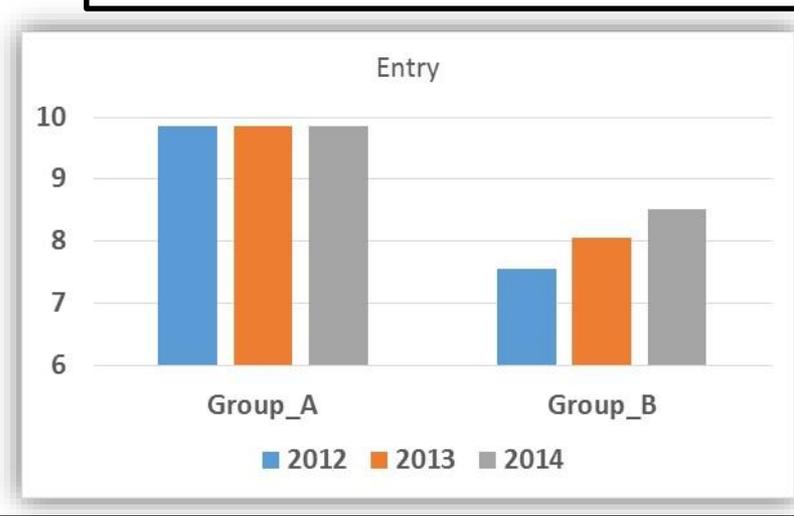
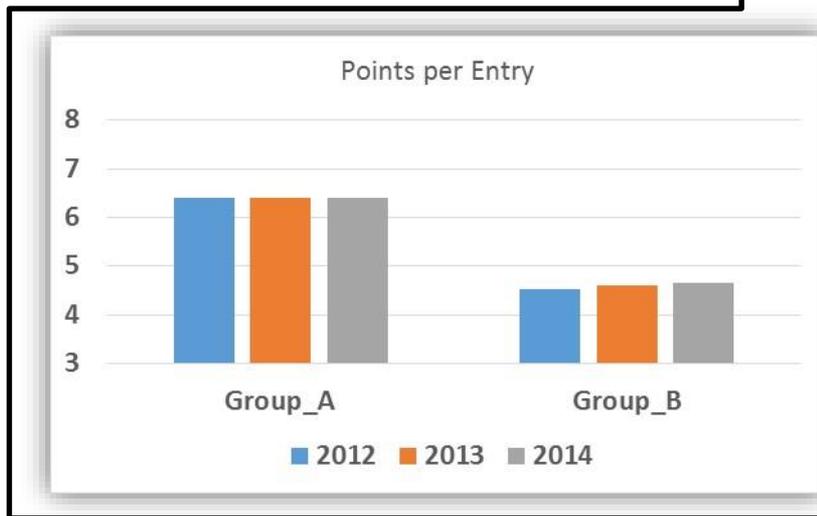
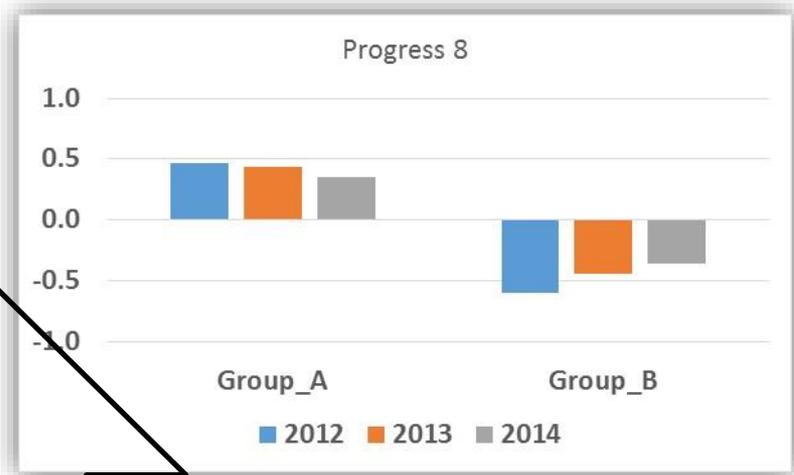
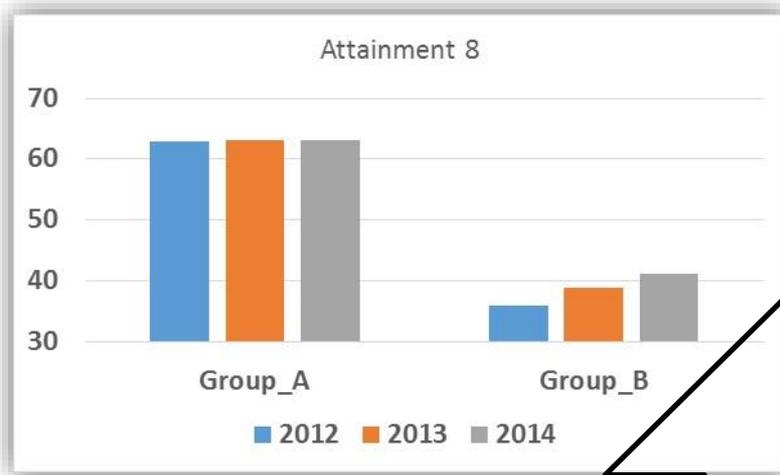
2014 attainment levels, average 9.8 entries per pupil



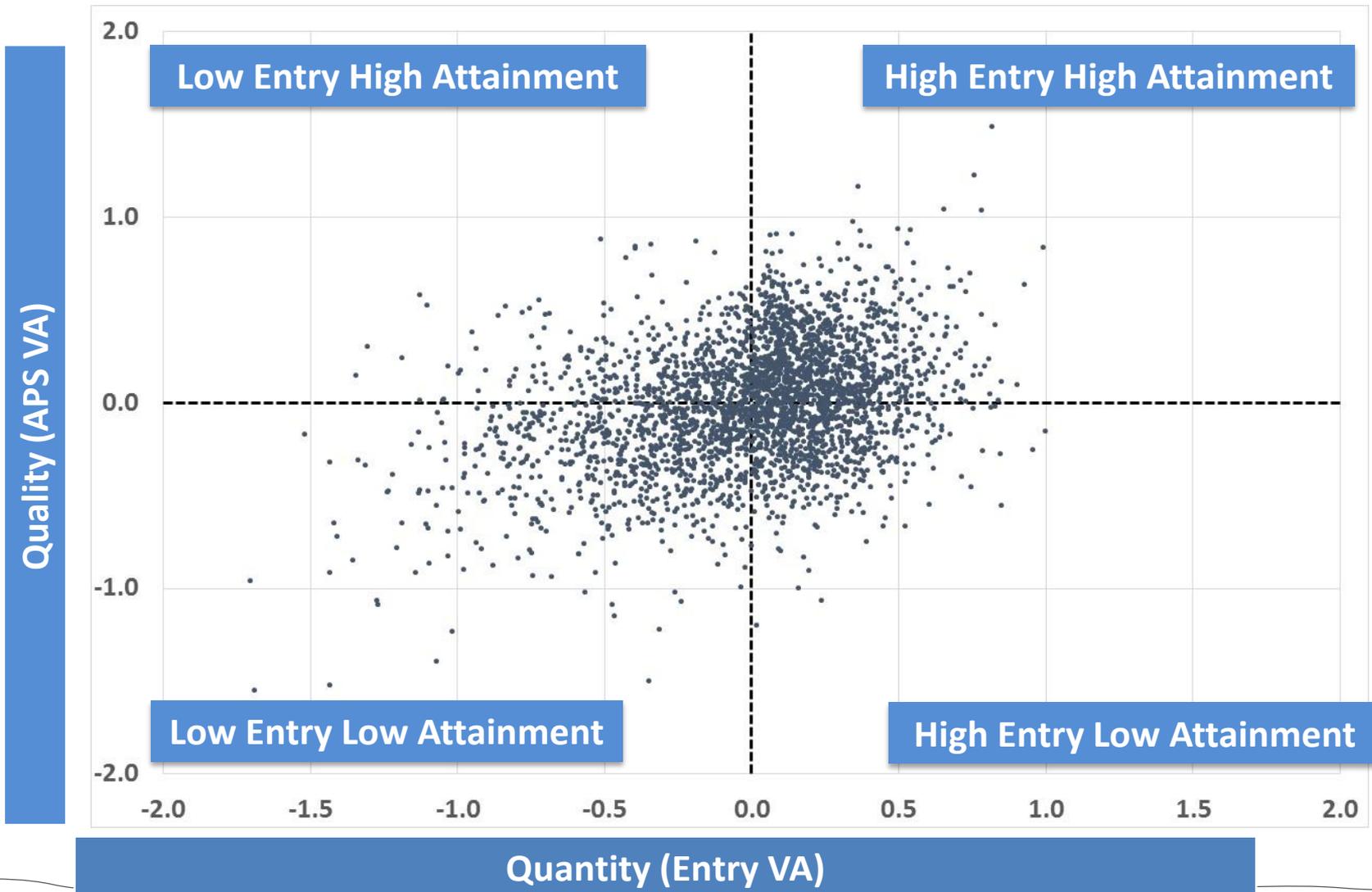
National 2014 attainment levels, no pupils with zero entries

5 Points
i.e. difference
of 0.5 in P8

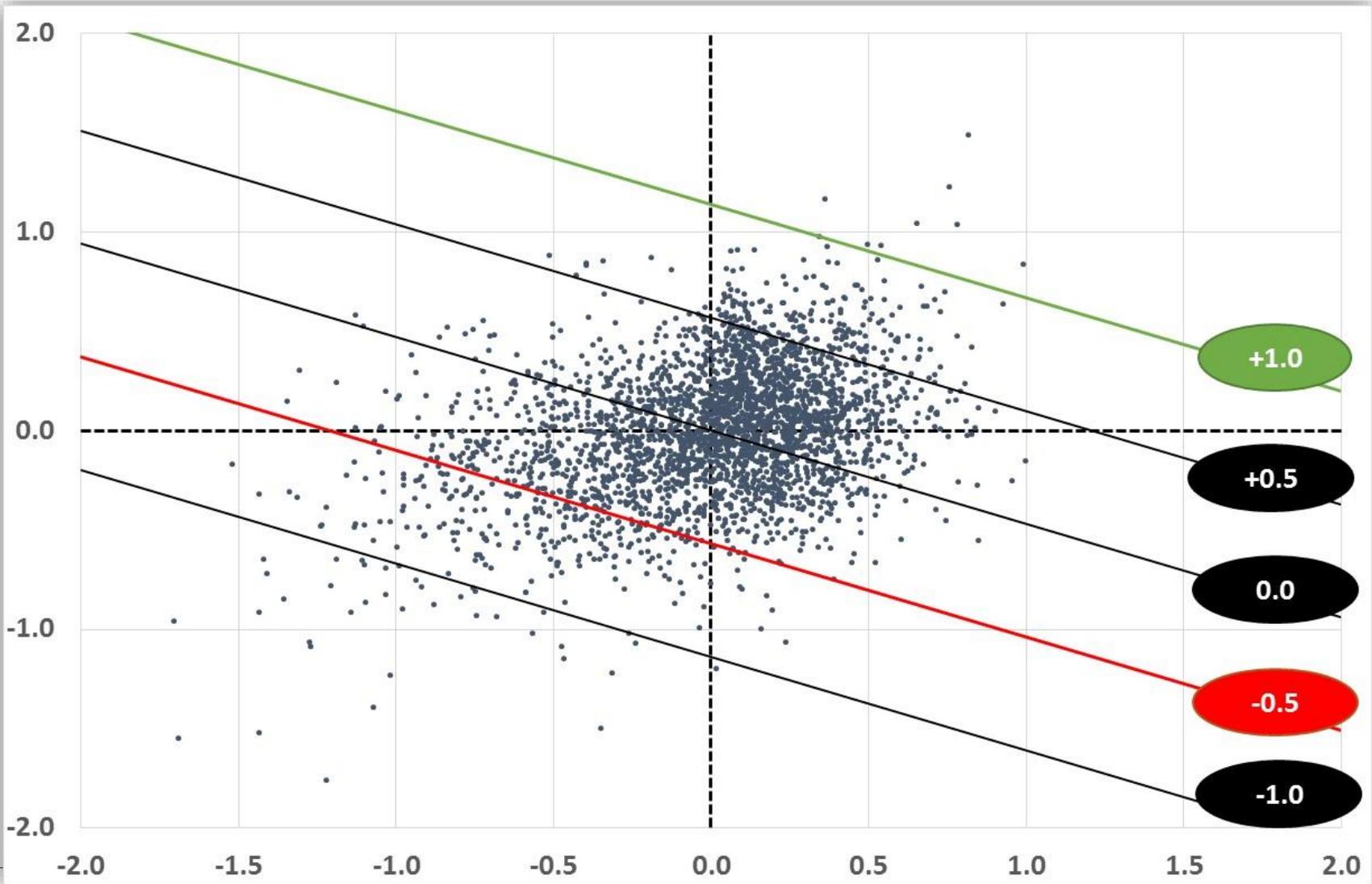
Two groups of schools



Entry and Attainment



Quality / Quantity -> Progress 8



Reformed GCSEs?

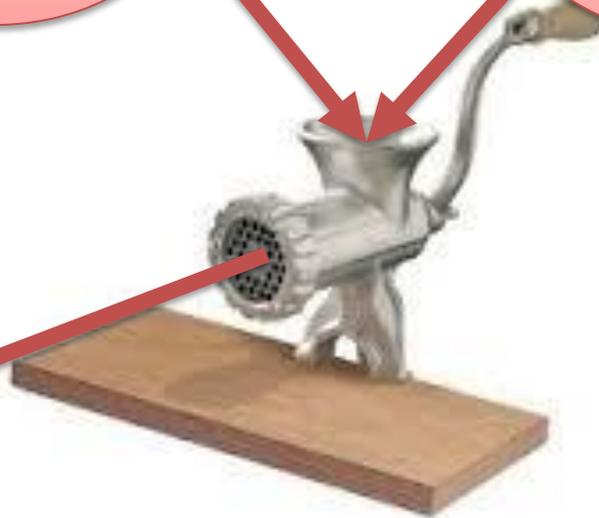


2017 onwards

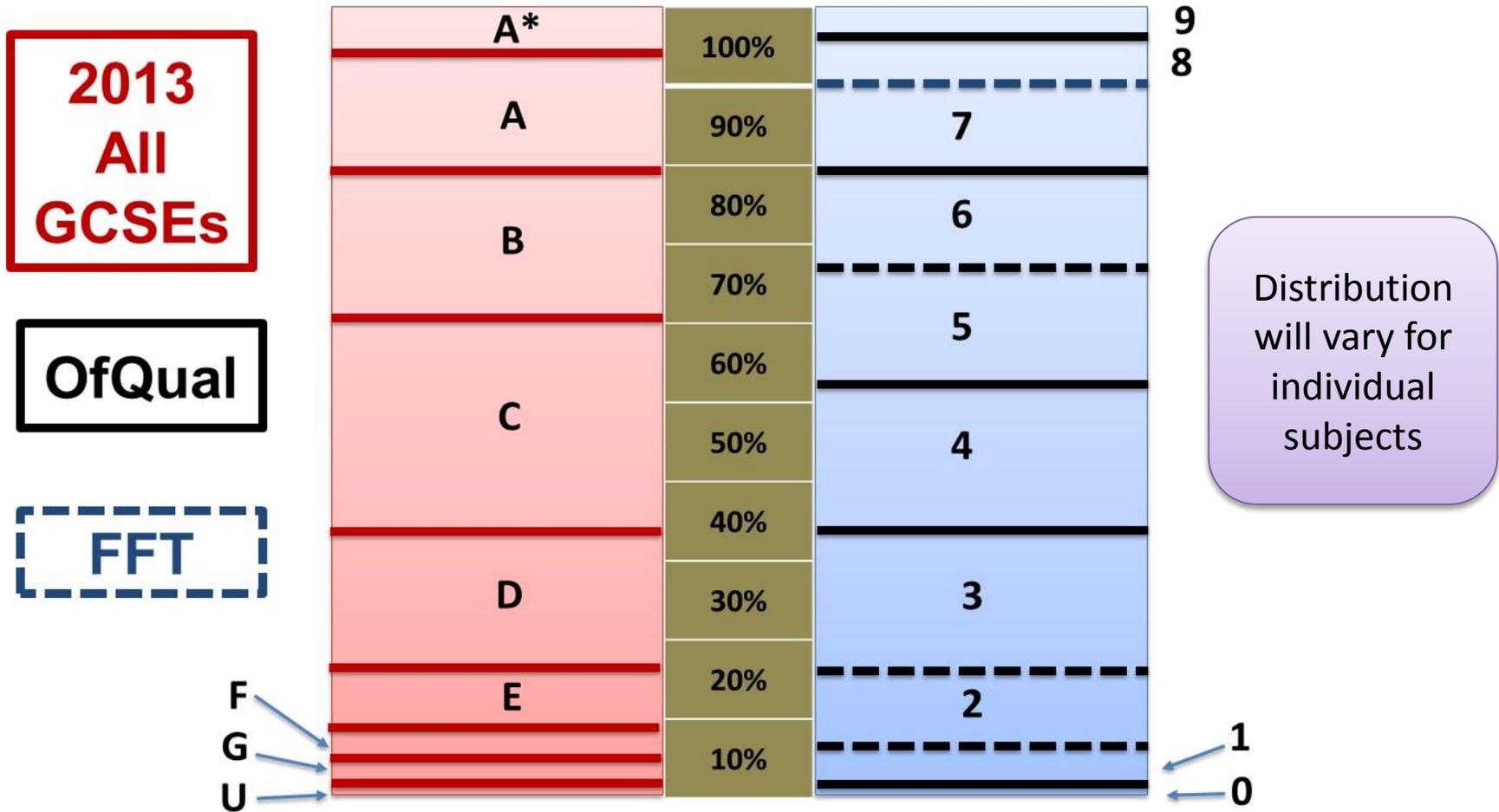
Grades
9..1,0

Grades
A*-G, U

Attainment
8 Scores



Possible Grade Distributions



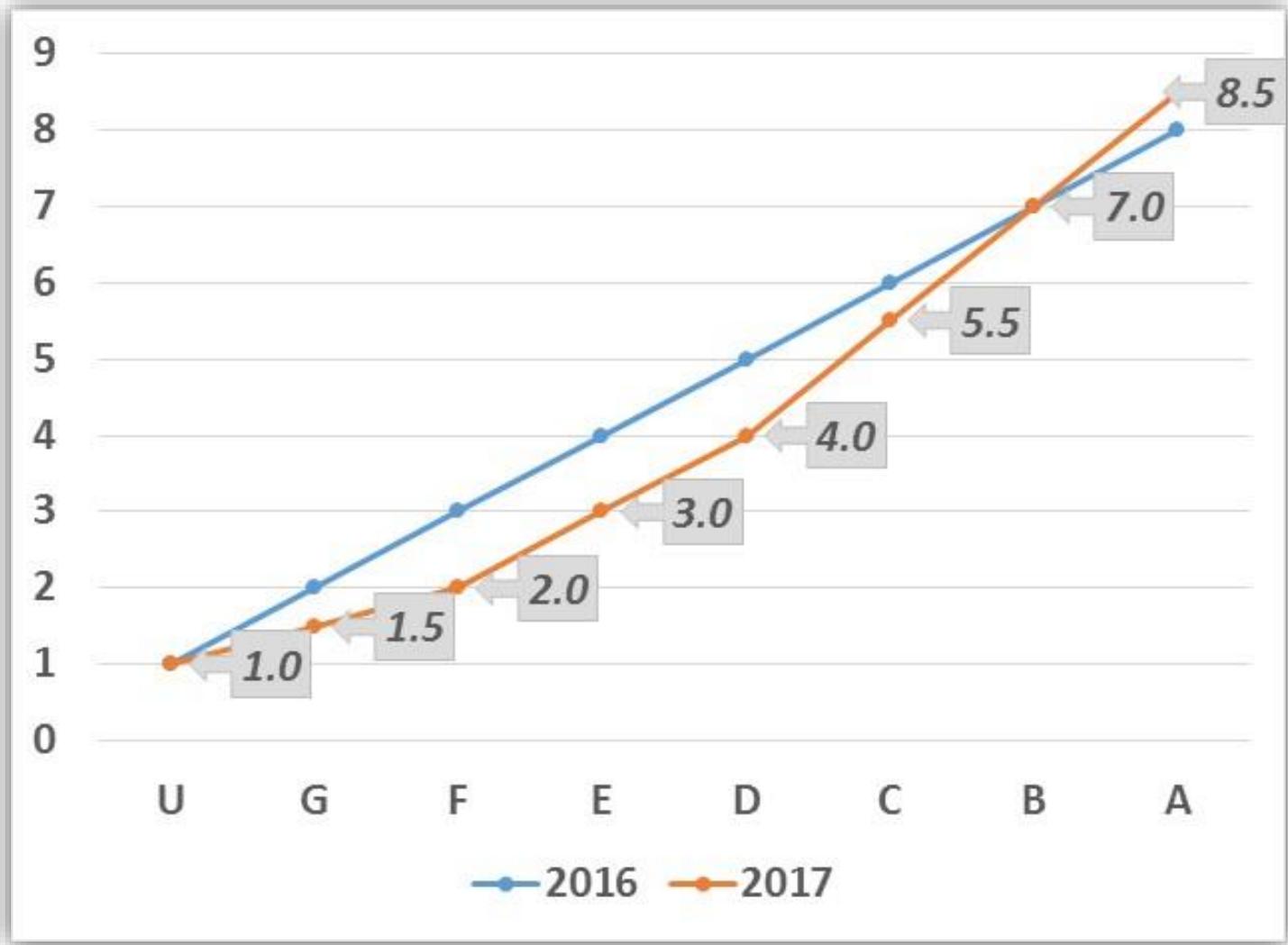
FFT Estimates

		0	1	2	3	4	5	6	7	8	9	Score
0	U	100%										0.0
1	G	0%	100%									1.0
2	F		50%	50%								1.5
3	E		0%	100%								2.0
4	D			0%	100%							3.0
5	C					67%	33%					4.3
6	B						33%	67%				5.7
7	A							0%	70%	30%		7.3
8	A*									35%	65%	8.7

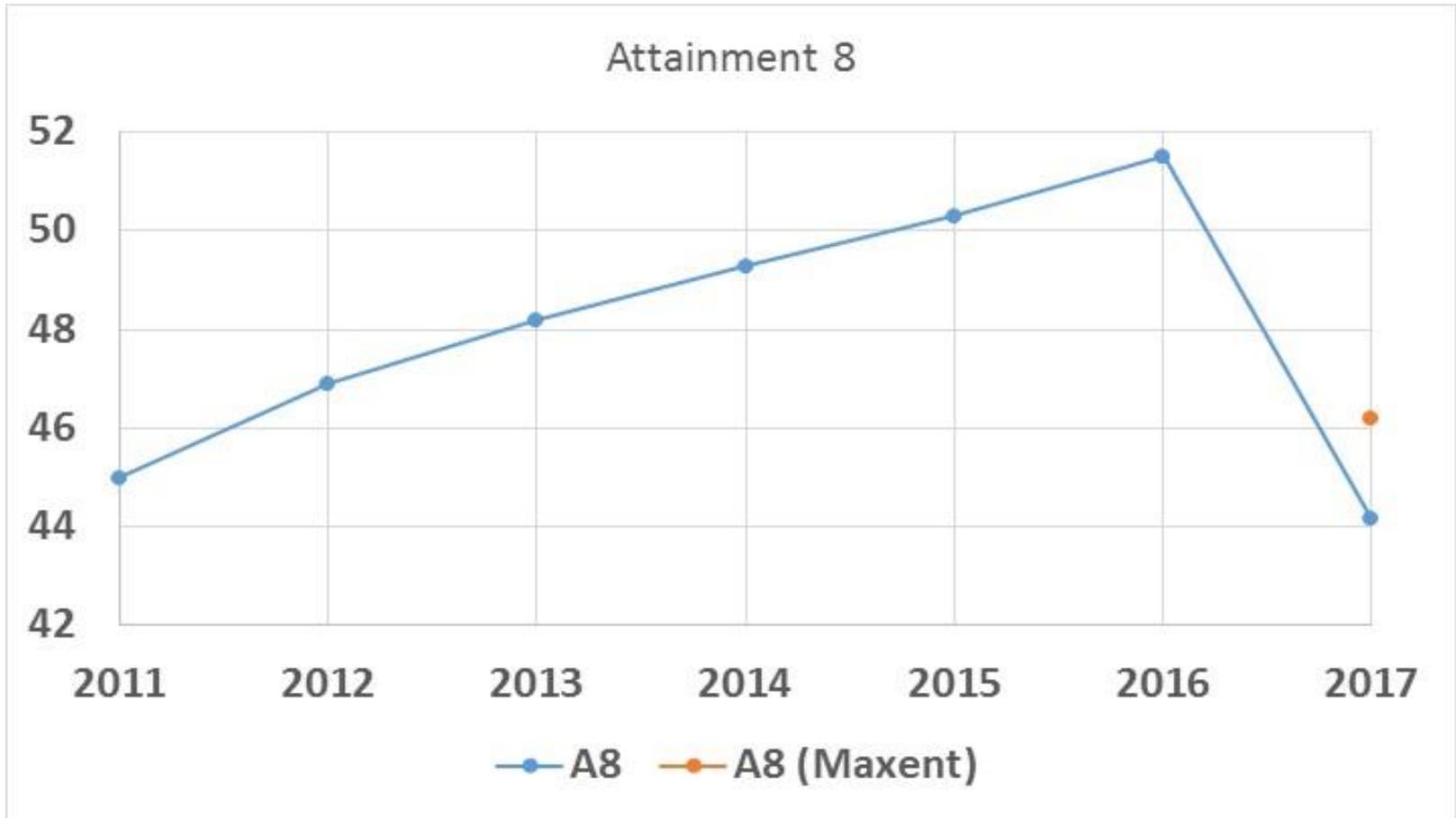
Note : This is based upon FFT calculations. Whilst some conditions have been defined by OfQual others are based upon FFT modelling.

65% A* within 1% of 20%A*/A for 90% of GCSE subjects

DfE Decisions

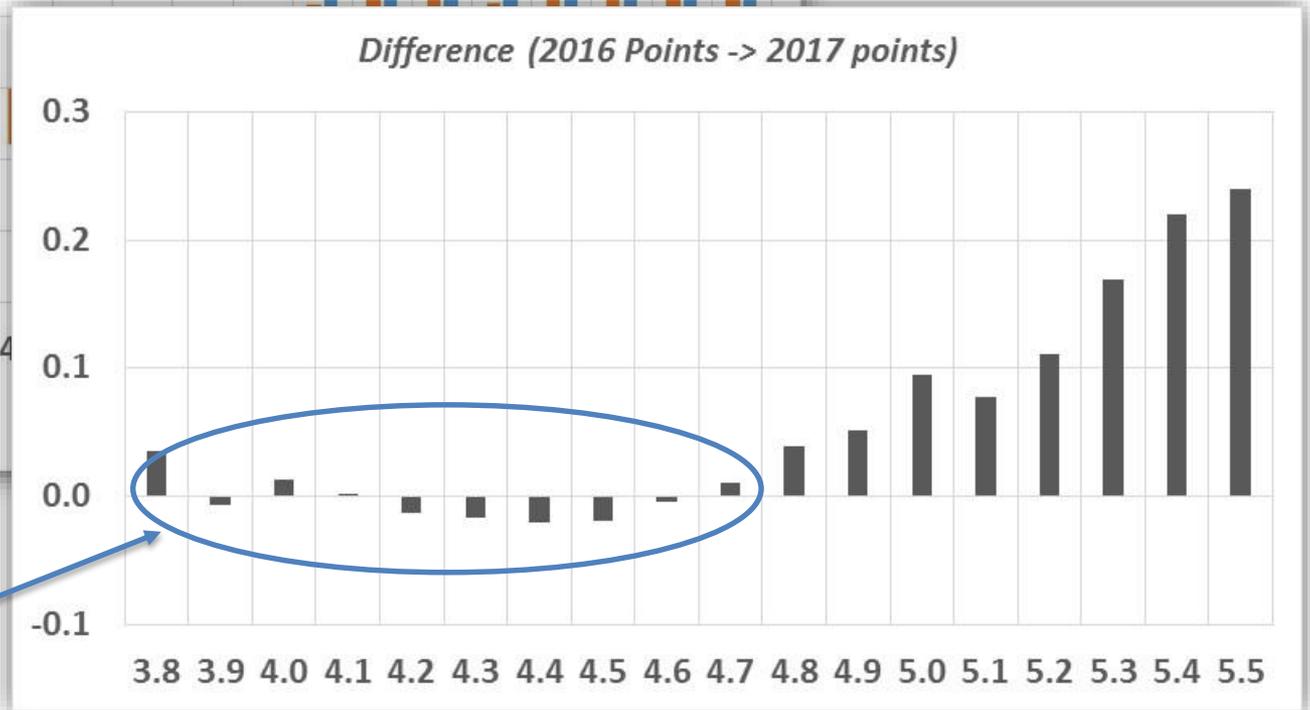
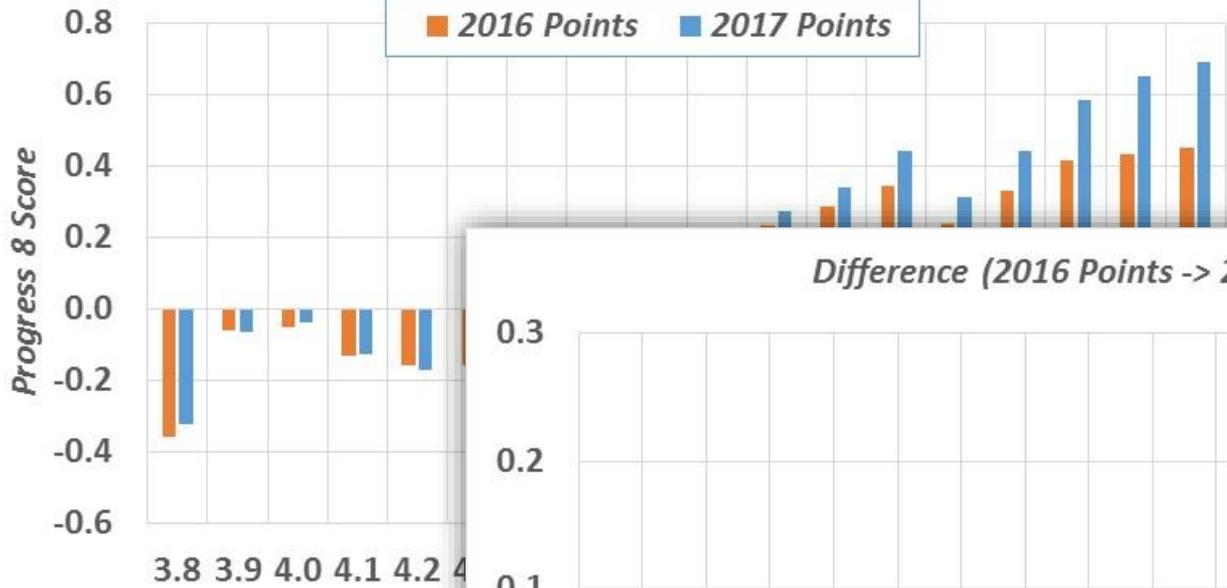


Impact ...



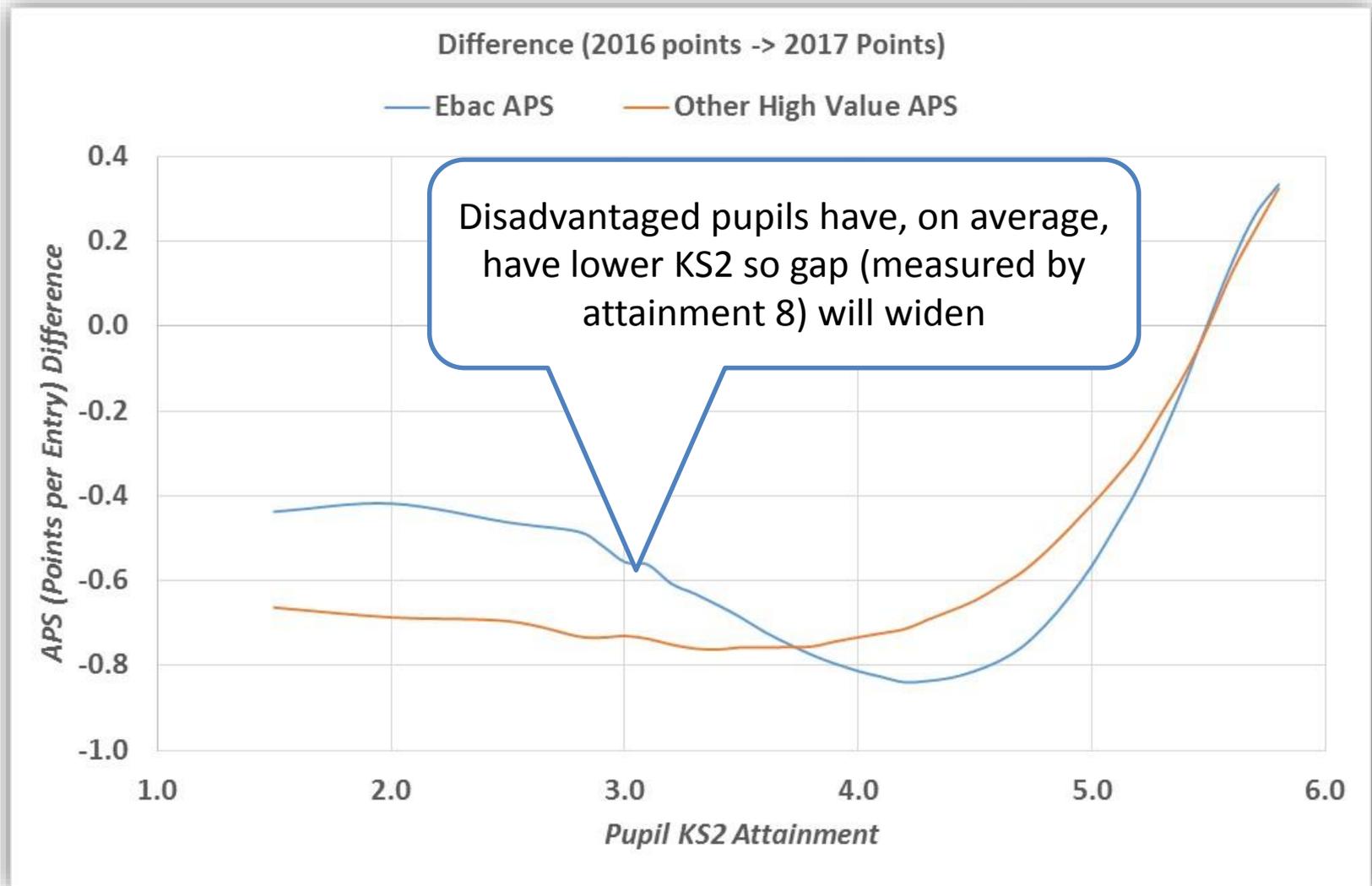
Impact will vary between schools

Impact ..Schools



Additional 50 schools below floor

Impact - Pupils



So

- It's already difficult to find indicators which work consistently from 2004 to 2015
- It's going to become even more difficult!
- Options:
 - Simply give up and accept that 2017 onwards cannot be compared with earlier data
 - Restrict to things that might work e.g. Mean GCSE grade
 - Focus on relative attainment / progress and convert to common scale:
 - Using ranks (DfE, December 2014)
 - Using scaled scores (FFT pilot with Essex)
- Do we need additional indicators (e.g. KS4 outcomes converted to scaled scores) adding to NPD?