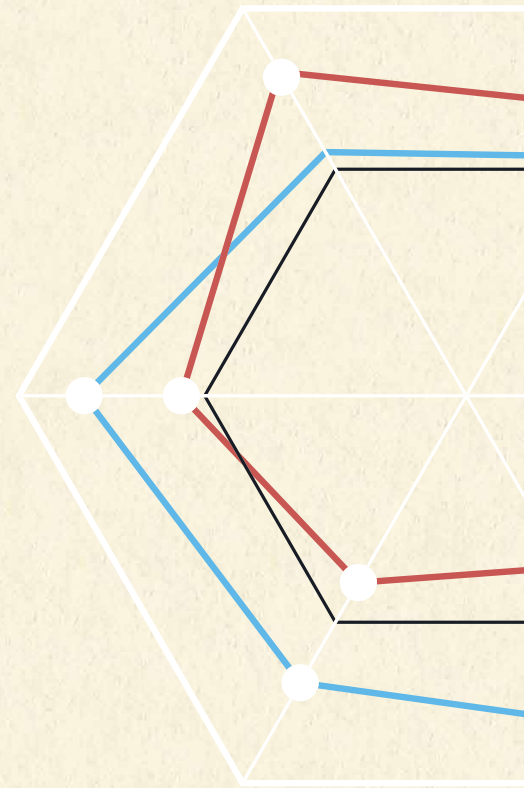
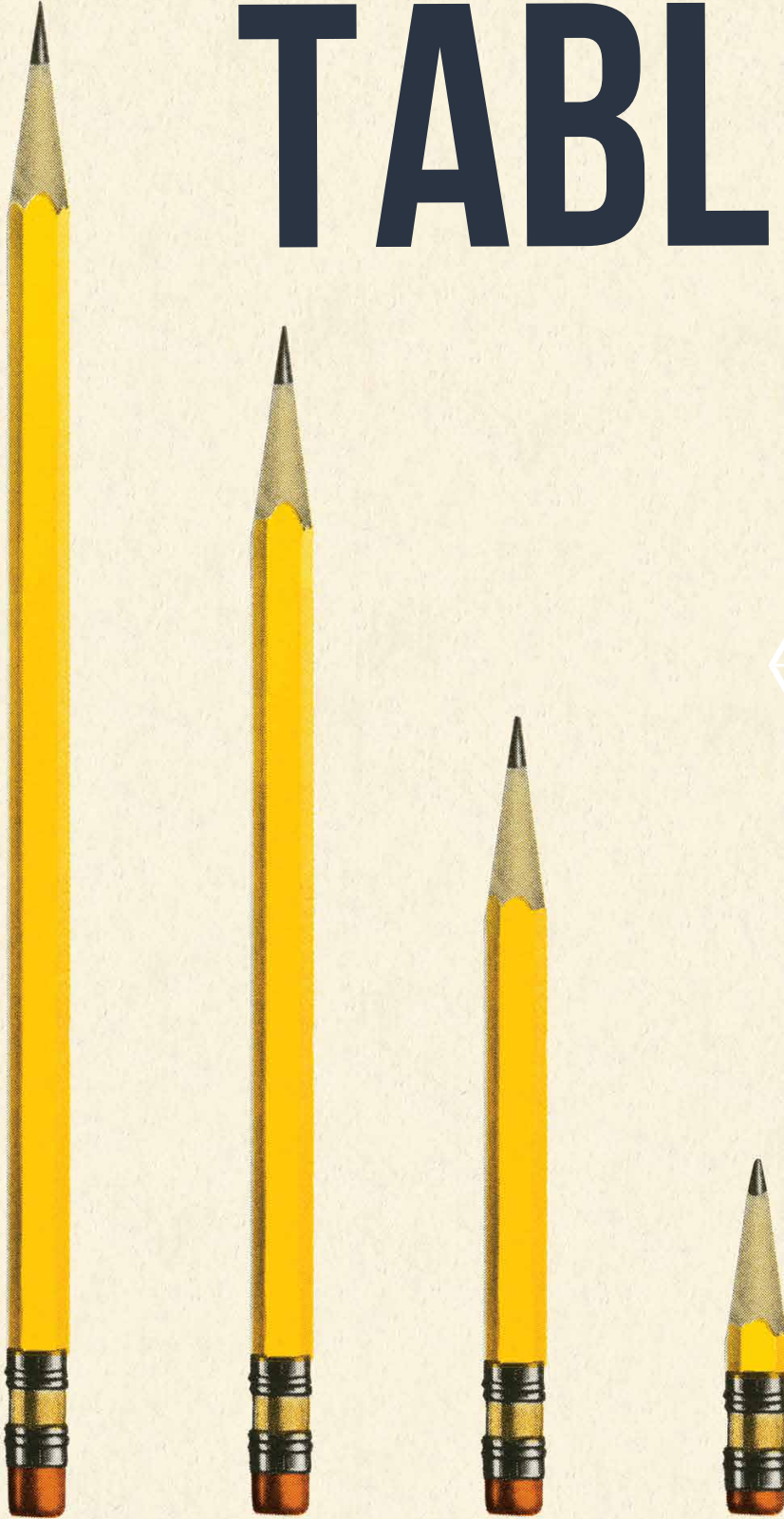
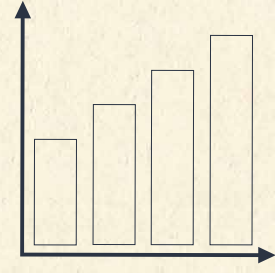


A GUIDE TO THE NEW KS4 + 16-18 HEADLINE MEASURES

LEAGUE TABLES



A SUPPLEMENT PRODUCED BY

IN PARTNERSHIP WITH

SCHOOLS **WEEK** 

OCR
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WHAT'S NEW?

- English Baccalaureate for all:** Last November the government launched a consultation on the English Baccalaureate (EBacc) setting out plans to introduce 'EBacc for all'. It is expected at least 90% of students will be entered for the EBacc across the country and the proportion entered in each school is set to become a 'headline' performance measure from 2016 alongside EBacc attainment (proportion of pupils achieving a good pass in each subject). The government wants schools to enter more than 90 per cent of pupils to achieve the national expectation but special schools and alternative provision will not be subject to it. The government is still pondering what should happen in UTCs, studio schools and FE colleges, and is also looking into publishing average point score and 'similar schools' data on EBacc entry and attainment.
- Destination data:** The DfE is now expecting to include destination data in this year's KS4 and 5 league tables. After publishing 'experimental data' in recent years, the DfE expects to include the figures in the main tables.
- Phased entry of the 1-9 grading system:** The new numerical (instead of letter-based) grading system for GCSEs will now be introduced in phases, starting with English and Maths and first be reported in summer 2017. 'Phase 2' subjects will follow in 2018 and all other ('phase 3') subjects in 2019. The new scale will have more grades at the top and fewer at the bottom. Whilst the new grading system is being introduced, Progress 8 and Attainment 8 in subjects still using letter scales will be calculated using an interim system that gives pupils 8.5 points for an A*. This means that for the 2017 and 2018 results (and performance tables) the measure will be calculated using a mixture of new and old GCSE letter and number scales.
- The new expected standard:** As the new numerically graded GCSEs are introduced, the standard considered a 'good' pass will switch from a C grade to grade 5. This grade is intended to be equivalent to top C grades and low B grades. Grade 5 or above will be used to calculate a schools' 'good pass rate'.
- New guidelines on English, Maths and Science qualifications:** The first GCSE a student is entered for determines which 'pathway' they are on. If a student is entered for English language (or literature) GCSE, they will be considered to have made the choice to follow a two English GCSE 'pathway'. If they later change and do a combined English GCSE it will not count in the league tables. The same applies to the paired application and methods papers in Maths. From 2017, only reformed English and Maths GCSEs will count. The first entry in a Science GCSE also determines the students' 'pathway'. This means pupils cannot enter for one type of exam, later switch, and still have those grades be counted in the league tables.
- Coasting schools:** The Government set out its definition of the new 'coasting schools' measure since the last edition. A secondary school will be 'coasting' in 2016-17 where, in 2014 and 2015, fewer than 60% of children achieved 5 A* to C, including English and Maths and below the median percentage of pupils made expected progress in English and Maths, and, in 2016 they fall below a particular Progress 8 score. (This score is not yet known). Gradually the definition will shift to only include Progress 8 so that by 2018 the definition of 'coasting' is purely based on Progress 8 (not attainment). Schools will only be considered 'coasting' if they meet the criteria for three years in a row.

LEAGUE TABLES



INTRODUCTION

Keeping ahead of performance requirements is one of the toughest, but most important, challenges for school leaders at all levels: middle, senior, executive and governance.

The shift to measuring schools across 8 subjects, rather than 5, and looking at progress, rather than just the pass rate, is substantial. The aim is to refocus schools on to what matters: teaching all pupils to achieve as best as possible across a broad curriculum. It's a noble quest.

Having a plethora of measures should also avoid some negative behaviours. For example, sixth forms will now have their retention rates published alongside performance, disincentivising the old trick of pushing out pupils if it looks like they will perform badly.

No system is perfect, of course. As the case studies in these pages show, some schools will be affected by things beyond their control - for example, pupils with no primary school scores. The complicated way GCSEs will move from lettered to number grades is also a headache.

But, change is coming. This guide, developed in collaboration with the researchers at think-and-action-tank LKMCo and awarding organisation OCR, is therefore here to step you through them. We hope you find it useful.



LAURA MCINERNEY

Editor of Schools Week



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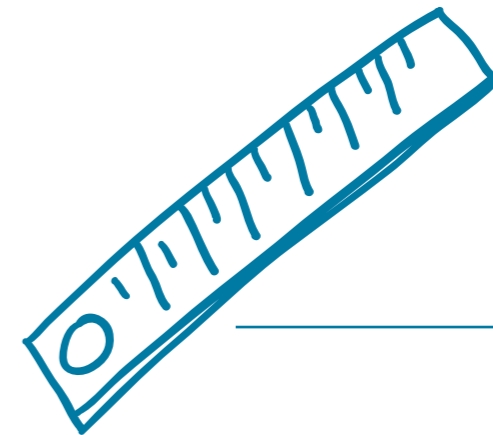
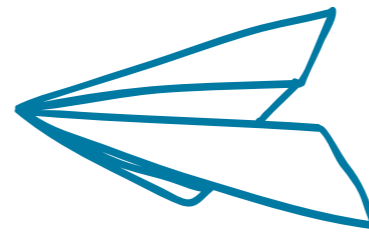
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GEMMA GATHERCOLE

HEAD OF POLICY – FE AND FUNDING AT OCR



FOREWORD

At a time when so much of the education landscape is subject to reform, it is important to understand what is changing and what the likely impacts are going to be. That's why we are delighted to be sponsoring this supplement on performance tables for a second year. In my foreword last year, I said that for my job the ability to understand performance tables had become critical; this year that couldn't be more true. While each year performance tables change slightly, this year marks a watershed moment, so we hope this guide helps you to navigate these changes.

Whether it's coverage of the performance tables in the media, the information your school or college presents on your website or the questions that prospective parents ask, the information held in performance tables provides a key information source. The introduction of performance tables was linked to a public information initiative and they do meet that objectives, they provide data on attainment and progress and a mechanism for comparing performance. However, they are not context-free and because they measure 'performance' of schools by virtue of student attainment and/or progress in assessments they need some interpretation and understanding.

The critical factor for compiling performance tables is the ability to measure students' attainments in assessments. Unlike production processes, which

ensure the conditions and ingredients of their products are consistent and uniform, individual students can never be uniform. Each cohort of students that take national assessments unique, they have inconsistent backgrounds, different levels of parental engagement, different interests,

This year marks a watershed moment

experiences and a whole host of other characteristics and interactions that must be taken account of and therefore make the measurement of school performance through assessment results only a challenge.

Since Professor Alison Wolf's Review of Vocational Qualifications in 2011, the landscape of performance tables has been changing. This year's performance tables will be the first in which all education providers for pre-16 and 16-19 education will be measured on a new set of incentives. Since that review, there has been much debate about what the measures mean for education, with frequent discussion over the potential for the curriculum offered to students to be narrowed to focus on subjects that 'count' in performance tables.

While it has been true for some time that the inclusion or exclusion of qualifications in performance tables has noticeably affected the volume of certain qualifications being delivered in schools, not all changes have a direct correlation to performance tables. According to data from the Joint Council for Qualifications (JCQ), for the examination series in 2015 the top 10 subjects included both Art & Design courses and Design & Technology, despite strong presence of EBacc subjects, the numbers of students taking Art & Design courses having increased again from a relative low in 2013.

Of the subjects that saw the highest increases in student volumes, only 1 of the top 3 were EBacc subjects and of subjects seeing decreases in take-up the decline numbers for French had accelerated from 2014. So while the EBacc will continue to be a performance table headline measure, there are other subjects that large numbers of students are taking and, therefore, more stories that our schools and colleges need to be able to tell about their performance.

We believe that education should be broader than the examination syllabus. The Education Select Committee is currently holding an inquiry into the purpose of education and it will be interesting to see what conclusions it draws. Its conclusions will have implications for how we also measure educational

outcomes. While it is easier to focus on those things that are relatively straightforward to measure, like exam results, education's purpose is broader and so our judgments of school performance need to be based on a broader view as well. It might be possible that some of this is built into performance tables in future when the destination data can be robustly measured, but in the meantime, the methods we use to judge schools and colleges should be broader than how they perform in performance tables.

We hope this guide helps you to navigate the changes so you are able to understand the performance tables and so that you can explain their outcomes to your stakeholders. But we also hope that it helps you to understand the limitations of performance tables too, so that you can demonstrate through your own work the broader and more rounded picture of your schools and colleges than just exam results can provide.



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**THE HISTORY OF
LEAGUE TABLES**

THE HISTORY OF LEAGUE TABLES

DR SAM BAARS

School performance tables are such a central part of the education system it is hard to imagine a world without them. However, league tables did not materialise until the early 1990s. Well into the 80s the school system was still seen as a 'secret garden' in which outcomes were neither measured nor communicated. School data managers, 'floor targets', 'levels' and 'value added' had yet to enter the staffroom lexicon. Fast-forward to 2016, and anyone with an internet connection and a copy of Excel can compare school performance in forensic detail. Here we briefly chart the birth and development of the school league table, and reflect on the significance of this 40-year journey.

THE EARLY FOUNDATIONS

The move towards school accountability measures can be traced back 40 years to a school, a speech and the establishment of a little-known unit of the then DfES. These events culminated, twenty years later, in the first published school performance tables.

William Tyndale school in Islington achieved national notoriety during the 1975/76 academic year, as parents protested over what they saw as the school's unruly experiments in progressive, pupil-centred education and the damaging effect this was having on their children. At the end of the year, Prime Minister Jim Callaghan delivered his famous 'Ruskin speech' which kick-started the 'Great Debate' about the structure, purpose, and future of state education and called for greater standardisation and accountability. Amongst the range of initiatives emerging from Callaghan's speech was the establishment of the Assessment of Performance Unit, which began to conduct tests

of pupils' attainment in English, maths, science and modern foreign Languages on a rolling basis. Although the APU's assessments aimed to provide a national overview of standards rather than school-level attainment data, the shift towards a data-driven system had begun.

The next important step was the 1980 Education Act's School Information regulations, which, for the first time, made it mandatory for schools to publish their public exam results. Until then, schools had been able to pick and choose the CSE and GCE exam data they wished to share with the public. Indeed, prior to 1981 they were under no obligation to release any of this data.

Introducing the new regulations did not mean school performance data was easily available, as a 1984 paper reveals:

"The NCES (National Council for Educational Standards) wrote to LEAs and individual schools requesting 1981 exam result details for all fifth formers. They had responses from 55 per cent of LEAs and 49 per cent of secondary schools."

THE BIRTH OF THE LEAGUE TABLES

Following the introduction of the National Curriculum, key stages and standardised testing in the 1988 Education Reform Act, schools faced an additional requirement to publish results in a 'common and consistent format' from 1991 onwards. That common and consistent format was provided by the newly introduced GCSE, and the 5A-C headline measure (which expanded to include the new A* grade in 1994). Together, these moves made it possible to compare school performance for the first time. Secondary school performance tables

arrived a year later, in November 1992 and primary school tables four years later.

Between 1992 and 1994, the public's interaction with the new performance tables was strictly paper-based, through local and national media. In fact, the league tables generated such widespread interest that results day proved to be a reliable annual bonanza for the newspapers. On September 29, 1995, the performance tables were made available online for the first time, with the accompanying DFEE press release heralding this as "the biggest public information exercise ever undertaken by any Government department."

THE CASE FOR LEAGUE TABLES: FROM ACCOUNTABILITY TO CHOICE, AND BACK AGAIN

Performance tables were born out of calls for schools to be more accountable, and for teaching and testing to be more standardised. However, as central government control over education became tighter, the rationale behind reforms to the education system – including the introduction of league tables – became more about parent choice, reflecting the increasing role of market forces in the delivery of public services. The new performance tables formed a central plank of the 1993 Parents, Charter and were heralded by the Conservative government of the time as the cornerstone of a new era of school choice, in which parents could make fully informed decisions about where to educate their children. Indeed the then Education Secretary, John Patten, announced that the introduction of the new performance tables was "consigning to the dustbin of

educational history" a system which "denied parents the right to know how schools are performing and prevented them from making informed choices about where they want their children educated."

By the turn of the millennium the narrative had begun to swing back again: although the goal of facilitating parent choice within education remained, league tables were once again promoted as a tool of oversight, management and standards. The goal was to root out 'failing schools' and to identify champions.

In 1997 18 schools were publicly identified by central government as failing, based on performance tables and 25 were closed and reopened with new names, uniforms and staff - a theme that continues to this day in the coalition's academies policy.

TARGETS AND CONTEXT

Targets were attached to the performance tables for the first time in 2000 with a minimum 'floor' standard that all secondary schools were expected to achieve. This standard has repeatedly been raised and additional stipulations added, for example, by adding English and maths to the basic 5A*-C in 2006. New measures have also been created around particular subjects, for example through the 2010 EBacc, but perhaps most extensively in an effort to recognise the role of context – whether in terms of demography or prior attainment.

Facing increasing criticism that schools could not be compared fairly using headline 5A*-C rates alone simple Value Added (VA) measures were piloted in the mid-90s, leading to the introduction of

SEE OVERLEAF

Timeline: the foundations of the performance tables

Jim Callaghan's Ruskin speech calls for greater standardisation and accountability in the state education system



Regulations introduced as part of the 1980 Education Act make it compulsory for schools to publish their exam results



GCSEs and the National Curriculum introduced as part of the 1988 Education Reform Act

Schools face new regulations making it compulsory for them to publish their exam results in a common and consistent format



Secondary school performance tables published for the first time



Parents' Charter places performance tables at the core of greater parental choice in education

Performance tables used to 'name and shame' failing secondary schools, leading to enforced closure

1976

1981

1988

1991

1992

1993

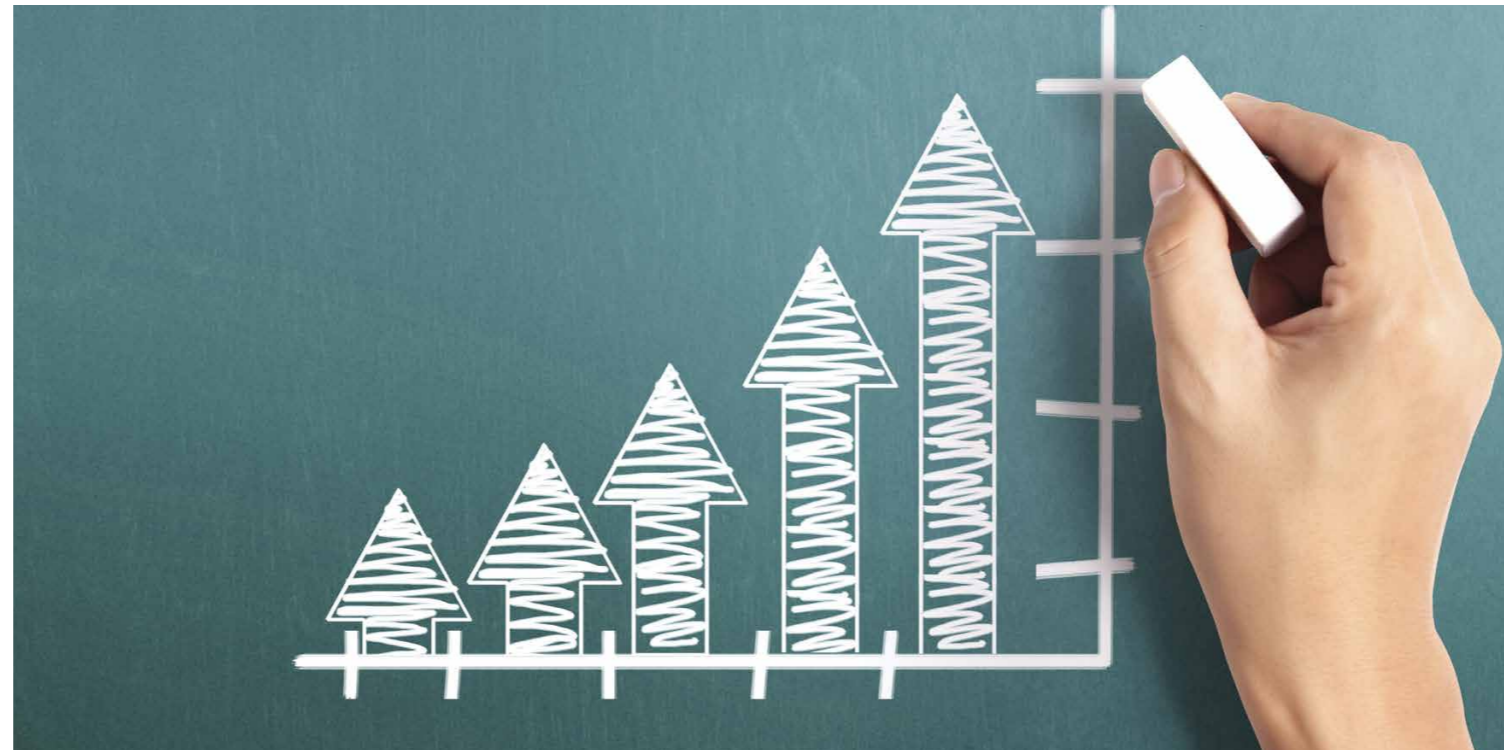
1997

THE HISTORY OF LEAGUE TABLES

KS3-KS4 VA in 1999, followed by separate KS2-KS3 and KS3-KS4 VA measures in 2002, and, finally, a KS2-KS4 VA measure in 2004. The development of these progress measures highlighted the need for year-on-year data for individual pupils – a need that was met in 1999 by the introduction of Unique Pupil Numbers (UPNs) which allowed young people to be tracked all the way through the school system (and beyond).

Before long these basic Value Added measures were also criticised for not offering a fair assessment of school performance given the variety of factors outside the school gates that affected pupils' attainment and progress. The Pupil Level Annual School Census, which ran for the first time in 2002, allowed pupils' exam performance data to be linked to a range of demographic, household and neighbourhood-level data. By linking to this 'contextual' data on pupils' backgrounds, more complex VA measures were developed. These contextual measures allowed pupils' progress to be compared with other pupils who not only had similar prior attainment, but who were also similar across a broader range of characteristics. The resulting Contextual Value Added (CVA) measure was introduced in 2006, sparking fierce debate between those who felt it levelled the playing field and allowed effective schools with deprived intakes to demonstrate their worth, and those who argued that it was wrong to hold different expectations for different groups of young people, based on their gender, ethnicity or neighbourhood.

The writing was on the wall for CVA after the publication of the 2010 Importance of Teaching White Paper, which argued: "It is morally wrong to have an attainment measure which entrenches low aspirations for children because of their background... we do not think it right to expect pupils eligible for free school meals to make less



progress from the same starting point as pupils who are not eligible for free school meals."

WHICH OUTCOMES?

Alongside the debate as to whether the league tables should consider broader factors that might influence a school's exam-based headline performance measure, such as prior attainment and contextual factors, some began to question the validity of the headline measure itself. A

2009 report of the Expert Group on Assessment called for the entire existing system of performance tables, based around exam-based measures, to be replaced with a School Report Card that would measure a broader range of outcomes alongside attainment, including pupils' wellbeing and parental perceptions of their children's school. Although the School Report Card proposed significant changes to the breadth of school performance measures, the attainment and progress measures themselves were to be based on the existing 5A*-C threshold. Moreover,

while the consultation on the proposals revealed widespread support for measuring a broader set of outcomes, the strongest agreement from schools as to the measures that should be included in the Report Card related to pupil progress and attainment and the School Report Card was quickly shelved following the change of government in 2010.

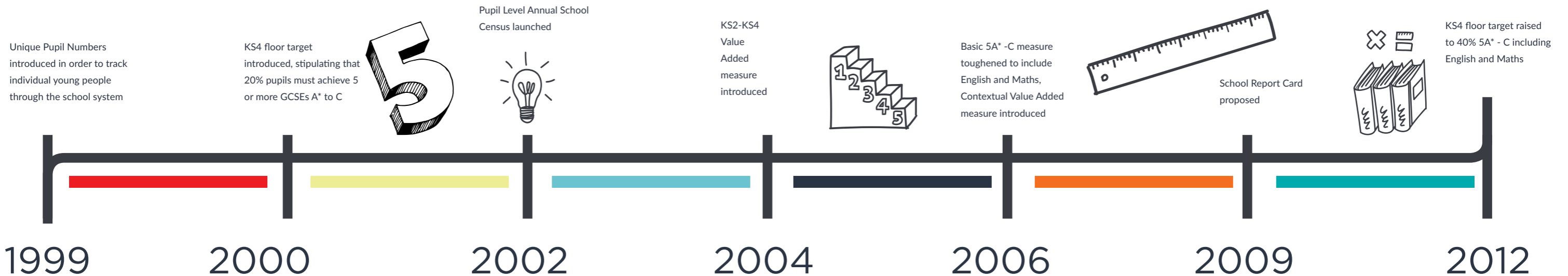
THE PRESENT REFORMS IN HISTORICAL CONTEXT

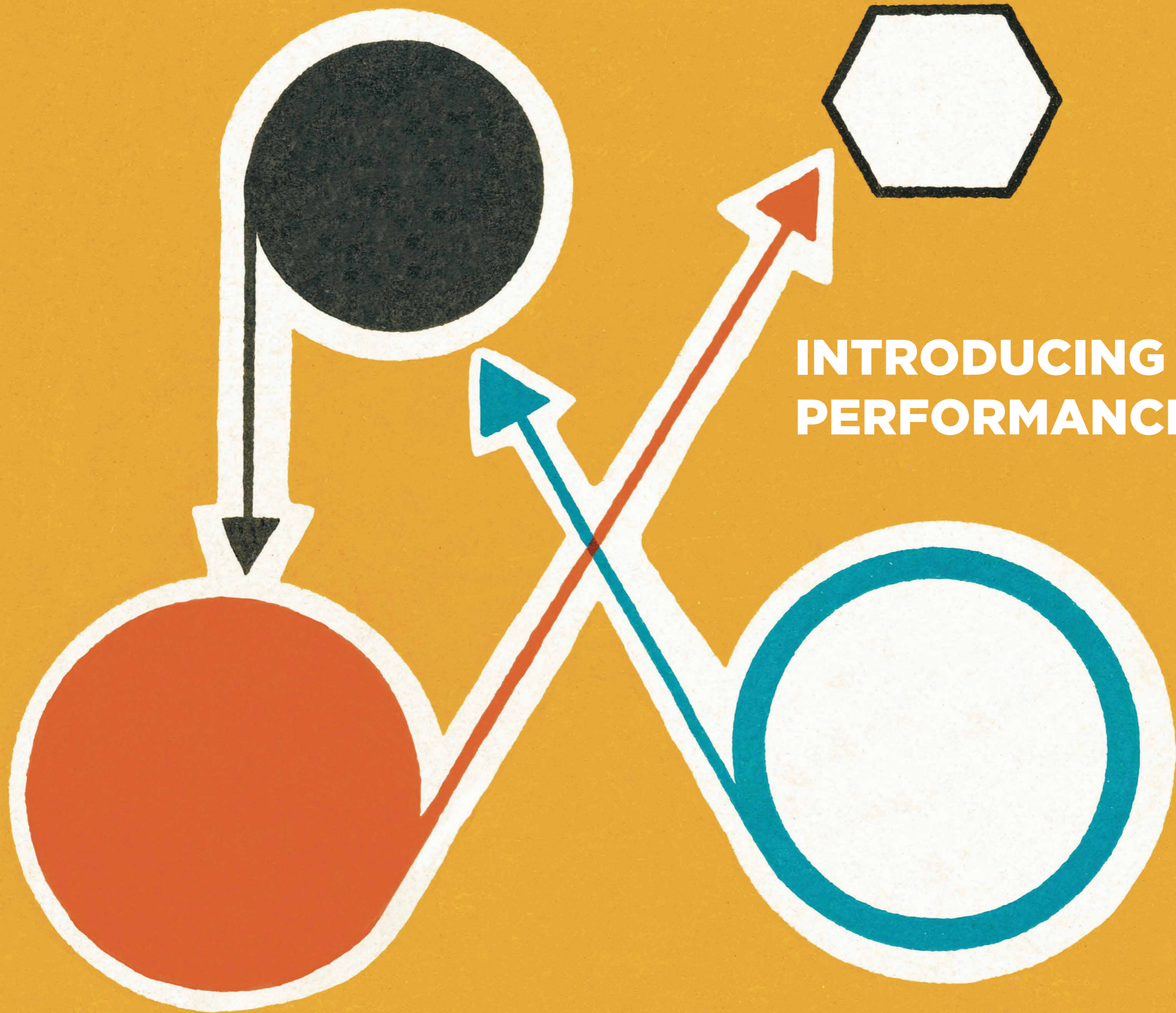
The narrative of change over the course of the past 25 years throws up themes that lie at the heart of the 2016 reforms. Are we more interested in absolute attainment, or progress? Should we take young people's context into account when measuring their attainment and progress, or does this encourage us to hold lower expectations for particular groups of pupils? Do we value attainment in some subjects above attainment in others?

In some ways, the 2016 reforms represented continuity – under the new system, the 'golden core' of English and Maths, for example, will receive extra weighting. In other ways, they were a break with the past – prioritising progress over attainment and exploring the new dimension of 'destinations'. Translating the changes into action has also been tricky. Over the past year the government has had to rethink how it phases in the changes, particularly with respect to the new numerical grades and revised GCSEs. IT has also inched its way back towards emphasising a potential cliff-edge threshold with the new 'world class' grade 5, something we predicted in last year's supplement.

Perhaps these changes are most notable for revealing what the government really thinks 'counts' in education. However, only time will tell what impact the new league tables have and whether they accomplish the goal of driving improvement in our system.

Timeline: the foundations of the performance tables





**INTRODUCING THE NEW
PERFORMANCE TABLES**

INTRODUCING THE NEW PERFORMANCE TABLES

BY LOIC MENZIES AND ELLIE MULCAHY

When results day comes in August 2016, schools will be presented with a very different set of data compared to what they are used to.

New measures will be added and the ten-year-old five A*-C including English and Maths threshold will disappear. Measures will cover progress, attainment and entry and there will be a particular focus on English, Maths and the EBacc subjects.

It might seem like a bit of a headful but this step-by-step explanation of the key changes aims to make it all a bit easier to understand.

THE MEASURES

The new league tables will include six main measures (see picture below).

THE SUBJECTS:

Different subjects count towards different measures in particular ways. We therefore divide them into three categories to explain how they fit together

THE GOLDEN CORE

Maths and English retain a special status in the new league tables and are at the heart of four of the new measures. Firstly, the proportion of pupils achieving a good pass in these subjects will be reported under the 'percentage achieving a good pass in English and Maths' measure. Secondly, they are part of the EBacc so will count towards the schools' percentage of pupils achieving the EBacc. Additionally, they count towards both the Progress and Attainment 8 measures and will be double counted to recognise their particular importance. When the new numerically graded GCSEs are introduced, the definition of a 'good pass' will change to a 5 or above.

THE EBACC SUBJECTS

League tables will report the proportion of pupils entered for the EBacc as well as the proportion of pupils achieving a good pass in each of the five areas. The DfE will also publish data on average point score achieved in the EBacc.

Three slots in the Progress and Attainment 8 measures are also reserved for EBacc subjects (in addition to the 'golden core'), however, these do not have to come from different EBacc groups. In other words, more than one EBacc grade in Progress/Attainment 8 could come from Humanities subjects or Languages. Similarly, double science, or different separate sciences can count towards several EBacc slots (or even all three of them).

OTHER SUBJECTS

Up to three additional 'approved qualifications' count towards each pupils' Progress and Attainment Eight. These qualifications can include academic, vocational and non-GCSE subjects.

SELECTING THE BASKET OF 8 SUBJECTS FOR PROGRESS AND ATTAINMENT 8

Both the Attainment Eight and Progress Eight measures work by selecting a qualifying basket of pupils' best subjects. Broadly speaking the process has three steps and at each stage a slot can remain empty – as might happen if a pupil has not taken enough EBacc subjects or if they have taken fewer than eight subjects in total. In some situations a school may choose to enter pupils for fewer subjects and accept an empty slot to secure higher grades in a smaller number of subjects - particularly in the golden core. However, a school will need to think very carefully before risking a score of zero and this will only benefit pupils' overall scores in limited cases.

CALCULATING ATTAINMENT 8

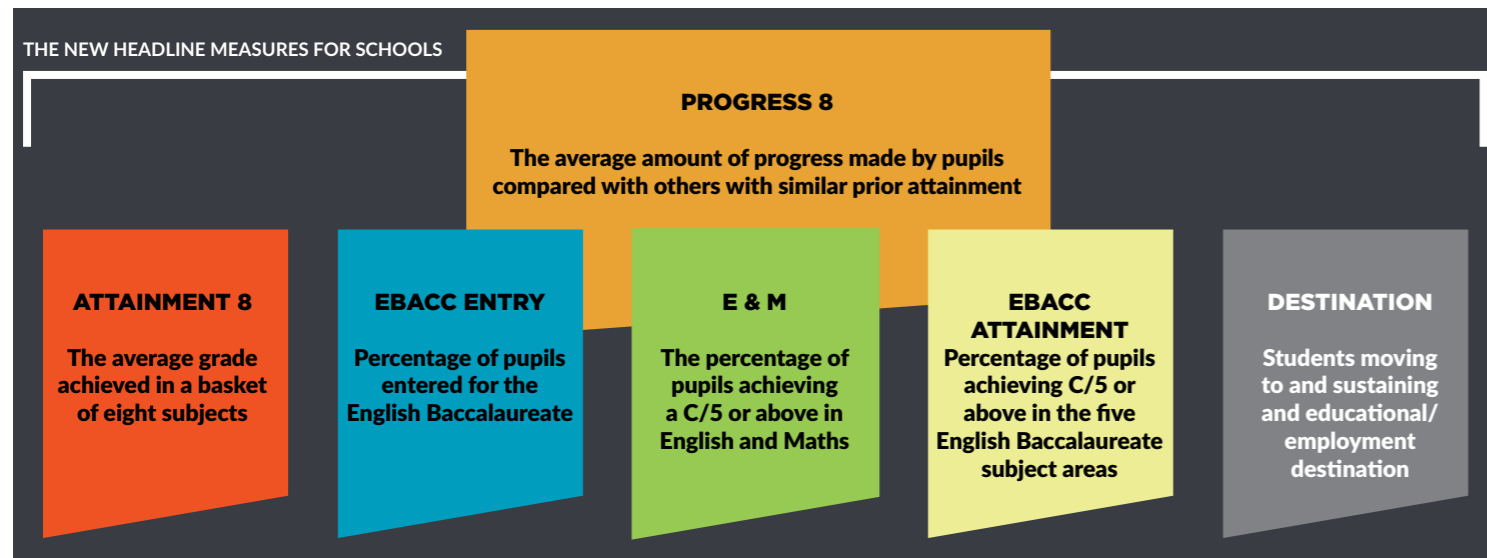
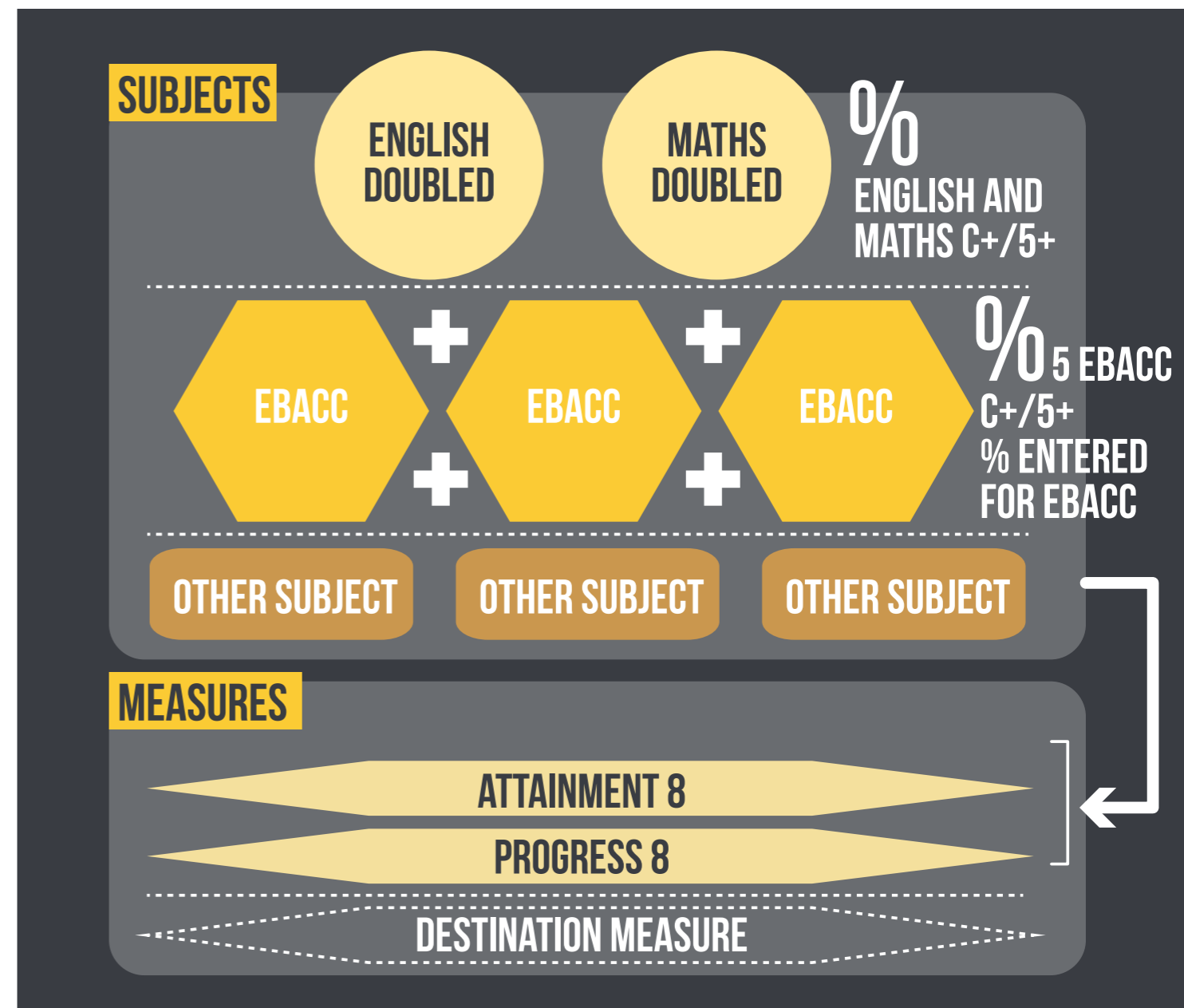
Once the basket of qualifying subjects has been selected, points are totalled with English and Maths scores doubled. The average grade is then calculated by dividing the total by ten (because English and Maths are double weighted). The school's Attainment 8 is the average of pupils' Attainment 8 scores.

CALCULATING PROGRESS 8

For each subject, the GCSEs pupils achieve are plotted against the scores achieved by pupils with similar KS2 results. This shows

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HEADLINE MEASURES FOR GCSE RESULTS: THE SUBJECTS INVOLVED & WHAT WILL MATTER



SUBJECTS INCLUDED IN THE 'EBACC' BASKET

English	Science*	Maths**	Humanities	Languages
English and English Literature	Single award Science Biology Physics Chemistry Additional Science Computer Science	Maths Further Maths Methods in Maths Applications in Maths	Geography History	See link for full list of languages

* If core science is taken then additional science must also be taken and grades A*-C achieved in both to count towards the EBacc. If the single sciences option is chosen, at least three of the four single sciences (physics, chemistry, biology and computer science) must be taken and grades A*-C achieved in two of them

INTRODUCING THE NEW PERFORMANCE TABLES

THREE STEP GUIDE TO THE SUBJECTS INCLUDED IN PROGRESS 8

STEP 1
GOLDEN CORE

STEP 1
EBACC SUBJECTS

STAGE 3
THE REST

- THE PUPIL'S BEST RESULT IN ENGLISH* AND MATHS IS SELECTED
- EACH IS DOUBLED

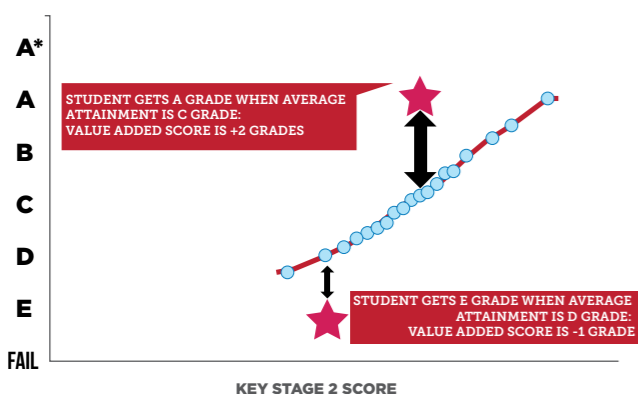
- THE PUPIL'S BEST THREE RESULTS IN EBACC SUBJECTS (OTHER THAN THOSE COUNTED AT STAGE 1) ARE SELECTED

- THE PUPIL'S NEXT BEST THREE ELIGIBLE QUALIFICATIONS ARE SELECTED (WHETHER GCSE, EBACC OR VOCATIONAL)

how many more or fewer points a pupil has scored than would be expected given their KS2 results. The average residual for a pupil's basket of eight gives their 'Progress 8' score.

Schools' Progress 8 is calculated by averaging pupils' individual Progress 8 scores. The average is then reported as a plus or minus fraction of a GCSE to show how much the school's pupils over- or under-achieve compared to what might be expected given their starting point. The Progress 8 measure is therefore inherently competitive since it depends not just on doing well, but doing better than other schools. However, the DfE hopes to change this by 2019 (or before if possible), by switching to what it calls an 'ex ante' model – in which pupil progress is compared to an earlier cohort. In the meantime, as Becky Allen and Mike Treadaway have warned, schools should avoid trying to guess their Progress 8

CALCULATION OF STUDENT'S PROGRESS SCORE:



*SEE RIGHT FOR DETAILS OF SPECIFIC RULES AROUND ENGLISH GRADES

score because changes to grading scales will shift scores around in unpredictable ways whilst year 7 intakes will also be coming in with grades based on a fast changing KS2 assessment system. On top of that, the levels of progress that schools are being compared to will partly depend on how schools adapt to EBacc expectations.

THINGS TO WATCH OUT FOR

The special case of English

Arrangements for English are a little complicated and are particularly important given that the subject counts towards three different league table measures and is (generally) double-counted in the headline measure.

Progress 8

Pupils' highest grade in English (either language or literature) will go into the 'golden core' of their Progress 8 score. However, the language grade will only be doubled if they have taken English literature as well. There are therefore likely to be few cases in which it makes sense for a school to enter a pupil for English language GCSE without entering them for English literature, even if the pupil is not expected to achieve a good GCSE in their literature exam.

A second English grade can count towards the open component of Progress 8, for example in the case of Gillian (right) where her A* in Language counts towards the golden core and literature at B towards her 'open group' of three.

Combined English GCSE will be phased out in 2017 but in 2016 it will still be included in the golden core and be double-counted. However, as soon as a student takes either of language or literature, they are deemed to be on the two GCSE 'pathway' and if they then shift to combined, the first GCSE they took will still count.

Percentage achieving the EBacc

Both English language and Literature will need to be studied for a pupil to achieve the EBacc. In 2016 pupils who achieve less than a C in English Language but a C or higher in English literature will also count. In other words, students only need to pass one of the two to count as having taken the EBacc.

Percentage C or above

A 'C' or above in either language or literature (or combined in 2016) will count towards this measure.

Maths

Students can also study a 'linked pair' of GCSEs in Maths (methods in mathematics and application of mathematics) instead of the single GCSE. The first GCSE they enter will determine which pathway they are deemed to be on. If they only enter one of the 'linked pair' it will count towards the Progress and Attainment 8 Maths basket but not be double-counted. Pupils need to be entered for both and achieve a C in at least one for it to count for the EBacc.

Non GCSE qualifications

A range of non GCSE qualifications will count towards the new

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EXAMPLES OF PROGRESS 8 CALCULATIONS

TABLE 1: KS4 RESULT FOR GILLIAN

ID	QUALIFICATION	GRADE	POINTS	INCLUDED IN THE MEASURE	ELEMENT	DOUBLED?	TOTAL POINTS
Qa1	GCSE Mathematics	A	7	✓	Maths	✓	14
Qa2	GCSE English language	A*	8	✓	English	✓	16
Qa3	GCSE English literature	B	6	✓	Other	×	6
Qa4	GCSE additional science	B	6	✓	EBacc	×	6
Qa5	GCSE art	C	5	✓	Other	×	5
Qa6	GCSE core science	A	7	✓	EBacc	×	7
Qa7	GCSE French	C	5	✓	Other	×	5
Qa8	GCSE Spanish	B	6	✓	EBacc	×	6
Qa9	GCSE religious studies	D	4	×			

REFERRING TO THE IDS OF QUALIFICATIONS ON THE LEFT, THE FOLLOWING ILLUSTRATES THE CALCULATION OF THE ATTAINMENT SCORE FOR GILLIAN:

$$\begin{aligned} \text{ATTAINMENT 8 SCORE} &= (QA1 + QA1) + (QA2 + QA2 \text{ AS TAKEN ENGLISH LITERATURE}) + QA4 + QA6 + QA8 \\ &+ QA3 + QA5 + QA7 \\ &= (7+7) + (8+8) + 6 + 7 + 6 + 6 + 5 + 5 \\ &= 65 \end{aligned}$$

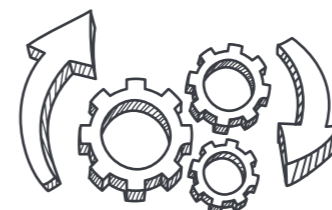


TABLE 2: KS4 RESULT FOR HARDIP

ID	QUALIFICATION	GRADE	POINTS	INCLUDED IN THE MEASURE	ELEMENT	DOUBLED?	TOTAL POINTS
Qb1	GCSE Mathematics	D	4	✓	Maths	✓	8
Qb2	GCSE English language	C	5	✓	English	×	5
Qb3	GCSE History	C	5	✓	EBacc	×	5
Qb4	BTEC First Award in Hospitality	Merit	5	✓	Other	×	6
Qb5	BTEC First Award in Sport	Pass	5	✓	Other	×	5
Qb6	Cambridge National Certificate in Business and Enterprise	Pass	5	✓	Other	×	5
Qb7	GCSE French	C	5	✓	EBacc	×	5

REFERRING TO THE IDS OF QUALIFICATIONS ON THE LEFT, THE FOLLOWING ILLUSTRATES THE CALCULATION OF THE ATTAINMENT SCORE FOR HARDIP:

$$\begin{aligned} \text{ATTAINMENT 8 SCORE} &= (QB1 + QB1) + (QB2 + 0) \\ &+ QB3 + QB7 + 0 + QB4 + QB5 + QB6 \\ &= (4+4) + (5+0) + 5 + 5 + 0 + 6 + 5 + 5 \\ &= 39 \end{aligned}$$

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INTRODUCING THE NEW PERFORMANCE TABLES

GRADE MUSIC LEVEL	GRADE	POINTS
GRADE 6	PASS	7.00
	MERIT	8.00
	DISTINCTION	8.00
GRADE 7	PASS	7.00
	MERIT	8.00
	DISTINCTION	8.00
GRADE 8	PASS	8.00
	MERIT	8.00
	DISTINCTION	8.00

league table measures. These include:

- AS levels taken early
 - Grades 6 or above in music
 - Level 3 Asset Language Ladder qualifications
 - Level 3 Free-Standing Maths Qualifications (FSMQs)
- A full list is available online.

The DfE is at pains to emphasise that just because a qualification is not included in the league tables does not mean pupils should not study it. As they emphasise, schools "in all cases should act as they judge to be in the best interest of their students".

IGCSEs

iGCSEs will no longer count in league tables once the results from new, reformed GCSEs are available – they are therefore being gradually phased out of the performance tables – see right

DISCOUNT CODES

Some subjects are considered to significantly overlap and in these cases 'discount codes' show which qualification will count and how. A full list of discount codes is available online.

DESTINATIONS

The latest 'experimental statistics' on data were published in January and showed the percentage of a school's KS4 cohort (from the 2012/13 academic year) that went to, or remained in an education and/or employment destination in the following academic year (2013/14). For a pupil to count, the destination had to be 'sustained', i.e. they had to remain in education or employment for the first two terms of the following year. Next year, the DfE expects to include these figures in the main performance tables.

						6		
U	G	F	E	D	C	B	A	A*
0	1				4	5	7	8 9

LETTERS AND NUMBERS

Eventually, all GCSEs will be reported on a 1-9 scale and Progress 8 will be based on that. The new scale is going to be introduced gradually over the next few years as follows. The following 'anchor points' set out the 'broadly equivalent' grades based on what proportion of pupils are likely to achieve each grade, with '5' representing the new thresh - hold for a good GCSE pass.

The new grade 5 is said to be "broadly in line with what the best available evidence tells us is the average PISA performance in countries such as Finland, Canada, the Netherlands and Switzerland".

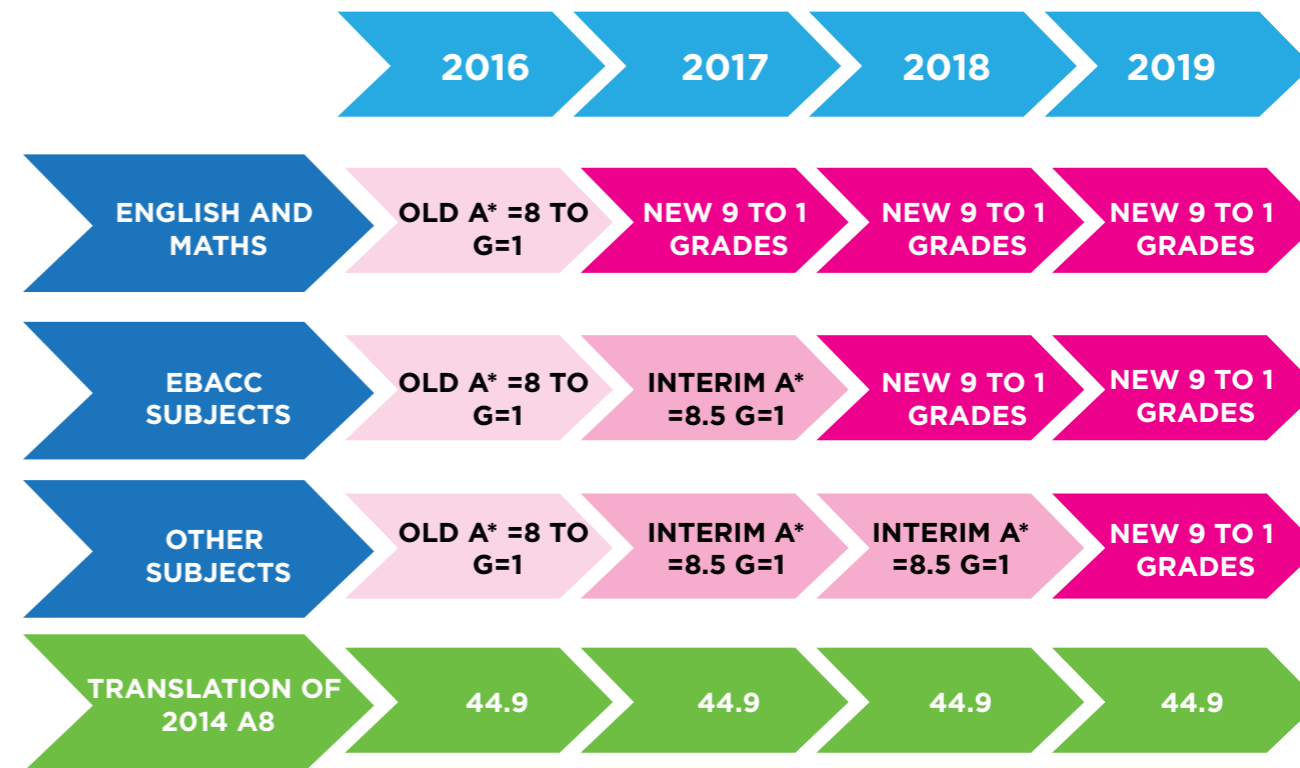
For the next few years, students will be awarded a peculiar mix of numbers and letters whilst the switch is made.

FLOOR STANDARDS

As of this year, the KS4 floor standard will be purely based on Progress 8. Schools will fall below the floor standard if pupils make an average of half a grade less progress than expected across their eight subjects. So, for example, a school will be considered underperforming if its pupils were expected to gain 8 Cs but they actually achieve less than 4Cs and 4Ds. Schools below the floor are likely to be inspected, though confidence intervals will be applied and if a school's possible score may be above national average it will not be deemed below the floor. Schools where pupils achieve a grade or more above expected can take comfort in that they will be granted a reprieve and not (normally) inspected in the next academic year unless there are specific concerns.

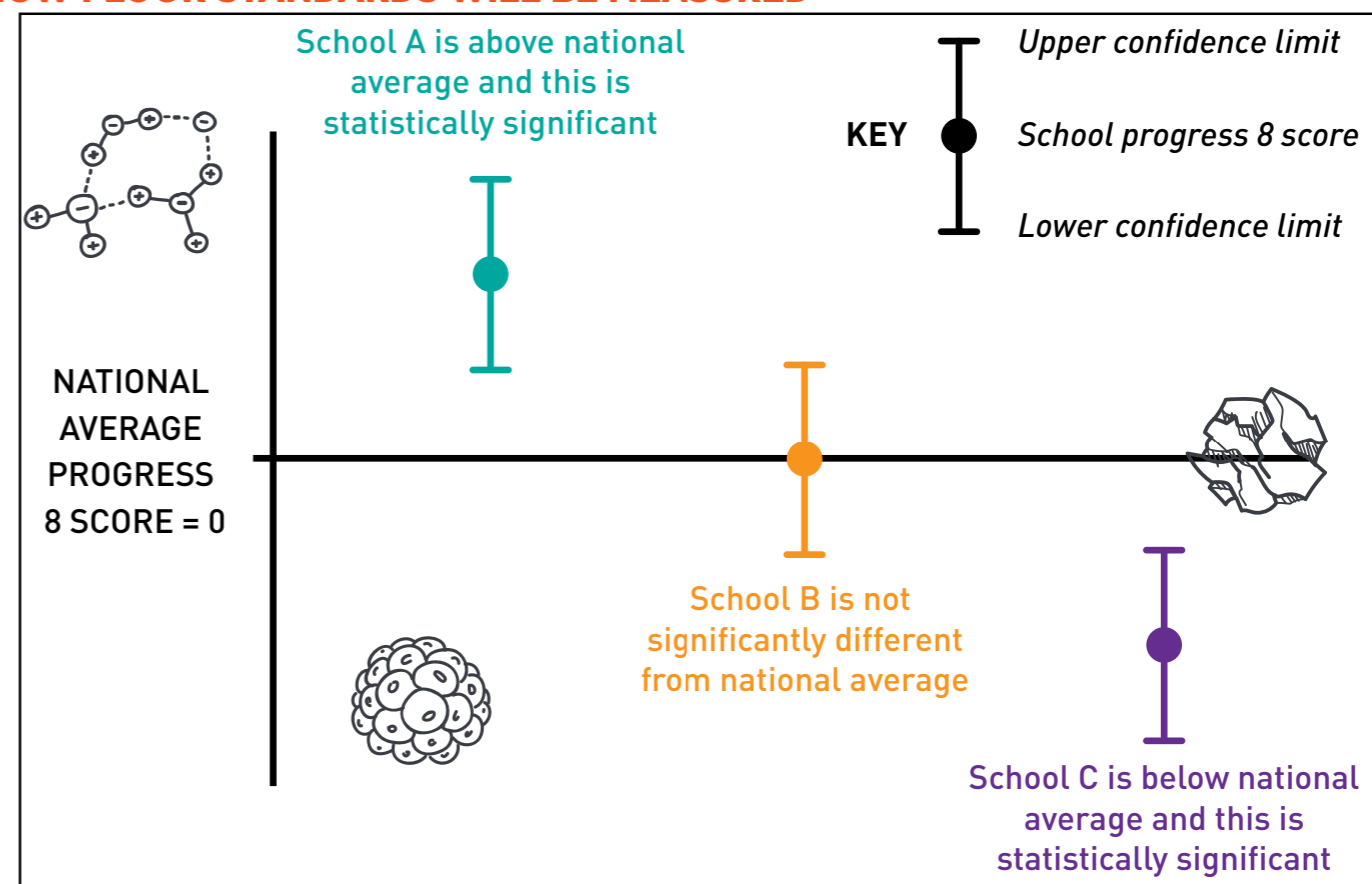
In addition to the floor standard, the government has introduced a 'coasting schools' designation for schools that fail to meet prescribed standards three years in a row. This will eventually be based solely on Progress 8 but until this is available for three years (in 2018) there will be an interim definition. Schools will be 'coasting' in 2016-17 where, in 2014 and 2015, fewer than 60% of children achieved 5 A* - Cs including English and Maths and below the median percentage of pupils made expected progress in English and Maths, and, in 2016 they fall below a particular Progress 8 score'. This definition will gradually shift over to Progress 8 so that by 2018 the definition of 'coasting' is purely based on Progress 8 (not attainment).

TIMELINE OF REFORMS



SOURCE: DATALAB

HOW FLOOR STANDARDS WILL BE MEASURED



HOW ARE SECONDARY SCHOOLS RESPONDING?

HOW ARE SECONDARY SCHOOLS RESPONDING?

BY LOIC MENZIES AND ANNA TRETHERWEY

UPLANDS COMMUNITY COLLEGE

Uplands Community College is a secondary school with a specialism in Science and the Creative Arts with English. It serves pupils in the village of Wadhurst, East Sussex and the surrounding rural area.

Headteacher Liam Collins thinks the most significant change is the "importance of every child making at least expected progress, across a number of subjects". This raises challenges for comprehensive schools in his view and he points out that "successes at KS2 will now make it more challenging to ensure all students make expected progress." It will also test the validity of KS2 data, as the first set of Progress 8 data made issues with this clear; where data is missing or incorrect, secondary schools will be affected.

Uplands has made a number of changes in response to the new measures.

English language, English literature, Maths and at least double Science are compulsory for students at Uplands. Those who haven't opted for triple science are asked to pick a language, history or geography to complete their EBacc basket. (more than half of pupils do choose triple Science).

Providing four options ensures pupils take nine GCSEs because, as Collins explains "we want to ensure it is a best 8 figure rather than only 8".

Rather than setting 'options blocks', the school lets students pick three subjects freely and uses its management information system to develop the options blocks around their choices. This approach means students 'fill their ebacc baskets' but can also access a range of qualifications. Uplands hope this will allow artistic students more choice and less academic students to achieve early success. However, they are reconsidering the new BTEC or OCR National options due to the changes in assessment.

Collins initially felt positive about the changes due to the greater points being offered for higher grades compared to the lower ones. However, he is concerned about the figures the government is reporting from KS2 teacher assessments: 69 students at Uplands have no English test score and whilst five of these will be discounted as they have no data at all, 64 students may end up having progress measured based on teacher assessments and this would equate to 40% of students. Given that teacher assessments are known to overestimate students' ability this could have a severe impact on Progress 8 scores. **It was a shock to see how much impact five students' scores could affect 65 others' achievements.** This will make a focus on pupils who might leave without any qualifications critical in the future.

On top of that, the school has seen the serious impact of any student that falls off the bottom by gaining no, or very few qualifications. Uplands' had three school refusers last year who dramatically reduced the school's value added scores for pupil premium students despite other pupil premium students performing exceptionally highly. Collins now finds himself disappointed by reforms he had initially welcomed.



"I'd been nervous that someone would fiddle with the system, leaving us with no opportunity to change the curriculum for students who had already started year 10. To be honest it looks like that's what has ended up happening"

THE BRIT SCHOOL

The BRIT School, South London, is a one-of-a-kind Performing Arts and Technology School, dedicated to education and vocational training for the performing arts, media, art and design and the technologies that make performance possible. It serves a large area, accepting students aged 14-19 from most of Greater London and some parts of Kent and Surrey. The school is a vocational one, with a strong focus on the arts across all subjects. However, KS4 students cover all core subjects and take academic qualifications too.

Ray Oudkerk, Assistant Principal Performing Arts, believes that the school has a balancing act to maintain: whilst national accountability frameworks are important, new accountability measures and their focus on the traditional curriculum can be challenging for diversity in educational provision.

Despite the changes, The BRIT school will maintain a strong vocational offer to ensure options and pathways are tailored to students' progression beyond the school. Although changes to accountability measures mean the school will have to make some decisions about which vocational qualifications they offer, Oudkerk is confident that the new accountability measures will not undermine the identity or uniqueness of the BRIT school – rather, the school will continue to balance accountability with a strong vocational offer, trusting in their reputation, identity and creative arts focus.



HEADTEACHER OF UPLAND COMMUNITY COLLEGE LIAM COLLINS



**THE 16 - 19
PERFORMANCE TABLES**

THE 16 - 19 PERFORMANCE TABLES

BY LOIC MENZIES AND ELLIE MULCAHY

Given the range of pathways available at KS5, the performance tables will report different data for different qualification types separately. Floor targets will be set in each area and providers offering more than one route will be considered underperforming if they fail to reach the minimum standard in any one area.

With so many different areas in the 16-19 tables, in this section we start by looking at the overall attainment measure which is used across different pathways.

HEADLINE MEASURES: ATTAINMENT AND PROGRESS

Attainment

This measure will report the average grade achieved and be given separately for academic, Applied General, Tech Level and Technical Certificates. In vocational areas it will be reported in a 'M-' (low merit) form whilst in academic areas it will be a letter scale (e.g. B+).

The points a pupil achieves in each type of qualification will be added up and divided by the number of that type of qualification they took, giving a pupil average. This measure only takes into account the exams a pupil ends up taking so withdrawals are not counted. Pupil averages are then aggregated across the provider.

There has been an important change in the way points are allocated which removes the 'cliff edge' at E grade.

The implications of this are that a U no longer has such a large impact on the average so there is less incentive to withdraw pupils

POINT TARIFF

GRADE	OLD SYSTEM	NEW SYSTEM
A*	300	60
A	270	50
B	240	40
C	210	30
D	180	20
E	150	10
U	0	0

from exams where there is a risk that they might fail.

Progress

Progress in level 3 academic programmes and level 3 applied general qualifications

The floor standard in academic programmes and applied general qualifications will exclusively be based on progress, making it the most important measure in these areas. This measure has some similarities to Progress 8 measure in that a provider's progress score will show how pupil's attainment at KS5 compares to that of pupils with similar prior attainment at KS4. However, there are also some differences including the use of 20 discrete bands of prior attainment.

Tech levels will not be included in this progress measure (see below) and results for academic and applied general qualifications

will be published separately. Schools and colleges in which progress falls below a floor standard will be deemed underperforming.

Progress in English and Maths GCSE

Now that all pupils are expected to achieve the equivalent of a C or above in English and Maths, many more will be studying these subjects post 16. A new measure therefore gauges progress in English and Maths GCSEs. As with Progress 8, it compares the amount of progress pupils make to others with a similar starting point.

English and Maths progress will be reported separately. The impact of any pupils whose grade drops between KS4 and KS5 will be limited by capping any fall as a drop of just one grade — even if a student drops further. If a pupil has already made a post 16 attempt at English or Maths in a different institution, that grade will be used as their baseline, if it is higher than the grade they achieved at KS4. 'Stepping Stone' qualifications (like functional Maths), will be included in the baseline but with a lower points score than a full GCSE. level 2 Functional Skills is capped at 4 points (to be equivalent to a GCSE D grade) and level 1 functional skills is equivalent to between an E and F.

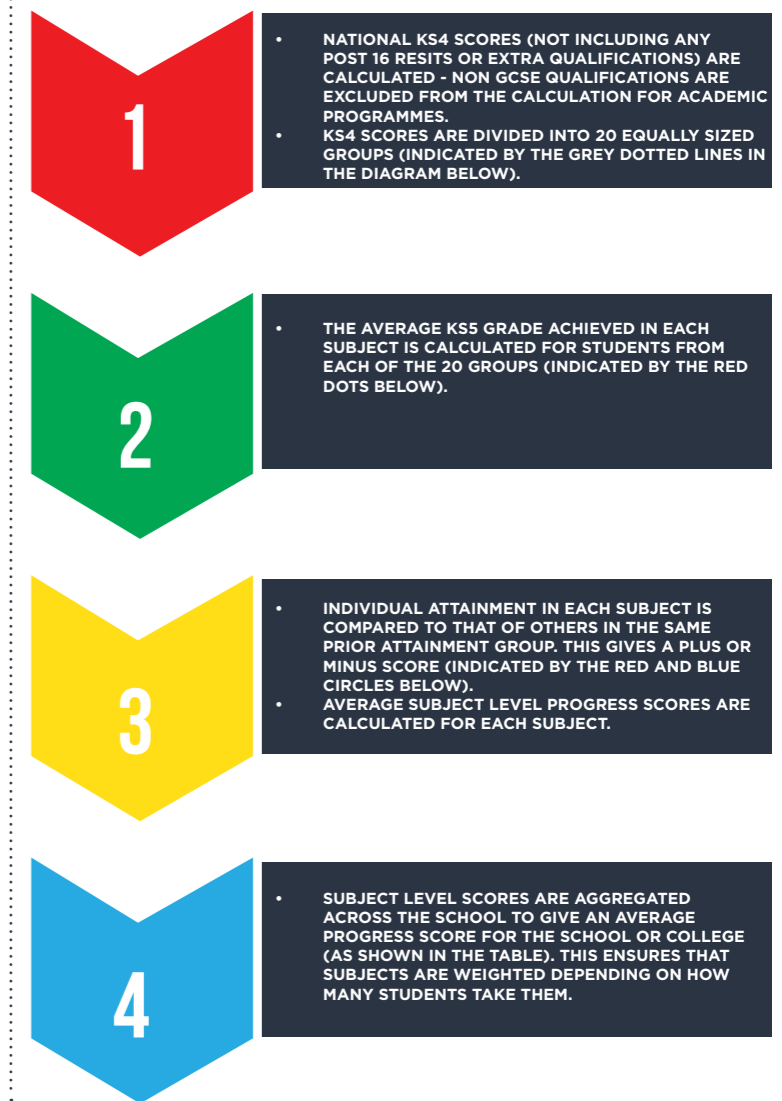
Relative attainment and completion in Tech levels and Technical Certificates

Tech levels are advanced (level 3) technical qualifications that have gained recognition from employers and include specialist knowledge and skills. They are intended to enable entry to an Apprenticeship, other skilled employment or technical degree. Technical Certificates are level 2 qualifications for students aged 16 or above who want to specialise in a particular industry or job. In some cases they allow access to a career directly whilst in others they enable progression to a level 3 technical qualification.

The relationship between attainment in these qualifications and KS4 attainment is currently too weak to calculate a progress measure (though this will be reconsidered in 2018). In the meantime, performance tables will report results in these qualifications by

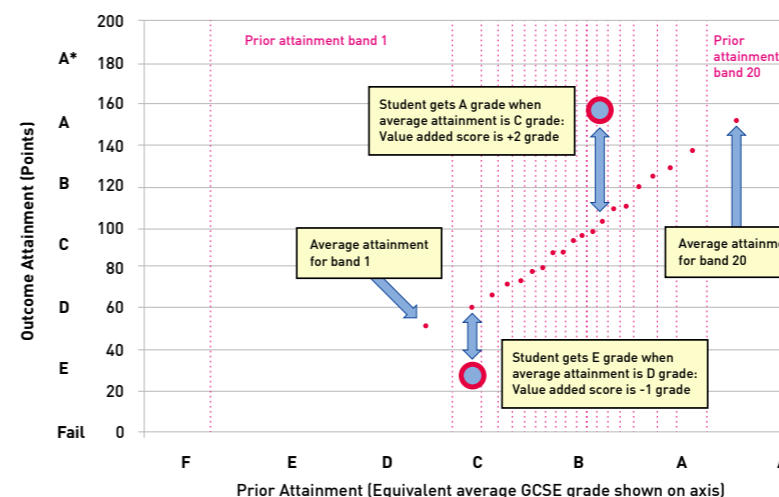
TURN TO PAGE 28

STEPS TO CALCULATE PROGRESS FOR 16-18



HOW THE HEADLINE MEASURES WORK		ACADEMIC AND APPLIED GENERAL QUALIFICATIONS	TECH LEVELS AND TECHNICAL CERTIFICATES	A LEVELS	ENGLISH AND MATHS GCSE
	EXAMPLE	A LEVEL GEOGRAPHY, INTERNATIONAL BACCALAUREATE, LEVEL 3 TECHNICAL CERTIFICATE IN ART AND DESIGN, EXTENDED PROJECT QUALIFICATION	TECH LEVEL IN CHILD DEVELOPMENT AND WELL-BEING (LINK), LEVEL 2 TECHNICAL CERTIFICATE FOR DOG GROOMING ASSISTANTS (LINK)		
HEADLINE ATTAINMENT AND PROGRESS MEASURES	Attainment	X	X	X	
	Progress	X		X	X
	Relative attainment and completion		X		
HEADLINE RETENTION AND DESTINATION MEASURES	Retention	X	X		
	DESTINATIONS	IN THE FUTURE	IN THE FUTURE	IN THE FUTURE	
ADDITIONAL MEASURES	Closing the gap	X	X	X	
	Achieving at a higher level	X	X	X	
	Level 3 Maths	X	X	X	
	Achieving Tech Bacc		X		
	AAB including 2 'facilitating' subjects			X	
	Best 3			X	
Completion					

PERCENTILE BANDING FOR A-LEVEL



Subject	Entry	Value - added score	Subject level score	Provider's overall score
Economics A Level	Nicky	+2	= +2-1+1+0-1 5 = +1/5 = +0.2 grades above average	Weighted average = (+0.2 x 5) + (+0.5 x 4) = 9
	Michael	-1		
	Ed	+1		
	Allan Ruth	0 -1		
French A Level	Charles	+1	= +1+1+0+0 4 = +2/4 = +0.5 grades above average	= +0.3 grades above average
	Estelle	+1		
	David	0		
	Gillian	0		

comparing pupils' attainment to average attainment in each qualification. Students' scores will be added up and divided by the number taking the qualification in that institution to generate an average attainment score. This will then be compared to the national average in that qualification. Relative attainment across the full range of subjects will be aggregated to give the provider's overall score in tech areas. Confusingly, the DfE is sometimes referring to this as a progress measure despite the fact that it does not take into account prior attainment.

Relative attainment will report on all students taking Tech Levels and Technical Certificates' performance, not just those for whom such qualifications are the identified core aim. Thus, pupils taking an A - level and a Tech Level will count towards the providers' Tech level relative attainment as well as academic measures. Relative attainment takes into account completion as well as attainment because students who withdraw outside of a 'cooling off period' will be given a score of zero. The exception to this is when a student withdraws to take up an apprenticeship, traineeship or supported internship in which the student is excluded from the measure.

The floor standard for these types of qualification will be based on this relative measure making it particularly demanding for providers serving challenging intakes.

HEADLINE MEASURES: RETENTION AND DESTINATIONS

RETENTION

Figures will be reported separately for:

- Level 3 academic programmes
- Level 3 Applied General programmes
- Level 3 Tech Level programmes
- Level 2 Substantial Vocational Qualification programmes

Retention is not dependent on completing all of a student's qualifications; what counts is their identified 'core aim' and only one A-level (for example) needs to be completed for a student to count as 'retained'. Furthermore, students who are only taking AS - levels will count as 'retained' so long as they complete one AS - level. This gives providers the flexibility to continue using AS and A-levels as they see fit as many are choosing to do (see case studies below).

Students sometimes begin a course only to find it is not right for them. For this reason a 'cooling off period' is allowed. The duration of the 'cooling off' period depends on the programme.

- For programmes longer than 24 weeks it is six weeks
- For 2-24 week programmes it is reduced to two weeks.

DESTINATIONS

Experimental data on destinations were published in January. It included the percentage of students, from 2012/13 cohort who had been entered for A - level or other level 3 qualification and who

remained in an education and or employment destination in the first two terms of 2013/14. Next year the DfE hopes to include this data in the performance tables and in the future to include students who took level 2 qualifications as well.

As well as headline sustained destination figures, detailed breakdowns showing the type of destination students are moving on to are anticipated. The DfE hopes to broaden the destinations it looks at so that the achievements of young people with severe special needs are recognised if they move into supported internships or specialist provision.

Full details of the measure can be found at <http://bit.ly/1XyZaGC>

ADDITIONAL MEASURES

Level 3 Maths

This measure will show the percentage of pupils who achieve an approved level 3 Maths qualification, whether AS, A - level, the new 'core maths' qualification or the International Baccalaureate level 3 certificate.

A - level

Two additional measures will track the progress of students taking an A - level only programme.

- 'Best 3': The average grade achieved in student's best three A levels

- 'Facilitating' subjects: Percentage of pupils achieving AAB or above including at least two so-called facilitating subjects.

SO-CALLED 'FACILITATING' SUBJECTS

- Mathematics and further mathematics
- English (literature)
- Physics, Biology, Chemistry
- Geography, History
- Languages (classical and modern)

TechBacc

This will show the proportion of students who achieve a TechBacc made up of the following three components:

- An approved Tech Level
- The extended project qualification
- A - level 3 Maths qualification.

Achieving at a higher level of learning

This measure will show the proportion of students achieving a qualification at a higher level compared to what they achieved at 16. It will include those moving from a level 2 to a level 3 qualification as well as those going from an academic level 2 qualifications at age 16 to a Technical certificate.

Closing the gap

Headline indicators will be broken down based on whether or not a pupil was ever eligible for free school meals at secondary school.

Additional retention measures

As well as the headline retention score, three other retention measures will be reported. Proportion of students:

1. Retained from year 12 into year 13
2. Retained but not assessed
3. Transferring into a lower level.

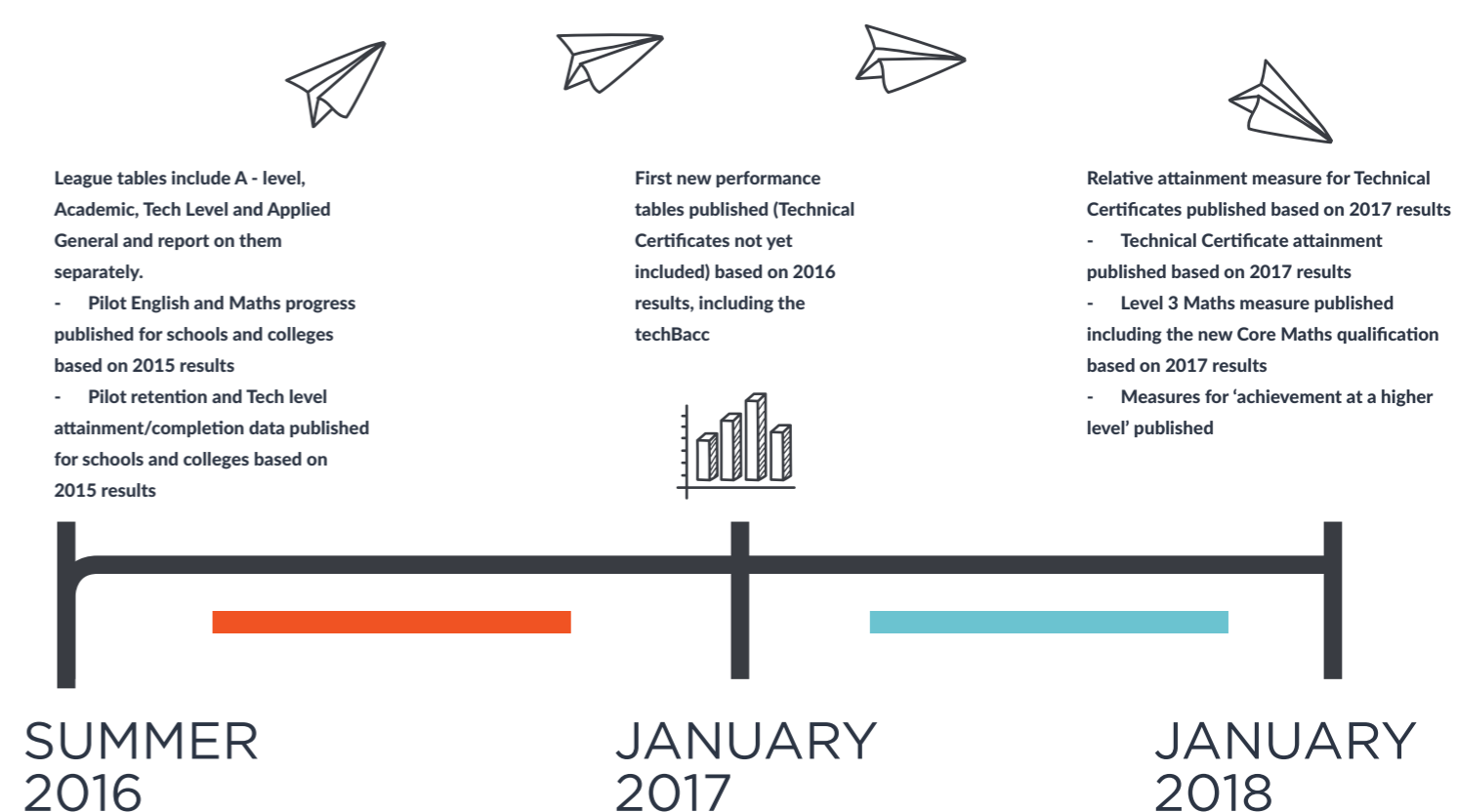
Allocation

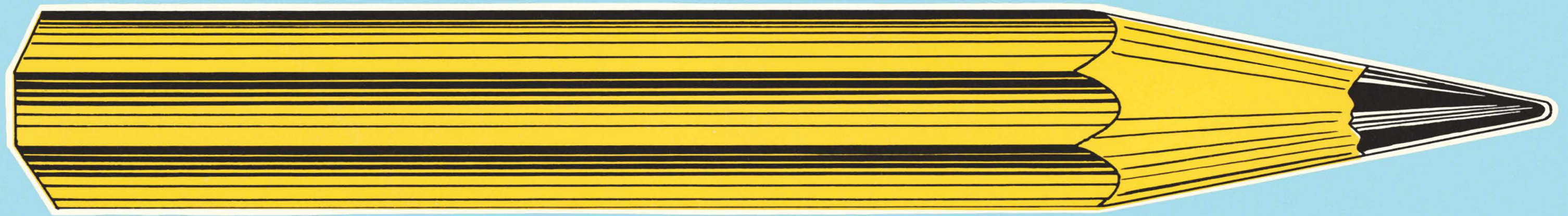
In some cases students may be taking qualifications with more than one provider. Results will be allocated to the provider where a student is enrolled to take their core aim (as recorded in the school census and Individual Learner Record). Results will be allocated on an annual basis but only reported once a student reaches the end of their 16-18 studies. However, these rules are still subject to revision.

POINT OF LEAVING & WHETHER A STUDENT COUNTS AS RETAINED

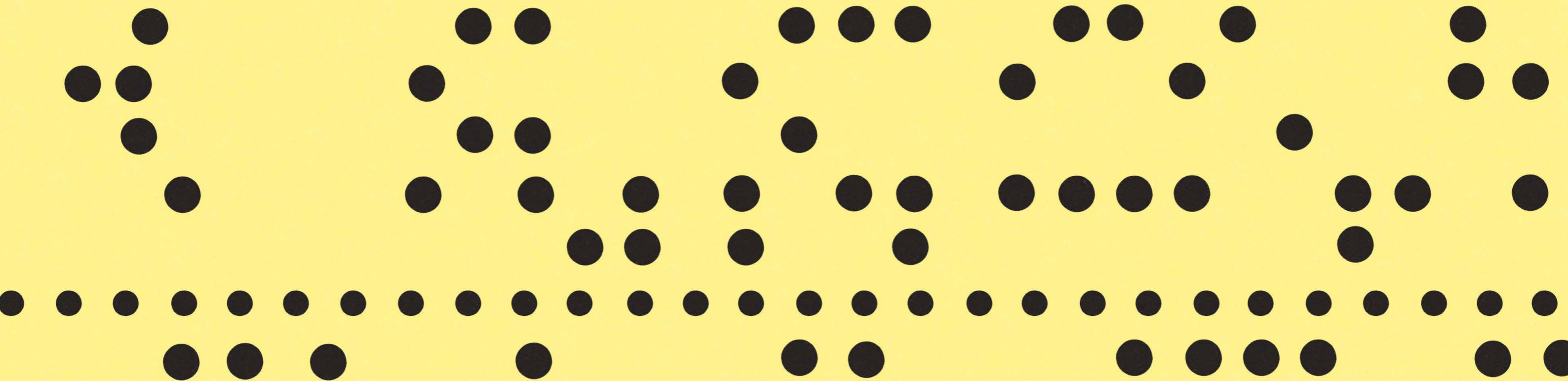
Core Aim	Year 12		Year 13		Notes
	Mid-year	End of year	Mid-year	End of year	
International Baccalaureate (IB)	X	X	X	✓	Students enrolled on 2 year course. To count as retained they must make it to the end of the 2 years
AS - levels	X	✓			Students enrolled on 1 year course. To count as retained they must make it to the end of the year
A - level	X	X	X	✓	Students enrolled on 2 year course. To count as retained they must make it to the end of the 2 years
BTEC Subsidiary Diploma (6 units)	X	✓			Students enrolled on 1 year course. To count as retained they must make it to the end of the year
BTEC Extended Diploma (18 units)	X	X	X	✓	Students enrolled on 2 year course. To count as retained they must make it to the end of the 2 years
BTEC Subsidiary Diploma followed by BTEC Extended Diploma	X	✓	X	✓	A student takes a Sub. Diploma in Y12 and then decides to expand this to an Ext. Diploma in Y13. If they drop out during Y13 they count as not retained for their entire programme

Timeline





HOW ARE SCHOOLS AND COLLEGES RESPONDING?



HOW ARE SCHOOLS AND COLLEGES RESPONDING?

BY ANNA TRETHERWEY AND LOIC MENZIES

With so much uncertainty it is no surprise schools are responding to the changes in a variety of ways. We have looked at three contrasting providers to find out what changes they are making. It looks like there is more continuity than change in their approaches.

BSIX SIXTH FORM COLLEGE

BSix Sixth Form College is located in the London borough of Hackney and offers a wide range of courses for a comprehensive intake, ranging from entry level and ESOL courses to Classics and Latin A - level. The college does not have any entry requirements, although pupils do need 5 GCSEs at C+ to be able to study A - levels. A number of pupils progress to Russell Group universities but the college also caters for pupils who progress onto apprenticeships and SEN pathways.

The college is measured on success rates (the number of pupils retained multiplied by the number of pupils passing courses) as well as attainment and progress measures so they have a range of metrics to consider but **"it's not particularly going to affect what we do"**, says Sarah Jones, Deputy Headteacher, of the reforms. Jones also adds 'We've always felt it's very important to offer what's right for the pupils first instead of just doing what the Department for Education says we have to do'.

The change they've found particularly challenging, though, is the requirement for pupils to retake Maths and English: they have a cohort for each retake subject of over 600 and recruiting specialist teachers has proven difficult. Gaining buy - in from industry has also been hard: "we've put together Curriculum Boards to help advise us on the quality of our professional qualifications and extra-curricular activities but they've told us that GCSE in English and Maths isn't a priority for them".



committed to learners working towards a level 2 qualification in English and Maths alongside their vocational qualifications."

However, in the past year City Gateway have piloting GCSE English and Maths for some 16-19 learners and will be reviewing this approach in the summer term in order to plan next years' curriculum. They are also looking to introduce new project - based learning opportunities.

HEATHCOTE SCHOOL

Heathcote School and Science College, is a medium-sized urban comprehensive school on the outskirts of London. It serves 1,100 pupils with approximately 250 pupils at KS5. The sixth form centre opened in 2011 and pupils can choose from a range of traditional academic or more vocational qualifications. Pupils make good progress at sixth form, with the school adding value across academic and vocational qualifications.

Heathcote has decided to keep the curriculum as it is - offering four AS - levels in year 12 which pupils narrow to three in year 13. "The structure suits the varied needs of our learners," says Sarah Elgie, Lead Co-ordinator for More Able Pupils, "it gives them time to keep their options open and change their mind if they need to." Whilst it is more expensive to keep to this structure, the team at Heathcote feel it is important to give pupils time to make their own decisions after year 12.

Heathcote also offers the Extended Project Qualification (EPQ) in year 13 to give students a broader experience and the opportunity to gain additional UCAS points. "We are particularly keen for students to take advantage of this additional qualification, as it is worth more UCAS points than an AS and it gives our students the chance to really see what independent learning is all about," states Elgie. Moreover, offering the EPQ allows the school to cater better for less academic students in cases where they want to start off with three AS - levels in year 12, whilst they become more familiar with higher-level learning. They can then add an EPQ (extended qualification project) in year 13.

For Elgie, what is frustrating is the continued speed of change in qualifications and curriculum, and higher institutions' unpredictable and mixed responses to this. Cambridge, for example, has announced that additional testing will take place, while other universities have not yet stated how they will change their course requirements to fit the new AS/A-level system. "With students already signing up to UCAS, it is hard to ensure we are doing the right thing for them when the university websites are still using the old UCAS numbers and not taking into account that not all students will have AS exams with which they can apply," she says.

On the other hand, it's not just accountability frameworks that are shaping Heathcote's curriculum; they have made other changes in response to student voice; for example, tailoring options and support to a range of career pathways so that students are fully informed and prepared for the next step after sixth form.

"It will be interesting to see how many more changes we see once the first group of A-level students apply to university and apprenticeships," concludes Elgie.

Jones is cautiously optimistic about the inclusion of destination measures in league tables. They have already been trying to track pupils for some time and have changed their career provision in response to their findings. For example, by providing an Apprenticeship Fair each year as well as an HE Fair so that pupils can find out about the full range of options after college. However, Jones feels that the measures will only really be successful if they are sophisticated enough to take into account pupils' starting points.

CITY GATEWAY

City Gateway is a charity dedicated to 'bringing hope' to East London, especially Tower Hamlets. As part of their work to help young people secure sustained employment they provide alternative provision for hard to reach 14-19 year olds including pre-employment and apprenticeship programmes.

For City Gateway, the most important accountability reforms relate to progression but this is nothing new - it has been an ongoing priority for some time. Joe Toko, Teaching, Learning and Assessment Manager explains, "We have been widening our curriculum for a while to ensure each learner has a more tailored programme and that they can take a basket of qualifications at the appropriate level. Furthermore, City Gateway has always been



NOTES



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NOTES



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