

Your guide to changes to the curriculum, GCSE grading and student and school performance measures:

A whirlwind of change is about to hit schools in terms of sustained and radical changes to the curriculum, GCSE grading, and student and school performance measures. Here is a summary of the changes we will see over the next 2-3 years:

New GCSEs

For the current Yr 10 started September 2015

Year 10 are the first cohort to start the new syllabus in Maths, English language and English literature GCSE courses. There is also a higher expectation in terms of students' ability in spelling, punctuation, grammar, numeracy & problem solving across all subjects.

For the current Yr9 started September 2015

Year 9 students, in addition to studying the new English and Maths, are the first cohort to start the new syllabus in Biology, Chemistry, Physics, History, Geography, Modern Languages (French, German, Spanish), Philosophy and Ethics (RS), Art and Design, Business studies, Hospitality, Computer Science, Drama, Music and Physical Education.

The GCSEs that are remaining the same are DT, Sociology, Psychology, Statistics and Astronomy.

New GCSE Numbers not grades

Whom does this effect ?

- Current Year 10 taking GCSEs exams in May 2017, for English and Maths only.
- Current **Year 9 taking GCSE exams in May 2018** in all subjects except DT, Sociology, Psychology, Statistics and Astronomy.
- For all other years taking GCSE exams from May 2019, all subjects will be changed.

The current eight point A*-G grading system will be replaced with a new nine-point scale. **Nine** will be the top grade and **one** the lowest.

The new grades do not map directly onto the old ones but for ease of transition Eltham Hill will be using the following boundaries.

Current Grade	A**	A*	A	B+	B	B-	C+	C	C-	D	E	F	G
Ofqual Numbers	9	8	7	6	5	5	5	4	4	4	3	2	1

Why has this happened? The Government would like schools to be able to differentiate grades amongst high achievers. For more information on this please visit : <https://www.gov.uk/government/collections/reform-of-gcse-qualifications-by-ofqual>

School and Student Performance Measures from May 2016

For several years schools exam performance has been judged via a variety of measures. These have included 5+ A* to C grades with English and Maths , the English Baccalaureate and Points Scores (for GCSE and equivalent subjects). For students the key accountability measure was to achieve 5 A*-C grades including English and Maths.

However from May 2016 the accountability measures for schools and for students change. The new accountability measures are:

English and Maths: the percentage of pupils achieving a C grade or above in both GCSE English (either Language or Literature) and Maths.

The EBacc: showing the percentage of pupils achieving A*-C in English, Maths, two Sciences, Geography or History and a Language. BTEC Science does not count in the Ebacc.

Attainment 8: Showing students average attainment, in the form of a grade, over their best 8 subjects to include English Lang or Lit, Maths, 3 other from the Ebacc list and any other 3 subjects.

Progress 8 : is a value added figure which measures the progress a student has made over their Attainment 8 subjects from KS2 – KS4 .

This table is a good visual representation of Attainment 8.

	Qualification	Subjects Possible	Weighting
1	English	English Language or English Literature	X 2 (ie double) if BOTH <u>entries</u> are taken. The higher grade is used and the weaker grade <u>could</u> be used in the open group.
2	Maths	Maths	X 2 (ie double)
3	EBacc	Science, Biology, Chemistry, Physics, Computer Science, History, Geography or any Language	X 1 No rules on how these subjects are combined. Double Science can be two slots with Separate Science subjects counting as one each. Core Science will be one slot only.
4	EBacc	Science, Biology, Chemistry, Physics, Computer Science, History, Geography or any Language	
5	EBacc	Science, Biology, Chemistry, Physics, Computer Science, History, Geography or any Language	
6	Open	Any other "not already used" <u>EBacc</u> , and other approved GCSE's or BTEC's	X 1 Some pupils will fill these with GCSE's Some will fill with a mixture of GCSE's & BTEC's Some will fill with BTEC's only
7	Open	Any other "not already used" <u>EBacc</u> , and other approved GCSE's or BTEC's	
8	Open	Any other "not already used" <u>EBacc</u> , and other approved GCSE's or BTEC's	
Summary			<ul style="list-style-type: none"> • Most pupils will fill 8 slots when the weightings are accounted for; the count of 10 possible qualifications (when the double weightings are applied) will be used to measure average grade. • Some lower ability pupils <u>may not</u> fill all 8 slots; I explain this with examples later.

Examples for individual students...

Rosie – KS2 fine level of a 5.1				
Subject	Grades	Points	Doubled	Total points
English Lang	A	7	YES	14
Maths	C	5	YES	10
Biology	B	6	NO	6
Chemistry	B	6	NO	6
Physics	B	6	NO	6
RE	A	7	NO	7
Music	C	5	NO	5
Art	A	7	NO	7
Attainment 8 – Attainment 8 score divided by 10 = 61 / 10 = 6.1 Average grade across her 8 subjects was a B				
Progress 8 – Rosie's Progress 8 score is her actual Attainment 8 score (61) minus her estimated Attainment 8 score (59.7) (based on her KS2 results) 61 -59.7 = +1.3. This is a positive score which shows Rosie has made progress from KS2-4.				
Amanda – KS2 fine level of a 4.7				
Subject	Grades	Points	Doubled	Total points

English Lang	B	6	YES	12
Maths	C	5	YES	10
Geography	B	6	NO	6
French	C	5	NO	5
Chemistry	C	5	NO	5
English Lit	B	6	NO	6
PE	A	7	NO	7
Drama	A	7	NO	7
Attainment 8- Attainment 8 score divided by 10 = 58 / 10 = 5.8 Average grade across her 8 subjects was a C				
Progress 8 Amanda's Progress 8 score is her actual Attainment 8 score (58) minus her estimated Attainment 8 score (50.6) (based on her KS2 results) 58 -50.6 = +7.4. This is a positive score which shows Amanda has made good progress from KS2-4.				

Why should we feel positive about Progress 8?

At Eltham Hill we believe these changes are reasonable and helpful to students as well as schools and ultimately employers.

- The measure is based on progress, not raw attainment.
- The measure is based upon performance in a range of subjects, not just English and Mathematics.
- The measure is based on the performance and progress of all pupils of all abilities, rather than focusing on just those on the D/C borderline.
- Vocational (BTEC) subjects can be included in the measure, making it possible to recognise the achievements of students in a wide range of different contexts.
- These measures recognise the achievement of pupils who do Heritage languages.

What Steps Are We Taking As A School To Be Ready For All Of This?

Curriculum planning:

Our current Yr 10's will be taught the new English and Maths curriculums. The current Yr9's will be taught the range of new GCSEs. As there is a higher expectation in terms of students' ability in spelling, punctuation, grammar, numeracy & problem solving, teachers are using the new specifications to alter schemes of learning to take account of this and other changes within the new curriculum. They have also prepared assessments accordingly to ensure they are suitable for the new number system. The changes to GCSEs and the new number system will be explained to students in assemblies.

Target setting :

Current Yr 10 students have been set number targets in English and Maths. In all other subjects they have been set grade targets.

Current Yr 9 students have been set number targets in **Biology, Chemistry, Physics, Art, Business Studies, Digital Photography, Drama, Modern foreign Languages, Geography, History, ICT, Music, PE, Hospitality and RE** and in all other subjects they have been set grade targets.

All students are set targets to allow them to exceed national rates of progress and to achieve their best Attainment 8 score.

I have a child in Year....

I have a child in Year 11. How will this affect them? Your child takes their final exams in 2016. They are unaffected by the change from grades to numbers. However they will be measured by the new accountability measures so it is particularly important to pay particular attention to their best 8 subjects, esp. English and Maths, not just 5 as before. It is important to achieve the best grade they can in their best 8. There is also a higher expectation in terms of students' ability in spelling, punctuation, grammar, numeracy & problem solving across all subjects.

I have a child in Year 10. How will this affect them? Your child takes their final exams in 2017. These pupils have a new English and Maths curriculum which will be measured using the 1-9 scale. All other subjects will be measured using grades.

There is also a higher expectation in terms of students' ability in spelling, punctuation, grammar, numeracy & problem solving across all subjects. They will be measured by the new accountability measures so it is particularly important to pay attention to their Attainment 8 subjects.

I have a child in Year 9. How will this affect them? Your child takes their final exams in 2018. This is the second cohort that will be measured using the 1-9 scale but the first cohort to complete the new GCSEs in, **Biology, Chemistry, Physics, Art Business Studies, Digital Photography, Drama, Modern Foreign Languages, Geography, History, ICT, Music, PE, Hospitality and RE**. Any other subject will be measured in grades. Students will be measured by the new accountability measures so it is particularly important to pay attention to their Attainment 8 subjects.

I have a child in Year 7 and 8. How will this affect them? Your child takes their final exams in 2019 or 2020. This cohort will have all their subjects measured using the 1-9 scale. Students will be measured by the new accountability measures so it is particularly important to pay attention to their Attainment 8 subjects.