

Key Stage 2 to Key Stage 4 Progress Measures 2014

1. The 2014 secondary school performance tables will show:
 - the percentage of pupils making expected progress in English between the end of key stage 2 and the end of key stage 4
 - the percentage of eligible pupils included in the English progress measure (coverage)
 - the percentage of pupils making expected progress in mathematics between the end of key stage 2 and the end of key stage 4 the percentage of eligible pupils included in the mathematics progress measure (coverage)
2. In addition to presenting these measures for each school's end of key stage 4 cohort, progress measures will be shown for various pupil groups at the end of key stage 2 including boys; girls; disadvantaged pupils compared with 'others'; pupils with low/middle/high prior attainment; pupils with English as an additional language; and pupils who have been in the school throughout years 10 and 11.

What do we mean by 'expected progress'

3. The government sets a minimum expectation of progress pupils should make during a key stage, regardless of their starting point.
4. The table below shows how levels at key stage 2 are mapped to GCSE grades in English or mathematics to determine whether a pupil can be included in the progress measure and, if included, whether or not they have made expected progress in the subject. The measure of expected progress is built on the principle that pupils achieving a level 4 in English or in mathematics by the end of key stage 2 should be expected to achieve at least a C grade at GCSE in that subject.
5. The highest standardised points are used in the calculation of the GCSE English and mathematics level. Therefore if a pupil at the end of key stage 4 has taken a GCSE in English and gained a grade A, and also taken a GCE AS level in English and gained a grade D, the standardised points of the GCSE (52) will be used and not the standardised points of the GCE AS level (45).
6. Where AS levels are counted in place of GCSEs, those pupils with grade D and above are deemed to have made expected progress, whereas those who achieve a grade E are treated as reaching national curriculum level 7, the equivalent of grade C at GCSE.

Matrix showing how the English and mathematics progression measure is calculated.

		GCSE Grade									
		No KS4 result	U	G	F	E	D	C	B	A	A*
KS2 outcome	Working towards level 1	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 1	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 2	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 3	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 4	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 5	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
	Level 6	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
	Disapplied /Absent (TA)	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made
	Left the school	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made
	No TA or test	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made
	Not eligible for tests	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made

- pupils who have not been entered for a GCSE in English or mathematics or those who are ungraded are deemed to not have made expected progress
- pupils attaining level 5 or level 6 at key stage 2 are expected to achieve at least a grade B at GCSE. Therefore all pupils achieving an A* to B are deemed to have made the expected progress, whether or not their prior attainment is known

7. The following section gives a more detailed description of how key stage 2 prior attainment is calculated for the purpose of the progress measures.

Calculating key stage 2 attainment

8. If pupil has achieved level 3, 4, 5 or 6 in the key stage 2 national curriculum test, then that grade is taken as their key stage 2 attainment. This happens in the majority of cases.
9. If the pupil was working below the level of the test (B), not awarded a test level (N) or achieved level 2 in the key stage 2 test, the teacher assessment (providing it is a valid level) is used as a measure of their key stage 2 attainment. However that teacher assessment is capped at level 2, meaning that a pupil in this situation with a teacher assessment of 3, 4, 5 or 6 will be deemed to have attained a level 2. If the teacher

assessment is missing or is not valid, the pupil is excluded from the measure if they obtain grades C to G in their GCSE result (see the above matrix). This is because, if a pupil is deemed to be below the level of the test or awarded a level 2 or N, we cannot determine their actual key stage 2 attainment and it would be inaccurate to use level 2 as this is only awarded as a compensatory level for pupils who do not achieve enough marks for level 3.

10. If the pupil was absent, unable to access the test, missing their test result, had a lost script or did not have a grade due to malpractice in their key stage 2 test (codes A, T, M, X or Q) and has any valid level (W, 1, 2, 3, 4, 5 or 6) for their key stage 2 teacher assessment, then we take their teacher assessment level as their attainment. Where key stage test data shows a pupil in the cohort as having taken the test in a previous year or due to take it in the future (codes P, F), this is treated as a missing test result.
11. If the pupil was absent, unable to access the test, missing their test result, had a lost script or did not have a grade due to malpractice in their key stage 2 test (grades A, T, M, X or Q) but does not have a valid level for their teacher assessment, then we treat them as not having a key stage 2 test result or teacher assessment, and the pupil is excluded from the measure. A key stage 2 test result that suggests the test was taken in the past or will be in the future should not still be within the dataset (P, F) and is treated as a missing test result.
12. If the pupil has been recorded as having left the school (L) or as ineligible (Y/Z) in their key stage 2 test, then we exclude them from the measure if they obtained grades C to G in their GCSE result (see the above matrix).