Changes to Key Stage 4 school performance reporting measures 2016–2018

For more information e-mail: ims@wales.gsi.gov.uk

2016

- Change to Year 11 based cohort from existing 15-year-old based cohort.
- Maximum of two GCSE equivalence value applied to any individual non-GCSE qualification (i.e. maximum equivalent of 40% of a threshold measure) in all performance measure calculations.

2017

- Core Subject Indicator no longer reported.
- Changes to the Capped Points Score:
  - increased from eight to nine GCSEs or equivalent volume of qualifications
  - the introduction of subject specific attainment requirements:
    1. English/Welsh
    2. Mathematics – numeracy
    3. Mathematics
    4. 2 x Science.
- Only the new reformed qualifications for English/Welsh, mathematics – numeracy and mathematics count towards these subject specific requirements of measures (literature qualifications no longer count). Either of the new mathematics GCSEs can satisfy the Level 2 inclusive numeracy requirements.
- Maximum of two GCSE equivalence for the total contribution value of non-GCSE qualifications in the threshold measures (i.e. maximum equivalent of 40% of a threshold measure). This limit is not applied to the Capped Points Score.
- Essential Skills Wales and Wider Key Skills no longer hold a contribution value in Key Stage 4 measures and are approved for Post-16 delivery only.
- Qualifications of 60 up to 119 (inclusive) guided learning hours allocated a 0.5 GCSE equivalence.
- Reformed Welsh Baccalaureate qualification awarded for the first time.

2018

- Welsh Baccalaureate measures replace threshold measures.
- For science, only GCSE qualifications count towards subject specific requirements of the Capped Points Score; non-GCSE science qualifications no longer count towards science components but can count towards a learner’s ‘other 4’ best qualifications.

No single measure is emphasised at a school level. The Capped Points Score will hold similar status to the Level 2 inclusive and the Welsh Baccalaureate measures. A suite of measures should be used to consider schools’ performance from different angles. Which measures to use will depend on the particular questions being asked.