

# Changes to performance measures for 2019

Summer 2019

- **Our National Mission and CSC Business Plan 2019/20**
- **Changes for teacher assessment reporting at foundation phase, key stage 2 and key stage 3**
- **Interim performance measures at key stage 4**
- **Future national developments**

# The strategic plan and direction



Llywodraeth Cymru  
Welsh Government

## Education in Wales: Our national mission

Action plan 2017-21





Consortiwm Canolbarth y De  
Central South Consortium

Gwasanaeth Addysg ar y Cyl  
Joint Education Service

## Business Plan 2019 - 2020

Empowering schools to improve outcomes for all learners





BRIDGEND



CARDIFF



MERTHYR TYDFIL



RHONDDA CYNON TAF



VALE of GLAMORGAN

The overarching priorities for CSC for 2019/20 were agreed with the Joint Committee on the 19th December 2018.

1. **Develop a high quality education profession**
2. **Develop inspirational leaders to facilitate working collaboratively to raise standards**
3. **Develop strong and inclusive schools committed to wellbeing, equity and excellence**
4. **Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems**
5. **Provide professional learning opportunities to support the curriculum for Wales**
6. **Improve the effectiveness and efficiency of Central South Consortium**

For each of the priorities there is a detailed operational plan that outlines how and when the aspects of each priority will be delivered. These include key quantitative and qualitative success criteria against which progress is measured.

The CSC Business Plan Priorities 1-4 align directly to the four enabling objectives in WG “Our National Mission”.

1. The Welsh Government alongside several partners and experts has undertaken a fundamental review of the accountability system for schools in Wales. Findings highlighted that the existing system and its use of performance measures has many negative unintended consequences, such as:

- narrowing curriculum choice;
- disproportionate focus on particular groups of learners;
- the way in which benchmarking is used driving competition between schools rather than encouraging collaboration;
- an increased and unnecessary workload for teachers and others in the system, without the necessary impact or benefit for learners; and
- an aggregation of data for *accountability* purposes where it was designed for *improvement* purposes.

2. As a result, schools have heard conflicting messages from the various parts of the system about what matters. This has often diverted effort from learning and teaching and moved us towards a culture of compliance and bureaucracy.

# Foundation phase, key stage 2 and key stage 3

# The Education (Amendments Relating to Teacher Assessment Information) (Wales) Regulations 2018

- Main Changes:

- Teacher assessment can be used for information purposes e.g. to develop school improvement policies etc. **but not for school accountability purposes below national level.**
- There is **no change** to the collection process or, therefore, the information that WG will hold.
- Teacher assessment data below National level will be removed from all publicly available data sources:
  - My Local School
  - StatsWales website
  - Statistical Releases
- Comparative data for local authorities and regional consortia will not be available.

## The following information will no longer be available:

- DEWi Comparative Reports
- All Wales Core Data Sets (AWCDS)
- National Benchmarking Data (FP, KS2 and KS3)
- Family average comparisons (as previously included in AWCDS)

## Information for schools from 2018/19

- For 2018/2019 the CSC will provide an interim evaluation of a school – “CSC *School on a page*” which will assist and support, where needed, school self-evaluation activities.



- For 2018/2019 elected members can expect a reduced standard scrutiny report for teacher assessment outcomes. The main changes are:
  - Removal of published LA data, LA comparisons and corresponding rank positions;
  - Removal of the summary positions based on benchmark quarter summaries;
  - Removal of any information published at individual school level for FP, KS2 and KS3 teacher assessment or Welsh National Tests.
- Information will be available for:
  - National Categorisation Support Categories
  - Estyn inspection outcomes of schools
  - Progress of schools in Estyn follow-up categories
  - Progress of schools causing concerns
  - Pupil progress information
  - School engagement in the curriculum reform programmes

# Summer 2019 Reporting

## Interim key stage 4 Performance Measures

# Key Stage 4 Performance Measures

Summer 2017

- Level 1 Threshold
- Level 2 Threshold
- Level 2 Threshold inc EWM
- New Capped 9 Points Score (5 + 4 others)
- Level 2 English/Cymraeg (Best) (Lang only)
- Level 2 English (Lang only)
- Level 2 Cymraeg (Lang only)
- Level 2 Mathematics (Best of Maths or Maths-Num)
- Level 2 Science (Best)

Summer 2018

- Level 1 Threshold
- Level 2 Threshold
- Level 2 Threshold inc EWM
- New Capped 9 Points Score (5 + 4 others) (\*)
- Level 2 English/Cymraeg (Best) (Lang only)
- Level 2 English (Lang only)
- Level 2 Cymraeg (Lang only)
- Level 2 Mathematics (Best of Maths or Maths-Num)
- Level 2 Science (Best) (\*)
- Skills Challenge Certificate (Foundation and National)
- Welsh Baccalaureate Measures (Foundation and National)

Summer 2019 onwards

- Average Points Literacy (Best of Literature or Language (En or Cy))
- Average Points Numeracy (Best of Maths or Maths-Num)
- Average Points Science (Best) (\*)
- Revised Average Capped 9 Points Score (3 + 6 others)
- Average Points Welsh Baccalaureate Skills Challenge Certificate

*Only the results of the first awarding of a complete qualification will count towards performance measures.*

(\*) – 'GCSE only' requirements for science indicators and components of the Capped 9 points score

“These different entry patterns are likely to impact on the final overall Wales results this summer, so care should be taken to make any meaningful year-on-year comparisons”

Source: Sendd blog written by Jo Richards, Executive Director of Regulation at Qualification Wales July 2019

# Historical Performance Measures

- Information for historical performance measures will no longer be published by WG.
- This includes:
  - % Level 1 Threshold
  - % Level 2 Threshold
  - % Level 2+ Threshold
  - % 5A\*-A

# Summer Reporting 2019

- The interim measures will be points based rather than focused on the percentage of pupils attaining a particular threshold grade/level. The measures published will be:
  - The Capped 9 measures (3+6)
  - Literacy measure (best of Language / Literature)
  - Numeracy measure (best of mathematics / numeracy)
  - Science measure (best of science)
  - Welsh Baccalaureate Skills Challenge Certificate measure
  - Points Score equivalents are:  
A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16

# Capped 9 Points Score (3+6)

- The 'Capped 9' will now include only 3 core measures plus any other best 6 qualifications (other than those already contributing to the 3 core slots).
- The three core measures are given below:

| Subject Areas   | Learning Measure   |
|-----------------|--|
| <b>Literacy</b> | Best of English Language, Welsh First Language, English Literature or Welsh Literature |
| <b>Numeracy</b> | Best of mathematics or mathematics-numeracy  |
| <b>Science</b>  | Best of science  |

# Interim Key Stage 4 Performance Measures

- *“The interim measures are very much transitional arrangements as we journey towards the new Evaluation and Improvement arrangements.”*
- *“Attainment against the Level 2 inclusive and the Level 1 measures will no longer be published for 2019... Therefore, in order to assist schools with monitoring progress against targets set for Level 2 inclusive and Level 1 attainment, in autumn 2019 we will provide schools with Level 2 inclusive and Level 1 attainment data in addition to the interim measures.”*
- [Source: WG LA Bulletin 6 and WG Letter to Headteachers](#)



# The future of performance measures

*“How performance measures, or any type of informative indicators, will be used and what they will look like is being fully reviewed and will be developed in the same vein.*

*This is necessary to bring about the cultural change needed to support the implementation and realisation of the new curriculum.*

*Measures may be quantitative and based on attainment data, or qualitative, but regardless of type they will be designed to help us secure our aim of enabling all learners to achieve their potential.*

[Source: WG LA Bulletin 6](#)

# The future of performance measures

*We will review and consider key aspects as we move forward, including:*

- how to split accountability measures from data for self-evaluation*
- how to manage teacher workload as we develop the work*
- determining any progress measures with dependable baselines*
- giving consideration to the value of intermittent rather than end of career measures”*

[Source: WG LA Bulletin 6](#)

A joint communication from **Welsh Government, the WLGA and Estyn** to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers and Managing Directors of Regional Education Consortia (**16<sup>th</sup> July 2019**) stated that:

*“It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve.*

*We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum **to avoid narrowing choice for learners...***

*...Collectively, we have agreed that this is the right approach to take and strongly advise you to use a broad range of un-aggregated data and information to enable you to discharge your duties when reporting on school performance.*

*Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement.”*

# Future National Developments

- Estyn's role in the new evaluation and improvement arrangements in schools. Possible partial suspension of inspection for maintained schools from September 2020 to August 2021.
- National Resource for School Improvement: Being developed with Estyn, OECD and the profession. Draft guidance Autumn 2019. Final improvement process in 2020.

# Future National Developments

- Outcomes of the WG Target Setting Consultation has been published and changes to Key Stage 4 requirements should be effective from September 2019.
- GCSE – Qualifications Wales (\*) “As the draft curriculum has taken shape, we have been considering how we can make sure that qualifications continue to meet the needs of 16-year-olds once the new curriculum is introduced. Meeting the aims of the National Mission will require new qualifications to be available for first teaching from September 2025.”

[\(\\*\) Letter from QW to WG 12\\_2\\_2019](#)

# Any other questions?