



Department
for Education

Secondary accountability measures – update

**Measures for the 2021 to 2022 academic
year**

February 2022

Contents

Summary	3
Expiry or review date	3
Who is this publication for?	3
Introduction	4
Calculating key stage 4 performance measures in 2021/22	5
Early entries from 2019/20 and 2020/21	5
Technical Awards and unit grades achieved in 2019/20 and 2020/21	6
Changes to the KS2 baseline for calculating Progress 8	7
Annex A: worked examples of methodology for calculating Progress 8 and Attainment 8	9
Progress 8/Attainment 8 - 2021/22 methodology	9
Progress 8/Attainment 8 - 2018/19 methodology	10

Summary

This update sets out our intended approach to the usual suite of key stage 4 (KS4) school and college performance measures in the 2021/22 academic year.

KS4 measures for 2021/22 will be affected by qualification results from 2020 and 2020/21 not being included. We have made adjustments to the methodology designed to minimise the impact of gaps in data for schools and colleges.

Progress 8 will also have changes to its baseline, as key stage 2 (KS2) outcomes have been reported as scaled scores instead of national curriculum levels since 2016. We intend to take a broadly similar approach to calculating Progress 8 using KS2 scaled scores as in previous years.

This update sets out the following:

- how we will calculate KS4 performance measures for 2021/22, including how we will use 1) early entries from 2019/20 and 2020/21 and 2) unit grades achieved in Technical Awards in 2019/20 and 2020/21 in KS4 performance measures for 2021/22.
- changes to the KS2 baseline for Progress 8 from 2021/22, following the introduction of KS2 scaled scores in 2016, and how we define low, middle and high prior attainment at KS4 using KS2 scaled scores.

This update should be read alongside the [secondary accountability guidance](#) issued in February 2020, when KS4 revised data for 2018/19 was published.

Expiry or review date

We plan to update the full [secondary accountability guidance](#) document in autumn 2022, incorporating the changes set out in this update.

Who is this publication for?

This guidance is for:

- head teachers, teachers, other school staff and governing bodies in all state-funded schools, including local authority maintained schools, academies, free schools, special schools and multi-academy trusts (MATs);
- independent schools or colleges with 14-16 provision seeking information on secondary accountability measures; and
- local authorities.

Introduction

Most exams and assessments did not take place in the 2019/20, or 2020/21 academic years, due to the impact of COVID-19. We did not publish school or college level results data in performance tables in autumn 2020 or autumn 2021, and we have been clear that this data will not be used to hold schools and colleges to account. We have also stated that we will not use qualification grades achieved in 2020 or in the 2020/21 academic year in future performance measures.

It is government policy that exams and assessments for GCSEs, AS and A levels (as well as for vocational and technical qualifications) should go ahead in summer 2022. In July 2021 we [announced](#) that, as we plan for exams to go ahead, we will publish results from qualifications achieved in 2021/22 on the [Compare School and College Performance website](#) (often known as the ‘school and college performance tables’), using our normal suite of KS4 accountability measures, as far as that is possible.

We recognise the uneven impact on schools and colleges of the pandemic, and will ensure clear messages are placed on performance tables to advise caution when considering the 2021/22 data. This will include strongly discouraging users of the data from drawing comparisons with performance data from previous years.

We intend to produce and publish KS4 Multi-Academy Trust (MAT) level performance measures for 2021/22. These will include, for the first time at MAT level, Attainment 8 and Attainment in English and maths at grade 5 and above. We intend to apply the adapted methodology set out below for school level measures when we calculate MAT measures (as MAT measures are based on school level measures), so the information in this guidance is relevant for MAT measures. [Guidance for MAT measures currently in performance tables](#) is available. Further guidance on MAT measures for 2021/22, and which MATs will be included, will be available in due course.

Calculating key stage 4 performance measures in 2021/22

When calculating KS4 performance measures for 2021/22, we will include results from qualifications taken in academic year 2021/22¹. We will, however, exclude GCSE and AS qualifications taken as part of the extraordinary autumn 2021 examination series². Results from qualifications **routinely** offered in autumn that count towards KS4 performance measures, such as technical awards and GCSE English and GCSE maths qualifications, will be included in the 2021/22 KS4 performance measures. The first entry rule³ will apply to these qualifications.

Early entries from 2019/20 and 2020/21

We have made clear that results data from 2020 and 2020/21 will not be used in school and college level performance measures in future years. In light of this, we need to adjust the methodology for calculating KS4 performance measures in 2021/22 to take account of pupils entered early for qualifications in 2019/20 and 2020/21, who will reach the end of KS4 in 2021/22.⁴

It is important to note that the changes to methodology minimise, but cannot eliminate completely, the impact of gaps in data. The approach is the best option available, given our commitment not to use qualification results data from 2020 and 2020/21. We will ensure messages are placed on performance tables to highlight the change in methodology and potential impact on a school's performance measures.

When calculating KS4 performance measures in 2021/22, we will count entries from 2019/20 and 2020/21, but will only include results from 2021/22.⁵ A worked example is included in Annex A. This means that, for example, where a pupil has taken GCSE English literature in summer 2021, and GCSE English language in summer 2022, we will count the summer 2021 entry in English literature for the purposes of triggering the double weighting for English in Progress 8 and Attainment 8. However, only the

1 School and college performance measures for 2021/22 will be published in performance tables in October 2022 and January 2023.

2 The extraordinary autumn 2021 exams were provided solely in response to the cancellation of the summer 2021 exam series, and entry was restricted to students who received a teacher-assessed grade in summer 2021 and to students who, in the opinion of the exam board, would have entered summer 2021 exams had they not been cancelled.

3 The first entry rule is where a pupil's first entry in a particular subject counts towards the school's performance tables.

4 We intend to take a similar approach for the smaller number of pupils entered early in 2020/21 who will reach the end of key stage 4 in 2022/23.

5 We will also count the results of qualifications achieved in autumn 2019 for pupils reaching the end of KS4 in 2021/22, and first entry rules will apply.

summer 2022 result in English language will count towards the Progress 8 and Attainment 8 scores, regardless of which grade is higher.

Technical Awards and unit grades achieved in 2019/20 and 2020/21

We will include qualification grades in Technical Awards achieved in 2021/22 in KS4 performance measures for 2021/22 and in future KS4 performance measures, even if some of the constituent units of that qualification were given a grade in 2019/20 or 2020/21 via Centre Assessed Grade, Teacher Assessed Grade or another process, such as remote invigilation or special consideration.

Changes to the KS2 baseline for calculating Progress 8

In 2016, changes were introduced to KS2 national curriculum tests, with pupil outcomes expressed as KS2 scaled scores instead of national curriculum levels. This means we will need to:

- create new Prior Attainment Groups based on KS2 scaled scores to calculate Progress 8 scores (including English, maths, EBacc and 'open' subject breakdowns) and EBacc value added scores for sciences, humanities and languages; and
- amend definitions of low, middle and high prior attainment used in performance tables to reflect KS2 scaled scores.

Most pupils who took national curriculum tests in summer 2016 reached the end of key stage 4 in 2020/21. We did not publish Progress 8 in 2020/21, so many of these changes will come into effect in performance tables for 2021/22. The way we define low, middle and high prior attainment at KS4 using KS2 scaled scores was reflected in [KS4 attainment statistics](#) and accompanying data files published in November 2021.

We have completed initial development work and are confident that much of the methodology for calculating Progress 8 will remain similar to previous years. For example, we plan to continue using pupils' average performance at KS2 across English reading and maths as our measure of prior attainment. We also do not anticipate significant changes to the number of prior attainment groups used in Progress 8.

We anticipate that these changes in methodology are likely to have minimal impact on the distribution of Progress 8 scores. We need to see the full data set for 2021/22 before we will be able to confirm how KS2 scaled scores will be assigned to Prior Attainment Groups, or to confirm Attainment 8 averages. This information will be included in an update of the full [secondary accountability guidance](#) in autumn 2022.

When reporting on prior attainment, we define low, middle and high prior attainment at KS4 using KS2 scaled scores as follows:

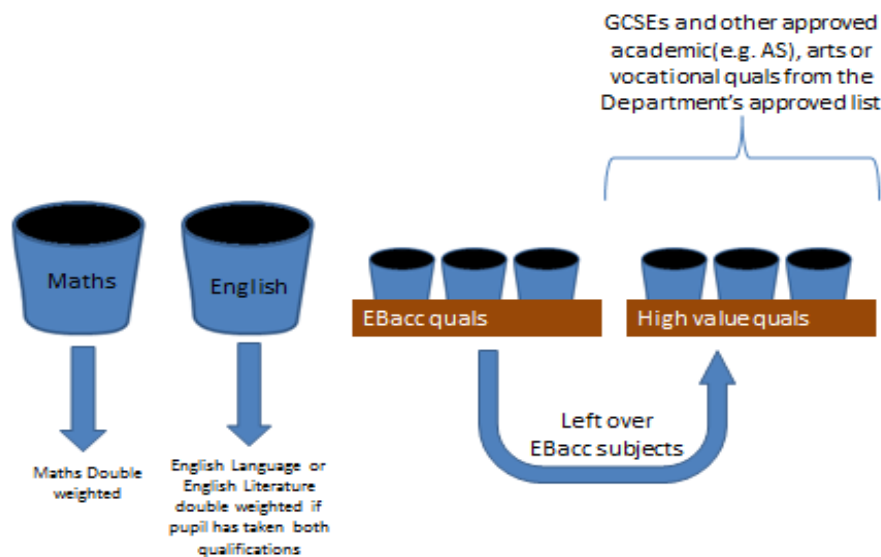
	Average scaled score in English reading and maths
Low prior attainers	Below 100
Middle prior attainers	Greater than or equal to 100 but less than 110
High prior attainers	Greater than or equal to 110

Using these definitions changes the percentage of pupils in each group, compared to when prior attainment was defined using national curriculum levels. This is discussed in the [KS4 attainment statistics publication](#) (on Explore Education Statistics) published in November 2021 and we expect to see similar patterns in the 2021/22 KS4 measures. We will ensure messages are placed on performance tables to highlight the change.

Pupils working below the standard of the test at KS2 are assigned nominal point scores for the purposes of including them in prior attainment measures. The process used to do this in 2021 to define low, middle and high prior attainment is described in guidance accompanying the 2021 [KS4 attainment statistics publication](#). We expect to use a similar process when calculating KS4 measures in 2021/22.

Annex A: worked examples of methodology for calculating Progress 8 and Attainment 8

Progress 8/Attainment 8 - 2021/22 methodology



Poppy has entered GCSE English literature early in year 10 in 2020/21, gaining a grade 7, and GCSE English language in year 11 in 2021/22, gaining a grade 6. The 2020/21 entry in English literature is used to trigger the double weighting for English. In line with the Department’s commitment not to use qualification results from 2020/21 in future measures, only the grade 6 in English language gained in 2021/22 would count towards her school’s performance measures.

Poppy would be assigned **12 performance table points** for English in Attainment 8/Progress 8 in 2021/22. The English literature grade from 2020/21 would not be included.

Proposed Approach towards 2021 Entries

Step 1: English & Maths:	Step 2: Ebacc Qualifications	Step 3: Other Qualifications	Final Attainment 8 Score:
English Literature 2021 7	Chemistry 2022 8	History 2022 5	English Language 2022 12
English Language 2022 6	Biology 2022 6	German 2022 4	Maths 2022 14
Maths 2022 7	Physics 2022 5	Music 2022 6	Chemistry 2022 8
	History 2022 5	Art 2022 8	Biology 2022 6
	German 2022 4		Physics 2022 5
Poppy has entered both English literature and English language, and so triggers double weighting. However, because her English Literature entry was in 2021, we cannot use the grade. Instead we double weight her English Language grade in the final calculation.	Poppy’s three highest scoring Ebacc Qualifications count towards the Ebacc bucket. The remaining qualifications can now count in the ‘Other’ bucket.	The three best results of the remaining qualifications are counted from the ‘Other’ bucket.	History 2022 5 Music 2022 6 Art 2022 8 64
			Poppy’s final attainment 8 score is 64

Progress 8/Attainment 8 - 2018/19 methodology

In previous years, the calculation would have been slightly different, as follows.

Poppy enters GCSE English literature early in year 10, gaining a grade 7, and GCSE English language in year 11, gaining a grade 6. The higher of the two grades is double weighted for the English bucket – so Poppy gets **14 performance table points** for English that will count towards her Attainment 8/Progress 8 score. If the English language grade 6 is one of her highest grades, it can count in one of the open buckets (not the EBacc buckets), as a leftover EBacc subject.

Original Method

Step 1: English & Maths:	Step 2: EBacc Qualifications	Step 3: Other Qualifications	Final Attainment 8 Score:
English Literature 2021 7	Chemistry 2022 8	English Language 2022 6	English Literature 2021 14
English Language 2022 6	Biology 2022 6	History 2022 5	Maths 2022 14
Maths 2022 7	Physics 2022 5	German 2022 4	Chemistry 2022 8
Poppy has entered both English literature and English language so we take the higher of the two grades and double weight it in the final calculation, along with her maths grade. English Language can now count in the 'Other' bucket.	History 2022 5	Music 2022 6	Biology 2022 6
>>>	German 2022 4	Art 2022 8	Physics 2022 5
	Poppy's three highest scoring Ebacc Qualifications count towards the Ebacc bucket. The remaining qualifications can now count in the 'Other' bucket.	>>>	English Language 2022 6
		The three best results of the remaining qualifications are counted from the 'Other' bucket.	Music 2022 6
			Art 2022 8
			67
			Poppy's final attainment 8 score is 67



Department
for Education

© Crown copyright 2022

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk