

Progress 8 and Attainment 8

What are Progress 8 and Attainment 8?

Progress 8 and Attainment 8 are two measures that schools will be judged against from 2016.

They are designed to encourage schools to offer a broad and balanced curriculum at KS4.

Progress 8 is based on students' **progress** measured across eight subjects:

- English;
- Mathematics;
- Three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages). For a list of eligible qualifications see [here](#)
- Three further subjects, which can be from the range of EBacc subjects, or can be any other GCSE or approved, high-value arts, academic, or vocational qualification. For a list of approved qualifications see [here](#)

Attainment 8 is the students' **average** achievement across these eight subjects.

From 2016, the floor standard will be based on schools' results on the Progress 8 measure.

Although Progress 8/Attainment 8 are intended to encourage students to take eight qualifications, this is not compulsory. If a student has fewer than eight qualifications or the qualifications they do sit are not on the list of subjects which count towards Progress 8/Attainment 8, they will score 0 points for the unfilled slots. See below for how Progress 8/Attainment 8 is calculated.

The DfE have produced several documents with further details on Progress 8/Attainment 8:

- [Factsheet: Progress 8 measure \(published February 2014\)](#)
- [Progress 8 school performance measure: Information for school leaders and governing bodies of maintained schools, academies and free schools \(published March 2014\)](#)
- [Progress 8 early opt-in: Terms and Conditions for schools \(published June 2014\)](#)
- [Progress 8 measure in 2016: Technical guide for maintained secondary schools, academies and free schools \(published May 2014\)](#)

When are Progress 8 and Attainment 8 being introduced?

Progress 8 and Attainment 8 will be introduced for all schools in 2016 (based on 2016 exam results, with the Progress 8 and Attainment 8 scores showing in performance tables published in late 2016/early 2017).

Schools can 'opt in' to the new accountability system, one year early, in 2015. Please consult this [DfE document](#) for details

How are Progress 8 and Attainment 8 calculated?

For calculating Progress 8 and Attainment 8 see this [DfE document](#)

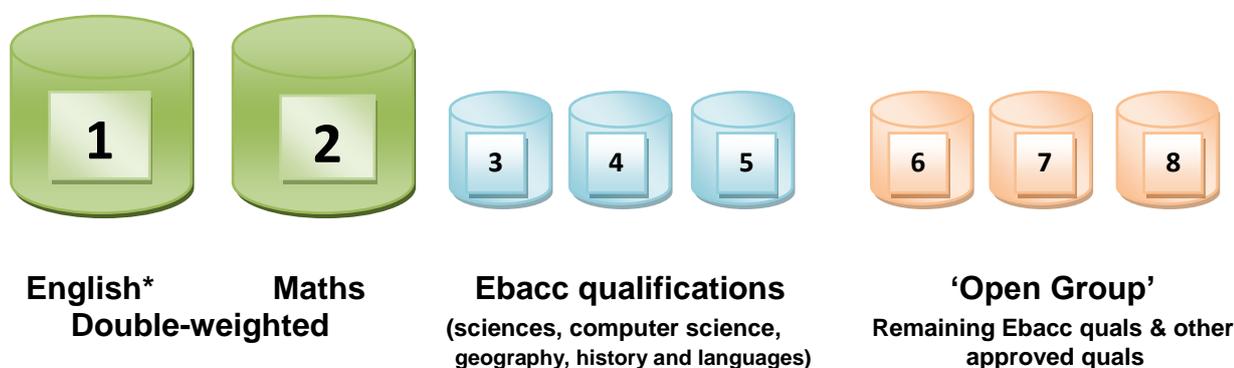
Up to three vocational qualifications can count towards the Progress 8 and Attainment 8 measures. As these measures will comprise eight subjects rather than the five in the current headline measure of school performance, it is proportionate to increase the number of vocational qualifications that will be allowed from two to three.

In the open group of subjects, any GCSE can count, or any of the high-value, approved vocational and academic qualifications shown at this link: [Vocational qualifications for 14- to 19-year olds](#).

The scores will always be determined by dividing the points total by 10 (the eight qualifications with English and mathematics counting double), regardless of how many qualifications the student sits or in which subjects.

It can be of more benefit to less-able students to strive for good grades (and hence score more points) in fewer subjects, with the emphasis on doing well in English and mathematics, than to take more subjects but achieve lower grades overall.

An example of the subjects which can be included:



*Higher score of English Language or English Literature double-weighted if a student has taken both qualifications

Double science will count as two slots, and core and additional science GCSE will take up one slot each in the Progress 8 measure. Core science GCSE alone will only count as one slot. Separate GCSEs in biology, chemistry, physics and computer science each count as one slot. All these qualifications will count in the EBacc slots in this measure.

Discounting codes will apply to subjects which cover similar subject matter/content. For more information on discounting see [RAISEonline](#)

What actions should I take to prepare my school for this change?

The key is to plan ahead. Here are some issues for schools to consider:

- The Key Stage 4 curriculum offering may need to be reviewed to meet Progress 8 and Assessment 8 criteria.
- Have Key Stage 3 curriculum changes been aligned with the requirements of Progress 8 and Assessment 8?
- Internal assessments and pupil tracking may need to be reviewed.

- The information you have to include within Performance Tables is changing, and therefore, there may be some confusion amongst SLT, Data staff and teachers in the initial years of implementation.
- Staff responsible for data will also need to be clear over how Progress 8 and Assessment 8 are calculated. This may involve further training.
- Senior leaders must be prepared for a possible change in school performance as shown in Performance Tables. Therefore, the Progress 8 and Assessment 8 measure needs to be clearly understood within school, and the meaning of its data conveyed to current and prospective parents