

ALL webinar on DfE KS4 performance measures consultation

Presented by René Koglbauer (Chair, ALL Management Board)
and David Blow (ALL Fellow and Exec Head SESSET)

Wednesday 18th March 2026

‘Housekeeping’

This session will be recorded.

**If you do not wish your name and chat to appear,
please leave and watch the recording later.**

**Please put questions in chat which will be visible to all
– we will monitor and either respond or collate for a
Q&A session at end (which will not be recorded), and
for which we will stay on until questions and
discussion finish.**

**Due to run for up to an hour in all.
No need to ‘apologise’ if you need to leave
early / at the end of the presentation
before the questions. We understand!**

Recording starts now ...!



This session is being recorded.
If you do not wish your name and chat to
appear, please leave the room.

Key points

- Official information and links
- Summary of CAR & DfE response regarding languages
- Impact of accountability measures on curriculum choices
- Proposed new Progress 8 model
- Other aspects of the KS4 performance measure consultation
- Key points regarding the consultation and also how to contribute to ALL response
- *Note that this webinar addresses the KS4 performance measures part of the consultation, but not the RISE part*

References and Links

- Documents related to Curriculum and Assessment Review:

<https://www.gov.uk/government/publications/curriculum-and-assessment-review-final-report-government-response>

- Association for Language Learning Press Release

<https://www.all-languages.org.uk/wp-content/uploads/2025/11/ALL-CAR-Press-Release.pdf>

- LLJ Special Collection on Language Education in the Curriculum

<https://www.tandfonline.com/journals/rllj20/collections>

The slides from this presentation and recording
will be available later tonight
– link and QR code to right
– also message will be sent out via TicketTailor
registration and ALLNet



<https://all-london.org.uk/webinars/all-webinar-on-dfe-consultation-on-ks4-performance-measures-march-26/>

Official information re consultation



Department for Education

Home Find Activities We Asked, You Said, We Did SEND Reform

Key stage 4 performance measures and Targeted RISE extension

Overview

The Department for Education (DfE) is seeking views on proposals to improve key stage 4 academic performance measures and to extend school improvement support from the DfE's Targeted RISE service.

Closes 4 May 2026
Opened 23 Feb 2026

Why your views matter

We are seeking views on:

- Improving Progress 8 and Attainment 8 measures through a refreshed Progress 8 curriculum model.
- A better way to recognise the progress of pupils with low prior attainment as part of improvements to the wider suite of additional performance measures.
- Extending DfE's Targeted RISE support to primary and secondary schools with low achievement.

Your feedback will help us to deliver a strong and fair accountability system that will improve outcomes for all children, provide reliable information to parents, and support school improvement.

This consultation will be open for 10 weeks, from Monday 23 February 2026 to Monday 4 May 2026. Please read the accompanying consultation document and technical guide before responding.

[Share your views >](#)

Contact
[SchoolPerformanceMeasures.C n.gov.uk](#)

Home Find Activities We Asked, You Said, We Did SEND Reform

Key stage 4 performance measures and Targeted RISE extension

Page 1 of 7

Closes 4 May 2026

This service needs [cookies enabled](#).

About you

1. What is your name?

Name

- **First, download the “Related documents” which also have the questions for the consultation - complete list of questions is on p.26 onwards**

Related

- [Key stage 4 performance measures and targeted RISE extension government consultation.pdf](#)
583.3 KB (PDF document)
- [Key stage 4 performance measures and targeted RISE extension government consultation - technical guide.pdf](#)
1.0 MB (PDF document)

<https://consult.education.gov.uk/school-accountability/key-stage-4-performance-measures-and-targeted-rise/>

[Home](#) > [Education, training and skills](#) > [School and academy funding](#)

Open consultation

Key stage 4 performance measures and targeted RISE extension

From: [Department for Education](#)

Published 23 February 2026

Summary

We are seeking views on proposals to improve key stage 4 academic performance measures and extend targeted RISE to low-attaining schools.

This consultation is being held on [another website](#).

This consultation closes at
11:59pm on 4 May 2026

<https://www.gov.uk/government/consultations/key-stage-4-performance-measures-and-targeted-rise-extension>

DfE Consultation and Technical Guide

Key stage 4 performance measures and targeted RISE extension

Government consultation

Launch date 23 February 2026
Respond by 4 May 2026

https://consult.education.gov.uk/school-accountability/key-stage-4-performance-measures-and-targeted-rise/supporting_documents/key-stage-4-performance-measures-and-targeted-rise-extension-government-consultationpdf-1

Please respond
to the
consultation

Key stage 4 performance measures and targeted RISE extension

Government consultation: technical
guide

February 2026

https://consult.education.gov.uk/school-accountability/key-stage-4-performance-measures-and-targeted-rise/supporting_documents/key-stage-4-performance-measures-and-targeted-rise-extension-government-consultation-technical-guidepdf

Curriculum and Assessment Review:

- Vision of a rich, broad and innovative curriculum
 - Inclusive curriculum that aims high for all learners
 - Proposed reduction of GCSE exam time
 - Cross-curricular elements (climate, digital, finance education)
- Confirmed commitment to transformation through evolution
- **Languages alongside arts must be integral to the vision**

Key messages for languages in the report

- Defined content at KS2 with vocabulary (and grammar) lists – F, G, S
 - Other languages can be taught; to base their defined content on F, G, S
 - Ensuring that new defined content does support – not constrain – creativity, innovation and intercultural, global understanding
- Withdrawal of EBacc with immediate effect
- Commitment to the new GCSE in Languages for F, G, S (first examined 2026)
- Invitation for stakeholders to explore local & regional progression models from KS2 to KS3 and beyond

Government response

- Accepts CAR recommendations
- Continued funding for the National Consortium for Languages Education and Oak National Academy
- The exploration of alternative qualifications, such as a new flexible stepped language qualification
- Language Learner pipeline – exploring issues and solutions concerning the language learner pipeline from GCSE to A-level and beyond in collaboration with relevant stakeholders
- Support for schools and language teachers in using AI and Edtech to enhance language learning

Reflections

- Acknowledge on-going professional dialogue between DfE and language community stakeholders
- The language community has been listened to but ...

Areas of concern include:

- **Ebacc/Progress 8:** Language community will have to really come together around the Progress 8 consultation
- **Defined content:** not stifle innovation, creativity
- Absence of recognition of **home, heritage and community languages** as an underpinning feature of the rich, broad and innovative curriculum
- **Professional Development** of teachers, particularly primary teachers

Curriculum & Assessment Review (CAR), DfE, Ofsted: Progress 8 and EBacc

- CAR endorsed P8 but slated EBacc (DfE agreed; EBacc gone with immediate effect) because
 - Not increased 16-19 uptake
 - Unnecessarily constrained choices, affecting engagement and achievement
- Note though, that the impact of EBacc was mainly through Ofsted adopting it as a key factor in its 2019 Framework; that has completely changed with the new 2025 Framework

Note that although publications of CAR and DfE response were coordinated, they differed in places

Key stage 4 performance measures

- Proposed revised Progress 8 model
- Maintains academic core
- Ensures breadth and choice
- Values a wide range of subjects, including the arts

Let's now explore how the changes in accountability (including the introduction of P8) altered curriculum choices

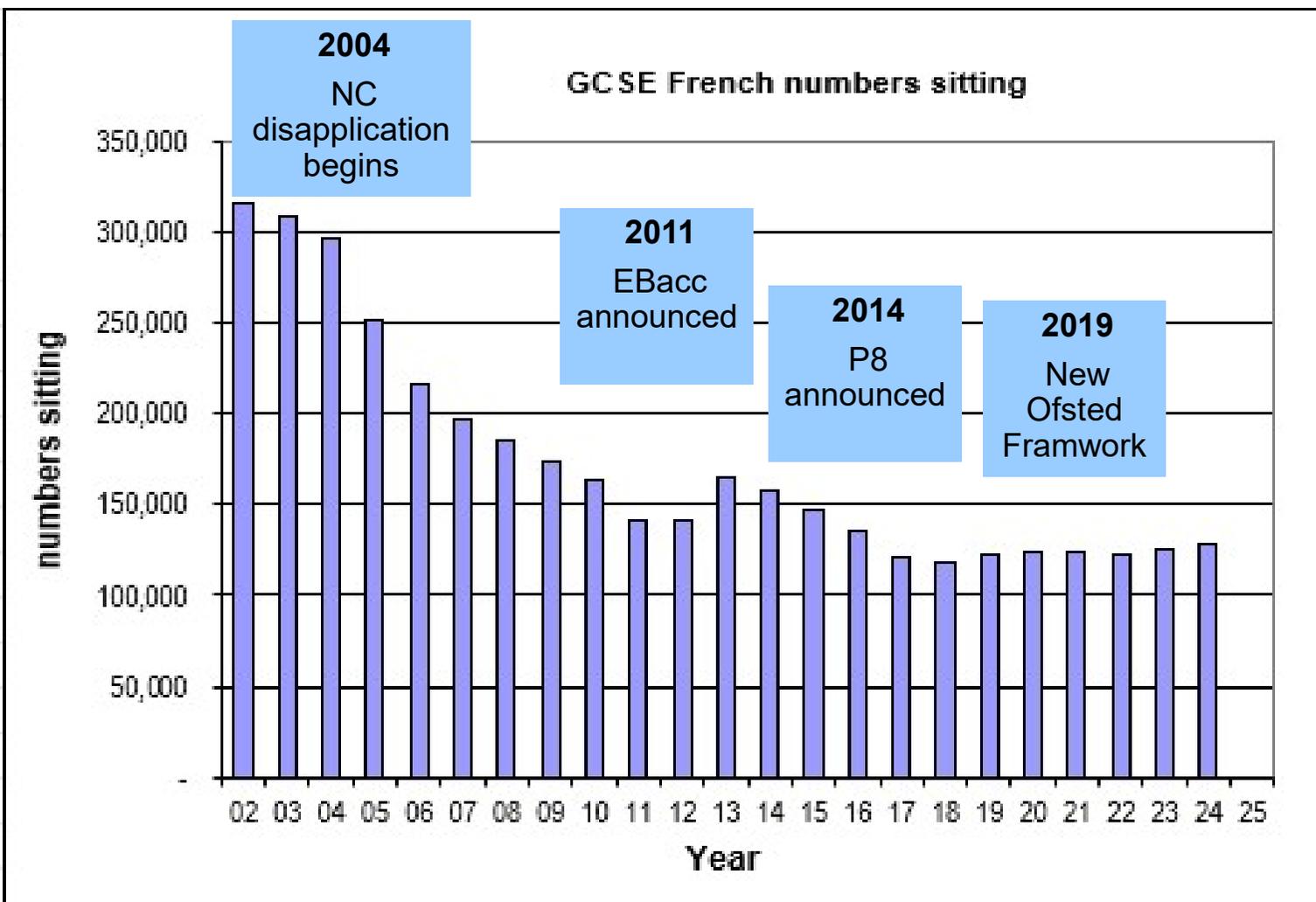
Timeline

- EBacc no longer applies – immediate effect
- Jun 2026 – A8 but no P8 as no KS2 in 2021 (current Y11)
- Jun 2027 and 2028 – existing A8 and P8 (current Y9 and 10)
- Jun 2029 onwards – new A8 and P8 (current Y8, Y7 onwards)
- So can make decisions in Autumn Term ready for Y9 Options process in Spring 2027 (unless 3 year KS4 in which case urgency)

Change in subject choices arising from changes in performance measures & Ofsted

- Before looking at the proposed changes to Progress 8 and thinking through the likely impact, it's worth reflecting on previous performance measures and different Ofsted Frameworks, and how schools responded to the rules (frustrating that this was criticised as “gaming”)
- 2006 - Contextual Value Added (CVA), tightly linked to Ofsted outcomes; schools responded by optimising on non GCSE qualifications
- 2009 - focus on raw attainment e.g. %C+ in English and Maths – unfair on schools with lower prior attainment; “Expected Levels of Progress” which was actually closely linked to attainment rather than progress
- 2011 – EBacc measure announced; beginning of steps for new GCSEs
- 2016 – Attainment 8 & Progress 8 introduced (after long lead-in)

GCSE French entries and factors affecting



Note to take account of the lag between the announcement of EBacc, P8 and 2019 Ofsted Framework and when they took effect and when curriculum decisions were made

GCSE entries by KS2 sub-level – change from 2012 to 2018

**2+ Sci: 2012 1/3 (Bi+Ch+Ph) + Add Sci (2+ Sci)
is equivalent to 2018 1/3 (Bi+Ch+Ph) + Combined Sci**

Eng Lit

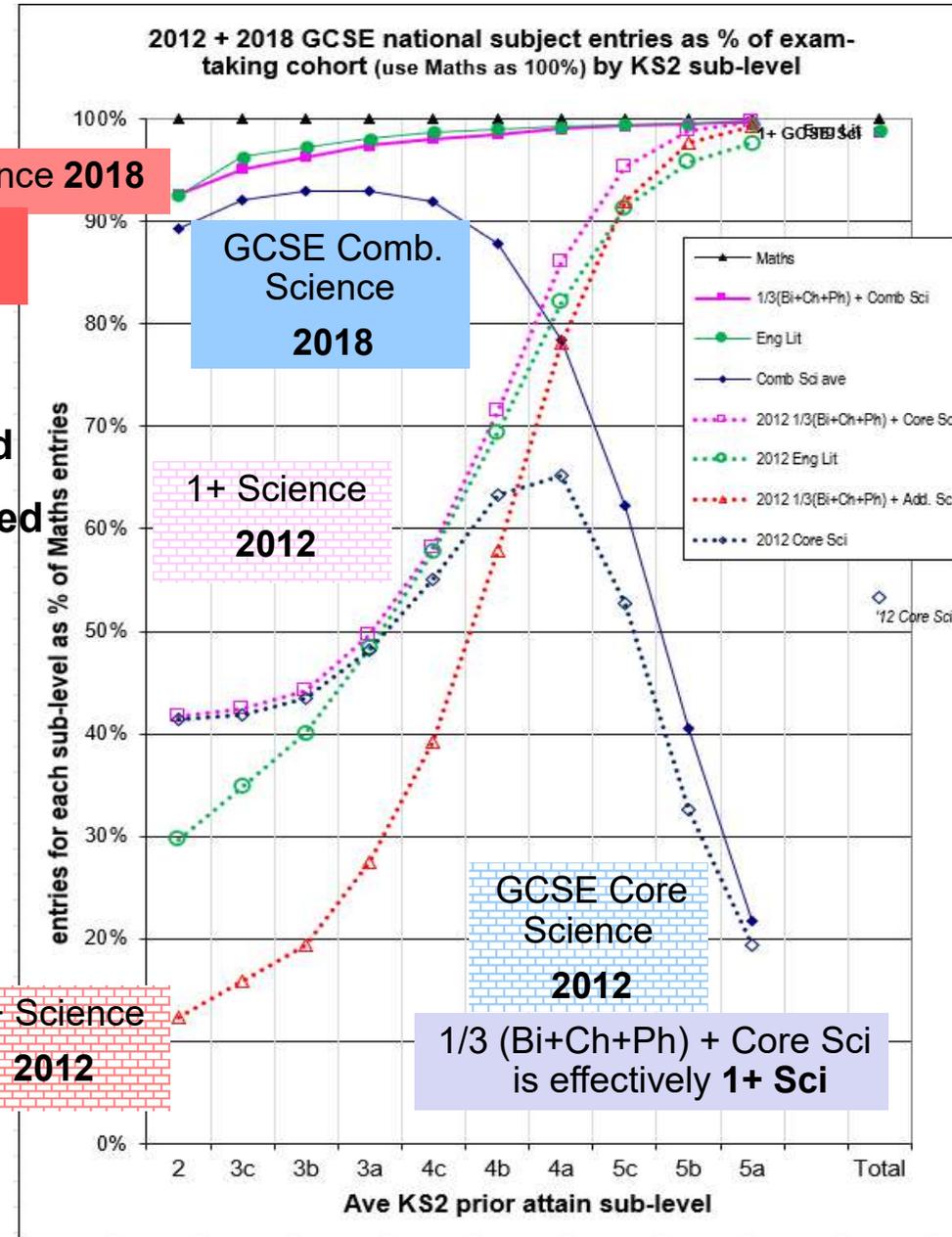
- Schools incentivised by P8 Eng “doubling” if entered for Lan + Lit

Science

- Schools incentivised by P8 EBacc3 def'n: “cohort” and GCSE to switch from non-GCSE
- Need to fill all 3 slots for cohort leads to rise in 2+ Sci
- In 2018, Combined Science means must be 2+; no longer 1+

Big changes in entry patterns from 2012 to 2016 esp for pupils of low and middle prior attainment (e.g. 2+ Sci)

2018 = solid
2012 = dotted



GCSE entries by KS2 sub-level

– change from 2012 to 2018

History & Geography

- Schools incentivised by P8 EBacc3 def'n using “cohort” and need to fill all 3 slots for cohort, so rise in Hi / Ge to complement Combined Science

ML

- Schools disincentivised by P8 EBacc3 def'n as can be filled by 2 Sci and Hi/Ge and GCSE Fr, Gn, Sp severely graded.
- Numbers dip, but offset by widely trailed 2019 Ofsted Framework with emphasis on EBacc takeup

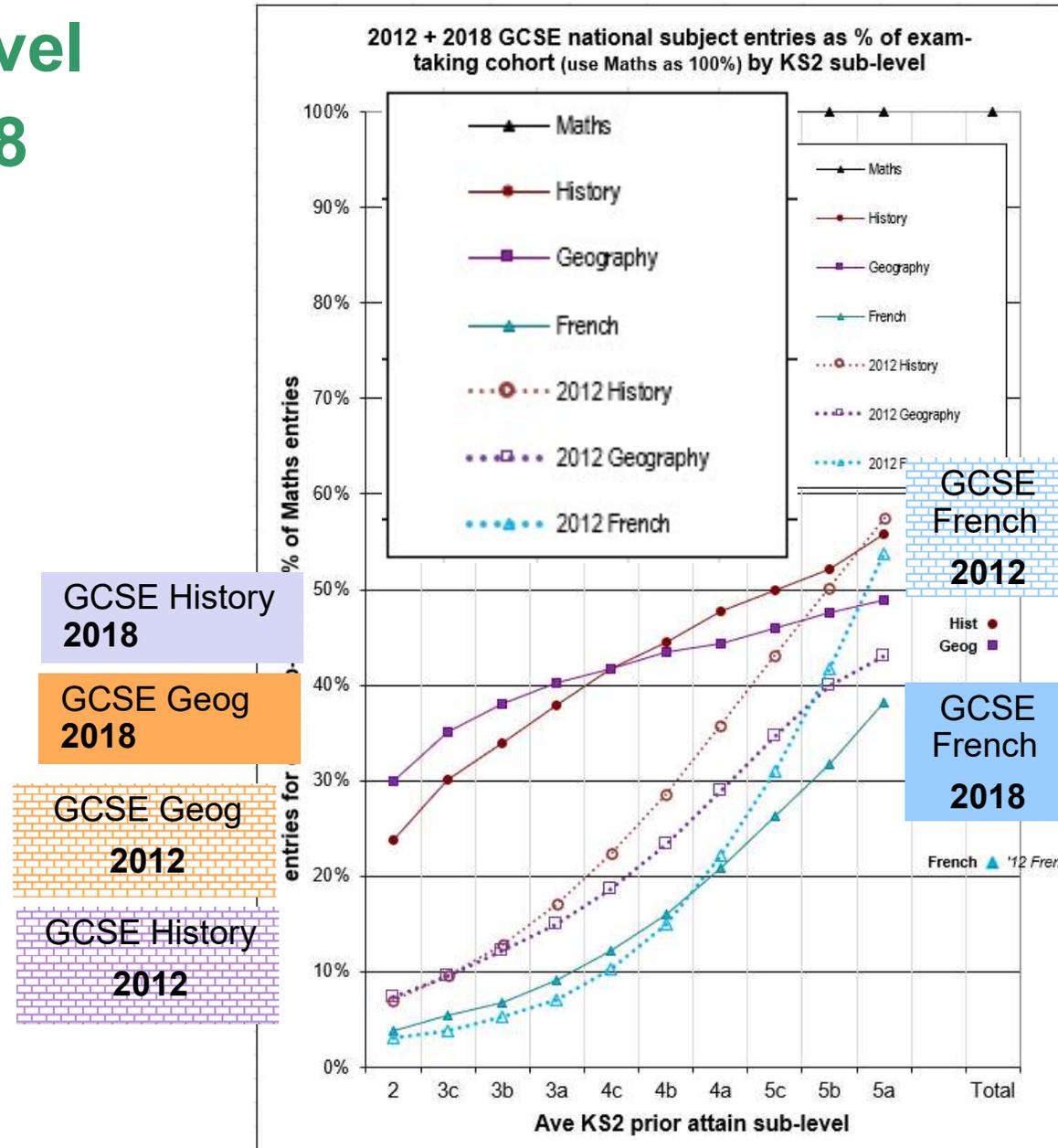
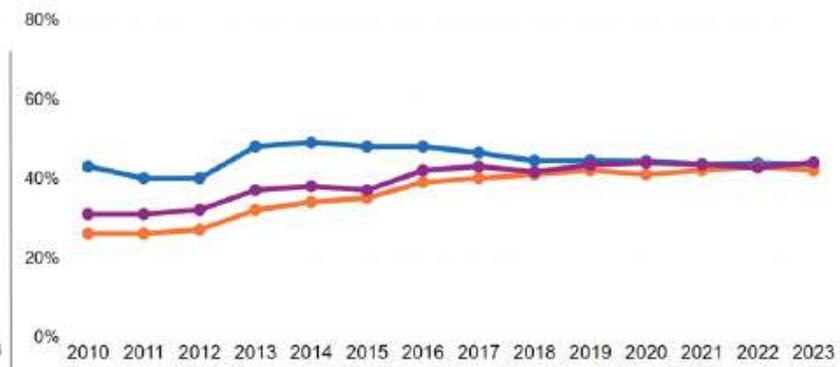
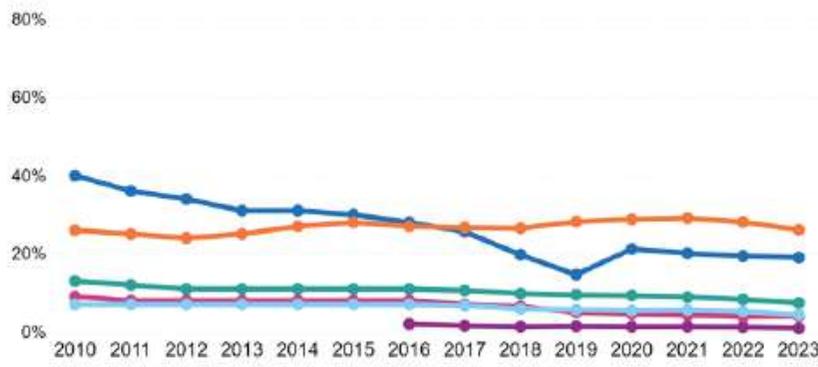


Figure 1: GCSE entries by subject, as proportion of all pupils at the end of KS4, 2009/10 to 2022/23

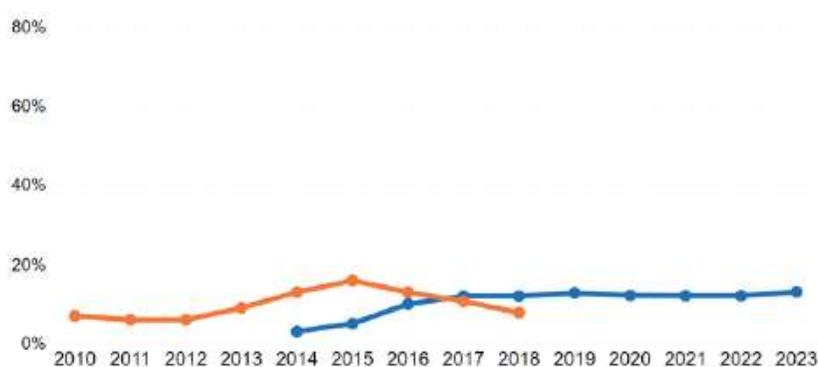


● Any D&T ● Art and Design ● Dance ● Drama ● Media/Film/TV ● Music

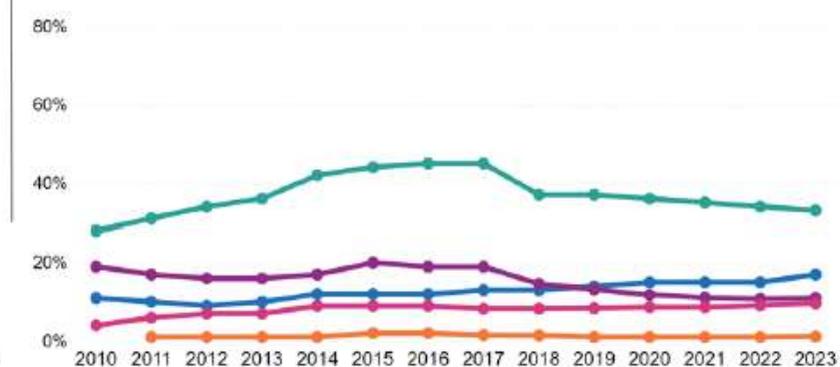
● Any Modern Language ● Geography ● History



● Computer Science ● Information Technology



● Business ● Economics ● Physical Education ● Religious Studies ● Social Studies



Source: [Statistics: GCSEs \(key stage 4\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/statistics/gcse)

<https://www.tes.com/magazine/analysis/secondary/curriculum-review-data-on-subject-take-up-gcse-a-level>

From Becky Francis article Sept 2024 on breadth in the curriculum

EBacc entries (2025)

All = 5 components (38.7% in '22, 39.3% '23, 40.4% in '24 and 40.5% in '25)

4 components, (47% in '23, 46% in '24 and '25 so 4 or 5 components = 86%)

In most cases, missing 5th component is ML – % in ML pillar rose from 44.7% in '23 to 45.6% in '24 to 45.9% in '25

Figure 3: The percentage of pupils taking each number of EBacc components has remained stable
State-funded schools, England, 2009/10 - 2024/25

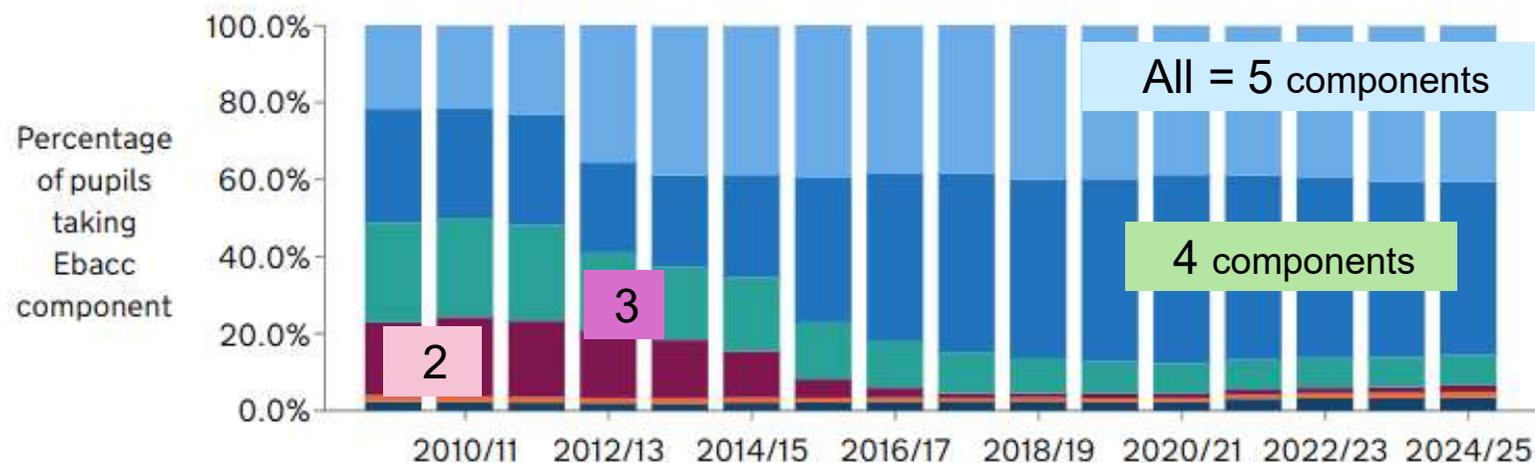
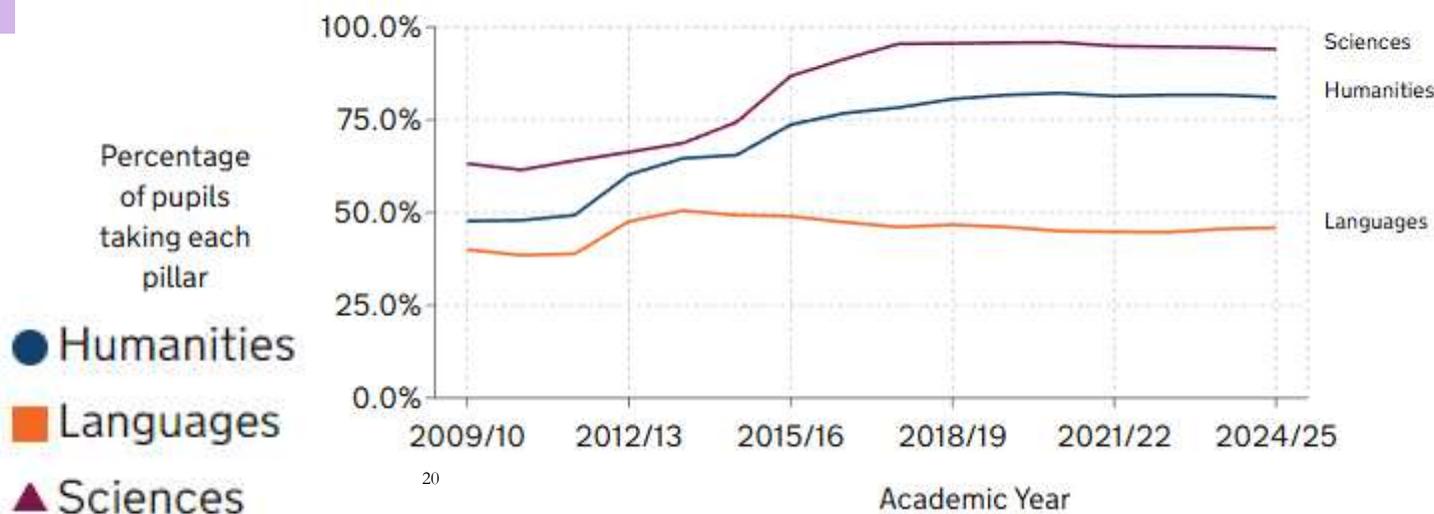
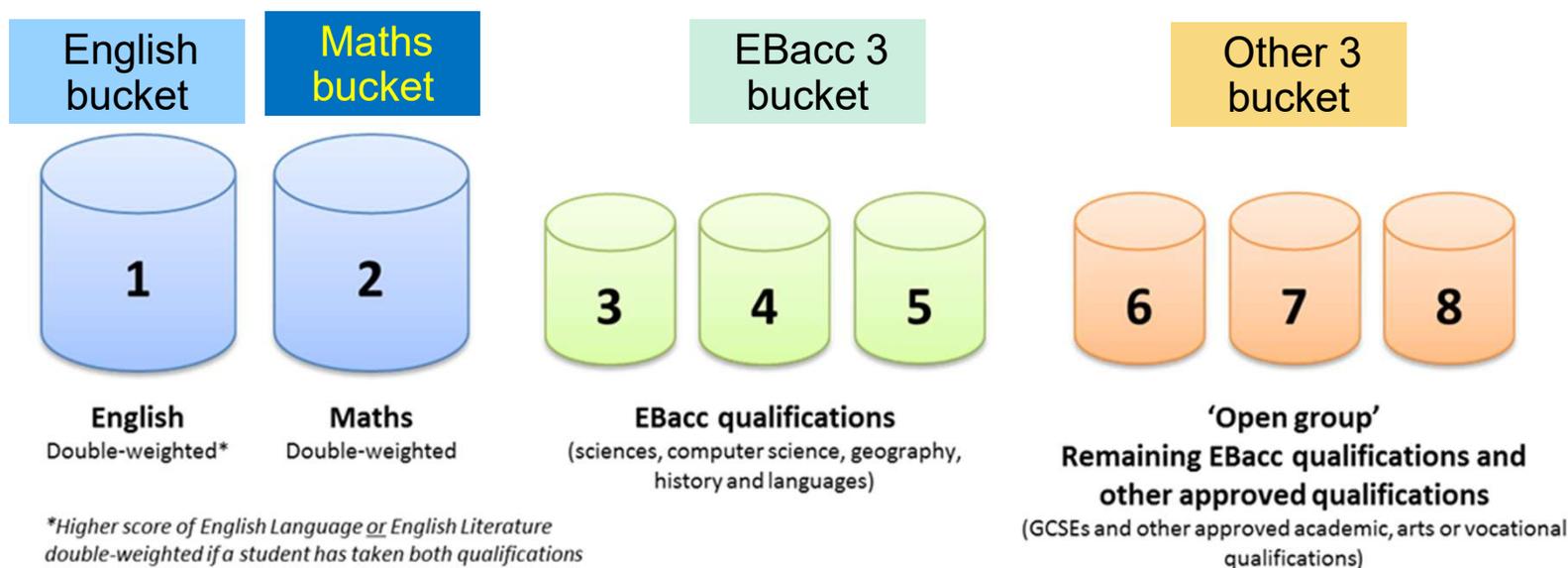


Figure 4: The percentage of pupils entering science and humanities pillars has dropped slightly. There has been a slight increase in the percentage of pupils taking the language pillar.



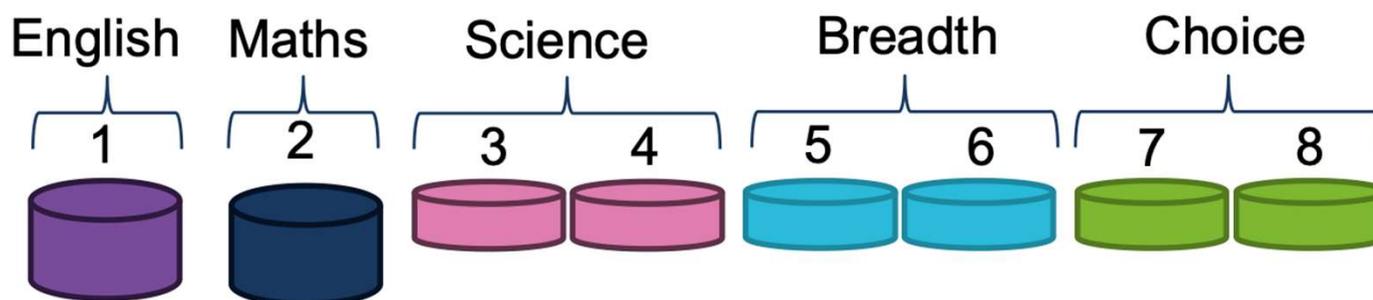
Existing Progress 8 measure

- In practice, the vast majority of pupils fill EBacc 3 bucket with either triple science or dual science plus Hist / Geog (because ML is severely graded in comparison)
- If they have done ML, it then appears in Other / Open bucket, but if it is one of their best 8, could be compared against other pupils who are not doing severely graded subject



Proposed Attainment 8 and Progress 8

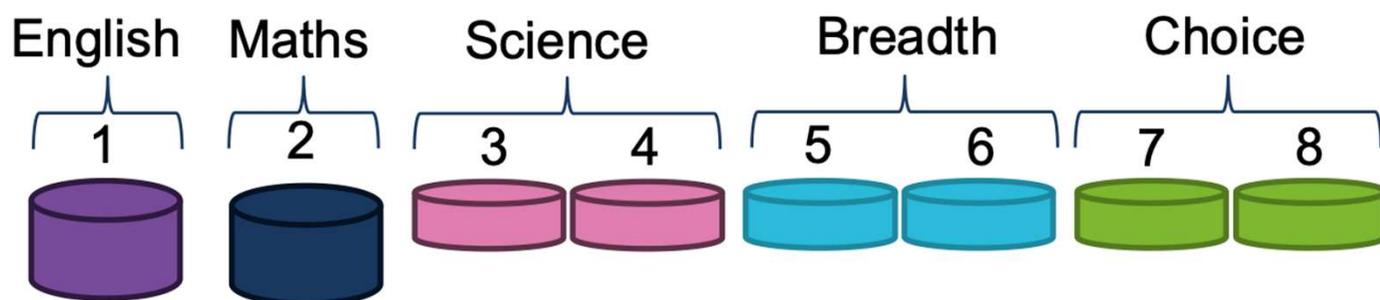
- (1) Eng – same rules as now – doubling if both entered and graded
- (2) Maths – same rules as now
- (3&4) Science (double qualification; separate sciences, computing – can split double Sc. and add computing)



Overall process of calculating Progress 8 by calculating national average of A8 for each prior attainment, and looking at difference for each pupil between their actual Attainment 8 and the national average for their prior attainment.

Progress 8 – slots 5 - 8

- (5&6) Breadth: Two from **two of**: (A) humanities, inc RE
(B) Creative (inc VTQ) (C) Languages.
Consultation asks about (D) science
- (7&8) Choice: anything else from list incl spare Eng, Sci etc),
BUT cap of two VTQs across 5-8 (currently can do three).



Details of slots 5 & 6 – “breadth”

- **Category A – humanities** = geography, history, religious studies
- **Category B – creative** = art and design, music, drama, dance, design and technology
- **Category C – languages** = modern foreign languages and ancient languages

e.g. History from A + Art from B (If pupils also did Geog, it goes into “choice” (7&8) – can’t have two from same Category in “breadth”

or Music from B + French from C – no need for pupil to do History or Geography even if only doing dual (2) science

Further points re “breadth”

- **DfE ask:**
Should there be a fourth category - Category D for third Science or computing grade? Note that if we have category D for science, it is proposed design and technology will move from category B to category D.
- **DfE note:**
We recognise that a fourth category would allow more pupil choice and specialisation in science but are also mindful that it may weaken the incentives to study a broad curriculum and subjects from the other three categories. We know that most pupils in state-funded schools studying three separate sciences already study more than eight GCSEs.

Possible impacts on ML and Creative

- **We have seen how the current P8 disincentivised schools from taking GCSE ML, but that this was offset from a school perspective by the very strong incentive that Ofsted judgements and Areas for Development could often look at the uptake for EBacc and in particular ML as the component most often missing**
- **Including ML and Creative as each of the two out of three possible choices is in line with the Govt policy of encouraging breadth, recognising that, in practice, it had been History and Geography (and English Literature and Science) whose numbers had shot up with the introduction of Progress 8, whereas other subjects, generally, had dropped**

Analysis by FFT Datalab in November

- **Very useful analysis by Dave Thomson of FFT Datalab in November, but note that this was when Creative had to be GCSE, and it's this Category in particular where a number of BTECs etc.**
- **Currently 85% of pupils fill all P8 slots; without changing subject choices, around 65% with their existing choices would fill new slots**
- **So would expect the number of pupils filling the slots in “breadth”/ (slots 5&6) / Group 4 in FFT article - to be noticeably higher.**
- **88% of pupils were entered for Category A “humanities” (incl RS) –with Dual Science this would fill the P8 EBacc3. Note that currently, if you do Triple Science, then you don't have to do humanities, creative or languages**

<https://ffteducationdatalab.org.uk/2025/11/what-difference-will-the-proposed-changes-to-attainment-8-and-progress-8-make/>

FFT view on impact (in Nov)

Dave Thomson is producing updated version taking into account allowing VTQs in creative

- Overall, changing the way Attainment 8 is calculated will make little difference to the Progress 8 scores of the vast majority of schools.
- However, it is likely to have more of an impact on the qualifications for which pupils are entered.
- ~~• Firstly, any vocational and technical qualifications (VTQs) in creative subjects will not be counted. This is likely to result in a shift back to GCSE.~~
- Secondly, the incentives to enter pupils for geography or history have been reduced.
- What we will see is an increase in the percentage of pupils filling their “Group 4” [“breadth” / slots 5&6] slots. This will mean taking either a creative subject or a language. Given the harsher grading of languages, I suspect that we will see more of an increase in entries in the creative subjects.

Superseded by allowing VTQs

<https://ffteducationdatalab.org.uk/2025/11/what-difference-will-the-proposed-changes-to-attainment-8-and-progress-8-make/>

Consultation Questions

Question 11: How far do you agree that these changes to the Progress 8 model strike a better balance between breadth and flexibility compared with the current P8?

Please explain your views. [Free text – limit of 3000 characters]

Question 12: What are your views on the inclusion of a fourth category (science) for breadth slots 5 and 6?

[Support inclusion of a fourth category / Do not support inclusion of a fourth category / Unsure].

Please explain your views [Free text– limit of 3000 characters].

Question 13: Do you agree that Progress 8 should allow technical awards in the breadth and choice slots, with a maximum of two across all slots?

[Strongly agree / Agree / Neutral / Disagree / Strongly Disagree].

Please explain your views [Free text– limit of 3000 characters].

Questions 1 – 10 are for people to give information

Question 11 is the first real question

Progress 8 banding in Perf Tables

- Current situation....

DfE P8 bands

Why are some schools above average (green) and some “average” (amber), mixed in together?

Number of pupils at	Progress 8 score &	Attainment 8 score	Grade 5 or above	Achieving EBacc at	Entering EBacc	Staying in education or
81	Average 0.26 ?	45.9	30%	11%	27%	93% (109 of 117 pupils)
258	Above average 0.25 ?	53.1	57%	36%	78%	98% (260 of 264 pupils)
152	Average 0.21 ?	48.2	43%	24%	45%	93% (136 of 146 pupils)
269	Above average 0.2	53	63%	29%	54%	96% (265 of 277 pupils)

Some Surrey schools in descending P8 order

Progress 8 banding in Perf Tables - proposal

- Replaced by percentile ranks, probably quintiles
 - A more useful spread of bandings
 - Present 3 years of scores and bandings
 - Display cohort size with an explanation of uncertainty
- But are there views on whether the bands should be equal?
- No clear right or wrong

Important to respond and say existing banding system is blatantly wrong as school with higher P8 than another can get lower band!

Question 14: Do you have any comments on the minor methodological adjustment?

[Free text– limit of 3000 characters].

Question 15: Do you have any other comments on the proposed changes?

[Free text– limit of 3000 characters].

Best fit measure for pupils with low prior attainment

- Calculate P3 to P7 and chose highest
- Designed to encourage schools to enter for as many qualifications as appropriate
- Unlikely to have much impact re ML
- BUT there is a methodology change which people should be aware of.....

DfE KS4 Perf measures p.16

We would calculate a new, additional measure for pupils in low prior attainment groups.

We would then use the established method of calculating progress scores for each pupil starting with a score for maths, at least one English GCSE, and their best subject ('P3')

And then calculate an additional progress score for every additional subject they have done (so a student who had done 7 subjects would have a P3, P4, P5, P6 and P7 score, for example).

We would then take the pupil's best progress score from each of these (in this case, looking at P3, P4, P5, P6 and P7 and selecting the highest of them) to use when calculating the new measure for their school.

Best fit measure for pupils with low prior attainment – EAL adjustment

- EAL pupils' prior attainment changed to higher of KS2 reading and maths, probably maths (currently the average). 31% of EAL LPA pupils would move up the prior attainment range.
- Why has EAL been picked out from all the characteristics? Why not go for full CVA?
- René will address later

Additional measures

*Unlikely to have impact
either way on ML*

- %7+ En/Ma
- % disadvantaged pupils achieving 4+/5+/7+ En/Ma compared to disadvantaged and non-disadvantaged pupils in LA/England.
- A8 [of disadvantaged pupils] compared to disadvantaged and non-disadvantaged pupils [in LA/England]

Consultation Questions

***Opportunity to comment in free text
on adjusting prior attainment for EAL
in Q.16 and Q.21***

Question 16: What are your views on introducing a ‘best-fit’ progress measure for pupils with low prior attainment?

Question 17: What (if any) impact do you think an additional best-fit progress measure (alongside Progress 8) would have on the qualifications for which schools enter low prior attainers?

Question 18: The government's ambition is that the vast majority of pupils will take at least 8 qualifications at KS4, but what considerations would be important in deciding which pupils would be likely to study fewer than 8 qualifications?

Question 19: Should this measure be visible to schools only, or also visible to parents and the wider public? Please provide further comments.

Question 20: Do you think there is merit in an adaptation to this proposal that includes science as a required subject for pupils entered for 5 or more GCSEs/other approved qualifications? Please provide further comments.

Question 21: Do you have any other comments on the proposed changes in this chapter?

All questions allow [Free text – limit of 3000 characters], and Q.19 and Q.20 also have drop-down choices of response

***Pass back to René to summarise and
how to contribute to ALL response***

Key Consultation Questions

Question 11: How far do you agree that these changes to the Progress 8 model strike a better balance between breadth and flexibility compared with the current P8?

Having to choose two from two categories (Humanities, Creative, ML)

Question 12: What are your views on the inclusion of a fourth category (science) for breadth slots 5 and 6?

Would this allow reduced breadth?

Question 14: Do you have any comments on the minor methodological adjustment?

Remove confusing definition of banding

Question 16: What are your views on introducing a 'best-fit' progress measure for pupils with low prior attainment?

Why EAL adjustment?

Question 21: Do you have any other comments on the proposed changes in this chapter?

Summary

- Summary of key questions in consultation incl EAL / multicultural re P8 for low prior attainers
- How to inform ALL response [Consultation: DfE KS4 Performance Measures – Fill in form](#)
- Include examples of school action recently taken on Option Choices (Question 15 and Question 22)
- Conclusion

Questions

Stop recording!

- **Any questions?**