

## **KEY STAGE 1 – KEY STAGE 2 PROGRESS MEASURES**

### **Background**

1. National targets require schools to ensure that a specified percentage of pupils make at least expected progress in English and, separately, in maths between the end of KS1 and the end of KS2. “*Expected progress*” is two national curriculum levels of progress.
2. Following a successful pilot in 2008, trialling progress measures for use in the Achievement and Attainment Tables, the Secretary of State decided to publish them in the Tables from 2009.

### **What will be published in the Achievement & Attainment Tables ?**

3. The Tables will report on:
  - The percentage of pupils making at least the expected level of progress in English between the end of KS1 and the end of KS2
  - The percentage of eligible pupils included in the English progress measure (coverage)
  - The percentage of pupils making at least the expected level of progress in maths between the end of KS1 and the end of KS2
  - The percentage of eligible pupils included in the maths progress measure (coverage)

### **How progress between KS1 and KS2 is measured**

4. To aid calculation of the progress measure, we begin by re-assigning levels at KS1:

KS1 Level	W	1	2A	2B	2C	3	4 <sup>1</sup>
Assigned level	0	1	2	2	2	3	3

5. The following chart shows how levels at KS1 are then mapped to those at KS2 to determine whether a pupil can be included in the progress measure and, if included in the measure, whether or not they have made at least expected progress. Where a pupil is shown as “not included”, this means that we don’t include them in the calculation of the measure because there is insufficient evidence to calculate the amount of progress they made.

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<sup>1</sup> See paragraph 7

		KS2 level					
		Other	B,N	2	3	4	5
KS1 level	Other or no prior available	Not included	Not included	Not included	Not included	Not included	Expected progress made
	W	Not included	Not included	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	1	Not included	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
	2	Not included	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made
	3	Not included	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made
	4	Not included	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made

6. The general principle applied is that of counting only “knowns” i.e. where we can tell that a pupil has or has not made progress. So, where a pupil has no prior attainment or a non-numerical level other than “W” at Key Stage 1, a minimum of attainment of level 5 at Key Stage 2 English or maths defines them as having made two levels of progress. This is because a pupil with a level 5 for Key Stage 2 *cannot have made less than 2* levels of progress even if prior attainment at Key Stage 1 is unknown. Therefore, it is right to show them as having made expected progress.

7. All pupils attaining level 5 at KS2 will be treated as having made expected progress. Given that level 5 is the highest National Curriculum level at which a pupil can be assessed, it would be unfair to penalise any pupils who had attained level 4 at KS1.

### How is a KS1 English level derived from Reading and Writing ?

8. We allocate the reading and writing levels into points as follows:

Level	W	1	2C	2, 2B	2A	3	4
Points allocated	3	9	13	15	17	21	27

If a pupil has points in both Reading and Writing, we take an average of the two to come up with a points score for English.

If they have points in only Reading or in Writing, then these points are taken as the English

points score.

The overall English level, using whole levels only for the purpose of the measure, is then calculated as in the table below:

Level	None allocated	W	1	2	3	4
Points score	0 - 2	3 - 5	6 - 11	12 - 17	18 - 23	24+