



Llywodraeth Cymru  
Welsh Government

# Interim Key Stage 4 School Performance Arrangements: Measures and Analyses

Guidance document for schools, local authorities, regional consortia  
and key stakeholder groups

## Guidance

Guidance document no: 246/2019  
Date of issue: June 2019

# Interim Key Stage 4 School Performance Arrangements Guidance

- Audience** Secondary schools; governing bodies of maintained schools; local authorities; diocesan authorities; regional consortia; challenge advisers; Estyn; and other key stakeholder groups
- Overview** This document provides guidance on the Interim Key Stage 4 Performance Measures including what data will be provided to schools, specific expectations of how schools should look at outcomes for different groups of learners and how analysis of ‘thirds’ will work.
- Action required** Action is required by schools, local authorities, regional consortia and key stakeholder groups to ensure that they are familiar with the guidance and the wider policy and curriculum intentions that sit behind performance measures. Schools should be familiar with the analyses that will be provided in order to support robust and rigorous self-evaluation.
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- Additional copies** This document can be accessed from the Welsh Government’s website at <https://gov.wales/school-performance-measurement>

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.  
This document is also available in Welsh.

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## Introduction

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.

### The future performance measures

3. We are developing new evaluation and improvement arrangements to replace the current accountability system. These have been co-constructed with colleagues in schools, Estyn, local government, regional consortia, and taken international research into consideration. We have taken care to ensure that the arrangements align with the emerging curriculum.
4. 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 will involve reviewing the whole performance measures system, including how we currently use and calculate contribution values for qualifications towards performance measures.
5. 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. 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; and
  - giving consideration to the value of intermittent, rather than end of career, measures.
6. The role of target setting within the reformed arrangements will also be examined.
7. [Draft evaluation and improvement \(accountability\) arrangements for Wales](#) were published in April, to support and encourage engagement in the next stages.

8. These new arrangements will be robust, coherent and transparent. They will bring a new rigour to arrangements, with schools expected to take increasing responsibility for their improvement journeys. We understand that this will require significant changes to culture and behaviours across the whole system, and it is not expected that these changes will happen immediately. There will be a transition period.
9. These new evaluation and improvement arrangements will help to bring about the cultural change needed to support the implementation and realisation of the new curriculum. It will support our aim of raising standards, reducing the attainment gap, and delivering an education system that is a source of national pride and public confidence.

### Interim arrangements

10. As part of our journey towards these new arrangements, we committed in *Our National Mission* to introducing transitional evaluation arrangements for 2019 in order to support deeper collaborations between schools and secure the raising of standards for all learners.
11. In May 2018, the Minister for Education [announced](#) the introduction of a suite of interim Key Stage 4 performance measures that have been developed through collaboration with head teachers and key stakeholders. These new measures, based on points scores, have been designed to remove the historic emphasis on the Level 2 inclusive measure for GCSE and the narrow focus on borderline C/D grade learners that past use of threshold measures has cultivated.
12. It is important to remember that these immediate changes are interim arrangements only. There will be an evolving picture of future developments as we make the transition between the current system and the future plans.
13. We understand that these interim measures will not significantly change the system-wide behaviours. However, we do not expect schools to be placed under disproportionate scrutiny on the basis of one or two measures in isolation, as we endeavour to move to a system that values a much wider range of factors in assessing a school's effectiveness in best providing for individual learners' needs. We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.
14. The intention of these interim changes is to help broaden learner choice and value individual needs and achievement.
15. Performance measures are designed for a specific purpose, which is to frame data in a manner appropriate for self-evaluation and as a starting point for analysis and planning. They are, therefore, limited by design in what they can convey and should not be used in isolation or out of context, nor presented as evidence of how effective a school is.
16. It is important for schools, governing bodies, authorities and consortia to consider and engage with the wider policy and curriculum intentions that sit behind performance measures. In particular, schools should be mindful of the need to offer a broad and balanced curriculum.

17. Whilst the new measures are less prescriptive in terms of what can count, in order to support schools in entering learners for the most appropriate qualifications to meet their needs, schools curriculum / expectations of provision remain.

18. As a minimum, there is an expectation that most learners will study:

- both a Welsh/English language and literature qualification (nearly all learners will be expected to study English language and Welsh first or second language, most will study English literature and most learners who study Welsh first language will also study Welsh literature);
- both mathematics and mathematics - numeracy GCSEs; and
- either three separate science GCSEs or a double award GCSE.

19. The interim performance measures should not be used to justify dropping GCSE mathematics - numeracy altogether. We are also concerned about the risk of some schools taking a narrow approach to GCSE science entries. Learners taking separate GCSEs in biology, chemistry and physics should typically be entered for all three qualifications, otherwise they should be studying for the science (double award), or an applied GCSE (double or single award), as appropriate.

20. The best interest of the learner must always be the main factor in any decision about the qualifications chosen and learners' choices must not be dictated by changes to performance measures. This work aims to support schools in achieving this. Local authorities and regional consortia will be able to support schools in taking decisions around where it is appropriate for a learner not to study or be entered for an examination for the above subjects.

21. The Welsh Government has highlighted to local authorities and regional consortia the particular need to support, challenge and engage with schools on the matters of decision making around qualification entry of learners and placing learners in out-of-expected year groups as we implement these changes. We have also emphasised the above rationale with regard to considering school performance on a wide range of factors and using learner attainment information as a small part of this.

22. Alongside this, we have begun work to address some of the pressures that stem from the wider system of scrutiny of school performance, and are working with stakeholders towards changing the culture around focussing on single measures out of context.

23. The Welsh Government has recently consulted on updates to the statutory school target setting requirements in order to align with this approach at Key Stage 4 on this interim basis. A summary of responses can be found [here](#).

# Interim Performance Measures

## Basic principles

### Cohort being measured

24. The cohort measured will remain as Year 11 learners.

**Note:** We are currently looking at the accuracy of the year group data reported to us and have introduced additional system checks to ensure the reliability of this data. We are also considering what further action might be necessary to ensure that learners are only placed out of their expected year group where it is appropriate to do so.

25. All Year 11 learners on the school's roll will be included in Key Stage 4 (KS4) results data with the exception of those identified as:

- NEWBES (New to the English or Welsh based Education System within the last two academic years); or
- FEWBES (From an English or Welsh based Education System but with qualifications that are not counted in Wales KS4 performance data).

26. Whilst such learners can be excluded from the figures, this will mean they will be excluded from all the KS4 performance data measures at a school and local authority level.

### Qualifications that can be included in KS4 performance data

27. All qualifications approved or designated for delivery in Wales continue to count towards KS4 performance measures, other than where particular subject requirements are specified, providing that they are:

- a qualification up to and including Level 3;
- approved / designated for delivery to pre-16 learners and displayed on [QiW](#) as such; and
- not an Essential Skills Wales qualification – these qualifications will continue to be excluded from KS4 performance measures, in line with the recommendation made in the [Review of Qualifications for 14-19 year olds in Wales 2012](#).  
Notwithstanding this, these qualifications may be an appropriate option for some pre-16 learners.

28. Only the first complete awarding of a qualification can be included in the measures, irrespective of whether a better grade is subsequently achieved for the same qualification by a learner.

29. Some of the interim measures require, or include slots that require, attainment of a specific qualification or one of a small number of specific qualifications. These are:

- literacy;
- numeracy;
- science; and
- Welsh Baccalaureate Skills Challenge Certificate.

30. All qualifications that can contribute to these measures are clearly identified on the QiW online database. A QiW user guide on Welsh Government performance information can be found at: <https://gov.wales/qualifications-wales-qiw-user-guide>.
31. Double science award GCSE grades will be treated as two separate single GCSE awards for the purposes of calculating performance measures. See [The Capped 9 measure \(interim\)](#) and [The science measure](#) below for further details.
32. Awards attained by a learner in a previous year will continue to count when the learner reaches the Year 11 cohort being measured.

### **Process for attaching values to qualifications**

33. We will continue to apply the existing parameters and base values set around qualification level, Guided Learning Hours (GLH) and grading structures.
34. At KS4, contribution values of these qualifications are expressed in terms of both GCSE equivalence and performance points in order to allow attainment of qualifications of different sizes and grading structures to be compared at the different levels of the Credit and Qualifications framework in Wales (CQFW).
35. The size or volume of a qualification is based on the average length of time taken to teach the qualification, which is specified as a GLH value, and the level at which it is positioned in the CQFW.
36. Performance points are attributed to a qualification based on its size, the level at which it is positioned on the CQFW and the grade that was achieved.
37. At KS4, performance measures points scores for eligible qualifications are calculated as follows:

#### ***GCSE size equivalence x base points***

The equivalence tables, based points tables and further details on the logic used to calculate performance values can be found on the [Welsh Government website](#).

38. The performance points for all qualifications can be found on the QiW online database of qualifications under 'Performance and Curriculum Information'. The values used to calculate measures will continue to be taken from the date of award of a qualification.

**Note:** The maximum contribution that any individual non-GCSE qualification (other than AS and A levels) can make towards any of the measures will remain at an equivalence of two GCSEs.

### **Discounting**

39. Discounting is used to determine when the performance values of a qualification are discounted against those of another qualification. Discounting is primarily about ensuring that where a learner has taken more than one qualification in the same



subject area, the performance tables only give credit once for teaching a single course of study.

40. The discounting system only affects the calculation of performance measures for a school. It does not affect the qualifications achieved by learners.
41. There are a number of legitimate educational reasons why a learner might undertake qualifications that discount each other. For example, in order to recognise their progression through a course of study, such as taking an AS level before progressing to an A level in the same subject.
42. Two qualifications will discount against each other if they are in the same discounting family and have the same discount code. The discounting family describes the nature of the qualification; for example, whether it is a GCSE or a vocational qualification.
43. Discount codes for individual qualifications can be found at [www.qiw.wales](http://www.qiw.wales) under 'Performance and Curriculum Information'.

**Note:** Where qualifications have multiple syllabus options, the different syllabus options may not discount against each other – discount codes for the individual syllabus variations can be found on the Welsh Government website at: <https://beta.gov.wales/qualifications-multiple-syllabus-variations-and-discount-codes>.

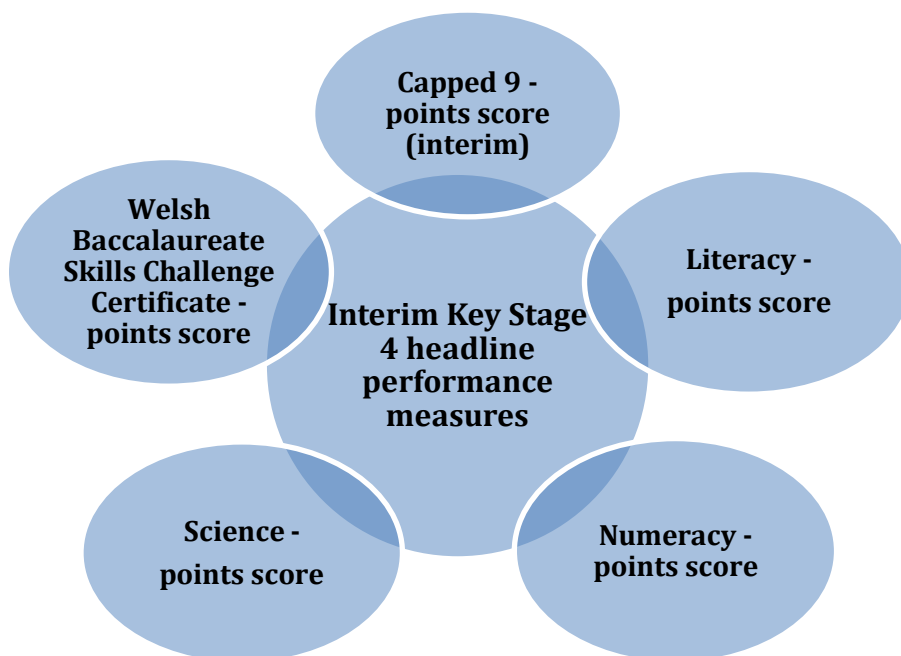
## Early Entry

44. A change to the policy on KS4 school performance reporting for early entry, from 2019 onwards, was announced on 16 October 2017 by the Minister for Education. You can view the statement on the [Welsh Government website](#).
45. From summer 2019, only the results of the first awarding of a complete qualification (including vocational qualifications) will count towards performance measures.
46. This change encourages schools to enter learners when schools are confident they are ready to gain their best possible result. It does not prevent a learner resitting should a school or learner wish to attempt to improve their results, but the resit result would not count towards school performance measures, even if the outcome is higher.

## Overview of headline measures

47. We are moving away from threshold measures. The interim performance measures are made up of five headline measures, all based on points scores:

1. Capped 9 measure (interim)
2. Literacy measure
3. Numeracy measure
4. Science measure
5. Welsh Baccalaureate Skills Challenge Certificate measure



48. We will be reporting on the new measures in autumn 2019 for learners who will have reached the end of KS4 in the preceding summer (i.e. the year 11 finishing in summer 2019).

## The Capped 9 measure (interim)

49. The Capped Points Score calculates the average of the scores for the best awards for all individual learners in the cohort, capped at a specified volume of GCSEs or equivalent qualifications. As with the previous version of the Capped 9, the interim measures version is capped at a total volume of nine GCSEs or equivalent qualifications (referred to as 'slots' throughout this document):

- **Three** of the nine slots require the awards of specific subjects and qualifications to contribute any points towards the measure. These slots are each one GCSE in size, specifying requirements in literacy, numeracy and science (GCSEs only) and taking the best grade achieved for each slot from the relevant qualifications.
- The remaining **six** slots will reflect the points attached to each learner's best remaining six qualifications (excluding those awards that are contributing towards the three subject-specific slots described above).

50. This differs from the previous version of the Capped 9, which had five specified slots: one for Welsh/English (language qualifications only from 2017), one for mathematics – numeracy, one for mathematics and two for science. This left only four slots open to local choice. The specified nature of the measure had led to a narrowing of the curriculum choices in some schools, which is not in the best interest of the individual learners.

51. Table 1 below illustrates the composition of the interim measures version of the Capped 9.

**Table 1:** An overview of the Capped 9 Points Score (interim)

No*	Slot	Requirement	
1	<b>Literacy slot</b>	Subject specific requirements** (GCSEs only)	<u>Best result of first awarding</u> of: Welsh first language or English language or Welsh literature or English literature
2	<b>Numeracy slot</b>		<u>Best result of first awarding</u> of: mathematics – numeracy or mathematics
3	<b>Science slot</b>		<u>Best result of first awarding</u> of (currently limited to awards in the WJEC suite of science GCSE qualifications available to learners): biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award)
4	<b>'Other six'</b> (GCSEs or equivalent volume of qualifications)	Best six remaining qualification awards***	All qualifications approved/designated for pre-16 delivery in Wales can count, subject to usual discounting rules and excluding Essential Skills Wales qualifications.  The Welsh BaccaLaureate Skills Challenge Certificate qualification can count towards one of these slots where it features in a learner's best remaining awards.
5			
6			
7			
8			
9			

\*Each slot is one GCSE in size. The literacy, numeracy and science slots are also standalone performance measures.

\*\*Where multiple awards can count, the best grade achieved by a learner is taken. Only the result for the first complete awarding of that qualification is considered when identifying the best grade. An example is provided at [Annex A](#).

\*\*\* There is no cap on total volume of non-GCSEs contributing to the 'Other six' slots.

52. The interim measures version of the Capped 9 ensures flexibility in terms of what counts to help support schools in entering learners for the most appropriate qualifications to meet their needs, whilst retaining a necessary focus on outcomes in literacy, numeracy and science.
53. The unrestricted nature of the remaining six components should help to encourage the provision of a broad and balanced curriculum.
54. Although there is a cap in place on the maximum volume that any individual qualification can contribute (other than AS and A levels), there is no cap on the total volume of non-GCSEs that can contribute towards the 'other six' (non-subject-specific) slots of the interim version of the Capped 9 measure. However, as mentioned above, we expect to see schools offering a broad and balanced curriculum appropriate to the needs of the learner. We have highlighted to local authorities and regional consortia the importance of supporting and engaging with schools on this matter.
55. The Welsh Baccalaureate Skills Challenge Certificate qualification will count towards the 'other six' slots of the Capped 9 measure where it features in a learner's best results that don't already count towards one of the three subject-specific slots.
56. Double science award GCSE grades will be treated as separate single GCSE awards for the purposes of calculating performance measures. Where a learner's best science award is for a double science where adjacent grades are awarded, the best of the two grades will count towards the science specific slot. The lower of the two grades can still count towards one of the 'other six' non-subject-specific slots of the Capped 9 measure where it is one of the learner's best results that doesn't already count towards a subject-specific slot. See example at [Annex A](#).

## The literacy measure

57. In addition to being a core slot of the Capped 9 measure, literacy is also a standalone performance measure. It is one GCSE in size.
58. The literacy measure calculates the average of the scores for all individual learners in the cohort, taking the best grade from any of the literature or first language Welsh or English GCSEs awarded to a learner:
- GCSE English language
  - GCSE Welsh language (first language only)
  - GCSE English literature
  - GCSE Welsh literature
59. You can also check which qualifications count towards the literacy measure on the QiW database of qualifications at [www.qiw.wales](http://www.qiw.wales).

**Note:** Where a learner has multiple awards for one of the qualifications that can contribute towards this measure, it is only the result for the first complete awarding of that qualification that will be considered when identifying the best grade. See example under the FAQs section at [Annex A](#).

## The numeracy measure

60. In addition to being a core slot of the Capped 9 measure, numeracy is also a standalone performance measure. It is one GCSE in size.

61. The numeracy measure calculates the average of the scores for all individual learners in the cohort, taking the best grade from either of the mathematics or mathematics – numeracy GCSEs awarded to a learner:

- GCSE mathematics
- GCSE mathematics - numeracy

62. You can also check which qualifications count towards the numeracy measure on the QiW database of qualifications at [www.qiw.wales](http://www.qiw.wales).

**Note:** Where a learner has multiple awards for one of the qualifications that can contribute towards this measure, it is only the result for the first complete awarding of that qualification that will be considered when identifying the best grade. See example at [Annex A](#).

## The science measure

63. In addition to being a core slot of the Capped 9 measure, science is also a standalone performance measure. It is one GCSE in size.

64. The science measure calculates the average of the scores for all individual learners in the cohort, taking the best grade from science GCSEs awarded to a learner. Currently this is limited to awards in the WJEC suite of science GCSE qualifications available to learners:

- GCSE biology;
- GCSE chemistry;
- GCSE physics;
- GCSE science (double award);
- GCSE applied science (double award); and
- GCSE applied science (single award).

65. You can also check which qualifications count towards the science measure on the QiW database of qualifications at [www.qiw.wales](http://www.qiw.wales).

**Note:** Where a learner has multiple awards for one of the qualifications that can contribute towards this measure, it is only the result for the first complete awarding of that qualification that will be considered when identifying the best grade.

66. Where a learner's best science result is for the double science award where adjacent grades are awarded, the best of the two grades will count towards the science measure. The remaining grade can count in the 'other six' qualifications if it is one of the learner's best remaining results. See example at [Annex A](#).

## **The Welsh Baccalaureate Skills Challenge Certificate measure**

67. The Welsh Baccalaureate Skills Challenge Certificate measure calculates the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award:

- Foundation Skills Challenge Certificate (Welsh Baccalaureate); and
- National Skills Challenge Certificate (Welsh Baccalaureate).

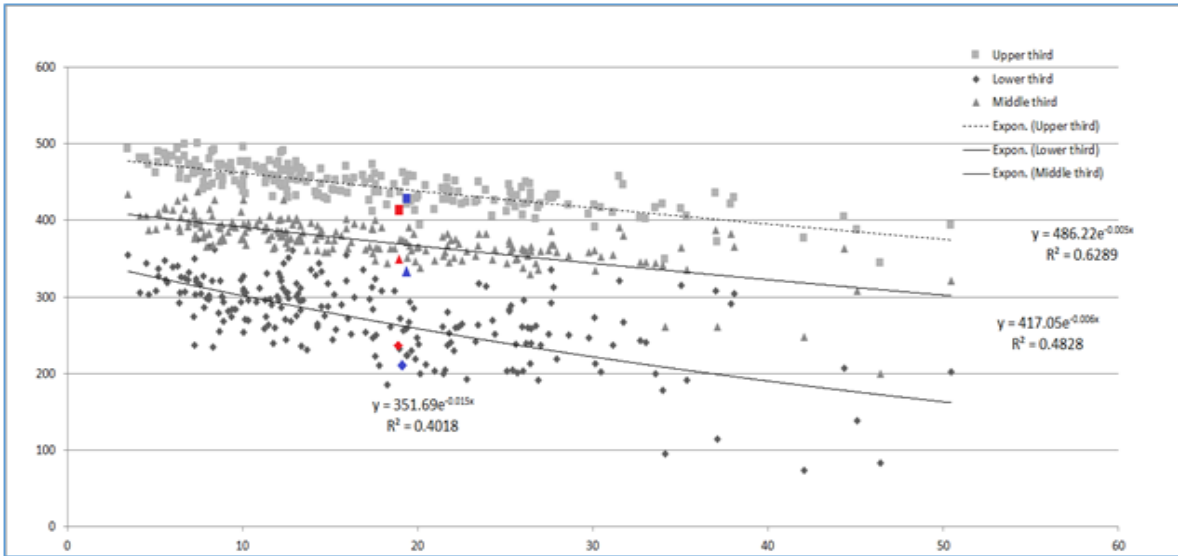
## Analysis and Publication

68. In order to support robust and rigorous self-evaluation we will be making changes to the information we provide to schools in the All Wales Core Data Sets (AWCDS) to reflect the interim KS4 performance measures. This information should not be considered in isolation and is by no means an exhaustive list of what schools should be looking at. It should be considered alongside schools' own data (including, for example, learner participation, learner characteristics, prior attainment, socio-economic background etc.), to enable a thorough evaluation of performance. Data is only a small part of what should be considered in evaluating how effective a school is.
69. In line with the move away from threshold measures, we will no longer be providing analyses on the percentage of learners achieving: individual subjects, including the Welsh Baccalaureate at Foundation or National, or threshold performance measures, namely the Core Subject Indicator (CSI) or Level 2 threshold.
70. The exceptions to this are the Level 2 inclusive and Level 1 threshold measures – the requirement for schools to set targets for KS4 learners against these measures has remained in legislation for the 2018/19 academic year. Therefore, in order to assist schools with monitoring progress against such targets, we will provide schools with Level 2 inclusive and Level 1 attainment data, in addition to the new interim measures data outlined below. Two versions of the Level 2 inclusive measure will be provided: one with and one without Welsh or English literature qualifications being able to contribute towards the literacy component.
71. We want to see a change in the way that some schools use data. National benchmarking data was previously provided to allow a comparison with other schools in similar socio-economic circumstances to encourage collaboration. However, the way in which benchmarking has been used has instead driven competition between schools and local authorities rather than collaboration. It will, therefore, no longer be provided.
72. In its place, we will be providing a range of new analyses to enable schools to look at data from a range of angles and taking into account the performance of all learners (note that the design of the charts in All Wales Core Data Sets is currently being finalised. Examples given below are for illustrative purposes):

### **Thirds** *(NB These analyses will only be published in the All Wales Core Data Sets)*

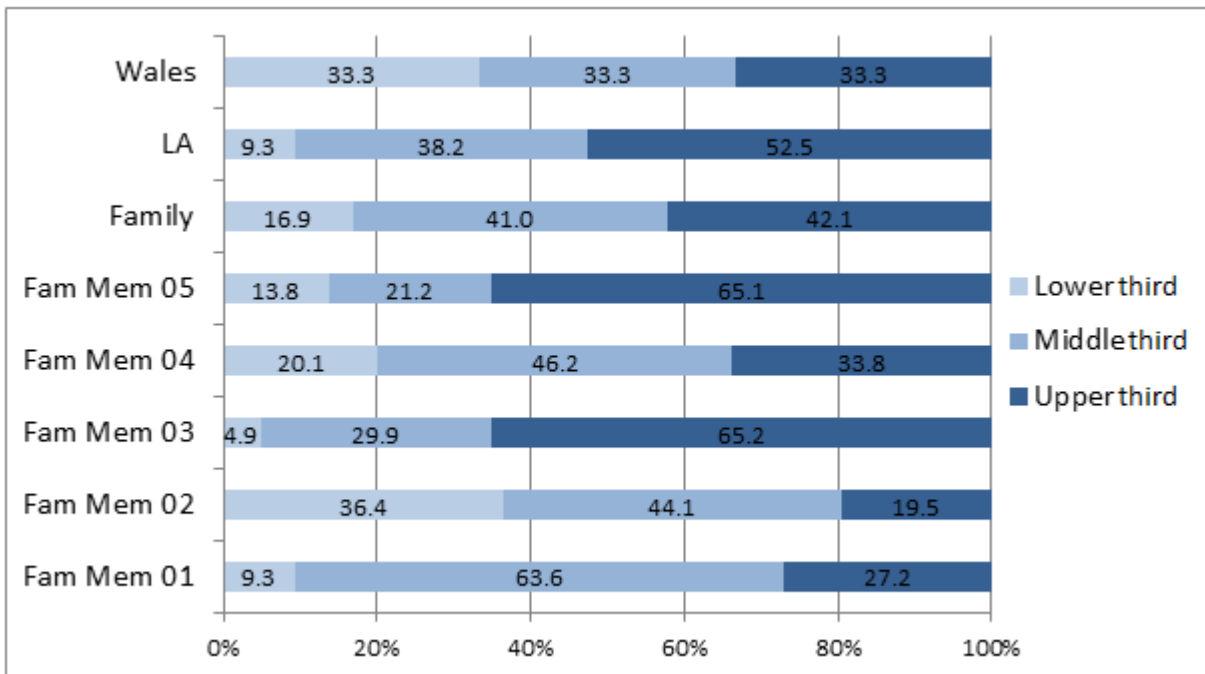
- For each of the interim KS4 measures, we will be dividing the cohort for each school into thirds based on attainment, showing the average points score for the upper third, middle third and lower third of the cohort. This will be shown against modelled outcomes for FSM eligibility levels and compared to averages for other schools in Wales and the school's family. See example 1 for an indication of what this might look like.
- Schools will also be able to see the percentage of learners in each national third with a comparison of schools in their family. See example 2 for an indication of what this might look like. This will ensure that every learner counts.

**Example 1:** Analyses showing average points score for upper, middle and lower third of learners set against FSM



■ School ■ All Schools ■ Family Average  
**■** The regression line represents the 2019 model of performance against FSM eligibility. Points below the line indicate lower than modelled performance; points above the line indicate higher than modelled performance. The relationship is relatively strong and consistent year-to-year, but should not be interpreted as a target for future years' performance.

**Example 2:** Analyses showing percentage of learners in each national third compared with family members

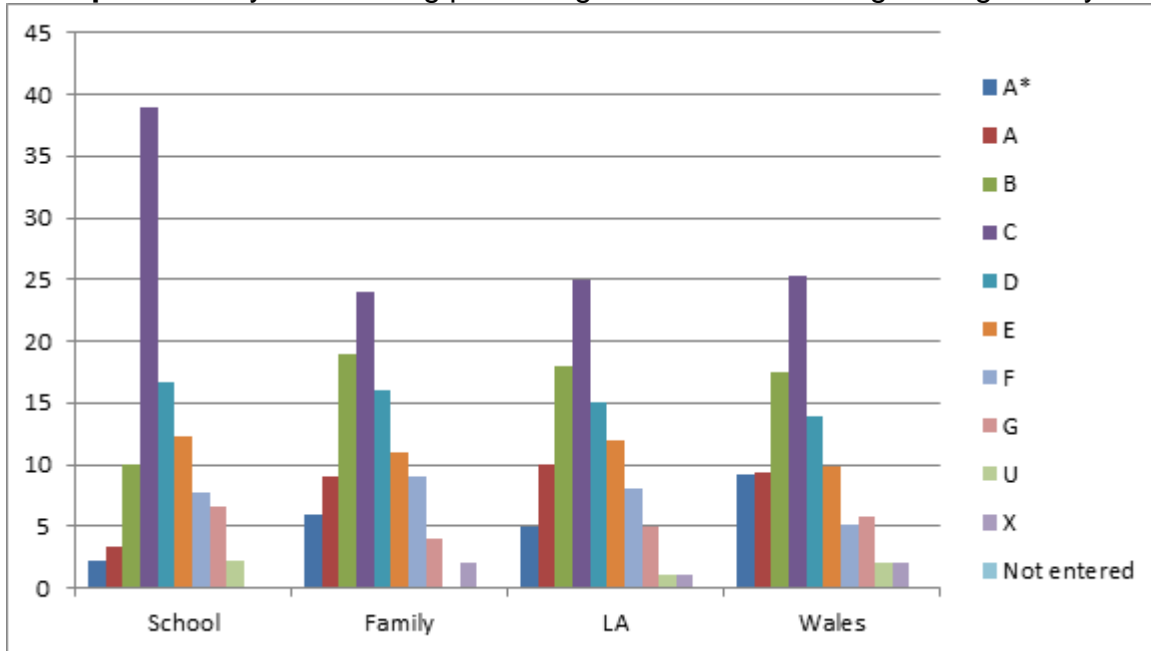




**Grade distributions** (NB These analyses will only be published in the All Wales Core Data Sets)

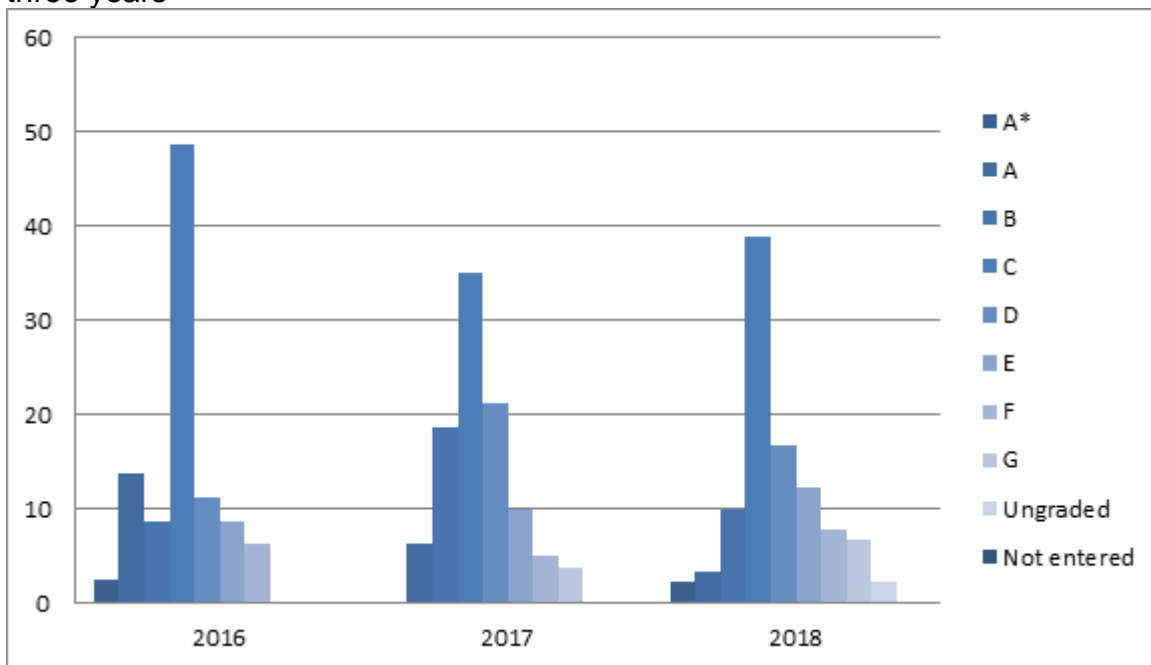
- We will be providing analyses on the percentage of learners achieving each grade by core and non-core subject. This is not about looking at thresholds, but rather looking at the range of attainment across different subject areas. See Example 3 for an indication of what this might look like for each subject.

**Example 3:** Analyses showing percentage of cohort achieving each grade by subject



- We will also be providing analyses on the distribution of grades achieved by all learners over time. See Example 4 for an indication of what this might look like.

**Example 4:** Analyses showing percentage of cohort achieving each grade in a subject over three years



**Note:** Entry levels and percentage of cohort / entries will also be provided.

## Average points score analyses

- For each of the interim measures we will be providing a range of analyses on the average points scores achieved by all learners in each school. This will include family comparisons, gender analyses and FSM/non-FSM trends. We will also be providing analyses for the school's average points score by core and non-core subjects.
- We will be providing regression analysis for all headline interim measures.
- To enable schools to look at the breadth of curriculum being offered to learners, we will be providing data on the proportion of the school's Capped 9 Points Score (interim) that is made up of non-GCSEs. This will be calculated as a proportion of the 'other six' (non-subject-specific) slots of the Capped 9 given that the three subject-specific slots are GCSE only.
- We will provide Value Added analyses for the interim measures based on the existing model.

## Other analyses

- We will continue to provide analyses for 5A\*-A including regression analysis, residuals, family comparisons, gender differences and FSM/non-FSM trends. This will help illuminate attainment at a higher level.
- We will continue to provide analyses for the percentage of learners achieving no qualifications.

73. All new analyses will show the school's current results and performance trends over time, along with a range of important information intended to enable relevant and contextualised comparisons. All schools will be expected to self-evaluate against the average points scores achieved for all indicators, alongside the average points score for learners eligible and not eligible for Free School Meals and the performance of boys and girls. This will help to ensure that every learner counts and that we value the progress of all learners across the cohort.

74. Schools should also consider their performance compared to local and national performance, as well as against the outcomes for schools in their 'family' and in a similar socio-economic setting. This will ensure that schools can more easily learn from the successes of others facing broadly similar level of challenge.

75. Comparing results with similar schools may indicate particular strengths and areas for development (i.e. areas that might be improved). The actual differences in performance will inevitably vary from year to year. Therefore, it is preferable to focus on trends and relative differences in performance in order to determine strengths and areas of concern.

76. Investigating the learning and teaching approaches used within high performing, but contextually similar, schools may reveal strategies which would help schools to improve.

77. Schools should also look at, as a minimum, participation (in terms of the number of learners studying subjects), entry and grades achieved for: English language, Welsh language (first and second language), mathematics, mathematics - numeracy and single, double and triple science.

78. Data alone will not provide the whole story. Instead, it raises questions. Most questions can only be addressed by schools themselves and when considering learner level performance data with a wide range of contextual information which may affect learner outcomes. The data sets within the reports are derived from learner level data already held within centres. This enables schools to 'drill down' their analyses in specific areas and for individual learners when seeking to understand underlying issues suggested by the reports.

79. Some examples of the type of questions schools should be asking when looking at the data provided include:

- What are our stronger and weaker subjects / performance indicators?
- What are the trends for subjects / performance indicators?
- Is our performance higher, the same as, or lower than, expected?
- How different were actual outcomes from those expected (a little, a lot)? If there is a notable difference – what might have caused this?
- Are there any contextual factors that have affected performance for this indicator / subject?
- How does the performance of boys compare to that of boys in similar schools?
- How does the performance of girls compare to that of girls in similar schools?
- How does the performance of FSM learners compare to that of their counterparts in similar schools?
- Are there trends over time indicated for boys / girls performance?
- How does our school performance compare with our statistical family, the local authority and Wales? What are the similarities? What are the differences?
- Are some family schools more consistent in having higher outcomes?
- What might account for these e.g. have any specific strategies or curricular arrangements been implemented in the school?
- Are there trends over time to grade distributions?
- How do the grade distributions compare across subjects within the school, and with other schools in the family?
- Are there trends in the performance of the lower, middle or upper third?
- How do the average points scores for each third compare with the modelled points scores?
- What proportion of the school's cohort is included within each national third? How does that pattern compare across the family and with the local authority?
- How does the proportion of the school's Capped 9 Points Score (interim) ('other six' slots only) that is made up of non-GCSEs compare to that of similar schools?
- What could be the reasons for this?

80. Remember to look for themes over time, across groups of learners or subject areas and to consider issues that the graphs might present in context.

81. The data pack only tells part of the story; it is for each school, supported by their local authority and regional consortia, to consider it alongside other evidence and local knowledge in order to inform school self-evaluation, target setting and planning. Further guidance will accompany the AWCDS.

## Annex A: Methodology for calculating the Capped 9 Points Score (interim)

The Capped 9 points score is capped at a total volume of nine GCSEs or equivalent qualifications. Each slot is one GCSE in size. There are three subject-specific slots, which will be filled by each learner's best result from eligible qualifications in literacy, numeracy and science. Learners who do not achieve a pass in these qualifications have a score of zero recorded for that slot.

The remaining six slots can be filled by each learner's best remaining results from all GCSEs or equivalent qualifications approved or designated for delivery in Wales.

### Overview of process

Before calculating the average points score for a cohort, the Capped 9 Points Score (interim) needs to be calculated for each learner within the relevant cohort.

To demonstrate the process, we have used an example learner with the qualifications and grades shown in Table 1 (NB **all** awards for the learner are listed). The values used for performance measures (GCSE equivalence and points) for all qualifications have been taken directly from QiW.

**Table 1:** An example learner's results

Qualification	Grade	Points	Volume	Standardised points	Cumulative volume	Total points
GCSE Maths (June 2018 Entry)	A*	58				
GCSE English (June 2018 Entry)	C	40				
GCSE English (June 2019 Entry)	A	52				
GCSE Science (Double Award)	AB	98				
GCSE Maths - Numeracy	C	40				
GCSE Computer Science	A*	58				
GCSE Design and Technology (Short Course)	A	26				
GCSE Applied Business (Double Award)	F and F	44				
Foundation/National Skills Challenge Certificate	A	52				
BTEC Level 2 Diploma in Performing Arts	Distinction	104				
Entry Level Certificate in Latin	1	10				
Foundation/National Welsh Baccalaureate	National Pass	0				
AS Level Further Mathematics	D	90				

Total capped points

0

### **1. Stage one – Identifying early entries and excluding resits**

1.1 From 2018/19, if a learner in year 11 has been entered for an examination early and has resat that examination at a later date, the result of the first entry is the one used for performance measures regardless of the outcome. As this learner has been entered early for GCSE English Language and attained a C grade, and then attained an A grade in a subsequent resit, the C grade is used. The resit is set to 0 points and is removed from consideration for all further stages. This differs to previous years where the best grade would have been used.

**Table 2: Identifying early entries and excluding resits**

Qualification	Grade	Points	Volume	Standardised points	Cumulative volume	Total points
GCSE Maths (June 2018 Entry)	A*	58				
GCSE English (June 2018 Entry)	C	40				
GCSE English (June 2019 Entry)	A	0				
GCSE Science (Double Award)	AB	98				
GCSE Maths - Numeracy	C	40				
GCSE Computer Science	A*	58				
GCSE Design and Technology (Short Course)	A	26				
GCSE Applied Business (Double Award)	F and F	44				
Foundation/National Skills Challenge Certificate	A	52				
BTEC Level 2 Diploma in Performing Arts	Distinction	104				
Entry Level Certificate in Latin	1	10				
Foundation/National Welsh Baccalaureate	National Pass	0				
AS Level Further Mathematics	D	90				

Total capped points

0

## 2. Stage two – Identifying qualifications that count in the subject-specific slots

2.2 The Capped 9 Points Score (interim) has three subject-specific slots which will be filled by each learner's best results (first entries only) from the specified group of qualifications:

- **Literacy slot** – Best of GCSE English language or GCSE English Literature or GCSE Welsh language or GCSE Welsh Literature
- **Numeracy slot** – Best of GCSE Mathematics or GCSE Mathematics – numeracy
- **Science slot** – Best of GCSE Science subject (currently limited to awards in the WJEC suite of science GCSE qualifications available to learners): biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award).

2.3 The qualifications that can count in these subject-specific slots can also be found on QiW. Using our example, the learner's best results (first entries only) for each of the subject-specific slots are highlighted in Table 3:

**Table 3:** Identifying the ‘best of’ qualifications that count in the subject-specific slots

Qualification	Grade	Points	Volume	Standardised points	Cumulative volume	Total points
GCSE Maths (June 2018 Entry)	A*	58				
GCSE English (June 2018 Entry)	C	40				
GCSE Science (Double Award)	AB	98				
GCSE Maths - Numeracy	C	40				
GCSE Computer Science	A*	58				
GCSE Design and Technology (Short Course)	A	26				
GCSE Applied Business (Double Award)	F and F	44				
Foundation/National Skills Challenge Certificate	A	52				
BTEC Level 2 Diploma in Performing Arts	Distinction	104				
Entry Level Certificate in Latin	1	10				
Foundation/National Welsh Baccalaureate	National Pass	0				
AS Level Further Mathematics	D	90				
GCSE English (June 2019 Entry)	A	0				

Total capped points

0

### Literacy and Numeracy Slots

2.4 The literacy slot is filled by GCSE English – June 2018 entry (C grade) and the numeracy slot is filled by GCSE Maths (A\* grade). Note that while a mathematics – numeracy qualification could count towards the numeracy slot, it is not the learner’s best numeracy grade in this case - it will therefore be considered when identifying the learner’s best ‘other six’ results (stage three below).

### Science Slot

2.5 For most GCSE science subjects, the best grade is counted. However, if the qualification is a double award, then the qualification is split into two separate qualifications, each with a separate grade. In our example, the learner attained the following result in double science:

Qualification	Grade	Points
GCSE Science (Double Award)	AB	98

Therefore, the qualification is split into two separate qualifications, each with a separate grade:

Qualification	Grade	Points
GCSE Science (Double Award)	A	52
GCSE Science (Double Award)	B	46

As the learner’s best GCSE science result, the science slot is filled by the A grade (shaded) and the remaining B grade will be considered when identifying the learner’s best ‘other six’ results (stage three below). Note that in Table 1 the double Science qualification has been shaded in a gradient as only one of the two grades will count towards the science slot.

## 3. Stage three – identifying the qualifications that count in the ‘other’ slots

The learner’s best six other qualifications are calculated as follows.

### 3.1 Step 1 – Calculating the volume of a qualification

3.1.1 Qualifications are compared to the size of a GCSE to determine a volume indicator (i.e. how many GCSEs a qualification is worth). For example, a vocational double award GCSE is twice the size of a GCSE so would have a volume indicator of 2, a short course GCSE would be 0.5.

3.1.2 These values are determined using the 'size contribution' field in the 'Points Score Values' table in QiW (as shown below).

Points Score Values							
Grading Scale	Key Stage 4 Measures						Post-16 Measures
	Size contribution ?	Capped Points Score ?	Capped Points Score - Literacy ?	Capped Points Score - Maths Numeracy ?	Capped Points Score - Maths ?	Capped Points Score - Science ?	Points Score ?
A*	1	58	No	No	Yes	0 of 2	58

3.1.3 In our example, we take only the qualifications in the non-shaded cells as shown in Table 4 (i.e. we have excluded the qualifications contributing to the three subject-specific slots) and now work out the volume of each.

**Table 4:** Adding volume indicators

Qualification	Grade	Points	Volume	Standardised points	Cumulative volume	Total points
GCSE Science (Double Award)*	B	46	1			
GCSE Maths - Numeracy	C	40	1			
GCSE Computer Science	A*	58	1			
GCSE Design and Technology (Short Course)	A	26	0.5			
GCSE Applied Business (Double Award)	F and F	44	2			
Foundation/National Skills Challenge Certificate	A	52	1			
BTEC Level 2 Diploma in Performing Arts	Distinction	104	2			
Entry Level Certificate in Latin	1	10	1			
Foundation/National Welsh Baccalaureate	National Pass	0	1			
AS Level Further Mathematics	D	90	2			
GCSE English (June 2019 Entry)	A	0	1			
Total capped points						0

\*The GCSE Science (double award) has been split in half as detailed in stage two, leaving only the lower grade (B grade) for consideration in this step. As the qualification has been split in half, it now has a volume of one, not two.

### 3.2 Step 2 – Calculating standardised points for qualifications (and discounting)

3.2.1 Standardised points are the points for a qualification calculated proportionally to a volume equivalent to one GCSE. We calculate standardised points in order to be able to determine which qualifications are the 'best'. The standardised points take into account the actual volume of the qualification (as derived at Step 1) and the number of points attached to the grade achieved for the qualification (taken from QiW).



3.2.2 Standardised points are calculated using the following formula:

$$\text{Standardised points} = (\text{total points for the qualification}) / (\text{volume indicator})$$

3.2.3 If the learner did not pass a particular qualification (e.g. grade U or X for GCSE, F for BTEC) then the standardised points for the qualification are set to zero.

3.2.4 In our example, standardised points are calculated as shown in Table 5:

**Table 5:** Calculating standardised points

Qualification	Grade	Points	Volume	Standardised points	Cumulative volume	Total points
GCSE Science (Double Award)	B	46	1	46		
GCSE Maths - Numeracy	C	40	1	40		
GCSE Computer Science	A*	58	1	58		
GCSE Design and Technology (Short Course)	A	26	0.5	52		
GCSE Applied Business (Double Award)	F and F	44	2	22		
Foundation/National Skills Challenge Certificate	A	52	1	52		
BTEC Level 2 Diploma in Performing Arts	Distinction	104	2	52		
Entry Level Certificate in Latin	1	10	1	10		
Foundation/National Welsh Baccalaureate	National Pass	0	1	0		
AS Level Further Mathematics	D	90	2	45		
GCSE English (June 2019 Entry)	A	0	1	0		

Total capped points

0

**Note on discounting:** If two qualifications share the same discounting code, then the qualification with the highest standardised points is used and the other is eliminated from all calculations from this point. Discounting codes, alongside a list of qualifications that share that discounting code, can be found in the information held on the QiW website for each individual qualification.

### 3.3 Step 3 – Calculating cumulative volume

3.3.1 Once we've calculated standardised points for all qualifications we:

- Sort the qualifications in descending order by standardised points
- Work out the cumulative total volume for each qualification by summing the volume column as we descend the rows.

3.3.2 In our example, cumulative volume is calculated as shown in Table 6:

**Table 6:** Calculating cumulative volume

Qualification	Grade	Points	Volume	Standardised points	Cumulative volume	Total points
GCSE Computer Science	A*	58	1	58	1	
GCSE Design and Technology (Short Course)	A	26	0.5	52	1.5	
Foundation/National Skills Challenge Certificate	A	52	1	52	2.5	
BTEC Level 2 Diploma in Performing Arts	Distinction	104	2	52	4.5	
GCSE Science (Double Award)	B	46	1	46	5.5	
AS Level Further Mathematics	D	90	2	45	7.5	
GCSE Maths - Numeracy	C	40	1	40	8.5	
GCSE Applied Business (Double Award)	F and F	44	2	22	10.5	
Entry Level Certificate in Latin	1	10	1	10	11.5	
Foundation/National Welsh Baccalaureate	National Pass	0	1	0	12.5	
GCSE English (June 2019 Entry)	A	0	1	0	13.5	

Total capped points

0

### 3.4 Step 4 – Identifying which are the best ‘other six’ qualifications and their points scores

3.4.1 We use the cumulative volume column and consider all qualifications until the cumulative volume is  $\geq 6$ . These are shaded in grey in Table 7 below.

3.4.2 Where the final qualification added takes the cumulative volume over six and only a proportion of that qualification’s volume is required, we need to adjust the relevant qualification. In our example, AS Level Further Mathematics would take the cumulative volume to 7.5 (whereas only 0.5 is required to reach the required cumulative volume of six). We therefore need to adjust the points for that qualification by taking the required proportion of its points using the following formula:

$$\left( \frac{6 - (\text{previous cumulative volume})}{(\text{volume})} \right) * (\text{points}) = \text{Adjusted points}$$

$$\left( \frac{6 - (5.5)}{2} \right) * 90 = 22.5$$

**Table 7:** Summing the points score

Qualification	Grade	Points	Volume	Standardised points	Cumulative volume	Total points
GCSE Computer Science	A*	58	1	58	1	58
GCSE Design and Technology (Short Course)	A	26	0.5	52	1.5	26
Foundation/National Skills Challenge Certificate	A	52	1	52	2.5	52
BTEC Level 2 Diploma in Performing Arts	Distinction	104	2	52	4.5	104
GCSE Science (Double Award)	B	46	1	46	5.5	46
AS Level Further Mathematics	D	90	2	45	7.5	$(0.5/2)*90 = 22.5$
GCSE Maths - Numeracy	C	40	1	40	8.5	0
GCSE Applied Business (Double Award)	F and F	44	2	22	10.5	0
Entry Level Certificate in Latin	1	10	1	10	11.5	0
Foundation/National Welsh Baccalaureate	National Pass	0	1	0	12.5	0
GCSE English (June 2019 Entry)	A	0	1	0	13.5	0

Total capped points

308.5

3.4.3 So the total points for the best ‘other six’ (non-subject-specific) qualifications is  $58+26+52+104+46+22.5 = \underline{\underline{308.5}}$ .

### 3.5 Step 5 – Calculating the total Capped 9 Points Score (interim)

3.5.1 Finally, we need to calculate the total points for the Capped 9 by adding the points for the three subject-specific slots to the points for the ‘other six’ slots.

3.5.2 Table 8 shows the summed total points for the qualifications filling all slots of the Capped 9 Points Score:

- The total points for the qualifications filling the ‘other six’ slots (as established in Step 4) are taken from QiW for each relevant qualification and corresponding grade achieved for the relevant year.
- We then add the points for the three subject-specific qualifications (total 150 points) to those from the best ‘other six’ qualifications (total 308.5 points).
- The learner in our example has therefore achieved a Capped 9 Points Score of  $150 + 308.5 = 458.5$  points.

**Table 8:** Summing the points score for specified and non-specified slots

Qualification	Grade	Points	Volume	Standardised points	Cumulative volume	Total points
GCSE Maths (June 2018 Entry)	A*	58				58
GCSE English (June 2018 Entry)	C	40				40
GCSE Science (Double Award)	A	52				52
GCSE Computer Science	A*	58	1	58	1	58
GCSE Design and Technology (Short Course)	A	26	0.5	52	1.5	26
Foundation/National Skills Challenge Certificate	A	52	1	52	2.5	52
BTEC Level 2 Diploma in Performing Arts	Distinction	104	2	52	4.5	104
GCSE Science (Double Award)	B	46	1	46	5.5	46
AS Level Further Mathematics	D	90	2	45	7.5	(0.5/2)*90 = 22.5
GCSE Maths - Numeracy	C	40	1	40	8.5	0
GCSE Applied Business (Double Award)	F and F	44	2	22	10.5	0
Entry Level Certificate in Latin	1	10	1	10	11.5	0
Foundation/National Welsh Baccalaureate	National Pass	0	1	0	12.5	0
GCSE English (June 2019 Entry)	A	0	1	0	13.5	0
<b>Total capped points</b>						<b>458.5</b>

## **Annex B: Frequently Asked Questions**

### **1) Which year cohort do the interim performance measures apply to?**

We will be reporting on the new interim Key Stage 4 (KS4) measures in autumn 2019 for learners who will have reached the end of KS4 in the preceding summer (i.e. Year 11 learners finishing in summer 2019).

### **2) How do I find out if a qualification will count in the interim performance measures?**

You can find out if an individual qualification can count by searching for the qualification number (QN) or QW Approval/Designation (QWAD) number on [QiW](#) and checking the 'Performance and Curriculum Information' page for the qualification.

For each reporting year, QiW will show you the points score attached to each grade along with whether the qualification counts towards the subject-specific slots/measures (literacy, numeracy or science) or Welsh Baccalaureate Skills Challenge Certificate measure.

It will also show the relevant discounting code for the qualification.

QiW also has a variety of 'advanced search' functions enabling you to search for all qualifications contributing to each measure.

### **3) Will literature count in the interim measures?**

Yes, the first awarding of Welsh or English literature qualifications can contribute towards both the literacy slot of the Capped 9 (interim) and the standalone literacy measure where it is the learner's best qualification from the first awarding of Welsh or English language and Welsh or English literature.

If not, they can contribute to the 'other six' slots of the Capped 9 (interim) if they are one of the learner's best remaining qualifications.

### **4) Is there a cap on the number of vocational qualifications that can count in the revised Capped 9 points score?**

There is no cap on the number of vocational qualifications that can count towards the 'other six' slots of the Capped 9 points score (i.e. those outside of the literacy, numeracy and science slots).

However, the maximum contribution that any individual non-GCSE qualification (other than AS and A levels) can make towards any of the measures will remain at an equivalence of two GCSEs.

### **5) Does the 'first entry counts' rule apply to the interim performance measures?**

Yes, from summer 2019 only the first awarding of a complete qualification will count towards performance measures, irrespective of whether a better grade is subsequently achieved for the same qualification by a learner. This is further explained in the example at [Annex A](#).

**6) How does the ‘first entry counts’ rule apply to the subject-specific slots of the Capped 9 (interim), which use the best result from a number of specified qualifications?**

The ‘first entry counts’ rule will apply when determining each learner’s best result to contribute to the subject-specific slots.

The literacy slot/measure will use each learner’s best result, irrespective of when each qualification was awarded, from:

- the first awarding of English language
- the first awarding of Welsh language
- the first awarding of English literature
- the first awarding of Welsh literature

Similarly, the numeracy slot/measure will use each learner’s best result, irrespective of when each qualification was awarded, from

- the first awarding of mathematics
- the first awarding of mathematics - numeracy

**7) How does double science count in the Capped 9 (interim) given that there is only one science slot?**

A double award in science (GCSE) could count in both the subject-specific science slot and the ‘other six’ non-specified slots of the Capped 9 (interim).

For example, if a learner achieved a C/D grade:

- the results would essentially be split to become a C and a D;
- the C grade (worth 40 points) would count in the science specified slot; and
- the D grade (worth 34 points) could count in the ‘other six’ non-specified slots, if it is one of the learner’s best other results.

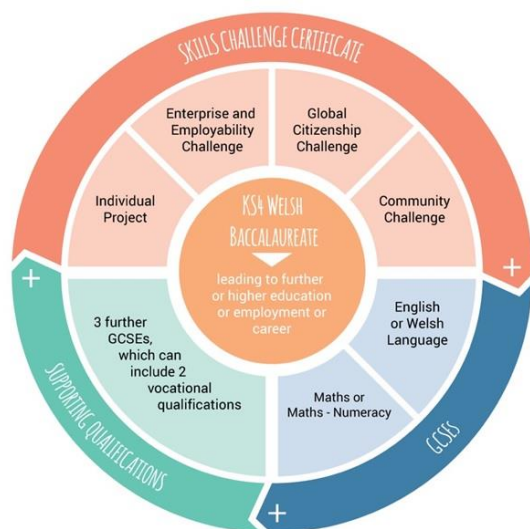
See full example at [Annex A](#).

**8) Do Essential Skills qualifications count towards the interim performance measures?**

No, Essential Skills Wales qualifications continue to be excluded from KS4 performance measures, in line with the recommendation made in the Review of Qualifications for 14-19 year olds in Wales 2012. Notwithstanding this, these qualifications may be an appropriate option for some pre-16 learners.

## 9) How does the Welsh Baccalaureate composite award count in the interim performance measures?

Performance points are allocated to each individual qualification that can count towards the composite Welsh Baccalaureate award i.e. the Skills Challenge Certificate, GCSEs and supporting qualifications that make up the Welsh Baccalaureate in accordance with the grade achieved, and these can each count towards the Interim measures as follows:



Source: WJEC

**Skills Challenge Certificate:** This can count in the ‘other six’ slots of the Capped 9 (interim) if it is one of the learners’ best remaining qualifications. It can also count in the standalone Welsh Baccalaureate Skills Challenge Certificate measure.

**GCSEs** (mathematics or mathematics – numeracy and English or Welsh Language): If they are the learner’s best numeracy and literacy qualifications, they will count in the numeracy and/or literacy slots of the Capped 9 and the standalone numeracy and/or literacy measures. If not, they can count in the ‘other six’ slots of the Capped 9 if they are one of the learner’s best remaining qualifications.

**Supporting qualifications** – If any of these are the learner’s best literacy, numeracy or science qualifications (GCSEs only), they can count towards the corresponding literacy, numeracy and/or science slots of the Capped 9 and associated standalone measures. If not, they can count in the ‘other six’ slots of the Capped 9 if they are one of the learner’s best remaining qualifications.

## 10) One of my learners sat a qualification in Year 9. Will it count in performance measures?

Yes, awards attained by a learner in a previous year will continue to count when the learner reaches the Year 11 cohort being measured.

## 11) How does discounting work?

Two qualifications will discount if they are in the same discounting family and have the same discount code. The discounting family describes the nature of the qualification; for example, whether it is a GCSE or a type of vocational qualification.

Discount codes for individual qualifications can be found at [www.qiw.wales](http://www.qiw.wales) under ‘Performance and Curriculum Information’.

Where qualifications have multiple syllabus options, the different syllabus options may not discount against each other – discount codes for the individual syllabus variations can be found using the spreadsheet on the Welsh Government website at: <https://beta.gov.wales/qualifications-multiple-syllabus-variations-and-discount-codes>.

## 12) How do 9-1 GCSEs count in the interim performance measures?

In Wales, the 9-1 GCSEs will count in performance information when approved or designated for delivery. This is only expected to affect Wales in low cohort subjects where



there is no separate Wales specification, or where learners in independent schools opt to take a GCSE subject with a board other than WJEC.

The performance points for the 9-1 GCSEs are displayed below:

Grading Structure	Points
9	58
8	55
7	52
6	48
5	44
4	40
3	32
2	24
1	16
U	0

Broadly the same proportion of students will get grades 1, 4 and 7 and above as would have got grades G, C and A and above respectively in the A\*-G system.

### 13) What is happening to school target setting requirements for learners at Key Stage 4?

The Welsh Government recently [consulted](#) on updates to the statutory school target setting requirements in order to align with the KS4 interim performance arrangements. This including proposals to:

- remove the requirement to set measure-specific targets: this would remove the statutory requirement for governing bodies to set targets in relation to the percentage of Year 11 learners to achieve: i) the Level 2 threshold including an approved relevant qualification in English or Welsh first language and Mathematics (i.e. the Level 2 inclusive) and ii) the Level 1 threshold;
- increase the required number of non-specified targets to be set from three to six: this would increase the required number of non-specific targets that governing bodies are already required to set for Year 11 learners at KS4 based on self-evaluation;
- make transitional provision which allows the governing body to set provisional and final targets for 2019 to 2020 (the transitional year) which are not based on targets set in previous school years.

A summary of responses can be found [here](#). The Welsh Government intends to continue with the proposals as outlined in the consultation document through amendments to the Target Setting Regulations<sup>1</sup>. The intention is for amended regulations to come into force on 1 September 2019.

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<sup>1</sup> [The School Performance and Absence Targets \(Wales\) Regulations 2011](#)

## **Annex C: Other Resources**

### **[Qualifications in Wales \(QiW\)](#)**

QiW is a database owned and managed by Qualifications Wales, the regulator of non-degree qualifications and the qualifications system in Wales. QiW contains details of all qualifications that are approved or designated for teaching in Wales for learners aged under 19, excluding higher education. Any qualifications that are approved or designated by Qualifications Wales will be eligible for funding by a local authority or by Welsh Government. Note that this funding is for the education provider, not the learner.

QiW also contains performance and curriculum information for each qualification, which can be found under the 'Performance and Curriculum Information' section linked to each qualification in QiW. This section is managed by the Welsh Government.

### **[Qualifications in Wales: a user guide on Welsh Government performance information](#)**

This document provides a brief overview on the functionality available on QiW, and how to search for a qualification based on desired criteria. It also shows how the Welsh Government updates the performance information on the 'Performance and Curriculum Information' page for each qualification.

### **[School performance measurement: contribution values of qualifications](#)**

This document sets out the logic underpinning the calculation of contribution values for qualifications approved or designated for delivery to learners in Wales by the regulatory body, Qualifications Wales from 2017 onwards. These qualifications can be found on the QiW online database of qualifications.

### **[School Performance Reporting Bulletins](#)**

The Welsh Government updates Local Authorities and Consortia on school performance reporting issues via these bulletins. We use these bulletins to keep stakeholders informed on decisions impacting on performance reporting policies and providing clarification on any complex issues.

### **[School performance reporting for Key Stage 4: early entry frequently asked questions](#)**

This Frequently Asked Questions document is intended to clarify the policy and how it will impact on schools' examination entry processes.

### **[Qualifications with multiple syllabus variations and discount codes](#)**

A list of discount codes for qualifications with multiple syllabus options.

### **[Evaluation and improvement \(accountability\) arrangements](#)**

This document, and attached infographics, set out a summary of the draft arrangements for our education accountability system that form part of the significant education reform programme that we are undertaking in Wales.

### **[Review of qualifications for 14 to 19-year-olds: final report and recommendations](#)**

A review of our qualifications systems and recommendations on how to improve it (November 2012). A number of earlier changes to performance measures were made to implement the recommendations in this report.



### **[My Local School](#)**

A website designed to open up access to school data for parents and all others with an interest in their local school.

### **[A teacher's guide to school self-evaluation](#)**

These packs have been produced to help teachers understand and use the data analyses the Welsh Government provides for self-evaluation

### **[School Governors' guide to the law](#)**

A reference guide for school governors on the roles and responsibilities of a school governing body.

### **[Consultation on changes to target setting requirements on schools](#)**

Consultation on the proposed changes to the current school target setting requirements for learners in year 11 at Key Stage 4. The changes are intended to align school target setting requirements with the interim changes to Key Stage 4 performance measures.