

The BIG Timetable

Updated August 2014

REFORM – The BIG Timetable







Academic Year	2013-14 academic year		2014-15 academic year		2015-16 academic year		2016-17 academic year		2017-18 academic year	
	September 2013	July 2014	September 2014	July 2015	September 2015	July 2016	September 2016	July 2017	September 2017	July 2018
National Curriculum Further info: Nat Curr Info for schools Video	Disapplication of Key Stage 3 & Key Stage 4 current national curriculum New national curriculum framework with schools for planning purposes		First teaching of the majority of the new national curriculum		New national curriculum for English, mathematics and science at Key Stage 4 to be phased in					
GCSEs Further info: Ofqual-reform DfE GCSEs Eng&maths	First teaching of the (current) revised GCSE specifications for English literature and history (reflecting changes required by Ofqual) Announcement that a student’s first grade for a subject will count towards school performance tables (with immediate effect)		Specifications for new GCSEs in English language, English literature and maths with schools for planning purposes The content for the remaining GCSEs will be published in the spring Ofqual consultation on the principles for other subjects to be included as GCSEs in a third group of subjects (first teaching Sep 2017)		First teaching of new GCSEs in English language, English literature and maths		First teaching of new GCSEs in the second group of subjects	First exams for new GCSEs in English language, English literature and maths	First teaching of new GCSEs in the third group of subjects	First exams for new GCSEs in the second group of subjects
A Levels Further info: DfE Ofqual			Specifications for the new AS and A Levels in the first group of subjects with schools for planning purposes Ofqual will consult (by end of April) on the principles for other subjects to be included as GCEs in the third group of subjects (first teaching Sep 2017)		First teaching of the new, standalone AS qualification and linear A Levels in the first group of subjects	First exams for AS as a linear, standalone qualification in the first group of subjects	First teaching of the new, standalone AS qualification and linear A Levels in the second group of subjects	First exams for linear A Levels in the first group of subjects First exams for standalone, linear AS qualifications in the second group of subjects	First teaching of new GCEs in the third group of subjects	First exams for linear A Levels in the second group of subjects
Core maths	Policy Statement on the Introduction of 16-18 core maths qualifications published in December 2013	Early adopter schools and colleges identified	(Sep 2014) Core maths outline qualification information available for schools and colleges (Oct 2014) Core maths qualifications available to schools for planning and ‘early adopter’ teaching		Core maths qualifications introduced widely for students who have passed GCSE and want to continue to improve the mathematics skills they need for further education and work but don’t want to take full AS or A Level			First assessments that will count towards Level 3 maths performance measures	First new GCSE cohort begins core maths	
16-19 study programmes Further info: Study programmes Work exp Ofsted briefing	First teaching of 16-19 study programmes Students required to study English and maths towards GCSE A* to C if they did not achieve it at the end of Year 11 16-19 funding student-led rather than qualification-led		Teaching of English and maths qualifications to students who have not achieved GCSE grade C becomes a condition of 16-19 funding		New high-quality ‘core maths’ qualifications will be introduced for students who have passed GCSE and want to continue to improve the mathematics skills they need for further education and work but don’t want to take full AS or A Level					
16-19 vocational qualifications Further info: DfE			Level 3 vocational qualifications taught from this September (and reported in the 2016 performance tables) will be categorised as either applied general or technical level qualifications				First teaching of redeveloped, high-value vocational Level 3 qualifications that meet pre-defined characteristics (and reported in the 2018 performance tables)			
Apprenticeships Further info: BIS	Announcement of implementation programme to reform Apprenticeships Development of eight initial Trailblazer projects		Changes to existing Apprenticeship frameworks limited to critical updates Phase 2 and 3 of Trailblazer activity continues		Transition to full implementation – timeline determined by sector’s engagement with the programme		Final period of developing new Apprenticeship frameworks; expect some new Apprenticeships to commence delivery in this year		Aim that all Apprenticeships start based on new standards	
Adult vocational qualifications Further info: UKCES	(November) Whitehead review published Ofqual review and consult on the withdrawal of the QCF		Implementation of the outcomes of Ofqual’s QCF review. Consultation released at end July 2014, so implementation likely from 2014/15 onwards		Implementation timescales to be confirmed		Implementation timescales to be confirmed		Implementation timescales to be confirmed	
MORE DETAIL										
National Curriculum Further info: Nat Curr Info for schools Video	All maintained primary and secondary schools must teach the new national curriculum to all year groups from September 2014. The exceptions to this are: <ul style="list-style-type: none">Students in Year 2 and Year 6 in 2014/15, who will be taught the national curriculum in all subjects except English, mathematics and science, where they will follow the current national curriculum. This is because these students will be the last cohort to sit the current Key Stage 1 assessment and Key Stage 2 tests. These students will also have followed the current national curriculum in 2013/14 (as Years 1 and 5) for English, mathematics and science.Students in Years 10 and 11 in 2014/15, who will be taught the new national curriculum in all subjects except English, mathematics and science programmes of study, where they will study the current Key Stage 4 programmes of study. The new national curriculum in English, mathematics and science will be introduced from 2015, alongside reformed GCSEs in these subjects. Students will sit the first exams for new GCSEs in English language, English literature and mathematics in summer 2017, and in other subjects to follow. Click here for the: <ul style="list-style-type: none">Revised factsheet (3 pages) published on 27 January 2014 that includes details of the Assessment Innovation Fund, launched in December 2013.Timetable for primary national curriculum change (published 28 January 2014).									







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<p>GCSEs</p> <p>Further info:</p> <p>Ofqual-reform</p> <p>DfE</p> <p>GCSEs</p> <p>Eng&maths</p>	<p>Following a consultation, Ofqual has confirmed some of the key features of new GCSEs in English literature, English language and maths to be introduced in England for first teaching from September 2015:</p> <p>There will be a new 1-9 grading scale, with 9 being the top level. Students will get a U where performance is below the minimum required to pass the GCSE.</p> <ul style="list-style-type: none">• In April 2014, Ofqual launched a consultation on how standards should be set for new GCSEs. Proposals included:<ul style="list-style-type: none">• anchoring the current grade C to the new grade 4• the new grade 5 would be benchmarked across performance in high-performing countries.• Tiering will be used only for subjects where a lack of it would cause problems at either end of the ability range. Where tiering is used, the model will be decided on a subject-by-subject basis.• The GCSEs will be fully linear; content will not be divided into modules, and all assessment will be at the end.• Exams will be the default method of assessment, except where they cannot assess the skills with validity<ul style="list-style-type: none">• Ofqual will announce decisions on non-exam assessment on a subject-by-subject basis• Exams will only be held in the summer, apart from English language and maths, where there will also be exams in November for students who were at least 16 on the preceding 31st August. Ofqual is considering whether November exams should be available in other subjects for students of this age.• On 4 June 2014, Ofqual launched a consultation on completing GCSE and A Level reform. The proposals cover the remaining subjects, so as to bring them into line with those already being reformed. The government does not intend to take a role in reforming the remaining subjects. ofqual.gov.uk/news/gcse-level-reform-consultation• New GCSEs in a second group of subjects (geography, history, biology, chemistry, physics, double science, MFL, ancient languages, RS, D&T, art and design, drama, dance, music, PE, computer science, citizenship studies) will be introduced from 2016.• New GCSEs in a third group of subjects will be introduced from 2017. The exact list of subjects will be determined by the outcome of the consultation mentioned above.
<p>A levels</p> <p>Further info:</p> <p>Ofqual-reform</p> <p>DfE</p>	<p>Reform decisions on the design of the new AS and A Levels announced by Ofqual to date:</p> <ul style="list-style-type: none">• Fully linear – AS and A Level assessment will be taken at the end of the course in the summer series (no January series)• Exams will be the default method of assessment. Decisions on non-exam assessment will be made on a subject-by-subject basis. In principle, all AS qualifications will be exam-only (so far art and design is the only exception)• AS and A Levels are ‘decoupled’. The AS qualification is standalone and will no longer count towards the final grade of an A Level. Students can take new A Levels without also taking an AS in the subject. However, if students take an AS and move onto an A Level in the same subject, this means that they will be reassessed on the material they’ve already covered• Potentially co-teachable – the AS can be designed by awarding bodies to be taught alongside the first year of an A Level (AS content will be a subset of the content of the corresponding A Level)• AS qualifications will be less demanding than the A Level and will be set and assessed at the same level as now• New A and AS Levels in the following subjects are being developed for introduction in 2015: Biology, chemistry, physics, English language, English literature, English language and literature, art and design, business, computer science, economics, history, sociology, psychology.• First teaching 2016: Maths, further maths, geography, modern foreign languages, ancient languages, design and technology, dance, drama, music, physical education and religious studies.• First teaching 2017: subjects for this phase of reform are currently under consultation. The proposals cover the remaining subjects, so as to bring them into line with those already being reformed. The government does not intend to take a role in reforming the remaining subjects. ofqual.gov.uk/news/gcse-level-reform-consultation
<p>Core Maths</p> <p>Further info</p> <p>Gov UK</p>	<p>A new Level 3 qualification targeted at post-16 students who have gained GCSE C or higher but do not go on to AS/A Level maths (over 200,000 students each year)</p> <ul style="list-style-type: none">• New qualifications must be half the size of an A Level and taken over two years• Funding available for teaching trials in schools and colleges and a centrally-funded Core Maths Support Programme to help schools and colleges introduce new qualifications• Will count in a proposed Level 3 maths school and college performance measure and the maths element of the Technical Baccalaureate.
<p>16-19 study programmes</p> <p>Further info:</p> <p>DfE</p>	<p>From September 2013, new 16-19 study programmes were introduced, supported by changes to post-16 funding</p> <ul style="list-style-type: none">• All students in full or part-time education aged 16 to 19 are now expected to follow a study programme tailored to their individual needs, education and employment goals, including students with learning difficulties and/or disabilities• The English and mathematics requirement of study programmes means that students who have not achieved an A*-C GCSE in these subjects by age 16 will continue to study towards achieving them as a part of their 16-19 study programmes. This requirement will be enforced by making the study of English and mathematics a condition of the student place being funded from September 2014. From September 2015, students who have attained a GCSE grade D will be required to have GCSE English and maths in their programme, while students with E or below or no GCSE could potentially include ‘stepping stones’ qualifications, like Functional Skills or FSMQ in their programme• Departmental advice on <i>Post-16 work experience as a part of 16 to 19 study programmes</i>, together with a <i>Work experience readiness checklist</i> were published in October 2013• Click here for information on traineeships – designed to help young people who want to get an Apprenticeship or job but don’t yet have appropriate skills or experience• Click here for information on supported internships – designed to help young people aged 16 to 24 with complex learning difficulties or disabilities to find work.
<p>16-19 vocational qualifications</p> <p>Further info:</p> <p>DfE</p>	<ul style="list-style-type: none">• Following consultation, three separate categories of 16-19 Level 3 qualifications are to be made available: ‘Tech Levels’, suitable for a particular employment sector (and, from 2016, involving local employers in their delivery); Applied General, providing progression into employment, an Apprenticeship or HE; Academic.• The consultation also established the category of ‘Substantial Level 2 vocational qualifications’, which will meet requirements similar to Tech Levels.• In future, to be included in performance tables, vocational qualifications will need to comply with requirements on declared purpose, size, recognition by higher education institutions and employers, appropriate content, appropriate assessment, synoptic assessment, progression, proven track record and employer involvement (for Tech Levels and substantial Level 2 qualifications).• In December 2013, the DfE published a list of vocational qualifications that met new interim requirements and will be taught from September 2014. They will be reported in the 2016 tables.• Awarding organisations will have until September 2015 to develop qualifications that meet the full requirements, which will be taught from 2016 and reported from 2018.• During the autumn term, criteria for new ‘core’ maths qualifications will be published to form part of a Technical Baccalaureate measure that will be introduced for teaching from September 2014.• In late July, Ofqual also launched a consultation about guided learning hours, particularly in relation to the raising of the participation age legislation. Further details are in the adult vocational qualifications box on page 4.

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<div>Apprenticeships</div> <div>Further info:</div> <div>BIS</div>	<ul style="list-style-type: none">Following the Richard review and consultation, BIS outlined their implementation plan for Apprenticeship reform in October 2013.In future, Apprenticeships should be underpinned by four principles:<ul style="list-style-type: none">an Apprenticeship is a job, in a skilled occupationan Apprenticeship requires substantial and sustained training, lasting a minimum of 12 months and including off-the-job trainingan Apprenticeship leads to full competency in an occupation, demonstrated by the achievement of an Apprenticeship standard that is defined by employersan Apprenticeship develops transferable skills, including English and maths, to progress careers.In future, Apprenticeships should be set by employers, assessed largely at the end of the programme, contain a synoptic element to the assessment and have graded outcomes.Two phases of employer-led Trailblazer projects have started, with a third phase due to start in autumn 2014.Following a consultation on the funding of Apprenticeships, in the Autumn Statement the government confirmed their intention to reform funding to an HMRC-led system where funding is directed at employers. A pilot is being undertaken with the Trailblazer projects of an account-based funding model, where the employer would be required to contribute cash towards funding the programme.
<div>Adult vocational qualifications</div> <div>Further info:</div> <div>UKCES</div> <div>Ofqual Consultations</div>	<ul style="list-style-type: none">The Whitehead review, commissioned by Skills Minister, Matthew Hancock, looked at the adult vocational skills system. There has thus far been no formal government response or imposed timetable on the implementation of the recommendations. The key recommendations are:<ol style="list-style-type: none">Awarding Organisations (AOs) will be required to demonstrate their employer engagement activities in their submissions to Ofqual for the accreditation of vocational qualificationsUKCES, working with employers, will design a new framework for National Occupational Standards that is less prescriptive than the current frameworkOfqual is asked to adopt the review’s recommended 12 design principles for vocational qualificationsAOs and training providers are to measure and report on impact to enable people to choose qualifications and training that support progressionOfqual, UKCES and SFA are to introduce a common database of qualifications and funding information that is straightforward to use and makes the required information easily accessibleOfqual, Ofsted and SFA are to ensure that their respective systems support rather than inhibit innovation and the use of technologyLeading employers must be encouraged to be involved in the development of vocational qualifications.In late July 2014, Ofqual issued a consultation about the withdrawal of the QCF. The consultation proposes:<ul style="list-style-type: none">withdrawal of the regulatory arrangements for the QCFending the requirement for AOs to share unitsmaintaining the option for AOs to design unitised qualificationsmaintaining the option for qualifications to be credit-bearing.Simultaneously, Ofqual also launched a consultation about guided learning hours. The consultation proposes:<ul style="list-style-type: none">a new definition of the size of qualifications – total qualification time (comprising Guided Learning, Directed Study and Dedicated Assessment)requiring AOs to determine whether to declare TQT (compulsory for qualifications aimed at 16-17 year olds to comply with RPA legislation, but up to the AO to determine for other qualifications)a common system for determining sizea redefinition for credit to account for TQT, although credit will be optional through the withdrawal of the QCF.

ACCOUNTABILITY TIMELINE									
Academic Year	2013-14 academic year		2014-15 academic year		2015-16 academic year		2016-17 academic year		2017-18 academic year
									
	September 2013	July 2014	September 2014	July 2015	September 2015	July 2016	September 2016	July 2017	September 2017 July 2018
KS4 accountability Further information: Progress 8 More on Progress 8 Voc Quals 14 to 19-year-olds	(16 December) Publication of the list of qualifications that will be included in the 2016 KS4 performance tables	A maximum of 2 approved vocational qualifications count in KS4 performance tables A student's first grade for a subject will count towards school performance tables	(November/December) Publication of the list of qualifications that will be included in the 2017 KS4 performance tables	50% floor standard for 5 A*-C incl E&M Opportunity for schools to opt-in to new accountability measures (Progress 8) one year early	(November/December) Publication of the list of qualifications that will be included in the 2018 KS4 performance tables	KS4 performance tables to reflect new accountability measures (Progress 8)			
KS5 accountability Further information: Tech Bacc Voc Quals 14 to 19-year-olds	Consultation on changes to the existing accountability arrangements for providers of 16 to 19 education and training in England (16 December) Publication of list of high-value vocational qualifications that will be reported in 2016 performance tables		(November/December) Publication of list of high-value vocational qualifications that will be reported in 2017 performance tables Technical Baccalaureate performance measure introduced alongside the teaching of qualifications		(November/December) Publication of list of high-value vocational qualifications that will be reported in 2018 performance tables	Intention that KS5 performance tables to reflect new accountability measures for Level 2 and Level 3, including the Technical Baccalaureate measure			

OTHER									
Academic Year	2013-14 academic year		2014-15 academic year		2015-16 academic year		2016-17 academic year		2017-18 academic year
									
	September 2013	July 2014	September 2014	July 2015	September 2015	July 2016	September 2016	July 2017	September 2017 July 2018
Raising the Participation Age (RPA) Further information: Stat Guidance	Current Year 12 students required to participate until the end of the academic year in which they turn 17 Current Year 11 students required to participate until their 18 th birthday All education and training institutions required to promote the good attendance of 16-year-olds				Young people participating until their 18 th birthday				
Careers guidance Further information: DfE	Duty to secure independent careers guidance extended to include Years 8 to 13 students in schools and 16 to 18-years-olds in FE settings Publication of revised statutory guidance March 2014								

ACCOUNTABILITY HEADLINES

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KEY STAGE 4	KEY STAGE 5
<p>Secondary school accountability</p> <p>For the government response to the consultation on secondary school accountability published on 14 October 2013, click here.</p> <p>Also available on this webpage is the:</p> <ul style="list-style-type: none">• Update on Progress 8 measure and reforms to secondary school accountability framework (06 January 2014)• Progress 8 factsheet (3 February 2014). <p>Click here for further information for schools (8 pages) and the Progress 8 technical guide (15 pages), both published on 06 March 2014.</p> <p>Progress 8</p> <p>The Progress 8 measure is designed to encourage schools to offer a broad and balanced curriculum at KS4, and reward schools for the teaching of all their students. The new measure will be based on students’ progress measured across eight subjects: English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification. From 2016, the floor standard will be based on schools’ results on the Progress 8 measure.</p> <p>Other information will be available about schools, including the following headline measures of performance:</p> <ul style="list-style-type: none">• Attainment 8 – showing students’ average achievement in the same suite of subjects as the Progress 8 measure• English and mathematics – the percentage of students achieving a C grade or better in both English (either language or literature) and mathematics.• The EBacc – showing the percentage of students achieving good grades across a range of academic subjects. <div><div><div>1</div><div>English</div><div>Double-weighted*</div></div><div><div>2</div><div>Maths</div><div>Double-weighted</div></div><div><div>3</div><div>EBacc qualifications</div><div>(sciences, computer science, geography, history and languages)</div></div><div><div>6</div><div>‘Open group’</div><div>Remaining EBacc qualifications and other approved qualifications</div><div>(GCSEs and other approved academic, arts or vocational qualifications)</div></div><div><div>4</div></div><div><div>5</div></div><div><div>7</div></div><div><div>8</div></div></div> <p>* Higher score of English language or English literature double-weighted if a student has taken both qualifications</p> <p>Timetable for the introduction of Progress 8</p> <p>Progress 8 will be introduced for all schools in 2016. This means that the performance tables based on 2016 exam results, to be published in late 2016/early 2017, will show the Progress 8 results. Progress 8 will also be used for floor standards from 2016.</p> <p>Schools will receive ‘shadow data’ showing their Progress 8 score based on 2014 results. This information will not be used for accountability purposes or included in performance tables, but should help schools to consider their curriculum and teaching in light of the accountability reforms.</p> <p>In 2015, schools can opt-in to the new accountability framework. Further information about this will be available in summer term 2014.</p>	<p>1. The DfE consultation on proposed changes to the accountability arrangements for providers of 16-19 education and training in England, including performance tables and minimum standards for provision both at Level 2 (for the first time for 16-19 providers) and at Level 3, closed in November 2013. The government response was published at the end of March 2014.</p> <p>2. The changes are intended to help parents, students and inspectors to understand the quality of provision through a combination of:</p> <ul style="list-style-type: none">• Headline measures – the main measures that provide a snapshot of provider performance• Additional measures – a broader range of information about wider provider performance• Underlying data that will be available on a public portal that will allow interested parties to explore the performance of providers in more detail, for example, looking at attainment in specific subjects. <p>3. Headline measures – will be reported for each category of qualifications:</p> <ul style="list-style-type: none">• Progress (and a combined attainment/completion measure) – will be used, where possible, as the basis for setting new minimum standards to hold schools and colleges to account• Attainment – will be published as an average grade• English and maths GCSE (for students without at least a grade C at age 16) – will be a progress measure, to avoid undue focus on the C/D borderline• Retention – proportion of students who are retained by a provider and complete the ‘core aim’ of their study programme• Destinations – will show the percentage of students progressing to sustained education, employment or training. <p>4. It is the government’s intention to introduce these measures from the 2016 performance tables.</p> <p>5. Additional performance measures:</p> <ul style="list-style-type: none">• Attainment in qualifications below Level 3• Achieving at a higher level of learning• A Level attainment• AAB in facilitating subjects at A Level• Attainment of an approved Level 3 maths qualification• Tech Bacc• Substantial vocational qualifications at Level 2• Traineeships• Supported internships• Closing the gap measures.

IMPACT OF REFORM ON YEAR GROUPS		
Date	Cohorts	Comments
2014-15	<p>Year 7 – first cohort that will do full suite of revised GCSEs and revised VQs at 16-18</p> <p>Year 8 – first cohort that will do revised GCSEs in English, maths, geography, history, biology, chemistry, physics, double science, MFL, ancient languages, RS, D&T, art and design, drama, dance, music, PE, computer science, citizenship studies and revised VQs at 16-18</p> <p>Year 9 – first cohort that will do revised GCSEs in English and maths and revised VQs at 16-18</p> <p>Years 10 & 11 – Current GCSEs</p> <p>Years 12 & 13 – Current A Levels and VQs</p>	<p>Potential to opt-in to Progress 8 measure</p> <p>Second year of KS4 accountability measures where all qualifications eligible count as 1</p>
2015-16	<p>Year 10 - First teaching new GCSEs in English and maths</p> <p>Year 11 – Current GCSEs</p> <p>Year 12 – First teaching of new A Levels in biology, chemistry, physics, English language, English literature, English language and literature, art and design, business, computer science, economics, history, sociology, psychology</p> <p>Year 13 – Current A Levels and VQs on the DfE list meet interim list</p>	<p>Implementation of revised KS4 accountability measures, including Progress 8</p> <p>Intended implementation of revised 16-18 accountability measures</p>
2016-17	<p>Year 10 – First teaching new GCSEs in geography, history, biology, chemistry, physics, double science, MFL, ancient languages, RS, D&T, art and design, drama, dance, music, PE, computer science, citizenship studies</p> <p>Year 11 – First exams for new GCSEs in English and maths</p> <p>Year 12 – First teaching of new A Levels in maths, further maths, geography, modern foreign languages, ancient languages, design and technology, dance, drama, music, physical education and religious studies and first teaching of revised VQs</p> <p>Year 13 – First exams for new A Levels in biology, chemistry, physics, English language, English literature, English language and literature, art and design, business, computer science, economics, history, sociology, psychology</p>	
2017-18	<p>Year 10 – First teaching of remaining new GCSEs (subjects TBC)</p> <p>Year 11 – First exams for new GCSEs in geography, history, biology, chemistry, physics, double science, MFL, ancient languages, RS, D&T, art and design, drama, dance, music, PE, computer science, citizenship studies</p> <p>Year 12 – First teaching of remaining new A Levels (subjects TBC)</p> <p>Year 13 – First exams for new A Levels in maths, further maths, geography, modern foreign languages, ancient languages, design and technology, dance, drama, music, physical education and religious studies and revised VQs</p>	
2018-19	<p>Year 10 – First cohort with new KS2 curriculum taking full suite of revised qualifications</p> <p>Year 11 – All exams on revised GCSEs including first exams for remaining new GCSEs (subjects TBC)</p> <p>Year 12 – All teaching on revised qualifications</p> <p>Year 13 – Exams in new A Levels including first exams for remaining new A Levels (subjects TBC). Assessments for revised VQs that meet full characteristics for performance tables</p>	