



## Welcome to FFT's 2021 Benchmarking Reports Guidance

This document provides you with information and guidance about FFT's **2021 GCSE Benchmarking reports**. They compare your teacher assessed grades to a range of FFT estimates including your own school's subject specific progress/ attainment patterns in previous years.

The information and guidance is split into three categories throughout the reports:



Information about the report



What to look out for when analysing



FFT calculations

### Further Support:

If you have any queries about this guidance or would like to speak with a Support Team member about the 2021 Benchmarking service, then please contact us on 01446 776262 (option 2), or you can send an email to [support@fft.org.uk](mailto:support@fft.org.uk)

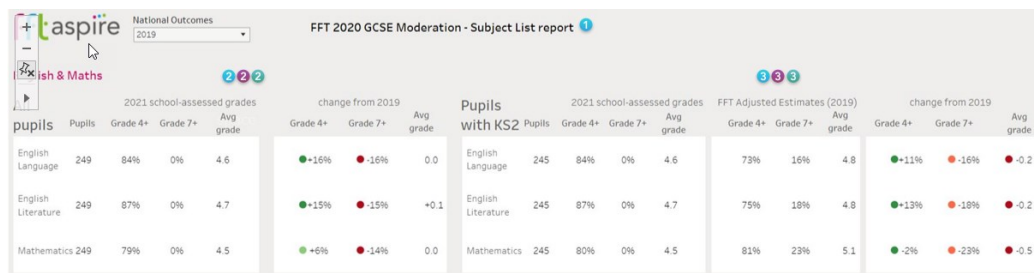
# Summary report



- The JCQ guidance on the determination of GCSE grades states that 2020 results should not be used for benchmarking purposes, as the last consistent set of standards was set in 2019. In setting out its decision on grading in 2021, Ofqual has acknowledged that grades in Summer 2020 were more generous than previous years, and that this overall generosity would be carried over to 2021. As such, Ofqual has stated, generally they expect 2021 results nationally, to look very similar to the 2020 grade profile. FFT have therefore given schools the option to compare 2021 provisional results to both 2019 and 2020.
- This report provides you with an aggregated summary of your 2021 GCSE teacher assessed grades, comparing this year's 2021 pre-submission results with historical attainment and progress data from your own school in the same subjects. It is primarily aimed at SLTs and should be used in conjunction with the more detailed FFT Subject List & Subject benchmarking reports to highlight any unusual subject patterns that might merit further attention prior to submitting results to exam boards in June.  
  
As with all the FFT benchmarking reports, the analysis should be used to SUPPORT the teacher assessment process by highlighting differences between this year's grades and previous patterns of attainment and progress in your school. It IS NOT a replacement for teachers' professional judgement, nor a validation/non-validation of your 2020 teacher assessed grades.
- Cohorts can change from year to year, particularly at subject level. KS2 prior attainment is one way that we can measure that difference. In general, and other things being equal, higher KS2 prior attainment is associated with higher KS4 results.
- Do the majority of your pupils have KS2 prior attainment (e.g. 90%+)? Extra care needs to be taken when looking at analyses with low percentages of pupils with KS2.
- Have there been any significant shifts in the % of pupils in each prior attainment band which could affect your 2021 results?
- 2019 & 2020 KS2 prior attainment is based on NC levels.
- 2021 KS2 prior attainment is based on scaled scores.
- KS2 Higher, Middle & Lower bands are based on FFT national distributions. Pupils are evenly distributed across all bands each year (i.e. always approx. 33% in each national group).
- 2020 comparisons will only be available for those schools who took part in FFT's 2020 Results Service and only for those subjects that were taken in 2019 and 2020.
- By aggregating data from individual GCSE subjects, this report allows you to see the change at school level from 2019/ 2020 to 2021.
- The coloured circles are a good starting point for looking at year on year differences but don't discount other data.
- Has there been a significant change in the % of GCSEs graded 4+, 7+ and the Average grade?
- Are the patterns the same for both males and females?
- Have the number and % of pupils achieving specific grades changed significantly between 2021 and 2020/ 2019? Use the bar chart to analyse percentages and the table to analyse raw numbers of pupils.
- Attainment figures are shown for ALL pupils including those with no KS2 prior attainment.
- 0 (zero) grade includes all grades other than 9-1 (e.g. fails, U, X, etc.)
- For comparability, 2019 and 2020 figures are based on 'like-for-like' GCSE subjects taken in 2021.
- This analysis compares your 2021 teacher assessed grades to FFT's 'school adjusted' estimates. These estimates use your pupils' KS2 prior attainment but are adjusted to take account of your own school's 'weighted' progress in that over the last 3 years.
- Attainment figures are shown for ALL pupils including those with no KS2 prior attainment.
- 0 (zero) grade includes all grades other than 9-1 and U (e.g. fails etc.).
- For comparability, 2019 and 2020 figures are based on 'like-for-like' GCSE subjects taken in 2021.
- The analysis is based on 'matched' pupils with KS2 data.
- School adjusted estimates within the Summary report are based on an aggregation of all subject estimates – taking into account all the ranks and estimated grades from all subjects
- This 'what-if' scenario analyses your school's 2021 teacher assessed grades using either FFT's 2019 or 2020 national value added progress model. It DOES NOT compare your progress to other schools THIS YEAR and is simply an early indicator of what VA might look like.
- How do the FFT50 estimates compare to your teacher assessed grade predictions?
- Are patterns consistent across males and females?
- Is valued added 'positive' (progress higher than similar pupils nationally) or 'negative' (progress lower than similar pupils).
- FFT50 estimates are based on average (50th percentile) national progress rates for similar pupils in 2019 or 2020.
- The FFT50 estimates model uses the following inputs - KS2 prior attainment, gender and month of birth.

KEY	% Grade 4+ and 7+ Individual Grades (in distribution)	Average Grade	Over 10% higher	Over 5-10% higher	Over 0.5 higher	5-10% higher	Over 2.5% - 5% lower	Over 5% lower	Over 10% lower	Over 0.25 lower
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# Subject list report



**1** This report provides you with a 'subject-by-subject' overview of your 2021 teacher-assessed GCSE grades. It is primarily aimed at SLTs as a way of quickly highlighting any unusual subject level patterns that might merit further attention prior to submitting results to exam boards in June. The report is split by the following subject categories:

- English and Maths
- EBacc
- Other subjects

As with all the FFT benchmarking reports, the analysis should be used to SUPPORT the teacher assessment process by highlighting differences between this year's grades and previous patterns of attainment and progress in your school which factor in the prior attainment of your pupils. It IS NOT a replacement for teachers' professional judgement, nor a validation/non-validation of your 2021 teacher assessed grades.

**2** This analysis is a simple comparison of 2021 teacher assessed grades against 2019 or 2020 actual results.

- The coloured circles are a good starting point for looking at year on year differences but don't discount other data.
- Look out for subjects where there has been a significant change in either the % of GCSEs graded 4+, 7+ or the Average grade.
- Are there any consistent patterns running across all/the majority of subjects this year?
- Can you think of any reasons for these patterns? (e.g. cohort differences, staffing changes, changes to teaching and learning practices)

- Only GCSE subjects are included in this analysis
- Attainment figures are shown for ALL pupils including those with no KS2 prior attainment.
- % Grade 4+, 7+ and Avg Grade figures INCLUDE fails/ungraded/absent results.

**3** This analysis compares your 2021 teacher assessed grades to FFT's 'school adjusted' estimated grades. The estimates are based on individual KS2-4 subject progress in your own school over the last 3 years with stronger weighting given to progress rates in the latest years. The FFT 'school adjusted' estimates use KS2 prior attainment as a starting point for your pupils and assume similar subject progress in 2021.

- The analysis is based on 'matched' pupils with KS2 data only. Check the difference between the total and matched number of pupils and take extra care where the difference is large.

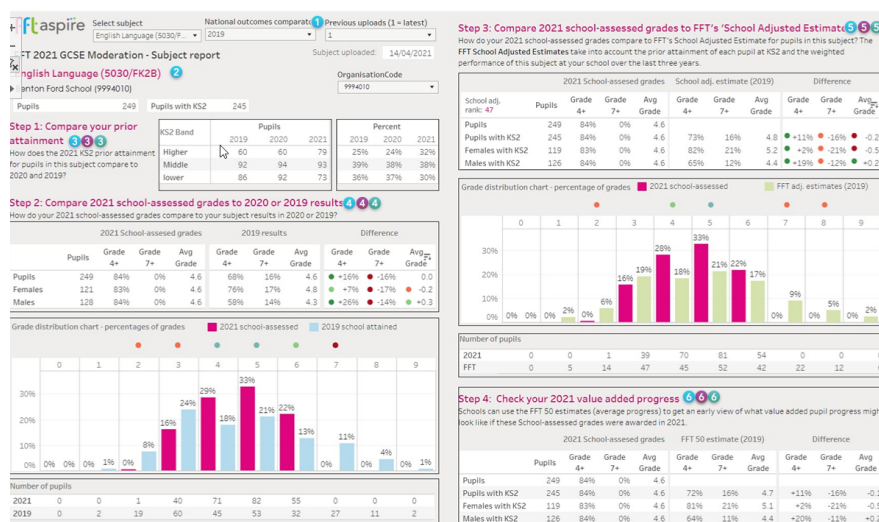
- Are there significant differences between FFT's estimates and your own 2021 school grades at Grade 4+, 7+ and Avg grade?
- Are there any consistent patterns running across all/the majority of subjects this year?

- FFT estimates take account of prior attainment and previous progress in individual subjects at your school. Can you think of any other reasons for the differences between your 2021 results and FFT's estimates? (e.g. staffing changes, changes to teaching and learning practices etc.)

- The analysis is based on 'matched' pupils with KS2 data.
- Where there is no historical data for a subject, the analysis defaults to the subject area. If historical data is unavailable for the subject area, this then defaults to the overall school ranking.

KEY	% Grade 4+ and 7+ Individual Grades (in distribution)	Average Grade	Over 10% higher	Over 10% higher	Over 0.5 higher	5-10% higher	5-10% higher	0.25-0.5 higher	2.5% -5% lower	5% -10% lower	0.1-0.25 lower	Over 5% lower	Over 10% lower	Over 0.25 lower
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# Subject report



1 The JCQ guidance on the determination of GCSE grades states that 2020 results should not be used for benchmarking purposes, as the last consistent set of standards was set in 2019. In setting out its decision on grading in 2021, Ofqual has acknowledged that grades in Summer 2020 were more generous than previous years, and that this overall generosity would be carried over to 2021. As such, Ofqual has stated, generally they expect 2021 results nationally, to look very similar to the 2020 grade profile. FFT have therefore given schools the option to compare 2021 provisional results to both 2019 and 2020.

2 This report provides a detailed subject based analysis of your 2021 teacher assessed grades. It is primarily aimed at Department Heads and Teachers for supporting teacher assessment. It is also useful for SLTs when requiring further detail for subjects flagged in one of the higher-level FFT Summary reports.

As with all the FFT moderation reports, the analysis should be used to SUPPORT the teacher assessment process by highlighting differences between this year's grades and previous patterns of attainment and progress in your school. It IS NOT a replacement for teachers' professional judgement, nor a validation/non-validation of your 2021 teacher assessed grades.

Please note that only subjects with 10 or more pupils will have an individual subject report.

3 Cohorts can change from year to year, particularly at subject level. KS2 prior attainment is one way that we can measure that difference. In general, and other things being equal, higher KS2 prior attainment is associated with higher KS4 results.

3 • Do the majority of your pupils have KS2 prior attainment (e.g. 90%+)? Extra care needs to be taken when looking at analyses with low percentages of pupils with KS2.

• Have there been any significant shifts in the % of pupils in each prior attainment band which could affect your 2021 results?

3 • 2019 & 2020 KS2 prior attainment is based on NC levels.

• 2021 KS2 prior attainment is based on scaled scores.

• KS2 Higher, Middle & Lower bands are based on FFT national distributions. Pupils are evenly distributed across all bands each year (i.e. always approx. 33% in each national group).

• 2020 comparisons will only be available for those schools who took part in FFT's 2020 Results Service and only for those subjects that were taken in 2019 and 2020.

4 This analysis compares your 2021 teacher assessed grades to 2020 or 2019 results.

4 • The coloured circles are a good starting point for looking at year on year differences but don't discount other data.

• Has there been a significant change in the % of GCSEs graded 4+, 7+ and the Average grade?

• Are the patterns the same for both males and females?

• Have the number and % of pupils achieving specific grades changed significantly between 2021 and 2020/ 2019? Use the bar chart to analyse percentages and the table to analyse raw numbers of pupils.

4 • Attainment figures are shown for ALL pupils including those with no KS2 prior attainment.

• 0 (zero) grade includes all grades other than 9-1 and U (e.g. fails etc.).

• For comparability, 2019 and 2020 figures are based on 'like-for-like' GCSE subjects taken in 2021.

5 This analysis compares your 2021 teacher assessed grades to FFT's 'school adjusted' estimates. These estimates use your pupils' KS2 prior attainment but are adjusted to take account of your own 'weighted' progress in that subject over the last 3 years.

5 • Are there significant differences between FFT's estimates and your own 2021 school grades at Grade 4+, 7+ and Average grade?

• Are the patterns the same for males and females?

• For individual grades, how do your 2021 results compare to FFT's estimates? Use both %s and raw numbers.

5 • The analysis is based on 'matched' pupils with KS2 data.

• Your own school's weighted progress or School Adjusted Rank' is based on 2017-2019

• Where there is no historical data for a subject, the analysis defaults to the subject area. If historical data is unavailable for the subject area, this defaults to the overall school ranking.

6 This 'what-if' scenario analyses your school's 2021 teacher assessed grades using either FFT's 2019 or 2020 national value added progress model. It DOES NOT compare your progress to other schools THIS YEAR and is simply an early indicator of what VA might look like.

6 • How do the FFT50 estimates compare to your teacher assessed grade predictions?

• Are patterns consistent across males and females?

• Is valued added 'positive' (progress higher than similar pupils nationally) or 'negative' (progress lower than similar pupils).

• How do the FFT50 estimates compare to your 'school adjusted estimates' in step 3?

6 • FFT50 estimates are based on average (50th percentile) national progress rates for similar pupils in 2019 or 2020.

• The FFT50 estimates model uses the following inputs - KS2 prior attainment, gender and month of birth.

KEY	% Grade 4+ and 7+	Over 10% higher	5-10% higher	2.5%-5% lower	Over 5% lower
	Individual Grades (in distribution)	Over 10% higher	5-10% higher	5%-10% lower	Over 10% lower
	Average Grade	Over 0.5 higher	0.25-0.5 higher	0.1-0.25 lower	Over 0.25 lower

# Pupil list report



- This report provides you with a pupil-by-pupil list of your 2021 teacher-assessed GCSE grades for each individual subject. It is primarily aimed at Department Heads and Teachers for supporting teacher assessment.

As with all the FFT benchmarking reports, the analysis should be used to SUPPORT the teacher assessment process by highlighting differences between school-assessed grades and FFT estimates. It IS NOT a replacement for teachers' professional judgement, nor a validation/non-validation of your 2021 teacher assessed grades.
  - This analysis is a simple comparison of 2021 teacher assessed grades in a subject against the pupils' FFT school adjusted estimate. These estimates use your pupils' KS2 prior attainment but are adjusted to take account of your own 'weighted' progress in that subject over the last 3 years.
- The coloured circles are a good starting point for looking at differences between pupils' school assessed grades and estimates but don't discount other data.
  - On the scatterplot, are there more pupils above or below the diagonal line (i.e. above or below FFT estimates)?
  - Are pupils generally within the tramlines (i.e. school assessed grades are within +/- 1 grade of FFT estimate)?
  - How many pupils have a teacher assessed grade that is more than +/- 1 grade different to FFT's estimated grade? (hover over the markers to identify the pupils and click then click the marker to identify them in the pupil list)
  - The analysis is based on ALL pupils but estimates will only be available for pupils with KS2 prior attainment
  - The scatterplot is based on 'matched' pupils
  - Where there is no historical data for a subject, the analysis defaults to the subject area. If historical data is unavailable for the subject area, this defaults to the overall school ranking.

KEY Diff to estimate • 1 grade or more higher • 1 grade or more lower

# Pupil report



1 This individual pupil report provides you with teacher-assessed GCSE grades across all of their subjects. It is primarily aimed at Department Heads and Teachers for supporting teacher assessment and providing further detail about pupils flagged within the Pupil List report.

As with all the FFT benchmarking reports, the analysis should be used to SUPPORT the teacher assessment process by highlighting differences between school-assessed grades and FFT estimates. It IS NOT a replacement for teachers' professional judgement, nor a validation/ non-validation of your 2021 teacher assessed grades.

2 This analysis is a comparison of 2021 teacher assessed grades against the FFT school adjusted estimates, across all of a pupil's subjects. These estimates use your pupils' KS2 prior attainment but are adjusted to take account of your own 'weighted' progress in that subject over the last 3 years.

- 2
- The coloured circles are a good starting point for looking at differences between a pupil's school assessed grades and estimates but don't discount other data.
  - On the scatterplot, are their subjects above or below the diagonal line (i.e. above or below FFT estimates)?
  - Are the subjects generally within the tramlines (i.e. school assessed grades are within +/- 1 grade of FFT estimate)?

- 2
- The analysis is based on 'matched' pupils with KS2 data.
  - Where there is no historical data for a subject, the analysis defaults to the subject area. If historical data is unavailable for the subject area, this defaults to the overall school ranking.

KEY Diff to estimate: ● 1 grade or more higher ● 1 grade or more lower