



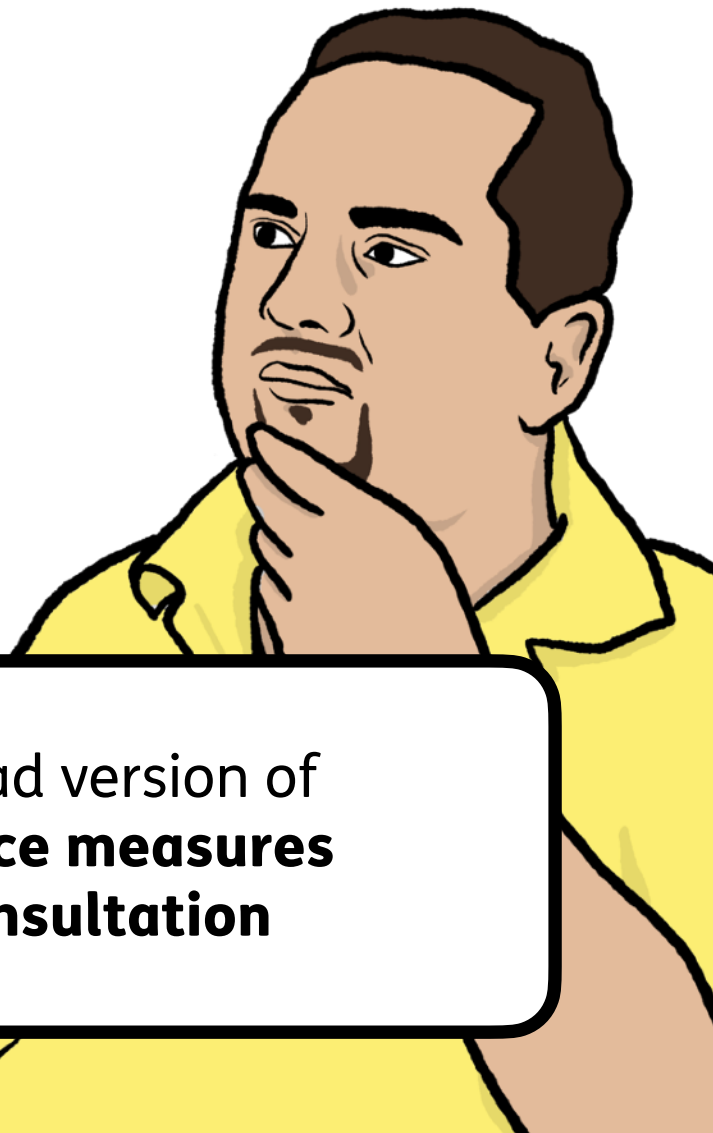
Department
for Education



Easy
Read

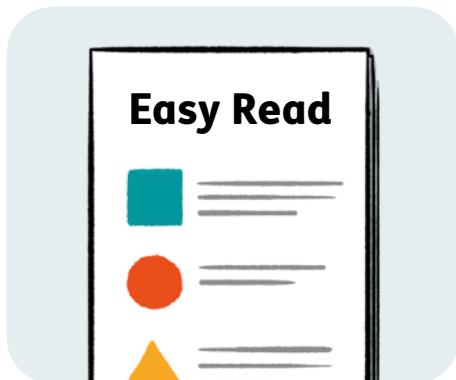
Changing the way we check how well students aged 16 to 19 are doing in school and college

What do you think?



This is an Easy Read version of
16-19 performance measures
Government consultation

Easy Read

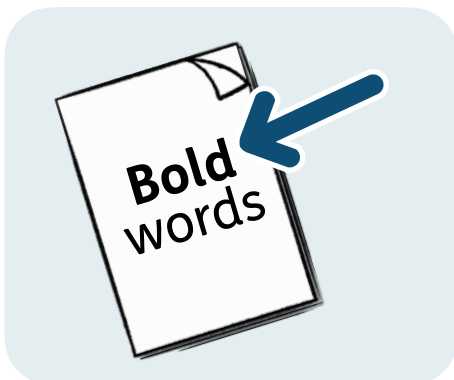


This is an Easy Read version of some information.

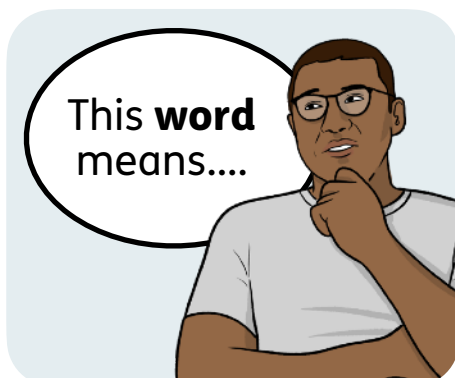
It uses easier words and pictures.



Some people may still want help to read it.



Some words are **bold** to show they are important.



Bold words are explained if they are hard to understand.

What is in this booklet

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About this booklet



Department
for Education

The Department for Education is part of the government.

We are responsible for education in England.



We want to improve the way we check how well schools and colleges are doing for students aged 16 to 19.



This booklet explains the changes we are thinking about.

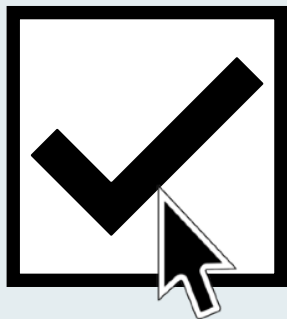


We want to know what you think.

Please read the booklet and answer the questions by
Tuesday, 21 July 2026.

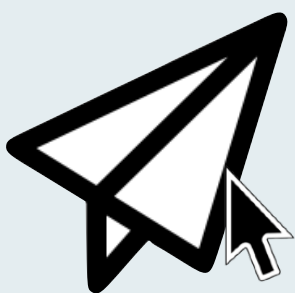
How to send us your answers

On a computer



You can answer the questions on your computer.

You will be able to click or write in the boxes.



When you have finished the survey, save it to your computer.

Then email a copy to:

1619performancemeasures.consultation@education.gov.uk

On paper



You can print out this survey and fill it in on paper.



You can send us your answers by post. Send them to:

**16-19 Performance Measures
Reform Consultation Team
Department for Education
Sanctuary Buildings
20 Great Smith Street
London
SW1P 3BT**

Why the government wants to make changes



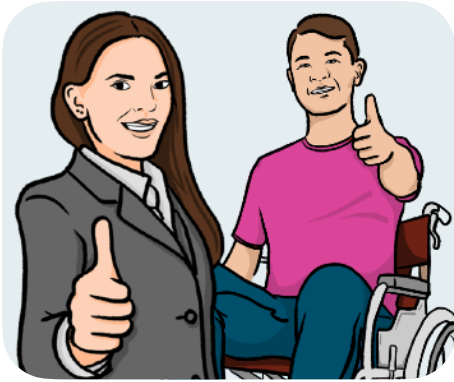
We use **performance measures** to check how well schools and colleges are doing.



Performance measures help us understand results in schools and colleges.



The measures we use now do not tell us enough about how well all students aged 16 to 19 are doing.



We want to make the performance measures fairer and clearer for everyone.



We want to make changes that help us to check how well all students are doing over time.

About the chapters



This booklet has 3 chapters about the changes we want to make:

1. **Chapter 1** is about checking how well all students are doing.



2. **Chapter 2** is about English and maths.



3. **Chapter 3** is about students staying in school or college until the end of their course.



First, we will ask some questions about you. They start on the next page.

About you



Please answer these questions about yourself.



Your answers will help us to make sure we are hearing from different groups of people.

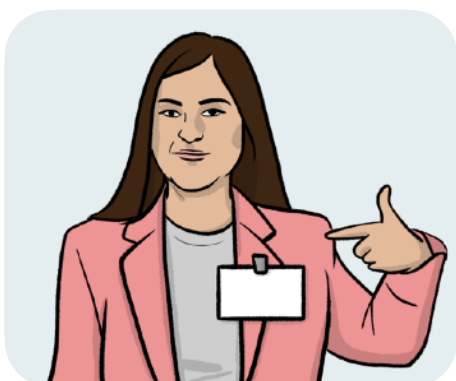


You do not have to answer these questions if you do not want to.

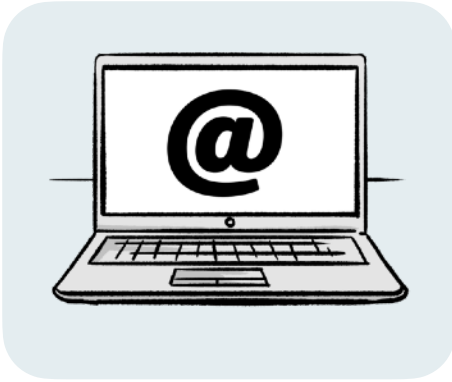


We will follow the law when we use information about you.

You can find out more about this at our website: www.gov.uk/government/organisations/department-for-education/about/personal-information-charter



Question 1: What is your name?

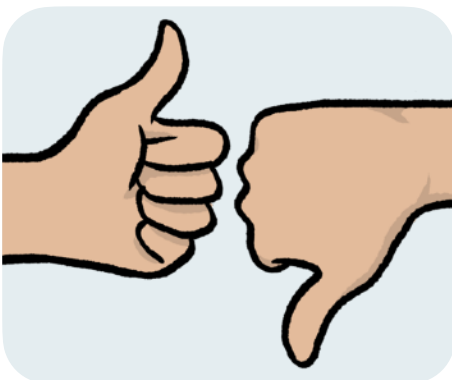


Question 2: What is your email address?



We may email to contact you about your answers.

You do not have to give us your email address.



Question 3: Are you happy for us to contact you about your answers?

Please tick 1 box.

☐

Yes

☐

No



Question 4: Are you answering for yourself or for an organisation?

Please tick 1 box.

☐

Myself

☐

An organisation



If you are answering for yourself, go to question 5 on page 14.



If you are answering for an organisation, go to question 6 on page 16.

If you are answering for yourself



Question 5: Which of these best describes you?

Please tick 1 box.

☐

Student, pupil or learner

☐

Parent or carer

☐

Principal, headteacher or senior leader

There are more options on the next page.

☐

Teacher

☐

Tutor or lecturer

☐

Researcher

☐

Academic or education
expert

☐

Governor

☐

Other - please say what:

If you are answering for an organisation



Question 6: Please tell us what type of organisation you are answering for:



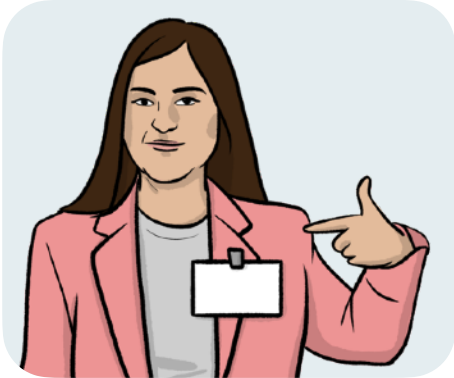
Question 7: What is the name of your organisation?



Question 8: What is your role in the organisation?



Question 9: Do you want us to keep your details private?



Your name:

☐

Yes

☐

No

☐

Does not apply



Your organisation:

☐

Yes

☐

No

☐

Does not apply



Question 10: Do you want us to keep your answers private?

Please tick 1 box.

☐

Yes

☐

No



If you would like us to keep your answers private, please tell us why.

Chapter 1: Checking how well all students are doing



Remember, we use **performance measures** to check how well schools and colleges are doing for students aged 16 to 19.



We want to make changes that help us to check how well all students aged 16 to 19 are doing in school or college.

Different levels



When students finish secondary school at 16, they carry on learning at school or college.

Students can learn in courses at 3 different levels:



1. **Level 1** or **entry-level** courses help students learn life and work skills.



2. **Level 2** courses for students who either:



- Want to do a Level 3 course but need some support before they move to a Level 3 course.



- Want to learn new skills that are to do with a certain job.



3. **Level 3** courses are mostly **A Levels** and **T Levels**.



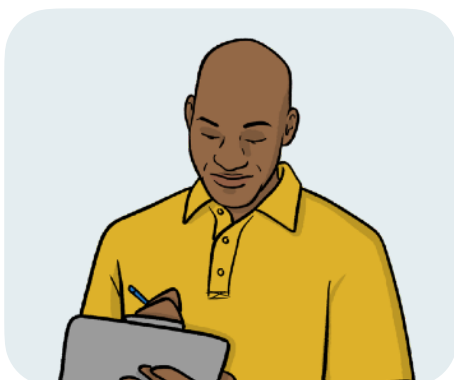
A Levels help students learn more about a subject.



T Levels mix learning with skills for a job.



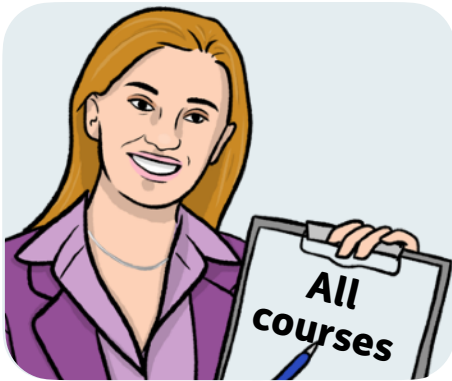
Right now, our performance measures do not include every course.



We check some Level 3 courses, some Level 2 courses and no Level 1 courses.



This means we are not checking about 1 in every 3 students aged 16 to 19.



We want to see if we should include all Level 1, Level 2 and Level 3 courses in our performance measures.

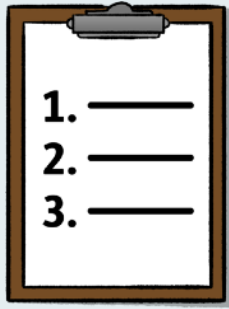


We want the measures to show us how well schools and colleges are doing in courses at each separate level.



For example, we want to see if we should check how well schools and colleges are supporting students in all Level 1 courses.

And separately, we want to check this in all Level 2 courses.



Question 11: Do you agree or disagree with having performance measures that show us how well students are doing in all courses at each separate level?

Please tick 1 box.

Agree
a lot

Agree

Not sure

Disagree

Disagree
a lot

☐☐☐☐☐

Please tell us why you think this.



Question 12: What do you think is most important to check when we look at all the courses at each separate level?

Please write your answer.



Question 13: If you are a student aged 16 to 19, or a parent, what matters most to you when choosing a school or college?

Please write your answer.



Question 14: Are there any other ways to improve our performance measures that show how well students are doing in courses at different levels?

Please write your answer.

Level 3 courses



Remember, most Level 3 courses are A Levels and T Levels.



From 2027, Level 3 will also include new courses called **V Levels**.



V Levels teach skills for different types of work.



We want our performance measures to help us check all Level 3 courses in the same way.

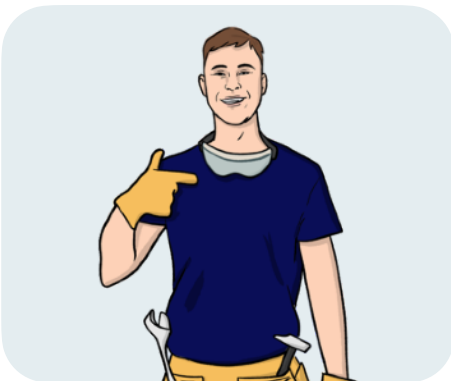
Checking all Level 3 courses in the same way would help us to understand:



- How well students are doing across all A Levels, T Levels and V Levels.



- How much students are improving.



- What students do next after their Level 3 courses, like get a job or go on to learn more.



Question 15: Do you agree or disagree that all Level 3 courses should be checked in the same way?

Please tick 1 box.

Agree
a lot

Agree

Not sure

Disagree

Disagree
a lot

☐☐☐☐☐

Please tell us why you think this.

Level 2 courses



Remember, **Level 2** courses are for students who either:



- Want to do a Level 3 course but need some support before they move on to a Level 3 course.



- Want to learn new skills that are to do with a certain job.

From 2027, there will be 2 new types of Level 2 courses:



1. **Foundation Certificates** - these will help students move on to Level 3 courses.



2. **Occupational Certificates** - these will help students get ready for a job.



We want to check these new Level 2 courses in the same way as we have suggested for all Level 3 courses.



Question 16: Do you agree or disagree that the new Level 2 courses should be checked in the same way?

Please tick 1 box.

Agree
a lot

Agree

Not sure

Disagree

Disagree
a lot

☐☐☐☐☐

Please tell us why you think this.

Level 1 courses



Remember, Level 1 or entry-level courses help students learn life and work skills.



Many of the students doing these courses have **SEND**.



SEND stands for Special Educational Needs and Disabilities. It means a person needs extra support to learn.



We want to think about the best way to check how well schools and colleges support these students.



We want to know whether we should have new performance measures to check how well students do in Level 1 and entry-level courses.



We want to be able to check these courses in a fair way, which may be different from courses at other levels.



Question 17: Do you have any ideas for how we can check students doing Level 1 and entry-level courses in a fair way?
Please write your answer.

Chapter 2: English and maths

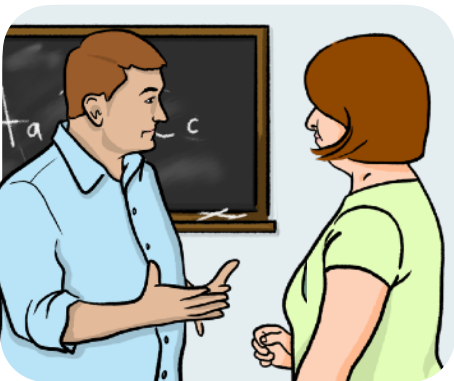


English and maths are very important for life, learning and work.



About 4 in 10 students start school or college at 16 without a **pass** in GCSE English or maths.

A **pass** means a grade 4 or above.



Schools and colleges help these students improve their English and maths.



The students will work towards taking new exams at school or college and getting better grades.

Progress measures



We use **progress measures** to see how much students improve in English and maths.

We want the measures to:



- Give students enough time to be ready before they take an exam.



- Be fair to schools and colleges.



- Show clearly how well students are doing.



We are suggesting 3 changes to the progress measures we use.

Change 1: The penalty for not taking an exam



Right now, if a student does not take an English or maths exam, the school or college gets a lower score in the progress measure.



The school or college loses 1 point from their score. This is called a **penalty**.



This happens even if the student has only been at the school or college for 1 year.



Sometimes, 1 year is not enough time for a student to be ready to take an English or maths exam.



We think it is not fair to give schools and colleges a penalty so soon.



We want to only give the penalty if a student has been at the school or college for 2 years or more, and still has not taken an exam.



Question 18: Do you agree or disagree that we should remove the penalty for students who have only been at a school or college for 1 year?

Please tick 1 box.

Agree
a lot

Agree

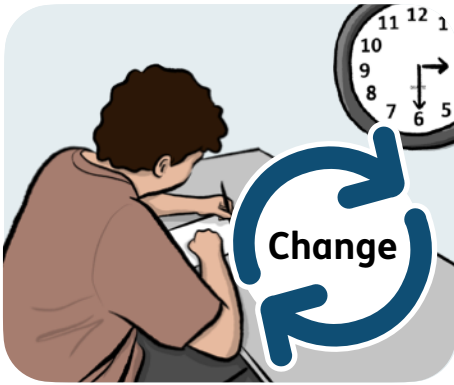
Not sure

Disagree

Disagree
a lot

☐☐☐☐☐

Please tell us why you think this.



Question 19: If we remove the penalty, how likely is it that schools and colleges will change when students take their exams?

Please tick 1 box.

Very
likely

☐

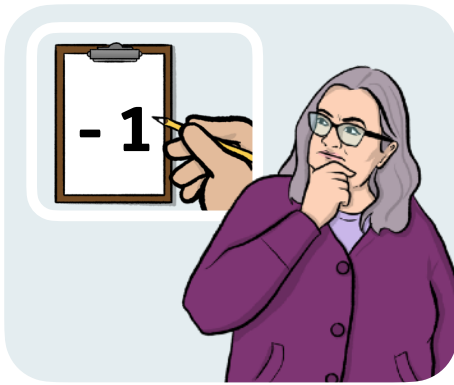
Likely

☐

Not
likely

☐

Please tell us why you think this.



Question 20: What else might happen if we remove the penalty?
Could there be any problems?

Please write your answer.

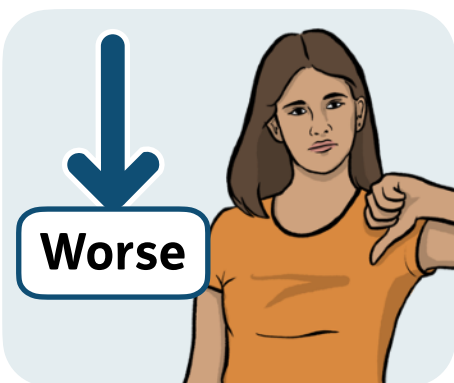
Change 2: How many points a school or college can lose



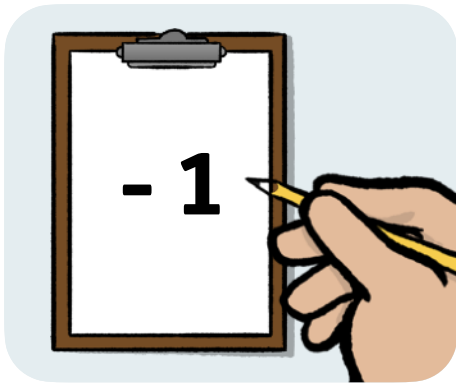
We give schools and colleges points for how much students improve in English and maths.



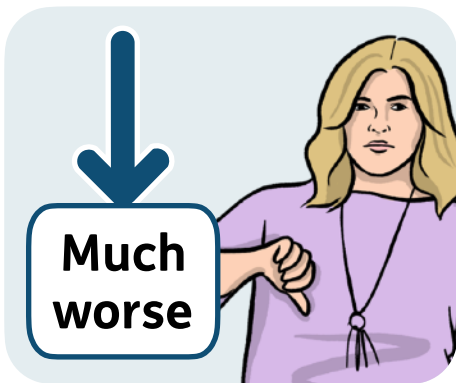
If a student does better than before, the school or college gets points. This is good.



If a student does worse than before, the school or college loses points.



Right now, the most a school or college can lose for 1 student is 1 point. We call this a **cap**.



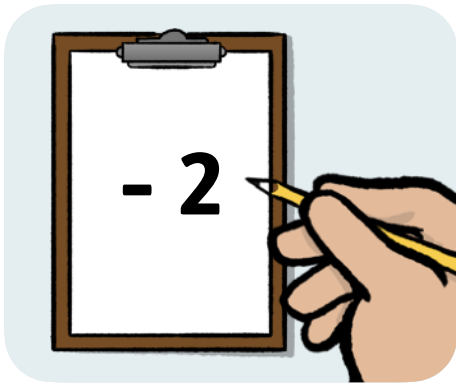
The school or college still only loses 1 point, even if the student is doing much worse in English or maths.



So we want to change the cap so a school or college can lose up to 2 points when a student is doing much worse.



We would also change the penalty for students not taking an exam to 2 points, to keep it fair.



Question 21: Do you agree or disagree that we should change the cap, so a school or college can lose up to 2 points instead of 1?

Please tick 1 box.

Agree
a lot

Agree

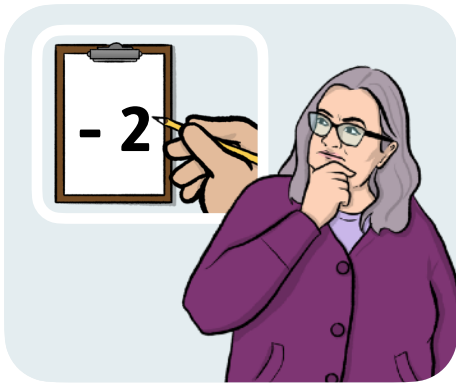
Not sure

Disagree

Disagree
a lot

☐☐☐☐☐

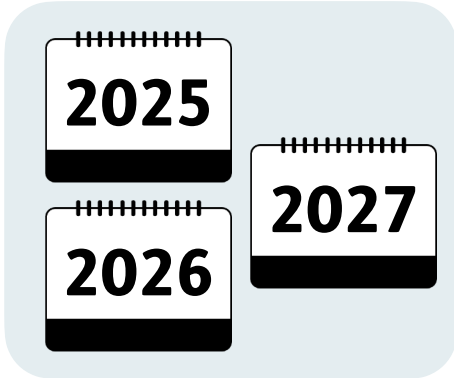
Please tell us why you think this.



Question 22: What else might happen if we change the cap?
Could there be any problems?

Please write your answer.

When the changes could start



The changes could start for students who start studying after the age of 16 in 2025, 2026 or 2027.



We would show what we have found out from the new measures in spring 2029.



Question 23: Do you agree or disagree that we should start the changes for students who start studying after the age of 16 in 2025, 2026 or 2027, and show what we find out in spring 2029?

Please tick 1 box.

Agree
a lot

Agree

Not sure

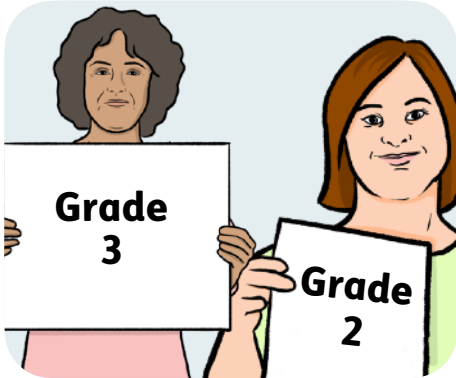
Disagree

Disagree
a lot

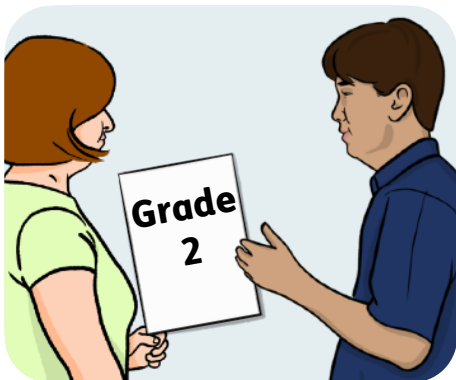
☐☐☐☐☐

Please tell us why you think this.

Change 3: Students who start at different levels



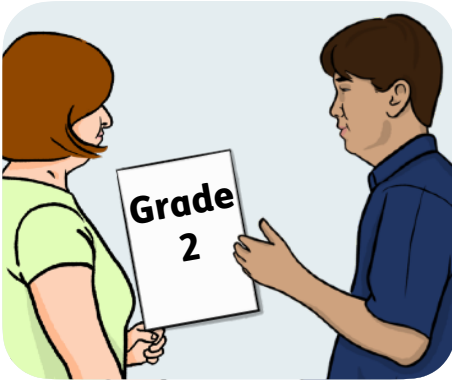
Some students start with lower English and maths GCSE grades than others.



We want our progress measures to check how well schools and colleges help these students.



This will help show where schools and colleges are doing well, and where they could do better.



Question 24: Do you agree or disagree that we should check how well schools and colleges help students who start with different English and maths GCSE grades?

Please tick 1 box.

Agree
a lot

Agree

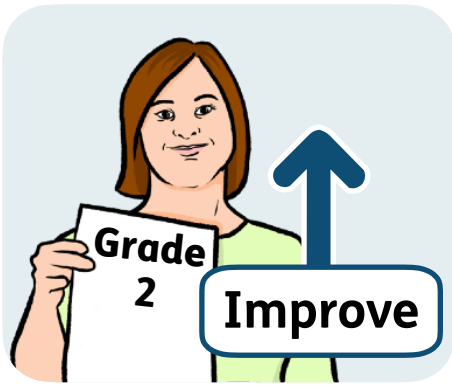
Not sure

Disagree

Disagree
a lot

☐☐☐☐☐

Please tell us why you think this.



Question 25: How can we best check how much students improve if they start with the lowest English and maths grades?

Please write your answer.

English and maths qualification achievement rates



We also check how many students finish their English and maths courses and complete an exam.

We call these qualification achievement rates.



Right now, this counts as a good achievement for the school or college, even when a student gets the same grade, or a lower grade, than before.



We want to look at ways we can make it clearer when a student's achievement shows they are doing better.

For example, getting a higher grade than before.



Question 26: How do you think we could make it clearer when a student has a better grade than before?

Please write your answer.



Question 27: How do the progress measures we use to check English and maths affect the choices schools and colleges make?

For example, does it change which courses schools and colleges choose, or how they decide when students take exams?

Please write your answer.

Chapter 3: Staying in school or college to the end of a course

When a student stays to the end of their course, we call this **retention**.

We have 3 ways to check retention:



1. Checking how many students stay to the end of their course.

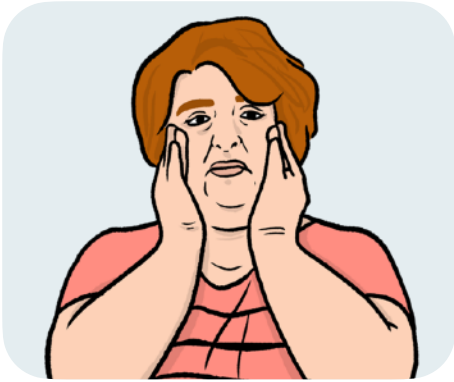


2. Checking how many students stay and take their exams or **assessments**.

Assessments check that a student has done all the work they needed to do for their course.



3. Checking how many students come back for a second year.



Having 3 ways to check whether students stay to the end of a course is confusing.



We think we only need to check how many students stay and take their exams or assessments.



We would also say that if a student moves up from a Level 2 course to a Level 3 course, this would also count as the student staying to the end of their course.



This would show us everything we need to know. So we would stop doing the other 2 checks.



Question 28: Do you agree that we just need to check how many students stay and take their exams or assessments?

Please tick 1 box.

Yes

☐

Yes, but I have some thoughts

☐

No

☐

Not sure

☐

Question 29: If you said 'Yes, but I have some thoughts', please write them here.

Students who move to an apprenticeship



Some students leave their course to start an **apprenticeship**.

An **apprenticeship** is a job where you also learn and train.



Right now, if a student leaves early to start an apprenticeship, it goes against their school or college.



We are thinking about changing this so it does not affect the way we check how well the school or college is doing.



Question 30: What do you think about this idea for students who move to an apprenticeship? Are there any other changes we should think about? Could there be any problems?

Please write your answer.

How the changes may affect different people



We want to understand how the changes we are suggesting may affect different people.

Some groups of people may be affected in different ways, like:



- Disabled people.



- Young people with SEND.



Some changes may cause problems we did not expect.



This could affect some schools, colleges or students more than others.



Question 31: Do you think the changes we are suggesting will affect some groups of people differently?

Tell us about which groups and how they may be affected.

Please write your answer.

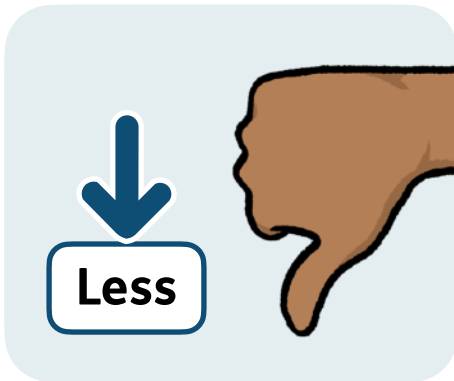


Question 32: Do you think the changes we are suggesting will affect certain schools, colleges or groups of students?

Tell us about which schools, colleges or groups of students and how they may be affected.

Please write your answer.

Improving the changes



We want to reduce any negative effects from the changes we are suggesting.



We also want to improve positive effects.



Question 33: Do you have any ideas to:

- Reduce negative effects?
- Improve positive effects?

Please write your answer.

How the changes may affect staff



We want to understand how the changes we are suggesting may affect staff in schools and colleges.

This includes their **workload** and **wellbeing**.



Workload means how much work staff have to do.



Wellbeing means how staff feel, including stress and pressure at work.



Question 34: How do you think the changes we are suggesting will affect staff workload or wellbeing?

Tell us about what may change and how staff may be affected.

Please write your answer.

Different staff roles

Some different staff roles include:



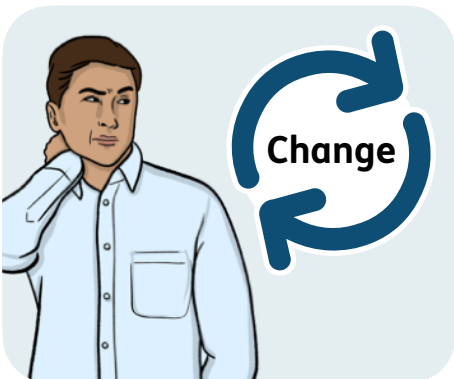
- Teachers or tutors.



- Staff in charge of certain subjects or courses.



- Staff who support students with SEND.



Some staff may be affected by the changes more than others.

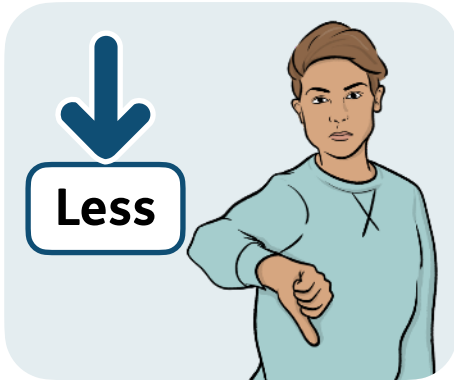


Question 35: Do you think some staff roles will be affected by the changes more than others?

Tell us about which roles and how they may be affected.

Please write your answer.

Improving the changes



We want to reduce any negative effects on staff.



We also want to support staff's wellbeing.

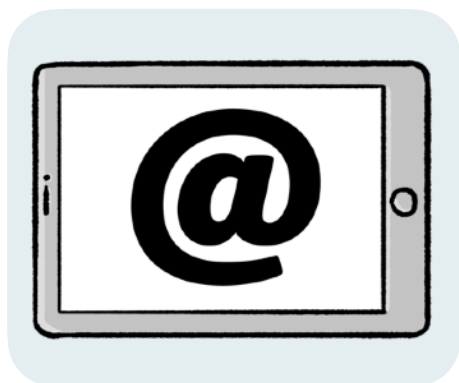


Question 36: Do you have any ideas to:

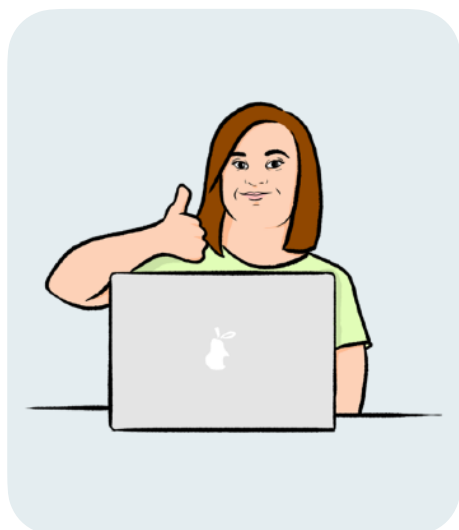
- Reduce negative effects on staff?
- Support staff's wellbeing?

Please write your answer.

Find out more



You can email us to find out more:
1619performancemeasures.consultation@education.gov.uk



You can fill in the full online survey here: consult.education.gov.uk/performance-measures-policy-unit/16-19-performance-measures/

The full online survey is not in Easy Read.