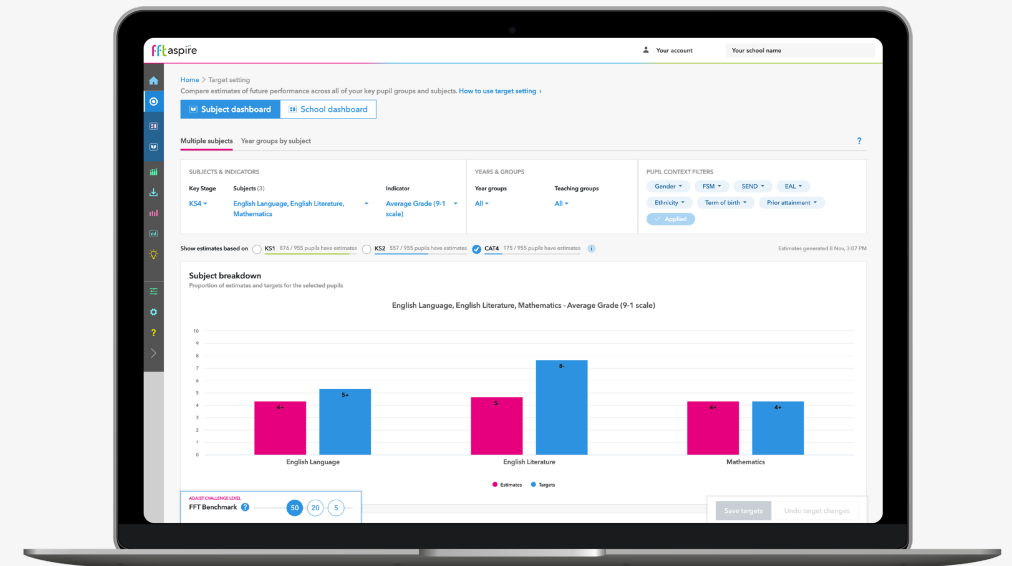


# Introducing the **2022 FFT & GL Assessment GCSE Estimates Service for Secondary schools.**

FFT and GL Assessment have extended the service this year for all year groups. Same day CAT4 estimates are now available.



# For your information



- Today's session is being recorded
- No images or names of delegates will be captured
- We have muted all microphones, please use the 'chat' facility if you have any questions
- Please direct any questions to **FFT Sean** and we will answer them at the end of the session



- Slides will be emailed to you after the presentation
- For specific questions about your school's data please contact our support team on [support@fft.org.uk](mailto:support@fft.org.uk) or **01446 776262 (option 2)**

# Agenda



Latest performance information from KS2 2022 (current year 7)



Attendance & performance (inc regional)



Attendance (years 8-11)



Getting the most out of CAT4



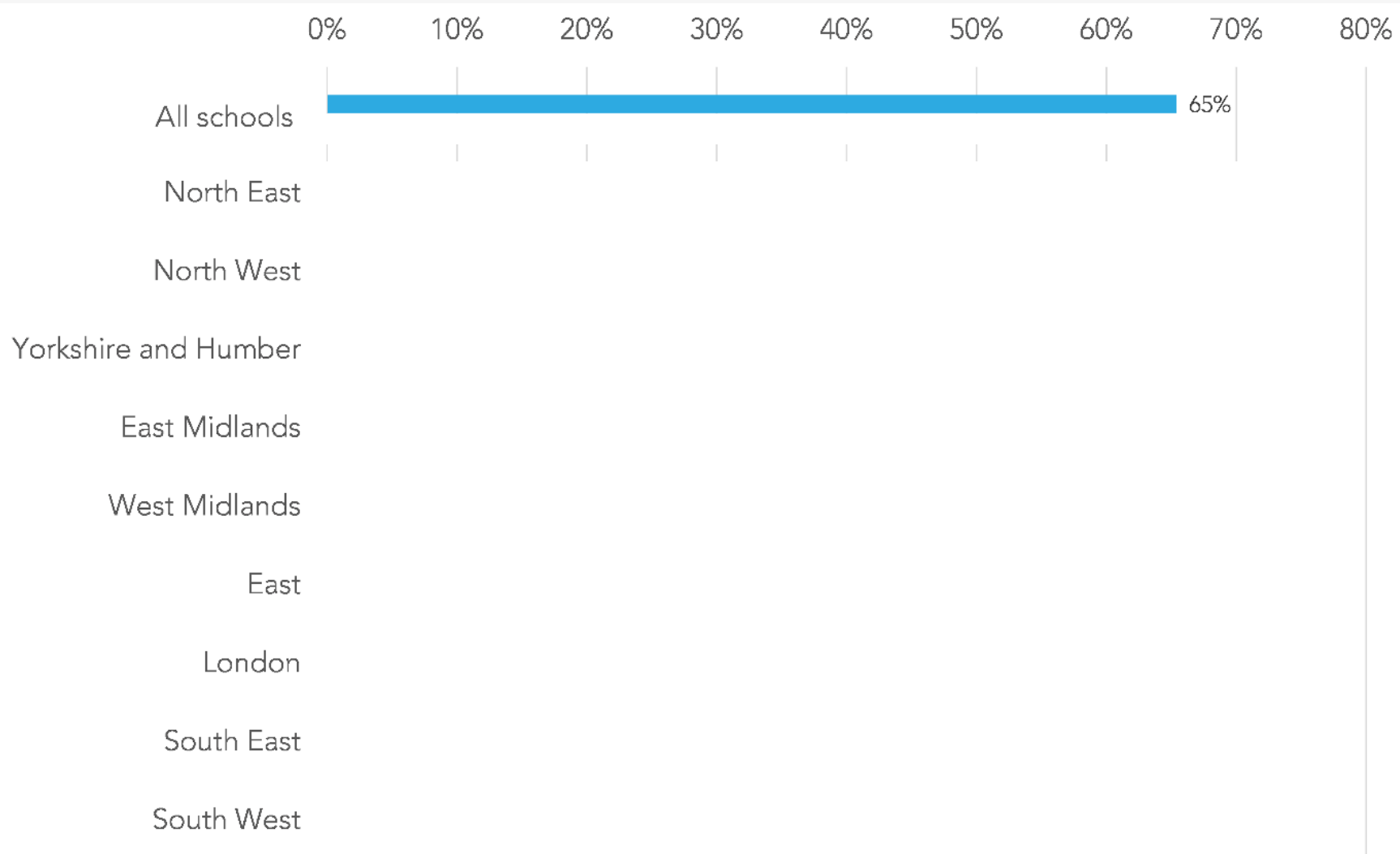
Using the new dynamic estimates



New reports and functionality

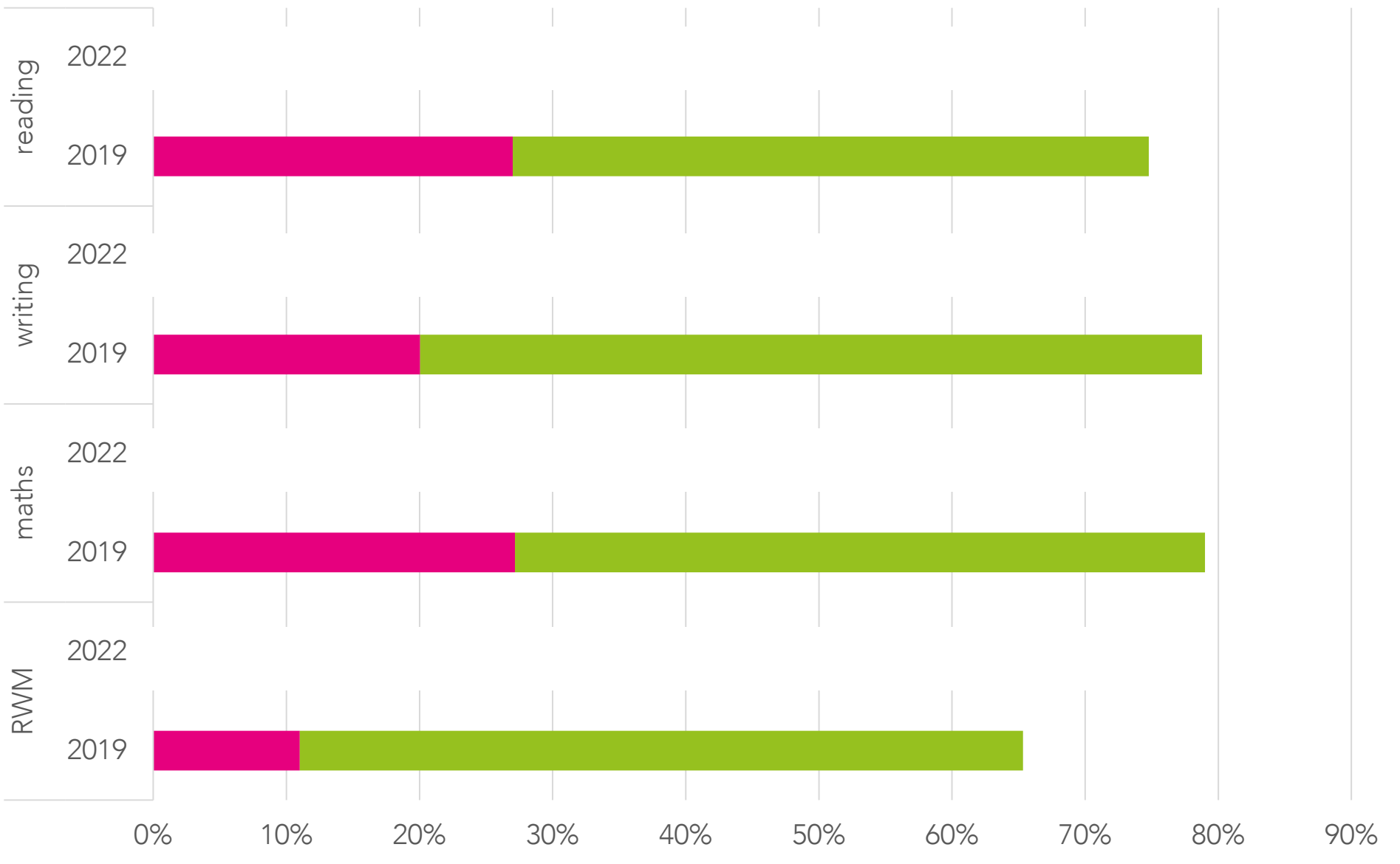
All year  
groups.  
Instant  
estimates

# Regional KS2 performance 2019 & 2022



Percentage of pupils achieving the expected standard in reading, writing and maths in 2019 & 2022

# Attainment by subject 2019 and 2022

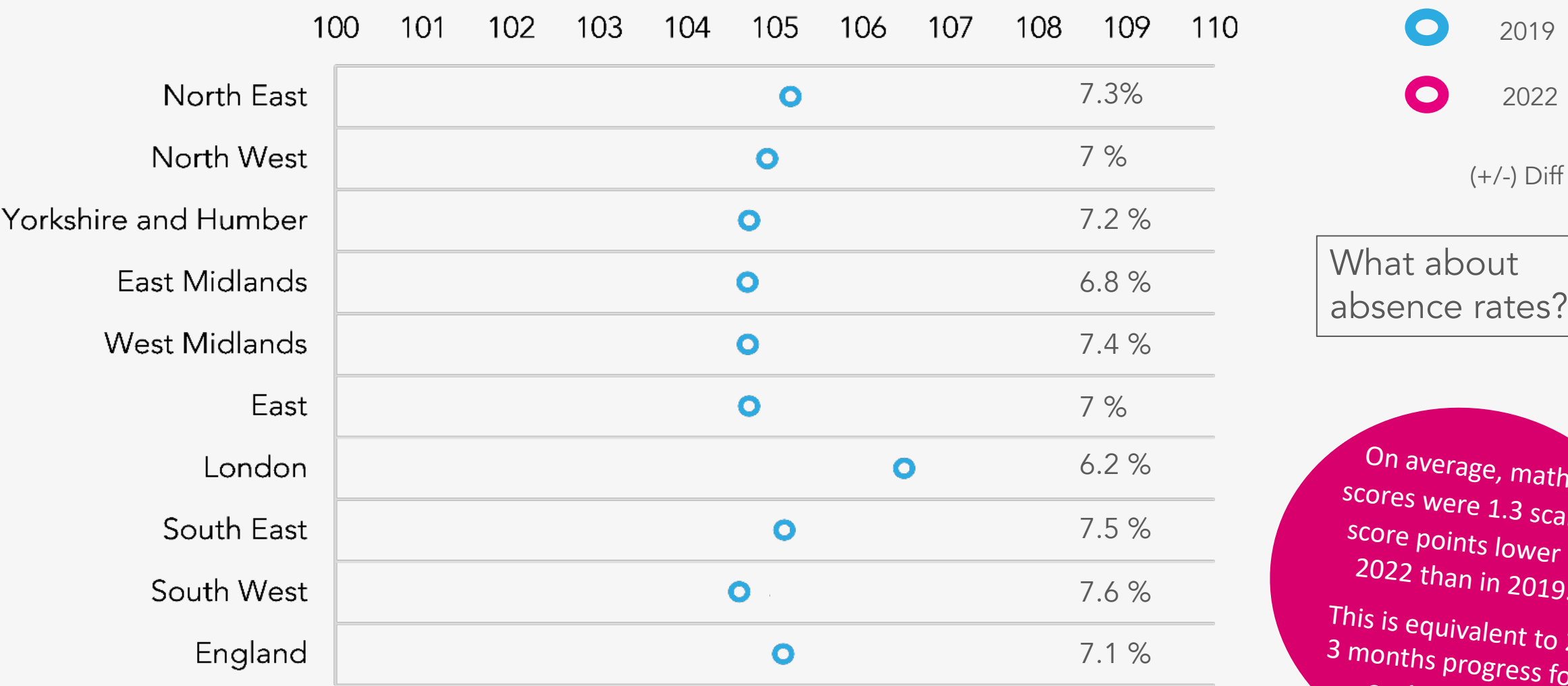


Greater  
depth



Expected  
standard

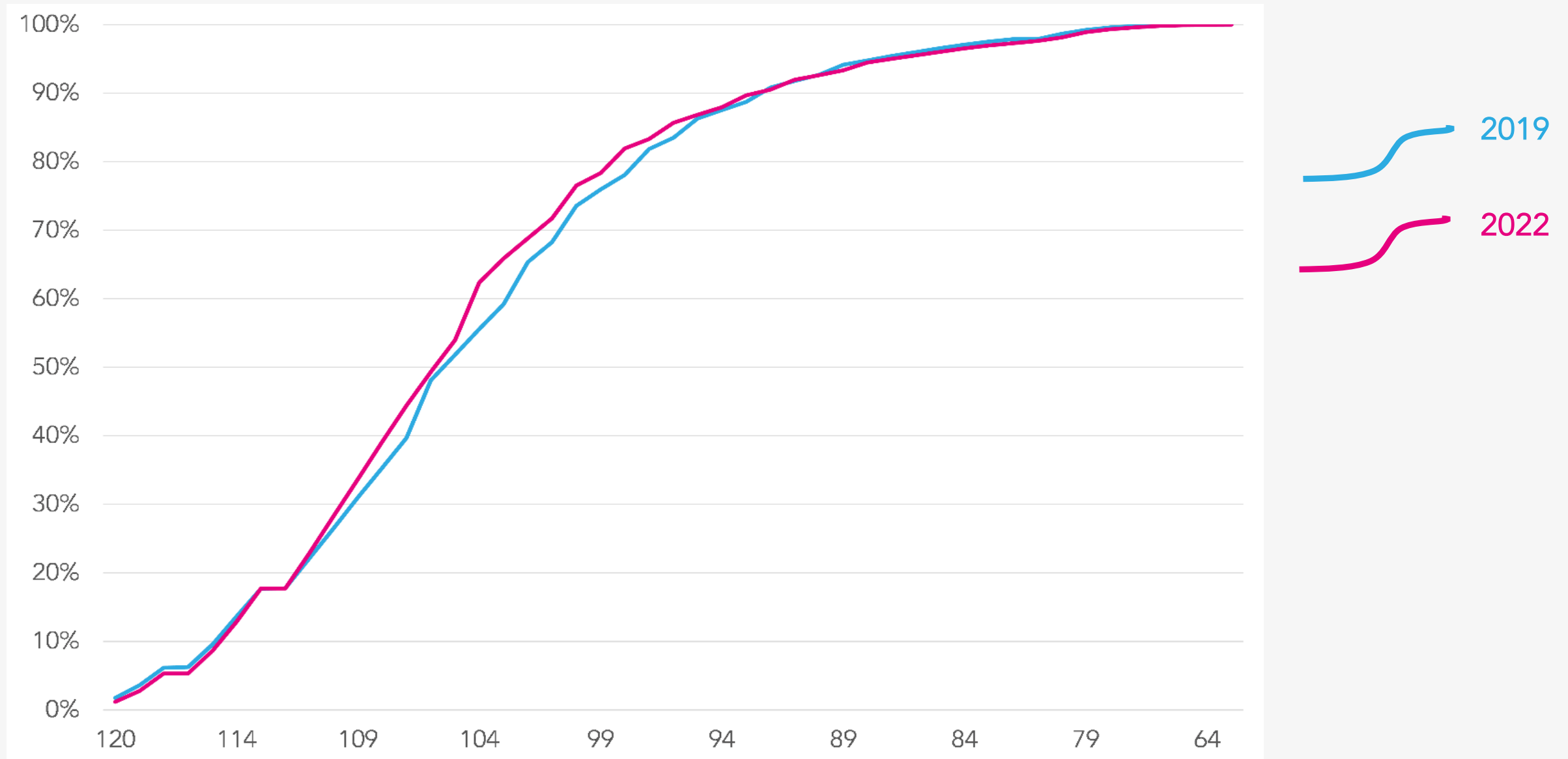
# Mean scaled score in Maths



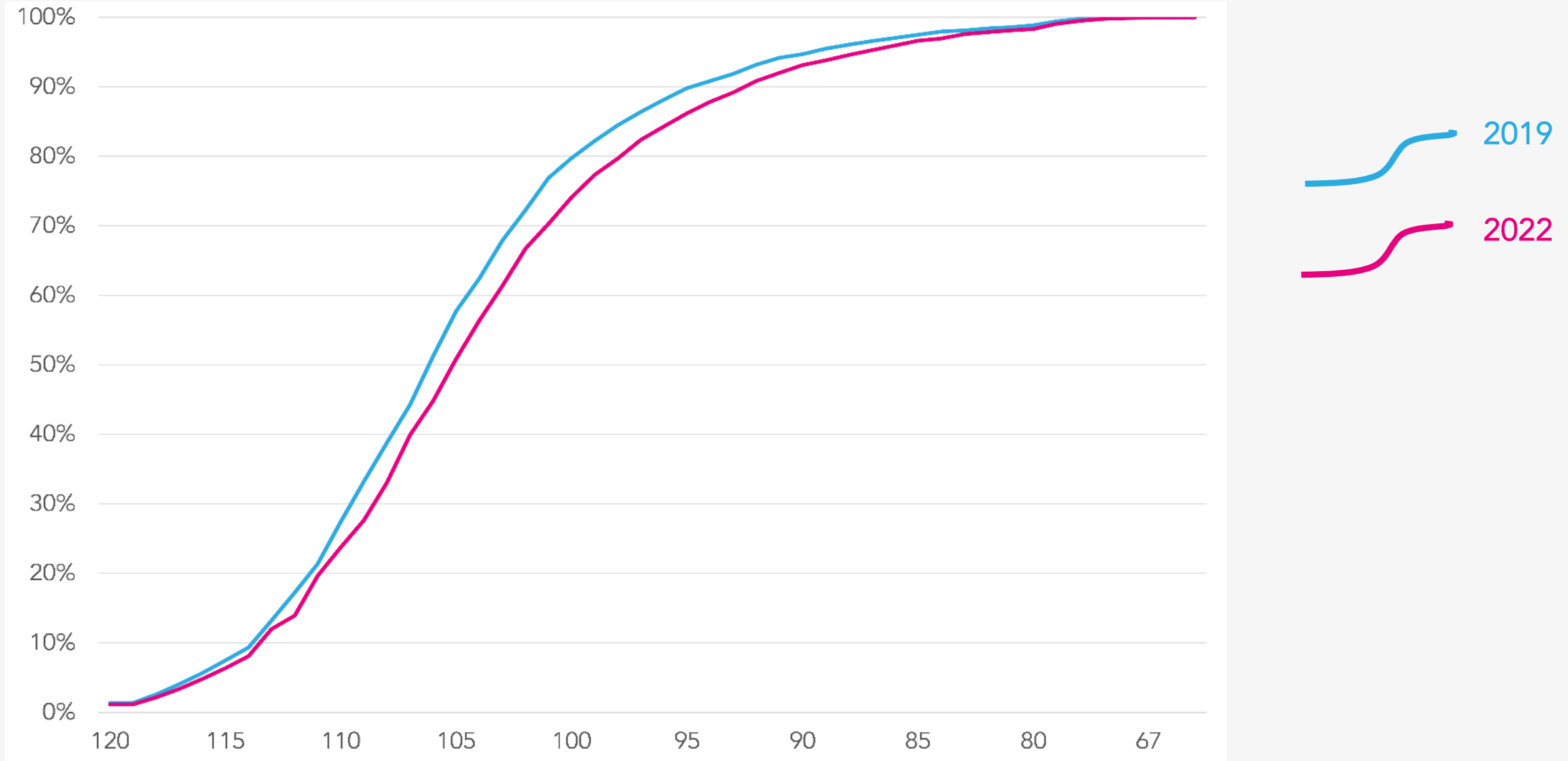
What about  
absence rates?

On average, math's scores were 1.3 scaled score points lower in 2022 than in 2019. This is equivalent to 2-3 months progress for an 11 year old

# Cumulative percentage of pupils by KS2 reading score

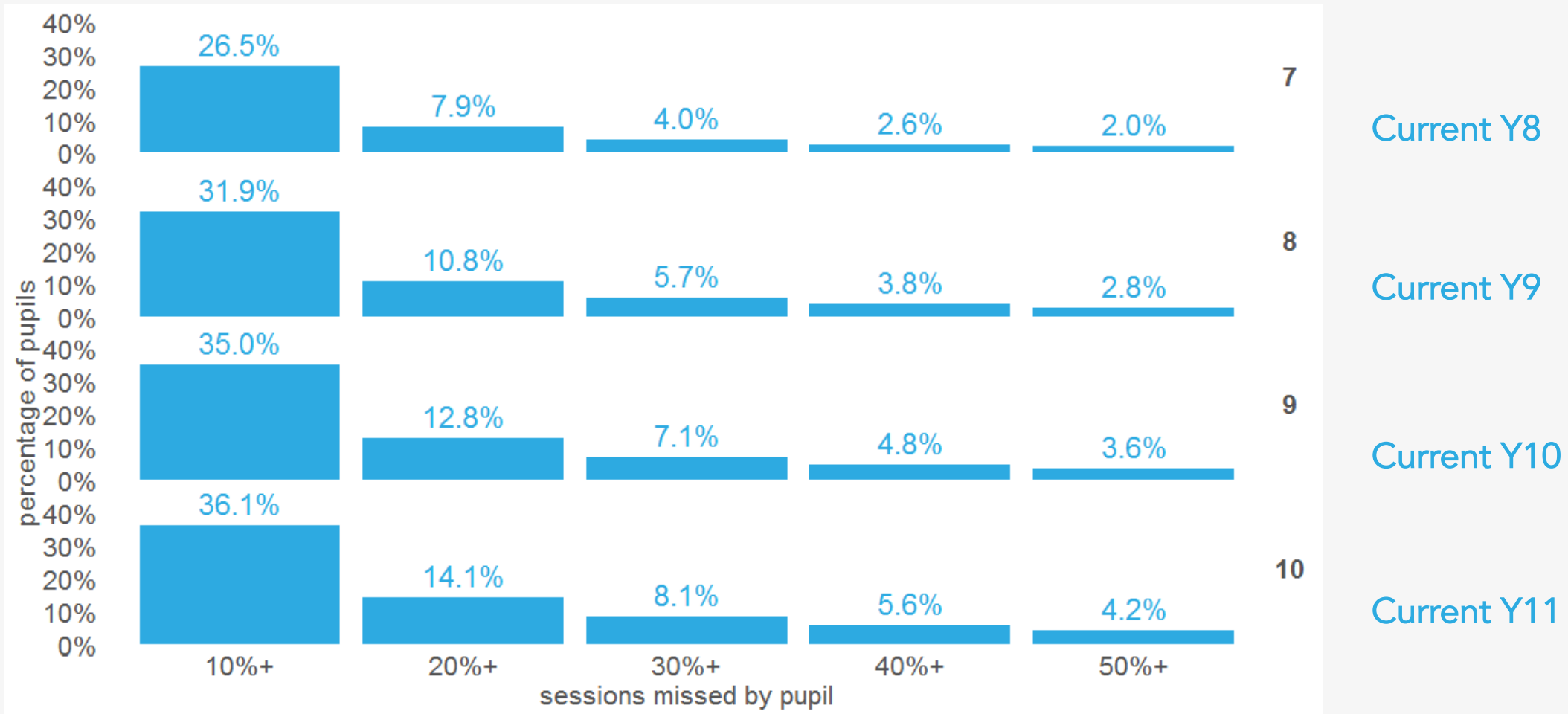


# Cumulative percentage of pupils by KS2 maths score





# % Pupils persistently absent by threshold & year group (21/22)



# Getting the most out of CAT4

## Why GL Assessment?

We are a world leader in the provision of high-quality assessments and data analytics for schools and school groups.



### Whole Pupil View

Our mission is to help every child realise their full potential by providing teachers with a 'whole pupil' approach to assessment



### Research

Used by over 100 Education Endowment Foundation (EEF) and Government projects to support children's learning



### Reducing workload

31 million tests delivered digitally, reducing teacher workload



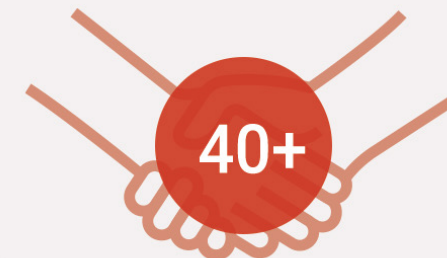
### Trusted

Used by 19,000 schools in 111 countries



### Experience

Over 40 years of developing robust assessments



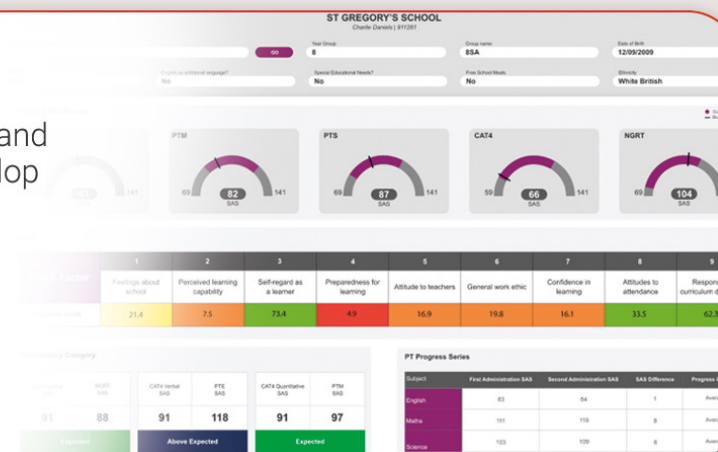
### Support

240 team members across the UK, Ireland, Australia, UAE and the US. Our support team has over 140 years of teaching experience



### Innovation

We have gone further and invested more to develop speedy, high quality assessment data





CAT4.

## Why CAT4?

Over

**1.1 million**

CAT4 digital assessments taken in  
academic year 2021/2022



Standardisation for

**United Kingdom**

**24,708**

pupils aged 4 to 15

GCSE indicators verified against

**91,000 students** ✓

KS2 indicators verified against

**24,000 students** ✓

## High reliability

This is the consistency of a  
student's test scores. Above 0.7  
is deemed 'Good'.

Few assessments report levels  
of reliability as high as ours.

**0.96**



Paper or digital



**Total time: 2h 15m**  
**3 x 45 min tests**

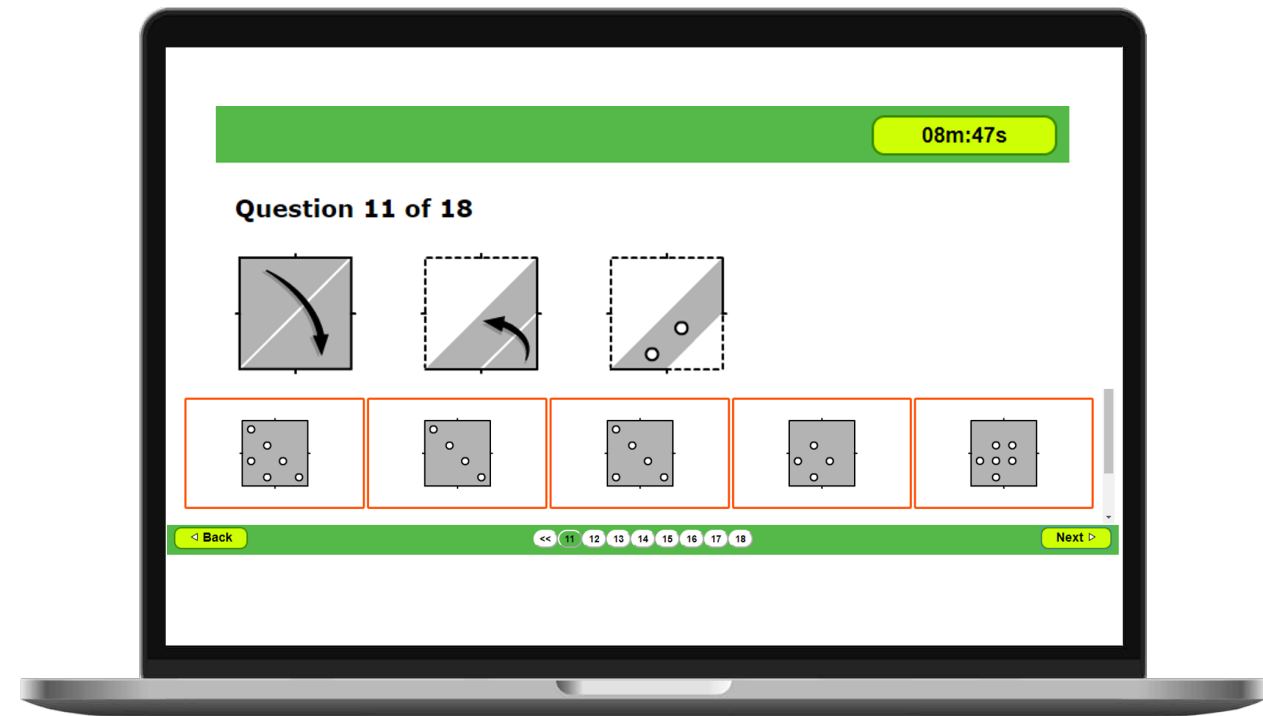
# What does CAT4 assess?

**Verbal reasoning** – the ability to express ideas and reason through words

**Quantitative reasoning** – using numerical skills to solve problems

**Non-verbal reasoning** – problem solving using pictures and diagrams

**Spatial reasoning** – Thinking and drawing conclusions in three dimensions



# Retrospective KS2 indicators

- Correlation between previous SAT and CAT4 results
- Provides further information about new cohorts at transition

## Retrospective KS2 indicators

			Retrospective indicative end of KS2 scaled score				
Student name	Tutor group	Mean SAS	Maths	Spelling, punctuation & Grammar	Reading	Writing TA	Science TA
Lucy Cook	GL7	115	110	111	111	EXS	EXS
Benjamin Mohammed	GL7	131	115	117	117	GDS	EXS
Alys Morgan	GL7	124	113	113	113	EXS	EXS
Ella-Marie Rodriguez	GL7	111	108	110	110	EXS	EXS
Sarbjit Saini	GL7	111	108	110	110	EXS	EXS
Amrit Tohani	GL7	101	104	107	106	EXS	EXS



# Individual report

- Individual profile information to help support each student based on their strengths and weaknesses

## General characteristics of each student profile

It may be helpful to consider which students fall into which broad profile, but this information must be treated with caution as the descriptors are general and not individualised: students' preferences for learning will be influenced by other factors. The CAT4 Individual report for teachers offers more fine detail.

	National	Group	
	%	%	No. of students
Extreme verbal bias	2%	2%	1
Moderate verbal bias	4%	3%	2
Mild verbal bias	11%	8%	5
No bias or even profile	66%	67%	40
Mild spatial bias	11%	8%	5
Moderate spatial bias	4%	10%	6
Extreme spatial bias	2%	2%	1

### Extreme verbal bias

- These students should excel in written work and should enjoy discussion and debate.
- They should prefer to learn through reading, writing and may be very competent independent learners.
- They are likely to be high achievers in subjects that require good verbal skills such as English, modern foreign languages and humanities.
- They may prefer to learn step-by-step, building on prior knowledge, as their spatial skills are relatively weaker, being in the low average or below average range.

Students:  
Niamh Ernst

### Moderate verbal bias

- Students in this group will have average to high scores for Verbal Reasoning and relatively weaker Spatial Ability with scores in the average range.
- These students are likely to prefer to learn through reading, writing and discussion.
- Step-by-step learning, which builds on prior knowledge incrementally, is likely to suit these students.

Students:  
Morrison Kirsty  
Shauna Mathews

### Mild verbal bias

- Some students with this profile will have low average or below average scores for Verbal Reasoning and relatively weaker Spatial Ability, but the gap between scores will be narrow.
- A slight bias for learning through reading, writing and discussion may be discerned in the students in this group.

Students:  
Alex Honkanen  
Alexandra Muraska  
Johanna Howles  
Nick Watt  
Elise Kelly

Name: Zaynab Ashfaq			
School: Test School			
Group: Year 7			
Date of test: 13/09/2011	Level: D	Age: 11.03	Sex: Female

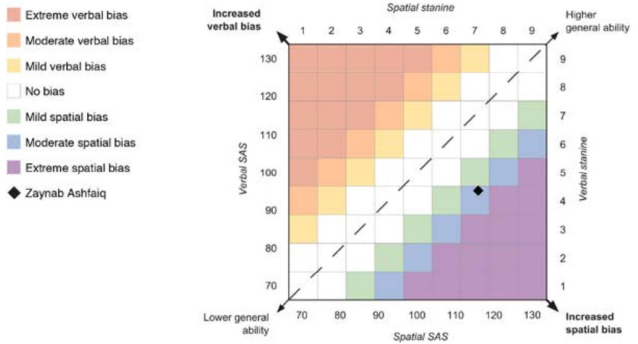
## Scores

Battery	No. of questions attempted	SAS	NPR	ST	GR (/60)	SAS (with 90% confidence bands)											
						60	70	80	90	100	110	120	130	140			
Verbal	48/48	95	37	4	=39												
Quantitative	24/36	101	52	5	=25												
Non-verbal	48/48	115	84	7	=6												
Spatial	36/36	116	86	7	9												
Mean	-	107	-	-	-												

## Profile summary

The analysis of CAT4 scores allows all students to be assigned a profile; that is they are assigned to one of seven broad descriptions of their preferences for learning. The Verbal Reasoning and Spatial Ability Batteries form the basis of this analysis and the profiles are expressed as a mild, moderate or extreme bias for verbal or spatial learning or, where no bias is discernable (that is, when scores on both batteries are similar), as an even profile.

The black diamond shows Zaynab's profile, which is indicated by the coloured band.



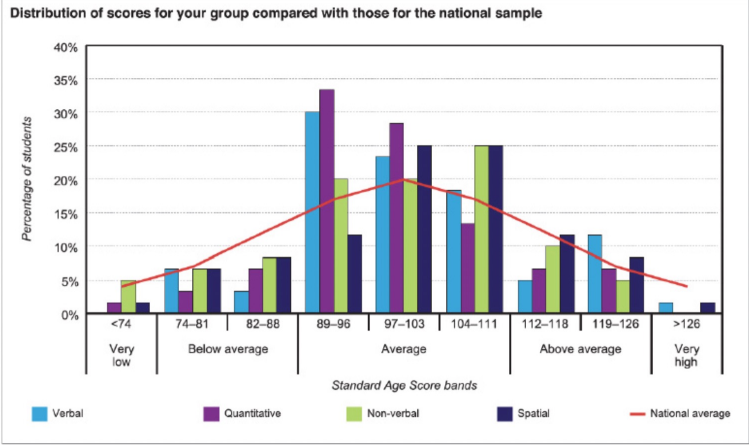
# Group report

CAT4 will provide you a nationally benchmarked baseline allowing you to:

- Identify a student's strengths and weaknesses
- Aid your decision making on how to best support different groups
- Identify students who need specific support

	Verbal mean SAS	Quantitative mean SAS	Non-verbal mean SAS	Spatial mean SAS	Overall mean SAS
National average	100.0	100.0	100.0	100.0	100.0
Group	100.6	99.2	98.7	101.6	100.1

Description	Very low	Below average		Average			Above average		Very high
SAS bands	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%
Verbal	0%	7%	3%	30%	23%	18%	5%	12%	2%
Quantitative	2%	3%	7%	33%	28%	13%	7%	7%	0%
Non-verbal	5%	7%	8%	20%	20%	25%	10%	5%	0%
Spatial	2%	7%	8%	12%	25%	25%	12%	8%	2%



## CAT4 scores for the group (by overall mean SAS)

Student name	Tutor group	Quantitative			Verbal			Non-verbal			Spatial			Overall	
		No attempted (/36)	SAS	GR(/6)	No attempted (/48)	SAS	GR(/6)	No attempted (/48)	SAS	GR(/6)	No attempted (/36)	SAS	GR(/6)	Mean SAS	GR(/6)
Lucy Cook	GL7	36	115	4=	48	117	3	48	114	5	36	115	3=	115	3
Benjamin Mohammed	GL7	32	132	1	48	132	1	45	133	1	33	128	2	131	1
Alys Morgan	GL7	36	123	2	48	121	2	48	119	2	36	133	1	124	2
Ella-Marie Rodriguez	GL7	36	115	4=	48	99	5	48	115	4	35	115	3=	111	4=
Sarbjit Saini	GL7	33	120	3	45	94	6	47	118	3	36	110	5	111	4=
Amrit Tohani	GL7	36	103	6	47	100	4	45	105	6	35	95	6	101	6



# | The extras...

# CAT4 in combination with other assessments

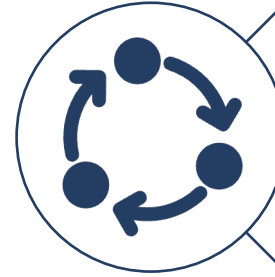
When used with our other assessments, CAT4 can help you understand:

- Whether your students are attaining in line with their potential
- Current levels of attainment, skills and knowledge and gaps in learning
- Reasons why a child might not be achieving their potential

# The GL Data Dashboard



Reduce time on administration, increase time for analysis



Combined view of assessment data



Analyse data across, the whole school, sub-groups and individual students'



Identify trends/correlations that might otherwise have gone unnoticed



Share data across all school stakeholders for greater engagement



Empower your teaching staff with data on students ability, attainment and wellbeing

Date report last refreshed:  
7/21/2022 2:11:56 PM UTC

## TTF Test Account 10

Filter Reset

Individual Student Search

All

Go

Gender Selection

All

Year Group

All

FSM

All

EAL

All

SEND

All

Group Name

All

## CAT4

Student Count

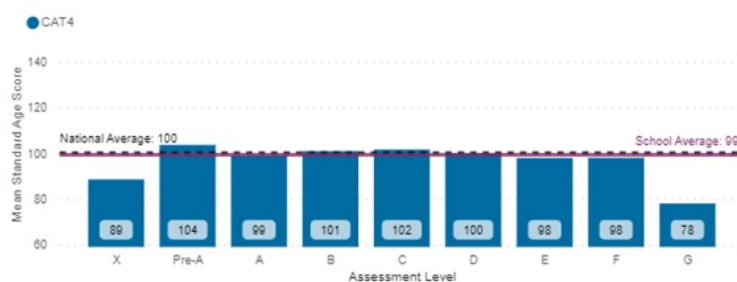
101

View Content Breakdown

No

Year

2019/2020



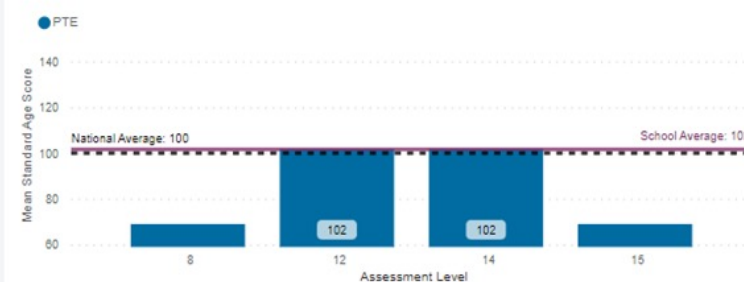
## PTE

Student Count

99

Year

2019/2020



## NGRT

Student Count

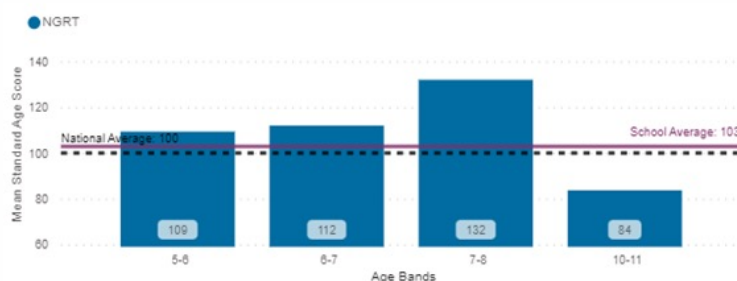
7

View Content Breakdown

No

Year

2017/2018



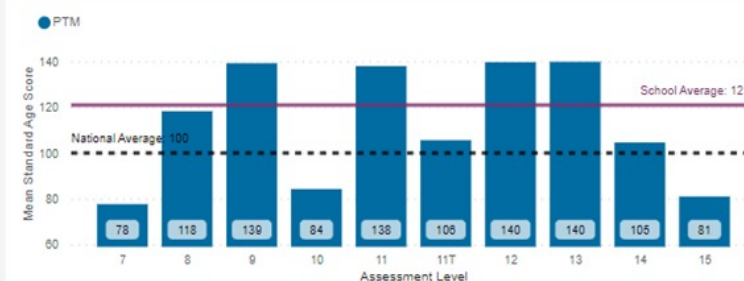
## PTM

Student Count

102

Year

2019/2020



## PASS

Student Count

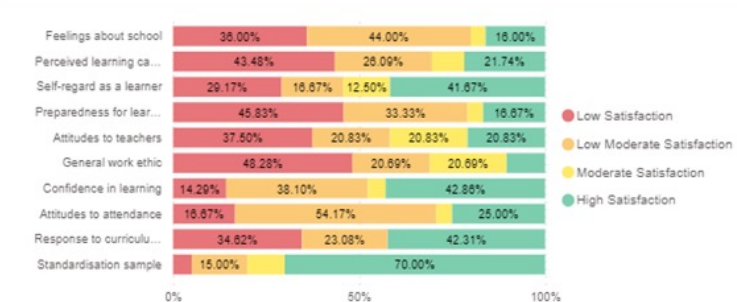
13

PASS Level Breakdown

PASS2,3,4

Year

2018/2019



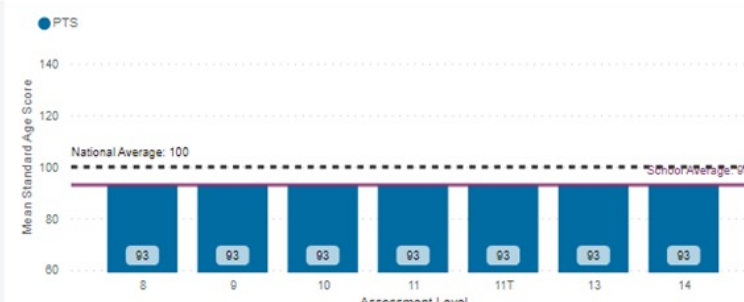
## PTS

Student Count

3

Year

2016/2017



“ We are really pleased that GL Assessment has teamed up with FFT. Being able to triangulate CAT4, FFT and teacher assessment data has always been a key element of our approach to ensuring achievement for all.

Andrew Daly, Meridian Academies Trust

# How to **enter CAT4 assessments.**

Export, add results, upload and analyse

Once data has been uploaded estimates will be available within minutes.  
Now available for all year groups



Any questions?

# Thank you!

For any queries please contact:



Tel - 01446 776262 (option 2)  
Email - [support@fft.org.uk](mailto:support@fft.org.uk)



Tel - 0330 123 5375  
Email – [interest@gl-assessment.co.uk](mailto:interest@gl-assessment.co.uk)