CATs Rubix Cube Solution
CATs School Response

Class Teachers	Year Group Leaders	Learning Support	Core Subject Leaders	Senior Leaders
IDENTIFY INDIVIDUALS THAT MAY BE UNDER ACHIEVING	IDENTIFY YEAR GROUP TRENDS	IDENTIFY PUPILS THAT MAY BE AT RISK	IDENTIFY SUBJECT TRENDS	DOWNLOAD SENIOR LEADER REPORT
IDENTIFY INDIVIDUALS THAT MAY BE OVER ACHIEVING	IDENTIFY INDIVIDUAL PUPILS WITH SIGNIFICANTLY DIFFERENT SCORES	IDENTIFY PUPILS WITH UNEVEN PROFILES	COMPARE APTITUDE & ATTAINMENT	COMPARE SCORES WITH PREVIOUS CATs
CONSIDER CONTEXT	CONSIDER CONTEXT	CONSIDER CONTEXT	**Specialist Teachers**	REFLECT ON PUPIL PROGRESS FEEDBACK
CONSIDER ACTION	CONSIDER ACTION	CONSIDER ACTION	IDENTIFY PUPILS THAT MAY BE UNDER OR OVER ACHIEVING — IDENTIFY GIFTED & TALENTED PUPILS	CONSIDER ACTION

CATs School Response

Class Teacher

@LukeReesEdu

@EmmaDidben

1 IDENTIFY PUPILS THAT MAY BE UNDER ACHIEVING

i.e CAT scores significantly higher than attainment. Triangulate with teacher assessment, Progress Test and AFL.

2 IDENTIFY PUPILS THAT MAY BE OVER ACHIEVING

CAT scores significantly lower than attainment. Triangulate with teacher assessment, Progress Test and AFL.

3 CONSIDER THE CONTEXT

Does this accurately represent what you know about the pupil? Consider class observation / classwork / observed behaviour. Triangulate with attainment and attitudinal data. e.g TA, Progress Test, PASS

CAT4   PASS   PT SERIES

4 CONSIDER ACTION

1. Provide targeted support.
2. Have conversations with parents.
3. Have conversations with Learning Support, where required.
4. Adapt differentiation / challenge.
5. Look at specific report recomendations about preffered learning biases.
6. Inform middle leader through pupil progress.

Year Group Leaders

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@EmmaDidben

1 IDENTIFY YEAR GROUP TRENDS

Look for areas of relative strength or those for development; to do this, use the mean score of each battery.
V. Q. NV. S.

2 IDENTIFY INDIVIDUAL PUPILS WITH SIGNIFICANTLY DIFFERENT SCORES

Initially check for scores that are different by 20 when you compare batteries.
Quantitative vs Spatial
Verbal vs Non-verbal

V = 85
NV = 123   Significant Difference

3 CONSIDER THE CONTEXT

Compare CAT 4A and CAT 4B results of the same cohort.
Triangulate with attainmnet and attitudinal data.
e.g. TA, Progress Tests, PASS

CAT4   PASS   PT SERIES

4 CONSIDER ACTION

1. How can you change the Curriculum to suite the needs of this cohort?
2. What learning opportunities do you now need to provide?
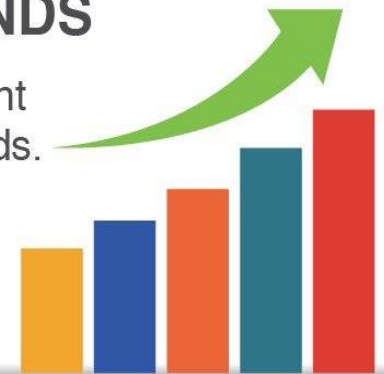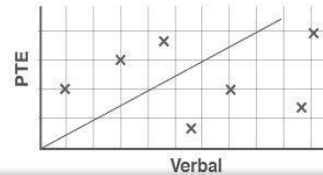3. Organise targeted intervention groups.

CATs School Response

CATs Subject Leaders

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1 IDENTIFY SUBJECT TRENDS

Strengths or Area for Development across 'subject-related' test strands.

English - V
Maths - Q, S & NV
Science - Q & NV

2 COMPARE APTITUDE & ATTAINMNET

Average of Results - All students average SAS

PTS Standard ...	PTM Standar...	Mean SAS	Verbal SAS
117.67	114.78	110.15	109.01
PTE Standard ...	Quantitative ...	Spatial SAS	Non-verbal ...
116.63	112.52	110.02	108.59

PTE SAS andVerbal SAS

109.01

116.63

i.e. triangulate Progress Tests, TA and CATs to identify potential areas of over or underachievement, incl vulnerable groups. (Boys/Girls, SEN, EAL).

3 USE ANALYSIS TO INFORM ACTION PLAN

Learning Support

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@EmmaDidben

1 IDENTIFY INDIVIDUALS THAT MAY BE AT RISK

Look for students that may have
SAS less than or equal to 85

2 IDENTIFY INDIVIDUALS WITH UNEVEN PROFILES

Check for students with spikes or dips in their scores
To begin with, use SAS=20-+

3 CONSIDER THE CONTEXT

Are there any surprises?
These pupils may be well know to you and provision in place.
AEN/SEN/EAL/Current Provision/Screener Data
These scores can provide another piece of your jigsaw.
However, these scores may require further investigation.

4 CONSIDER ACTION

1. Undertake further assessment where required.
2. Plan intervention provision for pupils where needed.
3. Conversations instigated with class teacher, parents and SLT where needed.

1

DOWNLOAD SLT REPORT

Contextualise cohort with comparison of mean
scores from previous year groups.
(3Year Average)

2

COMPARE SCORES

with previous CATs for this cohort where available.
CAT4A vs CAT4B

3

REFLECT ON PUPIL PROGRESS
FEEDBACK

Speak to Core Subject Leaders & Year Group Leaders regarding
implications of aptitude, attainment and attitudinal data.
CSL & YGL should identify areas of strength and areas for development.
CSL should suggest and action plan once data is triangulated.

4

CONSIDER ACTION

1. Set realistic ambitious targets for whole school pupil progress
2. Provide necessary resourcing for empowering staff
3. Strategically review planned actions for impact

Question 2

How well do I use this knowledge to personalise and enhance their learning and wellbeing?