19 December 2024

Dear Parent/Carer

Year 10 GCSE Targets 2024-26

Our Year 10 students have now completed their first term of their GCSE courses and have now received their first full report. This included their 'statistical targets'.

As students enter Year 10, we usually generate individual aspirational student targets for each of their GCSE subjects based upon their Y6 SATS data and Y7 CAT4 test. We refer to these as 'Statistical Targets' as they are generated using a national database (Fischer Family Trust – FFT), to give us the probability of a student of a certain age, birth month and gender, with a certain level of prior attainment, securing a certain grade at GCSE level. The statistical target is the most likely grade outcome given all the factors mentioned, for a child at Harrogate Grammar School.

As our current Year 10 students were not given the opportunity to sit their SATS during the pandemic, we do not have Year 6 SATs data for this cohort. In preparation for this, we ran 'Yellis' tests with the full year group at the end of Year 9. The results gave us additional information, providing us with an objective understanding of our students' current strengths and weaknesses and providing an indication of how they are likely to perform at GCSE.

Despite not having SATs data, this year we have both the FFT statistical targets and in addition to this we have the targets generated by the Yellis outcomes. We have therefore been able to take the best fit grade between the two, to set as the aspirational, statistical target in each subject area.

These targets will be shared with students and are visible on student reports as we go through Year 10 and 11. The targets will help us to track the progress of each student across Key Stage 4 and will give students something ambitious to aim for as their final goal.

As progress is not linear and assessments do not always cover the whole of the content covered in the final exam, the results students achieve in common assessment tasks (CATs) across the year may be above or below their target grades. This is quite normal but importantly, acts as a guide to inform what support is needed for each child, to help them to fill any gaps, consolidate their learning and make the further progress they need to achieve their potential.

Please do get in touch if you have any further questions.

Yours sincerely,

Mrs Moat

Associate Headteacher

Mr Mason

Director of Key Stage 4

Mr Thurley

Year 10 Manager

Supporting information:

What is Yellis?

Yellis stands for **Year Eleven Indicator System**. It is an adaptive baseline assessment from 'Cambridge Centre for Evaluation & Monitoring' (CEM) which helps us to establish a baseline measure of ability. The assessments measure a range of verbal, non-verbal and mathematical skills and are adaptive. This means they use a student's responses to decide whether to progress to more challenging questions, or to return to easier ones. Essentially, the assessment automatically adapts to a child's ability. No two students will, therefore, sit the same test. Students sat these tests in the Summer Term of 2024.

More information can be found through the following link: Yellis for ages 14-16 (secondary school assessment) (cem.org)

What is FFT?

FFT is a non-profit organisation commissioned by the Department of Education that estimates potential individual performance based on how students of a certain age, birth month and gender and of a similar ability on entry (at the start of Key Stage 2) perform nationally. FFT provide estimates with varying degrees of challenge, and we use FFT 5 as the basis of our Key Stage 4 targets which is based on the progress seen in the top 5% of schools.

What is CAT4?

- When students come for their transition days in the Summer before starting Year 7, they sit GL Assessment CAT4 tests. This gives us additional data and provides a rounded profile of student ability to enable us to target support and provide the right level of challenge, right from the beginning of their HGS journey.
- Reports indicate strengths and weaknesses across four areas:
  1. Verbal Reasoning – the ability to express ideas and reason through words is essential to subjects with a high language content, and the most obvious skill picked up by traditional assessment.

  2. Non-verbal Reasoning – problem-solving using pictures and diagrams; skills which are important in a wide range of school subjects, including maths and science-based subjects.

  3. Spatial Reasoning – the capacity to think and draw conclusions in three dimensions, needed for many STEM subjects, but not easily measured by other datasets.

  4. Quantitative Reasoning – the ability to use numerical skills to solve problems, applicable well beyond mathematics.