



Grouping Policy



Rationale

- All our pupils are of equal worth
- We need to make all feel valued if they are to be motivated to learn.
- We need to respond to differing needs arising from differing abilities.
- At each stage, we need to be aware of the targets for pupils as well as their achievement.
- We need to be open to change and development, promoting improvement, responding to the late developer, keeping open the ladder of opportunity.
- We need to balance, on the one hand the advantages of stability and on the other, the motivational effects of promotion/demotion.
- We recognise genuine differences between subjects in the demands they make on pupils.
- We recognise genuine differences between pupils' abilities in different subjects, and in different aspects of the same subject.
- We need to be aware of our intake - the normal distribution curve skewed towards the top end.
- We recognise that there will be a range of abilities within every class, setted or non-setted.

Principles

- The Curriculum Deputy Head determines the overall grouping strategy, taking into account the overall aims of the school, the improvement plan, views of Heads of Faculty/Department and the need to produce an effective school timetable.
- The Curriculum Deputy Head also determines any overarching population, bands and mixed ability teaching groups within each Key Stage (in conjunction with the Director of Sixth Form in Key Stage 5). The principle is to establish groups that have the intended ability and gender profile, but consultation with Learning Managers, Heads of Department and the Data Manager will ensure social factors are taken into consideration.
- Where setting by ability exists, Heads of Department determine sets based primarily on the basis of pupils' current attainment, but progress through the year in relation to target grades should also be taken into account.
- At the start of the academic year the maximum group size should be 30. The minimum in where setting occurs should be 16. It is recognised that average class size varies from year to year, but the aim is to create a reasonable balance between groups and to allow for new pupils to join top sets.
- Pupils should be moved if their needs would be better served in a different set. Set changes should be made at the first opportunity, but this may be at the end of a learning cycle to fit in with schemes of learning.
- Learning Managers and Pastoral Officers ensure that each student's overall needs are met through an appropriate curriculum package. This package should be created to ensure that students have the best possible chance of meeting key performance thresholds.

Roles and Responsibilities

- Specific roles and responsibilities are set out in the job descriptions for the Curriculum Deputy Head, Heads of Department, Learning Managers and the Data Manager. Each staff member is responsible for ensuring our principles are adhered to.

Monitoring

The Curriculum Deputy Head has responsibility for evaluating the overall impact of the Grouping Policy.

Heads of Faculty/Department have responsibility for monitoring the implementation of Grouping Policy within their area.

Learning Managers have responsibility for monitoring overall outcomes for individual students across the curriculum.

The Data Manager/Timetabler monitors group sizes, gender balance and ability groups during the course of their work.