

GORDON'S SCHOOL

STUDENT GROUPINGS IN SUBJECTS POLICY

The core principle that guides everything we do is **Putting Students First**.

1. Introduction

It is the policy of Gordon's School to group students in 'sets' based on ability within English, Maths, Science and Modern Foreign Languages for students in Year 8 and above. For example, a student who is very good at English may well be in Set 1, but the same student could be in Set 2 or even Set 3 for Maths if their mathematical ability was much lower than that of their English. Across the school, in each year group, setting is determined by regular setting tests.

In Year 7, students are set in Mathematics and banded in both Science and English. Science banding relates to the student's Mathematical ability due to timetabling constraints and English banding relates to ability based on MidYis, Key Stage Two data and an internal Literacy assessment in Week 2 of the Autumn Term.

It must always be remembered that any one set is still a mixed ability group to a certain degree. Therefore, the normal differentiation teaching strategies still apply.

PRINCIPLES

2. Subjects

2.1 In English, Maths, Science and Modern Foreign Languages it is the school policy to set according to the ability of the student in the particular subject. This occurs from Year 8 across the whole of Core and within banding (outlined above) in Year 7.

2.2 In subjects other than the above it is accepted that setting may not be practical at this stage for timetabling reasons.

3. Setting Criteria

3.1 Throughout Key Stage 3, groupings will be based largely on internal assessments, work in class and teacher knowledge. Information from the student's previous school and Key Stage 2 National Curriculum Tests will also be used where available. In Year 7, the Surrey LEA baseline MidYIS tests are given early in the Autumn Term. This is another source of data for Heads of Department to use in their setting decisions.

3.2 Sixth Form

Each student has achieved the minimum entry requirement for the Sixth Form and therefore groups in the Sixth Form are not formally set.

4. Changing of Sets

4.1 It is important that sets are not seen to be static with no movement of students. Individual students will mature and progress at different rates and because of this may need to change sets.

4.2 It is the direct responsibility of Heads of Department to ensure that students are in the appropriate set for their ability, and to have a strategy for monitoring this. Each of the departments that sets students have arrangements in place to consider changes to the composition of the sets throughout Key Stage 3.

4.3 The decision to change the set of a student will be based on factors such as:

- internal assessments
- work in class
- prep
- teacher knowledge

4.5 When it is necessary to move a student to another set, either higher or lower, an explanation should always be given to the student. Parents must also be informed in writing by the Head of Department about the move and the reasons for it. There is a standard school format letter, which is available for this.

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