



Endon High School

Pupil Grouping Policy

Principles

Endon High School aims to offer each pupil the best opportunity for learning and academic success. In order to do this, there needs to be regular assessment of individual progress, with regular reviews of teaching groups.

The leadership team will endeavour to provide the opportunity for preferred grouping arrangements for specific subjects within the constraints of staffing, accommodation and whole-school implications. The opportunities for preferred grouping will depend on the year group and subject area and whilst timetabling constraints may prohibit certain subjects grouping individually, greater flexibility can be achieved by clustering subjects with common skill sets.

Any grouping arrangement needs to be justifiable. The base line is effective learning. It may be that effective learning requires relatively fine setting arrangements, or that mixed ability enhances opportunities for learning for all, or even a combination of both. Social issues can also affect learning, both negatively and positively, and it may be necessary to adjust the composition of teaching groups to separate individuals/groups of pupils who are unable to learn appropriately when together.

Proactive monitoring of pupil teaching groups is a positive feature, and the school management will use their professional judgment to make decisions regarding both individual placement and whole year structures on a regular basis.

Aims

1. To enhance learning opportunities for all pupils leading to greater success.
2. To raise the aspirations of pupils, teachers and parents.
3. To motivate pupils to higher achievement and prevent complacency by encouraging individual accountability.
4. To support the systems of assessment and monitoring of pupil progress.
5. To involve parents more effectively in monitoring pupil progress.
6. To pre-empt potential behavioural issues by managing anti-social tendencies proactively.
7. To maintain a balance in group sizes so that higher ability groups do not become unmanageably large and lower ability become so small as to render them unviable. This way pupils will have an equality of access to resources in subjects which have an emphasis on practical work.
8. To assist with addressing specific issues such as gender disparity, disaffection, the needs of the more able, etc.

Practice

1. Pupils on admission at Year 7 are placed in two populations, X and Y. These populations support the scheduling of the school timetable and facilitate further flexibility in grouping in line with the aims stated above. Generally, pupils are taught in mixed ability groups in order to give all pupils a “year to shine” but with the flexibility of re-grouping into gender groups for subjects such as Physical Education. In order to ensure that each population is balanced, Key Stage 2 SAT results, feeder school teacher assessments and feeder school staff recommendations will be taken into account. The priority at this stage is to identify those who need support to address basic skills deficiencies and to ensure that all pupils have the opportunity to “shine”
2. All Year 7 pupils are assessed formally in every subject during the autumn term. All Year 7 pupils undertake baseline assessments and cognitive ability tests (CAT) and are also assessed for reading age during the autumn term. All this data is reviewed periodically and individual placements within groups and populations are reviewed. Some regrouping may take place.
3. Periodic reviews are undertaken throughout Year 7, 8 and 9. There may be individual movement between groups or populations as a result of formal and objective assessment together with teacher opinion on attitude, aptitude, or progress. Greater autonomy for core subject leaders throughout the remaining years will mean pupils are grouped based on the demands of individual subject areas leading to a possible situation whereby a pupil will have more than one group placement. Other subject areas will continue to deliver curriculum content in mixed ability groups for the remaining year groups.
4. A full review of teaching groups in Year 7 and Year 8 will be undertaken annually to establish the need for any radical regroup of the whole year. This may involve significant restructuring of the individual population arrangements and the grouping within.
5. Parents will be informed of decisions regarding any change, together with the reasons for the change (both for individuals and for whole year groups). Evidence should be clear and demonstrable. The overriding principle is improved learning opportunities for the individual and/or the group.
6. Pupils who are identified as underachieving for their current core subject teaching group will be warned at least once, with clear information about the areas for improvement. Their parents will be informed of the possibility of a move for their child, with areas for improvement identified and suggestions of how they might offer support. Any pupil who is moved into a lower ability group is monitored carefully to minimise potential demoralising effects. The Progress Manager, Subject Leader and Form Tutor will often monitor progress and mentor individuals after a move in a teaching group.
7. Any pupil who is “promoted” is monitored carefully to ensure that he/she is performing to the standard of the new teaching group.
8. At Key Stage 4 each subject determines its preferred grouping arrangement dependent on:
 - possible blocking structures which facilitate ability “sets”
 - option numbers
 - staffing availability and staff strengths
 - availability of resources including rooms
 - gender issues
 - group size
 - The overriding principle is always to optimise learning opportunities for all.

Ratified by Governors: September 2017

To be reviewed every 3 years – next review September 2020