



Endon High School

Academic 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. 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. These populations are further split into 2 sub populations again to support the needs of groups of pupils. The "make-up" of the populations and sub populations will be determined by the needs of pupils established on entry to the School.

Pupils will be grouped within the two populations again based on need taking into account Key Stage 2 SAT results, primary school teacher assessment and primary school recommendations. The age of pupils may be taken into consideration. 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/progress. Greater autonomy for subject leaders in Year 8 and 9 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.
4. A full review of teaching groups in Year 7 and Year 8 is 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 are 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 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 Year Tutor; 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: May 2014

To be reviewed every 3 years – next review May 2017