



Hardenhuish School Setting Policy

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Manager**



Hardenhuish School

Setting Policy

Rationale

The rationale for setting is based on the belief that pupils learn best when they are part of a class that is taught at an appropriate pace with a level of support and challenge that meets the needs of pupils. The most appropriate set for an individual pupil may vary from subject to subject and from year to year.

On entry to the School, pupils are placed in mixed-ability tutor groups of approximately 27/8 pupils. These groups are formed after gathering a wide range of information from primary schools, such as a pupil's general level of ability, attitude, friendship groups and working relationships. The aim is to make these groups as balanced as possible from a mix of different primary schools, with fairly equal numbers of boys and girls, who together reflect the complete range of ability.

- For organisational purposes tutor groups are arranged into two equal ability bands, each band following the same curriculum.
- Initially, Year 7 pupils are taught in their tutor groups for all subjects while baseline tests and assessments are undertaken during Term 1 which provide valuable information on the learning profile of each pupil. An exception to this is in Design Technology where pupils are taught in smaller inter-tutor, mixed ability groups for health and safety reasons. A small number of pupils who require a high level of support in lessons is identified using information from primary schools and may be taught as a discrete group in English, Maths, Science and other subjects when appropriate from the start of Year 7.
- Towards the end of Term 1 in Year 7, pupils are placed in sets in English, Maths, Science and French based on the set which will work at the most appropriate pace and with the best level of support and challenge for a pupil. Pupils are not necessarily placed in the same set for each subject as their strengths and learning needs may vary. Sets are continued to be formed in this way in Years 8-11 in English, Maths and Science and in Years 8-9 in Modern Foreign Languages.
- The tutor group remains the teaching group in some subjects in Year 7, including the Humanities and Expressive Arts. However, by the beginning of Year 8 setting exists in all subjects apart from Design Technology. In Year 8 and 9, setting in Humanities and Expressive Arts typically consists of two parallel upper ability sets and two/three broader middle ability sets.
- PE is taught in a range of different groups including ability and mixed ability as well as single and mixed sex groups depending on the activity.
- Optional subjects in Years 9-13 may be set when the timetable enables setting to occur and when setting will optimise learning after consideration by the Deputy Headteacher and Curriculum Leader of the subject(s) concerned.
- Setting is regularly reviewed and pupils may move between sets to reflect their current progress. Pupils and parents will be informed in advance of set changes.
- The setting process involves the scrutiny of a variety of information kept on all pupils, such as class teacher records, examples of class work and homework, internal examination results, end of module test results, Progress Report scores, end of KS2/3 assessment data and CAT scores.
- Pupil self esteem is of paramount importance in the setting process. The School works together with home to help pupils know that it is in their best interests to be taught in an appropriate set.
- Classes should be kept to a maximum of 32 pupils wherever possible.
- Teachers have a responsibility to teach at a pace and level that matches the pupils' current ability and their targets, including their aspirational targets. Parents are informed of setting arrangements through Parent, Information, Advice and Guidance meetings as well as other key events such as the Year 9 and KS4 Options Evenings.
- It is the responsibility of the Curriculum Leaders to inform parents about setting arrangements in their subjects.
- Pupils are informed by their class teacher which set they are working in. When Curriculum Leaders and their teams meet to discuss set changes they should seek the advice of the Learning Manager in order to avoid problems of particular individuals who may not work well together as well other academic and pastoral issues. Learning Managers may negotiate the placement of lower ability pupils in upper ability classes where behaviour problems may be avoided.

- Curriculum Leaders are responsible for ensuring that setting arrangements are reviewed more than once a year, but will vary according to the frequency and timing of assessments and curriculum time in each subject. Changes are then made where necessary. Curriculum Leaders must communicate any set changes to parents as soon as they have been made.
- The Special Educational Needs Co-ordinator must be consulted over set changes that involve pupils with SEN.
- Learning Managers should consult Curriculum Leaders when placing new pupils in sets. Information is sought from the former school of new pupils to inform decisions about setting and new pupils complete tests which enable them to be appropriately placed.