



Hardenhuish School

Setting Protocol

Introduction

The objective of setting is to group pupils into classes in order to optimise the learning and progress of all pupils. The way that pupils are set in classes has an influence on the level of support and challenge provided in lessons as well as the motivation and behaviour of pupils. The most effective approach to setting pupils may vary depending on a range of factors including the subject and curriculum being taught, the year and key stage of pupils and the profile of a particular year group. Practical considerations may also influence setting, such as the number of classes it is possible to timetable in a subject concurrently. It is important to note that the most appropriate set for an individual pupil may vary from subject to subject and from year to year.

Year 7

- i) On entry to the school, pupils are placed in tutor groups of approximately 27/8 pupils of mixed prior attainment. These groups are formed after gathering a wide range of information from primary schools, such as a pupil's: average attainment at Key Stage 2; 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.
- ii) For organisational purposes tutor groups are arranged into two bands of equal mixed prior attainment, each band following the same curriculum.
- iii) In Term 1 of Year 7, baseline tests and assessments are undertaken across the curriculum which provide valuable information on the learning profile of each pupil. This information helps to inform the teaching, learning and setting of pupils so that their needs are best met.
- iv) Year 7 pupils are taught in tutor groups for about half of their subjects, including the humanities, expressive and performing arts and ICT. In English, maths, science, French and DT, pupils are placed in inter-tutor classes which are designed to provide the best level of support and challenge for all pupils. 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.
- v) A small number of pupils who require a high level of support in lessons are identified using information from primary schools and may be taught as a discrete group for part of the timetable to support the transition from primary to secondary transition and to boost the pupils' core skills in literacy and/or numeracy.

Year 8 and 9

- vi) Pupils are taught in inter-tutor classes for all subjects in Year 8 and 9. A similar approach is used to that in Year 7 whereby pupils are placed in classes designed to provide the best level of support and challenge for all pupils in order to optimise learning and progress. The range of prior attainment in sets may vary depending on the subject and the profile of the year group.

Year 10 and 11

- vii) In English, maths and science, setting is based primarily on prior attainment so that teaching and learning can target the most appropriate tier of entry for examinations in that subject.
- viii) In general, optional subjects in Year 10-11 have classes containing pupils from both bands with a mixed prior attainment, although setting may occur when the timetable makes it possible to so and it is considered to optimise learning.

- ix) Pupils are placed in inter-tutor classes with mixed prior attainment for lessons in Personal, Social, Health and Careers Education.
- x) As is the case in Key Stage 3, 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.

Principles, Responsibilities and Communication

- xi) 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.
- xii) 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.
- xiii) 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.
- xiv) Classes should be kept to a maximum of 32 pupils wherever possible.
- xv) Teachers have a responsibility to teach at a pace and level that matches pupils' current attainment and enables them to work towards their targets, including their aspirational targets.
- xvi) 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.
- xvii) 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 pupils into a different set in order to avoid behaviour problems.
- xviii) 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 in advance of them being made.
- xix) The Special Educational Needs Co-ordinator must be consulted over set changes that involve pupils with SEND.
- xx) 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.