



Policy on setting pupils

The way we group pupils within the academic structures at Quinton Hall School is vital. Ensuring pupils are placed in appropriate class sets is something we believe helps to support pupils achieve their very best and make excellent progress. The policy below outlines our thoughts around ability setting and gives information regarding how sets are constructed, arranged and when movement between sets can occur.

Aims:

To ensure pupils receive the best possible learning opportunities in an environment where they can be challenged to achieve their very best.

To ensure teaching staff are able to plan the best possible learning experiences for all pupils regardless of their ability or prior experiences.

Policy detail:

Ability setting for teaching sets in English and Mathematics:

Ability sets are constructed carefully and may be different depending on the subject.

Staff involved in creating the sets will use the following information:

1. Performance data from in-school assessments such as exams.
2. Performance data including Cognitive Attainment Test results and reading age tests.
3. Professional judgement
4. Recommendations from colleagues

Sets:

Ability setting will occur in English and Mathematics groups at Quinton Hall.

1. In P4 the sets for English and Mathematics will be the same. The Heads of Department will arrange the sets after consultation between departments and

individual teachers. P3 performance data should be used in the first instance. The P3 class teacher should be consulted.

2. P5 to P6 will be set for English and Mathematics. These sets may vary depending on the pupils needs.
3. P7 will be set for mathematics.

Procedures and timings for set changes:

During the course of the year pupils are assessed by their subject teachers. These assessments help teachers make judgements about progress being made. They are also used to help make decisions about changes in ability groupings. If a teacher feels that a pupil should move sets then the following procedure should be followed:

1. The subject teacher should indicate or should have indicated that the pupil is struggling through work card grades and reports. The highest grade should be awarded should be D. The following two grades should indicate that a set change is required:
 - D – Attainment is generally below what is expected for the age group/cohort.
 - E – Significantly below the expected standard of attainment and cause for concern.
2. The parents should have been contacted at the first sign of the pupil struggling.
3. Targets should be set for that pupil. These should be indicated to the parents.
4. If the pupil cannot maintain the pace of the class or they have not reached their targets then the pupil will move with immediacy.
5. Before any set change can take place the intended move must be discussed with the Head of Department.
6. The parents should be informed of the move before it takes place. This can be done with a meeting or by phone.
7. The Assistant Head, Academic should be informed.
8. The office should be informed and the relevant lists updated.

NOTE: There must also be discussion and agreement between subjects if they are blocked together before any moves can be made.

Set change can take place at any stage of the academic year.