2014/2017

Pupil Grouping for Learning Policy
Llanishen High School

This document contains the specific policy and associated information relating to pupil grouping for learning at Llanishen High School

Responsible Staff Member: Mrs S Parry
Approved by Governing Body: March 2014
To be reviewed: March 2017

PUPIL GROUPING FOR LEARNING

(APPENDIX TO TEACHING FOR LEARNING POLICY)

AIMS

Act in the belief that all can succeed

Be an inclusive school, offering suitable learning opportunities for all

Develop each pupil individually and value their achievements and progress

Pupil Grouping for Learning should reflect the students ability to assimilate new work and to work with one another to make lasting progress. Students should follow programmes which offer equality of opportunity within these groups to enable them to fulfil their maximum potential.

Year 7

- When pupils transfer into Year 7 they will be organised by their Year Team Leader of Year into 9 or 10 mixed ability form groups. Each form will comprise of approximately 28-30 pupils. This grouping will be determined by a number of factors including an equal distribution of pupils from our 7 feeder Primary Schools and an equal distribution of gender and ability. Relevant information will be made available to Year Team Leaders via the LEA transfer forms which include teacher assessment and raw scores, along with relevant ALN data. Note will also be taken of the verbal guidance given by our Primary colleagues regarding social and behavioural issues.

- The rationale behind these inclusive tutor groups is to attain better pupil progress at large.

- In comprising these mixed ability teaching groups provision will also be made to maximise ALN in-class support and support for Hearing-impaired pupils and pupils with autism.

- Pupils will be taught in these mixed ability groups throughout Year 7. The exception to this will be Maths, where pupils are grouped into broad ability bands at the end of the Autumn Term in Year 7. The mixed ability forms will also be broken down into smaller groups for DT where health and safety and resources feature.

Setting at Key Stage 3 and 4

- The number of pupils in the class should be appropriate to the physical environment of the classroom or teaching area. It should be appropriate in relation to the pupils work space, resources and health and safety. It should also allow for a range of teaching methodologies and provide an effective learning environment.

- All teaching colleagues should be allocated a fair balance of ability sets across the Key Stages in order to allow for their professional development.

- As far as possible there should be an equal balance of gender.

- Pupils should be positively set according to their ability and not by behaviour. This will ensure that the weaker ability pupils have access to teacher time and a properly differentiated curriculum.

- Pupils with behavioural issues should be set as appropriate to their ability in order to challenge them. Pupils with behavioural difficulties should not all be placed in the same group.

- Ability setting at Key Stage 4 should be determined by Key Stage 3 assessment data, and teacher recommendation.

The procedure for setting:

1. Consultation within departments and faculties

2. Lists of proposed pupil groups provided to Year Team Leaders and the ALN department who can advise on the social suitability of groupings and strategies for teaching certain groups/individuals

3. Feedback to be given to departments from the Year Team Leader

4. Amendments to be made and lists submitted to pupil support staff

- Where subjects are set against one another and pupils are required to follow the same grouping, there should be full consultation between the Subject and Curriculum Leaders and consideration of the needs of each subject.

- Careful consideration should be given to the structure of the class into small groups or individual seating and colleagues should utilise the ALN data and strategies provided regarding the pupils in their class.

- The best practise outlined at Key Stage 3 and Key Stage 4 will also be adhered to wherever practical at Key Stage 5.