



Northampton School *for Boys*

Setting Policy

Approved by: **Governors Curriculum Committee**

Date: **11 October 2018**

Review Date: **October 2019**

SETTING POLICY

We will group pupils according to how we believe they will best learn. We believe that in most subject areas this will involve putting pupils into sets according to their ability in that subject. Our priority is to maximise the achievement of each individual and to help him achieve his potential, so it is important that the set a student is placed in must not limit his opportunities to succeed

Pupils will be set in the following subjects:

Year 7, 8 & 9 (Key Stage 3): English, Mathematics, Science, Modern Foreign Languages, Geography, History, ICT, Religious Education

Years 10 & 11 (Key Stage 4): English, Mathematics, Science, Modern Foreign Languages, History, Geography.

Years 12 & 13 Where there are two or more classes for a subject the Team Leader may arrange some setting by ability, option groups permitting.

The normal arrangement is that where setting occurs across a full half-year group, in Years 7, 8, 9, 10 and 11 there will be two Set 1s, one Set 2 and one Set 3.

SPONSOR: Governors' Curriculum Committee

SENIOR STAFF: R Taylor

DATE: 11 October 2018

If you would like a copy of the full Setting policy please contact Mr R Taylor via the School Office.

Setting Policy

We will group pupils according to how we believe they will best learn. We believe that in most subject areas this will involve putting pupils into sets according to their ability in that subject. Our priority is to maximise the achievement of each individual and in so doing to raise pupil achievement across the school. The guidance for achieving this situation is as set out below:

From September 2018 the pattern is as shown below. (M/A = mixed-ability grouping)

SUBJECT GROUPING	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Maths	Set	Set	Set	Set	Set
English	Set	Set	Set	Set	Set
Science	Set	Set	Set	Set	Set
Design Technology	M/A	M/A	M/A	M/A	M/A
History	Set	Set	Set	Set	Set
Geography	Set	Set	Set	Set	Set
Modern Languages	Set	Set	Set	Set	Set
Expressive Arts	M/A	M/A	M/A	M/A	M/A
PE	M/A	M/A	M/A*	M/A*	M/A*
IT/Computing	Set	Set	Set	M/A	M/A
RE	Set	Set	Set	M/A	M/A

*There is some grouping by physique and sporting experience in P.E.

Any changes from this plan would need to be agreed by the Headmaster.

Criteria for placing pupils in particular sets

When pupils are placed in sets, the member of Senior Staff responsible for setting will consider the criteria set out below. The key to this is the circumstances which will motivate pupils towards achieving their full potential.

1. Year 7, 8, 9, 10, 11 – KS2 SATs data where available, Admissions Test data, base line test scores such as CATs and any other transfer information such as internal assessment information.
2. Past performance both in classwork and in internal and external examinations.
3. Pupil potential, in particular potential which may not be developed because of socio-economic background or weak vocabulary. We must be alert to pupils who are underachieving and be prepared to place them in a higher set if we feel this will maximise achievement.
4. Teacher assessment and the teacher's professional judgement during formal internal assessments.

5. Set size – In Year 7, sets will initially be bottom loaded, which allows for upwards movements throughout the rest of the year. By Year 9, and certainly Key Stage 4, set sizes will have stabilised and will tend to be top heavy. Circumstances will be different for each team.
6. Friendship groups, or situations where pupils are unable to work well together.

Criteria for pupil movement between sets during, and at the end of, a particular academic year

Set changes may take place at any time of the school year, depending on the internal organisation of each curriculum area, but tend to occur at the end of a term or module of work. The reason for a set change, either up or down, is to maximize a student's chances of achieving nationally determined target grades. A pro-forma is provided for the purpose and must be signed by the Curriculum Team Leader and their Senior Staff line manager before any change takes place. Where a movement is to a lower set prior contact must have been made with parents, explaining why a set change is necessary, before any change can be sanctioned.

Criteria

1. Performance against agreed assessment objectives. Pupils must be informed what the objectives are and how they will be assessed and informed when there will be a review which could result in movement between sets.
2. Potential - are pupils who show potential, not just in written work, being considered for a higher set?
3. Group ethos - would the group benefit from pupils moving in or out?
4. Teacher/pupil relationships - are they conducive to effective learning?
5. Size of sets - have changes occurred due to new pupils being admitted?

No pupil should be moved between sets more than once in an academic year per subject, unless there are exceptional circumstances. We wish, also, to minimise the number of set movements during a student's progress through each Key Stage.

Once the set change pro-forma has been completed and the changes made in SIMS, the Curriculum Team Leader will notify parents by letter when the set change takes place. A copy of the letter will be forwarded to the Form Tutor to place on file. The member of Senior Staff who oversees setting is responsible for ensuring that support staff make the relevant set changes. Exceptional changes will require the Curriculum Team Leader/Assistant Head with oversight of setting, sending a letter with an explanation of the reasons for the change.

R Taylor
October 2018