



GROUPING

Introduction

The Grouping Policy must be based on the principle that every pupil has the right to have access to all of the curriculum throughout his or her school life and to have the opportunity to make progress in their learning. Haphazard grouping can undermine a child's ability to learn whereas grouping procedures that reflect a whole school policy can enhance learning and contribute to raising achievement.

Although OFSTED do not identify pupil grouping as a key characteristic of an effective school, it has an impact on certain factors that are recognised by OFSTED as crucial, eg, purposeful teaching and the monitoring of pupil progress.

The Grouping Policy relates to all forms of grouping within the school, ie, tutor groups, subject classes and internal groupings within a class. Any form of grouping has to operate within resource and timetabling constraints.

Principles

The Grouping Policy must reflect the school's ethos - 'Aspire to Achieve'.

Any form of grouping must be to the benefit of all pupils and support effective classroom practice.

Teachers in Charge of subjects need to be able to describe how and why pupils will benefit from being grouped in a particular way.

The effectiveness of the Grouping Policy depends on all subject teachers being skilled at organising pupils into appropriate in-class groups and delivering differentiated teaching.

Grouping should not be rigid and should be shaped by informed teacher judgement.

Year 7 grouping sets the pattern of a pupil's life at school and must therefore be based on the sharing of all information the school receives about the pupil's on their transfer, eg. Key Stage 2 results, primary records, Cognitive Ability Tests and the NFER Nelson Group Reading Test.

The Grouping Policy must be kept under annual review.

The Context

The most common grouping to be found in the school and the main vehicle for mixed ability teaching is the tutor group which is formed using a number of criteria such as gender, ethnicity, primary school information, ability spread, special educational needs, friendship networks.

In subjects where the content of the teaching suggests a smaller class than a tutor group, eg, Technology the selection should still reflect the same criteria that have been used to form the tutor groups unless circumstances suggest otherwise. In these cases the above principles of the Grouping Policy should still be applied.

Some subjects, for example - Mathematics - use setting to group pupils in classes of thirty based on a broad definition of ability in order to reduce the ability spread of each class. One subject, PE, is taught to single sex groups in Key Stage 3.

Some special educational needs teaching takes place in very small groups as determined by need.

Success Criteria

All department policies reflect the school policy which aims to fulfil the needs of all pupils given the variations in their learning styles and personal attributes.