

# **The Hartismere School**

**POLICY DOCUMENT No TL10**

## **PUPIL GROUPING POLICY**



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## **1. Introduction**

The school policy on grouping pupils is to allow both mixed ability groups and setting. The criterion for departmental setting is *appropriateness* (i.e. appropriateness to subject content, teaching strategies and the requirements of external assessment procedures.) The information on subject groupings is in the School Prospectus.

## **2. Departmental Grouping**

Departments have their own criteria for setting within their subjects. These criteria are available to Staff, Pupils, Parents and Governors. Parents are informed, in writing which sets their son/daughter will be in.

Thereafter, parents are informed in writing, if their son/daughter is going to be moved between sets. Parents who wish to discuss the matter with staff are invited to do so either at a parent's evening or through a private appointment.

Heads of Department/Faculty, in consultation with departmental staff, decide if pupils need to be moved between groups. Their decision is based upon the evidence of work done during the term and staff judgment on the advisability of such a move – i.e. is it in the pupils' best interests. Transfer between sets in the lower school does not normally present a problem.

Once a GCSE course has begun, however, some subjects experience difficulty in moving pupils to different sets due to the tiered examination papers and the different content of those tiers. Wherever possible however the system is sufficiently flexible to allow pupils to move sets and to be in a set which is deemed most appropriate to their ability and attainment.

### **3. Pupils with Special Educational Needs**

Special Educational Needs (SEN) Pupils are initially identified on transfer from their previous school – mostly at age 11 although we do have later arrivals. Previous school records showing test scores are used together with other available evidence. Detailed information on such pupils is available from the school SEN co-ordinator.

In November of Year 7 all pupils sit the CAT TESTS and in Year 8 all pupils sit the 12 + County English test.

The least able are catered for through the following strategies: -

- Setting arrangements
- In-class support – using either a qualified teacher or an ancillary helper.
- Withdrawal from lessons for individual or small group help.
- Classroom teaching strategies which are concerned with differentiation.

### **4. Monitoring & Review**

The monitoring of the implementation of the policy is the responsibility of the Leadership Team, Heads of faculty/Department and Special Needs staff.

This policy is reviewed at the end of the academic year by Senior Management, the Heads of Department/Faculty and the Special Needs Co-ordinator. It is also reviewed during the year within annual Self-Evaluation Reviews.