



**CHESTERTON  
COMMUNITY COLLEGE**

**Chesterton Community College  
Grouping and Setting Students Policy  
September 2017**

# Grouping and Setting Students Policy

This policy is reviewed annually, at the end of the summer term, in time for the new school year beginning in September.

## How we group students

### For the morning registration period (20 minutes)

**Year 7 tutor groups** : when students begin at Chesterton in Year 7 they are allocated to a tutor group by the Head of Year 7. In deciding on the tutor groups the Head of Year attempts to achieve a reasonable balance of boys and girls, students from different partner primary schools and students of different abilities, as well as taking account of students' declared friendship groups. We cannot guarantee nominated friends will be together. Tutor groups are mixed ability groups and students in the same group are members of different houses

**Years 8-11 vertical tutor groups**: Students are placed in mixed ability, mixed age tutor groups, in which all the students are members of the same house.

## For subject teaching

There are 3 main ways of grouping students for subject lessons at Chesterton Community College:

1. **Sets**: sets are groups where students of similar demonstrated ability are placed together for a particular subject. Detailed information on how we set students in different subjects appears later in the policy.
2. **Single sex groups**: where boys and girls are taught separately (eg in PE)
3. **Mixed ability groups**: these are common in Years 10 and 11 in option subjects where students of different abilities are taught in the same groups.

Each year group at Chesterton is divided into two halves, the R and F halves. For organisational purposes, Years 7 and 8 have an additional (7-5) and (5) division. The R and F halves are mixed ability, meaning there are children of different abilities in both halves. Within the two halves, the teaching groups for each half are formed.

## Principles of setting

1. The College decides which set students are placed in.
2. The College doesn't refer to friendship groups when allocating students to teaching groups for different subjects.

3. Students are set for most subjects according to their demonstrated ability (ie performance) in that subject, relative to the performance of other students. In some cases, subjects are grouped together and sets are determined according to students' demonstrated ability across those groups of subjects. An example of a group is Maths, Science and Computer Science \*.

4. Ability is demonstrated in a number of ways and teachers take account of several measures of performance when determining sets. The most common measures used of demonstrated ability (not in any order of priority) are: prior attainment (e.g. KS2 performance); cognitive ability tests (CATs), written classwork; oral classwork; homework; other teacher assessments; common assessments (these are assessments that all students in a year group do in a subject for which they receive a grade).

5. We will tell parents which set their child is in and will also inform them of changes to sets.

### **When we review sets**

Sets are reviewed once per year to ensure that students are placed in the set that best reflects their ability and performance. In exceptional circumstances during the year, based on demonstrated ability, a student could be moved sets if teachers think this is appropriate. **The senior line manager will be involved when this happens.** The exception to annual setting is Science where there is a review in Year 9 and students are re-set if appropriate for GCSE.

We review sets towards the end of the academic year. When we review sets, we look at performance indicators such as those mentioned above (e.g. common assessments) and there is in depth discussion between teachers about students who are at the top and bottom end of each set. This would typically include an in depth look at students' work. Where students have demonstrated very similar ability, attitude to learning and attendance may be taken into account. Students who are considered to be in the wrong set according to demonstrated ability, will be moved to the appropriate set at the end of the review process. Students and parents will be informed of any movement.

See the set change appendix for more information on the process of moving sets.

### **Setting new arrivals**

New students in all year groups will initially shadow another member of their year group. They will take a Cognitive Ability Test in the first week of starting at Chesterton which Heads of House will use in order to place them in the ability sets most appropriate to their needs. Heads of House will carefully consider how best to place students arriving after the beginning of year 10 or 11 where they have previously studied option subjects not available at Chesterton.

EAL students are allocated sets via an interview with the EAL co-ordinator. New arrivals may be moved into a set that is right for them at a time other than a setting review point provided there is space in that set. If there is not space in the appropriate set, they will be placed in the

next most appropriate set and their set will be reviewed at the next setting review point along with other students, unless there are exceptional circumstances before the end of year review point.

### **Student grouping by subjects: 2016-2017**

#### **Years 7, 8 and 9**

In Years 7, 8 and 9 students are taught in ability sets in both halves for most subjects. Sets are:

(9-7)

(9-6)a or p

(9-6)b or m

(9-6)c

(7-5)

(5)

The numbers indicate the potential GCSE grades we believe students in these sets will achieve when they realise their potential in Year 11. (9-6 a/b are set and p/m are mixed ability).

The exceptions are:

- The Extension set for Maths in the R half of Year 9 is called 9RSMQ
- The Extension set for Maths in the F half of Year 9 is called 9FSMQ
- DT is Mixed ability
- Students in PE are taught in single sex sets
- Students in Years 7, 8 and 9 do Music, Drama and Art in their English groups. These groups are mixed ability by discipline and class names do not follow grade format. Students have their potential on their feedback

#### **Years 10-11**

##### **Maths**

Year 10: R half: extension set, sets 1, 2, 3, 5. F half: sets E, 1, 2, 3, 4.

Year 11: R half: extension set; sets 1, 2, 3, 4 and 5. F half; set E, 1, 2, 3, 4.

##### **English**

Year 10: R half: sets 1, 2a, 2b, 4, 5. F half: sets 1, 2a, 2b, 4.

Year 11: R half: sets 1, 2a, 2b, 4, 5. F half: sets 1, 2a, 2b, 4.

##### **Science**

Year 10: R half: set 1 (Triple Science), sets 2, 3, 4, 5 (all Double Science) F half: set 1 (Triple Science), sets 2, 3, 4 (all Double Science).

Year 11: R half: set 1 (Triple Science), sets 2, 3, 4, 5 (all Double Science) F half: set 1 (Triple Science), sets 2, 3, 4 (all Double Science).

##### **Ethics**

Year 10: Set by English sets.

Year 11: Set by English sets.

### **Option Courses**

Year 10: Set by mixed ability apart from Ebacc subjects which are set where appropriate.

Year 10: Set by mixed ability apart from Ebacc subjects which are set where appropriate.

\*Where students have similar outcomes the school will refer to achievement in other key subject areas such as English or Maths.