



# Setting Policy

<b>Date Policy Reviewed:</b>	<b>July 2019</b>
<b>Date Passed to Governors:</b>	<b>May 2018</b>
<b>Date of Next Review:</b>	<b>July 2020</b>

On entry all students will be placed in mixed ability tutor groups for registration and personal development time.

Longfield's philosophy is that students' experiences in school are differentiated according to their level of ability. Accordingly, Longfield Academy places students into teaching classes by grouping children of similar ability together on entry into the school.

The Academy decides upon the composition of classes by using a combination of the results of tests and teachers' continual assessment. Classes are reviewed continually, and we will alter the set of a student at any stage in the academic year if teachers feel that such a move is justified. A change must be based on evidence with approval from the Head of Department and Data Verification Team. This means that students in all classes must perform to their potential consistently to maintain sets. In all cases, parents will be consulted when an action is taken with regards to student movement between classes.

By organising classes in such a way the bands of differentiation within the sets are narrow, therefore allowing teachers to be more student-specific in their planning and in their delivery of all aspects of the curriculum. This helps create the best possible climate for learning, together with the warmest possible care.

Having taken great care to get the class structure right, parents should be aware that, increasingly, students are taught as individuals rather than classes. Students are encouraged to understand their own progress and be responsible for their own learning. This awareness is a vital aspect of the school's policy towards target-setting.

We offer equal opportunities to both boys and girls to experience an appropriate curriculum. Pupils are placed in tutor groups based on Olympic cities that feed into the House System comprising of four Olympians chosen by the students. Team Bolt, Team Ennis-Hill, Team Phelps and Team Farah. Multiple competitions run throughout the year to promote the ethos of competition, sportsmanship, resilience, determination through the House System culminating in sports day at the end of the academic year.

### **Role of the pupil**

- Work to the expectations within the teaching group

### **Role of teachers**

- Identify when setting may need changing
- Differentiate MTPs in accordance with sets
- Provide intervention where appropriate
- Contribute to setting changes through Department meetings and SLT links

### **Role of Middle Leaders**

- Monitor performance in sets and intervene where appropriate
- Notify SLT link of proposed set changes
- Ensure baseline assessment is used to inform sets
- Track groups to ensure correct setting of pupils

### **Role of Senior Leaders**

- Manage setting
- Review sets through Data Verification Team
- Inform all stakeholders of changes
- Encourage performance of all pupils
- SLT links through department meeting agendas ensure setting is discussed
- Overall monitoring of whole school data to ensure correct setting of pupils.

### **Year 7 Teaching Sets**

Key Stage 2 data is used initially to set students. Average English scores and maths scaled scores are used to rank pupils and this informs sets. There are a review of Year 7 teaching sets in the Autumn Term following baseline assessment. The Assistant Head Teacher for Curriculum and Timetabling and the Assistant Head Teacher for Data, in conjunction coordinate this with the Data Verification Team. This meeting will determine the sets each pupil will be in throughout Year 7. Students, parents, carers are informed of set changes by Middle Leaders.

Pupils with the lowest performance in reading, where appropriate, will be placed in a Literacy group where they will access a bespoke timetable in order to improve literacy and reading with the aim to ensure pupils can access all aspects of the curriculum through options.

### **Lower School Setting**

Termly, throughout the academic year, all teaching sets are formally reviewed through the Data Verification Team. At these stages during the academic year teachers can make set change recommendations via their Head of Department and SLT link to the Data Verification Team with a rationale for the move. Decisions surrounding moves are made by the data Verification Team before ensuring staff are made aware of any changes.

### **Upper School Setting**

When students enter Key Stage 4 for core subjects they will be a further setting system in operation. Option classes within Key Stage 4 are taught on a mixed ability basis, the only exception to this is if more than one class in the same subject is timetabled simultaneously then there may be an opportunity for setting.