

Grouping Policy

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This policy is communicated by the following means:	
Trustees	Trustee consultation by e-mail when policy reviewed and agreed
Staff	Policy folders on SharePoint
Parents	Academy website, letters to parents of specific year groups
Students	Academy website

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1. Rationale

At Clapton Girls' Academy students' learning and well-being are our priority. We are committed to ensuring that we effectively engage and challenge all students to maximise their learning and their achievement. We recognise the importance of ensuring that all teaching groups are representative of the academy student population. The process of grouping is vulnerable to bias and it is crucial we are aware of this and are actively trying to overcome this barrier.

All forms of grouping must operate within the resource and timetabling constraints of the academy. The guidelines for our grouping are set out below. At times, we may need to adapt this model to best provide for our students.

2. Guidelines

Key Stage 3

On entry to the academy, all students are allocated to a mixed ability tutor group. Students usually stay in this tutor group throughout years 7-11. Tutor groups are only reconfigured when students move into the sixth form. Particular attention is given to ensure tutor groups are balanced and reflect the wider academy student population. Students with EHCPs and "K" students are distributed across the six forms to ensure there is an equal distribution of special educational needs and that we can allocate resources to support the widest number of students. Groups will be reviewed regularly and students moved if necessary to ensure their progress and that of others. Information from primary feeder schools and external agencies is used in the initial grouping of the students.

Year 7

The year group is divided into halves, CLA and PTN. Students are taught in mixed ability tutor groups for Art, Drama, Languages, Music, Geography, History, RE, PE and PSHCE.

In English, the year group half (CLA or PTN) may be split into three mixed ability groups and one smaller nurture group.

Students are re-organised into smaller groups in Science and Technology (for health and safety reasons), but the principles of mixed ability remain.

In Maths students are placed in sets based on their prior attainment and assessment when they start at CGA. These are the same groups used by Computing/IT. By setting students, we hope to provide them with the support they need to make outstanding progress. Creating the set groups considers the following student data:

- Primary school reports
- KS2 English and maths standardised scores
- Cognitive Ability Test results
- Year 7 baseline assessments
- Any other information made available

To support Year 7 students with their transition to CGA, students spend a few weeks at the start of the academic year in tutor groups for Maths before decisions about setting are made. This is to give students the opportunity to settle into their tutor groups and to avoid high stakes testing on their arrival to school. When groups are created, we pay special attention to CAT4 data to determine which Maths set students are put in. Before students are set, stretch and challenge will be ensured in Maths by following CGA's guidance of best practice in mixed ability teaching, as outlined in Section 3 of this policy.

Year 8

The Year group is divided into halves, CLA and PTN. Students are taught in mixed ability tutor groups for Art, Drama, Languages, Music, Geography*, History*, PE, PSHCE and RE*(*Students taught in mixed ability groups, but not in tutor groups.)

In English, the year group half (CLA or PTN) may be split into three mixed ability groups and one smaller nurture group.

Students are re-organised into smaller groups in Science and Technology (for health and safety reasons), but the principles of mixed ability remain.

In Maths students are placed in sets based on their prior attainment. These are the same groups used by Computing/IT. Creating the set groups considers the following student data:

- a) Teacher assessment during year 7
- b) Any other information made available

Year 9

The Year group is divided into halves; CLA and PTN. Students continue to be taught in mixed ability tutor groups for Art, Drama, History*, Geography*, Languages*, Music, RE, PE and PSHCE. (*Students taught in mixed ability groups, but not in tutor groups.)

In English, the year group half (CLA or PTN) may be split into three mixed ability groups and one smaller nurture group.

Students are organised into smaller groups in Science** and Technology, but continue to be taught in mixed ability classes. (**Students start their GCSE Combined Science Curriculum in the September of Year 9. This is to cover the extensive amount of GCSE Science content.)

In Maths students are placed in sets based on their prior attainment. These are the same groups used for Computing/IT. Creating the set groups considers the following student data:

- a) Teacher assessments during year 8
- b) Any other information made available

Key Stage 4

In Maths students are placed in sets based on their prior attainment and current assessment data. Students move between groups when required, based on their current progress.

In Science, in Year 10 students are taught in mixed ability groups studying GCSE Combined Science, Higher Tier or Foundation Tier. In Year 11, students continue to be taught in mixed ability classes that follow one of these pathways: Combined Science Trilogy (Higher Tier), Combined Science Trilogy (Foundation Tier); separate Sciences and Biology only and Entry Level (Foundation Tier). Students move between groups based on attainment and teacher assessment.

In English students are taught in mixed ability groups. RE is taught in a carousel with English, therefore RE groups are determined by the English groups.

Students can select three GCSE preference choices. The decision-making process happens in Year 9 and students start KS4 courses in Year 10. Serious consideration is given to ensuring student preference choices are likely to maximise student outcomes as well as being aware of the importance for the academy of the accountability measures at the end of KS4. Preference groups are mixed ability. Students are consulted about the appropriateness of a course based on their prior attainment and future aspirations and careers.

All year 10 and 11 students study core PE and PSHCE in their tutor groups.

Key Stage 5

When students join the sixth form they select the BTEC or A-Level subjects they wish to study. These classes are mixed ability. Students are consulted about the appropriateness of a course based on their prior attainment and future aspirations and careers.

At A-Level students typically have 10 lessons per subject per fortnight at Year 12 and 12 lessons per subject per fortnight at Year 13. Where students are taught in small groups, these hours may be reduced on a sliding scale at the discretion of the Leadership Team.

3. Guidance on best practice at CGA

Setting

- We group students by focussing primarily on prior attainment
- We assess students regularly and move students between groups when we believe it will support them make progress
- We make sure all students have access to a rich curriculum
- We ensure all sets are equally likely to be taught by a subject expert
- We are aware that setting is vulnerable to bias and take positive action to make sure there is a fair representation of Caribbean Heritage, African Heritage and Pupil Premium students in all classes.

Mixed attainment teaching

- We use one high challenge learning objective
- We provide effective differentiation and scaffolding to ensure challenge for all
- We do not establish fixed within-class ability groups
- We change in-class groupings regularly
- We have high expectations of all students in the class
- We plan rich tasks that allow students to access at different levels and receive meaningful feedback

4. Procedures for moving groups

Students, parents and teachers should be made aware of the times in the academic year when group changes may be made. This will vary from faculty to faculty. Parents should be informed by letter/email or phone call by the Head of Faculty/Subject when a change is made to the group their child is taught in. The reason for the change should be included in the communication.

The Data Leader should be informed of any group changes by email prior to students moving groups. Changes will be made on SIMs and the new timetable will be given to the student.

5. Monitoring

The student groupings in all years and subjects will be discussed in line management meetings, monitoring and tracking, leadership team and student voice meetings throughout the academic year. This is to ensure that student groupings result in positive progress and continued challenge for all students. This policy will be reviewed annually.

6. In Year Admissions

When students arrive at CGA during the school year, we will consider any prior attainment data available to determine which groups they are put into. This will also depend on which groups have sufficient space to accommodate an additional student. These classes will be reviewed by the class teacher and Head of Faculty/Department who will liaise with the Head of Year.