

SETTING POLICY

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1. INTRODUCTION

Setting refers to placing pupils of similar ability together just for certain lessons, not for the whole school day.

When setting the children, we take into careful consideration both the ability / potential and the personality of individual children. Setting is not just dependent on results in tests; we also look at how they perform in class and consult with previous teachers about how best to place each child. This process is communicated to the children very sensitively and handled in a positive way. The process is not intended to judge or condemn children but more to support them to make the best possible progress starting from the point where they are in their learning.

2. AIM

For English, Year 7, 8 and 9 students who have English as an Additional Language are placed in a different group to other students and are offered a differentiated course. In Year 10 students who have English as an Additional Language take IGCSE English as a Second Language. In Year 10 we also offer the double award for our most able pupils, so they can take both First Language English and English Literature IGCSE in the same time as everyone else does only English Language.

In addition, from Year 5 until Year 11 pupils are set for Numeracy/Mathematics.

On occasion in The Senior School we may set in Science at KS4 and 5 if we have 2 groups in one block.

All other subjects normally take place in form or mixed ability classes. In these groups, staff are trained to differentiate the work carefully to accommodate the abilities of all pupils. They are expected to support the least able and stretch the more able and monitor the progress of each individual child according to their targets and ability. Pupils may be placed in ability groups within the classroom or may be placed in mixed-ability groups depending on the nature of the activity.

3. WHY DO WE SET?

There are many reasons for setting.

Research has shown that when the factors in setting are right, setting enables all pupils to make greater progress. The core principle is that all teachers have high expectations of all children; this is exemplified in The Junior and Senior School. The curriculum is the same for all pupils and sets. The main difference is the pace of the explanation. Our expectations always remain high and this is reflected in our excellent academic results.

From our own experience we have also found that when pupils are placed with pupils of similar ability, they are more willing to participate in class, express their opinions, tell the teacher when they need further clarification and thus increase their self-confidence and the progress that they make.

4. GREEK SETTING

The aim of setting in Greek is to empower students to manage the language with a further focus on deepening their skills and confidence in the Greek language. Each set is designed based on the degree

of knowledge and use of the Greek language, adapting to the capabilities of each child respectively, to further their knowledge of the Greek language.

The selection and placement of children in each set is based on the teacher's evaluation, according to their results across the previous year as well as their end of year assessment and their progress during the previous year. If a teacher sees that a child is making remarkable progress through the middle of the year, he/she has the possibility to apply for a child to move to a different set.

At the Junior School, we set in Greek from Reception up to Year 6 and Maths in Y5 and Y6. The aim of setting in Greek is to empower students to manage the language with a further focus on deepening their skills and confidence in the Greek language. Each set is designed based on the degree of knowledge and use of the Greek language, adapting to the capabilities of each child respectively, to further their knowledge of the Greek language.

The selection and placement of children in each set is based on the teacher's evaluation, according to their results across the previous year as well as their end of year assessment and their progress during the previous year. If a teacher sees that a child is making remarkable progress through the middle of the year, he/she has the possibility to apply for a child to move to a different set. Specifically, we have the following structure in our set:

Reception - Year 2; Greek as a Foreign Language (GFL) & Main
Years 3-6; Greek as a Foreign Language (GFL), Main and Advanced

5. ENGLISH SETTING

In Year 7 children will be placed in EAL English if they joined us from a Greek speaking primary school, overseas or if they do not have English as a mother tongue. Those joining the School at Year 7 with limited English will be asked to attend the summer English lesson programme.

6. NUMERACY / MATHEMATICS SETTING

In Mathematics setting by ability takes place in Years 5 and 6 and throughout key stages 3 and 4.

In Year 5 and 6 pupils are set in Mathematics according to their end of unit test results across the previous year and their end of year Maths assessment results which are then ranked. In addition, approach, attitude and confidence during Numeracy lessons is considered during a handover meeting with the previous teacher. In Year 5 and 6, children are usually set into five maths groups. There are normally two extension groups, two core groups and a group where pupils receive more assistance. This can change depending on the cohort. All groups follow the same curriculum, however, the pace of teaching may differ slightly. With careful consideration and with parent/carer communication, there may be movements across sets, if this is deemed by the school to be in the best interests of the student and their learning.

In Year 7, we have our students continuing from Year 6, while some join us from other private primary schools, public primary schools or from primary schools abroad. Given the varying backgrounds and subject knowledge of students, Year 7 is considered a transitional period where students are given the opportunity of a fresh start and are taught in their form class group, rather than being split by ability. Teachers of our Mathematics Department work closely with each student throughout the year in order to assess their level of ability and to identify any gaps in primary school knowledge or any difficulties in the subject. Lessons are carefully planned and differentiated to meet the needs of all

students and to ensure that they are supported, challenged and stretched to fulfil their capabilities. Throughout Year 7, teaching assistants rotate each of the Year 7 classes, working closely with the Mathematics teacher of the class, so that differentiation can be more effectively utilised.

From Year 8 onwards, once plenty of performance data has been collected, students are placed in classes according to academic ability. Students joining us in Years 8, 9, 10 and 11 from other Schools, are placed according to their entrance examination result. In particular, students who have substantial difficulties in Mathematics are identified and are placed in smaller groups, to ensure that there is more opportunity for one-to-one attention and to enable the support provided to be more effective. Furthermore, these groups, may at times, have the additional support of a teaching assistant.

All groups follow the same curriculum, however, the pace of teaching may differ slightly. All students take the same assessments which are carefully differentiated so that they are accessible to all.

7. THE ETHOS

We firmly believe at The Junior and Senior School that every child has skills and gifts in different areas. We try to help each child recognize and celebrate their gifts. Whilst we acknowledge academic gifts, we place equal, if not more, emphasis on characteristics such as respect, thoughtfulness, helpfulness, politeness, adaptability, resilience, humility etc; characteristics that make outstanding leaders. These are both role-modeled, explicitly taught and discussed, as well as being rewarded. This has been made explicit to the children throughout their schooling.

END