



## GROUPING FOR LEARNING

<b>Audience</b>	All Governors, Parents/Carers, Staff
<b>Date for renewal/updates/review</b>	Annually/as necessary
<b>Named person responsible for monitoring</b>	Head
<b>Agreed by Curriculum &amp; Assessment Committee</b>	15 January 2015
<b>Agreed by Governors</b>	11 February 2015

### Principles

Hampstead School is committed to the United Nations Convention on the Rights of the child and particularly endorse:

#### Article 28 – Right of education

*Every child has the right to an education. Secondary education must be available to every child. Discipline in schools must respect children's human dignity.*

#### Article 29 – Goals of education

*Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.*

Hampstead School does not adhere to a rigid ideology in relation to setting, streaming or mixed ability grouping. To do so would imply that the same inflexible structure is appropriate year on year regardless of the cohort. In our commitment to Personalised Learning, we make the mould fit the student profile rather than the students fit the mould. Consequently, each year Faculties and subject areas are asked to review their grouping for learning structures dependant upon the nature of the subject, the cohort profile, teaching capacity and group dynamics.

### Process

- Classes should be structured in order to help each student make the most effective progress in their learning.
- Each student may have varying abilities in different areas of the curriculum. Where possible within the fortnightly cycle, blocking will allow Heads of Faculties (HoFs) / Subject Leaders to group students appropriately and independently of other subjects, as far as resources allow.
- Where a setting structure is adopted, reviews of performance should be made termly, informed by the half termly assessment and BRAGging cycle and students moved between sets according to progress and an estimate of trajectory following their placement in a new set.
- Students should be assisted in determining targets for improving their own performance through the half termly assessment cycle the results of which should also be used to inform placement. .
- Movement to a higher set should follow recognition of an ability to work at a faster pace and in greater depth. Continuation in, or movement to a lower set, should be presented as the best means for ensuring maximum progress. Behaviour is not a determinant.
- Teachers should discuss with students and parents/carers about any proposed move.
- Parents/Carers must be informed in writing before any change takes place.
- HoFs must submit a written list of agreed changes to the Data Manager w.e.f. date of change for updating the student database on SIMS.

Signed: \_\_\_\_\_

*Chair of Governors*

Date: \_\_\_\_\_