



Hutton Church of England Grammar School

Banding and Setting Policy

Rationale

At Hutton Church of England Grammar School we endeavour to recognise, develop and maximise the intellectual, moral, social, physical, aesthetic and spiritual potential of all involved with the school. We educate all pupils in accordance with the requirements of the National Curriculum, whilst preparing pupils for the world of work, and for life in the community beyond school. As such, Hutton Church of England Grammar School fully recognises its responsibility to meet the needs of each pupil and, therefore, aims to ensure that the banding and setting of every individual is undertaken efficiently and in the best interests of the pupils using quantitative and qualitative data alongside the professional judgement of teachers. On-going monitoring of pupil performance using robust tracking systems underpins the accuracy of banding and setting procedures, whilst regular reviews of pupil placement are essential in recognising the changing rates at which pupils progress and ensuring that students are placed in teaching groups which best match their abilities and reflect their current progress.

It is the responsibility of all staff at Hutton Church of England Grammar School to read, understand and implement this policy.

Guidelines

On arrival at Hutton, pupils are assigned to a teaching band based on their KS2 fine level in English and mathematics. Key Stage 2 teacher assessments in English, Maths and Science are used as supporting evidence.

During the first weeks of year 7, students are assessed in a variety of ways including Cognitive Ability Tests or CAT tests. Results of these base-line tests are used in conjunction with the CAT tests to establish more accurately the teaching band and allow subject teachers to differentiate within a group. This information will help identify appropriate and challenging personal targets.

Every pupil is given an End of Year Target in each subject they study. End of Year Target Levels are set based on prior attainment and the progress made by pupils with similar characteristics in previous years. The data used to establish the levels comes from a variety of sources which use probability tables, historical data and progression rates informed by a number of factors including Cognitive Ability Tests and Key Stage 2 results or Teacher Assessments. As with any statistical indicator there is a degree of tolerance, but the levels represent a guide to future achievement and remain fixed from this point onwards

Every individual's attainment and progress is continually tracked at the classroom level by subject teachers.

Data on the attainment and progress of every pupil is collected three times each year and distributed to parents and carers through the school report system and at parents' evenings.

Formal monitoring of attainment and the tracking of progress is undertaken by subject leaders, learning co-ordinators and the SLT each term.

The banding and setting of all pupils is reviewed formally four times each year at scheduled banding review meetings. The panel will comprise of

- AHT i/c of banding reviews.

- AHT i/c curriculum

- A representative from each department.

- Learning Co-ordinator / Intervention Co-ordinator.

Banding review procedures:

Set changes within a band in subjects that are not blocked with other subjects on the timetable can take place at any time during the academic year. Monitoring of pupil progress and set changes in such subjects are overseen by the subject leader. This is the case in Mathematics.

Pupils are not banded for English.

Initially subjects blocked with Science will be banded, but in mixed ability groups. Following Banding Review Meeting 2 all pupils will be setted. AHT i/c banding will inform parents or carers of the relevant set.

All other subjects will be banded with mixed ability groups.

Recommendations for band changes are made by class teachers via subject leaders.

The AHT i/c of banding reviews collates and disseminates these recommendations to subject leaders for discussion with relevant subject teachers.

At **Banding Review Meeting 1** recommendations are brought for consideration. There will be no movement of bands at this stage; however, parents will be informed by AHT i/c banding reviews that a move is being considered.

For a considered move up across the band threshold, the pupil will be informed by the AHT i/c of banding reviews and a letter sent to parents or carers.

Where a considered move down across the band threshold, the AHT i/c of banding reviews will discuss this with the pupil concerned and notify parents or carers by letter that their child's progress is giving cause for concern and that he may move teaching bands following the next banding review meeting. The Learning Co-ordinator / Intervention Co-ordinator will be involved at this stage.

At **Banding Review Meeting 2** movement across bands may be made for those pupils contacted following Banding Review Meeting 1.

For a move up across the band threshold, the pupil will be informed by the AHT i/c of banding reviews and a letter and new timetable will be sent to parents or carers.

If no or insufficient improvement has been made, the pupil will move to the lower ability teaching groups.

Where a move down across the band threshold is recommended, the AHT i/c of banding reviews will discuss this with the pupil concerned and notify parents or carers by letter.

No pupil will change band without prior notice from AHT i/c banding.

The AHT i/c of banding reviews will inform all teachers of set and band changes once the pupil and parents or carers have been informed.

Band and set changes are made on the professional recommendation of subject teachers and will be based on sustained academic achievement and rate of progress.

Attainment and progress in English, Mathematics and Science will ultimately determine the ability band in which a student is placed for all subjects.

Attainment and progress in Science will ultimately determine the teaching group in which a student is placed for all subjects that are blocked with Science on the timetable. These are Design & Technology, ICT and Art.

The decision of the AHT i/c of banding reviews will be carried in the event of disagreement on a set and band placement.

Parents and carers are to contact the AHT i/c of banding reviews in the event of queries or questions.

Staff responsibilities

Senior leadership team are responsible for

- Ensuring that banding review meetings are scheduled in the school calendar and are undertaken at the appropriate times.

AHT i/c banding reviews is responsible for

- Requesting and disseminating recommendations for set and band changes to subject leaders
- Organising and chairing banding review meetings
- Distributing minutes of action as a result of review decisions
- Communicating outcomes of meetings to pupils and parents
- Communicating changes in teaching groups that occur as a result of a banding review to the AHT i/c timetable
- Communicating changes in teaching groups that occur as a result of a banding review to all staff
- Maintaining accurate records of decisions made by the banding review panel and actions taken as a consequence of these decisions.

AHT i/c timetable is responsible for

- Managing set and band changes on NovaT and SIMS
- Printing new timetables.

Subject Leaders are responsible for

- Ensuring accurate and current data regarding pupil attainment and progress is collected
- The on-going tracking of pupil attainment and progress
- Collecting from and distributing to subject teachers recommendations for set/band changes
- Providing data to support or oppose set/band change recommendations
- Attending banding review meetings or ensuring a subject representative is present
- Communicating set changes within a subject to the AHT i/c timetable.

Subject teachers are responsible for

- Collecting and recording data regarding pupil attainment and progress and making this available to their faculty/department/subject leader
- Continually tracking pupil progress
- Identifying pupils who would benefit from a set/band change
- Giving their professional opinion to inform the banding review panel.

Special educational needs coordinator is responsible for

- Providing information regarding pupils with additional learning needs.

Transition coordinator is responsible for

- Providing additional relevant information regarding pupils in year 7.