

STUDENT GROUPING STRUCTURE

2020-21 ACADEMIC YEAR

Rationale

- a curriculum structure should allow students of all ability levels to make exceptional rates of progress
- mixed prior attainment groupings are appropriate in most subjects; in some, careful setting of classes based on academic performance is appropriate; in all subjects students are challenged by work appropriate to their attainment level
- students are allocated to classes according to the year group models described in this document
- allocations are made by either the Deputy Head i/c Curriculum or Curriculum Leaders
- this document seeks to clarify each model for all stakeholders

Contents

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- Pages 3 – Year 8
- Page 4 – Year 9
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Companion Documents

- “How to Read Your Child’s Timetable” (one for each year group) on the school website in Parental Info > Curriculum
- “Curriculum Diagram 2020-21” on the school website in the Curriculum > Overview section.



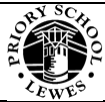
- Most Year 7 students are placed into either band B, C, D or E
- These four bands are equal in terms of prior attainment and gender
- Some students are placed in a nurture band (A) for students with additional needs

Rationale

All subjects are taught in mixed prior attainment groupings. Students experience a broad social mix in their first year of secondary school. Lessons are planned and delivered to meet the needs of every individual student.

Grouping by Subject

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| ART DANCE DRAMA ENGLISH GEOGRAPHY HISTORY LANGUAGES LIFE SKILLS MATHEMATICS MUSIC RELIGIOUS STUDIES SCIENCE | <ul style="list-style-type: none"> • Students are placed in the same exact class groupings for these subjects • In each of bands B, C, D and E there are two classes • Each class is equal in terms of prior attainment and gender • Band A students are taught separately (no Languages lessons) |
| INCLUSION | <ul style="list-style-type: none"> • Band A students (only) follow a modified programme that features five lessons per week staffed by the school’s Inclusion team |
| PE | <ul style="list-style-type: none"> • In each of bands B, C, D and E there are two classes • Each class is equal in terms of prior attainment and gender (i.e. mixed boys and girls PE classes) • Band A students join Band E students for PE lessons |
| DESIGN TECHNOLOGY FOOD <small>PREPARATION & NUTRITION</small> COMPUTER SCIENCE | <ul style="list-style-type: none"> • Students are placed in the same exact class groupings for these subjects • In each of bands B, C, D and E there are three classes • Each class is equal in terms of prior attainment and gender • Band A students join Band E students for Design Technology, Food Preparation & Nutrition and Computer Science lessons |



- Most Year 8 students are placed into either band B, C, D or E
- These four bands are equal in terms of prior attainment and gender
- Note: these bands are not the same ones that students were placed in during Year 7
- Some students are placed in a nurture band (A) for students with additional needs

Rationale

Students are placed into one of four bands dependent on their choice of language to study. Setting takes place in PE, based on performance in Year 7 (practical ability and theoretical knowledge); all other subjects are taught in mixed prior attainment groupings. Lessons are planned and delivered to meet the needs of every individual student.

Grouping by Subject

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| ART DANCE DRAMA ENGLISH GEOGRAPHY HISTORY LIFE SKILLS MATHEMATICS MUSIC RELIGIOUS STUDIES SCIENCE | <ul style="list-style-type: none"> • Students are placed in the same exact class groupings for these subjects • In each of bands B, C, D and E there are two classes • Each class is equal in terms of prior attainment and gender • Band A students are taught separately |
| LANGUAGES | <ul style="list-style-type: none"> • Bands B and C combine to form five classes • Bands D and E combine to form five classes • Able linguists follow a dual language study programme; other classes are broadly equal in terms of prior attainment and gender |
| INCLUSION | <ul style="list-style-type: none"> • Band A students (only) follow a modified programme that features five lessons per week staffed by the school’s Inclusion team |
| PE | <ul style="list-style-type: none"> • Bands B and C combine to form four mixed gender classes • Set BC1 is the highest and set BC4 the lowest of the four • Bands D and E combine to form four mixed gender classes • Set DE1 is the highest and set DE4 the lowest of the four • Band A students join bands D and E students for PE lessons |
| DESIGN TECHNOLOGY FOOD <small>PREPARATION & NUTRITION</small> COMPUTER SCIENCE | <ul style="list-style-type: none"> • Students are placed in the same exact class groupings for these subjects • In each of bands B, C, D and E there are three classes • Each class is equal in terms of prior attainment and gender • Band A students join Band E students for Design Technology, Food Preparation & Nutrition and Computer Science lessons |

- Most Year 9 students are placed into either band B, C, D or E
- These four bands are equal in terms of prior attainment and gender
- Note: these bands are largely the same ones that students were placed in during Year 8
- Some students are placed in a nurture band (A) for students with additional needs

Rationale

Students are placed into one of four bands dependent on their choice of language(s) to study. Setting takes place in Maths only, with class memberships based on performance during Year 8. Other subjects are taught in mixed prior attainment groupings. Lessons are planned and delivered to meet the needs of every individual student.

Grouping by Subject

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|---|---|
| ENGLISH | <ul style="list-style-type: none"> • In each of bands B, C, D and E there are two classes • Each class is equal in terms of prior attainment and gender • Band A students are taught separately |
| MATHEMATICS | <ul style="list-style-type: none"> • Bands B and C combine to form four classes • These classes are set by attainment, with set BC1 being the highest and set BC4 the lowest of the four classes • Bands D and E combine to form four classes • These classes are set by attainment, with set DE1 being the highest and set DE4 the lowest of the four classes • Band A students are taught separately |
| SCIENCE | <ul style="list-style-type: none"> • In each of bands B, C, D and E there are two classes • Each class is equal in terms of prior attainment and gender • Band A students are taught separately |
| LANGUAGES | <ul style="list-style-type: none"> • Bands B and C combine to form five classes • Bands D and E combine to form five classes • Able linguists follow a dual language study programme; other classes are broadly equal in terms of prior attainment and gender |
| PE | <ul style="list-style-type: none"> • Bands B and C combine to form four classes • All classes are mixed gender groupings. • Bands D and E combine to form four classes • All classes are mixed gender groupings. • Membership of each class is dependent on each student's choice of PE pathway: GCSE Prep; Competitive PE; Traditional PE; and Aesthetic PE • Band A students join bands D and E students for PE lessons |
| DESIGN TECHNOLOGY FOOD <small>PREPARATION & NUTRITION</small> COMPUTER SCIENCE | <ul style="list-style-type: none"> • Students are placed in the same exact class groupings for these subjects • In each of bands B, C, D and E there are three classes • Each class is equal in terms of prior attainment and gender • Band A students join Band E students for Design Technology, Food Preparation & Nutrition and Computer Science lessons |
| ART DANCE DRAMA MUSIC | <ul style="list-style-type: none"> • In each of bands B, C, D and E there are two classes • Each class is equal in terms of prior attainment and gender • Band A students are taught separately |
| HISTORY GEOGRAPHY LIFE SKILLS RELIGIOUS STUDIES | <ul style="list-style-type: none"> • In each of bands B, C, D and E there are two classes • Each class is equal in terms of prior attainment and gender • Band A students are taught Life Skills separately |
| INCLUSION | <ul style="list-style-type: none"> • Band A students (only) follow a modified programme that features five lessons per week staffed by the school's Inclusion team |



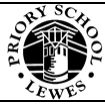
- Year 10 students are placed into one of two halves of the year group, either P or L
- These two halves are equal in terms of prior attainment and gender
- Foundation Learning students (those following vocational courses) are all placed in the L half
- Students taking Technical qualifications alongside core GCSEs are also all placed in the L half

Rationale

The P and L halves of the year group form classes for the core Key Stage 4 curriculum, including Languages and Humanities. For options subjects the two halves combine and classes in these subjects are drawn from both halves of the year group. Most subjects are taught to mixed prior attainment groupings. Setting takes place in Maths and Science only.

Grouping by Subject

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|---|--|---------------------|---------|---------------------|------------|--------------------------|------|--------------------|-------------------------|---------------|--------------------|------------------------|--------------------|---------|-----------------|-------------|---------------------|--------------|-------------------|
| <p>ENGLISH LIFE SKILLS RELIGIOUS STUDIES</p> | <ul style="list-style-type: none"> • Students are placed in the same exact class groupings for these subjects • In each of halves P and L there are four classes • Each class is equal in terms of ability and gender | | | | | | | | | | | | | | | | | | |
| <p>MATHEMATICS</p> | <ul style="list-style-type: none"> • In each of halves P and L there are five classes • These classes are set by attainment, with sets P1 and L1 being the highest and sets P5 and L5 the lowest in each half | | | | | | | | | | | | | | | | | | |
| <p>SCIENCE</p> | <ul style="list-style-type: none"> • In each of halves P and L there are five classes • P1 is a class for students taking Triple Science and is a mixed prior attainment group • Sets P2, P3, P4 and P5 are for students following a core Double Science programme and are set by attainment • In the L half there are five classes • L1 is a class for students taking Triple Science and is a mixed prior attainment group • Sets L2, L3, L4 and L5 are for students following a core Double Science programme and are set by attainment | | | | | | | | | | | | | | | | | | |
| <p>PE</p> | <ul style="list-style-type: none"> • In each of halves P and L there are four classes • All classes are mixed gender groupings • Membership of each class is dependent on student choice – four options are offered each term and each student selects a preferred option | | | | | | | | | | | | | | | | | | |
| <p>LANGUAGES</p> | <ul style="list-style-type: none"> • In the P half there are five classes –one French, one German, one Latin, two Spanish • In the L half there are three classes – one double linguists group, one Latin, one Spanish • Each class is broadly equal in terms of prior attainment and gender | | | | | | | | | | | | | | | | | | |
| <p>HUMANITIES</p> | <ul style="list-style-type: none"> • In the P half there are five classes – two Geography, three History • In the L half there are three classes – two Geography, one History • Each class is broadly equal in terms of prior attainment and gender • Technical pathway students take either Geography or History, and these two classes are broadly equal in terms of prior attainment and gender | | | | | | | | | | | | | | | | | | |
| <p>FOUNDATION LEARNING</p> | <ul style="list-style-type: none"> • College courses: Agriculture, Animal Care, Construction, Hair & Beauty, Motor Vehicle Maintenance • Students taking these courses spend one full day per week at a partner college • Students taking these courses also follow the AQA Units programme • Students taking these courses take just one options subject, and do not take a Language or History/Geography | | | | | | | | | | | | | | | | | | |
| <p>TECHNICAL PATHWAY</p> | <ul style="list-style-type: none"> • Technical pathway students choose two subjects that together form a full day’s study • These students take one further options subject, and do not study a Language | | | | | | | | | | | | | | | | | | |
| <p>OPTIONS SUBJECTS (all GCSE except *Technical)</p> | <table border="0"> <tr> <td>• Art</td> <td>• Drama</td> <td>• Music Technology*</td> </tr> <tr> <td>• Classics</td> <td>• Food Prep. & Nutrition</td> <td>• PE</td> </tr> <tr> <td>• Computer Science</td> <td>• Health & Social Care*</td> <td>• Photography</td> </tr> <tr> <td>• Creative IMedia*</td> <td>• Home Cooking Skills*</td> <td>• Science (Triple)</td> </tr> <tr> <td>• Dance</td> <td>• Media Studies</td> <td>• Sociology</td> </tr> <tr> <td>• Design Technology</td> <td>• Music GCSE</td> <td>• Sports Studies*</td> </tr> </table> | • Art | • Drama | • Music Technology* | • Classics | • Food Prep. & Nutrition | • PE | • Computer Science | • Health & Social Care* | • Photography | • Creative IMedia* | • Home Cooking Skills* | • Science (Triple) | • Dance | • Media Studies | • Sociology | • Design Technology | • Music GCSE | • Sports Studies* |
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| • Classics | • Food Prep. & Nutrition | • PE | | | | | | | | | | | | | | | | | |
| • Computer Science | • Health & Social Care* | • Photography | | | | | | | | | | | | | | | | | |
| • Creative IMedia* | • Home Cooking Skills* | • Science (Triple) | | | | | | | | | | | | | | | | | |
| • Dance | • Media Studies | • Sociology | | | | | | | | | | | | | | | | | |
| • Design Technology | • Music GCSE | • Sports Studies* | | | | | | | | | | | | | | | | | |



- Year 11 students are placed into one of two halves of the year group, either P or L
- These two halves are equal in terms of prior attainment and gender
- Foundation Learning students (those following vocational courses) are all placed in the L half
- Students taking Technical qualifications alongside core GCSEs are also all placed in the L half

Rationale

The P and L halves of the year group form classes for the core Key Stage 4 curriculum, including Languages and Humanities. For options subjects the two halves combine and classes in these subjects are drawn from both halves of the year group. Most subjects are taught to mixed prior attainment groupings. Setting takes place in Maths and Science only.

Grouping by Subject

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| <p>ENGLISH LIFE SKILLS RELIGIOUS STUDIES</p> | <ul style="list-style-type: none"> • Students are placed in the same exact class groupings for these subjects • In each of halves P and L there are four classes • Each class is equal in terms of ability and gender | | | | | | | | | | | | | | | | | | |
| <p>MATHEMATICS</p> | <ul style="list-style-type: none"> • In each of halves P and L there are five classes • These classes are set by attainment, with sets P1 and L1 being the highest and sets P5 and L5 the lowest in each half | | | | | | | | | | | | | | | | | | |
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| <p>PE</p> | <ul style="list-style-type: none"> • In each of halves P and L there are four classes • All classes are mixed gender groupings • Membership of each class is dependent on student choice – four options are offered each term and each student selects a preferred option | | | | | | | | | | | | | | | | | | |
| <p>LANGUAGES</p> | <ul style="list-style-type: none"> • In the P half there are seven classes – two double linguists groups, one French, one German, one Latin, two Spanish • In the L half there are four classes – one French, one German, one Latin, one Spanish • Each class is broadly equal in terms of prior attainment and gender | | | | | | | | | | | | | | | | | | |
| <p>HUMANITIES</p> | <ul style="list-style-type: none"> • In the P half there are five classes – three Geography, two History • In the L half there are three classes – two Geography, one History • Each class is broadly equal in terms of prior attainment and gender • Technical pathway students all take Geography together in one additional class | | | | | | | | | | | | | | | | | | |
| <p>FOUNDATION LEARNING</p> | <ul style="list-style-type: none"> • College courses: Animal Care, Hair & Beauty, Equine, Motor Vehicle Maintenance • Students taking these courses spend one full day per week at a partner college • Students taking these courses also follow the ASDAN Certificate of Personal Development programme • Students taking these courses take just one options subject, and do not take a Language or History/Geography | | | | | | | | | | | | | | | | | | |
| <p>TECHNICAL PATHWAY</p> | <ul style="list-style-type: none"> • Technical pathway students choose two subjects that together form a full day’s study • These students take one further options subject, and do not study a Language | | | | | | | | | | | | | | | | | | |
| <p>OPTIONS SUBJECTS (all GCSE except *Technical)</p> | <table border="0"> <tr> <td>• Art</td> <td>• Drama</td> <td>• Music Technology*</td> </tr> <tr> <td>• Classics</td> <td>• Food Prep. & Nutrition</td> <td>• PE</td> </tr> <tr> <td>• Computer Science</td> <td>• Health & Social Care*</td> <td>• Photography</td> </tr> <tr> <td>• Creative IMedia*</td> <td>• Home Cooking Skills*</td> <td>• Science (Triple)</td> </tr> <tr> <td>• Dance</td> <td>• Media Studies</td> <td>• Sociology</td> </tr> <tr> <td>• Design Technology</td> <td>• Music GCSE</td> <td>• Sports Studies*</td> </tr> </table> | • Art | • Drama | • Music Technology* | • Classics | • Food Prep. & Nutrition | • PE | • Computer Science | • Health & Social Care* | • Photography | • Creative IMedia* | • Home Cooking Skills* | • Science (Triple) | • Dance | • Media Studies | • Sociology | • Design Technology | • Music GCSE | • Sports Studies* |
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