**Set change protocol November 2010**

**Background**

Previously in the mini-school system the X and Y band had been set according to student’s combined score of Maths and Science national curriculum tests. Set moves had been subsequently made on the basis of student’s performance in only Maths and Science assessments.

We have now allowed greater flexibility for departments to set, by blocking classes together. In the F and H band for Years 7 and 8 we have equal numbers of students of the same ability (Parallel system). Please note our improving ks2 APS, we do have a larger number of able students on Level 4 / 5 and fewer on Level 3 than previous years. S1 sets are of a similar ability to what we previous knew as X7.

|  |  |  |  |
| --- | --- | --- | --- |
| Year Group as of 2010 - 2011 | K2 APS (sub levels)  | No. of pupils with a Level 5 in English | No. of pupils with a Level 5 in Maths |
| 7  | 26.9 | 48 | 55 |
| 8 | 26 | 30 | 53 |
| 9 | 25.7 | 35 | 37 |
| 10 | 26.1 | 55 | 54 |
| 11 | 25.1 | 41 | 36 |

In Years 9 – 11 F band students are higher in ability than the H band which is higher than the S band.

Form groups, however, are of mixed ability and talent.

**Set change protocol**

For the Year Academic 2010-2011 subjects will be blocked for English, Maths and Science at KS3 and a number of foundation subjects, to allow departments to set. Some foundation subjects have been grouped together to allow greater setting compared to previous years.

**Formation of Initial sets in Year 7**

KS2 subject specific test sub-levels will be used to band students using English and Maths data. This is done in the summer, using transition data.

All other subjects will be taught as form groups to assist the transition process. In October all students will sit Midyis tests, so that targets can be set for all subjects.

Following the first set of Autumn assessments in December, Lead teachers in consultation with TLR7 PP will make set changes for January 2011 using the teacher assessed levels and NFER tests which will be completed during curriculum week 1.

Parents will be informed about these changes during the Year 7 Curriculum Evening in the last week of December.

Students and parents are to be informed by letter. All students must have access to the same revision materials for each subject to ensure a fair assessment system, including departmental standardisation of levels / grades and be fully briefed about the outcome of assessments and the impact on set changes.

**Year 8 & 9**

April test results will be used to partly form next year’s sets. Students and parents are to be informed by letter. All students must have access to the same revision materials, as mentioned above.

Past KS3 papers are to be used in an end of year exam to take place in the Hall and LRC for the core subjects after the Easter break. Lead teachers for English, Maths and Science are to request SATS papers from Sapuran Gill, which will be paid from a central budget. This should be done by the 8th December 2010.

Provisional sets will be formed in result order.

Theses sets will be reviewed by Lead Teachers and the respective TLR PP following the termly assessment deadlines.

**Mid Year set changes**

Following termly internal assessments the make up of sets will be reviewed. Set changes will be made where a pupil has had significant change in performance following an assessment in the Autumn, Spring and Summer terms.

Significant would mean producing a sub-level that would place them either in the top half of the set above or bottom half of the set below.

Only under exceptional cases would the rules above be relaxed. These would have to be approved by SMT.

For casual admissions during the year, a reading test and Midyis adaptive test will be used for students with no prior data to ensure accurate setting.

**Set Changes for individual students**

In exceptional circumstances students may be moved sets to keep certain students apart. It is important however that they are only moved into sets with pupils of broadly similar ability. Such moves may be suggested by Lead Teachers and TLR PP but must go through SMT for approval.

**Role of Lead Teachers and Pupil Progress**

The TLR PP must be kept informed of all set movements so that they can have an overview of each student in their respective year group. Teaching staff are to suggest changes to their Lead Teacher who will communicate this to the TLR PP.

**TLR PP will relay all changes to Tim Dawson as agreed.**

If a student is making good progress in the S band and is progressing well, in for example Maths, an overview will need to be gathered as the move to the F or H band will result in all of their classes being changed as the classes are in a different band. This would also include the vice versa if a student wasn’t making the desired progress in the F or H band.

TLR PP must also look carefully at the distribution of SA+ and statement students in the S band so that TA’s can support all classes effectively.

Suggested amendments will be put to SMT for approval by the TLR PP, if it results in students moving bands.

**Form Groups**

With the move towards the House System, forms will remain the same despite students moving to different bands.

SMT