



# **Archbishop Temple School**

A Church of England Specialist College

## **BANDING & SETTING POLICY**

**Date Agreed : January 2017**

**To Be Reviewed : January 2018**

**Name of Policy:**                      **Banding & Setting Policy**

**Sub-Committee Responsible:** **Education & Curriculum Committee**

**Lead Responsibility in School:** **Assistant Headteacher**

**Source of Policy: (Please tick)**

- LA:**
- Diocesan:**
- School:        X**
- Other – Please specify:**

## **RATIONALE**

At Archbishop Temple 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 in England: framework for key stages 3 and 4, whilst preparing pupils for the world of work, and for life in the community beyond school. As such, Archbishop Temple 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 and teaching assistants. 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 Archbishop Temple Schools to read, understand and implement this policy.

See also: ARR Policy

## **GUIDELINES**

On arrival at Archbishop Temple School, pupils are assigned to a teaching band based on their attainment in internal assessments in English and mathematics, CAT profiles, key stage 2 score in English and Mathematics and key stage 2 teacher assessment data.

Within each band pupils are grouped in mixed ability teaching sets for year 7 mathematics and throughout key stage 3 in technology and PE. For all other subjects, with the exception of mathematics and science, groupings are set according to ability in English. Mathematics sets 2 and 3 in the upper band are of equivalent ability and sets 4 and 5 in the lower band are of equivalent ability within years 7, 8 and 9. Science groups are set according to ability.

During the Autumn 1 term of year 7, students undertake Cognitive Ability Tests to ascertain academic potential, and they are assessed in reading, spelling, writing, mathematics, physical ability and skill. Results of these are used in conjunction with teacher assessment to establish more accurately the teaching groups for all subjects and to identify appropriate yet challenging personal targets.

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

Data on the attainment and progress of every pupil are 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 faculty/department/subject leaders, heads of house and the SLT each term.

The banding of pupils is reviewed formally three times each year at scheduled banding review meetings.

The committee will comprise of

- AHT i/c of banding reviews

- The most senior of head of faculty/department/subject for each subject

- Transition coordinator

The setting of pupils in English teaching groups and the related timetabled subjects is reviewed formally each term.

The committee will comprise of at least  
Head of English  
Head of Humanities Faculty

Decisions regarding individuals' English and timetable related sets are made in consultation with the relevant subject leaders and the transition coordinator.

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.

### **Banding review procedures:**

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 faculty/department/subject leaders for discussion with relevant subject teachers.

Following consultation, final recommendations are brought to the banding review committee for consideration and a decision on action is made.

For a move up across the band threshold the pupil will be informed by the AHT i/c of banding reviews and, with the exception of year 7 pupils at the autumn term review, a letter or email and new timetable will be sent to parents or carers.

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, with the exception of year 7 pupils at the autumn term review, notify parents or carers by letter or email that their child's progress is giving cause for concern, and that s/he may move teaching groups following the next banding review meeting.

At the next meeting, if no or insufficient improvement has been made, the pupil will move to the lower ability band. The AHT i/c of banding reviews will discuss this with the pupil concerned and, with the exception of year 7 pupils at the autumn term review, a letter or email and new timetable will be sent to parents or carers.

Band changes will take place with effect from the beginning of the subsequent term or as soon as feasible.

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

## **Setting review procedures:**

Recommendations for set changes are made by class teachers to the subject leader, who, for related subjects, will forward recommendations to the subject leader for English.

The Head of English collates and disseminates these recommendations to faculty/department/subject leaders for discussion with relevant subject teachers.

Following consultation, final recommendations are brought to the setting review committee for consideration and a decision on action is made.

For a set move up the pupil will be informed by the Head of English, history or MFL according to the subject area initiating the move. A letter or email and new timetable will be sent to parents or carers.

Where a set move down is recommended, the relevant subject leader will discuss this with the pupil concerned and notify parents or carers that their child's progress is giving cause for concern, and that s/he may move teaching groups following the next setting review meeting.

At the next meeting, if no or insufficient improvement has been made, the pupil will move to a lower ability set. The relevant subject leader will discuss this with the pupil concerned and a letter or email and new timetable will be sent to parents or carers.

Set changes will take place as soon as feasible, except in the case of the summer term review, when changes will be implemented for the beginning of the following academic year.

The Head of English will inform all teachers of set 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 based solely on sustained academic achievement and rate of progress.

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

Attainment and progress in English will ultimately determine the teaching group in which a student is placed for all subjects that are blocked with English on the timetable.

The decision of the Headteacher will be carried in the event of disagreement on a set and/or band placement. This responsibility may be delegated by the Headteacher to the AHT i/c banding reviews.

Parents and carers are to contact the AHT i/c of banding reviews or the Head of English 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 band changes to faculty/department/subject leaders
- Organising and chairing banding review meetings
- Distributing minutes of action as a result of review decisions
- Communicating outcomes of these 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.

### **The Head of English is responsible for**

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

### **The Heads of mathematics and science are responsible for**

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

**Heads of faculty/department/subject 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/setting 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/setting review panel.

**Special educational needs coordinator is responsible for**

- To provide information regarding pupils with additional learning needs.

**Transition coordinator is responsible for**

- To provide additional relevant information regarding pupils in year 7.

**Glossary of Terms**

ARR – Assessment, recording and reporting

AHT – Assistant Headteacher

SIMS – School information management system