

POLICY STATEMENT: PUPIL GROUPING

RATIONALE

The Faculty, [Specialist Department and Department](#) areas all operate within the school's overall aims, the most important of which is that of enabling all students to realise their individual talents to the full. In addition the school is committed to the creation of varied teaching and learning styles in pursuit of ensuring an appropriately differentiated school curriculum.

This is especially in the context of the five key outcomes identified in [Every Child Matters](#):

- being healthy
- staying safe
- enjoying & achieving
- making a positive contribution
- achieving economic well-being

PURPOSE

To place pupils in teaching groups which ensure that they are given the best possible learning environment within which to develop their talents [and reach their potential](#).

GUIDELINES

- Heads of Faculty, [Specialist Department and Department](#) are delegated the responsibility for the grouping of pupils within their own subject area.
- The school uses a range of pupil groupings to support our commitment to the [personalised learning agenda](#) including mixed ability, broad banding, setting and where thought appropriate single sex groupings.
- Pupil organisation into groups is regarded as a matter for the professional judgement of the staff teaching pupils within their particular [subject area](#).
- [Assessment data will be used to assist teachers in determining pupil groups.](#)
- [Heads of Year can and will influence some pupils groups on the grounds of social inclusion.](#)
- Faculty Heads review pupil grouping arrangements regularly with their team of staff and set out clear rationale within their Faculty documentation.
- [Where a change in a pupil allocation is made at a different time to when most other changes are made, parents will be informed as soon as possible, and the reasons for the change explained fully within the context of this policy's purpose above.](#)
- [Requests from parents for a pupil to be moved **will be considered** and if the school agrees that it would be in the best interests of the pupil **and** if a place can be found in an alternative group, then the move will take place.](#)

CONCLUSION

Grouping of pupils is recognised as always being a matter for discussion, both within the faculty [and department](#) structure of the school, pupil, parent and indeed external opinion. What we are achieving by our grouping of pupils is openly set out in terms of test results within the faculty reporting mechanisms and the policy we follow confirms our sincere belief that the professional judgements we make while grouping pupils will always support the vision and mission statements of the school. An important feature is that these judgements are regularly reviewed within the procedure we adhere to.

D W Fazakerley

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