



General Setting Information

- New in-year entrants will be placed in the highest set available unless we have prior information that dictates otherwise. Any movement in sets will then take place at the earliest time that is in line with the individual department's policy.
- Directors of Faculty move students at various points during the year. The main priority for our setting process is to ensure that a student is in the class where they are able to maximise their progress. We endeavor to communicate any set changes to parents in advance of the moves taking place.
- Directors of Standards do, on occasion, also change students between different year group bands; this can have an impact on the student's tutor group. This decision is made based on the Director of Standard's knowledge about where a student is most likely to succeed.
- We use CAT4 GL assessments and Fisher Family Trust data to support our decisions on setting in all subject areas.
- Our students are set in Maths in Key Stages 3 and 4 and Science and English from Year 9.

Set Change Protocol in English

In years 7 and 8 students are taught in their tutor groups. Throughout Key Stage 3, reading and writing assessments take place and are moderated by teachers of English. Students are also assessed online through the Accelerated Reader programme's Star Reading Test, which ascertains the reading levels and reading ages of students. Whilst we choose to share reading levels with students to guide their independent reading, we choose not to communicate percentiles and reading ages in order to avoid demotivation - although this data is freely available to parents on request. Our range of assessments guide students towards making future progress in mixed ability groups.

Whilst we reserve the right to move a student's set within an academic year in close communication with parents and carers, in-year movement can have an impact on other subject areas due to timetabling and is therefore sought to be an infrequent measure.

At the end of Key Stage 3, students are placed in sets for Key Stage 4 that they will ideally remain in for the duration of their studying of English Language and English Literature GCSE, developing positive relationships with teachers who will guide them towards success in their examinations at the end of Year 11. Whilst we are able to move students in certain circumstances, students will be more successful with the oversight of teachers who track their individual progress and have a keen oversight of the knowledge they are retaining over time.

New students to the school will be placed in the most appropriate set according to prior outcomes but, due to class sizes, we may not be able to place them in the desired group immediately. In such circumstances, we will action a set change at the end of a unit to minimise impact to students who would need to be moved in their place, informed by assessments that have taken place at that point in the academic year.

Set Change Protocol in Maths

All students are placed into sets according to ability. Students are assessed at the end of each topic, and will also sit 3 key assessment tasks (KATs) each year. After each of these KATs, a review of sets will be undertaken and changes made as may be expedient. Year 7 students will sit an assessment as soon as possible at the start of the school year which will determine their initial set. The end-of-topic tests are used to judge progress and often do not lead to set changes unless a distinct pattern of under or over-achieving emerges. New entrant sets will be adjusted as soon as possible, using test data to judge which set they are best placed to be in. Set changes due to placing new entrants in an appropriate set may have knock-on impacts to other sets, however all changes will be made using judgements based on assessment data.

Set changes for students which would impact their GCSE tier of entry will be made ensuring that there is communication with students about the impact. In particular, there may be more extensive set changes at the start of a school year in September, based on assessment data from the previous school year.

At Key Stage 4, the Director of Faculty will make the final decision on the tier of entry for a student, based on a combination of results from assessments and student target grades. The entry tier can be subject to change based on how students progress through Key Stage 4.

Set Change Protocol in Science

The Science department continually monitors all students' progress throughout the year through students' class work, prep and end of unit assessments. In year 7 and 8, students are taught in mixed ability classes. In year 9 and year 10 Combined Science, the mid-year analysis of students' progress may lead to some set changes. Throughout the year, the class teachers can recommend a student to the Director of Faculty for a set move to take place; this will be on an individual basis according to their level, attitude to learning, prep and class work. Decisions regarding Science GCSE route and tiering are made at the following times:

- Science GCSE route of Separate or Combined Trilogy is decided at the end of year 9.
- GCSE tiers are decided after year 11 Pre Public Exams (PPE's).
- For new students' decisions about sets will be made after one half term using KAT assessments data. Please note: new students joining Y10 who may want to follow the separate science course will need to sit the year 9 end of year assessment in line with internal year 9 students. Please contact the Director of Science Faculty for further information on this process (wendypeck@gatton-park.org.uk).

Set Change Protocol in Languages

All students are taught in mixed-ability groups for French and Spanish at KS3, allowing for students to share their learning of language collaboratively to make further progress. At KS4, there are two groups for French and two groups for Spanish that run concurrently. At the start of KS4, students are placed in mixed ability sets and light setting takes place by ability based on assessment later in the academic year. Students are able to be entered for the higher-tier paper in both sets and movements between groups and the rationale will be shared with parents and carers.