



# Batchwood School

Passion Belief Courage

## CURRICULUM

## POLICY

Signed – Governor

Print Name D Laverick-Brown

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Date:

Review: November 2020

### 1. INTRODUCTION

- 1.1** Batchwood School recognises that individual Faculties are free to choose their grouping arrangements so long as all pupils' progress in their learning is a priority and that the whole school value of *'Dream, believe, Achieve'* and the principles of respecting, praising, valuing and encouraging others are maintained.

*Every child matters* and therefore every pupil should *achieve their potential* and teacher expectations in all groups or sets must be of the highest standard. Batchwood has a vital role of ensuring that teachers have on-going CPD in how to differentiate work to aid this process and raise pupil attainment.

- 1.2** Selection of groups is based on a variety of sources. Pupils will be selected for groups based on:

Prior and current attainment

External tests & data, in particular end of KS2, KS3 tests and CATS.

Teacher assessment based on **all** skills, not solely written skills;

- 1.3** It must be emphasised that **pupil behaviour** is **not** a criterion for selection. Requests for pupils to be moved "*down*" groups should be thoroughly discussed and focus on the impact on the pupil's motivation and learning. All teaching groups must be designed to maximise learning outcomes.

All stakeholders: pupils, teachers, and TAs should be involved in the process of determining effective groupings.

- 1.4** Teachers should recognise that '*set*' groups are not homogeneous and still remain mixed-ability groups. Differentiation remains crucial if learners are to maximise their potential and differentiation must also occur by task and not solely by outcome. This occurs by using:

- A range of teaching strategies based on VAK or knowledge of pupils' learning styles.
- Differentiated resources.
- *Within* class groupings;
- In-class support (used in particular with "*slow learners*").
- Use of G&T as "*lead*" learners – involving pupils in their own learning.

- 1.5** It should be remembered that pupils gain a sense of personal improvement by being exposed to regular formative feedback *within the same group* rather than by moving sets.

In light of the fact that Batchwood hopes to develop both self-esteem and attainment of all pupils, Faculties will:

- Review their teaching groups on a termly basis (particularly after end of unit assessments have been recorded), taking action to support groups or individuals if attainment is below expectations.
- Plan opportunities for pupils to move sets, informing parents / carers in order to strengthen the home-school partnership as well as other appropriate external agencies who may be supporting a pupil.

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