



CURRICULUM POLICY

Kerry Pollard

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Signed – Governor

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Print Name

Date: November 2017

Review: November 2018

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.