Archbishop Temple School

A Church of England Specialist College

BANDING & GROUPING POLICY

Date Agreed : February 2022

To Be Reviewed : February 2023

Name of Policy: Banding & Grouping Policy

Sub-Committee Responsible: Education & Curriculum Committee

Lead Responsibility in School: Assistant Headteacher

Source of Policy: (Please tick)

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

This policy supports our work as a Church school as summarised in our Vision Statement:

Purpose
Archbishop Temple School seeks to care for young people and prepare them well for adulthood, valuing the whole person.

Mission
Through our faith in God, Father, Son and Holy Spirit, we strive to nurture each person's ability, gifts and talents so that they can 'have life and have it to the full' (John 10:10) and use it in the service of God and other people.

RATIONALE

At Archbishop Temple Church of England High 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. Hence, our school offers a full range of National Curriculum subjects, ensuring that each and every child follows a broad, balanced and relevant curriculum. We have high expectations of all our pupils and place learning at the very centre of school life.

We offer high quality teaching and support, delivered using the latest technology. Our vision is that we 'consistently teach higher-level ideas and knowledge and make this accessible to all students in all our classes'[1]. Our aim is that pupils begin to take responsibility for their own learning by identifying their own strengths and weaknesses and with teacher-help, aspire to achieve their best.

Archbishop Temple Church of England High School **fully recognises its** responsibility to meet the needs of each pupil and, therefore, aims to ensure that the banding and grouping 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 grouping procedures. Regular reviews of pupil placement are essential to recognising the changing rate at which individuals progress through the curriculum and ensuring that students are placed in teaching groups that are optimal for their needs.

It is the responsibility of all staff at Archbishop Temple Church of England High School to read, understand and implement this policy.

See also: ARR, Marking and Feedback Policy

[1]Taken from *Teach to the Top – Aiming High for Every Learner* by Megan Mansworth.

GUIDELINES

The average prior attainment of pupils at Archbishop Temple Church of England High School is consistently and significantly above the national average prior attainment.

At key stage 3, there are two bands: A and B, and within each band there are three groups for all subjects except computer science, technology, PSHE and STEM. Groups in band A have 32 pupils and learners are very independent. Classes in band B are smaller; this facilitates more time for small group or one-to-one support from the teacher.

At key stage 4, there are three groups in band B and four in band A

On arrival at Archbishop Temple Church of England High School, pupils are assigned to a teaching band based on their attainment in the key stage 2 standardised assessment tasks or year 6 teacher

assessment. Those in band A have been working at greater depth in at least one of English and mathematics and at least the expected standard in English, mathematics and science at the end of their primary education. In band B, almost all pupils were working at the expected standard, or better, across the curriculum.

During the Autumn 1 term of year 7, pupils complete in-class assessments in English and mathematics, online assessments of reading and spelling ages and online cognitive ability tasks. The outcomes of these activities are incorporated into the school's database and used to create a weighted rank for reading, spelling and mathematics. These results are used to finalise band allocation.

Across each year group in key stage 3, all pupils progress through the same broad and challenging curriculum regardless of their starting point, and we have the same very high expectations of and aspirations for all learners. It is our expectation that all children will strive for mastery in all subjects and demonstrate in their oral, performance and written work what they know and can do. Consequently, within each band, the groupings are mixed ability, with the exception of year 7.

A very small number of pupils in year 7 may join us with skills in reading and writing which are notably below that of their peers; these students are placed in teaching group 7N. For the duration of year 7 only, this group will study one modern foreign language and receive additional curriculum time for English. This supplementary focus on reading, writing and spoken language will support these learners in accessing all areas of our broad curriculum. For all other pupils in band B and all those in band A, the classes across the curriculum are mixed ability within each band.

From the 2022-23 academic year, every pupil in years 8 and 9 will progress through the same broad curriculum, and the three classes in band B will be of similar size.

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

Formal monitoring of attainment and the tracking of progress is undertaken by curriculum leaders, heads of year and the SLT each term.

For every child, data on their individual progression through the curriculum are collected three times each year and distributed to parents and carers via Firefly and discussed at parents' evenings.

The banding of all pupils is reviewed formally three times each year at scheduled banding review meetings. The committee for these will comprise of the AHT i/c of banding reviews, curriculum leaders and heads of year.

Very rarely, class changes within a band are made at other times during the academic year.

Banding review procedures

Recommendations for band changes are made by class teachers via curriculum leaders.

The AHT i/c of banding reviews collates and disseminates these recommendations to curriculum 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 to band A, 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 School Post message, phone or email and new timetable will be sent to parents or carers.

Where a move to band B 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 School Post, phone 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 change has been made, the pupil will move to band B. 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 School Post message 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.

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

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 curriculum leaders
- Organising and chairing banding review meetings
- Distributing minutes of action as a result of review decisions
- Communicating actions determined at these meetings to the relevant pupils and parents
- Communicating changes in teaching groups that occur as a result of a banding review to the AHT i/c timetable
- Communicating actions determined at 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.

Curriculum Leader of English is responsible for

- Requesting and disseminating recommendations for changes into or out of group N for English and related timetabled subjects to other relevant curriculum leaders
- Organising and chairing band B group 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 grouping review to the AHT i/c timetable and AHT i/c banding
- Communicating changes in teaching groups that occur as a result of a grouping review to all staff
- Maintaining accurate records of decisions made by the grouping review panel and actions taken as a consequence of these decisions.

AHT i/c timetable is responsible for

- Managing group and band changes on NovaT and SIMS
- Printing new timetables.

Curriculum Leaders are responsible for

- Ensuring accurate and current data regarding pupil progress are collected
- The on-going tracking of pupil progress
- Collecting from and distributing to subject teachers recommendations for band changes
- Providing data to support making decisions on band change recommendations
- Attending banding review meetings or ensuring a subject representative is present.

Subject teachers are responsible for

- Collecting and recording data regarding pupil attainment and progress and making this available to their curriculum leader
- Continually tracking pupil progress
- Identifying pupils who would benefit from a band change
- Giving their professional opinion to inform the banding review panel.

Special educational needs coordinator is responsible for

- To provide information regarding pupils with additional learning needs.

Glossary of Terms

ARR – Assessment, recording and reporting
AHT – Assistant Headteacher
SIMS – School information management system