The Lacon Childe School
Setting Policy

Version Control
Policy author: Deputy Headteacher
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Version	Date	Details
1.0	Summer 2025	Creation of the policy

The way we group students within academic structures at Lacon Childe School is vital. Ensuring students are placed in appropriate groups helps to support students achieve their very best. The policy below outlines how groups are constructed, arranged and when movement between groups can occur.

Aims
To ensure students receive the best possible learning opportunities in an environment where they are challenged to achieve their very best.

Tutor grouping
Tutor groups are constructed carefully in consultation with teachers and heads of year to ensure that they are balanced and meet the needs of all students.

Students at both Key Stages are taught in either sets or mixed ability groups. Each year group is divided in two (half year group sets); each side of the year group is given a letter, x, or y (x represents the form groups of Clee and Mortimer and y Stretton and Wrekin).

- In Year 7 students are taught in sets for maths and in half year group sets for French. All other subjects are taught in mixed ability (predominantly form groups).
- In Year 8 and 9, students are taught in sets for maths and in half year group sets for French. All other subjects are taught in mixed ability (predominantly form groups).
- In Year 9, students are taught in sets for maths and in half year group sets for French. All other subjects are taught in mixed ability (predominantly form groups). At the end of the Autumn Term in science students are split into higher and foundation ability groups.
- In Year 10, students are taught in sets for maths and higher and foundation groups in science. All other subjects, including English, are taught in mixed ability groups.
- In Year 11, students are taught in sets for maths and higher and foundation groups in science. All other subjects, including English, are taught in mixed ability groups.

Ability grouping for teaching sets
Ability groups are constructed carefully and may be different depending on the subject. Staff involved in creating the groups will use the following information:
- Performance data, including end of Year 6 test results
- Performance data from in-school assessments
- Recommendations from primary colleagues (for Year 7 only)
- Reading ages

(Please note that we will use primary data as part of the setting process for Year 7 initially. However, after the first term more use is made of in-school assessment data to inform teaching sets and any changes made within these).

Our system of ability grouping has a set one, a second set, a third set and, depending on the size of the year group, a fourth set. The most able students are in set one and the students that need the most support are in set 4. Generally, set one will have more students than set four. Some half year group sets are split into two classes and are ‘soft’ setted creating a set 1 and 2.

Procedures and timings for set changes.
Students in ability groups can move up or down sets following their performance in assessments. If a teacher feels that a student should move sets then they will first of all discuss this with their head of department. If the head of department agrees with the proposed change, then they must discuss the decision with our Curriculum Deputy Headteacher who is the only member of staff who can make the appropriate changes to student timetables and class lists. Following a student moving up or down ability groups, parents/carers can contact the school if they wish to discuss the change/s. In most cases, students in mixed ability groups will not change groups throughout the year.

However, there may be some instances where a change of tutor group may be necessary and this will in turn impact on the student's teaching groups.

NOTE: There must also be discussion and agreement between subjects if they are blocked together before any moves can be made. Decisions made by core subjects such as English, maths and science will take precedent over all other subjects.