



The  
**Appleton**  
School

# Grouping Policy

Adopted by the Governing Body on

07/06/22

**June 2022**

### **Key Stage 3**

At Key Stage 3(KS3), which is Years 7 to 9, students are divided into two equivalent bands, X half who study French as their Modern Foreign Language, and Y half who study German as their Modern Foreign Language.

Each of these bands is divided in to five teaching sets for the majority of subjects, English, Mathematics, Modern Foreign Language, Science, History, Geography, Religious Studies, Art, Music and CPSHE. For Computing and Design and Technology, the top 2 sets, sets 3 and 4, are divided in to 3 teaching sets of 20 students. PE is set at the end of the first half term in Year 7 and in single sex groups by the PE Department.

Students are allocated to English and Mathematics sets according to information gathered from Primary schools and from CAT's tests and internal assessments at the end of the first half term in Year 7. All the other subjects are allocated based on the average of their KS2 Reading and Mathematics scores in Year 7 and from CAT's tests.

The settings of students are reviewed after the completion of a set of internal exams throughout Key Stage 3.

### **Key Stage 4**

At Key Stage 4 (KS4), students continue to be placed in the same two bands. English, Mathematics, Science are set within these each band. Option subjects are taught across the year group. PE is usually taught in single sex groups across the half band. Students choose their options for KS4 in Year 9.

Set changes for all Key Stage 4 groups in core subjects can be made at any time and are decided by Core Curriculum Leaders in consultation with subject teachers, pastoral Year Managers and the Deputy Head.

### **Setting by Ability**

The Appleton School sets in Year 7 through to Year 11. Ability grouping refers to the grouping of students based on their academic abilities, aptitude and achievements. Learning is tailored according to the similar learning style and abilities of each year group. Teachers can set the pace of teaching students of similar academic abilities. This reduces the possibility of some students having to wait or rush through a concept. Ability groupings gives the teacher the opportunity to tailor the method of teaching as well as the content of the curriculum for grouped students. Teachers may also have the opportunity to offer guidance and support to students who may not be making the expected progress. The school will review it's setting by ability policy annually.