



Setting Principles at Swanshurst

Our setting model is devised to allow all students to learn at a pace that ensures we are being aspirational for them and maximising their rate of progress, whilst also ensuring that all students feel confident in their learning and experience success.

All setting decisions take account of our **Pupil Premium First** strategy and the prior attainment of students. We will never reduce our aspirations for students as a result of poor engagement or lack of progress.

Key Stage 3

- Within each half of the year, driven by student tutor groups (*STUDY, LEARN*), students are grouped into 2 **broad ability bands**.
- Within each broad ability band, students are grouped into **mixed ability** sets. These sets are named using colours. An example of the broad ability of the sets within each band is shown below.

Broad Ability Band	GCSE Target Range
Higher (Red, Orange, Yellow)	5-9
Core (Green, Blue, Indigo)	2-5

Key Stage 4

- In core subjects (*English, mathematics and science*), students are grouped into broad ability bands. Within each **broad ability band**, students are grouped into **mixed ability** sets.
- As students progress through key stage 4, the ability range of sets may narrow, to ensure that pace and challenge in lessons remains suitable for all.
- Where option blocks contain more than one class for a subject, students will be grouped into sets based on their ability in that specific subject.

Key Stage 5

- All classes are mixed ability.
- If a subject has 2 classes within an option block, they may decide to set students in broad ability bands.



Reporting Progress to Students & Families

- At all key stages, we set termly targets (*not shared with students or parents*) that follow a linear flightpath towards the end of year 11 target grade. In vocational subjects, this flightpath is different, as students must perform at or close to the target grade throughout the course, due to the continuous nature of their assessments.
- Teachers submit a 'working at grade' once a term and this is compared to the expected grade at that point in their progression through the curriculum.
- The difference between the working at grade and the expected grade from the flightpath is used to generate a statement that describes the progress being made by students.
- Student target grades are not predictions, they are the minimum grade a student should aspire to, in order to meet the potential demonstrated in their KS2 standardised assessments. Student targets are reviewed annually, and more frequently if required, to ensure that they remain challenging.

