

Setting Policy – English Department

The setting process in the English department is determined by a range of factors, including but not limited to:

- Initial base line tests in reading and writing (September of Year 7 only)
- End of year exam scores: reading comprehension and writing tests and literature exam (Year 9 only)
- Regular end of unit assessments in Progress Books
- Regular Reading Age tests: STAR (adaptive comprehension test) and Hodder (diagnostic tool)
- Target grades
- Predicted grades
- Standard of class and homework
- Continuous teacher assessment

All the data, following assessment, is available for you to view on 'My Child at School'. Your child's progress can be monitored by you through this data and their exercise books; a sticker will summarise this information – and their position in the group – towards the end of each term.

As teachers, we are continuously monitoring your child's progress over the year. From September to June, judgements are being made about the suitability of the set for your child to ensure they are in the best place for their learning and attainment. We are fortunate to see your child regularly in English and these interactions are used to make effective and professional judgements about setting in the best interest of your child. As we have more curriculum time, English leads the setting across Humanities and iCreate lessons; these departments are always consulted to inform decisions but, as literacy skills and comprehension underpin these subjects, English leads any changes.

You may not be contacted directly via phone or email about your child's progress as the majority of information is available to you on 'My Child at School' and in their exercise books. Conversations are welcomed throughout the year if you have concerns or questions. We are always happy to make recommendations or suggestions on how your child can make progress.

This is an ongoing process and no firm or final decisions are made about set changes until the summer term. Should you have any concerns, please contact your child's English teacher well in advance of this. You will always be contacted in the summer term, however, if your child is moving to the set below.

Standards of behaviour, teaching and learning are high in each set. Similarly, effort and attitude to work will enable students to progress and reach their potential in all sets; all students study the same topics across the different sets at Key Stage 3. Furthermore, all students now sit the same exams in Literature and Language at the end of Year 11 as there are no longer tiered exams in English. Children's achievement is neither limited nor guaranteed by the set they are in. Please note that there is always an overlap between attainment at the top and bottom of each set – we use a holistic view of each student in order to make decisions.

Effort and enthusiasm do not secure a child's place in a particular group – attainment and potential must be considered when placing students in the most appropriate set. All students, in all groups, are expected to work to the best of their ability in English.