

Setting philosophy statement

We are committed to setting by prior academic attainment in many subjects. We believe that it helps pupils, who feel more confident knowing that their class-mates probably feel about as confident as they do; we also think it helps teachers, who can pitch content and tasks so they are appropriately challenging. Setting also allows us to concentrate additional adults where they are most needed and to provide smaller classes for pupils who need most support.

Grouping pupils in this way requires us to make sure that they make great progress from their starting points in every set and that pupils in lower-attaining sets are not restricted by lower expectations.

Initial decisions about setting should be based on all available evidence. This will usually include primary school test data, qualitative comments from primary school, baseline test data from Kings', CAT scores and teacher comments on attainment at Kings' prior to setting.

Pupils should be in the best possible set for them to make progress. A change of sets should only be considered when pupils are very clearly in the "wrong" set academically or, in some cases, socially. There should be no expectation of an automatic change of set on the basis only of exam or test scores. In practice, outcomes, tasks and expectations overlap between adjacent sets and so moving pupils between sets should not happen frequently.