



'Growing Together to Succeed'

Setting Policy

In this policy, the term 'setting' refers to the practice of grouping pupils based on their ability or attainment in specific subjects.

At Ryedene, we are committed to ensuring that all children regardless of age, ability or background become successful, confident learners. Setting will be used as a tool to support inclusion and ensure all pupils can access a challenging and stimulating curriculum. At Ryedene, setting pupils by ability in English and Maths is extremely successful and children make accelerated progress in these subjects and across the curriculum.

Intent

At Ryedene, we aim to:

- ensure all children make excellent progress by providing effective setting arrangements that cater to the diverse needs of all learners;
- support and challenge pupils appropriately, ensuring progress and achievement across all subjects;
- promote a positive learning environment where pupils feel valued and are engaged and motivated to succeed;
- regularly review and adapt setting arrangements to ensure they remain effective and responsive to the needs of students;
- use setting to enable teachers to track progress accurately and plan effectively to meet individual learning needs; and
- foster collaboration across year groups and encourage the sharing of effective practices.

Implementation

At Ryedene:

1. Setting decisions will be made through a combination of teacher assessments, professional judgments, standardised tests and evidence from prior learning.
2. Teachers will have regular opportunities to review setting arrangements and consult with subject leaders, senior leaders, and the SEND and EAL teams to ensure they are appropriate for the needs of the children. Where appropriate, this will include children being placed in year groups different to their chronological age but appropriate for their abilities.
3. Pupils will be placed in their respective sets at the beginning of each academic year, with regular opportunities for movement throughout the year based on ongoing assessments and progress.

4. Regular assessments will be conducted to monitor student progress within setting groups, and this data will be used to inform teaching and learning strategies.
5. The school will communicate clearly with parents and pupils about the setting process, the rationale behind groupings, and any changes that occur throughout the academic year.
6. A parent is entitled to seek an explanation for any set change. However, decisions regarding setting are for the school to determine and whilst they will always be subject to discussion, they are not ultimately negotiable.

Impact

As a result of setting, children at Ryedene will be supported and challenged at an appropriate level so that they make accelerated progress in English and Maths.

Monitoring and Review

This Setting Policy will be reviewed every 3 years, taking into account feedback from staff, pupils, and parents. The policy will be evaluated for its effectiveness in meeting the aims and objectives outlined above and aligned with any changes in the National Curriculum or inspectorate expectations.

Next review May 2027.