



Information for pupil grouping according to ability arrangements

(This document to be available to parents on our website)

The school uses a flexible system in terms of teaching groups. 3 main types of teaching groups exist in the school:

1. Mixed Ability Groups

In these groups, all the pupils of a particular year group are distributed into groups of similar size for their lessons. Learners of all abilities are grouped together, perhaps with additional support for certain pupils.

2. Banding

This is the name given to grouping learners of the same approximate ability. We utilise two methods of banding at present.

Method 1 – This is the method used with Year 9 2014-15 in relation to the core subjects of Welsh, English, Mathematics and Science. If, for example, there are 140 pupils in a year group, those pupils are divided into two similar groups by using their houses (“DHO” side and “GILL” side). On some occasions we’ll form two equal sides (70 each) and on others two unequal sides (e.g. 80 and 60) dependant on what is required. On each side we create groups 1, 2 and 3 and sometimes a 4th group on the side that contains the greater number of pupils. The exact numbers of pupils vary from subject to subject and depend on the resources available, classroom sizes and the number of learners that fall naturally according to ability into a particular band. The academic profile and strong prior performance of our pupils can lead to pupils who would be in band 1 in a number of the county’s schools actually being placed in band 2 in Garth Olwg. We expect band 2 pupils to attain good L2 GCSE/BTEC results. There is little significant difference between band 1 and band 2.

Method 2 – We allocate pupils of similar ability into two or three bands for the Non-core subjects e.g. 8P and 8E, 8N and 8R, 8T. Then, the core subjects band further within these by using method 1. For example, in Mathematics there can be groups 8PE/Ma1, 8PE/Ma2, 8PE/Ma3, 8NTR/Ma1, 8NTR/Ma2, 8NTR/Ma3.

3. Setting

Setting is a slightly tighter system than banding. The ability range within a set is usually less than that of a band. Setting is achieved by dividing the whole year (e.g. 170 pupils) into 6 or 7 class groups. Pupils that were in band 1, 2 or 3 in Year 8 or 9 are usually split between sets 1, 2 and 3. There are little significant differences between sets 1, 2 and 3. The group sizes tend to increase gradually as the ability of the pupils increases. That is, high ability sets tend to have higher numbers of pupils than sets of lower ability. By employing this, we hope to give pupils the attention that they require in order for them to succeed.

It is not possible to band/set all subjects individually. Please see the tables overleaf for our current arrangements for KS3 and 4.

Trefniadau Grwpiau Dysgu / Teaching Sets and Groups



Bl / Yr	Cy / Sa / Ma / Gw We / En / Ma / Sc	AGo / AGr / Ce / Cf / Da / Dr / Ffr / Hn / TGCh / Tech Art / Dr / Fr / Ge / Hi / ICT / Mu / PE / RE
7	Gallu Cymysg - Tymor 1, Grwpio yn ôl Gallu Tymor 2 a 3 <i>Mixed Ability - Term 1, Grouped According to Ability Terms 2 and 3</i>	
8	Grwpio yn ôl Gallu / <i>Grouped According to Ability</i>	

Gallu Cymysg / Mixed Ability	Grwpio yn ôl gallu / <i>Grouped According to Ability</i>	
7D (Dafydd)	Pynciau Craidd / <i>Core Subjects</i>	
7H (Hywel)	Pynciau Anghraidd / <i>Non Core Subjects</i>	
7G (Gruffydd)	7PE1	7NTR1
7I (Iolo)	7PE2	7NTR2
7LL (Llywelyn)	7PE3	7NTR3
7O (Owain)		7P, 7E
		7N, 7T
		7R

Setiau a Grwpiau Dysgu / Teaching Sets and Groups



Bl Yr	Cy / Sa / Ma / Gw We / En / Ma / Sc	AGo / AGr / Ce / Cf / Da / Dr / Ffr / Hn / TGCh / Tech Art / Dra / Fr / Geog / Hist / ICT / Mus / PE / RE / Te	
9	Bandio fesul hanner blwyddyn <i>Banding within half year</i>	Bandio ar y cyd <i>Banding together</i>	
Bl Yr	Cy / Sa We / En	Ma / Gw / AGr / TGCh / AGo Ma / Sc / RE / IT / PE	Pynciau Opsiwn <i>Option Subjects</i>
10	Setiau fesul bloc <i>Set within blocks</i>	Setiau o fewn blwyddyn <i>Set within the year</i>	Gallu cymysg <i>Mixed Ability</i>

Grwpio yn ôl gallu Bl 9 <i>Grouped According to Ability Yr 9</i>			Setiau craidd bl 10 <i>Core sets in year 10</i>		Setiau eraill bl 10 <i>Other sets in year 10</i>	
Pynciau Craidd / <i>Core Subjects</i>		Pynciau Anghraidd / <i>Non Core Subjects</i>	Ma	Cy, Sa / We, En	AGr, TGCh PE, ICT	Gw / Sc
9DHO/1	9GILL/1	9P, 9E	10-1	A	10-1	Ar wahân Separate
9DHO/2	9GILL/2	9N, 9T, 9R	10-2		10-2	
9DHO/3	9GILL/3		10-3		10-3	Ychwanegol a BTEC Estynedig <i>Additional and BTEC Extended</i>
			10-4		10-4	
		10-5	10-5	10-6	BTEC Craidd Core	
			10-6	B		
			10-7			

The grouping decisions are based on pupil results, educational needs and potential. No other factors should influence the setting/banding e.g, behaviour. Bands that are formed across several subjects together are filled in the first instance with those that are strong in all of those subjects. Then, teachers will discuss those that are strong in the majority of subjects and include them according to merit if there are places available.

Forming Groups and making Changes – Key Principles

- Driven by attainment data:

Year 7	Detailed End of Key Stage 2 Data (Level +/-), estimates of performance (FFT), Aspirational Targets and National Reading and Numeracy Test Results
Year 8 a 9	Performance during Year 7 and 8 (Level +/-), estimates of performance (FFT), Aspirational Targets and National Reading and Numeracy Test Results
Year 10 ac 11	End of Key Stage 3 Performance (Level +/-) and formal internal Year 9 assessments , estimates of performance (FFT), Aspirational Targets and National Reading and Numeracy Test Results

- All pupils should have the opportunity to move within the banding/setting system if it benefits their academic progress. Those pupils will have to exchange places with another who is also moving band / set. In order for this

process to be fair, we ask departments to make changes based on academic progress in a subject, discussing any likely change with the pupil. There are three opportunities for moving bands/sets during the year following records in the tracking system and Departmental meetings to discuss every child's progress. – November, March and July. The consistency between one band and the next should allow a pupil to move up or down during the three periods of November, March and July.

- Movements are based on classwork / homework / test assessments, tracking data, maximum numbers in a group and the professional opinion of the teachers.
- Reasons for moving groups: difficulty coping with the work, promising progress in the subject. There should be a record of concern regarding a pupil's progress (On target? = Red and a sticker placed in the Personal Work Planner before considering moving a pupil down a group / band / set.
- **Teachers** that teach a subject within a group that band / set together **should have the opportunity to contribute to and make the decision based** on the evidence that is available to them. **The decision for one group of subjects should not necessarily affect the decision of a second group of subjects.**
- **The decision should be known by the learner** and he/she should be given a reason for the decision. If moving down, the learner should receive an explanation of the reasoning. A member of staff will discuss the decision with the pupil. **The situation should be explained to parents in every case.**
- **Teachers can suggest the possibility of band / set changes to parents** e.g. during parents' evenings however it should be emphasised that there are no guarantees – the appropriate teachers should meet to discuss the evidence before reaching the final decision.
- **32 pupils** are the maximum numbers allowed in a teaching group by the Head teacher. The numbers in a group should not exceed this under any circumstances.

Methods for informing parents and pupils of changes – draft proposals

- An **Intention to Change Teaching Group** notification / sticker in the learner's Personal Work Planner and a discussion with the learner to explain the reasoning.
- A suggestion of a possible change in the Full Report

Methods for informing the SIMS Manager of changes – draft proposals

- Minutes of Discussions of Changes to Teaching Groups / Bands / Sets

Appendices

HYSBYSIAD – Bwriad Newid Grŵp Dysgu / NOTIFICATION – Intention to Change Teaching Group
Rydym wedi cael trafodaeth gyda'ch plentyn ynglŷn â'i symud ef/hi i grŵp dysgu gwahanol (_____) er lles ei g/chynnydd yn _____.

We have had a discussion with your child regarding moving him/her to a different teaching group (_____) in order to aid his/her progress in _____.

Targedau / Targets:

Llofnod / Signature:





Cofnod o Drafodaeth Newidiadau Grŵp / Band / Set Dysgu - drafft

DYDDIAD Y CYFARFOD:

ADRAN(NAU):

PRESENNOL:

Pa ddisgyblion o flwyddyn 7 a drafodwyd?				
Disgyblion	Grŵp Dysgu presennol	Cynnydd / Dirywiad ym mha bwnc?	Penderfyniad (Nodi'r set newydd neu "aros")	Rheswm os nad yw'r disgybl yn symud

Pa ddisgyblion o flwyddyn 8 a drafodwyd?				
Disgyblion	Grŵp Dysgu presennol	Cynnydd / Dirywiad ym mha bwnc?	Penderfyniad (Nodi'r set newydd neu "aros")	Rheswm os nad yw'r disgybl yn symud

COPI: (Ar.Cwr.→Cyfad→Ar.Cynnydd→AR→CS)