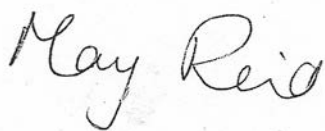




CURRICULUM POLICY



.....
Signed – Governor

.....
Print Name

Date: December 2017

Review: December 2020

1. INTRODUCTION

1.1 Falconer School recognises that individual Faculties are free to choose their grouping arrangements so long as all pupils' progress in their learning is a priority and that the whole school value of '*Dream, believe, Achieve*' and the principles of respecting, praising, valuing and encouraging others are maintained.

Every child matters and therefore every pupil should *achieve their potential* and teacher expectations in all groups or sets must be of the highest standard. Falconer has a vital role of ensuring that teachers have on-going CPD in how to differentiate work to aid this process and raise pupil attainment.

1.2 Selection of groups is based on a variety of sources. Pupils will be selected for groups based on:

Prior and current attainment
external tests & data, in particular end of KS2, KS3 tests and CATS.
teacher assessment based on **all** skills, not solely written skills;

1.3 It must be emphasised that **pupil behaviour** is **not** a criterion for selection. Requests for pupils to be moved "*down*" groups should be thoroughly discussed and focus on the impact on the pupil's motivation and learning. All teaching groups must be designed to maximise learning outcomes.

All stakeholders: pupils, teachers, and TAs should be involved in the process of determining effective groupings.

1.4 Teachers should recognise that '*set*' groups are not homogeneous and still remain mixed-ability groups. Differentiation remains crucial if learners are to maximise their potential and differentiation must also occur by task and not solely by outcome. This occurs by using:

- A range of teaching strategies based on VAK or knowledge of pupils' learning styles.
- Differentiated resources.
- *Within* class groupings;
- In-class support (used in particular with "*slow learners*").
- Use of G&T as "*lead*" learners – involving pupils in their own learning.

1.5 It should be remembered that pupils gain a sense of personal improvement by being exposed to regular formative feedback *within the same group* rather than by moving sets.

In light of the fact that Falconer hopes to develop both self-esteem and attainment of all pupils, Faculties will:

- Review their teaching groups on a termly basis (particularly after end of unit assessments have been recorded), taking action to support groups or individuals if attainment is below expectations.
- Plan opportunities for pupils to move sets, informing parents / carers in order to strengthen the home-school partnership as well as other appropriate external agencies who may be supporting a pupil.