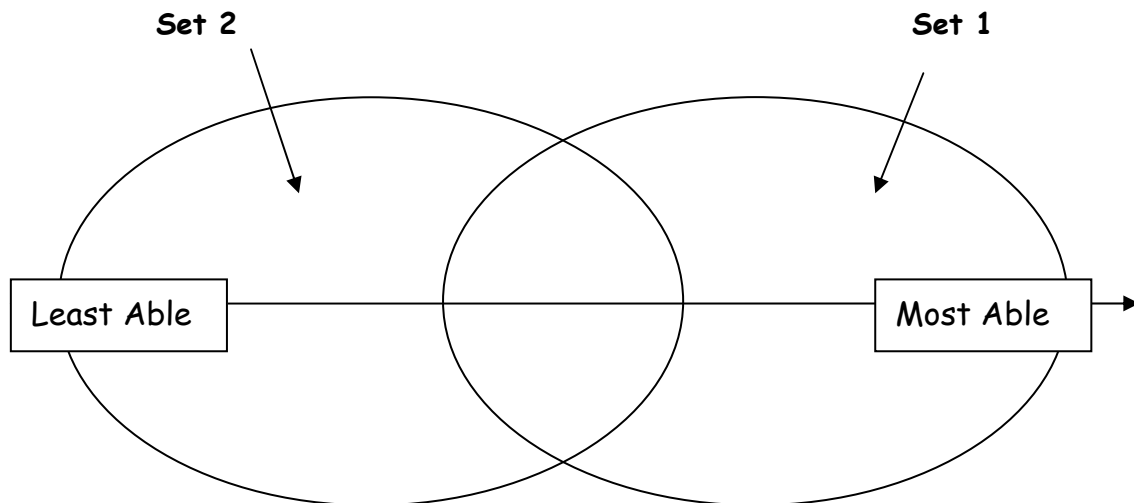

Organisation of Teaching & Learning Policy

Knowle CE Primary is a highly inclusive school and we therefore cater for a diverse range of learning needs. This results in a wide ability range within classes and year groups. In order to provide the best possible learning environment for all pupils and to ensure that the teaching provision meets need effectively, we organise teaching and learning in a variety of ways. These include provision for individuals and small groups as well as whole class differentiated teaching and learning. Children will routinely work in a combination of different size groupings for different purposes. The decisions about day-to-day organisation and management of learning rest with teachers.

From Y1 onwards the children across the whole year are grouped according to ability in mathematics lessons, resulting in two 'sets'. From Y3 onwards, they are also 'set' for literacy. Typically in any given year the profile of each 'set' would look like this:



The average size of each 'set' is 30 pupils and there is usually some parity of ability between the bottom of Set 1 and the top of Set 2. The teachers in the year group determine the placement of pupils in each 'set'. Teachers will regularly review this on the basis of their assessment of pupil progress, attainment, aptitude and confidence etc. Movement between the groupings is usual and is likely to occur as different children learn at different rates and in different ways. If it is the teachers' professional judgement that a pupil should be moved to another 'set' they will ensure the following:

- Parents will be informed first and given information about the reasons for the decision
- Teachers will then speak sensitively to the pupil in school focusing on the positive aspects of the move and being mindful of the need to support any concerns the pupil may have.

The decision should not be a surprise as teachers will ensure that any early concerns about progress will already have been shared with parents.