

KS3 GROUPINGS 2021-22

Introduction

At Broughton High School, teaching groups are purposely not numbered, for example, 1 to 7. There will be no numerical labelling of groups. Pupils that could be placed in Sets 3 - 5 at Broughton often have very similar prior attainment and labelling a proportion of these pupils as Set 5 may result in low aspirations and low expectations. In short, all pupils are encouraged, stretched, challenged and supported to **'achieve together'** and do their **'best at Broughton'**.

Pupils are allocated the most appropriate teaching group in each subject. If the grouping is not mixed ability then the predominant factor in allocating pupils to teaching groups is prior attainment. However, there may be a variety of other valid reasons taken into consideration when deciding the most appropriate teaching group for a pupil eg. key groups (PP, CLA, SEND, EAL), social factors etc.

Year 7

Year 7 pupils did not sit KS2 national tests so this benchmark data is not available. As a consequence, pupils are taught in mixed ability form groups from the start of the year, apart from Technology and PE (Core Games) as pupils are split into eight mixed ability groups. Once the pupils have settled in they take a series of GL Assessments; NGRT (New Group Reading Test), NGST (New Group Spelling Test), CAT4 (Cognitive Abilities Test), PTE (Progress Test in English) and PTM (Progress Test in Maths). Pupils also take internal formative assessments in Maths and Science, which is used to establish groupings.

Within the first half-term, once all this information has been analysed, pupils are divided into two bands for Maths and English (A band, B band) so that they are taught these core subjects by a specialist teacher. Within these two bands, pupils are placed in one of seven appropriate teaching groups for Maths (7MZ, 7MA, 7MG, 7ML, 7ME, 7MK, 7MS) and for English (7ES, 7ED, 7E0, 7EZ, 7EL, 7ER, 7EA, 7EB) based on the information provided by these tests. In a similar way, Science uses the information from the GL Assessments and internal assessment to place pupils in one of three groups in two parallel bands (7SL, 7SR, 7SC or 7SF, 7SA, 7SD).

For all other subject areas in Year 7 the year group is split into two halves; the J side (7B, 7C and 7H) and the K side (7N, 7R and 7S). Pupils are placed in an appropriate teaching group within each half, dependent on the approach to grouping in each subject area.

In Art, Computing, Drama, French, German and Music, pupils remain in mixed ability form groups for teaching throughout Year 7. Year 7 pupils study one modern foreign language, dependent on which half of the year they are in; the J side (forms, B, C & H) study French, and the K side (forms N, R and S) study German.

In Humanities (including CPSHE, History, Geography, RE) there are three groups in each half of the year (7HA, 7HM, 7HY, or 7HG, 7HN, 7HR). These are predominantly mixed ability, with some grouping to meet the individual needs of pupils

In Technology, pupils are placed in one of four mixed ability groups in each half of the year (7TD, 7TI, 7TS, 7TC or 7TO, 7TV, 7TE, 7TR).

Finally, in PE (Core Games) pupils are placed in one of four groups based on sporting ability, with an upper and a lower ability group for each gender in each half of the year (7PO, 7PL, 7PY, 7PM or 7PP, 7PI, 7PC, 7PS).

Year 8

As pupils move into Year 8, groupings are reviewed on the information gathered throughout Year 7 and adjustments made.

The grouping arrangements for Maths and English in Year 8 remain the same as in Year 7 and pupils continue to be placed in one of the seven groups in two bands: (8MZ, 8MA, 8MG, 8ML or 8ME, 8MK, 8MS) for Maths and (8ES, 8ED, 8EO, 8EZ or 8EL, 8ER, 8EA) for English. In Science, pupils continue to be taught in two parallel bands but compared to Year 7, an additional group exists in each band and so pupils are placed in one of four groups in each band, based on their attainment in Year 7 (8SL, 8SR, 8SC, 8SN or 8SF, 8SA, 8SD, 8SE).

For Humanities in Year 8, pupils are again placed in one of three mixed ability groups (8HA, 8HM, 8HY, or 8HG, 8HN, 8HR) in each half of the year. As in Year 7, these are predominantly mixed ability with some grouping by need

For modern foreign languages there is a change in structure for Year 8. The majority of pupils (8LF, 8LR, 8D, 8E) begin to study a second language. Based on their attainment in Year 7, pupils are placed in one of two groups in each half of the year and have two lessons each of French and German. The third group in each half of the year (8LA French and 8LU German), will study one modern foreign language for two lessons per week, continuing with the language studied in Year 7. The remainder of their MFL curriculum time is devoted to a reading enrichment programme, suited to their reading ability. This decision is based on information from pupil attainment in English and in the first language studied in Year 7.

Groupings for Technology and PE (Core Games) are based on the same format as Year 7, with four groups in each half of the year. Technology continue to be mixed ability groups (8TD, 8TI, 8TS, 8TC or 8TO, 8TV, 8TE, 8TR), whilst PE is again based on sporting ability, with an upper and lower group for each gender (8PO, 8PL, 8PY, 8PM or 8PP, 8PI, 8PC, 8PS).

For the remaining subjects in Year 8, namely Art, Computing, Drama, Music and CPSHE, pupils are placed in one of four mixed ability groups in each half of the year (8JD, 8JE, 8JF, 8JG or 8KD, 8KE, 8KF, 8KG).

Year 9

Again, the information gathered during Year 8 is used to review groupings and appropriate adjustments are made if necessary. Year 9 also sees a change in the structure of the timetable for English, Maths and Science.

Having accumulated a variety of assessment information during Year 7 and 8, Maths is no longer banded with English in Year 9, but instead with Science. English groupings become independent of Maths and Science, with pupils placed in one of four English groups in two parallel bands in each half of the year. The reason for this change is the close alignment of ability in Maths and Science.

In Maths and Science pupils are assigned to one of seven groups (Maths: 9MZ, 9MA, 9MG, 9ML or 9ME, 9MK, 9MS and Science: 9SF, 9SN, 9SC, 9SA or 9SD, 9SR, 9SL). In English there are eight groups in Year 9, four groups in each of two parallel bands (9ES, 9ED, 9EO, 9EZ or 9EL, 9ER, 9EA, 9EB). As previously alluded to, the reason for splitting the year group into two parallel bands is so that a specialist English teacher can be assigned to each of the eight groups.

This ensures that every class has a specialist teacher for every core subject. All groups for Maths, English and Science are based on prior attainment.

In modern foreign languages the groupings, based on prior-attainment, continue in the same format as Year 8. The majority of pupils continue to study two languages (9LF, 9LR, 9LD, 9LE), whilst a smaller proportion study one language (9LA French and 9LU German) and follow a reading enrichment programme, suited to their reading ability. All pupils study at least one modern foreign language throughout Year 7 to Year 9.

In Humanities (History, Geography and RE), pupils continue to be taught in two parallel bands but compared to Year 7 and 8, an additional group exists in each band so that the pupils are placed in one of four groups in each band. Three groups in each half are mixed ability (9HA, 9HM, 9HY or 9HG, 9HN, 9HR). Based on prior attainment and literacy needs, some pupils are placed in 9HS or 9HT to provide targeted intervention and support.

The structure for Technology remains the same as Year 7 and 8, although there is a change in the groupings. Groups 9TD and 9TO, are populated with the most able technology pupils in each half of the year, whilst the remaining three groups in each half of the year (9TI, 9TS, 9TC or 9TV, 9TE, 9TR) continue as mixed ability groups.

Art, Computing, Drama, Music and CPSHE continue to teach pupils in one of four mixed ability groups in each half of the year (9JD, 9JE, 9JF, 9JG or 9KD, 9KE, 9KF, 9KG).

Throughout Year 7, 8 and 9, routine formative and summative assessments, provide regular information which is used to review the grouping arrangements and appropriate changes made as and when necessary. Careful consideration is given to ensure pupils are placed in the most appropriate teaching group for all subjects; it is vital that each pupil is appropriately placed in teaching groups so that they can do their **'best at Broughton'** and we can **'achieve together'**.

KS3 Class Codes 2021-22

ENGLISH ... E?	
Code	Group
ES	SHAKESPEARE
ED	DICKENS
EO	OWEN
EZ	ZEPHANIAH
EL	LEE
ER	RUSSELL
EA	ANGELOU
EB	BLACKMAN

MATHS M?	
Code	Group
MZ	ZETA
MA	ALPHA
MG	GAMMA
ML	LAMBDA
ME	EPSILON
MK	KAPPA
MS	SIGMA

SCIENCE ... S?	
Code	Group
SF	FARADAY
SN	NEWTON
SC	CURRIE
SA	ANNING
SD	DARWIN
SR	RUTHERFORD
SL	LOVELACE
SE	EINSTEIN

HUMANITIES ... H?	
Code	Group
HA	AMAZON
HM	MISSISSIPPI
HY	YANGTZE
HS	SEVERN
HG	GANGES
HN	NILE
HR	RHINE
HT	THAMES

LANGUAGES L?	
Code	Group
LF	FRANCAIS
LR	
LA	
LD	DEUTSCH
LE	
LU	

TECHNOLOGY T?	
Code	Group
TD	DISCOVER
TI	
TS	
TC	
TO	
TV	
TE	
TR	

ACTIVITIES ... J? OR K?	
Code	Group
JD	ART COMPUTING CPSHE DRAMA MUSIC
JE	
JF	
JG	
KD	
KE	
KF	
KG	

PE P?	
Code	Group
PO	OLYMPICS
PL	
PY	
PM	
PP	
PI	
PC	
PS	