

Policy	Setting
Applies to:	Warwick Preparatory School
Authors:	Dee Alder
Approved by:	SLT
Reviewed:	September 2021
Next review:	September 2023



Warwick Preparatory School

Setting Policy

Last Review: Autumn 2021
Next Review: Autumn 2023
Responsible: Deputy Head

[THIS POLICY IS AVAILABLE TO ALL PARENTS OF CURRENT AND PROSPECTIVE PUPILS AND IS AVAILABLE ON THE SCHOOL'S WEBSITE OR BY REQUEST]

TABLE OF CONTENTS	page
1. Introduction	3
2. Rationale	4
3. Pedagogy	4
4. Setting procedures	5
5. Monitor and Review	5
6. Appendix A: The difference between fixed and growth mindset model	6
7. Appendix B: In-depth learning vs linear progression	7

1. Policy Statement

Warwick Preparatory School's (WPS) setting policy applies to all children in the school including EYFS.

At WPS, teaching and learning is rigorous and inclusive; all teachers are committed to providing academic experiences that promote high expectations in learning and encourage all children to make rapid progress. We believe that teaching in flexible teaching groups results in the best outcomes for our pupils.

The Leadership Team at WPS is dedicated to ensuring all pupils make good progress and leave at the end of Year 6 or at the end of Year 2, for boys, with a developed understanding of how self-motivation and a growth-mindset can be used to overcome setbacks in learning. Therefore, each child is encouraged to develop a life-long love of learning no matter what his/her ability and is helped to understand that challenge is essential to improvement.

Attainment is a measure of current performance and not necessarily a measure of intelligence; this allows for flexibility and movement within cohorts and belief that improvement can be made. Progress is monitored throughout the year and across longer time periods using GL Assessment Data.

2. RATIONALE

Carol Dweck states:

“A growth mindset isn't just about effort. Perhaps the most common misconception is simply equating the growth mindset with effort. Certainly, effort is key for students' achievement, but it's not the only thing. Students need to try new strategies and seek input from others when they're stuck. They need this repertoire of approaches—not just sheer effort—to learn and improve.”

“...does it work for all of the students? Perhaps many of the various methods work reasonably well for above-average students (they are going to learn despite our efforts), but the quality of instruction is most paramount for those below average (and whatever method works for these students often also works best for above-average students).”

John A.C. Hattie, Visible Learning for Teachers: Maximizing Impact on Learning

With this in mind, WPS believes that children should not be categorised or grouped in their early years of development. Children do not make linear progress and should be allowed to grow without a ceiling of expectation imposed upon them prematurely. What is important is that the quality of teaching is good or better for every student.

When it is deemed appropriate, girls in the Upper School (Year 5 – Year 6) may be grouped according to ability if it is felt that would improve their progress. Through thorough reviews of assessment of attainment and progress, potential

ability (CAT scores), resilience to learning, ability to use feedback and enthusiasm for questioning and creative thinking, girls could be grouped into either:

- Set 1, 2, 3 (3 classes - 1 class of each set)
- Set 1, 2a, 2b (2 sets of similar mixed ability)
- Set 1, 2a/b or 2, 3 with a booster group – set 4
- no setting – children taught in mixed ability form groups.

The requirements of each cohort would be fully discussed and adjusted at any time to suit the specific needs of the pupils and to bring about the best outcomes for all.

3. PEDAGOGY

The style and impact of the teaching, the culture of learning created in class, Assessment for Learning (AfL) methods used and the students' response to feedback, and the ability to be resilient in the face of challenge is far more important than which set a pupil is in.

“The aim is to get the students actively involved in seeking this evidence: their role is not simply to do tasks as decided by teachers, but to actively manage and understand their learning gains. This includes evaluating their own progress, being more responsible for their learning, and being involved with peers in learning together about gains in learning.”

John A.C. Hattie, Visible Learning for Teachers: Maximizing Impact on Learning

Mixed ability learning opportunities

The style of teaching in the mixed ability classes will provide an equality of access to both curriculum and resources. The pace of teaching will be lively, and the ceiling of expectation will be removed as appropriate challenge is provided for all abilities. Learners will be encouraged to develop their 'Growth Mindset' (examples in Appendix A) and be taught a variety of strategies to overcome challenges. Improved attainment will be developed through consolidation of concepts and by adopting a resilient approach in a non-threatening environment. Children can take control of their own learning by choosing the difficulty level of problems or tasks carried out and individual feedback will help pupils manage and develop their own progress. All pupils will be exposed to the full curriculum content for their appropriate age range. Within the class, the pupils will not be sat in ability groups; learning partners will be of a similar standard, but the tables will be of mixed ability. However, this will be different for reading groups. Pupils who require targeted intervention will receive specific and immediate assistance as appropriate to the topic or learning intention. Children on the SEND register will continue with focused sessions with specialist teachers.

Setting learning opportunities

Where a cohort is arranged into set classes, pupils will be taught in groups of similar ability. Girls in higher sets who are assessed as able to cope with the demands of rapid paced learning, are inquisitive and have already attained highly, will benefit from lessons that challenge their thinking and deepen their knowledge and understanding of a concept. The teaching will not focus on a linear progression through the curriculum but will be designed to promote creative thinking,

questioning, reasoning, exploration and problem-solving opportunities (Appendix B).

Girls in lower sets will cover the same curriculum content as the higher set(s) but will focus on consolidation of concepts, rules, vocabulary and understanding at a slower pace. Teaching will involve modelled and scaffolded methods in writing, comprehension, problem solving and reasoning to build confidence and independence.

“The major message, however, is that rather than recommending a particular teaching method, teachers need to be evaluators of the effect of the methods that they choose.”

John A.C. Hattie, Visible Learning for Teachers: Maximizing Impact on Learning

4. SETTING PROCEDURES

In line with our Assessment Policy, WPS regularly use a variety of formative and summative assessments to inform our judgements. Test results are indicators of a child’s attainment at a point in time and are not wholly reflective of ability. Some pupils may be high attainers but have low resilience when faced with day-to-day challenge and problem solving; others may be creative and logical in their questioning but less able to show their ability in a test situation. Therefore, test scores alone will not be used to group pupils. Teachers will fully consider all aspects of a pupil’s preferred pace of learning, attitude to expectations and feedback, the optimum learning environment, self-esteem, memory and prior knowledge and attainment before deciding their set.

The sets will be reviewed each term and pupils will be monitored closely, given support and possibly moved into a different set when necessary. Teachers will discuss any concerns with parents at the earliest opportunity and, only in consultation, will a child be moved from a set. There will be clear explanations for both parents and pupils about setting decisions and any movements that are made.

5. MONITORING AND REVIEW

At Warwick Preparatory School, the Senior Leadership Team will monitor the procedures and effectiveness of this policy and make changes as appropriate. Successful teaching and progress of pupils will be dependent on staff’s understanding and promotion of ‘Growth Mindset’ and resilience, and the provision of in-depth learning opportunities. It will be reviewed every 2 years or earlier, if required.

Policy Reviewed: Autumn Term 2021
Date of next Review: Autumn Term 2023

Appendix A: The difference between fixed and growth mindset model

HOW TO ENCOURAGE STUDENTS

Growth Mindset

What to say:

"When you learn how to do a new kind of problem, it grows your math brain!"

"If you catch yourself saying, 'I'm not a math person,' just add the word 'yet' to the end of the sentence."

"That feeling of math being hard is the feeling of your brain growing."

"The point isn't to get it all right away. The point is to grow your understanding step by step. What can you try next?"



Fixed Mindset

What not to say:

"Not everybody is good at math. Just do your best."

"That's OK, maybe math is not one of your strengths."

"Don't worry, you'll get it if you keep trying."*

*If students are using the wrong strategies, their efforts might not work. Plus they may feel particularly inept if their efforts are fruitless.

"Great effort! You tried your best!"*

*Don't accept less than optimal performance from your students.



SOURCE: Carol Dweck

Appendix B: In-depth learning vs linear progression

