



Setting and Streaming

Quick Read

At Ivybridge Community College, we take a carefully considered approach to ensure that all students can make the best possible progress and achieve the highest outcomes in their educational journey. Our decisions are based on a wide range of information, with a focus on fairness and supporting every child's learning needs to maximise their academic potential.

Research into the impact of setting and streaming students is mixed. While studies suggest that highly stratified groups provide some benefits for the highest-achieving students, the overall impact is minimal. Some research indicates that lower-attaining students in highly stratified groups may not progress as well, often because they have fewer opportunities to learn alongside higher-achieving peers, and expectations for their progress may be unconsciously lowered. Our approach looks to ensure the balance between the research and not disadvantage those with low SAS scores whilst maintaining academic stretch for those most able at entry.

Given that we welcome students from 73 different feeder primary schools, each with varied learning experiences and curriculums, we are committed to ensuring that no child is disadvantaged by factors beyond their control. In Year 7, students are generally placed in mixed-ability groups to provide a balanced learning environment, except in mathematics, where some setting is required. As students' progress through the College their groups become more finely tuned to their current ability levels. This ensures that teaching is appropriately paced and challenging for all students, without creating scenarios where extreme variation in ability makes progress difficult for individuals at either end of the attainment spectrum.

For further details on how setting and streaming work at Ivybridge Community College, please refer to the definitions, tables, and diagrams below.

- **Setting - Fine Attainment Grouping:** This involves grouping students into smaller, more specific categories based on narrowly defined attainment levels. For example, within a single grade, students might be placed into different groups for reading, math, or science based on their skill level in each subject. The groups are more finely tuned to the students' abilities, allowing for highly individualized instruction.
- **Streaming - Coarse Attainment Grouping:** Coarse attainment grouping involves broader categories of student attainment. Students might be placed in general groups, such as "higher" or "middle" etc or

"below average," across multiple subjects. These groups are less specific and cater to a wider range of attainment within each category.

Year 7/8/9 – Mostly mixed based on student prior attainment – Streamed in Mathematics

Increasingly more finely set from year 7 --> 9 determined by end of year assessment and rank order.

Year 10/11 – More fine setting determined by current working grade, attainment, and rank order.

These sets are more fluid – Changes after formal assessments and exam series based on grade attainment, year group rank and prior attainment.

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- **Streaming - Coarse Attainment Grouping:** Coarse attainment grouping involves broader categories of student attainment. Students might be placed in general groups, such as "higher", "middle" or "foundational" across multiple subjects. These groups are less specific and cater to a wider range of attainment within each stream.

Key Stage	Structure	Rationale
Key Stage 3 (Year 7, 8, 9)	<p>Most subjects Homogenous – fully mixed prior attainment in most subjects.</p> <p>Mathematics Streamed based initially on Ranked Key Stage 2 data.</p> <p>Changes in setting after Mid-Year and End of Year assessments</p>	<p>Students enter secondary education at a wide range of educational levels across a variety of subjects.</p> <p>Taking from over 70 feeder primary schools, it is essential for all students to be exposed to the full breadth and depth of the curriculum, with high expectation of what is possible from their classroom teacher.</p> <p>Students placed in a set in Year 7 may find it difficult to move beyond this for the rest of their educational journey as exposure to the highest levels of understanding and depth of knowledge can be limited.</p> <p>Our approach is to teach to the top and scaffold all other students to be able to achieve the same high level.</p>
Key Stage 4 (Year 10, 11)	<p>Mathematics; Science; Languages.</p>	<p>Students are placed in level specific sets for Mathematics, Science, and Languages. This allows teachers to deliver content aligned to the correct GCSE tier (Foundation or</p>

	<p>Set based on prior attainment, Key Stage 3 Rank order.</p> <p>English and Option Subjects. Fully mixed Attainment.</p>	<p>Higher) and ensure lessons stretch students appropriately. Sets are fluid, with movement possible to reflect progress and potential after assessments and year group ranking.</p> <p>English and option subjects, which are not tiered, are broadly streamed, with finer setting later in Year 11.</p>
<p>Key Stage 5 (Year 12, 13)</p>	<p>No Setting</p>	<p>All students have been successful at achieving the entry requirements for Key Stage 5</p>