

Grouping students for learning: Composition of coaching groups

- 1) Students are arranged in mixed ability coaching groups with equitable contextual compositions.
 - Various contextual factors known to affect students' achievement at GCSE nationally are distributed equitably across coaching groups — ensuring that respective cohort compositional ratios (e.g. male : female for year group of 1.8 : 1) are reproduced within allowable limits* in coaching groups. Where coaching group compositional ratios are the same as the cohort ratios (again, within allowable limits), there is 'context-equity'.
 - The factors considered for context-equity include:
 - Students' gender,
 - Prior Attainment band (Low, Middle, Higher, as defined by DfE),
 - Whether a student is eligible for Pupil Premium funding or not,
 - Whether a student has SEN or not,
 - Whether a student was an in year admission (i.e. 'mobile'),
 - The student's ethnicity — specifically whether they are white British, Black Caribbean, Black African, Mixed White and Black Caribbean, or of another mixed origin.
 - In addition, the average KS2 point score (for Y11 2020: fine test results for Reading, Writing and Mathematics) of each coaching group is ensured to be within 5% of the year group APS.
- 2) Rigorous checks to ensure equity in coaching group composition (and thus minimise variation in composition) are carried out across these factors. Where there is more than a 20% variation in equity ratios, the composition of groups is amended[†].
- 3) The same factors are defined in Academy Self Evaluation for the monitoring of progress with respect to equity in the distribution of educational outcomes across respective student groups.

* We aim for 'equity ratios' in each coaching group to be within 20% of the respective year group ratios.

† However, given the small numbers of some populations, where variations outside of the limit were allowed 1 student affected such significantly.



Grouping students for learning: Subject arrangements

- 1) Lessons in Art, Design & Technology, French, Music and PE are taught to the same mixed ability and context-equitable 'coaching' groups.
- 2) Lessons in English, mathematics and science are taught in ranked upper 'ability' sets, and lower 'ability' mixed ability groups.
 - The former is to promote high challenge, pronounced depth of learning, extension and focused enrichment opportunities.
 - The latter is to ensure that teachers' expectations and pitch for students of lower levels of prior attainment are not assumptively low so as to perpetuate slow progress and low achievement.
- 3) Lessons in the Humanities (Geography, History and Religious Studies), because of timetabling constraints brought about by current staffing restrictions, are taught in science sets.



Grouping students for learning: Coaching groups methodology

- 1) For the Y11 2020 cohort, the methodology was as follows:
 - An initial 'pure' set of five mixed ability groups is created.
 - Students are ranked according to prior attainment at KS2, and moderated where necessary with progress rates from KS1-2.
 - This ranking uses fine test scores for reading, GPS and mathematics, which are then moderated with teacher assessments in writing, mathematics and science.
 - The rankings produced are partitioned into 5 groups, i.e. students ranked 1, 2, 3, 4, 5 are placed into groups 1, 2, 3, 4, 5, and similarly, students ranked 6, 7, 8, 9, 10 are placed into groups 1, 2, 3, 4, 5, students ranked 11, 12, 13, 14, 15 are placed into groups 1, 2, 3, 4, 5, etc.
 - Checks are carried out to ensure context-equity in composition across respective coaching groups, and thus to eliminate potential bias that may exist across coaching groups and that may potentially perpetuate future underachievement.
 - Once context-equity is largely established, coaching groups are set.
 - Coaching groups can thus be said not only to be mixed ability, but also to have an equitable contextual composition of students. No group can in turn be deemed to be disadvantaged by a potentially biased skew of contextual factors.

Grouping students for learning: English and maths methodology

- 1) English and Mathematics classes are arranged in two bands, a and b. Band a is the upper 'ability' band, and band b is the lower 'ability' band.
- 2) The composition of the bands is defined* by:
 - The average KS2 point score (for Y11 2020: fine test results for Reading, Writing and Mathematics).
 - Combined Suggested GCSE Target Grades (\geq FFT20) in English and mathematics.
- 3) This is then moderated by consideration of:
 - Y7 assessment histories, including:
 - Teacher assessed GCSE forecasts.
 - Item Analyses gaps.
 - Progress as indicated by the difference between Post-module and Pre-module test results.
 - English KS2 Reading (Fine Test).
 - English KS2 GPS (Fine Test).
 - Mathematics KS2 (Fine Test).
- 4) Once bands a and b have been set, the following grouping strategies are employed across English and mathematics:

Band	Class	Grouping strategy	Class	Grouping strategy
a	Ma1	Set 1/4	En1	Set 1/5
	Ma2	Set 2/4	En2	Set 2/5
b	Ma1	Mixed Ability	En1	Set 3/5
	Ma2	Mixed Ability	En2	Mixed Ability
	—	—	En3	Mixed Ability

* Note students without prior attainment data are prioritised using other available data, notably Y7 assessment histories

Grouping students for learning: Science & Humanities methodology

- 1) Science classes are arranged in two bands, c and d. Band c is the 'upper' ability band, and band d is the 'lower' ability band.
- 2) The composition of the bands is defined* by:
 - The average KS2 point score (for Y11 2020: fine test results for Reading, Writing and Mathematics).
 - Combined Suggested GCSE Target Grades (\geq FFT20) in Core and Additional Science, and the separate sciences Physics, Chemistry and Biology.
- 3) This is then moderated by consideration of:
 - Y7 assessment histories, including:
 - Teacher assessed GCSE forecasts.
 - Item Analyses gaps.
 - Progress as indicated by the difference between Post-module and Pre-module test results.
 - English KS2 Reading (Fine Test).
 - Mathematics KS2 (Fine Test).
- 4) Once bands c and d have been set, the following grouping strategies are employed across Science and the Humanities:

Band	Class	Grouping strategy	Class	Class	Class
c	Sc1	Set 1/5	Gg1	Hi1	RS1
	Sc2	Set 2/5	Gg2	Hi2	RS2
d	Sc1	Set 3/5	Gg1	Hi1	RS1
	Sc2	Mixed Ability	Gg3	Hi2	RS2
	Sc3	Mixed Ability	Gg3	Hi3	RS3

* Note students without prior attainment data are prioritised using other available data, notably Y7 assessment histories

Grouping students for learning: Compositional Equity checking (Coaching Groups)

Y8	WSc	Male	Pupil Prem.	SEN	High KS2	Middle KS2	Low KS2	Mobile	WBRI	BCRB	BAFR	MWBC	MOTH
KS2 APS*	27.2	27.5	26.5	25.5	31.4	27.0	20.5	25.5	25.9	28.7	28.8	25.6	28.6
Yes (nos)	—	74	65	19	23	61	13	10	30	20	12	12	12
No (nos)	—	41	50	96	92	54	102	105	85	95	103	103	103
Yes (%)	—	64%	57%	17%	20%	53%	11%	9%	26%	17%	10%	10%	10%
No (%)	—	36%	43%	83%	80%	47%	89%	91%	74%	83%	90%	90%	90%
Yes : No	—	1.80 : 1	1.30 : 1	0.20 : 1	0.25 : 1	1.13 : 1	0.13 : 1	0.10 : 1	0.35 : 1	0.21 : 1	0.12 : 1	0.12 : 1	0.12 : 1
+/-20%	—	1.35 - 2.26	0.98 - 1.63	0.15 - 0.25	0.19 - 0.31	0.85 - 1.41	0.10 - 0.16	0.07 - 0.12	0.26 - 0.44	0.16 - 0.26	0.09 - 0.15	0.09 - 0.15	0.09 - 0.15

Y8	KS2 APS	Male	Pupil Prem.	SEN	High KS2	Middle KS2	Low KS2	Mobile	WBRI	BCRB	BAFR	MWBC	MOTH
Rg1	27.4	2.14 : 1	1.00 : 1	0.10 : 1	0.29 : 1	1.20 : 1	0.10 : 1	0.10 : 1	0.38 : 1	0.16 : 1	0.16 : 1	0.10 : 1	0.16 : 1
Rg2	26.7	1.67 : 1	1.40 : 1	0.14 : 1	0.26 : 1	1.18 : 1	0.14 : 1	0.09 : 1	0.41 : 1	0.26 : 1	0.20 : 1	0.09 : 1	0.14 : 1
Rg3	26.9	1.88 : 1	1.30 : 1	0.21 : 1	0.21 : 1	1.09 : 1	0.15 : 1	0.10 : 1	0.44 : 1	0.21 : 1	0.10 : 1	0.10 : 1	0.10 : 1
Rg4	27.2	1.88 : 1	1.56 : 1	0.15 : 1	0.28 : 1	1.09 : 1	0.1 : 1	0.10 : 1	0.28 : 1	0.15 : 1	0.05 : 1	0.10 : 1	0.10 : 1
Rg5	27.8	1.56 : 1	1.30 : 1	0.21 : 1	0.21 : 1	1.09 : 1	0.15 : 1	0.10 : 1	0.28 : 1	0.28 : 1	0.10 : 1	0.21 : 1	0.10 : 1

* Fine test results for Reading, Writing and Mathematics



Grouping students for learning: Compositional Equity checking (Bands)

Y8	WSc	Male	Pupil Prem.	SEN	High KS2	Middle KS2	Low KS2	Mobile	WBRI	BCRB	BAFR	MWBC	MOTH
KS2 APS*	27.2	27.5	26.5	25.5	31.4	27.0	20.5	25.5	25.9	28.7	28.8	25.6	28.6
Yes (nos)	—	74	65	19	23	61	13	10	30	20	12	12	12
No (nos)	—	41	50	96	92	54	102	105	85	95	103	103	103
Yes (%)	—	64%	57%	17%	20%	53%	11%	9%	26%	17%	10%	10%	10%
No (%)	—	36%	43%	83%	80%	47%	89%	91%	74%	83%	90%	90%	90%
Yes : No	—	1.80 : 1	1.30 : 1	0.20 : 1	0.25 : 1	1.13 : 1	0.13 : 1	0.10 : 1	0.35 : 1	0.21 : 1	0.12 : 1	0.12 : 1	0.12 : 1
+/-20%	—	1.35 - 2.26	0.98 - 1.63	0.15 - 0.25	0.19 - 0.31	0.85 - 1.41	0.10 - 0.16	0.07 - 0.12	0.26 - 0.44	0.16 - 0.26	0.09 - 0.15	0.09 - 0.15	0.09 - 0.15

Y8	KS2 APS	Male	Pupil Prem.	SEN	High KS2	Middle KS2	Low KS2	Mobile	WBRI	BCRB	BAFR	MWBC	MOTH
Band a	29.5	2.05 : 1	1.23 : 1	0.09 : 1	0.66 : 1	1.07 : 1	0.00 : 1	0.04 : 1	0.18 : 1	0.32 : 1	0.16 : 1	0.09 : 1	0.14 : 1
Band b	24.4	1.59 : 1	1.38 : 1	0.24 : 1	0.00 : 1	1.19 : 1	0.3 : 1	0.16 : 1	0.58 : 1	0.12 : 1	0.08 : 1	0.14 : 1	0.10 : 1
Band c	29.6	1.76 : 1	1.15 : 1	0.12 : 1	0.66 : 1	1 : 1	0.00 : 1	0.05 : 1	0.16 : 1	0.32 : 1	0.14 : 1	0.07 : 1	0.18 : 1
Band d	24.4	1.85 : 1	1.48 : 1	0.21 : 1	0.00 : 1	1.28 : 1	0.3 : 1	0.14 : 1	0.63 : 1	0.12 : 1	0.10 : 1	0.16 : 1	0.06 : 1

* Fine test results for Reading, Writing and Mathematics

Grouping students for learning: Compositional Equity checking (English classes)

Y8	WSc	Male	Pupil Prem.	SEN	High KS2	Middle KS2	Low KS2	Mobile	WBRI	BCRB	BAFR	MWBC	MOTH
KS2 APS*	27.2	27.5	26.5	25.5	31.4	27.0	20.5	25.5	25.9	28.7	28.8	25.6	28.6
Yes (nos)	—	74	65	19	23	61	13	10	30	20	12	12	12
No (nos)	—	41	50	96	92	54	102	105	85	95	103	103	103
Yes (%)	—	64%	57%	17%	20%	53%	11%	9%	26%	17%	10%	10%	10%
No (%)	—	36%	43%	83%	80%	47%	89%	91%	74%	83%	90%	90%	90%
Yes : No	—	1.80 : 1	1.30 : 1	0.20 : 1	0.25 : 1	1.13 : 1	0.13 : 1	0.10 : 1	0.35 : 1	0.21 : 1	0.12 : 1	0.12 : 1	0.12 : 1
+/-20%	—	1.35 - 2.26	0.98 - 1.63	0.15 - 0.25	0.19 - 0.31	0.85 - 1.41	0.10 - 0.16	0.07 - 0.12	0.26 - 0.44	0.16 - 0.26	0.09 - 0.15	0.09 - 0.15	0.09 - 0.15

Y8	KS2 APS	Male	Pupil Prem.	SEN	High KS2	Middle KS2	Low KS2	Mobile	WBRI	BCRB	BAFR	MWBC	MOTH
8a/En1	30.7	2.00 : 1	1.14 : 1	0.07 : 1	2.75 : 1	0.30 : 1	0.00 : 1	0.03 : 1	0.25 : 1	0.25 : 1	0.11 : 1	0.11 : 1	0.15 : 1
8a/En2	28.2	2.11 : 1	1.33 : 1	0.12 : 1	0.04 : 1	4.6 : 1	0.00 : 1	0.04 : 1	0.12 : 1	0.40 : 1	0.22 : 1	0.08 : 1	0.12 : 1
8b/En1	26.0	1.08 : 1	1.70 : 1	0.13 : 1	0.00 : 1	26.00 : 1	0.04 : 1	0.04 : 1	1.08 : 1	0.17 : 1	0.04 : 1	0.04 : 1	0.08 : 1
8b/En2	22.6	2.20 : 1	1.29 : 1	0.45 : 1	0.00 : 1	0.33 : 1	0.60 : 1	0.23 : 1	0.33 : 1	0.14 : 1	0.07 : 1	0.45 : 1	0.07 : 1
8b/En3	20.6	2.50 : 1	1.00 : 1	0.27 : 1	0.00 : 1	0.08 : 1	0.75 : 1	0.40 : 1	0.27 : 1	0.00 : 1	0.17 : 1	0.08 : 1	0.17 : 1

* Fine test results for Reading, Writing and Mathematics

Grouping students for learning: Equity checking (Mathematics classes)

Y8	WSc	Male	Pupil Prem.	SEN	High KS2	Middle KS2	Low KS2	Mobile	WBRI	BCRB	BAFR	MWBC	MOTH
KS2 APS*	27.2	27.5	26.5	25.5	31.4	27.0	20.5	25.5	25.9	28.7	28.8	25.6	28.6
Yes (nos)	—	74	65	19	23	61	13	10	30	20	12	12	12
No (nos)	—	41	50	96	92	54	102	105	85	95	103	103	103
Yes (%)	—	64%	57%	17%	20%	53%	11%	9%	26%	17%	10%	10%	10%
No (%)	—	36%	43%	83%	80%	47%	89%	91%	74%	83%	90%	90%	90%
Yes : No	—	1.80 : 1	1.30 : 1	0.20 : 1	0.25 : 1	1.13 : 1	0.13 : 1	0.10 : 1	0.35 : 1	0.21 : 1	0.12 : 1	0.12 : 1	0.12 : 1
+/-20%	—	1.35 - 2.26	0.98 - 1.63	0.15 - 0.25	0.19 - 0.31	0.85 - 1.41	0.10 - 0.16	0.07 - 0.12	0.26 - 0.44	0.16 - 0.26	0.09 - 0.15	0.09 - 0.15	0.09 - 0.15

Y8	KS2 APS	Male	Pupil Prem.	SEN	High KS2	Middle KS2	Low KS2	Mobile	WBRI	BCRB	BAFR	MWBC	MOTH
8a/Ma1	30.8	1.73 : 1	1.14 : 1	0.15 : 1	2.75 : 1	0.30 : 1	0.00 : 1	0.03 : 1	0.25 : 1	0.25 : 1	0.15 : 1	0.07 : 1	0.15 : 1
8a/Ma2	28.0	2.5 : 1	1.33 : 1	0.04 : 1	0.04 : 1	4.60 : 1	0.00 : 1	0.04 : 1	0.12 : 1	0.40 : 1	0.17 : 1	0.12 : 1	0.12 : 1
8b/Ma1	24.8	1.80 : 1	1.55 : 1	0.22 : 1	0.00 : 1	1.15 : 1	0.22 : 1	0.27 : 1	0.27 : 1	0.12 : 1	0.12 : 1	0.17 : 1	0.08 : 1
8b/Ma2	24.2	1.42 : 1	1.23 : 1	0.26 : 1	0.00 : 1	1.23 : 1	0.38 : 1	0.07 : 1	1.07 : 1	0.12 : 1	0.04 : 1	0.12 : 1	0.12 : 1

* Fine test results for Reading, Writing and Mathematics

Grouping students for learning: Equity checking (Science classes)

Y8	WSc	Male	Pupil Prem.	SEN	High KS2	Middle KS2	Low KS2	Mobile	WBRI	BCRB	BAFR	MWBC	MOTH
KS2 APS*	27.2	27.5	26.5	25.5	31.4	27.0	20.5	25.5	25.9	28.7	28.8	25.6	28.6
Yes (nos)	—	74	65	19	23	61	13	10	30	20	12	12	12
No (nos)	—	41	50	96	92	54	102	105	85	95	103	103	103
Yes (%)	—	64%	57%	17%	20%	53%	11%	9%	26%	17%	10%	10%	10%
No (%)	—	36%	43%	83%	80%	47%	89%	91%	74%	83%	90%	90%	90%
Yes : No	—	1.80 : 1	1.30 : 1	0.20 : 1	0.25 : 1	1.13 : 1	0.13 : 1	0.10 : 1	0.35 : 1	0.21 : 1	0.12 : 1	0.12 : 1	0.12 : 1
+/-20%	—	1.35 - 2.26	0.98 - 1.63	0.15 - 0.25	0.19 - 0.31	0.85 - 1.41	0.10 - 0.16	0.07 - 0.12	0.26 - 0.44	0.16 - 0.26	0.09 - 0.15	0.09 - 0.15	0.09 - 0.15

Y8	KS2 APS	Male	Pupil Prem.	SEN	High KS2	Middle KS2	Low KS2	Mobile	WBRI	BCRB	BAFR	MWBC	MOTH
8c/Sc1	30.6	2.33 : 1	1.14 : 1	0.03 : 1	1.73 : 1	0.30 : 1	0.00 : 1	0.07 : 1	0.25 : 1	0.25 : 1	0.11 : 1	0.11 : 1	0.11 : 1
8c/Sc2	28.5	1.33 : 1	1.15 : 1	0.22 : 1	0.17 : 1	3.67 : 1	0.00 : 1	0.04 : 1	0.08 : 1	0.40 : 1	0.17 : 1	0.04 : 1	0.27 : 1
8d/Sc1	26.2	2.00 : 1	1.08 : 1	0.17 : 1	0.00 : 1	26.00 : 1	0.00 : 1	0.04 : 1	0.80 : 1	0.23 : 1	0.08 : 1	0.13 : 1	0.08 : 1
8d/Sc2	21.4	1.50 : 1	2.75 : 1	0.25 : 1	0.00 : 1	0.25 : 1	0.88 : 1	0.25 : 1	0.50 : 1	0.00 : 1	0.15 : 1	0.15 : 1	0.00 : 1
8d/Sc3	22.5	2.00 : 1	1.50 : 1	0.25 : 1	0.00 : 1	0.25 : 1	0.67 : 1	0.25 : 1	0.50 : 1	0.07 : 1	0.07 : 1	0.25 : 1	0.07 : 1

* Fine test results for Reading, Writing and Mathematics

