

**THE ROCHE SCHOOL**  
**Setting and Small Groups Policy**

*This policy which applies to the whole school is saved on the school shared system and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

<b>Information Sharing Category</b>	School Shared System (Public copy provided on request)
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<b>Authorised by (if required)</b>	SLT Team
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<b>Responsible Area</b>	Gina Gent and Charlotte Doherty

The Roche School's Setting and Small Groups Policy applies to Key Stage 1 and 2 at The Roche School.

The procedures described comply with the Independent Schools Standards Regulations (The Education [Independent School Standards, England] Regulations 2010, as amended from January 2013) also known as the ISSRs.

In accordance with, and beyond the requirements of these regulations, The Roche School makes its policies available to view on the public area of the school's website – [www.therocheschool.com](http://www.therocheschool.com).

As an independent school, The Roche School is able to 'cap' its class sizes at 18-20, thus enabling adequate teacher time and attention for every child across the curriculum. Our staff to child ratio is high and, in addition to full-time class teachers, we employ a range of specialist teachers in Sport, Art, Music, Spanish and French so that children are able to engage with a breadth of opportunity in a wide range of subjects.

It has long been a tradition at the school that, in the key areas of English, Phonics and Maths, we break the year group down into smaller groups – creating an extra group or groups in any one year group. This is because the founding Principals of the school – James and Carmen Roche - strongly believe that all pupils should experience a high level of personal attention in the classroom and that they should also be able to progress at the most appropriate pace.

We take a considered approach to grouping in English, Phonics Reasoning and Maths. Consistent, high-quality teaching in these areas in smaller groups reaps dividends for them in a competitive system. We also group in Upper School sport so that their own Games lessons are appropriate to what they need and are both motivating and enjoyable.

Our English groups across the school are flexibly grouped according to matters of pace and consolidation. During Key Stage 2, when children are explicitly preparing for the 11+ examinations, a currently higher attaining (CHA) group will prepare for school entrance that pitches significantly above the Expected Standard.

Maths is more closely streamed with all children covering the same, aspirational syllabus but at different speeds.

*The Roche School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential*

When identifying the children that may be more suitable for a currently higher attaining (CHA) group, we consider the following:

In English:

- A particular proficiency to comprehend literature pitched above the age-appropriate standard, with suitable oracy skills to demonstrate this
- Consistently secure demarcation and transcription skills in creative writing
- Speaking and listening skills significantly beyond the current year group expectation
- Consistent use of 'flair' in creative writing, either influenced by ambitious reading choices or a well-developed imagination
- Mature learning behaviours, such as curiosity, resilience, independence etc.

In Maths:

- A particular proficiency to comprehend increasingly complex areas of Maths, with suitable related problem-solving skills
- Consistently secure understanding and demonstration of the current year group expectation, with the ability to 'play' and 'take risks' with said skills and to apply these skills across a variety of contexts
- Consistently secure understanding and demonstration of number and place value facts
- Consistently secure understanding and demonstration of operational written methods, including employing a range of approaches, recognising which are most appropriate to solve a given problem.
- The ability or willingness to investigate Mastery-style questions pertaining to content pitched above the current year group expectation, using reasoning and systematic approaches to tackle unfamiliar questions in increasingly complex scenarios
- Mature learning behaviours, such as curiosity, resilience, independence etc.

At The Roche School, we adopt a Growth Mindset approach to teaching and learning, understanding that skills, ability and attainment levels are not fixed. Because of this, our groupings are considered fluid.

To be read in conjunction with the SEND Policy and Higher Attainers Policy.