Serlby Park Academy

Student Organisation and Grouping

Setting standards for success

Date of Last Review/update: Jan 2017

Reviewed by: RTH

Date of next Review: Dec 2017

CONTENTS

1.0 Responsibility for this policy

The responsibility for the implementation of this policy rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy rest with the **Principal.**

2.0 Suggested Audience

All teaching and support staff in the Academy.

3.0 Related Policies

This policy is one of a suite of policies which should be read in conjunction with this:

- Academy Day, Term and Year
- Academy Timetable
- Curriculum Development and Offering

4.0 Academy Mission Statement

Setting standards for success

5.0 Introduction

5.1 The Academy opened in Sept 2011.

5.2 The statements in this document represent a clear philosophy, which has been shared and developed with the sponsor and Principal.

5.3 Delta Academies Trust (DAT) is the sponsor for this Academy and the DAT will use the resources and expertise of the Trust to support and enrich learning for every pupil in this Academy.

5.4 The Academy is a co-educational 3-18 school for up to 1,280 children and young people. The Academy comprises a two-form entry (2FE) Nursery and Primary element, with an Admission Number of 60, providing places for up to 480 children at capacity. The Secondary phase has a four-form entry (4FE) with an Admission Number of 120 for years 7-11 and places for up to 150 pupils post 16, across Years 12 and 13, with a clear focus on high academic standards and choice for pupils through a broad range of GCSE and Applied Learning courses. The two specialisms for the Academy, Business and Enterprise and Modern Languages, will enrich the quality of learning and promote pupils' enjoyment and aspirations. This first-class provision will enable every pupil to make excellent progress and move successfully on to education, training or employment. The ethos of the Academy will be clearly reflected in all elements of the Academy's organisation.

5.5 Innovative changes made to the organisation of learning and grouping of pupils play an important role in transforming learning in this Academy. The sponsor and Principal recognise that the progress and well-being of each individual pupil is important and while this paper looks at strategies and processes which apply to the Academy as a whole; the safety, happiness and

well-being of each pupil is a fundamental concern and the Academy will 'flex' to reflect these individual needs and interests as far as possible.

5.6   As far as resources permit, the sponsor and Principal will make the staff: learner ratio as high as possible, so that each child and young person will participate in learning which is challenging, well-paced and motivating; helping to raise each learner's aspirations and, progress. The Academy will provide at a primary level, a curriculum based on the National Curriculum and the Early Years and Foundation Stage Framework and will also respond appropriately to major initiatives such as recommendations from the recently published Tickell Review on Early Years Foundation Stage, the Wolf report on vocational learning and the current review of the National Curriculum, but will temper all of these initiatives with local knowledge and reflect DAT's expertise and understanding.

5.7   In Early Years Foundation Stage children will learn through purposeful play including child-initiated activities which incorporate elements of the National Strategies, will reflect the focus on children acquiring skills in literacy and numeracy in their Primary years, which is continued at Secondary level with all pupils following a broad and balanced curriculum which rightly maintains a focus on the core skills of literacy and numeracy.

5.8   The Academy will move to adopt appropriate class sizes in English and mathematics groups, certainly in Year 7, but also with Year 11 classes too. The Principal will work creatively with all staff to achieve these group sizes, while at the same time, providing each pupil with the skills and attitudes to work as independently as possible; helping again to make efficient use of staff resources. ICT too has an important role to play in the support, challenge and development of each pupil.

6.0   Transition

6.1   While recognising the fact that the Academy has a strong and vibrant Primary phase, the Academy will seek to work closely with other local Primary schools, to ensure that children arriving in the Academy from these schools have broadly similar levels of attainment and skill. The Academy will 'reach back' to engage with its prospective pupils long before they join the Academy, assessing children's' performance, progress and needs and work collaboratively with other primary schools in the area to resolve all issues as early as possible. This approach is particularly evident in literacy, language and numeracy, alongside other Academy specialisms with assessment and targeted support being provided by the Academy in Key Stage 2, resources permitting. Pupils' 'journey of learning' will start before they join the Academy, with every Year 7 pupil's prior attainment (where Standardised Attainment Testing (SATs) arrangements allow) and other information (needs, interests, Cognitive Ability Tests (CATs) results (Non Verbal Reasoning), Reading Age and numeracy skills) available to staff and, for those pupils with particular needs, these in-part addressed. Ongoing teacher assessment will be used to define the most appropriate learning and support for each pupil. This data is used by Academy staff to organise groups and develop the most engaging learning experiences. As well as to establish bespoke packages of intervention.

7.0   Early Years and Foundation Stage

7.1   In the early years, children learn best through first-hand and hands-on experiences and their education will be firmly rooted in an interaction with their environment. Their learning experiences are most efficient when they are relevant, meaningful and active and are provided in a challenging but familiar context. The Academy views play as a most powerful medium of learning. We therefore offer opportunities for discovery, which develop children's knowledge, understanding and skills in language, literature, mathematics, creative development, physical development and personal and social skills. For this to be delivered it will be important to provide a stimulating building and physical environment.

8.0   Key Stages 1 and 2

8.1   During Key Stages 1 and 2 the cross-curricular thematic approach to learning remains a common and familiar strategy during this phase of learning. The work carried out to help children reflect on their learning during the Foundation Phase will provide a basis for their doing this in a more conscious and expanded way during, not only this phase of learning, but throughout all of their time at the Academy and beyond.

8.2   At full capacity, with having two classes in each year group, the Academy may consider grouping children according to ability in a number of key subjects, including English, mathematics, science and modern foreign languages (MFL), with staff using all the data available to ensure that each child has learning experiences that are stimulating and challenging. Key Stage leaders will take every opportunity to ensure that the setting is appropriate and accurate, based on the prior progress and attainment of each child; designed to maximise each learner's potential. With an increased emphasis on geography and history, opportunities to group children in more homogeneous ability groups from time to time will be considered, for example for projects across one or two classes for intervention work or work with the highest attaining.

9.0   Key Stage 3 – Years 7 and 8

9.1   Within Year 7, one broad learning band is likely to be defined.
The new Year 7 in September will have three teaching groups (based upon proposed numbers).
Summary table: Year 7 groups (September 2014, 75 pupils)

Band x 72 pupils	English 3 grps	MFL 2 grps	Maths 3 grps	Science 3 grps	DT/Art 3 grps	PE 2 grps	3 grps each for: IT Geog Hist Mus

9.2   These groups will each be taught in a limited number of classrooms for the following subjects: Mathematics, English, Humanities and Modern Foreign Languages. Groups will be taught in departments that need specialist equipment, e.g. Art, DT, PE, ICT, Performing Arts and Science.

9.3   Classrooms will also act as form bases and to ensure strong relationships are built, form tutors will be part of the Year 7 teaching team.

9.4 This will improve transition, particularly for those pupils new to the Academy and enable a greater emphasis on the sharing of good practice between the teachers in these groups. PHSCE/Citizenship would be delivered in form time.

9.5 The Year 8 curriculum will have a similar structure to that of Year 7. As Year 8 progresses, pupils and their parents will receive information, which may involve 'taster' lessons, to fully prepare them for the options choices at Key Stage 4. One difference in the Year 8 curriculum will be to make one of the three humanities lessons a Business Studies lesson, which will enable pupils to successfully achieve an OCR Level 1 qualification, to start to complete their examination 'portfolio'.

Summary table: Year 8 groups (September 2016 68 pupils)

Band x 68 pupils	English 3 grps	MFL 3 grps	Maths 3 grps	Science 3 grps	DT/Ar 3 grps	PE 2 grps	3 gps in: IT Geog Hist Mus Dra Mus Art RE/PSE

10.0 Key Stage 4 – Years 9, 10 and 11

10.1 Towards the end of Year 8, pupils and their parents will be provided with information and attend meetings with Academy staff to help them make informed choices, based on their probable ability band/pathway, about which courses they will follow in Year 9 leading to examinations, where appropriate, at the end of Years 9, 10 and 11. The KS4 curriculum will provide 25 hours of teaching each week, enabling students to successfully gain a wide range of qualifications, including English, Mathematics and for most, the English Baccalaureate (EBac). Tutor time and assemblies will be added on to these hours.

10.2 Using prior attainment data, subject teachers and pastoral staff knowledge, each pupil will be carefully assigned to one of two ability bands in each year group in KS4. Within each band there will be a number of groups, set according to ability, to provide greater challenge and support. It is perfectly possible for pupils to progress up to more able groups and, to move to the more able band, dependent on their progress. This dynamic model of pupil movement will most likely happen at the end of a term or half-term.

10.3 Year 9
In September 2016 there will be 77 pupils.

77 pupils	English 3 grps	Maths 3 grps	Science 3 grps	PE 3 groups

10.4 Year 10
In September 2016 there will be 74 pupils.

74 Pupils	English 3 grps	Maths 3 grps	Science 3 grps	PE 3 groups

10.5 Year 11
In September 2016 there will be 65 pupils.

65 pupils	English 3 grps	Maths 4 grps	Science 3 grps	PE 3 groups

10.6 KS4 Options
Pupil choice is a significant factor in raising pupils' aspirations, improved levels of attitude, behaviour and commitment, and ultimately pupils' attainment. With a three-year KS4, of which 40% of pupils' time is devoted to options, this provides pupils with significant ownership of their learning.

10.7 Years 9, 10 and 11
Simply expressed, pupils have three broad option pools:
Pool A offers GCSEs and Applied Learning for 4hrs per week
Pool B offers a range of GCSEs and different Applied Learning courses for 4hrs in Y9 and 3hrs in Y10
Pool C offers a mixture of GCSEs and BTECs for 2hrs and 3 hrs in Y10

10.8 Year 11
Pupils will complete their programmes of study at the end of Year 11.

Summary Table

Year	Option Pool A	Option Pool B	Option Pool C
9	Range of courses: GCSEs or Vocational	Range of courses: GCSEs or Vocational	Range of courses: GCSEs or Vocational
10			
11			

11.0 Learning Pathways

11.1 While pupils will have a free choice, with guidance sensitively provided by Academy staff, three broad learning pathways can be defined:

Success: Pupil will select GCSE options that include a Modern Foreign Language and a Humanity (History or Geography), which will enable them to readily achieve the English Baccalaureate. This pathway also enables pupils to take triple sciences.
Excellence: Pupils will choose from a wide selection of Applied Learning courses in option pools A and B, with a range of GCSE courses available in option pool C.
Achievement: Pupils will be sensitively guided to participate in subjects in this pathway.

11.2 Whatever pathway pupils choose, all will take at least one Applied Learning course over their three year KS4 career, along with a portfolio of GCSE subjects, in addition to their 'core' subjects.

The option pool subjects, to be offered to Year 9 to start in September 2016, is shown below to illustrate the pathways described above:

Excellence Pathway

These students will choose:

- French from Block 1
- Additional English or Maths from Block 2
- 1 Humanity from Block 3
- 1 option from Blocks 4

1	2	3	2
French	**English**	**Geography**	**Business Studies**
	Maths	**History**	**Music**
			Sport
			Food Technology

Success Pathway

These students will choose:

- French from Block 1
- Triple Science or additional Maths or English from Block 2
- 1 Humanity from Block 3
- 1 other subjects from Block 4

1	2	3	4
French	**Triple Science**	**Geography**	**Business Studies**
	Additional English	**History**	**Music**
	Additional Maths		**Sport**
			Food Technology

Achievement Pathway

These students will choose:

- 1 option from each Block

1		2		3		4	
ICT		**Additional English**		**Geography**		**Business Studies**	
Performing Arts		**Additional Maths**		**History**		**Music**	
Art						**Sport**	
						Food Technology	

11.3 Pupils will be formally assessed towards the end of each half term, i.e. 6 times during the academic year. This information will be shared with parents/carers most effectively through the Academy's parent/carer portal on its Learning Platform, which has been be developed during with the support of the sponsor initially three times per year. Consistent and on-going dialogue with parents and carers may cause these times to be altered.

12.0 Pupils needing additional support

12.1 All pupils will participate in a common curriculum. Some pupils may need additional support, particularly around the core skills of Literacy and Numeracy. Support will be allocated to pupils on a needs basis. A range of support will be offered, which may include:

- Additional support for reading and writing, differentiated according to need
- Additional numeracy support (including specific work on number bonds and tables work)
- Additional time for History and Geography

12.2 The Academy will seek to use a range of measure for providing this support. One option may be to sensitively withdraw pupils from certain subjects, for example, modern languages or IT for specific times. Other options may include the use of specialist support staff, as part of pupils' normal lessons or software packages which pupils can use at school or home. At all times, pupils will be withdrawn from the minimum time from lessons to ensure they remain socially and educationally in touch with all subjects.

12.3 Key Stage 4 will last three years. A new KS4 curriculum started in September 2016, enabling careful planning and preparation. The Academy will ensure that pupils add to their 'achievement portfolio' at every opportunity. This will include Functional Skills assessments in English, Mathematics and ICT. In addition, when pupils are ready, they will be entered for external assessments /examinations.

13.0 Core curriculum

13.1 The number of hours for core subjects are shown in the summary table below, with remaining time (14hrs) being devoted to options.

Year Group	English	Maths	Science	PE	IT	Total
9	4	4	4	2	0*	15 hrs (60%)
10	4	4	4	2	1	15 hrs (60%)
11	4	4	4	2	0**	15hrs (60%)

*IT will be taught in form time
**All pupils will have attained a qualification in IT by Y11

13.2 It is recognised that some pupils may need additional support. The provision of a three-year GCSE course will provide that support for many pupils. If further additional support is needed, for example through the use of specialist support staff or specialist teaching, then it will be provided.

14.0 Post Sixteen Provision

14.1 The size of the post-16 cohort at Serlby Park Academy (150 pupils at capacity) will require the Academy to work collaboratively with DAT's other academies to offer a wide range of engaging courses, helping to improve pupils' aspirations and attainment. The Academy's post-16 provision already

has a common timetable with DAT's nearby academies: Ash Hill, De Warenne, Don Valley and Rossington All Saints. Pupils will be able to take advantage of Academy staff in these and all of DAT's academies in a number of ways. If sufficient pupil interest is shown for a course which the Academy could not offer, then a teacher from another of DAT's academies could travel to Serlby Park Academy to teach this. The principle of 'teacher moves' makes sound economic and efficient sense. In time, all Serlby Park Academy pupils will have access to DAT's innovative Learning Platform and they will be able to access either 'live' real-time teaching taking place in another DAT Academy, or watch recorded lesson 'podcasts', which could be downloaded and saved on pupils' own portable digital devices. Finally, pupils will have access to staff in other DAT academies to provide them with additional specialist support around learning support and mentoring, Independent Careers Advice or advice around the choice of Further or Higher Education institutions, through the use of DAT's ICT Learning Platform.

14.2 **Post-Sixteen Learning Routes**
The size of the post-sixteen cohort will provide an engaging range of courses, to reflect the interests and aspirations of the majority of pupils and allied to the courses available at other DAT academies, the majority of pupil will participate in courses which reflect their interests and aspirations. While pupils will have a broad choice of options, with a maximum degree of freedom, three broad learning routes can be identified:

14.3 **Route 1: Pre Apprenticeship and Technical Pathway (L1 & 2)**
Even with three years to complete KS4, it is acknowledged that a small number of pupils may not have achieved the necessary grades they need to progress onto further education, training or employment. These pupils will have the opportunity to concentrate on their studies within the caring and supportive environment of the Academy, participating too, in the greater freedom that post-sixteen life presents. These pupils will be offered the opportunity to participate in pupil leadership, helping to develop their confidence and self-esteem. Courses will be offered in English and mathematics giving specialist support to help ensure all pupils gain a level 2 qualification in these two core subjects, in line with the Wolf report.

14.4 Likely Level 1 and 2 vocational courses to be offered at Rotherham College, North Notts College, Engage Training and DCLT include:
- Animal Care
- Beauty Therapy
- Childcare
- Electrics
- Sport, Fitness and Leisure
- Game Design
- Hair Dressing
- Hospitality & Catering
- Joinery
- Motor Vehicle Maintenance
- Painting & Decorating
- Plumbing

Other levels 1 and 2 courses are shown in the summary table at the end of this section

14.5 **Route 2: Pupils moving Into Applied / Technical Pathway (Vocational L3)**
The Academy will offer a limited number of courses at level 3. These are likely to include:

- Business
- ICT

The Academy will draw upon the strength and resources of other local DAT academies to considerably expand this offer, as the summary table at the end of this section shows. Where off-site provision is needed, it will be provided by other local DAT academies. DAT academies have a much wider offer, which is shown in the summary table below.

14.6 **Route 3: Pupils moving into Academic Pathway (A Level)**
A significant and increasing proportion of pupils will be inspired by excellent teaching and engaging learning to consider academic courses at level 3, which will provide them with access to employment, Higher Education or training. The innovative option choice programmes at KS4 will have given pupils the opportunity to achieve success in up to six GCSEs, in addition to the 'core' subjects. This will provide pupils with access to a full range of level 3 courses, enabling their continued progression on to University, further training or employment.

14.7 The Academy is likely to offer the following subjects (which will change as pupil choice and staffing changes:

- Biology
- Spanish
- English Language or Literature
- Geography

14.8 The other DAT academies in the Doncaster and North Nottinghamshire areas will offer AS and A2 courses in additional subjects.

14.9 More widely, the DAT in Leeds can further extend this range, through blended learning which includes on-line conferencing with Garforth Academy additionally offering at level three.

14.10 Where pupils opt for courses not offered at Serlby Park, DAT will use its best endeavours to ensure pupils can access these. It is most likely that through the use of digital technologies or DAT staff travelling to Serlby Park that this will be enabled. However, in order to run courses, they must be economically viable. Each course will be reviewed to give maximum pupil choice and satisfaction.

14.11 Summary of Post 16 courses likely to be offered in September 2016

All information taken from: http://www.csix.org.uk/Courses

Subjects: Level 3

Art & Design
    Art
    Photography
    Textiles

Science, Engineering & Technology
    Biology
    Chemistry
    Physics
    Applied Science
    Design & Technology
    Engineering

Sport, Expressive & Performing Arts
    Drama & Theatre Studies
    Performing Arts
    Music
    Sport

Communication
    English Language
    English Literature
    English Language & Literature
    French
    Spanish

Humanities & Social Sciences
    Geography
    History
    Government & Politics
    Philosophy and Ethics
    Psychology
    Sociology
    Health and Social Care
    Business
    Economics

Level 1 and 2

- Animal Care
- Beauty Therapy
- Childcare
- Electrics
- Fitness and Leisure
- Game Design

- Hair Dressing
- Hospitality & Catering
- Joinery
- Motor Vehicle Maintenance
- Painting & Decorating
- Plumbing

Apprenticeships

- Business Administration
- Beauty Therapy
- Customer Service
- Childcare
- Fitness
- Hairdressing

- Hospitality & Catering
- Joinery
- Leisure
- Motor Vehicle
- Plumbing & Heating
- Team Leadership

16.0 Monitoring and Review

This statement will be reviewed by the **Principal** annually. Where appropriate, they will report on progress or amendments to this policy to the Local Education Advisory Board.

17.0 Approval by Local Education Advisory Board and Review Date

17.1 This statement has been formally approved and adopted by the Local Education Advisory Board at a formally convened meeting

Policy approved: _____

Chair of Local Education Advisory Board

Date: _____

Review date: _____

End of statement