

## ***The Junior and Senior School Procedures for Setting Pupils***

### What is setting?

Setting refers to placing pupils of similar ability together just for certain lessons, not for the whole school day.

When setting the children, we take into careful consideration both the ability / potential and the personality of individual children. Setting is not just dependent on results in tests; we also look at how they perform in class and consult with previous teachers about how best to place each child. This process is communicated to the children very sensitively and handled in a positive way. The process is not intended to judge or condemn children but more to support them to make the best possible progress starting from the point where they are in their learning.

### When do we set?

Greek is set at The Junior and Senior School from Pre-Reception until Year 11 as we offer three levels: main stream, intermediate and Greek as a Foreign Language.

In English at The Senior School in Years 7 and 8 children who have English as an Additional Language are placed in a different group to the other pupils. In Year 9 they rejoin their form classes for English. In Year 10 we offer a fast-track English group for our most able pupils, so they can take both English Language and English Literature GCSE in the same time as everyone else does only English Language.

In addition, from Year 5 onwards until Year 11 pupils are set for Numeracy / Mathematics.

On occasion in The Senior School we may set in Science at KS4 and 5 if we have 2 groups in one block.

All other subjects normally take place in form or mixed ability classes. In these groups, staff are trained to differentiate the work carefully to accommodate the abilities of all pupils. They are expected to support the least able and stretch the more able and monitor the progress of each individual child according to their targets and ability. Pupils may be placed in ability groups within the classroom or may be placed in mixed-ability groups depending on the nature of the activity.

### Why do we set?

There are many reasons for setting.

Research has shown that when the factors in setting are right, setting enables all pupils to make greater progress. The core principle is that all teachers have high expectations of all children; this is

exemplified in The Junior and Senior School. The curriculum is the same for all pupils and sets. The main difference is the pace of the explanation. Our expectations always remain high and this is reflected in our excellent academic results.

From our own experience we have also found that when pupils are placed with pupils of similar ability, they are more willing to participate in class, express their opinions, tell the teacher when they need further clarification and thus increase their self-confidence and the progress that they make.

### Greek Setting

If children speak Greek at home and both parents are Greek speakers, they will normally be placed in Main Greek. Intermediate Greek is for pupils who may be bi-lingual or who do not always speak Greek in the home. Intermediate classes cover the same syllabus, but the pace is slightly slower. This group does not always run in every year group. Pupils who have no Greek in the home or whose native language is other than Greek will be placed in a GFL set.

### English Setting

In Year 7 children will be placed in EAL English if they joined us from a Demotiko, overseas or if they do not have English as a mother tongue. We identify pupils with weaker English from the GL assessments in Year 6 and from the entrance examinations. Those joining Senior with limited English will be asked to attend the summer English lesson programme.

### Numeracy / Mathematics Setting

In Mathematics setting by ability takes place in Years 5 and 6 and throughout key stages 3 and 4.

In Year 5 and 6 pupils are set in Mathematics according to their GL results and their progress and achievement in Numeracy lessons. Additionally, Year 5 conduct a pre-assessment in order to gain further information before setting for the first time in KS2. In Year 5 and 6 there is normally 2 fast-tracked groups, 1 core group and a group where pupils receive more assistance. This can change depending on the cohort. All pupils follow the same syllabus.

In Year 7 students come from The Junior School or other private primary schools, Greek primary schools or from abroad. As expected they have varied subject backgrounds and abilities. We try to put students in groups according to ability mainly by using GL results or entrance examination results. For the students who join us in years 8,9,10 and 11 we place them according to their entrance examinations results. However most importantly we identify all those students who have difficulties in Mathematics and put them in smaller groups so that they may have more teacher attention. In addition, these groups may at times have a teacher's assistant for extra help if needed.

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As more information becomes available i.e. the Midyis, YELLIS test data, teacher day to day assessment, end of term and end of year assessments, class work and homework, there may be movement across sets, always considering carefully all evidence mentioned above as well as what is best for an individual student's learning.

All groups follow the same curriculum, but the lower groups work at a different pace. In each year there may be groups which are parallel to each other. All students take the same assessments which are carefully differentiated so that they are accessible to all.

By year 9 there is enough evidence of ability to challenge the group of more able students with a fast track programme following the IGCSE curriculum and taking the IGCSE examination in year 10, followed by Further Maths IGCSE in Year 11.

### The ethos at The Junior and Senior School

We firmly believe at The Junior and Senior School that every child has skills and gifts in different areas. We try to help each child recognise and celebrate their gifts. Whilst we acknowledge academic gifts, we place equal, if not more, emphasis on characteristics such as respect, thoughtfulness, helpfulness, politeness, adaptability, resilience, humility etc; characteristics that make outstanding leaders. These are both role-modeled, explicitly taught and discussed, as well as being rewarded. This has been made explicit to the children throughout their schooling.

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