



Cookstown High School

Class Movement Policy

Revised: November 2012

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This policy should be used in conjunction with the Learning & Teaching and Assessment Policies

Rationale for Banding

Cookstown High School has the expectation that each pupil wants to learn and achieve their fullest potential. Our expectations are further developed in the Aims of the School. To enable each pupil to develop in a way and at a speed appropriate to them, classes are banded.

Classes and Bands:

Band	Description of Standard
D	It is expected that all pupils in the D Band will achieve high grades at GCSE in up to ten subjects and continue their studies to AS and A Level in Sixth Form.
E	It is expected that all pupils in the E Band will achieve high grades at GCSE in up to ten subjects and most will continue their studies to AS and A Level in Sixth Form.
M	It is expected that pupils in M Band will achieve good grades in GCSE study. Beyond GCSE, pupils may continue their studies in Sixth Form. Some pupils will be given access to a Vocational Education Programme in collaboration with South West Regional College and SELB Youth Service. This programme includes GCSEs, Work Experience and Occupational Studies courses and will provide pathways for Post-16 study.

Pupils develop at different speeds and to ensure that each pupil is able to access the curriculum in a manner most appropriate to their academic development and a process has been put in place to facilitate movement between classes and bands. This process is based on the premise that it is transparent, fair and informed by objective evidence.

Standardised tests in English and Mathematics are set by Primary schools. Primary 7 pupils are ranked and placed in D, E, M bands based on standardised test scores. Throughout Year 8 and 9, pupils' progress is monitored and movement, both up and down will be made, when necessary as described below.

December – Data/ranking generated by pupil tracking examined and teachers consulted. Pupils giving rise to concern highlighted and parents informed in writing. Parents will be advised that the child's progress and class placement will be monitored until the end of the year. The possibility of a movement will be highlighted if necessary. Parents will be given an opportunity to meet with the Head of Year to discuss these concerns.

May/June – Report/ranking generated by pupil tracking examined. Teachers consulted. Pupils giving on-going cause for concern highlighted and decisions about intended movement made. (No pupil will be moved without prior warning in either December or March.)

Parents will be invited, in writing, to a meeting with the Head of Year to discuss the intended movement. After the meeting, a formal letter will be sent informing the parent of the following:

- The class the pupil will move into
- The effective date (September of the following year)

If this is a new concern, parents will receive a letter to indicate our concerns and the need for continued monitoring in the following year. Any pupil whom we feel would benefit from an upwards move will also be considered and parents consulted in writing.

Exceptional movement – When it becomes apparent that a child has been misplaced, a class movement may take place without the procedures outlined above. This will be exceptional and will only happen with the consent of parents and evidence supporting the view that movement would be in the best interests of the pupil as a learner and

contributor of the school community.

- Evidence will include parental opinion that the pupil has been incorrectly placed.
- Evidence from tests, homework's or other academic work indicating that the child has been incorrectly placed.

The opinions of the child's teachers that he/she has been incorrectly placed and would thrive if placed in a different class. Class movement may also be an option when the emotional needs of the child will be better served by a class movement.

The opinion of the child about the appropriateness of their placement will also be subject and taken into consideration.