



TDMS

SETTING POLICY

DATE POLICY WAS APPROVED	25.10.2025
DATE POLICY WILL BE REVIEWED	Autumn 2026
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW	Deputy Headteacher



Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- SHaW (Shropshire, Herefordshire, and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this Policy the term:

“CEO” includes the Chief Executive Officer

“CFOO” includes the Chief Financial Officer

“Trust Senior Leadership Team” includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

“Headteacher” includes the appropriate School Headteacher.

“Trustees or Trust Board” are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

“Local Academy Boards (LAB)” are appointed Governors at a local level associated with the Trust's Worcestershire Schools. LAB Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Local Governing Bodies (LGB)” are appointed Governors at a local level associated with the Trust's Shropshire Schools. LGB Governors are advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Chair” responsible for leading the board and ensuring its effectiveness.

“Stakeholders” are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB, LGB or Trust members, trade unions, local business leaders etc.

The way we group students within academic structures at TDMS is vital. Ensuring students are placed in appropriate groups helps to support students achieve their very best. The policy below outlines how groups are constructed, arranged and when movement between groups can occur.

Aims

To ensure students receive the best possible learning opportunities in an environment where they are challenged to achieve their very best.

Tutor Grouping

Tutor groups are constructed carefully in consultation with teachers and heads of year to ensure that they are balanced and meet the needs of all students.

Most students are taught where appropriate and possible, in mixed ability groups at KS3. However, in maths, science and computing science students are taught in ability groups. At KS4 students are taught in ability groups for core subjects and mixed ability in option subjects,

- In Year 7, 8 and 9, students are taught in sets for maths, science, and computing science. All other subjects are taught in mixed ability.
- In Year 10, students are taught in sets for English, maths, and science. All other subjects are taught in mixed ability groups.
- In Year 11, students are taught in sets for English, maths, and science. All other subjects are taught in mixed ability groups.

Mixed ability teaching takes place at Key Stage 4 in options subjects.

Ability Grouping for Teaching Sets

Ability groups are constructed carefully and may be different depending on the subject. Staff involved in creating the groups will use the following information:

- Performance data, including end of Year 6 test results
- Performance data from in-school assessments
- Recommendations from primary colleagues (for Year 7 only)

(Please note that we will use primary data as part of the setting process for Year 7 initially. However, after the first term more use is made of in-school assessment data to inform teaching sets and any changes made within these).

Each year group is divided in two; each side of the year group is given a letter, x, or y. The x and y bands are broadly equal in terms of ability.

Our system of ability grouping has a set one, a second set, a third set and, depending on the size of the year group, a fourth set. The most able students are in set one and the students that need the most support are in set 4. Generally, set one will have more students than set four.

Procedures and Timings for Set Changes:

Students in ability groups can move up or down sets following their performance in assessments. If a teacher feels that a student should move sets then they will first of all discuss this with their head of department. If the Head of Department agrees with the proposed change, then they must discuss the decision with staff who can make the appropriate changes to student timetables and class lists. Following a student moving up or down ability groups, parents/carers can contact the school if they wish to discuss the change/s. Students in mixed ability groups do not change groups throughout the year.

NOTE: There must also be discussion and agreement between subjects if they are blocked together before any moves can be made. Decisions made by English, maths and science will take precedent over all other subjects.