



Newton International Academy, Barwa

Secondary Setting Policy

*An International Community of Learners,
Striving for Excellence and Celebrating
Success*



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**

Approved by: Senoir Management Team
Date Approved: September 2026
Next Review Date: September 2027
Review Cycle: Annual

SECONDARY SETTING POLICY

1. VISION

An international community of learners striving for excellence and celebrating success.

2. MISSION

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills, and become lifelong learners and responsible citizens. To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting, and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents, and the wider community to achieve our vision.

3. AIM

The aim of this policy is to ensure that students are placed in appropriately academically challenging and supportive groups, enabling them to excel in their learning. This policy outlines the approach to ability groupings and provides information on how groups are constructed, arranged, and the criteria for movement between groups.

4. RATIONALE

Ensuring students are placed in suitable learning environments is crucial for their academic success. This policy aims to create an inclusive atmosphere where all students have the opportunity to thrive, regardless of their starting point. By utilising data and professional judgement, we can provide tailored learning experiences that meet the diverse needs of our student population.

5. POLICY OVERVIEW

- **Teaching Groups:** The majority of teaching occurs in mixed-ability groupings, with setting retained in English, Arabic, Mathematics, and French, informed by ongoing assessments throughout the year.
- **Ability Grouping:** Ability groups are constructed carefully in consultation with the Head of Department to match individual students' learning needs. The following information is used to form these groups:
 - Prior attainment data, including previous year's reports, entrance exams, and baseline assessments.
 - Recommendations from primary colleagues for Year 7 students.
 - Performance data from in-school assessments and end-of-term examinations.
 - Professional judgement of the student's current teacher.
- **Setting Structure:**
 - Groups may include a top set, upper middle set, lower middle set, and lower set. The most able students are placed in the top set, while those needing the most support are in the lower set. Generally, the top set will have more students than the lower sets.
 - In IGCSE English and Arabic, setting affects the examination type (1st and 2nd language). The final decision regarding exam registration lies with the Head of Department.

6. PROCEDURES AND TIMINGS FOR SET CHANGES

Students are assessed throughout the year by their subject teachers, with assessments guiding decisions about group placements. There are four opportunities for changes in sets during the academic year:

- After baseline assessments at the start of the academic year.
- Following Term 1 mid-term examinations.
- After end-of-Term 1 examinations.
- After end-of-Term 2 examinations.

If a teacher believes a student should move groups, they will first discuss this with their Head of Department. Parents will be informed, and the Head of Department will liaise with the Deputy Academics to amend students' timetables and class lists accordingly



7. ANTI-DISCRIMINATION AND EQUAL OPPORTUNITIES

NIA Barwa is committed to promoting equality and preventing discrimination in all aspects of school life. We ensure that:

- All students have equal access to learning opportunities, regardless of their background, ability, or needs.
- Group placements are made based on objective data and professional judgement, ensuring that no student is disadvantaged due to discrimination.
- We foster an inclusive environment where diversity is celebrated, and all students feel valued and supported in their learning journey.

8. MONITORING AND EVALUATION

This policy will be monitored regularly to ensure its effectiveness and compliance with CIS and DfE guidelines. The Leadership Team will review the implementation of the policy and make necessary adjustments based on feedback from staff, students, and parents.

9. POLICY REVIEW

This policy will be reviewed annually by the Leadership Team and the Teaching and Learning Committee to ensure it remains relevant and effective in meeting the needs of our students and aligns with best practises in education.

