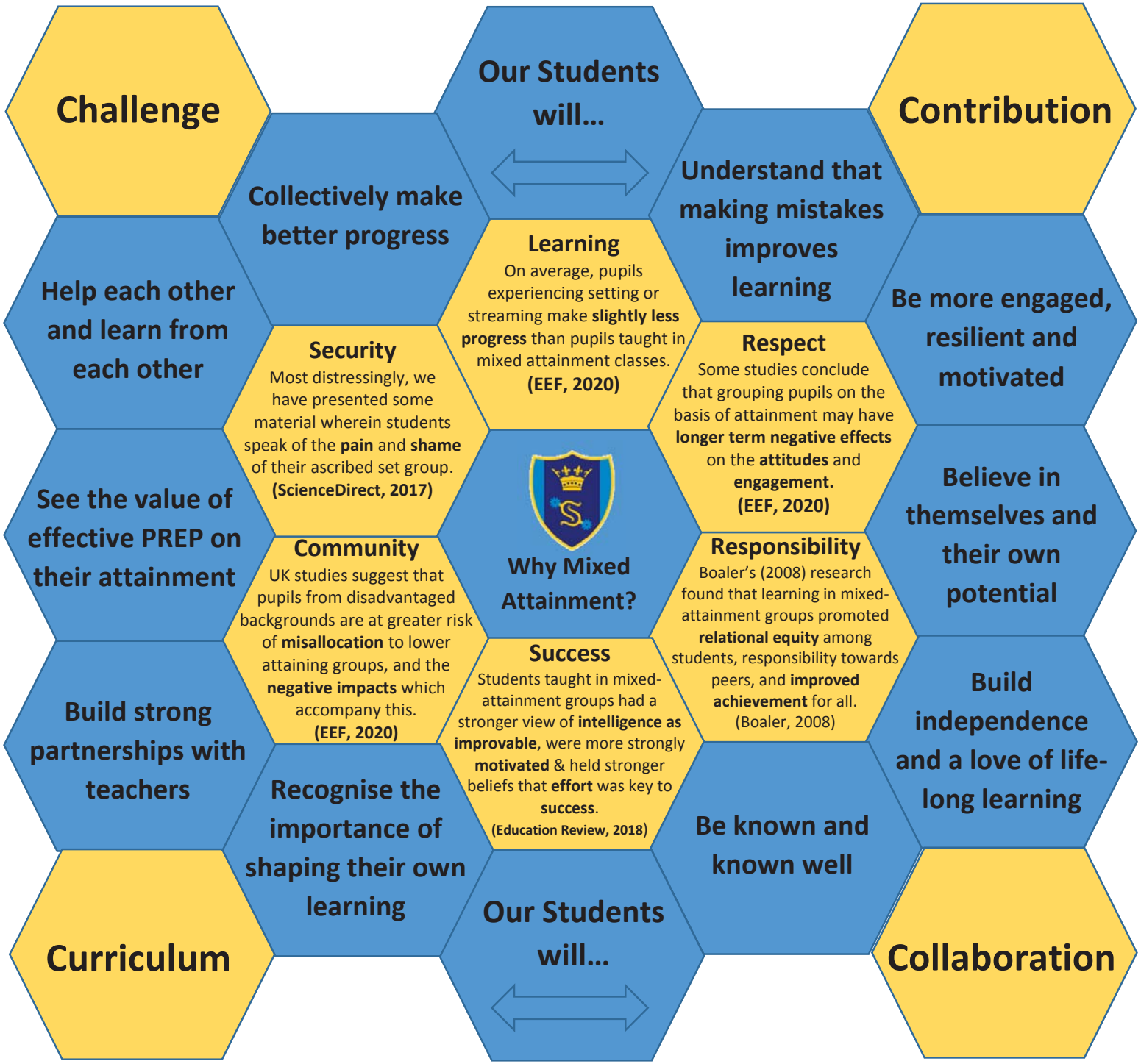
Challenge
Our Students will…
Contribution
Collectively make better progress
Understand that making mistakes improves learning
Help each other and learn from each other
Learning
On average, pupils experiencing setting or streaming make **slightly less progress** than pupils taught in mixed attainment classes.
(EEF, 2020)
Be more engaged, resilient and motivated
Security
Most distressingly, we have presented some material wherein students speak of the **pain** and **shame** of their ascribed set group.
(ScienceDirect, 2017)
Respect
Some studies conclude that grouping pupils on the basis of attainment may have **longer term negative effects** on the **attitudes** and **engagement.**
(EEF, 2020)
See the value of effective PREP on their attainment
Why Mixed Attainment?
Believe in themselves and their own potential
Community
UK studies suggest that pupils from disadvantaged backgrounds are at greater risk of **misallocation** to lower attaining groups, and the **negative impacts** which accompany this.
(EEF, 2020)
Responsibility
Boaler's (2008) research found that learning in mixed-attainment groups promoted **relational equity** among students, responsibility towards peers, and **improved achievement** for all.
(Boaler, 2008)
Build strong partnerships with teachers
Success
Students taught in mixed-attainment groups had a stronger view of **intelligence as improvable**, were more strongly **motivated** & held stronger beliefs that **effort** was key to **success**.
(Education Review, 2018)
Build independence and a love of life-long learning
Recognise the importance of shaping their own learning
Be known and known well
Curriculum
Our Students will…
Collaboration