

POLICY:

SEATING POLICY

PERSON RESPONSIBLE: HEADTEACHER

MONITORING: SLT

DATE: September 2018

REVIEW DATE: June 2019

Adopted by the Governing Board on 19th September 2018.

RATIONALE

Teachers should be in charge in all classrooms and should decide where students sit. The construction of a seating plan is conducive to both a positive atmosphere and an effective learning environment

PURPOSE

All curriculum areas should consider the impact of seating plans on the positive atmosphere that needs to be created within all classrooms. Similarly, they should also consider how to use seating plans in a proactive fashion to ensure that the most effective learning environment is created for each class according to the learning activity that is taking place.

PRINCIPLES

- Teachers should take an active role in seating each class. Seating plans should include the following information:
 - PP → *
 - SEN → **Highlight Yellow**
 - EAL → Underline
 - Target Grade
 - Current Working At (CW@) Grade
- All teachers should have a seating plan for all classes. Every student must know their current “working at” as forecast level/grade, their target level and how to move towards the target level.
- Each curriculum area should have a specific policy for seating students. In PE this will involve a policy that sets out how to organise groups.
- HoFs should monitor the implementation of curriculum area policy and seating plans.
- Different activities require different seating arrangements e.g. a group task should have a number of students facing each other, a test requires students to be facing the front, a practical activity involves small groups with the facility to move around.
- Students should have the opportunity to work with a variety of their peers. In particular, teachers must actively encourage and set up activities to facilitate students working with others they would not choose to work with e.g. members of different gender/ethnic groups. This encourages students to socialise with other students and faces them with views/skills/ learning with which they are unfamiliar.
- Students should not be allowed to sit solely in friendship groups that are often based on gender and/or ethnicity. This is not conducive to effective learning and/or behaviour management. Our clear duty is to promote community cohesion and seating plans make an effective contribution. However, seating plans should be used thoughtfully.

- Teachers should be aware that some practices may place some students in a difficult position. For example, sitting students alternatively boy/girl may place a (Muslim) girl who may lack confidence, next to a “difficult” boy. This does not support the girl in an appropriate way.
- Teachers should avoid simply seating students boy/girl or alphabetically (except possibly at the beginning of the year). Students should be seated for educational reasons.
- Consideration of the needs of particular students, especially PP/SEND/LAC is vital. These students are most at risk of under-performing and their physical place within the classroom is therefore crucial. The seating of students within these groups should be planned carefully.

CONCLUSION

As a school it is important for us to structure all learning that takes place whether it be within lessons and/or part of the hidden curriculum.