# Things you need before sorting students into streamed learning groups

You will not be able to stream students unless:

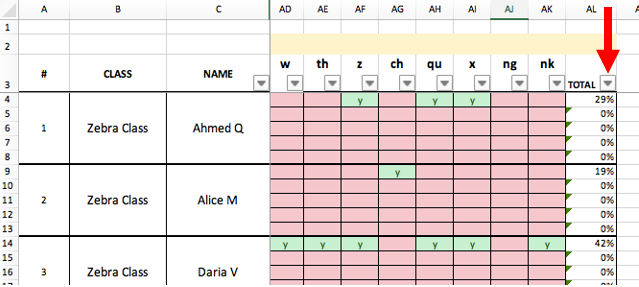
1. You have assessment data which details student’s phonics ability.
   1. This guide explains how to stream students using data from the See Say Write [*Excel Progress Tracker*](https://www.seesaywrite.com/files/progress-tracker.xlsx). Instructional video [here](https://youtu.be/c228SPzpdSs?t=67).
   2. If you are streaming students using assessment data gathered by another method, you will need to adapt the guidance to your situation.
2. You know how many student learning groups there will be. If you’re unsure, speak with school leadership, but it should be very simple: if there are three classes in a year group that are all using the See Say Write program, then you have three learning groups. It should be an easy switch for teachers because, instead of delivering English lessons to their own class, they simply deliver English lessons to streamed learning groups.

Before you begin, you should also understand *when* you should communicate the new learning groups to the school staff (i.e. teachers and teaching assistants). If your school is running See Say Write teacher training, we recommend giving teaching staff a heads up during the training, and communicating the details afterwards (we suggest an email (there is an [email template](#_Email_template_–) in this document)).

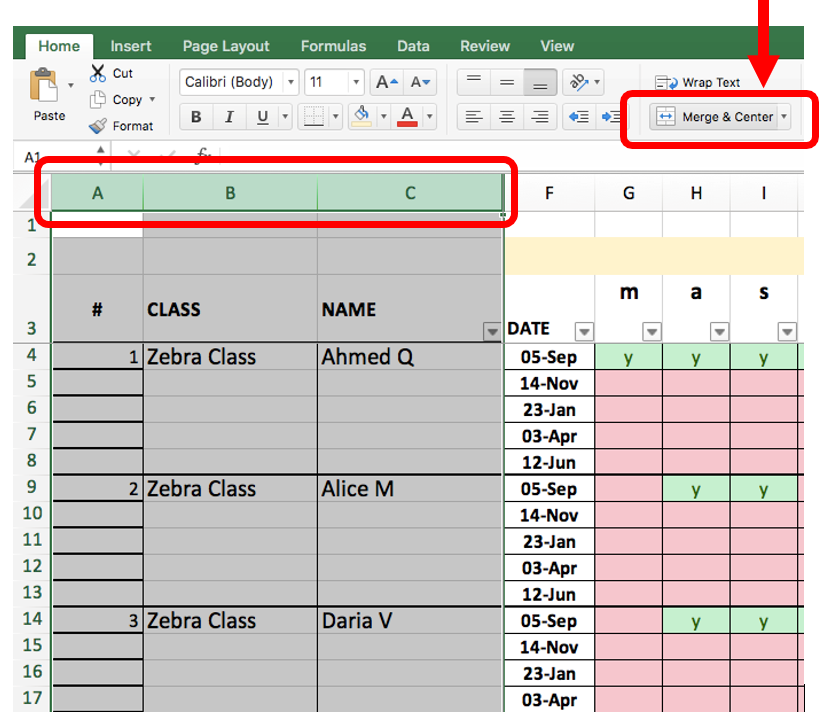
Lastly, school leadership should inform you of the assessment plan (i.e. how often assessments will be run in the future). After each assessment, students will need to be re-streamed as they will have progressed at different rates.

# How to sort students into streamed learning groups using the Excel Progress Tracker

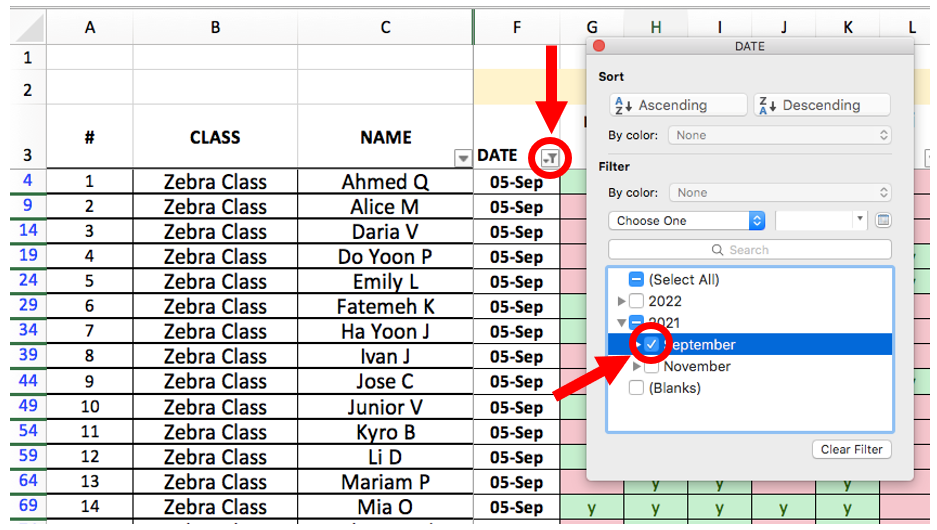
1. Double check with school leadership how many English learning groups there will be.
2. Double check the Excel Progress Tracker to ensure you have data for all the students that need to be streamed.
   1. If only a small number of students are missing, make a note to ensure those students are assessed and streamed at a later date.
   2. If you are missing a significant number of students, ensure the assessment is complete before continuing this checklist.
3. Save a copy of the Excel Progress Tracker, so you do not edit the original document.
4. If you have multiple Excel Progress Trackers containing data from different classes, copy the data and paste it all into one single Excel document so all students are located together.
5. The Progress Tracker tells you the % of phonics sounds that each student knows for each Set. This is automatically generated.



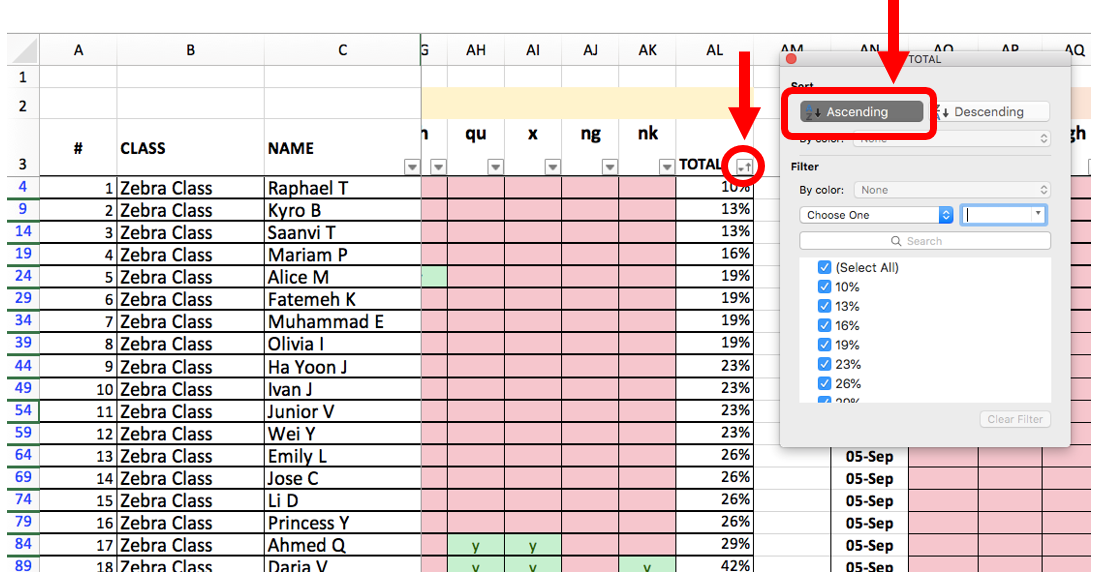
1. Next, you want to filter all the students so they are listed by their phonics ability, from top to bottom. To do that:
   1. First, you need to un-merge the “#”, “Class” and “Name” column.
      1. Highlight column A, B and C.
      2. Click the ‘Merge’ button.



* 1. Next, click the filter on the Date column, and filter by the relevant assessment date.



* 1. Next, filter the “TOTAL” column by ‘Ascending’



* 1. You will now see all students ordered by their phonics ability for that Set

1. Now you need to split/stream the students into learning groups. Decide which percentage ranges are assigned to which learning groups. This will depend on how many learning groups you have. For example, if you have five teachers in Year 1 all using See Say Write in school, the five % range groups *could* be:

0-20% (one teacher)

20-40% (one teacher)

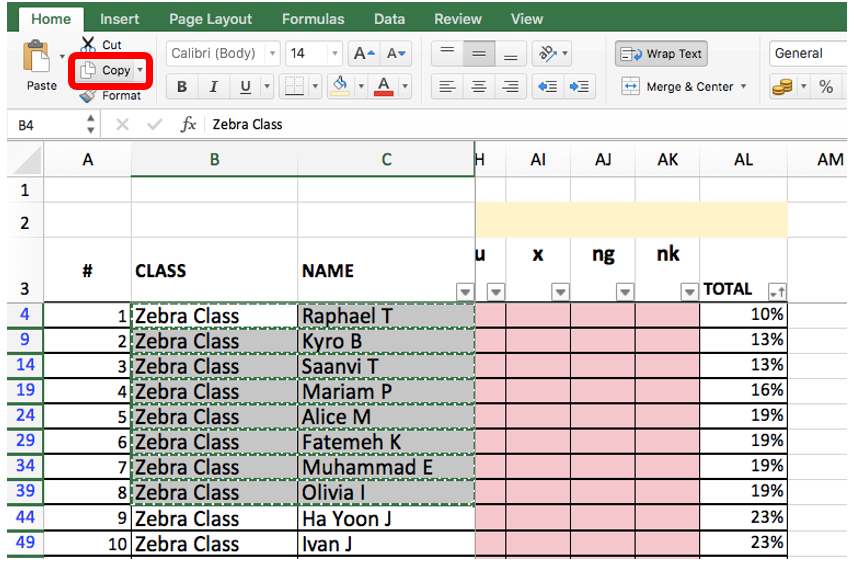
40-60% (one teacher)

60-80% (one teacher)

80-100% (one teacher)

Alter the % ranges as needed. Don’t be too rigid in assigning students to learning groups; for example, if a student is at 19%, and the next lowest students are all between 0-10%, the student at 19% is likely best placed in the 20-40% group. Use your best judgement and be open to requests from teachers to move students around.

1. Allocate the teachers to the percent % range groups. If you are smart with allocating teachers, you can minimise the number of students that have to move to a new classroom. To do this, look at the students within a specific learning group and identify which class features most often, then allocate the teacher of that class to that learning group. For example, if the learning group for 0-20% has 10 students from Buffalo class, 4 from Zebra class and 2 from Rhino class, then the teacher for the 0-20% group should be the Buffalo class teacher.
2. Using the [email template](#_Email_template_–) found at the bottom of this document, inform all teachers/staff of:
   1. The plan to stream students by ability [if they don’t already know].
   2. How it will work (i.e. timings and student movement considerations).
   3. Which teachers are responsible for which learning groups, and the ability of the children in each group.
   4. The names of the students in each learning group. You can easily copy the students’ names to include in an email as needed.



* 1. How often you will run reassessments and re-stream the students.

1. If you are a fee-paying school, you may wish to inform the parents about the new and positive development in the way English will be taught. This communication may be best made by the Head Teacher, perhaps in an email, newsletter or as part of a routine presentation/speech. The marketing staff may also benefit from being aware.

# Email **T**emplate – Guidance for Teachers

Subject: FOR ACTION - English Streaming – Key Guidance

Hey everyone,

If you’re not already aware, from [insert start date] we are going to teach English to students from [Insert class/year names] in targeted learning groups. In other words, we are *streaming* students and teaching them in classes organised by phonics *ability*.

**Context**

Streaming is a proven technique that makes students learning time more productive because every student is taught to their ability. Lessons won’t be too easy for them, nor will the content go over their head.

Recently, we have assessed and recorded every phonics sound that each student knows. This has produced, for each student, a total *percentage* of phonics sounds that they know. We are streaming students based on this percentage.

We are going to reassess students [insert timing e.g. “every three months”, or “at the start of each new term”] and re-stream them based on the results.

**Who is teaching which students?**

[Copy and paste, from Excel, the student learning groups into this section, detailing which teachers are responsible for which groups, e.g. . .]

*Streaming Group 1*

Teacher: Henry Calder

Classroom: Zebra Classroom

Students phonics ability: 0 – 33% (Set 1)

|  |  |
| --- | --- |
| Antelope Class | Raphael T |
| Zebra Class | Kyro B |
| Zebra Class | Saanvi T |
| Buffalo Class | Alice M |
| Rhino Class | Mariam P |
| Zebra Class | Ahmed Q |
| Buffalo Class | Fatemeh K |
| Lioness Class | Muhammad E |
| Zebra Class | Olivia I |
| Antelope Class | Daria V |
| Zebra Class | Ha Yoon J |

*Streaming Group 1*

Teacher: Carelle Bouhala

Classroom: Buffalo Classroom

Students phonics ability: 34 - 66% (Set 1)

|  |  |
| --- | --- |
| Antelope Class | Ivan J |
| Antelope Class | Junior V |
| Zebra Class | Wei Y |
| Buffalo Class | Emily L |
| Zebra Class | Jose C |
| Buffalo Class | Li D |
| Buffalo Class | Princess Y |
| Buffalo Class | Nozomi R |
| Buffalo Class | Do Yoon P |
| Lioness Class | Mia O |

Please let me know if you have any strong feelings about the placement of particular students, e.g. you may have one very quick learner whose growth may be slower in a lower ability group. I am open to suggestions, you know your students best. Please approach me with a clear solution to your problem and a clear justification.

**How will it work?**

English lessons using the new learning groups will take place [insert timing, e.g. “every day from “0900 - 0945” from the 10th of September]. If students need to move to a new classroom, they will do so on their own and you should set them off just before [insert time, e.g. 0900]. When deciding what time to set them off, judge how long it will take for them to walk to the right classroom; do not give them too much time or it gives opportunity for poor behaviour in the corridors. Students should line up outside the relevant classroom, and wait for the teacher to admit them.

Each student will need to know, in advance, which classroom they are to go to. Ensure to tell every child in the day or week before the first lesson, and physically conduct a walk around to show them. Consider that students may be late on the first couple of days. I suggest the teaching assistants should be on standby to collect students who may have forgotten their classroom. Have high expectations of your students’ behaviour for the movement between classrooms, very soon the students will understand the routine and the process will run like clockwork.

**Final points**

I hope the above information is clear. I’m very happy to answer any questions or hear any points for consideration that I may have forgotten. I’m only human and can make mistakes!

Teachers of each learning group, please reply to this email to let me know you have received it, understand it, and are able to action the guidance. I am here to help if you are unsure.

Thanks very much and I hope you’re as excited as I am to see the effects of this positive new development.

Kind Regards,