

Source: Francis, B et al. (2017) Exploring the relative lack of impact of research on 'ability grouping' in England. A discourse analytic account. Cambridge Journal of Education 47(1): 1-17

- Students are misallocated to sets/streams based on socioeconomic factors
 - Once allocated to groups, there is lack of fluidity and students do not move between groups
 - Quality of teaching is lower for lower sets and streams
 - Teacher expectations are lower for lower sets and streams and pedagogy
 - Students in lower groups are offered an impoverished curriculum and qualifications
 - Student engagement and attitudes to school are poor in lower groups
 - A self-fulfilling prophecy is created whereby allocation to a lower set results in poorer outcomes
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