



# Ability-Grouping in Primary Schools: Case Studies and Critical Debates (Critical Guides for Teacher Educators)

*Rachel Marks*

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In primary schools, the use of ability-grouping is currently increasing. Teachers and teacher educators are placed in the unenviable position of having to marry research evidence suggesting that ability-grouping is ineffectual with current policy advocating this approach. This book links theory, policy, and practice in a critical examination of ability-grouping practices and their implications in primary schools, with particular reference to primary mathematics. It provides an accessible text for teacher educators to support their students in engaging with the key debates and reflecting upon their practice. Key changes in structural approaches - such as the movement between streaming, setting, or mixed ability teaching arrangements - are explored in the light of political trends, bringing this up to date with a discussion of current policy and practice. In the book, children's voices along with classroom vignettes are used extensively, allowing the text to be embedded in the reality of the primary environment, supporting the practitioner in making links between the research and their classroom. The implications discussed go beyond those reported in traditional research papers, including aspects such as pastoral care, peer relationships, and resource allocation. \*\*\*  
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