How to... DESIGN A SEATING PLAN

A seating plan really is one of the most important tools in your behaviour toolkit. Students will often make getting them into a seating plan difficult "Miss I don't get on with...." or "Miss I don't like..." You, the teacher are in control of where they sit, it is your decision. Arrange your seating plan to maximise their progress and to avoid them nattering with their bff. You will often find that within a few lessons they try to go back to where they want to sit, you need to jump on this immediately and enforce your seating plan. Letting even one student choose where they want to sit can cause utter chaos and this is to be avoided at all costs!

3 possible seating plan arrangements:

♦ Alphabetical or boy/girl

♦ By Ability, either current grade or target grade

♦ Intervention strategies / stretch & support

Alphabetical or boy/girl

Benefits: easy to learn names, boys and girls are less likely to be friends, simple and easy to design.

Cons: likely to be a seating plan they are in, in another class—friendships develop and so does chatter, doesn't necessarily lend itself to supporting or stretching students.

By Ability, either current grade or target grade

Benefits: easy to support and stretch students (differentiated tasks), similar tasks can be given to similar groups, allows for independent and student lead learning, relatively simple and easy to design.

Cons: possibility of friendship groups chattering if they are of similar ability, students questioning why they are getting easy/hard work.

Intervention strategies / stretch & support

Benefits: allows for good differentiation within lesson, different intervention strategies can be supported over a wider range of students, true personalised learning.

Cons: possibility of questions from parents "Why is X next to Y?" - you need to be able to justify decisions made with evidence/data, possibility of friendship groups chattering if they are placed in an area due to similar issues, harder to design.

SEATING PLAN – CHECKLIST

Have you...	Does it include...	Is it designed to...
☐ Boxed in problems?	☐ Pupil Premium?	☐ Support student learning?
	☐ Eva6?	
☐ Kept known problems apart?	☐ SEN-D?	☐ Minimise student disruption (behaviour is considered?)
	☐ EAL?	
☐ Put similar achievers together?	☐ Target grades?	☐ Support intervention?