

Class Organisation Policy

Waterfield Primary School



Approved by:	LGB	Date: 11/03/21
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Last reviewed on:	March 2021
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Next review due by:	March 2024
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The Collegiate Trust
Exceptional Education for All

Aims of the Policy

- To support all stake holders in the process of class organisation.
- To ensure the process of class organisation is clear and understood by all.

Rationale

At Waterfield Primary School, each Year Group comprises up to sixty children, currently organised in two classes.

At Waterfield Primary school, we encourage daily teaching to occur between classes. For some lessons e.g. phonics, mixing occurs across year groups. This results in ALL children benefiting from streaming, personalised learning and targeted interventions. It also allows the school to maximise the impact of the finite resources it has.

In addition, children are based in one 'Form Class'.

Form Classes will be reorganised based on the timetable below, starting September as a NEW Form Class (although, please note that due to staffing changes or additional requirements sometimes mixing, including between year groups, may be recommended by the Principal at other points between academic years).

- **Reception into Year 1 (when children start Key Stage One)**
- **Year 2 into Year 3 (when children start Key Stage Two)**
- **In Upper Key Stage Two - Class Mixing will be reviewed and may occur at any time, dependent on the requirement of the cohort.**

The Mixing of Form Classes Promotes:

- broadening and deepening of peer group relationships
- balancing classes to ensure equality and equity for ALL. (As time progresses, classes can become unbalanced in a number of ways).

Balancing Classes – How Staff Consider Factors:

- Children who speak English as an Additional Language. Children within the year group should be assessed as, 1—new to English, 2— developing English language or 3— fluent in English.
- Children with Special, Educational Needs or Disabilities. The level of need should be considered e.g. SEND concern, SEND Support Plan (including children who receive a high level of support) or EHCP.
- Gender and School House.

- Attainment. A balance of children Working Above, At, Towards, Below and Well-below Age-Related Expectations. Within each category there will be different needs and abilities that must be considered.
- Progress. A balance of children who have typically made accelerated, expected or below expected progress. Staff will look at this across the past few years where relevant. This should also include consideration of previous statutory data e.g. EYFS Profile and KS1 data. Are children still on track?
- Consideration of Class Dynamics. This should include consideration of individual and group behaviours, emotional well-being, mental health awareness, parental involvement and any other factors that impact on learning. In EYFS, levels of involvement and well-being will also be considered.
- Term of Birth. A balance of children born in the autumn, spring and summer, especially in younger year groups.
- Pupil Premium—including children who are eligible for ‘Free School Meals’ and ‘Ever Six’ children (not currently eligible for free school meals but have been in the past six years).
- Vulnerable or Looked After Children - including those who have social services involvement.
- Personality Mixes: in-school learning friendships and playtime friendships.

Process

Children and Parents will be given notice of the class mixing.

Children will be invited to request 4 children who they have formed friendship *bonds* with* AND with whom they learn well with.

Parents will be given the opportunity to highlight any considerations of circumstance they wish the school to be aware of. (Notifying the school does not mean this can/will always be adhered to, however we can assure you discussion between Senior Staff will take place and this will be factored in). **Please note that it will not be possible to make changes due to parental requests after the classes have been announced.**

Teachers will be consulted, and lists populated by the Senior Leadership Team balancing the different aspects above.

Children will be allocated to a NEW Form Class, guaranteeing to be with at least one child they feel they learn well with and who has been placed on their request list.

New Class lists will be published, upon the Principal’s final approval.

**Friendships: Over the course of their primary years, children will have a range of friendship experiences. We find that with children some friendships can be very fluid, whilst others can*

stand the test of time. Children will also remain free to play with whoever they would like at playtimes and lunchtimes (Please note, this is a substantial amount of time in the school day). It also worthwhile to note that children have different friendships. In school, learning friendships may be different from out of school friendships. Children and families may be very good 'friends' outside of the school day, however, in school, children may not overly interact with one another and/or this relationship may not translate well into good learning behaviours within a classroom setting.

Outcomes

The children will be based in a new Form Class from September.

Parents will receive the outcome of class mixing at the end of the Summer Term when staffing levels are also finalised.

Comments on the Process of Class Organisation:

Teachers' Comments:

- "Children are a lot more confident with sharing ideas and working with all children in the class which develops their independence as they move through the school."
- "It has enabled less vocal children to develop a wider friendship group through KS2."
- "Children are more aware of relationships and helping each other."

Children's Comments:

- "It helps you communicate and make more friends."
- "It can be hard at first in a new class, but we are all in the same position and everyone helps each other."
- "In class time is about learning – I still play with children from all sorts of year groups and classes."
- "More friends is good – it makes me happy."
- "It helps us to understand each other."

Governors' Comments:

- "Having experience of mixing classes in primary school is very helpful in managing secondary school transition successfully."