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Ysgol Gymunedol Llangynidr Llangynidr Community Primary School

Organisation of Classes Policy

New: December 2016
Agreed by Staff: December 2016
Adopted by Governors: January 2017
Reviewed: January 2018
Review Date: November 2019

Introduction

This policy clarifies the rationale behind how classes are organised at Llangynidr Primary School, as well as how and when class organisation is reviewed.

Admission Numbers

Admission numbers are set per cohort (year group) by the local authority. The school therefore has a duty to provide a school place up to an including the admissions number set. This currently stands at 22 per cohort.

Class structure

As there are seven year groups, the budget for a school this size will inevitably mean there has to be mixed year classes across the school, and as a result single year groups may be split into different classes. The actual number of classes and the structure of those mixed year classes will not remain the same every year, but will change depending on pupil numbers on roll in the school and the numbers in each year group.

Classes for the Autumn term are planned in the preceding Summer term, and every effort will be made to:

- Ensure no Foundation Phase class exceeds thirty pupils. Where pupil numbers go above this limit and space is limited so that it is physically impossible to have an additional class, a team teaching arrangement may be introduced;
- Ensure that children are as equally distributed as possible between classes, based on the criteria listed;
- That mixed key stage classes are not formed whenever possible;
- Ensure that no more than two year groups are taught in one class unless numbers are particularly smaller than average in a cohort.

Criteria used for setting mixed age classes

It is the school's responsibility to try to provide the best opportunities to maximise the children's learning potential. The school will use a range of criteria to make decisions on how to split the year groups, and will base the decision on what is best for each child affected. These include;

- Age
- Ability
- Teacher assessment
- Behaviour
- Learning styles
- Experience of teaching staff
- Support staff in class
- Child's individual needs
- Class sizes

- Balance of pupil characteristics (e.g. gender)
- Classroom accommodation

The decision to re-organise and how is a strategic pupil organisational issue for the school, informed by the professional judgement of all staff. It is not considered an issue for wider consultation, as there is no universal agreement from parents on this issue.

Exceptions may be made only if parents/carers request that siblings should not be in the same class and for children with special educational needs.

Pupils joining the school during an academic year will be placed in the class that has room, appropriate to their year group.

Reviewing class arrangements

The school never plans to change the organisation of classes mid-year. However in exceptional circumstances, it reserves the right to review and reorganise the classes of any year group if it feels that the children would be better served in a different arrangement. In this case, adjustments would be taken at an appropriate time in order to limit the negative impact of change (e.g. at the end of a term/half term).

Where children are likely to be affected by mid-year changes, the school would meet with the parents of the child/ren who may be moving.

Communication

The head teacher and staff make the decision on class structure and communicate this to parents.

The class structure for the following academic year is sent out with each child's report in June, giving parents the opportunity to discuss any concerns/worries with the class teacher at the parent consultation offered at the same time.

Curriculum

Children that are in mixed classes will be taught the curriculum skills appropriate to their age i.e. in a Year 4/Year 5 class Year 4 pupils will be taught Year 4 skills and Year 5 pupils will be taught Year 5 skills, unless the curriculum needs to be differentiated on an individual basis.

The topics studied by each class and a planned rolling programme will ensure that, wherever possible, no child repeats topics.

Assessment

To support this policy, the school carefully tracks the progress of each child's progress to assess their level of attainment and the gaps in their knowledge and understanding. This is used as a tool to inform planning and teaching, and therefore, ensures that children are taught according to their individual needs, not to their class or year group. Parents/carers who have concerns should speak to the teacher or the Head teacher who will explain how the curriculum will be differentiated.

Age related activities

There are a few activities and privileges that are afforded to children as they progress up the school that will be awarded to year groups, and will therefore not be affected by class organisation decisions. This includes residential trips and sporting events that are age related. General class trips however are topic related and therefore age will bear no relevance.

Date:

Signed: **(Head teacher)**

..... **(Chair of Governors)**

Review date: November 2019

