

The Federation of St. Alphege

Church of England Schools



Class Organisation Policy

Aims:

Our aim when building classes is to ensure each class has a good balance and will provide the optimum environment in which children can progress with their learning.

Teaching staff spend a significant amount of time reviewing classes and consider:

- The transition from one year group / phase / key stage / school to another
- The number of boys and girls
- Ability groups
- Children with special educational needs
- Children with English as an additional language
- Potential clashes of personality
- Behaviour
- Friendships

Teaching staff will make the decision together with senior leaders to mix classes or not during the second half of the spring term. Whilst we do listen to the views of parents, we ultimately expect the professionalism of school staff to be respected.

Rationale:

In principle we believe it is beneficial to alter classes / mix children to enhance the learning experience of our pupils. However, unless there are **very exceptional circumstances** we will not move a child into another class during the course of the school year. Such a decision would not be taken lightly and **only after other options had been explored**.

New pupils:

Generally if new children join the school the decision where to place them will be based upon:

- Spaces in each class
- Any needs (learning, behavioural etc) of the child

Information from parents and or carers, the previous school or setting and other agencies will also be taken into consideration.

Curriculum:

Teachers work in phase teams to plan long term and medium curriculum objectives. All children in a year group will therefore cover the same objectives regardless of which class they are in. Individual teachers may plan lessons slightly differently but nevertheless the same objectives are reached.

Twins:

In the case of twins, it is our preferred school policy that they are generally taught in different classes from reception upwards. However we will listen to parents and carers who are keen to separate twins earlier. This policy is based on the fact that being taught in separate classes will enable each twin to:

- Develop their own identity
- Make the maximum progress with their learning
- Become confident individuals
- Develop individual resilience

In our schools twins can enjoy the benefits of their work being organised by class with the bonus of being part of the same playtimes, break times and join activities such as trips, productions etc.

R Morrissey January 2019

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