

Class Allocation Policy



“A school without walls or ceilings.”

This policy is to be read in conjunction with the vision, values and distinct Christian character of the school. At the heart of our school is Jesus' parable of the mustard seed where our principle values are explored:

Courage Kindness Respect Forgiveness Trust Hope.

Date policy was written:	March 2024
Record of reviews/amendments	March 2024
Written by:	Claire Allen
Headteacher	Edward Powe
Chair of Governors	Jenny Smith
Date of next review	March 2027

Aims/Purpose of Policy

To provide a systematic process for the allocation of each child to his or her new class when there is a necessity for class reorganisation, which will normally occur at the end of each academic year.

It is not always possible to allocate each child to a class containing a single age group as the school has an allocated Pupil Admission Number of 45 which creates a 1.5 form entry school. The number of teaching staff together with accommodation issues and the number of pupils in each age group can result in it being necessary to allocate pupils to classes that contain more than one year group. It should be stressed that, regardless of the class to which a child is allocated, they will always be offered a curriculum that is appropriate to their needs. When a year group is divided between more than one class, opportunities will be identified when the year group is able to work together in order that relationships may be developed between peers. The age difference between the youngest and oldest child in any single class is broadly the same irrespective of whether the class contains a single or mixed year groups.

The organisation of classes broadly into pairs or 'phases', utilising (where applicable) the sliding walls between rooms offers the flexibility for adjacent cohorts to share the physical space and for teachers to cooperate over planning, resources and support staff. Hence the provision for individuals and year groups can be managed flexibly and appropriately to maximise the opportunities for learning and minimise any perceived effects of mixed age classes.

Process

In line with government legislation, classes at EYFS and Key Stage 1 may not be planned to contain more than 30 children. It is recognised that despite this classes might, during the year, exceed 30 in number, though every effort is made to avoid this, it is not a contravention of legislation.

- As far as possible, the school will teach EYFS children in a stand-alone class. Where there are 30 or less children, this will be a stand-alone reception class. Where there are more than 30 EYFS pupils (e.g. 40) they will be taught as two stand-alone reception classes. This is because the school feels that EYFS children will receive a more consistent foundation stage experience where teachers are able to focus on the foundation stage curriculum alone.
- Other years will be organised into phases: a KS1 phase, consisting of pupils in years 1 and 2; a lower KS2 phase, consisting of pupils in year 3 and 4; and an upper KS2 phase, consisting of pupils in year 5 and 6.
- The number of children in each Key Stage is divided by the number of teachers to give an idea of the size of each class. Every effort is made

to ensure class sizes are equitable. This will also determine how many classes are required, namely, 2 or 3 classes.

- The dates used to make such divisions hold for the year so that new arrivals are allocated by the same rule as existing pupils.
- The class allocations will be decided by the Senior Leadership Team in a consultative process with other staff members. The SLT will consider a wide range of factors with the key principles of consistency, balance and pupils' education and welfare being at the centre of the decision-making process. Factors which determine class allocation include:
 - Age
 - Gender
 - Special educational needs
 - Relationships with adults
 - Relationships with pupils
 - Prior attainment
 - Equality of opportunity
- Where there are siblings in the same year group/phase. The school will make the decision to split these children into different classes on a case by case basis, again considering the principles outlined above.
- Any initial queries and concerns are addressed to the Headteacher. The school will consider all queries and concerns but will only move children after they have been allocated in very exceptional circumstances as determined by the school. The final decision of where pupils are allocated remains with the headteacher.
- The school maintains a limit of 45 pupils in each year group. For each class, there is a limit of 30 pupils in EYFS and KS1 classes and a limit of 34 in KS2 classes. Where a pupil joins mid-year, pupils will go into the appropriate phase class using the above factors. Where this exceeds the class size limit, the school will consider still allocating that child to the appropriate phase for that academic year, looking to return to those class limits for the next academic year. The school will use the principles outlined above to decide which class best fits the child.

Responsibilities

The Headteacher and senior leadership team (SLT) will determine the classes by the above rules. The governors will be presented with the class structure/composition prior to publishing to parents to monitor compliance.

Resources

The most up-to-date admissions data and relevant pupil and staffing information is assembled for the allocation meetings by the SLT.

Success Criteria

That class allocation is a straightforward process that children are placed in an appropriate class and that parents understand the process of class allocation.

Monitoring

The governors monitor the application of the policy annually and in the event of an appeal.

Grievance Procedure

The Headteacher will deal with all grievances in the first instance. Should further recourse be necessary the Chair of Governors will clarify interpretation of the policy.

Review Cycle

The review cycle for this policy is 3 years from the date of ratification above.