



WARBOYS PRIMARY ACADEMY CLASS ALLOCATION POLICY



RATIONALE

At Warboys Primary Academy, we are committed to creating the conditions that allow all pupils to learn effectively. We have a continuous enrolment policy, meaning we admit children throughout the year, placing them in classes where space is available. To meet the commitment outlined above, it is important that we keep classes under review and take appropriate steps to ensure they remain balanced. This is particularly important at the end of an academic year, when we consider the placement of children in classes for the following year. To get the best outcomes for all pupils, we must carefully consider a range of factors such as academic, social, personal, and emotional needs of the children both individually and as part of a group.

In addition, in the academic year 2022-2023, we will become two-form entry in KS1, and our KS2 classes will remain mixed-year group cohorts. This means we are already strategically planning for our KS2 classes to become two-form entry in the following years (2023-2025). As a result of this, reorganising classes at the end of each academic year will become a common occurrence to coincide with this changing structure.

BENEFITS TO REVIEWING CLASSES

There are many benefits to reviewing classes regularly. These benefits are already seen in the reviews conducted as part of the eight-week cycle in McKie Mastery™. Some of these benefits include:

- Increased opportunities for children to work and play collaboratively with a wider range of peers.
- Increased opportunities to enhance children's personal development as they practise the skills of developing relationships in a safe and familiar environment.
- Giving the children the confidence and skills to work with a range of peers, thus preparing them for transition to secondary education and the range of classes they will be assigned to.
- Increasing children's sense of identify within the wider context of the year group and school, creating a greater sense of community and belonging.

DECIDING NEW CLASSES

Our priority is to ensure children are well placed to achieve maximum progress in both their academic achievement and personal development. Each year, class teachers, who know the children very well, work together across the year group with the phase leader and senior leadership team to ensure that classes are well balanced. There is consistent criteria for teachers to consider in harmonising classes. This criteria involves looking at: teacher views on friendships; the range of educational, social and personal needs; age level and maturity; gender, special educational needs; educational ability; and the children's own views on their friendships.

We value the views of our children and involve them in the process of restructuring classes. Class teachers explain the process and reassure the children regarding any worries they may have. Children have a say on specific friends they wish to remain with, and these are considered by class teachers. All children identify several friends they would like to be with in their new class and staff will ensure that at least one of these are included. It is not our intention to separate good friendships and children are reminded of all the other valuable time they can spend with their friends outside the classroom. Our intention is to ensure children are with friends who are effective learning partners; supporting them to learn in a positive environment.

ROUTINE REORGANISATION: TRANSITION FROM EYFS TO YEAR ONE

When starting school, children are organised into classes based on the discussions that have taken place with staff from the pre-school settings and any other information we hold, relevant to their entry into school. EYFS children will always be reorganised prior to making the transition into Key Stage One. This is because staff in EYFS are much more knowledgeable about the children at the end of the year and can make well-informed judgements about how to optimise progress for all children.



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PARENTAL INVOLVEMENT

It is always our aim to promote partnerships between school and home and we value the importance of the information parents can bring to the process of allocating classes. By bringing together the expertise of staff and parents we aim to achieve the best outcomes for our children.

Parents are informed of class allocations for the next academic year in the summer term, and we aim to do this in a timely manner. Timely in this instance, means at least 2 weeks ahead of the class transition day. This is to allow opportunities for parents to raise any concerns with the class teacher and ensure that these are appropriately considered. Raising concerns, will not necessarily mean that a child's class is changed but teachers will work closely with parents to identify suitable solutions and responses to any concerns raised.

TRANSITION DAY

This takes place in the last week of the summer term and is an opportunity for children to spend some time with their new teacher, any additional support staff who will be based in the class, and their peers. During the summer term, class teachers may identify some children who will require extra transitional work due to their educational, social, or emotional needs. This will be discussed with parents and additional opportunities will be planned for these children to meet with the staff that will be working closely with them in the next academic year to ensure they feel well supported in transitioning to their next class.