



POLICY NAME: Class Reassignment Policy

<u>Purpose:</u>	Establish framework and criteria for splitting classes
Statutory:	<input type="checkbox"/> NO
Status:	<input type="checkbox"/> Draft
Date Approved:	
Date of Next Review:	
Frequency of Review:	<input type="checkbox"/> Annual <input type="checkbox"/> Bi-annual <input type="checkbox"/> Other Details:
Approving Authority:	<input type="checkbox"/> School D&P Committee
Cross references/ related policies:	
<u>Audience:</u>	Staff and parents/carers
<u>Summary of Contents:</u>	Framework for splitting classes Criteria for selection Supports which may be used to ensure best learning outcomes
<u>Impact Statement:</u>	Consider asking: <ul style="list-style-type: none">• Is implementation going as planned?• Is the policy making a difference?• What impact is the policy having on improving standards?• What are the strengths and weaknesses of the policy?• What more is being done, or needs to be done?
Recommendations for Amendments:	



The Vineyard Class Reassignment policy - September 2019

Introduction

This policy was the product of whole-staff collaboration in tandem with the class liaison parent's representatives and Board of Governors

Rationale

In the interest of providing the best education for all students, we have had the long-standing practice to divide and recombine class groups, which allow for a re-balancing of classes along the lines of:

- Gender
- Proficiency in English and English as Additional Language stage (EAL)
- Special Educational Needs and Disabilities
- Ethnicity

Aims and Objectives of this Policy

- To provide a framework for the splitting of classes
- To outline the criteria on which children are selected to be placed in classes
- To outline the criteria for placing children in particular class groups
- To set out the supports which may be used to ensure the best learning outcomes for all children
- To ensure new students admitted to the school are placed in an appropriate class

Framework for the splitting of classes

At the time of planning the classes for the coming year, the Headteacher will look at the overall numbers in each year group and the number of teachers available to teach them. They will decide how best to organise classes with a view to providing the best educational opportunities for all children.

The policy for class re-assignment is publicised in advance to parents allowing for any specific pupil concerns to be raised with their child's Director of Learning. Unknown concerns that are raised with the school after the class lists have been announced will not be able to be taken into consideration.

Criteria on which children are selected to be placed in classes

In consultation with the class teacher, Director of Learning for the phase and the Assistant Head for Inclusion and if necessary with previous teachers of the classes involved, lists of possible class groups are drawn up. However, priority will be for placement within classes and assignment of teachers will be under the first two categories as per the school admissions policy:

- (i) Class placement will be prioritised firstly to looked after children and previously looked after children

- (ii) Class placement will next be prioritised in cases of exceptional family, social or medical need – documented and agreed by the school in advance of the class lists being published

Criteria for placing children in particular class groups

We group the children in such a way so as to maximise the learning outcomes for *each child*. When dividing a class into groups, to be placed in separate classes, there are certain criteria to be taken into consideration:

- It is considered best to form mixed-ability groups
- Distribution of boys/girls in classes
- The dynamics of the class must be considered. Emotional, behavioural and social factors which could upset the dynamic of the new class should be taken into consideration when forming new groupings
- The process of forming new friendships is a life skill which is important to develop. A positive and supportive attitude from parents is a key element in achieving a successful outcome in the new groups
- It will seldom be possible to satisfy all demands for groups of friends to be kept together. This decision will lie ultimately with the Headteacher, who must consider the needs of every child in the class

This means it is not always possible to keep friends together but the teachers of each class to be split are consulted on the above issues and much work goes into the preparatory stage of the arrangement prior to the summer holidays. Sometimes pupils move to or from the school without informing the school in advance. This is outside the control of the Headteacher. Classes that have been split reunite daily to play together on the playground/sports field during breaks so they can maintain existing friendships as well as make new friends in the new group. This increases their circle of friends and their abilities to form new friendships. All of these arrangements must be considered on a class by class basis, from year to year.

Enrolment of new children into split classes

The rationale behind this policy is for the formation of evenly sized classes within the recommended pupil-teacher ratio. The enrolment of new children into these classes should pay adequate attention to the class allocation criteria.

The allocation of teachers to classes

It is the duty of the Headteacher to assign teaching duties.

Review

This policy will be reviewed in _____.

Implementation:

This policy has been in operation since _____.