

Class Mixing and Class Allocation Policy

Aims and Objectives of this policy	1
Principles	1
Reasons for Mixing Classes	2
Benefits for the children:	2
Management of the mixing of classes	2
Parents notification	3
Policy Adoption and Review	4

Aims and Objectives of this policy

- To provide a framework for the mixing of classes.
- To explain the benefits of mixing classes.
- To explain the timeline for communication.
- To outline the criteria by which classes are selected and the factors that are considered when they are regrouped.

Principles

- The arrangements for class mixing are based on the professional judgements of class/homeroom teachers, the Phase Leader/Pastoral Lead and the Primary/Secondary Principal, and in consultation with the primary/secondary school counsellor.
- We will always try to balance what is in the best interests of individual children with the needs of the class as a whole when making decisions.
- We will communicate the criteria for class mixing in an open and transparent way.
- We will always consider the happiness and welfare of the children and will take into consideration existing friendship groups when we create new classes.

Class Mixing and Class Allocation Policy

Reasons for Mixing Classes

We have seen the positive impact of mixing classes in the past. We feel that regular, routine mixing of classes helps the student's relationships, helps to balance the classes and limit any ongoing challenges with friends which are not conducive to learning, allowing children to develop better resilience and develop broader friendships in a safe and comfortable environment.

By mixing the grade level, the children will see themselves as a Grade level team rather than just a class, thus building a stronger school community.

Benefits for the children:

- opportunities for children to learn and play with a wider variety of peers.
- greater social interaction between children as they move through the school.
- better resilience in developing friendships in a safe, comfortable environment (even more important in the older year groups when they will be moving to secondary school soon and be taught in a variety of groups).
- being part of a grade level team and not just a class.
- building more relationships and connections with children in their grade which will benefit them throughout their whole school journey and in the wider community.

Management of the mixing of classes

Parents will be informed of the process in good time so that they can have conversations with their children about who their friends in school are, and who they work well with.

- In school in the first week of June, each child will be asked to nominate three-five pupils (depending on the student's age) with whom they would like to be placed in the next academic year. These could be students in their current class or another class in the grade level.
- Students' choices will be kept confidential so that they don't feel under pressure to choose particular friends in the class.
- These will be recorded either by the teacher (in the Early Years) or by the child.

Class Mixing and Class Allocation Policy

- The teacher will collect these and store them.
- The staff will endeavor to ensure that each child is accompanied by **at least one** of the identified friends into the new class.

Each year the current class teachers, who know the children very well, will work together to draw up the classes for the next academic year. These will be finalised with the Phase Leader/Pastoral Lead and Primary/Secondary Principal. There will be consistent criteria for teachers to consider in order to harmonise the classes for the maximum benefit of the children:

- Children's views on academic friendships
- Teachers views on academic friendships
- Range of educational, social and personal needs
- Age and level of maturity
- Balance of gender
- Balance of Special Educational Needs
- Balance of English Language Learners
- Balance of ability
- Family relationships such as within grade siblings/staff children

When dividing the children, cognizance will be taken of the above criteria to ensure that, as far as possible, the needs of all the children are met. The Phase Leaders/Pastoral Leads will meet with the class teachers, relevant learning support teachers, counselling colleagues and, if necessary, previous class teachers to discuss and decide on the grouping of pupils.

The teachers will also prepare the children for moving classes, being with a new teacher and in a new grade level. The final unit of our social, emotional learning program (Jigsaw) is "Changing Me" and allows time for teachers to discuss the changes that students can expect

Notification of Parents

It is important to understand that the school receives many applications over the course of the summer holiday and that changes sometimes have to be made to classes at this time to ensure the best fit for all Fairgreen students. Parents will be informed of their child's class placement for next academic year before the return to school in August.

All stakeholders should be aware that this is a complex process which takes many hours to complete. The number of factors which are considered means that the movement of one child can have a negative impact on many others. Moving a child can mean e.g.

- Another child does not get to be with a friend they have nominated

Class Mixing and Class Allocation Policy

- Another child who did not want to be moved may have to change classes in order to restore a balance of abilities, genders, other friendship or academic needs
- Classes can become imbalanced
- Children who do not work well together find themselves in the same class

A positive and supportive attitude from parents is a key element in ensuring a smooth and positive transition for the children.

Policy Adoption and Review

Adoption: This policy was ratified at a meeting of the Senior Leadership Team on 10th February 2021

Review: it will be reviewed initially in February 2022 and as the need arises, or every three years, thereafter.