

Secondary Class Allocation Policy

Approved/reviewed by	
Secondary Principal	
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Aims and Objectives of this policy

- To provide a framework for class allocations.
- To explain when regroupings will occur..
- To outline the considerations made when classes are allocated.

Principles

- The arrangements for class mixing are based on the professional judgements of subject/homeroom teachers, the Pastoral Leads and the Secondary Principal, in consultation with the school Counsellors and Inclusion staff.
- 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 always consider the happiness and welfare of the students collectively and will take into consideration existing social dynamics.
- We recognise that, in a transitory environment like Dubai, continuity is important.

Homeroom and Sections

In the Secondary school, students are placed in a class section, in which they attend homeroom and subject classes. Each section is assigned a homeroom teacher. Sections are identified by grade level and a letter. For example, 8A.

Homeroom

- Students meet in their homeroom each morning where important announcements and information is shared. Students will usually spend core lessons in their homerooms in addition to other activities and events throughout the year.
- The role of the homeroom teacher is to oversee the general progress and day-to-day activities of their homeroom students. They will be the first point of contact for students and parents for general enquiries and to share relevant information.
- Homeroom teachers in Grade 6 are dedicated to supporting students in this transitional year, and are familiar with the associated challenges and support needed for this step up in Secondary School. Beyond Grade 6, homeroom teachers are re-allocated every 2 years as they support students through the specific requirements that each phase of the school requires.

Subject Classes

- Students will attend the majority of classes in their sections together, particularly in the lower MYP.
- There are some classes, such as Arabic, Maths and Language Acquisition where students will be in different, mixed classes.
- Subjects, such as Maths, will prioritise some criteria depending on the grade level. For example, in upper MYP we offer Standard and Extended Maths so teachers will look more closely at achievement when making decisions about class placement.

Rationale for Class Allocations

Stability

In the Secondary School, there are fewer sections and so less scope for the mixing of classes. From experience, we have also seen that as students make the move from Primary to Secondary School, they benefit from the consistency of class sections and familiarity with social dynamics, as there are many other things changing around them during this transition phase. As such, we aim to maintain this stability as they move from Grade 5 to Grade 6. Individual cases are still considered if we feel as though a change is necessary in the best interests of one or more students.

Subject Options

When students get to Grade 9, they begin to make subject choices that will determine classes in different subjects for Grades 9 and 10. For example, they will choose elective subjects and Science pathways. This results in the mixing of classes in more subjects. In Grades 11 and 12 for the Career and Diploma programmes, classes are mostly based on student subject selections, which furthers class mixing. In summary, students will remain mostly in the same class from Grades 5 to 8, with more and more mixing taking place from Grades 9 to 12.

Considerations for Class Allocations

Each year, subject and homeroom teachers will provide any relevant feedback to Pastoral Leads on class allocations for the next academic year. This is then considered for potential changes to classes, which will be determined before the summer break. Other factors to consider include:

- Student feedback and requests
- Range of educational, social and personal needs
- 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
- Number of new students

Our priority is to ensure that, as far as possible, the needs of all the students are met. The teachers, in collaboration with the counselling team, will also prepare the children for moving classes, being with a new teacher and in a new grade level.

Changes in sections will normally occur at the beginning of an academic year. Mid-year changes will only be considered in extreme circumstances due to the disruption this can potentially cause.

Late Withdrawals

There are always some last minute student withdrawals over the summer which at the close of the year the school was not aware of. We do consider the impact of these late withdrawals, and may make a small number of changes at the beginning of the new academic year if students who remain at Fairgreen are affected; however because of the impact on other students this is not always possible.

All stakeholders should be aware that this is a complex process which can have many repercussions. The number of factors which are considered means that the movement of one child can have a negative impact on many others.