

Class groups for 2018/19

The school has 6 classrooms, (moving from 5 to 6 class rooms in September 2016) There are 7 year groups including reception.

Mixing year groups is common practice in many schools including larger primaries.

In previous years all year groups have been mixed including Reception/ Year 1, Year 1/2, Year 2/3, Year 3/4, Year 4/5 and Year 5/6

Since September 2016 the number of pupils on role has increased and the additional class space meant that we were able to accommodate straight year groups for Reception, Year 1 and Year 2 for 2015/16, 2016/17 and 2017/18

However as these children move into Key Stage 2 there becomes a need to mix year groups across the board.

The number on role currently is 178

Key stage 1 classes are not permitted to be above 30.

Class groups are decided upon after the notification of reception intake is provided to the school. This happens in May each year. Until we have our intake number we cannot ascertain new class groups and sizes.

Several options for class groupings are considered by the leadership team and class teachers. The best option for class groups is then decided upon across the school, number in cohorts and any particular additional needs are taken into consideration. When we have an active parent forum this decision making is shared with them.

We have split year groups based upon age for the last four years. The reasons for this method are:

- The gap in age for the whole group is narrower (between the oldest and youngest child)
- It helps to dispel the assumption that a child might be 'kept back' or 'put up' (We removed class numbers for the same reason)
- Children are taught to their individual needs whatever the age group
- It has proven to be very effective in developing confidence and independence for the older children in the class
- Children are able to broaden their friendship groups
- Development for children is not just academic, age based splits help children to develop as a whole child

On occasion there may be an exception to the rule, this decision will be taken based upon multiple factors for an individual and would only be in order to benefit a child significantly.

The Head Teacher makes the final decision following these discussions.

We inform parents during consultation at the end of June so that they can ask questions and arrange to meet the new teacher if required. Previously notes have been sent home to inform parents, in some schools children are told directly which class they will be in. No method will suit every preference. We would always encourage parents to come and talk to us in **advance** if they have any concerns about where their child might be placed.

Once a class teacher receives their final class list it is their job to plan for and teach the children in a personalised way. This is a strength of our school and has been recognised by visiting advisors as very good practice. They are taught within the curriculum specified for their year group and the most able develop a greater depth within that year group.

For some lessons children are put into year group sessions and for others they are taught as a class. For all play and lunch time sessions children are placed with their Year group.

Teachers plan across year groups and work very closely together to ensure consistency. Year group books are moderated, Year group spelling and maths are taught separately and additional learning time is carried out as Year groups. Assessment is monitored per Year group and areas for particular support/intervention identified each half term. Some children move between classes for guided reading or other specified activities.

Teachers have the responsibility and autonomy to plan how they will enrich their curriculum. They plan Topics and trips or visits as whole class groups and/or year groups depending upon the focus.

Our data over time shows that by the time children leave our school they make better than expected progress and attainment compared to national average. They are not hindered by their birthdate within their academic year. We adopt the Thrive approach and have received the 'Inspire' mental health award; reflecting our excellent support for the emotional wellbeing of children.

The governing body endorses the way the school operates and have confidence in the teachers and support staff delivering a high standard of education.