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# **Downs Infant School**

## **Class Organisation Policy**

## **Introduction**

At Downs Infant School we recognise that there are a number of factors which contribute to children's learning. When children join us in Reception, we use information given to us by parents/carers and by nursery providers to allocate classes. However, during the year, we are able to observe the children's development, their relationships with adults and each other, and we therefore believe that at the end of the Summer in Reception we are able to make a more informed decision about teaching groups going into Key Stage 1. There may also be times when we feel it is in the best interests of an individual child for them to move classes, and we may also need to adjust classes in order to best provide SEN support from existing resources.

This is an organisational matter for the school and informed by the professional judgement of staff. The decision of how to re-organise is made in the best interests of the children as a whole, and in the context of making up the most effective teaching groups within the school. It is not considered an issue for wider consultation, as the teaching staff who work on a day to day basis with the children have the clearest picture of the needs of the children within a school setting and the school leadership have an overview of school resourcing. We appreciate some decisions about placements can be difficult for parents and carers to understand, as they are only party to a partial picture, which is why we have this policy to help make things clearer.

### **Rationale for class reorganisation:**

1. Children start Reception at our school from many different pre-school settings.
2. The decision to create the 4 classes is based on the best available information at the time, but given the wide range of settings Reception children join the school from, there is limited face to face prior knowledge of the children, friendships, attainment, learning needs, support required, progress, capability and aptitude. By the end of Reception there is a very detailed knowledge of the children in all areas of learning, which can inform our decision making.
3. Promotes opportunity for children to form new friendships and work with others.
4. Allows school to review the balance of children in each class following a number of children leaving and starting the school during the year. This avoids classes becoming uneven in a range of pupil characteristics (such as gender).
5. Ensures the matching of pupil needs to available additional teaching assistant support using current resources.
6. Allows teachers to make a professional decision about learning groups for the next Key Stage and also where particular relationships between pupils are not conducive for learning to re-distribute children between the new classes.
7. Allows school to support the most vulnerable and able pupils by reviewing progress and achievement.
8. Helps us to ensure every class has the broadest range of pupils from different backgrounds, faiths, home languages etc. to support our inclusive ethos.
9. Learning experience for the children and helping children to start the next academic year with a universal equality, whilst opening up the possibility for new friendships and collaborations.

In reorganising the classes the following factors will be taken into consideration:

1. First consideration is always given to grouping children in classes that will benefit them educationally, i.e. in the teacher's professional judgement the children will learn / work well together within the classroom environment.
2. Class teachers will also give consideration to friendships and always ensure as children move they have at least one or two friends with them to support them in the early days before new friendships emerge in the first week of the new term. In rare instances where 'friends' don't work well together in class, adversely affecting educational outcomes, teachers may make the decision not to place certain children together in a new class.
3. Regardless of the outcomes of any class reorganisation staff will always ensure that children continue to play together and that at social times, including lunchtime, children operate as a whole year group and then can form any grouping they wish from the current or previous classes.
4. As far as is practical and within the bounds of confidentiality, we will also use information gathered from parents, carers and children regarding friendships and relationships to inform the other considerations above.
5. During the Summer Term of Reception we will create opportunities for children to work and play in their new groups so that we can check for any foreseeable problems before Year 1 classes are published.
6. Where parents and carers have concerns about their children in a new group, we will endeavour to support the children in the new groups with extra transition, adult support, and circle times and games.