



Christchurch Infant School

Class Structure Policy

Next Review Date:	June 2024
Date:	June 2022

At Christchurch Infant School, children are allocated a class in Reception by the school. At this stage, the class lists are structured using basic information from parents, the local authority and previous early years settings.

Children are mixed as they move between EYFS and up to Year 1 and again up to Year 2. The placement of children in Year 3 is at the discretion of the receiving junior school.

There are many advantages for class mixing at this stage, particularly in a four-form entry school, as the school knows more about each child's needs. This policy aims to detail the rationale and process of class mixing, to ensure improved class structures enhance pupils' experiences and learning opportunities.

The Rationale for Class Mixing

- To create opportunities for children to learn and play with a wider variety of peers
- To enable greater social interaction between children, as they move through Christchurch Infant School
- To promote a greater sense of community in a large four-form entry school
- To create classes based on a balance of pupil needs, e.g. academic, Special Educational and Disability needs

Criteria for Class Mixing

Classes will be mixed to achieve a good balance according to the following criteria:

- Gender and age
- Range of educational, emotional, social and personal needs
- Equal spread of Special Educational and Disability needs
- Level of maturity and attitudes to learning

Over the course of their time in school, children will have a range of friendship experiences. We find that some friendships can be fluid, whilst others can stand the test of time. Social needs of pupils will be taken into consideration as part of the criteria for class mixing and friendships form a part of this. Therefore, the criteria for mixing classes are based on many aspects and not simply friendships.

The Process of Class Mixing

The arrangements for class mixing are based on the professional judgements of Class Teachers, the Pastoral Leader, the Senior Leadership Team and the Headteacher. We will consider what is in the best interests of individual children and classes as a whole when making decisions. We will consider the happiness and welfare of the children and we will try to retain some existing friendships when we create new class structures.

During the process of planning new class structures, staff reflect on pupil observations and pupils' needs, e.g. co-operation, teamwork, encouragement, positivity, concentration, work ethic, etc. At the forefront of planning new class structures, staff consider individual and groupings of pupils that can positively influence the progress and success of others, so learning opportunities during lessons will be enhanced.

At Christchurch Infant School we aim to follow a timescale within the process of class mixing.

In May, Staff meet to plan new class structures. Class teachers discuss pupils in each class, report their observations and make suggestions, taking into account the criteria for class mixing.

At the end of May, parental feedback **may** be taken into consideration if it is for genuine and serious concerns relating to children's friendships/well being.

In June new class lists are compiled and then the Senior Leadership Team review these for consideration.

By the end of June class lists will be approved by the Headteacher.

Before transfer day in early July, new class lists will be communicated to parents and children as part of the end of year arrangements.

The above outline with timescales is an approximate guide. There may be specific circumstances that arise post May that may require review/intervention.

Parent Feedback

The process of class mixing outlined in this policy is for a shared understanding in how we carefully undertake this important process. It is impossible to adhere to the criteria and take into account all parent feedback based on preferences/friendships. We welcome parental feedback for class mixing from parents, **only** if it is based on genuine concern of their child, e.g. serious concerns over friendships. We **will not** allocate children to teachers based on parent requests for a specific teacher for their child.

In order for serious concerns to be taken into consideration, parental feedback must be communicated to the Class Teacher in writing by the end of May.

This is the only stage parental feedback can be taken into consideration. Once class lists are compiled and communicated in July, parents cannot request their child is changed into another class and needs to accept the decision made by staff.

Transition for Pupils into New Class Structures

It is important for children to understand that their new class in their new academic year will be different. During the summer term, children will take part in Personal, Social, Health and Emotional lessons to prepare them for this transition. Class teachers will help the children to understand that new classes will foster positive attitudes towards working and playing with some friends that will be the same and forming new friendships. During the Summer term, children will have transition lessons with their new Class Teacher(s) in their new classes. These opportunities aim to support a smooth transition into the next academic year.

Pupils will also be reminded that if any of their friends are in other classes, they will still have the opportunity to play with them in the playground at break times and parents can always arrange play dates after school to maintain friendships.