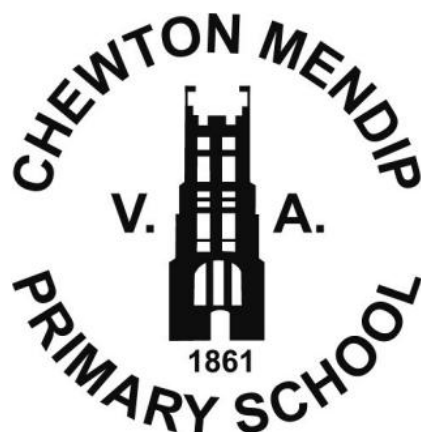


Chewton Mendip Church of England
Voluntary Aided Primary School



Class Structure Policy

Approved by:	Governing Body	Date: June 2024
Last reviewed on:	June 2024	
Next review due by:	June 2026	

Introduction

“The seed fell into good ground and grew up increasing and yielding thirty, sixty and a hundred times as much” Mark 4:8 (Parable of the Sower)

We strive to be that ‘good ground’ where our children can grow in knowledge, skills and wisdom, with hope, aspiration, dignity and respect. Our ambition is that they can thrive and contribute to their communities and live well together. We embrace the Church of England’s vision for education that all children will have “life in all its fullness” (John 10:10)

In our school our Christian vision shapes all we do. “The seed fell into good ground and grew up increasing and yielding thirty, sixty and a hundred times as much” Mark 4:8

Chewton Mendip is a four-class village primary school with generally two Key Stage One classes and two Key Stage Two classes. At some point in both Key Stages One and Two children will spend two years in one class. Due to the varied number of children in each year group the actual class structure varies year on year and at times one class may contain three year groups or a whole key stage.

The class structure policy has been drawn up to ensure consistency in approach to class structure across the school and explain how we group the children. This will ensure that pupils, parents and teachers have clear expectations ahead of the new academic year. The number on roll on 31st May (with any known September admissions) will be the figure used to determine the class organisation.

As a church school we uphold and promote a Christian ethos, and, by example and direct teaching we follow and promote the teachings of Jesus, whilst recognising that not all of our members are practising Christians.

We recognise that:

- Every child is a unique gift to be nurtured, protected and enabled to flourish.
- All children and adults have gifts to share and a potential which we will develop to the best of our ability.
- Education is not only about personal fulfilment but it is also about learning to work in harmony with others for the common good and for the sustainable development of the world.
- The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

Key Stage One

The classes in EYFS and Key Stage 1 are called Robins and Owls.

When children start school in Reception they begin their learning journey in Robin Class. Reception, Y1 and Y2 will be split between the two classes situated in the top building. If we need to split Year 1, it is dependent on the numbers in both Reception and Year 2. The children who move to Owl Class are usually (but not exclusively) the children who have met the majority of Early Learning Goals on the Foundation Stage Profile as they will be more able to adapt to the more formal Key Stage One environment.

Other factors which will also be considered are:

- Age
- Siblings
- Gender balance
- Maturity and social confidence
- SEND
- English as an additional language (EAL)

Due to the varied number of children in each year group the actual class structure varies year on year and at times one class may contain three year groups or a whole key stage.

A group of 4 pupils from a year group, will be the smallest number which is deemed to be a viable group within a different age class, with the factors above being considered.

Decisions surrounding Key Stage One class groups are made by the senior leadership team, following conversations with teachers and teaching assistants.

Key Stage Two

The classes in Key Stage two are called Woodpeckers and Buzzards.

There are four year groups within key stage two. Year 3, Year 4, Year 5 and Year 6. These are generally be split between two classes. Our aim is to make the two classes as even as possible in number to ensure all children have equal access to the class teacher and teaching assistant.

Due to the varied number of children in each year group the actual class structure varies year on year and at times one class may contain three year groups or a whole key stage.

A group of 4 pupils from a year group, will be the smallest number which is deemed to be a viable group within a different age class, with the factors below being considered.

Decisions surrounding Key Stage Two class groups are made by the senior leadership team, following conversations with teachers and teaching assistants.

Factors which are included in the discussions are:

- Age
- Siblings
- Gender balance
- Attainment
- SEND
- EAL
- Maturity and social confidence
- A group of 4 pupils from a year group, will be the smallest number which is deemed to be a viable group within a different age class, with the factors above being considered.

Decision Timescales

Discussions between staff will begin prior to the summer half term break and communication regarding class arrangements will be made to parents by the end of June. The school will communicate any changes to these timescales to affected families, as early as possible, should this become necessary. The number on roll on 31st May (with any known September admissions) will be the figure used to determine the class organisation.

In cases where children may be in a key stage outside of their year group, or when they are in a class where a small number of children are separate from the rest of their year group, the headteacher will meet with those parents individually to discuss the reasons for the decision.

Children will find out the class they will be moving to in early July in a 'moving up' event where they will meet their teacher, teaching assistant and peers in the classroom they will be taught in. On the same day, parents will receive a letter informing them of their child's class and teacher for September.

Where the classes are mixed year groups, opportunities will be organised for children to mix with their peers e.g. Collective Worship, French, school events, trips and special one-off activities. The school will ensure that all children within the same year group have access to the same learning opportunities and resources. Children also have the opportunity to meet and play together at playtime and lunchtime.

Once a decision has been made no alterations will made to the class organisation except in exceptional circumstances.