

Staple Hill Primary School



Class Allocations Policy

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Rationale

Staple Hill Primary School has 11 classes in total and an intake of 45 children per year group; consequently it is necessary to have mixed ages. The school's system of planning work and assessing progress ensures that all children receive similar experiences regardless of the class they are in. At Staple Hill, staff are committed to planning for all children to make strong progress from their starting points. The curriculum is planned on a two-year cycle so that all children receive the curriculum coverage they are entitled to.

Following a review of class arrangements as a response to parent feedback in spring 2018, the governors researched other schools within South Gloucestershire with the same 45 pupil intake to review their process. The vast majority of schools advocate age as the criteria to decide the make-up of mixed age classes as it reduces the maturity/developmental range from potentially 2 years to 1 year; a significant difference.

In setting this policy, the governors and leaders also looked at a range of evidence and options. Research by the Education Endowment Fund has shown that streaming or setting has a negative, -1 month, impact on learning. (EEF, 2018)¹

This policy sets out how Staple Hill Primary School allocates children to classes.

Aims

- To provide a fair, transparent and equitable way of allocating children to classes
- To reduce the maturity and developmental range within mixed year groups to within 1 year
- To create the best environments for learning

Class Structure

Our class structure is:

1. Rose Class – Reception
2. Lily Class – Reception
3. Bluebell Class – Year 1
4. Daisy Class – Year 1 and 2
5. Tulip Class – Year 2
6. Primrose Class – Year 3
7. Lavender Class – Year 3 and 4
8. Sunflower Class – Year 4
9. Daffodil Class – Year 5
10. Poppy Class – Year 5 and 6
11. Orchid Class – Year 6

Criteria for class allocation

Y1 to Y6 classes are allocated on the basis of age, with the younger children in Y1, 3 and 5 and older children in Y2, 4 and 6 in straight classes and older Y1, 3 and 5 and younger Y2, 4 and 6 in mixed classes. The age boundaries/cut off points may shift slightly year on year depending on the birth dates of each cohort. This system also ensures fairness with all pupils rotating between a mixed class and a straight year group class every other year.

¹ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/>

Classes are allocated so that where possible a fair distribution of gender, special education needs and English as an additional language is applied (2/3 of boys/girls in straight class and 1/3 in mixed class).

As the Reception children are allocated into two straight classes, they are organised into two small parallel classes with 22/23 children in each. Classes are allocated based on information provided to the school through the transition process with pre-school settings, rather than by age. The teachers plan together to ensure equality of opportunity; and encourage children to learn together to ensure they feel part of a whole EYFS unit as well as belonging to their class.

Class organisation

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10	Class 11
mixed age Reception children	mixed age Reception children	2/3 youngest Yr1 boys and 2/3 youngest Yr1 girls	1/3 oldest Yr1 boys and 1/3 oldest Yr1 girls	2/3 oldest Yr2 boys and 2/3 oldest Yr2 girls	2/3 youngest Yr3 boys and 2/3 youngest Yr3 girls	1/3 oldest boys Yr3 and 1/3 oldest Yr3 girls	2/3 oldest Yr4 boys and 2/3 oldest Yr4 girls	2/3 youngest Yr5 boys and 2/3 youngest Yr5 girls	1/3 oldest Yr5 boys and 1/3 oldest Yr5 girls	2/3 oldest Yr6 boys and 2/3 oldest Yr6 girls
			1/3 youngest Yr2 boys and 1/3 youngest Yr2 girls			1/3 youngest Yr4 boys and 1/3 youngest Yr4 girls			1/3 youngest Yr6 boys and 1/3 youngest Yr6 girls	

The criteria will be applied rigorously and there will be no variation from the above except when:

- The Headteacher and parents/carers of twins/triplets agree it would be to the children's benefit to be in separate or the same class
- It is agreed by carer and SENCo that a Looked After Child or children with SEND may benefit from being in a different class