



Organisation of Classes Policy

Adopted by Governing Body: June 2022

Due for review: 2024/25

Trinity CE Primary School

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Introduction

This policy seeks to clarify the rationale behind how classes are organised at Trinity CE Primary School as well as how and when that class organisation is reviewed.

Trinity CE Primary School is a single-form entry school with a current Planned Admission Number (PAN) of 23.

Mixed Age Classes

Since the school was created in 1996, the school has largely operated 5 mixed-aged classes.

Classes for the Autumn term are planned in the preceding Summer term:

- 1) Ensuring that no key stage one class exceeds thirty pupils;
- 2) Ensuring that children are equally distributed between classes;
- 3) Ensuring a reasonable number of children (ideally 5+) from any single year group;
- 4) Ensuring that children are not taught in mixed key stage classes (if possible);
- 5) Ensuring that no more than two year groups are taught in one class.

The split between year groups is always determined by the age of the pupils (unless there are exceptional circumstances which will be considered on an individual basis e.g. EHCP needs, etc).

Pupils whose birthday falls before or after a given date (based on the above criteria) will be organised in classes accordingly.

Reviewing class arrangements

The school recognises that the balance and dynamics of classes can within an academic year. It is the school's responsibility to try to provide the best opportunities to maximise the children's learning potential and keep the disruptive effect of movement to a minimum.

The school never plans to change the organisation of classes mid-year. However, in exceptional circumstances (for instance, if numbers in a Key Stage 1 class exceed 30 pupils), it reserves the right to review and re-organise the classes of any year group if it feels that the children would be better served in a different arrangement. In this case, adjustments would be taken at an appropriate time in order to limit the negative impact of change (e.g. at the end of a school term). Where children are likely to be affected by mid-year changes, the school would meet with the parents of the child/ren who may be moving. Consideration would be given to the academic and social entitlement of the child (e.g. to the KS1 programme of study) in relation to the organisation of the school day.

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