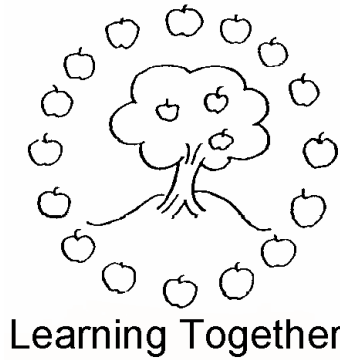


Kingsbury Episcopi Primary School

Class Placement Policy



Summer 2008

Review date: Summer 2010

Class Placement Policy

The school aims for our children to achieve their full potential both academically and socially. Our class placement policy mirrors these aims and provides the most benefit for the greatest number of pupils.

STAGE 1

A complete school listing is prepared in date of birth order.

New pupils, expected for the September term will be provisionally included, as will the new Reception children, from the numbers given to us by County Admissions, with whom parents register.

Pupils with a known leaving date will be deleted from these lists, where the date is appropriate to the new term; otherwise they will be retained in the complete school listing until their official date of leaving is known.

STAGE 2

The class distribution will be considered on the basis of pupil numbers. Provisional class sizes will be determined if possible, according to the principle of smaller classes for those in KS1, (legally classes in Key Stage 1 must not exceed 30 children) and in order to achieve a balance of numbers in each class elsewhere in the school.

The distribution for the class numbers may change each year according to numbers in the school and the effects of different numbers in each class or year group. This may result in mixed age classes or 'parallel' classes, e.g. two classes each containing Year 5 and Year 6 children.

With fluctuating numbers in each cohort of children and with 5 classes in a school of 7 year groups, there will be a preponderance of mixed age classes. If any classes are organised in mixed ages, the first consideration will be to place the children according to age, e.g. mixed Yr 3/4 class, oldest Yr 3 with youngest Yr 4. If children from the same year group are placed in different classes, they will be following the same curriculum at a level appropriate to their individual ability. Opportunities are made for children from the same year group but in different classes to mix and work together.

If the classes are to be organised in parallel, because of disparate numbers of children, there will be an equitable mix of children by age and peer group.

STAGE 3

The lists are analysed for Special Educational Needs/Gifted and Talented provision and following discussion with the SENCO and class teachers and the analysis of children's records of progress, adjustments are made to ensure that children are placed in a class where there will be appropriate working groups.

Each class list is studied for friendship groupings and adjusted as necessary. The aim is to ensure that everyone has at least one person with whom they are friends.

STAGE 4

At this stage, where applicable, we enter into discussion with those parents who have twins and consider the implications for retaining them in the same class or placing them into different classes.