



# Bishop Chavasse Primary School

## Class Mixing Policy

### Approval Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will:

1. Set a full Trust wide policy,
2. Set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy); or
3. Delegate to Headteachers or LGBs the power to develop their own policy.

**This is a Level 3 Policy against the Trust Governance Plan.**

Approved by	Chair of Governors acting on behalf of LGB
Date	May 2024
Date for Review	May 2027
Responsibility	Headteacher

This policy was approved by the LGB for implementation on the date above.

## *Fulfilling our potential, achieving excellence together*

### **Introduction**

At Bishop Chavasse CE Primary School, it is our passion to develop children in a happy, safe, Christian environment. Through a broad, balanced, ambitious and inspirational curriculum, we enthuse and challenge, allowing every child's potential to be realised. Our curriculum is knowledge-rich, exciting, meaningful, and responds to the needs of the individuals within our learning community, enabling them to shine academically and flourish socially, emotionally, morally, culturally and spiritually. Underpinning this passion is our school vision, which is seen in school, each and every day. At Bishop Chavasse CE Primary School, we live by our school vision of no child being left behind and no hand left un-held:

#### *Our School Vision:*

**Bishop Chavasse Church of England School Policies are all underpinned by respect and our school parable 'The Wise and the Foolish Builder', which forms the basis of our whole school vision, highlighting the importance of **wisdom, compassion and honesty**.**

**Bishop Chavasse School values every wonderfully and uniquely created child and adult; inspiring everyone to *fulfil their potential, as we achieve excellence together*. As Jesus teaches through the parable of the house on the rock: we grow in **wisdom**, supported by the **compassion** of God to establish firm, **honest** foundations on which every child can build.**

This policy reflects the Equalities Act 2010. The school recognises that no direct or indirect discrimination may take place on the basis of any of the protected characteristics. All children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full curriculum. *We believe that our curriculum should celebrate the individuality of each child, providing opportunities for them to develop their interests. We want our curriculum to provide our pupils with the knowledge and skills that they need so they can be well prepared for future life.*

Bishop Chavasse CE Primary School recognises that High Quality Teaching (HQT) means effective learning and this is what we strive for in every lesson. Sustained improvement and understanding is dependent upon high standards and expectations of teaching and learning throughout the school.

### **Statement of Intent**

Bishop Chavasse CE Primary School is committed to the continuous raising of achievement and progress of all our pupils. The whole curriculum, and indeed school day, is carefully constructed and regularly evaluated, revised and refreshed in order to ensure that it is relevant, engaging and provides the essential knowledge and skills to equip our pupils for the future. At Bishop Chavasse CE Primary School, we are committed to ensuring an effective learning environment for all pupils. The balance of pupil characteristics and needs in each class across the different classes in a year group can have a profound impact on the progress and happiness of each child. Our school admits children throughout the year, where there are spaces, assigning them to classes where places are available. By the end of an academic year, with children joining and leaving the class, classes can become quite

unbalanced in terms of gender, education needs, language, personal, social needs, maturity and friendships. From September 2024 we shall mix children across a cohort at certain key transition points in order to maintain balanced classes throughout. Mixing up of classes will automatically take place at two points throughout the primary phase but occasionally may happen at other points if necessary.

## **Rationale**

We feel that regular, routine mixing of classes will help the children's relationships, help to balance the classes and limit any ongoing friendship issues within classes which are not conducive to learning, allowing children to develop better resilience and develop broader friendships in a safe and comfortable environment. We have also seen that children appear to develop a strong class identity and tend not to mix with children in the other class. We feel that by mixing the year group, the children will have the opportunity to make friends across the year groups and see themselves as a year group team rather than just a class, thus building a stronger school community and pride in our school.

By mixing the classes at two key points in the children's time at Bishop Chavasse CE Primary School, we will ensure children will be:

- given the opportunity to connect and re-connect with all of the children in their year group, building strong, positive connections;
- given opportunities to learn and play with a wide variety of peers;
- enabled to further develop their collaborative skills for learning;
- part of classes that remain balanced in response to pupil transfer (mobility); transition between phases and year groups and changes to individual needs within each class;
- part of a school which promotes a greater sense of community in a large primary school (being part of a year group, not just a class); and
- prepared children for secondary school where they will be taught in different classes throughout the year.

When the classes are originally decided for our Early Years children the teachers are working with limited information from our induction process and the various pre-school settings that our children can come from. Throughout KS1, the children are still very young, developing at different rates and making progress very quickly - so by the end of the Year 2 we have a much clearer picture on special educational needs, abilities, individual personalities and relationships. By the end of KS1 the teachers know their children and families very well and so are better able to decide on the best groupings for the children. Similarly, as the children progress through Lower KS2, in years 3 and 4, differences in SEMH (social, emotional and mental health) needs, educational needs and mobility rates once again change the profile of the classes which often need more balancing out.

## **Class mixing**

- Class mixing will automatically take place at two key transition points:
  - End of Year 2
  - End of Year 4

- The arrangements for class mixing are based on the professional judgements of class teachers, the Inclusion team and the Senior Leadership Team (and not in response to parental choice).
- We will always consider what is in the best interests of the classes and cohort as a whole when making decisions.
- We will communicate the criteria for class mixing in an open and transparent way.
- We will always consider the happiness and welfare of children and will take into consideration existing friendship groups and friendships across existing classes when we create new classes.

### **Process**

- Class Teachers and Teaching Assistants observe the children's friendships at work and play.
- Class Teachers meet together to consider new classes - to ensure that a good balance of friendships, range of educational, social and personal needs, gender and maturity are represented in each class.
- Senior Leadership Team meet with Class Teachers to discuss and finalise groupings.
- Senior Leadership Team approve classes.
- New classes are shared with parents and children in June ahead of any transition events in school i.e. 'move up afternoon', handover meetings.

### **Including the children in the decision making**

The children's opinions are important to us at Bishop Chavasse CE Primary School. It is not our intention to separate good friendships and, of course, the children will still be spending valuable time together out on the playground at break and dinner times. The children's friendships will be taken into account when we decide the class lists and we shall aim for every child to have some close friends in their new class. The class teachers will talk to the children beforehand to explain the process and to reassure the children of any worries they may have. We shall listen to their feedback during and after the process and amend the process for future years where appropriate.

### **Criteria for Class Mixing**

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

- Term of birth (for mixing at the end of year 2)
- Gender
- Attainment levels
- Range of special educational and learning support needs
- Stage of learning English as an additional language
- Social and personal needs
- Friendships\*

\*Friendships: Over the course of their Primary years, children will have a range of friendship experiences. We find that with children some friendships can be very fluid, whilst others can stand the test of time. Taking this into account, when we prepare to draw up the class lists, we will consider the children's relationships with their peers both in the classroom and in the playground.

### **Informing Parents and children**

Once class lists have been published, changes will not be possible as this would make the process unmanageable. The new class lists will be based on the professional judgements of our team, with the best interests of our children at heart.

The children will have transition and team building opportunities before the summer holiday and as part of the normal school year, when they will be getting to know their new teacher and room. There will also be team building events in the first week of Term 1 in September.