



# **Class Placement Policy**

**September 2020**

**Approved by the Governing Body Strategy Group 17/09/20**

**This Policy is due for renewal in Term 1  
2022–23**

# **CLASS PLACEMENT POLICY**

## **OF**

### **GODINTON PRIMARY SCHOOL**

The word parent in this policy refers to parents and carers.

The following criteria will be used in determining class groupings and placement of children. The Pupil Admission Number (PAN) for each year group is 60 pupils.

#### **SECTION ONE – ESTABLISHING CLASSES IN FOUNDATION STAGE**

Children are split into 4 Foundation Stage classes. Two classes are assigned to each class teacher and equate to approximately 30 pupils.

- Class sizes should more or less be equal. This is fair to both children and staff.
- Genders should be equally split between parallel classes. The school will also try and create a balance of children with birthdays at different times of the year in order to achieve a balance. Likewise the school will also try to achieve within each class a balance of children with siblings and those who live on the Godinton Park Estate and those who live further afield.
- Parental / carer requests will be listened to and treated sensitively but only taken into account where we feel the education of the child will be adversely affected should the request be ignored.
- The school will request recommendations for class placements from pre-school settings. These will be considered but cannot be guaranteed.
- In the case of twins or multiple siblings, the school will liaise with the parents / carers of the children, and take into account their wishes with regard to placing the children in the same class. There will be no set policy of either automatically splitting or of placing them together.

#### **SECTION TWO – ESTABLISHING CLASSES IN YEAR ONE**

At the beginning of Year One the children will be regrouped into 2 classes of equal size. In deciding on these groupings, Foundation staff will consider ensuring that there is a balance of boys and girls, and an even spread of academic ability and behavioural needs. Staff will also take into consideration the children's friendship groupings, birthdays and special considerations such as the placing of multiple siblings. Final confirmation of the class groupings will be made by the Headteacher.

In the main, children will stay in these class groupings for the remainder of their time at

school.

However, if there is seen to be no improved benefit in realigning the classes at the start of Year 1, pupils will remain in their Reception class groupings. This will be discussed with the Foundation Stage staff and the Headteacher.

### **SECTION THREE – IN YEAR ADMISSIONS**

When placing new starters into classes, the school will aim to ensure that class sizes across the year group are of equal size. The school will also take into consideration the needs of the child (e.g. SEN or EAL) when placing them within a certain class.

### **SECTION FOUR – MOVING CHILDREN FROM ONE CLASS TO ANOTHER**

Children may be placed into a different class for a variety of reasons e.g. behaviour issues, SEN issues etc., but only when all other possibilities have been considered. This is at the discretion of the Headteacher.

### **SECTION FIVE – REVIEW**

This policy is reviewed every two years.

### **SECTION SIX – EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)**

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.