



BYRON COURT PRIMARY SCHOOL PROCEDURE FOR CLASS ALLOCATION

1.0 INTRODUCTION

There needs to be a clear and consistent policy in the formation and allocation of class at Byron Court Primary School so that pupils and teachers are treated equitably, according to their needs within the organizational structure of the school.

2.0 PUPIL ALLOCATION PROCESS

2.1 To ensure that the classes that are formed are in the best interests of ALL the pupils. These criteria are not in any order of importance:

- 2.1.1 Learning Difficulties – Pupils who are experiencing difficulties are spread between available classes
- 2.1.2 Special Needs – these may be social, cognitive, emotional or physical
- 2.1.3 Language – pupils who need to be together to provide language support for each other
- 2.1.4 Behaviour problems – pupils who are best separated so their learning and the learning of others is not affected
- 2.1.5 Cultural Balance – each class formed is to have a range of nationalities and cultures
- 2.1.6 Personalities – in some special cases the personalities of both teachers and pupils are considered before a decision is made regarding the placement of a pupil
- 2.1.7 Gender Balance – a balance of boys and girls will be kept in each class
- 2.1.8 Friendship – pupils who need support from another close friend
- 2.1.9 Friendships – pupils who are too friendly with another pupil and are best separated so both pupils can concentrate on their learning
- 2.1.10 Consideration will be given to whether a teacher and pupil have been together before.

As well as the above criteria, all classes will be formed to be academically and socially balanced.

2.2 The identification of these needs will be achieved through:

- 2.2.1 Professional discussions with staff who are familiar with the pupils
- 2.2.2 Academic and welfare data
- 2.2.3 Pupils' educational history (previous classes, special circumstances)
- 2.2.4 Significant information that may be supplied by parents (history, social or emotional factors).

3.0 PROCEDURE

3.1 The Head of School and the EYFS teacher will allocate classes to pupils entering Reception as well as taking account of the factors listed above, consideration, where possible, will be given to friendship groups formed at previous Early Years settings.

3.2 At the end of the Reception year all classes will be reformed, in consultation with class teachers, using the criteria listed in 2.1.



3.3 Twins will be separated at this stage.

3.4 The Leadership Team will review each cohort at the end of the academic year and decide if children need to be reallocated to classes, or if the current class will continue into the next year group.

3.5 Classes may be reallocated if:

3.5.1 the behaviour needs of the group are disrupting the learning for the class

3.5.2 the arrival of new pupils has resulted in an imbalance and the criteria above cannot be applied.

3.6 The Executive Headteacher and Head of School, in consultation with teachers, will be responsible for the allocation of new classes.

3.7 Pupils joining the school during an academic year will be allocated a class, based on availability of spaces.

3.8 In the interests of fairness and equality and due to the complexity of the allocation process parental requests for class allocation will not be taken into account.

4.0 REVIEW

4.1 Reviewed in line with the needs of the school