



## **Procedure for Class Allocation**

### ***Oliver Goldsmith Primary***

***"Inspiring a love of learning."***

***Date Ratified: May 2022***

***Date to Review: May 2025***



## **1.0 INTRODUCTION**

There needs to be a clear and consistent policy in the formation and allocation of classes at Oliver Goldsmith Primary School so that pupils and teachers are treated equitably, according to their needs within the organisational structure of the school.

## **2.0 PUPIL ALLOCATION PROCESS**

2.1 To ensure that the population of classes is in the best interests of **ALL** pupils, we aim to consider, in no order of importance, the following criteria:

- 2.1.1 Learning Difficulties – Pupils who are experiencing difficulties are distributed between available classes
- 2.1.2 Special Educational Needs – these may be social, intellectual, emotional or physical
- 2.1.3 Language – pupils who initially need to be together to provide language support for each other
- 2.1.4 Behaviour Issues – pupils who are best separated so their learning and the learning of others is not disrupted
- 2.1.5 Cultural Balance – each class must 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 – 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 or other pupils and are best separated so both pupils can concentrate on their learning
- 2.1.10 Consideration will be given to whether a teacher has taught a pupil in a previous class.
- 2.1.11 Multiple Siblings in Same Year Group (Twins/Triplets etc.) - where we have families with multiples in the same year group (twins/triplets etc.) the school will have a conversation with families to help decide the best course of action as to whether they stay together or are separated. The best interests of the children will be at the heart of the decision-making process and each case will be reviewed on a case by case basis.

***As well as the above criteria and to the best of our ability, all classes will 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 have been supplied by parents from meetings (history, social or emotional factors).

### **3.0 PROCEDURE**

- 3.1 **On entry to the school's Nursery**, pupils are allocated a place according to their stated preference where possible. However, the school does need to take into consideration gender balance, specific learning needs and individual family circumstances. **Multiple Siblings: Family preference for placement of multiple siblings will be sought.**
- 3.2 **On entry into Reception** the Headteacher, Deputy Headteacher and the EYFS leader will allocate classes to pupils taking account of the factors listed above, consideration, where possible, will be given to friendship groups formed at our Nursery and previous Early Years settings. **Multiple Siblings: Family preference for placement of multiple siblings will be sought.**
- 3.3 **At the end of the Reception year**, all classes will be reformed, in consultation with class teachers, using the criteria listed in 2.1. **Multiple Siblings: Parents will be consulted about splitting or keeping siblings together as they move to Y1. Whilst parental views will be key, the Headteacher is responsible for the final decision. Decisions will be made on a case by case basis. A record of consultation and decision making must be kept on file.**
- 3.4 **At the end of Year 3**, all classes will be reformed, in consultation with class teachers, using the criteria listed in 2.1. **Multiple Siblings: Parents will be consulted about splitting or keeping siblings together as they move to Y4. Whilst parental views will be key, the Headteacher is responsible for the final decision. Decisions will be made on a case by case basis. A record of consultation and decision making must be kept on file.**
- 3.5 The Senior Leadership Team (HT, DH & AHT) will review each cohort at the end of the academic year to review if classes need to be reallocated to new classes, or if the current class will continue into the next year group. Reallocation will only take at the end of Y1, Y2, Y4 or Y5 in exceptional circumstances and will be the decision of the Headteacher.
- 3.5 The main reasons that classes may be reallocated would be if:
  - 3.5.1 the behaviour needs of the group are disrupting the learning for the class/cohort.
  - 3.5.2 the arrival of new pupils has resulted in an imbalance of the earlier criteria and is therefore disrupting the learning for the cohort.
- 3.6 The Headteacher, Deputy Headteacher & Assistant Headteacher, 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.**