



**Ashby Hill Top Primary School**  
**Class Setting Policy**  
Next Review May 2019

At Ashby Hill Top Primary School, we have an intake of 45 pupils per year group. This means that there are too many children for one class per year group, but not enough to form two full classes. Consequently, most children at Ashby Hill Top will be in a mixed age class.

**Class Setting in Foundation Stage**

In 2019-2020 there will be two classes in Foundation Stage; these classes are situated in an open plan base in the main building. Staff work with the children, visit their pre-schools and homes prior to them starting school. We check that everyone has someone else to work with so that no child becomes an isolated learner. We also consider the gender makeup of the class and, at this age, that they have a friend they are familiar with.

**Class Setting in Key Stage One**

The Key Stage One (three mixed Y1/2 classes) children are in two external mobile classrooms and a new permanent build class (all located adjacent to each other).

**The Year 1 and 2 classes are divided up using the following criteria:**

- Pupils are listed by age and gender and then allocated amongst the three classes using “one child in class A, the next in class B” type system, this ensures a fair range of age and gender. We check that everyone has someone else to work with so that no child becomes an isolated learner and that every child either has at least one friend and other children that they are familiar with.
- Further consideration is then given to pupils with SEN to ensure they are in a place where they will learn best and to ensure there is not a significant number of pupils with additional needs in any given class.
- We also consider multiple births (some siblings need to be together, but some are better apart). This is the one *exception upon which we may consult parents*.
- Consideration is also given to behaviour issues and the impact this may have in specific circumstances

We do not set classes by friendship groups alone, but by the importance of where they will learn best.

**Class Setting in Key Stage Two**

In Key Stage Two, children are in 6 classes. Currently this comprises: Three classes of Year 3 & 4 children and three classes of Year 5 & 6 children

**Year 2 and Year 4 Allocation (moving on to be year 3's and 5's)**

The year groups are divided into boys and girls and listed by age. We do this because we have several year groups that have a very uneven mix of boys & girls. We then allocate them to the classes on a “one child in class A, the next in class B” type system; this ensures a *fair range of age and gender*. In year 2 we also **use pupil voice** where children provide a list of friends, setting the classes takes this into consideration to ensure that every child is with at least one friend on their list. The three classes in each team will work together and follow the same curriculum.

We then consider if **any exceptions may apply** to children being in the class that they are in. Exceptions **may** include:

- Multiple births (some siblings need to be together, but some are better apart). This is the one exception upon which we may consult parents.
- Number of boys & girls in the class
- Behaviour– pupil clashes/groups of pupils clashing
- Special Educational Needs - SEN
- Exceptional circumstances that will affect a child's emotional or educational well being



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### **Year 3 and 5 (moving on to be year 4's and 6's)**

The year groups are divided into boys and girls and listed by age. We do this because we have several year groups that have a very uneven mix of boys & girls. We then allocate them to the classes on a "one child in class A, the next in class B" type system; this ensures a fair range of age and gender. The three classes in each team will work together and follow the same curriculum.

We then consider if any **exceptions may apply** to children being in the class that they are in. Exceptions **may** include:

- Multiple births (some siblings need to be together, but some are better apart). This is the one exception upon which **we may** consult parents.
- Number of boys & girls in the class
- Behaviour – pupil clashes/groups of pupils clashing
- Special Educational Needs - SEN
- Exceptional circumstances that will affect a child's emotional or educational well being

### **Requests from Parents**

We do not take into account requests regarding preferences from children or parents about which class they would like their child in or if they can "be with their friends". This is because, it would be impossible to take all requests into account and we must make a decision that is in the best interests of all the children in the school both educationally, socially and emotionally.

As the decision about which class a child goes into is based on confidential information, we do not explain the full decision about class-setting to parents or children as this would mean discussing confidential matters about other children.

### **Mixed Age Classes**

We are aware that having children in a mixed age class or in a class where a child is not with all of his/her friends can be a concern for parents. We work hard to ensure that children are not disadvantaged by which class they are in. For example:

- Teachers in Key Stage Two classes plan themes in teams and our curriculum is knowledge and skills based to ensure all children are receiving appropriate challenge.
- We no longer set by ability for mathematics. This is in keeping with current educational research showing that on average, pupils experiencing setting make less progress than pupils taught in mixed attainment classes. The evidence suggests that setting has a negative impact for low and mid-range attaining learners, and a very small positive impact for higher attaining pupils. We believe that setting is not an effective way to raise attainment for most pupils. It can also have an impact on wider outcomes such as confidence. You can read more at <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/>
- Year groups have specific events that they participate in for example:
  - ☑ Foundation work together in the same base and go on the same educational trips
  - ☑ Year 2 put on a production as a year group + go on a trip to local churches
  - ☑ Year 3 have SoundStart lessons (instrumental music lessons for a year)
  - ☑ Year 4 have swimming and go on a residential visit to Beaumanor Hall
  - ☑ Year 5 have Year 5 "jobs" around school with their friends
  - ☑ Year 6 have a residential visit; they have Year 6 "jobs" around school, and participate in a production at the end of the Year

In addition, teachers arrange Inspiration Days throughout the year when children from different classes get the opportunity to work together. Our school merit team system allows children of different year groups in different classes to get together too.



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#### **In order to ensure parents are aware of the way we set classes:**

- We explain it to parents when they are shown round school before making the decision to apply for a place at Ashby Hill Top
- We explain this system when we discuss transition to our parents (EYFS to Yr1, Yr1 to Yr2, Yr2 to Yr3)
- We have a copy of this policy on our school website and available to parents upon request.

#### **If parents have a question about the class their child is in:**

- They should make an appointment to see the Headteacher, who will answer any questions to the best of her ability. Parents must, however, be aware that explaining classes is very difficult without talking about other people's children. We are unable to break confidentiality and so it may not be possible to answer parents concerns fully.
- If parents are unhappy with the explanation from the headteacher, follow the schools complaints procedure.
- Parents must be aware that class setting is a professional decision and parental "preferences" will not be taken into account.