Class Setting Policy (Covering academic year 2026-27)
VERSION: April 2026
NEXT REVIEW: April 2027

1. Purpose & Principles

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.

In 2026-2027 there will be:

- Two classes in Foundation Stage
- Three mixed Year 1/2 classes
- Three mixed Year 3/4 classes
- Three mixed Year 5/6 classes

This policy sets out how Ashby Hill Top Primary School organises class groups to ensure fairness, inclusion, and high-quality learning experiences. Our principles are based on equity, pupil wellbeing, and evidence-based practice. We aim to create balanced classes that support academic progress and social development.

2. Evidence and Research

We follow current educational research, including guidance from the Education Endowment Foundation (EEF), which indicates that mixed attainment teaching generally supports better progress for most pupils compared to setting or streaming. Setting can negatively impact confidence and outcomes for lower and middle attaining pupils. Read more at: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/

3. Allocation Criteria

Classes are organised using the following criteria:

- Age and gender balance across classes
- Peer considerations to avoid isolation (every child placed with at least one familiar peer)
- Special Educational Needs (SEN) and reasonable adjustments to support learning
- Multiple births (siblings together or apart based on best interests)
- Behavioural considerations to minimise clashes
- Exceptional circumstances affecting emotional or educational wellbeing

We do not allocate classes based solely on friendship groups or parental preference.

4. Inclusion and Equality

Class setting decisions comply with the Equality Act 2010. We ensure reasonable adjustments for pupils with SEND and consider individual needs to promote inclusion and equal opportunities.

5. Parent Communication

We explain our class setting approach during school tours and transition meetings. This policy is published on our website and available on request.

If parents have concerns:

1. Speak to the current class teacher first
2. If unresolved, contact the Senior Leadership Team
3. If still dissatisfied, follow the Trust's complaints procedure

Please note decisions are based on confidential information and as such cannot be fully disclosed.

6. Monitoring and Review

Class setting decisions are reviewed annually and monitored for impact on attainment, wellbeing, and inclusion. Pupil voice is gathered during transitions to inform improvements.