Class Organisation and Allocation Policy

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Policy prepared by (name and delegation)	James Hunter Head Teacher
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Purpose
The purpose of this policy is to ensure that classes are organised fairly and thoughtfully, creating the best possible learning environment for every child. Classes may be reorganised between school years to respond to changes in pupil numbers, staffing, educational needs and the balance of each cohort. Keeping existing classes unchanged may not always provide the strongest academic, social or pastoral environment. Reorganisation also enables pupils to develop wider friendships, confidence and resilience across their year group.

How Classes Are Decided
Class organisation is reviewed annually. When creating new classes, the school carefully considers a range of factors to ensure that each class is balanced and able to meet the needs of all pupils.

The review normally takes place during the summer term in preparation for September. The process includes:

- gathering up-to-date academic, pastoral and SEND information;
- seeking pupils' friendship preferences;
- current teachers proposing balanced class groupings;
- senior leaders reviewing and moderating the proposals;
- consulting relevant staff where additional or safeguarding needs must be considered;
- the Headteacher approving the final arrangements; and
- informing families before the end of the summer term.

These factors include:

- Academic ability and attainment.
- Children's learning needs, including SEND and other additional needs.
- Social and emotional needs.
- Behaviour and wellbeing.
- Friendship groups.
- Gender balance where appropriate.
- The overall mix of pupils to create balanced classes.
- Pupil numbers and class-size requirements.
- Staffing, accommodation and available resources.
- Safeguarding information considered confidentially.
- Established group dynamics, including relationships that support or inhibit learning.
- Opportunities to broaden positive peer relationships.

Pupil Friendship Requests
To help inform the process, children in Y2 to Y6 will be asked to identify four friends that they work and play well with. Staff in school will explain to the children the reason this is happening.

The school will make every effort to ensure that each child is placed with at least one of their chosen friends. However, it is not always possible to accommodate every friendship request whilst maintaining balanced classes.

Friendship choices inform—but do not determine—class allocation. Choices are not ranked, reciprocal friendship choices cannot be guaranteed, and pupils may not be placed with all their selected friends.

Parents and carers may share relevant educational, medical, safeguarding or pastoral information by the published deadline. This information will be considered alongside the school's professional knowledge. Requests for teachers, specific classes or separation from individual pupils will not normally be accommodated unless supported by exceptional, evidenced circumstances.

Decision-Making
Class allocations are made by school staff who know the children well, including current class teachers, senior leaders and, where appropriate, support staff.

Their professional knowledge and understanding of each child's academic, social and emotional needs is used to make decisions that are in the best interests of all pupils.

Final allocations are approved by the Headteacher following staff review and moderation. Because changing one allocation can affect the balance and needs of several classes, allocations will not ordinarily be changed in response to preferences. Parents and carers may raise concerns if they believe significant relevant information was not considered, but this does not constitute an appeal against professional allocation decisions.

Parents and carers will be informed of their child's new class and teacher before the end of the summer term. Pupils will be supported through appropriate transition activities, which may include meeting their new teacher, spending time with their new class and receiving additional support where needed.

Where the agreed process has been followed fairly and consistently, dissatisfaction with a class organisation or allocation decision does not constitute grounds for a formal complaint; however, concerns that the agreed process has not been followed may be raised through the school's complaints procedure.

Our Commitment
The school is committed to creating classes where every child can flourish academically, socially and emotionally. While children may initially feel anxious about changes, experience shows that they quickly build new friendships and settle successfully into their new class.

Staff will monitor pupils' wellbeing and adjustment during the transition and at the beginning of the new school year. Parents and carers should contact the school if a child experiences ongoing difficulty settling into their new class.