

<u>Reviewer</u> Head Teacher	BROOKFIELD JUNIOR SCHOOL <u>Class Placement Policy</u>	<u>Review date</u> Summer 2017
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The following criteria will be used in determining class placement of our pupils:

Class placements

- Class sizes should be more or less equal, with a more or less equal ratio of boys to girls, this is fair to both pupils and staff
- When deciding upon the placement of pupils on transfer from Key Stage 1 we will consult with our KS1 colleagues to seek their placement advice
- Unless there is a valid reason to do otherwise, on transfer from our feeder Infant School, we will keep the children in the same classes. If it is necessary to change class groupings, we will attempt to place pupils in class groups with at least one of their friends
- When pupils are admitted into year groups after the start of Year 3 we will take into consideration both the number of pupils in all classes within that year as well as any particular considerations that may be pertinent (e.g. large numbers of pupils with areas of special educational need in any particular class). In this way we will attempt to avoid disadvantaging both the pupil and teacher.

Group arrangements within class

Pupils will be placed into groups for core subject lessons (Literacy, Maths and Science) according to their ability in that subject.

- On entry into Year 3 we shall use the Key Stage 1 data provided by their feeder schools, as well as any other test data that we may have and feel is relevant
- During the course of the year pupils may be moved into another group providing that we have data to suggest that they will be better suited to the group to which they are transferring.
- At the start of each new academic year teachers must use the pupil's rate of progress during the past year, as well as their final National Curriculum Levels in the core subjects, to help decide if any alterations are appropriate.
- Pupils who transfer to our school, other than into Year 3, will be placed into the most appropriate group according to the latest assessment data provided by their previous school, unless there is compelling evidence for doing otherwise (e.g. SEN registration at School Action or School Action Plus).

Issue Number 6	Page 1 of 1	First Issued July 2002 Last Reviewed Spring 2015
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