



Thameside Primary School: Class Allocation Policy

Approved by Governors: March 2025

Review date: March 2027



Contents

Purpose	p.3
Rational	p.3
Principles	p.3
Roles & Responsibilities	p.4
Class Allocation Considerations	p.4
The Process	p.5
Implementation strategies	p.5
Monitoring & Evaluation	p.6
Appendix 1	p.6

Policy written by:	Ingrid Burton
Key Changes:	This is a new policy.



Purpose

The purpose of this policy is to ensure a fair, transparent, and efficient process for allocating pupils to classes at Thameside Primary School. The policy sets out the process by which children are allocated to classes. The policy applies to all pupils, staff, parents and the wider school community involved in the class allocation process.

Rationale

The school's primary motivation when considering class allocation is to ensure the best combination of children in each class so that all pupils can achieve their full potential.

At Thameside Primary School, we reorganise (or mix) classes at the end of each academic year. This means children will be allocated to new class groups towards the end of the summer term ready for moving up into their next year group the week before the end of the academic year.

This process or class reorganisation enables us to review the needs of the children to ensure;

- There are opportunities for children to learn and play with a wider variety of peers
- Increased social interaction and educational equality between children as they move through the school
- Classes remain balanced in response to mid-term pupil transfers and transitions
- A greater sense of community
- To promote positive relationships and mutual respect among students.
- To facilitate varied social interactions and enhance peer learning experiences.
- To encourage personal growth and adaptability in diverse settings.
- The policy also facilitates the allocation of rooms suitable to the needs of the children.

Principles

The arrangements for class mixing are based on the professional judgements of Class Teachers, the Senior Leadership Team and the Headteacher.

- We will always consider what is in the best interests of individual children and classes when making allocation decisions.
- We will always consider the happiness and welfare of the children and will take into consideration existing friendship groups when we create new classes.
- Children will be asked to name up to **five** children they may like to be in a class with for the forthcoming year. The choices are considered equally and are not listed in order of preference.
- When teachers organise classes, they will ensure that each child is in a class with a minimum of one of the five named. The school does not guarantee which friend this will be and does not take requests, except in exceptional circumstances deemed so by the school.
- In some cases, where a child has an Educational Health Care Plan (EHCP), the SENDCo may contact parents to review the child's choices.
- The SEND team will always allocate children with EHCPs or SEND support to classes in the first instance as expertise of staff or a specific classroom environment may be better suited to meet the needs of the children, for example.
- Class Teachers then meet to ensure a range of educational, social and personal needs gender, maturity and a good balance of friendships are represented in each class.
- Teachers will allocate pupils to classes based on their in-depth knowledge of the children.



- Senior Leaders then review lists to finalise classes.
- It is not possible to allow parental preferences for particular teachers to be taken into account.
- The Headteacher and Senior Leaders meet and approve classes before they are published.

Roles and Responsibilities

Headteacher:

- Ensure the implementation and review of the class allocation policy.
- Provide guidance and support to staff regarding class allocation decisions.
- Oversee the allocation process to ensure fairness and consistency.
- Approve the final class allocations.

Senior Leaders and Class Teachers:

- Collaborate with the Headteacher and other staff members to allocate students to classes.
- Consider the needs, abilities, and social dynamics of each student when making allocation decisions.
- Ensure classes are well balanced in respect to the class allocation process considerations detailed further on in this policy.
- Provide feedback and recommendations to the Headteacher regarding class allocation.

Parent / Carers:

- Respect the decisions made by the school regarding the class allocation for their child.
- As is the usual practice, if parents / carers have any concerns during the academic year, they should speak to the class teacher in the first instance.

Please trust the school to make the best choice for each individual child and how they present at school. Where siblings could be placed in the same class, in the case of twins for example, parental requests will be considered and accommodated where possible. The class allocation decision for each child is confidential and will not be discussed with other parents.

Class Allocation Considerations

The class arrangements are agreed by the professional judgement of senior leaders and teachers. These are the factors that are considered before classes are finalised:

- The social and emotional needs of children
- The needs and academic abilities of individual children
- The needs of children based on age and maturity
- Ensure classes are equally balanced in gender and ability
- The need to accommodate a child's preferred learning style
- Balancing of class sizes and resources
- The possible need to separate children

The school will also consider the following as part of the decision-making process:



Date of Birth	Gender Mix	Behavioural needs
Academic ability	Specific Learning Needs	Friendship groups
Social or emotional needs	Cohort Dynamics	Personalities

The Process

- Children across the school will be asked to name 5 children across the year group with whom they work well with or are friends with. If possible, we will seek to place each child with at least 1 of the suggested friends.
- The SEND team will allocate children with EHCPs or SEND support to classes.
- Class teachers work together to draw up the new class lists; they endeavour to ensure a good balance of friendship; a range of educational, social and personal needs and gender are represented in each class.
- Class teachers will complete the friendship check list (see Appendix 1) to try and ensure that, where possible, each child is placed with at least one of the suggested friends.
- Headteacher and Senior Leadership Team suggest changes and approve the final classes
- Class teachers check the final approved lists one last to ensure, where possible, each child has at least one child from their suggested list.
- New classes will be shared with the children and parents in July before our whole school transition week where they will move classes.
- All children will take part in a transition week during the last full week of the summer term. During the transition week the children will move to their new classes; they will be taught by their new teacher and TA. The aim of this week is to support children with their transition into the next academic year.

Implementation Strategies

Communication:

- Provide clear and timely information to parents and pupils about the class allocation process.
- Communicate the rationale behind class allocation decisions to parents and pupils.
- Address any concerns or queries raised by parents and pupils regarding class allocation in line with this policy.
- New class information will be shared with parents and children before the whole school transition week at the end of July.

Transition Process:

- A planned transition programme will facilitate a smooth transition for pupils into their new classes.
- Opportunities will be provided for pupils to meet their new classmates and teachers before the start of the new academic year (notwithstanding the prior commitments of new members of staff joining the school).
- Offer support and guidance to pupils who may require additional assistance during the transition period.
- Parents will have the opportunity to meet new class teachers during the whole school transition week, held in the last full week of the summer term.

Staff Collaboration:



- Foster a collaborative approach among staff members to ensure a holistic understanding of each pupil's needs.
- Encourage open dialogue and information sharing among staff members during the class allocation process.
- Provide professional development opportunities to staff members to enhance their understanding of effective class allocation practises.

Monitoring and Evaluation

- The implementation of the class allocation policy will be monitored regularly to assess its impact.
- Data regarding student progress, well-being, and social dynamics will be collected and analysed to inform future class allocation decisions.
- Feedback from staff, parents, and pupils will be sought to evaluate the effectiveness of the class allocation process.

Appendix 1

Class friendship lists Year ____

Child	1	2	3	4	5

1 Burton March 2025