



LIONHEART
EDUCATIONAL
TRUST

MIXED CLASSES POLICY - PRIMARY

**This policy applies to all primary schools within
the Lionheart Educational Trust**

Approved by the Trust

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Aims and Objectives of this policy

- To provide a framework for the mixing of classes.
- To explain the benefits of mixing classes.
- To explain the timeline for communication.
- To outline the criteria by which classes are selected and the factors that are considered when they are regrouped.

Principles

The arrangements for class mixing are based on the professional judgements of classroom teachers, the Phase Leaders, SEND Leader and the Head of School.

We will always try to balance what is in the best interests of individual children with the needs of the class when making decisions.

We will communicate the criteria for class mixing in an open and transparent way.

We will always consider the happiness and welfare of the children and will take into consideration existing friendship groups when we create new classes.

Reasons for Mixing Classes

Across the Lionheart Trust we have seen the positive impact of mixing classes. We feel that regular, routine mixing of classes supports the children in the skills to build new relationships, helps to balance class sizes, limits any ongoing challenges with friends which are not conducive to learning so allowing children to develop better resilience and develop broader friendships in a safe and comfortable environment. By mixing the classes, the children will see themselves as a year group team rather than just a class, thus building a stronger school community.

Benefits for the children:

- Opportunities for children to learn and play with a wider variety of peers.
- Greater social interaction between children as they move through the school.
- Better resilience in developing friendships in a safe, comfortable environment (even more important in the older year groups when they will be moving to secondary school soon and be taught in a variety of groups).
- Being part of a grade year group team and not just a class.
- Building more relationships and connections with children in their year which will benefit them throughout their whole school journey and in the wider community.

Management of the Mixing of Classes

Parents will be informed of the process in good time so that they can have conversations with their children about who their friends in school are, and who they work well with.



In school, during the summer term, each child will be asked to nominate three pupils with whom they would like to be placed in the next academic year. These could be children in their current class or the other class.

Children's choices will be kept confidential so that they don't feel under pressure to choose particular friends in the class.

These will be recorded by the teacher.

Teachers will endeavour to ensure that each child is accompanied by at least one of the identified friends into the new class.

Each year the current class teachers, who know the children very well, will work together to draw up the classes for the next academic year.

These will be finalised with the Phase Leaders, SEND Leader and Head of School. There will be consistent criteria for teachers to consider in order to harmonise the classes for the maximum benefit of the children:

- Children's views on academic friendships
- Teachers views on academic friendships
- Range of educational, social and personal needs
- Balance of gender
- Balance of Special Educational Needs
- Balance of English as an Additional Language
- Family relationships such as within year siblings/staff children

When mixing the children, the above criteria will be used to ensure that, as far as possible, the needs of all the children are met.

The teachers will prepare the children for moving classes, being with a new teacher and in a new class. We will use our PHSE program, alongside assemblies to allow the class time to discuss the change and ask any questions they might have. This will be followed by a transition day for children to experience their new class and teacher.

Notification of Parents

Parents will be informed of their child's new class for the new academic year following the planned school transition day.

All stakeholders should be aware that this is a complex process which takes many hours to complete. The number of factors which are considered means that the movement of one child after the classes have been agreed can have a negative impact on many others.

Appeals would only be considered if there are exceptional circumstances that have not been identified during the process or have arisen after the process was completed. These would need to be submitted in writing to the Head of School.

A positive and supportive attitude from parents is a key element in ensuring a smooth and positive transition for the children.