

Hopton Primary School
Class Allocation Policy 2025/2026

Introduction

This policy sets out the process by which children are allocated to classes.

Due to the size of our school, the current financial restraints and the number of children in each year group (pupil admission number – 45), the school cannot currently teach all of the children in single age group classes.

The structure of the classes since September 2022 has been:-

Two Foundation 2 Classes which will split the pupil allocation of up to 45 into a class of 22 and a class of 23. These numbers may rise, dependent on the outcomes of any appeals decided on by an independent appeal panel.

Three Key Stage 1 Classes, which will be all Year 1/Year 2 splits and will equally divide the number of children in Y1/Y2 into three.. Therefore, if we have 90 children in KS1, there will be three Y1/Y2 classes of 30.

There is a statutory requirement that no class in Foundation Stage (Reception) and Key Stage 1 (years 1 and 2) will have more than 30 pupils (although in exceptional circumstances this number may be exceeded).

Six Key Stage 2 Classes, which will be three Year 3/Year 4 classes and three Year 5/Year 6 classes. These will be made up of the number of children in Y3/Y4 or Y5/Y6 divided into three. An example of this would be 93 Y3/Y4 children split into three classes of 31 Y3/Y4 children.

In Key Stage 2 (years 3, 4, 5 and 6) the statutory requirement of no more than 30 is removed and there is no upper limit to the number of children in a class.

We will only allocate pupils to a class within their Key Stage.

Subsequent Years

In the following year half of the class will stay with the teacher whilst the rest move into the next year group. An example of this is; Child A in Y3 and Child B in Y4 will be taught by Teacher C next year, in 23/24 Child A will move to Y4 and stay with Teacher C, whilst Child B will move into a Y5/Y6 class with a new teacher.

Rationale for Class Allocation

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.

Criteria for Allocation

There is no set formula for deciding which children will go into which class. The class arrangements are agreed using the professional judgement of senior leaders and teachers, taking the following criteria into account:

- The needs of children socially
- The needs of children based on age and maturity
- The need to teach classes balanced in gender and mixed in ability
- The possible need to separate children
- Where a child may benefit from being with a particular teacher
- Any medical requirements which affect the best classroom location
- The needs of individual children academically
- Siblings will be placed into different classes

Parent and Carer's Contribution

It is not possible to allow parental preferences to be taken into account – for example for a particular teacher or for which other children their child is placed with, and it is not our policy to change the class lists once finalised. Please trust the school to make the best choice for each individual child.

The class allocation decision for each child is confidential and will not be discussed with other parents.

Class Organisation

The school will aim to provide the class allocation decisions for the following academic year as soon as they are available during Term 6. As stated above, it is the school's policy not to change class allocation once the decision has been made. The Governing Body fully supports the school staff in using their professional judgement to make the best decisions for all pupils in the school.

The Curriculum

We will run a two-yearly cycle for the curriculum other than for English/Literacy and maths/numeracy. This means that in cycle 1 all children in Y5/6 may follow the content of Y6 and in cycle 2 (the following year) they would follow the content of Y5 in cycle 1. This would ensure that children experience all the topics without repeating any in a two-year cycle. Y1/2 and Y3/4 would follow a similar process.

Children would have work adapted to their needs and abilities.

In English/literacy there will be a refocus on stronger links to topics with extended writing being related to these. In maths/numeracy, we will be accessing White Rose Maths ensuring that the children will follow the work expected of their year group, with the complexity of their work being adapted/differentiated by the teacher and other staff.

The Process

- Staff meet in the summer term to draw up potential class lists using the criteria outlined above.
- Staff spend further time reviewing and reflecting on the proposed combinations.
- Adjustments may be made at this stage after full discussion between staff.
- Classes and allocation of teachers are then finalised.
- Children will be told by their current class teacher about their new class; parents will be informed by letter/dojo on the same day.

- Children will then spend time with their new class group; with their new class teacher whenever this is possible.
- Classes will not be changed after this point (unless late applications from the Local Authority make this essential).

The Governing Body requests that all parents are supportive of the class allocation process and that they embrace the decision in a positive way in the best interests of their child.