



WIMBLEDON PARK PRIMARY SCHOOL

Class Mix-up Policy

This policy will take effect in September 2019. The first cohort of children to be mixed will be the 2019 Reception cohort as they transition into year 1 in September 2020. The policy will then be applied to that cohort of children when they reach year 2 and will be applied to all subsequent cohorts at the agreed mix up points.

Approved: Chair of Governors

Headteacher

Date: 04.12.2018

Next revision: Dec 2021

Background

At Wimbledon Park Primary School, we are committed to ensuring an effective learning environment for all pupils.

The balance of pupil characteristics and needs in each class across the three different classes in a year group can have a profound impact on the progress and happiness of each child.

Our school has a continuous enrolment policy; as a result, we take in children throughout the year, placing them in classes where places are available. By the end of an academic year, with children joining and leaving the class, classes can become quite unbalanced in terms of gender, educational, language, personal, social needs, maturity and friendships.

We have a policy at Wimbledon Park Primary School of mixing up the three classes across a cohort at certain key transition points in order to maintain three balanced classes throughout. Mixing up of classes will automatically take place at 3 points throughout the primary phase but occasionally may happen at other points if necessary.

Rationale for the Mix Up approach

- To create opportunities for children to learn and play with a wide variety of peers
- To develop relationships with a wider group of friends
- To further develop children's collaborative skills for learning
- To enable improved social interaction and the development of social skills between different sets of pupils as they move up through the school
- To ensure that classes remain balanced in response to pupil transfer (mobility); transition between phases and year groups and changes to individual needs within each class.
- To promote a greater sense of community in a large three-form entry primary school (being part of a year group, not just a class)
- To prepare children for secondary school where they will be taught in different classes throughout the year

Principles

- Class mixing will automatically take place at three key transition points:
 1. End of Reception
 2. End of Year 2
 3. End of Year 4
- The arrangements for class mixing are based on the professional judgements of class teachers, the Inclusion team and the senior leadership team (and not in response to parental choice)
- We will always consider what is in the best interests of the classes and cohort as a whole 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 children and will take into consideration existing friendship groups when we create new classes.

- The children will be asked to name three other children they may like to be in a class after mix up. When teachers allocate children into new classes, they will ensure that each child is in a class with at least one of the children they named.

Process

- Class Teachers and Teaching Assistants observe the children's friendships at work and play
- Class Teachers meet together to plan new classes to ensure a good balance of friendships, range of educational, social and personal needs, gender and maturity are represented in each class
- Class Teachers will consider the list of friends that children have nominated
- Senior leadership team meet with Class Teachers to discuss and finalise groupings
- Headteacher and Senior Leadership Team meet and approve classes
- New Classes are shared with parents and children in July when the end of year reports are published

Criteria for Class Mixing

Classes will be mixed to achieve a good balance according to the following criteria:

- Term of birth
- Gender
- Attainment levels
- Range of special educational and learning support needs
- Stage of learning English as an additional language
- Social and personal needs
- Friendships*

**Friendships: Over the course of their Primary years, children will have a range of friendship experiences. We find that with children some friendships can be very fluid, whilst others can stand the test of time. Taking this into account, when we prepare to draw up the class lists, we will consider the children's relationships with their peers both in the classroom and in the playground and the children's list of children they have named.*

Once class lists have been published, changes will not be possible as this would make the process unmanageable. The new class lists will be based on the professional judgements of our team, with the best interests of our children at heart.