



Mixing Classes Policy

Mission Statement

Botwell House Catholic Primary School is distinguished by the care, courtesy and concern extended to all its members, regardless of cultural differences and strives to follow the teachings of Jesus Christ to:

"Love one another as I have loved you"

Through an effective partnership between home, school and parish and through a broad and balanced curriculum, each valued individual is encouraged to grow in their journey of faith and strive towards excellence.

Botwell House Catholic Primary School seeks to ensure that all pupils receive a full-time education which maximises opportunities for each pupil to realise his/her potential.

Current review: 15.05.2025

Date for further review: 15.05.2028

Delegated to: Headteacher

Reviewer: K. Oakley



(Headteacher)

15.05.2025

(Date)

Introduction:

We believe our children learn best in an inclusive and supportive environment. From time to time we may decide there is a need to mix the three classes in a year group. As a three-form entry school this is an option that smaller schools do not have, and offers a range of benefits.

Throughout COVID we avoided any mixing of classes as there was already so much variability and change in the children's lives.

We will not mix classes as a matter of course, but reserve the right to mix classes if we feel the need arises. It is unlikely classes will be mixed more than every two years. In life, we are often thrown into new groups in almost everything we do (work, clubs, societies, families, friends). Coping with changes to our social groupings and learning to adapt ourselves to this change is normal and an important life skill.

Why might we decide to mix classes?

Due to the way children enter our school, (one Nursery into three Reception classes, joined by new children from other Nursery provisions) and the way children come and go from time to time, this sometimes leaves us with three classes in a year group that are significantly different in one way or another. For example, classes could be uneven in terms of the gender split, one having significantly more boys or girls compared with the other.

As children grow up and develop, friendships often change and mixing classes enables us to help children widen their friendships by mixing with new people.

These are some of the main reasons we may decide to mix classes:

- Significant difference in attainment between classes
- Significant difference in other key factors (English as an Additional Language, Special Educational Needs, Behavioural Needs etc).
- Significant difference in class numbers
- Significant and ongoing friendship issues or the need to widen/develop friendships.
- Significant difference in the 'character' of one class compared to another due to the combination of personalities (one class being very quiet, another very spirited).

How will we mix classes?

- We will adhere to this policy in our process and approach.
 - We discuss this as a team and decide on the rationale for mixing the classes. The class teachers lead the discussion because they know the children best.
 - We inform children and parents in good time and consider their views (although we will make the final decision as we have to consider every child's needs).
 - We use tools such as a 'sociogram' to find out more about children's friendships and views to aid our planning.
 - We review the 'new' mix and see how well this appears to solve the issues identified.
 - We understand change can be tricky and will listen and be supportive through the transition process.
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- We will have a planned transition process so that children can get used to their new classes BEFORE the Summer holiday.

1. What if it doesn't work initially?

It will take time for a new class community to form and for new friendships to develop. This will be the first role of the new class teacher. It is natural for some children to have a few worries or feel a bit anxious at first. If a parent has significant concerns about their child, they should:

- Monitor their child, talk to them and reassure them. Explain that things will likely improve very quickly and settle down.
- If they are still concerned, talk to the class teacher and see what support can be set up in class (for example moving places, setting up a buddy, encouraging a new friendship to develop, talking to the child.)
- If after two weeks the situation does not improve, speak to the Phase Leader, Deputy Headteacher or Headteacher to see what other options can be explored.
- Except in exceptional circumstances we will not consider another class move for this child- this usually does more harm than good and creates further unsettled feelings for all. We will not move a child because of a preference for one class teacher over another, all of our teachers are skilled professionals and have a responsibility to meet the needs of all children in their care.

A decision to mix classes will not be taken lightly. It will require considerable planning and preparation by class teachers and senior staff. It will also need consultation with both pupils and parents. We hope that by being explicit about the process and rationale for mixing classes, parents and pupils will understand our thinking, and even if they ultimately do not agree with our decision, appreciate our openness and honesty.

Appendix 1: Model letter

Dear Year X Parents,

Annually, we review each year group in our school and discuss how we can best meet the needs of all of the children. One of the things we consider is the make-up of the three class groups and whether these splits are balanced and effective.

Having discussed this at length with the class teachers, Team Leader and the relevant Assistant Headteacher, we have decided, in accordance with our Mixing Classes policy, that this would be a good time to mix the classes before the beginning of Year X.

The responsibility for mixing the classes lies primarily with the class teachers because they know the children best. Mixing classes is a carefully handled, professional process- we take into account the attainment of the children, their friendships, their characters and also consider children with Special Educational Needs. We aim to ensure all three classes have a balance of genders and a balanced mix of children. For more details, please read our attached policy.

We will be letting you and the children know which class they are going to be in and who their new teacher is before the transition day on the 4th July. On this day, the children will spend time in their new class with their new teachers.

Yours sincerely,

A handwritten signature in black ink that reads "K. Oakley". The signature is written in a cursive style with a large, stylized 'K' and 'O'.

Kevin Oakley
Headteacher