

Management Protocol for Allocation of Pupils to Class Groups

On Entry:

The school will allocate new pupils to class groups as soon as is practicable in the summer term prior to the September of entry to our school. To do this the pupil list will be filtered by gender and then ranked by date of birth. Pupils will then be allocated, in order of date of birth, to one of 3 classes from these lists, such that we have as far as possible three balanced classes by gender; e.g.

Class 1= the youngest 1/3 of boys + youngest 1/3 of girls

Class 2= the next youngest 1/3 of boys + next youngest 1/3 of girls

Class 3= the oldest 1/3 of boys + oldest 1/3 of girls

NB New pupils joining the Foundation stage, outside of the “normal” admission times once class lists have been published, will be allocated to class groups on a “best fit” basis, (rather than redistribute pupils that have already been assigned to a class). We will always ensure that we do not contravene statutory guidance on the maximum number of pupils in a KS1/FS class; this is normally 30 children/class.

Rationale:

Nationally the term of birth of a pupil impacts significantly upon the potential academic success of that child. Research has demonstrated that this is connected to early childhood development- which is why we choose to organise our classes by age. This allows us to modify “how” we teach our youngest children- “what” we teach is decided upon by the class teacher in consultation with the parallel class teachers and coordinated by each Head of Year. All pupils are taught according to their ability towards the achievement goals that have been set for that year group- irrespective of their age. We believe that this provides other benefits such that children gain in confidence quicker, because they are educated together with others at a similar stage of development and indeed physical size and maturity to them.

We know that this approach has been very successful!

*For example by the end of year 1 **nationally** 86 % of children born in the autumn term passed the statutory phonics screening test, but only a 75% of those children born in the summer pass the same check. At Malcolm Sargent school we both recognise this disparity and set about challenging it. Here 93 % of children born in the autumn term and spring terms passed the statutory phonics screening test, and in 2016 actually 97% of our children born in the summer reach the pass mark! As our children progress through the school we find that the impact of their term of birth reduces markedly- such that by the end of KS2 in statutory assessments, or entrance exams such as the 11+, there is no difference between these groups of children. E.g. irrespective of age, our Y6 pupils last year again surpassed the government targets based on the national standard for 11 year olds; (At our school in 2017 the percentage of pupils exceeding the national standard was 82% in Reading, 85% in Writing and 90% in Maths, 91% in English Grammar, Punctuation & Spelling). Malcolm Sargent summer born pupils 90% Maths, 83% Reading, 90% Writing and 93% Spag. There

was only a 2% gap in attainment between summer and autumn born pupils at Malcolm Sargent School vs 14% gap same pupils nationally.

*latest published data available taken from Ofsted RAISE online 2017, (2016 Results).

Mid-Year Admissions:

Pupils will be allocated to a class group based upon any spaces that may be available at that time, if it possible to place a child in more than one class we will do so by aiming to balance the numbers of pupils across the three classes and the gender distribution in each one.

Progression through the school:

Class groups will continue together as they progress from one year group to the next through the school.

Siblings, (including multiple births):

It can be a great experience starting school at the same time as another member of the family- we encourage and welcome many families with multiple children who make the choice to attend our school.

When siblings, or step-siblings, are in the same year group, they will be allocated to different classes. We believe that it is important to treat each child as an individual and that this system allows every child to concentrate on their own learning without any potential distraction that a sibling might bring. Furthermore siblings in their own class rooms have the freedom to develop their individual social, speech and language skills, without the risk of any potential over-reliance on a sibling.

Siblings at Break time:

All of our year groups have the same break times together and in foundation stage have an additional shared outdoor learning space which is regularly used- all of which give regular opportunities for siblings to mix and play together if they wish to.

Siblings- Same Curriculum, different classes:

Each year group has a shared programme for major curriculum events such as trips and visitors which is coordinated by the Head of Year, so that every child in the year group has access to the same range of learning experiences.

If there are problems:

Siblings do have a unique bond and if parents or indeed children have any queries or anxieties about the class that they are in or about the development of their friendships please do not hesitate to contact your child's class teacher in the first instance and then the Head of Year, before then contacting the Assistant Principal with responsibility for the younger part of the school.

In some instances it may be appropriate for the school to devise an individual integration or support programme which will always be shared with parents.

There are plenty of things we can do if your child has a “wobble” about coming into school, (especially for the first time!), to help make your child’s school experience with us a great one!

08.02.2018