

Class organisation information

At Langford, we are committed to ensuring an effective learning environment for all pupils.

The balance of pupil characteristics and needs in each class across the two 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, allocating 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, education, language, personal and social needs, maturity, and friendships.

To ensure the dynamics and working relationships within each cohort remain effective, we have established a class mixing approach for each academic year.

Rationale for the mixing approach

- To create opportunities for children to learn and play with a wide variety of peers
- To build on and keep positive relationships
- To develop relationships with a wider group of friends so that year groups get to know each other well
- 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)
- To promote a greater sense of community in our large two-form entry primary school (being part of a year group, not just a class)

Arranging new classes

The arrangements for class mixing are based on the professional judgements of class teachers, the pastoral team, and the senior leadership team.

- We will always consider what is in the best interests of the classes and cohort when making decisions
- We will always consider the happiness and welfare of children and will take into consideration existing friendship groups when we create new classes
- When teachers allocate children into new classes, they will ensure that each child is in a class with at least a few of their close friends
- We know that this adds another element to the transition into the next year group and each year we plan an enhanced transition for the classes before the end of term and for the first week after the summer break.

Transition for new classes and the new academic year

All teachers plan the transition process for their class, this includes:

- Informal visits to new classroom areas
- 'Getting to know you' games and activities
- Structured social opportunities with different peers
- Familiarisation activities in new areas of school e.g. treasure hunts
- Receiving staff visiting year groups to lead activities e.g. storytelling, maths games
- Some children will have transition specific sessions with the Learning Mentor and/or their usual support staff
- All year groups will write a 'Welcome to Year X' document that contains some information and pictures of the classrooms and cloakrooms etc. this will be available on School Life over the holidays
- Some children will come home with a social story specific to their needs
- Whole school transition morning and further activities to prepare for new class

Staff handover

Staff currently working with children will hand over to the children's new teacher, and any support staff working with children, near the end of the academic year.

Meet the Teacher

There will be an opportunity to meet your child's new class teacher before the end of each academic year. This will be an informal drop into school, we will send information on which classrooms the teachers will be available in prior to the day.

Welcome and Wellbeing

At the start of each academic year, the classes focus on getting to know each other, with collaborative tasks as a class and a cohort, to promote wellbeing, nurture and the important factor for the children is fun and enjoyment.