

**Colham —  
— Manor**  
Primary School  
*Aspire, Achieve, Thrive*

# **Transition and Class Organisation Policy**

## **Vision**

At Colham Manor Primary School, our aim is to ensure every child is placed in the learning environment where they are most likely to thrive academically, socially and emotionally. We recognise that successful transitions contribute significantly to children's wellbeing, confidence and future achievement.

This policy outlines how classes are organised and how decisions are made regarding class placements.

## **Principles**

When organising classes for a new academic year, all decisions are made in the best interests of children and the school community as a whole.

Our guiding principles are to:

- maximise learning opportunities for every child
- create balanced classes across the year group
- support children's emotional wellbeing
- promote positive relationships
- ensure effective teaching and learning
- meet individual educational needs where appropriate.

## **Professional Judgement**

Current class teachers know their pupils exceptionally well. During the summer term they work closely with senior leaders and other relevant staff to carefully consider the composition of classes for the following academic year.

Teachers use their professional judgement alongside knowledge of each child to recommend class groupings.

Factors considered may include, but are not limited to:

- friendship groups
- social and emotional development
- learning styles
- academic balance

- behaviour and relationships
- Special Educational Needs and Disabilities (SEND)
- English as an Additional Language (EAL)
- pastoral needs
- gender balance
- attendance patterns
- safeguarding considerations
- the overall balance of each class.

No single factor determines class placement. Decisions are based on the needs of all children rather than individual preferences.

### **Mixing Classes**

Where the school considers it beneficial, classes will be reorganised and children may be placed into new class groups.

Mixing classes enables the school to:

- create well-balanced classes
- develop children's resilience and independence
- encourage new friendships
- reduce the likelihood of fixed social groups
- provide equitable learning opportunities for all pupils.

Children are well supported throughout this process through transition activities and opportunities to meet their new teacher.

### **Parent Requests**

The school understands that parents may have preferences regarding class placements. However, class organisation cannot be based on parental preference.

For reasons of fairness and consistency:

- requests for specific teachers will not be accepted
- requests to remain with particular friends cannot be guaranteed

- requests to be placed in, or removed from, a particular class will not normally be considered.

Making exceptions for individual requests would compromise the school's ability to create balanced classes for all children.

### **Decision Making**

Final decisions regarding class organisation are made by the teachers following consultation with all relevant staff.

These decisions are made after careful consideration of all available information and the needs of every child across the cohort.

Class allocations represent a whole-school decision and are made in the best interests of all pupils.

### **Appeals and Changes**

The school will not reconsider class placements based solely on parental preference or requests.

### **Transition Arrangements**

To support successful transition, the school will provide opportunities for children to become familiar with their new class and teacher before the end of the academic year.

These may include:

- transition sessions
- teacher handover meetings
- sharing of academic and pastoral information
- additional visits where required for vulnerable pupils
- communication with parents where appropriate.

### **Equality**

The school is committed to ensuring that class organisation decisions are made fairly, consistently and without discrimination, in accordance with the Equality Act 2010.

Reasonable adjustments will be made where required to meet statutory duties.

### **Monitoring**

This policy will be reviewed annually by the Headteacher to ensure that class organisation continues to meet the needs of pupils and reflects best practice.