

PROCEDURE: PUPIL PLACEMENT & PROMOTION

Rationale

A school's primary task is to ensure that all children are experiencing successful outcomes. Placement of students into a new class each year requires careful consideration of the academic, social, physical and emotional development of each child, in conjunction with schoolwide logistics.

Guidelines

- The Board of Trustees recognises that placement of pupils into classes is the professional task of the principal and teaching staff.
- Individual student learning needs will be catered for within their age group, however, if it is in the best interests of the child the school will be flexible and allow children to be grouped as per identified need.
- Parents are invited each year, through the newsletter, to write to the principal on any specific academic, social or emotional considerations they believe the school should consider prior to placing children in classes for the following year. The school will consider these, but can't provide any guarantees that they are acted on.
- Teaching teams will collate class lists. The Principal and Leadership team may make any changes to these lists that are deemed necessary.
- Parents will be informed in writing in December of the placement of their child for the following year. *Only in absolutely exceptional circumstances will any changes to that placement be made.*
- All class groups will be of mixed ability and may be a composite nature (i.e. x2 year groups). Composite classes allow for a greater degree of flexibility.
- Pupils will be classified Y0 – Y8 according to their time at school.
- New Entrants beginning after Term 1 finishes will be classified as Year 0 for the remainder of that year. These children will be Year 1 at the beginning of the next year.
- Children will move through the school with their chronological year group, except in exceptional circumstances which will be considered by the Principal on

an individual basis.

- The criteria for class placement are:
 - Academic ability;
 - Social maturity;
 - Physical maturity;
 - Strengths and interests of students and teachers;
 - Specific concerns/considerations of parents;
 - Prior relationship between teachers and parents (i.e. teacher has taught younger sibling)
 - Age and number of years at school;
 - Physical resources such as the size of a classroom and availability of support resources;
 - Number of children in classes;
 - Balance of children in classes - special needs, behaviour, gender

Last Reviewed: December 2013