



WEST MON CLUSTER SCHOOLS

Class Organisation Policy



TORFAEN
COUNTY
BOROUGH



BWRDEISTREF
SIROL
TORFAEN

Adopted by GB 09.06.25

Class Organisation Policy

It is the school's aim to develop grounded, well-rounded children who are equipped with the skills to face and overcome challenges as they grow and develop. We aim to develop kind, honest and respectful individuals who are able to persevere when faced with challenges and develop as mature, resilient individuals.

As a two-form entry school, we believe that the children should be able to explore opportunities to widen their social circle and as such, we may mix the children into different classes at the beginning of a new academic year so that they can make new friendships and develop and refine their social interactions as they go through their primary year.

Class Organisation

- All of our staff are suitably qualified and the allocation of staff is a strategic responsibility for the Headteacher and Senior Leadership team, not based on personal, parental or pupil preference.
- Pupils with Additional Learning Needs (ALN) will always be assigned the support required, as laid out in their Individual Development Plan (IDP). Staff members may change year on year.
- Parents and carers do not have the right to request or demand a particular teacher or teaching assistant for their child.

What we WILL do:

Plan our class lists and staffing structure taking into account the following:

- Maintaining the recommended/statutory class sizes of no more than 30 pupils per class.
- Educational needs of the children based on our professional expertise.
- ALN needs (ensuring a balance across classes to ensure appropriate support and based upon the expertise and experience of the staff members).
- Balance of genders and abilities.
- Foundation Phase recommended ratios.
- ALN ratios / Adult support needed.
- Behaviour management needs.
- Pupil sensory needs.
- Physical / medical needs.

What we CAN guarantee:

- Teachers will place children with at least one friend when collating class lists.
- Teachers will support children to navigate change and transition, overcome disappointments and help them to reframe their thinking in identifying and responding to problems and challenges.

What we WILL NOT do:

- We will not allow a parent to choose the teacher / teaching assistant / classmates for their child as this would create unmanageable circumstances.
- We will not move children to a different class to satisfy a parental request for their own child.
- In the interests of inclusivity, children and / or parents will **not** be able to name children they **do not** want to be with in a class.

However:

- Serious issues which have been raised and dealt with within the current and previous academic year will be taken into account.
- Minor ongoing issues which have been raised within the current academic year will be taken into account.

What we CANNOT guarantee:

- We cannot take into account every historical issue that has taken place between pupils, siblings or relatives ranging beyond one academic year.
- We cannot guarantee that a child will be placed with every child / group of children they consider to be a friend(s).
- We cannot guarantee that a child will be placed with a particular friend, if in the teacher's professional judgement, it is not in the best interests of an individual child in meeting their needs.
- We cannot guarantee that we will take into account historical issues faced by fallings out / feuding between families outside of school.

Final Class Allocations

Children are informed of their new classes in July and have the opportunity to spend a day with their new class and teacher. At the end of the transition day, parents are informed of the final class allocation for the September ahead. **At this point, the class allocations are final and no changes will be made.**

The West Mon cluster recognise that transitions can be difficult for children and adults. Please be assured that all Senior Leadership Teams closely monitors the wellbeing and progress of all children across their schools, with a particular focus on relationships and change every September.

We also recognise that parents/ carers sometimes need support in developing strategies to help manage their child's anxieties linked to transition. Therefore, we aim to offer a range of interventions to help alleviate any concerns and to support parents to help their child at home.