

A photograph of a school building with a sign that reads "Wombwell Park Street". In the foreground, there are several large, colorful pencils (purple, green, orange, yellow, red) standing upright. The building has a brick section and a grey section with windows. The sky is blue with some clouds.

Wombwell Park Street

Class Organisation 2018: Reception

18th June 2018

Welcome and who is who?

- Mrs Lawson - Headteacher
- Mrs Longden – Deputy Headteacher
- Miss McGinnes – EYFS and KS1 Leader

DISCLAIMER:

The following information is taken from the plan for the school as it currently stands now (June 2018). Numbers and arrangements *could* change and this is dependent on numbers on roll, admission numbers, the leadership of the school, financial restraints and general school organisation. At this point in time, this is the plan!

Aims of the meeting

- 1. To explain the year group and class organisation at Park Street (historic, current and future)**
- 2. To explain how we make the decision over classes and which children 'go in to' which class (our rationale)**
- 3. To explain how classes and year groups work (and plans going forward)**
- 4. To ensure our communication is clear so no parents have any misconceptions**
- 5. To provide reassurance and answers relating to frequently asked questions**

1. To explain the year group and class organisation at Park Street (historic, current and future)

- **7 year groups in main school** (Reception – EYFS; Y1 and 2 – KS1 and Y3, 4, 5 and 6 – KS2)
- **Historic**
AN of 34 (split in EYFS / KS1; together in KS2)
Legal class size limit of 30 in EYFS and KS1
- **Current**
AN different in different year groups
AN of 34 in Y3, 4, 5 and 6 (pure classes)
AN of 50 in Y2 and Y1 (we currently have R/1, 1, 1/2 and 2 classes)
AN of 45 in Reception (we currently have R and R/1)
- **Future**
AN permanent 45 (1 and a half classes) and 3 new classrooms
School growth from 290 to 367 (inc 52 place Nursery)

Another 6 x years to manage before 367 becomes a reality!

Reception children's Journey through school...

Year group	Class
Year R NOW! 2017-18	Reception (30) – Team WP Reception / 1 (15) – Team CC
Year 1 2018-19	Year 1 (30) Year 1/ 2 (25 - 15 Y1 and 10 Y2)
Year 2 2019-20	Y1/2 (30 - 15 Y2 and 15 Y1) Y2 (30)
Year 3 2020-21	Y2/3 (30 - 15 Y2 and 15 Y3) Y3 (30)
Year 4 2021-22	Y4 (35) Y4/5 (30 - 20 Y5 and 10 Y4)
Year 5 2022-23	Y4/5 (30 – 15 Y4 and 15 Y5) Y5 (30)
Year 6 2023-24	Y6 (25) Y6 (25)

2. To explain how we make the decision over classes and which children 'go in to' which class (our rationale)

- Summer term decisions come after a **year of knowledge** about each and every child
- Observations, assessments, knowledge of the child, parental meetings - **all aspects of a child's school life are considered**
- End of the **Spring term** – **draft** classes
- TAs, class teacher, Phase Leader, HT **meet** to discuss
- Joint professional decision for the **good of the child**
- **Leave final decisions as late as possible** (a term worth of learning and development matters a substantial amount when it comes to child development)
- **Final decision rests with school**

2. To explain how we make the decision over classes and which children 'go in to' which class (our rationale)

- There are a number of factors which are taken in to consideration:

Friendship groupings

How well different children **work together**, or vice versa!

Stage of development/ level of learning (age appropriate)

Readiness to learn (**emotional resilience** and capacity, self management and regulation)

Date of birth (**how old the child is**)

Learning styles (VAK, independence)

Strengths of the teacher **matched** to the **needs** of the **child**

Ensuring a balance of need in each class!

NB: SEN needs Vs DOB = Balance!

3. To explain how classes and year groups 'work'

- **Every teacher teaches to the top abilities** within the class and **differentiates** down
- **Groupings** in class are therefore **not age specific, but skill and need specific** (this is just teaching!)
- **Teachers** in classes lead **focus groups** based on **skills which need to be developed for those children (bespoke)**
- **TAs in classes lead interventions / focus groups** for children who have specific **'gaps in their learning'**

3. To explain how classes and year groups 'work'

- Year groups have traditionally worked as follows:

Reception / Reception 1 as EYFS

Y1/2 and Y2 as KS1 classes

Y3-6 as KS2

Rolling programme for the curriculum (2 yearly cycle of coverage)

THIS IS QUITE RIGHTLY EVOLVING AS THE SCHOOL GROWS FURTHER!

- EYFS and KS1 now need to be working much more as a unit – ultimately with KS2 too!
- Curriculum development plans currently underway
- Non-negotiables established for subject areas (develop further consistency)

Our wider school curriculum is based on a creative, integrated and enquiry based approach. This will not change. In collaboration with pupils: themes and topics will be chosen based on what interests and inspires pupils and staff. The statutory elements of the National Curriculum for each subject and age group will be carefully planned into thematic work. All teachers will plan a progression of skills, objectives and concepts which will meet the needs and statutory requirements for all ages and abilities within each class. All pupils will be engaged and challenged. During the summer term staff are working to adapt and develop our whole school curriculum overview to ensure that the needs of mixed age and phase classes are met. We will retain a challenging curriculum and ensure comprehensive coverage of skills and objectives.

3. To explain how classes and year groups 'work' (and plans going forward)

- We will continue to experiment with and develop:
 - opportunities for children within year groups to 'mix and mingle' more (not to compromise their T&L, eg Y1 Disco)
 - provide learning opportunities (with parents) for year groups (eg Phonic workshop)
 - opportunities for year groups to experience similar opportunities (trips, visitors – where possible so skill learning isn't compromised)
 - subsequent fund raising events (probably moving to one whole school fundraising day)

4. To ensure our communication is clear so no parents have any misconceptions

- **Decisions are not taken lightly**
- We have the **children's best interests at heart** (we are judged on their performance and we LOVE the children and care about their thoughts and feelings)
- Whatever class, they will be **taught the skills required for their year group** and have **appropriate support and challenge**
- **Teachers are highly skilled in this way of working** – they will try their hardest to make sure children meet their potential
- **Every teacher**, whether it be a pure age class or mixed, is asked to **teach to the top level of ability and differentiate down for others** – in this case, age has no importance.

4. To ensure our communication is clear so no parents have any misconceptions

- **Meetings** such as this
- End of year **reports** letter to explain decisions made
- **Open door** policy – please come and discuss whenever you need to
- Teacher **Transition** Meetings
- **E-mails** to parkstreet@ecmtrust.co.uk

We are always willing to discuss, but there is no other option than to split year groups.

Our 'way' is the most effective for the children!

Benefits of our Rationale

- Can actually **reduce the range of abilities** within a class
- Ensures we can **cater for the needs of the children better in terms of attainment, progress and confidence**
- We can **match children's needs more accurately with teacher strengths**
- **Flexibility of movement** should social/emotional circumstances require it
- **Keeps teachers on their toes!**

5. To provide reassurance and answers relating to frequently asked questions

- What is the rationale for deciding which children go in to split classes and which don't?
- Do you talk to the children about this or consider any existing strong friendship groups?
- What is the rationale for any children being 'held back'?
- How is the decision made as to which children go in to which class?
- Are classes split on ability or just split in to two?

More than happy to discuss further, more personal and specific questions on a 1:1 basis