



CFS CLASS MIXING AND ORGANISATION POLICY

Guidance Information

Author: Head of Primary

Reviewed Date: May 2026

Next Review Date: May 2028

1. Purpose and Philosophy

At CFS, our primary aim is to provide a learning environment where every child can thrive academically, socially, and emotionally. As a two-form entry Primary phase, we recognise that the dynamics of a year group (cohort) evolve as children grow.

While classes may remain consistent for several years, the school reserves the right to re-organise classes at the end of any academic year. This is a strategic decision made when the Senior Leadership Team (SLT) determines that mixing is in the best interests of the children's progress, social development, and overall well-being.

2. Rationale for Mixing

The decision to mix classes is not a matter of routine, but a response to the specific needs of a cohort. CFS may initiate a mix based on the following criteria:

- **Academic Attainment:** Ensuring a balanced distribution of high, middle, and lower attainers in both classes to facilitate effective teaching and peer modelling.
- **Balance of Needs:** Evening out the distribution of Special Educational Needs and Disabilities (SEND) or English as an Additional Language (EAL) to ensure equitable support.
- **Social Dynamics:** Addressing friendship dynamics or challenging social patterns that may be hindering learning or causing pastoral concerns.
- **Gender Balance:** Maintaining a roughly equal ratio of boys and girls in each room where possible.
- **Cohort Context:** Adapting to significant changes, such as a high number of children joining or leaving the year group.

3. The Mixing Process

When a cohort is identified for mixing, CFS follows a rigorous and fair process to ensure the new classes are balanced and inclusive.

a. Pupil Voice and Friendships

We recognise that transition can be a period of anxiety for some children and families. To support their emotional security and social transition:

- The Process: Children will be invited to share their input through a structured pupil voice exercise. The format for this is age-appropriate and key stage specific:
 - EYFS and Key Stage 1: Class teachers will gather this information through 1:1 or small-group discussions, capturing choices scribed on a standard template.
 - Key Stage 2: Pupils will complete a standard, private paper form or a secure digital pupil voice survey.
- Positive Nominations: Each child will be invited to privately nominate a small number of friends they feel they work well with or would like to remain with.
- Managing Groupings: Alongside positive choices, this process subtly identifies individuals or specific pairings where children have previously not worked successfully together, or where social dynamics have actively hindered progress. This ensures the school can proactively separate combinations that may negatively impact learning.
- Balancing Choices: The school will use these nominations as a key guiding factor in the mixing process. While we aim to place every child with at least one person from their list, the final composition will be determined by the best overall balance for the cohort.
- Developing Resilience: We encourage children to view this as a positive opportunity to maintain existing bonds while developing the resilience to build new social skills and widen their friendship circles.

b. Professional Judgement and Data

Class teachers and the Senior Leadership Team will meet to construct the new classes using a multi-lens approach:

- Attainment Data: Reviewing current progress to ensure no "streaming" occurs.
- SEND/Pastoral Support: Ensuring that teaching assistant support and resources are deployed effectively across the two rooms.
- Behavioural Climate: Analysing peer influences to create the most productive learning environment, using both the pupil voice data and staff observations.

4. Timeline and Communication

- Annual Review: The SLT reviews cohort data every Summer Term to decide if a mix is necessary.
- Notification: If a mix is required, parents will be informed of the decision and the rationale behind it.
- Transition: New class lists are shared in the second half of the Summer Term, prior to 'Transition Day,' allowing children to spend time in their new groupings with their new teacher.

5. Final Decision

The final decision on class placement rests with the Head of Primary and Executive Principal. While CFS values the input of parents and pupils, the school must balance individual preferences with the collective needs of the entire year group. Consequently, we are unable to accommodate specific parental requests for individual teachers or friendship pairings. Our primary commitment is to create two balanced, productive learning environments that enable every child to succeed.