



# Urquhart Park Primary School

## Class Formation Policy

### POLICY

#### Rationale

The primary purpose of teachers collaborating to form classes for the following year, is to improve student learning. A clearly defined, collaborative process for the placement of children into classes leads to greater efficiency, increased understanding and improved opportunities for learning.

#### Aims

At Urquhart Park Primary School, we aim to ;

- Provide each child with the opportunity to be part of a class of children, that will allow them the best opportunity to learn.
- Enable teachers to collaborate to form well balanced classes of students, that take into account the social, emotional and academic characteristics of each child.
- Ensure that optimum use is made of the prior knowledge that teachers, parents and others, have of each child prior to class placement.

#### Implementation

- 1) The process of forming classes will take place in Term 4. Prior to this expressions of interest will be sought from staff members regarding teaching preferences.
- 2) The Principal, in consultation with the Consultative Committee and other relevant staff, considers student numbers and determines the number of classes and class sizes for the following year.
- 3) Time will be made available for teachers to collaborate regarding formation of classes.
- 4) The allocation of children to various classes, class structures and class compositions is a collaborative process which includes the current grade teachers, future grade teachers and specialist teachers (whenever possible). Students will participate in class allocation as they will be given the opportunity to nominate in writing 3 peers with whom they would like to be placed for the following year. Children will normally be placed with **a minimum of one peer** from their nominated list.
- 5) The prime objective is the creation of **balanced classes**. This means that whenever possible, classes should be created with a gender balance, as well as a balance of students with a range of academic, social and behavioural needs.
- 6) When appropriate, the grade teacher for the following year may be considered when placing students.

7) Grade teachers create a numerical 'transition profile' for each student by assigning a 1, 2, 3 or 4 to students, depending upon current needs (see table). This profile is used to inform the placement of students in classes. Every effort should be made to balance the profiles within the classes at a particular year level.

<b>Name</b>	<b>Academic</b> 1= High 2= Medium 3= Low 4= Supported	<b>Social (Yard/groups)</b> 1=Well adjusted 2= No concern 3=Some concern 4= High level of concern	<b>Behavioural</b> 1= Well adjusted 2= No concern 3= Some concern 4= High level of concern	<b>Transition Profile</b>
<b>Lucy</b>	2	3	4	Lucy 234
<b>Will</b>	1	1	1	Will 111
<b>Sarah</b>	3	4	3	Sarah 343

8. Every effort is made to determine the 'transition profile' of new students, who are then allocated to an appropriate class by teachers to maintain balance of gender and learning needs.

9. An opportunity will be provided via the Newsletter for parents to forward information relevant to their child's placement. All parental input must be directed to the Principal and placed in writing. Parental requests will be considered; however, the academic, social and emotional needs of students, within balanced classes, must be of the highest priority.

10. All teachers are considered equally professional and capable, and so parent requests for particular teachers will not guarantee the child's placement.

11. Tentative class lists will be displayed so that Specialist Staff can offer their expertise and perspective upon student combinations.

12. Staff members will not disclose the composition of proposed classes prior to any formal announcements.

13. All class lists should be sent to the Principal by the end of Week 7 of Term 4 for final approval.

**Evaluation:**

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was ratified by School Council in October, 2015
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