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POLICY FOR TRANSITION  
BETWEEN YEAR GROUPS IN  
MIXED YEAR GROUP CLASSES

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October 2022

## Introduction

Ickford is a small school and the current site (2020) has five classrooms in which to accommodate the seven year groups, Reception or Early Years Foundation Stage (EYFS) to Year 6. Of the five classrooms, only three are modern and purpose built whilst the remaining two are part of the original building and derived from a large classroom divided into two smaller rooms. Due to the limited number of classrooms, Ickford has to operate a system of mixed year group classes. This policy sets out how the composition of the classrooms is decided.

## Classroom/Year Group Arrangement

Class 1	Reception (EYFS) and Year 1
Class 2	Year 1 and Year 2
Class 3	Year 3 and Year 4
Class 4	Year 4 and Year 5
Class 5	Year 6

Ickford has a pupil admission number (PAN) of 20 the maximum on roll is 140.

## Transition between Year Groups

Children move up into the next year group according to their age as is the norm in state-funded Primary Schools however, they may not change classrooms. There is no provision for any child to be held back a year or to be moved up to the year ahead. As an Academy, Ickford uses the National Curriculum to form part of its overall curriculum, unless a child has specific learning difficulties or a diagnosed condition that impacts on their ability to access the normal curriculum, every child learns the curriculum designed for their year of school.

When the school has the full number of children on roll (140) each class has 30 children apart from Year 6 which has 20. Year groups 1 and 4 are those that are divided up and when there is a full roll the split is based on a dividing the year group by two. This division is worked out according to age so that the ten eldest children are separated from the ten youngest.

When the school has less than a full roll, the division between classes may be different. In such times, the Senior Leadership Team will decide on how many children in Year 1 and Year 4 will sit either side of the divide. In these situations, age will remain the first consideration but other factors are considered including but not limited to:

- Balance of number
- Space
- Human resource availability
- Special needs

## Exceptions

The school retains the right to make exceptions if there is clear evidence that a child's needs can be more effectively catered for in a specific classroom.

The Headteacher makes the final decisions as to how Year groups are divided.

The progress of every child is monitored carefully. If circumstances arise that suggest a child in either Year 1 or Year 4 is not making satisfactory progress in a particular classroom and the Senior Leadership Team can identify sufficient reasons to suggest that changing the child's classroom and class teacher would have a significant impact on their progress or that of other children, they will present a case to the Headteacher. The Headteacher will make the decision as to whether a child will be moved and parents will be notified.

## Equal Opportunities

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Whilst learning needs and special educational needs may be considered when allocating a child to a particular class, race, gender, religious persuasion or socio-economic status will not be considered or have any influence on which class a child is placed in.