

Transitions

We plan activities to ensure that children have the opportunity to prepare for changes associated with moving from one year stage to another. This may involve extended transitions for children with additional support needs. Helpful activities can include:

- Informal opportunities which include visits to classrooms in the preceding months, experiences across the stage for children to work together regularly and playtime activities arranged for mixing with new friends
- “Bump up” days: children spend time in June in the classroom they will move to in the next school session, and where possible with their “new” teacher.
- Buddies: children are supported through transitions by older pupils who talked about their experiences and give good advice.
- Shared learning experiences during the course of the following year where class reorganisation is happening e.g. trips, school shows, liturgical events.
- Class lists will be shared with pupils and the new Google Classroom will be set up prior to the new session

Timeline

In all East Renfrewshire primary schools we aim to carry out the sequence of actions summarised in the timeline below, although staffing for the following school year may change at short and late notice, including in August.

Date	Action
May (week 1)	Provisional class organisation set for next session.
From May (week 2)	Engagement with children and staff, and communication with parents, over likely organisation of classes.
May / June	Communication with Parent Council.
June (week 2)	Confirmation of staff allocation.
June (week 3)	Share classes with parents.
June (week 3)	Meet the teacher.
August	Review class organisation.

Our Lady of the Missions Primary School



A Guide to Class Organisation

Learning and Teaching

The way we organise learning and teaching is aimed at providing excellent learning experiences and meeting the learning needs of all children. In all classes there will be wide ranges of abilities and children will learn in different ways, responding to a variety of methods and resources. Our teachers provide learning experiences for mixed ability classes - they adapt to the different needs within any class and plan accordingly. Much of our learning and teaching is in groups and teachers plan to ensure that all pupils are. We aim to ensure that the learning needs of all children are met. We track progress and attainment to ensure all pupils are making appropriate progress through Curriculum for Excellence levels.

In Our Lady of the Missions we use attainment and achievement data as part of our decision making process. In addition, we refer to the termly Health and Wellbeing assessments completed by the children and staff. This incorporates discussions with the children regarding friendships. We consult with the class teachers and the pupil support assistants and base our decisions on our holistic overview. The rigorous process takes several months.

All of the above applies equally in single stage classes, composite classes or team-taught classes.

Organising Classes

Class size maxima in Scottish primary schools are set by SNCT as follows:

- Primary 1: 25
- Primary 2-3: 30
- Primary 4-7: 33
- Composite Class: 25

Each year, the Education Department identifies the number of teachers required by each primary school, based on a number of factors including a projection number of pupils on the roll of each school. In forming classes, we consider legislation on placing requests given the high demand for places at our schools.

The Head Teacher is responsible for managing staff, children and teaching spaces in line with this classification and supported by policy and advice from the Education Department. Classification is the responsibility of the Education Department. This may involve the formation of composite

classes, team teaching classes or additional classes within a stage for a year or more. The provision of high quality learning experiences is not dependent on class organisation.

Composite Classes

Composite classes consist of children from more than one year stage. They have been a feature of class organisation in East Renfrewshire primary schools and are well-established practice. Composite classes are generally created where there are imbalances in pupil numbers across stages; for example, if one stage has too many pupils to form a single class and an adjacent stage has a smaller roll, a composite class will be considered. Whilst composite classes allow for more efficient use of staff and the school estate, they may also allow for better organisation to support learners at similar stages in their learning, but who are in two different year stages. The maximum class size for a composite class is 25 pupils.

Team teaching classes

Two teachers can teach a class that has more than the legal class size maxima. The teachers are both in the class at the same time and are jointly responsible for planning, teaching, assessment and liaising with parents. Formation of team teaching classes is less likely to involve significant class reorganisation, but relies on having sufficient staff and teaching spaces with the capacity for a larger number of pupils.

Additional classes within a stage

Where the number of pupils in one stage has increased and has resulted in additional staffing, an additional class within a stage can be formed.

In all cases where class reorganisation is being implemented, we aim to provide information to children and parents / carers at the earliest possible opportunity. A more detailed policy document available for parents and carers.