

Balmalloch Primary School and Nursery Class



Composite Classes Policy



responsi **B**ility

gr**A**ttitude

BELIEVE IN YOURSELF

humility and forgiveness

persever**A**nce

Love

ACHIEVE YOUR GOALS

h**O**nesty and gener**O**sity

respe**C**t

friends**H**ip & family

A Place of Enthusiastic Learning and Achievement!

The information contained in this policy attempts to answer questions which parents regularly ask about composite classes. If you require additional information, please do not hesitate to contact the member of management responsible for your child's year group.

Nursery to P2	Mrs Chambers	DHT
P3 to P4/5	Mrs Convery	PT
P5-P7	Miss McCarthy	HT

What is a composite class?

Primary schools have pupils at seven broad year stages, primary 1 to primary 7. A composite class is composed of children from more than one stage/year group, (e.g.) A primary 2/3 composite class has children from both primary 2 and primary 3.

Does the Education Service have the authority to form composite classes?

Yes. The Scottish Government acknowledges composite classes as a method of class organisation available to Head Teachers. Nationally, there is an agreement that composite class size should not exceed 25 pupils.

Why are composite classes necessary?

There are three main factors which affect the class organisation within a Primary School.

- **Staffing Complement**

The number of teachers allocated to a school generally depends on the number of children on its roll.

- **Class size limits in Scotland**

Class sizes are limited as follows:

Single Stage Classes:	Primary 1	25 pupils
	Primary 2-3	30 pupils
	Primary 4-7	33 pupils
	Composite Classes – All Stages:	25 pupils

- **Accommodation**

The number of classes formed can be affected by the number of rooms or bases available for teaching purposes.

How are children identified for a composite class?

In forming a composite class the school will take into consideration the following factors:

Ability Working Groups:

It is normal to identify a group of children who are of similar ability within their stage and who the teacher feels will work well together. This helps to reduce the range of different abilities in a composite class.

Age/Maturity:

The same criteria cannot always be used to help establish Primary 1 pupils in a composite class. Instead, schools tend to consider age as a probable indicator of maturity unless there are other known factors such as preschool reports, comments from parents etc.

How are children taught in a composite class?

In primary schools, children are mainly taught in groups or individually, according to their needs. This principle is central to the development of each child, regardless of whether he/she is in a single stage or composite class. Teachers are trained to adapt their teaching to meet the needs of the pupils under their charge. Every class contains children at different ability levels.

How is the curriculum taught in a composite class?

In every Scottish school, the curriculum is guided by a series of attainment targets in all areas of study. Progress through the curriculum is determined by each child's stage of development, not by his/her class.

How can a teacher settle the new intake without disadvantaging my child?

My child is at Primary 2 stage and is being placed in a Primary 1/Primary 2 composite class. The Head Teacher will ensure that support, as far as possible, is provided to the class teacher to help settle the new intake. The class teacher will employ strategies such as the grouping arrangements, already mentioned, to ensure the uninterrupted progress of your child's education.

Can I refuse to have my child taught in a composite class?

No. The management of class organisation in schools is the responsibility of the Head Teacher. Head Teachers consult staff when making important decisions about the organisation of classes towards the end of each session.

Head Teachers consult regularly with parents regarding their children's progress. Where there are specific concerns about a child's learning or progress, schools have in place systems for consulting or communicating with individual parents on a more frequent basis, if this is necessary.

When will I be informed if my child is to be in a composite class?

The school will inform you as to the class your child will be in as soon as the class organisation for the school has been finalised. Normally this will be from mid-June, however, circumstances may arise where the school will have to adjust the classroom organisation to accommodate an unexpected intake of pupils.

If my child is placed in a composite class will he/she continue in that class throughout his/her primary school education?

Schools cannot guarantee whether placing a child in a composite class will continue for successive years or not. As mentioned before, there are many factors which affect the class organisation of a school including the overall school roll, the school's staffing complement, class size limits and the availability of rooms or bases for teaching purposes.

How do the children maintain contact with children from their own year groups?

Schools take every available opportunity to maintain peer group/social relationships. Your child will continue to meet and interact with previous classmates at social times during the school day. Children, when appropriate, may also attend their own year group events (e.g.) swimming, and assemblies (e.g.) class or leavers' assembly.

How do teachers feel about composite classes?

Composite classes have existed nationally and in North Lanarkshire for many years. Teachers are trained to provide for a range of ability, maturity and personal and social development needs within any one class. The key benefit of composite classes is that numbers cannot exceed 25 pupils.

Research suggests there is no discernible difference between composite and single stage classrooms in terms of academic performance. Benefits relating to pupil independence and responsibility also feature in research findings. Moreover, younger children within a composite class generally aspire to emulate older children in their work, and older children enjoy leadership and mentoring opportunities that lift their self-esteem. Another positive feature of the research states composite classes offer a wide range of friendship opportunities and encourage more co-operation and tolerance.

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R. McCarthy
Head Teacher