

## **Alteration to the Determined Admissions Policy 2021**

This text must be read in conjunction with the Determined Admissions Policy 2021.

In Summer 2020, the school leadership made an alteration to the structure of the school, which differs from that set out in the Admissions Policy 2021. This decision was made after the policy was ratified and, as such, this document is required to explain the changes made. The details of these alterations are detailed below. The school class structure as set out in the Determined Admissions Policy 2021 were as follows:

- Reception
- 1 x Year 1
- 1 x Year 1 & 2 mixed
- 1 x Year 2
- 1 x Year 3
- 1 x Year 3 & 4 mixed
- 1 x Year 4
- 1 x Year 5
- 1 x Year 5 & 6
- 1 x Year 6

The organization of year groups into classes was explored by the Senior Leadership Team, as a response to the needs of the children at the time. It was decided that the class structure should be changed. Shown below is the class structure for 2021:

- Reception
- 3 x Year 1 and Year 2 mixed classes
- 3 x Year 3 and Year 4 mixed classes
- 1 x Year 5 class
- 2 x Year 5 and Year 6 mixed classes

### **Principles of Class Allocation**

For the academic year 2020/2021, the agreed principles of class allocation was not followed as in previous years. This was due to the extraordinary circumstances surrounding a return to school after a period of lockdown. For the year 2021/22, the previous principles will be reinstated.

When allocating children to classes the school considers friendships first. Children are asked to name several of their best friends (and this sits alongside the teacher's knowledge of friendship groups in the younger year groups). The school cannot reasonably guarantee that each child will be with all of their best friends but leaders work on the basis that there will be at least one from the child's list. Forming new friendships is an important life skill.

**Balancing Factors** After the initial stage, the school's leaders embark on a process of trying to balance a huge number of factors for each class, such as: ratios of genders, year groups, special needs and other vulnerable groups; any previous friendship issues; previous teachers etc. Several (hours of) meetings with a large number of staff from across key stages contribute towards in-depth discussions. A final draft is presented to senior leaders for a 'proof-check' where many of the above are again discussed along with any other information leaders can bring to the discussion