


# Southdown Primary School



## Classroom Organisation and Transition Policy 2026

<b>Chair of Governors:</b>	<b>Headteacher:</b> 
<b>Ratified on:</b> 3 <sup>rd</sup> March 2026	<b>Review by:</b> Spring Term 2029

# **Southdown Primary School**

## **Classroom Organisation and Transition Policy**

### **Aims of the Policy**

This policy reflects the core values outlined in our mission and vision statements and demonstrates the positive steps we will put in place to ensure that children's individual needs are at the forefront of all the transitions they will meet in school. We aim to ensure that children are well prepared and supported through new experiences.

This policy explains the long-term strategy for class organisation and the principles we operate when creating classes as children make the transition from one year group to the next.

### **Introduction**

Southdown Primary School has historically been a 2-form entry school however with changing demographics the organisation of the class has had to adapt to meet the changing pupil numbers. We do continue to endeavour to have to organise the school into 3 Phases however this can change year on year.

- Phase 1: Nursery and Reception
- Phase 2: Year 1 to Year 3
- Phase 3: Year 4 to Year 6

At Southdown Primary School we make the decision every year to choose between one of the following options:

- Leave all classes as they are and transfer the class grouping up to the next year grouping.
- Mix up the number of classes in only certain year groups to transfer up to the next year.
- Mix up the classes in all year groups to transfer up to the next year.

This is a strategic pupil organisational issue for the school, informed by the professional judgement of staff, grounded in education research. It is not considered an issue for wider consultation, as there is no universal agreement from parents on this issue. The decision to re-organise or not, is taken through consultation with all members of staff, in every year group and then with the Governing Body.

### **Rationale for class re-organisation**

- Children start Reception at our school from a number of settings including our own Nursery. The decision to organise our classes is based on the best available information at the time but given the wide range of settings Reception children join the school from, there is limited face to face prior knowledge of the children, friendships, attainment, learning needs, support required, progress, capability and aptitude. By the end of Reception there is a very detailed knowledge of the children in all areas of learning, which can inform our decision making.
- Promotes opportunity for children to form new friendships and work with others.
- Allows school to review the balance of children in each class following a number of children leaving and starting the school in every year group. This avoids classes becoming uneven in a range of pupil characteristics (such as gender).
- Ensures the matching of pupil needs to available additional learning support using current resources.
- Allows teachers to make a professional decision about learning groups for next year and also where particular relationships between pupils are not conducive for learning to re-distribute children between the new classes.

- Allows school to support the most vulnerable and able pupils by reviewing progress and achievement in this academic year.
- Helps us to ensure every class has the broadest range of pupils from different backgrounds, faiths, home languages etc. to support our inclusive ethos.
- Learning experience for the children and helping children to start the next academic year with a universal equality, whilst opening up the possibility for new friendships and collaborations.
- Mixing classes can also help prepare children for their next stage in their learning, where they may be grouped into 'sets' within secondary school, where the children form new and different cohorts with children from other primary schools.

**Should classes be reorganised, the following factors will be taken into consideration:**

- First consideration is always given to grouping children in classes that will benefit them educationally, i.e. in the teacher's professional judgement the children will learn / work well together within the classroom environment.
- Class teachers will also give consideration to friendships and always ensure as children move they have at least one friend with them to support them in the early days before new friendships emerge in the first week of the new term. In rare instances where 'friends' don't work well together in class, adversely affecting educational outcomes, teachers may make the decision not to place children together in any new class.
- Regardless of the outcomes of any class reorganisation staff will always ensure that children continue to play together and that at social times, including lunchtime, children operate as a whole year group and then can form any grouping they wish from the current or previous classes.

**Transition from Year Group to Year Group**

- A moving up day will be held in the summer term to help pupils familiarise themselves with their environment and new teacher.
- Additional transition activities and sessions will be used to enhance the transition between year groups if needed i.e. a new mix of children
- Teachers will meet with each other to discuss the needs of individual pupils in the Summer Term.

**Transition from Year 6 to Secondary School**

- The majority of pupils in Year 6 will transfer to Argoed or Elfed High Schools however pupils are given the option of attending other local schools.
- Throughout the children's time in Years 4, 5 and 6 there will be a range of events during term time, which the school will attend to help pupils become familiar with the Secondary School environment
- As a school we work very closely with Argoed and Elfed High Schools and a variety of collaborate events take place throughout the year both within our own school and at the high school.
- In the summer prior to transition:
  - All Year 5 pupils and parents are invited to the relevant High School for a open days/evenings.
  - All Year 6 pupils moving to their chosen Secondary School will attend transition days during the final Summer Term (when they are required to make their own way to the school)
  - Southdown Primary School may identify pupils who may have additional transition needs and liaise with outside agencies as appropriate (this may include further visits to the secondary settings)
  - Our work on transition is supported through our Health and Wellbeing curriculum.

These are the planned key transition points which all children will experience in addition children may have other times when transition is an issue, for example children who join school mid-year or children who are experiencing a transition in their personal life e.g. house move, bereavement, divorce. We aim to deal with these points in pupils lives as sensitively as possible in ways which reflect our schools' mission statement

and the need of the individual. To enable us to do this as effectively as possible parents are encouraged to inform the school of any personal circumstances which might have an impact on their child.

### **Mental Health and Emotional Wellbeing Impact Statement**

Southdown Primary School is committed to the protection and promotion of positive mental health and emotional wellbeing of our whole school community; pupils, staff, parents and carers. We recognise how important mental health and emotional well-being is to our lives in just the same way as physical health. This Policy has been written and reviewed in line with our school's vision and Mental Health and Emotional Wellbeing Policy.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been quality impact assessed and we believe that it is line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote quality at Southdown Primary School.