



# Gosforth Park First School

## Mixing Classes Policy 2026-27

### Rationale

As a school recognised for its inclusive ethos, Gosforth Park First School is committed to meeting the evolving needs of every child. Annual reorganising of classes allows us the flexibility to respond to social and emotional development, learning needs and friendship dynamics of our pupils. Our intent is to ensure that all children feel safe, valued and seen. We feel that this is a key principle of how we uphold our reputation as a 'No Outsiders' school.

Our approach supports children to develop the **confidence** to build new friendships as well as the resilience to **adapt** to change and **embrace** new classroom environments. Each new class group is a chance for children to discover different strengths within themselves and others. This will help them grow in independence, resilience and self-belief.

Gosforth Park is also known for its **warm, inclusive and close-knit school community**. By reorganising classes each year, we enable children to connect with a wider range of peers, strengthening the sense of community across their year group. This helps foster empathy, teamwork and belonging. We believe that by the time our children leave us in Year 4, they will be confident to transition to their Middle School setting with a wide range of friends as well as the confidence and resilience to overcome future challenges.

### Year Group Communities

In order to continue to maintain strong friendships and a sense of belonging within their year group community, we ensure wherever possible the following activities take place together as a whole year group rather than individual classes:

- |                           |                  |                        |
|---------------------------|------------------|------------------------|
| • Playtime                | • Assemblies     | • Residential Visits   |
| • Lunchtime               | • Performances   | • Swimming Lessons     |
| • Extra-Curricular Clubs  | • Sports Days    | • Information Evenings |
| • School trips and Visits | • Special Events |                        |



## **Criteria**

Classes will be mixed to achieve an approximate balance according to the following criteria. Criteria is not prioritised or applied in any particular order:

- Friendships
- Sex
- Academic attainment
- Social, Emotional and Mental Health
- Special Educational Needs and Disabilities
- Indicators of deprivation (e.g. Free School Meals)
- Indicators of vulnerability (e.g. Looked After Children)

In rare cases, we reserve the right to keep class groups the same for multiple academic years. This decision will also be based upon the above criteria.

## **Processes and Timescales**

The Senior Leadership Team (SLT) and class teachers discuss the balance of classes during three annual pupil progress meetings using the criteria outlined above.

End of year academic attainment and progress data is inputted into our database by teachers shortly after May half term.

Provisional class lists are produced collaboratively between current class teachers, key phase leaders and SENDCO in June.

Class lists are finalised and approved by the Head Teacher.

New classes are communicated to pupils and parents as part of our yearly *transition day* at the beginning of July. A *Pupil Passport* is sent out to families following transition day (via our online communication platforms *Seesaw / Tapestry*) which includes a photo of your child's new class teacher and support staff.

## **Reasonable Adjustments**

Gosforth Park First School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have, e.g. ensuring pupils with Special Educational Needs and Disabilities



(SEND) are provided with reasonable adjustments to enable them to fully access the curriculum.

- Taking steps to meet the particular needs of people who have a particular characteristic, e.g. ensuring the school makes adjustments to enable pupils of all socio-economic backgrounds to be involved in the full range of extra-curricular activities offered by the school

### **Complaints**

Concerns about mixing classes should be raised with your child's current class teacher or Key Phase Leader, in the first instance. You can also contact the school Special Educational Needs and Disabilities Coordinator (SENDCO) if your concern relates to your child's special educational need or disability. If they are unable to resolve your concerns, then the dispute can be escalated to the Headteacher.

Please see 'GPFS Complaints Policy' for further information.

### **Review**

Our Mixing Classes Policy will be reviewed annually by the Governing Body.

### **What Ofsted Say (May 2025)**

#### ***What is it like to attend this school?***

*Pupils at Gosforth Park First School are exceptional ambassadors for their school. They greet staff and visitors with warmth and enthusiasm. Pupils exemplify the school's **inclusive 'no outsiders' ethos**. A carefully crafted approach to pupils' wider development gives pupils every opportunity to develop **deep and meaningful relationships** with staff and with one another. As a result, pupils of all ages embody the school's motto of **'together we make a difference'**. Pupils discuss what this means with eloquence and understanding.*

*The school has high expectations for all. Pupils and staff meet these expectations across all areas of the school's work. Skilled and caring staff give pupils every chance to succeed academically and socially. Pupils achieve exceptionally well.*

*Pupils make highly positive contributions to the school's caring environment. They demonstrate respect, tolerance and empathy towards one another. As a result, behaviour across school is exemplary. Well-trained staff ensure that pupils are safe.*

*Parents and carers are overwhelmingly positive about the school. They are an integral part of the school community. Parents' comments, including how the school **'feels like a family'** and of children who 'love going to school', reflect the findings of the inspection team.*

***Leaders make decisions with pupils' best interests at heart.** There is a clear focus at all levels on ensuring that pupils get the best possible provision.*