

TRIANGLE C OF E PRIMARY SCHOOL

MISSION STATEMENT

‘Stand firm in the faith; be courageous, be strong. Do everything in love.’

Mixed Age Teaching Policy



Approved by: Chair of Governors **Date:** March 2026

Last reviewed:

Next review due: March 2027

1. Purpose

This policy sets out the principles and criteria used by the school when allocating pupils to classes in year groups where mixed-age teaching takes place. The aim is to ensure that class organisation supports pupils' learning, wellbeing and development while maintaining fairness and transparency in the process.

2. Principles

At Triangle CofE Primary School, from September 2026, infant (Reception, Y1 and Y2) classes are to be organised as mixed-age groups in the afternoons, due to cohort sizes and organisational needs. When determining class allocation, the school seeks to ensure that:

- Pupils are placed in classes where they can flourish academically, socially and emotionally.
- Class groups are balanced and workable for effective teaching and learning.
- Decisions are made in the best interests of the pupils and the school as a whole.

3. Criteria for Class Allocation

For mixed-age classes, age is the primary and overriding criterion used when arranging classes.

In addition to age, the following factors may be considered to ensure balanced and supportive class groups:

- Gender balance across classes
- Identified Special Educational Needs (SEN), including children in the Early Years Foundation Stage who have not met their Early Learning Goals (ELG).
- Multiples (e.g. twins or triplets), which will be considered on an individual basis in consultation with parents and, where appropriate, relevant professionals

4. Factors Not Considered

The following factors will not normally be used as criteria when allocating pupils to classes:

- Academic achievement or ability
- Behaviour (unless related to an identified Special Educational Need)
- Friendship groups

5. Exceptions

The school recognises that there may be exceptional circumstances where a child's needs would be more effectively supported in a particular class. In such cases, the school reserves the right to make exceptions to the standard criteria.

When considering exceptions, the following may be taken into account:

- Professional knowledge of the child
- Advice from relevant professionals
- The child's personal, social and academic needs

6. Decision-Making Process

Class allocations are planned collaboratively by the Headteacher and class teachers, taking into account the criteria outlined in this policy.

While staff may contribute to the process, the final decision rests with the Headteacher, who will use their professional judgement to determine the placement that best supports each child's overall development.

7. Review

This policy will be reviewed annually by the school leadership team to ensure it continues to support effective class organisation and pupil wellbeing.