



June  
2024



# Key Stage 2 Classes



# Class Structure

## 3 classes across Key Stage 2

- Isis Class – Y3/4 taught by Mr Mark Wolstenholme.
- Ock Class – Y4/5 taught by Miss Jess Peiro
- Thames Class – Y5/6 taught by Mr George Wolstenholme.

**Classes will not be split  
by age or ability**

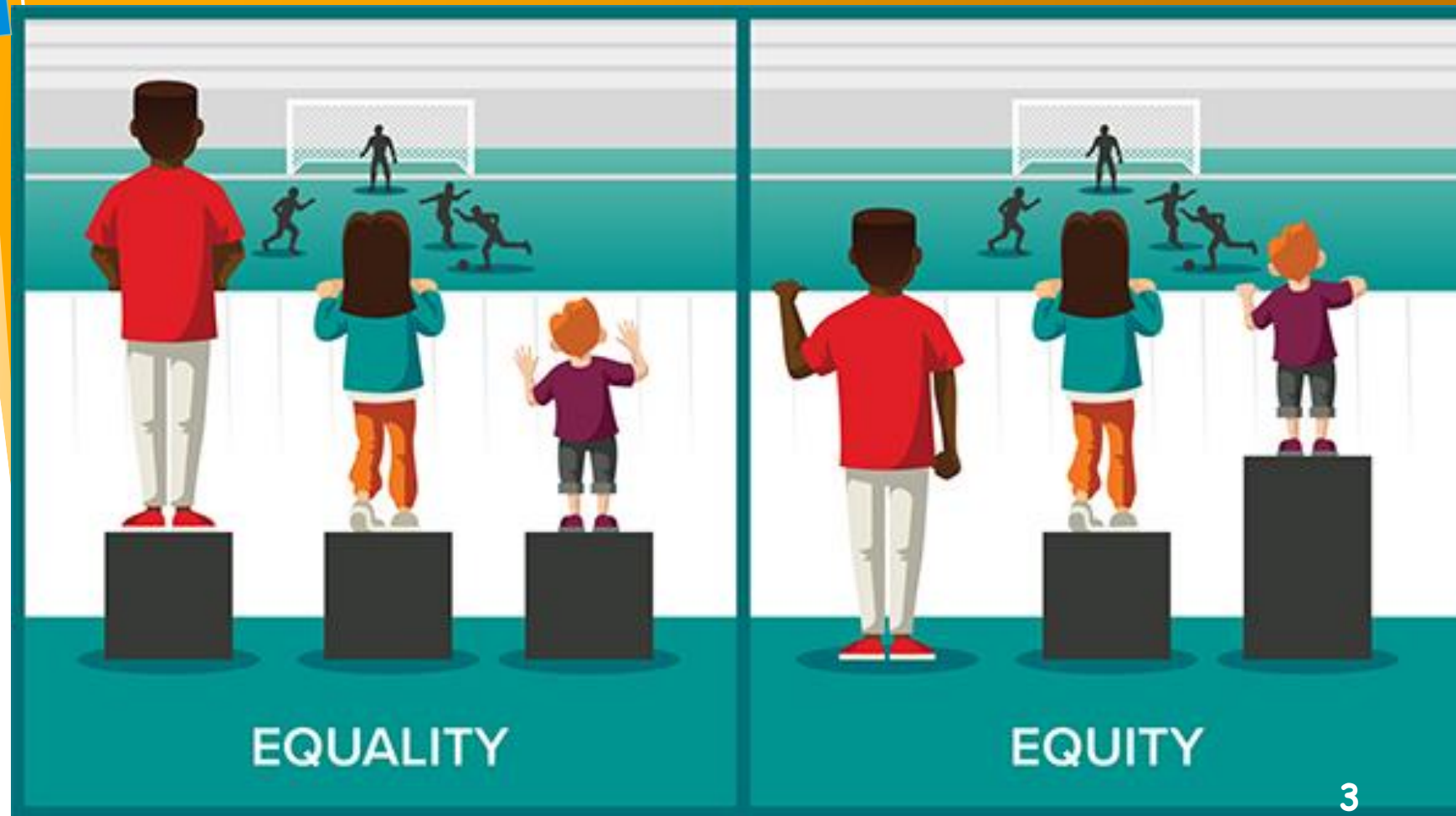


# Big Picture

Within each class, the teacher will plan for the learning intentions for each year group they are teaching.


This is then adapted:

- For the children who need scaffolding/support
- For those who are working at a higher level – by higher order thinking or application task.



Why do mixed classes happen in different year groups at different times?

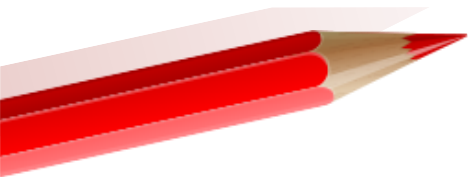





Every year we review the numbers in each year group, as well as the individual needs of pupils in the group, the staffing and the classes we have. We then model different scenarios for the year, and subsequent years, and discuss this with Governors and Oxfordshire County Council. We consider the needs of the year groups alongside the budgetary implications of the different scenarios.

We have to consider the best ways to meet the needs of all of the year groups. There is never one simple answer but a key factor is that we do not prioritise the needs of one year group above the needs of another.

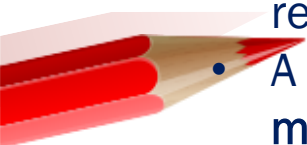
Why are the classes different again?





This is wholly because of fluctuating numbers over time. As each year group has a different amount of children in it, bespoke arrangements must be made to accommodate.


Our staff are experienced and aware of the potential complexities of teaching mixed classes as well as the challenges that could arise if teaching is not effective. However, we work hard to ensure the following benefits are created:

- 
- **Planning and preparation can be shared and approached together across classes** with children in the same year group.
  - Children have a great opportunity to **build independence** in their learning. In this way, children do not always rely on adult support to access a task and become more confident independent learners.
  - A sizable positive is that classes are small, consisting of around 21 children. This **higher than average staff member to pupil ratio** will support every child's development through **bespoke support**.
  - Some children benefit in many ways from the opportunity to become an 'expert' for the younger children, and a positive role model which the younger children often aspire to. However, this is not used as a strategy if it will mean the older child miss out on their own learning opportunities or that the younger children feel inferior to their older classmates.
  - Mixed grouping can **enhance and nurture deeper thinking and problem solving skills** across all subject areas.
  - There can be a **greater sense of co-operation and opportunities** to work with a wider circle of peers and opportunities to build friendships from across different year group.

How will pupil progress be monitored?








Teachers regularly assess pupils, both informally (from day to day) and formally (with tests and other assessments). Where pupils need extra help we work on creative ways to support this through the use of Progress Support Plans. This could be in class or through intervention groups.

Teachers regularly compare books across the team to compare outcomes and develop consistency between different teachers.




Members of the Leadership Team frequently monitor lessons and books; this includes observations of lessons. Where things could be improved, staff are supported in this. Three times a year we hold Pupil Progress Meetings which focus on monitoring assessment information and ensuring that pupils are making the progress we expect based on their previous attainment. Information from these meetings is shared with Governors as part of their monitoring role.

Staff Appraisals are linked to pupils' outcomes, progress over time and progress towards targets.

Governors monitor the progress of pupils termly, as well as over time.

Research based benefits  
to mixed age classes





A study by Simon Veenman titled ‘Cognitive and Noncognitive Effects of Multigrade and Multi-Age Classes: A Best-Evidence Synthesis’ found that there is no empirical evidence that student learning suffered in any way in mixed age classrooms. Children in such classrooms did not learn more or less than students in single age classes. In fact, students in multi age classes scored higher on attitudes towards school, personal adjustment and self-concept than students in single age classes. There was also no tangible difference in progress or attainment for the older or younger groups within the same class.

Radley’s academic attainment and progress overtime is testament to the success of mixed age classes. We are very proud that a high proportion of our children attain significantly above national and local comparisons, not only to attain the expected standard, but go beyond this to achieve greater depth. This represents many years of hard work and dedication from the beginning of Early Years to Year 6.



Any questions?

Thank you for your support!