Changes to KS1 Class Arrangements 2020 - 21

Wednesday 26th February, 2020
David Simpson - Principal

WELCOME
WHY ARE WE MIXING YEARS ONE AND TWO?

• Continuing the two-class model would require 15 classes and 15 teachers
• The budget will not sustain another teacher and we will need to remain at 14
• Currently:

<table>
<thead>
<tr>
<th>F1</th>
<th>F2</th>
<th>F2</th>
<th>Y1</th>
<th>Y1</th>
<th>Y2</th>
<th>Y2</th>
<th>Y3</th>
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<th>Y4</th>
<th>Y4</th>
<th>Y5</th>
<th>Y5</th>
<th>Y6</th>
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</thead>
</table>

• Next year:

| F1 | F2 | F2 | Y 1/2 | Y 1/2 | Y 1/2 | Y3 | Y3 | Y4 | Y4 | Y5 | Y5 | Y6 | Y6 |
Beki Malton – Vice Principal

WHY KS1?

• Majority of learning is focused on understanding across the key stage rather than year-group specific learning
• Extension of current practice in KS1 – Y1 and Y2 teachers have always taken many opportunities for pupils to work as a key stage
• Pupils have recently worked across Foundation Stage together and have less of a ‘Year Group’ mind-set
• KS1 pupils will benefit from many opportunities to develop socially and emotionally as well as academically
How will Year One and Year Two pupils be taught?

• Children develop at different rates
• Teaching will continue to be aimed at individual needs, not simply to their age
• Work will be differentiated and pupils taught using a variety of strategies in the same way they are currently taught
• Each class will have a second staff member to support the learning in the classroom
• Opportunities will be taken to link learning and groupings across the three classes
Helen Hodges – Assistant Principal and KS1 Leader

HOW WILL TEACHERS PLAN AND PROMOTE PROGRESS?

• All three teachers will plan together, sharing excellent practice and exploring opportunities to link learning across the Key Stage
• Support staff will be fully involved in order to support group and individual learning
• Two yearly cycle for curriculum content coverage
• Specific year group teaching for those areas where learning is specifically year group related – eg: phonics and SATS preparation
• Staff are well-informed and experienced in the progression of skills and content across Key Stage One
Dominic Curran – Academy Governor

WILL BEING IN A MIXED CLASS DISADVANTAGE MY CHILD?

• National and local data suggests no evidence that this has a negative impact on pupil progress and performance
• Range of evidence to suggest that pupils benefit at this age from a wider age range
• Wider range of social and emotional opportunities
• Builds on mixed class approach of Foundation Stage
• Learning approaches are not any different from those pupils receive now
• Careful monitoring, planning and communication between staff will ensure no unnecessary repetition of learning
HOW WILL WE CREATE THE CLASSES?

• Three mixed classes across KS1 - equal and consistent
• Range of factors in deciding the class profile

• social and friendship groupings
• emotional development
• stage of learning
• gender and age (balance of class and year group)
• additional needs
Faith Jackson – Parent Governor

STAFFING

• Mrs Hodges
• Miss Bates
• A third fully qualified teacher who will work in full partnership alongside their colleagues

plus a support staff member in each class.
THANK YOU FOR COMING