



Class Split Policy

Introduction:

This policy was the product of whole staff collaboration in consultation with the Board of Management and Parents Association of the Convent Primary School.

Rationale:

In schools which do not have 8 classes (or multiples of 8), it may be necessary to have a mixture of straight classes and split classes. This is in the interest of providing the best education for all students in classes which are smaller in size and offer a better pupil-teacher ratio.

Aims & Objectives of this Policy:

- To provide a framework for the splitting of classes
- To outline the criteria on which children are selected to be placed in mixed or straight classes.
- To set out the supports which may be used to ensure the best learning outcomes for all children in mixed classes.

Framework for the splitting of classes:

At the time of planning the classes for the coming year, the Principal will look at the overall numbers in each year group and the number of teachers available to teach them. He/She will decide how best to organise classes with a view to providing the best educational opportunities for all children.

Criteria for placing children in particular class groups:

If the enrolment size of a class in Junior Infants dictates that a split be necessary, then an initial split, based on the children's date of birth, will be made by the Principal.

As the constitution of individual classes may change over the eight years of Primary School class splits may be introduced to classes which have not been split before, as the need arises. The age criteria will be used for this process.

Classes that have been split will reunite daily to play together on the school yard during break times so they can maintain existing friendships as well as make new friends in the new group. This increases their circle of friends and their abilities to form new friendships.

Other Factors:

Children who have a special learning, behavioural or social needs may be exempted from the above process, as the school will determine the appropriate class for them.

As positive and supportive attitude from parents is a key element in achieving a successful outcome in the new groups. Decision making will lie ultimately with the Principal, who must consider the needs of every child in the class.

The allocation of teachers to straight/mixed classes:

It is the duty of the Principal as per Circular 16/73 to assign teaching duties and this policy does not give any direction on the allocation of classes.

Supports which could be made available to children in split classes:

The Principal, the Class Teacher and Learning Support team will consult on how best to organise the learning support for each class. In some cases, the SET (Special Education Teacher) may work in the classroom with the Class Teacher, in a team-teaching arrangement. It is possible that the SET (Special Education Teacher) may work in the classroom supporting one child or a small group of children, with the Class Teacher doing the main teaching of the lesson. Another arrangement for SET (Special Education Teaching) which may suit the class is for either the Class Teacher or the SET (Special Education Teacher) to withdraw small groups of children. All of these arrangements must be considered on a class by class basis, from year to year.

Review:

This policy will be reviewed in June 2020 or as necessary.

Ratification:

This policy was officially ratified by the Board of Management on 9th May 2018.

Signed: Mr. David Short (Acting Chairperson)

