

# Napier Central School



## NAG 1.4 Curriculum

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### Class Organisation

#### Rationale

A school's primary task is to ensure all children experience successful learning outcomes. In order that this is achieved, the actual placement of pupils into a new class / grouping requires careful consideration of the intellectual, social and emotional development of the child.

#### Purpose

To ensure:

- All pupils are placed in class or other grouping, which will not disadvantage them in their access to successful learning outcomes.
- To consider prior to placement, academic records, pupil temperament, social adjustment and close peer associates.
- Children with special needs, physical / remedial and who are mainstreamed, are placed in appropriate level classes, moving through the school with their peers.
- That these children are not retained in the same class for more than the normal year, unless there are exceptional circumstances.

#### Guidelines

1. The Board of Trustees recognises that placement of pupils is the professional task of the Principal in consultation with the senior management team and teaching staff.
2. The Principal may consult with the Board or other groups concerning matters of equity if the Principal deems this appropriate.
3. The Principal and staff are guided by Charter requirements, goals and objectives, in ensuring no individual, pupils or groups, are disadvantaged or discriminated against.
4. The school promotion policy will guide the placement of the pupils into respective classes.
5. The Team Leaders, in consultation with the principal and the teachers of various class levels at that time, will prepare preliminary class lists at the end of each year after collating individual pupil data. Preliminary class lists will be discussed with staff who may be able to make positive suggestions in pupils' interests.
6. If there are any concerns or queries regarding pupil placement, the Principal will arrange an interview with the parents. The Syndicate/Team leader or Associate Principal may be requested to attend and contribute their knowledge of a pupil at such a meeting.
7. Pupils with special needs will, nearing the end of Term 4, have an Individual Education Plan, (I.E.P.) established for them by the professionals involved. Those involved in establishing an I.E.P. would be the child's parents, present and future class teacher, syndicate leader, Principal, possibly a member of S.E.S. and if appropriate the involved Itinerant Teacher.
8. Our school's intention is to implement child-centred learning, where the teacher is the facilitator in the promotion of learning.
9. All class groups will be of mixed ability.

10. Retention of pupils at the same class level will only occur after careful professional consideration and consultation with parents.

**Conclusion**

All children are given the best possible opportunity to learn and experience successful outcomes.

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