

# Mixed Aged Classes



**Naphill and  
Walters Ash School**

# Why?

Pupil numbers falling;

- Birth rate is falling in certain areas of Bucks
- Knock on effect is that children who used to come here from schools in H. Wycombe as they couldn't get in as full, can now go to those schools
- Therefore the number of out of area children is falling
- Sale of military housing on Woodcock
- ONS data shows that the birth rate not set to rise



# Data

Projected Reception Intake													
				Yr of birth	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Projection Tool					Actual Numbers					Projected Numbers			
					Yr 5 2017-18	Yr 4 2018-19	Yr 3 2019-20	Yr 2 2020-21	Yr 1 2021-22	Yr R 2022-23	New Yr R 2023-24	2024-25	
Births in Catchment (relevant to school year)					63	50	38	41	49	33	27	50	
Birth to Reception Pupils Production Rate					79%	104%	89%	100%	104%	98%	98%	98%	
Total Reception Pupils					46	57	47	38	45	36	32	47	



# What has the school done so far and why?

- Changed the PAN (Pupil Admission Number)
- From September 2023 our admissions number will be 45.
- Changed the school Operational Number for Yrs 1,2,3 in preparation for mixed aged classes – this means the maximum number of pupils is 45.
- At the FGB Nov 22 formally agreed that mixed aged classes would be in Yr1/2 from Sept 23.
- I have presented various staffing structures to the Governors
- We have carefully managed the budget so that we haven't had to mix until now

Is it budget driven?

- Yes it is – we could keep things the same but ultimately we would have no money to spend on any resources/support staff and would end up in huge debt



## Why Yr1/2?

- I do not want to mix across FS and Yr 1, two different curricula.
- For similar reasons I do not want Yr2/3 mixed – different Key Stages
- It makes sense to move from the bottom up so our curriculum plans move up with the children



## Prospective Numbers

Yr grp	22/23	23/24	24/25	25/26
R	41	41	45	45
1	36	42	41	45
2	43	36	42	41
3	43	41	36	42
4	51	41	41	36
5	47	51	41	41
6	58	45	51	41

This is assuming we do get 45 children in Reception in September and the following September

2023/24	2024/25	2025/26	2026/27
Yr R x 2	Yr R x 2	Yr R x 2	Yr R x 2
Yr 1/2 - 3 classes	Yr 1/2 - 3 classes	Yr 1/2 - 3 classes	Yr 1/2 - 3 classes
Yr 3 – 2 classes	Yr 3/4 - 3 classes	Yr 3/4 - 3 classes	Yr 3/4 - 3 classes
Yr 4 - 2 classes	Yr 5 – 2 classes	Yr 5 – 2 classes	Yr5/6 – 3 classes
Yr 5 - 2 classes	Yr 6 – 2 classes	Yr 6 – 2 classes	
Yr 6 – 2 classes			



# KS1 Sept 23

- Three classes, each class has a mix of Yr 1 and Yr 2.
- Based on current numbers approx. 27 per class.
- We take into account the normal factors – gender/ability/forces and friendships.
- They will follow a weekly timetable similar to now – 1 hour of English and Maths and 30 minutes of phonics each day
- Afternoons the all other subjects including Outdoor Learning and 2 hours of PE each week



# Organising Topics

- Existing Key Stage 1 topics have been reviewed and mapped out into a two year rolling programme.
- All the National Curriculum objectives are covered with many opportunities to build on prior learning and consolidate tricky concepts.
- Enrichment opportunities have been carefully planned to enhance the children's learning experience.





# Organising Topics

Year A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u><b>Incredible Castles</b></u> Visit to Windsor Castle Rumpelstiltskin Recount of our trip	<u><b>Amazing Africa</b></u> African drumming Anansi and the Turtle Animal poems Adopt a wild animal	<u><b>Frozen Planet</b></u> Northern Lights Art The Way Home For Wolf Non-Chronological report	<u><b>The Great of London</b></u> Fire engine visit The Pied Piper of Hamelin Fire poem Diary writing	<u><b>Marvellous maps</b></u> Local walk to explore our local area Hansel and Gretel Instruction writing (Road safety)	<u><b>Superhuman</b></u> Wheel power visit Traction Man Recount - Report Poems
Year B					
<u><b>Out and About</b></u> Visit to Bekonscot The Three Little Pigs Recount of our trip Poems - homes	<u><b>Brilliant Britain</b></u> Visit to the woods One Snowy Night British Mammals Animal fact files	<u><b>Off we go!</b></u> Weather Forecasts Lost and Found Weather poems Non Chronological report - transport	<u><b>Food Glorious Food!</b></u> Making soup Stone Soup Instruction writing (how to make soup)	<u><b>What a Wonderful World!</b></u> Planting beans Jack and the Beanstalk Poems Explanation text - how do plants grow?	<u><b>Sail Away!</b></u> RNLI visit The Lighthouse Keeper's Lunch Recount - Report

Key

Topic names

Enrichment

Pie Corbett story

Non-fiction task



# Teaching the Curriculum

## Foundation Subjects

National curriculum is organised into two year 'phases' Key Stage 1 (Yrs 1 and 2), lower Key Stage 2 (Yrs 3 and 4)

- Two year cycle of topics - no specific order is set out e.g. history and art
- Many objectives will be covered in both Year A and Year B
- We need to ensure all the knowledge and skills are taught by the end of KS1

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# Core Subjects – English, Maths and Science

- There will be four teachers for English and maths; three class teachers and the fourth will be the SENDCo/HT
- The 3 main class teachers will plan the English and Maths work
- The work will then be delivered in classes and to the fourth group.
- In classes now due to the wide range in ability the teachers are used to teaching these subjects to pupils who are working at levels above and below the expected standard
- There are children in Yr 2 who are still consolidating Yr 1 number work and children in yr 1 who can access Yr 2 number work



# Maths

- Maths – Teachers will continue to use White Rose to support planning.
- White Rose uses a mastery approach which means we aim to ensure that all pupils have mastered key concepts before moving on to the next topic.
- White Rose has a spiral curriculum which means previous skills are revisited before building upon them further e.g. Place value – Children in year 1 will know that there are 3 tens and 2 ones in the number 32 which is also  $30 + 2 = 32$  where as Year 2 will flexibly partition e.g.  $20 + 12 = 32$ .
- We initially focus on fluency, which is their understanding of the four main operations and then applying this knowledge to reasoning and problem solving.



# Maths

## Year 1 and 2 Maths overview in-line with White Rose

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Autumn	Number Place value to 20/50			Number Addition and Subtraction					Geometry Shape			Consolidate and assess
Spring	Number Multiplication and division			Measurement Money		Number Place Value to 50/100		Number Fractions			Measurement Length and height	Consolidate and assess
Summer	Measurement Time		Number Addition and subtraction		Measurement Mass, capacity and temperature		Geometry Position and direction	Number Place value 100		Number Multiplication and division/statistics		Consolidate and assess



# FAQs — hopefully already answered some?

- **How will two year groups be taught alongside each other in one classroom?**
- All children develop at different rates. It isn't automatic that the oldest child in a class will achieve better than the youngest child. Children will be taught to their individual academic needs and not simply to their age.
- In the majority of lessons, the children will start the session together on the carpet with the teacher targeting questions at individuals or groups of children at an appropriate level. Children will then be provided with appropriate activities to consolidate or practise what they have been taught.
- The class teacher and teaching assistants will work with each ability group throughout the week.
- In line with current practise, there will be occasions when groups of children will be taught in smaller groups outside the classroom.



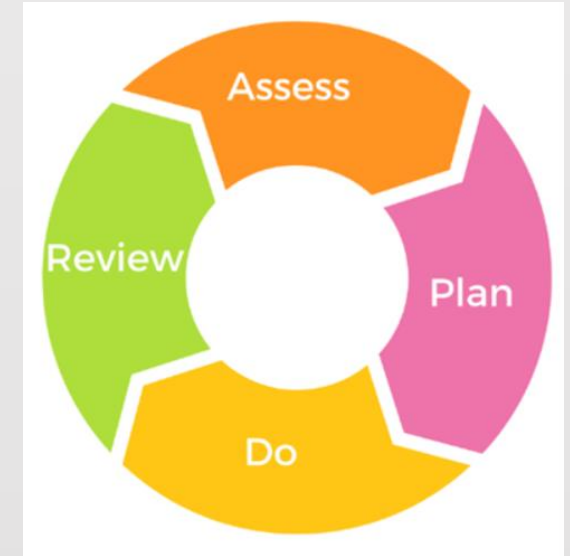
# FAQs

- **How will we ensure the highest academic expectations for all children?**

The teachers have to have high expectations for all. Even now, we look at how the use and application of knowledge can be widened. Reflected on plans and work in books.

A mixed age classroom means that the children will have greater flexibility to learn with children of their own abilities. Children who find aspects of the curriculum more challenging will be supported in the same way they have been in single year classes.

Children working above the expected standard will be provided with work and opportunities which both deepens their understanding and moves them on to explore new concepts.





# FAQ

## **How will we ensure that Year 1 children cope with the transition into a more formal classroom environment?**

The EYFS and Year 1/2 teachers will work closely together to ensure that EYFS children are well prepared for the routines and expectation of a KS1 classroom. (Which they already do)

Transition activities between EYFS and KS1 will take place as usual

Shared access to EYFS courtyard in the Autumn Term

KS1 shared area to provide continuous provision activities in line with EYFS

Over the next few weeks, children in the EYFS will be provided with increased opportunity to work independently at a table.

In our planning, we cover a variety of learning styles and provide practical learning opportunities for all.

During first few weeks of Year 1 they will be expected independently or in a group for a short period in each session before being provided with less formal activities which will move their learning on in the same way they have been used to in EYFS.





# Questions Sent In

- What is the PAN for this September?
- What is PAN for following year?
- Have you reduced PAN to prevent this happening year on year to prevent a waiting list?

Pan for Sept 2023 is 45.

Will stay at 45 for foreseeable future until we see birth rates rise significantly or for other reasons asked to change by Bucks.

So yes reduced for foreseeable future— once changed it takes nearly 18 months to change, consultation time, etc.

School changed Operational Number as said at beginning to ensure classes could move in this direction and have not had to go over.



- Have indicated class sizes of thirty which as parents is undesirable.
- Will there be a TA per class? What will staff/pupil ratio be?
- Will there be capacity to do targeted interventions?

30 is the legal size for KS1 classes – current Yr 6 and previous years all in classes of 30.

Current numbers are about 26 per class. But yes could go to thirty.

TAs will be in class supporting ( although there will be a fourth teacher) and most probably at least two across three classes in afternoons – this is also similar to now.

Interventions will still take place. As always, these will be monitored closely and adapted to meet the needs of the children.

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Yr 5 - 2 classes	Yr 6 – 2 classes	Yr 6 – 2 classes	
Yr 6 – 2 classes			



- Can you ensure the groups will be mixed ability so there will be no 'sink' groups or groups where behaviour is a detriment to the children's education?
- Will the difference in ages be taken into account?
- Will SEND pupils be divided?

Yes – said mixed ability.

There is nothing to be gained by having a 'sink' group. Children learn from each other.

Some children with challenging behaviour are very bright, some SEND children behave beautifully.

Some August birthdays very mature, some September birthdays are not. We may look at ages but will not be over riding factor. Would not put all August Yr R in one class.



- **How am I deciding on appropriate staff?**
- **How much contact time with class teacher?**
- **What support staff will be allocated?**

Staff will be the ones I know can teach KS1. All KS1 staff are qualified to teach both Yr 1 and 2. In fact they can teach and have to know they could teach anywhere in a primary school. Our staff have taught both year groups (and others).

With class teacher for most of week.

The fourth teacher will not take same children every week – class teachers will plan together as they do now; then decide from plans, concepts being covered which group will work with fourth teacher that week.

Support staff will be allocated when needs of whole school clear – as of now EHCP children have to be supported



- **How are you supporting staff and ensuring parents that the best CPD is accessed to ensure staff have the knowledge and skills to teach the year group?**
- **How do they know how to accurately assess and give feedback appropriately?**
- **How do I quality assure staff as the {children} are going to be taught by them for two years?**
- **What procedures are in place to ensure that data being recorded is accurate to secure progress is being made before reaching new year?**

Staff access CPD through key identified areas. This will be an area we will seek to find good practice in other schools and go and visit.

Assessing is no different in Yr 1 to Yr2. We use NFER assessments, bench marking, phonics assessments, in class assessments and will continue to do so.

As a school we formally assess twice a year using NFER, for reading comprehension and maths. We have half termly writing assessment points. Other things such as benchmarking, phonics is half termly.

I know they do this, and will continue to know, by lesson observations and these are carried out by all staff. We carry out monitoring of work in books and staff get feedback.

I do not know if the children in Yr 1 will have same teacher in Yr 2 – we currently do not this as a matter of regular practice.



- **How often will new plan for curriculum be reviewed?**

We review our curriculum most years.

Part of the role of the teachers who are all subject leaders.

Reviewing the curriculum is key part of School Development – but we have to cover the National Curriculum.



- **Do mixed aged classes impede the development of soft skills such as empathy due to the wider age gaps?**

My question back is why would it impede empathy?

No research suggests anything soft skill wise would be impeded.

Research has shown that children in mixed-age classrooms have increased social and emotional understanding, engage in both collaborative and independent learning with greater ease. They have more positive peer interactions than their counterparts in single year classrooms.

