

Classroom Teachers and Teaching Assistants 2016/17

Nursery

Teacher - Mrs Rood

Teaching Assistants – Mrs Green, Mrs Adeniran, Mrs Volante

Reception

Teachers – Mrs Booth, Mrs Ekoku, Miss Dixon

Teaching Assistants – Mrs Densmore, Mrs Riley, Miss Parsons

Year 1

Teachers – Mrs Chadwick, Mrs Cook, Miss Brown

Teaching Assistants – Mrs Daly, Mrs Cornwell

Year 2

Teachers – Miss Robinson, Mrs Chiocchi

Teaching Assistant – Mrs Davies

Year 2/Year 3

Teacher – Mr Fillis

Teaching Assistant – Mrs Booth

Year 3

Teachers – Miss Charnock, Mr Sanders

Teaching Assistants – Mrs Parry

Year 4

Teachers – Mr Houghton, Mrs Rotherham

Teaching Assistant – Ms Henry

Year 4/Year 5

Teacher – Mr Palmer

Teaching Assistant – Mrs Winstanley

Year 5

Teachers – Mr Hodgson, Miss Williams

Teaching Assistants – Mrs Parkinson

Year 6

Teachers – Miss Hughes, Mr McGorian, Miss Booth

Teaching Assistants – Mrs Wilson, Mrs Aspinall

Questions about next year's classes

If my child is in a mixed/same year class in September will they remain in this class until they leave or will it be changed every year?

It is our aim to provide as much stability in classes as possible for our children as we introduce our mixed age classes this year. Towards the end of the school year classes will be reviewed to ensure that they provide the best groups possible for every child's social, emotional and learning needs. With this information there may

be some change but this will be minimal and always ensure that any change is a positive move for each and every child to meet their needs.

How are you going to decide which children are going to be mixed?

As discussed in my letter sent out 6th May, there is no one rule to fit all children with this decision process. Teachers now know which year groups they will be in next year and are starting to meet to discuss each individual child in their current class. These meetings and discussions will be used by teachers and me to decide on the best groupings for each child in 2016/17. We will look at a child's social and emotional needs (for example, their current friendship groups and any particular special needs a child may have) and also their academic needs to ensure the best mix possible in each class of children to allow each child to learn and flourish. Once these decisions are made, information will be sent out to parents later in the summer term with their child's designated class.

How is the teacher going to deliver two different curriculums for different years?

Maths and English objectives will be differentiated in each mixed age class to ensure that the children are accessing the expectations relevant to them and their school year. Other subjects such as History, Geography and Art (referred to as the Foundation Subjects) will be delivered on a two year cycle to ensure full coverage of the skills and topics in our curriculum.

If my child is in a mixed class do they only get half the time with a teacher and left with teaching assistants for the rest? (The Teaching Assistants in this are great nothing against them.)

As you will be able to see, classes of mixed age have a Teaching Assistant assigned to that class full time. This is to support the changes to the new classes structure and give extra support if and where needed to that mixed year group. Classes that are not mixed age will share a Teaching Assistant with their matching year group. We currently have, generally, one Teaching Assistant supporting three classes. As a result of the new structure, this will mean that the children will have increased support for their learning. Teaching Assistants are there to support the class as we currently do now, and the Class Teacher is responsible for assigning them to work with groups of children and/or individuals to support every child's learning in the best possible way.

What do you think the changes will do for social skills to children who are in mixed classes?

My experience of mixed age classes is a positive one, particularly in developing social skills. Where a child is born in the summer months, they often have more in common with children in the year group below than they do with children in their year group born in the autumn term. The children already mix well across school with work such as Reading Buddies and this will provide opportunities for children to build relationships with children who are older or younger than they are. As discussed in a previous question, part of our decision making process in assigning children to classes will be based on a child's social and emotional needs.

How many children will be in a class from September?

Class sizes will vary across year groups and those classes in Reception, Year 1 and Year 2 will not exceed 30 to ensure we meet the statutory Infant Class Size Limit of 30. Some classes in Key Stage 2 will be 32 to 33 children, others will be 30 children or less.

How is it going to be decided which teacher teaches which children?

I have recently discussed the assigning of teachers to their classes and this information is above. There are many factors in deciding which year group a teacher has and is something that will take into account a teacher's personal aspirations, skills and motivations to work with a particular year group. These decisions are made by the Headteacher and will usually involve a discussion with a teacher who is moving year groups.

How many teaching assistants to each class?

This is discussed above in a previous question and can be seen in the class staffing structure at the start of this message to parents. To reiterate, with the new structure of classes your child will actually be accessing more adult support with their learning than our current provision.

How will the class be set up with two different work streams going on?

This is discussed above with regards the question around the delivery of the curriculum in mixed age classes.

Why has this been left two months before the end of the school year – why was there no consultation period for parents?

Unfortunately, these changes are necessary due to the lower pupil numbers in certain year groups and the impact this has on maintaining the current staffing levels. The staffing review and restructure process we have had to undertake is guided by tight procedures for school and the Local Authority. They involve Governors, staff, the Local Authority and Trade Unions in ensuring these procedures are adhered to. As discussed in my letter sent out to all parents 6th May, these changes are as a result of a need to review staffing in consultation with staff members and associated trade unions – something which we are in the process of completing currently. The changes have been brought about by significantly lower pupil numbers in certain groups than the school is staffed for. As a school we have attempted to continue with the current structure for a number of years; however, to ensure the school can deliver an effective service in the foreseeable future we have had to take these measures. This is not a change that the Governors and I have taken lightly and is in response to these significantly lower pupil numbers in some year groups. By doing this we are able to manage class sizes more effectively and deliver the quality learning experience for our pupils that you have come to expect from our school. As mentioned, the restructure process is one which we are coming to the conclusion of and can now focus on the allocation of children to classes as the next stage in the process.