Martley C.E. Primary School

Mixed Age Policy

Document Full Name	Policy for Transition Between Year Groups in Mixed Year Group Classes 2026-2027
Developer/Developer's Role	Michelle Gunston Head of School
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Approval Responsibility	Local Governing Board
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Next Review Date	November 2027

Our Christian Values

Our Core Christian values are the 5Cs - **Commitment, Creativity, Compassion, Co-operation and Courage**. They permeate our curriculum and are taught through our collective worship, within our curriculum and as part of our personal development programme.

Our vision is that everyone will know that they are loved by God. We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents, through embracing our diverse world.

'Every good action and every perfect gift is from God. These good gifts come down from the creator of the sun, moon and stars. God does not change like their shifting shadows'.
James 1:17
International Children's Bible

We also support and follow the vision of the Elements Diocesan Learning Trust,

of which we are a member school:

'Flourishing together, in the love of God'

We believe every child, every colleague and every school should be supported to flourish academically, spiritually and personally. Rooted in Christian values, we work together to provide

exceptional education, nurture wellbeing and create opportunities that enable all to live life in all its fullness.

John 10:10

To Love, To Learn, To Serve Through Collaboration, Honesty and Hope

Equality and Diversity Statement

At Martley CE Primary School and Pre-School, we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.
In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

Mixed-age teaching is when two or more year groups are combined to create one class of children. This is especially common in small, rural schools, where the pupil intake numbers are less than the usual class size of 30. At Martley, we have 5 classes to accommodate 7 year groups of pupils from Reception to Year 6.

Classroom/Year Group Arrangement for 2026 - 2027

Holly Class: Reception (EYFS) and Year 1

Maple Class: Year 1 and Year 2

Willow Class: Year 3 and Year 4

Rowan Class: Year 4 and Year 5

Oak Class: Year 5 and Year 6

Martley has a pupil admission number (PAN) of 20 and the maximum on roll is 140.

Whole School Approach

The school strives to ensure that all children in a particular year group maintain their group identity. Opportunities will be created for all children in the year group to work together, sit together at dinner time and play together. School holds a transition morning in July for the children to meet their new teachers and spend time preparing them for the changes that will happen each September.

All teachers are responsible for the individual development of every child in their class. At Martley, there is often a wide range of needs within each class and year group and the teachers are proficient at adapting the curriculum to meet the pupils' individual needs using universal adaptations and the strategies outlined on the 'Martley Inclusion Compass' across the curriculum.

In mixed year group classes, the teachers take the objectives and plan a programme of study to teach these objectives effectively across the ability range of the class. At times, pupils will work on the same tasks but at different levels of ability and at other times the pupils will do completely different work, specific to their needs within that area of learning. At all times, the teacher is committed to understanding each individual child's abilities, planning and evaluating accordingly in terms of the differentiated outcomes of the tasks planned.

Will my child be held back if she/he is placed in a mixed age or split year group class?

The ways in which learning and teaching are organised in primary schools means that work is tailored to the needs and current achievement levels of individual pupils. The staff at Martley are experienced at planning and delivering work to match the needs of mixed-age learning. They provide challenge and support for those needing it, whichever year group they are currently in. Furthermore, the school plans the educational experiences for pupils in all classes in ways which ensure good progression and continuity, whichever year group or class they are in.

Maths is currently taught in single year groups across the school as the objectives for each year group differ, therefore children move classes for these lessons. English is taught in single year groups in EYFS and Key Stage 1 because the National Curriculum expectations for English differ significantly between Reception, Year 1 and Year 2. Teaching children within their year group ensures that learning objectives, texts and outcomes are closely aligned with age-related expectations, whilst ensuring all pupils are appropriately challenged and supported. It also provides the children with invaluable daily opportunities to work alongside their cohort.

Criteria for Class Allocation

For mixed-age classes, age is the prime and overriding criterion for arranging classes at Martley. Wherever possible, this will be followed by a requirement to spend a minimum of one year in each class. Gender is also considered to ensure an appropriate balance across classes; identified Special Educational Need including those children in EYFS not meeting their Early Learning Goals; twins will also be considered on an individual circumstance basis, in consultation with parents and appropriate professionals.

The following criteria will not be considered:

- achievement/ability
- behaviour (unless an identified SEN)
- friendship groups

Exceptions

The school retains the right to make exceptions if there is clear evidence that a child's needs can be more effectively catered for in a specific classroom. All these factors will be taken into consideration by the Head of School and class teachers when planning classes for the next academic year. However, it is the Head of School who makes the final decision, based on their professional judgement of where the child will best flourish in their personal, social and academic achievements.