



11.06.2019

Dear Parents and Carers,

I am writing to you to further explain the process we are undertaking in the creation of the classes for next year.

The process is the same for all children. If, after discussing your child with the class teacher and myself you feel we have not applied this **process** fairly you may complain to the Chair of the Local School Committee, Mr Chris Galloway. His email address is c.galloway@alumnismat.org. He will investigate the process that we undertook in allocating your child to the class and report back to you. He cannot ask to change the class your child is allocated to based on any representation other than the process not being followed. He also will not be able to move your child into a class if there are other children whose needs would put them into that class before your child. He is also unable to challenge the professional assessment of learning that the teacher has made.

Firstly, at this stage we have not finally decided on the class your child will be in yet.

The process: As I have explained, I have asked the teachers to look at the educational and developmental needs of the child, in our setting - we cannot use information you tell us about your child in other settings, although we will listen to your information. In Reception we look at the 'characteristics of learning'. Your child was assessed at the beginning of the year and has been continually assessed throughout the year under this criteria. This assessment leads to a judgement made by the teacher at the end of the year. If your child has achieved as expected in the 12 areas of learning they will get a 'GLD' - a good level of development. This is the criteria that we will use to decide on the children who, in our professional judgement, will suit each setting the best and get the most out of each class. In total there are 17 areas that we assess and all children have areas of strength and weakness within these areas. Our process is to examine these areas and draw from them the factors which decide the placement in the classes. We have talked this process through with our CEO (who is not part of the decision process) and she is in agreement that it is fair.

To ensure that we get this right we are giving the children and teachers a chance to work together over the coming new Reception class transition days. All children may be in both classes during the transition sessions, at some point. This does not reflect our class placement.

We will not be having a parent group meeting as there are no options available other than making this change. Unfortunately, we have to create two classes. We have offered meetings with the teachers and myself. In the meeting with myself I will explain the process and listen to your concerns but we cannot make special cases for individual children. All must have the same process applied fairly.

There is, however, one choice I can offer to parents. If this situation was occurring in my child's school I would ask that she be placed in the R/1 class. This is because my preference for child development is to prioritise experiential play based learning for as long as possible. Most parents see their child not being in the Y1/2 class as not being good - however, I value the learning approach that children have experience of in continuous provision more. As most issues as about moving children up to the Y1/2 class I am able to listen to parents who may value their child having a different experience - with the same skills and knowledge being taught over the year. Please speak to the class teacher if you are one of these parents.

Thank you for your consideration. We are sorry that we cannot make everyone happy with the situation - but we are trying very hard to reassure you. We have great teachers who are continually working very hard for your children and who will meet the learning needs of your child regardless of which classroom they are in.



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