



## Policy on Regrouping Classes

This Policy outlines the framework for the regrouping of classes.

### Introduction

In planning the Class Groups at all class levels each year, an ongoing, professional consultation process takes place among the teaching staff of Guardian Angels' N.S. The teachers review the progress of their classes and how well the pupils' learning, skill development, and participation in individual and group activities are going.

Each teacher provides opportunities for the pupils to foster personal development, acquire a range of communication skills and how to develop and sustain relationships. The teachers help the pupils to learn about and actively participate in the various learning communities and teams to which they belong. Children are enabled to see themselves as part of various social groups in the classroom and school environment. Our teaching staff engage in continuous collaboration and consultation regarding the education, skill development and progress of the pupils in their classes. Our staff are committed, skilful and agentic professionals who share an understanding of the many positive features of education in our school.

As children interact and engage with the social world of school, they need to be able to navigate a wide variety of contexts and situations, not only in early childhood but as they mature into young adolescents. Our teachers and the primary curriculum build on and further develop children's early learning experiences to equip children with the skills, concepts, dispositions and values which enable them to deal with a range of situations, challenges and contexts. This helps children become positive and engaged in their learning.

## Rationale

In the interest of providing the best education for all students, it is appropriate to regroup and combine class groups to maintain a balance that allows children to communicate, participate, set personal and collaborative goals, solve problems, manage interactions with others and maximise the learning outcomes for pupils.

The children in Junior Infants have been fortunate to access the multiple benefits of a smaller class during their first year of primary school.

## Aims and Objectives of this Policy

- To provide a framework for the regrouping of classes.
- To outline the criteria on which children are selected to be placed in class groups.

## Framework for the Regrouping of Classes

Each year, the following regrouping of classes will take place:

**Classes will be regrouped on completion of Junior Infants.**

**Classes will be regrouped on completion of Second Class.**

**Classes will be regrouped on completion of Fourth Class.**

As referenced above, at the time of planning the classes for the coming year, the Principal, in consultation with the teaching staff, will look at the overall progress of classes and balance in each year group. The number of pupils in a year group, distribution of boys/girls, emotional, social, behavioural, and additional needs may have changed during a school year. These changes may be impacting children's ability to listen, attend, participate and learn in class. This review of pupil progress will inform all planning and consultation meetings. The Principal will decide in consultation with the teachers how best to organise classes with a view to providing the best educational opportunities and outcomes for all children. This is an ongoing process.

## Criteria for placing children in particular class groups

We group the children in such a way as to maximise the learning outcomes for *each class*. When dividing a class into groups to be placed in separate classes, there are certain criteria to be taken into consideration:

- The dynamics of the class must be considered. Emotional, behavioural, social factors and additional needs which affect the dynamic of the new class group should be taken into consideration when forming new groupings.
- It is considered best to form mixed-ability groups
- Distribution of boys/girls in classes
- The number of pupils in a class group may change during the school year.

The teachers of each class to be regrouped are consulted on the above issues, and much work goes into the preparatory stage of the arrangement, beginning in March of the previous year.

For confidentiality and to protect the privacy and dignity of each child, no discussions around these criteria will be entered into by the school body. It will not be possible to go into detail on this point, as it might cause an individual pupil or group of pupils to be identified.

The SPHE programme contributes significantly to interpersonal development by helping pupils to acquire a range of communication skills to understand the ways that they can create and maintain positive and respectful relationships. In school, the pupils learn how to develop and sustain relationships based on individual and group rights and responsibilities. Transitions happen as part of a daily or weekly routine. Teachers plan experiences that enable children to continue to progress in a variety of learning communities or teams.

A positive and supportive attitude from parents/guardians is a key element in achieving a successful outcome in the new groups. **The process of forming new friendships is a key life skill which is important to develop.**

The school will let the parents/guardians and pupils know their new class groups in mid-June, preceding the new school year. This will allow them time to continue the process of enjoying new groups and school community activities and to develop new friendships.

#### **Enrolment of new children into regrouped classes**

Due regard must be given to the school's enrolment policy and the terms of Section 29 of the Education Act.

#### **The allocation of teachers to mixed classes**

It is the duty of the Principal, as per Circular 16/73, to assign teaching duties.

## **Ratified by the Board of Management**

**Chairperson:** Vincent Hargaden

Date: 12/01/2026

**Original signed copy available in the School Office**