



Frequently Asked Questions

Is the school still running with a 20 class structure?

The school will continue to run with a 20 class structure.

Why do we need to change classes this year?

We need to change classes because the school now has a composite class as part of our overall class structure. The reason we have a composite class is due to the fact that in session 21/22 there were only two p7 classes which meant that the school could run with a straight class model up until then.

The number of children moving in to the school in session 22/23 and moving out of the school that year meant that Lenzie Meadow had to introduce a composite at a stage in order to accommodate all children on the school roll. In session 22/23, the composite was at P2/3 and this session the composite is at P3/4. With the pupil numbers we have on the school roll at present, the school will continue to have a composite class in the school's overall class structure for session 24-25.

The school has also historically changed classes at p1 and p4 because children move from early in to first level. This is in the children's best interests and allows for a 'working group' model.

What does this change look like for 24-25?

Moving this year's composite back to straight classes (because the children have already been in a composite) and making a new composite for session 24-25 sees the following need for change. This is also known as re-classifying.

P1 moving to p2 - this stage will change because children are moving from early in to first level. It is in the children's interests to be in working groups and this is outlined in the Class Rationale.

P2 moving in to p3 - some of those children will form the p3 of the p3/4 composite for session 24-25 and the remaining p2s then make up the two straight p3s that sit at either side of the composite.

P3 moving in to p4 - some of those children will need to be the p4 group of the p3/4 for session 24-25 and the remaining p3s then make up the two straight p4s that sit at the other side of the composite.

P4 moving in to P5 - this year because some of these children were in the composite p3/4 for session 23-24 and the current p4s now go back to 3 straight p5s.

P5 moving in to P6 and P6 moving in to p7 will not change for session 24-25.

Will classes be changed for the sake of change?

Classes will not be changed for the sake of change. The need for change is dictated by numbers moving in and out of the school. Moving forward, change may also be considered if a year group's class structure is not best meeting the needs of all learners. Class structures will be reviewed annually and families will be notified in advance if there are to be changes to their child's class. Moving forward, the restructuring of classes will be based on the Class Rationale.

Why are so many classes being changed?

The addition of the composite class to the 20 class structure has caused the need for re-organisation of classes. Year on year having the composite class has impacted on stages because the classes who are in the composite one year need to go back to straight classes the following year, and the classes moving in the composite for the coming year need to be

reduced from 6 classes to 5 classes. Many schools have composite classes and classes change on a year on year basis. This is not unique to Lenzie Meadow Primary and re-organising classes is common place across EDC primaries.

Do we need to have a composite class in our structure?

Yes, we need to have a composite class due to the number of pupils on our current school roll.

What is the absolute maximum size for class stages?

We can have 25 pupils in P1, 30 pupils in P2 and P3 and 33 pupils in P4-P7.

How will classes be made up?

Careful consideration is given to ensuring that a range of learning and teaching approaches and opportunities are in place, in order that children can work with a range of other children and adults to support their learning.

In the formation of new classes, full account will be taken of overall numbers of children in the school and at each stage, gender balance, children's additional support needs and existing successful work groupings (namely literacy and numeracy) along with the additional information noted above.

Identifying groups of children who are of similar ability within their stage and who the teacher feels will work well together allows best value use of teacher input and equity for all.

In light of Lenzie Meadow having multiple classes at each stage it is important to note that this is not a 'setting' model across a year group, instead each class in the school will have a maximum of three working groups.

In all classes the membership of teaching groups may change during the course of a school session as a class teacher, using professional judgement, responds to pupil needs and progress over time.

Will my child have a friend in their class?

Children have shared who they identify as friends and as good learning partners as part of a piece of work recently done in the school. Please be assured that staff know our children and young people very well and always consider social dynamics as part of classification.

Why is the composite for session 24-25 remaining at p3/4 stage?

For two reasons. Firstly, we have a little more flexibility with our numbers down the school in regard to class size. Secondly, keeping the composite at this stage this coming year means that the children in the composite class are still on the same break and lunch times as their peers in the straight p3 and straight p4 classes, allowing flexibility to play with year group friends.

Is there a risk that the older group in a composite class will become disengaged and held back by lower level content?

No. All children will work at an appropriate level and be challenged at where they are in their learning.

In a composite class will both year groups do the same topic at the same time?

Yes, however the pupils will be working on the benchmarks appropriate to their level with appropriate differentiation provided. This is also how a teacher will differentiate (meet learner's needs) in a straight class.

How will children with ASN be supported through this transition?

Children with ASN needs will have enhanced transition with their new class teacher in June and this will be planned in advance.

How and when will the children be told of the changes?

Once the staff have been allocated a class, families and pupils will be informed. In the meantime, current class teachers will make children aware of the need for change in the coming weeks and this will also be shared at coming assemblies. The specifics of class membership will be shared with your child towards the end of term (who will be in their class). Due to GDPR you will only be informed of which class your child will be in and who their teacher will be.

Who makes the final decision on how classes are structured within a school?

This responsibility sits with the Head Teacher and the Head Teacher will make final decisions on class groups before classes are shared with families.

When will the first day in the new class be for the children? i.e. will there be a trial this side of summer?

All classes will meet new classmates and their new teacher before the end of term and the children will engage in a series of fun activities over a morning or afternoon in order to get to know one another pre-summer. Staff will also look out for anyone who appears anxious or worried and will work to reassure and build a connection. Pupils will then start with their class in August.

How will the school work with the children to ensure the transition goes smoothly?

In addition to the 'Meet your new class' event (noted above), there will be robust transition planning between staff. Please don't hesitate to contact the school via the office if there is any matter you wish to discuss.