

POLICY: CLASS PLACEMENT POLICY

POLICY REF. NO. C1/08/2008 (Rev No. 0)

DATE: 6 AUGUST 2008

1. The principal, educators and school governing body believe that the placement of learners in classes for the following year should not be a random exercise but should instead be a thorough, carefully considered process. This policy records the main features of the class placement system based on these principles.
2. The best interests of each boy is a factor of paramount importance in the process. The intention is to establish a well-matched relationship between the boy and the educator and to create a balanced and manageable classroom environment which is conducive to learning.
3. In reaching a decision, the educators of the current grade of the boys, will consult with each other during the fourth term of each year. In addition, advice will be sought from academic support educators and additional subject educators.
4. During the course of such consultations the requisite attention will be given to the boys' and educators' respective personalities and how these can best be matched, as well as to the educators' styles of teaching and managing discipline.
5. An effort will be made to maintain supportive friendships between boys, especially where a friendship is clearly important to the boy's emotional well-being. Educators will separate boys where they do not view the friendship as beneficial to a boy's well-being or development.
6. Each class is to have a similar number of academically strong, average and weaker boys.
7. The number of boys who attend music lessons or require remedial assistance during school are taken into account so that educators are best able to cope with disruptions to their lessons and to facilitate work being caught up.
8. An endeavour is made for each class to have an even spread of boys who are responsible and self-motivated, as well as those who require careful management due to less self-discipline. This is to ensure an optimal learning environment.

9. Cultural, racial and religious diversity in a class is taken into account.
10. Specific needs due to a boy's home circumstances, which have been brought to the knowledge of the educators concerned, are taken into account.
11. Parents' requests for a preferred educator for their son cannot be accommodated due to the increasing number of requests over the years and the logistical difficulties that this creates in the professional management of the school. However, where a parent believes that circumstances exist which provide motivation for a boy to be placed with a certain educator, or for a boy not to be placed with a certain educator, the parent may address a confidential letter to the principal explaining the reasons. A due date for such letters will be published annually in the newsletter during the fourth term.
12. Class placements for the following year will be recorded in the end of year school report.

SIGNED:

Chairman RBPS Governing Body