

School year 2025-2026

Parent presentation – 16th June 2025



Thank you for coming

- These slides will be shared on the school website.
- After this evening you will get another opportunity to ask any questions when we share the slides.



Agenda for the evening

- Mr. Averis - Opportunity to explain what is happening in September and what why we have a class structure change



- Mrs. Carvell – Share what will happen in the classroom including information on the curriculum, how will teachers teach, your child's lessons, their timetables and what day to day school life will be like.
- Your children will not notice any significant change.

Questions from parents – Mr. Averis



Are there any limits to class sizes at St Johns? I am wondering what will happen if there are mid year admissions, as there have been a few join already since reception.

Will each class have a full time teacher and TA? I am worried that with so many in a class, a part time teacher has no chance to get to know them.

What will happen the following year? Will they become a year 4/5 class?

Is this permanent or a trial for this years [sic] children? Also how will the split work the following year when year 4 children move on in to year 5? Are you going to implement this sort of split for other year groups?

Will you take into account friendships to group the classes together? My child struggles emotionally and will not thrive if he is with totally new people and split from all his friends. Also sorry I just submitted a lot of questions, it said to do one per form. I was very surprised to hear the news and have a lot of questions, one of the reasons we chose st johns [sic] was no mixed classes as we were told when we looked round, unlike other schools, so this was very worrying and disappointing news for us.

My child is currently in year 3. What will happen in September 2026 when he should be year 5, Will it go back to just year 5 or then be year 4/5 mixed?

Will each class have a permanent TA/support if the class sizes are bigger?

I cannot understand the reasoning behind combining 2 different years...I have never known this be done before.

Is it because there are not enough teachers?

Why from September Year 3 and 4 you are going to mixed them together

What will the class size be for each class?

Is the only reason this decision has been made financial? From my point of view, there are no benefits to increasing class sizes so drastically but I am happy to be told if there are?

Why move to mixed age classes?

2 main reasons

1) Financial decision

- The vast majority of school's budget is generated by pupil numbers. A full class pays for the teacher and then utilities, resources, non class staff.
- Governors integrate budget proposals presented by Senior Leadership team and after this have responsibility to ratify what to spend the budget on.
- The Senior Leadership team take support and council from stakeholders including
 - Local Authority, for example, finance, H&S, human resources, landlord etc
 - DfE
 - Community



2) National legislation

Legal requirements on class sizes in different areas of primary schools



Why move to mixed age classes?

1) Finance



- St. John's recent budget spent on teachers compared to other Derbyshire large schools

Cost area			Amount Spent in 2022-2023 per pupil 439 pupils	Amount Spent in 2023-2024 per pupil 413 pupils
Teacher	per pupil	us	£2,703.00	£2,952.25
Teacher	per pupil	Biggest schools	£2,549.00	£2,699.00
		Difference between us and the biggest schools	£154.00	£253.25

- In recent years we spent more on teachers than other similar schools
- Roughly 1.5 to 2 class teachers depending on experience.

Why move to mixed age classes?

1) Finance

- About 71% of our budget is spent on teachers
- About 87% of our budget is spent on staff
- The school budget has to do more than it used to
 - Safeguarding (e.g. recording and reporting)
 - Administration (e.g. recruitment)
 - Legislations (e.g. GDPR)



Why move to mixed age classes?

2) National requirements

- Same number of class teachers employed and the same number of classes.
- Redistributing the class teachers that we have.
- Accommodate 71 children joining reception into three separate classes.
- KS1-EYFS legislation – schools can't plan to have children in classes with more than 30 pupils.

r	71		3	23.7
1	48		2	24.0
2	48		2	24.0
3	48	104	3	34.7
4	56			
5	50		2	25.0
6	51		2	25.5
	372		14	26.6

Why move to mixed aged classes

2) National requirements

Year	Year group Present year 3	Average class size		Year group Present year 2	Average class size
Sept 21	Rec	20			
Sept 22	1	19		Rec	21
Sept 23	2	28		1	23
Sept 24	3	28		2	23.5
Sept 25	4	35		3	35

Why move to mixed age classes?

Timeline up to today and into September 2025



- Early March – Recognised that mixed age classes were a potential scenario by Senior Leaders and discussed at Senior Leadership and curriculum leadership level.
 - Curriculum
 - Logistics
 - Communication timetable to staff, community and children.
- Week before Easter holiday number of pupils offered reception place for September 2026 confirmed by Local Authority and meeting with finance advisor from the Local Authority.
- Governor meetings on 30th April and 8th May agreed the budget.
- Staff meetings and future INSET days.
- Parents informed early June

Why move to mixed age classes?

Timeline September 2026 and beyond

- Will have some indication Easter 2026
- Will know May 2026
- Will inform families in June 2026
- We are considering the future when we are planning for today.
 - Mrs. Carvell - Music Partnership work

Questions from parents – Mr. Averis



Are there any limits to class sizes at St Johns? I am wondering what will happen if there are mid year admissions, as there have been a few join already since reception.

Will each class have a full time teacher and TA? I am worried that with so many in a class, a part time teacher has no chance to get to know them.

What will happen the following year? Will they become a year 4/5 class?

Is this permanent or a trial for this years [sic] children? Also how will the split work the following year when year 4 children move on in to year 5? Are you going to implement this sort of split for other year groups?

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I cannot understand the reasoning behind combining 2 different years...I have never known this be done before.

Is it because there are not enough teachers?

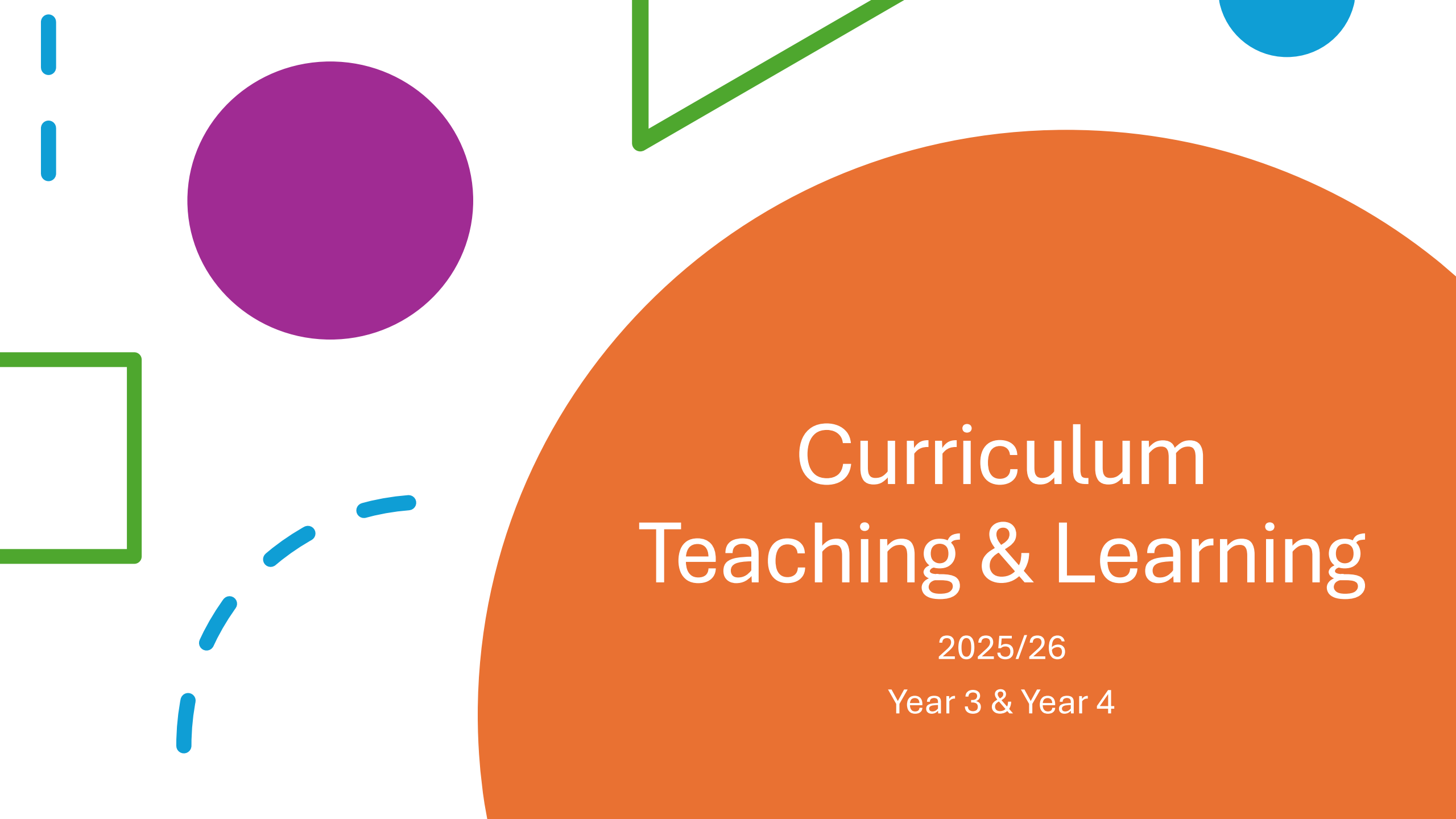
Why from September Year 3 and 4 you are going to mixed them together

What will the class size be for each class?

Is the only reason this decision has been made financial? From my point of view, there are no benefits to increasing class sizes so drastically but I am happy to be told if there are?



- Mrs. Carvell - Answer questions asked about what will happen in the classroom including information on the curriculum, how will teachers teach, your child's lessons, their timetables and what day to day school life will be like.



Curriculum Teaching & Learning

2025/26

Year 3 & Year 4

Some of my
responsibilities
linked to your
questions

Safeguarding

Teaching & Learning

Mental Health & Wellbeing Lead

Attendance

Behaviour

Assessment/Progress

Feedback & Marking

You've got questions...

How will the curriculum be taught, those entering year 4 have already studied & completed year 3. Won't this move hold them back or duplicate learning?

How are lessons going to be differentiated for the age difference? There is a big gap between the youngest in the current year 2 and the current 3?

How will high attaining pupils in Year 4 be stretched / their learning be deepened to make academic progress?

How will the maths curriculum be taught in mixed age group classes?

How will the Year 4 pupils be prepared (emotionally and academically) for the Y4 Multiplication Tables check?

Will the teachers have the opportunity to moderate assessments across the three classes to ensure accurate and consistent assessments?

What strategies will be put in place to ensure progress in content-based subjects e.g. Maths?

Why does this sound like the new year 4s are been held back a year?

You've got questions...

What training will teachers receive for teaching a mixed age class? Particularly the maths curriculum.

Will each class have a permanent TA/support if the class sizes are bigger?

What training will teachers receive for teaching a mixed age class? Particularly the maths curriculum.

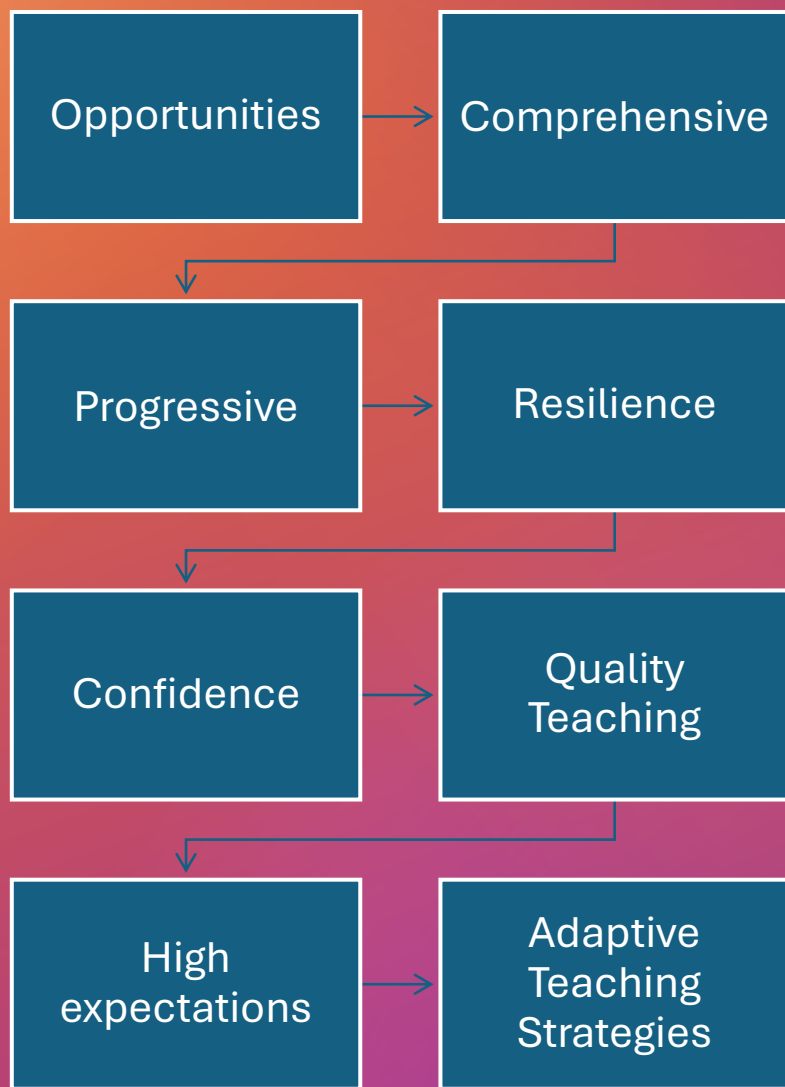
Will the children be asked which friend(s) they would like to stay with?

Are the classrooms big enough for so many children to move around or will they be squashed in and not be able to do any active learning tasks?

Will each class have a full time teacher and TA? I am worried that with so many in a class, a part time teacher has no chance to get to know them.

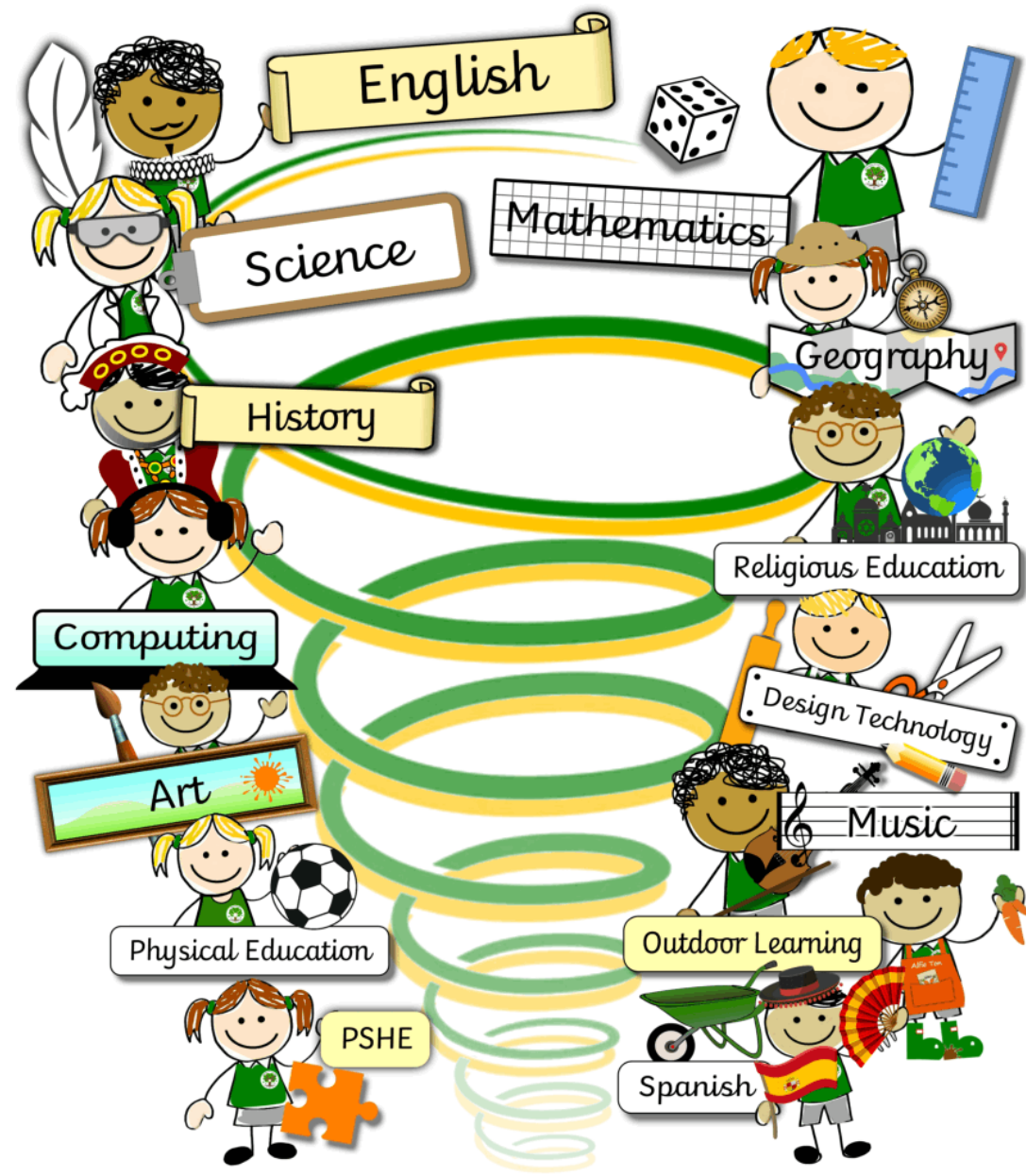
How will students receive adequate individualised feedback on their work? I am worried that the teacher workload increases with marking with a 50% bigger class and that they won't really know where each child is at, when the range of abilities has doubled.

Will any subjects be taught in Y3 and Y4 or will all subjects be taught as mixed year groups?



The national curriculum in England

Key stages 1 and 2 framework document



English

Spoken language – years 1 to 6

Lower key stage 2 – years 3 and 4

Spelling – years 3 and 4

Word list – years 3 and 4

Mathematics

Lower key stage 2 – years 3 and 4

Year 3 programme of study

Year 4 programme of study

Science

Lower key stage 2 – years 3 and 4

Lower key stage 2 programme of study

Other Subjects:

Art and design

Computing

Design and technology

Geography

History

Languages

Music

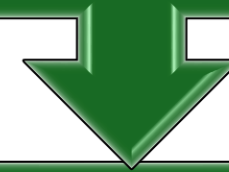
Physical education

PSHE

End of Key Stage 2/Year 6 expectations

[illegible]

This was researched and introduced from 2021/22.



Adaptive teaching is providing opportunity for all pupils to experience success, by adapting lessons, while maintaining high expectations for all.

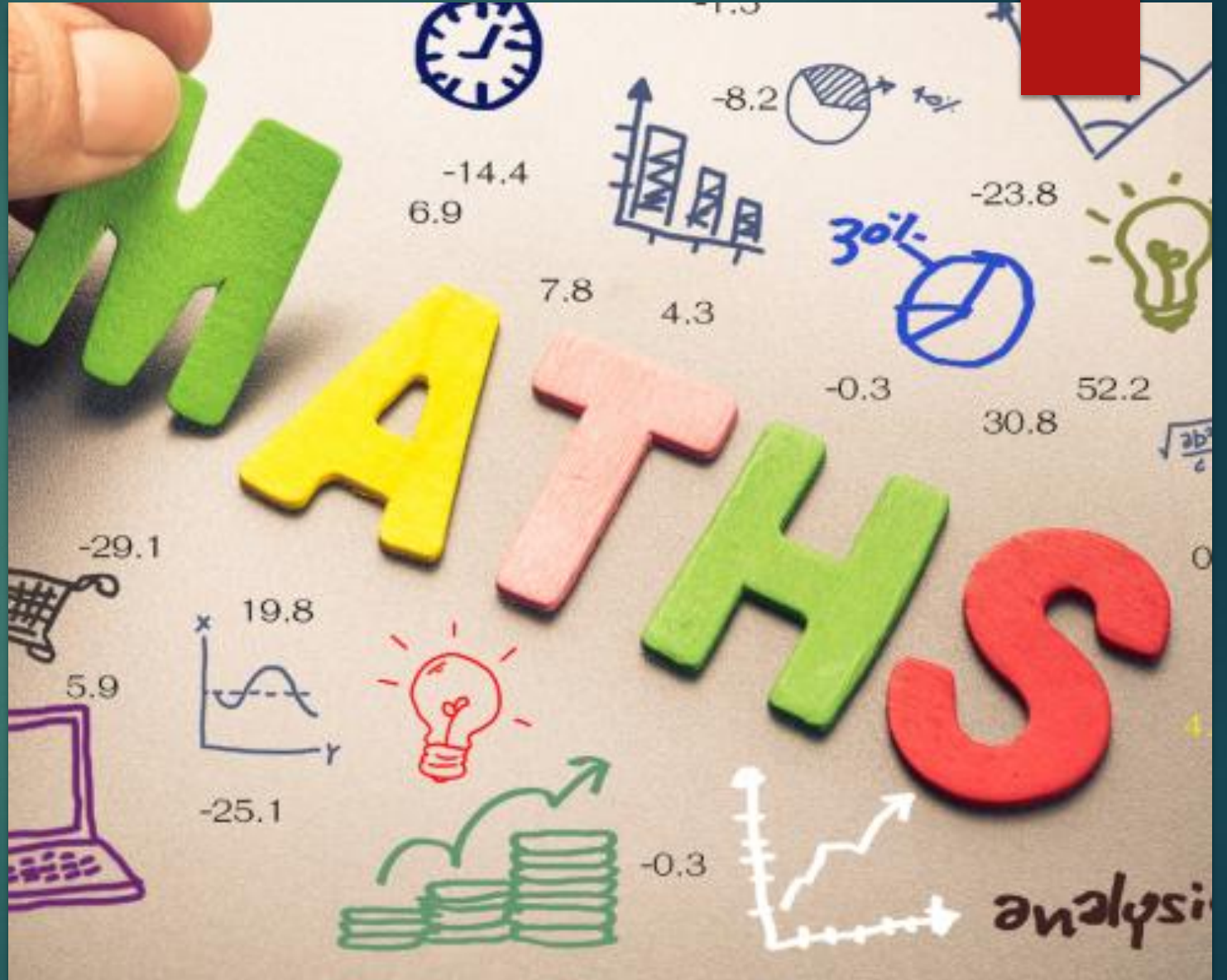
Strategies

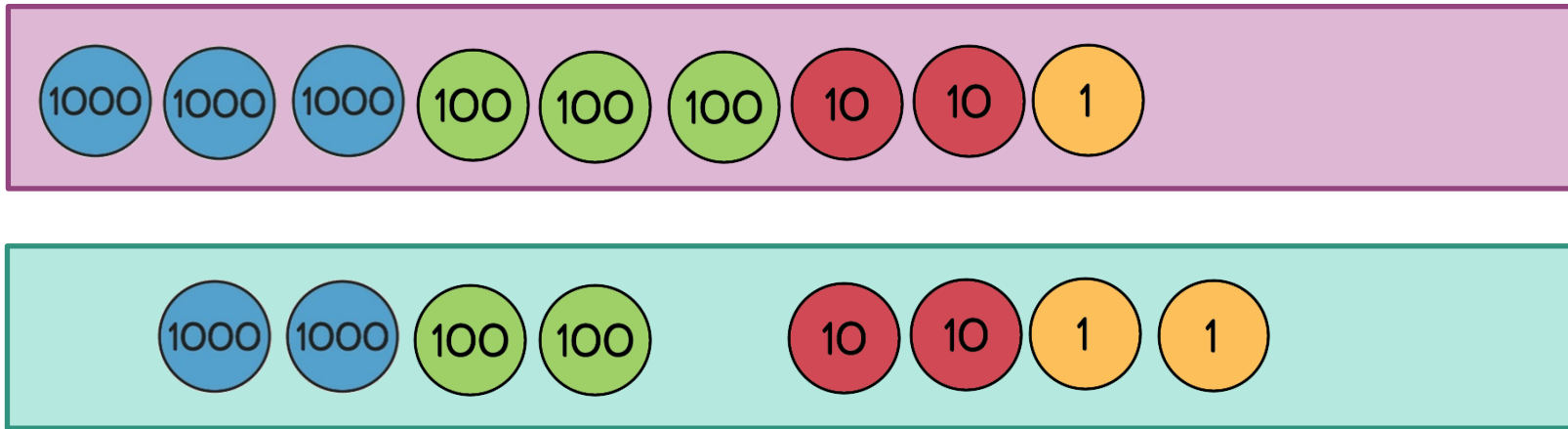
- Teachers break down instructions into a step-by-step format – I do, we do, you do.
- Teachers adapt their teaching in real time based on how students are responding to the learning
- Assessment informs teacher's planning and adaptations
- Teachers provide scaffolding, such as starting points, extra cues, or stem sentences
- Use of flexible and temporary groupings to help scaffold learning

HOW
DOES IT
WORK



Fluency First





What's the same about these numbers?
What's different?

Which number is greater? How do you know?

- thousands
- hundreds
- tens
- ones
- compare
- greater
- less than

Which numbers are marked by the stars?



The midpoint is ..., so
My useful benchmarks are

It could be ... because ...
It couldn't be ... because ...

... is more than ...
... is less than ...
... is between ... and ...

- value
- benchmarks
- midpoint
- estimate
- halfway
- between

8.9.25

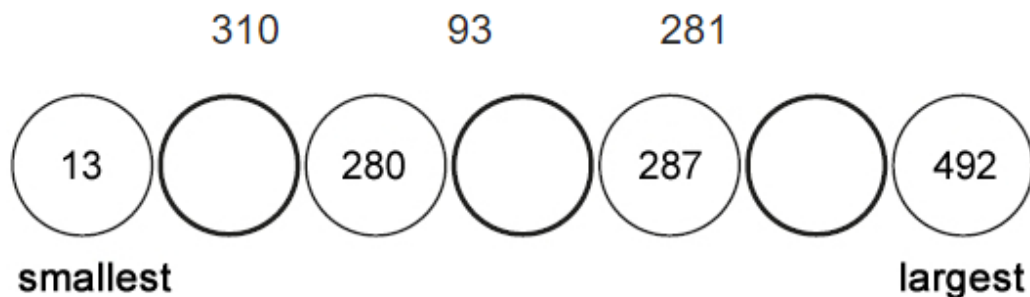
Place Value

Year 3 LO: I can recognise the place value of each digit in a 3-digit number.

Year 4 LO: I can recognise the place value of each digit in a 4-digit number.

Write these numbers in the circles.

All the numbers must be in order.



Look at these digits.

5 0 8 2

Make the **largest number possible** with the digits.

Write your number in **words**.

Place value re-cap



Let's watch the video!

[What is place value? - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zsjqfr/articles/z9w3g82)

Place value

A number can be made of more than one digit. So we use place value headings, like **ones**, **tens**, **hundreds** and **thousands**, to help us understand the value of each digit.

Place Value Poem

The **ones** are on the right

The **tens** are next in line

Move one more to the left

For the **hundreds** every time.

One hundred twenty three

1 2 3

← ← →

Think together

1) a) What number is shown in this place value grid?

Hundreds	Tens	Ones
		

What is this number?

4368

Where is the ones column?

Where is the tens column?

Where is the hundreds column?

Where is the thousands column?

Things to consider...

- How much is shown?
- Why do we not call this number 1001002?
- Why is it important to put the values into the correct column on the place value grid?

Think Together

1) a) What number is shown in this place value grid?

Hundreds	Tens	Ones
100	10	1 1

Things to consider...

- How much is shown?
- Why do we not call this number 1001002?
- Why is it important to put the values into the correct column on the place value grid?

5291

What number is in the ones column?
What number is in the thousands column?
What number is in the tens column?
What number is in the hundreds column?

What is the value of the underlined digit?

Today's Tasks – Year 3

Hundreds, Tens and Ones

1) Is Abi correct? Explain your answer.

Hundreds	Tens	Ones
100 100	1 1	
100	1 1	
	1 1	

The number shown is 360.

Abi

2) Zeke and Emily are thinking of the same number. Do you agree? Prove it!

Zeke: My number has 5 hundreds, 6 tens and 2 ones.

Emily: My number has 5 tens, 6 ones and 2 hundreds.

3) Who is correct? Explain your answer.

Hundreds	Tens	Ones
● ● ●	● ● ●	● ● ●
	● ●	●

The number represented by the place value chart is 354.

Amrit

The number represented by the place value chart is 534.

Felix

Scan here for help!

3) Priya has made a 3-digit number using these digit cards. Use the clues to find out what number she could have made. Find all possibilities.

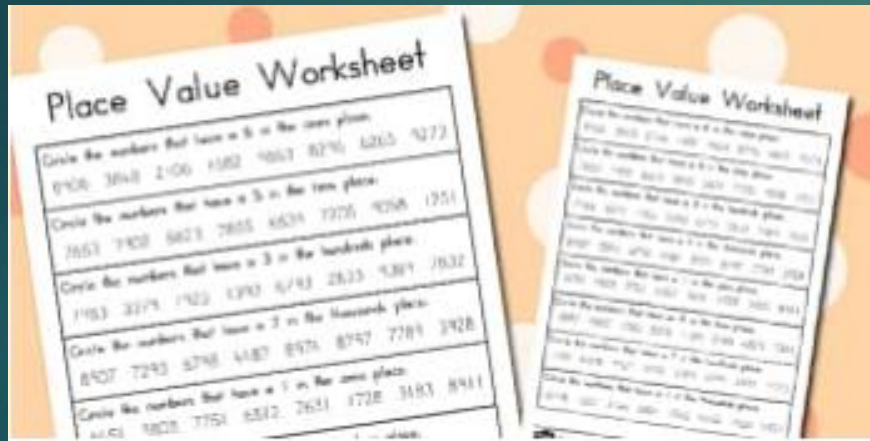
3 5 2 7 6 4 1

The sum of the hundreds and ones digits is 8.
It has 4 tens.
It is greater than 500.

Priya

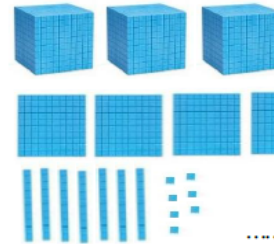
Scan here for help!

Today's tasks Year 4...



Varied Fluency

1 Complete the sentences.

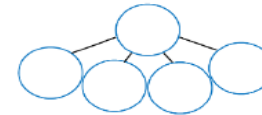


There are thousands,
..... hundreds, tens
and ones.

The number is

..... + + + =

2 Complete the part-whole model for the number represented.



3 What is the value of the underlined digit in each number?

6,983

9,021

789

6,570

Create 4 four digit numbers to fit the following rules:

- The tens digit is 3.
- The hundreds digit is two more than the ones digit.
- The four digits have a total of 12.



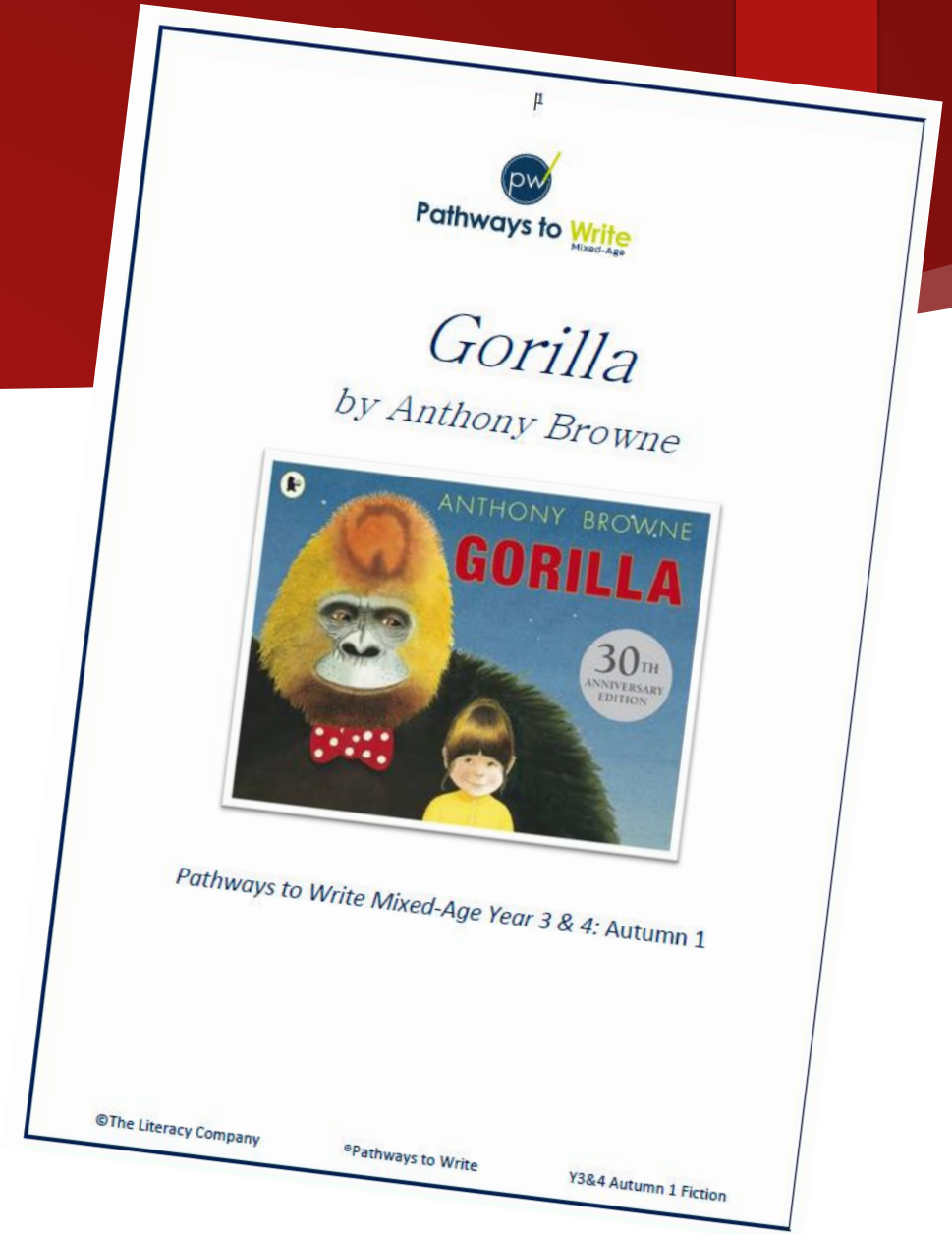
- ▶ Writing
- ▶ Reading
- ▶ Spelling
- ▶ SPAG

Writing & Reading

2-year cycle – Pathways to Write

Continue with comprehensions

linked to project – AF appropriate



SPAG – Planning links made across Y3 & Y4 with year group specific activities (as maths).

SPAG Targets

Pupil's Name: _____

A Year 3 Pupil

TARGETS	MATCH DISCRETE	
	SEEN	SECURE
<u>Grammar</u>	W	W
I can identify nouns and verbs	✓	
I can identify adverbs	✓	
I can identify adjectives	✓	
I can identify articles	✓	Y4 + DETERMINERS
I understand clauses in sentences	✓	
I understand phrases	* ✓	Y4 + PHRASES
I can identify noun phrases	✓	Y4 + EXPAND + MODIFY
I can use conjunctions with main and subordinate clauses	✓	
I can identify prepositions in sentences	✓	Y4 + USE
I can change the tense of sentences (past/present)	✓	
I can use 'ing' verbs in the past and present tense	✓	
<u>Punctuation</u>	W	W
I can use capital letters for names and I	✓	COVERED IN DEMARCATING SENTENCES
I can demarcate sentences with capital letters and full stops	✓	
I can use question marks to indicate questions	✓	
I can use exclamation marks	✓	
I can use commas for lists in sentences	✓	
I can use apostrophes for missing letters (contractions)	✓	
I can use apostrophes for single possession	✓	Y4 + POSSESSION

SPAG Targets

Pupil's Name: _____

A Year 4 Pupil

TARGETS	MATCH DISCRETE	
	SEEN	SECURE
<u>Grammar</u>	W	W
I can identify nouns and verbs	✓	
I can identify adverbs and adjectives	✓	
I can use pronouns and possessive pronouns		*
I can identify articles and determiners	ARTICLES	DETERMINERS
I understand clauses in sentences	✓	
I can expand noun phrases by modifying adjectives, nouns and prepositional phrases	IDENTIFY	EXPAND + MODIFY
I understand adverbial phrases	PHRASES	ADVERBIAL PHRASES
I can use conjunctions with main and subordinate clauses	✓	
I can identify and use prepositions in sentences	IDENTIFY	+ USE IN SENTENCES
I can change the tense of sentences	✓	
I can use -ing verbs in the past and present tense	✓	
I can identify verb agreement in sentences (standard/non-standard English)		*
<u>Punctuation</u>	W	W
I can demarcate sentences with capital letters and full stops	✓	
I can use question marks to indicate questions	✓	
I can use exclamation marks	✓	

Spelling - Planning links made across Y3/Y4 with year group specific lists.

No Nonsense Spelling

No Nonsense Spelling Programme

Year 3

Term 1

Revisit

Common exception words from Year 2

Prefixes and suffixes

Revise prefix 'un'.
New prefixes: 'pre-', 'dis-', 'mis-', 're-'.
Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'

Rare GPCs

The /e / sound spelt 'ei', 'eigh', or 'ey' *revisit Y4*
The /i / sound spelt 'y' *revisit Y4*
Words ending with the /g / sound spelt 'gue' and the /k / sound spelt '-que' (French in origin)

Homophones

brake/break, grate/great, eight/ate, weight/wait, son/sun

Apostrophe

Revise contractions from Year 2

Proofreading

Focus: checking after writing the spelling of KS1 common exception or tricky words.

Strategies at the point of writing

Reintroduce Have a go sheets and strategies from Year 2.

Learning and Practising spellings

- Pupils:
- Learn selected words taught in new knowledge this term.
 - Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
 - Learn words from personal lists.

Term 2

Revisit

Strategies at the point of writing.
Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)

Prefixes and suffixes

Prefixes: 'sub-', 'tele-', 'super-', 'auto-'.
Suffixes 'less' and 'ly' *→ Y4 LINK*

Rare GPCs

The / / sound spelt 'ch' (mostly French in origin)
The /k / sound spelt 'ch' (Greek in origin) *revisit Y4*

Homophones

here/hear, knot/not, meat/meet

Apostrophe

Revise contractions from Year 2

Proofreading

Revise proofreading routines

Learning and Practising spellings

- Pupils:
- Learn selected words taught in new knowledge this term.
 - Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
 - Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Term 3

Revisit

Strategies for spelling at the point of writing
Vowel digraphs from Years 1 and 2

Prefixes and suffixes

Suffix '-ly' with root words ending in 'le' and 'ic'
Previously taught suffixes *→ Y4 LINK*

Rare GPCs

The / / sound spelt 'y' other than at the end of words (*gym, myth*)
The / / sound spelt 'ou' (*young, touch*) *revisit Y4*

Homophones

heel/heal/he'll, plain/plane, groan/grown, rain/rain/reign

Apostrophe

Revise contractions from Year 2

Proofreading

Proofread own writing for misspellings of personal spelling list words.

Learning and Practising spellings

- Pupils:
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No Nonsense Spelling

No Nonsense Spelling Programme

Year 4

Term 1

Revisit

Strategies at the point of writing: Have a go

Rare GPCs

Revise:

- The /e / sound spelt 'ei', 'eigh', or 'ey'
- The / / sound spelt 'ch'
- The / / sound spelt 'ou' (all from Year 3)

Word endings:

Words ending /ure/ (*treasure, measure*)

Prefixes and Suffixes

- Prefixes 'in-', 'il-', 'im-' and 'ir-'
- Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')

Homophones

peace/piece, main/mane, fair/fare

Apostrophe

Possessive apostrophe with singular proper nouns (*Cyprus's population*)

Proofreading

Teach proofreading strategies

Learning and Practising spellings

- Pupils:
- Learn selected words taught in new knowledge this term.
 - Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
 - Learn words from personal lists.

Term 2

Revisit

Year 3 rare GPCs

Rare GPCs

The /g / sound spelt 'gu'

Word endings

Words ending /t / a/ spelt 'ture' (*creature, furniture*)

Endings that sound like / en/, spelt '-tion', '-sion', '-ssion', '-cian' (*invention, comprehension, expression, magician*)

Prefixes and Suffixes

Prefixes 'anti-' and 'inter-'
Suffix '-ation'

Homophones

scene/seen, male/mail, bawl/ball

Apostrophe

Revise contractions from Year 2
Possessive apostrophe with plurals

Proofreading

Model how to use various strategies in proofreading, including using a dictionary.

Learning and Practising spellings

- Pupils:
- Learn selected words taught in new knowledge this term.
 - Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
 - Learn words from personal lists.

Extend the knowledge of spelling

Term 3

Revisit

Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.

Rare GPCs

Words with the /s/ sound spelt 'sc' (Latin in origin)

Word endings

Endings that sound like / an/ spelt '-sion' (*division, confusion*)

Prefixes and Suffixes

Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally'
Suffix '-ous' (*poisonous, outrageous*) *Y3 LINK*

Homophones

whether/weather, who's/whose, missed/mist, medal/meddle, team/teem

Apostrophe

Apostrophe for possession, including singular and plural
Revise contractions from Year 2 and plural apostrophe rules

Proofreading

Check writing for misspelt words that are on the Years 3 and 4 word list.

Learning and Practising spellings

- Pupils:
- Learn selected words taught in new knowledge this term.
 - Learn words from the Years 3 and 4 word list.

Handwriting - Planning links made across Y3 & Y4 with year group specific activities (as maths).

Book 3 Scope and Sequence			
Unit	Pupil Book Focus	Pupil Book Extra	Resource Book Focus
7	Practising forming the letter s correctly <i>es, ies, ses, eys</i> Y4 2	monkeys, donkeys, ostriches, walruses, ponies, puppies	make a list <i>es, ies, ses, eys, cats, ducks, foxes, ponies, monkeys, butterflies</i> trace and write pattern, letters, words
2	Practising joining to and from the letter s <i>ask, asp, ast</i> Y3 7	ask, flask, mask, class, grass, pass, blast, fast, last	copy a football commentary <i>as, ast, ask, pass, glass, fast, mast, ask, mask</i> trace and write pattern, letters, words

Book 4 Scope and Sequence			
Unit	Pupil Book Focus	Pupil Book Extra	Resource Book Focus
1	Practising joining from the letter e <i>est, eat, eep</i> Y3 16	spread, bread, spread, weather, feathers, feather	copy a poem <i>as, ast, eat, head, dived, spread, jagged, feather</i> trace and write pattern, letters, words
2	Practising joining to and from the letter e <i>ask, esp, ase</i> Y3 7	ask, flask, mask, class, grass, pass, blast, fast, last	copy a football commentary <i>as, ast, ask, pass, glass, fast, mast, ask, mask</i> trace and write pattern, letters, words
3	Practising writing letters at the height <i>es, ies, ses, eys</i> Y4 2	monkeys, donkeys, ostriches, walruses, ponies, puppies	make a list <i>es, ies, ses, eys, cats, ducks, foxes, ponies, monkeys, butterflies</i> trace and write pattern, letters, words
4	Practising writing double letters <i>ss, ee, oo</i> Y4 14	street, book, tree, class Trace and write words and add s or es: trace and write sentences <i>happier, happiest, funnier, funniest, luckiest, luckiest, craziest, craziest</i> Trace and write letters and sentences <i>ed, no pattern</i>	copy a poem <i>as, ast, ask, pass, glass, fast, mast, ask, mask</i> trace and write pattern, letters, words
5	Practising consistency in writing <i>ss, ee, oo</i> Y3 14	ask, flask, mask, class, grass, pass, blast, fast, last	copy a football commentary <i>as, ast, ask, pass, glass, fast, mast, ask, mask</i> trace and write pattern, letters, words
6	Practising using a diagonal join <i>ss, ee, oo</i> Y3 14	ask, flask, mask, class, grass, pass, blast, fast, last	copy a football commentary <i>as, ast, ask, pass, glass, fast, mast, ask, mask</i> trace and write pattern, letters, words
7	Practising the horizontal join <i>ss, ee, oo</i> Y3 14	ask, flask, mask, class, grass, pass, blast, fast, last	copy a football commentary <i>as, ast, ask, pass, glass, fast, mast, ask, mask</i> trace and write pattern, letters, words
8	More practice joining to the letter s <i>ask, asp, ast</i> Y3 7	ask, flask, mask, class, grass, pass, blast, fast, last	copy a football commentary <i>as, ast, ask, pass, glass, fast, mast, ask, mask</i> trace and write pattern, letters, words
9	Practising joining to and from the letter s <i>ask, asp, ast</i> Y3 7	ask, flask, mask, class, grass, pass, blast, fast, last	copy a football commentary <i>as, ast, ask, pass, glass, fast, mast, ask, mask</i> trace and write pattern, letters, words

MAESTRO		Term 1		Term 2		Term 3	
Y3/4 Cycle B	Driver project		Invasion History		Misty Mountain, Winding River Geography		Ancient Civilisations History
	Linked English packs						
	Linked book study						
	Science	Food and the Digestive System	Sound	States of Matter	Grouping and Classifying	Electrical Circuits and Conductors	
	A&D	Warm and Cool Colours	Warp and Weft	Vista	Animal	Statues, Statuettes and Figurines	Islamic Art
	D&T	Fresh Food, Good Food		Functional and Fancy Fabrics		Tomb Builders	
	Geography	Interconnected World		Geography covered in the main project		Geography revision and retrieval practice	

Project
2-year cycle – A & B

Other
subjects:

RE

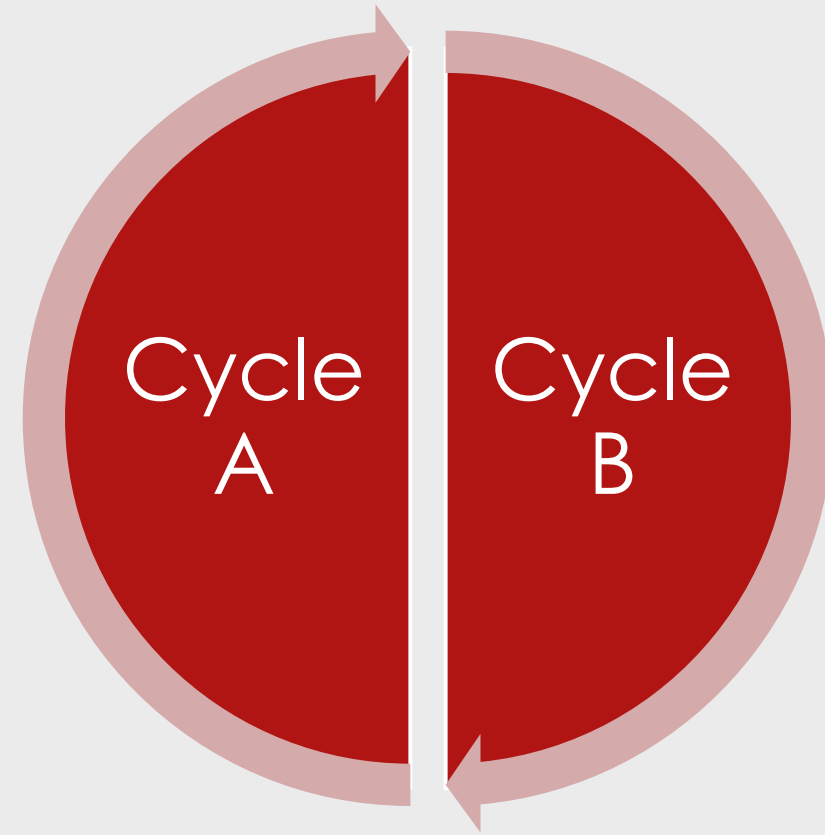
PE

Spanish

Music

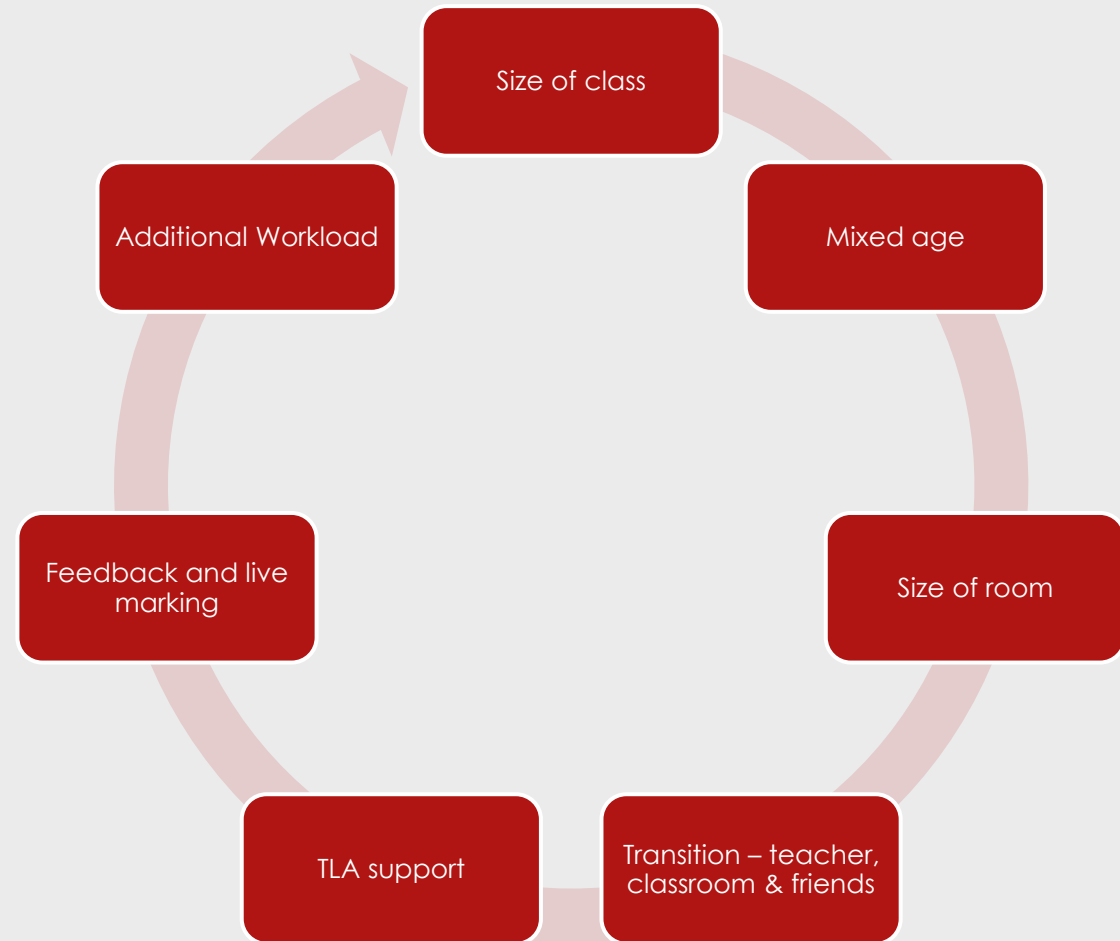
PSHE

Computing

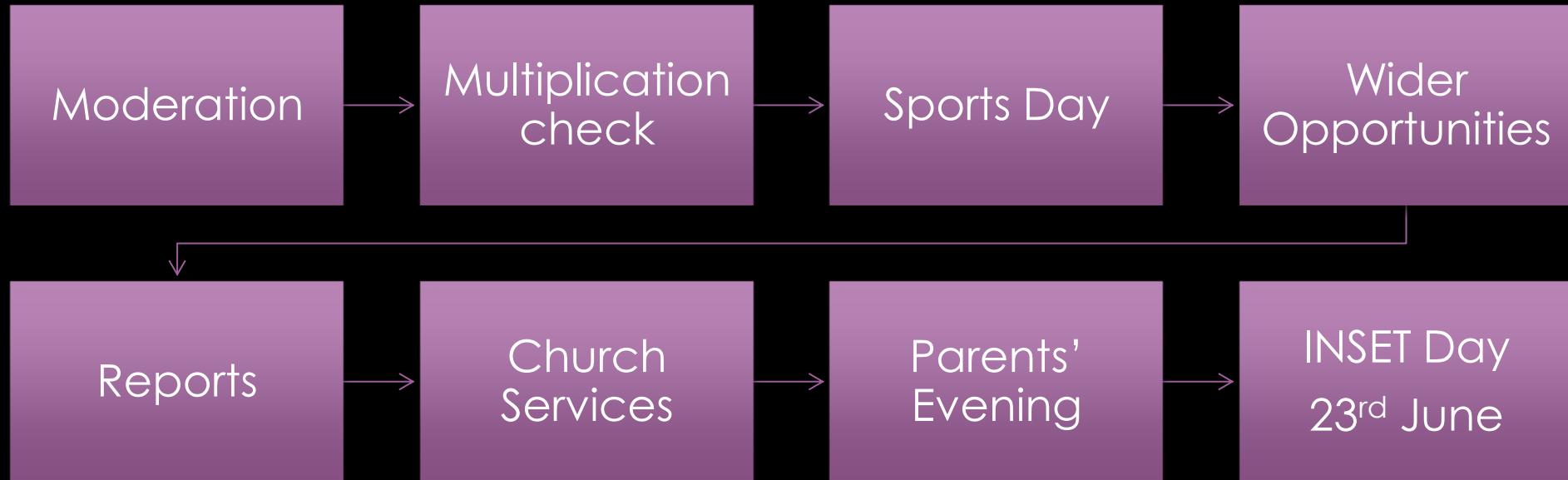


A 2-Year Cycle

Class Information



Other Information



Who's WHO?



Curriculum Lead - Mrs Astell (Assistant Headteacher)



English Lead - Mrs Heer (Leadership Team)



Maths Lead - Mrs Newton (Leadership Team)

ANSWERING YOUR QUESTIONS

How will the curriculum be taught, those entering year 4 have already studied & completed year 3. Won't this move hold them back or duplicate learning?

How are lessons going to be differentiated for the age difference? There is a big gap between the youngest in the current year 2 and the current 3?

How will high attaining pupils in Year 4 be stretched / their learning be deepened to make academic progress?

How will the maths curriculum be taught in mixed age group classes?

How will the Year 4 pupils be prepared (emotionally and academically) for the Y4 Multiplication Tables check?

Will the teachers have the opportunity to moderate assessments across the three classes to ensure accurate and consistent assessments?

What strategies will be put in place to ensure progress in content-based subjects e.g. Maths?

Why does this sound like the new year 4s are been held back a year?

ANSWERING YOUR QUESTIONS

What training will teachers receive for teaching a mixed age class? Particularly the maths curriculum.

How are lessons going to be differentiated for the age difference? There is a big gap between the youngest in the current year 2 and the current 3?

How will high attaining pupils in Year 4 be stretched / their learning be deepened to make academic progress?

What training will teachers receive for teaching a mixed age class? Particularly the maths curriculum.

Are the classrooms big enough for so many children to move around or will they be squashed in and not be able to do any active learning tasks?

Will each class have a full time teacher and TA? I am worried that with so many in a class, a part time teacher has no chance to get to know them.

How will students receive adequate individualised feedback on their work? I am worried that the teacher workload increases with marking with a 50% bigger class and that they won't really know where each child is at, when the range of abilities has doubled.

Will any subjects be taught in Y3 and Y4 or will all subjects be taught as mixed year groups?

Any further questions?

A link sent to parents in weekly email.

- ▶ Responses:
- ▶ Weekly email or direct to parents
- ▶ Presentation uploaded on our website



