

Bohermore National school

Policy on splitting classes

Introductory Statement:

This policy was formulated as a result of a collaborative approach between the Principal, Staff and Board of Management of Bohermore National School.

Link to School Ethos:

Bohermore National school is committed to enabling children grow and develop into confident, mature adults with high self-esteem. We also strive to ensure children maximize their academic and social potential. This policy is geared towards those aims through ensuring all children are placed in classes which will enable them to participate and learn to the best of their ability.

Rationale

In the interest of providing the best education for all students, it may from time to time be necessary to divide and combine class groups into mixed classes, which are smaller in size and offer a better pupil-teacher ratio.

Aims and Objectives of this Policy

- To provide a framework for the splitting of classes
- To outline the criteria on which children are selected to be placed in mixed or straight classes
- To outline the criteria for placing children in particular mixed-class groups
- To set out the supports which may be used to ensure the best learning outcomes for all children in mixed classes

Framework for the splitting of classes

At the time of planning the classes for the coming year, the Principal will look at the overall numbers in each year group and the number of teachers available to teach them. She will decide how best to organise classes with a view to providing the best educational opportunities for all children.

Criteria on which Children are selected to be placed in mixed or straight classes

In consultation with the class teacher, and if necessary with previous teachers of the classes involved, lists of possible groups are drawn up. Attention is paid to the needs of the children in each class grouping and the need for a smaller group to reduce sensory overload is also taken into consideration.

Criteria for placing children in particular class groups

When dividing a class into groups, to be placed in separate classrooms, there are certain criteria to be taken into consideration:

- It is considered best to form mixed-ability groups. The ability of the pupil will be determined by teacher observation, test results and psychological reports.
- The dynamics of the class must be considered. Emotional, behavioural, gender balance and social factors which could upset the dynamic of the new class will be taken into consideration when forming new groupings
- This decision will lie ultimately with the Principal, who must consider the needs of every child in the class

The supports which could be made available to children and teachers in mixed classes

The Principal, the Class Teacher and SET team will consult on how best to organise the learning support for the mixed class. In some cases, the SET Teacher may work in the classroom with the Class Teacher, in a team-teaching arrangement. It is possible that the SET Teacher may work in the classroom supporting one child or a small group of children, with the Class Teacher doing the main teaching of the lesson. Another arrangement for Learning Support which may suit the class is for either the Class Teacher or the Learning Support Teacher to withdraw small groups of children.

All of these arrangements must be considered on a class by class basis, from year to year.

The allocation of teachers to mixed classes

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

Ratification and Implementation:

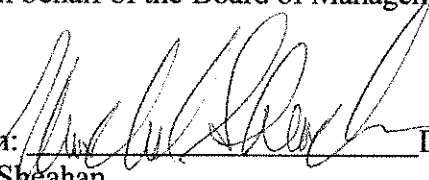
This policy was ratified by the Board in March 2025.

Reviewed in May 2026

Timetable for Review:

A review will be conducted based on the success criteria outlined, or where consensus and compromise is not achieved.

Signed on behalf of the Board of Management:

Chairman:  Date: 20/03/2025
Michael Sheahan

References

Education Act 1998 – Sections 22 and 23

Circular 16/73

CPSMA - Board Members handbook p.234

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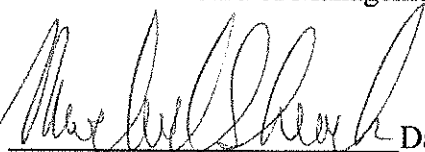
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