



PLUTO CLASS PLACEMENT EXAMPLE

Welcome to our example of a School Class Placement Policy. This policy is designed to provide parents with information on how we place our students in classes each year, as well as your school's values and priorities. We hope that this example will serve as a useful resource for other schools in developing their own class placement policies.

How To Use This Document

To use this document, simply read through each section of the policy, including our Class Placement Rationale and Process. Each section provides information on how we suggest communicating your class placement policy. In addition, we have included information on acceptable parent requests.

Winton School Class Placement Policy

The introduction should briefly explain why the school places such importance on class placement and how it reflects the school's vision and ethos.

Winton School is committed to creating an environment where each student can thrive. To achieve this, we carefully curate our class lists each year. Our class placement process balances the learning needs of students with the resources and capabilities of our teachers. It also takes into account a wide range of social and emotional factors. This robust formula aligns with our school's vision and ethos.

We start by prioritizing targeted criteria for class placements. Teachers use student cards to report on each pupil's progress in academic, social, and personal areas. This information is then input into a software tool that has been pre-set with our school objectives.

The software sorts the class list using an algorithm based on our identified priorities. It highlights any conflicts in student allocations and allows easy visualisation of class balance, allowing our team to adjust as needed. Our goal is to create balanced class lists that cater to the unique needs of each student.

Our Class Placement Rationale

This section should provide an overview of the school's core values and beliefs, and how these values and beliefs inform the class placement process. It should also describe the school's approach to creating an inclusive and supportive learning environment.

At Winton School, we have a vision of creating an inclusive and supportive environment where every student feels a sense of belonging and self-worth.

Our core values of Respect, Responsibility, and being Ready to Learn guide us in achieving this vision. We are fortunate to have a vibrant and multicultural community, and we prioritize building trusting and respectful relationships with both students and their families. We strongly believe that everyone in our school, including students, teachers, and parents, are all part of a learning community. By working together in partnership, we strive to help our students reach their full potential and achieve their goals.



The Class Placement Process

This section should describe the process the school uses to place students into classes, including how teachers reflect on the students in their classes, how the criteria are prioritized, and how any parent requests are considered.

At the end of the year, teachers reflect about the students in their classes. They think about several qualities, such as academic skills, social skills, and special needs. They make notes about the many things they have learned about their students during the year. These notes are then turned into student cards which form the basis of our class placement process.

The criteria that Winton School prioritises when making class placements are:

- A balance of boys and girls
- A balance of academic ability
- A balance of ethnic diversity to promote multi-cultural understanding
- Socially balanced groups to reduce peer conflicts.
- Equal portions from existing classes, so new friendships can be formed and a balance of different learning styles.
- Considerations for an individual student

The software tool we use creates class lists which balance all the above criteria while considering our priorities. We then review the balance of all criteria across the new classes, identify any conflicts and meet with teachers for feedback and to provide any missing information or insight.

As we review and adjust our class lists, the software tool highlights any new conflicts or imbalances that may arise, quickly alerting us to issues or unfulfilled parent requests.

Our Class Placement Objectives

This section should outline the specific criteria the school uses when placing students into classes, such as a balance of boys and girls, academic ability, and ethnic diversity.

Gender balance



- Goal** Construct a class list with an equal number of each gender.
- Rationale** Classes with an equal number (or close to) of male/female-identifying students do better academically and add value to students' social interactions.
- Outcome** Equal opportunities for learning and interaction across the gender spectrum.

Percentage of ESOL Language speakers



- Goal** Create a classroom with a specific ratio of ESOL students in each class.
- Rationale** Ensure teachers have enough resources and time is evenly spread across children with a higher need for language and academic skills coaching.
- Outcome** Enables a culturally sensitive approach which caters to every student.

Behavioural factors



- Goal** Set up teachers and students for success.
- Rationale** Ensuring that no classroom has an overflow of students with behavioural problems allows struggling students to receive the type of attention that will allow them to make positive changes without disrupting learning for others.
- Outcome** Less stress for teachers and a more equitable share of attention for each student.

Social needs



- Goal** Support social connection as an important part of academic life.
- Rationale** Students who feel supported socially are more likely to retain focus and achieve milestones.
- Outcome** Friendships are honoured by creating strong social networks when class placements consider friendship bonds.

Parent Requests

This section should outline what types of requests the school will and will not consider, and how parents can submit a placement request.

Student placement requests are a way for you to let us know of any special circumstances that might need to be considered. Student placement is taken seriously and is initiated according to a process involving time and careful thought concerning the best interest of every child in each classroom.

Acceptable parent requests include

- Issues relating to learning disabilities
- Issues relating to medical need or physical impairment
- Emotional issues which dramatically impact the learning environment
- Requests for a particular teaching style that would best match your child's learning style
- Parents of multiple children may submit requests to have their children together in the same class

Requests which will not be considered

- Requesting a specific teacher
- Requesting that two students be placed in the same class unless there is a valid need for special consideration
- Requesting an "experienced" teacher

**Winton School will include parent considerations
to help us generate classes before final formation is done
by our administration team.**

Please note that while we make every effort to consider all requests, we cannot guarantee that all requests will be met due to the complex balancing of factors that goes into creating our class lists. However, we will take all reasonable steps to ensure that your child is placed in a classroom that best suits their needs.



How to Submit a Request

Submitting a placement request at Winton School is a simple process. If you have special circumstances that you would like us to consider, you can let us know by contacting the school administration office.

We ask that you submit your request in writing, either by email or letter, outlining the specific circumstances that you believe should be taken into account when placing your child.

Conclusion

The conclusion should summarize the key points of the policy and reiterate the school's commitment to creating a learning environment where every student can thrive.

Winton School is committed to creating a positive and supportive learning environment that enables each student to reach their full potential. Our Class Placement Policy is a key component of this commitment, providing a balanced approach to class placement that considers the unique needs of each student. By prioritizing a range of factors, including academic ability, social needs, and cultural diversity, the school can create a learning environment that is both challenging and inclusive.

Winton School is proud of its Class Placement Policy and will continue to refine it over time to ensure that it remains effective and responsive to the evolving needs of its students.

**If you found this document useful- then
why not try a demo of our software?**

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How Pluto Class Placement Software Can Help Your School

Pluto is a powerful tool that leverages data from your school's Student Management System (SMS) and insights from your teachers to create optimally balanced class lists.

With Pluto, principals can define and customize variables that will determine student placements in class lists at their school.

Teachers can then enter information such as academic, behavioural, and social characteristics on customized digital student cards. Using this information in combination with the school's priorities, Pluto's school-smart algorithm generates balanced classes automatically, reducing the complexity and time required to create class lists.

Despite its algorithmic approach, Pluto is not devoid of the human touch. Once the lists are generated, school administrators can review and adjust placements as needed, with Pluto's conflict indicators alerting them of any potential issues.

Ready to optimize your school's class placement process? Try Pluto today and experience the benefits of a powerful tool that combines data insights and human expertise to create balanced class lists in less time.

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Better classes for all,
made easy