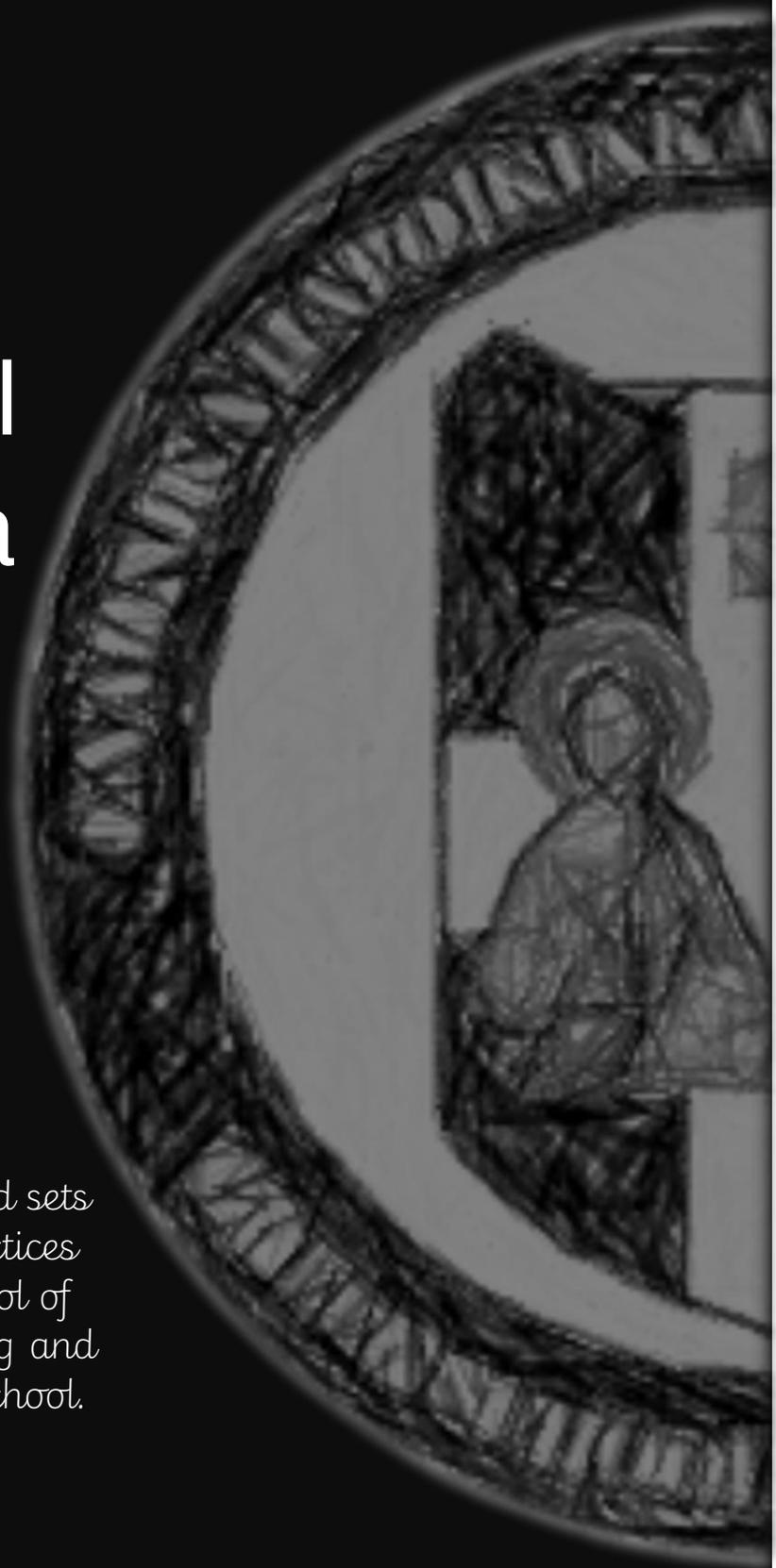


Greek School *of* Ayia Triada Birmingham

Class Ratio Guide

This document defines the term and sets out the attendance principles, practices and procedures which Greek School of Ayia Triada will follow in respecting and valuing each child attending the school.



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A. This Guide- background information

This policy extends from the General Health and Safety policy and it only outlines the standards of care. The law expects that a teacher will do that which a parent with care and concern for the safety and welfare of his or her own child would do, bearing in mind that being responsible for up to twenty pupils can be very different from looking after a family. The legal duty of care expected of an individual teacher is, therefore, that of a reasonable person in the circumstances of a classroom teacher, but this duty of care to pupils can be influenced by the subject or activity being taught, the age of the children, the available resources and the size of the class. Teachers are also under duties to do all that is reasonable in the circumstances for the purposes of safeguarding or promoting the welfare of children.

The Greek School of Ayia Triada complies with the British Law as well as the guidelines provided by the Cypriot Ministry of Education and Culture.

B. The importance of class size

Research findings from England show that in smaller classes, individual pupils are the focus of a teacher's attention for more time; there is more active interaction between pupils and teachers; and more pupil engagement. In larger classes, there is more time spent by pupils interacting with each other; more time spent by teachers teaching the substantive content of the subject knowledge; and more time spent on non-teaching tasks like taking registers.

Smaller classes have been found to lead to a small increase in the number of years a student spends in post-compulsory education. A study from Denmark estimated that a reduction in class size during the whole of compulsory schooling by 5% (from an average class size of 18) provides a rise in post-compulsory education by approximately 8 days.

Research on parental opinion on class size found that 96% of parents believed that the number of children in a class affects the quality of teaching and learning. In the same study teachers and head teachers were also found to consider class size to be an important issue.

C. Research Discussion

Extract from Government Guidance

Available online from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183364/DFE-RR169.pdf

In England, the Institute of Education conducted the Class Size and Pupil Adult Ratio (CSPAR) study between 2000 and 2003. This in-depth study assessed

the educational consequences of class size and pupil-adult ratio differences by examining relationships between class sizes and other factors as they occur naturally in schools.

The CSPAR study was longitudinal. A large cohort of pupils from a random selection of schools who entered reception classes (4 to 5 years old) during 1996/97 were followed up each year through primary school to assess how class size impacts on attainment. The schools in the study contained pupils from a wide range of social backgrounds, and were situated in urban, suburban and rural areas.

The study also collected information from teachers on within-class groupings, time allocation in lessons, teachers' experiences of the effect of class sizes, and case studies were used to carry out systematic observations of classes. For the teacher surveys, classes were defined in the following categories: large (30 and over), large medium (26 to 29), small medium (20 to 25) or small (under 20). For the systematic observations, classes were defined as large (30 and over) and small (20 or under).

- Class size, classroom processes and behaviour

For much of the time in primary school classes, pupils are seated and work within groups. Observations from the CSPAR study found that in larger classes, the number and size of groups within classes were larger, as teachers were obliged to teach in larger groups of 7-10.

Qualitative evidence from teachers suggested that larger groups were a less effective environment as larger groups are less likely to meet the needs of the individual pupils within them (Blatchford et al, 2008, Blatchford et al, 2004; Kutnick et al, 2005).

Results from observations of Year 6 classes participating in the CSPAR study showed that in small classes (25 or less), the contact between teachers and pupils was more individualised and task-related with a more active role for pupils, compared to large classes (31 or more) (Blatchford et al, 2005). On the other hand, in the smallest classes there are indications that pupils were less often involved in cooperative group work (Kutnick et al, 2005). Pupils also spent less time interacting directly with teachers but more time interacting with each other (Blatchford et al, 2003 and 2004). In larger classes at Key Stage 1, there was more off-task pupil behaviour, where pupils were not occupied with the task in hand, e.g. wandering around, doing something else, and daydreaming (Blatchford et al 2003)

The detrimental effects of increasing class size (and also school size) on pupil behaviour seemed to be related to overcrowding, either pupils getting 'lost in the crowd' and teachers ability to focus on less motivated pupils. In larger classes, there was generally more time spent by teachers directly teaching the substantive content of the subject knowledge, e.g. communicating concepts facts or ideas. A likely reason for this is that more whole class teaching occurs in larger classes. Blatchford et al (2008) argues that while in larger classes

pupils might be getting more educational input, this is at the expense of being largely passive and as part of a large group.

In Light of the previously discussed research, as well as the guidelines provided by the Cypriot Ministry of Education as well as those guidelines adapted to the needs of community schools and provided by Cyprus Educational Mission:

D. Cypriot Ministry of Education Guidance and Cyprus Educational Mission

In this section we have provided the guidance from the Cypriot Ministry of Education which as a school we have to follow as well as the Cyprus Educational Mission's instructions of 2006.

Available online at: http://www.moec.gov.cy/dde/odigies_scholikis_chronias_2014_15/6.pdf

Δημοτικά σχολεία

Ο μέγιστος αριθμός μαθητών ανά τμήμα για όλες τις τάξεις είναι 25.

Ο μέγιστος αριθμός μαθητών σε συμπλέγματα τάξεων είναι 20. Συνήθως, συγκροτούνται τμήματα με συνδιδασκόμενες γειτονικές τάξεις. Αν όμως, η κατανομή του μαθητικού πληθυσμού το απαιτεί, μπορεί να γίνουν και συμπλέγματα τάξεων με μη γειτονικές τάξεις.

Σε οποιαδήποτε περίπτωση λειτουργίας συνδιδασκόμενων τάξεων, ο Διευθυντής του σχολείου πρέπει να συνεργάζεται με τον οικείο Επιθεωρητή, για τον καταρτισμό του ωρολογίου προγράμματος. Η τελική διαμόρφωση του ωρολογίου προγράμματος θα εγκρίνεται από τον οικείο Πρώτο Λειτουργό Εκπαίδευσης. Αν επηρεάζεται, με οποιοδήποτε τρόπο, μάθημα ειδικότητας πρέπει να ενημερώνεται και ο Επιθεωρητής του μαθήματος.

Σχετική είναι η εγκύκλιος με αρ. φακ. 7.11.14/2 ημερ. 17.06.2011 (αρ. εγκυκλίου στο διαδίκτυο dde 2917), την οποία παρακαλείστε να μελετήσετε με τη δέουσα προσοχή. Σε ό,τι αφορά την ανακατανομή μαθητών σε τμήματα, παρακαλείστε να μελετήσετε με προσοχή την εγκύκλιο με αρ. φακ. 7.11.001.18 ημερ. 30.06.2014(αρ. εγκυκλίου στο διαδίκτυο dde 4222) και να ακολουθήσετε πιστά τις οδηγίες που δίνονται σε αυτή. Τονίζεται ιδιαίτερα ότι ο διαχωρισμός των παιδιών στα τμήματα, εκεί που κρίνεται απαραίτητο να γίνει, πρέπει να γίνεται με τρόπο που να μην προκαλεί ιδιαίτερο άγχος στους γονείς/κηδεμόνες ή/και καχυποψία, για ενδεχόμενη ευνοϊκή μεταχείριση παιδιών.

Νηπιαγωγεία

Με βάση τους Κανονισμούς Λειτουργίας των Σχολείων Δημοτικής Εκπαίδευσης και σχετική απόφαση του Υπουργικού Συμβουλίου, ανεξάρτητα από τις ηλικίες των παιδιών του κάθε τμήματος, ο μέγιστος αριθμός παιδιών ανά τμήμα στο Νηπιαγωγείο είναι 25.

Σχολεία Κυπριακής Εκπαιδευτικής Αποστολής

Στα σχολεία της ΚΕΑ η πολιτική που ακολουθείται συνάδει με την πολιτική του Υπουργείου Παιδείας και Πολιτισμού και αλλάζει ανάλογα με τον πληθυσμό και τις ανάγκες των Ελληνορθόδοξων Παροικιακών σχολείων. Ο μικρότερος αριθμός παιδιών ανά τμήμα είναι 8 και ο μεγαλύτερος 15. Τα τμήματα νηπιαγωγείου και προδημοτικής καταρτίζονται συνήθως από εκπαιδευτικό και μέχρι 12 παιδιά και όπου υπάρχει δυνατότητα υπάρχει και βοηθός.

E. Greek School of Ayia Triada Birmingham

At the Greek School of Ayia Triada we believe that smaller number classes helps in building up better teacher-pupil-parents communication, conduct and relationships. We also strongly believe that keeping classroom sizes smaller helps children to feel more focused on their work, to be motivated and to take part in activities more confidently. The engagement of children who are taught in a smaller number of children classroom is much higher and much more positive. This is because it happens in our schools to have different types of learners of the Greek Language (Learners who are learning Greek as their first language, as an additional language or as a foreign language) and their needs are addressed more effectively and children feel more confident and happier. The following table shows pupils per group per year. These numbers are subject to status as well as local situation of the branches of Ayia Triada.

Year Group	Min Number of Pupils	Max Number of Pupils	Teacher per Max Number of Pupils	Additional Staff
Nursery	6	15	1	1 TA & 1 Volunteer
Reception	6	15	1	1 TA & 1 Volunteer
Year 1	6	15	1	-
Year 2	6	15	1	-
Year 3	6	15	1	-
Year 4	6	15	1	-
Year 5	6	15	1	-
Year 6	6	15	1	-
Year 7	6	15-20	1	-
Year 8	6	15-20	1	-
GCSE1 & 2	5	10	1	-
GCE AS	5	10	1	-
GCE Unit 2	5	10	1	-
Adults	5	10	1	-

Notes:

1. Early Years Groups, staff ratio for EYFs: Nursery 1:6 or Reception 1:7
2. When the total number of pupils in EYFs exceeds the 16, then an additional staff will be providing support with toileting and dinner times for the children
3. In groups where there children with additional learning needs and behaviour difficulties (parents have provided care plans from their English schools, local SenCo has been contacted, then the Greek School of Ayia Triada will have an additional Support Staff for the specific class working providing additional support to the child, or

alternative arrangements will be in place to meet the needs of the child.

4. Where parents request for an additional member in class, this may be agreed, however this is subject to management board meeting agreements. Parents may be subjected to additional fees on top of the year fees.

F. Analytical Details for Supervision ratios and qualifications guidance for non-hazardous ventures:

Activity	Qualifications/ Staffing	Ratios	Notes
Local visits – in the local area, close to support at the base	an experienced group leader other qualified leader(s) (numbers as required) other responsible adult(s) in support a minimum of two leaders(i.e. teachers) required, unless in exceptional circumstances	1 adult for every 6 pupils in school year 1 to 3 (under 5's Reception classes should have a higher ratio) 1 adult for every 10-15 pupils in school year 4 (ages 9+) onwards	A minimum of one qualified teachers is needed for every group or class. They can then be supported by other qualified leaders or responsible adults. Leaders should reflect the gender of the group. Assistance from parents is also welcomed- Checks should be carried out and CRBs should be provided
Day visits – more than 60 miles or one hour from base	an experienced group leader other qualified leader(s) (numbers as required) other responsible adult(s) in support a minimum of two leaders required	1 adult for every 6 pupils in school year 1 to 3 (under 5's Reception classes should have a higher ratio) 1 adult for every 10-15 1 adult for every 10-15 pupils in school year 4 (ages 9+) onwards	
Residential visit, UK or abroad, and visits abroad	an experienced group leader other qualified leader(s) (numbers as required) other responsible adult(s) in support a minimum of two leaders required	1 adult for every 6 pupils in school year 1 to 3 (under 5's Reception classes should have a higher ratio) 1 adult for every 10 pupils in school year 4 upwards These ratios do not include the centre/ residential base staff	As above, however it is recommended that the ratio of qualified leader to responsible adult support is low, at 1:1 or 1:2. Leaders must reflect the gender of the group.

The leaders need to know that in an emergency they should:

- Ensure the children/young people are safe
- Contact their emergency contact person and give them the details
- Follow the procedures to be followed in the event of a serious accident/incident or fatality..

It is recommended that on off-site visits **there is a trained first-aider and a first-aid kit** is carried, check with the EVC about how this will be arranged.

On return from the visit, the group leader should report to the Headteacher and the Management Board and complete an evaluation report where necessary, e.g. when the visit involved an external organisation/was notable in terms of positive outcomes/gave rise to significant concerns, a copy of which should be sent to the Outdoor Education Adviser. (See Appendix 5 in Off-site Activities Policy). If there has been an incident, then the appropriate report form must be completed.

All the planning of the visit could be supported by the use of a checklist. (See Appendix 1-Off-site Policy).

When students are attending external training providers/off-site organisations, the following should be in place.

- An agreement/ or written response between Greek School of Ayia Triada and the external training providers/off-site organisations.
- A risk assessment for the students' journeys for the learning experiences.

Version Control

Version Name	Date	Reason for Update
Draft Class Size Information Guide (1 st version)	21/07/2017	Introduced
Reviewed	01/09/2017	Reviewed and Approved, Signed
Next Review	01/09/2018	Reviewed and Approved
Next Review	01/09/2019	Reviewed and Approved