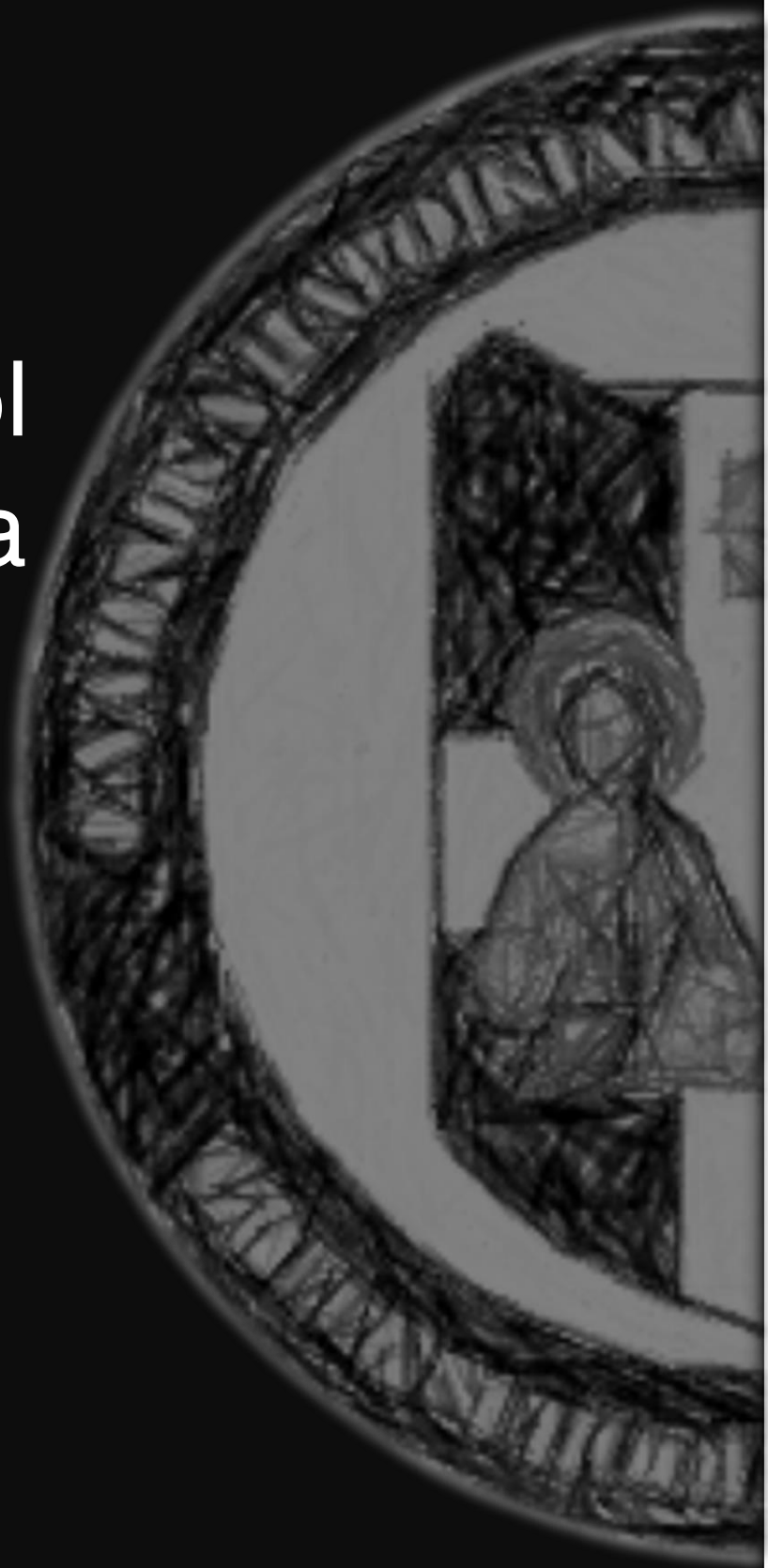


Greek School
of
Ayia Triada
Birmingham

Staff and Pupil
Ratio Policy



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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 2015 ([CSPAR Home | classsizeresearch](#)). 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 2012-2015 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 and staff ration, progress and behaviour**

However, research on class sizes and staff ratios in relation to behavior and progress is ongoing in various educational institutions and organizations in the UK. Here's a general outline of what recent research in this area might cover:

While I can't provide the most recent research findings, I can outline some common outcomes and trends observed in previous studies on class sizes and staff ratios in the UK in relation to behaviour and progress:

- 1. Class Size Reduction and Improved Behaviour Management:** Several studies have indicated that smaller class sizes can lead to better behavior management in the classroom. With fewer students per teacher, educators may find it easier to provide individualized attention, build positive relationships with students, and effectively address behavioural issues as they arise.
- 2. Enhanced Student Engagement and Participation:** Research suggests that smaller class sizes can promote higher levels of student engagement and participation. Students in smaller classes may feel more comfortable expressing their ideas, asking questions, and actively participating in classroom activities, leading to a more positive learning environment and improved progress.
- 3. Positive Impact on Academic Achievement:** While the relationship between class size and academic achievement is complex and influenced by various factors, some studies have found a positive correlation between smaller class sizes and academic progress, particularly in the early years of schooling and for students from disadvantaged backgrounds.

4. **Importance of Staff Ratios and Support Personnel:** In addition to class size, the availability of support staff and resources can also play a crucial role in promoting positive behaviour and academic progress. Research suggests that adequate staffing levels, including teaching assistants, counsellors, and other support personnel, can provide valuable assistance in addressing student needs and maintaining a supportive learning environment.
5. **Challenges in Implementation and Resource Allocation:** While smaller class sizes and lower staff-to-student ratios are often associated with positive outcomes, implementing and sustaining these practices can pose significant challenges, particularly in resource-constrained settings. Researchers have highlighted the importance of equitable resource allocation, effective teacher training, and strategic deployment of staff to maximize the benefits of smaller class sizes and optimal staff ratios.
6. **Need for Further Research and Contextual Considerations:** While existing research provides valuable insights, scholars emphasize the need for further investigation into the specific mechanisms through which class sizes and staff ratios influence behaviour and progress, as well as the importance of considering contextual factors such as school demographics, teacher expertise, and instructional practices.

These outcomes underscore the importance of considering both class size and staff ratios in efforts to promote positive behaviour and academic progress in educational settings. However, it's essential to recognize that individual studies may yield nuanced findings, and the effectiveness of interventions may vary depending on specific contexts and circumstances.

UK Education Department Guidelines -recent 2022

As of recent update January 2022, the UK government's Department for Education provides guidelines on class staff ratios for primary schools, nurseries. These guidelines aim to ensure appropriate levels of staffing to support effective teaching and learning in different educational settings. Here's an outline based on typical guidelines:

1. Nursery Settings:

- For nursery settings, the government may recommend a certain staff-to-child ratio to ensure the safety, well-being, and development of young children.
- Typical guidelines specify a minimum staff-to-child ratio, such as one staff member for every [X] number of children, depending on the age group and specific requirements of the setting.
- Additionally, there may be requirements for qualified early years practitioners or teachers to be present in nursery settings to oversee educational activities and support children's learning.

2. Primary Schools (Reception to Year 6):

- In primary schools, including Reception through Year 6, the government may provide guidance on class sizes and staffing levels to support effective teaching and learning.
- Guidelines may specify maximum class sizes for different year groups, aiming to ensure manageable group sizes that facilitate personalized learning and positive behaviour management.
- Recommended staff-to-pupil ratios may vary depending on factors such as school size, demographic characteristics of students, and specific needs of individual learners.
- The guidelines may also address the deployment of teaching assistants and other support staff to provide additional support and assistance in the classroom.

3. For school children of ages and year groups of Key Stages 1 and 2 (KS1 and KS2):

- For Key Stages 1 and 2, which encompass students aged approximately 5 to 11 years old, the government may provide specific guidance on class sizes and staffing ratios tailored to the developmental needs of primary-aged children.
- Guidelines may emphasize the importance of maintaining appropriate staffing levels to deliver high-quality teaching across the curriculum, including core subjects such as English, mathematics, and science.
- Recommendations may also highlight the role of support staff in delivering targeted interventions, supporting students with special educational needs or disabilities, and promoting inclusive education practices.

It's important to note that these guidelines may be subject to updates or revisions over time based on changes in educational policy, research evidence, and evolving priorities within the education sector. Schools and educational providers are encouraged to consult official government publications and guidance documents for the most up-to-date information on class staff ratios and other related matters.

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. The GSAT Rationale

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 Learners	Max Number of Learners	Teacher per Max Number of Learners +	Additional Staff
Nursery	6	18	1	1 TA & 1 Volunteer+ 1Carer in the case of SEN
Reception	7	18	1	1 TA & 1 Volunteer 1 TA & 1 Volunteer+ 1Carer in the case of SEN
Year 1	6	20	1	1 TA & 1 Volunteer 1 TA & 1 Volunteer+ 1Carer in the case of SEN
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	4	15-20	1	-
GCSE1 & 2	4	20	1	-
GCE AS	4	20	1	-
GCE Unit 2	4	20	1	-
Adults	5	10	1	-
Online Classes Adult Learners	5	10	1	-
Online Classes Y1-Y6	3	8	1	-
Online Classes Y7-GCSE	5	10	1	-
Online Classes A level	6	15	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, an additional staff will be providing support with toileting and dinner times for the children
3. Additional member of staff for children with ASD, SEN requiring support and have in their care plan 1:1 or small groups learning. This subject to discussion and request.
4. Nursery & Reception groups are in some cases taught in the same group, class setting.
5. 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.

6. Where THERE IS A NEED for an additional member in class, the decision on adding additional members of staff in class will be subject on agenda of Management Board Meeting and where needed and circumstances require this, review of all the factors will be held and decision will be taken for the . Parents may be subjected to additional fees on top of the year fees in the case of additional staff in class.

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	<p>an experienced group leader</p> <p>other qualified leader(s) (numbers as required)</p> <p>other responsible adult(s) in support</p> <p>a minimum of two leaders(i.e. teachers) required, unless in exceptional circumstances</p>	<p>1:5 Nursery/ Reception children</p> <p>Staff to child ratio Y1-Y6 (or 5-11 years old) is recommended wherever possible as:</p> <p>1:6 for Y1-Y3</p> <p>1:10 pupils in school year 4 (ages 9+) onwards</p> <p>Staff to child ratio in EYFS must be adhered to : 1:5 for Nursery and Reception Years children (EYFS Statutory Framework),</p> <p>1:10 for children in Years 4-6 (Government guidelines).</p> <p>TA when SEN requires</p>	<p>A minimum of one qualified Iteachers is needed for every group or class. They can then be supported by other qualified leaders or responsible adults.</p> <p>Leaders should reflect the gender of the group.</p> <p>*Assistance from parents is also welcomed- Checks should be carried out and DBSs should be provided, and subject to application for volunteer work and safe working practices clearance</p>
Day visits – more than 60 miles or one hour from base	<p>an experienced group leader</p> <p>other qualified leader(s) (numbers as required)</p> <p>other responsible adult(s) in support</p> <p>a minimum of two leaders required</p>	<p>1:5 Nursery/ Reception children</p> <p>Staff to child ratio Y1-Y6 (or 5-11 years old) is recommended wherever possible as:</p> <p>1:6 for Y1-Y3</p> <p>1:10 pupils in school year 4 (ages 9+) onwards</p> <p>Staff to child ratio in EYFS must be adhered to : 1:5 for Nursery and Reception Years children (EYFS Statutory Framework),</p> <p>1:10 for children in Years 4-6 (Government guidelines).</p>	

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	Nursery/ Reception-Y3: <u>No attendance by children – Residential Trips abroad</u> 2 adults for every 6 pupils year 1 to 3 (under 5's Reception classes should have a higher ratio) -UK 2 adults for every 10 pupils in school year 4 upwards Or as per details the Off-site Activities Policy	As above, however it is recommended that the ratio of qualified leader to responsible adult support is low, at 1:1 or 1:2 especially for trips abroad Leaders must reflect the gender of the group.
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The School Trip 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. 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.

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
Reviewed	01/09/2018	Reviewed and Approved by MB no changes
Reviewed	01/09/2019	Reviewed and Approved by MB no changes
Reviewed	01/09/2021	Reviewed and Approved by MB no changes
Reviewed	01/09/2023	No changes
Reviewed	01-04-2024	Research and Gov guidelines review added