Parent Forum Autumn 2026

Meeting Tuesday 20 October 2026

Ducklings – Stacey Ellwood
Firecrest – Emma Mitchell
Goldcrest – Niomi Hannon
Wagtail – Emily Taylor
Kingfisher – Sophie Green
Swift – Germaine Evans
Swallow – Rachael Hollinshead
Kestrel - Jo McCulloch
Owl – Jenny Clerc
Teal – Emma Morris
Mallard - Imogen Basson
Partridge – Hayley Flockhart
Quail – Sarah Vaccaro
Kite – Helen Khan
Buzzard - Jane Stewart
Chair - Johanna

Dear Parent/Carers

Please find the comments below from our recent Parent Forum meeting and a separate letter outlining our response to mixing classes.

FOCUS TOPIC: Mixing of classes

Class	Comment
N – Ducklings	**1. What alternative approaches have been explored?** Could class groupings be kept consistent wherever possible, particularly while children are young, with opportunities to mix introduced through occasional lessons or activities rather than a complete reshuffle? Alternatively, could children who are unhappy with their new grouping request a change? **2. Is the change solving a problem that currently exists?** Is there evidence that keeping classes together limits children's ability to broaden their friendships or develop resilience? Or are children already mixing successfully through breaktimes, lunchtimes and shared activities? **3. How will the school identify and support children who may find the change difficult?** How will the school identify children who may need additional support, both before the changes take place and afterwards, to ensure they settle well and their emotional wellbeing is considered? **4. What is the proposed timing of the class mixing?** Will the changes take place when children return in September? This can already be a difficult transition for many children, so it would be helpful to understand how the timing will be considered to minimise disruption. **5. Could the school actively encourage wider friendships without reshuffling classes?** For example: • Occasional mixed-class lessons and projects. • Shared extracurricular activities and school trips. • Mixed groups for Forest School and other activities. • Opportunities to work and play with children outside established friendship circles.

	This would allow children to develop the broader relationships the school wants to encourage, while retaining the security and familiarity of their usual class. **6. Can the school share its current thinking on how the new class groupings would be decided?** It would be helpful to understand how children will be selected for each class and what factors will be taken into consideration when making these decisions. **7. What happens if the new grouping doesn't work?** Could the school establish a clear review period following any reshuffle, with both parents and children able to raise concerns and a process for considering changes where a child is genuinely unhappy? It would be helpful to understand: ● How long children will be given to settle into their new classes. ● How teachers will monitor children's wellbeing and friendships. ● Whether a class change could be requested following the reshuffle. ● How the school will distinguish normal settling-in difficulties from more persistent distress.
R – Firecrest	● What benefits do you see? Mixing could help children broaden their friendships, feel part of the whole year group and become more confident with change. It may also rebalance class dynamics and give children a fresh start where needed. 2. What are your concerns? My main concern is that children, especially those who are anxious, have additional needs or rely on a small friendship group, could feel unsettled or isolated. I would like the criteria and transition process to be clear, with children's individual social and emotional needs genuinely considered. 3. How should children have a say? My suggestion would be for each child to privately name two or three trusted friends they would feel comfortable being placed with, with the school aiming to keep at least one of those connections. Children could also share any worries confidentially with their teacher. ● I think it gives the kids the opportunity to broaden their friendship groups. I also think it will help improve their resilience if they are a little out of their comfort zone and have to learn to adapt to new kids in a class and take on board new personalities etc. The only risk to me is around breaking up existing friendships - but it seems the school are well aware of this and will be sensible about how they mix the groups. ● I am very pro mixing classes and think that it's a great opportunity for children to make a wider group of friendships amongst the year. I just wondered whether the month of birth will be taken into consideration when mixing classes - would it be beneficial in the early years to have a class with Sept/early spring and with late spring/summer birth? Having nearly a year difference between some children could make those born in summer feel like they are always trying to catch up to the work produced by those that are older….or does research show it's more beneficial to have a range of different ages? I would like to know the school's thoughts on this?! ● - I was initially really worried about the mixing of classes as it appeared my daughter was split from a lot of her close friends at the time. I understood and supported the reasons surrounding one or two of her close friends but it felt like she was split from a lot of them sadly. These were all friendships she had formed throughout Ducklings. - However since starting reception she's formed a better bond with the one or two close friends she's split from and it really has benefited their relationship certainly

	outside of school where we are all seeing a big difference. This was obviously the right decision. - Lastly although I was really worried it has given my daughter an opportunity to build lots of new friendships with the new children who have joined reception. We were really surprised at how many new friends she made quite quickly and I guess this also shows they will make more new friends. This was very reassuring for us when she started school. ● I suppose it might be useful to hear their thoughts on how to resolve the previous concerns parents had for example: - 'some children may find it challenging to come back in September to a new class;' suggestion: could they have time settling into new classes in summer term? - the fear of lost friendships; how they will make sure children are able to maintain strong bonds/friendships with other children, suggestion: could they just mix glasses once during time at Bridgewater in either year 2 or year 4 rather than both? - the change being unsettling; suggestion: what steps will be in place for those who find it hard for example still being able to spend time with their previous class group for certain lessons maybe in the autumn term. - a break in continuity; suggestion: could children feel more in control of the change by being part of the decision for example something like all being able to give two names of children they'd like to stay with.
R – Goldcrest	● -We believe there are lots of benefits in mixing the classes as the children move up through the school. We think it helps to build confidence and resilience and builds many strong bonds throughout their primary school life. When they leave Bridgewater, they are hopefully more socially confident and have developed skills to help them in high school and beyond. - My child already seems to work and play/have lunch with children across both classes in Reception. I would assume that this will continue as she moves up through the school so I don't think mixing classes would be daunting/a challenge for her/her peers. - I would have confidence in the teaching staff to be aware and have knowledge of positive and negative relationships within the year group and which children work best/don't work well together when arranging the classes ● - I'm quite new to school life so don't have a strong opinion yet! I can see the benefit of widening friendship groups, while being mindful of children who rely on certain friendships for confidence. Perhaps each child could nominate two children they'd like to be with, with teachers using their discretion alongside this when mixing the classes.
Y1 – Wagtail	● We feel mostly positively about the proposed change and opportunity for the children to build friendships across the year. As they will mix again in Y4, it feels like something they will just become used to as opposed to those currently in Y4 who

	have been together for 5 years already. The benefit I see is a mostly social / personal development one. I do want to understand more about how the school will decide the new classes so if my child is in a healthy dynamic, learning well, how will the school make sure they don't move into a less positive dynamic or group with more behaviour challenges etc. I think the detail will help. I do think it would be nice to engage the children but at this age, I can also see how asking them to pick friends to stay with etc could cause problems if the school can't deliver on that ● I feel strongly that classes should be changed up every year and was actually quite surprised after we started that they were not. I think that Having the opportunity to make changes every year can help to address any issues, mix friends and generally develops their resilience and relationship building skills. This is the benefit of a larger school that is not possible a small school. Of course small schools have their benefits as well :) ● On class mixing…I'm positive about it and think a good thing for them. I think it would be helpful to have a reminder on the studies that have gone into it. ● I would be interested to know how they will be swapped and swapped again, like move half and then move half back? Also they have mixed groups with their houses so that's also a way they are still mixing with the other class. And my third question is are children able to select specific friends that they want to stay with. I personally don't think it will have much of a negative effect. This happened in my primary school except it was mixed classes of different year groups for 2 years, and then in year 2 the 2 halves joined together for the rest of primary. ● I think it's a good idea in theory. It'll be a big help for when they transition to secondary as they'll be more used to changes and mixing. My only concern is the second swap and how it'll be decided, after putting so much effort into getting it right the first time if that makes sense ● I have a question, if the whole point is for them to make strong bonds with other kids, is it likely they will be separated from their perceived 'best friends' I think it's also a good idea in theory, as the kids mix a lot already I think it shouldn't be too jarring. ● Can the school explain a little more about how they will work out the splits for new classes? Is it going to be social and emotional needs, or academic needs?
Y1 – Kingfisher	● *What benefits would you like to see or do you see in the mixing of classes?* I'd like to see more conversation/lessons on making friends, what makes a good friend, what to do if you're lonely. Directly addressing the skills required for these changes. I feel the idea in principle is good with good aims of broadening friendship circles (although feel the likely real reason is balancing SEN needs for teachers not a bad aim). However without the direct teaching and just hope mixing will enable children i think it will cause more anxiety and problems for children than benifit. So I'd like too see direct lesson intervention on the skill sets required. *What are your concerns around mixing classes?* Just mixing classes and hoping will create more anxiety and early year learning disruption. Particularly in year two. Personally I think this should be a KS2 move, I think Yr3/4/5 mix would have been better than a Yr/2/4 mix. By the end of year two the emotional and social development is much higher partially in the summer borns. *How do you think the children should have a say in how it happens?* It's hard. Perhaps children's parents to send a list of 5 closest friends. But the time and effort for teaches to take into account would be huge. We notice that some 'friends' at school are not necessarily their closest friend outside of lessons.

	● I'm happy that a decision has been made to mix the classes, and I think it can only be a good thing to allow them to make broader friendship groups across the year group. I just wonder why it's only happening every few years. I do think it will be harder to do it this way as they will be so settled in their class by that point at which they mix. I think doing it more frequently would be less disruptive and lead to greater confidence/resilience going into secondary school. I think parents should have some say in this decision, not just in terms of who they want their child to be kept in class with, but also if there are any children they would like to have in the other class (if there are any unhealthy/co-dependent friendships developing or if any bullying is occurring).
Y2 – Swift	● *Benefits* - no cliques forming as they get older, don't see the benefit of Y3 but I do for older years. *Concerns* - there seems to already be a difference in ages (1 class has a lot of children born before spring and the other after spring), will this natural age difference have a negative impact when mixing? *Children's say:* I don't believe children should have a say as I don't understand why that would be a benefit. I see this as a negative because they could be disappointed if their suggestions and / or expectations are not met. They should follow direction and just learn they will mix classes in the new terms (making it exciting and focusing on the positives). ● *Benefits:* I think there's value in children making new friends and different strengths being seen as they grow in new ways. Concerns: Already established groups tightening together, making it hard for those without strong friendships or shared hobbies to integrate into a new class. Teachers not seeing potential for growth within children because they'll be focusing on developing bonds within class. Children spending more time worrying about friendships than focusing on learning, especially in the first term of mixing. *Ways to involve children:* Invited to very small group conversations with a teacher, maybe 3 people at a time, to answer the same questions. Through a game with the whole year, identifying what things they're afraid of and what they're excited about (e.g. stand over here if... Or here if...) to understand the scale of this. The options could be less obvious but help them to articulate their opinion. Emoji check in - how would this make you feel? Open letter to the head. Drawing their perfect school and class and identifying what is most important to them and sharing with the class/teacher the top three things. I think *all* of these would help rather than just one or two ways. Children speak up and share their opinions in multiple ways and recognising this diversity is really important! ● *Benefits:* We fully support the proposal to mix the classes and believe that, if managed thoughtfully, it will be in the children's best interests. It offers a valuable opportunity to broaden friendships, strengthen social confidence and create balanced classes across the year group. - Broader friendship groups and more opportunities for children to get to know others across the year group. - Greater social confidence, including the ability to form new friendships and work with a wider range of peers. - Better preparation for future transitions, particularly the move to secondary school. - Fewer established cliques and a more inclusive year-group community. - Improved resilience and confidence in adapting to change. - Greater flexibility for the school to create balanced classes, taking account of class size, additional needs, behaviour and the overall mix of pupils. - A fair spread of needs and strengths across both classes, supporting teaching and learning throughout the year group.

Concerns:

- We would welcome more information about the rationale for mixing classes every other year rather than annually. Some other local schools with multiple-form entry mix classes each year, which may help the process feel routine rather than like a significant event. Annual mixing may also be less disruptive, as children would not spend two years becoming established in one class group before it changes.
- It would be helpful to know whether the school plans to learn from other local schools that already mix classes, including what has worked well and what they would do differently.
- We would prefer both classes to be fully re-formed, rather than only a small number of children being moved. A full mix may feel fairer and provide a clearer fresh start for everyone.
- We hope parents will be able to share relevant context about friendships and any particularly supportive or challenging dynamics. We recognise that this would be only one of many factors considered and that individual requests could not be guaranteed.
- We would also welcome details of how children will be prepared for the change. Our son is in Year 2 and will be among the first pupils affected. Opportunities for the two classes to learn and socialise together this year could help the transition feel familiar, positive and well supported.

Ways to involve children:

- Children should have an (age-appropriate) opportunity to contribute. For example, they could identify a small number of peers who help them feel safe and settled, as well as any relationships that may need careful consideration. This could be especially important for children who may find change more difficult, or struggle making friends
- The process should be explained clearly and positively to children and parents from the outset, including how decisions will be made, the factors the school will consider and the support available during the transition. I believe a form to talk will be more productive, as opposed to letters and emails only
- Once the new classes are formed, children should have opportunities to share how they are settling in. The school should retain some flexibility to provide additional support or review arrangements if a class dynamic is not working as intended.

- *Benefits:* Preparing them for new settings where they will need to form new friendships. It will teach them how to be resilient, more independent and socially outgoing

  Concerns:

  - We understand the idea of mixing the classes later in anticipation of secondary school, but in the younger classes, established friendships and security and stability is really important for some characters and it could be very unsettling. We think a lot of children have opportunities through clubs, outside school activities and out-of-school friendships at this age to equip them to be adaptable, so would question whether it is necessary at this early stage of school.
  - We would be keen to understand how the decisions will be made on how to mix the classes – how will you ensure that there is a balance of age, ability, personalities, existing friendships etc? When the children moved from Ducklings to Reception, there were some choices made about breaking apart close friendships – presumably to encourage those children to have a wider

	circle. Certainly for my child, they spent the first couple of months seeking out their old best friend rather than settling into their new class. - Given this is due to happen for Year 2 children, we would like to know the plan for moving towards this sooner rather than later, so that there are steps towards it throughout the year, not just coming in the last couple of months. *Children's say*: - We think the implementation should be decided by the teacher based on best practice and learnings from other year groups. Year 5 and 6 already have activities mixed with the other class so surely, that would be started in Year 2 as well? - However, it is important to make sure the children our prepared throughout the year with: o Open conversation about change coming o Learning and discussion to explore the benefits – perhaps link in with any of the PHSE topics o Children asked for a few friends they would like to stay with – assuming that can be accommodated o Chances in class to work with children from the other class o Start encouraging those new friendships – maybe there could a 'buddy' system where children are paired up and they have to work/pay together?
Y2 – Swallow	● *Benefits?* It could widen friendship groups and build resilience in some kids. *Concerns?* 1/ Impact on anxious children and how the school plans to support them. 2/ Starting cold in September could exacerbate return-to-school anxieties. Telling the kids early and phasing it in during the summer term may help. Perhaps one afternoon each week. 3/ A child being split from the majority of their friendship group. *Children's say?* Let each child list the names of classmates they'd like to be with and guarantee them a set number of those in their new class. Use free-flow sessions now to observe how the two classes interact and the kids will help inform groupings. ● My friends kids are at a primary in Aylesbury and they spend the last two weeks of each school year "in" their new class for the following academic year. The benefits are it helps smooth over the transition and lets the teachers get to know their new intake and identify needs etc. Downsides are obviously what do you do with current y6 pupils at this time, and you don't get the end of year send off. But it might help with the mixing. Maybe they meet their new classes for a party at the end of term or similar. ● Just a brief one from me - I think this communication about the mixing classes feels much more positive and grateful for the opportunity to discuss at parent forum. I think the important thing will be bringing the two classes together where possible over the next year, I currently get the sense things are quite siloed but I may be wrong. ● I welcome the idea of class mixing. I think the benefits of broadening friendship circles and building children's confidence will be great. I do worry about the risks of

	new friendship bonds being weakened at a key point in their development. It takes a long time for some children to form friendships and feel comfortable in social circles, which may then reset a little with the mixing. Is there a possibility of children / parents selecting a couple of friends who they would like to stay with in their new class? I appreciate this may be hard to guarantee but would give children a way of being part of the process and for teachers to perhaps spot friendships they are less aware of. ● I think this has potential to be a good strategy for broadening friendships and balancing class issues or needs. The reshuffle is in effect what happened after nursery so is not new to most of the children. Saying that I do not think it will be easy to make the classes better, if that is the aim. I feel it is essential to consider the children's friendships, allow time to observe if the new groupings work and make changes if there are new issues no one was expecting . Overall I am in support of the concept and if repeated will become easier. ● I'd be keen to know how the school plans to split the classes in a way that supports those children who have found it harder to make friends and therefore have much smaller and potentially more fledgling/ tentative social circles. I'm aware of other schools giving children/their parents the opportunity to submit 3 people they'd like to be with after their classes were mixed- whilst not a guarantee, it carried weight (and I'm not aware of anyone getting none of their preferences). Is this something that's being considered and if not, will the children/parents have any opportunity to comment?

Y3 – Kestrel	● My concerns for mixing classes: Whilst my daughter has friends across both classes, I am acutely aware that friendship groups, particularly amongst girls, are well established by Year 3. If a child moves into a new class while some friendship groups remain together because they have not been split, there can be significant pressure on that child to integrate into an already established social circle. From my experience, this can sometimes be more challenging for girls, and not all children have the confidence or resilience to navigate these situations independently. My concern is that some children may feel isolated or struggle to find their place socially. What measures will the school put in place to support children who are moving into a different class and to help ensure they develop new friendships and feel included from the outset? For example, how are friendship dynamics monitored, and what support is available for children who may find the transition more difficult? A more gentle approach would be to mix the classes for activities such as Forest School or PE, giving the children opportunities to integrate, build connections and develop new friendships naturally. Both classes already encourage collaboration and teamwork, making these activities an ideal way to help children form relationships across the wider year group without the need for a permanent class change ● The school has an opportunity to collect some baseline data now, to allow the impact of mixing to be measured. Things like friendships - number of children each child considers a friend and whether they have a trusted friend in class, belonging - do children feel happy, comfortable and included in their current class, wellbeing - how do children feel about coming to school, are there any concerns about friendships, and social confidence - do children feel comfortable working and

playing with different classmates? It would be interesting to measure at the end of the first half term, and towards the end of the school year.
Linked to this, it would be good to clearly set out the success criteria, and how it is going to monitor for adverse or unintended consequences
I think the potential benefits are largely as described in the letter. My concerns are around the amount of time / attention this process will take, and what this time is going to be taken away from. I'd also want reassurance that the school will consider individual circumstances carefully, including relationships that may not be immediately obvious to teachers. Also class circumstances - for example our year 5 class (who won't be mixed) have already had 9 changes of children in their class, so I'm not sure the benefits / rewards balance would be the same for them.
I'd also like the school to consider how it will identify children who struggle after mixing, what support will be available and how it will evaluate whether the approach is working for all children, not just the majority.
Another school where the children mix ask each child to identify a few children who make them feel safe, included and confident. They also ask who the child feels they would benefit from having more space from. This seems to ask well. At the end of year 4 I would expect that the children could manage this with more independence than at the end of year 2.

- I think it's a great idea to mix up the classes to encourage social fluidity, and develop friendships within the rest of their year group.

- My concerns are that if we wait to year 5 to make this change, it will come at a time when some children are already focusing on the 11+ exam, and may cause unnecessary upset and social disorientation at a focused time in their school life.

  - I also think another year together will only strengthen their identity as a member of Owl/Kestrel as opposed to a member of their year group. I would therefore much rather that the current year 3 is mixed up at the start of year 4, so they have a full 3 years together. I know the current thinking is to make the changes at the end of Ducklings, year 2 and year 4, but I think this should revised for those that have already missed out on the year 2 mix up i.e.
  Yr 4, 5, 6 - Progress as they are
  Yr 3 - Change at the start of Y4
  Y2 and below - Follow the new plan.

- I think the children should be able to confidentially communicate two/three people they'd really like to be in their new class with them, and also if there is anyone they really don't want to be in a class with again. All on the understanding that this might not be possible, but the teachers will do their best to take their wishes into consideration.

- *What benefits would you like to see or do you see in the mixing of classes?* We can see the benefits of helping children build wider friendship groups and becoming more comfortable with change. In the long term, being able to form new relationships and adapt to different environments is an important life skill.

  What are your concerns around mixing classes? Our main concern would be ensuring that the needs of individual children don't get lost within the process. While some children will adapt quickly, others may find the change significantly more challenging. We'd be particularly keen to ensure that existing friendship groups and children's social wellbeing are given appropriate weight when decisions are made. For some children, friendships provide an important source of

	acceptance, confidence and stability. Some children feel different from their peers but have found a friendship group within their current class where they feel understood and accepted, and should not unnecessarily lose that support network. *How do you think the children should have a say in how it happens?* We think the children should be consulted and feel that their views have been heard. A sensible approach could be asking children who they feel comfortable learning and playing with, and ensuring this is considered alongside teachers' knowledge of what is best for the wider class. We'd also expect every child to have at least one or two established friendships maintained where possible.
Y3 – Owl	● I think it would be good if the children could put down a name or two of a friend they would like to be with,(like they did for the residential!) ● What benefits would you like to see, or do you see in the mixing of classes? I would hope there will be a benefit, I am wary of the plan, as I still am of the opinion that mixing learning classes in year 5 and year 6 would be enough, but I recognise that this will happen, so, while my child is very sociable, she will be very upset if she is not with certain friends (especially as for her year group, who will mix at the end of year 4, they will have been together for 5 years, to then mix up once, for the last two years - if it is not handled carefully, she is not going to have a very pleasant end of time at Bridgewater). What are your concerns around mixing? See above. The same groups of friends being kept together and the ones that aren't in a set group will be placed wherever to fill gaps, the potential emotional upset at a time when they should be focusing on school work. I think if this was done every year from when the children start school in reception, it would almost be better, it would be the norm for them. Some children will handle this better than others. How do you think the children should have a say? This is tricky. From experience, if you have a child who has lots of friends, but is never the first to be chosen in a group, despite being friends with everyone individually, it becomes unfair when the first favourite 3 or 4 choose each other, or are kept together. I think this needs to be handled very carefully though. The children could give a few names of peers they would like to be with, but then how does that work if they don't list the same names in return... I'm still thinking about this one. Or give them each a name to list (privately under Gold, Silver, Bronze), the gold they definitely get to be with, and then one other from the silver or bronze... I don't know if that makes sense. It's a big topic and thank you for opening up the discussion. As parents, we know it will happen whether we agree or not, we all just want to protect our children at the same time, and just hope for a good reaction to it....
Y4 – Teal	● Benefits are just what they've said; it will give them a chance to make more friends before secondary school, will teach them skills of making friends and dealing with change and therefore a bit of resilience. Risks are that the class took a long time to settle and so it could be disruptive and some children will find it very challenging. I think the SEN kids should be allowed to put a couple of names down but otherwise the teachers should decide what is best. They could still ensure that the classes mix for different subjects as well so if they are separated from a good friend then they may still do some subjects with . ● Having supported two older children through the transition to secondary school, I see real value in helping children widen their social circles early. Learning to build new friendships ahead of Year 7 makes the move to secondary school far

	less daunting. I do however have concerns about using the current Year 4 cohort as the initial test group for this change. Could this be done for the current year 5's half way through the academic year? This year group has only recently settled and we don't believe they are quite where they need to be still. Introducing a potentially chaotic shift risks creating unnecessary instability and could end up setting them back in both their academic and social progress. To align with how secondary transitions work, children should be allowed to nominate 2–3 close friends they would like to remain with in their new class. Prior to the full shuffle, the school should run ad-hoc sessions or mixed-group activities so children can get used to working alongside different peers. School staff should carefully consider personality dynamics and learning profiles when structuring the new classes, ensuring balanced and supportive environments for everyone. ● I have a child in Year 4 and one in Year 1, and I am much more supportive of mixing earlier in the school where friendships are still forming. For example I'm happy for my Year 1 child's class to mix in Year 2 to broaden friendships. For Year 4 less so, as I feel it would be more disruptive where friendships are well established. I understand there are often friendship or other dynamics which are unhealthy or unhelpful and would benefit from being mixed or changed, however it seems unfair for the positive friendships to be affected too where they are so beneficial and important to children's whole identity at this stage. ● Can we have an understanding of how the mixing up of classes will happen in reality. What prep are you doing to prepare the classes that will be mixed and what can we do as parents to support our children. I'm not against mixing classes, I just want to be prepared to help our children adapt well.
Y4 – Mallard	● I'm really supportive of mixing the classes, and have always felt that it was a bit of a missed opportunity not to do so in a 2-form entry school. However, I do have concerns about our particular year group mixing at this point. We have a challenging year group with many higher needs and I think it's taken a long time for many children to feel settled and secure in their classes. I'm not sure that our particular year group should be the "test group" or first group to mix up going into year 5. I kind of think that at this point, it will just cause more disruption within a year group that has already had so many disruptions to their leaning. I fully support mixing up the classes starting in year 2, but perhaps just for the younger children who will have the opportunity to mix classes twice during their school experience (like my youngest child). ● Benefits: building resilience, building confidence, maintaining friendships that aren't just 'convenient', different experiences and opportunity to learn and play with different people who will learn and play in different ways. Concerns: there will obviously be some anxiety but I think this is a good opportunity for kids to learn that not all anxiety means something bad is coming and exploring new things and new people can be positive even if it is daunting Kids having a say: I would suggest replicating the Ashlyns admissions process - nominating 3 friends and trying to give them at least 1. I think this might help kids to reflect on making 'good' choices about who they want to be with when they do it again in a couple of years.

	Also think teachers should get a say and be able to overrule where they recognise that some friendships may be unhealthy and kids would benefit from being separated even if they resist!!! ● I am not sure why a parent forum from 3 years ago which was 3 questions about mixing year 6 is being used as the basis of evidence for mixing years 2 and 4? The overall majority of replies to that forum were specific in response to the questions about year 6. I really think this should have been made clear in communications with parents. It sounded like the topic of year 2 and 4 mixing had previously been widely discussed and was a popular idea which I personally don't think it was. It certainly came as a shock to many of us whose kids in year 4 will be affected by this as well as others further down the school. I think if Year 4 were going to be mixed it should have happened already, it seems deeply unfair to mix them this late on. If they had been mixed in Year 2 they'd know what to expect and hopefully be equipped to deal with it. They have not had an easy ride within their year group and now they are going to be massively disrupted in important years leading up to their SATS and move to secondary school. I'm worried it will be detrimental to their learning and wellbeing. What assurances can you give us that their learning will not be further disrupted from the fallout of this change? ● I have some concerns about mixing the classes at the end of Year 4, just as the children are moving into Year 5, when the academic demands begin to increase. By this stage, they have built friendships and settled into familiar routines, and I feel that keeping some stability would help them make a positive start to this important year. I completely understand the value of children meeting others and making new friends, but this can happen naturally through lunch clubs, after-school clubs, Forest School and mixed-class activities without the need to reorganise the whole year group. I am also particularly concerned that the current Year 4 is a high-need year group with some existing behavioural challenges. Changing the classes could disrupt positive relationships and create new difficulties at a time when the children would benefit from consistency and support. A reshuffle won't necessarily address the underlying behaviour issues and could potentially create more. I would therefore like the school to consider whether keeping the classes as they are, while providing opportunities for children to mix in other ways and addressing specific issues individually, would be a better approach for this particular year group. ● My feedback is rather basic. I'm in support of the class changes from year 1 up. I do not support year 4 changing as we have had such little stability within the class and last year was the first stable year. I believe a huge part of this has been due to the schools behaviour management policy and the many versions! I think the children deserve their final years at Bridgewater to be consistent.

Y5 – Partridge	●
Y5 – Quail	● - This it isn't going to impact me much as my child will only mix as planned for this year and next. I suspect the answers to this will depend on the child.

	● Speaking as a parent of two settled children, I can only see this benefitting the school rather than the children. Resilience can be taught in many ways but entire upheaval of class structure 3 times in their primary education feels excessive. Time taken to settle and adjust to each change is time taken away from focusing on learning in my opinion. While it might break up solid or troublesome hierarchies and allow teachers to distribute SEN need, this has the risk of unsettling kids who are getting on just fine. Particularly at the end of year 4 when both my kids were experiencing feeling unsettled just due to normal development phases, this would have added an unnecessary level of anxiety. The impact of unbalanced classes, SEN need or friendship issues should lie with the adults caring for and teaching them, not with the children who are just being used as pawns in this exercise. ● Hugely positive step forward for the school. So many benefits and wish our year group could benefit from it. ● I think this is a good thing, to allow new friendships to develop and to increase the kids friendship groups ahead of secondary. I would actually encourage it for our year too with their being so few girls in each class, I think it will do them good to mix further. ● I think it would be great if they had more opportunities to mix across the classes - I know it happens more in year 6 but I think with the small number of girls in year 5 it would be great. ● I think a great idea as long as they start early, as they are. In secondary they are really mixed up by form, sub groups and then by ability for some subjects, so literally every day is different and every separate lesson varies too.
Y6 – Kite	● I strongly support the proposal and I think they should change the classes regularly What benefits would you like to see- I really welcome this change. I am of the view it encourages the children to be adaptable, resilient and inclusive. I think we have been out of kilter with other schools locally and nationally. Having a child in year 6 who has never mixed classes creates some trepidation as we approach secondary school especially as they have such a close knit class. I also welcome it from a point of view of breaking up difficult friendship dynamics and classes which might have a reputation for being 'tricky'. What are your concerns around mixing classes? The transition period and how classes are selected. If the children are given an element of choice, rather than asking the children in class on the spot it would be better to give them some time to reflect. When my child was asked in ducklings who they wanted to be with I'm fairly certain they named the last person they had been playing with. I would also be concerned about any delay to the class mixing taking place now the children have been told. I have another child in the school who is very aware of the change and that it will apply this coming September. They are clearly processing it and have already spoken about it. It would be confusing and unfair on them if it did now not take place. How do you think the children should have a say in how it happens? They should be given an option to name 3-5 friends with a certain number guaranteed. As above, I think they should not be put on the spot and have time to reflect. They shouldn't be asked in the presence of others. I would suggest it is something they do at home and completed via an online form.

Y6 – Buzzard	• I just wanted to add that although it doesn't impact our year I was originally against class mixing but now think it would have been good if our classes had been mixed • I think a lot depends on your child's experience of their class and year group. If they have a solid friendship group, that's a lovely position to be in. We have had children in several year groups across the school, and our experience suggests that the proposed occasional mixing would have been slightly beneficial for one, enormously beneficial for another, and made little difference to the third. In the proposed plan, children would still be able to spend time with their existing friends at lunch, break and during forest school rotations. Mixing could, however, make a real difference to children who are having a hard time thriving with the current class dynamics. I also think balancing the academic potential of each class is helpful as well. • Re mixing of classes - I will give my main feedback via year 4 as mostly applies there, but on reflection for the current year 6 classes I think mixing would have been hugely beneficial. One class has a very 'clicky' group of all the boys who would benefit from mixing ahead of the big mix up at secondary school, the other class has issues with smaller groups and bullying that could have been dissolved with some strategic splitting of children. Re how they do the split I think they should replicate what happens at ashlyns - kids get to chose 3 names and will get at least one. Teachers get final say to facilitate class dynamics. Benefits of building resilience, building new friendships (not all kids do football etc out of school where they mix already), opportunity to work with different people as well as ability to 'naturally' divide unhealthy friendship groups I get that there might be some additional anxiety - but the anxious kids already have this about where they will sit in class so we should probably be looking at ways to facilitate the change and reduce anxiety…… even more reason to do it at year 4-5 rather than the first mix being when they are also moving schools! You can also add that 'from someone who works in higher education' - we are seeing huge issues with a lack of resilience in students coming to university and genuinely feel from an academic perspective there is benefit in building flexibility and resilience from a young age so it becomes the 'norm' rather than another skill they need to learn in later life
General	
N – Ducklings	•
R – Firecrest	

R – Goldcrest	• - My child seems to have settled really well. The Reception staff/team have been really welcoming and supportive. - The family learning book is great and we enjoy the link between home and school. **Thank you** The top playground in the mornings is very busy and a bit overwhelming (understandable with the amount of children going into school at one time) - we are taking advantage of the

	more relaxed start time for Reception children but do wonder what this will be like next year. **Mrs Krzeniak is looking into this.**
Y1 – Wagtail	●
Y1 – Kingfisher	● Is there a chance for parents to consult on the school menu? For many picky children, a cheese sandwich is a go-to option and it was so helpful last term when this was offered a couple of times a week as an option. This term, the cheese sandwich was moved to Friday 2/3 weeks (rivalling pizza, one of the only other easy days for us) which has meant difficulty for one of my children 4/5 days a week. We are always happy to share children's and parents' feedback about the menu with HCL, our catering company. The new menu starts after half term and cheese sandwiches are available each week, rotating on Tues, Thurs and Tues. HCL design the menu to meet the School Food Standards and they will be working towards the new Food Standards, which have to be in place for September 2027. There will be more restrictions about how often cheese can be served. We endeavour to work with them to deliver a menu that appeals to the children and meets the standards, whilst working towards our sustainability goals. ● I don't have a point about the class mixing, but I do have one about the newsletter. Great that we now get WAY less emails, just wondered if there is a way to make it mobile friendly. Surely there is. I'm forever zooming and pinching to read it. Just a format that fits well onto an iphone or android. It'll be a longer scroll but certainly doable. I assume they type the current one into word or something similar and send it out. There will definitely be a bulletin for school app or something available https://example.schoolzineplus.com/news?nid=1 Thanks for your feedback about the weekly bulletin and our attempts to reduce email traffic for parents. We have had mixed feedback, some people much prefer having fewer emails, others have said that they preferred it as it was. We have taken on board the comments about making the information easier to search for. All of the information in the bulletin is now included in the email itself, as well as being attached as a PDF. Parents can now search more easily in their emails for an item in the bulletin, e.g. "Halloween Disco". We currently gather bulletin entries throughout the week into a google doc. We create letters and documents about events and upload them onto the website. We then insert links to these documents to make the bulletin more concise, with parents being able to follow the link to the letter if relevant to them. Taking on board parental feedback we have created different sections - action required, school news, community and clubs and sports etc. We are moving to a new website over half term, which has an improved newsletter function, so that information can be pasted into the website directly. Once we have access to this, we will try this new format, alongside the current one. It promises to make the newsletter easier to read on a phone.
Y2 – Swift	● A parent would like to raise the fact that the teacher does not always come out in the morning to see the children in. Their child is finding it unsettling - is this something that can be accommodated? Especially as there are a lot of handovers between teachers throughout the week and changes in-year coming too.

	We are not aware where this has been the case unless it has been a day when one of the teachers was off or someone else was covering. Please could the parent contact Mrs Alexander to discuss this.
Y2 – Swallow	●
Y3 – Kestrel	●
Y3 – Owl	●
Y4 – Teal	● Please could we have the information about school trips and Wow days in separate emails to the bulletin? I feel that the Friday bulletin should be used for half term activities, social events, information for parents about wider school life. But information about dates, times, payment, clothing for a school trip needs to be quickly accessible and when I have to remember which bulletin it may or may not have been in this is not easy! As above, we have changed the format to make the bulletin searchable for information about trips etc.
Y4 – Mallard	●
Y5 – Partridge	● The previous email communications were a much better option. Currently it feels like too much in the Friday bulletins and I have to re-read it 2-3 times to make sure I clicked on all the links etc. Having emails sent during the week + summary and reminder on Friday was less overwhelming to our family at least. ● I understand that the school are trying to manage lots of different viewpoints on the comms front but the new approach with everything on a Friday is not working for me. There is too much in there, it is hard to distinguish what I need to know, what is optional and what is irrelevant to me. I really struggled with the format in an email too - I had to keep re-reading it and am still worried I missed something I should have actioned. Is it possible to go back to what we had before? As above, we have made changes as we have received mixed feedback and we will be using our new website to publish newsletters after half term. ● Thank you to Mr Wilson and Mrs Bissenden for making the start of year 5 fun. I was really struck my Mr Wilson's enthusiasm on meet the teacher night and my child thinks he is great, he seems to really get stuck in with the kids at their level. We will pass this on.
Y5 – Quail	● It would be great if sometimes in movement breaks they could get to do a go noodle or similar as it feels currently like they are doing quite a bit more sitting and listening for longer periods. We will pass this on. ● Is there a possibility to align forest school in year 5 and 6 with the rest of the year groups? I feel particularly strongly about this in year 6 where the focus is quite heavily on SATS. Also if the forest school needs funding could we fundraise? Is it a teaching issue, or a space issue? Year 5 and 6 have Forest school once a half term for a whole morning. This amounts to roughly the same as the rest of the school as they have 2 hours every 3 weeks. They work on bigger projects this way and it has been successful over the years. There is also a weekly Forest school club that children can attend.

Y6 – Kite	•
Y6 – Buzzard	• One thing I would appreciate is more consistency around the uniform policy. There seem to be different approaches to things such as school rucksacks and how many keyrings children can have. I don't have a particular view on what the rules should be, but it can be confusing for children if they are told something isn't allowed and then see other children doing it. Having the same expectations across the school would make things clearer for everyone. We will ask for the keyrings to be limited to one and try to reset after half term.

Date of next meeting: Tuesday 2nd March 2027