
CLASS SIZE & CLASSROOM DIVERSITY POLICY

I. Purpose

Anne Hill International School recognises that class size and classroom diversity are fundamental to creating an environment where every student can thrive academically, socially, and emotionally. Our approach in this regard is guided by the understanding that well-balanced classes enable teachers to provide rich learning experiences, foster meaningful relationships, and ensure that each child's unique needs are met.

We also value the rich diversity within our international community as a powerful context for learning. By intentionally creating classes that reflect a balance of our school community, the purpose of this policy is to guide the cultivation of an inclusive atmosphere that promotes collaboration, empathy, and global citizenship. In line with our vision to nurture well-rounded, globally-minded, lifelong learners, the diversity in our classrooms is not only a reflection of our school's population but also a vital tool for preparing students to succeed in an interconnected world.

II. Type & Scope

Type: External

This policy is applicable to all students, parents, teachers, LTAs, Academic Leadership Team, Admissions and other members of the teaching faculty at Anne Hill International School.

III. Policy Statement

3.1. Aims

Our Class Size and Diversity Policy aims to:

- Ensure class sizes support effective teaching and personalised learning experiences.
- Create classroom environments that reflect the school community and encourage intercultural understanding.

Maintain manageable class sizes to allow for strong teacher-student relationships and social-emotional support.

- Apply transparent and consistent principles when allocating students to classes.
- Align with globally recognised standards for class size and diversity in international education.
- Balance staffing, facilities, and scheduling to provide a secure and supportive learning environment.
- Use diversity as a learning tool to develop collaboration, empathy, and respect for different perspectives.

Our approach to class allocation is closely connected to the *Admissions Policy (ADM-001)* and should be considered alongside related policies such as the *Learning Support Policy (ACAD-010)*, *EAL Policy (ACAD-011)* and *Inclusion Policy (ADM.AHI-002)*.

3.2. Class Size & Ratio

3.2.1. Preschool

In the preschool, class sizes are determined based on the ages of the students and their developmental needs so as to provide a suitable level of supervision, individualised attention, and care. Younger children require smaller groups to ensure their safety, foster early socialisation and support foundational learning experiences. As children grow older and develop greater independence, class sizes are adjusted accordingly to balance personalised support with opportunities for collaborative learning. This approach ensures that each child's developmental stage is respected while maintaining a nurturing and structured environment.

The maximum class sizes and adult (teacher and LTA) to student ratios are as follows:

- Playgroup (18-24 months +) – a maximum number of 12 students per class with an adult to student ratio of 1:4.
- Nursery 1 (24-36 months +) – a maximum number of 15 students per class with an adult to student ratio of 1:5
- Nursery 2 (36 months-4 years +) – a maximum number of 16 students per class with an adult to student ratio of 1:5
- Kindergarten (4-5 years) – a maximum number of 18 students per class with an adult to student ratio of 1:6

3.2.2. Primary School

In the Primary School, there will be no more than 25 children per class.

In Year 1, each class will have 3 adults (1 homeroom teacher and 2 Learning and Teaching Assistants).

In Years 2 – 6, each class will have 2 adults (1 homeroom teacher and 1 Learning and Teaching Assistants).

This is based on a class size of 25 students and depending on the number of students per class, this may vary accordingly.

3.2.3. Secondary School

In the Secondary School, there will be no more than 25 children per class. In order for a particular year group or subject to be viable and remain open, this would require a minimum of 5 children.

3.3. Class Allocation

3.3.1. Factors Considered When Allocating Classes

Upon admission to AHI, students are generally placed in year group appropriate to their age (see table below – In Year Admissions). Following this, at the end of each academic year, all classes will be reorganised and mixed. This ensures that:

- Children can build new friendships and develop wider social skills.
- Classes remain balanced in terms of gender, age, ability, and individual needs.
- Teachers can plan effectively for the following year with evenly distributed groups.
- No single class becomes static or isolated over time.

We aim to place children in classes where they will achieve the maximum academic progress as well social and emotional development. Class allocations for the following year will be decided by the current homeroom teachers based on several key factors including the following:

- Friendship groups
- Range of educational, social and personal needs
- Age and maturity
- Balance of gender
- Balance of Special Educational Needs
- Balance of English as an Additional Language
- Balance of attainment and abilities
- Family relationships (e.g. siblings in the same year, children of staff etc.)

3.3.2. Quality Assurance and Ratification

The above factors will be considered over the course of the academic year and observed in a range of contexts such as in the homeroom classroom, in specialist lessons and at playtimes. Homeroom teachers will work collaboratively with their year group colleagues when making their decisions, ensuring a positive balance and range is represented in each class. Suggested class allocations will then be discussed by the school's Vice-Principals before being finalised. Parents will be notified of the class allocations in August, prior to the first day of the new academic year.

3.3.3. In-Year Admissions

For students who join AHI mid-year, class allocations will be assigned by the school's Vice-Principals following the student's admissions assessment/interview. As with all

other allocations, students will first be placed in an age-appropriate year group (see table below for year group placement comparison). Decisions regarding specific class placements will be based on the same criteria as above in addition to considering the number of students already enrolled.

YEAR GROUP PLACEMENT COMPARISON

Age on 31 August	AHI Year Level	UK Year Equivalent	Vietnam Grade Equivalent	Singapore Grade Equivalent	Korea Grade Equivalent	Japan Grade Equivalent	Australia Year Equivalent	USA & Canada Grade Equivalent
18 months +	Playgroup	Nursery	Nursery	Playgroup	Play House	Nursery	Preschool	Preschool
24 months +	Nursery 1	Nursery	Nha Tre (Preschool)	Nursery 1	Play House	Nursery	Preschool	Preschool
36 months +	Nursery 2	Nursery	Kindergarten Lop Miam (Sprout)	Nursery 2	Play House	Kindergarten	Preschool	Preschool
4 years +	Kindergarten	Reception	Kindergarten Lop Choi (Bud)	Kindergarten 1	Kindergarten 1	Kindergarten	Preschool	Pre-K
5 years +	Year 1	Year 1	Kindergarten Lop La (Leaf)	Kindergarten 2	Kindergarten 2	Kindergarten	Kindergarten	Kindergarten
6 years +	Year 2	Year 2	Grade 1	Primary 1	Grade 1	ELMN 1	Year 1	Grade 1
7 years +	Year 3	Year 3	Grade 2	Primary 2	Grade 2	ELMN 2	Year 2	Grade 2
8 years +	Year 4	Year 4	Grade 3	Primary 3	Grade 3	ELMN 3	Year 3	Grade 3
9 years +	Year 5	Year 5	Grade 4	Primary 4	Grade 4	ELMN 4	Year 4	Grade 4
10 years+	Year 6	Year 6	Grade 5	Primary 5	Grade 5	ELMN 5	Year 5	Grade 5

3.3.4. Timescales and Communication

1. Homeroom teachers and Learning and Teaching Assistants will meet to discuss their observations children in their class during Term 4.
2. Homeroom teachers within each year group will meet to discuss and allocate classes for the following year.
3. Suggested class lists are shared with the school’s Vice-Principals to be approved.
4. Class allocations will be communicated to parents and students in August, prior to the first day of the new academic year.

3.3.5. Requests for change of class allocation

The school reserves the right to respectfully but consistently decline any parental requests to change class allocation or teacher at any stage throughout the year. Changes to class allocation are extremely rare and will only be considered as a very last resort, where there are exceptional circumstances that directly impact a student’s wellbeing or learning.

Parents who have concerns about their child’s class placement are required to raise these in the first instance with the homeroom teacher, who will work collaboratively to address the matter. If concerns remain unresolved, parents may then seek further discussion with the school’s Vice-Principals. This staggered approach ensures that concerns are heard and addressed appropriately, while maintaining the integrity and stability of class groupings for all students.

3.4. Consistency and Equal Experiences

Regardless of which class students are placed in, all children within a year group will have access to the same curriculum, educational trips, enrichment opportunities, and specialist teaching. This ensures that every child benefits from a consistent and high-quality educational experience, no matter their class allocation. Throughout the year, children will have structured opportunities to collaborate across classes. Examples include:

- IPC Exit Points and other project-based learning activities.
- Cross-curricular initiatives where classes combine for shared outcomes.
- Whole-school events such as assemblies, performances and celebrations.

Children will also have regular opportunities to spend time with friends in other classes during the school day, including:

- Shared breaktimes and lunchtimes.
- After School Activities (ASAs) that mix pupils across classes and year groups.
- Cross-curricular activities and clubs that encourage wider social connections.

By maintaining consistency across classes and fostering collaboration, the school ensures that all pupils feel part of a unified year group community. This approach balances the benefits of mixed class allocation with the reassurance that every child's educational journey remains equitable and inclusive.

IV. Roles & Responsibilities

- **Admissions Team** - Responsible for managing student enrolment in alignment with approved class size limits, diversity objectives, and allocation guidelines, in coordination with the Academic Leadership Team.
- **Academic Leadership Team** - Responsible for setting class size and allocation parameters, overseeing equitable class allocation, and ensuring consistency of student experience across classes in accordance with this policy.
- **Teachers** - Responsible for delivering high-quality instruction and inclusive classroom practices that meet the diverse learning, social, and developmental needs of students within assigned class groupings.
- **Parents** - Responsible for understanding and respecting the school's class allocation processes and supporting their child's learning within the assigned class environment.

V. Review Cycle and Updates

This policy will be reviewed on an annual basis to ensure that it continues to meet its purpose and aims.

VI. Related Documents, Policies & SOPs

- Admissions Policy
- Inclusion Policy
- Learning Support Policy
- EAL Policy

Previous Update(s)	N/A	Revision Date:	N/A
Current Update	Version 1	Revision Date:	15/01/2026
Next Update		Revision Date:	