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| **RESEARCHED POSITIVE IMPACTS OF VERTICAL GROUPING FOR YEAR 9 PUPILS INVOLVED IN COLLABORATIVE HOUSE TASKS** | **MOST RELEVANT UTTERANCES BY STAFF**  **IN 1ST DISCUSSION (Stage A)** | **MOST RELEVANT UTTERANCES BY STAFF**  **IN 2ND DISCUSSION (Stage D)** |
| **Exposure to new perspectives** | (None) | **-yea other opinions helped sort of open their eyes a little more**  **-I agree with new perspectives as I can see how pupils gain new perspectives from others but only if it's facilitated in the right way, I think I noticed that in the first PSHE lesson I took because older students were sharing experiences with younger students about their experiences of bullying.**  **- it's healthy, and from the younger kids perspectives when the older kids are speaking its like "oh I would never have said or known that" or "why is he saying it like that I'd never have said it that way" and it makes then consider others and themselves in more depth. They think about what happens when they're older. - I agree, and sometimes they think of the more obvious things to say but try to make it sound clever if they're older, but the younger perspectives and utterances make them realise it’s not necessary to over complicate things all the time, it takes them back to basics and actually they appreciate the topic studied more if you start with the basics.**  **- yea I agree, with the whole "cool" image thing of the older pupils wanting to appear "cool" it's nice that when a younger student speaks they get reminded of what an honest answer really is, not lame thing that is said to further a reputation. The younger years are less filtered, less image conscious, they're more honest, and the older years have a lot to learn from that**  **- they can learn from experience, there is a lot for the year tens and elevens to tell the year nines, and the year nines can pass on what they have learned from seven and eight and all the way through, they can tell all the other age groups how it is, because they have lived through it, seven and eight.** |
| **Providing leadership roles** | - **I have got some quite challenging tens, and twelves and thirteens that clearly didn’t want to be there. And the year nines actually, and the lower year groups really were leading it, they were the ones telling year elevens to shut up. It was completely different.**  **-or year nine it is quite interesting because they are obviously the middle year group, because they can benefit from having leadership experience with the younger years.**  **- I think the vast majority of them are that age where they are kind of thinking “I’m not old enough to be a leader, because these guys are doing it, and I’m not young enough to be following orders, so therefore I’m stuck in the middle and don’t have to lead the younger ones because there is year ten, eleven, twelve, thirteen to do it”.** | **- Yea, plus seeing some pupils who don’t normally lead, like some of the year elevens who are shy in their own years or older pupils renowned for poor behaviour, so some of the year nines were watching intently, maybe thinking yea “I could do that too, it’s not just for the ‘best’ kids in each class to lead”.** |
| **Pro-social behaviour: increased civic values and social responsibility** | (None) | **-yea I agree, with the whole "cool" image thing of the older pupils wanting to appear "cool" it's nice that when a younger student speaks they get reminded of what an honest answer really is, not lame thing that is said to further a reputation. The younger years are less filtered, less image conscious, they're more honest, and the older years have a lot to learn from that**  **-[in vertical trips] there is a lot of mixing, sharing and support. Very pro social.**  **-But we were just talking in our TLR seven meeting today about the vertical detention, as it’s for years sevens, eights, and nines, and the year sevens are seeing behaviour displayed by year nines which is dreadful, and they're**  **learning that sort of negative, anti social behaviour and I think if vertical groups are in good environments, and if the behaviour management is good, then it can be great for pro social behaviour, but if it’s not it has the opposite effect. The younger ones aspire to the anti social behaviour they see from those above them.** |
| **Social confidence, and constructive and cooperative mixing** | -**because we are doing it with year sevens and eights, by the time they get into year nine, I think it will be a lot better than probably how it has been this year, because they will be used to being in mixed age house groups**  **-I think a little bit that year nine don’t really know their place, and I think they are a little bit unsure about where they fit in. Because they are not quite key stage three, and they are not quite key stage four. So perhaps being able to see all of them, all the above and below in a vertical group, could kind of, is the bridge for them maybe.**  **-with year nines, probably not the best word to use but some of them can get a bit arrogant thinking at this point “we know it all”, and by being with the year tens and year elevens it’s perhaps a reminder that you don’t, there’s still people above us.**  **-I often find that the year nines are the quietest.**  **they are socially aware, they are at that point, out of everybody they are the most socially aware**  **-I have got a student same issue in my English class, and he is less cheeky and more serious when we are doing the vertical P.S.H.E lessons, and I definitely think the second time round he has felt a bit more comfortable, but again he has been more serious.**  **-They don’t want to get picked on for anything, they don’t want to do anything that will make them stand out.**  **-Not willing to take the risk is it, to be, they don’t want to be the subject of humiliation.**  **-I’ve got a boy in my year nine vertical P.S.H.E who I also teach in my English class, and the difference in him, between the two different environments that I have seen him in is unbelievable. I would agree with you when you say he is mimicking the behaviour of the older students, and not anyone, I think he almost fears that if he says something silly in his year group everyone will laugh with him, but I think he thinks if he was to say something with older students, they might laugh at him and he is not willing to take that risk.** | **-there was a lot of mixing, sharing and support. Very pro social.**  **-a lot of them**... **feel slightly on the edge of their comfort zone.**  **-They're wont sure how valid their contributions are in a mixed age class, they might feel they're being judged by others not supported. There's a weak ability boy in year nine who came and said to me at the start of the lesson, knowing he's not a confident reader or speaker, "sir I've got a sore throat, please can I or talk today?" You know he doesn't want to be put on the spot with others younger there, and older. It undermined  his own self confidence. Especially when you've got a bright year seven who can speak big words.**  **-for my class that was more an issue at the beginning as now they're getting more familiar with one another. They're increasingly comfortable. You know the younger or older years aren't "the other", a feared unknown creature, they're more like them than they thought which is comforting to them, I think!**  **-you know because its established now, and its less new and risky, and they realise it’s still a classroom and it’s still a learning environment, and it’s just slightly different as there's more different views in the room.** |
| **Enhanced motivation** | **-I think as well that they need to have those people to aspire to. So as much as it can be a shock to the system, to be like “oh, yeah maybe we are not as clever as we think, but that is what I want to aspire to”.**  **-it is quite good for them actually to have something to aspire to**  **-** | **-plus seeing some pupils who don’t normally lead, like some of the year elevens who are shy in their own years or older pupils renowned for poor behaviour, so some of the year nines were watching intently, maybe thinking yea “I could do that too, it’s not just for the ‘best’ kids in each class to lead”.**  **- If students leave a room thinking "wow yes I contributed something to other year groups today" then that's a huge achievement and would provide mental and social stability. And if a year eleven leaves thinking "yes I modelled something hard for younger years today and they understood it, great" then that would have the same effect on them I am sure.** |
| **Increased “self esteem” and “self acceptance”** | (None) | **-** **now self acceptance, hmm, I'm not sure if there is that whole situation yet where they're feeling comfortable with each other in vertical all P.S.H.E, in terms of the whole "my role is valid in this class because I'm different", I think a lot of them, question their sense of belonging**  **- that was more an issue at the beginning as now they're getting more familiar with one another. They're increasingly comfortable. You know the younger or older years aren't "the other", a feared unknown creature, they're more like them than they thought which is comforting to them, I think!**  **- they're now more accepting of the vertical situation and therefore they're more sure of the,selves in and around school. They're more accepting of themselves in they're group, and their role, and more secure.**  **-the student learning conference was vertical and so they saw others from above years or below them who were also "gifted and talented" and they realised it wasn't isolating, actually in other years there are many like them and they had a community there which made them flourish!** |
| **Improved psychological health** | (None) | **- in terms lastly then of improved psychological health, I think if everyone has contributed and feels a sense of worth, that they've done something positive, then vertical P.S.H.E can be great!** |
| **Varied conversational styles support learning** | (None) | (None) |
| **Varied learning methods found across different ages are essential** | (None) | (None) |
| **Importance of establishing sense of community within schools** | - **they are a tricky year group to manage and engage in things, if they get involved more in P.S.H.E they will get more involved around school in general too maybe, and that would be great for the school community to see them being more included and pro-active.** | **- there was a lot of mixing, sharing and support. Very pro social.** |
| **Individuals increase their expectations of themselves when exposed to wider communities** | - **I think it has changed now because of the three year key stage four now, because no longer year nines are like “Oh we are top of key stage three, we know best”. They are now at the bottom of the chain for key stage four, and they are thinking that they don’t know it all, I think their mood has changed a little bit. When they are put into those groups they realise tens and elevens know a little bit more than they do.** | (None) |
| **Positivity; more ‘resources’ are available to achieve a goal** | - t makes it something not to be ashamed of which is a great thing to have available in a school! And there we had year sevens chatting to year twelves about how they'd achieved their grades and their university offers and it promoted a sense of value to learning and helping one another get there from year seven onwards. | (None) |