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| **RESEARCHED POSITIVE IMPACTS OF VERTICAL GROUPING FOR YEAR 9 PUPILS INVOLVED IN COLLABORATIVE HOUSE TASKS** | **MOST RELEVANT UTTERANCES BY PUPILS**  **IN 1ST DISCUSSION (Stage A)** | **MOST RELEVANT UTTERANCES BY PUPILS**  **IN 2ND DISCUSSION (Stage D)** |
| **Exposure to new perspectives** | **-you know other people’s point of view as well, so like if you go ask someone in year nine they are more likely to say the same thing as you, but like if you go ask someone in like year eleven like year seven, they might have a different answer.** | **-we need new perspectives 'cause we need to hear like older ones like sixth formers**  **- it does help get new perspectives 'cause they have different ideas on things.**  **- yea like last time we had the aspirations and careers day lessons, and e sixth formers got up and talked about their experiences and things, so erm that gave a whole new perspective on what we could do** |
| **Providing leadership roles** | - **So younger years like year nines need more leadership too to get confident. They think “yea these lot are older, they’ll not listen and I can’t get what I want across anyway, plus, yea, they’ll not even listen to me”.** | **- the sixth formers there and that teacher they were the only ones talking so, yea, the year eights, nines, and tens, oh and sevens, had no input whatsoever**  **-so I guess it basically just lies in the teaching? Because in ours the older ones just told us about what they did and if they failed or not but in other groups like yours you all got to chat about yourselves and stuff, not just the other older students**  **- we could have it like that, only missing with groups we have lunch with, then each have one or two older students to lead then it would be more mixed but still work when we had to chat?** |
| **Pro-social behaviour: increased civic values and social responsibility** | (None) | **- in some ways it does improve your social behaviour because in some ways it is helping your social confidence 'cause you're mixing together**  **- that's not really true because in our group everyone joined in**  **- in ours we were in sub groups to chat so the teacher wasn’t like taking a class, we were just chatting, that's better because its laid back so we could talk more freely, like a casual conversation**  **-what we are all chatting about now goes under pro social behaviour then doesn't it, because we think house groups help the way we talk to each other, get the younger ones to talk, and how the sixth formers help us**  **- for me there was always a sense of socialising well because our class were talking well**  **- so the pro social behaviour for years seven, eight, and nine could be better 'cause they were a bit shy, but maybe then the pro social behaviour of the older lot should be better then to help them, the younger ones, get**  **-but if you were to do [makes groups only mix with one other year] then it wouldn't really promote social behaviour across years 'cause then no ones really mixing with anyone new or different to them really** |
| **Social confidence, and constructive and cooperative mixing** | -**I think it is also very awkward, ‘cause the last one I went to, we were just sitting there, there wasn’t much communication amongst each other so it was pretty awkward.**  **they might feel left out because they are younger. So they feel like they don’t have a bigger voice, they feel like they can’t talk over the others and they can’t get their point across with the older years.**  **-but if forms mixed up it would also be less awkward, ‘cause we’d know them a bit at least if they were in our year group**  - **It’s harder for year sevens ‘cause they’ve just got used to this school then they get dumped in a room with you know all the older ones, when they don’t even know half the people in their own year (laughs)** | **-I agree you grow confident**  **-it helps you become confident because you're around people you like don't know that much**  **- it is helping your social confidence 'cause you're mixing together**  **-the sixth formers there and that teacher they were the only ones talking so, yea, the year eights, nines, and tens, oh and sevens, had no input whatsoever**  **-that's not really true because in our group everyone joined in**  **- our teacher told us, like, go off in your mixed groups and all about what you wanna be, so we just chatter to like a lesson, it was fun**  **-oh our teacher didn't we had to talk as a class, all together, so no one joined in**  **-some groups are more compatible though isn't it, they get on but some won't, so that's sometimes why groups talk or not, not just the teachers**  **- for me there was always a sense of socialising well because our class were talking well**  **- year seven and eight should be in a group together as they all have lunch together, year nine and ten should be in the PSHE groups together as they have lunch times together in school, and the older years should go together as they're all going in the same direction, like going to be leaving school soon. Then we'd all mix with other years but be less shy.** |
| **Enhanced motivation** | - **it is better than sitting in your own class and erm you know it is something new and you can discuss with more people**  **-** **the younger ones should be able to talk to older students because they can learn from them.** | **-** **but in ours we were in sub groups to chat so the teacher wasn’t like taking a class, we were just chatting, that's better because its laid back so we could talk more freely, like a casual conversation**  **- for me there was always a sense of socialising well because our class were talking well** |
| **Increased “self esteem” and “self acceptance”** | (None) | **-**, **our group was just talking like 'so yea what do you want to be when you’re older?'** |
| **Improved psychological health** | (None) | (None) |
| **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 get to learn with people that aren’t their age, so also then the school gets on better together overall, which has to be good for year nine and everyone else, and so so in future when you go to a job and there is someone like ten years older than you, you know how to work with them, you are not just working with people your year.** | (None) |
| **Individuals increase their expectations of themselves when exposed to wider communities** | - **Plus it’s easier to finish tasks and do more if there are more people with more different ideas.** | - **and we thought we could achieve more than we thought after chatting to older kids even** |
| **Positivity; more ‘resources’ are available to achieve a goal** | - there was this guy in year seven who was going on about how he wants to be a pilot and so the older ones helped him work out what he needed to do to get to be that | (None) |