

Introduction to Vertical Tutoring

Parents & Carers Consultation

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Today's Aims

- **To share an understanding of what VT is.**
- **To address the question “Why Change?”**
- **To appreciate how VT works to improve outcomes.**
- **To understand why so many schools are opting for VT.**
- **To understand what's in it for students, staff and parents.**

VT is a change to the way the school organises itself and its learning relationships

The purpose of VT is to enable the aims of the school to be achieved.

- **Enhance and support learning and teaching**
- **Increase student aspiration and outcomes**
- **Ensure that all students are leaders and mentors**
- **Improve learning relationships and ensure more personalisation**
- **Increase parent partnership and information flow**
- **Create schools within schools (a nested House system)**
- **Make sure every student is known and supported.**

What are the obvious changes VT brings?

- All tutor groups have about 18 students from grade 7-12.
- There are two tutors for each tutor group, not one.
- The formation of the new groups is based on balance not friendship.
- Tutor time is the 15/20 minutes before morning break time.
- The academic calendar changes to recognise 'critical learning times'.
- Assessment and reporting is upgraded (strategies for improvement).
- Full academic tutorials are introduced or DLCs.
- Learning is more actively supported and support personalised.
- The school changes from a back-office system to a front-office customer care system.

Key drivers of transformation...

1) What Parents Say They Want...

- **Preparation for student to fulfil their potential in later life**
- **Good discipline**
- **The high quality of teachers**
- **Encouragement of responsible attitude to school work**
- **Teaching methods/philosophy**
- **School seemed right for child's individual needs**
- **Emphasis placed by school on developing student's sense of community responsibility**
- **Reputation of school**
- **Strong academic performance**
- **Range of subjects offered**
- **Appearance/behaviour of existing students**
- **Facilities for technology and science**

2) What the school has identified as the key dispositions students need for an uncertain future

A Balanced Mind

A Resilient Nature

Agile Thinking

An idea of what it is to be a Global Citizen

Servant leadership

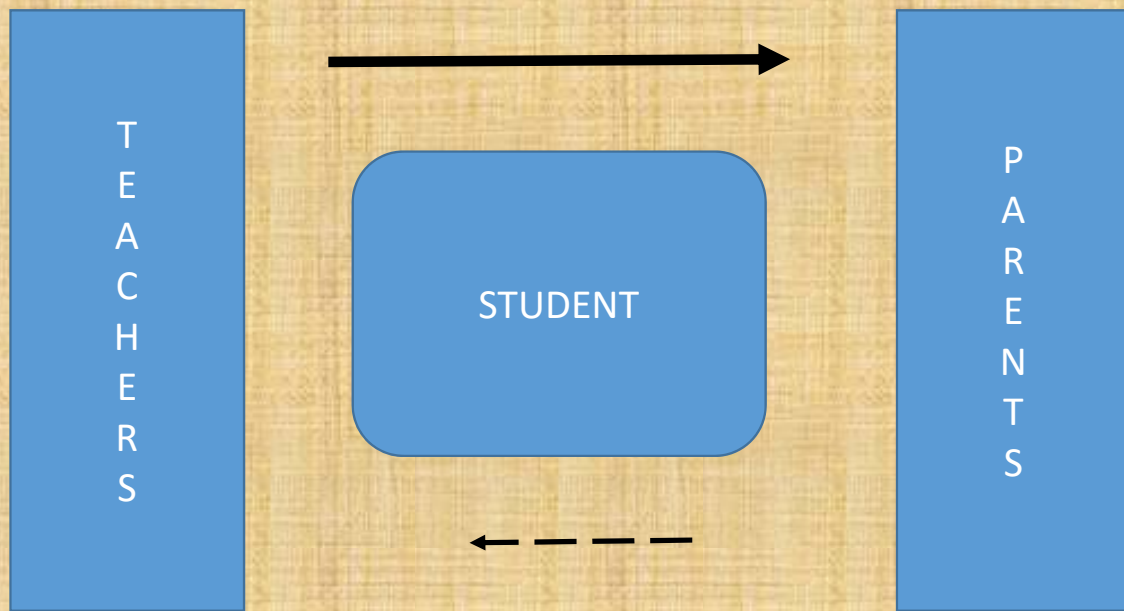
*The best way of dealing with the future is to create it now! (Drucker)

3) Children do better when parents are involved in their child's learning.

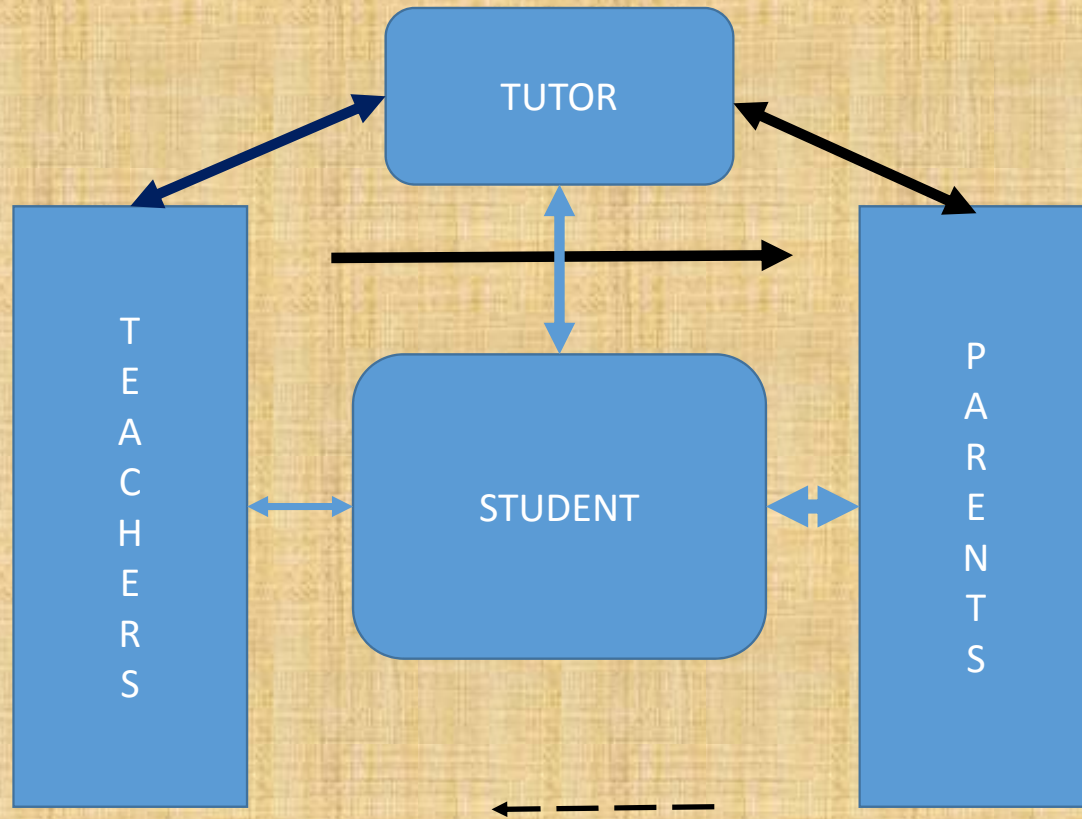
- Want their child to do their best at school, to have their child's potential and talents recognised.
- Want the school to be well-run and their child to be free from bullying.
- Want to be involved in their child's learning and have "partnership" with the school.
- Want any intervention to be rapid and effective.
- Want better information as the basis for a home/school relationship AND WOULD LIKE TO BE LISTENED TO...

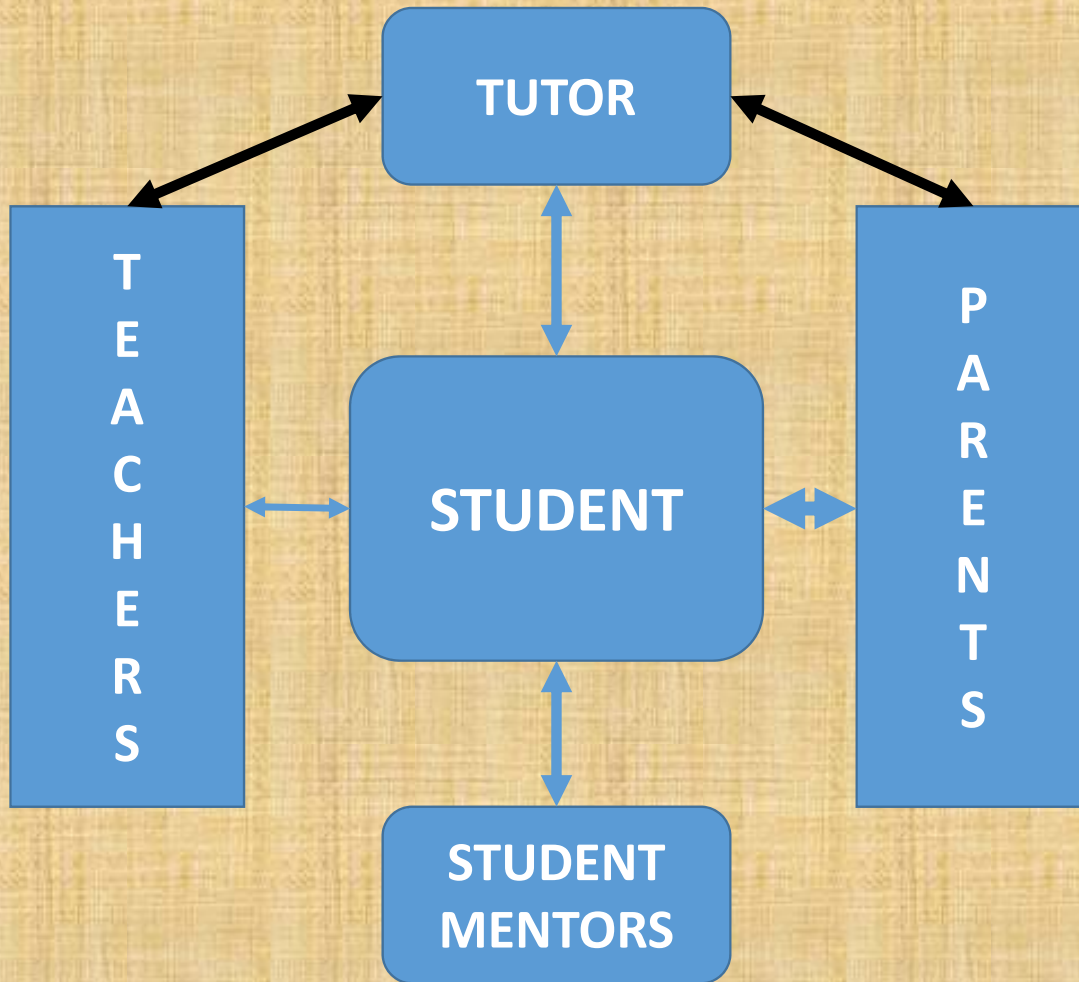
NB. Parents like at least one person at the school to know their child almost as well as they do, someone they can talk to about their child at *critical times*. They would also like to base that conversation on good information to enable a home/school partnership that supports Strategies for Learning.

So how does mixing age groups help?

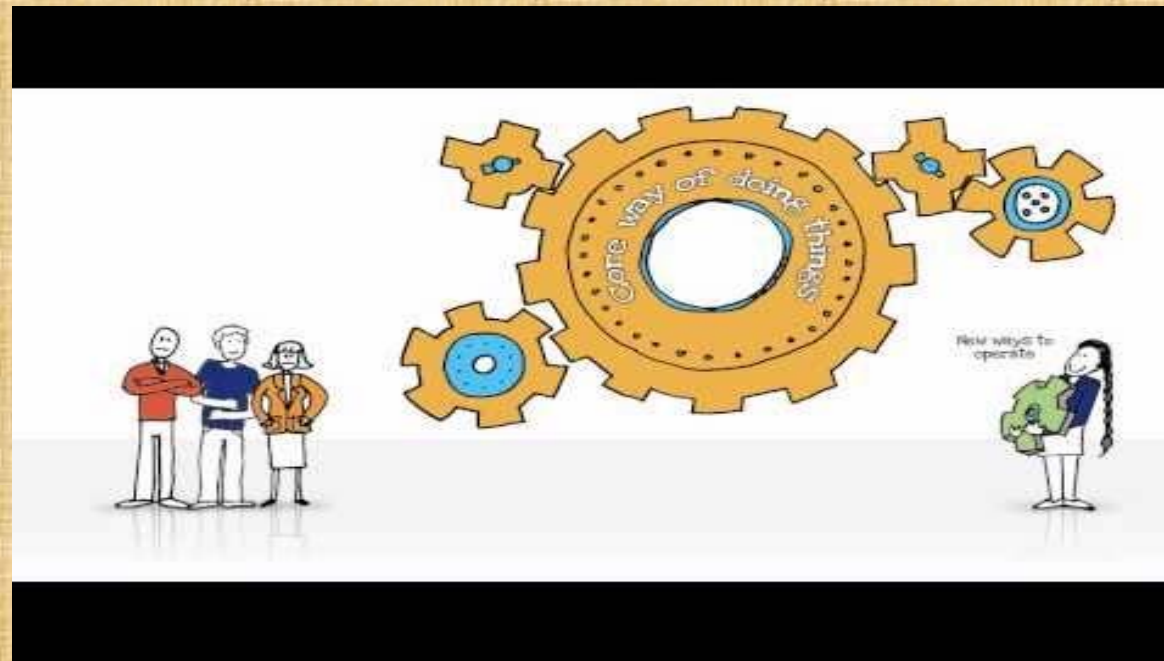


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Understanding (Need for) Change



What's in it for students?

- **Every student will be a leader and mentor not just the few.**
- **They will meet the ethical values and dispositional behaviours needed.**
- **Every student is given responsibility, trust, opportunity.**
- **Every student will have two adults who know them well.**
- **Every student will have direct support from older students.**
- **Bullying is greatly reduce and pro-social behaviour improve.**
- **The school year will be organised in a way that better supports learning.**
- **Work will be more easily monitored and interventions made faster.**
- **Students will retain old friendships and make new friends.**

A School Transformation & Innovation culture!

Horizontal Structures [Years]	Vertical structures [Houses]
Low mentoring opportunities	Endless mentoring possibilities
Lower order tutor skills	Higher order tutor skills
Variable student / tutor attention	Focused attention by need (value demand)
Behaviour dominated	Collaboration dominated
Restricted information / flow	Quality information and flow
Low leadership/citizenship	High leadership/citizenship
Year ethos	House and Year and School ethos
Tutor separation by year	Tutor integration by House
HOY separated	HOH team integrated
No effective Academic Tutorial	Highly effective Academic Tutorial
Weak parental engagement	Strong parental engagement



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“The best thing about vertical tutoring is it provides both new and old students with a learning environment that is both friendly and effective.”

Jonathan Bowley
Colosseum - Year 10



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“I like how the barrier between younger and older students has been broken and we now have friends in older and younger years.”

Georgie Campbell
Olympia - Year 9

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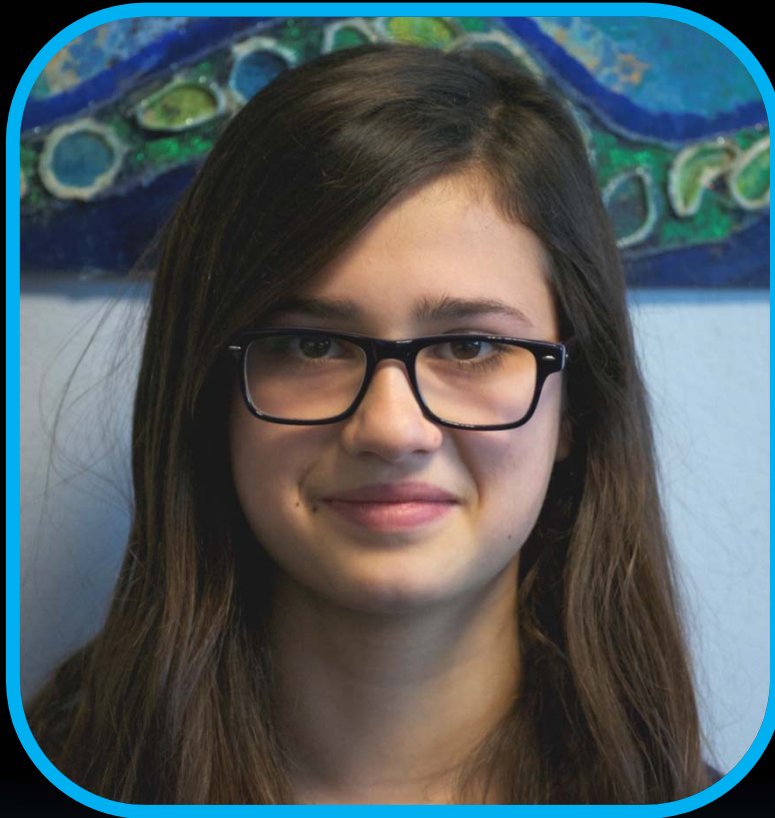


“Vertical tutoring brings people together to talk and communicate. It also makes you get involved in a group. There are people from different years which means you can make new friends.”

Ahmed Yusuf

Year 10

(Blanche Nevile) Petra




“The other day I had a really interesting talk with a year 11 girl in my form in the lunch line. It made me realise that without vertical tutoring that would never have happened.”

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“Before I was really worried that vertical tutoring would break apart my friendships. Instead it made us make more of an effort to stay friends, bringing us closer together.”

Lilah Hyman

Alexandria - Year 8



The school has identified key Dispositions School Leavers need

Balanced Mind

Resilient Nature

Agile Thinking

An idea of what it is to be a Global Citizen



Servant leadership

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“As I am in year 7 I don’t know any different and I really don’t have any worries about vertical tutoring. I like getting advice from the older years.”

William Krish

Ephesus - Year 7

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“It’s sooo scary at first because it’s such a big change. But you get to do so much more. You get to have fun and make new friends whilst still staying close with your old ones. You will 100% enjoy it, without a doubt!”

***Briony Stephenson
Rhodes - Year 8***

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“A shock at first, but now I wouldn’t have it any other way. One thing I really enjoy about vertical tutoring is having the older years in my form as I can ask them questions and discuss any worries I have about future years.”

Brooke Wilson

Petra - Year 10



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“I think that vertical tutoring makes different people more close, not only the students but the teachers too.”

Lydia Foteinepoulou
Olympia - Year 7