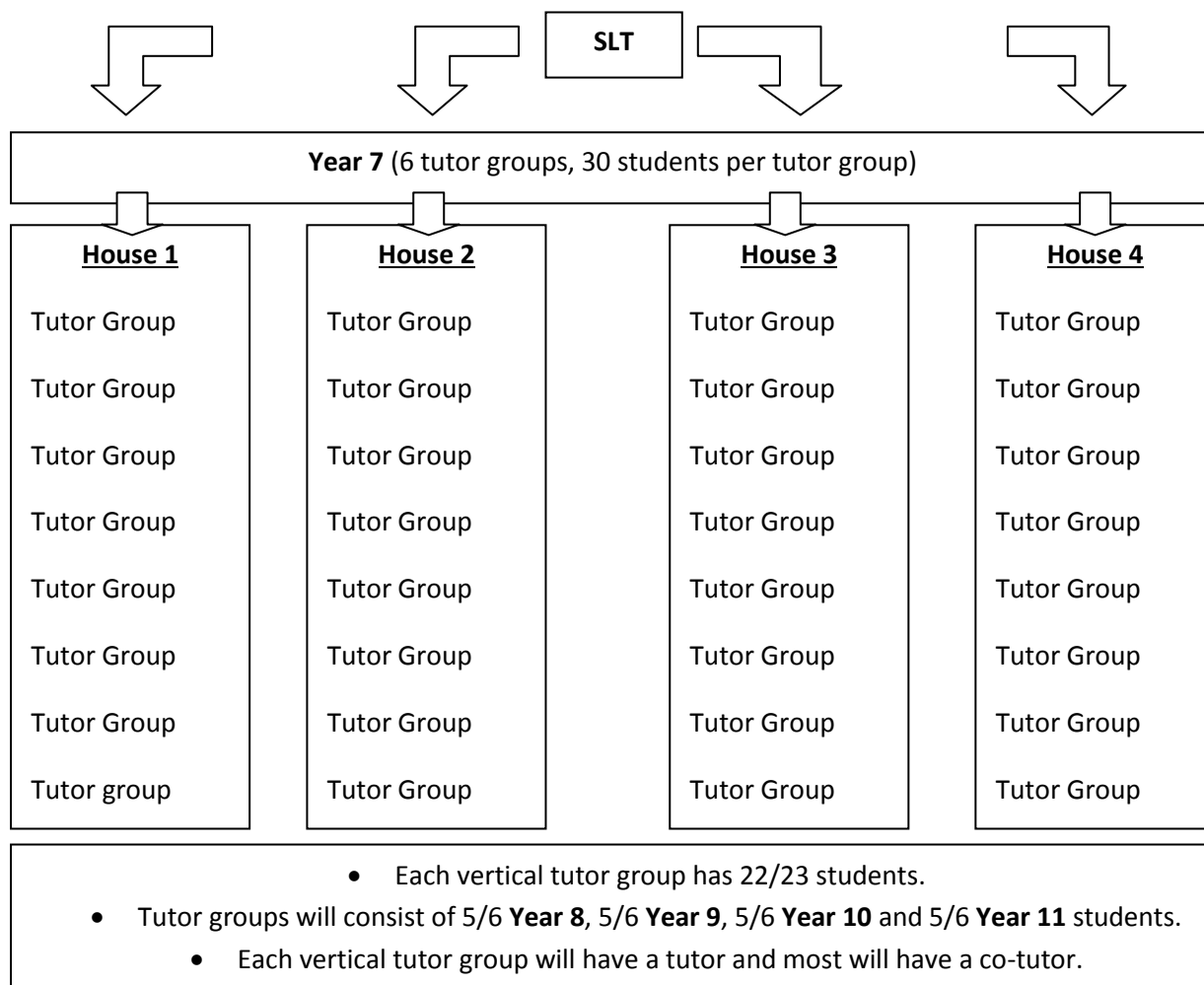


What is Vertical Tutoring?

Vertical Tutoring is a House based structure that creates smaller tutor groups of mixed age students. Vertical Tutor groups at Chesterton would each consist of 5/6 Year 8's, 5/6 Year 9's, 5/6 Year 10's, 5/6 Year 11's, (consisting of 22/23 students in total). Year 7 would remain in a horizontal tutor system. All tutor groups would meet each morning for 20 minutes where they will take part in interactive and leadership activities. **Students would still be taught their curriculum subjects (English, Maths, Science etc...) in year group-based classes.** Vertical Tutoring provides opportunities to carry out individual mentoring, where targets for students' academic and personal development are set, monitored and reviewed.

- Year 8, 9, 10 and 11 will be included in the vertical tutoring system.
- Year 7 will remain in a horizontal tutoring system.



Why keep year 7 in a horizontal system?

Although Year 7 will miss out on the benefits of Vertical Tutoring, there are a number of other benefits they will gain by staying within a horizontal group. By students being in a tutor group surrounded by other year 7's when they join Chesterton, this will allow them to network and build up strong friendships with each other. All students in their Year 7 tutor groups will be new to the school, so students can support each other in finding their feet and settling in (they will also receive support from the older students in their House). Our current induction programme is excellent and has been very successful in integrating Year 6 students into Year 7. Students will feel less apprehensive about the move to secondary school. Once students are in Year 8 they will gain the benefits of Vertical Tutoring.

What are the key benefits of Vertical Tutoring?

VERTICAL TUTORING

- **Extended family:** with mixed-age tutor groups we aim to create an extended family approach to the care we provide for students, with a greater sense of students looking after each other.
- **Developing student leadership:** mixed-age tutor groups increase the opportunities for students to learn Leadership skills, especially the older students in the tutor group, who will mentor the younger students. This should help to embed leadership into the structure of school life.
- **Better support for each student:** a mixed-age tutor group, allows the tutor to provide a greater level of support to each individual student. At key times throughout the year each age group will require a greater level of support (Year 9 when they are choosing their GCSE options, Year 11 when they are applying for college and are writing their Personal Statements). By having only 5/6 students from each year group, the tutor can offer more personalised support at these key times in the year. Our current system means that the tutor has to provide support for 30 students at a time; you cannot support 30 students as effectively as only supporting 5/6 students at a time. Throughout the year each student will have 1 or 2 20 minute mentor meetings. Within mentor meetings, students will have the opportunity to focus on their personal and academic progress, highlighting areas for further development. By focusing on only 5/6 students from each year group at a time, the mentor meetings can be strategically placed to benefit the students the most. By having the tutor as the main focus point within Vertical Tutoring, this should maximise the impact of mentoring - mentor meetings will be sharply focused – informed by the most up to date data about progress, attendance etc... - and they should truly cater for each individual student's needs.
- **On-going monitoring by the Tutor:** By creating a time to mentor the students each term, quality time can be used to set clear targets for students to improve. Once the initial targets have been set, the tutor can then monitor the progress through further discussions as they will be seeing students and interacting with them on a daily basis.
- **Every student well-known:** the tutor will know each tutee well and this will enable the tutor to provide a greater level of personalised support and guidance. This level of support from the tutor does not happen within our current system of 'horizontal' tutoring.
- **Better communication with parents:** better communication between the tutor and the parent is a key feature of Vertical Tutoring. The outcomes of the mentor meetings should be shared between the tutor, tutee and parents, but they will also be available for all staff to access, through the Vertical Tutoring database. This should lead to support from the tutor for tutees as they work on their development targets, support from parents, support from other staff and from other students within the tutor group. It is important that the tutor is aware of all conversations between parents and teachers to ensure they are fully up to date with their tutees development/progress. To ensure this happens, the tutor will be the first point of contact for parents, and the tutor should be copied into any communication with parents by the teacher.
- **Better progress, higher attainment:** students' progress should be enhanced through regular focused mentoring, more effective communication between school and home and better support from other students within the 'family' tutor group. This should lead to better progress and higher attainment.

What are the Cons of Vertical Tutoring?

- Initial student resistance – stemming from splitting up their current tutor groups.
- Issues with the re-organisation of the tutor process – for example, re-training staff to become effective vertical tutors.
- Student turbulence with the new changes Vertical Tutoring creates, even after the initial change is made.
- The Vertical Tutoring model is more expensive than a Horizontal Tutoring model.
- If Vertical Tutoring is not implemented well, the schools pastoral system could well be less effective than it is currently.

What would a House system look like?

VERTICAL TUTORING

Vertical Tutoring creates a structure which allows an effective House system to be set up. Chesterton would be split into 4 different Houses.

What are the key benefits of the House system?

- **The 'family' feel:** each House would be led by a Head of House and run as a mini school. By running each House as a mini school, it will further enhance the smaller, family feel that students will receive. When students arrive at Chesterton, instead of just being part of a school which has over 900 students, they will be part of a House (mini school) consisting of 225 students.
- **A sense of belonging:** by creating a House system, students will have a greater sense of belonging. They will be part of something special. When students compete in school sports fixtures against other schools, there is a genuine sense of pride, a sense of belonging, a desire to be part of the team, a desire to work hard for each other. This is the same Ethos that will be created throughout the school by creating healthy competition between Houses.
- **Reaping the benefits of 'healthy' competition:** competition is an important part of a House system. Students will work hard and do their best to contribute to their House. For this to be successful it is important that every student has the opportunity to demonstrate their talents. This is why a whole range of inter-house competitions could be set up through extra-curricular activities (e.g. photography, poetry, music composition, etc.) and department/faculty competitions (similar to the way the PE department run their inter-form competition now). Students would also be able to contribute in other ways too: receive points for attendance, number of good news slips received, the amount of money raised for charity on specific charity days, etc. All competitions will be based around a league system that will include each House. Students will be awarded points for doing well/taking part in competitions; those points will be collated and displayed in a table form for students to follow and track the progress of their House.
- **Staff involvement:** each member of staff will be assigned to a House and will be responsible for promoting its strong identity. Staff will contribute to the inter-house competitions by supporting students and encouraging them to participate.
- **Greater opportunities for students to exercise leadership:** new leadership roles will be created for students as part of the new House system. New roles such as: Head Prefect for each House, Sports Captains and Charity Leaders, will provide students with more opportunities to develop their leadership skills.