



‘Learning, not labels’

Improving outcomes for disadvantaged and vulnerable learners

Marc Rowland
July 2020



Principles





ImpactEd

Interim data summary: May- June 2020

Interim report from ImpactEd's longitudinal research project, 'Lockdown lessons: pupil learning and wellbeing during the Covid-19 pandemic'

Tuesday 7th July 2020



www.impactted.org.uk

<https://impactted.org.uk/covid-19>

High Expectations



‘Both optimists and pessimists contribute towards society. The optimist invents the aeroplane, the pessimist the parachute.’

George Bernard Shaw

‘You see what you expect to see, Severus.’

JK Rowling

‘If you expect nothing from somebody you are never disappointed.’

Sylvia Plath



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1,000 little moments...

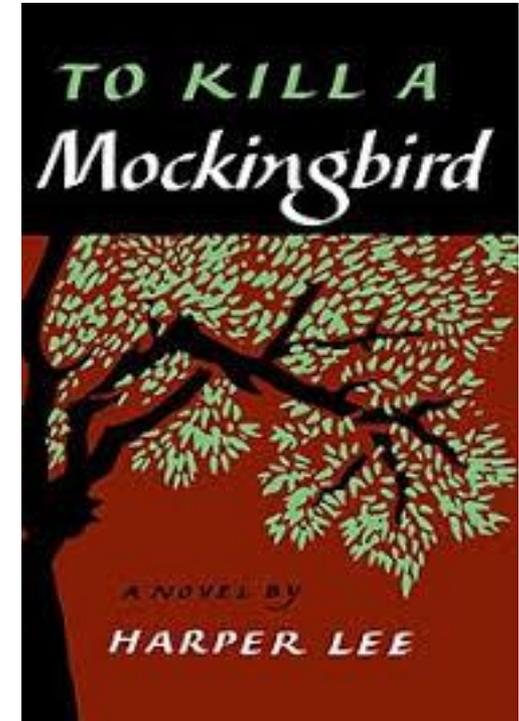
<https://heathfieldteachshare.wordpress.com/2020/06/11/reflections-the-impact-of-school-closures-on-disadvantaged-students-and-the-attainment-gap/amp/>

<https://classteaching.wordpress.com/2020/06/07/a-thousand-little-moments/>

Great teaching



- Pupils and Families
- Community
- School

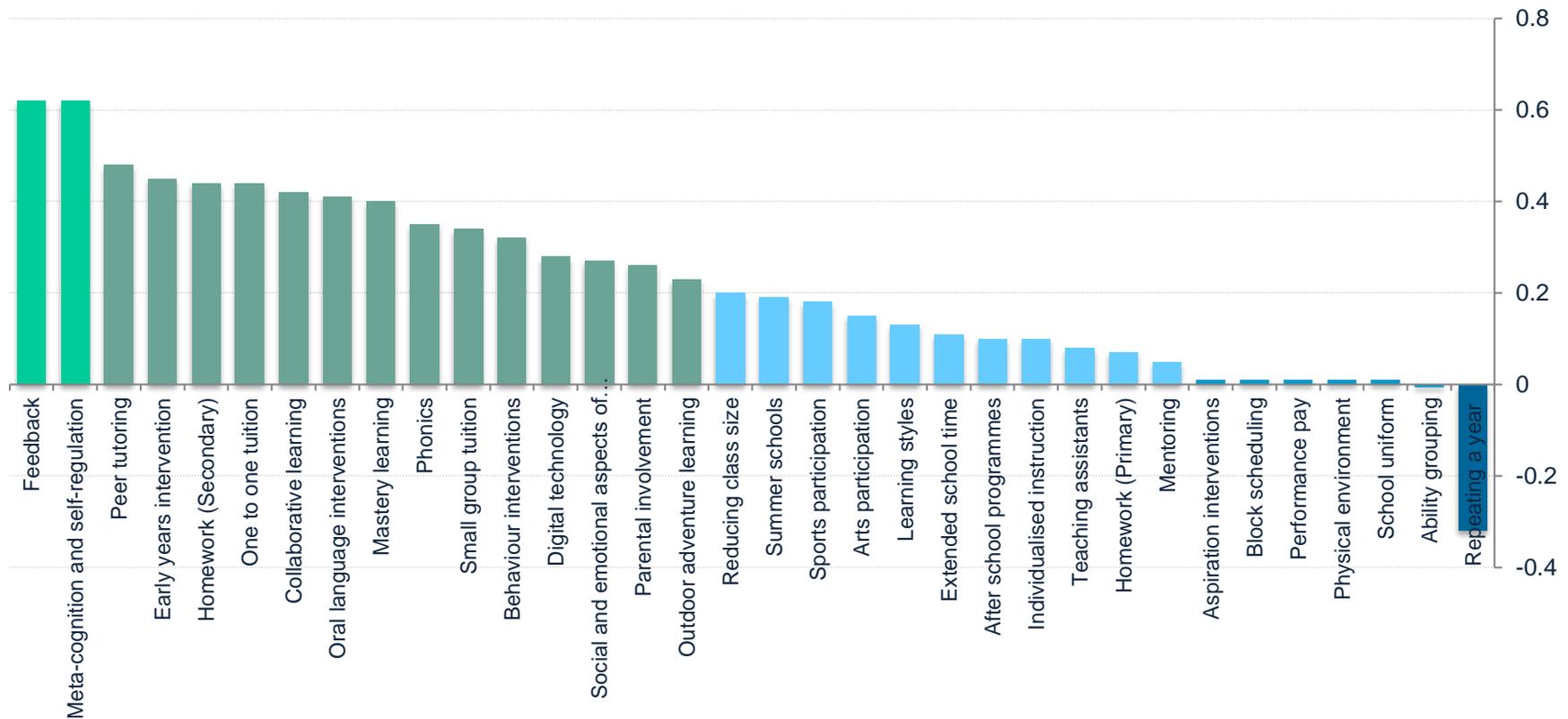


'The role of assessment in lost learning'

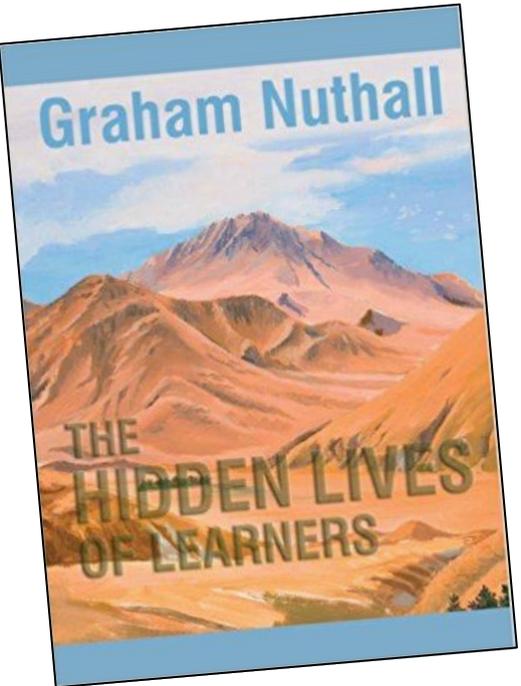
Prof. Rob Coe. 15 July

<https://twitter.com/GreenshawR/status/1280499240586936324?s=20>

What happens in the classroom makes the biggest difference



Feedback



Dr Caroline Creaby
Sandringham Research School

Using research to improve feedback:
<https://schoolsweek.co.uk/how-research-can-help-address-students-recurring-mistakes/>

Vocabulary at aged five

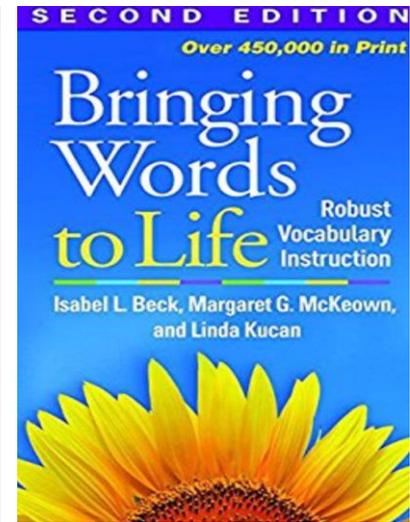
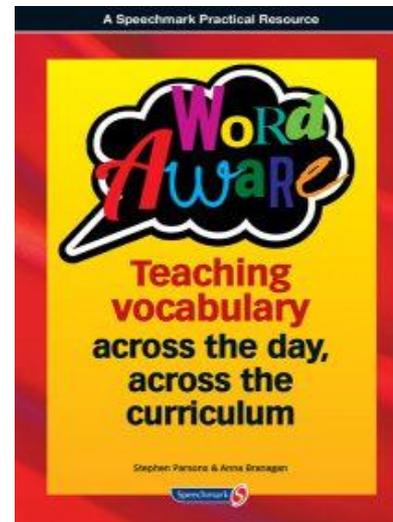
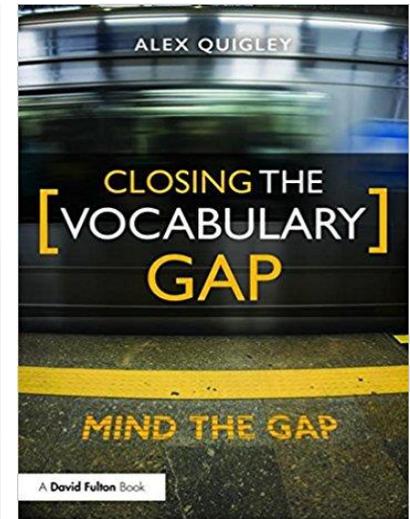
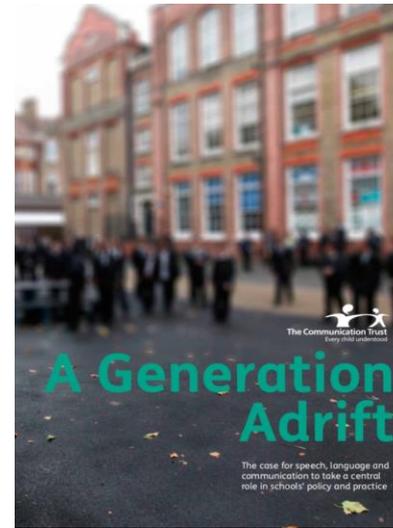
- There is a 27% gap between the lowest income quintile and the highest.
- The lowest quintile have 16% more likely to have conduct problems compared to the highest quintile.
- The lowest quintile are 15% more likely to have hyperactivity problems compared to the highest quintile

Waldfoegel and Washbrook, 2010

'A Generation Adrift'

- Just 15% of young people with SLCN achieve 5 GCSE A*- C or equivalent

The Communication Trust, 2013



<https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning/>

Self regulated learning



Miriam, aged 15

James, aged 11

Metacognitive awareness inventory:

<https://services.viu.ca/sites/default/files/metacognitive-awareness-inventory.pdf>

Potentially poor proxies for inclusion

- Pupils are in lessons with their peers
- Pupils are being supported by a staff member
- Pupils are busy and engaged
- Work is differentiated
- Pupils working in smaller groups
- Work has been completed, there are answers in pupils' books
- Additional sessions are provided
- The pupils are well-liked
- Staff training has taken place.



Better...?

Pupils participating in and being successful with challenging learning over time through:

- Relationships and high expectations
- Teacher expertise: subject knowledge and inclusive pedagogy
- Background knowledge
- Modelling, scaffolding, worked examples
- Collaborative learning strategies adopted
- Oral language strategies, pupil contributions valued
- Consolidation
- Assessment for learning
- Evidence-based intervention.



Tuition – Small Group

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition>

<https://www.evidence4impact.org.uk/search?keywords=&outcome=all&practice%5B%5D=small-group-tuition>



Tuition – One to One

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition>

<https://www.evidence4impact.org.uk/search?keywords=&outcome=all&practice%5B%5D=one-to-one-tuition#>

What works for children and young people with literacy difficulties - Professor Greg Brookes

<https://thatreadingthing.com/wp-content/uploads/2019/09/What-Works-5th-edition-Rev-Oct-2016.pdf>



Parental Involvement

Students More Likely to Succeed If Teachers Have Positive Perceptions of Parents

Published: February 21, 2017.

Released by University of Missouri-Columbia

"It's clear from years of research that teacher perceptions, even perceptions of which they are not aware, can greatly impact student success," Herman said. "If a teacher has a good relationship with a student's parents or perceives that those parents are positively engaged in their child's education, that teacher may be more likely to give extra attention or go the extra mile for that student. If the same teacher perceives another child's parents to be uninvolved or to have a negative influence on the child's education, it likely will affect how the teacher interacts with both the child and the parent."



The Importance of Research Evidence





Reading for pleasure improves children's vocabulary (UCL IoE, 2017):

<http://www.cls.ioe.ac.uk/library-media%5Cdocuments%5CReadingforpleasurstoppress.pdf>

'Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classroom (UKLA):

<https://onlinelibrary.wiley.com/doi/full/10.1111/lit.12141>

Study: Paper Reading More Effective Than Screen Reading
(University of North Dakota, 2018)

<https://learningenglish.voanews.com/a/study-paper-reading-more-effective-than-screen-reading/4876473.html>

Teachers' belief that maths requires innate ability predicts lower intrinsic motivation among low-achieving students (ScienceDirect)

<https://www.sciencedirect.com/science/article/pii/S0959475218307199>

Parents and children living in poverty have the same aspirations as those who are better off
(Gill Main, University of Leeds, 2018)

<https://theconversation.com/parents-and-children-living-in-poverty-have-the-same-aspirations-as-those-who-are-better-off-103897>



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Mistaking Improvement:

How to make it look as if your improvement project has worked (Coe)

1. Wait for a bad year or choose underperforming schools to start with. Most things self-correct or revert to expectations (you can claim the credit for this).
2. Take on any initiative, and ask everyone who put effort into it whether they feel it worked. No-one wants to feel their effort was wasted.
3. Define 'improvement' in terms of perceptions and ratings of teachers. DO NOT conduct any proper assessments – they may disappoint.
4. Only study schools or teachers that recognise a problem and are prepared to take on an initiative. They'll probably improve whatever you do.
5. Conduct some kind of evaluation, but don't let the design be too good – poor quality evaluations are much more likely to show positive results.
6. If any improvement occurs in any aspect of performance, focus attention on that rather than on any areas or schools that have not improved or got worse (don't mention them!).
7. Put some effort into marketing and presentation of the school. Once you start to recruit better students, things will improve.





Currently... websites state the following:

Summary of main barriers:

- Poor speaking and listening skills on entry to the school
- Lack of parental engagement
- Low acquisition of language
- Low expectations and aspirations
- Low levels of independence

We are changing it to:

Areas of focus:

- Development of speaking and listening skills on entry to the school
- Enhancing parental engagement
- Building on language development
- Raising expectations and aspirations
- Building levels of independence



Dos and Don'ts of Pupil Premium



Do

- See Pupil Premium as an opportunity for pupils, rather than an accountability burden to be shouldered
- Ensure that all staff have a clear understanding and ownership of the school's Pupil Premium strategy
- Ensure that teachers feel empowered by the strategy
- Be driven by pupil need, identified through multiple sources, not labels
- Consider how to negate the impact of socio-economic disadvantage on learning, rather than overly focusing on external factors
- Focus on achievement in the classroom
- Focus on improving inclusive teaching practices
- Use the EEF's 'Family of Schools' database to benchmark against contextually similar schools
- Evaluate whether strategies are successful, not try to prove they are. Adapt and change over time
- Involve governors in the development of an evaluation framework at the start of any programme.

Dos and Don'ts of Pupil Premium



Don't

- Focus on superficial labels (labels are for bears!)
- Isolate disadvantaged pupils unintentionally
- Use negative language about pupils and families in your Pupil Premium strategy
- Try to tackle self-esteem or aspirations without success in the classroom
- Rely on interventions to meet accountability targets
- Prioritise intervention over teaching
- Prioritise accountability to external bodies over accountability to pupils
- Make assumptions about disadvantaged pupils, from language comprehension skills to aspirations
- Assume that training equates to impact
- Focus on strategies that are the most easily measurable
- Focus on strategies that are easy to evidence that they have been 'done'
- Try to tackle issues that are not in the school's influence
- Use research evidence superficially, to justify decisions already taken
- Try to prove that your strategy has been successful retrospectively, or rely on a single source of data to evidence success



DfE 'longer term' planning / reporting template and guidance

<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

Blog to be read alongside the template document:

<https://researchschool.org.uk/news/pupil-premium/>

Blogs and videos on getting strategy and activity right for disadvantaged pupils:

<https://researchschool.org.uk/unity/news/canaries-down-the-coalmine-what-next-for-pupil-premium-strategy/>

<https://researchschool.org.uk/unity/news/distance-learning-through-the-lens-of-disadvantaged-pupils/>

<https://researchschool.org.uk/rosendale/news/beware-of-the-matthew-effect/>

Podcasts on Pupil Premium:

<https://podcasts.apple.com/gb/podcast/best-bets/id1516020856>

<https://podcasts.apple.com/gb/podcast/pupil-premium-with-marc-rowland/id1448601060?i=1000454840382>

EEF Pupil Premium guidance:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Useful reports and resources for reintegration and beyond:

Attendance

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Behaviour%20Change%20-%20School%20attendance%2C%20exclusion%20and%20persistent%20absence%20%282017%29.pdf>

Re engagement

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Back%20to%20school%20-%20using%20psychological%20perspectives%20to%20support%20re-engagement%20and%20recovery.pdf>

Identifying gaps

<https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding>

Metacognition and self regulated learning

<https://services.viu.ca/sites/default/files/metacognitive-awareness-inventory.pdf>

<https://researchschool.org.uk/durrington/news/self-regulation-at-a-distance-an-introduction/>

EEF Literacy reports

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/>





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<https://marcrowland.wordpress.com/>