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Final Version

Tackling Educational Disadvantage in English

Article from English News 2018 about the origins of the TED project and the key ideas that continue to inform HIAS guidance

HIAS' Tackling Education Disadvantage (TED) Guidance

“For school culture to subject specific classroom practice, there is so much in these publications. I hope they can be read by every school in the country.”

– Marc Rowland, Director of Rosendale Research School

Tackling Education Disadvantage remains a national issue, with the South-East struggling to diminish the difference between attainment outcomes of ‘disadvantaged’ pupils and their ‘non disadvantaged’ peers; the stark truth is that other areas of the country continue to do this more successfully. HIAS has been focusing on finding out what we can do to support schools more effectively with this key issue, with numerous projects and courses taking place across Hampshire and the Isle of Wight over the last year. Importantly, we have been engaging with wider experts to broaden our understanding of research evidence and what schools can do to make the biggest difference.

One of the issues we have tried to tackle is ensuring research evidence gets to the teachers who need it most, as – not surprisingly – research tells us that high quality teaching and learning will make the biggest difference to the attainment of disadvantaged pupils, not additional interventions and strategies outside the classroom. Sir John Dunford, former National Pupil Premium Champion, highlights the fact that disadvantaged pupils are shown to excel more quickly than their peers in response to high quality teaching, and that (sadly) the opposite is also true.

“Raising attainment of disadvantaged children, closing the gap, improving their attendance and behaviour, increasing the participation of their parents in their education and so on, these are all worthy targets to pursue. But underpinning all this has to be high-quality teaching. Evidence shows that disadvantaged children are disproportionately hampered by bad teaching.” - Sir John Dunford,

Throughout our work with schools, we have found that, even when leaders are confident in developing strategy aimed at tackling the issue of educational disadvantage, teachers can often feel at a loss in terms of what they can really do on a day-to-day basis. On a personal level, I can remember feeling this when teaching in school. When leaders are holding you to account for the outcomes of disadvantaged pupils, but are unable to offer further ideas and advice, it is easy to feel frustrated and dis-heartened. Sir Kevan Collins from the Education Endowment Foundation has reiterated the need to ensure teachers feel empowered by research evidence.

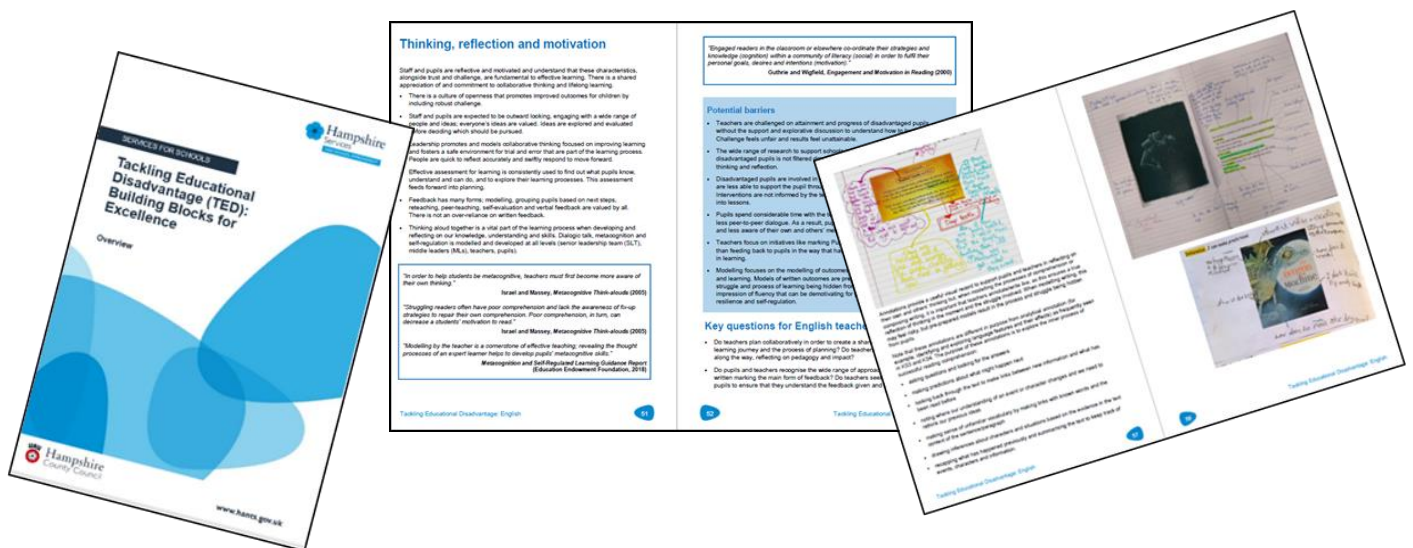
We need to focus our efforts on more targeted and structured approaches to disseminate evidence and support teachers.” – Sir Kevan Collins (EEF News, December 2017)

As an English Team, we have been exploring what the best-practice of research evidence looks like in the classroom, sourcing examples of practical ideas and approaches that we hope will empower teachers when tackling this challenging issue. Thank you to all the schools that have shared their excellent practice with us! We are told that strategies aimed at developing pupils’ metacognition and self-regulation are high impact approaches, but what does this really look like in the English classroom? Similarly, the conversation about the ‘vocabulary gap’ is ever


increasing, but how do we tackle this in reality? What is it that teachers actually need to do day-to-day? Our responses to these questions have informed much of the work shared at subject leader sessions, but we have also been collating into a more structured approach in the Hampshire Tackling Educational Disadvantage Guidance for English resource, and its supporting training. The work hasn't stopped there, as this work has spread more broadly across subject areas and into senior leadership.

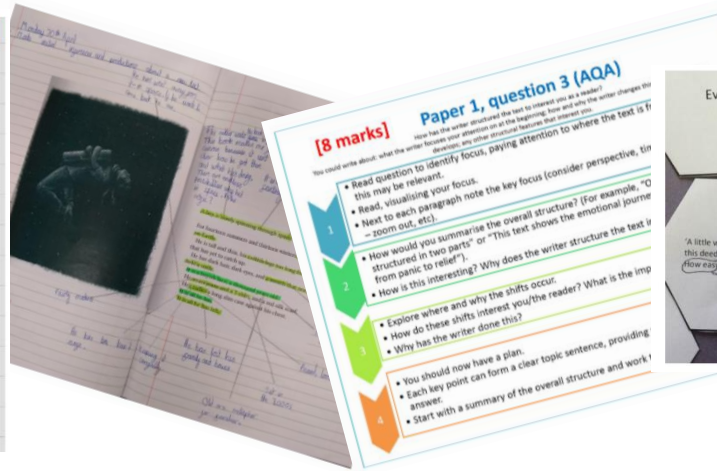
HIAS' 'Tackling Education Disadvantage (TED) Guidance' now consists of:

- 1) An Introductory document, outlining context, rationale and principles
- 2) Whole school guidance, outlining best practice and potential barriers in 4 key areas
- 3) Subject specific guidance, exploring what this best practice might look like in the classroom when teaching a specific subject area. These documents are cross-phase to support collaboration across key stages and are structured within the same 4 key areas to enable effective discussion across subjects and among staff at all layers. Currently, the subjects included are English, maths, science, computing, design technology and art.



So, if we take a look at the section on metacognition in the English guidance, you will find a range of school examples from: approaches to self-assessment to support pupils in reflective thinking; to 'thinking aloud' (as recommended by the Education Endowment Foundation), where pupils annotate a text/image with their thought processes; to questions that can be used throughout the learning process to support metacognitive and self-regulatory thinking and activities to support collaborative thinking. These resources are from across the age range to support further conversation about how the same principles can be applied across the key stages.

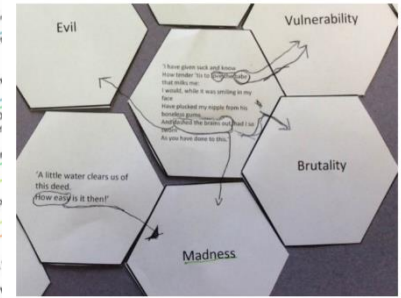
What is going to make my writing successful?	My evidence...	My teacher thinks...
Make changes to the original story.	SCARS scattered chef	✓
Write sentences using the conjunction "and".	CCO	✓
Use prepositions.	above during across	✓
Use sound words (onomatopoeia).	Swoosh	✓
Use apostrophes correctly.	CCO	✓
	A lovely story! You have used your purple including pen very well.	
	Use an adjective to describe. How could you describe the headteacher's scarf?	
The headteacher's Coloured Scarf coloured ✓		



[8 marks] Paper 1, question 3 (AQA)

You could write about: what the writer focuses your attention on at the beginning, how and why the writer changes this direction, any other structural features that interest you.

- Read question to identify focus, paying attention to where the text is first this may be relevant.
- Read, visualising your focus.
- Next to each paragraph note the key focus (consider perspective, tin structured in two parts" or "This text shows the emotional journey - zoom out, etc).
- How would you summarise the overall structure? (For example, "Q structured in two parts" or "This text shows the emotional journey from panic to relief").
- How is this interesting? Why does the writer structure the text in this way?
- Explore where and why the shifts occur.
- How do these shifts interest you/the reader? What is the impact?
- Why has the writer done this?
- You should now have a plan.
- Each key point can form a clear topic sentence, providing an answer.
- Start with a summary of the overall structure and work!



The hope is that this will support teachers and leaders in defining practical ways to apply research evidence. Fundamentally, the guidance explores strong pedagogy and the key factors which will help make a difference for those vulnerable to underachievement in the classroom.

The supporting training sessions have resulted in some thought-provoking discussions and ideas across schools, phases and subject areas. We hope that this work will continue to grow, as we pursue best-practice examples across Hampshire.

HIAS English Team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and inhouse training.

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For further details on the full range of services available For further details on the full range of services available please contact us using the following email:

htlcdev@hants.gov.uk

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