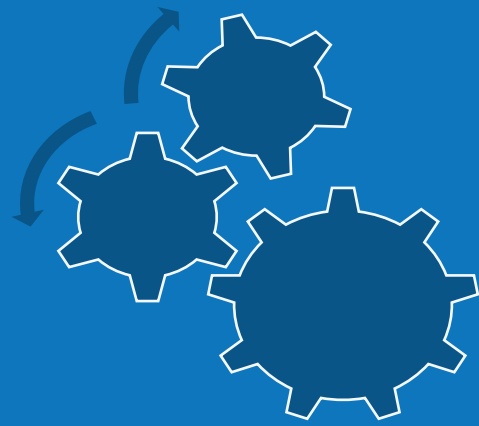
RADY

Raising the Attainment of Disadvantaged Youngsters

@RADY_Louise



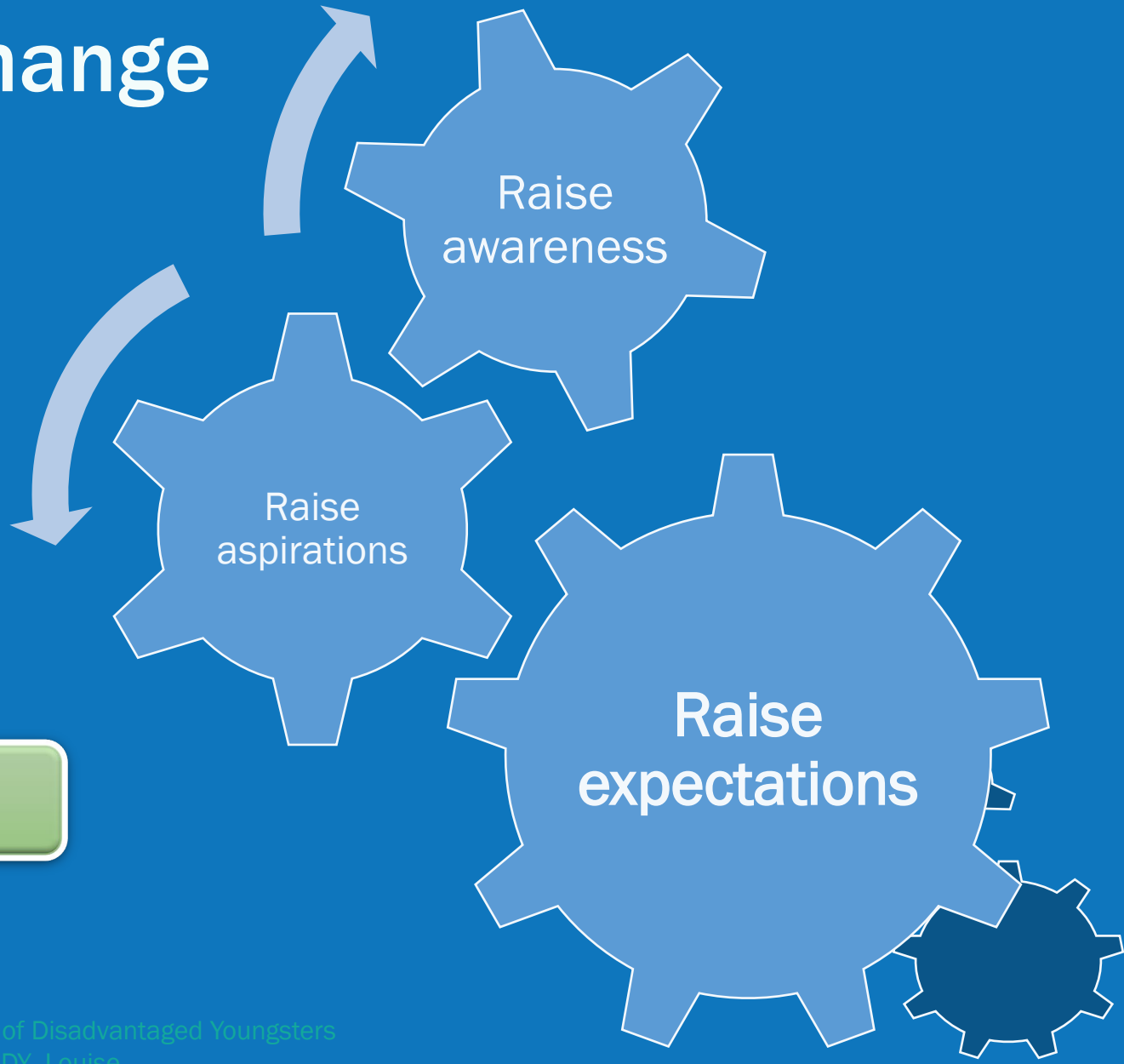
“Get out of jail free” card….

- Not all poor children lack support at home or do badly at school
- Not all ‘Free School Meals’ children are currently ‘poor’
- Not all children who *should* receive FSM funding do receive it
- Not all ‘better off’ children are well supported at home

RADY: A catalyst for change

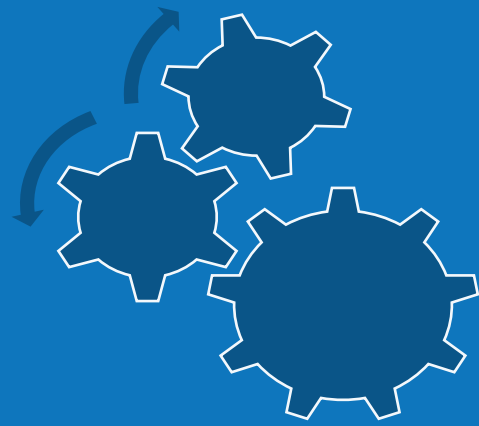
- Target setting
- Expectations
- Hard to reach?

Change the narrative….



Target setting

Problem number 1



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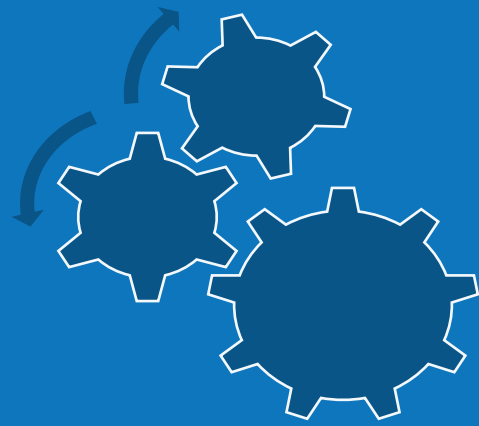
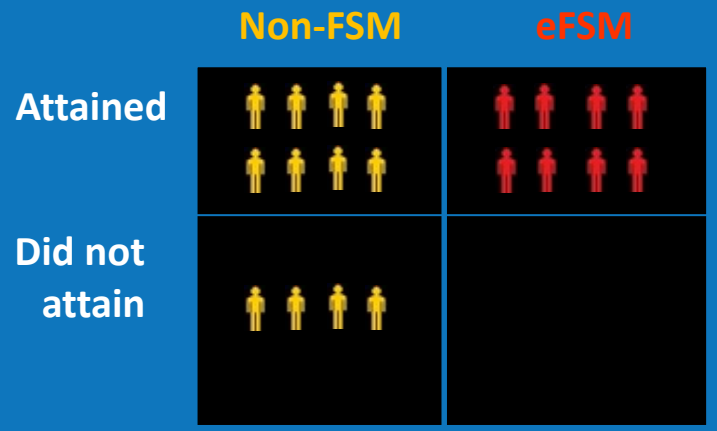
This is what schools are asked to do



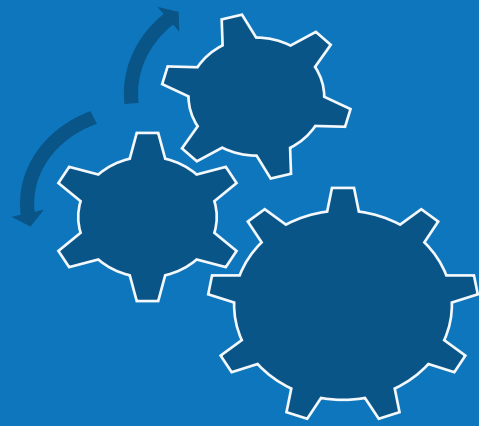
Evidence

On-entry assessment

- For every eight non-FSM children who were assessed at outcome 2, there were four non-FSM children who were not.



The corresponding figure for eFSM children was twelve



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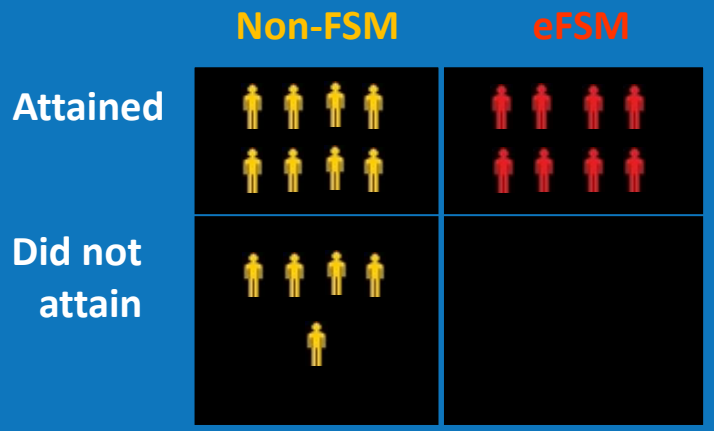
What we see

- ‘Table’ or group is determined
- Different work for different groups
- Intervention(s) are used (or not)
- Course choices are influenced
- Expectations are adjusted

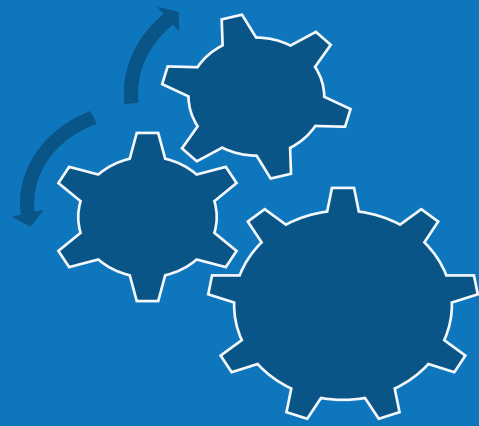
Evidence?

When students finish KS4..

- For every eight non-FSM students who achieved the Level 2 Inclusive measure, there were five non-FSM students who did not.



The corresponding figure for eFSM children was seventeen



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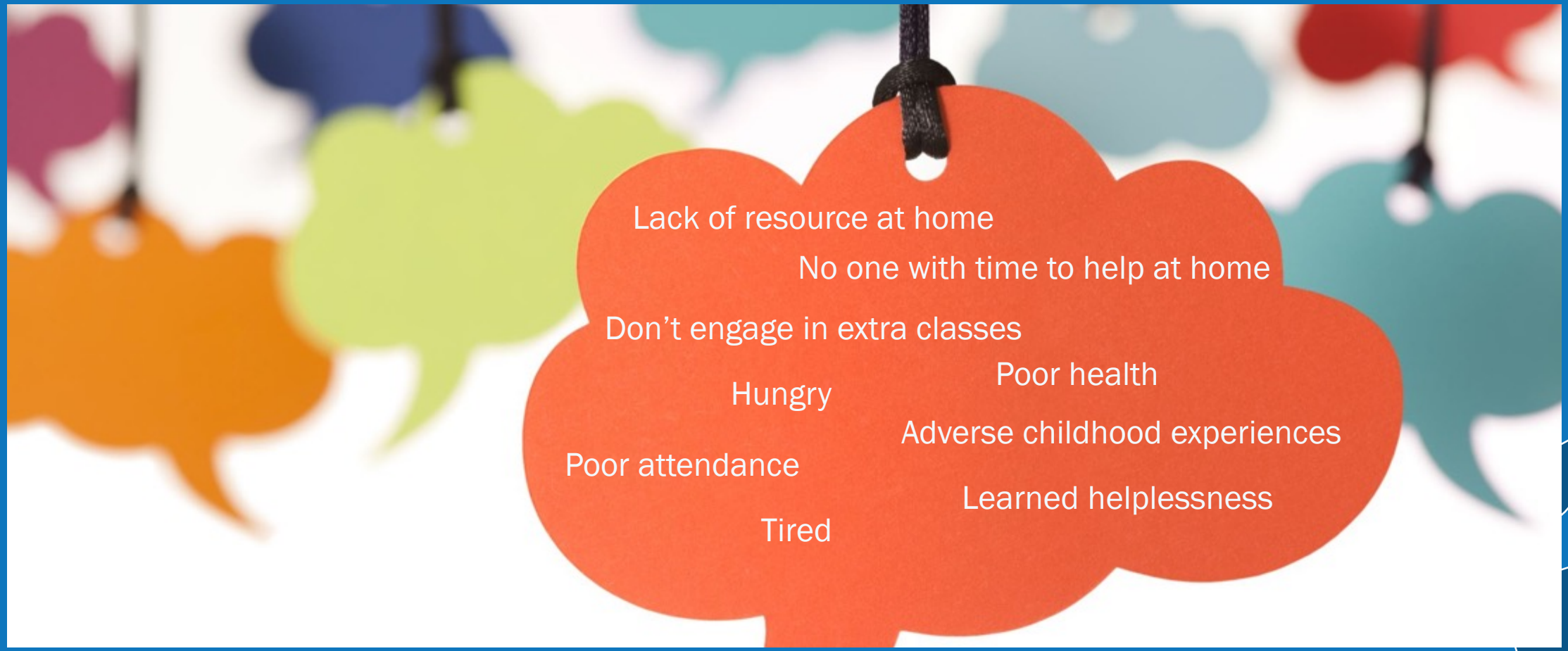
What we know


Lack of resource at home
No one with time to help at home
Don’t engage in extra classes
Poor health
Hungry
Adverse childhood experiences
Poor attendance
Learned helplessness
Tired

Challenging EDUCATION

Sixth form

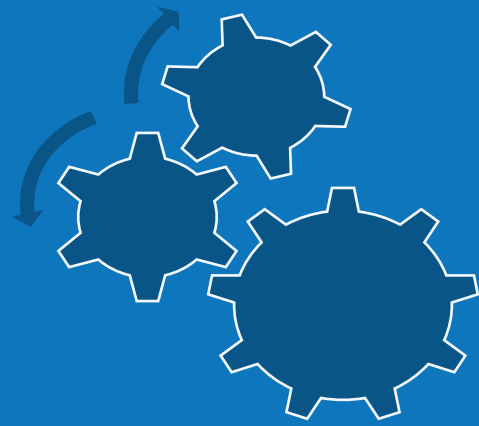
New school/ college

Apprenticeship

Job

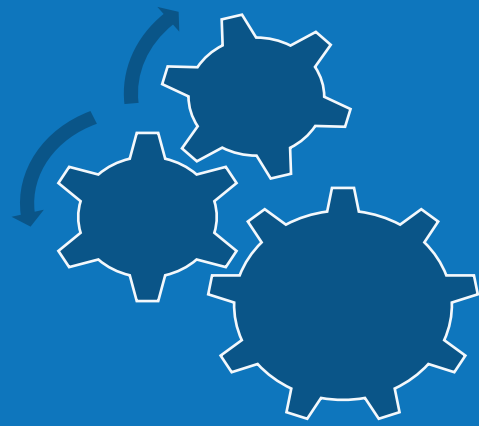
non FSM learners

eFSM learners

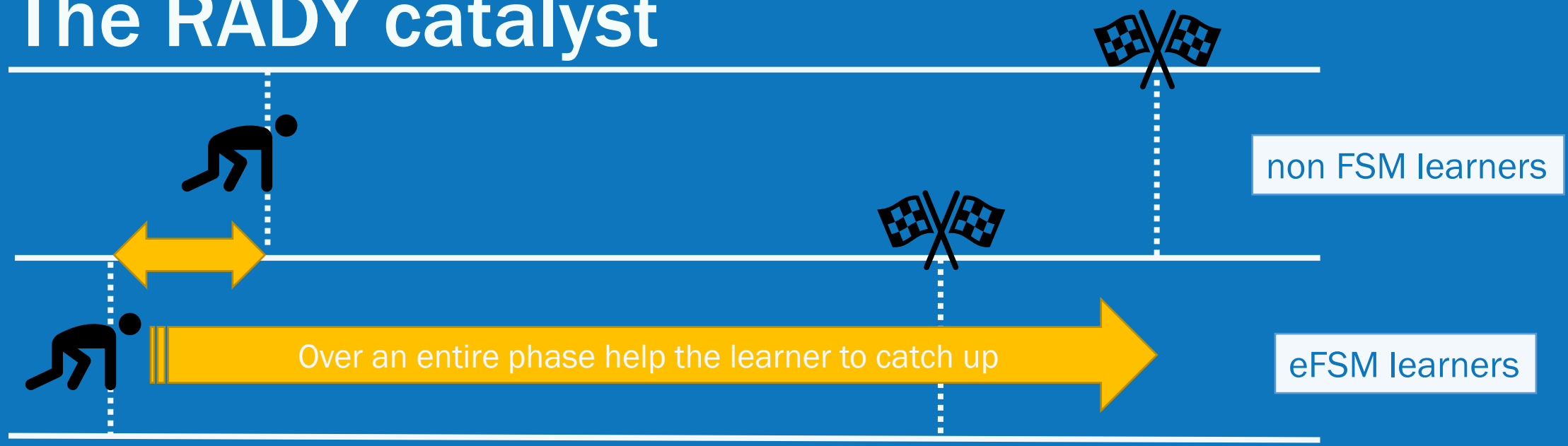


Target setting

Solution

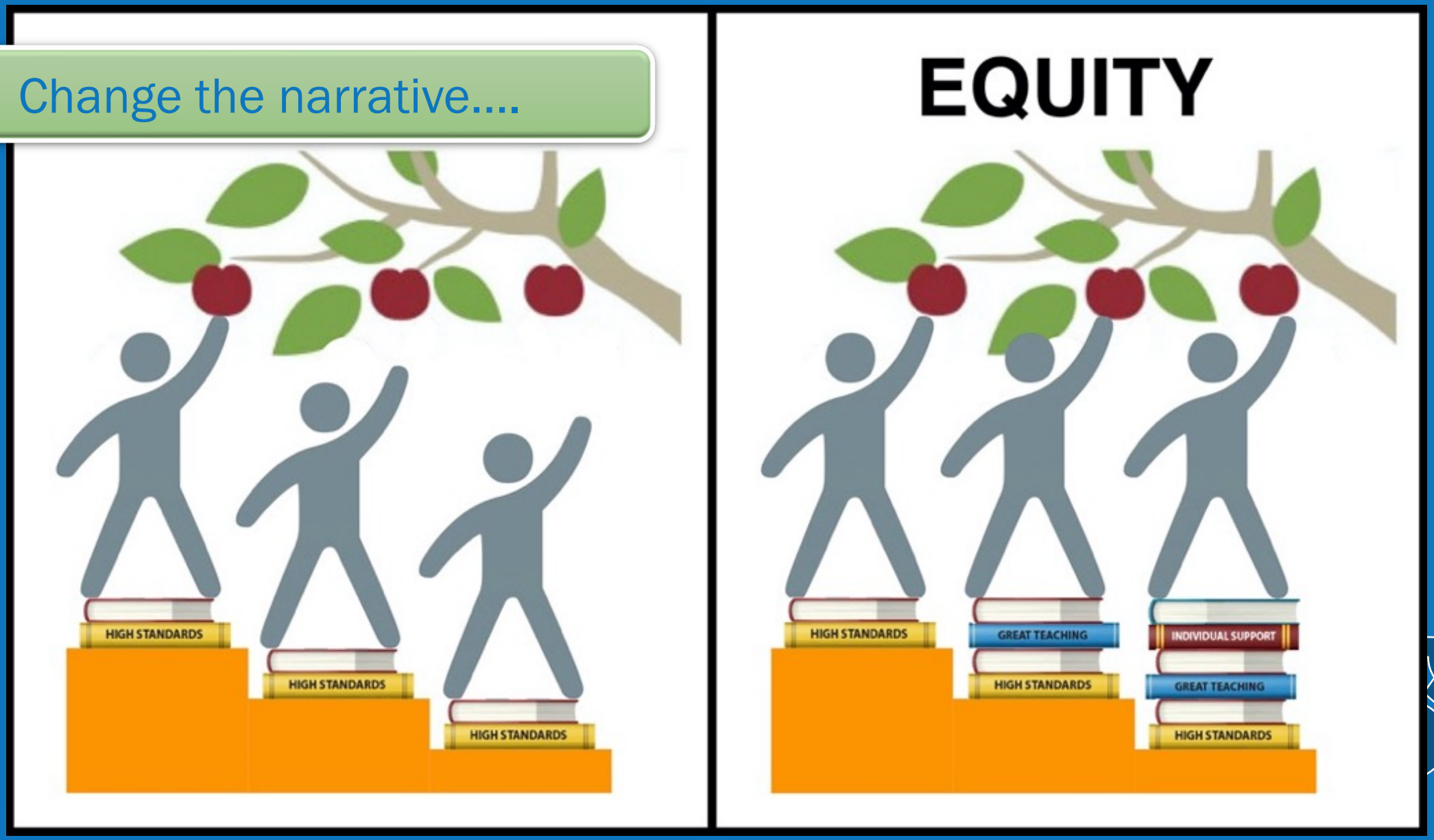


The RADY catalyst



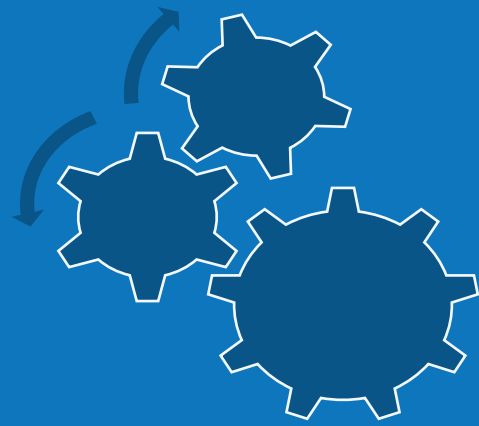
- Calculate the average starting point of eFSM and non FSM
- Find out the difference
- Add on that difference to every eFSM learner
- Now you know where they would have started if they were not eFSM…
- Raise their targets to match this

Change the narrative....



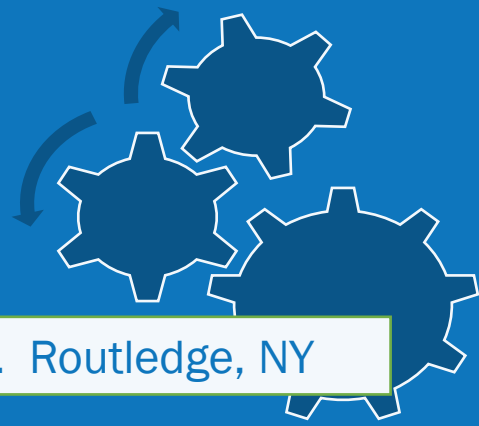
Teacher expectations

Problem number 2



Factors that influence teachers' expectations

- Teachers' beliefs about intelligence
- Socioeconomic background of the learner
- Gender of the learner
- Ethnicity of the learner
- Conduct in school
- Conduct in the classroom
- Previous test scores/previous academic achievement
- Older sibling's performance



Alderman, M.K. (2008). Motivation for achievement: possibilities for teaching and learning. Routledge, NY

Why does this stack the odds against our eFSM group?

My thoughts/research

Conduct in school

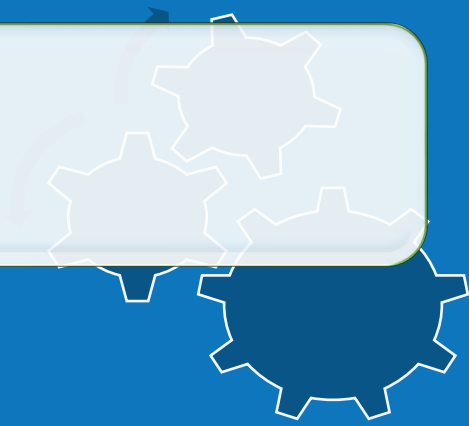
- Different social norms
- Don't believe they fit in

Conduct in class

- Haven't been taught the 'emotional keyboard'
- Learned helplessness

Previous test scores

- Likely to be lower (Problem 1)
- Further fuel to beliefs about 'ability'



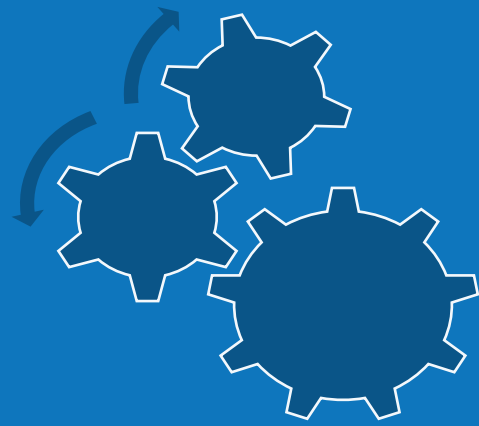
A vicious (and ever declining) cycle

- Praise for relatively simple tasks
- Not ‘calling out’ for lower standard of work
- Different questioning techniques:
  - Asking lower order questions
  - Less coaching/eye contact/encouraging
  - Waiting less time before asking someone else
- Less opportunity to perform publicly on meaningful tasks
- Less choice on work to be completed

Good, T. L., & Weinstein, R. (1986). Teacher expectations: A framework for exploring classrooms. In K. K. Zumwalt (Ed.), *Improving teaching* (The 1986 ASCD Yearbook), (pp. 63-85). Alexandria, VA: Association for Supervision and Curriculum Development.

Teacher expectations

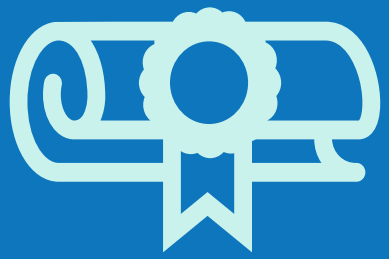
Solutions



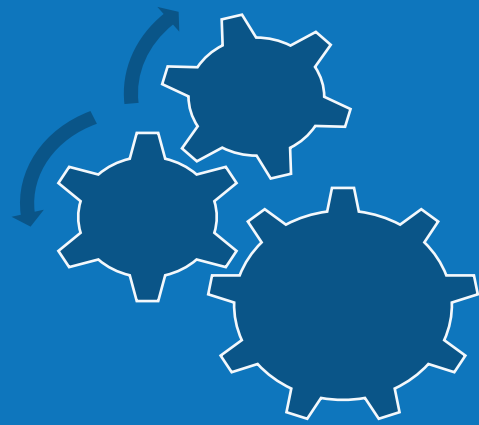
Challenging EDUCATION

Understand factors that influence our expectations

Use overt strategies to demonstrate our belief in the learner's potential



Improved self-esteem, motivation, willingness to work independently



How might that look?

Staff training: learned helplessness as a starting point

Differentiating teaching techniques to get to the same end point (Bloom, 1968)

"Rave about their effort, their concentration, the effectiveness of their study strategies, the interesting ideas they came up with.." (Dweck, 1999)

Let them know that you believe they can improve their work – e.g. mastery marking (Thompson & Wiliam, 2008)

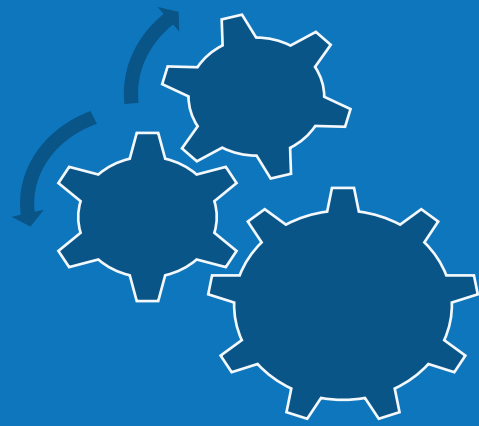
Ensure that they have been taught the metacognitive skills so they know how to study. (EEF toolkit)

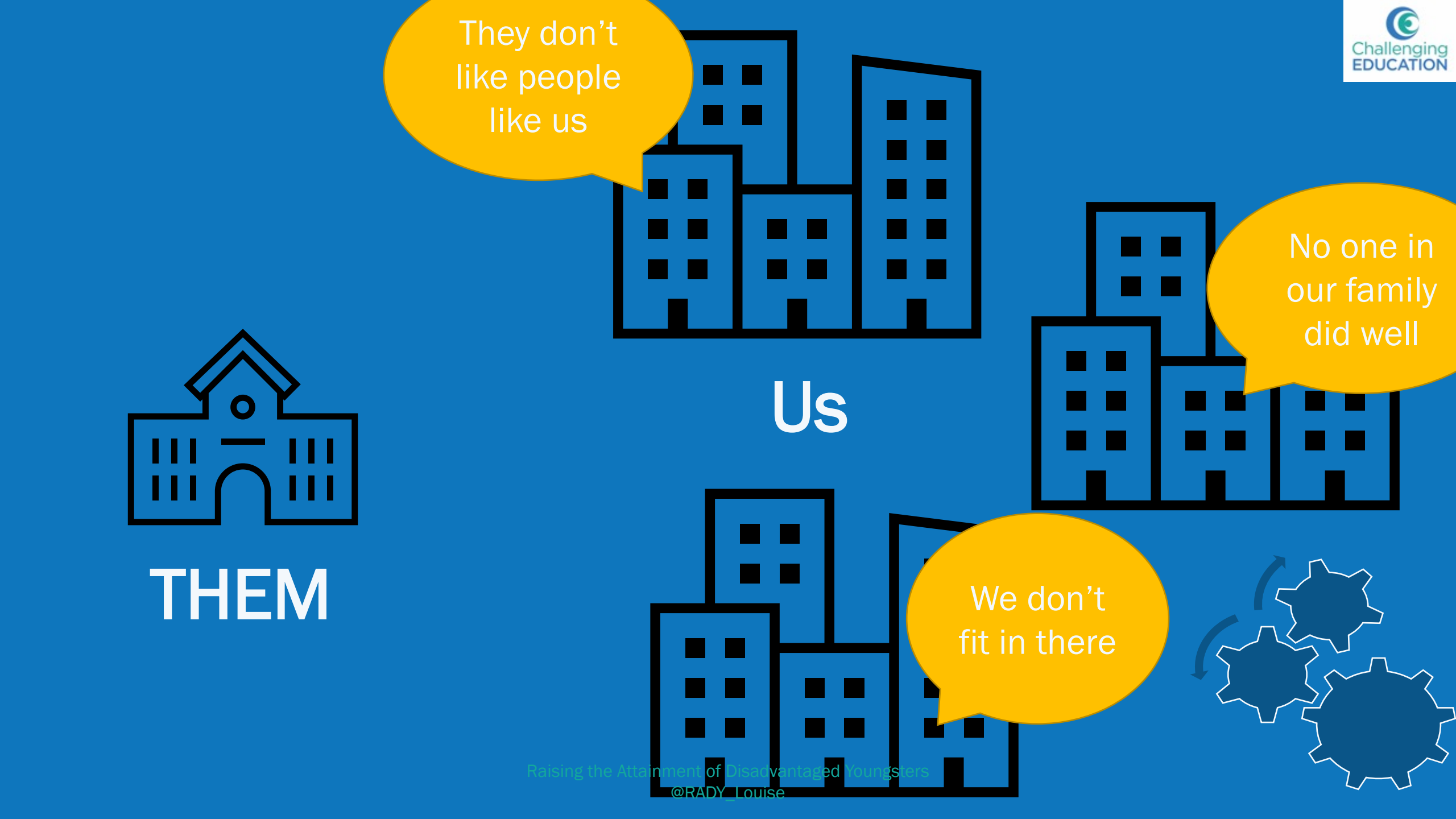
Recognise the 'extra' (equity) that some will need *(in order to reach higher end points, put in the necessary effort, come up with interesting ideas etc)*

Change the narrative....

Hard to reach schools?

Problem number 3




They don't like people like us
Us
No one in our family did well
THEM
We don't fit in there

Destitute
Low-income
Low-income
Needy
Deficient
Deprived
Disadvantaged
At-risk
Underperforming
Insufficient
Deficient
Destitute
Underperforming
Underprivileged
Destitute
Poor
Impoverished
Deprived
Inadequate
Low-income
Poor
Destitute
Impoverished
Insufficient
Needy
Needy
At-risk
Deficient
Poor
At-risk
Poor
Needy
At-risk
Underprivileged
Disadvantaged
Distressed
Poor
Underperforming
Inadequate
Destitute
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Insufficient
Deprived
Impoverished
Impoverished
Disadvantaged
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Low-income
Needy
Distressed
Needy
Deprived
Poor
Inadequate
Deficient
Underperforming
Distressed
Low-income
Low-income
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Underprivileged
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Disadvantaged
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Needy
At-risk
At-risk
Destitute
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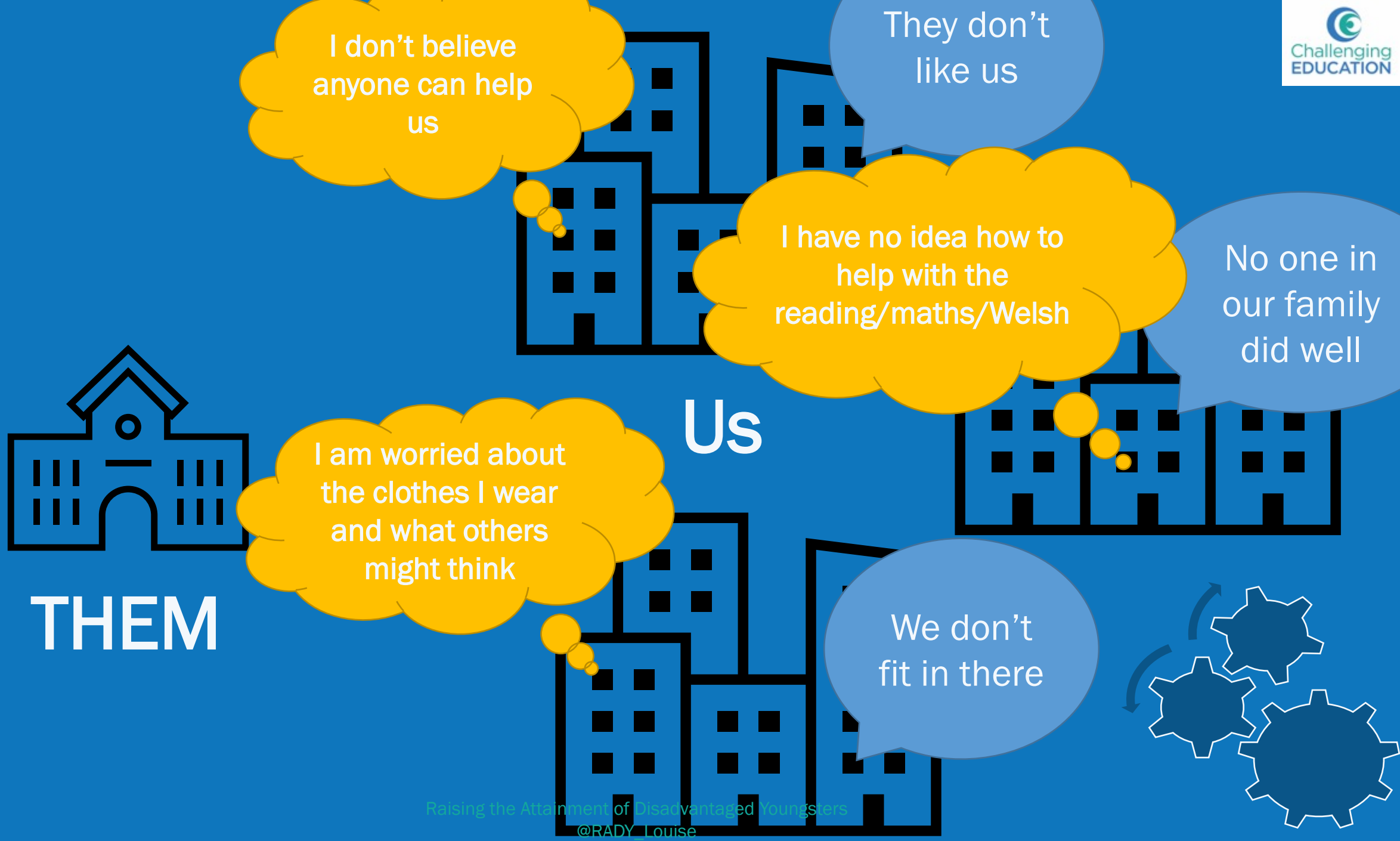
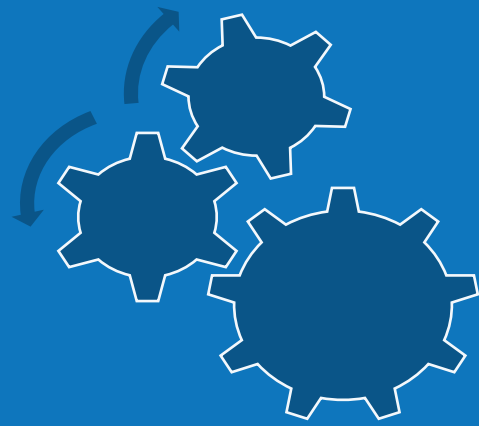
Disadvantaged
Insufficient
Distressed
Deprived
Deprived
Deficient
Inadequate
Insufficient
At-risk
Inadequate
Impoverished


I don't believe anyone can help us
They don't like us
I have no idea how to help with the reading/maths/Welsh
No one in our family did well
Us
I am worried about the clothes I wear and what others might think
We don't fit in there
THEM

Hard to reach schools?

Solutions



Named person on reception

Walk the community

Website that works on a phone

Alternative meeting places

Action triggers approach

Help with transport

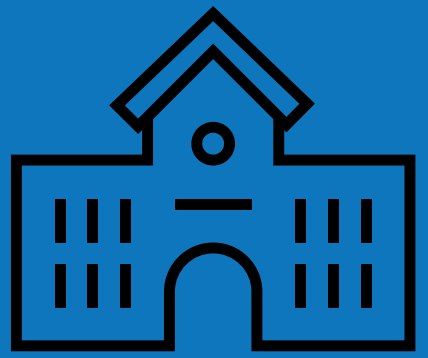
Asset framing

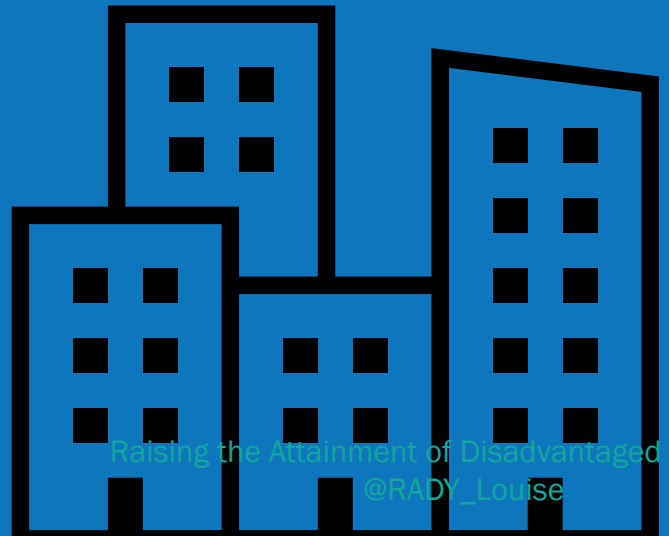
Defines people and communities by their strengths, aspirations and contributions.

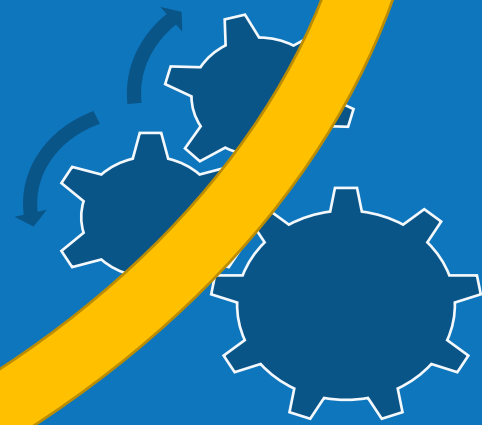
How hard would it be for you and your colleagues to make a list of strengths, aspirations and contributions of your community?

Change the narrative....

All of Us



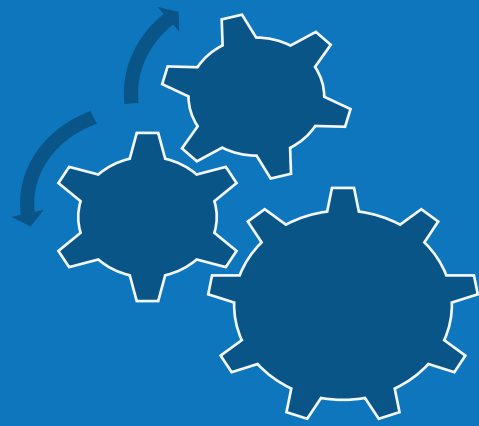




What we do…

- Help schools to launch, integrate and embed RADY
- Work alongside schools to understand the unique circumstances of their community
- Make equity, empathy and asset framing part of the 'everyday' in brilliant schools
- Link up schools and practitioners making life changing differences

Change the narrative….



‘Thinking Differently for Disadvantaged Learners’

ERW, EAS and GwE schools all have access to this.

Module 1: Settling In

Welcome to Module 1: Settling In. The sessions within this module take you through some top tips, ideas on getting to know your pupils and making sure that settling your most disadvantaged learners in to school includes sharing your high expectations

View More

Module 2: An equity-based ethos

Welcome to Module 2: An equity-based ethos. The sessions in this module will develop your thinking around an equitable approach to many aspects of education and remind us all of the challenges our most disadvantaged learners face.

View More

Module 3: Assessing the poorest child

Welcome to Module 3. We hope you start by watching the discussion with Roy Leighton, building on from ‘Simon’s story’ in Module 1. There’s a great discussion with primary and secondary leaders on equitable assessment

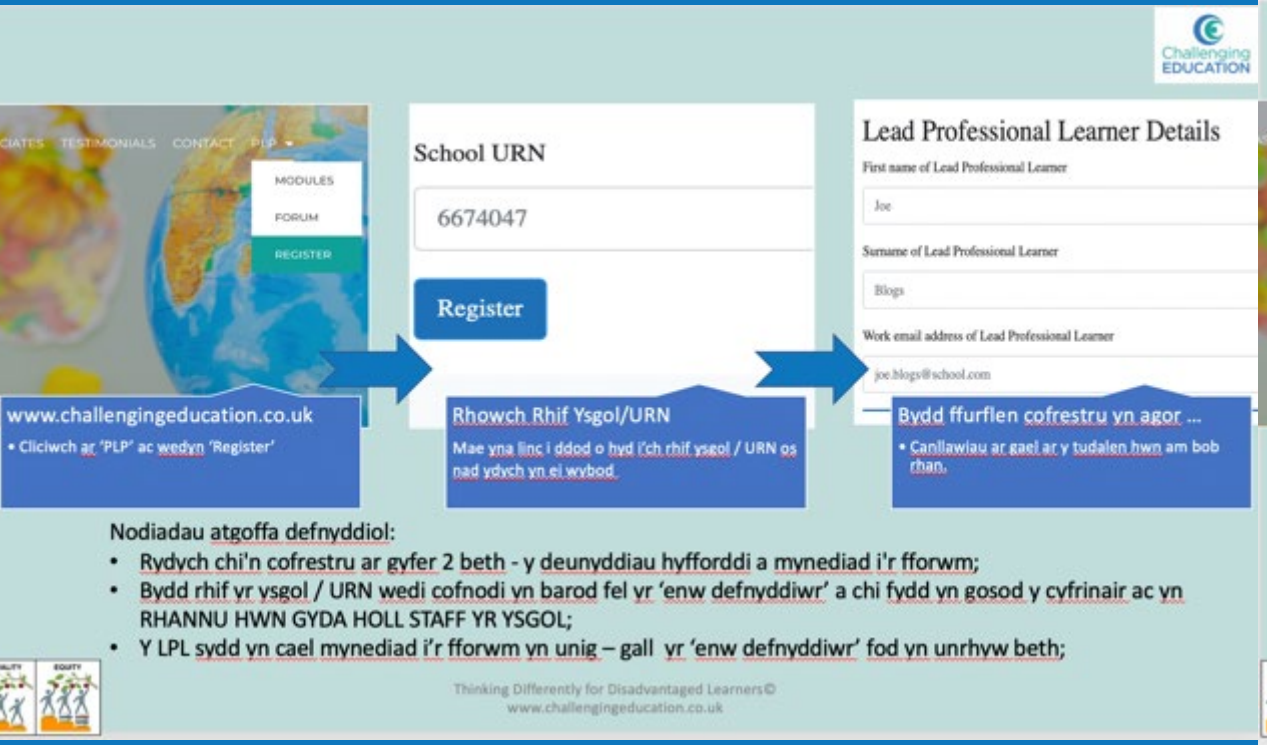
View More

Module 4: Hard to reach schools

Welcome to Module 4. It’s a deliberately provocative title for a module packed full of great ideas for better engagement with parents, the community and of course learners and it starts with an inspiring case study from The John Frost School …

View More

www.challengingeducation.co.uk



Nodiadau atgoffa defnyddiol:

- Rydych chi'n cofrestru ar gyfer 2 beth - y deunyddiau hyfforddi a mynediad i'r fforwm;
- Bydd rhif yr ysgol / URN wedi cofnodi yn barod fel yr 'enw defnyddiwr' a chi fydd yn gosod y cyfrinair ac yn RHANNU HWN GYDA HOLL STAFF YR YSGOL;
- Y LPL sydd yn cael mynediad i'r fforwm yn unig – gall yr 'enw defnyddiwr' fod yn unrhyw beth;

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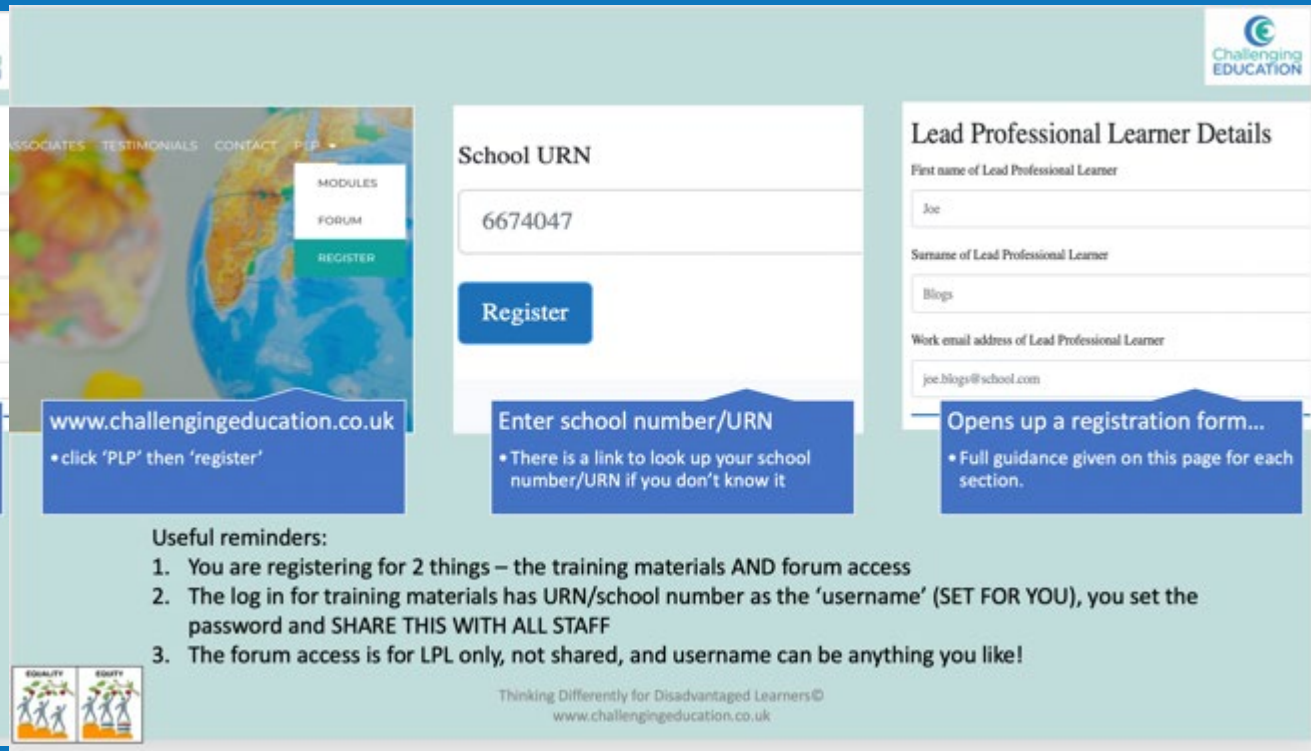

Useful reminders:

1. You are registering for 2 things – the training materials AND forum access
2. The log in for training materials has URN/school number as the 'username' (SET FOR YOU), you set the password and SHARE THIS WITH ALL STAFF
3. The forum access is for LPL only, not shared, and username can be anything you like!

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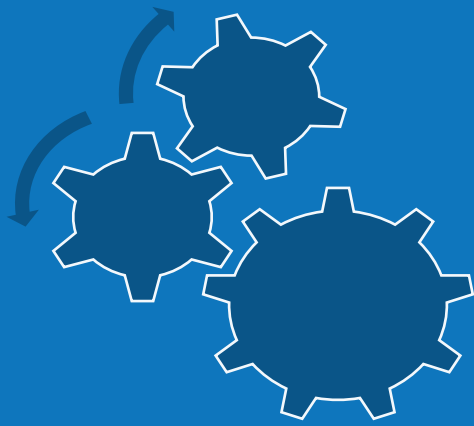
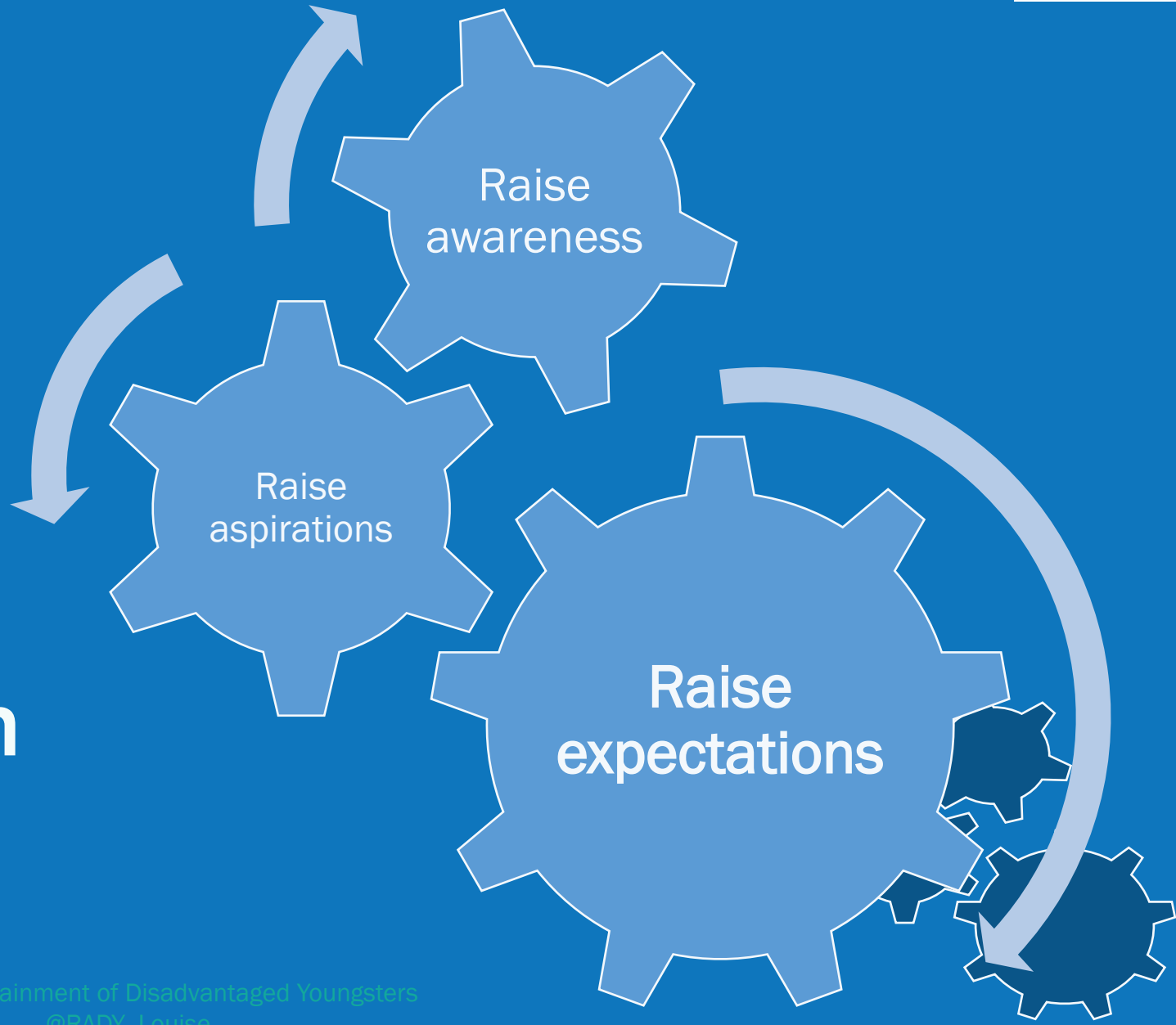
RADY take-away points

Equity not equality

Empathy not sympathy

Asset frame the community



And that's a bit on #RADY