

# Leveling up

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## A session to explore

- Policy context
- Strategy for improvement
- What works well
- Effective use of data and other resources
- Personalisation
- What next in Redbridge

## Underperforming groups – who do we mean?

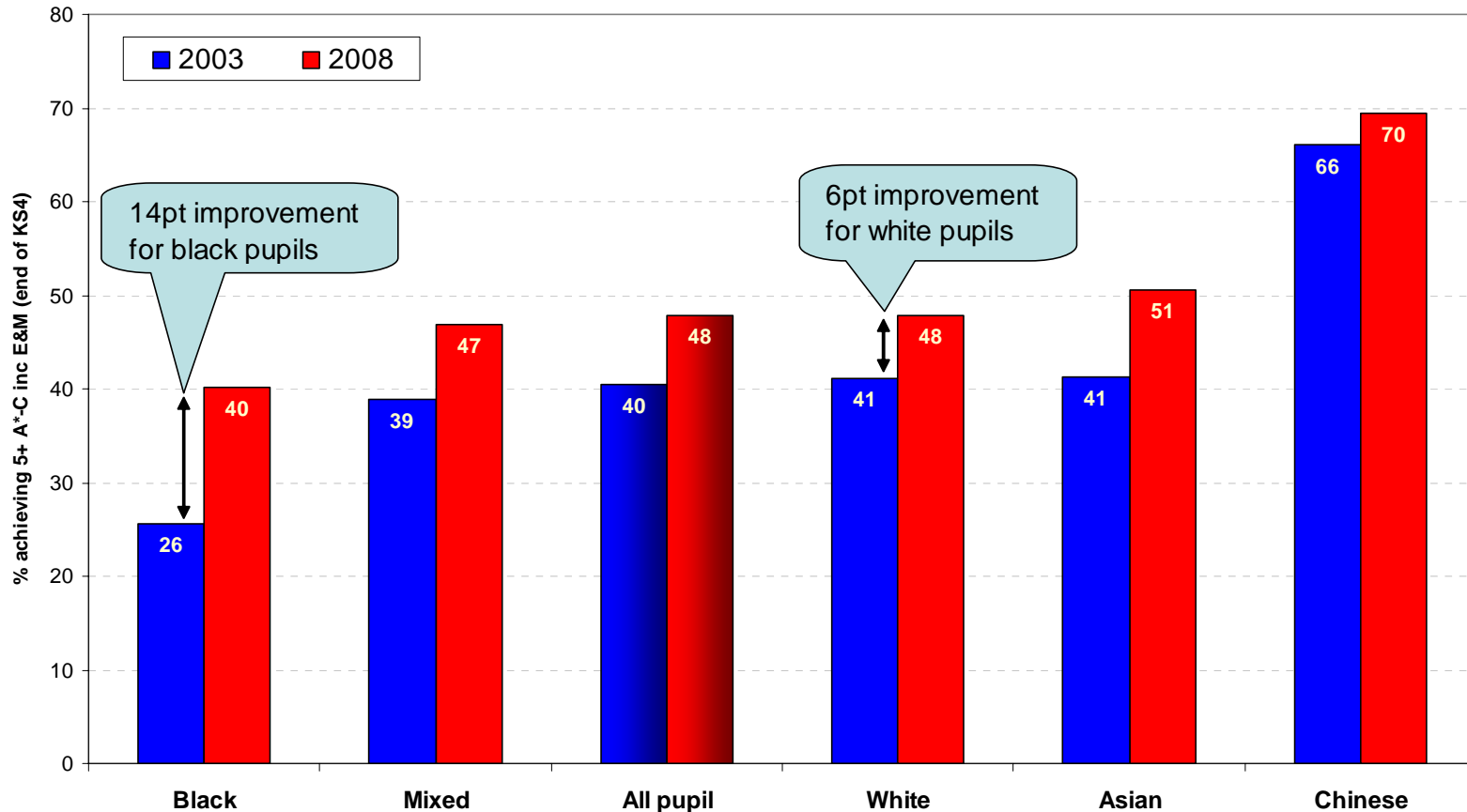
- Children in care (CiC)
- White/Black Caribbean
- Black African and White/Black African
- Black Other
- Pakistani
- White Other
- Gypsy, Roma and Traveller of Irish heritage
- Children eligible for free school meals

.....

- Highly mobile pupils
- Girls in mathematics (Primary)
- Boys in writing (Primary)
- Pupils who fell behind in the EYs and KS1
- Pupils who's early oral language is underdeveloped
- Pupils with poor attendance, punctuality
- Pupils who receive less parental support for learning
- Pupils whose early self concept as learner is low

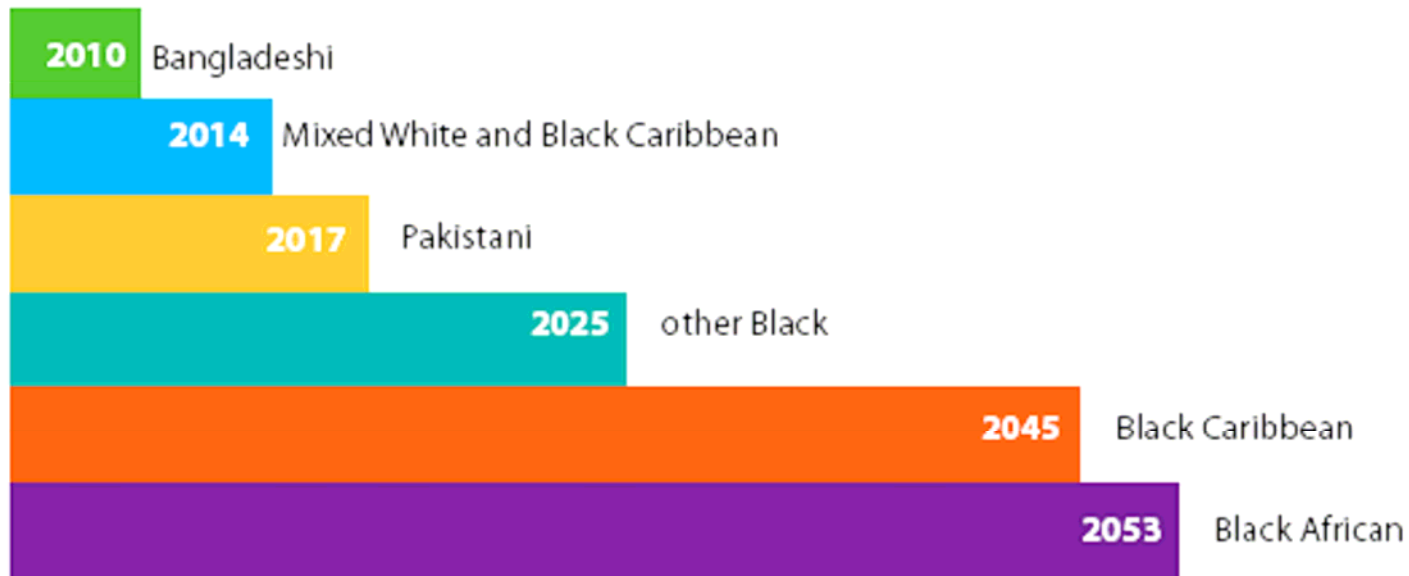
# Underperforming groups - what have we achieved?

KS4 Achievement in GCSE Performance for Major Ethnic Groups from 2003-2008



## Momentum measure: educational attainment

If the achievement of 11 year old at Key Stage 2 continues to improve at its current rate of progress, how long will it be before children from these groups close the attainment gap in English and Maths?



*Fairness and freedom: the final report of the equalities review, Cabinet Office, 2007*



# Breaking the Link: Everyone's Business (DCSF, 2009)

For most pupils school is a rich and rewarding experience, but it is an uncomfortable fact that at every ability level in the system, pupils from poor backgrounds achieve less well than their counterparts.

Real progress in breaking the link between deprivation and low educational attainment relies most of all on the leadership of every teacher in every school, and on their ability to transmit their own passion for transforming opportunity.

## Breaking the Link: Everyone's Business (DCSF, 2009)

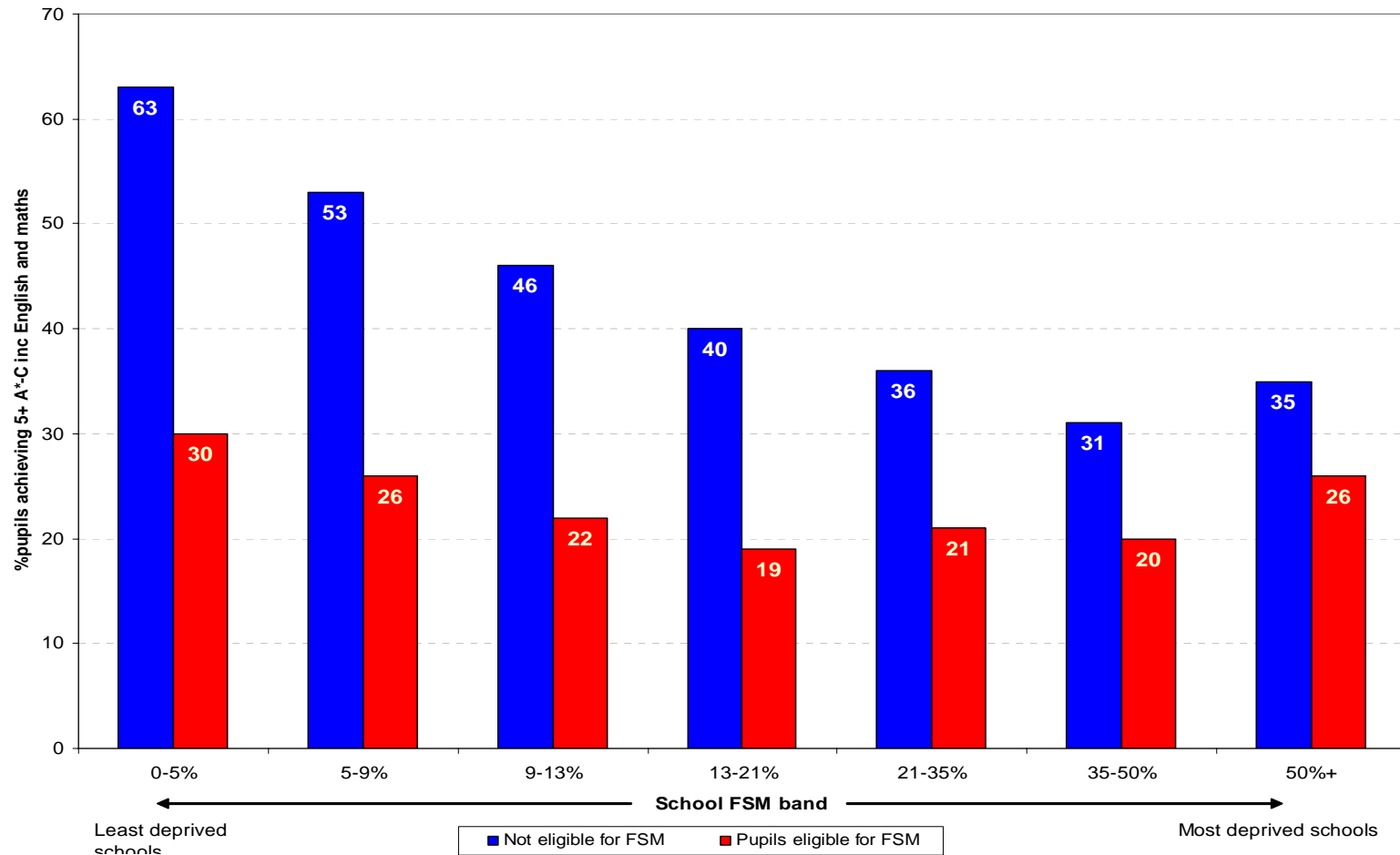
About half (48%) of pupils entitled to FSM are to be found in the third of schools with greatest concentration of disadvantage, and the other half are spread across the other two thirds of schools.

Of the roughly ten per cent of pupils identified by schools as gifted and talented, there is a significant under-representation of those from disadvantaged backgrounds ... great potential is currently going unrecognised, and perhaps undeveloped.

# Narrowing the FSM Gap - challenge

- There remains a very wide gap of 28 percentage points in relation to 5 A\*-C inc EM between pupils not eligible for FSM and those eligible for FSM. The gap has narrowed only by 0.6% points since 2005
- This gap begins in EYFS and widens as pupils go through the key stages
- Only 0.5%, or just over half a percent, of nearly 30,000 pupils who got three As at A-level last year were eligible for free meals.
- Two years ago, nearly 80,000 16-year-olds received FSM but only 5,096 went on to do A-levels, though more went into vocational training.

# The relative gap in performance between FSM and non-FSM children is greatest in the least deprived schools



# Strategies for Success for schools, settings and LAs

## Narrowing the Gaps (NtG)

### Know the GAPS

- Identify gaps (FSM, G&T, SEN, BME, gender)
- Understand the gaps
- Make gaps visible
- Promote use of data
- Build data confidence

### Celebrate gap busting!

- Celebrate/promote gap narrowing
- Capture and share 'what works well'
- Gain a positive Report Card
- Achieve successful Ofsted report

### Narrow the GAPS

- Deliver Quality First Teaching
- Progression planning
- Intervention (e.g. 1:1 tuition, ECaR)
- Specialist pedagogy
- Work with parents and families
- Area based initiatives/partnerships

### Mind the GAPS

- APP
- Regular tracking and review
- Challenge from SIPs/LAs
- Relentless focus on gap narrowing
- Aim for stretch targets

## Principles of NtG at work – ‘Forensic visibility’

- Narrowing the gaps is **everyone’s responsibility**
- **Good teaching** can (and does) narrow gaps through personalised provision linked with effective planning, APP, good pedagogy and appropriate intervention.
- The engagement of **school and LA leaders** is fundamental
- Narrowing the gaps is an integral part of the **every child matters** agenda and needs to include wider strategies including family and parental involvement
- A **no excuses** culture must prevail, supported by a relentless focus on visibility, learning and progress drawing on what we know works well

# What Makes Most Difference – school level

- Clear messages communicated systematically and consistently
- Systems and processes make effective use of data to analyse and track underperforming FSM pupils as a basis for focused action to accelerate progress
- Effective planning for accelerated progression through APP and renewed frameworks puts personalised provision in place for these pupils as a priority
- Priority access to appropriate intervention for disadvantaged pupils whose progress has stalled, who have fallen behind or are at risk of doing so
- Action to promote the voice of underachieving, disadvantaged pupils to shape learning and curriculum to their needs and interests
- Early identification of/support for disadvantaged G&T learners to unlock their potential

## What makes most difference – pupil level

- Early support for language and literacy development
- Explicit teaching of academic language
- 1-1 tuition
- Support to build self-efficacy
- Effective support for transfer and transition which focuses as a priority on disadvantaged pupils whose progress may stall as they change schools
- Engagement of parents, families, carers and communities in supporting learning

# The golden thread

‘Narrowing the Gaps: from data analysis to impact’  
available at

<http://nationalstrategies.standards.dcsf.gov.uk>

# From data analysis to impact (1)

## 1 Analyse and evaluate

- RAISEonline analysis of outcome data identifies groups making slow progress.
- Data checked against the self-evaluation form (SEF), challenged and confirmed through governors and school improvement partner (SIP).
- Comparative review carried out of live tracking data for similar groups currently in school.
- Specific progress groups identified.

## 2. Agree priorities

- Priorities for narrowing gaps are agreed.

# From data analysis to impact (2)

## 3 Set objectives

- Clear and explicit definition of what success means, to specify:
  - progress group(s), defined by prior attainment, gender, FSM eligibility, ethnicity, subject, year group or key stage precisely enough to be able to list target pupils
  - outcomes, for example, in relation to GCSE results
  - systems and processes required to underpin improvement.

## 4. Focus actions

- Confirm:
  - who leads and is accountable for the accelerated progress of pupils identified
  - what the school will do for each pupil and why it will work
  - the resources allocated
  - how and when to judge success, with an indication of milestones and sources of evidence.

## 5. Measure impact

- Track progress and judge success.

## Narrowing the Gaps

- ‘Resources to support the achievement of Black and minority ethnic, disadvantaged and gifted and talented pupils’

available at

<http://nationalstrategies.standards.dcsf.gov.uk/node/227331>

## Some other issues

- Quality of assessment and tracking
- Forensic visibility at every level and every stage
- Degree to which decisions about pedagogic approach or intervention are based on ‘science’ rather than habit
- Quality of evaluation of effectiveness of interventions
- Quality and effectiveness of pupil progress meetings
- Rigorous use of classroom enquiry approach to knowledge creation and transfer – e.g. lesson

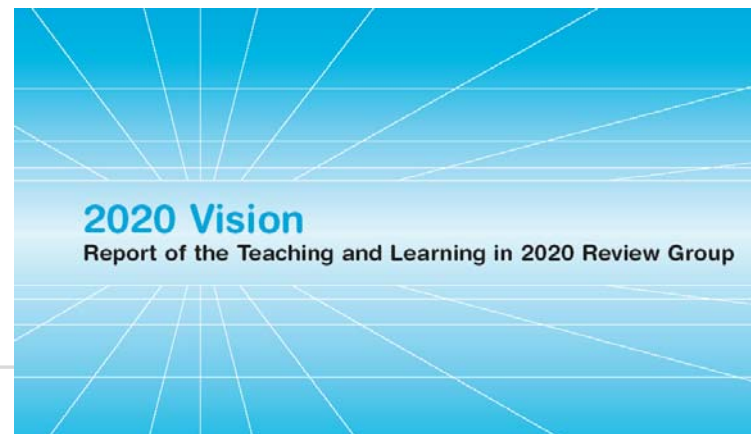
# From the 20<sup>th</sup> to the 21<sup>st</sup> century

- *Personalisation of public service*
- *A shift in thinking*
- *One size fits all .....>.....>.....personalisation*
- Personalised learning: a new relationship with schools (2004)
- Higher Standards, Better Schools for All (2005)
- 2020 Vision (2007)
- Pupil Guarantee of Personalised Support (20<sup>th</sup> Century Schools White Paper (2009))

# 2020 Vision

Report of the Teaching and Learning in 2020 Review Group

- “Personalising learning and teaching means taking a highly structured and responsive approach to each child’s and young person’s learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils – and their parents – as partners in learning” *2020 vision, a vision for teaching and learning in 2020, DfES, 2007.*



## The Children's Plan and personalisation

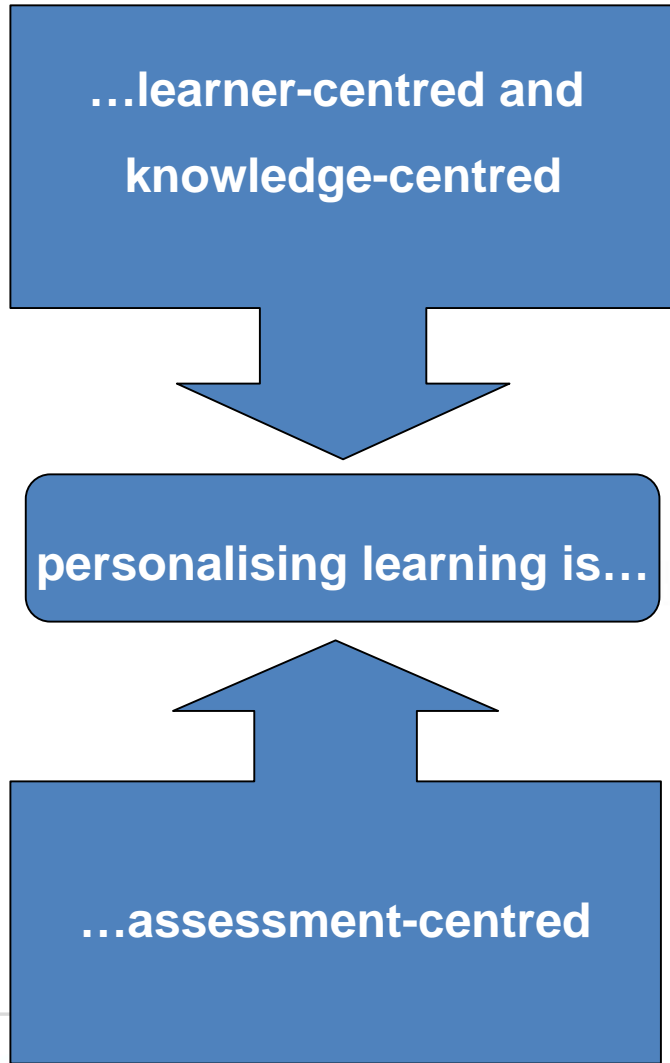
- Secure the well being and health of children
- Safeguard the young and vulnerable
- Individual progress and closing the gap in achievement for disadvantaged children
- System reform to close the gap in achievement for disadvantaged children
- Participation and achievement of potential to 18 and beyond
- Staying on the path to success
- Vision for 21<sup>st</sup> Century children's services and schools

## Preparing children for 21<sup>st</sup> Century

12 years of improvement will be secured through **pupil guarantee of personalised support** and **parent guarantee**

- Good behaviour, discipline, order, safety
- Broad, balanced flexible curriculum inc skills for Learning & Life
- More flexibility to devote time to En/Ma
- Pupil tracking and personal tutors
- 10 hours tuition entitlement in KS2 & Y7
- Online real time reporting to parents
- Sport and cultural activities. Health and wellbeing

# So what do personalised learning and teaching look like?



**Assessment for learning:**  
coming to a shared understanding of learning goals and how to achieve them



**Learning how to learn:**  
developing the skills and attitudes to become better learners



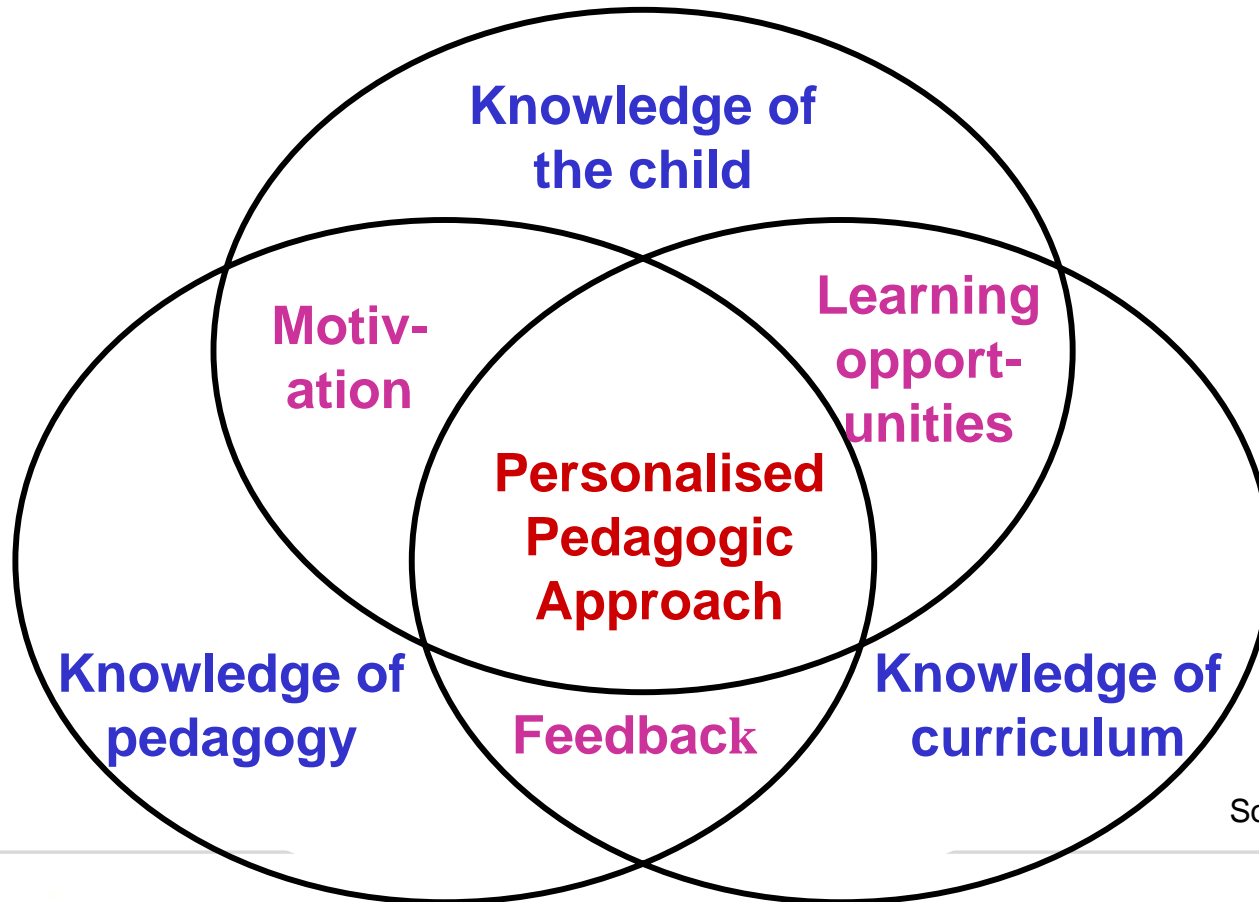
**Pupil voice:**  
establishing the habit of talking about learning and teaching and how to improve it



## Key Outcomes of personalised learning

- Every child ,unless there is a barrier to cognition and learning , is entitled to reach national expectations or better at the end of each key stage.
- Every child should make good progress through a key stage.
- All children are in a school / setting that enables this to happen.
- Every child has the right to teaching and learning which enables them to reach the national expectations.
- Every child expects and is expected to be involved in the process
- Coming soon - The Pupil Guarantee

# The knowledge types which teachers juggle in order to personalise pedagogy to the child



Source: Dudley, 2008

# How the National Strategies support personalised learning

- Improving Assessment – APP materials
- Planning for progression in key strands of core subjects which are hardest to teach and hardest to learn – through the Frameworks
- Development of social and emotional aspects of learning
- Assessment for Learning & Guidance on pedagogy
- Consultants & Leading teachers to coach tried and tested pedagogic approaches
- Support for tracking, use of data and strengthened management systems to intervene early and where necessary to help schools get children back on

# How the Primary & Secondary Frameworks support personalised learning (cont'd)

- Intervention materials and support
- Support for schools leaders in leading improved personalised learning
- Support for schools with different profiles to makes the difference needed – below floor, slow progress, high variation,
- Support for pupils at risk of underperforming
- Challenge to schools though SIPs to ensure members of at risk groups – including those from deprived backgrounds – make good progress and do not underperform.

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