

SERVICES FOR SCHOOLS

Tackling educational disadvantage (TED) guidance

Introduction

Revised 2023

Supporting networks and bespoke work

Details of the supporting network events are listed under [Upcoming TED courses and events](#) on the [HIAS TED Moodle resources](#).

These network events enable leaders to come face-to-face to explore research, principles and examples of school practice in more depth. As network groups become established, sessions will be adapted; focusing on bespoke areas identified by the group.

One to one, bespoke work can also be commissioned. Please contact Victoria Flynn victoria.flynn@hants.gov.uk to discuss the

How the guidance works

The TED guidance focuses on four key areas as follows:

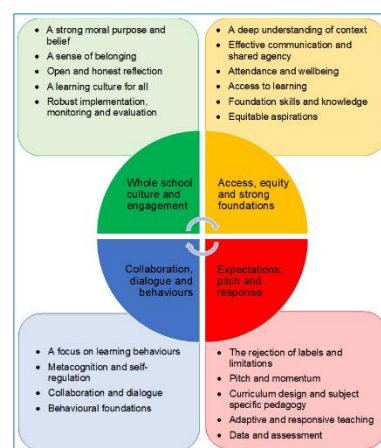
- whole school culture and engagement
- access, equity and strong foundations
- expectations, pitch and response
- collaboration, dialogue and behaviours.

Each of the four areas outlines qualities identified through research and from best practice visits that we believe will make the biggest difference to pupils experiencing disadvantage and for those vulnerable to underachievement.

Each section sets out a description of best practice and identifies potential pitfalls for schools to avoid.

These areas do not stand alone - ideas therefore exist within and across the different sections. The intention is to prompt reflection to inform action, and this is supported by the accompanying self-evaluation questions.

As the accompanying resource bank grows, the focus will move beyond strategic leadership guidance to become increasingly practical, including school examples from different phases, environments and areas, as well as for different audiences.



Building blocks

This work has been supported by Marc Rowland. Marc has worked with countless schools, trusts and local authorities to support better outcomes for pupils experiencing disadvantage. Marc has published a number of books and works with the Education Endowment Foundation (EEF), as well as advising the Department for Education (DfE).



As part of a Hampshire project, Marc Rowland formulated a set of *building blocks for excellence* derived from the experiences and learning of those schools alongside HIAS. These building blocks have been used to shape the TED guidance and to summarise the key factors that contribute to a successful whole-school strategic approach to improve outcomes for pupils experiencing disadvantage. They can be found in the the coloured boxes throughout the guidance, as below.

Whole school culture and engagement

Vision is underpinned by a shared moral purpose to provide the best education and life chances for all, resulting in a culture without limitations on achievement and an environment where all pupils feel safe.



Building block: There is a collective, shared vision and ambition for disadvantaged pupils, which recognises that academic attainment is necessary and critical in terms of widening opportunity and life chances but is not in itself sufficient for success.

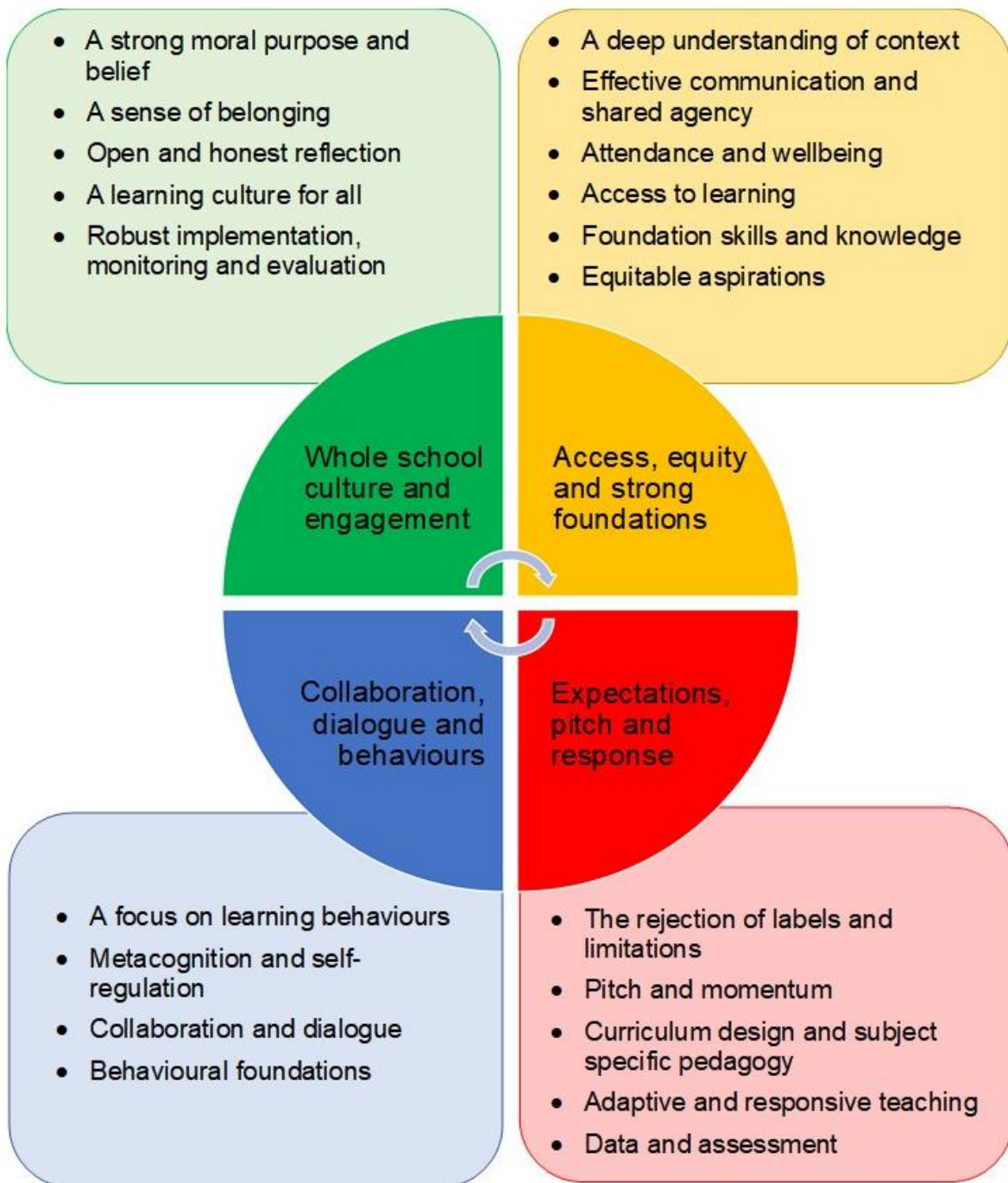
A word of caution

Language matters: as with all labels, using the term *disadvantaged* carries with it the risk of stereotyping. It is, of course, important to flag those who are in groups that are typically more prone to under-achievement so that we can be proactive and alert to early signs that additional support is needed. However, we must look beyond the label, ensuring that labels do not limit learning, and focus on the individual child's lived experience and resulting needs. Furthermore, the use of labels such as *disadvantaged* can have a negative impact on perceptions of ability, expectations of those pupils and aspirations for their futures. We must guard against stereotyping if any strategy to tackle educational disadvantage is to be successful.

“Teachers referring to their ‘low ability pupils’ is commonly heard in schools. Other synonyms are no better, whether it’s circles, red group, snail group or other proxies for the ‘bottom set’. In my experience pupils in such groups are socio economically disadvantaged learners who have not accessed high-quality early years education, have grown up with limited access to language and cultural capital. They may not be achieving optimally at the moment, but labelling them as low ability is doing them a great disservice.”

Learning without labels (edited), Marc Rowland (2017).

The four core sections



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