



@HIASInclusion

# TED Guidance Materials

## Avoiding the Traps

Victoria Flynn, HIAS Inspector Advisor

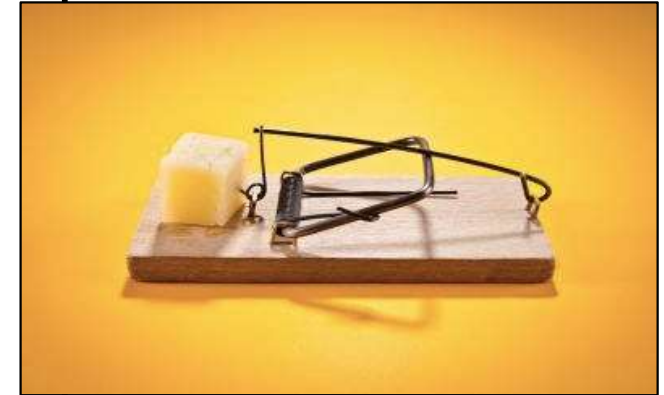
Marc Rowland, Unity Research School



# Are we avoiding the traps?

## Educational disadvantage - traps to avoid:

- Less affluent pupils and / or families don't value education / have low aspirations.
- Less affluent families aren't interested in how their child is performing academically and / or socially.
- Schools / teachers can't mitigate the impact of inequality on learning.
- Schools can solve all of the social challenges children face.
- Intervening to the label 'Pupil Premium'.
- Assuming disadvantage is static (assessment v assumptions).
- Over-intervention (and too much outervention).
- Pupils missing teacher input / explanation / modelling.
- The presumption of language comprehension.
- Disadvantaged pupils aren't interested / motivated by learning.
- Curriculum inequity (formal and informal).
- 'It's 'just' Quality First Teaching'. No! Pastoral, careers, enrichment really matter.
- Disadvantage = low attainment (or ability!).
- Progress is more important than attainment.
- Addressing disadvantage is the responsibility of the PP lead.
- Activity = impact
- Trying to prove things have worked rather than dispassionate, reflective, steady improvements (with bumps!) over time.



Teachers and support staff can change the lives of all children, but particularly those from less affluent backgrounds. Especially those that find learning more difficult.

### **Success leads to motivation.**

- Communication and language
- Social interaction
- Reading
- Relationships and expectations
- Improving pupils as learners.

are key...

# Please Get in Touch

I would love to hear your questions, feedback or ideas for content, so please do get in touch:

[Victoria.Flynn@hants.gov.uk](mailto:Victoria.Flynn@hants.gov.uk)

