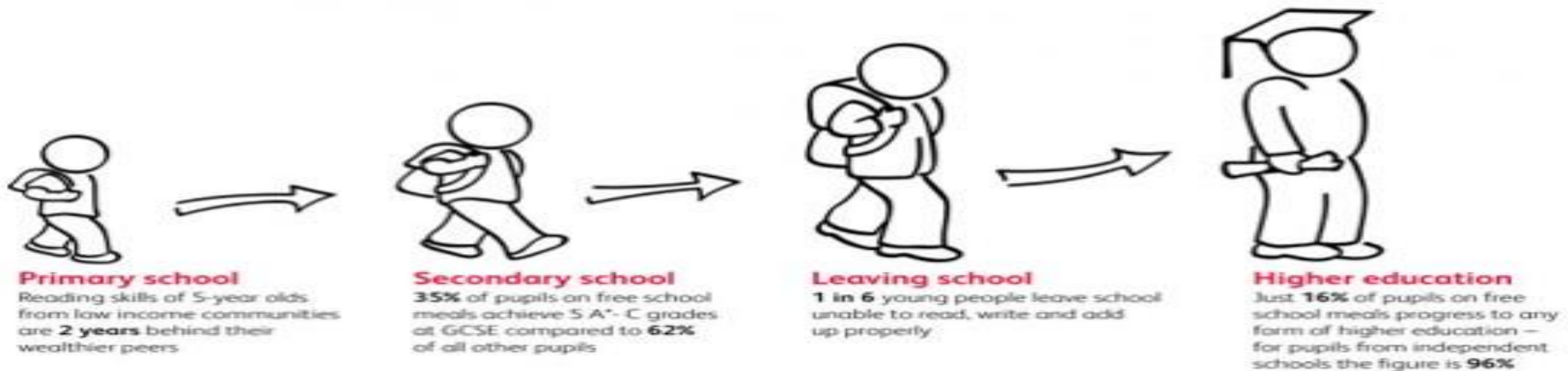University of **Reading**

RAISING ATTAINMENT THROUGH COLLABORATION

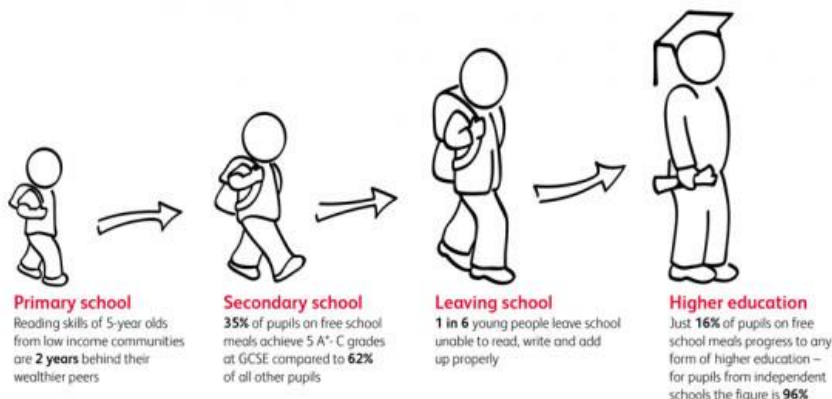## How can WP best work with teachers?

The achievement gap starts young and continues throughout a child's education

Primary school
Reading skills of 5-year olds from low income communities are **2 years** behind their wealthier peers

Secondary school
35% of pupils on free school meals achieve 5 A*- C grades at GCSE compared to **62%** of all other pupils

Leaving school
1 in 6 young people leave school unable to read, write and add up properly

Higher education
Just **16%** of pupils on free school meals progress to any form of higher education — for pupils from independent schools the figure is **96%**

David Dobraszczyk

1

LIMITLESS **POTENTIAL** | LIMITLESS **OPPORTUNITIES** | LIMITLESS **IMPACT**

BACKGROUND

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Higher education
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Attainment has been shown to play a central role in increasing access, with GCSE attainment the key indicator of participation in higher education (Gorard and Smith, 2007).

Universities are expected to play an increasingly prominent role in widening participation, increasing disadvantaged students' access to higher education

Attainment gap, age 16, by different pupil characteristics:[ii]
England, 2016 (state-funded schools)

The narrowest attainment gaps are for first language and gender

The widest attainment gaps are for disadvantage, FSM and SEN

	EAL		Gender		Disadvantage		FSM		SEN	
gap	0.1		4.6		12.2		12.6		22.0	
Average Attainment 8 score	49.9 (Other than English)	50.0 (English)	47.7 (Boys)	52.3 (Girls)	41.1 (Disadvantage)	53.3 (All other pupils)	39.0 (FSM)	51.6 (All other pupils)	31.2 (SEN)	53.2 (No identified SEN)
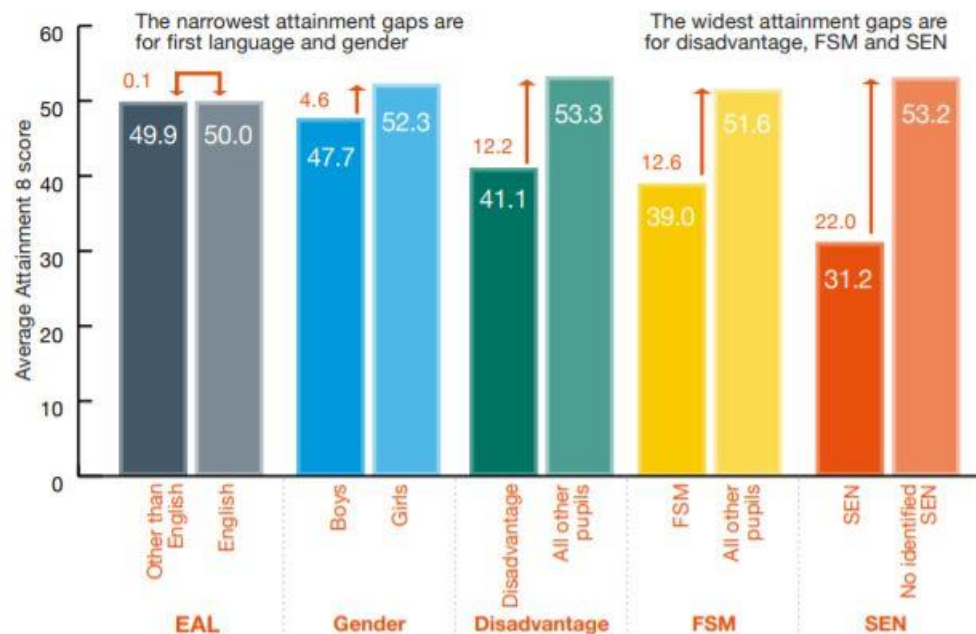
i. GCSE and equivalent results: 2015 to 2016 (provisional)', Department for Education (October 2016)
ii. 'Special educational needs in England', Department for Education (January 2017)

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THE ROLE OF WP?

Table 1 GCSE achievements of pupils at the end of Key Stage 4 by disadvantage status (free school meal eligibility and children in care), 2015-16

	Average Attainment 8 score per pupil	Percentage of pupils achieving A*-C in English & maths GCSEs	Percentage of pupils achieving 5+ GCSEs A*-C or equivalent including English & maths GCSEs
Disadvantaged pupils	41.1	43.1%	37.2%
Advantaged pupils	53.3	70.6%	65.1%

Source: Department for Education, Revised GCSE and equivalent results in England: 2015 to 2016 (2017)[9]

The hard facts

The role of WP (OFS)

Short term
University & college activities support:
- Quality of teaching and leadership
- Student characteristics associated with increased attainment in those from under-repesented or disadvantaged groups
- School characteristics associated with increased attainment in those from under-repesented or disadvantaged groups

Medium term
Attainment rises in:
- GCSE or other exam grades
- Creative arts performance
- Other skills or attainment needed for higher education application

Long term
Higher education access and participation improves in:
- higher education in general
- higher tariff universities
- specialist courses and institutions

INCREASING CAPACITY BEYOND WP

'Universities can play a more meaningful role in the wider educational ecosystem.' (Anne-Marie Canning, Director of Social Mobility and Student Success, King's College London)

Family and friends

Schools and teachers

Widening Participation work
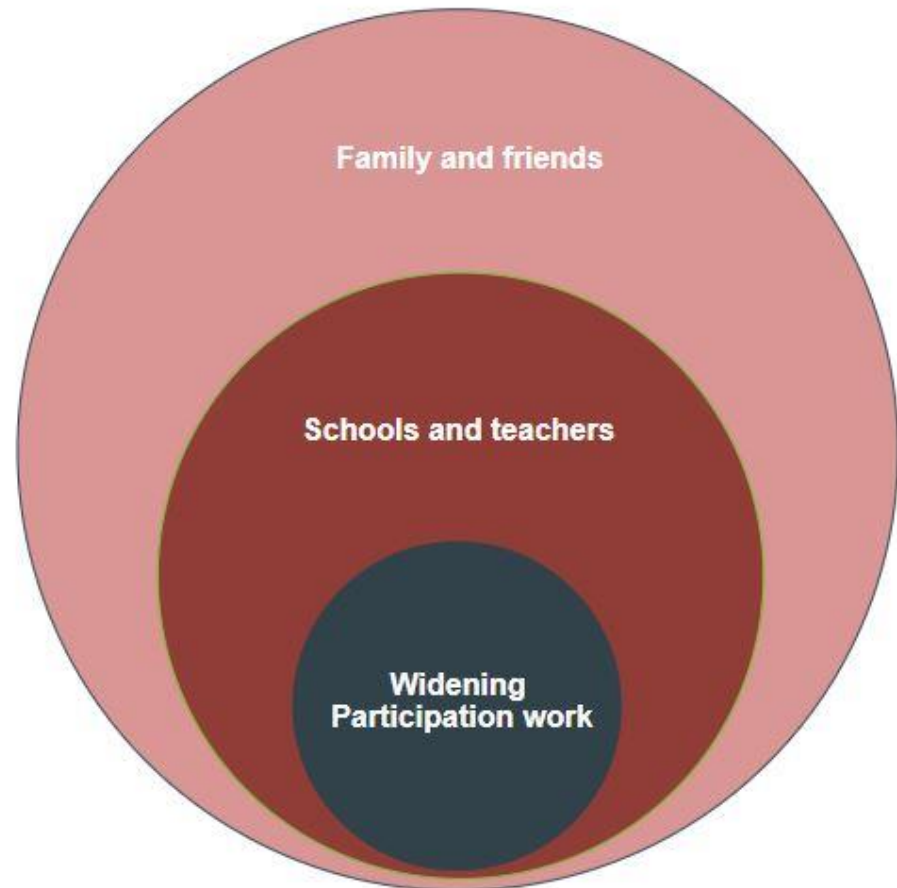
RAISING ATTAINMENT AT READING

University of Reading

Student Recruitment and Access Officer (Raising Attainment)	
Brilliant Club	Coordinating the partnership – recruiting Reading PhD students to deliver raising attainment activity
Embedding attainment activity	Embedding raising attainment activity into existing provision – Reading Scholars, Young Scholars and Year 7 – 11 widening participation activity
KS5 study skills programme	Delivering an intensive study skills programme for KS5 students
Teacher CPD	Establishing a programme of teacher CPD linked to raising attainment
Evaluation	Develop a methodology for measuring improved attainment
Research liaison	Engage with relevant research projects and develop an evidence base to enhance attainment-raising expertise

LIMITLESS **POTENTIAL** | LIMITLESS **OPPORTUNITIES** | LIMITLESS **IMPACT**

WHAT DO WE MEAN BY RAISING ATTAINMENT?

School
- Exam skills
- Revision skills
- Learning subject content
- Passing exams

HE
- Academic skills
- Learning dispositions
- Thinking across boundaries
- Challenging/creating knowledge

CONTEXT

What happens in the classroom makes the biggest difference: *improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development, but the supply of high quality training is limited (Higgins et al., 2016).*

Research also shows that sharing best practice across schools is central to raising standards across the sector and supporting enhancements in teaching and learning (Higgins et al., 2016).
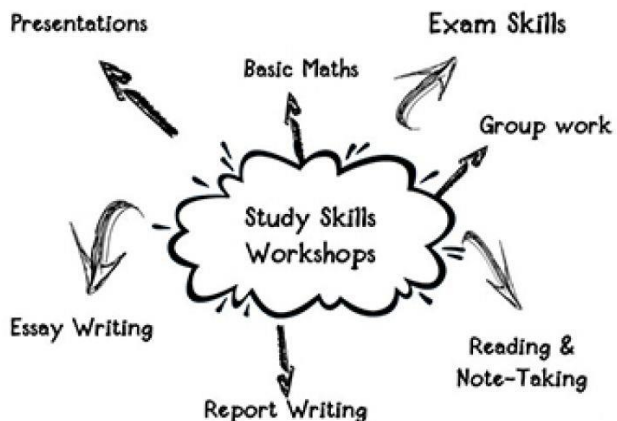
There is also evidence showing the positive effect of pre-university study skills training on students' A-level and undergraduate attainment (Jones et al., 2017). Training teachers to implement such study skills can therefore aide in raising the attainment of WP students and increase access to higher education.

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EVIDENCE & IMPACT

University of Reading

Intervention	Cost	Evidence	Impact
Arts participation — Low impact for low cost, based on moderate evidence.	£ £	🔒 🔒 🔒	+2
Aspiration interventions — Very low or no impact for moderate cost, based on very limited evidence.	£ £ £	🔒	0
Behaviour interventions — Moderate impact for moderate cost, based on extensive evidence.	£ £ £	🔒 🔒 🔒 🔒 🔒	+3
Block scheduling — Very low or no impact for very low cost, based on limited evidence.	£	🔒 🔒	0
Built environment — Very low or no impact for low cost, based on very limited evidence.	£ £	🔒	0
Collaborative learning — Moderate impact for very low cost, based on extensive evidence.	£	🔒 🔒 🔒 🔒	+5
Digital technology — Moderate impact for moderate cost, based on extensive evidence.	£ £ £	🔒 🔒 🔒 🔒	+4
Early years intervention — Moderate impact for very high cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒	+5
Extending school time — Low impact for moderate cost, based on moderate evidence.	£ £ £	🔒 🔒 🔒	+2

Intervention	Cost	Evidence	Impact
Metacognition and self-regulation — High impact for very low cost, based on extensive evidence.	£	🔒 🔒 🔒 🔒	+7
One to one tuition — Moderate impact for high cost, based on extensive evidence.	£ £ £ £	🔒 🔒 🔒 🔒	+5
Oral language interventions — Moderate impact for very low cost, based on extensive evidence.	£	🔒 🔒 🔒 🔒	+5
Outdoor adventure learning — Moderate impact for moderate cost, based on moderate evidence.	£ £ £	🔒 🔒 🔒	+4
Parental engagement — Moderate impact for moderate cost, based on moderate evidence.	£ £ £	🔒 🔒 🔒	+3
Peer tutoring — Moderate impact for very low cost, based on extensive evidence.	£	🔒 🔒 🔒 🔒	+5
Performance pay — Low impact for low cost, based on limited evidence.	£ £	🔒 🔒	+1
Phonics — Moderate impact for very low cost, based on very extensive evidence.	£	🔒 🔒 🔒 🔒 🔒	+4
Reading comprehension strategies — High impact for very low cost, based on extensive evidence.	£	🔒 🔒 🔒 🔒	+6

LIMITLESS **POTENTIAL** | LIMITLESS **OPPORTUNITIES** | LIMITLESS **IMPACT**

Level Three [Post 16]

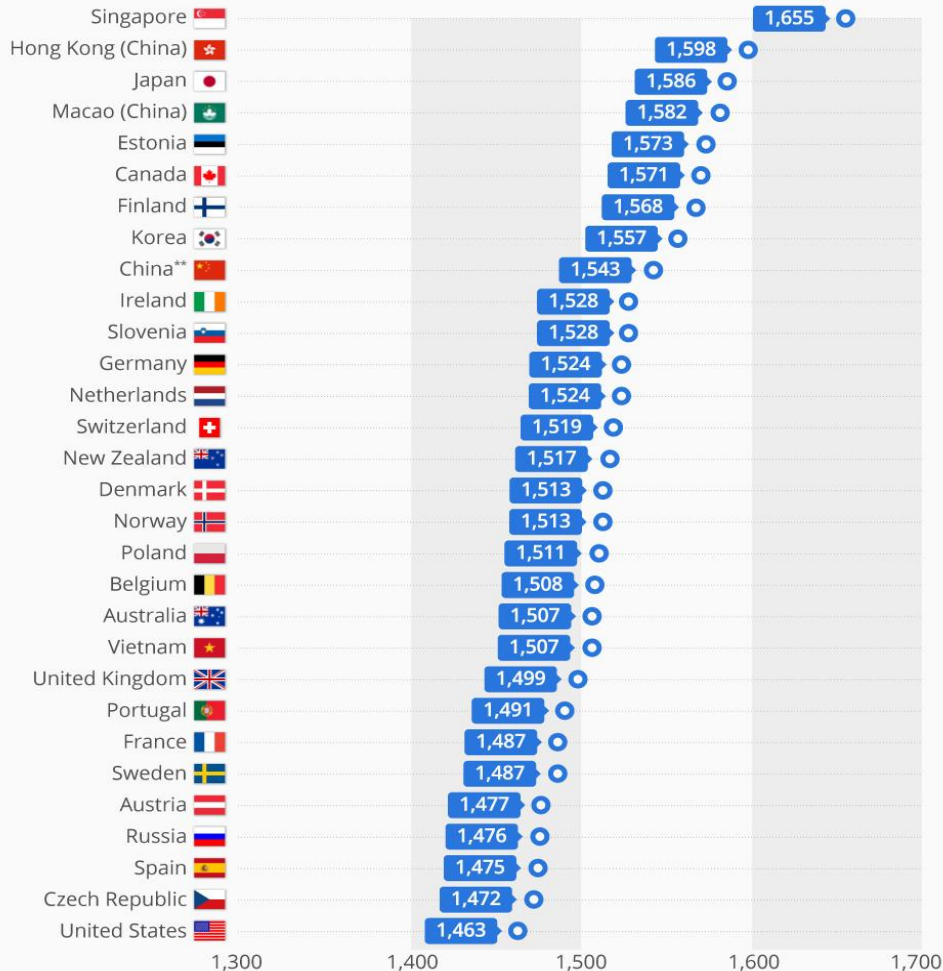|			Aims:	Enable students to:
SOCIAL AND ACADEMIC CAPITAL	*PROGRESSION CURRICULUM*	KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	**Investigate course & placement options, and social & leisure opportunities in Higher Education**
				Discover course and placement opportunities in Higher Education (and/or at NAME OF HEI)
				Find out about research areas, expertise and facilities in Higher Education (and or at NAME OF HEI) h and new areas of development
				Explore social and leisure, and extra-curricular opportunities in Higher Education (and/or at NAME OF HEI)
				Discover career benefits of Higher education and the employment opportunities for NAME OF HEI) graduates.
				Find out about academic and information services, facilities and resources at (name of HEI)
		CHOOSE	Develop students' capacity to navigate Higher Education and graduate employment sectors and make informed choices	**Evaluate course, student finance & graduate opportunities and make informed choices that align with personal interests and career aspirations**
				Evaluate different types of Higher Education Institution in terms of personal interests and career aspirations
				Compare degree courses and study options across a range of universities
				Engage effectively with the UCAS process and generate and submit a strong university application
				Compare student finance, budgeting support and student employment opportunities across a range of universities
HABITUS	*STUDENT IDENTITIES*	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	**Anticipate challenges they will face in Higher Education and make a successful transition to university**
				Gain a positive first-hand experience of student life and a university environment
				Become familiar with learning and teaching approaches in Higher Education
				Identify and practise the skills they need to live independently
				Engage with academic and personal support mechanisms at (name of HEI)
				Interact with academic staff and other university employees
				Interact with other students on programme, Student Ambassadors and current students.
				Participate in challenging educational activities which are stimulating and motivating
				Access the information, advice & guidance they need to make a successful transition to HE and/or (name of HEI)
SKILLS CAPITAL	*SKILLS CURRICULUM*	PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression	**Enhance academic skills that develop capacity for critical thinking, independent research and self-directed learning**
				Enhance capacity for independent learning, self-directed study and enterprise
				Enhance capacity for creative problem solving and decision making
				Enhance communication and presentation skills using different mediums.
				Enhance critical thinking skills through experimentation, reflection, analysis, synthesis and evaluation
				Enhance research skills and gain experience of independent research
				Enhance project planning skills and expertise in designing, implementing and evaluating a small-scale project
				Enhance group work skills and capacity to lead and work collaboratively
				Enhance revision skills and expertise in a range of revision techniques
INTELLECTUAL CAPITAL	*KNOWLEDGE CURRICULUM*	UNDERSTAND	Develop students' understanding by contextualising subject knowledge and supporting attainment raising	**(a) Situate existing knowledge within wider fields of knowledge and apply to other contexts**
				Extend awareness of the wider applications of knowledge
				Locate existing knowledge within wider fields of knowledge and other contexts
				Enhance understanding through collaborative projects, which extend knowledge and challenge assumptions
				(b) Situate existing knowledge & interests within the context of university degree programmes and academic disciplines
				Relate existing knowledge and interests to university subject areas and degree programmes
				Understand how knowledge can be developed within university subject areas and academic disciplines
				(c) Access and experience appropriate attainment-raising interventions

SKILLS FRAMEWORK

Critical thinking, metacognition and self-regulated learning Learning how to learn	**Feedback and self-evaluation** Developing skills in evaluating your own work and how to turn feedback into improvements	**Social and emotional learning** Developing traits such as resilience, motivation and self-awareness
Collaborative learning Learning how to communicate and work with others	**Reading comprehension/ critical reading** Developing an ability to read academic work and understand complex ideas	**Learning confidence and self-efficacy** Developing a belief in your own academic abilities

LIMITLESS **POTENTIAL** | LIMITLESS **OPPORTUNITIES** | LIMITLESS **IMPACT**

CHANGING APPROACH

University of Reading

OECD PISA: The Top Rated Countries/Regions 2016
Sum of mean science, reading and mathematics scores from the OECD PISA Results 2015*

Country/Region	Score
Singapore	1,655
Hong Kong (China)	1,598
Japan	1,586
Macao (China)	1,582
Estonia	1,573
Canada	1,571
Finland	1,568
Korea	1,557
China**	1,543
Ireland	1,528
Slovenia	1,528
Germany	1,524
Netherlands	1,524
Switzerland	1,519
New Zealand	1,517
Denmark	1,513
Norway	1,513
Poland	1,511
Belgium	1,508
Australia	1,507
Vietnam	1,507
United Kingdom	1,499
Portugal	1,491
France	1,487
Sweden	1,487
Austria	1,477
Russia	1,476
Spain	1,475
Czech Republic	1,472
United States	1,463

* PISA = Programme for International Student Assessment
** Beijing, Shanghai, Jiangsu, Guangdong
@StatistaCharts   Source: OECD

statista

The world's leading schools are future-proofing their programs by re-orienting themselves. Instead of focusing on *what* to learn and examination rank, they are increasingly focused on teaching students *how* to be excellent lifelong learners.

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DO WE NEED A RETHINK?

Key points

#The curriculum is becoming too narrow and academically focused
#Teaching focuses too heavily on memorisation and assessment
#Other leading OECD countries are taking a different direction
#The future is about applied knowledge, interdisciplinary knowledge, and skills development

(Dr Mary Bousted – Joint General Secretary National Education Union)
https://www.youtube.com/watch?v=UQj6j9MHjJY

"Educational success is no longer about reproducing content knowledge, but about extrapolating from what we know and applying that knowledge creatively in novel situations" (Schleicher – OECD, 2018)

- **Should WP be engaging with the present or looking to the future?**

- **Should WP be focused on supporting attainment or a broader conceptualisation of educational outcomes?**

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LIMITLESS **POTENTIAL** | LIMITLESS **OPPORTUNITIES** | LIMITLESS **IMPACT**

TEACHER CPD

- A systematic review of nineteen teacher CPD studies shows effective programmes feature a "specialist" or professional adviser reinforced by a peer support network. Successful interventions need to be sustained over a period of time.

(Cordingley P, Bell M, Isham C, Evans D & Firth A "Continuing Professional Development: What do specialists do in CPD programmes for which there is evidence of positive outcomes for pupils and teachers?", Social Science Research Unit, Institute of Education (2007) (Read article)
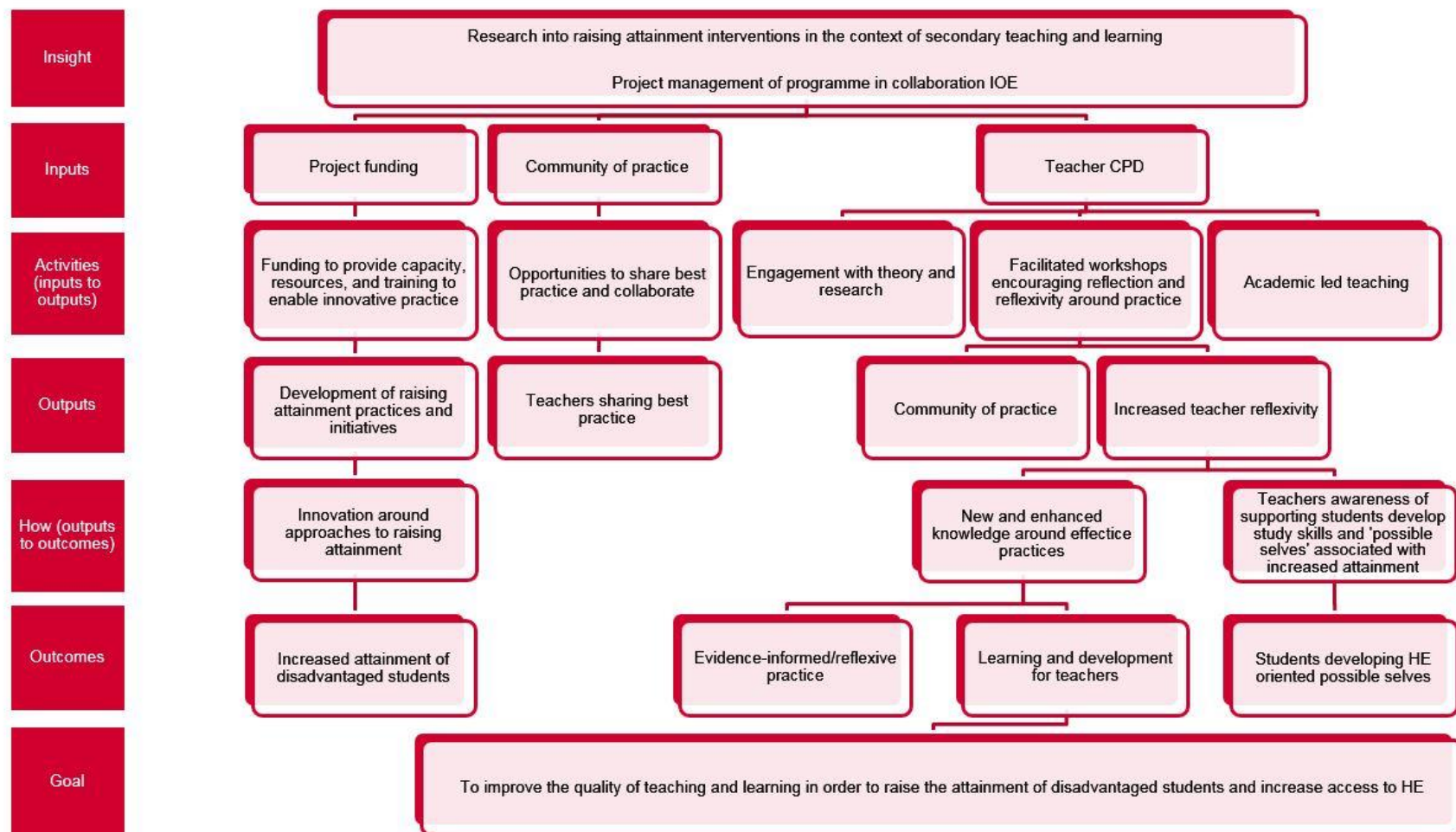
- Key findings: Systematic review of 20 studies between 2002 and 2006 argues that CPD can no longer be seen exclusively as attendance at short workshops. To be effective CPD must provide opportunities to reflect on practice, engage in dialogue, be based in actual work with students and provide opportunities for peer observation, coaching and feedback.

(Bolam, R. & Weindling, D. Synthesis of Research and Evaluation Projects Concerned With Capacity-Building Through Teachers' Professional

Development. General Teaching Council for England (2006) (Read article)

ADDRESSING INEQUALITIES

School, classroom, and study skills

Teacher-student relationships *Creating secure attachments*	***Collaborative/ peer learning*** *Encouraging participation*	***Aspirations and barriers*** *Creating a school culture*
Processes over outcomes *Implicit bias, labelling and learner identities*	***Three R's of effective schooling*** *Respect, reciprocity and relevance*	***Metacognition, self-regulation and feedback*** *Supporting students learn how to learn* *Improving 'classroom talk'*

University access and admissions

Personal statements, applications, and adjustment/clearing

Supporting students demystify university admissions

THEORY OF CHANGE

University of Reading

| Insight | Research into raising attainment interventions in the context of secondary teaching and learning — Project management of programme in collaboration IOE |

Inputs
- Project funding
- Community of practice
- Teacher CPD

Activities (inputs to outputs)
- Funding to provide capacity, resources, and training to enable innovative practice
- Opportunities to share best practice and collaborate
- Engagement with theory and research
- Facilitated workshops encouraging reflection and reflexivity around practice
- Academic led teaching

Outputs
- Development of raising attainment practices and initiatives
- Teachers sharing best practice
- Community of practice
- Increased teacher reflexivity

How (outputs to outcomes)
- Innovation around approaches to raising attainment
- New and enhanced knowledge around effective practices
- Teachers awareness of supporting students develop study skills and 'possible selves' associated with increased attainment

Outcomes
- Increased attainment of disadvantaged students
- Evidence-informed/reflexive practice
- Learning and development for teachers
- Students developing HE oriented possible selves

Goal
- To improve the quality of teaching and learning in order to raise the attainment of disadvantaged students and increase access to HE

Assumptions
Teachers are willing/able to engage with, and apply, conceptual/theoretical learning
Knowledge/learning acquisition leads to shifts in dispositions/attitudes
Programme content is suited to desired outcomes

External moderation/mediating factors
School support for teachers implementing new practices/initiatives
Variable school contexts
NQT's are able to influence wider school culture/practices

LIMITLESS **POTENTIAL** | LIMITLESS **OPPORTUNITIES** | LIMITLESS **IMPACT**

MEASURING INDIRECT IMPACT

University of Reading

Level Three [Post 16]

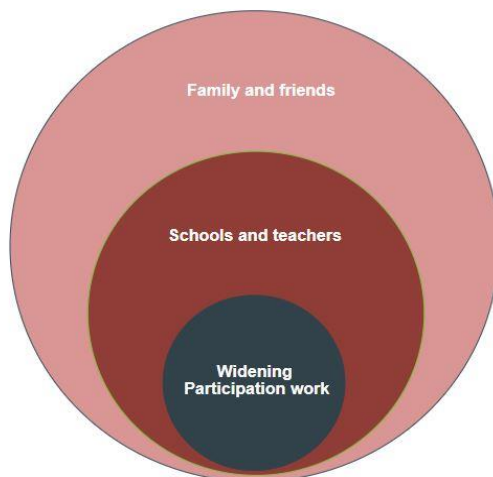|			Aims:	Enable students to:
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EVALUATION

Analysis

Planning

Action

Observation
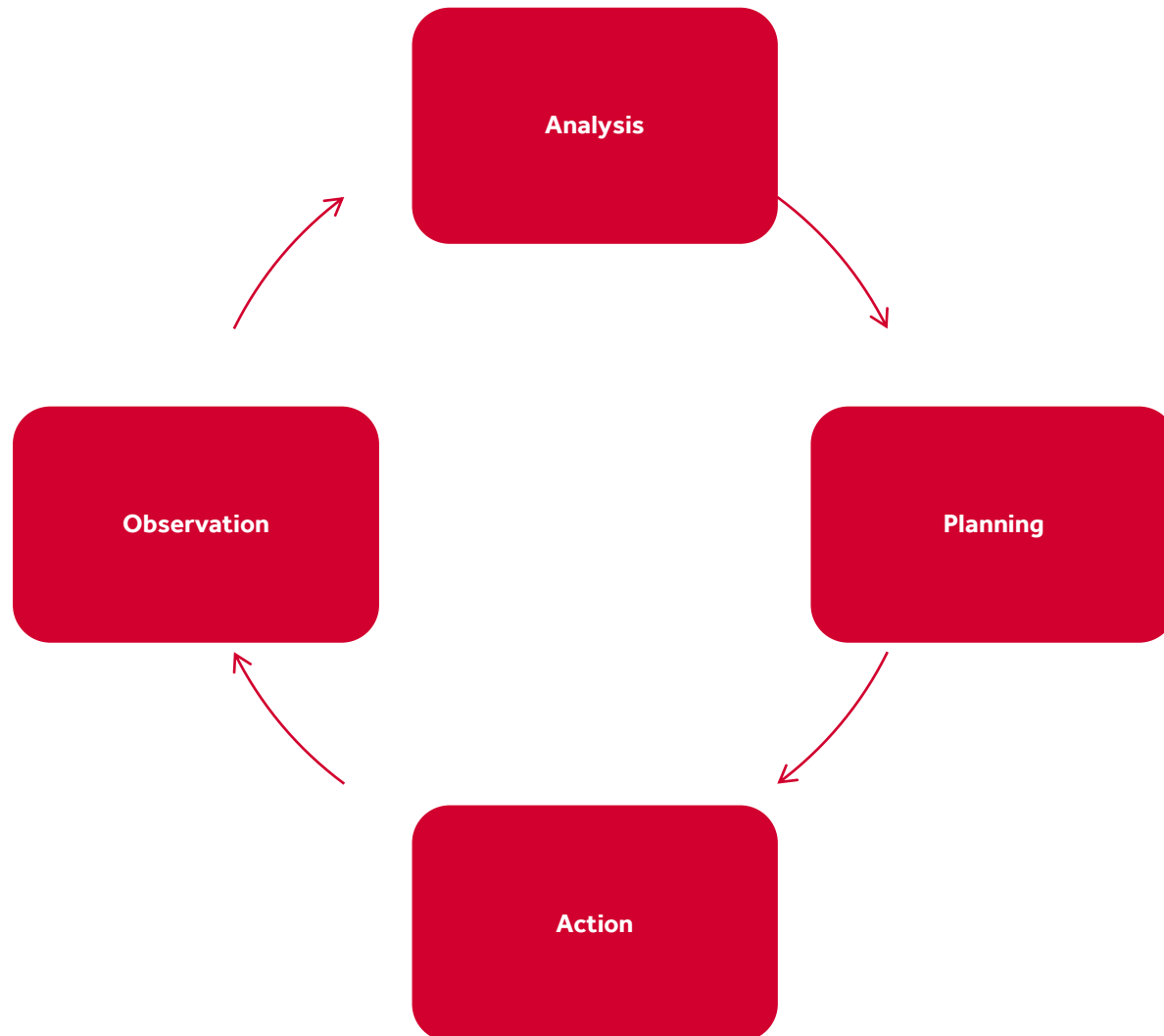
TASK

'Universities can play a more meaningful role in the wider educational ecosystem.' (Anne-Marie Canning, Director of Social Mobility and Student Success, King's College London)

- **What is the role of WP? What could/should the role of WP be in raising attainment?**
- **How do we best work with teachers and develop capacity externally?**
- **How does this map onto the NERUPI framework?**
- **How can we evaluate this work?**

Family and friends

Schools and teachers

Widening Participation work

DOMAIN Area of shared interest & key issues

COMMUNITY Relationships built through discussion, activities & learning

PRACTICE Body of knowledge, methods, stories, tools developed

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LIMITLESS **POTENTIAL** | LIMITLESS **OPPORTUNITIES** | LIMITLESS **IMPACT**