

## THINKING DIFFERENTLY FOR DISADVANTAGED LEARNERS

The Professional Learning Programme “Thinking Differently for Disadvantaged Learners” is based around six recorded training modules available to all staff (and governors) to access at their own convenience and/or for schools to incorporate into their whole school professional development plan. Over 12 hours of materials presented in bite-sized sessions, designed and produced by leading experts who have a wealth of experience in leading school improvement for disadvantaged youngsters.

“THINKING DIFFERENTLY HAS REALLY OPENED MY EYES AS TO HOW WE CAN START TO TARGET OUR DISADVANTAGED CHILDREN MORE DIRECTLY” HEADTEACHER, HIGH SCHOOL.

Each training module is divided into a series of short video sessions (viewable online only) and there are accompanying additional reading materials as well as reflective worksheets (that can be downloaded). An annual licence agreement for “Thinking Differently..” grants a school access to all materials from return of agreement date for 12 months. Schools can purchase permanent access where the licence does not expire.

“I THINK THE FORMAT WORKS WELL. THE VIDEOS ARE ENGAGING AND EASY TO ACCESS AS THEY ARE IN SMALL CHUNKS” HEADTEACHER, PRIMARY SCHOOL.

### Content of the Training Modules

Training module	Overview
<b>Settling In</b>	Sessions on the importance of high expectations, why we need to learn everything we can about our poorest learners (and how we can do this), looking through the eyes of a poor learner, a more general ‘top tips’ session aimed at new teachers and an in depth look at learned helplessness.
<b>An equity-based ethos</b>	In case studies, schools share their equitable approach to homework. There are sessions on establishing an equitable ethos, how equity ties in with behaviour policy, an interview with Martin Illingworth on developing skills for life as well as considering the curriculum and options.
<b>Assessing the poorest child</b>	Roy Leighton shares his personal story ‘this far and no further’, there are sessions on lost learning, the complex challenges of assessing the poorest child, a case study from two schools trying to achieve an equitable approach to assessment and a brief look at metacognition.
<b>Hard to reach schools?</b>	The case study in this module outlines the steps taken to introduce a home-visit schedule for disadvantaged youngsters and the impact it has had. There’s loads of strategies on improving attendance in conversation with an attendance expert, sessions on praise, asset framing and suggestions of solutions to the challenges families in poverty face when engaging with school.
<b>Moving on and Moving up</b>	Sessions on careers-related learning, transition (in school and between schools) and the additional support that a disadvantaged learner may need. We hear from a secondary school who’ve taken additional steps to support transition in the case study as well as a transition lead from a local authority sharing their experience and expertise. There’s a fabulous interview with Professor Mick Waters and in addition, there’s a session on ‘mid-year transfers’ and the potential pitfalls for our poorest learners.
<b>Taking the REINs; Reflection, Evaluation, Impact, Next Steps</b>	We present ways to evaluate the impact of work done to improve outcomes and how to plan the next steps. There are sessions on the effective school improvement models that impact positively on outcomes and ways in which schools can work together in order to improve the life chances of disadvantaged youngsters. We consider how an equitable ethos can become embedded in school culture and we talk to leaders, teachers and support staff about how they evaluate their work

### Pricing structure (excluding VAT)

**Affordable for all:** We are committed to ensuring all schools can access the resource, so we use a per-pupil pricing structure with NO minimum cost. If you are a school of 70 pupils, access for 1 year will be just £42 and permanent access only £63.

**One-year access:** If you would like all staff to access this for 12 months, then the price is just 60p per pupil (and any pupils over 1,250 are just 40p). The access starts when the school returns their licence agreement and finishes 12 calendar months later.

**Permanent access:** We believe to get best use from “Thinking Differently for Disadvantaged Learners” it should be used as part of a long-term approach and we encourage schools to purchase permanent access to the resource. New schools would be charged just 90p per pupil with discounts for numbers over 1,250.

Please note, if you choose to ‘upgrade’ to permanent access during or following a one-year purchase, it will be charged at an additional 12 months rate.

