

The four currently on-going projects

-how to close the disadvantage gap

Project 1 from Durham University

Researcher: Chile

Direction: Topic Area 1 - Subtopic 3: building effective networks that can aid learning (what are the cultural and social capital networks of children and parents in disadvantaged households?)

Current thoughts 1: To identify the enabling factors which can lead to improvements in a student's success levels, especially for students from disadvantaged backgrounds – through literature review on the areas of growth mindset (EEF project), grit, and meta-cognition and self-regulated learning (EEF project).

Current thoughts 2: The PSHE/SMSC curriculum might become processes of social interaction leading to structured outcomes. So, do we have the school strategies to support disadvantaged pupils to develop in these three areas?

Project 2 from York University

Researcher: Hannah

Direction: Topic Area 1 – Subtopic 2: connecting with hard-to-reach parents

Current thoughts 1: Focus on the transition from primary to secondary, parental engagement

Current thoughts 2: As we do not know the most effective approach to engaging hard-to reach parents, we could explore the current status quo from the perspective of cultural capital

Project 3 from Leeds University

Researcher: Jakob

Direction: How to best support vulnerable learners, e.g. students with English as an additional language; his hypothesis is that a one-to-one personal tutoring/mentoring system would work

Current thoughts 1: To uncover a holistic picture of the current support system in the school – that involving school nurses, counselling services etc. But what makes the support effective?

Current thoughts 2: To focus on vulnerable learners, those from BAME backgrounds, EAL students who are not necessary from disadvantaged background – do we have expertise to support them, e.g. through teacher training?

Project 4 from Leeds University

Researcher: Pearls

Direction: Topic Area 4 digital learning, game-based learning

Current thoughts 1: Pearls believes that game-based learning can particularly help with learning for BAME students. The aim is to find the barriers and enabling factors for using gamification in the classroom, and why we use them. Can we understand how it works beyond simply bringing enjoyment to the classroom? Enjoyment does not necessary mean students learn

Current thoughts 2: To find out how BAME students value game-based learning, and in which way this can help to improve their academic performance. Then a practical question is how to explore this with BAME students – how many BAME students we currently have and if they would be happy to be interviewed