

The Learning Lottery: Sourcebook

Thanks for playing The Learning Lottery! Our amazing performer-researcher-writer Katurah has pulled together this document to share some of the research behind the show. We hope you find it as useful, inspiring and enraging as we do!



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RUNNYMEDE TRUST SCHOOL REPORT - RACE AND EDUCATION - 2015

- "structural racism, low educational attainment, poor teacher expectations and stereotyping, ethnocentric curricula and high levels of school exclusions for some groups remain entrenched features of our school system"
- "BME young people are underrepresented at Russell Group universities (Alexander and Arday, 2015) and on apprenticeship schemes and overrepresented in the figures for unemployment and the prison system. Clearly 'a first class' education counts more for some groups than others."
- "the resurgence of racism in schools may well be linked to teachers' lack of education and understanding about 'race', ethnicity and racism as successive Teacher Standards have erased the terms 'race', ethnicity, racism and even cultural diversity from the text"
- "Pearce (2014) notes that even BME teachers fail to act in tackling racist incidents such is the power of conformity to fit in to the prevailing post-racial climate in our schools."

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'I felt closed in and like I couldn't breathe': A qualitative study exploring the mainstream educational experiences of autistic young people by Craig Goodall - 2018

"The young people offered insights into how education has been for them in mainstream school, mostly negative, but with islets of positive experience. Several described themselves as being socially, emotionally and physically isolated from peers, with loneliness and bullying experienced by some."

Participants felt unsupported and misunderstood by teachers within a social and sensory environment that was antithetical to their needs. Some spoke of the dread they felt before and during school and the negative impact their experiences in mainstream has had on their wellbeing.

Many participants suggested simple strategies and curriculum adaptations that they felt would have helped make their time at mainstream more successful. These include having more breaks, smaller class sizes, less homework, instructions broken down, safe places to use when anxious and teachers who listen to their concerns and take account of their needs. In short they want to be understood, supported and included."

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UNQUALIFIED AND UNSTRUCTURED – AUTISM IN MAINSTREAM EDUCATION – PRIORY SERVICES LITERATURE REVIEW

- “71% of children with autism attend mainstream schools.”
- “There are currently no regulations in place to ensure teachers in mainstream schools have qualifications and experience in teaching autistic children.”
- “We contacted The Department of Education who could not give us any information in this area. We too contacted The Institute of Education at the University of London, who informed us that their teaching courses do not provide any training in teaching special needs children.”
- “Currently, the only regulation in place in the UK in mainstream schools is that every school must have a designated SENCO (Specialist Education Needs Coordinator) who will communicate the needs of the student to the relevant staff.”
- Research by the Autism Education Trust showed that 40% of children on the autism spectrum have been bullied. In addition to this, 56% of parents of children on the autism spectrum who had been bullied said that it caused their child to miss school or even change schools.
- Thousands of autistic children are being illegally excluded from schools. Ambitious About Autism found that four in ten autistic children had been informally excluded from school temporarily. The charity claimed children with autism were being asked to miss school trips and activities and to attend lessons on a part-time basis.
- The report also uncovered that two fifths of parents had been asked to collect their child at an unscheduled time, while three in ten said they had been asked by the school to keep their child at home.

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LOW ATTAINMENT GROUPS RESEARCH

- Pupils eligible for free school meals are significantly over-represented in the low sets and under-represented in the high sets, while the proportions in the middle sets are close to the sample averages. This is the case in both primary and secondary schools.

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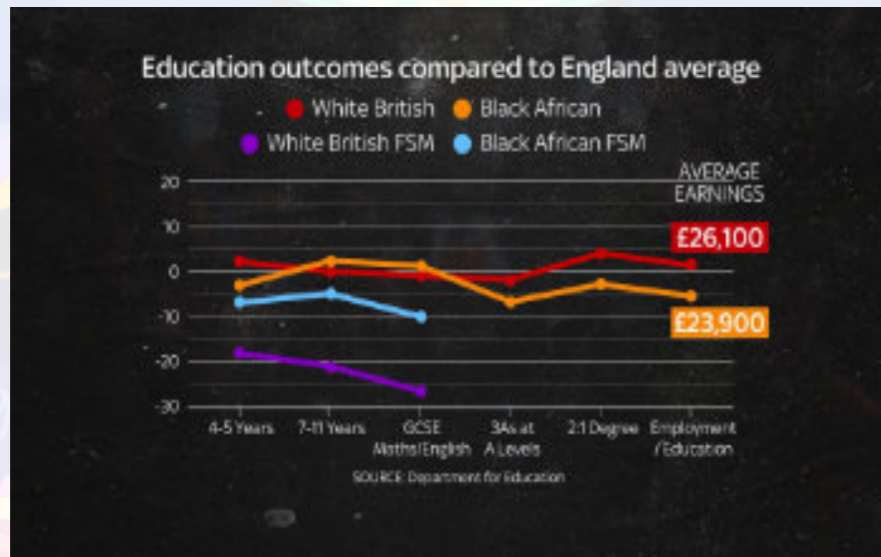
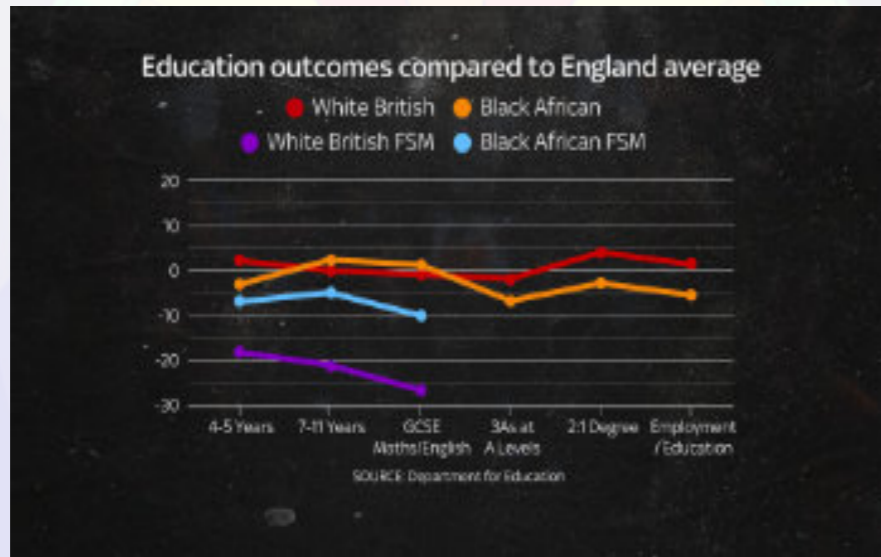
'AVOIDING STEREOTYPES' REPORT

- Just under one third (31 per cent) of students eligible for free school meals (FSM) achieved 5 GCSEs at grades A*-C in 2010. The highest performing local authority doubled that figure (62 per cent). (gov.uk, 2012)
- Deficit views of working-class children and their parents were deeply ingrained in one sample of teachers and trainee teachers who mostly lacked opportunities to reflect on these prejudices in their practice (Gazeley & Dunne, 2005).
- An analysis of national assessment data from more than 16,000 primary schools over 4 years, using standardised and teacher assessments at the core of their work, concluded that: there are enduring and significant differences in teachers' assessments of pupils from different ethnic groups. On average, Black Caribbean and Black African pupils are underassessed relative to white pupils, and Indian, Chinese and mixed white-Asian pupils are over-assessed... When forming an assessment of a pupil's likely progress, teachers use information on the past performance of members of that group in that school from previous years. (Burgess & Greaves, 2009:23)

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NAMES REALLY DO MAKE A DIFFERENCE

“...He also showed how harmful giving your child a 'chav' or lower-status name can be. In a study of 55,000 children, the exam marks of those with 'lower-status' names - often spelled in an unusual way or including punctuation - were on average 3 to 5 percentage points lower than siblings with more traditional names. One of the reasons was that teachers had lower expectations of them. Edyta Ballantyne, a primary school teacher in north London, said she would often be given the names of children in her class before meeting them and admitted that it was hard not to form judgments. 'I think most people get an image in their head when they hear a name,' she said. 'If you treat a child differently because of their name, then they will behave differently. That is why the issue for every teacher is to look beyond their name.'

“Young people from better-off families do better at all levels of the education system. They start out ahead and they end up being more qualified as adults. Instead of being an engine for social mobility, the UK's education system allows inequalities at home to turn into differences in school achievement. This means that all too often, today's education inequalities become tomorrow's income inequalities. (Imran Tahir, IFS)

At secondary school, by the time they take their GCSEs, disadvantaged pupils (those who have been eligible for free school meals at any point in the last six years) are over 18.1 months of learning behind their peers. This gap is the same as it was five years ago. When will the gap close? Last year EPI modelled that it would take over 500 years to eliminate the disadvantage gap at GCSE, based on the rate of progress. This year's data suggests an even more extreme conclusion: the gap is no longer closing at all. (Education Policy Institute)

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