



KING JAMES'S SCHOOL

KNARESBOROUGH

8th July 2020

Dear Parents/Carers,

'The Recovery Curriculum'.

This is a letter specifically about how we will support our pupils to recover from the period of lost teaching as a result of the Covid-19 crisis. I will post a video version of this on the Covid-19 section of our website.

We have already started to think carefully about the impact of Covid-19 on the education and progress of our pupils, we will be developing our plans over the summer and I assure you that we will approach this task with careful thought and determination.

The first thing to say is that we must not panic or instil in the students a sense that they are behind. Nor should we think that throwing hours of extra lessons or catch up is the answer, the research shows that it isn't.

The first step is to re-engage pupils with their learning through instilling confidence and capturing their interest through teaching new and engaging topics. It will serve no purpose to start by trying to test them on what they don't know, to find gaps in their learning, or by reminding them of what they may have missed. All pupils learn at different paces, all pupils have gaps at any time, we just need to be more aware that the online experience has been more variable than delivery in school.

Relationships are at the heart of good teaching. Our first priority is to reach out to greet our students and build trust again. For many of them they have been disconnected from their peers and their teachers for five months. We need to listen to their experience of learning from home and to use that understanding to help transition them back into school, both pastorally and academically.

We will need parental support too, helping to get pupils back to routines, timetables, rules, fewer hours on Netflix or Xbox and regular bedtimes.

The second thing we must do is look carefully at our curriculum and prioritise the most important skills and ideas, you could call this 'disciplinary knowledge'. We need to enable pupils to master this disciplinary knowledge and not try to cram in too much substantive knowledge (facts) too quickly. There are other ways of doing that, over time.

We will also use what we have learned about online learning and the skills we have built up to supplement the work done in school. When the time comes, particularly for Year 11 and Year 13, there will be time enough for additional classes and revision sessions.

For those pupils who are in Years 7, 8 and 9 next academic year, this approach, I am confident, will make up for lost time. For those currently taking their GCSE's and A Levels there may need to be some more substantial adjustments to their curriculum. At this stage we know that consultations are taking place as to how GCSE and A Levels might be different in 2021. We know already that exams in 2021 will be slightly later to allow more teaching time. There are other possibilities for each subject such as reducing fieldwork in GCSE geography or allowing more question choice in history.

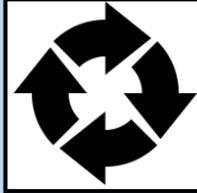
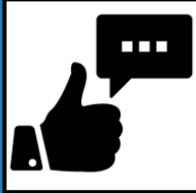
We will watch all of these developments with care and adjust our teaching accordingly. The learning manager in each year group, and the head of department in each subject will have an important role to play in leading our 'recovery curriculum'.

I hope that this has explained the philosophy behind our approach, and provided some re-assurance as we prepare for September. I remain confident that we can successfully recover the curriculum for our pupils.

Yours sincerely,



Mr CA Sugden
Headteacher

Our Recovery Curriculum				
	CLEAR	CALM	CONFIDENT	
				
SCHEMA	KNOWLEDGE	SKILLS	REVIEW	FEEDBACK
<ul style="list-style-type: none"> • Build networks of knowledge • Understand how what we know links together • Add to our schemas 	<ul style="list-style-type: none"> • Trust our teachers to cover what we need to know • Revisit knowledge we feel less certain about • Start revising early and effectively 	<ul style="list-style-type: none"> • Understand the skills we need for each subject • Rehearse our skills in class and at home • Use <u>ItsLearning</u> to find extra practice opportunities if we need them 	<ul style="list-style-type: none"> • Test our knowledge in class regularly • Use quick quizzes and tests to build our confidence • Return to topics we have covered previously 	<ul style="list-style-type: none"> • Receive regular guidance from our teachers • Get lots of feedback in different ways e.g. verbal, whole class feedback and live marking

If you are interested in more of the thinking behind our approach you may wish to follow these links.

<https://bennewmark.wordpress.com/2020/06/18/dont-mind-the-gap/>

<https://www.ssatuk.co.uk/blog/a-recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic/>