



Staff Guidance for the Recovery Curriculum from September 2020

At STAGS, our Recovery Curriculum will focus on students experiencing a successful transition back into learning, the school environment and the curriculum. Integral to this will be making sure that all students are happy in their learning; making sure that no students start the year disadvantaged and checking where students 'are' in terms of: wellbeing, understanding, being ready to learn, being prepared for summative assessments and being a thriving member of the school community.

These elements are combined effectively into the following phrase by [Carpenter \(2020\)](#) who refers to 'the importance of investing in and restoring relationships and providing space for our students to rebuild their learning voice'.

Students' first time in lessons

Year 10 and 12 students responded extremely positively to being in lessons in the second half of the summer term and colleagues who taught these students have recorded advice for return to classroom teaching for all colleagues to review.

When students across all year groups are back in lessons for the first time, it will be important for them to rebuild relationships with peers and colleagues. With this in mind, we should be consistent in terms of our own [pedagogical choices](#). Working alongside other students to find solutions to challenges raised in the first weeks of lessons will be integral to students feeling involved in subjects once more. Students will have been asked about their experiences in form time but it's important to make links between learning topics and students' experiences over the past six months.

With this in mind, the following questions could form part of a discussion during a first lesson:

[During lockdown, how were you able to relate this subject or module to real life situations?](#)

[Which aspect of this learning topic can you recall from classroom lessons in the spring term?](#)

[Why do you think this is?](#)

[What elements of this topic or subject have you retained most effectively from remote learning? Why is this? Is this a similar experience for the whole class?](#)

Contextualise students' Covid-19 experiences

Students' experiences of Covid-19, lockdown and the summer term will vary for all students. Students will also have different levels of coping mechanisms and resilience in terms of dealing with these experiences. Students may be dealing with more worries and stressful thoughts than a normal return in the autumn term and sharing these experiences in the context of the lesson or learning topic will reestablish shared experiences across the school community. If we model



Staff Guidance for the Recovery Curriculum from September 2020

good listening and understanding skills when students are sharing their experiences then this will set a consistent standard for students communicating with each other - especially those unfortunate to have experienced grief during lockdown.

As we start to focus on recall and metacognition, it is important that our curriculum is transparent - we all need to know, acknowledge and address gaps in learning whether student to colleague. We need to identify areas of learning to be reiterated and revisited before students can move on to future topics.

Learner Voice

Learner Voice is integral to a successful recovery curriculum and should underpin implementation of learning and schemes. Primarily, learner voice will automatically take place as part of our initial discussions with students benefiting all through students reflecting on one another's experiences of remote learning as well as comprehension of topics. It is important for us to consider every student's perspective and the varying levels of engagement with learning as well as whether students have retained this knowledge and insight.

In addition to classroom conversations and student discussions with Curriculum Leaders and subject teachers, surveys - such as through Google Forms - will enable students to give an unbiased version of their learning experiences, strengths and areas of development at an individual level across an entire teaching group or subject.

Effective collation of Learner Voice as well as robust monitoring and evaluation of outcomes to direct all aspects of future learning and planning will be the most important aspect of our recovery curriculum.

Metacognition

In addition to this being our CPD focus for the academic year as a result of reviewing our practice and procedures - internally through the appraisal process and externally through quality assurance, [effective practice of metacognition strategies](#) throughout all aspects of learning will ensure that students continue to develop skills; if we are asking students what they have and need to learn, we next need to effectively have students understand what and how they need to learn next - and in what timeframe.

Sharing knowledge of effective learning strategies and recall will build on the independent learning skills that students have gleaned during periods of remote learning. When we are effectively imparting strategy on how and what is being learned and recalled, we are developing skills that students will be able to deploy across all subjects during their time at STAGS and in the next stages of their lives.