Twitter Thread by I n v e r c l y d e E I S



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So, I know it's the weekend but if I don't say all this I may burst.

A thread for those who think school days should be extended and holidays shortened to make up for 'lost learning'.

The narrative of 'lost learning' is based on the myth that in-school learning is the be-all-and-end-all for all pupils at all times. It isn't. Not all pupils engage all day in school. Not all pupils complete every task set every day, in school or as part of home learning

Part of a teacher's job, and one that we do hourly, is to assess where pupils are along a progression of learning. When they reach a milestone we challenge and extend, where we think revision and consolidation of previous learning is needed we plan and deliver that.

What we don't do when there is revision and consolidation required is declare that any child's life chances are lost. We seek support in school, at home and when necessary from our colleagues in education and third-sector partners.

When a child misses schooling through illness, family circumstance, war, refugee status, any non-attendance, we don't write off their life chances, we don't make them work longer hours and shorten holidays. We take a holistic approach to the support needed and work to meet that.

And the support isn't always for academic advancement. It can be social strategies that are needed, behavioural strategies, coping strategies that bring emotional support. All of that and more, for every pupil, all the time.

Lockdown and remote learning doesn't change that - it changes how it's delivered. Does it suit every learner? No. But neither does in-school learning. Will every learner engage with it in the same way and at the same time? No. But that doesn't happen in school either.

What's needed on our return to school is more teachers and smaller class sizes; taking a holistic view of every child and what they need. Some will have thrived over this period - how do we support and sustain that?

Some will have progressed as expected - we need to maintain that, and some will have disengaged and we need to consider how we re-engage them and progress their learning. One-size-fits-all 'extra' learning won't work. We need to get it right for every child and young person.

The narrative of 'lost learning' does a huge disservice to education staff who have worked tirelessly ensuring learning continues. Upskilled in IT, producing innovative and creative ways to engage and teach whilst coping with the same home/life tensions as the rest of world,

rota'd in learning hubs to ensure key workers can work and teaching the most vulnerable of our young people in school. Because our most vulnerable young people have not been forgotten and have not been left behind. They have been identified and targeted for support.

To brand an entire school cohort as Covid's 'lost generation' does a huge disservice to our young people. They have been amazing though this: learning new IT skills and a whole new way of working, planning their own learning schedule and engaging independently,

coping with changes they have no control over and no say in. Our young people are, and will continue to be, resilient and incredible. They are not lost, they are not 'behind', their life chances are not destroyed. And they need to know that.