**PRINCIPLE 4**

**Every child/young person takes their own course through learning, and will be at a subtly different stage from others.**

This has always been true, and the circumstances around the COVID-19 outbreak have magnified it and made it more obvious. For all pupils, what they know and learn depends on a combination of factors and circumstances: their existing knowledge, their psychological state (e.g. how anxious they are), their physical health, their motivation, their past experience as learners (e.g. level of success, and hence confidence), their social capital (community experiences, books at home, parental support, family traditions and resources) (Bush, 2018), White 2018).

Normally, school is the one experience they do have in common. When that is removed, the other factors still operate, and this can magnify inequalities and differences in learning. Schools have tried very hard to ameliorate that with regular contact, encouragement and resources – but some families will have been more able to support their children to benefit from that than will others.

**References**

Bush, M (2018) Addressing Adversity: Prioritising adversity and trauma-informed care for children and young people in England. Young Minds <https://youngminds.org.uk/media/2142/ym-addressing-adversity-book-web.pdf>

White, J. (2018) Children’s Social Circumstances and Educational Outcomes. <http://www.healthscotland.scot/media/2049/childrens-social-circumstances-and-educational-outcomes-briefing-paper.pdf>