Supporting the futures of children's and young people's education and skills following COVID-19
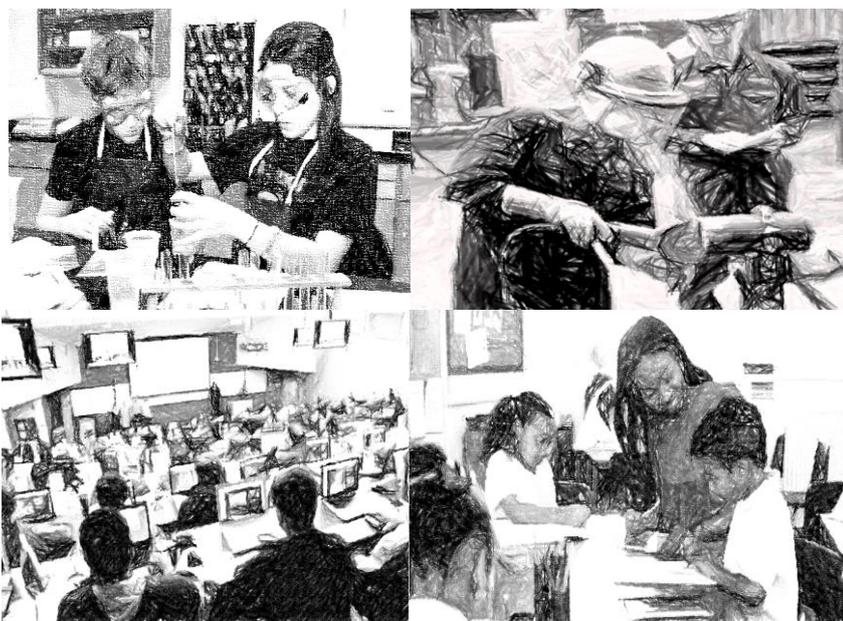
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This report is owned by the London Boroughs of: Barnet; Camden; Enfield; Hackney; Haringey and Islington.

Summary

What do you do when you have to change the way you provide education overnight? This report focuses on the experiences of leaders, teachers, support staff, pupils, and learners during the COVID-19 lockdown. It was a small survey which involved a collaboration between six London boroughs. It provides suggestions from these experiences and the latest research that hopefully will benefit pupils, learners, teachers, and leaders in the future.

Contents

INTRODUCTION

1. COVID-19 has had an exceptional impact on communities. It led to the lockdown of education services for all but those deemed children and young people of essential workers or vulnerable.[1] Leaders and teachers of schools, colleges, and other providers had to find new ways of teaching and supporting most of their pupils, learners, and apprentices.[2] They were unable to use their buildings as a centre for learning and/or support. So, they continued by teaching most pupils and learners remotely.[3] There was no time to plan for the change. The interruption to education and skills programmes happened during the academic/ contract year. Staff were suddenly working from home. Some were self-isolating at different times during the lockdown. Others were continuing to provide a service for a small number of pupils and learners in their school, college, or other settings. Most pupils and learners had to adjust to a situation where they were studying from home. Many had to reassess their next steps. Those learners working towards examinations found these would no longer take place. Parents were asked to adjust their daily routines to be able to support their children at home in their learning.

2. This report was commissioned by the directors of children's services of the following six London Boroughs: Barnet; Camden; Enfield; Hackney; Haringey; Islington.[4] It looks at how providers such as schools, colleges, and independent learning providers (ILPs) responded to the COVID-19 pandemic.[5][6] The content comes from the views of providers, post-16 learners and local authority (borough) representatives. The report highlights relevant research as reference points. It concludes by suggesting the learning from this intense period of change for the future.

3. The report is in two strands:

    ■   The first strand considers the experiences of leaders and staff in 18 primary schools. It focuses on how schools developed their online curriculum for Years 5 and 6. It looks at pupils' well-being and their next steps. It includes research; articles; and blogs of the time. Borough representatives interviewed school leaders using a prepared online questionnaire.

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[1] Vulnerable children and young people in this report may include any or all of the following: *those assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child; have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment; have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision.*

[2] 'Learners' from this point on will be used as a generic term for Years 11,12,13 learners, students, and apprentices.

[3] Remote curriculum/teaching/learning refers to either online learning or learning materials that are sent to pupils' and learners' homes

[4] The London Borough of Camden works with Camden Learning to support schools

[5] Education and training providers or providers, refers to schools, colleges, and independent learning providers (ILPs)

[6] Independent learning providers may provide a range of courses to support apprentices, adult learning, education provision for young people, they are usually a company not designated as a college

- The second strand looks at the experiences of staff and learners at 32 education settings; Years 11,12 and 13. It focuses on how providers developed their curriculum online. It looks at learners' well-being and next steps. It considers the views of 112 learners in key stage 5, who took part in an online survey. It includes research; articles; and blogs of the time.

4. The survey questions in both strands were based on five themes:

- How education and training providers put in place a remote curriculum for pupils and learners. This included the systems and methods that teachers used and the challenges they faced.
- The potential gaps in pupils' and learners' knowledge and skills that became evident from teaching remotely.
- How well pupils and learners from disadvantaged backgrounds engaged with learning during the lockdown. Also, how well providers attracted vulnerable pupils and learners to come in to learn.
- The initiatives to promote well-being to pupils and learners. Learners' well-being experiences while not being at their education setting to learn.
- The advice and support for pupils and learners who were coming to the end of their time or courses at their school, college or ILP and their next steps (transition).

5. **We are very grateful** to the representatives from the six boroughs, who helped organise the fieldwork. Without their professionalism and enthusiasm, the project would not have been possible. We would also like to thank the schools, colleges, and independent learning providers, for taking the time to answer the questionnaires in detail. Finally, we would like to thank the learners from Years 12 and 13, who completed questionnaires and provided us with such a wealth of information.

MAIN FINDINGS

Strand One Years 5 and 6

What schools did to organise a curriculum for remote learning

6. **Teachers worked creatively to transfer their work online.** The schools in this survey planned a broad online curriculum. Teachers set learning for English and mathematics and asked children to complete creative tasks, topic work and take part in exercise. Many schools already used online applications (Apps) and set learning tasks using these. These Apps mostly focused on English and mathematics.

7. **Schools signposted pupils to a variety of online learning sites.** The survey found the most popular were BBC Bitesize and Oak Academy. Other sites used by two schools or more included:

- White Rose Maths interactive videos

- My Maths
- Times Tables Rock stars
- Mathletics
- Hamilton Trust
- Sam Learning
- Literacy Shed
- Accelerated Reader
- myON
- Joe Wicks.

8. **Schools suggested timetables for pupils' learning to help them organise their day at home.** One school planned approximately four hours of learning each day: core lessons were daily, and all foundation subjects were taught weekly. Also, the class teachers made Loom videos every morning to introduce the day's activities for the pupils. The Education Endowment Foundation (EEF) points to broader evidence that targeted support can benefit disadvantaged pupils. For example, assistance with daily plans to help them work independently.

9. **Some schools have 'themed' weeks and set tasks around a topic to engage the children.** For example, one school set tasks for Year 6 based on the locality of their cancelled residential visit. Some schools set tasks designed for all the family to participate in. For example, compiling a family history, poetry recitals, lockdown capsules and art activities. Another school set competitions on their Instagram stream. One school reported that individual activities were planned as short manageable lessons for parents to deliver. However, engagement fell, especially with older children.

The number of schools that delivered live lessons or recorded teaching

- Recorded teaching: 6
- Live online teaching: 2
- Recorded and Live teaching: 1
- None: 9
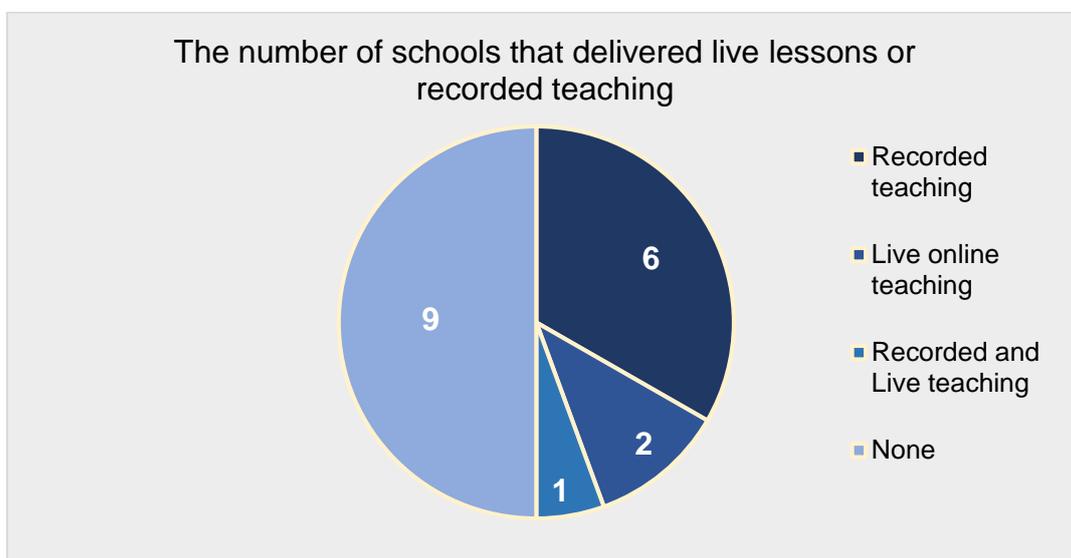
Figure 1

10. **Half of the schools in the survey used recorded or live teaching or both** (figure 1). Of these schools, most used recorded teaching. Teachers uploaded short video introductions to mathematics and English lessons using Loom. Some teachers videoed their screen and voiced over their explanations (applications used included Screen-o-Matic and Screencastify). One school

used Quick Response (QR) codes which linked to class teacher videos modelling key learning strategies for pupils. Teachers used live online teaching to provide feedback to small groups of around five pupils and to maintain 'face-to-face' contact.

11. **Four out of the six schools which had the highest pupil engagement used recorded/live teaching methods**. This indicates that pupils are potentially more motivated to learn when they can hear or see their teachers explain concepts. An Office for National Statistics (ONS) survey of parents reported that 13% of primary-aged children accessed 'live teaching'. Just over half of parents said their child was struggling with remote education. Three quarters of these said a lack of motivation was one of the reasons.

12. **Independent schools have used live/recorded teaching more than state schools and received higher engagement from pupils**. Research by the Sutton Trust showed that 51% of primary and 57% of secondary pupils in the independent sector have accessed online lessons every day. This was more than twice as much as their counterparts in state schools. It reported that 50% of teachers in independent schools received more than three quarters of pupils' work back. This compared with 27% in the most advantaged state schools and just 8% in the least advantaged.

13. **However, the EEF point out that the quality of teaching is more important than how lessons are delivered.** They said that there is no clear difference between live teaching or other alternatives, for example, recorded explanations. What matters most is whether the explanation helps pupils build on their prior learning. Teachers must ensure that the essential elements of effective teaching are present: clear explanations; scaffolding; and feedback. **[7]**

14. **Professor Lue, who runs a centre for teaching and learning at Harvard, said that too many online lessons in one day are turning pupils into 'Zoom zombies.'** He states in the (Times Newspaper July 2020), that asking pupils to attend live lessons all day over the internet, *'was not effective and results in immense Zoom-learning fatigue'*.

15. One mother of a Year 10 boy at an independent school in north London said that pupils were required to sit at the computer from 8:40am until 4pm and were then given homework. *'My son found it very difficult to concentrate. It was complete overkill and completely demoralising. He is exhausted.' A* school in our survey felt that they had made a mistake by setting an online timetable similar to the structure of a school day. They felt this overwhelmed some families and consequently, they slimmed down the daily tasks.

16. **Professor Lue says that simply replicating lessons taught in a classroom online is unlikely to be effective.** *'You can't expect a child to be able to sit in their bedroom and take part in a double history lesson that's delivered in the same way it might have been in the classroom. Pupils will lose focus and quickly*

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[7] Vygotsky's concept of scaffolding is, how teachers and others support the learner's development through support structures to get them to that next stage or level. In addition, in the zone of proximal development (ZPD), what the learner can do with or without support.

turn into Zoom zombies.' He said, *'Although research in this area is ongoing, as a rule of thumb online didactic instruction should be limited to two hours a day for students under 11.'* (Four hours for older students). He suggested lessons for teenagers should last no longer than 45 minutes, *'with no more than 20 minutes of that being live instruction by the teacher.'* The rest of the lesson should be spent, *'working on a problem together and the application of skills taught.'* Schools should include a range of activities to be completed by the students: assignments, quizzes, presentations, and independent research.

17. The EEF recommends that teachers should be supported to consider which approaches are best suited to the content they are teaching remotely. For example, games for learning have a positive impact on vocabulary knowledge in languages.

Pupils' engagement levels with remote learning

The proportions of Years 5 and 6 pupils who engaged well with remote learning
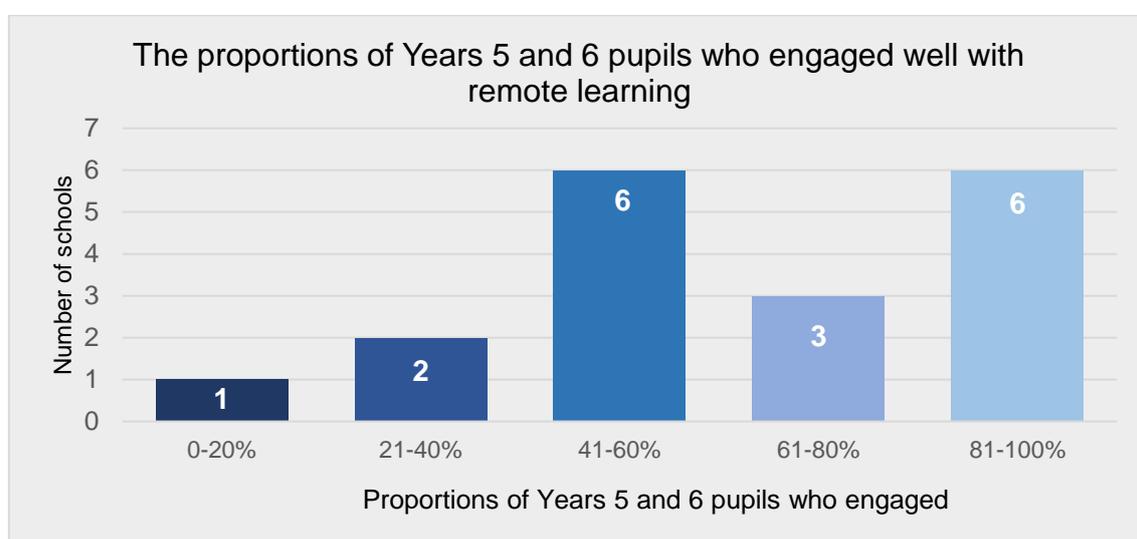
Figure 2

18. **Half of the schools in the survey reported that 60% plus of Years 5 and 6 pupils engaged well with remote learning. A third of schools reported that between 81 to 100% of pupils engaged well** (figure 2). Research evidence about pupil engagement with remote learning has produced varied results. The Institute of Fiscal Studies (IFS) reported that the average pupil spent five hours a day working at home. However, the Sutton Trust said 62% of primary school children were working three plus hours at home; the University College London (UCL) reported it was two and a half hours. More concerningly, the UCL also reported that two million pupils nationally (one-fifth) were doing less than an hour or no work at home. In an NFER survey in June 2020, teachers reported that on average only 42% of pupils submitted the last piece of work set.

19. **Several schools in the survey encouraged peer interaction to keep pupils motivated during remote learning.** This strategy is one highlighted by the EEF. The EEF points to multiple reviews showing the importance of peer interaction during remote learning. This interaction is a way of motivating pupils and improving outcomes. Methods to achieve this include sharing models of good work; opportunities for live discussions of work; peer marking and feedback. One

school recorded an assembly each week celebrating pupils' work. Another school displayed pupils' poetry and film work on galleries in Google classroom. Finally, one school used a 'Hall of Fame' page on their website and videos presented by the headteacher to praise and comment on work submitted by children. After starting these initiatives, the school noted that pupil engagement levels increased.

20. **One school in the survey had read the EEF research about remote learning and deployed many of the strategies it highlighted for effective practice.** The teachers created Loom videos to introduce lessons and tailored the work to the needs of the pupils. The school used Google classroom to set, receive and mark work. A weekly assembly celebrated pupils' work and encouraged peer interaction. The school consulted with their parents and organised fun events online, for example, a talent competition. The school reported that between 80 to 100% of Year 5 and 6 pupils engaged well with remote learning.

    One parent wrote: *'Very easy to access daily activities and handing them in. The video messages are very handy to get kids ready for lessons. Assemblies are very fun for kids to feel like they are still part of the school and seeing all the other children's work and creations boosts their morale.'*

21. **Most respondents (14/18) in this survey used virtual learning environments (VLE) to set and receive work.** [8] This includes two schools that moved to using a VLE during the lockdown. Proportionally, this is much higher than previous research has indicated. The Sutton Trust reported that 37% of state schools in the most affluent areas went into lockdown with a VLE, compared to 23% of the most deprived schools. The most popular portals used by schools in the survey were: Google classroom, Seesaw, Purple Mash and the London Grid for Learning. The other four schools in the survey that did not have a VLE used their websites to communicate learning tasks.

22. **The six schools in this survey which had the highest pupil engagement with remote learning used a VLE.** The NFER research showed that schools using a VLE have higher pupil engagement, particularly for disadvantaged pupils. Only one of these schools mentioned that the lack of engagement of disadvantaged pupils was a barrier.

23. **The NFER reported that pupil engagement in remote learning is lower in schools with the highest levels of deprivation.** Teachers reported that 30% of pupils returned their last piece of work compared to 49% of pupils in the least deprived schools.

24. A report from the Sutton Trust (Cullinane and Montacute 2020), during COVID-19, stated that children from the most deprived schools are less likely to complete the work set by teachers. The report states that children in these schools are more likely to produce lower quality work than usual and have less access to digital devices at home, than pupils in the most advantaged state schools. A report by the UCL suggested that 20% of disadvantaged pupils had no access to

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[8] VLE stands for virtual learning environment, these are often online applications for teaching or assessing

a computer at home. Leaders in this survey said that some pupils lacked space at home to focus on their work.

25. **The lack of accessibility to computers is likely to widen the gap between disadvantaged pupils and their peers.** The EEF reported that there is a significant risk for disadvantaged pupils falling behind in their studies; this is because they do not have access to technology or the appropriate quiet spaces to work at home. Professor Becky Francis, Chief Executive of the EEF, said, 'We are projecting the attainment gap will widen significantly. School closures are likely to reverse the progress made to narrow the gap in the last decade.'

26. **The IFS argued that school closures are almost certain to increase educational inequalities**. Pupils from better-off families are spending longer on learning at home; have more access online to talk with their teachers. They can work more easily at home and parents feel more able to support them with their learning. They feel that the gap between disadvantaged pupils and others will widen.

The barriers to remote learning and how schools have tried to overcome them.
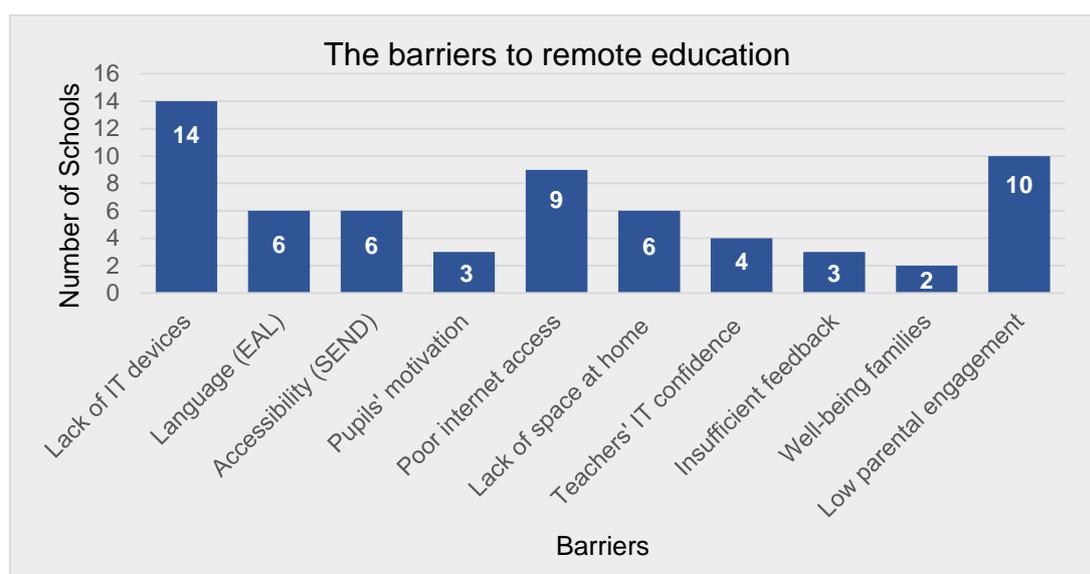
Figure 3

27. **Schools in the survey reported that a lack of computers was the main barrier to remote learning.** This was particularly so for disadvantaged pupils (figure 3). Headteachers reported how a minority of families were sharing one device, for example, Mum's phone.

In response schools:

- Schools have made strenuous efforts to support those pupils who cannot access learning online. They have organised hard copies of work for families to collect. If families were unable to collect the work, the work was posted or

delivered by staff to families' homes. One school distributed work with free school meal parcels.

- A few schools in the survey loaned out laptops, Chromebooks, and iPads for children. One multi-academy trust installed a firewall on the laptops before loaning them out for safeguarding purposes. Another school utilised a local authority scheme to loan out laptops. One school teamed up with a community centre to visit pupils who were not responding to well-being phone calls. They delivered 'Happiness Hampers' which included food and a laptop. They reported that this made a huge difference.

28. **Schools noted low levels of parental and carer engagement with remote learning.** Just over half of schools in the survey stated that the lack of parental support with remote learning was a problem. Leaders spoke about parents not having time to support; not engaging with schools; some not having the subject knowledge; others who struggled through insufficient knowledge of technology and how to keep children safe online. These views corresponded closely with (Andrew A et al. 2020). It reported that around 60% of parents found it quite or very hard to support their children's learning at home during COVID-19. (Oreopoulos et al. 2006) argue that the amount of time that parents can devote to teaching their children is crucial. In addition, the availability of resources (online/computers), the 'non-cognitive skills' and the knowledge of parents are important factors to enable children to learn at home. [9] They argue it is difficult to teach a child a concept that you do not understand yourself.

In response schools:

- Schools made weekly phone calls to families to check well-being and to try and increase engagement. Many schools made sure they maintained regular contact with those families where children were not submitting work. Schools also used text messages and emails. One headteacher described how teachers had been 'persistent' in keeping in contact with families.
- Schools produced support materials, resources, and video tutorials for parents to help them teach the remote learning tasks. Texts to parents to alert them to new learning tasks resulted in a significant increase in traffic on the school's website. One school supported their parents by phoning or emailing advice about how to navigate learning websites. Another school ensured that a specific home learning page was set up on the school's website. They uploaded work which was clearly labelled and signposted using hyperlinks, for each year group, to help parents find it. Some schools took prompt action before the lockdown came into force to train all pupils in how to log on to the school's VLE. Schools also reinforced e-safety messages to inform parents and children about how to stay safe online. One school felt more needed to be done to help parents understand e-safety guidance.
- Schools created projects to engage the whole family. At one school, each Friday they set a family-project, for example, designing a menu for Ramadan. Families sent in videos of the different activities they completed. The school chef at another school posted regular recipes for children to bake. The school

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[9] Non-cognitive skills cover a range of abilities such as conscientiousness, perseverance, and teamwork.

asked children to take photographs of their baking to share with other pupils on the school's website. These schools had high levels of pupil engagement.

29. **Several schools stated how parents' mobile data and broadband allowances ran out and children could no longer access the online learning**.

    In response schools:

    - Created 'hard packages' of learning and asked parents to collect them or schools delivered them. Schools also made resources for children to support learning and ensured stationery was available.

30. **Engaging effectively with pupils with special educational needs and/or disabilities (SEND).** Some schools said it was difficult to set appropriate tasks for this group because support was needed to help the children understand the learning.

    In response schools:

    - Some schools deployed specific members of staff to work with pupils with SEND and provide regular, sometimes daily, support by phone. These calls were opportunities to provide feedback about learning. In other schools, leaders, including the SENCos set differentiated work, for example, adapting power points to make instructions easier for children to follow. One school 'had a big push' to try and get as many pupils with SEND to attend school.

31. **Engaging effectively with children and families who have English as an Additional Language (EAL).**

    In response schools:

    - Specialist teachers used 'communicating in print' (symbols with words) to create social stories and online worksheets for children. Teachers accessed these resources to send out to children. Schools produced hard packs with pictures and word banks to help develop the children's vocabulary.

32. **Lack of resources at home.**

    In response schools:

    - Schools provided books for vulnerable children to borrow. They made stationery and resources available for families to collect or for delivery.

33. **The survey identified variability in teachers' confidence and knowledge when using technology to create remote learning**. Not all teachers felt confident using online platforms which compromised creativity. One leader considered that much of the learning set would be 'bad practice' in school. Tasks were set, 'to stop kids getting bored rather than to enrich learning.' According to the Sutton Trust, around a third of teachers from the independent sector entered

the COVID-19 crisis set up to deliver online learning. This compares with 10% of teachers from state schools.

In response schools:

- Many schools ensured there was training for staff in how to use VLE platforms. However, no leaders in the survey commented whether any training focused on the instructional design of online lessons**. [10]**

34. **Some schools reported that disadvantaged pupils and hard-to-reach families did not engage with remote learning readily.**

In response schools:

- Teachers made phone calls to those pupils who were not submitting work. Teachers spoke with pupils and their families to explain tasks and encourage them to have a go. One school deployed their learning mentor to work with the most vulnerable pupils. Some schools ensured that videos introduced the school day every morning and made specific videos to explain activities. The EEF reported that these strategies which help children learn independently particularly benefit disadvantaged children.

35. **Teachers in some cases were unable to provide comprehensive feedback to motivate pupils.**

In response schools:

- Schools which used a VLE reported that they could provide feedback more easily. Some schools provided feedback to small groups of pupils via videocalls. Schools celebrated children's work in assemblies, in VLE galleries and websites.

How well schools encouraged vulnerable children to attend school during the lockdown.

36. **Schools made great efforts to try and persuade families to send their children to school.** Schools, working with outside agencies, quickly identified children who they considered vulnerable, and contacted families by phone to offer them places. Initially, most families were reluctant to let their children come to school for fear of infection or unknowingly transmitting the virus.

37. **School staff developed good relationships with families to gain their trust.** All schools maintained regular contact with vulnerable children and their families. This involved phone calls, and if that was not successful, school staff knocked on doors. One school provided food parcels for disadvantaged families which they

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[10] Instructional design is the creation of learning materials that results in the acquisition and application of knowledge and skills

delivered to families' homes. This provided an opportunity to speak with parents face to face to encourage attendance.

38. **Schools used several strategies to encourage vulnerable children to attend**. One school provided clear guidance to families about how they keep children and staff safe in school. The guidance was translated into different languages. They offered a creative curriculum with music and arts as well as increasing sporting activity. Another school used the school meal voucher scheme to offer children a free lunch in school. Schools negotiated with families the number of days that children would attend. They made sure that staff who were familiar to the pupils were in school on those days. They also encouraged small groups of friends to attend on the same day. Some schools offered the playground as a place where children could play, particularly for those children who lived in flats.

Recovery from potential 'learning loss' during the COVID-19 lockdown [11]

39. **Some schools have identified the need for children to have a 'baseline assessment of their knowledge and skills' when they return to school.** Leaders state that this will inform them about learning loss. Schools have said they will have a focus on reading, writing and mathematics. Leaders talked about a focus on key skills, recapping previous learning, before moving onto new concepts. One school has written their own English and Mathematics recovery curriculum. Staff have selected fictional texts offering adventurous vocabulary and opportunities for meaningful comprehension. Pupils will be asked to predict, infer, and write using the correct grammar and punctuation.

40. The Department for Education (DfE) has said that leaders should continue to implement a broad and ambitious curriculum from the start of the autumn term. They add that schools should use existing flexibilities to modify the curriculum to cover the most important missed content. Also, that schools should prioritise the most important components for progression within a subject to help pupils catch up.

41. The DfE state that schools' curriculum planning should be informed by: an assessment of pupils' starting points; addressing the gaps in their knowledge and skills; making effective use of regular formative assessment (for example, quizzes; observing pupils in class; talking to pupils to assess understanding; scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems. In particular, leaders are expected to identify gaps in phonics, reading, writing and mathematics, and re-establish pupils' good progress in these areas.

42. Studies have shown the impact a lockdown can have on pupils' attainment. The Data Evaluation and Learning for Viral Epidemics (DELVE) analysed thousands of pupils' scores across key stages on Star Reading and understanding tests. This analysis suggested primary pupils have been worst hit. The achievement gap between the top and lowest-performing pupils in Year 3 increased by 52%. In Year 5, it increased by 39%. Professor Anna Vignoles from the University of

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[11] This is where pupils may have forgotten knowledge and skills that they have previously learned

Cambridge said, 'Shutting down schools has impacted all children, but the worst effects will be felt by those from lower socio-economic groups.'

43. Research in America about 'lost learning' showed that learning loss in mathematics exceeds that of reading. The evidence for this is based on lost learning during the summer break when schools are closed. Kuhfeld (2018) suggests that summer learning loss increases with age. On average, Year 4 pupils lose 27% of their school year gains in mathematics and 20% in reading. This increases to 50% in mathematics and 36% in reading following the summer for Year 8.

44. Furthermore, (Kuhfeld and Tarasawa 2020) have calculated projections for learning loss and missed learning due to COVID-19.[12] They suggest that pupils (Years 4 to 9) might return to school in September with about 70% of the learning gains in reading of a typical school year. Learning gains would be even smaller in mathematics (less than 50%). They also suggested that other year groups may fall a whole year behind in mathematics.

45. Schools in the six-borough survey said they are reviewing their curriculum planning to take account of subject knowledge that pupils have missed. Many schools said they will be adapting their curriculum to take account of the missed learning and ensure they cover it in the future. One school mentioned that they were considering organising 'project days' to teach content that pupils have missed.

46. Many schools reported that they will be implementing a 'recovery curriculum' with a focus on children's mental health and well-being. One school said they planned PSHE topics using a cognitive behavioural approach. This involves helping children to recognise their feelings and to ask for help. The school remarked that when the Year 6 pupils returned to school in the summer term 2020, 'they were fine.' The school pointed out that they will be careful not to pretend that they are 'therapists'. Schools want to ensure that children feel safe and can voice any concerns.

47. The (UCL 2020) showed socio-emotional skills; reading; mathematics; are strong predictors of later academic achievement. It felt schools should prioritise pupils' social and emotional needs alongside mathematics and reading. It reported that positive social relationships at school help reduce the risk of low academic achievement and psychosocial difficulties. This would help close the achievement gap caused by COVID-19. This was particularly so for children from low-income families.

48. The DfE have asked schools, if they are considering revisions to their curriculum in the next academic year, to develop remote education so that it is integrated into school curriculum planning. This will essential if there are local lockdowns. The DfE state, 'All schools are therefore expected to plan to ensure any pupils

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[12] Knowledge and skills that children have missed because they have not been taught

educated at home for some of the time are given the support they need to master the curriculum and so make good progress.'

Supporting lower-ability pupils, pupils who have EAL, disadvantaged pupils and those pupils with SEND

49. **Schools intend to support these pupils through small-group teaching with a strong focus on reading; including phonics, and number.** Some schools reported that they will offer extra support in the classroom by using teaching assistants. A few schools mentioned one-to-one support for some pupils. Some schools will look at the timetable to ensure they provide extra time to teach key skills.

50. The EEF argued that sustained support is required to help disadvantaged pupils catch up after they return to school. They believe that a focused catch-up programme, including assessment and targeted support would be beneficial when pupils first return to school. However, they say a single strategy is unlikely to compensate for lost learning due to school closures.

51. The UCL points to multiple systematic reviews which show that small group tuition (groups of three to five pupils) and one-to-one tutoring, boost reading and mathematics attainment of disadvantaged pupils; or pupils with SEND.

Supporting Black Lives Matter

52. **Some schools in our survey have made changes or are planning to make changes to their curriculum in response to the Black Lives Matter movement**. One school changed their summer term two curriculum for Year 6 pupils because they said it was more relevant to their children.

Support for children's social, emotional, and mental well-being during lockdown

53. **Schools have been concerned about children's well-being and particularly those that are the most vulnerable.** The DfE requested schools stay open for vulnerable pupils during the lockdown for COVID-19. Professor Cosford, Emeritus medical director Public Health England, said that the closures of schools had a '*significant impact on children, on their social well-being, their health, and of course, vulnerable children, who may be safer being at school than at home.*'

54. **Schools have placed a high priority to support children and families during the lockdown**. They have signposted children and parents to different organisations to support their well-being, for example, domestic violence teams and food banks. Schools say that they have had increased conversations with external support services and social care. Regular (mostly weekly) telephone calls with families have enabled schools to check the children's well-being.

55. **This survey indicated that schools ensured communication was effective and that children could see that life at the school continued.** For example,

they have videoed assemblies, presented 'Star of the Week' awards to try and give children 'a sense of normality.' One school organised class-group calls to help children keep in touch with each other. Several schools talked how staff recorded videos for children to keep spirits high.

56. **Schools used local authority wellness and mental health teams and external professionals such as counsellors to support vulnerable children.** They worked closely with the Child and Adolescent Mental Health Service (CAMHS) which provided emergency appointments and cognitive therapy. Some schools organised staff training from educational psychologists to help them support children's well-being.

Continued support for children's well-being once back at school

57. Schools mentioned the need to offer structure and routine for pupils on their return. Timetabling will focus on core areas of learning as opportunities for physical activities and mindfulness. One school is planning for the children to connect with nature and will increase opportunities for children to be in the school garden, for example, to read.

58. Some schools are planning to focus on healthy eating and fitness. One school has bought all children a new tracksuit and plans to run sports camps over the holidays. The chef will provide cooking lessons for children and families. Another school will introduce the 'daily mile.'

59. Schools are planning to follow guidance from professionals, such as educational psychologists, to support children's emotional well-being on their return to school. Guidance focuses on resilience, change, bereavement, and trauma. Schools plan to use external agencies to offer bespoke support for individuals who require it. The Disabled Children's Partnership report, 'Left in Lockdown' showed that parents felt that their disabled children's mental and physical health; and emotions and behaviour have all been negatively impacted.

60. (Muller and Goldenberg 2020) noted that the World Health Organisation acknowledged that COVID-19 could have a detrimental impact on children's mental health. They also referenced (Grierson) who has reported an increase in domestic violence in the UK during lockdown. Various domestic abuse helplines and websites reported rises in calls and web traffic of 16% to 120%.

Transition of Year 6 pupils to Year 7 in 2020

61. As children were unable to visit secondary schools, teachers have been trying new ways to support the transition process. At one school, the Year 6 teacher hosted a small Google Meet session each week to prepare children for the transfer. Pupils have completed secondary transition work online or in school if they attended. At another school, pupils read a text which will be part of their studies at local secondary schools in the autumn term.

62. One primary school planned a virtual coffee morning for Year 6 parents to prepare them for the transfer. Schools encouraged pupils and parents to visit the websites of the secondary schools.

63. Many secondary schools have created virtual welcome packs to include greetings from Year 7 form tutors, tours of school buildings and film clips of school plays and sporting events. Some primary schools expressed a wish for all secondary schools to provide this.

64. Most primary schools have passed assessment information about pupils to secondary schools. However, most said that secondary schools will conduct their own baseline assessments which will inform their planning. Primary schools intend to inform secondary schools about the learning that Year 6 pupils have missed. In particular, schools mentioned sex and relationships education and some science and mathematical topics.

Strand Two Years 11,12,13

What providers did to organise a curriculum for remote learning [13]

65. **The impact of the pandemic on education was far-reaching. It caused leaders and teachers to focus on teaching a curriculum remotely**. There have been many interesting accounts of how teachers were teaching online during this time. For example, Rosenberg H (2020); Walton L (2020); talked about the task of finding reputable resources and signposting learners to them; using morning messages online to motivate learners at the start of the day. Knips A (2020) spoke about the role and challenges of face-to-face teaching versus online teaching once back at school. The role and challenges would apply equally to a college or ILP. It begs the question, what is an authentic online curriculum?

66. **Respondents to the survey across the boroughs, suggested there were many aspects to creating an online curriculum.** The design for different types of courses for example. The need to help staff develop the skills and knowledge to use technology for teaching effectively. Helping learners understand the learning platforms, many of whom noted they were getting to grips with learning online. Providers talked about the challenges of engaging some learners and families online. Learners, may not, for example, be visible or communicative during an online live session. This can be unnerving for the teacher. It was clear from respondents that planning and designing the content threw up very different challenges than a face-to-face weekly timetable. It takes time to set things up online. It requires creative thinking to introduce dynamics into the visual design of a live lesson. These visual methods support the teaching and help learners remember and apply what is being taught. Creating and keeping an online community takes much thought to do it well. This includes setting up a timetable and structure that signposts and helps learners navigate a sequential set of tasks

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[13] Remote learning can be where learning happens online or through other methods such as sending work by post. Primarily, it is learning from a place outside the learners' normal study setting. During the pandemic this was exclusively at home.

and events easily. Also, it is not straight forward to check the impact you have had in helping learners build on their knowledge and skills. Finally, everyone needs to be aware of safety and protocols for online learning. In short, teachers need to be skilled digital broadcasters and virtual instructional designers.[14]

67. **Education and training providers gave useful insights into what teachers were using to teach remotely**. They used a range of tools such as:

   − Seneca Learning
   − Padlet
   − Zoom
   − Powerpoint with voice overs
   − Kahoot
   − Google Meet
   − Pre-recorded video demonstrations
   − Century online
   − Satchel
   − Screencastify
   − Loom
   − Microsoft Teams
   − Kerboodle
   − Kooth
   − Edmodo

68. Where providers had prior experience of online learning, they knew which tools were right for different aspects of online teaching. They had tried and tested methods for recorded and live sessions and methods for providing feedback to learners. They used a mix of applications for different aspects of teaching the curriculum. The range of tools that providers were using showed that they were not afraid to explore new ways of teaching. (AOC 2020) looked at teaching and learning, in this context, during this period, and identified similar types of tools. The AOC report highlighted the range of online methods for 'set work, pre-built content and scheduled online lessons.'

69. **There was a mix of readiness for teaching online among the survey respondents.** Some providers were swift in being able to transfer much of their face-to-face timetables online. Some providers felt there was no way they could sustain long lessons online as they did face to face. Therefore, they needed to think about how to make online learning more efficient. One provider had to move all their teaching online overnight for the first time. This change took a significant amount of effort. Also, many found it took time so that both teachers and learners became familiar with how an online digital timetable works best.

70. **Respondents felt they had notable successes with different methods for remote learning.** Some providers had already been using specific online platforms such as Google Suite or Microsoft Teams. In one case, a provider used

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[14] Instructional design is a term used to describe someone who creates the right learning experiences and materials using a range of tools geared towards increasing knowledge and skills

Zoom and Google for either setting work or live lessons. They noted they achieved 75% attendance for live lessons. Providers found Screencastify and Loom useful for providing instructions. It helped learners to find something online or understand a process. Some providers had already built-in online methods for giving learners feedback. Others had evolved, through feedback from parents, how they organised and set work for learners, so it was manageable. They paid close attention to how they provided instructions for tasks. One provider noted that teachers had success in engaging learners through online platforms for English and mathematics. Others had success with smaller groups where learners felt less wary of asking questions. Several providers said that some online learning platforms had been an effective way of engaging learners. Leaders felt that learners responded particularly well where they could use an application through mobile phones. Teachers were able to set quizzes and spelling tests, which learners found useful and accessible.

71. **Around a quarter of providers said they put in place staff training.**[15] This training was necessary to help their staff further develop their knowledge and skills for teaching online. Some respondents noted that they had already planned a training programme to develop such skills. Other providers realised that this was something they would need to put in place. In one case, the provider had no online platform for live sessions. They solved this with an intense training programme to support teachers and staff using live online meeting systems. With the increase in the use of technology for teaching, staff development will play an important part in keeping teachers up-to-date with change. This need for staff training for enabling improvements in online teaching reflects other reviews, surveys, during this period, such as (Ofsted FES blog 2020).

The barriers providers faced in teaching remotely

72. **Education and training providers noted challenges with online live lessons.** In some cases, learners were initially reluctant to join and participate in live online sessions. Some learners and apprentices did not like the sessions being recorded. Providers noted other challenges, like getting parents to facilitate their child's participation in online learning. Also, where there were live sessions, there was a reluctance of some learners to want to show their faces or home surroundings. A lack of familiarity with the technology by staff and learners hampered the ability to provide a strong subject delivery. Others noted there were many learners without digital skills or access to the right technology to be able to participate. Some learners without access to support were prone to giving up on using technology for online lessons. One respondent stated that they had noticed that some work from learners was not in their hand. There were challenges in the management of online learning such as: log on details; technical support when teaching online.

73. Providers found the use of the postal service to send and receive learners' work problematic. There were delays in receiving replies from learners because they had no post offices close by, or the reliability of learners in posting work was not

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[15] This was not a direct question asked in the survey, many more providers may have felt the same.

full-proof. Some providers noted it was difficult to get a complete set of work back from all the learners in a group.

74. **The survey suggested some useful learning points for teaching remotely**. Providers found it was challenging to get courses in place quickly. Also, preparation for live sessions was time-consuming. Materials needed editing and checking to gauge their accuracy and efficacy. Teachers had to think about how to provide scaffolding for learners on concepts in an online environment. Live sessions needed careful managing. It is not possible to sustain an online session with the same level of engagement over an extended period as it is with a face-to-face session. Providers noted that teachers 'were exhausted' early on as they tried to put in too much. Some decided to provide short, simple hour-long sessions or less. Too many online sessions or sessions that were too long did not always hold the attention of learners. Project-based work with longer deadlines was not successful. It is possible here that coordinating work such as this to enable collaboration between staff and learners needs a different approach. Compared with project work where learners work together face-to-face. Other providers noted that complicated or too much work was difficult to organise and check. They mentioned that it was essential to ensure that set tasks were clear and that the clarity of the written feedback was sharp.

## Learners' engagement levels with remote learning

The proportions of learners providers felt engaged well with remote learning
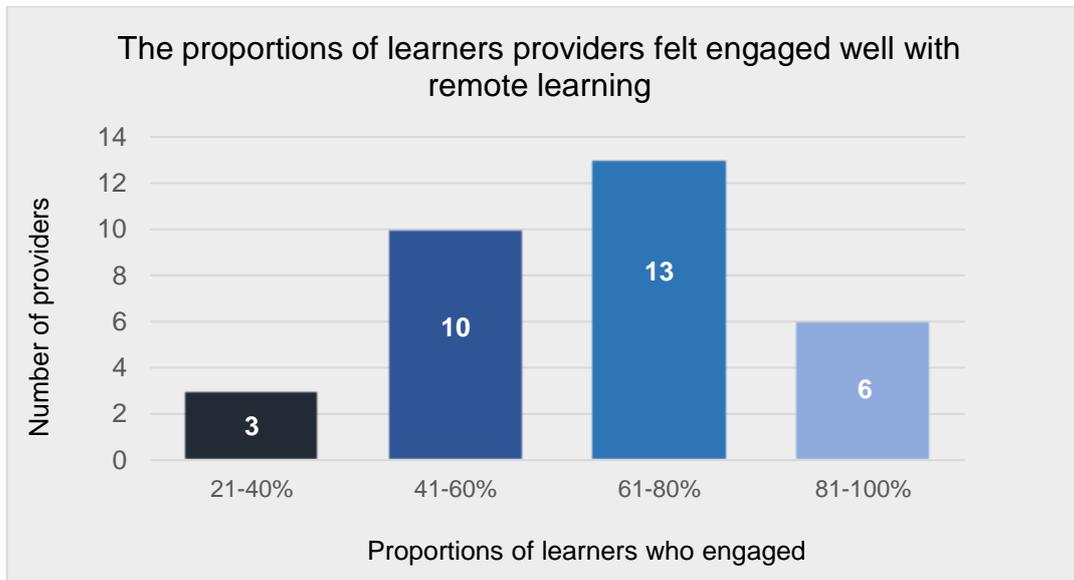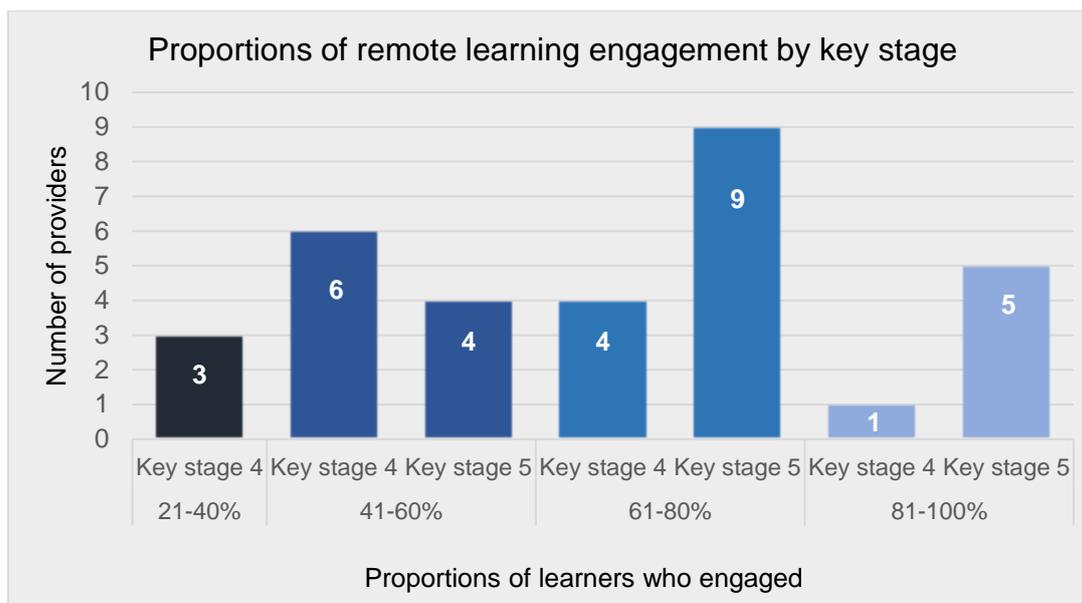
Figure 4

Figure 5

75. A small minority of providers felt a high proportion of their learners engaged with remote learning (figures 4 and 5).[16] Five out of six providers noted that the highest engagement was by those in key stage 5. Just under half of providers recorded engagement for this group at between 61 to 100%. Thirteen respondents felt that they managed to engage up to 60% of their learners. In this range, schools noted that Year 11 learners did not engage well. Three schools recorded that the proportion of their learners engaging from Year 11, was low. One noted that engagement reduced with lower-ability groups. A couple of providers indicated that those learners preparing for A levels in key stage 5 (Year 13) did not engage well either. (AOC 2020) noted that colleges nationally reported significant levels of disengagement from this year group. The higher engagement in key stage 5 may have been predominantly Year 12 learners.

Learners' views on remote learning

76. **Learners from across the six boroughs, who took part in the survey, showed that they are very open to learn with a mix of methods** (figure 6). A small majority of respondents said of the three options they preferred face-to-face teaching. However, nearly as many learners said they liked a blended learning approach and 18 said they preferred just online learning.[17]

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[16] Engaged in this context means participated

[17] Blended learning is a term that refers to where a curriculum has a mix of face-to-face and online learning

Your preferred method of learning
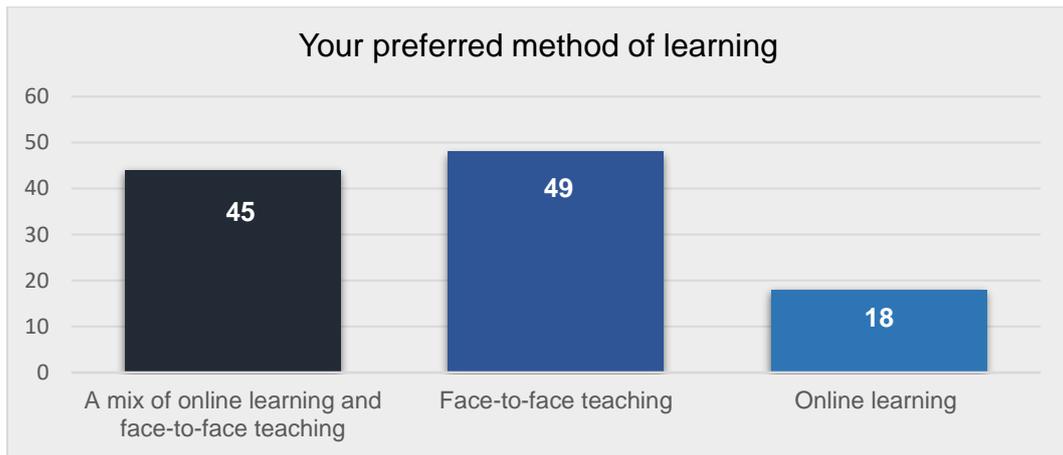
Figure 6

77. There are already many ways to learn online, and the options for a digital curriculum are growing.[18] Young people have grown up with the fast-moving pace of technology. They are open to learning in different ways. One learner said: 'I personally think working from home should definitely be a future plan for the education system as you can focus a lot more, also I have a lot more time to learn important skills which we don't learn at school (mortgages, renting, credit).' However, there is a necessity to make sure that some communities are not getting left behind. Providers noted there were quite a few learners who for example, had to learn to use applications from home to access learning. Many did not initially have computer technology or an internet connection or were using their phones. Other surveys such as (AOC, 2020) reported similar challenges.

78. **Learners felt that there were advantages and disadvantages to studying from home and expressed the things that they had learned or found more difficult.** Many talked about how they had learned to be more independent in their learning and organise themselves. They referenced specific subject knowledge or skills that they had studied online.

'Being at home has its advantages, like you can focus on what really inspired you and you can create your own time table which best suits you however it won't be the same as school as your parents may not have the knowledge of a teacher to help you.'

'It was harder to concentrate at home due to living with a family, but the behaviour of other students is not such a problem when it is online.'

'During online courses I have learned how to be more independent with my work which will be useful in the future for university, the only downside would be not understanding things as clearly as I would when talking to a teacher face to face.'

'I have learned how to use music making programs. I find when the teacher is trying to talk when everyone is talking at the same time can be hard to understand.'

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[18] Digital curriculum in this context means the range of possibilities for constructing a curriculum wholly or partly online.

'I have learnt about LPG gas and planning to get my licence in LPG on top of natural gas.'

'I have learned the psychopathology topic as well as some research methods and exam preparation for psychology. Also, genetics, biodiversity, hormones, and the kidney in biology. Furthermore, I learned constant acceleration, variables and logarithms in mathematics.'

'We have covered many new topics in psychology such as 'Attachment' and 'Social Influence'. There have been instances where I've had questions about the content, particularly the evaluation points, but asking friends or googling things has helped me get around that without issue.'

79. **There were aspects that learners found harder to grasp through online sessions.** These aspects included detailed concepts or content that needed alternative explanations or unpacking more, for example:

'I found it hard to understand the new geography content.'

'I have found really hard to understand some high-level questions that are not found in the internet and it's quite tricky to ask for help'

'I have learned that most interactions for my apprenticeship can be done online however it was hard to understand some questions from a workbook as they required me to be in my workplace, which I was not.'

'I have just found certain maths work a little harder as I am trying to self-teach myself things'

'Some of the biology content is difficult to teach online'

'What I found harder to understand was how to calculate the voltage at the connection point of the exhaust gas temperature at different temperatures. Which I understood after I asked my tutor for help'

'I have been able to learn different business principles and have found it hard to apply my knowledge into extremely detailed answers.'

80. **Around one in eight learners noted they had to get to grips with online learning.** It is a misconception to think that all young people are digitally proficient when it comes to online learning. For example, learners noted the following as part of what they had learned:

'I have learned how to use online courses'

'I have learned all about submitting work through online formats'

'How to learn by online'

'I have learnt how to send files through to teams for my teachers to look at. I have learnt how to send an email properly with always adding a title'

'I have learnt how to adjust to the transition from face-to-face learning to online learning and how to adapt to the online environment.'

'I learnt how to use Edmodo and do work on it'

81. **Some teaching is equally inspirational online as well as face-to-face it seems!** Learners gave a clear sense that they were improving their knowledge and skills.

   'Obviously lacking in the practical element of the course has made it challenging for both tutor and student but my tutor has made every Zoom meeting in-depth and we have had the time to really ask questions making us excited to see how we can transfer all the knowledge that has been explained fully into practice when we can get back into the workshop. My tutor has taken the time outside of the online hours to always answer any of our questions I have enjoyed gaining knowledge on engraving/ cold connection/ Joining /soldering /enamelling/ metallurgy and design drawing. '

   'It's been really beneficial being able to have online lessons with successful chefs who previously attended our college and did the same course that I am on. I learned a lot about the industry from them and what my next steps should be in order to pursue my career. I've also been able to practise cooking a lot more at home then I would usually, so I've tried new recipes and developed dishes.'

82. **Learners rated the quality of their learning experience as an average of four, which was at the higher end.** Although a small minority rated their experience lower, the vast majority rated their experience highly. Around 38% gave their learning experience the top rating of five. On occasion, the rating that learners gave did not reflect their comments. For example, one said they had learned nothing online yet still rated their learning experience as a three.

83. **Learners noted a range of online activities that they enjoyed.** A fair proportion made specific references to enjoying quizzes; these seem to be a perfect vehicle for engaging learners at a distance. They made mention of certain assignments that they found interesting, for example:

   'I enjoyed making a hairdryer for my CAD assignment,' and, 'I enjoyed doing only research and playing around with a cisco packet tracer and playing around with certain coding which we needed, to build a website and a calculator.'

   Several noted positively the live sessions that they had online with teachers. However, around, one in eight could not recall anything that they enjoyed.

84. **Many learners made a point of saying how much they missed face-to-face teaching at their college, school or ILP.** For example, learners said things like:

'I personally prefer being taught in a classroom'; 'I prefer to be at school'; 'it is very dull out of college'; 'I miss doing work in classrooms and practical work.'

How well education and training providers encouraged learners from disadvantaged backgrounds and vulnerable learners to engage with learning during lockdown

The extent to which support and teaching were more challenging with disadvantaged groups

not at all:
to a very small extent: 3
to some extent: 4
to a moderate extent: 12
to a large extent: 13
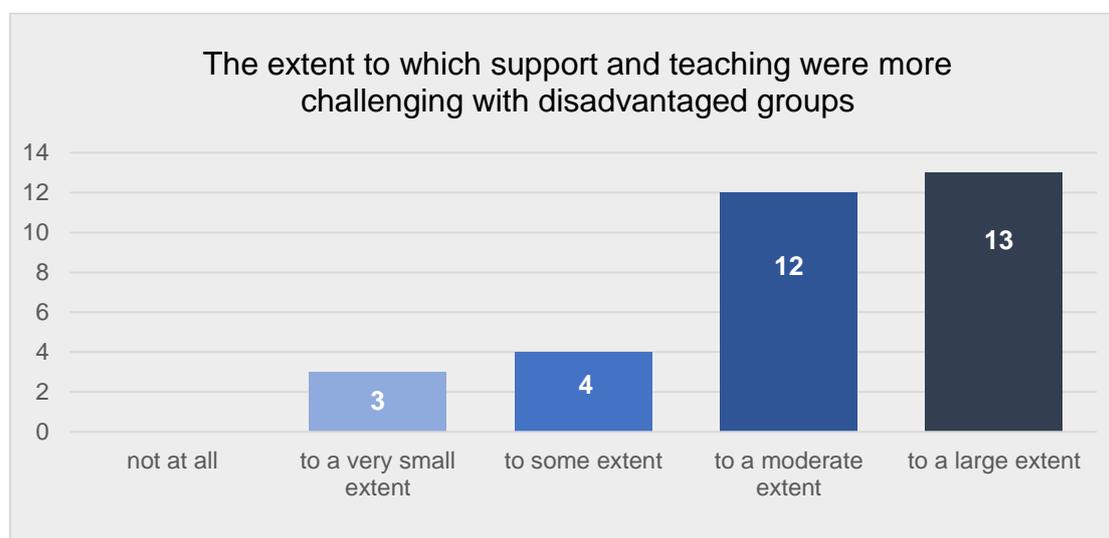
Figure 7

85. **Education and training providers experienced challenges in reaching and teaching their disadvantaged learners** (figure 7)**.** Around three-quarters of providers noted the extent of the challenge as moderate or large. Around a third of these felt it was a big challenge. At least three providers noted that a high proportion of their learners were from disadvantaged backgrounds. They felt the knowledge and skills gap was growing between their advantaged and disadvantaged learners. One noted the reduced volume of work that disadvantaged learners were producing. Teachers experienced challenges in making sure these learners completed their assignments and work. As suggested earlier in this report, providers identified early on that they needed to supply technology to many disadvantaged learners to support online teaching and, this took time. Other recently published reports (AOC, 2020); (Andrew A et al. 2020); noted the reality of a digital divide between those who have access to technology and those that do not. Connectivity to the internet was part of the technology challenge in reaching learners also. The environment where some of these learners were living was not conducive to learning, limited space to work, for example. Some families were hard to reach, or there were language barriers. Also, often these learners were hard to contact and engage.

86. **Where providers had success in helping disadvantaged learners to carry on with their learning, it involved much effort and rethinking by teachers and support staff.** Staff worked with other agencies such as the police to get in touch and keep their learners as safe as possible. They delivered booklets and maintained regular contact with their learners. One provider looked carefully at the optimum engagement time for these learners and redesigned their curriculum

accordingly. This rethinking led to shorter online sessions, start-up tasks using quizzes. It included covering less volume in an online learning session.

The extent to which providers attracted vulnerable groups in to learn
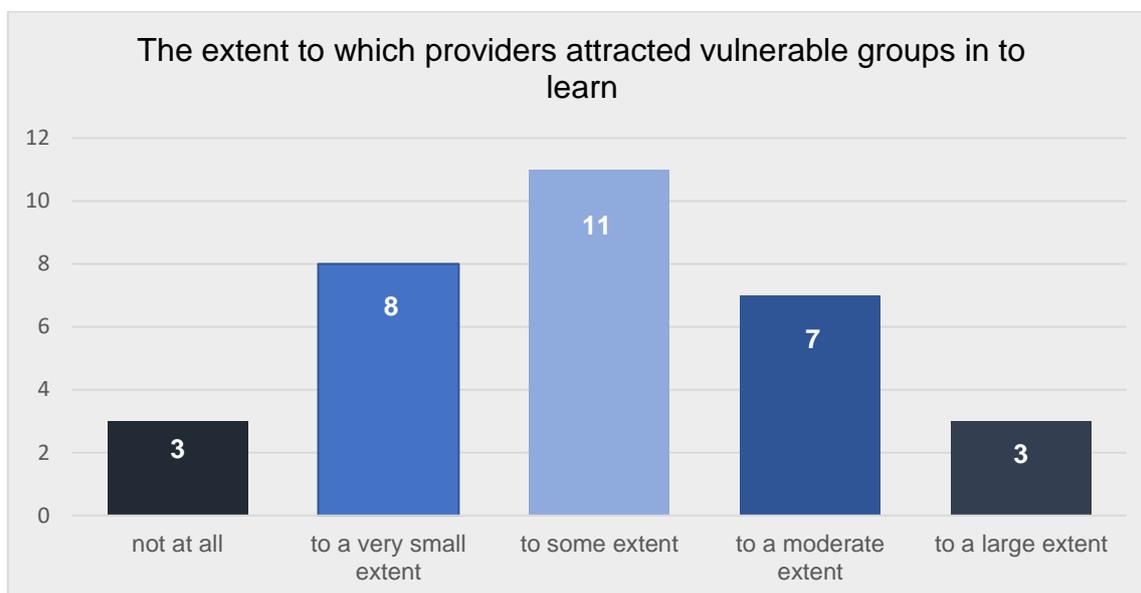
Figure 8

87. **Many education and training providers felt it was challenging to get vulnerable learners to come in to learn (figure 8).** During the lockdown, education and training providers remained open to teach vulnerable learners. Providers made efforts to attract these learners to come in. There were concerns early on from parents about the safety of sending in their children. For example, one respondent noted there were concerns from parents from black and minority ethnic heritages of being able to send their children safely to study. A few providers had success in supporting their vulnerable learners where there was a multi-agency approach. One provider that noted success in attracting vulnerable learners felt it helped that they provided breakfasts and lunches.

88. One provider that had moderate success said it was because:

'The clear priority was to have vulnerable students in school as much as possible. Numbers grew from between 6-10 vulnerable students to over 20 at time of writing. Wider roll was over 40 by June. Close communication with families and the (free school meal) FSM hamper deliveries assisted with attracting more students into school. (Additional education needs) AEN students were assisted to come back to school with work of SENDCo and her team of TLAs who worked as part of the core provision staffing. This meant 1:1s could happen and some very vulnerable students were supported to return to school. xxx was also able to be the hub for vulnerable students from another school and hosted four of their students with a teacher during this period.'

89. **Providers identified potential gaps in learners' practical knowledge and skills in subjects during the lockdown.** This was because it was harder if not impossible, a few respondents felt, to teach practical tasks online. These views on the difficulties of teaching practical subject matter chimed with (AOC 2020). Teaching practical knowledge and skills is particularly difficult where it is not possible to check how the learner is carrying out a task following a demonstration online. Also, learners may not have the resources at home to carry out the task. However, it is also possible that more exploration is necessary to look at how to teach practical subjects online. Many respondents talked about the future need to help learners get back on track with practical elements within subjects such as in science and the arts - also, within the trades and service sectors such as hospitality and construction.

90. **Some providers talked about the need in the broader curriculum to re-establish their ethos, culture, and routines.** This is because learners may have forgotten these routines and expectations of conduct and work in the months they had been away. A few mentioned helping those learners with English as an additional language to regain ground. Another talked about within STEM subjects instilling the conceptual foundations to support their progression. Two schools noted that they had established a great deal of planning and put into place strategies to accelerate catch-up. This planning included creating a 'recovery curriculum' to condense fundamental 'lost learning' into a short period.

91. **A few respondents noted gaps in knowledge where learners were progressing to different years or levels or employment.** One respondent talked about putting on summer schools to address these gaps. One talked about the challenges of transitioning from key stage 4 to 5 with some subjects:

    'The maths skills required for the science subjects will need to be revisited as will the use of technically accurate vocabulary. Writing longer prose answers which require selecting ideas to formulate an argument and developing stamina when doing extended writing will have to be addressed. Topics developed in more detail at A Level will have to be revised and where recall of specific content is required the underlying principles will have to be revisited.'

Support for young people's social, emotional, and mental well-being during lockdown

92. **The survey showed that leaders, staff, and teachers were concerned about the well-being of specific groups of learners who were not engaging.** They were active in sending out information in a range of forms on well-being to their learners each week. One provider felt they would need to implement a programme on well-being in the autumn that:

    - re-established routines

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[19] Learning loss is where pupils and learners may have forgotten knowledge and skills or had gaps in their learning when returning in the autumn

- helped learners' feelings of self-worth and confidence.

93. **One school, like other providers, made sure every child received a call from their tutor each week.** They checked on the well-being of every child. They made safeguarding referrals where there was a potential risk. Other providers that had similar strategies noted it took a huge amount of time to implement these checks.

94. Providers told us they put in place a range of strategies to communicate well-being to young people. This included:

- 'Daily live assemblies and prayer.'
- 'Through Chefs in schools, we have been able to provide our most vulnerable with weekly food hampers - these have been hugely well received.'
- 'Videos led by the sixth form on well-being.'
- 'Online enrichment activities on mental health, black lives matter.'
- 'An online platform has been used 'Kooth' (mental health support) and coaching programmes such as 'Innerscope' (emotional intelligence).'
- 'Creation of a student well-being policy and launching 'Well-being Wednesday.'
- 'Weekly Zoom meetings that covered personal welfare; health and nutrition; isolation and home circumstances; mindset and mental health.'

95. One provider noted 'Well-being was very difficult to deliver online. On our website, we introduced a live chat facilitated by our well-being officer. The aim was to provide help on an as-and-when basis. Initially, our learners were not confident in using this medium because they thought privacy and confidentiality could not be secured.'

96. Providers were also concerned about the emotional effect on their learners of the disruption to examinations at key stages 4 and 5. Learners expressed concerns about what the impact was for them and their futures.

Learners' well-being while not being at their setting to learn

97. **Learners' responses revealed the benefits to them socially, of being part of a community in a college, school or work setting and this was palpable.** It is something that online learning cannot provide, as well. Learners valued their friends and teachers, and not seeing them made a real difference during the lockdown. Around half of the learners said they missed their friends, teachers, or the real learning environment. The minority of respondents that were apprentices said they missed the work environment.

98. **Learners gave an insight into how they were structuring their days during the lockdown and the kinds of things they were doing to keep well.** This included things like taking regular exercise and allotting time for their studies. Others made specific reference to the fact they had been on a healthier diet. A few referred to the importance of coping with the stress of the situation and

getting a healthy balance between maintaining their mental health and studies. One had taken up exercise for the first time since the pandemic.

'I have been running around Wembley Stadium every Sunday. skipping on my balcony and exercise sessions and I've been for walks to the park.'

'I have been doing a gym workout in my garden, watching TV on Sky & my Netflix, shopping and playing my ps4 games.'

'Now that I am at home I have a lot more time to exercise which has improved my mental health a lot. I have a lot more time for my creative hobbies such as creative writing and art.'

'I have continued daily meditation, I work out every day, including running in the park, I eat intuitively, I read a few chapters of a couple of books every day, and watch videos/shows/listen to podcasts that I enjoy.'

'With the pressure of the pandemic on both teachers and students, having to transition from face-to-face learning to online learning, it can be quite a stressful process. Which is why it is important to maintain a healthy balance of mental health and studies.'

The support given to learners for their next steps (transition)

The extent to which providers are helping learners secure their next steps

Category	Value
to a small extent	2
to some extent	3
to a moderate extent	13
to a large extent	14
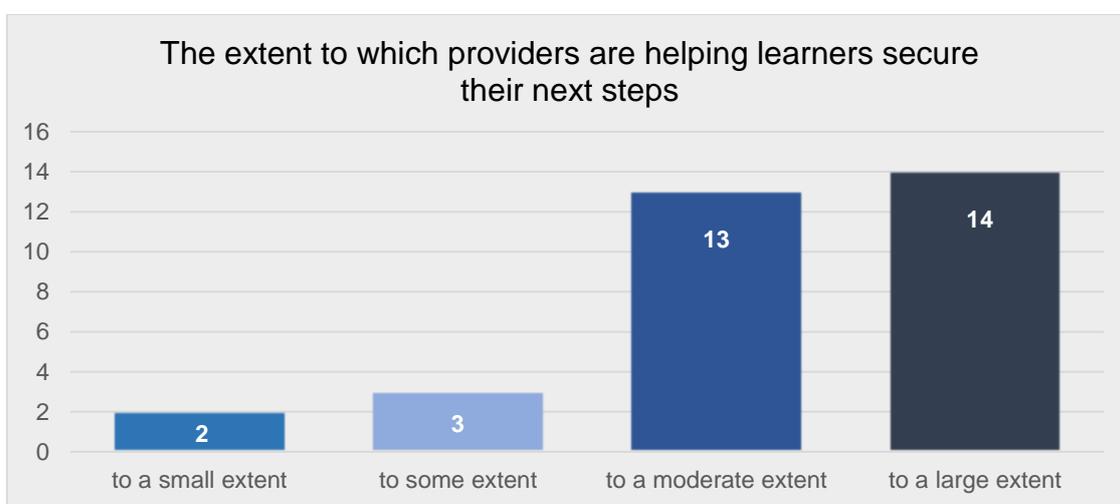
Figure 9

99. **Most education and training providers were positive about the action they were taking to secure learners' next steps** (figure 9)**.** This positivity was particularly so for Years 11 and 12. A few providers expressed concerns about their learners in Year 13. One provider said that 'Year 13 had gone off the radar, they did not have the opportunity to say goodbye, and we are concerned about their next steps.' There were also concerns about a potential economic downturn.

100. When learners progress from key stage 4 to 5 and beyond, the pathway options that they can take increases.

Learners may, at the end of key stage 4:

- have the option of staying at the same school and go into the sixth form
- go into employment as a trainee or apprentice in-or out-of-the borough where they live
- go to a different school sixth form in- or out- of -the borough where they live
- go to a college in- or out -of- the borough where they live
- go to an independent learning provider in- or out- of- the borough where they live

Those at the end of key stage 5 may:

- go onto university
- go into employment, including starting up a business, or as an apprentice
- go to an independent learning provider or college.

101. (Van Herpen et al. 2019) found that transition programmes have a positive impact on learners. More specifically, on learners' performance and confidence in their new setting. In the survey, one provider noted that they would need to 'develop a transition programme that will make access to key stage 5 more readily available to all learners and which will bridge the knowledge gaps.'

102. Learners in Years 11, 12 and 13 required different advice and guidance. Some providers noted they were setting bridging work or courses for those in Year 11 going into Year 12. Providers had already helped Year 13 learners through the UCAS process. They were providing additional remote support following the lockdown. Others were supporting those learners who would be going to another provider.

103. Providers were clear on how they were supporting those Year 13 learners going on to university. Also, some providers noted the support they could call on from the borough:

'Support for Y13s making UCAS choices has continued throughout lockdown via HE advisor email / telephone support, tutor weekly check-in, webinar and regular updates in families' bulletin with advice and guidance. All Y13s who had made UCAS applications (77% of year group) met the June 18th deadline for accepting. Post-results' service will still run after results' day on 13 August to give added support. Students not applying to UCAS were contacted by the borough's advice and guidance team to ensure they have suitable planned pathways. Students with EHCPs supported by SENDCo and KS5 Team.'

104. One provider found a VLE that was useful for building learners' knowledge and skills to prepare for higher levels. 'We investigated a virtual learning environment and linked it to our website - apprentices registered on it in week two, and we had up to 80% participation. It is interactive and gives lots of information and is very practical – you can see car parts, for example, do tests and get certificates. There was a positive apprentice response.'

105. Providers expressed concerns on the impact that the pandemic would have on the economic prospects of young people and future employment. These concerns are echoed in recent articles such as Linford N (2020); Widdowson J (2020); Camden B (2020). The pandemic has exacerbated what was already a decline in apprentice starts for the youngest aged 16 to19.

106. In many cases, providers noted concerns and challenges on the extent of the advice and guidance they would be able to give. They said for example there were challenges in supporting their learners when they may not be able to see them face-to-face on results day. Some providers noted capacity issues in being able to provide advice and guidance. One said; regrettably, there was no careers advice for learners who were not going into the sixth form. A few noted that some families were difficult to contact or motivate. One noted the concerns over learners who were in danger of not being in education, employment, or training (NEET).

107. **Half of those learners at the end of their courses had nowhere to go on to** (figure 10). This worrying outcome reflects concerns expressed by several providers about what was happening to their Year 13 learners. However, most learners were clear about their next steps. The vast majority were confident that they would continue with their courses, or go onto higher education, employment, or training.

Figure 10

108. **Most learners stated that their main source of support and advice for their next steps were their teachers, family, or careers advisor.** Year 12 learners positively reported the range of support and advice. One learner stated that their provider routinely provided them with a range of potential next steps:

'Every Wednesday, our head of year hosts an enrichment session, which provides and informs us of upcoming information for the next year. Ranging from subjects such as work experience, apprenticeships, and universities as well as sessions that support us with our UCAS process. As well as frequent emails with

new opportunities of work experience or apprenticeships, a healthy guide in the transition from Year 12 to Year 13.'

109. Another seemed to have their future clearly mapped out with the support from staff:

'My manager 100% has been the most helpful as she is so supportive of my decisions and my future and is great at listening & giving advice. xxxx in pastoral care is also really helpful. We are currently exploring options of getting a job after my apprenticeship and being able to study a degree through the council because I do have an offer at university, but it would mean leaving my apprenticeship early and I love my job and also enjoy practical learning and would like to do my degree part time with work. They are both amazing at using what they know to give the best outcomes for me and trying to find the options that make me happy and I couldn't appreciate them more. I am terrible at making decisions and find it really difficult, so I couldn't do it without them.'

110. Although learners in the vast majority of cases were clear who was supporting them, many did not give details on the exact nature of the advice and guidance. Several said they had not received any advice and guidance. A few mentioned the advice and guidance they had was solely from family members.

Looking to the future

Years 5 and 6

111. **Leaders should continue to develop their strategies for remote education.** The priority should focus on training for teachers. Schools should work collaboratively to share good practice about how to deliver a broad curriculum successfully online as well as face to face. In this survey, training for remote learning was the number one priority for headteachers. The decision to close schools due to COVID-19 was rapid and did not provide an opportunity for teachers to develop their knowledge of online teaching. Teachers have worked imaginatively and diligently to help children learn remotely. Moving forward, this is an opportunity for teachers to further develop their knowledge and skills about the **instructional design of online lessons** to teach a blended curriculum. This could include:

- training to use online platforms (VLEs) to ensure work can be set and received in an accessible way for teachers and children
- providing daily plans to help children establish a routine to their day
- training to help teachers use application features effectively so they can enhance the delivery of their lessons (recorded or live)
- designing online lessons which focus on the quality of education, building on children's knowledge and skills, and consider the duration of lesson time
- developing ways so that children can ask the teacher questions about their work

- scaffolding online lessons to encourage children to work independently
- enabling children to complete a range of tasks: assignments, creating presentations, research, quizzes, games and exercise
- increasing teachers' awareness of online educational applications and websites to help them deliver the school's curriculum plans
- using online assessments to check children's understanding, this could include assessments which provide instant feedback for children (and staff)
- providing feedback to children about their work
- promoting peer to peer interaction by sharing children's work (school websites/ virtual assemblies)
- developing teachers' knowledge and skills to plan work for children with SEND and those who have English as an additional language
- embedding e-safety knowledge with children and parents
- sharing practice with other schools to learn what works well remotely.

112. **Increase the number of devices for pupils, particularly for disadvantaged pupils.** Where most remote learning is online, accessibility is essential to ensure disadvantaged pupils do not fall further behind. In our survey, schools loaned out devices to pupils. Implementing a digital curriculum requires accessibility for all. Local authorities have encouraged businesses to donate and recycle old laptops. The government has also issued devices to some vulnerable pupils in Year 6 and Year 10. It would be beneficial to have an infrastructure in place to loan out devices for those children who do not have access to one.

113. **Encourage greater parental engagement with home learning.** Helping parents to understand their role in home learning will support greater pupil engagement. Leaders in this survey said that a lack of parental support was the second biggest barrier to home learning after the lack of computer devices. Some leaders mentioned that engaging with hard to reach families became increasingly more difficult during the lockdown. It will be essential that schools try and re-engage with these families at the start of the school year. This would provide an opportunity for leaders to show parents how they can support their child with remote learning. It will be important for parents to help their children follow routines and complete work set by schools to maximise learning. Finally, this would be an ideal opportunity for devising family learning courses in schools about online learning.

114. **Leaders should continue to deliver a broad curriculum, but also prioritise identifying gaps in the core curriculum and re-establish good progress.** Schools' curriculum planning should be informed by an assessment of pupils' starting points. Leaders should prioritise assessment in the key areas of phonics and reading, writing and mathematics. These formative assessments should inform planning to close any gaps and help children make good progress.

- Leaders should particularly focus on **reading** and **mathematics.** Research about summer learning loss shows that pupils lose most gains in these subjects when schools are closed. Recent research has shown that the gap in

reading skills in primary-aged children between the higher-performers and lower-performers has widened after lockdown.

- Leaders must look at sustained ways of helping disadvantaged pupils who have fallen behind their peers to make rapid progress. It is unlikely that one particular strategy will work, but research has shown that one to one or small group sessions help pupils catch up. Schools may need to adapt their timetables in the short term to cover key concepts that children have missed or have forgotten.

- Schools should also focus on children's social and emotional well-being, particularly for those children with SEND. The UCL report that school relationships protect against the risk of low academic achievement and psychosocial difficulties. They report that research shows reading, mathematics and socio-emotional skills are strong predictors of later academic achievement.

115. **In the absence of 'transition days' secondary schools have welcomed pupils virtually.** Primary leaders welcomed initiatives by secondary schools to virtually invite Year 6 pupils to their new schools. Virtual transition visits included welcome messages from Year 7 tutors, tours of school buildings and video clips of life at school. There was a wish by primary leaders that all secondary schools could provide something similar.

116. Primary/secondary transition projects which require pupils to read and study the same book in Years 6 and 7 were appreciated by schools. This type of project encourages children to read in the summer between Years 6 and 7 and may help to mitigate against learning loss.

Looking to the future

Years 11,12,13

117. **Providers should continue to look at the merits of developing online education alongside face-to-face teaching.** The majority of learners surveyed were open to the idea of content in their curriculum being online. There was an almost equal desire however, for a return to study at their settings. Learners missed, working with each other and their teachers. There are some aspects of learning that are likely to be better face-to-face, particularly practical study. Although, it may also be possible to resolve some of the challenges of teaching practical subjects online. Teachers, with the right creative thinking and planning, can make live online sessions a powerful and integrated method to help learners build knowledge and skills. Where learners are in danger of 'lost learning', the online or digital curriculum could prove a force for maintaining continuity in learning. Looking to the future of an online curriculum, the survey findings suggest the following points for consideration:

- Learn from the successes and challenges in the use of a range of online platforms. Share the practice across boroughs to raise awareness and expertise in their use.
- Provide access to online learning for every learner. Without this an online curriculum will not work.
- Think about how to timetable and teach live and recorded sessions for different subjects. Plan sessions that consider the limitations and strengths of online teaching.
- Focus on the quality of the online content and the appropriate duration of sessions.
- Choose the right combination of applications and systems for the type of provision, teaching and culture at a setting.
- Resolve how face-to-face and online learning can best link as a curriculum. Work on establishing authenticity in an online curriculum.
- Put in place staff training to empower teachers to develop their online curriculum. Keep up to date with the pace and change in online applications.
- Make sure all learners understand how to use the online platforms for learning.
- Find the most effective ways to provide feedback and articulate concepts online to build on learners' knowledge and skills.
- Look at how learners were building their self-reflecting and enquiring skills and were motivated to try what they learned online. Also, what they did to improve their organisational skills and learn independently.
- Investigate what learners found more difficult to grasp online and why.
- Look at how online methods can help learners who are unable to access an education setting. This will ensure they miss as little as possible in their education.
- Look at how practical aspects within subjects can be best taught online.

118. **Consider further research to find out how to motivate more disadvantaged young people to learn online.** Most providers acknowledged that this group proved the hardest to reach and teach remotely. It would be useful to pinpoint if specific methods worked better than others. Also, whether there needs to be a different online curriculum approach for some or all disadvantaged groups of learners. Finally, it would be worth evaluating the effectiveness of schemes to supply young people with technology.

119. **Assess and rebuild learners' knowledge and skills deficits in the autumn.** Some suggested this should take the form of a 'recovery curriculum'. Leaders at all levels will need to re-establish the culture and ethos of their institutions or organisations. The deficit that built up over the lockdown in practical knowledge and skills should be prioritised.

120. **Look at the lessons learned on teachers' and learners' well-being and safety when studying online.** This includes sharing practice on what worked well to keep learners safe. Also, sharing practice on which online platforms were effective at supporting learners' emotional and mental well-being. Evaluate the

impact on teachers' energy and stress levels based on their experience of teaching online.

121. **Learners coming to the end of their course will need further support for their next steps.** There are likely, many who have nowhere to go on to when they finish their courses. Others who have university places or a job to go onto will need checking to see if the circumstances of their job or further study has changed. It would be useful to assess how the local economies are impacting on potential work-based learning routes. Finally, look at whether online transition programmes have a part to play in the future, during a similar crisis.

Local authorities' response to the lockdown

How have local authorities supported providers with online learning?

122. Local authorities (LAs) have worked very hard to keep in regular contact with their schools from the beginning of the lockdown. They kept schools updated with summaries of government and local guidance. LAs provided regular meetings with headteachers and corresponded with governors. In addition, they met with safeguarding leads, SENCos and Early Years leaders to provide support.

123. LAs have provided training for teachers to help them with remote learning. This has included training on VLEs such as Google Classroom. Interpreters and family workers were deployed to work with families who speak little or no English to offer support. Local authority advisors and officers disseminated good practice between schools. LAs used 'Hubs' to promote learning. For example, an English Hub has provided online phonics lessons and resources.

124. LAs supported home learning for parents via their websites. They have put links to websites for various subjects. One LA developed weekly plans for all pupils in the primary stage which included activities across all curriculum subjects. In addition, there was a 'subject of the week' where activities were posted on the LA's website around a specific subject. For example, children could design and make an envelope hand puppet as part of design technology.

What has been the impact of the support?

125. It is difficult for local authorities to measure the impact of their support because of the range of support across many different groups. However, LAs have noted that there has been an increase in inter-school collaboration and networking at all levels, including with academies and MATs. They have also recorded a large increase in traffic on their websites to access home learning resources.

126. In discussion with schools, LAs noted learners' responses to online education. Schools reported that Year 12 learners engaged much more readily and consistently with online learning than Year 10 pupils. Learners said they prefer the pre-recorded lessons (Google Meet/Loom) because it is easier for them to pause and replay.

127. One LA surveyed 350 learners about their online learning experience. The majority of learners who answered the survey were in key stage 3. Of the learners, 90% had access to computers with 7% saying they had some access. Learners explained that they often had to share laptops in the family. One learner explained that he could do his work at his house but at the end of the week had to go to his grandparents and use their internet connection to send it back to the school. Around 3% of pupils did not have access to IT equipment. Learners said they would like additional help for English, mathematics, science, and modern foreign languages when they return to school.

What have been the barriers for remote learning?

128. LAs noted the greatest barrier to remote learning was the lack of computers and internet access. They report that learners have been trying to write essays on mobile phones or sharing laptops which meant they could not access lessons until the evenings. Sometimes, the files that schools produced were too large for their computers to download.

129. School leaders informed LAs that pupils' and learners' motivation was a difficult barrier to overcome. Many children and young people lack the organisational skills to work independently and organise their time effectively. The schools said it was a challenge for weaker readers and those children with SEND.

130. LAs have supported schools to overcome barriers. One LA supported a laptop recycling scheme involving local businesses and residents to increase the number of laptops available to children and young people. Another LA designed, printed, and distributed home learning packs with a supply of new reading books donated by the Library Service.

How have LAs supported schools to help the most vulnerable pupils and learners?

131. LAs have advised schools to keep in regular touch with the most vulnerable pupils. One LA devised a re-integration plan to help schools identify any pupil' and parental' concerns about returning to school. Another LA provided a model script for schools to use with parents about learning and well-being. LA advisers have kept in regular touch with schools to discuss the barriers to attendance for vulnerable pupils.

132. There has also been cooperation between education and children's social care services to support the most vulnerable children with attending school or helping with home education. LAs have asked schools if they cannot contact a vulnerable learner and/or the family that they let the LA know for them to follow up.

How have LAs supported children's and young people's well-being?

133. LAs have produced a range of well-being guidance for schools and signposted other services, for example, the Child and Adolescent Mental Health Service, to

help schools support children's emotional and mental health. Some LAs have offered training for school staff covering attachment, trauma, and bereavement. Meetings have taken place for mental health leaders and PHSE coordinators to find out what resources they need. In one LA, practitioners requested support for parents and produced a guide to help parents manage their anxieties. Schools and social workers have worked together to support the well-being of families for those children known to social care.

How have LAs supported schools with transition?

134. LAs have produced guides for primary and secondary schools to support transition during COVID-19 between Year 6 and 7. Some LAs have developed transition booklets for Year 6 pupils to complete. LAs have encouraged secondary schools to try and introduce their schools to new parents and Year 6 by providing virtual tours on their websites.

135. One LA has worked with a careers service to offer virtual careers guidance sessions for Year 11 and Year 12 learners. The LA school inclusion team has worked closely with schools to identify those pupils who are at risk of becoming NEET, including those educated out-of-the borough. They send opportunities in education and training weekly to young people and school staff to encourage take up. LAs intend to have a visible presence on result days in August 2020 to provide careers advice and guidance. They are particularly concerned about a possible increase in NEETs.

Annex

The following tables provide some context on the socio- economic make-up of children and young people who live in the six London Boroughs. Data comes from a variety of sources. This includes borough-held data and data retrieved from various agency websites.

Context data Barnet				
Year	SEND% of cohort	EHC % of cohort	FSM% of cohort	Total number of learners
5	13.9% (SEN Support only)	2.9%	15.5%	4,289
6	14.6% (SEN Support only)	3.5%	15.7%	4,209
11	8.4% (SEN Support only)	2.3%	14.2%	3,968
12	4.5% (SEN Support only)	1.3%	9.8%	2,662
13	3.3% (SEN Support only)	1.2%	10.2%	2,301
Socio-economic data				
% 16-24 NEET	% residents unemployed	% of child poverty	% of residents living in poverty	Total residents
1.44%	4.5%	14%	------	402,700

Context data Camden

Source: January 2020 School Census				
Year	SEND% of cohort	EHC % of cohort	FSM% of cohort	Total number of learners
5	23%	6%	33%	1,570
6	25%	6%	33%	1,541
11	17%	6%	33%	1,618
12	9%	6%	23%	1,289
13	9%	2%	22%	1,073
Socio-economic data				
% 16-24 NEET	% residents unemployed	% of child poverty	% of residents living in poverty	Total residents
3.2%	4.5%	28.5 %	---------	253,200

Context data Enfield				
Year	SEND% of cohort	EHC % of cohort	FSM% of cohort	Total number of learners
5	15.8%	4.7%	20.9%	4,646
6	15.4%	4.4%	20.5%	4,621
11	14.5%	3.7%	19.1%	3,810
12	11.2%	6.8%	16.6%	2,063
13	9.6%	2.2%	13.3%	1,673
Socio-economic data				
% 16-24 NEET	% residents unemployed	% of child poverty	% of residents living in poverty	Total residents
1.30%	28.70%	42%	27%	333,689

Context data Hackney				
Year	SEND% of cohort	EHC % of cohort	FSM% of cohort	Total number of learners
5	22%	5%	36%	2,667
6	24%	7%	37%	2,565
11	23%	5%	35%	2,364
12	9%	3%	27%	1,277
13	11%	2%	29%	1,008
Socio-economic data				
% 16-17 NEET	% residents unemployed	% of children living in) poverty	% of residents living in poverty	Total residents
4.1%	4.9%	48%	36%	279,554

Context data Haringey				
Year	SEND% of cohort	EHC % of cohort	FSM% of cohort	Total number of learners
5	17%	4%	22%	3,115
6	17%	4%	23%	3,069
11	21%	4%	23%	2,582
12	12%	2%	14%	1,191
13	12%	2%	14%	1,006
Socio-economic data				
% 16-24 NEET	% residents unemployed	% of child poverty	% of residents living in poverty	Total residents
15.4%	4.1%	22.2%	29%	282,904

Context data Islington

Year	SEND% of cohort	EHC % of cohort	FSM% of cohort	Total number of learners
5	19.6%	5%	32.2%	2,008
6	19.6%	5.4%	30%	1,936
11	13.8%	5.2%	37.2%	1,495
12	9.5%	7.2%	24.3%	737
13	3.4%	10.1%	31.7%	446
Socio-economic data				
% 16-24 NEET	% residents unemployed	% of child poverty	% of residents living in poverty	Total residents
NEET % for 16- & 17-year olds was 1.6% (NCCIS – March)	4.9%	18.4%	17.9%	236,404

Evidence gathering

This was a small rapid response survey. As such it is not representative of a national picture for education during the lockdown. The evidence gathering for the survey focused on specific year groups. The first strand looked at the experiences of school leaders and teachers working with children in key stage 2 Years, 5 and 6. The second strand looked at the experiences of leaders and teachers in key stages 4 and 5, Years 11,12,13. It also looked at the experiences of learners in key stage 5.

In strand one, a representative from each borough interviewed designated school leaders using a survey created for the report. Borough representatives selected three schools from each of the six boroughs. These schools represented the diversity within each borough. A total of 18 schools took part across the six boroughs.

In strand two, a representative from each borough worked with up to three providers (a school, a college, and an independent learning provider). Where they were able, the borough representatives interviewed the providers. Where this was not possible, the providers completed the survey online. A total of 32 providers took part across the six boroughs. Also, all key stage 5 providers were asked to send a survey out to ten learners who were studying with them. A total of 112 learners replied to the survey.

Each borough (LA) provided a completed proforma on their response to the COVID-19 lockdown. This gave a succinct overview of the socio-economic demography of the boroughs. It also provided an overview of policies and initiatives that boroughs put in place during the lockdown to support providers.

Limitations

This survey has several limitations. These limitations restrict the validity to the design purpose which was to simply enquire into and report on educational experiences during the lockdown.

The survey's focus was on the experiences of individuals and their views. This means that while the survey recounts these experiences faithfully, there was no triangulation with other activities to corroborate any points made.

The responses to the surveys varied in the volume of content in response to the qualitative questions. Although a high proportion of providers and learners gave ample and rich responses, a few responded with very little information.

The providers selected the learners and sent them a link to complete the surveys. These learners gave an honest and objective representation of their experiences. However, most were ones that had access to mobile or computer technology, and in the main were engaging with learning. It is very few who responded were in the 'harder to reach and teach' category, only two said they had no computer technology at home. Most (88%) had access to a computer at home. The rest had access at their providers.

Confidentiality

A high priority was placed on anonymity in this survey. The locations and names of the providers were not known, except that they would be in one of the six boroughs. Therefore, it is not certain how well the providers chosen, represent the diversity of the London boroughs exactly. Although, a range was requested. Questionnaires to providers and learners were anonymised, and assurances made to participants of the confidentiality of information they supplied to the survey. It was felt important not to show bias towards any borough or provider, nor expose any borough or provider. Information supplied will therefore remain confidential following publication of the report.

Authors

Steve Stanley, Her Majesty's Inspector, and Martin Finch, Senior Her Majesty's Inspector, were redeployed from Ofsted to facilitate this survey working for the London Borough of Camden. While redeployed to Camden, the authors were not employed in their roles as Her Majesty's Inspectors. This report is owned by the London boroughs of Barnet; Camden; Enfield; Hackney; Haringey and Islington. It is not an Ofsted publication.

Literature review

Introduction

The following literature reviews for both strands are mostly based on research or articles at the time of the pandemic. They provide brief summaries of the research, articles, or blogs. Almost all the research carried out during the COVID-19 lockdown was centred on schools. There were a few specifically on further education and skills. There were a range of articles written during this time. This included web-based journals or stories which painted a picture of teachers' experiences. Others reported on the potential impact economically on the sector. Also, there was some relevant research done prior to the pandemic included, on transition.

Literature review Strand One Years 5 and 6

The Economist (April 2020).
https://www.economist.com/international/2020/04/30/closing-schools-for-covid-19-does-lifelong-harm-and-widens-inequality

This article states that the amount of lost learning will fall most heavily on those children who are in most need of education. The article uses examples from across the world to show the effects of lost learning. For example, in America some young children lose between 20% and 50% of the skills they gained over the school year during the summer break. Social and emotional skills such as critical thinking, perseverance and self-control are predictors of many things, from academic success and employment to good health and the likelihood of going to jail.

The article states that Professor Becky Francis (Education Endowment Foundation) thinks the narrowing of the gap between disadvantaged pupils and others will be reversed. The attainment gap between disadvantaged pupils and their classmates at the end of primary had reduced from 11.5 months in 2009 to 9.2 months in 2019.

Andreas Schleicher of the OECD believes, 'The real issue is if you've been spoon-fed by a teacher every day and are now told to go it alone, what will motivate you?' In Estonia and Japan, students are used to self-regulated activities, but in France and Spain they are not.

The article states that to overcome the issues, to look at South Korea. All pupils have tablets, teachers use a mixture of real-time interactive classes, pre-recorded material and homework-based digital classes. When schools began to open after the COVID-19 pandemic, official attendance was 98%.

Burgess S and Sievertsen H (April 2020), Schools, skills, and learning: The impact of COVID-19 on education, University of Bristol.
https://voxeu.org/article/impact-covid-19-education

Professor Simon Burgess and Economist Hans Henrik Sievertsen, Bristol University, look at the impact of the global lockdown on educational institutions. The article states how going to school is the best public policy tool available to raise skills. School time increases a child's ability. Even a relative short time in school does this; even a relatively short period of missed school will have consequences for skill growth. The article states that we cannot precisely estimate how much the COVID-19 interruption will affect learning. However, it looks at other case studies to get an order of magnitude. Carlsson et al. (2015) reviewed the impact of young men in Sweden preparing to take important tests. Those who had just 10 days of extra schooling significantly improved their tests scores of the use of knowledge.

They add that there is likely to be substantial disparities between families to the extent to which they can help their children learn. Key differences include (Oreopoulos et al. 2006) the amount of time available to devote to teaching. The non-cognitive skills of the parents, resources (online/computers) and also the

amount of knowledge -it is hard to teach a child a concept that you may not understand yourself. Consequently, this will lead to inequality.

Royal Society of Medicine COVID-19 Webinars.

Professor Paul Cosford, Emeritus Medical Director of Public Health England (PHE) is at the heart of the UK's response to the pandemic. On Tuesday 7th April he took part in the Royal Society of Medicine (RSM) webinar series on COVID-19, chaired by Professor Sir Simon Wessely, Professor of Psychological Medicine at King's College London, President of the Royal College of Psychiatrists, and a consultant psychiatrist at King's College Hospital and at the Maudsley Hospital.

Prof Cosford said the closure of schools had a, 'Very significant impact on children, on their social wellbeing, their health, and also of course vulnerable children in particular who are safer being at school than at home.'

Ellis-Thompson A et al. (April 2020). Remote Learning Rapid Evidence Assessment, The Education Endowment Foundation.
https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/

The Education Endowment Fund (EEF) has published a review of evidence on remote learning. The report finds that the quality of teaching is more important than how lessons are delivered. The elements of effective teaching: clear explanations, scaffolding and feedback are more important than whether a lesson is delivered by a teacher or online. It is more important to ensure that the explanations build clearly on pupils' prior learning and plan how pupils' understanding is subsequently assessed.

The report highlighted that access to technology is key, particularly for disadvantaged pupils. Otherwise this is a barrier to online learning. In addition, that both teachers and pupils are provided with support to use the technology. The report highlights the importance of peer interaction during remote learning to motivate pupils and to improve outcomes. Support for pupils to work independently can improve outcomes. Finally, there are different approaches to remote learning which suit different subjects and ages. For example, games were found to support vocabulary development in foreign languages, but less evidence of the successful use in other subjects.

Coe R et al. (June 2020). Impact of school closures on the attainment gap: Rapid evidence assessment, The Education Endowment Foundation.
https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/

The report suggests that school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures.

The EEF state that pupils can learn through remote teaching. However, ensuring the elements of effective teaching are present—for example through clear explanations, scaffolding and feedback—is more important than how or when lessons or support are provided.

The DfE. (May 2020). Adapting teaching practice for remote education.
https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education

The DfE have published guidance for school for remote education during COVID-19. The article states that teachers should think about the amount of curriculum content that they are trying to teach. Teachers should think carefully about what is the most important for their pupils to learn and remember, prioritising important concepts. They encourage schools to balance the consolidation of prior knowledge with teaching new content. Reinforcing long-term memory by consolidating topics and content already covered. Schools with younger children are prioritising reading, older pupils are consolidating GCSE content. Schools are sharing the workload, collaborating with more colleagues. Some schools have been able to provide personal learning packs for children with special needs and delivered physical resources to children's homes.

DFE. (2008). DfE: What makes successful transition from primary to secondary school? (University of London).
https://dera.ioe.ac.uk/8618/1/DCSF-RR019.pdf

The key findings showed a range of practices supported transitions: sharing information between schools, bridging materials, visits by prospective teachers, children and parents, booklets, taster days and joint social events. Many children, 84%, felt that prepared for secondary school. Families and teachers addressed their worries. Those who had a lot of help from their secondary school to settle in were more likely to have a successful transition e.g. helping pupils navigate around the school, relaxing rules in the early weeks. Low socio-economic status has been found to have an association with less positive transitions for children.

Muller L-M and Goldenberg G. (May 2020). Education in times of crisis: The potential implications of school closures for teachers and Students, Chartered College of Teaching.
'Education in the time of crisis: The potential implications of school closures for teachers and students'

This review of research looks at the impact that both the school closures and the wider crisis may have on students' academic achievement and socio-emotional development, as well as the impact on teachers. The report reviews and summarises local and international research from previous pandemics and other types of school closures to help understand the potential impact that COVID-19 may have. In addition, the report reviews research about 'summer learning loss' when pupils are on holiday and schools are closed.

Andrew A et al. (May 2020). Learning during the lockdown: real-time data on children's experiences during home learning, Institute for Fiscal Studies (IFS).
https://www.ifs.org.uk/publications/14848

Real time data on children's experiences in lockdown. Primary and secondary children are spending about 5 hours on average on home learning. Children from better off families are spending 30% more time on home learning than those from poorer families. Many parents of both primary and secondary students report struggling with supporting home learning.

Cullinane C, Montacute R. (April 2020). COVID-19 Impacts: School Shutdown, The Sutton Trust.
https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/

Pupils from independent schools are twice as likely to take part in online lessons every day. Less than half of parents without higher education qualifications feel confident directing their child's learning. One third of pupils are taking parent in online lessons while schools are closed. However, at private schools, 51% of primary and 57% of secondary students attend online learning. A quarter of teachers say that fewer than 1 in 4 children in their class are returning work they have been set. 50% of teachers in private schools report they're receiving more than three quarters of work back, compared with 27% in the most advantaged state schools, and just 8% in the least advantaged state schools.

Luca M, Nelson J and Sims D. (June 2020). Schools' Responses to COVID-19: Pupil engagement in remote learning, NFER.
https://www.nfer.ac.uk/schools-responses-to-covid-19-pupil-engagement-in-remote-learning/
This report is an independent assessment to see how engaged pupils are with remote learning and the factors driving this as well as looking at how schools are providing support for remote learning. The report is based on a national survey of 1,233 senior leaders and 1,821 teachers in public-funded mainstream primary and secondary schools in England. They found that 60% of teachers are in regular contact with their pupils. However, only 42% of pupils returned their last piece of work. The report says limited pupil access to IT is a significant challenge.

UCL. (June 2020). Children doing 2.5 hours' schoolwork a day on average, UCL Institute of Education (IOE).
https://www.ucl.ac.uk/ioe/news/2020/jun/children-doing-212-hours-schoolwork-day-average

The study found that pupils spent an average of 2.5 hours each day doing schoolwork at home. 71% of state school children received no or less than one daily online lessons. Over two million pupils (20%) did no or less than one hour of schoolwork at home. 20% of pupils on free school meals have no access to a computer at home. The report states that the variability in the amount of schoolwork being done at home is adding to regional and socioeconomic inequalities.

Outhwaite L and Gulliford A. (June 2020). Academic and social and emotional interventions in response to COVID-19 school closures, Centre for Education Policy and Equalising Opportunities.
https://econpapers.repec.org/paper/uclcepeob/5.htm

This briefing summarises evidence on approaches to closing achievement gaps and supporting the most vulnerable children in academic, and social and emotional learning. The report states that school closures are likely to negative affect children' academic achievement and pose challenges to their mental health and well-being. The report makes recommendations for school leaders and policy makers.

Disabled Children's Partnership. (June 2020). Left in Lockdown survey.
https://disabledchildrenspartnership.org.uk/left-in-lockdown/

The Disabled Children's Partnership surveyed over 4,000 families of disabled children. Parents felt exhausted and abandoned caring for themselves and for their disabled children's siblings. Many families are seeing a decline in both mental and physical health. The report states that children's friendships; learning and communications; mental and physical health; and emotions and behaviour have all been negatively impacted.

DfE. (July 2020). Guidance for full opening: schools.
https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

This guidance is intended to support schools to plan for the return of all pupils from the beginning of the autumn term 2020. The guidance has five sections. One section is based on the curriculum, behaviour and pastoral support. The guidance states that schools should aim to deliver a broad curriculum and put in place support for pupils who have significant gaps in their knowledge.

Williams T et al. (July 2020). Coronavirus and home schooling in Great Britain: April to June 2020.
https://www.ons.gov.uk/peoplepopulationandcommunity/educationandchildcare/articles/coronavirusandhomeschoolingingreatbritain/apriltojune2020

The ONS found that the average number of hours worked by pupils at home between April to June 2020 was 10 hours for 5 to 10-year-olds and 16 hours for 11 to 15 years. The percentage of parents who said that their child had accessed 'live learning' was 13% for primary-aged children and 44% for secondary children. Just over half of parents said their child was struggling with home education and three-quarters of these parents said lack of motivation as one of the reasons. Just under 1 in 10 parents said that their child was struggling because of a lack of devices, this was significantly higher in households with one adult (21%) compared to households with two or more adults (7%).

DELVE Initiative. (2020). Balancing the Risks of Pupils Returning to Schools. No. 4, published 24 July 2020.
https://rs-delve.github.io/reports/2020/07/24/balancing-the-risk-of-pupils-returning-to-schools.html

This report has revealed the impact on pupils' attainment after lockdown. An analysis of thousands of pupils' scores on Star reading and understanding tests before and after lockdown suggest the gap between the highest-performers and lowest-

performers has widened. The authors estimate that the impact of the lockdown could reduce the economic growth rate.

Literature review Strand Two Years 11,12,13

Andrew A et al. (May 2020). Learning during the lockdown: real-time data on children's experiences during home learning, Institute for Fiscal Studies (IFS).
https://www.ifs.org.uk/publications/14848

This report has some useful indicators for the survey for the six-boroughs. It looked at how school children were studying during lockdown. The IFS survey noted that children from better-off families spend on average 75 mins more a day studying compared with those that are from the poorest backgrounds. Better-off students have access to more resources for home learning. One of the key differences was the private tuition that more affluent families were putting in place for their children. Higher-income parents are much more likely than the less well-off to report that their child's school provides online classes and access to online videoconferencing with teachers.

Ramya K et al. (May 2020). Impact of lockdown on teachers in higher education institutions, volume XI, issue V.

This work looks at the impact in India of the lockdown on teaching. The study estimates that it affects 285 million young learners. It notes that only a few universities and private colleges could adopt online teaching methods. The paper recognises what infrastructures need to be in place. There is consideration of the advantages of online learning: no waiting for the teacher and students to arrive, for example. There is mention of the disadvantages such as potential online cheating.

Sanne G. A. Van Herpen et al. (2019). A head start in higher education: the effect of a transition intervention on interaction, sense of belonging, and academic performance, SHRE.
studiesinhighereducationSHRE

This report shows the importance of getting a young person's transition to further or higher education right. The research was done before and not in response to the pandemic. Nevertheless, it gives some important pointers on the importance of helping young people to transition to university. In Australia and the US 20% of students studying fulltime at HEIs fail to transition well. In this study, 58 students participated in a pre-academic programme. The study included a control group of 237 who did not attend the programme. Young people who took the programme gained benefits. This included how well they settled in socially within the faculty and with got on with other students. It helped improve their confidence and enhanced their grades; (first-year cumulative grade point average (GPA)). The study talks about the four phases that students go through during transition (preparation, encounter, adjustment, and stabilisation). The key is how the university helps students to feel like they belong and present them with the tools to cope with challenges.

Unwin L et al. (May 2020). Making post-GCSE decisions during the COVID-19 crisis- the need for action, IOE London blog.
https://ioelondonblog.wordpress.com/2020/05/16/making-post-gcse-decisions-during-the-covid-19-crisis-the-need-for-action/

This IOE blog discusses the practical processes to help 16-year-olds decide their future. Parliament expressed worries on the destinations of those learners coming out of school or college following the lockdown. There were concerns that they would not take up the opportunities on offer. Concerns were expressed about those young people who fail to achieve a grade 4 plus in English and mathematics. Also, that year 11 students see the spring and summer term as critical in helping them to make their post-16 transition. In addition, the report mentioned the role that support around the young person plays is critical to them making the right choice. Those students, however, with a clearer idea of their next steps still need guidance and support.

Stewart W. (March 2020). Could COVID-19 end GCSEs forever, TES.
https://www.tes.com/news/coronavirus-could-covid-19-end-gcses-forever

This report responded to the Prime Minister's announcement of the cancellation of examinations. Young people due to take examinations are in an awkward position during the pandemic. With no end of course examinations, teachers must make a judgement on pupils' and students' performance. With no validated course work there is less evidence of their performance during their course. It is harder to predict grades without examination. Also, teachers may be optimistic when assessing potential grades. It suggests if teacher assessment works then why have examinations. Also, should we continue with a system that costs through examination fees. There are viable alternatives at key stage 4, such as not having examinations at all.

Linford N. (April 2020). Revealed: COVID-19 hit to apprenticeships starts, FE week.
https://feweek.co.uk/2020/04/30/revealed-covid-19-hit-to-apprenticeship-starts/

This article from the UK publication FE week looks at the impact of COVID-19 on apprenticeship starts. The reviewer drew the findings from a survey of 300 providers. Of these providers, they claimed that of their 13,742 planned starts they only achieved 2,693, missing the collective target by 80%. Many reported, in addition, they were unable to start apprentices. Providers such as HIT training, Skillnet Ltd, Carlisle college.

Blair A. (2016). Understanding first-year students' transition to university: A pilot study with implications for student engagement, assessment, and feedback, Sage journals.
understanding1styeartransitiontoHE

This study looked at 51 first-year students at one UK university. Most aspects were in line with students' expectations such as workload, assessment. However, they were less satisfied with contact time, support, and feedback on performance.

Taylor S. (April 2020). In the Age of Coronavirus, Student Activism Is More Relevant Than Ever, Education Trust.
EDtrustCov19studyenactivism

This is an online article on US education. It looks at how the shutdown has revealed gaps and challenges in supporting vulnerable students in higher education. It gives us an example of how students who did not have safe homes to go to started fundraising. The aim was to pressure a college (Pomona College) to provide emergency housing for them. Also, the affordability crisis was mentioned for students to live in safe and reasonable accommodation. Student accommodation is becoming an issue for low-income socio-economic groups. It highlights the growing amount of debt these students take on and the fact that they are missing meals and cannot afford textbooks. It calls for a policy rethink on affordability, housing, food, and racism.

Perera N. (May 2020). '3 ways government must help schools to close the gap', (Tes).
TESclosingthegap

This article focuses on the attainment gap in schools. It claims by age 16 the gap between disadvantaged young people and their peers was just over 18 months. It calls for funding at what it sees as key years; more specifically year 1,7,11,13. Also, that the government funds post-16 places in alternative provision. The article also urged the government to look at inclusion and support. This includes looking at whether exclusions are more prevalent with disadvantaged children. In addition, to look at looked after children, those with mental health needs and poor children. these groups are also more likely to experience an unexplained move out of their school. Finally, the article referenced the cut by around 20% per child from local authority services over the past decade. Including £1B to sure start children's centres (resulting in the closure of around 1,000 centres and around £900 M cuts in youth services.

ICEF. (April 2020). measuring COVID-19's impact on higher education.
https://monitor.icef.com/2020/04/measuring-covid-19s-impact-on-higher-education/

This online paper gives an insight into the financial impact of COVID-19 on higher education institutions around the world. It shows the response of individual governments in providing financial support. In the USA commentators have deemed the government package of $14B nowhere near enough. Congress recommended the government spend another $47B. Like in the UK, officials are bracing for a reduction in international enrolments; around a 25%-75% drop. Other countries, such as Australia are focusing on domestic students. They are implementing a funding guarantee of $18B (AUS) for domestic enrolments. Also, another $100M in regulatory fee relief. In Canada, a survey revealed that more than half of student applicants planned to defer their place. Also, that 15% were no longer planning to go to Canadian universities to study.

Bolton P et al. (April 2020). Coronavirus implications for the further and higher education sectors in England, House of Commons Library.
https://commonslibrary.parliament.uk/research-briefings/cbp-8893/

The paper focuses on the financial impact of COVID-19 on the FE and HE sectors. It opens by quantifying the potential impact that a reduction in international students would have. Currently, 20% (around half a million students) are international students. The revenue income from these students equates to around £7B per year. This is around 17% of total income, a slice greater than research grants or contracts. This part of a university budget has been of growing significance over the last 10 years. The paper also reinforced the challenges for the next academic year in research excellence framework (REF) funding due to the potential number of deferrals from indigenous candidates. Consequently, there was a suggestion that universities may need to recruit more students. There was a section on the impact of moving all teaching, learning and assessment operations to online. The final section looked at the impact of COVID-19 on the further educations sector. The paper put an estimate of financial losses to be between £500k and £1m per month for an average college. The paper proposed a financial support package for the sector.

Camden B. (May 2020). Take the 'opportunity' to reopen from June, says skills minister, FEweek.
FEWeeklostskills

This article looks at the need to reopen colleges from June 2020. The minister for skills urged the sector to show leadership in this regard across the FE sector. Keegan feels that leaders should take the step to get FE going again. It follows a survey of college leaders that found 94% 32/35 felt the DFE should leave it to them to decide. Also, around three quarters felt a significant number of students would refuse to attend.

Husbands C. (2020). Leadership-learning-and-lockdown-first-thoughts-on-lessons-for-leadership-from-the-coronavirus-crisis, fetl.org.uk/publications.
HusbandsC2020FECovid-19lessons

This paper looks at the challenges that present to leadership during the COVID-19 pandemic. How resources need to be switched overnight to a different way of delivering learning. Also, how you lead and manage a virtual workforce and groups of learners. Finally, how to realise and carry out a vision and develop and thrive in relationships with colleagues. The paper goes on to investigate whether the move to more online and changes in culture of work will have a lasting effect post-COVID-19. It talks about the need for 'adaptive leadership' in such situations. Finally, Husbands makes the point that to effect fundamental change leaders need to shape futures effectively when the challenges and opportunities that are presented.

Cullinane and Montacute. (April 2020). COVID-19 impacts: school shutdown, Sutton Trust.
https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/

The report highlights the impact of COVID-19 on the education of children from different backgrounds. Parents earning £100k plus are spending money on their children's learning. Half of parents were not confident in educating their children. Pupils at independent schools are twice as likely to take part in online lessons every day. Teachers in more deprived schools are more than twice as likely to say their students work is of a lower quality than normal. In conclusion, there is a divide

between working class/disadvantaged children compared with those who have advantages financially. There was a key difference in the confidence parents expressed in directing their child's learning, this was dependent on their level of education.

Langella M. (April 2020). COVID-19 ad Higher Education: some of the effects on students and insitutions and how to alleviate them, LSE.
https://blogs.lse.ac.uk/politicsandpolicy/covid19-higher-education/

This article looks at the impact of HE campus closures and the move to online learning. It outlines the risk of learning loss and the impact of cancelling exams and the effect on degree classifications. It recognises the issues that low income groups will have in accessing technology online. The paper also mentions the issues around how A level students' work will be graded against their offers for university places. Finally, it contends that there will be an impact on international student applications and potential consequences on university budgets.

Keegan G. (June 2020). The transition to our new normal will not be straightforward, FE WEEK edition 320.

This online article features the minister for apprenticeship and skills. Keegan talks about how well education and training providers are delivering remote learning. For example, 88% are attending online lessons at Weston college; 93% at Sunderland college, 89% at the TEC Partnership. The article mentions that 70% of providers have scheduled online lessons for most of their subjects. Also, 95% of providers reported all or the majority are continuing their learning remotely. Finally, that there is support for vulnerable learners and virtual support for Year 11 to help them make the transition to college.

Association of Colleges (AOC). (May 2020). COVID-19 and colleges, AOC website.

This survey looked at the response to the provision of learning from 125 colleges during the COVID-19 lockdown. This is half of the 244 colleges in England. It reports that colleges are using a mixture of set work, pre-built content and scheduled online lessons. There were a variety of platforms used to engage with learners: Microsoft Teams, Google classroom, Teleconference, virtual learning, collaborative learning. The report mentions the difficulties in engaging with parts of their college community due to connectivity or lack of a device at home. There is a wide range of engagement of how learners planned learning hours matches up in an online delivery compared with at college. For example, 43% of learners are doing less than three quarters of their planned hours. Only one in ten colleges reported significant variation in the amount of remote education being delivered by subject. Engagement was reported as more difficult with practical subjects. Vulnerable learners were more likely to be disengaged. Also, significant disengagement of those in the second year of A levels. One in five younger learners are receiving a full timetable. A third are receiving a significantly reduced timetable. Staff had very little time to prepare for the lockdown. Colleges reported a wide range of online methods for recording learner participation. Colleges reported a range of methods to help learners' transition from school to college. Also, from college to employment and higher education.

Widdowson J. (June 2020). FE should be at the heart of shielding 19 to 24-year-olds from unemployment, FE WEEK edition 320.

This article looks at the post-COVID-19 challenges for employing 18 to 24 -year-olds. At the start of the pandemic, 2.5 million of these young people were employed, including 300,000 apprentices. He warns there is a risk that employment could rapidly fall by 500,000; unemployment climbs to 750,000. The estimated cost of 500,000 apprentices is around £5.25 B. Also, a further £ 0.3 B would support 16 to 17- year-olds also on apprenticeships. He caveats that employer bankruptcy and downsizing means they may not need apprentices. In this scenario, any available subsidies will make no difference.

Camden B. (June 2020). Apprenticeship starts continue to plummet since lockdown, FE WEEK, edition 322.

This article sets out the decline in apprenticeship starts since lockdown. Total starts have halved from 50k to around 26k from 2018/19 with 2019/20. It notes also that the number of vacancies has declined also by around two thirds from around 36k to 11,760. Young apprenticeship starts have been hit the hardest. They down by two thirds from 7,360 to 2,020. The article also expresses concern of the economic outlook and impact of COVID-19.

Battiston A et al. (June 2020). Apprenticeships and social mobility, Social mobility commission.

This research looks at how apprenticeships improve the lives of disadvantaged young people. The broad conclusion is they are not having enough impact in this aim. Despite having a proven potential for some young people who achieve that. Since the levy, there has been a marked fall in the number of apprenticeships starts who are from disadvantaged backgrounds. Although starts for young people have declined no matter what the socio-economic background, it has been more so for this group. For example, over recent years, there has been a 36% decline in starts with young people from disadvantage backgrounds. This fall compares with a 23% decline for their more privileged counterparts. The report picks out that disadvantaged learners are more likely to receive less value and quality in their training. They are less likely to achieve their qualification and more likely to be on low-level qualifications. Also, they have fewer prospects for progressing to a higher level. The report found that an apprenticeship will give earnings boost. But disadvantaged young people need to break through unnecessary barriers to achieve this.

Knips A. (2020). 9 big questions education leaders should ask to address covid-19, Edutopia.
https://www.edutopia.org/article/9-big-questions-education-leaders-should-ask-address-covid-19
Looks at how the whole approach to education and getting back to school will change post COVID-19. Identifies a number of key areas such as curriculum, the summer slide (lost learning), professional development, techspertise; face-to-face v

online and the role and challenges, individualised learning and the implications of teaching from a distance.

Also – on the same site-

Rosenberg H. (June 2020). Finding Reputable Online Resources for Distance Learning- looks at how to best utilise the internet to get the best resources to support a teaching session.

Walton L. (June 2020). using morning messages to start the day in distance learning - morning messages - reinforcing and going over previous topics and skills - reaching those logging in from distance through google slides classroom

it can include quizzes or problems to solve - with different themes throughout the week - creating themes for specific days such as tell me about it Tuesday

Lahane S. (July 2020). Helping Students Process Their Feelings During Remote Learning

looks at to support children's emotional wellbeing - help them identify the feeling and what it feels like in their body; validate their feelings; provide accurate information in a way they can understand; offer reassurance by highlighting the good; maintain regular routines; a role model for healthy habits.

Maintaining education and skills training provision.

govermentpublicationsmaintainingFE provision

This document online sets out guidance for further education following a gradual loosening by the government of the lockdown rules. The guidance includes the first steps for a phased return to pre COVID-19 education delivery. This includes: prioritising learning for vulnerable learners. Offering some face-to-face contact to support remote learning. Offering some face-to-face meetings before the end of term. Additional guidance includes the maximum sizes of groups for face-to-face teaching. There is also specific guidance for SEND, those with EHC plans. The report acknowledges and has arranged for those without the capacity to learn online at home will receive support and resources to do so. Also, for those work-based learners/trainees reduced expectations for on the job training. However, providers need to show how they are supplying these skills in the absence of work placements.

Ofsted blog Paul Joyce. (July 2020). Online education in further education and skills: learning about what works.

https://educationinspection.blog.gov.uk/2020/07/15/online-education-in-further-education-and-skills-learning-about-what-works/

This blog focused on how well providers had been using online methods during the lockdown period. It was to 'understand how providers and learners were getting on with remote and online education'. Findings included that: learners missed the face-to-face contact of the classroom; Some pointed out the immediacy and convenience of online, reduced travel costs for example; in many cases staff maintained frequent contact; learners at lower levels engaged less well; learners preferred online lessons where they can interact with the teacher and each other; teachers do not always use online sessions effectively to check and develop learning; inspectors questioned whether logging onto a resource actually meant learners were engaged with the resource; there were successes but this depended how well prepared managers were for the change; there was varying confidence and competence in teachers' abilities to deliver online; The quality of the development of learners' practical skills

despite the ingenuity of teachers remains untested. Some providers sent resources such as practice heads to learners' homes for them to practise hairdressing for example; protocols were developed for safeguarding for different types of online learning; staff training was seen as an important component.