

Written evidence submitted by Pearson

Pearson schools survey:

C-19 contingency and continuity planning

Feedback from the **Pearson Pulse Survey** (200 teachers and 200 parents, split evenly

between primary and secondary education); **Pearson Research Community** discussion forum on COVID (of which over 100 teachers are giving daily feedback). The survey findings cover the **week of 23 to 27 March**.

Primary & secondary school parents (survey among parents with children at home)

- Most parents report that their school is doing its best right now to maintain the continuity of learning for their children.
- Parents report that the majority of offline and online resources they have received from their school is designed for students to complete independently or require their support to deliver. Top responses are as follows:
 - Primary school parents report that their school has provided Worksheets (67%), Activity Ideas (56%) and access to Online Interactive Resources (50%). Only a quarter report that their school has provided online lessons delivered by their child's teacher.
 - Secondary school parent report that their school has provided access to Interactive Online Resources (55%), Worksheets (51%) and Online Assessments (43%). 4 out of 10 parents report that their school is providing online lessons with their normal teacher and another fifth report that their school is providing online lessons for their child delivered by other teachers.
 - Of the above resources provided by schools, secondary school parents say worksheets are the most useful whereas primary school parents find the interactive online resources for their children the most useful.
 - In terms of support, primary and secondary school parents are seeking a broad range of assistance, but the need is greater among primary school parents.
 - Support in 'home schooling' their children (65% primary vs 23% secondary parents)
 - Support in making most of online lessons (65% primary vs 41% secondary parents)
 - Support with ideas on how their child can keep themselves occupied during the day (64% primary vs 31% secondary parents)
 - Support with taking care of mental health of their child (62% primary vs 36% secondary parents)
 - Support with ideas for safe social online activities their child can engage in (62% primary vs 32% secondary parents)
 - Among parents of children in Y11 and Y13 who were meant to be taking their exams, half said that they would accept the predicted grades provided by teachers and the other half said that they would get their child to retake the exam once schools opened, if they were not happy with their predicted grade.

Primary school teachers & secondary school teachers

- Most teachers are feeling stressed and anxious, particularly secondary school

teachers. 78% of primary school teachers and 88% of secondary school teachers report that they are finding it somewhat difficult to extremely difficult to manage their personal and work-life balance. Many say they are struggling to 'switch off'.

- Teachers are concerned about how to keep students engaged in learning remotely. They are also concerned about children without access to digital devices and those who do not have learning support at home (e.g. parents may not be in a position to support them) and are concerned some children will slip behind academically.
- Teachers report that there has not been sufficient direction or communication from DfE and are left confused and unclear as to what they should be doing with regard to the delivery of lessons and around exams. Many say they are simply recapping and are not introducing any new themes or content to their syllabus at the moment.
- Whilst two-thirds of teachers across both primary and secondary feel that their school is well set up to deal with online learning, relatively few have switched their entire timetable online. Only a quarter of primary schools and 37% of secondary schools have transitioned their full timetable online. Most schools have taken some or a small proportion of their timetable online and are blending learning with traditional sources like text books and posting hard copy study packs to student's homes.
- Two-thirds of teachers across both primary and secondary report to being confident about their ability to deliver classroom learning online. However, fewer feel they are able to offer their students a comparable experience online to what they would experience in the classroom (44% primary school teachers and 43% secondary school teachers say this).
- The main challenges teachers face with online lessons is around their ability to keep students' attention, mentioned by half of all teachers across primary and secondary, and having enough materials and resources suitable for being adapted for online delivery and consumption (mentioned by 4 in 10 teachers across primary and secondary).
- Among teachers feeling less confident about delivering learning online, for example delivering a class online via videoconferencing, online training and tips are welcome, particularly among older teachers who may be less comfortable/experienced with tech.
- There is some expectation among teachers that parents and students themselves should take a degree of responsibility for the learning. In the forum discussion, some teachers talk about "sharing the load" or that "the burden" shouldn't solely be placed on them to ensure that students are doing what they are supposed to be doing. Some teachers are feeling anxious that students, particularly older students, are treating the situation as a break/holiday.
- Discussion forum chats reveal that assessment marking is a major concern. Some feel the proposed DfE plan may not work and may benefit a certain set of students. Some teachers feel that resources have been thrown at core subjects like English and Maths whilst other subjects like MFL have been deprioritized.

Anecdotal feedback from schools

- A couple of schools are running live lessons on Teams. They are getting

between 40% and 60% login, these are focused on year 10, 1 lesson a day. They have issued school laptops to year 10, 11 and 12 if pupils they did not have them. 70% of their students do not have access to a dedicated computer at home but do have access to a phone so they want app based learning tools. The school is concerned that the most disadvantaged students are the ones that are not engaging in the live lessons and they are the ones the trust is set up to reach. They are concerned about a widening gap for the disadvantaged over this period. The focus is on year 10 & 11. 12 & 13 less so and the next priority is Year 7.

- The biggest challenge for one school (but will be the case with many schools) is keeping interest and momentum and finding different ways to support students while not face to face.
- One school expressed concern around safeguarding. School acknowledged that they will not be alone. Some of their learners are very vulnerable and that needs to be managed internally, they also don't get support from parents or are looking after siblings. The school has questioned whether it is fair to ask for all the units in the cohorts that are currently in lockdown due to demands on teachers and students and facilitating success. The school suggested that It is worth considering an exam window in November time for students that should have had the opportunity to resit / first sit exams, as January is going to be difficult as their students will be sitting other units during the same window.

Other ideas/thought for consideration:

- Targeted funding for print-based solutions for disadvantaged students or to be used in other environments during the summer period for “catch up”
- Targeted funding for disadvantaged students when schools do return
- Partnering with organisations to support delivering of learning through other media including television to create coherence and progression for students

Submitted to Robert Halfon MP, Chair, Education Select Committee and committee members

April 2020