

A report investigating the impact of
'Learning at Home' on Jersey pupils as a
result of COVID-19 school closures:
March to July 2020

September 2020

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1. Executive Summary

The Purpose of the Report

Education is the key to our children's futures, and to Jersey's economic growth and prosperity and our ability to compete in the global economy. As well as shaping success in adulthood, it is the path to good jobs and higher earning power for Jersey's young people. It is also necessary for our democracy to work, ensuring equal access for all. The COVID-19 pandemic has impacted on education in all Jersey schools.

The report focuses on the impact of the enforced move to learning at home following the school closures due to the COVID-19 pandemic, from March to June/July 2020. The report places at its heart those directly affected by COVID-19: children and young people, their parents and carers, and the professionals working in Jersey schools.

The report demonstrates the dynamic responses of schools to the challenges presented to them during the COVID-19 pandemic. Our schools stepped up to these many new challenges. Their operational models in this unprecedented situation had to be amended and developed as each phase of lockdown was implemented, often at very short notice. Blended and remote learning practices had to combine with the safe opening of schools for critical workers' children and some vulnerable groups. The priority of fully re-opening schools had to balance with limiting the spread of the coronavirus. Supporting pupil learning had to balance with well-being support for pupils, their families and carers, and for their teachers and support workers.

Schools are to be commended for their remarkable efforts in responding to an ever-changing health emergency between March and July. Keeping open in the holidays, at Easter and May half-term, are examples of the approach to put the Island's needs first. The parent/carer survey and pupil interviews highlight considerable appreciation and gratitude towards school teachers and leaders for their commitment and support during this challenging period.

Our Findings

The report highlights five key areas:

1. Specific groups of pupils were significantly impacted by school closures: those in receipt of Jersey Premium (JP), those with English as an additional language (EAL), and those with a special educational need or disability (SEN/D). The vast majority of pupils found the long period of working from home extremely challenging. Nonetheless, there were specific groups of pupils significantly impacted by school closures.
2. Many parents and carers found the pressures of balancing work commitments and supporting their child's learning challenging to manage.
3. Some children struggled to access fully online learning because of limited access to IT devices. The problem was a significant concern in schools with higher levels of Jersey Premium funding and English as an Additional Language. In the event of a future lockdown, sufficient resources need to be provided for pupils to access planned activities provided by schools online.

4. Secondary schools faced particular challenges because of the number of teachers usually working with multiple classes. The reopening of secondary schools was more affected by the scientific advice for maintaining social distancing, room sizes, group sizes, and restricting the numbers of pupils being taught in classrooms.

5. Schools addressed the challenges of providing online support to their pupils; however, there is still a need to provide more training for teachers. Also, 'blended learning' by schools (online and classroom learning) needs to be carefully considered so that the impact of disruptive schooling on different groups of pupils is minimised.

The report's conclusion recommends what needs to be done from Autumn 2020 by schools and CYPES in order to address the main concerns raised in this report.

2. Introduction

The report was written by the School Improvement and Advisory Service (SIAS). The SIAS team would like to express their gratitude and appreciation for the co-operation shown by school leaders, and for the contributions from Jersey's pupils, parents and carers.

As a result of the COVID-19 Pandemic, and emerging policy regarding its management, Jersey schools were closed to the majority of pupils between 21 March 2020 and 22 June 2020: a total of ten school weeks.

An exceptional amount of work went into the provision and support for pupils of all ages and key stages across the island during levels 4, 3 and 2 of the Safe Exit Framework in Jersey¹. The expertise, commitment, and flexibility demonstrated by schools, support agencies, and staff in adapting to this challenging and changeable situation were hugely impressive.

Following the graduated partial to full return to school of Jersey pupils in June and July 2020, SIAS has produced this report, which combines parental and pupil feedback with an analysis of the initial judgements of teachers and school leaders on the needs and experiences of their pupils during the pandemic.

A. Aims of the Report

- Identify any groups of pupils who experienced inequalities of access as a result of learning at home.
- Ensure that the impact of school closures on pupils' learning is collectively understood and addressed by all professionals working in education.
- Ensure that the understanding and best practice achieved by schools, from school closures and the organising of learning at home for Jersey pupils, are shared so that we can all learn should any further school closures occur.

B. Evidence Base

Parents in all maintained schools across the island were contacted by their child's school in early July 2020 and asked to complete a short online survey (available in English, Portuguese and Polish) to describe their experience, together with their child(ren), of learning at home during this period.

1, 911 responses were collected by 14 July.

Ten schools across the island hosted focus group discussions between 30 June and 7 July. External advisers from the SIAS interviewed groups of primary and secondary age pupils in receipt of Jersey Premium funding about their experiences while working at home. A total of 90 pupils contributed to these interviews.

Senior Advisers contacted all schools between 29 June and 7 July and held discussions with headteachers and other relevant senior leaders responsible for learning and teaching. The responses from senior school leaders were also taken as evidence.

C. Jersey Schools Included

The SIAS team spoke with leaders from all twenty-four maintained primary schools, the seven maintained secondary schools and the two special schools.

¹ <https://www.gov.je/Health/Coronavirus/SafeExitFramework/Pages/SafeExitFrameworkForIslanders>

D. May 2020 Report: A starting Position for the Summer Term

In mid-May 2020, SIAS circulated a report on the initial impact of school closures, for all pupils other than for critical workers' children and some vulnerable children, and the consequent implementation of 'learning at home' for the majority of pupils in Jersey between March and May 2020.² The report focused on each school's approach to learning at home, the expectations they had set and implemented to date, their staffing situation in terms of health, availability and deployment, and their main training and technical support needs.

Schools faced different challenges, often reflecting their staff's difficulties and family concerns, but the vast majority adapted their provision and practices so that pupils continued to be set work and supported with their learning during this time. The concerns and issues that were identified in the SIAS Report produced in May and prioritised in subsequent actions were the following:

- Staffing issues and vulnerable teams: due to illness, caring for dependents, being in or shielding vulnerable groups;
- Technical and physical resource needs: taking on a new learning platform such as Teams³ or Seesaw, books and computers to lend to pupils;
- Training needs: IT programmes to be learned by pupils, teachers and school leaders;
- Curriculum challenges: implementing home learning, especially in secondary schools where pupils had between 10 and 15 different teachers and subject areas.

² *'Analysis of delivery and initial impact of Learning at Home procedures in Jersey Schools'* CYPES May 2020.

³ Microsoft Teams – referred to as Teams throughout this report.

3. School Support for Specific Groups of Pupils

This section outlines the groups of pupils that were particularly impacted as a result of school closures and the adjustment to home learning. Also, it summarises how groups were categorised and charts the levels of school-based attendance, compared to learning at home, between early May and July for each group.

As a result of COVID19, research suggested that disadvantaged or vulnerable pupils were likely to have struggled more than their peers during this period. Each jurisdiction managed school closures and the support of learning at home differently. In May 2020, the SIAS report identified that every school in Jersey was setting work for pupils to complete at home. School leaders reported that they were monitoring the engagement levels of vulnerable learners carefully. Also, the report shared the concerns raised by schools about some groups of learners.

A. Pupil Groups

Many pupils, and the staff needed to look after them, remained in school throughout the closure.

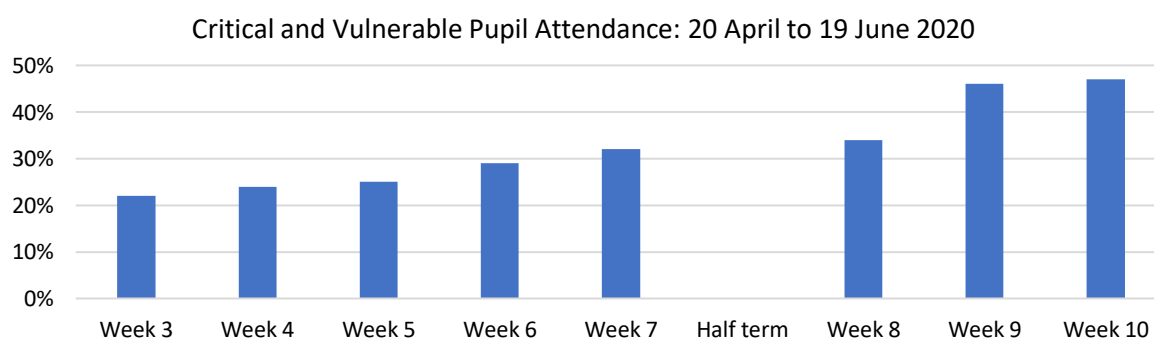
The first group identified and offered a place in school were the children of critical/essential⁴ workers. The second group was vulnerable children (having a social worker, being in receipt of a Record of Need (RON), or through the recommendation of relevant professionals). Also included in this group are Children Looked After (CLA). These pupils were offered, and their families were encouraged to accept, a place in school.

Further analysis was undertaken of pupils in receipt of Jersey Premium (JP), those with English as an additional language (EAL), and with a special educational need or disability (SEN/D).

The pupils of critical workers and vulnerable pupils were supported in school to complete the same work that their peers were undertaking at home; they were also supported in school with enrichment activities. Also, many of these pupils (and their teachers and key workers) continued to attend school during the Easter school holiday and during the May half-term break where they followed an activity and enrichment-based experience.

B. School Attendance

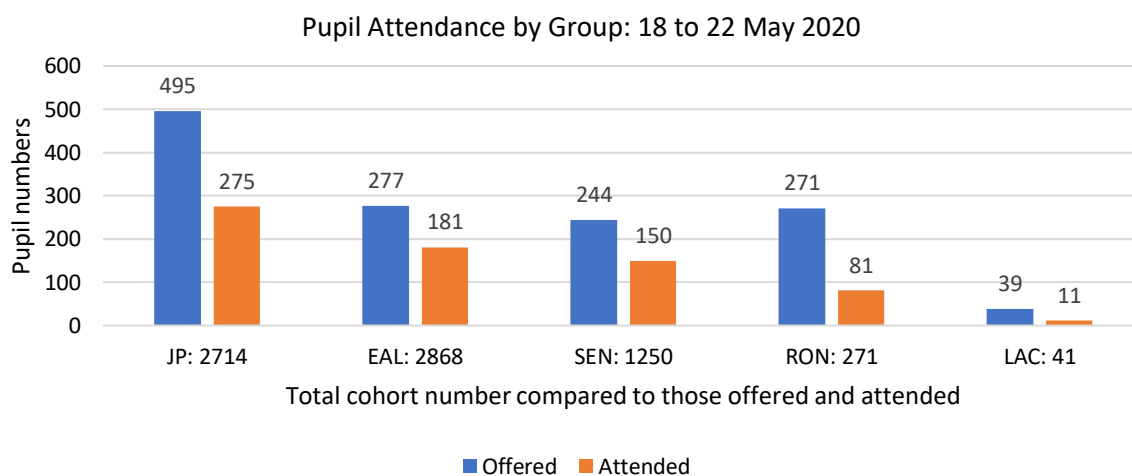
Special schools remained open throughout the COVID-19 crisis, with staff managing provision for their Special Educational Needs and Disabled (SEN/D) pupils through a combination of physical placements in school (full-time and part-time), targeted outreach work (where key workers and teachers took pupils out or visited them at home) and individually provisioned home learning, both online and using physical resources.



⁴ Referred to as 'critical' in the remainder of the report.

The school attendance of critical and vulnerable pupils increased over the ten weeks from 22% to 47%. Furthermore, more children were identified as eligible for a critical worker place. As the weeks passed, it appeared that parental confidence in sending their children to school increased. During half-term, the pupils of critical workers and vulnerable pupils were offered school places and continued to attend. Unfortunately, because of the data collection methodology applied during the holiday period, it is not possible to compare this attendance to other weeks.

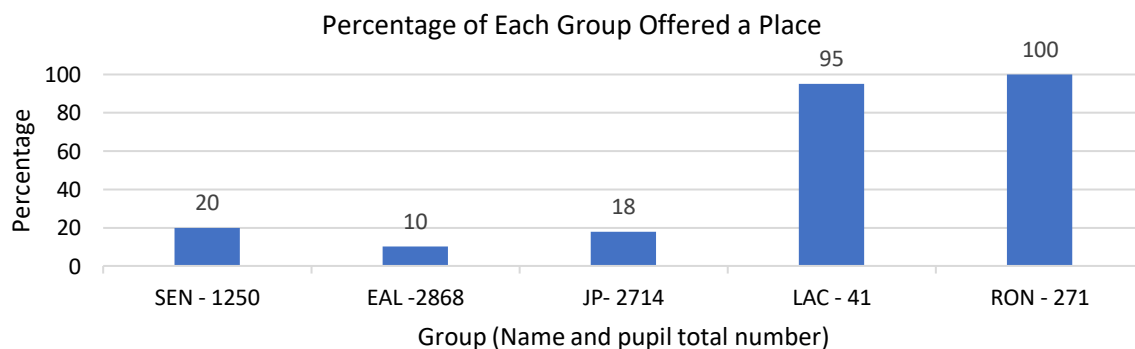
Between April and June, more children attended each week. Specifically, primary schools reached full capacity in the majority of schools.



Using the week 18-22 May as an example, it is possible to see some differences in the attendance of each group. Referenced below is the percentage of pupils of critical workers, and vulnerable pupils offered places from each group cohort total. The limits of school capacity meant that less than 20% of SEN/D, EAL, and JP categorised pupils were offered a school place.

Children for whom schools received additional JP funding and those children who receive SEN/D support were more frequently identified by the vulnerable process and were more likely to attend.

Children with a RON and looked after children were less likely to attend, possibly because their parents/carers were less likely to have requested a place due to critical worker status.



Summary of Section 3:

- Pupil attendance for school-based learning increased each week during the ten weeks of closure.
- Due to social distance guidelines, school capacity was limited. After the required places for pupils of critical workers and vulnerable pupils were allocated, there was the capacity to support between 10 and 20% of pupils in SEN/D, EAL, and JP groups with a school-based place.
- Overall, 60% of offers to children in JP, EAL, and SEN/D pupil groups were accepted.

4. Pupils Return to School

This section summarises the gradual return to full or partial school attendance for pupils in Jersey schools from mid-June 2020. Furthermore, the reasons why there were differences between the offer and experience of different groups of pupils are explored.

A. Primary schools

As Jersey entered Level 2 of the Safe Exit Strategy in early June, all pupils in Year 6 of primary school were offered full-time places in their schools. Year 6 was identified as a priority in terms of transition as these pupils would move from primary to secondary school in September. Return rates were high, with attendance across the island for the last ten days of June for Year 6 at 99%.

Between 22 and 29 June, all remaining primary school year groups were invited to return to school, with pupils operating in class ‘bubbles’ with no physical distancing required within each bubble.

B. Secondary Schools: Particular Challenges

Pupils in Years 10 and 12 were offered part-time attendance at their secondary schools in mid-June, with school variation for possible attendance depending on staffing and rooming capacity in each school. These year groups were selected to attend first, as both would be taking external examinations (GCSEs and A-levels or equivalent) in the next academic year. Secondary pupils in Years 7, 8, and 9 were also offered part-time attendance, with restricted timetables and days, from 29 June.

Due to the need for secondary pupils to be taught in different combinations of subject groups across a day by several different teachers, social distancing and ‘bubbles’ were complicated to arrange. Year group bubbles were identified, and teaching groups maintained a 1m social distance. Thus, class groups could only be between 10 and 15 pupils depending on room size, and for many settings, it was not possible to offer catering or breakout spaces beyond formal classrooms. Initially, schools prioritised their exam groups for contact time with staff. Next, they moved to ensure that every year group experienced at least 2-3 days in school before the end of the term. For several schools, this was challenging, mainly where year group numbers were high.

Attendance	N	R	1	2	3	4	5	6	7	8	9	10	12
Monday 29 June	81%	90%	87%	96%	96%	95%	95%	95%	52%	33%	53%	56%	40%
6 -10 July 2020	94%	97%	95%	96%	95%	96%	95%	96%	54%	49%	42%	53%	40%

Formally supported Learning at Home for whole groups ended at this point as teachers were working full-time with classes in school.

Summary of Section 4:

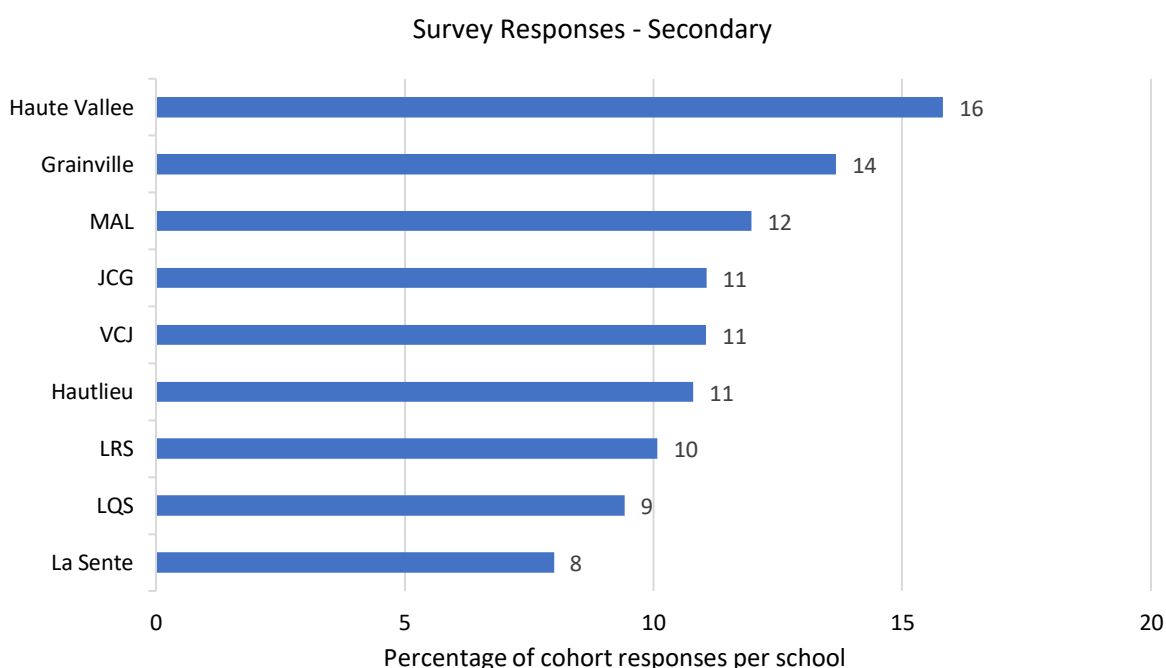
- The majority of primary school pupils experienced three or four weeks of full attendance in late June and July 2020.
- Secondary schools faced a unique set of challenges: unable to move pupils around the school because of the scientific advice, maintaining social distancing, limited capacity, limiting groups between 10 and 15 pupils, and a lack of breakout spaces.
- Secondary pupils in Years 10 and 12 experienced 2-3 days a week for three or four weeks.
- Secondary pupils in Years 7, 8, and 9 experienced between 1 and 3 days a week for three weeks.

5. Parental and Carer Responses about Learning at Home

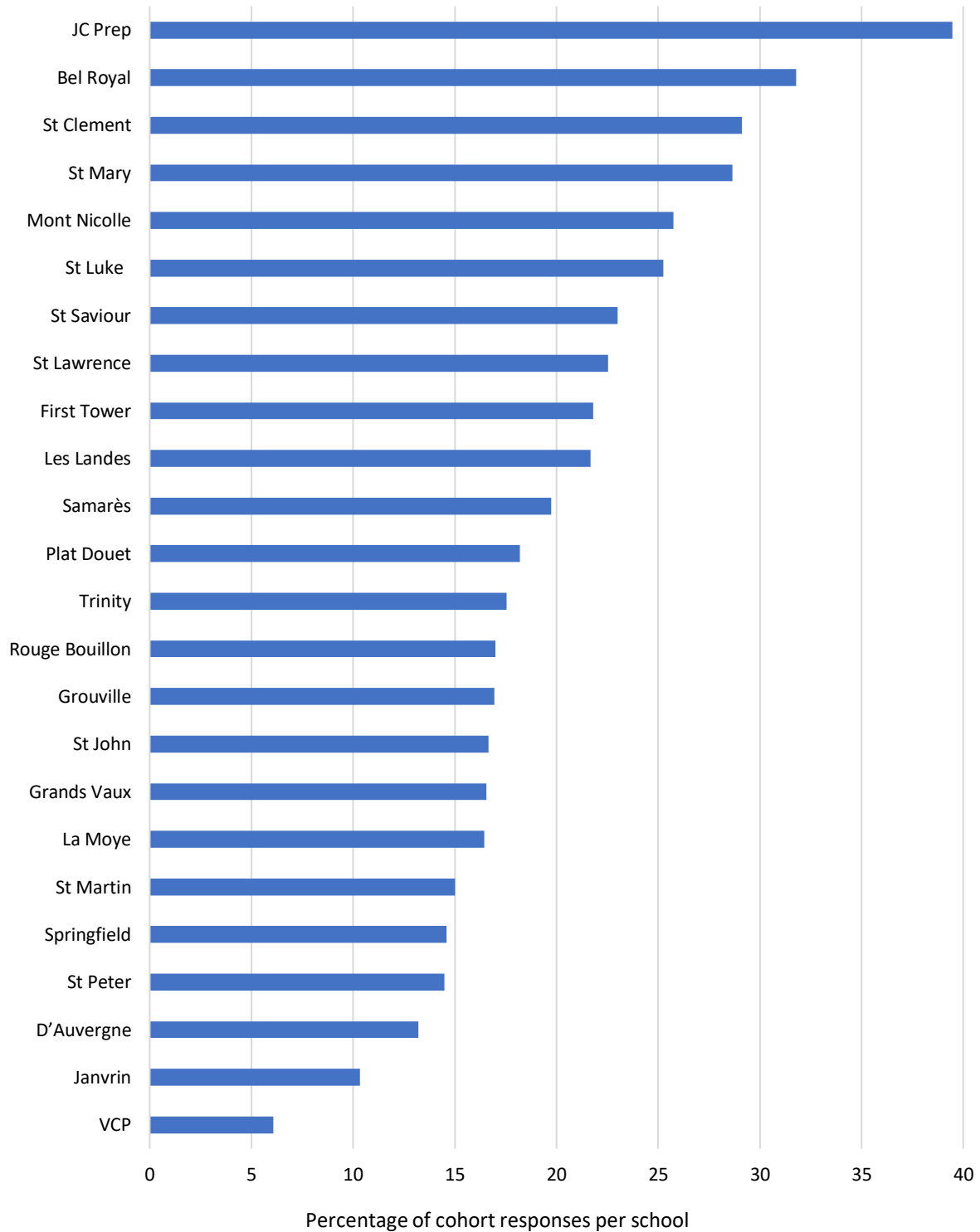
This section summarises the interviews gathered from parents and carers in the July 2020 home learning survey. The conclusions reached, however, are tentative because of the variation in the number of responses from different schools; and the difference in the number of responses from primary and secondary parents and carers.

The parents and carers of 1,911 pupils completed the online survey. The headline figures are as follows:

- 68% of responses are from parents of primary age pupils
- 31% of responses are from parents of secondary age pupils
- 1% of responses are from parents with children in a special school
- 6% to 39% is the range of response engagement for different schools
- 11% for secondary and 20% for primary are the average response rates
- 35% of all responses were from families in the eleven schools where at least 30% of pupils receive Jersey Premium (JP) and have English as an additional language (EAL)
- 36% of all responses were from families in the twelve schools where less than 16% of pupils match the EAL and JP groups.



Survey Responses - Primary



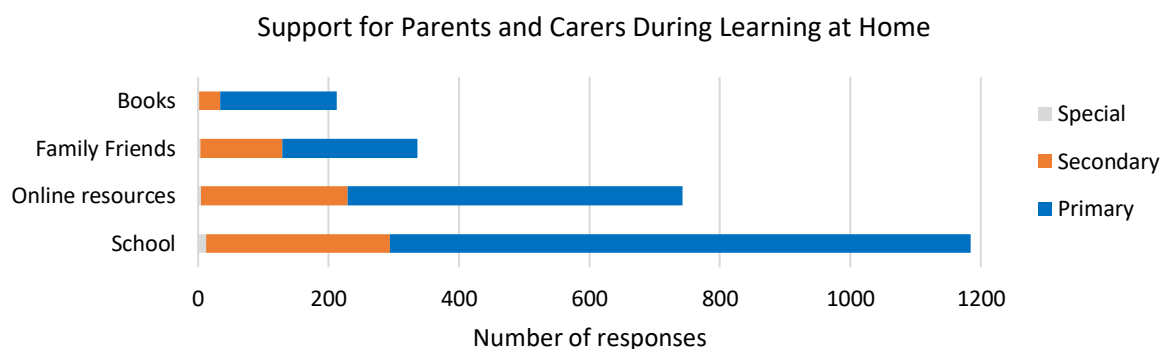
A small number of parents (less than 1% of the total) with children in non-maintained fee paying schools also completed the survey. Their answers are included within the overall data analysis.

A. Parental and Carer Feedback

1. What were the most significant supports and challenges for parents and carers during learning at home?

A. Support

The most significant support in all school phases was from the pupil's school and teachers.



Examples of some pupil and parental comments about support include:

- *I got all the work I needed, and the teachers always replied to me quickly if I needed to ask something.*
- *The teachers were always available to help out if I/or the children were struggling to understand what they had to do.*
- *Weekly feedback was great to receive, to reassure us that the work was being completed correctly and to maintain contact with the school.*
- *Clear explanations, stimulating materials, and constant encouragement from the teacher via pre-recorded video/voice messages.*

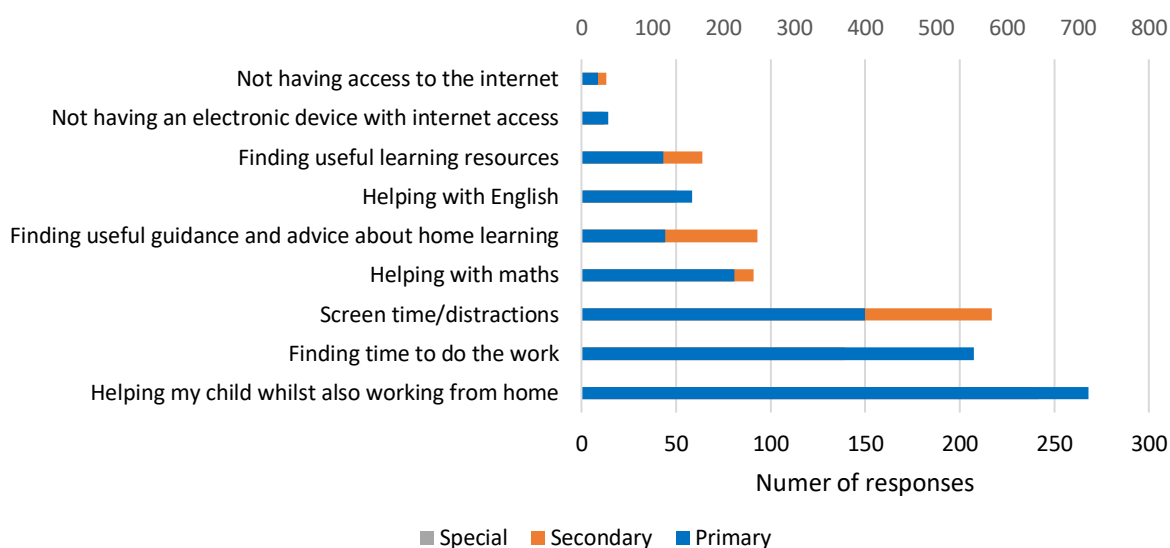
Nevertheless, the unique circumstances faced by schools, parents, carers, and pupils meant that there were also several challenges and frustrations. In particular, the comments that both parents and pupils made in this area reflected a wide variety of frustrations with the circumstances they found themselves in during the COVID-19 'lockdown'.

B. Challenges

The greatest challenge faced by families supporting learning at home was balancing working from home with working with their child. Based on the survey, 50% of parent and carer responses mentioned this issue.

Parents and carers also identified finding enough time to support their child as an issue, mainly where they had more than one child or where age differences between their children were significant. In this case, older siblings were sometimes cited as a source of support for younger children. The other significant area was the challenge of distractions, whether that came from online games and entertainment or siblings and pets.

Challenges for Parents and Carers During Learning at Home



Examples of some pupil and parental comments about challenges include:

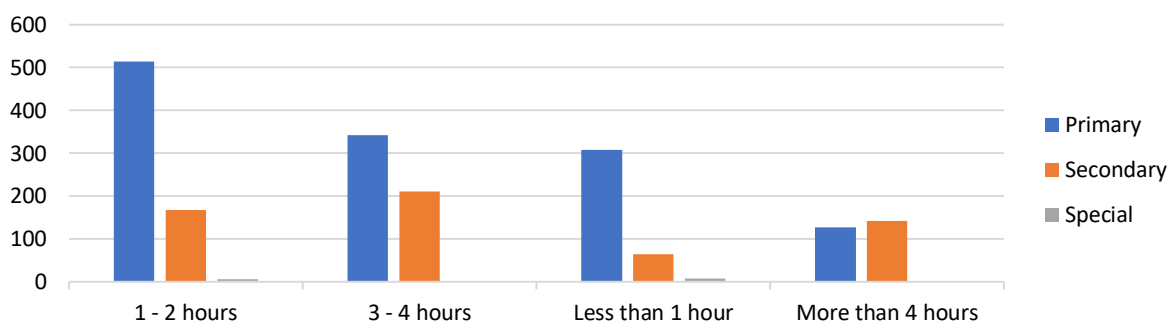
- *Working away from home myself and so being unsure if they were completing everything, however I had faith in the school advising me of any problems if they occurred.*
- *Didn't have a laptop and shared mine at first but school lent us one.*
- *Sharing laptop time with older sibling.*
- *The monotony of working all day in the same surroundings without friends / teachers.*
- *Finding time with working and helping my child do school work they did not understand.*
- *With 4 of us working from home, the internet could not cope, especially when there were scheduled lessons. Family also had to share device to access and complete the home learning tasks. Getting hold of, and the expense of, resources during a pandemic such as printer ink, paper, books.*
- *Keeping my child motivated and engaged. When stuck with work he disengaged and wouldn't talk to teachers.*
- *Constant questions which disrupted my work and keeping them engaged in the timetable.*

2. Did students have access to an electronic device for learning, and how much online and offline learning did they do?

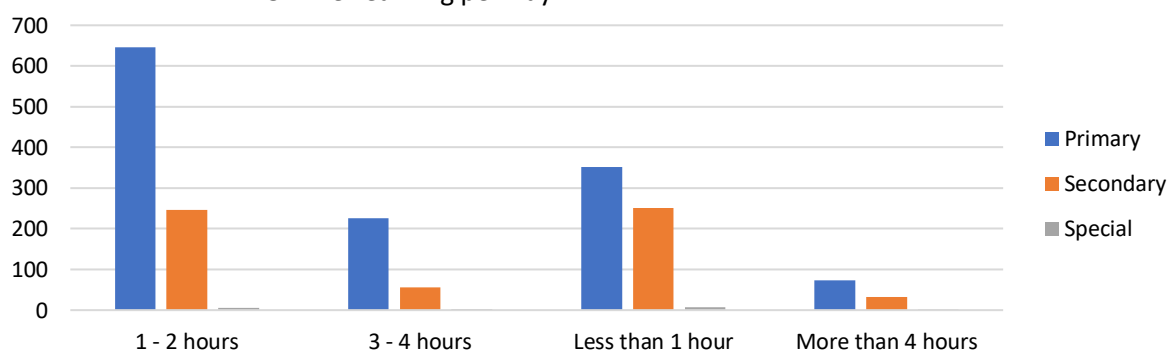
Around 98% of pupils were reported to have access to an electronic device, and 40% reported that the device had to be shared with parents and siblings. The figure rose to 47% of students sharing a device in schools with high proportions of pupils with EAL and JP funding.

The majority of pupils accessed their work through IT platforms and completed tasks through a combination of online and offline/off-screen study, depending on their age and stage, and the nature of the work set.

Online Learning per Day



Offline Learning per Day



3. How did parents and carers find the work set for their children, the instructions for each task, and how helpful teacher feedback?

Feedback on the type of learning and feedback given to pupils was broadly positive, with some differences between school phases and type. Most responses show that activities were at an accessible level, were clear and understood by the learner, and that teacher feedback gave pupils an understanding of how they were getting on and encouraged them to keep trying.

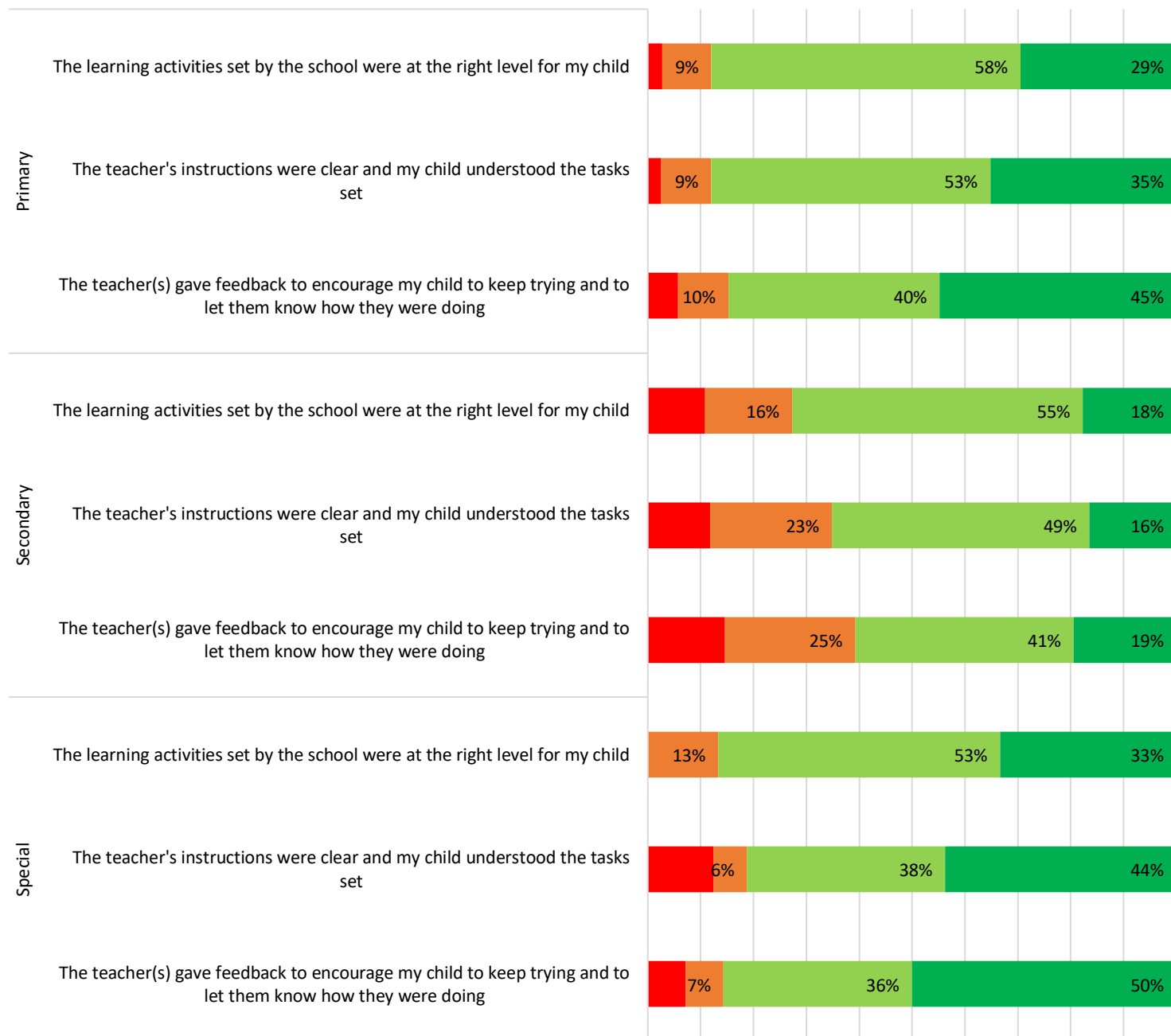
The responses were as follows:

- 87% of primary and 73% of secondary responses report activities set at 'the right level' for pupils
- 88% of primary and 65% of secondary responses report instructions to have been clear
- 85% of primary and 60% of secondary responses report that feedback from teachers encouraged learners to keep trying and to know how well they were doing.

The chart that follows shows the responses for 24 primary schools, 7 secondary schools as well as for the two special schools. Parents and carers were asked to strongly agree, agree, disagree or strongly disagree with the statements about the support for learning:

- The learning activities set by the school were at the right level for my child
- The teachers instructions were clear and my child understood the tasks set
- The teacher(s) gave feedback to encourage my child to keep trying and to let them know how they were doing

Parents and Carers Responses to School Support with Learning



■ Strongly Disagree
 ■ Disagree
 ■ Agree
 ■ Strongly Agree

4. How did schools communicate with pupils and parents/carers, and how frequently?

The most common form of communication for both primary and secondary schools was to set work online through their chosen platform, with the majority (66% primary and 48% secondary) setting work every day. Email was the second most common form of communication, with more than 50% of pupils having weekly, part weekly, or daily contact.

Live lessons and online meetings were offered in a minority of cases.

Pre-recorded video instruction was more common in primary than secondary schools.

Type and Frequency of Home/School Contact



Regular telephone support was offered in nearly 50% of primary schools and just under 30% of secondary schools. Feedback from school leaders suggests that 1:1 telephone contact from class teachers was time-intensive and often focused on wellbeing and isolation issues. Where the school's learning platform operated effectively in setting work and offering feedback, regular telephone communication to support learning was not needed.

The survey responses showed the following:

14% of primary and 29% of secondary responses report pupils having access to live online lessons. 14% of primary and 21% of secondary responses report pupils having access to live online chat, or meetings.

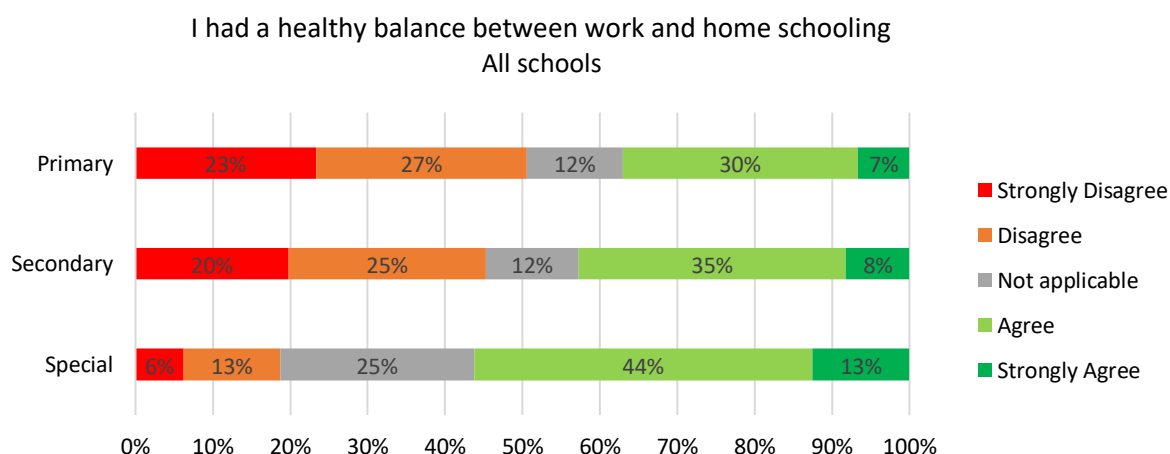
There is scope to increase the use of live chat and meetings online. Small parent and pupil groups using Teams or Google is useful in allowing parents to communicate collaboratively and so feel less isolated, and for teachers to focus feedback on pupil misconceptions and common issues rather than repeating similar messages to each pupil and their family. 1:1 communication can then focus on specific requests.

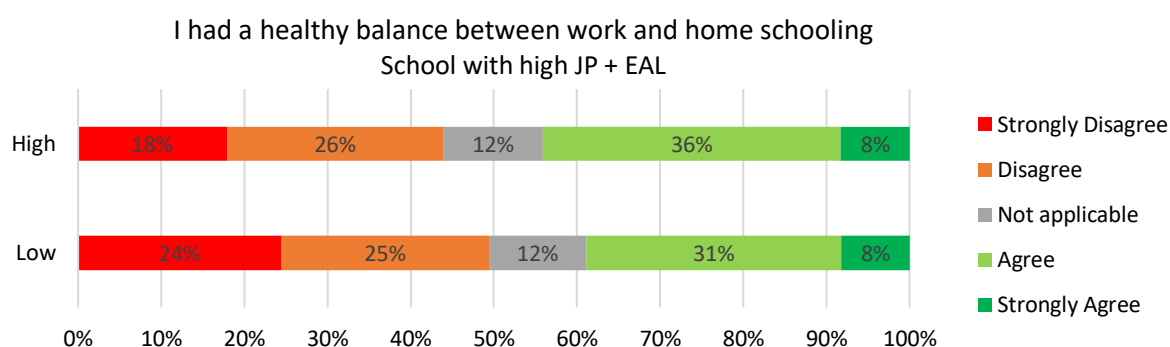
The following are a sample of comments from parents and carers:

- *Seesaw App was a brilliant resource for us to use. We could pick and choose what to work on, depending on my child's frame of mind that day. **Constant praise and feedback** from the teacher via the App made a huge difference as my daughter missed her so much. Lots of variety in activities being offered.*
- *Logging in daily to listen to the **teacher's morning message** and the set tasks via Seesaw worked well as did **class meetings online** for mental maths and catching up with friends. Quick feedback on the tasks completed and encouragement both helped.*
- *The **teacher interactions and daily messages**, videos, google meets, work set, wellbeing activities worked well. The teacher thought of fun videos and guessing games for the pupils.*
- *The **Google Classroom updates were good**, regular, and transparent for our daughter. The chat for the class was good, and the **online meetings** where they took turns to read a book was good for them too.*
- *Although infrequent, it was good when **teachers acknowledged and commented** on my son's work as it gave him a boost of confidence.*
- *Excellent **support and encouragement** from teachers, helping to maintain **high motivation**.*
- *Regular contact with a tutor to check-in and **regular feedback from most** teachers.*

5. Were parents and carers able to find a healthy balance between working from home and supporting their child with their home learning?

In primary and secondary schools, 49% of parents reported that they were not able to find a healthy balance when working from home and supporting their child(ren) with home learning. Families from schools with higher levels of EAL and JP reported a slightly lower level, with 44% not able to find a healthy balance. Also, 12% of families identified this was not applicable to them. Their comments suggested that they had at least one adult at home who did not need to work from home as a result of lockdown.





6. Did parents and carers feel their children needed any more support after returning to school?

The following summarises how parents and carers felt about school support:

- 68% reported that their child had returned to school smoothly and did not require further support
- 28% reported that they are unsure or have a moderate concern about additional support needed
- 4% report a more significant concern.

The main subject areas identified by parents, for pupil support on return to school were core teaching in mathematics and reading and early literacy skills for younger pupils. In both these areas, parents expressed anxiety that they had not had sufficient expertise to support learning well and can be summarised as follows:

- 10% of concerns were about maths and 4% about literacy
- 10% of concerns did not raise a specific concern area, but would welcome a conversation with school; many of this group mentioned a lack of feedback as a contributory factor to their uncertainty
- 4% of responses were about school transition. Included in this response is early years transition into Reception and Year 1 class, Year 6 pupils moving to secondary school and Year 11 pupils moving into sixth form
- 4% of responses asking for support were around wellbeing and managing anxiety
- 14% of secondary parents who reported a need for further support, used this section to raise the number of days of face to face schooling their son/daughter was offered in June/July as an issue.

Some pupils had felt isolated during the lockdown, and their parents expressed concern about their ability to reintegrate with their social groups. This group expressed the need for ongoing emotional support. In contrast, other parents did not identify any further support being needed as their child was ready to move back to formal study without any further wellbeing interventions.

A minority of families who are still shielding or had chosen not to return their children to school at this stage were concerned about how their children might be supported at home in the longer term.

Summary of Section 5:

- The greatest challenge of home learning was balancing parental work with supporting pupil learning and looking after younger siblings.
- The most significant supports for home learning were schools and teachers.
- A significant majority of responses, 86% in primary and 66% in secondary schools reported that learning activities were appropriate and clear, and that feedback was encouraging.
- The majority of primary pupils spent between one and four hours a day completing online and offline work; younger pupils did more offline activities; the majority of secondary pupils did their work online and completed between one and four hours a day.
- 98% of pupils received their learning instructions via online platforms such as Seesaw, Google, or Microsoft Teams.
- Most families had access to a laptop or tablet, but 40% of pupils had to share with parents and siblings. Sharing devices rose to 47% of pupils in schools with high proportions of EAL and JP funding.
- Only 37% of primary and 42% of secondary parents were able to find a healthy balance between work and supporting their child with home learning.
- 32% of responses reported that their child might need more support after they returned to school.

6. Pupil Survey Responses

This section provides summaries of the survey information on what went well and what did not go well during home learning, as well as what pupils might like to change in their school after experiencing home learning. The online parent and carer questionnaire provided pupils with the opportunity to offer their views about learning at home.

Parents were asked to offer their children the chance to contribute their views to the survey, either directly or with their parent's assistance. The pupils were asked to respond to three questions from the survey, although it is essential to state that they may have had help from their parents or carers in completing their responses.

Based on the free text responses in this section, the most notable point to make is the wide variety of experiences that are reported. There are few areas where there is significant cohesion of response. This summary of the responses therefore concentrates on any comment that was common to at least 10% of respondents. Smaller groupings are included in each section, but answers identified as being relevant to less than 5% should be treated with caution.

1. What went well during home learning?

75% of pupils from the 1911 responses contributed to this section.

15% of responses focused on pupils enjoying time at home and spending time with family. Several responses identified the help that pupils got from older siblings and parents as a positive while 4% of parents specifically identified the enjoyment they experienced getting more involved in their child's learning.

A typical positive was the impact of online learning and the effectiveness of the various online platforms that schools had used. Google and Seesaw were particularly mentioned, with 17% of responses identifying IT for learning as a positive.

10% of responses revealed that pupils liked the flexibility of working at their own pace, and enjoyed selecting the order that they worked in, and even how they completed work, independently. Several of these responses talked about the positive effect of this flexibility on pupil motivation.

4% of pupils identified working without distractions as something that went well, although others identified the difficulties of home-based distractions such as siblings or pets.

34% of responses, by far the most frequent answer, identified the support they got from their teacher(s) as something that went well.

Other areas that came up were enjoyment of outdoor learning and 'fun' activities.

2. What did not go so well during home learning?

83% of the 1911 responses contributed to this section.

The most common response (13%) about what did not go well for pupils during home learning was not being able to ask for help, or not getting help when they needed it.

Keeping motivated, especially when contact with the school was limited, was an issue for 10%. Many parents reported it was difficult to keep children focused when they had to juggle their work too.

Social isolation and mental health/anxiety issues were raised directly in a further 10% of replies. Some of these focussed on the frustrations of lockdown and how some children struggled with the lack of social interactions and free time. Others identified anxieties caused by falling behind with set work.

Problems with IT, such as uploading work with poor broadband and issues with screen time/repetitive presentation methods, were identified in 8% of replies, and some parents linked too much screen time with behavioural issues or mental health issues for their children.

Distractions at home were identified in 7% of responses.

Having too much work to complete or feeling overwhelmed by the work set was identified in 5% of responses.

3. Would you change anything about normal school after this experience?

75% of the 1911 responses contributed to this section.

The vast majority of responses just wanted the school to return to normal, and some parents and pupils used this section to mention their appreciation of the job that teachers do, and their gratitude to all who work in schools.

Specific suggestions were broad and varied enormously from entry to entry, and therefore it is not easy to form any firm conclusions based on the data. The limited number of common areas that were identified are as follows.

- Staggered starts and drop-offs to ease congestion, and later starts for teens. Popular in 6% of comments.
- 13% of replies asked that schools use IT more for homework in normal school times and that they develop this further in the event of further school closures.
- 2% asked for more outdoor learning.
- 3% asked for more communication between home and school.
- A small number of respondents asked for more homework, and an equal number asked for less.

Summary of Section 6:

Areas identified by at least 10% of respondents (parents on behalf of pupils or pupils themselves):

What went well during learning from home?

- Support from teachers
- Spending more time at home
- Flexibility to work at your own pace, and follow your own direction.

What went less well?

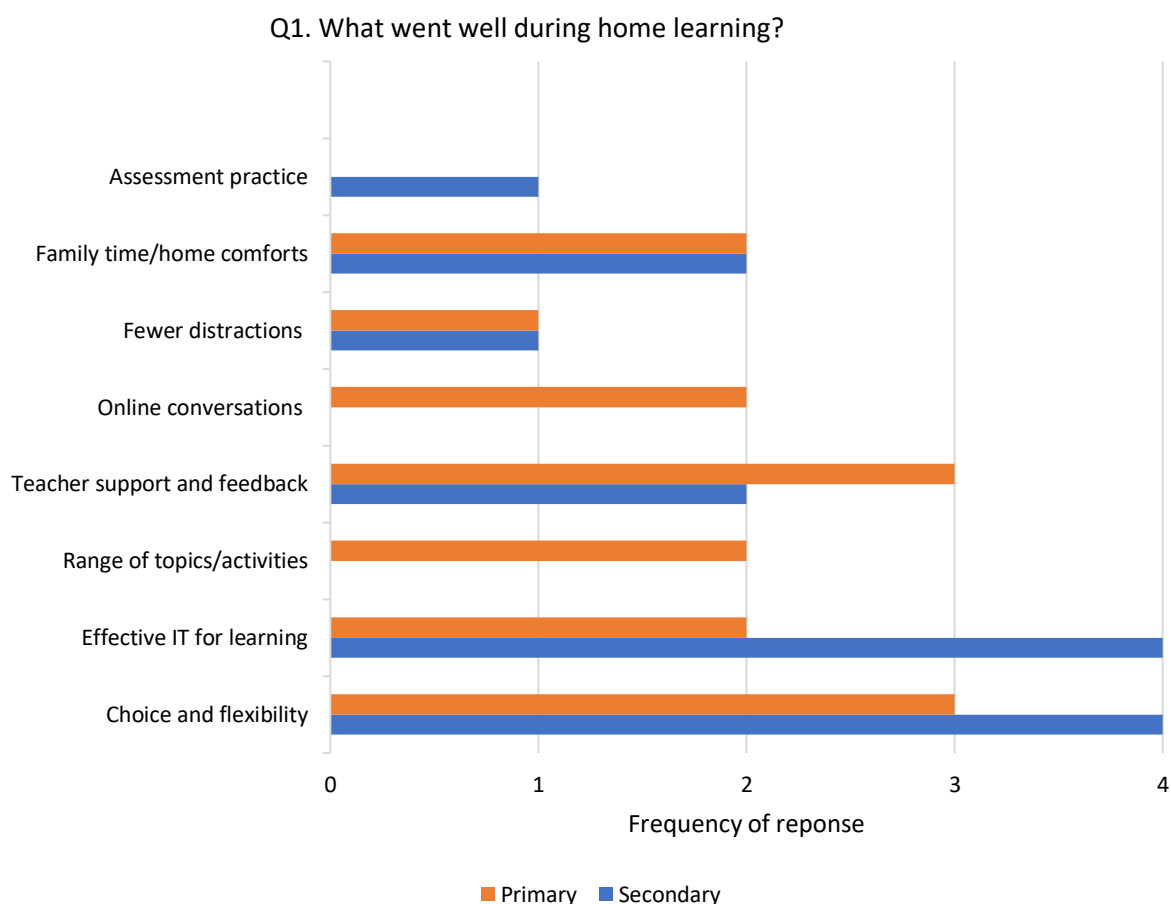
- Not getting help in the moment that it was needed
- Motivation and social isolation.

What would pupils change about school now they are back?

- More use of ICT for homework and learning in school.

7. Pupil Focus Group Responses

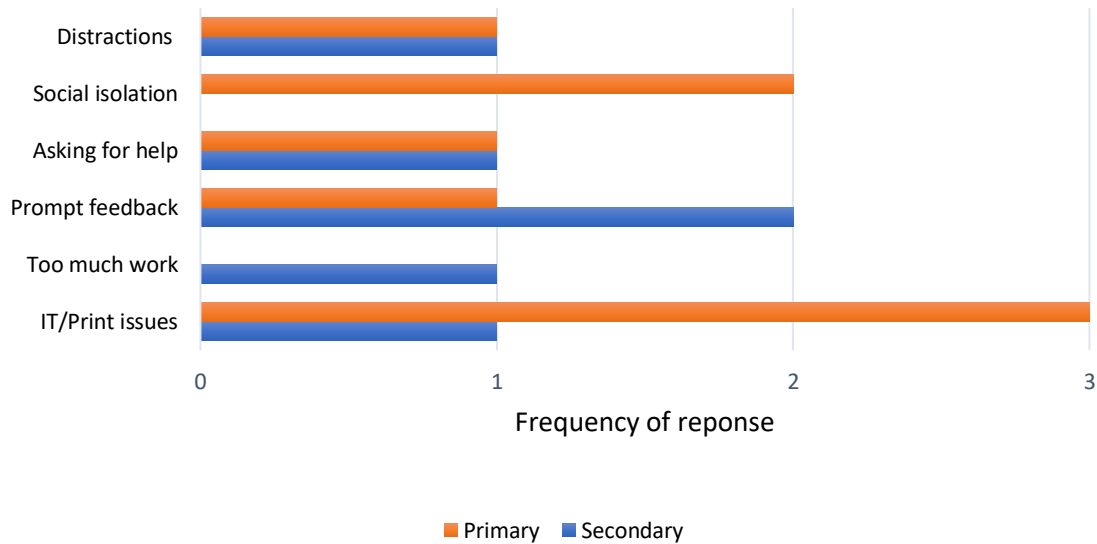
In July 2020, members of the SIAS team visited several Jersey primary and secondary schools to interview pupils about their experiences of learning at home. This section provides important additional information to the previous section and offers invaluable insight into the lives of Jersey children during school closures.



Primary school pupils were positive about the choices and flexibility offered by home learning. They liked the range of topics and subjects set and enjoyed being able to work at their own pace. They were positive about using IT when it worked well and valued the support provided by teachers and key workers. They enjoyed talking to friends online, sometimes about their learning, and felt they benefited from fewer distractions and more family time.

Secondary school pupils were also positive about the flexibility of online platforms that allowed them to arrange their learning more independently. Examples given were later starts, the ability to go ‘further and faster’ with some subjects and, with no set periods, the ability to make their own decisions about the schedule. They commented on the effective use of live text, video, and chat sessions, which ensured timely feedback from teachers and said that pre-recorded video lessons/explanations were helpful. They liked tools that saved work automatically and allowed for excellent communication with the teacher. Some found that working at home improved their ability to focus due to fewer distractions and comfortable surroundings.

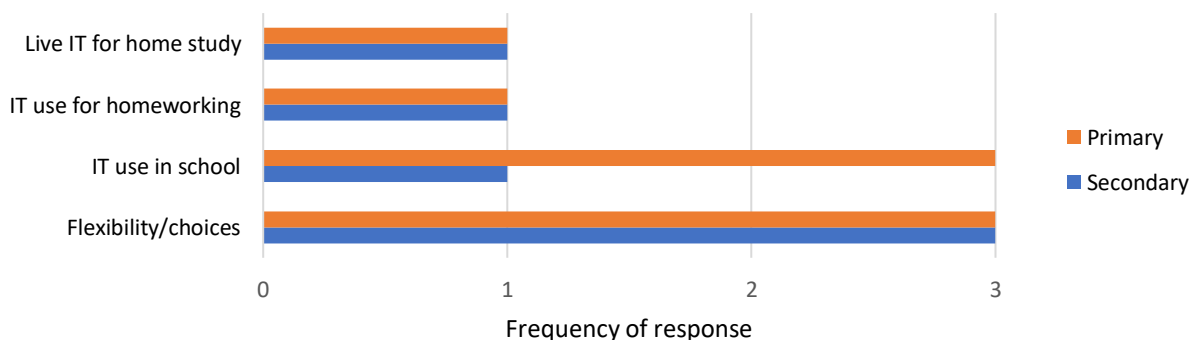
Q2. What didn't go well during home learning?



Primary pupils identified particular issues with IT, including accessing the platforms, poor internet connections, and having to share devices with parents or siblings. Some were also unable to print work that was sent home. They found receiving feedback from teachers at the end of the day more complicated; for instance, when they were ‘stuck,’ they had no one to help them. Some pupils found it difficult to ask parents who were also working or were unsure of how to help. They said that they missed both school and their friends, and some reported being distracted by siblings and pets.

Secondary pupils also identified difficulties with IT and being unable to print work. They felt they were set work that took longer than teachers thought it would, and, sometimes, there was too much work set. This varied for each subject. They found that online working led to too much screen time and preferred the school environment for learning. Many would have liked to have been able to use live video links to ask questions and talk to classmates. They reported being distracted by siblings or games such as PS4 and said it was difficult to achieve well in some ‘harder’ subjects such as mathematics and science. They were concerned that some of the work completed at home would be automatically repeated at school. They felt this lowered the value of the effort they put in at home.

Q3. What would you change moving forward?



Primary pupils reported that they would like more access to laptops and tablets in school, and more flexibility with their learning, for instance, more choice about time spent on tasks and breaks. They could see the value of a learning partner to work with, and some suggested that the school dress code be changed to non-uniform. If schools have to close again, these pupils would like a better system for communicating with teachers.

Secondary pupils reflected that they would like more choice and freedom regarding their time-management of different subjects in the future, with more opportunities for live text and video chat systems when studying at home. They would like more choice regarding the presentation of assignments as either on paper or online, and they would like to use online platforms for homework more moving forward.

Summary of Section 7:

What went well during learning from home?

- Online learning platforms, particularly Seesaw, Google Classroom and Teams, when they were working well, were effective for receiving and handing in work.
- The flexibility and choice regarding the way work was done, the order and sometimes the tasks.
- Having more time at home and with family.

What went less well?

- IT problems with broadband, logging in and uploading work and when the online platforms did not work.
- Access to help was not always available when it was needed at the moment. It was difficult waiting until the end of the day to hear from teachers or trying to ask parents or siblings for help, especially if they were working too.
- Some pupils felt socially isolated.
- Some experienced anxiety about the virus and some felt overwhelmed by the work set.

What would pupils change about school now they are back?

- More flexible and extended use of ICT to support their learning, in class, and at home.
- More flexibility and guidance about how they approach independent studying, being able to work at their own pace, and chose the order in which they do learning activities.

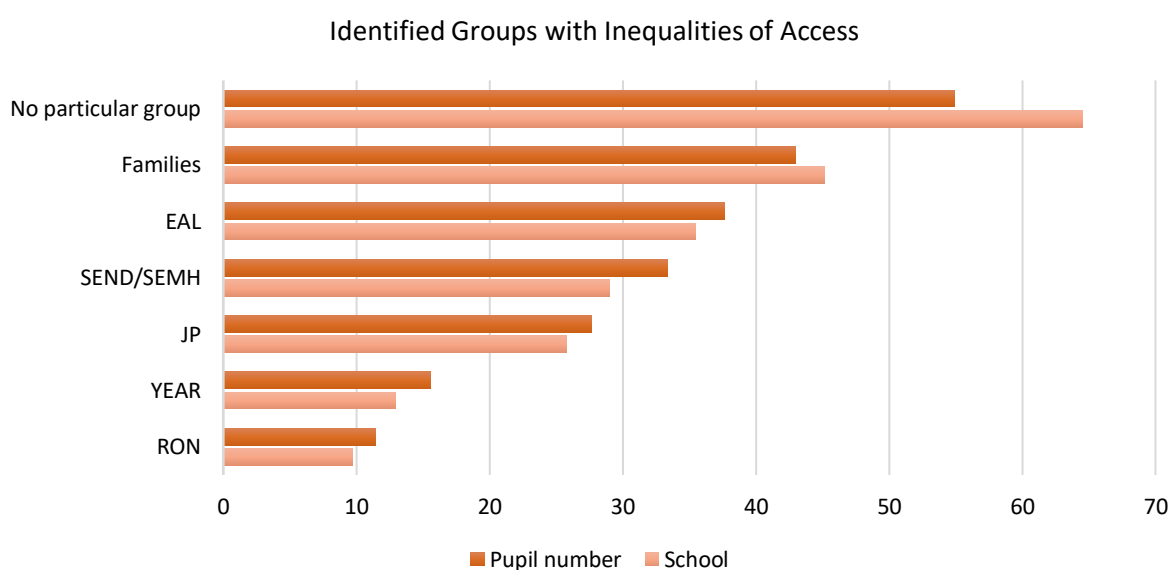
8. School Leaders Views about the Inequality of Access for some Pupil Groups

This section summarises the responses to the focused interviews that were held by Senior Advisers from SIAS with school leaders in July. As a result, the crucial perceptions made by school leaders of the identification of groups of pupils experiencing inequality of access to learning during this period of home learning is explored.

Assessing the impact of the work that pupils completed at home, evaluating their understanding and knowledge of curriculum requirements compared to their expected levels of attainment, will be undertaken in the Autumn term and throughout the next academic year by schools.

Nevertheless, an analysis of professional views across Jersey schools at the end of this extraordinary academic year provides a useful tool with which to start the discussions about how best to support pupils and, in particular, those who have been affected most when they return in September. This information could also be used in the planning for any further school closures.

When Senior Advisers spoke to school leaders, pupils had experienced a range of school-based learning of between three weeks and two or three days, depending on their age and school situation⁵. Many schools, especially primary schools, identified pupils as having experienced inequality of access through an analysis of pupil levels of engagement and submission of work based on feedback from families and teachers. Several schools carefully assessed pupils completing their learning at home, and where this was the case the teacher recorded judgements on this submitted work, contributed to their identification of any inequalities of access.



For the majority of schools (65% of schools covering 55% of learners), no one group was identified as being more vulnerable than another. In these schools, it was the case that between one and three pupils in each class had proven to be vulnerable but did not contribute to a cross-school pattern.

The most common variable that contributed to pupils being identified as vulnerable (45% of schools covering 43% of learners) was families and parents finding home learning difficult. The common reason given was the need for parents to continue working at home themselves, or to the difficulties of supporting several children, particularly if young or with special needs, or due to parent's ill health

⁵ See attendance summary on pages 7-8.

or personal vulnerabilities. The concerns match what parents themselves raised, with between 44% and 49% reporting this as an issue during home learning.

According to school leaders, the main difficulties being faced by children were from families who felt isolated, under economic work pressures, had none or limited access to a computer and, consequently, had difficulties with learning at home.

A. Pupil Groups identified as having Inequalities of Access

The most significant educational group identified as experiencing inequalities of access and attainment during learning at home was pupils with English as an additional language (EAL). In Jersey, there is a link between EAL and JP, with the vast majority of EAL pupils in receipt of additional JP funding.

The first most significant group, as identified by school leaders of 35% of schools (covering 38% of pupils), was EAL, a group, they believe, who would require further interventions and support. The reasons for this were often to do with the difficulties of translation of instructions, or general understanding of work set due to a language barrier. Many pupils with EAL would usually have some access to an EAL teaching assistant or, in some cases, specific 1:1 EAL support to develop language skills, but this was more difficult to achieve during the lockdown.

The second significant group identified by school leaders was pupils in receipt of Jersey Premium funding (JP). We already know that an average pupil in receipt of Jersey Premium is likely to be behind, or have a 'gap' when compared with their peers. The impact of school closures has only served to widen the differences. The needs of this group were also significantly linked to technical IT access and universal and equitable access to learning resources such as books, writing equipment, or printers. Schools were able to offer families improved wi-fi access through the voucher scheme, and a significant number of devices were bought for, or donated to, schools to be lent to pupils.

The third significant educational group identified as experiencing inequalities of access and attainment were pupils with a specific educational need or disability (SEN/D), including social, emotional, mental health needs (SEMH). 29% of schools, covering 33% of pupils identified these groups as vulnerable. The experience was not consistent, and it should be noted that for some pupils, particularly some with a communication spectrum diagnosis (CSD) or school-based anxiety, being at home in a controlled and familiar environment had a positive impact. However, for many pupils with SEN/D, the lack of small group and 1:1 support, that they would ordinarily receive in a classroom environment, had a negative impact. Where schools were able to facilitate online 1:1 or small group online interventions, through video or live meetings, difficulties appear to have been alleviated, but for many pupils, this did not prove possible.

Summary of Section 8:

The most common variable that contributed to pupils being identified with inequalities of access or attainment was families and parents finding home learning difficult for various reasons.

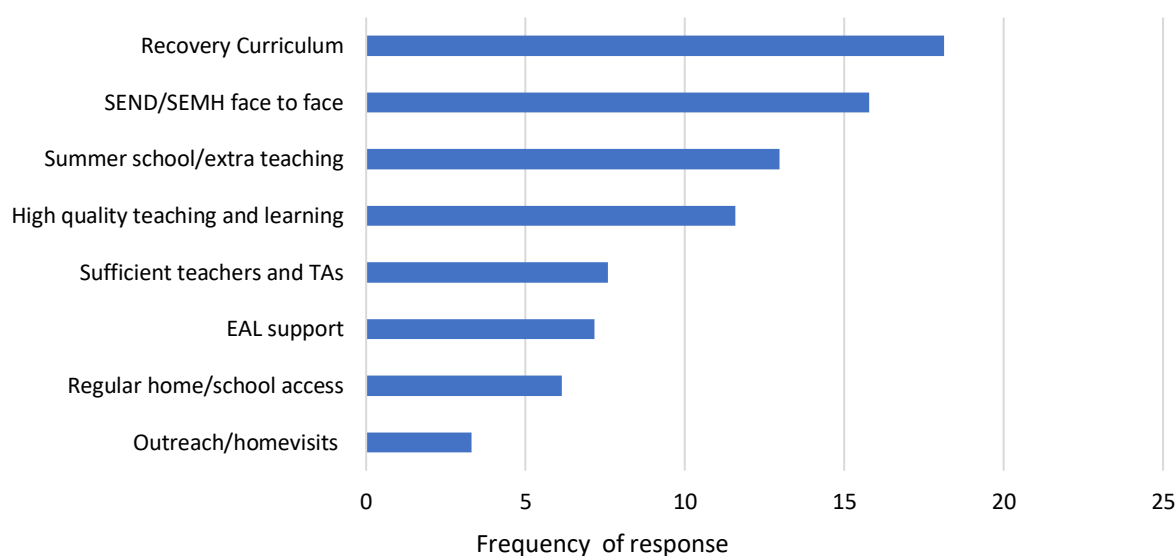
The most significant educational groups identified as experiencing inequalities of access and attainment during learning at home were:

- pupils with English as an additional language (EAL)
- pupils for whom schools receive Jersey Premium funding (JP).
- pupils with a specific educational need or disability (SEN/D) or social, emotional, mental health needs (SEMH).

9. Supporting Vulnerable Learners on Their Return to School

This section summarises and categorises what school leaders identified needed to be in place for learners as they returned to school, both before and after the summer break, to support them after the period of home learning. Leaders were asked three broad questions.

1. How will schools support pupils who experienced unequal access as they return to school?



As pupils return to school in the summer and early autumn, schools see the need to focus on a recovery curriculum. The recovery curriculum covers the following broad areas:

- A gradual re-focus on learning behaviours and skills, appropriate to the age and stage of pupils, balanced with continued socialisation and emotional support, including face to face support from specialist SEN/D and SEMH colleagues as appropriate
- An agreed timeline for assessments that can benchmark pupil attainment with their expected progress before school closures
- A short and long-term focus on wellbeing; offering pupils school environments where they can re-establish social relationships with peers and trusted adults, and where they can revisit and evaluate their experiences of home learning, accessing appropriate support from all agencies as needed
- A detailed analysis of assessment outcomes, leading to appropriate teaching and learning interventions and support.

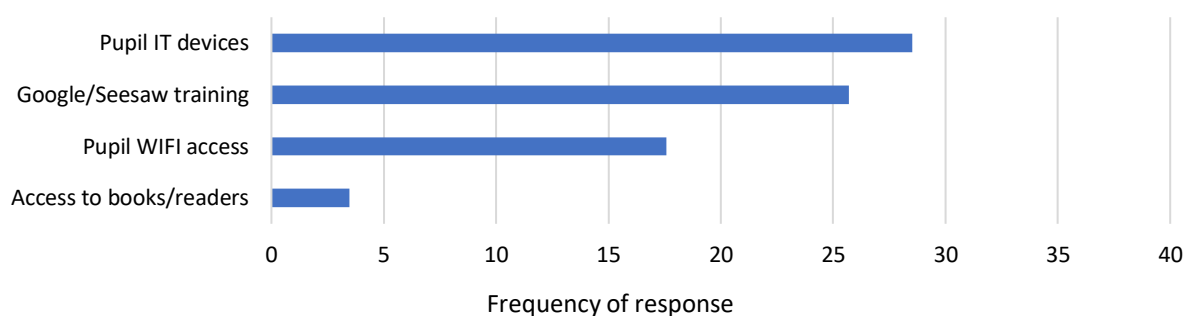
Although there is no 'one' approach, all schools are planning to respond to the challenges of reintegrating all pupils back to school. Some schools, for example, identified the need for additional support for some pupils during the summer break, others are planning to offer additional teaching for pupils on their return to school in September.

Support for pupils with EAL, who experienced unequal access, will require specific interventions and is recognised as a priority, particularly in schools that have a high proportion of learners with EAL, JP and SEN/D.

2. What needs to be in place to enable schools to support pupils who experienced unequal access during learning at home?

School leaders also recognise that specific additional measures will be required to support these learners should there be further school closures. In summary, these measures focus on equity of access to appropriate information technology, and for some groups to physical learning resources.

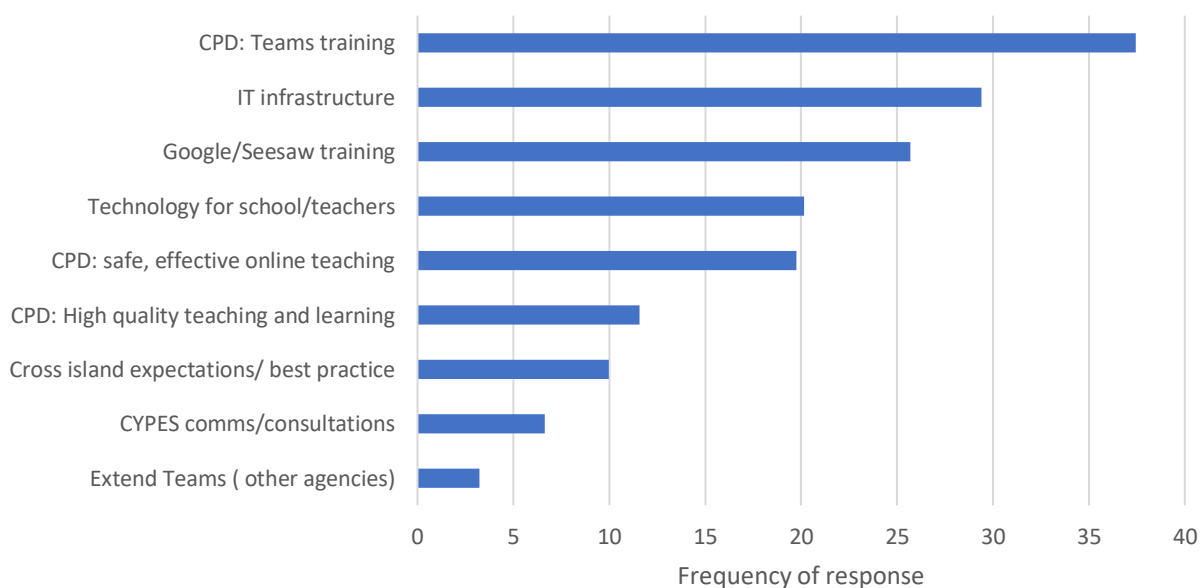
The most significant area of development and concern that school leaders have raised, to ensure that they and their staff are prepared for any further lockdowns or school closures, centre on the use of, and access to, IT to support learning.



Nevertheless, it should be noted that the concerns raised in this area also reflect the inequalities of access during 'normal' school-based learning. Schools that have a pupil body with good levels of equipment and access at home and strong and well-developed IT systems in place were in a stronger position than those without these advantages at the start of lockdown.

School leaders identify the need for both pupils and teachers to have access to appropriate hardware, in terms of a laptop or tablet with adequate wi-fi and broadband support. Mobile telephones are useful for quick access to websites and Apps, and for photographing key learning to share, but they do not support active extended learning.

3. What do schools need to do in order to prepare for any future school closures or home learning?



With the right equipment at their disposal, teachers need further training on how to plan and deliver effective and safe online learning. Teams, as the leading platform agreed with CYPES, is identified as the highest priority, but the use of video for teaching across a range of platforms is also identified for development and is linked to the requirement for quality teaching in all circumstances.

Also, school leaders see the need for a broader face to face support team for vulnerable families and pupils in the event of further school closures. The extension of Teams to wider agencies and broader access for pupil support for those learners who usually access 1:1 or small group support in their everyday school-based delivery is identified as a possible addition to the support from class teachers and teaching assistants. Examples include EAL, Family Support Worker, Social Worker, SEMH and SEN/D support.

Schools have felt the pressure of cross-sector and cross-phase comparisons, and the comments of some parents demonstrate that this pressure is real. The identification of a minimum standard for home teaching and learning and concrete ways to support and share best practices is also an agreed priority for school leaders.

Summary of Section 9:

To support learners as they return to school, school leaders identify the following priorities:

- Emotional support and support for learning behaviours
- Low stakes assessment of pupils leading to planned interventions and support
- High-quality training and guidance for teachers with appropriate curriculum coverage of areas to address the needs of learners.

To prepare learners for any future school closures or learning at home:

- Equity of access for all to IT and learning resources
- More individualised support for EAL and SEN/D groups.

To prepare schools for any future school closures or learning at home:

- Teacher access to appropriate IT hardware and software
- Teacher training on delivering remote learning, building on best practices
- Learning from challenges experienced between April and June 2020.

10. Conclusions and recommendations

This section summarises the key findings from the parent, pupil and school leader data collected. In the light of this data a series of actions are recommended.

A. Based on the data collected in this report, the pupils that experienced inequalities of access and attainment as a result of learning at home can be identified as:

1. A proportion of, but not all, pupils usually in receipt of EAL, SEN/D, SEMH, and JP funded support
2. Pupils whose families were not able to provide sole access to a laptop or tablet, and who did not have sufficient access to wi-fi and broadband to access online home learning
3. Learners whose families struggled to balance supervising and motivating their children to learn with a requirement to maintain an active work profile while at home during phases 4, 3, and 2 of the Safe Exit Framework.

B. To ensure sustained support for all learners in Jersey schools as they move into the 2020/2021 academic year, the following will need to be in place:

1. An agreed timeline for assessments that can benchmark pupil attainment with their expected progress.
2. A detailed analysis of assessment outcomes.
3. Evidence based plans for teaching and learning interventions and support.
4. Data analysis to identify the highest levels of vulnerability.
5. Possible adjustment to curriculum plans to reflect the needs of returning pupils.

C. In the unwanted event of further school closures during the next year and beyond, the following improvements and references to best practices will need to be in place:

1. Ensure the elements of effective teaching are present for planned home learning provision. Remote and online teaching must include clear explanations, scaffolding to support the needs of different learners and meaningful feedback.
2. Provide opportunities to reflect on and share best home learning/remote teaching practices identified between April and July 2020 – structured, calendared and themed – with sufficient access for senior leaders, phase and subject leaders and main-scale teachers.
3. Autumn term training for online and remote teaching. This should be tiered in terms of teacher access level (introductory level; mastery of basics level; development of higher level) with each level including the following areas for a range of learning platforms:
 - Setting up an effective online learning environment
 - Synchronous and asynchronous learning activities
 - Feedback and assessment – formative and summative; peer, self and teacher
4. Re-assess pupil level access to devices, wi-fi and broadband. Sharing devices rose to 47% of pupils in schools with high proportions of pupils with EAL and JP funding. There is a significant risk that this level of access negatively affected the home learning of this group in comparison to their peers with the sole use of devices or adequate broadband access.
5. Ensure teacher access to laptops and Teams, including access for school systems and pupils.