# Teaching during the Covid-19 school shutdown survey results

Initial findings

**eis**

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The EIS recently surveyed our school based members to better understand the effects of the school closures, member experiences of remote working and views on the re-opening of schools. This will help inform our contributions to national discussions in all of these areas.

The survey was completed by a total of 26,128 members - a response rate of almost 60%.
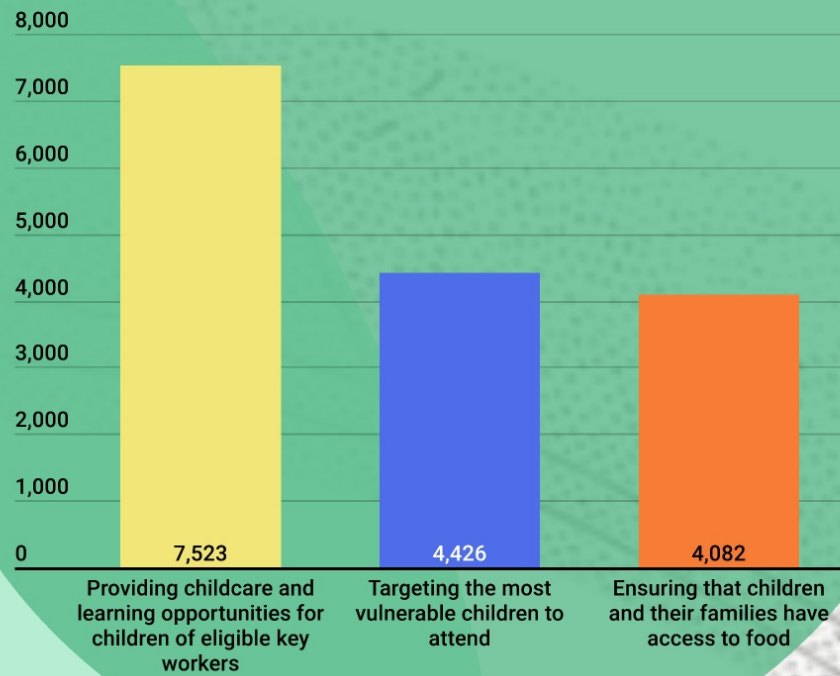
# Hub support

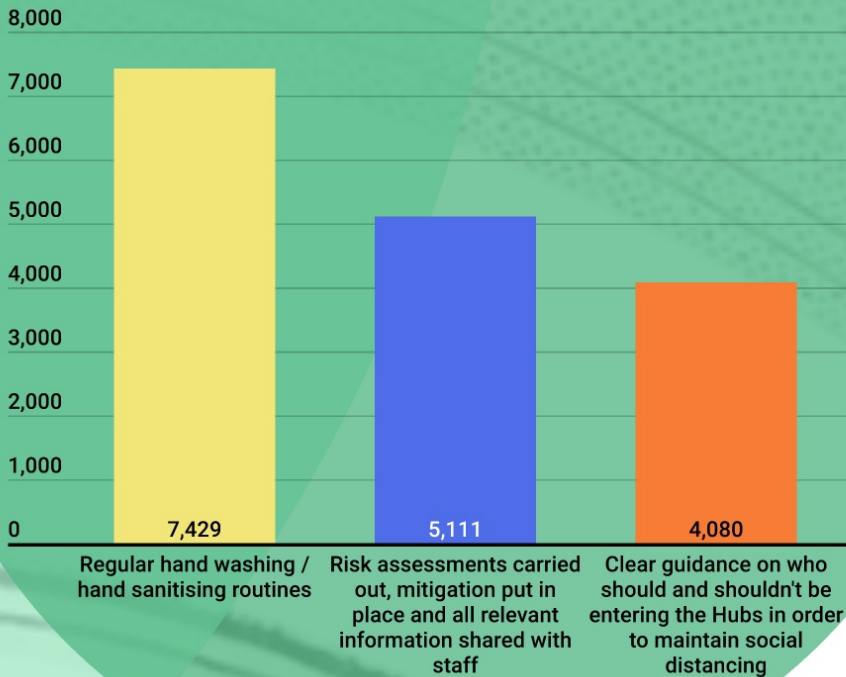Participants were asked a series of questions regarding their experience of Hub provision.

35% of respondents have been involved in teaching or supporting Hubs.

We asked our members to indicate the objectives of Hub provision they believe have been most successfully delivered (top 3 shown).

| Objective | Count |
|---|---|
| Providing childcare and learning opportunities for children of eligible key workers | 7,523 |
| Targeting the most vulnerable children to attend | 4,426 |
| Ensuring that children and their families have access to food | 4,082 |

What health and safety measures were introduced to ensure the safety of staff and pupils within the Hub provision you have been working in? (Top 3 shown).

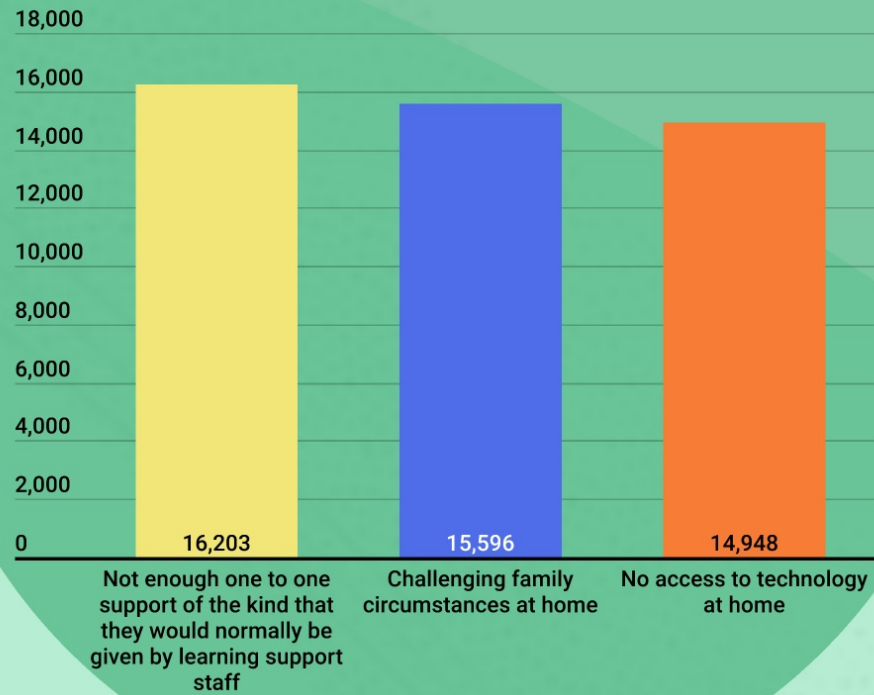| Measure | Count |
|---|---|
| Regular hand washing / hand sanitising routines | 7,429 |
| Risk assessments carried out, mitigation put in place and all relevant information shared with staff | 5,111 |
| Clear guidance on who should and shouldn't be entering the Hubs in order to maintain social distancing | 4,080 |

# Remote learning

Members were asked a total of 13 questions about their own experience of remote learning during the pandemic, and the experience of their pupils.

76% of respondents have engaged in professional learning to help deliver online learning and home working.

When thinking of your students, what barriers have you seen to their participation in home learning? (Top 3 shown).

Member comments

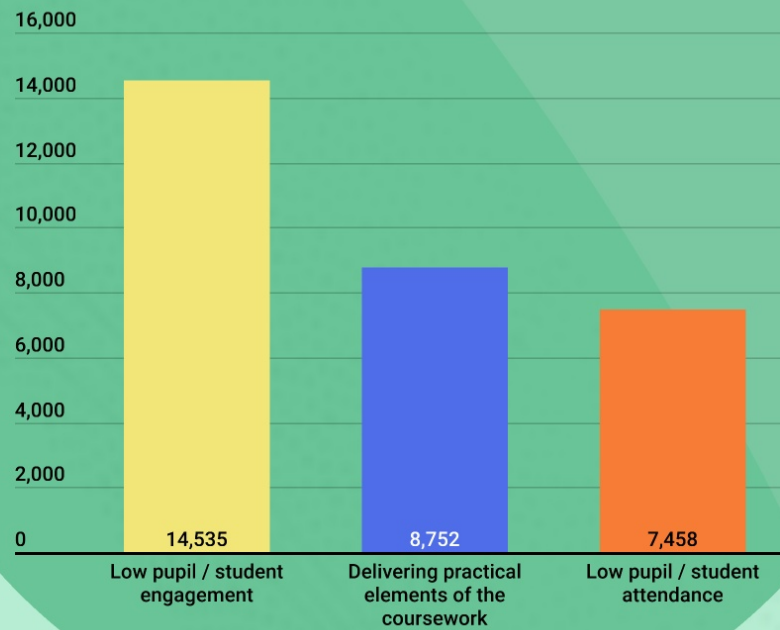| | | |
|---|---|---|
| Not enough one to one support of the kind that they would normally be given by learning support staff | Challenging family circumstances at home | No access to technology at home |
| 16,203 | 15,596 | 14,948 |

"Our pupils have done really well at accessing work at home. Obviously it has been challenging for some families, and there are a few who haven't been engaging much with learning, so we are trying to encourage and support these families."

"It was a very quick turn around for pupils to gain access to online learning and resources. While the school did their best to set pupils up with teams and online apps etc, I think a lot of our pupils are struggling to access work from home, especially when so many of them need that one to one support and engagement."

What have been the barriers, if any, to you delivering home learning? (Top 3 shown).

**Member comments**

| Category | Value |
|---|---|
| Low pupil / student engagement | 14,535 |
| Delivering practical elements of the coursework | 8,752 |
| Low pupil / student attendance | 7,458 |

"Lack of engagement that is not based on having no access or family circumstances. Some just seem not to be willing."

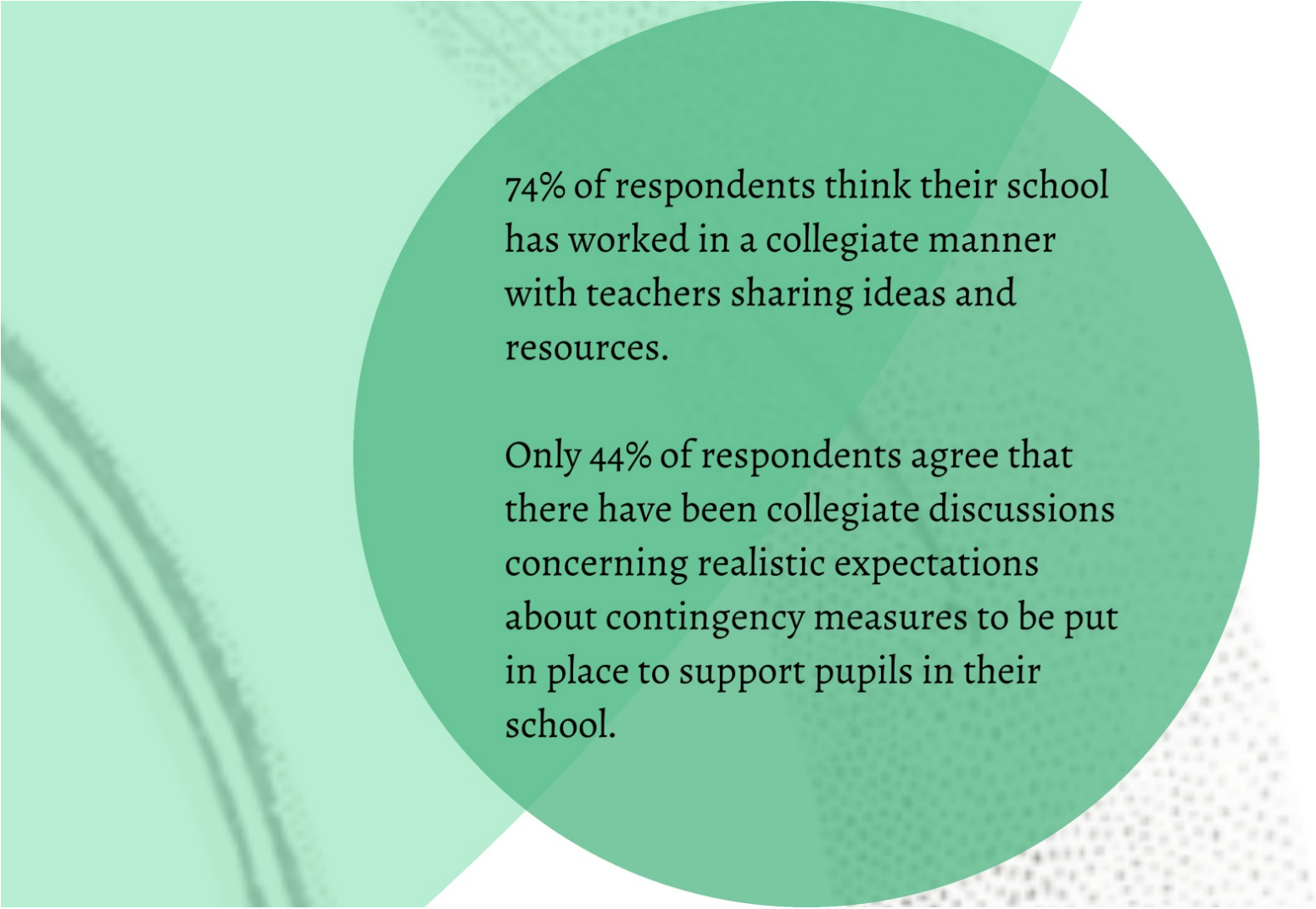"Many pupils totally lack the motivation to carry out task."

"Most of our pupils don't have musical instruments at home sadly, so it is difficult to deliver the practical part of the subject, which is 50% of our coursework. Worried that this will disengage pupils further as this is their favourite part."

Do you think that children with Additional Support Needs in your class are having their needs met since moving to online learning?

| Yes | No | Don't know | Not applicable |
|-----|-----|-----------|----------------|
| 12% | 50% | 31% | 7% |
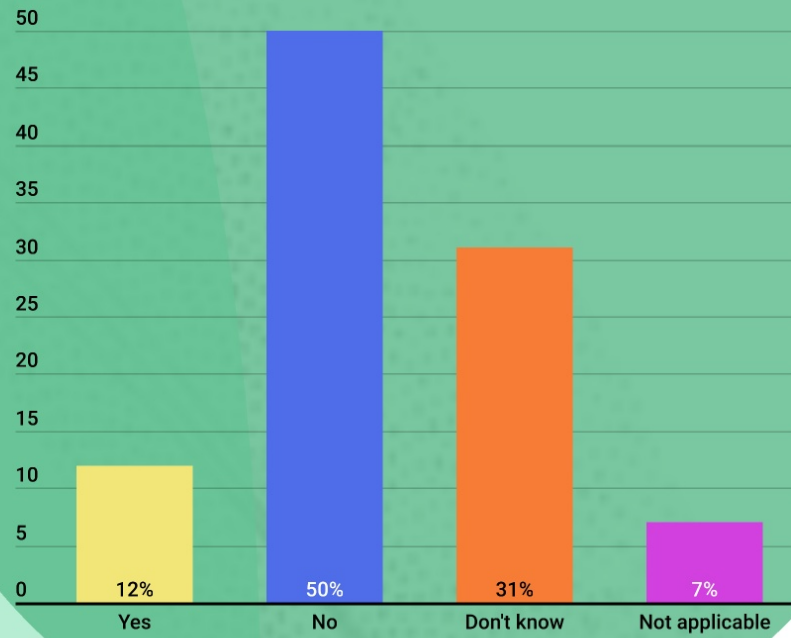
Where have been the greatest challenges in meeting the needs of children with Additional Support Needs since the school shutdown? (Top 3 shown).

| | Emotional needs | Social needs | Behavioural needs |
|---|---|---|---|
| | 15,030 | 13,577 | 8,469 |
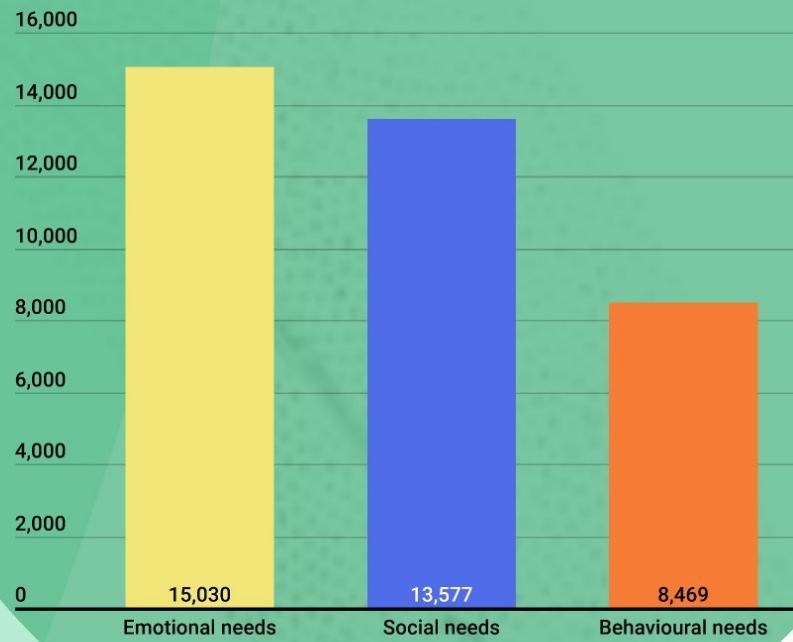
74% of respondents think their school has worked in a collegiate manner with teachers sharing ideas and resources.

Only 44% of respondents agree that there have been collegiate discussions concerning realistic expectations about contingency measures to be put in place to support pupils in their school.

**Member comments**

27% of respondents agree with the following statement: "There is an unrealistic expectation from parents as to the quantity and quality of home learning materials that can be developed and delivered at this time."

52% of respondents agreed with the following statement: "I feel that the expectations from my school, regarding the learning I am expected to deliver to young people is realistic and achievable."

"Some parents are extremely pleased with the online learning the school is providing, but other parents would still like to have more tasks for their children to do at home."
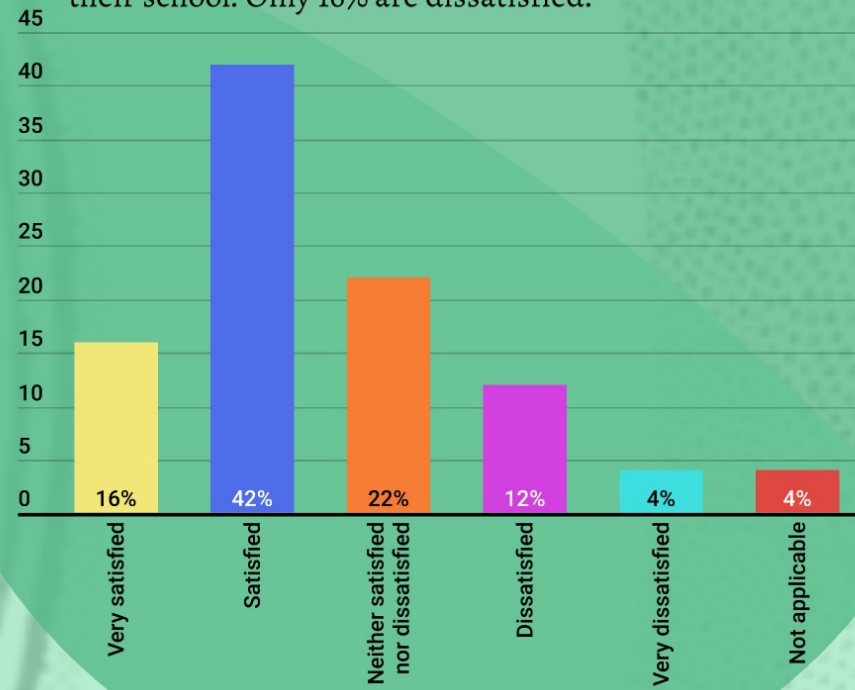
"I feel that we are doing a lot and it is difficult and draining. We are dealing with a lot more scrutiny from parents. I do however feel that the support, understanding and encouragement I have been receiving from my management team is huge."
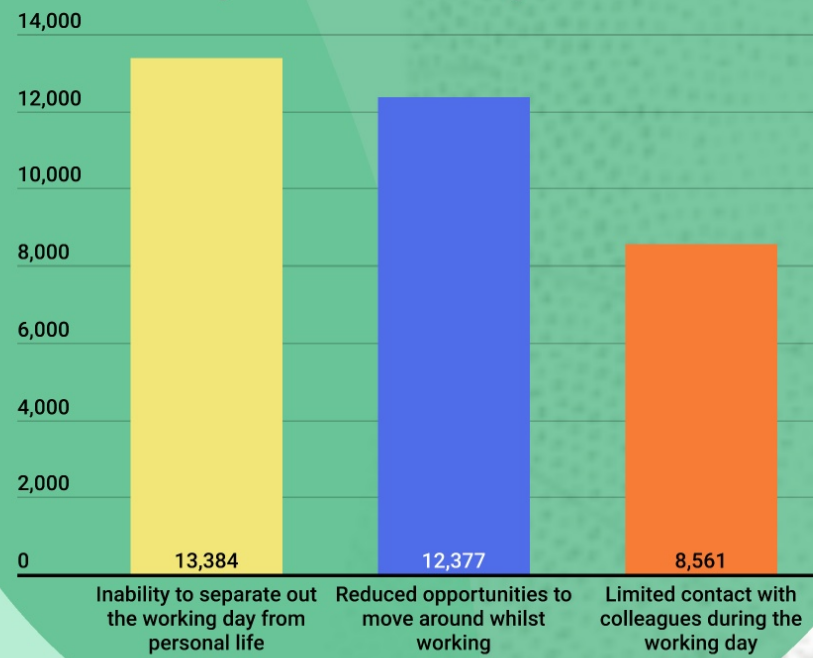
# Health & wellbeing

Respondents were also asked questions about the impact of remote working on their health & wellbeing.

58% of respondents are satisfied with how the move to remote teaching and learning was managed within their school. Only 16% are dissatisfied.

| | | | | | |
|---|---|---|---|---|---|
| 16% | 42% | 22% | 12% | 4% | 4% |
| Very satisfied | Satisfied | Neither satisfied nor dissatisfied | Dissatisfied | Very dissatisfied | Not applicable |

What are the critical elements that negatively impact on your wellbeing whilst working from home? (Top 3 shown).

**Member comments**

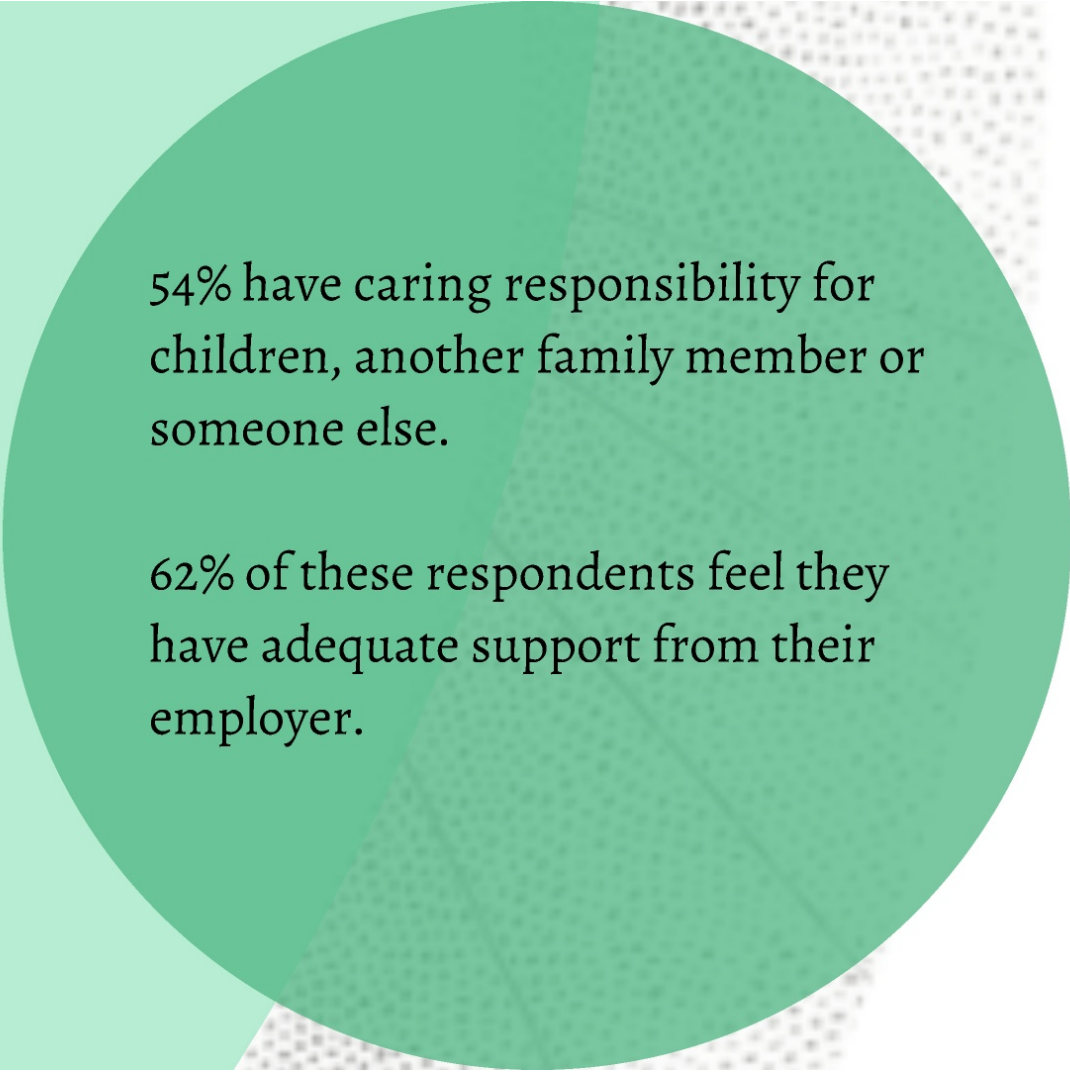| | | |
|---|---|---|
| 14,000 | | |
| 12,000 | | |
| 10,000 | | |
| 8,000 | | |
| 6,000 | | |
| 4,000 | | |
| 2,000 | | |
| 0 | | |
| 13,384 | 12,377 | 8,561 |
| Inability to separate out the working day from personal life | Reduced opportunities to move around whilst working | Limited contact with colleagues during the working day |

"It is extremely stressful having to deliver online learning to pupils and being 'available' to answer questions, queries and messages from pupils and parents regarding learning and teaching while being the main carer for my own young children. I feel this has led to a very stressful time at home and is impacting on my own and my family's health and wellbeing."
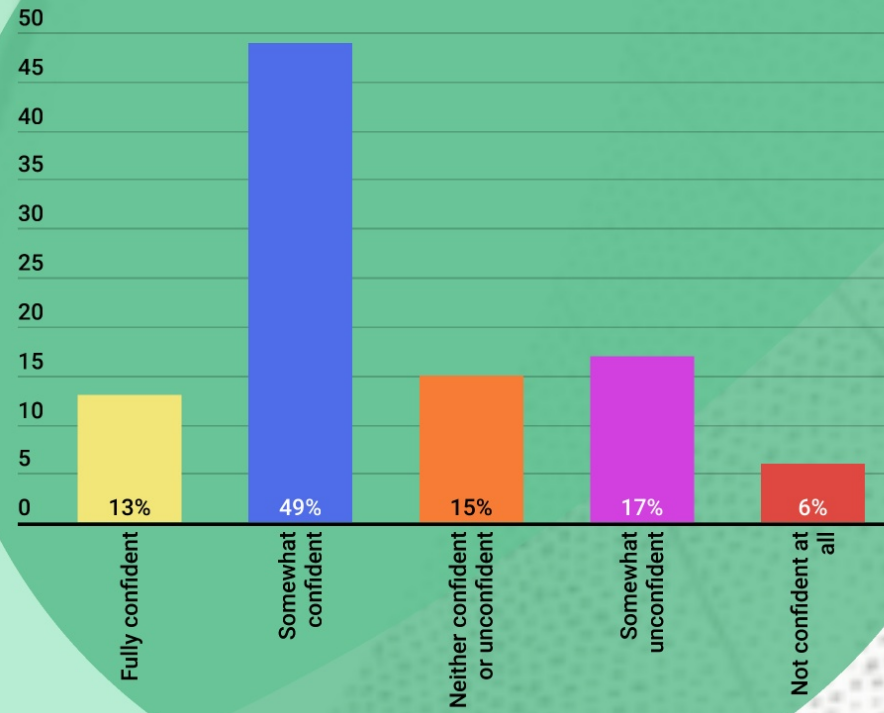
"Really miss the daily contact with children and colleagues. Getting very positive feedback from parents about my weekly health and wellbeing tasks I'm posting to children, and how much they're enjoying them gives me a great boost."

54% have caring responsibility for children, another family member or someone else.

62% of these respondents feel they have adequate support from their employer.

What level of confidence do you have in your ability to cope with an increased use of online learning in the next academic year?

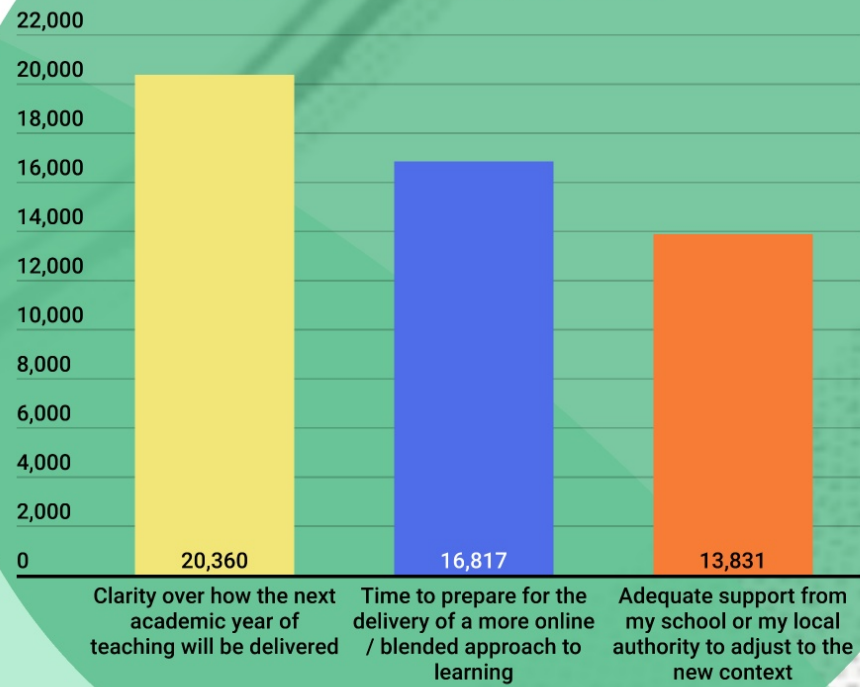| Fully confident | Somewhat confident | Neither confident or unconfident | Somewhat unconfident | Not confident at all |
|---|---|---|---|---|
| 13% | 49% | 15% | 17% | 6% |

# Next academic session

Lastly, members were asked for their views on the next academic session and the re-opening of schools.
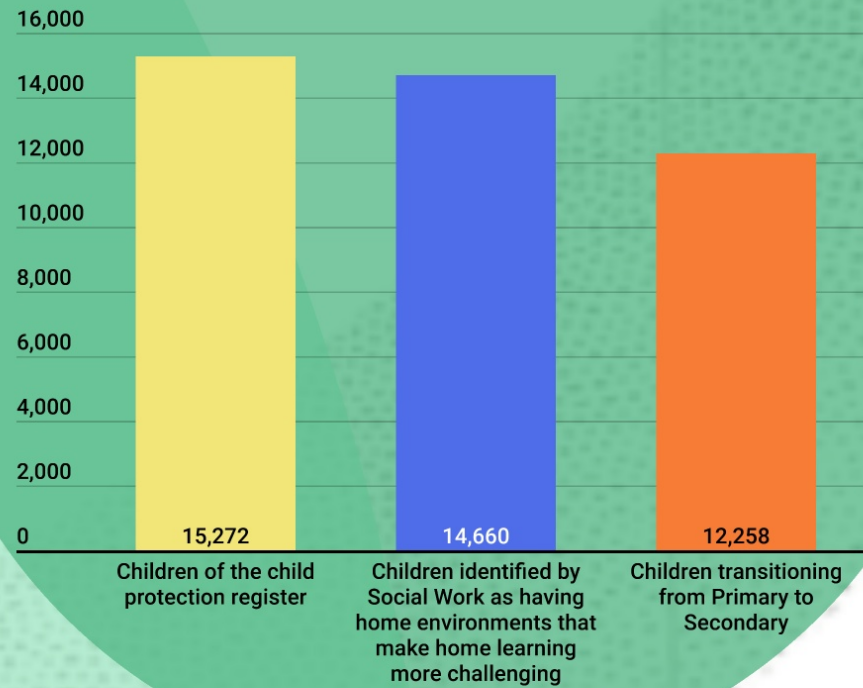
95% of respondents agree with the EIS set of conditions to be met before schools can re-open.
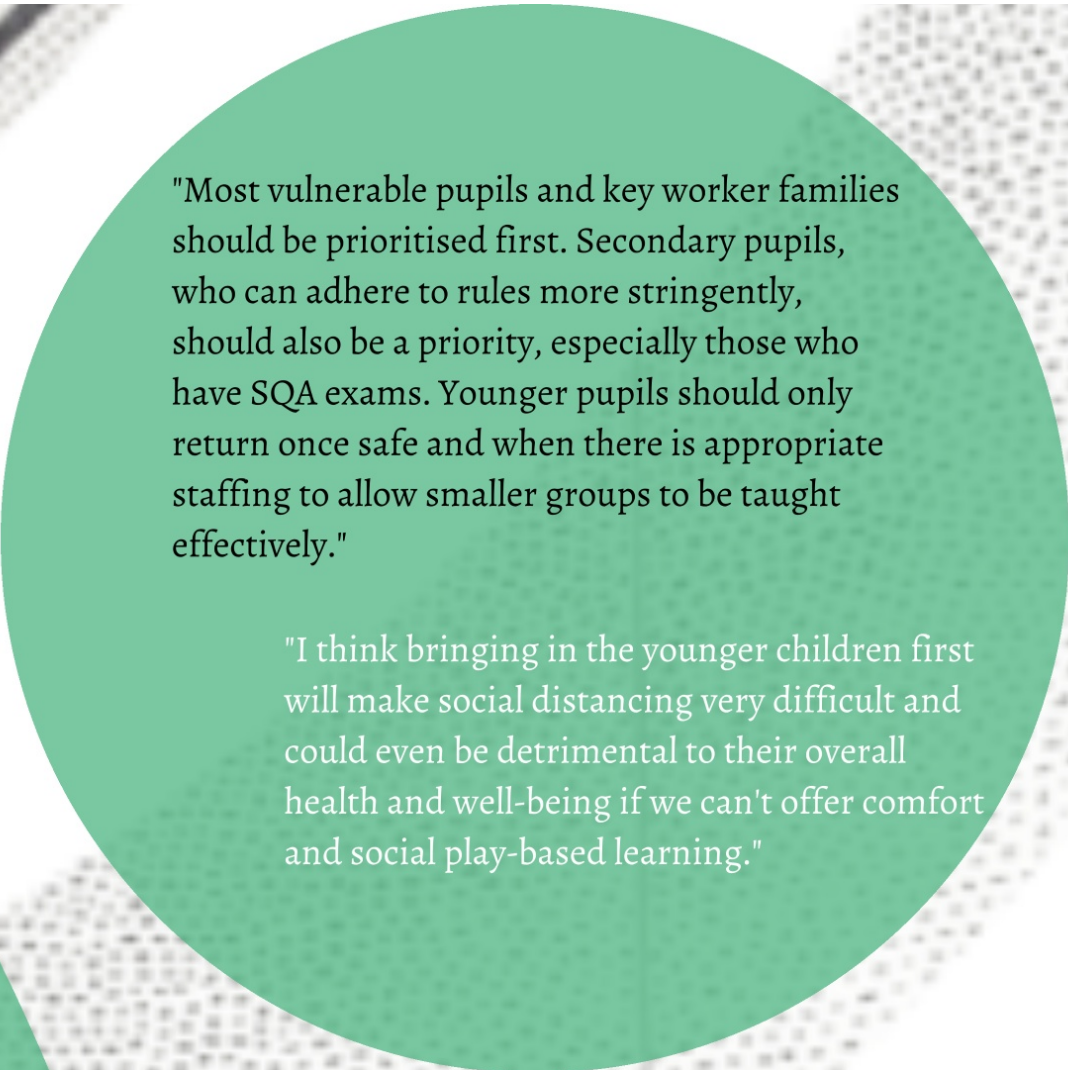
Respondents were asked to list the most critical elements for building confidence around next session (top 3 shown).

| | | |
|---|---|---|
| 22,000 | | |
| 20,000 | | |
| 18,000 | | |
| 16,000 | | |
| 14,000 | | |
| 12,000 | | |
| 10,000 | | |
| 8,000 | | |
| 6,000 | | |
| 4,000 | | |
| 2,000 | | |
| 0 | | |
| 20,360 | 16,817 | 13,831 |
| Clarity over how the next academic year of teaching will be delivered | Time to prepare for the delivery of a more online / blended approach to learning | Adequate support from my school or my local authority to adjust to the new context |

58% agree that certain groups should be prioritised as part of a phased approach to re-opening schools. Members were then asked to list which groups they think should be a priority (top 3 shown).

| | | |
|---|---|---|
| 16,000 | | |
| 14,000 | | |
| 12,000 | | |
| 10,000 | | |
| 8,000 | | |
| 6,000 | | |
| 4,000 | | |
| 2,000 | | |
| 0 | | |
| **15,272** | **14,660** | **12,258** |
| Children of the child protection register | Children identified by Social Work as having home environments that make home learning more challenging | Children transitioning from Primary to Secondary |

"Most vulnerable pupils and key worker families should be prioritised first. Secondary pupils, who can adhere to rules more stringently, should also be a priority, especially those who have SQA exams. Younger pupils should only return once safe and when there is appropriate staffing to allow smaller groups to be taught effectively."
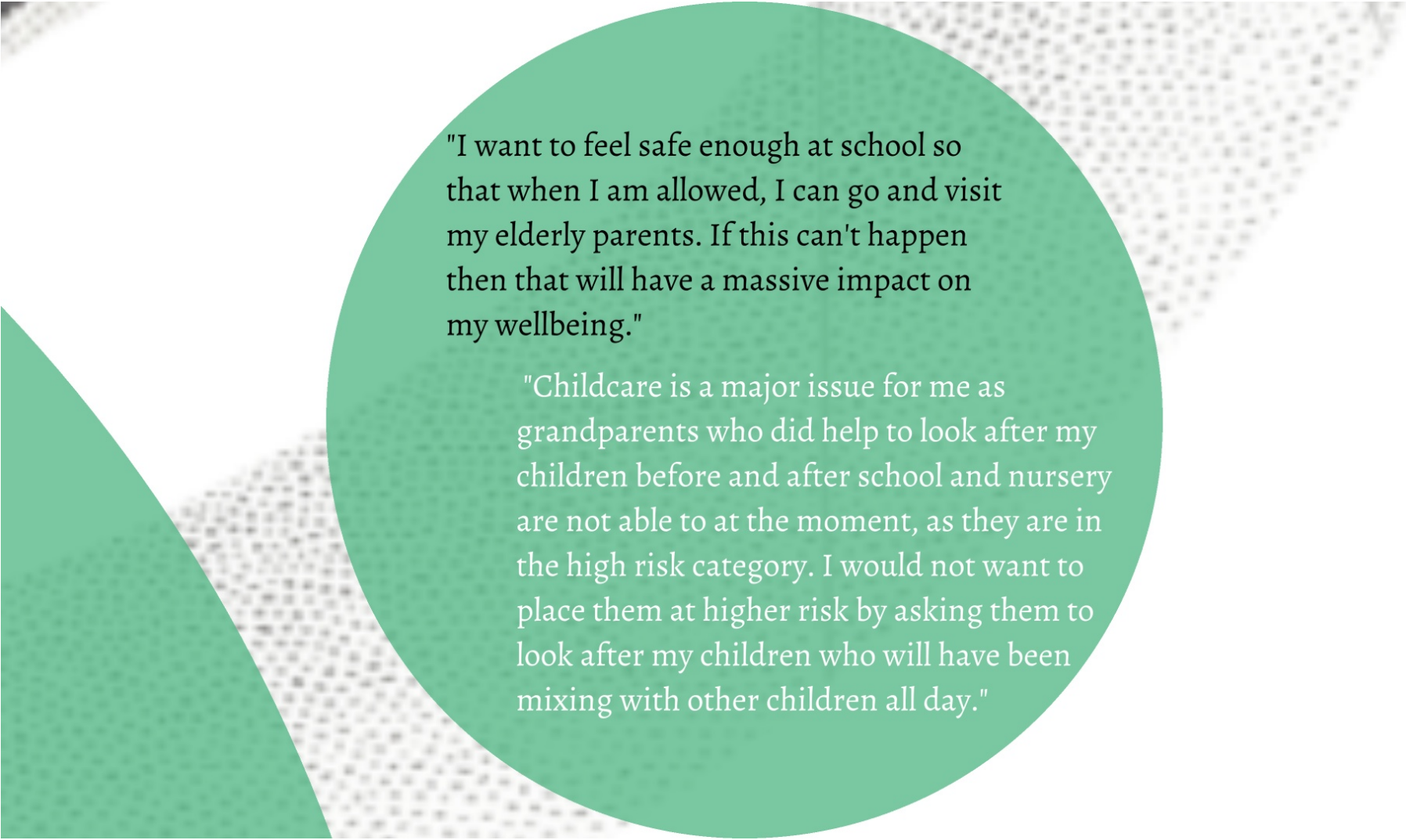
"I think bringing in the younger children first will make social distancing very difficult and could even be detrimental to their overall health and well-being if we can't offer comfort and social play-based learning."

21% of respondents have underlying physical or mental health conditions that put them at higher risk of Covid-19 and would prevent them returning to classroom teaching.

33% of respondents have childcare responsibilities that would make it difficult to return to classroom teaching.

18% of respondents have shielding responsibilities that would make it difficult to return to classroom teaching.
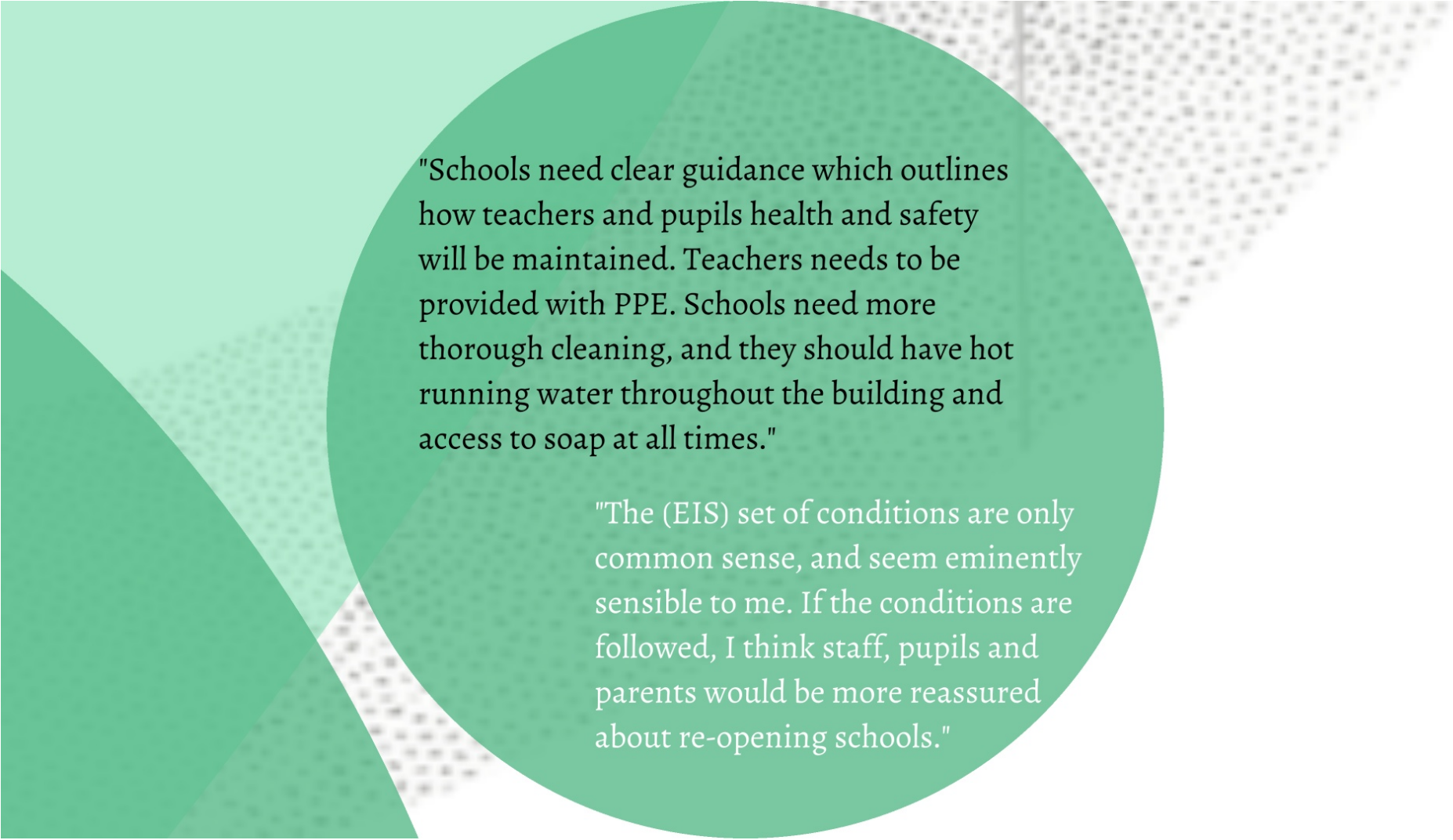
**Member comments**

"I want to feel safe enough at school so that when I am allowed, I can go and visit my elderly parents. If this can't happen then that will have a massive impact on my wellbeing."

"Childcare is a major issue for me as grandparents who did help to look after my children before and after school and nursery are not able to at the moment, as they are in the high risk category. I would not want to place them at higher risk by asking them to look after my children who will have been mixing with other children all day."

**Member comments**

98% of respondents have broadband at home.

66% do not have a work zone that is separated from other areas of the home.

"Schools need clear guidance which outlines how teachers and pupils health and safety will be maintained. Teachers needs to be provided with PPE. Schools need more thorough cleaning, and they should have hot running water throughout the building and access to soap at all times."

"The (EIS) set of conditions are only common sense, and seem eminently sensible to me. If the conditions are followed, I think staff, pupils and parents would be more reassured about re-opening schools."

The EIS has collated a Directory to support our members through this challenging time which can be accessed here: **www.eis.org.uk/Coronavirus/Directory**

For advice and resources on supporting your mental health and wellbeing please head to our Health and Wellbeing Resource: **www.eis.org.uk/Member-Support/HWResource**

Should you wish to contact EIS directly, all relevant contacts can be found here: **www.eis.org.uk/Contacts/ContactingHQ**

Thank you to all our members who took the time to fill out this survey.

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