

2020



Impact of coronavirus on schools

Primary and secondary maintained schools in England
NERP#644.2: 2020

 researching.education

COVID-19
Impact
Second report

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Published 6 April 2020

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2020



Aim, scope, methodology and sampling

Introduction

The aim of this research project is to regularly update the sector on the impact of the novel coronavirus (COVID-19) on school activities and resourcing.

This second analysis reviews the findings from an online questionnaire issued to key stage leaders across maintained schools in England. We only gave schools five days to respond to this review given the requirement to report back promptly in a rapid changing environment. The first consultation was issued on 6 March and closed on 12 March. This second activity was issued on 24 March after the school closure announcement had been made and closed on 29 March.

Our sampling practices remain consistent between projects, with potential respondents pre-profiled to ensure a representative picture of the marketplace each time this activity is revisited. The results, although from a limited number of schools, should provide an effective picture of issues facing schools at any point in time.

This report is compiled from data collected from opted-in members of the National Education Research Panel (NERP), operated by C3 Education.



The following members were contacted, with an average of 41% of invited members responding in full to the questions presented.

Panel	Sub-group	Invited	Responded	% response
Primary	EYFS	207	87	42%
	KS1	227	91	40%
	KS2	235	102	43%
Secondary	KS3	248	110	44%
	KS4	256	104	41%
	KS5	197	62	31%
Total	Combined	1370	556	41%

To ensure a representative view of the marketplace a number of prerequisites were put in place, which included ensuring a broad spread of responses from all nine of the English standard regions, school size and split by school type. In addition, each school is classified under our 'New Technology' index (NTI), which aims to ensure responses are not only received from technology rich schools, but also from those that are less likely to be using as much edtech.



Intro

Panel	School type	Invited	Responded	% response
Primary	Academy	192	103	54%
	Authority	465	182	39%
Secondary	Academy	494	185	37%
	Authority	219	86	39%
Total		1370	556	42%

The regional split is representative of the number of schools in each region and helps ensure there is no bias in obtaining a disproportionate number of schools in any particular region.



ENGLAND

Panel	Schools	% of sample
South West	65	12%
South East	72	13%
London	73	13%
East of England	67	12%
East Midlands	62	11%
West Midlands	57	10%
Yorkshire / Humber	58	10%
North East	55	10%
North West	47	9%
Total	556	100%

2020



The situation so far (All KS)

Executive summary



ENGLAND



There is broad agreement by academic leaders that GCSE and A level students should have the right to take specific subject examinations in the new academic year if they are unsatisfied with the grade determined by the school and/or awarding bodies.

Exec.
Sum

KS3 and KS5 teachers are coping the best with delivering the requirements of the curriculum at this time. In comparison, KS4 teachers are very likely not to be coping well at all. In the first week of school closures, nearly half of pupils are understood by teachers not to be coping with learning from home.





ENGLAND



Currently, teachers are focusing on using general cloud-based learning platforms to deliver teaching, which is likely to be extended as the school closure period continues. Collaboration tools are only likely to be used at KS4 and KS5, although primary schools are indicating that more use will be made in future.

Video conferencing is not currently being used in primary schools; however there is an indication that a quarter of KS1 and KS2 academic leaders are considering use. At KS4 and KS5 about a fifth are already making use, with over a quarter of KS5 leaders indicating new or additional use in the future. New advice and security concerns may result in a reduction in future adoption.

Exec.
Sum



The use of individual subject courseware delivery solutions grows through the key stages, from almost no use at EYFS and KS1 to nearly half making use at KS5. However, use in the primary sector is expected to expand a little.

Exec.
Sum

Videos are being used across all key stages, with greater use in the future. In contrast podcasts are less likely to be considered. Webinars are not currently used by primary teachers and are unlikely to be considered in the future. Only KS5 teachers currently identify any use, but this is unlikely to grow significantly.





For all the types of software and content being considered in support of home learning, very little is likely to be procured through paid subscriptions. Only teachers at KS4 show any focus on paying for resources, of which a quarter are doing so.

Exec.
Sum

Only a small minority of academic leaders have enough information and guidance to deliver teaching in the current environment. There is particular concern at KS2 and KS5. Outside of official sources, such as the DfE, Ofqual or PHE, teachers are most likely to look to their local authority or MAT.





Second only to MATs and LAs, teachers look to publishers as a source of information and guidance on how to deliver teaching in the current environment. A similar proportion also look to software solution providers. In comparison, only primary schools will look to their IT hardware providers.

Exec.
Sum

A third of schools are not anticipating adjusting how much is spent on teaching and learning resources this year, while a quarter will definitely make adjustments. Those adjustments are more likely to be directed towards increased spending, rather than requiring reductions.





ENGLAND



Spending at KS5 is most likely to be adjusted positively this year, with nearly half of respondents noting positive movement over contraction. Overall, only a quarter of primary schools and fewer than a fifth of secondary schools suggest a contraction in spending on teaching and learning resources this year.

 Exec.
 Sum

Bias in spending intentions

 EYFS  15%

 KS3  21%

 KS1  24%

 KS4  35%

 KS2  16%

 KS5  46%

Percent of academic leaders are positive, as opposed to, negative on spend



Do you feel that GCSE and A level students should have the right to take specific subject examinations in the new academic year if they are unsatisfied with the grade determined by the school and/or awarding bodies?

Primary sector leaders



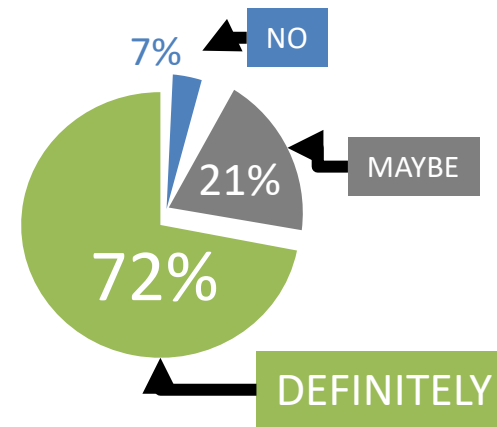
GCSE teachers (heads of year)



A level teachers (heads of year)



All respondents

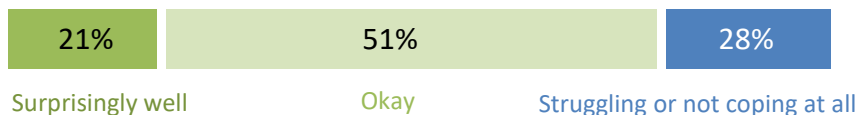


There is a clear belief by academic leaders that equivalent GCSE and A level examination re-sits should be offered to students that wish to do so, if they are unsatisfied with the grades determined by the school or awarding bodies.

ALL



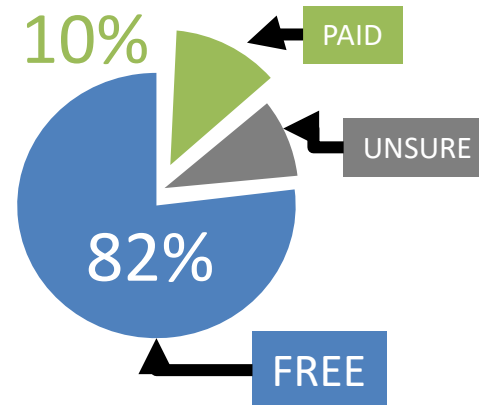
Are teachers coping with delivering the requirements of the curriculum?



How are pupils coping learning from home?

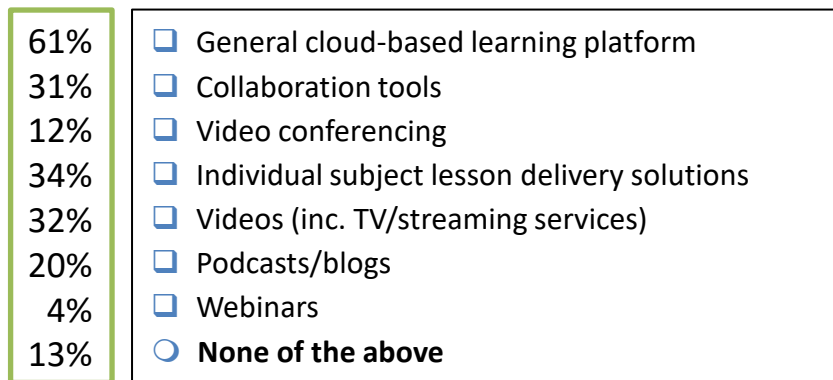


Are you focusing on sourcing free or paid-for resources to support home learning?

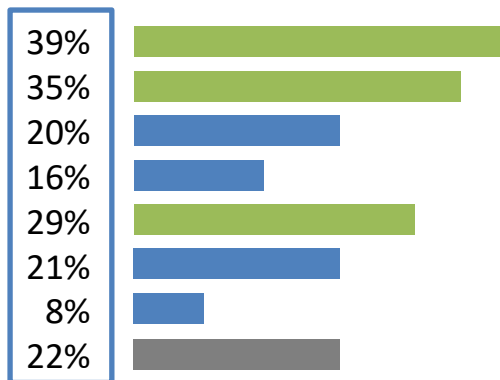


Which methods are currently being used to continue your pupils' education from home?

Using now



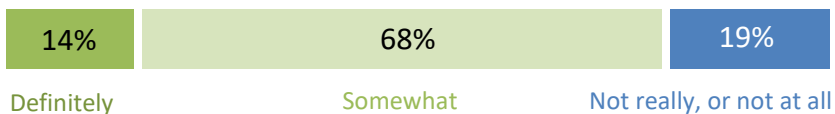
Consider new or additional use in future



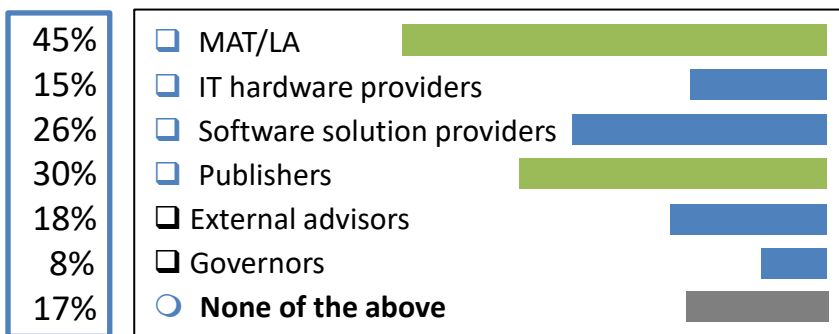
ALL



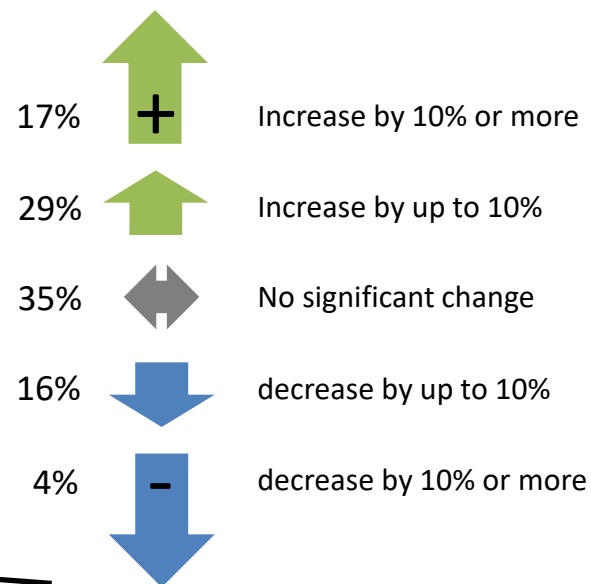
Do you consider you have enough information and guidance to deliver teaching in the current environment?



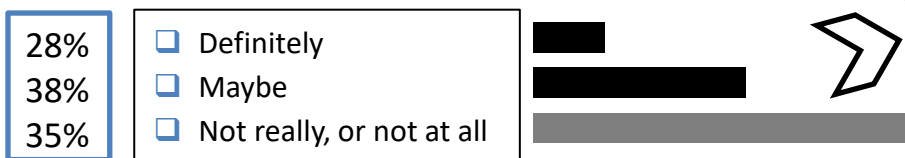
Outside of official sources (such as DfE and PHE), which sources of information and guidance is most likely to be helpful?



What level of change do you anticipate?



Are you anticipating adjusting how much you spend on teaching and learning resources this year because of the coronavirus?



ALL

2020

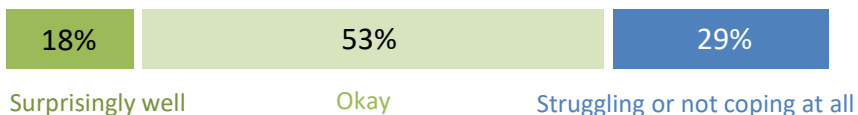


Early Years Foundation Stage (EYFS)

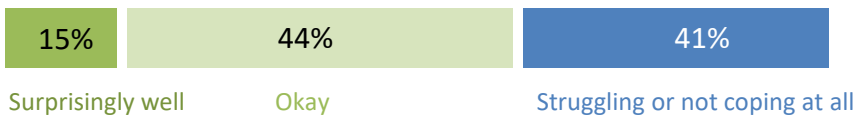
Ch.1



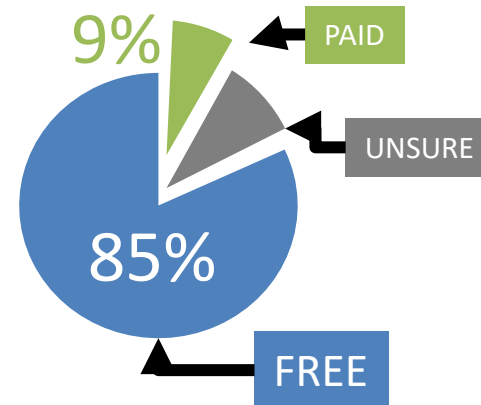
Are teachers coping with delivering the requirements of the curriculum?



How are pupils coping learning from home?

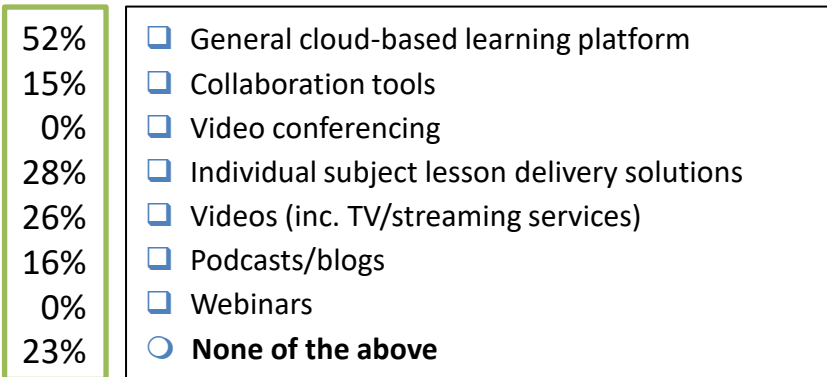


Are you focusing on sourcing free or paid-for resources to support home learning?

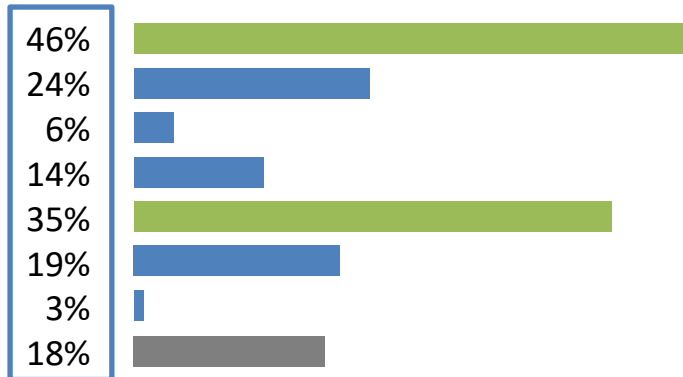


Which methods are currently being used to continue your pupils' education from home?

Using now

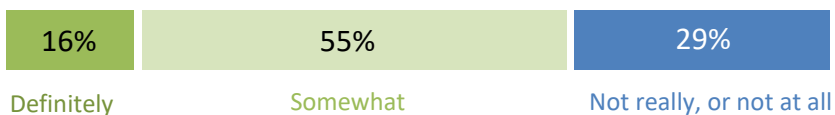


Consider new or additional use in future

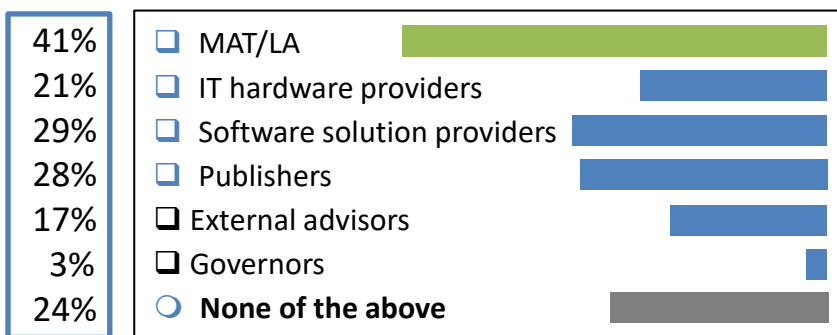




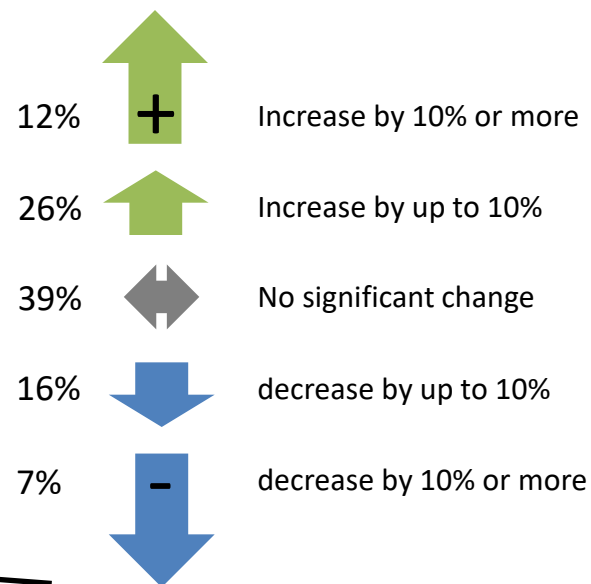
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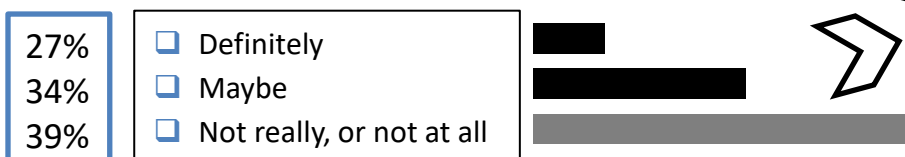
Outside of official sources (such as DfE and PHE), which sources of information and guidance is most likely to be helpful?



What level of change do you anticipate?



Are you anticipating adjusting how much you spend on teaching and learning resources this year because of the coronavirus?



EYFS

2020



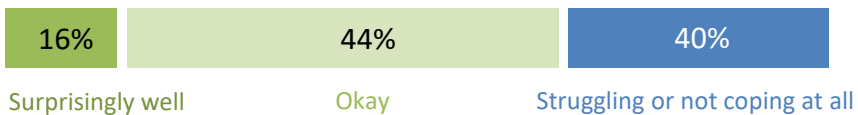
Key Stage One (KS1)



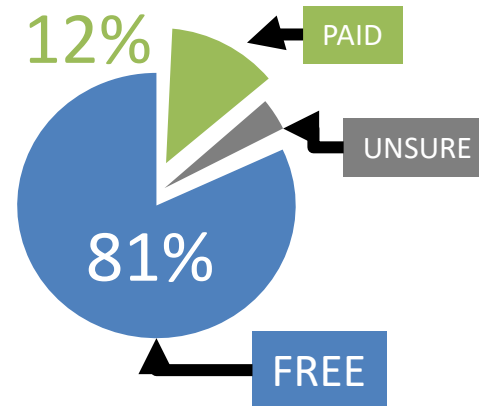
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How are pupils coping learning from home?

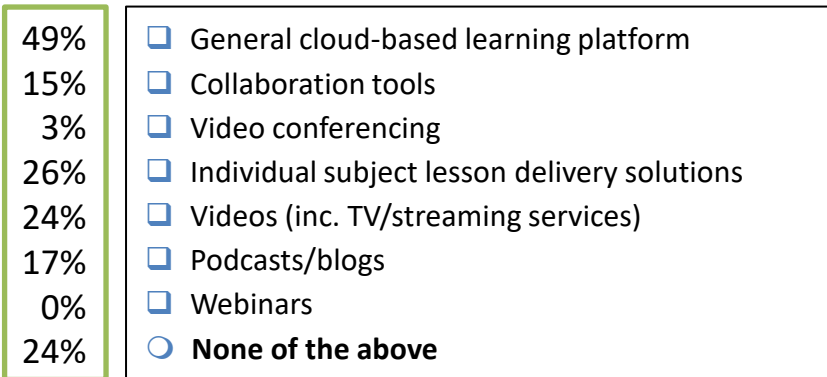


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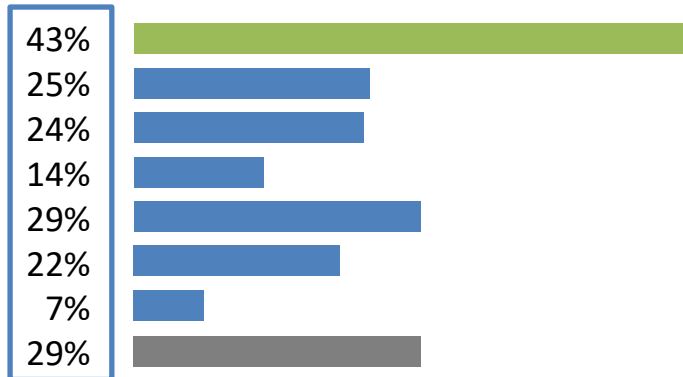


Which methods are currently being used to continue your pupils' education from home?

Using now



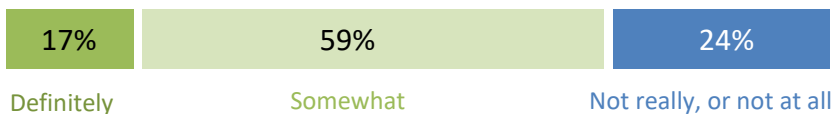
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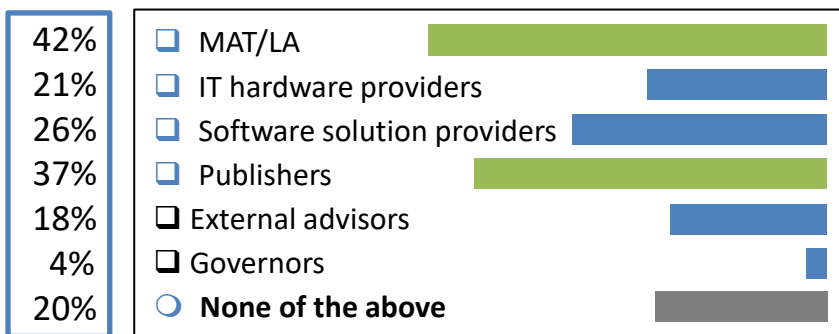
KS1



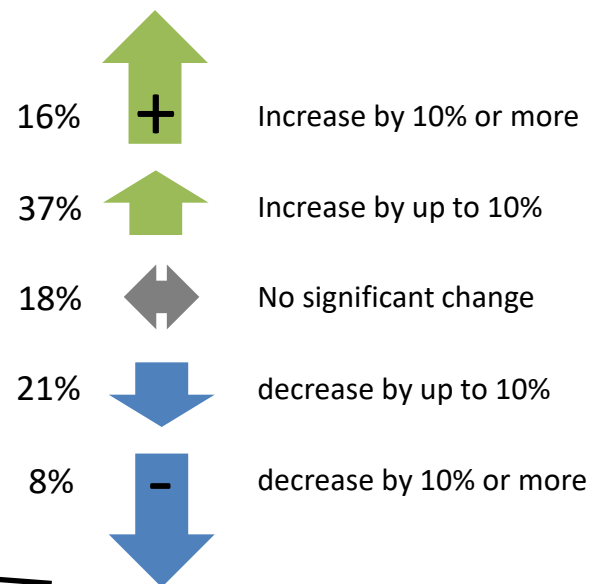
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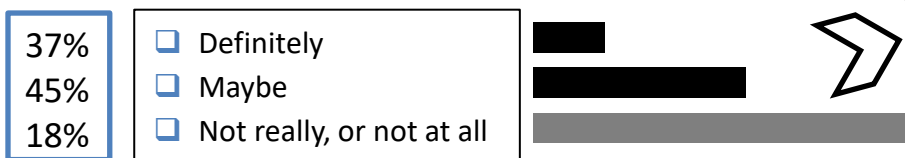
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Are you anticipating adjusting how much you spend on teaching and learning resources this year because of the coronavirus?



KS1

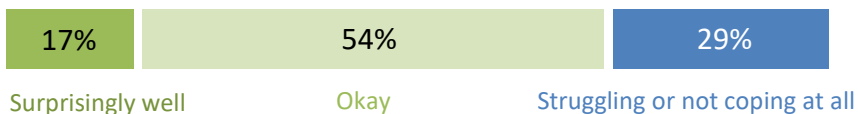
2020



Key Stage Two (KS2)



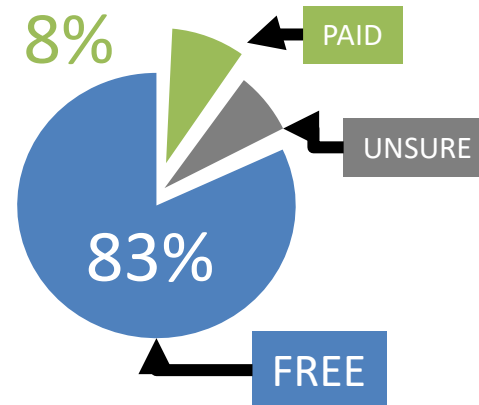
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How are pupils coping learning from home?

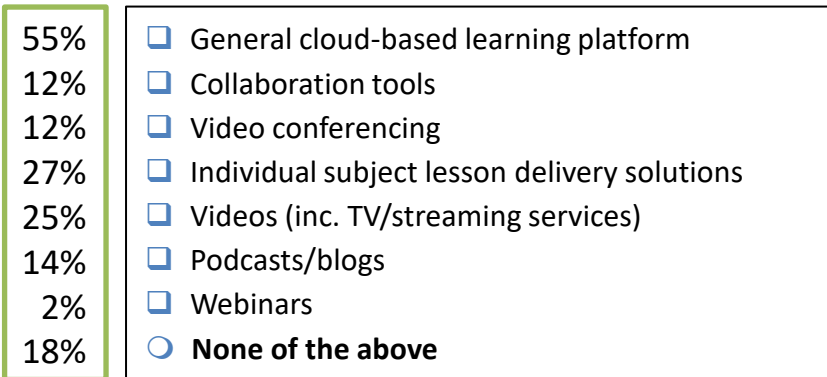


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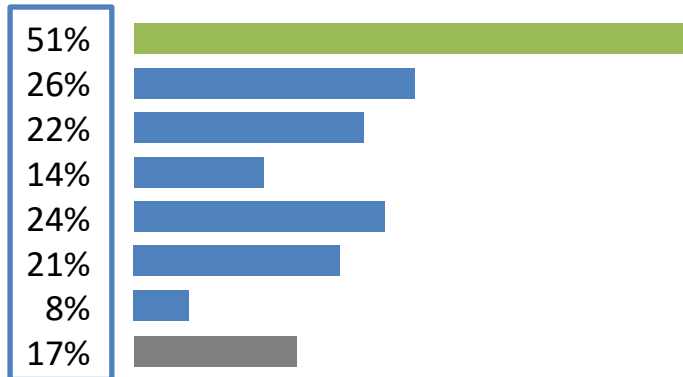


Which methods are currently being used to continue your pupils' education from home?

Using now



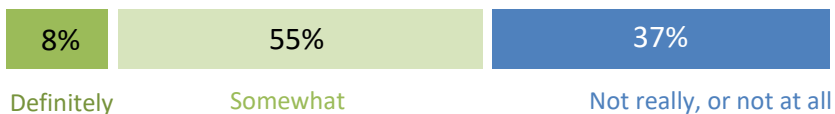
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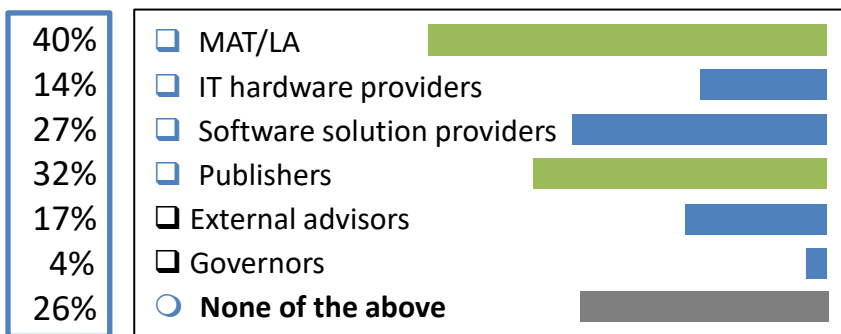
KS2



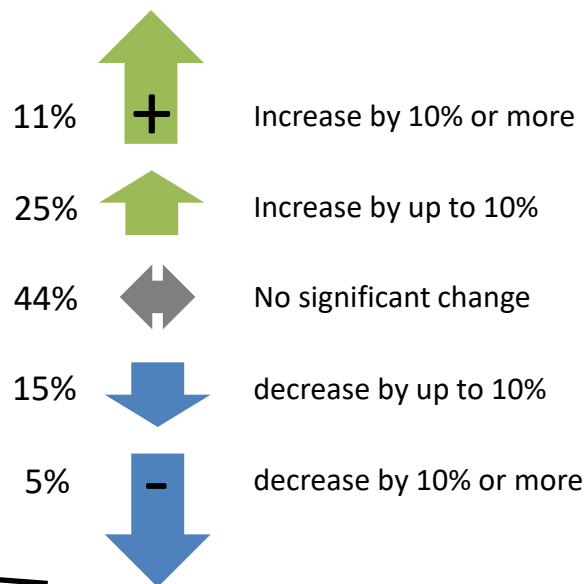
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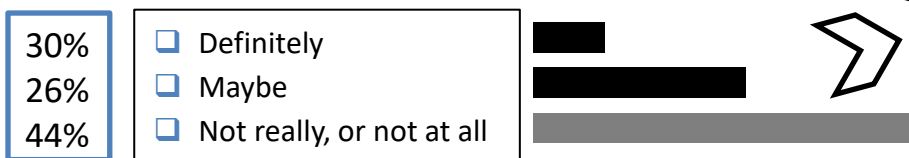
Outside of official sources (such as DfE and PHE), which sources of information and guidance is most likely to be helpful?



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KS2

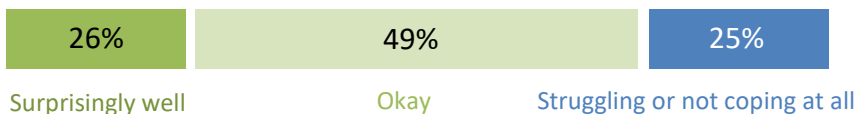
2020



Key Stage Three (KS3)



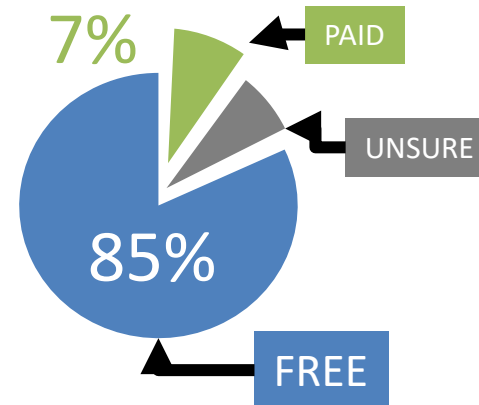
Are teachers coping with delivering the requirements of the curriculum?



How are pupils coping learning from home?

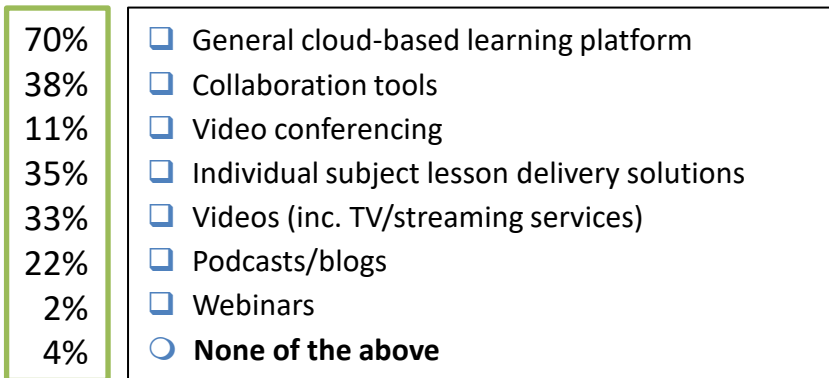


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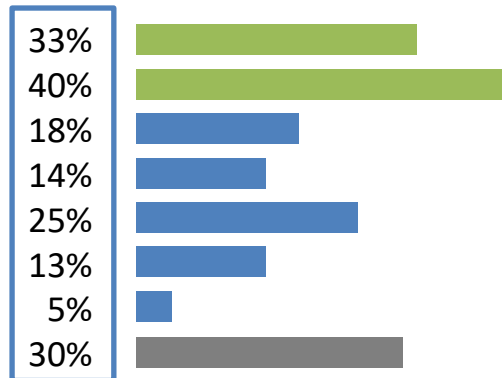


Which methods are currently being used to continue your pupils' education from home?

Using now

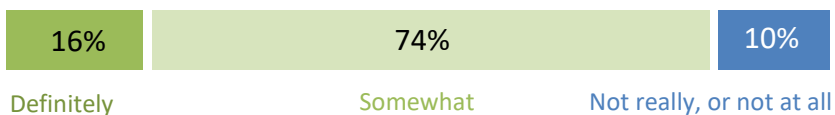


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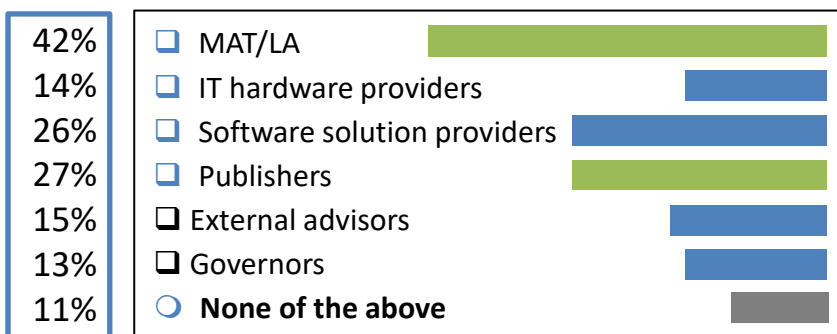




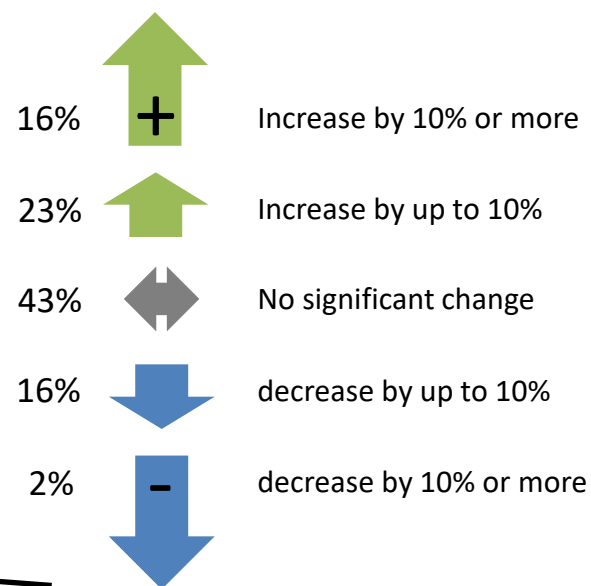
Do you consider you have enough information and guidance to deliver teaching in the current environment?



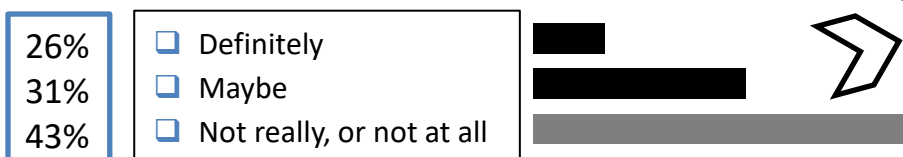
Outside of official sources (such as DfE and PHE), which sources of information and guidance is most likely to be helpful?



What level of change do you anticipate?



Are you anticipating adjusting how much you spend on teaching and learning resources this year because of the coronavirus?



KS3

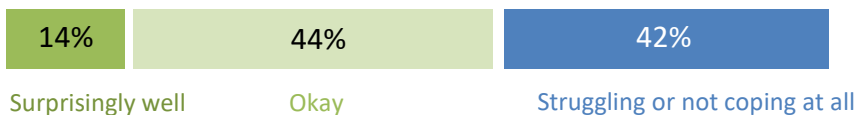
2020



Key Stage Four (KS4) / GCSE



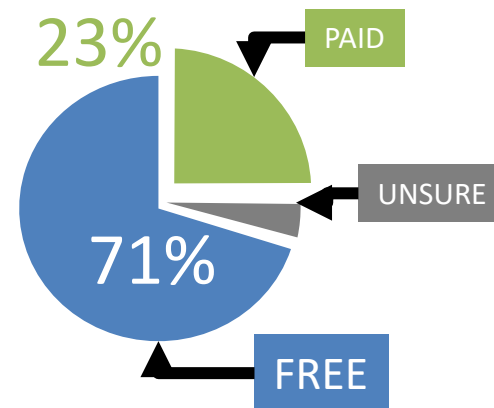
Are teachers coping with delivering the requirements of the curriculum?



How are pupils coping learning from home?

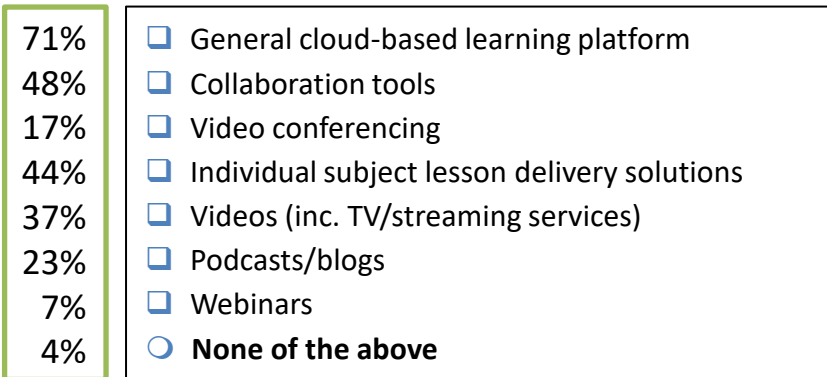


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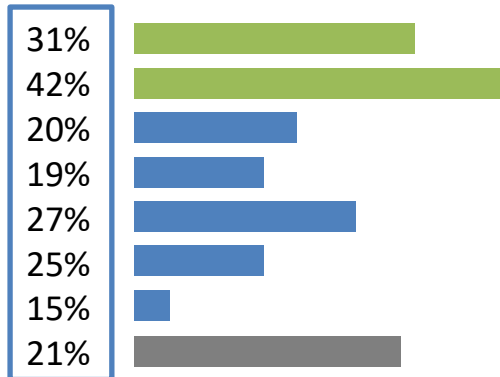


Which methods are currently being used to continue your pupils' education from home?

Using now



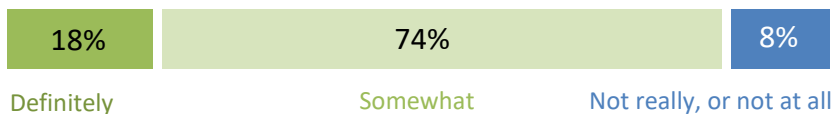
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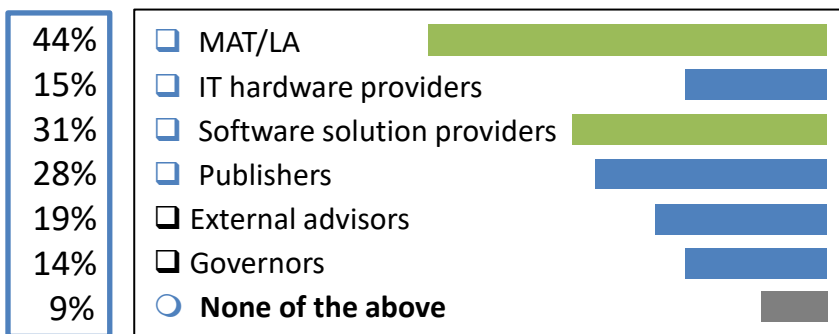
KS4



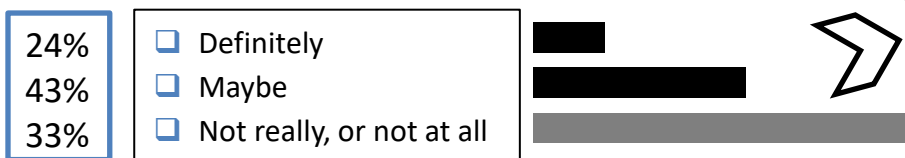
Do you consider you have enough information and guidance to deliver teaching in the current environment?



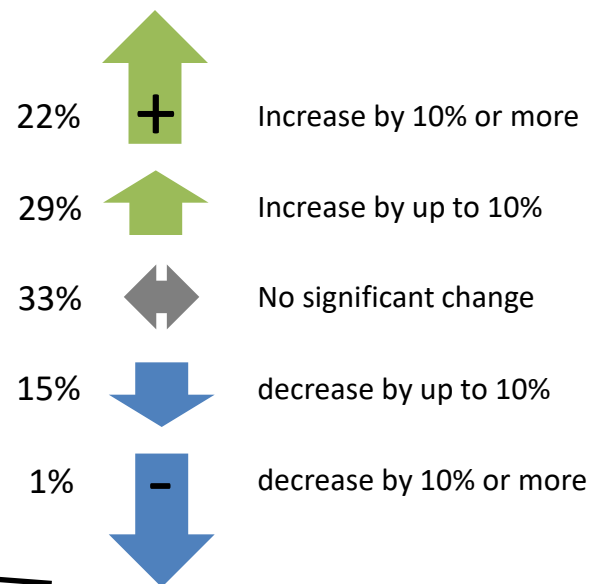
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What level of change do you anticipate?



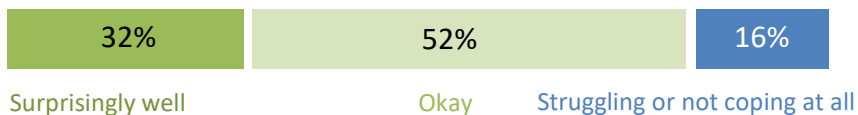
2020



Key Stage Five (KS5) / A level



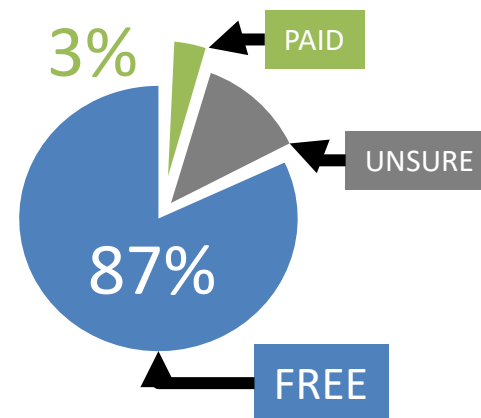
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How are pupils coping learning from home?

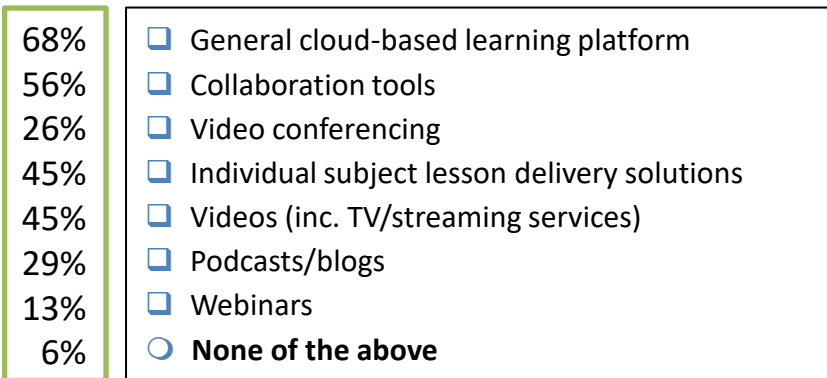


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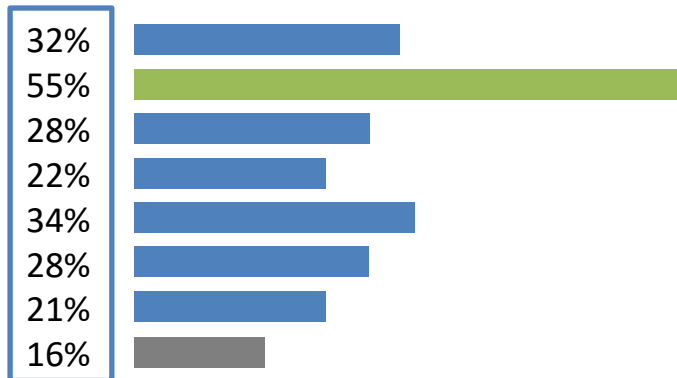


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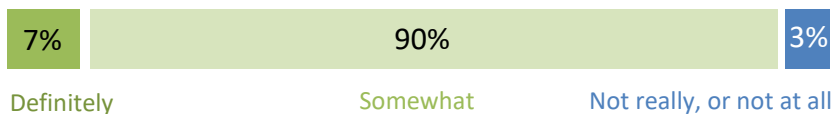
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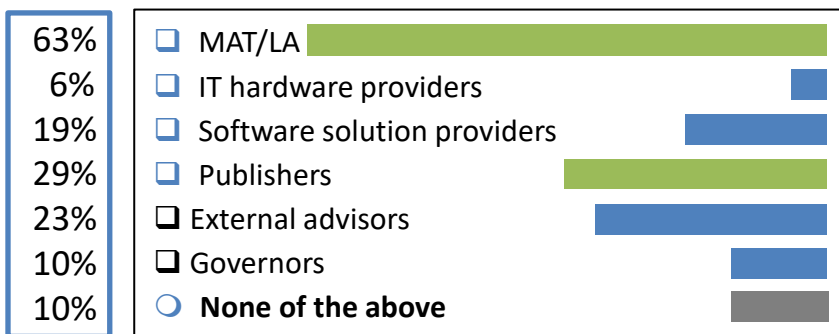
KS5



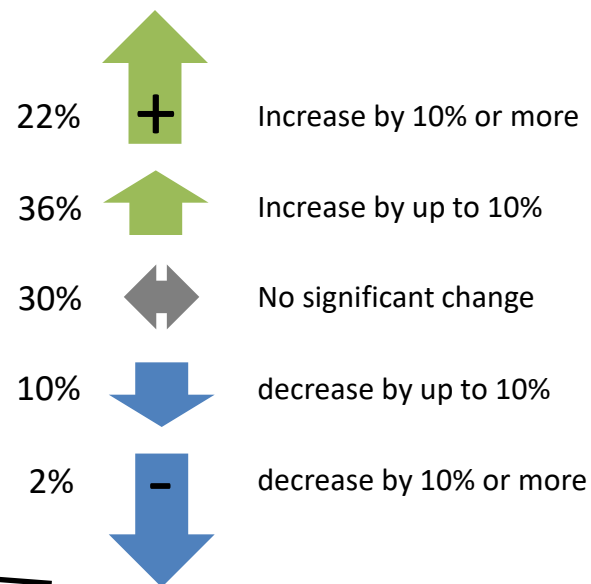
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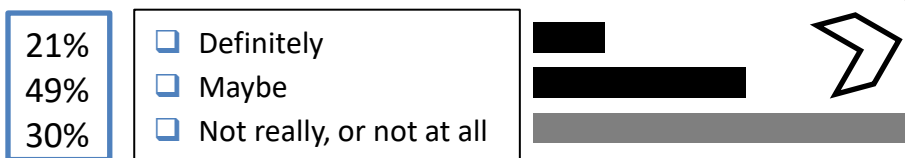
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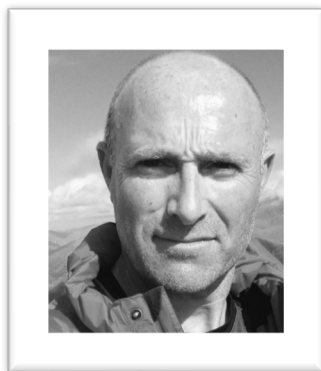
KS5

2020



Regular updates on coronavirus will be available

End



Authored by

Richard Connor

rconnor@c3education.com

 [researching.education](https://www.researching.education)

This report is confidential and is required only to be read by employees of publishers that have been provided direct access to the report.

Richard has been conducting market research exclusively in the school sector for over 25 years. Beginning his path at BESA then founding C3 Education in 1996. To be able to provide more robust and representative data on the marketplace the National Education Research Panel (NERP) was founded with the support of key education suppliers in 2005.

Each year over 20 research projects are conducted for education bodies, publishers and suppliers.