# Report 3

# Technology Use During Covid-19

Findings from the Edurio Covid-19 Impact Review

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edurio

**Report 3: Technology Use During Covid-19**

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## Executive Summary

The *Edurio Covid-19 Impact Review* was launched to help schools navigate the disruption caused by Covid-19. The surveys were completed by 45,338 respondents from 277 schools. The review has thus become England's largest multi-stakeholder study of the impact of Covid-19 on schools. Pupils, parents and members of school staff shared their thoughts on their school's work during the disruption in four key areas – learning, well-being, community and leadership. We also sought to identify what technology, devices and infrastructure was available to staff, pupils and families to work and learn from home.

This is the third report in which we explore the data gathered in the Review. It focuses on the role of technology in remote education during disruption.

| Responses collected June–July 2020 | 277 SCHOOLS | 45,338 RESPONDENTS | 22,729 PARENTS | 14,432 PUPILS | 8,177 STAFF |
|---|---|---|---|---|---|

## Key Findings

1. For most of the school staff, summer term 2020 required them to expand their IT skills. Around 80% tried out new technologies, most often combining them with already familiar tools. Most would welcome the opportunity to continue using these tools post-COVID.
2. In total, respondents name almost 150 different tools and providers that supported remote learning in a variety of ways. While the majority of tools received favourable ratings from the respondents, their frequency of mentions in respondent comments varied widely. The two most frequently mentioned providers were Microsoft and Google.
3. Ensuring remote learning usually required access to both digital as well as printed resources. In addition to the difficulties caused by the need of siblings to share devices, students and their parents also emphasise the reliance on printing equipment and books.
4. A fairly traditional top-down approach dominated remote learning. Almost three quarters of teachers used technology to plan and deliver lessons, but fewer than half asked learners to create their own material in response to the teaching activity, or used it to offer differentiated activities for their students.

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# Foreword

The past three terms have provided England's schools with challenges to their business continuity that at first seemed insurmountable; how could a system with an historic skepticism for technology, using carefully-honed and evidenced face-to-face methods and suffering a decade of dwindling investment in hardware and infrastructure possibly pivot to deliver effective online education?

The answer was to be found in the workforce's adaptability and determination not to let their pupils down, and in a quiet software revolution that has been underway for a while now. This report sheds helpful light on the features of schools' response to the pandemic and asks the sector to reflect on which aspects of remote education should be retained as we navigate ongoing uncertainty on the path back to stable classrooms.

It's clear from the responses of pupils that there are worrying equity gaps in provision that the country must address. Access to an adequate Internet connection is clearly problematic for some – though reporting of this problem diverges across questions. A perhaps larger issue around devices lurks below the surface, with the most significant barrier identified by parents being the need to share computers between family members. This will only become more limiting for these children as schools move further in the direction of live teaching, and should prompt urgent action.

We should recognise the quiet fact revealed within that cloud software platforms such as Microsoft's Office 365 and Google's G-Suite are in use and valued by almost all schools and provided the bedrock of their response to the need for remote education. A decade ago, few schools could have delivered anything approaching the sophisticated learning experiences most achieved by Summer.

The uses to which staff have put digital tools are both unsurprising (communicating with and issuing materials to pupils lead the responses) and encouraging, as more than half of staff report using technology to support key processes underlying effective teaching, such as demonstrating and explaining things to their pupils. We shouldn't brush past what an achievement this is, considering the starting point in March 2020 – behind this statistic lie hundreds of thousands of hours of live lessons, screencasts, narrated PowerPoints and YouTube videos, made once and learned from many times.

An important outcome of all this experience will be the integration into face-to-face lessons of digital methods which amplify effective teaching and support effective learning. The overwhelming majority of staff intend to do just this and we must not allow this benefit to be lost in the understandable desire to return to perceived normality. 2020 provided teachers with the urgent necessity to understand how technology best supports their work, concertaing years of training and exploding the myth that the profession can't or won't use tech – it had just lacked a compelling enough reason to invest the time before.

***Dominic Norrish***
*Chief Operating Officer*
*United Learning*

Chapter 1

# Introduction

# Introduction

When schools are operating normally, the range and nature of education technology usage can vary widely from teacher to teacher, classroom to classroom, and school to school. But the shift to remote learning during the summer term 2020, when Covid-19 caused full or partial school closures globally, meant an increased reliance on digital technologies for all schools.

*Edurio Covid-19 Impact Review*, conducted in June and July this year, involved 277 schools throughout England. 45,000 pupils, parents and members of school staff shared their thoughts on their school's work during the disruption in four key areas – learning, well-being, community and leadership. We also sought to identify what technology, devices and infrastructure was available to staff, pupils and families to work and learn from home.

The stakeholder responses demonstrate the vast variety of challenges school communities faced last spring, as well as many creative and inspiring examples of overcoming them.

This is the third report that is based on the *Edurio Covid-19 Impact Review*. It focuses on the role of technology in remote education during the Covid-19 disruption.[1]

First, the report looks at the technology that was accessible to pupils and staff, how it was used, and what were the challenges in remote education that came with the greater reliance on technology.

Then we move on to analyse which tools and education technology providers were preferred by individual teachers, pupils and parents. This analysis covers more than 80 different education tools and providers. We also compare stakeholder views on the offering of two technology giants that in recent years have focussed considerable efforts on becoming the digital platform of choice for educational establishments – Microsoft and Google.

As with the previous two reports, we hope that our findings will help schools to prepare for future periods of remote education and successfully meet the needs of their stakeholders.

[1] Report 1, How have Schools Coped with Covid-19?, provided an overview of the experiences of pupils, parents and school staff during the summer term 2020 - home.edurio.com/covid-19-impact-report1
Report 2, Lessons for School Leaders, analysed stakeholder views to identify what strategies had helped schools weather the disruption more effectively - home.edurio.com/covid-19-impact-report2

Chapter 2

# Edurio Covid-19 Impact Review

# Edurio Covid-19 Impact Review

## Research design

The goal of the *Covid-19 Impact Review* was to get a balanced view of what was happening with school communities in England during the summer term 2020. Edurio partnered with United Learning to design pupil, parent and staff survey instruments to measure four key areas that have been fundamental to a strong school response to the Covid-19 disruption. The review covered the learning process, stakeholder well-being, school community, and leadership during disruption (Figure 2.1.1). The areas were broken down into further modules to measure important elements like the use of technology, workload and equity. Respondents also answered a number of general and qualitative questions.

FIGURE 2.1.1: **FRAMEWORK FOR RESILIENCE**

**Learning**

How teaching and learning happened and how much progress pupils were able to make last term.

- Teaching and learning approaches
- Technology
- Equity


**Community**

How able were the school to retain a sense of community during the disruption.

- Belonging
- Collaboration
- Relationships with other stakeholders

**Leadership**

How the school was led through the disruption, and whether everybody felt supported.

- Communication and support
- Clarity of decisions
- Involvement in decision-making

**Well-Being**

How pupils, staff members and parents were coping emotionally and physically.

- Workload
- Stress and anxiety levels
- Sense of safety online and in school

## Research participants

In May and June 2020, Edurio held an open call inviting schools and multi-academy Trusts to take part in the *Covid-19 Impact Review*. The participating schools were given a unique private link for each of the three surveys, which they distributed to their parents, pupils and staff by email, text message or other school communication solutions. The respondents could access the survey from computers, tablets or mobile phones. Each participating school and Trust received a report of their results.

Surveying took place between June-July 2020 and gathered over 45 thousand participants across 277 schools. The research covers primary and secondary schools across all regions of England. A detailed breakdown of participants by school type and individual respondent characteristics is available in Report 1.

FIGURE 2.2.1: **RESPONDENTS BY STAKEHOLDER GROUP**

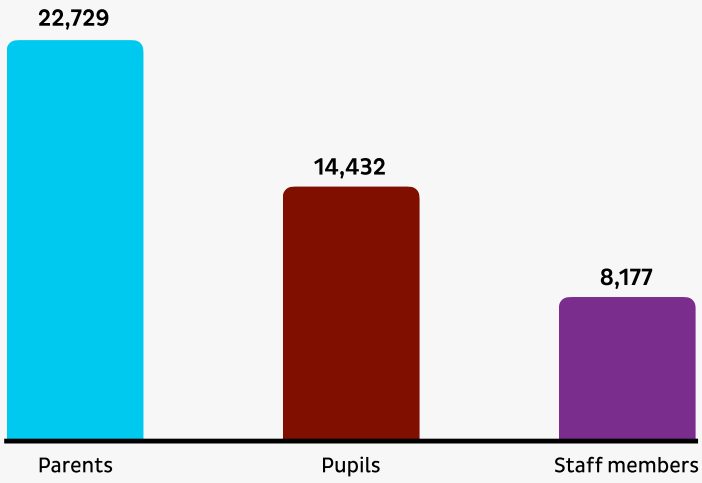
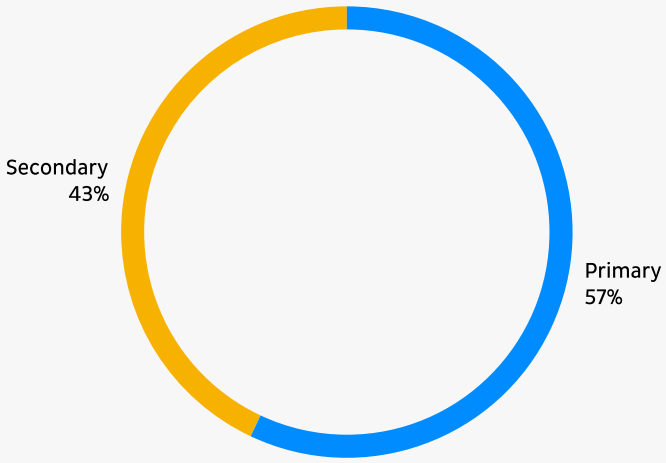



FIGURE 2.2.2: **RESPONDENTS BY EDUCATION PHASE OF THEIR SCHOOL**



Chapter 3

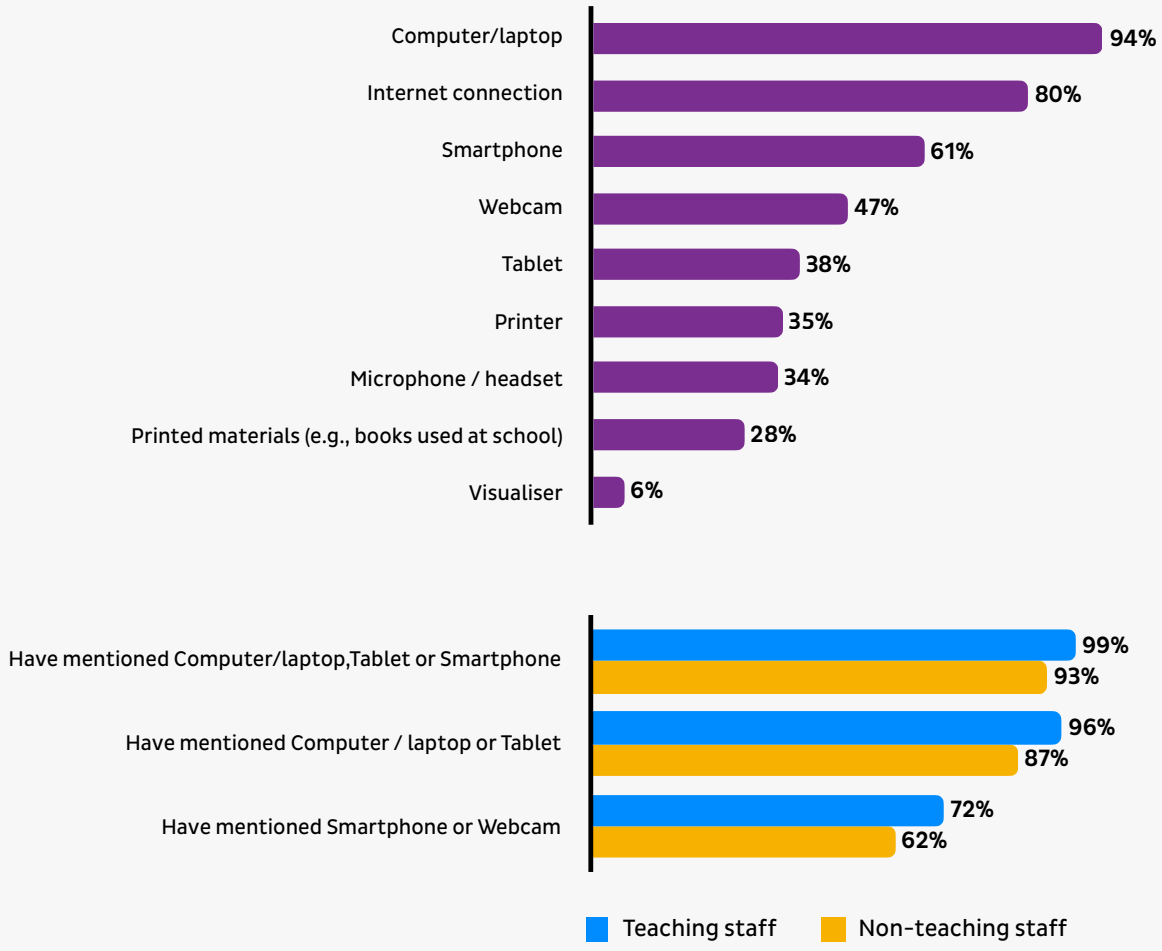
# Access to technology and infrastructure for remote learning

# Access to technology and infrastructure for remote learning

Throughout the summer term schools in England remained open only for a small minority of children. However, the many staff and pupils who could not be in school, continued to teach and learn relying on the digital technologies and infrastructure available to them at home. In the *Edurio Covid-19 Impact Review*, we sought to identify what technology, devices and infrastructure was available to staff, pupils and families during the disruption.

## Staff

FIGURE 3.1.1 AND FIGURE 3.1.2: STAFF RESPONSES TO THE QUESTION **"WHAT DEVICES AND RESOURCES DO YOU HAVE AVAILABLE TO WORK REMOTELY?"**



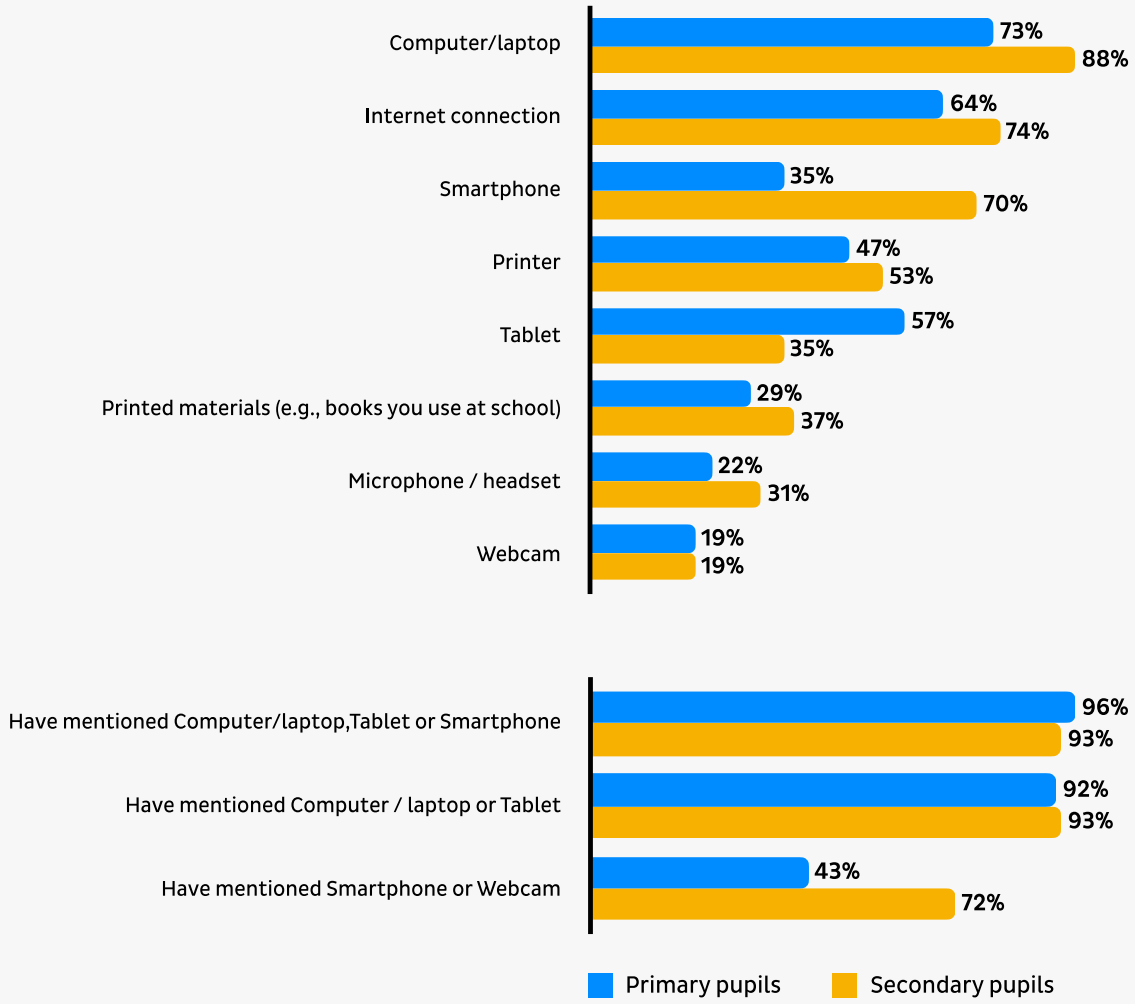

Over 90% of teaching staff reported having access to a computer or laptop to use when working remotely. A large proportion of teachers had a tablet available at home.

Around 60% of the teaching staff had smartphones. These would allow them to use many of the education technologies available, but, arguably, with less ease than having access to a computer, laptop or tablet would provide.

80% report having access to an internet connection. This indicates that a number of teachers were not fully equipped to use their larger home devices to support remote learning. Likewise, only around 70% of teaching staff and 60% of non-teaching staff report having access to a webcam or a smartphone for use in a video call.

## Pupils

FIGURE 3.1.3 AND FIGURE 3.1.4: PUPIL RESPONSES TO THE QUESTION **"WHAT HAVE YOU GOT AT HOME TO USE FOR SCHOOLWORK?"**



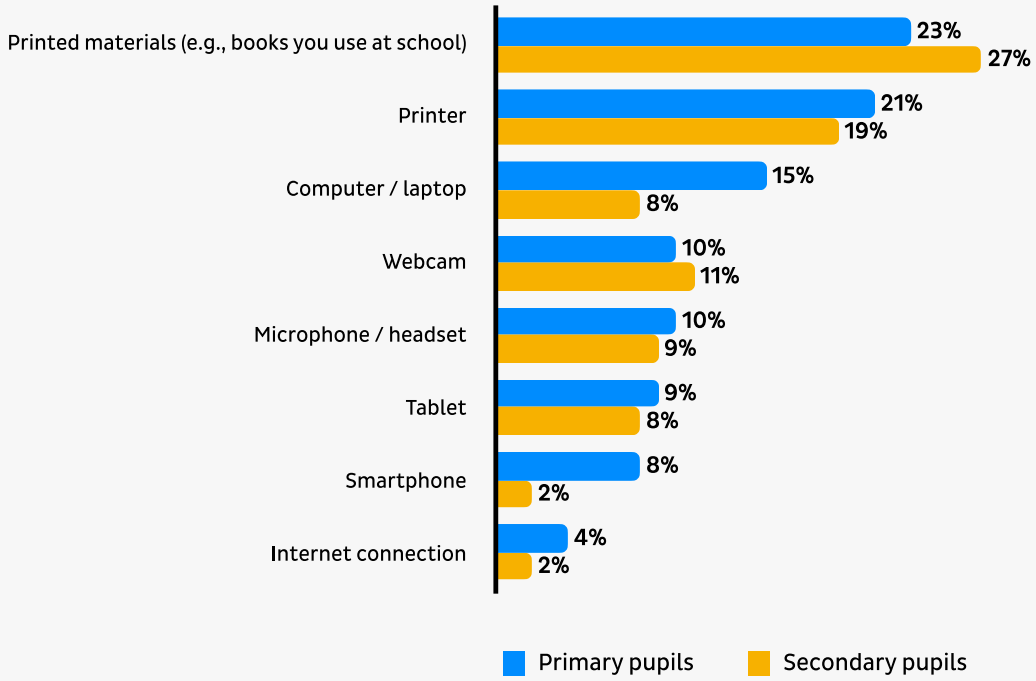

Almost nine in ten secondary pupils, and three quarters of primary pupils said they had access to a computer or laptop; more than half of primary pupils, and around a third of secondary pupils had access to a tablet. Fewer than one in ten said that they had no access to either a laptop or tablet for their school work. Over a third of primary pupils and a quarter of secondary pupils did not mention having access to the Internet at home.

Yet, very few pupils mentioned Internet access as a limiting feature when identifying what they had felt was missing from their home provision (Figure 3.1.5) . Some respondents may have had Internet access via a smartphone, given suitable data plans.

Around 70% of secondary pupils and just 40% of primary pupils report having access to a webcam or smartphone, which would enable them to join video calls - live sessions with teachers, online assemblies etc. - if needed.

Only about 10% of pupils mentioned the need for a webcam or microphone, and fewer than 5% of families identified the lack of this technology as an issue (Chapter 5, Figure 5.1.6).

FIGURE 3.1.5: PUPIL RESPONSES TO THE QUESTION **"IS THERE ANYTHING THAT YOU DON'T HAVE ACCESS TO AT HOME THAT WOULD HELP YOU LEARN BETTER?"**




While digital technology played an essential role in remote learning, the most commonly mentioned gap by pupils, selected by around a quarter of both primary and secondary pupils, was lack of access to printed resources such as the books they would use at school. One in five pupils also mentioned the lack of a printer.

This data may suggest that much of the teacher-pupil communication was largely dependent on text, visuals or pre-recorded video resources.

Chapter 4

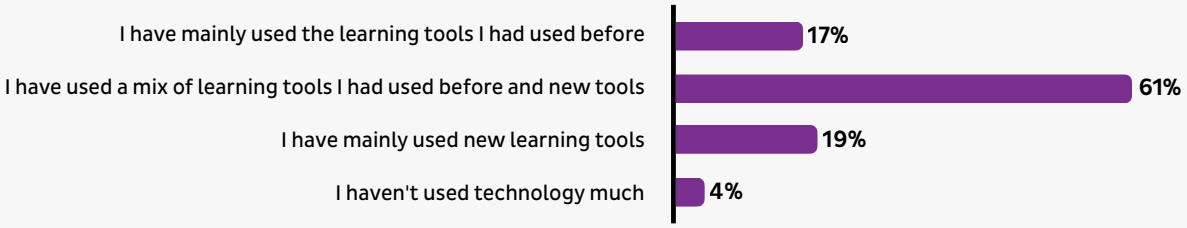
# How was technology used in remote education?

# How was technology used in remote education?

Next, we sought to understand how technology was used during the disruption.

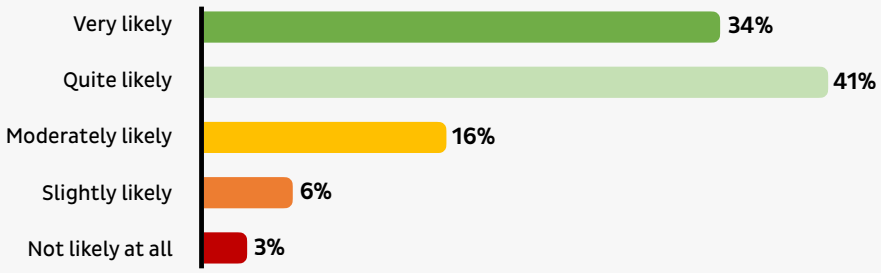
Members of staff were asked about their use of digital technology during the period of Covid-19 disruption compared to before as well as about the particular processes technology had enabled them to maintain.

FIGURE 4.1.1: STAFF RESPONSES TO THE QUESTION **"WHICH OF THE FOLLOWING STATEMENTS BEST DESCRIBE HOW YOU HAVE USED TECHNOLOGY THIS TERM?"**



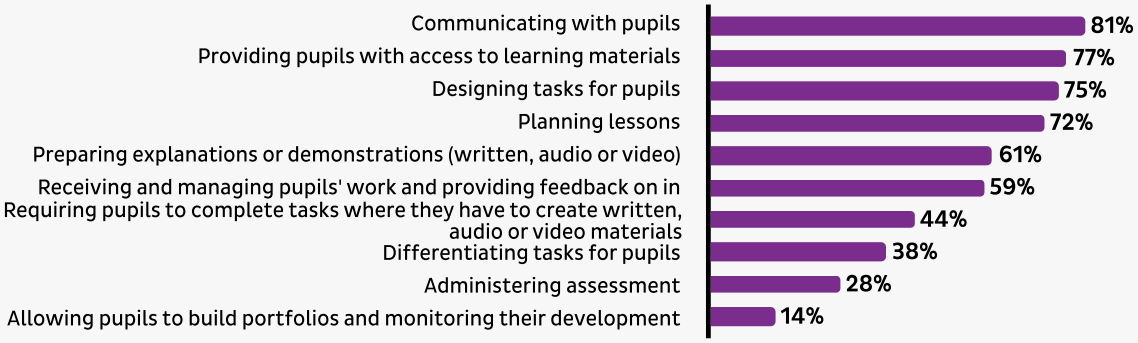

96% of teachers who responded to the survey used some digital learning tools last term. The majority - around 60% - used a mix of familiar and new learning tools. Around 20% of teachers mainly relied on the learning tools with which they were already familiar, and a similar proportion mainly used technology that was new to them.

FIGURE 4.1.2: STAFF RESPONSES TO THE QUESTION **"IF YOU HAVE BEEN USING NEW LEARNING TOOLS, HOW LIKELY DO YOU FEEL YOU WOULD BE TO USE THEM AFTER THIS DISRUPTION IS OVER?"**




Regarding future use of technology, 75% of staff were positive and felt that they were quite or very likely to continue using the new technologies that they had adopted during lockdown after the crisis was over. Fewer than 10% suggested that this continued use was unlikely.

FIGURE 4.1.3: STAFF RESPONSES TO THE QUESTION **"PLEASE MARK ALL ACTIVITIES WHERE YOU HAVE USED DIGITAL SOLUTIONS"**

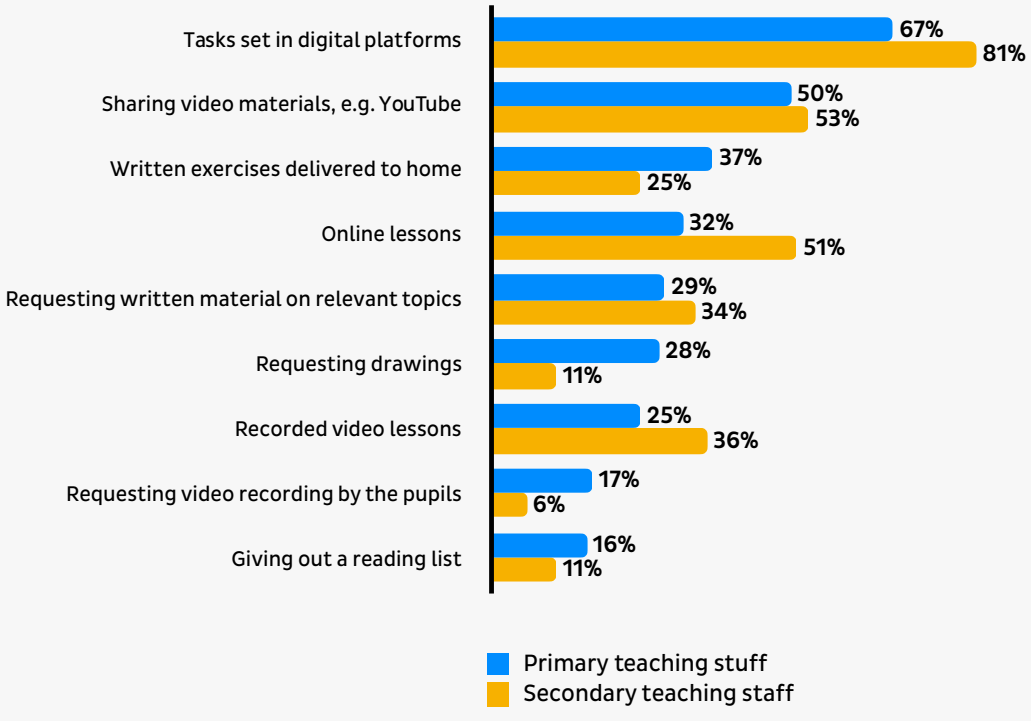



When asked to select specific activities in which teaching staff used digital technologies, communication with pupils was the most frequently mentioned. This was followed closely by providing pupils access to learning materials, designing learning tasks and planning lessons.

## How pupils learned

The data suggests that a fairly traditional top-down approach may have dominated remote learning. Almost three quarters of teachers used technology to plan and deliver lessons, but fewer than half asked learners to create their own material in response to the teaching activity, or used it to offer differentiated activities for their students. Around 15% in both phases do report using technology to encourage pupils to build their work portfolios.

FIGURE 4.1.4: STAFF RESPONSES TO THE QUESTION **"HOW HAVE YOU BEEN TEACHING? (PLEASE SELECT ALL THAT APPLY)"**



Teacher responses to the question regarding the learning activities they used last term show reliance both on digital solutions as well as on printed materials, albeit to a lesser extent.

80% of secondary, and 60% of primary school teachers used digital platforms to set their pupils learning tasks to complete online. However, almost 40% of primary school teachers and 25% secondary school teachers report delivering exercises to pupil homes.

Regarding content delivery, teachers relied on a mix of digital solutions - sharing video materials from various online sources, creating their own video resources, recording video lessons or conducting live lessons online.[2] Around one in eight primary school teachers and one in ten secondary school teachers gave pupils reading lists.

CASE STUDY - CASTLE MANOR ACADEMY

# Digital Pioneers

Castle Manor Academy is a Unity Schools Partnership secondary academy in Haverhill, Suffolk. The Headteacher Vanessa Whitcombe and her team started preparations for moving work and learning online in early March. The school recognised that the ability to adapt to the new arrangements will vary significantly from individual to individual. Here are three things they did to ensure everyone stays engaged.

**1. Use a phased approach**
**2. Ensure clarity, simplicity, and access**
**3. Engage the digital pioneers in your organisation**

## Phased approach

The school planned its transition to remote education in three phases, which allowed people to get used to changes and learn how to organise themselves in the new setting.

**Phase 1** focused on defining clear principles for remote learning, and ensuring pupils had access to the learning process from home.

With around 35% of children at Castle Manor receiving Pupil Premium, the school considered carefully what resources children would have access to at home. Based on past research they knew that all of their pupils had access to a smartphone. Consequently, they decided to use only those tools or resources that are accessible on smartphones and would not require a tablet or laptop.

The learning time was used to recap fundamental principles, and tasks were kept relatively familiar and accessible. This not only helped pupils to adapt, but also reduced the pressure on parents.

In **Phase 2**, teachers started using technology in more sophisticated ways and introduced new content. The school established an interactive book club in Microsoft Forms, where pupils could share their thoughts on the works they read. They started using materials from Oak National Academy as well as resources from Seneca and Hegarty Maths. By then, staff also felt more confident with exploring new tools, like Loom, or expanding their skills with familiar tools, for example, Microsoft PowerPoint.

**Phase 3** focused on expanding live online interaction, for learning purposes as well as for social well-being - pastoral work, all-school assemblies, and other activities.

At the end of each phase, the school would survey pupils, parents and staff to monitor their well-being and understand their concerns.

[2] Regarding live online lessons, the survey data showed no correlation between the proportion of lessons delivered live online and pupil sense of learning progress. The impact of this and other factors on stakeholder views on their school's actions in disruption are described in *Report 2. Lessons for School Leaders*. Download the full report here - home.edurio.com/covid-19-impact-report2

## Clarity, simplicity, and access

In order to limit the number of digital tools pupils would need to master (and the number of logins they would need to remember), the school tried to minimise the number of channels for interaction with pupils. Pupils accessed all of their daily tasks on the Go 4 Schools online system, and every pupil also had their own school e-mail address, which was used for all communication.

To maintain a sense of familiarity and continuity, the sets of tasks matched the timetable pupils would normally be following in school. Most of these tasks had a same-day deadline, which helped monitor pupil engagement.

The school also made sure that the learning process is fully accessible via smartphone. For example, all documents were shared as pdfs; there was no requirement to print out materials; a lot of the written work was completed in exercise books and then photographed and sent to teachers. Likewise, since visiting shops was discouraged, teachers were also asked to be cautious with assumptions about what household items and materials were readily available to pupils at home at this time (e.g., colour pencils, soda and vinegar, ingredients for recipes etc.).

## Digital pioneers

Some staff members of the Castle Manor Academy felt more confident to try out a new tool or approach in their work than their colleagues. Before integrating new technology into the learning process, these digital pioneers would try it out in their lessons and then share their experience in weekly staff meetings. The school tried to promote knowledge and skill sharing between these more digitally experienced practitioners and the rest of staff.

## New challenges and opportunities

This term, the school is learning how to maintain a hybrid model for learning - some pupils are back in school while others continue learning from home. One solution has been to beam children at home into their “normal” lessons happening at school, which has made access to cameras and good quality video solutions very important.

Some changes that were made in response to the disruption have shown continued advantages. For instance, using School Cloud to organise online parents’ evenings has helped both teachers and parents use their time and communicate more effectively.

The Headteacher Vanessa Whitcombe has also observed increased resilience among her staff. Overall, she emphasises the importance of staying as flexible as possible as the period of uncertainty continues.

Chapter 5

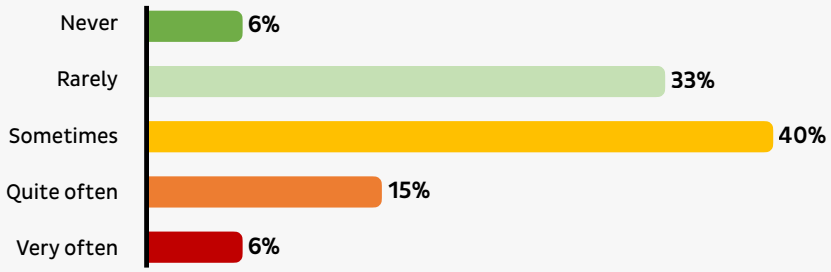
# Challenges, gaps in infrastructure and skills

# Challenges, gaps in infrastructure and skills

In the survey, we also sought to understand the challenges staff and families faced while using technology last term and what issues schools should address in preparation for future periods of remote education.

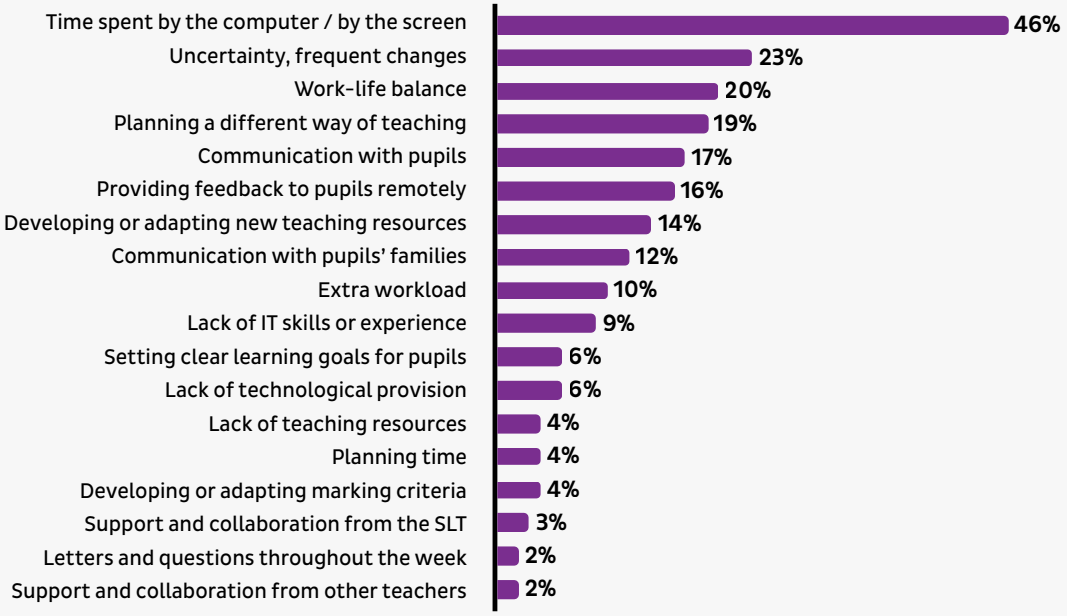
## Staff

FIGURE 5.1.1: STAFF RESPONSES TO THE QUESTION **"HOW OFTEN HAVE TECHNICAL ISSUES DISRUPTED YOUR WORK?"**



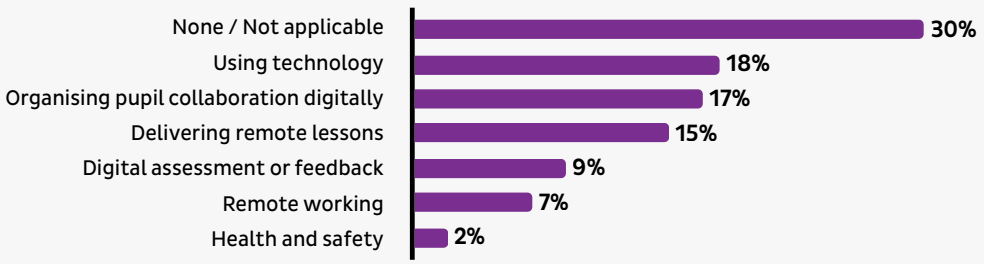

One in five teachers reported that technology problems often disrupted their work. Around a third felt that interruptions were rare, and fewer than one in ten escaped without any technical disruption.

FIGURE 5.1.2: STAFF RESPONSES TO THE QUESTION **"PLEASE SELECT TWO OR THREE OF THE MAIN CHALLENGES YOU HAVE FACED THIS TERM."**




When asked about the main challenges that they had faced during the term, almost 50% of all teachers found the amount of time that they had had to spend using computers was one of their main issues. However, more positively, fewer than 10% of teachers identified their lack of skills as one of their main challenges, and only 6% felt that a lack of access to technology had been significant.

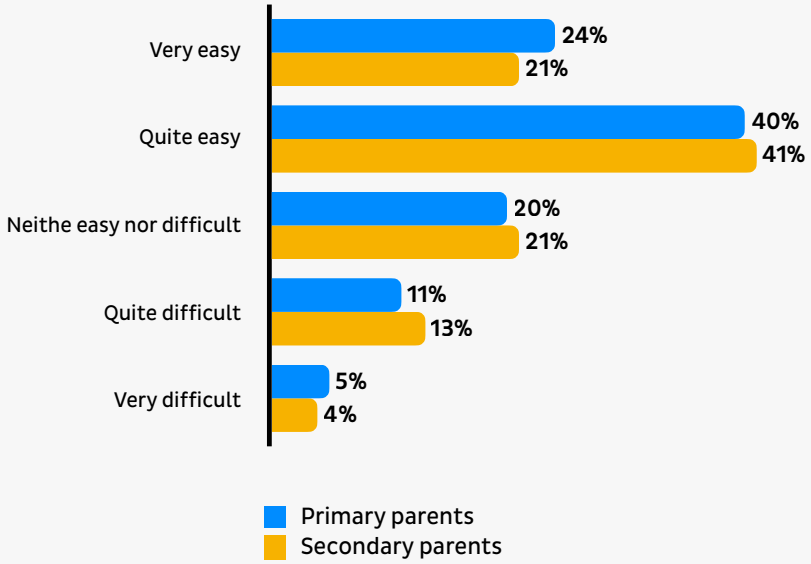
FIGURE 5.1.3: STAFF RESPONSES TO THE QUESTION **"WHAT ADDITIONAL TRAINING WOULD YOU FIND VALUABLE TO SUPPORT YOUR WORK?"**




When asked about professional development activities they would find useful, 30% of staff did not identify any specific further training needs. Around 20% of teachers felt that more training in the use of the technology would be beneficial, and about 40% of staff said they would value help with specific aspects of remote teaching - lesson delivery, assessment, organising pupil collaboration.

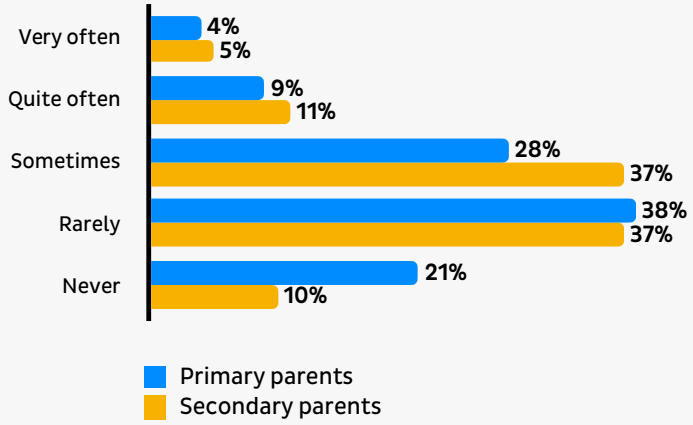
## Families

FIGURE 5.1.4: PARENT RESPONSES TO THE QUESTION **"HOW EASY OR DIFFICULT HAS IT BEEN FOR YOUR CHILD TO WORK WITH THE TECHNOLOGY THAT THE SCHOOL HAS USED FOR LEARNING?"**




Around 60% of parents reported that their children had found working with home technology for learning easy. In contrast, around one in ten felt it had been quite difficult, and 4% of all parents reported experiencing great difficulties.

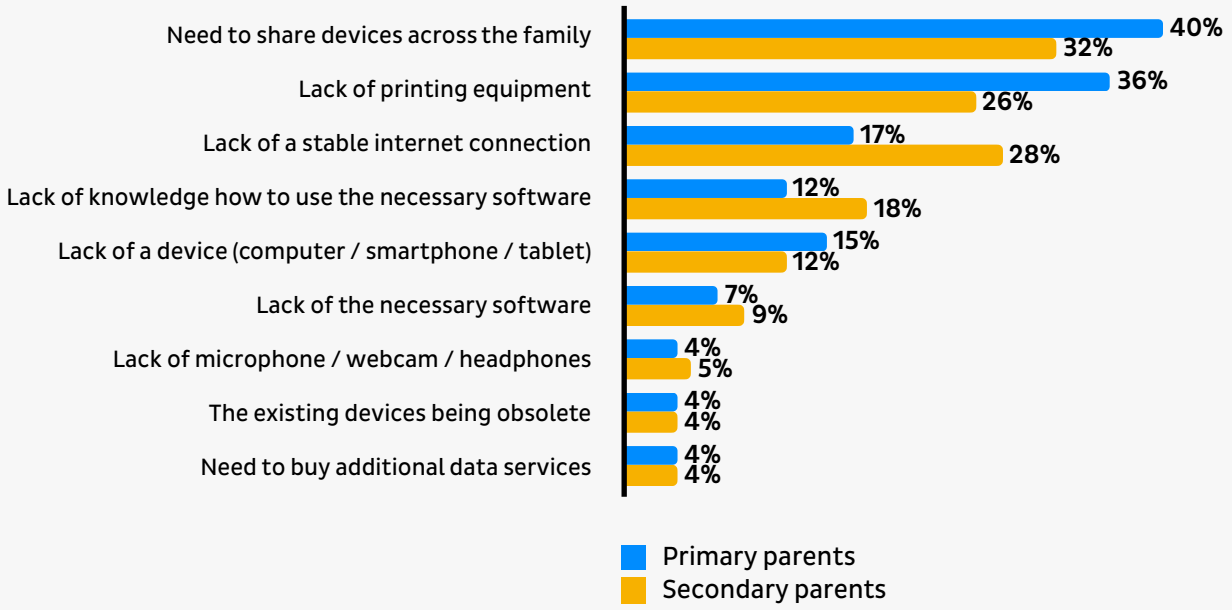
FIGURE 5.1.5: PARENT RESPONSES TO THE QUESTION **"HOW OFTEN HAVE TECHNICAL ISSUES DISRUPTED YOUR CHILD'S LEARNING?"**




Around half of families reported few or no technology issues disrupting the learning at home. However, one in eight experienced disruption often. Parents of secondary pupils reported more difficulties.

In order to identify the main technology-related challenges pupils and their families faced, parents were provided a list of possible challenges and asked to select the ones experienced by their family last term.

FIGURE 5.1.6: PARENT RESPONSES TO THE QUESTION **"WHAT HAVE THE MAIN CHALLENGES BEEN IN USING TECHNOLOGY FOR LEARNING?"**




The biggest challenge reported by more than a third of all parents and carers - as well as in respondent comments across the surveys - was the need to share devices across the family. This was a greater problem for families with primary pupils than secondary.

Parents also reported problems with the Internet stability, particularly where there were secondary age pupils. Other significant challenges included lack of skills, suitable devices or software.

Chapter 6

# Which tools worked best in supporting remote learning?

# Which tools worked best in supporting remote learning?

## 6.1 Introduction

The research explored which tools and education technology providers were preferred by individual teachers and students, or their families, and which had proved most useful to them during the disruption.

Respondents were asked the following two questions: *Which technology solutions used by the school have worked well for you?* and *Which technology solutions used by the school have not worked well for you?*. These optional questions were answered by over 28,000 respondents - over half of all staff, and over a third of pupils and parents.

In total, respondents mentioned 148 different tools and providers. For further analysis we chose 82 tools and providers that had received at least 50 mentions across all three stakeholder groups. The long tail of 66 EdTech tools that were omitted from the detailed analyses received fewer than 50 comments, of which 40 achieved only single figure mentions.

The range of EdTech solutions available is obviously huge, and complex, and defies simple classification. We have broadly categorised the technologies mentioned in the survey by their underlying function.

### Types of education technology used in schools

#### 1. Collaboration and communication

Tools whose primary purpose is to offer opportunities for communication and collaboration between students, parents/carers, and teachers.

#### 2. Classroom suites/Management

Tools primarily designed to help with classroom management strategies, such as the provision of integrated toolsets, behaviour management, seating plans etc.

#### 3. Online content

Web-based resources primarily geared to deliver specific subject content, frequently targeted at specific groups of learners.

#### 4. Learning platforms

An aggregation of learning technologies that offers a wider range of functions, including student assignments and assessment, often incorporating functions from several of the other categories used here.

#### 5. Admin/Productivity tools

Technologies that offer efficiencies that can underpin teaching and learning, but are not primarily pedagogical in nature, such as information management systems, attendance registration, meeting organisation, storing and sharing content etc.

#### 6. Content creation

Tools that enable students and teachers to generate digital content in a range of media, such as presentations, graphics and video-recording programs.

## EdTech Classification Challenges

Numerous attempts have been made to categorise education technology tools, though none have been universally accepted. Some classifications are structured on the nature of the technology, whilst others attempt to classify these tools by their pedagogical (or other) functions.

The range and variety of education technologies adds considerably to the difficulty of classification. Some education technologies focus on a single core function, while many others aggregate a number of functions into a single interface for flexibility and ease of use, with many different permutations of functions. This makes any classification not only challenging, but possibly misleading, and somewhat open to subjective interpretation.

Furthermore, respondents do not always make it clear how they use a tool that is part of a broader collection. Some respondents may only use one tool in a collection, others may use several tools from the same provider, but both may still refer to the tool or an overall brand (e.g. Show my Homework/Satchel, or Spelling Shed/EdShed, or Bug Club/ActiveLearn). Some of the collections of tools may serve a range of different purposes. This does not always allow us to be sure of the right category for some tools.

## How the tools were scored

The top tools in each category were given two scores - a frequency rating and an approval rating.

The frequency rating shows how often the tools were mentioned by parents, pupils and staff members. Comparing the frequency rating allows us to gain an idea of the relative importance of the various tools in the remote learning process.

The approval rating is a percentage figure that shows what share of all comments mentioning a certain tool were positive. Comparing the approval rating allows us to understand how well the tools worked for various stakeholder groups.

## 6.2 Communication and collaboration

FIGURE 6.2.1: FREQUENCY RATING AND APPROVAL RATING OF COLLABORATION AND COMMUNICATION TOOLS MENTIONED BY AT LEAST 50 RESPONDENTS

| BRAND/TOOL | TOTAL NO. OF MENTIONS | STAFF | PARENT | PUPIL | STAFF APPROVAL RATING | PARENT APPROVAL RATING | PUPIL APPROVAL RATING |
|---|---|---|---|---|---|---|---|
| Microsoft Teams | 4969 | | | | 78% | 77% | 75% |
| Zoom | 1233 | | | | 79% | 73% | 78% |
| Google Meet | 436 | | | | 71% | 73% | 77% |
| Tapestry | 421 | | | | 91% | 85% | 93% |
| Microsoft Outlook | 328 | | | | 81% | 78% | 83% |
| Google Hangouts | 115 | | | | 78% | 76% | |
| Twitter | 89 | | | | 63% | 39% | |
| Facebook | 84 | | | | | 73% | |
| Padlet | 71 | | | | 92% | 78% | 67% |
| Flipgrid | 68 | | | | | 70% | |
| Google Gmail | 60 | | | | | | 69% |
| Quizlet | 58 | | | | | | 81% |
| Kahoot | 57 | | | | | | 85% |

Thirteen collaboration and communication tools received at least 50 mentions in respondent comments. Almost 60% of the mentions were for one video-conferencing and collaboration tool, Microsoft Teams. The rival Zoom video-conferencing technology was mentioned by one in five of the teachers who cited any communication and collaboration tools, around a third of the number of mentions for Microsoft Teams.

In addition to Microsoft Teams, Zoom and Google Meet, parents of pupils in early years recognised the value of communications via Tapestry, an online learning journal.

Though the use of social media tools is often cited as a route for schools to communicate with parents and families, only around 2% of these parents mentioned the use of Facebook or Twitter.

All collaboration/video-conferencing tools received similarly positive approval ratings (71-81%); Tapestry, the online journal tool for early years settings, received particularly high approval ratings. Social media tools received relatively few mentions overall and had a higher proportion of negative mentions than other tools.

## 6.3 Classroom Suites / Management

FIGURE 6.3.1: FREQUENCY RATING AND APPROVAL RATING OF CLASSROOM SUITES/MANAGEMENT TOOLS MENTIONED BY AT LEAST 50 RESPONDENTS

| BRAND/TOOL | TOTAL NO. OF MENTIONS | STAFF PARENT PUPIL | STAFF APPROVAL RATING | PARENT APPROVAL RATING | PUPIL APPROVAL RATING |
|---|---|---|---|---|---|
| Google Classroom | 4569 |  | 83% | 78% | 83% |
| Class Dojo | 1762 |  | 91% | 85% | 89% |
| Class Charts | 407 |  | 93% | 86% | 87% |
| Microsoft Office 365 | 241 |  | 80% | 45% | 75% |

Four tools that could be classified as classroom suites or classroom management tools received at least 50 mentions in respondent comments. The functions that they each offer to classroom teachers vary significantly.

Google Classroom was the most frequently mentioned tool by both primary and secondary teachers as well as by parents and pupils. In contrast, the standard office suites, Office 365 and G-Suite, both attracted very few mentions.

Class Dojo, the behaviour management tool, which is firmly targeted at primary classrooms, attracted a substantial proportion of all mentions by primary teachers in this category as well as over 900 parent and 500 primary pupil mentions. It also received a very high approval rating across all three respondent groups.

Class Charts, on the other hand, is mainly mentioned by secondary teachers. Class Charts was also mentioned by 139 secondary parents and 214 secondary pupils, and received a high approval rating from all stakeholders.

Microsoft Office 365 received the lowest approval rating from stakeholders, particularly from parents. However, as mentioned, this tool was mentioned by only a few respondents, so this figure should be treated with some caution.

Note that the relative numbers of mentions are influenced by the history, branding and teacher vocabulary as well as the functionality or popularity of the technology.

## 6.4 Online content

FIGURE 6.4.1: FREQUENCY RATING AND APPROVAL RATING OF ONLINE CONTENT TOOLS MENTIONED BY AT LEAST 50 RESPONDENTS

| BRAND/TOOL | TOTAL NO. OF MENTIONS | STAFF | PARENT | PUPIL | STAFF APPROVAL RATING | PARENT APPROVAL RATING | PUPIL APPROVAL RATING |
|---|---|---|---|---|---|---|---|
| Times Tables Rockstars | 1664 | | | | 94% | 84% | 88% |
| Youtube | 1030 | | | | 76% | 82% | 80% |
| BBCBitesize | 1025 | | | | 88% | 88% | 89% |
| Hegarty Maths | 1013 | | | | 94% | 81% | 77% |
| Purple Mash | 961 | | | | 84% | 76% | 84% |
| White Rose Maths | 841 | | | | 87% | 76% | 66% |
| Seneca | 817 | | | | 99% | 80% | 82% |
| MyMaths | 696 | | | | 95% | 85% | 73% |
| MathsWatch | 642 | | | | 90% | 75% | 66% |
| Oak National Academy | 626 | | | | 90% | 69% | 60% |
| EdShed | 399 | | | | | 85% | 89% |
| Pearson ActiveLearn | 380 | | | | 76% | 74% | 55% |
| Bug club | 370 | | | | 68% | 83% | 78% |
| Educake | 346 | | | | 100% | 76% | 72% |
| Twinkl | 238 | | | | | 78% | 83% |
| IXL | 231 | | | | 87% | 91% | 85% |
| GCSEPod | 226 | | | | 82% | 76% | 71% |
| Mathletics | 220 | | | | | 84% | 100% |
| Oxford Owl | 161 | | | | | 91% | 78% |
| Sumdog | 156 | | | | | 92% | 87% |
| Numbots | 139 | | | | | 80% | 63% |
| Education City | 135 | | | | | 79% | 73% |
| Nessy | 121 | | | | | 76% | 80% |
| Phonics play | 113 | | | | | 85% | 100% |
| SPaG | 113 | | | | | 85% | 88% |
| Kerboodle | 108 | | | | | 47% | 31% |
| Discovery Education | 84 | | | | | 81% | 78% |
| Reading eggs | 71 | | | | | 80% | |
| SpellZone | 59 | | | | | | 77% |
| Duolingo | 54 | | | | | 91% | 96% |

There is an abundance of online content aimed at schools, much of it targeted at specific subjects and age ranges. This is reflected in the survey responses, which for this category were far more diverse than for other categories. They also showed significant differences in primary and secondary mentions. 30 content sites reached the threshold of at least 50 mentions.

Primary staff most frequently mentioned the Purple Mash website, a subscription site with both content and an online toolset, that is more about content creation than instruction, and could arguably have been included in that category.

The most commonly mentioned site by secondary staff was Seneca, the online revision site for GCSE and A Level subjects. GCSEPod, another support site for revision, also received a high number of mentions. These two sites were mentioned by many parents and pupils as well. Seneca and GCSEPod were highly praised by the teachers who mentioned them.

Maths support was frequently mentioned by primary as well as secondary school teachers. Both groups mention dedicated sites such as Hegarty Maths, Times Tables Rockstars, White Rose Maths and My Maths as well as generic sites such as Oak National Academy and BBC Bitesize.

Many of the maths sites received very positive mentions by staff and compliments from parents and pupils, though with a few more negative observations. Curiously, some maths sites, like Sumdog, MathShed and Mathletics, received few mentions by staff, but numerous comments by parents and pupils.

Primary teachers made more mentions of sites such as Oak National Academy (ONA) and BBC Bitesize than their secondary colleagues, while secondary teachers were more likely to mention YouTube videos as a source of online content.

Oak National Academy, mentioned by fewer than fifty of the staff surveyed, was nonetheless highly praised by them. Parents and pupils were also positive about ONA, though somewhat less so. BBC Bitesize, mentioned by relatively few staff but by many pupils and parents, received very positive comments from all stakeholder groups.

The longish tail of sites mentioned by fewer than 20 members of staff generally drew positive mentions by parents and pupils. The notable exception being Kerboodle, which got a materially lower approval rating, with the majority of comments being negative.

# 6.5 Learning platforms

FIGURE 6.5.1: FREQUENCY RATING AND APPROVAL RATING OF LEARNING PLATFORMS MENTIONED BY AT LEAST 50 RESPONDENTS

| BRAND/TOOL | TOTAL NO. OF MENTIONS | STAFF | PARENT | PUPIL | STAFF APPROVAL RATING | PARENT APPROVAL RATING | PUPIL APPROVAL RATING |
|---|---|---|---|---|---|---|---|
| Satchel One SMHW | 1983 | | | | 84% | 83% | 82% |
| VLE | 705 | | | | 34% | 53% | 42% |
| Seesaw | 649 | | | | 89% | 82% | 84% |
| Showbie | 564 | | | | 86% | 82% | 86% |
| Century | 121 | | | | | 69% | 67% |
| Moodle | 116 | | | | 46% | 3% | 72% |
| eSchools | 115 | | | | 74% | 77% | 83% |
| Firefly | 98 | | | | | 70% | 90% |
| Lexia | 55 | | | | | 100% | |
| DB Primary | 52 | | | | | | 94% |

Possibly the most significant thing about learning platforms, and VLEs (virtual learning environments), was how few mentions they received, particularly from staff. This is remarkable given that, a decade earlier, they had been positioned as a required development in schools by a previous government, in part as a precautionary measure against the possibilities of a pandemic leading to a requirement for remote teaching and learning.

Ten learning platforms, plus the generic term VLE reached the threshold of at least 50 mentions.

Primary and secondary schools tend to use different platform providers. Seesaw and Showbie took most of the primary mentions, while Satchel/Show My Homework[3], Moodle and the generic term VLE gained most mentions in the secondary sector.

The approval rating shows a high ranking for the tools that enable assignment and gathering of work with all respondent groups, with Satchel, Seesaw and Showbie being well-received by staff, parents and pupils alike. These tools also incorporate parental engagement features, which may explain their approval among parents.

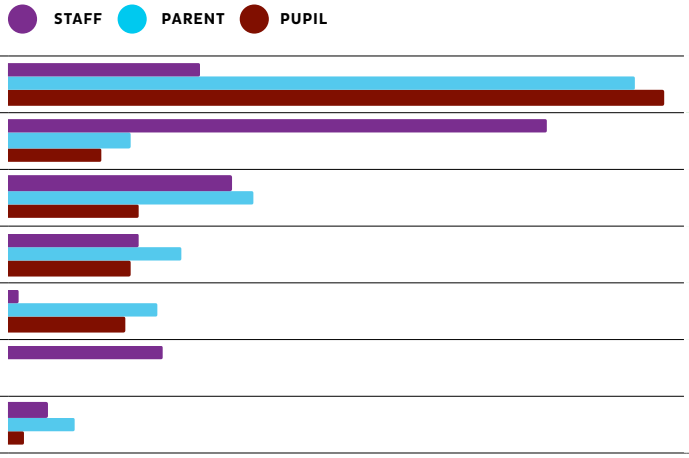
The use of the term VLE harks back to earlier technologies, and this may explain why tools referred to by this term received much lower approval from staff, pupils and parents alike. Parents appeared particularly scathing about the use of Moodle platforms, though pupils were rather more positive about the use of Moodle than were their parents or teachers.

[3] It is not clear that all the mentions here are for a full learning platform. The popular Show My Homework tool started life as an assignment tool, but has been expanded to become part of the SatchelOne platform. Respondents were not clear whether they were now using the full SatchelOne platform toolset, or just the SMHW tool. SMHW used alone, for distribution and handing in of work, might more accurately be located in the Classroom Management category.

## 6.6 Admin / productivity tools

FIGURE 6.6.1: FREQUENCY RATING AND APPROVAL RATING OF ADMIN AND PRODUCTIVITY TOOLS MENTIONED BY AT LEAST 50 RESPONDENTS

| BRAND/TOOL | TOTAL NO. OF MENTIONS | STAFF APPROVAL RATING | PARENT APPROVAL RATING | PUPIL APPROVAL RATING |
|---|---|---|---|---|
| GO 4 Schools | 634 | 82% | 85% | 87% |
| Google Drive | 325 | 76% | 68% | 78% |
| SIMS | 259 | 42% | 64% | 55% |
| Microsoft SharePoint | 184 | 70% | 45% | 58% |
| Doodle | 121 | | 88% | 87% |
| Bromcom | 67 | 62% | | |
| Microsoft OneDrive | 53 | | 74% | |




Seven admin/productivity tools reached the threshold of at least 50 mentions.

Google Drive was clearly well-known among staff, and far more likely to be mentioned by any stakeholder group than its rival Microsoft's OneDrive. Information management tools, such as SIMs and Bromcom, also received a number of mentions by staff.

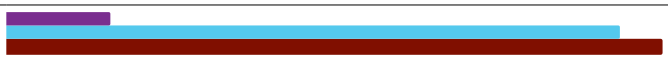
The admin/productivity tool that received most mentions from parents and pupils was GO 4 Schools. This is a platform which integrates several functions linking home and school, including some which other schools may supply via the school website.

As market leader in school information systems, SIMS attracted the most mentions, but these were almost as likely to be negative as positive. A rival, Bromcom, was mentioned slightly more frequently by staff, but attracted no comments at all from pupils or parents.

Doodle, an online technology to help with meeting planning, was mentioned by few staff, but its use was clearly appreciated by the parents and pupils with whom it was used.

## 6.7 Content creation

FIGURE 6.7.1: FREQUENCY RATING AND APPROVAL RATING OF CONTENT CREATION TOOLS MENTIONED BY AT LEAST 50 RESPONDENTS

| BRAND/TOOL | TOTAL NO. OF MENTIONS | STAFF PARENT PUPIL | STAFF APPROVAL RATING | PARENT APPROVAL RATING | PUPIL APPROVAL RATING |
|---|---|---|---|---|---|
| Microsoft PowerPoint | 574 |  | 74% | 51% | 53% |
| Microsoft Word | 258 |  | | 48% | 60% |
| Loom | 242 |  | 82% | 83% | 82% |
| Microsoft OneNote | 86 |  | | 42% | 84% |
| Google Forms | 57 |  | | | 59% |

Five content creation tools reached the threshold of at least 50 mentions.

The content-creation tool mentioned most frequently by staff was Loom, a tool which allows video-capture on screen. One in five teachers mentioned Microsoft PowerPoint, and around one in 10 cited either Google or Microsoft Forms for creating surveys, assessment or questionnaires.

The Microsoft Office tools Word and PowerPoint attracted most comments from parents and pupils. These tools attracted both strong praise and criticism, in almost equal measure.

Chapter 7

# Microsoft vs Google

# Microsoft vs Google

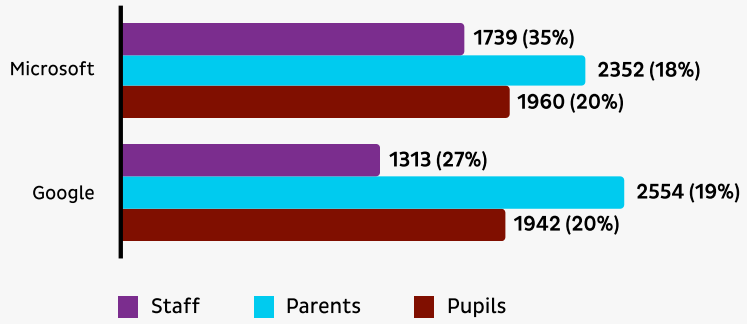
Among the vast number of specialised education tools with fairly narrow functions, some providers try to offer collections of tools that combine multiple functions. The most well-known examples come from the tech giants Microsoft and Google.

In recent years, Microsoft and Google have focussed considerable efforts on becoming the digital platform of choice for educational establishments. Though many schools will use some technologies from both suppliers, it has become increasingly common for schools to refer to themselves as Google or Microsoft schools, based largely on the collaborative platform that they adopt and use with their students. In this section, we explore what opinions staff, pupils and parents hold of the Microsoft and Google solutions used by their school.

## Frequency of mentions

Data for this comparison was taken from the same two optional questions that were used to analyse the types of education technology used by respondents: *Which technology solutions used by the school have worked well for you?* and *Which technology solutions used by the school have not worked well for you?*. Over 28'000 respondents answered these questions, and Microsoft and Google products received a material proportion of all mentions.

FIGURE 7.1.1: NUMBER OF RESPONDENTS WHO MENTIONED MICROSOFT OR GOOGLE IN THEIR RESPONSES (IN BRACKETS - % FROM THE TOTAL NUMBER OF RESPONDENTS BY GROUP WHO ANSWERED THE RESPECTIVE QUESTIONS)

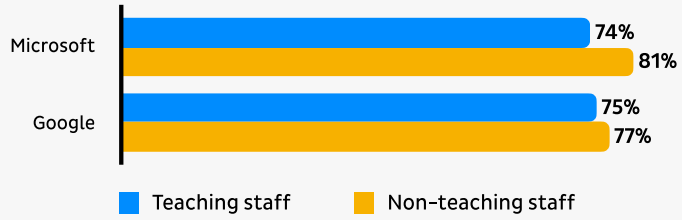



Over a third of staff respondents thought to mention Microsoft technologies, and around a quarter mentioned those from Google. Around one in five pupils and parents chose to mention each platform provider. Though staff respondents mentioned Microsoft slightly more frequently than Google, overall there was a remarkable similarity between the frequency of mentions between the two providers, particularly in the responses by pupils and families.

## Overall approval rating

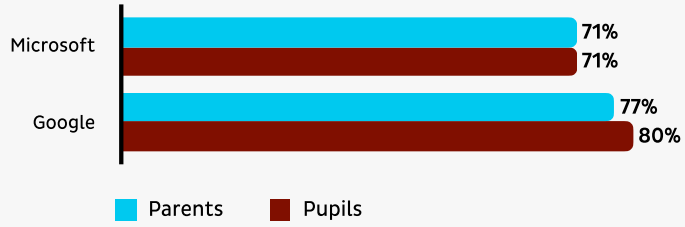
Technology from both Microsoft and Google received positive and negative mentions from the respondents.

FIGURE 7.1.2: STAFF OVERALL APPROVAL RATING OF MICROSOFT AND GOOGLE TOOLS USED LAST TERM




Staff give a similar approval rating to both providers - 76-77%. The data did not show any differences of opinion between teaching and non-teaching staff.

FIGURE 7.1.3: PARENT AND PUPIL OVERALL APPROVAL RATING OF MICROSOFT AND GOOGLE TOOLS USED LAST TERM




Parent and pupil responses show a slight preference for the Google toolset. 77% of parents and 80% of pupils mention Google positively, while the approval rating for Microsoft is 71% for both respondent groups.

## Most commonly cited tools

Microsoft and Google both offer a range of individual tools for their users. We therefore analysed the mentions of specific tools from each of the two brands.

## History and branding impact

When surveying use of education technology with open text responses, one challenge is the varied terms that respondents may use to report their favourite technologies. Some refer to a technology by its overall brand, others by a collection of tools under that brand, whilst a third group will often refer to a specific tool by name.

For example, respondents may use Microsoft, Office 365, or Word, or possibly Google, Classroom or Docs. Some of those surveyed may only use one tool in a collection, such as the word-processor, whilst others may use several tools in the suite, but both groups may use one of the more generic terms. There is also confusion for some users over which tools are included within a particular toolset brand name (e.g. is Microsoft Teams part of Office 365?).

Microsoft has a longer history of educational provision, based initially on marketing of standalone individual tools (Word, Excel, PowerPoint etc.) before aggregation into a toolset (Office). Conversely, Google's educational marketing has always put more emphasis on its shared online toolset, rather than the individual tools, focusing on branding such as Classroom, or G Suite (now changing to Workspace). It is only latterly that there has been a relative alignment of the toolsets from the two suppliers, and there still remain significant differences, though they may appear to be positioned as competitors.

This context of historical legacy and brand marketing has undoubtedly influenced the terminology used by respondents in the survey, and can make granular analysis and 'like for like' comparisons more challenging.

FIGURE 7.2.1: FREQUENCY RATING AND APPROVAL RATING OF MICROSOFT TOOLS MENTIONED BY AT LEAST 50 RESPONDENTS

| BRAND/TOOL | TOTAL NO. OF MENTIONS | STAFF | PARENT | PUPIL | STAFF APPROVAL RATING | PARENT APPROVAL RATING | PUPIL APPROVAL RATING |
|---|---|---|---|---|---|---|---|
| Teams | 4969 | | | | 78% | 77% | 75% |
| PowerPoint | 574 | | | | 74% | 51% | 53% |
| Outlook | 328 | | | | 81% | 78% | 83% |
| Word | 258 | | | | | 48% | 60% |
| Office 365 | 241 | | | | 80% | 45% | 75% |
| SharePoint | 184 | | | | 70% | 45% | 58% |
| OneNote | 86 | | | | | 42% | 84% |
| OneDrive | 53 | | | | | 74% | |
| Forms | 36 | | | | 90% | | |
| Excel | 26 | | | | | | |

In the Microsoft toolset, by far and away the most mentioned was the relative newcomer, collaboration and video-conferencing tool, Microsoft Teams. In the previous chapter, we saw Microsoft Teams was also the most frequently mentioned of all communication and collaboration tools. Far fewer respondents mentioned the rival Google technologies Meet and Hangouts.

FIGURE 7.2.2: FREQUENCY RATING AND APPROVAL RATING OF GOOGLE TOOLS MENTIONED BY AT LEAST 50 RESPONDENTS

| BRAND/TOOL | TOTAL NO. OF MENTIONS | STAFF | PARENT | PUPIL | STAFF APPROVAL RATING | PARENT APPROVAL RATING | PUPIL APPROVAL RATING |
|---|---|---|---|---|---|---|---|
| Classroom | 4569 | | | | 83% | 78% | 83% |
| Meet | 436 | | | | 71% | 73% | 77% |
| Chromebooks | 344 | | | | 60% | 66% | 82% |
| Drive | 325 | | | | 76% | 68% | 78% |
| Hangouts | 115 | | | | 78% | 76% | |
| Gmail | 60 | | | | | | 69% |
| Forms | 57 | | | | | | 59% |
| G suite | 8 | | | | | | |
| Slides | 7 | | | | | | |

In the Google toolset, the most frequently mentioned was Google Classroom, whose primary purpose is to help creating, distributing, and grading assignments by streamlining the process of sharing files between teachers and students.

## The approval rating of specific tools

Many more respondents mentioned the video-conferencing/collaboration tool Teams from Microsoft than the Google alternatives, Google Meet and Hangouts. However, their approval ratings are similar - around three quarters of users were positive about their chosen collaboration tool, regardless of the brand.

Email tools got relatively few mentions, especially from parents, but around five times as many respondents mentioned Microsoft Outlook compared to Google's GMail. The majority of these mentions came from pupils. For both email tools, however, the approval ratings were very high.

Google Classroom was mentioned far more frequently than Microsoft's Office 365 or Google's own G Suite. However, the major platform toolsets of the two brands both received high approval ratings from staff and pupils, though parents appeared less positive about the Microsoft offering.

Google Drive, the online storage solution, was mentioned more frequently than its Microsoft counterpart, and attracted relatively positive mentions from all respondent groups.

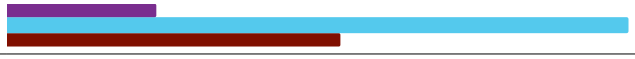
The presentation tool Microsoft PowerPoint and the word processing tool Microsoft Word show materially lower approval ratings than other tools, particularly among pupils and their parents.

## Differences between primary and secondary school respondents

Sector-based analysis of respondent comments, both positive and negative, shows some differences in use of Microsoft and Google tools in primary and secondary schools.

FIGURE 7.3.1: FREQUENCY RATING AND APPROVAL RATING OF MICROSOFT AND GOOGLE AMONG PRIMARY AND SECONDARY SCHOOL RESPONDENTS

### PRIMARY

| BRAND | TOTAL NO. OF MENTIONS | STAFF PARENT PUPIL | STAFF APPROVAL RATING | PARENT APPROVAL RATING | PUPIL APPROVAL RATING |
|---|---|---|---|---|---|
| Microsoft | 1396 |  | 74% | 69% | 71% |
| Google | 2947 |  | 75% | 78% | 83% |

### SECONDARY

| BRAND | TOTAL NO. OF MENTIONS | STAFF PARENT PUPIL | STAFF APPROVAL RATING | PARENT APPROVAL RATING | PUPIL APPROVAL RATING |
|---|---|---|---|---|---|
| Microsoft | 4083 |  | 75% | 73% | 70% |
| Google | 2531 |  | 75% | 74% | 77% |

There is almost no difference between the number of Microsoft and Google mentions by primary school teachers. However, primary school parents and pupils mention Google tools far more often than Microsoft tools. In contrast, all secondary school respondent groups mentioned Microsoft more often than Google.

The approval ratings from all groups of respondents were remarkably similar across the two providers.

## The outcome is draw?

Overall, the key message that seems to emerge from this head to head comparison is that, in the main, both providers appear equally popular and effective with the schools, staff, families and pupils that they serve. Though each toolset may have relative strengths and weaknesses, and some aspects of each may be better known and appreciated than others, both appear to do a reasonably good job of meeting the overall needs of their educational customer base.

This should come as a relief to those senior leadership teams who struggle to choose between Microsoft and Google, or need to assess suggestions that a wrong decision has been made, and that there is a need for a school to switch to the other major provider. For schools with excellent technical support, a mixed provision could be one potential approach. For many schools, with more limited support or seeking simplicity, each supplier would appear to offer a reasonable provision to meet the needs of both primary and secondary schools when it comes to a basic toolset.

Chapter 8

# Conclusion

# Conclusion

Covid-19 has put a lot of pressure on schools to find a way to sustain pupil learning in the face of disruption. Technology has helped manage many of the challenges that have come with remote education. This report set out to give an overview of stakeholder experiences with using technology in remote education and offer school leaders insights into what tools and providers have been most helpful last term.

In the Review, stakeholders have named almost 150 different technology tools and providers, which they used in remote education last term. The most important purpose of technology has been to maintain effective communication between teachers and pupils as well as within schools more generally. In addition to that, it has supported a vast variety of activities and needs - administrative, creative, collaborative, subject- and phase-specific as well as general.

While there is no universal "ultimate toolkit" that will suit every school, the following suggestions might help you when preparing your school's technology infrastructure for the needs of remote education.

### 1. Anticipate the impact of disadvantage

A move to remote learning will require greater access to digital technology, and will disproportionately affect those whose access to technology is limited. Ascertain what facilities staff and pupils have when working from home. Ensure that you adopt strategies that are directed towards reducing this disadvantage wherever possible, for example, by use of loan equipment taken from the school classrooms.

### 2. Use technology to enable learning that does not continuously depend upon it

Technology provides essential support for remote learning but is preferably not required all the time. Consider how to integrate digital with non-digital tasks and resources to create a varied learning process that also puts less strain on the finances of your organisation, and on pupil families. This is particularly important where siblings need to share a device.

### 3. Address variation in staff capability

Whilst a majority of teaching staff were already able to use existing digital technologies, 40% of staff also mentioned that additional training with aspects of remote learning would be helpful. For all pupils to have equity in experience and support, it is important that the skills already possessed by many of your staff are shared through effective CPD.

### 4. Explore how to use familiar tools and resources more effectively before deciding to switch to another solution

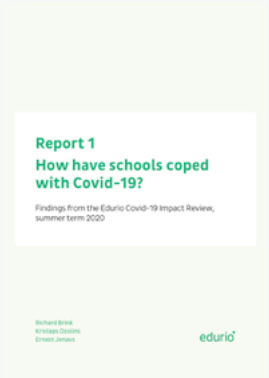
Most staff were already familiar with a range of digital tools. Users of almost all the tools that we examined were split between a satisfied majority and a stable minority of critics. A switch to a different provider or toolset may not necessarily change the balance of their respective numbers by much. Talk with the critics and explore the nature of their concerns before making any decisions to switch. CPD may offer a less disruptive solution.

### 5. Consider the professional development and budgetary implications of the findings

A significant number of teachers have not only adopted new digital technologies alongside their existing tools, they have expressed a desire to continue with their use in a post-COVID scenario. Expectations and capability will have been raised. This will probably require budgetary and professional development adjustments in future if it is to occur effectively and strategically. Expectation management might also be required.

## Other publications

We encourage you to explore the other reports in which we share insights from the *Edurio Covid-19 Impact Review*.




**Report 1**
**How have Schools Coped with Covid-19?**

Provides an overview of the experiences of pupils, parents and school staff during the summer term 2020.

home.edurio.com/covid-19-impact-report1


**Report 2**
**Lessons for School Leaders**

Offers a more in-depth view of the stakeholder views, and tried to identify what strategies had helped schools weather the disruption more effectively.

home.edurio.com/covid-19-impact-report2


**Making Remote Education Work**

A planning resource for school leaders with ideas based on the Edurio Covid-19 Impact Review and practitioner recommendations.

home.edurio.com/making-remote-education-work

## Further research

Edurio will continue evaluating the impact of Covid-19 among its other research programmes. If your school or Trust would like to participate in either future Covid-19 impact reviews or our wider research on topics like staff wellbeing, parental engagement, and governance, please reach out to us at research@edurio.com.

# About the Authors

## Tony Parkins

Tony Parkin has worked in education for the greater part of his career, as a secondary school teacher, a curriculum director, a lecturer, an educational technologist then latterly as an information technologist. Between 1998 and 2010, Tony was Head of ICT Development in the Leadership and Innovation Networks at the Specialist Schools and Academies Trust (SSAT). He now works independently as a freelance lecturer, writer and consultant, using his extensive experience of educational technologies to help with futures thinking.

## Dita Caunite-Bluma

Dita is a data specialist at Edurio and led the work on this report. Dita has helped hundreds of schools gather, structure and analyse their survey data, and her data validation efforts have ensured the reliability of data used in this as well as other Edurio reports.

## Kristaps Ozolins

Kristaps is a survey design specialist at Edurio and leads our research, survey framework design and survey instrument validation activities. Kristaps frequently authors and edits Edurio's reports and other thought leadership activities, and ensured the structure and clarity for this report.

## Ernest Jenavs

Ernest is the CEO of Edurio. He is a frequent public speaker in the UK and internationally on effective use of stakeholder feedback in schools and has published research on student feedback and assessment. Ernest leads Edurio's policy guidance and has advised a number of education systems as well as participated in policy debates with the OECD and European Commission.

# About Edurio

Edurio is a leading provider of stakeholder feedback solutions to schools and multi-academy Trusts across the UK and internationally, working with over 100 Trusts and 1500 schools. Edurio has developed an advanced survey management and data visualisation platform for schools and multi-academy Trusts as well as a research based survey library, covering topics like staff retention, parental engagement and teaching & learning. The team designs surveys in partnership with academic experts and practitioners to address school management priorities and inspection requirements. Edurio publishes research, case studies and practical guidance on evidence-driven school improvement. Its publications can be found at home.edurio.com/insights.

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# Appendix

# Appendix A: Executive summary of Report 1: How have schools coped with Covid-19?


*The Edurio Covid-19 Impact Review* was launched to help schools navigate the disruption caused by Covid-19 and gain insights into how schools in England have been coping across four areas important for a good education. It consisted of parent, pupil and staff surveys.

The surveys were completed by 45,338 respondents from 277 schools. The review has thus become England's largest multi-stakeholder study of the impact of Covid-19 on schools.

Read the full report at: home.edurio.com/covid-19-impact-report1

CHAPTER 3

## The majority of stakeholders feel their school has coped well

87% of staff and 72% of parents reported they were happy with their school's handling of the Covid-19 disruption. 58% of pupils say they have coped well while 16% have struggled.

There are material differences in Covid-19 resilience between schools. Primary schools have fared better than secondaries. Ofsted rating and school size have not had a material impact on overall results.

CHAPTER 4.1

## Gaps in attainment have widened last term

8 in 10 teachers report that the gap in attainment between more and less able pupils is increasing, with 4 out of 10 saying it is increasing a lot. Over half of teachers feel that all or most of their pupils will require additional support to catch up with learning.

Only 3 out of 10 parents are very or quite confident about their child making progress last term. In contrast, over half of pupils report they are progressing well. However, this differs materially across year groups, with less than a third of Year 10-13 pupils reporting good progress.

CHAPTER 4.2

## Covid-19 has had a detrimental effect on pupil well-being

More than half of parents reported having seen their children being more stressed or anxious this term, compared to usual.

Almost four in ten pupils reported feeling stressed often this term. Three in ten pupils reported feeling overworked often this term.

CHAPTER 4.3

## Collaboration has been strong for staff but lacking for pupils

Three quarters of teachers frequently collaborated with other teachers last term, and 63% of staff report feeling like part of one team with their colleagues last term.

Over half of pupils never worked together with their classmates on something last term. A quarter of pupils report often feeling lonely.

CHAPTER 4.4

## Leadership decisions have been clear

More than eight out of ten staff and more than seven out of ten parents found the way the school communicated with them to be clear. Leadership decisions and expectations were found to be clear by 85% of staff and 79% of parents.

Half of staff members felt involved in the decisions that affected their work. In contrast, only a quarter of parents reported that they had felt involved in shaping their school's response to Covid-19.

# Appendix B: Executive summary of Report 2: Lessons for school leaders


The *Edurio Covid-19 Impact Review* was launched to help schools navigate the disruption caused by Covid-19. The surveys were completed by 45,338 respondents from 277 schools. The review has thus become England's largest multi-stakeholder study of the impact of Covid-19 on schools.

This is the second report in which we explore the data gathered in the Review. It focuses on actionable lessons for school leaders on how to ensure better outcomes for pupils, parents and staff during disruption.

Read the full report at: home.edurio.com/covid-19-impact-report2

CHAPTER 3

## Learning, well-being, community and leadership have a clear link with how well the school was coping with Covid-19

For parents and staff, leadership (communication, clarity of decisions and support) was the highest correlating factor with confidence in the school's response to Covid-19.

For pupils, both their perception of the quality of learning as well as their well-being have a strong link with their overall ability to cope during disruption.

CHAPTER 4.1

## Learning: Clear tasks and pupil self-efficacy enable learning

Pupils who said it was easy to concentrate on work and that tasks were clear were materially more likely to feel positive about their progress than those who did not.

Learning methods had a varied impact. The share of lessons held online did not appear to have a material impact on pupil sense of progress either in primary or secondary school.

CHAPTER 4.2

## Well-being: Balanced workload and sustained support can protect stakeholder well-being

Pupils were almost six times more likely to report low levels of stress if they did not feel overworked. Pupils were most likely to report low levels of stress if they worked 3-4 and 5-6 hours per day.

Staff who were happy with their work-life balance were six times more likely to say that they had coped well emotionally. Availability of support was a key factor for both staff and parent sense of well-being.

CHAPTER 4.3

## Community: Involvement in decision making strengthens community

82% of parents and 88% of staff who felt involved with shaping the school's response to Covid-19 also felt like part of the school community. Among respondents who did not feel involved in the school's decisions, only 8% of parents and 27% of staff felt that they belonged to the school community or their team.

CHAPTER 4.4

## Leadership: Communication and transparency are critically important

Staff who felt that communication from school leadership was clear were 4-5 times more likely to feel confident about their school's handling of the disruption than those who did not, while among parents that difference was more than tenfold.

97% of parents who rated their relationship with school staff positively were satisfied with the school's response. If the parent-school relationship was poor, that figure was only 7%.

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|---|---|
| FIGURE 6.2.1: Frequency rating and approval rating of collaboration and communication tools mentioned by at least 50 respondents | 2,622 Staff<br>2,104 Pupils<br>2,864 Families |
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| FIGURE 7.1.1: Number of respondents who mentioned Microsoft or Google in their responses (in brackets - % from the total number of respondents who answered the respective questions) | 3,052 Staff<br>3,902 Pupils<br>4,916 Families |
| FIGURE 7.1.2: Staff overall approval rating of Microsoft and Google tools used last term | 3,052 Staff |
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