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Teachers' experiences of teaching during the Covid-19 pandemic

Research Report

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Executive summary

The Covid-19 pandemic caused unprecedented disruption to education around the world. School closures led to the rapid transition to remote learning in many cases, and a slow transition back to 'normal' schooling over months or even years. Accordingly, a whole generation of young people experienced substantial disruption to their education. This has raised questions and concerns about the impacts, from effects on attainment and progress, to more personal aspects such as wellbeing. Likewise, concerns have been raised about impacts on teachers, who continued to provide education under difficult circumstances. However, the story of education during the pandemic is also one of adapting existing teaching methods, developing new methods, and overcoming challenges. There is therefore much to learn from this period, to better understand what happened, to provide support to those affected, and to inform future responses to disruption.

This research aimed to contribute to this field by recording teachers' experiences of teaching in the pandemic. We carried out a survey of teachers at schools that use Cambridge Centre for Evaluation and Monitoring (CEM) assessments, with the intention of sampling a wide range of experiences, from multiple countries, from primary and secondary schools, and from state and independent schools. In doing so, we hoped to engage with both the overall patterns and the variation in experiences. We asked questions about impacts on students, impacts on teachers, and teaching practices.

The survey was active from late April to late June 2021, around one year into the pandemic-related disruption. We received 404 usable responses, from 38 countries, and 198 schools. Respondents were not evenly distributed, however, with over 49% from the UK alone, over 77% from secondary schools, and over 79% from independent schools. Hence, we achieved good breadth of coverage, but must acknowledge that certain types of school are over-represented in the sample. In analysing results, we calculated frequencies of answers given to closed questions, looking first at overall patterns, and then comparing patterns in key subgroups (the UK and other countries, state and independent schools, and primary and secondary schools). We also identified emerging themes from free text responses to provide context to the quantitative results.

"Learning loss" was found to be a relatively common experience, with over 60% of respondents believing their students to be behind expectations of a 'normal' year. This meant, however, that over 30% of respondents thought their students to be at the expected level or, in some cases, *ahead* of expectations. Of those respondents who felt their students were behind, the most common estimate was 1-2 months behind, but estimates of loss were higher in state schools and primary schools. Free text responses indicated concerns about loss in key skills such as literacy and numeracy, but also in practical skills and general study skills. Further, comments emphasised the variability of loss both within and between classes. Relatedly, over 60% of respondents said that educational *gaps* had increased between higher and lower attaining students. Gaps were reported to have increased more in secondary schools, state schools, and in the UK.

Both teachers and students were reported to have experienced poorer wellbeing as a result of the pandemic disruption. Over 70% of respondents felt their students experienced worse wellbeing, with higher estimates still in UK schools, state schools and secondary schools. Teacher wellbeing was reported to be worse by over 75% of respondents, but with almost 25%

saying that wellbeing was “much worse” (compared to less than 20% who said this for student wellbeing). A range of impacts and causes were explored in comments, with increased workload, the challenges of remote and hybrid teaching, and cancellation of examinations mentioned as contributing factors. Indeed, concerning teacher workload, over 85% of respondents saying they had more work (with over 50% saying “much more”).

Over 60% of respondents found remote teaching to be “somewhat challenging”. Specific aspects that were felt to have hindered teaching efforts included maintaining student engagement and ensuring students attended; in many cases, students did not want to use cameras or participate in discussions. Conversely, both student and teacher digital skills were, generally, considered to have helped with remote teaching, with a number of respondents stating that they had enjoyed the opportunity to develop new skills. Teaching methods had to be adapted to remote teaching, with fewer opportunities for collaborative tasks but more opportunities to develop independent learning.

Responses to questions about teaching methods, both during periods of remote and face-to-face teaching, indicated that changes had been made to accommodate the disruption. In some cases, topics were taught in a different order to cover practical skills or sensitive material in person. Once students were back in schools, a specific focus on catching up in core areas was also reported by some respondents. Further, there may have been a reduction in coverage of new content in remote teaching, with a shift towards a slightly greater focus on consolidation. Specific questions about teaching practices showed that there was greater communication with parents and greater provision of resources to parents during remote teaching, and a slightly greater use of formative assessment.

Although findings were wide-ranging, we identified several emerging themes. These were:

- learning loss was common but more complex than may be acknowledged;
- wellbeing of both students and teachers is an important consideration;
- lessons can be learned from experiences of remote teaching, both in terms of the challenges faced and the beneficial aspects experienced;
- parents played a vital role in education during the pandemic, presenting potential opportunities for continued engagement;
- experiences were variable within and between groups, and this should be explicitly considered when supporting affected students;
- developing communities of practice and good quality training resources was beneficial and could continue to be so outside of the pandemic;
- despite the challenges faced, there are opportunities to change ‘normal’ practice as a result of what was learned during the period of disruption.

This report is intended primarily as a description of the study background and methodology, and as a repository of results, whilst the emerging themes indicate where there is potential for further research or, indeed, action to support those affected. We acknowledge that, despite the relatively diverse sample of respondents, the findings cannot be said to be representative of all experiences. Nevertheless, the responses provide both depth and diversity of experiences, helping us to understand where existing understanding of impacts seems accurate, and where effects may be more complex than generally acknowledged.

Introduction

The Covid-19 pandemic has caused unprecedented disruption to education systems around the world. As the pandemic spread, many schools were forced to teach lessons partially or entirely remotely. School closures, initially considered to be short-term measures, continued over a period of months or even years as the virus continued to spread. Public examinations were cancelled in many countries, meaning that methods had to be developed to award qualifications in the absence of standardised assessment. As schools reopened, measures to reduce virus transmission meant that normal teaching could not immediately resume, with disruption continuing for some time (see, e.g., Leahy, Newton, and Khan (2021), for a timeline of disruption through 2020 and 2021 in English schools). Virtually no aspect of education was unaffected: around the world, multiple cohorts, from the youngest children entering the system to young adults leaving it, in all education sectors, experienced some form of disruption. The scale of the disruption means that effects could be felt for years to come (Elliott, 2021). Hence, there is a need to document and understand the impacts, and to help students and teachers find ways to respond to the ongoing effects of the disruption.

Considerable attention has already been paid to the impacts of disruption on students. A central concern has been "learning loss", in which students are understood to have fallen behind during the period in which their education was disrupted. This issue alone has received substantial attention, with various research efforts to quantify the extent of "loss" (e.g., Donnelly & Patrinos, 2022; Engzell, Frey, & Verhagen, 2021; König & Frey, 2022; Newton, 2021; Twist, Jones, & Treleaven, 2022), as well as considerable media and policy interest in the impacts themselves and in helping students "catch up"[1]. Related to this are concerns about equity, with the impacts of "loss" thought to be more severe in some groups of students than others (e.g., L.-K. Chen, Dorn, Sarakatsannis, & Wiesinger, 2021; Major, Eyles, & Machin, 2020; Newton, 2021). Some concerns are more personal in nature, with student wellbeing another key focus (e.g., Schwartz et al., 2021; Viner et al., 2022; Williamson, Suto, Little, Jellis, & Carroll, 2021).

Further attention has focused on teachers and teaching practices, and the efforts made to provide education under extremely challenging circumstances (e.g., Colville, Hulme, Kerr, Mercieca, & Mercieca, 2021; Greenhow, Lewin, & Staudt Willet, 2021). The shift to remote learning was abrupt, leading to logistical and pedagogical challenges. Equally, as students returned to classrooms following periods of complete closure, "hybrid" learning (simultaneously teaching in-person and online) and in-person learning posed challenges of their own. The effects of these shifts on teachers, such as increased levels of stress and 'burnout', have also been discussed (e.g., Kim, Oxley, & Asbury, 2022; Pressley, 2021).

Accordingly, an early understanding has developed of both impacts and responses, driven by research and media interest. There has, however, been criticism of some of these early narratives. For example, "learning loss" has been criticised as being an inaccurate, or even harmful, term (J. J. Chen & Krieger, 2022; Lehman, Orange-Jones, & Lacy-Schoenberger, 2021), and some studies have shown little or no loss (Birkelund & Karlson, 2022; Gore, Fray, Miller, Harris, & Taggart, 2021). Indeed, some have argued that the drive to "catch up" following the disruption could produce a narrow focus on certain subjects, could increase pressure on

[1] See, for example, https://schoolsweek.co.uk/10m-catch-up-schemes-to-help-schools-with-most-learning-loss/, https://www.theguardian.com/education/2022/jul/23/writing-has-dropped-off-a-cliff-englands-lockdown-hit-pupils-get-extra-pen-lessons, and https://literacytrust.org.uk/information/what-is-literacy/covid-19-and-literacy/covid-19-and-literacy-discussion-analysis-and-recommendations/

students, teachers and schools, and could still be insufficient to meet the needs of those affected (e.g., BBC News, 2021; Gillespie, 2022; Zhao, 2022). Similarly, discussion of remote learning has often reported on the challenges faced (e.g., Leech, Gullett, Howland Cummings, & Haug, 2022; Stokes & Lewis, 2021), but there may also have been some positive aspects to the experience, and lessons that can be learned (e.g., Abramson, 2021; Munoz-Najar et al., 2022). Hence, there is more to do to properly understand both impacts and responses.

Even if the general patterns are well understood, the widespread nature of the pandemic means that variation is an important consideration. At minimum, disruption varied between countries and regions, as national responses differed and local infection rates varied. Impacts may have varied based on student background, age, ability, and a range of other factors. Teachers' responses will also have varied widely, based on factors such as resource availability, teaching experience, school management, and the subject being taught. To truly understand the impacts of the pandemic on education, it is important to engage with this variation.

The need for research in this area is clear. We must attempt to understand the impacts on students and teachers so that appropriate support can be offered where needed. We must understand system-level impacts to ensure that effective policies can be set to aid longer-term recovery. And we must understand which responses worked best, and under what circumstances they worked, so that in the event of further disruption, teachers have a range of effective options available, reducing the need to develop new approaches from scratch. To ensure findings are widely applicable and robust, research in these areas must seek to identify both broad patterns and sources of variation, and we must be able to question whether early narratives are accurate in the light of more detailed data.

In the present research, we aimed to record teachers' experiences of pandemic impacts. Specifically, we attempted to find out their views on the impacts on students, impacts on teachers, and changes to teaching practices. In looking at teaching practices, we particularly sought to gather views on what did, or did not, work. To engage with the variation described above, we attempted to gather views from as wide a range of contexts as possible. In focusing on teachers' experiences, we aim to centre the views of those who were most affected, and who can directly report on challenges and successes.

The research was carried out in collaboration with colleagues from the Cambridge Centre for Evaluation and Monitoring (CEM). CEM provides assessments to schools around the world, in both state and independent sectors, and for students aged 3 to 19. Hence, by surveying schools that use CEM assessments we hoped to bring the desired diversity of experiences to the study.

The overall research project consisted of two phases of data collection. In the first phase, a survey was sent to all schools that work with CEM. The survey aimed to collect data from as broad a range of respondents as possible, covering the main areas of interest: impacts on students, impacts on teachers, teaching practices, and what did or did not work. The survey was primarily designed to collect quantitative data, but also permitted respondents to provide free text comments throughout to give context to the quantitative, closed questions. The second phase of the research was to carry out detailed interviews with a smaller number of survey respondents to develop deeper understanding of emerging themes.

This report concerns only the findings of the survey. Specifically, it serves as the main repository of survey results, describing the overall findings and broad-scale patterns. It does not

seek to provide detailed exploration of all results; further, more in-depth, exploration of key results has been, and will be, published elsewhere, such as the investigation of learning loss by Carroll and Constantinou (2022). Hence, the main purpose of the report is to provide an overview of survey methods, high-level results for each survey section (including both overall patterns and key aspects of variation), and to identify broad emerging themes and recommendations.

Methods

Survey design and sample

We aimed to design a survey that could be taken by teachers anywhere in the world, working in any stage of primary or secondary education. To that end, we focused on topics that we expected to have general relevance. The survey covered four key areas: impacts on students, impacts on teachers, remote teaching, and teaching methods. Along with these main sections, we also asked respondents to provide data on their levels of experience and seniority, the subject taught, and the type of school they worked in, to provide context for responses.

The survey was intended to gather data from a broad range of respondents, so we attempted to make all questions relevant to all possible respondents. Most survey items were therefore short, closed questions, using Likert scales or tick boxes, but with free text boxes in most sections to allow respondents to provide extra information if they wished to. The short, closed questions were mandatory, but all free text boxes were optional. This combination of items was primarily intended to generate quantitative data, but to also generate some qualitative data to provide context.

Question design proceeded over several rounds of drafting and editing. Once a final draft was completed, questions were entered on to an online survey platform. Trials were carried out by colleagues with teaching experience, and changes were made to the survey in response to feedback, to ensure questions worked as intended. The final version was put through the organisation's internal ethical review process to ensure it met ethical standards. It was also reviewed by the organisation's data protection officer to ensure it met data protection standards. The following ethical and data protection measures were used:

- Consent to participate was explicitly sought.
- No unnecessary personally identifiable data was collected: in cases where there was any uncertainty about whether something should be collected, it was assumed to not be necessary and the question was removed.
- Any personally identifiable data that was considered necessary was removed from the analytical dataset as soon as possible; in cases where some form of identification was required, pseudonymisation was used.
- Contact details were collected entirely optionally for those participants who wished to be involved in follow-up research or to receive communication about findings; any details supplied were removed from the analytical dataset before analysis.
- All data was kept securely, with any identifiable data subject to password protection.

We sent the questionnaire to all schools who take CEM tests or who receive CEM marketing. This ensured a broad prospective sample: CEM works with schools around the world in both state and independent sectors, and offers tests from school entry to upper secondary. Initial

emails were sent just to the lead contact named on CEM's database, but recipients were told they could pass the survey on to colleagues if they wished. Thus the sample was opportunistic, and designed to generate a high response rate from a broad range of conditions. The questionnaire was sent on 23rd April 2021, and was open for two months; the final usable response was received on 7th June. A copy of the final questionnaire is presented in the Appendix.

We note here that the use of a questionnaire to collect data has implications for interpretation of the results. Our aim was to record the views of teachers, i.e., those who had experienced the impacts of disruption directly. While this is valuable information, we must remember that the results – and accordingly the conclusions derived – are inherently subjective. In some areas (e.g., questions about learning loss) there may be other data available from (arguably) less subjective methods, but in other areas (e.g., questions about remote teaching methods) alternative data generation methods (e.g., contemporaneous time logs) would have had to be planned *in advance of the disruption* or early during it. Hence, here, and in similar studies, self-report methods provide a rich source of data, but we must remember that findings are subjective and represent just those who responded.

Data processing

We downloaded response data from the online survey platform for analysis offline. Contact details were removed for those respondents who had supplied them; these were kept in a separate, secure file. School names, which had only been requested to estimate the distribution of respondents within schools, were replaced with pseudonyms[2] and original school names removed altogether. Five respondents did not give consent to take part, so provided no further responses. This left 528 anonymous responses to work with.

Some respondents answered questions in all sections, but others only partially completed the questionnaire, so a decision was required about which responses to include. By looking at the distribution of answered questions per respondent, and the number of responses in each section, we established that anyone with 20 or fewer responses should not be included in any analyses; all those excluded had provided contextual information at the start but had answered few of the main questions. This left 404 respondents. All of these provided contextual information and answered questions in the first section about student and teacher impacts. Not all answered questions in the next sections: 364 completed the section on remote teaching[3], and 375 completed the section on teaching methods. Hence, to maximise the sample, we analysed the data using the maximum possible *for each section*. That is, we did not limit the analysis to a uniform sample of respondents who answered *all* sections. Although this means each section is based on a slightly different sample, this seemed preferable to excluding nearly 10% of valid responses on teacher and student impacts because the respondents had not completed later sections.

[2] If many teachers from a small number of schools responded, results would be interpreted differently from the case in which just one or two teachers per school responded from many schools. Therefore, it was necessary to be able to identify whether respondents were from the same school, but the identity of the school was not relevant, so sequentially generated pseudonyms (e.g., "school_1", "school_2", etc.) were used.

[3] The section on remote teaching was only shown to teachers who said they had done any remote teaching during the pandemic, so not all respondents would be expected to have completed this.

Next, the data was cleaned. Few questions needed to have cleaning applied, but some data entry errors were identified and remedied (e.g., a case in which the country selected from a drop-down box was clearly incorrect). In some cases, free text "other" options were suitable for one of the fixed categories, so these were recoded. Finally, new categorical variables were created to allow subgroup analyses to be carried out. First, respondents were split into "UK" or "rest of the world" (hereafter, "RoW"). Although this could provide disproportionate attention to the UK, it reflects the balance of respondents: approximately half of the respondents were from UK schools, so it was reasonable to split the data in this manner. A "state/independent" variable was created next: any schools that received no state funding were considered to be independent. Note that almost all schools in the RoW category were independent, so for comparisons between state and independent, only UK schools were used. Finally, a "primary/secondary" variable was created based on the range of age groups taught: "primary" schools were those teaching ages up to 11 (or 12/13 in some cases), "secondary" schools taught ages 11+ (or 10+ in some cases), and "mixed" schools taught the full age range or just the 'middle' years. As relatively few schools were 'mixed' type in this categorisation, comparisons focused on primary vs. secondary.

Data analysis

For all closed item types, we calculated simple counts and percentages of each response category. This was done first for the full sample, and then for each of the subgroups of interest (UK vs. RoW, state vs. independent, primary vs. secondary) to identify any areas where response patterns differed. For open response questions, we read each response and noted common themes as well as any divergent opinions. Word clouds were created to provide a visual summary of responses. Formal coding was not carried out, as the primary purpose of the free text was to provide context and detail to support the quantitative analysis of the closed questions. Throughout the Results section, most results are presented graphically to aid interpretation of overall patterns. Full results are presented in tables in the Appendix.

All quantitative analysis was carried out in R (R Core Team, 2021). Graphs were produced using the 'ggplot2' package (Wickham, 2016), and word clouds were produced using the 'wordcloud' package (Fellows, 2018).

Results

Sample composition

Sample composition was calculated across all 404 respondents included in analysis of student and teacher impacts. Respondents came from 38 countries (Table 1). The UK was the largest single contributor, with 49% of respondents; the next largest numbers of results were from China and India, then Italy, Malaysia, Switzerland, UAE and Qatar. Responses were therefore truly global in scale. Of those within the UK, 182 were from England, 8 were from Scotland, 5 were from Wales, and 4 were from Northern Ireland. Of those within England, most were from the South East, East, East Midlands and London, with these four regions together contributing 68.8% of respondents from England.

Table 1. Numbers of respondents from different countries, and the corresponding percentages of the total number of respondents.

Country	N	Percentage	Country	N	Percentage
United Kingdom	199	49.3%	Spain	4	1.0%
China	30	7.4%	Australia	3	0.7%
India	30	7.4%	Oman	3	0.7%
Italy	13	3.2%	Romania	3	0.7%
Malaysia	13	3.2%	Brazil	2	0.5%
Switzerland	12	3.0%	Uganda	2	0.5%
United Arab Emirates	11	2.7%	Austria	1	0.2%
Qatar	10	2.5%	Azerbaijan	1	0.2%
Greece	7	1.7%	Botswana	1	0.2%
Saudi Arabia	6	1.5%	Bulgaria	1	0.2%
Singapore	6	1.5%	Egypt	1	0.2%
Zimbabwe	6	1.5%	Georgia	1	0.2%
Slovakia	5	1.2%	Hungary	1	0.2%
South Africa	5	1.2%	Kenya	1	0.2%
Thailand	5	1.2%	Myanmar	1	0.2%
Cyprus	4	1.0%	Netherlands	1	0.2%
Indonesia	4	1.0%	Turkey	1	0.2%
Mexico	4	1.0%	USA	1	0.2%
Pakistan	4	1.0%	Vietnam	1	0.2%

Respondents came from 198 schools in total. The largest number of responses from a single school was 23, whilst 149 schools had only a single respondent, indicating substantial skew in the distribution of respondents. Indeed, only 27 schools represented 50% of all respondents.

Along with country, the other main grouping variables considered for comparisons were whether the school received state funding (i.e., was it an independent or state school?) and the age groups taught (i.e., was it primary, secondary, or something else?). Most respondents were from independent schools: 79.5% said their school did not receive any state funding, with only 20.5% receiving state funding. Note that this pattern was even stronger in RoW (92.7% independent) than in the UK (65.8% independent), so accordingly, all state/independent comparisons only considered UK schools. Considering age groups taught, most respondents were from secondary schools (77.4%), then primary schools (14.8%), with 7.8% from schools that fell into neither main category.

Respondents had high levels of teaching experience, with 37.6% having 21 years or more; only 10.9% had 0-5 years. Likewise, and likely related to this, many respondents were in senior

positions within their school, with 32.2% having a senior leadership role and 34.7% having another leadership role.

Table 2 shows that the largest number of respondents taught humanities, followed by science then English. Of those respondents giving a free text response, answers included physical education, languages, IT, PSHE, and drama, while some noted that they taught all subjects, and others stated that they had other roles in the school such as SEN coordinator or head teacher.

Table 2. Numbers of respondents that taught different subject fields, and the corresponding percentages of the total sample. Note that respondents could select more than one option.

	N	Percentage
Humanities	147	36.4%
Science	124	30.7%
English	113	28.0%
Mathematics	103	25.5%
Other	59	14.6%
Creative	52	12.9%

Considering the primary mode of teaching across the past year (i.e., from spring 2020 to spring 2021), Table 3 shows that most taught an equal mixture of face-to-face and remote classes (41.1% overall). Interestingly, a greater proportion overall had taught mostly face-to-face classes (25.2%) than mostly remote classes (16.8%).

Table 3. Overall responses to “Overall across this school year, what has your primary mode of teaching been?”

	N	Percentage
Only face-to-face	28	6.9%
Mostly face-to-face	102	25.2%
Equal mixture of face-to-face and remote	166	41.1%
Mostly remote	68	16.8%
Only remote	32	7.9%
Other	8	2.0%

Considering the main mode of teaching when the survey was taken, Table 4 shows that most were teaching face-to-face (73.8%). The relatively large number of “other” responses was generated by respondents who still taught a mixture of face-to-face and remote classes.

Table 4. Overall responses to “At present, what is your primary mode of teaching?”

	N	Percentage
Face-to-face	298	73.8%
Remote	74	18.3%
Other	32	7.9%

Two key points from the sample composition analysis should be addressed before any further results are discussed. First, the desired breadth of response was achieved: respondents were truly international, from different school types, taught a range of ages, taught a range of subjects, and had a range of degrees of experience and seniority. Hence, one of the primary

aims of the study was achieved. Moreover, the breadth achieved sets this study apart from others, which have typically focused on a narrower range of respondents. Second, we must acknowledge that the sample is not representative of all schools, and instead is skewed toward particular conditions: the UK alone had as many respondents as the RoW; around 50% of respondents came from only 27 schools; schools were more likely to be independent and selective; teachers were more likely to have high levels of experience and a leadership position. Hence, although the sample achieved the desired breadth, certain perspectives may be over- or under-represented relative to the "true" population of teachers around the world.

Student and teacher impacts

Learning loss and educational gaps

The most high-profile student impact of pandemic disruption is "learning loss", so the first questions about student impacts related to this area. Note that a more complete exploration of findings regarding learning loss is presented by Carroll and Constantinou (2022), but high-level results are presented here. Results are summarised graphically in Figure 1 and Figure 2; full results are presented in Appendix Table 5. The first key result is that most respondents felt that students were behind normal expectations: nearly 58% of respondents thought their students were "a little behind", while a further 8% thought their students were "a long way behind", meaning that around 2/3 of respondents thought their students were behind. A significant minority though, at 28.5%, thought their students were neither ahead nor behind, while a little under 5% thought their students were ahead, suggesting that "learning loss" was not a truly universal experience.

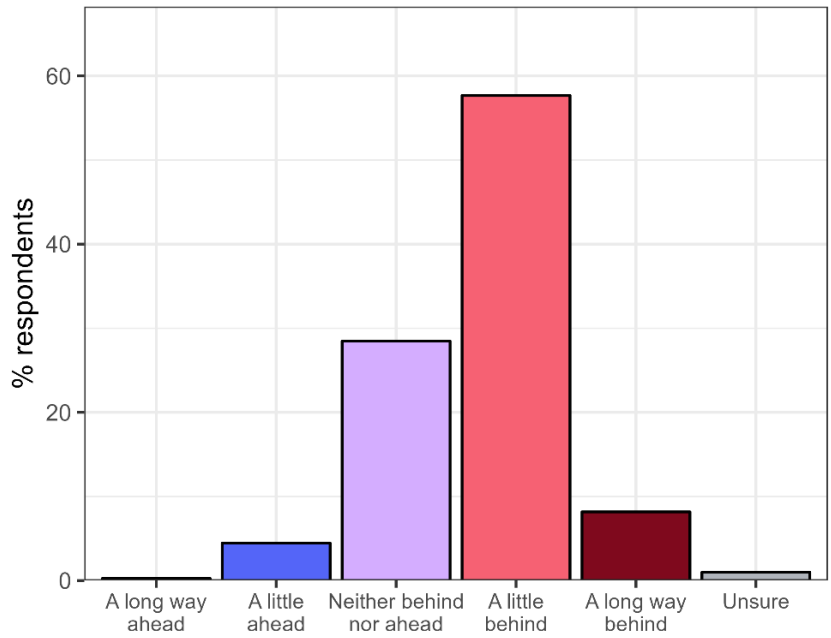

Figure 1. Overall responses to "How far ahead or behind in their curriculum learning do you feel most of your students are at the moment, compared to in a 'typical' year?"

Response patterns were broadly similar among the different subgroups analysed, although state and independent schools in the UK showed clear divergence: in state schools, around 78% of respondents thought their students were behind (i.e., either "a little" or "a long way" behind), compared to only 61% in independent schools. Furthermore, over 8% of independent

school respondents thought their students were ahead, compared to only *one* state school respondent (0.5%).

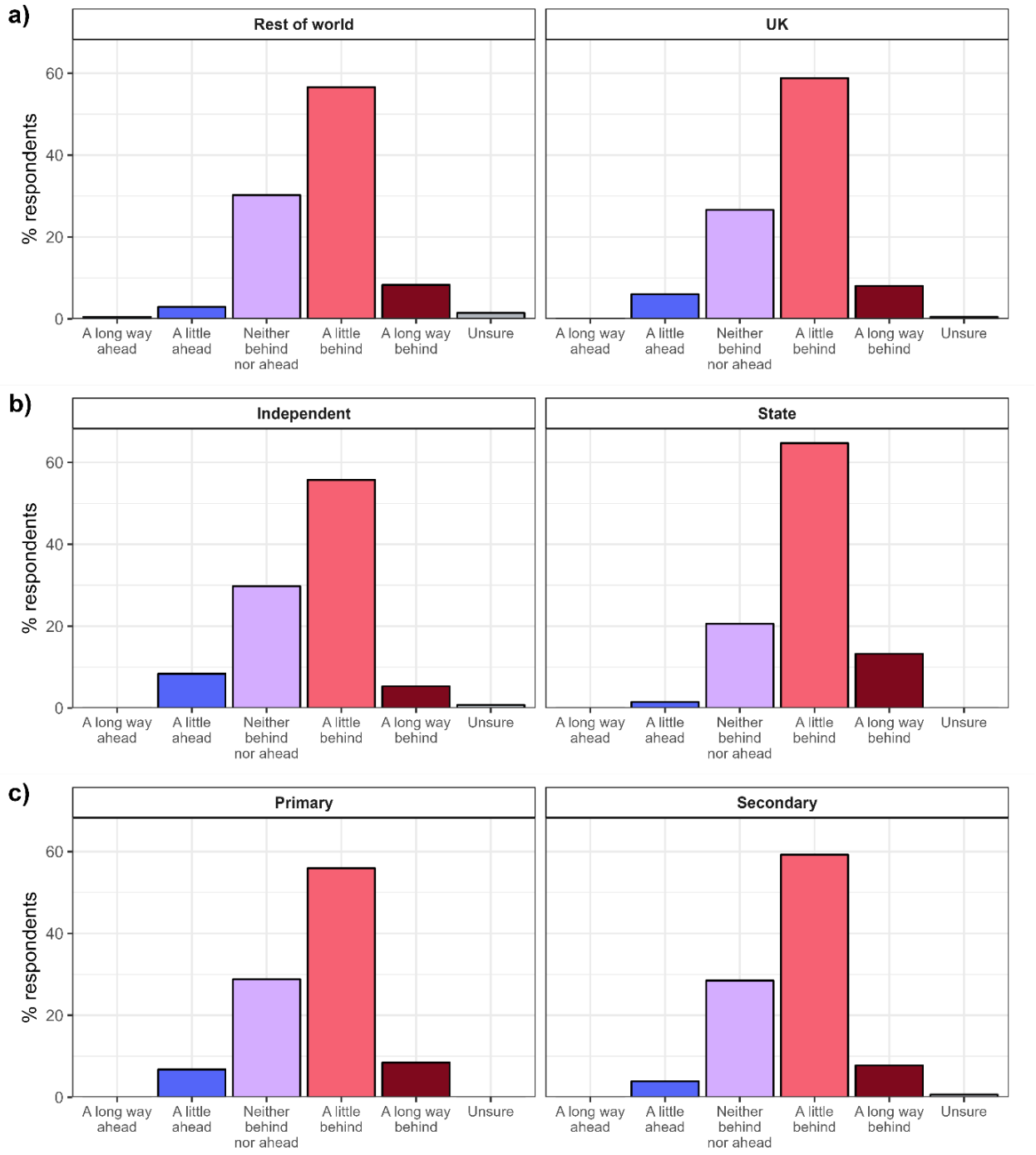

Figure 2. Responses to “How far ahead or behind in their curriculum learning do you feel most of your students are at the moment, compared to in a ‘typical’ year?”, comparing respondents in a) the rest of the world and UK, b) independent schools and state schools, and c) primary schools and secondary schools.

Respondents were asked to estimate the amount of time that their students were ahead or behind by. Results for all respondents are presented in Figure 3, while the subgroup analysis for those who thought students were behind is presented in Figure 4; there were too few respondents who thought students were ahead to plot those results. Full results are presented in Appendix Table 6 and Table 7. For these questions, estimates of “how far behind” were

restricted to those who had answered “a little behind” or “a long way behind” to the previous question, whilst estimates of “how far ahead” were restricted to those who had answered “a little ahead” or “a long way ahead”.

Of those who thought their students were behind, by far the most common response was 1-2 months (nearly 58% overall), followed by 3-4 months (around 24%). A sizable minority observed much larger deficits, however, with over 15% of respondents finding students to be 5 months or more behind expectations. Of those who thought their students were ahead, almost all answered “1-2 months”, with no respondents at all estimating anything larger than 3-4 months.

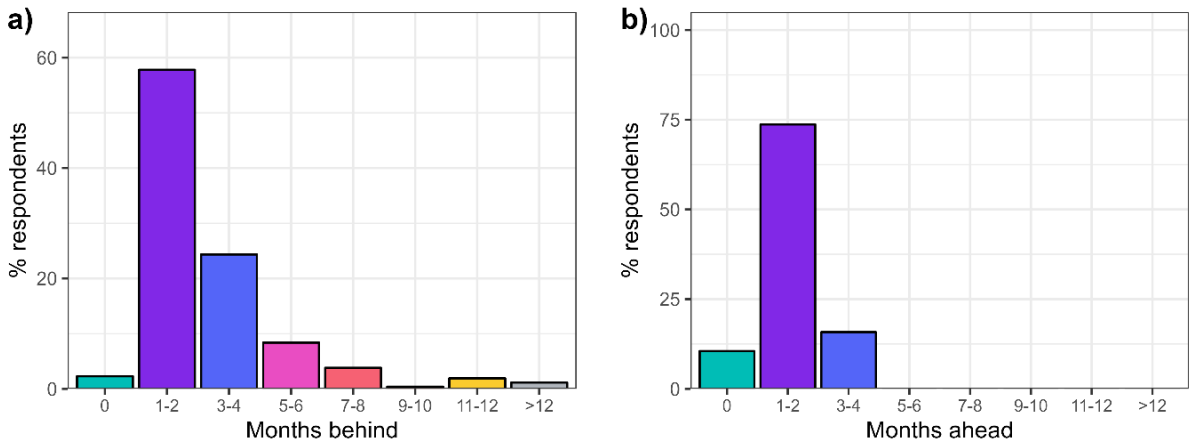

Figure 3. Overall responses to “As a rough estimate, how many months ahead or behind in their curriculum learning do you feel most of your students are at the moment?”, for a) those estimating students were behind, and b) those estimating students were ahead. Note that these percentages refer only to those respondents who, for a), responded to the previous question that their students were behind, and, for b), responded to the previous question that their students were ahead.

Responses in subgroups showed some notable contrasts. In primary schools, respondents were equally likely to select 1-2 months and 3-4 months behind (both around 32%), but in secondary schools 1-2 months was selected much more often (62%), suggesting larger losses were more common in primary schools. In state schools, 1-2 months and 3-4 months showed similar percentages (around 35% and 31% respectively), but in independent schools 1-2 months was much more common (66%), suggesting that larger losses may have been more common in state schools. Patterns in the UK and ROW were broadly similar.

Many fewer respondents thought their students were ahead, but 1-2 months was the most common overall and in every subgroup. Notably, however, only one state school respondent and four primary school respondents thought their students were ahead, compared to 11 independent school respondents and 12 secondary school respondents, suggesting that not only were some groups more likely to report smaller losses, they were also more likely to report gains.

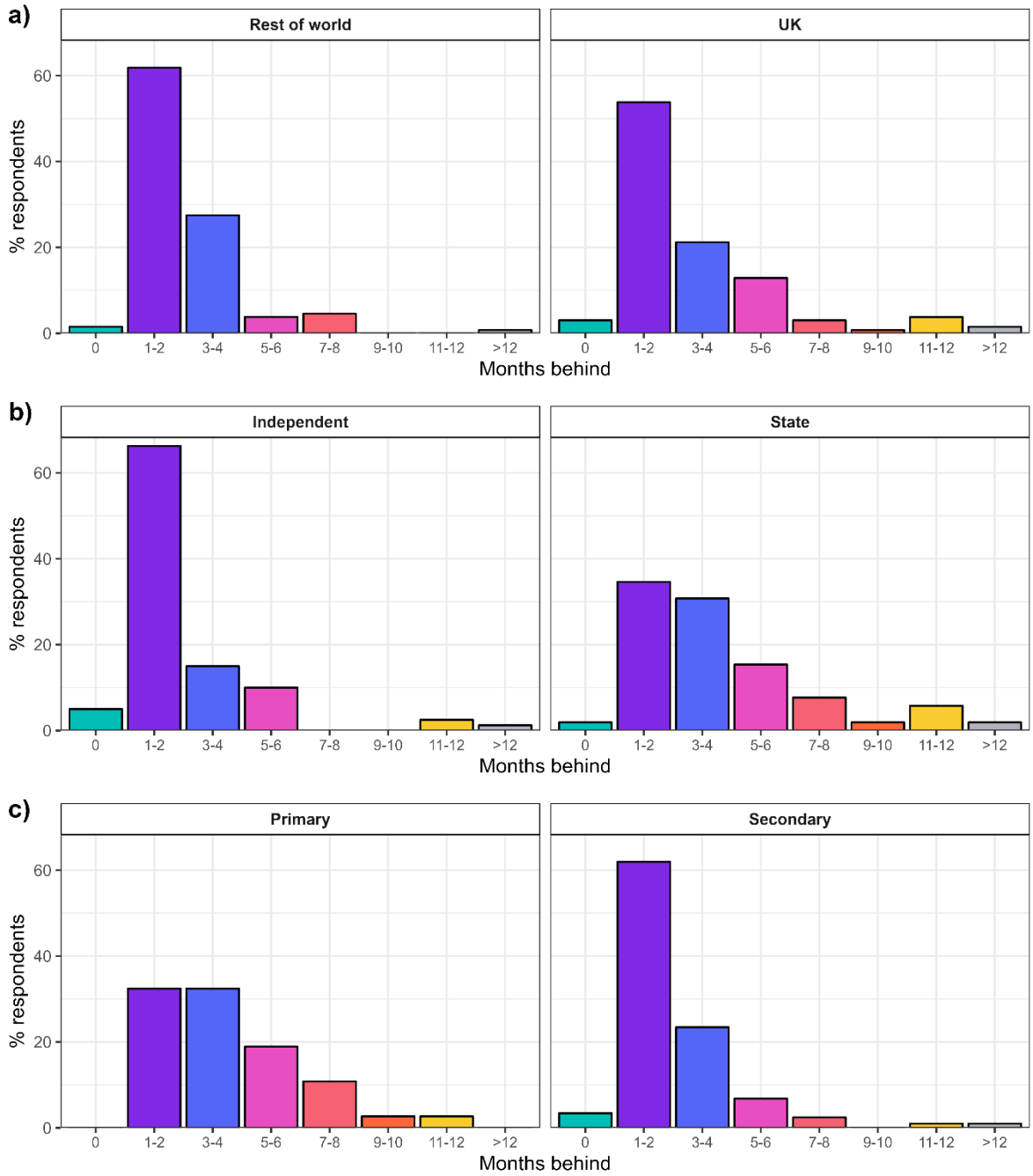

Figure 4. Responses to "As a rough estimate, how many months behind in their curriculum learning do you feel most of your students are at the moment?", comparing respondents from a) the rest of the world and the UK, b) independent schools and state schools, and c) primary schools and secondary schools. Note that these percentages refer only to those respondents who responded to the previous question that their students were behind.

Figure 5 shows a word cloud made of free text responses about *what* had been lost (or, indeed, gained[4]). The largest word was "skill", which indicates the dominant pattern: many comments indicated that students had fallen behind on fundamental skills. A range of skills were mentioned, but many reflected fundamental literacy and numeracy skills ("B*asic, everyday skills like reading, spelling etc*", "*Literacy - reading and key word retrieval, phonics and spelling.*

[4] There were too few responses solely about gains to create a word cloud specifically for gain. Although both types of response are included in the word cloud, almost all included comments were about loss.

Numeracy - number bond work, number recognition and problem solving"). Being behind in practical skills was also mentioned often ("*Behind with regards to practical skills which could not be carried out over lockdown remote teaching*", "*They missed out the practical work during the lock down but also because of covid restrictions we are doing much less practical work this year compared to in the past*"). A number of responses regarding practical skills specifically mentioned science ("*Practical and scientific investigative skills*"), but a range of other subjects were also mentioned (e.g., "*For Geography, there has been no fieldwork, so the skills component has been seriously weakened*", "*Practical GCSE PE sports*"). Finally, a range of 'soft skills', of the sort which may be picked up from normal school life, were also mentioned (e.g., "*Day-to-day management of workload/school habits*", "S*ocial development, collaboration*", "*They definitely lack academic maturity*").

Conversely, some teachers reported that topic knowledge and curriculum coverage appeared to have been maintained. Responses along these lines included "*Content wise we have managed to more or less keep up*", "*Compared to face to face learning, just one topic is behind in the subject*", and "*we have been able to deliver all lessons and curriculum content remotely and on track with the scheme of work*". Note, however, that a number of respondents stated that despite keeping up with topic coverage, there were still problems. Comments like this included "*All topics have been covered but depth of understanding is limited*", "*The whole course has not been taught in as much depth as it would normally be, so in terms of moving on to the next stage it is much harder to do so*", and "*They have covered all the topics they need to, but we have missed out on depth and reinforcement*".

A small number of respondents described areas where students had developed skills, most notably in IT ("*Definitely ahead in IT skills such as presenting and displaying data*", "*the independent and IT skills for many of the KS2 pupils have improved*"). Some comments also noted other ways in which remote learning had benefited students ("*Remote learning … allowed for more in-depth study of text*").

Importantly, a number of comments noted that learning loss was variable *within* groups, meaning that a single 'overall' figure did not represent the full picture ("*There is considerable variation between individual students*", "*Varies between year groups*", "*Those that need the most support with working in normal times have suffered the most*"). Hence, variability in impacts was an important feature.

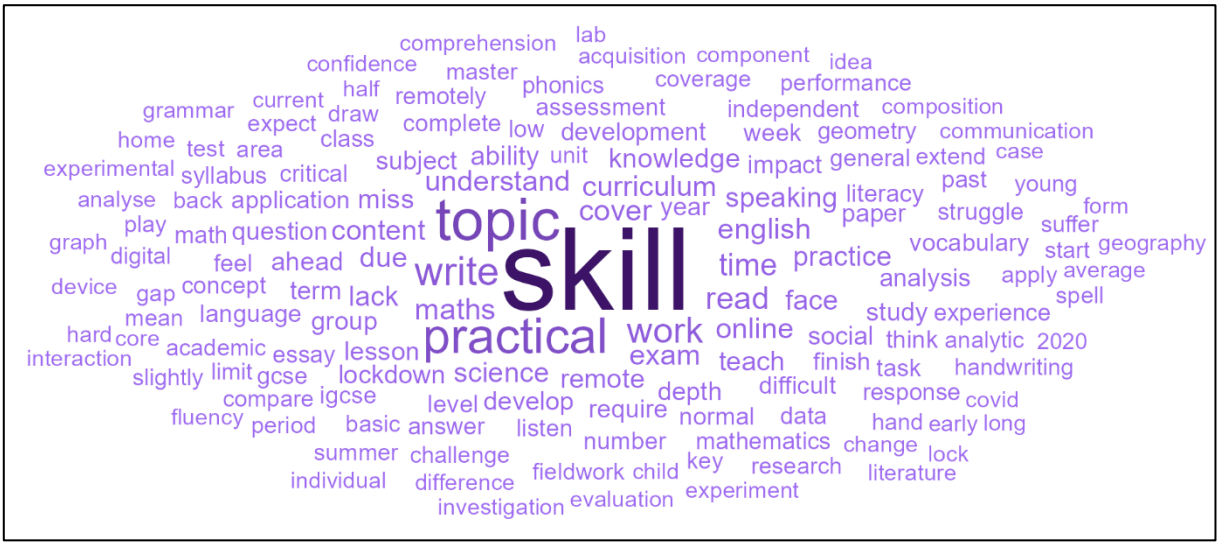

Figure 5. Word cloud derived from free text responses to “If you feel your students are behind or ahead, in which aspects of the subject(s) that you teach are they behind or ahead (e.g. topics, skills)?”. Words used more frequently are larger, darker and more central; words used less frequently are smaller and paler.

The next question picked up on the theme of variability, by asking respondents about change in educational gaps between groups of students. Results are presented in Figure 6 and Figure 7, with full results in Appendix Table 8. The most common answer overall was that gaps had “increased a little” (nearly 43%), followed by gaps having “increased a lot” (25%), meaning that over 2/3 respondents overall thought gaps had increased. Note, however, that a significant minority (9.4% overall) thought that gaps had actually *decreased*, reinforcing the earlier pattern of variable impacts.

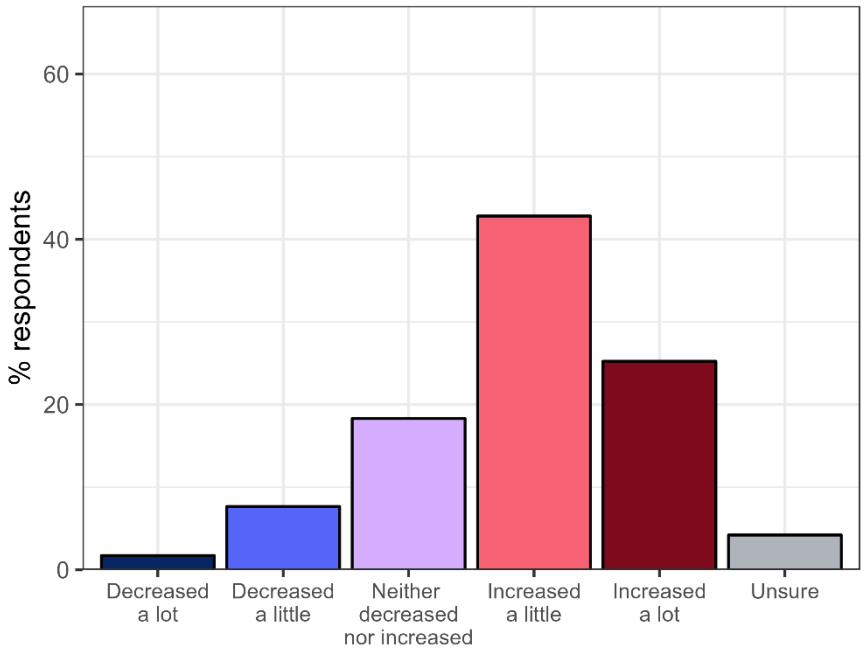

Figure 6. Overall responses to “How much has the educational gap between your most able and your least able students changed since the start of the pandemic?”

In subgroup comparisons, the most common response in all groups was that the gap had "increased a little", with individual subgroups' response rates all in the range 33 – 53%. Nevertheless, some differences between groups were still evident. When "increased a little" and "increased a lot" were considered together (i.e., just considering whether the gap "increased"), higher rates were seen in the UK (76% vs. 60% in RoW), state schools (87% vs. 71% in independent schools) and secondary schools (72% vs. 59% in primary schools). A further notable contrast was that in state schools, nearly 37% of respondents answered "increased a lot", suggesting that gaps had increased more often and *shown bigger increases* more often.

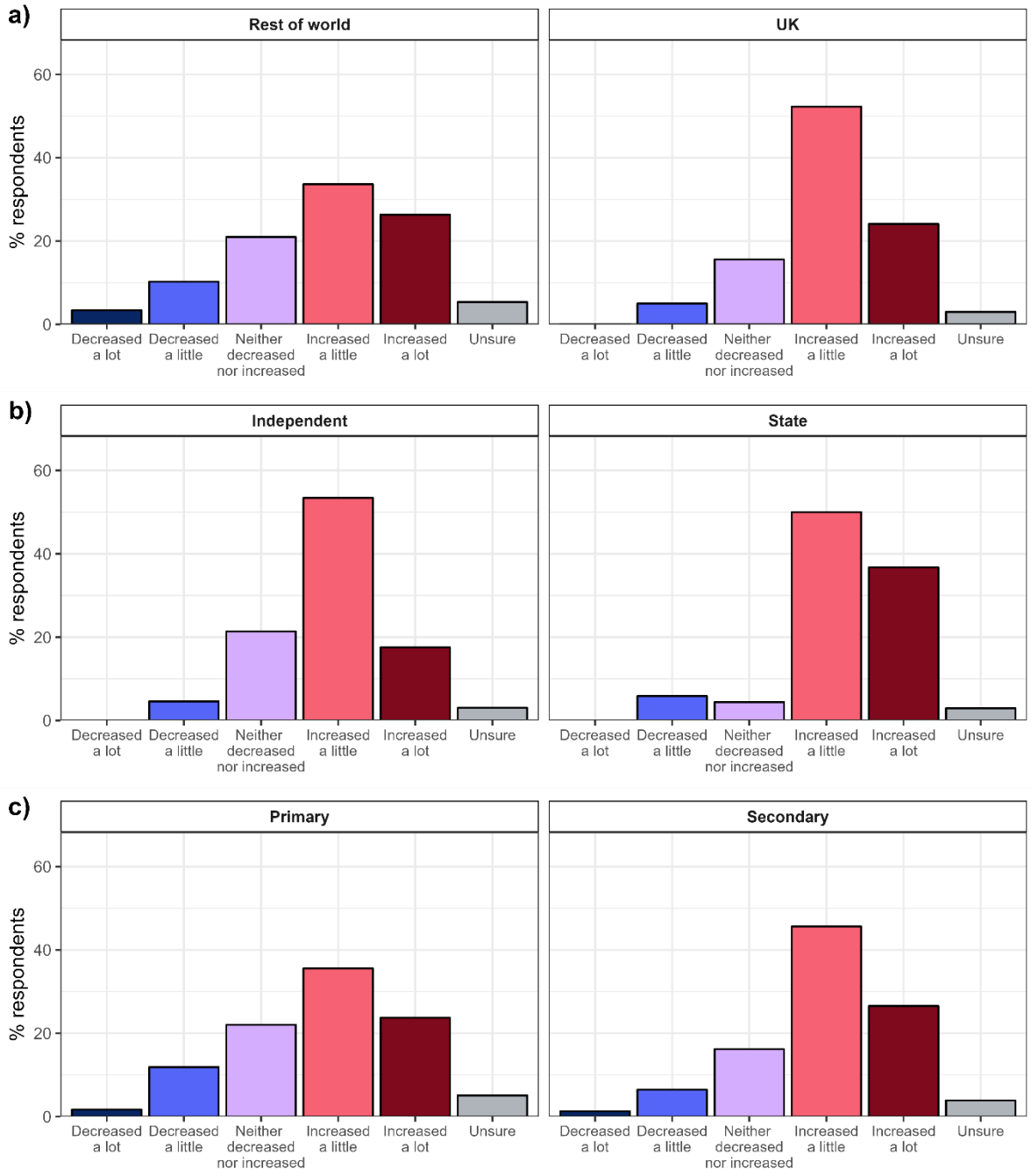

Figure 7. Responses to "How much has the educational gap between your most able and your least able students changed since the start of the pandemic?", comparing respondents in a) the rest of the world and UK, b) independent schools and state schools, and c) primary schools and secondary schools.

Although there were no free text questions specifically relating to educational gaps, answers to questions about wellbeing and engagement noted that there had been bigger impacts for those who already had difficulties or were less motivated, and that aspects such as availability of computer resources, influenced the extent of impacts. For example, one response about learning loss said "*Higher ability students are slightly ahead. Lower ability students are behind on exam technique, in depth analysis and retrieval practice.*" Hence, the important variability in impacts does seem to have exacerbated educational gaps, both within and between groups.

Wellbeing

Alongside academic impacts of pandemic disruption, another key area of concern has been that of wellbeing. Accordingly, respondents were asked about their own wellbeing and that of their students. A strong signal of poorer wellbeing was found in both questions.

For student wellbeing, results are presented in Figure 8 and Figure 9, with full results in Appendix Table 9. Over 72% of respondents overall felt that their students' wellbeing was worse, with 55% saying "a little worse" and 17% saying "much worse". Conversely, however, over 24% of respondents thought their students' wellbeing was similar to (17%) or *better than* (~7%) that expected in a typical year.

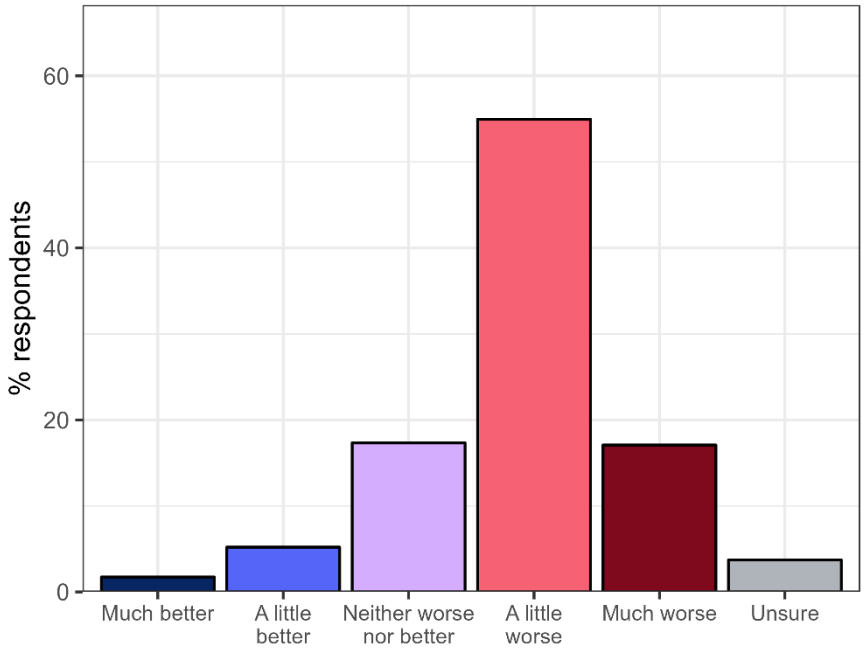

Figure 8. Overall responses to "On average, how is the wellbeing of your students, compared to in a 'typical' year?"

As with educational gaps, larger percentages of respondents saying either "a little worse" or "much worse" were seen in UK schools (81% vs. 63% in RoW), state schools (~87% vs. 79% in independent schools) and secondary schools (78% vs 47.5% in primary schools). Not only was the overall percentage of "worse" responses greater in these subgroups, the percentage of "much worse" was greater in each case too, with the difference most noticeable in the primary vs. secondary comparison ("much worse" ~19% in secondary schools, vs. ~7% in primary schools). Hence, there may have been an age split in the wellbeing impacts of the pandemic, with younger groups perhaps less affected.

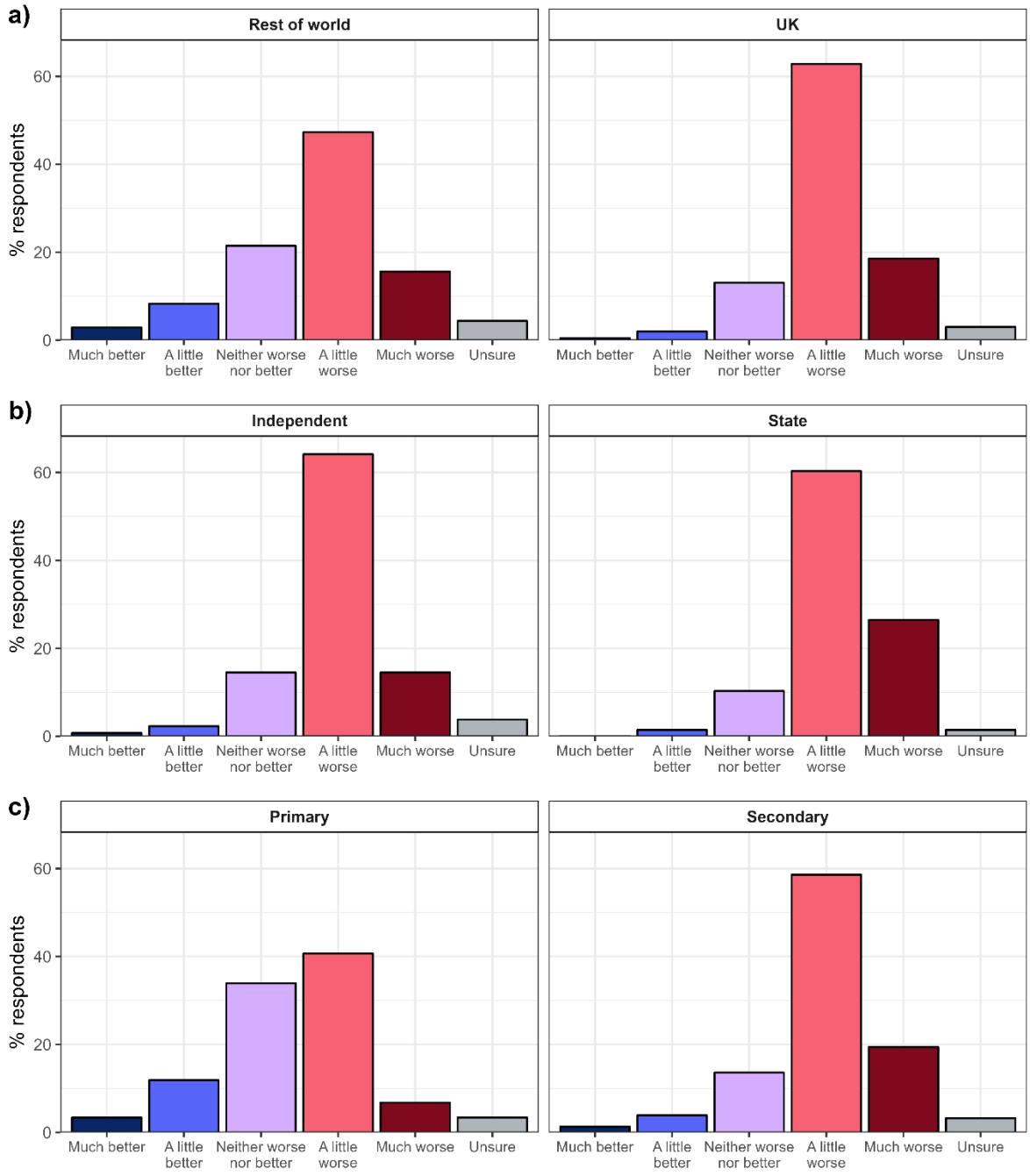

Figure 9. Responses to “On average, how is the wellbeing of your students, compared to in a ‘typical’ year?”, comparing respondents in a) the rest of the world and UK, b) independent schools and state schools, and c) primary schools and secondary schools.

A word cloud derived from free text responses providing extra information in support of the student wellbeing question is presented in Figure 10. The word cloud shows that anxiety was mentioned relatively often, as were lockdown, face-to-face and remote teaching, and the lack of social connection.

Figure 10. Word cloud derived from extra information provided in support of responses to "On average, how is the wellbeing of your students, compared to in a 'typical' year?". Words used more frequently are larger, darker and more central; words used less frequently are smaller and paler.

Most free text responses were found to focus on describing the wellbeing impacts observed. A wide range of negative impacts were reported, such as stress, anxiety, fatigue, loneliness, boredom, loss of focus, and loss of motivation. For example, responses included "*Higher levels of stress and anxiety have been noticeable*", "*I feel students are at a very low ebb, unsure of their future, and worn out by feelings of lack of control*", "*They are emotionally overwhelmed by this pandemic*", and "*Many of the young people are suffering from anxiety, depression and have felt isolated during the lockdown*".

Although not many comments attributed observations of poorer wellbeing to specific triggers, some comments mentioned a lack of social interaction and changes occurring at short notice as being important. Examples of such comments included "*There has been much anxiety over lack of clarity in the way things are unfolding*", "*The students feel on edge at the possibility that school may close or move to remote learning without much notice*", and "*They have missed social interactions, and friendship issues arise*".

A minority of responses described positive wellbeing impacts, such as some children having benefited from more family time, and a sense of resilience in younger children. For example, one respondent said "S*ome have thrived e.g. people who have been working in their family business and picked up some great life skills*". However, there were many more comments about negative wellbeing impacts than there were about any positive effects.

Results from a similar question about teachers' wellbeing are presented in Figure 11 and Figure 12, with full results available in Appendix Table 10. Responses to this question showed an even stronger signal of negative impacts, with over 76% of respondents saying that teacher wellbeing was a little worse or much worse than in a typical year. Moreover, nearly 24% of respondents

said that teacher wellbeing was “much worse”, compared to around 17% who said this about student wellbeing.[5]

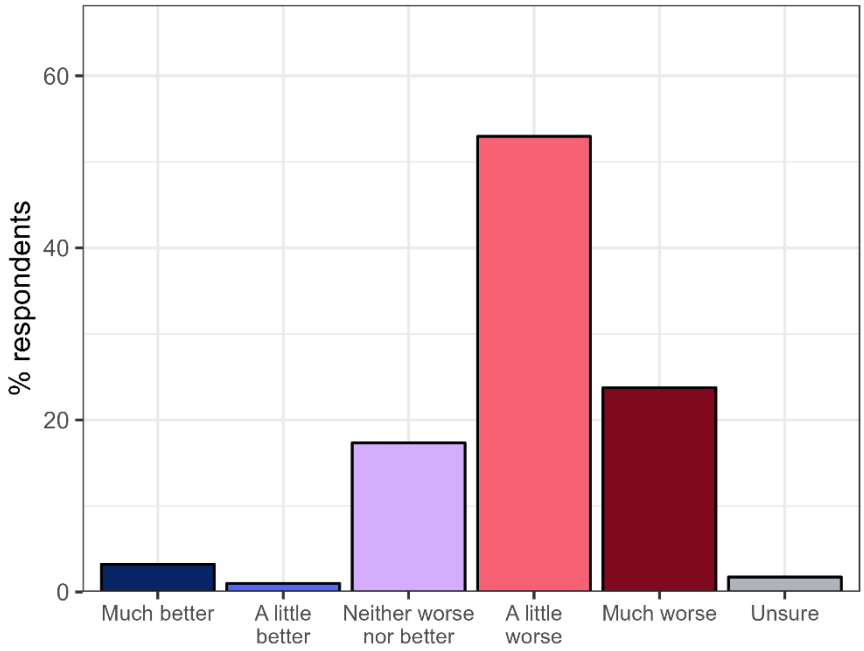

Figure 11. Overall responses to “On average, how is the wellbeing of teachers in your school, compared to in a ‘typical’ year?”

Once again, the percentages of respondents reporting worse wellbeing were even higher in the UK (around 85%) and in secondary schools (around 79%). Interestingly, when comparing independent and state schools, both groups had similar overall rates of worse wellbeing overall, at around 85%, but 35% of state school respondents said that it was “much worse”, compared to 22% of independent school respondents. Hence, again, impacts appear to have been greater in some groups than others.

[5] With these findings, we must be careful to note that there may be other influences on self-reported wellbeing, such as age (e.g., Blanchflower, 2021), economic conditions (e.g., Bartolini & Sarracino, 2014), or longer-term trends in happiness (Helliwell et al., 2022), that could produce a signal of poorer wellbeing *regardless of the influences of the pandemic*. However, given the dominance of the pandemic in people’s lives at the time the survey was conducted, and given then question specifically asked respondents to compare wellbeing *to a typical year*, we assume here that the changes can predominantly be attributed to the pandemic.

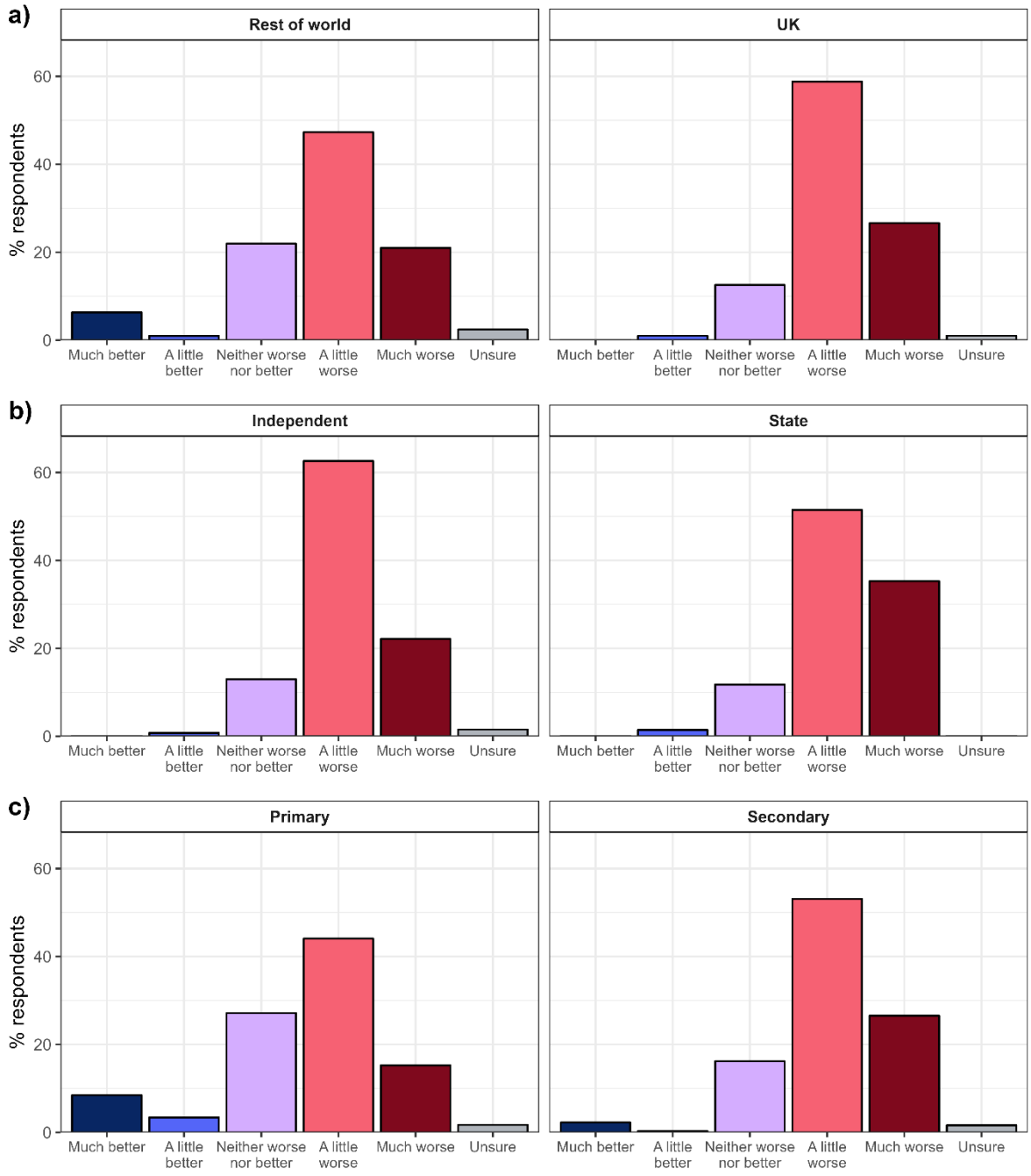

Figure 12. Responses to “On average, how is the wellbeing of teachers in your school, compared to in a ‘typical’ year?”, comparing respondents in a) the rest of the world and UK, b) independent schools and state schools, and c) primary schools and secondary schools.

The word cloud generated from free text responses about teacher wellbeing is presented in Figure 13. It shows that common words used included “stress”, “work”, “workload”, “working”, “time” and “increase”, which highlights that a major feature of these responses was about the impact of work and workloads on teacher wellbeing. Example responses on this topic included “*Uncertainty and increased workload have caused stress*”, “*More emails, more planning, harder to manage pupils' wellbeing remotely*”, “*The workload has been doubled due to remote learning and this has extended the working time for teachers*”, and “*Management has also not been very helpful at times, it feels they are just asking us for more work, even when we feel we can't do any more*”.

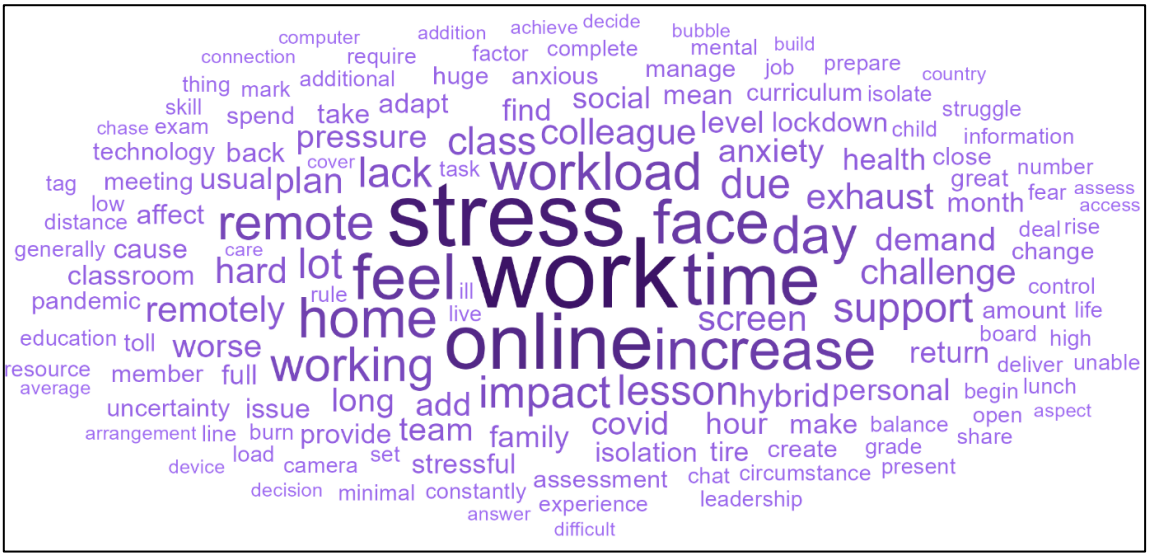

Figure 13. Word cloud derived from extra information provided in support of responses to "On average, how is the wellbeing of teachers in your school, compared to in a 'typical' year?". Words used more frequently are larger, darker and more central; words used less frequently are smaller and paler.

In contrast to responses about student wellbeing impacts, responses about teacher wellbeing impacts more often addressed the underlying causes. Alongside workload issues described above, reduced social interaction, health concerns related to in-person teaching, challenges related to remote teaching, hybrid teaching (in-person and remote simultaneously), concerns about pupils, concerns about learning loss, a lack of clarity and support regarding assessment, and high levels of uncertainty were all mentioned. An example describing some of the challenges specific to teaching is "*Teachers are exhausted from managing hybrid learning. Virtual school was easier, as it was one method of delivery, but dealing with students in the lessons and still ensuring we are providing a quality learning experience for students in quarantine/shielding at home is much harder to manage. We are doing more and more as the students are doing less and less, but we are meant to remain positive and encouraging*". It should be remembered, however, that alongside these sector-specific concerns, teachers also faced concerns that many affected people did, which could also be a major cause of wellbeing problems (e.g., "S*eparated from family for extended periods, less social interaction, greater isolation, fears over job security*").

A particular concern reported by teachers working with older age groups was that of the impacts of examinations, which increased workload and stress levels. Examples of comments about this topic included "*The way the exams have been set up is causing huge stress for all teachers of year 11 and 13*", "*The new exam arrangements have added considerably to workload and levels of stress*", and "*Stress levels are palpably higher, although much of this is related to the decision to cancel examinations and replace them with CAG and TAG.*"[6]

Student engagement

Along with learning loss and wellbeing impacts, a further concern is that of reduced engagement of students with their education. Accordingly, we asked whether respondents had

[6] CAG and TAG here refer to "centre-assessed grades" and "teacher-assessed grades", which were grades awarded by teachers in lieu of grades awarded as a result of students taking public examinations in England.

observed any changes in their students' engagement levels. Results from this question are presented in Figure 14 and Figure 15, with full results in Appendix Table 11.

Overall responses indicated that student engagement with schoolwork had decreased a little, with "a little less engaged" being the single largest response category overall (~43%). However, the second largest category was "neither less nor more engaged" (26%), perhaps indicating that engagement hadn't been affected as much as may have been expected. Indeed, slightly more respondents (14%) felt their students were "a little *more* engaged" than felt they were "much less engaged" (~13%).

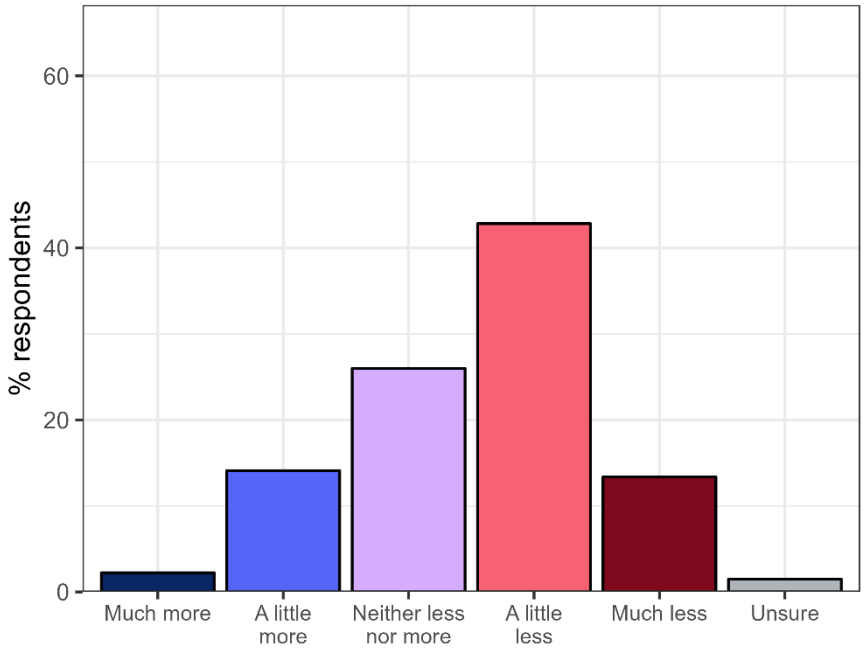

Figure 14. Overall responses to "On average, how engaged are your students with their schoolwork, compared to in a 'typical' year?"

When comparing responses for different subgroups, a notable contrast was found between state and independent schools: in independent schools, "neither" was the largest category (40.5%, with ~33% for "a little less"), whereas in state schools "a little less" was much larger (~59%, with only 13% for "neither"). A further contrast was evident between the UK and RoW, with only 6.5% of UK respondents saying students were "much less engaged", compared to 20% of RoW respondents. Responses from primary and secondary schools showed broadly similar patterns, suggesting less impact of age on engagement.

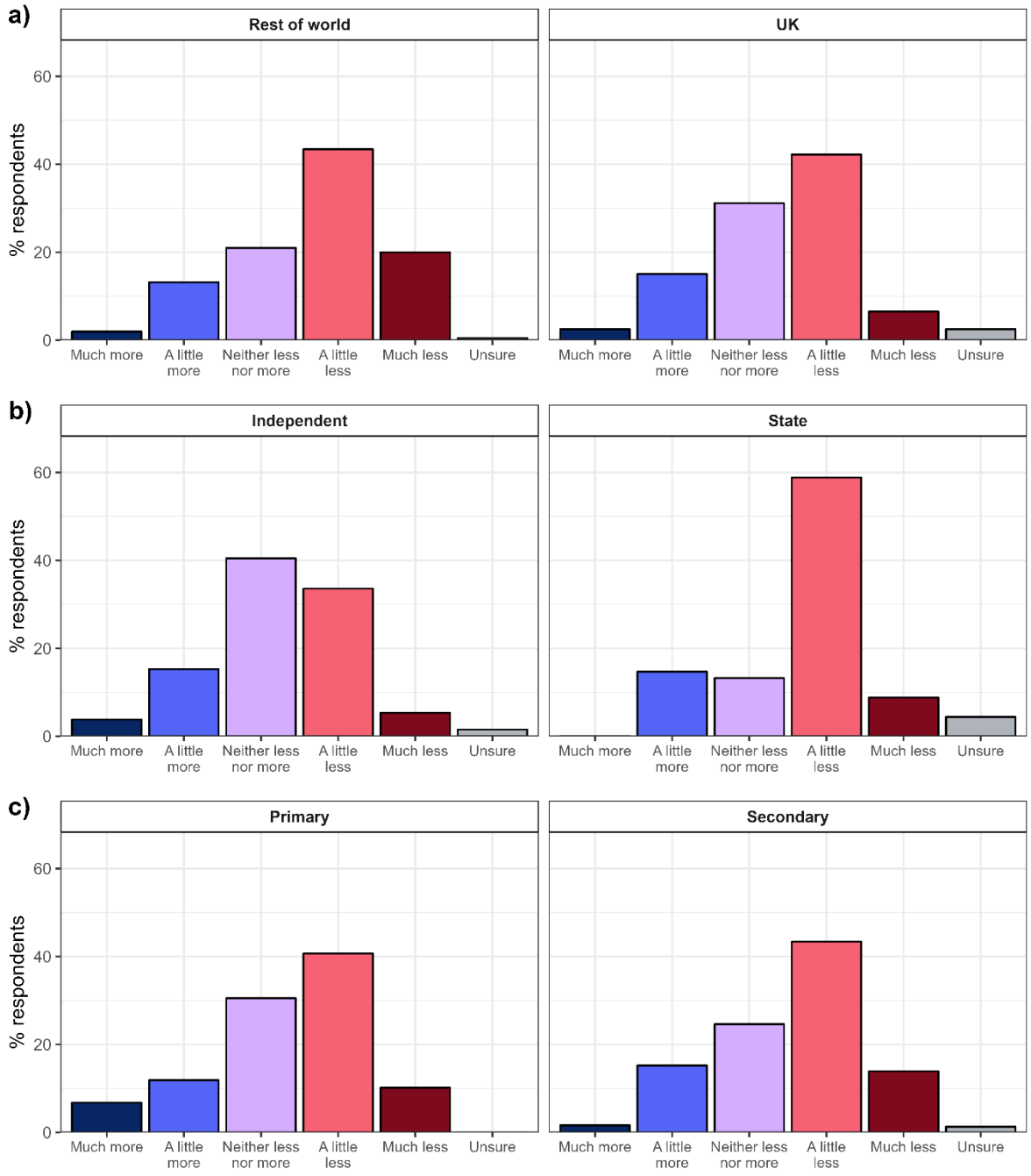

Figure 15. Responses to “On average, how engaged are your students with their schoolwork, compared to in a ‘typical’ year?”, comparing respondents in a) the rest of the world and UK, b) independent schools and state schools, and c) primary schools and secondary schools.

A word cloud derived from free text responses about student engagement is presented in Figure 16. Commonly used words included “online”, “work”, “remote”, “face(-to-face)”, “hard”, and “difficult”, indicating that a common theme was of the challenges of maintaining engagement in remote learning.

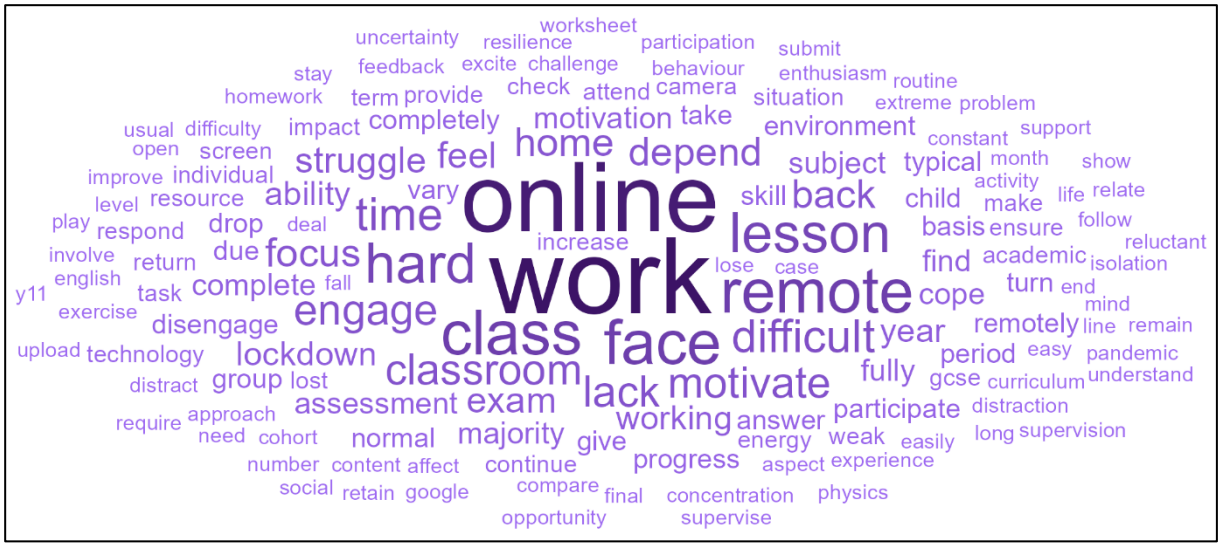

Figure 16. Word cloud derived from extra information provided in support of responses to “On average, how engaged are your students with their schoolwork, compared to in a ‘typical’ year?”. Words used more frequently are larger, darker and more central; words used less frequently are smaller and paler.

Some comments focused on describing ways in which engagement was lower. Negative changes described included students becoming demotivated, less organised, less focused, and less able to hand work in on time. For example, one respondent stated, “*The motivation to get going and do (things), compared to being at school, has been hard for them and they are finding it harder to remain focused when working from home.*” A fairly common theme was that students who would have been sitting the cancelled public examinations experienced lower engagement in particular: “*Exam years are a little less engaged due to the changes in the process and the method of assessment*”. Other respondents described how remote teaching made maintaining engagement more challenging, with comments such as, “*In remote learning, only a few students show their full participation and involvement in the class activity, for others constant motivation is required to involve or engage them. In a typical classroom situation, I ensure all are participating*”, and “*The technology gives them more reason not to participate. Being on camera can make students really self conscious.*”

There were, again, however, signs of variation in impacts between individuals. Examples of this type of comment included: “*Some students are less engaged when working from home, but for others the lack of distractions in a busy classroom environment and the opportunity to self-pace has been really beneficial*”, and “*Weaker students struggled with remote learning, some not engaging with the material at all. Stronger students were much more engaged*”. Some respondents even reported very positive observations, like “*The students have engaged really well and are to be applauded for their resilience*”, and “*The use of online tools have helped to increase engagement - multiple choice quizzes etc*.”

Teacher workload

One impact on teachers that raised concern was that of workloads, with extra work required to meet the demands of remote teaching and, in some cases, the cancellation of public examinations. We therefore asked respondents about how their workload had changed: results are presented in Figure 17 and Figure 18, with full results in Appendix Table 12. Overall, nearly 86% of respondents said they had “much more” or “a little more” work. Unlike previous questions, a very small proportion of respondents answered “less”, with less than 3% in total saying either “much less” (0.2%) or “a little less” (2.7%).

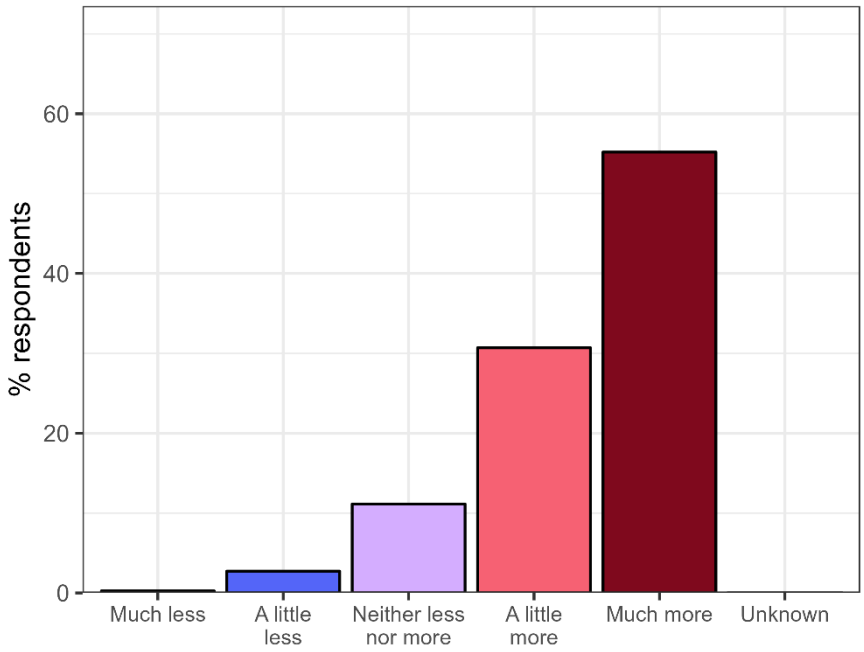

Figure 17. Overall responses to “How is your overall teaching workload, compared to in a ‘typical’ year?”

Respondents in all subgroups reported more work: over 80% of respondents in every subgroup reported either “a little more” or “much more” work. The highest proportion of “much more” was seen in state school respondents, where over 2/3 gave this answer; although the rate of “much more work” responses in independent schools was lower, it was still over 50%. Hence, almost uniformly across all subgroups, a strong signal of more work was seen, with the largest response rate always being for “much more” work.

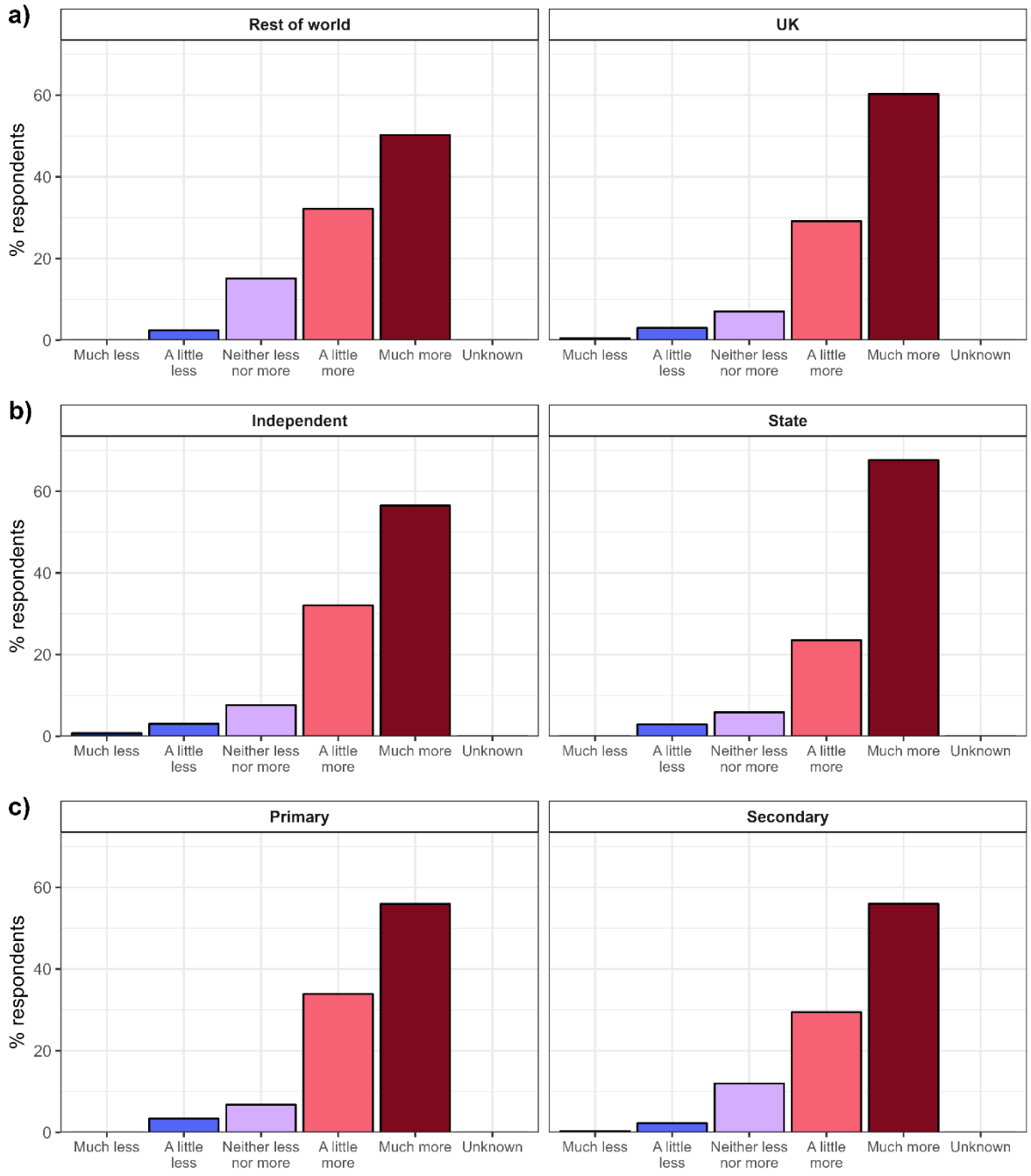

Figure 18. Responses to “How is your overall teaching workload, compared to in a ‘typical’ year?”, comparing respondents in a) the rest of the world and UK, b) independent schools and state schools, and c) primary schools and secondary schools.

A word cloud based on free text responses about teacher workload is presented in Figure 19. As may have been expected, the most commonly used words included “online”, “time”, “mark”, “lesson”, and “remote”, showing that aspects of remote teaching dominated discussion of workload. Other relatively common words included “preparation”, “resource”, “prepare” and “plan”, showing that extra planning and preparation was another big component of workload during this time.

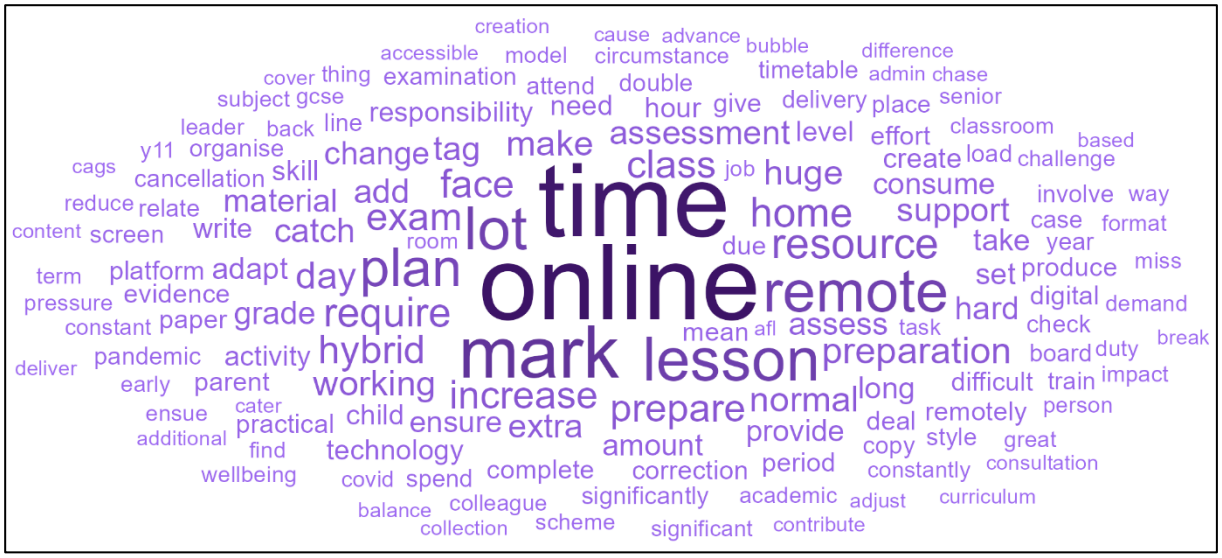

Figure 19. Word cloud derived from extra information provided in support of responses to “How is your overall teaching workload, compared to in a ‘typical’ year?”. Words used more frequently are larger, darker and more central; words used less frequently are smaller and paler.

Indeed, many comments focused on the effects of remote teaching and hybrid teaching. Some described the amount of extra work required, such as “*It has been relentless. We average over 2000 messages a week … in the pandemic for 200 children*”, and “*Workload on teachers is multiplied by a huge number*”. Others noted the extra tasks required to carry out teaching outside of normal settings, such as preparing online materials, modifying existing materials, and providing feedback remotely. Examples of this type of response included “*Could be working 12-15 hours days during the remote learning period, doing wellbeing phone calls, adapting lessons for online learning, organising the lessons and lesson materials each day and also, checking in on staff*”, and “*It is just so much demanding to work online. It takes longer to plan, to make resources, you can't really give feedback during the class so you have to do it later*”.

The specific challenges of hybrid teaching, in which online and face-to-face classes are run simultaneously, were also described: “*Especially with hybrid teaching you have to provide everything twice, real hard copies and digital ones, put everything on the class notebooks on Teams, lots of scanning, more PowerPoints than usual which are incredibly time-consuming to make*”, and “*(hybrid teaching) has increased preparation time significantly as all resources have to available in person and online, tests to be returned need to be scanned in, etc.*”

A final major theme relating to teacher workload was the increase in workload caused by the shift from externally marked public examinations to grades given by teachers. Numerous respondents raised this, with comments including, “*Teacher Assessed Grades for GCSEs and A levels are a huge responsibility and a lot more work”*, “*Due to the current climate of GCSEs , the workload has increased significantly*”, “*The formal assessments for GCSE and A level grading has increased workload for some teachers to an unreasonable level and was unnecessary*”, and “*The cancellation of GCSE and A level examinations has put a large additional burden on senior leaders, Heads of Department and teaching staff*”.

Parental support

One consequence of the shift to remote learning was that, for many families, students worked in the same place as their parents, introducing closer parental involvement in schoolwork. Indeed, particularly for younger children, parents became key figures in supporting learning, with many having to balance their own work with their children's schoolwork. We therefore asked questions about the support that students and teachers received from parents.

Results about parental support available to students are shown graphically in Figure 20 and Figure 21; full results are in Appendix Table 13. Overall, students seemed to have a good level of parental support, with "some support" the largest category overall at over 37%, followed by "quite a lot of support" at 28.5%. Relatively few respondents said "no support", with less than 3% of responses in this category. However, a relatively large proportion of respondents were unsure, at nearly 11%.

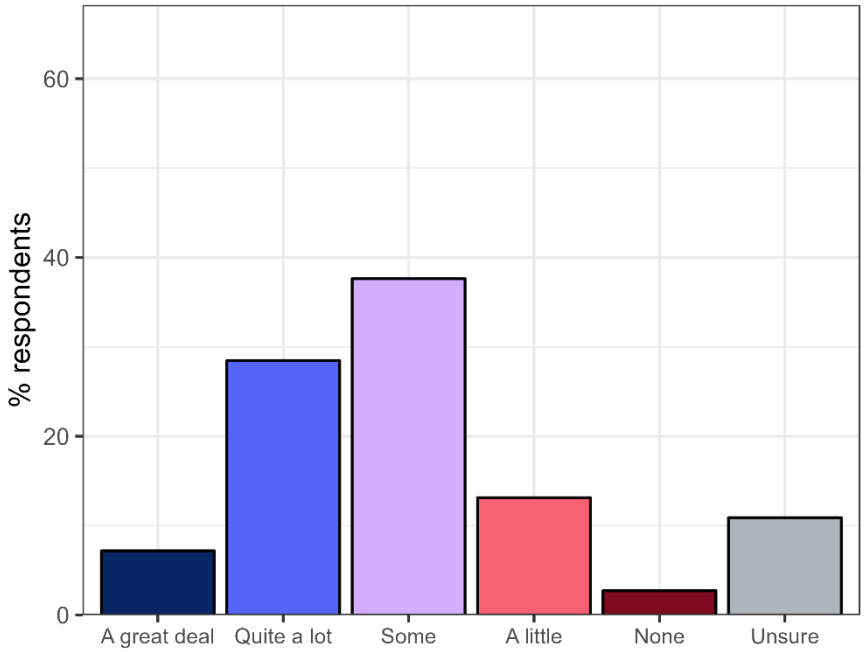

Figure 20. Overall responses to "On average, how much support have your students received from their parents during the pandemic?"

Very similar response patterns were seen in the UK and RoW, which was somewhat surprising given the different lockdown experiences around the world. State school respondents were much more likely to say "a little support" (22%) than those from independent schools (around 5%), whilst independent school respondents had higher percentages of respondents for all of "a great deal of support", "quite a lot of support" and "some support". A strong contrast was seen between primary and secondary schools: primary schools had "quite a lot of support" as the largest category (around 37%), while secondary schools had "some support" as the largest category (39.5%). Furthermore, "a great deal of support" was selected by over 20% of primary school respondents, but only around 4% of secondary school respondents.

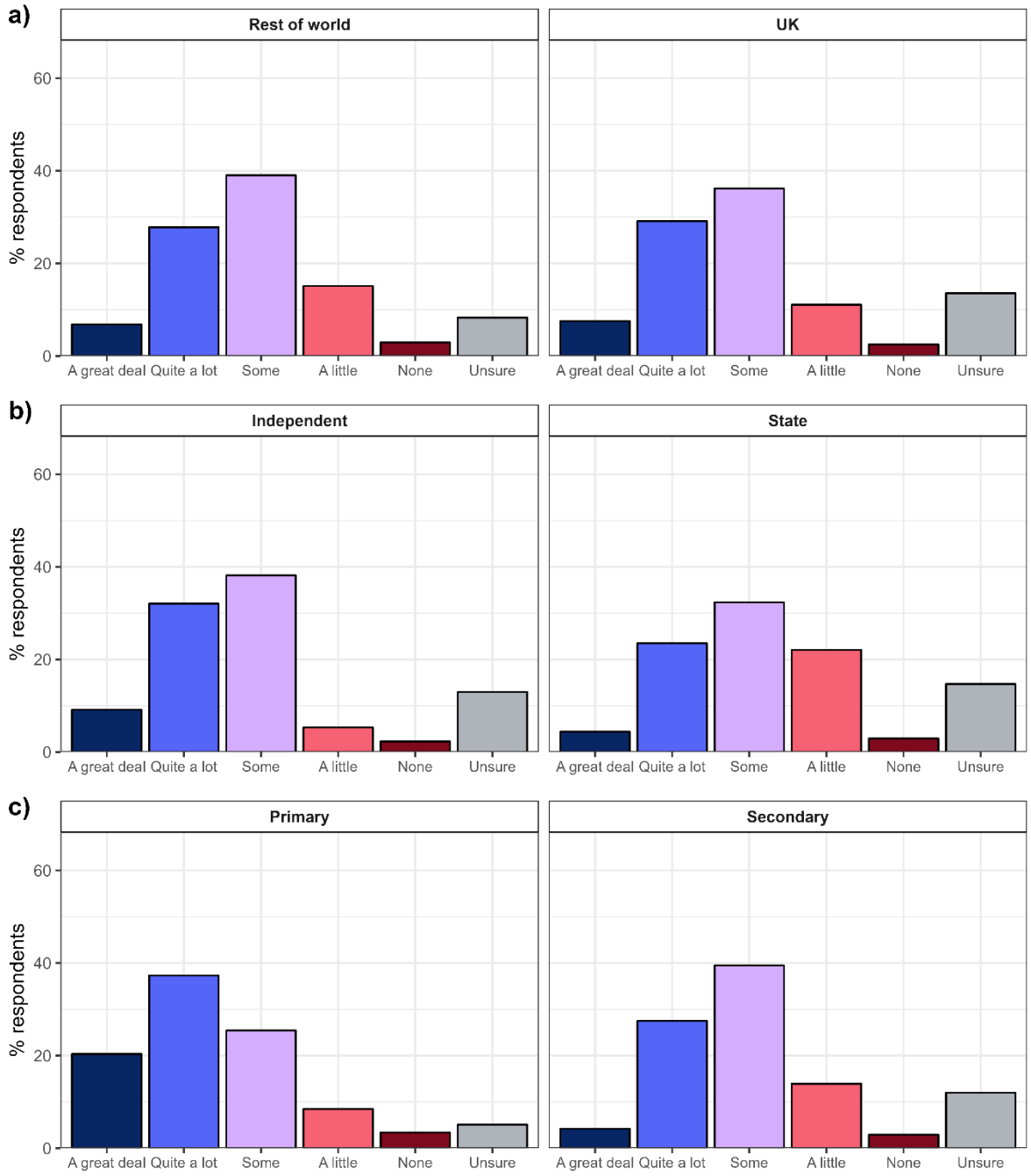

Figure 21. Responses to “On average, how much support have your students received from their parents during the pandemic?”, comparing respondents in a) the rest of the world and UK, b) independent schools and state schools, and c) primary schools and secondary schools.

A word cloud made from free text responses about parental support available to students is shown in Figure 22. The largest word, indicating the one used most often, was “vary”, suggesting that variation in support was a common experience; this is perhaps backed up by occurrence of words such as “circumstance”, “variable”, and “depend” elsewhere in the word cloud.

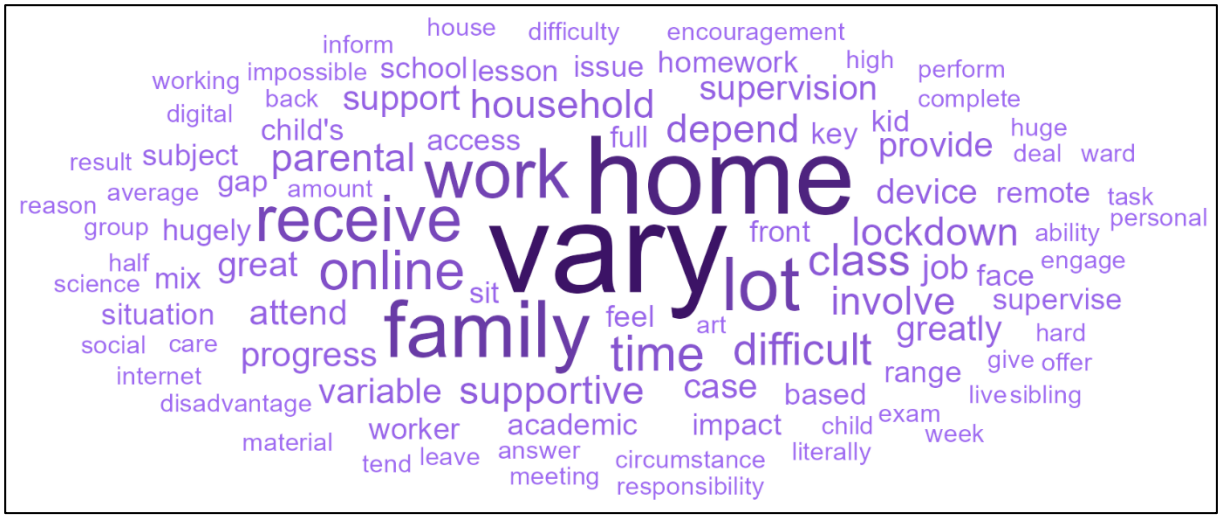

Figure 22. Word cloud derived from extra information provided in support of responses to “On average, how much support have your students received from their parents during the pandemic?”. Words used more frequently are larger, darker and more central; words used less frequently are smaller and paler.

When free text responses were analysed, the theme of variability emerged more clearly, with most responses stating that some students received a lot of support but some very little. Examples of responses on this theme included “*A very mixed range of support from absolutely none at all to sitting with their child for every task*”, and “*This varies enormously from family to family*”. Intriguingly, the extent of parental support available was flagged by some respondents as particularly influential on student progress: “*This is variable in the extreme and has strongly influenced rates of progress*”, and “*It was VERY varied and had greater impact than the ability of the child*”.

Some respondents explained why there was such variation: individual family circumstances, such as parents’ own workloads, strongly determined the level of support available. Examples of this type of comment included “*The experience has been vastly different for all students. Some have received no support simply because parents have been key workers*”, and “*It varies - some children have parents who work so they're relying on their Nannies to home school and a lot don't have English as their first language. Other children have a Mother or Father who is able to assist a great deal with their child's home schooling.*” One respondent noted that the level of support did not appear to track with socio-economic factors: “*The pattern of parental support does not match prior educational gaps or the normal markers of deprivation that schools would consider*”.

Although a number of positive observations regarding parental support were made, some respondents found that parental support could have negative consequences. Examples of this response type included “*Some parents were clearly doing the work for children*”, and “*We have also had the issue of them getting too involved, giving out all the answers, telling them what to do during class, or, in some cases, even doing the homework for them*”.

Respondents were also asked about the extent to which *teachers* had received support from students’ parents: results for this question are presented in Figure 23, Figure 24 and Appendix Table 14. As may have been expected, the support was slightly less than that reported to have been received by students. “Some support” was still the most common answer but with only around 32% of responses (compared to over 37% for students). However, “quite a lot of

support” was answered by only around 15% of respondents (compared to over 28% for students), and “no support” was answered by over 14% (compared to less than 3% for students).

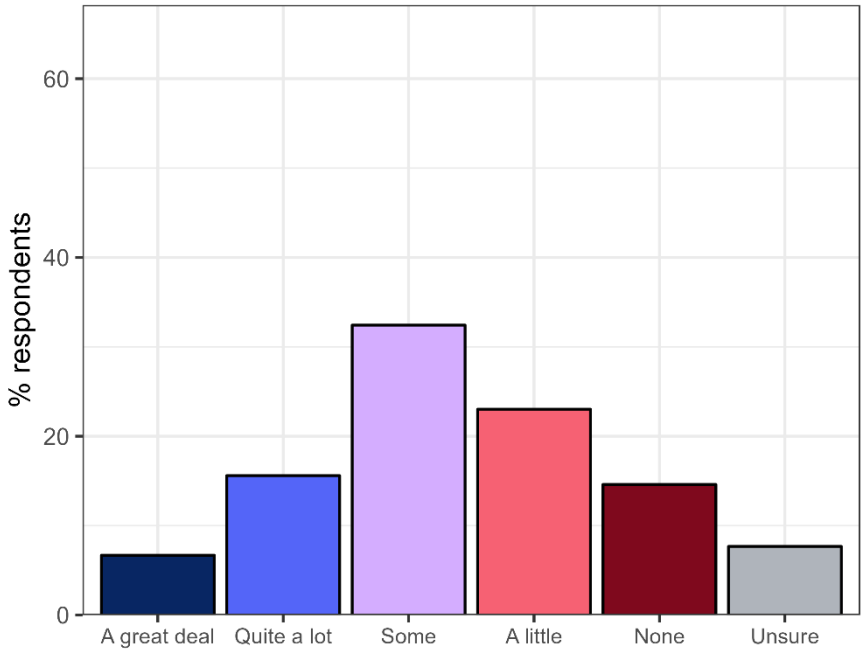

Figure 23. Overall responses to “On average, how much support have teachers in your school received from students' parents during the pandemic?”

Patterns across subgroups were remarkably similar, although primary and secondary schools again showed some differences, with nearly 17% of secondary school respondents receiving “no support”, compared to only 8.5% of primary school respondents, and with nearly 12% of primary school respondents receiving “a great deal of support”, compared to nearly 6% of secondary school respondents.

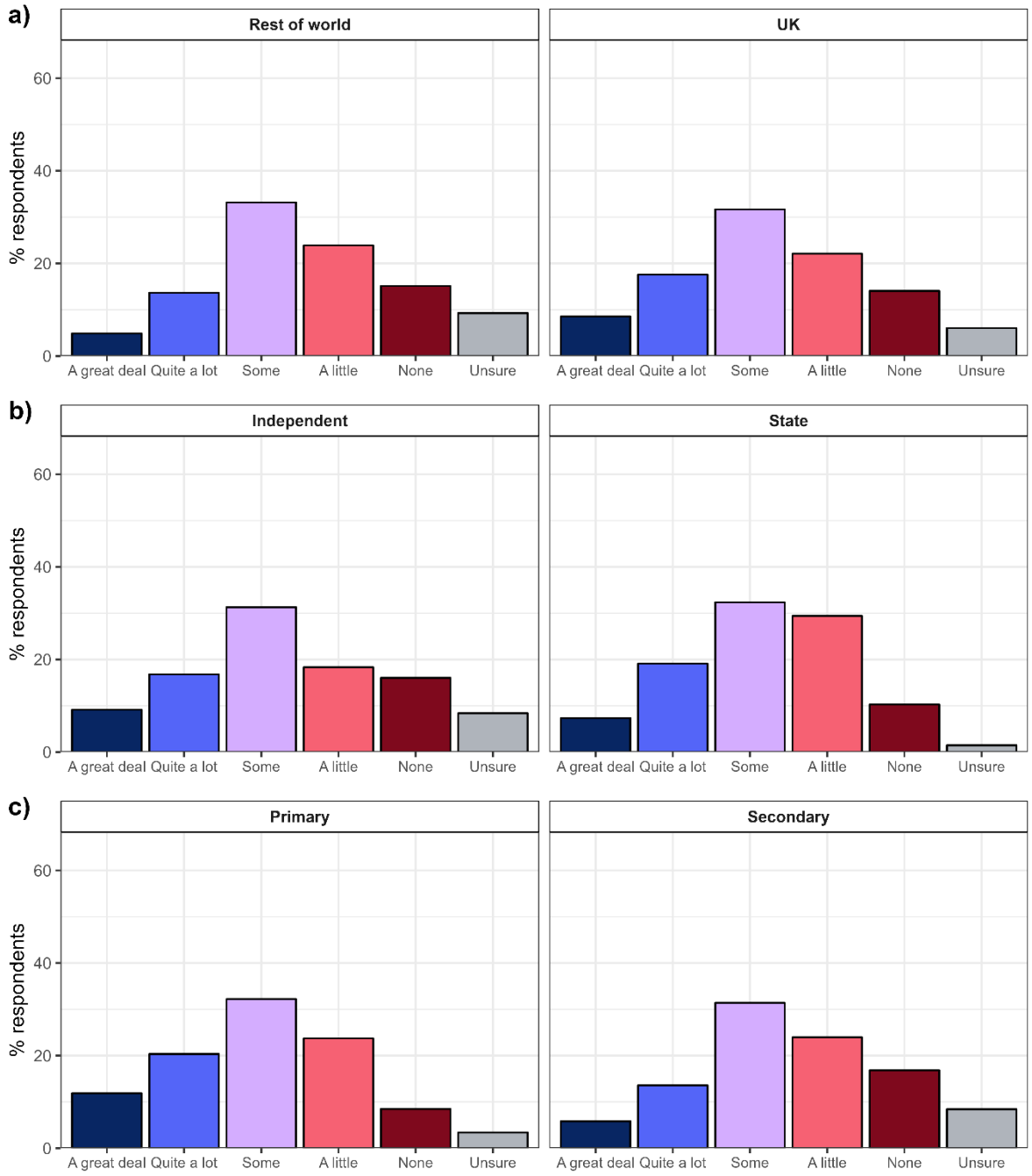

Figure 24. Responses to “On average, how much support have teachers in your school received from students' parents during the pandemic?”, comparing respondents in a) the rest of the world and UK, b) independent schools and state schools, and c) primary schools and secondary schools.

A word cloud based on free text responses about parental support for teachers is shown in Figure 25. Along with expected words (e.g., “work”, “family”, “child”), it is notable that many of the words relate to positive interaction, such as “appreciative”, “positive”, and “great”, although “vary” also occurs prominently.

Figure 25. Word cloud derived from extra information provided in support of responses to “On average, how much support have teachers in your school received from students' parents during the pandemic?”. Words used more frequently are larger, darker and more central; words used less frequently are smaller and paler.

As may be expected from the word cloud, a number of the comments focused on the variability of support received, with some parents engaging very closely and others not at all. Examples of this included “*There is a great variety in the amount of support and engagement from parents*”, and “*This varies greatly from parent to parent. Some are completely absent and others are very involved*”. Despite this though, many positive comments were made about the support received from parents, such as “*Parents have been very positive and appreciative of the difficulties teachers and pupils face*”, “*Parents have been extremely generous in their appreciation, with frequent messages of thanks in addition to the work they do keeping their children motivated and engaged*”, and “*Some parents were absolutely vital during lockdown teaching and others were lovely and super supportive!*” There were also, however, a number of negative observations about unrealistic expectations or challenging behaviour, such as “*It has led to a vocal minority of parents making unreasonable demands and generally blaming teachers for lack of progress*”, “*Parents have not always understood that we don't always have the information that they want. They are apt to express their anxiety to us in sometimes unhelpful ways*”, and “*(some parents) have been very unhelpful e.g. complaining about home learning or even have made dangerous choices e.g. sending students in with COVID symptoms*”.

Self-isolation and absence

To examine the direct impacts of time away from education and work, we asked questions about the proportion of time students and staff were absent. Note that the survey was carried out a little over a year into the pandemic, so these results reflect the situation as it was at that point: subsequent waves of infection, driven by new virus variants, which caused further absences, had not yet happened. Even with this in mind, reported rates of absence were lower than anticipated, for both students and teachers. Results about student absence are presented in Figure 26 and Figure 28, with full results in Appendix Table 15. Results about teacher absence are presented in Figure 27 and Figure 29, with full results in Appendix Table 16. In both cases, the biggest response category was 0-20% absence (around 52% of respondents for student absence, around 63% of respondents for teacher absence). After this, the next largest

category was 20-40% absence (nearly 16% of respondents for student absence, nearly 15% for teacher absence).[7]

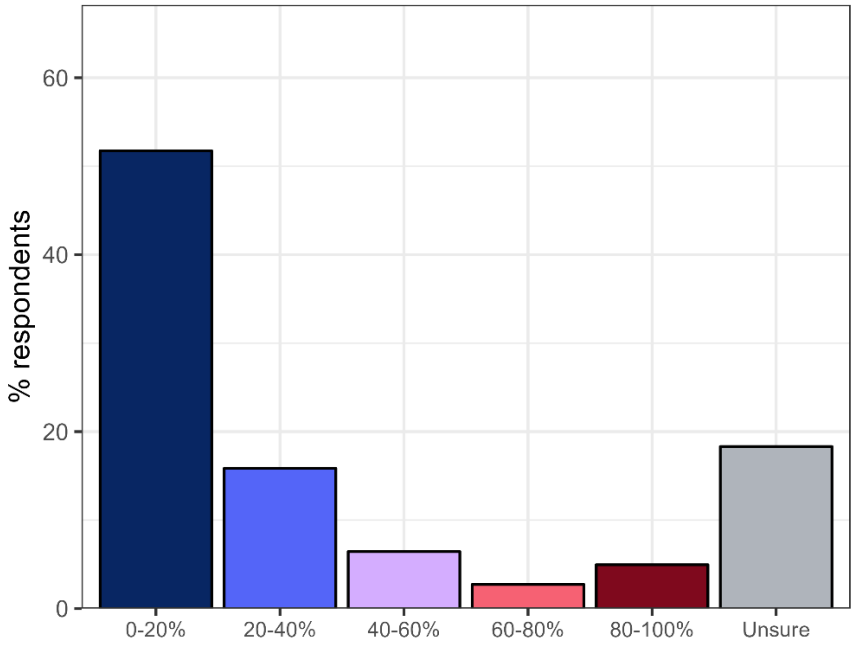

Figure 26. Overall responses to “This school year, roughly what proportion of students in your school have had to self-isolate due to the pandemic?”

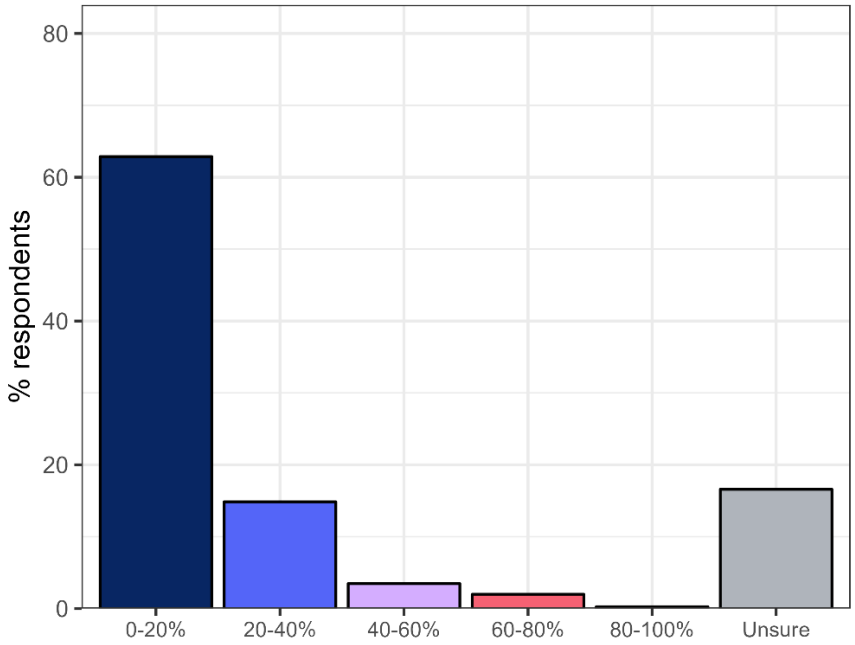

Figure 27. Overall responses to “This school year, roughly what proportion of teachers have been absent from your school due to the pandemic (when your school was open)?”

[7] Note that governmental statistics suggest that, in the UK at the very least, student absence rates would have been toward the lower end of the 0-20% range that was most commonly selected here, with overall absences rates typically in the range 3-5% for the period in which the survey was carried out, and with slightly higher absence rates in secondary than primary schools. See https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england-autumn-and-spring-terms/2020-21-autumn-and-spring-term for further information.

For both student and teacher absence, subgroups showed largely similar patterns, but there was again a contrast between state and independent schools, with higher rates of absence reported in state schools (e.g., state schools showed 19% of respondents saying 40-60% student absence, but independent schools showed only 4%; state schools showed 23.5% of respondents saying 20-40% teacher absence, but independent schools showed only around 9%). It must be emphasised again, however, that these results, perhaps more so than any others, would be strongly sensitive to changes in later stages of the pandemic, so these should be interpreted as a snapshot of the situation in spring/summer 2021.

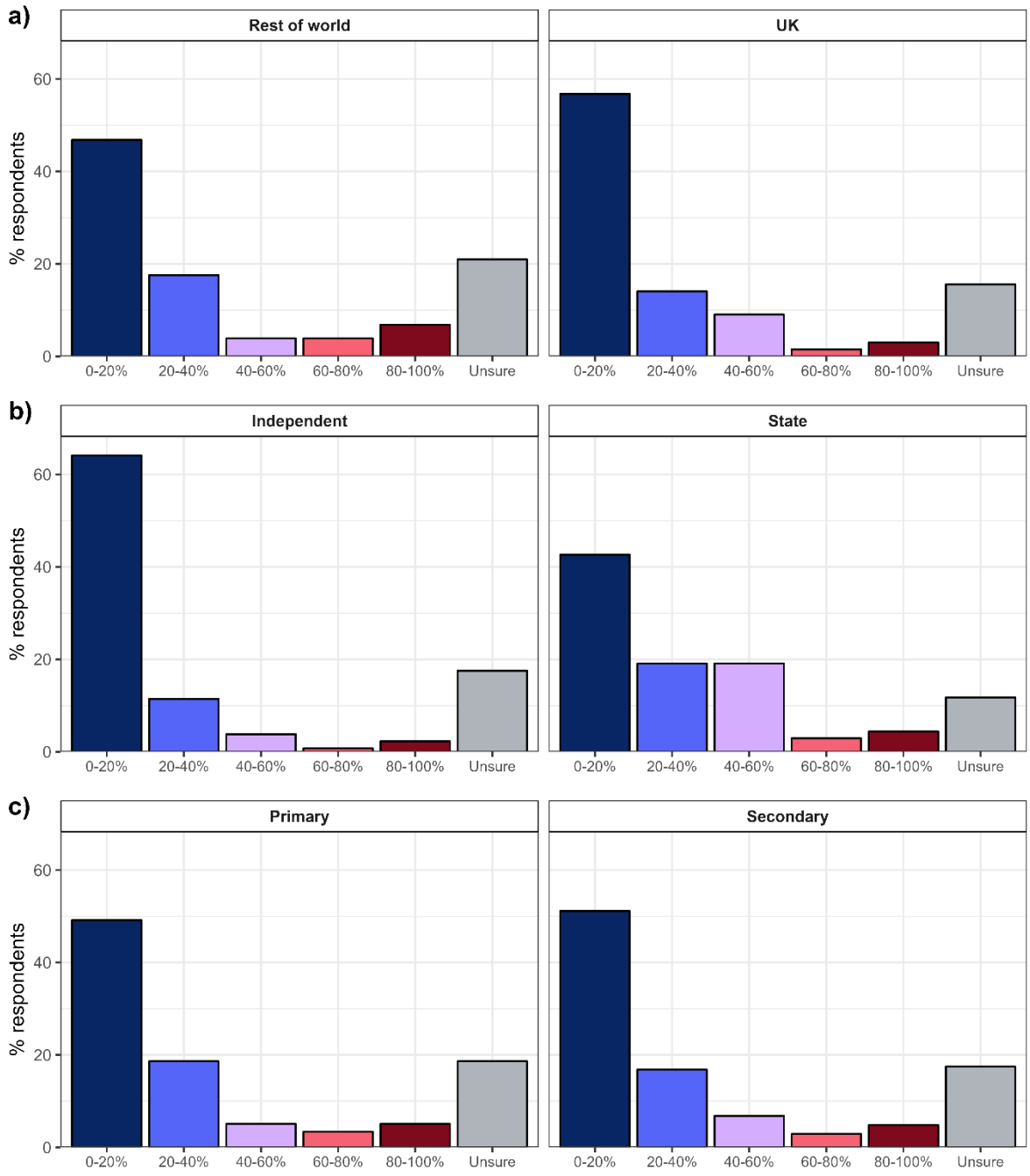

Figure 28. Responses to “This school year, roughly what proportion of students in your school have had to self-isolate due to the pandemic?”, comparing respondents in a) the rest of the world and UK, b) independent schools and state schools, and c) primary schools and secondary schools.

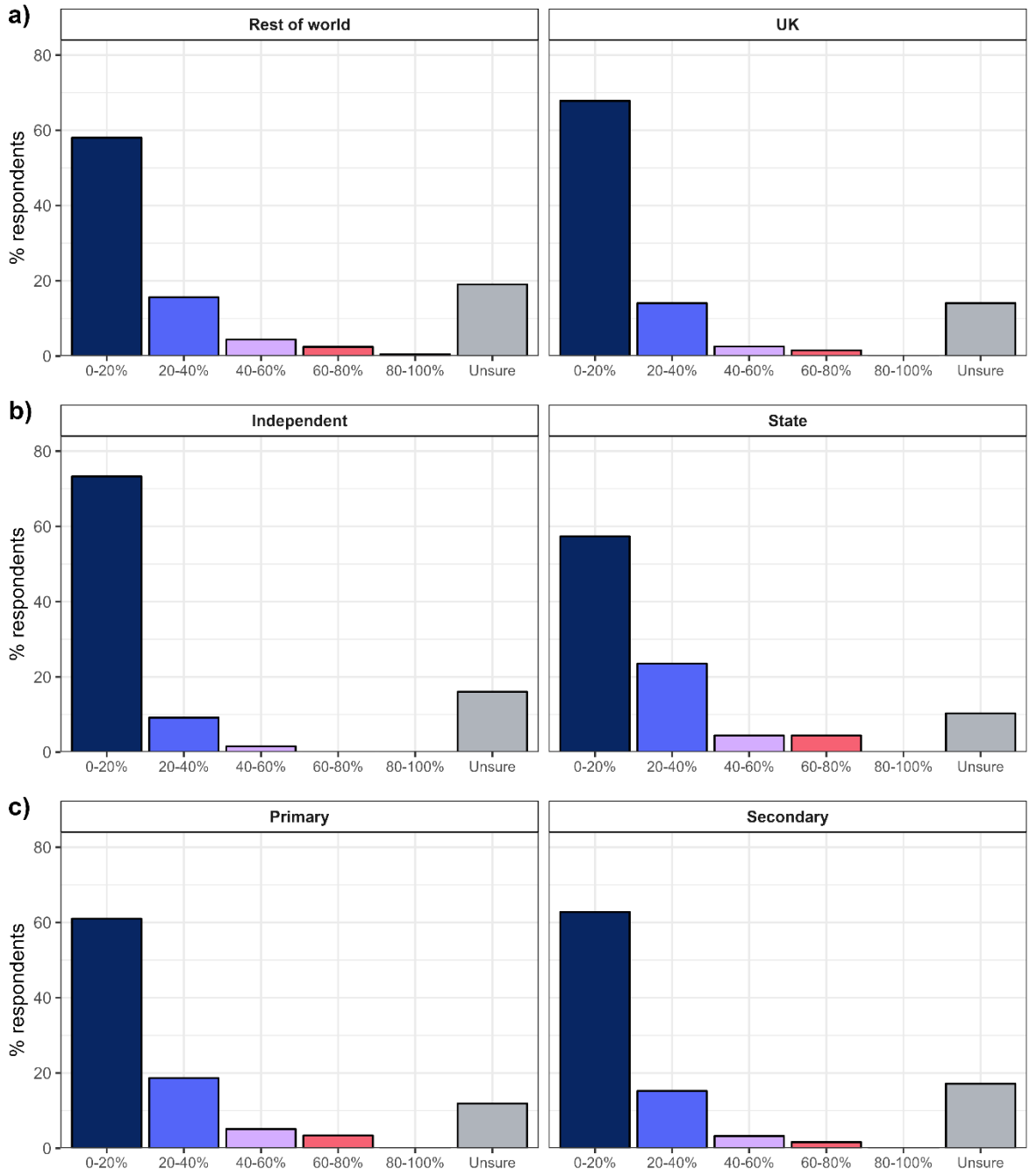

Figure 29. Responses to “This school year, roughly what proportion of teachers have been absent from your school due to the pandemic (when your school was open)?”, comparing respondents in a) the rest of the world and UK, b) independent schools and state schools, and c) primary schools and secondary schools.

Remote teaching

Respondents only saw this section of the questionnaire if they answered that they had conducted remote teaching during the pandemic. This filtering, combined with some respondents dropping out following the first section, meant that there were 364 respondents. In contrast to the sample analysed in the first section, there were slightly more respondents from the UK (52.7%) than RoW. Proportions of state and independent schools were nearly identical to those in the full sample (79.4% independent, 20.6% state), whilst there were slightly more respondents from secondary schools and fewer from primary schools (78.9% secondary, 13.3% primary). Generally, however, this meant that the sample was similar to that from the first section.

Remote teaching challenge

The first question in this section concerned how challenging – or indeed how easy – remote teaching had been. Results for this question are presented graphically in Figure 30 and Figure 31, with full results in Table 17.

Overall, most respondents considered remote teaching to be “somewhat challenging”, with nearly 62% of respondents giving this answer. The next most common answer was that remote teaching was “very challenging”, with nearly 19% of respondents choosing this option. Relatively few found it easy, with only around 12% of respondents overall choosing either “very easy” or “somewhat easy”, suggesting that on balance, remote teaching was fairly challenging.

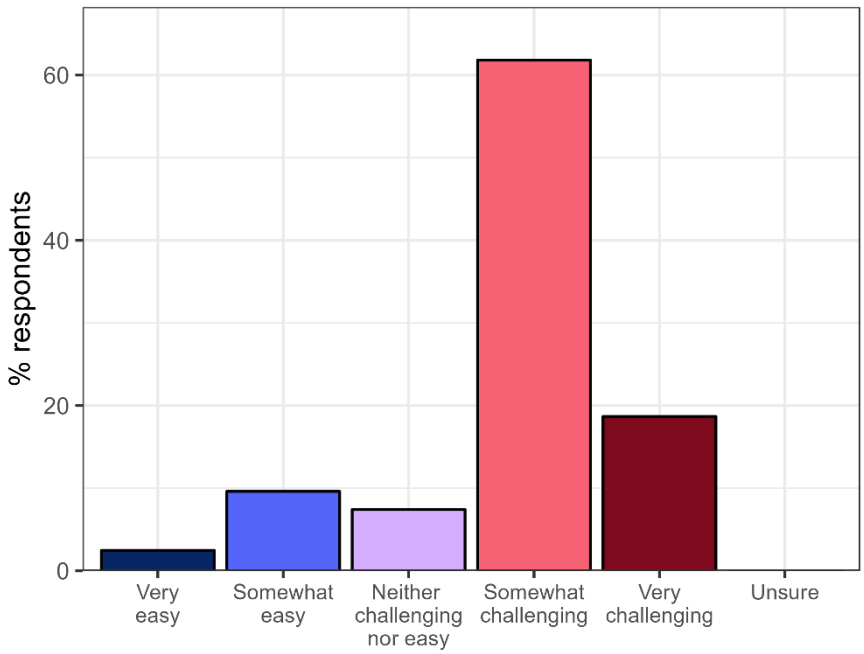

Figure 30. Overall responses to “Overall, how challenging have you found remote teaching to be?”

“Somewhat challenging” was also the largest response category in every subgroup. Indeed, patterns were very similar between the different subgroups, suggesting a relatively ‘universal’ experience of remote teaching. Again, however, a key contrast was seen between state and independent school respondents, with over 26% of state school respondents stating that it was “very challenging”, in contrast to only around 11% of independent school respondents.

Moreover, independent school respondents were more likely to select one of the ”easy” options, but numbers of respondents choosing these responses were still relatively small.

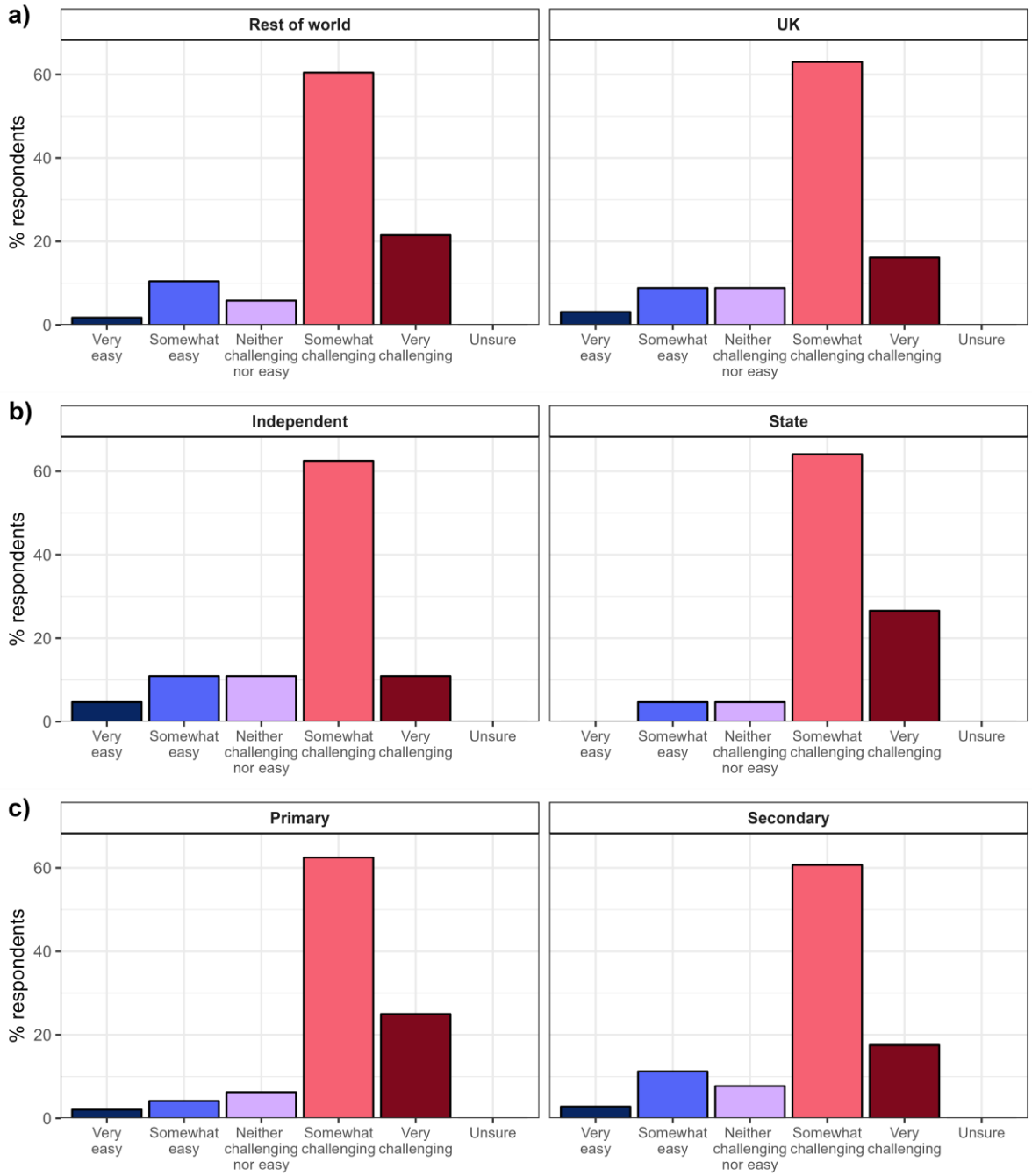

Figure 31. Responses to “Overall, how challenging have you found remote teaching to be?”, comparing respondents in a) the rest of the world and UK, b) independent schools and state schools, and c) primary schools and secondary schools.

Aspects that helped and hindered remote teaching

After this, respondents were asked about different aspects of remote teaching that helped or hindered them. Specifically, we asked about the usability of online teaching platforms, students' digital skills, teachers' own digital skills, students' access to technology, student attendance, and student engagement. Overall results are plotted in Figure 32, and subgroup comparisons are plotted in Figure 33 (RoW vs. UK), Figure 34 (independent vs. state), and Figure 35 (primary vs. secondary). Full results for each of the aspects considered are presented in Appendix Table 18 to Table 23.

Across the aspects considered, the four aspects concerning technology showed an almost bimodal response pattern, with the largest two response categories being "facilitated a lot" (ranging from 26% to 45% respondents) and "hindered a little" (ranging from 24% to 29% of respondents). This suggests that the technological side of remote teaching was a divisive issue, with some teachers finding the technology very helpful, and others finding it something of a hindrance. Interestingly, the highest "facilitated" rates occurred for teachers' own digital skills and the online platforms used, whilst the highest "hindered" rates (of these first four aspects at least) occurred for student technology access and student digital skills.

This theme of aspects relating directly to students being more challenging was reinforced with student attendance and student engagement, which both showed the most common response to be "hindered a little" (35% of respondents for attendance, 40% of respondents for engagement), and the second most common response to be "hindered a lot" (over 18% for attendance, over 25% for engagement). This suggests a more uniformly challenging experience in terms of getting students to engage with digital learning.

RoW vs. UK and primary vs. secondary showed broadly similar patterns to the overall results, but once again, there was something of a contrast between state and independent schools. Independent schools typically had higher response rates for "facilitated a lot" and state schools had higher response rates for "hindered a little" or even "hindered a lot". This was particularly evidence for student technology access, student attendance, and student engagement, suggesting potentially quite different experiences of remote teaching between the two sectors.

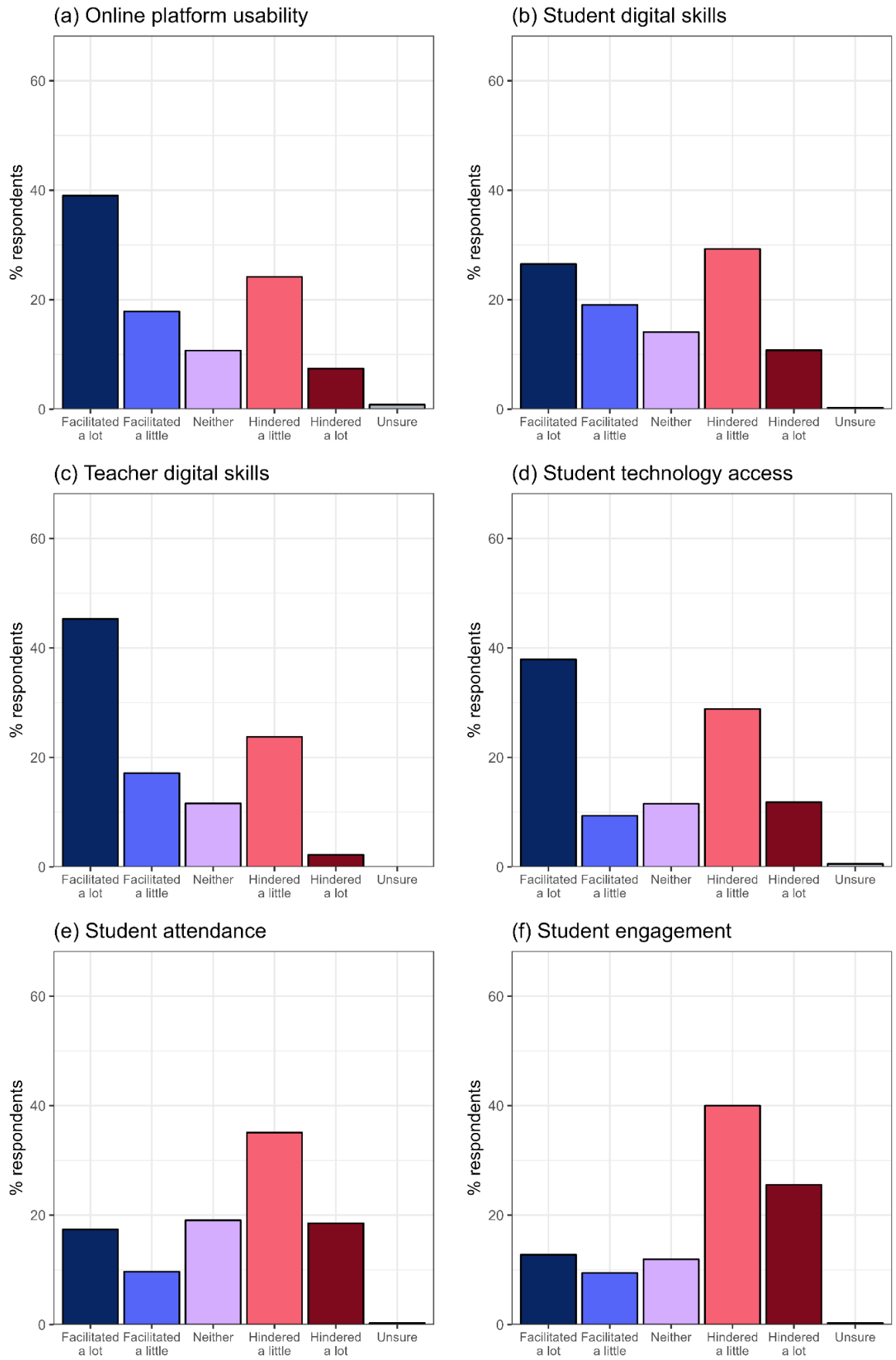

Figure 32. Overall responses to “Overall, how much have the following hindered or facilitated your remote teaching?”; each figure panel notes the aspect asked about.

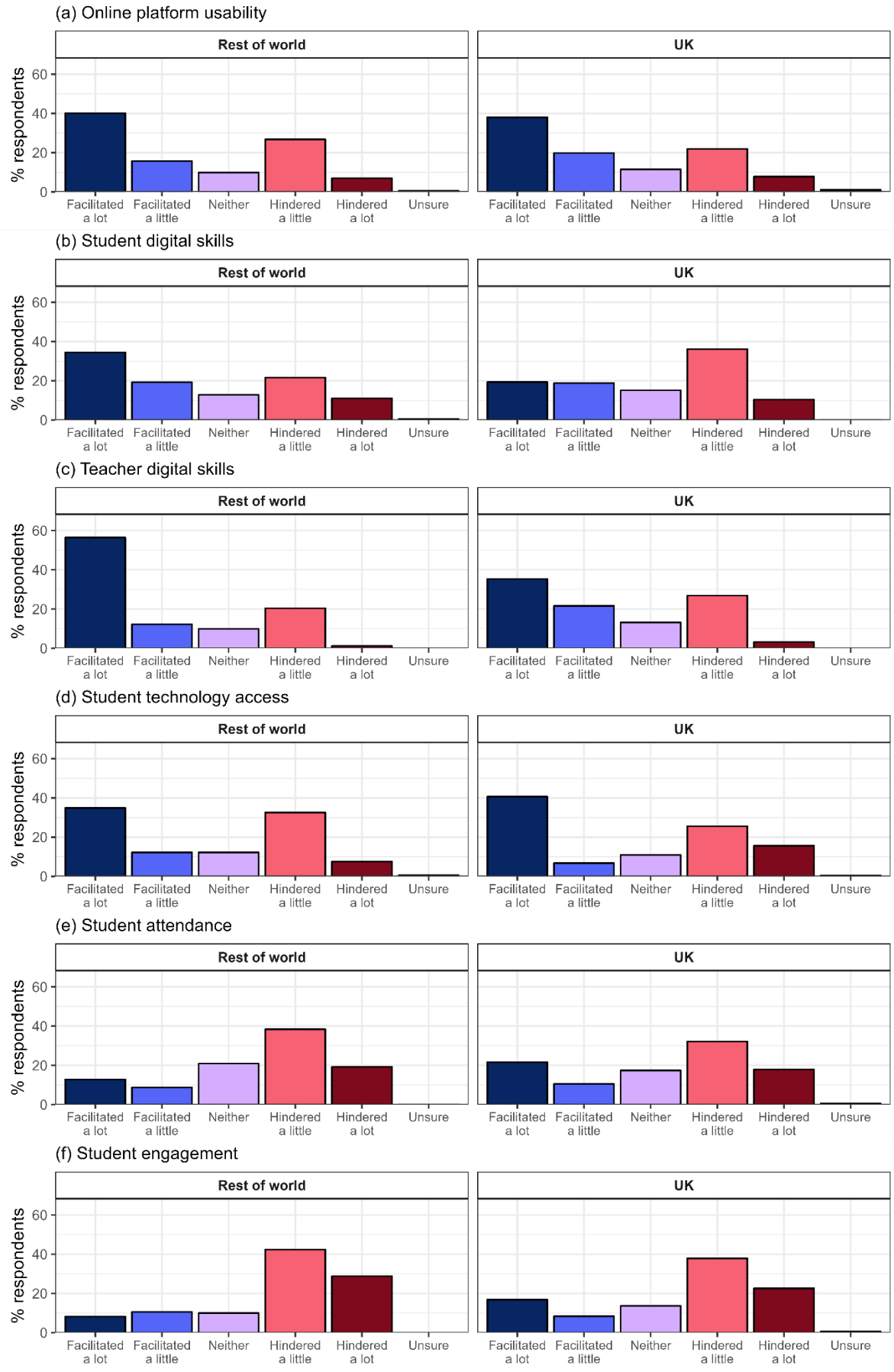

Figure 33. Responses to “Overall, how much have the following hindered or facilitated your remote teaching?” comparing respondents from the rest of the world and the UK; each figure panel notes the aspect asked about.

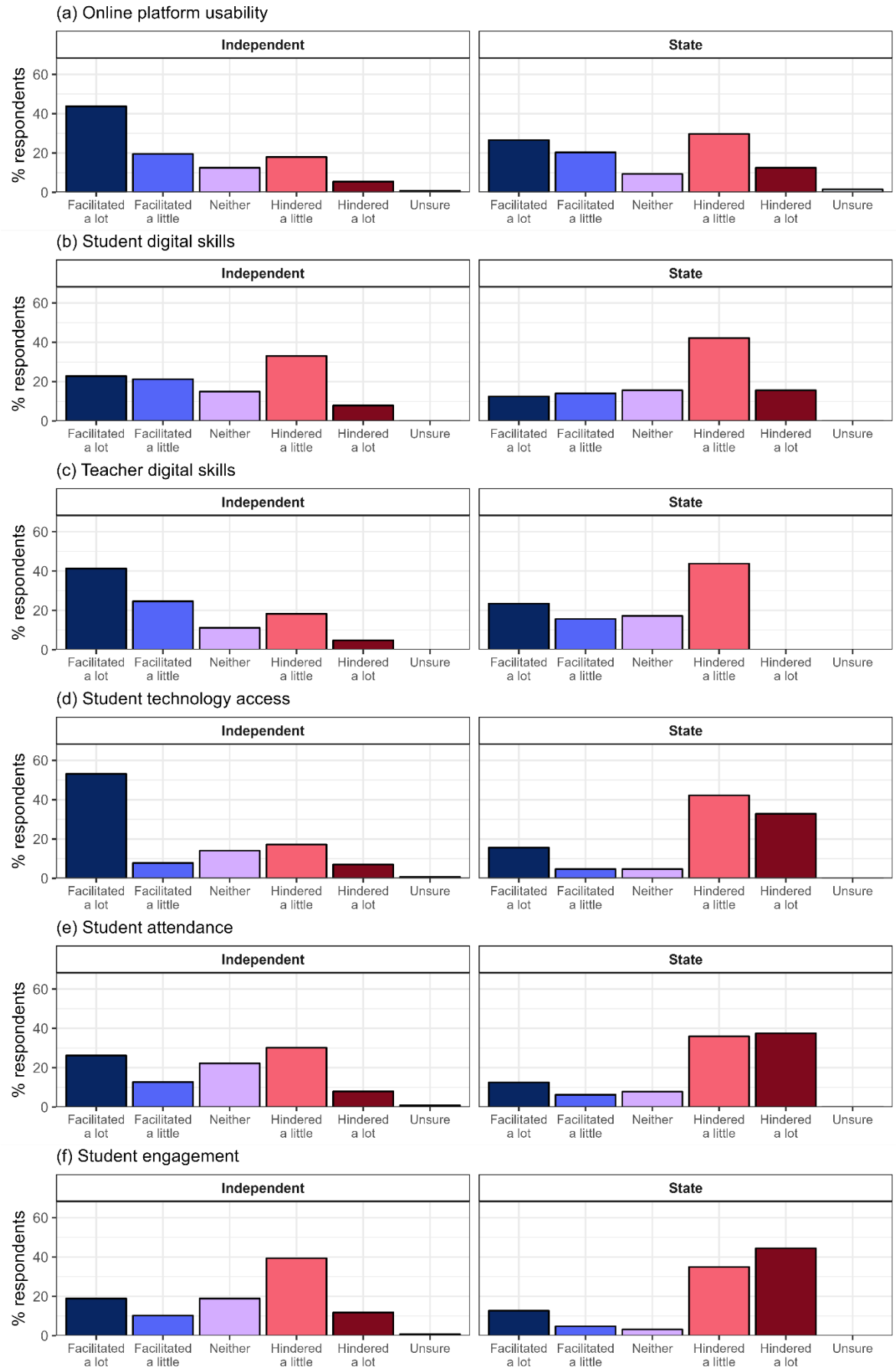

Figure 34. Responses to “Overall, how much have the following hindered or facilitated your remote teaching?” comparing respondents from independent and state schools; each figure panel notes the aspect asked about.

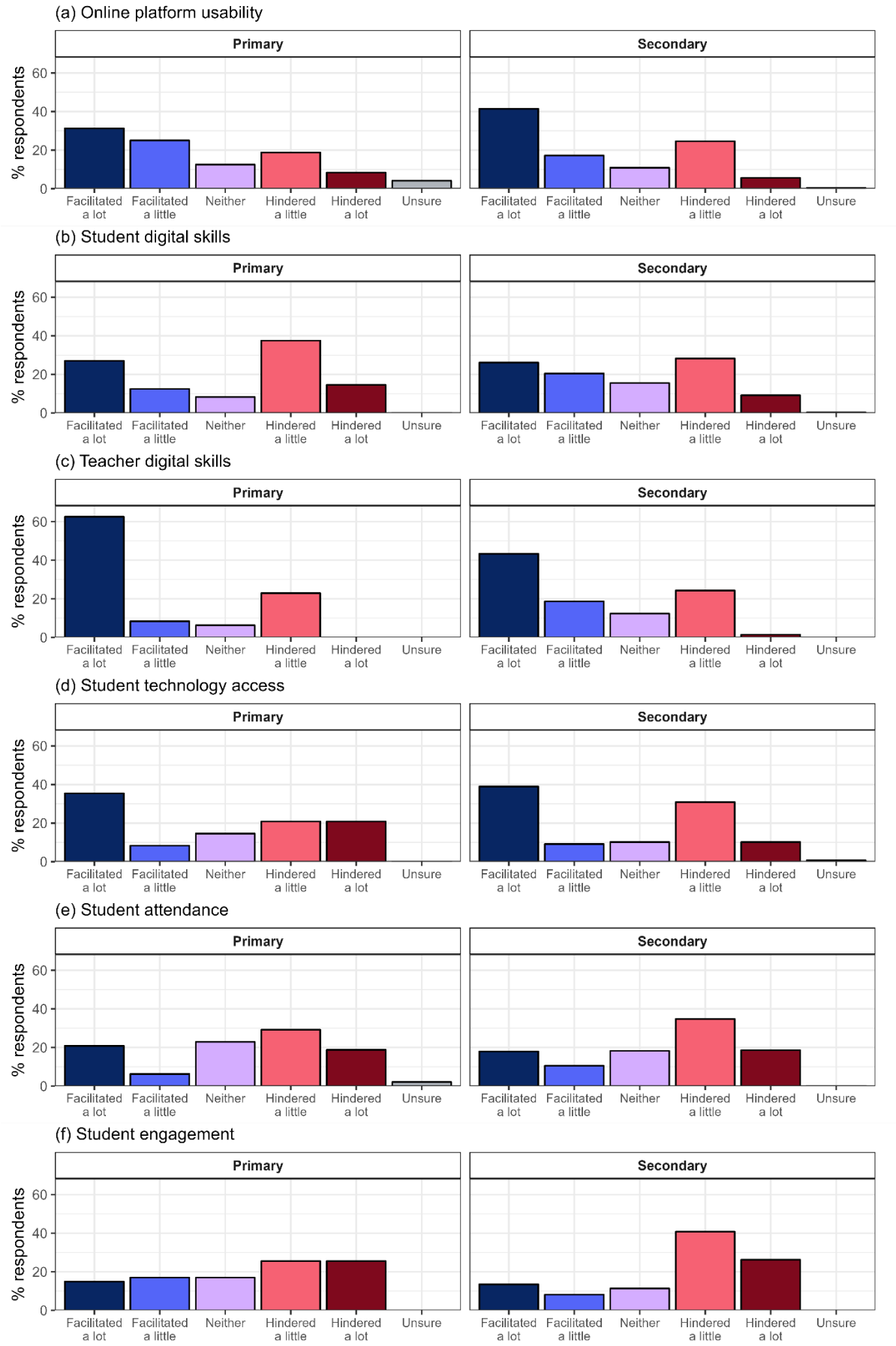

Figure 35. Responses to “Overall, how much have the following hindered or facilitated your remote teaching?” comparing respondents from primary and secondary schools; each figure panel notes the aspect asked about.

A free text question was used to give respondents the opportunity to make further comments on remote teaching; a word cloud derived from responses is shown in Figure 36. Many of the most common words used related mostly to the topic in general, such as “internet”, “online”, and “home”. However, other relatively common words included “hinder”, “issue”, “engage” and “engagement”, perhaps indicating the challenges of maintaining engagement.

Figure 36. Word cloud derived from responses to “If anything else hindered or facilitated your remote teaching, please mention it here”. Words used more frequently are larger, darker and more central; words used less frequently are smaller and paler.

One strand of comments focused on technology for remote teaching. Some respondents experienced technological problems, which could clearly hinder teaching. A comment that sums up the technological challenges, and how the reality contrasts with perceptions, was “*As an educational technologist, this experience has really brought home the current technological limitations of online teaching and learning. Promotional videos from the likes of Apple and Microsoft with all their quirky music, technicolour super-teachers and smiling engaged learners make no mention of glitchy internet, crashing computers and batteries running out (just to mention a few of the issues). We have an enormous gulf to bridge before online learning comes of age*”. Online teaching and collaboration platforms drew criticism, with comments like “*Teaching platforms invariably do not offer simply what is required by teachers e.g., resources neatly organised or easy to manage work books. I spend too much time looking for work in different sections*” Availability of necessary technology could also be a substantial problem in some cases, with comments such as “*One lap top in a family of 7 children and other IT shortages*”, and “*Students are not well equipped to do remote learning. Many rely on mobile phones and tablets when they should be using desktops or laptops*.”

A further strand of comments related to student engagement. Student engagement with remote teaching was said to be highly variable, and in some cases, lack of supervision led to reduced engagement. Comments in this area included “*When no one is home to supervise the students, most of them don't engage and many don't even sign on*,” and “*Some students (including some very able students) have found it very difficult to see online lessons as ‘real’ lessons, and so have not engaged effectively, whereas others have thrived*”. An issue with engagement mentioned several times was that students did not like to have their cameras on. Comments about camera usage included “*Student anxiety / self consciousness about being on camera or microphone has been the biggest inhibitor of good quality participation*”, and “*The ability for*

students to shut off their cameras has hindered the teaching/learning". The ability to record attendance and then disengage was also described, in comments like "*Students logged on to platform with mobile phones, had no credit and got marked present and left. Most went back to sleep for the early morning lesson*."

Some respondents described challenges of remote teaching, either for specific subjects or in general. These included "*As a music teacher the issue of sound quality and delay has been paramount - its ok for a short time to work remotely but there is no chance of it being a permanent/beneficial replacement to face to face teaching and musical interaction etc.*", "*Facial clues are not as efficient in a video mode as they are in face to face, especially in Foreign Language learning. Students often closely watch the way the mouth moves when a teacher articulates a word in a foreign tongue, the absence of such clues hinder their learning and we have to resort to alternate methods which may not be as efficient*", and "*Teaching to a screen is just not as interesting and fun and teaching in a classroom*."

Finally, one comment noted that there were benefits, particularly for students who did not enjoy attending school. The respondent said "*Students who suffer from anxiety at coming to school had done incredibly well as this way of working suited them perfectly*".

Pedagogy during remote learning

The next section of the questionnaire aimed to address pedagogical approaches to remote learning. Specifically, we asked about a range of actions: developing skills required for independent learning, providing individualised feedback, using formative assessment, using collaborative tasks, using tasks that required critical thinking, eliciting (rather than transmitting) new content, and using differentiated learning. For each of these, we asked whether they were they used more or less than during face-to-face teaching. Overall results are presented in Figure 37, while subgroup comparisons are shown in Figure 38 (RoW vs. UK), Figure 39 (independent vs. state) and Figure 40 (primary vs. secondary). Full results are provided in Appendix Table 24 to Table 30 (with one table per teaching method).

The major patterns were perhaps as expected given the move out of classrooms, with independent learning increasing (around 40% said "a little more" and 16% said "much more"), and collaborative tasks decreasing (32% said "a little less" and over 27% said "much less"). For the other teaching methods, "neither less nor more" was always the most common response, with the remaining responses roughly evenly distributed between "less" and "more". One area that did show a slight deviation from this was the use of differentiated learning, for which "a little less" was chosen by nearly 30% of respondents, compared to only around 22% for "a little more". Similarly, over 25% of respondents said they used formative assessment "a little more" (with 11% saying "much more"), compared to only around 19% saying "a little less". Hence, there were some changes, but few strong patterns emerged.

Despite the different contexts represented by the subgroups, few differences were seen in any of the comparison groups. Use of collaborative tasks appeared to have decreased particularly strongly in state schools (over 51% said "much less", compared to only 24% in independent schools). Largely, however, there were surprisingly *few* contrasts, perhaps suggesting that experiences were reasonably universal or, indeed, that teaching approaches varied primarily between individual teachers or individual schools.

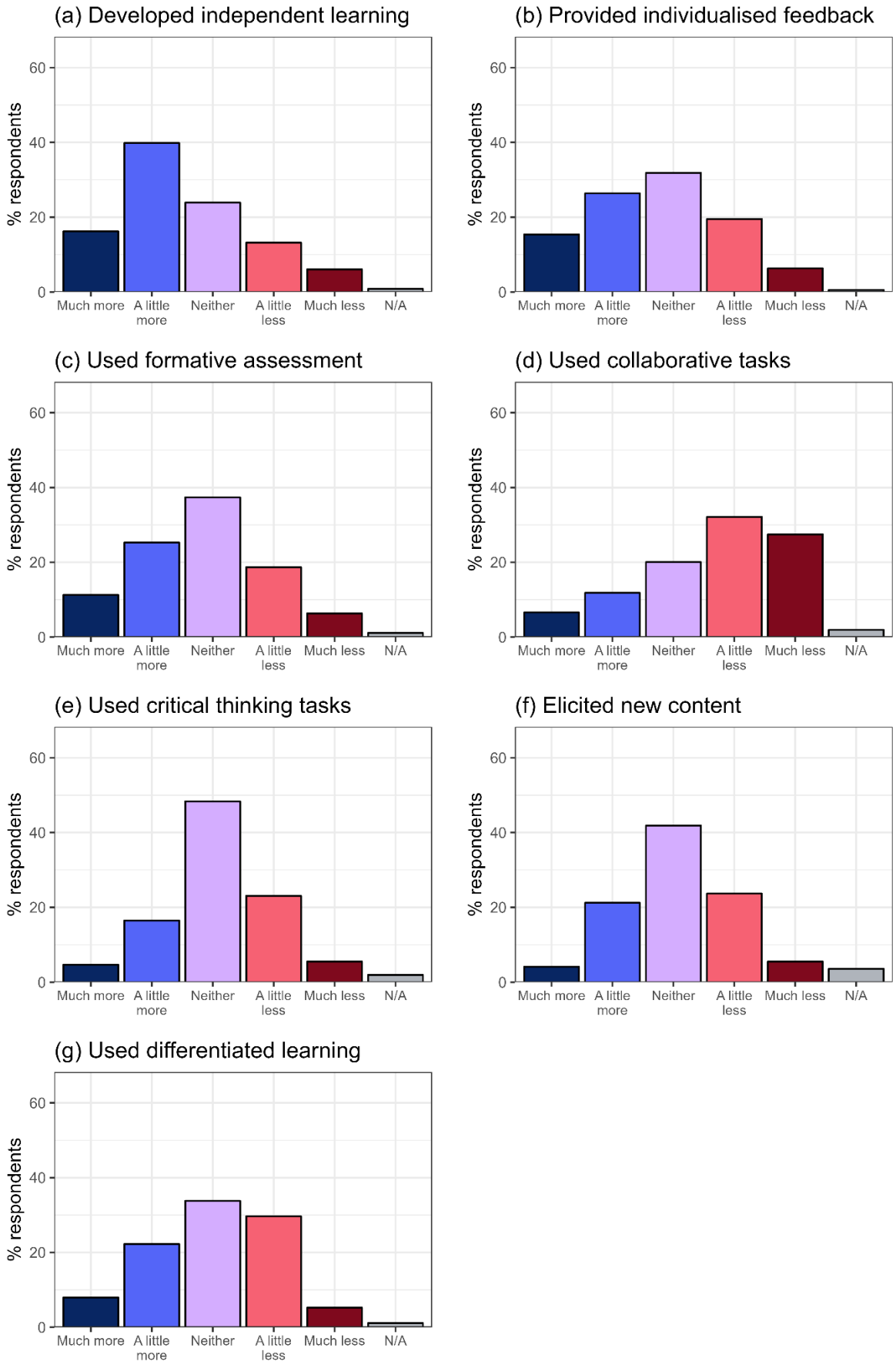

Figure 37. Overall responses to “When teaching remotely, how often did you do the following things compared to when teaching face-to-face in a ‘typical’ year?”; each figure panel notes the aspect asked about.

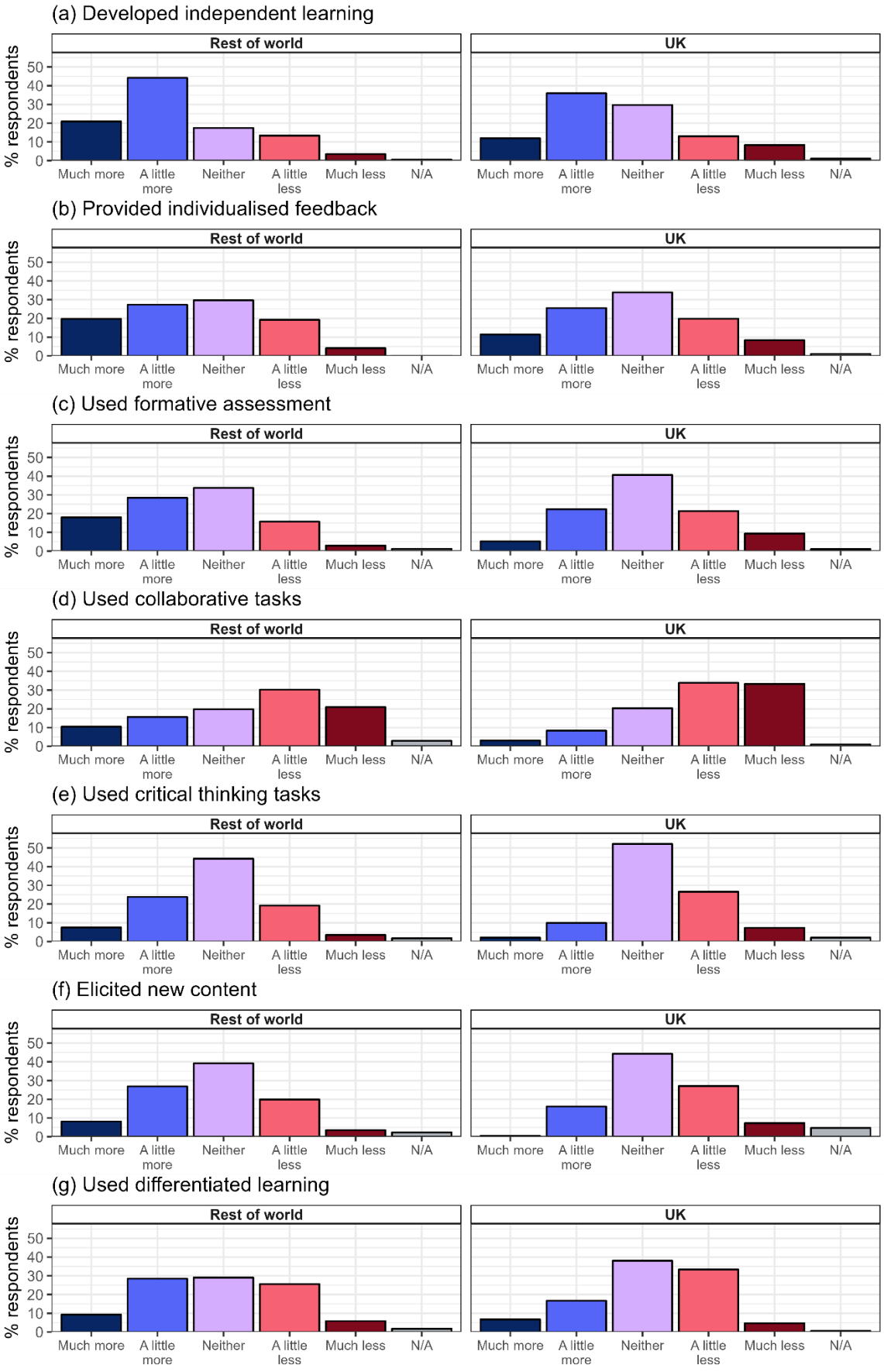

Figure 38. Responses to “When teaching remotely, how often did you do the following things compared to when teaching face-to-face in a ‘typical’ year?”, comparing respondents from the rest of the world and the UK; each figure panel notes the aspect asked about.

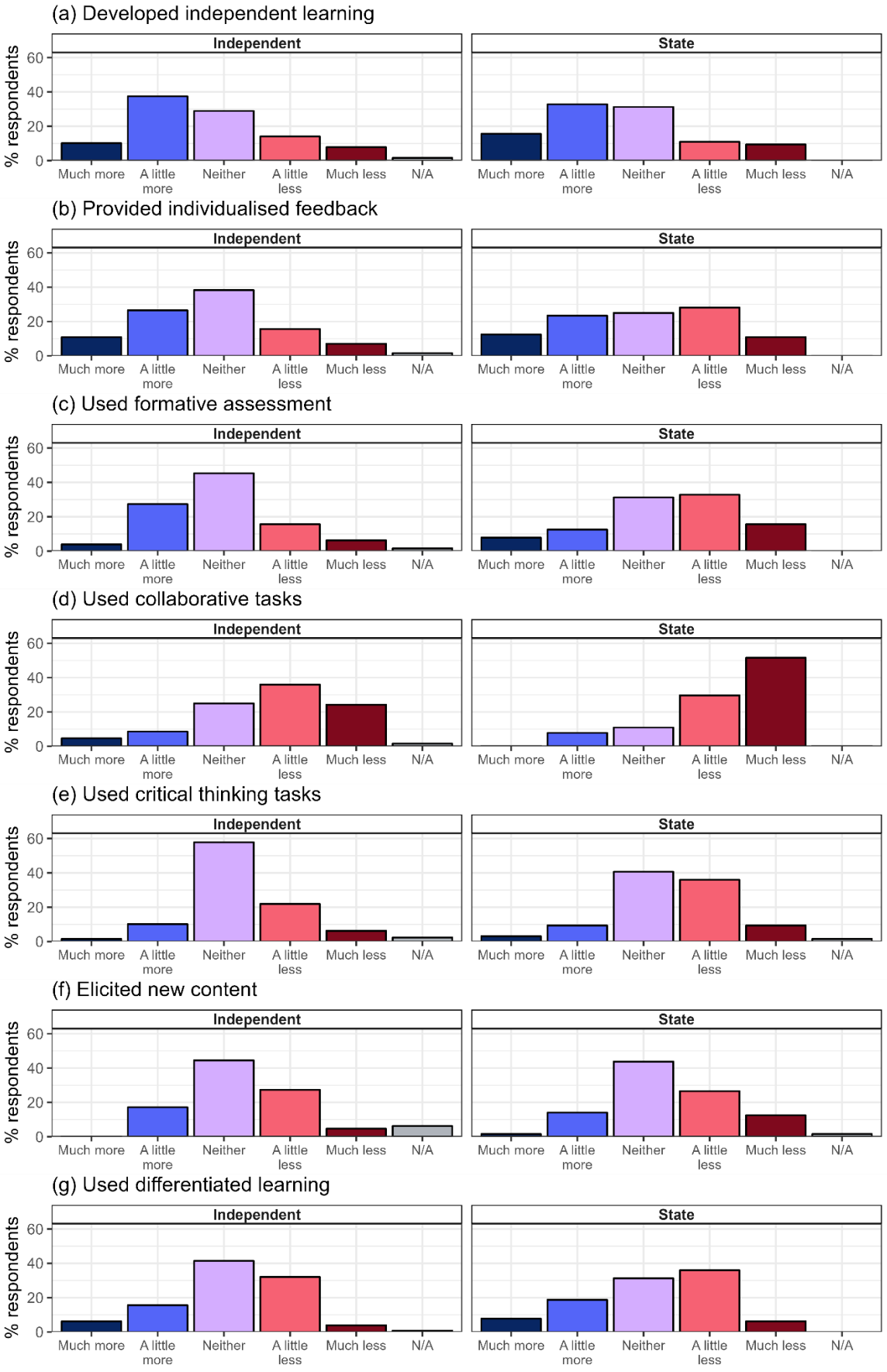

Figure 39. Responses to “When teaching remotely, how often did you do the following things compared to when teaching face-to-face in a ‘typical’ year?”, comparing respondents from independent and state schools; each figure panel notes the aspect asked about.

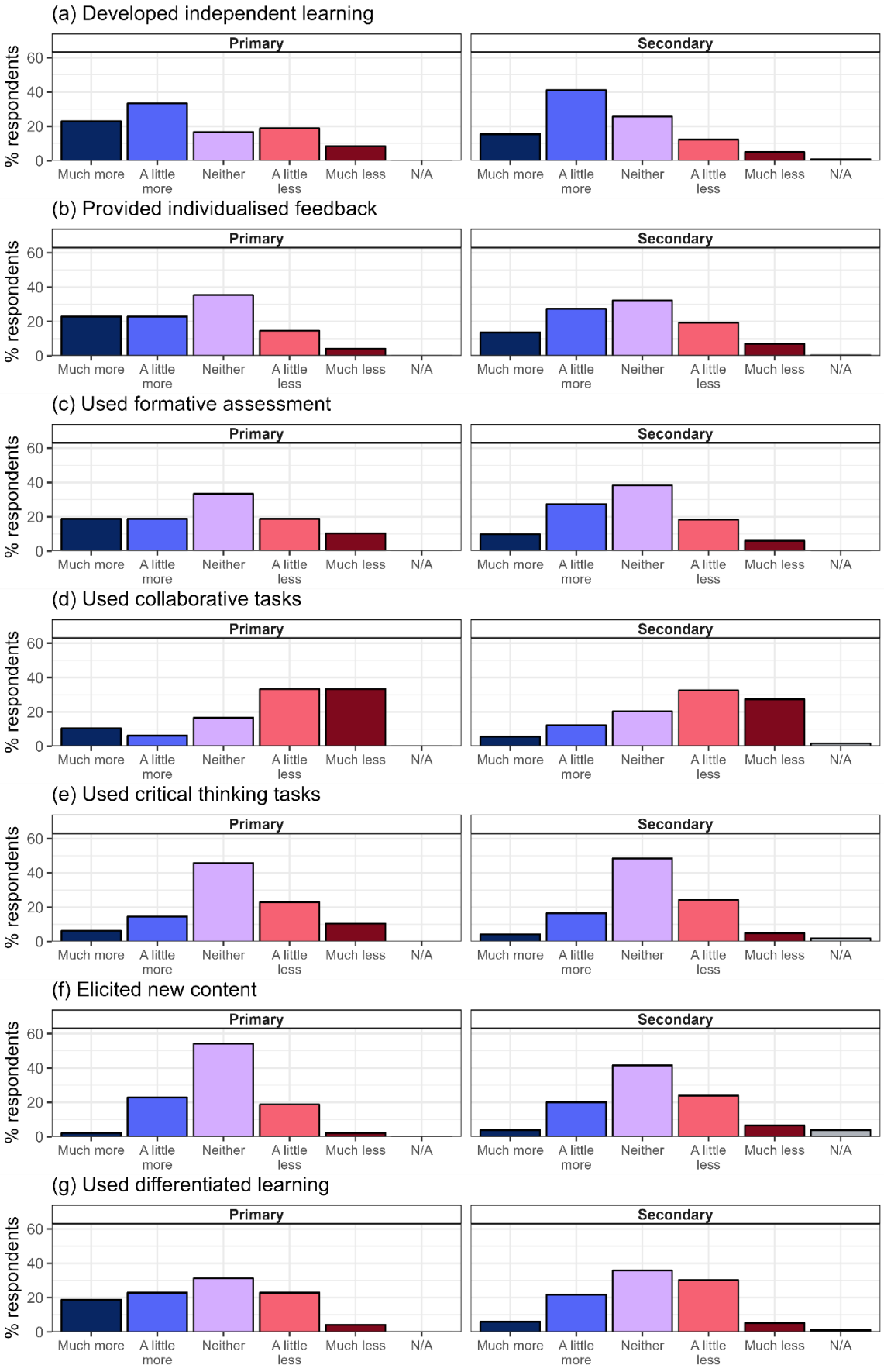

Figure 40. Responses to “When teaching remotely, how often did you do the following things compared to when teaching face-to-face in a ‘typical’ year?”, comparing respondents from primary and secondary schools; each figure panel notes the aspect asked about.

Training for remote teaching

Finally in this section, given the potential importance of training for remote teaching, respondents were directly asked about access to training and their satisfaction with it. Full results on access to training are provided in Appendix Table 31, but in summary, 65% of respondents overall received training, with this percentage remarkably consistent across all subgroups considered (note that due to similarity of results across subgroups, these results are not presented graphically). The corollary, which is that over 1/3 of respondents did *not* receive training, is also highly notable.

Results relating to satisfaction with training are presented in Figure 41 and Figure 42, with full results in Appendix Table 32. Training appeared to have been well received, with 29% of respondents overall saying they were “very satisfied”, and 24% saying “slightly satisfied”. These patterns were largely consistent across subgroups, albeit with even higher levels of satisfaction evident in primary school respondents. A minority of respondents were dissatisfied, but “very dissatisfied” always accounted for less than 5% of respondents. Hence, overall, training for remote teaching appears to have been relatively common and much appreciated by those who received it.

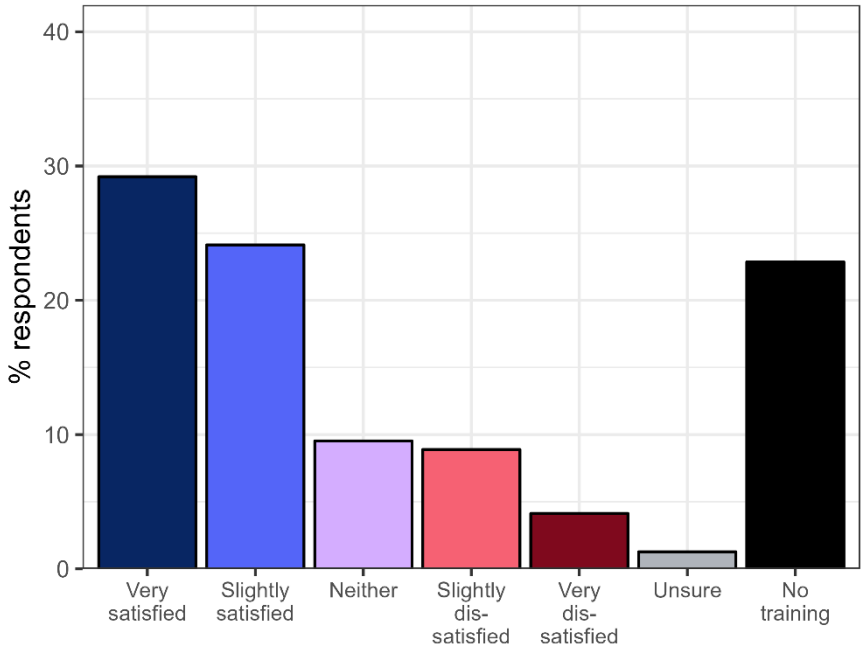

Figure 41. Overall responses to “If you received training on how to deliver remote education, how satisfied are you with it?”

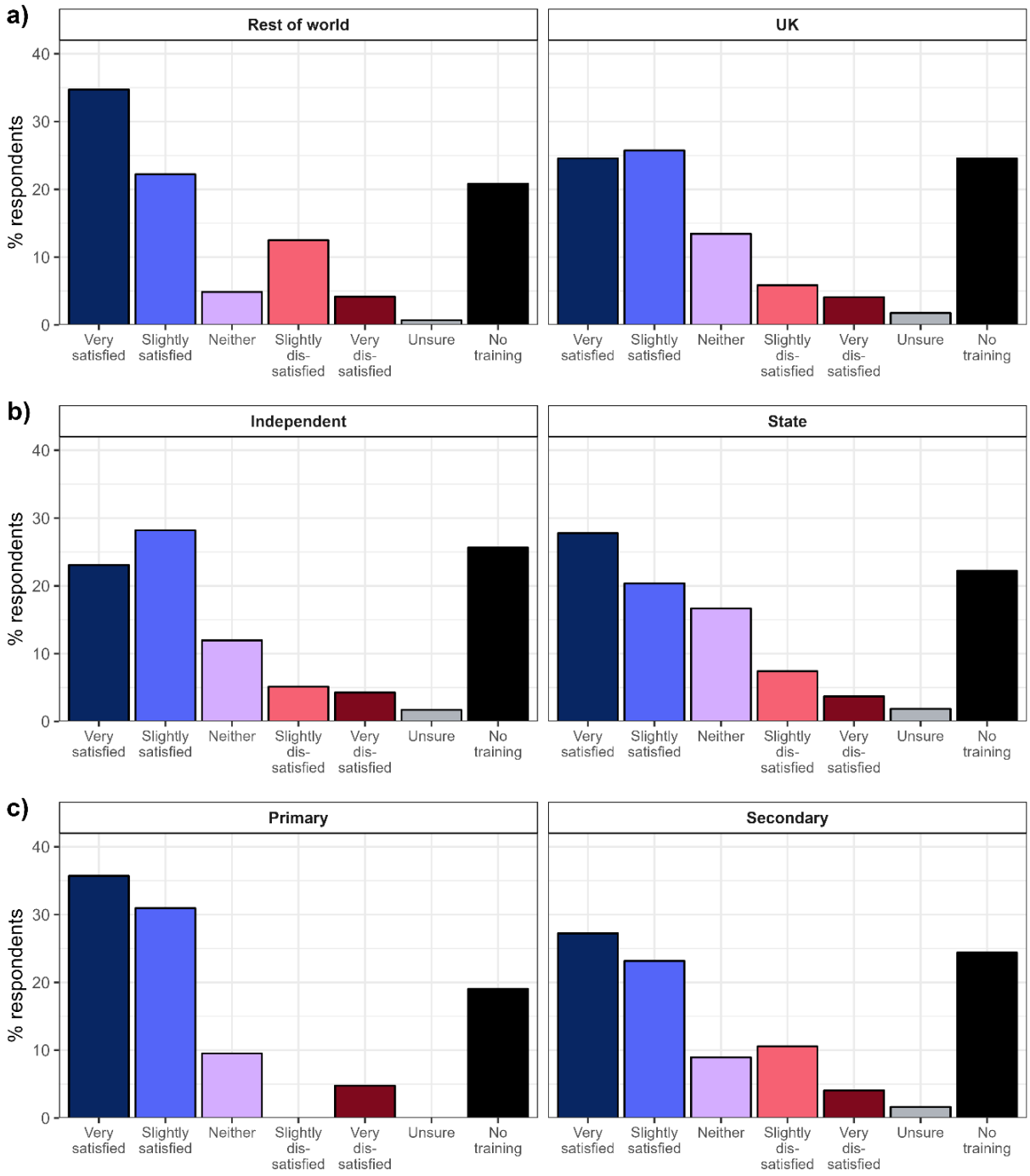

Figure 42. Responses to “If you received training on how to deliver remote education, how satisfied are you with it?”, comparing respondents in a) the rest of the world and UK, b) independent schools and state schools, and c) primary schools and secondary schools.

Changes to teaching practices

The focus of the final major section of the survey was on teaching methods, going further into how the pandemic impacted teaching itself, not just in remote teaching but also during any face-to-face classes. Despite being the final section, most respondents continued to participate, giving a sample size of 375 for this section. Sample composition was similar to that from the earlier sections: 50.4% of respondents were from the UK, 78.9% were from independent schools, 78.4% were from secondary schools and 14.0% were from primary schools.

Curriculum changes

The first questions considered changes to the taught curriculum, which may have been necessary due to the time lost from school, and due to the changes to examination arrangements. Respondents were asked separately about changes made when schools were closed and when they were open[8]. Results for these questions are presented in Figure 43 (overall results), Figure 44 (subgroup comparisons for changes while schools were closed) and Figure 45 (subgroup comparisons for changes while schools were open). Appendix Table 33 and Table 34 contain full numeric results.

As may have been anticipated, more changes were reported while schools were closed, with the most common answer being “moderate changes” (nearly 35% of respondents). However, “minor changes” was the next most common (32%) and only around 12% of respondents reported large-scale changes. When schools were open, “minor changes” was the most common response overall (nearly 34%), followed by “no changes” (28%), although “moderate changes” was still a common response (around 26%).

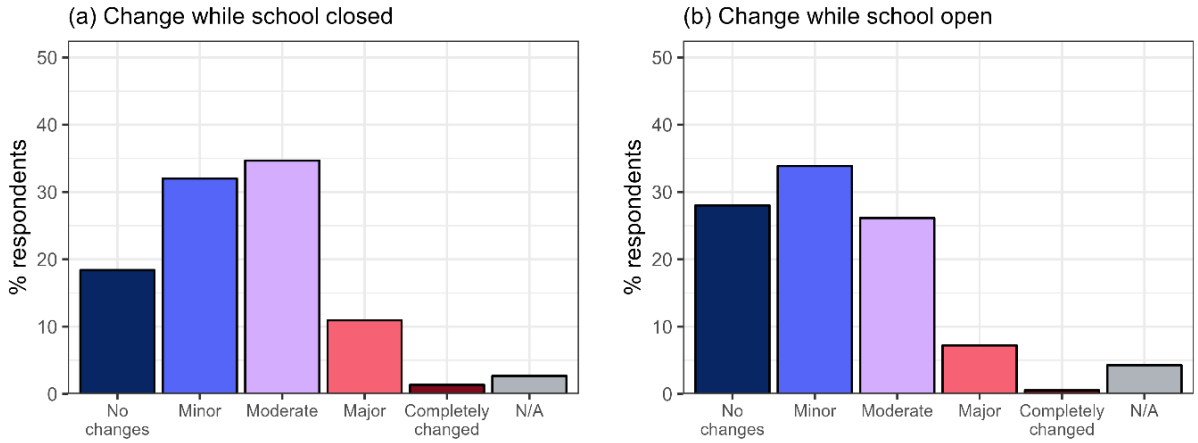

Figure 43. Overall responses to “Have you, or your school, made any changes to the taught curriculum, when your school has been…” a) “closed”, and b) “open”.

[8] For the purposes of this question, closed was defined as “periods when local or national Covid-19 control regulations prevented all (or the majority of) students from attending”, and open was defined as “times when such restrictions were not in place, and all (or the majority of) students could attend”.

In subgroup comparisons, there were small differences in exact response patterns but, broadly, results were similar, with “minor” or “moderate” changes most common in all cases. When schools were closed, respondents from RoW were more likely to report “no changes” than UK respondents (around 22% RoW, vs. 14% UK), but “moderate” changes were more common in RoW, while “minor” changes were more common in the UK (“moderate” change, 37% RoW vs. 33% UK; “minor” change, 27% RoW vs. 37% UK). This pattern was again seen when schools were open, with nearly 34% RoW respondents saying “no changes” compared to 22% of UK respondents, and with minor changes more common in the UK. These contrasts appeared to be driven by something more than just the higher percentage of independent schools in the RoW sample as, although independent schools in the UK showed higher “no change” responses than state schools, the rate was still lower than seen in the RoW sample.

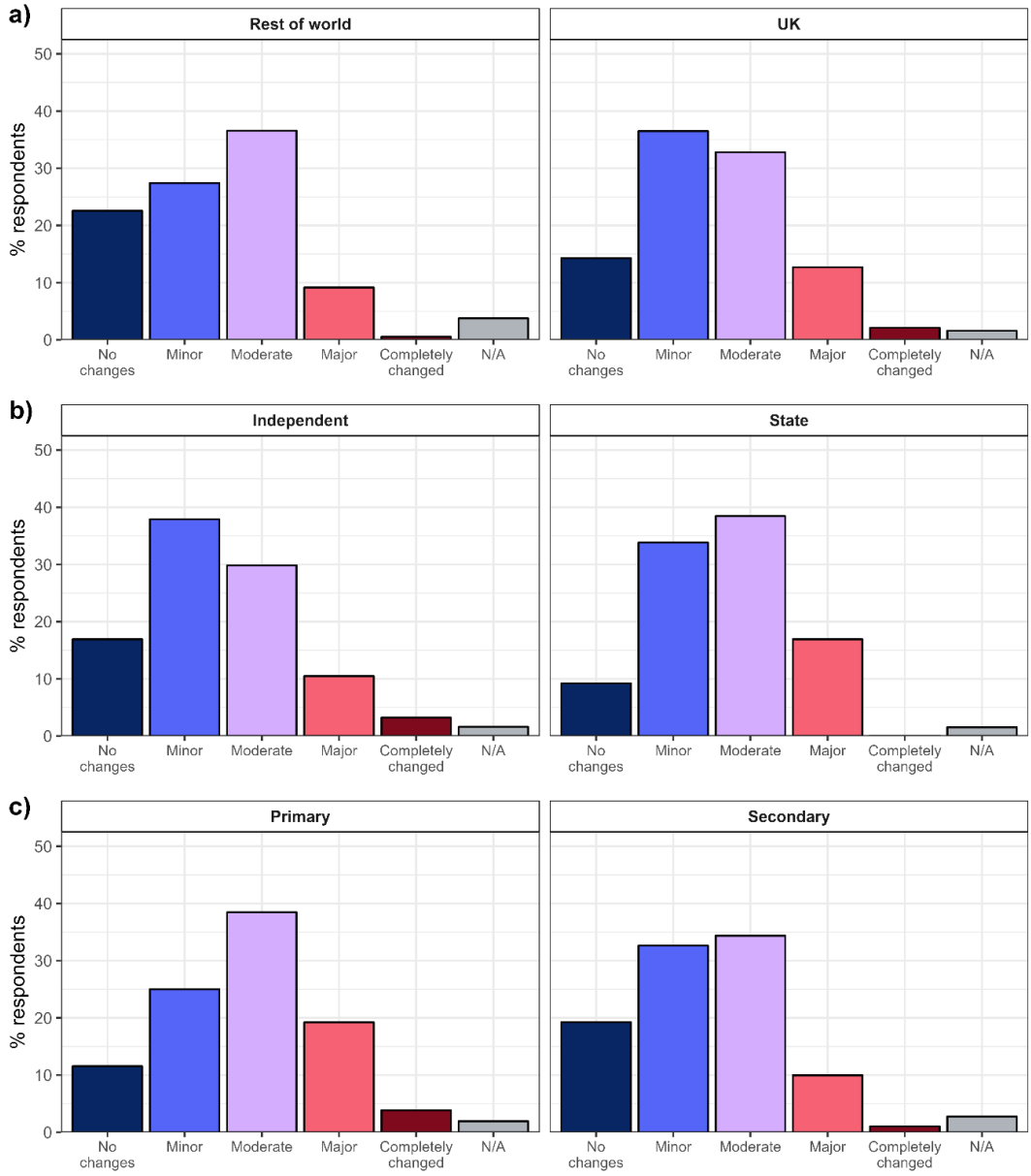

Figure 44. Responses to “Have you, or your school, made any changes to the taught curriculum, when your school has been closed”, comparing respondents in a) the rest of the world and UK, b) independent schools and state schools, and c) primary schools and secondary schools.

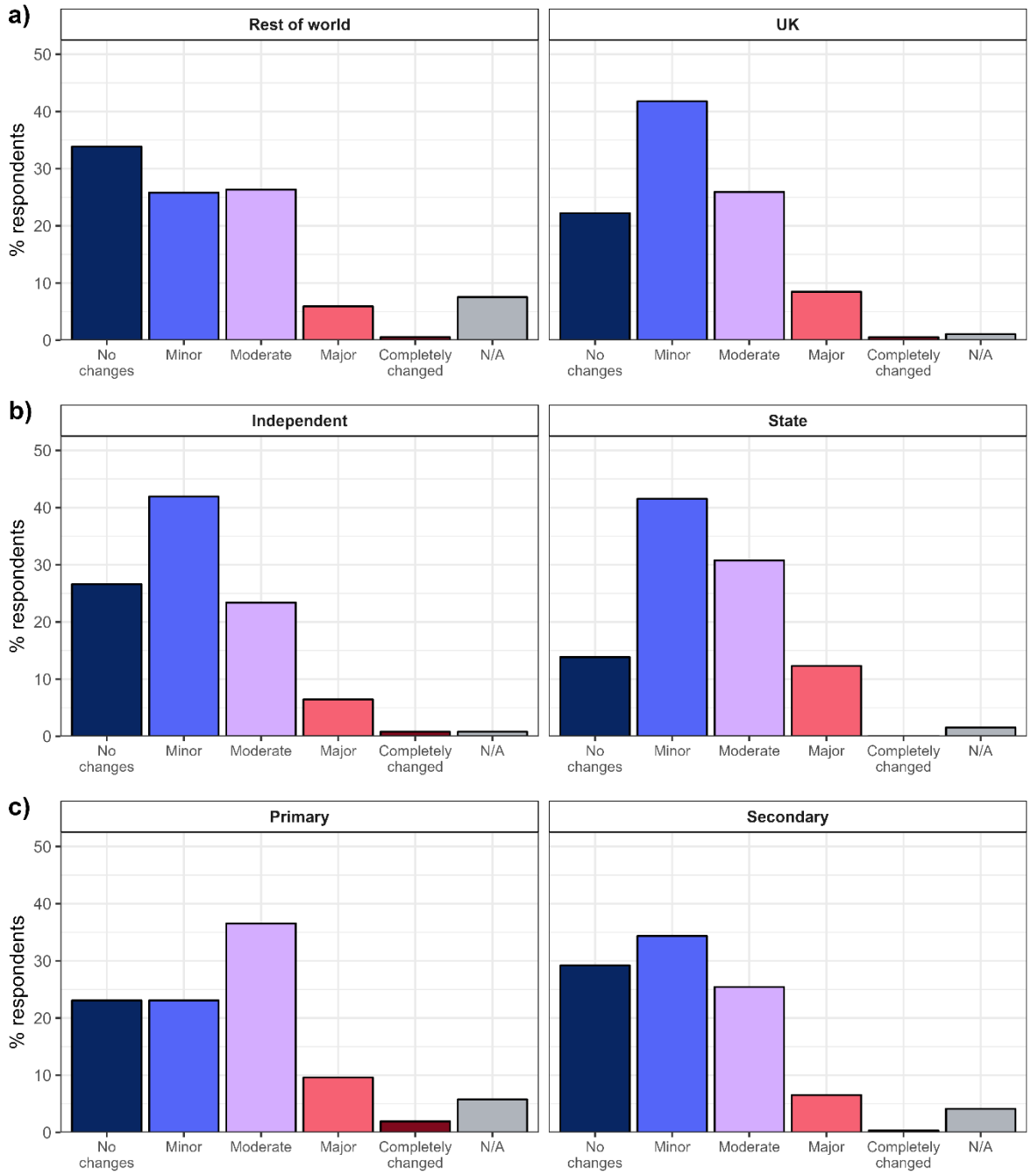

Figure 45. Responses to “Have you, or your school, made any changes to the taught curriculum, when your school has been open”, comparing respondents in a) the rest of the world and UK, b) independent schools and state schools, and c) primary schools and secondary schools.

Respondents were asked about changes made to the taught curriculum; word clouds derived from responses are presented in Figure 46 (for changes made while closed) and Figure 47 (for changes made while open). Both word clouds highlighted similar words, with “practical”, “lesson”, “assessment” and “remote(ly)” commonly used.

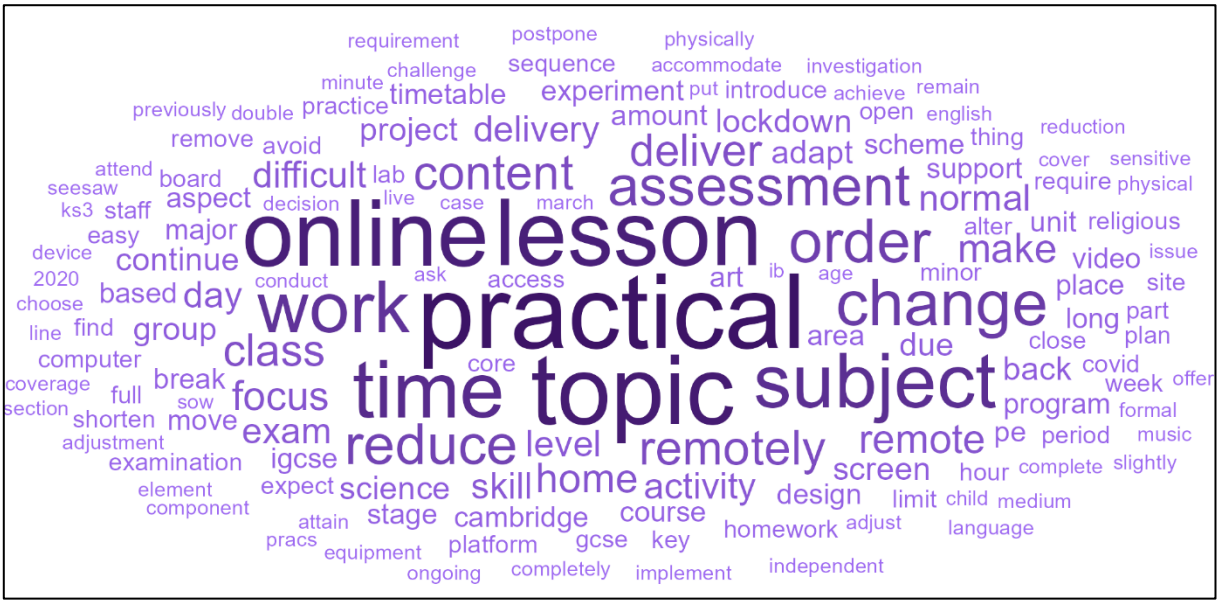

Figure 46. Word cloud derived from extra information provided in support of responses to “Have you, or your school, made any changes to the taught curriculum, when your school has been closed”. Words used more frequently are larger, darker and more central; words used less frequently are smaller and paler.

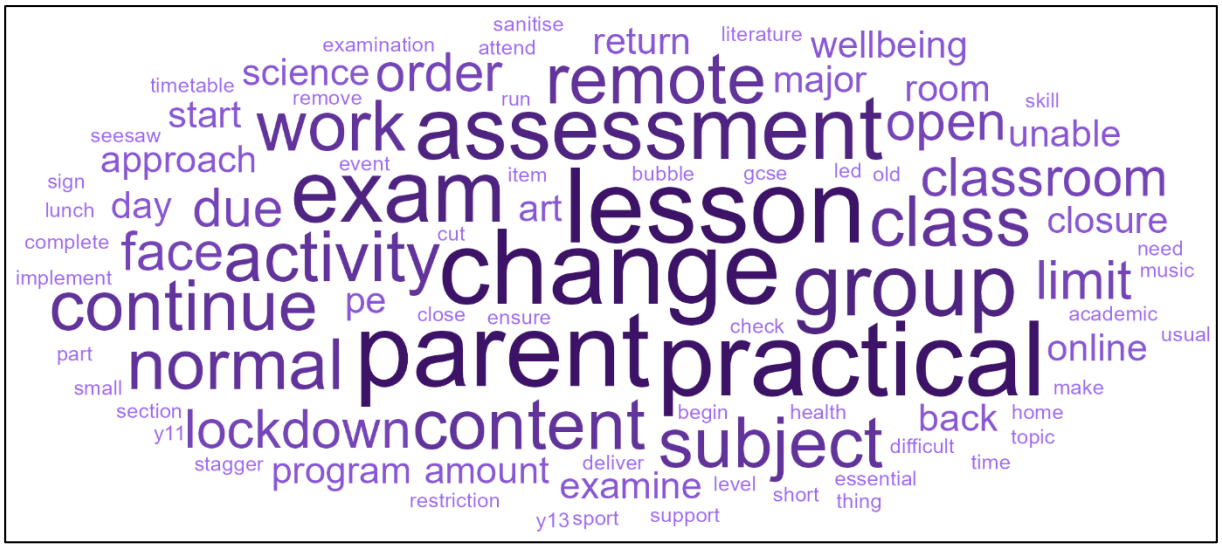

Figure 47. Word cloud derived from extra information provided in support of responses to “Have you, or your school, made any changes to the taught curriculum, when your school has been open”. Words used more frequently are larger, darker and more central; words used less frequently are smaller and paler.

A number of the responses about changes while school was closed focused primarily on the move to remote teaching and the challenges and changes that brought; as the focus of earlier sections was on general impacts of remote teaching, these will not be discussed here. In terms of specific changes to the curriculum, a common theme was of reduced or cancelled practical sessions. Comments about this included “*All practicals were cancelled and shown as videos online instead, removing the requirement for pupils to complete them for exam classes*”, “*As a practical subject, there was no way we could have delivered the curriculum as it stood. Instead, we introduced new schemes of work to the whole of KS3 that covered as much of the*

curriculum as possible" and "*Obviously science is a practical based topic so we had to find ways to get around this - which we did by videoing ourselves doing the practicals*."

In some cases, teaching was re-ordered to focus on more easily delivered topics during remote teaching. Comments on this theme included "*We swapped around the topics we taught to do more work on theory and avoid topics that have a lot of demonstrations or class practical*", "*The sequence of lessons has changed to accommodate topics that are easier to teach remotely and require less practical work*", and "*We shifted the GCSE course order to avoid teaching the sensitive units remotely. We taught the less sensitive units remotely instead. At A-Level we saved the difficult topics until we were back on site and taught the more straightforward units remotely instead.*"

Some comments also indicated a focus on 'core' areas of the curriculum. Examples of this included "*The focus was on Literacy, Numeracy, the World Around us. The arts and physical education were put on the back burner*", and "*Foundation stage was instructed to plunge into specific subjects e.g., maths and English*"

When schools were open, some comments indicated that there was increased focus on covering practical elements that had been missed during remote teaching. Examples included "*There was more cramming in of essential practical work when we returned from lockdown due to the backlog of remote learning*", and "*We allotted more time to practical to enhance skills and to prepare for the coursework/internal assessment*". However, practical aspects of some subjects were still impacted by infection control measures, as indicated by comments such as "*Protective measures make practical and performing arts subject difficult to deliver in the normal way*" and "*Practical subjects have had to changes some delivery - music (no singing or wind instruments)*".

Other comments about the changes made when schools were open indicated that more time had been dedicated to catching up, and to wellbeing of students. Examples of this included "*Focused on integration and wellbeing rather than curriculum*", "*Recovery curriculum considering basic skills and how we approach learning with a trauma informed approach*", and "*GCSE catch up curriculum for those that did not complete work in lockdown*".

School reopening was not, however, always straightforward, with virus control measures still in place for some time. Hence, even once reopened, schools were not always able to return to 'normal' ways of teaching. Examples of comments describing the impacts of this on curriculum coverage or teaching methods included "*We have a shorter day due to staggered starting and finishing times so have cut some content*", "*We are unable to have more than 4 parents in our rooms at once and parents are not allowed to wait around our classrooms for drop off or pick up for longer than 10 minutes without signing in and sanitising. This has impacted on our curriculum because parent help in our rooms is vital for some of our programs to run*", and "*Continued with remote learning even when we were open to ensure continuity and prevent large cohorts needing to self-isolate*".

Teaching focus

Given the shifts in what was taught and mode of teaching, we considered that there may have been a need to alter the balance of consolidation and new content coverage. Accordingly, we asked respondents about the balance of consolidation and new content in face-to-face teaching pre-pandemic (as a baseline), then both in face-to-face and remote teaching during the pandemic. Overall responses to these questions are summarised in Figure 48, while subgroup comparisons are shown in Figure 49 (face-to-face pre-pandemic), Figure 50 (face-to-face during the pandemic) and Figure 51 (remote during the pandemic). Full results are presented in Appendix Table 35, Table 36 and Table 37.

In overall results, “equal mixture” was always the largest category, and “mainly new content was always the second-largest. However, the number of respondents saying “mainly new content” decreased from nearly 41% respondents pre-pandemic to around 32% in face-to-face teaching during the pandemic, and around 30% in remote teaching. Those saying “mainly consolidation” increased from only around 1% pre-pandemic to over 3% in face-to-face teaching during the pandemic and almost 10% in remote teaching.

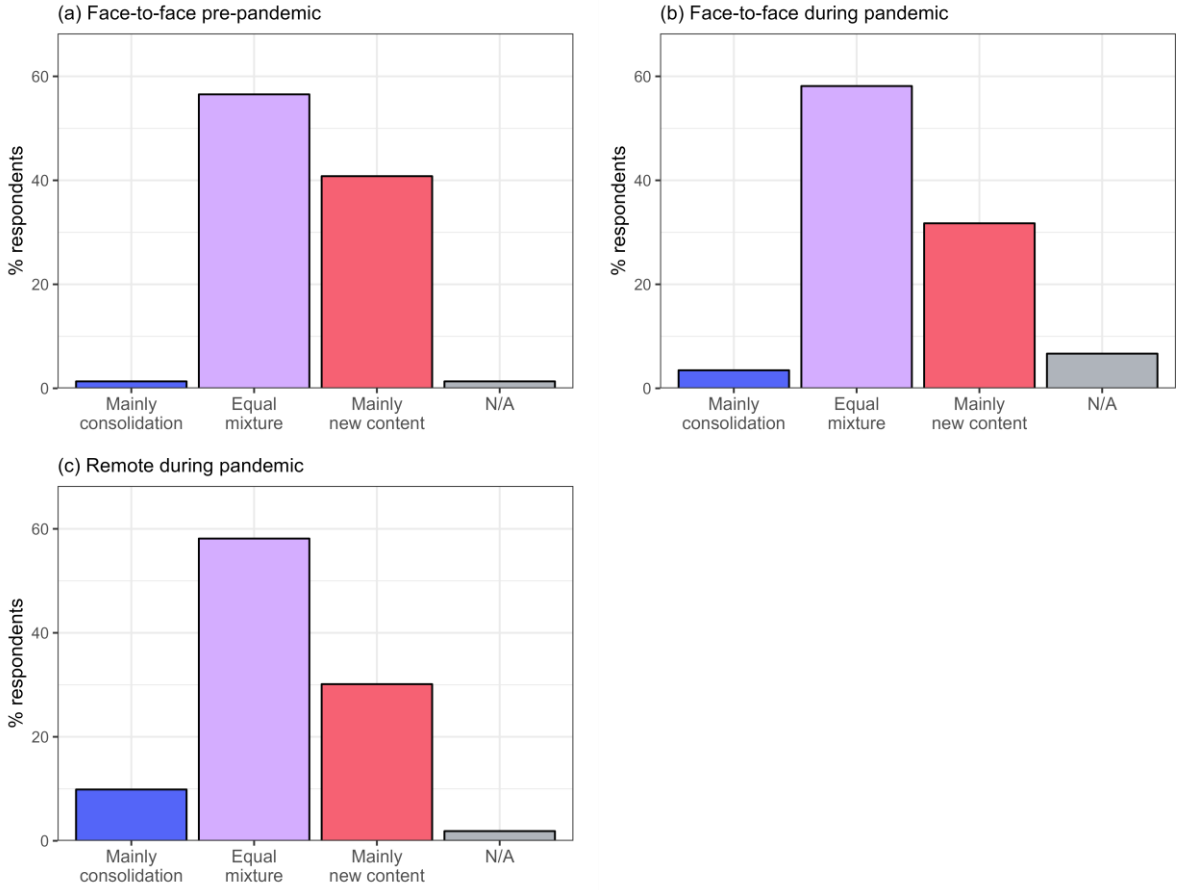

Figure 48. Overall responses to “What has your teaching focused upon?”, for a) face-to-face teaching pre-pandemic, b) face-to-face teaching during the pandemic, and c) remote teaching during the pandemic.

Subgroup comparisons showed somewhat similar patterns, albeit with some contrasts. UK respondents showed much higher rates of choosing “mainly new content” pre-pandemic (around 50%, compared to 31% in RoW); this reduced to over 38% in face-to-face teaching during the pandemic, and nearly 34% in remote teaching, suggesting a particularly strong focus

on covering new material had been maintained in UK schools. Another interesting pattern came from the use of consolidation in primary schools; pre-pandemic, *no* primary school respondents chose “mainly consolidation”, but this rose to over 19% during remote teaching (contrasting with equivalent secondary school response rates of 1% and 8%), suggesting that the move toward consolidation over new material was particularly prevalent in primary schools.

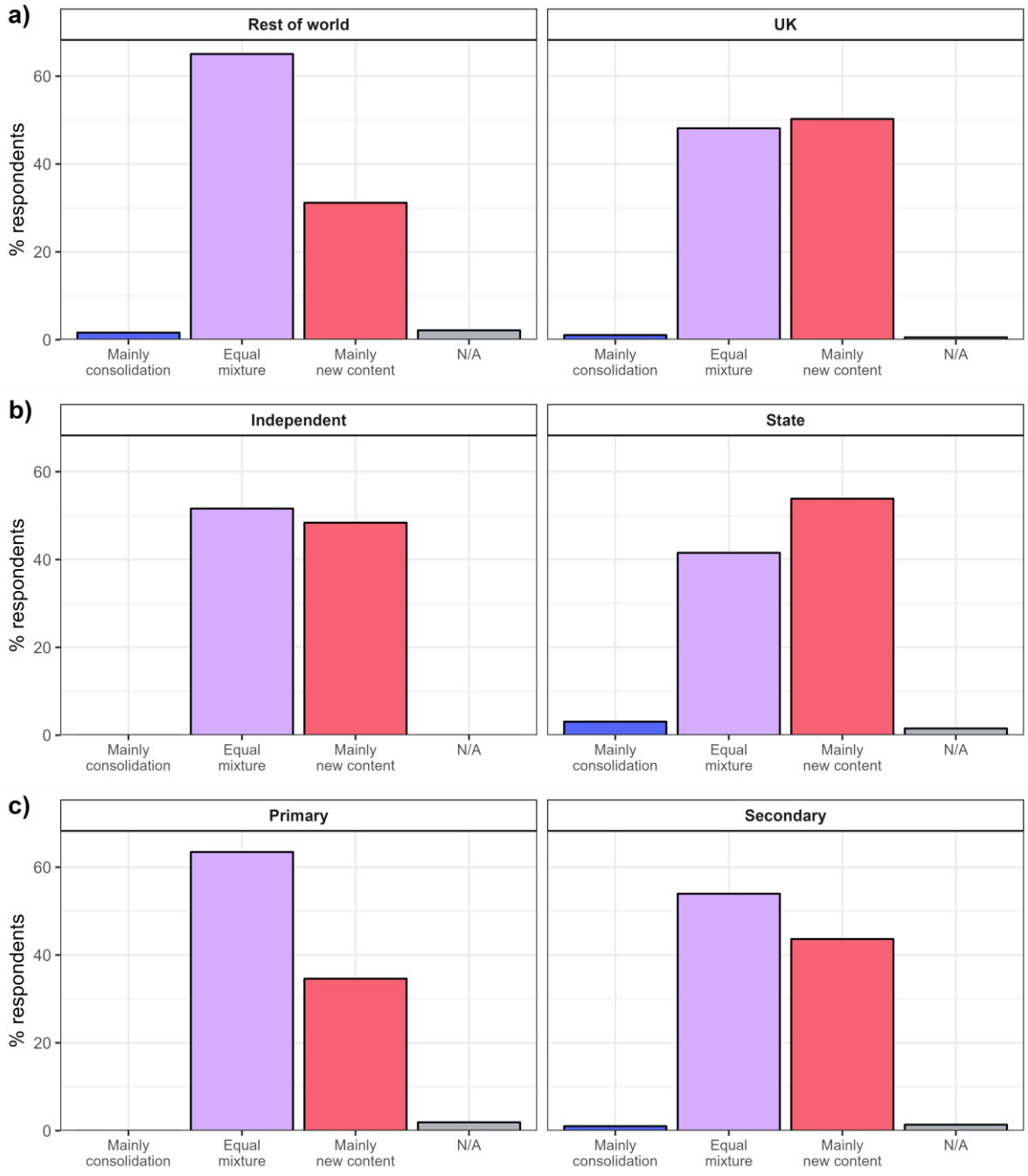

Figure 49. Responses to “What has your teaching focused upon?” for face-to-face teaching pre-pandemic, comparing respondents from a) the rest of the world and the UK, b) independent schools and state schools, and c) primary schools and secondary schools.

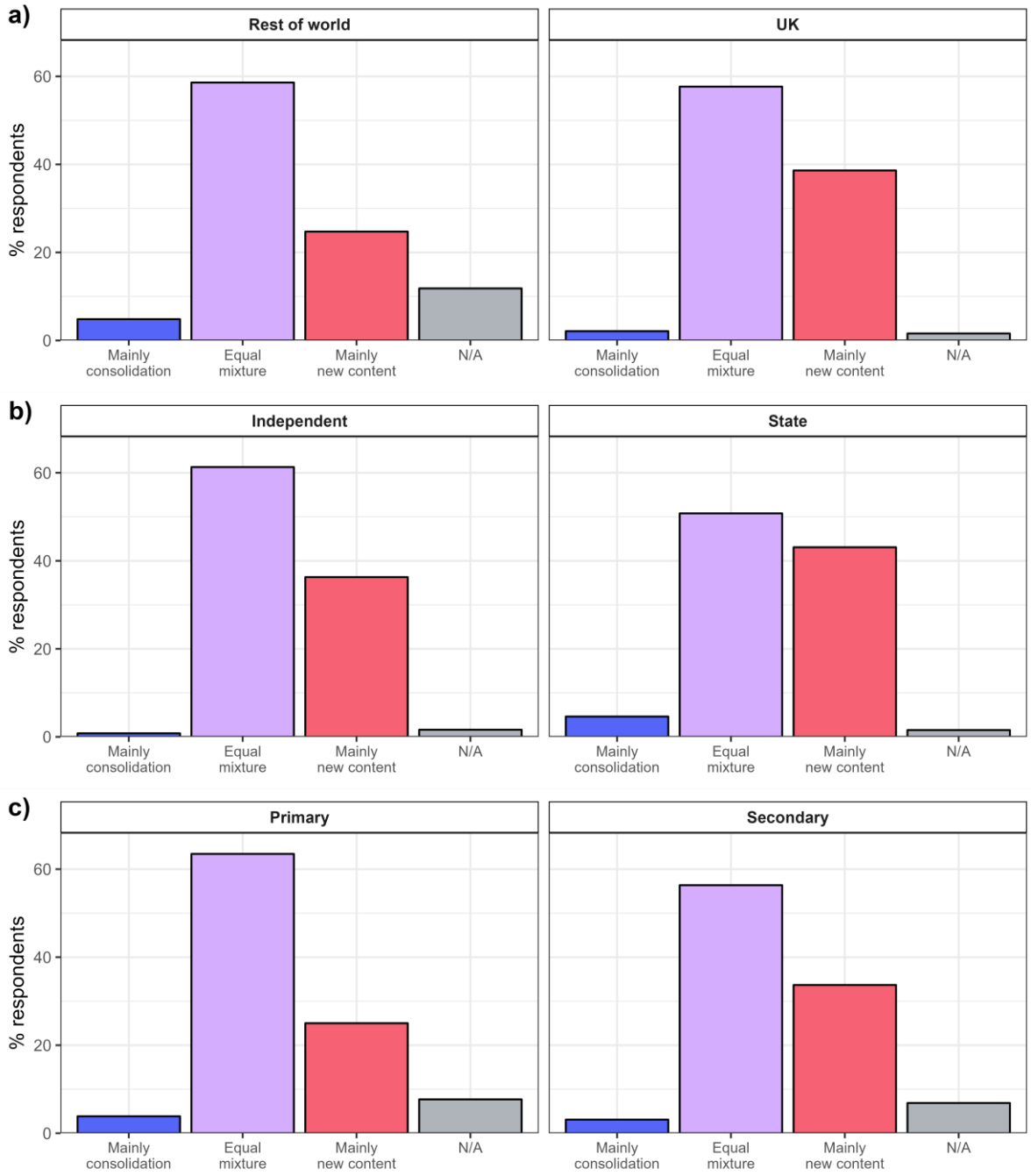

Figure 50. Responses to “What has your teaching focused upon?” for face-to-face teaching during the pandemic, comparing respondents from a) the rest of the world and the UK, b) independent schools and state schools, and c) primary schools and secondary schools.

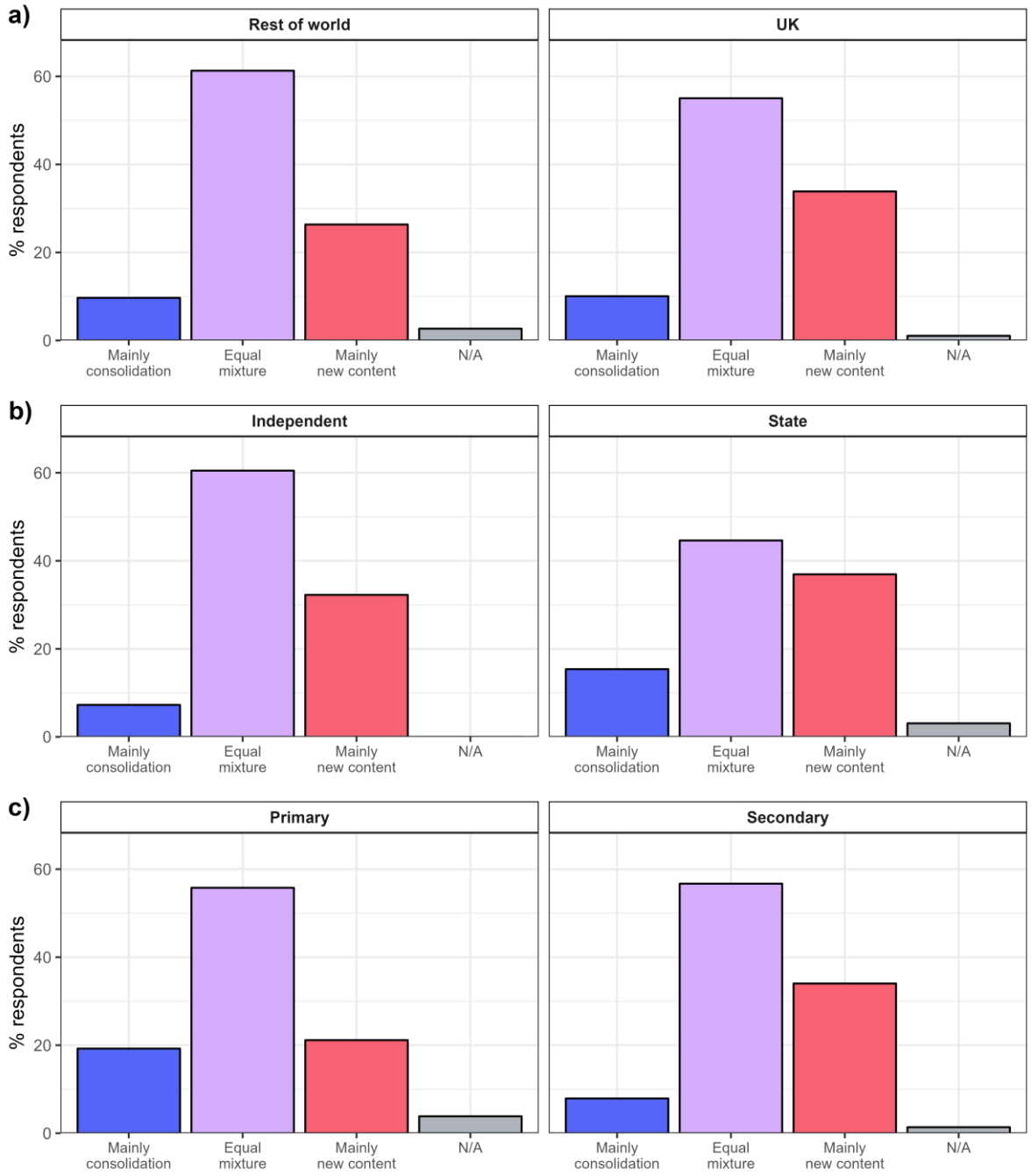

Figure 51. Responses to “What has your teaching focused upon?” for remote teaching during the pandemic, comparing respondents from a) the rest of the world and the UK, b) independent schools and state schools, and c) primary schools and secondary schools.

Lesson delivery

Respondents were also asked about the way lessons were delivered. These questions focused specifically on the use of live and pre-recorded lessons, the use of extra time to cover certain topics, and the focus of content coverage. Results are summarised graphically in Figure 52 (overall) Figure 53 (subgroup comparisons for actions when schools were closed) and Figure 54 (subgroup comparisons for actions when schools were open). Results are shown in Appendix Table 38 and Table 39. Note that in these questions, respondents could choose all actions that applied to them.

When schools were closed, the most common response was to use live lessons with all cameras on, with over 56% of respondents saying they did this. After this, live lessons only with the teacher's camera on was selected by around 43% of respondents. Interestingly, pre-recorded lessons were used by over 17% of respondents, more than those who had live lessons with no cameras at all (around 11%). Almost 22% of respondents changed the order of content, and almost 9% focused on core subjects. The use of live lessons just with teacher cameras was more common in the UK than in RoW (51% vs. 34%), with this perhaps driven by the greater representation of state schools in the UK sample: only 29% of state school respondents had live lessons with all cameras on, compared to over 58% who had live lessons just with teacher cameras on. Primary school respondents were most likely to have had all cameras on, with nearly 83% of respondents selecting this, and only 4% having live lessons with just the teacher's camera on. Further, primary school respondents were much more likely than secondary school respondents to have used pre-recorded lessons (38% vs. 13%), and to have focused on core subjects (34% vs. 4%).

When schools were open, the most common response was to teach in a hybrid manner, i.e., concurrent face-to-face and remote teaching (nearly 61% respondents). However, nearly 27% of respondents only taught face-to-face when schools were open. Around 22% of respondents had given extra time for small group work, while nearly 16% still changed the order of content. There were again some striking contrasts between subgroups when schools were open. Independent school respondents were much more likely to teach in a hybrid mode (76% vs. 43% in state schools), while state school respondents were more likely to teach face-to-face (52% vs. 19% in independent schools). Primary school respondents were less likely than secondary school respondents to teach in a hybrid mode (36% vs. 64%). Primary school respondents were also much more likely than secondary school respondents to have allotted extra time for group work (38% vs. 20%), changed the order of content (33% vs. 13%) and focused on core subjects (23% vs. 2%).

Hence, lesson delivery methods showed substantial variation between groups of respondents, both when schools were closed and when they were open. This alone suggests that there was no universal experience of teaching through the pandemic, with the exact conditions experienced depending on the location, age and sector.

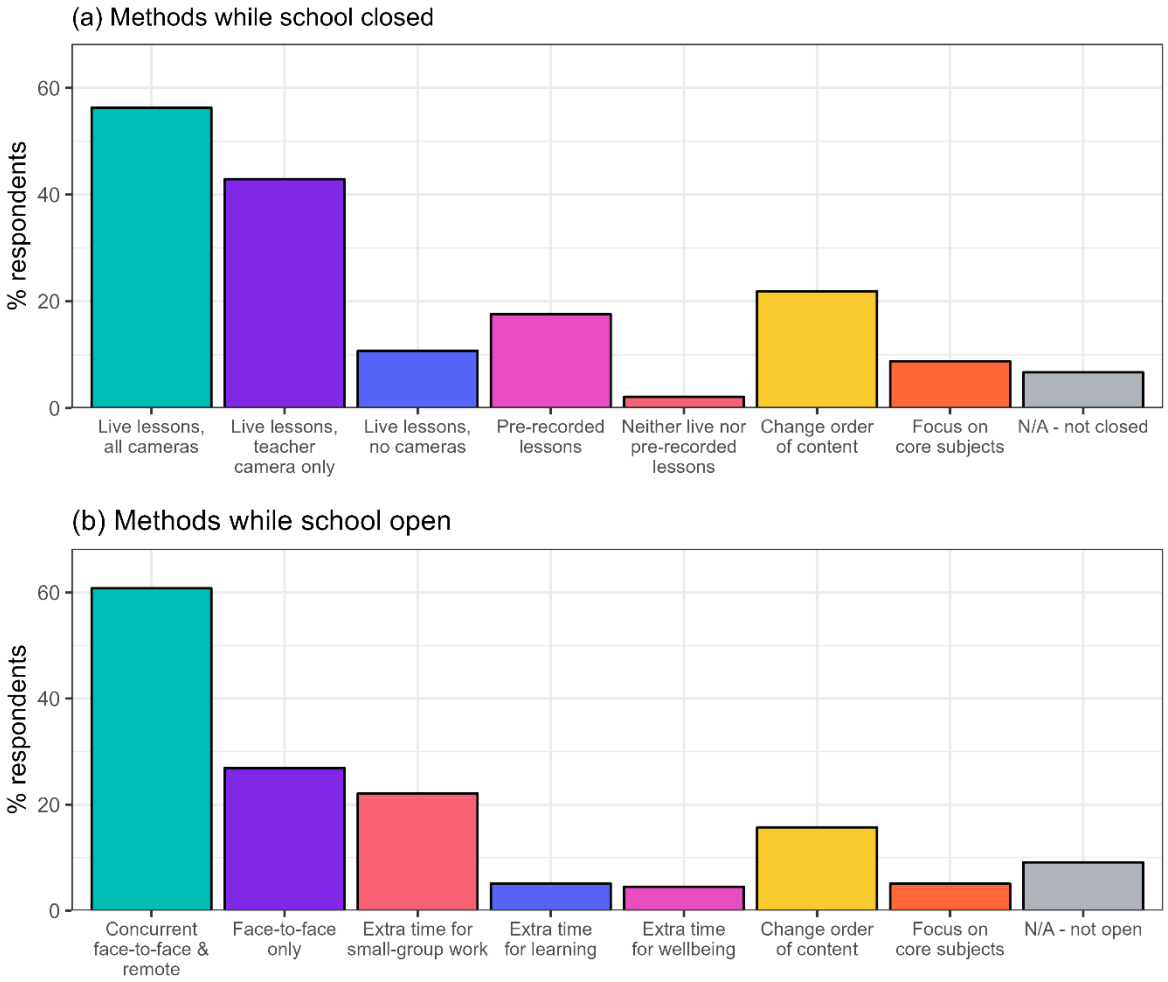

Figure 52. Overall responses to “Which of the following apply to your school, when it is…” a) “closed due to the pandemic?” and b) “open during the pandemic?”. Respondents could choose multiple responses.

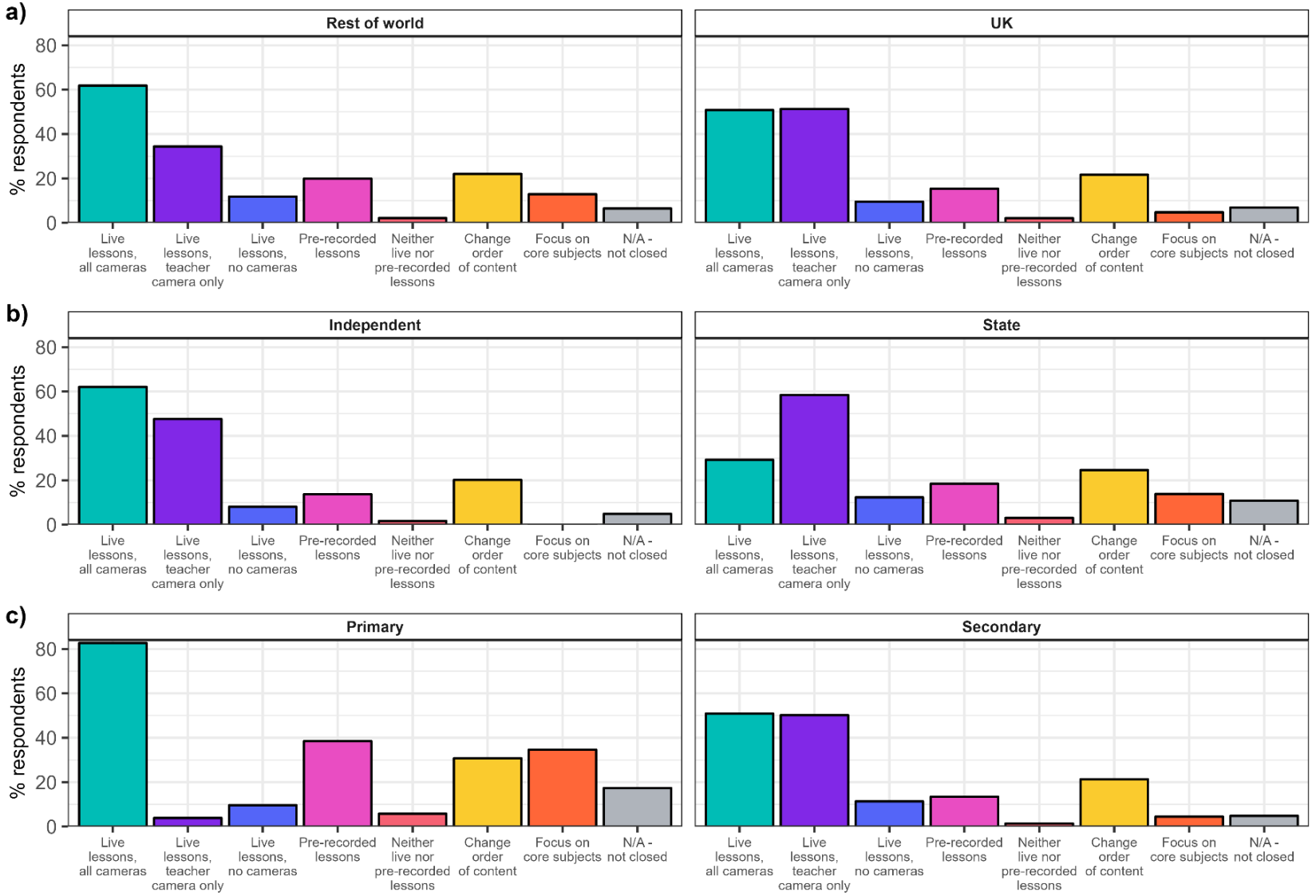

Figure 53. Responses to “Which of the following apply to your school, when it is closed due to the pandemic?, comparing respondents from a) the rest of the world and the UK, b) independent schools and state schools, and c) primary and secondary schools. Respondents could choose multiple responses.

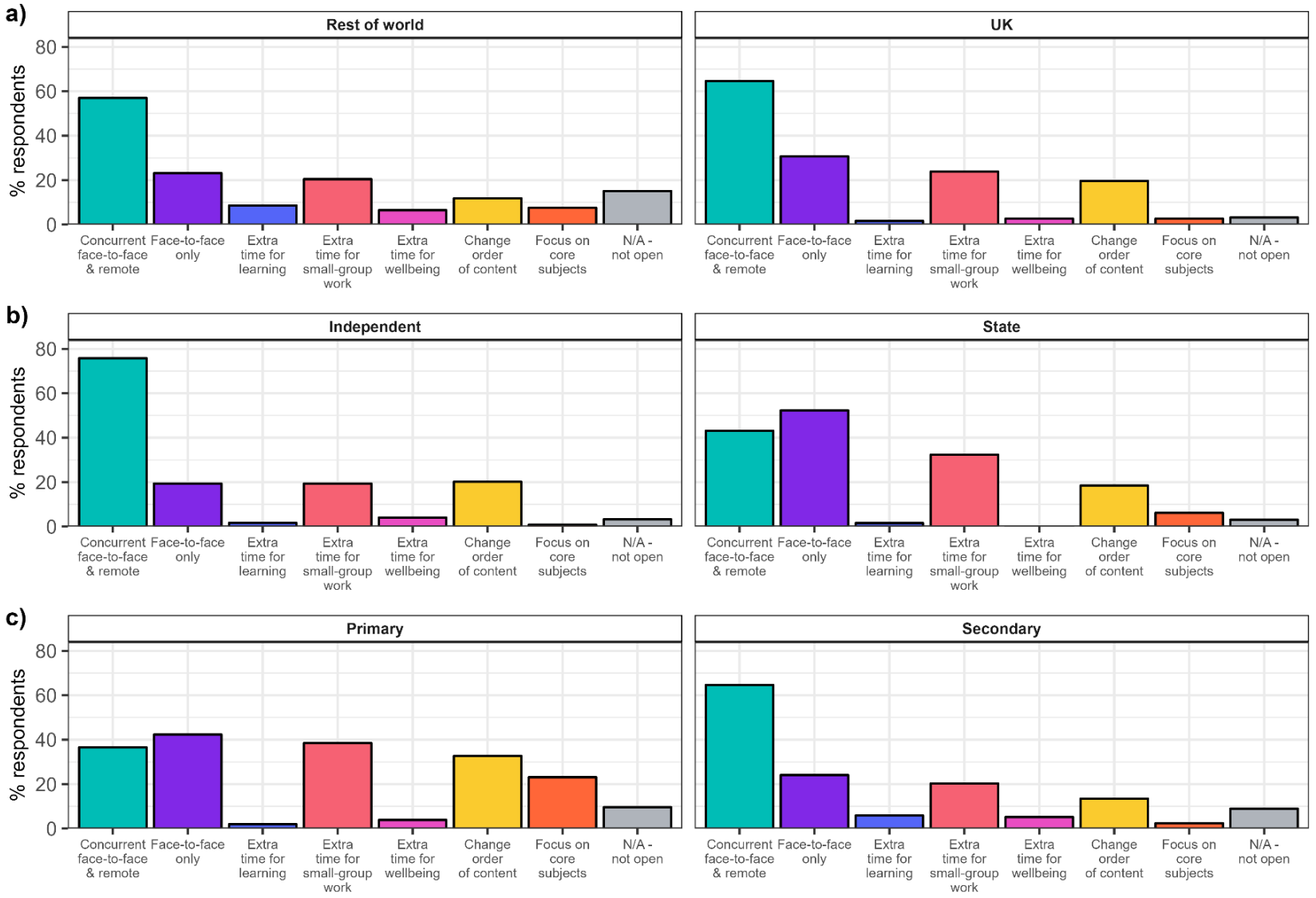

Figure 54. Responses to “Which of the following apply to your school, when it is open during the pandemic?, comparing respondents from a) the rest of the world and the UK, b) independent schools and state schools, and c) primary and secondary schools. Respondents could choose multiple responses.

Classroom practices

The next questions focused on particular actions and how their use compared to teaching in 'typical' years. Specific actions asked about were communicating with parents, providing parents with resources, use of formative assessment, use of collaborative tasks, use of tasks requiring critical thinking, use of a student-centred approach to teaching, supporting students from disadvantaged backgrounds, and managing student behaviour. Results are presented in Figure 55 (overall results), Figure 56 (RoW vs. UK), Figure 57 (independent vs. state) and Figure 58 (primary vs. secondary), with full results for each action presented in the Appendix from Table 40 to Table 47.

For several of the actions asked about, the most common response was "neither less nor more", with over 40% of respondents choosing this; this was seen for use of formative assessment, use of critical thinking tasks, using a student-centred approach, supporting disadvantaged students, and managing behaviour. Communicating with parents and providing parents with resources appeared to have happened more often, with 22% of respondents saying they did these "much more" and 30-33% saying they did them "a little more". Conversely, use of collaborative tasks had reduced relative to a typical year, with over 35% of respondents choosing "a little less" and 17% choosing "much less".

There were few strong contrasts between RoW and UK respondents, although one notable difference was in the use of formative assessment, with over 16% of RoW respondents using it "much more" and 31% "a little more", compared to only 5% and 24% respectively for UK respondents. A further difference was seen for managing behaviour, with 13% of RoW respondents doing this "much more" (compared to 5% of UK respondents) and 26% of RoW respondents doing it "a little more" (compared to over 9% of UK respondents).

There were some stronger contrasts between state and independent school respondents. For "communicated with parents", "much more" was selected by nearly 31% of state school respondents, in contrast to only 12% for independent school respondents. For "provided parents with resources", over 35% of state school respondents said "much more", in contrast to only 15% of independent school respondents. This could reflect the *opportunity* to engage with parents more, in that independent schools were perhaps more likely to be residential schools and thus had limited opportunity to communicate more with parents. Alternatively, it could reflect a difference in baseline conditions: if independent schools already had high levels of parental communication, they may simply have maintained those levels. Another key contrast was in providing support for disadvantaged students, in which 26% of state school respondents said "much more" and nearly 28% said "a little more" in contrast to only 2% and nearly 18% respectively in independent school respondents. This is almost certain to reflect the different characteristics of the relevant student populations: those attending independent schools are less likely to experience socioeconomic deprivation, thus there is not as much need for teachers to support these students.

Comparing primary school and secondary school respondents, the biggest contrast appeared to again be with regards to parental engagement. For "communicated with parents", nearly 52% of primary school respondents said "much more", compared to over 18% of secondary school respondents. For "provided parents with resources", over 61% of primary school respondents said "much more" compared to only 16% of secondary school respondents. Hence, engagement with parents appeared to be much higher in primary schools, likely reflecting the lower capacity for independent work in younger children.

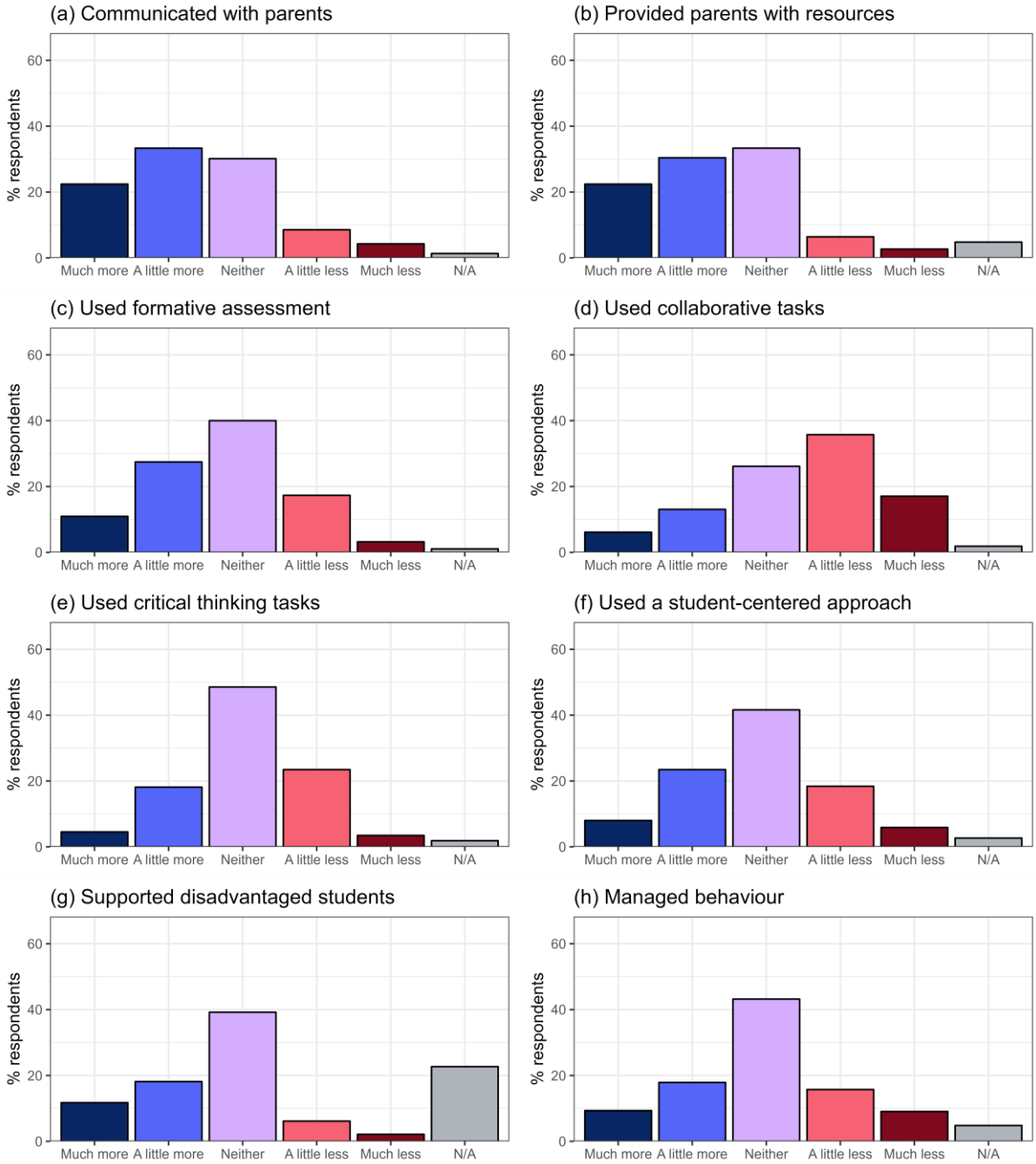

Figure 55. Overall responses to “On average, this school year, how often have you done the following, compared to in a ‘typical’ year? Please give an overall estimate, taking into account both the periods when your school was open and the periods when it was closed.” Figure panels are labelled with the action asked about.

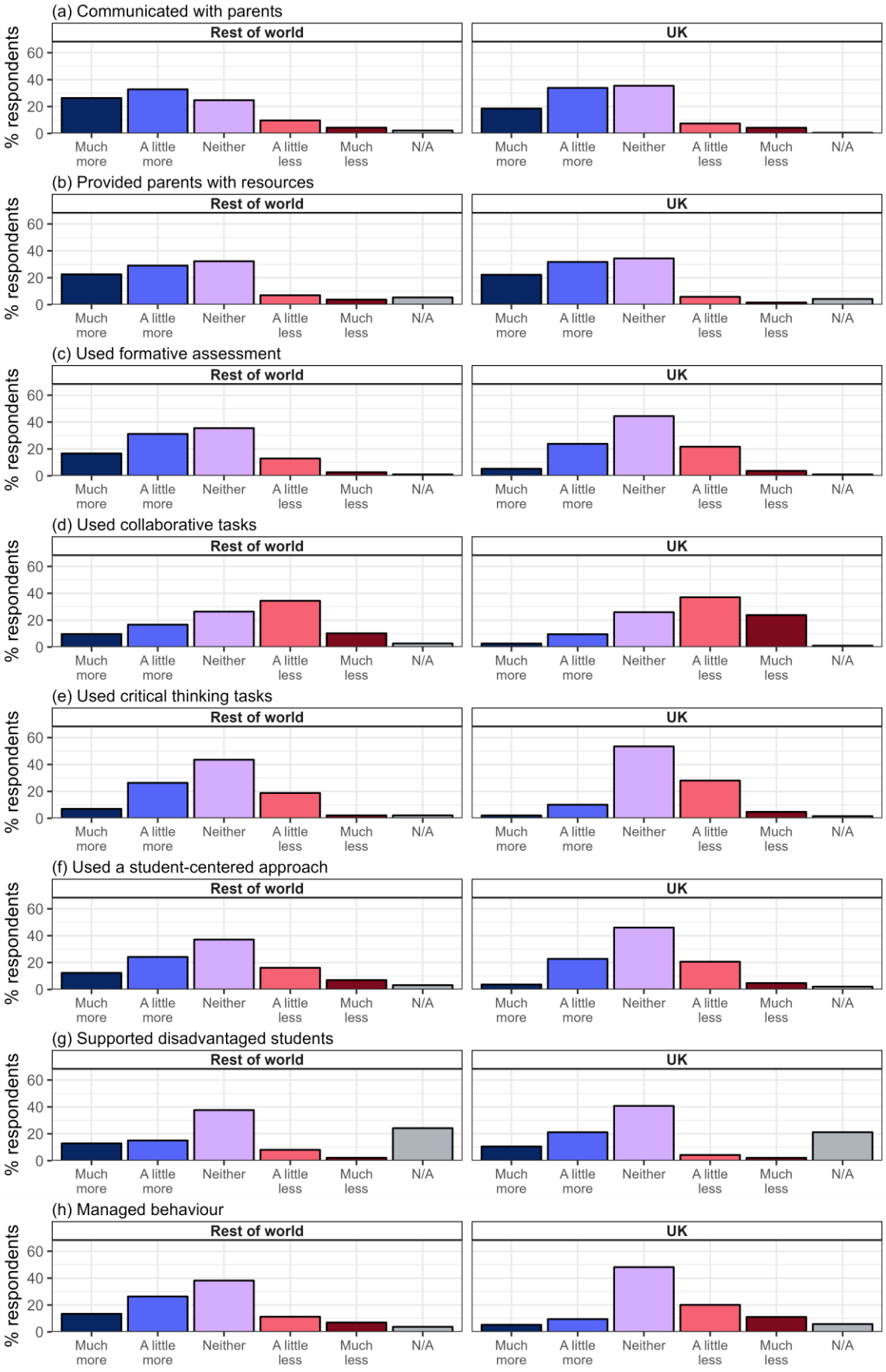

Figure 56. Responses to “On average, this school year, how often have you done the following, compared to in a ‘typical’ year?”, comparing respondents in the rest of the world and the UK. Figure panels are labelled with the action asked about.

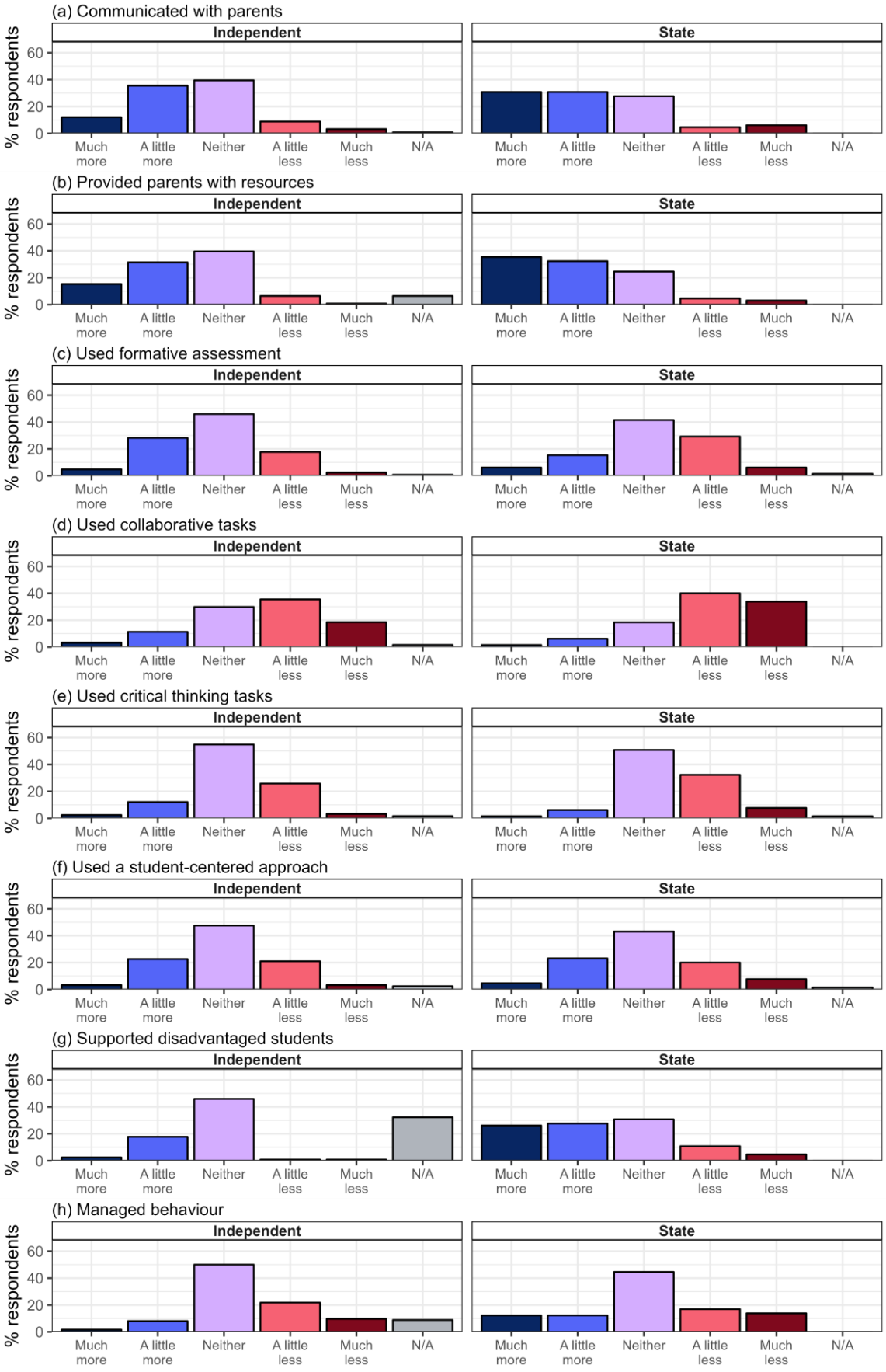

Figure 57. Responses to “On average, this school year, how often have you done the following, compared to in a ‘typical’ year?”, comparing respondents in independent schools and state schools. Figure panels are labelled with the action asked about.

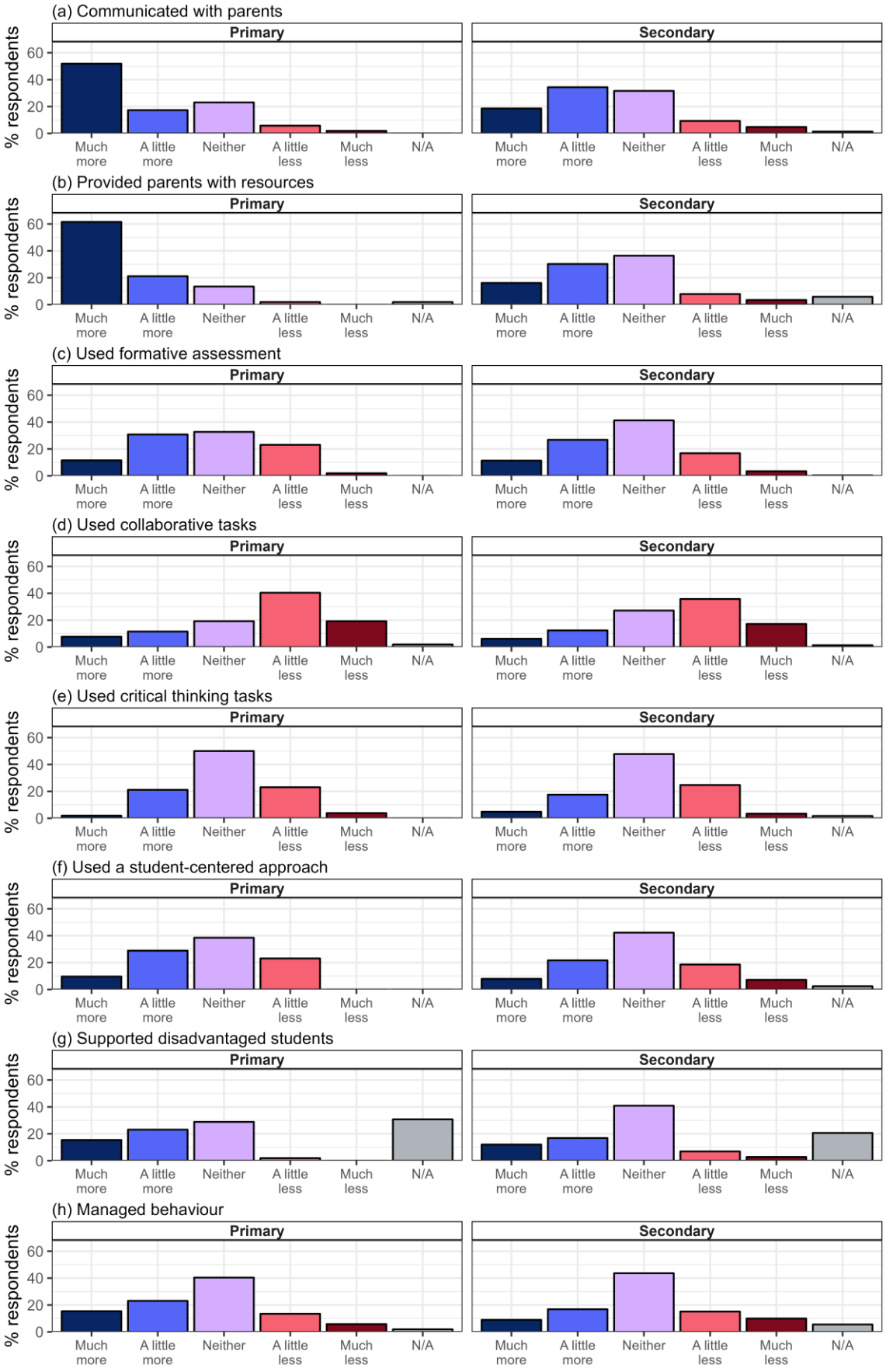

Figure 58. Responses to “On average, this school year, how often have you done the following, compared to in a ‘typical’ year?”, comparing respondents in primary schools and secondary schools. Figure panels are labelled with the action asked about.

The questions up to this point focused on how practices compared to ‘typical’ years. However, at the time the survey was answered, various forms of disruption had been happening for around a year. This period included the initial closure of schools and move to remote teaching, as well as the reopening of schools, hybrid teaching, and further fixed-term closures. Hence, a further question was asked about whether classroom practices had changed *over the course of the pandemic*. Responses are presented in Figure 59, with subgroup comparisons in Figure 60; full results are in Appendix Table 48.

The most common response overall was that practices were “moderately different” from the early stages of the pandemic, with 35% of respondents choosing this. After this, “slightly different” was chosen by 25% of respondents, and “more or less the same” was chosen by over 16%. Hence, despite the major changes in conditions, classroom practices appeared to be unlikely to have shown major changes from the earlier days of the pandemic.

In subgroup comparisons, the biggest contrast was between independent and state schools, with independent schools appearing to be less likely to have made big changes but state schools appearing more likely. Around 33% of respondents in each group selected “moderately different”, but over 24% of state school respondents said “very different”, compared to 9% of independent school respondents, and 12% of state school respondents said “completely different” compared to around 1% of independent school respondents. Hence, state school teachers appeared to have experienced a much greater degree of change over the course of the pandemic.

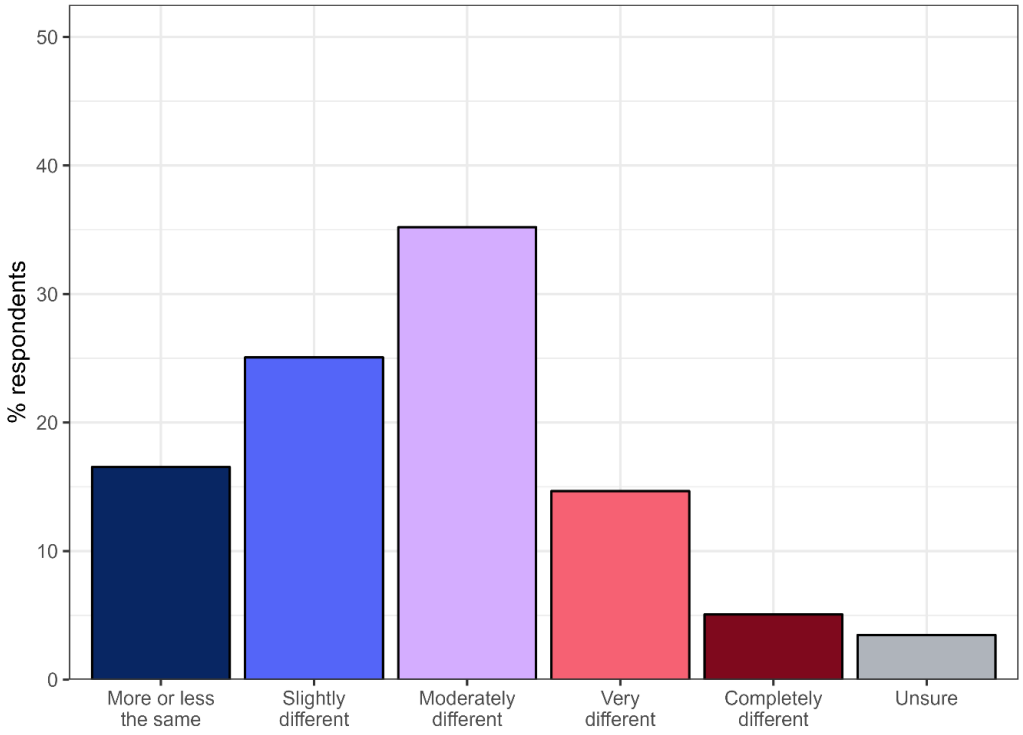

Figure 59. Overall responses to “Have the practices that you/your school currently use to support your students changed from those used in the early stages of the pandemic?”

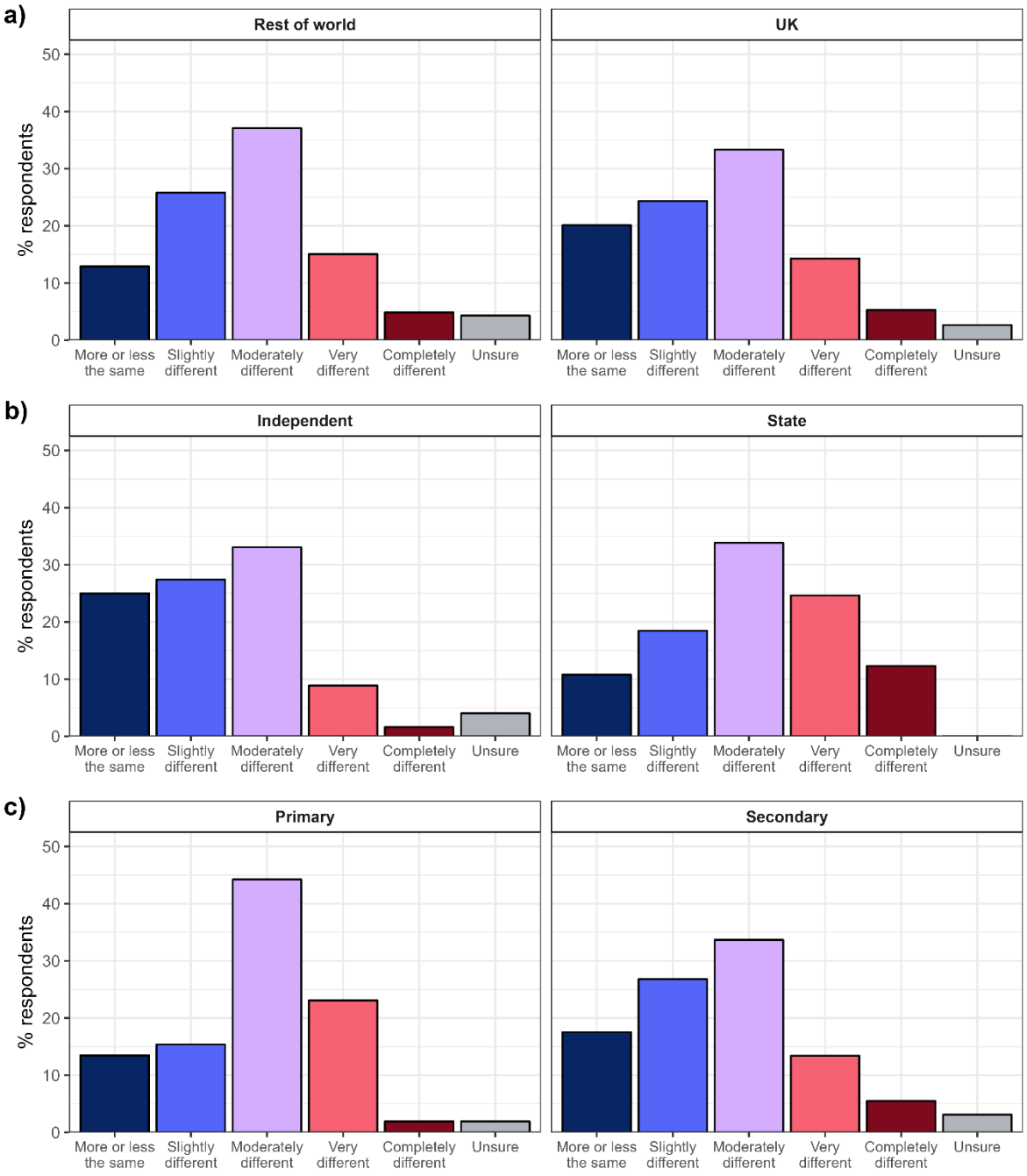

Figure 60. Responses to “Have the practices that you/your school currently use to support your students changed from those used in the early stages of the pandemic?”, comparing respondents from a) the rest of the world and the UK, b) independent schools and state schools, and c) primary schools and secondary schools.

To understand more about any changes, respondents were asked how the practices had changed. A word cloud derived from responses is shown in Figure 61. The largest words included “lesson”, “live”, “remote” and “online”, along with others such as “camera” and “zoom”, again showing the importance of remote teaching.

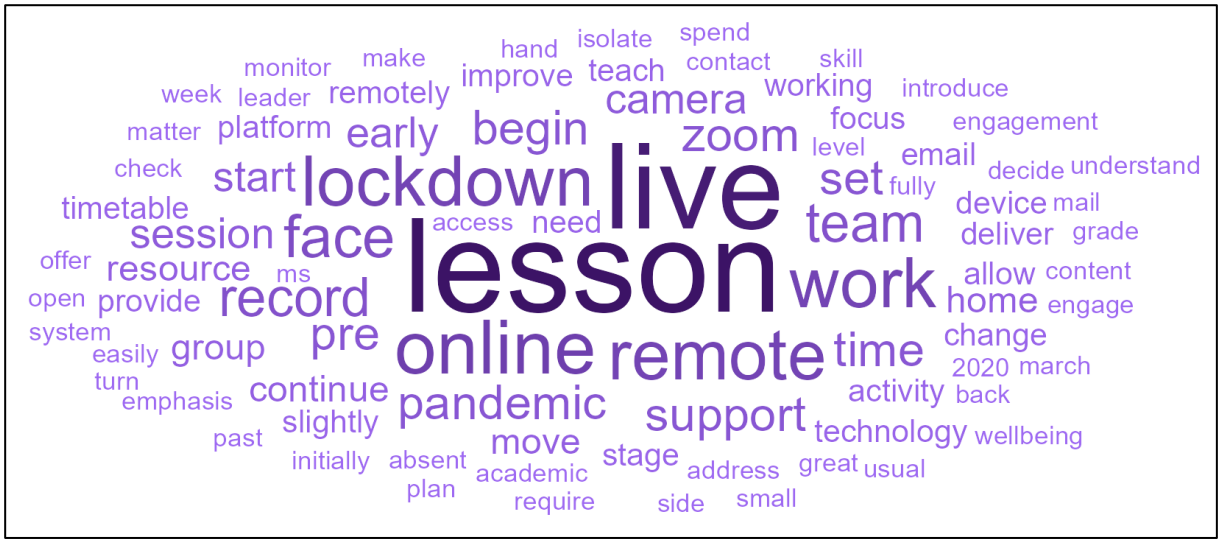

Figure 61. Word cloud derived from extra information provided in support of responses to “Have the practices that you/your school currently use to support your students changed from those used in the early stages of the pandemic?”. Words used more frequently are larger, darker and more central; words used less frequently are smaller and paler.

Many of the comments described changes in the use of digital technology over the period. Some reflected growing confidence and developing skills, such as “*As staff became more adept at using remote systems, teaching practises improved and developed*”, and “*We have become skilled in working in a fully online mode and are prepared to continue this if needed. We have in mind that we require a variety of resources available for students to continue to access their learning, if they require isolation. Our students are also more competent and digitally literate than ever before*”. Others reflected a shift in how technology was used to deliver lessons, such as “*A significant move from remote learning online to 'live' online lessons*”, “*Gone from setting work, to recording and posting content, to live lessons*”, and “*Initially (March 2020), resources were provided remotely and only the start of the lesson would be live or delivered via a pre-recorded session. In second lockdown - Jan 2021 - all lessons were live for the full lesson, as per the timetable*”.

Other comments reflected changes to the type of support provided to students and the expectations placed on them. Examples of this kind of comment included “*More individual student mentoring was introduced to try to engage underachieving students and monitor student wellbeing*, “*We improved the timetable and allowed for 1 to 1 Teams calls*”, “*We have adjusted some formative assessment techniques as well as monitoring completion of work*”, “*No sanctions were allowed to be given to students. Teachers were asked to be understanding and not put additional pressure on the students*”, and “*Lessons made shorter to allow for off screen time between lessons*”.

Influence

The final closed question aimed to establish who had influenced respondents in the teaching practices they employed during the pandemic. This reflected a desire to know how, in such difficult and different times, teachers picked up ideas and approaches for teaching. Overall responses are presented in Figure 62, with subgroup comparisons in Figure 63 (RoW vs. UK), Figure 64 (independent vs. state), and Figure 65 (primary vs. secondary). Tabulated results are in Appendix Table 49 to Table 52.

Overall, the most influential group appeared to be teachers in respondents' own schools, for which around 15% said "extremely influential", 35% said "very influential", and 31% said "moderately influential"; these were the highest rates for any of the other groups asked about. Senior leadership seemed influential in some cases but not always, with nearly 15% again saying "extremely influential" and over 28% saying "very influential", but with nearly 23% saying only "a little influential". Teachers in other schools and students' parents appeared the least influential, with 24% saying teachers at other schools were "not influential at all", and over 18% saying the same of parents.

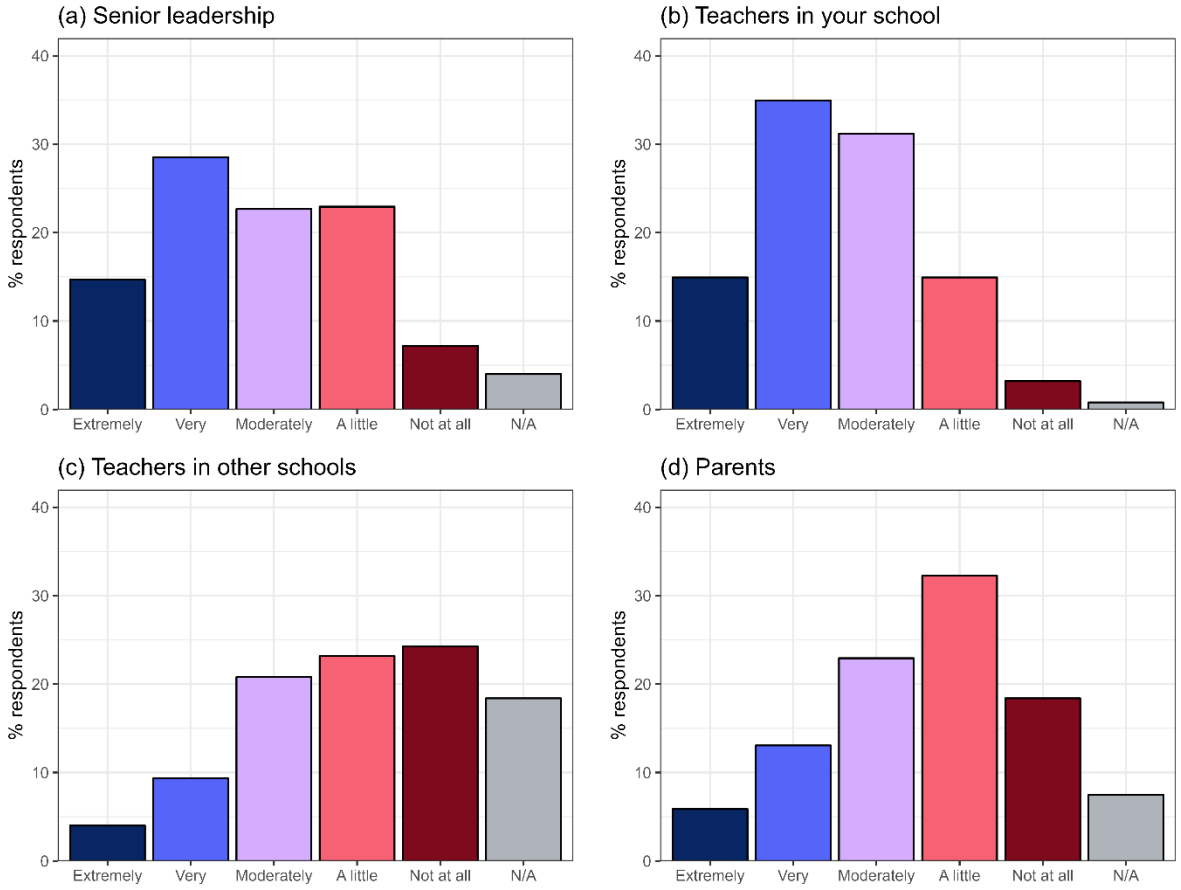

Figure 62. Overall responses to "How influential have the following been on the practices that you use to support your students during the pandemic?"

Subgroup comparisons did not show strong, simple patterns, but some contrasts emerged. Respondents from the UK were much more likely to say that teachers in other schools were "not influential at all", with 31% of UK respondents saying this in contrast to 17% of RoW respondents. State school respondents were much more likely to say that senior leadership was "extremely influential", with over 21% of state school respondents selecting this but only 7% of independent school respondents doing so. Similarly, 20% of state school respondents said teachers in their school were "extremely influential", compared to over 10% of independent school respondents. Finally, primary school respondents appeared to find parents a little more influential, with over 38% saying parents were "moderately influential" and 21% saying "very influential", compared to 19% and nearly 12% respectively for secondary school respondents.

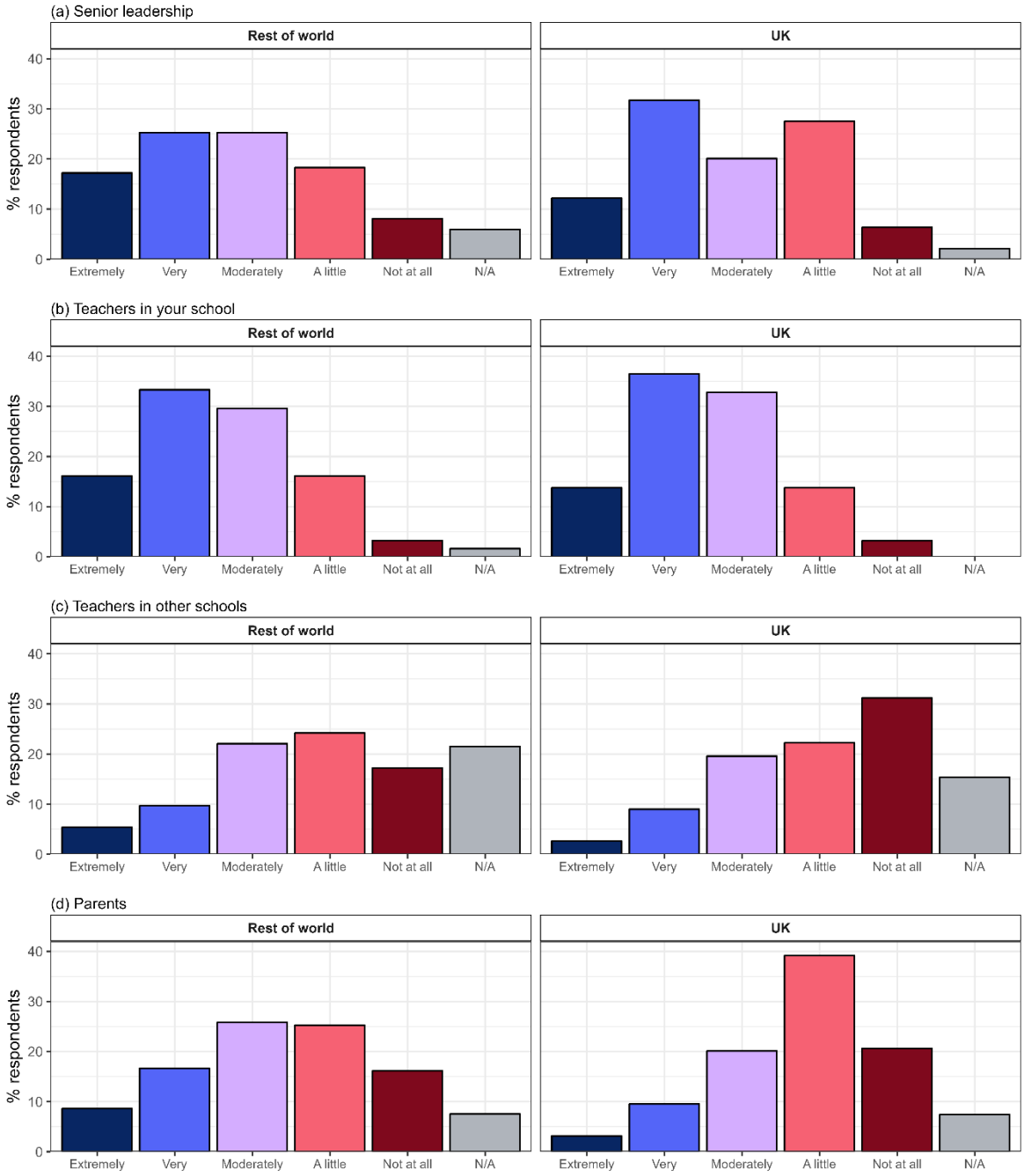

Figure 63. Responses to “How influential have the following been on the practices that you use to support your students during the pandemic?”, comparing respondents from the rest of the world and the UK.

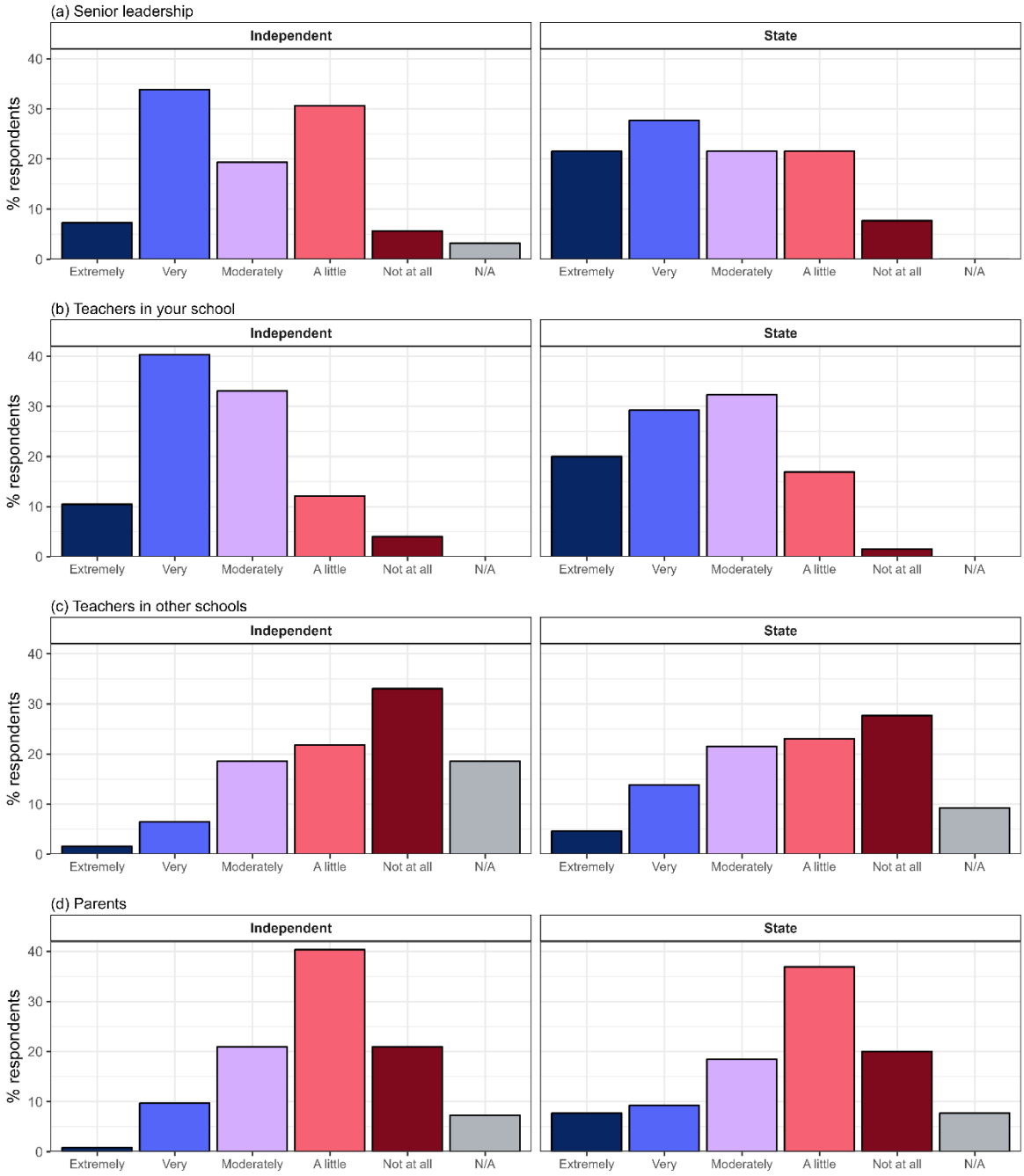

Figure 64. Responses to “How influential have the following been on the practices that you use to support your students during the pandemic?”, comparing respondents from independent schools and state schools.

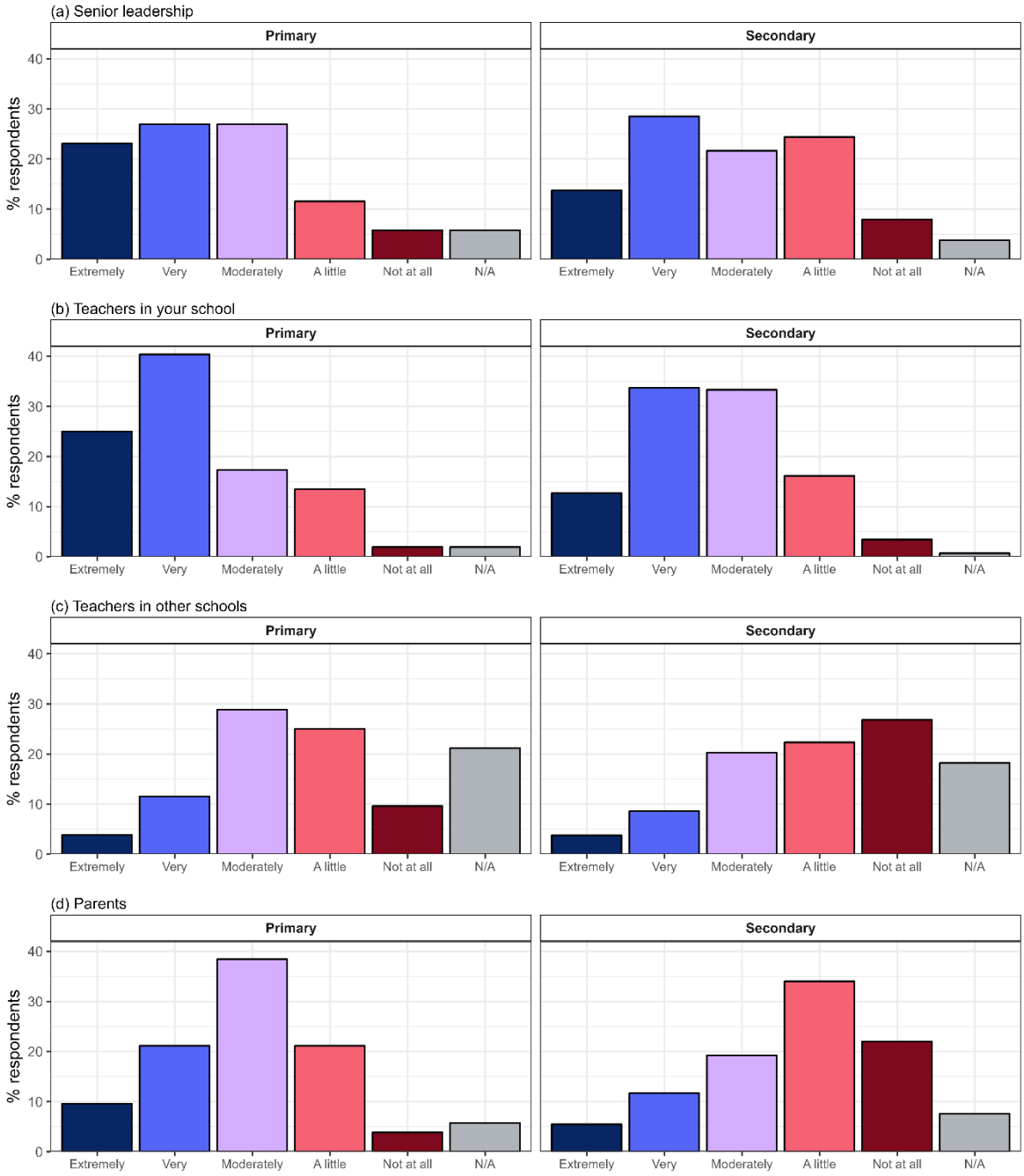

Figure 65. Responses to “How influential have the following been on the practices that you use to support your students during the pandemic?”, comparing respondents from primary schools and secondary schools.

A free text option allowed respondents to describe any other sources of influence. Only 29 responses were received, so a word cloud was not constructed. Some responses indicated the importance of students, with comments like “*We have also had many conversations with students and learned from them too*”, and “*Students themselves were a source of influence as they come up with better videos, you tube channels, news updates*”. Other responses indicated the importance of online communities. Comments on this included “*Online platforms such as Facebook groups have become a very helpful source of support and sharing of ideas*”, and “*The proliferation of online advice and materials has been interesting to see. While it is influential, the variable quality and educational approach is challenging*”.

What worked

The final section of the survey was intended to highlight respondents' experiences and summarise their feelings of teaching through the pandemic, with a specific focus about what they found did – or did not – work for them. The ultimate aim here was to identify tips, successes and challenges, that could help others. Accordingly, this final section simply had three free text questions about respondents' experiences.

One question was about identifying one thing that worked for the respondents; 288 responses were received. A word cloud derived from responses is shown in Figure 66. This shows that commonly used words included "lesson", "online", "technology", "platform", "Google", and "Team(s)", showing that a major focus of comments was the use of technology.

Figure 66. Word cloud derived from free text responses to "If you had to list one thing that worked well when teaching during the pandemic, what would it be?". Words used more frequently are larger, darker and more central; words used less frequently are smaller and paler.

Many of the responses about something that worked well described some aspect of technology that had helped the respondents. Some responses described the benefits of technology in general, such as "*Use of technology - it's much easier to pull up extra, supplementary content when teaching online*", "*Learning better ways to work electronically and students submitting work electronically – with the correct technology, it can still be quick and efficient to check and provide feedback*", "*We have all learned a lot of techno tricks that we will implement in face to face learning*", and "*I have become more accustomed to using digital technology, and will bring my newfound knowledge forwards with me*".

A number listed the programs, websites and platforms they had found helpful. These included "*Google classroom was a superb tool for online lessons and, once we were all used to it, it became second nature*", "*Use of google docs/slides etc. to monitor completion of student work throughout the lesson and provide feedback*", "*Using Minecraft Education to build world's linked to history topic to allow collaboration and socialization*", "*Using MS Teams to interact and continue teaching live with screen sharing was essential*", "*Using more online platforms (DrFrostMaths for example has been excellent)*", "*Use of technology e.g. Teams, Socrative, whiteboard.fi, ClassKick to connect with students and make learning visible*" and "*Online assemblies, posted on the FB [Facebook] page to keep a sense of school community*". A subset of these comments focused specifically on formative testing and quiz platforms they had used,

such as “*Online formative assessment tools (e.g. plickers, quizlet)*”, “*Online engagement tools, e.g. Blooket, Kahoot, and Quizizz*”, and “*There are some useful apps that are excellent for formative assessments and can also be used in face-to-face teaching*”.

A number of responses focused on the approaches taken to teaching. Examples of these comments included “*Having a mixture of live contact lessons and independent assignments. Giving students structure to their day without requiring them to be at a screen all day every day was a good balance*”, “*Keeping contact with the children fun – having fun activities at the start of the lesson to engage (either as a class or within smaller groups i.e. "breakout rooms" - breakout rooms were so important!*”, “*Seminar style lessons with 6th form where all dialled in with cameras on*”, and “S*tarting lesson 5 minutes late so that students can read what they are going to be doing in the upcoming lesson*”. Related to this, some respondents talked about how the whole school had provided structure for online learning. Examples of this included “*Sticking to the school timetable with live lessons*”, “*Adjusted scheduled when we went into lockdown - an extra day given for students to be off timetable which allowed them more time to complete work and for teachers to have meetings, etc.*”, and “*Social distancing, meaning different break[s], lunchtimes and starts/ends to [the] day, has supported good behaviour management for whole cohorts”*.

Some comments described the extra support put in place for students. For example, comments on this topic included “*Greeting and checking all students were ok before we started the lesson and staying online until the very end in case any students wanted to talk; the private chat on zoom was great for support and safeguarding*”, “*Asking students how they are every morning and everyone has an opportunity to share their feelings*”, and “*Taking some minutes to ask things to my students and share what's going on in their lives*”. Related to this, some described support for teachers, and the development of communities within their school. For example, responses included “*Staff coming together and supporting each other*, “*Closing early to all other activities to allow staff and students to get home before rush hour*”, “*Kindness to each other*”, and “*Collaboration between teachers*”.

Following this, a question asked about something that had *not* worked well; 274 responses were received for this. A word cloud derived from the responses is shown in Figure 67. Notably, some of the commonly used words were the same as those seen in responses about things that *did* work: “online” and “lesson”, in particular, featured prominently. Alongside these were words including “camera”, “support” and “group”, again indicating things related to, or impacted by, remote teaching. Words such as “assessment” and “time” also featured prominently, suggesting other aspects that may have been challenging.

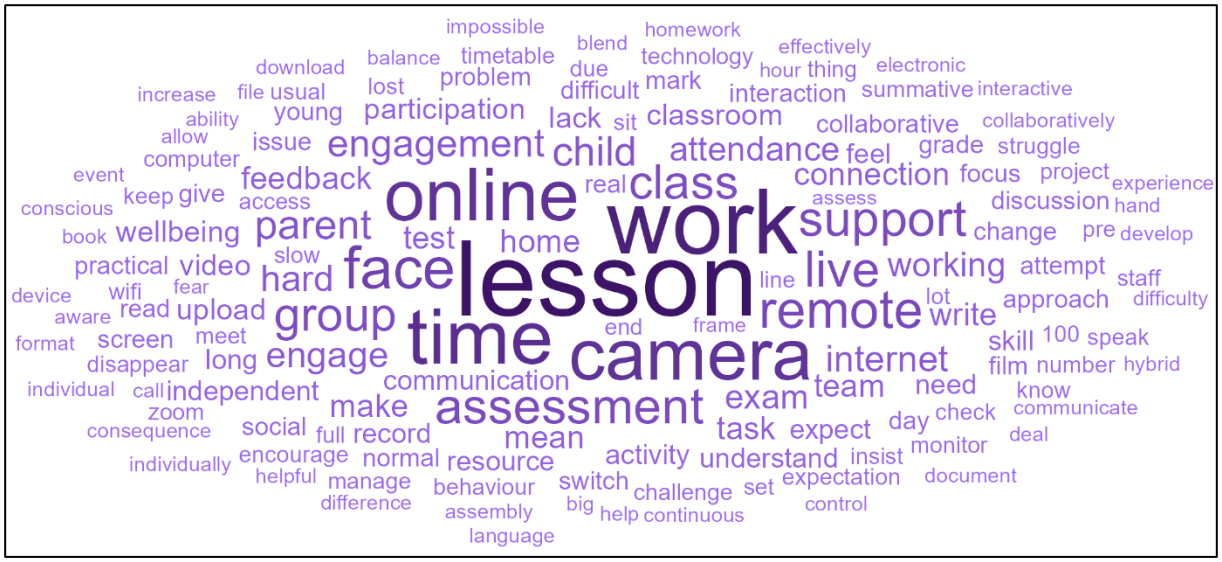

Figure 67. Word cloud derived from free text responses to “If you had to list one thing that didn’t work well when teaching during the pandemic, what would it be?”. Words used more frequently are larger, darker and more central; words used less frequently are smaller and paler.

Unlike the responses describing things that worked well, there were fewer consistently emerging themes, with more variation in responses. This may indicate that each school, or each individual, had specific challenges or preferences that led to perceptions of things not working. Moreover, there was more contradiction in these responses (e.g., some respondents found live lessons challenging whilst others found setting tasks to be carried out offline challenging), further suggesting a lack of universal experiences.

One of the more common response types was on the reluctance of students to use cameras, with comments on this including “*Students were reluctant to switch on their camera and read loudly. Students felt uncomfortable holding a book or concentrating on the events of the novel as opposed to their usual bubbly nature in discussing stories and events*”, “*Class participation, some students shut their cameras off and disappear*”, “*My vain attempt to persuade students to switch on their cameras*”, “*Nearly impossible to persuade students to switch on their cameras*”, and “*Not knowing whether students were engaged in lessons as you could not see they were there due to reluctance to use cameras*”.

Various other aspects of remote teaching were described as challenging. These included the time spent in front of screens (“*Longer hours on the computer were not good for overall wellbeing especially as teachers when we are not used to sitting for prolonged periods of time in front of a computer*”, “*Being stuck to your computer screen day and night*”), reliability of internet connections (“*Access to continuous internet connection. In my country, internet bundles are just purchases and connections vary according to location*”, “*Internet connection at times meant that the connection was lost mid lesson. This happened for all of us sometimes; it was rare to have all students in a class of 30 able to connect for the entire lesson*”), marking work (“*It is very hard to mark students' work on laptop or iPad. It is much easier to mark on paper - with electronic files, they take a long time to download and upload again*”, “*Trying to mark handwritten work by looking at it on a camera or by photo*”), and the technical skills required (“*Teachers without the necessary technical skills to teach effectively online*”).

A further set of comments described aspects of students' behaviour, engagement and attendance as particularly challenging. Examples included "*Children misbehaving with the mute button*", "*Monitoring of student attendance - some students signed in and then didn't take part in lessons*", and "*Seeking parental support of students who would / could not engage with remote learning*".

A range of comments related to aspects of assessment. Cancellation of external assessment, and its replacement with other forms of awarding of grades, proved challenging, and this was mentioned by a number of respondents. Comments on this often focused on the guidance and support from key bodies, with responses such as "*Lack of clarity and decision-making from the DfE and Ofqual relating to the GCSE & GCE exams, and the replacement with Teacher Assessed Grades (or Centre Determined Grades for QW/WJEC, or School Assessed Grades for CIE). A lack of joined up thinking from the regulators has made this very difficult*", "*Forcing students to sit their IGCSE exams when they have had SO much disruption*", and "*External Ofqual / Exam board / Government guidance has been hopeless*". Some respondents reported increases in malpractice in assessments, with comments such as "*Students using unfair means during summative assessments*", and "*Running mock exams and expecting students not to cheat*". Hence, assessment appears to have been particularly challenging.

The other question asked in this section concerned a single piece of advice – one tip that respondents would like to share with others; 248 responses were recorded. A word cloud derived from responses is shown in Figure 68. Once again, it was notable that most of the most common words related to remote teaching, with words such as "lesson", "online", "remote" and "camera" appearing prominently, but with other words like "focus", "wellbeing" and "resource" perhaps indicating wider concerns.

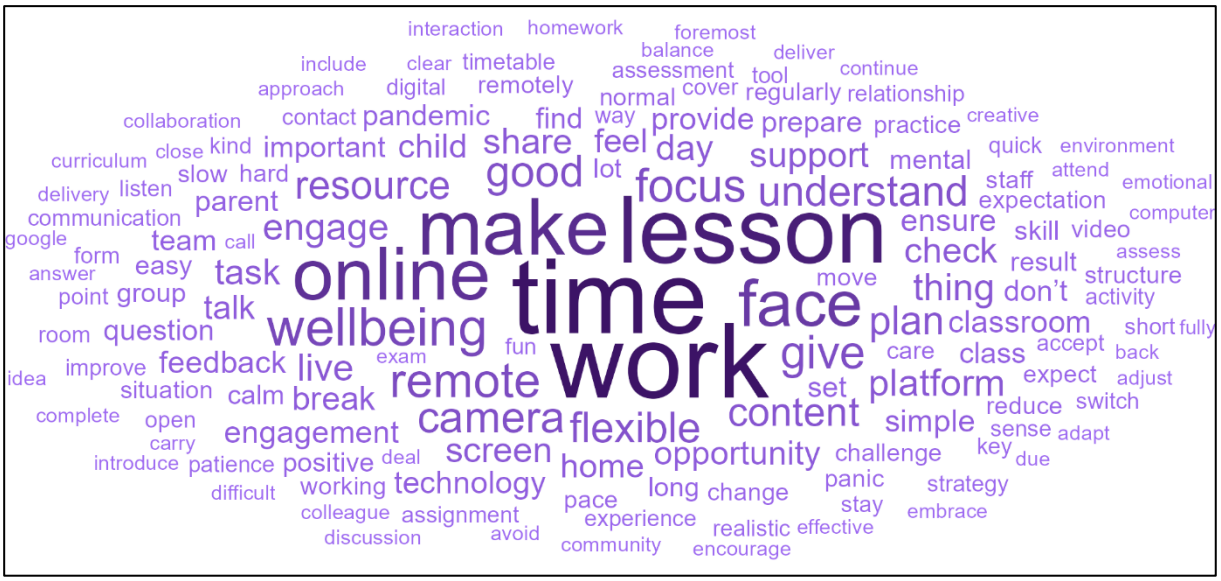

Figure 68. Word cloud derived from free text responses to "If there were one tip that you could pass on to other teachers about teaching in the pandemic, what would this be?". Words used more frequently are larger, darker and more central; words used less frequently are smaller and paler.

As may have been expected, many of the comments related to tips for remote teaching. Some provided advice about how to make it work, such as "*Remote teaching can work extremely well but only with: (1) parental support at home helping students with boundaries / good practice*

including support through sufficient equipment and a dedicated space for the child to do their school work (2) creativity resulting in a good balance of both live and pre-recorded lessons and resulting in a broad level of accessibility e.g. smart differentiation (more varied tasks and platforms), and (3) avoiding morning to evening live lessons resulting in "zoom fatigue" - that's a real killer!". Others focused on the need for technical skills: "*You must have good IT skills. Nowadays, pandemic or not, you must have good IT skills to teach effectively. Too many teachers have struggled because of a phobia with IT and an unwillingness to try new teaching techniques*"

Flexibility and openness to new methods and opportunities introduced by remote teaching was also a common theme. Comments on this topic included "*Be flexible. Use a good learning platform that allows children to post what they have done and allow easy comments and communication between pupils, parents and teachers*", "*Do what you can, don't be a perfectionist and be flexible. Try new things (e.g. technology) and be brave*", "*Be positive and try to view it as an opportunity to be creative and try new and different things*".

Interestingly, some respondents explicitly said they wished to keep aspects of remote teaching once things had returned to normal. Examples of this included "*Online teaching via video does provide equality for pupils as the quiet ones can message you and the louder ones soon see they can't dominate the attention - so provide quiet times during the session when they are working and you can use the chat button to guide those that need help - I want to retain some of this as we moved back into face to face teaching - it will be a shame to lose the sense of ownership for their work, and recognition of their role in making the class team work effectively that pupils returned to school with*" and "*Take the opportunities afforded by remote learning to improve provision in future (non-Covid) years - for example, in producing teaching videos/resources that can be accessed independently by students after the pandemic for learning and revision/consolidation*".

A number of tips related to teaching methods, and what could or could not be done in the circumstances. Examples of this included "*20 minutes is the maximum concentration time, therefore, if we can deliver the content within this time, it would be a productive session. So, I would recommend being precise, concise, trimming out all unwanted frills in the talk/speech, be sure to sum up what has been taught and give a heads-up on what comes next*", "*Use strategies that mean students have to respond frequently (e.g. targeted questions, 'liking' things in the text chat, quick quiz questions) to try to keep them engaged, especially if you do not have visual cues as to whether they are on-task / paying attention*", and "*You cannot replicate the classroom online. Instead, make use of the different opportunities offered by online platforms. Learning can be asynchronous, with pupils doing work in their own time*".

Some comments focused on the need for collaboration, either within or between schools. Comments on this theme included, "*Ensure there is a forum where everyone can share methodological/ technical tips on an equal basis and which is not curated by a member of staff nominally responsible who may have other preoccupations. One can learn so much from one's colleagues if this information is not made 'an area of responsibility' of which a senior member of staff is in charge*", "*There should be some groups who could compile videos, tests, assignments, tasks that could do individually and in groups - or I mean a resource pool could be formed*", and, simply "*Share ideas with colleagues as much as possible*".

A common theme was that of wellbeing, both for teachers and students. The need for teachers to look after their own wellbeing came up several times, in comments such as "*Take care of your (and your family's) well being, first and foremost. Do not panic at every obstacle, EVERYTHING can be ironed out. If in bouts of very demanding work, find a day or two of less work/no work to unravel*", "*Make sure that you take time to relax and chill out throughout the day*" and "*First and foremost, take care of your physical, emotional and mental wellbeing*". For student wellbeing, compassion and support were suggested as being key, with acknowledgement of the unusual circumstances considered to be very important: "*Be kind and compassionate with your learners. They too are stressed. Try to support learning as much as possible*", "*Students need you to provide emotional and wellbeing support above all else. Praise them on the little victories, don't harp on too much on results, yet set them realistic targets you can help them achieve*", "*Our main concern should be our students' wellbeing. Try not to pressure them over exam results*" and "*Accept that these are not normal times and the children should not be expected to perform as normal. Make time for them and understand they may be facing more pressing issues than covering the teaching content. Be gentle with them, but push them and extend them when you can*".

Finally, and related to the previous point, a large number of comments focused on attitudes that should be displayed. These were often short comments, and included "*Don't be too hard on yourself*", "*Less is more. Keep it simple*", "*Quit or learn to say no*", "*Do what you can and don't beat yourself up about the rest*", "*Have realistic expectations of yourself and your students*", and "*Just carry on and do what you can do. That is all anyone can do*".

Discussion

The survey described here was intended to capture teachers' experiences of teaching through the pandemic. Although time has passed since responses were collected, and many of the immediate challenges posed by the pandemic have faded somewhat, a great deal can still be learned from teachers' experiences. In particular, we can learn about impacts on both students and teachers that may have longer-term effects (e.g., learning loss, or poorer wellbeing), and on methods used to overcome challenges that could, in turn, be used in the event of future disruption. The aim of the survey was to identify some of these, so that what was learned in the pandemic is not lost as things return to 'normal'.

The purpose of this report was not to provide an in-depth exploration of every theme covered, but to present all results so that emerging themes and overarching conclusions could be examined. To that end, this section aims to briefly describe some of the main themes, focusing on those that may be most relevant for teachers, researchers and other stakeholders.

The complexity of learning loss

One of the driving factors behind carrying out the survey was the coverage of "learning loss", one of the most widely discussed impacts of the pandemic on students. Specifically, there has been a great deal of focus on quantifying "loss". However, questions about this loss remained: how common was loss, and were the estimates accurate? Results presented here suggested that teachers' estimates of learning loss were, on average, similar to those estimated via other means (see, e.g., estimates in Newton, 2021), with 1-2 months the most comment estimate. However, the importance of variability came through strongly. Some students were behind a little, some were behind a lot, some were on track, and some were ahead. Within schools, or even within classes, some students had thrived, and others had struggled. Hence, there is no single, universal experience of "learning loss".

The *nature* of learning loss was also explored. While much research has focused on literacy and numeracy (see, e.g., studies included in König & Frey, 2022), findings here suggested that these were just part of what had been "lost", with practical skills and, interestingly, general study skills and social skills also key concerns. The survey highlights, then, that learning loss appears to be more complex than may be assumed; loss is not just about being "behind" in key areas, but about the broader impacts of being away from regular schooling, and the different ways that individuals responded. More detailed exploration of learning loss is presented by Carroll and Constantinou (2022). Accordingly, it seems important that as the impacts of "learning loss" continue to be experienced, and indeed researched, the complexity should be explicitly considered, to truly understand the long-term impacts of "loss".

Wellbeing in schools

Wellbeing of both teachers and students was reported to have been substantially impacted by the pandemic. For teachers this appeared to be at least partly linked to workload, whilst for students the isolation and disruption to normal schooling appeared to be key concerns. The role of wellbeing in schools has been discussed more following the pandemic (e.g., Brooks, Creely, & Laletas, 2022; Viner et al., 2022), so this is an area already being studied and acted upon. Indeed, a striking finding was the number of tips offered about how teachers can look after their own wellbeing and support students, showing this is a topic that teachers are heavily invested in. Hence, a key emerging theme is that of the importance of wellbeing: as teachers, schools

and students recover from the disruption of the pandemic, the higher profile of wellbeing may be a lasting consequence. Understanding what support and resources teachers may require as they support their students – and indeed themselves – may therefore be an important task in coming months and years.

Learning lessons from remote teaching

The experiences of remote teaching were a major component of responses to the survey. Both the challenges and benefits came through strongly, and both should be considered when reflecting on lessons learned during this period.

The earliest challenge in remote learning was the initial period, in which teachers had to learn how to use the technology at the same time as teaching and developing material for use in online sessions. In this period, training was highly valuable, with high satisfaction rates from those who received it, but it was not available to all respondents. Once skills were developed, challenges persisted, most notably in finding ways to gain and maintain student engagement. In particular, respondents noted how difficult it was to use cameras in ways that students and teachers were comfortable with. Similarly, some difficulties persisted due to technological limitations, such as maintaining stable internet connections or carrying out practical tasks. Some benefits also became apparent though. Many respondents found new tools and platforms they actively enjoyed using, most notably quiz platforms and formative assessment tools. Indeed, it was notable that some respondents wished to carry on using aspects of remote teaching even once 'normal' teaching returned.

Extended periods of remote teaching may not occur again, but it could become a regular part of teaching more generally. For example, students who are unable to attend school for health issues may be able to access learning this way. Similarly, short-term school closures due to poor weather or building problems could lead to use of remote teaching. Therefore, thought should still be given to what the challenges were – and how they were overcome – as well as the opportunities. Indeed, this argument has been made by others, suggesting there is support for the idea of learning from the experiences of remote teaching in the pandemic (e.g., Munoz-Najar et al., 2022; Walker et al., 2022). Sharing ideas, developing best practice guidelines and school policies, and maintaining teachers' technical skills could all contribute to easier and better use of remote teaching in future. In doing this, it should ensure that teachers are not left to relearn and reinvent the approaches developed during the pandemic.

The role of parents

The role of parents during lockdown came through strongly in responses about student engagement and attainment. Many respondents described how support varied from family to family. It is important to acknowledge that very good reasons were given for this variability, such as work and other responsibilities, and unfamiliarity with the topics being taught. Some respondents described difficult aspects of parental involvement, with excessive help or a lack of support in maintaining discipline both cited relatively often. However, a strong signal was that of the benefits of parental involvement, with one respondent claiming that parental support "*had greater impact than the ability of the child*". Other research in which parents and carers themselves have been interviewed has suggested that, despite the challenges, many appreciated the involvement with their children's education (e.g., Bubb & Jones, 2020; Carpenter & Dunn, 2020). Hence, the overall picture was that parental involvement could be

beneficial. Moreover, it appeared that teachers in some schools – particularly in state schools and primary schools – had strongly increased engagement with parents during the pandemic.

The intensity of parental engagement experienced during the pandemic is unlikely to be needed in normal circumstances. However, the apparent benefits of closer links could be maintained and developed. Of course, it will not be possible or even desirable in every context, but if the foundations developed during the pandemic can be built upon, there may be opportunities for improved collaboration between schools, parents and students going forward.

Development of communities and training resources

A striking finding was the extent to which respondents benefited from collaboration with other teachers in their schools or other schools, their use of online communities, and their sharing of tips and resources. Indeed, the high response rate for the survey is, in itself, indicative of the desire to share experiences and tips. At a time when many teachers worked from home, or taught in “bubbles” in schools due to disease control measures, the importance of professional relationships became even more apparent.

Some respondents described the benefits of collaboration within their schools, for both professional and personal reasons: it helped to share ideas and to feel part of a community. Although the quotations are not reported above, some respondents described the opposite: a lack of collaboration within the school could *increase* feelings of isolation. Hence, finding ways to promote and enhance collaboration and community development within schools could be beneficial even outside of the pandemic.

The importance of social media groups, education news websites, blogs and other online resources also came through in some responses. In cases where within-school collaboration is not well developed, external resources can connect teachers to a wider network. In cases where there are good within-school networks, wider networks can help to bring in new ideas. Although one respondent noted a downside to this – it became difficult to evaluate the quality of information – on balance these resources were still considered to be important. Accordingly, there may well be a need to promote wider collaboration and idea sharing, outside of schools. Indeed, some of the other organisations involved in education, such as examination boards or government agencies, could help to facilitate this, adding in quality assurance as part of the offering.

The variability of experience

One of the motivating ideas behind the survey was to understand variation in experiences of the pandemic. Accordingly, throughout analysis of the responses, consideration was given as to whether the experiences appeared to be fairly universal or more variable. Some experiences seemed fairly universal: increased workloads, poorer wellbeing, and challenges of remote teaching seemed reasonably similar across different groups of respondents. However, others seemed quite variable, such as the extent of learning loss and availability of parental support. Although we explicitly looked at possible variation between locations, sectors and age groups, some responses talked about variability *within* schools and classes. Some variation therefore appeared structural, but some seemed more individual.

Accordingly, when considering impacts of the pandemic on education, the variability of experiences should be explicitly considered. Out of necessity, we may assume that some

experiences are universal: this has been seen in some discussion of learning loss, for example. However, if plans to help ameliorate impacts of learning loss make this assumption it may, at best, lead to inefficient distribution of support resources, and at worst lead to inappropriate support being offered. Conversely, there are some things that might truly apply more generally, such as the reported increases in teacher workload. Identifying what is a sector-wide issue, and what may be more down to individual schools (or even individual teachers) is challenging, but as impacts continue to be investigated and acted upon, caution is required to ensure assumptions made about variability – or lack thereof – are reasonable.

Opportunities for the future

The final observation here is that despite the extremely challenging circumstances faced during the pandemic, a number of respondents were actually quite positive about aspects of the experience. These included new online tools they liked, the opportunity to develop new technology skills, the communities that developed, or teaching methods that helped to engage students. This points to the idea that despite the challenges, there were opportunities that can be taken forward as normal school life resumes. Indeed, some have argued that the pandemic provides an opportunity to "build back better", rather than simply seeking to return to normal as quickly as possible (Zhao, 2022).

It is possible to see the period of teaching in the pandemic as an aberration, in which unusual circumstances called for unusual responses. However, if the good things can be identified and developed, they could lead to improvements in the longer term. Some may be larger-scale ideas, such as those discussed above about facilitating collaboration between teachers. Others, however, may be at the scale of individual teachers and classrooms, such as using continuing to use quiz tools that helped students to remain engaged. Hence, a final important finding here is that there were positive aspects, and these should be considered, and acted upon, so that 'normal' teaching can gain from the experiences.

Conclusions

A survey carried out by teachers from around the world helped to describe some of the experiences of teaching in the pandemic. The overall picture is of a challenging time for students and teachers, as they adapted to remote learning then adapted to in-person teaching with disease control measures in place. However, the picture is also of rapid development of new ways of working, development of new skills, and development of communities. The results present a snapshot of how things were in spring/summer 2021, a little over a year into the pandemic. Although more changes and challenges have occurred since then, we can still learn a great deal from these earlier reflections. We must be mindful that despite the relatively diverse sample of respondents, which provided the opportunity to identify both overall patterns and key sources of variation, that the findings cannot be said to be representative of all experiences, not least because certain groups were over-represented in the sample (independent schools, secondary schools, UK schools). We must also remember that, by its nature, the study provides subjective experiences of the teachers who responded. Nevertheless, even with these caveats, the responses provide both depth and diversity of experiences, helping us to understand where existing understanding of impacts seems accurate, and where effects may be more complex than generally acknowledged. This report serves as a repository of these responses, and can be returned to as further research questions arise, or as further topics require exploration. More importantly, however, it serves as a record of teachers' views and experiences of one of the most challenging and unusual periods of teaching in generations.

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Appendix: full results tables

Table 5. Responses to “How far ahead or behind in their curriculum learning do you feel most of your students are at the moment, compared to in a ‘typical’ year?”

		A long way ahead	A little ahead	Neither ahead nor behind	A little behind	A long way behind	Unsure
Overall	N	1	18	115	233	33	4
	%	0.2%	4.5%	28.5%	57.7%	8.2%	1.0%
RoW	N	1	6	62	116	17	3
	%	0.5%	2.9%	30.2%	56.6%	8.3%	1.5%
UK	N	0	12	53	117	16	1
	%	0.0%	6.0%	26.6%	58.8%	8.0%	0.5%
Independent	N	0	11	39	73	7	1
	%	0.0%	8.4%	29.8%	55.7%	5.3%	0.8%
State	N	0	1	14	44	9	0
	%	0.0%	1.5%	20.6%	64.7%	13.2%	0.0%
Primary	N	0	4	17	33	5	0
	%	0.0%	6.8%	28.8%	55.9%	8.5%	0.0%
Secondary	N	0	12	88	183	24	2
	%	0.0%	3.9%	28.5%	59.2%	7.8%	0.6%

Table 6. Responses to “As a rough estimate, how many months behind in their curriculum learning do you feel most of your students are at the moment?” Note that these results refer only to those respondents who responded to the previous question that their students were “a long way” or “a little” behind.

		0 months	1-2 months	3-4 months	5-6 months	7-8 months	9-10 months	11-12 months	Over 12 months
Overall	N	6	152	64	22	10	1	5	3
	%	2.3%	57.8%	24.3%	8.4%	3.8%	0.4%	1.9%	1.1%
RoW	N	2	81	36	5	6	0	0	1
	%	1.5%	61.8%	27.5%	3.8%	4.6%	0.0%	0.0%	0.8%
UK	N	4	71	28	17	4	1	5	2
	%	3.0%	53.8%	21.2%	12.9%	3.0%	0.8%	3.8%	1.5%
Independent	N	3	53	12	9	0	0	2	1
	%	3.8%	66.2%	15.0%	11.2%	0.0%	0.0%	2.5%	1.3%
State	N	1	18	16	8	4	1	3	1
	%	1.9%	34.6%	30.8%	15.4%	7.7%	1.9%	5.8%	1.9%
Primary	N	0	12	12	7	4	1	1	0
	%	0.0%	32.4%	32.4%	18.9%	10.8%	2.7%	2.7%	0.0%
Secondary	N	6	127	48	15	5	0	2	2
	%	2.9%	62.0%	23.4%	7.3%	2.4%	0.0%	1.0%	1.0%

Table 7. Responses to “As a rough estimate, how many months ahead in their curriculum learning do you feel most of your students are at the moment?” Note that these results refer only to those respondents who responded to the previous question that their students were “a long way” or “a little” ahead.

		0 months	1-2 months	3-4 months
Overall	N	2	14	3
	%	10.5%	73.7%	15.8%
RoW	N	2	4	1
	%	28.6%	57.1%	14.3%
UK	N	0	10	2
	%	0.0%	83.3%	16.7%
Independent	N	0	9	2
	%	0.0%	81.8%	18.2%
State	N	0	1	0
	%	0.0%	100.0%	0.0%
Primary	N	0	3	1
	%	0.0%	75.0%	25.0%
Secondary	N	2	8	2
	%	16.7%	66.7%	16.7%

Table 8. Responses to “How much has the educational gap between your most able and your least able students changed since the start of the pandemic?”

		Decreased a lot	Decreased a little	Neither decreased nor increased	Increased a little	Increased a lot	Unsure
Overall	N	7	31	74	173	102	17
	%	1.7%	7.7%	18.3%	42.8%	25.2%	4.2%
RoW	N	7	21	43	69	54	11
	%	3.4%	10.2%	21.0%	33.7%	26.3%	5.4%
UK	N	0	10	31	104	48	6
	%	0.0%	5.0%	15.6%	52.3%	24.1%	3.0%
Independent	N	0	6	28	70	23	4
	%	0.0%	4.6%	21.4%	53.4%	17.6%	3.1%
State	N	0	4	3	34	25	2
	%	0.0%	5.9%	4.4%	50.0%	36.8%	2.9%
Primary	N	1	7	13	21	14	3
	%	1.7%	11.9%	22.0%	35.6%	23.7%	5.1%
Secondary	N	4	20	50	141	82	12
	%	1.3%	6.5%	16.2%	45.6%	26.5%	3.9%

Table 9. Responses to “On average, how is the wellbeing of your students, compared to in a ‘typical’ year?”

		Much better	A little better	Neither better nor worse	A little worse	Much worse	Unsure
Overall	N	7	21	70	222	69	15
	%	1.7%	5.2%	17.3%	55.0%	17.1%	3.7%
RoW	N	6	17	44	97	32	9
	%	2.9%	8.3%	21.5%	47.3%	15.6%	4.4%
UK	N	1	4	26	125	37	6
	%	0.5%	2.0%	13.1%	62.8%	18.6%	3.0%
Independent	N	1	3	19	84	19	5
	%	0.8%	2.3%	14.5%	64.1%	14.5%	3.8%
State	N	0	1	7	41	18	1
	%	0.0%	1.5%	10.3%	60.3%	26.5%	1.5%
Primary	N	2	7	20	24	4	2
	%	3.4%	11.9%	33.9%	40.7%	6.8%	3.4%
Secondary	N	4	12	42	181	60	10
	%	1.3%	3.9%	13.6%	58.6%	19.4%	3.2%

Table 10. Responses to “On average, how is the wellbeing of teachers in your school, compared to in a ‘typical’ year?”

		Much better	A little better	Neither better nor worse	A little worse	Much worse	Unsure
Overall	N	13	4	70	214	96	7
	%	3.2%	1.0%	17.3%	53.0%	23.8%	1.7%
RoW	N	13	2	45	97	43	5
	%	6.3%	1.0%	22.0%	47.3%	21.0%	2.4%
UK	N	0	2	25	117	53	2
	%	0.0%	1.0%	12.6%	58.8%	26.6%	1.0%
Independent	N	0	1	17	82	29	2
	%	0.0%	0.8%	13.0%	62.6%	22.1%	1.5%
State	N	0	1	8	35	24	0
	%	0.0%	1.5%	11.8%	51.5%	35.3%	0.0%
Primary	N	5	2	16	26	9	1
	%	8.5%	3.4%	27.1%	44.1%	15.3%	1.7%
Secondary	N	7	1	50	164	82	5
	%	2.3%	0.3%	16.2%	53.1%	26.5%	1.6%

Table 11. Responses to “On average, how engaged are your students with their schoolwork, compared to in a ‘typical’ year?”

		Much more	A little more	Neither more nor less	A little less	Much less	Unsure
Overall	N	9	57	105	173	54	6
	%	2.2%	14.1%	26.0%	42.8%	13.4%	1.5%
RoW	N	4	27	43	89	41	1
	%	2.0%	13.2%	21.0%	43.4%	20.0%	0.5%
UK	N	5	30	62	84	13	5
	%	2.5%	15.1%	31.2%	42.2%	6.5%	2.5%
Independent	N	5	20	53	44	7	2
	%	3.8%	15.3%	40.5%	33.6%	5.3%	1.5%
State	N	0	10	9	40	6	3
	%	0.0%	14.7%	13.2%	58.8%	8.8%	4.4%
Primary	N	4	7	18	24	6	0
	%	6.8%	11.9%	30.5%	40.7%	10.2%	0.0%
Secondary	N	5	47	76	134	43	4
	%	1.6%	15.2%	24.6%	43.4%	13.9%	1.3%

Table 12. Responses to “How is your overall teaching workload, compared to in a ‘typical’ year?”

		Much less work	A little less work	Neither less nor more	A little more work	Much more work	Unsure
Overall	N	1	11	45	124	223	0
	%	0.2%	2.7%	11.1%	30.7%	55.2%	0.0%
RoW	N	0	5	31	66	103	0
	%	0.0%	2.4%	15.1%	32.2%	50.2%	0.0%
UK	N	1	6	14	58	120	0
	%	0.5%	3.0%	7.0%	29.1%	60.3%	0.0%
Independent	N	1	4	10	42	74	0
	%	0.8%	3.1%	7.6%	32.1%	56.5%	0.0%
State	N	0	2	4	16	46	0
	%	0.0%	2.9%	5.9%	23.5%	67.6%	0.0%
Primary	N	0	2	4	20	33	0
	%	0.0%	3.4%	6.8%	33.9%	55.9%	0.0%
Secondary	N	1	7	37	91	173	0
	%	0.3%	2.3%	12.0%	29.4%	56.0%	0.0%

Table 13. Responses to “On average, how much support have your students received from their parents during the pandemic?”

		A great deal of support	Quite a lot of support	Some support	A little support	No support	Unsure
Overall	N	29	115	152	53	11	44
	%	7.2%	28.5%	37.6%	13.1%	2.7%	10.9%
RoW	N	14	57	80	31	6	17
	%	6.8%	27.8%	39.0%	15.1%	2.9%	8.3%
UK	N	15	58	72	22	5	27
	%	7.5%	29.1%	36.2%	11.1%	2.5%	13.6%
Independent	N	12	42	50	7	3	17
	%	9.2%	32.1%	38.2%	5.3%	2.3%	13.0%
State	N	3	16	22	15	2	10
	%	4.4%	23.5%	32.4%	22.1%	2.9%	14.7%
Primary	N	12	22	15	5	2	3
	%	20.3%	37.3%	25.4%	8.5%	3.4%	5.1%
Secondary	N	13	85	122	43	9	37
	%	4.2%	27.5%	39.5%	13.9%	2.9%	12.0%

Table 14. Responses to “On average, how much support have teachers in your school received from students' parents during the pandemic?”

		A great deal of support	Quite a lot of support	Some support	A little support	No support	Unsure
Overall	N	27	63	131	93	59	31
	%	6.7%	15.6%	32.4%	23.0%	14.6%	7.7%
RoW	N	10	28	68	49	31	19
	%	4.9%	13.7%	33.2%	23.9%	15.1%	9.3%
UK	N	17	35	63	44	28	12
	%	8.5%	17.6%	31.7%	22.1%	14.1%	6.0%
Independent	N	12	22	41	24	21	11
	%	9.2%	16.8%	31.3%	18.3%	16.0%	8.4%
State	N	5	13	22	20	7	1
	%	7.4%	19.1%	32.4%	29.4%	10.3%	1.5%
Primary	N	7	12	19	14	5	2
	%	11.9%	20.3%	32.2%	23.7%	8.5%	3.4%
Secondary	N	18	42	97	74	52	26
	%	5.8%	13.6%	31.4%	23.9%	16.8%	8.4%

Table 15. Responses to “This school year, roughly what proportion of students in your school have had to self-isolate due to the pandemic?”

		0-20%	20-40%	40-60%	60-80%	80-100%	Unsure
Overall	N	209	64	26	11	20	74
	%	51.7%	15.8%	6.4%	2.7%	5.0%	18.3%
RoW	N	96	36	8	8	14	43
	%	46.8%	17.6%	3.9%	3.9%	6.8%	21.0%
UK	N	113	28	18	3	6	31
	%	56.8%	14.1%	9.0%	1.5%	3.0%	15.6%
Independent	N	84	15	5	1	3	23
	%	64.1%	11.5%	3.8%	0.8%	2.3%	17.6%
State	N	29	13	13	2	3	8
	%	42.6%	19.1%	19.1%	2.9%	4.4%	11.8%
Primary	N	29	11	3	2	3	11
	%	49.2%	18.6%	5.1%	3.4%	5.1%	18.6%
Secondary	N	158	52	21	9	15	54
	%	51.1%	16.8%	6.8%	2.9%	4.9%	17.5%

Table 16. Responses to “This school year, roughly what proportion of teachers have been absent from your school due to the pandemic (when your school was open)?”

		0-20%	20-40%	40-60%	60-80%	80-100%	Unsure
Overall	N	254	60	14	8	1	67
	%	62.9%	14.9%	3.5%	2.0%	0.2%	16.6%
RoW	N	119	32	9	5	1	39
	%	58.0%	15.6%	4.4%	2.4%	0.5%	19.0%
UK	N	135	28	5	3	0	28
	%	67.8%	14.1%	2.5%	1.5%	0.0%	14.1%
Independent	N	96	12	2	0	0	21
	%	73.3%	9.2%	1.5%	0.0%	0.0%	16.0%
State	N	39	16	3	3	0	7
	%	57.4%	23.5%	4.4%	4.4%	0.0%	10.3%
Primary	N	36	11	3	2	0	7
	%	61.0%	18.6%	5.1%	3.4%	0.0%	11.9%
Secondary	N	194	47	10	5	0	53
	%	62.8%	15.2%	3.2%	1.6%	0.0%	17.2%

Table 17. Responses to “Overall, how challenging have you found remote teaching to be?”

		Very easy	Somewhat easy	Neither easy nor challenging	Somewhat challenging	Very challenging	Unsure
Overall	N	9	35	27	225	68	0
	%	2.5%	9.6%	7.4%	61.8%	18.7%	0.0%
RoW	N	3	18	10	104	37	0
	%	1.7%	10.5%	5.8%	60.5%	21.5%	0.0%
UK	N	6	17	17	121	31	0
	%	3.1%	8.9%	8.9%	63.0%	16.1%	0.0%
Independent	N	6	14	14	80	14	0
	%	4.7%	10.9%	10.9%	62.5%	10.9%	0.0%
State	N	0	3	3	41	17	0
	%	0.0%	4.7%	4.7%	64.1%	26.6%	0.0%
Primary	N	1	2	3	30	12	0
	%	2.1%	4.2%	6.2%	62.5%	25.0%	0.0%
Secondary	N	8	32	22	173	50	0
	%	2.8%	11.2%	7.7%	60.7%	17.5%	0.0%

Table 18. Responses to “Overall, how much has usability of the online teaching platform hindered or facilitated your remote teaching?”

		Facilitated a lot	Facilitated a little	Neither facilitated nor hindered	Hindered a little	Hindered a lot	Unsure
Overall	N	142	65	39	88	27	3
	%	39.0%	17.9%	10.7%	24.2%	7.4%	0.8%
RoW	N	69	27	17	46	12	1
	%	40.1%	15.7%	9.9%	26.7%	7.0%	0.6%
UK	N	73	38	22	42	15	2
	%	38.0%	19.8%	11.5%	21.9%	7.8%	1.0%
Independent	N	56	25	16	23	7	1
	%	43.8%	19.5%	12.5%	18.0%	5.5%	0.8%
State	N	17	13	6	19	8	1
	%	26.6%	20.3%	9.4%	29.7%	12.5%	1.6%
Primary	N	15	12	6	9	4	2
	%	31.2%	25.0%	12.5%	18.8%	8.3%	4.2%
Secondary	N	118	49	31	70	16	1
	%	41.4%	17.2%	10.9%	24.6%	5.6%	0.4%

Table 19. Responses to “Overall, how much have student digital skills hindered or facilitated your remote teaching?”

		Facilitated a lot	Facilitated a little	Neither facilitated nor hindered	Hindered a little	Hindered a lot	Unsure
Overall	N	96	69	51	106	39	1
	%	26.5%	19.1%	14.1%	29.3%	10.8%	0.3%
RoW	N	59	33	22	37	19	1
	%	34.5%	19.3%	12.9%	21.6%	11.1%	0.6%
UK	N	37	36	29	69	20	0
	%	19.4%	18.8%	15.2%	36.1%	10.5%	0.0%
Independent	N	29	27	19	42	10	0
	%	22.8%	21.3%	15.0%	33.1%	7.9%	0.0%
State	N	8	9	10	27	10	0
	%	12.5%	14.1%	15.6%	42.2%	15.6%	0.0%
Primary	N	13	6	4	18	7	0
	%	27.1%	12.5%	8.3%	37.5%	14.6%	0.0%
Secondary	N	74	58	44	80	26	1
	%	26.1%	20.5%	15.5%	28.3%	9.2%	0.4%

Table 20. Responses to “Overall, how much have your own digital skills hindered or facilitated your remote teaching?”

		Facilitated a lot	Facilitated a little	Neither hindered nor facilitated	Hindered a little	Hindered a lot	Unsure
Overall	N	164	62	42	86	8	0
	%	45.3%	17.1%	11.6%	23.8%	2.2%	0.0%
RoW	N	97	21	17	35	2	0
	%	56.4%	12.2%	9.9%	20.3%	1.2%	0.0%
UK	N	67	41	25	51	6	0
	%	35.3%	21.6%	13.2%	26.8%	3.2%	0.0%
Independent	N	52	31	14	23	6	0
	%	41.3%	24.6%	11.1%	18.3%	4.8%	0.0%
State	N	15	10	11	28	0	0
	%	23.4%	15.6%	17.2%	43.8%	0.0%	0.0%
Primary	N	30	4	3	11	0	0
	%	62.5%	8.3%	6.2%	22.9%	0.0%	0.0%
Secondary	N	123	53	35	69	4	0
	%	43.3%	18.7%	12.3%	24.3%	1.4%	0.0%

Table 21. Responses to “Overall, how much has students’ access to technology hindered or facilitated your remote teaching?”

		Facilitated a lot	Facilitated a little	Neither hindered nor facilitated	Hindered a little	Hindered a lot	Unsure
Overall	N	138	34	42	105	43	2
	%	37.9%	9.3%	11.5%	28.8%	11.8%	0.5%
RoW	N	60	21	21	56	13	1
	%	34.9%	12.2%	12.2%	32.6%	7.6%	0.6%
UK	N	78	13	21	49	30	1
	%	40.6%	6.8%	10.9%	25.5%	15.6%	0.5%
Independent	N	68	10	18	22	9	1
	%	53.1%	7.8%	14.1%	17.2%	7.0%	0.8%
State	N	10	3	3	27	21	0
	%	15.6%	4.7%	4.7%	42.2%	32.8%	0.0%
Primary	N	17	4	7	10	10	0
	%	35.4%	8.3%	14.6%	20.8%	20.8%	0.0%
Secondary	N	111	26	29	88	29	2
	%	38.9%	9.1%	10.2%	30.9%	10.2%	0.7%

Table 22. Responses to “Overall, how much has student attendance hindered or facilitated your remote teaching?”

		Facilitated a lot	Facilitated a little	Neither hindered nor facilitated	Hindered a little	Hindered a lot	Unsure
Overall	N	63	35	69	127	67	1
	%	17.4%	9.7%	19.1%	35.1%	18.5%	0.3%
RoW	N	22	15	36	66	33	0
	%	12.8%	8.7%	20.9%	38.4%	19.2%	0.0%
UK	N	41	20	33	61	34	1
	%	21.6%	10.5%	17.4%	32.1%	17.9%	0.5%
Independent	N	33	16	28	38	10	1
	%	26.2%	12.7%	22.2%	30.2%	7.9%	0.8%
State	N	8	4	5	23	24	0
	%	12.5%	6.2%	7.8%	35.9%	37.5%	0.0%
Primary	N	10	3	11	14	9	1
	%	20.8%	6.2%	22.9%	29.2%	18.8%	2.1%
Secondary	N	51	30	52	99	53	0
	%	17.9%	10.5%	18.2%	34.7%	18.6%	0.0%

Table 23. Responses to “Overall, how much has student engagement hindered or facilitated your remote teaching?”

		Facilitated a lot	Facilitated a little	Neither hindered nor facilitated	Hindered a little	Hindered a lot	Unsure
Overall	N	46	34	43	144	92	1
	%	12.8%	9.4%	11.9%	40.0%	25.6%	0.3%
RoW	N	14	18	17	72	49	0
	%	8.2%	10.6%	10.0%	42.4%	28.8%	0.0%
UK	N	32	16	26	72	43	1
	%	16.8%	8.4%	13.7%	37.9%	22.6%	0.5%
Independent	N	24	13	24	50	15	1
	%	18.9%	10.2%	18.9%	39.4%	11.8%	0.8%
State	N	8	3	2	22	28	0
	%	12.7%	4.8%	3.2%	34.9%	44.4%	0.0%
Primary	N	7	8	8	12	12	0
	%	14.9%	17.0%	17.0%	25.5%	25.5%	0.0%
Secondary	N	38	23	32	115	74	0
	%	13.5%	8.2%	11.3%	40.8%	26.2%	0.0%

Table 24. Responses to “When teaching remotely, how often did you do the following things compared to when teaching face-to-face in a ‘typical’ year?: Taught my students strategies to help them become independent learners.”

		Much more	A little more	Neither less nor more	A little less	Much less	N/A
Overall	N	59	145	87	48	22	3
	%	16.2%	39.8%	23.9%	13.2%	6.0%	0.8%
RoW	N	36	76	30	23	6	1
	%	20.9%	44.2%	17.4%	13.4%	3.5%	0.6%
UK	N	23	69	57	25	16	2
	%	12.0%	35.9%	29.7%	13.0%	8.3%	1.0%
Independent	N	13	48	37	18	10	2
	%	10.2%	37.5%	28.9%	14.1%	7.8%	1.6%
State	N	10	21	20	7	6	0
	%	15.6%	32.8%	31.2%	10.9%	9.4%	0.0%
Primary	N	11	16	8	9	4	0
	%	22.9%	33.3%	16.7%	18.8%	8.3%	0.0%
Secondary	N	44	117	73	35	14	2
	%	15.4%	41.1%	25.6%	12.3%	4.9%	0.7%

Table 25. Responses to “When teaching remotely, how often did you do the following things compared to when teaching face-to-face in a ‘typical’ year?: Provided my students with individualised feedback.”

		Much more	A little more	Neither less nor more	A little less	Much less	N/A
Overall	N	56	96	116	71	23	2
	%	15.4%	26.4%	31.9%	19.5%	6.3%	0.5%
RoW	N	34	47	51	33	7	0
	%	19.8%	27.3%	29.7%	19.2%	4.1%	0.0%
UK	N	22	49	65	38	16	2
	%	11.5%	25.5%	33.9%	19.8%	8.3%	1.0%
Independent	N	14	34	49	20	9	2
	%	10.9%	26.6%	38.3%	15.6%	7.0%	1.6%
State	N	8	15	16	18	7	0
	%	12.5%	23.4%	25.0%	28.1%	10.9%	0.0%
Primary	N	11	11	17	7	2	0
	%	22.9%	22.9%	35.4%	14.6%	4.2%	0.0%
Secondary	N	39	78	92	55	20	1
	%	13.7%	27.4%	32.3%	19.3%	7.0%	0.4%

Table 26. Responses to “When teaching remotely, how often did you do the following things compared to when teaching face-to-face in a ‘typical’ year?: Used formative assessment to check my students’ learning and monitor their progress.”

		Much more	A little more	Neither less nor more	A little less	Much less	N/A
Overall	N	41	92	136	68	23	4
	%	11.3%	25.3%	37.4%	18.7%	6.3%	1.1%
RoW	N	31	49	58	27	5	2
	%	18.0%	28.5%	33.7%	15.7%	2.9%	1.2%
UK	N	10	43	78	41	18	2
	%	5.2%	22.4%	40.6%	21.4%	9.4%	1.0%
Independent	N	5	35	58	20	8	2
	%	3.9%	27.3%	45.3%	15.6%	6.2%	1.6%
State	N	5	8	20	21	10	0
	%	7.8%	12.5%	31.2%	32.8%	15.6%	0.0%
Primary	N	9	9	16	9	5	0
	%	18.8%	18.8%	33.3%	18.8%	10.4%	0.0%
Secondary	N	28	78	109	52	17	1
	%	9.8%	27.4%	38.2%	18.2%	6.0%	0.4%

Table 27. Responses to “When teaching remotely, how often did you do the following things compared to when teaching face-to-face in a ‘typical’ year?: Engaged my students in collaborative tasks.”

		Much more	A little more	Neither less nor more	A little less	Much less	N/A
Overall	N	24	43	73	117	100	7
	%	6.6%	11.8%	20.1%	32.1%	27.5%	1.9%
RoW	N	18	27	34	52	36	5
	%	10.5%	15.7%	19.8%	30.2%	20.9%	2.9%
UK	N	6	16	39	65	64	2
	%	3.1%	8.3%	20.3%	33.9%	33.3%	1.0%
Independent	N	6	11	32	46	31	2
	%	4.7%	8.6%	25.0%	35.9%	24.2%	1.6%
State	N	0	5	7	19	33	0
	%	0.0%	7.8%	10.9%	29.7%	51.6%	0.0%
Primary	N	5	3	8	16	16	0
	%	10.4%	6.2%	16.7%	33.3%	33.3%	0.0%
Secondary	N	16	35	58	93	78	5
	%	5.6%	12.3%	20.4%	32.6%	27.4%	1.8%

Table 28. Responses to “When teaching remotely, how often did you do the following things compared to when teaching face-to-face in a ‘typical’ year?: Engaged my students in tasks that require critical thinking.”

		Much more	A little more	Neither less nor more	A little less	Much less	N/A
Overall	N	17	60	176	84	20	7
	%	4.7%	16.5%	48.4%	23.1%	5.5%	1.9%
RoW	N	13	41	76	33	6	3
	%	7.6%	23.8%	44.2%	19.2%	3.5%	1.7%
UK	N	4	19	100	51	14	4
	%	2.1%	9.9%	52.1%	26.6%	7.3%	2.1%
Independent	N	2	13	74	28	8	3
	%	1.6%	10.2%	57.8%	21.9%	6.2%	2.3%
State	N	2	6	26	23	6	1
	%	3.1%	9.4%	40.6%	35.9%	9.4%	1.6%
Primary	N	3	7	22	11	5	0
	%	6.2%	14.6%	45.8%	22.9%	10.4%	0.0%
Secondary	N	12	47	138	69	14	5
	%	4.2%	16.5%	48.4%	24.2%	4.9%	1.0%

Table 29. Responses to “When teaching remotely, how often did you do the following things compared to when teaching face-to-face in a ‘typical’ year?: Elicited new content rather than transmitted it.”

		Much more	A little more	Neither less nor more	A little less	Much less	N/A
Overall	N	15	77	152	86	20	13
	%	4.1%	21.2%	41.9%	23.7%	5.5%	3.6%
RoW	N	14	46	67	34	6	4
	%	8.2%	26.9%	39.2%	19.9%	3.5%	2.3%
UK	N	1	31	85	52	14	9
	%	0.5%	16.1%	44.3%	27.1%	7.3%	4.7%
Independent	N	0	22	57	35	6	8
	%	0.0%	17.2%	44.5%	27.3%	4.7%	6.2%
State	N	1	9	28	17	8	1
	%	1.6%	14.1%	43.8%	26.6%	12.5%	1.6%
Primary	N	1	11	26	9	1	0
	%	2.1%	22.9%	54.2%	18.8%	2.1%	0.0%
Secondary	N	11	57	118	68	19	11
	%	3.9%	20.1%	41.5%	23.9%	6.7%	3.9%

Table 30. Responses to “When teaching remotely, how often did you do the following things compared to when teaching face-to-face in a ‘typical’ year?: Differentiated the learning material to cater for the needs of students of different abilities.”

		Much more	A little more	Neither less nor more	A little less	Much less	N/A
Overall	N	29	81	123	108	19	4
	%	8.0%	22.3%	33.8%	29.7%	5.2%	1.1%
RoW	N	16	49	50	44	10	3
	%	9.3%	28.5%	29.1%	25.6%	5.8%	1.7%
UK	N	13	32	73	64	9	1
	%	6.8%	16.7%	38.0%	33.3%	4.7%	0.5%
Independent	N	8	20	53	41	5	1
	%	6.2%	15.6%	41.4%	32.0%	3.9%	0.8%
State	N	5	12	20	23	4	0
	%	7.8%	18.8%	31.2%	35.9%	6.2%	0.0%
Primary	N	9	11	15	11	2	0
	%	18.8%	22.9%	31.2%	22.9%	4.2%	0.0%
Secondary	N	17	62	102	86	15	3
	%	6.0%	21.8%	35.8%	30.2%	5.3%	1.1%

Table 31. Responses to “Did you receive any training on how to deliver remote education?”

		Yes	No
Overall	N	236	127
	%	65.0%	35.0%
RoW	N	110	62
	%	64.0%	36.0%
UK	N	126	65
	%	66.0%	34.0%
Independent	N	85	42
	%	66.9%	33.1%
State	N	41	23
	%	64.1%	35.9%
Primary	N	32	16
	%	66.7%	33.3%
Secondary	N	181	103
	%	63.7%	36.3%

Table 32. "Responses to “If you received training on how to deliver remote education, how satisfied are you with it?”

		Very satisfied	Slightly satisfied	Neither dissatisfied nor satisfied	Slightly dissatisfied	Very dissatisfied	Unsure	I did not receive training
Overall	N	92	76	30	28	13	4	72
	%	29.2%	24.1%	9.5%	8.9%	4.1%	1.3%	22.9%
RoW	N	50	32	7	18	6	1	30
	%	34.7%	22.2%	4.9%	12.5%	4.2%	0.7%	20.8%
UK	N	42	44	23	10	7	3	42
	%	24.6%	25.7%	13.5%	5.8%	4.1%	1.8%	24.6%
Independent	N	27	33	14	6	5	2	30
	%	23.1%	28.2%	12.0%	5.1%	4.3%	1.7%	25.6%
State	N	15	11	9	4	2	1	12
	%	27.8%	20.4%	16.7%	7.4%	3.7%	1.9%	22.2%
Primary	N	15	13	4	0	2	0	8
	%	35.7%	31.0%	9.5%	0.0%	4.8%	0.0%	19.0%
Secondary	N	67	57	22	26	10	4	60
	%	27.2%	23.2%	8.9%	10.6%	4.1%	1.6%	24.4%

Table 33. Responses to “Have you, or your school, made any changes to the taught curriculum, when your school has been closed”

		No changes at all	Minor changes	Moderate changes	Major changes	Completely changed the curriculum	N/A
Overall	N	69	120	130	41	5	10
	%	18.4%	32.0%	34.7%	10.9%	1.3%	2.7%
RoW	N	42	51	68	17	1	7
	%	22.6%	27.4%	36.6%	9.1%	0.5%	3.8%
UK	N	27	69	62	24	4	3
	%	14.3%	36.5%	32.8%	12.7%	2.1%	1.6%
Independent	N	21	47	37	13	4	2
	%	16.9%	37.9%	29.8%	10.5%	3.2%	1.6%
State	N	6	22	25	11	0	1
	%	9.2%	33.8%	38.5%	16.9%	0.0%	1.5%
Primary	N	6	13	20	10	2	1
	%	11.5%	25.0%	38.5%	19.2%	3.8%	1.9%
Secondary	N	56	95	100	29	3	8
	%	19.2%	32.6%	34.4%	10.0%	1.0%	2.7%

Table 34. Responses to “Have you, or your school, made any changes to the taught curriculum, when your school has been open”

		No changes at all	Minor changes	Moderate changes	Major changes	Completely changed the curriculum	N/A
Overall	N	105	127	98	27	2	16
	%	28.0%	33.9%	26.1%	7.2%	0.5%	4.3%
RoW	N	63	48	49	11	1	14
	%	33.9%	25.8%	26.3%	5.9%	0.5%	7.5%
UK	N	42	79	49	16	1	2
	%	22.2%	41.8%	25.9%	8.5%	0.5%	1.1%
Independent	N	33	52	29	8	1	1
	%	26.6%	41.9%	23.4%	6.5%	0.8%	0.8%
State	N	9	27	20	8	0	1
	%	13.8%	41.5%	30.8%	12.3%	0.0%	1.5%
Primary	N	12	12	19	5	1	3
	%	23.1%	23.1%	36.5%	9.6%	1.9%	5.8%
Secondary	N	85	100	74	19	1	12
	%	29.2%	34.4%	25.4%	6.5%	0.3%	4.1%

Table 35. Responses to “What has your teaching focused upon in face-to-face teaching pre-pandemic?”

		Mainly consolidation	Equal mixture	Mainly new content	N/A
Overall	N	5	212	153	5
	%	1.3%	56.5%	40.8%	1.3%
RoW	N	3	121	58	4
	%	1.6%	65.1%	31.2%	2.2%
UK	N	2	91	95	1
	%	1.1%	48.1%	50.3%	0.0%
Independent	N	0	64	60	0
	%	0.0%	51.6%	48.4%	0.0%
State	N	2	27	35	1
	%	3.1%	41.5%	53.8%	1.5%
Primary	N	0	33	18	1
	%	0.0%	63.5%	34.6%	1.9%
Secondary	N	3	157	127	4
	%	1.0%	54.0%	43.6%	1.4%

Table 36. Responses to “What has your teaching focused upon in face-to-face teaching during the pandemic?”

		Mainly consolidation	Equal mixture	Mainly new content	N/A
Overall	N	13	218	119	25
	%	3.5%	58.1%	31.7%	6.7%
RoW	N	9	109	46	22
	%	4.8%	58.6%	24.7%	11.8%
UK	N	4	109	73	3
	%	2.1%	57.7%	38.6%	1.6%
Independent	N	1	76	45	2
	%	0.8%	61.3%	36.3%	1.6%
State	N	3	33	28	1
	%	4.6%	50.8%	43.1%	1.5%
Primary	N	2	33	13	4
	%	3.8%	63.5%	25.0%	7.7%
Secondary	N	9	164	98	20
	%	3.1%	56.4%	33.7%	6.9%

Table 37. Responses to “What has your teaching focused upon in remote teaching during the pandemic?”

		Mainly consolidation	Equal mixture	Mainly new content	N/A
Overall	N	37	218	113	7
	%	9.9%	58.1%	30.1%	1.9%
RoW	N	18	114	49	5
	%	9.7%	61.3%	26.3%	2.7%
UK	N	19	104	64	2
	%	10.1%	55.0%	33.9%	1.1%
Independent	N	9	75	40	0
	%	7.3%	60.5%	32.3%	0.0%
State	N	10	29	24	2
	%	15.4%	44.6%	36.9%	3.1%
Primary	N	10	29	11	2
	%	19.2%	55.8%	21.2%	3.8%
Secondary	N	23	165	99	4
	%	7.9%	56.7%	34.0%	1.4%

Table 38. Responses to “Which of the following apply to your school, when it is closed due to the pandemic?”

		Live lessons, all cameras on	Live lessons, only teacher camera on	Live lessons, no cameras on	Pre-recorded lessons	Neither live nor pre-recorded lessons	Change order of content	Focus on core subjects	N/A - not closed
Overall	N	211	161	40	66	8	82	33	25
	%	56.3%	42.9%	10.7%	17.6%	2.1%	21.9%	8.8%	6.7%
RoW	N	115	64	22	37	4	41	24	12
	%	61.8%	34.4%	11.8%	19.9%	2.2%	22.0%	12.9%	6.5%
UK	N	96	97	18	29	4	41	9	13
	%	50.8%	51.3%	9.5%	15.3%	2.1%	21.7%	4.8%	6.9%
Independent	N	77	59	10	17	2	25	0	6
	%	62.1%	47.6%	8.1%	13.7%	1.6%	20.2%	0.0%	4.8%
State	N	19	38	8	12	2	16	9	7
	%	29.2%	58.5%	12.3%	18.5%	3.1%	24.6%	13.8%	10.8%
Primary	N	43	2	5	20	3	16	18	9
	%	82.7%	3.8%	9.6%	38.5%	5.8%	30.8%	34.6%	17.3%
Secondary	N	148	146	33	39	4	62	13	14
	%	50.9%	50.2%	11.3%	13.4%	1.4%	21.3%	4.5%	4.8%

Table 39. Responses to “Which of the following apply to your school, when it is open during the pandemic?”

		Concurrently face-to-face and remote	Only face-to-face	Additional small groups	School day extended for learning	School day extended for wellbeing	Change order of content	Focus on core subjects	Not open
Overall	N	228	101	83	19	17	59	19	34
	%	60.8%	26.9%	22.1%	5.1%	4.5%	15.7%	5.1%	9.1%
RoW	N	106	43	38	16	12	22	14	28
	%	57.0%	23.1%	20.4%	8.6%	6.5%	11.8%	7.5%	15.1%
UK	N	122	58	45	3	5	37	5	6
	%	64.6%	30.7%	23.8%	1.6%	2.6%	19.6%	2.6%	3.2%
Independent	N	94	24	24	2	5	25	1	4
	%	75.8%	19.4%	19.4%	1.6%	4.0%	20.2%	0.8%	3.2%
State	N	28	34	21	1	0	12	4	2
	%	43.1%	52.3%	32.3%	1.5%	0.0%	18.5%	6.2%	3.1%
Primary	N	19	22	20	1	2	17	12	5
	%	36.5%	42.3%	38.5%	1.9%	3.8%	32.7%	23.1%	9.6%
Secondary	N	188	70	59	17	15	39	7	26
	%	64.6%	24.1%	20.3%	5.8%	5.2%	13.4%	2.4%	8.9%

Table 40. Responses to “On average, this school year, how often have you done the following, compared to in a ‘typical’ year?: Communicated with my students’ parents.”

		Much more	A little more	Neither less nor more	A little less	Much less	N/A
Overall	N	84	125	113	32	16	5
	%	22.4%	33.3%	30.1%	8.5%	4.3%	1.3%
RoW	N	49	61	46	18	8	4
	%	26.3%	32.8%	24.7%	9.7%	4.3%	2.2%
UK	N	35	64	67	14	8	1
	%	18.5%	33.9%	35.4%	7.4%	4.2%	0.5%
Independent	N	15	44	49	11	4	1
	%	12.1%	35.5%	39.5%	8.9%	3.2%	0.8%
State	N	20	20	18	3	4	0
	%	30.8%	30.8%	27.7%	4.6%	6.2%	0.0%
Primary	N	27	9	12	3	1	0
	%	51.9%	17.3%	23.1%	5.8%	1.9%	0.0%
Secondary	N	54	100	92	27	14	4
	%	18.6%	34.4%	31.6%	9.3%	4.8%	1.4%

Table 41. Responses to “On average, this school year, how often have you done the following, compared to in a ‘typical’ year?: Provided parents with guidance and/or resources.”

		Much more	A little more	Neither less nor more	A little less	Much less	N/A
Overall	N	84	114	125	24	10	18
	%	22.4%	30.4%	33.3%	6.4%	2.7%	4.8%
RoW	N	42	54	60	13	7	10
	%	22.6%	29.0%	32.3%	7.0%	3.8%	5.4%
UK	N	42	60	65	11	3	8
	%	22.2%	31.7%	34.4%	5.8%	1.6%	4.2%
Independent	N	19	39	49	8	1	8
	%	15.3%	31.5%	39.5%	6.5%	0.8%	6.5%
State	N	23	21	16	3	2	0
	%	35.4%	32.3%	24.6%	4.6%	3.1%	0.0%
Primary	N	32	11	7	1	0	1
	%	61.5%	21.2%	13.5%	1.9%	0.0%	1.9%
Secondary	N	47	88	106	23	10	17
	%	16.2%	30.2%	36.4%	7.9%	3.4%	5.8%

Table 42. Responses to “On average, this school year, how often have you done the following, compared to in a ‘typical’ year?: Used formative assessment to check my students’ learning and monitor their progress.”

		Much more	A little more	Neither less nor more	A little less	Much less	N/A
Overall	N	41	103	150	65	12	4
	%	10.9%	27.5%	40.0%	17.3%	3.2%	1.0%
RoW	N	31	58	66	24	5	2
	%	16.7%	31.2%	35.5%	12.9%	2.7%	1.1%
UK	N	10	45	84	41	7	2
	%	5.3%	23.8%	44.4%	21.7%	3.7%	1.1%
Independent	N	6	35	57	22	3	1
	%	4.8%	28.2%	46.0%	17.7%	2.4%	0.8%
State	N	4	10	27	19	4	1
	%	6.2%	15.4%	41.5%	29.2%	6.2%	1.5%
Primary	N	6	16	17	12	1	0
	%	11.5%	30.8%	32.7%	23.1%	1.9%	0.0%
Secondary	N	33	78	120	49	10	1
	%	11.3%	26.8%	41.2%	16.8%	3.4%	0.3%

Table 43. Responses to “On average, this school year, how often have you done the following, compared to in a ‘typical’ year?: Engaged my students in collaborative tasks.”

		Much more	A little more	Neither less nor more	A little less	Much less	N/A
Overall	N	23	49	98	134	64	7
	%	6.1%	13.1%	26.1%	35.7%	17.1%	1.9%
RoW	N	18	31	49	64	19	5
	%	9.7%	16.7%	26.3%	34.4%	10.2%	2.7%
UK	N	5	18	49	70	45	2
	%	2.6%	9.5%	25.9%	37.0%	23.8%	1.1%
Independent	N	4	14	37	44	23	2
	%	3.2%	11.3%	29.8%	35.5%	18.5%	1.6%
State	N	1	4	12	26	22	0
	%	1.5%	6.2%	18.5%	40.0%	33.8%	0.0%
Primary	N	4	6	10	21	10	1
	%	7.7%	11.5%	19.2%	40.4%	19.2%	1.9%
Secondary	N	18	36	79	104	50	4
	%	6.2%	12.4%	27.1%	35.7%	17.2%	1.4%

Table 44. Responses to “On average, this school year, how often have you done the following, compared to in a ‘typical’ year?: Engaged my students in tasks that require critical thinking.”

		Much more	A little more	Neither less nor more	A little less	Much less	N/A
Overall	N	17	68	182	88	13	7
	%	4.5%	18.1%	48.5%	23.5%	3.5%	1.9%
RoW	N	13	49	81	35	4	4
	%	7.0%	26.3%	43.5%	18.8%	2.2%	2.2%
UK	N	4	19	101	53	9	3
	%	2.1%	10.1%	53.4%	28.0%	4.8%	1.6%
Independent	N	3	15	68	32	4	2
	%	2.4%	12.1%	54.8%	25.8%	3.2%	1.6%
State	N	1	4	33	21	5	1
	%	1.5%	6.2%	50.8%	32.3%	7.7%	1.5%
Primary	N	1	11	26	12	2	0
	%	1.9%	21.2%	50.0%	23.1%	3.8%	0.0%
Secondary	N	14	51	139	72	10	5
	%	4.8%	17.5%	47.8%	24.7%	3.4%	1.7%

Table 45. Responses to “On average, this school year, how often have you done the following, compared to in a ‘typical’ year?: Used a student-centred approach to teaching.”

		Much more	A little more	Neither less nor more	A little less	Much less	N/A
Overall	N	30	88	156	69	22	10
	%	8.0%	23.5%	41.6%	18.4%	5.9%	2.7%
RoW	N	23	45	69	30	13	6
	%	12.4%	24.2%	37.1%	16.1%	7.0%	3.2%
UK	N	7	43	87	39	9	4
	%	3.7%	22.8%	46.0%	20.6%	4.8%	2.1%
Independent	N	4	28	59	26	4	3
	%	3.2%	22.6%	47.6%	21.0%	3.2%	2.4%
State	N	3	15	28	13	5	1
	%	4.6%	23.1%	43.1%	20.0%	7.7%	1.5%
Primary	N	0	5	15	20	12	0
	%	0.0%	9.6%	28.8%	38.5%	23.1%	0.0%
Secondary	N	21	23	63	123	54	7
	%	7.2%	7.9%	21.6%	42.3%	18.6%	2.4%

Table 46. Responses to “On average, this school year, how often have you done the following, compared to in a ‘typical’ year?: Supported students from socially disadvantaged backgrounds.”

		Much more	A little more	Neither less nor more	A little less	Much less	N/A
Overall	N	44	68	147	23	8	85
	%	11.7%	18.1%	39.2%	6.1%	2.1%	22.7%
RoW	N	24	28	70	15	4	45
	%	12.9%	15.1%	37.6%	8.1%	2.2%	24.2%
UK	N	20	40	77	8	4	40
	%	10.6%	21.2%	40.7%	4.2%	2.1%	21.2%
Independent	N	3	22	57	1	1	40
	%	2.4%	17.7%	46.0%	0.8%	0.8%	32.3%
State	N	17	18	20	7	3	0
	%	26.2%	27.7%	30.8%	10.8%	4.6%	0.0%
Primary	N	8	12	15	1	0	16
	%	15.4%	23.1%	28.8%	1.9%	0.0%	30.8%
Secondary	N	35	49	119	20	8	60
	%	12.0%	16.8%	40.9%	6.9%	2.7%	20.6%

Table 47. Responses to “On average, this school year, how often have you done the following, compared to in a ‘typical’ year?: Used techniques to manage student behaviour.”

		Much more	A little more	Neither less nor more	A little less	Much less	N/A
Overall	N	35	67	162	59	34	18
	%	9.3%	17.9%	43.2%	15.7%	9.1%	4.8%
RoW	N	25	49	71	21	13	7
	%	13.4%	26.3%	38.2%	11.3%	7.0%	3.8%
UK	N	10	18	91	38	21	11
	%	5.3%	9.5%	48.1%	20.1%	11.1%	5.8%
Independent	N	2	10	62	27	12	11
	%	1.6%	8.1%	50.0%	21.8%	9.7%	8.9%
State	N	8	8	29	11	9	0
	%	12.3%	12.3%	44.6%	16.9%	13.8%	0.0%
Primary	N	8	12	21	7	3	1
	%	15.4%	23.1%	40.4%	13.5%	5.8%	1.9%
Secondary	N	26	49	127	44	29	16
	%	8.9%	16.8%	43.6%	15.1%	10.0%	5.5%

Table 48. Responses to “Have the practices that you/your school currently use to support your students changed from those used in the early stages of the pandemic?”

		More or less the same	Slightly different	Moderately different	Very different	Completely different	Unsure
Overall	N	62	94	132	55	19	13
	%	16.5%	25.1%	35.2%	14.7%	5.1%	3.5%
RoW	N	24	48	69	28	9	8
	%	12.9%	25.8%	37.1%	15.1%	4.8%	4.3%
UK	N	38	46	63	27	10	5
	%	20.1%	24.3%	33.3%	14.3%	5.3%	2.6%
Independent	N	31	34	41	11	2	5
	%	25.0%	27.4%	33.1%	8.9%	1.6%	4.0%
State	N	7	12	22	16	8	0
	%	10.8%	18.5%	33.8%	24.6%	12.3%	0.0%
Primary	N	7	8	23	12	1	1
	%	13.5%	15.4%	44.2%	23.1%	1.9%	1.9%
Secondary	N	51	78	98	39	16	9
	%	17.5%	26.8%	33.7%	13.4%	5.5%	3.1%

Table 49. Responses to “How influential have the following been on the practices that you use to support your students during the pandemic?: Guidance from senior leadership in my school.”

		Extremely influential	Very influential	Moderately influential	A little influential	Not influential at all	N/A
Overall	N	55	107	85	86	27	15
	%	14.7%	28.5%	22.7%	22.9%	7.2%	4.0%
RoW	N	32	47	47	34	15	11
	%	17.2%	25.3%	25.3%	18.3%	8.1%	5.9%
UK	N	23	60	38	52	12	4
	%	12.2%	31.7%	20.1%	27.5%	6.3%	2.1%
Independent	N	9	42	24	38	7	4
	%	7.3%	33.9%	19.4%	30.6%	5.6%	3.2%
State	N	14	18	14	14	5	0
	%	21.5%	27.7%	21.5%	21.5%	7.7%	0.0%
Primary	N	12	14	14	6	3	3
	%	23.1%	26.9%	26.9%	11.5%	5.8%	5.8%
Secondary	N	40	83	63	71	23	11
	%	13.7%	28.5%	21.6%	24.4%	7.9%	3.8%

Table 50. Responses to “How influential have the following been on the practices that you use to support your students during the pandemic?: Conversations with teachers at my school.”

		Extremely influential	Very influential	Moderately influential	A little influential	Not influential at all	N/A
Overall	N	56	131	117	56	12	3
	%	14.9%	34.9%	31.2%	14.9%	3.2%	0.8%
RoW	N	30	62	55	30	6	3
	%	16.1%	33.3%	29.6%	16.1%	3.2%	1.6%
UK	N	26	69	62	26	6	0
	%	13.8%	36.5%	32.8%	13.8%	3.2%	0.0%
Independent	N	13	50	41	15	5	0
	%	10.5%	40.3%	33.1%	12.1%	4.0%	0.0%
State	N	13	19	21	11	1	0
	%	20.0%	29.2%	32.3%	16.9%	1.5%	0.0%
Primary	N	13	21	9	7	1	1
	%	25.0%	40.4%	17.3%	13.5%	1.9%	1.9%
Secondary	N	37	98	97	47	10	2
	%	12.7%	33.7%	33.3%	16.2%	3.4%	0.7%

Table 51. Responses to “How influential have the following been on the practices that you use to support your students during the pandemic?: Conversations with teachers from other schools.”

		Extremely influential	Very influential	Moderately influential	A little influential	Not influential at all	N/A
Overall	N	15	35	78	87	91	69
	%	4.0%	9.3%	20.8%	23.2%	24.3%	18.4%
RoW	N	10	18	41	45	32	40
	%	5.4%	9.7%	22.0%	24.2%	17.2%	21.5%
UK	N	5	17	37	42	59	29
	%	2.6%	9.0%	19.6%	22.2%	31.2%	15.3%
Independent	N	2	8	23	27	41	23
	%	1.6%	6.5%	18.5%	21.8%	33.1%	18.5%
State	N	3	9	14	15	18	6
	%	4.6%	13.8%	21.5%	23.1%	27.7%	9.2%
Primary	N	2	6	15	13	5	11
	%	3.8%	11.5%	28.8%	25.0%	9.6%	21.2%
Secondary	N	11	25	59	65	78	53
	%	3.8%	8.6%	20.3%	22.3%	26.8%	18.2%

Table 52. Responses to “How influential have the following been on the practices that you use to support your students during the pandemic?: Conversations with parents.”

		Extremely influential	Very influential	Moderately influential	A little influential	Not influential at all	N/A
Overall	N	22	49	86	121	69	28
	%	5.9%	13.1%	22.9%	32.3%	18.4%	7.5%
RoW	N	16	31	48	47	30	14
	%	8.6%	16.7%	25.8%	25.3%	16.1%	7.5%
UK	N	6	18	38	74	39	14
	%	3.2%	9.5%	20.1%	39.2%	20.6%	7.4%
Independent	N	1	12	26	50	26	9
	%	0.8%	9.7%	21.0%	40.3%	21.0%	7.3%
State	N	5	6	12	24	13	5
	%	7.7%	9.2%	18.5%	36.9%	20.0%	7.7%
Primary	N	5	11	20	11	2	3
	%	9.6%	21.2%	38.5%	21.2%	3.8%	5.8%
Secondary	N	16	34	56	99	64	22
	%	5.5%	11.7%	19.2%	34.0%	22.0%	7.6%

Appendix: survey

Cambridge Assessment

Covid-19 impacts: teacher survey

Introduction

Dear Teacher,

This research is being carried out by the Research Division at Cambridge Assessment, a department of the University of Cambridge. We are working in collaboration with our colleagues at the Centre for Evaluation and Monitoring (CEM) to better understand the educational challenges posed by the pandemic and how schools have responded to them.

We would be grateful if you could complete the following survey, which should take approximately 10 to 15 minutes. Upon completion of this research, we will share the overall findings with all schools that participate. We hope that the findings will provide useful evidence for teachers and schools as they seek to understand the ongoing impacts of the disruption, and as they develop strategies to support their students.

All the data collected as part of this research will be anonymised, and will be stored and processed in accordance with the Data Protection Act.

We hope that you will choose to take part in this research into this important topic. If you have any questions before, or after, taking part, you can contact us directly at constantinou.f@cambridgeassessment.org.uk

Thank you for your time and support.

Dr Filio Constantinou and Dr Matthew Carroll

Research Division

Cambridge Assessment

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Cambridge Assessment

Covid-19 impacts: teacher survey

Consent

To proceed to the survey, please read the following statements and indicate whether you agree to take part.

• I understand that my participation is voluntary. I understand that, as no personal information will be collected as part of the study, I will be unable to withdraw after I have submitted my response.

• You will be invited to provide your name and email address at the end of the survey to express interest in participating in a follow-up study. These personal details will be separated from your data as soon as it is practical to do this, and before any analysis is carried out.

• I understand that if I choose to give my name and email address at the end, to express my interest in a follow-up study, this data will not be used for any purpose other than contacting me as potential research participant.

• You will be asked to provide the name of your school in the survey. This will be used for two purposes: 1) to send participating schools a summary of the overall results on completion of the research; and 2) to know how many schools have responded. School names will be removed from data as soon as it is practical to do so. It will not be possible to identify participating schools in any results.

• I agree to the use of my anonymised data in research outputs within Cambridge Assessment and CEM and in the public domain.

• I give permission for my anonymised data to be kept securely by Cambridge Assessment so it can be used for future research and learning.

*** 1. Do you agree to take part in the study?**

- ○ Yes, I agree to take part in the study
- ○ No, I do not agree to take part in the study

2

We do not record your IP address, and your responses are transmitted using SSL encryption. If we ask you to provide contact details, we will only contact you for the purpose stated. The Cambridge Assessment Research Division and CEM will not share your contact details or any other identifying information within Cambridge Assessment or with external organisations.

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Cambridge Assessment

Covid-19 impacts: teacher survey

I do not agree to take part

You selected the 'I do not agree to take part in the study' option; if this was in error, you can return to the previous page and change your selection.

If you do not wish to take part in the study, however, you can now close the window. Thank you for your time.

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Cambridge Assessment

Covid-19 impacts: teacher survey

A. About you

* 1. What are the ages of the students you teach?

- [ ] 4 - 5
- [ ] 5 - 6
- [ ] 6 - 7
- [ ] 7 - 8
- [ ] 8 - 9
- [ ] 9 - 10
- [ ] 10 - 11
- [ ] 11 - 12
- [ ] 12 - 13
- [ ] 13 - 14
- [ ] 14 - 15
- [ ] 15 - 16
- [ ] 16 - 17
- [ ] 17 - 18
- [ ] Other (please specify)

* 2. For how many years have you been teaching?

- ( ) 0 - 5 years
- ( ) 6 - 10 years
- ( ) 11 - 15 years
- ( ) 16 - 20 years
- ( ) 21 years or more

* 3. What subject(s) do you teach?

- [ ] English
- [ ] Mathematics
- [ ] Creative subjects (e.g. art and design; design and technology; drama; film studies; media; music; etc.)
- [ ] Humanities and social sciences (e.g. ancient languages; business; citizenship; classics; economics; geography; history; other languages; politics; psychology; religious studies; sociology; etc.)
- [ ] Science (e.g. biology; chemistry; physics; computing; etc.)
- [ ] Other (please specify)

* 4. What is your position in the school?

- ( ) Teacher with a senior leadership role (e.g., head teacher, deputy head)
- ( ) Teacher with other leadership role (e.g., subject lead)
- ( ) Teacher without a leadership role
- ( ) Other (please specify)

* 5. **At present**, what is your primary mode of teaching?

- ( ) Face-to-face
- ( ) Remote
- ( ) Other (please specify)

* 6. Overall **across this school year**, what has your primary mode of teaching been?

- Only face-to-face
- Mostly face-to-face
- Equal mixture of face-to-face and remote
- Mostly remote
- Only remote
- Other (please specify)

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Cambridge Assessment

Covid-19 impacts: teacher survey

B. About your school

* 1. Does your school receive any state funding?

- Yes
- No

* 2. Does your school select students for entry on academic ability?

- Yes
- No

* 3. In which country is your school located?

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4. If your school is in the UK, in which part is it located?

- ○ Scotland
- ○ Wales
- ○ Northern Ireland
- ○ England – North East
- ○ England – North West
- ○ England – Yorkshire & Humberside
- ○ England – East Midlands
- ○ England – West Midlands
- ○ England – East
- ○ England – London
- ○ England – South East
- ○ England – South West

* 5. Name of school

This information will be used for two purposes:
1) to **send all participating schools a summary** of the overall results upon completion of the research;
2) to know **how many schools have responded**, so that we can accurately interpret the data.
Please be reassured that **all data will be analysed, interpreted, and stored anonymously**: it will not be possible to identify individual schools from any analytical datasets or from any results.

Cambridge Assessment

Covid-19 impacts: teacher survey

C. The challenges posed by the pandemic

*** 1. How far ahead or behind in their curriculum learning do you feel most of your students are at the moment, compared to in a 'typical' year?**

A long way behind	A little behind	Neither behind nor ahead	A little ahead	A long way ahead	Unsure
○	○	○	○	○	○

2. As a rough estimate, how many months ahead or behind in their curriculum learning do you feel most of your students are at the moment?

	my students are **behind** by...	my students are **ahead** by...
I estimate that...		

3. If you feel your students are behind or ahead, in which aspects of the subject(s) that you teach are they behind or ahead (e.g. topics, skills)?

*** 4. How much has the educational gap between your most able and your least able students changed since the start of the pandemic?**

The gap decreased a lot (students are more similar)	The gap decreased a little	The gap has neither decreased nor increased	The gap increased a little	The gap increased a lot (students are more different)	Unsure
○	○	○	○	○	○

*** 5. On average, how is the wellbeing of your students, compared to in a 'typical' year?**

Wellbeing is much worse	Wellbeing is a little worse	Wellbeing is neither worse nor better	Wellbeing is a little better	Wellbeing is much better	Unsure
○	○	○	○	○	○

If you wish to provide more information about your response, please do so here:

*** 6. On average, how engaged are your students with their schoolwork, compared to in a 'typical' year?**

Much less engaged	A little less engaged	Neither less nor more engaged	A little more engaged	Much more engaged	Unsure
○	○	○	○	○	○

If you wish to provide more information about your response, please do so here:

*** 7. On average, how much support have your students received from their parents during the pandemic?**

No support	A little support	Some support	Quite a lot of support	A great deal of support	Unsure
○	○	○	○	○	○

If you wish to provide more information about your response, please do so here:

* 8. This school year, roughly what proportion of students in your **school** have had to self-isolate due to the pandemic?

- 0 - 20%
- 20 - 40%
- 40 - 60%
- 60 - 80%
- 80 - 100%
- Unsure

* 9. This school year, roughly what proportion of teachers have been absent from your school due to the pandemic (when your school was open)?

- 0 - 20%
- 20 - 40%
- 40 - 60%
- 60 - 80%
- 80 - 100%
- Unsure

* 10. On average, how is the wellbeing of teachers in your school, compared to in a 'typical' year?

Wellbeing is much worse	Wellbeing is a little worse	Wellbeing is neither worse nor better	Wellbeing is a little better	Wellbeing is much better	Unsure
○	○	○	○	○	○

If you wish to provide more information about your response, please do so here:

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* 11. How is your overall teaching workload, compared to in a 'typical' year?

Much less work	A little less work	Neither less nor more work	A little more work	Much more work	Unsure
○	○	○	○	○	○

If you wish to provide more information about your response, please do so here:

* 12. On average, how much support have teachers in your school received from students' parents during the pandemic?

No support	A little support	Some support	Quite a lot of support	A great deal of support	Unsure
○	○	○	○	○	○

If you wish to provide more information about your response, please do so here:

Cambridge Assessment

Covid-19 impacts: teacher survey

D. Remote teaching

If you have not experienced remote teaching during the pandemic, please skip this page and go to section E of the survey.

1. Overall, how challenging have you found remote teaching to be?

Very challenging	Somewhat challenging	Neither challenging nor easy	Somewhat easy	Very easy	Unsure
○	○	○	○	○	○

2. Overall, how much have the following hindered or facilitated your remote teaching?

	Hindered a lot	Hindered a little	Neither hindered nor facilitated	Facilitated a little	Facilitated a lot	Unsure
Usability of online teaching platform	○	○	○	○	○	○
Students' digital skills	○	○	○	○	○	○
Your digital skills	○	○	○	○	○	○
Students' access to technology (e.g. laptop, internet)	○	○	○	○	○	○
Student attendance	○	○	○	○	○	○
Student engagement	○	○	○	○	○	○

If anything else hindered or facilitated your remote teaching, please mention it here:

3. When teaching remotely, how often did you do the following things compared to when teaching face-to-face in a 'typical' year?

	Much less	A little less	Neither less nor more	A little more	Much more	N/A
Taught my students strategies to help them become independent learners.	○	○	○	○	○	○

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	Much less	A little less	Neither less nor more	A little more	Much more	N/A
Provided my students with individualised feedback.	○	○	○	○	○	○
Used formative assessment to check my students' learning and monitor their progress.	○	○	○	○	○	○
Engaged my students in collaborative tasks.	○	○	○	○	○	○
Engaged my students in tasks that require critical thinking.	○	○	○	○	○	○
Elicited new content rather than transmitted it.	○	○	○	○	○	○
Differentiated the learning material to cater for the needs of students of different abilities.	○	○	○	○	○	○

4. Did you receive any training on how to deliver remote education?

- ○ Yes
- ○ No

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5. If you received training on how to deliver remote education, how satisfied are you with it?

Very dissatisfied	Slightly dissatisfied	Neither dissatisfied nor satisfied	Slightly satisfied	Very satisfied	Unsure	N/A - I did not receive any training
○	○	○	○	○	○	○

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E. Your practices during the pandemic

Please answer the following questions with the **current school year** in mind.

In the following questions, school **closure** refers to periods when local or national Covid-19 control regulations prevented all (or the majority of) students from attending. Periods when schools were **open** refer to times when such restrictions were not in place, and all (or the majority of) students could attend.

* 1. Have you, or your school, made any changes to the taught curriculum, **when your school has been closed?**

No changes at all	Minor changes	Moderate changes	Major changes	Completely changed the curriculum	N/A - my school has not been closed this school year
○	○	○	○	○	○

If you wish to explain your answer, please do so here:

* 2. Have you, or your school, made any changes to the taught curriculum, **when your school has been open?**

No changes at all	Minor changes	Moderate changes	Major changes	Completely changed the curriculum	N/A - my school has not been open this school year
○	○	○	○	○	○

If you wish to explain your answer, please do so here:

* 3. What has your teaching focused upon?

	Mainly consolidation of prior knowledge	Equal mixture of consolidation of prior knowledge and coverage of new content	Mainly coverage of new content	N/A
Face-to-face teaching **before** the pandemic	○	○	○	○
Face-to-face teaching **during** the pandemic	○	○	○	○
Remote teaching **during** the pandemic	○	○	○	○

4. Which of the following apply to your school, **when it is closed due to the pandemic**? Please select as many statements as appropriate.

- ☐ N/A - my school was not closed during the pandemic
- ☐ Teaching happens through live remote lessons where normally *both teachers and students* have their camera switched on.
- ☐ Teaching happens through live remote lessons where normally *only teachers* have their camera switched on.
- ☐ Teaching happens through live remote lessons where normally *neither teachers nor students* have their camera switched on.
- ☐ Teaching happens *neither* through live remote lessons *nor* through pre-recorded lessons.
- ☐ Teaching happens through pre-recorded lessons.
- ☐ Teaching focuses more on a few core subjects.
- ☐ Content is taught in a different order than usual.

5. Which of the following apply to your school, **when it is open during the pandemic**? Please select as many statements as appropriate.

- [ ] N/A - my school has not been open during the pandemic
- [ ] The teaching is concurrently face-to-face and remote through the use of a classroom camera.
- [ ] The teaching is only face to face, even when some students are absent from school.
- [ ] The school day is extended to allow time for additional *learning* support.
- [ ] The school day is extended to allow time for additional *wellbeing* support.
- [ ] Additional support is provided through one-to-one and/or small-group teaching.
- [ ] The teaching focuses more on a few core subjects.
- [ ] Content is taught in a different order than usual.

* 6. On average, this school year, how often have you done the following, compared to in a 'typical' year? **Please give an overall estimate**, taking into account both the periods when your school was open and the periods when it was closed.

	Much less	A little less	Neither less nor more	A little more	Much more	N/A
Communicated with my students' parents.	○	○	○	○	○	○
Provided parents with guidance and/or resources.	○	○	○	○	○	○
Used formative assessment to check my students' learning and monitor their progress.	○	○	○	○	○	○

	Much less	A little less	Neither less nor more	A little more	Much more	N/A
Engaged my students in collaborative tasks.	○	○	○	○	○	○
Engaged my students in tasks that require critical thinking.	○	○	○	○	○	○
Used a student-centred approach to teaching.	○	○	○	○	○	○
Supported students from socially disadvantaged backgrounds.	○	○	○	○	○	○
Used techniques to manage student behaviour.	○	○	○	○	○	○

*** 7. Have the practices that you/your school currently use to support your students changed from those used in the early stages of the pandemic?**

Practices are more or less the same	Practices are slightly different	Practices are moderately different	Practices are very different	Practices are completely different	Unsure
○	○	○	○	○	○

If you wish to explain your answer, please do so here:

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* 8. How influential have the following been on the practices that you use to support your students during the pandemic?

	Not influential at all	A little influential	Moderately influential	Very influential	Extremely influential	N/A
Guidance from senior leadership in my school	○	○	○	○	○	○
Conversations with teachers at my school	○	○	○	○	○	○
Conversations with teachers from other schools	○	○	○	○	○	○
Conversations with parents	○	○	○	○	○	○

If there have been other major sources of influence, please list them here:

9. If there were one tip that you could pass on to other teachers about teaching in the pandemic, what would this be?

10. If you had to list **one thing that worked well** and **one thing that didn't work well** when teaching during the pandemic, what would they be?

One thing that worked well	
One thing that didn't work well	

11. Is there anything else you would like to mention?

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Thank you

Thank you for completing this survey; we very much appreciate your input.

Would you be interested in participating in a further phase of this research? If so, please fill in your name and e-mail address so that we can send you an invitation. Please note that this does not commit you to participating in a further phase of this research, and that if you provide your details here, they will be separated from your response data prior to data analysis.

1. Contact details

Name

Email address