

Key Recommendations Mapping: Schools (SS), Learner (LS) and Parent/Carer (PS) Surveys during Covid-19 Lockdown



Schools Survey Recommendations		Learner Survey Recommendations		Parent/Carer Survey Recommendations	
SS 1	Schools should continue to identify gaps in learning and through parental communication, identify reasons for lower levels of engagement and identify interventions to mitigate this in the event of future lockdown	LS 3	In planning any future remote learning in the event of lockdown or requirement for blended learning, schools should structure/timetable learning where appropriate to support continued learning (including opportunities for live teaching)	PS 3	In planning any future remote learning in the event of lockdown or requirement for blended learning, schools should structure/timetable learning where appropriate to support continued learning (including opportunities for live teaching and learning), cognisant of family pressures including parent(s) working from home
SS 2	Support for parents during future lockdown activities should be considered including extension of online platform support materials for learners, in order for parents to support children in their learning			PS 7	The local authority and schools should provide parents with further access to help guides and supports in order to facilitate access to online digital platforms in support of their child(ren)s remote learning
SS 3	The local authority should develop guidance for schools in support of future remote and blended learning, using surveys undertaken to inform next steps along with key research in this area				
SS 4	The local authority and schools should work to identify learners with insufficient ICT access and digital connectivity in order to support remote learning using identified digital platforms	LS 4	The local authority and schools should work to identify learners with insufficient ICT access and digital connectivity in order to support remote learning using identified digital platforms	PS 4	The local authority and schools should work to identify learners with insufficient ICT access and digital connectivity in order to support remote learning using identified digital platforms
SS 5	Schools should evaluate staff readiness for live learning and teaching using available digital platforms, ensuring appropriate training is undertaken and safeguarding arrangements are in place in adoption of live learning, further building on creative education delivery embraced during Covid-19 lockdown	LS 1	School leaders should evaluate staff readiness for live learning and teaching using available digital platforms, ensuring appropriate safeguarding arrangements are in place in adoption of live teaching	PS 1	School leaders should evaluate staff readiness for live learning and teaching using available digital platforms, ensuring appropriate safeguarding arrangements are in place in adoption of live learning
SS 6	In embracing digital platforms and live learning, the local authority and schools should look to streamline and agree the number of learning platforms in use in order to reduce confusion and need for learners to work on a variety of platforms	LS 2	In embracing digital platforms and live learning and teaching, the local authority and schools should look to agree the number of learning platforms in use in order to streamline access to learning and reduce need for learners to work on a variety of platforms	PS 2	In embracing digital platforms and live learning and teaching, the local authority and schools should look to agree the number of learning platforms in use in order to streamline access to learning and reduce need for learners to work on a variety of platforms
SS 7	Schools should consider how to strengthen confidence of support staff in use of online digital platforms, in support of virtual communication and learner support in the future including pupils with ASN	LS 5	Schools should review tasks set to ensure sufficient challenge and differentiation, providing appropriate support channels and feedback as part of the learning cycle, including those pupils with Additional Support Needs	PS 5	Schools and practitioners should review tasks set to ensure sufficient pace, challenge and differentiation, supporting the needs of all learners (including targeted support where appropriate to meet Additional Support Needs)

<p>SS 8</p>	<p>Schools should plan for a range of contingencies – e.g. remote/blended learning for groups and stages – in the event of further disruption to school-based education. Schools should consider a blended approach to learning tasks, mixing paper-based resources with digital learning activities in order to ensure continued interest of learners, providing variety in learning.</p>	<p>LS 6</p>	<p>Schools should consider a blended approach to learning tasks, mixing paper-based resources with digital learning activities in order to ensure continued interest of learners, providing variety in learning</p>	<p>PS 6</p>	<p>Schools should consider a blended approach to learning tasks, mixing paper-based resources with digital learning activities in order to ensure continued interest of learners, providing variety in learning including provision of books and other paper-based resources in support of learning</p>
		<p>LS 7</p>	<p>In the event of any future lockdown activity, schools and practitioners should consider opportunities to replicate social interaction online through online platforms with appropriate safeguarding in place</p>	<p>PS 8</p>	<p>In the event of any future lockdown activity, schools and practitioners should consider opportunities to replicate social interaction online through online platforms with appropriate safeguarding in place</p>