



Learner Survey

Covid-19 | 2020

...for Moray's children and young people

Introduction

Covid-19 led to lockdown of our Moray schools in late March 2020. This required our schools and practitioners to switch from classroom based 'face-to-face' learning approaches to fully remote learning and teaching overnight. Initially, many of our schools offered paper-based resource packs in support of continued learning, many schools organising delivery of packs to homes supported by school staff using their permitted daily exercise time for 'doorstep drops'. Paper packs continued during lockdown for a number of children where access to ICT was an issue, particularly in our Moray Primary schools.

Schools swiftly issued ICT devices from school stock in order to strengthen digital equity with Wi-Fi devices issued to those children and families with no Internet Connectivity. Additional monies from the Scottish Government has allowed us to continue to address digital inequity, supporting inclusion of all. This will support continuity in learning moving forwards in the event of further disruption to our schools and learning.

“I have my own laptop which makes it easier to work from home, I can access everything on it. I was sharing with my sisters at the beginning of home schooling...” Learner A

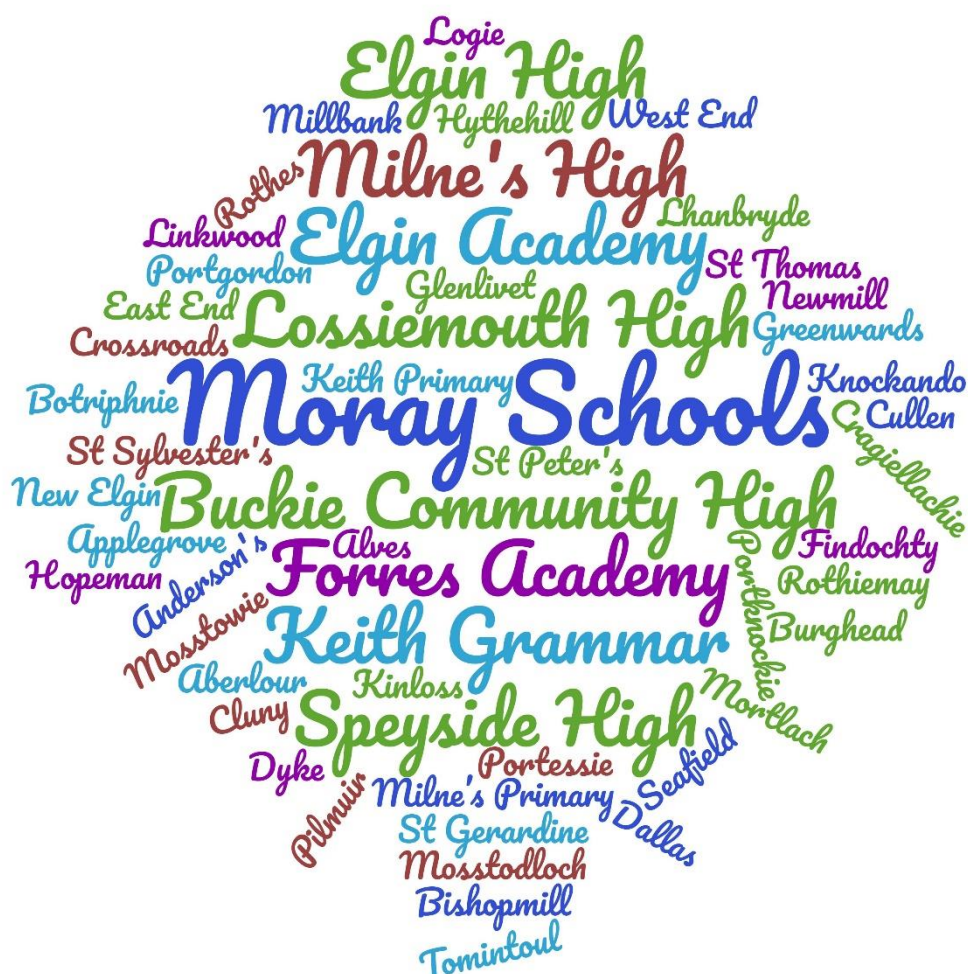
The Moray Learner Survey was live during the month of June 2020, closing at end of term in early July 2020. Designed to elicit responses from learners on their home learning experience and to inform future contingency planning, questions were focused around:

- Learner perceptions on work issued, level of difficulty and frequency of work set
- Learner identification of learning platforms (digital/non-digital) in use
- Learner preference of paper based and digital learning platforms
- Learner enjoyment of home learning
- Exploration of positive experiences arising from home learning
- Identification of challenges presented by home learning
- Supplementary information learners could provide regarding home learning to date

“The teaching staff have been fantastic, answer any questions promptly and have been very helpful and encouraging through this difficult time...” Learner B

Procedure

Following development of our e-form survey constructed in order to gather feedback required, an internet link was e-mailed to all **53** of our Moray schools and Head Teachers for onward distribution to children and families. Social media platforms – at Headquarters and school level – were used to further promote the e-form survey. In total, responses were received from **49** of our Moray Primary and Secondary schools. Responses were received from all **8** of our secondary schools.



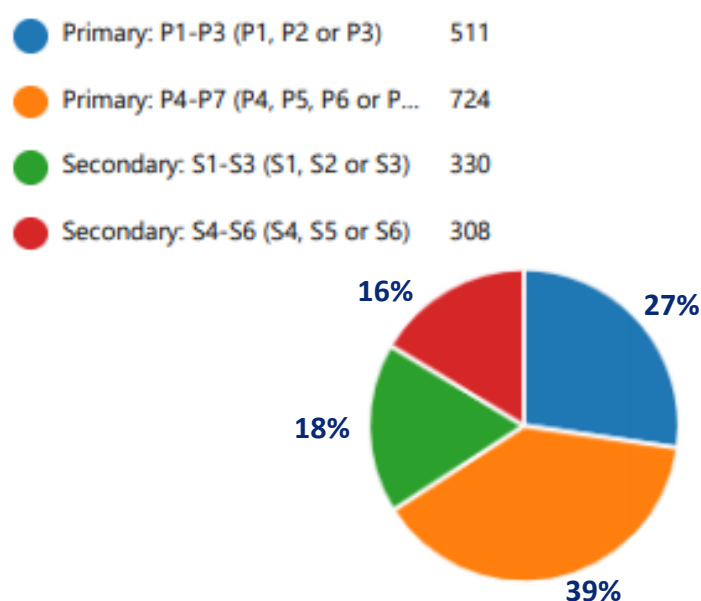
Responses from **1,221** children in Moray Primary Schools and **652** young people from our secondary schools were received, totaling **1,873** responses. Based on 2019 school roll census, this represented a **16%** return rate overall and considered valid as a sample.

Learner Survey	Primary	Secondary	Total
2019 School Rolls	6,987	4,940	11,927
Survey Responses	1221	652	1873
% Response Rate	17%	13%	16%

Based on number of pupils in Primary/Secondary

“My parents are supportive...my mum is good at helping me with cooking and techie and it’s good we can go over things I don’t understand.” Learner C

Learners spanned Primary and Secondary school age defined categories as illustrated in the Pie Chart below, providing for wide sample capture of learner voice in response to our learner survey:



A greater proportion of Primary School Age children (P4-P7; 39% of survey sample) responded, in line with higher response rate overall from Primary School age children.

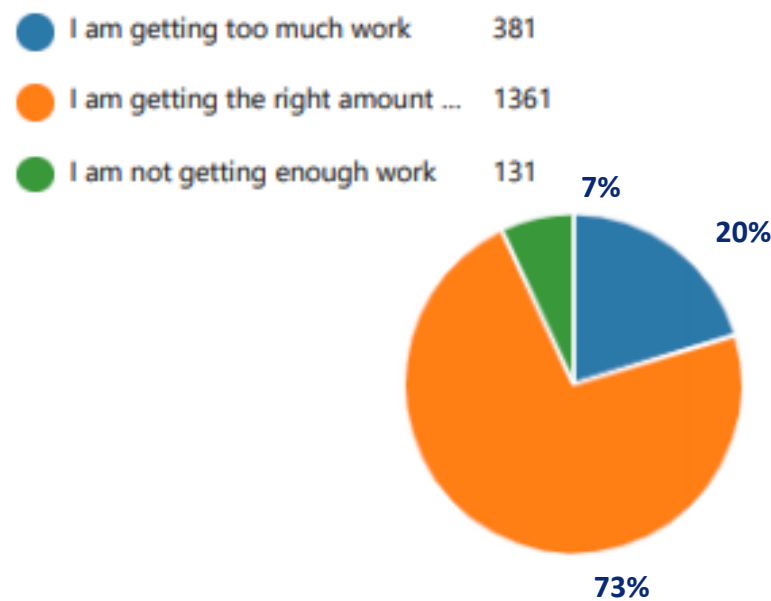
“I love home learning as I have more time to spend on my subjects and can concentrate better which makes it more enjoyable...I enjoy the social side of school, but the learning side....I am doing better at home.” Learner D

Findings

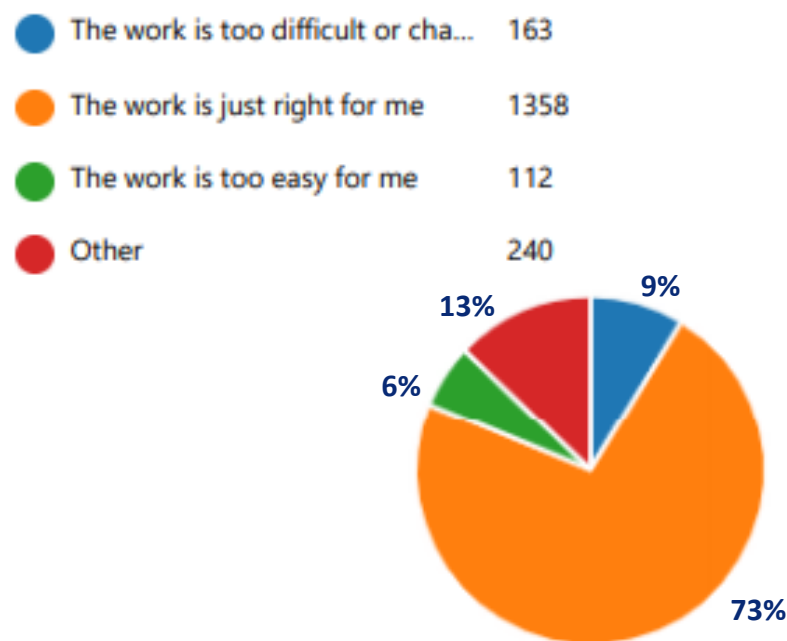
Findings will be summarised using the key bullet point headings contained on page 2.

Learner perceptions on work issued, level of difficulty and frequency

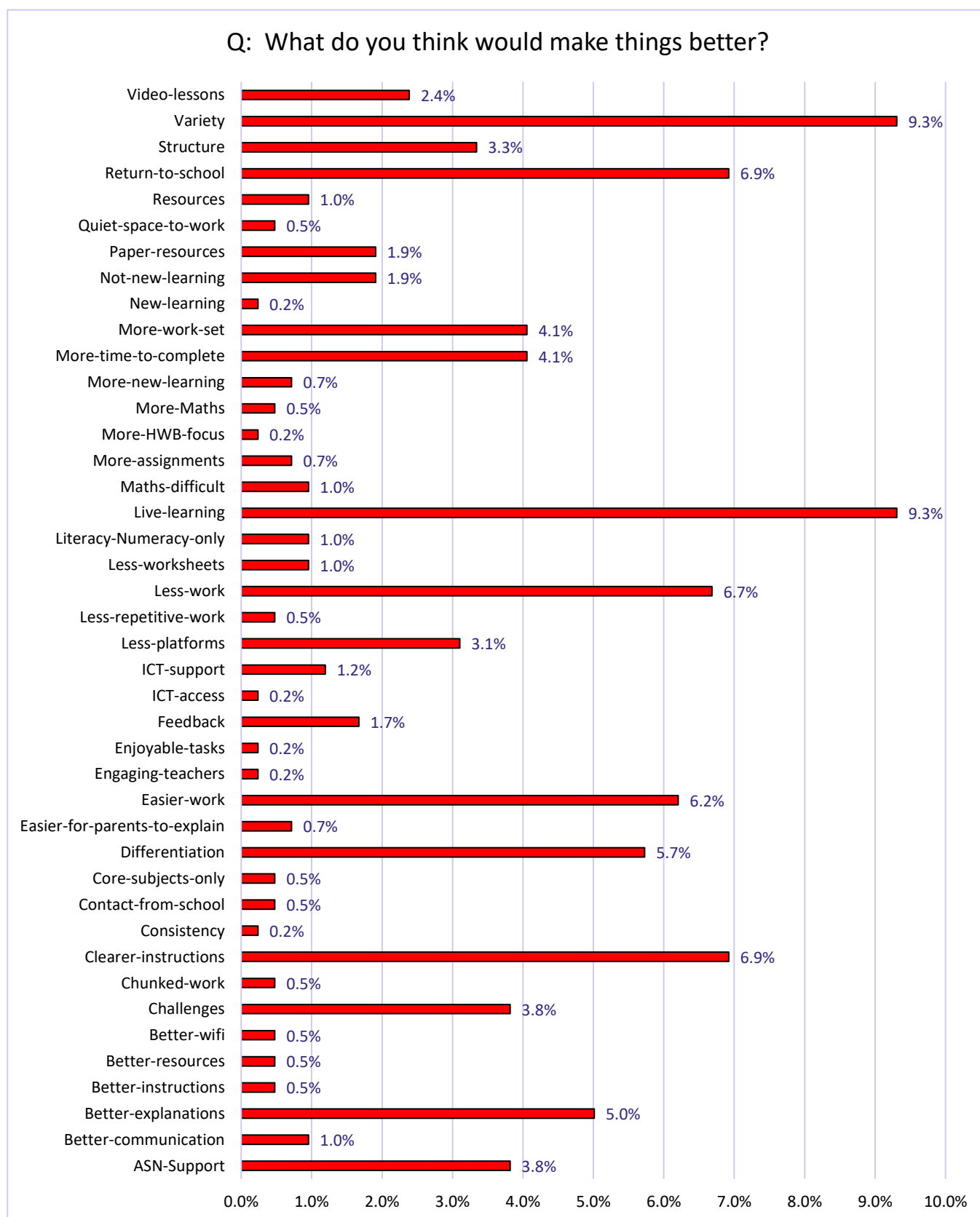
Learners were asked about the amount of work they were receiving:



Across stages, the **majority** of learners (73%) believe they received the right amount of work set with a **minority** of learners (20%) of the belief that they were receiving too much work. **Some** learners (7%) did not feel that they were receiving a sufficient amount of work. Learners were further asked how they feel about work that was set:



The **majority** of learners (73%) feel that work set was pitched at the correct level for them with a **minority** of learners believing work set was either too difficult or challenging (9%) or too easy (6%). When learners were asked what would make things better, a variety of responses were received as illustrated in the graph below, with key themes from comments made identified from **419** responses received.



In reference to level of difficulty or challenge, key themes identified by learners that may have made things better for them during the period of home learning are:

- Greater **variety** in work set
- More **structured** learning
- **Return to school** rather than learning at home
- **More work** being set
- **More time** being given **to complete** work set
- **Live learning**
- **Less work** (in contrast to other learners who wanted **more work set**)
- **Less platforms** being used for learning
- **Easier work** being set
- **Differentiated** work to support learners to access work set
- **Clearer instructions** to support completion of tasks
- More **challenges** (in contrast to **easier work** being set)
- **Better explanations** for work (linking with **clearer instructions**)
- **ASN support** for pupils who require this to complete learning tasks (linking with **Differentiation** work)

Of particular note, greater **variety in learning** tasks set and **live learning** were requested by more learners compared with other core themes identified.

“Some departments have been using Loom videos for teaching lessons which makes it easier to understand.”

Learner E

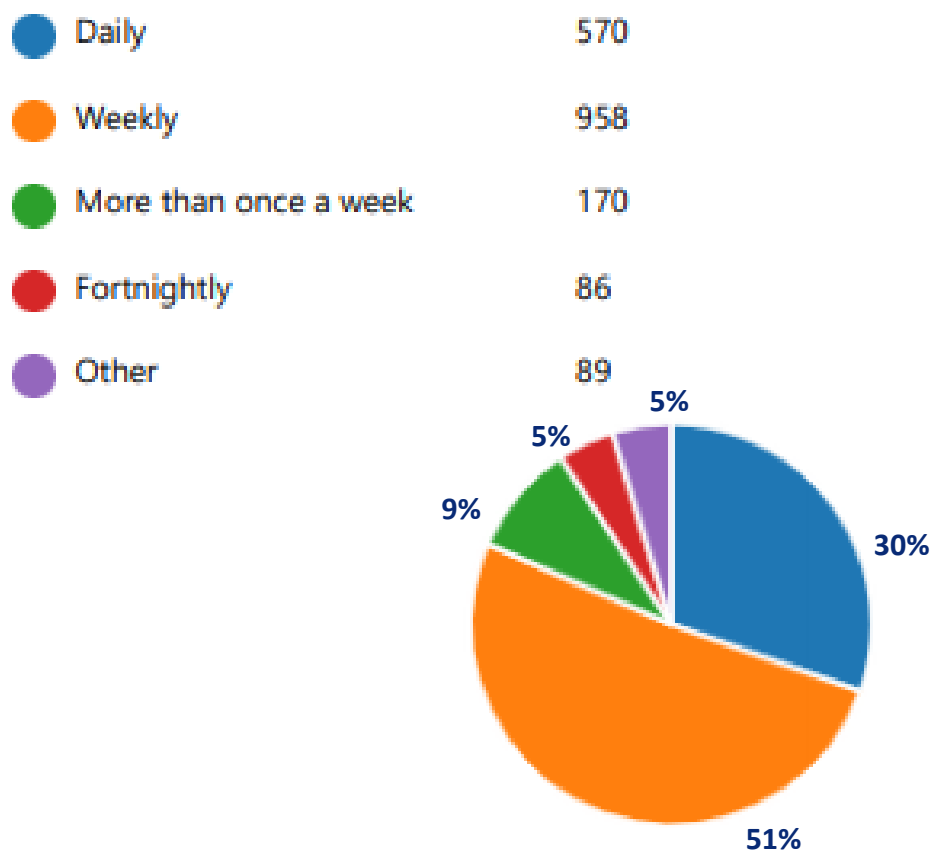
“Sometimes it is not challenging and other times it is too challenging. I would like work to be at the right challenge for me”

Learner F

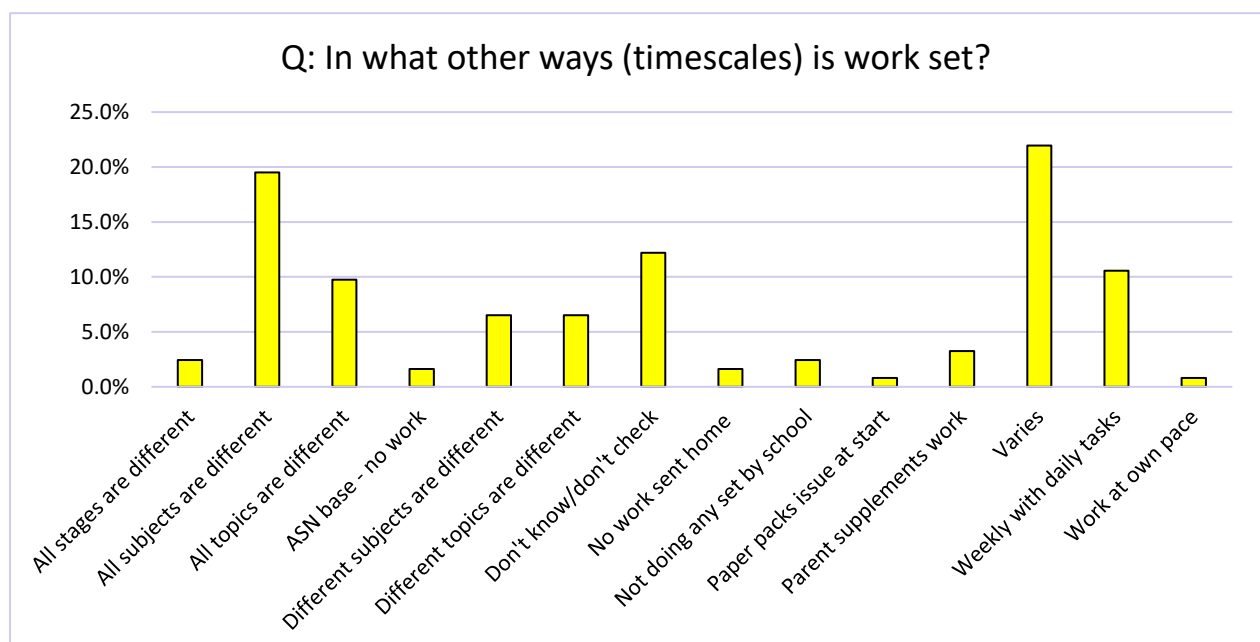
“I find certain subjects harder and would like more online classes as it helps to have it explained than on e-mail and messages.”

Learner G

When questioned about frequency of work set, **over half of learners** said that they received work weekly (51%) with a notable proportion stating that they received work daily (30%). Other learners received work more than once a week (9%) or fortnightly (5%).

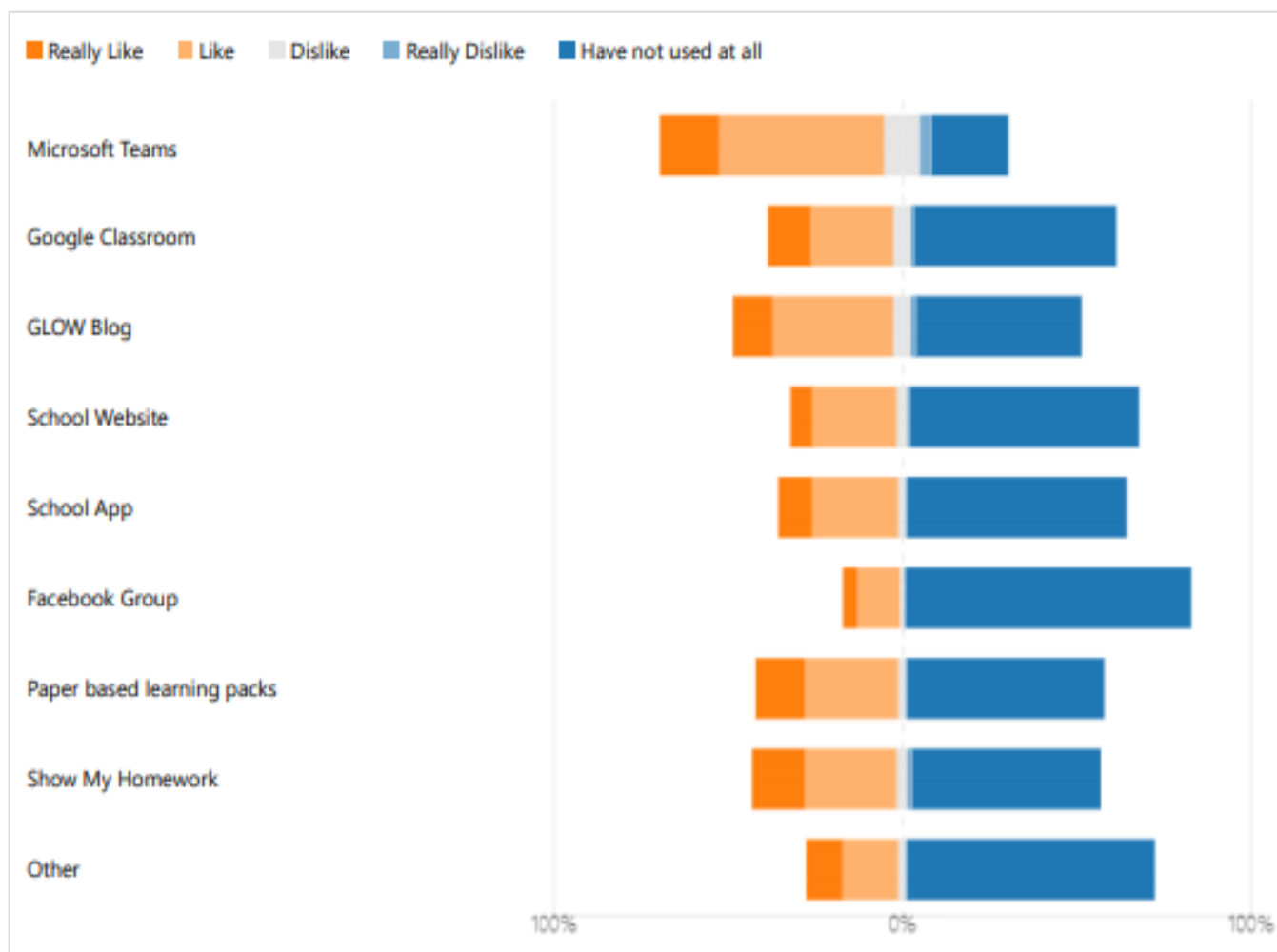


When questioned on 'other' responses, in particular, **some** learners highlighted that frequency of work set varied depending on subject or topic. A **small percentage** of learners stated they did not know/did not check signaling non-engagement by some learners. Weekly homework with daily tasks was a further option identified.



Learner identification of learning platforms (digital/non-digital) in use

A **variety** of learning platforms were used by schools and engaged with by learners during Covid-19 lockdown. In particular, **1,461** of learner respondents (78%) engaged with Microsoft Teams, 974 (52%) GLOW blogs, 862 (46%) Show My Homework, 824 (44%) Paper based learning packs and 787 learners (42%) used Google Classroom.

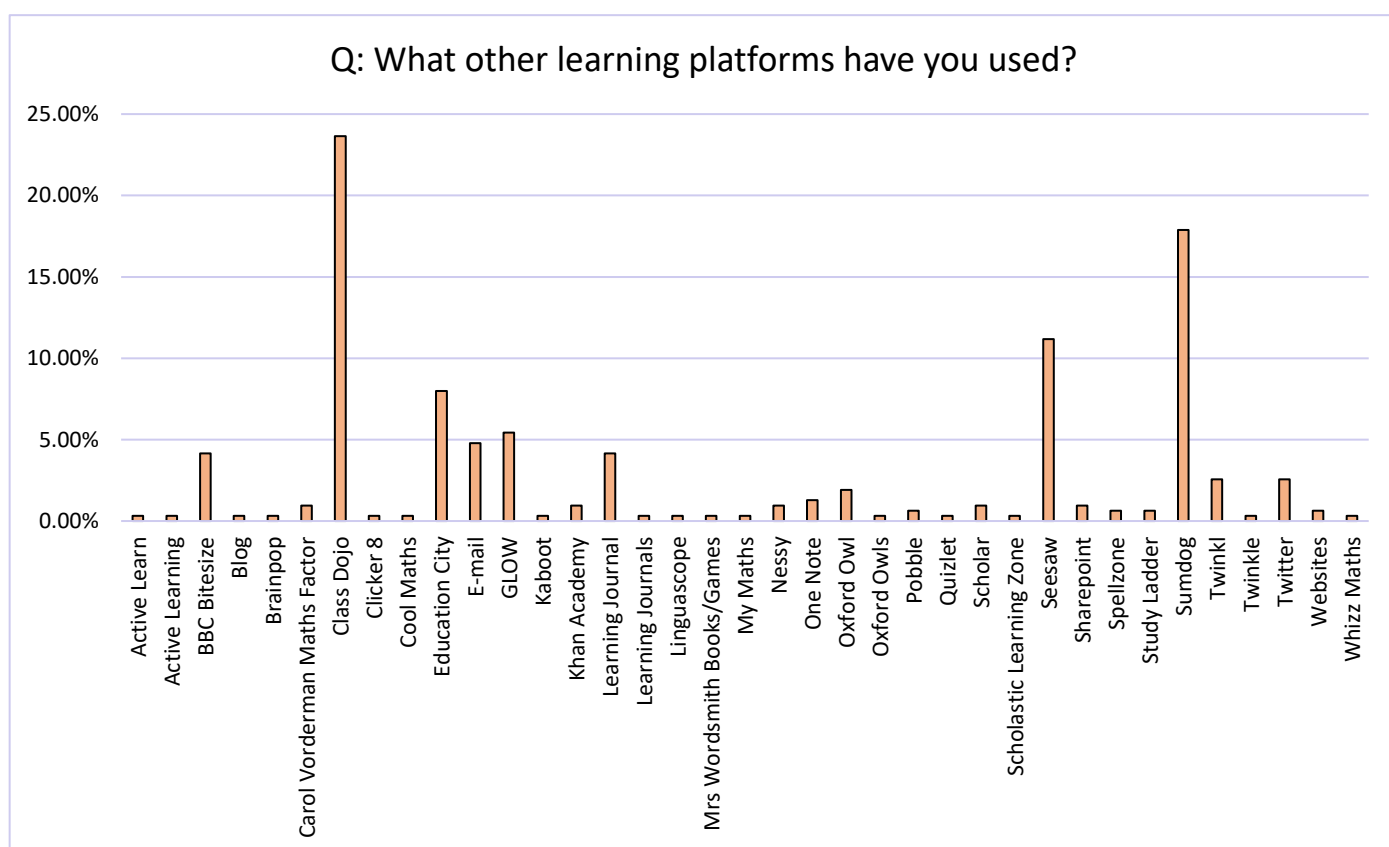


Learning Platform	Used by...	Really Like	Like	Dislike	Really Dislike	Not used
Microsoft Teams	78%	17%	48%	10%	3%	22%
Google Classroom	42%	13%	24%	5%	1%	58%
GLOW Blog	52%	12%	35%	5%	1%	48%
School Website	34%	7%	24%	3%	1%	66%
School App	37%	10%	24%	2%	1%	63%
Facebook Group	18%	4%	12%	1%	0%	82%
Paper based learning packs	44%	14%	27%	2%	1%	56%
Show My Homework	46%	15%	27%	3%	1%	54%
Other	29%	11%	16%	2%	0%	71%

...of 1,873 learner respondents across our Moray Schools

Where Microsoft Teams were used by notably more learners as a learning platform, levels of satisfaction are thus higher. Of 1,461 learner respondents using Microsoft Teams, it is further noted that 10% disliked and 3% really disliked using the platform for learning. Reasons to explain this are provided in subsequent sections including desire for live teaching functionality provided through two-way video conference.

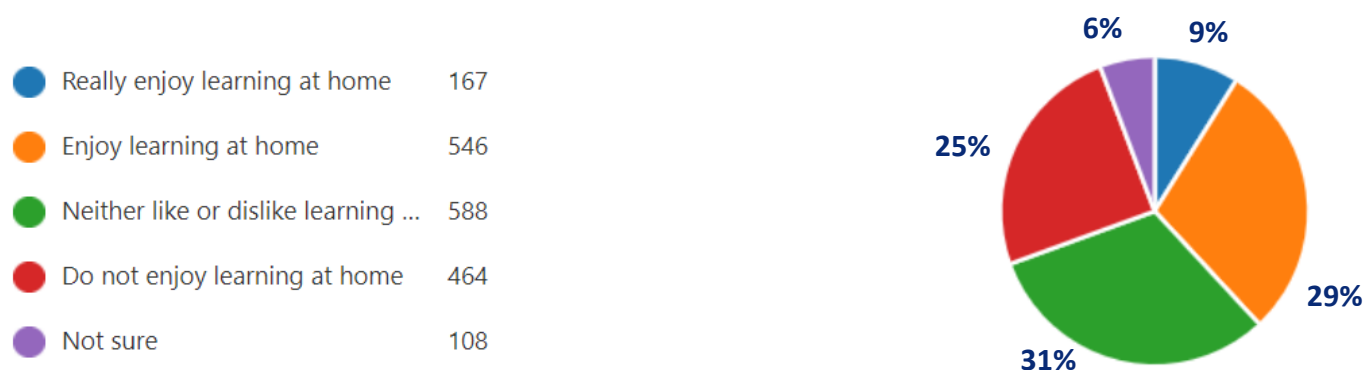
When questioned on other learning platforms in use, a range of platforms were identified by learners with **Class Dojo** and **SeeSaw** used by 24% and 18% of learners respectively. These platforms support learning capture and profiling, building in communication with parents. **Sumdog** was further popular with 18% of learners using this platform. In total, **313** responses were provided to this question on additional learning platforms (identified as “Other” on page 9).



“Just wish one platform was being used, not three. Makes it easier to see when work is set and work is due than keeping looking at different pages.” Learner H

Learner enjoyment of home learning

When questioned whether they enjoyed home learning, a mixed response was received. 546 learners (29%) enjoyed learning at home, 167 (9%) really enjoying home learning. 588 learners (31%) neither liked nor disliked learning at home. A quarter of learners did not enjoy learning at home, accounting for 464 learners. 108 learners (9%) were unsure. Reasons for responses are explored in subsequent sections.



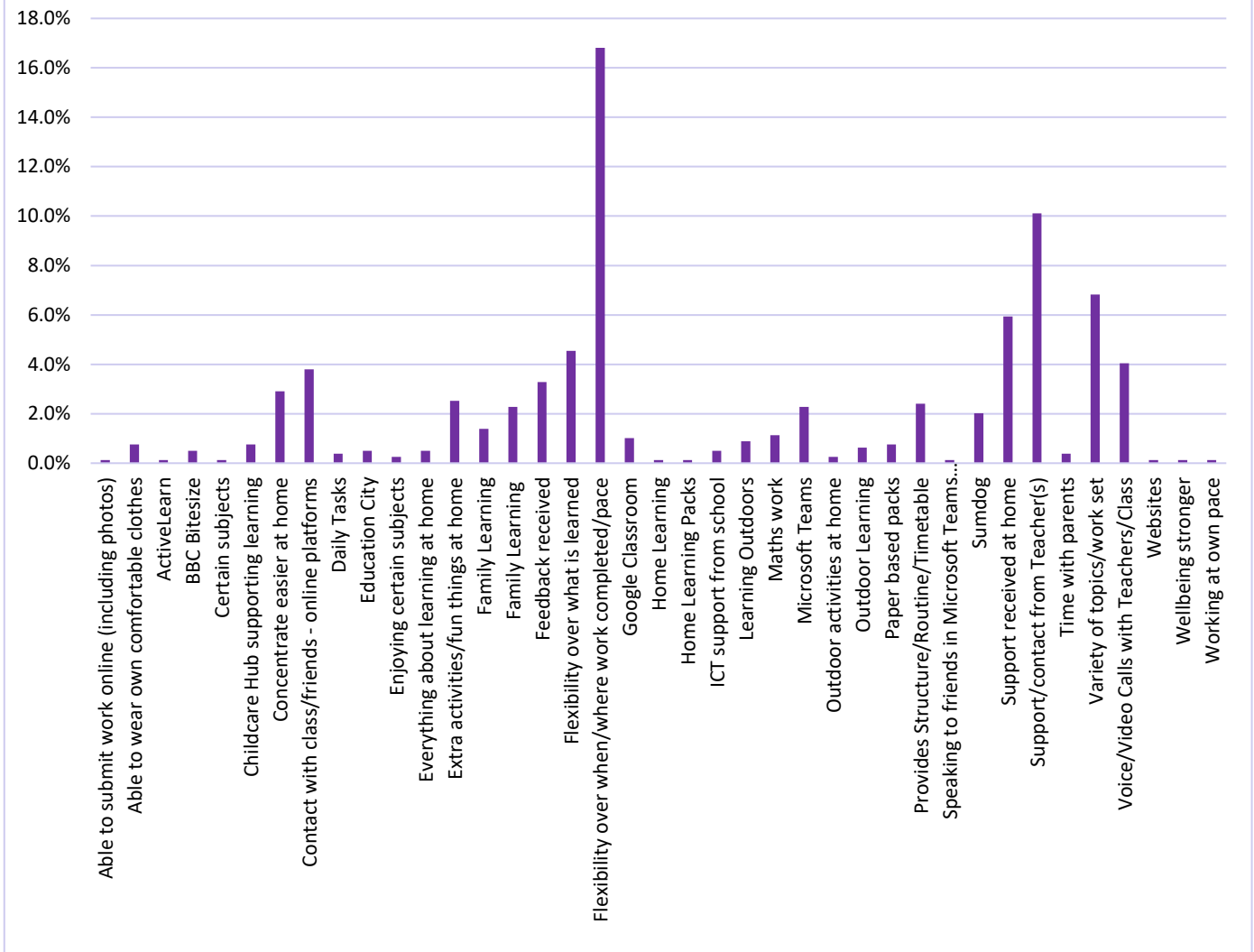
Exploration of positive experiences arising from home learning

***“It has been nice to have a bit more time to research things that I’m really interested in, and I am glad the timetable changed early so I can focus on the subjects that I enjoy. My teachers have been really good if I am stuck with anything and always help me if I ask.”** Learner I*

In response to positive experiences arising from learning at home during Covid-19 closure of our schools, **791** learners shared common themes. In particular, learners favoured the **flexibility** over when and where in the home (or outdoors) work could be completed. This included flexibility around **pace** of learning, **suited to individual learners** (16.8% of learners; 133).

Learners also appreciated **support** and **contact** from teachers (10.1% of learners; 80), variety of topics and work set (6.8% of learners; 54) and **support received at home** (5.9% of learners; 47). **Flexibility over what was learned** (4.6% of learners; 37) was further welcomed by some learners.

Q: What is working well with home learning?



Emerging as a positive feature of home learning is voice and video calls with teacher/class and contact with class/friends using online platforms (7.8% combined; 62). Other key areas emerging are identifiable. In summary, particularly positive experiences arising from home learning are:

- **Flexibility** over **when and where work is completed**; **pace** of learning
- **Support** and contact from **teachers**
- **Variety** of topics and work set
- **Support** received at **home**
- **Voice** and **video calls** with teacher/class
- **Flexibility** over **what is learned**
- **Contact** with class and friends – **online platforms**
- **Feedback** received
- **Concentrate** easier at **home**

“My teacher is putting up a variety of activities...I like the way my teacher tells us stories about her home and garden and what she has been doing each day...I can take breaks to look after my dog.” Learner J

“...Microsoft Teams is working better than Show My Homework as some teachers were going over the top and your phone never stopped with notifications even at nights or weekends...it caused a lot of stress and pressure.”

Learner K

“The videos my teacher does to show us how to do Maths...feels like being in class.” Learner L

Identification of challenges presented by home learning

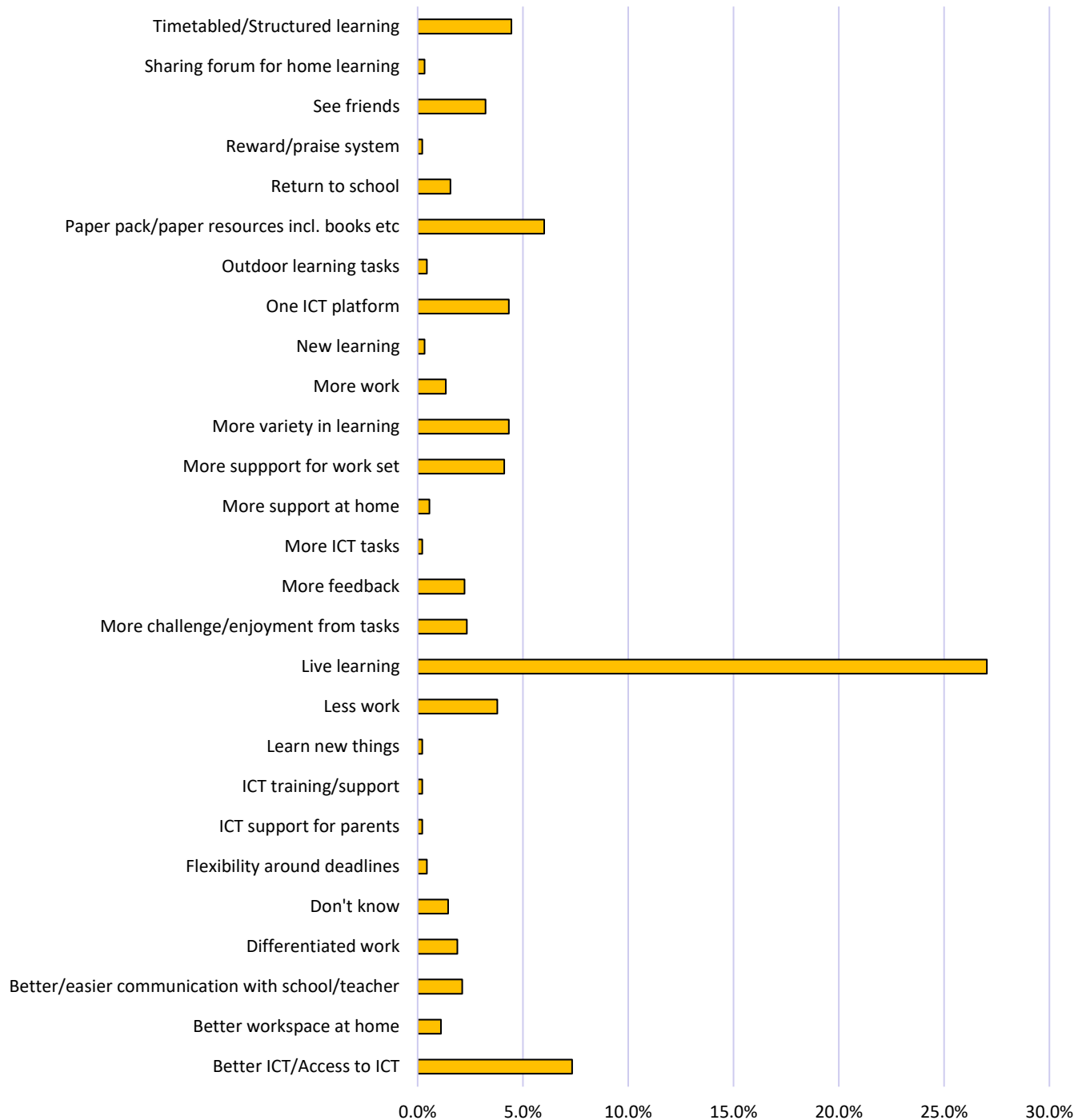
In addition to areas above identified as positive features of home learning, **899** learners further identified what would have made home learning better. Of particular note, 27% of learners would have favoured live learning, 7.3% would have benefitted from better ICT or further access to ICT at home, 6% would have liked paper-based learning packs and 4.4% would have favoured timetabled/structured learning times. Of further note, 4.3% of learners would have liked less learning platforms.

“Having some of the textbook work on paper would help. Video calls with my teacher would help as I struggle to explain where I need the help.” Learner M

“I’d like more video lessons like on TV with the class in a video chat...it would be cool to learn with the others again.”

Learner N

Q: Anything that would make home learning better?



“If I had the appropriate devices because me and my mum were borrowing a laptop from someone but we had to give it back...my dad is constantly working at our computer at home as he works from home now.” Learner O

In summary, areas learners have identified for particular focus in strengthening future learning are:

- **Live learning** (learning using digital learning platforms involving two-way video and audio)
- **Better ICT or further access to ICT** (where families may have had to share ICT due to parent(s) and other sibling(s) working from home also)
- **Paper based learning packs** (including mix of ICT and paper resources for variety)
- **Timetabled or structures learning times**
- **Fewer learning platforms** in use
- **Seeing friends** (missing social side of schooling)

“One platform to access work instead of having to search 3...the chance to see my teacher and classmates through Microsoft Teams...more “interactive lessons” to talk over things...if we could see each other on video.” Learner P

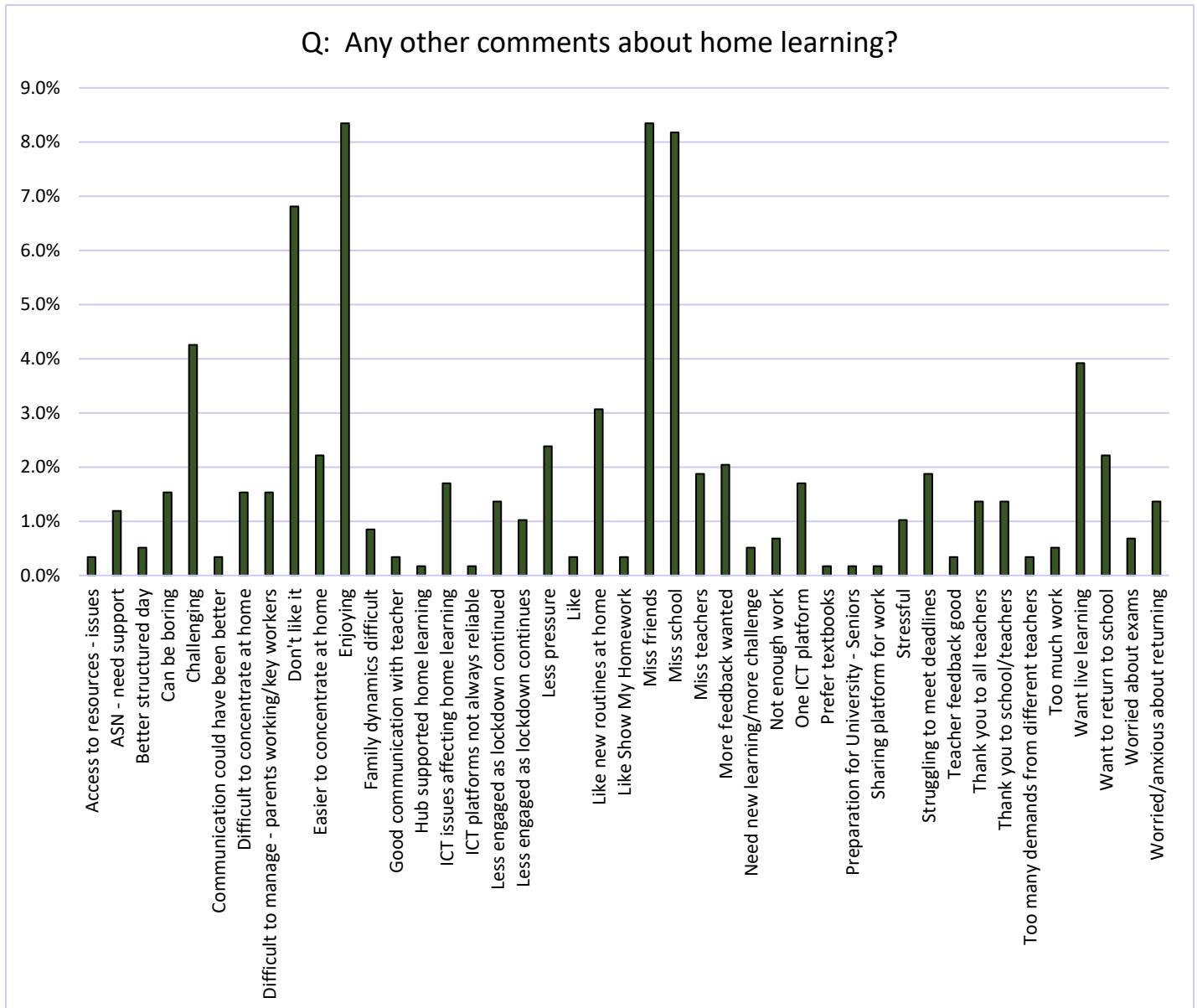
Supplementary information learners could provide regarding home learning to date

When asked for any further comments on home learning during Covid-19, a variety of answers were provided reinforcing previous findings from **587** learners.

In particular, from graph presented on page 16, the following common themes are identifiable:

- **Enjoying home learning** (8.3%)
- **Miss friends** (8.3%)
- **Miss school** (8.2%)
- **Don't like it** (6.8%)
- **Find it challenging** (4.3%)
- **Want live learning** (3.9%)

“Difficult to manage when both parents are key workers...so grateful for the childcare learning hub and the amazing support from the school.” Learner Q



“I am worried I am going to be behind and everyone is going to be better than me when we go back...I like it, but I like being at school more...the teachers are better.”

Learner R

Of interest, a range of further comments are noted from learners as noted in the Wordle below:



While accounting for lower percentage of overall learners, these are further aspects to review and consider – positive and adverse – when designing future home learning experiences in the event of any future lockdown or requirement for blended learning.

Conclusions

Learners across Moray schools have provided a range of responses to key questions, supportive of informing future home learning activities, the local authority and schools when considering next steps. This survey will inform contingency and scenario planning, coupled with the schools' survey and parent/carer survey findings.

Critical findings include a range of **positive** themes emerging as a result of home learning due to Covid-19:

- **Support provided** by teaching staff
- Overall, the **right amount of work being set at the correct level**
- **Flexibility** in work **completion** and **pace** of completion
- **Support** received **at home**
- **Online platforms in use** supported learning, particularly where video/live learning in place (albeit one-way; teaching-pupils)
- **Feedback** received
- Easier to **concentrate at home**
- **Paper based learning packs** and **resources** provided
- **Enjoyment** overall in **home learning**

Reasons where home learning was a **less positive** experience included:

- **Lack of variety** offered in some learning – subjects/activities
- Number of **learning platforms** in use in individual schools
- **Lack of live learning** using online platforms/digital technology
- Need for increased **differentiation/ASN support**
- **Instructions and explanations** requiring further detail
- **Feedback** not being provided on work completed
- **Lack of social interaction** with class/friends
- Learners finding the **home learning experience challenging overall**
- Issues around **access to ICT** or **better ICT** than available at home

Recommendations

Following review of learner feedback, the following recommendations are made in support of home learning or future blended learning approaches in our Moray schools:

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
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
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)
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
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 identified Additional Support Needs
LS 6	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
LS 7	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

