



**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL
DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: INFORMATION REPORT: MORAY EDUCATION COVID-19
LEARNER, PARENT/CARER AND SCHOOL SURVEYS**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND
ORGANISATIONAL DEVELOPMENT)**

1. REASON FOR REPORT

- 1.1 To inform the Committee of the findings of the Moray Education Covid-19 surveys completed by Moray learners, parents/carers and schools.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers).

2. BACKGROUND

- 2.1 Covid-19 led to lockdown of our Moray schools in late March 2020. As a result, schools and officers at Headquarters worked together in establishing new ways of working across our local authority and schools. Contingency plans were put in place, including planning for remote learning and its delivery.
- 2.2 On initial lockdown, the majority of Moray schools provided paper-based resources with most embracing new digital platforms including Microsoft Teams and Google Classrooms. Once established, all schools refined learning and teaching delivery methods, reviewing what was in place and streamlining arrangements for remote learning and teaching.
- 2.3 During Covid-19 lockdown, three surveys were created and issued in order to gauge feedback and opinion:
 - Learners
 - Parent/Carers
 - Schools (representing Head Teachers and wider staff)

- 2.4 The Moray Learner Survey (**Appendix 1**) 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
- 2.5 The Moray Parent Survey (**Appendix 2**) was live during the month of June 2020, closing at end of term in early July 2020 as part of the Moray Learner Survey. Designed to elicit responses from learners and latterly, parents on their child(ren)'s home learning experience and to inform future contingency planning, a 'big question' was asked: "How has the home learning experience been for you and your family during Covid-19 lockdown and closure of Moray Schools?". Findings were split into core themes based on comments received:
- Family and Wellbeing
 - Learning Platforms and online learning
 - Learning and Teaching
 - School and Communication
- 2.6 Through regular virtual briefings with Head Teachers, progress with online learning and Covid-19 arrangements as Scottish Government guidance was published was determined. In late April/early May 2020 an initial capture of remote learning and teaching platforms was taken with later Covid-19 Home Learning Schools' Survey (**Appendix 3**) completed by all schools in late May/early June 2020. The initial capture was used to determine progress with the later – more comprehensive survey – in late May/early June 2020 designed to gather feedback on:
- Learning platforms in use and learner engagement
 - Concerns around non-engagement
 - Staff confidence in use of online digital platforms for learning and teaching
 - Support accessed for building staff confidence in online digital platforms
 - Methods of contact and communication with parents
 - What worked well with remote learning
 - What could have made remote learning better
 - Further support required moving forwards (including local authority support)
- 2.7 Following compilation of survey analysis reports attached in **Appendix 1**, **Appendix 2** and **Appendix 3**, core recommendations as a result of learner,

parent/carer and schools' voice were identified as a result of feedback received from 1,873 Moray learners, 1,206 parents and all 53 of our Moray schools.

- 2.8 Key recommendations mapping based on responses received across all three surveys are attached within **Appendix 4**, highlighting commonality in responses received based on recommendations identified for moving forwards.
- 2.9 Key areas of commonality arising from survey respondents as mapped within **Appendix 4** included, in summary:
- The need to continue to identify gaps in learning, further structuring and timetabling learning in the event of future lockdown while cognisant of pressures on families when parents are working while children are learning at home
 - Desire for further support and resources for parents in accessing and using online platforms, when supporting learning at home
 - The importance of addressing any digital inequity/inclusion issues including access to ICT and digital connectivity for identified children and families
 - Support and further resources required for staff in the event of future remote learning and teaching, including support for live teaching using digital platforms available
 - Reducing the number of online learning platforms in use in order to streamline access to learning resources and simplify remote learning experiences
 - Support for staff in use of online platforms, ensuring work set is of sufficient pace, challenge and with appropriate levels of differentiation to meet the needs of learners (including those learners with Additional Support Needs)
 - Importance of contingency planning for any future remote learning, including review of blended learning approaches, providing variety with mix of online and paper-based resources
 - The importance of wellbeing and enabling social interaction through available online means for children and young people
- 2.10 Core recommendations arising from survey analysis will be used to inform key work moving forwards, including work underway in respect of the ICT Strategy for Schools and planned future development work around "Our Moray Standard for learning and teaching". This forms part of work identified as part of our Moray Education Strategic Plan 2020-2023 moving forwards.

3. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))

Reflective of priorities within the Corporate Plan with particular regard to providing a sustainable education service aiming for excellence in line with council values of ambitious, improving and responsive. With regards to the LOIP, through raising aspirations, focus relates to building

a better future for our children and young people in Moray through equity of learning experience offered across our schools; supporting ambitious and confident children, able to reach their full potential.

(b) Policy and Legal

There are no legal implications arising directly from this report.

(c) Financial implications

There are no financial implications arising directly from this report.

Financial implications may arise only as a result of key recommendations from stakeholder feedback informing wider strategies moving forwards.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact

An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on survey findings and recommendations arising from responses received.

(h) Consultations

Senior Officers in Education, Communities and Organisational Development, Paul Connor, Principal Accountant, Equal Opportunities Officer, Human Resources Manager, and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

4. CONCLUSION

4.1 That Committee notes the contents of this report.

Author of Report: Stewart McLauchlan, Quality Improvement Manager

Background Papers:

Moray Covid-19 Learner Survey (*Appendix 1*)

Moray Covid-19 Parent/Carer Survey (*Appendix 2*)

Moray Covid-19 Schools Surveys (*Appendix 3*)

Moray Covid-19 Surveys – Key Recommendations Mapping (*Appendix 4*)

Ref: