



Schools' responses to ideas for re-opening, catch-up and the new funding

June 2020



schoolzone

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Schoolzone's panel of UK primary and secondary teachers were invited to take part in an online survey which was live between 21 and 23 June 2020. **2,150 valid responses were received** (740 rejected). Approximately 2/3 secondary and 1/3 primary. All data was cross-tabbed by phase, seniority of respondent role and school type – any statistically significant differences are included in this report. Full charting is available on request from philip@schoolzone.co.uk



Executive summary

Catch up plans

- Only 7% of schools have firm plans for **providing catch-up learning over the summer**.
- The **additional £650 million is not expected to go far** in funding catch-up.
- Teachers think that summer camps for art, music, drama and physical mental wellbeing would be beneficial.

Plans for September

- Two thirds of teachers are **supportive of the 'blended' approach** to re-opening.
- Teachers can broadly see the benefits of a **synchronised curriculum** at keys stages 1 to 3.
- **The new tuition service** receives an overall positive response, with over half of teachers agreeing that it will be an effective part of the program to help catch up.

- Teachers mostly say that they would want to offer this service to pupils they have identified as **having fallen behind**.
- The best way to deliver the service might be via **withdrawal from lessons**.
- **Trained teachers** (ex- or practicing) would be the best people to staff the service.

New funding

- The new funding should **not be targeted** entirely at pupils who attract pupil **premium funding**.
- Teachers expect to spend **40% of the £650 million** allocated to schools, on **resources**.
- **Online interactive learning resources** and support for pupils' **health and wellbeing** as well as new **devices** and, in primary, more **physical learning resources** are high on the list of priorities.
- The other 60% is expected to be spent on additional staffing, tuition, premises etc.

Catch-up plans

Schools **do not think** that the following will go a long way to help pupils catch up:

- Extending the school year by 30 days.
- Spending an additional £88 per pupil per year .
- Targeting all the additional funding at pupils who attract pupil premium.
- Reducing break times during the school day.

Schools are **more supportive** of:

- **Summer camps** for art, music, drama and physical mental wellbeing)
- A **synchronised curriculum** for KS1, 2, 3 in EBacc subjects
- A new **tuition service**
- **'Blended' re-opening** of schools

The **curriculum** idea is even better supported when teachers understand that it will support resource discovery and tuition.

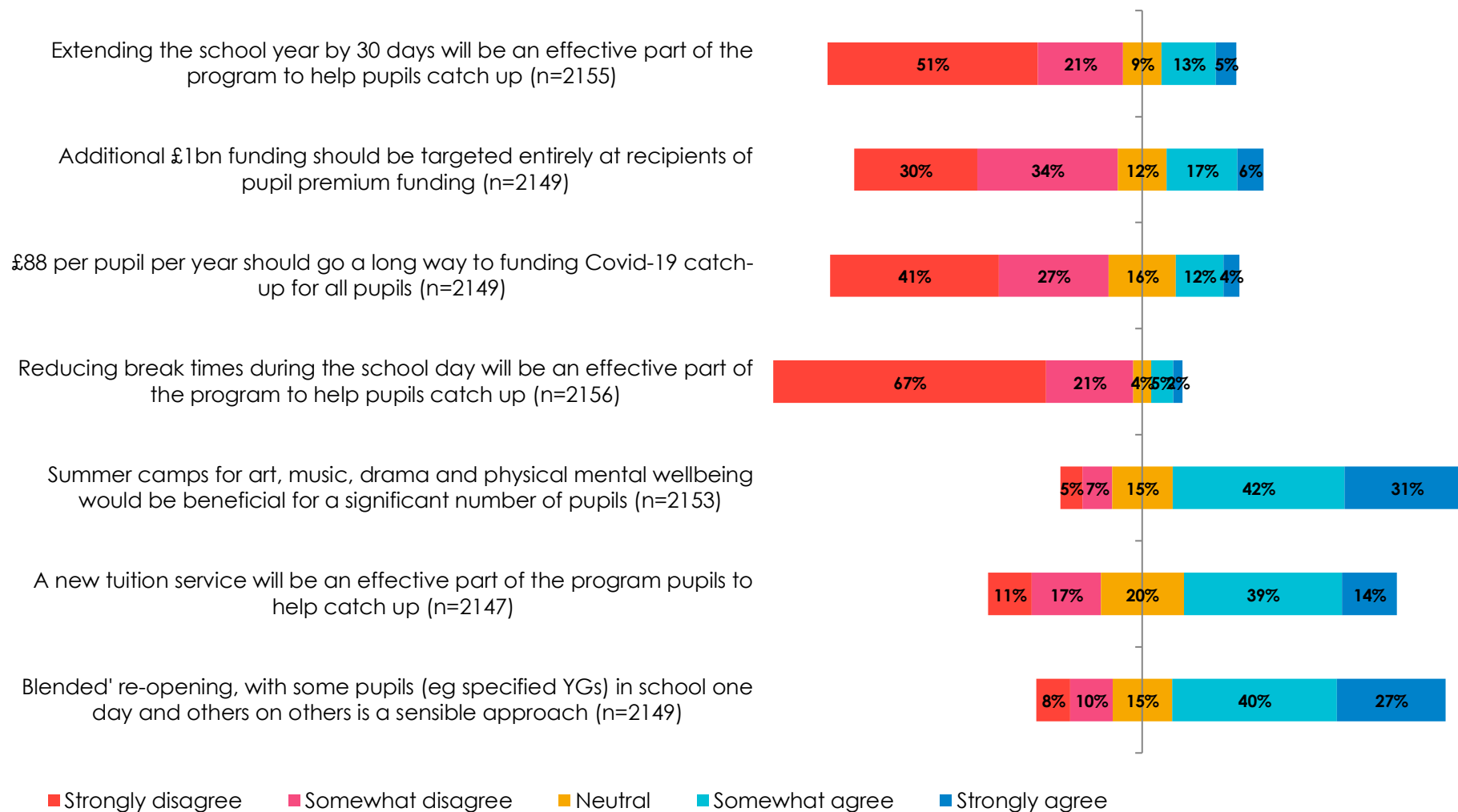
School leaders are **more likely** to think the same in each case, except that they are **less** supportive of the new **tuition service**.

There is very little variation by **school type** (LA, academy, MAT, independent), other than that independent schools are more supportive of extending the school year (theirs is currently shorter than state schools, of course).

Phase variation is quite small – see page 6.

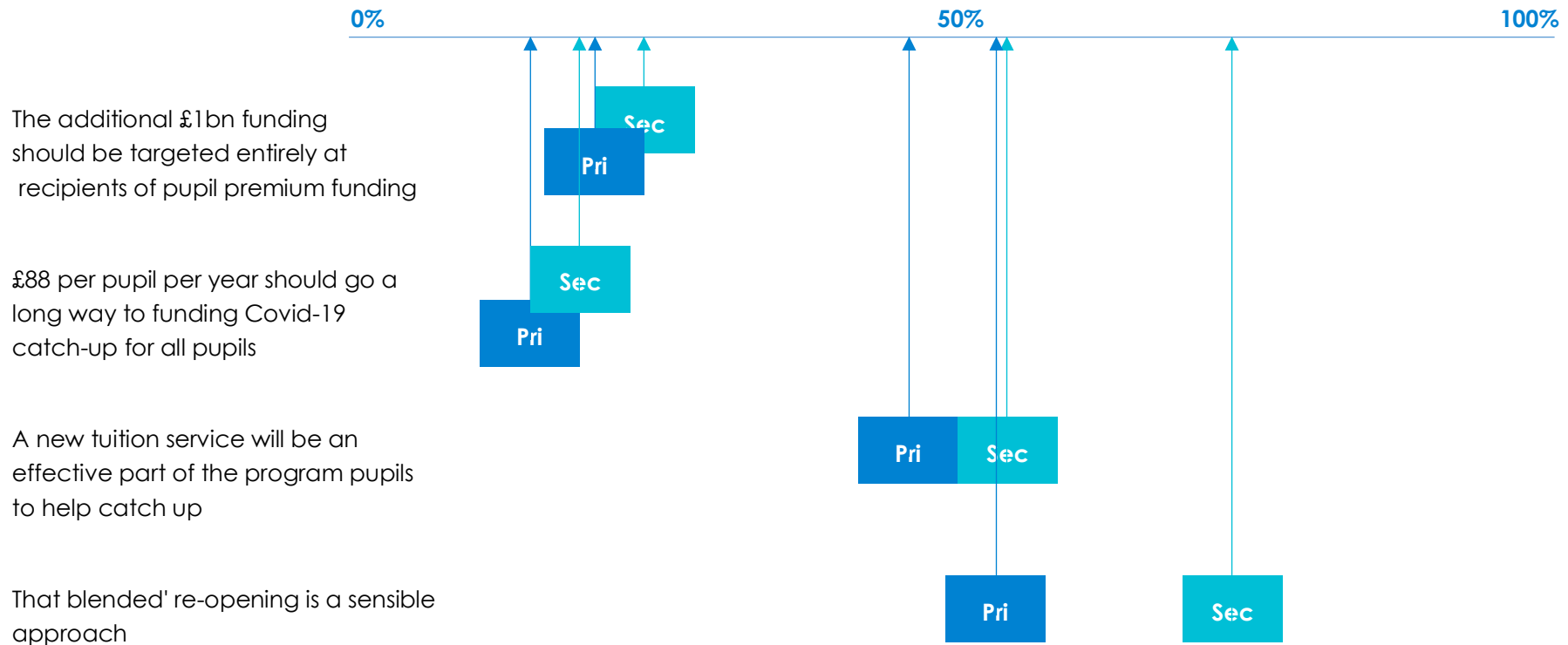


How strongly do you agree or disagree with the following statements?



Levels of support (broad agreement) by phase

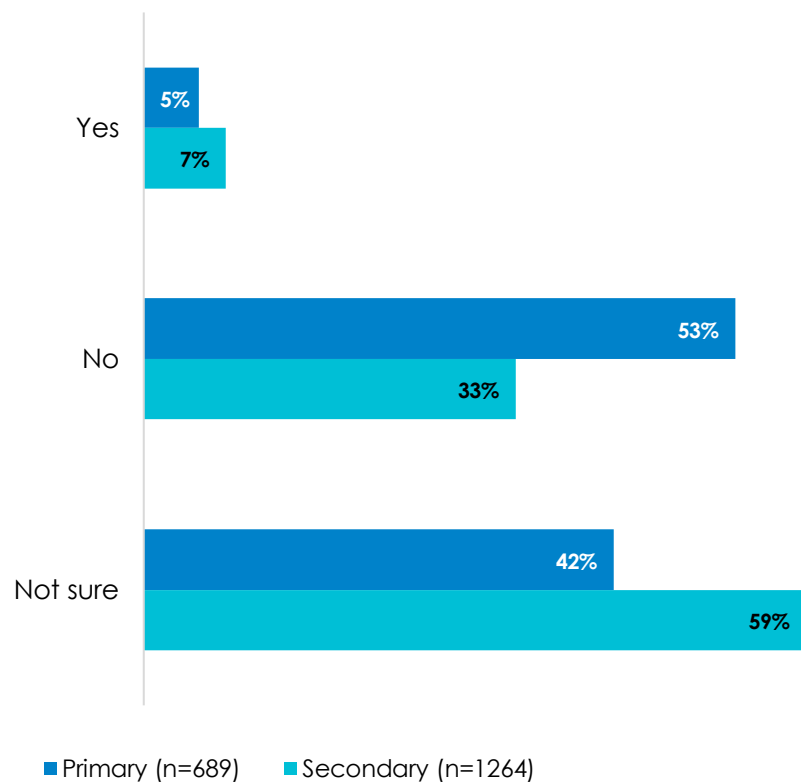
Primary (n=664) and secondary (n=1223) respondents show statistically significant differences only in the following categories:



Summer holiday catch-up

There is little sign that schools will be offering any catch-up learning during the school holidays.

Is your school / MAT planning on providing any catch-up learning over the summer holidays?



It may be that in some schools, plans simply haven't been announced yet: **senior leaders** show a greater awareness for the plans (only 31% not sure), but they also give a stronger negative response (59% say they are not planning summer catch-up).

The situation also seems clearer in **independent** schools with only 31% not sure. However, more respondents from these schools say both that they do have plans (10%) and don't (59%).

Mostly, where plans are in place (144 schools), the catch-up sessions are being provided by the schools themselves (83%), rather than the LA, MAT or other provider.

In **primary** schools, these will focus on English and maths in a third of schools and across a range of subjects in another third – the rest being undecided. In **secondary**, where plans are made, it will be across a range of subjects (51%) with only 12% focusing entirely on English and maths.

The new tuition service

There is broad support for the proposed new tuition service, though with only 14% strongly agreeing with the idea – possibly because there is, as yet, so little known about the details of who will provide the service and the experience of the tutors etc.

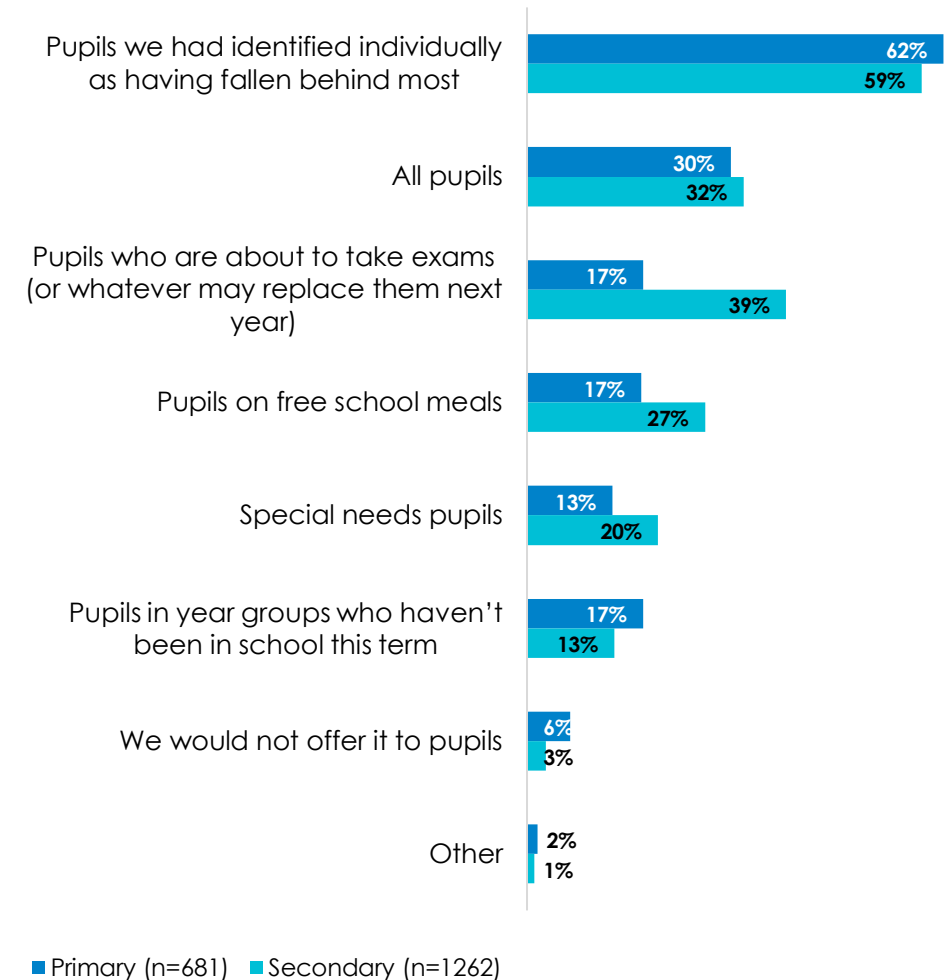
Very few schools indeed (1%) would not offer the service at all.

Most schools (over two thirds) do not expect to offer the service to all pupils, perhaps because the plan is that they will have to pay £12 of the typical £50 per session, which, given the additional funding to schools is £88 per pupil, would only give them seven one-to-one sessions – even if schools wanted to spend it all on this (which they don't – see page 10).

They anticipate identifying individual **pupils who have fallen behind** (see page 10 for demand for assessment resources) as being the **main recipients** of the additional funding. Secondary schools may also focus this further on **Y11 pupils**.

The views of school leaders are broadly in line the views of teachers as a whole in each category of response.

Which pupils would you expect to offer the new tuition service?



The best way to provide the new tuition service might be via **withdrawal from lessons**, when teachers expect that **70%** (median value) of the targeted pupils would take up the offer, rather than outside normal teaching time, when they expect that only 40% would.

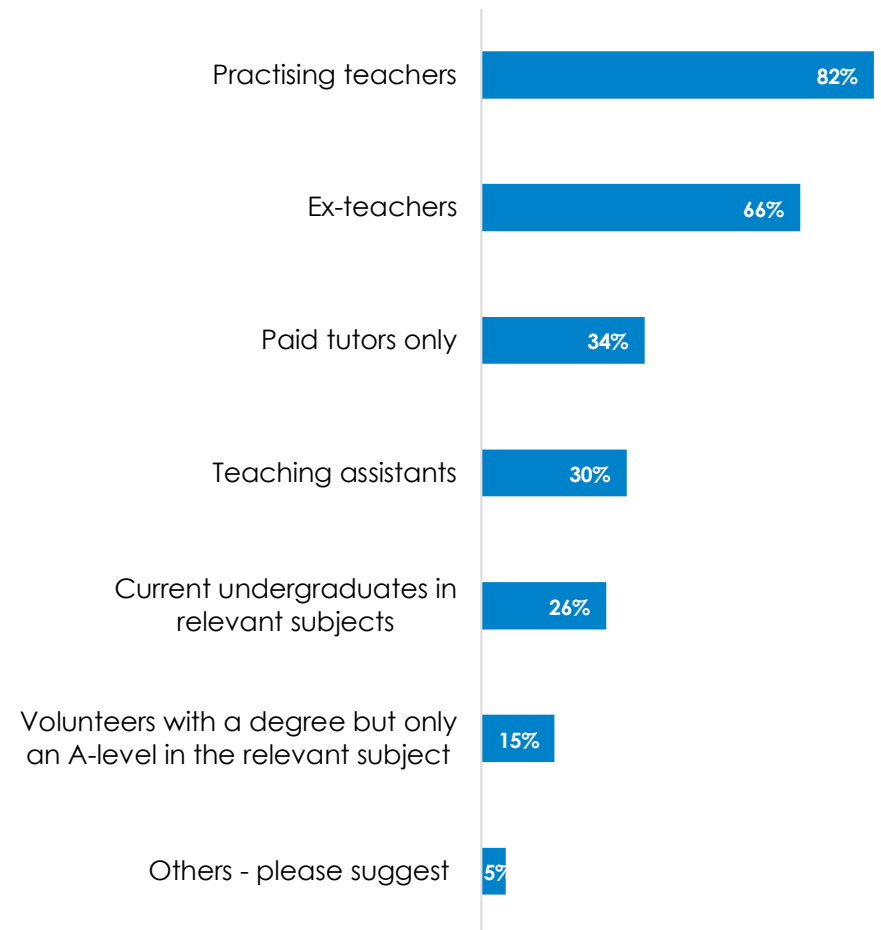
This has an impact on who would provide the tuition, since full time teachers would not then be able to help. The reliance would then fall on **part-time or ex-teachers** to staff the service, since confidence levels in those with other backgrounds is low.

The service currently being tried is based on a combination of using current undergraduates in relevant subject areas or on volunteers with a degree, but only an A-level in the relevant subject area. However, trust in these categories of tutor is quite low, and even lower in primary schools.

Senior leaders have slightly **lower** levels of trust in all categories of tutor, other than practising teachers and TAs.

There is no significant variation by school type.

Do you think that for the tutorial service to be successful it could be staffed by: (n=2042)



Priorities for £650 million

There will be many demands for the allocation of the promised £650 million for schools next year. Even supposing schools do spend it all on helping redress the damage caused to education by Covid-19, there will be more prosaic demands, such as for PPE, additional staffing to cope with smaller teaching groups and new safety measures put in place to accommodate larger numbers of pupils. The government has also suggested that this funding should ideally be spent on the new tuition service, which schools will have fund 25% of.

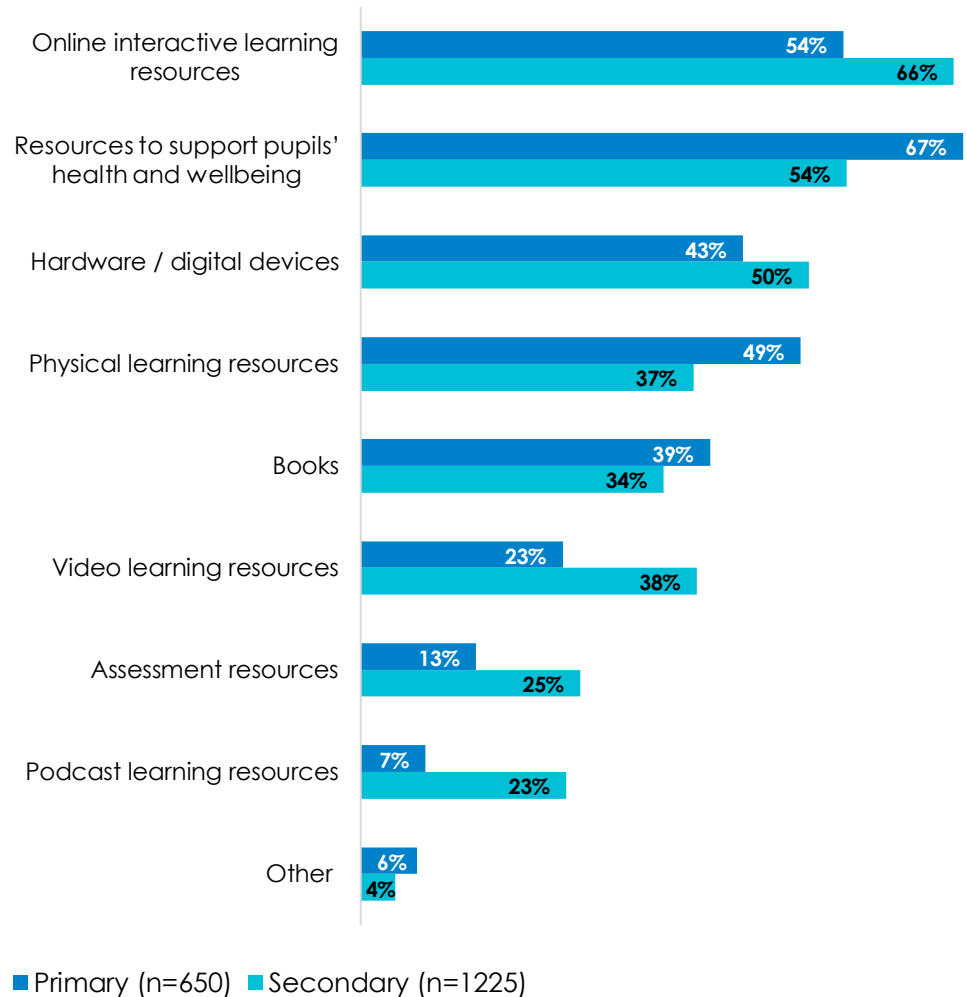
However, teachers and senior leaders expect that **40% of the funding (£260 million) will be used to purchase new resources.**

Online interactive learning resources and support for pupils' **health and wellbeing** (also required for revised PSHE programs in Sept), as well as new **devices** and, in primary, more **physical learning resources**, are high on the list of priorities.

Secondary schools seem to have a demand for a wider range of resources than primary schools do.

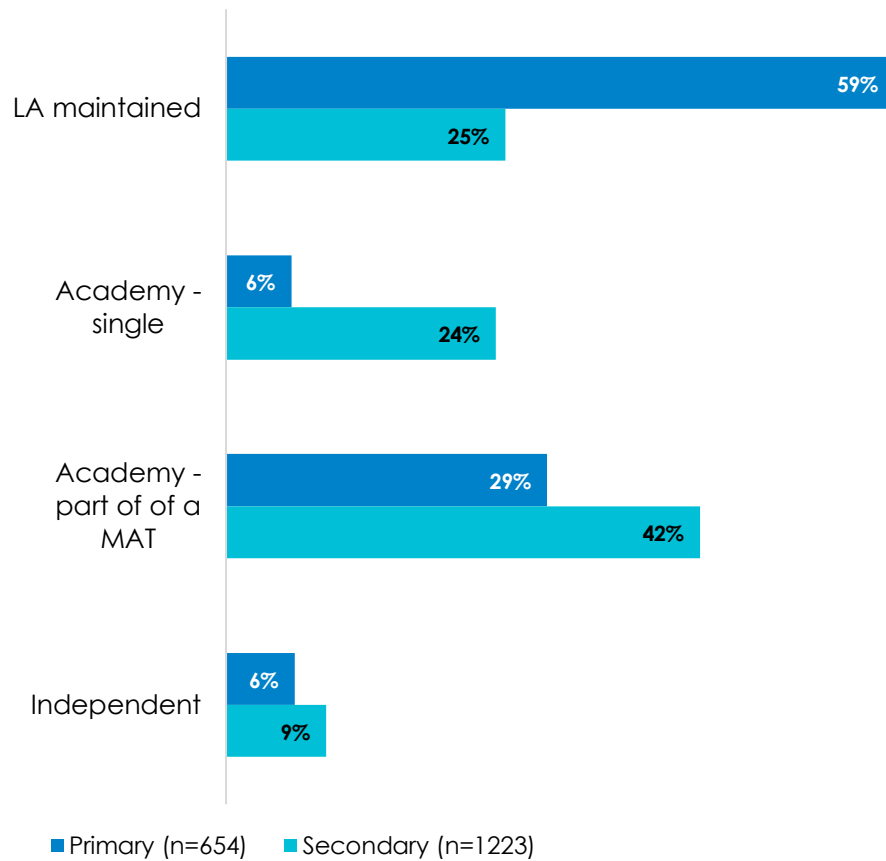
There is little variation by school type or job role.

What kinds of learning resources would you hope to spend the new funding on?

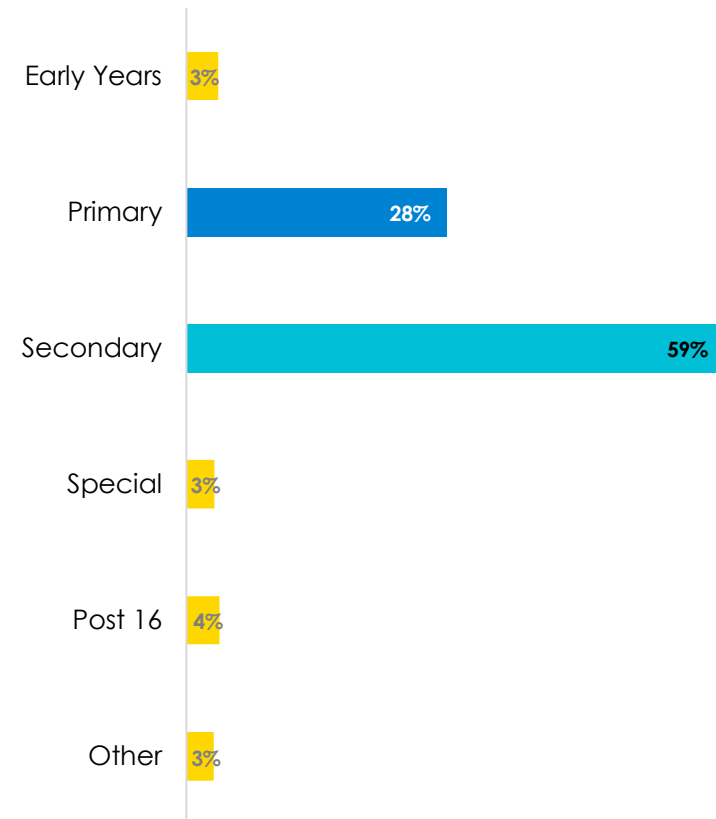


Profile of respondents

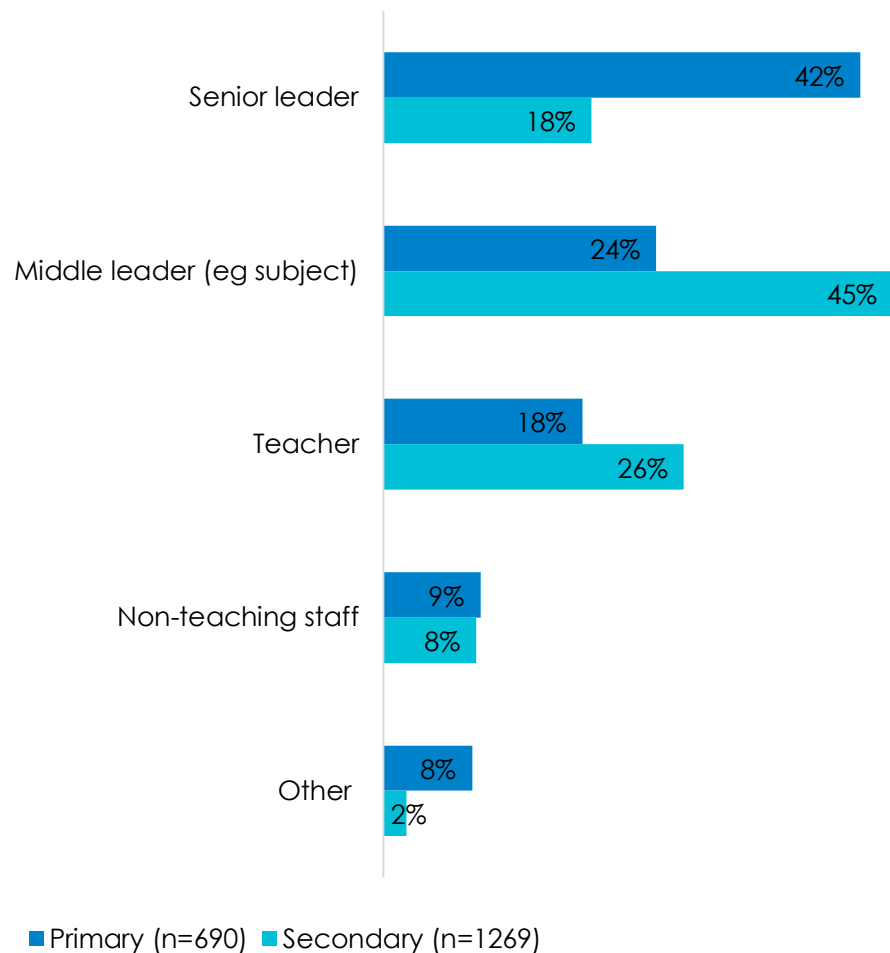
What type of school do you work in?



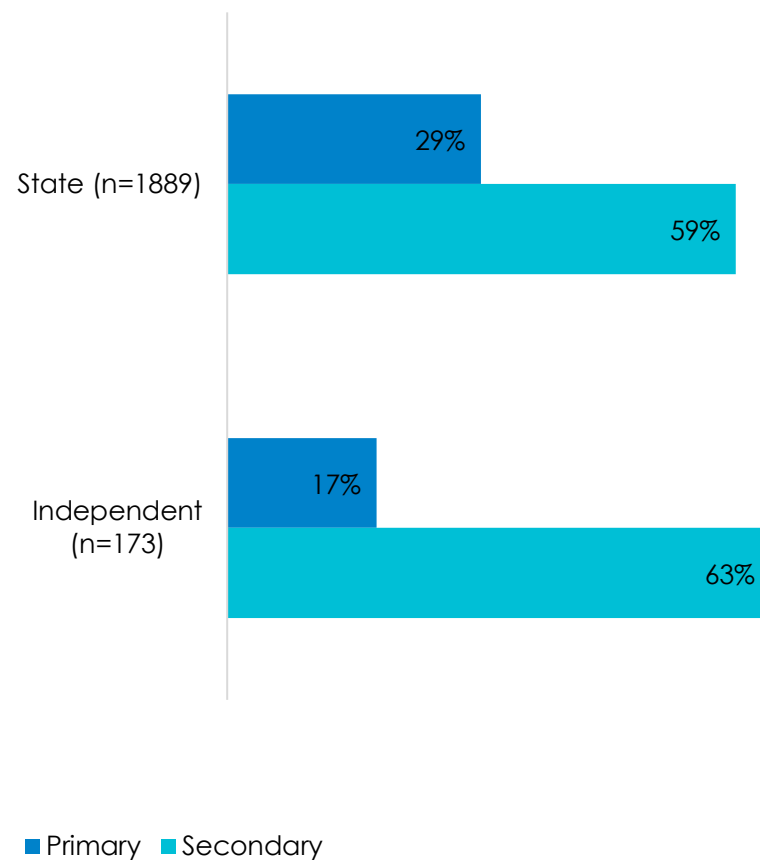
Which phase do you work in? (n=2168)



What is your most senior role in school?



Which phase do you work in? State vs independent (Pri & sec oly)



The logo for Schoolzone features the word "schoolzone" in a sans-serif font. "school" is in black and "zone" is in yellow. The text is centered within a white rectangular area that is framed by a thick yellow border. The border consists of four thick yellow bars: one at the top, one at the bottom, one on the left, and one on the right.

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The logo for the British Educational Suppliers Association (besa) features the word "besa" in a bold, lowercase sans-serif font. To the right of the text is a stylized graphic of three orange and yellow curved lines. Below the text and graphic, the full name "BRITISH EDUCATIONAL SUPPLIERS ASSOCIATION" is written in a smaller, uppercase sans-serif font.

besa
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The logo for MRS Evidence Matters features a circular graphic composed of small, multi-colored squares (red, black, white, and grey) arranged in a ring. To the right of the graphic, the text "MRS Evidence Matters" is written in a sans-serif font, with "MRS" in a larger, bold font. Below this, the text "Company Partner" is written in a smaller font.

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