Student Voice Remote Learning Survey Report

June - August 2020

The School Student Voice Remote Learning project was conceptualised after teachers told the Student Voice that they had a gap in knowledge of what home learning methods worked for people, what other teachers were doing and what they could do better. We wanted to find this out, as well as what students felt about coming back to school in the new year. It was or-ganised and led from start to finish by students and we received 343 responses to it from across the school, more than enough for good analysis. The report went out to all teachers and the key findings were taken on board for future communications and policy.

Executive Summary

We wanted to find out:

- Which forms of remote teaching were being used already.
- Which forms of already-experienced remote teaching were preferred by students.
- How students were coping with completing the set workload.
- What students' worries were about coming back to school and, for those it applied to, their concerns regarding exams next year.

We distributed the survey via email in early July and received 343 responses to the survey, with a good response from all years: 9, 10 and 12.

Here are our headline stats and recommendations:

Online tasks are very popular for years 9 and 10, being the most popular remote teaching method by far.

They are currently in high use with those years, and should keep being used.
Year 12, however, did not like online tasks and did not currently use them very frequently.
This is good, and should continue.

⅔ feel like they are getting more work than they can manage.

Work feels too much for most people: 65%, even of those responding to this survey, are not always completing work. But the large 'sometimes' response indicates that most students are *trying* to complete work but struggling. This was often explained by students as being due to the work being harder and being longer due to not having help or working in a different environment.
Considering the addition of consolidation weeks already, different strategies are required in order to help students manage work. These could include teaching time management skills or facilitating more regular teacher interaction to allow students to move on with tasks without waiting for days for help.

Video lessons did not take place regularly for the majority of students.

For Year 12s, pre-recorded videos going over lessons were preferred to live video lessons, though live lessons were also liked.
For other years, they were more or less equally preferred - a combination of live lessons and pre-recorded lessons should be used far more frequently.

Teacher communication is important.

Email and public Teams channels are not always ideal for many students - Teams is a step forward, but not all students feel comfortable using it for asking for help on it. Helping students do so could be something further explored.
Teachers should always respond to communications within at most a couple of days to minimise tasks being delayed due to students not being able to access help.
This should also help with workload as students are able to complete tasks better and quicker.

Students are more scared of failing academically and not knowing things than of Covid.

Students are very scared of being behind peers, not having done enough work during lockdown or having missed something - 6x as many students gave open-text answers expressing fear over this compared to fear over Covid.

Often, those who were trying but struggling were afraid that teachers would be angry or offended.

There should be a policy that teachers should not be negative towards students who have not done some work during lockdown, instead offering opportunities to catch up.

Messaging from teachers also needs to think about how to reassure students around catching up

Messaging needs to be reassuring and focus on academic changes as well as Covid-related precautions.

There was a lot of confusion around what will happen next year, both with health measures and with exams in particular.

Similar to the social story developed for SEND (here: [When I go back to school in September 1.docx](#)), we suggest that a similar resource be made for *all students* that lays out all the changes that will be made in a clear, visual way, and is made available to all classrooms.

Introduction

In March 2020, the Covid-19 pandemic forced England into lockdown. This meant that school could not commence, forcing teaching to move online for the vast majority of the rest of the academic year.

In June, after discussion between Student Voice and their SLT link, they determined that there was a knowledge gap for teachers in what was or wasn't working with remote teaching methods, as well as what other teachers and departments were using.

As a result, Student Voice suggested a short research project to determine:

- Which forms of remote teaching were being used already.
- Which forms of already-experienced remote teaching were preferred by students.
- How students were coping with completing the set workload.
- What students' worries were about coming back to school and, for those it applied to, their concerns regarding exams next year.

The survey was open from the 28th of June 2020 to the 7th of July 2020, distributed via school email to all students in Year 9, 10 and 12.
It received 343 responses, over 20% of the demographic, with a statistically significant response from every year group.

Initial quantitative analysis took place in early July, with initial findings passed on to the SLT via the Student Voice SLT Link. Further analysis, including qualitative coding and analysis, took place over the following weeks, in time for the new school year.

Though remote learning may not be necessary from September 2020 onwards following a return to school, the change in culture and discovery of new techniques and teaching technologies means that it is likely that more tools such as Teams will be used in the future. It is also possible that a localised lockdown in the future could mean a return to remote teaching. Therefore, the learnings from this report should both serve an evaluation of remote learning *and* inform future remote learning.

This report contains Student Voice's findings and data. It is written with both adults and young people in mind.

Jargon buster

Quantitative – Numerical data, often given in the form of a multiple choice question or a slider. E.g. 35% said they always completed work.
This data can usually be shown using some form of graph, made using the numerical data.

Qualitative – Word-y and open-ended responses, often in the form of open text boxes that let people type whatever they like.
E.g. the responses to a comment box asking, "If you are due to take exams next year, what concerns do you have about them?"
This data is harder to analyse, requiring going through each response and 'coding' it according to which theme it's talking about. E.g. a theme from the above question could be "Grades/not getting what is deserved".

Senior Leadership Team (SLT) – The group of the most senior teachers at the school. This includes the head, deputy heads, as well as other leads. They meet regularly and make decisions that affect the whole of the school.

Student Voice Link Teacher - The teacher who links the Student Voice to the Senior Leadership Team.

Methodology
Creation
We recruited Student Voice members who had previously either engaged with meetings or had expressed interest to work on the project using direct messaging and our team Discord server.

We met via video to design the survey, with Finlay providing basic explanations on how to design a survey well, using a couple of examples. We focused first on what we wanted to know, then determining whether a qualitative or quantitative approach was ideal. (E.g. Would multiple choice be better for this question, or would that stop us learning what people actually think compared to an open text box?)

We then went through each of the objectives for the survey and wrote one or two questions for each, thinking about how they would be interpreted and the data they would give us and how we'd use it as we went.
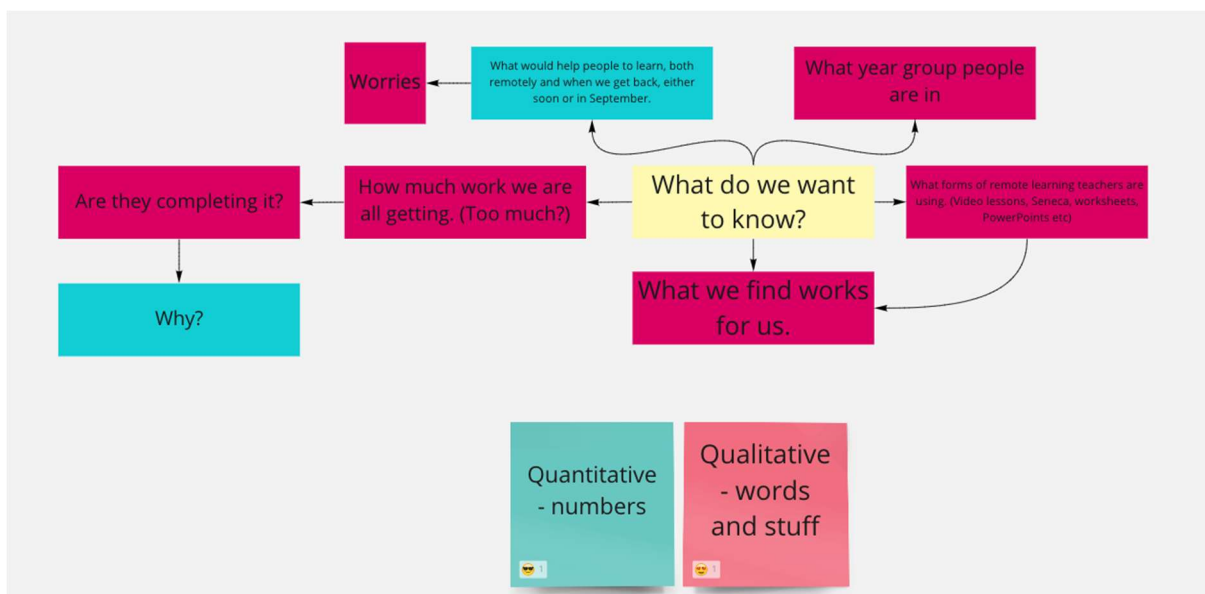
This was then constructed on Google Forms (due to its accessibility and being free). We circulated the survey to a few people before distributing to the entire school, to ensure that it all made sense and worked correctly. This, as it usually does, yielded a couple of wording choices and labelling issues that we cleared up.

In order to gain useful information from quantitative data, we required:
- Well-phrased and clear questions
- Avoidance of biased questions
- Responses from 200 students from across the school, ideally spread across all three target year groups.

In order to achieve these objectives, we:
- Designed the survey as a group via a video meeting to allow multiple perspectives and interpretations of each question. This also allowed wider perspectives on which questions and question formats would be most effective.

- Distributed the survey via the school email, emailing every student in years 9, 10 and 12. This led to 343 responses, well above the bar for statistical significance.
- Made only quantitative questions mandatory, allowing for respondents with nothing they wanted to say to skip longer, wordier questions. This also reduced the workload when cleaning and categorising those responses and meant that we didn't encourage respondents to make up responses for the sake of it.

The link emailed out to the target demographic linked to the survey.

Analysis
When the survey was closed, we took the quantitative results and went through them as a team to decide what they meant for us. This was then passed on before the end of term to the Student Voice Link Teacher, to report back to the SLT.

We would have liked to analyse the qualitative results before the end of term, but individual time pressures meant that establishing a method for it and then applying it to hundreds of responses in a short space of time was too difficult. This was not too problematic, however, as most of the qualitative answers were those relating to the upcoming new school year.

For qualitative answers, we collated the responses with respondents' year groups, then read through the first few answers to gather a sense of the common present themes. Using these themes (and adding more as necessary as we went), we assigned one or more labels to each response, to provide an overall picture of sentiment.
Where we asked for suggestions or more specific comments, we also took notes on suggestions made as we went through.

In the some of the graphs below, we have broken down responses by year group, especially where there were significant differences between them. Where this is the case, the baseline column is the overall picture, the sum of all respondents' answers.

Notes
The only personal information we collected was which year a respondent was in. Other than that, we made sure that all responses were completely anonymous. Despite this, we are still keeping the raw data password-protected.
We did consider asking whether a respondent was entitled to Pupil Premium or not, but decided that we would not gain a large enough sample of these students to make good conclusions and that it would not be worth it for the increased completion time and difficulty to complete. In hindsight, we would likely have gained enough responses for reasonable certainty if there were any extreme differences between PP students and the baseline sample.

In order to increase uptake and completion, we deliberately made sure the survey took as little time to complete as possible. We estimate it took around 3 minutes for each respondent to complete.

We also ordered the questions so that 'easier', quicker-to-answer questions came early on in the survey, as a sort of 'warm-up' that created better perceptions of the survey to begin with. This helped make sure respondents stayed all the way through the survey.

One point to note is that we may have slightly biased our sample as a result of using email as a distribution means – this may have meant that we selected more academic students who are checking their emails more regularly. We don't feel that there is much we could have done to avoid this in the current situation, however. This, if anything, means that any negative sentiments in results could, in reality, be worse, given that we may not have reached the most affected.

Also note that we asked the questions in the middle of a term. Though this is, in our opinion, preferable to asking afterwards, during the holidays, it may have slightly negatively affected the sentiment of some results. However, this is not something we deemed significant or worth accounting for. We prefer having a snapshot than a retrospective survey.

Q1. Year Groups
"Which year group are you currently in?"

Year group response
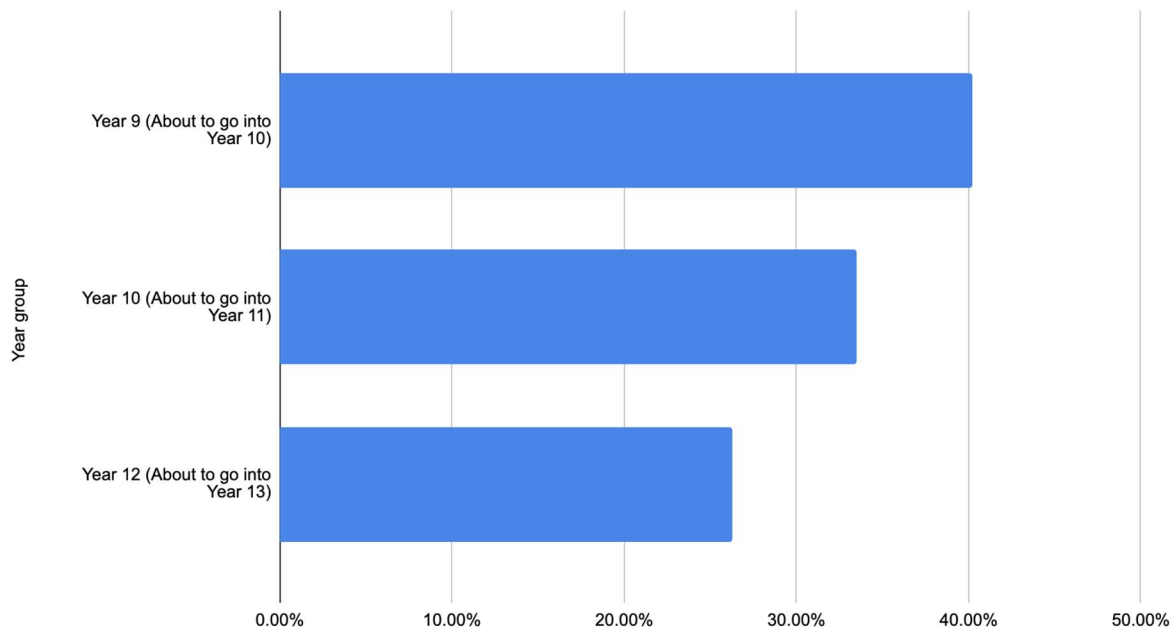
Summary
● We received enough responses from each to reliably break results down by year group.

Why and how
We asked this question to give us the ability to break down the responses by year group, as we expected there to be some different feelings and preferences between older and younger groups.
Note that we gave the options of Years 11 and 13, just in case we got any responses from them. We did not, however.
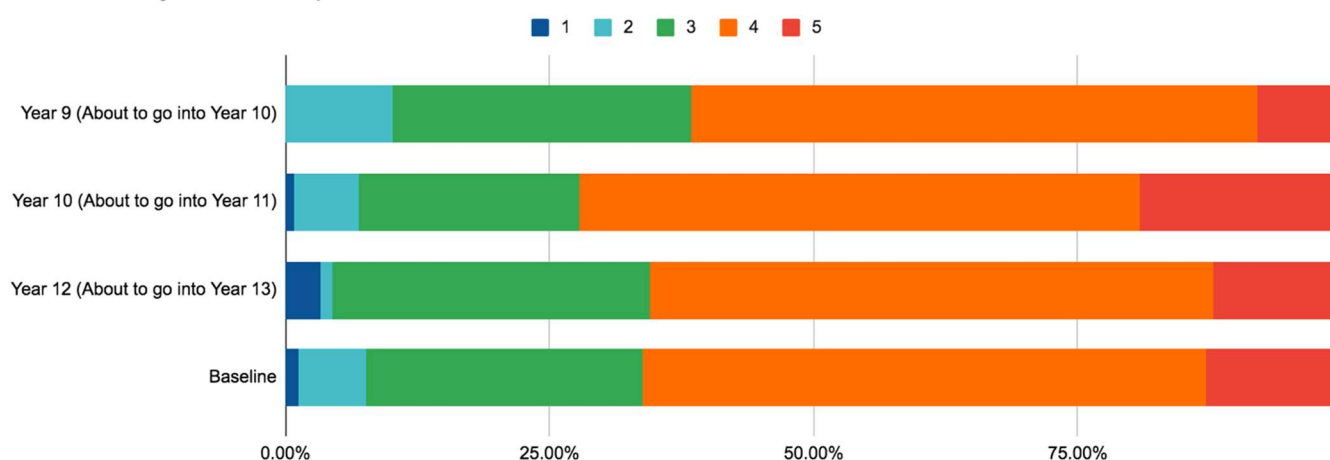
Commentary
We received the highest response from Year 9s and 10s, with less from Year 12s. However, we had more Year 12s proportional to the size of the year group, meaning we can still make very valid conclusions.

Q2. How much work are students getting?

"How much work are you getting? (With 3 being about right for you to manage.)"

Workload by Year Group

Summary
- Year 10s are slightly worse off, but otherwise no significant variance between year groups.
- <u>Two thirds of students feel like they are getting more work than they can manage.</u>
- Given the need for students to study for exams, <u>the SLT should consider giving students the skills to manage time and work more effectively</u> or <u>varying the nature of work being set</u>, as well as continuing frequent re-evaluation and adjustment of the amount being set.

Why and how
We asked this question to get a sense of how students were feeling about the quantity of work they were getting, using a simple scale.

We've broken down the results by year group in the graph above, though this doesn't show any significant difference.

Note that we did not explicitly specify what 1 and 5 meant, but we feel this is obvious and did not affect answers at all.

Commentary
Other than Year 10s being slightly worse off, possibly due to the need for them to study for GCSEs and having less experience of independent learning, we did not see a significant difference between year groups.

The main conclusion from this question is that <u>two thirds of students feel like they are getting too much work.</u> As is implied, as well as shown in later questions (see Q3a and Q3b), they are struggling to manage it.

While one solution could be to reduce the amount of work set, we can see why this may not be a good solution; we suspect that there is still less work being set and completed than would be done within a normal school timetable, but that factors such as being at home, distraction and time management issues may contribute to a perception of there being more work than is

manageable. The work being set is and should be a balance between what is manageable and what needs to be done for studying for exams, so helping students manage this work better may be ideal.
This could take the form of help with time management, better teacher interaction or a bigger variety of activities.

Q3a. Managing to complete

"Are you managing to complete all of the work you are set?"

Are you managing to complete all of the work you are set?
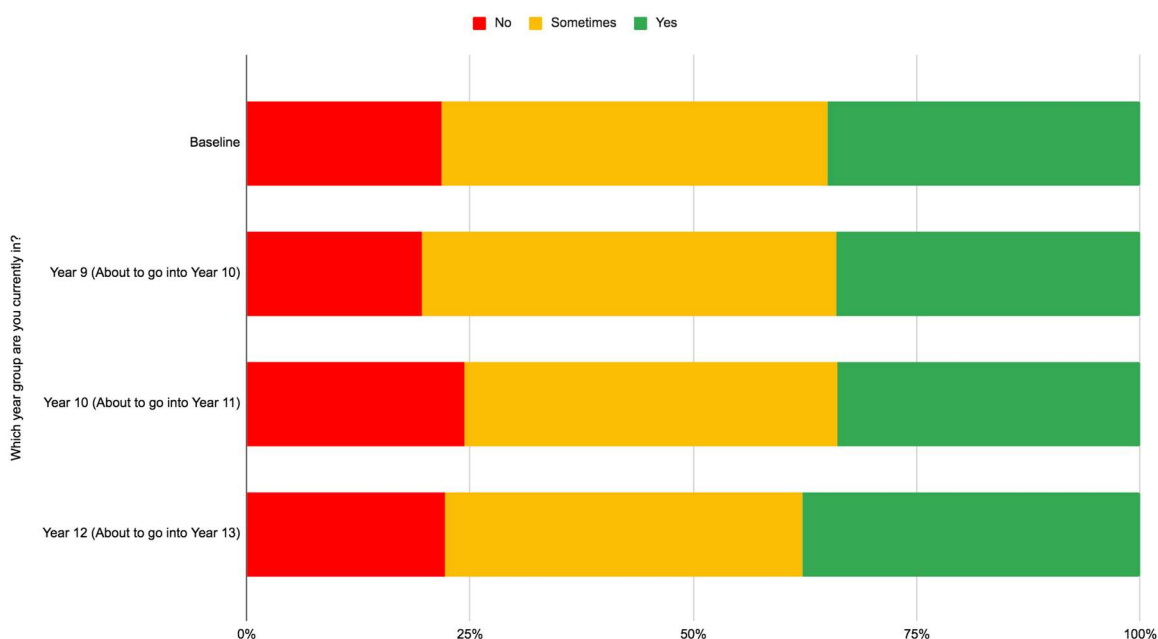
Summary
- There was no significant difference between year groups.
- 22% report not completing work set, and that's of those who are responding to this survey in itself, so it could well be higher in the overall population.
- 65% are not always completing work.
- The large 'sometimes' response indicates that students are *trying* to complete work but struggling, not simply avoiding it.

How and why
We asked this to get students' response on whether they are completing work. We know that teachers have been evaluating this themselves, at least for some year groups, but we also wanted to see if some year groups were doing less, and if so why.

Commentary
There was not a significant difference between the year groups.

The worrying conclusion from this question is that very often students are not completing all of the work, with only a third always doing so. 65% said that they either weren't or sometimes didn't complete all of the work.

In general, we suspect that there are two possible reasons for students not completing work: either not wanting to, or not being/feeling able to.
Given that the largest portion of students said they were 'sometimes' completing all work, this seems to indicate that they are trying to complete work but not doing so. (See Q3b for reasons why not.

Q3b. Why are some not managing to complete work?

[Follow up from "Are you managing to complete all of the work you are set?"] "If no, can you tell us any reasons why?"

If no, can you tell us any reasons why? (Open text response, thematically coded. Responses could include multiple themes.)
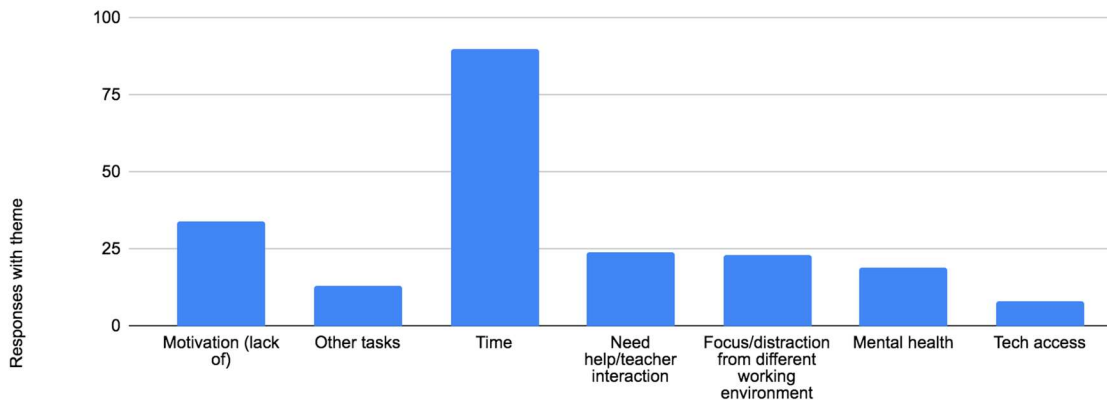
Summary

- By far, the most given reason for not completing work was lack of time/having too much to do.
- Quite often, this was in addition to one or more reasons that work was taking more time/was harder than it would have been in school:
  - Lack of motivation
  - Lack of teacher interaction and help
  - Distractions or adjusting to a new environment
  - Poor mental health

Why and how

We felt that simply knowing how many were not completing work was not enough, and that to draw actionable conclusions we needed to ask why not.

140 respondents answered this question, as we made it optional, and very often those who said 'sometimes' to the previous question also gave an answer.

To analyse them, we used the thematic analysis process described above. (See *Methodology*.)

Commentary

The most significant sentiment from the answers was that students were getting too much work to fit into the time they had. Often, this was associated with work being harder or taking longer, usually for one of the reasons below:

- Lack of motivation, not having anyone to make them do work or just not feeling up to it.
- Lack of a teacher there to help if they run into issues or things they don't understand with the work. Also that teachers would usually explain things and be able to judge the sentiment of a class when teaching to ensure understanding, and that is missing.

- <u>Different working environment,</u> working from home with other things around (such as family, home schooling siblings or distractions) and adjusting to not being around other learners.

Q4. Best practice

"Do you have any teachers who are setting tasks in a way that works especially well for you?"

Summary

- We asked this to identify best practice.
- Though we did not consider this in the design, we used the responses to send a congratulatory email to teachers who were often mentioned.
- Analysis is harder for this question, so we are still working on it.

Why and how

We wanted to find out if there were any teachers or departments that were setting work particularly well.

We used word counting, with manual correction of spelling errors, to determine how often teachers or departments were mentioned.

We extracted the most-mentioned teachers from this and the Student Voice Teacher Link arranged for them to receive an email congratulating them on good practice and the feedback from students.

Commentary

Thematic/quantitative analysis was hard to do and reliably due to the way teachers teach different numbers of students and how departments have different sizes. We are still attempting to pull out some general conclusions regarding successful departments and strategies.

Q5. Forms of remote learning in use

What forms of remote learning are your teachers using?

What forms of remote learning are your teachers using?
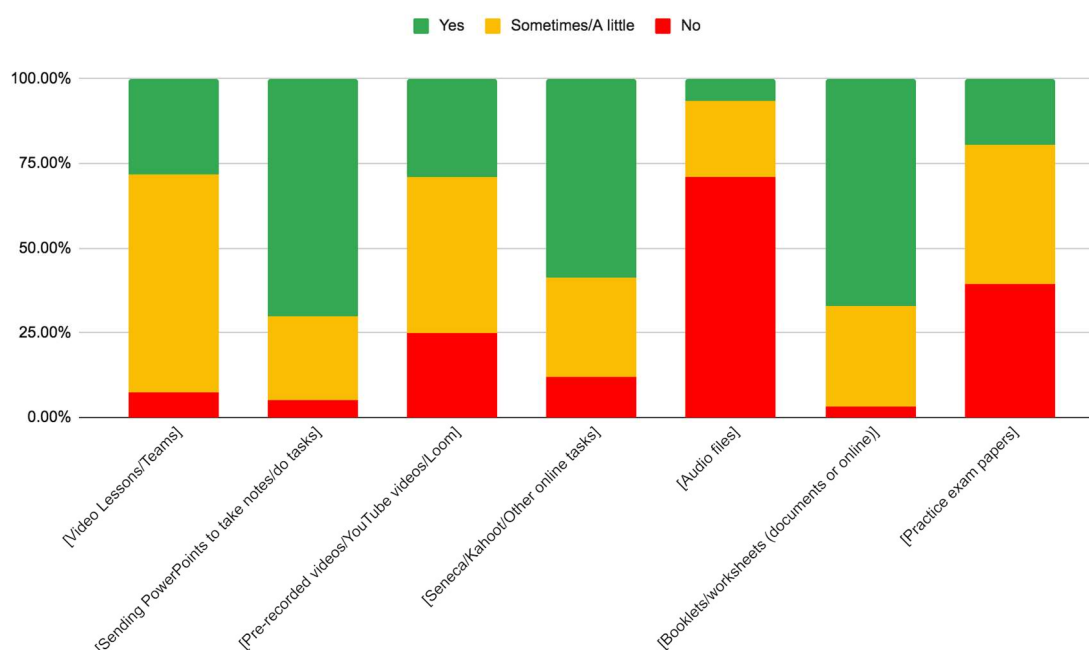
Summary
- Only a quarter of students were receiving regular video lessons even by the end of term. (From our personal experiences, the large 'sometimes' proportion is because only some teachers are running them.)
- PowerPoints (often those that would have been used in lessons alongside teacher commentary and additional explanation, for taking notes from) and worksheets are by far the most commonly-used methods of teaching. Notable is that these are methods that require low interaction from teachers during the activity, and hence may not be ideal.

Why and how
We wanted a snapshot of what was happening at the time of the survey. We generated a list of known methods as a group to give as options.

Commentary
Most significant is that only ¼ of students are getting regular video lessons. This reflects our personal experiences, where only a small proportion of teachers have run video lessons, with very few doing them with any regularity.
Given that this survey went out at the beginning of June, over 3 months after lockdown began, we would regard this to be a failure, though we realise that video lessons are not the single best solution for all classes or students.

The other conclusion from this question is that the most common teaching methods by far are the sending of PowerPoints or worksheets to complete.

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We note that these both methods that are easy for teachers to use; they use materials that likely already exist and do not require significant teacher interaction during the task (the main interaction would be from feedback, if given).

Whilst we recognise that this is ideal for teachers who are struggling with online teaching and/or have to balance other aspects of life at home (e.g. little humans), as later questions show, they are not particularly preferred methods of teaching.

As seen in Q3b, students are often struggling due to not having teacher interaction and help. We therefore recommend teachers use more interactive means of teaching when teaching remotely, allowing interaction with students during the task. (Note: Teams is not always the answer to this. The lack of private messaging with teachers means that asking for help is hard, both in virtual lessons and in team chats.) (See *Q6: Teams/Videos* for more detail.)
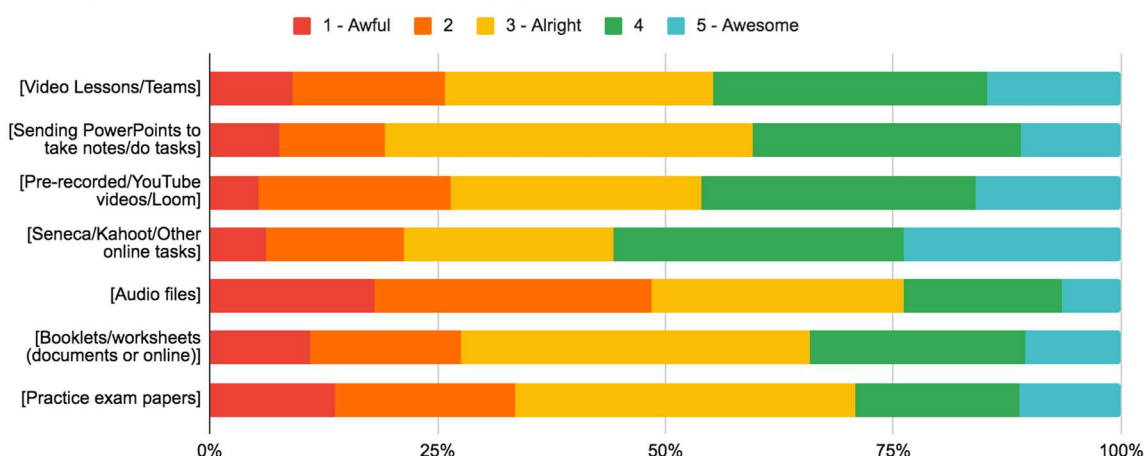
Q6. Effectiveness of different methods

"What do you find is most effective to help you learn?"

What do you find is most effective to help you learn?
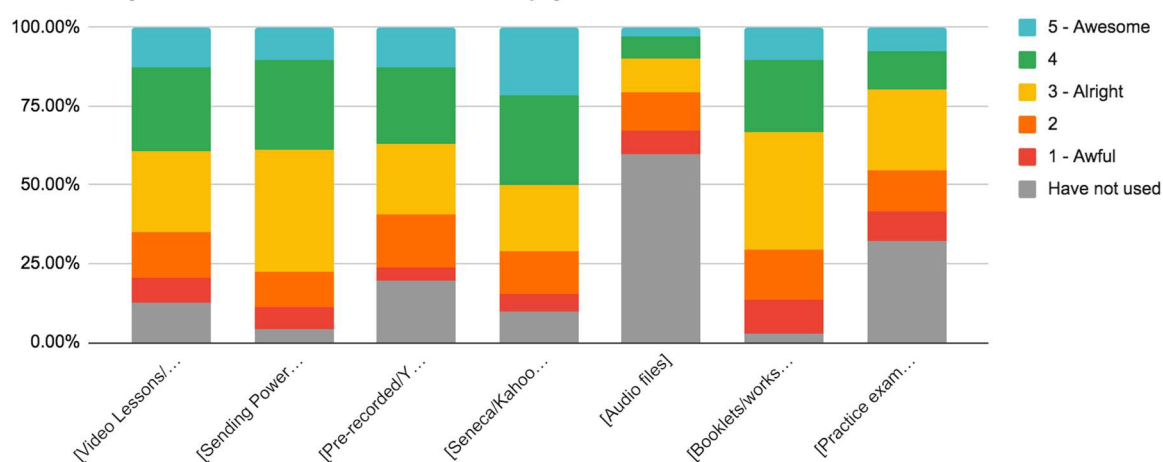
What do you find is most effective to help you learn?

Summary

- Some individual methods are broken down by prevalence and year group below where significant differences and/or findings are present.
- Online tasks are by far the most popular. (Primarily among younger year groups - see *Q6: Online tasks*.)
- PowerPoints, worksheets and practice papers are not very popular.
- Teams and pre-recorded videos are equally preferred. Year 12s in particular liked both. We believe this may be because many like being able to watch the lesson at their own pace, and because the format of video lessons means that asking questions is just as hard as when not on a video call.
- Hence, teachers should play to the strengths of Teams by using it for interactivity-based sessions rather than explanations of PowerPoints, using pre-recorded videos for explanations of subjects, allowing students to work through it and take notes at their own pace.

Why and how

For us, one of the most important parts of the survey was finding out whether our beliefs about what worked or didn't for us were shared, as well as finding out whether there were differences in year groups.

We gave a matrix question for respondents to answer, with the options 1-5 (labelled) as well as the option to state that they have not yet used them. We did not cross-validate the responses with whether they'd said they used the method in the previous question.

In the second graph above, we normalised the data, ignoring those who said they hadn't used it to get a clearer picture of how much those who *have* used each method prefer it.

Commentary

Online tasks are by far the most popular. See *Q6: Online tasks* for more details.

"Hands-off" teaching methods (PowerPoints, worksheets and practice papers) were not very popular with students. We put this down to them being less engaging and harder to get help with if students get stuck.

Teams video lessons and pre-recorded video lessons are equally preferred in general (although see *Q6: Teams/Videos* for more information). We believe this may be because many like being able to watch the lesson at their own pace, and because the format of video lessons means that asking questions is just as hard as when not on a video call. We suggest that this should mean that teacher use a mix of Teams lessons and pre-recorded lessons, using Teams lessons to focus more on interactivity and using activities that utilise presence of many in the class, rather than simply explaining PowerPoints.

Practice papers are preferred more by Year 12s, with Year 10s and Year 9s being generally negative towards them.

Q6: Teams/Videos

What do you find is most effective to help you learn? [Pre-recorded/YouTube videos/Loom] (Normalised)

■ 1 - Awful ■ 2 ■ 3 - Alright ■ 4 ■ 5 - Awesome
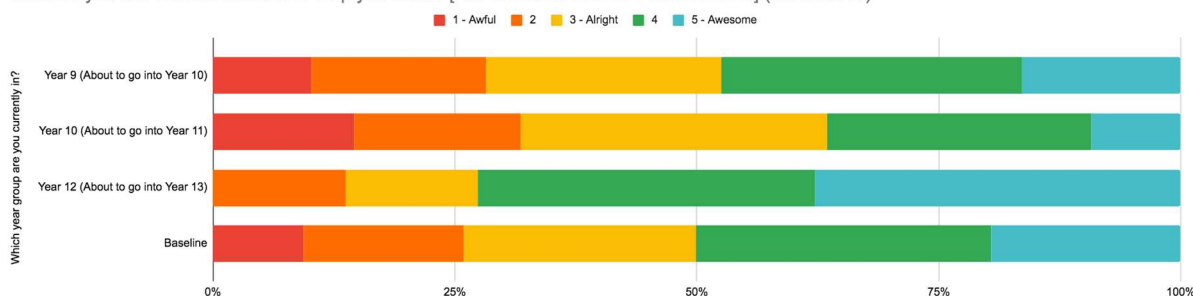
What do you find is most effective to help you learn? [Video Lessons/Teams] (Normalised)

■ 1 - Awful ■ 2 ■ 3 - Alright ■ 4 ■ 5 - Awesome
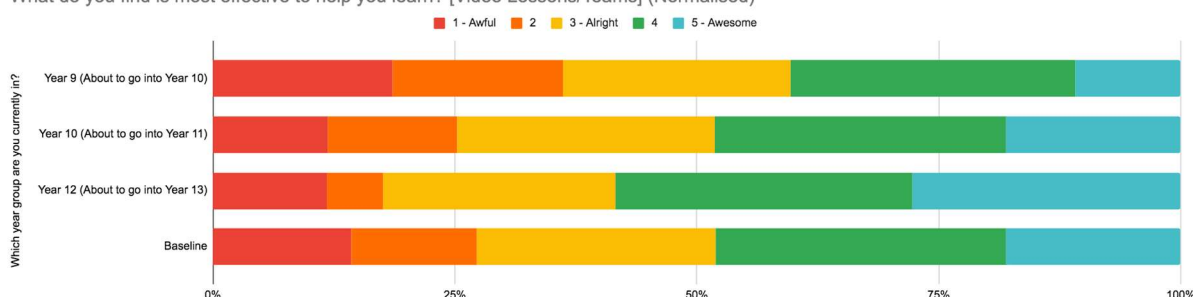
Summary

- Year 12s in particular prefer pre-recorded videos, with nearly 75% rating them highly.
- Both videos lessons and pre-recorded videos were generally liked.
- Year 10s slightly preferred video lessons, with both other years slightly preferring pre-recorded videos.

Why and how

These graphs are the answers for videos and video lessons respectively from Q6, broken down by year group.

We did this for every teaching method from Q6 in order to see if there were any major differences between year groups, but have only included breakdowns for those with significant differences.

Commentary

The first thing to note is that Year 12s were generally more favourable of all teaching methods, to differing extents. This only partially explains the difference with pre-recorded videos, with nearly 75% liking them - compared to the other year groups, Year 12s significantly prefer pre-recorded videos.

All year groups were generally relatively favourable of both video lessons and pre-recorded videos, although Year 10 had a slight preference towards video lessons.

Video lessons have often been implied to be the single solution to remote teaching, by the school and nationally. However in our experiences they are not always the most efficient way for some students to learn; often the video lessons are used as catch-up, it is hard to ask

questions in a strange environment with so many peers and teachers struggle to keep up with questions in chat.

We believe that many likely prefer pre-recorded videos as it lets them work through at their own pace, with roughly the same amount of teacher interaction in practice.

Hence, teacher interaction should be emphasised for both methods:

- <u>Video lessons should be used for interactive activities such as MFL speaking activities or activities that involve multiple students</u> (this will also help go towards bridging currently-broken social connections for some students)
- <u>Teachers providing pre-recorded videos (and any other task) should make sure that there are ways for students to contact them for help at any point during an activity.</u> This doesn't mean an immediate reply, but a private channel where help can be expected within a day or so. (Ideally on Teams. Email is not good enough.)

Q6: Online tasks

What do you find is most effective to help you learn? [Seneca/Kahoot/Other online tasks] (Normalised)
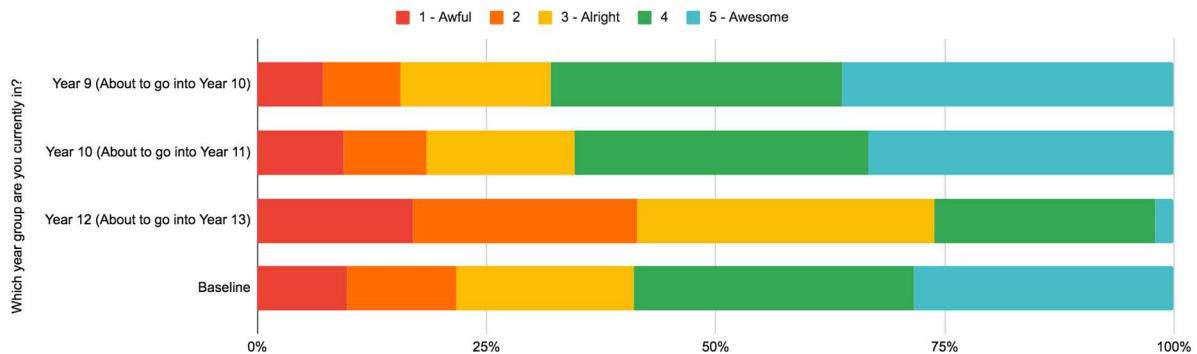
What forms of remote learning are your teachers using? [Seneca/Kahoot/Other online tasks]
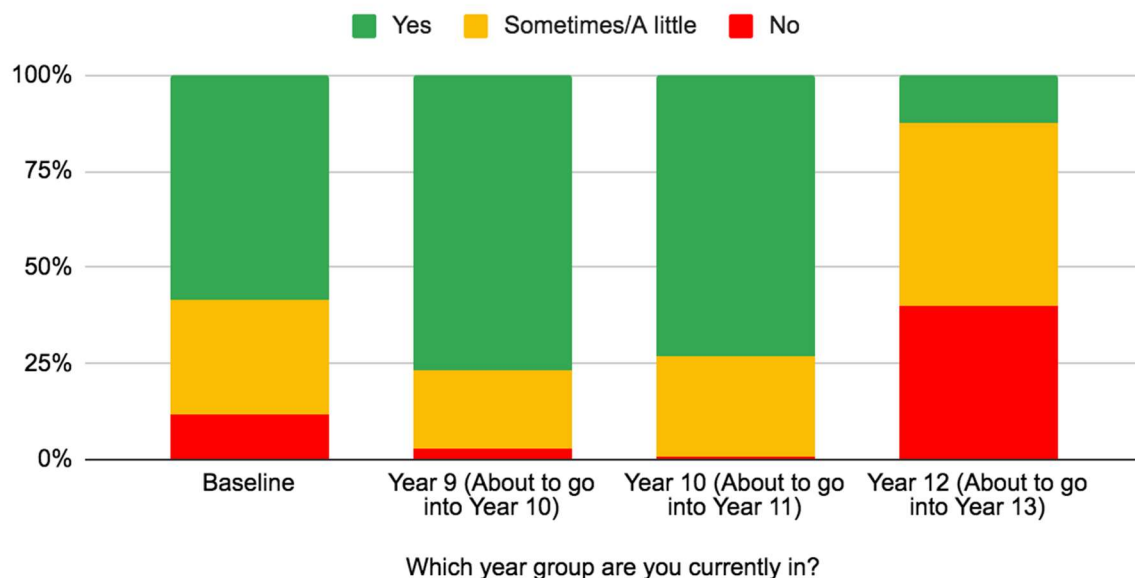
Summary
- Online tasks were the favourite method from Q6 despite a more negative Year 12 response.
- Usage patterns reflect the preference by Year 9 and 10 and the less positive response from Year 12.
- This should continue.

Why and how
Same as above - this is the response to Q6's online tasks row, broken down by year group. We've also put the usage frequency data alongside it for comparison.

Commentary
Online tasks were the most preferred by far in Q6, with around ⅔ of Year 9s and 10s ranking them highly.

Year 12s, however, did not prefer online tasks, with less than a third ranking them highly. We are not sure of why, though potential reasons could be their gearing towards younger audiences or a lack of independence in how the tasks are completed.

This preference does seem reflected in the usage data, with only 12% of Year 12s saying their teachers were using online tasks.
75% of Year 9 and 10s reported their teachers using the online tasks regularly.
We suggest this continues, with teachers in the lower school utilising online tasks and sixth form teachers using other means.

Q7. Concerns coming back

"What concerns do you have about going back to school?"

What concerns do you have about going back to school? (Open text response, thematically coded. Responses could include multiple themes.)
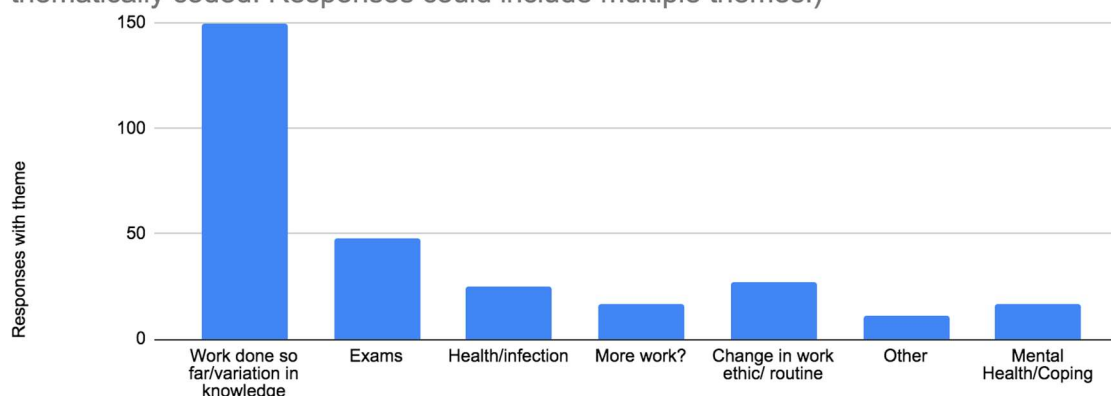
Summary

- Students are very worried about not having done enough work in lockdown and being behind or having teachers tell them off as a result. This means that it should be made clear to all students that neither will happen.
- There is not a huge amount of worry around infection. Where there is, it is often to do with the risk of passing it on to family. While this shouldn't be ignored, more focus needs to be on accounting for and reassuring about academic changes.

Why and how

This question was open-text and optional, and we analysed the responses using the thematic coding process described in *Methodology*.

Commentary

This question was optional and near the end of the survey, so we did not expect as many responses as we did: over 75% of respondents gave a response, far more than any other optional question. We think that this signifies that there is significant worry from students.

We were slightly surprised that by far the most common worry was concern over how much work had been done already, by respondents and their peers, and whether they'd be behind or how they/everyone would catch up, with 43% of the total respondents saying that this worried them. This is reflected by the second most prevalent theme, worry about exams and whether they could achieve good grades or cover content in time.

What this means to us is that teachers should be reassuring and it be made clear to every student that they will not be punished or left behind as a result of work not done or things forgotten from lockdown.

This was somewhat surprisingly far more worrying to students than the risk of infection - less than 10% of those who answered the question (7.3% of the total response) cited it as a worry. Though this will still be a worry for many, this means that equal or greater focus needs to be shifted onto easing academic worries.

Q8. Exam concerns

"If you are due to take exams next year, what concerns do you have about them?"

If you are due to take exams next year, what concerns do you have about them? (Open text response, thematically coded. Responses could include multiple themes.)
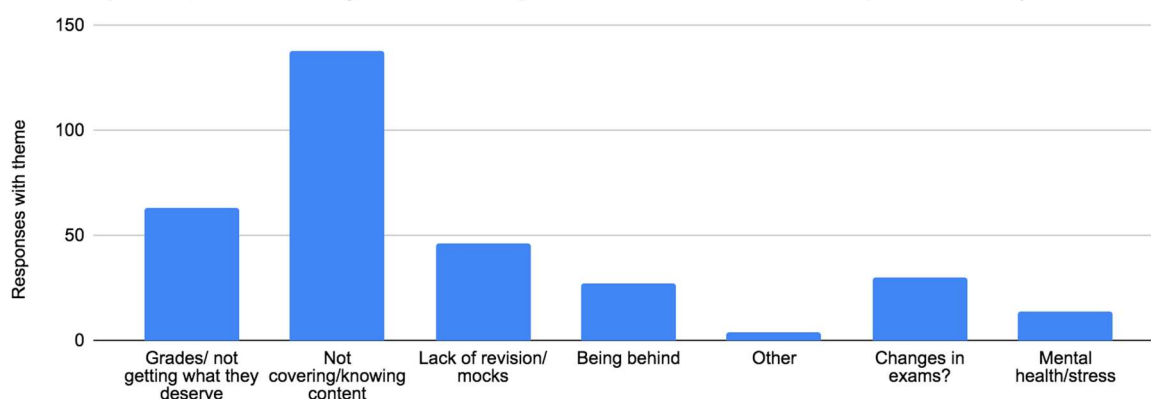
Summary
- The biggest worries are to do with lost time from the lockdown and not being able to cover everything and revise it by exam season.
- There is also insecurity and confusion around the lack of clarity from Ofqual and the government about exams next year. Clarification from them, communicated well to students by the school leadership, is necessary ASAP.
- Mental health issues do not apply to everyone, but focus should still be given to those it does affect.

Why and how
This question was open-text and optional, and we analysed the responses using the thematic coding process described in *Methodology*.
We did not perform any validation against reported year group, as we felt this was unnecessary.

Commentary
This question's answers have somewhat broken down fears for the further future of students' education, in comparison to the near future of coming back to school.

As seen in Q7, again one of the biggest worries is academic; not knowing or having covered content. This was often expressed as a fear that there would not be enough time to learn all of the content in classes.
Lack of exam preparation (in the form of revision/mocks) was also often mentioned; again, a worry that the loss of a term would mean that practice from mocks and opportunities for revision of content would be lost.

Since we have run the survey, some changes have been confirmed by Ofqual that will reduce the amount of content in a few subjects (https://www.gov.uk/government/news/exams-and-assessments-in-2021, as of 15th August 2020, describing likely pushing-back of exams in 2021 and the option to remove one part of English Literature), and it is currently likely but

unconfirmed that exams will be shifted back from their usual time of year to a couple of months later to allow for more teaching time beforehand.

This lack of clarity was also mentioned by 9% of all respondents in this question, so we suggest making sure changes are well communicated by teachers once they are confirmed.

This also applies to grades - with nearly 20% of all respondents mentioning it in this question, clarity and reassurance over grades being fair and reasonable will be necessary. The government's procedure and response to GCSE results on the 20th August this year will be seen as an example for students due to take GCSEs in 2021.
Ensuring this is done well and is shared correctly will largely be the responsibility of Ofqual and the government, but communicating the available information effectively and reassuringly for next year should be taken on by the school leadership.

Mental health has also been mentioned in both Q7 and Q8, but has not been the most prevalent theme. We believe this is because specific and highly impactful mental health issues do not apply to everyone. However, to those they do apply to, which is still a significant amount of students, it is likely to be far more impactful.
Unfortunately, our data does not provide enough data on the topic of mental health to provide exact recommendations, except that it should still be given adequate importance.

Q9. Anything else?

"Do you have anything else you'd like to say to or ask teachers about coming back? (As this survey is anonymous, we can't get back to you individually but will make sure that they are aware of what you think or need to know.)"

Do you have anything else you'd like to say to or ask teachers about coming back?
(Open text response, thematically coded. Responses could include multiple themes.)
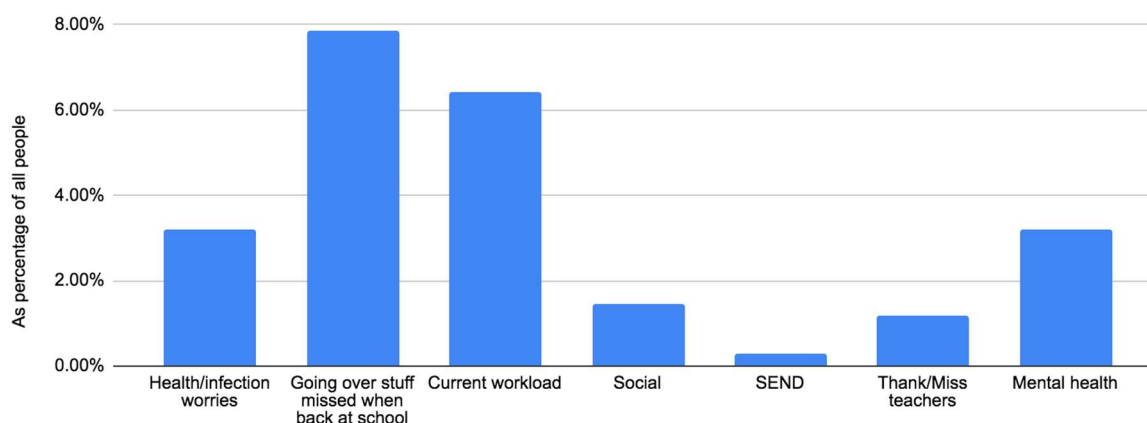
Summary
- Again, the main concern is academic progress.
- The workload at the time of the survey (early July) felt too much for many.
- There is a worry that teachers will be angry or offended at students not having done work over lockdown. This worry should be accounted for and should not be realised.
- Some felt that the school had left them behind educationally, compared to other schools.
- Students would like clarification around how much they will be able to interact with friends from other colleges or year groups.
- Worries around infection were fairly low, but there remains confusion around measures that will be in place.
- There should be a resource for all students, similar to the social story produced for SEND, that explains all health *and* academic measures that will be in place, and updated as more is known.

Why and how
This question was open-text and optional, and we analysed the responses using the thematic coding process described in *Methodology*.
Given the diversity of the responses, thematic coding alone did not create a full picture, so we have also taken notes on specific things that were said and communicated some of these below.

Commentary
The two most common themes were worry about not knowing enough and wanting revision when back at school, and stress with the workload at the time of the survey (early July). Once again, this means that the main worry of students is academic progress and messaging from the school and teachers should account for that.

The concerns around workload reflect <u>Q2</u>, signifying that <u>many students feel like they had too much to manage</u>. Often, like in <u>Q7</u>, <u>students said that they were worried about teachers berating them for not having done work.</u> This worry should be taken into account in messaging and teachers should not do this.

<u>A few felt like they were left behind and inadequately taught</u>, however, especially when it comes to getting video lessons set up and used regularly.

Social factors were also brought up a few times; coming back to friends and being unable to interact with them was a worry for some. Another thing that <u>should be clarified is how able students will be to mix with friends from other colleges or years.</u>

Again, worries around infection were fairly low, however those to do with it often <u>expressed confusion around how precautions would be exactly implemented</u>. For example: "will we be required to wear a mask?" and "how are we going to social distance in the classroom?".
One of the ways this could be managed is with a simple document explaining the changes.
In August, the Student Voice Teacher Link shared with us a social story, designed for those with SEND, which clearly explains the changes being made. (Can be viewed here: <u>When I go back to school in September 1.docx</u>)
<u>We suggest that this is adapted to be more visual and inclusive of academic changes</u> that will be made (what the policy around going over content will be, what is currently known about exams, etc), <u>then distributed to all classrooms or student emails</u>, then potentially <u>updated</u> as more things become known. This will help by becoming a trusted source of information for students.

<u>Finally, some students also expressed thanks for teachers and their efforts during lockdown</u>.