



THE BIG LOCKDOWN-LEARNING PARENT SURVEY: AN EXPLORATORY STUDY

Research report

July 2021

Authors:

Rebecca Allen, Jack Ashworth, Rob Coe, Ben Weidmann,
and Karen Wespieser

PARENT  **PING**
ASK · ANSWER · LEARN







The Education Endowment Foundation (EEF) is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents.

The EEF aims to raise the attainment of children facing disadvantage by:

- identifying promising educational innovations that address the needs of disadvantaged children in primary and secondary schools in England;
- evaluating these innovations to extend and secure the evidence on what works and can be made to work at scale; and
- encouraging schools, government, charities, and others to apply evidence and adopt innovations found to be effective.

The EEF was established in 2011 by the Sutton Trust as lead charity in partnership with Impetus Trust (now part of Impetus - Private Equity Foundation) and received a founding £125m grant from the Department for Education. Together, the EEF and Sutton Trust are the government-designated What Works Centre for improving education outcomes for school-aged children.

For more information about the EEF or this report please contact:

-  Jonathan Kay
Education Endowment Foundation
5th Floor, Millbank Tower
21–24 Millbank
SW1P 4QP
-  0207 802 1653
-  jonathan.kay@eefoundation.org.uk
-  www.educationendowmentfoundation.org.uk



Contents

About the researchers	3
Acknowledgements	3
Executive summary	4
Introduction	6
Methods	11
Research findings	20
Conclusion	54
References	57
Appendix A: Responses to survey questions, overall and by key demographic groups	60
Appendix B: Summary statistics for key outcome variables, by survey question	135
Appendix C: Modal responses to teacher survey by governance, region and FSM quartile	152
Appendix D: Details of Structural Equation Modelling	156
Appendix E: Recruitment documents	163

About the researchers

This research was conducted by a team from Education Intelligence Limited alongside researchers from the EEF. The lead researcher was Rebecca Allen and Karen Wespieser was the project manager for the survey collection. Alex Weatherall was responsible for the daily operation of the Parent Ping survey app. They were joined during the survey design and analysis stage by Jack Ashworth, Rob Coe, and Ben Weidmann.

Contact details:

Name: Rebecca Allen

Email: becky@teachertapp.co.uk

Acknowledgements

We would like to thank all the parents and schools that contributed to this study. We would also like to thank our project managers at the EEF for their support and guidance, in particular Katharina Keck, Aoife Duff, and Harry Madgwick.

Executive summary

The study

The Big Lockdown-Learning Parent Survey was an exploratory study aiming to provide insights into the experiences of primary school parents and children during a period of remote learning. The study was developed rapidly in response to the announcement in January 2021 that, due to the COVID-19 pandemic, school attendance would be limited to vulnerable children and children of key workers. While there was emerging research at this time about the impact of the pandemic on children's attainment, there was limited evidence about how different remote learning practices adopted by schools related to the experiences of parents and children, or to the quality of children's learning. This study measured parents' perceptions of the success of home learning and questioned whether parental reports were associated with socio-demographic characteristics, home experiences, and school practices.

Two thousand three hundred and six parents from 86 state maintained primary schools took part in this study. Parents were asked to answer two to five questions per day—using the survey app, Parent Ping—about their experiences of remote learning for approximately six weeks. Not every parent answered a question every day, with total parental daily response rates varying from 900 to 1,200. In addition, 302 teachers from the participating schools completed a one-off survey about their schools' approaches to home learning. Parent data was collected during a six-week period between 1 February and 12 March 2021; school data was collected between 25 February and 1 April. The research was led by Education Intelligence Limited and supported by the Education Endowment Foundation.

Key conclusions

1. On average, there was little variation between schools in how successful parents perceived home learning to be. However, there was considerable variation between families in perceptions of home learning success. This suggests that most schools are likely to have a mixture of families that coped well with home learning and those who found it more difficult, regardless of the type of home learning provision schools put in place.
2. Families eligible for free school meals, single parent families, and families with more than one child reported less positive perceptions of the success of home learning than other families. However, most socio-demographic characteristics were not strongly associated with the perceived success of learning at home.
3. Fixed daily routines for work submission, specific and frequent feedback from teachers, and the use of 'live' instruction were associated with slightly more positive parental perceptions of home learning success. Live instruction was very popular with parents, with 74% reporting that they would want the school to provide it in the event of another lockdown.
4. This study identified four key challenges faced by families that were strongly associated with lower perceptions of the success of home learning: insufficient access to technological devices, difficulties combining home schooling with other commitments, children having lower perseverance for independent work, and parents struggling to understand the work set or feeling low confidence in their ability to support their children's learning. Parents who reported these challenges reported less positive perceptions about their children's home learning success.

Additional findings

Most socio-demographic characteristics of the parent and child were not strongly associated with the perceived success of learning at home. This does not necessarily mean that socio-demographic characteristics (such as child and parent gender, parent work status, or parent educational background) were not associated with pupils' learning, but rather that parents did not differ much in their *perceptions* of learning success. It is possible that the personality of a parent or their level of optimism influenced their perceptions of learning success.

Parents of reception-aged children were less likely to perceive home learning as successful compared to parents of older children. There were no significant differences between other school year groups, however. Home learning was also experienced as more challenging for single parents and families with more than one child. Having more than one adult at home during lockdown was associated with the family feeling as though they were coping.

Overall, parents were positive about the quality of education their child received during the period of remote learning in spring 2021 compared to when they were physically attending school: 31% of parents said they were 'very satisfied' and 54% said they were 'satisfied' with their school's provision.

This study identified four challenges faced by families that were strongly associated with whether home learning was perceived to be successful or not:

1. Families without sufficient technological devices reported very low perceptions of success of home learning. These families were also almost three times more likely than other families to report that they had encountered technological problems on a particular day, which suggests their existing devices were less fit-for-purpose or that they had poorer internet connections.
2. Sixty-two percent of parents said they were struggling to combine home schooling with other commitments and these parents reported worse success of learning at home. Given that this was not closely associated with the working patterns of the parent, more research is needed to understand what factors contributed most to these struggles.
3. Parents who said they struggled to understand the work set for their child or who felt low confidence in supporting learning reported lower success of learning at home. Similarly, parents who felt less confident in managing their children's behaviour or emotions tended to report lower success of learning at home. These trends were not associated with the parent's own level of education so further work is needed to understand exactly what causes these difficulties in understanding the work that schools set.
4. Parental perception of the child's attitude towards independent learning is strongly associated with the parent's perception of the success of home learning. While this is not strongly linked to the child's age and gender, the parents of reception-aged children and boys did report somewhat greater struggles with motivation and learning overall.

Limitations

This study was exploratory and descriptive in nature, meaning that it started with no hypothesis or theory about remote learning and aimed to describe the trends found in the data rather than to identify the causes of the trends. While this study cannot provide firm answers or policy recommendations, the trends observed in the data are expected to encourage discussion, identify areas for further research, and promote consideration of parental perspectives on educational responses to COVID-19.

We cannot be certain that the results of this study are generalisable to all parents and schools nationally, given that schools and parents self-selected to participate in this study. However, the parents and schools in this study are a good representation of the national population of primary schools in terms of their socio-demographic characteristics.

The study cannot directly measure the extent to which children succeeded in learning during the lockdown period. Instead, the surveying approach asked a large variety of questions related to the success of the home learning experience, including questions about parents' perceptions of learning success. It should be noted that there will have been variation in how parents interpreted the survey questions and in how they perceived experiences in their homes.

Introduction

Background and motivation for this study

Policy and practice context

The COVID-19 pandemic brought substantial and sustained disruption to schooling across the world. This study focuses on the second major period of school closures in England, which began one day after term started on Tuesday 5 January 2021 and continued through to Friday 5 March. Primary schools in England, the focus of this study, had previously been asked to close (except to keyworker and vulnerable children) in March 2020, with a partial re-opening to restricted year groups in June and July 2020. In the Autumn Term 2020, primary schools were open to all, with most maintaining full social distancing between year groups. However, many children did spend time at home during this term due to COVID-19 outbreaks in their school year group.

The experience of the 2021 lockdown was quite different to the earlier lockdown for most state primary teachers and pupils. During the first lockdown, very few primary schools had offered 'live' instruction (where the teacher streams a video lesson) but many schools had put in place technology and trained teachers to do this by the start of 2021 (Allen and McInerney, 2021a). Also, far more keyworker children and vulnerable children requested to attend school in-person during the 2021 lockdown, which meant that far more primary teachers were required to attend the school site each day (Allen and McInerney, 2021a; 2021b).

Although the 2021 lockdown arguably took place with less notice than 2020 (some schools returned for just one day following the Christmas break), there was an expectation that schools should be more prepared than in 2020 in what they were able to provide in terms of remote provision for their learners. In 2020, there was little to no guidance as to what a minimum expectation was for remote learning, but in 2021, the Department for Education (DfE, 2021) told parents that:

- Schools were expected to publish information about their remote education offer on their websites and this should help parents understand:
 - what children will be studying at home; and
 - how parents can support their child to engage with their remote curriculum.
- The remote education that schools provide should be equivalent in length to the teaching your child would normally get in school and that this should include a mixture of:
 - recorded or live direct teaching time; and
 - time for pupils to complete activities independently, such as working through assignments, PE, or reading in a comfortable space.
- The amount of remote education should be a minimum of:
 - Key Stage 1: three hours a day, on average across the cohort, with fewer hours for younger children;
 - Key Stage 2: four hours a day; and
 - Key Stages 3 and 4: five hours a day.
- Schools should also have a system in place to check pupils' engagement with work on a daily basis.

The role of parents in children's education prior to COVID-19

While there has been much research looking at the role of parents in children's education—and the association between parental involvement and a child's academic success is well-established—we have yet to see definitive, high-quality evidence on the precise impact of the relationship (Wilder, 2014). While it can be said with reasonable certainty that having parents who actively show interest in, and support for, their children's learning and education is associated with better educational outcomes, even when socioeconomic and other background factors are taken into consideration (see, for example, Desforges and Abouchaar, 2003; Jeynes, 2007; Feinstein and Symons, 1999; Sammons *et al.*, 2007), the EEF guidance report, *Working With Parents To Support Children's Learning* (2018), notes that there are 'surprisingly few high-quality evaluations demonstrating impacts of parental engagement interventions on children's attainment, and many of the more rigorous studies show mixed results'. Similarly, while homework has been extensively researched, there is little causal evidence on how completing homework contributes to learning gains (EEF, 2020).

Evidence from the first national COVID-19 lockdown

When the COVID-19 pandemic struck in 2020 and schools were closed for the first national lockdown in living memory, serious disruption was caused to the typical routines of schools and families as parents were asked to restructure their daily lives to support children's home learning. England's decentralised education system yielded enormous diversity in how schools responded to the challenges of lockdown and remote learning.

Evidence from the 2020 school closures—in England and globally—identified significant impacts on both parents and children as a result of missing school. There is growing evidence around the impact of school closures on the learning outcomes of pupils with key studies in England published by Renaissance Learning (2021), Rising Stars (2020), and Rose et al. (2021). An EEF (2021) summary of recent evidence found that research shows a consistent pattern:¹

- pupils have made less academic progress compared with previous year groups; and
- there is a large attainment gap for disadvantaged pupils, a gap which seems to have grown by roughly a half to one month's progress.

Surveys found that children in low income households spent less time on education, had less parental support in terms of time and expertise, received fewer paid-for educational services, and had more problems with access to devices and the internet (Andrew et al., 2020; Cullinane and Montacute, 2020; Hupkau and Petrongolo, 2020). Research from the United States shows how students in economically disadvantaged households engaged less with online educational platforms (Bacher-Hicks et al., 2020; Chetty et al., 2020).

Studies have also routinely identified increased stress and worsening mental health for parents (such as Gassman-Pines et al., 2020; Patrick et al., 2020; ONS, 2020) and worsening behavioural and emotional problems for children (Patrick et al., 2020; Spinelli, et al., 2020). There have, though, been positive aspects of lockdown reported. For example, many families say they have drawn closer to each other and men have taken a more active role in their children's education (Pearson and Connections Academy, 2021; Clayton et al., 2020).

The rationale for the study

While many surveys during the 2020 lockdown documented school practice (for example, Sharp et al., 2020; Lucas et al., 2020; Sharp, Simms and Rutt, 2020) and others sought to describe family activities and wellbeing at single points in time (Andrew et al., 2020; Ulster University, 2020), no study of that particular lockdown measured how specific school choices and parental attributes facilitated or impeded home learning and family wellbeing.

When primary schools were required to close again in January 2021, it became clear that they were adopting different approaches to delivering support for learning at home compared to the March 2020 lockdown. Anecdotally, commentators observed that there were large differences in the nature of this provision across primary schools, and perception of different parent groups seemed to vary widely. So, although there is emerging research about the impact of remote learning on attainment, as of January 2021 we did not have good evidence connecting the different choices, practices, or strategies adopted by schools to the experiences of their children and parents and, crucially, to the quality of children's learning.

While this study was not able to assess the learning directly while children were not in school, it was our intention to gain valuable insight into where learning was most likely to be happening by looking at the perceptions of parents about the kinds and amounts of activity their children were undertaking, the types of support being offered by the school, their children's levels of motivation and engagement, and their direct perceptions of what was being learnt.

An additional important element of this study gave participating schools feedback on their own parents' responses to survey questions about learning at home, relative to other parents.

It should be noted that the study was developed rapidly in response to a second lockdown being announced with limited time for preparation, and that it is exploratory in nature.

¹ Note this is not a systematic review.

Overview of the research design

This research is both descriptive and exploratory in its research design, seeking to describe how parents felt about their children's experiences, activities, learning success, and attitudes during a period of remote learning. The study uses daily surveys of parents and a one-off survey of teachers to measure home and school activities and behaviours.

The 86 study schools—all state-funded mainstream primary schools in England—were self-selecting but are a good reflection of the national population of primary schools in terms of the socio-demographic communities they serve. All parents at participating schools were invited to join the project; 2,306 parents answered a question at least once during the study period. However, not every parent answered a question every day, with total daily parental response rates varying between 900 and 1,200. These are lower figures than in the study plan. Where parents had more than one child at the primary school, they were often asked study questions about each child in turn. Of the parents recruited to the study, 70% had one child at the primary school, 27% had two children at the school and 3% had three or more children at the school.

We measure how parents felt about learning at home across three dimensions: (1) overall learning success, (2) child motivation, and (3) whether the parent feels they are coping. These three latent constructs are derived from a large number of survey questions and estimated using Structural Equation Modelling to cope with the complex structure of the response data. We use these latent constructs to observe associations between school and home practices and the parents' perceptions of the success of home learning.

Research objectives

The project aimed to address three research areas:

1. Describe parents' views of home schooling during the 2021 national lockdown

- What are the experiences and perceptions of parents about their children's experiences, activities, learning outcomes, and attitudes during remote learning in the current national lockdown?
- How do these experiences and perceptions change over time?
- What demographic factors are associated with these experiences and perceptions?

2. Describe the practices of primary schools and teachers during the 2021 current national lockdown

- What are the practices, decisions, and approaches primary schools and teachers are adopting in delivering remote learning during the current national lockdown?
- What school characteristics are associated with different practices, decisions, and approaches?

3. Explore associations between parent perceptions and school practices

- How are school practices and parent perceptions related?

The full study plan is available on the EEF website:

https://educationendowmentfoundation.org.uk/public/files/Projects/The_Big_Lockdown_Learning_Parent_Survey_Study_Plan.pdf

Ethics

Ethical review

The Education Intelligence Research Ethical Procedure and Checklist was followed. The underlying principles for this protocol are the same as for the British Educational Research Association (BERA) Ethical Guidelines, which were adopted by the Academy of Social Sciences. The five principles are:

- Social science is fundamental to a democratic society, and should be inclusive of difference of interests, values, funders, methods, and perspectives.
- All social science should respect the privacy, autonomy, diversity, values and dignity of individuals, groups, and communities.

- All social science should be conducted with integrity throughout, employing the most appropriate methods for the research purpose.
- All social scientists should act with regard to their social responsibilities in conducting and disseminating their research.
- All social science should aim to maximise benefit and minimise harm.

The procedure of this protocol draws from the BERA Ethical Guidelines and has adopted ideas and processes from the ethics procedure at the Faculty of Education, University of Cambridge as well as the standard Internal Review Board (IRB) procedure at U.S. colleges and universities. This procedure does not abrogate relevant law; privacy law in particular may place further restrictions than covered by this protocol.

This protocol has the potential for three stages; ethical approval was obtained at stage one of the protocol (an internal discussion following a set of questions that are meant to highlight potential ethical concerns).

Consent from pupils was not required.

Agreement to participate in the study

Schools were provided with information about the study via a webpage (see Appendix E) and agreed to participate in the study by completing an expression of interest. Schools that met the study's recruitment criteria were sent information to distribute to parents requesting them to sign up for the Parent Ping app. A privacy policy specifically related to schools' involvement was circulated to participating schools and displayed on the webpage.

Parents were provided with information about the study via their child's school. As explained above, schools were provided with information in a range of formats which they could pass on to parents. As part of the registration process for Parent Ping, parents were asked to consent to the app's terms and conditions, which includes participation in research projects.

Data protection

Data shared by parents during the project was covered by the Education Intelligence Privacy Policy and Terms and Conditions.² In addition, a privacy notice was drafted to include data shared by schools and their staff who participated in the project.

Data controller

The data controller for the project was Education Intelligence Limited.

Data processing

As part of this project, the EEF was also a data processor and assisted Education Intelligence (data controller) to recruit schools, communicate with schools who had expressed interest, and communicate with parents taking part in the study. A data processing agreement was put in place setting out how both parties will fulfil their obligations under GDPR (see Appendix E).

EEF staff were responsible for (a) processing data necessary to support the recruitment and retention of schools and parents taking part in the Big Lockdown Learning Parent Survey as well as (b) supporting ongoing liaison with schools and parents for the duration of the study (for example, sharing updates and responding to queries).

Retention

Education Intelligence keeps personal data for as long as is needed for the purpose for which it was originally collected. Education Intelligence may collect, store, and use the personal data and process it for the purposes, and on the legal basis (for a full list of personal data stored, used and processed see Appendix E). Education Intelligence does not disclose personal data to any third party, except as explained in Appendix E.

² Privacy policy: <https://parentping.co.uk/education-intelligence-privacy-policy/>; terms and conditions: <https://parentping.co.uk/education-intelligence-apps-terms-and-conditions/>

Use of personal data

Education Intelligence only collects, processes, uses, stores, and shares personal data where the Act allows it to do so. Most commonly, it uses personal data in the following circumstances:

- where it is necessary for its legitimate interests (or those of a third party) and the interests and fundamental rights of third parties that require the protection of personal data do not override those interests;
- where it needs to comply with a legal or regulatory obligation; and
- where participants have consented before the processing.

All information provided is stored on its secure Google platform that offers compliance with GDPR via Privacy-Shield certification, however, data is not guaranteed to be stored within the U.K. or Europe. It uses all reasonable endeavours to ensure that appropriate technical and organisational measures are in place to protect personal data from unauthorised or unlawful processing and against accidental loss, destruction, or damage.

Personal data will be stored for as long as participants are involved in the project and for such time afterwards as required by law or six years from when the project ends (which is the legal limitation period).

Project team

Education Intelligence Limited

Rebecca Allen: principal researcher

Karen Wespieser: project manager

Alex Weatherall: app manager

Jack Ashworth: data scientist

Education Endowment Foundation

Rob Coe: researcher

Ben Weidmann: researcher

Methods

Study design

This research is both descriptive and exploratory in its research design. It seeks to describe how parents felt about their children's experiences, activities, learning success, and attitudes during a period of remote learning. It is exploratory because it starts with no particular hypotheses or theories about learning at home and instead hopes that this research can help policymakers, schools, and other researchers clarify the exact nature of the challenges of remote learning with primary-aged children.

We measure how parents felt about learning at home through three latent constructs derived from a large number of survey questions and estimated using Structural Equation Modelling to cope with the complex structure of the response data.³

We use two surveys to measure home and school activities and behaviours. The first is a daily survey of parents collected through a survey app, which we describe below. The second is a one-off survey of teachers at participating schools. For both surveys, as far as possible the response options of the survey questions mirror the response categories in the analysis that follows. There are exceptions, however. Firstly, there are always a number of responses that are excluded from the analysis. These include parents who could not answer because their child was in school that day and parents who said they could not answer the question for other reasons. Secondly, occasionally a response is selected so infrequently that we group together responses. Even if we do this, we always report the full survey findings in Appendix A. For the teacher survey, we were unable to link individual teacher responses to the relevant child due to low response rates. Instead, we take the modal response for the school and use this in our analysis (as discussed later).

There are two main statistical approaches to describing the relationships between home and school practice and the perceived success of home learning:

1. We report the intra-class correlation of outcome measures, both within families and within schools. These provide suggestive evidence as to the extent to which the choices of the schools and practices of the families are likely to be contributing to the perceived success of learning at home.
2. We report differences in average perceived success of learning by family circumstances and school practices. Usually these are simple correlations, which can simply help the education community understand where variation in meeting the challenges of home learning is likely to be greatest. Occasionally, we report these group differences conditional on other attributes of the home (such as socio-demographic background). These have no causal interpretation but can emphasise where group differences are most worthy of further investigation.

Participants

We chose a clustered sampling approach to the design because we were particularly interested in exploring the extent to which families differed in their response to school learning approaches within a school community. These types of inferences would not have been possible with a simple random design. Ideally, we would have recruited a random sample of primary schools, with a random sample of parents recruited within each of these schools. However, the speed at which design and recruitment needed to happen made this impossible. Instead, the sample of schools and parents participating in the project was self-selecting. All maintained mainstream primary schools in England (including infant and junior schools) were eligible to participate, as were all the parents or carers of children attending these schools.

Schools were invited to participate in the project via a communication campaign between 25 January and 12 February 2021. The campaign included:

- a three-day advert on Teacher Tapp;

³ The original study design stated that this type of dimensionality reduction would be necessary but stated that Exploratory Factor Analysis rather than Structural Equation Modelling would be used to do this. The decision was made with the EEF to switch the approach to better cope with the complexity of the response data.

- an email to teachers registered on the Teacher Tapp database who had given permission for us to contact them in this way;
- an email to schools registered on the EEF database; and
- a social media campaign by Teacher Tapp, Parent Ping, and the EEF.

Schools were encouraged to participate via two incentives:

- when a school had over 60 participating parents it received a weekly report of the responses of its parents compared to all parents in the study; and
- when at least one teacher in a school completed the teacher survey, the school was given a £50 Amazon voucher.

All schools that met the criteria for the study (maintained mainstream primary schools in England) and that expressed an interest in the project were invited to participate.

Parents were recruited to participate in the project via their school. All parents at participating schools were invited to join the project (although it should be noted we do not know if schools excluded any parents from participating by not informing them about the study). While parents were free to use the survey app to answer questions about all of their children, including those of pre-school age and in secondary school, only data from children in reception to Year 6 at the study primary schools is included in this report.

A range of materials were supplied to the school that they could share with parents to explain the study including:

- a leaflet about the project;
- an editable letter about the project;
- short text that could be used in a school newsletter;
- very short text that could be used in a text message or in a school app; and
- images and logos that could be used by the schools in communication, including on social media.

There was very significant variation in how successful schools were at recruitment, almost certainly reflecting variation in the intensity of encouragement to parents to join. For some headteachers, recruitment amounted to little more than a single paragraph about the study buried inside their weekly parent newsletter. Others were more proactive and thus successful. For example, one headteacher remarked: 'I've sent out a reminder to parents to contribute regularly ... I've been a bit relentless.'

Parents were encouraged to participate regularly via two incentives:

- for each day that a parent answered questions on the app, they received one entry into a weekly prize draw to win one of five Chromebooks; and
- when a school had over 60 participating parents, on a given day that a parent at the school answered questions on the app, the parent was entered into a prize draw to win a £30 Amazon voucher.

Prize draws were made every week between 1 February and 12 March 2021. Full terms and conditions of the draw are available here: <https://parentping.co.uk/the-big-lockdown-learning-parent-survey-competitions/>. Both the parent and the school-level incentives were chosen following polling on Teacher Tapp and Parent Ping.

Participating schools were emailed each week with information about the number of parents that had downloaded the survey app and were provided with suggestions about how to increase the number of parents responding.

Survey tools

Parents were asked between two and five survey questions each day via the Parent Ping app. Anybody with access to the U.K. app stores is able to find and download this app at no cost. Since the app is designed to collect survey data with parental views about individual children, at sign-up, Parent Ping collects a child's pseudonym, month and year of birth, and the name and postcode of the child's school. Parents and children were identified as participants in this study if the school name and postcode entered on the app corresponded with one of the study primary schools.

Parent Ping notifies users once a day at 9:30am (reminder notifications were not used during the study). Users are then invited to answer a series of questions, which might be general questions about the family or specific questions asked in turn about each of their children. During the first ten uses of the app, the parent is also asked some additional demographic questions about their family and children. Once they have answered the questions, the parent can see the survey results from questions asked the previous day and is invited to read an article or blogpost on the app's newsfeed.

All the survey questions are multiple or single response questions, with parents always having the opportunity not to answer by selecting the response 'not relevant/cannot answer'. The questions were developed rapidly by the study team at the start of the project; there was no time to pilot the questions or validate the response scales. Questions were also added and revised during the survey period.

Alongside this daily parent survey, headteachers were sent an electronic teacher survey via email and asked to forward the survey to their teachers. This survey was intended to capture practices, decisions, and approaches used by each school participating in the study and primarily comprised of closed questions..

Sample size

Parent survey

Given time pressures due to the uncertainty of lockdown length, we were unable to recruit the entire sample before surveying began. However, we decided that the study should go ahead once 30 primary schools were recruited since that gave us some prospect of achieving a sample size around our target of 100 schools. It was judged that this would be sufficiently large to identify moderate to large differences in experiences across families.

The target of 30 primary schools was reached within 48 hours and by the time the recruitment period closed, 86 primary schools had signed up to the study and had recruited at least five parents to answer questions. An additional 18 schools with fewer than five parents signed up; these are included in analysis when data has not been used to represent the school level.

Teacher survey

The survey was open from 25 February to 31 March 2021 and yielded 302 teacher responses from 67 schools. Of the 86 primary schools that had both signed-up and recruited at least five parents, the average number of teacher responses was 3.5, the lowest number was zero, and the highest number was 21. These responses were not high enough for us to match teacher responses to parent responses by school year group; instead, we created school-average (modal) responses to survey questions. This is only a valid approach if the school itself had a consistent approach to the delivery of home learning. Within schools, teachers responded consistently to questions about the curriculum, pupil supervision, arrangements for submitting work, and timetables, however they did not respond consistently to questions about whether they set extended project work, used pre-recorded videos of themselves, or used pre-recorded lessons from third parties. Therefore, responses to these questions should be interpreted with great care. Results from this short school survey can be seen in the second half of Appendix C.

Sample representativeness

Parent survey

The sample of primary schools that elected to sign-up to the study was a good reflection of the national population of primary schools in terms of the socio-demographic communities they serve. While the average primary school size was a little higher than the national average (359 vs 281 pupils) and the school free school meals (FSM) proportion was a little lower (with 56.8% of our schools in the top 50% of the school FSM distribution), these differences are not large. Table 1 shows that the study was able to recruit schools successfully from all parts of England.

Table 1: Characteristics of participating schools compared to national population of primary schools

	Our sample	National distribution
Average primary school size	359	281
Proportion junior phase only school	10.1%	6.6%
Proportion infant phase only school	7.1%	6.9%
Proportion Ofsted rated 'outstanding'	18.8%	14.7%
Proportion Ofsted rated 'good'	69.8%	75.6%
Proportion Ofsted rated 'RI/inadequate'	12.4%	9.7%
Proportion free school meals, quartile 1 (affluent)	27.8%	25.0%
Proportion free school meals, quartile 2	29.0%	25.0%
Proportion free school meals, quartile 3	23.1%	25.0%
Proportion free school meals, quartile 4 (disadvantaged)	20.1%	25.0%
Proportion primaries with academy status	42.6%	41.0%
Region: East of England	10.7%	11.9%
Region: East Midlands	6.5%	9.8%
Region: London	16.0%	10.8%
Region: North East	4.7%	5.1%
Region: North West	12.4%	14.6%
Region: South East	18.9%	15.6%
Region: South West	13.0%	11.3%
Region: West Midlands	9.5%	10.5%
Region: Yorkshire and the Humber	8.3%	10.5%

Source: <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

While the sample of schools that elected to take part in the study is quite representative based on these observable characteristics, these schools may be more likely to feel at least reasonably confident of their ability to deliver remote learning successfully. This should be borne in mind when interpreting the analysis in the Results section, particularly in relation to the success of the school's provision.

There was large variation in the number of parents who signed up to answer questions within a school. The most successful primary school recruited 116 parents but the median school recruited rather less at just 23 parents. This was less than our target in the study plan of 60 parents per school. As described in the Participant Recruitment section, we had no means to either recruit parents directly or monitor the sign-up efforts by schools and so learnt little about why parents did not sign up to the project. Overall, the recruitment yielded 2,306 parents who answered a question at least once during the study period. However, not every parent answered a question every day; total daily parental response rates varied between 900 and 1,200. (This question response data is available in Appendix A.) Where parents had more than one child at the primary school, they were often asked study questions about each child in turn, which is why question sample sizes can be much higher than this. Of the parents recruited to the study, 70% had one child at the primary school, 27% had two, and 3% had three or more children at the school.

Table 2 shows the characteristics of the parents who answered sufficient questions for us to calculate a key outcome variable, alongside characteristics for all those who answered at least one question. It is quite hard to find statistics that give estimates for the proportion of the parents with primary-aged children who have particular characteristics so we are limited in the comparisons we can make. For example, we can find no national statistics for the proportion of parents of primary-aged children who have an academic degree or have a high household income. We are able to report that our sample has slightly fewer parents with free school meal children than the national average, which is not surprising given the slight under-recruitment of more disadvantaged schools. We also have fewer parents who are under the age of 30 compared to estimates for families with primary-aged children nationally. In our sample, only 13.5% of the parents said

they considered themselves to be a single parent. Unfortunately, national statistics only report the proportion of children of primary age who do not live with both their birth parents—a figure of around a third. This is higher than in our sample as many of the parents we surveyed did not self-identify as ‘single parents’ as many of them were co-parenting with a non-birth parent. Most importantly, our sample is overwhelmingly female. This is of no surprise given that they were recruited via school newsletters and emails, where the mother is frequently the primary source of contact. This does mean that our findings are unlikely to reflect learning activities in households where the mother is the primary point of contact with the school and yet did not take a role in learning at home during lockdown.

In Table 2 we also report some sample characteristics for which we do not have national comparisons. We know that 13.1% of our families said they had a child that they feel has special educational needs (SEND). About a third of our parent respondents were working full-time during this lockdown, a third were working part-time, and the final third were not working at all. Finally, 43.8% of the sample said their household income was above £50,000. This does seem high, but we are unable to find any national statistics for families with primary-aged children to form a comparison.

Table 2: Characteristics of participating parents compared to national estimates of parents with primary-aged children

	Sample of parents with key outcome variable	Sample of parents responding to any question	National distribution
Children eligible for free school meals	15.3%	15.7%	17.7%
Age below 30	5.6%	6.1%	10.0%
Age below 40	49.0%	49.3%	54.0%
Parents who are female	91.8%	90.6%	50.0%
Parents who are single parents	12.7%	13.5%	34.0%*
Family has a child with special educational needs (SEND)	12.7%	13.1%	
Parent working full-time during lockdown	30.2%	33.7%	
Parent working part-time during lockdown	34.2%	33.8%	
Parent not working during lockdown	35.6%	32.5%	
Household income above £50,000	43.9%	43.8%	
Household income between £30,001 and £50,000	22.2%	22.0%	
Household income below £30,000	33.9%	34.2%	

* This is the proportion of children of primary age who do not live with both birth parents, so not a direct comparison.

Source: <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>;
<https://www.ons.gov.uk/peoplepopulationandcommunity/educationandchildcare/adhoc/11865estimatesoftheagedistributionofparentsofprimaryschoolagedchildrenenglandoctodec2019>
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/223251/Children_both_parents_income_FINAL.pdf

Within each participating school, a relatively small percentage of parents in each school chose to download the app and respond to questions. This is clearly a potential source of bias and, in particular, there should be concern that those who did were generally engaging more fully with their school and with home learning. Unfortunately, within these sample schools, we have no data that allows us to explore why parents did, or did not, participate in the study.

Teacher survey

The sample of teachers who responded to the teacher survey was a good reflection of the national population of primary teachers in terms of the socio-demographic communities they serve. While the proportion of teachers working in more affluent schools was slightly higher than the national distribution, those working in the most disadvantaged areas were still well represented and these differences are not large. There were, however, some challenges in ensuring teachers working in schools in all parts of England completed the survey, as shown in Table 3.

Table 3: Characteristics of teachers participating in the teacher survey (individual responses counted) compared to national distribution

	Our sample	National distribution
Proportion Ofsted rated 'outstanding'	13.0%	14.7%
Proportion Ofsted rated 'good'	79.2%	75.6%
Proportion Ofsted rated 'RI/inadequate'	7.8%	9.7%
Proportion free school meals, quartile 1 (affluent)	33.7%	25.0%
Proportion free school meals, quartile 2	15.8%	25.0%
Proportion free school meals, quartile 3	26.0%	25.0%
Proportion free school meals, quartile 4 (disadvantaged)	24.5%	25.0%
Proportion primaries with academy status	37.7%	41.0%
Region: East of England	29.7%	11.9%
Region: East Midlands	0.4%	9.8%
Region: London	8.1%	10.8%
Region: North East	3.7%	5.1%
Region: North West	0.8%	14.6%
Region: South East	26.7%	15.6%
Region: South West	9.5%	11.3%
Region: West Midlands	16.8%	10.5%
Region: Yorkshire and the Humber	4.4%	10.5%

Yet While there may not have been many teachers from different regions, we did ensure that there was at least one response per school for each of the regions of the country, as shown in Table 4.

Table 4: Characteristics of teachers' schools participating in the teacher survey compared to national distribution

	Our sample	National distribution
Proportion Ofsted rated 'outstanding'	17.6%	14.7%
Proportion Ofsted rated 'good'	70.6%	75.6%
Proportion Ofsted rated 'RI/inadequate'	11.8%	9.7%
Proportion free school meals, quartile 1 (affluent)	26.8%	25.0%
Proportion free school meals, quartile 2	24.4%	25.0%
Proportion free school meals, quartile 3	24.4%	25.0%
Proportion free school meals, quartile 4 (disadvantaged)	24.4%	25.0%
Proportion primaries with academy status	40.0%	41.0%
Region: East of England	19.5%	11.9%
Region: East Midlands	2.5%	9.8%
Region: London	12.2%	10.8%
Region: North East	4.9%	5.1%
Region: North West	4.9%	14.6%
Region: South East	19.5%	15.6%
Region: South West	14.6%	11.3%
Region: West Midlands	12.2%	10.5%
Region: Yorkshire and the Humber	9.7%	10.5%

Missing data and sample selection

Since the Parent Ping survey collected data every day for almost six weeks, the notion of non-response and missing item response is rather complex. Taking the complex sample of parents at the relevant schools who downloaded and registered on the app, they may have a piece of missing data for any one of the following reasons:

- the survey questions were asked before their school invited them to download the app;
- they had the app on their phone but they did not open it to answer questions that day;
- they had deleted the app from their phone and had decided not to participate in any further questions;
- they opened the app that day but felt unable to answer a question and so selected 'not relevant/cannot answer', which means they are treated as missing in most statistical analysis that follows; or
- they opened the app that day and answered the question but their response is not used in particular analysis (most likely because they said their child had gone to school that day).

Table 5 shows the response pattern and attrition from the survey app. Care needs to be taken in interpreting these statistics due to the way that demographic questions are not asked up-front (this happens so that new users do not need to spend 15 minutes setting up the app, which would violate the principles of the user-experience). The gender of the parent is asked the second time they open the app, so response patterns by gender necessarily exclude those who only downloaded and used the app once. By contrast, the household income question is asked the eighth time the app is opened, so demographic patterns by household income have better retention statistics as a result of excluding users who opened the app seven times or less. For this reason, only comparisons *within* a demographic category should be made.

Overall, parents answered questions on 13 days, on average, and 6% of these responses are unused in analysis (most often because they said their child had gone to school that day). A third of parents did not stay until the end of the project. Attrition was higher amongst fathers who answered questions on 14 occasions compared to an average of 15 for mothers. Single parents were more likely to provide unusable responses (because their children were more likely to go to school). Parents whose children were eligible for free school meals had slightly worse retention, answering an average of 18 times, versus 19 times for those we knew were not eligible for free school meals. None of these differences are large and all could be attributable to chance.

Table 5: Response rates and attrition from the survey tool

	N	Joined after first week	Left before last two weeks	Average days between first and last questions answered	Average days with questions answered	Average proportion of responses unused in analysis
All sign-ups	2306	60%	32%	21	13	6%
Female (mother)	1839	58%	24%	23	15	6%
Male (father)	193	58%	30%	21	14	7%
Single parent	224	54%	13%	27	17	9%
Not a single parent	1432	57%	11%	27	17	5%
Eligible for FSM	237	54%	8%	27	18	7%
Not eligible for FSM	1271	55%	7%	28	19	5%
Parent went to university	849	56%	5%	29	19	5%
Parent did not go to university	596	54%	7%	29	19	6%
Household income under £50k	617	56%	4%	29	20	6%
Household income over £50k	561	55%	4%	29	19	5%

In the analysis that follows, as far as possible we report responses and statistical relationships for all those parents who gave valid responses to the relevant questions, without any imputation. The exception to this is the Structural Equation Modelling where we extract three latent variables measuring the success of learning at home. We describe the sample size of this complex analysis in Appendix D.

Statistical analysis

Our statistical analysis begins by describing parents' overall perceptions of the success of learning at home across a wide variety of survey questions. Some of these questions allow us to look at changes in the household over the period of study. Given the non-representative nature of the sample in this study, these headline survey responses should be interpreted with care. However, it is useful to explore them prior to the creation of derived measures of success.

We use a large number of survey questions to construct three latent measures of the success of learning at home, reflecting (1) the extent to which the child was able to learn at home, (2) the child's motivation to take part in home learning, and (3) the extent to which the parent was coping with learning at home. There are two main challenges to creating these three latent variables. First, we have survey questions that are asked repeatedly while others are asked only once. Second, we have missing data that arises because parents do not answer questions every day, as discussed elsewhere. We therefore adopt a structural equation modelling approach to modelling the relationship between the observed and latent variables. We use maximum likelihood methods (known as Direct ML or Full Information ML) for handling missing data in an optimal fashion, which also copes with ordinal and binary dependent variables (Allison, 2003; Carter, 2006). This approach relies on the assumption that our data is missing at random (MAR) rather than missing completely at random (MCAR).

We calculate empirical Bayes predictions of the latent variables and standardise them for use throughout the report (mean of zero and standard deviation of one). To check sensitivity of predicted values of latent variables to exact model specification we re-estimate using a wide variety of different approaches, including the listwise deletion (complete cases) and the multiple imputation approaches described in Allison (2003) and find that the correlation between these latent variables across alternative models is over 0.98. We provide the details of the models we estimate in the Research Findings section, with full model specification and outputs in Appendix D.

We report the intra-class correlation in these latent measures by both school and for families with more than one child. The high level of intra-family clustering in responses emphasises the need to account for the nested structure of our response data. Therefore, in all analysis that follows, clustering takes place at the highest level (the school). So, the standard errors on estimates that we show in figures and regression output take account of this clustering (resulting in slightly higher standard errors than if the nested structure of data was ignored).

The Findings section looks at circumstances that are associated with success in learning at home across a number of dimensions. We first explore the relationship between learning success and family circumstances, information about the latter all collected via survey questions. Success of learning at home is always measured across the three latent constructs. This analysis is entirely descriptive, making use of simple one-factor ANOVA (while accounting for nested response structure). In the figures included, a 95% confidence interval around the mean is provided. The mean differences can be interpreted as effect sizes since the outcome measures are standardised around a mean of zero and standard deviation of one.

Where we observe correlations between a family circumstance and success in learning at home, we also use a multiple linear regression to see whether these associations still hold when we control for the other socio-economic circumstances of the family. For example, if we observe an association between learning success and the parent having a job then we would look at whether this association still holds, conditional on other factors, as follows:

$$\text{LearningSuccess}_i = \beta_0 + \beta_1 \text{HavingJob}_i + \varepsilon_i$$

$$\text{LearningSuccess}_i = \beta_0 + \beta_1 \text{HavingJob}_i + \beta_2 \text{ChildChar}_i + \beta_3 \text{ParentChar}_i + \beta_4 \text{SchoolChar}_i + \varepsilon_i$$

In the regressions above, i represents a parent's view of child i . The child, parent, and school background characteristics that are included as controls in the second regression are listed under the relevant regression output tables in the Results section. As for all other analysis, the nested nature of the data is accounted for by clustering at the school level

to ensure correct standard errors. It is important to note that family structure characteristics are highly inter-related and so interpreting the change in effect between the two regressions is complex. The second regression does not identify the causal effect of having a particular characteristic but rather whether the association holds conditional on other socio-demographic characteristics.

We then explore associations with school practices and success of learning at home. This analysis is largely the same as above except that we have information from both the teacher and the parent about school practices and so we use both these sources in the research findings. We discuss the differences in the quality of these sources within the research findings.

The final part of our research findings provides a description of how parents felt about their school's approach to home learning. This analysis did not form part of our original study plan but the team felt it was important to give the parents an opportunity to reflect on the experience as their children returned to school.

Timeline

Table 6: Timeline of project activities

Date	Activity
25 January	Project start-up
25 January	School recruitment begins
28 January	Eligible schools sent parent recruitment materials
1 February	Big Lockdown Parent Survey questions begin being asked on Parent Ping
8 February	School reports begin being sent
12 February	School recruitment closes
25 February	Teacher survey opens
5 March	Emerging findings published
12 March	Final survey questions asked on Parent Ping
16 March	Final school reports sent
1 April	Teacher survey closes
16 April	Emerging findings meeting with the EEF
4 May	Draft report submitted for peer review

Research findings

The research findings are structured as follows. We first provide a description of how parents perceived the success of learning at home. The next section explains how we reduce these survey questions to three latent measures of that success using structural equation modelling. We then use these latent outcome measures to explore associations with family circumstances during lockdown. Next, we explore associations between school practices and the parents' view of the success of home learning. Finally, we summarise the parents' overall perceptions of school provision over this period.

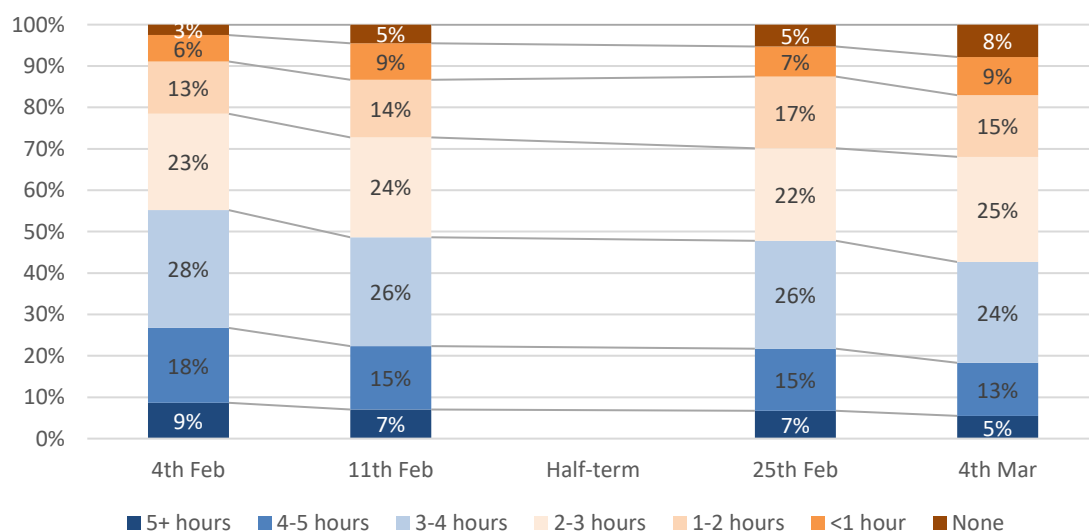
Success of learning at home

Success of learning at home refers to the three inter-related constructs. While the study cannot directly measure what the child succeeds in learning during this period, we can measure other aspects of success. First, we ask a series of questions that we think are likely to be related to what is being learnt. Some are more objective, such as hours spent studying, others very subjective, relating entirely to the parent's perception of success. Second, we ask questions to learn how the child and the parent seem to be coping with the experience of home learning. In this section, we summarise the headline responses to these survey questions before describing how they are used for analysis in future sections.

Every survey question we ask is susceptible to variation in how parents interpret both the question itself and their perceptions of the activities and behaviours in their home. We think the question asking the parent how many hours their child studied the previous day will be the most consistently answered. We asked this question repeatedly in order to learn how much success in learning at home changes from week-to-week. Note that this period of lockdown began on Tuesday 5 January 2021 but we have no data for the first month within this study.

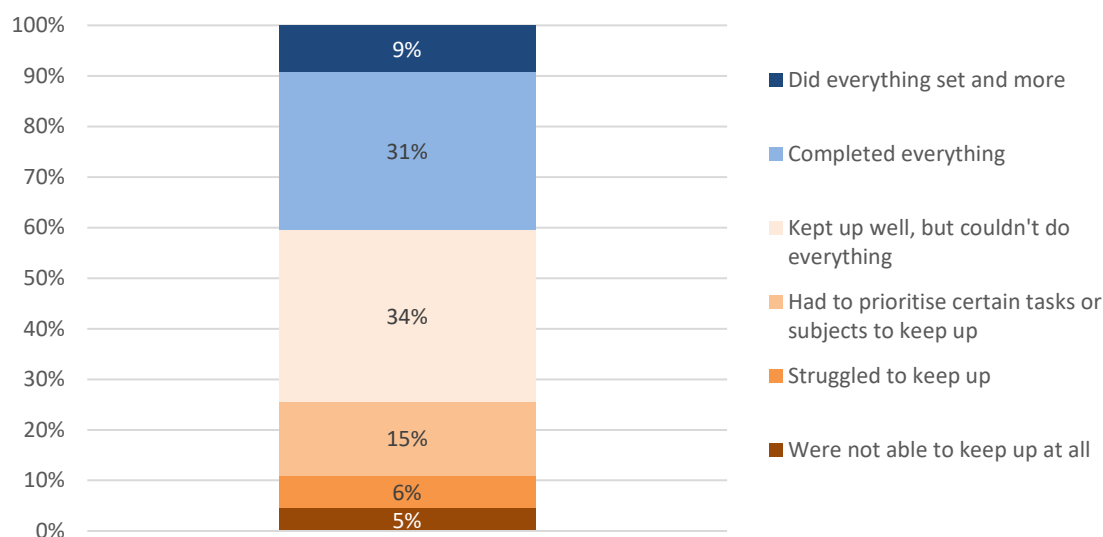
Figure 1 shows that time spent learning declined over the period of data collection (note the break for a half-term holiday in the middle). On 4 February, 45% of this sample reported their child studied for less than the government recommendation of three hours the previous day; by 4 March, this figure had risen to 57%. Of course, by the end of the study period, parents knew that schools would re-open imminently and so may have relaxed their approach to home-learning in light of this.

Figure 1: Time spent home learning the previous day



We felt parents were very likely to know whether the child was—or was not—successfully completing the work set by the teacher. The balance of responses shown in Figure 2 suggests the amount of work set across this sample of parents was reasonable, overall. Just 11% of this sample said their child was struggling to keep up with the work set and 9% reported their child completed work beyond that set by the teacher.

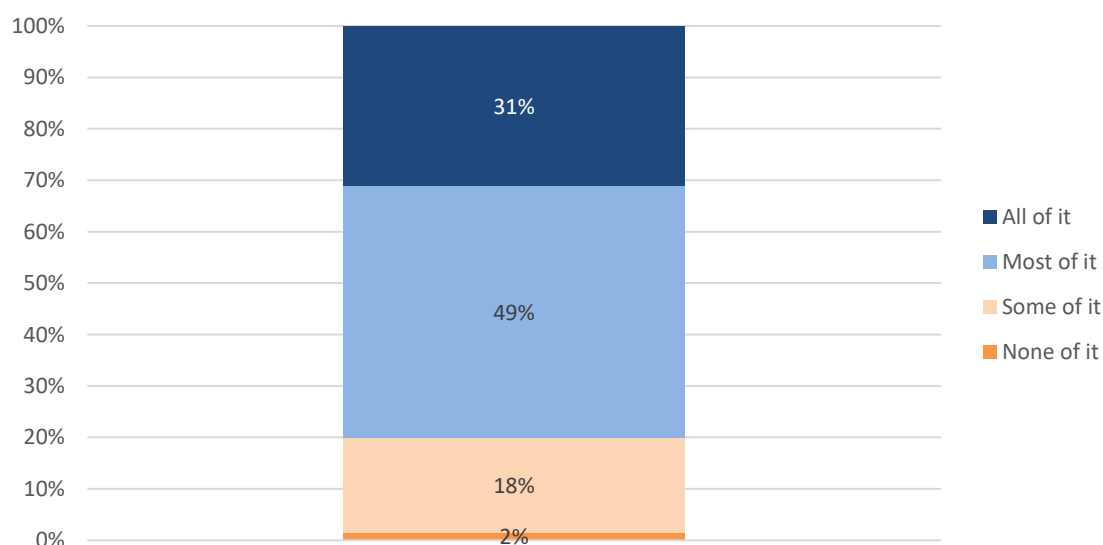
Figure 2: Was child able to keep up with work set last half-term?



Question asked was, 'Thinking about the home-learning work set for your child last term, do you think they ...?'

We asked parents whether they felt that their child understood the work that was set the day before. Clearly parents may have interpreted the meaning of 'understanding' differently and therefore responded inconsistently. As shown in Figure 3, 31% said their child understood all the work set and a further 49% said they understood most of it. Just 2% said their child understood none of the work set.

Figure 3: Proportion of parents who said child understood yesterday's work set



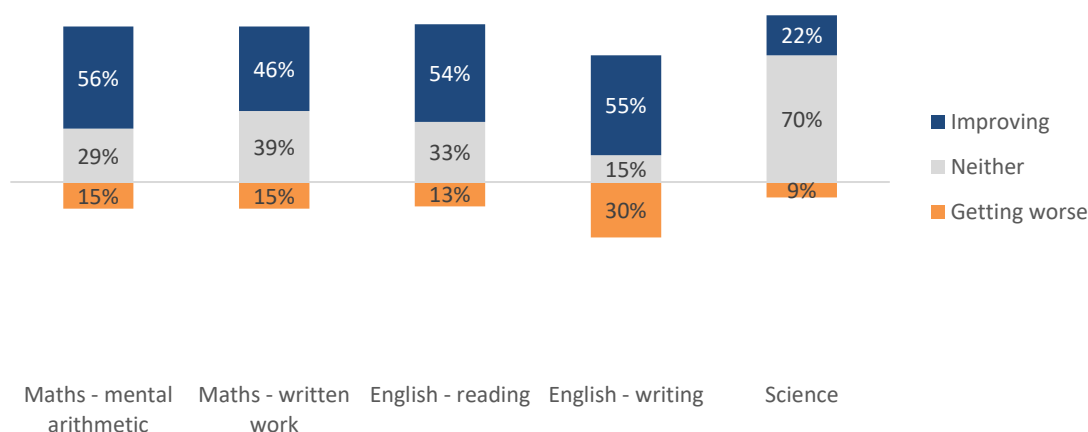
Question asked was, 'Thinking about your child's home learning tasks yesterday, how much of the work do you think they understood?'

We asked parents to select any subjects from a list where they felt their child was improving and (on a separate day) any subjects where they felt their child was getting worse.⁴ Figure 4 shows about half of parents felt their child was

⁴ Approximately 3% of parents said that their child was both getting worse and improving. This small proportion of parents were not removed from the sample as it is not necessarily inconsistent to have both responses on different days.

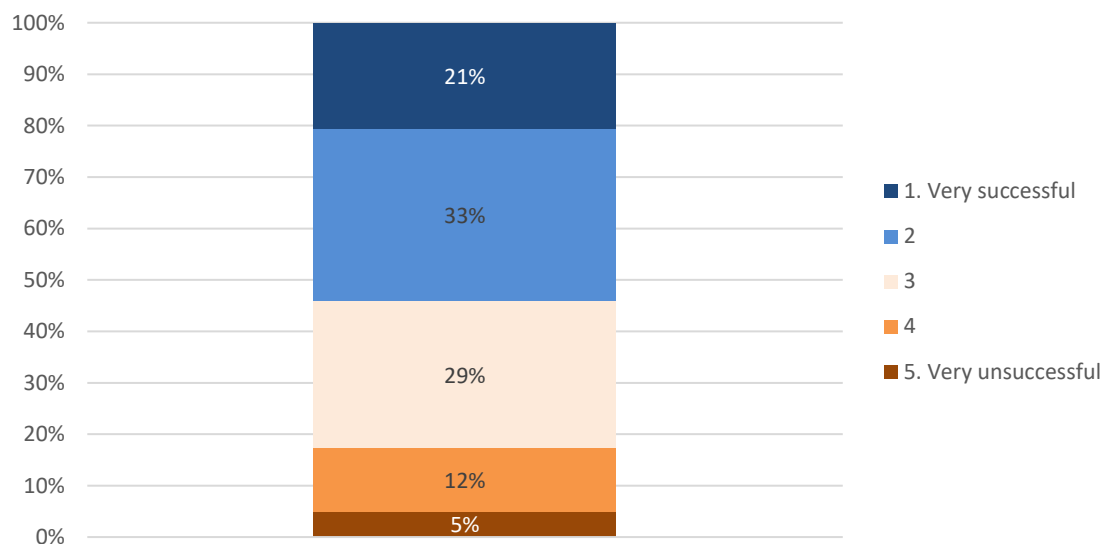
improving in each of the core subjects, with the exception of science. The greatest concern amongst these parents was writing (English) where 30% said they were worried their child was getting worse.

Figure 4: Parental perceptions of whether child is improving or getting worse, by subject



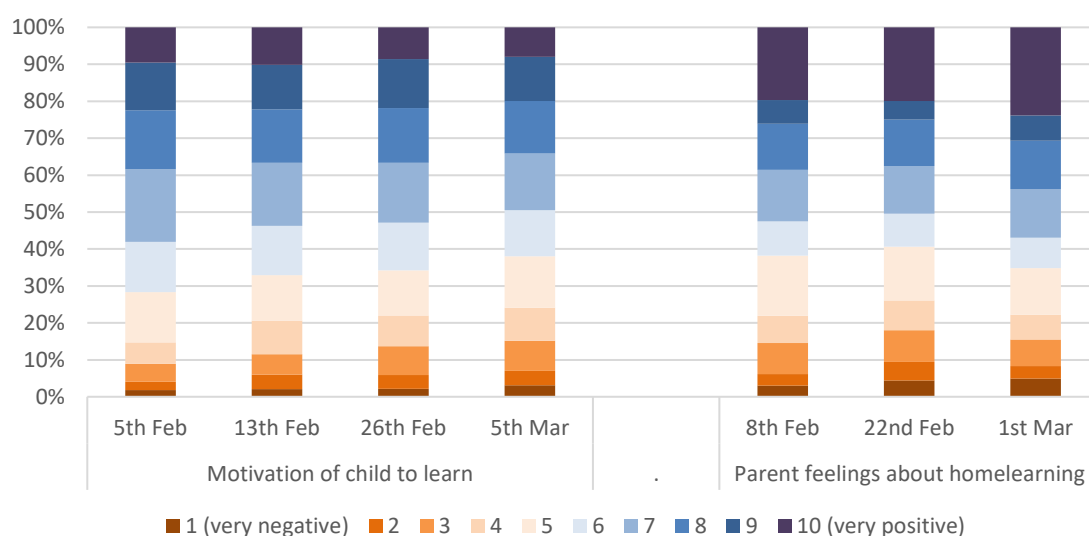
At the end of the period of school closures we asked parents whether they felt home learning had been successful for their child. This is a very subjective question where one person's success might be perceived by another as a less successful experience. Nevertheless, Figure 5 shows that relatively few parents in this sample were very negative about home learning (just 5% said they felt it was very unsuccessful for their child). By contrast, 21% of parents said home learning was very successful for their child.

Figure 5: Parental perceptions of the success of home learning for their child



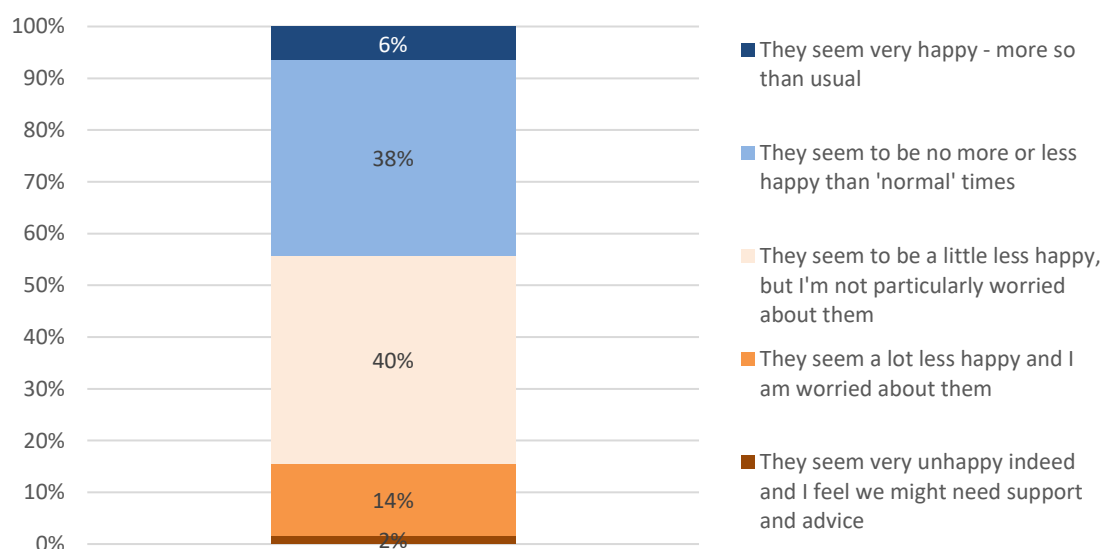
We now move on to consider other aspects of how the family felt about home learning. We asked a number of questions about the motivation and wellbeing of both the child and the parents. Each Monday morning, we asked the parent how they felt about the forthcoming home learning for the week. At the end of each week, we asked how motivated their child was to learn that week. Figure 6 shows that the proportion of parents reporting a very positive score for the motivation of their child to learn is relatively stable over time (38% report motivation of 8–10 on 5 February, falling a little to 34% on 5 March). The proportion reporting a very low score rises more consistently over time, from 9% reporting low motivation (1–3) on 5 February rising to 15% on 5 of March. Parents' own feelings about home learning for the coming week are relatively stable the first two times they are asked and improve on 1 March after the re-opening of schools has been confirmed. It is interesting that in this sample well over a third of parents are very positive about supporting home learning, selecting '8', '9', or '10' on the scale.

Figure 6: Perception of learning at home, on scale from 10 (very positive) to 1 (very negative)



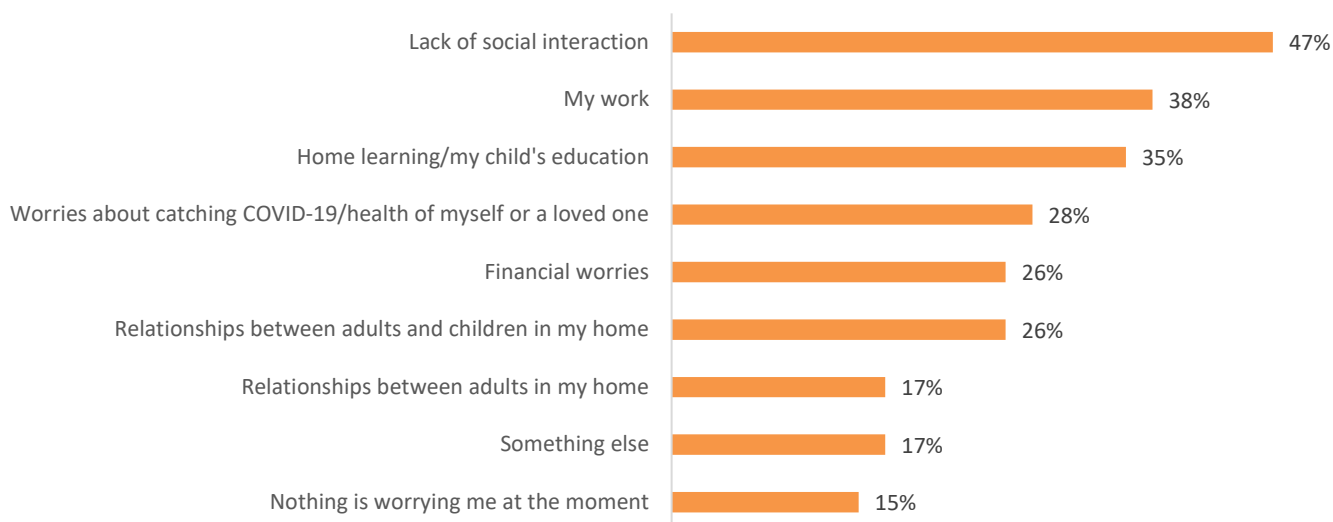
In addition to these questions about the motivation of the child, we also asked parents how their child was coping with lockdown more generally. Figure 7 shows that a small minority of this sample (6%) felt their child was happier than in normal times; 38% felt they were no more or less happy. These statistics accord with Ford et al. (2021) who, in their review of surveys, report an improvement in mental wellbeing amongst some children during the pandemic. Within this sample, 16% of parents were worried about the wellbeing of their child.

Figure 7: Parental views of how child is coping with lockdown



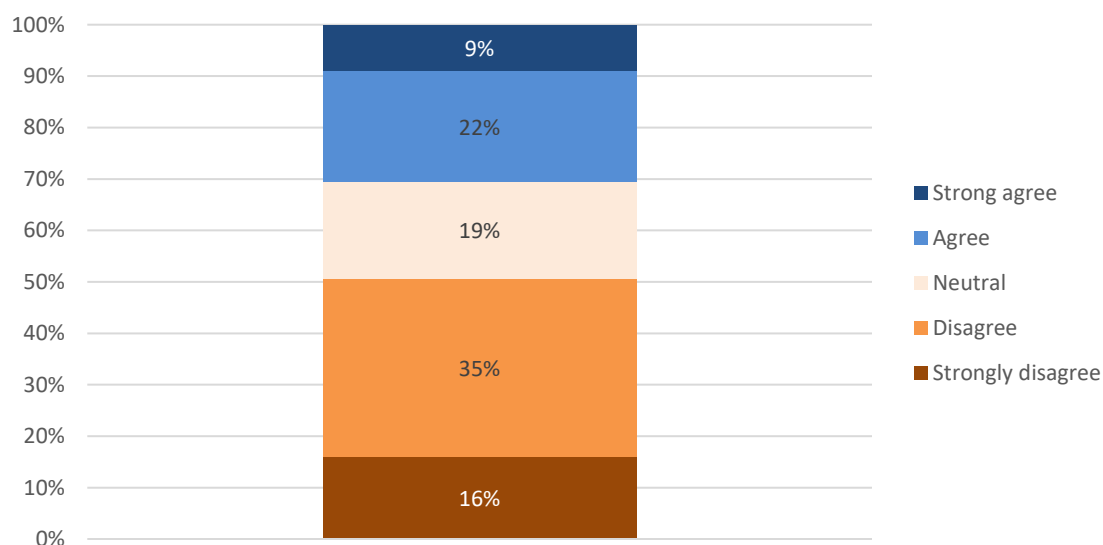
We also asked some wider questions about parental wellbeing during lockdown. We asked them how anxious they felt in general on a scale of 1–10 and it was notable that their responses were not tightly correlated with their feelings about home learning. When we asked what was making them feel anxious, home learning was *not* their top worry. Figure 8 shows they were more worried about lack of social interaction (47%) and their work (38%).

Figure 8: Aspects of lockdown that parents feel anxious about



Furthermore, only a minority (31%) of this sample of parents felt that home learning was placing a strain on relationships in the household (Figure 9).

Figure 9: Parents views on whether home learning is placing a strain on relationships in household



Further details on the responses to all these survey questions, both overall and by all key demographic groups, can be found in Appendix A.

Constructing measures of success of learning at home

Given the large number of questions that relate to the success of learning at home, we perform some dimensionality reduction so that we are able to report how they vary by household circumstances. We create three underlying constructs of the household's experience:

- **Learning success:** does the parent report that the child has been learning?
- **Child motivation:** does the parent feel the child is motivated to learn?
- **Parent coping:** does the parent feel that *they* are coping with home-learning?

As discussed in the Methods section, there are two main challenges to creating these three latent variables. First, we have survey questions that are asked repeatedly, while others are asked only once, as shown in the sections below. Second, we have missing data that arises because parents do not answer questions every day, as discussed elsewhere.

We therefore adopt a structural equation modelling approach to modelling the relationship between the observed and latent variables.

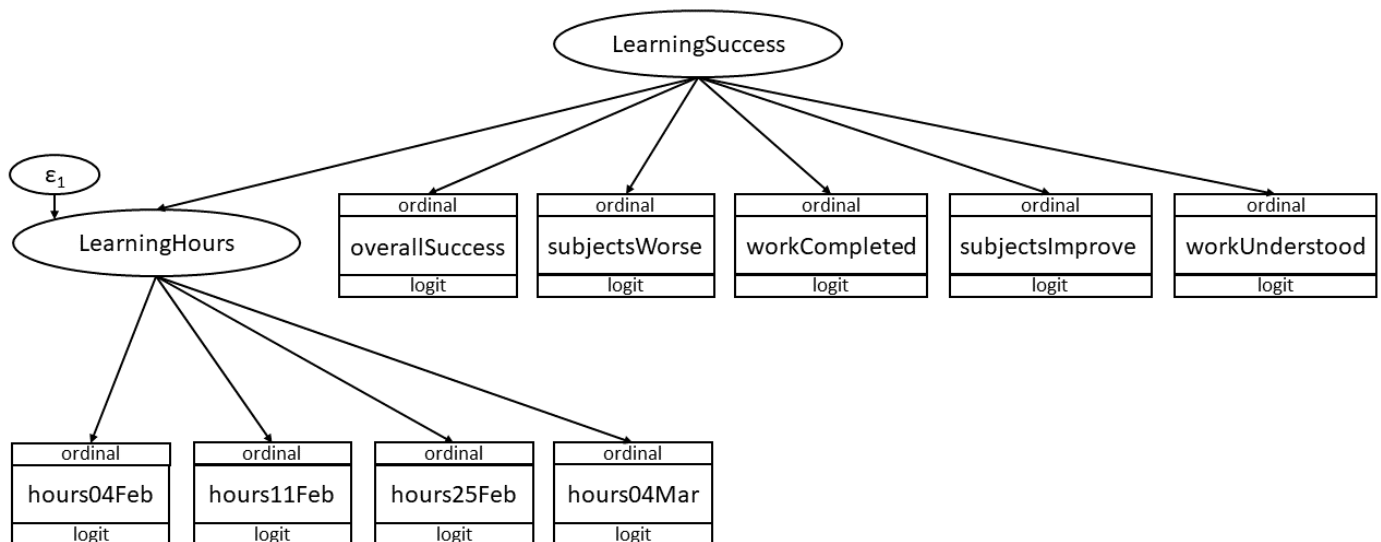
The LearningSuccess latent variable

The LearningSuccess latent variable is constructed using data from the following survey questions:

- ‘Thinking about home learning yesterday, how long did your child spend doing school work?’—this was measured at four points in time;
- ‘Overall, how **successful** was home learning for your child?’—a five-item response scale from ‘very successful’ to ‘very unsuccessful’;
- ‘Do you feel that your child is currently getting **worse** in any of the following subjects?’—option to select between zero and five subjects;
- ‘Do you feel that your child is currently **improving** in any of the following subjects?’—option to select between zero and five subjects;
- ‘Thinking about the home-learning work set for your child last term, do you think they ...?’—six-item response scale from ‘did everything set and more’ to ‘were not able to keep up at all’; and
- ‘Thinking about your child’s home learning tasks yesterday, how much of the work do you think they **understood**?’— four-item response scale: ‘understood all of it’, ‘most of it’, ‘some of it’, ‘none of it’.

The first of these questions was asked on four occasions with the others being asked just once. The structural equation model used to extract predicted values for LearningSuccess is shown in Figure 10. It is estimated for all parents who answered at least five of the nine underlying questions. Of these nine questions, the four responses to time spent learning on a particular day were relatively highly correlated (with pairwise Pearson’s Correlation Coefficients of between 0.70 and 0.76). Of course, this does not mean there actually was week-to-week consistency in learning experiences but rather that the parents *felt* that there was and chose to report as such. The two variables that were least closely related to the others were the counts of the number of subjects in which the parent felt the child had improved or declined. It may be that parents found these questions too difficult to answer meaningfully. Nevertheless, since they are correlated with the other variables measuring learning success (albeit with correlations of only between 0.14 and 0.36) we leave them in the structural equation model.

Figure 10: Structural Equation Model for LearningSuccess latent variable



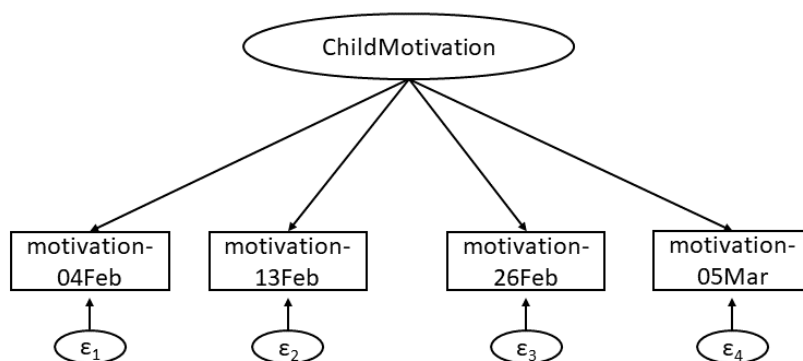
The ChildMotivation latent variable

The model used to create the ChildMotivation latent variable is based on just one survey question, repeated on four occasions: ‘How motivated to learn was your child this week?’

The model is shown in Figure 11. We did ask some other survey questions about how well the parent felt the child was coping with lockdown, however, we found the reliability of a broader latent variable measuring how well the child was coping along other dimensions was too low to make useful inferences and have therefore restricted this latent variable to measuring motivation. The model is estimated for all observations with responses for at least two of the four underlying

questions. Child motivation is measured on a ten-point scale but we treat it as continuous for the purposes of the model. Not surprisingly, the weekly reports of how motivated the child was to learn were correlated (with pairwise Pearson's Correlation Coefficients of between 0.64 and 0.76).

Figure 11: Structural Equation Model for ChildMotivation latent variable



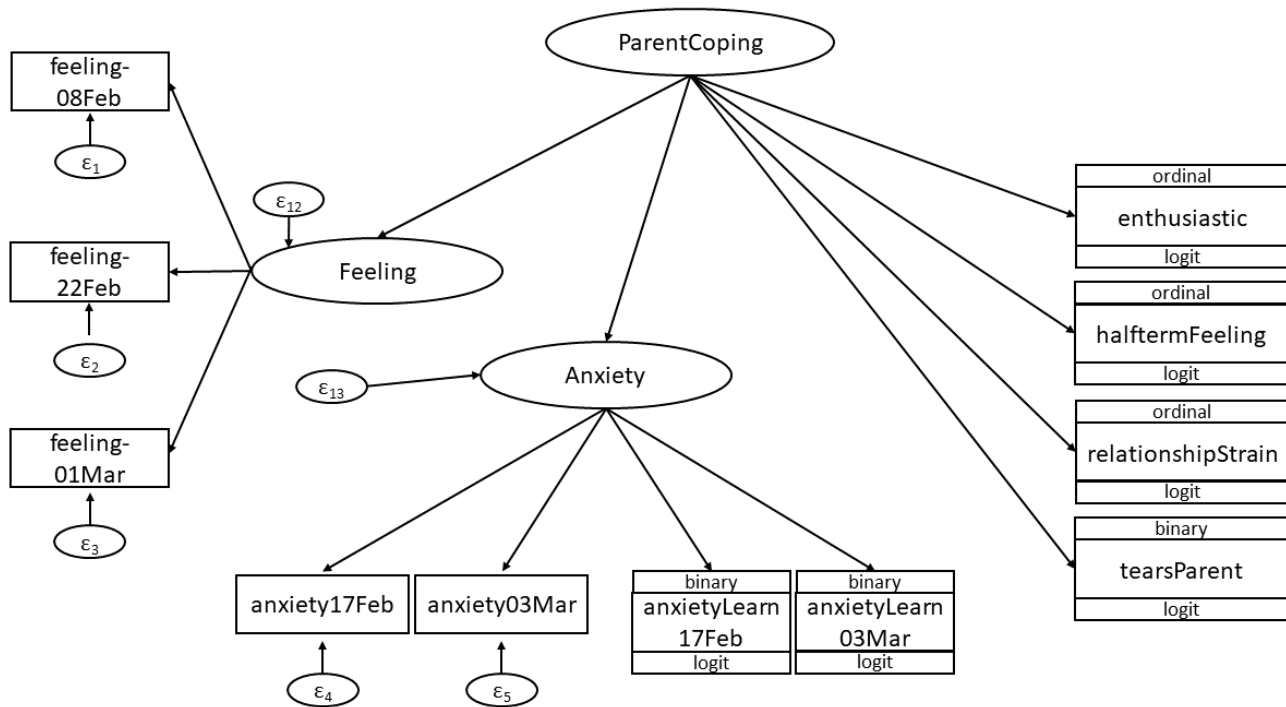
The ParentCoping latent variable

The ParentCoping latent variable is created from seven survey questions, some of which are asked multiple times:

- 'How are you **feeling** about home schooling this week?'—asked three times with responses on a ten-point scale;
- 'How **anxious** have you been feeling in the last 24 hours?'—asked twice with responses on ten-point scale;
- '**Which** of the following have been making you feel **anxious** in the last 24 hours?'—asked twice with responses converted to a binary indicator for whether home learning was mentioned;
- 'To what extent do you think you were enthusiastic about home learning in front of your children yesterday?'—asked once, with a five-item response from 'I was very negative' to 'I was very enthusiastic';
- 'How are you **feeling** about returning to home schooling after the half term break?'—asked once with a four-item response from 'rested and raring to go' to 'I've given up on home learning as the children will be back in school soon';
- 'Home schooling is putting a strain on my **relationship** with others in the household'—asked once with a five-item response scale from 'strongly agree' to 'strongly disagree'; and
- 'Were there [parent] **tears** related to home-learning at any point this week?'—asked once with binary response.

The structural equation model used to extract predicted values of ParentCoping is shown in Figure 12. It is estimated for all parents who answered at least five of the 11 underlying questions. Of these 11 questions, the weekly reports of how the parent is feeling about home learning were the most highly correlated (with pairwise Pearson's Correlation Coefficients of between 0.64 and 0.70). However, unlike time spent learning or child motivation, they did not fall over this period, likely because parents knew the school reopening was very likely to happen soon. Note that to reduce SEM model complexity and aid convergence, we treat the ten-point scale of feeling about home learning and anxiety as continuous variables. The ten-point anxiety survey question asked about general anxiety rather than anxiety-related to home learning, which may explain why it was not particularly highly correlated with feelings about home learning.

Figure 12: Structural Equation Model for ParentCoping latent variable



The relationships between the three latent variables of success

We measure these three latent variables with uncertainty, which results from the nature of the model fit and from the missing data for observations. The values of latent variables for individuals are necessarily estimated with uncertainty; the standard error on the mean estimate we use is 0.63, 0.38, and 0.49 for `LearningSuccess`, `ChildMotivation`, and `ParentCoping`, respectively. These figures are high, emphasising how much uncertainty there is in these latent variables at the individual level. For the most part, we do not analyse the individual scores and instead rely on aggregation of parental responses to make valid inferences. However, when we explore correlations between these scores then low reliability becomes an issue for inference. For example, we can see that a parent's responses about any individual child are reasonably similar across these three latent variables. The correlations are between 0.60 and 0.73, as shown in Table 7. At face value, this suggests they are measuring distinct but related constructs, however, the high standard errors on the latent variables translate to reliability coefficients of 0.60, 0.86, and 0.76. Since the inter-variable correlations are almost as high as the reliability coefficients, we cannot reject the possibility that they are measuring the same underlying construct.

So, while we do report analysis for these three latent variables separately throughout the report, we recognise that they are likely to be measuring highly related constructs. Perhaps this is no great surprise since these factors are likely to cluster in homes. Where parents feel they can cope and children feel motivated to learn then it is likely that parents feel learning is successful. Likewise, if children are highly unmotivated then parents are more likely to find it difficult to cope and feel that learning is not successfully taking place. Moreover, parents may answer in ways that appear consistent across these measures for reasons that are not directly related to the intended constructs. A number of personality characteristics, response sets, or biases could account for at least some of the correlations among the three latent variables. For example, aspects of personality such as positive affect, mood, or disposition (Bower, 1983) or coping styles—which in turn depend on relatively stable personality characteristics such as self-esteem, anxiety, and locus of control (Terry, 1994)—could certainly influence responses to items across the three measures. Response sets or common method biases (Cronbach, 1946; Podsakoff et al., 2003), such as social desirability, consistency, or acquiescence, or even halo effects (Thorndike, 1920), could also contribute to the correlations between the measures.

Before we move on to exploring how these perceived success variables are associated with challenges facing the family and school practices, it is worth noting how much of the variation in these latent variables falls within and between families and schools.

We estimate a simple (empty) random effects model for parents who had at least two children at the study school. For this subgroup, the intra-class correlations in reports of `LearningSuccess` and `ChildMotivation` are 0.70 and 0.64, respectively. In other words, parents did tend to give reasonably similar responses to how learning at home was proceeding for each of their children. As discussed, this may reflect true similarity in siblings' experiences or simply the degree of optimism bias in the parent.

By contrast, when we estimate random effects models to partition variation by schools, we find that the intra-class correlations in reports of `LearningSuccess`, `ChildMotivation`, and `ParentCoping` are just 0.04, 0.05, and 0.01, respectively. While we will explore these further in later sections, it is worth remarking that this means that school practices are unlikely to be strong determinants of parents' perceptions of success in the experience of learning at home.

Table 7: Summary descriptors for three latent success variables

Name of latent variable	Number of observations	Correlation with <code>LearningSuccess</code>	Correlation with <code>ChildMotivation</code>	Correlation with <code>ParentCoping</code>	Intra-class correlation—families > 1 child at school (S.E. in brackets)	Intra-class correlation—school (S.E. in brackets)
<code>LearningSuccess</code>	1277		0.73	0.60	0.70 (0.03)	0.04 (0.02)
<code>ChildMotivation</code>	1554	0.73		0.62	0.64 (0.03)	0.05 (0.02)
<code>ParentCoping</code>	1480	0.60	0.62		N/R	0.01 (0.01)

Family ICC estimated for families with more than one child at school; school ICC estimated for schools with at least five observations on variable.

Family circumstances associated with success of learning at home

In this section, we describe the extent to which family circumstances are associated with our three latent measures of success of learning at home. These associations cannot identify the causes of the barriers to learning or of the facilitators of successful learning; they can, however, give us a starting point for describing the types of situations where home learning appeared to be successful or unsuccessful. Throughout the report we refer to the three inter-related constructs as ‘success of learning at home’.

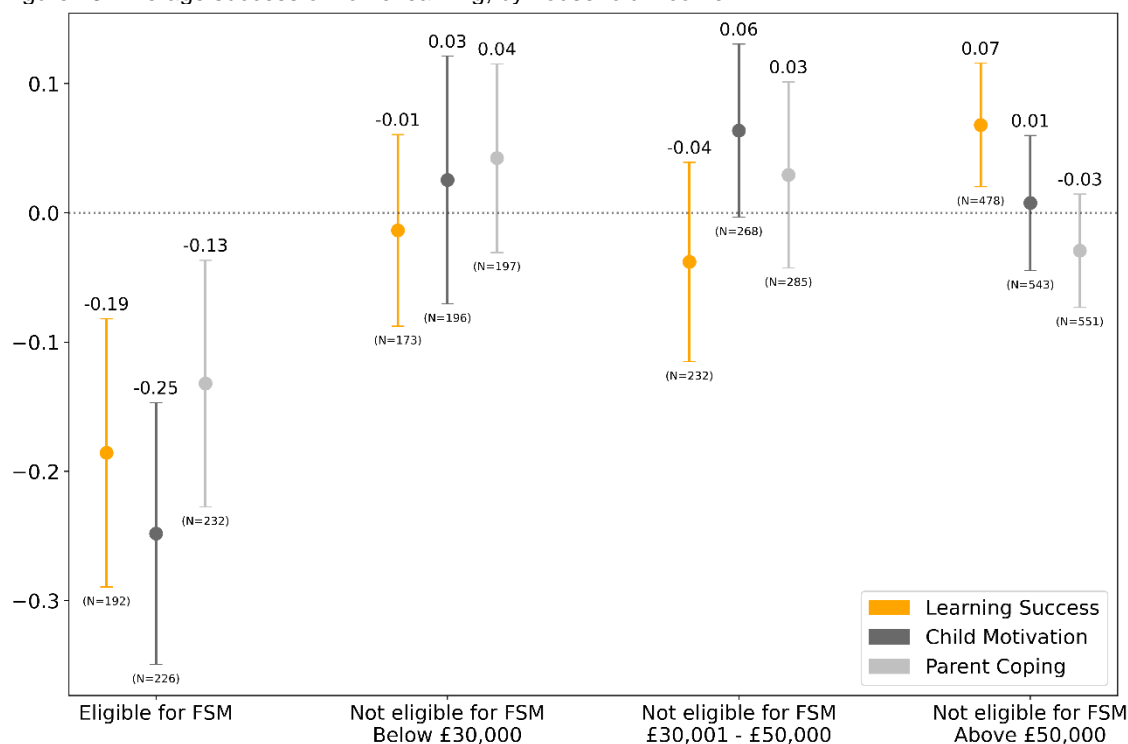
As discussed in the previous section, these three latent variables are correlated and there are undoubtedly complex feedback relationships between them. The sample size is not large enough to reliably identify small differences, such as one-tenth of a standard deviation, in success of learning across different groups. Throughout these sections we refer to differences of about a third of a standard deviation as ‘moderately large’ differences and over half a standard deviation as ‘large’ differences (Norman et al., 2004; Coe, R., 2002).

We summarise the means, standard errors, and key distributional statistics of the three latent measures of success of learning at home in Appendix B, providing values by response to each of the questions mentioned in this section. We do this for reference and completeness, which means that this section simply highlights some interesting findings.

Family resources and technological challenges

We begin by looking at household resources, as proxied by income, and technological challenges reported by parents. Household income, grouped into four categories, is known to be well correlated with attainment at school (Wilder, 2014) and recently published studies of learning loss due to COVID-19 lockdowns have shown that FSM-eligible children experienced greater learning loss (EEF, 2021). However, our three measures of success of learning at home are only slightly correlated with household income. Figure 13 shows small differences in average success of home learning across all three measures, but they are generally too small to be statistically significantly different in this sample.

Figure 13: Average success of home learning, by household income



In this chart and those that follow, the error bar shows the 95% confidence interval around the estimate of the mean. The vertical axis always measures learning success in effect size units (that is, as a fraction of a standard deviation in the overall measure).

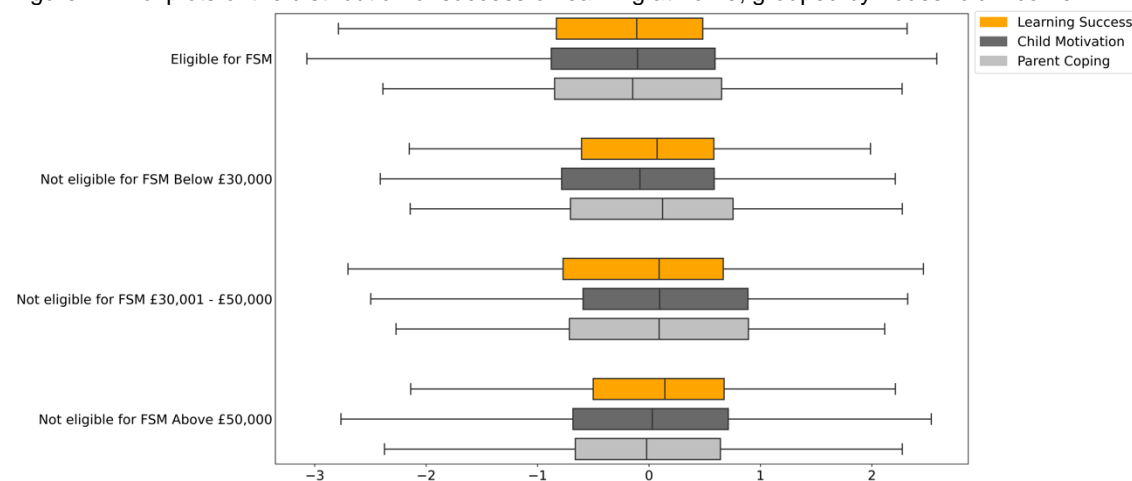
Table 8 shows the differences in average success of learning at home across the three constructs according to whether the children in the family were eligible for free school meals. For the `LearningSuccess` latent variable, the difference in mean average scores between families with FSM children and those without is about a quarter of a standard deviation in the outcome variable and is statistically significant.

Table 8: Average success of learning at home, by free school meals status

	LearningSuccess			ChildMotivation			ParentCoping		
	N	Mean	S.E.	N	Mean	S.E.	N	Mean	S.E.
Eligible for free school meals	192	-0.19	(0.10)	232	-0.25	(0.09)	226	-0.13	(0.10)
Not eligible for free school meals	1049	0.04	(0.04)	1255	0.04	(0.04)	1206	0.02	(0.04)

In nearly all cases of analysis conducted throughout this section of the report, these quite small—but often statistically significant—differences between groups mask considerable variation in success of learning within groups. The box plots in Figure 14 shows how much variation in perceived success of learning there is between parents within each of these groups.⁵

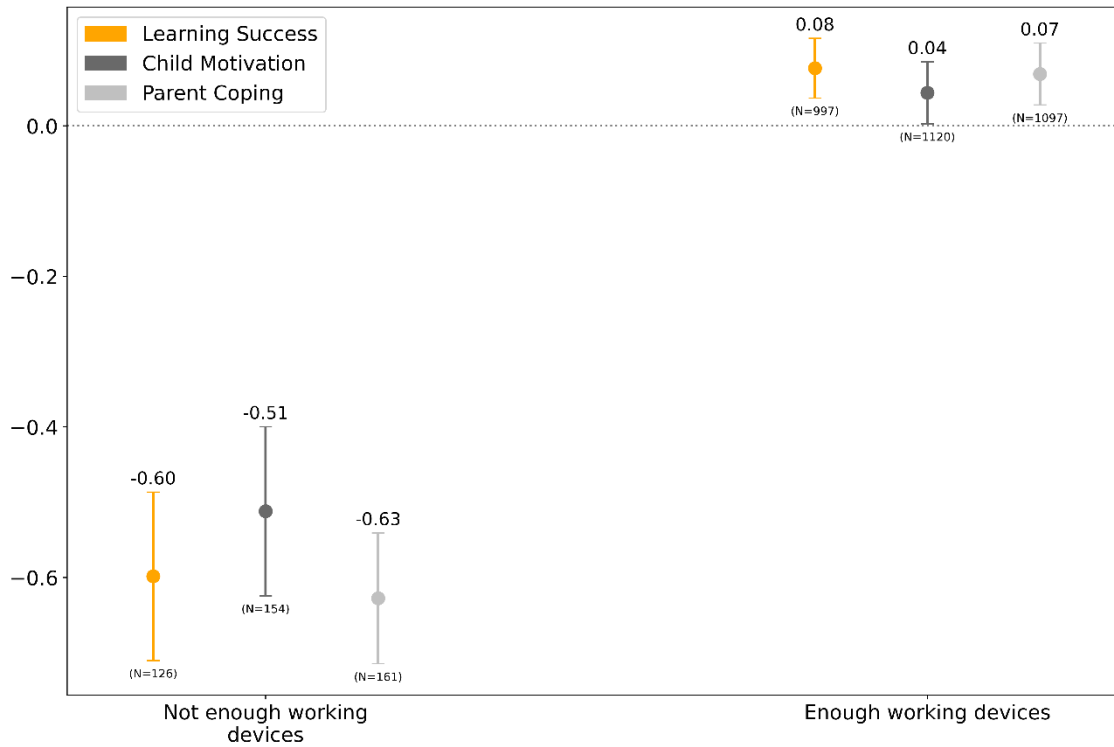
Figure 14: Boxplots of the distribution of success of learning at home, grouped by household income



We asked whether the family faced technological barriers in accessing home learning in two different ways. First, we simply asked whether they had sufficient devices (such as laptops and tablets) for home learning: 13% of the sample said they did not. On average, those who did not were less likely to feel that they were coping with home learning (-0.63 vs +0.07), were less likely to feel that their child was motivated (-0.51 vs +0.04), and were less likely to feel that learning had successfully taken place (-0.60 vs +0.08)—see Figure 15.

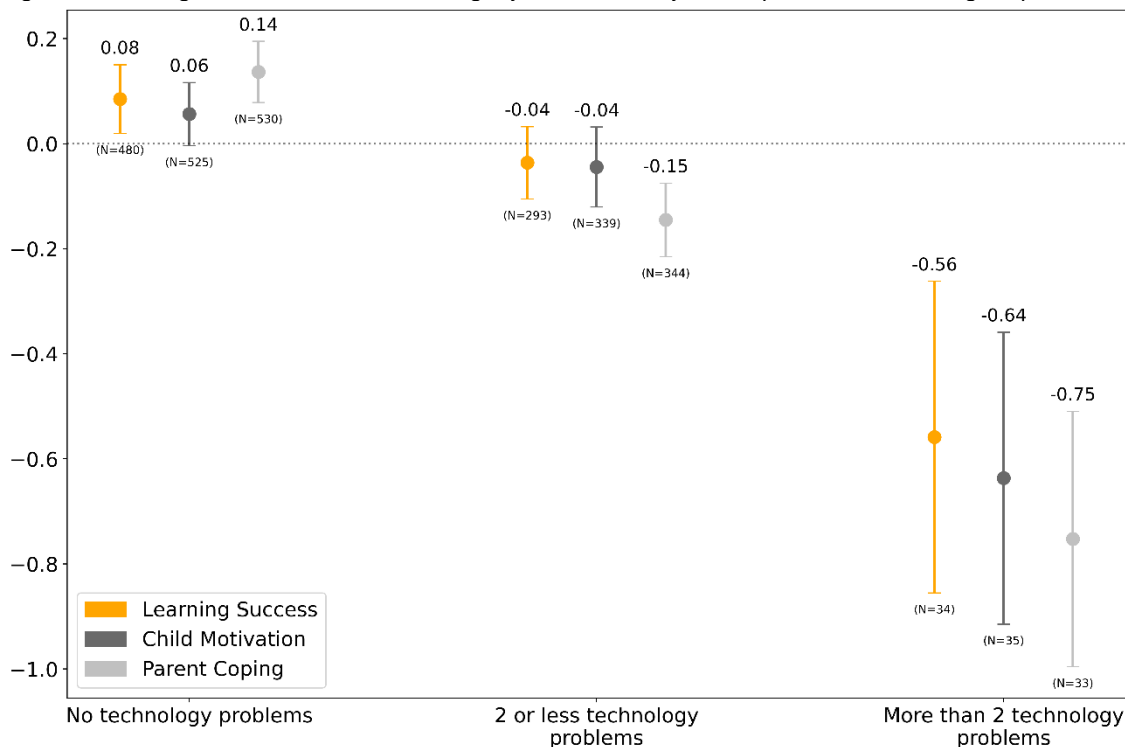
⁵ While we do not provide box plots for all the analysis shown here, they nearly all show very similar variation. The 25 and 75 percentiles of distributions by demographic and question response groups are available in Appendix B.

Figure 15: Average success of home learning, by whether family had sufficient technology devices



We asked a second question about whether families had encountered technological difficulties, such as internet problems or device issues, on a particular day: 41% of the sample said they had encountered at least one problem and 13% said they had two or more problems. Those who said they had insufficient devices were almost three times as likely to have said they encountered technological problems that day, which suggests their existing devices were less fit-for-purpose or they had poorer internet connections. Overall, encountering two or more technological problems on a particular day was associated with lower perceived success of learning at home across all three variables, as shown in Figure 16.

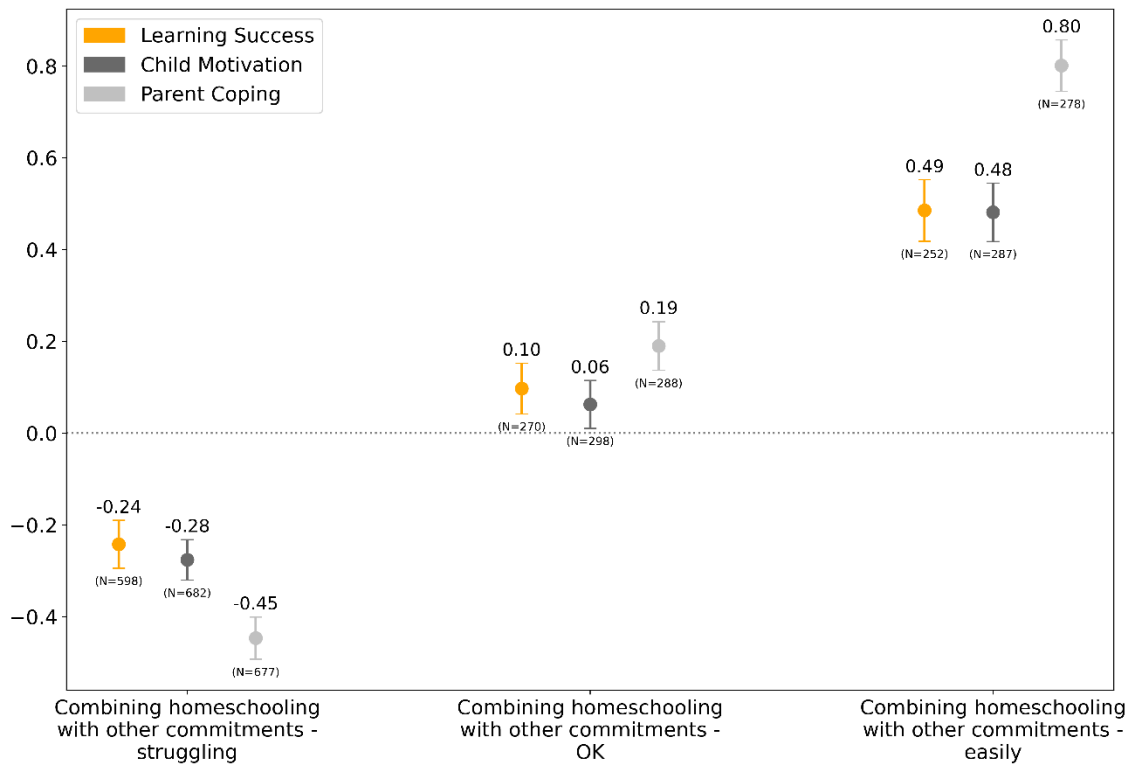
Figure 16: Average success of home learning, by whether family had experienced technological problems on a particular day



Parental work commitments and available time

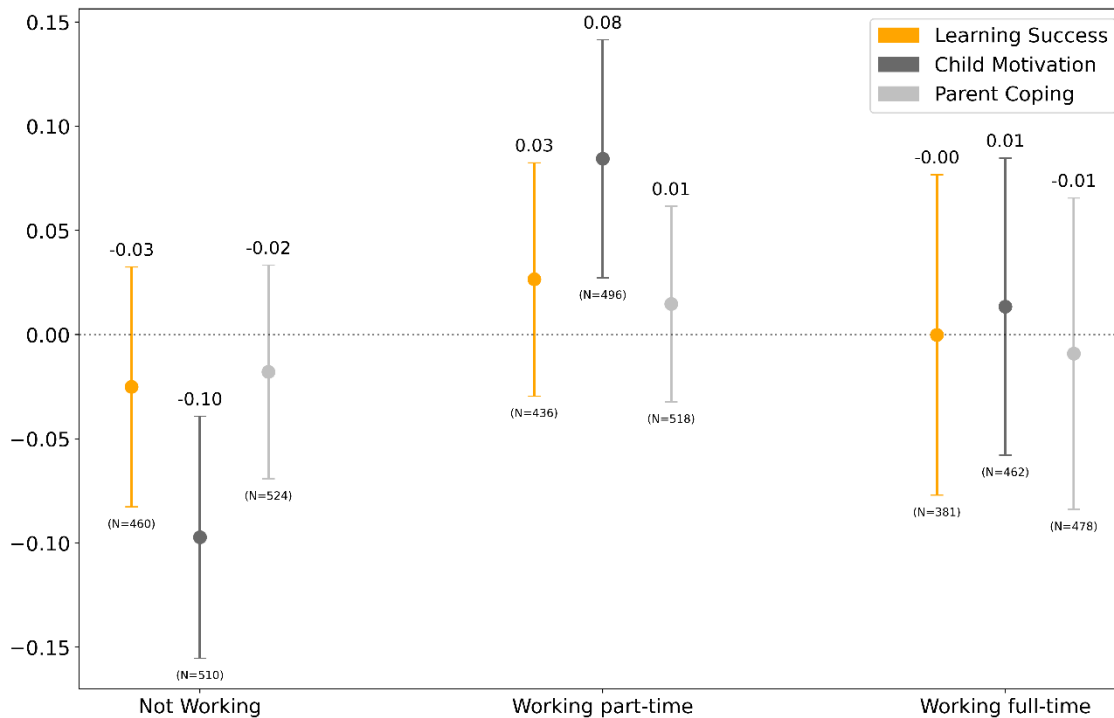
Fitting the support of learning at home around other pre-existing commitments, such as work, was clearly a great challenge for many families. When asked, 62% of parents said they were struggling to combine home schooling with other commitments and Figure 17 shows these parents were less likely to perceive home learning as successful. Of course, this is a subjective question that does not directly measure the other types of activities the parent has to complete while supporting learning at home. It may be subject to the type of response bias that we mentioned earlier (that some people are more likely to reply that they struggle, regardless of the exact question posed), so we look for associations with other characteristics of the family.

Figure 17: Average success of home learning, by ease of combining with other commitments



Within the sample of parents answering these survey questions, about a third said they were currently not working (or on furlough), a third said they were working part-time, and a third said they were working full-time during this lockdown. While it would seem likely that patterns of work would be highly correlated with the extent to which the parents felt able to cope with learning at home, we did not find this to be the case, as shown in Figure 18. One issue is that, due to the complexity of family structures, we did not learn exactly what commitments every adult in the household had during lockdown. For example, this analysis does not consider commitments such as care of pre-school children. It is therefore possible that, had we asked about working patterns across all adults involved in the care of the child, we might have identified a relationship.

Figure 18: Average success of home learning, by respondent's pattern of work



Other factors in family organisation clearly affect how much time is likely to be available to support learning at home. We can observe some differences for families with more than one child and for those who consider themselves to be a single parent. One issue is that family structure characteristics are all highly inter-related, for example, the decision as to whether to have a job will be related to family size. Here, we do not aim to formally model all of these inter-relationships but instead simply look at whether associations between family structures and learning success are still apparent even after all other family characteristics are held constant. We do this by first running a simple linear regression of learning success on an individual family structure characteristic, then follow it with a multiple linear regression that includes a wide set of family characteristics as control variables. Table 9 shows the estimated relationship between one family structure on learning success outcomes, both unconditionally and then conditional on the other socio-demographic characteristics of the family (only the estimated coefficient on the family structure of interest is reported).

It shows that the single parents reported lower scores for all three measures of success, and this association still holds if all other characteristics of the family are held constant. The effect is quite large at 0.58 of a standard deviation in the `LearningSuccess` score variable. This tells us that having more than one adult at home during lockdown to help juggle commitments seems to be an important predictor of whether the family feels they are coping. Larger families also seemed to find learning at home more difficult than those with just one child (although we did not observe differences between two-child and larger families). For families with more than one child compared to otherwise similar families with just one child, parents were less likely to feel that home learning was a success for the child (-0.27 of a standard deviation) and were less likely to personally feel able to cope (-0.39 of a standard deviation).

Table 9: Eighteen regressions measuring conditional association between family structure and learning success

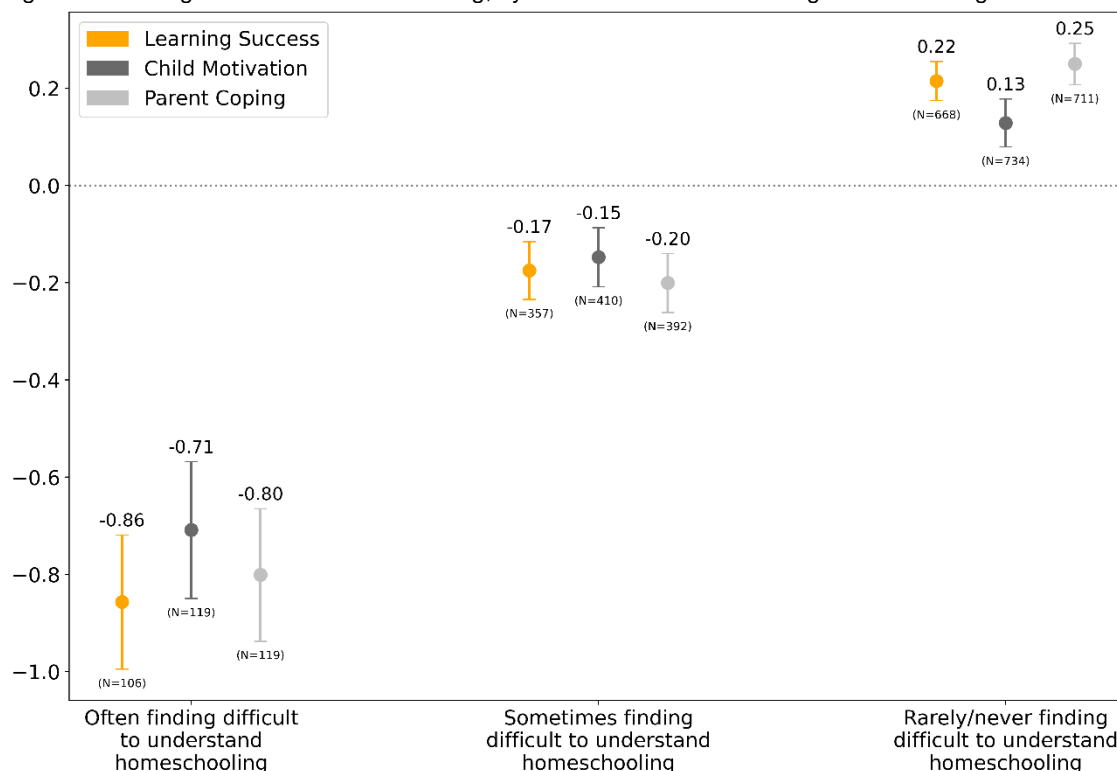
Key binary variable measuring family structure	Outcome variable	No control variables	p value	Including socio-demographic control variables	p value
Having a job during lockdown (67%)	LearningSuccess	+0.04 (0.07)	0.58	-0.04 (0.09)	0.65
	ChildMotivation	+0.15 (0.06)	0.02	+0.07 (0.07)	0.47
	ParentCoping	+0.02 (0.07)	0.77	+0.00 (0.10)	0.99
Being a single parent (13%)	LearningSuccess	-0.40 (0.11)	0.00	-0.58 (0.13)	0.00
	ChildMotivation	-0.33 (0.09)	0.00	-0.38 (0.13)	0.00
	ParentCoping	-0.24 (0.09)	0.02	-0.38 (0.15)	0.01
Having more than one child (85%)	LearningSuccess	-0.12 (0.08)	0.13	-0.27 (0.10)	0.01
	ChildMotivation	-0.05 (0.06)	0.44	-0.09 (0.09)	0.34
	ParentCoping	-0.24 (0.08)	0.01	-0.39 (0.10)	0.00

Socio-demographic variables are school FSM % (in quartiles), child year group, SEN status, child and parent gender, parent work status (where relevant), educational background, income, single parent status (where relevant), and size of family (where relevant). Number of observations between 937 and 1,520, depending on specification. Standard errors are in brackets and account for the clustered nature of the sample.

Parent confidence about education

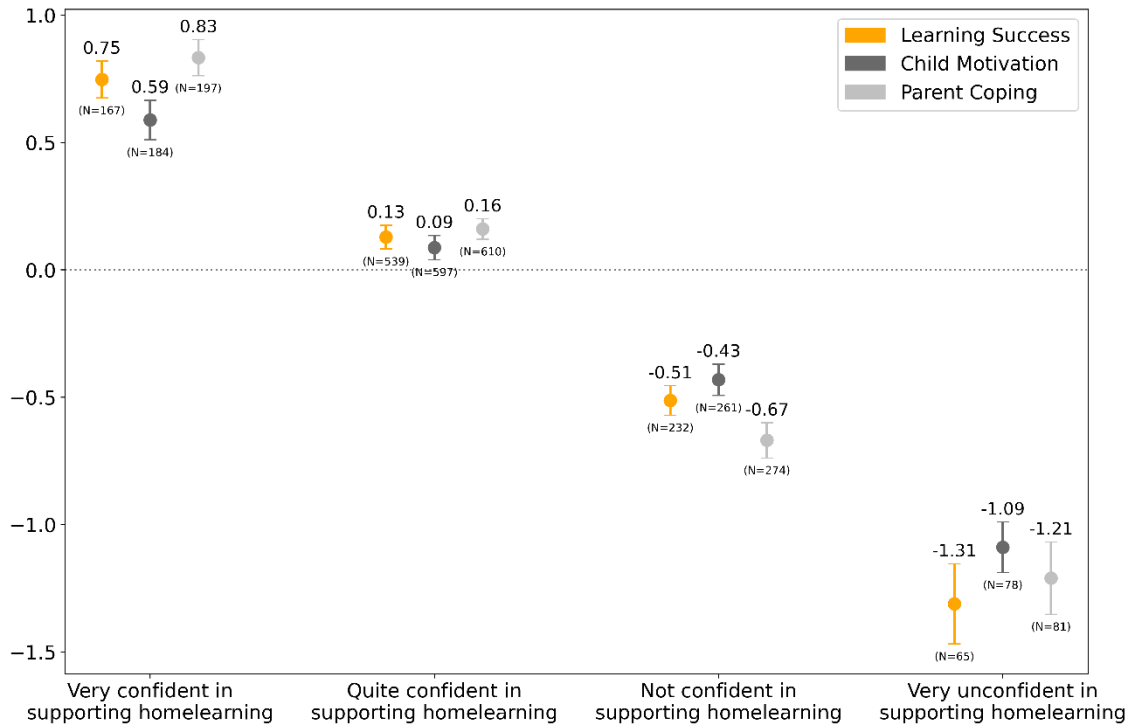
We asked parents three questions about how well they felt able to support their child in learning at home and all the responses were strongly associated with perceived success of learning at home. The 9% of parents who said they were often finding it difficult to understand home schooling had very low average success scores across all three variables. The value for *LearningSuccess* was -0.86 for this group versus +0.22 for the group who rarely or never found it difficult to understand the work set (see Figure 19).

Figure 19: Average success of home learning, by difficulties in understanding homeschooling



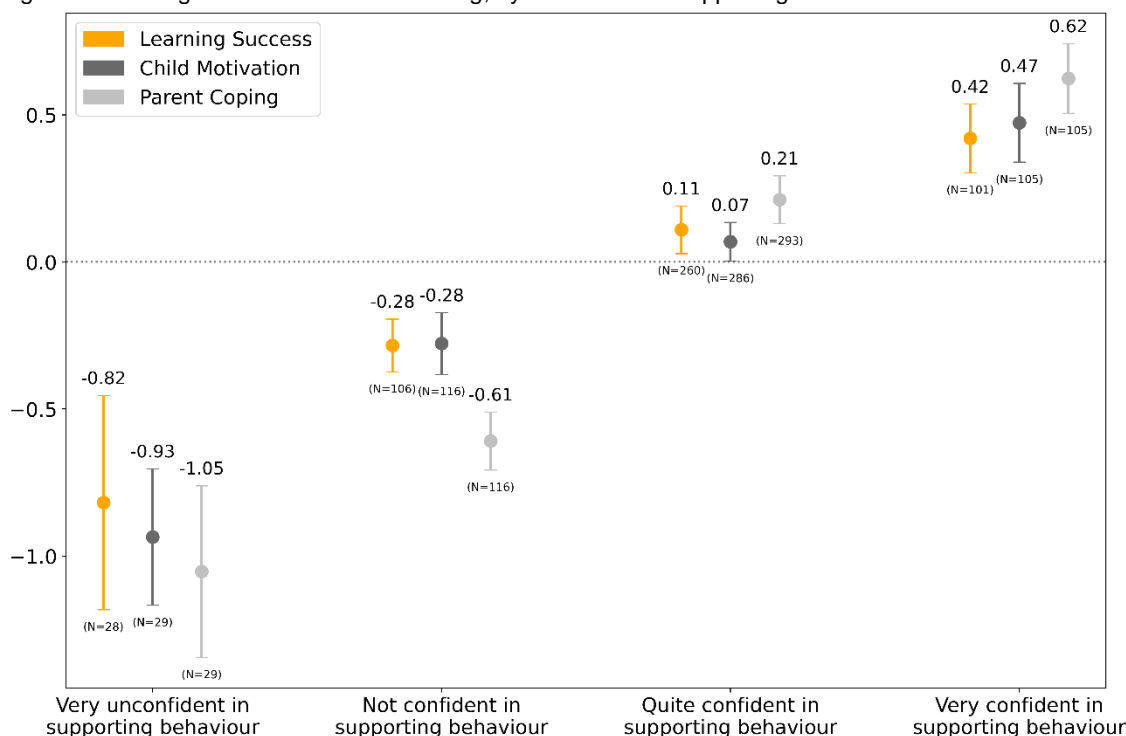
Similarly, the 7% who said they were very unconfident in supporting learning at home reported very low success scores across all three variables. For `LearningSuccess`, their score was -1.31 of a standard deviation, versus +0.75 of a standard deviation for those who feel very confident in supporting home learning (Figure 20).

Figure 20: Average success of home learning, by confidence in supporting homeschooling



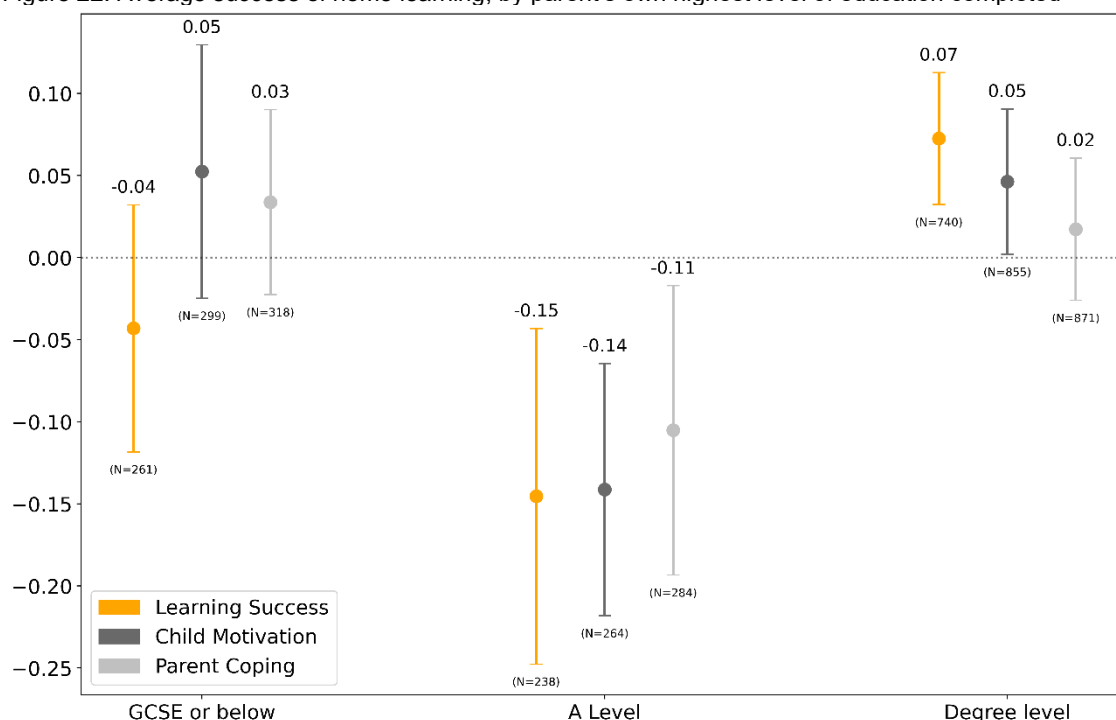
We also asked a broader question about the extent to which parents felt confident in supporting their children's behaviour and emotions. The 4% of parents who said they were very unconfident in managing their children's behaviour and emotions reported very low scores on the `ChildMotivation` and `ParentCoping` variables in particular (-0.93 and -1.05 of a standard deviation, respectively, as shown in Figure 21).

Figure 21: Average success of home learning, by confidence in supporting behaviour and emotions



Given that confidence about understanding the work set is so strongly related to the success of learning at home, we assumed that the parent's own level of completed education would also be strongly related to home learning success. However, Figure 22 shows those parents who have a degree reported no better success for home learning than those who said they had only completed education up to GCSE level or equivalent. Moreover, those who had completed A-levels reported the least success in home learning. It may be that adult completed education is a relatively poor proxy for their ability to recall and understand primary level education. Alternatively, it may be that parents vary a great deal in how much they *feel* they need to be able to understand and make sense of the work their children are set.

Figure 22: Average success of home learning, by parent's own highest level of education completed

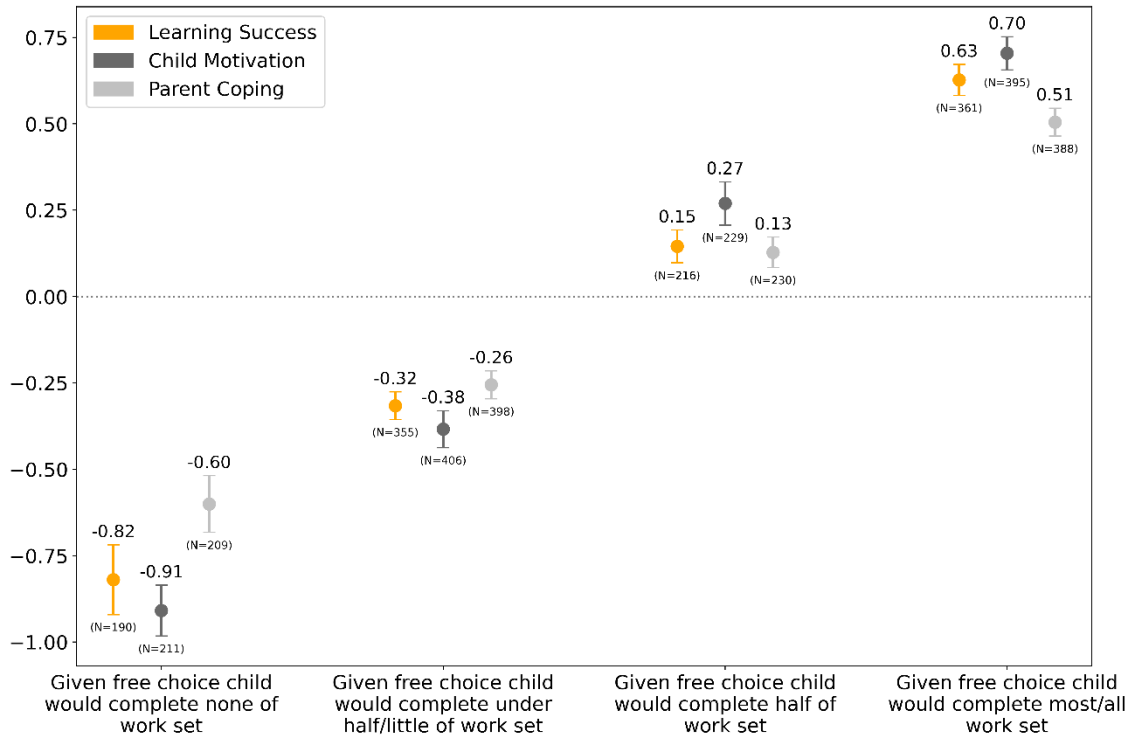


Child perseverance and attitude towards school work

It can be challenging for a parent to persuade a child to settle down and concentrate on school work while surrounded by the distractions of home. How straightforward this is does depend, in part, on the temperament and maturity of the child. We therefore asked four questions to measure how much the parent felt their child would choose to study if given entirely free choice or only light supervision. We first show the very strong relationships with our success variables, and then explore how much they vary within families and within year groups.

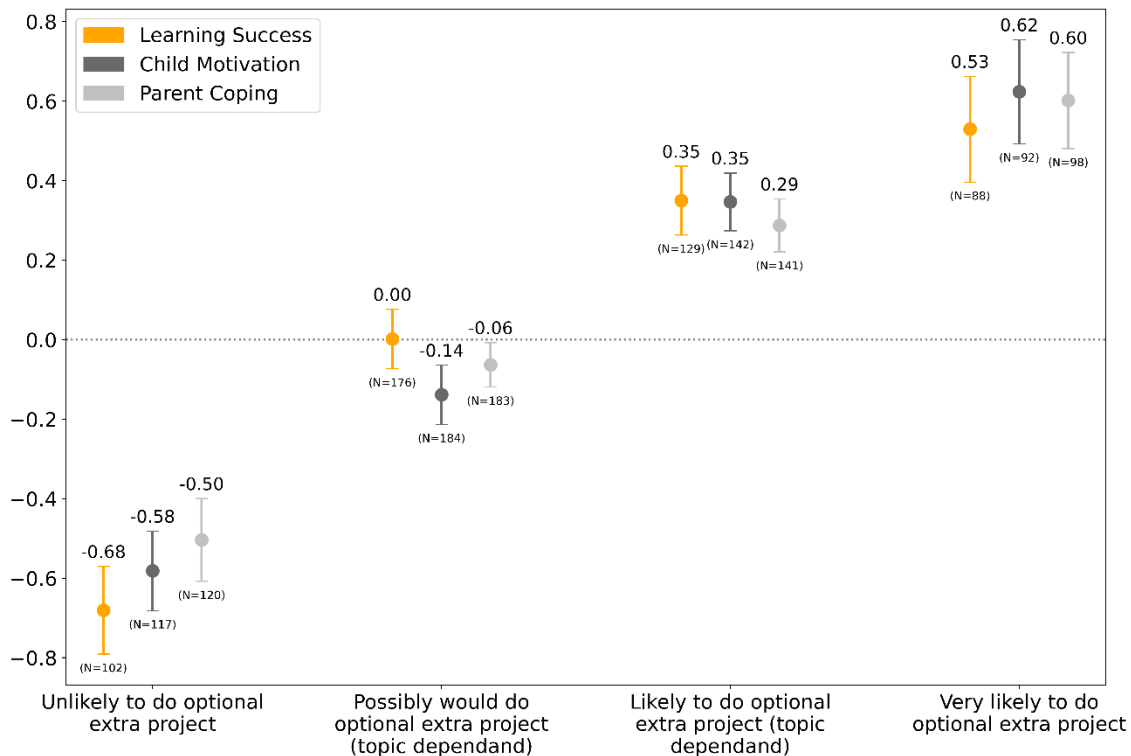
We first asked parents how much work their child would choose to complete given entirely free choice over the work. Figure 23 shows that the 17% of parents who said their child would complete none of the work set report very low LearningSuccess score compared to the 32% who said they would complete most or all of the work set (-0.82 versus +0.63).

Figure 23: Average success of home learning, by whether child would complete work given free choice



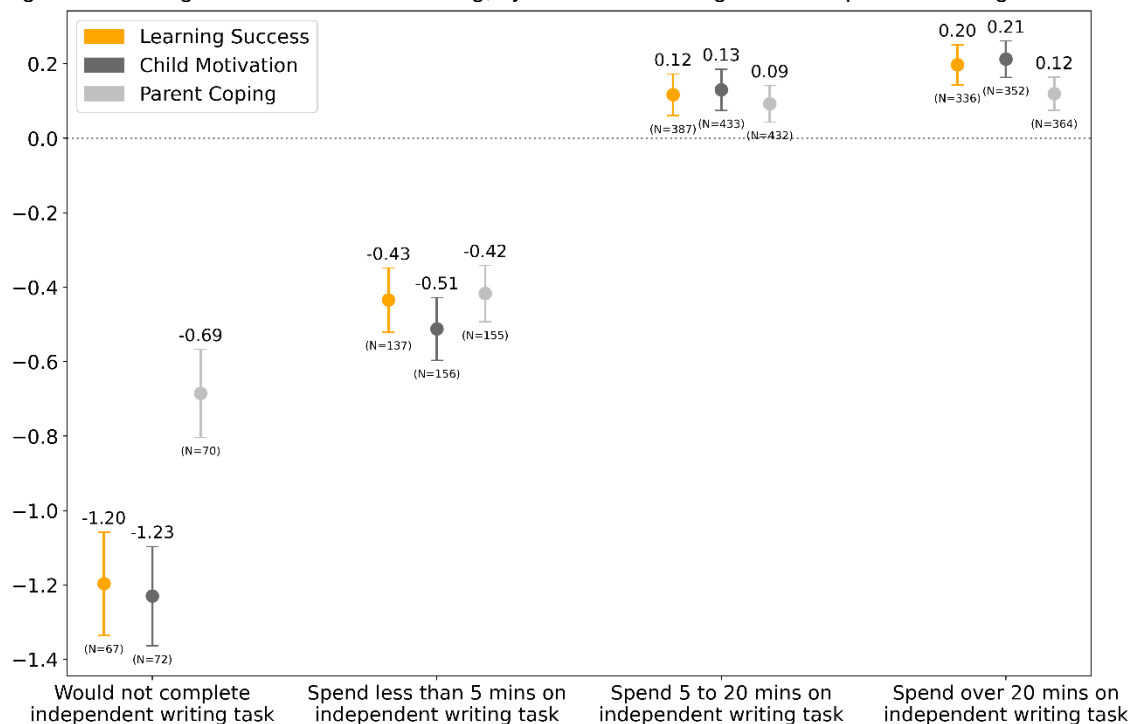
We next asked whether their child would be likely to choose to complete an optional extra project if the teacher set one for the class: 22% said their child would be unlikely to do so, and these families reported low scores across all three success variables compared to other families (Figure 24).

Figure 24: Average success of home learning, by whether child would complete optional extra project



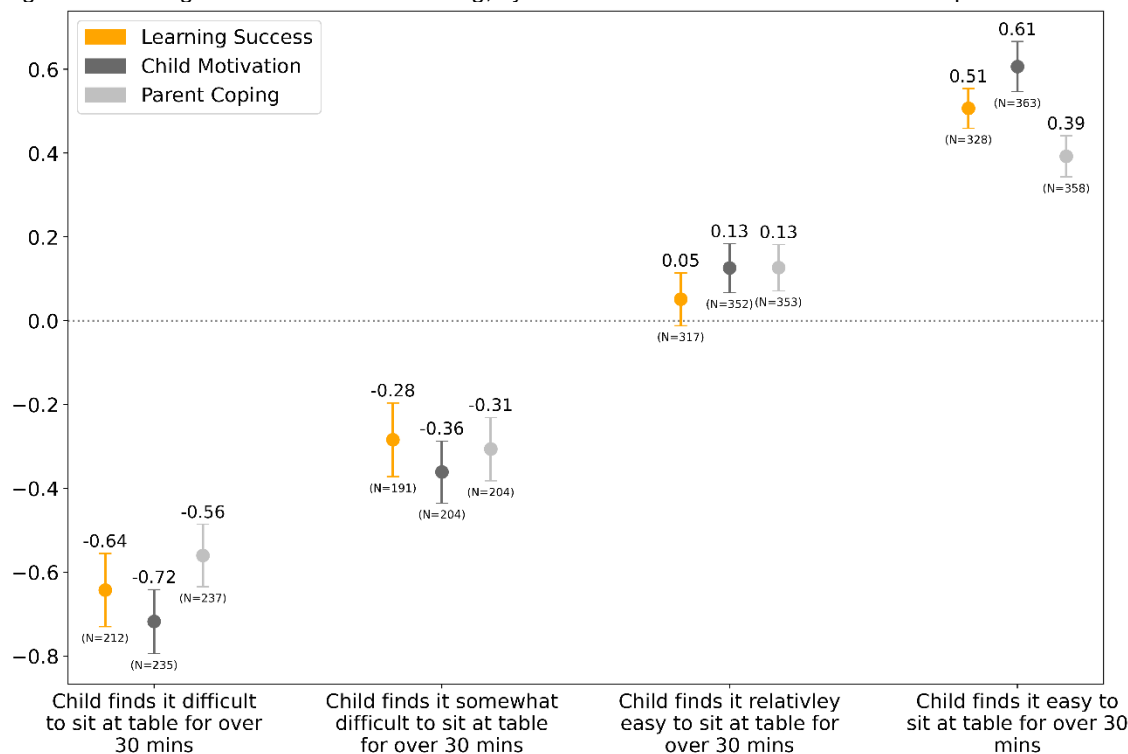
Seven percent of parents said their child would not be capable of spending any time at all concentrating on an independent writing task. Learning success scores for these children were very low compared to those who said their child would spend at least five minutes working independently on such a task (see Figure 25).

Figure 25: Average success of home learning, by time concentrating on an independent writing task



Finally, we asked parents whether their child finds it easy to sit still at a table for half an hour (we did not specify what they would be doing at the table). The 21% of parents who reported their child would find this very difficult reported low success scores across all three variables, compared to those who did not (see Figure 26).

Figure 26: Average success of home learning, by ease of child to sit at table for extended period

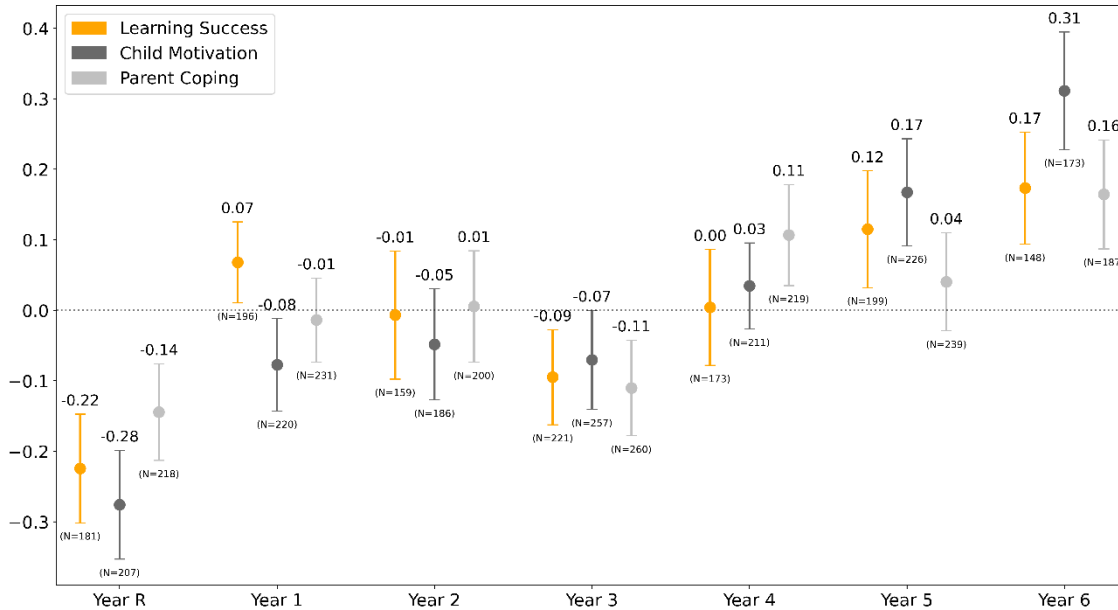


Overall, these questions about the child's ability to concentrate and study independently are, perhaps not surprisingly, strongly related to the perceived success of home learning—a reminder that the difficulty for a parent in supporting home learning does depend to a great extent on the nature of the child. Ideally, parental perceptions of their child's attitude to learning would have been collected before home learning took place; by collecting this information contemporaneously it is perhaps inevitable that responses are tightly related to home learning success. It would be

interesting for other research to explore whether teachers' views of children's attitudes are consistent with those of parents. If they were, it could provide a better framework for deciding which children to prioritise for in-school support. But in policy terms, it is worth noting that these behaviours are not simply reflecting the age maturity of the child, which we turn to next.

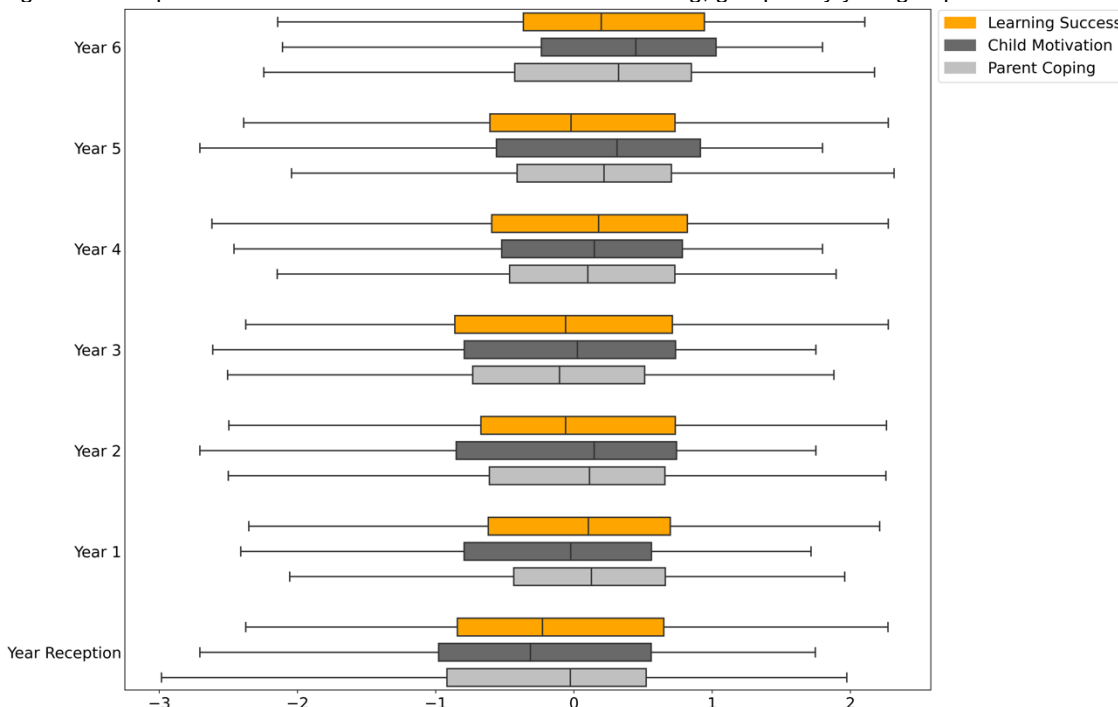
Figure 27 shows how success in home learning varies by the age of the child. While there is a clear pattern, there is still enormous variation within year groups. Learning at home seems to have been particularly difficult for reception-aged children and materially easier for those in Years 5 and 6. However, for Years 1 to 4 the pattern of differences is not clear.

Figure 27: Average success of home learning, by year group of child



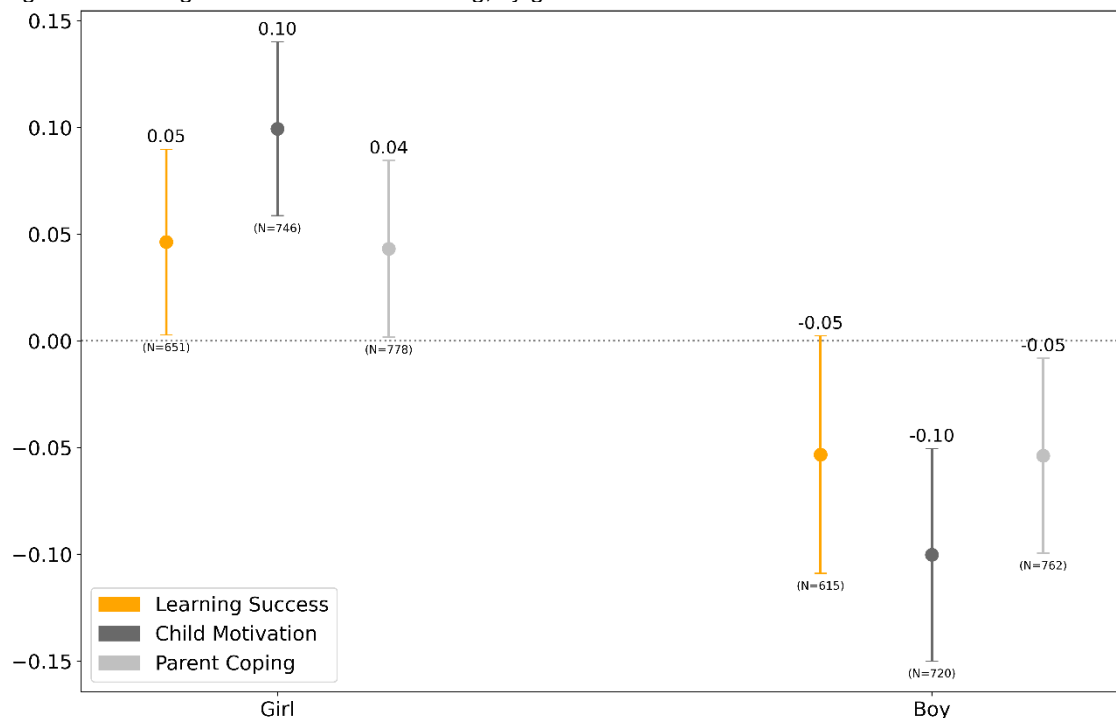
The boxplots in Figure 28 emphasise how much variation in the success of learning there was within each year group compared to across-year-group variation.

Figure 28: Boxplots of the distribution of success of home learning, grouped by year group



Scores on the child motivation scale were slightly lower (around 0.2 of a standard deviation) for boys than for girls. These differences were stable when we restricted our sample to parents who had children of both gender. They also reported differences, albeit much smaller ones, for whether learning was a success or how well they were coping as a parent.

Figure 29: Average success of home learning, by gender of child



School practices associated with success of learning at home

We drew together information on school practices during lockdown from two sources. First, we asked parents for their perceptions in relation to live instruction and feedback from teachers, noting that their responses would be subjective and not necessarily an accurate reflection of *school* practices. By looking at responses for individual school year groups where we have at least three parent responses, we can see that parents agree with the modal response for the school year group about 80% of the time. This figure is lowest for the question about feedback (78% agreement) and highest for the question about whether the year group had live instruction on a particular day (85% agreement). There are many reasons why they might not answer consistently, including poor recall, misunderstanding the question, answering about the wrong child's provision by mistake, not following the school's provision closely at home, or children within a year group being given different work by the school. But overall, we take this as an indication that parents are giving a reasonably accurate view on school provision.

Second, we asked all teachers in participating schools to respond to a short survey but not all responded so we are unable to match teacher responses from particular school year groups to parent responses. Instead, given that schools tend to be reasonably consistent across year groups in their approach to delivering remote learning materials, we aggregate the data from the teacher survey into modal school responses. For each survey question, we measure the extent to which teachers answered consistently within the school. The most consistently answered questions were those about the daily scheduling and work submission, what sort of feedback was given, whether they supervised keyworker children, and whether they stuck to the pre-existing curriculum. The least consistently answered questions were about setting extended project work, recording videos of themselves, and the use of online exercises. Therefore, responses to these questions should be interpreted with great care.

In the case of questions about live instruction and feedback, we have responses from both teachers and parents. We choose to display both sets of results here in the findings. The question formats are not identical, so it is hard to precisely measure the extent of disagreement. In general, the overall perspective on whether live instruction is being used tends to align between the two groups of respondents, but we discuss some specific differences in relation to the questions in the analysis below.

Before we turn to exploring how school practice is correlated with our latent success variables, it is worth remembering the intra-class correlation of these variables that was shown earlier in Table 7. As shown there, the school-level intra-class correlation was just 0.04 for *LearningSuccess*, 0.05 for *ChildMotivation*, and 0.01 for *ParentCoping*.

We illustrate this for the *LearningSuccess* variable across the 23 schools where more than 20 parents answered enough survey questions to create the *LearningSuccess* variable. Figure 30 shows the values of *LearningSuccess* across children within each of these schools, including the mean average. This low intra-class correlation tells us that there is considerable variation in how parents felt about learning at home within any school, so it is unlikely that school practices will be a strong explanatory factor in whether learning was successful. Furthermore, this clustered sample includes relatively few schools overall; non-clustered or larger samples might successfully identify associations where we do not. Despite this, we do identify some associations that we discuss below.

Figure 30: Values of *LearningSuccess* across 23 schools, sorted by values of mean average score



Sample restricted to schools with more than 20 observations on the *LearningSuccess* latent variable. The orange error bar represents the 95% confidence interval on estimate of the mean average.

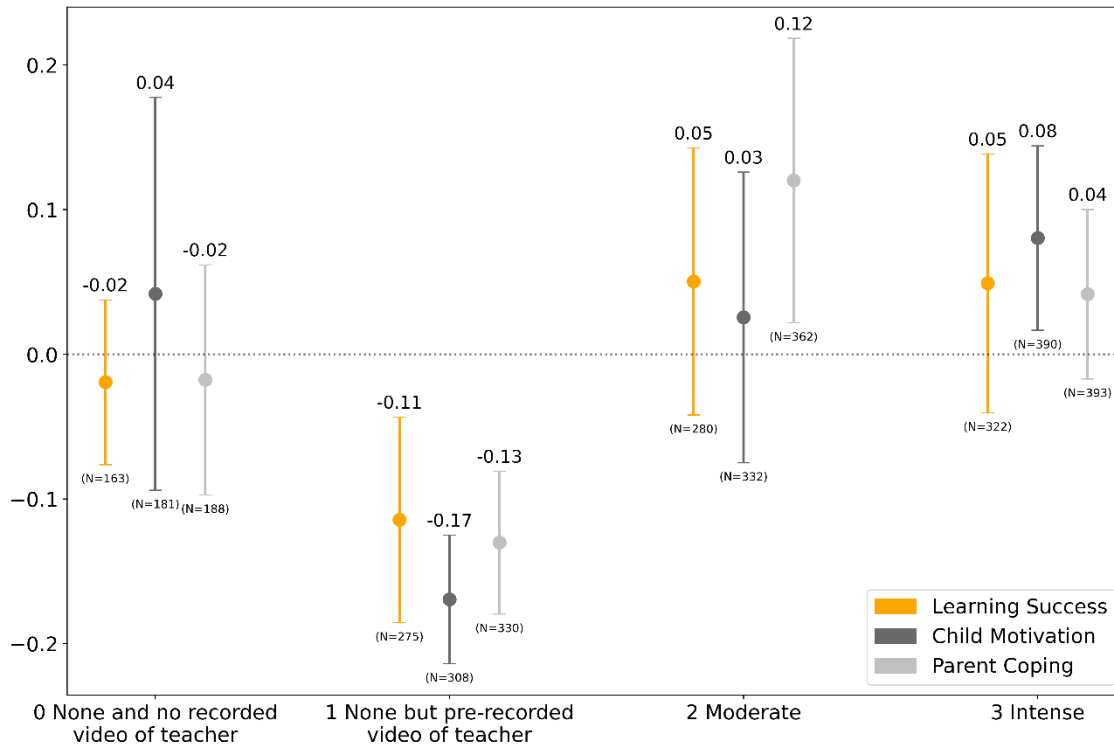
Use of live instruction

Teachers were asked whether they used live instruction (for a whole lesson) or live instruction starters, on a scale from 'never' to 'more than once a day'. We also asked whether they pre-recorded videos of themselves to send to pupils. We aggregated responses to these questions to create a four-point school indicator for whether the school made:

- intense use of live instruction—live instruction daily or more than daily (34% of sample);
- moderate use of live instruction—live instruction less than daily or live starter lessons (28% of sample);
- no use of live instruction, but with pre-recorded videos of teacher (23% of sample); or
- no use of live instruction or pre-recorded videos of teacher (15% of sample).

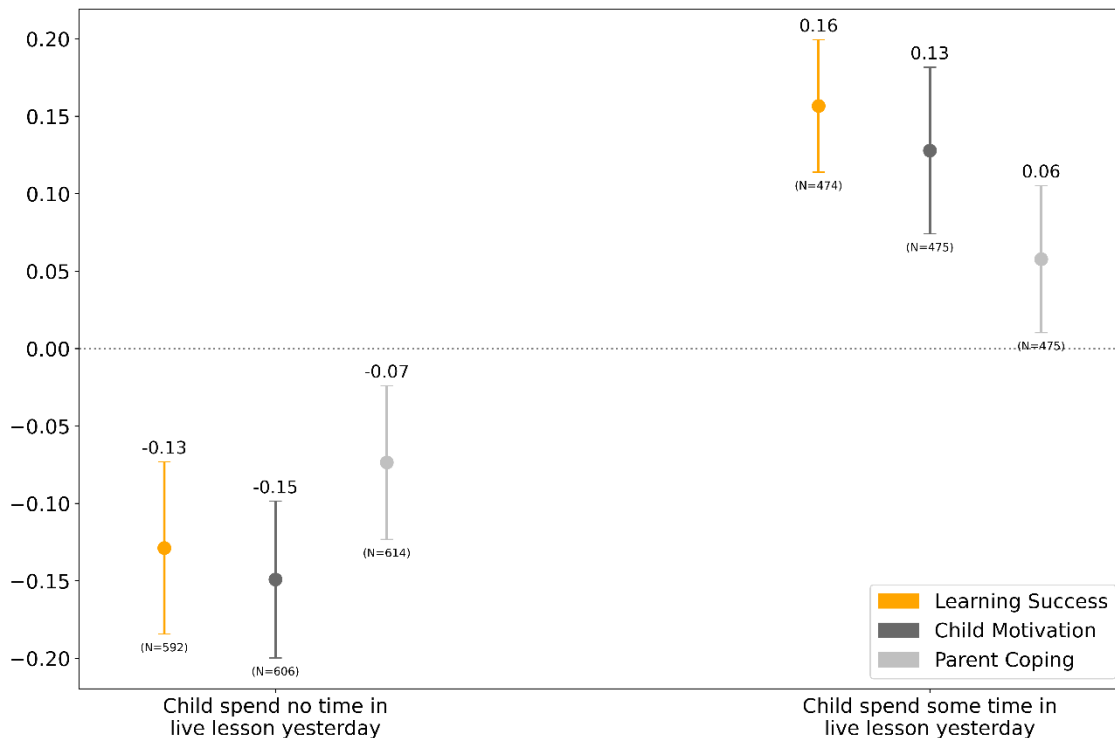
Figure 31 shows how the learning success variables are related to teacher-reported use of live instruction. While parents reported slightly higher *LearningSuccess* and *ParentCoping* scores for the schools using moderate and intense levels of live instruction, the differences are not statistically significant using these particular groupings.

Figure 31: Average success of home learning, by teacher aggregated reported use of live instruction



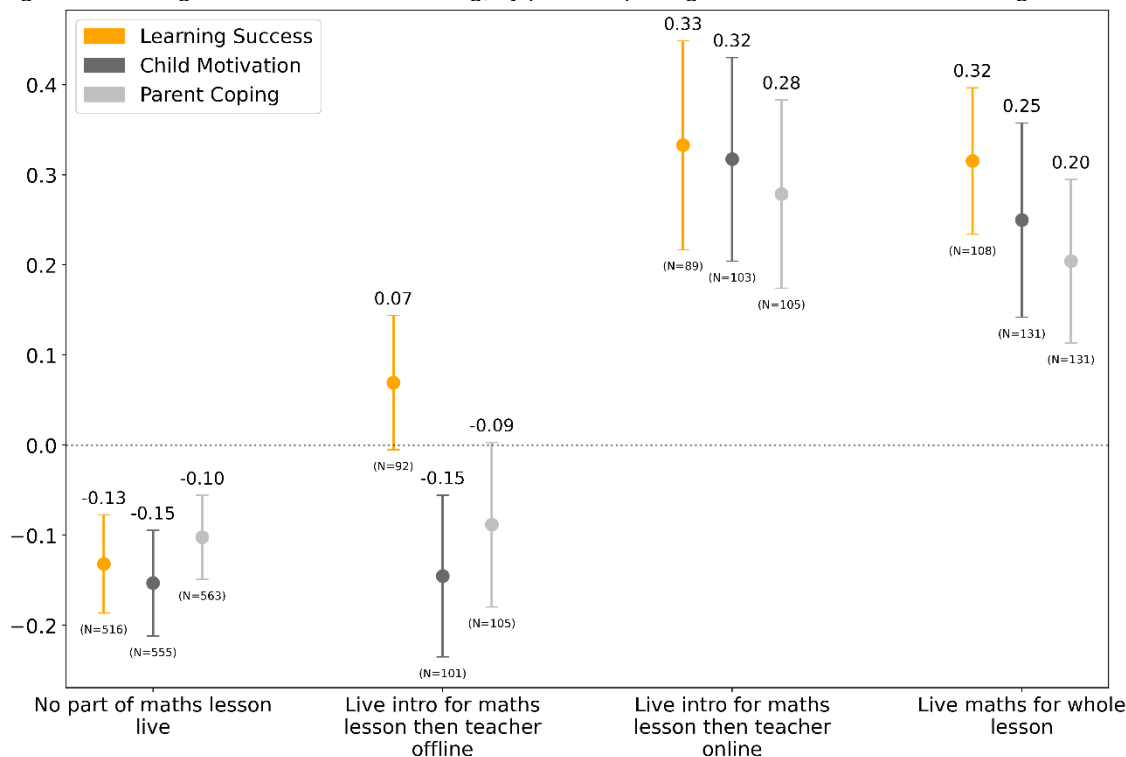
We asked parents about their school's use of live instruction on three separate occasions. First, we chose one day to ask whether the child had had any live instruction the day before: in the sample, 45% said they had. Figure 32 shows that those parents reporting that the child did have some time in a live lesson tend to report higher *LearningSuccess* over the study period and somewhat higher *ParentCoping* and *ChildMotivation*. The magnitude of the difference in *LearningSuccess* is modestly large at +0.29 of a standard deviation. Of course, this does not mean that more was learnt at home over this period but rather that parents who had live instruction on a particular day felt that learning was more of a success overall. It is also important to remember that these measures do not relate to the day we asked the question about lessons specifically. Indeed, we simply take the incidence of live instruction during that lesson as a proxy indicator for whether the teacher tended to use live instruction in general.

Figure 32: Average success of home learning, by parent report of live instruction on a single day



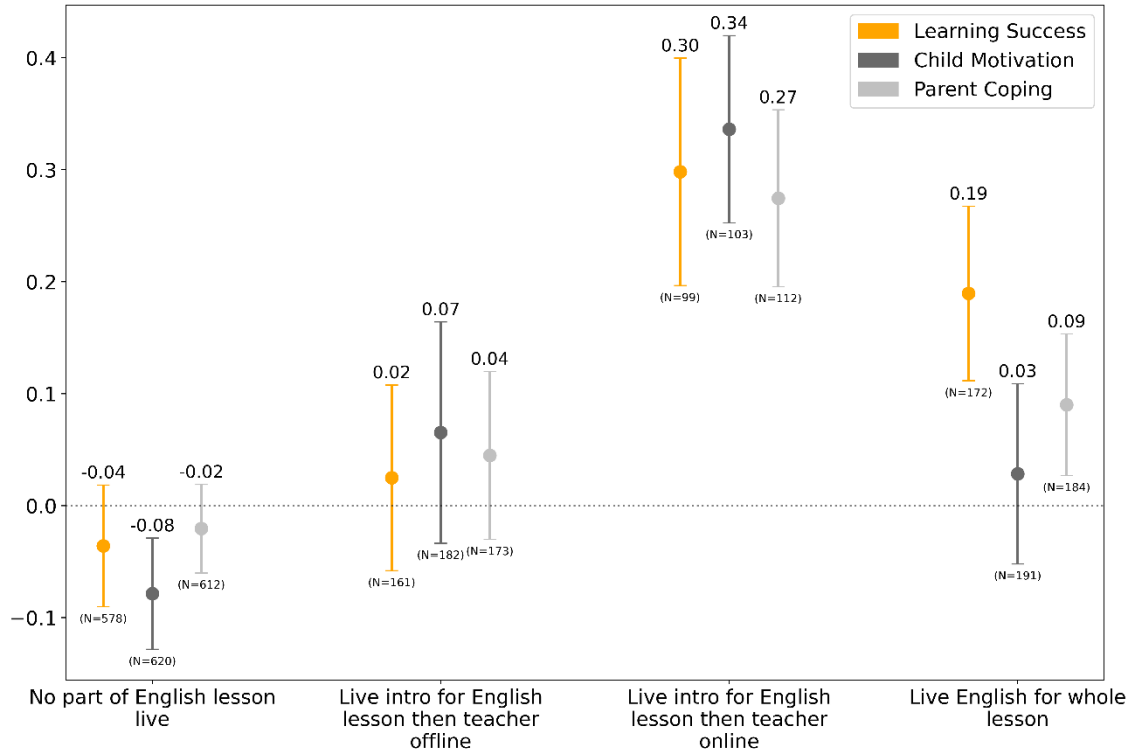
On another occasion, we asked parents to recall their child’s last maths lesson during lockdown. This time, 62% of parents said there was no live instruction during the lesson, 12% said there was a live introduction and then the teacher was not available online, and a further 12% said there was a live introduction and then the teacher was available online should they need them; 14% said the teacher was online during the whole lesson. Obviously, these are just parent perceptions of the teacher’s availability during the lesson so we should interpret them with great care. Figure 33 shows the associations of the maths lesson provision with parent perceptions of learning success. Overall, those who reported that there was live instruction with a teacher available throughout also reported higher values of LearningSuccess, ParentCoping and ChildMotivation.

Figure 33: Average success of home learning, by parent reporting of use of live instruction during last maths lesson



Finally, we asked parents about the use of live instruction during the last English lesson their child had. This time, 56% said there was no live instruction at all, 16% said there was a live introduction but then the teacher was not available, a further 10% said the teacher remained online following the live introduction; 18% said it was a full live lesson with the teacher online throughout. Again, those who had live lessons with the teacher available throughout did report higher LearningSuccess during the lockdown period, but the differences are not so pronounced here.

Figure 34: Average success of home learning, by parent reporting of use of live instruction during last English lesson



Since we have observed some weak positive associations between live instruction and parents' perceptions of learning success, it is worth exploring further whether these weak associations still hold if we control for the socio-demographic circumstances of the school and the family answering the questions. For each of these four measures of live instruction, we simplify them down to simply binary variables (any live instruction versus none). Table 10 shows the output from 24 regressions measuring the unconditional and conditional association between a learning success latent variable and type of live instruction.

Table 10: Twenty-four regressions measuring conditional association between live instruction and learning success

Key binary variable measuring live instruction	Outcome variable	No control variables	p value	Including socio-demographic control variables	p value
School reports any form of live instruction (62%)	LearningSuccess	+0.13 (0.08) n.s.	0.11	+0.07 (0.08) n.s.	0.41
	ChildMotivation	+0.14 (0.07)	0.05	+0.05 (0.08) n.s.	0.52
	ParentCoping	+0.17 (0.08)	0.04	+0.05 (0.09) n.s.	0.54
Parent reports some live instruction on one particular day (45%)	LearningSuccess	+0.29 (0.07)	0.00	+0.18 (0.07)	0.02
	ChildMotivation	+0.28 (0.06)	0.00	+0.10 (0.07) n.s.	0.17
	ParentCoping	+0.13 (0.13)	0.04	+0.00 (0.08) n.s.	0.99
Parent reports some live instruction during last maths lesson (38%)	LearningSuccess	+0.37 (0.08)	0.00	+0.25 (0.09)	0.01
	ChildMotivation	+0.30 (0.08)	0.00	+0.21 (0.08)	0.02
	ParentCoping	+0.24 (0.09)	0.01	+0.10 (0.09) n.s.	0.28
Parent reports some live instruction during last English lesson (44%)	LearningSuccess	+0.19 (0.07)	0.01	+0.12 (0.08) n.s.	0.14
	ChildMotivation	+0.19 (0.06)	0.00	+0.13 (0.07) n.s.	0.08
	ParentCoping	+0.13 (0.07)	0.06	+0.00 (0.07) n.s.	1.00

Socio-demographic variables are school FSM % (in quartiles), child year group, SEND status, child and parent gender, parent work status, educational background, income, single parent status, and size of family.

Number of observations between 609 and 1,273, depending on specification.

Number of schools in regressions is 86.

Standard errors are in brackets and account for clustered nature of sample.

Looking at whether teachers at the school say they are live teaching at all (62% of sample) or not, no relationship between learning success and live instruction is seen once we condition on the socio-demographic circumstances of the household. On the more restrictive measures of whether the parent says live instruction happened at a particular time (38% to 45% of sample), the association between `LearningSuccess` and live instruction holds in two of the three regressions (and is very borderline in the third). But the relationship with `ChildMotivation` only holds in one of three cases and `ParentCoping` does not hold once the social circumstances are controlled for.

Clearly this positive—but weak and often inconsistent—relationship between live instruction and parent perceptions of successful learning cannot be asserted as causal. However, given it often holds in the face of demographic control variables, it would seem worth exploring it further in other appropriate studies and datasets. It is important to remember that the `LearningSuccess` variable measures both hours spent studying and the parent's perception of the success of learning. So, even if children were indeed spending more time studying with live instruction provision in place, this does not necessarily mean more was learnt. As with all collective learning settings, live instruction inevitably includes time-off-task behaviours such as dealing with technology problems, covering work at a pace that does not suit their child's needs, periods of inattentiveness, and so on.

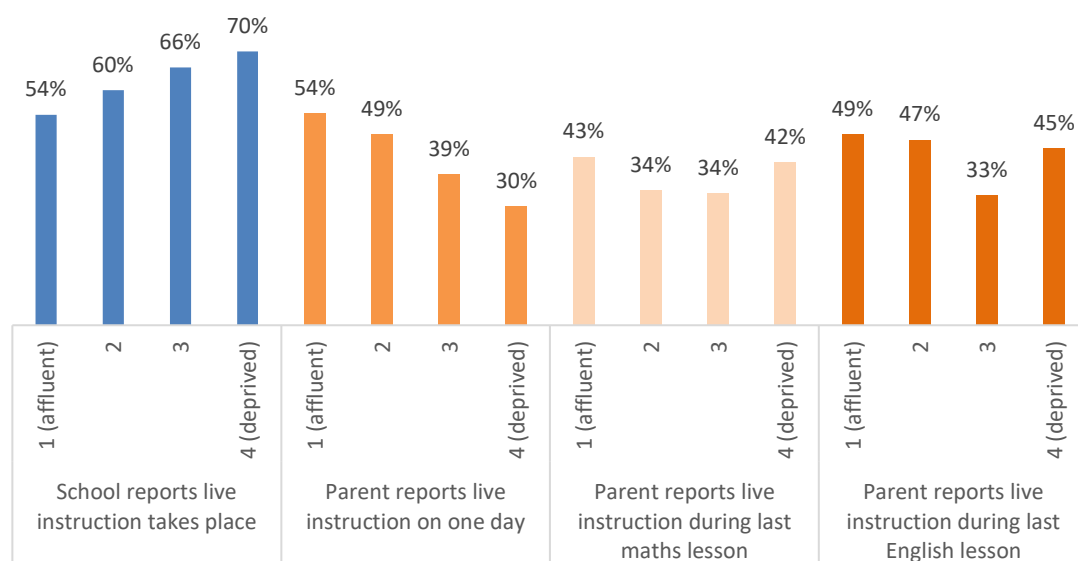
Though this is a small sample of schools, it is worth noting the differences in live instruction provision by the school's free school meals quartile because they reveal some potential issues for researchers around collecting information on school provision. It is rare for a survey to ask both parents and teachers for information on school provision: most COVID-19 surveys have either asked parents (for example, Andrew et al., 2020) or teachers (for example, Cullinane and Montacute, 2020). This may be an issue because, within this sample at least, the perspective on whether live instruction is more or less prevalent in disadvantaged communities depends entirely on how the question is framed and who answers it.

Figure 35 shows that teachers in more deprived schools (as measured by the proportion of FSM pupils) were *more* likely to say they had offered some live instruction to students. However, on the one day parents were asked whether live instruction was offered, parents whose children attend a higher-FSM school were *less* likely to say that it had been. There are two possible explanations for these differences:

- schools in deprived areas did offer live instruction, but did not do so as regularly as other schools and so were not providing lessons in higher numbers on the particular day we asked; or
- parents in deprived areas did not realise that live lessons were being offered on the day we asked or did not fully understand the language in the question around 'live' lessons.

Unfortunately, due to the inconsistency in wording of the teacher and parent surveys, we are unable to explore further where there are inconsistencies in how the two groups report school provision. That said, it is worth noting that previous research has shown that a smaller proportion of those in disadvantaged schools reported delivering live instruction (Allen and McInerney, 2021c, report 63% in the most affluent FSM quartile are live teaching versus 52% in the most disadvantaged FSM quartile). Finally, the two questions about live instruction during a maths and English lesson suggest no differences by free school meals proportion of school within this sample.

Figure 35: Live instruction, by school free school meals quartile



Teacher feedback to students

We asked both schools and parents about how feedback on work was being given. Feedback can be important to the process of learning for one of two reasons: first, it can help keep students motivated because they feel the teacher is seeing and commenting on their work; second, it can give students opportunity to learn from the feedback, perhaps by correcting misconceptions or working further on a draft of work following feedback. During lockdown, achieving a cycle of improvement via feedback is particularly difficult and it seems more likely that the former mechanism is important in keeping students learning.

We created a school indicator for whether its feedback approach was to give specific comments on every piece of work as opposed to giving specific feedback on just some pieces of work. Nearly all (97%) reported giving feedback on specific work; just 11% of schools in the sample reported giving feedback on every piece of work.

For parents, we asked them to recall the last piece of feedback their child received from a teacher. Just 3% said they had not had any feedback on work (these families reported very negative *LearningSuccess* scores overall). Among the rest, 71% said that the particular piece of feedback recalled was simply general praise and encouragement and 26% said it had specific information on how to improve the work.

Once again, we looked for an association between a binary measure of type of feedback and learning success, both unconditionally and after we control for the socio-demographic circumstances of the school and family. Table 11 shows the key estimate from these twelve regressions. There is never a relationship between type of feedback and the *LearningSuccess* variable, but both *ChildMotivation* and *ParentCoping* are inconsistently positive depending on the specification of the regression. It therefore provides some very weak evidence that giving specific and frequent feedback could help both parents and children feel supported and motivated during remote learning.

Table 11: Twelve regressions measuring conditional association between feedback and learning success

Key binary variable measuring feedback	Outcome variable	No control variables	p value	Including socio-demographic control variables	p value
School reports always give specific feedback rather than general encouragement (11%)	LearningSuccess	+0.15 (0.12) n.s.	0.23	+0.16 (0.16) n.s.	0.30
	ChildMotivation	+0.20 (0.12) n.s.	0.10	+0.30 (0.14)	0.04
	ParentCoping	+0.22 (0.11)	0.04	+0.31 (0.12)	0.01
Parent reports specific feedback on last piece of work (26%)	LearningSuccess	+0.15 (0.09) n.s.	0.12	+0.07 (0.09) n.s.	0.41
	ChildMotivation	+0.16 (0.09) n.s.	0.09	+0.07 (0.09) n.s.	0.41
	ParentCoping	+0.19 (0.09)	0.04	+0.19 (0.10)	0.05

Socio-demographic variables are school FSM % (in quartiles), child year group, SEND status, child and parent gender, parent work status, educational background, income, single parent status, and size of family.

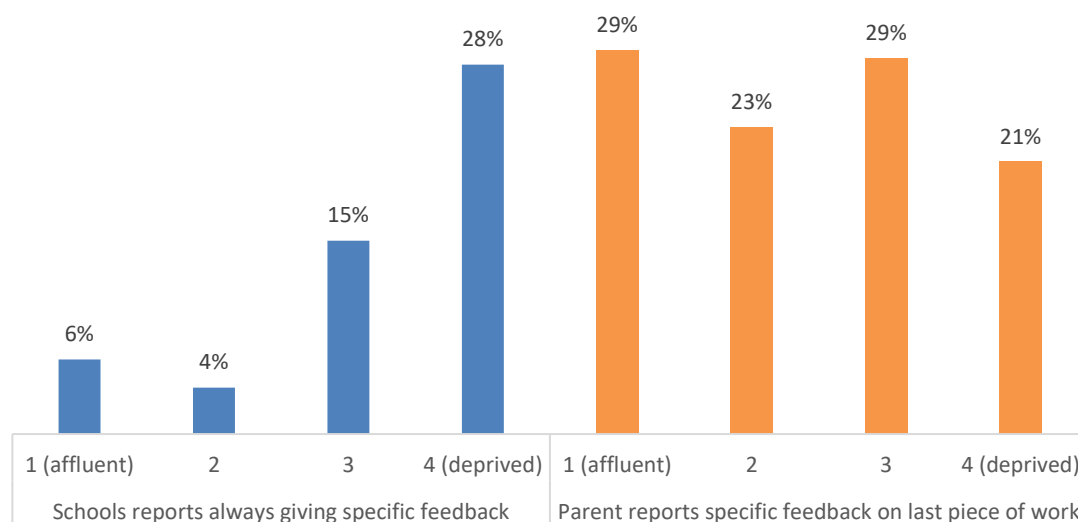
Number of observations between 590 and 1,211, depending on specification.

Number of schools in regressions is 86.

Standard errors are in brackets and account for the clustered nature of the sample.

We look at whether there are systematic differences in school provision by school FSM quartile. Figure 36 shows that teachers who taught in more disadvantaged schools were more likely to say they were providing specific feedback on every piece of work compared to those teaching in the most affluent schools. However, there were no differences by school disadvantage in whether the parents said they were given specific feedback on the last piece of work the child submitted.

Figure 36: Feedback on work, by school free school meals quartile



School use of a fixed daily timetable and work submission schedule

With children at home, it can be difficult to ask parents to stick to a rigid learning timetable given that they have other caring duties and work commitments. Nevertheless, about half of the teachers in the study said they asked children to stick to a fixed daily timetable; the other half said they had simply suggested a timetable—or even no timetable at all.

Schools also differed in how frequently they asked students to submit work. Most teachers (82% of sample) said they asked students to submit work either daily or after each lesson. While we had assumed that this would be closely related to method of instruction (such as whether they used live teaching), it was not.

Table 12 shows the output from twelve regressions measuring the relationship between learning success and the two different binary scheduling variables. There is no relationship found between whether the school said it required students to follow a daily timetable or not. As stated above, it may be that the distinction on instructions to parents was not well-measured by this survey question. There is a consistent relationship between requesting at least daily work submission and the `LearningSuccess` variable. The magnitude is 0.3 of a standard deviation, which is modestly large. While this type of relationship could be viewed as evidence that requiring a frequent and consistent approach to work submission does seem to help families manage a good home learning routine, we cannot reject other explanations. For example, schools requesting daily submission may simply be providing better support for home learning overall.

Table 12: Twelve regressions measuring conditional association between scheduling and learning success

Key binary variable measuring scheduling	Outcome variable	No control variables	p value	Including socio-demographic control variables	p value
School requests students follow daily timetable (50%)	<code>LearningSuccess</code>	+0.11 (0.09) n.s.	0.21	+0.12 (0.09) n.s.	0.20
	<code>ChildMotivation</code>	+0.14 (0.08)	0.05	+0.15 (0.09) n.s.	0.09
	<code>ParentCoping</code>	+0.02 (0.08) n.s.	0.78	+0.06 (0.08) n.s.	0.45
School requests at least daily work submission (82%)	<code>LearningSuccess</code>	+0.31 (0.09)	0.00	+0.31 (0.11)	0.01
	<code>ChildMotivation</code>	+0.17 (0.07)	0.03	+0.15 (0.09) n.s.	0.11
	<code>ParentCoping</code>	+0.24 (0.08)	0.00	+0.18 (0.09) n.s.	0.06

Socio-demographic variables are school FSM % (in quartiles), child year group, SEND status, child and parent gender, parent work status, educational background, income, single parent status, and size of family.

Number of observations between 767 and 1,273, depending on specification.

Number of schools in regressions is 86.

Standard errors are in brackets and account for the clustered nature of the sample.

Setting extended projects or pre-recorded lessons

We asked teachers a number of questions about the types of activities they were setting their students and have picked out two that are distinctive here.

First, about six in ten teachers set extended work projects to complete during lockdown; two in ten said they did this at least weekly. We look at how outcomes differ for families receiving frequent, extended projects, which might be very enjoyable to work on but also can bring challenges if they are associated with lower teacher guidance and greater flexibility for the student in what to do.

Second, about eight in ten teachers said they set their class a pre-recorded lesson at least once during lockdown; 42% said they did this at least weekly. In the survey question, we gave the example of an Oak National Academy lesson, but there are very many other providers of these types of resources that reduce the burden on the class teacher. (One issue with this survey question is that we did not distinguish between use of full pre-recorded lessons versus shorter student clips—such as White Rose Maths instructional clips—that are frequently used by teachers alongside their own instruction.)

Table 13 shows the output from twelve regressions looking at the relationship between assignment type and success of home learning. It shows that parents whose children received an extended project to complete at least weekly report lower scores on the `ParentCoping` variable of a magnitude of -0.2 of a standard deviation. While receiving an extended project did not seem to affect child motivation either positively or negatively, it is possible that they required greater parent involvement to complete. On the other hand, using regular (at least weekly) pre-recorded lessons from an external provider did not appear to lower learning success, suggesting that schools can make at least modest use of these resources to lower teacher workload.

Table 13: Twelve regressions measuring conditional association between assignment type and learning success

Key binary variable measuring assignment type	Outcome variable	No control variables	p value	Including socio-demographic control variables	p value
Extended work projects at least weekly (22%)	LearningSuccess	-0.10 (0.09) n.s.	0.27	-0.07 (0.10) n.s.	0.47
	ChildMotivation	-0.01 (0.10) n.s.	0.92	-0.07 (0.12) n.s.	0.54
	ParentCoping	-0.22 (0.10)	0.03	-0.21 (0.11)	0.05
re-recorded lessons from another provider at least weekly (42%)	LearningSuccess	-0.12 (0.09) n.s.	0.18	-0.03 (0.11) n.s.	0.79
	ChildMotivation	-0.10 (0.08) n.s.	0.19	-0.04 (0.09) n.s.	0.63
	ParentCoping	-0.04 (0.08) n.s.	0.62	-0.04 (0.09) n.s.	0.61

Socio-demographic variables are school FSM % (in quartiles), child year group, SEND status, child and parent gender, parent work status, educational background, income, single parent status, and size of family.

Number of observations between 712 and 1,257, depending on specification.

Standard errors are in brackets and account for the clustered nature of the sample.

Other questions in the school survey

In Appendix B, we document the distribution of the three learning success variables for every question asked in the teacher survey, where teacher responses are aggregated to the modal school response. Not surprisingly, given the low within-school correlation in learning success, most of these school variables are statistically insignificant. Once again, this does not mean these factors are unimportant but rather that they are not associated with parents' perceptions of success of learning at home. These include no relationship of the learning success variables with:

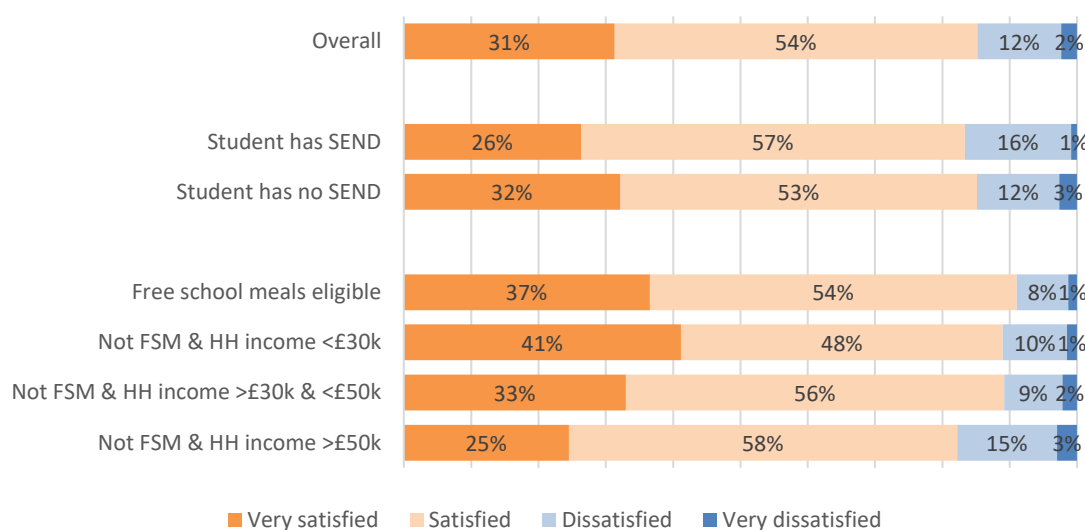
- how a technology platform is used to communicate, set, and collect work;
- whether or not the school paused their curriculum or largely tried to keep at the same pace;
- how often schools made use of online exercises when setting work; and
- whether or not the school prioritised maths and English over other subjects.

It is also worth noting that there is no clear association between success of home learning and the other demographic characteristics of the primary school, including the school free school meals proportion, the school geographical region, and the school governance.

Parent reflections on school provision

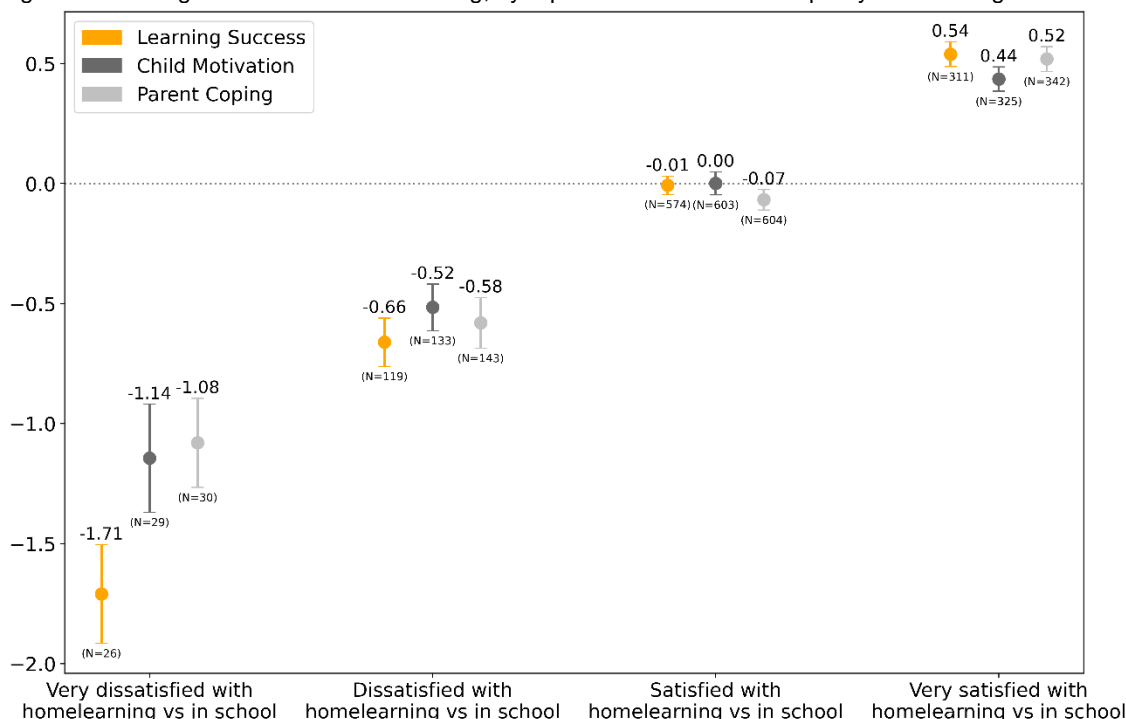
At the start of March 2021, as students prepared to return to school, we asked parents for their reflections on the home learning experience. Overall, they were positive about the quality of education their child received during the spring 2021 lockdown compared to when they were physically attending school: 31% of parents said they were 'very satisfied' and 54% said they were 'satisfied'. As we have found throughout this exploratory analysis, responses were not closely related to many socio-demographic characteristics. However, as shown in Figure 37, parents whose child did not have a special educational need were generally a little more satisfied. Also, the least satisfied group were those parents with high household incomes of over £50,000.

Figure 37: Satisfaction with quality of education child received during lockdown, by key demographic groups



Parent responses to this question on satisfaction with the quality of education received was very closely related to the success of learning at home. Those who were very satisfied with the quality of education reported scores across LearningSuccess, ChildMotivation, and ParentCoping of over one standard deviation higher than those who said they were dissatisfied with the quality of education. This may reflect real variation in the quality and appropriateness of educational provision; alternatively, it may simply mirror the optimism type effects we discussed in the construction of the latent variables whereby some individuals simply have a greater general tendency to give more positive scores or feel more positive about experiences.

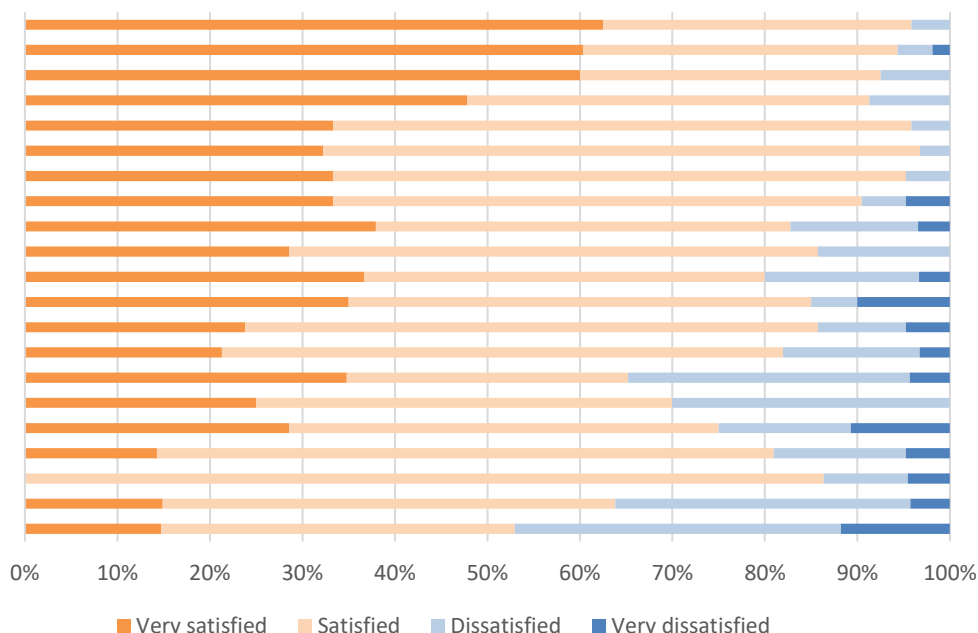
Figure 38: Average success of home learning, by reported satisfaction with quality of schooling



Parent responses to the satisfaction question do not display a particularly high correlation within schools, suggesting that they do not reflect variation in quality of provision across schools particularly well. The intra-class correlation is 7% (standard error of 2%). This could be because there was no substantial variation across schools. It is possible, for example, that there was significant variation *across classes within* schools in the quality of provision. But equally, parents may not have been consistently answering this question if one parent's 'acceptable' is another parent's 'unacceptable'. Moreover, their likelihood of feeling it was of satisfactory quality may relate much more to how their own child responded to learning at home rather than the quality of provision *per se*.

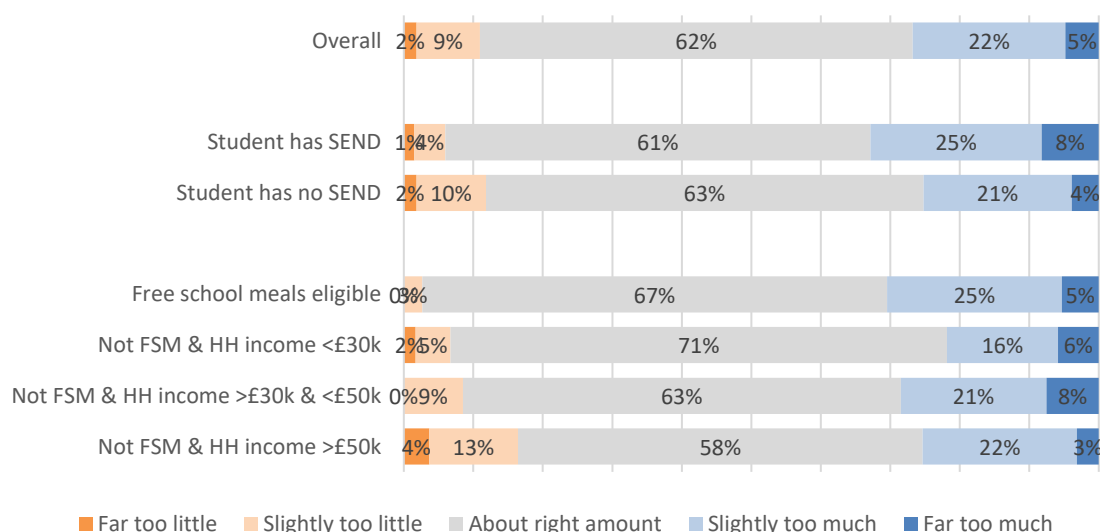
Figure 39 illustrates this variation in parental satisfaction for the study schools with at least 20 parent responses. It shows that while most study schools had very similar proportions of parents feeling satisfied with provision, a small number of schools at the top and bottom of the chart diverged from this with either very high or very low satisfaction ratings.

Figure 39: Satisfaction with quality of education for 21 schools with over 20 parental responses



We asked parents whether they felt their child was being set too much, or too little, work each week. Figure 40 shows that just 11% of parents felt their child was set too little compared to 27% who felt their child was being set too much. Those on the highest household incomes of over £50,000 were most likely to say their child was set too little work (17% versus 3% for FSM-eligible families).

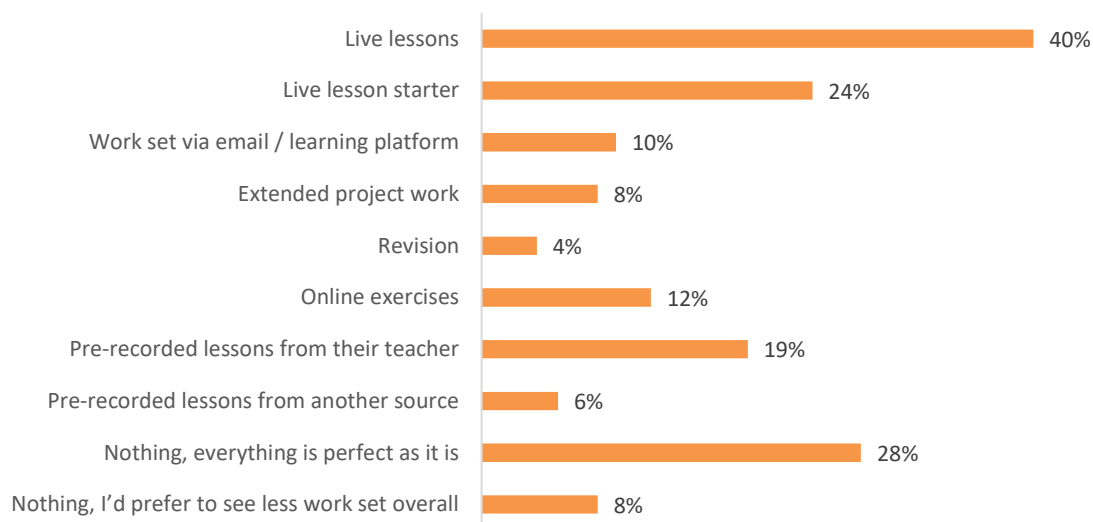
Figure 40: Views on whether too much or too little work was set, by demographic group



We asked parents for reflections on the type of activities their child was set in two different ways. During the February half term holiday we asked them: ‘In an ideal world, what sort of home-schooling activities would you like to see more of for your child next term?’ As shown in Figure 41, many did want to see more live instruction (52% of the respondents select either ‘more live lessons’ or ‘more live lesson starters’). It is interesting to note how many parents were keen to

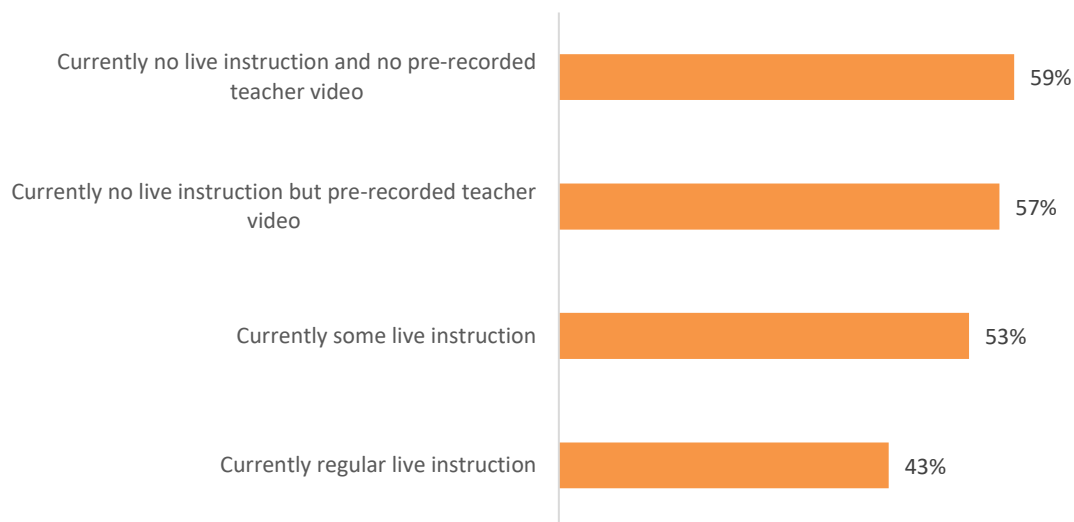
see recorded lessons from their child’s own teacher (19%) rather than another source such as Oak National Academy (6%). This might reflect parents’ unfamiliarity with options for provision but it might also indicate the desire for children to see their own teacher.

Figure 41: Activities parents said they would ideally like to see more of for next half term



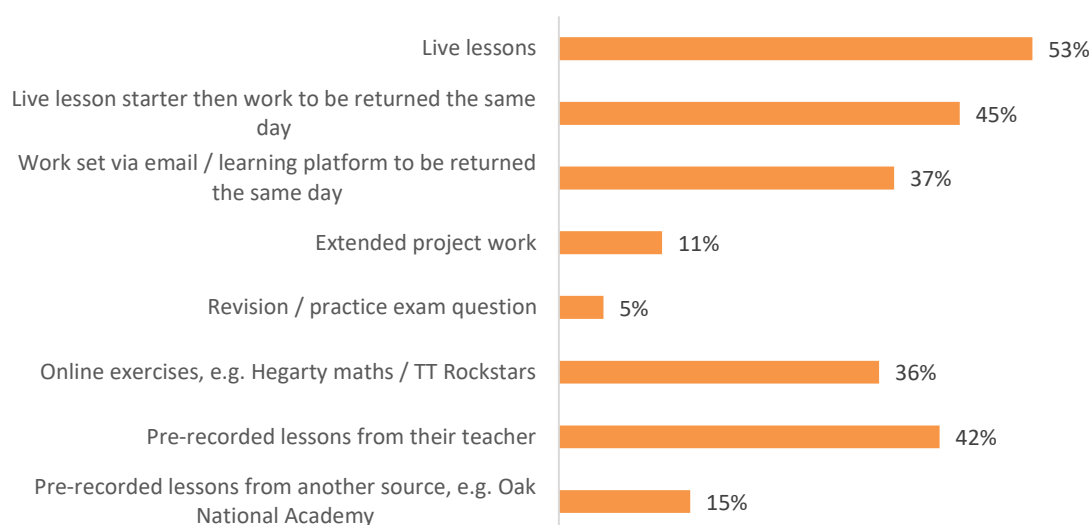
Those parents with children attending schools that said they were currently not offering any sort of live instruction were most keen to experience it. But Figure 42 also shows that 43% of parents at those schools *already* offering regular (daily) live instruction were interested to see more.

Figure 42: Desire for more live instruction, by current school provision



At the end of the study period, we asked parents: ‘If you had to go through home learning again, how would you prefer work was set?’ Seventy-four percent said they would like to see some form of live instruction, either as full live lessons or live lesson starters for each lesson.

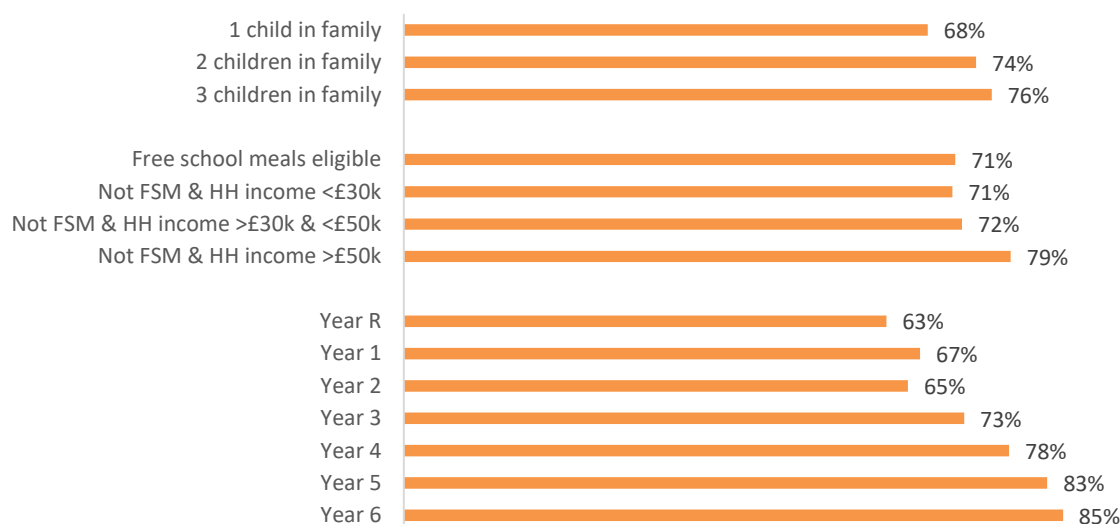
Figure 43: Activities parents would prefer to see in the event of another school closure



While parents across all groups tended to say they would like live instruction in the event of another lockdown, some families were more interested in this than others. Figure 44 shows that those with multiple children tended to be a little more interested in live instruction, perhaps because it helps them supervise concurrent learning for each of their children. This is interesting because some commentators had suggested families with multiple children would be less in favour of live instruction since it requires multiple devices and locks families into a fixed timetable that may not meet their needs (for example, NEU, 2021).

There is also a strong age-of-child gradient in how interested parents are in live instruction. Just 63% of those with a reception-aged child said they would want it versus 85% of those with a Year 6 child. The older the child, the greater the extent to which live instruction can act as a substitute for parental supervision of learning and the greater the chances of the child being able to concentrate and engage with the lesson. Furthermore, it is possible that parents feel less able to cope with the work required of older children and so feel they need more input from teachers.

Figure 44: Preference for live instruction, by demographic group



Conclusion

Key conclusions

1. On average, there was little variation between schools in how successful parents perceived home learning to be. However, there was considerable variation between families in perceptions of home learning success. This suggests that most schools are likely to have a mixture of families that coped well with home learning and those who found it more difficult, regardless of the type of home learning provision schools put in place.
2. Families eligible for free school meals, single parent families, and families with more than one child reported less positive perceptions of the success of home learning than other families. However, most socio-demographic characteristics were not strongly associated with the perceived success of learning at home.
3. Fixed daily routines for work submission, specific and frequent feedback from teachers, and the use of 'live' instruction were associated with slightly more positive parental perceptions of home learning success. Live instruction was very popular with parents, with 74% reporting that they would want the school to provide it in the event of another lockdown.
4. This study identified four key challenges faced by families that were strongly associated with lower perceptions of the success of home learning: insufficient access to technological devices, difficulties combining home schooling with other commitments, children having lower perseverance for independent work, and parents struggling to understand the work set or feeling low confidence in their ability to support their children's learning. Parents who reported these challenges reported less positive perceptions about their children's home learning success.

This exploratory research leads to a number of observations about how parents felt about their children's experiences, activities, learning success, and attitudes during a period of remote learning. While it cannot make assertions about what *causes* successful learning at home, it does help point the education community towards areas that warrant further investigation and research.

The survey identified considerable variation in how successful parents felt home learning was during the spring 2021 lockdown. Parents who felt they were personally coping with home learning were more likely to report that their children were motivated to learn and more likely to say that their child was successfully learning. Parents tended to share relatively similar views about each of their individual children. While this may signal the importance of the home circumstances that siblings share for the success of home learning, we urge caution in this interpretation since it may be an artifact of personality characteristics, response sets, or biases that lead individuals to respond consistently to survey questions.

Overall, the socio-demographic characteristics of the parent and child were not strongly associated with the perceived success of learning at home. There were some relationships, but they were generally not strong. So, for example, while home learning was clearly felt to be less successful for reception-aged children, it was perceived to be slightly more successful for children in Year 1 to Year 6. Similarly, parents reported that girls were more motivated than boys, but the difference was not large. Also, while families eligible for free school meals were consistently less positive about the success of learning at home, variation in household income did not seem to affect perceptions. There is also no consistent association between parental education levels and their perception of the success of home learning; equally, struggling with home learning was not associated with parental working patterns. We did, however, find that single parents and those with more than one child reported lower perceptions of success of home learning. Given these observations, careful consideration should be given to which children are permitted to attend the school site if spaces are limited again in the future. Note that these observations do not mean that there were no strong socio-demographic gradients in the success of home learning but rather that the parents did not differ as much as one might expect in their *perceptions* of success. It is possible, for example, that as families with high socio-economic status have very high expectations of both the school and their children, they do not tend to rate home learning as being particularly successful.

This study observed four clear challenges that families faced that were strongly associated with whether home learning was perceived to be successful:

1. Families without sufficient technological devices, who were also more likely to experience multiple technology problems a day with devices they did have, reported very low perceptions of success of home learning. This is a family challenge with a more straightforward, and relatively low-cost, solution for policymakers compared to other income-support approaches, such as compensating parents for not working or providing free meals at home.

2. Sixty-two percent of parents who said they were struggling to combine home schooling with other commitments had lower perceptions of success of learning at home. Given that this was not closely associated with parental working patterns, more research is needed to understand what factors most contributed to these struggles.
3. A lower perception of home learning success was also reported by parents who said they struggled to understand the work set, felt low confidence about supporting learning, and low confidence about supporting their children's behaviour and emotions. If schools could address the first of these issues—parents struggling to understand the work set—it would help families deal with homework assignments more generally.
4. Parental perceptions of the child's attitude towards independent learning are strongly associated with the perception of success of home learning. This is a reminder that the challenge of supporting home learning in part depends on how keen the child is to complete the work independently and that, regardless of how schools support families, there will always be considerable variation in this.

Across our schools there were a variety of different approaches taken to supporting home learning. And yet, most of the variation in parental perceptions of home learning was within schools rather than across schools. It seems likely that, regardless of the nature of the work set and the support given by schools, some families at every school would still find home learning very challenging. Teaching online cannot be the same as teaching in-person and this finding highlights limits in the extent to which schools are able to support families when primary-aged children are unable to physically attend the school site.

We identify three weak associations of school practice with parent perceptions of success of home learning, all of which warrant further research and investigation.

1. There is good evidence that parents *like* live instruction by class teachers: 74% said they would want the school to provide it in the event of another lockdown. However, the evidence that it leads to better child success is limited—we find a positive association between live instruction and learning success using some measures, but not using others. Given the time costs involved in providing live instruction, more research is needed into understanding *what* parents value about live instruction, *for what ages* of children it reduces the burden of parental support, and *what type* of live instructional approach maximises the learning benefits to the children.
2. There is some positive association between the intensity of feedback on children's work given by the teacher and the parent's perception of learning success. While there is a plausible mechanism for this—that receiving feedback on every piece of work is very motivating for the child and the parent—this study cannot distinguish between this and other reasons for the association, such as schools that provide good feedback on work doing other things well.
3. There is some evidence that families responded well to schools that created a fixed daily timetable and work submission system. While it is simply a statistical association, there is plausible argument that the benefits of giving families a simple daily routine outweighs any feelings of stress about having such a routine imposed on family life. This, and the observation that parents coped less well at schools that set regular extended work projects, highlights the need for more research into the role of routine in supporting home learning.

It would be unrealistic to expect every school to create successful home learning environments in every home in their community, however, this report suggests there may be routes to helping parents lower their anxiety, better understand their role, and help them set manageable routines for learning at home.

Limitations and lessons learned

This exploratory study has highlighted a number of challenges that future researchers in the field can work towards avoiding.

1. While the recruitment of primary schools was rapid and successful, we did not find the schools themselves were particularly effective in recruiting large numbers of parents to the study. Some primaries used all the materials we sent and repeatedly encouraged parents to take part, however, others sent study information buried within a single weekly newsletter. Parents electing not to take part in the study, or failing to hear about it, are likely to be the greatest sources of bias in our sample. Unfortunately, it is not ever likely to be possible for research

teams to recruit parents directly in a clustered sample so they should consider giving more precise guidelines about how and when schools should send materials to parents.

2. Given the fast turnaround from project start to survey launch, we were not able to validate our measures of successful home learning. In particular, we do not know the extent to which individual parent responses were heavily influenced by an optimism bias whereby some simply had a tendency to give more positive scores, regardless of the question asked. Future research teams might want to consider validating the more subjective survey questions against a greater number of simple objective questions that are likely to have less variance in interpretation. This approach may disentangle, for example, whether higher income households experienced similar success in home learning to others, or whether they simply had higher benchmarks for success.
3. The exploratory nature of this study, which was planned at speed, meant that it asked questions about a very wide range of aspects of family life during lockdown. Future studies would benefit from asking more detailed questions about a narrow range of areas. For example, while we were able to observe variation in the extent to which parents struggled to understand the work set by schools, we did not design questions that uncovered exactly what they were struggling to understand.
4. Like all researchers, we struggled to get a high response rate to the teacher survey in the study, which in turn meant we could not match parent responses directly to responses from teachers in the year group. In the future, either the teacher survey should be a prerequisite for completion before the study begins (ideally with associated incentive payments) or parents should be asked more detailed questions about school provision, thus reducing the need for teacher responses.
5. This study cannot identify how successful learning at home has been for the families taking part in the study. Instead, the surveying approach asked a large variety of questions that we felt were likely to be related to success of the home learning experience, though they only measure the parent's perception of success.
6. While we report analysis for three latent variables separately throughout the report, we recognise that they are likely to be measuring highly related constructs.

Future research and publications

Future research priorities rather depend on whether policymakers believe there is significant risk of school closures in the next decade, or not. To aid future planning for successful home learning in the event of a full school closure, we suggest a focus on the following areas.

1. Live instruction
 - a. What do parents and children like and dislike about different models of live instruction?
 - b. Under what circumstances is live instruction able to reduce the need for parents to closely supervise home learning, thus allowing them to carry out other work and duties?
 - c. What models of live instruction support effective learning taking place, for different types of subjects, and different ages of children?
2. Keeping children and parents motivated
 - a. What school approaches to setting work, requiring work submission, and giving feedback sustain the strongest feelings of motivation across different types of families and children?
 - b. What type of approach (if any) can a school use to get learning back on track in a family where the routine of home learning has broken down?

Aside from full-scale closures, primary schools ask for parental support each week in completing homework and reading to children. We highlighted in the introduction to this report how sparse the literature on the effectiveness of homework-setting is. Given the variation in parental responses within this survey, we recommend further research into how to keep families motivated in completing homework and better understanding how to support parents who say they struggle to understand work that is set.

References

- Allen, R. and McInerney, L. (2021a, Feb 2) 'Vaccines, Meetings in Lockdown, and a Rare Upside of the Pandemic!' (blog post): <https://teachertapp.co.uk/vaccines-meetings-lockdown-rare-upside-pandemic-more-money-boiler/>
- Allen, R. and McInerney, L. (2021b, Jan 19) 'Cameras On - Cameras Off: What's happening in Lockdown 2, Week 2?' (blog post): <https://teachertapp.co.uk/cameras-on-cameras-off-whats-happening-in-lockdown-2-week-2/>
- Allen, R. and McInerney, L. (2021c, Jan 12) 'Lockdown 2.0: What do we know so far?' (blog post): <https://teachertapp.co.uk/lockdown-2-0-what-do-we-know-so-far/>
- Allison, P. D. (2003) 'Missing Data Techniques for Structural Equation Modeling', *Journal of Abnormal Psychology*, 112 (4), pp. 545–557.
- Andrew, A., Cattan, S., Costa-Dias, M., Farquharson, C., Kraftman, L., Krutikova, S., Phimister, A., Sevilla, A. (2020) 'Learning During the Lockdown: Real-Time Data on Children's Experiences During Home Learning', London: IFS. <https://www.ifs.org.uk/publications/14848>.
- Bacher-Hicks, A., Goodman, J. and Mulhern, C. (2020) 'Inequality In Household Adaptation to Schooling Shocks: Covid-Induced Online Learning Engagement in Real Time', National Bureau of Economic Research Working Paper 27555.
- Bower, G. H. (1983) 'Affect and Cognition', *Philosophical Transactions of the Royal Society of London: B, Biological Sciences*, 302 (1110), pp. 387–402.
- Carter, R. L. (2006) 'Solutions for Missing Data in Structural Equation Modeling', *Research and Practice in Assessment*, 1 (Winter 2006).
- Chetty, R., Friedman, J., Hendren, N. and Stepner, M. (2020) 'The Economic Impacts of COVID-19: Evidence from a New Public Database Built from Private Sector Data', National Bureau of Economic Research Working Paper 27431.
- Clayton, C., Clayton, R. and Potter, M. (2020) 'British Families in Lockdown: Initial Findings': <https://www.leedstrinity.ac.uk/research/british-families-in-lockdown-study/>.
- Coe, R. (2002) 'It's the Effect Size, Stupid. What Effect Size Is and Why It Is Important', paper presented at the Annual Conference of the British Educational Research Association, University of Exeter, England, 12–14 September 2002.
- Cronbach, L. J. (1946) 'Response Sets and Test Validity', *Educational and Psychological Measurement*, 6, pp. 475–494.
- Cullinane, C. and Montacute, R. (2020) 'COVID-19 and Social Mobility Impact Brief #1: School Closures': <https://www.suttontrust.com/wp-content/uploads/2021/01/School-Shutdown-Covid-19.pdf>.
- Desforges C. and Abouchar, A. (2003) 'The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review', DfES Research Report 433: https://www.nationalnumeracy.org.uk/sites/default/files/the_impact_of_parental_involvement.pdf
- DfE (2021) 'Supporting Your Children's Remote Education During Coronavirus (COVID-19)', Department for Education: <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19#what-you-should-expect-for-your-childs-remote-education>.
- EEF (2018) 'Working with Parents to Support Children's Learning' guidance report, London: Education Endowment Foundation. <https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/>
- EEF (2020) 'Homework (Primary) Evidence Summary', London: Education Endowment Foundation. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/>
- EEF (2021) 'Best Evidence on Impact of Covid-19 on Pupil Attainment', London: Education Endowment Foundation. <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>
- Feinstein, L. and Symons, J. (1999) 'Attainment in Secondary School', *Oxford Economic Papers*, 51' pp. 300–321.
- Ford, T., John, A. and Gunnell, D. (2021) 'Mental Health of Children and Young People During Pandemic', *BMJ*, 372 (n614). DOI: 10.1136/bmj.n614

- Gassman-Pines, A., Oltmans-Ananat, E. and Fitz-Henley, J. (2020) 'COVID-19 and Parent-Child Psychological Well-Being', *Pediatrics*, 146 (4): <https://pediatrics.aappublications.org/content/146/4/e2020007294>
- Hupkau, C. and Petrongolo, B. (2020) 'Work, Care and Gender During the Covid-19 Crisis', *Fiscal Studies*, 41 (3), pp. 623–651.
- Jeynes, W. (2007) 'The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement: A Meta-Analysis', *Urban Education*, 42, pp. 82–110.
- Lucas, M., Nelson, J. and Sims, D. (2020) 'Schools' Responses to Covid-19: Pupil Engagement in Remote Learning', Slough: NFER.
- National Education Union (2021) 'Remote Teaching Guidance': <https://neu.org.uk/coronavirus-remote-learning>
- Norman, G. R., Sloan, J. A. and Wyrwich, K. W. (2004) 'The Truly Remarkable Universality of Half a Standard Deviation: Confirmation Through Another Look', *Expert Review of Pharmacoeconomics and Outcomes Research*, 4 (5), pp. 581–585.
- Office for National Statistics (2020) 'Coronavirus and Homeschooling in Great Britain: April to June 2020': <https://www.ons.gov.uk/peoplepopulationandcommunity/educationandchildcare/articles/coronavirusandhomeschoolingingreatbritain/apriltojune2020?s=09>.
- Patrick, S. W., Henkhaus, L. E., Zickafoose, J. S., Lovell, K., Halvorson, A., Loch, S., Letterie, M. and Davis, M. M. (2020) 'Well-Being of Parents and Children During the COVID-19 Pandemic: A National Survey', *Pediatrics*, 146 (4). <https://pediatrics.aappublications.org/content/146/4/e2020016824>
- Pearson and Connections Academy (2021) 'The Pearson and Connections Academy Parent Pulse Report: March 2021': <https://www.connectionsacademy.com/parent-pulse>
- Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y. and Podsakoff, N. P. (2003) 'Common Method Biases in Behavioral Research: A Critical Review of the Literature and Recommended Remedies', *Journal of Applied Psychology*, 88 (5), p. 879.
- Renaissance Learning, with Education Policy Institute (2021) 'Understanding Progress in the 2020/21 Academic Year: Interim Findings', Department for Education Report: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/962330/Learning_Loss_Report_1A_-_FINAL.pdf
- Rising Stars (2020) 'The Impact of School Closures on Autumn 2020 Attainment': https://www.risingstars-uk.com/media/Rising-Stars/Assessment/RS_Assessment_white_paper_2021_impact_of_school_closures_on_autumn_2020_attainment.pdf
- Rose, S., Twist, L., Lord, P., Rutt, S., Badr, K., Hope, C. and Styles, B. (2021) 'Impact of School Closures and Subsequent Support Strategies on Attainment and Socio-Emotional Wellbeing in Key Stage 1: Interim Paper 1', London: Education Endowment Foundation. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Impact_of_school_closures_KS1_interim_findings_paper_-_Jan_2021.pdf
- Sammons, P., Mujtaba, T., Earl, L. and Gu, Q. (2007) 'Participation in Network Learning Community Programmes and Standards of Pupil Achievement: Does It Make a Difference?', *School Leadership and Management*, 27 (3), pp. 213–238.
- Sharp, C., Nelson, J., Lucas, M., Julius, J., McCrone, T. and Sims, D. (2020) 'Schools' Responses to Covid-19: The Challenges Facing Schools and Pupils in September 2020', Slough: NFER.
- Sharp, C., Sims, D. and Rutt, S. (2020) 'School's Responses to Covid-19: Returning Pupils to School', Slough: NFER.
- Spinelli, M., Lionetti, F., Pastore, M. and Fasolo, M. (2020) 'Parents' Stress and Children's Psychological Problems in Families Facing the COVID-19 Outbreak in Italy', *Frontiers in Psychology*: <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.01713/full>
- Stata (2021) 'GSEM: Generalized Structural Equation Model Estimation Command, in Stata (2021)', *Stata Manual*: <https://www.stata.com/manuals/semgsem.pdf>

Terry, D. J. (1994) 'Determinants of Coping: The Role of Stable and Situational Factors', *Journal of Personality and Social Psychology*, 66, pp. 895–910.

Thorndike, E. L. (1920) 'A Constant Error in Psychological Ratings', *Journal of Applied Psychology*, 4, pp. 25–29.

Ulster University (2020) 'Northern Ireland Parent Surveys: Experiences of Supporting Children's Home Learning During COVID-19': <https://www.ulster.ac.uk/coronavirus/research/impact/understanding-parents-experiences-of-home-schooling-in-northern-ireland>

Wilder, S. (2014) 'Effects of Parental Involvement on Academic Achievement: A Meta-Synthesis', *Educational Review*, 66 (3), pp. 377–397. DOI: 10.1080/00131911.2013.780009

Appendix A: Responses to survey questions, overall and by key demographic groups

The pages that follow give a full summary of responses to the survey questions we asked as part of the study. The title of the table gives information on the question text, as asked, and the date of the survey question. Note that there are two types of questions: those asked of the parent and those where we ask the parent to respond about each child in turn. We provide full response information for the following demographic groups:

1. Key stage of child(ren)

- Family has child in YrR/KS1 (parent questions) or child is in YrR/KS1 (child questions)
- Family has child in KS2 (parent questions) or child is in KS2 (child questions)

2. Child gender

- Family has a girl at school (parent questions) or child is a girl (child questions)
- Family has a boy at school (parent questions) or child is a boy (child questions)

3. SEND status

- Family has a child with SEND (parent questions) or child has SEND (child questions)
- Family has no child with SEND (parent questions) or child does not have SEND (child questions)

4. FSM status

- Eligible for free school meals
- Not eligible for free school meals

5. Household income

- Household income over £50,000
- Household income under £50,000

6. Parent education

- Parent has a degree
- Parent does not have a degree

7. Gender of parent

- Mother
- Father

8. Single parent status

- Parent considers themselves to be a single parent
- Not a single parent

9. School demographic profile

- School in lowest FSM quartile
- School in 2nd FSM quartile
- School in 3rd FSM quartile
- School in highest FSM quartile

Table 14 - Thinking about the home-learning your child did last week, what feedback did they receive from their teacher(s)? 01/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Personalised written feedback	72%	74%	71%	68%	76%	60%	74%	40%	76%	77%	73%
General written feedback (not personalised)	7%	5%	8%	6%	10%	40%	6%	0%	8%	4%	7%
Verbal feedback via zoom or similar	25%	36%	21%	24%	26%	0%	27%	0%	27%	33%	18%
'Likes', merit points or similar	21%	31%	17%	15%	26%	20%	21%	40%	21%	26%	13%
Other	3%	3%	3%	3%	3%	0%	3%	20%	2%	3%	4%
They didn't receive any feedback	7%	0%	10%	7%	6%	20%	5%	20%	5%	3%	11%
I don't know	2%	0%	3%	3%	1%	0%	2%	0%	2%	1%	2%
There was no requirement to submit work to be marked	1%	3%	1%	3%	0%	0%	2%	0%	2%	3%	0%
My child was at school or is home schooled normally	3%	5%	3%	4%	3%	0%	2%	0%	2%	4%	0%
Not relevant / cannot answer	1%	3%	1%	1%	1%	0%	2%	20%	0%	0%	2%
Number of responses	148	39	109	71	70	5	125	5	129	70	45
		Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
Personalised written feedback		77%	72%	74%	47%	50%	74%	63%	74%	65%	71%
General written feedback (not personalised)		8%	5%	5%	27%	10%	6%	0%	10%	8%	0%
Verbal feedback via zoom or similar		33%	14%	26%	13%	10%	26%	50%	25%	19%	29%
'Likes', merit points or similar		23%	14%	20%	27%	30%	19%	50%	20%	15%	43%
Other		2%	5%	3%	0%	0%	3%	0%	2%	4%	14%
They didn't receive any feedback		3%	9%	6%	20%	20%	6%	13%	3%	19%	14%
I don't know		1%	2%	1%	13%	10%	2%	0%	3%	0%	0%
There was no requirement to submit work to be marked		1%	2%	2%	0%	0%	2%	0%	2%	0%	0%
My child was at school or is home schooled normally		3%	0%	4%	0%	0%	4%	0%	3%	0%	0%
Not relevant / cannot answer		0%	2%	2%	0%	10%	1%	0%	1%	4%	0%
Number of responses		87	43	133	15	10	127	8	88	26	7

Table 15 - Did your child do any school work over the weekend? 01/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Yes	20%	23%	18%	14%	24%	20%	18%	20%	17%	21%	9%
No	80%	77%	82%	86%	76%	80%	82%	80%	83%	79%	91%
Number of responses	148	39	109	71	70	5	125	5	129	70	45
		Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
Yes		14%	23%	21%	7%	10%	20%	0%	24%	12%	14%
No		86%	77%	79%	93%	90%	80%	100%	76%	88%	86%
Number of responses		87	43	133	15	10	127	8	88	26	7

Table 16 - How long did your child spend outdoors yesterday? 02/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
No time	30%	24%	34%	32%	32%	39%	31%	37%	31%	32%	30%
Less than 30 minutes	21%	21%	21%	17%	20%	17%	19%	20%	19%	21%	24%
More than 30 mins but less than an hour	23%	27%	21%	23%	26%	19%	26%	17%	25%	24%	25%
More than an hour but less than 2 hours	20%	21%	19%	23%	17%	19%	20%	19%	20%	18%	16%
More than 2 hours but less than 3 hours	2%	3%	2%	3%	2%	0%	3%	4%	2%	3%	2%
More than 3 hours	1%	1%	1%	0%	2%	0%	1%	2%	1%	1%	1%
Don't know	2%	3%	1%	2%	1%	6%	1%	2%	2%	1%	2%
Not relevant / cannot answer	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Number of responses	459	177	282	203	203	36	328	54	318	154	131
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
No time	28%	39%	34%	6%	23%	32%	27%	33%	19%	31%	
Less than 30 minutes	20%	19%	19%	32%	13%	20%	24%	21%	21%	22%	
More than 30 mins but less than an hour	26%	21%	22%	32%	31%	24%	17%	23%	34%	25%	
More than an hour but less than 2 hours	23%	15%	20%	21%	23%	20%	26%	19%	23%	13%	
More than 2 hours but less than 3 hours	1%	5%	3%	0%	3%	2%	2%	2%	2%	4%	
More than 3 hours	1%	1%	1%	3%	5%	1%	1%	1%	0%	2%	
Don't know	1%	1%	2%	6%	3%	2%	3%	1%	2%	4%	
Not relevant / cannot answer	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	
Number of responses	208	151	393	34	39	336	96	177	53	114	

Table 17 - At the moment, do you feel that your child is learning...? 02/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
A lot more than they would normally in school	1%	2%	1%	1%	1%	3%	1%	4%	1%	1%	1%
A little more than they would normally in school	5%	6%	4%	4%	5%	14%	5%	9%	4%	1%	7%
About the same as they would normally in school	21%	21%	22%	23%	23%	14%	24%	26%	23%	21%	26%
A little less than they would normally in school	39%	34%	42%	41%	38%	28%	41%	37%	41%	45%	38%
A lot less than they would normally in school	28%	28%	28%	27%	25%	31%	24%	19%	25%	25%	22%
My child is still in school	6%	9%	4%	3%	7%	11%	5%	6%	5%	6%	6%
Not relevant / cannot answer	0%	1%	0%	1%	0%	0%	1%	0%	1%	1%	0%
Number of responses	459	177	282	203	203	36	328	54	318	154	131
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
A lot more than they would normally in school	0%	2%	1%	0%	3%	1%	2%	0%	2%	3%	
A little more than they would normally in school	6%	5%	5%	0%	10%	4%	4%	5%	0%	5%	
About the same as they would normally in school	23%	25%	21%	38%	18%	24%	22%	18%	15%	29%	
A little less than they would normally in school	38%	41%	39%	38%	33%	41%	41%	41%	42%	35%	
A lot less than they would normally in school	25%	25%	28%	15%	33%	24%	26%	30%	32%	23%	
My child is still in school	7%	3%	5%	9%	3%	6%	3%	7%	9%	5%	
Not relevant / cannot answer	1%	0%	1%	0%	0%	1%	2%	0%	0%	0%	
Number of responses	208	151	393	34	39	336	96	177	53	114	

Table 18 - On average, how much of the school work your child is set do they complete every day? 03/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
All of it	56%	48%	61%	55%	57%	49%	58%	58%	57%	55%	62%
Some of it - they prioritise maths and English	25%	28%	23%	29%	23%	21%	26%	13%	28%	31%	19%
Some of it - they prioritise subjects they enjoy	10%	16%	6%	9%	11%	11%	9%	18%	8%	7%	13%
Some of it - they prioritise subjects they are good at	3%	2%	3%	2%	2%	2%	2%	1%	2%	2%	1%
None of it	1%	2%	1%	2%	0%	6%	1%	1%	1%	0%	2%
Don't know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
My child is still in school	5%	4%	5%	3%	7%	11%	4%	7%	4%	6%	3%
Number of responses	524	193	331	250	237	47	374	67	370	176	161
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
All of it	56%	60%	55%	65%	52%	57%	65%	47%	54%	61%	
Some of it - they prioritise maths and English	28%	21%	27%	18%	19%	27%	24%	31%	22%	16%	
Some of it - they prioritise subjects they enjoy	8%	12%	10%	11%	16%	9%	6%	12%	9%	11%	
Some of it - they prioritise subjects they are good at	3%	1%	2%	2%	3%	2%	1%	2%	8%	2%	
None of it	0%	2%	2%	0%	3%	1%	1%	2%	1%	1%	
Don't know	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	
My child is still in school	5%	4%	5%	5%	7%	4%	2%	5%	5%	9%	
Number of responses	243	176	442	57	58	388	142	174	85	105	

Table 19 - How anxious have you been feeling in the last 24 hours? 03/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
0 = Not anxious at all	13%	11%	13%	13%	11%	17%	11%	16%	11%	9%	15%
1	3%	3%	2%	4%	1%	0%	2%	4%	2%	2%	2%
2	9%	6%	10%	9%	8%	2%	10%	4%	10%	8%	11%
3	7%	9%	7%	6%	8%	9%	7%	4%	8%	8%	7%
4	7%	7%	6%	6%	7%	11%	5%	4%	7%	7%	5%
5	14%	13%	13%	15%	11%	9%	15%	14%	13%	13%	12%
6	14%	15%	13%	14%	12%	13%	14%	12%	13%	11%	13%
7	18%	18%	19%	15%	22%	19%	18%	16%	20%	30%	13%
8	7%	6%	8%	7%	7%	9%	7%	8%	7%	6%	9%
9	3%	3%	3%	3%	3%	0%	4%	4%	4%	1%	6%
10 = Extremely anxious	6%	8%	5%	7%	6%	13%	5%	14%	4%	6%	7%
Not relevant / cannot answer	1%	1%	1%	0%	1%	0%	0%	0%	0%	0%	0%
Number of responses	392	181	278	209	218	47	272	50	275	124	130

	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
0 = Not anxious at all	12%	10%	12%	18%	10%	12%	13%	9%	13%	18%
1	2%	3%	2%	5%	6%	2%	1%	2%	6%	4%
2	8%	9%	9%	11%	4%	10%	8%	12%	3%	11%
3	6%	9%	6%	11%	8%	7%	7%	8%	3%	8%
4	7%	6%	7%	5%	4%	7%	7%	5%	6%	11%
5	12%	15%	14%	9%	18%	12%	13%	16%	14%	11%
6	15%	13%	13%	14%	12%	14%	19%	14%	9%	10%
7	24%	12%	18%	20%	10%	20%	18%	18%	22%	10%
8	6%	9%	8%	5%	16%	6%	7%	8%	13%	2%
9	3%	4%	4%	0%	8%	3%	2%	3%	3%	4%
10 = Extremely anxious	6%	7%	6%	0%	2%	7%	6%	4%	8%	8%
Not relevant / cannot answer	0%	1%	1%	2%	0%	0%	0%	0%	0%	4%
Number of responses	178	137	331	44	49	285	103	130	64	83

Table 20 - How anxious have you been feeling in the last 24 hours? 17/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
0 = Not anxious at all	19%	18%	18%	17%	19%	19%	19%	23%	18%	15%	20%
1	5%	4%	6%	5%	6%	8%	5%	5%	5%	4%	6%
2	9%	9%	10%	9%	10%	8%	9%	9%	9%	12%	7%
3	11%	12%	11%	11%	11%	16%	11%	9%	12%	10%	11%
4	9%	9%	9%	9%	9%	7%	9%	5%	10%	9%	9%
5	13%	14%	12%	15%	11%	5%	14%	10%	13%	15%	12%
6	11%	12%	11%	11%	13%	11%	11%	8%	12%	13%	11%
7	10%	10%	11%	11%	10%	12%	10%	13%	9%	10%	12%
8	6%	6%	6%	7%	4%	6%	5%	9%	5%	7%	4%
9	3%	3%	3%	2%	2%	2%	3%	0%	4%	3%	3%
10 = Extremely anxious	4%	3%	4%	4%	4%	4%	3%	8%	3%	2%	5%
Not relevant / cannot answer	0%	0%	1%	0%	1%	1%	0%	1%	0%	0%	0%
Number of responses	1069	563	705	613	608	156	830	159	822	383	435

	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
0 = Not anxious at all	17%	20%	17%	28%	18%	18%	16%	17%	20%	23%
1	5%	5%	6%	2%	4%	5%	4%	5%	5%	7%
2	11%	8%	9%	17%	4%	10%	10%	9%	9%	9%
3	10%	13%	12%	6%	11%	11%	13%	11%	9%	12%
4	10%	7%	9%	5%	5%	9%	10%	9%	6%	8%
5	12%	14%	13%	10%	11%	13%	11%	14%	12%	13%
6	12%	10%	11%	12%	9%	11%	13%	11%	15%	6%
7	10%	11%	10%	11%	18%	9%	8%	13%	10%	9%
8	6%	5%	6%	6%	5%	6%	8%	5%	6%	4%
9	4%	2%	3%	0%	2%	3%	3%	3%	3%	3%
10 = Extremely anxious	3%	4%	4%	2%	10%	3%	2%	4%	5%	4%
Not relevant / cannot answer	0%	0%	1%	0%	1%	0%	0%	0%	1%	1%
Number of responses	571	409	955	98	134	884	307	322	173	233

Table 21 - How anxious have you been feeling in the last 24 hours? 03/03/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
0 = Not anxious at all	17%	17%	17%	16%	16%	13%	17%	15%	17%	14%	15%
1	5%	5%	5%	4%	5%	4%	5%	4%	5%	5%	5%
2	8%	9%	8%	8%	8%	7%	9%	7%	9%	7%	9%
3	9%	10%	9%	8%	12%	12%	9%	9%	9%	11%	9%
4	9%	10%	7%	8%	9%	7%	9%	10%	9%	9%	9%
5	13%	11%	16%	15%	13%	14%	13%	17%	13%	12%	14%
6	10%	11%	10%	10%	11%	9%	11%	10%	11%	11%	11%
7	12%	13%	11%	12%	12%	13%	12%	7%	13%	15%	10%
8	9%	10%	10%	11%	8%	12%	8%	12%	9%	9%	10%
9	2%	2%	2%	2%	2%	2%	2%	1%	2%	2%	1%
10 = Extremely anxious	5%	4%	6%	5%	5%	7%	4%	7%	4%	3%	6%
Not relevant / cannot answer	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Number of responses	1118	578	750	659	639	163	892	162	893	410	469
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
0 = Not anxious at all	16%	15%	16%	22%	14%	17%	16%	15%	17%	20%	
1	5%	6%	5%	6%	4%	5%	5%	7%	4%	4%	
2	10%	7%	8%	12%	6%	9%	7%	9%	11%	8%	
3	10%	8%	9%	10%	10%	9%	10%	9%	8%	8%	
4	9%	9%	9%	6%	10%	9%	12%	8%	7%	8%	
5	13%	14%	14%	10%	16%	13%	14%	11%	14%	16%	
6	11%	10%	11%	8%	11%	10%	11%	11%	8%	10%	
7	12%	11%	13%	6%	7%	13%	12%	15%	10%	10%	
8	8%	11%	9%	12%	9%	9%	8%	10%	9%	10%	
9	2%	1%	2%	1%	2%	2%	2%	2%	1%	2%	
10 = Extremely anxious	4%	6%	5%	5%	11%	4%	4%	4%	10%	5%	
Not relevant / cannot answer	0%	0%	0%	1%	1%	0%	0%	0%	2%	0%	
Number of responses	614	429	1007	99	145	937	332	360	179	212	

Table 22 - How anxious have you been feeling in the last 24 hours? 10/03/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
0 = Not anxious at all	20%	21%	19%	21%	19%	14%	21%	19%	20%	18%	21%
1	7%	8%	7%	7%	7%	6%	7%	7%	7%	6%	7%
2	10%	10%	10%	10%	10%	6%	11%	9%	10%	10%	10%
3	12%	12%	12%	11%	14%	15%	12%	17%	12%	12%	13%
4	9%	9%	9%	8%	9%	11%	9%	11%	9%	8%	8%
5	11%	11%	11%	13%	10%	13%	11%	9%	11%	10%	11%
6	9%	9%	9%	9%	9%	9%	9%	3%	10%	10%	8%
7	10%	10%	9%	10%	10%	14%	9%	10%	9%	10%	10%
8	7%	6%	8%	7%	7%	6%	7%	7%	7%	8%	7%
9	2%	1%	2%	1%	2%	3%	2%	3%	2%	2%	1%
10 = Extremely anxious	3%	2%	3%	3%	2%	3%	3%	6%	2%	2%	3%
Not relevant / cannot answer	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Number of responses	1021	528	687	607	582	152	834	150	830	401	437
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
0 = Not anxious at all	19%	22%	20%	20%	17%	20%	17%	20%	20%	24%	
1	8%	6%	7%	10%	8%	7%	6%	7%	6%	8%	
2	11%	9%	10%	13%	6%	10%	10%	10%	8%	9%	
3	12%	12%	12%	14%	11%	13%	15%	11%	14%	8%	
4	9%	9%	9%	9%	12%	9%	10%	8%	8%	12%	
5	10%	12%	12%	5%	14%	11%	10%	13%	8%	11%	
6	9%	9%	9%	8%	7%	10%	8%	10%	12%	8%	
7	10%	9%	9%	13%	11%	10%	11%	11%	9%	5%	
8	8%	7%	8%	2%	7%	7%	8%	7%	8%	6%	
9	2%	2%	1%	6%	2%	2%	2%	1%	2%	3%	
10 = Extremely anxious	2%	3%	3%	1%	5%	2%	2%	2%	4%	4%	
Not relevant / cannot answer	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%	
Number of responses	593	381	922	88	122	872	305	331	159	194	

Table 23 - Which of the following have been making you feel anxious in the last 24 hours? 03/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Lack of social interaction	45%	46%	44%	45%	45%	47%	43%	40%	44%	40%	48%
Worries about catching Covid-19 / health of myself or a loved one	34%	29%	36%	33%	32%	43%	31%	40%	33%	27%	42%
Home-learning / my children's education	66%	70%	67%	67%	67%	64%	67%	66%	66%	70%	65%
My work	43%	41%	45%	42%	45%	40%	46%	22%	48%	65%	30%
Financial worries	22%	26%	18%	19%	22%	30%	20%	34%	18%	15%	27%
Relationships between adults and children in my home	29%	28%	29%	26%	33%	17%	31%	28%	31%	31%	30%
Relationships between adults in my home	12%	10%	13%	12%	12%	11%	12%	8%	13%	17%	12%
Something else	10%	9%	10%	10%	8%	6%	10%	12%	9%	10%	9%
Nothing is worrying me at the moment	8%	7%	7%	7%	6%	6%	8%	8%	7%	6%	8%
Not relevant / cannot answer	3%	3%	3%	2%	5%	6%	3%	6%	3%	2%	3%
Number of responses	392	181	278	209	218	47	272	50	275	124	130

	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
Lack of social interaction	42%	44%	45%	36%	49%	42%	46%	39%	52%	43%
Worries about catching Covid-19 / health of myself or a loved one	29%	41%	35%	27%	35%	34%	32%	34%	36%	39%
Home-learning / my children's education	67%	66%	68%	48%	71%	64%	64%	69%	67%	59%
My work	54%	33%	43%	45%	33%	47%	53%	48%	47%	20%
Financial worries	17%	28%	21%	23%	37%	18%	22%	20%	25%	23%
Relationships between adults and children in my home	30%	29%	30%	18%	29%	29%	25%	40%	25%	16%
Relationships between adults in my home	13%	11%	12%	14%	10%	13%	11%	15%	13%	7%
Something else	12%	8%	9%	9%	16%	9%	12%	9%	9%	7%
Nothing is worrying me at the moment	8%	6%	7%	11%	8%	7%	10%	3%	9%	11%
Not relevant / cannot answer	3%	4%	3%	7%	0%	4%	0%	3%	3%	7%
Number of responses	178	137	331	44	49	285	103	130	64	83

Table 24 - Which of the following have been making you feel anxious in the last 24 hours? 17/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Lack of social interaction	45%	48%	44%	46%	43%	42%	45%	38%	46%	43%	47%
Worries about catching Covid-19 / health of myself or a loved one	27%	26%	28%	28%	26%	30%	26%	31%	27%	23%	30%
Home-learning / my children's education	34%	35%	34%	35%	34%	42%	31%	35%	32%	35%	32%
My work	36%	40%	35%	37%	35%	35%	36%	18%	39%	48%	30%
Financial worries	25%	25%	24%	26%	22%	33%	23%	42%	21%	14%	38%
Relationships between adults and children in my home	25%	27%	25%	26%	25%	29%	25%	21%	26%	29%	27%
Relationships between adults in my home	16%	16%	15%	15%	15%	16%	15%	11%	16%	19%	16%
Something else	16%	15%	16%	18%	15%	12%	17%	17%	16%	19%	15%
Nothing is worrying me at the moment	14%	14%	13%	13%	15%	15%	14%	16%	14%	12%	14%
Not relevant / cannot answer	4%	2%	4%	4%	3%	3%	4%	5%	3%	3%	3%
Number of responses	1069	563	705	613	608	156	830	159	822	383	435
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Lack of social interaction	45%	44%	46%	36%	44%	44%	44%	45%	48%	42%	
Worries about catching Covid-19 / health of myself or a loved one	25%	31%	28%	23%	31%	28%	28%	27%	27%	29%	
Home-learning / my children's education	33%	34%	33%	40%	32%	34%	35%	38%	32%	27%	
My work	43%	28%	36%	41%	30%	37%	44%	39%	36%	22%	
Financial worries	19%	34%	25%	28%	40%	22%	23%	23%	22%	33%	
Relationships between adults and children in my home	27%	25%	25%	28%	24%	26%	27%	30%	21%	19%	
Relationships between adults in my home	16%	16%	15%	23%	15%	16%	16%	17%	14%	15%	
Something else	17%	16%	17%	10%	17%	16%	16%	18%	14%	15%	
Nothing is worrying me at the moment	12%	16%	13%	22%	15%	14%	12%	15%	15%	15%	
Not relevant / cannot answer	4%	3%	3%	6%	4%	3%	3%	4%	2%	6%	
Number of responses	571	409	955	98	134	884	307	322	173	233	

Table 25 - Which of the following have been making you feel anxious in the last 24 hours? 03/03/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Lack of social interaction	32%	34%	30%	30%	33%	42%	30%	36%	31%	28%	35%
Worries about catching Covid-19 / health of myself or a loved one	25%	23%	25%	26%	23%	29%	24%	28%	24%	20%	28%
Home-learning / my children's education	48%	51%	47%	47%	51%	53%	46%	48%	48%	48%	50%
My work	45%	46%	44%	42%	46%	43%	46%	23%	49%	58%	38%
Financial worries	23%	21%	23%	22%	22%	23%	22%	40%	19%	14%	31%
Relationships between adults and children in my home	24%	24%	26%	24%	26%	33%	22%	26%	24%	25%	25%
Relationships between adults in my home	15%	16%	16%	16%	15%	18%	14%	11%	16%	16%	16%
Something else	20%	19%	19%	20%	19%	18%	20%	22%	19%	21%	19%
Nothing is worrying me at the moment	13%	13%	13%	13%	12%	9%	14%	14%	13%	12%	11%
Not relevant / cannot answer	3%	3%	3%	2%	3%	3%	3%	3%	3%	1%	4%
Number of responses	1118	578	750	659	639	163	892	162	893	410	469
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Lack of social interaction	31%	34%	32%	29%	36%	31%	35%	29%	31%	34%	
Worries about catching Covid-19 / health of myself or a loved one	23%	27%	25%	21%	26%	25%	24%	25%	26%	27%	
Home-learning / my children's education	46%	52%	49%	38%	46%	48%	51%	49%	44%	43%	
My work	52%	37%	44%	55%	34%	47%	54%	47%	37%	34%	
Financial worries	18%	29%	23%	22%	38%	20%	22%	22%	22%	29%	
Relationships between adults and children in my home	24%	25%	24%	29%	27%	24%	24%	29%	20%	19%	
Relationships between adults in my home	16%	16%	14%	25%	10%	16%	17%	16%	15%	13%	
Something else	21%	19%	21%	12%	19%	20%	21%	19%	16%	21%	
Nothing is worrying me at the moment	13%	12%	13%	15%	12%	13%	9%	14%	17%	14%	
Not relevant / cannot answer	2%	3%	3%	4%	6%	2%	3%	3%	4%	3%	
Number of responses	614	429	1007	99	145	937	332	360	179	212	

Table 26 - Which of the following have been making you feel anxious in the last 24 hours? 10/03/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Lack of social interaction	23%	25%	22%	23%	22%	25%	23%	25%	22%	22%	23%
Worries about catching Covid-19 / health of myself or a loved one	23%	22%	23%	22%	24%	24%	23%	27%	22%	19%	24%
Home-learning / my children's education	12%	10%	15%	12%	13%	20%	10%	13%	12%	12%	13%
My work	36%	39%	34%	35%	37%	39%	35%	23%	38%	48%	30%
Financial worries	21%	20%	22%	21%	20%	25%	21%	35%	18%	14%	29%
Relationships between adults and children in my home	13%	12%	13%	13%	11%	16%	12%	13%	12%	11%	15%
Relationships between adults in my home	12%	11%	12%	12%	11%	13%	11%	11%	12%	13%	12%
Something else	26%	22%	28%	26%	26%	26%	25%	27%	25%	25%	25%
Nothing is worrying me at the moment	18%	20%	17%	18%	17%	13%	19%	17%	18%	17%	18%
Not relevant / cannot answer	3%	2%	3%	3%	2%	2%	3%	1%	3%	2%	3%
Number of responses	1021	528	687	607	582	152	834	150	830	401	437
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Lack of social interaction	22%	25%	23%	25%	30%	22%	20%	21%	27%	26%	
Worries about catching Covid-19 / health of myself or a loved one	22%	24%	23%	22%	23%	24%	21%	25%	23%	24%	
Home-learning / my children's education	13%	12%	13%	8%	11%	13%	13%	15%	11%	9%	
My work	44%	26%	34%	50%	30%	37%	41%	38%	35%	25%	
Financial worries	18%	27%	21%	20%	33%	19%	20%	20%	21%	28%	
Relationships between adults and children in my home	11%	16%	12%	17%	20%	12%	12%	15%	12%	11%	
Relationships between adults in my home	11%	14%	11%	18%	9%	12%	12%	11%	13%	14%	
Something else	26%	25%	26%	23%	26%	26%	29%	24%	25%	26%	
Nothing is worrying me at the moment	16%	21%	18%	17%	12%	18%	15%	18%	19%	20%	
Not relevant / cannot answer	3%	2%	2%	6%	3%	3%	2%	4%	2%	3%	
Number of responses	593	381	922	88	122	872	305	331	159	194	

Table 27 - Thinking about home learning yesterday, how long did your child spend doing school work? 04/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
None	2%	3%	2%	3%	1%	9%	1%	4%	1%	1%	2%
Less than 1 hour	6%	11%	2%	6%	5%	4%	5%	9%	4%	4%	6%
More than 1 hour but less than 2 hours	12%	15%	9%	11%	12%	16%	12%	11%	12%	12%	10%
More than 2 hours but less than 3 hours	21%	23%	20%	20%	23%	16%	23%	22%	23%	21%	25%
More than 3 hours but less than 4 hours	26%	22%	28%	25%	25%	25%	26%	16%	27%	30%	20%
More than 4 hours but less than 5 hours	17%	12%	20%	17%	16%	14%	17%	15%	17%	16%	18%
5 hours or more	8%	4%	10%	9%	8%	6%	9%	11%	8%	9%	9%
Don't know	0%	0%	1%	1%	0%	1%	0%	0%	0%	0%	0%
My child is still in school	8%	8%	7%	7%	9%	9%	7%	8%	7%	7%	8%
Not relevant / cannot answer	1%	1%	1%	1%	1%	0%	1%	2%	0%	0%	2%
Number of responses	824	336	488	379	386	77	578	97	572	276	246
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
None	1%	2%	2%	2%	5%	1%	3%	2%	2%	4%	
Less than 1 hour	4%	7%	6%	3%	8%	5%	9%	4%	6%	5%	
More than 1 hour but less than 2 hours	13%	9%	12%	13%	13%	12%	13%	10%	14%	9%	
More than 2 hours but less than 3 hours	21%	24%	22%	20%	26%	21%	23%	25%	20%	15%	
More than 3 hours but less than 4 hours	26%	23%	26%	25%	12%	27%	24%	33%	23%	21%	
More than 4 hours but less than 5 hours	15%	21%	16%	20%	11%	18%	12%	14%	18%	26%	
5 hours or more	10%	6%	8%	11%	13%	8%	9%	5%	7%	12%	
Don't know	0%	0%	0%	3%	1%	0%	1%	0%	1%	1%	
My child is still in school	8%	7%	8%	3%	8%	7%	8%	8%	9%	6%	
Not relevant / cannot answer	0%	1%	1%	0%	3%	0%	0%	0%	1%	2%	
Number of responses	402	246	724	61	76	628	200	259	176	170	

Table 28 - Thinking about home learning yesterday, how long did your child spend doing school work? 11/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
None	4%	6%	3%	3%	5%	7%	4%	9%	3%	4%	5%
Less than 1 hour	8%	13%	5%	7%	9%	8%	7%	10%	7%	6%	10%
More than 1 hour but less than 2 hours	13%	19%	8%	12%	12%	14%	12%	12%	12%	11%	13%
More than 2 hours but less than 3 hours	22%	23%	21%	22%	21%	16%	23%	20%	23%	21%	22%
More than 3 hours but less than 4 hours	24%	19%	27%	24%	24%	21%	25%	23%	24%	28%	19%
More than 4 hours but less than 5 hours	14%	9%	18%	16%	12%	12%	15%	11%	15%	18%	13%
5 hours or more	6%	3%	9%	8%	5%	5%	6%	6%	6%	6%	7%
Don't know	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
My child is still in school	9%	10%	9%	7%	11%	16%	8%	9%	9%	8%	10%
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not relevant / cannot answer	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Number of responses	1443	599	844	697	676	165	1052	203	1040	467	534
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
None	3%	6%	4%	1%	10%	3%	4%	3%	2%	7%	
Less than 1 hour	7%	9%	8%	4%	14%	7%	8%	9%	8%	8%	
More than 1 hour but less than 2 hours	12%	12%	13%	11%	8%	13%	16%	9%	16%	11%	
More than 2 hours but less than 3 hours	20%	24%	23%	15%	17%	22%	22%	23%	24%	18%	
More than 3 hours but less than 4 hours	25%	22%	23%	31%	20%	24%	22%	24%	24%	25%	
More than 4 hours but less than 5 hours	16%	13%	14%	18%	8%	15%	15%	15%	11%	13%	
5 hours or more	7%	5%	6%	8%	7%	6%	7%	5%	6%	7%	
Don't know	0%	0%	0%	1%	1%	0%	0%	0%	0%	1%	
My child is still in school	9%	8%	9%	10%	13%	8%	7%	11%	7%	10%	
My child is not registered to attend school	0%	0%	0%	1%	1%	0%	0%	0%	0%	0%	
Not relevant / cannot answer	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	
Number of responses	698	507	1262	140	166	1127	432	435	241	300	

Table 29 - Thinking about home learning yesterday, how long did your child spend doing school work? 25/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
None	4%	7%	3%	4%	5%	7%	4%	8%	4%	3%	6%
Less than 1 hour	6%	9%	4%	6%	6%	6%	6%	10%	5%	4%	8%
More than 1 hour but less than 2 hours	15%	19%	11%	13%	16%	14%	15%	15%	14%	15%	13%
More than 2 hours but less than 3 hours	19%	22%	17%	19%	20%	13%	20%	16%	20%	18%	19%
More than 3 hours but less than 4 hours	22%	18%	25%	25%	19%	19%	23%	15%	24%	27%	21%
More than 4 hours but less than 5 hours	13%	6%	18%	14%	12%	13%	13%	14%	13%	12%	13%
5 hours or more	6%	3%	8%	6%	5%	4%	6%	7%	5%	6%	5%
Don't know	1%	0%	1%	0%	1%	3%	0%	1%	0%	0%	1%
My child is still in school	14%	14%	14%	13%	16%	20%	13%	13%	14%	14%	14%
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not relevant / cannot answer	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	0%
Number of responses	1585	676	909	804	747	194	1275	246	1227	560	652
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
None	3%	7%	5%	1%	11%	3%	3%	3%	5%	8%	
Less than 1 hour	5%	8%	7%	3%	8%	6%	6%	7%	4%	8%	
More than 1 hour but less than 2 hours	15%	15%	15%	11%	13%	14%	17%	13%	12%	15%	
More than 2 hours but less than 3 hours	18%	19%	19%	16%	20%	19%	19%	19%	23%	15%	
More than 3 hours but less than 4 hours	22%	23%	22%	25%	15%	23%	24%	23%	20%	20%	
More than 4 hours but less than 5 hours	14%	10%	13%	15%	10%	13%	12%	15%	11%	11%	
5 hours or more	6%	5%	5%	12%	5%	6%	7%	4%	4%	6%	
Don't know	0%	1%	0%	1%	2%	0%	0%	0%	1%	1%	
My child is still in school	16%	12%	14%	16%	16%	14%	11%	14%	20%	14%	
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Not relevant / cannot answer	1%	1%	1%	0%	1%	1%	1%	1%	0%	0%	
Number of responses	869	579	1413	150	187	1319	504	454	275	298	

Table 30 - Thinking about home learning yesterday, how long did your child spend doing school work? 04/03/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
None	7%	9%	5%	7%	6%	11%	6%	14%	5%	4%	10%
Less than 1 hour	8%	12%	5%	7%	9%	10%	7%	6%	8%	7%	9%
More than 1 hour but less than 2 hours	13%	16%	10%	12%	13%	10%	13%	12%	13%	11%	13%
More than 2 hours but less than 3 hours	22%	22%	21%	23%	20%	19%	22%	20%	22%	20%	20%
More than 3 hours but less than 4 hours	21%	16%	24%	20%	22%	17%	22%	16%	22%	24%	19%
More than 4 hours but less than 5 hours	11%	7%	14%	11%	10%	7%	12%	8%	12%	13%	9%
5 hours or more	5%	2%	6%	5%	4%	5%	5%	7%	4%	4%	5%
Don't know	1%	0%	1%	0%	1%	1%	1%	1%	1%	1%	0%
My child is still in school	14%	14%	13%	13%	15%	20%	13%	14%	14%	15%	13%
Not relevant / cannot answer	1%	1%	1%	1%	0%	1%	1%	2%	0%	0%	1%
Number of responses	1478	632	846	754	703	175	1215	215	1183	552	624
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
None	5%	9%	7%	3%	12%	6%	5%	6%	6%	11%	
Less than 1 hour	8%	9%	8%	3%	10%	8%	9%	9%	6%	6%	
More than 1 hour but less than 2 hours	11%	14%	13%	8%	11%	13%	14%	11%	13%	13%	
More than 2 hours but less than 3 hours	19%	24%	22%	15%	17%	22%	19%	22%	28%	20%	
More than 3 hours but less than 4 hours	21%	21%	20%	24%	17%	22%	24%	20%	18%	18%	
More than 4 hours but less than 5 hours	12%	9%	11%	15%	10%	11%	11%	13%	7%	11%	
5 hours or more	6%	3%	4%	8%	3%	5%	5%	5%	5%	5%	
Don't know	1%	0%	1%	0%	1%	0%	0%	1%	1%	0%	
My child is still in school	16%	12%	13%	22%	19%	13%	13%	14%	15%	16%	
Not relevant / cannot answer	1%	0%	1%	2%	1%	1%	0%	1%	0%	1%	
Number of responses	837	555	1335	128	186	1241	466	435	249	282	

Table 31 - If your child's teacher(s) suggested an extra optional project, how likely would they be to do it? 04/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
I didn't have any challenges	17%	17%	17%	18%	16%	5%	19%	14%	17%	13%	20%
Understanding what / how to teach	25%	25%	25%	26%	25%	21%	26%	28%	25%	23%	30%
Access to tech or internet connectivity	35%	38%	33%	36%	34%	32%	35%	37%	35%	38%	28%
The impact it had on my relationship with my children	22%	18%	24%	19%	24%	36%	20%	20%	23%	25%	20%
Finding appropriate space	1%	2%	1%	1%	2%	5%	1%	1%	1%	0%	1%
Number of responses	824	336	488	379	386	77	578	97	572	276	246
		Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
I didn't have any challenges		16%	17%	17%	13%	20%	16%	17%	13%	15%	28%
Understanding what / how to teach		23%	31%	26%	21%	21%	26%	18%	28%	23%	33%
Access to tech or internet connectivity		37%	29%	34%	36%	33%	35%	42%	33%	34%	32%
The impact it had on my relationship with my children		23%	20%	21%	28%	24%	22%	23%	25%	27%	6%
Finding appropriate space		0%	2%	1%	2%	3%	1%	1%	1%	2%	1%
Number of responses		402	246	724	61	76	628	200	259	176	170

Table 32 - How confident do you feel in managing your children's behaviour and emotions? 04/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Very confident	20%	17%	21%	20%	18%	14%	20%	16%	20%	20%	20%
Quite confident	55%	55%	55%	54%	56%	48%	55%	49%	55%	56%	54%
Not so confident	21%	23%	19%	21%	21%	29%	20%	28%	20%	21%	19%
Very unconfident	4%	5%	4%	4%	4%	7%	4%	4%	5%	4%	6%
Not relevant / cannot answer	0%	0%	0%	0%	1%	3%	0%	3%	0%	0%	1%
Number of responses	619	307	417	323	340	73	420	74	425	200	190
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Very confident	20%	16%	20%	17%	22%	19%	20%	16%	22%	23%	
Quite confident	54%	58%	55%	62%	43%	57%	62%	55%	51%	51%	
Not so confident	22%	19%	21%	17%	29%	19%	13%	24%	24%	22%	
Very unconfident	4%	6%	4%	4%	6%	4%	5%	6%	2%	3%	
Not relevant / cannot answer	1%	1%	1%	0%	0%	1%	1%	0%	1%	1%	
Number of responses	297	187	539	47	65	458	149	198	126	133	

Table 33 - What challenges did you face in home-schooling this week? 05/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
I didn't have any challenges	10%	8%	12%	12%	9%	13%	11%	17%	10%	7%	14%
Understanding what / how to teach	24%	21%	28%	23%	25%	31%	22%	34%	22%	17%	26%
Access to tech or internet connectivity	11%	10%	12%	11%	11%	12%	10%	5%	12%	7%	13%
The impact it had on my relationship with my children	42%	45%	42%	41%	46%	48%	42%	40%	45%	46%	42%
Finding appropriate space	11%	10%	12%	13%	11%	16%	10%	12%	11%	8%	14%
Finding enough time alongside other commitments, e.g. work	57%	58%	57%	56%	59%	49%	59%	52%	59%	68%	54%
Other	12%	13%	12%	14%	11%	13%	11%	11%	13%	13%	11%
My child is still in school	4%	3%	5%	4%	4%	5%	3%	4%	3%	2%	5%
Not relevant / cannot answer	1%	2%	0%	0%	1%	0%	1%	0%	1%	1%	0%
Number of responses	667	319	467	362	370	91	456	82	480	205	236
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
I didn't have any challenges	10%	13%	11%	10%	13%	11%	9%	7%	11%	17%	
Understanding what / how to teach	18%	29%	24%	26%	25%	23%	20%	25%	29%	23%	
Access to tech or internet connectivity	10%	12%	11%	10%	15%	10%	8%	17%	11%	5%	
The impact it had on my relationship with my children	44%	45%	43%	38%	49%	42%	51%	44%	42%	28%	
Finding appropriate space	11%	11%	11%	11%	18%	10%	12%	11%	7%	13%	
Finding enough time alongside other commitments, e.g. work	63%	53%	57%	66%	55%	58%	57%	62%	58%	51%	
Other	15%	9%	13%	8%	11%	13%	13%	15%	12%	9%	
My child is still in school	3%	3%	4%	2%	6%	4%	3%	5%	3%	5%	
Not relevant / cannot answer	1%	1%	1%	2%	0%	1%	2%	0%	1%	0%	
Number of responses	303	233	589	61	84	501	171	202	145	138	

Table 34 - What challenges did you face in home-schooling this week? 12/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
I didn't have any challenges	9%	7%	10%	9%	9%	10%	10%	9%	10%	6%	12%
Understanding what / how to teach	27%	25%	29%	28%	26%	37%	25%	27%	27%	23%	29%
Access to tech or internet connectivity	11%	11%	11%	11%	12%	12%	10%	12%	10%	8%	13%
The impact it had on my relationship with my children	46%	52%	43%	47%	49%	50%	47%	46%	47%	50%	46%
Finding appropriate space	11%	13%	10%	10%	13%	15%	10%	13%	10%	11%	12%
Finding enough time alongside other commitments, e.g. work	60%	62%	58%	61%	58%	58%	60%	47%	63%	74%	53%
Other	10%	10%	9%	10%	8%	9%	9%	11%	9%	9%	10%
My child is still in school	6%	6%	6%	5%	8%	7%	5%	6%	5%	4%	8%
Not relevant / cannot answer	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Number of responses	1182	624	777	666	665	161	856	158	862	400	446
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
I didn't have any challenges	8%	11%	9%	8%	8%	10%	6%	8%	13%	12%	
Understanding what / how to teach	21%	35%	27%	25%	27%	27%	20%	32%	25%	30%	
Access to tech or internet connectivity	10%	11%	11%	13%	13%	10%	10%	13%	8%	10%	
The impact it had on my relationship with my children	49%	46%	47%	42%	43%	47%	50%	51%	38%	37%	
Finding appropriate space	12%	9%	11%	14%	12%	11%	11%	11%	10%	12%	
Finding enough time alongside other commitments, e.g. work	68%	51%	59%	70%	51%	62%	64%	65%	59%	49%	
Other	9%	10%	9%	9%	8%	10%	9%	8%	11%	11%	
My child is still in school	5%	7%	6%	7%	10%	5%	6%	5%	7%	6%	
Not relevant / cannot answer	0%	0%	0%	0%	1%	0%	0%	0%	1%	0%	
Number of responses	585	423	1047	105	153	914	328	365	195	254	

Table 35 - What challenges did you face in home-schooling this week? 05/03/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
I didn't have any challenges	13%	11%	14%	14%	11%	10%	14%	18%	12%	10%	14%
Understanding what / how to teach	16%	12%	19%	14%	17%	25%	13%	19%	15%	11%	18%
Access to tech or internet connectivity	9%	8%	11%	10%	10%	10%	9%	12%	9%	6%	11%
The impact it had on my relationship with my children	39%	42%	39%	38%	42%	43%	39%	34%	41%	43%	39%
Finding appropriate space	10%	11%	11%	11%	10%	14%	9%	18%	9%	8%	14%
Finding enough time alongside other commitments, e.g. work	55%	57%	54%	53%	57%	60%	54%	43%	58%	64%	52%
Other	11%	12%	10%	11%	12%	9%	11%	12%	11%	10%	11%
My child is still in school	9%	9%	9%	9%	10%	12%	8%	8%	9%	8%	9%
Not relevant / cannot answer	1%	1%	1%	1%	1%	0%	1%	3%	0%	0%	1%
Number of responses	1128	579	758	650	651	169	893	160	899	416	478
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
I didn't have any challenges	12%	14%	14%	8%	15%	13%	14%	12%	18%	14%	
Understanding what / how to teach	13%	18%	15%	16%	19%	15%	10%	17%	19%	19%	
Access to tech or internet connectivity	10%	9%	9%	11%	8%	9%	8%	12%	7%	11%	
The impact it had on my relationship with my children	41%	40%	40%	37%	34%	41%	42%	42%	35%	31%	
Finding appropriate space	9%	12%	10%	11%	12%	10%	8%	10%	12%	12%	
Finding enough time alongside other commitments, e.g. work	60%	50%	54%	64%	41%	57%	60%	61%	50%	43%	
Other	12%	10%	11%	8%	9%	11%	9%	12%	10%	11%	
My child is still in school	9%	9%	9%	13%	13%	9%	7%	9%	10%	12%	
Not relevant / cannot answer	1%	1%	1%	0%	3%	0%	0%	1%	1%	1%	
Number of responses	624	429	1017	97	143	945	339	351	176	227	

Table 36 - How motivated to learn was your child this week? 05/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
1. Did not do any work at all despite being asked to	2%	3%	1%	2%	1%	5%	1%	5%	1%	1%	3%
2	2%	2%	3%	2%	3%	6%	1%	1%	2%	2%	3%
3	5%	5%	4%	3%	6%	5%	4%	6%	4%	3%	5%
4	6%	7%	5%	5%	6%	11%	5%	2%	6%	7%	4%
5	13%	14%	13%	13%	14%	15%	13%	19%	12%	11%	14%
6	13%	16%	11%	12%	14%	11%	13%	9%	14%	15%	12%
7	19%	19%	20%	21%	16%	13%	20%	18%	19%	20%	18%
8	16%	14%	16%	16%	15%	11%	17%	12%	17%	18%	14%
9	13%	9%	15%	13%	13%	8%	14%	13%	13%	14%	15%
10. Did all the set work and sought out extra things to learn	9%	8%	10%	10%	9%	8%	10%	11%	9%	7%	10%
I don't know	1%	1%	1%	1%	1%	4%	0%	1%	1%	1%	1%
Not relevant / cannot answer	1%	2%	1%	1%	2%	3%	1%	3%	1%	0%	2%
Number of responses	899	352	547	425	423	100	636	109	652	284	314

	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
1. Did not do any work at all despite being asked to	1%	2%	2%	0%	7%	1%	0%	1%	4%	2%
2	2%	2%	2%	2%	2%	2%	3%	2%	3%	2%
3	3%	6%	5%	5%	2%	5%	5%	2%	7%	7%
4	6%	5%	6%	1%	1%	7%	8%	7%	5%	3%
5	12%	15%	13%	12%	20%	12%	16%	13%	10%	14%
6	16%	11%	13%	16%	13%	13%	13%	15%	13%	10%
7	21%	18%	18%	29%	18%	19%	21%	19%	20%	16%
8	17%	14%	16%	12%	12%	16%	14%	19%	15%	15%
9	13%	15%	13%	11%	14%	13%	10%	10%	12%	19%
10. Did all the set work and sought out extra things to learn	7%	11%	10%	9%	8%	10%	8%	8%	11%	12%
I don't know	1%	0%	1%	0%	1%	1%	0%	1%	1%	1%
Not relevant / cannot answer	1%	2%	1%	2%	3%	1%	1%	2%	2%	1%
Number of responses	416	314	797	82	103	691	238	259	200	184

Table 37 - How motivated to learn was your child this week? 13/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
1. Did not do any work at all despite being asked to	2%	2%	2%	2%	3%	6%	1%	6%	1%	2%	3%
2	4%	6%	2%	4%	3%	7%	3%	6%	3%	4%	5%
3	5%	6%	5%	4%	7%	8%	5%	10%	5%	5%	6%
4	9%	10%	8%	8%	9%	10%	8%	7%	9%	9%	9%
5	12%	13%	11%	12%	12%	15%	12%	19%	11%	11%	13%
6	13%	15%	11%	13%	13%	16%	13%	10%	14%	14%	12%
7	17%	15%	17%	19%	14%	11%	17%	13%	17%	19%	15%
8	14%	13%	15%	15%	13%	9%	16%	6%	15%	16%	13%
9	12%	8%	14%	11%	12%	7%	13%	8%	13%	13%	11%
10. Did all the set work and sought out extra things to learn	10%	9%	10%	9%	10%	7%	10%	12%	9%	6%	11%
I don't know	1%	1%	2%	1%	1%	2%	1%	2%	1%	0%	1%
Not relevant / cannot answer	2%	1%	2%	1%	2%	3%	1%	1%	1%	1%	1%
Number of responses	1372	576	796	666	672	151	1065	188	1045	476	534

	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
1. Did not do any work at all despite being asked to	2%	2%	2%	1%	9%	1%	1%	3%	0%	4%
2	3%	4%	4%	1%	5%	4%	5%	5%	3%	2%
3	5%	6%	6%	4%	7%	5%	7%	5%	4%	5%
4	9%	9%	9%	12%	8%	9%	11%	9%	7%	6%
5	12%	12%	12%	12%	13%	12%	10%	14%	11%	13%
6	14%	13%	13%	13%	9%	14%	15%	11%	11%	14%
7	17%	16%	16%	19%	17%	17%	18%	18%	19%	11%
8	16%	13%	14%	15%	11%	14%	14%	15%	12%	15%
9	11%	13%	12%	8%	9%	12%	11%	11%	13%	12%
10. Did all the set work and sought out extra things to learn	9%	10%	10%	12%	7%	10%	7%	7%	15%	13%
I don't know	1%	1%	1%	1%	2%	1%	1%	1%	1%	2%
Not relevant / cannot answer	1%	1%	1%	3%	3%	1%	1%	1%	2%	2%
Number of responses	722	499	1208	139	148	1138	400	419	231	276

Table 38 - How motivated to learn was your child this week? 26/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
1. Did not do any work at all despite being asked to	2%	3%	1%	2%	2%	5%	2%	5%	2%	1%	3%
2	4%	5%	3%	3%	4%	6%	3%	5%	3%	3%	5%
3	7%	8%	7%	6%	9%	10%	7%	11%	7%	7%	9%
4	8%	10%	6%	8%	8%	8%	8%	8%	8%	7%	8%
5	12%	13%	11%	11%	12%	12%	12%	13%	12%	12%	11%
6	12%	12%	13%	12%	13%	13%	12%	12%	13%	14%	11%
7	15%	16%	15%	15%	16%	13%	16%	13%	16%	19%	13%
8	14%	12%	16%	15%	13%	10%	15%	9%	15%	14%	13%
9	13%	10%	14%	15%	10%	8%	14%	9%	14%	12%	13%
10. Did all the set work and sought out extra things to learn	8%	7%	9%	9%	7%	7%	8%	9%	7%	7%	9%
I don't know	2%	2%	2%	2%	2%	5%	1%	3%	2%	2%	2%
Not relevant / cannot answer	3%	3%	2%	3%	3%	3%	2%	3%	2%	2%	2%
Number of responses	1612	686	926	795	774	196	1273	232	1248	577	662

	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
1. Did not do any work at all despite being asked to	2%	2%	2%	1%	5%	2%	2%	2%	1%	3%
2	3%	4%	4%	1%	4%	3%	3%	3%	4%	5%
3	6%	9%	8%	4%	11%	7%	6%	10%	6%	8%
4	7%	9%	8%	7%	11%	8%	9%	7%	8%	7%
5	12%	13%	12%	9%	13%	11%	11%	14%	11%	10%
6	13%	12%	12%	19%	11%	13%	12%	14%	12%	10%
7	18%	13%	15%	23%	9%	16%	18%	15%	17%	13%
8	13%	15%	14%	11%	11%	15%	14%	15%	14%	13%
9	13%	14%	13%	7%	9%	13%	13%	10%	13%	16%
10. Did all the set work and sought out extra things to learn	9%	6%	8%	11%	7%	8%	8%	6%	9%	12%
I don't know	2%	2%	2%	1%	3%	2%	2%	1%	2%	2%
Not relevant / cannot answer	3%	3%	2%	6%	5%	2%	2%	2%	5%	3%
Number of responses	872	584	1441	140	191	1330	497	476	264	318

Table 39 - How motivated to learn was your child this week? 05/03/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under
1. Did not do any work at all despite being asked to	3%	4%	2%	4%	2%	5%	3%	4%	3%	2%	4%
2	4%	4%	3%	3%	4%	5%	3%	6%	3%	4%	4%
3	8%	8%	8%	7%	9%	13%	7%	9%	8%	7%	9%
4	9%	10%	7%	7%	10%	9%	8%	13%	8%	7%	10%
5	13%	14%	13%	11%	15%	15%	13%	16%	12%	13%	14%
6	12%	11%	13%	12%	12%	13%	12%	11%	12%	14%	10%
7	15%	15%	15%	17%	13%	12%	15%	8%	16%	18%	12%
8	14%	14%	13%	14%	13%	8%	15%	10%	14%	13%	14%
9	11%	9%	13%	13%	10%	5%	12%	7%	12%	10%	12%
10. Did all the set work and sought out extra things to learn	8%	7%	8%	9%	6%	4%	8%	9%	7%	7%	7%
I don't know	3%	2%	3%	2%	3%	10%	2%	4%	2%	2%	2%
Not relevant / cannot answer	2%	3%	1%	2%	2%	2%	2%	2%	2%	2%	2%
Number of responses	1515	623	892	753	739	186	1234	224	1204	563	636
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
1. Did not do any work at all despite being asked to	3%	3%	3%	2%	5%	3%	2%	4%	3%	3%	
2	4%	4%	4%	0%	4%	4%	4%	4%	5%	2%	
3	7%	10%	8%	8%	13%	7%	8%	8%	8%	7%	
4	8%	8%	8%	10%	12%	8%	8%	9%	7%	9%	
5	13%	14%	13%	14%	14%	13%	11%	12%	17%	17%	
6	14%	10%	12%	13%	9%	12%	12%	13%	12%	11%	
7	15%	15%	15%	14%	10%	15%	16%	16%	14%	11%	
8	14%	14%	13%	14%	8%	14%	16%	13%	12%	11%	
9	12%	11%	12%	8%	13%	11%	10%	12%	12%	12%	
10. Did all the set work and sought out extra things to learn	7%	8%	7%	11%	5%	8%	9%	6%	8%	8%	
I don't know	3%	2%	2%	5%	4%	3%	2%	3%	1%	5%	
Not relevant / cannot answer	2%	2%	2%	2%	2%	2%	2%	2%	1%	3%	
Number of responses	849	561	1365	132	181	1277	469	449	240	306	

Table 40 - Were there tears related to home-learning at any point this week? 05/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Yes - child	34%	38%	34%	34%	35%	33%	36%	35%	35%	40%	34%
Yes - adult	3%	3%	3%	2%	4%	3%	2%	1%	3%	1%	3%
Yes - child AND adult	25%	25%	24%	25%	26%	30%	23%	33%	23%	18%	26%
No	36%	32%	37%	36%	33%	32%	37%	27%	38%	39%	34%
My child is still in school	2%	2%	2%	2%	2%	1%	2%	2%	1%	2%	2%
Not relevant / cannot answer	1%	1%	0%	1%	1%	1%	0%	1%	0%	0%	1%
Number of responses	667	319	467	362	370	91	456	82	480	205	236

	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
Yes - child	38%	34%	32%	52%	25%	36%	34%	35%	34%	32%
Yes - adult	3%	3%	3%	0%	1%	2%	1%	3%	2%	4%
Yes - child AND adult	19%	30%	26%	8%	38%	22%	25%	23%	23%	27%
No	39%	31%	36%	38%	31%	37%	39%	35%	37%	36%
My child is still in school	2%	2%	2%	0%	4%	2%	2%	2%	2%	2%
Not relevant / cannot answer	0%	1%	1%	2%	1%	0%	1%	1%	1%	0%
Number of responses	303	233	589	61	84	501	171	202	145	138

Table 41 - How are you feeling about homeschooling this week? 08/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
1. I cannot do it at all	3%	3%	3%	3%	3%	6%	2%	8%	2%	1%	5%
2	3%	4%	3%	3%	3%	3%	3%	4%	3%	3%	3%
3	8%	7%	9%	7%	10%	13%	7%	12%	8%	9%	9%
4	8%	8%	7%	7%	8%	11%	7%	4%	8%	7%	8%
5	15%	14%	16%	14%	18%	16%	15%	18%	15%	12%	18%
6	9%	9%	9%	10%	7%	5%	10%	8%	9%	8%	11%
7	13%	15%	12%	14%	13%	11%	13%	14%	13%	16%	10%
8	11%	12%	11%	13%	10%	12%	13%	8%	13%	12%	13%
9	6%	5%	6%	7%	6%	1%	7%	4%	6%	5%	6%
10. Certain I can do it	19%	17%	19%	19%	18%	19%	19%	18%	19%	22%	16%
Not relevant / cannot answer	4%	4%	4%	3%	4%	3%	3%	3%	3%	5%	2%
Number of responses	890	424	628	472	481	106	602	105	613	266	308
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
1. I cannot do it at all	1%	5%	3%	1%	6%	2%	3%	3%	5%	3%	
2	3%	2%	3%	3%	4%	3%	4%	2%	2%	5%	
3	7%	9%	8%	13%	9%	8%	8%	11%	8%	6%	
4	8%	8%	8%	6%	8%	7%	5%	9%	10%	8%	
5	13%	18%	16%	14%	22%	14%	13%	17%	17%	14%	
6	8%	12%	9%	6%	5%	10%	10%	8%	8%	11%	
7	15%	8%	13%	13%	10%	14%	18%	14%	8%	10%	
8	12%	13%	12%	12%	13%	12%	11%	11%	11%	13%	
9	6%	6%	6%	4%	5%	6%	8%	6%	6%	5%	
10. Certain I can do it	21%	16%	19%	23%	11%	20%	17%	17%	22%	21%	
Not relevant / cannot answer	4%	3%	4%	4%	6%	3%	4%	3%	4%	5%	
Number of responses	407	285	766	69	108	645	211	276	145	236	

Table 42 - How are you feeling about homeschooling this week? 22/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
1. I cannot do it at all	4%	5%	3%	4%	4%	5%	3%	6%	3%	3%	4%
2	5%	5%	4%	5%	5%	8%	4%	6%	4%	4%	6%
3	8%	7%	8%	8%	8%	10%	7%	9%	7%	6%	8%
4	8%	8%	7%	8%	8%	11%	7%	9%	8%	6%	8%
5	13%	12%	14%	13%	13%	13%	13%	16%	12%	13%	14%
6	9%	8%	8%	8%	10%	7%	10%	8%	10%	10%	8%
7	12%	11%	14%	12%	12%	10%	12%	9%	13%	13%	10%
8	11%	12%	11%	12%	11%	11%	11%	11%	11%	13%	11%
9	5%	5%	5%	4%	5%	3%	5%	5%	5%	5%	4%
10. Certain I can do it	19%	19%	19%	21%	16%	14%	21%	13%	20%	20%	19%
Not relevant / cannot answer	7%	7%	7%	6%	8%	8%	7%	7%	7%	5%	8%
Number of responses	1156	603	769	647	668	175	887	174	890	404	478
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
1. I cannot do it at all	3%	4%	4%	3%	4%	3%	5%	3%	4%	2%	
2	5%	5%	5%	4%	6%	5%	4%	6%	3%	5%	
3	7%	8%	8%	4%	8%	7%	8%	9%	8%	6%	
4	8%	7%	8%	7%	10%	8%	8%	8%	7%	8%	
5	11%	16%	13%	10%	16%	12%	12%	11%	13%	17%	
6	9%	9%	9%	7%	11%	9%	10%	10%	8%	7%	
7	13%	11%	11%	16%	10%	12%	11%	14%	10%	12%	
8	12%	10%	11%	10%	8%	12%	9%	13%	13%	9%	
9	5%	3%	5%	4%	1%	5%	5%	4%	5%	5%	
10. Certain I can do it	20%	19%	19%	25%	15%	20%	22%	17%	19%	19%	
Not relevant / cannot answer	6%	8%	6%	11%	10%	6%	6%	5%	9%	10%	
Number of responses	613	437	1033	101	157	929	341	336	195	245	

Table 43 - How are you feeling about homeschooling this week? 01/03/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
1. I cannot do it at all	4%	5%	4%	5%	4%	9%	3%	7%	3%	4%	6%
2	3%	3%	3%	3%	4%	6%	2%	7%	3%	2%	5%
3	6%	8%	6%	6%	7%	8%	6%	7%	6%	8%	6%
4	6%	6%	6%	5%	7%	7%	6%	8%	6%	6%	7%
5	12%	11%	12%	13%	11%	13%	12%	14%	12%	9%	13%
6	8%	6%	9%	6%	9%	8%	8%	8%	8%	10%	6%
7	12%	12%	12%	13%	11%	10%	13%	7%	13%	14%	10%
8	11%	12%	12%	12%	12%	11%	11%	10%	12%	12%	11%
9	6%	6%	6%	5%	7%	8%	6%	5%	6%	6%	7%
10. Certain I can do it	23%	22%	23%	25%	21%	13%	26%	20%	24%	23%	23%
Not relevant / cannot answer	8%	9%	7%	7%	8%	8%	8%	7%	7%	7%	8%
Number of responses	1160	603	777	680	657	168	919	166	925	425	484
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
1. I cannot do it at all	4%	4%	5%	2%	8%	4%	3%	5%	5%	3%	
2	2%	5%	4%	1%	5%	3%	4%	4%	3%	4%	
3	7%	6%	6%	9%	8%	6%	8%	5%	4%	7%	
4	6%	5%	6%	5%	6%	6%	5%	7%	7%	5%	
5	11%	13%	12%	9%	14%	11%	12%	11%	13%	12%	
6	8%	8%	8%	11%	7%	8%	8%	8%	6%	10%	
7	12%	13%	12%	11%	5%	13%	13%	12%	11%	11%	
8	11%	11%	11%	11%	10%	12%	10%	13%	12%	11%	
9	7%	6%	6%	3%	4%	6%	7%	5%	5%	7%	
10. Certain I can do it	25%	20%	23%	26%	17%	24%	23%	23%	26%	22%	
Not relevant / cannot answer	8%	8%	7%	10%	15%	7%	7%	7%	9%	10%	
Number of responses	635	445	1049	97	155	964	345	349	192	238	

Table 44 - Thinking about your own job, at which times of day do you typically work at the moment? 08/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Weekday daytime	60%	58%	63%	58%	59%	43%	63%	40%	64%	73%	52%
Weekday evenings	30%	31%	30%	29%	32%	25%	32%	16%	33%	45%	20%
Weekday nights	13%	16%	11%	15%	12%	11%	14%	9%	14%	18%	10%
Weekend daytime	20%	20%	20%	21%	19%	17%	21%	17%	21%	24%	18%
Weekend evenings	12%	13%	12%	13%	11%	11%	12%	10%	12%	17%	9%
Weekend nights	6%	7%	5%	6%	4%	7%	6%	4%	6%	9%	5%
I do not have a job	20%	22%	18%	22%	20%	31%	17%	42%	15%	11%	23%
Not relevant / cannot answer	10%	10%	11%	10%	12%	16%	9%	10%	10%	6%	14%
Number of responses	890	424	628	472	481	106	602	105	613	266	308
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Weekday daytime	69%	49%	57%	87%	52%	62%	69%	63%	61%	50%	
Weekday evenings	39%	20%	29%	42%	15%	33%	40%	37%	30%	14%	
Weekday nights	17%	8%	12%	20%	11%	13%	17%	12%	14%	8%	
Weekend daytime	24%	16%	19%	28%	16%	20%	25%	19%	20%	17%	
Weekend evenings	15%	9%	11%	20%	7%	13%	18%	14%	10%	8%	
Weekend nights	8%	3%	5%	12%	4%	6%	7%	7%	6%	4%	
I do not have a job	14%	26%	21%	6%	31%	17%	11%	16%	19%	31%	
Not relevant / cannot answer	5%	17%	11%	3%	14%	10%	8%	11%	13%	11%	
Number of responses	407	285	766	69	108	645	211	276	145	236	

Table 45 - Has your child read a book in the last 24 hours? Tick any that apply. 09/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
They read to themselves	44%	22%	60%	47%	41%	37%	46%	30%	48%	50%	42%
They read to an adult	41%	58%	29%	43%	39%	38%	42%	41%	43%	45%	40%
An adult read to them	36%	54%	24%	36%	37%	34%	38%	31%	37%	47%	33%
No	13%	9%	16%	11%	15%	13%	12%	22%	10%	8%	16%
Don't know	0%	1%	0%	1%	0%	0%	1%	1%	0%	0%	0%
Not relevant / cannot answer	0%	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%
Number of responses	1297	528	769	630	609	140	934	162	940	415	467
		Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
They read to themselves		50%	38%	43%	55%	37%	46%	47%	44%	44%	42%
They read to an adult		43%	42%	41%	35%	35%	42%	42%	40%	38%	42%
An adult read to them		43%	30%	35%	45%	28%	38%	41%	35%	36%	31%
No		8%	18%	14%	9%	20%	11%	11%	15%	14%	14%
Don't know		0%	1%	1%	0%	2%	0%	1%	1%	0%	0%
Not relevant / cannot answer		0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Number of responses		616	443	1142	119	144	1024	380	362	219	302

Table 46 - Has your child read a book in the last 24 hours? Tick any that apply. 03/03/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
They read to themselves	49%	28%	63%	52%	46%	41%	50%	43%	50%	52%	46%
They read to an adult	40%	58%	27%	42%	38%	37%	40%	32%	42%	42%	39%
An adult read to them	39%	58%	26%	38%	42%	36%	41%	33%	40%	46%	36%
No	13%	10%	16%	12%	15%	16%	13%	17%	13%	11%	15%
Don't know	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%	2%
Not relevant / cannot answer	0%	0%	1%	0%	1%	2%	0%	2%	0%	0%	0%
Number of responses	1497	625	872	765	718	180	1234	229	1194	554	631
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
They read to themselves	53%	42%	48%	57%	37%	50%	53%	46%	48%	48%	
They read to an adult	40%	41%	40%	38%	33%	42%	43%	37%	40%	37%	
An adult read to them	47%	31%	39%	48%	33%	41%	45%	41%	37%	32%	
No	11%	16%	14%	11%	19%	13%	11%	15%	15%	14%	
Don't know	1%	2%	1%	1%	2%	1%	1%	1%	1%	2%	
Not relevant / cannot answer	0%	1%	0%	1%	1%	0%	0%	0%	1%	0%	
Number of responses	835	564	1350	134	183	1263	463	462	241	280	

Table 47 - Thinking about the last piece of feedback your child received from a teacher, was it... 09/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
General praise and encouragement	87%	89%	86%	89%	86%	78%	89%	83%	88%	88%	89%
Information about how to improve in future	25%	19%	29%	24%	25%	24%	26%	19%	27%	34%	19%
A grade	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%
They haven't received feedback	4%	3%	4%	3%	4%	7%	3%	6%	3%	3%	5%
I don't know	2%	2%	3%	3%	2%	6%	2%	3%	2%	2%	2%
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not relevant / cannot answer	0%	1%	0%	1%	0%	1%	0%	1%	1%	0%	0%
Number of responses	1297	528	769	630	609	140	934	162	940	415	467
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
General praise and encouragement	86%	91%	88%	82%	81%	88%	89%	87%	83%	88%	
Information about how to improve in future	29%	19%	25%	29%	20%	26%	29%	22%	28%	20%	
A grade	1%	1%	1%	1%	1%	1%	1%	1%	0%	0%	
They haven't received feedback	4%	4%	4%	4%	8%	3%	3%	4%	6%	3%	
I don't know	3%	2%	2%	8%	3%	2%	1%	4%	2%	3%	
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Not relevant / cannot answer	1%	0%	0%	2%	1%	0%	1%	1%	0%	0%	
Number of responses	616	443	1142	119	144	1024	380	362	219	302	

Table 48 - Did any of the following technological problems happen whilst homelearning yesterday? 10/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Problems with OUR internet connectivity	15%	14%	17%	15%	16%	17%	15%	21%	14%	14%	18%
Problems with teacher's internet connectivity	9%	10%	8%	11%	8%	5%	10%	9%	10%	10%	7%
Problems with the laptop/tablet/mobile a child was using for learning	9%	7%	11%	9%	9%	12%	8%	13%	8%	6%	11%
Problems with printing materials	11%	11%	12%	12%	11%	18%	11%	15%	11%	11%	13%
Problems accessing school platform (e.g. google classroom or Teams)	5%	3%	6%	5%	5%	6%	5%	5%	5%	5%	5%
Problems accessing educational websites	4%	4%	4%	3%	5%	2%	4%	3%	4%	4%	4%
My children didn't use any technology yesterday	2%	3%	1%	1%	3%	3%	2%	6%	1%	2%	3%
No technology problems	55%	55%	54%	56%	52%	48%	56%	47%	56%	57%	51%
My child is still in school	5%	6%	5%	4%	6%	6%	5%	3%	5%	5%	6%
Not relevant / cannot answer	2%	1%	2%	1%	2%	1%	2%	2%	2%	1%	2%
Number of responses	975	492	664	548	550	139	713	129	729	327	367
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Problems with OUR internet connectivity	14%	19%	15%	13%	21%	15%	11%	17%	18%	16%	
Problems with teacher's internet connectivity	9%	10%	9%	9%	4%	10%	11%	12%	8%	4%	
Problems with the laptop/tablet/mobile a child was using for learning	8%	10%	9%	4%	14%	8%	7%	8%	12%	10%	
Problems with printing materials	13%	11%	11%	13%	12%	12%	13%	11%	12%	8%	
Problems accessing school platform (e.g. google classroom or Teams)	5%	5%	5%	4%	2%	5%	4%	6%	6%	5%	
Problems accessing educational websites	5%	2%	4%	1%	4%	4%	4%	4%	4%	2%	
My children didn't use any technology yesterday	2%	3%	2%	3%	4%	2%	1%	1%	3%	5%	
No technology problems	56%	51%	55%	53%	51%	56%	58%	53%	54%	57%	
My child is still in school	5%	5%	5%	7%	7%	5%	5%	7%	4%	3%	
Not relevant / cannot answer	1%	3%	2%	1%	1%	2%	2%	2%	1%	1%	
Number of responses	491	349	867	89	127	772	284	304	157	207	

Table 49 - Thinking about the last LIVE maths lesson your child had, was it... 10/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Teacher and class working online for the entire lesson	13%	12%	13%	15%	12%	17%	13%	13%	14%	14%	12%
A live intro from the teacher > children working independently AND teacher available online	11%	7%	14%	11%	12%	14%	11%	19%	10%	8%	12%
A live intro from the teacher > children working independently	11%	10%	11%	10%	11%	9%	10%	8%	10%	13%	6%
They do not have live maths lessons	56%	62%	53%	58%	55%	46%	59%	51%	57%	57%	60%
I don't know	1%	1%	2%	1%	1%	3%	1%	1%	1%	1%	1%
My child is still in school	5%	5%	5%	4%	6%	8%	5%	5%	5%	5%	6%
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not relevant / cannot answer	2%	3%	2%	2%	3%	3%	2%	2%	2%	2%	2%
Number of responses	1295	533	762	631	626	153	977	168	983	448	475
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Teacher and class working online for the entire lesson	12%	14%	13%	13%	13%	13%	17%	10%	13%	13%	
A live intro from the teacher > children working independently AND teacher available online	9%	14%	11%	11%	13%	11%	8%	9%	10%	19%	
A live intro from the teacher > children working independently	11%	9%	11%	9%	13%	11%	15%	12%	7%	5%	
They do not have live maths lessons	59%	54%	57%	55%	50%	57%	53%	60%	60%	52%	
I don't know	1%	1%	1%	4%	2%	1%	1%	1%	1%	2%	
My child is still in school	5%	5%	5%	4%	9%	4%	3%	6%	6%	5%	
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	
Not relevant / cannot answer	2%	2%	2%	3%	1%	2%	2%	1%	2%	4%	
Number of responses	659	460	1153	119	152	1050	388	384	217	273	

Table 50 - Some people are worried about children "catching up" following lockdown. Which of these would you like for your children? 10/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Longer school day with more lessons from their normal teachers	16%	16%	16%	18%	15%	13%	16%	16%	16%	20%	14%
Longer school day with charities and volunteers running out-of-hours classes/extra-curricular activities	7%	8%	6%	7%	7%	5%	7%	11%	6%	9%	7%
A longer term / shorter holidays	29%	30%	28%	29%	29%	34%	28%	35%	28%	31%	28%
Summer school / holiday catch up classes	22%	23%	23%	22%	23%	32%	19%	26%	21%	25%	23%
An increased focus on socialisation and mental wellbeing	53%	53%	54%	54%	52%	64%	52%	47%	55%	57%	54%
Shorter school day	3%	3%	3%	3%	3%	4%	2%	2%	2%	2%	2%
A shorter term / longer holidays	2%	2%	2%	2%	2%	4%	2%	2%	2%	1%	2%
None of these	21%	22%	20%	21%	20%	10%	24%	22%	21%	20%	22%
Not relevant / cannot answer	1%	1%	1%	1%	1%	1%	1%	2%	1%	1%	0%
Number of responses	975	492	664	548	550	139	713	129	729	327	367
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Longer school day with more lessons from their normal teachers	18%	14%	14%	31%	15%	17%	18%	14%	15%	16%	
Longer school day with charities and volunteers running out-of-hours classes/ extra-curricular activities	7%	7%	7%	8%	13%	6%	9%	6%	8%	7%	
A longer term / shorter holidays	27%	32%	28%	39%	35%	27%	31%	28%	30%	28%	
Summer school / holiday catch up classes	22%	21%	21%	27%	29%	20%	20%	21%	25%	22%	
An increased focus on socialisation and mental wellbeing	58%	50%	53%	55%	47%	54%	54%	59%	50%	44%	
Shorter school day	3%	2%	2%	4%	2%	3%	1%	4%	3%	1%	
A shorter term / longer holidays	3%	1%	2%	2%	0%	2%	2%	2%	3%	1%	
None of these	20%	23%	22%	12%	20%	22%	20%	21%	24%	23%	
Not relevant / cannot answer	1%	1%	1%	0%	1%	1%	0%	1%	0%	2%	
Number of responses	491	349	867	89	127	772	284	304	157	207	

Table 51 - If a teacher set your child a writing task to complete on their own, how many minutes would they do it for? 11/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
They would not do it	7%	10%	5%	5%	9%	19%	5%	7%	7%	6%	7%
Under 1 minute	2%	3%	1%	1%	3%	2%	2%	3%	2%	3%	2%
1-2 minutes	3%	7%	1%	4%	3%	4%	4%	2%	4%	4%	3%
2-5 minutes	9%	16%	5%	9%	10%	9%	10%	8%	10%	10%	9%
5-10 minutes	17%	20%	15%	17%	16%	15%	17%	15%	17%	16%	17%
10-20 minutes	26%	24%	27%	25%	26%	21%	27%	27%	25%	28%	24%
20-60 minutes	27%	14%	36%	32%	23%	18%	29%	26%	28%	29%	28%
Over an hour	5%	2%	7%	5%	5%	8%	5%	9%	5%	3%	6%
Not relevant / cannot answer	4%	4%	3%	2%	5%	4%	3%	3%	3%	2%	3%
Number of responses	1443	599	844	697	676	165	1052	203	1040	467	534
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
They would not do it	7%	5%	7%	6%	8%	7%	9%	6%	7%	7%	
Under 1 minute	2%	2%	2%	1%	4%	2%	3%	1%	2%	1%	
1-2 minutes	4%	4%	3%	3%	4%	3%	4%	3%	5%	2%	
2-5 minutes	11%	8%	10%	8%	8%	10%	9%	10%	8%	8%	
5-10 minutes	15%	19%	17%	15%	14%	17%	17%	20%	17%	14%	
10-20 minutes	27%	23%	25%	31%	24%	26%	23%	29%	25%	24%	
20-60 minutes	27%	30%	27%	26%	31%	28%	28%	23%	26%	33%	
Over an hour	4%	6%	5%	6%	4%	5%	5%	4%	4%	8%	
Not relevant / cannot answer	2%	4%	3%	5%	4%	3%	3%	4%	5%	4%	
Number of responses	698	507	1262	140	166	1127	432	435	241	300	

Table 52 - How confident do you feel in supporting your children's home learning? 12/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Very confident	16%	15%	17%	17%	15%	12%	18%	13%	17%	20%	14%
Quite confident	50%	50%	49%	50%	50%	42%	53%	44%	53%	53%	50%
Not so confident	24%	25%	24%	24%	23%	29%	21%	28%	21%	21%	24%
Very unconfident	6%	6%	6%	6%	7%	14%	5%	10%	6%	4%	9%
My child is still in school	3%	3%	3%	2%	4%	4%	3%	4%	3%	2%	4%
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Not relevant / cannot answer	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Number of responses	1182	624	777	666	665	161	856	158	862	400	446
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Very confident	21%	10%	16%	23%	10%	18%	18%	15%	17%	17%	
Quite confident	53%	49%	51%	45%	47%	51%	51%	50%	49%	48%	
Not so confident	18%	28%	24%	20%	24%	23%	21%	24%	23%	26%	
Very unconfident	5%	9%	6%	10%	13%	5%	5%	8%	8%	5%	
My child is still in school	3%	4%	3%	3%	6%	3%	4%	3%	3%	3%	
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	
Not relevant / cannot answer	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Number of responses	585	423	1047	105	153	914	328	365	195	254	

Table 53 - How is your child coping with lockdown at the moment? 15/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
They seem very happy - more so than usual	6%	6%	6%	6%	7%	12%	6%	8%	6%	6%	8%
They seem to be no more or less happy than 'normal' times	38%	40%	36%	39%	36%	30%	39%	40%	37%	35%	36%
They seem to be a little less happy, but I'm not particularly worried	40%	38%	42%	40%	41%	35%	41%	32%	41%	40%	40%
They seem a lot less happy and I am worried about them	14%	13%	14%	13%	14%	18%	13%	14%	14%	16%	15%
They seem very unhappy indeed and I feel we might need support and advice	2%	2%	1%	2%	2%	5%	1%	4%	1%	2%	2%
Not relevant / cannot answer	0%	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%
Number of responses	1473	638	835	726	718	165	1177	204	1160	540	577
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
They seem very happy - more so than usual	6%	7%	6%	5%	8%	6%	8%	5%	5%	7%	
They seem to be no more or less happy than 'normal' times	35%	38%	37%	39%	36%	37%	41%	33%	41%	39%	
They seem to be a little less happy, but I'm not particularly worried	40%	40%	40%	47%	39%	40%	35%	44%	38%	43%	
They seem a lot less happy and I am worried about them	16%	13%	15%	9%	13%	14%	14%	16%	14%	8%	
They seem very unhappy indeed and I feel we might need support and advice	2%	1%	2%	0%	3%	1%	2%	1%	2%	2%	
Not relevant / cannot answer	0%	1%	0%	1%	1%	0%	0%	0%	0%	1%	
Number of responses	789	546	1326	124	173	1238	435	434	254	298	

Table 54 - Overall, do you feel your child was being set too much or too little homeschooling work each week? 16/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Far too much	5%	5%	4%	3%	6%	8%	4%	5%	5%	3%	6%
Slightly too much	20%	20%	21%	23%	18%	21%	20%	23%	20%	20%	21%
About right amount	58%	62%	54%	58%	58%	50%	60%	60%	58%	58%	58%
Slightly too little	9%	6%	11%	9%	8%	4%	10%	2%	10%	12%	7%
Far too little	2%	2%	2%	2%	2%	2%	2%	1%	2%	3%	1%
My child was still in school	5%	5%	6%	4%	7%	12%	5%	7%	5%	4%	6%
My child was not registered to attend school	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Not relevant / cannot answer	1%	1%	1%	0%	1%	1%	0%	2%	0%	0%	1%
Number of responses	1441	614	827	702	713	179	1149	203	1133	528	580
		Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
Far too much		5%	4%	5%	3%	5%	5%	5%	5%	5%	2%
Slightly too much		21%	20%	21%	19%	21%	20%	19%	21%	22%	19%
About right amount		55%	61%	58%	55%	53%	59%	59%	59%	53%	58%
Slightly too little		11%	7%	9%	12%	5%	10%	9%	9%	12%	7%
Far too little		2%	1%	2%	2%	1%	2%	2%	1%	1%	2%
My child was still in school		5%	6%	5%	9%	12%	4%	5%	4%	5%	9%
My child was not registered to attend school		0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Not relevant / cannot answer		0%	1%	1%	0%	2%	1%	0%	0%	2%	3%
Number of responses		765	560	1310	116	171	1201	426	425	241	304

Table 55 - In an ideal world, what sort of homeschooling activities would you like to see more of for your child next term? 16/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Live lessons	37%	34%	40%	39%	36%	35%	38%	29%	40%	46%	32%
Live lesson starter then work to be returned the same day	23%	19%	26%	24%	21%	18%	24%	14%	25%	29%	20%
Work set via email / learning platform to be returned the same day	9%	8%	10%	9%	10%	9%	9%	7%	10%	11%	9%
Extended project work	8%	6%	9%	9%	7%	10%	8%	11%	8%	10%	8%
Revision / practice exam question	3%	2%	4%	3%	3%	4%	3%	4%	3%	3%	3%
Online exercises, e.g. Hegarty maths	11%	10%	12%	10%	12%	8%	11%	10%	11%	13%	10%
Pre-recorded lessons from their teacher	18%	20%	17%	20%	17%	21%	18%	12%	20%	20%	20%
Pre-recorded lessons from another source, e.g. Oak National Academy	5%	5%	6%	5%	5%	6%	5%	1%	6%	7%	6%
Nothing, everything is perfect as it is	25%	29%	23%	25%	26%	22%	26%	32%	24%	21%	27%
Nothing, I'd prefer to see less work set overall	8%	10%	7%	8%	8%	13%	7%	8%	8%	7%	10%
My child is still in school / My child is not registered to attend school	7%	7%	7%	5%	8%	13%	5%	8%	6%	4%	7%
Not relevant / cannot answer	1%	2%	1%	0%	2%	2%	1%	2%	1%	1%	1%
Number of responses	1441	614	827	702	713	179	1149	203	1133	528	580

	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
Live lessons	40%	34%	36%	53%	39%	37%	41%	41%	35%	29%
Live lesson starter then work to be returned the same day	27%	17%	22%	37%	17%	24%	23%	25%	24%	18%
Work set via email / learning platform to be returned the same day	10%	8%	8%	16%	7%	10%	9%	10%	9%	8%
Extended project work	10%	6%	8%	8%	7%	8%	8%	8%	12%	5%
Revision / practice exam question	3%	3%	3%	5%	2%	3%	3%	4%	4%	2%
Online exercises, e.g. Hegarty maths	13%	9%	11%	13%	12%	11%	12%	10%	12%	10%
Pre-recorded lessons from their teacher	21%	17%	18%	21%	18%	19%	19%	21%	16%	17%
Pre-recorded lessons from another source, e.g. Oak National Academy	7%	4%	5%	6%	3%	6%	6%	5%	8%	3%
Nothing, everything is perfect as it is	23%	28%	26%	16%	23%	26%	27%	22%	26%	28%
Nothing, I'd prefer to see less work set overall	8%	9%	8%	7%	11%	8%	7%	9%	9%	6%
My child is still in school / My child is not registered to attend school	6%	8%	7%	5%	13%	5%	4%	5%	7%	12%
Not relevant / cannot answer	1%	2%	1%	3%	1%	1%	1%	2%	2%	2%
Number of responses	765	560	1310	116	171	1201	426	425	241	304

Table 56 – Does your child finds it easy to sit still at a table for half an hour? 19/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Agree	30%	19%	37%	36%	24%	10%	34%	29%	30%	32%	28%
Somewhat agree	30%	32%	29%	31%	30%	21%	32%	26%	32%	32%	28%
Somewhat disagree	18%	22%	16%	17%	20%	21%	17%	19%	18%	16%	19%
Disagree	21%	26%	18%	16%	27%	46%	16%	26%	20%	19%	24%
Not relevant / cannot answer	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Number of responses	1397	586	811	689	685	168	1142	208	1114	514	584
		Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
Agree		33%	27%	30%	33%	25%	31%	32%	28%	27%	32%
Somewhat agree		31%	31%	31%	30%	26%	31%	32%	30%	31%	29%
Somewhat disagree		16%	20%	18%	18%	23%	17%	16%	18%	18%	20%
Disagree		20%	23%	22%	17%	25%	21%	20%	23%	24%	19%
Not relevant / cannot answer		1%	0%	0%	2%	0%	0%	0%	1%	0%	0%
Number of responses		769	535	1265	115	173	1173	394	431	220	302

Table 57 - Thinking about the home-learning work set for your child last term, do you think they... 29/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Did everything set + more!	9%	9%	8%	10%	7%	3%	10%	8%	9%	9%	9%
Completed everything	29%	24%	33%	29%	29%	18%	32%	19%	32%	33%	25%
Kept up well, but couldn't do everything	32%	32%	31%	34%	30%	26%	33%	33%	32%	32%	32%
Had to prioritise certain tasks or subjects in order to generally keep up	14%	17%	11%	11%	16%	18%	13%	15%	13%	14%	14%
Struggled to keep up	6%	6%	6%	5%	6%	12%	4%	9%	5%	4%	7%
Were not able to keep up at all	4%	5%	4%	4%	4%	11%	4%	8%	4%	4%	6%
I don't know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
My child was still in school	6%	6%	6%	5%	7%	11%	5%	8%	6%	4%	7%
My child was not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not relevant / cannot answer	0%	1%	0%	0%	1%	1%	0%	1%	0%	0%	1%
Number of responses	1397	586	811	689	685	168	1142	208	1114	514	584
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Did everything set + more!	8%	9%	8%	10%	3%	9%	8%	7%	10%	10%	
Completed everything	30%	28%	29%	34%	20%	31%	33%	30%	27%	27%	
Kept up well, but couldn't do everything	32%	32%	32%	26%	25%	33%	29%	34%	31%	31%	
Had to prioritise certain tasks or subjects in order to generally keep up	14%	13%	13%	16%	18%	13%	15%	12%	14%	13%	
Struggled to keep up	5%	7%	6%	3%	9%	5%	6%	6%	4%	9%	
Were not able to keep up at all	3%	6%	4%	4%	13%	3%	4%	6%	5%	2%	
I don't know	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	
My child was still in school	7%	5%	6%	6%	10%	5%	5%	5%	8%	7%	
My child was not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Not relevant / cannot answer	0%	1%	0%	0%	1%	0%	1%	0%	0%	1%	
Number of responses	769	535	1265	115	173	1173	394	431	220	302	

Table 58 - Are you a member of a class WhatsApp group? 22/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Yes	38%	42%	36%	39%	37%	30%	40%	24%	41%	55%	26%
Yes, but I mute it	6%	9%	6%	8%	7%	4%	7%	4%	7%	8%	5%
No	55%	49%	58%	53%	54%	65%	52%	71%	51%	36%	68%
Not relevant / cannot answer	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Number of responses	1156	603	769	647	668	175	887	174	890	404	478
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Yes	47%	27%	40%	24%	31%	40%	49%	48%	26%	20%	
Yes, but I mute it	8%	5%	7%	2%	2%	7%	12%	4%	4%	5%	
No	44%	68%	53%	72%	68%	52%	38%	48%	70%	75%	
Not relevant / cannot answer	1%	0%	1%	2%	0%	1%	1%	1%	0%	1%	
Number of responses	613	437	1033	101	157	929	341	336	195	245	

Table 59 - How are you feeling about returning to homeschooling after the half term break? 22/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Rested & raring to go	10%	9%	10%	10%	9%	10%	10%	10%	10%	7%	12%
I'll get through it - the end is in sight	59%	60%	58%	59%	59%	53%	61%	54%	61%	67%	54%
Concerned about how we will cope again	19%	20%	20%	21%	18%	23%	18%	24%	19%	16%	22%
I've given up on home learning as the children will be back in school soon	2%	2%	2%	2%	2%	6%	1%	5%	1%	2%	3%
We haven't had a half term	1%	1%	1%	1%	1%	0%	1%	0%	1%	2%	0%
My child is still in school	7%	6%	7%	5%	8%	8%	7%	7%	7%	4%	9%
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not relevant / cannot answer	2%	2%	2%	1%	2%	1%	2%	1%	1%	1%	1%
Number of responses	1156	603	769	647	668	175	887	174	890	404	478
		Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
Rested & raring to go		8%	11%	10%	12%	16%	9%	8%	10%	11%	13%
I'll get through it - the end is in sight		62%	57%	59%	59%	43%	62%	65%	59%	54%	56%
Concerned about how we will cope again		20%	19%	20%	15%	25%	18%	18%	22%	19%	17%
I've given up on home learning as the children will be back in school soon		2%	2%	2%	0%	3%	2%	1%	2%	1%	2%
We haven't had a half term		1%	1%	1%	2%	1%	1%	1%	1%	1%	1%
My child is still in school		6%	9%	7%	7%	10%	6%	6%	4%	11%	9%
My child is not registered to attend school		0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
Not relevant / cannot answer		2%	1%	1%	5%	2%	2%	1%	2%	3%	2%
Number of responses		613	437	1033	101	157	929	341	336	195	245

Table 60 - How much school work do you think your child would choose to complete if you gave them a free choice about how much to do? 23/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
All of it!	8%	5%	10%	10%	5%	4%	8%	8%	7%	8%	8%
Most of it	24%	21%	26%	27%	21%	15%	26%	15%	26%	26%	20%
About half of it	19%	19%	19%	19%	18%	16%	19%	20%	18%	20%	16%
Less than half the work set	11%	13%	10%	12%	10%	9%	12%	10%	12%	11%	11%
Very little work at all	21%	23%	20%	20%	23%	21%	21%	21%	22%	21%	23%
None at all	17%	19%	15%	12%	22%	34%	14%	25%	15%	14%	21%
Not relevant / cannot answer	0%	1%	0%	0%	1%	2%	0%	0%	1%	0%	1%
Number of responses	1520	640	880	759	727	188	1220	233	1179	555	625
		Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
All of it!		8%	7%	7%	12%	7%	8%	8%	5%	9%	10%
Most of it		24%	24%	24%	26%	17%	25%	25%	25%	23%	24%
About half of it		19%	17%	18%	24%	13%	19%	18%	19%	20%	18%
Less than half the work set		12%	11%	11%	12%	14%	11%	12%	12%	10%	10%
Very little work at all		22%	19%	21%	21%	27%	20%	22%	21%	22%	21%
None at all		14%	21%	18%	4%	21%	16%	15%	17%	16%	17%
Not relevant / cannot answer		0%	1%	0%	1%	0%	1%	0%	1%	1%	0%
Number of responses		830	561	1365	129	196	1245	476	420	269	301

Table 61 - Do you feel that your child is currently improving in any of the following subjects? 23/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Maths - mental arithmetic	46%	51%	42%	44%	48%	38%	48%	44%	47%	50%	45%
Maths - written work	38%	42%	35%	39%	37%	40%	39%	33%	39%	41%	35%
English - reading	44%	60%	33%	44%	44%	38%	45%	44%	44%	47%	44%
English - writing	45%	57%	36%	46%	44%	36%	47%	43%	45%	48%	42%
Science	18%	19%	18%	19%	18%	17%	19%	18%	19%	19%	18%
None of the above	14%	10%	17%	14%	15%	21%	13%	10%	15%	16%	15%
I don't know	16%	9%	21%	17%	16%	15%	16%	20%	15%	13%	16%
Not relevant / cannot answer	2%	2%	1%	2%	2%	3%	1%	3%	1%	1%	2%
Number of responses	1520	640	880	759	727	188	1220	233	1179	555	625
		Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
Maths - mental arithmetic		49%	43%	44%	68%	35%	47%	49%	46%	45%	41%
Maths - written work		41%	35%	36%	53%	26%	40%	44%	34%	32%	39%
English - reading		45%	43%	43%	64%	38%	45%	47%	45%	42%	42%
English - writing		48%	42%	44%	56%	36%	46%	46%	43%	43%	48%
Science		20%	16%	17%	36%	15%	19%	19%	18%	20%	16%
None of the above		15%	14%	15%	7%	20%	14%	17%	16%	15%	8%
I don't know		14%	18%	16%	12%	22%	15%	12%	17%	22%	18%
Not relevant / cannot answer		1%	2%	2%	0%	1%	1%	1%	0%	3%	3%
Number of responses		830	561	1365	129	196	1245	476	420	269	301

Table 62 - How do you feel about your kids going back? 23/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Relieved	54%	58%	53%	54%	57%	51%	55%	42%	56%	64%	48%
I will miss them	32%	34%	32%	34%	30%	29%	34%	29%	33%	38%	29%
Happy for them	70%	72%	68%	70%	70%	64%	70%	63%	71%	72%	68%
Happy for me	27%	30%	25%	26%	29%	26%	27%	15%	30%	36%	22%
Worried I'll have to homeschool again in the near future	14%	16%	13%	13%	14%	23%	12%	15%	14%	16%	14%
Worried school won't be safe enough	18%	17%	19%	19%	17%	20%	19%	23%	18%	17%	20%
Worried their school experience will be negatively affected by Covid safety measures	13%	14%	13%	14%	13%	20%	12%	13%	14%	15%	13%
I won't be sending my kids back yet	1%	1%	1%	1%	0%	1%	1%	2%	0%	1%	0%
Not relevant / cannot answer	1%	1%	1%	1%	2%	2%	1%	2%	1%	0%	1%
Number of responses	1142	590	756	656	656	171	888	168	887	406	477
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Relieved	59%	48%	54%	52%	40%	56%	58%	55%	52%	45%	
I will miss them	33%	33%	33%	22%	23%	35%	36%	32%	30%	29%	
Happy for them	72%	67%	70%	64%	60%	71%	73%	68%	73%	64%	
Happy for me	32%	21%	27%	30%	13%	29%	30%	30%	25%	17%	
Worried I'll have to homeschool again in the near future	14%	15%	14%	22%	13%	15%	14%	15%	11%	15%	
Worried school won't be safe enough	19%	19%	18%	22%	21%	18%	16%	22%	16%	21%	
Worried their school experience will be negatively affected by Covid safety measures	15%	11%	13%	15%	12%	14%	15%	14%	9%	14%	
I won't be sending my kids back yet	0%	1%	1%	1%	1%	1%	0%	1%	1%	0%	
Not relevant / cannot answer	1%	1%	1%	3%	2%	1%	1%	1%	2%	1%	
Number of responses	616	431	1028	96	156	928	350	332	194	229	

Table 63 - Who supervised your child's home-schooling yesterday? 24/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Mostly me	62%	64%	60%	62%	62%	54%	63%	64%	61%	56%	63%
Mostly another adult	9%	8%	9%	9%	9%	8%	9%	9%	10%	11%	9%
Shared between myself and another adult	11%	10%	12%	12%	11%	7%	12%	8%	12%	16%	9%
No one has been supervising	3%	1%	5%	4%	2%	3%	3%	4%	3%	4%	2%
My child is still in school	13%	13%	12%	11%	14%	23%	11%	13%	12%	11%	14%
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not relevant / cannot answer	2%	2%	2%	2%	2%	4%	2%	4%	2%	2%	3%
Number of responses	1460	605	855	716	730	178	1194	223	1154	518	623
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Mostly me	58%	66%	65%	26%	63%	62%	63%	61%	57%	65%	
Mostly another adult	10%	8%	8%	22%	8%	9%	9%	9%	9%	9%	
Shared between myself and another adult	14%	8%	9%	30%	3%	13%	13%	14%	10%	7%	
No one has been supervising	3%	2%	3%	3%	4%	3%	5%	2%	2%	2%	
My child is still in school	13%	13%	12%	19%	18%	11%	10%	13%	17%	14%	
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	
Not relevant / cannot answer	2%	3%	3%	0%	4%	2%	1%	1%	5%	3%	
Number of responses	806	553	1314	129	181	1221	441	418	256	298	

Table 64 - Thinking about the last LIVE English lesson your child had, was it... 24/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Teacher and class working online for the entire lesson	16%	17%	15%	15%	17%	10%	16%	19%	15%	18%	13%
A live intro from the teacher > children working independently AND teacher available online	9%	5%	11%	8%	9%	12%	8%	11%	8%	7%	9%
A live intro from the teacher > children working independently	14%	10%	16%	14%	13%	14%	14%	13%	14%	16%	11%
They do not have live English lessons	48%	55%	44%	51%	46%	43%	50%	39%	50%	49%	52%
I don't know	2%	1%	3%	2%	2%	3%	2%	5%	2%	2%	2%
My child is still in school	8%	8%	9%	7%	10%	15%	7%	9%	8%	7%	8%
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not relevant / cannot answer	3%	4%	2%	2%	3%	3%	3%	3%	3%	2%	3%
Number of responses	1460	605	855	716	730	178	1194	223	1154	518	623
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Teacher and class working online for the entire lesson	16%	14%	16%	13%	18%	15%	18%	18%	11%	17%	
A live intro from the teacher > children working independently AND teacher available online	8%	10%	9%	9%	8%	9%	7%	7%	7%	13%	
A live intro from the teacher > children working independently	16%	10%	13%	15%	18%	13%	19%	17%	8%	7%	
They do not have live English lessons	49%	49%	49%	42%	36%	50%	46%	47%	54%	46%	
I don't know	2%	3%	2%	6%	4%	2%	2%	1%	2%	4%	
My child is still in school	8%	9%	8%	12%	13%	7%	7%	6%	14%	9%	
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Not relevant / cannot answer	2%	5%	3%	3%	3%	3%	1%	3%	4%	4%	
Number of responses	806	553	1314	129	181	1221	441	418	256	298	

Table 65 - How often are you finding it difficult to understand homeschooling tasks that are set for your children? 25/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Very often	2%	2%	2%	2%	2%	6%	2%	7%	1%	1%	3%
Quite often	6%	4%	8%	7%	5%	13%	5%	7%	6%	5%	7%
Sometimes	30%	24%	35%	31%	29%	38%	28%	34%	28%	25%	32%
Rarely	37%	40%	36%	39%	37%	20%	41%	28%	40%	42%	34%
Never	18%	23%	12%	16%	17%	17%	18%	15%	18%	20%	17%
My child is still in school	6%	7%	7%	5%	8%	6%	6%	7%	6%	5%	6%
My child is not registered to attend school	0%	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%
Not relevant / cannot answer	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Number of responses	1180	626	777	692	663	176	923	177	914	408	494
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Very often	1%	4%	2%	3%	7%	2%	2%	2%	4%	1%	
Quite often	5%	7%	6%	5%	5%	6%	4%	7%	6%	9%	
Sometimes	24%	35%	30%	20%	37%	28%	26%	33%	25%	34%	
Rarely	40%	36%	37%	49%	27%	40%	42%	36%	31%	37%	
Never	24%	10%	18%	15%	14%	18%	19%	18%	20%	13%	
My child is still in school	6%	6%	6%	7%	7%	6%	6%	4%	12%	7%	
My child is not registered to attend school	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	
Not relevant / cannot answer	1%	0%	1%	2%	1%	1%	1%	1%	1%	0%	
Number of responses	638	441	1052	109	147	976	364	354	201	223	

Table 66 - "Homeschooling is putting a strain on my relationship with others in the household" 25/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Strongly agree	14%	15%	14%	14%	14%	19%	13%	20%	13%	15%	13%
Agree	31%	32%	32%	32%	35%	31%	31%	24%	33%	36%	31%
Neutral	18%	18%	17%	18%	16%	16%	18%	16%	18%	16%	19%
Disagree	20%	18%	21%	21%	18%	19%	21%	20%	20%	20%	19%
Strongly disagree	9%	8%	8%	9%	8%	8%	9%	12%	8%	7%	11%
My child is still in school	6%	6%	7%	5%	8%	7%	6%	5%	6%	5%	6%
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not relevant / cannot answer	1%	2%	1%	1%	2%	1%	2%	4%	1%	0%	2%
Number of responses	1180	626	777	692	663	176	923	177	914	408	494
		Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
Strongly agree		14%	15%	14%	17%	14%	14%	15%	15%	11%	11%
Agree		32%	31%	32%	28%	25%	33%	33%	34%	29%	25%
Neutral		18%	18%	18%	11%	22%	17%	15%	21%	15%	22%
Disagree		20%	19%	20%	26%	14%	21%	22%	17%	20%	24%
Strongly disagree		8%	9%	9%	9%	12%	8%	9%	7%	9%	10%
My child is still in school		6%	6%	6%	8%	7%	6%	5%	4%	12%	7%
My child is not registered to attend school		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not relevant / cannot answer		1%	2%	1%	1%	6%	1%	1%	2%	1%	2%
Number of responses		638	441	1052	109	147	976	364	354	201	223

Table 67 - Do you need to do any of the following tasks whilst you are supporting your child's home learning? 26/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
My own paid work	56%	55%	56%	57%	55%	48%	59%	33%	61%	75%	46%
Look after young children	33%	44%	23%	32%	32%	35%	32%	46%	30%	32%	37%
Care for a relative	8%	6%	10%	8%	7%	12%	7%	13%	8%	6%	10%
Housework	80%	82%	79%	81%	78%	79%	80%	83%	80%	79%	82%
My own studying	15%	14%	16%	14%	15%	20%	13%	20%	13%	11%	19%
Something else that is a demand on my time	22%	20%	24%	23%	22%	20%	22%	29%	21%	20%	23%
My child is still in school	7%	8%	7%	6%	9%	9%	6%	7%	7%	5%	8%
My child is not registered to attend school	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	1%
Not relevant / cannot answer	2%	2%	2%	2%	2%	1%	2%	2%	2%	0%	2%
Number of responses	1190	629	787	678	682	180	910	168	922	414	497
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
My own paid work	67%	45%	55%	75%	41%	59%	67%	61%	53%	39%	
Look after young children	31%	35%	33%	30%	31%	33%	33%	28%	36%	36%	
Care for a relative	6%	10%	8%	8%	12%	8%	7%	6%	9%	13%	
Housework	79%	81%	81%	71%	73%	81%	77%	79%	82%	81%	
My own studying	16%	13%	15%	11%	20%	13%	10%	17%	14%	22%	
Something else that is a demand on my time	23%	22%	21%	23%	23%	22%	22%	23%	19%	22%	
My child is still in school	7%	7%	7%	13%	9%	6%	6%	7%	9%	8%	
My child is not registered to attend school	0%	1%	0%	0%	0%	0%	0%	0%	0%	1%	
Not relevant / cannot answer	1%	2%	2%	0%	5%	2%	2%	2%	1%	3%	
Number of responses	634	441	1064	102	150	974	353	369	196	232	

Table 68 - Do you feel that your child is currently getting worse in any of the following subjects? 26/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Maths - mental arithmetic	12%	8%	15%	14%	10%	16%	11%	14%	12%	12%	12%
Maths - written work	12%	8%	14%	12%	11%	16%	11%	13%	12%	14%	10%
English - reading	11%	11%	11%	10%	12%	16%	10%	14%	11%	11%	11%
English - writing	25%	20%	28%	21%	28%	33%	23%	24%	25%	27%	24%
Science	7%	4%	9%	6%	8%	9%	7%	11%	7%	8%	7%
None of the above	49%	55%	44%	50%	47%	37%	51%	46%	49%	50%	48%
I don't know	16%	15%	16%	16%	16%	19%	15%	21%	15%	12%	18%
Not relevant / cannot answer	2%	3%	2%	2%	3%	6%	2%	3%	2%	1%	3%
Number of responses	1610	686	924	794	773	196	1271	232	1246	577	660
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Maths - mental arithmetic	12%	12%	12%	9%	17%	11%	11%	14%	8%	15%	
Maths - written work	11%	12%	12%	11%	13%	12%	11%	13%	9%	13%	
English - reading	10%	13%	12%	8%	17%	10%	13%	9%	11%	12%	
English - writing	24%	25%	25%	21%	26%	24%	24%	26%	25%	24%	
Science	8%	6%	7%	8%	8%	7%	9%	6%	6%	7%	
None of the above	52%	44%	48%	63%	39%	50%	51%	47%	52%	46%	
I don't know	14%	19%	16%	14%	21%	15%	14%	15%	18%	17%	
Not relevant / cannot answer	1%	4%	2%	2%	5%	2%	2%	2%	3%	4%	
Number of responses	870	584	1439	140	191	1328	497	476	264	316	

Table 69 - Which of the following activities has your child taken part in over the past week? 27/02/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
A private tuition lesson related to academic work (e.g. a private maths tutor lesson)	6%	3%	8%	5%	6%	7%	6%	4%	6%	9%	3%
A private lesson for an extra-curricular activity (e.g. piano lesson)	9%	3%	14%	10%	8%	6%	10%	2%	11%	15%	5%
A group lesson for an extra-curricular activity (e.g. a drama class)	15%	13%	17%	20%	10%	8%	16%	7%	17%	23%	10%
A walk outside lasting at least 30 minutes	86%	89%	84%	85%	87%	84%	87%	79%	87%	89%	83%
A social video or phone call (e.g. with extended family or friends)	64%	63%	65%	67%	61%	51%	67%	52%	67%	68%	60%
None of the above	6%	6%	6%	5%	7%	7%	6%	11%	5%	5%	8%
Not relevant / cannot answer	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Number of responses	1478	621	857	729	723	184	1197	233	1151	545	617
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
A private tuition lesson related to academic work (e.g. a private maths tutor lesson)	7%	4%	6%	8%	4%	6%	7%	6%	9%	4%	
A private lesson for an extra-curricular activity (e.g. piano lesson)	14%	3%	9%	8%	2%	10%	13%	10%	7%	4%	
A group lesson for an extra-curricular activity (e.g. a drama class)	20%	8%	15%	20%	9%	16%	22%	16%	11%	5%	
A walk outside lasting at least 30 minutes	89%	84%	87%	83%	76%	88%	92%	85%	89%	76%	
A social video or phone call (e.g. with extended family or friends)	68%	60%	65%	63%	60%	65%	70%	64%	61%	61%	
None of the above	4%	9%	6%	9%	10%	6%	2%	7%	7%	10%	
Not relevant / cannot answer	0%	0%	0%	1%	1%	0%	0%	0%	0%	0%	
Number of responses	820	551	1337	125	182	1237	456	432	235	306	

Table 70 - Do you discuss home-learning tasks with other parents? 27/02/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Often	13%	16%	13%	14%	15%	10%	15%	11%	14%	15%	12%
Sometimes	41%	42%	40%	41%	41%	38%	41%	38%	42%	41%	41%
Rarely	27%	25%	29%	28%	26%	29%	27%	25%	28%	29%	28%
Never	14%	12%	14%	13%	13%	18%	13%	20%	13%	13%	15%
My child is still in school	4%	4%	4%	3%	4%	5%	3%	5%	3%	2%	4%
My child is not registered to attend school	0%	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%
Not relevant / cannot answer	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Number of responses	1110	577	740	631	647	168	872	169	864	404	464
		Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
Often		14%	12%	14%	8%	6%	15%	15%	12%	13%	13%
Sometimes		39%	43%	42%	29%	43%	41%	41%	45%	43%	35%
Rarely		29%	25%	27%	33%	27%	27%	25%	28%	26%	30%
Never		14%	15%	13%	24%	19%	13%	15%	13%	12%	17%
My child is still in school		4%	4%	3%	5%	5%	3%	4%	2%	5%	5%
My child is not registered to attend school		0%	0%	0%	0%	1%	0%	0%	0%	1%	0%
Not relevant / cannot answer		0%	0%	0%	1%	0%	0%	0%	0%	1%	0%
Number of responses		607	420	1005	92	141	924	333	340	178	223

Table 71 - Do you have enough working devices (e.g. laptop) and wifi/data in your household to meet the demands of the school work your children are being set?
01/03/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Yes	84%	82%	86%	83%	84%	75%	86%	74%	86%	91%	78%
No	11%	13%	10%	13%	11%	20%	9%	20%	9%	6%	16%
My child is still in school	5%	5%	4%	4%	5%	5%	4%	5%	4%	3%	6%
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Not relevant / cannot answer	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Number of responses	1160	603	777	680	657	168	919	166	925	425	484
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Yes	86%	82%	84%	89%	70%	87%	87%	88%	80%	79%	
No	10%	13%	11%	5%	17%	10%	10%	9%	15%	13%	
My child is still in school	5%	5%	4%	6%	12%	4%	4%	3%	5%	8%	
My child is not registered to attend school	0%	0%	0%	0%	1%	0%	0%	0%	1%	0%	
Not relevant / cannot answer	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	
Number of responses	635	445	1049	97	155	964	345	349	192	238	

Table 72 - "I am finding it straightforward to combine homeschooling support with other time commitments in my life at the moment" 01/03/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Strongly agree	6%	5%	7%	6%	6%	5%	7%	10%	6%	4%	7%
Somewhat agree	15%	15%	15%	16%	12%	11%	16%	14%	15%	13%	16%
Slightly agree	12%	12%	11%	11%	11%	10%	12%	12%	11%	10%	12%
Slightly disagree	11%	11%	10%	11%	11%	12%	11%	12%	11%	10%	13%
Somewhat disagree	22%	20%	22%	22%	21%	20%	22%	23%	22%	24%	19%
Strongly disagree	29%	31%	29%	29%	31%	36%	27%	21%	30%	35%	25%
My child is still in school	6%	6%	5%	5%	7%	7%	5%	6%	5%	4%	7%
Not relevant / cannot answer	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Number of responses	1160	603	777	680	657	168	919	166	925	425	484
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Strongly agree	5%	8%	7%	4%	8%	6%	4%	7%	9%	8%	
Somewhat agree	13%	17%	15%	11%	12%	15%	13%	14%	20%	16%	
Slightly agree	11%	12%	12%	10%	11%	11%	10%	10%	13%	15%	
Slightly disagree	9%	13%	11%	13%	9%	11%	12%	11%	10%	11%	
Somewhat disagree	21%	22%	21%	25%	16%	23%	23%	21%	17%	22%	
Strongly disagree	35%	22%	29%	27%	30%	29%	32%	33%	26%	20%	
My child is still in school	6%	6%	5%	9%	13%	4%	6%	4%	6%	7%	
Not relevant / cannot answer	0%	0%	0%	0%	1%	0%	0%	0%	0%	2%	
Number of responses	635	445	1049	97	155	964	345	349	192	238	

Table 73 - Thinking about the support offered to YOU by your child's school during lockdown, were you... 02/03/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Very satisfied	36%	40%	33%	35%	37%	40%	35%	41%	35%	34%	38%
Satisfied	50%	48%	51%	49%	50%	40%	51%	44%	51%	53%	47%
Dissatisfied	10%	8%	11%	11%	8%	14%	9%	10%	10%	10%	10%
Very Dissatisfied	3%	3%	3%	3%	3%	5%	3%	4%	3%	2%	3%
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not relevant / cannot answer	2%	2%	2%	1%	2%	1%	2%	2%	2%	2%	2%
Number of responses	1564	670	894	792	751	184	1278	236	1235	589	649
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Very satisfied	34%	37%	36%	33%	35%	36%	39%	33%	36%	38%	
Satisfied	49%	51%	50%	48%	47%	50%	47%	53%	47%	52%	
Dissatisfied	12%	7%	9%	12%	11%	10%	10%	10%	11%	8%	
Very Dissatisfied	2%	4%	2%	5%	6%	2%	3%	3%	4%	1%	
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Not relevant / cannot answer	2%	1%	2%	2%	2%	2%	2%	1%	1%	1%	
Number of responses	873	582	1403	145	187	1313	490	464	272	291	

Table 74 - Thinking about your child's home learning tasks yesterday, how much of the work do you think they understood? 02/03/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
All of it	26%	26%	25%	24%	27%	15%	28%	18%	28%	29%	24%
Most of it	41%	40%	41%	42%	39%	28%	43%	36%	42%	44%	36%
Some of it	15%	13%	17%	17%	14%	24%	13%	21%	14%	11%	18%
None of it	1%	1%	1%	1%	1%	4%	1%	2%	1%	1%	2%
I don't know	1%	1%	2%	1%	2%	5%	1%	2%	1%	1%	2%
My child is still in school	12%	14%	11%	11%	13%	18%	11%	14%	12%	11%	14%
My child is not registered to attend school	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not relevant / cannot answer	4%	4%	3%	3%	3%	5%	3%	7%	3%	3%	5%
Number of responses	1564	670	894	792	751	184	1278	236	1235	589	649
		Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
All of it		29%	22%	25%	31%	21%	27%	29%	25%	28%	20%
Most of it		40%	41%	41%	37%	34%	42%	42%	43%	36%	38%
Some of it		12%	18%	15%	13%	17%	15%	12%	15%	17%	19%
None of it		1%	1%	1%	1%	3%	1%	1%	1%	2%	2%
I don't know		1%	1%	1%	3%	1%	2%	1%	2%	1%	2%
My child is still in school		13%	12%	12%	14%	17%	11%	12%	9%	15%	15%
My child is not registered to attend school		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not relevant / cannot answer		3%	4%	4%	0%	9%	3%	3%	4%	2%	5%
Number of responses		873	582	1403	145	187	1313	490	464	272	291

Table 75 - To what extent do you think you were enthusiastic about home learning in front of your children yesterday? 02/03/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
I was very enthusiastic	10%	10%	8%	9%	9%	9%	11%	10%	10%	10%	9%
I was quite enthusiastic	37%	37%	37%	36%	36%	34%	38%	37%	37%	35%	37%
I wasn't enthusiastic but I wasn't negative	35%	34%	36%	37%	35%	33%	35%	30%	36%	37%	34%
I was quite negative	3%	3%	3%	3%	3%	4%	2%	3%	3%	3%	2%
I was very negative	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%
I wasn't responsible for home learning yesterday	10%	10%	10%	9%	11%	12%	9%	9%	10%	11%	10%
Not relevant / cannot answer	5%	6%	5%	5%	6%	6%	5%	10%	4%	3%	6%
Number of responses	1165	613	766	685	663	169	922	168	920	429	487
		Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
I was very enthusiastic		11%	9%	10%	9%	10%	10%	10%	12%	11%	6%
I was quite enthusiastic		35%	39%	37%	30%	34%	37%	36%	36%	37%	39%
I wasn't enthusiastic but I wasn't negative		34%	34%	35%	36%	28%	36%	38%	35%	32%	31%
I was quite negative		3%	3%	3%	4%	3%	3%	3%	3%	3%	2%
I was very negative		1%	1%	1%	2%	1%	1%	1%	1%	0%	1%
I wasn't responsible for home learning yesterday		11%	9%	9%	16%	11%	10%	8%	10%	10%	13%
Not relevant / cannot answer		5%	6%	5%	4%	13%	4%	5%	4%	7%	7%
Number of responses		638	443	1043	107	148	970	352	362	200	218

Table 76 - Thinking about home learning yesterday, how much time did your child spend in 'live' lessons? 04/03/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
None	47%	52%	43%	48%	45%	47%	46%	59%	45%	43%	52%
Less than 1 hour	26%	26%	27%	26%	28%	21%	28%	16%	29%	28%	25%
More than 1 hour but less than 3 hours	10%	6%	13%	10%	10%	9%	10%	7%	10%	12%	7%
More than 3 hours but less than 5 hours	1%	0%	1%	1%	1%	1%	1%	0%	1%	1%	1%
5 hours or more	0%	0%	1%	1%	0%	1%	0%	1%	0%	0%	0%
Don't know	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
My child is still in school	13%	14%	13%	13%	14%	20%	12%	14%	13%	14%	13%
Not relevant / cannot answer	2%	2%	2%	2%	2%	2%	2%	2%	2%	1%	2%
Number of responses	1478	632	846	754	703	175	1215	215	1183	552	624
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
None	41%	54%	47%	39%	47%	47%	40%	44%	52%	55%	
Less than 1 hour	27%	25%	27%	28%	20%	28%	37%	23%	24%	18%	
More than 1 hour but less than 3 hours	12%	6%	10%	9%	9%	10%	9%	17%	7%	5%	
More than 3 hours but less than 5 hours	1%	0%	1%	1%	2%	1%	1%	1%	2%	1%	
5 hours or more	0%	1%	0%	1%	0%	1%	0%	0%	0%	1%	
Don't know	1%	0%	0%	0%	0%	0%	0%	0%	1%	1%	
My child is still in school	15%	12%	13%	20%	20%	12%	13%	13%	14%	15%	
Not relevant / cannot answer	2%	2%	2%	2%	2%	2%	1%	2%	0%	5%	
Number of responses	837	555	1335	128	186	1241	466	435	249	282	

Table 77 - So far, has your overall household income been affected by COVID-19? (Please think about your own sources of income, plus those of any partner you may have.) 06/03/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Yes, significantly affected already	18%	19%	20%	18%	18%	20%	18%	25%	17%	12%	22%
Yes, slightly affected already	27%	28%	27%	27%	30%	27%	27%	32%	26%	23%	32%
Not yet, but it may be affected in the future	11%	10%	10%	11%	10%	13%	11%	9%	12%	13%	10%
No	42%	41%	41%	42%	40%	35%	43%	30%	43%	52%	35%
Prefer not to say	2%	1%	2%	1%	1%	2%	1%	2%	1%	0%	0%
Not relevant / cannot answer	1%	1%	1%	1%	0%	2%	0%	2%	0%	0%	0%
Number of responses	1037	543	688	607	595	161	831	153	833	403	433
		Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
Yes, significantly affected already		15%	20%	18%	22%	20%	18%	21%	17%	15%	20%
Yes, slightly affected already		26%	31%	29%	17%	26%	27%	26%	28%	28%	28%
Not yet, but it may be affected in the future		13%	9%	10%	14%	11%	11%	11%	11%	13%	10%
No		45%	37%	41%	47%	41%	42%	41%	43%	42%	38%
Prefer not to say		1%	2%	2%	1%	2%	1%	2%	1%	2%	2%
Not relevant / cannot answer		0%	1%	1%	0%	1%	0%	0%	1%	1%	1%
Number of responses		583	400	929	96	133	874	307	340	158	201

Table 78 - Thinking back to your time supporting your child's homelearning, which subject(s) did you find it EASIEST to support? 08/03/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Maths - mental arithmetic	45%	50%	41%	44%	46%	30%	47%	40%	47%	49%	41%
Maths - written work	51%	53%	50%	50%	52%	37%	54%	49%	52%	55%	48%
English - reading	58%	59%	57%	60%	55%	46%	59%	53%	59%	57%	57%
English - writing	43%	41%	44%	46%	40%	33%	44%	45%	42%	43%	44%
Science	30%	26%	32%	30%	30%	25%	30%	25%	31%	29%	29%
None of the above	5%	5%	5%	5%	5%	12%	4%	7%	5%	3%	7%
I wasn't responsible for home learning support	4%	4%	4%	3%	4%	5%	4%	1%	4%	5%	3%
Not relevant / cannot answer	3%	3%	3%	2%	4%	7%	2%	5%	2%	2%	3%
Number of responses	1417	592	825	722	685	171	1182	211	1147	559	602
		Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
Maths - mental arithmetic		48%	43%	44%	59%	36%	47%	48%	47%	45%	35%
Maths - written work		55%	48%	50%	62%	45%	52%	51%	54%	46%	50%
English - reading		58%	58%	59%	46%	44%	60%	60%	56%	55%	58%
English - writing		41%	46%	44%	28%	37%	44%	41%	43%	41%	49%
Science		31%	28%	30%	33%	28%	30%	32%	32%	25%	28%
None of the above		4%	6%	5%	4%	12%	4%	4%	5%	7%	6%
I wasn't responsible for home learning support		5%	3%	4%	6%	2%	4%	2%	5%	5%	3%
Not relevant / cannot answer		2%	3%	3%	2%	7%	2%	2%	3%	3%	4%
Number of responses		820	531	1276	127	180	1201	444	437	222	272

Table 79 - Thinking back to your time supporting your child's homelearning, which subject(s) did you find it HARDEST to support? 08/03/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Maths - mental arithmetic	25%	17%	31%	28%	22%	32%	24%	35%	24%	20%	31%
Maths - written work	20%	13%	25%	22%	18%	25%	19%	22%	20%	17%	22%
English - reading	10%	12%	8%	9%	10%	13%	9%	12%	9%	8%	12%
English - writing	36%	37%	35%	32%	40%	35%	36%	29%	37%	37%	34%
Science	10%	9%	12%	10%	11%	14%	10%	12%	10%	9%	12%
None of the above	24%	30%	20%	26%	23%	15%	26%	22%	25%	27%	22%
I wasn't responsible for home learning support	4%	4%	4%	3%	4%	6%	3%	1%	4%	5%	3%
Not relevant / cannot answer	4%	5%	3%	3%	5%	8%	3%	9%	3%	2%	4%
Number of responses	1417	592	825	722	685	171	1182	211	1147	559	602
		Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
Maths - mental arithmetic		21%	31%	27%	9%	31%	24%	19%	24%	23%	39%
Maths - written work		17%	23%	21%	12%	28%	19%	20%	20%	21%	22%
English - reading		8%	12%	9%	12%	11%	9%	9%	8%	12%	11%
English - writing		39%	32%	35%	48%	34%	36%	41%	37%	34%	26%
Science		9%	13%	10%	14%	14%	10%	10%	11%	7%	13%
None of the above		25%	25%	25%	18%	23%	25%	24%	25%	27%	22%
I wasn't responsible for home learning support		4%	3%	3%	6%	1%	4%	2%	5%	5%	3%
Not relevant / cannot answer		3%	5%	4%	3%	10%	3%	3%	3%	4%	7%
Number of responses		820	531	1276	127	180	1201	444	437	222	272

Table 80 - On reflection, how satisfied were you with the quality of education your child received during lockdown, compared to when they were physically attending school?
09/03/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Very satisfied	29%	29%	29%	29%	29%	21%	30%	31%	28%	26%	32%
Satisfied	51%	52%	49%	51%	50%	48%	51%	51%	51%	53%	49%
Dissatisfied	12%	9%	13%	12%	12%	13%	11%	9%	12%	13%	9%
Very dissatisfied	2%	3%	2%	3%	2%	4%	2%	2%	3%	3%	2%
My child was still in school	6%	6%	6%	5%	6%	12%	5%	7%	6%	5%	7%
My child is not registered to attend school	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Not relevant / cannot answer	1%	1%	1%	0%	1%	1%	0%	1%	1%	0%	1%
Number of responses	1384	587	797	698	669	154	1176	198	1134	561	576
		Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile
Very satisfied		28%	30%	30%	21%	24%	30%	31%	27%	25%	32%
Satisfied		49%	52%	50%	54%	50%	50%	48%	53%	55%	45%
Dissatisfied		14%	8%	11%	14%	9%	12%	11%	13%	13%	10%
Very dissatisfied		2%	3%	2%	5%	4%	2%	3%	2%	1%	2%
My child was still in school		6%	6%	6%	5%	12%	5%	5%	5%	6%	9%
My child is not registered to attend school		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not relevant / cannot answer		0%	1%	1%	1%	2%	0%	1%	0%	0%	2%
Number of responses		814	514	1252	122	163	1180	436	432	224	248

Table 81 - Will adults in your household be tested? 09/03/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Yes, all adults in my household twice weekly	21%	19%	22%	22%	21%	21%	22%	25%	21%	21%	23%
Yes, all adults in my household but not twice weekly	9%	10%	8%	9%	8%	10%	8%	4%	9%	10%	8%
Yes, some adults in my household twice weekly	16%	15%	17%	17%	16%	13%	17%	7%	18%	16%	16%
Yes, some adults in my household but not twice weekly	11%	12%	9%	10%	11%	8%	11%	12%	10%	11%	12%
No	36%	37%	36%	37%	36%	38%	35%	44%	34%	36%	36%
Not relevant / cannot answer	8%	8%	8%	6%	8%	10%	7%	8%	7%	7%	6%
Number of responses	1034	544	685	603	591	144	853	144	846	410	434
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Yes, all adults in my household twice weekly	22%	20%	21%	22%	28%	20%	21%	19%	19%	29%	
Yes, all adults in my household but not twice weekly	9%	8%	9%	8%	8%	9%	8%	12%	6%	6%	
Yes, some adults in my household twice weekly	17%	15%	16%	18%	11%	17%	19%	14%	16%	13%	
Yes, some adults in my household but not twice weekly	10%	12%	11%	9%	11%	11%	11%	12%	8%	11%	
No	35%	37%	36%	35%	38%	36%	34%	34%	44%	34%	
Not relevant / cannot answer	7%	8%	8%	8%	5%	7%	7%	9%	7%	7%	
Number of responses	598	391	936	88	133	871	314	337	162	189	

Table 82 - Will children in your household be tested? 09/03/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Yes, all children in my household twice weekly	5%	2%	6%	5%	5%	6%	5%	7%	5%	4%	5%
Yes, all children in my household but not twice weekly	4%	5%	4%	5%	4%	5%	4%	4%	4%	4%	3%
Yes, some children in my household twice weekly	19%	10%	23%	16%	19%	20%	18%	15%	20%	18%	20%
Yes, some children in my household but not twice weekly	5%	4%	5%	5%	5%	6%	5%	8%	5%	4%	5%
No	60%	70%	55%	64%	58%	56%	61%	57%	59%	62%	62%
Not relevant / cannot answer	8%	8%	7%	5%	9%	8%	8%	8%	8%	7%	5%
Number of responses	1034	544	685	603	591	144	853	144	846	410	434
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Yes, all children in my household twice weekly	5%	4%	5%	8%	8%	4%	4%	5%	5%	6%	
Yes, all children in my household but not twice weekly	4%	4%	4%	3%	4%	4%	4%	5%	4%	4%	
Yes, some children in my household twice weekly	16%	22%	19%	10%	11%	20%	20%	16%	20%	17%	
Yes, some children in my household but not twice weekly	4%	6%	5%	3%	5%	5%	4%	7%	2%	7%	
No	63%	57%	59%	61%	62%	60%	61%	58%	62%	57%	
Not relevant / cannot answer	8%	7%	7%	14%	10%	7%	8%	8%	6%	8%	
Number of responses	598	391	936	88	133	871	314	337	162	189	

Table 83 - *IF* you had to go through home learning again, how would you prefer work was set? 10/03/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Live lessons	50%	42%	56%	52%	49%	46%	50%	52%	49%	52%	46%
Live lesson starter then work to be returned the same day	43%	39%	48%	44%	44%	38%	44%	35%	46%	52%	38%
Work set via email / learning platform to be returned the same day	37%	40%	36%	37%	38%	32%	38%	25%	39%	40%	36%
Extended project work	11%	11%	12%	11%	11%	18%	10%	13%	11%	10%	13%
Revision / practice exam question	5%	3%	6%	5%	4%	3%	5%	7%	4%	6%	4%
Online exercises, e.g. Hegarty maths / TT Rockstars	35%	32%	39%	33%	39%	34%	35%	31%	36%	42%	32%
Pre-recorded lessons from their teacher	42%	51%	38%	43%	42%	32%	44%	32%	44%	46%	41%
Pre-recorded lessons from another source, e.g. Oak National Academy	15%	14%	15%	14%	14%	12%	15%	13%	15%	16%	14%
Not relevant / cannot answer	3%	4%	2%	2%	4%	5%	3%	5%	3%	2%	4%
Number of responses	1021	528	687	607	582	152	834	150	830	401	437
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Live lessons	47%	53%	49%	58%	54%	49%	50%	54%	45%	46%	
Live lesson starter then work to be returned the same day	49%	36%	43%	50%	34%	45%	49%	44%	36%	39%	
Work set via email / learning platform to be returned the same day	41%	33%	37%	36%	25%	39%	35%	39%	38%	35%	
Extended project work	13%	9%	11%	7%	7%	11%	11%	12%	14%	8%	
Revision / practice exam question	5%	4%	4%	8%	2%	5%	5%	5%	2%	6%	
Online exercises, e.g. Hegarty maths / TT Rockstars	38%	32%	35%	34%	23%	37%	40%	36%	33%	26%	
Pre-recorded lessons from their teacher	49%	34%	42%	40%	26%	45%	49%	42%	45%	31%	
Pre-recorded lessons from another source, e.g. Oak National Academy	17%	12%	15%	9%	10%	16%	14%	18%	18%	5%	
Not relevant / cannot answer	3%	4%	3%	5%	7%	3%	1%	3%	3%	5%	
Number of responses	593	381	922	88	122	872	305	331	159	194	

Table 84 - Which of these Covid safety measures are you AWARE of in your childrens' classroom(s)? 11/03/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Ventilation - windows open or ventilation units	80%	80%	81%	80%	79%	75%	81%	77%	80%	81%	79%
Hand sanitiser dispensers	72%	70%	73%	71%	73%	72%	71%	71%	72%	70%	74%
Perspex screens in front of children's desks	0%	1%	0%	0%	1%	0%	1%	1%	0%	0%	1%
Partition screens between children's desks	1%	1%	1%	1%	1%	2%	1%	3%	1%	0%	2%
Desks separated and facing the front	38%	31%	43%	37%	39%	42%	37%	41%	38%	38%	37%
Trough-style hand washing basins with taps operated by pressing a button with your knee	4%	4%	3%	4%	3%	4%	4%	6%	3%	3%	4%
None of these	5%	5%	4%	4%	6%	3%	5%	4%	5%	4%	4%
Not relevant / cannot answer	5%	5%	5%	5%	4%	6%	4%	5%	5%	6%	4%
Number of responses	963	510	642	569	562	142	786	133	790	386	405
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Ventilation - windows open or ventilation units	77%	84%	81%	66%	80%	79%	83%	82%	67%	80%	
Hand sanitiser dispensers	70%	74%	73%	64%	70%	72%	75%	67%	67%	77%	
Perspex screens in front of children's desks	0%	1%	0%	0%	1%	0%	0%	0%	0%	1%	
Partition screens between children's desks	1%	1%	1%	1%	2%	0%	0%	1%	0%	2%	
Desks separated and facing the front	37%	40%	38%	39%	40%	37%	38%	44%	33%	32%	
Trough-style hand washing basins with taps operated by pressing a button with your knee	4%	4%	3%	3%	7%	3%	3%	3%	3%	6%	
None of these	6%	3%	5%	6%	4%	5%	3%	6%	7%	3%	
Not relevant / cannot answer	5%	4%	4%	14%	3%	5%	3%	6%	6%	5%	
Number of responses	562	363	864	88	123	818	294	319	145	174	

Table 85 - Which of these Covid safety measures do you EXPECT to be available in classrooms? 11/03/2021

	All	Family has child in YrR/KS1	Family has a child in KS2	Family has a girl at school	Family has a boy at school	Family has a child with SEND	Family has no child with SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
Ventilation - windows open or ventilation units	86%	86%	86%	86%	86%	84%	86%	77%	87%	88%	82%
Hand sanitiser dispensers	91%	91%	91%	91%	92%	92%	91%	91%	91%	91%	92%
Perspex screens in front of children's desks	2%	1%	2%	2%	2%	2%	2%	1%	2%	1%	1%
Partition screens between children's desks	4%	3%	4%	4%	3%	8%	3%	6%	3%	2%	5%
Desks separated and facing the front	48%	39%	55%	47%	50%	50%	48%	47%	49%	48%	49%
Trough-style hand washing basins with taps operated by pressing a button with your knee	12%	12%	11%	12%	11%	14%	11%	17%	10%	10%	13%
None of these	3%	3%	3%	3%	3%	5%	3%	2%	3%	2%	3%
Not relevant / cannot answer	1%	0%	1%	1%	1%	1%	1%	2%	0%	1%	0%
Number of responses	963	510	642	569	562	142	786	133	790	386	405
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
Ventilation - windows open or ventilation units	85%	86%	86%	86%	76%	88%	88%	88%	83%	80%	
Hand sanitiser dispensers	91%	92%	91%	93%	93%	91%	91%	92%	86%	94%	
Perspex screens in front of children's desks	1%	3%	2%	3%	4%	2%	1%	2%	2%	3%	
Partition screens between children's desks	2%	6%	4%	5%	7%	3%	2%	4%	3%	8%	
Desks separated and facing the front	49%	48%	48%	49%	47%	49%	46%	55%	43%	47%	
Trough-style hand washing basins with taps operated by pressing a button with your knee	11%	12%	11%	14%	21%	11%	11%	11%	10%	16%	
None of these	4%	2%	3%	2%	4%	3%	3%	2%	6%	2%	
Not relevant / cannot answer	1%	1%	0%	1%	2%	0%	0%	0%	1%	1%	
Number of responses	562	363	864	88	123	818	294	319	145	174	

Table 86 - Thinking back about the lockdown learning provision from your child's school, what do you think the school's main priority was? 12/03/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
To keep kids connected to the school & each other	25%	22%	26%	25%	24%	30%	24%	35%	23%	21%	29%
To keep kids learning	59%	60%	59%	60%	59%	53%	61%	52%	61%	60%	57%
To stop kids forgetting what they had already learnt	7%	9%	7%	7%	9%	7%	8%	5%	8%	10%	6%
To keep kids busy and motivated	6%	7%	6%	6%	7%	6%	6%	8%	6%	6%	7%
My child was not registered to attend school during lockdown	1%	1%	1%	1%	0%	2%	0%	1%	1%	1%	1%
Not relevant / cannot answer	2%	1%	2%	2%	1%	2%	1%	1%	1%	1%	1%
Number of responses	1326	556	770	653	654	159	1110	196	1073	519	564
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
To keep kids connected to the school & each other	23%	27%	25%	19%	26%	24%	22%	25%	28%	28%	
To keep kids learning	61%	58%	58%	71%	56%	60%	64%	57%	61%	55%	
To stop kids forgetting what they had already learnt	9%	6%	8%	5%	7%	8%	6%	7%	8%	8%	
To keep kids busy and motivated	6%	8%	7%	1%	9%	6%	6%	8%	3%	6%	
My child was not registered to attend school during lockdown	0%	1%	1%	0%	0%	1%	1%	0%	0%	1%	
Not relevant / cannot answer	2%	1%	1%	5%	1%	1%	1%	2%	0%	2%	
Number of responses	778	490	1189	123	140	1141	424	401	211	240	

Table 87 - Overall, how successful was home learning for your child? 12/03/2021

	All	Child in R/KS1	Child in KS2	Girl	Boy	Child has SEND	Child not SEND	Eligible for free school meals	Not eligible for free school meals	Household income over £50,000	Household income under £50,000
1. Very successful	19%	17%	20%	19%	18%	10%	20%	19%	19%	16%	20%
2	31%	29%	31%	34%	27%	26%	32%	24%	32%	33%	30%
3	26%	26%	26%	25%	28%	28%	26%	31%	26%	29%	23%
4	11%	13%	10%	10%	13%	6%	11%	10%	11%	11%	13%
5. Very unsuccessful	5%	5%	4%	4%	5%	14%	3%	9%	4%	3%	6%
My child was still in school during lockdown	8%	9%	8%	7%	9%	14%	7%	7%	8%	7%	8%
My child was not registered to attend school during lockdown	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Not relevant / cannot answer	0%	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%
Number of responses	1326	556	770	653	654	159	1110	196	1073	519	564
	Parent has a degree	Parent does not have a degree	Mother	Father	Single parent	Not a single parent	School in lowest FSM quartile	School in 2nd FSM quartile	School in 3rd FSM quartile	School in highest FSM quartile	
1. Very successful	18%	20%	19%	15%	16%	19%	20%	17%	17%	24%	
2	33%	29%	30%	34%	26%	32%	31%	33%	32%	25%	
3	27%	26%	26%	26%	20%	27%	26%	26%	24%	26%	
4	10%	12%	11%	10%	14%	11%	9%	12%	14%	10%	
5. Very unsuccessful	3%	7%	5%	4%	11%	4%	5%	5%	5%	4%	
My child was still in school during lockdown	9%	7%	8%	11%	13%	7%	7%	7%	9%	10%	
My child was not registered to attend school during lockdown	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Not relevant / cannot answer	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	
Number of responses	778	490	1189	123	140	1141	424	401	211	240	

Appendix B: Summary statistics for key outcome variables, by survey question

The following tables summarise the (mean) average, the standard error on the mean and the values at the 25th and 75th percentile of the distribution for each of the three learning outcome variables: `LearningSuccess`, `ChildMotivation`, `ParentCoping`. We report these statistics for the following groups:

1. The set of parent survey questions that related to home circumstances and that we refer to in the main body of the findings
2. The key demographic characteristics of the children, families and schools
3. The teacher survey questions, aggregated to school modal responses

Table 88 - Do you have enough working devices (e.g. laptop) and wifi/data in your household to meet the demands of the school work your children are being set?
01/03/2021

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Not enough working devices	126	-0.60	(0.11)	-1.58	0.33	161	-0.51	(0.08)	-1.30	0.20	154	-0.63	(0.09)	-1.57	0.22
Enough working devices	997	0.08	(0.03)	-0.51	0.69	1097	0.04	(0.03)	-0.63	0.79	1120	0.07	(0.03)	-0.62	0.79

Table 89 - Did any of the following technological problems happen whilst homelearning yesterday? 10/02/2021

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
No technology problems	480	0.08	(0.05)	-0.59	0.71	530	0.06	(0.04)	-0.66	0.85	525	0.14	(0.04)	-0.55	0.82
More than 2 technology problems	293	-0.04	(0.06)	-0.60	0.66	344	-0.04	(0.05)	-0.67	0.76	339	-0.15	(0.05)	-0.80	0.58
2 or less technology problems	34	-0.56	(0.21)	-1.42	0.38	33	-0.64	(0.19)	-1.27	0.01	35	-0.75	(0.19)	-1.51	0.01

Table 90 - "I am finding it straightforward to combine homeschooling support with other time commitments in my life at the moment" 01/03/2021

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Combining homeschooling with other commitments – struggling	598	-0.24	(0.04)	-0.87	0.42	677	-0.28	(0.04)	-1.02	0.44	682	-0.45	(0.04)	-1.12	0.20
Combining homeschooling with other commitments – OK	270	0.10	(0.05)	-0.43	0.73	288	0.06	(0.05)	-0.56	0.67	298	0.19	(0.05)	-0.27	0.74
Combining homeschooling with other commitments – easily	252	0.49	(0.05)	0.01	1.06	278	0.48	(0.05)	0.01	1.22	287	0.80	(0.05)	0.33	1.39

Table 91 - How often are you finding it difficult to understand homeschooling tasks that are set for your children? 25/02/2021

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Often finding difficult to understand homeschooling	106	-0.86	(0.10)	-1.46	0.03	119	-0.71	(0.10)	-1.67	0.19	119	-0.80	(0.09)	-1.67	0.13
Sometimes finding difficult to understand homeschooling	357	-0.17	(0.05)	-0.77	0.42	392	-0.15	(0.05)	-0.79	0.56	410	-0.20	(0.04)	-0.86	0.48
Rarely/never finding difficult to understand homeschooling	668	0.22	(0.04)	-0.35	0.86	711	0.13	(0.04)	-0.56	0.84	734	0.25	(0.04)	-0.48	0.97

Table 92 - How confident do you feel in supporting your children's home learning? 12/02/2021

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Very confident in supporting homelearning	167	0.75	(0.06)	0.32	1.37	197	0.59	(0.06)	0.19	1.30	184	0.83	(0.07)	0.23	1.51
Quite confident in supporting homelearning	539	0.13	(0.04)	-0.36	0.62	610	0.09	(0.04)	-0.58	0.79	597	0.16	(0.04)	-0.39	0.78
Not confident in supporting homelearning	232	-0.51	(0.06)	-1.17	0.12	274	-0.43	(0.06)	-1.11	0.21	261	-0.67	(0.05)	-1.25	-0.15
Very unconfident in supporting homelearning	65	-1.31	(0.12)	-2.01	-0.72	81	-1.09	(0.10)	-1.83	-0.65	78	-1.21	(0.09)	-1.86	-0.63

Table 93 - How confident do you feel in managing your children's behaviour and emotions? 02/04/2021

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Very unconfident in supporting behaviour	28	-0.82	(0.26)	-1.98	0.44	29	-0.93	(0.21)	-1.74	0.11	29	-1.05	(0.15)	-1.51	-0.67
Not confident in supporting behaviour	106	-0.28	(0.08)	-0.90	0.28	116	-0.28	(0.08)	-0.93	0.36	116	-0.61	(0.08)	-1.23	-0.11
Quite confident in supporting behaviour	260	0.11	(0.06)	-0.39	0.72	293	0.07	(0.05)	-0.56	0.83	286	0.21	(0.05)	-0.33	0.80
Very confident in supporting behaviour	101	0.42	(0.09)	-0.18	1.19	105	0.47	(0.09)	-0.05	1.30	105	0.62	(0.10)	-0.00	1.50

Table 94 - Are you a member of a class WhatsApp group? 22/02/2021

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Not member of class WhatsApp group	574	-0.02	(0.04)	-0.63	0.66	654	-0.01	(0.04)	-0.75	0.79	689	0.03	(0.04)	-0.65	0.76
Member of class WhatsApp group	511	-0.01	(0.04)	-0.62	0.62	563	-0.01	(0.04)	-0.66	0.76	604	-0.07	(0.04)	-0.77	0.72

Table 95 - Do you discuss home-learning tasks with other parents? 27/02/2021

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Never discusses homelearning with other parents	148	0.06	(0.09)	-0.54	0.71	171	0.04	(0.07)	-0.72	0.79	174	0.18	(0.08)	-0.50	0.99
Rarely discusses homelearning with other parents	347	0.05	(0.05)	-0.49	0.69	362	0.07	(0.05)	-0.56	0.77	366	0.07	(0.05)	-0.63	0.81
Sometimes discusses homelearning with other parents	452	0.00	(0.05)	-0.60	0.65	512	-0.01	(0.04)	-0.71	0.79	498	-0.05	(0.04)	-0.66	0.66
Often discusses homelearning with other parents	142	-0.16	(0.09)	-0.76	0.49	165	-0.13	(0.08)	-1.02	0.70	169	-0.22	(0.08)	-0.98	0.58

Table 96 - How much school work do you think your child would choose to complete if you gave them a free choice about how much to do? 23/02/2021

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Given free choice child would complete none of work set	190	-0.82	(0.08)	-1.60	0.12	209	-0.91	(0.07)	-1.67	-0.36	211	-0.60	(0.07)	-1.39	0.08
Given free choice child would complete under half/little of work set	355	-0.32	(0.04)	-0.84	0.27	398	-0.38	(0.04)	-0.98	0.25	406	-0.26	(0.04)	-0.78	0.32
Given free choice child would complete half of work set	216	0.15	(0.05)	-0.31	0.57	230	0.27	(0.04)	-0.24	0.79	229	0.13	(0.06)	-0.40	0.82
Given free choice child would complete most/all work set	361	0.63	(0.04)	0.12	1.13	388	0.70	(0.04)	0.32	1.27	395	0.51	(0.05)	-0.13	1.20

Table 97 - If your child's teacher(s) suggested an extra optional project, how likely would they be to do it? 04/02/2021

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Unlikely to do optional extra project	102	-0.68	(0.09)	-1.26	0.12	120	-0.58	(0.08)	-1.26	0.12	117	-0.50	(0.08)	-1.28	0.18
Possibly would do optional extra project (topic dependent)	176	0.00	(0.06)	-0.36	0.56	183	-0.14	(0.06)	-0.70	0.51	184	-0.06	(0.07)	-0.67	0.62
Likely to do optional extra project (topic dependent)	129	0.35	(0.07)	-0.29	0.95	141	0.35	(0.07)	-0.17	0.95	142	0.29	(0.07)	-0.29	0.89
Very likely to do optional extra project	88	0.53	(0.11)	-0.16	1.36	98	0.62	(0.10)	0.16	1.38	92	0.60	(0.12)	-0.02	1.54

Table 98 - If a teacher set your child a writing task to complete on their own, how many minutes would they do it for? 11/02/2021

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Would not complete independent writing task	67	-1.20	(0.12)	-1.94	-0.52	70	-1.23	(0.10)	-1.86	-0.67	72	-0.69	(0.12)	-1.55	-0.16
Spend less than 5 mins on independent writing task	137	-0.43	(0.09)	-1.04	0.34	155	-0.51	(0.08)	-1.28	0.18	156	-0.42	(0.09)	-1.24	0.45
Spend 5 to 20 mins on independent writing task	387	0.12	(0.05)	-0.46	0.74	432	0.13	(0.04)	-0.53	0.79	433	0.09	(0.05)	-0.59	0.81
Spend over 20 mins on independent writing task	336	0.20	(0.05)	-0.30	0.76	364	0.21	(0.05)	-0.45	0.93	352	0.12	(0.05)	-0.55	0.78

Table 99 - Your child finds it easy to sit at a table for half an hour. 19/02/2021

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Child finds it difficult to sit at table for over 30 mins	212	-0.64	(0.07)	-1.29	0.13	237	-0.72	(0.06)	-1.46	-0.01	235	-0.56	(0.07)	-1.40	0.19
Child finds it somewhat difficult to sit at table for over 30 mins	191	-0.28	(0.07)	-0.88	0.38	204	-0.36	(0.06)	-0.98	0.15	204	-0.31	(0.06)	-0.99	0.25
Child finds it relatively easy to sit at table for over 30 mins	317	0.05	(0.05)	-0.51	0.66	353	0.13	(0.04)	-0.40	0.75	352	0.13	(0.05)	-0.43	0.77
Child finds it easy to sit at table for over 30 mins	328	0.51	(0.05)	-0.03	1.09	358	0.61	(0.04)	0.19	1.25	363	0.39	(0.05)	-0.27	1.08

Table 100 - Thinking about home learning yesterday, how much time did your child spend in 'live' lessons? 04/03/2021

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Child spend no time in live lesson yesterday	592	-0.13	(0.04)	-0.80	0.55	614	-0.15	(0.04)	-0.93	0.62	606	-0.07	(0.04)	-0.77	0.69
Child spend some time in live lesson yesterday	474	0.16	(0.04)	-0.43	0.80	475	0.13	(0.04)	-0.54	0.79	475	0.06	(0.04)	-0.63	0.80

Table 101 - Think about the last piece of feedback your child received from a teacher, was it... 09/02/2021

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
No feedback received	23	-0.94	(0.24)	-1.35	-0.18	29	-0.66	(0.20)	-1.46	0.14	26	-0.86	(0.22)	-1.94	-0.20
Latest feedback received praise or grade	565	-0.00	(0.04)	-0.63	0.67	645	-0.00	(0.04)	-0.71	0.80	624	-0.01	(0.04)	-0.69	0.76
Latest feedback received improvement info	208	0.11	(0.07)	-0.49	0.74	242	0.13	(0.06)	-0.52	0.90	225	0.15	(0.06)	-0.56	0.82

Table 102 - Thinking about the last LIVE maths lesson your child had, was it... 10/02/20201

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
No part of maths lesson live	516	-0.13	(0.05)	-0.74	0.59	563	-0.15	(0.04)	-0.89	0.57	555	-0.10	(0.04)	-0.79	0.66
Live intro for maths lesson then teacher offline	92	0.07	(0.09)	-0.47	0.57	105	-0.15	(0.09)	-0.67	0.46	101	-0.09	(0.09)	-0.68	0.49
Live intro for maths lesson then teacher online	89	0.33	(0.10)	-0.28	1.03	105	0.32	(0.10)	-0.62	1.26	103	0.28	(0.10)	-0.34	1.09
Live maths for whole lesson	108	0.32	(0.10)	-0.33	1.00	131	0.25	(0.08)	-0.41	1.08	131	0.20	(0.09)	-0.64	1.01

Table 103 - Thinking about the last LIVE English lesson your child had, was it... 24/02/20201

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Live English for whole lesson	578	-0.04	(0.04)	-0.68	0.67	612	-0.08	(0.04)	-0.78	0.67	620	-0.02	(0.04)	-0.68	0.71
Live intro for English lesson then teacher online	161	0.02	(0.08)	-0.56	0.57	173	0.07	(0.07)	-0.55	0.69	182	0.04	(0.08)	-0.71	0.82
Live intro for English lesson then teacher offline	99	0.30	(0.09)	-0.25	0.88	112	0.34	(0.08)	-0.11	0.96	103	0.27	(0.08)	-0.17	0.76
No part of English lesson live	172	0.19	(0.08)	-0.40	0.87	184	0.03	(0.07)	-0.71	0.76	191	0.09	(0.08)	-0.66	0.82

Table 104 – Child special educational needs (SEND) status

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Child not SEND	1091	0.09	(0.03)	-0.46	0.71	1299	0.08	(0.03)	-0.62	0.81	1236	0.05	(0.03)	-0.63	0.77
Child has SEND	147	-0.47	(0.09)	-1.12	0.36	183	-0.40	(0.08)	-1.06	0.34	190	-0.23	(0.08)	-0.98	0.65

Table 105 - Child gender

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Girl	651	0.05	(0.04)	-0.53	0.67	778	0.10	(0.04)	-0.58	0.86	746	0.04	(0.04)	-0.66	0.80
Boy	615	-0.05	(0.04)	-0.70	0.63	762	-0.10	(0.04)	-0.80	0.67	720	-0.05	(0.04)	-0.71	0.67

Table 106 - Key Stage

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
R/KS1	536	-0.05	(0.04)	-0.68	0.61	649	-0.13	(0.04)	-0.91	0.64	613	-0.05	(0.04)	-0.74	0.69
KS2	741	0.04	(0.04)	-0.56	0.70	905	0.10	(0.03)	-0.57	0.85	867	0.04	(0.03)	-0.64	0.76

Table 107 – School free school meals (FSM) quartile

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
FSM Quartile 1 (affluent)	416	0.04	(0.05)	-0.65	0.75	479	0.01	(0.05)	-0.67	0.77	466	-0.02	(0.05)	-0.69	0.76
FSM Quartile 2	380	-0.04	(0.05)	-0.58	0.58	463	-0.09	(0.05)	-0.80	0.64	434	-0.08	(0.05)	-0.81	0.68
FSM Quartile 3	202	-0.03	(0.07)	-0.53	0.57	259	0.07	(0.06)	-0.58	0.81	245	0.05	(0.07)	-0.70	0.79
FSM Quartile 4 (deprived)	237	0.05	(0.07)	-0.54	0.71	299	0.06	(0.06)	-0.71	0.98	282	0.13	(0.05)	-0.42	0.81

Table 108 - Child FSM eligible

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Eligible for FSM	192	-0.19	(0.08)	-0.83	0.48	232	-0.25	(0.07)	-1.02	0.53	226	-0.13	(0.07)	-0.85	0.65
Not Eligible for FSM	1049	0.04	(0.03)	-0.56	0.67	1255	0.04	(0.03)	-0.65	0.79	1206	0.02	(0.03)	-0.66	0.76

Table 109 – Year group of child

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Year R	181	-0.22	(0.08)	-0.92	0.52	218	-0.28	(0.07)	-0.98	0.56	207	-0.14	(0.07)	-0.84	0.65
Year 1	196	0.07	(0.06)	-0.44	0.66	231	-0.08	(0.06)	-0.79	0.56	220	-0.01	(0.07)	-0.62	0.70
Year 2	159	-0.01	(0.08)	-0.61	0.66	200	-0.05	(0.08)	-0.85	0.74	186	0.01	(0.08)	-0.67	0.73
Year 3	221	-0.09	(0.06)	-0.73	0.51	260	-0.07	(0.06)	-0.79	0.74	257	-0.11	(0.06)	-0.86	0.71
Year 4	173	0.00	(0.07)	-0.46	0.73	219	0.03	(0.06)	-0.52	0.78	211	0.11	(0.07)	-0.59	0.82
Year 5	199	0.12	(0.07)	-0.41	0.71	239	0.17	(0.06)	-0.56	0.91	226	0.04	(0.06)	-0.61	0.73
Year 6	148	0.17	(0.09)	-0.43	0.85	187	0.31	(0.07)	-0.24	1.03	173	0.16	(0.07)	-0.37	0.94

Table 110 - Parent current employment

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Not Working	460	-0.03	(0.05)	-0.68	0.67	524	-0.10	(0.05)	-0.89	0.68	510	-0.02	(0.05)	-0.71	0.79
Working part-time	436	0.03	(0.04)	-0.55	0.67	518	0.08	(0.04)	-0.61	0.80	496	0.01	(0.04)	-0.67	0.71
Working full-time	381	-0.00	(0.05)	-0.63	0.62	478	0.01	(0.05)	-0.66	0.79	462	-0.01	(0.05)	-0.72	0.69

Table 111 - Family income

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Eligible for FSM	192	-0.19	(0.08)	-0.83	0.48	232	-0.25	(0.07)	-1.02	0.53	226	-0.13	(0.07)	-0.85	0.65
Not eligible for FSM Below £30,000	173	-0.01	(0.07)	-0.61	0.58	197	0.03	(0.07)	-0.75	0.77	196	0.04	(0.07)	-0.71	0.75
Not eligible for FSM £30,001 - £50,000	232	-0.04	(0.07)	-0.77	0.67	285	0.06	(0.06)	-0.73	0.98	268	0.03	(0.06)	-0.71	0.89
Not eligible for FSM Above £50,000	478	0.07	(0.04)	-0.50	0.67	551	0.01	(0.04)	-0.64	0.71	543	-0.03	(0.04)	-0.66	0.64

Table 112 - Parent age

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Age below 30	67	-0.09	(0.13)	-0.82	0.64	74	-0.27	(0.13)	-1.07	0.57	77	-0.17	(0.13)	-0.80	0.62
Age in 30s	567	0.04	(0.04)	-0.57	0.63	678	0.00	(0.04)	-0.69	0.74	647	0.01	(0.04)	-0.67	0.69
Age in 40s	588	-0.02	(0.04)	-0.66	0.67	689	0.01	(0.04)	-0.72	0.79	675	-0.02	(0.04)	-0.71	0.76
Age 50 and above	44	-0.10	(0.17)	-0.65	0.62	56	0.11	(0.12)	-0.58	0.76	52	0.14	(0.12)	-0.41	0.74

Table 113 - Family child count

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
1 child in family	205	0.10	(0.06)	-0.44	0.69	246	0.04	(0.06)	-0.68	0.79	221	0.20	(0.07)	-0.43	0.90
2 children in family	730	-0.03	(0.04)	-0.68	0.65	871	-0.04	(0.03)	-0.73	0.73	847	-0.04	(0.03)	-0.72	0.69
3 children in family	235	-0.01	(0.07)	-0.48	0.62	289	0.02	(0.06)	-0.75	0.86	281	-0.02	(0.06)	-0.77	0.76
4 or more children in family	106	0.05	(0.09)	-0.45	0.71	144	0.12	(0.08)	-0.58	0.87	130	-0.05	(0.09)	-0.75	0.78

Table 114 - Parent qualification

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
GCSE or below	261	-0.04	(0.06)	-0.69	0.67	318	0.05	(0.06)	-0.68	0.88	299	0.03	(0.06)	-0.66	0.74
A Level	238	-0.15	(0.07)	-0.89	0.57	284	-0.14	(0.06)	-0.97	0.63	264	-0.11	(0.06)	-0.86	0.69
Degree level	740	0.07	(0.04)	-0.50	0.69	871	0.05	(0.03)	-0.64	0.79	855	0.02	(0.03)	-0.67	0.76

Table 115 - Single parent

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Single parent	150	-0.36	(0.09)	-1.00	0.33	183	-0.29	(0.08)	-1.03	0.45	186	-0.20	(0.08)	-0.97	0.55
Not a single parent	1101	0.05	(0.03)	-0.56	0.68	1328	0.04	(0.03)	-0.66	0.79	1260	0.03	(0.03)	-0.65	0.76

Table 116 - Parent gender

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Mum	1161	-0.02	(0.03)	-0.65	0.63	1405	-0.01	(0.03)	-0.73	0.79	1336	-0.02	(0.03)	-0.70	0.72
Dad	105	0.23	(0.10)	-0.20	0.82	132	0.07	(0.08)	-0.56	0.61	130	0.18	(0.09)	-0.63	0.82
Other	11	0.09	(0.19)	0.06	0.37	17	-0.06	(0.22)	-0.56	0.57	14	0.51	(0.13)	0.29	0.67

Table 117 - School technology platforms used count

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
No technology platforms used	58	-0.09	(0.14)	-0.55	0.68	67	0.11	(0.13)	-0.40	0.91	69	-0.14	(0.12)	-0.77	0.67
1 technology platforms used	22	0.04	(0.21)	-0.39	0.70	27	-0.25	(0.20)	-1.20	0.47	22	-0.27	(0.23)	-1.21	0.71
2 technology platforms used	8	0.60	(0.40)	0.20	1.49	13	0.38	(0.26)	-0.56	1.22	9	0.78	(0.33)	0.13	1.05
3 technology platforms used	117	-0.06	(0.10)	-0.71	0.70	148	-0.07	(0.08)	-0.76	0.76	143	0.05	(0.08)	-0.61	0.68
4 technology platforms used	263	0.03	(0.06)	-0.52	0.57	325	-0.02	(0.05)	-0.70	0.67	313	-0.08	(0.06)	-0.77	0.62
5 technology platforms used	255	-0.09	(0.06)	-0.73	0.61	295	-0.05	(0.06)	-0.72	0.66	270	0.17	(0.06)	-0.51	0.96
6 technology platforms used	317	0.05	(0.06)	-0.55	0.71	398	0.05	(0.05)	-0.75	0.85	385	-0.02	(0.05)	-0.61	0.71

Table 118 - School timetable type used

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Suggested or no timetable	528	-0.06	(0.04)	-0.70	0.62	642	-0.08	(0.04)	-0.79	0.67	603	-0.00	(0.04)	-0.71	0.74
Daily Timetable	512	0.05	(0.05)	-0.47	0.71	631	0.07	(0.04)	-0.64	0.86	608	0.02	(0.04)	-0.64	0.76

Table 119 - School work submission frequency

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Less frequent work submission	196	-0.25	(0.07)	-0.86	0.44	232	-0.15	(0.07)	-0.94	0.57	224	-0.18	(0.06)	-0.88	0.62
Daily work submission	844	0.05	(0.03)	-0.51	0.70	1041	0.03	(0.03)	-0.68	0.79	987	0.05	(0.03)	-0.61	0.78

Table 120 - School phone communication with child

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Did not speak to children on phone	657	0.01	(0.04)	-0.58	0.66	807	0.01	(0.04)	-0.72	0.79	762	0.02	(0.04)	-0.68	0.75
Spoke to children on phone	383	-0.03	(0.05)	-0.67	0.66	466	-0.03	(0.05)	-0.76	0.76	449	0.00	(0.05)	-0.67	0.77

Table 121 - School video lesson frequency

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
0 Never	215	-0.10	(0.07)	-0.57	0.54	266	0.10	(0.06)	-0.53	0.88	254	0.06	(0.06)	-0.71	0.79
1 Occasionally	157	0.25	(0.08)	-0.34	0.81	191	0.14	(0.07)	-0.61	0.90	185	0.18	(0.07)	-0.38	0.89
2 Weekly	108	-0.16	(0.10)	-0.86	0.50	152	-0.12	(0.08)	-0.85	0.56	127	0.04	(0.08)	-0.68	0.72
3 Daily	247	-0.09	(0.06)	-0.68	0.63	297	-0.01	(0.06)	-0.73	0.74	287	-0.08	(0.06)	-0.72	0.59
4 More than once a day	305	0.06	(0.06)	-0.62	0.75	358	-0.10	(0.05)	-0.89	0.62	349	-0.05	(0.06)	-0.77	0.73

Table 122 - School live lesson starter frequency

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
0 Never	449	-0.09	(0.05)	-0.68	0.57	539	-0.11	(0.04)	-0.84	0.69	504	-0.10	(0.04)	-0.78	0.69
1 Occasionally	66	0.36	(0.12)	-0.13	0.90	81	0.22	(0.11)	-0.56	1.05	75	0.43	(0.11)	-0.22	1.03
2 Weekly	66	0.00	(0.14)	-0.77	0.81	90	0.11	(0.11)	-0.48	0.99	84	0.06	(0.11)	-0.80	0.76
3 Daily	320	0.13	(0.06)	-0.45	0.83	394	0.12	(0.05)	-0.56	0.87	387	0.09	(0.05)	-0.58	0.76
4 More than once a day	47	-0.29	(0.14)	-1.02	0.37	54	-0.20	(0.13)	-1.07	0.62	56	-0.16	(0.12)	-0.87	0.51

Table 123 - School live lesson frequency

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
0 Never	492	-0.07	(0.04)	-0.66	0.59	587	-0.07	(0.04)	-0.79	0.73	555	-0.05	(0.04)	-0.77	0.75
1 Occasionally	57	0.23	(0.13)	-0.22	0.78	76	-0.04	(0.13)	-0.91	0.81	69	0.20	(0.12)	-0.31	0.89
2 Weekly	88	0.25	(0.11)	-0.23	0.99	116	0.21	(0.09)	-0.41	1.01	106	0.22	(0.10)	-0.62	0.91
3 Daily	249	-0.01	(0.06)	-0.57	0.67	295	0.04	(0.06)	-0.56	0.72	296	-0.01	(0.06)	-0.68	0.65
4 More than once a day	73	0.24	(0.13)	-0.39	1.02	98	0.21	(0.10)	-0.64	1.13	94	0.21	(0.10)	-0.31	0.88

Table 124 - School work set by email or learning platform frequency

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
0 Never	4	-0.16	(0.69)	-0.80	0.86	10	0.25	(0.27)	-0.46	0.99	10	0.24	(0.25)	-0.12	0.65
1 Occasionally	10	0.50	(0.32)	-0.22	1.17	14	0.84	(0.25)	0.23	1.56	16	0.73	(0.22)	0.22	1.46
2 Weekly	77	-0.20	(0.12)	-0.75	0.45	102	-0.20	(0.10)	-1.00	0.59	88	-0.10	(0.10)	-0.81	0.67
3 Daily	603	-0.00	(0.04)	-0.53	0.62	755	0.01	(0.04)	-0.68	0.76	724	0.01	(0.04)	-0.64	0.72
4 More than once a day	318	0.05	(0.06)	-0.58	0.77	359	0.00	(0.05)	-0.79	0.80	347	-0.02	(0.05)	-0.78	0.78

Table 125 - School set extended project frequency

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
0 Never	414	0.04	(0.05)	-0.47	0.70	501	0.04	(0.04)	-0.65	0.80	484	0.06	(0.05)	-0.61	0.77
1 Occasionally	338	0.00	(0.06)	-0.65	0.71	420	-0.05	(0.05)	-0.83	0.79	391	0.03	(0.05)	-0.65	0.78
2 Weekly or more frequently	209	-0.08	(0.07)	-0.68	0.54	259	-0.01	(0.06)	-0.65	0.72	245	-0.17	(0.06)	-0.90	0.62

Table 126 - School online exercise frequency

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
0 Never	10	0.07	(0.36)	-0.51	0.26	14	0.24	(0.21)	-0.33	0.68	11	0.06	(0.32)	-0.64	0.59
1 Occasionally	19	0.44	(0.23)	-0.21	1.19	27	0.10	(0.20)	-0.56	0.75	23	0.38	(0.21)	-0.38	1.05
2 Weekly	331	-0.06	(0.06)	-0.70	0.60	421	-0.03	(0.05)	-0.79	0.75	391	-0.00	(0.05)	-0.71	0.71
3 Daily	649	0.00	(0.04)	-0.56	0.67	776	0.00	(0.04)	-0.71	0.79	747	0.01	(0.04)	-0.65	0.76
4 More than once a day	31	0.14	(0.15)	-0.34	0.70	35	-0.09	(0.16)	-0.98	0.76	39	-0.15	(0.14)	-0.75	0.45

Table 127 - School pre-recorded lesson frequency

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
0 Never	166	0.21	(0.07)	-0.38	0.80	207	0.22	(0.06)	-0.44	0.99	204	0.11	(0.06)	-0.35	0.76
1 Occasionally	425	-0.02	(0.05)	-0.68	0.67	519	-0.05	(0.04)	-0.74	0.72	485	-0.02	(0.05)	-0.70	0.75
2 Weekly	133	-0.10	(0.09)	-0.92	0.60	163	-0.06	(0.08)	-0.82	0.67	147	0.01	(0.09)	-0.68	0.75
3 Daily	285	-0.05	(0.06)	-0.55	0.61	344	-0.06	(0.06)	-0.76	0.74	336	-0.00	(0.05)	-0.73	0.72
4 More than once a day	18	-0.29	(0.19)	-0.91	0.38	24	-0.31	(0.21)	-1.23	0.48	21	-0.49	(0.19)	-1.17	0.19

Table 128 - School post physical worksheets/books to students frequency

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
0 Never	113	0.10	(0.10)	-0.35	0.78	144	0.10	(0.08)	-0.55	0.89	138	0.17	(0.08)	-0.59	0.80
1 Occasionally	467	-0.04	(0.05)	-0.70	0.67	570	-0.05	(0.04)	-0.80	0.74	537	-0.06	(0.04)	-0.75	0.74
2 Weekly	244	0.07	(0.06)	-0.47	0.71	306	0.03	(0.06)	-0.79	0.79	296	0.04	(0.06)	-0.68	0.69
3 Daily	180	-0.09	(0.06)	-0.62	0.43	208	-0.08	(0.06)	-0.70	0.58	198	0.02	(0.07)	-0.67	0.75
4 More than once a day	23	-0.14	(0.20)	-1.01	0.52	29	0.08	(0.16)	-0.70	0.87	24	-0.01	(0.18)	-0.61	0.39

Table 129 - School feedback type

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Just praise and encouragement	38	-0.09	(0.16)	-0.77	0.69	41	-0.08	(0.15)	-0.91	0.76	41	-0.25	(0.17)	-1.09	0.51
Some specific feedback to support learning	896	-0.02	(0.03)	-0.62	0.62	1090	-0.03	(0.03)	-0.75	0.73	1030	-0.01	(0.03)	-0.69	0.74
All specific feedback to support learning	106	0.13	(0.10)	-0.38	0.82	142	0.18	(0.09)	-0.44	1.01	140	0.21	(0.07)	-0.41	0.79

Table 130 - School curriculum adaptation

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Stuck to existing curriculum	680	0.04	(0.04)	-0.47	0.70	821	0.04	(0.04)	-0.71	0.80	806	0.02	(0.03)	-0.65	0.75
Adapted existing curriculum	360	-0.08	(0.05)	-0.73	0.57	452	-0.09	(0.05)	-0.75	0.64	405	-0.01	(0.05)	-0.72	0.75

Table 131 - School prioritise maths/English?

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
No, not at all	197	0.02	(0.07)	-0.60	0.67	272	-0.01	(0.06)	-0.69	0.79	252	0.06	(0.06)	-0.61	0.75
Yes, to some extent	716	-0.01	(0.04)	-0.62	0.63	849	0.00	(0.03)	-0.75	0.77	811	0.00	(0.04)	-0.70	0.76
Yes, to a great extent	127	0.01	(0.09)	-0.66	0.69	152	-0.04	(0.08)	-0.68	0.74	148	-0.04	(0.08)	-0.67	0.61

Table 132 - School contact with children not participating in remote learning (phone/email, home visits, asking children to come into school)

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
1 Method used	573	0.01	(0.04)	-0.57	0.64	692	0.02	(0.04)	-0.65	0.79	665	0.01	(0.04)	-0.67	0.75
2 Methods used	308	-0.06	(0.06)	-0.71	0.66	386	-0.08	(0.05)	-0.88	0.67	355	-0.04	(0.05)	-0.71	0.68
3 Methods used	159	0.06	(0.08)	-0.47	0.69	195	0.06	(0.07)	-0.64	0.79	191	0.09	(0.07)	-0.62	0.79

Table 133 - School supervision of keyworkers' children

	LearningSuccess					ChildMotivation					ParentCoping				
	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p	N	Mean	S.E.	25 th p	75 th p
Teacher supervised children in school	677	-0.06	(0.04)	-0.66	0.60	844	-0.05	(0.03)	-0.77	0.69	783	0.01	(0.03)	-0.67	0.71
Others supervised children in school	363	0.10	(0.05)	-0.40	0.80	429	0.09	(0.05)	-0.63	0.83	428	0.01	(0.05)	-0.74	0.79

Appendix C: Modal responses to teacher survey by governance, region and FSM quartile

Table 134 - Teacher survey modal responses by category

	techplatformcount	timetable	worksubmissionfreq	phonechildren	q_video	q_livestarter
LA community	4	Suggested or no timetable	Daily work submission	Did not speak to children on phone	0 Never	0 Never
LA non-community	4	Daily timetable	Daily work submission	Spoke to children on phone	4 More than once a day	0 Never
Stand-alone Academy	2	Daily timetable	Daily work submission	Spoke to children on phone	2 Weekly	0 Never
Large MAT (N>3)	6	Suggested or no timetable	Daily work submission	Spoke to children on phone	3 Daily	3 Daily
London	6	Daily timetable	Daily work submission	Did not speak to children on phone	1 Occasionally	3 Daily
West Midlands	4	Suggested or no timetable	Daily work submission	Spoke to children on phone	4 More than once a day	0 Never
North West	3	Suggested or no timetable	Daily work submission	Did not speak to children on phone	0 Never	0 Never
Yorkshire and the Humber	6	Daily timetable	Daily work submission	Spoke to children on phone	2 Weekly	3 Daily
South West	4	Suggested or no timetable	Less frequent work submission	Spoke to children on phone	3 Daily	0 Never
East of England	6	Daily timetable	Daily work submission	Did not speak to children on phone	1 Occasionally	3 Daily
South East	6	Daily timetable	Daily work submission	Did not speak to children on phone	3 Daily	0 Never
East Midlands	5	Daily timetable	Daily work submission	Spoke to children on phone	3 Daily	1 Occasionally
North East	3	Suggested or no timetable	Daily work submission	Did not speak to children on phone	3 Daily	3 Daily
1 (affluent)	6	Suggested or no timetable	Daily work submission	Did not speak to children on phone	3 Daily	0 Never
2	6	Suggested or no timetable	Daily work submission	Did not speak to children on phone	0 Never	0 Never
3	4	Daily timetable	Daily work submission	Spoke to children on phone	4 More than once a day	0 Never
4 (deprived)	6	Suggested or no timetable	Daily work submission	Did not speak to children on phone	1 Occasionally	0 Never

	q_livelesson	q_workset	q_extendedproject	q_onlineexercises	q_prerecordlesson	q_postphysicalwork	feedback
--	--------------	-----------	-------------------	-------------------	-------------------	--------------------	----------

LA community	0 Never	3 Daily	1 Occasionally	3 Daily	1 Occasionally	1 Occasionally	Some specific feedback to support learning
LA non-community	0 Never	3 Daily	1 Occasionally	3 Daily	1 Occasionally	1 Occasionally	Some specific feedback to support learning
Stand-alone Academy	0 Never	3 Daily	1 Occasionally	2 Weekly	2 Weekly	2 Weekly	Some specific feedback to support learning
Large MAT (N>3)	3 Daily	3 Daily	0 Never	3 Daily	3 Daily	1 Occasionally	Some specific feedback to support learning
London	4 More than once a day	3 Daily	0 Never	3 Daily	0 Never	2 Weekly	Some specific feedback to support learning
West Midlands	0 Never	3 Daily	2 Weekly or more frequently	3 Daily	1 Occasionally	1 Occasionally	Some specific feedback to support learning
North West	0 Never	3 Daily	1 Occasionally	3 Daily	3 Daily	0 Never	Some specific feedback to support learning
Yorkshire and the Humber	3 Daily	3 Daily	2 Weekly or more frequently	2 Weekly	1 Occasionally	1 Occasionally	Some specific feedback to support learning
South West	0 Never	3 Daily	1 Occasionally	3 Daily	3 Daily	1 Occasionally	Some specific feedback to support learning
East of England	0 Never	3 Daily	0 Never	3 Daily	0 Never	1 Occasionally	Some specific feedback to support learning
South East	0 Never	4 More than once a day	1 Occasionally	3 Daily	1 Occasionally	1 Occasionally	Some specific feedback to support learning
East Midlands	3 Daily	3 Daily	1 Occasionally	3 Daily	3 Daily	3 Daily	Some specific feedback to support learning
North East	3 Daily	3 Daily	0 Never	2 Weekly	1 Occasionally	0 Never	Some specific feedback to support learning
1 (affluent)	0 Never	4 More than once a day	1 Occasionally	3 Daily	1 Occasionally	1 Occasionally	Some specific feedback to support learning
2	0 Never	3 Daily	0 Never	3 Daily	1 Occasionally	1 Occasionally	Some specific feedback to support learning
3	0 Never	3 Daily	2 Weekly or more frequently	3 Daily	1 Occasionally	1 Occasionally	Some specific feedback to support learning
4 (deprived)	0 Never	3 Daily	1 Occasionally	3 Daily	0 Never	2 Weekly	Some specific feedback to support learning

	curriculumpause	prioritiseateng	familycontact	keyworkersupervise	overallhowgooddoyoufeelthehomele	liveoverall
LA community	Stuck to existing curriculum	Yes, to some extent	1	Teacher supervised children in school	Successful - the majority of pupils seemed to be completing school work	0 None and no recorded video of teacher
LA non-community	Stuck to existing curriculum	Yes, to some extent	1	Teacher supervised children in school	Successful - the majority of pupils seemed to be completing school work	2 Moderate
Stand-alone Academy	Stuck to existing curriculum	Yes, to a great extent	3	Teacher supervised children in school	Successful - the majority of pupils seemed to be completing school work	1 None but pre-recorded video of teacher
Large MAT (N>3)	Stuck to existing curriculum	Yes, to some extent	2	Teacher supervised children in school	Successful - the majority of pupils seemed to be completing school work	3 Intense
London	Stuck to existing curriculum	Yes, to some extent	1	Teacher supervised children in school	Successful - the majority of pupils seemed to be completing school work	3 Intense
West Midlands	Adapted existing curriculum	Yes, to some extent	2	Others supervised children in school	Very successful - all or almost all pupils were consistently completing school work	2 Moderate
North West	Stuck to existing curriculum	No, not at all	1	Teacher supervised children in school	Successful - the majority of pupils seemed to be completing school work	1 None but pre-recorded video of teacher
Yorkshire and the Humber	Stuck to existing curriculum	No, not at all	1	Teacher supervised children in school	Successful - the majority of pupils seemed to be completing school work	3 Intense
South West	Stuck to existing curriculum	Yes, to some extent	2	Teacher supervised children in school	Successful - the majority of pupils seemed to be completing school work	1 None but pre-recorded video of teacher
East of England	Stuck to existing curriculum	Yes, to some extent	1	Teacher supervised children in school	Mixed - whilst many pupils did seem to be completing school work, a significant portion of the class were not doing so much	3 Intense
South East	Stuck to existing curriculum	Yes, to some extent	1	Teacher supervised children in school	Successful - the majority of pupils seemed to be completing school work	1 None but pre-recorded video of teacher
East Midlands	Stuck to existing curriculum	Yes, to some extent	3	Others supervised children in school	Very successful - all or almost all pupils were consistently completing school work	3 Intense
North East	Adapted existing curriculum	Yes, to a great extent	1	Others supervised children in school	Successful - the majority of pupils seemed to be completing school work	3 Intense

1 (affluent)	Stuck to existing curriculum	Yes, to some extent	1	Teacher supervised children in school	Successful - the majority of pupils seemed to be completing school work	1 None but pre-recorded video of teacher
2	Stuck to existing curriculum	Yes, to some extent	1	Teacher supervised children in school	Successful - the majority of pupils seemed to be completing school work	3 Intense
3	Stuck to existing curriculum	Yes, to some extent	1	Teacher supervised children in school	Successful - the majority of pupils seemed to be completing school work	2 Moderate
4 (deprived)	Stuck to existing curriculum	Yes, to some extent	1	Teacher supervised children in school	Mixed - whilst many pupils did seem to be completing school work, a significant portion of the class were not doing so much	3 Intense

Appendix D: Details of Structural Equation Modelling

All the structural equation modelling was conducted in Stata using the `GSEM` command to deal with the complex data structure, including ordinal response variables and missing data. Further details on the command used can be found in the relevant part of the Stata manual (Stata, 2021). This appendix provides further details on each of the models estimated.

The LearningSuccess latent variable

The structural equation modelling for the `LearningSuccess` variable included only those in the sample who had answered at least five of the relevant nine survey questions about the success of learning at home. **Error! Reference source not found.** show the proportion of the sample answering between zero and nine of these survey questions.

Table 135: Proportion of the sample answering the nine relevant survey questions

Questions answered	% of sample
0 (Respondent answered none of the 9 questions)	15%
1	18%
2	10%
3	8%
4	7%
5	8%
6	8%
7	10%
8	10%
9 (Respondent answered them all)	7%

Error! Reference source not found. and **Error! Reference source not found.** together show the output from the structural equation modelling for `LearningSuccess`.

Table 136: Model overview

Overall generalized structural equation model:					
Iterations to convergence		30			
Log likelihood		-12280.96			
Number of observations		1,277			
Individual models:					
Underlying survey question	Variable	Values	N	Family	Link
Thinking about home learning yesterday, how long did your child spend doing school work? (asked 4th Feb)	hours04Feb	7	489	Ordinal	Logit
Thinking about home learning yesterday, how long did your child spend doing school work? (asked 11th Feb)	hours11Feb	7	925	Ordinal	Logit
Thinking about home learning yesterday, how long did your child spend doing school work? (asked 25th Feb)	hours25Feb	7	1,099	Ordinal	Logit
Thinking about home learning yesterday, how long did your child spend doing school work? (asked 4th Mar)	hours04Mar	7	1,072	Ordinal	Logit
Overall, how successful was home learning for your child?	overallSuccess	5	1,018	Ordinal	Logit
Do you feel that your child is currently getting worse in any of the following subjects?	subjectsWorse	5	1,142	Ordinal	Logit
Thinking about the home-learning work set for your child last term, do you think they... [completed some of it etc...]	workCompleted	6	1,042	Ordinal	Logit
Do you feel that your child is currently improving in any of the following subjects?	subjectsImprove	5	1,117	Ordinal	Logit
Thinking about your child's home learning tasks yesterday, how much of the work do you think they understood?	workUnderstood	4	1,073	Ordinal	Logit

Note: N for individual survey questions relates to observations included in model

Table 137: Estimated coefficients in model

	Coef.	Std. Err.	z	P> z
hours04Feb <- Time	1.00	(constrained)		
hours11Feb <- Time	1.12	0.10	10.75	0.00
hours25Feb <- Time	1.36	0.14	9.84	0.00
hours04Mar <- Time	1.07	0.10	10.98	0.00
overallSuccess <- Learning	1.00	(constrained)		
subjectsWorse <- Learning	-0.85	0.10	-8.45	0.00
workCompleted <- Learning	0.91	0.10	9.28	0.00
subjectsImprove <- Learning	0.55	0.07	8.32	0.00
workUnderstood <- Learning	0.69	0.08	8.60	0.00
Time <- Learning	0.82	0.10	8.22	0.00
hours04Feb:				
/cut1	-7.16	0.55	-13.03	0.00
/cut2	-5.00	0.36	-14.02	0.00
/cut3	-2.83	0.23	-12.29	0.00
/cut4	-0.51	0.16	-3.16	0.00
/cut5	2.01	0.20	10.14	0.00
/cut6	4.47	0.31	14.39	0.00
hours11Feb:				
/cut1	-6.51	0.35	-18.52	0.00
/cut2	-4.54	0.26	-17.75	0.00
/cut3	-2.77	0.19	-14.42	0.00
/cut4	-0.20	0.14	-1.42	0.16
/cut5	2.70	0.19	14.31	0.00
/cut6	5.44	0.30	18.24	0.00
hours25Feb:				
/cut1	-7.24	0.43	-16.75	0.00
/cut2	-5.18	0.33	-15.84	0.00
/cut3	-2.46	0.21	-11.90	0.00
/cut4	0.21	0.16	1.32	0.19
/cut5	3.46	0.24	14.14	0.00
/cut6	6.62	0.41	16.30	0.00
hours04Mar:				
/cut1	-5.45	0.28	-19.69	0.00
/cut2	-3.67	0.21	-17.65	0.00
/cut3	-1.78	0.15	-11.70	0.00
/cut4	0.71	0.13	5.34	0.00
/cut5	3.27	0.19	16.85	0.00
/cut6	5.82	0.30	19.36	0.00
overallSuccess:				
/cut1	-4.32	0.24	-18.37	0.00
/cut2	-2.33	0.14	-16.59	0.00
/cut3	-0.26	0.09	-2.80	0.01
/cut4	2.03	0.13	15.61	0.00
subjectsWorse:				
/cut1	0.81	0.09	8.86	0.00
/cut2	2.05	0.12	16.56	0.00
/cut3	3.30	0.17	18.89	0.00
/cut4	3.89	0.21	18.95	0.00
/cut5	4.76	0.26	18.22	0.00
workCompleted:				
/cut1	-4.31	0.23	-18.52	0.00
/cut2	-3.14	0.17	-18.39	0.00

	Coef.	Std. Err.	z	P> z
/cut3	-1.58	0.11	-14.08	0.00
/cut4	0.59	0.09	6.43	0.00
/cut5	3.10	0.16	19.27	0.00
subjectsImprove:				
/cut1	-1.05	0.08	-13.27	0.00
/cut2	-0.32	0.07	-4.51	0.00
/cut3	0.63	0.07	8.57	0.00
/cut4	1.46	0.09	16.85	0.00
/cut5	2.43	0.11	21.39	0.00
WorkUnderstood:				
/cut1	-4.88	0.29	-17.07	0.00
/cut2	-1.71	0.10	-16.74	0.00
/cut3	1.07	0.09	12.17	0.00
var(e.Time)	6.60	1.02	4.87	8.95
var(Learning)	3.27	0.50	2.43	4.41

Table 138 - Learning success cohort representativeness (973 parents across 98 schools)

	Our sample	National distribution
Proportion Ofsted rated outstanding	22.7%	14.7%
Proportion Ofsted rated good	70.5%	75.6%
Proportion Ofsted rated RI/inadequate	6.8%	9.7%
Proportion free school meals quartile 1 (affluent)	31.3%	25.0%
Proportion free school meals quartile 2	32.3%	25.0%
Proportion free school meals quartile 3	15.8%	25.0%
Proportion free school meals quartile 4 (disadvantaged)	19.5%	25.0%
Proportion primaries with academy status	35.2%	41.0%
Region - East of England	16.6%	11.9%
Region - East Midlands	4.8%	9.8%
Region - London	14.1%	10.8%
Region - North East	4.9%	5.1%
Region - North West	8.0%	14.6%
Region - South East	25.3%	15.6%
Region - South West	11.7%	11.3%
Region - West Midlands	6.4%	10.5%
Region - Yorkshire and the Humber	8.1%	10.5%
Age below 40	49%	54.0%
Parents who are female	91.7%	50.0%
Parents who are single parents	12.7%	34.0%*
Family has a child with special educational needs (SEND)	12.1%	
Parent working full-time during lockdown	30.3%	
Parent working part-time during lockdown	34.0%	
Household income above £50,000	46.4%	
Household income between £30,001 and £50,000	24.9%	

The ChildMotivation latent variable

The structural equation modelling for the ChildMotivation variable included only those in the sample who had answered at least two of the relevant four survey questions about the success of learning at home. **Error! Reference source not found.** show the proportion of the sample answering between zero and nine of these survey questions.

Table 139: Proportion of the sample answering the four relevant survey questions

Questions answered	% of sample
0 (Respondent answered none of the 9 questions)	25%
1	23%
2	19%
3	19%
4 (Respondent answered them all)	14%

Error! Reference source not found. and **Error! Reference source not found.** together show the output from the structural equation modelling for *ChildMotivation*.

Table 140: Model overview

Overall generalized structural equation model:					
Iterations to convergence		4			
Log likelihood		-9023.81			
Number of observations		1,554			
Individual models:					
Underlying survey question	Variable	Values	N	Family	Link
How motivated to learn was your child this week? (asked 5th Feb)	motivation05Feb	10	689	Gaussian	Identity
How motivated to learn was your child this week? (asked 13th Feb)	motivation13Feb	10	1,151	Gaussian	Identity
How motivated to learn was your child this week? (asked 26th Feb)	motivation26Feb	10	1,365	Gaussian	Identity
How motivated to learn was your child this week? (asked 5th Mar)	motivation05Mar	10	1,321	Gaussian	Identity

Note: N for individual survey questions relates to observations included in model

Table 141: Estimated coefficients in model

	Coef.	Std. Err.	z	P> z
motivation05Feb <- ChildMotivation	1.00	(constrained)		
Constant for motivation05Feb equation	6.77	0.07	98.50	0.00
motivation13Feb <- ChildMotivation	1.13	0.05	23.17	0.00
Constant for motivation13Feb equation	6.52	0.06	103.60	0.00
motivation26Feb <- ChildMotivation	1.21	0.05	23.73	0.00
Constant for motivation26Feb equation	6.36	0.06	104.56	0.00
motivation05Mar <- ChildMotivation	1.23	0.05	23.91	0.00
Constant for motivation05Mar equation	6.15	0.06	99.07	0.00
var(ChildCoping)	2.77	0.23	2.36	3.25
var(e.motivation05Feb)	1.80	0.13	1.58	2.07
var(e.motivation03Feb)	1.79	0.11	1.59	2.01
var(e.motivation26Feb)	1.36	0.09	1.19	1.56
var(e.motivation05Mar)	1.40	0.10	1.22	1.60

Table 142 - Child motivation cohort representativeness (1172 parents across 102 schools)

	Our sample	National distribution
Proportion Ofsted rated outstanding	22.5%	14.7%
Proportion Ofsted rated good	71.0%	75.6%
Proportion Ofsted rated RI/inadequate	6.5%	9.7%
Proportion free school meals quartile 1 (affluent)	30.6%	25.0%
Proportion free school meals quartile 2	32.3%	25.0%
Proportion free school meals quartile 3	17.3%	25.0%
Proportion free school meals quartile 4 (disadvantaged)	19.8%	25.0%
Proportion primaries with academy status	36.7%	41.0%
Region - East of England	17.2%	11.9%
Region - East Midlands	4.7%	9.8%
Region – London	13.3%	10.8%
Region - North East	4.9%	5.1%
Region - North West	8.1%	14.6%
Region - South East	23.6%	15.6%
Region - South West	11.8%	11.3%
Region - West Midlands	7.5%	10.5%
Region - Yorkshire and the Humber	9.0%	10.5%
Age below 40	49.6%	54.0%
Parents who are female	91.5%	50.0%
Parents who are single parents	12.8%	34.0%*
Family has a child with special educational needs (SEND)	12.2%	
Parent working full-time during lockdown	32.1%	
Parent working part-time during lockdown	34.2%	
Household income above £50,000	46.0%	
Household income between £30,001 and £50,000	26.3%	

The ParentCoping latent variable

The structural equation modelling for the ParentCoping variable included only those in the sample who had answered at least five of the relevant eleven survey questions about the success of learning at home. **Error! Reference source not found.** show the proportion of the sample answering between zero and eleven of these survey questions.

Table 143: Proportion of the sample answering the eleven relevant survey questions

Questions answered	% of sample
0 (Respondent answered none of the 9 questions)	17%
1	11%
2	9%
3	7%
4	7%
5	6%
6	4%
7	6%
8	6%
9	10%
10	6%
11 (Respondent answered them all)	10%

Error! Reference source not found. and **Error! Reference source not found.** together show the output from the structural equation modelling for ParentCoping.

Table 144: Model overview

Overall generalized structural equation model:					
Iterations to convergence		8			
Log likelihood		-18690.23			
Number of observations		1,480			
Individual models:					
Underlying survey question	Variable	Values	N	Family	Link
How are you feeling about homeschooling this week?	feeling08Feb	10	807	Gaussian	Identity
How are you feeling about homeschooling this week?	feeling22Feb	10	1,276	Gaussian	Identity
How are you feeling about homeschooling this week?	feeling01Mar	10	1,251	Gaussian	Identity
How anxious have you been feeling in the last 24 hours?	anxiety17Feb	10	1,192	Gaussian	Identity
How anxious have you been feeling in the last 24 hours?	anxiety03Mar	10	1,259	Gaussian	Identity
Which of the following have been making you feel anxious in the last 24 hours?	anxietyLearn17Feb	2	1,161	Bernoulli	Logit
Which of the following have been making you feel anxious in the last 24 hours?	anxietyLearn03Mar	2	1,236	Bernoulli	Logit
To what extent do you think you were enthusiastic about home learning in front of your children yesterday?	enthusiastic	5	1,151	Ordinal	Logit
How are you feeling about returning to homeschooling after the half term break?	halftermFeeling	4	1,250	Ordinal	Logit
"Homeschooling is putting a strain on my relationship with others in the household"	relationshipStrain	5	1,253	Ordinal	Logit
Were there tears related to home-learning at any point this week?	tearsParent	2	645	Bernoulli	Logit

Note: N for individual survey questions relates to observations included in model

Table 145: Estimated coefficients in model

	Coef.	Std. Err.	z	P> z
feeling08Feb <- Feeling	1.00	(constrained)		
Constant for feeling08Feb equation	6.62	0.08	84.26	0.00
feeling22Feb <- Feeling	1.18	0.05	24.25	0.00
Constant for feeling22Feb equation	6.43	0.07	89.87	0.00
feeling01Mar <- Feeling	1.13	0.05	23.27	0.00
Constant for feeling01Mar equation	6.72	0.07	92.07	0.00
anxiety17Feb <- Anxiety	0.98	0.12	8.30	0.00
Constant for anxiety17Feb equation	4.08	0.08	49.43	0.00
anxiety03Mar <- Anxiety	0.99	0.12	8.15	0.00
Constant for anxiety03Mar equation	4.56	0.08	56.22	0.00
anxietyLearn17Feb <- Anxiety	1.00	(constrained)		
Constant for anxietyLearn17Feb equation	-0.96	0.10	-9.53	0.00
anxietyLearn03Mar <- Anxiety	1.34	0.19	7.21	0.00
Constant for anxietyLearn03Mar equation	0.11	0.10	1.13	0.26
enthusiastic <- ParentCoping	1.00	(constrained)		
halftermFeeling <- ParentCoping	2.39	0.30	7.96	0.00
relationshipStrain <- ParentCoping	1.73	0.21	8.19	0.00
tearsParent <- ParentCoping	-1.23	0.20	-6.10	0.00
Constant for tearsParent equation	-1.16	0.11	-10.09	0.00
Feeling <- ParentCoping	1.83	0.22	8.23	0.00
Anxiety <- ParentCoping	-1.33	0.24	-5.64	0.00
enthusiastic:				
/cut1	-5.13	0.33	-15.64	0.00
/cut2	-3.45	0.16	-21.16	0.00
/cut3	-0.15	0.07	-2.13	0.03
/cut4	2.51	0.12	20.95	0.00
halftermFeeling:				

	Coef.	Std. Err.	z	P> z
/cut1	-5.99	0.31	-19.24	0.00
/cut2	-2.07	0.14	-14.87	0.00
/cut3	3.56	0.19	18.60	0.00
relationshipStrain:				
/cut1	-2.35	0.12	-20.01	0.00
/cut2	0.04	0.08	0.53	0.60
/cut3	1.24	0.09	13.50	0.00
/cut4	3.21	0.14	22.31	0.00
var(e.Feeling)	0.68	0.12	0.48	0.97
var(e.Anxiety)	1.07	0.24	0.70	1.65
var(ParentCoping)	0.90	0.20	0.59	1.39
var(e.feeling08Feb)	2.65	0.17	2.34	3.01
var(e.feeling22Feb)	1.90	0.14	1.65	2.19
var(e.feeling01Mar)	2.45	0.15	2.17	2.76
var(e.anxiety17Feb)	5.86	0.31	5.29	6.50
var(e.anxiety03Mar)	5.90	0.30	5.34	6.53

Table 146 - Parent coping cohort representativeness (1114 parents across 101 schools)

	Our sample	National distribution
Proportion Ofsted rated outstanding	22.2%	14.7%
Proportion Ofsted rated good	70.6%	75.6%
Proportion Ofsted rated RI/inadequate	7.2%	9.7%
Proportion free school meals quartile 1 (affluent)	31.2%	25.0%
Proportion free school meals quartile 2	31.8%	25.0%
Proportion free school meals quartile 3	16.9%	25.0%
Proportion free school meals quartile 4 (disadvantaged)	20.1%	25.0%
Proportion primaries with academy status	35.9%	41.0%
Region - East of England	16.6%	11.9%
Region - East Midlands	5.2%	9.8%
Region - London	14.0%	10.8%
Region - North East	5.1%	5.1%
Region - North West	7.8%	14.6%
Region - South East	23.2%	15.6%
Region - South West	11.5%	11.3%
Region - West Midlands	7.4%	10.5%
Region - Yorkshire and the Humber	9.2%	10.5%
Age below 40	49.5%	54.0%
Parents who are female	91.1%	50.0%
Parents who are single parents	13.6%	34.0%*
Family has a child with special educational needs (SEND)	13.4%	
Parent working full-time during lockdown	32.0%	
Parent working part-time during lockdown	33.6%	
Household income above £50,000	46.1%	
Household income between £30,001 and £50,000	25.2%	

Appendix E: Recruitment documents

School information

What is it?

The Education Endowment Foundation, Teacher Tapp and Parent Ping are working together to understand what learning is (or isn't!) happening in pupils' homes while they are unable to access school due to Covid-19. Parents will be asked to download the free Parent Ping app and answer around three questions each day.

Why is it important?

The information that parents provide will be vital to our understanding of how education functioned during school closures. It will help us inform schools and policy makers about the national picture of what learning took place and what might need to be done to support pupils when they return to school.

What do schools need to do?

We are asking schools to do three things...

1. Help us recruit parents to the study – we will provide you with the wording, leaflets, information etc to pass on to parents.
2. Remind parents to keep using the app – again we will help you with this by suggesting what you can say and keeping you updated on how many parents at your school are using the app each week (although we won't be able to tell you *which* parents). We will be running prize draws to encourage parents to take part, with prizes nationally and prizes just for your school, this should help incentivise parents to join in.
3. Complete a teacher survey – we'll need a couple of your teachers to complete a survey or two, but don't worry we'll keep it short!

It doesn't need to be the headteacher arranging this (although we will need the headteacher's consent), it could be delegated to another member of staff. You could also ask parent groups such as the PTA to help with the parent recruitment and reminders.

What do schools get in return?

As well as the warm fuzzy feeling of being involved in a great research project, we will send you information on how parents at your school are responding to our questions compared to parents at other schools in England. We will need at least 60 parents in your school to answer questions each week to be able to do this though.

What type of thing will you be asking?

For the study, we would like to know from parents things like...

- What challenges have you faced this week home-schooling during lockdown?
- Thinking about home learning yesterday, how long did your child work for in total?

But because Parent Ping asks questions *every day* we may also ask questions like...

- Which chores cause the most rows in your household?
- How much money does the tooth fairy pay for a tooth?

We won't be reporting these questions back to you, just the ones about home-learning!

Who can participate?

Mainstream primary, infant and junior schools operating in the state sector in England. If you work in another type of school you can still share Parent Ping with your parent community but you are not eligible to participate in this study at this time or receive the school information reports.

I'm interested! What's the next step?

Please can you fill in **this form** to tell us that you are interested. You can start recruiting parents straight away by directing them to this link: <https://bit.ly/parentping>. The sooner you get 60 parents, the sooner we can start sharing data with you! We will be in touch next week with more details and more information that you can pass on to parents.

Parent information

The Big Lockdown-Learning Parent Survey

Is your child learning at home? What impact is lockdown-learning having on family life? We're all guessing what's going on in 8 million homes during lockdowns – but we don't actually know!

So, we are asking YOU!

How does it work?

Easy! Just download the Parent Ping app from your app provider.

Each day your phone will PING! and send a few simple questions for you to answer. You can decide how many of your children you'd like to answer questions about, and we aim to make the whole thing as easy and simple as possible.

What do I get in return?

As well as the warm fuzzy feeling of being involved in an important research project, once you have answered you get to see other parents' answers. Easy graphs show you how 'normal' your answers are! You are also rewarded with badges, points and a daily read about some aspect of parenting.

As well as all this we are giving away PRIZES! Every day you answer on the app, we enter a token into our national prize draw. Each week we will give away 5 Chromebooks to 5 lucky Pingers.

AND if your school is also participating in the research project, for everyday you answer we will enter a token into your school's prize draw to win a £30 Amazon voucher each week.

For the full competition Ts&Cs click here.

Why do you want to know what parents think?

Only you know what is happening at home when schools are closed. But other people – schools, policymakers – need to understand what happened and what might be done to support children when they return to school.

A charity called the Education Endowment Foundation is really worried that parents' opinions are not being sought, so they have asked Parent Ping to ask you what is happening. The data that Parent Ping collect for the Education Endowment Foundation will be part of a big project looking at how learning is happening during the national lockdown

My school said I should do this - do they see my answers?!

No, your school will never see what you answer. Only if at least 60 parents in your school answer each day do they get a report about what **all** the parents in the school have said. They are really interested to hear your opinions, and might make changes based on what they learn.

What type of thing will you be asking?

For the study, we would like to know things like...

- What challenges have you faced this week home-schooling during lockdown?
- Thinking about home learning yesterday, how long did your child work for in total?

But because Parent Ping asks questions *every day*, and because parenting *isn't just about education*, we may also ask questions like...

- Which chores cause the most rows in your household?
- How much money does the tooth fairy pay for a tooth?

(but we won't be reporting these questions back to schools, just the ones about home-learning!)

Who can participate?

Any parent can join in with Parent Ping, however it will be most relevant to parents of children in education, from nursery to university, but that doesn't mean you can't join in if you are interested... you just might not be able to answer all of the questions (but there will always be a 'not applicable' option).

We know that families and parents come in all shapes and sizes and hold no preconceptions about that. If you have parental responsibility for at least one child then this app is for you!

To be eligible for the school prize draw, your school needs to tell us they want to be involved (you could share this information with them). The school needs to be a mainstream primary, infant or junior school operating in the state sector in England.

What do you do with my data?

We use the answers from each of the surveys to share results back to you, on a weekly blog (so you can see analysis of results), and with organisations who are trying to find out what parents think.

BUT – and this is really important – all data is centrally held by us. We don't share individual results or personal data with third-party companies. We take privacy seriously and do our utmost to protect confidentiality, which is why we ask you to give your child a nickname (not their real name), and only ask for the minimum amount of information on sign-up that we need to support the research. We have a strict privacy policy and you can request that we delete your personal data at any time.

I'm interested! What's the next step?

Easy, get the app and start pinging!

Privacy notice for schools

Background

The Education Endowment Foundation (EEF) has awarded a grant to Education Intelligence (trading as Teacher Tapp and Parent Ping) to research parents and children's experiences during the Covid-19 lockdown, through the Big Lockdown Learning Parents Survey ("**The Project**").

100-200 schools will be recruited to take part in this study. Participating schools will be encouraged to ask parents from their school community to download the free Parent Ping app, developed by Education Intelligence, and answer a few survey questions each day. Data collected from these surveys will be used by EEF and Education Intelligence to examine the impacts of the Covid-19 lockdown on children and parents.

Data shared by parents is covered by the Education Intelligence Privacy Policy (<https://parentping.co.uk/education-intelligence-privacy-policy/>) and Terms and Conditions (<https://parentping.co.uk/education-intelligence-apps-terms-and-conditions/>). This privacy notice only covers the data shared by schools and their staff who are participating in The Project.

General Privacy Notice

Data controller

The data controller for The Project is Education Intelligence: hello@parentping.co.uk.

This privacy notice refers explicitly to the control of data within The Project which we, Education Intelligence Limited ("we", "us", "our") make available to you ("you", "your").

Data processing

As part of This Project, EEF (data processor) will be assisting Education Intelligence (data controller) to recruit schools, communicate with schools who have expressed interest and communicate with parents taking part in the study. A data processing agreement has been put in place setting out how both parties will fulfill their obligations under GDPR.

EEF staff will process data necessary to support the recruitment and retention of schools and parents taking part in the Big Lockdown Learning Parent Survey, as well as to support ongoing liaison with schools and parents for the duration of the study (for example, sharing updates and responding to queries).

Data that is collected, stored and used as part of the data processing agreement is as described in this Privacy Notice.

Retention

Education Intelligence keep personal data for as long as is needed for the purpose for which it was originally collected.

What personal data do we collect?

Education Intelligence may collect, store and use the personal data described in the table in Annex A to this Privacy Policy, and process it for the purposes and on the legal basis specified in that table.

We aim to keep your personal information up-to-date, so you must promptly tell us by emailing hello@parentping.co.uk if you change your name, or contact details.

When may we disclose your personal data?

We will not disclose your personal data to any third party, except as explained in Annex A to this Privacy Policy.

If some or all of Education Intelligence is bought by a third party, personal data held by us will be transferred and may be disclosed to the prospective seller or buyer of such business under the same conditions as this Privacy Policy. This is necessary for the purposes of the legitimate interests pursued by us and the third party and would not be overridden by your interests or fundamental rights and freedoms which require protection of personal data.

How we use your personal data

We will only collect, process, use, store and share your personal data where the Act allows us to do so. Most commonly we will use your personal data in the following circumstances:

- Where it is necessary for our legitimate interests (or those of a third party) and your interests and fundamental rights that require the protection of personal data do not override those interests
- Where we need to comply with a legal or regulatory obligation
- Where you have consented before the processing.

You can find out more about the types of lawful basis that we will rely on to process your personal data in the table in Annex A to this Privacy Policy.

Where and for how long we store your personal data

All information you provide to us is stored on our secure Google platform that offers compliance with GDPR via Privacy-Shield certification, however data is not guaranteed to be stored within the UK or Europe.

We use all reasonable endeavours to ensure that appropriate technical and organisational measures are in place to protect your personal data from unauthorised or unlawful processing and against accidental loss, destruction or damage.

Your personal data will be stored for as long as you are involved in The Project and for such time afterwards as required by law or six years from when The Project ends (which is the legal limitation period).

Your rights in relation to personal data

Under the Act, you have a number of rights. The first right is to receive confirmation as to whether or not any of your personal data is being processed and certain other information, as we have set out in this Privacy Policy.

The table in Annex C at the end of this Privacy Policy explains the following rights which the Act gives you in relation to your personal data, and any exceptions to those rights:

- (a) Right of access
- (b) Right to rectification
- (c) Right to erasure
- (d) Right to request the restriction of processing concerning you
- (e) Right to data portability
- (f) Right to object to processing
- (g) Right to ask us not to process your personal data for direct marketing purposes
- (h) Right not to be subject to automated individual decision-making, including profiling.

Please note that you may exercise these rights (subject to any applicable exceptions) by emailing us at **hello@parentping.co.uk**

Regulatory and Contact details

Our full company and registration details are: Unit 13 Chantry Park, 2 Cowley Road, Poole, Dorset, BH17 0UJ. Education Intelligence is a Private limited Company, Company number: 10825354

Questions, comments and requests regarding this Privacy Notice are welcomed and should be sent to **hello@parentping.co.uk**.

For more information about data protection and the protection of personal data, please visit the Information Commissioner's website at **www.ico.org.uk**.

Complaints

You can complain to the Information Commissioner's Office if you consider there has been a breach of the Act in connection with your personal data.

General

This Privacy Policy is governed by English law and either of us can bring legal proceedings in the courts of England and Wales in relation to any dispute arising out of or in connection with these Conditions, except that you may bring proceedings in Northern Ireland or Scotland if you are resident there.

Annex A. Your Personal Data

Personal Data Collected	Purpose	Lawful Basis for Processing
If you express an interest in participating in The Big Lockdown-Learning Parent Survey, you will be asked to provide your name, email address and, job title	<ul style="list-style-type: none"> To manage and administer The Project; To deal with enquiries, complaints and feedback from you; To send you contractual notices; To keep you informed about your activity relating to The Project; To disclose to third parties for: To comply with a current judicial proceeding, a court order or legal process served on us or The Project, any request by any regulator who may have jurisdiction over us or for audit purposes and to meet obligations to any relevant regulatory authority or taxing authority; To enforce this Privacy Policy or the Conditions; To agents and subcontractors, acting for us, to use for the purpose of operating The Project. 	<ul style="list-style-type: none"> Performance of a contract Compliance with a legal obligation Legitimate interests
Correspondence between you and us	<ul style="list-style-type: none"> To manage and administer the App; To enable you to use the App; To deal with enquiries, complaints and feedback from you; To disclose to third parties for: To comply with a current judicial proceeding, a court order or legal process served on us or our App, any request by any regulator who may have jurisdiction over us or for audit purposes and to meet obligations to any relevant regulatory authority or taxing authority; To enforce this Privacy Policy or the Conditions. 	<ul style="list-style-type: none"> Performance of a contract Compliance with a legal obligation Legitimate interests
Records of any telephone, email or other communication with you	<ul style="list-style-type: none"> To improve the quality of our customer service. To disclose to third parties for: To comply with a current judicial proceeding, a court order or legal process served on us or our App, any request by any regulator who may have jurisdiction over us or for audit purposes and to meet obligations to any relevant regulatory authority or taxing authority; To enforce this Privacy Policy or the Conditions. 	<ul style="list-style-type: none"> Performance of a contract Compliance with a legal obligation Legitimate interests
Email addresses	<ul style="list-style-type: none"> Direct marketing (e.g. mailing lists for newsletters; using SendInBlue); Stored in Google GSuite and with Hubspot for sales and marketing purposes; 	<ul style="list-style-type: none"> Consent

	<ul style="list-style-type: none"> To DocuSign for signing contracts with clients. 	
--	---	--

Lawful basis for processing

Consent means processing your personal data where you have signified your agreement by a statement or clear opt-in to processing for a specific purpose. Consent will only be valid if it is a freely given, specific, informed and unambiguous indication of what you want. You can withdraw your consent at any time by contacting us at hello@teachertapp.co.uk.

Legitimate Interest means processing is necessary for the purposes of the legitimate interests pursued by the controller or by a third party, except where such interests are overridden by the interests or fundamental rights and freedoms of the data subject which require protection of personal data, in particular where the data subject is a child. You can obtain further information about how we assess our legitimate interests against any potential impact on you in respect of specific activities by contacting us.

Performance of a Contract means processing your data where it is necessary for the performance of a contract to which you are a party or to take steps at your request before entering into such a contract.

Comply with a legal obligation means processing your personal data where it is necessary for compliance with a legal obligation that we are subject to.

Annex B. Your Rights

Rights	Exception
Right of Access: To obtain from us confirmation as to whether or not personal data concerning you are being processed, and, where that is the case, access to the personal data and the following information: (a) the purposes of the processing; (b) the categories of personal data concerned; (c) the recipients or categories of recipient to whom the personal data have been or will be disclosed, in particular recipients in third countries or international organisations; (d) where possible, the envisaged period for which the personal data will be stored, or, if not possible, the criteria used to determine that period; (e) the existence of the right to request from the controller rectification or erasure of personal data or restriction of processing of personal data concerning the data subject or to object to such processing; (f) the right to lodge a complaint with a supervisory authority; (g) where the personal data are not collected from the data subject, any available information as to their source; (h) the existence of automated decision-making, including profiling and (4) and, at least in those cases, meaningful information about the logic involved, as well as the significance and the envisaged consequences of such processing for the data subject.	
Right to rectification: to obtain from us without undue delay the rectification of inaccurate personal data concerning you. We must communicate to each recipient to whom the rectified personal data have been disclosed, unless this proves impossible or involves disproportionate effort. We shall inform you about those recipients if you request that information.	
Right to erasure: to obtain from us the erasure of personal data concerning you without undue delay where: (a) the personal data are no longer necessary in relation to the purposes for which they were collected or otherwise processed; (c) you object to the processing based on legitimate interest where there are no overriding legitimate grounds for the processing; (d) the personal data have been unlawfully processed; (e) the personal data have to be erased for compliance with a legal obligation to which we	Processing is necessary for (b) compliance with a legal obligation which requires processing by Union or Member State law to which the controller is subject or for the performance of a task carried out in the public interest or in the exercise of official authority vested in us; or (e) the establishment, exercise or defence of legal claims.

<p>are subject. We must communication to each recipient to whom the erased personal data have been disclosed, unless this proves impossible or involves disproportionate effort. We shall inform you about those recipients if you request that information.</p>	
<p>Right to request the restriction of processing concerning you: to obtain from us restriction of processing where: (a) the accuracy of the personal data is contested by you, for a period enabling us to verify the accuracy of the personal data; (b) the processing is unlawful and you oppose the erasure of the personal data and request the restriction of its use instead; (c) we no longer need the personal data for the purposes of the processing, but it is required by you for the establishment, exercise or defence of legal claims; (d) you object to the processing based on legitimate interest pending the verification whether our legitimate grounds override yours. We must communication to each recipient to whom the restricted personal data have been disclosed, unless this proves impossible or involves disproportionate effort. We shall inform you about those recipients if you request that information.</p>	<p>Where processing has been restricted under this right, such personal data shall, with the exception of storage, only be processed: with your consent; or for the establishment, exercise or defence of legal claims; or for the protection of the rights of another natural or legal person; or for reasons of important public interest of the Union or of a Member State.</p>
<p>The right to data portability: to receive the personal data concerning you which you have provided to us, in a structured, commonly used and machine-readable format and have the right to transmit those data to another controller without hindrance from us, where: (a) the processing is based on consent or is necessary for the performance of a contract to which you are party or in order to take steps at your request prior to entering into a contract; and (b) the processing is carried out by automated means. You have the right to have the personal data transmitted directly from us to another controller, where technically feasible. The exercise of this right shall be without prejudice to the right to erasure.</p>	<p>That right shall not apply to processing necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in us.</p>
<p>The right to object to processing: to object, on grounds relating to your particular situation, at any time to processing of personal data concerning you which is based on processing necessary for the purposes of the legitimate interests pursued by us or a third party (except where such interests are overridden by your interests or fundamental rights and freedoms which require protection of personal data), including profiling.</p>	<p>Where: we demonstrate compelling legitimate grounds for the processing which override the interests, rights and freedoms of the data subject; or for the establishment, exercise or defence of legal claims.</p>
<p>The right to ask us not to process your personal data for direct marketing purposes: to object at any time to processing of personal data concerning you for such marketing, which includes profiling to the extent that it is related to such direct marketing. You can exercise your right to prevent such processing by checking certain boxes on the forms we use to collect your data. You can also exercise the right at any time by contacting us at hello@parentping.co.uk.</p>	
<p>The right not to be subject to automated individual decision-making, including profiling: to not be subject to a decision based solely on automated processing, including profiling, which produces legal effects concerning you or similarly significantly affects you.</p>	<p>If the decision: (a) is necessary for entering into, or performance of, a contract between you and us; (b) is authorised by Union or Member State law to which we are subject and which also lays down suitable measures to safeguard the data subject's rights and freedoms and legitimate interests; or (c) is based on the data subject's explicit consent. In the cases referred to in points (a) and (c) we shall implement suitable measures to safeguard the data subject's rights and freedoms and legitimate interests, at least the</p>

	right to obtain human intervention on our part, to express his or her point of view and to contest the decision.
--	--

Data processing agreement between EEF and Education Intelligence

Data Processing Agreement between Education Intelligence Limited and the Education Endowment Foundation

Date: 10/02/2021

Parties:

- Data controller: Education Intelligence Ltd (EI)
- Data processor: Education Endowment Foundation (EEF)

Background:

EEF has awarded a grant to EI to research parents' and children's experiences during the Covid-19 lockdown, through the Big Lockdown Learning Parents Survey. 100-200 schools will be recruited to take part in this study. Participating schools will be encouraged to ask parents from their school community to download the free Parent Ping app, developed by EI, and answer a few survey questions each day. Data collected from these surveys will be used by EEF and EI to examine the impacts of the Covid-19 lockdown on children and parents.

As part of this research project, EEF (data processor) will be assisting EI (data controller) to recruit schools, communicate with schools who have expressed interest and communicate with parents taking part in the study. This data processing agreement sets out how both parties will fulfil their obligations under GDPR.

Definitions:

- Personal data: Information relating to an identified or identifiable natural person.
- Special categories of data: Personal data which relates to an individual's race, ethnic origin, politics, religion, trade union membership, genetics, biometrics (where used for ID purposes), health, sex life, or sexual orientation.
- Process/processing: Anything which can be done to data, including collection, recording, organisation, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction.
- Controller: A natural or legal person which decides the purposes and means of processing data.
- Processor: A natural or legal person which is responsible for processing personal data on behalf of a controller.
- Data subject: The individual that personal data relates to.
- Supervisory authority: An independent national data protection authority, such as the ICO.

Subject Matter of the Processing:

EEF staff will process data necessary to support the recruitment and retention of schools and parents taking part in the Big Lockdown Learning Parent Survey, as well as to support ongoing liaison with schools and parents for the duration of the study (for example, sharing updates and responding to queries).

Duration of Processing:

EEF staff will assist EI with the data processing detailed in this agreement from 25th January 2021 - 26th March 2021. After 26th March 2021, EEF staff will no longer act as a data processor for EI and will no longer have access to EI data.

Nature and Purpose of Processing:

EEF staff will process data on behalf of EI for the purpose of communicating with schools and parents by phone or email about their involvement in the Big Lockdown Learning Survey.

Schools will be contacted for the purpose of providing them with information about the Big Lockdown Learning Parents Survey, responding to queries from schools, providing updates on the research and reminding schools to encourage parents' participation in the study. Only schools who have completed an Expression of Interest form registering their interest in this research will be contacted.

Parents will be contacted for the purposes of informing them if they have won a prize through Parent Ping's weekly prize draw for study participants, arranging delivery of prizes to parents' addresses and responding to queries from

parents. Only parents who have voluntarily downloaded the Parent Ping app and agreed to take part in this research will be contacted.

Type of Personal Data Involved and Categories of Data Subject:

For schools who have expressed an interest in their school participating in the Big Lockdown-Learning Parent Survey, EEF staff will process the following data:

- Name, address, contact number, and Unique Reference Number (URN) of the school.
- Name, job title/role, and contact details (email address) of a key contact person at the school.

Contact details will only be used to contact the school about the research.

For parents from participating schools who have won a prize in the competition that is being run as an incentive to encourage engagement in the trial, EEF staff will process the following data:

- Names, email addresses, phone numbers and home addresses.

This information will be used to either send the prize to the parent's home address or send a voucher to their email address, and to communicate with the parent about the arrangements for delivering the prize.

For parents who contact ParentPing with general queries, EEF staff will process the following data:

- Names and email address

This information will be used to respond to parents' queries.

Data Storage and Access

EEF staff have been provided with password-protected email addresses and voice calling services linked to EI, which they will use to contact schools and parents. Contact details are stored on EI's systems and will not be removed from there by EEF staff, nor stored anywhere else by EEF staff. After 26th March 2021, EI will revoke access to their systems and email addresses, and EEF will no longer have access to the personal data.

Emails that come to the Parent Ping email address for general queries were diverted to EEF staff's email addresses during the first two weeks of the project (25th January - 9th February 2021). These emails included parents' email addresses, and any other personal information that parents chose to disclose in the emails they sent. Any emails containing personal details will be deleted from EEF email accounts by 26th March 2021.

The processor and controller's rights and obligations:

- The processor will only act on the controller's documented instructions, unless required by law to act without such instructions;
- The processor will ensure that people processing the data are subject to a duty of confidence;
- The processor will take appropriate measures to ensure the security of processing;
- The processor will only engage a sub-processor with the controller's prior authorisation and under a written contract;
- The processor will take appropriate measures to help the controller respond to requests from individuals to exercise their rights;
- Taking into account the nature of processing and the information available, the processor will assist the controller in meeting its UK GDPR obligations in relation to the security of processing, the notification of personal data breaches and data protection impact assessments;
- The processor will delete or return all personal data to the controller (at the controller's choice) at the end of the contract, and the processor must also delete existing personal data unless the law requires its storage;
- The processor will submit to audits and inspections. The processor must also give the controller whatever information it needs to ensure they are both meeting their Article 28 obligations;
- The controller has overall control of personal data.

You may re-use this document/publication (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence v3.0.

To view this licence, visit <https://nationalarchives.gov.uk/doc/open-government-licence/version/3> or email: psi@nationalarchives.gsi.gov.uk

Where we have identified any third-party copyright information you will need to obtain permission from the copyright holders concerned. The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

This document is available for download at <https://educationendowmentfoundation.org.uk>



Education
Endowment
Foundation

The Education Endowment Foundation
5th Floor, Millbank Tower
21–24 Millbank
London
SW1P 4QP

<https://educationendowmentfoundation.org.uk>

 @EducEndowFoundn

 [Facebook.com/EducEndowFoundn](https://www.facebook.com/EducEndowFoundn)