

2020



Impact of coronavirus on schools

Primary and secondary maintained schools in England
NERP#644.1: 2020

 researching.education

COVID-19
Impact
First report

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2020



Aim, scope, methodology and sampling

Introduction

The aim of this research project is to regularly update the sector on the impact of the novel coronavirus (COVID-19) on school activities and resourcing.

This first analysis reviews the findings from an online questionnaire issued to key stage leaders across maintained schools in England. We only gave schools five days to respond to this review given the requirement to report back promptly in a rapid changing environment. This first activity questionnaire was issued on 6 March and closed on 12 March.

Our sampling practices remain consistent between projects, with potential respondents pre-profiled to ensure a representative picture of the marketplace each time this activity is revisited. The results, although from a limited number of schools, should provide an effective picture of issues facing schools at any point in time.

This report is compiled from data collected from opted-in members of the National Education Research Panel (NERP), operated by C3 Education.



The following members were contacted, with an average of 45% of invited members responding in full to the questions presented.

Panel	Sub-group	Invited	Responded	% response
Primary	EYFS	212	92	43%
	KS1	230	105	46%
	KS2	244	112	46%
Secondary	KS3	258	104	40%
	KS4	261	128	49%
	KS5	225	109	48%
Total	Combined	1430	650	45%

To ensure a representative view of the marketplace a number of prerequisites were put in place, which included ensuring a broad spread of responses from all nine of the English standard regions, school size and split by school type. In addition, each school is classified under our 'New Technology' index (NTI), which aims to ensure responses are not only received from technology rich schools, but also from those that are less likely to be using as much edtech.



Intro

Panel	School type	Invited	Responded	% response
Primary	Academy	200	109	55%
	Authority	486	200	41%
Secondary	Academy	524	231	44%
	Authority	220	110	50%
Total		1430	650	45%

The regional split is representative of the number of schools in each region and helps ensure there is no bias in obtaining a disproportionate number of schools in any particular region.



ENGLAND

Panel	Schools	% of sample
South West	75	12%
South East	84	13%
London	93	14%
East of England	71	11%
East Midlands	71	11%
West Midlands	62	9%
Yorkshire / Humber	68	11%
North East	65	10%
North West	61	9%
Total	650	100%

2020



The situation so far (All KS)

Executive summary



ENGLAND



A minority of schools (15%) are currently experiencing an impact on teaching due to direct impact or concern over coronavirus, with close to a third (30%) anticipating future impacts. In addition over a fifth (22%) record a high expectation that statutory examinations will be rescheduled.

Exec.
Sum

In the event of school closure two-thirds of schools are actively considering the use of their current cloud-based learning platform (such as Google Classroom, Firefly). However, in the case of A level leaders, this rises to 75% and falls to 56% for KS2.





ENGLAND



While a third of schools are considering using individual subject lesson delivery solutions, fewer than a fifth indicate that this will be the focus of their delivery. Similarly, while a fifth site actively considering video conferencing solutions, only 1% say it will be the focus of their delivery.

Exec.
Sum

It is also unlikely that videos (including from TV/streaming services) will be the delivery focus. Most unlikely is the use of webinars. While 15% of schools indicated webinars as actively being considered, no school said it would be their focus.





ENGLAND



Only a minority (13%) of schools definitely have enough information and guidance to deliver teaching in the event of a school closure. Of most concern is that close to half of primary schools do not have enough information at all. In contrast most secondary schools have somewhat enough.

Exec.
Sum

The DfE is highlighted as the information and guidance source that will be most helpful. However, a sixth of secondary schools highlight their MAT being the most helpful source. In addition, a small minority of secondary schools are also likely to place emphasis on the role of commercial providers over that of the DfE. In contrast, primary schools remain heavily biased towards the role that the DfE will play.





ENGLAND



Half of schools are anticipating adjusting how much they spend on teaching and learning resources because of the coronavirus, although most consider that it may happen, rather than definitely. There is less emphasis on budget changes in the primary sector.

Exec.
Sum

Ten percent of schools anticipate budgeting more than 10% on top of their existing spending expectations. In addition, a third anticipate up to 10% more. In contrast, only a small minority of schools (6%) anticipate spending less. These findings highlight the potential for additional spending, which is to be investigated in more detail in the next edition.





ENGLAND

Currently experiencing impact due to direct impact or concern over coronavirus?



Anticipating any future additional or new impact on teaching?



Expecting to reschedule statutory examinations?



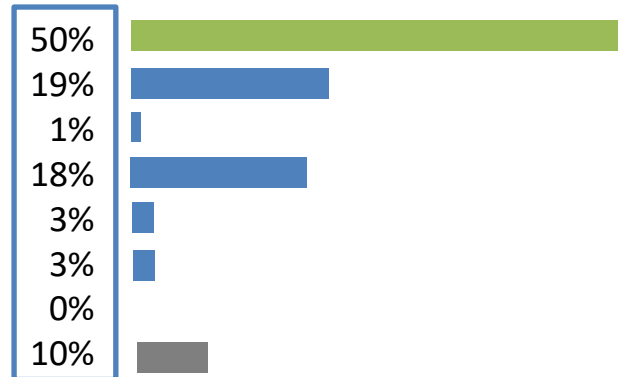
ALL

In the event of a school closure, which methods are being actively considered and which is most likely to be the focus of your delivery?

Consider

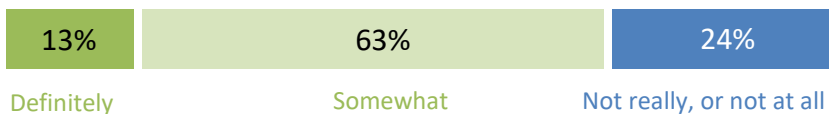
67%	<input type="checkbox"/> General cloud-based learning platform
42%	<input type="checkbox"/> Collaboration tools
21%	<input type="checkbox"/> Video conferencing
37%	<input type="checkbox"/> Individual subject lesson delivery solutions
23%	<input type="checkbox"/> Videos (inc. TV/streaming services)
17%	<input type="checkbox"/> Podcasts/blogs
15%	<input type="checkbox"/> Webinars
10%	<input type="radio"/> None of the above

Focus

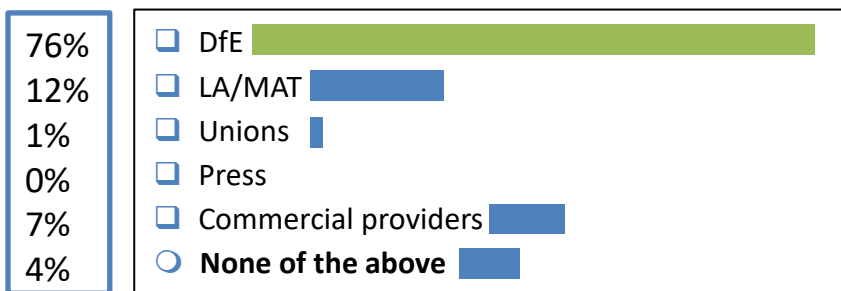




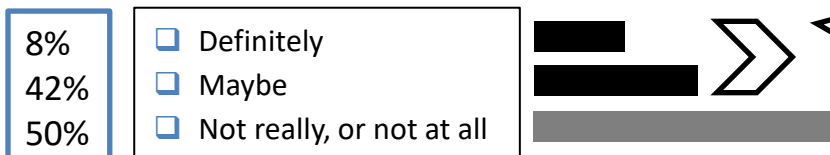
Do you consider you have enough information and guidance to deliver teaching in the event of your school having to close?



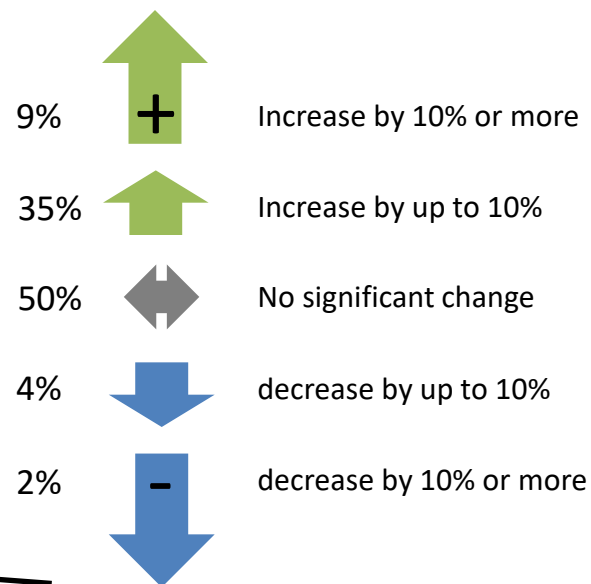
Which of the following sources of information and guidance is most likely to be helpful?



Are you anticipating adjusting how much you spend on teaching and learning resources this year because of the coronavirus?



What level of change do you anticipate?



ALL

2020



Early Years Foundation Stage (EYFS)



ENGLAND

Currently experiencing impact due to direct impact or concern over coronavirus?



Anticipating any future additional or new impact on teaching?



Expecting to reschedule statutory examinations?



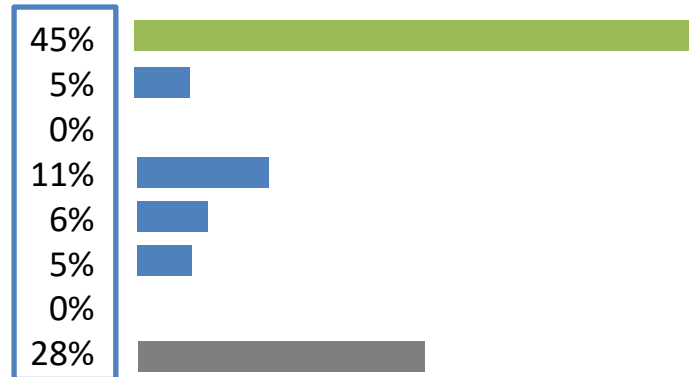
EYFS

In the event of a school closure, which methods are being actively considered and which is most likely to be the focus of your delivery?

Consider

58%	<input type="checkbox"/> General cloud-based learning platform
26%	<input type="checkbox"/> Collaboration tools
14%	<input type="checkbox"/> Video conferencing
20%	<input type="checkbox"/> Individual subject lesson delivery solutions
24%	<input type="checkbox"/> Videos (inc. TV/streaming services)
16%	<input type="checkbox"/> Podcasts/blogs
10%	<input type="checkbox"/> Webinars
28%	<input type="radio"/> None of the above

Focus

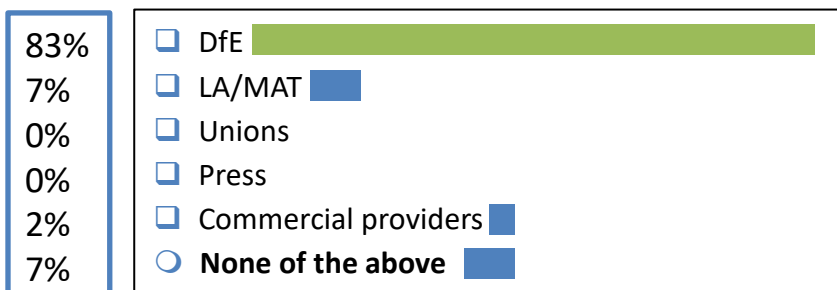




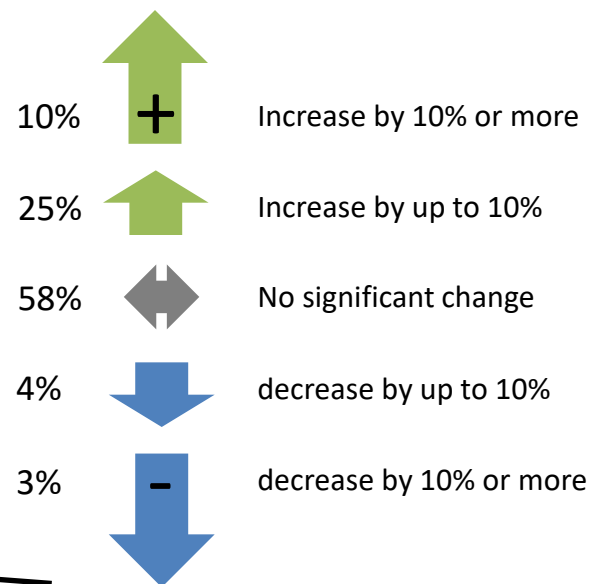
Do you consider you have enough information and guidance to deliver teaching in the event of your school having to close?



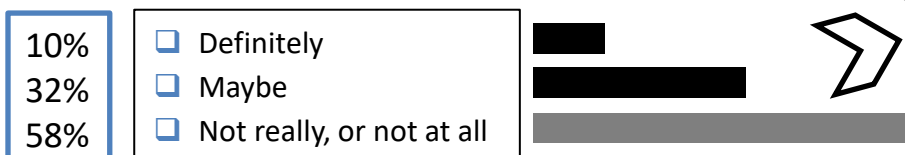
Which of the following sources of information and guidance is most likely to be helpful?



What level of change do you anticipate?



Are you anticipating adjusting how much you spend on teaching and learning resources this year because of the coronavirus?



EYFS

2020



Key Stage One (KS1)



Currently experiencing impact due to direct impact or concern over coronavirus?



Anticipating any future additional or new impact on teaching?



Expecting to reschedule KS1 examinations?



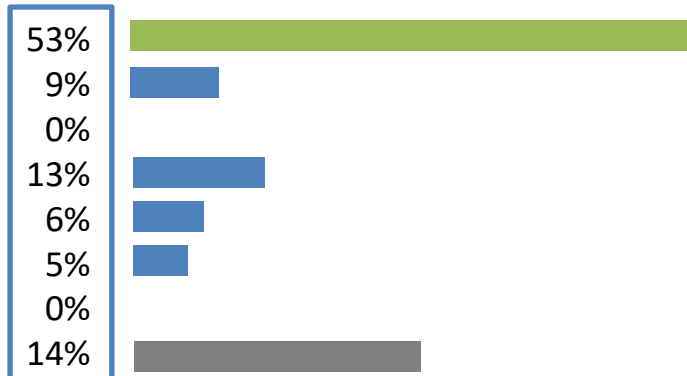
KS1

In the event of a school closure, which methods are being actively considered and which is most likely to be the focus of your delivery?

Consider

61%	<input type="checkbox"/> General cloud-based learning platform
30%	<input type="checkbox"/> Collaboration tools
14%	<input type="checkbox"/> Video conferencing
20%	<input type="checkbox"/> Individual subject lesson delivery solutions
24%	<input type="checkbox"/> Videos (inc. TV/streaming services)
17%	<input type="checkbox"/> Podcasts/blogs
12%	<input type="checkbox"/> Webinars
14%	<input type="radio"/> None of the above

Focus

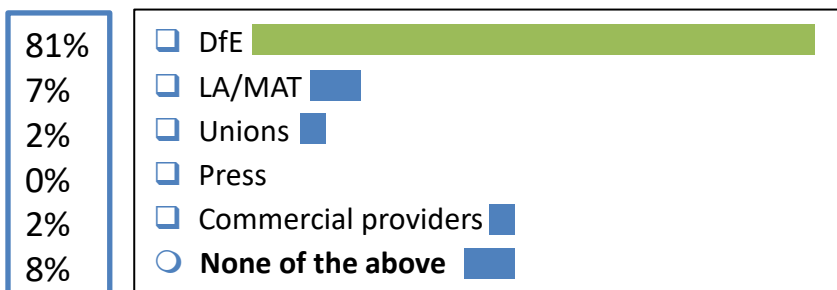




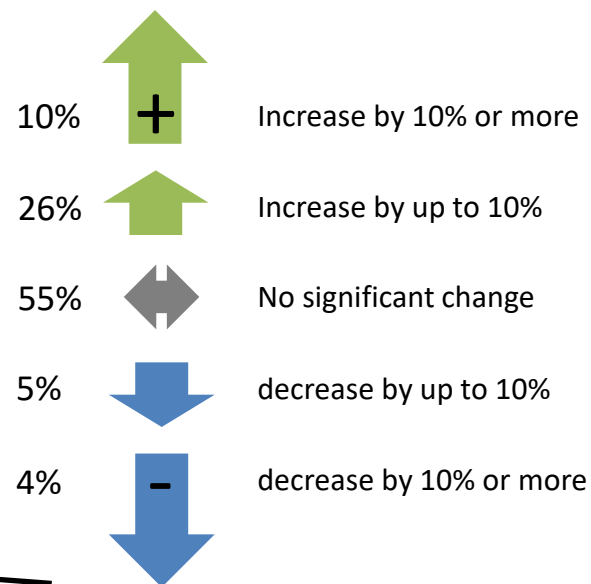
Do you consider you have enough information and guidance to deliver teaching in the event of your school having to close?



Which of the following sources of information and guidance is most likely to be helpful?



What level of change do you anticipate?



Are you anticipating adjusting how much you spend on teaching and learning resources this year because of the coronavirus?



KS1

2020



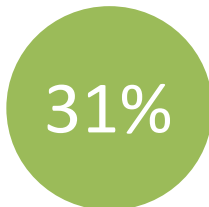
Key Stage Two (KS2)



Currently experiencing impact due to direct impact or concern over coronavirus?



Anticipating any future additional or new impact on teaching?



Expecting to reschedule KS2 examinations?



KS2

In the event of a school closure, which methods are being actively considered and which is most likely to be the focus of your delivery?

Consider

56%	<input type="checkbox"/> General cloud-based learning platform
30%	<input type="checkbox"/> Collaboration tools
15%	<input type="checkbox"/> Video conferencing
20%	<input type="checkbox"/> Individual subject lesson delivery solutions
26%	<input type="checkbox"/> Videos (inc. TV/streaming services)
20%	<input type="checkbox"/> Podcasts/blogs
15%	<input type="checkbox"/> Webinars
11%	<input type="radio"/> None of the above

Focus

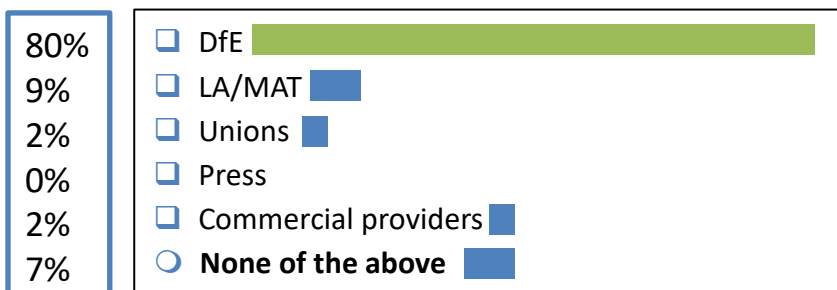




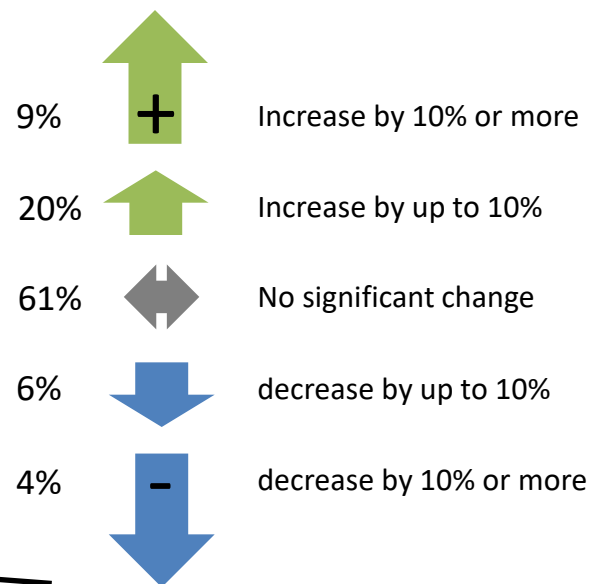
Do you consider you have enough information and guidance to deliver teaching in the event of your school having to close?



Which of the following sources of information and guidance is most likely to be helpful?



What level of change do you anticipate?



Are you anticipating adjusting how much you spend on teaching and learning resources this year because of the coronavirus?



2020



Key Stage Three (KS3)



Currently experiencing impact due to direct impact or concern over coronavirus?



Anticipating any future additional or new impact on teaching?



Expecting to reschedule statutory examinations?



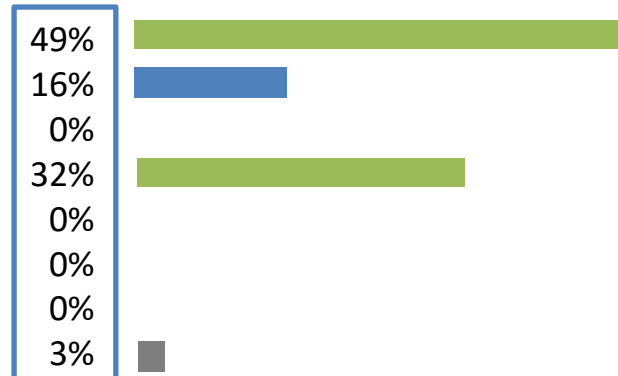
KS3

In the event of a school closure, which methods are being actively considered and which is most likely to be the focus of your delivery?

Consider

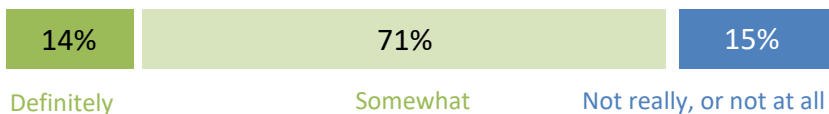
69%	<input type="checkbox"/> General cloud-based learning platform
60%	<input type="checkbox"/> Collaboration tools
21%	<input type="checkbox"/> Video conferencing
51%	<input type="checkbox"/> Individual subject lesson delivery solutions
20%	<input type="checkbox"/> Videos (inc. TV/streaming services)
18%	<input type="checkbox"/> Podcasts/blogs
21%	<input type="checkbox"/> Webinars
3%	<input type="radio"/> None of the above

Focus

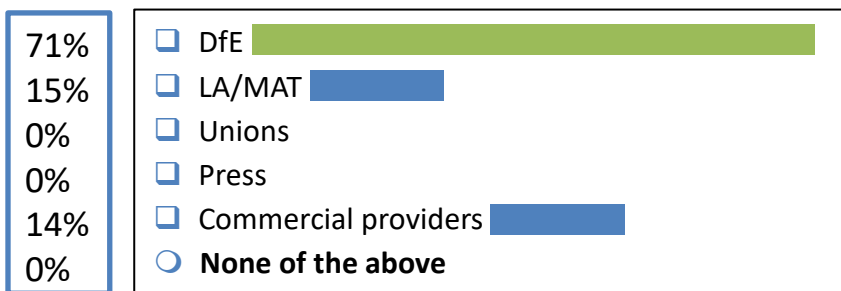




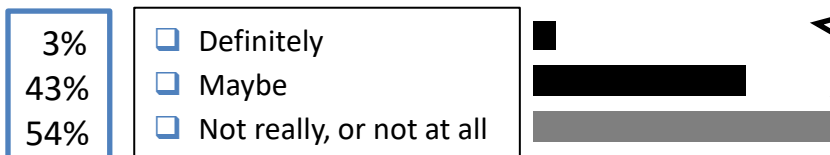
Do you consider you have enough information and guidance to deliver teaching in the event of your school having to close?



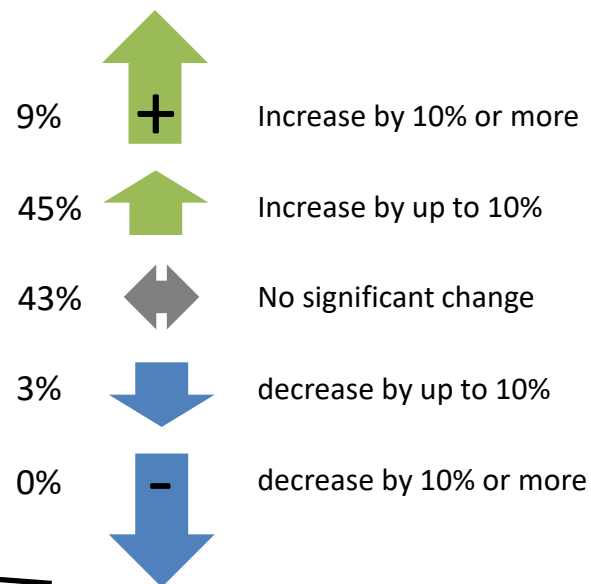
Which of the following sources of information and guidance is most likely to be helpful?



Are you anticipating adjusting how much you spend on teaching and learning resources this year because of the coronavirus?



What level of change do you anticipate?



2020



Key Stage Four (KS4) / GCSE

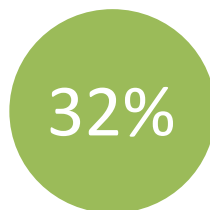


ENGLAND

Currently experiencing impact due to direct impact or concern over coronavirus?



Anticipating any future additional or new impact on teaching?



Expecting to reschedule GCSE examinations?



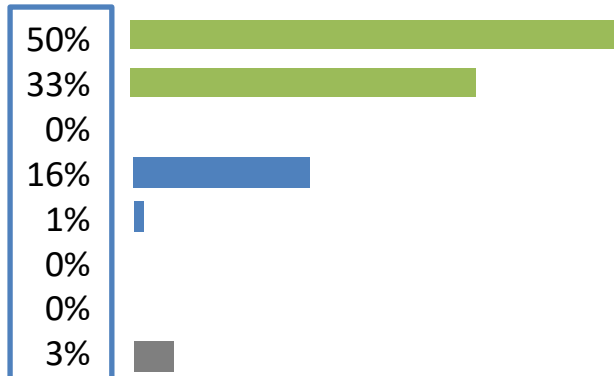
KS4

In the event of a school closure, which methods are being actively considered and which is most likely to be the focus of your delivery?

Consider

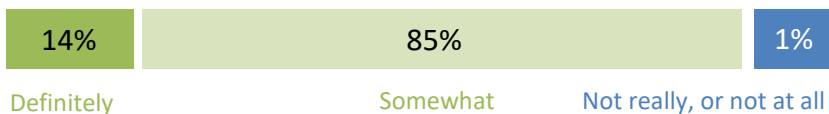
84%	<input type="checkbox"/> General cloud-based learning platform
63%	<input type="checkbox"/> Collaboration tools
32%	<input type="checkbox"/> Video conferencing
54%	<input type="checkbox"/> Individual subject lesson delivery solutions
21%	<input type="checkbox"/> Videos (inc. TV/streaming services)
17%	<input type="checkbox"/> Podcasts/blogs
20%	<input type="checkbox"/> Webinars
3%	<input type="radio"/> None of the above

Focus

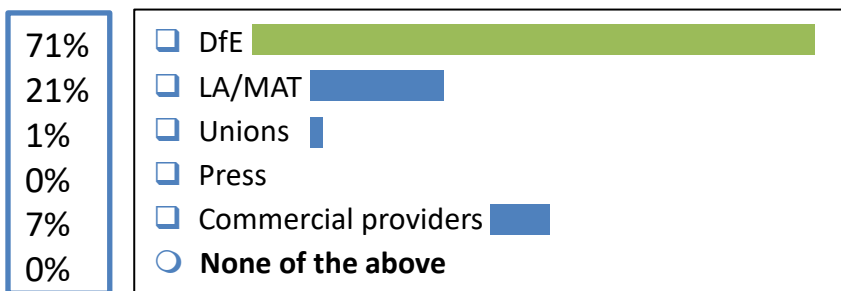




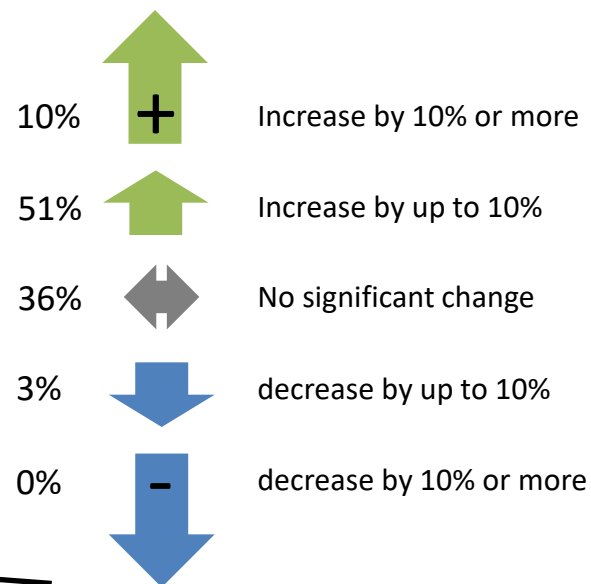
Do you consider you have enough information and guidance to deliver teaching in the event of your school having to close?



Which of the following sources of information and guidance is most likely to be helpful?



What level of change do you anticipate?



Are you anticipating adjusting how much you spend on teaching and learning resources this year because of the coronavirus?



2020



Key Stage Five (KS5) / A level



Currently experiencing impact due to direct impact or concern over coronavirus?



Anticipating any future additional or new impact on teaching?



Expecting to reschedule A level examinations?



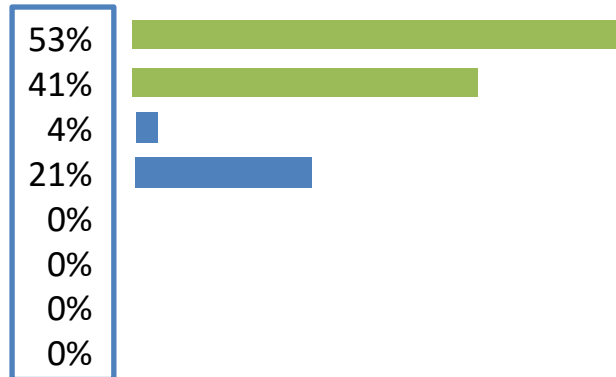
KS5

In the event of a school closure, which methods are being actively considered and which is most likely to be the focus of your delivery?

Consider

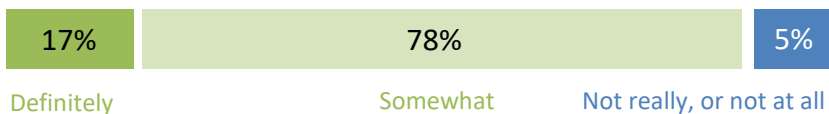
75%	<input type="checkbox"/> General cloud-based learning platform
43%	<input type="checkbox"/> Collaboration tools
32%	<input type="checkbox"/> Video conferencing
54%	<input type="checkbox"/> Individual subject lesson delivery solutions
21%	<input type="checkbox"/> Videos (inc. TV/streaming services)
15%	<input type="checkbox"/> Podcasts/blogs
13%	<input type="checkbox"/> Webinars
0%	<input type="radio"/> None of the above

Focus

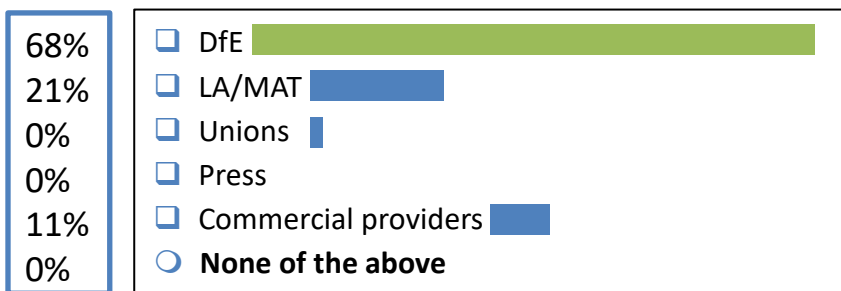




Do you consider you have enough information and guidance to deliver teaching in the event of your school having to close?



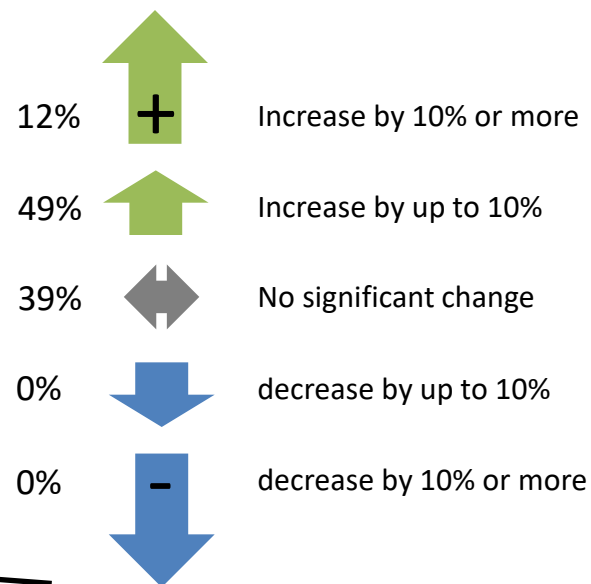
Which of the following sources of information and guidance is most likely to be helpful?



Are you anticipating adjusting how much you spend on teaching and learning resources this year because of the coronavirus?



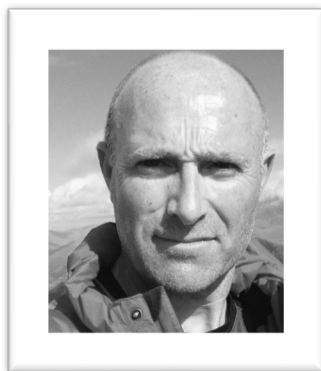
What level of change do you anticipate?



2020



Regular updates on coronavirus will be available



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[researching.education](https://www.researching.education)

This report is confidential and is required only to be read by employees of publishers that have purchased the report.

Richard has been conducting market research exclusively in the school sector for over 25 years. Beginning his path at BESA then founding C3 Education in 1996. To be able to provide more robust and representative data on the marketplace the National Education Research Panel (NERP) was founded with the support of key education suppliers in 2005.

Each year over 20 research projects are conducted for publishers and suppliers including OUP, Pearson, RM, Discovery, YPO, ESPO, Trinity, as well as, industry and sector reports for BESA and other sector bodies.