

APPENDIX

1. School survey (t1)

Q1 What is your name?

Q2 What is your school's name?

Q3 What is your job title?

Q4 When schools were closed to the majority of children in March 2020, did you provide remote learning activities for Phonics? (Yes/No)

Q5 Were these activities (tick all that apply)

- Printed packs of worksheets provided by the school and sent/delivered to parents
- Electronic worksheets for parents to print at home
- Live online lessons provided by school
- Pre-recorded videos provided by school
- Activities/games
- Links to free online video lessons created by others [if yes, which providers]
- Links to free online resources or interactive games created by others [if yes, which providers]
- Other [please specify]

Q6 Please describe the resources and guidance you provided to families to support Phonics

Q7 Was the remote learning provision for phonics focused on consolidating existing knowledge or continuation of the curriculum?

- Consolidating existing knowledge
- Continuation of the curriculum
- Combination of both

Q8 When schools were closed to the majority of children in March 2020, did you provide remote learning activities for PSED? (Yes/No)

Q9 Were these activities (tick all that apply) (*Same response options as Q5*)

Q10 Please describe the resources and guidance you provided to families to support PSED

Q11 Was the remote learning provision for PSED focused on consolidating existing knowledge or continuation of the curriculum? (*Same response options as Q7*)

Q12 When schools were closed to the majority of children in March 2020, did you provide remote learning activities for Language and Communication? (Yes/No)

Q13 Were these activities (tick all that apply) (*Same response options as Q5*)

Q14 Please describe the resources and guidance you provided to families to support Language and Communication

Q15 Was the remote learning provision for Language and Communication focused on consolidating existing knowledge or continuation of the curriculum? (*Same response options as Q7*)

Q16 When schools were closed to the majority of children in March 2020, did you provide remote learning activities for Literacy (beyond Phonics)? (Yes/No)

Q17 Were these activities (tick all that apply) (*Same response options as Q5*)

Q18 Please describe the resources and guidance you provided to families to support Literacy

Q19 Was the remote learning provision for Literacy focused on consolidating existing knowledge or continuation of the curriculum? (*Same response options as Q7*)

Q20 When schools were closed to the majority of children in March 2020, did you provide remote learning activities for Maths? (Yes/No)

Q21 Were these activities (tick all that apply) (*Same response options as Q5*)

Q22 Please describe the resources and guidance you provided to families to support Maths

Q23 Was the remote learning provision for Maths focused on consolidating existing knowledge or continuation of the curriculum? (*Same response options as Q7*)

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Q24 How often were home learning activities sent to parents?

- Every day
- 2-4 times per week
- Once per week
- One off pack
- Other (please specify)

Q25 Were the home learning activities translated into the parents' home languages? (Yes/No/Sometimes)

Q26 Please can you provide more information about translating the home learning activities into the parents' home languages

Q27 Were the same activities and resources provided for key worker/vulnerable children who attended a school hub? (Yes/No)

Q28 Please describe what the children did at school

Q29 Did parents submit completed work to you? (e.g., upload videos or photographs of work, email work to you, post work) (Yes/No/Sometimes)

Q30 Was feedback provided on this work? (Yes/No/Sometimes)

Q31 Were you in regular contact with children/parents from your class during this period? (Yes/No)

Q32 How often were you in contact with parents?

- Daily
- Weekly
- Other (please specify)

Q33 How was this contact carried out? (tick all that apply)

- Virtual learning environment
- Telephone calls
- Video calls
- Emails
- Face-to-face contact (e.g., home visits)
- Online conversations (e.g. blog posts, interactive chats etc.)
- Other (please specify)

Q34 Did your school re-open to all reception children on or after June 1st 2020? (Yes/No)

Q35 Before school closures in March 2020, when was your last EYFSP assessment carried out with the 2019/2020 reception cohort? (please provide month and year)

Q36 What percentage of the whole EYFS curriculum do you estimate you covered last year in reception?

Q37 What percentage of the usual literacy curriculum do you estimate you covered last year in reception?

Q38 What percentage of the usual numeracy curriculum do you estimate you covered last year in reception?

Q39 What percentage of the usual communication and language curriculum do you estimate you covered last year in reception?

Q40 What percentage of the usual PSED curriculum do you estimate you covered last year in reception?

Q41 How do you monitor EYFSP progress? (For example, which systems do you use and how often do you use them?)

Q42 What reading scheme do you currently use in EYFS?

Q43 Is this the same as the reading scheme you used in the previous year (2019/2020)?

- Yes
- No (please provide details)

Q44 Is this the same the reading scheme as you currently use in year 1? (Yes/No)

Q45 Please provide details of the reading scheme used in year 1

Q46 Is there anything else you would like to tell us about EYFS provision?

APPENDIX

2. School survey (t2)

Q1 consent
Q2 consent

Q3 What is your name?

Q4 What is your school's name?

Q5 What is your job title?

Q6 During the most recent lockdown period, from January to early March 2021, were you teaching from home or were you in school, or a combination?

- Teaching entirely from home
- Teaching entirely in school
- A combination of teaching from home and teaching in school
- Other (please write in)

Q7 How do you monitor pupil progress in Year 1? For example, which systems do you use and how often do you use them?

This section relates to teaching across ALL curriculum areas when many/most children were not in school due to the national lockdown from January to early March 2021.

Q9 Were parents/families provided with an overview or structure of any kind for home learning? If so, how often did they receive this?

- No such overview or structure was provided
- Yes - it was provided daily
- Yes - it was provided several times a week
- Yes - it was provided weekly
- Yes - it was provided fortnightly
- Yes - there was a combination of weekly overall structure and daily reminders/tasks
- Yes - but the frequency varied over time
- If you would like to say more about this, please write in the box below

Q10 Who provided this overview or structure for learning?

- The head teacher
- The class teacher
- The key stage leader
- Other (please write in)

Q11 During the lockdown period from January to early March 2021, were you and other Year 1 teachers in regular contact with children/parents from your class(es)? (Yes/No)

Q12 How often were you in contact with parents?

- Daily
- Weekly
- Several times a week
- Other (please write in)

Q13 How was this contact carried out? Please tick all that apply.

- Emails
- Telephone calls
- Online written conversations via blog posts, interactive chats etc.
- Live video calls
- Via virtual learning environment/platform e.g. Tapestry
- Face-to-face contact e.g. home visit
- Other (please write in)

Q14 Were home learning activities provided by the school translated into the parents' home languages?

- Yes
- No
- Sometimes (comment below if you wish)

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2. School survey (t2)

Q15 Please provide any information which you feel is relevant about the translation of home learning activities into parents' or families' home languages.

Q16 Who was teaching or working with the key worker/vulnerable children who attended school or a school hub in person?

- Teachers
- Teaching assistants
- Both teachers and teaching assistants
- It varied according to who was available to work in school

Q17 Thinking about the activities and resources provided to children and families learning at home, were the same activities and resources being provided for and used by key worker/vulnerable children who attended in person in a school or school hub?

- Yes
- No
- Sometimes (comment below if you wish)

Q18 Please tell us about any differences between the activities and resources provided within the school setting and those provided to children learning at home.

Q19 If there is anything else you wish to tell us about the teaching and provision for children who attended school or a school hub in person, please write in the box below.

This section asks about curriculum-related resources provided by schools for home learning during the period from January to early March 2021, when many/most children were not able to come into school.

It covers the following curriculum areas:

English - phonics

English - other literacy activities

English - spoken language

Maths

PSHE (personal/social/emotional development)

There are multiple choice options, but there is also space for you to tell us more about each option where you feel you can provide relevant information.

English - phonics

Q22 During the national lockdown period from January to early March 2021, did you provide remote learning activities for phonics? (Yes/No)

Q23 Were these phonics activities (tick all that apply) ...

- Printed packs of worksheets provided by the school and sent/delivered to parents (please give further detail if you wish)
- Electronic worksheets for parents to print at home (please give further detail if you wish)
- Live online lessons provided by school (please give further detail if you wish)
- Pre-recorded videos provided by school (please give further detail if you wish)
- Activities/games (please give further detail if you wish)
- Links to free online video lessons created by others (if yes, which providers?)
- Links to free online resources or interactive games created by others (if yes, which providers?)
- Paid-for resources, where school has taken out a subscription to an online resource (please tell us which)
- Other (please write in)

Q24 Was the remote learning provision for phonics focused on consolidating existing knowledge or continuation of the curriculum?

- Consolidating existing knowledge
- Continuation of the curriculum
- Combination of both

Q25 Were the phonics activities provided for home learning *differentiated*?

- Yes
- No
- Sometimes (please explain if you wish)

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Q26 If the phonics activities provided were *not* differentiated, what level were the activities pitched at? Please write in.

Q27 How much time per day, on average, would you say you expected a child to spend on phonics activities provided for home learning?

Q28 On average, how often...

...did you provide new phonics activities for home learning?

...did you ask parents to submit completed phonics work to you?

...did you provide feedback to each child on submitted phonics work?

- Every day
- Most days
- At least once a week
- Once every couple of weeks
- Never

Q29 We are interested in the kind of feedback you offered on phonics work. For example, were you correcting mistakes, or was it more generic, supportive feedback to encourage children, through comments such as 'well done'?

Q30 Please use the box below to give us any more information you feel is relevant to home learning in phonics.

Questions 22-30 repeated for each curriculum area.

Q71 On this page, we ask you to estimate how much of the Year 1 curriculum you think you have covered this academic year - 2020/21.

Q72 What percentage of the Year 1 curriculum have you covered?

- Percentage of OVERALL curriculum
- Percentage of English curriculum
- Percentage of maths curriculum
- Percentage of PSHE curriculum

This section focuses on provision for reading.

Q74 What reading scheme do you currently use in Year 1?

Q75 Did you monitor children's reading levels during the lockdown period from January to early March 2021?

- Yes, if children were in school
- Yes, if children were learning remotely
- Yes, for children at home and children in school
- No

Q76 Please tell us *how* you monitored children's reading levels between January and early March 2021, for children at home and/or at school.

Q77 When did you last assess your pupils' reading ability?

Q78 Has the way in which you are using book bands changed in the current school year (2020 - 2021)? (Yes/No)

Q79 If 'yes', please explain how.

Q80 Have children's current book band levels been determined by their assessed reading level?

- Yes
- No
- Partly

Q81 If 'no' or 'partly', please tell us how current book band levels were determined.

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2. School survey (t2)

Q82 If there is anything further you would like to tell us about CHANGES to remote learning provision, between the two lockdowns, please tell us here.

For example, how much did the experiences of the first lockdown influence what has happened this year? How much is due to the different expectations and guidance from government, and how much to what you as a teacher want to do differently? Please tell us a little about this.

Q83 If there is anything else you would like to tell us about your provision for Year 1 children learning at home during the lockdown from January to early March 2021, which you feel has not been covered in the previous questions, please tell us here.

Q84

Many thanks for completing this questionnaire.

If you would like further information about the ICKLE project, please visit our website.

Q85 Please use the box below to tell us more about your working context, if you wish.

A follow-up email was sent to each survey respondent to gather some further information on whether hard copy or online reading books (or both) were provided for children and how progress was monitored for children learning at home and in school.

During the lockdown from January to early March 2021, did you provide reading books in hard copy, or online, or both, to Year 1 children learning at home and whether this was different for children who remained in school.

Could you tell us a little bit about this, please - e.g., how did families know which level of book to choose, how did children change hard-copy books and anything else you think would be useful.

APPENDIX

3. Caregiver survey (t1)

Questions 1 and 2 concerned informed consent processes.

Q3 What is your name?

Q4 What is your child's name?

Q5 What is your relation to the child?

- Mother
- Father
- Other, please specify

The next questions are about your child's experience of school between March and June 2020

Q6 Was your child in school between March and June 2020 when school was open for the children of Key Workers and some other groups of children?

- Yes / No

If No, skip to Q8

Q7 How many days in a typical week did your child attend school?

- 0 / 1 / 2 / 3 / 4 / 5

Q8 Did your child return to full-time education when schools re-opened to reception children from June 1st 2020?

- Yes / No

The next questions are about home based learning activities

Q9 When schools were closed to the majority of pupils did your child do any home based learning activities?

- Yes / No

If No, skip to Q25

Q10 During the closure period did your child have access to an electronic device/devices that could be used for home based learning?

- Yes / No

If No, skip to Q18

Q11 Which device/devices? (tick all that apply)

- Desktop
- Laptop
- Tablet
- Smart phone
- TV
- Other (please specify)

Q12 Was the desktop:

- Always available to the child / Shared with parents/siblings

Q13 Was the laptop:

- Always available to the child / Shared with parents/siblings

Q14 Was the tablet:

- Always available to the child / Shared with parents/siblings

Q15 Was the smart phone:

- Always available to the child / Shared with parents/siblings

Q16 Was the TV:

- Always available to the child / Shared with parents/siblings

Q17 Was the other device/devices:

- Always available to the child / Shared with parents/siblings

Q18 During the period when schools were closed, did you have a printer to print out activities for home based learning?

- Yes / No

Q19 Did you have access to other equipment such as pencils and paper?

- Yes / No

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3. Caregiver survey (t1)

The next questions are about a typical day of home learning

Q20 Was there a space where your child could do home learning activities? (e.g. dining table, desk)

- Yes / No / Sometimes (please provide details)

Q21 Did you have a routine for home based learning?

- Yes / No

Q22 On a typical day during school closures, how much time did your child spend on the following?

Phonics (teaching children about sounds and letters e.g. practising sounds out loud, playing phonics games online, using flashcards etc)

Reading (e.g. practising reading a book at your child's reading level, discussing a story, guessing what happens next)

Writing (e.g. writing letter shapes, simple words such as the child's own name, or simple sentences which can be read by the child and others)

Maths (teaching children about numbers and sums, shapes and measuring e.g. counting objects, adding and subtracting single digits, recognising shapes and talking about time or money)

Language & communication (activities to help children express themselves and understand other people e.g. story telling, role playing, giving and following instructions etc)

Personal, social and emotional development (activities to help children manage their feelings and learn social skills e.g. talking about feelings, discussing good and bad behaviour and why we follow rules, doing yoga, mindfulness etc.)

- No time
- Less than 15 mins
- 15-30 mins
- 30-45 mins
- 45 mins - 1 hour
- 1-2 hours
- Over 2 hours

Q23 Was an adult available to supervise home learning?

- Yes / No / Sometimes

If No, skip to Q25

Q24 Who supervised the home learning? (tick all that apply)

- Mother / Father / Older siblings / Grandparents / Other (please specify)

Q25 Is there anything else you would like to share with us regarding your child's home learning experience?

APPENDIX

4. Caregiver survey (t2)

1. What is your relation to the child?
 - *Mother / Father / Other (please specify)*

This section is about your child's attendance at school from 5th January to early March 2021. This was the period of the third lockdown, when only vulnerable children and children of key workers were going into school for face-to face lessons, and other children were learning from home

2. Was your child in school at all during lockdown, between January and early March 2021, when school was open only for the children of key workers and some other groups of children?

3. If so, how many days in a typical week did your child attend school?
 - *1 / 2 / 3 / 4 / 5*

The next questions are about home-based learning activities your Year 1 child may have engaged in during lockdown from January to early March 2021, when they were learning from home instead of being taught face-to-face in school. Some questions ask you to compare home learning this year, from January to early March 2021, with home learning during the first lockdown in spring 2020.

4. During the lockdown, from January to early March 2021, did your child have access to an electronic device/devices that could be used for home based learning?

5. Which device/devices did your child have access to between January and early March 2021? (Please tick all that apply)
 - *Desktop, laptop, tablet, smartphone, TV, other.*

6. Was the desktop / laptop / tablet / smartphone / TV / other device(s)...?
 - *Always available to the child / Shared with parents or siblings*

7. Did your child have more, less, or about the same access to an electronic device/devices, compared with the first lockdown in spring 2020?

8. If you have anything else to say about the amount of access your child had to devices between January and early March 2021 compared with the first lockdown in spring 2020, please write it in here.

9. During the period from January to early March 2021, did you have access to a printer to print out activities for home-based learning?

The next questions are about a typical day of home learning. Some of the questions ask you to compare home learning from January to early March 2021 with the first lockdown in spring 2020. We understand if you cannot remember the details exactly - just give us your best estimates.

10. Did you have a routine for home based learning?

11. Was your approach to home learning during the third lockdown, from January to early March 2021, similar or different to the first lockdown in spring 2020?

12. From January to early March 2021, was there a space such as a dining table or desk, where your child could do home learning activities?

13. Thinking about a typical day, please tell us how much of the work set by school was completed.
 - *We completed: All of the work / Most of the work / Some of the work / Not much of the work / None of the work*

14. If you did not complete all the work set, please tell us why. Please tick as many as apply.
 - *We did not have enough time to complete everything.*
 - *My child was not happy about doing school work while at home.*
 - *We did not have access to the resources (devices/printer etc.) we would need to do the work.*
 - *My child could not concentrate for very long when learning from home.*
 - *We chose not to complete all the work set.*
 - *Other (please write in)*

15. How much time did school expect your child to spend per day on home learning in total across all curriculum areas, from January to early March 2021?
 - *Less than an hour per day*
 - *1 - 2 hours per day*
 - *3 - 4 hours per day*
 - *More than 4 hours per day*

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4. Caregiver survey (t2)

16. How do you feel about this?

- *I think that the amount of time was about right.*
- *I think that the amount of time was too much.*
- *I think that the amount of time was not enough.*

17. Please estimate how this compares with the amount of time your child was expected to spend on home learning during the first lockdown in spring 2020.

- *I think my child was expected to spend more time on home learning this year, compared with the first lockdown in spring 2020.*
- *I think my child was expected to spend less time on home learning this year, compared with the first lockdown in spring 2020.*
- *I think my child was expected to spend about the same amount of time on home learning this year, compared with the first lockdown in spring 2020.*

This section asks about home-learning activities which were provided by school for specific curriculum areas during the lockdown from January to early March 2021.

18. Thinking about a typical day of home learning, from January to early March 2021, please indicate how much time your child would spend on the following:

- Phonics (teaching children about sounds and letters e.g. practising sounds out loud, playing phonics games online, using flashcards etc).
 - Reading (e.g. practising reading a book at your child's reading level, discussing a story, guessing what happens next)
 - Writing (e.g. writing letter shapes, simple words such as the child's own name, or simple sentences which can be read by the child and others)
 - Maths (teaching children about numbers and sums, shapes and measuring e.g. counting objects, adding and subtracting single digits, recognising shapes and talking about time or money)
 - Language & communication (activities to help children express themselves and understand other people e.g. story telling, role playing, giving and following instructions etc)
 - Personal, social and emotional development (activities to help children manage their feelings and learn social skills e.g. talking about feelings, discussing good and bad behaviour and why we follow rules, doing yoga, mindfulness etc.)
- *No time / Less than 15 minutes / 15-30 minutes / 30-45 minutes / 45 minutes- 1 hour / 1-2 hours / Over 2 hours.*

This section asks about the activities set by school for home learning during the most recent lockdown period, from January to early March 2021.

19. For each of those curriculum areas, please estimate whether this was more, less, or roughly the same as it was in the first lockdown (spring 2020), as far as you can remember.

20. For each of the curriculum areas, please tell us what you think about the level of difficulty or challenge of the activities set by school:

- Phonics
 - Reading
 - Writing
 - Maths
 - Language and communication
 - Personal, social and emotional development
- *Too difficult / Too easy / About the right level of difficulty/challenge*

21. Did the school provide reading books during the most recent lockdown, from January to early March 2021?

- *Yes - in hard copy / Yes - in digital form online / Yes - both hard copy and online / No*

22. If you were given a hard copy book, did you feel it was the right level of difficulty/challenge for your child?

- *Yes / No*

23. If books were provided online, how did you go about selecting an appropriate one for your child?

- *Based on difficulty / Based on the title or topic / Other (please write in)*

APPENDIX

4. Caregiver survey (t2)

24. How often did you select a new book?

- *Daily / Weekly / No set pattern/as often as we felt like it / Other (please write in)*

25. Did you receive any advice from school about your child's reading ability and the level of book to choose?

- *Yes / No*

26. Please use the space below to tell us anything else which you feel is relevant to any of the aspects of the activities set for home learning that have already been mentioned (time spent on activities, level of difficulty, provision of reading books).

This section asks about communication between the school and you, in relation to the provision and follow-up of work.

27. Please tell us how, and how often, the school made contact with you via the following methods, while your child was learning from home during the lockdown between January and early March 2021.

- *By telephone*
- *By email*
- *Via notes, blogs or other typed messages on an online portal, such as Tapestry or Google Classroom*
- *Via live video calls*

- *Daily / Several times a week / Weekly / Fortnightly / Once or twice during the lockdown period / Never*

28. Please tell us anything else you think is relevant about how, or how often, the school got in touch with you during lockdown.

29. Please tell us how often, if at all, you submitted any work to school, during the lockdown period from January to early March 2021.

- *We submitted work in hard copy/on paper...*
- *We submitted work online...*

- *Daily / 2-4 times a week / Weekly / Once or twice during the lockdown period / Never*

30. When you submitted work, did you receive feedback about that work?

- *Yes / No*

31. If you received feedback, was it specific to the work submitted, or was it more general encouragement to keep your child motivated?

- *It was always specific to the work submitted.*
- *It was mostly specific to the work submitted.*
- *It was usually general encouragement, rather than specific to the work.*
- *It was a mixture of general encouragement and specific feedback.*

32. If there is anything else you would like to tell us about feedback, or about submitting work, please write it here.

33. Was an adult available to supervise home learning?

- *Yes - an adult was available all the time.*
- *Yes - an adult was available some of the time, around other commitments (e.g. looking after other children/working from home).*
- *No - there was no adult available to supervise home learning.*

34. Who supervised the home learning? (tick all that apply)

- *Mother*
- *Father*
- *Older siblings*
- *Grandparents*
- *Other children's parents, in a support bubble*
- *Other (please write in)*

35. If there is anything else you would like to share with us regarding your, and your child's, experience of home learning, including how your experiences were the same or different from the experiences you had during the first lockdown (spring 2020), please tell us here.