

Rethinking the relationships between education research, policy and practice post COVID



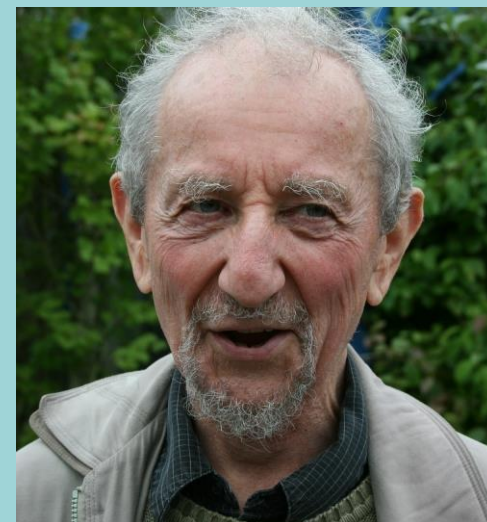
Professor Gemma Moss

Overview

1. Prequel – data and accountability in England
2. COVID in the education landscape and the questions it has posed
 - what we see depends on where we look
2. Building back better
 - why changing the research agenda matters
3. Reconceptualising the relationships between research policy and practice from the ground up

Researching the drawbacks to test-driven accountability systems in (English) education

1. What's wrong with the English test architecture from a technical and political perspective
 - **A BASELINE WITHOUT BASIS**: The validity and utility of the proposed reception baseline assessment in England.
2. A proposal to re-engineer a more productive and deliberative relationship between research, policy and practice
 - **HIGH STANDARDS, NOT HIGH STAKES**. An alternative to SATs that will transform England's testing & school accountability system in primary education & beyond



A BASELINE WITHOUT BASIS
THE VALIDITY AND UTILITY OF THE PROPOSED
RECEPTION BASELINE ASSESSMENT IN ENGLAND

BERA EXPERT PANEL ON ASSESSMENT REPORT

**High standards,
not high stakes**

The Alternative to SATs proposals:

1. A **longitudinal national sample**, collecting data on how learning develops over time
2. **Use of assessment and survey data in combination** to provide a better understanding of any contextual issues that impact on children's learning
3. **Schools and communities** able to suggest topics to explore
4. **Data to support system improvement**, with national reports to aid system monitoring and identify where resources are needed
5. **Research-informed inspection** alert to place-based differences
6. **A bank of national assessment instruments** that schools can use to map children's progress and report to parents
7. **A new organisation to implement the system** acting independently of government and reporting direct to parliament

Researching COVID and its impacts on schooling: the evidence base

- Focus on primary schools, how they adapted to the crisis and responded to their communities' needs
- Four projects: 2 x ESRC-funded; 1x Unison; 1x DfE
- All rapid turnaround between May 2020- Sept 2021
- Range of methods: surveys; case studies; rapid evidence reviews; documentary collection
- Commitment to influencing public discussion:
 - reports, briefing notes and written submissions to Education Select Committee of Inquiry into Covid
- <https://www.ucl.ac.uk/ioe/research/covid-19-research-ucl-institute-education/research-related-covid-19>

Whose story counts? Reframing the discourse on COVID and education

Schools put food parcels before education says Spielman

Ofsted chief says it was 'less obvious to some' schools early in the crisis that they should work on a 'full' remote learning offer

Amy Gibbons

Today at 11:13am

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Researching COVID from a different perspective:

- In conditions of uncertainty there is no clear knowledge of what the issues are + no ready guidance on what to do
Those on the front line discover the issues fastest, and begin to grapple with them directly, using the resources to hand
- Those standing further away may misread the context
- Conditions of uncertainty lead swiftly to discourses of blame

Teacher walks hundreds of miles to hand-deliver 7,500 school meals to his hungry students

Zane Powles, assistant headteacher at Western Primary School in Grimsby, said he has been 'inundated with support' during the pandemic



Putting primary schools first:

- [A duty of care and a duty to teach: educational priorities in response to the COVID crisis](#)
- Looking beyond “learning loss” to schools’ responses to community needs
- Assessing whether and in what ways schools’ priorities might disturb the current accountability settlement
- Setting an agenda for change in the short/ longer term

“Ultimately of course there will be inspections of schools, ultimately there will be SATs and ultimately there will be GCSEs that will judge the quality of the education that has been provided in this period and head teachers of schools are aware of that. And that’s how our system works whether we are in a crisis or we are not in crisis.”
Nick Gibb MP, To the Education Select Committee.

“Again, schools will be assessed on factors beyond their control. It’s time for SATs to be abolished and the emphasis on GCSEs to be changed so their main purpose is to decide post-16 progression and not as a lazy way of judging schools.” Janet Downs

Reported in Schoolsweek May 27 2020

The research questions:

- 1) How did primary teachers weigh a duty of care and a duty to teach during the pandemic in their interactions with families?
 - during lockdown 1 and at reopening (May 2020)
- 2) The extent to which the crisis is challenging and reshaping shared understandings of the purposes and values of primary education
- 3) The potential of any new thinking to re-set the terms of the public conversation about what matters in education post COVID

A duty of care and a duty to teach: Project methods

1. Teacher Tapp Survey – May 2020, published June 2020
 - » 10 questions, with up to 9 statements per question to choose between
2. Systematic review
 - » of the literature on learning disruption
3. Documentary collection:
 - » policy guidance/ media coverage / research reported

The Teacher Tapp Survey, May 2020

- Sent to 2,292 Teacher Tapp panel members (primary)
 - 1,653 primary school respondents, linked to a valid school identifier
 - Schools are grouped into 4 quartiles according to their free school meals proportion, using Department for Education administrative data
 - Sample weighted to reflect the demographic characteristics of state school primary teachers in England
- See https://discovery.ucl.ac.uk/id/eprint/10103669/1/Moss_DCDDT%20Report%201%20Final.pdf for the full survey report

The questions we asked:

- Actions respondents had taken in the last week
 - Across a range of duty and care responsibilities
 - Teaching tasks set for literacy, by KS
- Their priorities during lockdown
 - In communicating with families
 - In creating teaching resources
 - Planning for school reopening
- Their reflections on the crisis
 - What they had learnt about their communities
 - Key challenges and dilemmas
 - What might need to change

Welfare matters too: teacher priorities during the first lockdown

Statement	All
Checking how families are coping in terms of mental health, welfare, food	72%
Providing information about how parents can support their children's learning at home	63%
Checking how families are managing with the schoolwork	46%
Providing information on how free school meal vouchers are being distributed	35%
Providing information on where families experiencing hardship can find additional support	35%
Reassuring families that learning will be maintained	17%

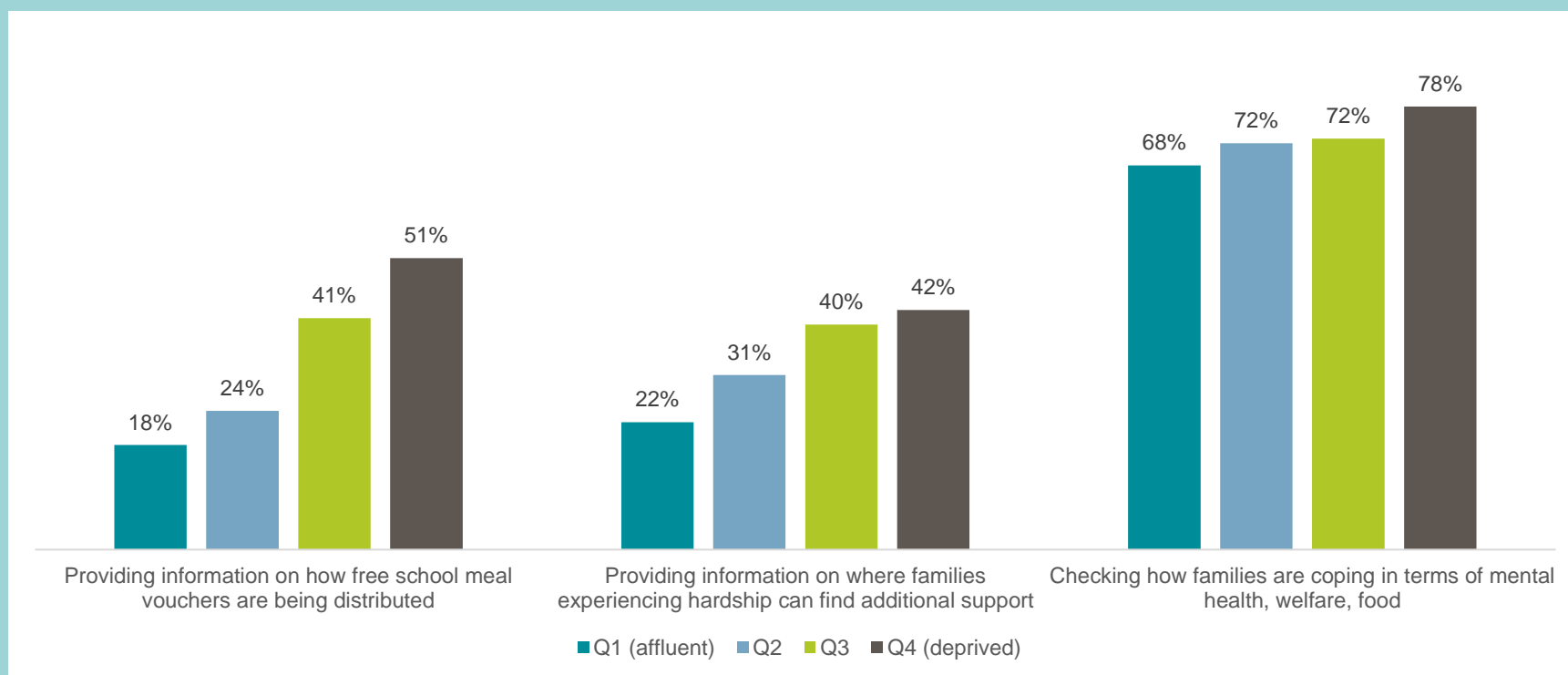
Question: Thinking about YOUR school community, which of these had highest priority in communicating with families during lockdown? Please tick just THREE responses

Priorities differ by FSM quartile:

Statement	Q1 (affluent)	Q2	Q3	Q4 (deprived)
Checking how families are coping	68%	72%	72%	78%
Info on FSM vouchers	18%	24%	41%	51%
Support for families experiencing hardship	22%	31%	40%	42%
How to support children's learning at home	75%	68%	60%	52%

Question: Thinking about YOUR school community, which of these had highest priority in communicating with families during lockdown? Please tick just THREE responses.

Care matters most for the most deprived



Question: Thinking about YOUR school community, which of these had highest priority in communicating with families during lockdown? Please tick just THREE responses.

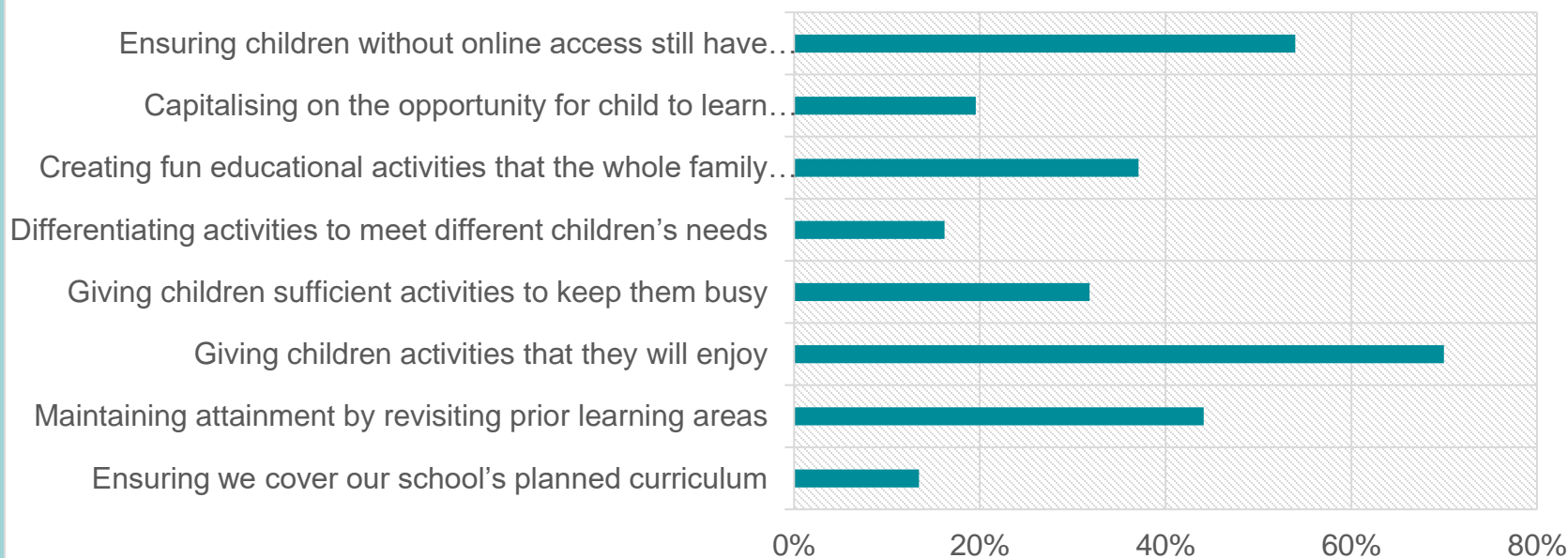
Poverty limits what families can do -

Statement	Q1 (affluent)	Q2	Q3	Q4 (deprived)
I am reassured most families have the resources to support pupils' learning at home	46%	24%	12%	6%
I am more aware of the impact of poverty on pupils' lives	16%	22%	39%	48%
I am more aware of how difficult it is for my pupils to learn at home	45%	52%	65%	64%

Question: How has lockdown changed your perceptions of your school's community?

How did teaching adapt to the novel conditions of the crisis?

Top 3 priorities for teaching



Question: In creating teaching resources during lockdown, identify your *TOP 3* priorities?

Adaptations to teaching by FSM quartile

Statement	Q1 (affluent)	Q2	Q3	Q4 (deprived)
Giving children activities that they will enjoy	75%	73%	67%	67%
Ensuring children without online access still have opportunities to learn	47%	52%	54%	63%
Capitalising on opportunities for child to learn differently	24%	21%	21%	12%
Creating fun educational activities that the whole family can take part in	42%	40%	37%	31%

Question: In creating teaching resources during lockdown, identify your *TOP 3* priorities?

Comparing KS1 and KS 2 priorities for literacy learning: tension points in task creation

Statement	EYFS/ KS1	KS2
Reading comprehension tasks	50%	78%
Reading for pleasure	75%	78%
Shared reading with a family member	59%	30%
Phonics, SPAG or handwriting activities	77%	60%
Open-ended writing activities	60%	73%
Tasks to stimulate speaking and listening at home	42%	23%

Question: In creating teaching resources during lockdown, your *TOP 3* priorities?

Responding to the pandemic: a different view of what matters in education:

Statement	All
If testing and inspection goes ahead as normal next year, schools serving the most disadvantaged communities will be unfairly penalised	77%
Primary education needs to begin again, with a broader definition of curriculum values and purposes	73%
Schools have an important role in building community resilience that should be both recognised and funded	72%
The best approach to supporting children through the crisis is ensuring they reach the expected standards in KS1 and KS2 assessments next year	4%

Question: Thinking about opportunities as well as challenges for primary education, post crisis, what do you think should happen next? Tick any statements you agree with

Differences in the logics at work: policy holds fast to the accountability measures in place

1. Curriculum delivery as the object of measurement
2. To benefit, all children must keep to the same pace and sequence - deficits escalate and jeopardy follows
3. Those who fall behind are to blame:
 - ‘The aim of education is to deliver a high-quality curriculum so that pupils know more and remember more.
 - Everything we know about what a quality curriculum looks like still applies. The remote curriculum needs to be aligned to the classroom curriculum as much as possible. ..
 - it needs to be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step’ Ofsted, 2021

Learning loss in the media and in research:



Understanding Society
THE UK HOUSEHOLD LONGITUDINAL STUDY

News

COVID-19 survey: 96% of children not at school, 90% getting schoolwork at home



10 Jun, 2020

New data from Understanding Society shows that the vast majority of children were not at school in April, but that 90% were given school work to do at home.

Pressure mounts on ministers as study shows fifth of pupils do no schoolwork at home

SCHOOLS WEEK

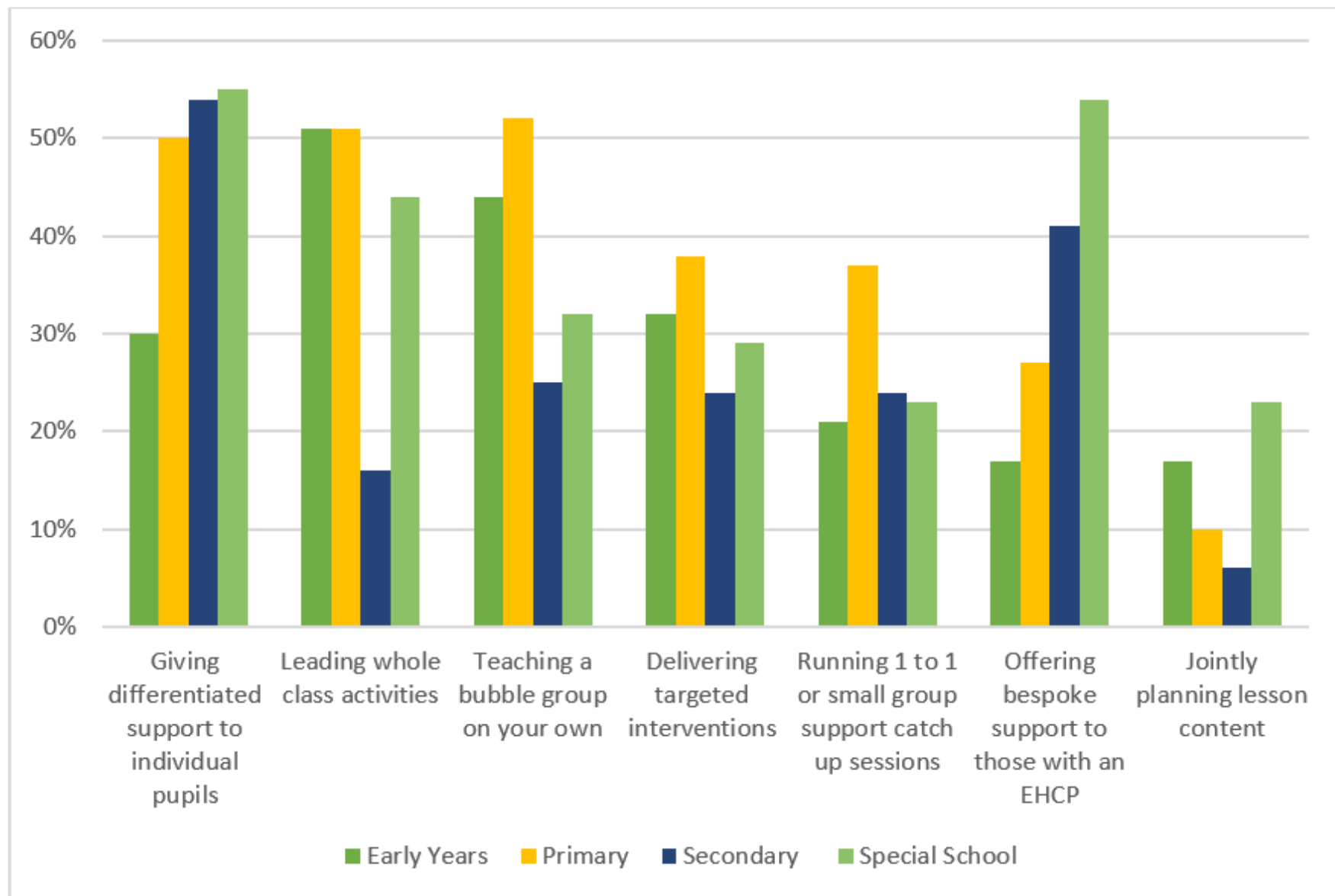
Today's IoE study, based on a survey of more than 4,500 households conducted during the last two weeks of April, again highlighted the disproportionate impact of school closures on the disadvantaged.

For instance, the proportion of pupils putting in more than four hours each day (17 per cent) slumped to 11 per cent among pupils eligible for free school meals.

Differences in the logics at work: schools adapt to wholly novel circumstances

1. Prioritising safety and basic welfare needs
2. Thinking in the round about children and their families
3. Taking into account resources on the ground
 - Access to technology – devices but also data plans
 - Physical space
 - Siblings and family structure
4. Recognising children's willingness to learn + parents' potential to support, define what is possible
5. Reimagining pedagogy/ staff deployment in response

Figure 4: Proportion of TAs running different learning activities in school, by sector



Question 5. To support pupils who are learning in school during the pandemic, which of the following have you been involved in?

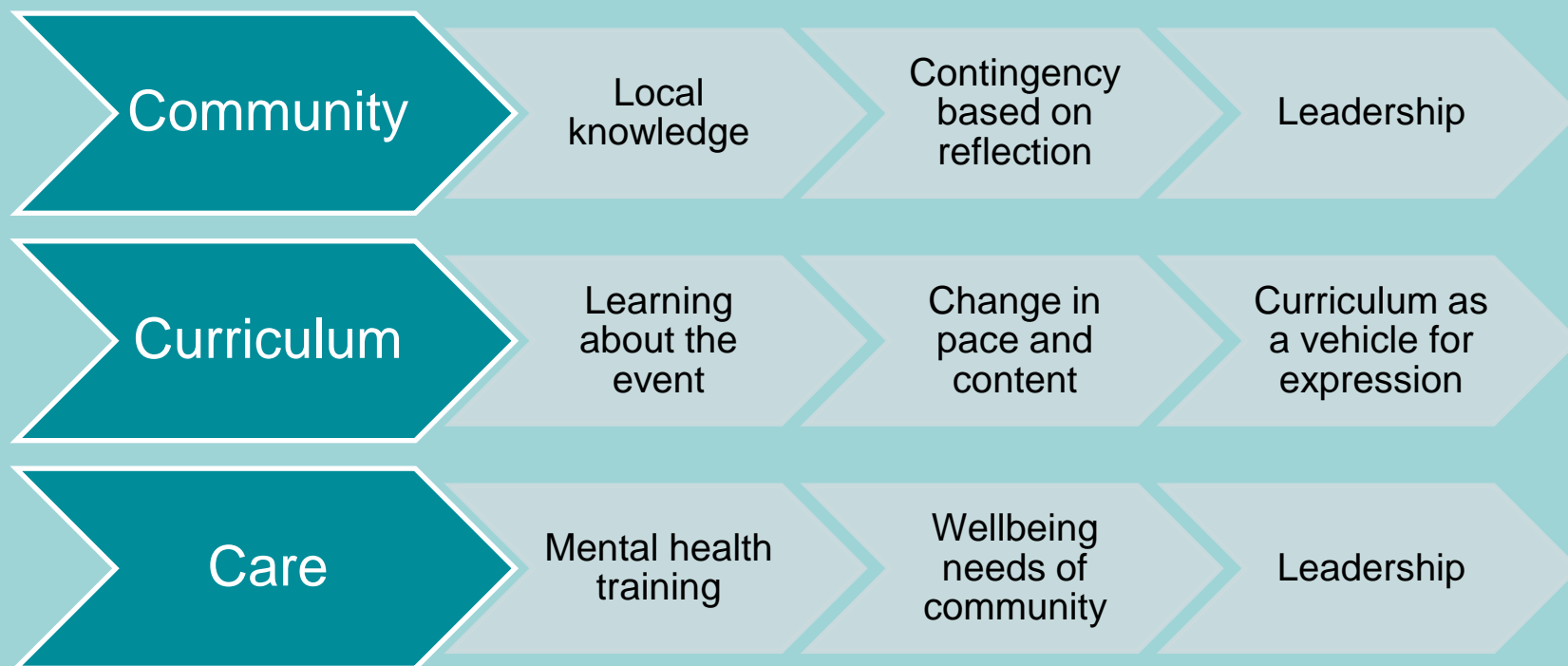
The trouble with policy logics that:

- insist there is only one way to pace and sequence learning – when schools have been busy adapting
- stick to the existing test targets to calculate what's gone missing – not looking at what's been put in place
 - places most pressure to catch up fast on those who have been most affected by COVID disruption
 - restricts longer term investment by using “catch up” narratives to concentrate schools on the short term
 - Leaves little space to explore alternatives

Reviewing the literature on learning loss

1. Based on measuring impact of summer holiday closures
 - planned closures, without the wider social, organisational and disruptive issues associated with COVID
2. Relatively crude measures used to quantify learning losses
 - Parents' estimates of time spent "learning"; tasks set; feedback received
3. Extrapolating forward may exaggerate losses, and create a moral panic on the need to "catch up fast"
4. Leads to a "catch up" focus on curriculum delivery with insufficient intelligence on what or how to repair

A Rapid Evidence Assessment on Learning Disruption: key findings on how best to repair



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Responding to COVID-19, Briefing Note 2: Learning after lockdown



Introduction: 'Recovery', 'catch-up', or business as usual?

This briefing note sets out key findings from our research* based on tracking primary schools' responses to the crisis from lockdown onwards. The briefing is intended to help guide primary schools in supporting pupil learning going forward.

Teachers' experiences of the COVID crisis have been hugely varied and influenced by the local circumstances that each school has faced. Schools and parents have had to grapple with difficult questions about how to keep everyone safe as well as keeping children engaged with education during turbulent times. This has meant schools developing new

There are many different visions for how schools should respond to what has happened and prepare for what lies ahead. Here we set out what our research tells us about the following issues:

1. Supporting pupils returning to school after a period of absence
2. Setting priorities for learning in the light of diverse needs
3. Preparing for further periods of disruption

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Responding to COVID-19, Briefing Note 3: Primary Assessment and



Introduction: Primary assessment in turbulent times

This briefing note considers the place for statutory testing in primary schools during 2020-21, in the light of the COVID crisis*. The English system of primary statutory assessment, culminating in SATs tests in Year 6, was suspended during the 2020 lockdown. Yet many questions remain about how primary assessment should resume, given that COVID-19 may continue to cause disruption to children's learning in both the short and medium term.

Our research points of concern for attention here:

- Whether a quick reintroduction of statutory tests will help or hinder pupils in making progress in the coming year
- Whether statutory tests can accurately be used as school accountability measures, in the coming year
- Whether more fundamental flaws in the current testing and accountability regime have been revealed by the COVID crisis and require urgent reform

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Responding to COVID-19, Briefing Note 3: Resetting educational priorities in challenging times



Introduction: Rebuilding, reconnecting and reimagining a more resilient education system

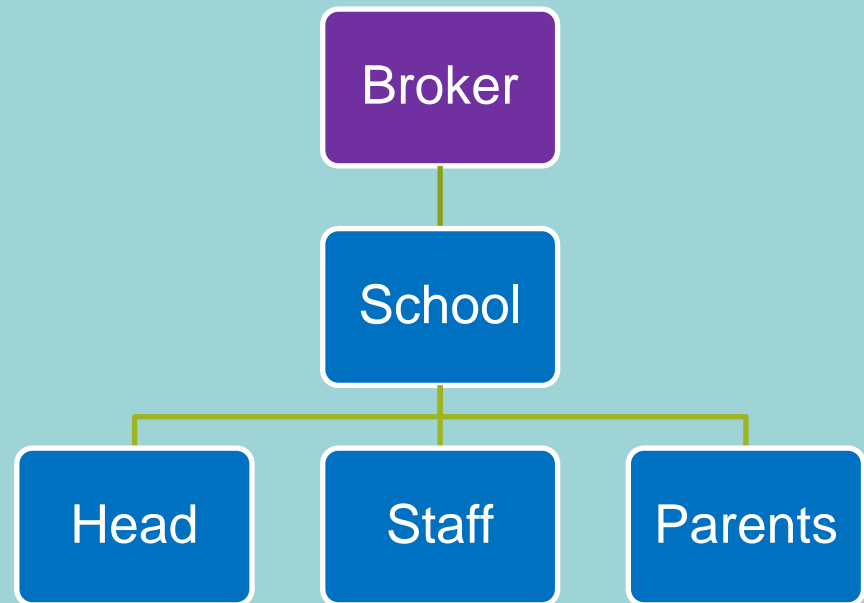
This briefing note is intended to prompt discussion on how to repair the fragilities in the education system that COVID has revealed. Over the length of our research project we have seen a gulf open up between government policy announcements and primary schools' experiences of the crisis on the ground (Bradbury, 2020). Our data show teachers, head teachers and system leaders have not felt listened to by the DfE. Our respondents have expressed little confidence in decisions taken by government or the ways in which these have been communicated. The very different priorities that have emerged during

This briefing note considers three critical issues:

- How the education system recognises the needs of our most disadvantaged communities and funds the schools that work with them
- The stresses in our testing and accountability systems that COVID has exacerbated
- The need to better support locally-responsive decision-making at times of crisis

Learning Through Disruption project 4: Methods

- Case Study design: 7 schools recruited through brokers
 - MATs, local authorities, teacher unions, other support networks
- document collection setting case in context
- Interviews with: heads (10) teachers and staff holding other roles (21), parents (13), brokers (6)
- 50 people interviewed in total
- Sample, looking for maximum variation by region/prevalence of COVID



Summer 2021

Our main focus and research questions:

- 1) Inform public debate on how recovery monies should be allocated
- 2) Identify if there is a case for more school discretion over how catch-up funding is spent

To be explored through a case study design looking at

- i. How schools' strategies for supporting pupils learning have evolved through the pandemic;
- ii. What that means for local recovery priorities in summer 2021
- iii. The role local knowledge should play in determining recovery how recovery monies are allocated and spent.

School	Type	Sponsor type	% FSM* (to nearest 5%)	% EAL* (to nearest 5%)	Ofsted Grade	Sats % - national average	Covid prevalence , 10-16 July 21
N1S1	Academy	MAT	35	55	Outstanding	Above	Moderate
N2S2	Community	LA	35	60	Good	Near nat average	Moderate
N3S3	Community	LA	30	10	Good	Near nat average	V high
N4S4	Voluntary-aided	CoE/ LA	5	5	Good	Near nat average	Highest
N5S5	Community	LA	15	40	Good	Near nat average	Moderate
N6S6	Free school	MAT	30	5	Outstanding	Above	Lowest
N7S7	Community	LA	40	80	Good	Below	High

*National average FSM 23 % and EAL 21

Findings 1: Every school has its own COVID story –community welfare matters

1. Impacts on communities varied: **employment, resources**
2. Schools are a vital source of support for children living in poverty
 - **if we've got hungry children, we have to feed them, right, but what we want is a world where our children aren't hungry (Head S1)**
3. Families turn to schools when there is nowhere else to go **'[They] lived in a flat, which was temporary accommodation, that was infested with rats. .. she was in danger and so were her children, and living with rats. I mean, it was just awful.'**
4. The depth of need in communities was striking:
 - **'The threshold is so high to get any support from social services ... Often there is nobody and you just have to work it out yourselves ...'**

Findings 2: Schools take the lead in responding to novel demands in uncertain times

1. In the absence of clear guidance, schools had to take the lead in deciding what to do
 - ‘We changed and evolved over that period, absolutely beyond recognition really’ (Head S3).
2. Getting the most out of remote teaching meant adapting as things went along
 - ‘I think from the government’s point of view it was, oh we’ll just give all these devices out and that will solve the problem, not thinking about actually the root of all this is far deeper’ (Head S1)
3. Networks of support were vital – but also patchy
 - what was so useful was just sharing the letters that we were sending out to families when there are big changes in government policy (Head S6)
 - That weekly phone call to check on me if I was okay, I could run ideas past our officer, past the assistant director and that was really helpful. (Head S4)

Findings 3: School priorities for recovery in the summer term of 2021 are contextually specific

1. Pupil wellbeing *and* learning

- we're not saying we're going to focus on their wellbeing to the detriment of the academic. We're saying we're going to focus on their wellbeing to ensure that we can focus on the academic. (Head S1)

2. Curriculum priorities vary by school and age group

- It was interesting. We just naturally expected writing to have the biggest hit and reading but what we found was that it was maths. With maths, it was just the basic fluency and arithmetic of it. (Staff S1)
- I think for us, in a sense, it's socialisation and cooperation, and those roleplay elements, especially with these younger children (Staff S2)

3. Transitions were a key concern

- Year 6 are my particular worry ... we want to be very clear in our handovers to the secondary schools, in terms of their coverage, what they will have, really securely, what they will have touched on, and what they won't have at all (Staff S1)

Findings 4: The need for system/ policy change

1. More support for mental health

- What I'd really like the funding for is for a counselling service, mental health support directly into school. ... It's just fair funding that we want and the mental health support. (Head S4)

2. Appropriate support for pupils

- The reason we haven't engaged with [the NTP] is because I need my children to be taught by people that they know, because it's about relationships
- We used national tutoring programme for... qualified teachers who are working with individuals or small groups to help with ... reading, writing and maths (Head S6)

3. Greater trust in schools and teachers

- When you have all manner of inequalities, some of which are exacerbated by things that hit poverty-stricken people even more like a pandemic, then what a ridiculous way to assess children with a set of national tests that are the same for every single child. (Head S7)
- they've trusted us to create our own curriculum to send home, over the last year and a half. Why can't they trust us to assess children? (Staff S4)

The pros and cons of the discourse around recovery :

- Talk of escalating attainment gaps can make the case for urgent investment in education
 - In practice has led to prioritising investments in approaches that are hard to scale and whose value isn't clear e.g. NTP
- But it also obscures other needs identified on the ground
 - harms to mental health and wellbeing; physical health and nutrition; increased exposure to risks at home (See IPPO review)
- Ignores best evidence on how losses repair:
 - The learning disruption literature, based on school recovery from other natural disasters
- Ignores the value of local knowledge

What can we conclude:

- Schools play a crucial role in promoting community resilience and cohesion
 - The social function schools have for pupils needs building into the calculations about what should happen next
- Communities hit hardest are those where material poverty is deepest
 - *More money needs to go to our poorest communities to fix the problems poverty creates.*
- It is not possible to run a high quality system on low trust
 - Adaptation has a crucial value in teaching
 - Policing fidelity through the current test architecture militates against intelligent change
- Local voices need to be heard

From research to policy:

Recommendation 1: Schools operating in areas of high disadvantage need substantially more generous funding to address those aspects of poverty that directly impact on children's education.

Recommendation 2: The current fragmentation in the system needs urgent repair. Schools need time to reflect on what has been learnt at the frontline during the crisis in strong locally-based networks of support

Recommendation 3: Education needs a fully costed investment plan for the longer term. This will lay the foundations for a sustainable recovery that works for all. It is required much more urgently than short-term "catch-up" initiatives with insufficient funding committed to address real needs.

To sum up:

‘To anyone away from education trying to make these decisions for people and children in the education system// it's not a blanket or a one size fits all // they need to stop thinking that they can pluck these answers out of the air ... We know our families, we can make it work. Just give us the tools and the resources and we will pull through (Staff S1)

- *The COVID crisis has revealed how far poverty shapes opportunity. We can't wave a magic wand and pretend it never happened. We can plan for a fairer and more resilient education system going forward. ... It's time to do things differently. - Gemma Moss*

For discussion:

- The accountability system as currently configured runs on data that is too thin - ***what is the role of research in changing this?***
- Schools' wider role within their communities is barely recognised in a system running on attainment outputs alone – ***what else should the research community be paying attention to?***
- ***How can research help equip policy and practice with the impetus to change?***



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Learning through disruption 1: why school plans for recovery from COVID must be locally led



COVID has disrupted children's education in multiple ways. Primary schools are best placed to assess the precise effects of disruption on their pupils and their communities. To aid recovery, the most immediate priority is a national recovery fund that schools can draw on and tailor to meet local needs.

The Covid pandemic has led to a prolonged period of educational disruption with few precedents from the recent past to guide

recovery (Harney and Moss, 2020; Moss et al., 2021). Our project, *Learning Through Disruption*, set out to explore the knowledge schools have acquired from working with children and families during the crisis. We found that schools adapted what they were doing as they became more aware of local circumstances and found new ways to address the diversity of pupils' and families' needs. In the process they have developed a deep and sophisticated understanding of their communities. This provides the basis for deciding how teaching and learning can best rebuild going forward.

*Learning Through Disruption: Rebuilding primary education using local knowledge. Funder ES/R01263X. Grant number ES/S003281. <https://www.ioe.ac.uk/research-and-policy/learning-through-disruption-rebuilding-primary-education-using-local-knowledge/>

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Learning through disruption 2: schools serving high poverty communities need funding that fully reflects the work that they do



The pandemic has shown how important primary schools are as networks of support for children and families. Our project, *Learning Through Disruption*¹, also shows that schools have a particularly vital role in addressing the needs of high poverty communities, both directly and indirectly. Yet this work goes largely unrecognised and underfunded. This needs to change.

Findings

1. Schools are a vital source of support for children living in poverty. During lockdown, school the wellbeing of children regular phone calls and of the most vulnerable children. In many ways, schools are in dealing with deficiencies in a welfare system that place poverty at risk.

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Learning through disruption 4: building a more resilient education system post-COVID



COVID has highlighted significant weaknesses in how the primary education system in England is currently managed and resourced. We need to build a more resilient education system post-pandemic.

Our project, *Learning Through Disruption*¹, set out to explore what headteachers, teachers, other school staff and parents in English primary schools had made of keeping education going during the pandemic; and whether any more general lessons could be learnt for the education system going forward from their experiences. In a context where a relatively modest amount of funding had been

committed for recovery in English schools we also wanted to understand whether such funding had been targeted at the issues that schools and parents considered most important.

Findings

1. The emphasis in policy on 'Catch-up' does not adequately reflect primary schools' concerns. The funding is for 2021-22 only, and for interventions that in one year are designed to catch children up with where they would have been, had the pandemic never happened. By contrast, primary schools are looking across the range of pupil needs and reviewing what

*Learning Through Disruption: Rebuilding primary education using local knowledge. Funder ES/R01263X. Grant number ES/S003281. <https://www.ioe.ac.uk/research-and-policy/learning-through-disruption-rebuilding-primary-education-using-local-knowledge/>

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Learning through disruption 3: schools engaging with families and communities during COVID



During the COVID pandemic, primary schools have found new ways of working with children and, crucially, their families. This has far-reaching implications for how schools and policy-makers consider home-school communication as a means of developing parental and community engagement in the future.

Our project, *Learning Through Disruption*¹, explored schools' communication with children, families and communities during the

our research, we asked parents' about their experiences of the periods of home-schooling, as well as the range of challenges faced within their reconfigured. Parents told us about balancing schooling with paid work, managing strains and coping with illness while also looking after younger or siblings of different ages. Parents on the challenges of lockdown not being able to see wider family places they might usually visit, of trying to reassure and encourage the communities of the school and the new year.

IOE – FACULTY OF EDUCATION AND SOCIETY



Research evidence to support primary school inspection post-COVID

Authors: Gemma Moss, Alice Bradbury, Annette Braun, Sam Duncan, Rachael Levy and Sinead Harney, IOE, UCL's Faculty of Education and Society

Introduction

This policy briefing is intended to inform discussion on how Ofsted inspections might best resume at an appropriate time, given the extensive disruption COVID has brought and continues to bring to English primary schools. The briefing draws on findings from a series of research projects based at the IOE, UCL's Faculty of Education and Society and conducted between May 2020 and September 2021, using surveys, systematic literature reviews and case study methods¹.

The research projects have highlighted just how much schools' experiences have varied. They also show just how resourceful and resilient schools and their communities have

been in navigating a way through the many difficult dilemmas the pandemic has raised, even when there have been no obvious roadmaps to follow.

The research evidence we present and the recommendations that follow are intended to inform conversations in the field about the best ways forward in education. They build on the knowledge and experience that primary schools have acquired from dealing with the pandemic first hand. Key points from systematic literature reviews of the research evidence on harms to pupils from the pandemic and their mitigations:

¹ The projects were based at IOE, UCL's Faculty of Education and Society. Funders were ES/R01263X and DFV/PFG. For full details of the projects, their aims and research staff see the Appendix 1.

<https://www.ucl.ac.uk/ioe/departments-and-centres/centres/international-literacy-centre/learning-through-disruption-rebuilding-primary-education-using-local-knowledge>



Schools had to help pupils with food and clothes during the pandemic (file photo) (Image: 2021 Getty Images)

- COVID-19
- NEWS
- POLITICS
- FOOTBALL
- CELEBS
- TV
- MONEY

Schools gave food and clothes to poor families due to lack of welfare safety net

Hard-pressed families had to rely on schools during the pandemic to get basic supplies according to a grim new report

By **Pippa Crerar**, Daily Mirror Political Editor
11:13, 14 Oct 2021

Schools have been providing families with food and clothing during the pandemic due to "weaknesses" in the welfare system that urgently need repair.

More families in England turned to schools for support due to pressures linked to the Covid crisis, according to research by UCL's Institute of Education.

Schools serving populations with high levels of poverty shouldered a higher burden of dealing with food insecurity and inadequate housing.

TES

Covid 'has exposed the impact of poverty on schools'

The 'stark reality' that schools face in trying to support disadvantaged pupils is revealed by new research

Catherine Lough
14th October 2021 at 12:01am

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Schoolsweek

Covid: Schools 'picking up the pieces' amid lack of support services

Schools shouldered 'significant responsibilities within networks of support that have themselves fragmented' - UCL report

References

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Download: <https://committees.parliament.uk/writtenevidence/12497/pdf>
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A duty of care and a duty to teach: educational priorities in response to the COVID-19 crisis

This study explores the challenges the COVID-19 crisis sets primary school teachers.

These challenges will be considered in the light of the diverse roles primary schools find themselves playing in their local communities, and in recognition that roles will vary depending upon levels of social disadvantage.

This research has been funded by UKRI in partnership with the ESRC as part of their call to address the health, social, economic and environmental impacts of the COVID-19 outbreak.

The project runs for four months, from 19 May to 8 September 2020.

Background

Aim

Methodology

Team

Blogs and articles

Reports and publications

Briefing notes

The project team found that primary school testing and inspections will do more harm than good. These briefing notes suggest better ways to rebuild

- Primary Assessment and COVID
- Learning after lockdown
- Resetting educational priorities in challenging times

Advice for parents

- FAQs on COVID-19 and primary education

Contact us

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Learning through disruption: rebuilding primary education using local knowledge

A project exploring how primary school parents, pupils and staff have coped with, and adapted to, a period of prolonged disruption in education, and the lessons we can learn as schools resume.

We know that COVID has had very varied impacts on education in different communities, their schools, staff, families and pupils ([Moss et al, 2020](#)).

As primary schools resume more normal functioning, this project will identify what are the most pressing dilemmas, from the perspective of the different members of the school community, and how school staff, parents and pupils are tackling them. This place-based approach will enable the project to identify priorities for government investment that could best meet local needs.

Funder: Economic and Social Research Council (ESRC).

Project timeline: April - August 2021.

Team



Methodology



Outputs



Further project information

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