

CHILDREN AGED 0-11 AND COVID-19: A CONVERSATION EVENT



Prifysgol Abertawe
Swansea University

Children and Covid-19: A conversation event research gallery

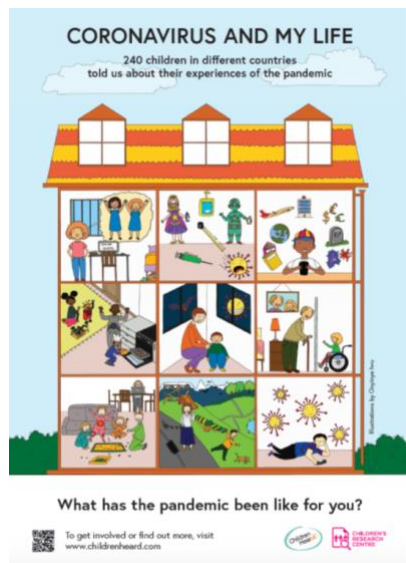
Thursday 3rd June 2021, 1 – 3pm

via ZOOM

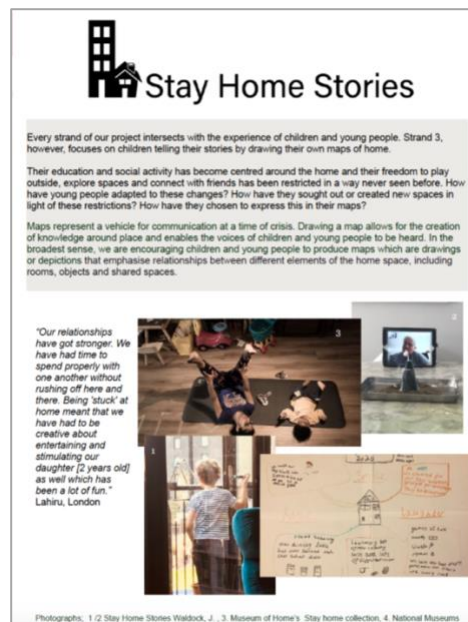
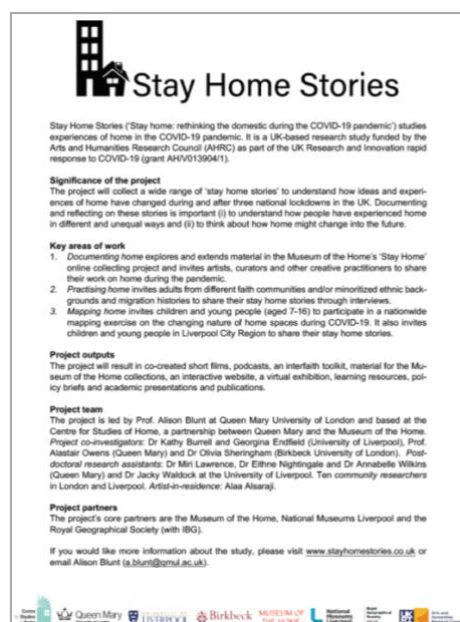
Live twitter feed: Twitter hashtag: #CCCE21

Gallery Room 1: Children's voices

Poster 1 *Coronavirus and my life: What children say*
Organisation Children's Research Centre at The Open University, Children Heard
Contact: crc@open.ac.uk **Twitter:** @OpenUni_CRC



Poster 2 *Stay Home Stories*
Organisation Queen Mary University of London, Museum of the Home, University of Liverpool, Birkbeck University, Royal Geographical Society
Contact: Jacqueline.Waldock@liverpool.ac.uk **Twitter:** @stayhomestories
Website: www.stayhomestories.co.uk



WHAT IS THE ISSUE

- 218 million children between the ages of 5-7 are in employment
- 152 million children are in child labour
- 73 million children aged 5-7 work in dangerous conditions

WHAT IS THE APPROACH

CLARISSA is a ground-breaking consortium generating innovative solutions for children to avoid hazardous, exploitative labour in Bangladesh, Nepal, and Myanmar.

WHAT IS THE ACTION

- Piloting a social protection intervention to reduce engagement of children in worst forms of child labour (WFCL).**
- Collecting life stories of children in WFCL to explore types of work, reasons for engaging with work and the potential ways to reduce WFCL.**
- Generating evidence and effective innovative interventions through Participatory Action Research (PAR) processes with children, families, and communities.**
- Supporting children involved in WFCL to advocate government and duty bearers about making a safe and dignified workplace.**

CONTACT

- Website: clarissa.global
- Twitter and Facebook: [@ChildLabourActn](https://twitter.com/ChildLabourActn) #ChildLabourAction
- Subscribe for updates: clarissa.global/subscribe/

The Survey

In 2020 and 2021 The Children's Commissioner has worked with partners (Welsh Government, Children in Wales, Welsh Youth Parliament) to run a nationwide consultation about children and young people's experiences during the pandemic. All the info and findings are here: [Coronavirus - Our Work - Children's Commissioner for Wales](https://www.childcomwales.org.uk/coronavirus-our-work-childrens-commissioner-for-wales) ([childcomwales.org.uk](https://www.childcomwales.org.uk))

In May 2020 almost 24,000 children and young people took part. In January 2021 19,500 children and young people took part.

We also looked at the experiences of specific groups and broke down our information about the following groups:

- 3-7; young people aged 15-18
- Minority Ethnic (BAME) children and young people
- Children aged 15-18
- Black, Asian
- Disabled children and young people

We kept most questions the same between the surveys so that we can see if there was a difference between the answers. But we added some new questions to the May survey about education.

What did we find out?

We broke our results down into different topics. The topics are:

- Feelings
- Healthy body and mind
- Getting information and speaking to people
- Play
- Extra help
- Learning
- Welsh language

Teimladau

Enghraifft o'r canfyddiadau yn y meysydd hyn:

Mae llawer o blant a phobl ifanc deimladau cryf am orfod bod gartref y rhan fwy o'r amser.

Mae llawer o blant a phobl ifanc yn nodi eu bod yn teimlo'n unig. Dywed dros chwarter y bobl ifanc 12-18 oed eu bod yn teimlo'n unig y rhan fwyaf o'r amser. Mae ein harholwg ym mis Ionawr yn dangos bod 12-18au ddwywaith yn fwy tebygol o deimlo'n unig 'y rhan fwyaf o'r amser' (28%) na'r rhai 7-11 oed (14%).

Fe wnaethon ni sylwi bod plant yn sôn am deimlo'n fwy hapus, yn fwy diogel ac yn llai pryderus na phobl ifanc henach.

Mae llawer o blant a phobl ifanc yn pryderu am y feirws. Roedd plant anabl yn fwy tebygol o boeni na phlant eraill.

Maen nhw'n poeni bydd pobl sy'n bywsgid llyd yn mynd yn sâl a hefyd pa mor hir bydd hyn i gyd yn para.

Yr Arolwg

In 2020 a 2021 mae'r Comisiynydd Plant wedi gweithio gyda phartneriaid (llywodraeth Cymru, Plant yng Nghymru, Senedd Ieuencid Cymru) i gynnal ymchwiliad ieddyf y wlad am brofion plant a phobl ifanc yn ystod y pandemig. Mae'r holl wybodaeth a charfyddiadau yma: [Coronavirus - Our Work - Children's Commissioner for Wales](https://www.childcomwales.org.uk/coronavirus-our-work-childrens-commissioner-for-wales) ([childcomwales.org.uk](https://www.childcomwales.org.uk))

Yn mis Mai 2020 cymerodd bron i 24,000 o blant a phobl ifanc ran yn yr arolwg. Yn Ionawr mis Ionawr 2021 cymerodd 19,500 o blant a phobl ifanc ran.

Hefyd gwahantom edrych ar brofion plant a phobl ifanc penodol a thori laser ein gwybodaeth am y brofion canlynol:

- Plant 3-7 oed
- Plant a phobl ifanc Du, Asiaidd ac Ewropeaidd (BAME)
- Plant a phobl ifanc anabl

Fe wnaethon ni gadw'r rhan fwyaf o'r cwestiynau yr un fath rhwng, i ni allu gweld oedd yna wahaniaeth rhwng yr atebion. Ond fe wnaethon ni ychwanegu rhai cwestiynau newydd am addysg i arolwg mis Mai.

Beth wnaethon ni ddarganfod?

Rydyn ni wedi rhannu ein canfyddiadau yn bynciau gwahanol. Dyna'r bynciau:

- Teimladau
- Gorff a meddwl iach
- Cael gwybodaeth a sgwrsio â phobl
- Chwarae
- Helpu Schwaenod
- Disgu
- Yn iaith Gymraeg

Feelings

Example of the findings in of these areas:

Lots of children and young people have strong feelings about having to spend most of their time at home.

A lot of children and young people report that they are feeling lonely. Over a quarter of young people aged 12-18 say they are feeling lonely most of the time. Our January survey show that 12-18's are twice as likely to feel lonely 'most of the time' (28%) than those age 7-11 (14%).


We noticed that children aged 7-11 told us they felt happier, safer and less worried than older young people aged 12-18.

Many children and young people have worries about the virus. Disabled children were more likely to be worried than other children.

They worry about people they care about getting ill and also how long it will all go on.


Poster 5 *Blurring boundaries: the invasion of home as a safe space for families and children with SEND during COVID-19 lockdown in England*

Organisation Children's Research Centre, The Open University



CHILDREN'S
RESEARCH
CENTRE

Blurring boundaries: the invasion of home as a safe space for families and children with SEND during COVID-19 lockdown in England



The Open
University

Canning, N and Robinson, B (2021) 'Blurring boundaries: the invasion of home as a safe space for families and children with SEND during COVID-19 lockdown in England' *European Journal of Special Needs Education* 36(1): 65-79
<https://www.tandfonline.com/doi/full/10.1080/08856257.2021.1872846>

ABSTRACT
 This paper examines experiences of families and children with special educational needs and disabilities (SEND) with a focus on Autism during a 9-week period in 2020 of 'lockdown' due to COVID-19 where the UK Government's message was 'stay home, stay safe'. For these families, home is where children can be themselves, shut out the outside world and have their own routine. This research draws on interpretative, ethnographic narrative data from eight families of children with Autism/complex needs, aged 5-13 years, and how they have experienced lockdown with competing pressures from school and other agencies. Data was collected from telephone/online interviews and a closed social media platform where parents shared their challenges. Thematic analysis found that home as a safe space was invaded by external expectations. School and meetings with agencies, once separate, became part of home, blurring the boundaries. Home as a safe space is examined, as well as children's social/emotional wellbeing and how families negotiate external demands. Home should remain a safe space, boundaries should not be blurred, and families should be supported in understanding learning and development can come from within everyday experiences where children express their interest and engagement.

Dr Natalie Canning and Beryl Robinson
 Natalie.canning@open.ac.uk

We haven't forced Omar (aged 8) to do any of the school power points for the last few weeks. It was all getting too much emotionally for him.

Gus just completely couldn't get his head around being asked to do schoolwork at home, we couldn't even get him to sit at the table to engage in it without a massive meltdown.

Not having the stress of dealing with other children in terms of social contact, has made him calmer and addressed some of his sensory issues. Also not being pressured to complete tasks under a set time limit produced some great results, especially with creative writing which he usually struggles with.

It's my laptop Pete is using, and it has lots of confidential work stuff on it so I must watch that little fingers don't go where they shouldn't. It means I can't leave any time with him unsupervised.

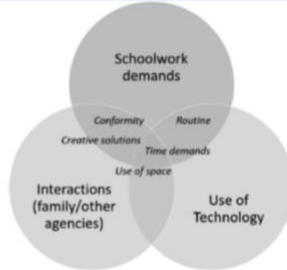


Figure 1. Relational illustration of themes and sub-themes (in Italics).

Poster 6 *Homecool Kids: A free digital magazine written by children*

Organisation Homecool Kids

Contact: Binny Sabharwal: homecoolkids@gmail.com **Twitter/Instagram/Facebook:** @homecoolkids

Website: www.homecoolkids.com

WELCOME TO HOMECOOOL KIDS





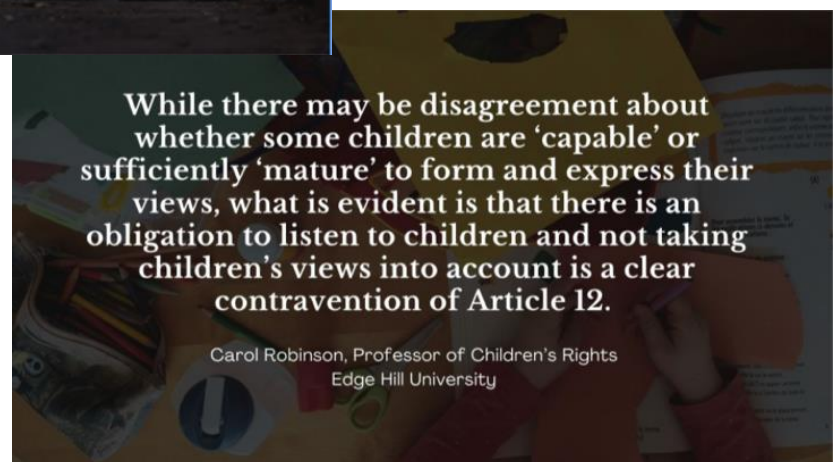
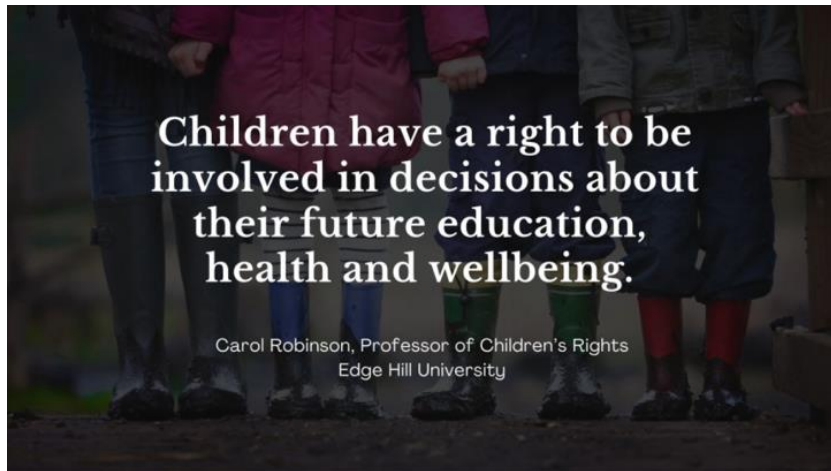



We are a free digital magazine, written and produced by children. The magazine was launched during the first Lockdown by two siblings from Birmingham, UK, to share their feelings about the pandemic in a fun and creative way. It is now run by a child-led editorial team consisting of ten amazing under 13s, with the aim to inspire children of all ages by celebrating their resilience and creativity. HomeCool Kids encourages a love for expression of ideas by giving children an opportunity to take pride in their words and images, giving them a platform to share their opinions about things that matter to them in ways which are comfortable for them.

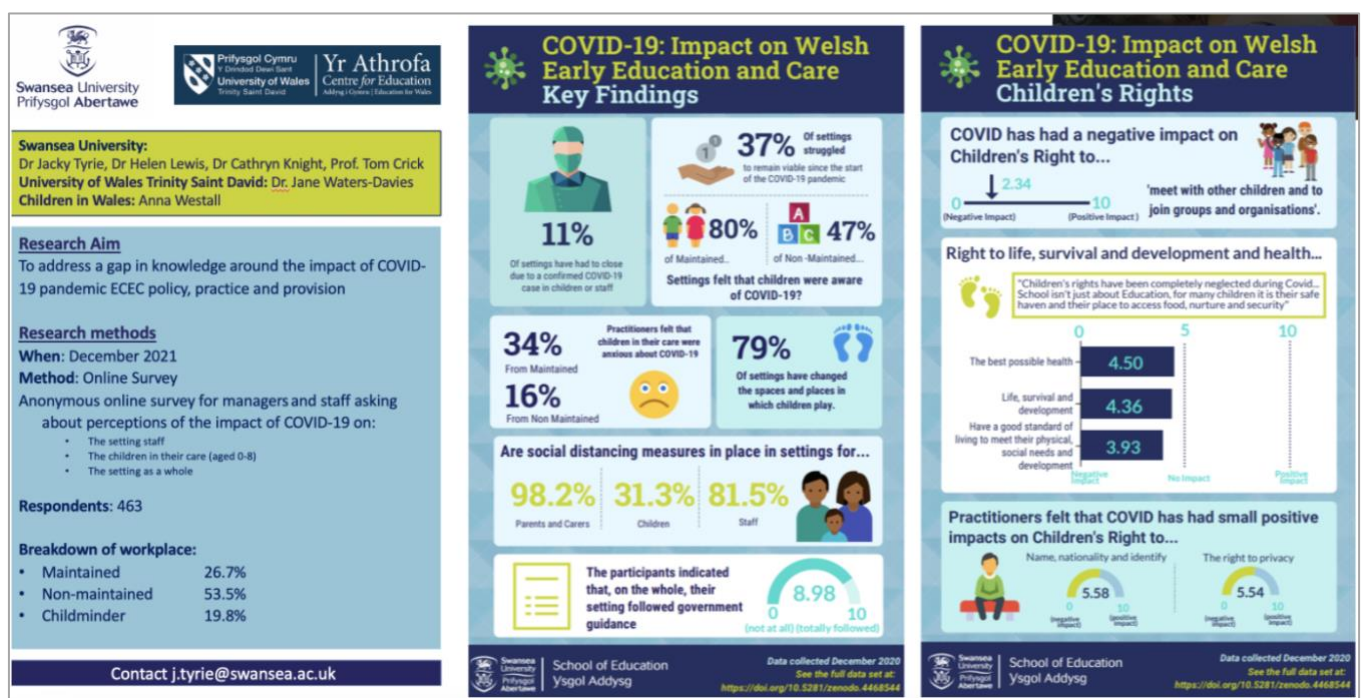
DO CHECK US OUT ON [HTTP://WWW.HOMECOOKIDS.COM](http://WWW.HOMECOOKIDS.COM) AND FOLLOW US ON
 TWITTER/FB/INSTA @HOMECOOKIDS OR EMAIL US ON HOMECOOKIDS@GMAIL.COM

Gallery Room 2: Children's rights

Poster 7 *Children's Rights*
Organisation Professor Carol Robinson, Edge Hill University
Contact: carol.robinson@edgehill.ac.uk **Twitter:** @ProfCRobinson




Poster 8 *COVID-19: Impact on Welsh Early Education and Care*
Organisation Swansea University, University of Wales Trinity Saint David, Children in Wales
Contact: J.tyrie@swansea.ac.uk





Gallery Room 3: Children's well-being, physical and emotional health

Poster 9 *Maternal depressive symptoms and early childhood temperament before and during the COVID-19 pandemic*
Organisation University of Oxford



Maternal depressive symptoms and early childhood temperament before and during the COVID-19 pandemic

Rationale:

- Already collecting longitudinal questionnaire data on maternal depressive symptoms (MDS) and infant temperament when the pandemic reached the UK in early 2020.
- Early studies were detecting increases in DS during the pandemic, particularly in mothers of young children¹.
- Aware of robust associations between child temperament and maternal mental health² and the impact that increased MDS can have on child development³.

Aim: Investigate the potential impacts of the pandemic on MDS, child temperament, and their associations across the infant and early childhood period.

Method

Study 1: 10- and 16-months
175 mothers, 75% White British, high socio-economic status (SES). Pre-pandemic (N = 84), pre-to-during pandemic (N = 91).

Study 2: April and November 2020
220 mothers of infants or young children (6 – 48 months). 58% White British, high SES.

Variables

- MDS, Surgency, Negative Affect (NA), and Effortful Control (EC), COVID-19 Stress.

Materials

- Beck Depression Inventory-II⁴
- Infant Behavior Questionnaire – Revised, Very Short Form⁵
- Early Childhood Behavior Questionnaire – Very Short Form⁶
- [COVID-19 Impact Questionnaire for families with young children](#)

Results

Study 1

- Longitudinal stability.
- Increase in Surgency & EC over time
- 10m: MDS & NA; $r(132) = .257, p = .003$, 95% CI = .183 – .527.
- No group differences (pre-pandemic vs. pre-to during pandemic).

Study 2

- Longitudinal stability.
- Increase in EC over time.
- Negative associations between MDS & EC in April and Nov.
- Temperament in April predicted MDS in November.
- No impact of COVID-19 related stress.

Conclusions & Future Directions

- Demonstrated the **robustness** of early temperament development.
- **No pandemic-specific impact** on MDS or temperament in this **high SES** sample of mothers in the UK.
- Third data collection wave scheduled to assess longer term impacts.


¹Cameron, E. E. et al. *J. Affect. Disord.* 276, 760–774 (2020). ²Rigato, S., Sterns, M., Bonnenville-Roussy, R. & Trötschel, R. *Soc. Dev.* 29, 1115–1130 (2020). ³Cornio, R. & M. et al. *Psychol. Med.* 48, 13–25 (2018). ⁴Beck, A., Steer, R., & Brown, G. *APA PsychStats* (1996). ⁵Plomin, R., Rothbart, M., Bates, J., & Plomin, R. *Infant Behavior Questionnaire* (1996). ⁶Plomin, R., Rothbart, M., Bates, J., & Plomin, R. *Infant Behavior Questionnaire* (1996).

Abigail Fiske, Gaia Scerif, and Karla Holmboe
Department of Experimental Psychology, University of Oxford

abigail.fiske@psy.ox.ac.uk

[@AbiFiske](https://twitter.com/AbiFiske)

Poster 10 *The impact of COVID-19 Early Childhood Education and Care in England and Wales*
Organisation University of Bristol, Economic and Social Research Council, University of Leeds
Contact: Xanthe Whittaker, x.whittaker@leeds.ac.uk
Website: childcare-during-covid.org **Twitter:** @ChildcareCovid



The impact of COVID-19 Early Childhood Education and Care in England and Wales

Child wellbeing and development: Parent and nursery manager perspectives

- Loneliness, isolation and poor socialisation in some children
 - Concerns esp. for those in lone child households:
 - Some children, esp. 2yo starting nursery, lacked the ability for interactive or parallel play
 - Children displaying anxieties related to health/Covid19/germs
- Unevenness of development between children
 - Disruptions to ECEC left children 3-6m behind (according to ECEC practitioners) and regression in some children
 - Some returned with more developed language skills
 - Outcomes dependent on: parent activities and resources (e.g., reading/books); age at lockdown; presence of other siblings; SEN; possibly SES and gender
- Some children taking longer to settle back in ECEC but most generally resilient and adaptable

Impact on Children with SEN

- Impact of disruption more profound for children with SEN
- Issues associated with: Lack of continuity of ECEC; reduced health and family services; lack of face-to-face assessments; delayed assessments and ECHPs; difficulties of applying a multi-agency approach
- Parents: Lack of support and professional input, esp. around initial assessments

Study Aims:

- To explore how the pandemic has disrupted the early years' education & childcare sector across England & Wales.
- To understand how providers and parents are managing these disruptions and what this might mean for the safety & sustainability of ECEC

Methods:

WP1: Nursery managers and childcare practitioners

WP2: Childminders and nannies

WP3: Parents and grandparents

WP4: Comparative policy framework case studies

Two waves of longitudinal data collection

Wave 1: January-March 2021 (**completed**)

- 4 surveys (+3,000 respondents across all WPs)
- 185 in-depth interviews

Wave 2: August-October 2021

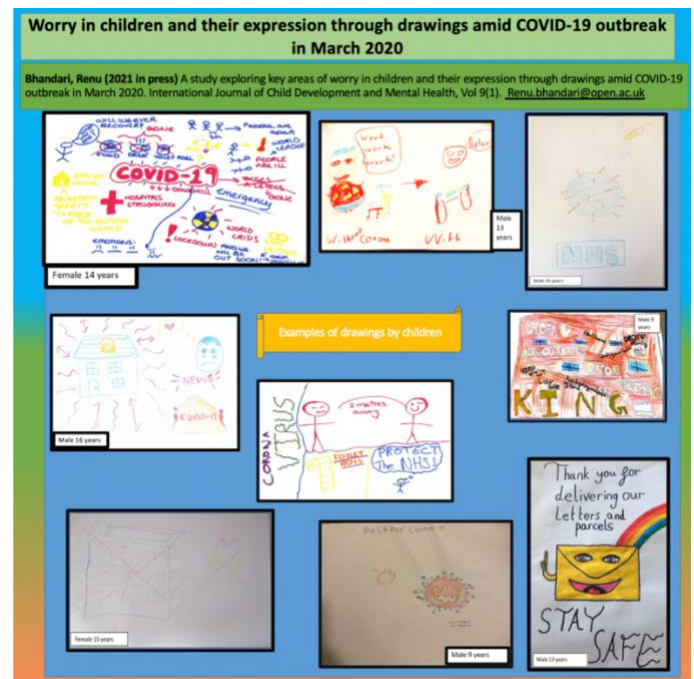
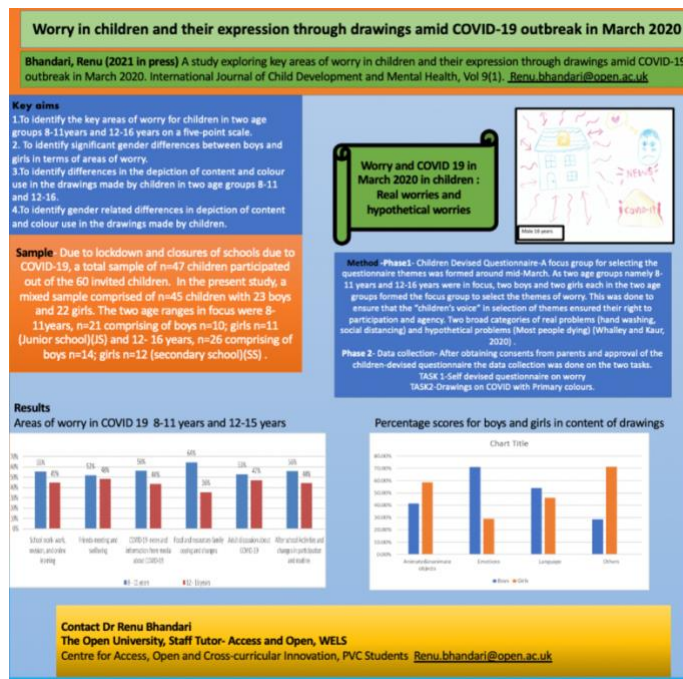
<https://childcare-during-covid.org>

 University of BRISTOL

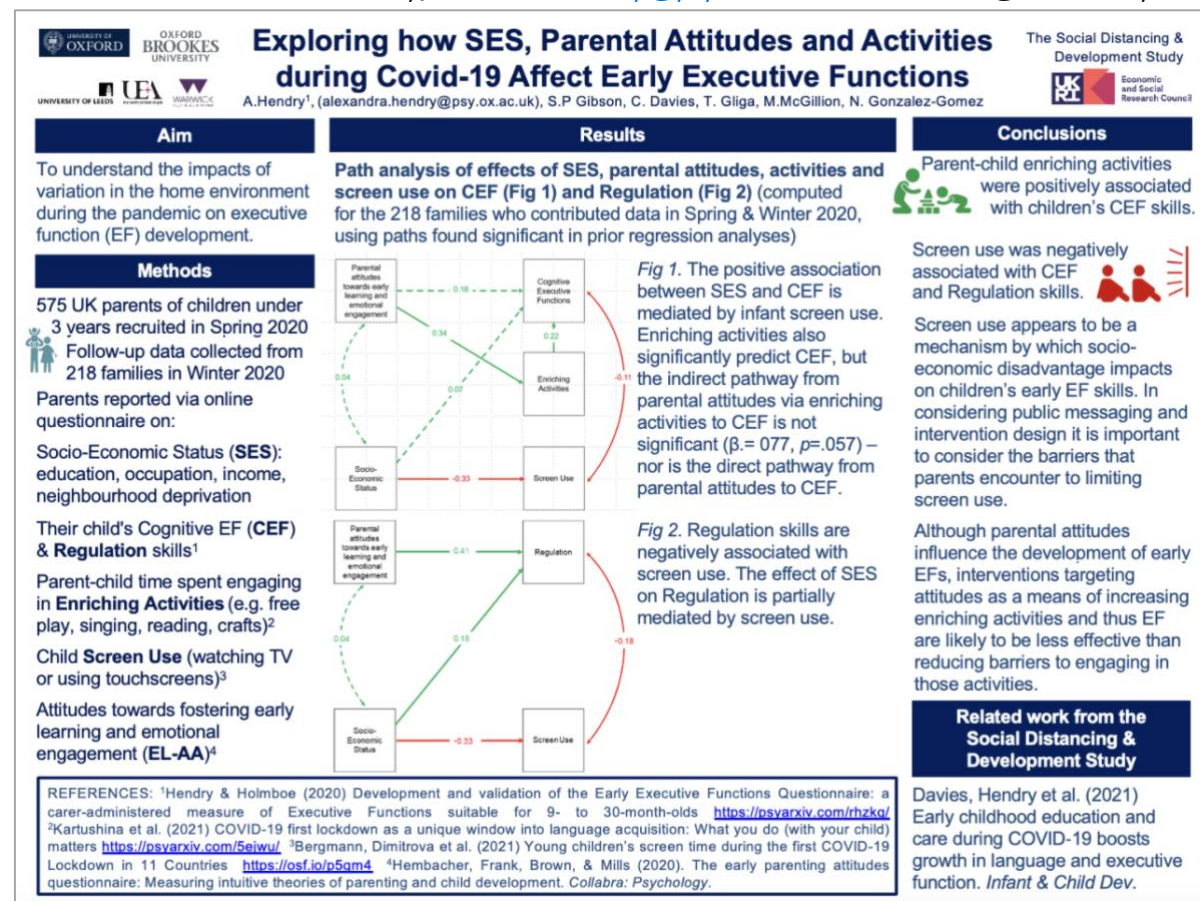
 UKRI Economic and Social Research Council

 UNIVERSITY OF LEEDS

Poster 11 *Worry in children and their expression through drawings in COVID-19 outbreak in March 2020*
Organisation WELS and AoCCI, The Open University
Contact: Dr Renu Bhandar, renu.bhandari@open.ac.uk



Poster 12 *Exploring how SES, Parental Attitudes and Activities during COVID-19 Affect Early Executive Functions*
Organisation University of Oxford, Oxford Brookes University, University of Leeds, University of East Anglia, University of Warwick
Contact: Alexandra Hendry, alexandra.hendry@psy.ox.ac.uk **Twitter:** @alexhendry



Gallery Room 4: Children and play

Poster 13 *Play Observatory*

Organisation UCL Institute of Education, University of Sheffield, UCL CASA, British Library, V&A Museum of Childhood, Great Ormond Street Hospital.

Contact: k.cowan@ucl.ac.uk

Twitter: @katecowan



Play Observatory



play-observatory.com
info@play-observatory.com
@PlayObservatory



'A National Observatory of Children's Play Experiences During COVID-19' is funded by the ESRC from November 2020 to January 2022

The Play Observatory is researching the impact of COVID-19 on children's play and peer cultures, with a focus on children as researchers and reporters of their own experiences.

We are asking:

- How have children and young people been playing during the pandemic?
- How has the COVID-19 pandemic featured in play and expressive culture, and what insights do they give into children's unique experiences?
- How does this play and culture compare with that of the past?

We are carrying out:

- An Online Survey - collecting examples of children's play and peer culture in the form of descriptions, stories, photos, drawings, jokes, screenshots, sound recordings and video clips
- Case Studies - online interviews, drawings and film-making activities

We are creating:

- A searchable online collection of examples, with selected material deposited with the British Library
- An online exhibition, developed with the V&A Museum of Childhood
- Play Wellbeing Toolkits, designed with the play services team at Great Ormond Street Hospital



Poster 14 *Children's perspectives on play in the pandemic*

Organisation University of Cambridge

Children's perspectives on play in the pandemic

BACKGROUND:

Big Question: How will lockdown restrictions affect childhood?

Rapid Review: What is the impact of restrictions & isolation on children's play?

Gaps: Restrictions due to widespread disease outbreak; Children's voices

WE KNOW THAT PLAY:

- Is a fundamental right for all children
- Can promote resilience, flexibility, & comprehension amidst adversity
- Is a natural, innate facet of childhood

What are children's perspectives on what it is like to play during a pandemic?

METHODS:

- Interviewed 15 young children (ages 3-10) via Zoom between Aug-Oct 2020
- Semi-structured questions, story stem, drawing

play was a bit different...

Children described a lot of at-home play, with family

"How do you think a kid would play during lockdown?"

"Well, he still might play with his mom, dad, sister, brother. But, he might just want to like be alone for a bit to play."

They sometimes referred to boredom, annoyance, sadness & apathy when talking about lockdown, restrictions, or changes to play

"Well, mostly it's felt kind of the same... but it's kind of annoying that I have to play on my own and that I can't really see my friends."

"Yeah, kids playing changed."

"Um, because no one knows if Halloween is closed... because, um, people don't actually stay quite so far apart. So who knows! Halloween might be closed!"

... but play was not on lockdown!

Children described many, varied ways that play was still happening

WHERE..? Living room, garden, treehouse, playground, park, woods, bedroom, kitchen table

WITH..? Parents, siblings, grandparents, cousins, friends (outdoors / virtually)

HOW..? Toys, board games, physical activities, reading, drawing, make-believe, video games, stuffed animals

"What sort of things did you do when you couldn't go to different places?"

"Well... I... sort of played a lot."

"I felt a bit more free. As in... every day I wouldn't just be like going to school, work, school, work, school, work. It was just like I had time to actually play."

"Just make sure to stay safe and have fun, because if you're not having fun in coronavirus then it is just sit at home and do nothing. But if you find ways to have fun then coronavirus can be turned in to a way of spending time with your family."

Children are able to express & share their perspectives on key elements of their lives, particularly play! In moments of crisis, there is value in children contributing to our understanding of functioning and needs.

Through play, children have the capacity for adaptability & resilience - we can learn how to support & foster those qualities by learning from and with them.




PEDAL: Centre for Research on Play in Education, Development & Learning
University of Cambridge, Faculty of Education
184 Hills Road, Cambridge, CB2 8PQ, UK

Kelsey Graber
kg421@cam.ac.uk

Poster 15

Organisation

Linkedin:

Project 2020 Together, Le Chéile

Museum of Childhood Ireland, Músaem Óige na hÉireann

<https://www.linkedin.com/company/museum-of-childhood-ireland>



Museum of Childhood Ireland

Músaem Óige na hÉireann

museumofchildhood.ie

Charity Number: 20205452

Project 2020/21 Together, Le Chéile

Voices of children worldwide during the COVID-19 pandemic through art and writing. "Uniquely, exquisitely a child's eye view" Online and physical exhibitions.

museumofchildhood.ie/project2020

museumofchildhood.ie/slide-show

+353 87 681 6760

info@museumofchildhood.ie

facebook.com/MuseumOfChildhoodIreland

Twitter: @musemofci



How it started

The reasoning behind the Project was primarily for reasons of children's Mental Health. Planning began before the first case of Coronavirus was recorded in Ireland, when news of the virus in China began to be reported widely, and the first cases were seen in Italy. It also had roots in my own childhood. I was a quiet child who listened to everything, especially 'serious' adult conversation. I was a worrier. My concern was that, in all the initial confusion surrounding the Pandemic, nobody was asking how children were faring.

We reached out through Social Media to parents and teachers, and responses came flooding in from across the globe. To help ensure diversity of response, we proactively also reached out to numerous children's organisations.



A Child's perspective

We hoped the project provided children with tools to help them make some sort of sense of this Pandemic from their perspective.

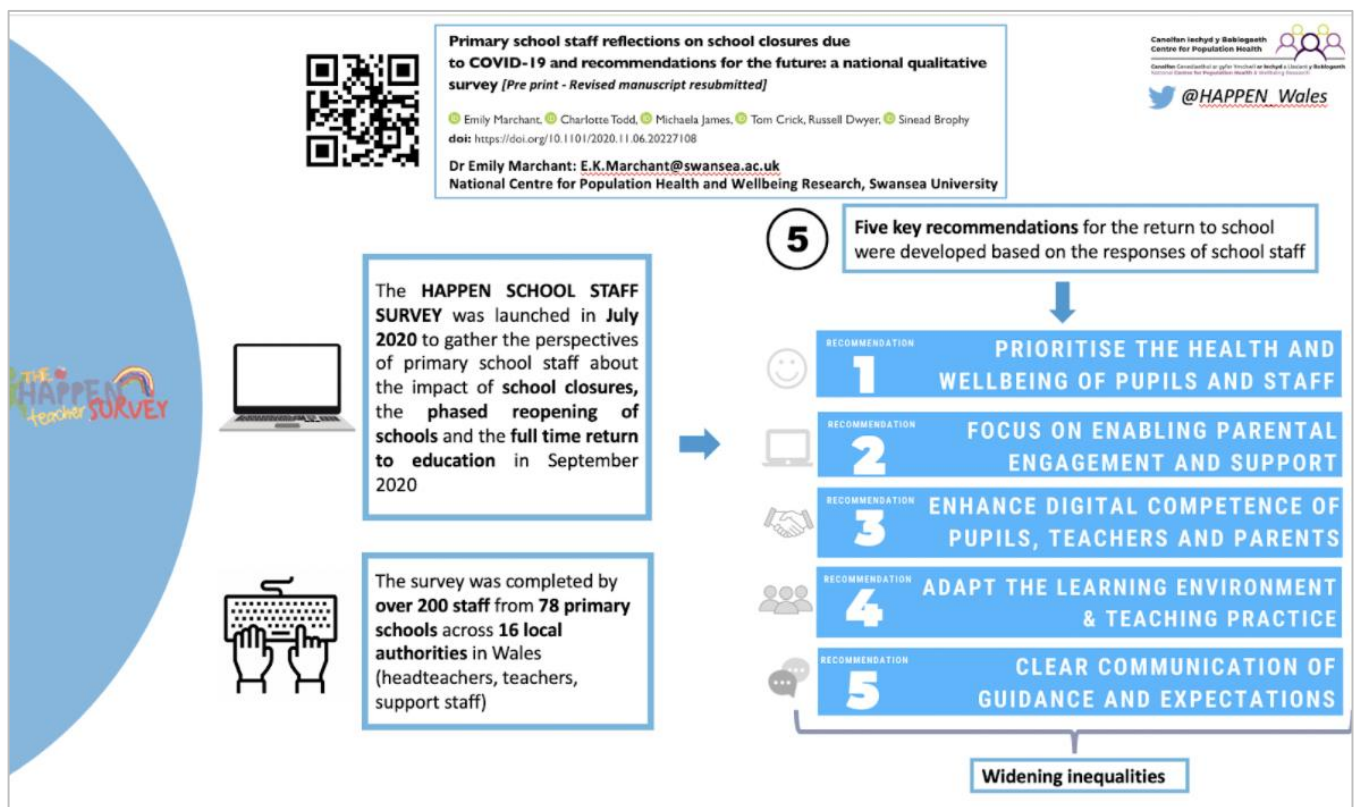
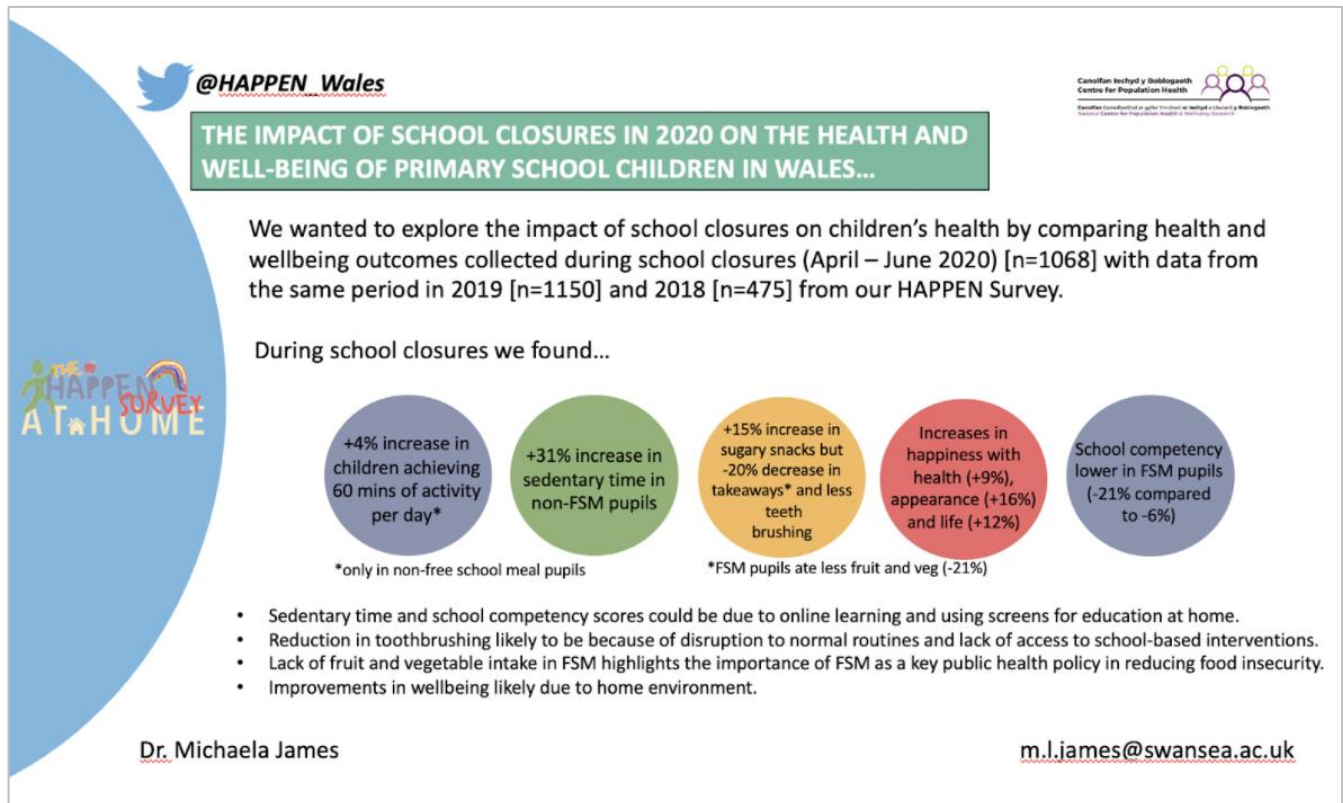
Allowing young people to respond creatively, without instructions, allowed for truthful expression. Art in all its forms became a channel for communication during this time of isolation, providing children and their families with insights, inspiration, and examples of how other children and other communities around the world were also experiencing this moment of Emergency.



Tarraingíonn scéal scéal eile - One story begets another.

Poster 16 *The impact of school closures in 2020 on the health and well-being of primary school children in Wales*

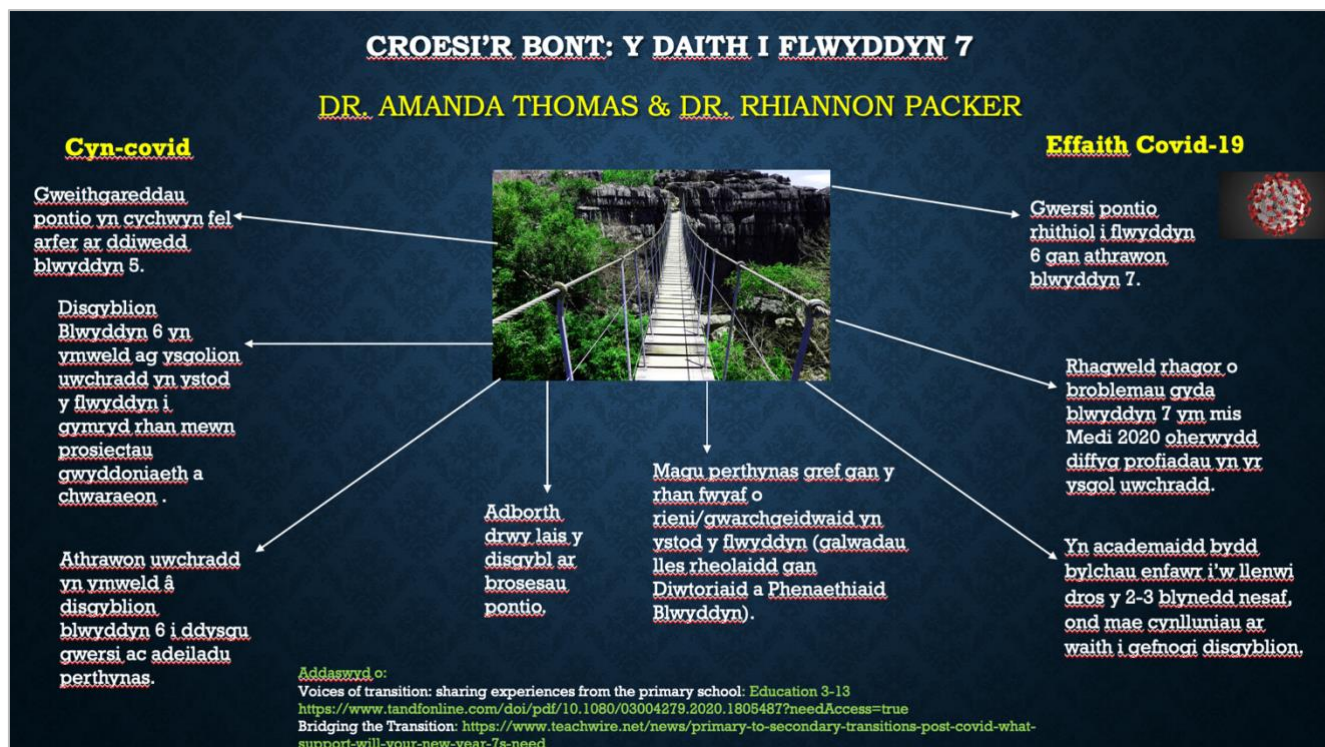
Organisation National Centre for Population Health and Wellbeing Research, Swansea University



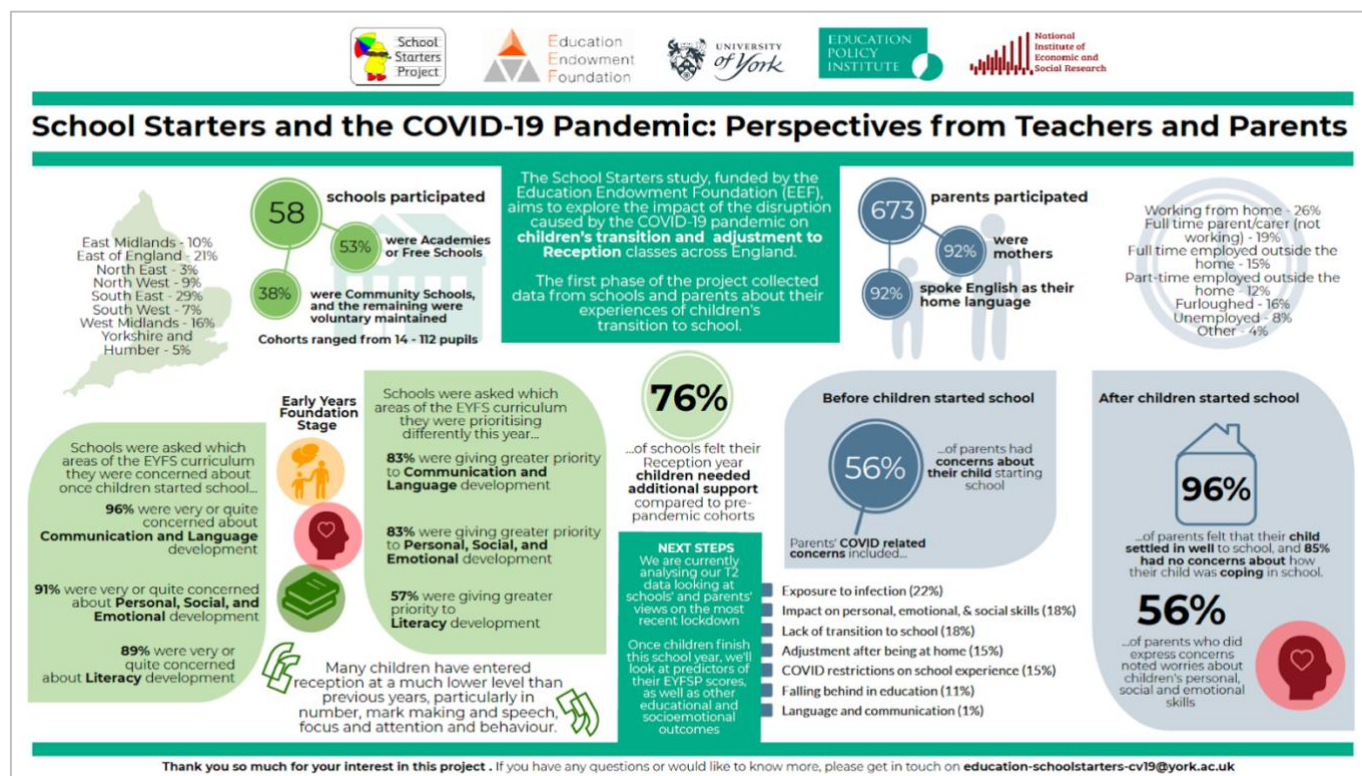
Gallery Room 4: Children and school

Poster 17 *Bridging the Transition: Moving into Year 7*
 Organisation Cardiff Metropolitan University, University of South Wales
 Contact: Rhiannon Packer, rajpacker@cardiffmet.ac.uk
 Amanda Thomas, amanda.thomas@southwales.ac.uk

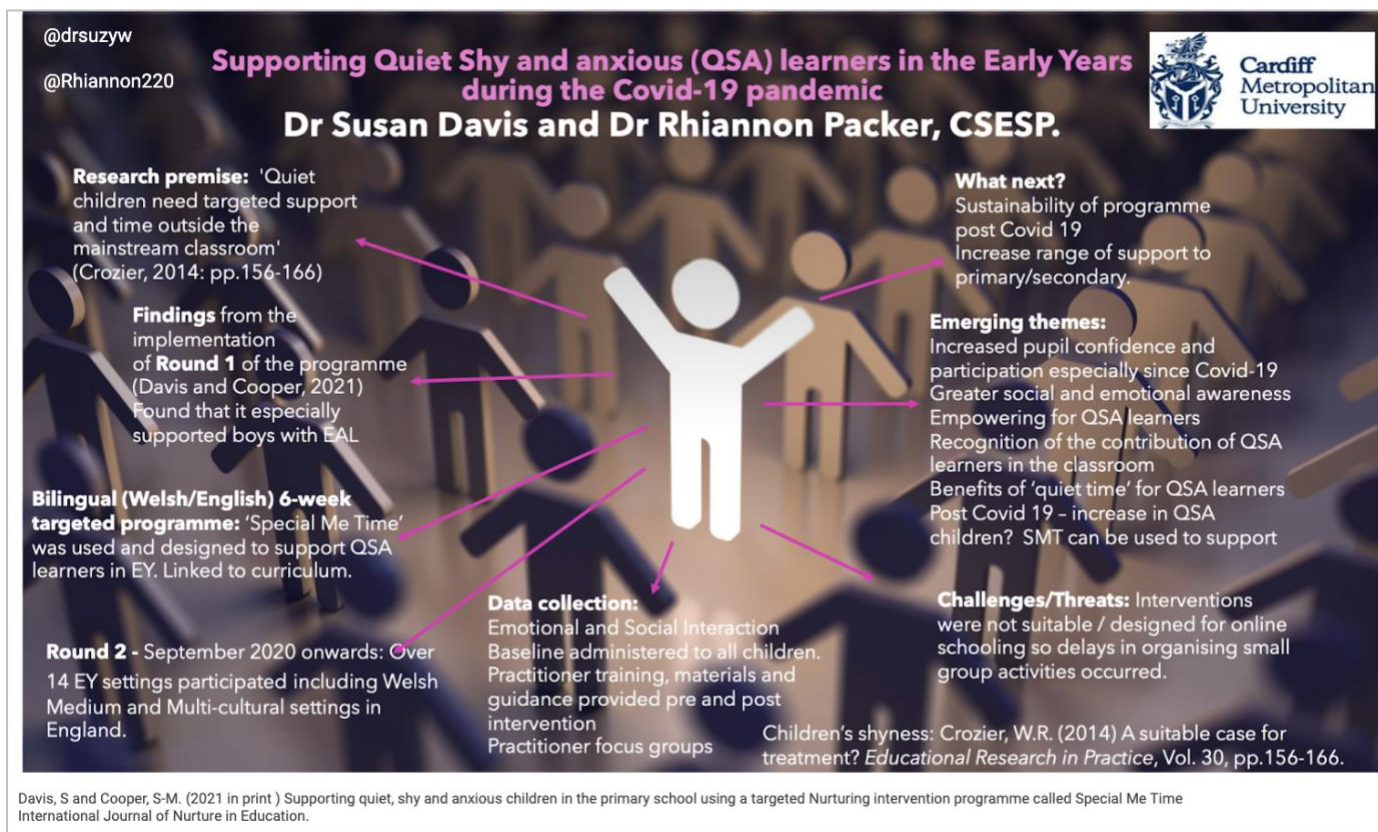
Twitter: @rhiannon220
 Twitter: @mollymandy471



Poster 18 *School Starters and the COVID-19 Pandemic: Perspectives from Teachers and parents*
Organisation School Starters Project, Education Endowment Foundation, University of York, Education Policy Institute, National Institute of Economic and Social Research
Contact: Dr Dea Nielson, Education-schoolstarters-cv19@york.ac.uk



Poster 19 *Supporting Quiet Shy and anxious (QSA) learners in the Early Years during the Covid-19 pandemic*
Organisation Cardiff Metropolitan University
Twitter: @drsuzyw @rhiannon220



Cefnogi dysgwyr Tawel, Swil a Phryderus (TSP) yn y Blynnyddoedd Cynnar yn ystod pandemig Covid-19

Dr Susan Davis a Dr Rhiannon Packer, YAPCC.



Cynsail ein hymchwil: 'Mae angen cefnogaeth benodol ac amser ar blant tawel y tu allan i'r ystafell ddosbarth brif ffwrdd'. (Crozier, 2014: pp.156-166)

Canfyddiadau Rhan 1 y rhaglen (Davis and Cooper, 2021) oedd effaith cadarnhaol y rhaglen ar fechgyn oedd â Saesneg yn iaith ychwanegol.

Rhaglen darged 6 wythnos ddwyieithog (Cymraeg/Saesneg): Defnyddiwyd a dyluniwyd 'Amser Arbennig i Mi' i gefnogi dysgwyr TSP yn y Blynnyddoedd Cynnar. Cysylltiadau clir â'r cwricwlwm i'r gweithgareddau.

Rhan 2 - Medi 2020 ymlaen: Cymerodd dros 14 o leoliadau Blynnyddoedd Cynnar ran gan gynnwys leoliadau aml-ddiwylliannol yn Lloegr.

Casglu Data:

Gwaelodlin Rhynqweithio Emosiynol a Chymdeithaol wedi'i weinyddu i bob plentyn. Darparwyd hyfforddiant, deunyddiau ac arweiniad i ymarferwyr cyn ac ar ôl ymyrraeth ynghyd â grwpiau ffocws.

Beth nesaf?

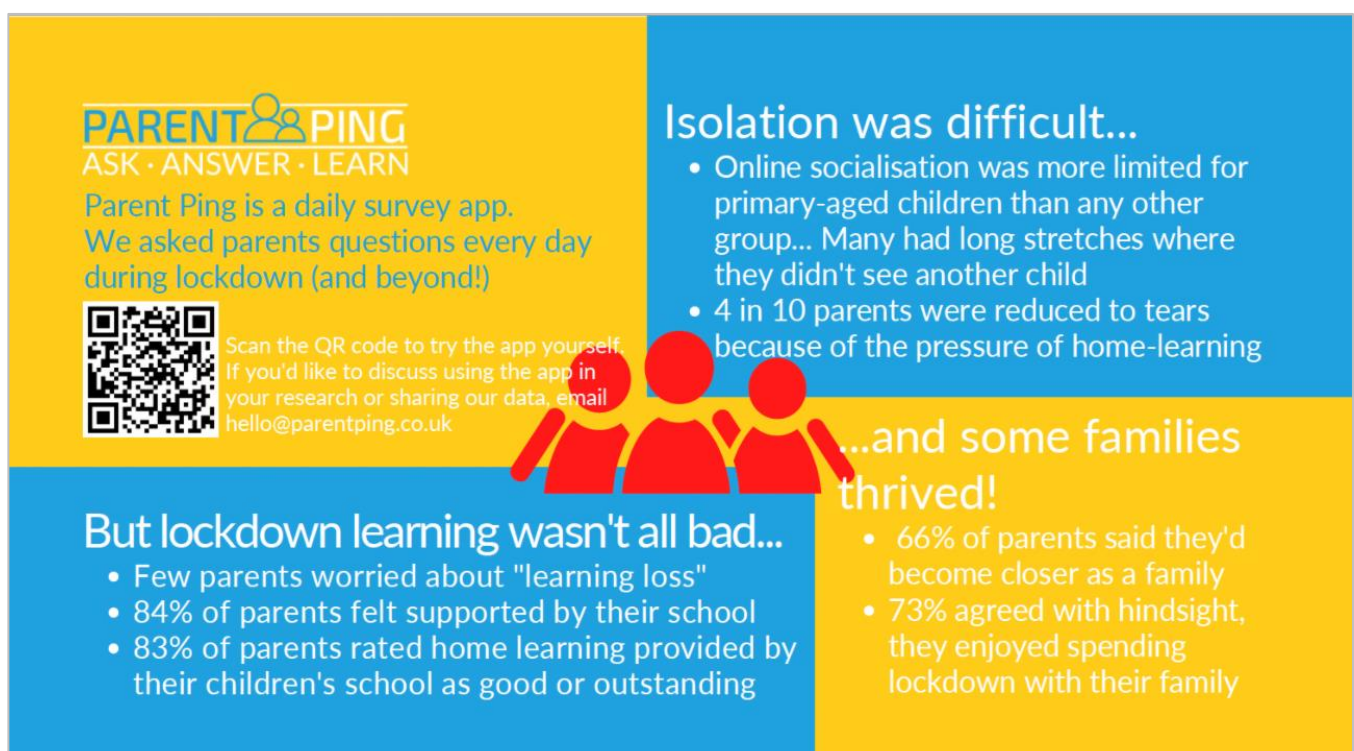
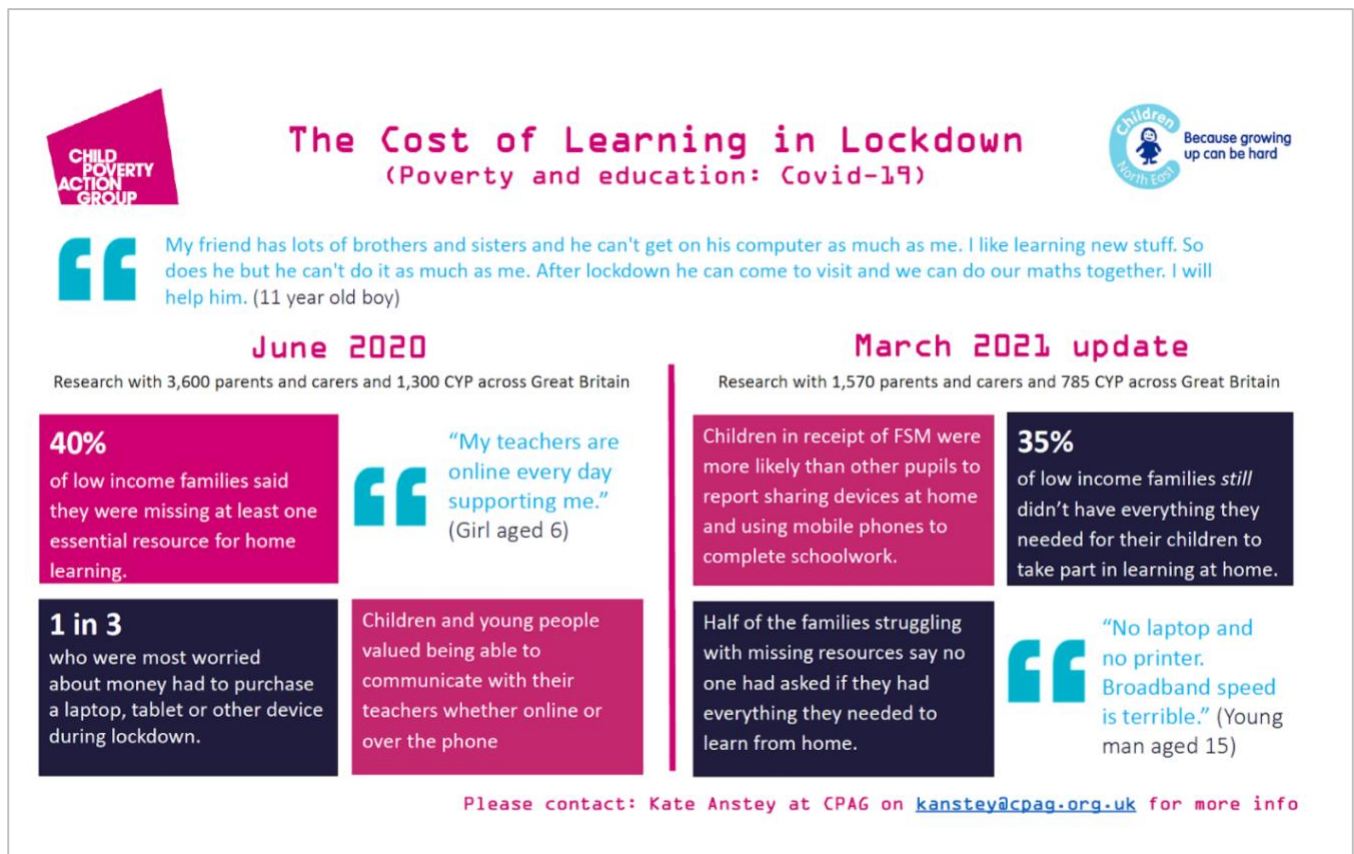
Cynaliadwydd y rhaglen yn sgîl Covid-19. Cynyddu ystod y gefnogaeth i'r oedran cynradd ac uwchradd.

Themâu cychwynnol:

Mwy o hyder a chyfranogiad disgyblion yn enwedig ers Covid-19
Mwy o ymwybyddiaeth gymdeithaol ac emosiynol
Grymuso dysgwyr TSP
Cydnabod cyfraniad dysgwyr TSP yn yr ystafell ddosbarth
O gymorth i fechgyn â Saesneg yn iaith ychwanegol yn arbennig
Cynyddu yn nifer y plant TSP yn sgîl Covid?
Gellir defnyddio'r UDRh i gefnogi

Heriau/Brygythiadau: Yr ymyriaethau an anaddas ar gyfer addysgu ar lein felly roedd oedi wrth drefnu'r gweithgareddau grwpiau bach.

Children's shyness: Crozier, W.R. (2014) A suitable case for treatment? *Educational Research in Practice*, Vol. 30, pp.156-166.



Poster 22**Organisation****Contact****Website:**

What are the "Covid Keepers" for September?

The Open University, University of Reading

Dr Katharine Jewitt, Research Fellow, k.jewitt@open.ac.uk<https://www.open.ac.uk/projects/leading-online-learning>

Twitter: @Covid_EduLeader

AUTHORS:
DR KATHARINE JEWITT: THE OPEN UNIVERSITY
DR JACQUELINE BAXTER: THE OPEN UNIVERSITY
PROF ALAN FLOYD: UNIVERSITY OF READING

What are the "Covid Keepers" for September?

PROJECT OVERVIEW

This project is researching how school leaders in England secondary schools strategically manage and plan for online provision of learning, through the pandemic and beyond. It addresses how they continue to manage particular challenges.

01 SATURDAY SUPPORT.
School leaders report Saturday morning online support sessions have proved very popular with one head reporting 80% attending 9am - noon. Heads report they no longer have to ask staff to travel into school, just for a few hours on a Saturday, as they can teach online from home.

02 WIDER CURRICULUM OFFERING.
Online learning provides the opportunity to offer a wider curriculum for GCSE students. Timetable clashes can be avoided with some classes held online. It also allows subjects to be taught that wouldn't normally be viable with small numbers, eg a language qualification.

03 ACCESS TO LEARNING RESOURCES.
Schools report they will continue to utilise online platforms eg, to add lessons, learning resources, reading and home learning, to support pupils in preparing for lessons, recapping and stretching pupils.

04 ONLINE GOVERNOR MEETINGS AND PARENTS EVENINGS.
Parents evenings online have proved popular with increased attendance, making it easier for parents to access without travelling into school. Governor meetings will also continue online. Schools report they will still host some face-to-face meetings as they don't want to lose the opportunity for parents and governors to come into schools.

05 MULTI-LATERAL STRATEGIES.
Working online has enabled schools to work much more collegially than before, forming focus groups to share approaches, resources, issues and solutions, working with primary & secondary schools / MATs, and local businesses.

ACCESS TO A CONNECTED DEVICE
During lockdown 1, the biggest issue for schools was supporting students in being able to access a connected device

WORKLOAD
Lockdown led to huge workloads: weekly phone calls to keep in touch, home visits and hand delivering study packs, food parcels & stationery

STAFF DEVELOPMENT
Staff have had a huge learning curve in switching to online, building confidence through lockdown leading to live online teaching

LEADING SCHOOL LEARNING THROUGH COVID-19 AND BEYOND

Pupil Voice:

FLEXIBILITY
Pupils like how online learning can provide flexibility to their day. They can take breaks when they want.

CHOICE AND CONTROL
Learning online has opened up opportunities for pupils to have more control over the order of their day, providing some choice in what they learn when.

LIVE SUPPORT
If students are struggling with a concept during a live class, students like the access to one-to-one / small group support via breakout rooms.

PREPARATION
Pupils like having access to work in advance so they can be better prepared. This benefits all students and in particular those with dyslexia.

ACCESS TO INDUSTRY
Schools have involved local business leaders in facilitating online discussions enabling pupils to access industry experts. Schools have also benefited from business links for advice in transitioning online.

THINK BIG!

FOLLOW THE RESEARCH ON TWITTER @COVID_EDULEADER

VISIT THE PROJECT WEBSITE: WWW.OPEN.AC.UK/PROJECTS/LEADING-ONLINE-LEARNING

Gallery curated by Liz Chamberlain, Open University
August 2021

**CHILDREN AGED 0-11
AND COVID-19:
A CONVERSATION EVENT**



Prifysgol Abertawe
Swansea University