

Review into the Provision of Remote Learning on the Isle of Man during the Covid-19 Pandemic

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Department of Education, Sport and Culture



Isle of Man
Government

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1. Foreword

Hon Alex Allinson MHK – Minister for Education, Sport and Culture



This year has been unprecedented. Events around the world have led to the biggest disruption to our way of life in living memory.

All of us have been affected in some way, but our education service was one of the first casualties. As we registered the first case of COVID-19 on our island, Government made the difficult but necessary decision to close all our schools. Within twenty four hours teachers had to reassure parents and pupils and establish a new way of learning for an indefinite period. From 23rd March to 22nd June our teachers and school staff kept hub schools open for vulnerable children and those of key workers

whilst also supporting pupils at home.

I am incredibly proud and grateful for all those who faced this challenge whilst also caring for their own families and colleagues.

All of us has had to adapt quickly and sometimes not everything went to plan. Some parents were critical of the teaching their children received and confused about what to expect. There were examples of excellent practice and of some schools who struggled in the online environment. The Isle of Man was not alone in this. What this review does is put our experience into international context. Through April and May we worked together as an education system to improve and standardise distance learning provided on the island and now have time to reflect and consolidate what we have learnt.

The ongoing health emergency has posed numerous challenges but also presented us with opportunities. Making IT an intrinsic part of education opens up endless possibilities and blended teaching will help pupils learn wherever they are. I am grateful for all the headteachers who fed back to us their own experiences, and to all the staff, pupils and parents who took part in the various surveys.

I fully endorse the recommendations in this review, and believe that by working together as an education system, we can build on the lessons we have learnt and be better prepared should we be in a similar situation again in the future.

I would like to thank everyone involved in the education and welfare of the young people on our island. Collectively as pupils, teachers, support staff, parents and department officers, you should be proud of how you faced up to the challenges posed by COVID-19. Now we need to work together to build resilience and confidence in education and ensure that every young person is able to achieve their potential.

Dr Alex Allinson MHK

2. Executive Summary and Recommendations

Executive Summary

As the Island's education community embarked on the Spring term of 2020, it is unlikely anyone could have predicted the unprecedented challenges that lay in the months ahead. The reality that the novel Coronavirus had, quite rapidly, become a global pandemic, was a sudden shock to all locally, nationally and globally. Like that of many service sectors of society, the reaction of education had to be swift and decisive in order to ensure children and adults were safe, and that school buildings did not become centres within which the virus could spread.

In the week preceding the closure of schools on 23rd March 2020, plans for the abrupt change in the lives of Island's population were made by the Isle of Man Government. Following this the Department of Education, Sport and Culture (DESC), and its 37 education settings were tasked with ensuring some form of face to face provision continued for those children deemed as vulnerable, or those of Island key workers. This took place with remarkable speed and organisation, and manifested in the form of regional 'hubs', which operated between 23rd March and 17th June 2020.

The second key element for DESC and its schools was to ensure learning continued, albeit remotely, through continuous online provision, for those pupils now required to stay at home in order for the Island to effectively tackle the spread of Covid-19. Almost immediately, School leaders and teachers found themselves having to pivot to remote delivery of learning using a variety of online and offline resources.

At the beginning of July, the Minister for Education, Sport and Culture ordered a review of remote learning and teaching provided by schools during the course of the health emergency.

Throughout July and August 2020, the Education Improvement Service undertook surveys and interviews, supported by a range of qualitative and quantitative data and observations of practice during the pandemic. At all stages of this review, views and information have been sought from relevant professionals from across the spectrum of education on the Isle of Man, along with the views of key stakeholders, in order to provide a constructive set of recommendations for schools, service providers, and DESC.

The recommendations made by this review reflect both the requirement to ensure remote learning provision for pupils is of a consistently high quality, and also to support schools, pupils and parents/carers, should we encounter a similar situation in the future.

Recommendations

01	Learning Continuity Protocols	Every school should have in place a protocol for the continuity of learning, should the Island experience any future outbreaks/emergencies which result in school closure.
02	Communication with Parents	In the event of any future disruption to normal functioning, schools should be ready to share plans/protocols for shifting to remote provision immediately, and maintain high levels of communication with pupils and parents on at least a weekly, or where possible, daily basis.
03	Volume of Learning Provided	If operating a remote or blended learning model, schools will plan a programme that is of a similar proportion to the core teaching pupils would receive in school, with flexibility for different subjects
04	Quality of Remote Learning	Schools should ensure access is given to high quality remote education resources, and should undertake some informal monitoring of the quality of remote learning provided by teachers on a regular basis.
05	Expectations of Feedback to pupils	Schools should set clear expectations on how regularly teachers will check work and provide feedback to pupils.
06	Remote/Virtual Learning Platforms	All platforms should be formed from a base platform of MS Teams which can deliver all requirements from video to full online provision. This can be augmented by ItsLearning if a school so wishes. Tactical use of Google and Zoom is also supported whilst a more strategic position is developed
07	Support for cohorts of pupils due to sit exams in 2021	DESC and Schools should ensure appropriate support is given to pupils in Years 11 and 13 during the academic year 2020/21, in order to close any gaps in learning that may have arisen due to the Covid-19 crisis.
08	Team of Remote Learning Experts	DESC should further develop a team of regional remote learning advocates/experts, available to support schools in the event of further disruption, and in the general pursuit of a more blended provision model in the future. Schools should share good practice.
09	Staff Training and Professional Development	DESC and Schools should ensure staff receive appropriate training, and are given access to high quality professional development opportunities relating to remote/online/digital learning platforms and technologies.
10	Quality Assurance of Remote Learning Provision	DESC and Schools should ensure the provision of remote learning and teaching is appropriately monitored, evaluated and reviewed. Where possible, existing internal and external review and evaluation mechanisms should be employed.

3. Review Methodology

The salient focus of this review is the nature, volume and quality of remote learning provided by Island Schools during the period of school closures. Broader foci relating to how education and government in general responded to, and will respond in future to challenges experienced due to a national emergency are being addressed by Department Senior Leaders and School leaders.

The methodology used to arrive at an evidence base for this review consists of:

- Quantitative and qualitative data from the Department's recommended learning platform
- Staff, Parent and Pupil surveys
- Schools' own local analysis of remote provision
- Analysis of schools' interaction with available guidance and support
- Comparative data and analysis from other parts of the world

Data collected from the methods above is used here to examine schools' responses to the period of disruption to learning and inform review recommendations in section 12.

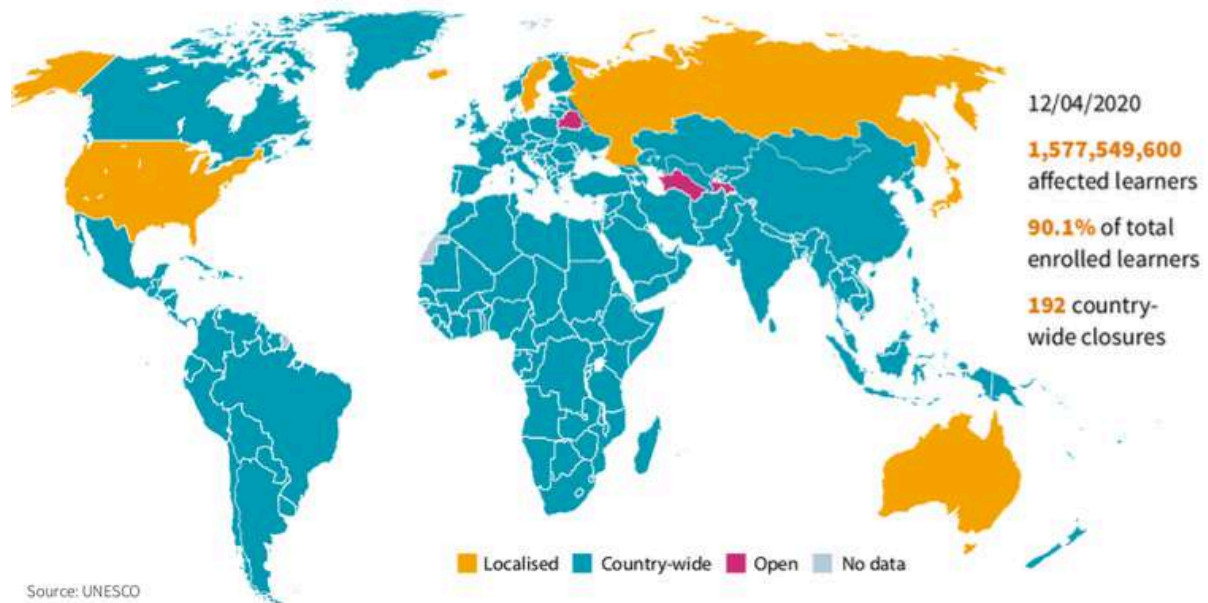
4. Background/Context

The Island reported its first case of Covid-19 on 19th March 2020. Prior to this, the Government had begun to initiate emergency arrangements for the Island, should a significant outbreak of the virus occur. On 22nd March, following similar announcements in other British Isles jurisdictions, the decision to close schools to all pupils except those deemed vulnerable and those children of key workers was announced by the Chief Minister. Island schools subsequently closed on 23rd March.

The Impact of Covid-19 on education on the IOM and Globally

Figure 1 below illustrates that globally, around 90% (1.5 Billion) of young people have seen their education disrupted by the Covid-19 Pandemic. School closures, and the postponement of a stable learning environment carry a high social and economic cost for families and communities worldwide. Reports from UNESCO, the Education Endowment Foundation (EEF) and the Edge Foundation confirm the impact is particularly severe for the most vulnerable, marginalised and disadvantaged children.

Figure 1 – Global monitoring of school closures (UNESCO)



There exist a number of areas where disruptions have had a pronounced impact. More widely, these include poor nutrition, gaps in child care, high labour market costs, strain on health and social care systems, increased exposure to violence and exploitation, and increasing levels of social isolation felt by children. In terms of learning, and aligned more closely to the subject of this review, students and families on the Isle of Man have experienced several key challenges:

- **Interrupted learning:** Overall, a loss of 2-3 months of full-time education could account for nearly 2% of a child’s overall compulsory schooling. Disregarding school holidays, the period between 23rd March and 22nd June accounted for nine weeks of full-time schooling on the Island. The impact of interruptions was perhaps most severely felt by those students in Year 10 and 12 who lost around 20 and 40 GCSE and A Level face to face guided learning hours respectively. More broadly, all age groups were deprived of opportunities for academic and personal development, not to mention the multiple social, physical and dialogic interactions enjoyed whilst attending school.
- **Parents/carers unprepared for distance and home schooling:** Moving learning from classrooms to homes at scale and in a hurry presented enormous challenges, both human and technical. When schools closed, parents/carers were asked to support the facilitation of learning at home. 49% of Island parents/carers reported they struggled to maintain a good consistent learning routine at home, whilst 33% reported difficulty with access to either devices or appropriate network speed and bandwidth to support learning online.¹
- **Challenges maintaining, and improving distance learning infrastructure:** The increase in demand for remote learning was exponential following the closure of schools. Thankfully, although the Island’s existing remote learning portals and platforms were put under increasing strain during April and May, they were not overwhelmed.
- **Challenges measuring/validating learning and student destinations:** Although examinations were cancelled for the GCSE and A Level classes of 2020, strategies to administer the awarding of grades have raised concerns about fairness

¹ IOM Remote Learning Review Survey 2020. IOM Government Consultation hub

and recognition, especially when outcomes relate directly to opportunities for, or admissions to ongoing education, employment or training. More broadly, disruptions to assessments have resulted in stress for pupils and their families and have triggered a range of extra demands on school teachers and leaders.

Education's preparedness for school closure and adequacy of initial response

Along with healthcare professionals and other workers deemed 'key' by IOM government, Teachers were 'first responders' to the crisis. Government strategic command groups worked with school leaders and departments quickly to adapt the function of school buildings. Schools themselves, with the support of DESC central services, adapted their models of provision to the extent that within 1 week of closure 88% of pupils were provided with learning remotely². Although schools generally use a range of online or remote learning portals, applications and software, the most widely used platforms for continuing teaching and learning at a distance were Google Classroom and Itslearning. All schools have domains for one or both of these platforms, and all pupils on the Isle of Man are provided with a profile for both for the entirety of their compulsory schooling. This compares favourably with other countries such as the UK for example, where just over 70% of school leaders reported that an effective online learning platform is available (OECD average 62%) for teachers and students.³

Understanding that learning and collaborating in an online environment might not come naturally to all teachers and pupils, DESC issued some initial guidance to schools on implementing remote teaching and learning on 18th March. On 23rd March the OECD issued guidance on implementing remote learning, outlining the following as vital elements for decision makers:

- **Balance digital with screen-free activities.** Simply replacing schooling hours with online lessons and discussions is likely to have a toll on students' health.
- **Keep a pulse on students' emotional health.** The context of the virus and school closures has the potential to be unsettling and disorientating for students.
- **Access to devices.** Students are more likely to have access to smartphones than to laptops/tablets at home, where there might be more students than devices. Governments could lend laptops or provide alternative resources (printed work booklets)
- **Manage access to IT infrastructure.** Having all students connected at the same time may be a problem in some places, and access to IT infrastructure should also be monitored to provide good access to all, perhaps within certain time frames.⁴

Two types of remote learning delivery

Remote learning activities can often be synchronous or asynchronous, but the latter is perhaps more relevant in this context, as this has been the common experience for Isle of Man pupils during the closure period.

² IOM Remote Learning Review Survey 2020. IOM Government Consultation hub

³ OECD, PISA Database 2018

⁴ Education responses to covid-19: embracing digital learning and online collaboration, OECD 2020

- **Synchronous:** when all pupils carry out similar or identical learning tasks at the same time. Online tools like quizzes tend to work in real time, allowing immediate feedback. However, this can be problematic as a teacher cannot guarantee all pupils are online and ready to engage at the same time.
- **Asynchronous** – Teachers set learning tasks online. Pupils complete tasks (either online or offline) in their own time, and at their own pace. This often works better remotely, and is perhaps more inclusive of pupils’ learning preferences/additional needs.

Sometimes both types are blended, in that asynchronous tasks are designed to pave the way for synchronous learning in real time or vice versa. Live activities could quickly become meaningless if the preparatory work has not been done.

It is clear, from survey results, that Island schools were generally ready for a mixture of synchronous and asynchronous remote learning, with the former growing more common in some schools as the closure period extended past one month. Most schools did also conduct regular ‘check ins’ with students pastorally, either using learning platforms or other communication mediums. Within two weeks of school closure, DESC had enabled schools to loan devices to households, and throughout the lockdown period, owing to the work of Government Technology Services (GTS) education’s IT infrastructure was not overwhelmed at any time.

It was evident, from informal monitoring activities and parental/pupil feedback, that some settings transformed their provision quicker and more comprehensively than others. The extent of these variances is explored in greater depth in section 9.

Comparable Responses in other Education Authorities

In other parts of the world, school closures were introduced at different times, but with varying levels of guidance and support provided by local, regional, and national authorities/bodies. Early in the period, the OECD surveyed different countries’ responses to the crisis. They analysed 330 responses from 98 different countries. Respondents included teachers, school advisors, school Principals, school superintendents, education administrators, and advisors and policy makers in Ministries of education and in private school networks. A selection of these is included as appendix 3.

5. Support/guidance for, and monitoring of remote learning provision by DESC

As well as supporting schools with arrangements for regional ‘hub’ schools to accommodate vulnerable children or children of key workers, providing guidance for supporting pupils with additional needs and helping schools conduct appropriate risk assessments during the period, the Department put in place a system of daily updates and guidance for remote learning provision, delivered through the Education Improvement Service and Inclusion and Safeguarding Division.

During the first week of School Closure on the Island, the OECD issued its *‘framework to guide education response to the COVID-19 Pandemic of 2020’*. The framework included a 25-point checklist for education authorities when considering responses to the crisis. A

retrospective mapping of DESC and schools' responses against the OECD's list reveals all 25 areas had effectively been addressed within one week of Island school closure (see appendix 2).

Initial Guidance to Schools

In anticipation of disruption to learning caused by the closure of schools, the Education Improvement Service produced some initial guidance to support schools in ensuring they were 'closure ready' in terms of having to move, at a significant pace, to providing learning remotely for the period most children would be staying at home. This guidance is included as appendix 1, was issued on 18th March, and was primarily targeted at ensuring:

- Pupils had access to learning platforms (logins, awareness of platform functions)
- Schools had examples of potential opportunities/barriers with regards remote learning from around the globe.
- Schools had potential guidance checklists to follow or adapt as they saw fit
- A clear starting point for schools to develop their own systems of managing remote learning.
- Several portals to platforms and areas of digital technology were available (see list of sites and videos at the back of the document).

This guidance was generally well received by schools, and contained multi-platform information, as EIS was aware schools wished to channel their remote provision through several different online mediums.

Following the initial guidance document sent out on 18th March, numerous pieces of further guidance were made available throughout the rest of March, April, May and June. This is in addition to more permanent ideas, guidance and support sites set up by the Education Improvement Service and Inclusion and Safeguarding divisions. A space for supporting schools with remote learning was set up on 1st April, and a site to support pupil well-being, transition and staff/school resilience on 23rd April.

General Support/Guidance for Schools in adapting to remote learning provision

Either on the request of school leaders and teachers, or in line with EIS's core role of support for schools in terms of learning, a series of support documents, resources, and links were produced on a daily basis during the lockdown period. Whilst some of the guidance was phase specific (e.g. guidance for Early Years/Foundation Stage settings, support with meeting the requirements of qualifications authorities/exam boards) the majority was appropriate for all Primary and Secondary school learning and management. In terms of support and guidance for adapting to provide learning remotely, EIS and in particular those officers responsible for ICT/Digital advice, produced an ongoing support package outlined in appendix 4.

The offer of ongoing support for adapting to remote learning was available throughout the period of school closure, and was communicated through:

- Remote leaders' meetings
- Regional cluster meetings with school leaders
- Daily email updates and other emailed correspondence
- Live on the Department's learning and sharing platform

The degree to which schools made use of guidance and support offered varied depending on a number of factors. Some schools engaged directly with the ICT advisory team to build a completely new blended learning model. Other schools used the guidance to share with staff and simply expand existing levels of provision, whilst some schools mainly led their own response to the challenges. Overall, in order to understand more clearly how schools engaged with support and guidance, it is useful to explore the work of EIS's Digital Advisory team during the period preceding, during and beyond the period of school closures. This is included as appendix 5.

6. Learning platform data analysis

The Department and indeed Isle of Man Government's recommended learning platform is 'Itslearning'. This platform was introduced in 2015, and is used in Education, safeguarding, intra-government staff development, and in more bespoke areas such as TT marshalling. More recently, the government has extended its contract with Itslearning for another five years.

Although the initial guidance sent out to schools on 18th March was intended to support a general abrupt shift to remote provision, included in the guidance was some simple routes to ensuring pupils and staff could use Itslearning as a medium for setting work.

Generally, schools have monitored pupil interaction with remote provision well over the period of closure. Within their internal reviews they have reported general engagement levels of between 60 and 80%. This means that broadly, the large majority of pupils were reachable and accessed some form of learning through the period.

When commenting on what schools did well during the period, parents/carers have reacted favourably to the platform:

my son liked to communicate with his friends through the Itslearning portal.

Well organised Itslearning pages for each year group. Easy to click and find activities. My child could keep in touch with her friends and teacher. The teacher was very prompt with feedback and messaging. My child loved hearing her teacher read her class book using the platform

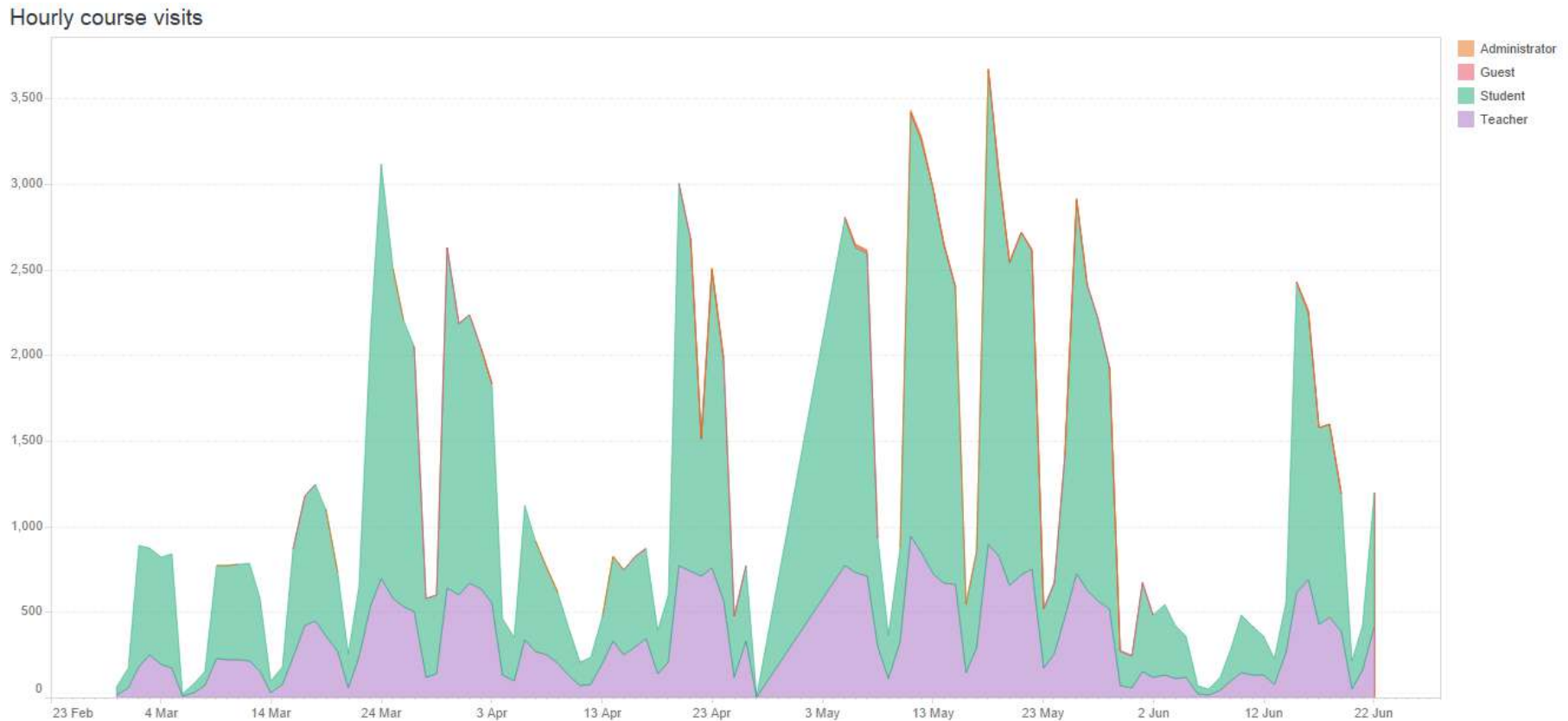
Use of Itslearning was brilliant. All the children in the class could share things they had done; teachers would often reply. They provided plans, lots of suggested activities, video clips, online links.

A case study of the use of the Itslearning platform from March through until the end of June shows dramatic changes in the use of the online space, and the levels of remote learning amongst pupil and staff users. The data presented below indicates that across the system, schools adapted to, and quickly enhanced their use of Itslearning to ensure remote provision was available, accessed and fed back on by teachers and pupils.

Case Study - The use of Itslearning during the period of IOM school closures

In terms of hourly course visits made by platform users, the average pre-covid rates varied between 500 and 1000 visits per hour. Figure 2 illustrates the maintained surge in the use of the platform during the period of school closure, peaking at over 3500 hourly course visits in mid-May.

Figure 2 – Itslearning course visits (29.2.20 – 22.6.20)



Interestingly, the time of day pupils accessed the remote learning platform peaked between 9 and 10am. Rates of use were higher at the start of the week, peaking at over 25,000 visits on Tuesdays during the period (figures 3 and 4)

Figure 3 – Course visits by time of day

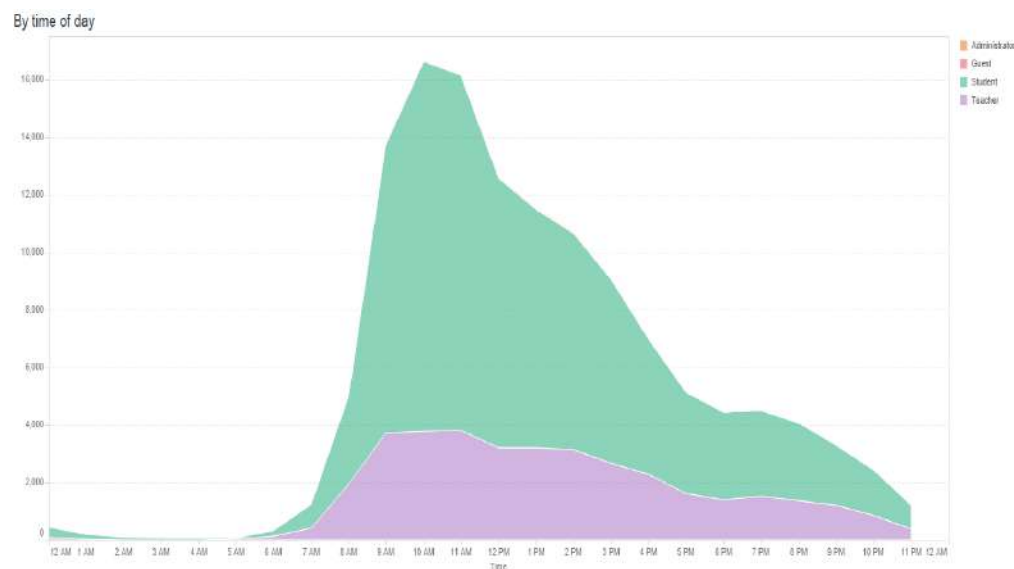
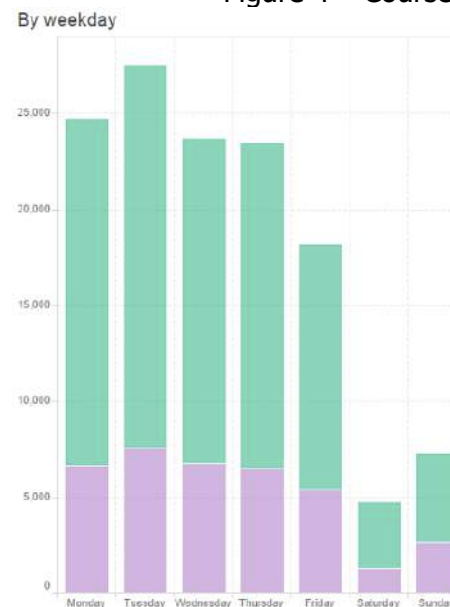


Figure 4 – Course visits by day

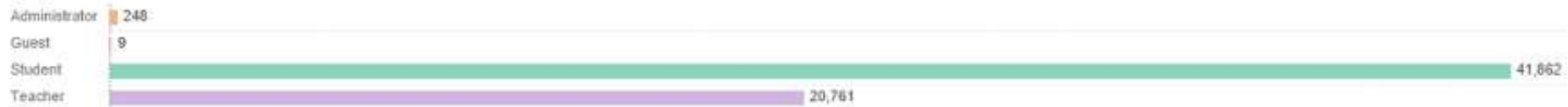


Lastly, figure 5 shows that in terms of Itslearning course access and use, a comparison was made between the 14-week period from the end of February 2020 to June 22nd, and a period of the same length in late 2019. The 144% rise in use on the part of pupils, and 92% rise in use on the part of teachers clearly illustrates the dramatic pivot to use of remote learning platforms for pupils and teachers.

Figure 5 – Itslearning Course use (comparison)



By profile 31.8.19 – 22.12.19



Overall, a study into one of several learning platforms used during the period of school closure clearly shows a rapid and sustained growth of online learning. This can be seen as one of the more positive outcomes of Covid-19, namely the familiarisation with learning mediums on the part of teachers, pupils and parents/carers, 29% of whom agreed this period should open the door to a more blended model of education in perpetuity from this point forward.

Use of other learning platforms

The other predominant learning platform used by schools and pupils during the period was Google Classroom. There was also a clear preference for 'classroom' amongst Secondary teachers and pupils⁵, whilst at Primary the preferred platform was Itslearning⁶. Although DESC does not hold any central data analysis on the use of 'classroom', schools have reported (in their own remote learning reviews) how simple it is to quickly establish learning using pupils' Google logins to access provision from day one of any future closure or disruption to normal school functioning.⁷

It is clear that with all Island pupils in possession of both a Google and Itslearning profile, that schools have the means to be perpetually ready for a switch to remote provision, and most have either completed or are in the process of completing emergency protocols as part of their updated business continuity plans. The feedback from both staff and parents/carers was resoundingly in favour of schools using a single platform for learning interactions. Both the recommendations for a model protocol and how schools choose and establish learning using a platform are elaborated on in section 12 and appendices 8, 9 and 10.

Going forward, and owing to GDPR legislation, if schools wish to pursue the use of Google suite and linked functions such as 'classroom' it is recommended they access the security enhanced 'Enterprise for Education' edition. This comes at a cost to the school, as opposed to Itslearning, the agreed contract for which has been paid for centrally.

⁵ Parent Feedback on Remote Learning 09.07.20

⁶ DESC Remote learning staff survey July 2020

⁷ ***Remote Learning Protocol July 2020

7. Survey of DESC staff

In July, a total of 263 staff members completed an online survey on remote learning provision during the Covid-19 school closures. This represents approximately a quarter of the education workforce on the Island. The survey was open from 13th to 27th July 2020, and included views from teachers, school leaders, support staff, and other groups involved in providing remote learning to pupils. Staff were asked for their views on the volume and quality of remote learning provided to pupils, the support provided by DESC, levels of communication with parents/carers, and the strengths and areas for improvement, should schools need to revert to a similar model of provision in the future. Additionally, EIS were provided a range of internal school reviews into their respective remote learning arrangements. Alongside the wider staff survey, the data in these school-based analyses proved invaluable in gaining a broad overview of learning during the period.

A summary of responses is included below, with a detailed analysis of all stakeholder views in section 9.

Selection of headline analysis

- 95% of respondents were teachers, senior or middle leaders, or Headteachers/Heads of service. 3% of respondents were support staff.
- In terms of how soon remote provision was offered by schools following closures on 23rd March, 74.1% of respondents claimed work/learning was available immediately. A further 14.1% said it was available within 1 week of school closure.
- 92.1% of staff were either very satisfied or extremely satisfied with the volume of remote learning provided by their school. Only 1.2% were not satisfied.
- 86.7% of staff were either very satisfied or extremely satisfied with the quality of remote learning provided by their school. Only 3.1% were not satisfied.
- 54% of staff felt the expectation for providing feedback on learning submitted was that it should be given regularly. 17.2% of staff said there was either a minimum level or no expectation of feedback from teachers when work was submitted by pupils.
- 92.4% of staff were familiar with some or all of the guidance provided by DESC during the period of school closure.

8. Survey of parents/carers & pupils

Also in July and August, a total of 549 Isle of Man parents/carers and 38 pupils completed an online survey on remote learning provision. This was in response to a press release and so respondents self selected to take part which may have influenced the overall results. EIS also received data from schools who widely surveyed their own parent bodies on the subject of remote learning. Again, the data provided by schools complements the wider Island survey, and provides some useful local context. The general survey was open from 27th July to 7th August 2020. All 37 school settings were represented in the survey responses. Stakeholders were asked for their views on the volume, quality, and enjoyment of remote learning provided to pupils, levels of communication from the school and feedback from teachers, whilst also being invited to comment on what schools did well during the period, and what, in their view, schools could improve on, should we revert to a similar model of provision in the future. There was also an opportunity for parents/carers and pupils to provide views on how well they maintained a learning routine at home, and whether there was appropriate access to devices and necessary network access/bandwidth to support effective online learning. A summary of responses is included below, with a detailed analysis of all stakeholder views in section 9.

Selection of headline analysis

- In terms of how soon remote provision was offered by schools following closures on 23rd March, 69.5% of respondents said work/learning was available immediately or within 1 week of school closure.
- In terms of how well the school shared plans for remote learning provision, 48.4% of respondents said plans were shared on a regular basis. 30% said there was some information shared by the school, but no coherent plan. A further 10% said no plans were shared by the school.
- When asked whether they were able to maintain a good consistent routine for learning at home, almost half of all respondents said they were able, with just over a third saying this wasn't possible for them.
- 66% of respondents said they had both the appropriate access to devices and network access/bandwidth to access remote learning provided. Only 16% of respondents said they suffered from a lack of available devices at home.
- When asked about the frequency with which new learning was provided by the school, 76% of respondents said new work was provided daily or weekly.
- 48% of parents/carers were either very satisfied or extremely satisfied with the volume of remote learning provided by their school. 49% were either dissatisfied or extremely dissatisfied.
- In terms of the quality of remote learning provided by the school, 44% of parents/carers were either satisfied or extremely satisfied, with 45% either dissatisfied or extremely dissatisfied.
- When asked whether children enjoyed the learning that was provided, 42.5% of respondents felt some, most, or all of the learning was enjoyable. 25% felt either very little, or none of the learning provided was enjoyable.
- Responding to a question on levels of feedback provided on pupil work/learning submitted, 28% said levels of feedback were good or better. 57% of respondents said there was either little teacher feedback, or no feedback during the period.

9. Comparative analysis – Parent/Pupil and Staff Surveys

The Value of Feedback

As part of its drive to maintain and improve standards of education on the Isle of Man, The Department of Education, Sport and Culture values feedback from all stakeholders. In particular, schools regularly seek input from parents and pupils to inform their own self review and evaluation processes, and in turn, their school improvement objectives. Indeed, section four of the IOM monitoring and evaluation framework contains two indicators relating directly to partnership work with parents/carers. A school judged to be 'very effective' would:

gather and act on feedback from families and the community for self-evaluation and improvement purposes.

And,

*build positive partnerships with the large majority of parents and carers to support pupil learning and well-being.*⁸

⁸ DESC School Self Review and Evaluation Framework (July 2017)

It is vital therefore, that parental feedback with regards remote learning provision is used by the Department and its 37 schools to ensure no Island pupil is disadvantaged in the future by any period of school closure, or any other disruption to normal 'business as usual' functioning of schools.

Clearly, experiences of remote learning provision during the Covid-19 school closures will differ depending on roles, context, and environment. Experiences will also vary depending on home situation, particular schools involved, and even key stages, year groups or individual classes within schools.

In seeking a set of constructive recommendations, it is necessary to analyse, compare, and evaluate responses from the two major surveys aligned to this review, with appropriate and relevant comparisons also to similar reviews, reports or case studies by other bodies.

Survey response analysis

For the purpose of this review, the analysis of and subsequent conclusions drawn from the survey responses are presented in nine areas.

1. Speed of initial response and clarity of purpose

In both staff and parent/pupil surveys, respondents were asked ***How soon after IOM schools closed on 23rd March was online/remote learning provision made available by the school?***

70% of Staff respondents said learning was provided immediately, with a further 14% saying it was available within a week following closure. Parental feedback returned similar outcomes with 69.5% of parents saying learning was provided either immediately or within one week. Whilst these figures indicate relatively swift action on the part of schools, there remains a concern that 16.5% of parents reported that their school took two weeks or longer to make remote provision available.

A further question centred in on how effectively schools communicated their plans for remote learning provision to parents at the outset of, and during the health emergency. At the outset of the Covid-19 exigency, the OECD included in its framework for an education response to Covid-19 a recommendation that schools develop clear 'systems of communication' to 'share information about needs and approaches' to the disruption. In guidance issued to their members, the National Education Union (NEU), NAHT and ASCL clearly recommend that schools should:

[set] out a clear statement for parents which details the school's approach to any home learning and protocols for communication between school and home'

In response to ***Did the school share plans for the provision of remote learning/work with you?*** 48% of parents said plans were shared on a regular basis by the school. A further 10% said plans were shared initially but then not consistently after that point. Nearly a third of parents said that although some information was shared, there was no apparent or coherent plan throughout. Again, it is concerning that 10% of parents felt no plans had been shared at all by their school. In terms of communication, there is clearly some room for improvement on the part of schools. Some school leaders have commented that they felt communication from Departmental teams would also need to improve, especially in terms of consistent and coordinated guidance and offers of support and training in the realm of remote learning platforms and technologies. On the basis of this data, it is recommended that –

- Schools develop and share protocols for an abrupt switch to remote learning provision, and maintain weekly, and (where appropriate) daily updates on provision plans with parents/pupils (an exemplar protocol is included as appendix 8)
- DESC should ensure its channels of communication are consistent, effective in reaching the intended audiences, and be able to evidence that messages have been accessed and understood
- Schools should ensure remote provision is available immediately, should another period of school closure occur due to Covid-19 or otherwise.

2. Device access

It was vital that, as part of the way the period was reviewed, the Department assess levels of device access and sufficient network coverage/bandwidth. These two elements were significant in determining how effectively pupils learned remotely during the period.

On 23rd March 2020, the same day that the IOM Government chose to announce the closure of schools, the OECD released its guidance paper *Education responses to covid-19: Embracing digital learning and online*. As well as advising system and policy level leaders to use existing online distance learning platforms, balance digital with screen-free activities, and keep a pulse on students' emotional health, there was a clear call to consider access to devices as being of considerable importance in the months ahead. The guidance stated that

Students are more likely to have access to smartphones than to laptops at home, where there might be more students than devices. Governments could lend laptops or provide alternative resources⁹

As the crisis developed, and more areas of the world were effectively 'locked down', inequalities in access to devices and bandwidth became more apparent and pronounced.

A recent UK wide study by the Centre for Learning and Life Chances in Knowledge Economies and Societies (LLAKES) found that one in five of those [pupils] on free school meals had no access to a computer at home.¹⁰ A further data set produced by the Institute of Fiscal Studies (IFS) found that 14% of children in the least well off families use a phone or have no device to access school work. Perhaps surprisingly, 10% of secondary pupils in the highest income families also reported not having access to a computer at home.¹¹

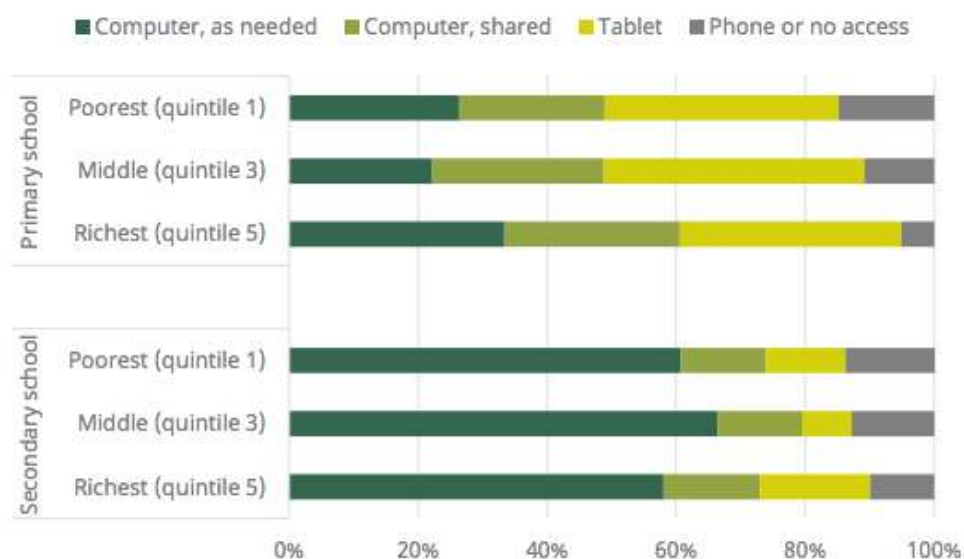
⁹ Education responses to Covid-19: embracing digital learning and online collaboration © OECD 2020

¹⁰ Eivers, E., Worth, J. and Ghosh, A. (2020). Home learning during Covid-19: findings from the Understanding Society longitudinal study. Slough: NFER.

¹¹ Learning during the Lockdown: Real-Time Data on Children's Experiences during Home Learning (IFS Briefing Note BN288) <https://www.ifs.org.uk/uploads/BN288-Learning-during-the-lockdown1.pdf> [10 July, 2020].

Figure 6, taken from the IFS data set, illustrates access to devices by household income across the UK

Panel A. Device used to access schoolwork



Similarly, on the Isle of Man, survey responses to the statement ***I/We had appropriate network access and devices at home with which to access remote learning provided by the school*** returned 16% of families experienced either a lack of, or no devices available at home with which to access remote learning. A further 17% reported issues with network/broadband access.

Not having the appropriate learning resources, technology or space with which to learn at home has certainly affected many pupils and perhaps made the existing disadvantage gap more pronounced as we look towards the next academic year. For those disadvantaged families, and in particular those pupils in Year's 11 and 13 in 2020/21, there is a real concern around learning hours missed and the home and school readiness for addressing gaps that have either emerged from or been exacerbated by the Covid-19 period.

Across the British Isles, jurisdictions responded with varying degrees of speed to these issues. In England there was a general commitment on the part of the Government that, where families were lacking, digital device and internet access would be provided.¹² In Scotland, whilst there was no scheme available during lockdown, in anticipation of the new academic year (begun on 10th August) 25,000 laptops and tablets are being made available. In Wales and in Jersey, similar commitments were made, both during lockdown and in preparation for school re-opening, for providing either device or network access or both.

On the Island, DESC and schools reacted quickly, instigating a device loan scheme on 7th April, which was in place and available throughout the period where schools were closed. In addition to this, through April and May, DESC and the Government's IT service provider GTS worked closely to plan for a fully funded pupil device subscription service, available to certain groups of pupils over the next two years. At present, this service is in latter stages of preparation and is now known as the IOM E-Learning Pupil Access Subscription Service (E-PASS). E-PASS involves three different

¹² <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>

service options from device plus network access solution, to device or network access solution only.

Schools will be able to begin offering this service to identified pupils early in the new academic year. Following the experiences of the Island school closure period, and in anticipation of either further periods of disruption, or a more concerted move, on the part of education to move to a blended model of learning, it is concluded here:

- DESC and GTS work together to monitor the E-PASS pilot scheme, with the intention of broadening the device and network subscription offer to all pupils at a socio-economic disadvantage on the Island.

3. Enjoyment/Engagement in home learning

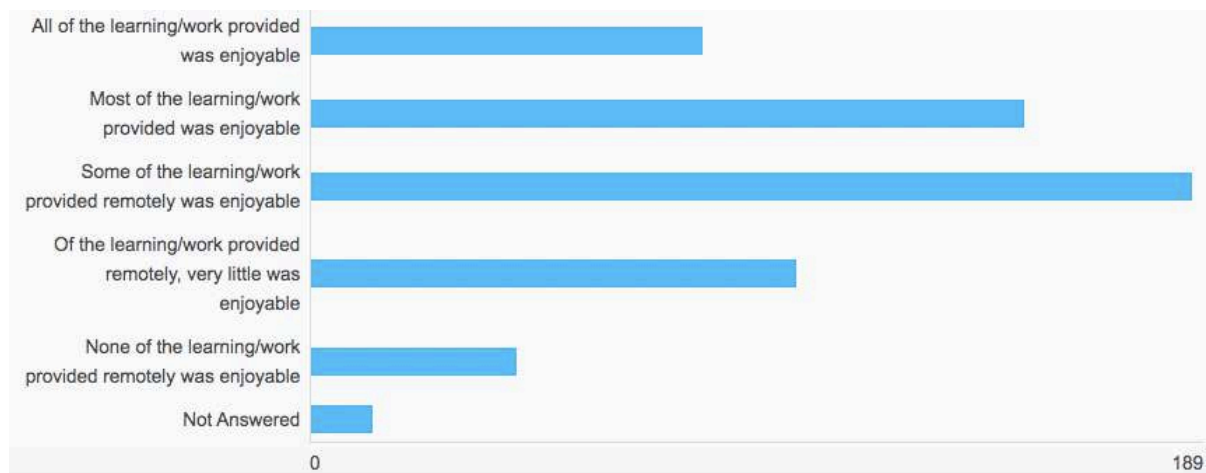
In June 2020, the National Foundation for Education Research (NFER) published a study into Schools' responses to Covid-19. In terms of factors influencing engagement in remote learning, the study found clear correlation between levels of pupil disadvantage and extent of engagement in learning provided. Figure 7 below also indicates factors associated with higher engagement.

Figure 7 - Factors associated with lower and higher engagement in remote learning (NFER)

	Factors associated with lower engagement	Factors associated with higher engagement
Both models	<p>School- and teacher-level factors</p> <ul style="list-style-type: none"> • Schools with the highest proportions of pupils eligible for free school meals (FSM)²³ • Teachers aged between 20 and 29 <p>Remote learning support factors</p> <ul style="list-style-type: none"> • Using the school website to communicate with pupils and parents 	<p>Remote learning support factors</p> <ul style="list-style-type: none"> • Using a virtual learning environment to communicate with pupils and parents • Delivering learning by having online conversations with pupils • Setting activities that involve consolidating previous learning or revising
General pupil and disadvantaged pupil engagement		

When responding to the question ***To what extent did you/your children enjoy the learning/work provided remotely by the school?*** 40% of Island parents/carers and pupils felt most or all of the learning set was enjoyable, whilst 25% said very little or none of the learning set was enjoyable (Figure 8) With nearly 60% of parents/carers/pupils feeding back that some, little or none of the learning was enjoyable, it is clear that along with some of the longer written responses to the survey, and from data on the use of learning platforms/VLEs, that engagement and enjoyment of learning increased where schools either began with, or moved to direct interaction with pupils using a platform such as Itslearning or Google classroom. The variance in parental feedback on these areas and other informal monitoring activities underlines significant disparities across and within different schools on the Island.

Figure 8 - To what extent did you/your children enjoy the learning/work provided remotely by the school?



A snapshot of remote provision taken by EIS on 11th May 2020 showed that out of 37 Island schools, 13 were extensively using a learning platform, but the remaining 27 were still posting learning or links to resources via the school’s website or social media pages.¹³ This picture shifted gradually during the entirety of the closure period, and by the 22nd June, most Island schools had at least set up a remote or virtual learning environment which attempted to mirror the areas of learning pupils would be engaged with in face to face circumstances.

4. Routines for home learning

As well as having a considerable impact on schools, the abrupt pivot to remote learning after 23rd March 2020 upended many aspects of the ‘normal’ lives of Island families. Quite suddenly, much of the responsibility for supporting school learning was transferred from the classroom to the home, with parents/carers being asked to navigate a system of often unfamiliar learning tools and content. Children also found their routines affected significantly. Research found that 8-to 16-year-olds spent on average 30 hours a week at school (during term-time), and another 22 hours a week outside their homes.¹⁴ For at least 6 weeks following 23rd March, all learning and other activities on the Island were now ‘in-house’, with some limited opportunities for outdoor recreation and exercise permitted.

A UK wide study by the IFS found that almost 60% of the parents/carers of primary school children and nearly half of the parents/carers of secondary school children reported they found it quite or very hard to support their children’s learning at home.¹⁵

Responding to the statement ***I/We were able to maintain a good consistent learning routine at home during the period of school closure*** Island parents/carers fared slightly better than their UK counterparts, with nearly 50% agreeing or strongly agreeing with the statement. However, with 36% of Island parents/carers feeling they were not able to maintain a good home learning routine, it shows once again the varying levels of experience of home learning

¹³ What schools are doing in terms of remote learning – EIS Informal monitoring exercise (11.5.20)

¹⁴ S. Cattan, C. Farquharson, S. Krutikova, A. Phimister, and A. Sevilla, ‘Trying times: how might the lockdown change time use in families?’, IFS Briefing Note BN284, 2020, <https://www.ifs.org.uk/publications/14814>.

¹⁵ Learning during the Lockdown: Real-Time Data on Children’s Experiences during Home Learning (IFS Briefing Note BN288) <https://www.ifs.org.uk/uploads/BN288-Learning-during-the-lockdown1.pdf> [10 July, 2020].

across the Island. The difficulties faced by many could reflect parents/carers' own skills or confidence, the type and amount of support provided by the school, or other commitments that parents/carers had to balance against navigating the 'triple shift' of pastoral care, schooling and employment.

In light of this feedback, in order to support parents/carers in advance of any future disruption caused by Covid-19 or any other unforeseen emergency, both the Department of Education, Sport and Culture and its schools should consider:

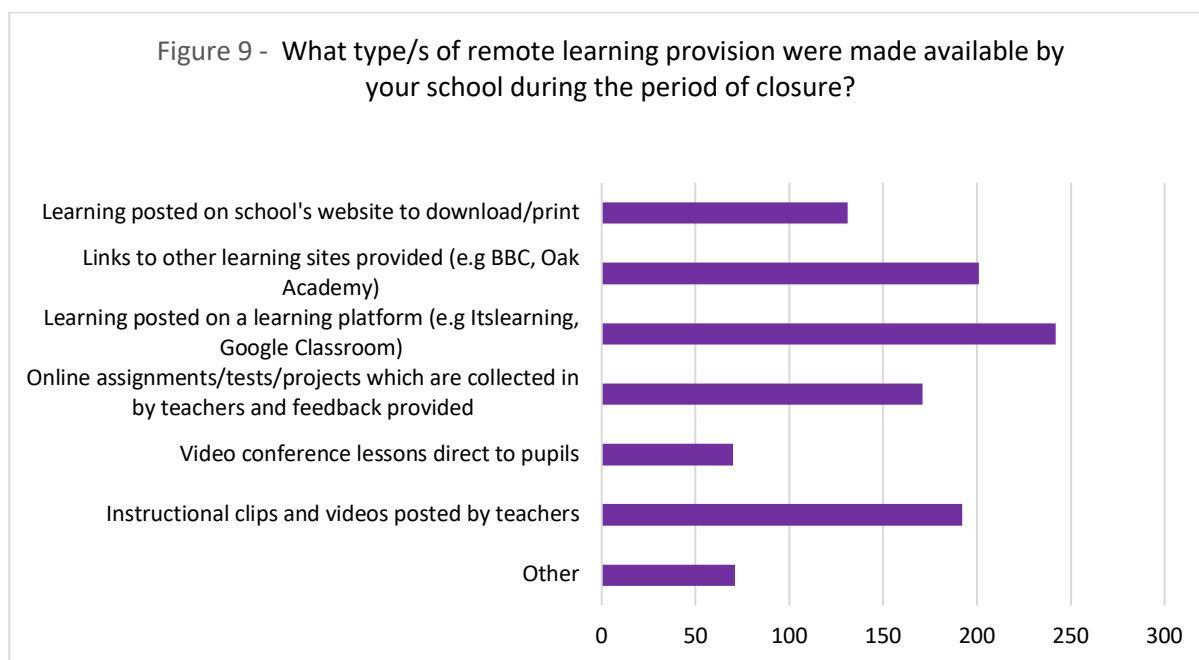
- Ensuring appropriate advice and guidance is provided to parents regarding managing the transition to, and establishment of a productive home/remote learning routine, should the Island require further school closures in the future

5. Type of learning provided

In terms of the type of learning that was provided remotely during the period, both staff and pupils surveys asked this question:

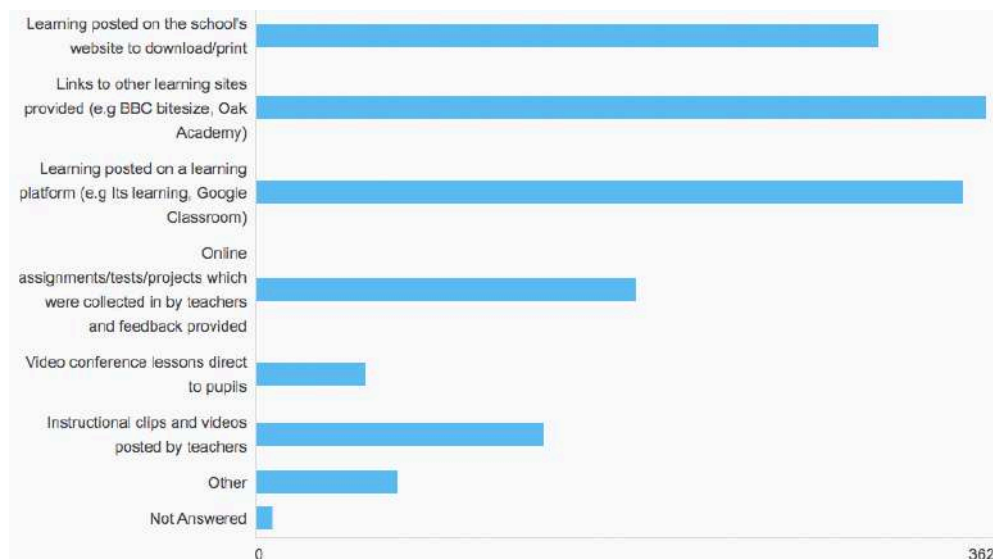
What type/s of remote learning provision were made available by your school during the period of closure?

Figure 9 illustrates that staff responded with a considerable range of remote learning mediums employed for some or all of the period of school closure.



Parents/carers too responded that several main routes to accessing and completing learning were provided by schools. Figures 9 and 10 show that the majority of learning was provided through the school's website, through links to other sites, and through the school's chosen learning platform/s. Less used were realtime or recorded online lessons or instructional clips.

Figure 10 types of remote learning provision made available by schools (Parent/pupils responses)



A wider UK study by the Centre for Learning and Life Chances in Knowledge Economies and Societies (LLAKES) in July 2020 summarised that most [work provided] consisted of assignments, worksheets and watching videos. It also found that 71% of state school children received no [live] daily online lessons.¹⁶ A similar study of 40,000 UK households by the NFER in April 2020 found that just over half of all pupils taught remotely did not usually have any online lessons, defined as live or real-time lessons. Offline provision, such as worksheets or recorded video, was much more common than 'live' online lessons.¹⁷

Linked to this topic, and included within the IOM responses to ***How might the school have done more/improved what it did during the period where learning was provided remotely?*** were numerous suggestions for schools to increase the level of synchronous or 'live' remote lessons using a platform such as Microsoft teams. Whilst some schools piloted and then used this platform well during the period, others reported technical or training related difficulties or insisted on being able to choose another (non-department endorsed/protected) platforms for such lessons. In particular, the use of the 'Zoom' platform to conduct live interaction encountered several security breaches relatively early on during the crisis.¹⁸ Whilst it is not universally accepted or thoroughly researched as being impactful on learning, it appears there was some indecision and reluctance with regards moving to live lessons/clips not just on the Island, but more broadly across other jurisdictions. At present, it is not clear whether this has been to the detriment of learners.

Based on the analysis and feedback on the way learning/work was provided, the mediums/platforms used by schools, and the types of work set, the following considerations are appropriate:

¹⁶ Green, Francis 'Schoolwork in lockdown: new evidence on the epidemic of educational poverty', published by the Centre for Learning and Life Chances in Knowledge Economies and Societies at: <http://www.llakes.ac.uk>

¹⁷ Eivers, E., Worth, J. and Ghosh, A. (2020). Home learning during Covid-19: findings from the Understanding Society longitudinal study. Slough: NFER.

¹⁸ <https://economictimes.indiatimes.com/tech/internet/zoom-video-conferencing-app-is-not-a-safe-platform-home-ministry-cautions-users/articleshow/75181094.cms?from=mdr>

- Schools and the department plan and pursue the goal of a single, comprehensive learning platform through which all remote teaching and learning is planned, delivered and interacted with. The recommendation here would be to continue moves towards all schools, staff and pupils using Itslearning. Alternatively, schools may wish to upgrade their current Google presence to the GDPR secure 'Enterprise for Education' suite offered (at a cost) by Google.
- The Department is clear on a single platform for the delivery of live lessons, check-ins, assemblies or other [live] learning related interactions. At present, both the application itself and the agreed security infrastructure around it would mean this platform should be Microsoft Teams. Microsoft offer an educational module, and in terms of staff training on Teams, Government Technology Services plan to run a programme of training sessions with teachers to ensure they are ready to shift to synchronous lessons if required.

6. Frequency and volume of learning/work provided by schools

In both Staff and Parent/Pupil surveys, respondents were asked ***How often was new learning provided by the school?*** And ***How satisfied were you with the volume of remote learning provided by the school?***

In terms of the frequency of new learning/work provided, the 87.8% of staff (Figure 11 reported that it was provided daily or weekly, with several more detailed responses regarding different parts of the school and varying class patterns.

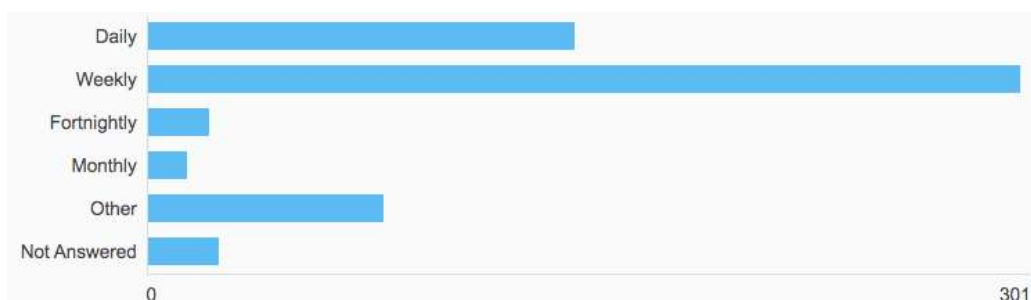
Figure 11 – Staff responses

How often was new learning provided remotely by your school?
263 responses



This compares relatively well with parental feedback, with 76.3% of respondents (figure 13) also saying new learning was provided either daily or weekly.

Figure 12 – Parent/pupil responses



There is disparity, however, between staff and parental levels of satisfaction at the volume of learning provided. 92% of staff felt satisfied with the volume of learning provided, compared to less than half of parents/carers (48%) feeling the same.

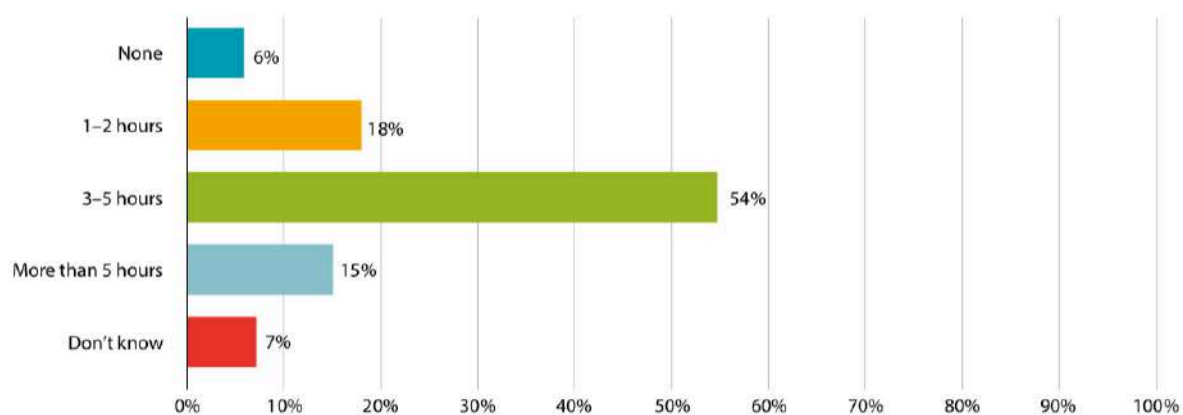
Exploring this disparity further, it is clear, from individual staff and parent responses that both the volume and frequency of remote learning provision was subject to several variables, dependent on the following:

- Particular school
- Particular departments/areas within schools
- Particular teachers within departments/areas of schools
- Parental expectations of frequency and volume of learning provided

The Island is not unique, however, in experiencing variability in the volume of remote learning provided. Figure 13 illustrates that elsewhere in the UK there exist disparities in the amount of remote lessons schools provided during the crisis.¹⁹

Figure 13 -

How many hours of remote lessons per day, per pupil, would you estimate that your school is providing on average?



Given the parental feedback on the Island and elsewhere with regards volume of remote learning, there is perhaps a requirement to manage expectations of parents. In their rapid evidence assessment of remote learning during the crisis, the Education Endowment Foundation found unequivocally that teaching quality is more important than how lessons are delivered, and how many.²⁰

Based on feedback received from staff and parents/carers/pupils, this review concludes:

- there is a need for a set of Island minimum expectations for the frequency and volume of remote learning provided by schools in the event of another period of school closure
- this should be established through consultation with school leaders, teacher unions and other relevant stakeholders

¹⁹ The Impact of Covid-19 on Education: The Edge Foundation (June 2020)

7. Quality of remote learning provided

Whilst other recent [UK and International] studies have reported on the volume/quantity of remote learning provided, and also on the extent to which pupils were engaged in or completed learning tasks during school closure, the IOM staff and parent/pupil surveys conducted in July/August posed a question on quality. Responding to ***How satisfied were you with the quality of remote learning provision?*** 86.7% of staff reported feeling satisfied or very satisfied, compared to 44.1% of parents/carers/pupils. Once again, and similar to views on the volume of learning provided, there is a significant disparity between staff and parental perceptions of the levels of quality in learning provided by schools.

As with opinions on volume and frequency of learning provided, levels of quality in terms of school provision appeared to be subject to the following variables:

Type of work/learning opted for by schools

Types of medium for providing work/learning (digital platform, work packs, video lessons/clips)

Teacher expertise and confidence with remote learning mediums

Differing staff and parental perceptions of what constitutes 'quality' in terms of remote work/learning.

Based on survey feedback and other informal monitoring and evaluation activities on the part of schools and EIS, this review recommends:

- the creation of a set of Island minimum expectations for the quality of remote learning provided by schools in the event of another period of school closure
- this should be established through consultation with school leaders, teacher unions and other relevant stakeholders

8. Levels of feedback expected and received

Findings from a recent NFER paper indicate that in the UK, during the period where most pupils were learning from home, there was only a moderate level of pupil engagement in remote learning. This is in spite of the fact that almost all senior leaders say they were providing guidance on the *type* of work that teachers should be setting (95 per cent), the *amount* of work they should be setting (90 per cent), and *whether* they should be providing *feedback* to pupils on submitted work (85 per cent).²¹

This is encouraging and mirrors the responses from IOM staff to the question ***What best describes your expectations in terms of teacher feedback on work/learning submitted by pupils remotely?***

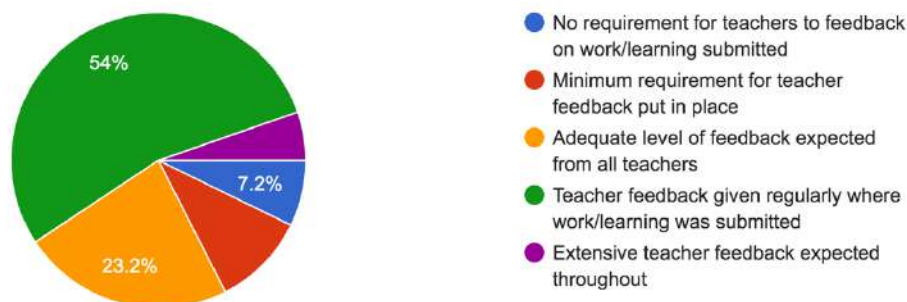
Responses (figure 14) indicate that IOM senior leadership teams generally provided clear expectations on teacher feedback, with 83.5% of staff reporting at least an adequate level of feedback was expected from all teachers.

²¹ Lucas, M., Nelson, J. and Sims, D. (2020). *Schools' responses to Covid-19: Pupil engagement in remote learning*. Slough: NFER.

Figure 15 -

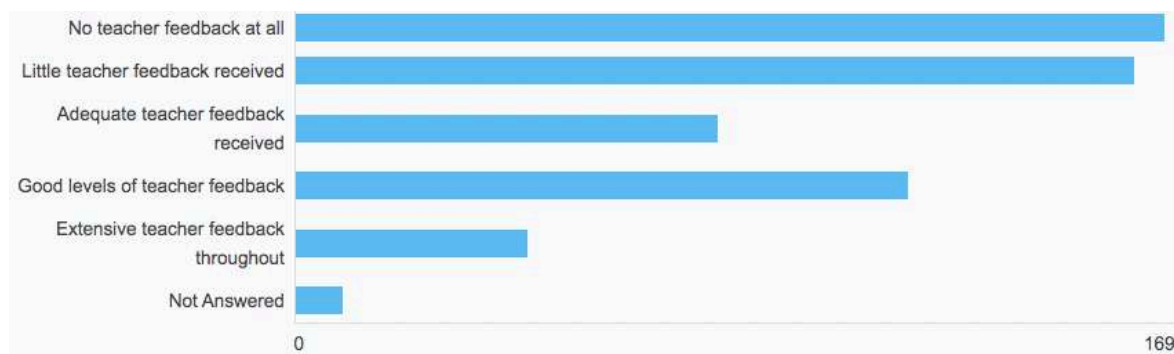
What best describes your expectations in terms of teacher feedback on work/learning submitted by pupils remotely?

263 responses



In terms of perceptions of feedback received, in answer to the question ***What were the levels of feedback on pupils' learning/work submitted online while schools were closed?*** 41.8% of parents/carers/pupils reported adequate, good or extensive feedback was provided to pupils. 27.8% of parents/carers reported that little teacher feedback was received and a further 28.8% reported that no teacher feedback was received* (figure 15).

Figure 15 - What were the levels of feedback on pupils' learning/work submitted online while schools were closed? (Parents/carers/pupils)



As with views on volume, frequency and quality of remote learning provision, there again is a marked difference between the perceptions of staff and parents/carers/pupils with regards levels of feedback on remote learning submitted/completed.

In light of this, this review recommends

- the creation of a set of Island minimum expectations for levels of teacher feedback on learning completed remotely
- This should be established through consultation with school leaders, teacher unions and other relevant stakeholders. It should, where it is possible and they are available, align to schools existing guidelines on marking and feedback.

* It is possible, of course, that parents would not be fully aware of an array of communication channels being used by teachers to offer feedback to pupils.

9. Future of Blended learning

In both staff and parent/pupil surveys the final question surrounded how schools and learning might change as a result of the experiences of recent months. The question asked:

In your view, should schools move to a more blended approach to learning (mixture of face to face and online), following the Covid-19 period?

'Blended' refers to an approach to learning that 'combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace'²³

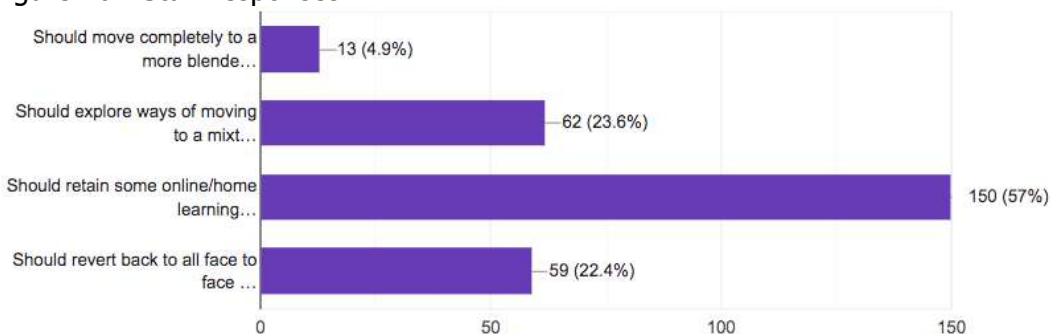
In terms of moving to a more blended model, responses in both staff and parent/pupil surveys were similar. 29% of staff and 29% of parents/carers/pupils felt that schools should either move now entirely to a blended approach, or at least explore ways to move to this in the aftermath of Covid-19. The majority (57%) of staff expressed that we should retain some online/home learning, but mainly return to face to face lessons. Only 22% of staff felt we should revert back to entirely face to face provision. Some parents/carers felt more strongly about a return to all face to face schooling, with 43% favouring this route.

Overall, a combined 61.8% of Island parents/carers and 77.6% of staff were in favour of retaining some or all of a blended learning model (figures 17 and 18). A similar survey conducted by YouGov and the Edge foundation in May found that two third of parents/carers surveyed (66%) agreed that teaching and education in the future needs to change following the pandemic. This feeling was even clearer amongst teachers (78%) and most marked amongst younger teachers (84% of 25-34 year olds). One aspect of this has been teachers embracing online ideas and techniques – 54% of those surveyed said that they will continue to use digital tools once lockdown is over, and this was particularly prominent amongst older teachers (56% of teachers aged 55+).²⁴

Given the feedback on adapting our models of learning in the wake of Covid-19, It would seem an opportunity missed if the Island's education system did not continue to support schools in terms of:

- The development of learning platforms
- Training of staff in adapting to a blended learning model
- Investing in new online learning technologies and applications
- Supporting pupils and parents/carers with access to, and understanding of, online, remote or blended approaches to learning

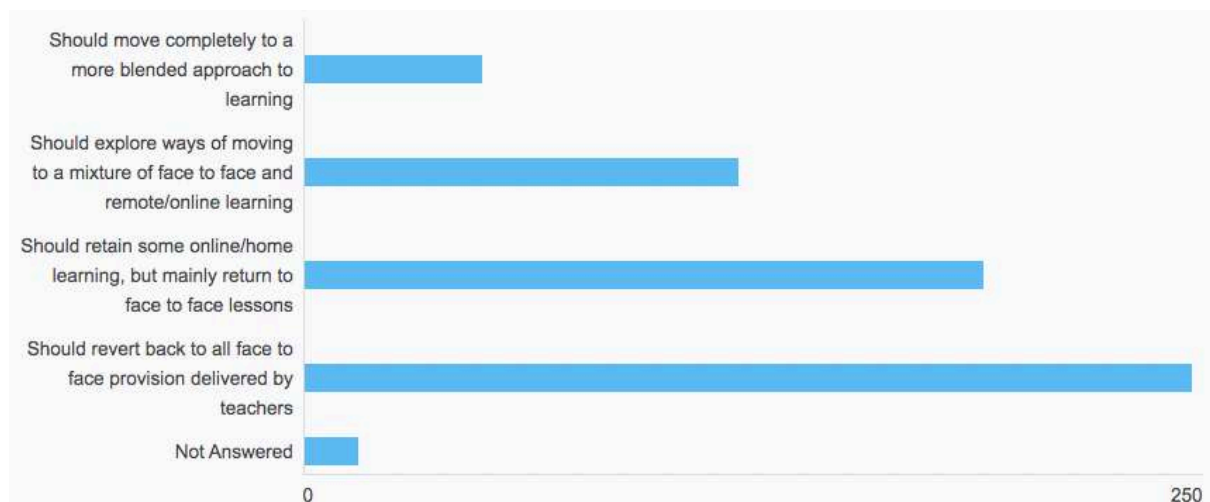
Figure 16- Staff responses



²³ "Enhancing Students' Language Skills through Blended Learning". *Electronic Journal of E-Learning* 14.

²⁴ Edge and YouGov UK poll conducted between 15-19 May 2020

Figure 17 - Parent/Pupil responses



Survey analysis - Conclusions

An evaluation of any survey, or set of surveys regarding how well pupils learned remotely during the period should come with several caveats. Firstly, it is inevitable there will be a slight disconnect in some cases between what pupils say to their parents/carers, and the reality of the learning experience, work provided by the school and levels of feedback received from teachers. Secondly, some caution should be applied to making comprehensive judgements on the extent of, and quality of home learning on the Island as neither teachers or those tasked with quality assurance were actually present (physically or virtually) at homes while the learning was taking place. Lastly, whilst parents/carers and pupils are relatively well placed to deliver judgements on the volume and frequency of remote learning provided, it is open to challenge whether they are appropriately informed or qualified to make judgements on the quality or type of work set, and how it was delivered.

Generally, surveying parents/carers with regards to the switch to remote learning on the part of schools have returned very mixed, and in some cases quite polarised views. They reflect real variability in the experience of the school closure period for different families. This variability is not unique however. The NFER found that most pupils spent less than three hours per day on remote learning activities. Pupils from higher-income households, and whose parents/carers had higher levels of education, spent the most time on school work at home, particularly at secondary level. In contrast, parents/carers from the lowest-income households spent the most amount of time supporting their child with school work.²⁵

In a recent seminar, the educational author Michael Fullan observed that lockdown and school closure had effectively seen learners fall into three categories. Firstly, there were those pupils who felt in control, on top of everything they had to do, generally enjoying work set and making the same, or perhaps even more progress that they would, had they been at school. Second were those pupils who simply worked hard, were present and compliant, but for whom progress was simply managing to keep up with school work. The final group were those pupils who were hard to reach before schools closed, frequent non-attenders, and/or those pupils disengaged or marginalised by their school system. This group became even harder to reach during the period, further disenfranchised, and ultimately further disadvantaged due to the absence of [physical] school.²⁶ Using survey responses and review work submitted by Island school leaders, it appears this categorisation played out here, as in other parts of the world.

²⁵ Eivers, E., Worth, J. and Ghosh, A. (2020). Home learning during Covid-19: findings from the Understanding Society longitudinal study. Slough: NFER.

²⁶ 'Change yourself, change the System' – Online seminar for Osiris Educational - Michael Fullan – June 2020

School leaders have reported engagement levels of between 60 – 80%, with 5-10% of pupils not taking part in any form of remote learning or school engagement at all.²⁷

The salient focus for schools, system leaders, and policy makers during and in the wake of Covid-19 is to ensure no particular pupil groups are further disadvantaged, particularly those groups already identified as being on the margins of mainstream education for whatever reason. The aim for any future period of disruption should be greater consistency in terms of remote learning across schools on the Island. This drive for improvement and consistency has already been addressed by most Island schools, and can be further guaranteed through careful adherence to the recommendations of this review.

10. Examples of good practice

During the period of school closure, the Education Improvement Service worked closely with schools, and in particular a team of remote learning advocates providing technical and platform training support for colleagues in theirs and other schools. On 30th April, following just over a month of schools adapting to providing learning remotely, a 'useful tips from the frontline' page was created by EIS, into which schools were encouraged to share best practice. Some submissions to this page are included below:

IOM Primary school (Itslearning)

*A little update as to how Itslearning is being used across *****.*

This has been a real success story and it is the combined effort of the entire staff, including support staff.

When the lockdown hit, all of the staff worked hard to let me know which children were having teething issues logging on and we are now hopeful that all are resolved.

*Every child in ***** is on the system and all have logged on since the lockdown began. Teaching staff, Senior Leaders and Support staff have all posted information and messages for the children which is amazing. Every Monday, challenges and work are uploaded to each year group page and daily updates are posted and messages sent.*

I have done a 'how to' video on QuickTime of how to add an assignment and staff are now experimenting with this. I have also posted video and audio feedback for children in my class, and posted a video to my children explaining some of the challenges.

I am absolutely delighted with how staff are now running with Itslearning, and our parents/carers and children are loving the interaction.

IOM Primary (using MS teams with pupils)

We've done two drop-in sessions using MS teams with pupils. Children muted and singing along with me, then going round the group for news time, very successful, all very pleased to see each other. I did a small group session this morning sharing screens. Discovered that they can't read pdfs doing this, but ibooks work very well and we had a nice reading session. I'm now in the process of scheduling a timetable for small groups next week and tomorrow will be holding live auditions for our school play! I'll do another drop-in assembly style session on Friday for anyone who hasn't managed to have a go yet.

IOM Primary (Itslearning)

*Distance learning at ***** School has evolved over the weeks with our main aim to stay connected. Initially our school website allowed resources to be uploaded in a 'blog' area, however it was evident that both children and teachers were seeking a platform to effectively communicate*

²⁷ Submission of school internal analysis of closure period (May/June/July 2020)

in a safe environment, and whilst tweaks and adjustments still need to be made, Itslearning has proved to be a more accessible away to achieve this.

Our welcome page has general links to topical issues, whilst each year group's folder invites children into learning opportunities through weekly learning grids. Class discussion areas have enabled children to say hello and keep in touch which is our main focus. Maintaining a feeling of belonging to our school is essential, to create a virtual community which children can access independently and progressively, learning new skills on the journey. We hope using this platform will allow us to tackle this challenge together and stay connected.

IOM Primary (Itslearning interaction and feedback)

The news of schools closing and learning transferring to the home last month gave us a chance to step into Itslearning with our pupils. We felt this site gave us the tools to allow our community of staff, children and their parents/carers to continue learning and connecting remotely. The safety of our pupils is always central to our choices, and Itslearning allowed us to be creative with our resources, whilst keeping them in this site. For example, being able to bring YouTube clips inside this application meant we were fulfilling our role in their online safety. Itslearning has also given us an opportunity to explore other ways to keep some of our personalised classroom routines going – one of which being the ability to record our class story books (with the permission of the publishers) – meaning our children can hear us reading them a story, like they would in the classroom. We can also hold a p4c enquiry as a class wherever we are.

We enjoy hearing from our children either through the message feature, or the sharing of their learning at home. With the click of a button, we have also been able to make a special VE Day course available to our entire school, which allows us to feel that as a school community, we are learning and celebrating it together.

*This step into Itslearning with our pupils and staff at ***** did take careful time, but we feel it is a worthwhile investment, with all continuing to explore its capabilities to support teaching and learning way beyond this current period.*

IOM Primary (Google Classroom and others)

Prior to the lockdown, our UKS2 children used Google Classroom daily, to access resources and submit learning online. We have continued to use this platform for UKS2 home learning and have also expanded the year groups using it to LKS2. Teachers have been posting regularly where their class can reply and ask questions about the tasks set. They have also been uploading PowerPoints, questions with answers and links to videos to support their learning. Google Classroom has not only been an excellent way to share learning but also for checking in on our children and hearing about how they are.

Although we have come along way during the lockdown, we are still learning and will continue to adapt to what our children and parents/carers need.

*To support our learning uploaded onto Google Classroom and share our 'Class Read' with our children, some of our teachers have been uploading lessons and reading onto YouTube and Class Dojo. The feedback we have received from parents/carers on the videos has been fantastic! They have really appreciated the support with structuring learning at home and many parents/carers have commented on the videos supporting their children's wellbeing by reconnecting with a familiar voice of ***** School.*

*We have used Class Dojo at ***** for a few years now and find the 'Class Stories' section really useful to convey whole school, year group or class messages to parents/carers along with other channels, such as the website or the Facebook page. We have continued to use this option to allow us to post video links of stories or class reads, updates and links to our website, letters and other messages to our children and parents/carers.*

IOM Primary (Using Itslearning)

We are trying to be as interactive as possible to encourage the children to engage with the Learning. The quizzes and polls are part of this. We like that it doesn't require pupils to be glued to a screen. That they can look at the learning, success criteria, additional films/support materials and then go and do, uploading their efforts later. We find that changing things routinely is also important to maintain engagement. It is a lot of work as for elements like the guided reading surveys – We like to send direct messages to give feedback.

IOM Secondary School (Multi-Platform)

*Since we have been working remotely, ***** has focused on providing clear and consistent advice and guidance to staff, parents/carers and students. Staff are using Itslearning, Google Classroom, Seneca and My Maths at present. We have benefited from the guides provided to us and issue a weekly remote teaching newsletter to staff. There is also a weekly remote learning newsletter to students and parents/carers. We are also encouraging staff to continue to work on their CPD and have also just issued a remote CPD brochure for staff detailing some of the best remote options currently available.*

IOM Secondary School (Delivering the Curriculum remotely)

*Since lockdown we've been using Itslearning to host our Y7 *****. The platform is really intuitive for pupils grappling both with themselves and other pupils and the teacher. The learning process is stimulated by discussions, blogs and surveys linked to the topic. It shows that ***** is flexible in terms of mediums for delivery, and that it works at home too. Here is some parental feedback:*

*"The topic of ***** has led to some interesting conversations at home and we are enjoying discussing the topic with *****. Please thank the team for the work set. Since September I have been impressed with the ***** way for teaching/learning and seeing more of the topic discussions first hand has only confirmed that this is an excellent way of learning. I hope this can continue in future years."*

IOM Secondary (Use of Learning platforms to aid pupils' transition to IGCSE studies)

The PE department, whilst continuing to support the current Year 10, have also enrolled all pupils in the current Y9 that have chosen PE to their Itslearning course. This is the most we have used learning that is direct, as opposed to using the platform as a resource bank. Rather than worksheets, we are incorporating open answered assignments and short tests with diagrams and video tutorials to accompany them. Pupils are interacting well so far and we've ironed out any glitches. We've had this feedback from a parent

"Yeah the instant stuff is really good. I do think the download and edit/complete diagrams is worthwhile though as it gets them to manipulate their thinking, and is what they'd do in lessons. You never know, these kids going into Y10 may not actually be 'behind' when they return to school - thanks to your work with this platform."

As well as these helpful submissions from teaching professionals and parents/carers, EIS carried out informal monitoring of remote provision by accessing an overview of learning platforms, speaking with link schools, and regularly reviewing school websites. Lastly, as a result of the review surveys, there is a useful bank of written feedback on what schools did well from teachers, parents/carers and pupils.

Taking the full range of these sources into account, the following conclusions are drawn on what constituted good or best practice for remote learning provision during the period of school closure.

Practice received praise where:

- A learning platform or small range of platforms were adopted quickly, and used clearly and consistently to provide and feedback on learning, whilst also regularly being used to 'check in' on pupils pastorally.
- Schools made regular contact with pupils with additional needs, or those pupils and their families deemed as vulnerable. The focus of these calls, whether face to face or remote, was the well-being, safety and personal development of pupils.
- Schools were clear regarding their plans and protocols for providing work/learning on at least a weekly basis. When this was done well it was through at least one of several communication channels including email, blogs, and/or updates on the school's website and social media sites.
- Remote or home learning was aligned to the pupils' normal timetable (secondary)
- Teacher feedback on learning submitted was timely, and elicited dialogue and action with, and on the part of pupils.
- There were agreed minimum expectations for remote learning provision shared by schools with parents/carers

Where possible, the conclusions above have informed review recommendations in section 12.

11. Areas for development

Building back better

Acknowledged in the executive summary, and also within the context piece in section 3, Island schools generally responded admirably to the challenges posed in the early stages of the global health emergency. Not only did school staff provide on-going remote learning provision, they formed part of school hub teams providing a face to face service for the vulnerable and children of key workers. However, feedback from parents/carers/pupils, staff and school leaders, and informal monitoring activities carried out during the period do indicate significant variability across and within schools.

Based on this feedback and other activities, the following areas for development are suggested:

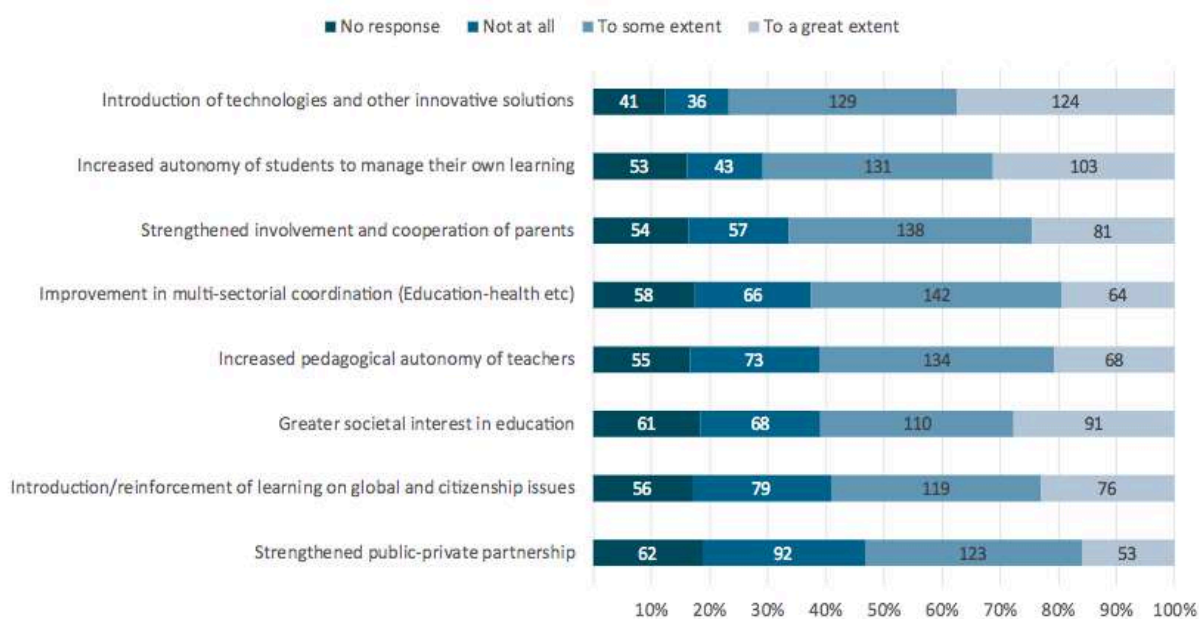
- Schools' levels of communication with pupils and parents/carers
- Existence and coherence of schools' learning continuity plans
- Levels of support for parents/carers struggling with managing the shift to home learning
- Volume of learning/lessons provided
- Frequency of new learning being provided
- Quality of learning resources and lessons/activities provided
- The frequency and quality of teacher feedback on learning submitted/completed
- Further training for teachers in the use of online or virtual learning platforms and new technologies

Again, the Island is not alone in identifying areas within which improvements can be made, should we be required to shift to remote forms of learning in the near or distant future. Schools generally responded well, in difficult circumstances, and the recommendations in the next section should be approached by the whole education community in a collaborative, open and constructive environment.

Causes for optimism

As the Island and wider world continues to battle with the Covid-19 period, human interaction and wellbeing must be given priority. Technology, particularly digital technology, that enables communication, collaboration and learning across distance is a formidable tool and potential source of innovation. Although there was perhaps more lost than gained during the pressures of lockdown, we should still recognise and nurture the novel learning and experiences that occurred in families and communities during the crisis. Whilst teachers across the globe have been very open about the challenges to learning, they have also expressed areas positively affected during the period (Figure 18).

Figure 18- Have there been unexpected positive educational results from the changes?²⁸



Parents/carers too have shared optimistic visions of hope. In a UK poll for YouGov, 92% of parents/carers believed that beyond the accrual of graded qualifications, education should help children develop a range of skills like critical thinking, problem solving and communication. Hearteningly, 92% of parents/carers in the poll, and 96% of teachers felt that education now has an opportunity to further help children develop values like kindness, empathy and community cohesion. The most striking thing that parents/carers and teachers agreed upon (86 and 96% respectively) was that they wanted the pandemic to lead to a much broader and more rounded education, which helps children develop a range of skills and positive values, and is grounded in real world examples and practical opportunities.²⁹

In the final analysis, alongside recovering curriculum time lost, and returning to the normal schooling we knew before, educators, learners and their relationships must be at the core of a positive reconstruction of education after the disruptions of Covid-19.

²⁸ Global Education Innovation Initiative at Harvard and OECD Rapid Assessment of COVID-19 Education Response. March 18-27, 2020

²⁹ Edge and YouGov UK poll conducted between 15-19 May 2020

12. Review recommendations

It should not be forgotten that the Isle of Man was subject to a somewhat shorter lockdown period than neighbouring jurisdictions, and due to the forbearance of the Isle of Man public and prudent steps taken by the government, schools were able to re-open to all pupils on 22nd June. As this review is being written, schools in the rest of the United Kingdom will re-open in September, but with the spectre of social restrictions and uncertainty over safety looming large over pupils, teachers and parents/carers.

We should also not forget that teachers on the Isle of Man were, along with other key public service workers, the first responders to the health emergency. Following the 23rd March closure, School hubs were open and ready for children of key workers, and learning of some sort provided the next day. In very uncertain and unsettling times, schools quickly diversified into regional community hubs offering safety and certainty for families for the following twelve weeks, including being open some weekends and bank holidays. Teachers and leaders from different schools worked together to ensure the hubs were clean, safe and welcoming environments for children, whilst at the same time developing, delivering and providing feedback on learning to be completed at home. This review both acknowledges and commends the hard work and dedication of teachers and other school staff, and the contribution this effort made to the Isle of Man reaching 'local elimination' of Covid-19 by 17th June.

Moving forward, and based on evidence generated from review methods, the following ten recommendations are presented here, and explained in more detail (for school leaders and parents/carers) in appendices.

Recommendation 1 – Continuity Protocols

Every school should have in place a protocol for the continuity of learning, should the Island experience any future outbreaks/emergencies which result in school closure. A model protocol is included as appendix 8.

Recommendation 2 – Communication with Parents/carers

In the event of any future disruption to normal functioning, schools should be ready to share plans/protocols for shifting to remote provision immediately, and maintain high levels of communication with pupils and parents/carers on at least a weekly, or where possible, daily basis.

Recommendation 3 – Volume of Learning Provided

If operating a remote or blended learning model, schools will plan a programme that is of a similar proportion to the core teaching pupils would receive in school, with flexibility for different subjects

Recommendation 4 – Quality of Remote Learning

Schools should ensure access is given to high quality remote education resources, and should undertake some informal monitoring of the quality of remote learning provided by teachers on a regular basis

Recommendation 5 – Expectations of Feedback to pupils

Schools should set clear expectations on how regularly teachers will check work and provide feedback to pupils

Recommendation 6 – Remote/virtual learning platforms

The corporate platforms are formed from a base platform of MS Teams which can deliver all requirements from video to full online provision. This can be augmented by ItsLearning if a school so wishes.

Tactical use of Google and Zoom is also supported whilst a more strategic position is developed

Recommendation 7 – Support for cohorts of pupils due to sit exams in 2021

DESC and Schools should ensure appropriate support is given to pupils in Years 11 and 13 during the academic year 2020/21, in order to close any gaps in learning arisen due to the Covid-19 crisis.

Recommendation 8 – Team of Remote Learning Experts

DESC should further develop a team of regional Remote Learning Advocates/Experts, available to support theirs and other schools in the event of further disruption, and in the general pursuit of a more blended provision model in the future. Schools should share good practice.

Recommendation 9 – Staff Training and Professional Development

DESC and Schools should ensure staff receive appropriate training, and are given access to high quality professional development opportunities relating to remote/online/digital learning platforms and technologies.

Recommendation 10 – Quality Assurance of Remote Learning Provision

DESC and Schools should ensure the provision of remote learning and teaching is appropriately monitored, evaluated and reviewed/ Where possible, existing internal and external review and evaluation mechanisms should be employed.

Appendices



DESC Guidance

Setting up and conducting e-learning/remote learning in the event of school closures during term time



Unexpected school closures during term time, whether due to the weather or other circumstances, can have a significant impact on the learning of children. This is especially true of children preparing for examinations. Across the world, schools are initiating plans to have e-learning days in place so that children can continue their development and learning at home.

In this guide we offer advice on planning and implementing e-learning days in your school. With our partnership with itsLearning we are well placed to continue learning even if a school is unexpectedly closed. Although we cannot guarantee the access of all pupils to an online learning environment when at home, we can ensure that a great majority of children can continue to access the curriculum.

If you have any further questions, there are additional materials and support available from the EIS Advisory team and itsLearning.



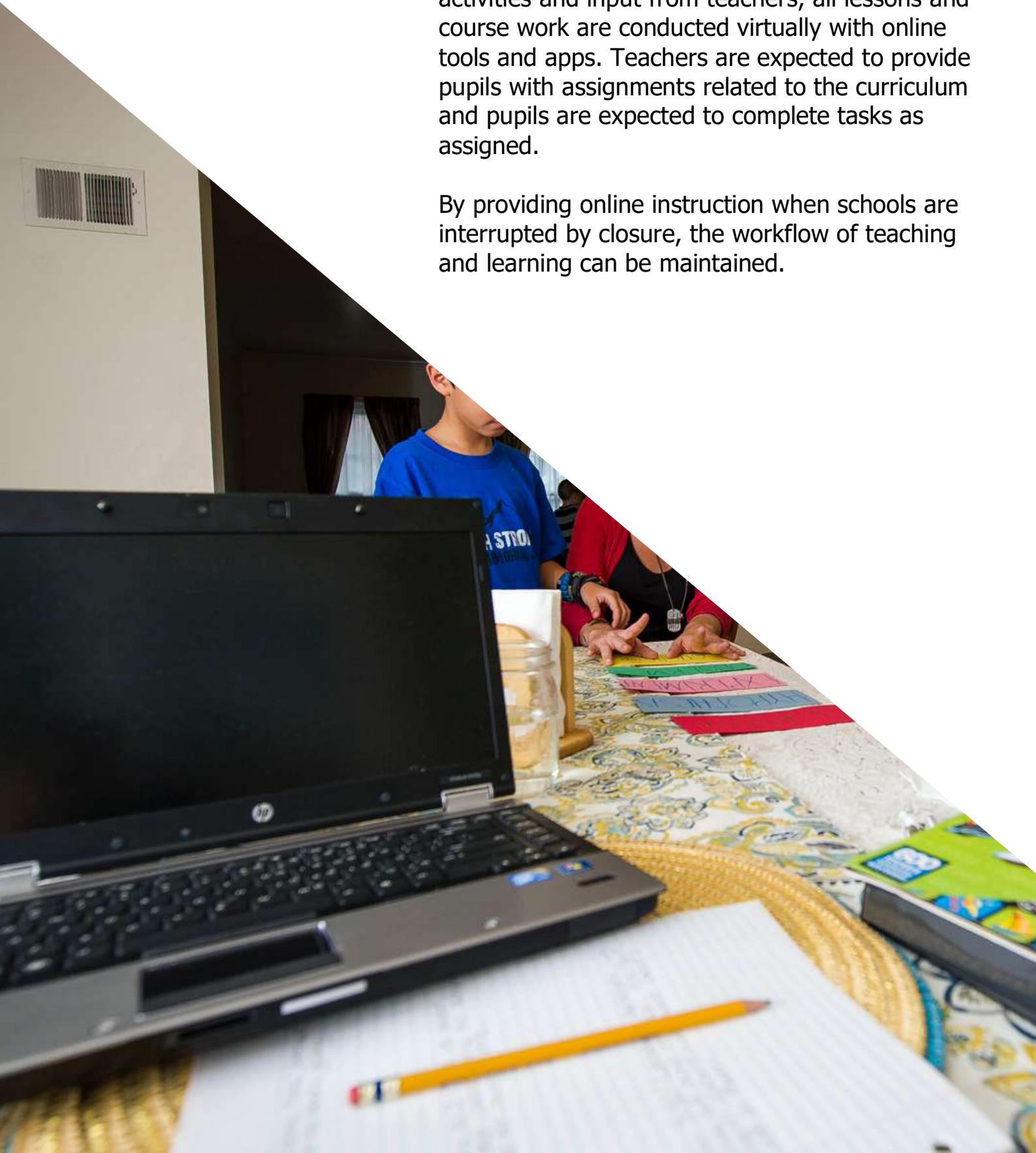
AT THE HEART OF EDUCATION



What is e-learning?

Many areas of the world use e-Learning as an alternative to school cancellations or for children who are unable to attend school for whatever reason. Instead of losing entire days of classroom activities and input from teachers, all lessons and course work are conducted virtually with online tools and apps. Teachers are expected to provide pupils with assignments related to the curriculum and pupils are expected to complete tasks as assigned.

By providing online instruction when schools are interrupted by closure, the workflow of teaching and learning can be maintained.



Steps to help with e-learning success.

If e-learning is going to be a success, it is vital to have a clear, actionable vision that takes potential barriers into consideration. Every one of our schools is different and will have their own context around making e-learning a success. That's why to make sure that e-learning days support our children to develop as learners, meticulous planning is in place.

Challenges that schools from around the world have faced when getting started with e-learning days include:

- Unclear expectations of pupils and parents.
- Lack of accommodation for pupils without access.
- Disparate digital tools causing confusion.

We advise avoiding the common pitfalls of e-learning implementation by starting with some simple easy steps to follow. These should help with building a well-defined and clearly communicated format for schools to disseminate to all stakeholders.



1

Gain support from All Stakeholders

Before mapping out your strategy for e-learning days, make sure stakeholders are informed of the intention to have learning at home and ensure that they know what format that will take. This includes discussions around curriculum, technology and instructional staff.

Make sure that you have the enthusiasm and sign-off from staff making sure that they are aware of the role that they would play and what would be expected of them.

Discuss with pupils and parents what access to digital technology there is at home and create a list of those with none. **Ensure that all children and staff have and know their log in details, and where to find their materials.**

2

Identify Oversights and Challenges

Digital equity is a common obstacle when it comes to carrying out e-learning. Some pupils might not have laptops or internet access at home. Here are a few ways you could make sure all pupils can take part in e-learning:

- ItsLearning is available on all mobile devices so that even if they do not have a phone they might have access to a smart phone or tablet.
- Include a make up clause in your e-learning plan. If you assign a deadline to a task or homework, give the pupils with no access some extra time to make up the work.
- Address digital equity early by providing pupils who lack access with hotspot devices for internet or loaner laptops/tablets if you can

The most effective way to identify complications could be to have a practice day in advance and make sure that the children are familiar with the platform.

3

Develop an e-Learning Lesson format

It's best to have a format to your e-learning that is like any other school day. Determine a start and stop time, break time, office hours for teachers, specific course times, study breaks, and maybe even a playtime/breaktime.

Try and engage the children as you would in any other lesson. Consider using:

- Polls and Surveys
- Discussion boards
- Video recordings from teachers giving advice and instructions.
- Video conferencing so teachers can have face to face time with one or more pupils.
- Educational games
- Embedding content in the courses

4

Ensure Accountability

Working from home could be a valuable experience for pupils entering a 21st century workforce. Self-management is an essential life skill, but in the home environment pupils would have to manage a wide range of distractions. To keep pupils focused, you might consider:

- Giving the pupils one central hub where they can find all the materials they need and all the tasks they need to complete so they can not claim they didn't know where something was.
- Assign real time tasks that requires a visible online activity, like a discussion or video conference, or require that assignments be in at a specific time.
- Check in with pupils using an interactive conference tool or instant messaging.
- Give voice and choice to ensure their engagement. Let them choose how they show what they know rather than everything being a written assignment. It could be a drawing, video, song or other evidence of learning.

A template for an e-learning portfolio for an Island pupil is available through this [Itslearning link](#)

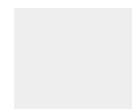
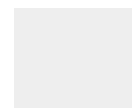
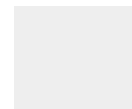
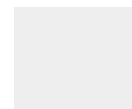
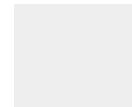
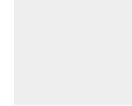
Checklist

Planning e-learning Days

TO DO:

✓

1. Receive input and from all key stakeholders where teachers understand their role.
2. Create a clear procedural plan for when e-learning is required/desirable
3. Provide detailed instructions to parents and pupils on how to participate in e-Learning. **Make sure that everyone involved can log on.**
4. Where possible, provide access or concessions for pupils who don't have devices or remote access at home.
5. Complete a dry run of your process with everyone involved, if you are able.
6. Consider providing a centralised hub for administrators, teachers, pupils, and parents to easily access all digital tools, resources, and communication.



Ensuring your pupils have the ability to log on to ItsLearning and Google Suite

You may need to request a log in for your pupils for them to be able to get onto the different learning platforms.

Put a ticket in to ICT Helpdesk with the following information;

Forename	Surname	Cohort	Existing Userid (cloud.sch login)
<i>Billy</i>	<i>Smith</i>	<i>2012</i>	<i>12billysmith</i>

Once they have this information they can create the logins you require.

After you have received the login details, have the children practice logging in and getting enrolled onto their course.

How to Get to ItsLearning.

Go to the Isle of Man Schools Homepage.

<https://www.sch.im>

Click on the it'sLearning Link and login with your RAN password; e.g 12billysmith

The screenshot shows the homepage of the Isle of Man Department of Education, Sport and Culture. At the top left is the 'im' logo with the text 'Welcome to sch.im'. To the right of the logo are two text input fields with the placeholder 'Type to enter text'. Further right are links for 'Report Abuse' and 'Help'. Below these are navigation links: 'Public Wikis', 'Private Wikis', 'Curriculum', 'Primary', 'Secondary', and 'Other Links'. The main content area features three 'Essentials for Learning' book covers: one with a boy's face, one titled 'ESSENTIALS 4 LEARNING' by Redden Fennell and Yvonne, and one with a girl's face using a magnifying glass. To the right of these covers is the 'it's learning' login section, which includes the text 'Access your Google account', a 'Username:' label, a text input field containing 'Google Username', and a 'Login' button.

How to Get to ItsLearning.

Go to the Isle of Man Schools Homepage.

<https://www.sch.im>

Click on the it'sLearning Link and login with your RAN password; e.g 12billysmith

This screenshot is identical to the one above, showing the homepage of the Isle of Man Department of Education, Sport and Culture. It includes the 'im' logo, navigation links, three 'Essentials for Learning' book covers, and the 'it's learning' login section with a 'Login' button.

Online Learning for Extended School Closings Checklist

This is a sample checklist for completion of online learning days when schools are closed. If using the planner in itslearning, post a lesson titled School Closure Lesson for "Date School Missed"—(For Example, School Closure Lesson for 3/19/2020).

- 1** Lesson is posted in the itslearning course planner by the start of a normal school day



In that lesson in the planner, I have done each of the following...

- 2** For Date, selected the date school is being missed

- 3** For Description, provided details about the lesson

- 4** For Homework, entered anything that must be submitted

- 5** Under Resources and Activities, I have linked any files, assignments, tests, discussions, etc. needed for the lesson

- 6** I have notified parents to let them know the lesson is posted in itslearning and how to contact me (Outlook email, itslearning email, etc.) during office hours. (Sent message through itslearning, emailed from Outlook, or sent a Remind 101 notice.)

- 7** I have posted office hours showing my availability. (We recommend adding this in an Announcement on the Overview Page of your Course.)

Guidelines:

- Lesson must only be 20 – 30 minutes total in length.
- This checklist should be used for each day of online learning.
- Students should complete work as assigned during an extended school closure. Teachers should be flexible with students upon return.
- In a co-teach situation, the co-teacher should assist the primary teacher in designing, modifying, and assessing the activities.
- Please do not expect families to have printers for printing materials.

Online Support / Resources

ItsLearning 'Be Prepared' section for teachers

<https://itslearning.com/global/be-prepared-teachers/>

ItsLearning 'Be Prepared' section for School Leaders and Administrators

<https://itslearning.com/global/be-prepared/>

Video Tutorials on getting the most from ItsLearning

<https://www.youtube.com/user/itslearning>

ItsLearning Help Section

<https://support.itslearning.com/en/support/solutions/7000000470>

Video on how to set up google assignments to work offline.

<https://www.youtube.com/watch?v=48NnIPf-rog>

Google Classroom - The Basics

<https://www.youtube.com/watch?v=M6L-nZGIUTE>

Appendix 2 – Mapping DESC and Schools response to the Crisis against OECD recommendations

OECD Recommendations for Education systems	DESC/Schools actions
Establish a task force or steering committee that will have responsibility to develop and implement the education response to the COVID-19 Pandemic. To the extent possible ensure those in the task force represent different constituents in the education system or school network and bring important and diverse perspectives to inform their work, for example various departments curriculum, teacher education, information technology, teacher representatives, parent representatives, students, representatives of industry when relevant	IOM Government established key strategic groups early in March, which at various times included relevant leaders from DESC divisions, school leaders, and other government departments.
Develop a schedule and means of frequent and regular communication among task force members, during the period when social distancing will be in effect	DESC set up a regular set of meetings with school cluster leaders, plus regular meetings of leaders within Department divisions
Define the principles which will guide the strategy. For example: protecting the health of students and staff, ensuring academic learning and providing emotional support to students and faculty. These principles will provide focus for the initiatives to be undertaken and will help prioritize time and other limited resources.	The principles which guided Department strategy were part of the coordinated consistent message from the Government's 'Gold Command' – i.e. <i>Stay responsible and make the right choices for you, your family and our community.</i>
Establish mechanisms of coordination with public health authorities so that education actions are in synch and help advance public health goals and strategies, for example, educating students, parents/carers, teachers and staff on the necessity for social distancing.	The Director of Public Health IOM regularly attended meetings of the Education strategic group. She provided advice and guidance to DESC and schools as the crisis developed
Re-prioritize curriculum goals given the reality that the mechanisms of delivery are disruptive. Define what should be learned during the period of social distancing	DESC Guidance provided to schools in the week leading up to and weeks following the announcement of school closure on 23.3.20 (see review section 5)
Identify the feasibility of pursuing options to recover learning time once the social distancing period is over, for example, an intensive review period during the break prior to the start of the new academic year.	Review period instigated by DESC Minister – July/August 2020
Identify means of education delivery. When feasible, those should include online learning, as it provides the greatest versatility and opportunity for interaction. If not all students have devices and connectivity, look for ways to provide them to those students. Explore partnerships with the private sector and the community in securing the resources to provide those devices and connectivity.	Online provision using one of two learning platforms was recommended on 16 th March. Device loan scheme instigated by DESC on 7 th April. Subsequent Device and Network subscription service due to pilot 2020/21.
Clearly define roles and expectations for teachers to effectively steer and support students' learning in the new situation, through direct instruction where possible or guidance for self-directed learning.	This was left to individual schools to set out given their understanding and knowledge of pupil context. This review goes further and now sets out minimum expectations for quality of learning made available.
Create a website to communicate with teachers, students and parents/carers about curriculum goals, strategies and suggested activities and additional resources.	DESC used Itslearning platform to communicate strategies, suggested activities and additional resources to schools. Schools used their websites and social media platforms to communicate with parents/carers. IOM also government had its https://covid19.gov.im/ page.

If an online education strategy is not feasible, develop alternative means of delivery, they could include TV programs, if a partnership with television stations is feasible, podcasts, radio broadcasts, and learning packets either in digital form or on paper. Explore partnerships with community organizations and the private sector to deliver those.	Not necessary as an education strategy was developed.
Ensure adequate support for the most vulnerable students and families during the implementation of the alternative education plan.	DESC and school leaders set up regional hub schools for vulnerable pupils to attend. Schools advised to check in regularly with at risk families. Inclusion and Safeguarding division developed their Coronavirus support site.
Enhance the communication and collaboration among students to foster mutual learning and well-being	Some schools used learning platforms to engage pupils in communicating with peers
Create a mechanism of just in time professional development for teachers and for parents/carers to be able to support learners in the new modality of instruction. Create modalities that foster teacher collaboration and professional communities and that increase teacher autonomy	Guides and how to documents created early on in the crisis by DESC. Schools deployed their own remote/digital learning specialists. DESC's ICT Advisory team assembled a group of Itslearning Advocates to provide support for their schools and other schools. Spaces created on Itslearning for teachers to share experiences/expertise
Define appropriate mechanisms of student assessment during the exigency	Forms and mechanisms of assessment were decided by each school and its constituent departments/areas
Define appropriate mechanisms for promotion and graduation	N/A
As needed, revise regulatory framework in ways that make online education and other modalities feasible, and in ways that support teacher autonomy and collaboration. This includes providing school day credit for days taught in alternative education plans.	School validations and link visits were paused during the crisis.
Each school should develop a plan for continuity of operations. As a way to support them, education authorities can provide curated examples of plans in other schools.	Schools began to work these up and share during the crisis period. This review includes as appendix___ a curated example of a remote learning protocol.
When the school provides meals to students, develop alternative means of distribution of food to students and their families.	Free school meal vouchers provided to identified families through partnership with local business
When the school provides other social services, such as mental health support, develop alternative forms of provision	Schools continued to 'check in' to support pupils who had previously accessed support services in school itself.
Schools should develop a system of communication with each student, and a form of checking-in daily with each student. Perhaps in the form of texts from teachers if parents/carers have access to mobile phones	This was not widespread or consistently applied across schools. This review recommends daily communication from school to home in the event of another disruption period.
Schools should develop mechanisms of daily checking in with teachers and school staff.	Devolved to school leaders as the line managers of all teaching staff
Schools should provide guidance to students and families about the safe use of screen time and online tools to preserve student well-being and mental health as well as provide protection from online threats to minors.	Devolved to schools and contained within the Inclusion and Safeguarding Coronavirus support site.
Identify other school networks or systems and create forms of regular communications with them to share information about your needs and approaches to solve them, and to learn from them as a way to foster rapid	Education links were already established with other Island jurisdictions through the Edge Foundation. Meetings of these groups continued virtually during the period.

improvement in delivering education in the new modalities	IOM has linked up also with Guernsey to discuss approaches.
Ensure that school leaders get the financial, logistical and moral support they need to succeed.	Regular contact was made between EIS and school leaders. School leaders were supported in their requests through the cluster group meetings and through communication with government departments.
Develop a communications plan. Map key constituencies, and key messages to support the execution of the education strategy during the exigency, and ensure those are effectively communicated through various channels.	Daily updates given throughout the first 8 weeks of disruption. These were communicated by email and through the Department's learning platform.

Appendix 3 – Comparable Education responses to the crisis in other countries³⁰

Country	Responses/Changes in Education delivery
Argentina	"Provide online teaching materials and resources"
Australia	"Encourage remote/online learning with Prof. Learning. Each school using platforms available and easy for staff and students to learn and access. (e.g. Google Drive/Microsoft Teams)"
Belgium	"Educational programmes are being broadcast on national television / emphasize the importance to continue "home education"
China	"The school organizes teachers of various subjects to conduct online teaching, and the provincial and municipal education departments organize experts to provide the school with teaching resources and teaching plans."
Costa Rica	"Begun to put together online reading and other study resources and to make public television and webpage, social media announcements about how to access those resources."
Czech Republic	"The Ministry has launched a website: https://nadalku.msmt.cz/cs with tools for online education."
Estonia	"Ministry of Education and Research (MoER) provides daily support and guidelines for all educational institutions, incl. youth work (hobby schools, open youth centres)"
Finland	Schools are asked to ensure to arrange education services in exceptional conditions. Finnish National Agency for Education is guiding schools to plan and organize different kind of flexible learning arrangements.
France	"A pedagogical continuity is put in place to maintain regular contact between the student and their teachers. To this end, the teachers shall ensure, in particular by making use of existing networks (in particular digital workspaces, electronic mail or similar tools specific to private schools), that students have access to course materials and are able to carry out the homework or exercises required for their learning. This pedagogical continuity service can also be based on a free pedagogical platform of the Cned: "My class at home". This service offers the possibility of holding virtual classes, thus maintaining the human link between the pupil, his classmates and his teachers."
Georgia	Lessons will be broadcast from March 30. TV-lessons cover all mandatory subjects in grades I-XII except of foreign languages and sport. The Ministry of Education has conducted the following activities: 1. A Microsoft Office 365 user profile (up to 600,000 students and up to 55,000 teachers) has been created for Georgian public schools (administration, teachers, and students); 2. A portal has been created that allows the student and parent to access the student profile without the administration of the school and the teacher. 3. Virtual classrooms have been created for all school classes and subjects in the Microsoft TEAMS program;
Italy	"The Ministry of Education has : created dedicated online pages, video tutorials and virtual meeting places; offered e-learning platforms; provided a supporting task force; coordinated a plurality of actions in order to develop new learning environments; facilitated the use of digital content and new models of didactic organization; provided teachers with free remote training and updating tools, also through regional working groups; provided technical assistance to schools; started monitoring initiatives; introduced forms of economic support for socio-economically disadvantaged students."
Japan	"National Government, MEXT (Ministry of Education, Culture, Sports, Science and Technology), supports local boards of education providing adequate measures as much as possible to support children's study, such as initiating appropriate home study programs and conducting supplementary lessons after the ending of the school"

³⁰ A framework to guide an education response to the COVID-19 Pandemic of 2020. OECD, 2020

	closures. MEXT has also set up and is publicizing a learning support portal, which introduces various suggestions and tips for learning each subject, free learning materials and videos that can be used at home, etc., in addition to the website for sharing good practice taken at schools and boards of education.
Latvia	"The National Centre for Education supports the implementation of distance learning at all schools. It provides advice to school leaders, teachers and parents/carers on how to organize and adapt the learning process to the distance mode, how to modify the programme, suggests available ICT tools and platforms, as well as provides guidelines how to ensure the well-being all teachers and pupils. Recommendations to Teachers have been published online. The National Television of Latvia in cooperation with the National Centre for Education has prepared a special weekly selection of educational and entertainment TV programmes for different age groups. The largest mobile network operators LMT and BITE are supplying mobile phones and tablets to about 5000 pupils (about 3% of the total number of school pupils) in Latvia. To ensure the continuity of learning process, it is allowed that printed textbooks and printed learning materials are made available to pupils. Some schools prepare special daily packages of textbooks and printed materials to be delivered to pupils."
Portugal	"Schools responded very rapidly, establishing remote contact with students. We developed a support network with guidance for the preparation of online classes, organizational matters, and making available a wide array of free open content resources.
Romania	"Provided support for moving courses online through partnerships with various providers (Google, Microsoft etc.), signed a partnership with the national television channel for a Teleschool programme, work to readapt the calendar of school activities in order for the school year to finish normally for students, without students needing to repeat the year"
Netherlands	Particularly for those pupils and students in primary, secondary and upper secondary vocational education who do not have the necessary devices themselves and for whom this is not arranged through the school or the municipality, an investment of 2.5 million euros to ensure pupils and students have the necessary devices for online learning. Together with educational organizations and the municipalities, we made additional agreements about how all children receive the best possible education during this time of crisis.

Appendix 4 – list of guidance/resources made available to schools to support adapting to providing learning remotely during school closure

- **Guidance on providing education remotely in the event of school closure** – These included checks on logins for pupils and staff, setting up online learning days, an overview of the platforms available to schools, online lesson formats, and a checklist prior to closure – **Issued 18/3/20**
- **Daily Covid-19 updates on government, department and schools' work related to the Pandemic** – Provided daily between 23/3/20 – 29/5/20
- **IOM Remote Learning ideas** – Central hub for all recommended resources, guidance and support for schools during the period of school closure. **Begun 1/4/20** (as of 22.6.20 this hub contained 52 provision forums, and 144 resources/links for teachers)
- **'How to' guides for all staff on Itslearning, Google suite, and Google Classroom** – Issued **3/4/20**
- **Device loan scheme** – Issued **7/4/20**
- **Guidance document on delivering meaningful remote learning** - sent through an update and used by schools in their own staff meetings. This included key tips and potential pitfalls when providing work, and establishing feedback channels – **Issued 8/4/20**
- **Deployment of a team of Itslearning advocates** to support theirs and other schools with remote learning provision – **April/May 2020**
- **Schools supported to trial the use of Microsoft Teams** with pupils. **Trial period initiated 20/4/20**
- **Showcasing of excellent online learning practice by schools** across the Island. **30/4/20 – 15/6/20**

- **Comprehensive guide on how to use Microsoft Teams with pupils** provided to schools. Schools encouraged to the use online lesson delivery as part of a wide range of learning mediums available. **Issued 1/5/20**
- **Inclusion and Safeguarding Coronavirus guidance website**. This site is devoted to helping schools support pupils, staff, parents/carers and vulnerable groups with well-being, bereavement, social and emotional learning and a host of other areas relating to universal and additional needs. **Live throughout period of school closure**
- **Guidance on how to continue developing staff professionally** during this period, along with how to support positive well-being of staff, parents/carers and pupils. **Ongoing**
- **Guidance on how to prepare for the gradual (safe) return of year groups to learning**
- **'Making up for lost time'** – Guidance piece aimed at addressing potential gaps in learning and personal development experienced by pupils during the Pandemic – **Issued 18/6/20**
- **Remote Peripatetic support** for setting up and delivering remote teaching and learning provided by Education Improvement Service Digital Advisory Teacher, and latterly through a team of remote learning advocates - **Throughout period of school closure and continuing**

Appendix 5 – The work of EIS ICT/Digital Advisory Team during the period

Preparation for Lockdown and Remote Learning

From the weeks leading up to the closure of schools it was obvious that there was going to be a range of strategies and pedagogies used by schools in remote teaching their pupils. Although schools and teachers were encouraged to use the Department's recommended Itslearning platform, it was felt that the best way forward would be to support them in the methods and means of remote teaching that they felt most comfortable with and appropriate for their schools/pupils.

Guidance documents sent to schools

The first guidance on remote learning was finalised on 16th March, a full week before the closure of schools. This was done in conjunction with a School Improvement Adviser (SIA). It was based on evidence from areas around the world who have experience with remote learning, albeit in different circumstances, and was heavily based on utilising Itslearning as the preferred digital learning platform. A lot of the evidence for this came from the United States where they annually experience closures in certain school districts due to severe weather conditions. At no point was this documentation presented as the answer to teaching remotely but instead as guidance so that schools and school leaders could find their own path which fit with their own context.

Once this guidance had been disseminated to schools, and the requests had started coming in from schools for increased access for pupils to Itslearning, three separate 'how to' documents were created to help teachers in the use of Itslearning, Google suite and Google classroom. Again, these were completed with the help of an SIA and were sent to all schools prior to, or in the first days following lockdown.

Each was designed to support teachers in developing remote learning spaces digitally, to communicate with students and distribute weekly work for them to complete. Each of the how-to documents were created to meet the most basic of need assuming that the user had no or little knowledge of the platform and demonstrated how to create and populate the

digital learning area with content and access for pupils. The intention was that any teacher could pick it up and create a learning space online for their pupils or colleagues regardless of their previous experience of ICT or the platforms.

The reason these documents were created for different digital learning platforms was due to staff expertise. There did exist gaps in knowledge and engagement when it came to Itslearning. Consequently, our aim was to support any methods chosen by the schools. Whenever any of these documents were sent out it was always with the message that they could contact EIS, or more specifically the EIS Advisory service or relevant SIA, for any help or guidance they needed.

Supporting schools before and during lock-down

A number of schools did avail themselves of the offer of help and support whereas some didn't need to. For example, one school requested support in the days prior to lockdown. In preparation for this, templates were prepared that the school could use on their Itslearning site for their different cohorts. These templates were made available to all schools should they wish to use them. EIS were able to establish rather quickly a format for remote learning and they were ready for when schools closed on 23rd March.

Another school that received support remotely throughout the lockdown was _____ Even in schools where the provision was of a high standard and the existing level of expertise was excellent, EIS were still called upon for advice. I received the following communication from the head of another school; *"I just wanted to pass on my sincere thanks for your help and support during our period of establishing home learning. Particular thanks for your advice regarding the Google docs query I had and for liaising with us when we were establishing our online activities on the school website. I trust, now that schools are returning to some sort of normality, you will get the chance to get into schools and continue all the good work that you have started."* On no occasion when a school sought help or guidance, were they refused help and support. As previously stated, when something was communicated to teachers and school leaders, they were always offered the help and support of EIS.

Secondary Schools were offered advisory support for remote learning throughout. This is specifically recorded in minutes of the Secondary CPD leaders meeting on 22nd April 2020.

In other examples, there were schools that started the closure using the method they felt the most manageable and effective for their setting, but then developed their expertise and pedagogy to enhance this. On most occasions this was done through EIS support and by citing the good examples that we knew of around the island. One such example is ***** who started by using their website and email but then progressed to utilising Itslearning. After some training and assistance from EIS and the school's ICT co-ordinator, we were able to demonstrate to the Headteacher how to enhance their online learning practice. In another example, the school leader of ***** evaluated how their school was handling the process and was looking at ways that they could enhance provision. Firstly, they went to an SIA who then directed them ICT advisory. They were taken on a virtual 'tour' of the schools who we knew were working effectively and who they could learn from.

After the Minister and Advisers had made contact with the 'hub' schools it became evident that there was a shortfall in accessibility for vulnerable pupils with regards technology and internet access. We created the procedures for schools to loan out devices to those young

people who needed them to access their learning. This required the establishment of documents and procedures to clean and distribute devices.

Prior to the closure, the guidance sent to schools recommended that they check all children were able to log in to online platforms and that all passwords were accurate. As well as supporting schools in developing these online spaces we also helped to ensure logins were reset, and children were in the right organisation

In terms of day to day in the period of lockdown we were involved in helping with the maintenance of remote learning as well as enabling teachers to further their skills and supporting GTS with their ticket system. Communication trails show there were approximately 200 instances of supporting GTS and 600 separate issues which came to us direct from teachers. These ranged from reasonable simple tasks, such as resetting of passwords, to more complex and time-consuming curriculum-based tasks, such as leading a remote digital INSET session at ***** school on *****. This session looked at how to utilise the Itslearning platform for a blended learning approach and for any future situations similar to the lockdown we have experienced.

As well as this we were in regular communication with the Itslearning advocate team and supported them in their roles supporting their own schools with remote learning. This involved training with Itslearning staff directly and supporting them in their dialogue and development. This included directing all teachers who were using the platform towards webinars that would give them additional help and support in developing their practice.

We also took phone calls and TEAMS calls with regards issues teachers had that they preferred to talk about rather than email about. In most cases these were issues that were solved within the day.

Throughout the emergency we worked closely with GTS on ensuring schools could use Microsoft TEAMS to communicate with colleagues from within and across schools and the Department. We then extended this to support schools to use TEAMS to deliver online video conferenced lessons to pupils. Guides on how to establish this were provided to schools through learning platforms and through the Director's daily updates.

Where schools did not receive significant amount of support

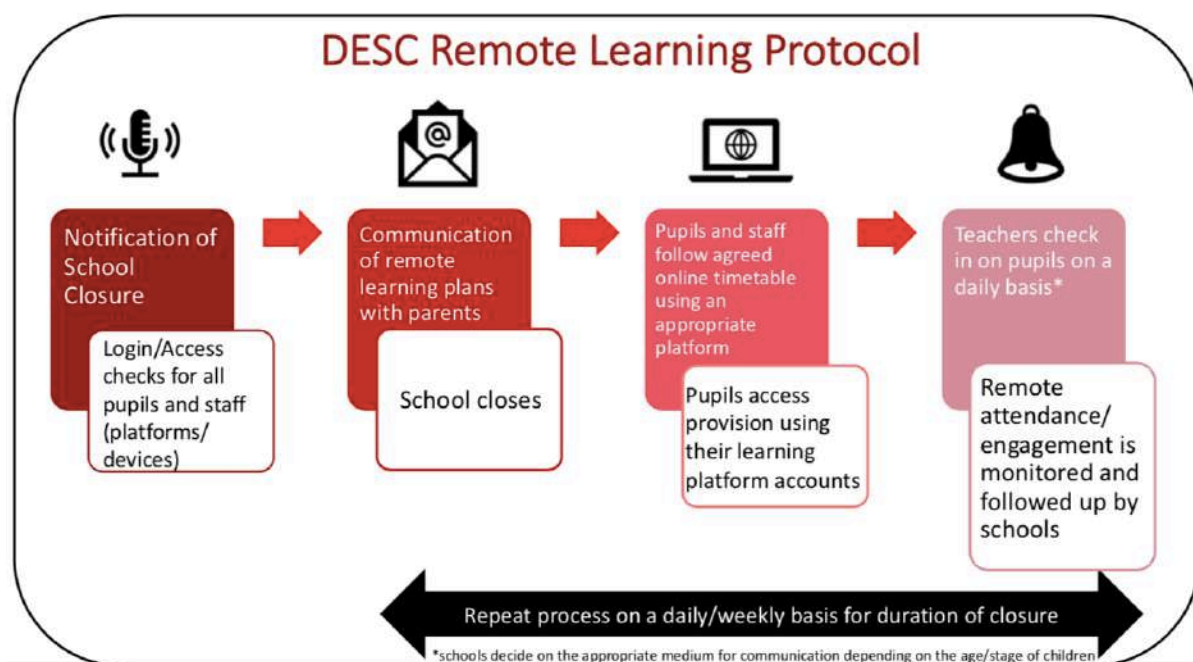
Support for remote learning was available and offered to all schools, but some chose to employ an ethos or methods of reaching their pupils that did not require digital technology or support. Alternatively, in some cases there were schools who had a level of expertise which did not require support.

Appendix 6 – Snapshot of how schools were providing learning as at 11.5.20 (taken from speaking to school leaders and accessing websites/learning platforms)

School	ICT co-ordinator	Head	
***	***	***	Every Monday (starting Monday 30th March) your child's class teacher will release a weekly plan that will contain a variety of tasks and suggested resources that your child can choose from while they are off. This will be available to parents/carers and will also be put on the School Website each Monday morning for those who may have difficulties at any time. Also celebrating children work/learning through website blog and Facebook.
***	***	***	Occasional work sent out by email. Challenges posted on school Facebook page.
***	***	***	Work uploaded to school website for each individual year group.
***	***	***	Teachers are posting work on the school website. This is being done on a weekly basis and covers all the subjects but with very little science. Headteacher is also posting out weekly emails as standard and top up emails when something comes up on the remote learning course. All teachers are doing a set of small group sessions with the members of their class over TEAMS.
***	***	***	A week's worth of activities set up on the school website each week for each individual year group.
***	***	***	Teacher posting work on the website for the week. Breaking the week down into specific tasks each day.
***	***	***	Work put on the school website for each class although not very clear path to get to it. However, it is all there and extensive. Done on a weekly basis.
***	***	***	Weekly activities put on the school website for each year group.
***	***	***	Work is being put on the school website and they are conducting TEAMS sessions to continue language learning.
***	***	***	Have a comprehensive Itslearning course with work being updated on a weekly basis and the teaches using the features to look up which children are accessing the materials and which aren't.
***	***	***	Have Itslearning courses that they have set up for each individual class. They have also started courses for the new reception transition and one for the Year 6 transition.
***	***	***	A single document per month for the different classes. As of the 2nd week in May there was nothing for that month.
***	***	***	Resource packs sent out to homes.
***	***	***	Weekly activities posted for each year group on the website. Challenging to navigate.
***	***	***	Combination of google classroom and website, posting weekly activities for each of the classes.
***	***	***	Optional activities sent out at the start of each week via email. Not set by the class teacher but what appears to be one teacher for the whole school.
***	***	***	A single document for March and one for April. As of May, parents/carers are directed to the Oak National Academy.
***	***	***	Posting activities on website.
***	***	***	Itslearning Learning hub with separate section for the different year groups and some whole school materials on the main page. Now includes sessions being done over Teams with large groups.
***	***	***	Have an Itslearning course for whole school with sections for each class/year group. Evidence of teachers putting daily and weekly updates of work and responding with comments to what they children have posted.

***	***	***	Posting activities on websites with different levels of updating with the different classes.
***	***	***	Putting stuff out on their website on a weekly basis and then monitoring overall usage. Moving to Itslearning in the future.
***	***	***	Weekly updates on the websites for each class, each week.
***	***	***	Putting stuff on the school website. Thinking of using Facebook going forward to contact new parents/carers for next academic year.
***	***	***	Mixed offering. Each week/fortnight your child's class teacher will release a learning pack that will contain a variety of tasks and suggested resources that your child can choose from while they are off. Some classes will receive their learning by email (Rec, Y3/5), some classes via Itslearning (Y1/2/4) and some via Google Classroom (Y6). If by email, this will be sent to parents/carers via the school administrator each Monday morning. All communication will go through the school administrator.
***	***	***	Have well established courses on Itslearning which have been added too over the school closure. The teachers update regularly and have regular contact with the children through the chat function checking on well-being.
***	***	***	Comprehensive weekly activities posted on the website on a weekly basis. All areas of the curriculum covered.
***	***	***	Weekly activities rather than learning activities are set for each of the year groups.
***	***	***	Not clear. There is nothing on the website or Itslearning. They might be doing something on Google classroom or they might be using Facebook (closed group) which I can't see.
***	***	***	Have google classrooms set up for each individual year group with headteacher having overall view of what is being done.
***	***	***	Comprehensive lists of weekly activities and resources that the children will need to complete them. Get to it through website that takes parents/carers to a link in google drive.
***	***	***	Comprehensive lists of activities for each week publish in PDF form on the school websites plus they have been phoning on a weekly basis since the start of the lockdown.
***	***	***	Comprehensive website offering, plus use of Google classroom and a weekly video presentation to each year group.
***	***	***	Use of Zoom conferencing with some pupils. Use of some Itslearning and some google classroom to provide learning.
***	***	***	**** has focused on providing clear and consistent advice and guidance to staff, parents/carers and students. Staff are using Itslearning, Google Classroom, Seneca and My Maths at present. Staff have benefited from the guides provided to us and issue a weekly remote teaching newsletter to staff. There is also a weekly remote learning newsletter to students and parents/carers. Also encouraging staff to continue to work on their CPD and have also just issued a remote CPD brochure for staff detailing some of the best remote options currently available. Mostly about staff however and not a great deal of information about pupils.
***	***	***	Varied menu depending on subject. A mixture of platforms being used including Google Classroom and Itslearning. School notified parents/carers regarding trying VC lessons 2 weeks ago but nothing has been received since.
***	***	***	Weekly contact made by all teachers to their students. Mixture of Google and Itslearning used to provide learning. Virtual classrooms set up of transition groups.

Appendix 8 – Example Remote Learning Protocol



Appendix 9 - Minimum expectations for Pastoral support in the event of future outbreaks and school closures – All Phases



Department of Education, Sport and Culture *Rheynn Ynsee, Spoyrt as Cultoor*

Guidance for pastoral support in the event of future outbreaks and school closures (including partial closure)

ALL PHASES

Schools will continue to provide pastoral support to all pupils designed to:

- promote positive social engagement and relationships
- support pupils with approaches to maintaining and improving their physical and mental wellbeing

Schools will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools will continue to support needs of particular groups they are already aware need additional help (for example, looked after children), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the

[Inclusion and Safeguarding Coronavirus support site](#). This interactive space contains materials on transitions, peer support, resilience, stress, fear, trauma and bereavement.

Schools will continue to work with Inclusion and Safeguarding and other services to support the health and wellbeing of their pupils; these divisions have continued to offer support as pupils return to school in the following areas:

- support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- support for pupils with additional and complex health needs
- supporting vulnerable children and keeping children safe

In terms of monitoring remote attendance/engagement, if pupils are not checking in regularly this will be picked up by the school's monitoring systems*, and if necessary by education liaison officers.

It should be noted that whilst schools regularly support the pastoral needs of all children, this is more challenging when placed in a remote context.

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* Should a pupil not be visible at check ins or fail to engage for a period of up to one week, this would require intervention from the education service (School and/or Department)

Appendix 10 - Minimum expectations for distance learning provision in the event of future outbreaks and school closures – Primary Phase



Department of Education, Sport and Culture *Rheynn Ynsee, Spoyrt as Cultoor*

PRIMARY PHASE

Guidance for distance learning provision in the event of future outbreaks and school closures (including partial closure)

In the event of a local outbreak, Public Health IOM or the Government may advise a school or number of schools to close temporarily to help control transmission. Schools will have contingency and continuity plans/protocols for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of Island key workers, and providing distance learning for all other pupils.

Distance Learning support

Where a class of pupils are directed to self-isolate, or there is a local or Island lockdown requiring pupils to remain at home, schools will offer distance learning provision within 24 hours of the change. Schools will consider how to continue to improve the quality of their existing offer and have a contingency plan in place for distance education provision. This planning will be particularly important to support a scenario in which the logistical challenges of distance provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, schools will:

- use a curriculum sequence linked to the school's curriculum expectations which allows access to online or offline teaching and learning resources.
- will provide suitable and relevant distance learning activities which engage pupils.
- select the appropriate tools that will be consistently used across the school in order to allow interaction, assessment and feedback where appropriate and make sure quality is monitored.
- provide printable resources for pupils who do not have suitable online access.
- recognise that some pupils with additional needs may not be able to access distance education without adult support, and so schools will work with families to support learning.

When teaching pupils at a distance, schools will:

- provide meaningful learning opportunities across a variety of learning areas.
- provide a well sequenced curriculum.
- set a clear expectation on how regularly teachers will check and acknowledge work and provide feedback where appropriate.
- ensure that there are sufficient learning opportunities provided in order to challenge and engage pupils related to pupils' age, stage of development and/or additional educational needs, for example where this would place significant demands on parents/carers' help or support.
- where possible and appropriate for a class, group or individual child, plan a programme that is of a similar proportion to the core teaching they would receive in school, with flexibility for different parts of the curriculum.

Appendix 11 - Minimum expectations for remote provision in the event of future outbreaks and school closures – Secondary Phase



Department of Education, Sport and Culture ***Rheynn Ynsee, Spoyrt as Cultoor***

Guidance for remote learning provision in the event of future outbreaks and school closures (including partial closure)

SECONDARY PHASE

In the event of a local outbreak, Public Health IOM or the Government may advise a school or number of schools to close temporarily to help control transmission. Schools will have contingency and continuity plans/protocols for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of Island key workers, and providing remote education for all other pupils.

Remote education support

Where a class of pupils are directed to self-isolate, or there is a local or Island lockdown requiring pupils to remain at home, schools will offer remote education provision within 24 hours of the change. Schools will consider how to continue to improve the quality of their existing offer and have a contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, schools will:

- use a curriculum sequence linked to the school's curriculum expectations.
- will provide suitable and relevant remote learning activities which enable pupils to make progress.
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure quality is monitored.
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- recognise that some pupils with additional needs may not be able to access remote education without adult support, and so schools will work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, schools will:

- set assignments so that pupils have meaningful learning each day in a number of different subjects.
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work and provide feedback to pupils.
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- plan a programme that is of a similar proportion to the core teaching pupils would receive in school, with flexibility for different subjects.

Schools will continue to meet these expectations in relation to the pupils' age, stage of development and/or additional educational needs, for example where this would place significant demands on parents/carers' help or support.

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Annex – List of Contributors

A range of contributions were made to this review. These invaluable submissions provided some useful context, analysis and evaluation of the period viewed through the lens of school teachers and leaders.

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