

COVID-19 Impact and Responses in Education

Education Advisory Panel

23 June 2021

County Managers' update

A question of perspective?

- “Impact” of COVID-19 on children’s education and well being is variable and not well evidenced so far so it is often anecdotal
- The impacts and influences can be considered through the multiple lenses of children and families, educators and policy makers - there are multiple truths, some broad areas of agreement and some contested debates
- This means that our Hampshire education community needs to remain vigilant, sensitive and adaptive to meet the needs of all children and those who care for and educate them

For younger children?

- A COVID affected educational experience is, simply, their experience - not necessarily one where they feel a sense of loss or disappointment



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The impact on children

- Variable and depending on family circumstance, educational setting capacity and resilience and random luck regarding bubble closures and attendance
- **May** have affected (*positively, negatively or just differently*);
 - Curriculum coverage
 - Social and emotional development
 - Resilience
- “Research” is evidence light and arguably unreliable to extrapolate from, other than in a generalised way - the personal impact will be unique

The professional's challenge

- Assessing the impact on individual children and making appropriate and ongoing provision in relation to:
 - Curriculum strengths **and** gaps
 - Drawing on **or** working on important academic and personal skills and resilience
 - Building back (over time) **if** there are deficits/gaps

Opportunities and risks

- Recognition of wider educational ambition
- Keeping children together (in curriculum)
- Sharper diagnostic teaching approaches normalised
- Deeper connections and relationships with key people
- Remote pedagogy
- Missing age appropriate developmental steps
- Skimming to “catch up”
- Overload of (1 to 1) interventions rather than High Quality Teaching
- Under-expectation (transitions)
- Remote pedagogy

Vulnerable Children and Young People (VYCP)

- Variability of response and readiness to return to 'normal' schooling, similar to peers
- Many remained in school throughout – higher than national attendance – with learning continuing but some adjustments now needed to be within a larger group again and for those at home during lockdown
- Schools very aware of potential for disproportionate negative impact on VCYP and prioritising accordingly
- Behaviour for learning has necessarily been a key focus for some CYP, as has social and verbal interaction, particularly for younger children

Specialist Provisions

- Parental anxiety re COVID-19 and attendance of those medically vulnerable has diminished through the good work of special schools and the local vaccine programme; vast majority now with full access to Education, Health and Care Plan (EHCP) provision
- Higher rate and complexity of referral to education centres for anxiety and emotionally-based school avoidance
- Challenges in particular for social, emotional and mental health (SEMH) provisions
- Higher rates of referrals to Primary Behaviour Service (PBS) but coping well

Work on-going

- Well-being for Education Return/Recovery Funding (WfER)
 - Reproductive and sexual health education (RHSE) and personal development learning (PDL) curriculum
 - Resources and training to support good mental health
 - LINK Programme led by Health
 - Support and training through the third sector/alternative provision
- Transition projects
- Understanding and responding to lived experiences of CYP

Secondary schools and COVID-19 “recovery”

- Many of the issues reported by secondary schools are context specific.
- Different schools are facing different challenges to different degrees.
- But they are all working with pupils to best support their needs through this time.

For example

- Some schools have needed to treat the previous half term as “resocialisation” and others have not had that need
- Some have concerns about pupils’ fitness and health so have extended time for physical education
- Some have made particular effort to re-engage Year 11 pupils, but again this has not been needed in all schools
- In others, pastoral teams have been supporting more pupils than has been the case “normally”



But there are two points of universality:

1. Schools have carefully reviewed their curricula and teaching through this term to ensure that it meets the needs of all pupils
2. Schools have had to commit many hours to ensuring robust GCSE and A level grades for pupils – minimising any bias – on top of the normal teaching day

