**National overview
of practice in remote learning**

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Parents, carers and learners

1. Introduction

In December 2020, the First Minister announced that most children and young people would learn remotely, rather than in school buildings, until Monday 18 January 2021. On 4 January 2021, the First Minister confirmed that school buildings would close to the majority of children and young people, until at least 1 February 2021. On 19 January 2021, it was announced that this period of remote learning was extended until at least 15 February 2021. These arrangements remain under regular review.

In January 2021, the Deputy First Minister requested that HM Inspectors of Education (HMIE) develop a national overview of practice in the delivery of remote learning through engagement with local authorities, schools, parents and carers[1], and learners[2]. These reviews will continue throughout the period of remote learning.

The purpose of this national overview is to:

- Learn what is working well and share this widely to celebrate success and support consistency in the quality and effectiveness of delivery of remote learning.

- Surface the challenges and/or issues so that these can be addressed, either locally or nationally, as appropriate.

- Identify what further assistance is required to continue to improve the delivery of remote learning so that relevant support can be provided at local and/or national level.

The overview also provides an opportunity to use evidence about the delivery of high quality, remote learning in the current context to help shape how we deliver these experiences to learners beyond Covid-19.

This report is the third in a series of weekly overviews of practice in remote learning and focuses on the views of children, young people, parents and carers. It contains comments made by parents, carers and learners gathered through surveys and discussions with HM Inspectors.

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[1] Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.
[2] Throughout this report, the term 'learners' should be taken to include any child or young person who usually attends school but is currently engaging in remote learning. We will also sometimes refer to children and young people.

2. Approach to engagement with parents, carers and learners

Education Scotland worked with a range of national bodies to develop our approach to engaging with parents, carers and learners.

Between 19 and 25 January 2021, HMIE met remotely with parents, carers, and learners through a series of focus groups to hear their views on the approaches taken to delivering remote learning. Three focus groups were held in partnership with the National Parent Forum of Scotland (NPFS) and Connect Scotland. A further three focus groups were held in partnership with Children in Scotland and Young Scot. In addition and with the support of schools, 22 focus groups took place with children and young people, across a selection of local authorities.

Between 20 and 25 January 2021, Education Scotland ran two national surveys, one for parents and carers and another for learners. The national surveys were developed with support from a range of partners and focus on the following three aspects of remote learning:

- Communication and wellbeing
- Resources and equipment
- Learning and teaching

The findings included in this report are drawn from a combination of the focus groups and the two national surveys. Similar themes emerged across the surveys and focus groups.

The surveys received 12,105 responses from parents and carers and 2,667 responses from learners. Our analysis of two open questions, one in each survey, is based on 7,921 comments from parents and carers and 1,308 responses from learners. As the surveys were anonymous, it is acknowledged that individual parents or learners could have completed the survey more than once. These results are not representative of all parents or learners across Scotland.

How many parents, carers and learners were involved?

The number of parents and carers who completed the survey was 12,105. In addition to this we engaged with 27 parent and carers in the focus groups.

Parent and Carer Survey Results	0	1	2	3	4 or more
How many children and young people are in each household?	0.5%	41.6%	45.4%	10.6%	1.9%

Parent and Carer Survey Results	Primary school aged children	Secondary school aged children
The number of parents who have:	9,408	5,454

The number of children and young people who completed the survey was 2,667. In addition to this we engaged with 201 children and young people in the focus groups.

Learner Survey Results	P1, P2 or P3	P4, P5, P6 or P7	S1, S2 or S3	S4, S5 or S6	No answer given
The stages of schooling of children and young people who completed the survey.	14.2%	37.4%	23.6%	24.4%	0.4%

3. Findings

Communication and wellbeing

Parent and Carer Survey Results	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Primary: I have had helpful communication from the school/local authority about arrangements for remote learning.	40.9%	44.1%	7.1%	5.4%	2.4%	0.1%
Secondary: I have had helpful communication from the school/local authority about arrangements for remote learning.	29.5%	45.8%	9.4%	10.1%	4.9%	0.3%
Primary: I know who I can contact to access wellbeing support for my family.	26.5%	33.6%	13%	16.3%	7%	3.7%
Secondary: I know who I can contact to access wellbeing support for my family.	22.4%	41.2%	10.8%	14.6%	6.9%	4.1%
Primary: I am confident the school supports my child to stay safe online.	31.6%	41.1%	16.1%	5.5%	2.9%	2.7%
Secondary: I am confident the school supports my child to stay safe online.	21.7%	44.7%	18.9%	6.7%	3.2%	4.8%

Parents report that practitioners have built on the experience from the previous lockdown to improve communication with learners and parents. They recognise the huge effort schools are making. Most parents have had helpful communication from their school and local authority about arrangements for remote learning. Regular communication between teachers and families helps children and parents to better understand the delivery of remote learning. There are strong examples of the use of digital solutions to make communication more effective, such as online meeting platforms and feedback videos. Parents appreciate getting information about upcoming learning, such as weekly overviews and daily learning grids that many schools use to map out what children will be learning. Parents and learners say that advance notice of tasks, and building in flexibility, supports learners to organise their work. Parents feel it also allows learners to complete tasks both at their own pace and

at times which fit around family circumstances, including parent's work and caring commitments.

"We like how the school has worked with our parents to let them know what remote learning means and what it should feel like. That has helped our parents understand the difficulties in remote learning, for us and for the school." (parent)

"I'm very impressed at what's being provided in difficult circumstances." (parent)

Parent and Carer Survey Results	Yes	No	Don't know
Primary: Does your child have (the opportunity for) daily registration or check-ins?	64.5%	32.5%	3%
Secondary: Does your child have (the opportunity for) daily registration or check-ins?	51.5%	37.9%	10.6%

A number of parents told us that they would like more communication about their child's learning and progress as well as pastoral calls and contact with teachers.

Both parents and learners want more clarity and information related to National Qualifications. Young people in the senior phase highlighted their concerns about National Qualifications and assessment. This includes being unclear about which assessments count towards grades, and how grades will be awarded. Parents also talk about their concerns about young people making informed choices when selecting subjects for further study.

"My teacher is always there for me." (learner)

Learner Survey Results	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
I can share my views about my learning with a teacher (or someone else in school).	22.5%	39.7%	18.5%	10.6%	4.6%	4%

Parent and Carer Survey Results	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Primary: My child has regular contact with their teacher.	41.8%	36.1%	7.3%	10%	4.7%	0.2%
Secondary: My child has regular contact with their teachers.	24.8%	40.6%	10.7%	15.4%	6.7%	1.8%

Learner Survey Results	Yes	No	Don't know
I have daily contact with my teacher to check in or register.	69.9%	25.8%	4.3%

Understandably, parents and learners raise significant concerns about the negative effects of remote learning, and Covid-19 more generally. They highlight the impact on their mental health and wellbeing. Parents are also concerned about the long term impact on their child's education. They highlight that wellbeing needs to be the key focus of both remote learning and to be the highest priority when all children and young people return to school. Parents identified a range of immediate and longer term challenges that they feel families, schools, local authorities and national bodies will need to work on together to overcome. These include, how schools will support learners over the longer term and transitions. They ask that more be done in regard to mapping out the way forward to address such challenges. Parent Council representatives ask that messaging is clear that remote learning is not home schooling. A few parents comment that consideration should be given to all children and young people having the opportunity to repeat the school year.

"I understand that we are in the middle of a pandemic and think absolutely the most important thing we can do is support health and wellbeing for all - whatever age, this must remain the key priority." (parent)

"My teachers are the best and they are working really hard to make this work for us." (learner)

Overall, parents and learners report that school staff are more aware of mental health issues than during the previous lockdown. A majority of parents strongly agree or agree that there is appropriate support available for their child's wellbeing during remote learning and that they know who they can contact to access wellbeing support for their family. They say practitioners have introduced more initiatives that support communication and wellbeing. For example, virtual assemblies help to ensure a sense of connection and positive mind set. Initiatives such as 'Wellbeing Wednesdays' and 'Fun Fridays' introduced by some schools offer a more flexible, and relaxed approach to the day.

The majority of parents strongly agree or agree that the school supports learners to stay safe online. Most learners said that they feel safe when working and learning online. The majority of learners either agreed or strongly agreed that they receive support from their school when they need it. This was higher in primary schools (73.3%) than in secondary schools (62.1%).

Learner Survey Results	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
I receive support from my school when I need it.	27.2%	40.7%	17%	7.2%	3.1%	4.7%

Learner Survey Results	Yes	No	Don't know
I can speak easily with a teacher about worries or concerns I may have.	64%	21.7%	14.3%
My school encourages me to be physically active during the day.	65.1%	22.3%	12.7%
I feel safe when learning and working online.	89%	3.6%	7.5%

Parents and learners report school staff use various tools to actively promote awareness of the benefits of regular screen breaks and physical exercise. Most learners in primary school (78%) and just over half of learners in secondary school (51.5%) said that their school encourages them to be physically active during the day They comment that a number of secondary school physical education departments post daily exercise activities.

"My mum worries about the impact on my health. It is too tempting to spend a bit longer on work, sitting on my bed on my laptop, and not take enough time to get out and about." (learner)

"Both my children are happy and safe at home" (parent)

"I really worry how this will affect my child's emotional and social development. Her sparkle has disappeared and she has zero motivation. Kids need human contact to develop properly especially in their formative years" (parent)

Parent and Carer Survey Results	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Primary: There is appropriate support available for my child's/children's wellbeing during remote learning.	26.8%	33.4%	16.1%	14.7%	7.5%	1.6%
Secondary: There is appropriate support available for my child's/children's wellbeing during remote learning.	17.8%	34.3%	18.5%	17.7%	8.3%	3.4%

The loss of social interaction and the resulting feelings of isolation, sadness and loneliness is particularly challenging for some children and young people. Learners tell us they are missing interaction with teachers and opportunities for joint working and socialising with their peers. Some learners commented that being unable to see their friends is resulting in a lack of motivation and feeling disengaged.

"I miss my friends at school and don't get to see them, I miss playing with them and laughing in school." (learner)

Many parents commented on feeling overwhelmed and are worrying about failing their children. Some parents who are working from home are finding it challenging to

balance supporting remote learning with their own work responsibilities, home life, and caring responsibilities. They worry that their child may be falling behind in their learning, that gaps in learning and attainment could widen and that remote learning is unsustainable in the long term.

"It's a real struggle trying to support three young children through home learning while both parents working full time remotely." (parent)

"My mum helps me but I've got two sisters who she has to help too, so it's quite hard." (learner)

"In a strange way, I kind of want to get back to school but equally, I am enjoying working at home. It allows me to work in a space where I can learn best." (learner)

Notably, some parents report that remote learning has improved both the wellbeing and ease of learning for some children and young people. A few parents say that remote learning means their child feels more included as, for example, they are able to attend live lessons alongside peers which is not always their experience in school. A few say that absence of homework can reduce stress and allow for more time in the day for family time. Parents of children who are thriving during remote learning are concerned their children may not want to return to school when they reopen and that the positive changes in behaviour may be lost. Parents believe it is important that lessons are learned from what works well during remote learning. They ask that this learning be used to inform school provision as we recover from Covid-19 in order to better meet the needs of every child.

"I'm a single parent and full-time teacher who is juggling in-school days, supporting my daughter with her learning, trying to do live lessons with my own pupils, complete forward plans, give individual feedback, plan daily tasks which include learning intentions and success criteria and now I've to do pre-recorded lessons. There's not enough hours in the day; I'm emotionally and physically exhausted!" (parent)

Resources and equipment

Learner Survey Results	Yes	No	Don't know
I have all the materials I need to use when learning, such as pencils, paper and class textbooks.	86.1%	11.9%	2%

Learner Survey Results	Digital device: laptop, tablet, Chromebook	Smart phone	Television	Games console	None of these
I use the following when learning (select all that apply)	96.1%	38.2%	8%	2.2%	1%

Parent and Carer Survey Results	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Primary: We have the appropriate resources and equipment, including technology, to enable my children to access remote learning.	37%	41.4%	7.6%	10.6%	3.4%
Secondary: We have the appropriate resources and equipment, including technology, to enable my children to access remote learning.	39.7%	42.3%	7.2%	8.2%	2.7%

Most parents strongly agree or agree that they have appropriate resources and equipment, including technology, to enable their children to access remote learning. Most learners can access online learning. The majority of learners in focus groups reported that access to devices to support their remote learning was good. For example, devices being delivered to the homes of children during the first lockdown.

"I got an iPad from Glasgow City Council last term- if I didn't get it would be difficult to do my work because my family doesn't have a spare laptop for me." (learner)

"My teacher dropped off an iPad to use this week when mine stopped working." (learner)

Learner Survey Results	Yes	No	Don't know
At times, I share a digital device, such as a laptop, tablet or Chromebook with someone else at home.	35.6%	63.5%	0.9%
I have opportunities to complete learning activities that can be carried out without needing to use a digital device.	60.4%	31.3%	8.3%

Parents recognise that it is important for their child to access learning online and also to connect with classmates and help reduce any sense of isolation. However, some families are experiencing barriers to accessing to digital provision. This can be due to not having access to a digital device; not always being able to access resources assigned by teachers; challenges with connectivity or where children, siblings and parents are sharing devices. Almost half (48.2%) of primary schools aged learners said that, at times, they share a digital device, such as a laptop, tablet or Chromebook with someone else at home. This was lower for young people at secondary school (21.9%).

Many families have received resources from their local authority to support remote learning. In some cases, the school or local authority are addressing connectivity issues by supplying learners with a dongle. Learners appreciate this and commented in focus groups that it has improved their access to remote learning. Learners who experienced issues with digital hardware told us that they have been supported by

teachers and schools to overcome this. A few highlighted the responsiveness of schools to ensure they had the required resources.

Some parents commented on the financial aspect of remote learning, including the cost of printing resources or purchasing materials for practical activities. Others told us that they bought additional digital equipment to enable their child to access learning online at the same time as others in their household. As such, a few parents would appreciate resource packs being provided in hard copy by the school to alleviate any financial pressures due to printing materials.

"Laptops for every child is a must to provide equity across learning." (parent)

"The main issue we have with remote learning is a lack of infrastructure to allow for more experiences. The broadband in our rural area is incredibly poor so we are at a huge disadvantage compared to other regions within the country." (parent)

"Sometimes we have to wait for the work to appear because we can't get connected." (learner)

"I've got a lot better at using computers and I know how to do lots of different things now." (learner)

Learner Survey Results	Yes	No	Don't know
I find it easy to access learning online.	80.5%	14.6%	4.9%

Most learners said that they find it easy to access learning online. A number of parents said that they need support and training to enable them to use digital technology effectively in order to help their children. Some primary and secondary schools have successfully trained and deployed young people as 'digital ambassadors/leaders' to support their peers to engage in remote learning.

"As Digital Leaders, we use our learning to support others, this helps us develop a growth mindset. If we find solutions we put them on the whole school chat to help others." (learner)

Learning and teaching

"The home learning school work set this time is much easier to follow, more structured and more challenging." (learner)

Parents report that they have noticed improvements in the quality of what is being offered by schools, and how learner's work is being organised, since the first lockdown. They appreciate the effort and work teachers have undertaken to make these changes, in difficult circumstances. Learners also acknowledged the effort being

made by school staff to support them during this period of remote learning. Parents of primary-aged learners report that children's work is now more structured and that their children are learning new concepts rather than doing revision, which they consider was a key feature of the first lockdown.

Overall, children report that they are engaging well with remote learning. Learners who commented felt that the organisation of remote learning and variety of approaches being used have improved. Young people report that remote learning is increasingly encouraging them to be more independent and to take responsibility for their own learning.

A majority of parents strongly agree or agree that they are satisfied with the quality of remote learning activities provided. However children and young people are experiencing variability in the structure of and approaches to delivery remote learning within and between primary and secondary schools and within and between local authorities. Less than half of parents strongly agree or agree that their child has a good balance of live learning and independent activity.

A few parents commented that they find it increasingly difficult to motivate their children and young people to either engage in or stay focussed on, their learning. Barriers they identify include boredom, the home environment, and their desire to be parents and not teachers.

Parent and Carer Survey Results	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Primary: I am satisfied with the quality of remote learning activities provided.	24%	40.4%	12.2%	16.4%	7.1%
Secondary: I am satisfied with the quality of remote learning activities provided.	16.2%	37.6%	18.2%	19.7%	8.3%
Primary: My child has a good balance of live learning and independent activity.	18%	28.2%	16.4%	25.5%	11.8%
Secondary: My child has a good balance of live learning and independent activity.	13.3%	33.1%	20.8%	24.4%	8.5%

"Well done to everyone involved in education just now! No one has trained for this, plans already worked on are out the window and the vast majority of the public do not appreciate the hours that you are (and always do) putting in. As someone who has previously worked in education, I understand the stress that you must all be under and I really do appreciate everything you are doing. I have seen more live teaching this time around which is great and I think this has helped my children to be more engaged in their learning this time. Thank you!" (parent)

"The school have been great though, and the work is clear and fine to do, it's just that it's a lot to manage with three young children and both parents working from home." (parent)

Learning in different ways

"I think the high school is doing a great job both pastoral and providing appropriate academic work under very challenging and changeable circumstances. I think school staff should be commended for their support and care throughout this lockdown and the last. Learning from home is not easy, particularly with other work commitments, unfortunately, it is not always precious extra time with my children as I have to work too and that is hard. I very much value the online learning, paper materials, interaction during live lessons and for check in family phone calls but look forward very much to the schools opening for all pupils as soon as is safe." (parent)

Learner Survey Results	Yes	No	Don't know
I have opportunities to work and share learning with my classmates.	50.5%	39.1%	10.4%

Learner Survey Results	I do all my learning online	I do more than half of my learning online	I do less than half of my learning online	I do not do any of my learning online
The amount of learning that is online.	47.5%	39.6%	11.9%	1%

In the survey, half of learners said that they have opportunities to work and share learning with their classmates. This was higher in primary school (57.8%) than in secondary school (42.6%). Children and young people feel they would benefit from greater use of cameras by schools to enable them to see both teachers and peers. They like live and recorded learning episodes and feel this increases their motivation and engagement in learning. Children would like to see more of this approach.

In the survey, less than half of parents (primary school 29.6%, secondary school 27.7%) said that their child has the opportunity to carry out tasks with other learners. Almost all parents (primary school 90.7%, secondary school 92.4%) said that their child has the opportunity to learn on their own.

Parent and Carer Survey Results	Yes	No	Don't know
Primary: Does your child have (the opportunity for) tasks with other learners?	29.6%	62.4%	8.1%
Secondary: Does your child have (the opportunity for) tasks with other learners?	27.7%	51%	21.3%

"All lessons should be live. It makes such a difference to be able to interact with a teacher and see my friends." (learner)

"I enjoy remote learning this time with videos available and live lessons with my teacher." (learner)

"We've been finding out about photosynthesis and what plants need to survive. I've looked at rose bushes and daffodils outside for my learning." (learner)

"It has to be more engaging, for example my chemistry teacher has digital show me boards with live calls every lesson this keeps me focused and driven whereas none of my other classes do this." (learner)

Where remote learning is working well, learners feel that there is a balance of live lessons, daily check-ins, weekly lesson plans, pre-recorded lessons and tasks away from a digital device that enable them to learn at the most suitable time and develop independence. They like live and recorded learning episodes where they can see both their teacher and peers. They feel this increases their motivation and engagement in learning. Children would like to see more of this approach.

"We have no live input from teachers. None of the work my child can do independently. I have been left with no choice but to reduce my working hours. Online learning does not work!" (parent)

Where parents identified positive practice, they commented on learning experiences that support and challenge children and young people, and have a combination of live, pre-recorded and self-study activity and staff who are accessible. For those who do receive live learning, there is recognition that it is supportive in developing learning. However, a significant number of parents do not feel their child has a balance of live learning and independent activity. At the secondary stages, parents expressed concerns that, in some instances, remote learning is not co-ordinated well across departments. As a result, there is a perception that their child has competing demands and it can be challenging to balance their school work across the week.

"I need to credit the teachers. They are good at judging what is achievable in lessons." (learner)

"The teacher gives us tasks to choose from every day. We have to choose at least two to complete. I think I'm doing okay with this." (learner)

While some parents and learners would welcome more live learning, other parents would prefer that there are no live learning sessions for reasons that include safeguarding, equity, access to devices, and a lack of flexibility around timings of live learning. A number of parents would appreciate more pre-recorded lessons, which could be undertaken at a time suitable to them in their home setting. They report that their children like pre-recorded lessons as they can revisit as often as required to support full understanding of concepts covered. They would like this approach to continue once all learners are back in school.

Parent and Carer Survey Results	Yes	No	Don't know
Primary: Does your child have (the opportunity for) live lessons?	38.4%	58.8%	2.8%
Secondary: Does your child have (the opportunity for) live lessons?	61.6%	32.8%	5.7%
Primary: Does your child have (the opportunity for) pre-recorded lessons?	51.7%	43.8%	4.5%
Secondary: Does your child have (the opportunity for) pre-recorded lessons?	50.5%	31.4%	18.2%
Primary: Does your child have (the opportunity for) other online learning?	82.5%	10.5%	6.9%
Secondary: Does your child have (the opportunity for) other online learning?	69.1%	12.4%	18.5%
Primary: Does your child have (the opportunity for) other activities away from a digital device?	81.8%	14.7%	3.5%
Secondary: Does your child have (the opportunity for) other activities away from a digital device?	54.3%	32.5%	13.2%
Primary: Does your child have (the opportunity for) learning on their own – independent activities and tasks?	90.7%	7.5%	1.8%
Secondary: Does your child have (the opportunity for) learning on their own – independent activities and tasks?	92.4%	4.4%	3.2%

Most parents with a child at primary school, and the majority of secondary school parents said that their children had access to other activities away from a digital device. A few parents asked if more consideration could be given to outdoor learning or play in order to reduce screen time. Others would like fewer worksheet-based activities which they feel can lack appropriate levels of challenge or variety.

Learner Survey Results (Primary school)	Too easy	Too difficult	About right	Don't know
My work is:	11.3%	6.9%	75.6%	6.2%

Learner Survey Results (Secondary school)	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
I find my work sufficiently challenging.	16.8%	45.2%	26.5%	7%	2.3%	2.2%

"My children have had outstanding support from their school. Lessons are engaging, relevant and creative. The school has an excellent understanding of the community, competing demands of families and are very supportive." (parent)

National overview of practice 3

Learning across all subjects /curricular areas

Overall, parents report that most learners are engaging and participating with remote learning and are content with the variety of subjects and curricular areas on offer. Parents and learners report that they continue to experience a variety of tasks across many curricular areas. Parents like that their children can work alongside family members on shared activities when doing cross-curricular and interdisciplinary tasks. They like that their children are developing independent learning skills as they progress in their learning and make plans for their options beyond school. Several parents spoke about how strong the offer is.

"Better differentiation, their choices, it's brilliant what they are producing." (parent)

"I am developing a range of skills for after school through this experience and way of learning." (learner)

Learners and parents recognise that it is not always easy or possible for all subjects, particularly practical subjects such as home economics, science and craft, or design and technology to be adapted easily for remote learning. Parents and learners feel that this is having a negative impact on the development of skills.

Some parents gave examples where the remote learning offer is tailored to meet their child's individual needs. For example, a secondary school that is providing one-to-one lessons for music.

"We do worry for our child in the senior phase of school due to the impact this current lockdown will have on his attainment towards the end of the year having also lost learning due to self-isolation and illness this year given the use of school based assessments. However, this is neither the fault nor a reflection of the school staff and its leadership whom are doing their best in trying times." (parent)

"The teachers have tried hard to provide appropriate learning opportunities and support. I have concerns re assessment evidence that will now be required. I also have concerns that my child is becoming socially isolated." (parent)

Parents and learners welcome the flexibility to plan and prioritise their work whilst taking increased ownership of their learning. They appreciate when they receive a weekly plan for remote learning as opposed to daily plans. This allows them to organise the week in advance, particularly those working from home. Young people feel that following a virtual 'in school' timetable offers them a familiar and welcome structure. They also like when teachers set clear expectations, which they feel helps young people to engage better in their learning. The majority of learners in primary and secondary schools said that they are learning across all of their subjects/curriculum areas. They know what they have to learn each day and across the week. A few learners in primary and secondary school said that they are learning across only a few of their subjects/curriculum areas.

Learner Survey Results	All of my subjects / curriculum areas	Most of my subjects / curriculum areas	A few of my subjects / curriculum areas
Primary: I am learning across:	56%	31%	13%
Secondary: I am learning across:	64%	31%	5%

A majority of learners in primary school and just under half of learners in secondary school said that the amount of work that they had to do was about right. Parents of primary school children had similar views, although a lower percentage of parents with a child at secondary school (59%) said the work was about right. It is worth noting that a significant minority of learners in secondary school said that they had too much work.

Parent and Carer Survey Results	Too much	Too little	About right
Primary: The amount of work is:	23%	12%	65%
Secondary: The amount of work is:	21%	21%	59%

Learner Survey Results	Too much	Too little	About right	Don't know
Primary: The amount of work I have to do is:	19.5%	9.1%	65.9%	5.5%
Secondary: The amount of work I have to do is:	40.4%	6.4%	47.9%	5.4%

"I like the flexibility of managing work in my own time. I can work at tasks over the morning and then take a break, have a walk, and then get back work when I can concentrate better. It also helps me to work on my time management skills." (learner)

"The weekly learning grid means we can choose when we work on things. It helps to plan things around everyone else." (learner)

"It's draining, massively stressful when we know our grade depends on the work we're doing right now but we don't have the in class support of a teacher of proper lessons/consistent check-ins." (learner)

Parent and Carer Survey Results	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Primary: I am satisfied that the level of challenge in learning activities is right for my child.	22.1%	43.5%	12.6%	15.7%	6.1%
Secondary: I am satisfied that the level of challenge in learning activities is right for my child.	16.8%	41.1%	17.3%	18.1%	6.8%

Feedback

Learner Survey Results	Yes	No	Don't know
I am clear about what I am to learn each day.	70.6%	19.3%	10.1%
I receive feedback about my remote learning work.	80.2%	12.3%	7.6%

Parents, whose children are receiving immediate and/or regular feedback, spoke about the positive effect this has. Learners like when they email their teachers about their work and they receive a response. In the survey, most learners said that they receive feedback about their remote learning work. Some responses from both the parental and learner surveys suggests that the quality and quantity of feedback on learners' work is variable. Parents and learners would like more information on how well their child is doing. A few parents with a child at secondary school commented that they would like more feedback to help motivate them.

"I would like brief feedback on how my children are doing regarding classwork during home learning." (parent)

Support with learning

"For me, it makes such a difference to know that my teachers are available to help and respond to an email when I need it." (learner)

"I like the responsibility of managing my schoolwork. It is good to have times when the staff are able to help, but I really like having lessons recorded so I can look at bits lots of times." (learner)

Learner Survey Results	Yes	No	Don't know
I have contact with my teacher to check in on how my learning is going.	71.7%	19.6%	8.7%

In the survey, most learners said that they have contact with their teacher to check in on how their learning is going. This was higher in primary school (75.9%) than in secondary school (67.4%). In the survey, a majority of parents said that they were satisfied with the support their child receives from their teacher to complete remote learning. This was lower for secondary school (51.1%) than for primary school (61.7%).

Parent and Carer Survey Results	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Primary: I am satisfied with the support my child receives from their teacher to complete remote learning.	27.7%	34%	15%	16.4%	6.9%
Secondary: I am satisfied with the support my child receives from their teachers to complete remote learning.	16.8%	34.3%	18.8%	22.1%	8%

Parent and Carer Survey Results	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Primary: I am satisfied that appropriate adjustments have been made to support my child's individual learning needs.	18.4%	27.9%	22.3%	20.5%	10.8%
Secondary: I am satisfied that appropriate adjustments have been made to support my child's individual learning needs.	12.7%	26.1%	27.3%	23.3%	10.5%

Parents suggest that more support for young people to understand and develop independent study skills would help them get the best out of this period of remote learning. Several suggested more could be done to support learners and schools to appreciate the wider life skills children and young people are gaining during the time. Learners feel that not all parents can help with learning due to family or work commitment. A few children express a need for greater support to understand new concepts.

"Maths makes sense when the teacher explains it but not when I am reading it." (learner)

"I'd like to see my teachers more." (learner)

Overall, more work needs to be done to meet children's learning needs, including ensuring remote learning takes account of their child's additional support needs. A few parents of children or young people with additional support needs (ASN) speak positively of the level of contact and support their child has with their school. However, this is variable and some parents of children requiring additional support report they receive little or no support, or communication, from their child's school. They report this creates anxiety within the family home.

"I am struggling at home. I have Asperger's and I have too much work. I have been sitting at the computer trying to do my best but I don't have any time to do anything else." (learner in secondary school)

Less than half of parents (primary school 46.3%, secondary school 38.8%) said that they strongly agree or agree that appropriate adjustments have been made to support their child's individual learning needs. Some learners with additional support

needs told us that would like more support and reported that they struggled at times with the lack of structure. Access to adaptations, which are available in school, such as extra support or resources in large print, are often unavailable at home. Many parents of children who have additional support needs do not feel they have the expertise or in some cases the time, alongside working and supporting other children, to provide the required support at home.

4. Recommendations

- **Provide regular check-ins and opportunities for learners to meet up online with peers in order to support wellbeing, and collaboration.**

- **Ensure plans and guidance for remote learning are shared with learners and parents, including the balance of live learning and independent activity.**

- **Engage with learners and parents to gather feedback on remote learning to identify what is working well and what needs to improve.**

- **Continue to place an emphasis on supporting the health and wellbeing of learners, parents and practitioners.**

- **Provide learning that is responsive to learners' needs, including for those children and young people who require additional support for learning or may be disadvantaged.**

- **Provide parents and learners in the senior phase with information and support to help alleviate any concerns and worries over arrangements for assessment and National Qualifications.**

Appendix 1 - Advice and support for parents, carers, learners and families

Health and wellbeing

If you are worried about your own, your child's or someone else's mental health and wellbeing it is important to seek help. Sources of support include:

- The NHS

- Scottish Government Clear Your Head Mental Health Campaign

- The Scottish Association for Mental Health (SAMH)

- Aye Feel – an emotional wellbeing site for young people

- Breathing Space or call 0800838587

Advice for parents and carers

- Parentzone has a range of advice, including a useful section offering support and advice on home learning.

- Parent Club have a wide range of information, including their family support directory and advice on how to support your child's mental health during coronavirus.

Money worries

Sources of advice and help with money worries, included those caused by coronavirus, include:

- Citizens Advice Scotland

- Money Advice Scotland

Bullying and online safety

Bullying online can be a worry and keeping children safe online is an important task for parents and carers, respect*me* give helpful advice and further signposting to specialist organisations.

Appendix 2 – Copy of survey questions

Survey for parents and carers – Questions

1. How many children of school age are in your household?

2. Do you have a child in primary school? (Yes/No)

Primary

3. Communication and wellbeing: To what extent do you agree with the following statements? (Strongly agree/agree/neither agree or disagree/disagree/strongly disagree/don't know)
   - I have had helpful communication from the school/local authority about arrangements for remote learning.
   - My child has regular contact with their teacher.
   - There is appropriate support available for my child's/children's wellbeing during remote learning.
   - I know who I can contact to access wellbeing support for my family.
   - I am confident the school supports my child to stay safe online.

4. Resources and equipment: To what extent do you agree with the statement below? (Strongly agree/agree/neither agree or disagree/disagree/strongly disagree/don't know)
   - We have appropriate resources and equipment, including technology, to enable my children to access remote learning?

5. Does your child have the following opportunities? (Primary School)
   - Learning on their own - independent activities and tasks.
   - Tasks with other learners.
   - Daily registration or check-in.
   - Live lessons.
   - Pre-recorded lessons.
   - Other online learning.
   - Other activities away from a digital device.

6. Is the amount of work that my child is expected to complete...
   - Too little
   - Too much
   - About right

7. Learning activities: To what extent do you agree with the statements below? (Strongly agree/agree/neither agree or disagree/disagree/strongly disagree/don't know)
   - I am satisfied that the level of challenge in learning activities is right for my child.
   - I am satisfied with the quality of remote learning activities provided.
   - I am satisfied with the support my child receives from their teacher to complete remote learning.
   - My child has a good balance of live learning and independent activity.
   - I am satisfied that appropriate adjustments have been made to support my child's individual learning needs.

8. Do you have a child in secondary school? (Yes/No)

Secondary

9. Communication and wellbeing: To what extent do you agree with the following statements? (Strongly agree/agree/neither agree or disagree/disagree/strongly disagree/don't know)
   - I have had helpful communication from the school/local authority about arrangements for remote learning.
   - My child has regular contact with their teacher.
   - There is appropriate support available for my child's/children's wellbeing during remote learning.
   - I know who I can contact to access wellbeing support for my family.
   - I am confident the school supports my child to stay safe online.

10. Resources and equipment: To what extent do you agree with the statement below? (Strongly agree/agree/neither agree or disagree/disagree/strongly disagree/don't know)
    - We have appropriate resources and equipment, including technology, to enable my children to access remote learning?

11. Does your child have the following opportunities?
    - Learning on their own - independent activities and tasks.
    - Tasks with other learners.
    - Daily registration or check-in.
    - Live lessons.
    - Pre-recorded lessons.
    - Other online learning.
    - Other activities away from a digital device.

12. Is the amount of work that my child is expected to complete...
    - Too little
    - Too much
    - About right

13. Learning activities: To what extent do you agree with the statements below? (Strongly agree/agree/neither agree or disagree/disagree/strongly disagree/don't know)
    - I am satisfied that the level of challenge in learning activities is right for my child.
    - I am satisfied with the quality of remote learning activities provided.
    - I am satisfied with the support my child receives from their teacher to complete remote learning.
    - My child has a good balance of live learning and independent activity.
    - I am satisfied that appropriate adjustments have been made to support my child's individual learning needs.

14. Is there anything else you would like to tell us about learning at home / remote learning?

Survey for children and young people - Questions

Materials and equipment to support remote learning

1. Please read the following statements. Choose an answer for each one. (Yes/No/Don't Know)
   - I have all the materials I need to use when learning, such as pencils, paper and class textbooks.
   - I find it easy to access learning online.
   - At times, I share a digital device, such as a laptop, tablet or Chromebook with someone else at home.
   - I have opportunities to complete learning activities that can be carried out without needing to use a digital device.

2. Read the following statements and select the one that applies to you
   - I do all of my learning online
   - I do more than half of my learning online
   - I do less than half of my learning online
   - I do not do any of my learning online

3. I use the following when learning (please select all that apply)
   - a digital device, such as a laptop, tablet or Chromebook
   - a smart phone
   - a television
   - a games console
   - none of these

Wellbeing

4. Please read the following statements. Choose an answer for each one. (Yes/No/Don't Know)
   - I have daily contact with my teacher(s) to check-in or register.
   - I can speak easily with a teacher about worries or concerns I may have.
   - I feel safe when working and learning online.
   - My school encourages me to be physically active during the day.

Learning and teaching

5. Communication and wellbeing: To what extent do you agree with the following statements? (Strongly agree/agree/neither agree or disagree/disagree/strongly disagree/don't know)
   - I can share my views about my learning with a teacher (or someone else in school).
   - I receive support from my school when I need it.

6. Please read the following statements. Choose an answer for each one. (Yes/No/Don't Know)
   - I have contact with my teacher to check in on how my learning is going.
   - I have opportunities to work and share learning with my classmates.
   - I am clear about what I am to learn each day.
   - I receive feedback about my remote learning work.

7. About you: What year are you in?
   - P1, P2 or P3
   - P4, P5, P6 or P7
   - S1, S2 or S3
   - S4, S5 or S6

Primary school

8. I am learning across (choose the answer that is true for you)
   - all of my subjects/curriculum areas (English, mathematics and so on)
   - most of my subjects/curriculum areas
   - a few of my subjects/curriculum areas

9. My work is
   - Too easy
   - Too difficult
   - About right
   - Don't know

10. The amount of work I have to do is
    - Too little
    - Too much
    - About right
    - Don't know

Secondary school

11. I am learning across (choose the answer that is true for you)
    - all of my subjects/curriculum areas
    - most of my subjects/curriculum areas
    - a few of my subjects/curriculum areas

12. The amount of work I have to do is
    - Too little
    - Too much
    - About right
    - Don't know

13. To what extent do you agree with the following statement? (Strongly agree/agree/neither agree or disagree/disagree/strongly disagree/don't know)
    - I find my work sufficiently challenging.

14. Is there anything else you would like to tell us about learning at home / remote learning?

The following standard Education Scotland terms of quantity are used in this report:

Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%