

## Consultation on the delivery of remote learning in pre-school

February 2021

A thematic report(s), building on the quantitative analysis and containing analysis of the qualitative findings from the consultation, in-depth case studies on remote learning and pre-schools' monitoring of the delivery and quality of remote learning, will follow in March 2021. The qualitative analysis will include the additional written feedback from the consultation about approaches/strategies, including those used for:

- mental health and well-being;
- aspects that are working well with remote learning;
- provision of feedback to children when learning remotely; and
- when parents of children do not register or log-on.

The thematic report will also include feedback on the barriers to children's engagement with remote learning.

### **An ETI consultation on the delivery of remote learning in pre-school**

(from 25 January 2021 to 29 January 2021)

**483 respondents** (of 703 pre-schools): **68.71%**

**274 respondents** (of 360 voluntary/private pre-schools): **76.11%**

**86 respondents** (of 95 nursery pre-schools): **90.53%**

**123 respondents** (of 248 nursery units): **49.60%**

**Question/statement:** Responses by school management type

#### **Response and Percentage**

Nursery Unit	25.47%
Statutory Nursery School	17.81%
Voluntary/Private Pre-school	56.73%

**Question/statement:** Remote learning policy, protocols and expectations

#### **Response and Percentage**

The pre-school has a remote learning policy	72.26%
The pre-school has developed protocols for the safe use of technology in the delivery of remote learning	85.09%
The school has communicated expectations around remote learning to parents	96.69%
The school has communicated expectations around remote learning to staff	95.86%
The school has communicated expectations around remote learning to the board of governors/management committee	84.27%

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**Question/statement:** Average pupil registration and log-on, to access activities, in line with the agreed approaches/expectations of the school (25-29 January 2021)

## Response and Percentage

Almost/nearly all (more than 90%)	33.95%
Most (75% - 90%)	35.61%
A majority (50% -74%)	21.33%
A significant minority (30% - 49%)	4.55%
A minority (10% -29%)	2.48%
Very few/a small number (less than 10%)	2.07%

**Question/statement:** Teaching approaches used for remote learning

## Response and Percentage

Hard copy resources	82.40%
Online platforms	83.23%
Pre-recorded videos (asynchronous)	85.30%
Live teaching/sessions (synchronous)	21.95%
Weekly activity/work planner/newsletter	83.02%
Facilitating opportunities for children to see each other e.g. photos or videos	69.36%
Independent activities e.g. use of digital resources/programmes	71.64%

**Question/statement:** Continuing professional development for remote learning

## Response and Percentage

Early Years Specialists	67.91%
EA continuing professional development for remote learning	58.39%
In-house continuing professional development for remote learning	79.92%
Other providers' continuing professional development for remote learning	46.79%

**Question/statement:** External support for remote learning

## Response and Percentage

None	20.08%
Support from the COVID-19 link officer	25.05%
Support from the Employing Authority	23.60%
Support from the ETI	47.83%
Support from other body/organisation	54.24%

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**Question/statement:** Publications for remote learning

## Response and Percentage

CCEA Guidance	53.00%
DE Guidance	90.06%
DoH Guidance	57.76%
Getting Ready to Learn	86.54%
EA Supporting Learning hub	65.01%
ETI Publications	78.26%
Other	24.43%
None	0.21%