Economic and Social Research Council

UNIVERSITY OF LEEDS

INTERIM SUMMARY REPORT 3

Progress of reception children during the Spring 2020 lockdown in Early Years Foundation Stage curriculum areas

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JULY 2021

ickle

Impact of Covid on Key Learning and Education

Publication details: University of Leeds, Leeds, England, UK.

Date: 2021

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Acknowledgements: We would like to thank the schools for their continued support of the ICKLE project, and the parents and caregivers who responded to our survey by sharing their experiences of home learning during the first lockdown.

Project title: The impact of COVID-19 related school closures on foundation skills in reception children.

Funded by UKRI/ ESRC. Reference number: ES/V01367X/1

Ethics approval for the project has been obtained from the University of Leeds School of Psychology Research Ethics Committee (ref no. PSYC-96).

CONTENTS

EXECUTIVE SUMMARY

This report uses data from schools to understand the effect the Spring 2020 lockdown had on the progress of children in reception. We gathered data in October 2020 on 454 pupils from 10 diverse schools in Leeds, UK, asking for an assessment of children's progress against specified Early Years Foundation Stage Profile (EYFSP) goals at two time points: prior to the first lockdown (March 2020), and after the return to school in the Autumn of 2020. We explored pupil development in four EYFSP areas: Mathematics, Literacy, Communication & language, and Personal, social & emotional development.

We found that children in reception during the first lockdown made less progress than expected in all the areas, but particularly in Literacy and Mathematics, where a third of children made no progress. Compared to the 2019 averages, significantly fewer children achieved the expected levels, with the largest gap for Literacy.

We identified a range of child and home learning factors associated with children's progress. These included well established factors such as SES and SEND, but the impact of additional needs extended beyond formal identification, to include those children who would normally receive extra classroom support. We also found that children with EAL made less progress in reading.

The home learning factors included the range of resources provided by the school, and the frequency of provision of new activities. Children in schools that provided a greater range of resources and hard copy reading books made more progress, but children in schools that provided new activities too often made less progress. Moreover, the extent to which families were able to engage with home learning was one of the strongest predictors of children's progress.

We make a number of recommendations for practice and policy. It is clear that the number of children requiring 'catch up' support extends beyond those from socio-economically disadvantaged backgrounds and those with SEND. Schools will need sufficient time and resources to fully support this cohort of children as they progress through primary school. In the event of future school disruption, we recommend that schools provide a range of resources, to allow families of young children to select those best fitting their needs, and more physical resources including hard copy reading books. It is key that new activities are introduced at a measured pace, and not too often.

A priority needs to be ensuring that children who would typically receive additional classroom support continue to receive some form of additional support during periods of home learning. This might mean increased investment in teaching assistants, developing a bank of differentiated resources that can be shared with home, and remote delivery of individual and small-group intervention programmes.

Children who were in reception during the first round of school closures in Spring 2020 have significant gaps in the skills and knowledge that form the foundation for later learning. Consideration needs to be given to expectations of attainment in KS1: the focus should not be on moving these children along too quickly when there are gaps in their skills and knowledge that need to be filled.

THE IMPACT OF COVID ON KEY LEARNING AND EDUCATION (ICKLE) PROJECT

ICKLE is a 12-month project, funded by the UKRI/ESRC, which began in September 2020. The project is investigating the impact of COVID-19 school disruption on reception-aged children learning key foundation skills for later academic success. The project uses a retrospective longitudinal design, with data provided by schools and caregivers, to investigate the factors that have moderated and mediated pupil progress.

Full project details can be found at https://ickle.leeds.ac.uk/.

Introduction

When England went into lockdown on 23rd March 2020 due to the COVID-19 pandemic, schools were closed to all children, except those of critical workers or those classed as vulnerable. Schools were required, at very short notice, to move to a model of remote provision, a situation which persisted for up to 14 weeks.

We know from published reports and our own data (Interim Summary Report 1) that remote learning provision varied across schools. Schools participating in the ICKLE project reported providing more resources for traditional academic subjects, and relying more on worksheets for these, whereas games and activities were common across the curriculum. Live or pre-recorded lessons were rarely provided, but most schools made the move to online reading books.

We also know that families differed in their ability to engage with home learning activities and resources (Interim Summary Report 2). In our data, the capacity of families to engage in home learning was affected by known inequalities, such as level of disadvantage, but also by family circumstances, such as the availability of adult supervision.

In this report, we detail the progress made by the reception children in our schools.

Published reports have identified that primary children have made less progress than they would have during normal schooling. This has been termed lost learning or learning loss, or a learning gap.

- Computing standard scores for year 2 children (aged 6-7 years), the Education Endowment Foundation (EEF) in collaboration with National Foundation for Educational Research (NFER) found that the gaps for reading and mathematics were greater than 2 months, and that the gap between advantaged and disadvantaged children had widened (by 7 months) (Rose et al., 2021).
- A report produced by the DfE (Renaissance Learning & EPI, 2021) using longitudinal data found the gap to be greater for mathematics (3.7 months) compared to reading (1.8 months) across school years 3 to 6. The greater gap for mathematics compared to reading has also been identified in data from GL Assessment's progress tests (GL Assessment, 2021).
- When comparing different year groups, the learning gap has been found to be greater for younger children (GL Assessment, 2021). This was also the case in data from Rising Stars reading, mathematics and English tests (Blainey & Hannay, 2021) and in the Juniper national dataset (Juniper Education, 2021); the proportion of children in year 1 achieving at or above expectations fell by around a quarter in Autumn 2020.

Across the different datasets, learning gaps were larger for disadvantaged children, and those with special educational needs or who were lower attaining.

Introduction

It is clear that children's academic progress has been adversely affected by disruptions to normal schooling. However, we don't know about the specific impact on children in reception who are at the beginning of formal schooling, or about progress in areas of the curriculum beyond literacy and mathematics. Finally, whilst we are beginning to understand the influence of known factors such as level of disadvantage and SEND, we do not know how family engagement with home learning - a new and important potential source of additional inequality - has impacted on progress.

Our aim is to chart the progress made across different areas of the curriculum, by children at the very earliest stages of formal instruction, during the first period of disruptions to normal schooling, and to explore the factors which influence the amount of progress over this time. The ICKLE project is unique, in that child, school and home learning factors are all considered.

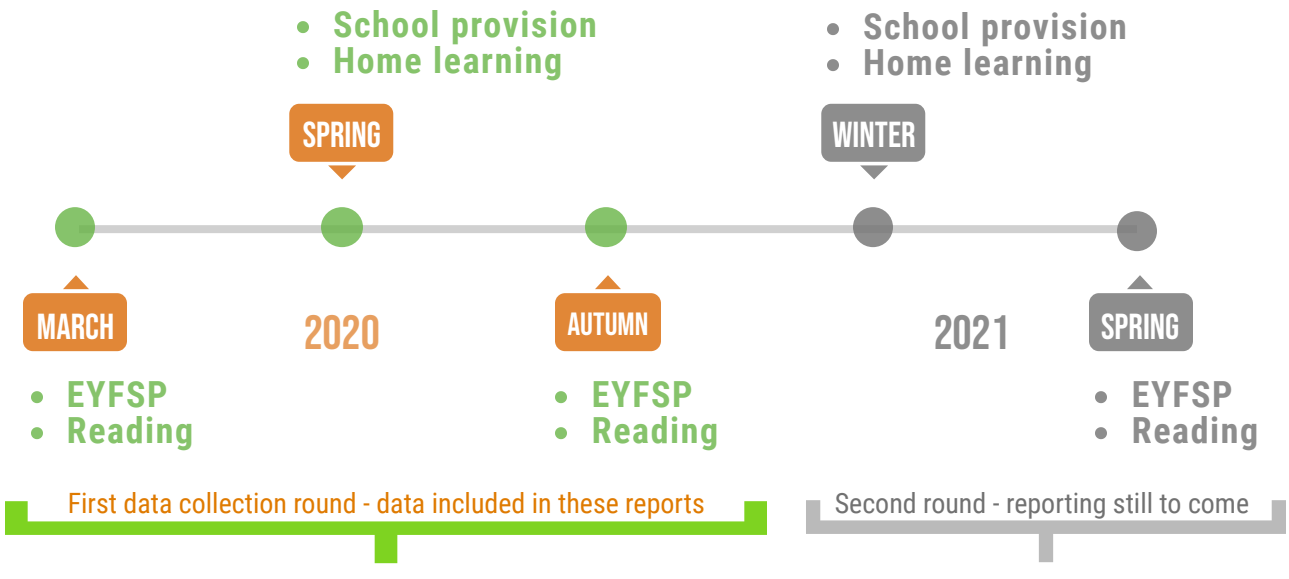


Figure 1: The ICKLE project data collection timeline 2020-2021.

What did we do?

In the Autumn term of 2020, we collected information and data from schools. We asked for current data for children in year 1 and retrospective data from when the same children were in reception in March 2020. We also asked schools to complete a survey about their remote learning provision during the first lockdown, and we asked parents to complete a home learning survey based on their experiences. Findings from these three areas are presented in this series of three interim reports.

We recently collected a second round of data concerning school provision, home learning and children's progress during the second lockdown in Winter 2020. Findings will be reported in due course.

Who took part?

Study sample

Between October and December 2020, 10 primary schools in Leeds (a large superdiverse city in the North of England) provided data for 454 children. Seven of the schools had reopened to all reception children in June 2020. In the best-case scenario, if schools reopened, reception children had missed around 7 weeks of normal schooling. In the worst-case scenario, this increased to 14 weeks.

Number of schools	% EAL	% FSM	% SEN	SIZE
ABOVE	4	5	4	8
National Average 2019/20	*21.3%*	*17.3%*	*14.2%*	*n=281*
BELOW	6	5	6	2

Figure 2: Schools in the ICKLE project (n=10) compared with national average data 2019/20.

EAL = English as an Additional Language; FSM = Free School Meals; SEN = Special Educational Needs

Data collection

Schools were asked to provide a set of pupil data, including:

1) Pupil attainment data, measured through ten teacher-assessed Early Learning Goals comprising Literacy, Mathematics, Communication & Language, and Personal, social & emotional development (PSED), and through school reading scheme book band levels;

2) Teacher estimates of engagement with home learning;

3) Demographic information, including socio-economic status (SES), EAL, SEN, FSM, and level of extra classroom support;

4) Information about the remote learning provision delivered by the school.

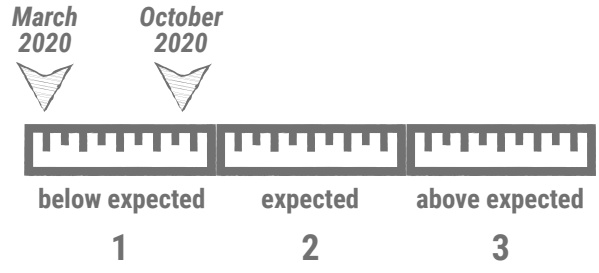
Schools and individual members of staff were offered vouchers as tokens of gratitude for their participation.

What did we find?

Overall EYFSP progress

Pupils' average score across the ten EYFSP goals, from the four curriculum areas of interest, was calculated. A score of 1 is working 'below expected' level, 2 is 'expected' and 3 is 'above expected'.

In March 2020, the average score for children in the ICKLE project was 1.09; this increased to 1.83 in October 2020. The average amount of progress made overall was less than one level. At both time points, the pupils were, on average, working at the 'below expected' level.



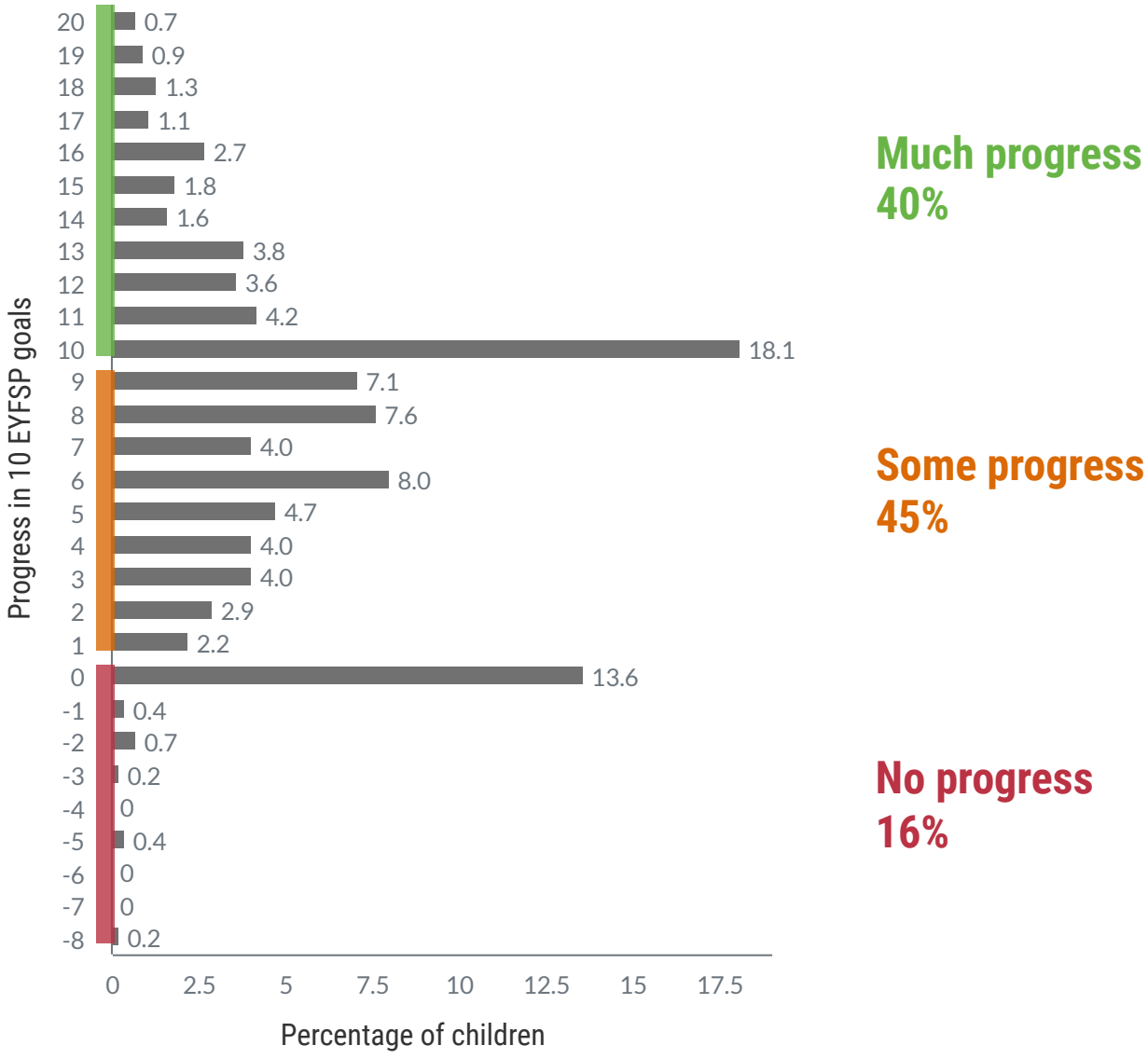


Figure 3: Progress made by ICKLE project children (n=448) in the 10 EYFSP goals.

Figure 3 shows that **16% of children either made no progress against the EYFSP goals or scored lower than they had in March 2020**. A majority of children made some progress in some goals, while others made more progress. We can better understand their progress by looking at the curriculum areas and comparing scores to those of children in previous years.

What did we find?

Sample characteristics

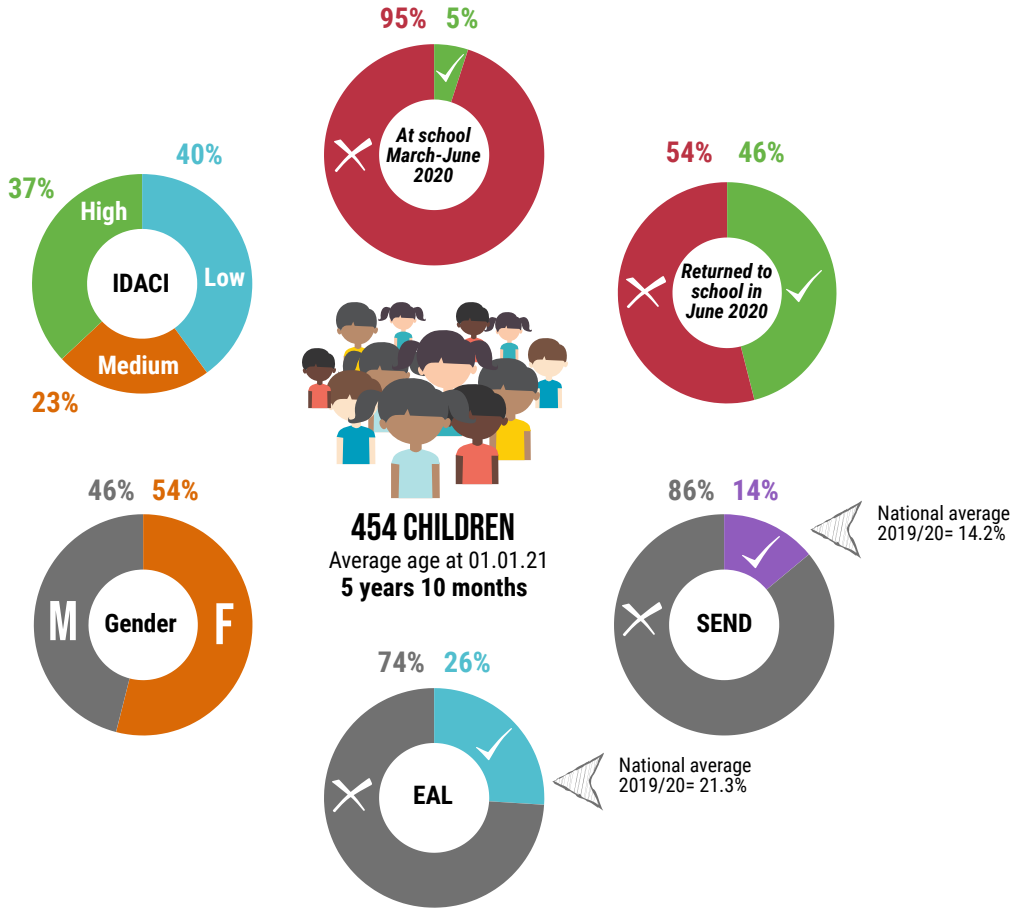


Figure 4: Summary of demographic characteristics of the ICKLE project sample.

The majority of children in our sample (95%) were at home during the March-June 2020 period of school disruption, and in June almost half of the children returned to school. The sample was split fairly equally in terms of gender, with slightly more females than males. **The percentages of children who have EAL or SEND are comparable with the national averages from 2019/20.**

There were similar numbers of children living in low and high areas of deprivation, and fewer living in medium areas. Deprivation was measured using the English Indices of Deprivation Affecting Children Index (IDACI) scores. IDACI scores are based on the postcode of the family home (Ministry of Housing, Communities and Local Government, 2019) and measure the proportion of children aged 0 – 15 who live in income-deprived households for each of the 32,844 neighbourhoods in England. We have divided the data into three bands, with neighbourhoods ranked in the lowest third (1 – 10,948) assigned to a 'low' category, those in the middle third (10,949 – 20,197) assigned 'middle', and those in the highest third (20,198 – 32,944) assigned 'high'.

What did we find?

EYFSP curriculum areas

Across the EYFSP curriculum areas, children in the ICKLE project made an average of less than one level of progress in each area. Mathematics and Literacy were particularly affected.

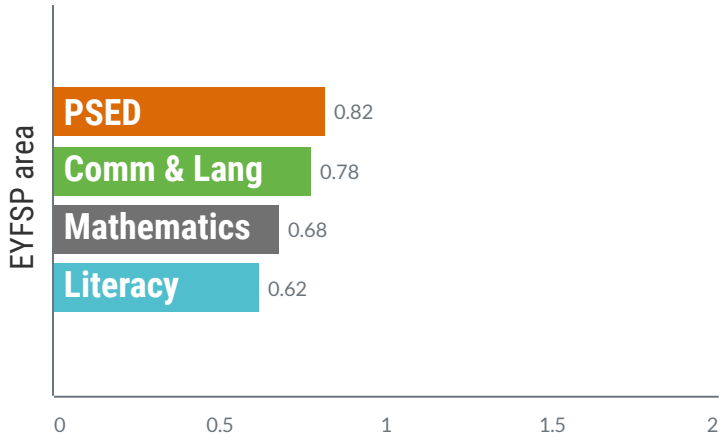


Figure 5: Average amount of progress made by ICKLE project children (n=454) in each EYFSP curriculum area.

EYFSP - PSED (Personal Social & Emotional Development)

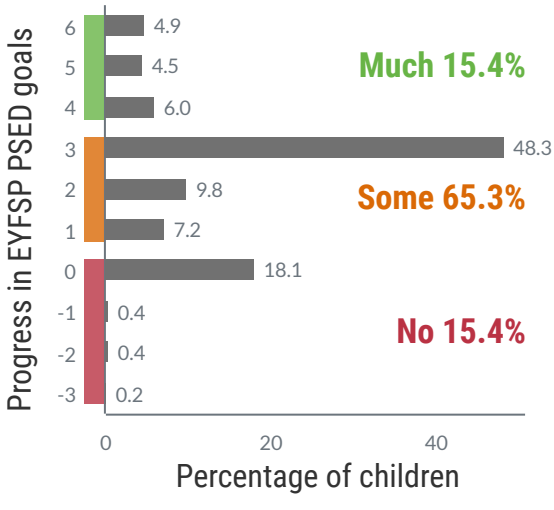


Figure 6: Progress made by ICKLE project children (n=447) in EYFSP PSED goals (n=3).

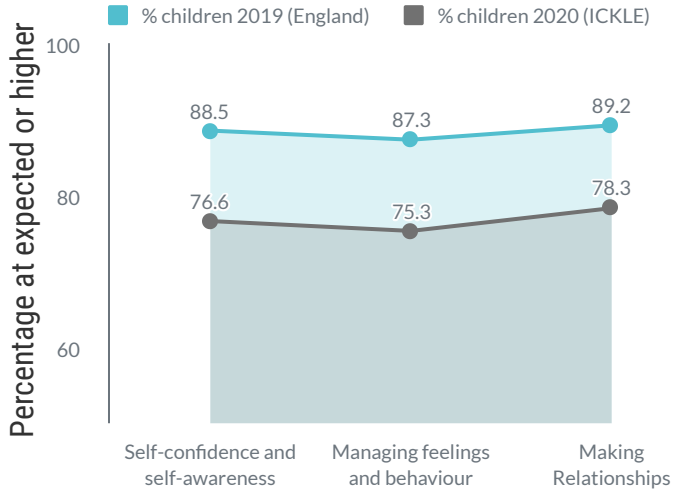


Figure 7: Percentage of children at expected or higher in EYFSP PSED goals; ICKLE project (n=454) in October 2020 and England average 2019.

The majority of children made only some progress against the three PSED goals.

Compared to the 2019 average, a significantly lower percentage of children achieved expected levels in PSED.

What did we find?

EYFSP - Communication and Language

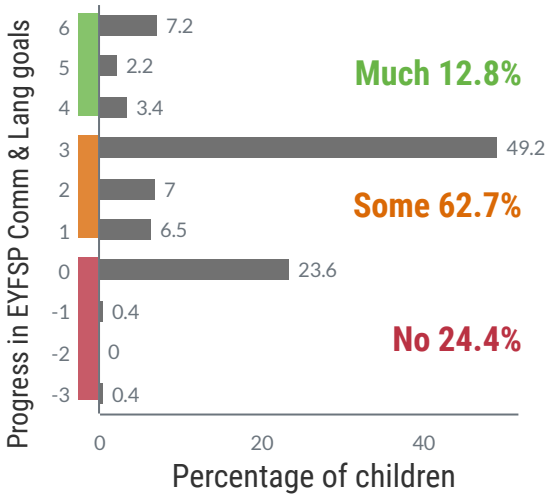


Figure 8: Progress made by ICKLE project children (n=445) in the EYFSP Comm & Lang goals (n=3).

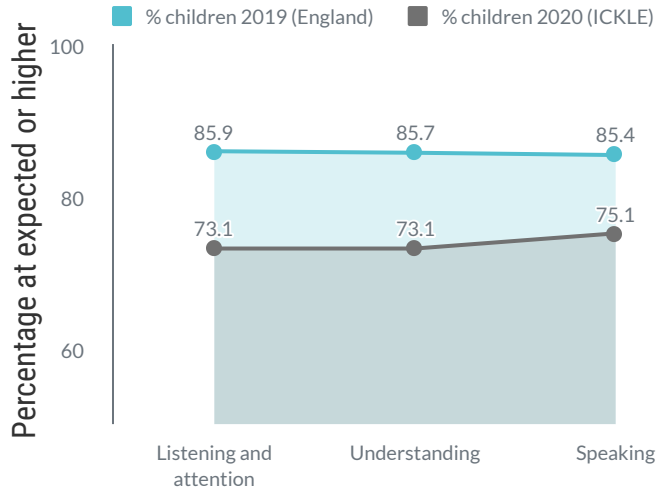


Figure 9: Percentage of children at expected or higher in EYFSP Comm & Lang goals; ICKLE project (n=454) in October 2020 and England average 2019.

The majority of children made only some progress against the three Communication and Language goals. **Almost a quarter of children made no progress.**

Compared to the 2019 average, a significantly lower percentage of children achieved expected levels in Communication and Language.

EYFSP - Mathematics

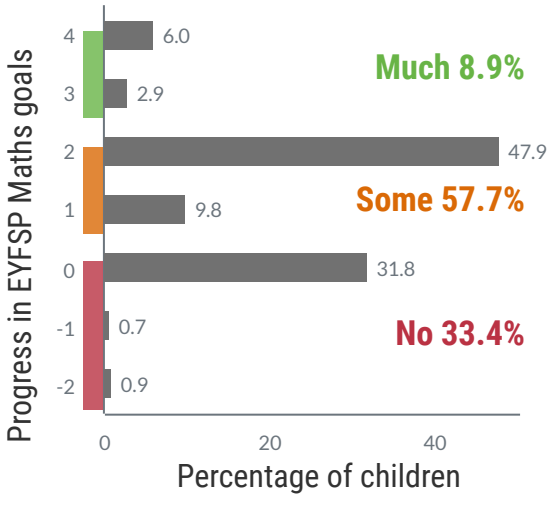


Figure 10: Progress made by ICKLE project children (n=447) in the EYFSP Mathematics goals (n=2).

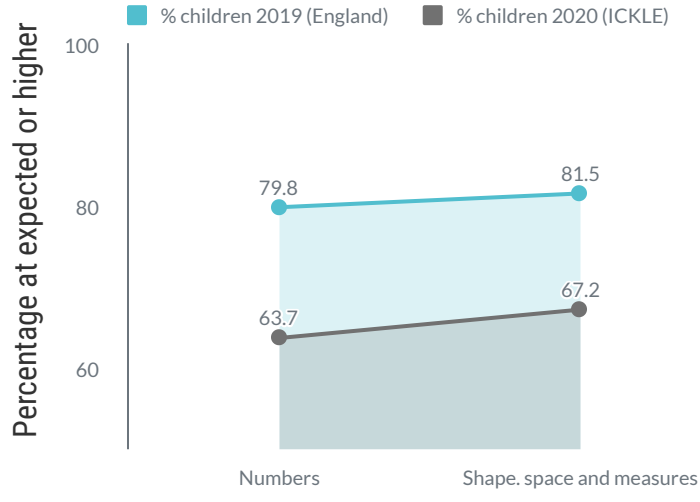


Figure 11: Percentage of children at expected or higher in EYFSP Mathematics goals; ICKLE project (n=454) in October 2020 and England average 2019.

Just over half of children made some progress against the two Mathematics goals. **Almost a third of children made no progress.**

Compared to the 2019 average, a significantly lower percentage of children achieved expected levels in Mathematics. **Gaps are larger than those found for PSED and Communication & Language.**

What did we find?

EYFSP - Literacy

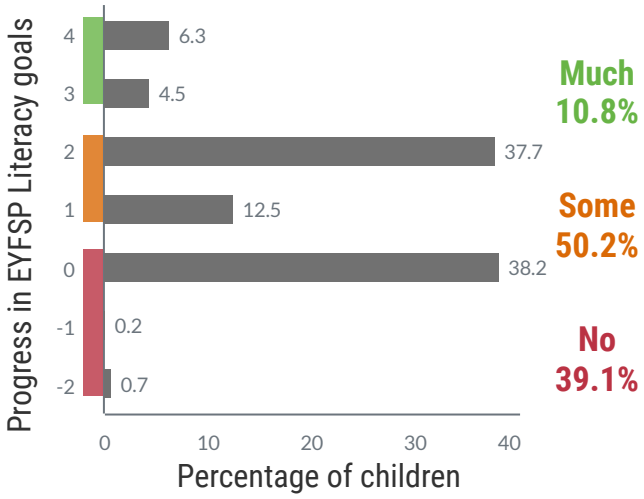


Figure 12: Progress made by ICKLE project children (n=448) in EYFSP Literacy goals (n=2).

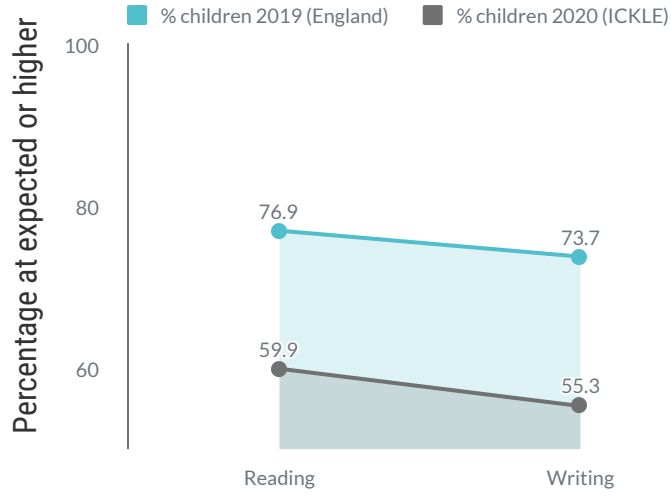


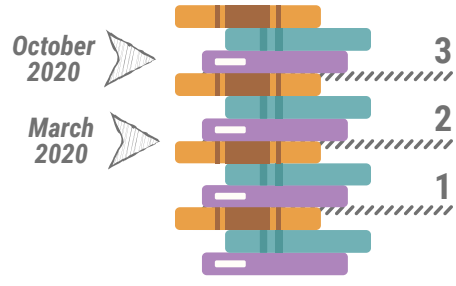
Figure 13: Percentage of children at expected or higher in EYFSP Literacy goals; ICKLE project (n=454) in October 2020 and England average 2019.

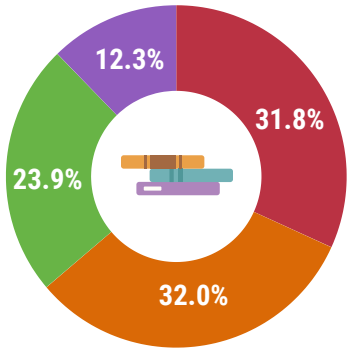
Half of children made some progress against the two Literacy goals.
Over a third of children made no progress.

Compared to the 2019 average, a significantly lower percentage of children achieved expected levels in Literacy.
Gaps are similar sized to those found for Mathematics.

Reading book band levels

In March 2020, the average reading book band level of the children in our sample was 2.47; this increased to 3.60 in October 2020. Children's progress in reading book band levels was therefore slower than usual, with pupils making an average of one (1.13) level of progress where we would expect to see at least two. **64% of the children in our sample made either no progress or less progress than expected in reading book band levels.**





Better than expected progress ***> 2 book band levels***

Expected progress ***2 book band levels***

Less than expected progress ***1 book band level***

No progress ***0 or less***

Figure 14: Percentage of ICKLE project children (n=440) who made different amounts of progress in reading book band levels.

What did we find?

What influenced progress in EYFSP goals?

We found that several child-level characteristics and differences in remote learning were linked to progress against the 10 EYFSP goals.

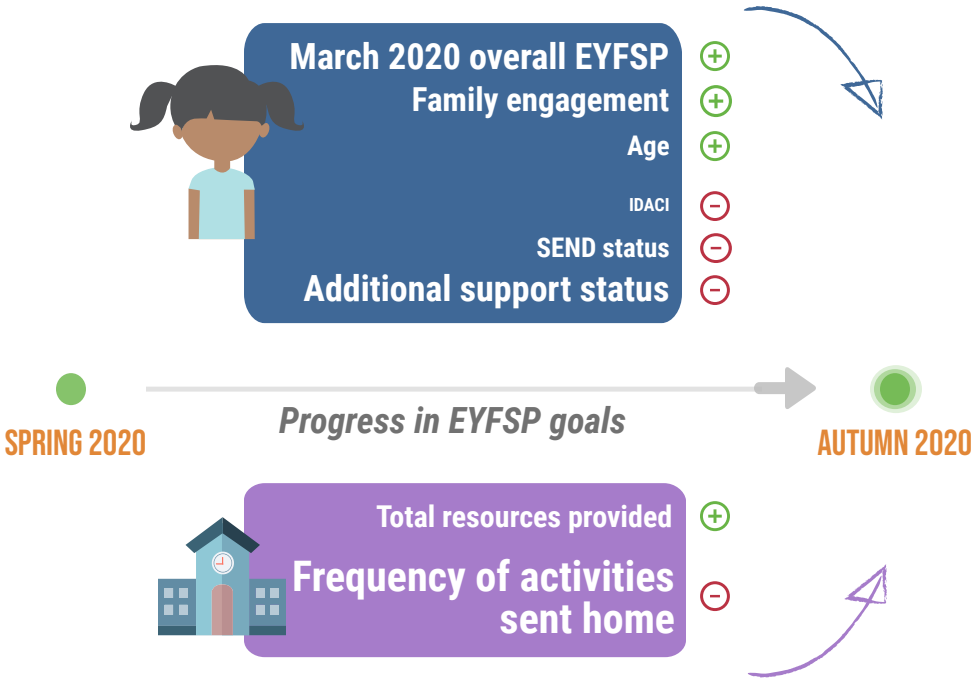


Figure 15: Factors linked to children's progress across the 10 EYFSP goals from Spring 2020 to Autumn 2020 (font size indicates magnitude of relationship).

Older children made **more progress** than younger children, children who had higher scores before lockdown in March 2020 made more progress, and families who (according to teachers) engaged in remote learning also made more progress by October 2020.

Children with SEND made **less progress**, as did the broader category of children receiving additional classroom support. Children from more disadvantaged backgrounds (measured using IDACI scores) also made less progress than their peers.

At the school level, the provision of more resources was related to **greater progress**. However, providing new activities too often was related to less progress.

The following factors were not significantly linked to progress: gender, attendance at school, EAL status (although this was approaching significance).

What did we find?

What influenced progress in reading?

We also found that several child-level characteristics and differences in remote learning provision influenced progress through reading book levels.

Figure 16: Factors linked to children's progress in the difficulty of their reading book band levels from Spring 2020 to Autumn 2020 (font size indicates magnitude of relationship).

Children who were reading at a higher level in March 2020 made **more progress**, whereas children with EAL made **less progress**.

At a school level, providing hard copies of books led to **more progress** (online copies did not appear to have an effect). However, when schools provided more resources across the curriculum, **less progress** was made.

The following factors were not significantly linked to progress: gender, age, SEND status, engagement with remote learning, frequency of new activities, online copies of reading scheme books, attendance at school during lockdown, and IDACI.

SUMMARY

Overall progress of children in the ICKLE project

During the first period of school disruption in 2020, children in reception:

- **made less progress than expected against the EYFSP goals** in Mathematics, Literacy, PSED and Communication & Language; **progress in Literacy and Mathematics was particularly affected**, with a third of children making no progress
- **made slower progress through reading book levels** than would normally be expected, with **64% making either no progress or less progress** than normal

When these children started year 1:

- **a significantly lower proportion of the cohort reached the expected levels for the EYFSP goals** in Mathematics, Literacy, PSED and Communication & Language, when compared to the levels attained by children in England in the previous year
- **the gap in the proportion of children achieving the EYFSP goals was greatest for Mathematics and Literacy:** only two-thirds of children reached the expected level in Mathematics and just over half of children in Literacy

Home learning factors influenced progress

Factors unique to home learning made a large contribution to progress when compared to the contributions of all other factors.

Overall number of home learning resources provided

- In schools that provided **more resources**, children made **more progress** in EYFSP goals.

Frequency of provision of new activities

- In schools that provided **new activities too often,** children made **less progress** in EYFSP goals.

Provision of hard copy reading books

- The provision of **hard copy reading books** was strongly associated with **better progress** in reading book band levels.

SUMMARY

A range of child-level factors influenced progress

Age

Age predicted progress against EYFSP goals, with younger children making less progress. This is consistent with 2018-19 data from the DfE, which shows that a lower percentage of summer-born children achieved a good level of development in relation to the EYFSP goals (62%) compared to autumn born children (81%) (DfE, 2018-2019).

Additional classroom support

The progress of children who normally receive additional classroom support has been negatively impacted, both generally in terms of EYFSP, and more specifically in terms of reading book band levels.

Socio-economic disadvantage

IDACI negatively predicted EYFSP progress; children from more disadvantaged areas made less progress. However, it was not a strong predictor, and other child characteristics and factors associated with home learning accounted for more variability in progress. IDACI was not predictive of progress through reading book band levels, which suggests that reading may have been an area of the curriculum which families found easier to support, regardless of their financial situation.

Engagement with home learning

Second only to March 2020 assessment levels, family engagement in home learning is the strongest predictor of progress against the EYFSP goals. This suggests that children who typically respond well to regular classroom instruction and generally make good progress may be at risk if their family circumstances are not conducive to supporting home learning.

SEND

SEND status negatively predicted EYFSP progress. A recent report from Ofsted (2021) found that children with SEND experienced disruptions not only to their schooling but also to the support that they would typically receive from other agencies and professionals.

EAL

EAL negatively predicted progress in reading book band levels. However, it is important to recognise that children with EAL vary considerably in their English language proficiency and the languages spoken at home. Our findings suggest that some parents who don't have English as their first language may have experienced difficulties supporting their child's reading development during the periods of school disruption.

SUMMARY

How do our findings align with other reports?

- Our finding that children in reception made less progress than would normally be expected in Literacy and Mathematics supports findings from other reports (Blainey & Hannay, 2021; GL Assessment, 2021; Juniper Education, 2021; Renaissance Learning & EPI, 2021; Rose et al., 2021) and extends them to the youngest group of children in formal education. **We have also identified learning gaps in other key areas of the Early Years curriculum - namely, Communication & Language, and PSED.**

- In keeping with other reports (Blainey & Hannay, 2021; GL Assessment, 2021; Juniper Education, 2021; Renaissance Learning & EPI, 2021; Rose et al., 2021), we found that children with SEND and children living in disadvantaged areas made less progress. However, in our analysis, **one of the most important predictors was whether or not a child was receiving additional classroom support (**regardless of whether they had formally-identified SEND or an EHC plan). It's clear that the consideration of whether a child has additional needs should be extended beyond formal identification of SEND.

- **Having EAL was associated with less progress in reading book band levels.** This aligns with findings reported by The Bell Foundation (Scott, 2021), in which 50% of reception teachers reported reading loss in children using EAL. The report notes that this is most likely due to the ability of parents whose first language is not English to access remote learning materials and to support home learning.

- Several reports (e.g. GL Assessment, 2021; Renaissance Learning & EPI, 2021) have shown the learning gap to be greater for Mathematics compared to Literacy. This was not the case in our sample, where **we found less progress and lower achievement in Literacy**. This could reflect the age of the children and the focus on learning to read in the first year of formal schooling.

- When considering the decrease in the proportion of children achieving the expected standard, some reports have identified a difference of up to 25%; **in our data, the difference ranged from 12% (PSED) to 18% (Literacy)**.

- **The ICKLE project is unique in measuring the influence of differences in home learning on children's progress. To the best of our knowledge, the home learning factors we have identified as being important have not been reported elsewhere.**

RECOMMENDATIONS FOR PRACTICE & POLICY

1

Differentiate current provision

Our findings have shown that large groups of children have not made expected levels of progress in their reception year, and that there are several risk factors which could predict progress. Our data underline the importance of ensuring that schools have sufficient time allocation and resources to fully support this cohort of children as they progress through primary school. Teachers' knowledge of their pupils and community is of paramount importance in responding to the needs of these learners, as it is likely that there will need to be increased differentiation of curriculum provision and learning resources.

2

Adjust attainment expectations

Another implication of our findings relates to measurement of progress against curriculum goals. For this cohort of children, given the disruption experienced, careful attention will need to be paid to how best to use and interpret Key Stage 1 attainment targets. There will likely need to be flexibility and an adjustment of expectations. It is of vital importance that children are not moved on too quickly, as learning gaps in key foundational skills, if left unaddressed, could put children at risk of experiencing significant difficulties at later stages in their education.

3

Nurture home-school connections

Effective home-school partnership is likely to become more important than ever, particularly with regard to the sharing of information about children's progress, experiences, and family circumstances. Attention should be paid to maintaining and developing relationships between families and schools, and sufficient time and resource targeted at providing spaces and opportunities for nurturing these connections.

4

Plan for remote delivery of additional learning support

A priority needs to be ensuring that children who would typically receive additional classroom support continue to receive some form of additional support during periods of home learning. This might mean increased investment in teaching assistants, developing a bank of differentiated resources that can be shared with home, and remote delivery of individual and small-group intervention programmes.

5

Provide physical resources

For reception-aged children, there is a limit to what can be delivered via screen in terms of home learning. For screen time to be effective, caregiver supervision is necessary, especially for the very youngest children in the cohort. Methods of remote delivery that may be suitable for older children (e.g. online tutorials) are unlikely to be suitable for this age group. In our data, the progress of the youngest children against EYFSP goals was more affected than that of the older children, which reinforces the need for alternatives to screen-based methods. Investment in physical resources which can be shared with families is therefore of paramount importance.

RECOMMENDATIONS

Provide a range of resources

In schools that provided a greater range of resources, children made more progress. Having more resources to choose from may have given caregivers the flexibility to choose the ones that best fitted the needs of their child and home learning situation. We therefore recommend that attention is paid to ensuring that a variety of resources are available for families to use to achieve learning goals, and that other resources which might be found in the home or the local community are also clearly signposted. To ensure that families are not overwhelmed by options, and to promote engagement, careful organisation of recommended resources, and accessible guidance on how to use them flexibly to meet learning objectives, will be necessary.

Provide resources at a measured pace

In schools which provided new home learning activities very frequently, children made less progress. This implies that the pace of home learning provision needs to be carefully judged, and that communication with families should not become so frequent as to overwhelm or become a stressor. Families need to be given sufficient time and flexibility to complete learning activities. More resources, but provided less often, may therefore be the most appropriate approach for this group of learners and their families.

Provide hard copies of reading books

Children made more progress in reading book band levels when schools provided hard copies of books. In line with this, parents communicated a preference for real books in our online survey (see Interim Summary Report 2). These findings evidence the need for greater investment in school libraries to ensure availability of multiple copies of books at each book band level, and efficient systems for returning and quarantining books. Greater partnership with council libraries could also support families to access hard copy books of appropriate levels, although this would require a shared book band system and clear labelling of council library books.

Provide opportunities for children to read aloud

Children with EAL, children receiving additional classroom support, and those with already lower levels of ability made less progress through reading book levels. There is likely to be considerable variability with regard to the extent to which families can support reading development, so an ongoing priority is to establish flexible approaches which can be tailored to support specific needs and contexts. For children with EAL, it may be particularly important to ensure continued access to a range of hard copy English reading books. Alongside this, it is vital that families be provided with accessible guidance to support their child's reading, translated into their home languages. Having regular opportunities to read aloud in English, to ensure that foundational reading skills can be practised, is also very important. For some, during periods of remote learning, it may be possible to do this 1:1 with a teaching assistant via video call or telephone.

PARALLEL REPORTS

Our first Interim Summary Report summarises the information provided by teachers about their schools' remote learning provision in Spring 2020. https://ickle.leeds.ac.uk/interim-report-1/

Our second Interim Summary Report summarises caregiver perspectives on remote learning provision in Spring 2020. https://ickle.leeds.ac.uk/interim-report-2/

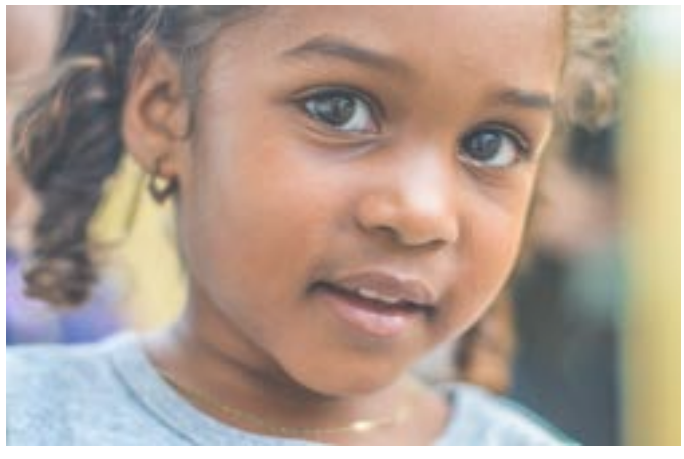
We produced a report for the UK Parliamentary inquiry into the Department for Education's response to the COVID-19 lockdown (House of Commons Public Accounts Committee, 2021), which synthesises the information we gathered from schools and caregivers, and offers some preliminary recommendations based on our initial findings. To access this report, please visit our website: https://ickle.leeds.ac.uk/data-and-publications/

WHAT ARE WE DOING NEXT?

The longitudinal nature of the ICKLE project means that we can follow the same cohort of children, about whom we have data from when they were in reception, right to the end of year 1. In the second phase of data collection, in June 2021, we have been asking schools about their provision for remote learning and in-school provision during the second significant period of school disruption, between January and early March 2021.

By following the same schools and children for 12 months, which include two periods of significant school disruption, we will be able to document precisely which aspects of provision changed, and which remained the same, between the first and the most recent national lockdowns. When comparing the two lockdown periods, we anticipate finding many differences between the type and the number of resources and activities provided by schools.

Caregiver perspectives are also being sought again, in order to gain a rich picture of the learning activities which took place at home. It will be important to see how the changes have impacted on the experiences of caregivers and children.



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THE ICKLE TEAM

Dr Hannah Nash - Principal Investigator

Hannah is a Lecturer in the School of Psychology. Her research focuses on how children learn to read and why some children experience difficulties. As principal investigator, Hannah oversees all aspects of the ICKLE project.
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Dr Paula Clarke - Co-Investigator

Paula is an Associate Professor in the School of Education. Her research focuses on reading and language comprehension skills and includes the development of assessment and intervention approaches. On the ICKLE project, Paula is working on the reading progress data and the write-up and dissemination of project findings.
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Dr Catherine Davies - Co-Investigator

Catherine is an Associate Professor in Language Development in the School of Languages, Cultures, and Societies. Her research focuses on the role of children's language environment in their lexical and pragmatic development. On the ICKLE project, Cat is working on the home learning environment data and the write-up and dissemination of findings.
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Dr Matt Homer - Co-Investigator

Matt is an Associate Professor in the School of Education. He has over 15 years' experience of analysing assessment and educational data across a range of educational projects and settings. On the ICKLE project, he is mainly responsible for quantitative data analysis.
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Dr Rachel Mathieson - Research Fellow

Rachel is responsible for the day-to-day progress of the ICKLE project, including liaising with schools, development of research instruments, and data collection. She is also contributing to the write-up and dissemination of findings.
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Dr Peter Hart - Research Fellow

Peter is a Research Fellow in the Centre for Inclusion, Childhood and Youth (ICY) in the School of Education. Peter is assisting with quantitative data analysis on the ICKLE project.
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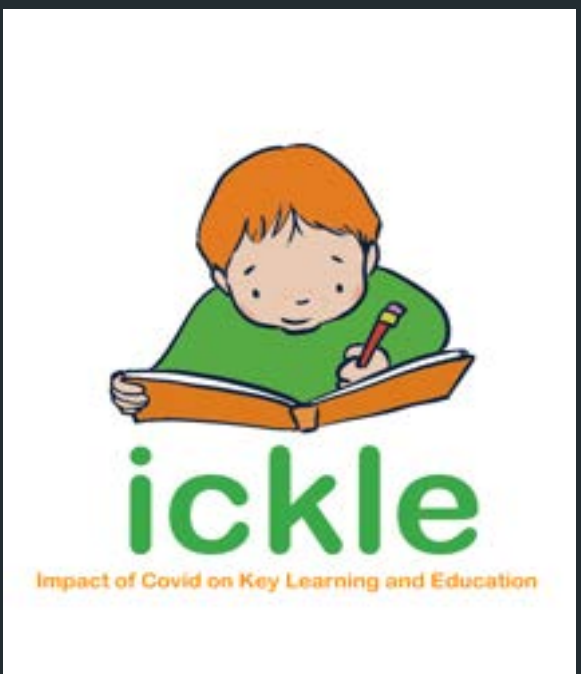

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