

Responses to INTO Remote Teaching and Learning Survey – 18 June 2020

1331 responses were received to the INTO survey on Remote Teaching and Learning issued to members by email with a link to the survey on Survey Monkey on Thursday 11 June 2020. Emails were sent to 6650 INTO members, 6562 were delivered. Of these 2913 were opened and 1331 members completed the survey.

The majority of responses were from Primary teachers (62.4%), with 31.59% responses from teachers in post-primary schools which is broadly reflective of INTO membership in the North.

Teachers who responded teach across all the key stages with foundation stage being included within Key Stage 1 within the survey.

A quarter of respondents are under age 36, 58.24% are under age 45 and over three quarters of respondents are under age 50.

The most commonly used devices by respondents are laptops and iPad or tablets with a high percentage using their personal smart phones also, almost 40%. Over 70% of devices used belong to the teachers themselves, with only 54% school devices used. 65% of the devices are four plus years old, with less than 10% under one year old.

Three quarters of respondents have access to a school printer but this is not easily accessible for most as they are working from home. Just under half of respondents have access to a printer at home with many citing getting printing done by family, including their partners' work. The high cost of consumable was highlighted by respondents, ink and paper, etc which they were paying for themselves.

Almost all respondents have access to broadband but the efficiency of their internet differed significantly across respondents with almost a fifth having inadequate internet, 43% less than good and only 17% excellent. Many respondents cited major issues with speed of uploading and downloading documents, etc. Many also stated having to schedule times within their household when partners/children were not using the internet for their work, which caused issues in relation to virtual meetings, etc.

Very poor broadband, have to get up and work from 6-10 then a few hours in the evening so that my partner has access to the internet during his hours of work. 2 devices at the one time, it won't work

Broadband - had to upgrade to fibre to deliver lessons better

Very poor broadband have to drive to sit outside a neighbour's house to upload materials at times for teaching

Satellite but only because I had to change provider at a cost in excess of £500 to get reliable internet access

Disgraceful how it's just assumed that ALL teachers have internet access. I had to install wi-fi into home in order to reach online. This came at cost to me. Politicians received a 10k grant to work from home, for laptops / wi go etc. Teachers left to foot the bill

Use my own data from phone as broadband is very poor and can't depend on it.

A third of respondents cited having training in ICT in the last year, with just under half having had training in remote teaching and learning in the last three months. A significant amount of this training was a brief crash course in the week before the schools closed in March from principals, ICT co-ordinators and colleagues. Some schools availed of EA training that same week. Other teachers have been accessing training themselves since lockdown via webinars, virtual meetings with colleagues and YouTube videos. Many teachers stated learning from their younger, more technologically advanced colleagues. Almost 50% have had no time from school in recognition for doing this training themselves.

Only 5% of respondents are confident in conducting remote teaching and learning, with just over a quarter reasonably competent. Over 80% are nervous and uneasy but willing to try with support and training. Less than 9% however are comfortable doing live/recorded audio or video lessons without the appropriate security protections in place, with 18% not wishing to do at all.

Almost 96% of respondents have conducted some form of remote teaching and learning, with just over 3.5% not having done any at all. These teachers indicated that they have been preparing and sending packs home to pupils. Over 70% of respondents have used the C2K school apps, Seesaw, Google Classroom. Almost half of respondents have emailed pupils but only 15% have done recorded video lessons and 10% audio. Less than 9% have conducted live lessons. Concerns expressed included:

No assurance that lesson could only be used as intended.

Fear of live video being, recorded, tampered with and used for the wrong purposes. Am happy to do recorded video with pen, workings and hand in view

I have seen videos sent from primary school teachers to their pupils/parents that were subsequently forwarded to others to ridicule. The idea of a video of me being bandied about the net completely puts me off. Even with controls in place, we have all seen videos taken of screens that have been forwarded.

I would feel very uncomfortable with this. It is very difficult to produce a high standard video with no mistakes and without something that someone would take issue with. Even if it is well done it is very formal and distant leaving no scope for humour, personal interaction and relationship building, all of which are key to teaching effectively

Not comfortable with live lessons as even through google ultra I have no control over what is happening in a pupils home and this could expose other pupils and be a safeguarding issue

I have completed video recording with audio only, while I felt uncomfortable it was easiest way to explain and prepare lesson. A few parents commented children enjoying hearing the teacher, so did do a few more with just my voice. It is very time consuming in trying to do a good job and not make any mistakes and then transferring and uploading videos onto platforms.

I find it extremely stressful trying to do videos/stories etc for pupils while I have my 16 month old daughter by myself to look after.

A significant majority of respondents know where to access some online resources but cited the time taken to do so as being considerable. They also highlighted the unsuitability of remote teaching and learning for pupils with Special Needs.

It takes so long to find the resources you need to suit each group within the class

C2K media library is very good and Microsoft and Seesaw

Only what I have found myself.

So much available online but it can all become a bit overwhelming

Very poor availability of resources for Irish medium sector

Not very appropriate for SLD, my pupils learn through practical work mostly.

Yes if appropriate for special schools. It's very difficult to make it meaningful for some of our pupils and some families are just trying their best to get by.

I don't know exact sites, if they come up on google searches or my twitter feed

I've looked but found it hard to find resources for Art & Design

Joined and paid personally for Twinkl resources

Three quarters of respondents stated that they would definitely like some training in remote teaching and learning, with a further 20% indicating they would like training but just not now. Less than 4% stated they did not want training. Many teachers felt that while they need training on this they will not be able to give the time required at the moment and of how they will be expected to do this in the future.

I need time to create and use remote learning effectively

As stated uncomfortable with live lessons, but comfortable with emailing. At present it is very difficult with remote teaching as I have 4 kids that need to be home schooled also. Very difficult to balance all of the duties.

I do not want this added to my already overburdened job role. I am very concerned that although we have engaged in this with the best of intentions that school management are already building this into their plans for the future and see this as an opportunity to embed this into our future teaching. It will be very difficult to get rid of this in the future. A small number of ambitious teachers will be wheeled out to say how brilliant it has been and how it is essential to the future teaching our pupils.

While all teachers have been providing lessons and work for their pupils during this period the engagement of pupils varies. Less than 4% of respondents stated that all their pupils had engaged in learning during this period, with only 0.5% stating that none of their pupils had engaged. Over 50% of pupils engaged in over half of the respondents' classes. In addition, less than 1% of respondents stated that all their pupils had engaged in remote learning during this period, with only 2% stating that none of their pupils had engaged. 80% of respondents tracked engagement with pupils online/ by email with 19% by phone and 1% by post.

Over 90% of respondents have provided feedback to their pupils, mostly online or by email. A minority of teachers have text their pupils/parents or phoned them with 15% providing feedback by post.

I send 2 emails a week to my class of 30. Only 20% reply.

Oral and typed Comments and stickers on work sent on seesaw

No feedback given as per school policy

I have called out to a child who has been struggling with motivation.

Feedback was given through Google Classroom. The document was marked and comments made regarding understanding and how to correct any errors.

I would but none of my pupils have completed assignments that have been set through teams.

Packs have been distributed every 3 -4 weeks. During distribution I have met with all parents and have discussed the children's work and concerns. Many concerns were regarding transfer test as I am a p6 teacher

Via the Assignments option on MS Teams

I have done this constantly with every single piece of work sent in. I start a 7am as I have 3 children of my own. I could be working until 11,, 12, 1 at night. As the work comes in, I mark and comment on it. It also was extremely difficult to do school reports, course work of my own and home school a 4 Yr old, 11 Yr old and 16 yr old. I also have a composite class of P3, P4 and P5!

Private message through online platform

Two children completed an assignment on Microsoft Teams.

And via form teachers and heads of year - trying to engage those who weren't submitting work

With the Seesaw app I could provide feedback in writing and with audio or video.

The survey included at the end a section where teachers could leave any additional comments. Many respondents cited fears of the requirements and demands of blended learning from August/September onwards and concerns in relation to their own childcare and home-schooling arrangements for their own children. The rumours of what is expected in September included concerns about streaming live to the pupils at home of the lessons being conducted with the pupils in class and being expected to complete the full curriculum for all pupils. Concerns were also highlighted in the lack of any respite/ holiday time for teachers this summer after such a stressful couple of months with planners requiring to be rewritten and the lack of any guidance in the few short weeks before the end of term about how the new school year and day will look.

Concerns - Concerned about September, when I return to work and my children may only be attending school 1 or 2 days. Our childcare is grandparents and they cannot look after them at present. It's a very stressful situation and I'm worried about how I will manage. I feel there needs to be a flexible approach for teachers in September to manage their job, looking after and educating their own children. I also feel that school principals need to recognise that teachers can't and should not begin to use for example google classroom without training.

Concerns regarding time scales for planning work, marking work and commenting on individual children's work both remotely and hard copies .

We've been told we're back teaching full time in classes up to 17 pupils in sept. Plus classroom assistants in the room. Social distancing reduced to 1 metre. Kids in 50% of the time. Concerned about 1. Amount of people in the room. 2. 1 metre distance rule when scientists suggest 2m. 3. No check on entrance. Some schools getting thermal imaging camera - ours isn't. Anyone can come in. 4. I teach inner city Belfast children who have not in most part, being Socially distancing. Then coming to us without being checked. 5. No independent risk assessment done. 6. I'm a 53 year old asthmatic- risk assessment for vulnerable members of staff. Help!

Maybe some good will come out of Covid & we might get some decent ICT training. Our school has stayed open during pandemic & I'm now tired of 'teacher bashing', I can honestly say I've tried to do my bit, but it's back to P7 on Aug 17th & the latest this morning the minister has announced his latest plan, a catchup summer scheme! Teachers being treated like mugs again!

Have put so much effort into developing online material (as well as printed home learning packs) but the uptake for those who engage with the online material is really low (about 10 pupils out of a year group of 75). It is very frustrating considering how much effort goes into developing online content, lessons and virtual classrooms when so few engage. But there is an expectation that children will be provided with both- physical learning packs and online . It would be good to get clarity and a regional approach on this.

I'm interested In how we as teachers are expected to deliver lessons in school and run online learning. I have used Seesaw with my P7 class for the whole duration of lockdown and pupils can neglect working hours posting things late at night etc. I would like to have a work life balance being able to leave school and spend time with my young family at home. I hope that unions understand that yes teachers want to cater for

children's needs but also like every other professional should be able to leave work at work and enjoy time with their families.

My concerns centre around blended learning when parents return to work. Who will work with the children when they are learning from home? How competent will they be at assisting children with new concepts? How much can be actually achieve if children only in school 2 days per week? How will we be able to help the children at home when we have children in class at the same time? How successful will social distancing be in the school environment? What is categorised as a "deep clean" and who will be carrying this out?

Whilst it is important that teachers are trained on remote teaching, pupils are also in need of guidance about remote learning which is a completely different approach than they have experienced so far in their secondary education and in many cases they need trained in how to use these packages such as Teams etc 2. We are placing much greater emphasis on independent learning than ever before and pupils haven't fully developed this skill.

IT in general is under-funded in Education. I am working on a 7 year old laptop that constantly buffers and stops. I am the principal of a school and I am so aware that our staff are trying to support pupils with c2k managed machines that are not fit for purpose. As teachers do - they get on with it anyway, although if their machines were faster they could be much more productive and time efficient. DE are now lending laptops from schools to home. When the teachers are having problems managing old machines, the families will have even more issues. My IT Co-ordinator is also a classroom teacher - who is going to provide the technical support for parents at home when the laptops don't function properly? He is already flat out with sorting staff IT issues daily.

Conflict of priorities from senior management during lockdown, loss of focus on pupils and their wellbeing and increased paperwork for ETI, school development plans, school and subject focus, scrutiny of schemes of work and deadlines that are unrealistic. Pupils learning and wellbeing is last on list of priorities and staff wellbeing, as usual, is not even considered

This was a very difficult situation to manage. There was very little guidance provided from the EA regarding how to approach online learning. This process was very stressful especially with two young children at home to home-school also. I tried to the best of my ability to continue with the curriculum. I teach a composite class in an Irish medium school. 31 pupils in Primary 5 and 6 with abilities ranging from a Primary 2 to Primary 6 level. My lessons were bilingual to support parents and I ensured that an audio/video explanation accompanied the tasks as well as links to online games to support their understanding. A lot of time was spent planning, setting and marking lessons, at times it took the entire day to upload multiple videos. Work was handed in at various times throughout the day, there was no time to switch off and the stress had a huge effect on homelife. I had contact with the parents of my class daily, every morning they were informed of the lessons set and I also linked games to the group to ensure children who weren't engaged with Google Classroom still had access to the games. Clear guidelines are needed if what is expected of teachers and this also needs to be made clear to parents. I find it horrifying and degrading that suggestions are being made that teachers are on holiday. I have worked harder than ever over the past 14 weeks and feel that my own family life suffered. Respect from the minister is needed so that teachers are not vilified by the public.

Extremely slow process. Triples the time I would spend doing my teaching. Feedback is vastly different and each pupil receives an individual email/teams area report which is time consuming. Students don't know how to use Teams properly (and neither do I) and consequently I am spending lots of time trying to read unclear pictures of work/open documents they have sent through incorrectly etc. Thank you for conducting this survey. Hope what I've written helps.

Nervous about the expectation to teach full time and provide remote learning. 17th August return which will actually mean around the 12th as you can't just turn up on the 17th. All planners previously written will have to be completely reviewed. Will we really get these days back?

I am concerned about creating video content that can be shared online. I don't put my photo online and feel really uncomfortable with the idea of me being videoed teaching & it going out to be shared. The expectations seem to be falling totally on the teachers and very little on the parents. Parents keep passing things back for more input. I was even told that my recording of the reading book was too fast. So I had to redo them all leaving gaps instead of the parent pressing pause on the video. The repercussions for this type of teaching will be endless.

It has been very difficult managing home learning. I have had to work outside normal school hours such as 6am to 9am before my children get up. Then in late afternoons and weekends. I have a child under 2 and it has been very stressful. Plus my other children are primary school age and need my help with home-schooling. The day is longer and with use of phones, WhatsApp groups etc it is hard to switch off and the school/home life balance has been affected. Plus it has been a roller coaster not seeing family, not having any childcare and the always waiting on a call about the school rota and generally worrying about having to go into work without any PPE. School life will change and we again will have to adapt and I am confident we will. The whole worry and experience has been exhausting and we really need our Summer break so we can relax with our own families before making new plans and adjustments for returning to the classroom.

I feel that I am ready to embrace blended learning and would like to do what I can to help. I am very excited about the prospect. I have led training in my school for teachers & classroom assistants before, during and throughout lockdown. As the main facilitator of this in my school I am worried about the time allocation I will be given for this role when school returns as I feel it will be impossible to provide the level of support that I have offered during lockdown on a full timetable. I set up our online school through MT and maintained the running of this throughout lockdown including training, help desk queries for pupils, parents, classroom assistants and teachers. I also helped facilitate staff in moving departmental meetings for predicted grades online. I had the responsibility of helping teachers with an assignment week for Y8-10 plus 11&13 pupils in June. This involved providing teachers with training materials to move most assignments to Microsoft Forms. This helped with engagement especially for pupils who may not have had access to electronic devices other than a mobile phone. I did this whilst providing materials and assignments for my own classes. We had a reduced TT online whereby I had KS3 English KS3 ICT, KS4 English and predicted Grades for Y12 Drama. Moving forward I would like a time allocation to continue to facilitate teachers, classroom assistants, parents and pupils with the blended approach to online learning that is being proposed. We already operate on a split site 7.5 miles apart. My TT is extremely busy with no time allocation given to my role of Digital Leader 2 points. I am responsible for and teach KS3 ICT and Drama. I also teach KS3 &4 English. I am responsible for and teach KS4 Drama KS5 Moving Image Art and the possibility of KS5 Performing Arts this year. I am hard working but I am not sure I can be spread any further. With the amalgamation my TT asked for me to travel every day and sometimes twice per day at break and lunch. This was reduced to once per day this year. If online learning is going to help ease some of these pressures I am more than willing to take part as I feel it will benefit the young people who have seen their teachers pushed to breaking point with workload, class sizes and then travel.

Within my school no clear guidance was given. Some departments as a result are doing nothing. In addition to that some HOY are following up vulnerable children diligently whilst others don't bother. Only on Friday night did I receive several messages on google classroom from an irate pupil after he ignored my messages for months. I had written to inform his mother of his lack of engagement. These messages came thick and fast after 8pm. I despair of attempting to balance being back in school and handle a blended remote and in school system if schools are left to their own devices. I already feel I have no work life balance.

Balancing remote learning within school teaching and having enough resources to facilitate appropriate online learning in the Foundation Stage

No point in bringing small groups of pupils back to school. When it's safe to have students in school, they should all start back together.

I'm a nurture teacher so remote learning doesn't meet needs of my group. The responsibility for academic learning has been catered for by class teachers. I have tried to encourage emotional awareness etc via school website and school FB.

I have sent out 2 packs containing numeracy and literacy resources. I have regularly updated the school website with PowerPoints and activities but given no feedback. Out of 87 in the year group around 3 or 4 children have sent in photos of their work as requested. I've no way of tracking if the work is being done. When speaking to parents a lot have said they haven't looked at the website.

I have suffered great anxiety, stress and extreme tiredness due to the increased workload and constant time day, night, weekend on google classroom. Parents messaging at all hours and me feeling that I need to answer. I felt I neglected my own children trying to get a balance between their schooling and my work as my husband was at work himself. I am now extremely anxious as no one seems to have a plan for September. I will certainly be refusing to go in in August. I have to think of my own children. One starting P1, one starting Year 8 and one continuing GCSE's into Yr 12!!!!

It has been incredibly challenging, trying to mark work and post comments for each pupil. Where it is feasible to mark a short task in a matter of minutes with a class of 25, it is taking over an hour to do the same thing online.

Our Broadband network (or lack of) in rural west Tyrone is totally ill-equipped to host any kind of rural learning which involves videos, conferencing etc...as things stand it's simply impossible as even if I was able to deliver tutorials online, the kids will not be able to access it anyway.

Training for online applications to teach. Not everyone has access to online facilities especially in my area. Parents would have many children in one household. Most children who were from working class families or only 1 sibling took part the whole of lockdown. Parents were very demanding wanting responses immediately and took a lot of time creating and finding resources.

Some children, particularly those on SEN register have not participated in any remote learning since schools closed. How is that going to be addressed? I am also concerned about the welfare of teachers and how blended learning is going to impact on work/home life balance. I have spent considerably more time sourcing and preparing online teaching resources, working into the evenings and at weekends, whilst caring for elderly parents and trying to home school my own children. With a proposed return to school in mid-August and uncertainty regarding delivering the curriculum, I am deeply concerned about how the added workload will negatively impact and my and fellow teachers well-being.