

Oak National Academy

2020/21 Evaluation Report

July 2021



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1. Executive Summary

Oak National Academy has partnered with ImpactEd to understand the impact that Oak National Academy's resources have had over the Spring and Summer terms of the 2020/21 academic year, reflecting both on usage of Oak during partial school closures and following full pupil returns. During June 2021, a Teacher Tapp survey showed that 56% of teachers nationally had used Oak in the past six months, so it is important to understand the impact it has had on them, their pupils, and their wider community. This report presents the findings of a mixed methods evaluation, which has subsequently formed the basis of a set of recommendations that ImpactEd has discussed with and presented to Oak National Academy outside of this report.

The findings summarised in this report are based on a mixed methods approach, including: a quantitative survey with 911 participants, qualitative interviews and focus groups with 40 participants, and Oak's own platform analytics. All activities were conducted with teachers and school leaders and did not involve input from pupils due to the evaluation's focus on teacher and sector outcomes consistent with Oak's Theory of Change, and the practical barriers of including pupil components into the design.

The survey was targeted at both Oak and non-Oak users, meaning that this report has been able to compare between the two groups to determine the influence of Oak National Academy's resources on pupil's academic performance, teacher workload and teacher wellbeing. The survey also asked Oak users about their usage of the resources, their feedback on the resources and impact in other areas like curriculum planning.

These survey findings were supplemented by extensive qualitative work, involving 11 focus groups and 8 follow-up interviews with a total of 40 participants. This was valuable for getting a better insight into the implementation of Oak resources in schools and into the further, sometimes unexpected, impact of Oak resources.

Key findings are presented here:

Implementation and Usage



In terms of direct pupil usage, Oak resources were **most popular during school lockdown**, after which usage patterns shifted with teachers reporting through focus groups that as they returned to in-person teaching, they largely moved away from using Oak for direct lesson delivery and predominantly **used the resources for cover classes, self-isolating pupils and as a CPD tool** (to improve their own lesson planning and delivery).

2

There was **variety in which Oak users made use of the resources** both during remote and in-person teaching, with a roughly even split between those using Oak to adapt the resources to fit with their own teaching and those using Oak mainly for sharing video lessons with pupils. These use cases are not exclusive: a quarter of survey respondents used Oak equally for both purposes.

3

In interviews and focus groups, the majority of teachers stated that **Oak was their main source of remote learning support**. The main factor in using Oak as opposed to other online teaching resource sites was its alignment to their own school curriculum and the national curriculum more broadly.

4

The majority of survey respondents reported that Oak resources were **primarily used by their own department only**, while 42% of primary school respondents said that they used Oak across departments or as a whole school and 45% of secondary school respondents said the same.

Impact on Teachers

1

Overall teacher workload was fairly similar between Oak and non-Oak users. However, Oak respondents were generally likely to say that Oak had saved them time with 61% of Oak users reporting that Oak's resources had saved them time related to their job and 24% of users reported that Oak's resources had added time to their job.

2

All focus group respondents stated that having Oak resources had a notable impact on the amount of time they spent planning and resourcing lessons, **allowing them more time to focus on identifying and supporting more vulnerable pupils** during lockdown.

3

Oak users had a **statistically significant higher wellbeing score** than non-Oak users and scores were generally higher for Oak users the longer they had been using Oak, though this was not statistically significant.

Impact on the Sector

1

Around a third of Oak users reported in the survey that they had **changed how they sequence some curriculum topics to better complement Oak resources**. Teachers were generally **happy with the pitch of the Oak resources** and where necessary adapted the lessons to suit their lower or higher attainers.

2 The majority of Oak users reported in the survey that Oak's curriculum and resources have **increased their confidence in curriculum design** and have **improved the quality of their lesson planning and delivery**, both for remote and in-person teaching. Focus group participants found that seeing specialist teachers in Oak's resources had a considerable impact on their own teaching practice and subject knowledge and now use Oak as **a CPD tool**.

3 During focus groups, teachers expressed that they felt that using Oak for **cover lessons** will have a considerable impact on reducing learning loss due to staff absence.

4 Almost three quarters of Oak users **rated the quality of both Oak's curriculum sequencing and structure and curriculum content highly** and agreed that the quality of the resources have improved over time.

Impact on Pupils

1 Oak users identified **a statistically significant higher proportion of pupils as exceeding expectations** than non-Oak users, particularly in primary schools.

2 In the focus groups and interviews, most teachers felt that the **Oak resources were accessible to SEND and EAL pupils** and that the use of Oak resources had a positive impact on them, despite some initial problems adapting to remote learning.

3 Through the survey, teachers reported that **roughly three quarters of pupils engaged as or more than expected with Oak's resources**, with a slightly higher average for secondary pupils. During the focus groups, teachers expressed that the use of Oak resources had a **positive impact on pupil engagement and independence during remote learning**.

2. Evaluation Methodology

Outcomes

As this report has aimed to set out the impact of Oak National Academy's resources, its research questions focus on the extent to which Oak has met the outcomes set out in its Theory of Change (see following page).

The Theory of Change articulates the problems the organisation is aiming to address, how it sets out to solve them (inputs and activities) and what happens and changes as a result of their activities in the short-term and long-term (outputs, short-term outcomes and long-term outcomes). Sitting above this model is the organisation's ultimate goal: "to improve pupil attainment in line with improved access to high-quality lessons designed as part of cohesive curricula".

This report, in particular, looks at the impact Oak has had on the following short-term outcomes:

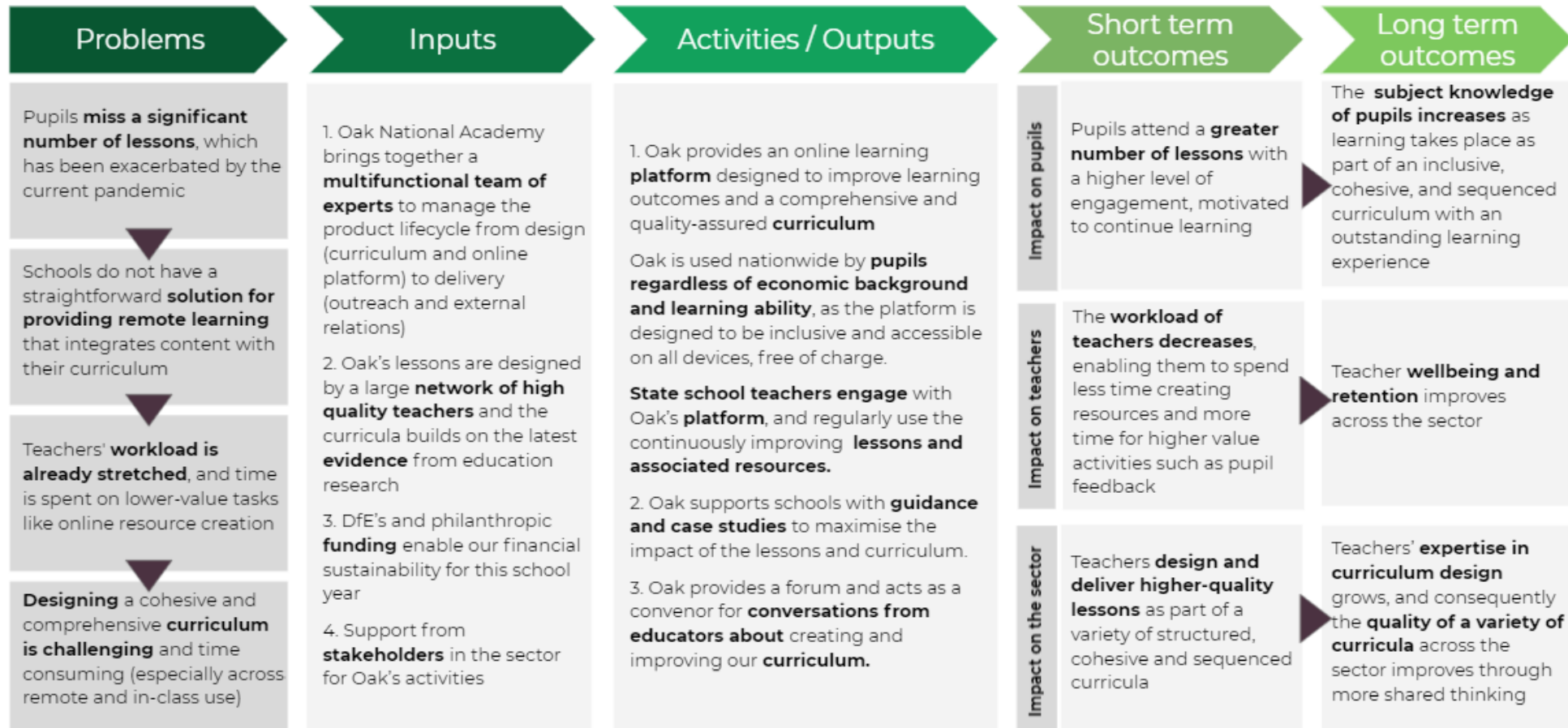
- **Pupils:** Pupils attend a greater number of lessons with a higher level of engagement, motivated to continue learning
- **Teachers:** The workload of teachers decreases, enabling them to spend less time creating resources and more time for higher value activities such as pupil feedback
- **The sector:** Teachers design and deliver high-quality lessons as part of a variety of structured, cohesive and sequenced curricula

The survey has also provisionally looked at the impact on teacher wellbeing, but it should be noted that this is identified as a long-term outcome, so progress on this outcome might be expected to materialise at a later stage.

As well these core outcome areas which were addressed as key research questions for this analysis, our framework for qualitative data collection through interviews and focus groups also allowed for the identification of other 'unexpected' outcomes which might contribute to Oak's overall impact, as well as considering variation in how Oak's resources were used throughout the academic year.


THEORY OF CHANGE

More great lessons - We want every child, everywhere, to have fair access to a high quality education.



(November 2020)

Evaluation Design

This evaluation took a mixed methods approach, combining quantitative survey findings with qualitative interviews and focus groups. This combination allowed for a relatively thorough approach to exploring the impact of Oak’s resources on the outcomes identified in its Theory of Change. Some outcome areas have been considered through both quantitative and qualitative methods, and are triangulated in this report – for example, the impact of Oak on teacher workload and designing lessons.

Providing relevant context to the findings, this report has also integrated Oak’s own platform analytics. This provides us with a picture of Oak implementation and usage over the last six months.

Research method	March 2021	April 2021	May 2021	June 2021	July 2021
Survey	[Active]				
Interviews and focus groups		[Active]			[Active]

Survey: design, sample, and analysis

Design and administration

The survey was designed to include both validated measures and custom questions. The validated questions came from the Teacher Workload Survey (TWS)¹ and the Warwick Edinburg Mental Wellbeing Scale (WEMWBS)². Both surveys have been run with nationally representative samples of teachers, meaning external benchmarks are available for both, which we have referenced in their relevant sections. While the Teacher Wellbeing Index that is referenced here is from 2020, the Teacher Workload Survey is from 2019. As this was before the pandemic when plenty of schools, teachers and pupils have struggled due to the exceptional circumstances, comparability of this benchmark should be treated with caution.

The survey was opened mid-March 2021 and closed early July 2021, meaning the survey was open for roughly three and a half months. In order to reach both Oak users and non-Oak users, the survey was distributed in a variety of ways, including Oak’s and ImpactEd’s social media accounts and networks, newsletters of sector organisations and through a targeted survey provider³.

¹ Teacher workload survey 2019: research report: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/855933/teacher_workload_survey_2019_main_report_amended.pdf

² Teacher Wellbeing Index 2020: <https://www.educationsupport.org.uk/resources/research-reports/teacher-wellbeing-index-2020>

³ The provider was SmartSurvey: <https://www.smartsurvey.co.uk/>

Sample

There were a total of 911 participants. 59% of respondents were currently users of Oak's resources while 41% were not. The sample comprised of 72 % females and 28% males. The data had a wide spread for age with respondents ranging from younger than 25 to over 60. A majority of respondents were in the age group of 25 to 49 (73%).

Of those that did not use Oak's resources, about half of them said they have used Oak's resources occasionally before while the other half said they had never used them. A majority of Oak users (53%) had started using Oak to support teaching during the last school year while 26% started using them in the autumn and 21% in the spring term.

Table below shows a summary of subjects taught by respondents using Oak. Similar to Oak's usage patterns, English, Maths, Science and History were used most within this sample.

English	219	41%
Maths	187	35%
Science	187	35%
History	114	21%
Music	48	9%
MFL	46	9%
Art	36	7%
RE	29	5%
PSHE	28	5%
Citizenship	22	4%
DT	17	3%
PE	15	3%
Drama	11	2%
Other	9	2%
Latin	3	1%

Table 1: Subjects Oak respondents used the resources for

Survey respondents taught across various key stages. A small number of respondents made use of the resources to support learners in vocational education, pursuing Scottish qualifications, university students and adult learners. There was a roughly similar proportion of primary and secondary school respondents in the overall sample with 40% working at a primary school (excluding EYFS) and 44% working at a secondary school (including KS5).

Analysis

As this was not a randomised experiment and Oak and non-Oak users were not randomly assigned to their groups, we had to make sure both groups were properly matched and weighted within our sample to minimise any bias in the results. Therefore, when analysing the difference in response between Oak users and non-Oak users, we created two comparable groups using a technique called Propensity Score Matching (PSM) to identify and match individual respondents across the two groups. This statistical matching technique

then helps to reduce the potential bias of confounding variables mimicking randomisation and reducing treatment assignment bias.

Overall, the treatment and control groups looked relatively similar before matching with the primary difference being in primary vs secondary school respondents. As teachers' responses to questions on workload and wellbeing are often influenced by the phase and context of the respondent, a matching approach was vital. Using a PSM approach allowed us to make our groups more comparable and reduce the opportunity for bias in the results.

As the Oak-user sample (537) was larger than the non-Oak user sample (374), this meant the Oak-user sample had to be reduced in order to match the two groups like-for-like. Matching was based on the following three variables: primary vs secondary school, male vs female and classroom teachers vs senior leaders. This resulted in a matched group of 748 respondents.

The matched sample was used for comparisons between Oak and non-Oak users, while the full sample was used for the other analyses of questions that were only asked to Oak users.

For the wellbeing and teacher workload questions, we compared the results of Oak and non-Oak users to the relevant national benchmarks in the analysis, so that we were able to compare both user types to the national average. This helps us to contextualise the findings and understand how (statistically) significant any observed differences were.

Qualitative work: design, sample, and analysis

Design

For the qualitative research component of this study, we ran a combination of focus groups and follow-up 1-to-1 interviews using a semi-structured interview approach. The rationale behind these two methods is as follows:

- **Focus groups:** These are in essence group discussions led by a moderator and can be used for gathering information on people's collective experiences of a particular programme or product - in this case Oak's resources. The collaborative and dynamic element of this method means that participants are more likely to get to more developed answers by responding to and adding to each other's contributions.
- **Interviews:** As a group setting has its limitations in terms of sharing individuals' detailed stories, we followed up with a number of participants to share their stories in more detail. During these interviews, we aimed to understand the individual's experiences through their own specific experiences and stories.

Both methods used a **semi-structured interview** format, which means the interview guide includes questions or issues to be asked about, but the moderator does not necessarily need to stick with the exact wording. It also includes a variety of "probe" questions. While the

moderator is expected to steer the conversation in the intended direction, the participants are largely free to explore different topics. We used the **Most Significant Change** method during the focus groups to elicit answers and stories around the (expected and unexpected) impacts of Oak's resources.

The focus groups and interviews were held during two time points: the first during April 2021 and the second during July 2021. While the focus of the two sets was very similar, the first aimed to probe experiences during remote learning in more depth while the second focused primarily on the use of Oak while back in school.

Participants were recruited through the survey where they were able to indicate if they were interested in participating in a follow-up focus group. From those that signed up, a rough sample was created to match Oak's user base. While Oak's user base did change significantly between January and July 2021, this is what Oak's user base looked like around January 2021 based on Oak's internal survey results and analytics:

- 59% primary schools, 28% secondary schools, 13% other (post-March 2021 this shifted to 41% primary and 45% secondary)
- 38% classroom teachers and 58% middle and senior leaders
- 26% English, Maths 21%, Science 23%

As not all respondents who showed an interest in the survey signed up for a focus group when they were invited, the final qualitative sample slightly deviated from the target sample proportions.

Sample

During the first round of qualitative work in April 2021, there were a total of 6 focus groups and 5 interviews held. The table below describes the key stages and subjects the participants' taught in:

Focus group	Key Stage	Subject Specialism	Role
Group 1 (4 participants)	EYFS, KS2+3, KS3+4, KS3	SENDCo, Geography, Geography and IT, History	3 classroom teachers, 1 middle leader
Group 2 (6 participants)	KS3+4, KS3+4, KS3+4, KS2, KS4, KS3+4	English and Classics, Science, Computing, Maths, English	3 classroom teachers, 2 middle leaders
Group 3 (5 participants)	KS3, KS2, KS3, KS2 + 3, KS2	Computing, Music, English, English + SEND	3 middle leaders, 2 classroom teachers
Group 4 (4 participants)	KS3, KS2+ 3, KS3, KS2	Music, SEND and Spanish, Geography, RE	3 classroom teachers, 1 middle leader
Group 5 (2 participants)	KS3 +4, KS3 +4	SEND, Science	2 classroom teachers
Group 6 (2 participants))	KS2, KS2	History, History	2 classroom teachers

During the second round of qualitative work in July 2021, there were a total of 5 focus groups and 2 interviews held. The table below describes the key stages and subjects the participants taught in:

Focus group	Key Stage	Subject Specialism	Role
Group 1 (3 participants)	KS3, KS3, KS3 and 4	Geography, Geography, English	3 classroom teachers, 1 middle leader
Group 2 (3 participants)	KS3, KS3 and 4, KS3 and 4	Physics, Geography, English	3 middle leaders
Group 3 (3 participants)	KS2, KS4, KS3 and 4	Maths, Maths, English	1 classroom teachers, 1 middle leader, 1 senior leader
Group 4 (5 participants)	KS2, KS2 and 3, KS3 and 4, KS3, KS3 and 4	Maths, Music, Computing, History, English	4 classroom teachers, 1 middle leader
Group 5 (3 participants)	KS3, KS2, KS3 and 4	English, Maths, History	1 classroom teacher, 1 senior leader

While the aim of qualitative research is never to be fully representative of a wider sample, it is generally helpful to understand the breakdown of the sample compared to the overall user group. The overall qualitative sample consisted out of:

- 25% primary schools, 58% secondary schools, 17% other
- 55% classroom teachers, 45% middle and senior leaders
- 22% English, 13% Maths, 15% Geography, 13% History

Most notable is the difference in the number of primary vs secondary schools. This is down to two factors: 1) the survey attracted slightly more primary school respondents and of those more secondary school respondents signed up for follow-up focus groups; and 2) while more primary school respondents than secondary school respondents received an invitation to participate, more secondary school respondents were likely to accept and participate. This is similarly the case for classroom teachers and middle and senior leaders as roughly 53% of the Oak-user survey respondent were classroom teachers.

Analysis

The qualitative data was analysed using a deductive thematic approach, meaning that we systematically 'code' the data to find common themes and present these, drawing on examples where appropriate. Exploring and framing specific themes within the analysis, several specific teacher experiences or stories that came out of the follow-up interviews have been highlighted in the report as well.

Triangulation with platform analytics

Throughout this report, we have embedded Oak's own platform analytics for two reasons:

- 1) Providing context on implementation and usage of Oak's resources over the last six months
- 2) Triangulating either survey or qualitative findings with platform analytics

ImpactEd has not been involved in collecting this data and it has been indicated in the report when we are referring to Oak's own analytics data. Most of this data was analysed by SchoolDash who looked at Oak's pupil and teacher activity between 1st January and 31st May 2021 and shared findings with Oak in June 2021. This data has been treated as helpful additional contextual information and not as key findings by themselves.

Limitations

Readers should bear in mind the following areas for potential bias or limitation:

- While the sample overall is sufficiently large to allow for meaningful statistical analysis, sub-group breakdowns for particular user groups within the sample are smaller, making the variability in the data higher and reliability of findings for specific subgroups lower.
- As users were not randomly assigned to the treatment and control groups, there is always a potential for (self-selection) bias in the results, e.g., if those choosing to use Oak have specific characteristics in common beyond those which we have collected. We have aimed to mitigate this risk by weighting the sample when comparing Oak vs non-Oak users.
- Both the survey and qualitative samples do not match perfectly with Oak's wider user base. In particular, there is some skew towards classroom teachers and secondary school respondents. While we do not expect this to significantly affect the findings, it is possible that this may bias results.
- Pupil progress that is reported in this report is based on teacher observation only. This report did not include an analysis of attainment data or direct pupil voice, which should be considered when interpreting these findings.
- All data on teacher outcomes is based on self-reporting of teachers. While we have included some validated measures to reduce bias, it should be noted that this data set will be limited as it does not include any other data points like classroom observations or assessments.

3. Implementation and usage

Key Findings:

1

Oak resources were **most popular during school lockdown in terms of direct pupil usage**, after which usage patterns shifted with teachers reporting through focus groups that as they returned to in-person teaching, they largely moved away from using Oak for direct lesson delivery and predominantly **used the resources for cover classes, self-isolating pupils and as a CPD tool** (to improve lesson planning and delivery).

2

There was a real **variety in which Oak users made use of the resources** both during remote and in-person teaching with a roughly even split between those using Oak to adapt the resources to fit with their own teaching and those using Oak mainly for sharing video lessons with pupils. These use cases are not exclusive: a quarter of survey respondents used Oak equally for both purposes.

3

In interviews and focus groups, the majority of teachers stated that **Oak was their main source of remote learning support**. The main factor in using Oak as opposed to other online teaching resource sites was its alignment to their own school curriculum and the national curriculum more broadly.

4

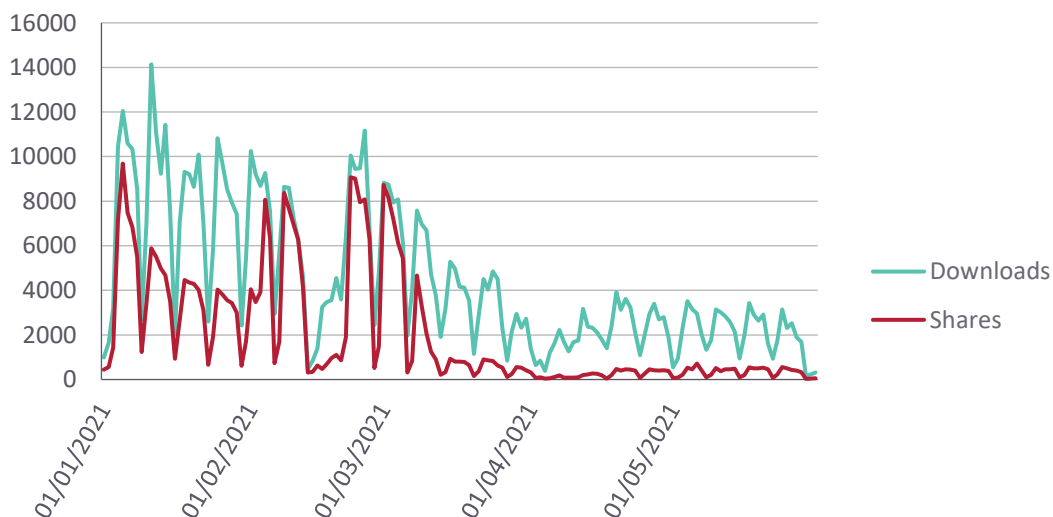
The majority of survey respondents reported that Oak resources **were primarily used by their own department only**, while 42% of primary school respondents said that they used Oak across departments or as a whole school and 45% of secondary school respondents said the same.

Oak National Academy conducted analyses of usage data during June 2021 based on activity between 1st January and 31st May 2021, as well as analysis of analytics data. In the 2020/21 school year, teachers **downloaded a total of 885k resources** (slides and worksheets) and shared a **link to a lesson 239k times**. Since the start of the pandemic, **130m lessons have been started**, with 110m of these in the 2020/21 school year. During June 2021, a Teacher Tapp survey showed that 56% of teachers had used Oak in the past six months (which would equate to roughly 350,000 teachers).

When was Oak used?

Activity levels were highest during the period 4th January to 7th March, when schools were closed, then in the subsequent period following school re-openings. During the school closure period, there was also a steady decline in teacher activity: sharing fell to around 10-15% of previous levels with an average of 2,143 shares per week and downloading fell to about 50% of previous levels with an average of 20,414 shares per week, likely linked to changes in usage patterns with schools reopening and online-learning 'fatigue'. **Since schools reopened on the 8th of March, the average weekly user figure is 224k, with 35k teachers on the site each week on average** (measured by users on Teacher Hub until 27th June, excluding Spring and Easter breaks).

Daily teacher activity, January to June 2021



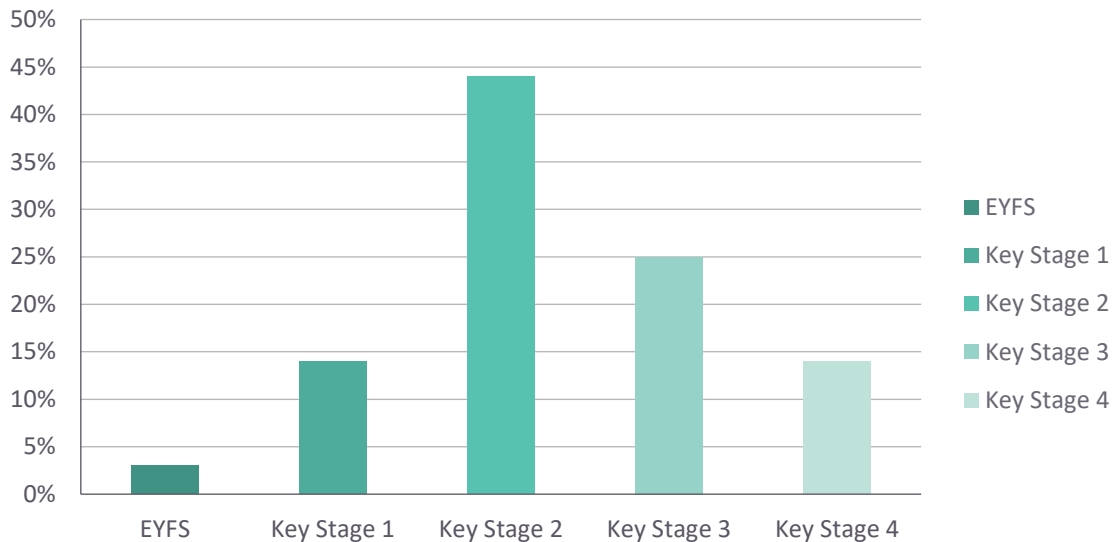
This trend was similarly seen in the qualitative findings: the majority had been using the resources since the first lockdown with a few only starting to use it in September 2020 or more recently. Once back in school, teachers used the resources less with pupils than during lockdown. While Oak resources were used less for direct lesson delivery, they found that the resources were particularly helpful for delivery of cover lessons, with staff absence so high due to the pandemic and self-isolation. All focus group respondents said that they would continue using the Oak resources for cover to ensure that lessons are taught to a consistent high standard. There was a general feeling amongst the groups that as staff absence continues to be an issue in schools the use of Oak resources and lessons will have a real impact on ensuring consistency and minimizing lost learning.



It is a fantastic resource for cover lessons especially during the pandemic where absence was an ongoing issue (KS3 Geography)

Who used Oak’s resources?

Split of content usage by key stage (2020/21 school year)



Content usage varied by subject with English, Science and Maths considerably more used than other subjects, comprising 70% of content usage between them. Oak was reaching more secondary schools than primary schools, with **74.1% of all secondary schools in England having an Oak user compared to 48.8% of all primary schools**. However, likely reflecting that primary schools are more likely to roll out Oak across the school, meaning that the number of Oak users within a school is larger than the numbers within secondary schools, content usage was higher amongst primary school teachers, reflecting 61% of total usage being across Early Years Foundation Stage, Key Stage 1, and Key Stage 2 - Key Stage 2 making up a large proportion of this figure. Secondary schools made up 39% of the total content usage, with Key Stage 3 more frequently used than Key Stage 4.

Compared to the total number of schools in England, more state schools had an Oak user than independent schools (54.1% compared to 39%). Usage was higher in Social Mobility Coldspots, with 58.7% of teachers reporting usage compared to 54.1% of teachers in Hotspots (based on Teacher Tapp data collected in June 2021). Oak was disproportionately popular in more disadvantaged areas (areas with a higher IDACI quintile) and among schools with lower Ofsted ratings in relation to teacher activity.

How were Oak's resources used?

In our survey, **38% of Oak users said they had been using Oak mainly for downloading and adapting the resources to fit with their own teaching, while 37% said they used Oak only for sharing video lessons with pupils.** 25% said they used Oak equally for both purposes.

Through the qualitative work, we also noted a small number of teachers using the resources for 1:1 intervention only whilst the remainder used them for whole class teaching and a combination of teacher led and independent work during lockdown. **All teachers stated that Oak was their main source of remote learning support** as opposed to other online teaching resource sites. Secondary school teachers stated that this was because the resources were so aligned to the GCSE curriculum, whilst KS2 teachers felt that the content of the Oak resources was in line with their own school curriculum plans. Where it was not, the resources were very easy to adapt to meet their needs.

When pupils returned to school, some secondary school teachers would continue to team teach with the videos in live lessons, pausing to assess where necessary but found that more often they were able to set the videos for their more independent and able students and focus on those who were struggling to understand new concepts.

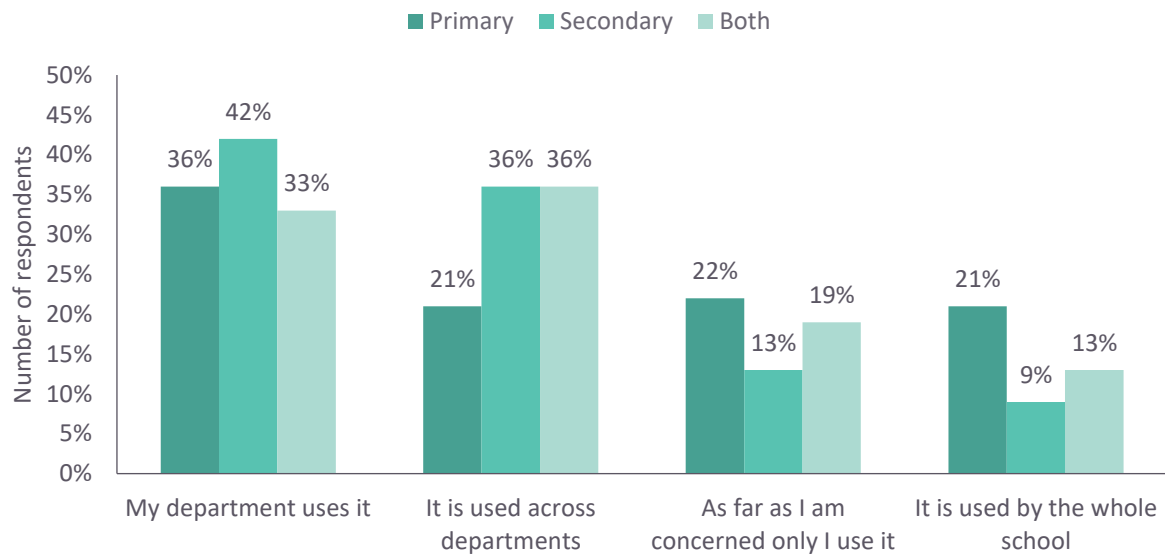
One KS3 Maths teacher stated she rarely set them as live videos as she worked in a very deprived area with high levels of disadvantaged pupils. Here she often found the main device the children were using was a phone meaning pupils would not follow the videos if left to do so independently. However, with her support they would access them and continue with their learning.

When asked about use of Oak more widely in their school, **survey respondents were most likely to report that only their department was using it (38%).** Twenty-nine per cent reported that it is used across departments, and 15% reported it was used by the whole school. The remaining 18% were unaware of any other users within their school. When breaking this down by phase, we see similar patterns in primary and secondary schools with 42% of primary school respondents saying they used Oak across departments or as a whole school and 45% of secondary school respondents saying the same. This shows that Oak could be embedded more on a whole school level.



I have been able to supplement the Oak resources with google docs according to pupil need to allow for independent work whilst I work with other groups (KS3 Geography)

Thinking about how Oak is being used in your school, what percentage of teaching staff do you think are consistently using Oak resources?



Most lessons (around 70-80%) were started on a computer rather than a mobile phone, tablet, or other device. This figure was higher during the week than at weekends, even during lockdown (roughly 5-10 percentage point gap). The overall level of computer use went up by about 10 percentage points (from ~70% to ~80%) when schools reopened, perhaps because pupils were more likely to access lessons from school, or because the minority of pupils who were still being taught remotely had better access to computers.

There was a clear trend in device type by deprivation level, with the most affluent areas showing around 8-9 percentage points higher computer use than the most deprived areas during the period of school closures in early 2021. Following school re-openings in March, these gaps reduced to about 5-7 percentage points.

4. Impact on Teachers

Key Findings

1 Overall teacher workload was fairly similar between Oak and non-Oak users. However, Oak users tended to be more positive about their workload and were likely to say that Oak had saved them time with 61% of Oak users reporting that Oak's resources had saved them time related to their job and 24% of users reported that Oak's resources had added time to their job.

2 All focus group respondents stated that having Oak resources had a notable impact on the amount of time they spent planning and resourcing lessons, **allowing them more time to focus on identifying and supporting more vulnerable pupils** during lockdown.

3 Oak users had a **statistically significant higher wellbeing score** than non-Oak users and scores were generally higher for Oak users the longer they had been using Oak, though this was not statistically significant.

Impact on teacher workload

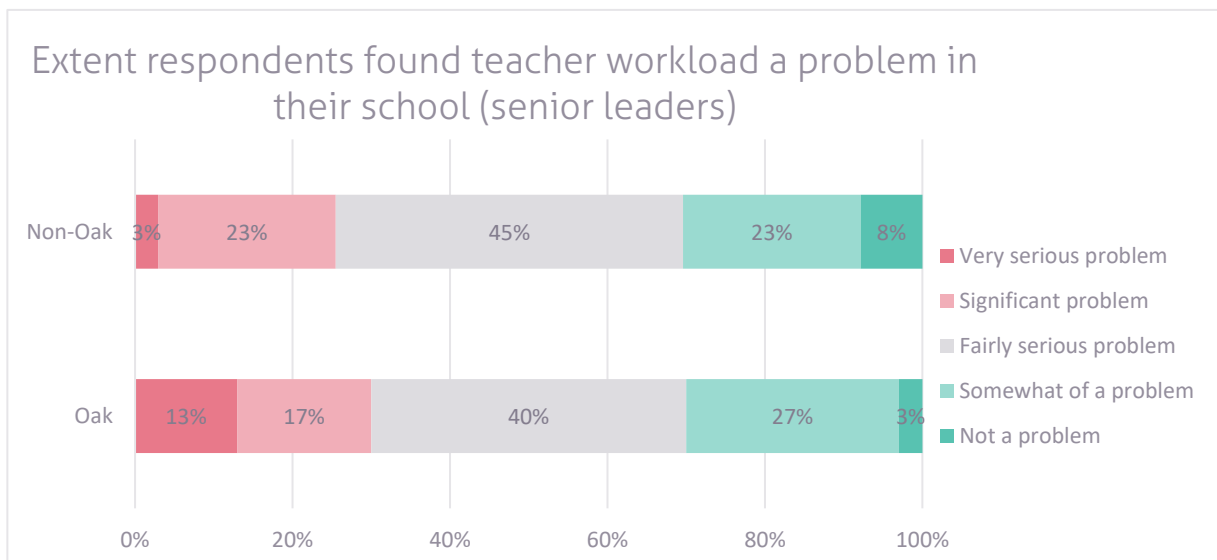
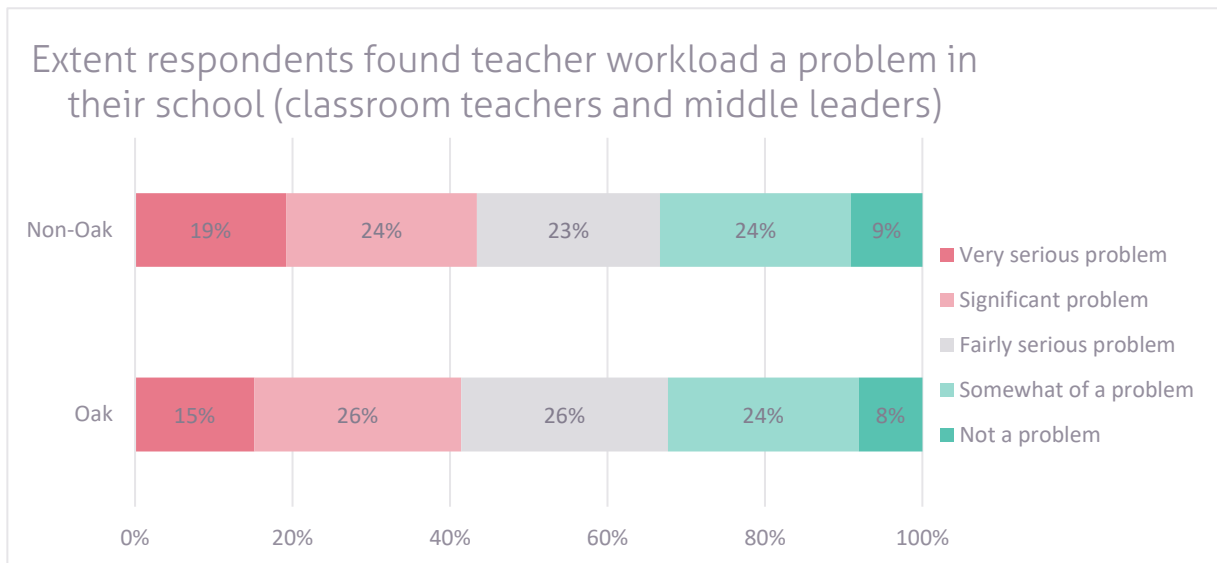
Key finding: Overall teacher workload was fairly similar between Oak and non-Oak users. However, Oak users tended to be more positive about their workload and were likely to say that Oak had saved them time with 61% of Oak users reporting that Oak's resources had saved them time related to their job and 24% of users reported that Oak's resources had added time to their job.

Survey respondents were asked a set of questions around their perception of their workload and work-life balance, which were derived from the Teacher Workload Survey 2019. As respondents' roles are likely to influence their workloads, we broke down these results by primary and secondary school and by classroom teachers and middle leaders on the one hand and senior leaders on the other. As the sample size was significantly smaller for senior leaders, making up only just under 20% of the overall sample, we could not conduct statistical significance testing on this sub-group.

When respondents were asked to what extent they considered teacher workload to be a serious problem in their school, both Oak and non-Oak users had similar responses (no statistically significant difference was found). When looking at the differences between primary and secondary school respondents, Oak primary users scored more favourably than

non-Oak primary users, but this was reversed for secondary school users. Neither were statistically significant differences.

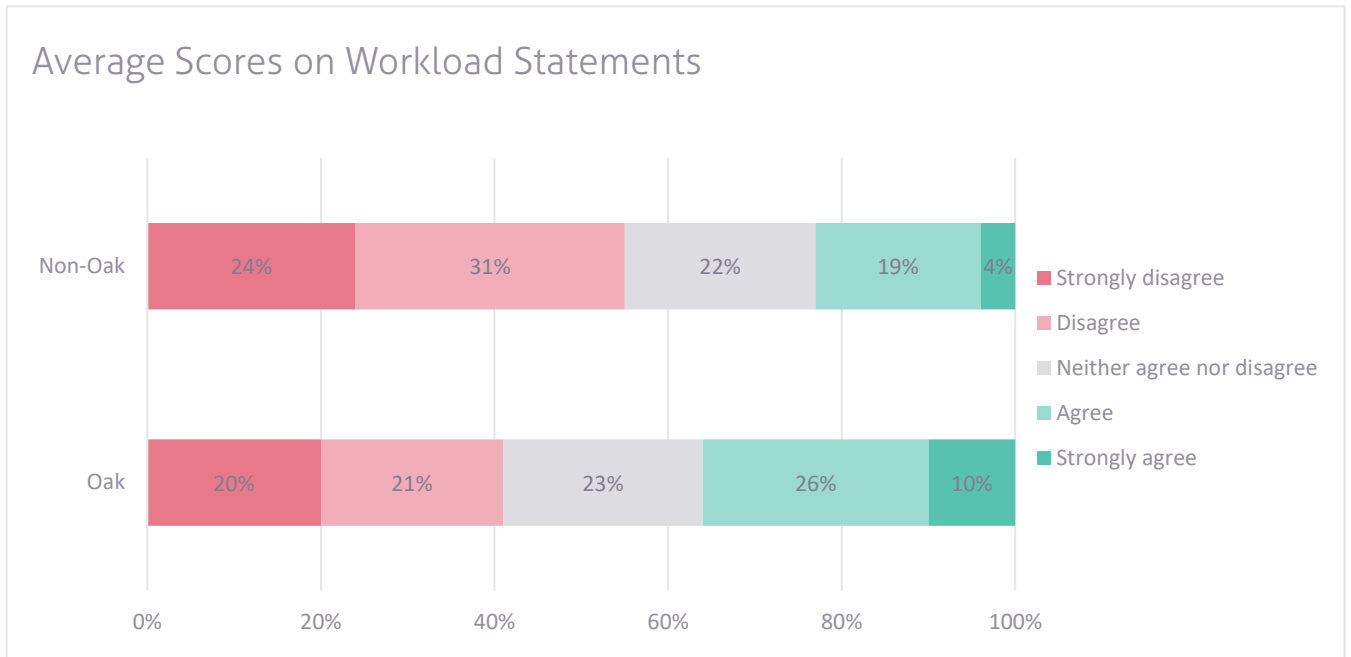
A slightly higher proportion of non-Oak classroom teachers and middle leaders thought workload was a very serious or significant problem compared to Oak classroom teachers and middle leaders. This was reversed when asking senior leaders, who had a larger proportion of respondents reply "fairly serious problem" in both groups.



We also asked respondents to what extent they agreed with the following three statements:

- I can complete my assigned workload during my contracted working hours
- I have an acceptable workload
- Overall, I achieve a good balance between my work life and my private life

Respondents' overall average score on these questions showed that those with a higher score were more positive about their workload. We found that overall Oak users scored higher than non-Oak users and this difference was statistically significant (p-value 0.0000). The pattern is shared in the below graph.

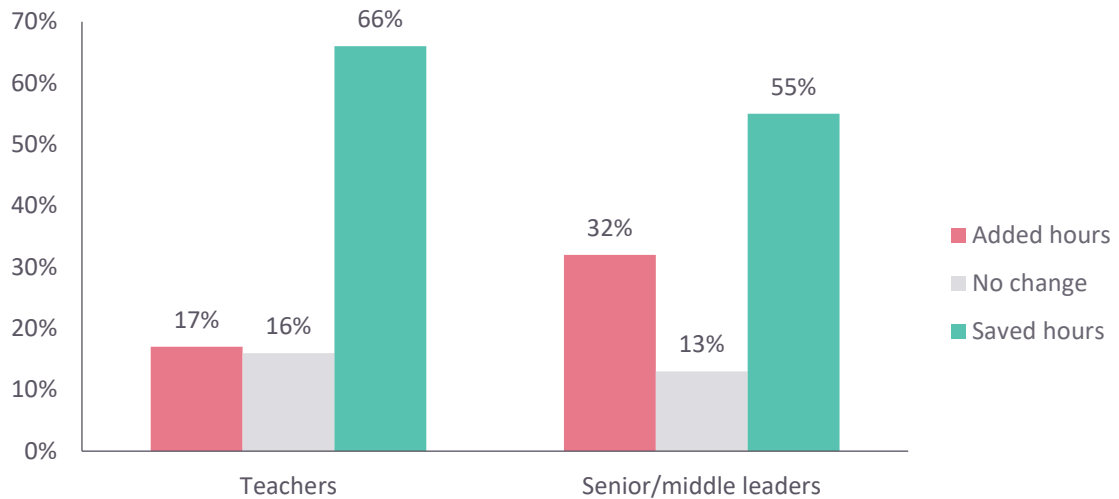


When looking at the difference between primary and secondary schools, this pattern was even stronger for primary schools than secondary schools. At this level, the difference between primary school Oak users and non-Oak users was also statistically significant.

When Oak users were asked if they thought the resources saved them time, **61% of Oak users reported that Oak had saved them time related to their job, while 24% of users reported that Oak had added time to their job.**

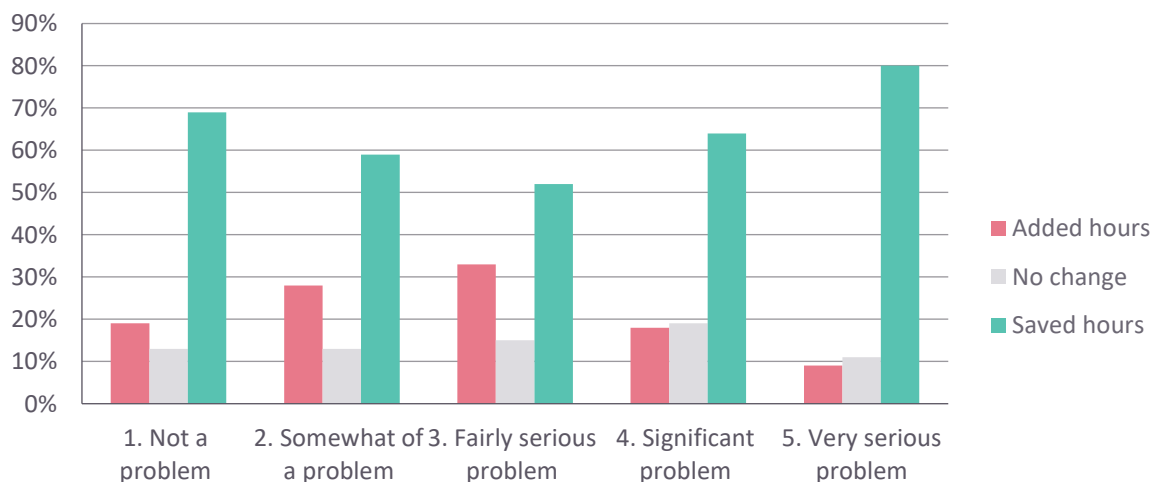
Classroom teachers were more likely to report that using Oak resources had saved time from their workload than senior and middle leaders (66% compared to 55%); conversely, senior and middle leaders were more likely to report that using Oak resources had added time to their workload than teachers (32% compared to 17%).

Did Oak's resources save hours, add hours or did not change the total hours you spent on all activities related to your job apart from teaching?



When looking at the relationship of the perception of teacher workload, Oak users who reported that teacher workload was a very serious problem were most likely to report having saved hours by using Oak resources:

Did Oak's resources save hours, add hours or did not change the total hours you spent on all activities related to your job apart from teaching?



When looking at the breakdown of activities Oak and non-Oak users spend their time on, we saw mostly minor differences. Overall, time spent on activities was relatively similar across both groups but there was a significant difference in time **Oak users spent on pupil**

supervision and tuition than non-Oak users (21% for Oak users vs 26% for non-Oak users – p-value of 0.0024). This difference was particularly prevalent in primary school teachers and middle leaders (21% for Oak users vs 30% of non-Oak users) and primary school senior leaders (14% for Oak and 23% for non-Oak users).

Other activities only saw minor differences between Oak and non-Oak users, including Oak users spent slightly more time on counselling pupils (5% for Oak users vs 2% for non-Oak users), disciplining pupils (4% vs 2%), extracurricular activities (5% vs 3%), while non-Oak users spent slightly more time on marking pupil work (10% for Oak users vs 12% for non-Oak users).

Key Finding: All focus group respondents stated that having Oak resources had a notable impact on the amount of time they spent planning and resourcing lessons, allowing them more time to focus on identifying and supporting more vulnerable pupils during lockdown.

All focus groups respondents agreed that the biggest impact Oak had on their practice was the amount of time it had saved them. However, focus group participants were self-selecting as they had to opt into participating, therefore there is a potential bias in their positive experiences of using the resources.



I found it really useful to support remote learning and teaching, I used them to supplement the resources I already had (KS3 History)

All interviewees had used both the videos and PowerPoints and all but five found them quick and easy to adapt to the individual needs of their class. The resources were used to both supplement and complement current school curricula. Eight teachers stated they abandoned their own school curriculum maps entirely to follow Oak: "I had to teach all subjects which I do not normally do so with my partner teacher we decided to use all the Oak resources for ease and consistency" (KS2 Music).

Teachers found that although the Oak lessons were in sequence, they were also able to use them as standalone lessons when required. Often, they would use cross year group resources according to the ability of their class. All interviewees stated that they were able



When I was teaching Romeo and Juliet in Year 7 I was able to look at the KS4 resources and adapt them and make them more accessible, everything was so well structured this was really easy to do (KS3 English)

to find the lessons that they needed. Five teachers said, "it saved us reinventing the wheel" and felt that because of the quality of the Oak resources they did not have to go away and create their own videos and PowerPoints.

Since schools have returned, respondents have continued to use Oak resources for children who are self-isolating. All those interviewed said that they were able to easily find the relevant lesson to set and trust that the quality will be good enough to ensure no

learning loss for pupils. This means when the pupils return to school, teachers are confident

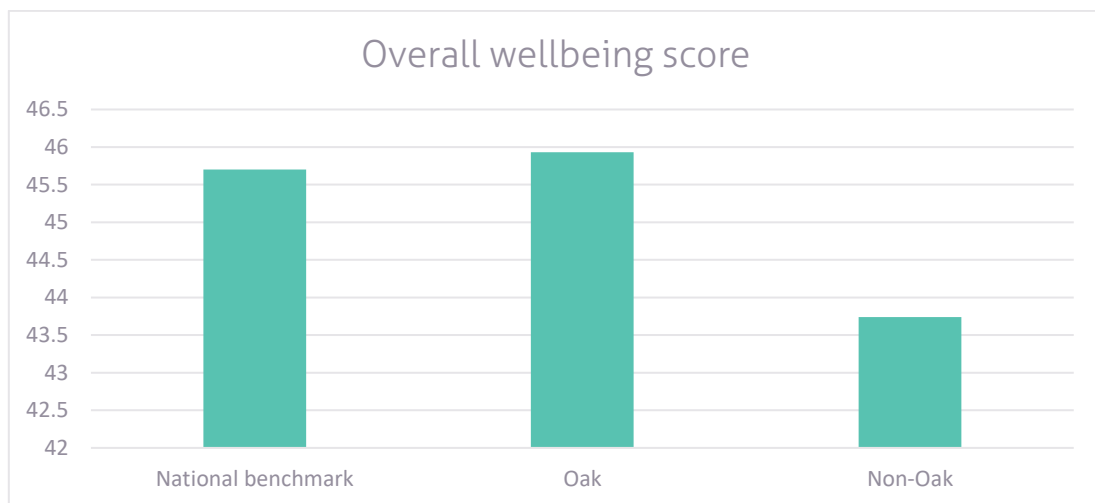
that they are able to keep up with the sequence of learning and will not require additional support to cover any material taught whilst they were at home.

During the second round of interviews, participants commented that being able to download the PowerPoints has made using Oak resources easier and saved more time on lesson preparation. This has had a significant impact on their workload during the reopening of schools. As schools have reopened, respondents stated that they continued to use the Oak resources as a core part of their teaching material, especially when children have to self-isolate. To ensure that learning is not lost they are able to set the relevant Oak lesson for children who are working remotely to ensure that they do not have any gaps in their learning therefore allowing the teacher more time to focus on those who have gaps and are more vulnerable.

Impact on teacher wellbeing

Key Finding: Oak users had a statistically significant higher wellbeing score than non-Oak users and scores were generally higher for Oak users the longer they had been using Oak, though this was not statistically significant.

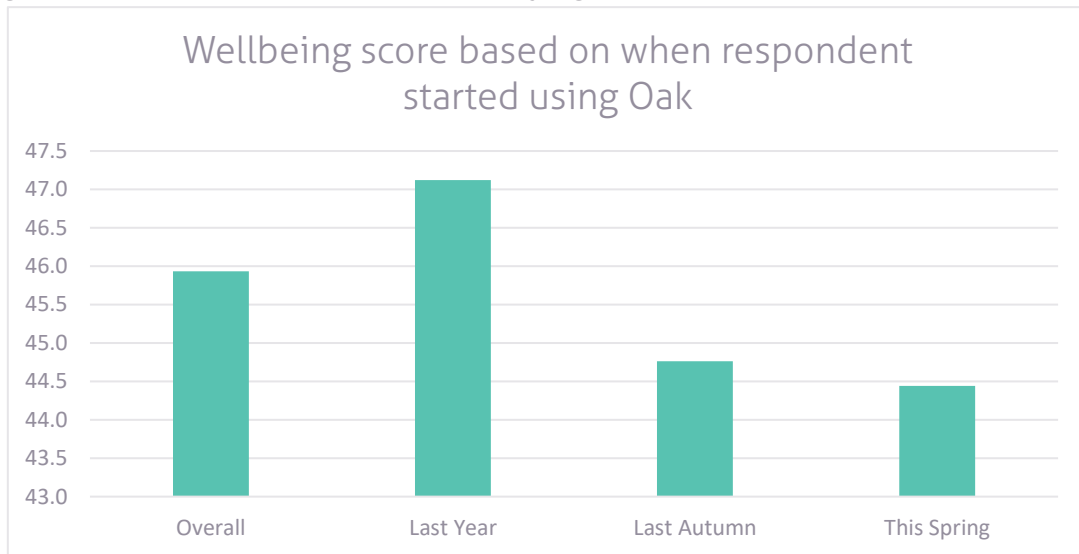
As improving teacher wellbeing is a long-term outcome for Oak, we included the Warwick Edinburgh Mental Wellbeing Scale in the survey. While Oak users were just slightly higher than the 2020 teacher wellbeing benchmark, non-Oak users scored significantly lower. The difference between Oak and non-Oak users was statistically significant ($p = 0.0035$).



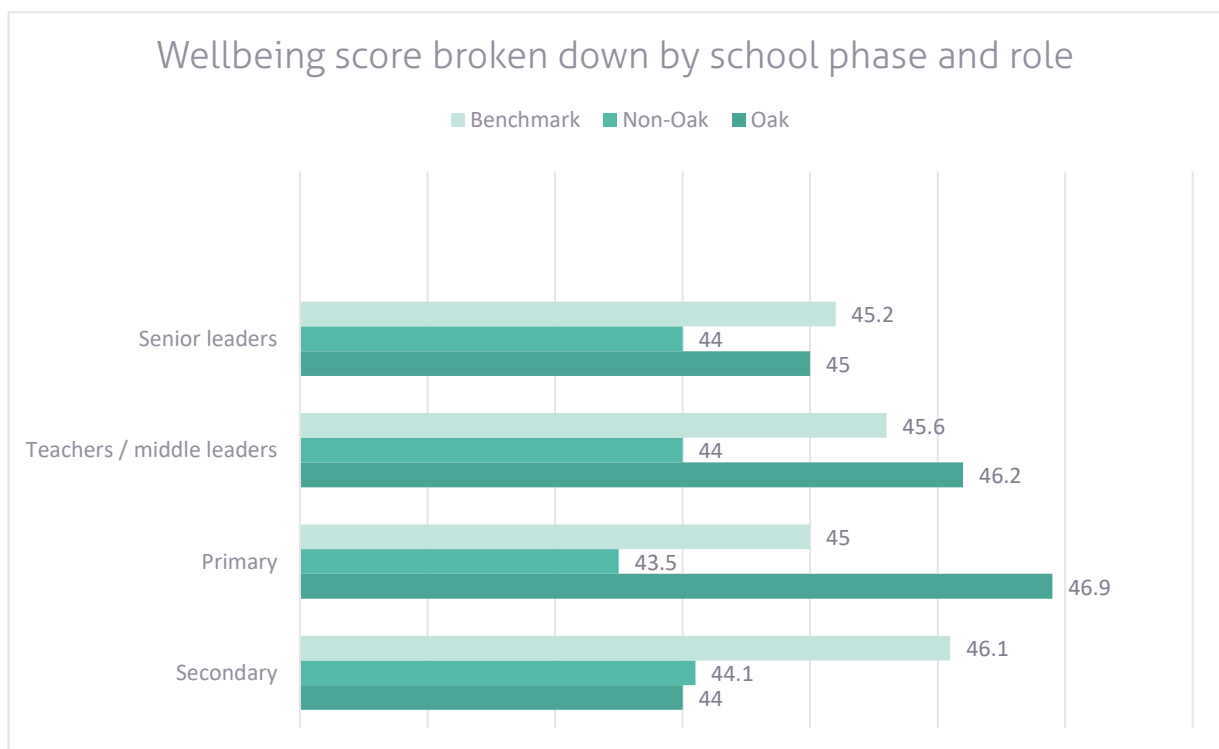
As participants were not randomly assigned to treatment and control groups, it is hard to tell if these results are because of Oak or if those people who tend to use Oak already have certain characteristics that make them more likely to have a higher wellbeing score.

The longer Oak users had been using Oak resources the higher their overall wellbeing scores were. However, it is important to keep in mind that there was a larger number of

respondents in our sample that started using Oak last year compared to last Autumn and Spring. These differences were not statistically significant.



When the data was broken down by school phase (primary vs secondary) and respondents' role (teachers and middle leaders vs senior leaders) and compared to the relevant benchmarks, we found that the difference seemed to have been particularly influenced by primary school respondents and teachers / middle leaders (these were not statistically significant differences):



There were no significant differences found when the data was broken down by area of deprivation (IDACI score).

5. Impact on the Sector

Key Findings

1 Around a third of Oak users reported in the survey that they had **changed how they sequence some curriculum topics** to better complement Oak resources. Teachers were generally **happy with the pitch of the Oak resources for middle ability pupils** and where necessary adapted the lessons to suit their lower or higher attainers.

2 The majority of Oak users reported in the survey that Oak's curriculum and resources have **increased their confidence in curriculum design** and have **improved the quality of their lesson planning and delivery**, both for remote and in-person teaching. Focus group participants found that seeing specialist teachers in Oak's resources had a considerable impact on their own teaching practice and subject knowledge and now they use Oak as a **CPD tool**.

3 During focus groups, teachers expressed that they felt that using Oak for **cover lessons** will have a considerable impact on reducing learning loss due to staff absence.

4 Almost three quarters of Oak users rated the quality of both Oak's curriculum sequencing and structure and curriculum content highly and agreed that the **quality of the resources** have improved over time.

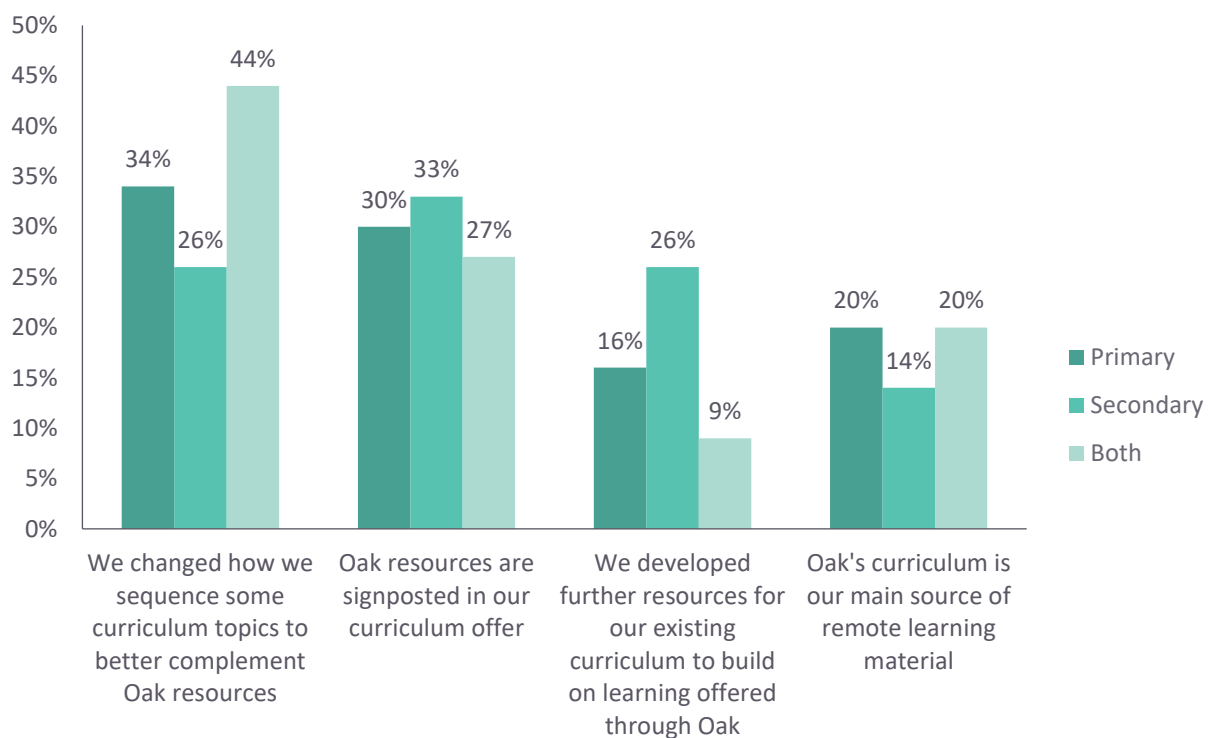
Impact on curriculum and lesson design

Key finding: Around a third of Oak users reported in the survey that they had changed how they sequence some curriculum topics to better complement Oak resources. Teachers were generally happy with the pitch of the Oak resources and where necessary adapted the lessons to suit their lower or higher attainers.

A fifth of survey respondents reported developing further resources for their existing curriculum to build on the learning offered through Oak while another fifth said that Oak's curriculum is their main source of remote learning material.

Responses varied by phase, with those teaching in primary schools more likely to have changed how they sequence some curriculum topics to better complement Oak resources or use Oak's curriculum as their main source of remote learning material. Conversely, secondary school teachers were more likely than primary to signpost Oak resources in their curriculum offer or have developed further resources for their existing curriculum to build on the learning offered through Oak. Those working across both primary and secondary were most likely to have changed how they sequence some curriculum topics to better complement Oak resources.

How does Oak fit in with your school curriculum?



Teachers felt that the resources were broadly in line with their own school curricula with appropriate sequencing of lessons; where they were not, teachers were able to adapt them to ensure consistency and quality.

Of all interviewees, seven were members of SLT (Departments Heads, Assistant Heads, Inclusion Leads) whilst the remainder all had subject leadership responsibilities. All SLT members stated that they felt confident to direct their teams and departments to the Oak resources to help them manage their workload. This was because the resources were broadly in line with their current school curriculum. They felt this confidence freed them up to support the wellbeing of staff and identify vulnerable children.

Subject leaders in History and Geography KS3 felt that the resources were “exemplary” and were happy to direct their teams directly to them. However, the English leads in KS2 felt that some of the language was too challenging for all learners to access and required their teachers to differentiate accordingly.

Overwhelmingly, all respondents felt that the resources were enough to provide a starting point and if they wanted more for the lesson, they were able to adapt it where necessary. Following the reopening of schools those interviewed all stated that they continued to use the Oak resources to supplement their own curricula and it guided them when planning units of work. Half of the focus group respondents stated that now that they are teaching the units in class again, they are able to combine elements of Oak with their own ideas to create better lessons.

One Geography specialist stated that she continued to use the Oak resources for independent work in lessons and had directed all her Year 10 pupils to the summer resources because they are in line with their school curriculum.



I continue to redesign the Oak resources to suit my class. I find the structure really consistent and progressive (Teacher)



During the first lockdown we had planned for our Year 10’s to complete a Living Well topic on Cold Environments. We had planned the unit before lockdown, and it involved a lot of practical application to try and engage the children. When we realised we were going to have to teach this lesson remotely, it became apparent that the way we had planned it would not work via Google classrooms. As a department we turned to Oak to try and find an equivalent unit, but they only had a Hot Climate: The Desert. We talked as a department and decided that the skills and knowledge covered matched what we had wanted from our own planning and went with it. It was a real success, and the children learnt a lot from it, so we have now switched our curriculum overview to include this topic instead of the Cold environment we had originally planned (Secondary Teacher)

Focus group participants felt that as pupils were back in school the clear and consistent structure of Oak resources allowed them to use it regularly to support children learning remotely. Teachers felt that because the Oak resources and lessons follow the National Curriculum and are mostly in line with their planning, remote pupils can complete the lesson at home and still be in sequence with their peers. The quizzes and questions allow teachers to keep track of pupil progress from home and ensure that when they return to school, they are able to put in place support to cover the gaps identified through these assessment tools.

Teachers were generally happy with the pitch of the Oak resources for middle ability pupils and where necessary adapted the lessons to suit their lower or higher attainers. Oak could consider providing more support for adjusting resources to other ability groups and/or consider the pitch of the resources more directly when developing them.

The theme of differentiation was discussed in all focus groups. Of the KS2 teachers all but one found that the pitch was broadly in line with their expectations; although three commented that the language was challenging, they were pleased to see the children rise to



The resources gave me more time to differentiate, scaffold and prepare resources and worksheets for support (Secondary Computing Teacher)

this challenge. The majority of KS2 teachers echoed this view although one teacher, who used the resources mainly for History and guided reading, felt that the pitch and language were too hard and had to adapt the lessons significantly to allow the children in her class to access the content.

KS3 and KS4 teachers felt that the pitch was broadly aimed at their middle ability children, and they would then differentiate accordingly. However, one teacher felt that there was little stretch for higher ability KS3 Geography. A KS3 History teacher agreed and felt the language was ambitious for History but that the assessment tools did not reflect this. Teachers continue to find the vocabulary in Oak lessons challenging but feel that this is pushing their children and giving them the exposure to the technical vocabulary they need to become experts within their subjects. As a result of seeing pupils rise to this challenge, teachers have incorporated this language in their live lessons “copying” the Oak model.

In all groups the teachers discussed the need to adapt the resources to the needs of the pupils but that this was much more manageable because of the structure and sequencing of the Oak resources and the ability to download resources. One SEND teacher in KS3 discussed that although her children were older, they were in fact only accessing the KS1 and KS2 content. She felt that this really helped her focus on their wellbeing but that the use of teddy bears and other KS1 friendly resources was off putting for some. Her KS3 and KS4 colleagues agreed with this and said that where, in some videos, the teachers referred to a year group that was not the pupils’ current year group it would immediately put them off. Moving forward they agreed that the content was transferable but at times the delivery was not appropriate for their children, particularly those working below expectations and having to access younger year groups.

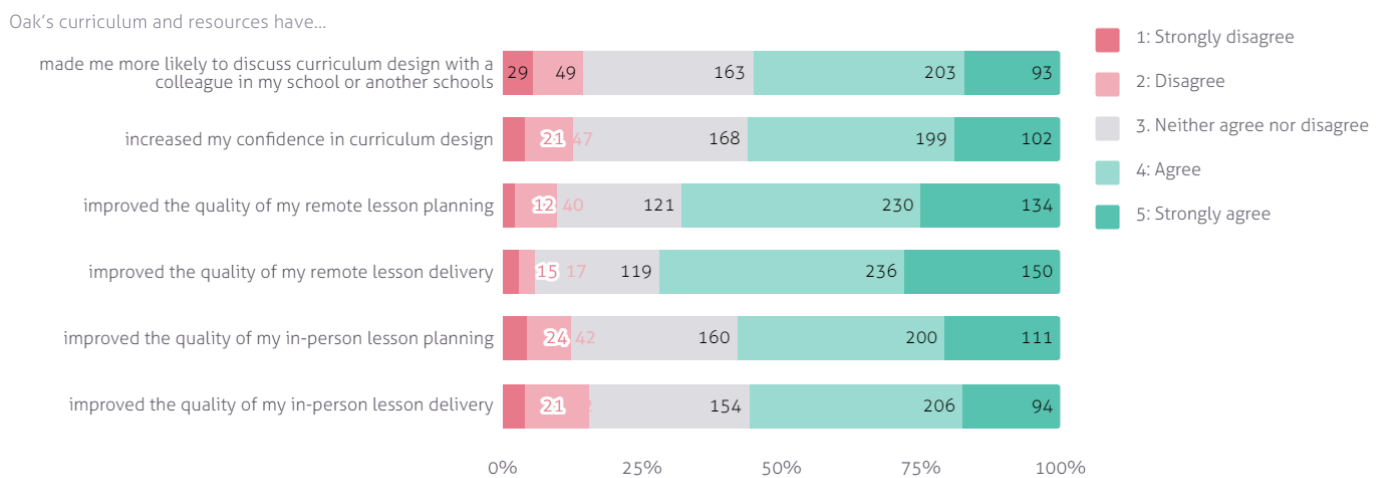
Impact on long-term teaching practice

Key finding: The majority of Oak users reported in the survey that Oak’s curriculum and resources have increased their confidence in curriculum design and have improved the quality of their lesson planning and delivery, both for remote and in-person teaching. Focus group participants found that seeing specialist teachers in Oak’s resources had a considerable impact on their own teaching practice and subject knowledge and now use Oak as a CPD tool.

Through the survey, the majority of Oak users reported that Oak’s curriculum and resources had increased their confidence in curriculum design (56%) and that it had made them more

likely to discuss curriculum design in their or other schools (55%). They also felt that the resources had improved the quality of their lesson planning and delivery, both for remote and in-person teaching. Almost three-quarters (72%) of respondents agreed that the quality of their remote lesson delivery had improved, while 68% agreed that the quality of their remote lesson planning had improved. The numbers of respondents who thought their in-person planning and delivery had improved because of Oak’s curriculum and resources was slightly lower, at 58% for planning and 56% for delivery. Length of time using Oak did not have an impact on the results in relation to quality of lesson delivery.

Oak's curriculum and resources have improved teachers' confidence in curriculum design and both remote and in-person lesson delivery and planning, with slightly greater impact on remote planning and delivery



It should be noted that all data on teacher outcomes is based on self-reporting of teachers; no other data points like classroom observations or assessments are included in this reporting which would provide further validation of these findings.

The theme of professional development came up in all focus groups where teachers explored and discussed the fact that for non-specialist teachers Oak was an invaluable tool. Many of the primary teachers referenced not being specialist teachers and particularly when it came to History and Geography, they found the use of specialist teachers an invaluable CPD tool, exploring language and themes they had never covered thus providing broader learning opportunities for the children. In some focus groups, participants discussed **how**



The training options are really useful too; it's really difficult in schools to sort out going to see your peers teach and getting a good experience from this so Oak made this really easy (EYFS Teacher)

this could change the way forward for teachers as they would be able to access outstanding lessons at all times and therefore have opportunities to improve their own practice. One teacher specifically stated that using Oak resources has improved her teaching in Geography saying, "Geography in primary school has always been a little bit loose and some of the language used in the videos I had never heard of".

Five KS3 teachers commented on the energy levels in the video lessons and how this gave them a renewed energy in their own teaching whilst another felt the videos for KS2 History showed her a completely new and more engaging way of delivering lessons on the Romans. One teacher from a selective school commented that she felt the expectations and way lessons were delivered through the Oak videos for English and Latin forced her to be more ambitious for her pupils. In all focus groups this theme came up, the teachers believe that for the development of teaching practice in the future **the use of Oak could be a way to ensure that teachers are exposed to outstanding practice as part of their daily teaching.** In one group the teachers discussed how much they enjoy going to observe their peers but that this rarely happens because of their daily timetables. They felt that Oak offered a solution to this and that they could see different teaching styles and methods which they could then incorporate into their own teaching practice.

Those interviewed since schools have reopened all commented on how they are now using Oak lessons as a CPD tool for specialist subjects. They all acknowledged that having this resource has been invaluable for the development of their own subject knowledge, particularly those in primary schools, and the way in which these lessons are delivered. As a result, they all felt that they had developed as practitioners and therefore the children were receiving a better-quality lesson. Heads of Departments all agreed that they are now directing their NQTs and wider staff teams to the Oak lessons to help with their quality first teaching, especially around the use of technical vocabulary.



At the beginning of the pandemic, I was mentor to an NQT. Whilst the NQT had studied and had experienced life in school, she had never taught in a school as a full-time class teacher and was having to do this online. Both she and the NQT worked closely together to plan and resource lessons, but this took a lot of time. When I discovered Oak's resources, I was able to use this as an invaluable CPD tool for the NQT, freeing up some of my time to support the wider team and pupils. I was able to identify key lessons and learning opportunities for the NQT and direct her to these resources when I was unable to offer support. The NQT has continued to develop as a good teacher and now she is back in school delivering well-structured lessons where pupils make progress (Secondary SLT).

Key Finding: During focus groups, teachers expressed that they felt that using Oak resources for cover lessons will have a considerable impact on reducing learning loss due to staff absence.

All teachers interviewed felt that because of the quality of the resources they felt happier about leaving Oak lessons for supply teachers or HLTA's who would be able to deliver the content effectively through the resources ensuring that the lesson was not lost. Many teachers felt that moving forward this is going to have a significant impact on cover teaching

and some mentioned the impact it would have on supply costs if HLTA's are able to use such high-quality resources to cover lessons.

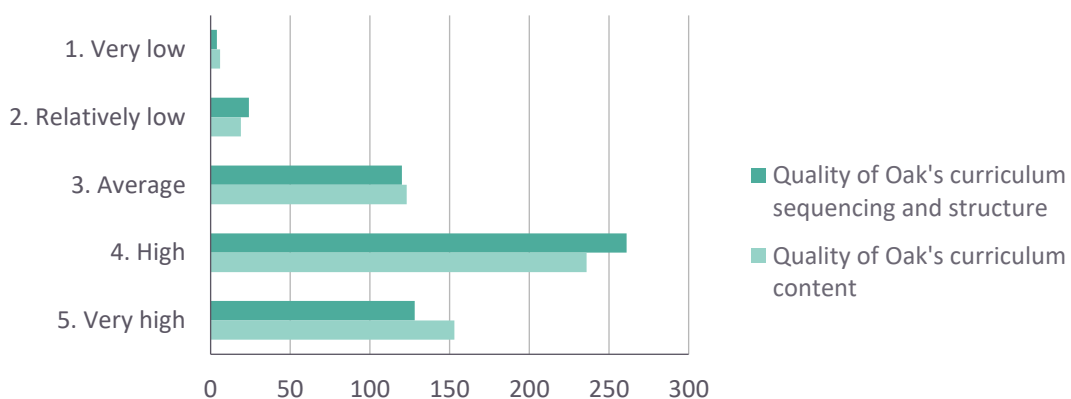
As schools have reopened respondents said **that they continued to use Oak lessons for cover when teachers are off sick or isolating as this continues to have a huge impact on daily teaching.** They know that they are able to find the relevant lesson, which is in line with their curriculum sequence and set this for classes to avoid any learning loss. Furthermore, they are now able to develop teaching assistants and HLTA's to deliver these lessons thus saving schools money on supply teachers. One teacher, who is a supply teacher, commented that he had great concerns over this as supply teachers were being put out of work, but the rest of the respondents felt that for schools, post pandemic, this is an essential part of their recovery. Only two respondents stated that now schools have returned, they have returned to the pre-pandemic model of paper cover for supply teachers.

Quality of the resources

Key finding: Almost three quarters of Oak users rated the quality of both Oak's curriculum sequencing and structure and curriculum content highly and agreed that the quality of the resources have improved over time.

Through the survey, almost three quarters of Oak users rated the quality of both Oak's curriculum sequencing and structure and curriculum content as high or very high (72% of respondents for both). Secondary school respondents rated the quality of curriculum sequencing and structure higher than primary respondents (76% compared to 69% rating high or very high), while primary school respondents were slightly more likely to rate the quality of curriculum content as high or very high than secondary school respondents (71% compared to 68%).

Quality of Oak's curriculum sequencing and structure and quality of Oak's curriculum content



During one focus group, three teachers discussed the fact that they did not use the resources at first because they felt the quality of the videos was not good: “One poor teacher using a white board pen on a fridge”. However, they felt that this quickly improved and by September they had changed their minds completely. Those who did not like Oak at the beginning of lockdown all agreed that when they took the time to sit down and go through everything, they recognised its value and began using it.



**“They have just got better and better!”
(Teacher)**

This trust in the resources lessened workload and stress as all respondents felt confident that the resources they were using were of high quality and offered the children exactly what they needed. Now that teachers are using the resources regularly both in and out of school, they can really see how the Oak resources have improved and provide structure and sequence to the learning. Furthermore, respondents said the quizzes and vocabulary which were particularly popular with teachers in the first round, had become even better and more focused on the development of key skills. They explained that this gave them significant reason for continuing to use Oak resources occasionally in their live lessons to emphasise new learning and provide alternative delivery styles and format as well as for other use cases like cover lessons and self-isolating pupils. This is especially the case for focus groups respondents who have previously adapted their school curriculum to match Oak’s curriculum.

6. Impact on Pupils

Key Findings

1

Oak users identified a **statistically significant higher proportion of pupils as exceeding expectations** than non-Oak users, particularly in primary schools.

2

In the focus groups and interviews, most teachers felt that the Oak resources were **accessible to SEND and EAL pupils** and that the use of Oak resources had a positive impact on them, despite some initial problems adapting to remote learning.

3

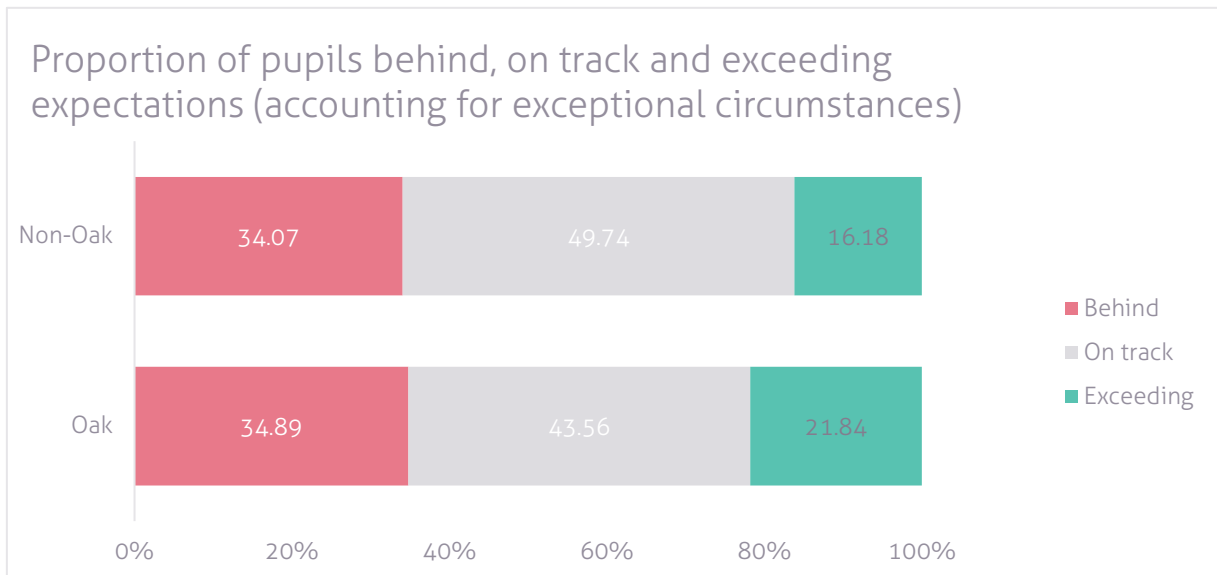
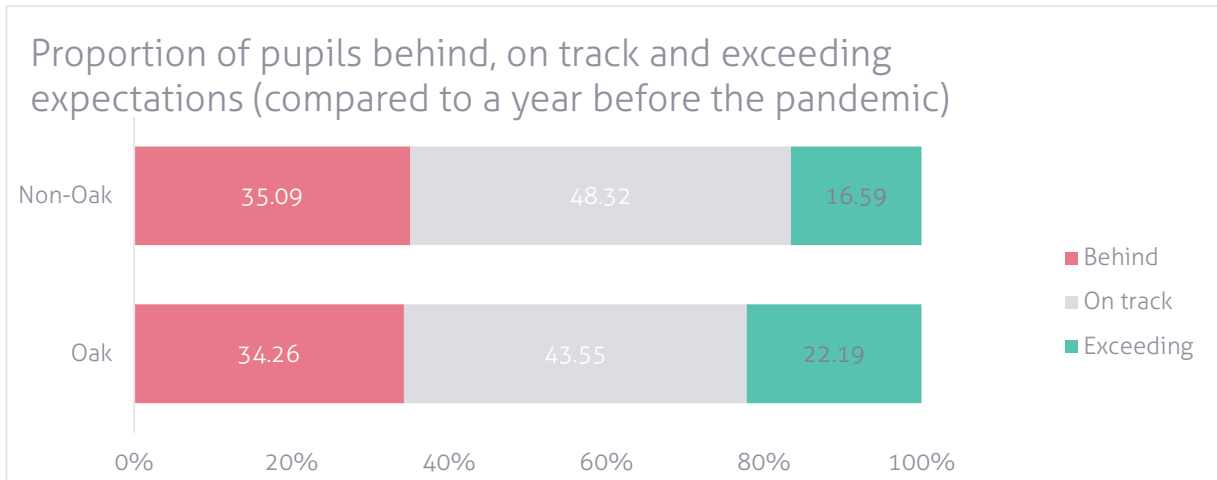
Through the survey, teachers reported that **roughly three quarters of pupils engaged as or more than expected with Oak's resources**, with a slightly higher average for secondary pupils. During the focus groups, teachers expressed that the use of Oak resources had a **positive impact on pupil engagement and independence during remote learning**.

Impact on pupil performance

Key finding: Oak users identified a statistically significant higher proportion of pupils as exceeding expectations compared to non-Oak users, particularly in primary schools.

Respondents were asked to assess pupil progress relative to how they might expect pupils to be learning in a year without the impact of the pandemic and then consider accounting for exceptional circumstances due to the pandemic.

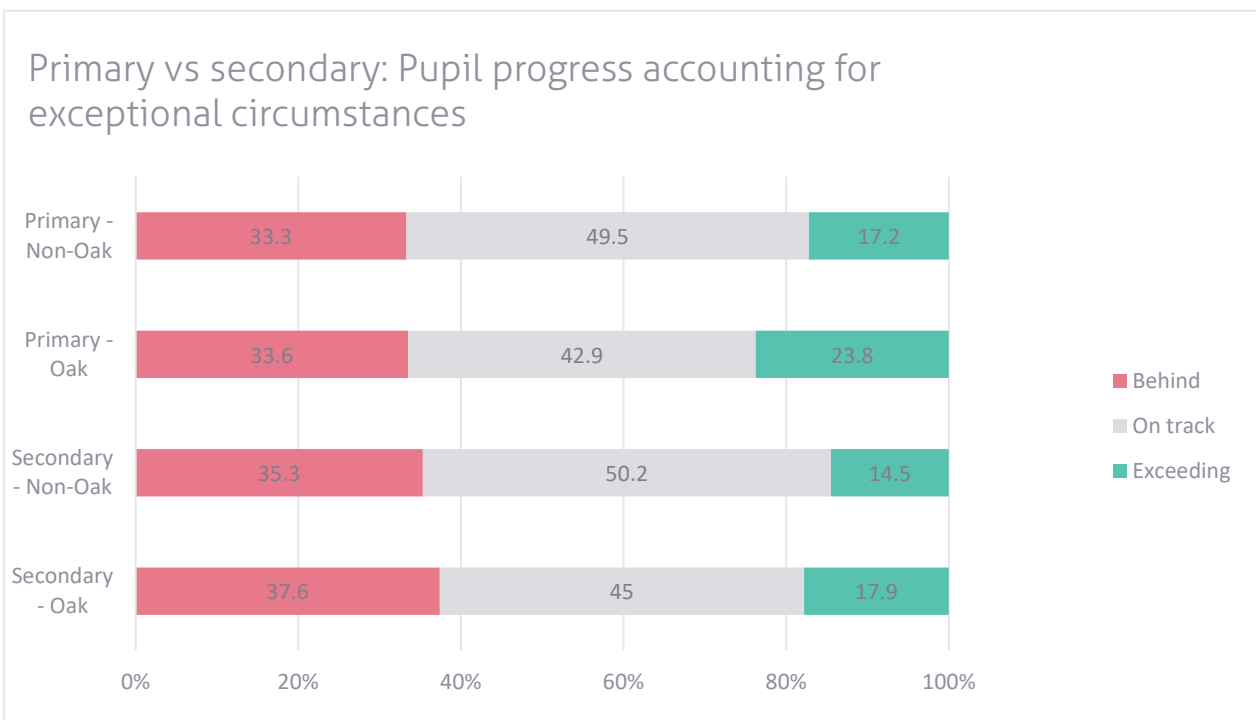
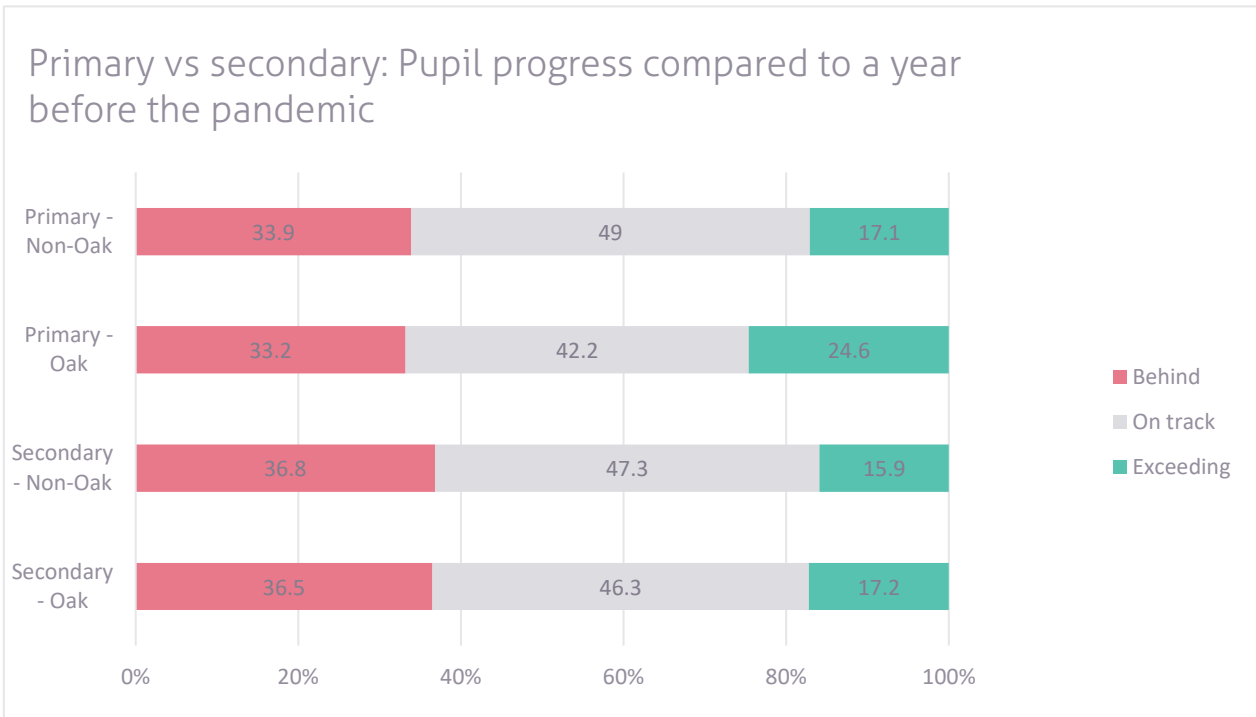
For both question sets, respondents gave us the proportion of pupils that they considered are "behind expectations", "on track with expectations" and "exceeding expectations". Respondents had to give us the percentages in a way that the responses for each question set added up to a total of 100 for the three categories. For responses where this was not the case and the answers added up to anything other than 100, they were removed from the analysis. The average score of responses provided by respondents is summarised below:



The overall pattern for both scenarios was similar: While the overall pattern was largely the same, Oak users identified a slightly higher proportion of pupils as exceeding expectations compared to non-Oak users.

This difference between non-Oak users identifying more pupils as on track and Oak users identifying more pupils as exceeding expectations **was statistically significant** across both scenarios with *p*-values ranging from 0.0000 to 0.0041 **showing a confident result**.

When breaking down this result by primary versus secondary schools, we found similar patterns across both scenarios, but **statistical significance only held for primary schools**, showing that primary school pupils may have benefited slightly more from using Oak than secondary school pupils according to teachers.



We also looked at sub-group findings based on length of using Oak and IDACI scores. These results showed the same pattern as the overall one presented here, meaning no differences between sub-groups were found.

A key limitation which should be considered when interpreting these findings is that this is based solely on teacher observation rather than an analysis of attainment data or direct pupil voice.

Key Finding: In the focus groups and interviews, most teachers felt that the Oak resources were accessible to SEND and EAL pupils and that the use of Oak resources had a positive impact on them, despite some initial problems adapting to remote learning.

For teachers in SEND settings, they felt that at first the children struggled with trying a new way of learning when switching to a remote setting. However, because of the structure and formulaic aspect of the lessons they quickly adapted and became used to this new norm.

One child with ASD found the structure of Oak so comforting that his parents contacted the school to comment on the impact it was having on his learning. These SEND children who previously had 1:1 support were now accessing learning remotely by themselves with limited support and succeeding. This led to **this teacher not having to request any additional adult support in her class this term to try and sustain this newfound independence.**

There were some key discussions about the language expectations in the Oak resources across all subjects and how teachers felt these set high expectations for subject specific language which all children can use with confidence. Teachers felt that because of this language focus and the visual way in which everything was laid out EAL children were able to access and use accurate language they had previously lacked the confidence and understanding to use.

As pupils have returned to school because of the consistency of practice and high expectations on language, teachers have found that **their EAL children are working more in line with their peers whilst their SEND pupils are more confident that they are not working so significantly behind their peers**, particularly in subjects such as Geography where a broad range of technical vocabulary is required.

As the focus group participants were self-selecting and only consisted of a small sample, it is worth noting that there is a potential bias in these positive experiences of the participants and further research to validate this finding would be recommended.

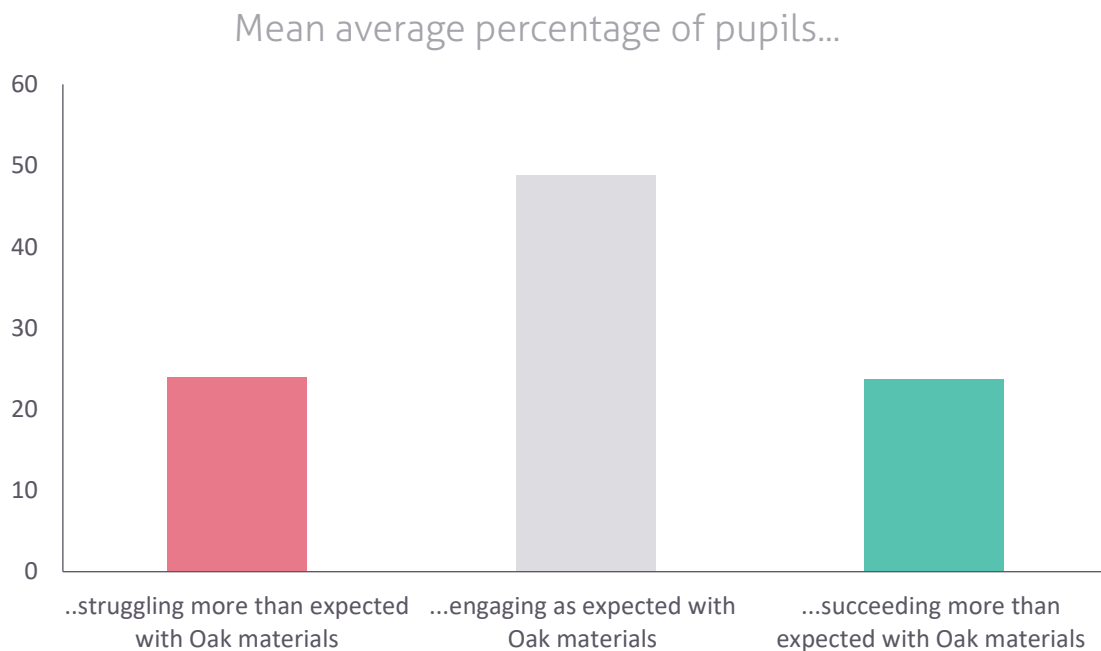


My children grew quite attached to some of the Oak teachers and they were able to access the learning because of the way it was broken down into manageable sections (SEND Teacher)

Impact on pupil engagement

Key Finding: Through the survey, teachers reported that roughly three quarters of pupils engaged as or more than expected with Oak’s resources, with a slightly higher average for secondary pupils. During the focus groups, teachers expressed that the use of Oak resources had a positive impact on pupil engagement and independence during remote learning.

Oak users were asked about their pupils’ engagement with Oak materials, through the proportion of pupils who were engaging as expected, succeeding more than expected, or struggling more than expected with the materials. Respondents on average reported that around half of pupils were engaging as expected, with the other half split fairly evenly between pupils succeeding more than expected and struggling more than expected.



Respondents using Oak resources with secondary school pupils reported a 6% higher average of pupils engaging as expected with Oak than those using them with primary school pupils. At the same time, respondents using Oak resources with primary school pupils reported a 6% higher average of pupils struggling more than expected with Oak materials than those using them with secondary school pupils. Length of time using Oak did not have an impact on the results in relation to pupils’ engagement with Oak materials.

The use of Oak as a tool to develop independent learners came up as a theme in several focus groups. Teachers discussed how the simple structure of each lesson allowed most pupils to access the learning and removed anxiety for many children.

bb A boy who had developed severe maths anxiety from the first lockdown found Oak incredibly useful and has now closed the gap with his peers. (SENDCO)

bb This boy who had suffered a bereavement during the first lockdown, struggled to return to school or even “put pen to paper”. I set Oak as an informal opportunity for him to access learning when he was ready which he did and as result he is now achieving in line with his peers (Y9 Geography Teacher)

Teachers explored how engagement of pupils when using Oak resources was good because the resources were so clear and well organized that it removed anxiety of failure from the children. One teacher believed that the consistency of the resources allowed them as teachers to focus more on the pupil's cognitive load which in turn deeply affected engagement. Teachers also talked about how the quizzes brought out a competitiveness in the pupils which drove them, so much so that many teachers are incorporating this tool in their daily lessons.

There were varying beliefs about the long-term engagement and motivation of the pupils. Some teachers felt that the level of engagement remained consistent, while others believed that engagement in online learning gradually decreased over time.

Teachers discussed the fact that at first some pupils found having new people delivering the lessons refreshing and as a result increased motivation and engagement. One teacher explained how he had been teaching a Knight's Tale to multiple classes but was not making any progress and used Oak to support his teaching and embed the learning.

All three Geography KS3 teachers commented that Oak models how to answer 4- and 6-mark questions with such skill that they have noticed an improvement in their pupils' responses to these style questions. When asked for further details the Department head explained that it was clear the author of the questions had a deep understanding of how the questions were marked. As an examiner herself, this meant she wholeheartedly trusted the resources she was using.

bb
My pupils finally started to believe what I had been talking about in my Geography lessons because they saw another teacher saying the same things!

In all groups the teachers discussed how pupils' engagement and motivation in regard to the Oak resources has changed over time. Whilst some pupils took a while to get used to the new format many found the consistency comforting and removed anxieties about home learning. Teachers felt that during school closures using the Oak videos and resources in their lessons engaged their pupils. However, some teachers felt as remote learning continued in the spring term children were growing tired of it and they noticed that engagement waned towards the Easter holidays. Teachers felt this was due to lethargy with the pandemic situation and not being in school more than a lack of interest in the Oak resources.

As schools have reopened teachers are using the Oak lessons and resources less for direct lesson delivery. Respondents felt that their children were engaged with the resources because of the quizzes and structure but that what really motivates them is their school lessons being delivered in class by their class teacher. They expressed that this is something they felt the children had missed. However, when children are isolating for a set period, they have been engaging with the resources and can return to school confident that they are at the same level as their peers.

However, it should be noted that these reflections on pupil engagement are based on reporting by teachers only, rather than external observation of pupil behaviour or pupil voice, which should be considered when interpreting these findings.



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DAME SUE JOHN, Executive Director,
Challenge Partners



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