The COVID-19 impact
on UK education

The COVID-19 pandemic forced school closures across the UK and the impact has created a number of new and not-so-new challenges for educators.

Globally, COVID-19 could result in **a loss of 0.6 years** of schooling.

Bringing down the effective years of basic schooling that students receive from **7.9 years to 7.3 years.**

(Azevedo et al, 2020)

Almost two thirds of teachers in the UK said **that 4% or fewer of students** were physically attending school.

(Edge Foundation, 2020)

54% of educators estimated that their students were only receiving between **three and five hours** of instruction per day.

Teacher workload has increased by

60-65%

as a result of the pandemic.

Can technology help to solve some of these challenges?

Only 34% of students

said they had an active interest in home learning.

(Impacted, 2020)

Morale amongst UK students dropped as lockdown progressed...

Children in the UK spent, on average, just **2.5 hours per day** doing either offline or online school work.

Over half of parents (52%) with dependent children of school age said a child in their house was struggling to continue their education whilst at home.

Edtech should drive student motivation and engagement.

Students eligible for pupil premium in the UK have been unhappier during lockdown than their peers.

5% on average were less happy

Wellbeing scores for female students during lockdown have been lower (on average they were 5% less happy) and they were also more likely to suffer from anxiety.

Technology needs to have a positive impact on student wellbeing.

64% of UK teachers said that their wellbeing had taken a hit during the pandemic.

61% also said that they were finding it **more difficult to juggle work and home life** than pre lockdown.

Edtech should also improve teacher workload and wellbeing.

What does good edtech look like?

- Create choice for students
- Provide opportunities for bite-size, immediate feedback
- Address teacher workload
- Allow for micro-learning and micro-assessment
- Be school or domain specific

EdTech tools that drive motivation should be 'domain-specific' – focusing on a particular subject area. Reading and Maths are often key areas of focus, however achievement gaps in writing are a particular challenge for educators.

We're giving you a technology-assisted helping hand with WriQ, the writing achievement tool.

WriQ

- Puts students in charge of their own learning giving them instant access to positive, immediate feedback on their own writing, without relying on teacher intervention.
- Frees up time and reduces teacher workload by removing subjectivity and manual time spent marking.
- Quickly assess, track and analyse student writing. WriQ gives you valuable insights on writing performance by class, year group or school.

Discover the lessons educators can learn from lockdown when developing digital strategies and approaching EdTech by downloading our whitepaper:
text.help/impact-on-UK-education

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