

Oak National Academy

Summer Learning Support Evaluation Report

October 2021



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1. Executive Summary

Oak National Academy has partnered with ImpactEd to understand the **impact that Oak National Academy's Summer Learning Support** offer has had over the Summer break at the end of the 2020/21 academic year. This follows a year of partial school closures due to the impact of the Covid-19 pandemic and a subsequent government focus on 'catch-up activities' for children and young people to participate in over the summer holidays to make up for lost learning.¹ Over the Summer (between early June and early September), a total of around 716k lessons was started on Oak, including both regular and priority lessons.

The findings summarised in this report are based on a **mixed methods approach**, including: a quantitative survey with 388 participants (split across teachers and parents), qualitative interviews and focus groups with 18 participants, and Oak's own platform analytics. All activities were conducted with **teachers and parents** 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 asked users of Oak Summer Learning Support about their **usage of the resources, their feedback on the resources and impact the resources** had. The survey reached both Oak Summer Learning Support users and non-users, allowing us to understand why non-users did not engage with the resources.

These survey findings were supplemented by **qualitative work** with users, involving 3 focus groups and 4 interviews with a total of 18 participants. This was valuable for getting a better insight into the implementation of Oak Summer Learning Support resources by teachers and parents and into the further, sometimes unexpected, impact of SLS.

Key findings of impact are presented below.

Impact on teachers

1 Teachers felt that Oak's Summer Learning Support resources saved them time; on average **teachers felt that the resources saved them 22 hours each over the Summer.**

2 The **quality and content of the resources contributed to workload savings.** The priority units and lessons were valued for being clearly structured and easy to use and adapt due to their alignment with the National Curriculum.

3 Teachers **did not clearly distinguish between the Summer Learning Support and Oak's wider pool of resources** when evidencing the impact that the resources had on teaching practice. However, the primary impact identified was **increased consistency of practice.**

¹ <https://educationhub.blog.gov.uk/2021/07/16/what-catch-up-activities-are-available-for-children-over-the-summer-holidays/>

Impact on pupils

- 4 Teachers and parents felt that pupils who used the Summer Learning Support over the summer have become **more confident and independent learners**, although this change could not always be attributed solely to the Oak resources and was based on anecdotal evidence.
- 5 Qualitatively, teachers and parents felt that **fatigue with remote learning posed a barrier to pupils' engagement with Oak** when engaging in less formal summer learning offers.

Impact on parents

- 6 Qualitatively, parents reported that the resources **increased their confidence supporting their children's learning** at home over the summer and **their knowledge of the curriculum**.
- 7 Similarly to teachers, parents **rated the usefulness of the priority units and lessons and unit quizzes highly** in the survey, which is likely to have led to the positive impacts identified.

Implementation and usage

- 8 Survey responses and usage data show that **priority units and lessons were the most frequently used resources across parents and teachers**.
- 9 Teachers mostly did not differentiate between Summer Learning Support resources and the wider Oak resource offer, meaning it was **difficult to distinguish between the use of these**. In total, approximately 716k lessons were started over the Summer, including both regular and priority lessons.
- 10 Use of Summer Learning Support resources by teachers was **most frequently to deliver remote learning support** rather than in-person delivery. Teachers also used resources to plan for summer learning support and looking ahead to the Autumn term.
- 11 Parents who participated in the qualitative research **managed providing summer learning support independently** and often did not differentiate between the Summer Learning Support and Oak's wider resources.
- 12 Around half of the 157 survey respondents who did not use the resources were not aware of them. The other **half of non-users chose not to use them in order for children and teachers to have a break over the summer**, or because they used other resources that were better suited to their needs.

2. Evaluation Methodology

Oak National Academy's Summer Learning Support offered lessons from Early Years through to Year 11, and focused on 'priority' units and lessons to help pupils prepare for their next academic year. The initiative covered Maths, English, Science, History and Geography, and included:

- ▶ Signposting to identified 'Priority Lessons'
- ▶ Unit quizzes in addition to the existing lesson quizzes
- ▶ Separate resources to support students in mental health, reading for enjoyment and some extracurricular activities.

Evaluation Design

This evaluation took a mixed methods approach, combining quantitative survey findings with qualitative interviews and focus groups. This combination allowed the evaluation to explore the impact of Oak's Summer Learning Support resources on the intended outcomes for the programme:

- ▶ For teachers to use the resources to **effectively deliver support for pupils** over the summer with **minimal additional impact on workload**
- ▶ For teachers to use the resources to **inform planning** and determine which priority lessons pupils should be directed to
- ▶ For parents or pupils to be able to **independently engage with learning** over the summer.

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.

Providing relevant context to the findings, this report has also integrated Oak's own platform analytics. This provides us with a picture of implementation and usage of the Oak Summer Learning Support from June to end of August 2021.

Survey: design, sample, and analysis

Design and administration

The survey was live from 24th August to 12th September 2021. The survey was distributed through Oak's social media accounts and networks. The survey reached both Oak Summer Learning Support users and non-users but analysis focused primarily on users of the resources. Both teachers and parents who used the resources were targeted in the survey.

Sample

There were a total of 388 participants, comprised of 273 teachers and 115 parents. 42% of the teachers who responded had used Oak's Summer Learning Support resources, while 73% of the parent respondents had used the resources.

Of the 116 teacher survey respondents who had used the resources:

- ▶ **A variety of school subjects were covered:** around a quarter of respondents for each of Maths, Science and English and 10% each for Geography and History. The table below provides a full breakdown of subject coverage.
- ▶ 53% of respondents used the resources with pupils at secondary school and 27% used the resources with pupils at primary school. 16% used the resources with both primary and secondary school pupils. The table below shows usage across Key Stages (with respondents selecting multiple responses).
- ▶ Half of teaching respondents were classroom teachers (50%), 29% heads of department or subject, 17% were senior leaders and 5% head of year or phase.
- ▶ **A quarter of teaching user respondents had not used Oak before** (24%) and a further 6% had only started using Oak from March 2021 onwards.

Subject (teachers)	Count	%
Maths	50	25
Science	47	24
English	45	23
Geography	20	10
History	19	10
IT	4	2
Other, including:		
▶ MFL		
▶ PE / Dance		
▶ RE		
▶ PSHE / Citizenship	13	7
Total	198²	100

Key stage (teachers)	Count	%
EYFS	10	5%
KS1	24	12%
KS2	33	17%
KS3	62	32%
KS4	58	30%
Other, including post-16 education and children with special educational needs/disabilities	6	3%
Total	193²	100

² As teachers were able to indicate multiple subjects and key stages, the total number in the tables is different from the total number of respondents.

Of the 84 parent respondents who used the resources:

- ▶ **There was narrower subject coverage by parent respondents than teachers:** English, Maths and Science were used the most frequently used subjects by parents (28%, 27% and 21% respectively), with 14% using it for History and 10% using it for Geography. No other subjects were reported as being used by parents.
- ▶ **Parent respondents more frequently used the resources with primary school pupils** than secondary, the opposite trend to teacher respondents. 47% of parent respondents used the resources with primary school pupils and 33% of parent respondents used the resources with secondary school pupils. 20% of parents used the resources with children in both primary and secondary school. The table below provides a full breakdown by key stage.
- ▶ **The majority of parents had used Oak before**, but 18% had not used Oak previously.

Key stage (parents)	Count	%
EYFS	6	5%
KS1	25	21%
KS2	39	32%
KS3	36	30%
KS4	15	12%
Total	121³	100

Analysis

Descriptive statistical analysis was used for the survey, looking at frequencies in order to identify insights from the quantitative data. Several qualitative questions were included, for which thematic analysis was used to identify trends.

Qualitative work: design, sample, and analysis

Design

For the qualitative research component of this study, we ran a combination of focus groups and 1-to-1 interviews in September 2021 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.

³ As parents were able to indicate multiple key stages, the total number in the tables is different from the total number of respondents.

- **Interviews:** As a group setting has its limitations in terms of sharing individuals' detailed stories, we consulted 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. Some interviews followed up with focus group participants, while others only participated in an interview.

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.

Participants were recruited through the survey where they were able to indicate if they were interested in participating in a follow-up focus group or interview.

Sample

A total of 3 focus groups and 4 interviews were held, with a total of 18 participants in the qualitative research. The tables below describe the focus of each of the focus groups and number of participants, and the characteristics of follow-up interviewees.

Focus group	Implementation of Oak's Summer Learning Support
Group 1 (4 participants)	Teachers using resources in school
Group 2 (4 participants)	Teachers using resources for remote learning
Group 3 (6 participants)	Parents using resources at home

Interviews	Subject / Key Stage / Other
Interview 1	NTP Tutor, Key Stage 3
Interview 2	English teacher, Key Stages 3 and 4
Interview 3	Key Stage 2 teacher
Interview 4	EYFS / Key Stage 1 teacher

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 Summer Learning Support over the Summer
- 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. Data presented in this report reflects use of Oak's Summer Learning Support between 7th June and 9th September 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:

- ▶ Fewer than expected users participated in the qualitative research; although a substantial number of survey respondents were contacted to request to participate, the timing of the fieldwork at the end of the summer term and first weeks of the Autumn term limited the number of teachers in particular who were able to engage further with the research. The research design was adapted in order to account for this:
 - Rather than conduct qualitative fieldwork at two points (June/July 2021 and September 2021), focus groups and interviews were only conducted in September to maximise the number of participants
 - Originally it was intended that case studies would be conducted with multiple teachers from schools who used resources to deliver a summer school. As it was not possible to recruit for this, the research instead focused on individual users with interviews following up with focus group participants who had particularly interesting use cases or evidence of impact.
- ▶ The evaluation design did not allow for meaningful statistical analysis (e.g. by comparing the impact on users and non-users), which limits the reliability of findings.
- ▶ There is 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.
- ▶ This evaluation relies on user reported outcomes/impact only: all data on teacher outcomes is based on self-reporting of teachers and this report did not include an analysis of any data related to pupils or direct pupil voice. This should be considered when interpreting these findings.

3. Impact on teachers

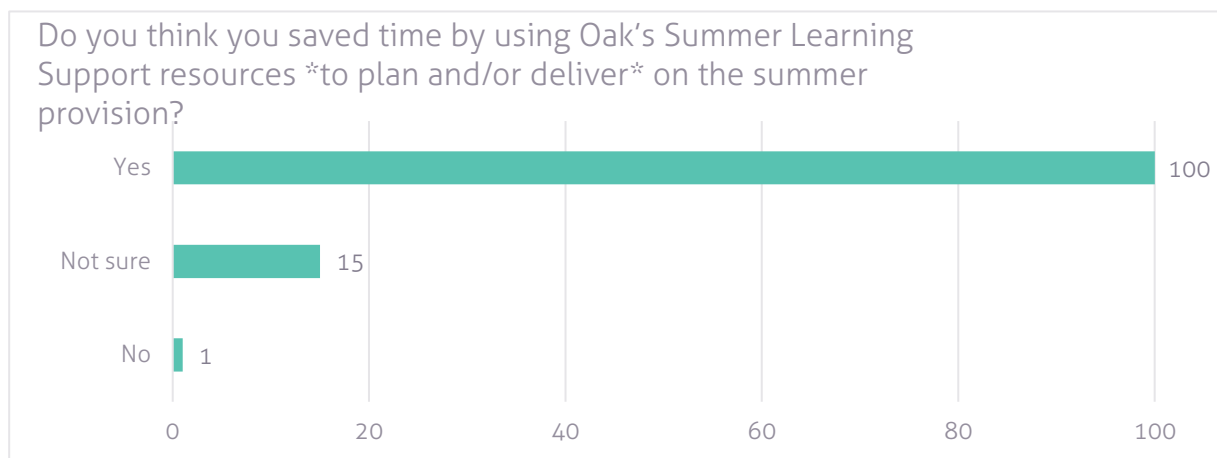
Key Findings

- 1 Teachers felt that Oak’s Summer Learning Support resources saved them time; on average teachers felt that the resources saved them 22 hours each over the Summer.
- 2 The **quality and content of the resources contributed to workload savings**. The priority units and lessons were valued for being clearly structured and easy to use and adapt due to their alignment with the National Curriculum.
- 3 Teachers **did not clearly distinguish between the Summer Learning Support and Oak’s wider pool of resources** when evidencing the impact that the resources had on teaching practice. However, the primary impact identified was **increased consistency of practice**.

Impact on workload

Finding 1: Teachers felt that Oak’s Summer Learning Support resources saved them time; on average teachers felt that the resources saved them 22 hours each over the Summer.

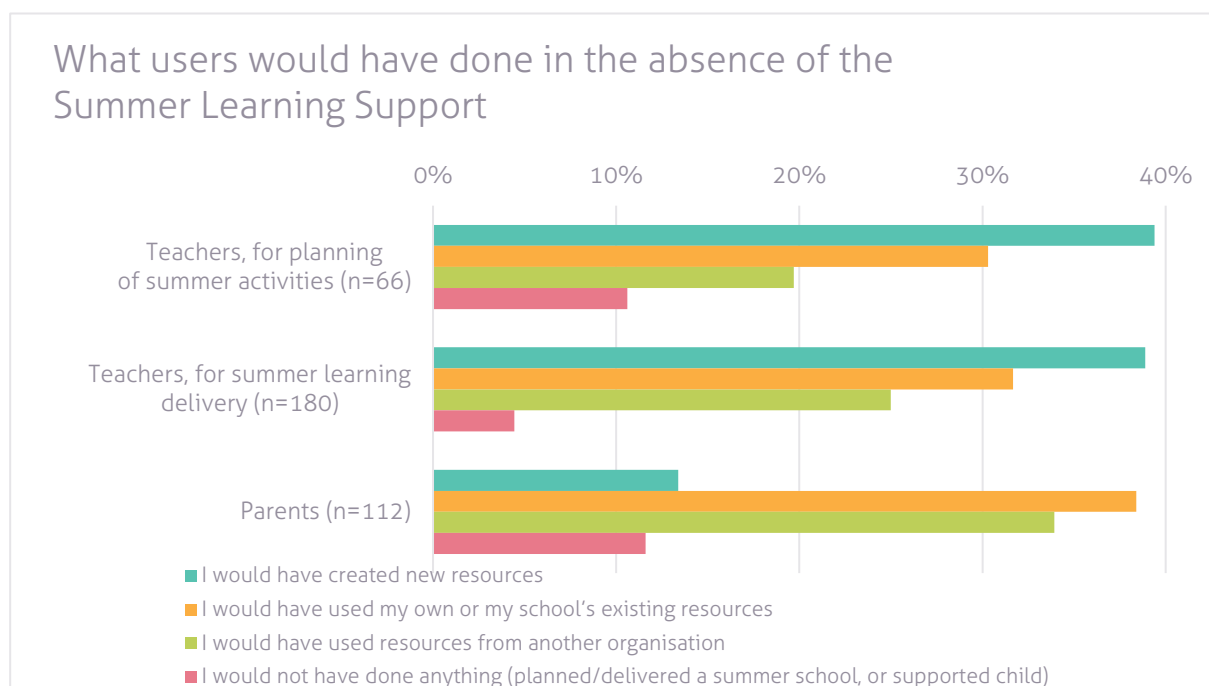
The majority of teaching survey respondents thought they had saved time by using Oak’s Summer Learning Support resources to plan and/or deliver summer provision, with 86% agreeing and a further 13% not sure (only 1 respondent stated that the resources had not saved them time).



On average, teaching respondents estimated that using the resources had saved them 21.7 hours each (based on 97 respondents), with the amount of time saved ranging from 1 to 100 hours.

As shown in the graph below, the presence of Oak’s Summer Learning Support prevented **39% of teacher users from creating new resources** (96 of 246 respondents). Additionally, 6% of teachers (15 of 246 respondents) and 12% of parents (13 out of 112 respondents) said that in the absence of the Summer Learning Support, they would not have planned or delivered a summer school, or provided additional support to their child over the summer holidays. In total, we see that in the absence of Summer Learning Support:

- 31% (111 of 358) of respondents would have created new resources
- 33% (120 of 358) of respondents would have used their own/school’s existing resources
- 27% (96 of 358) of respondents would have used resources from another organisation
- 8% (28 of 358) would not have done anything

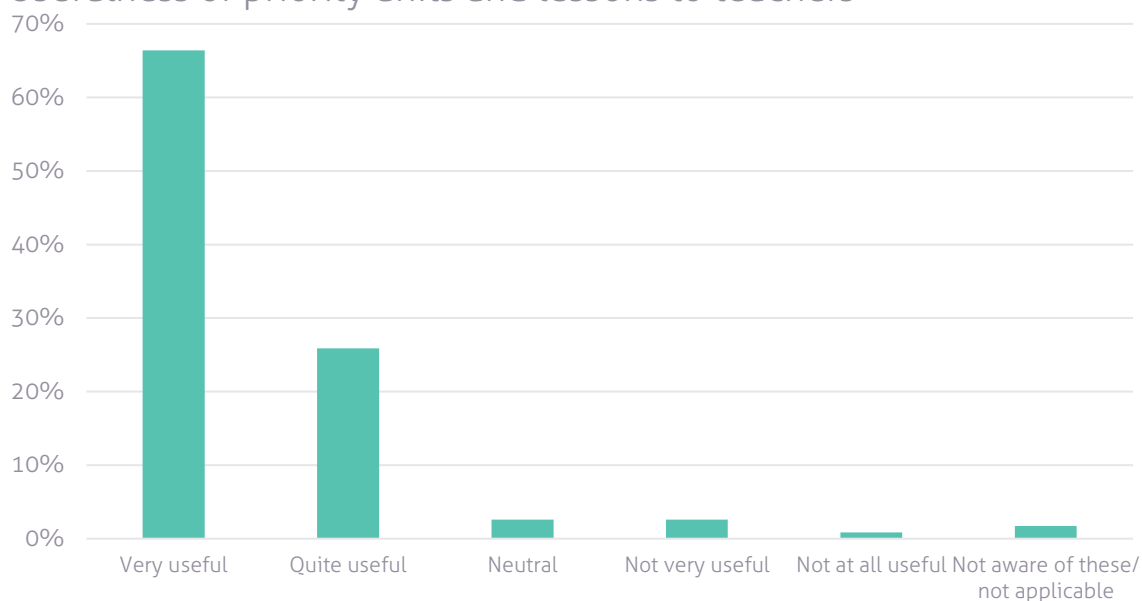


Qualitatively, teachers agreed that **in whatever capacity they used the resources over the summer, it saved them time** which was the biggest impact the resources had on them as teachers. After an uncertain and stressful year with closures and bubbles, all teachers felt that **having this resource to use was an invaluable tool**.

Finding 2: The quality and content of the resources contributed to workload savings. The priority units and lessons were valued for being clearly structured and easy to use and adapt due to their alignment with the National Curriculum.

In the survey, teachers who used the Summer Learning Support were asked how useful they found each type of resources. Priority units and lessons were most highly rated by teachers with 66% rating them 'very useful' and a further 26% 'quite useful', as shown in the graph below.

Usefulness of priority units and lessons to teachers



In qualitative interviews and survey responses, teachers and parents reported that **the structure of units and lessons was clear and easy to use**, which they also valued in Oak’s wider bank of resources. Having grouped units covering topics at specific levels of difficulty meant that teachers could **use resources for a group of students but personalise learning based on individual students’ ability and interests** providing ease of differentiation to support and challenge. **The lessons were noted to be well-structured and focused** through the use of learning outcomes.

Teachers were able to trust in the content and quality of the resources and use it in a way which suited the needs of their pupils. In interviews, teachers and parents discussed the enthusiasm of the teachers and how this engaged children; one parent commented that her daughter told her, “I’ve not seen anyone so enthusiastic about tectonic plates!” They agreed that it was nice to hear their children talk so positively about their learning at such a challenging time.

All teaching interviewees, whether they delivered summer provision either physically, remotely or on an ad-hoc basis stated that they **used the units and lessons as a supplement to their current schemes of work and resources** (often alongside Oak’s wider bank of resources). They found that the resources were **easy to adapt and could be differentiated effectively to suit the needs of their pupils** based on teacher assessment, especially because the resources are well aligned to the National Curriculum. Once teacher assessments had been completed, teachers identified the gaps and set work using the resources accordingly. They stated that **due to the alignment with the National Curriculum, they can adapt resources easily and move units around to suit the requirements of their pupils.**

For example, one English Lead explained that it was a fantastic supplement to their Schemes of Work and quoted the alignment in structure and sequencing between Oak National

Academy and their own school with 'An Inspector Calls' and 'Romeo and Juliet'. Another Maths specialist in a large secondary school discussed the fact her school used Maths Mastery and White Rose Maths to lead their planning but that the Oak resources were easily aligned to this and so Oak gave teachers an additional resource to access when required. One teacher commented that the Science was so aligned with the AQA learning objectives that he was able to match the resources where necessary and use them, with some adaptation, to meet the needs of his class.

Teachers suggested improvements to the priority units and lessons through the survey, which included:

- ▶ Allowing teachers to directly assign resources to pupils (for instance, through individual user accounts)
- ▶ Providing more differentiation and challenge and more variation in the structure of lessons to better suit higher ability pupils.

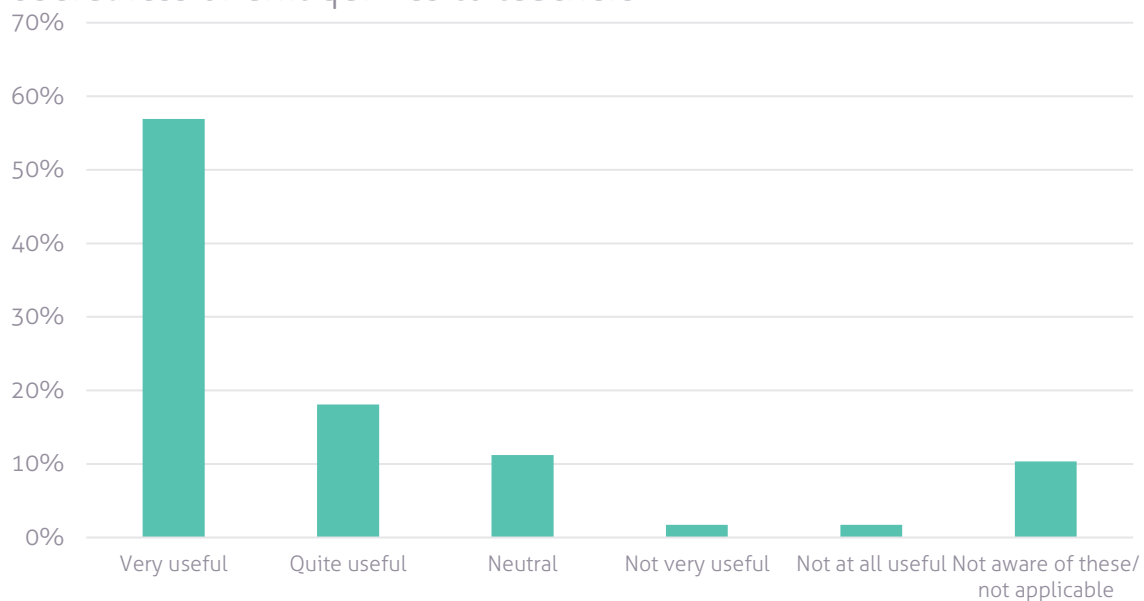
Finding 3: Unit quizzes were considered useful to make a quick assessment of knowledge on a specific topic, to gauge progress and for retrieval. However, they were not necessarily used to planning and determine which priority lessons pupils should be directed to, as was expected for their use.

bb At times I felt the units were too long and I needed to shorten them to avoid repetition and to go into more depth, especially for my Year 10s and 11s.

Secondary school Science teacher

In the survey, 57% of teachers rated the unit quizzes very useful with a further 18% rating them quite useful.

Usefulness of unit quizzes to teachers



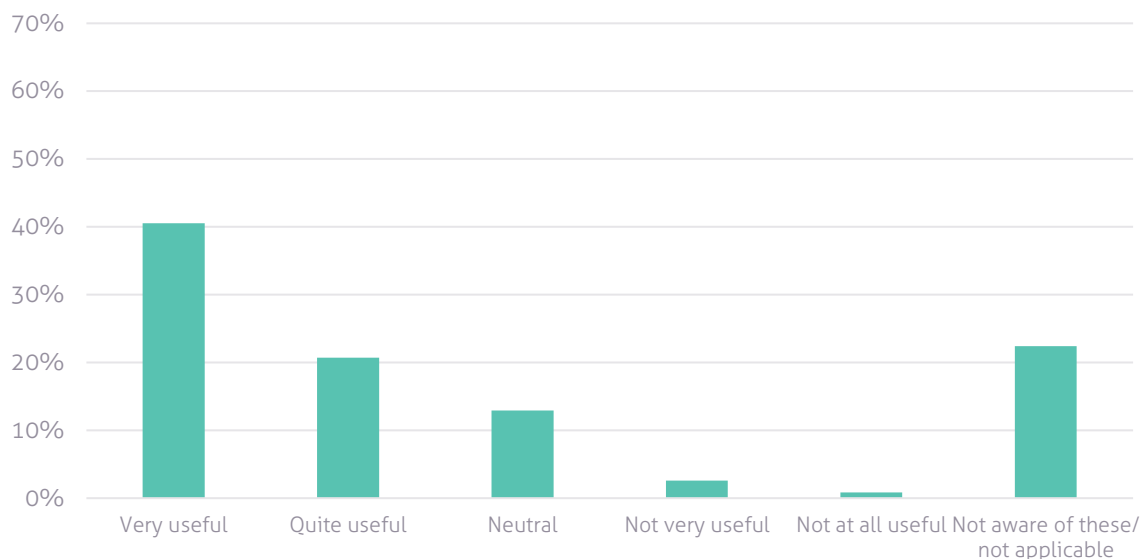
Qualitative focus groups and interviews provided further detail as to how unit quizzes were used and why teachers found them useful. Teachers discussed that unit quizzes helped children gauge their progress and feel a sense of achievement. Embedding opportunities to assess pupils' learning was seen as a beneficial feature of the Summer Learning Support resources, and Oak's wider site. However, teachers did not report using the unit quizzes to inform their planning, as was perhaps intended in the design of the Summer Learning Support – rather, they used their own assessments of pupils' learning to inform their planning for summer.

Suggested improvements to unit quizzes were proposed by teachers and parents in the survey. These included:

- ▶ Making unit quizzes editable so that teachers can make adaptations where needed. There were also some respondents who indicated that making the unit quizzes downloadable would be helpful, which is something that Oak has since fully implemented.
- ▶ Providing a record of attainment in unit quizzes which is visible to individual pupils and their teachers
- ▶ Explaining workings/reasoning to address misconceptions and misunderstandings which led to incorrect answers
- ▶ Extending unit quizzes to more subjects.

Findings from the survey indicated that the proportion of teachers rating the enrichment site and resources as very useful or quite useful was lower than for both the priority units and lessons and unit quizzes – though still 62% found them useful or very useful. These resources were not highlighted or commented on by teachers in qualitative research.

Usefulness of enrichment site and resources to teachers



The data were not sufficient to identify the reasons for this: whether less teachers were aware of the resources, whether teachers were aware of them but they were not relevant to their needs, or whether they were considered to be of a lower quality.

Impact on teaching practice

Finding 4: Teachers did not clearly distinguish between the Summer Learning Support and Oak's wider pool of resources when evidencing impact the resources had on teaching practice. However, the primary impact identified was increased consistency of practice.

The use of Oak National Academy's wider resources, including the Summer Learning Support, ensured that heads of departments and phase leaders were able to ensure consistency of practice during remote learning to limit discrepancies in the quality of delivery.

The two teachers interviewed who were involved in formal summer learning support at their school felt that the **Summer Learning Support resources provided a consistency in learning which was vital for their pupils**. One respondent reported that because of staff shortages, supply teachers were delivering their summer school and the availability of Oak's resources meant that as Head of Department she could set the work and ensure that it was suitable for those attending. The second used a combination of Oak resources with her own and found that when she had run out of inspiration or was looking for a new way of delivering key concepts to her online groups, Oak was a great source of support.

All teaching interviewees talked about how they **continue to use Oak National Academy's resources to supplement their current school curriculums**, especially with continued high levels of staff and pupil absence.

4. Impact on pupils and parents

Key Findings

Impact on Pupils

- 1 Teachers and parents felt that pupils who used the Summer Learning Support over the summer have become **more confident and independent learners**, although this change could not always be attributed solely to the Oak resources and was based on anecdotal evidence.
- 2 Qualitatively, teachers and parents felt that **fatigue with remote learning posed a barrier to pupils' engagement with Oak** when engaging in less formal summer learning offers.

Impact on Parents

- 3 Qualitatively, parents reported that the resources **increased their confidence supporting their children's learning** at home over the summer and **their knowledge of the curriculum**.
- 4 Similarly to teachers, parents **rated the usefulness of the priority units and lessons and unit quizzes highly** in the survey, which is likely to have led to the positive impacts identified.

Finding 1: Teachers and parents felt that pupils who used the Summer Learning Support over the summer have become more confident and independent learners, although this change could not always be attributed solely to the Oak resources and was based on anecdotal evidence.

In qualitative interviews, two teachers stated that without question they could see the pupils who took part in summer intervention have made progress and come back as **more confident and independent learners**. They commented that the **remote nature of the learning has developed their motivation and independence** to tackle work they might previously have shied away from in class. However, they did note that these interventions used several sources for resources and so **couldn't attribute this change solely to the Oak resources**.

bb I could not specifically say the Oak resources impacted pupil attainment but the consistency they provided for the pupils has had an impact on their learning and confidence.

Secondary school teacher

Another teacher stated that **the consistency the Summer Learning Support provided for the pupils has had an impact on their pupils' learning and confidence**. She felt that although some children did not engage with the summer learning resources, the consistency in delivery and content across the phase did

have a positive impact on those pupils who engaged. However, she could not specifically say the Summer Learning resources impacted pupil attainment.

Two teachers who set additional summer learning for their classes in a more informal way (based on teacher assessment but without direction from their school) felt that **some pupils who had gaps have come back more confident and in line with their peers**. However, they noted that they have not yet got any empirical evidence to support this.

Parents found the Summer Learning Support resources an excellent opportunity to **ensure that their children really understand concepts they had previously found difficult** and were more confident returning to school in line with their peers. One particularly noted the use of vocabulary and new strategies which were used in the Oak videos really helped her child understand concepts he had struggled with at school. However, **parents did not necessarily distinguish between the Summer Learning Support and Oak's wider pool of resources when attributing impact**, as their children had usually engaged with a combination of both over the summer period.

bb The vocabulary and new strategies used in the Oak videos really helped my child understand concepts he had struggled with at school.

Parent

Parents with older children discussed the increase in confidence and independence that their children have shown because of using the Oak resources and their ease of use throughout the last year, as well as over the summer. They kept children busy and engaged and encouraged children to explore new things; one parent even stated that during lockdown periods the Oak resources "kept us sane". There was some discussion about how those children who accessed Summer Learning Support were **more relaxed about their learning, because if they had not understood something in class they could come home and look at the resources** without the pressure of being in class with their peers.

Finding 2: Qualitatively, teachers and parents felt that fatigue with remote learning posed a barrier to pupils' engagement with Oak when engaging in less formal summer learning offers.

Those teachers who sent links home felt that the pupils who engaged with the work were not necessarily the pupils who they would have wanted to or were those who were struggling the most. For example, one respondent who was a Head of English Department felt that whilst she saw some pupils engage with the material, she felt **the majority did not due to not wanting to do work over their summer holiday**, which was exacerbated by pupils' lack of certainty over future exams.

One parent stated that whilst both her children enjoyed the Summer Learning Support resources, at times they became a bit **overwhelmed with remote learning** and so they would stop and revisit it at another time. Two parents felt that their **younger children (e.g. reception-aged) didn't have the level of concentration required to focus on the resources or**

videos for long periods of time – an experience that was also reported for children with additional needs, where the pace of the videos made it difficult for them to keep up.

As an example, one primary school teacher who led in Upper Key Stage 2 decided that she would use the summer assessments to create summer learning packs for her class. She conducted a gap analysis and was able to identify individual gaps and key trends and create packs suitable for each child. She sent this home with the instructions to complete the packs over the summer and gave her contact details so that students or parents could email her and ask for help if needed. When school went back in September, she asked for the packs to be returned but received none nor had she had any correspondence with parents over the holiday. She felt that the pupils were fatigued by online learning and had become disengaged whilst parents were not in the position to continue to support them during this time. Two weeks into school, she has still not received any packs but has noticed that for some children their knowledge in the areas she identified as vulnerable has become more secure. She feels that whilst she may not have received work back, pupils have engaged with the support which has made some impact on their academic progress.

Impact on parents

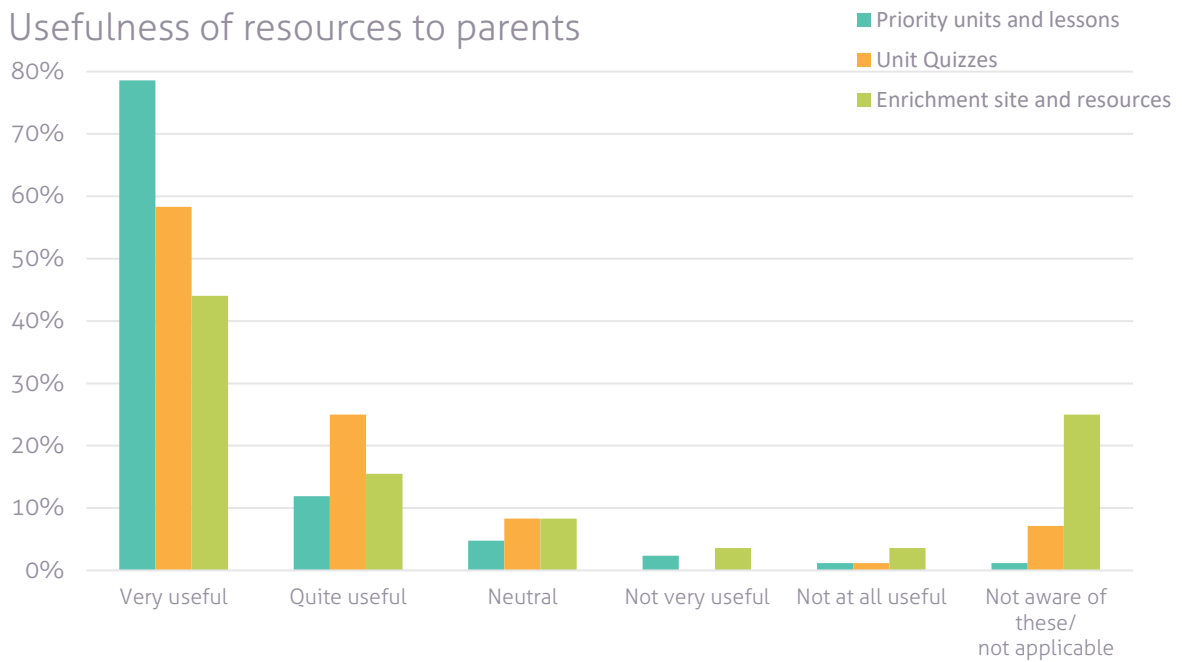
Finding 3: Qualitatively, parents reported that the resources increased their confidence supporting their children's learning at home over the summer and their knowledge of the curriculum.

In interviews, parents reported that the resources have improved their ability to support their children significantly and that their confidence increased in their ability to support their children's learning through using the Summer Learning Support as well as helping them as parents understand what their children are supposed to know.

Finding 4: Similarly to teachers, parents rated the usefulness of the priority units and lessons and unit quizzes highly in the survey, which is likely to have contributed to the positive impacts identified.

In the survey, 90% of parents who used the priority units and lessons considered them to have been very useful or quite useful. This was lower at 83% for unit quizzes due to more parents being unaware of these or them having not been applicable to them.

Usefulness of resources to parents



Similar to the findings for teachers, a lower proportion of parents rated the enrichment site and resources as useful (60%), with over 20% of parents being unaware of these or finding them not relevant. These were not commented on further by parents in qualitative research.

Suggestions to improve the quality of the resources made by parents included having **more printable resources and worksheets** to support lessons, including **more illustrative/pictorial examples and reasoned workings in maths**, and having **longer and more unit quizzes**. It is worth noting that Oak have been implementing this feedback and at time of publication they have 90% of their resources downloadable.

5. Implementation and usage

Key Findings

1

Survey responses and usage data show that **priority units and lessons were the most frequently used resources across parents and teachers.**

2

Teachers mostly did not differentiate between Summer Learning Support resources and the wider Oak resource offer, meaning it was **difficult to distinguish between the use of these.** In total, approximately 716k lessons were started over the Summer, including both regular and priority lessons.

3

Use of Summer Learning Support resources by teachers was **most frequently to deliver remote learning support** rather than in-person delivery. Teachers also used resources to plan for summer learning support and looking ahead to the Autumn term.

4

Parents who participated in the qualitative research **managed providing summer learning support independently** and often did not differentiate between the Summer Learning Support and Oak's wider resources.

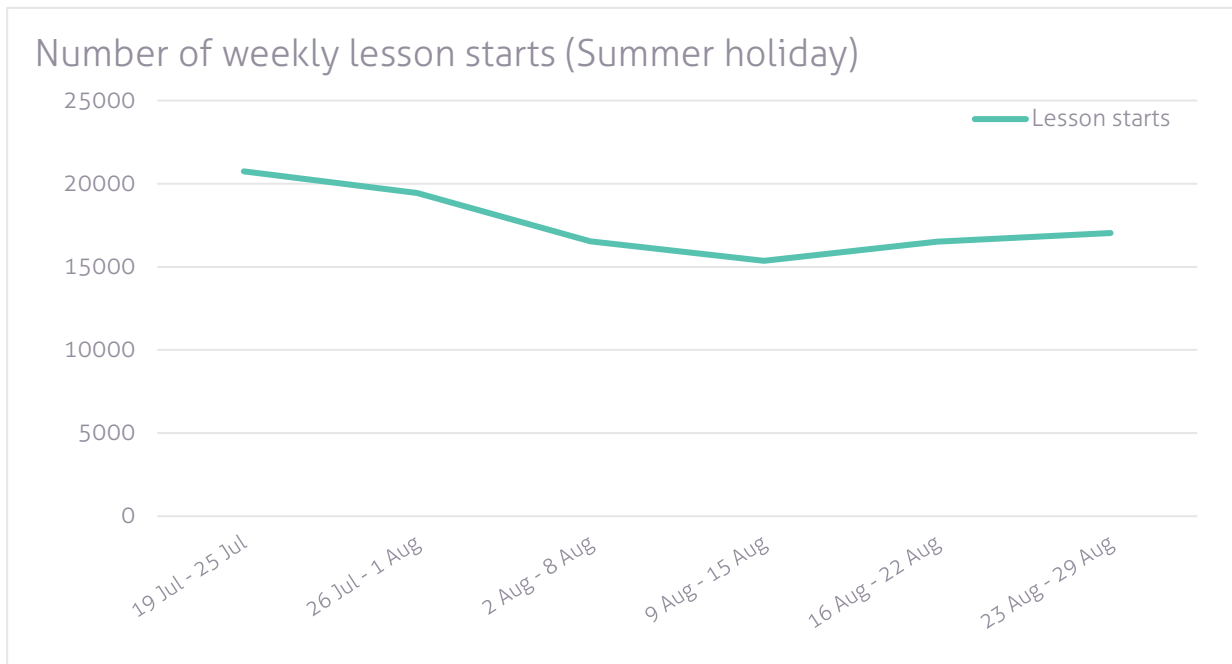
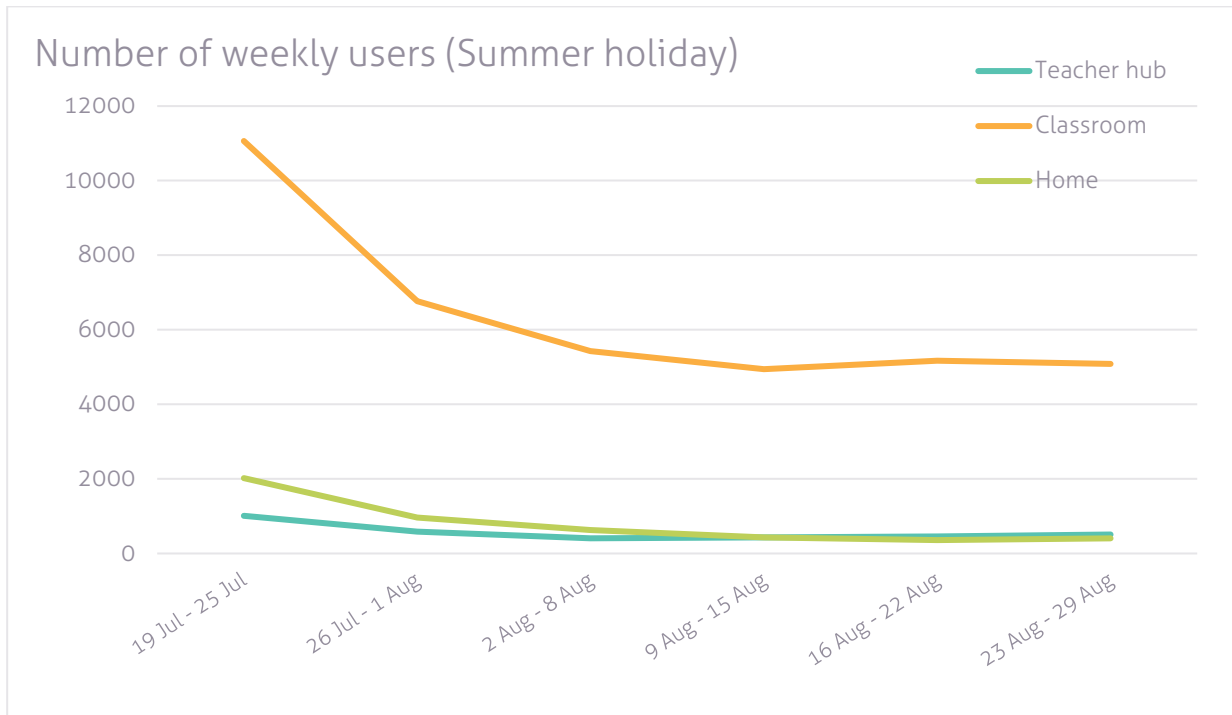
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Around half of the 157 survey respondents who did not use the resources were not aware of them. The other **half of non-users chose not to use them in order for children and teachers to have a break over the summer**, or because they used other resources that were better suited to their needs.

When and where was Oak used?

Oak National Academy conducted analyses of usage data in September 2021 based on activity between 19 July and 29 August 2021, as well as analysis of analytics data.

During the summer holiday usage of the resources fluctuated with most frequent use in mid to late July, the end of the summer term for the majority of schools and pupils.



Which resources were most frequently used?

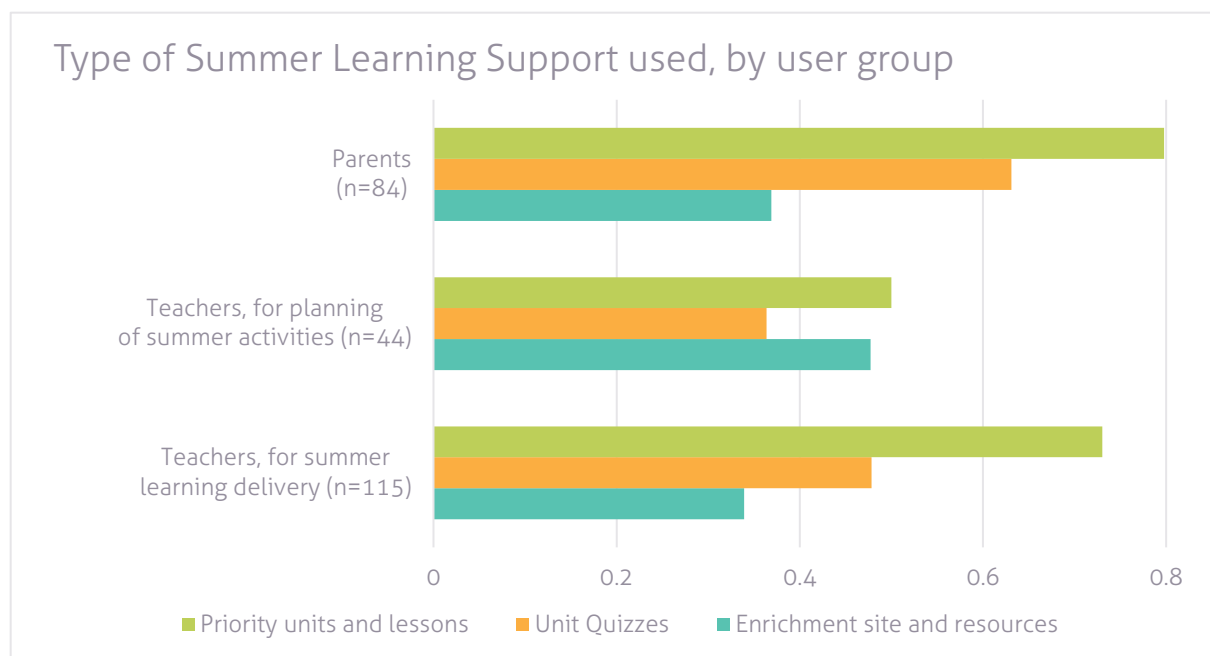
Finding 1: Survey responses and usage data show that priority units and lessons were the most frequently used resources across parents and teachers.

Usage data shows that in total, the Summer Learning Support was viewed over 283k times. There were 230k priority lessons started in this period, 47k unit quiz responses and 4k unit quiz downloads. The enrichment site was viewed 10k times.

Based on survey responses, 80% of parents who used the Summer Learning support used the priority units and lessons, compared to 73% of teachers who used the resources for delivery and 50% of teachers who used the resources for planning (see graph below).

63% of parents who used the Summer Learning Support used the unit quizzes, compared to 48% of teachers who used the resources for delivery and 36% of teachers who used the resources for planning.

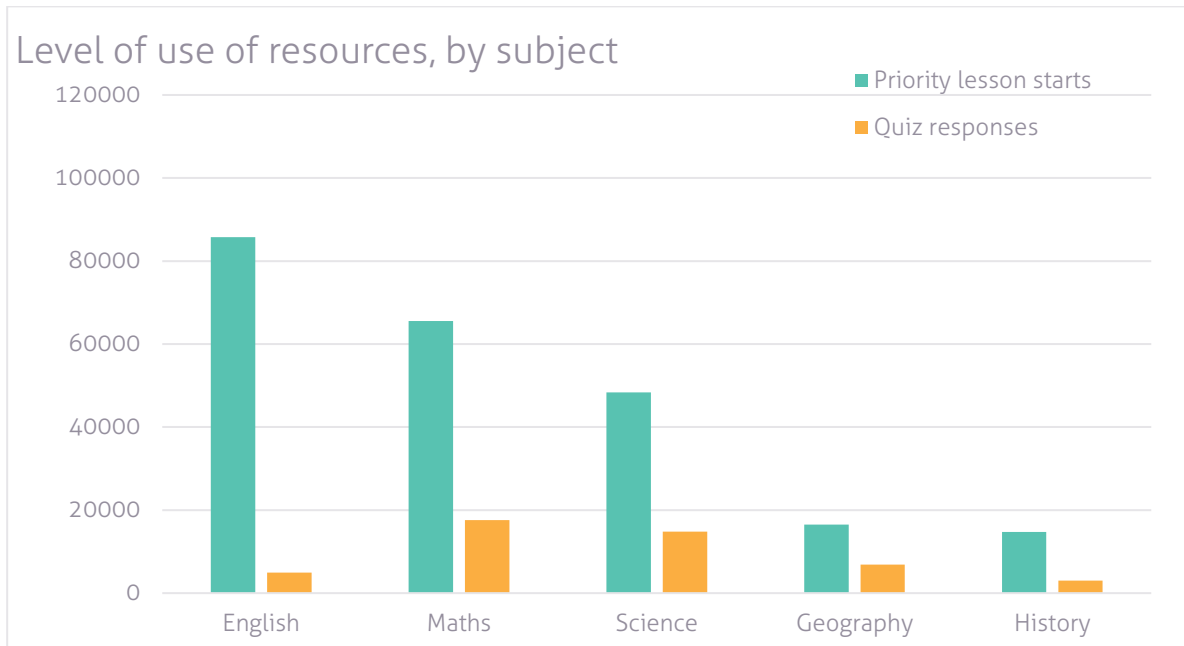
In contrast, teachers using the Summer Learning Support to plan were more likely to use the enrichment site and resources (48%), compared to parents (37%) or teaching using the resources for delivery (34%).



Finding 2: English was most frequently used for priority lessons, followed by Maths and Science. In comparison, Maths was most frequently used for unit quizzes, followed by Science and Geography.

Based on analysis of the usage data, **English had the most frequently started priority lessons** (86k in total), followed by Maths (65k), Science (48k), Geography (16k) and History (15k).

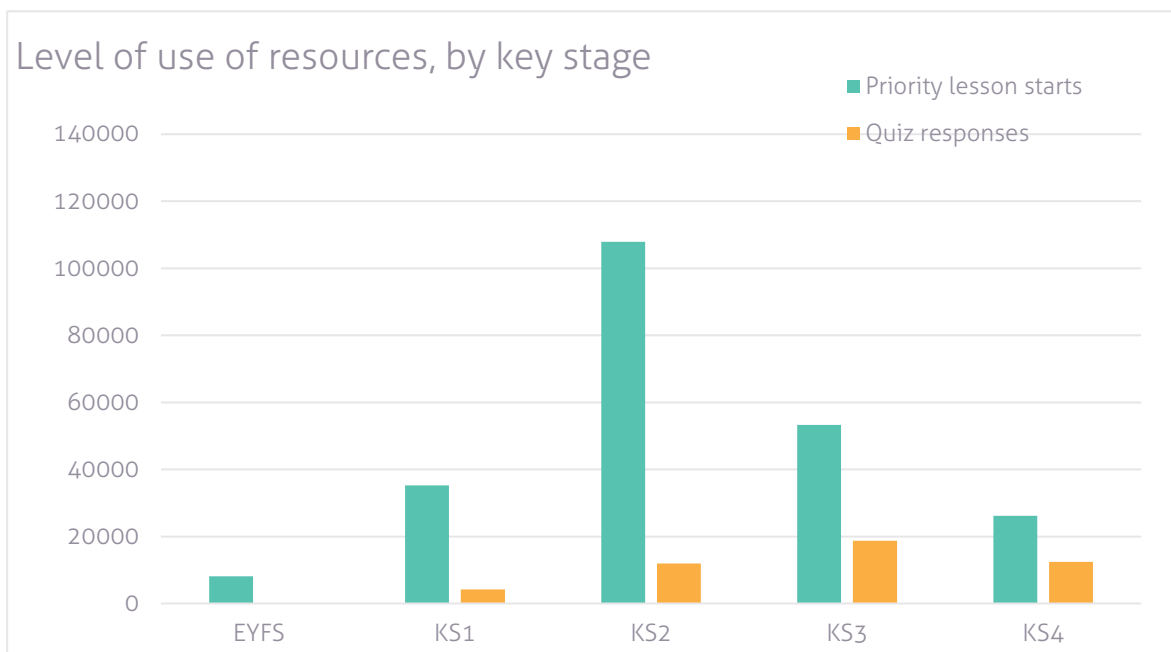
The pattern for total number of quiz responses was slightly different. **Maths had the most quiz responses** (18k), followed by Science (15k), Geography (7k), English (5k) then History (3k).



Finding 3: Priority lessons were most popular for Key Stage 2, while unit quizzes were most popular for Key Stage 3.

Key Stage 2 was the key stage with the most frequently started priority lessons (108k), followed by Key Stage 3 (53k), Key Stage 1 (35k), Key Stage 4 (26k) and EYFS (8k).

Key Stage 3 had the most quiz responses (19k), followed by Key Stages 2 and 4 (12k each) then Key Stage 1 (4k).



Key Stage 2 English had the most frequently started priority lessons (45k); Key Stage 2 Maths (34k) and Science (15k) were also popular.

How were Oak’s resources used?

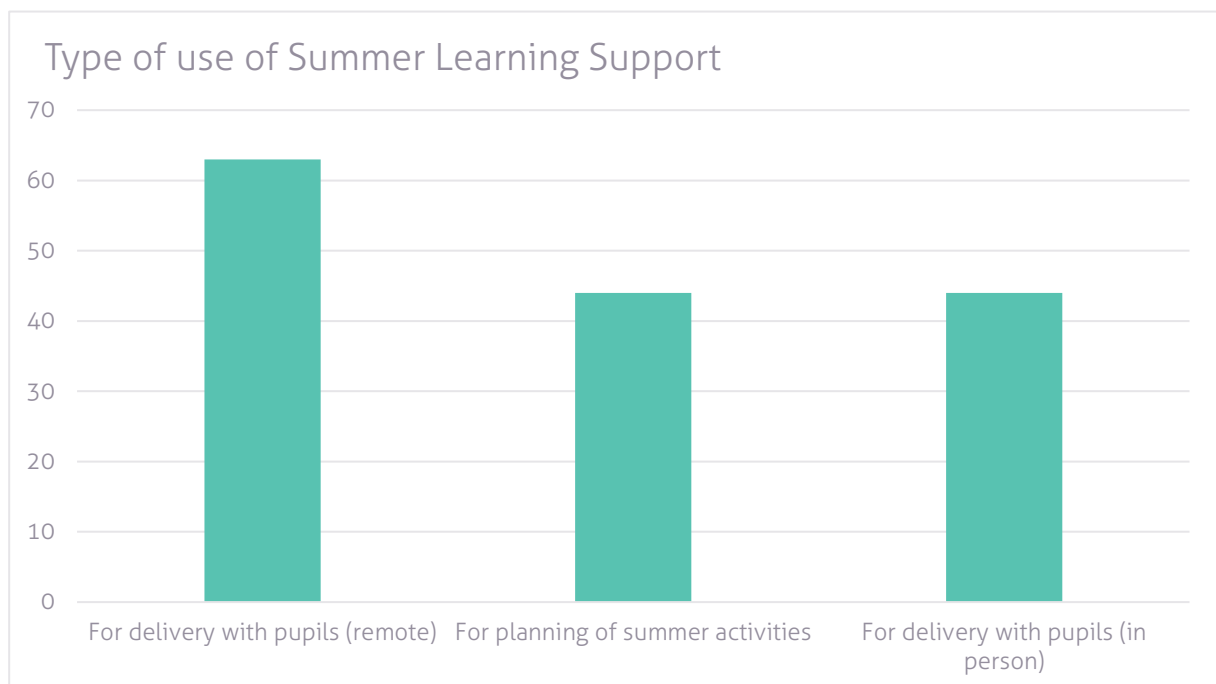
Finding 4: Teachers mostly did not differentiate between Summer Learning Support resources and the wider Oak resource offer, meaning it was difficult to distinguish between the use of these. In total, approximately 716k lessons were started over the Summer, including both regular and priority lessons

Teachers did not necessarily see the Summer Learning Support as a distinctive offer from Oak’s wider bank of resources, and **used resources that were best suited to their pupils’ needs rather than only accessing the Summer Learning Support during this period.**

This was established through qualitative research but is likely to have affected survey respondents too and **should be considered when interpreting the findings through the rest of the report.**

Finding 5: Use of Summer Learning Support resources by teachers was most frequently to deliver remote learning support rather than in-person delivery. Teachers also used resources to plan for summer learning support and looking ahead to the Autumn term.

43% of teacher respondents used the Summer Learning Support resources for remote delivery with pupils, compared to 29% of teachers who used the resources for planning of summer activities and 29% who used them for delivery with pupils in person.



Qualitative research found that remote summer learning support was made up of **a mix of both structured summer schools delivered remotely to groups of pupils, and less structured,**

individualised interventions shared with pupils to complete independently at home over the summer break.

Two interviewees delivered structured summer learning interventions remotely:

- ▶ One English lead felt that the resources were particularly helpful for her Year 10 pupils to revise texts and to prepare their Year 9 pupils for the upcoming year.
- ▶ A Biology teacher assessed her pupils and then created a programme of revision over their summer. She used her own resources supplemented with Oak resources to prepare pupils for their return to school in September.

Three further teachers used Oak's resources in a more informal way to provide remote summer learning support:

- ▶ One teacher working in a special school sent home links to Oak resources once he had completed his teacher assessments, and then would do short meetings with pupils to guide them through the work.
- ▶ A primary school teacher identified areas for focus based on teacher assessments, then created individual home support packs accordingly to send home using a combination of resources which included her own, Oak National Academy, Espresso and BBC Bitesize.
- ▶ A secondary school teacher reported that although there was no formal structure for summer learning, if pupils emailed and asked him for help with specific subjects he would send links to Oak or other resources to access at home.

For the 29% of survey respondents who used the Summer Learning Support for planning of summer activities, the priority units, lessons and guidance, enrichment resources and unit quizzes were all used. From the interviews it was evident that **teachers also used the resources over the summer period to plan for lessons on pupils' return to school** in the Autumn term.

bb We didn't have enough staff to run summer learning support but we felt it was vital to support our most vulnerable pupils and so we paid for supply teachers to come and deliver the lessons.

Secondary school Maths teacher

Based on the qualitative research, it appears likely that **in-person delivery was through structured summer schools delivered within school for groups of pupils to receive targeted interventions.**

Of the 11 teachers interviewed, two delivered a structured in-person summer school using Oak resources:

- ▶ One teacher ran a week-long summer school where she used Oak's Summer Learning Support to help her plan and deliver the lessons. She stated that she used a combination of these alongside resources she already had to teach to the gaps she had highlighted from teacher assessments.

- ▶ A Head of Maths reported that their department had paid for supply teachers to deliver a summer school. To ensure consistency and quality, they directed that the supply teachers use Oak resources, alongside White Rose Maths.

Finding 6: Parents who participated in the qualitative research managed providing summer learning support independently and often did not differentiate between the Summer Learning Support and Oak's wider resources.

All the parent interviewees stated that they found the Oak resources during term time to support home learning and continued to use these, including the Summer Learning Support, over the summer break. None of the parents interviewed were directed to use the resources as part of a formal intervention programme set by their children's school; instead they used the resources for **remote learning on an informal basis based on their children's interest or areas where the children lacked confidence.**

Two parents with children in KS2 said they used the resources during lockdown alongside BBC Bitesize to support their children understand some key concepts which they noted they struggled with. They used the resources to support with topics including fractions, punctuation and grammar.


One respondent with a child in Year 9 used Oak's resources previously to support with consolidating the learning they had done in school. During periods of remote learning while she was working from home, Oak's resources were a tremendous help as she was able to set the computer up and her child would work through them. She stated that over the summer they didn't use Summer Learning Support resources to close gaps in her child's learning, but instead found that her daughter took an interest in art and drawing and so encouraged her to use the resources to develop this skill.

Almost two thirds (64%) of users also used other resources to complement their use of Oak's over the summer period; this was more common for teachers (72%) than parents (52%). Other resources used to complement the use of Oak's resources included teacher's and/or school's own resources, subject or topic-specific resources (White Rose, British Council, MathsWatch) and other online resources (BBC Bitesize, TES, Seneca, Twinkl and YouTube were frequently mentioned by both teachers and parents, CGP was mentioned by multiple parents). Interviews supported this finding.

Finding 7: Around half of the 157 survey respondents who did not use the resources were not aware of them. The other half chose not to use them in order for children and teachers to have a break over the summer, or because they used other resources that were better suited to their needs.

Around half of those who responded to the survey but did not use the Summer Learning Support were not aware of the resources (56% of non-user teachers and 52% of non-user parents).

For those who were aware of the resources but did not use them, the primary reason for not using the resources reported was that **children (and teachers) needed a break from learning and working over the summer holidays** and respondents were not undertaking any summer learning (with Oak or with other resources). A minority said that they were using other resources which were more suited to their school's curriculum or summer learning guidance (usually existing resources for teachers, and other Oak resources outside of the Summer Learning Support for parents). Some teachers stated that **Oak's Summer Learning Support was available too close to the summer holiday period for them to integrate its use with their plans**. In interviews, one teacher stated that their school had offered sports and well-being summer support for their most vulnerable children as at this stage this was their bigger concern (rather than having an academic focus to the summer school). One respondent said they had no summer school because of staff shortages.

 My daughter has become particularly interested in art and drawing so she used the resources of her own accord to develop her skills in this area.

Parent



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DAME SUE JOHN, Executive Director,
Challenge Partners



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