

Impact of closures of early years settings on children's socioemotional wellbeing and attainment during the Reception Year

Study Plan



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PROJECT TITLE	Impact of closures of early years settings on children's socioemotional wellbeing and attainment during the Reception Year
RESEARCH INSTITUTES (INSTITUTION)	University of York, National Institute of Economic and Social Research, Education Policy Institute
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STUDY DESIGN	Exploratory
PUPIL AGE RANGE AND KEY STAGE	4-5 years, Reception Year (YR)
NUMBER OF SCHOOLS	80 schools
NUMBER OF PUPILS	960 pupils
MEASURES AND SOURCES	<p>Language, numeracy and self regulation skills - Early Years Toolbox</p> <p>School adjustments to CV19 in Reception classes - bespoke school survey</p> <p>Children's experiences before/during/after lockdown - bespoke parental survey</p> <p>Children's home learning environment quality - Home Learning Environment (HLE) Index</p> <p>Early Years Foundation Stage Profile scores (2018/19 (National Pupil Database) & 2020/21 (School Collected)</p>

Study Plan version history

VERSION	DATE	REASON FOR REVISION
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1.0 [original]	30.10.20	<i>[leave blank for the original version]</i>
2.0	07.12.20	<p>Incorporating feedback from advisory group and peer reviewer</p> <p>The main changes are:</p> <ol style="list-style-type: none"> 1. It is made clearer that the YR is part of the EYFS; 2. The primary research question has been more broadly defined to encompass the wider impact of COVID19 on YR children; 3. Clarify that the primary sample is not designed to be representative but the researchers will aim to over-recruit in areas with higher proportions of disadvantage; and 4. A 3rd null hypothesis has been added to compare the EYFSP scores of the 2018/19 & 2020/21 cohorts.
v.3.0	05/03/2021	<p>Changes have been made relating to:</p> <ol style="list-style-type: none"> 1) collecting additional data regarding Lockdown 3; 2) boosting recruitment to the main study (given initial under-recruitment); 3) extending recruitment to include 'light touch schools' who will primarily provide additional EYFS data in the light of government changes making collection of EYFSP data non-statutory for the school year 2020/21; and 4) focusing the hypotheses.

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Background and study rationale

It is well established that high quality early years (EY) provision plays an important part in a child's educational and socioemotional development. The Effective Provision of Preschool Project (Taggart et al., 2015) found that the benefits of high-quality provision could be seen throughout a child's school career. Of particular interest for this proposal, the project showed that children who experienced warm and responsive care from well-trained EY practitioners showed better academic and socioemotional outcomes at the end of Key Stage 1 (KS1), compared to children who did not attend settings prior to starting mainstream school (Sylva et al., 2004). This was particularly the case for children from disadvantaged backgrounds. As such, the importance of EY provision as a foundation for learning in mainstream school cannot be underestimated.

Unfortunately, the COVID19 pandemic resulted in the closure of EY settings, with only some remaining open for children of key workers and vulnerable children. In 2019, 92% of three-year olds and 95% of four-year olds benefitted from funded early education (DfE, 2019a). During lockdown only 7% of children between the age of 2 and 4 attended formal settings, increasing to only 17% when lockdown eased in June (Pascal et al., 2020). Moreover, in recent research parents have reported increased anxiety and behavioural problems in children during lockdown, and families have been living under increased pressure in terms of juggling jobs and home-schooling, financial worries and health concerns (Pearcey et al., 2020). Children starting Reception Year (YR), the last year of the Early Years Foundation Stage Profile (EYFSP) stage, following the pandemic are doing so after a period of instability, and atypical environmental and social influences. The impact this will have on their transition into this important year of their life - for some children the first that takes place in school settings - is not yet known and it is vital that we increase our understanding to ensure the best possible outcomes.

Approximately 630,000 children were due to enter YR in mainstream schools in September 2020. However, while there are a few research projects on the difficulties faced by school-aged children and their families underway, little attention has been given to children during the transition year into formal education. A recent report from the EEF predicted widening achievement gaps for disadvantaged children as a consequence of school closures, while the Delve Report predicts learning loss to be greatest for young children. However, neither of these reports mentions the impact of pre-reception classes' closures, focusing instead on children who were already at school prior to lockdown. The DELVE report calls for "...a programme of anonymous assessment of education achievement and pupil mental health across all age ranges in a sample of schools in mid-September, to gauge the extent and nature of the learning loss and impacts on student mental health. Tests should also be administered at the end of the 2020/21 academic year in this sample of schools, to assess any improvement during the year..." (DELVE Initiative, 2020). Our proposed study does just this, with a focus on school starters. It will allow us to highlight what impact lockdown has had on the school readiness of children across England, how they adjust to mainstream schooling, and any implications for educational attainment over the first year of school.

This research is designed as an exploratory study that involves primary data collection at three time periods: T1 (autumn 2020), T2 (spring 2021), and T3 (summer 2021). In addition, it will compare this sample of children's EYFSP scores as reported to us directly by schools to scores from children who attended YR prior to the COVID19 pandemic in the 2018/19 cohort (accessed via the National Pupil Database).

Results from the study will help inform policy and practice to support children and their families during this transition. This project will provide cumulative information over the course of one year that will elucidate the issues facing YR children (from now on called “school starters”) in September 2020 and give an indication of the factors influencing school readiness, socioemotional wellbeing and educational outcomes, including experience of the pandemic, family demographics and child socioemotional wellbeing. Understanding how pre-reception settings’ closures and further lockdowns during YR is impacting children’s outcomes (e.g., with respect to different EYFSP areas) will help us understand what strategies schools should focus on to mitigate the impact of the pandemic on children. The information gleaned from this project will enable policy makers, practitioners and researchers to a) understand the potential challenges facing school starters, b) understand the risk factors associated with variation in school readiness, socioemotional wellbeing and educational outcomes, particularly in relation to the pandemic; and c) develop an action plan to identify the most vulnerable children and implement targeted support. The outcomes will also help us to identify elements that can mitigate the adverse impact of a future crisis.

The original study plan for this project was devised prior to January 2021 when the third national lockdown was implemented. This resulted in the partial closure of schools, with in school learning for children of key workers and vulnerable children and a move to online learning for all other children. This necessitated a change in the research aims and questions and the study design, due to the inability to collect baseline data as planned, as well as a desire to capture the experiences of children, parents, and schools in the current situation. These changes increased the potential scope of the study to further understand the ongoing challenges faced by schools in the light of continuing uncertainties. This document reflects these changes and sets out the new research aims, questions, and study design.

Research Plan

Research questions

Our primary research question is:

What is the relationship between YR children’s experiences of the COVID19 pandemic and their socioemotional wellbeing, language and numeracy skills?

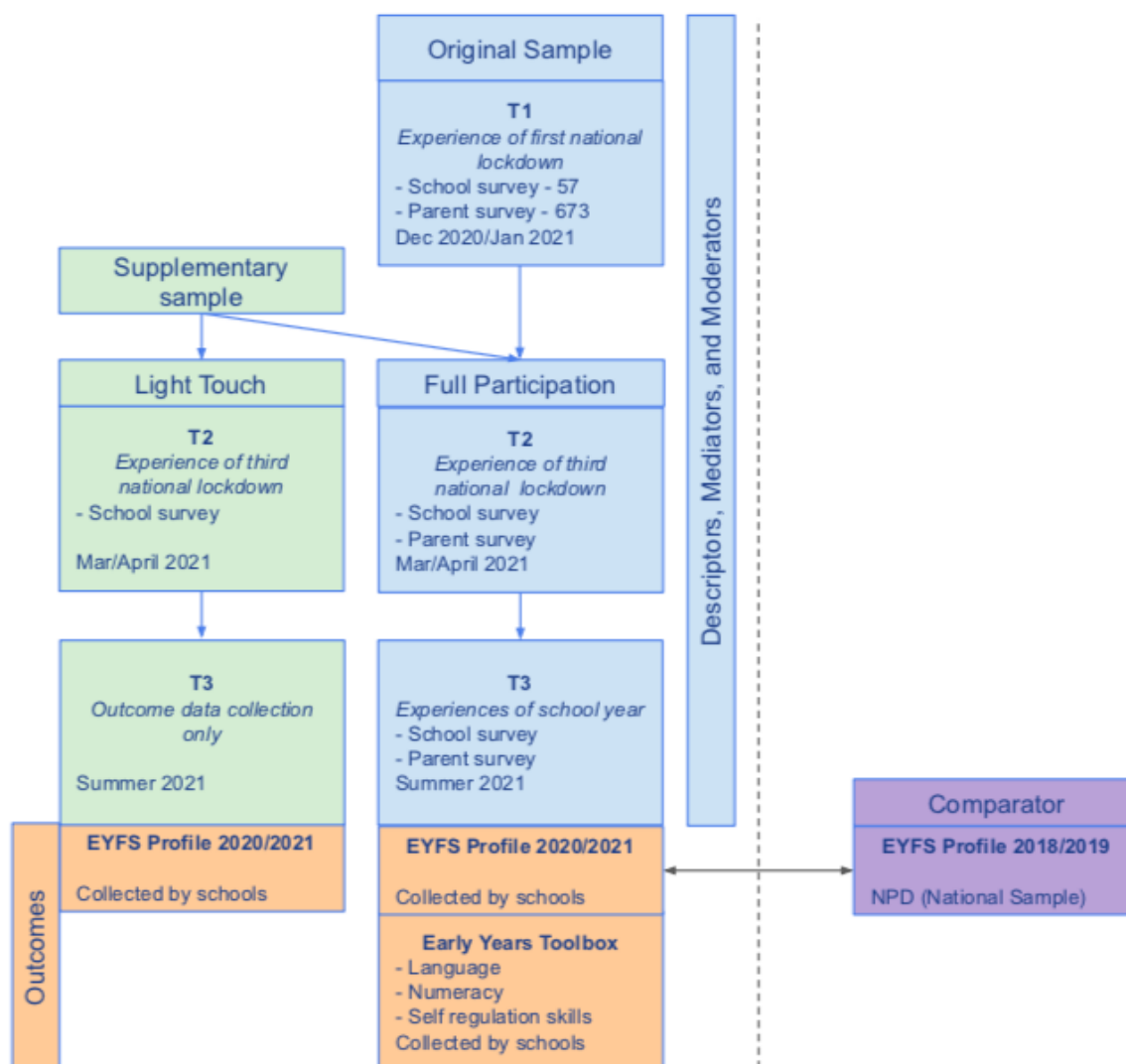
Secondary research questions are:

1. What were children’s experiences prior to starting formal schooling and during YR?
2. How are children’s experiences prior to starting formal schooling and during YR 2020/21 associated with their socioemotional wellbeing, language and numeracy skills by the end of YR?
3. To what extent do socioemotional wellbeing and attainment vary according to school- and individual-level socio-demographic circumstances, with a particular emphasis on disadvantage?
4. How do EYFSP outcomes of the 2020/21 YR cohort in this study compare with average outcomes of the 2018/19 cohort with similar demographics and socioeconomic characteristics?
5. What have been the experiences of schools in supporting the academic skills and socioemotional wellbeing of YR children during 2020/21, and what influence has this had on their practice?

Design overview

This is an exploratory study looking at the impact of the closure of EY settings during lockdown and school disruptions during the Covid-19 pandemic on children's socioemotional wellbeing and attainment on starting school, and the longer-term impact during YR. The study involves both primary data collection and analysis, and secondary data analysis. The overall design can be seen in Figure 1.

Figure 1. Recruitment and data collection timeline



It was originally proposed that data collection would happen at two time points: T1 (autumn 2020) and T2 (summer 2021), which would allow for a consideration of children's development over the year. It was hoped that the EYFSP scores would be accessed through the National Pupil Database (NPD) to compare outcomes of children in the 2020/21 cohort with those of children who attended YR prior to the Covid-19 pandemic. However, cancellation of mandatory EYFSP meant this was not possible.

The new study design proposes three data collection time points: T1 (autumn 2020), T2 (after third national lockdown, March-April 2021), and T3 (summer 2021; See Figure 1), with two rounds of recruitment. This will allow for data collected from school and parent/carer surveys

(including demographic details and children’s preschool, home, and school experiences) at T1, T2, and T3 to be used to understand and predict outcome data collected at T3 (the end of YR).

Table 1: Design

Design		Observational Study
Unit of analysis (school, pupils)		Pupils, families, schools
Number of Units to be included in analysis		10-12 Reception Year pupils per school and their families (approximately 960 pupils) across 80 schools
	Variable	Language skills
Outcome	measure (instrument, scale, source)	Expressive vocabulary, 0-55, Early Years Toolbox (Howard & Melhuish, 2017)
	Variable	Early Numeracy skills
Outcome	measure (instrument, scale, source)	Early Numeracy, 0-85, Early Years Toolbox (Howard & Melhuish, 2017)
	Variable	Socio-emotional wellbeing
Outcome	measure (instrument, scale, source)	Self-regulation and social development, 1-5, Early Years Toolbox (Howard & Melhuish, 2017)
	Variable	School adjustments to CV19 in Reception classes
Outcome	measure (instrument, scale, source)	Bespoke survey of headteachers, heads of phase or YR teacher
	Variable	Children’s experiences prior to starting school and over the course of the school year
	measure (instrument, scale, source)	Bespoke survey of parents
	Variable	Quality of Home Learning Environment
Outcome	measure (instrument, scale, source)	Home Learning Environment Index, 0-56 (Melhuish, 2010)

	Variable	Early Years Foundation Stage Profile Scores
Outcome	measure (instrument, scale, source)	EYFSP scores, 0-51 Target group: Submitted by schools (2020/21 cohort) Comparator group: NPD (2018/19 cohort)

Participants

Original sample

Recruitment was conducted by the research team. Whether a school approached the team first or the team contacted them, the first step was to send the school information sheet. The school information sheet clearly outlined all the requirements for the schools if they decided to participate in the project as well as the benefits that they would be receiving. We also offered individual phone calls/video meetings to address any questions or concerns they had or to clarify each step of the process. Once schools agreed to participate, they were sent the Memorandum of Understanding (MoU) and the link to the school survey. Schools were considered fully recruited once they returned a signed MoU and the completed survey. Schools were then sent the link to send to parents. Recruitment targeted headteachers, heads of phase and early years leads/coordinators, as well as MAT leaders, which allowed for cascade/snowball recruitment. Recruitment was monitored to ensure balance between MATs and local authority schools participating in the study.

Original recruitment focused on 5 regions: East Midlands, West Midlands, South East, South West and East of England. These areas were identified in conjunction with the EEF as areas where no current existing EEF trials were taking place in the early years/primary schools. This was to avoid contamination and over-burden on schools. Although it was planned to recruit approximately 10-15 schools per area, this was not possible and as such recruitment was extended to schools outside of these areas. The following exclusion criteria were applied to all potential participating schools:

- schools with less than 15 YR pupils¹
- schools currently involved in an EEF trial taking place in the early years and, possibly, if taking part in a trial in the later primary years (depending on burden)
- schools that were early adopters of the new Early Years Foundation Stage².

It was originally hoped that 10-12 parents/carers would be recruited per school, with a target sample size of 200 children per region (N=1,000 children). All children/parents with children in YR of participating schools were eligible to participate and received a link to the parent survey. Responses from each school were monitored and the survey was closed after 20 parents had responded. While it was originally the plan to select 10-12 children from the 20 responding families to take part in the rest of the study, under recruitment meant that those schools with more than 10 responses were invited to collect outcome data for all children with responses

¹ We have excluded schools with less than 15 children in YR to avoid a situation where nearly all of the children in the class will be participating.

² We have excluded schools that are early adopters of the new Early Years Foundation Stage to avoid over-burdening school staff.

to the parent survey. For schools who did not feel they had capacity to do this, 10-12 children were randomly selected for inclusion in outcome data collection.

Supplementary sample

Due to under recruitment in the original sample, and because the third national lockdown necessitated a change in the scope of the project, a second round of recruitment was launched in February 2021. This aims to recruit approximately 40-45 additional schools to the project, with two levels of engagement. Approximately 24 schools will be invited to participate in the full version of the study, contributing to the data in the same way as the original sample (with the exception of having missed T1). An additional 20 schools will be invited to participate in a 'light touch' version of the study, including completing only one school questionnaire and providing anonymous EYFSP data for the whole YR class. This strand of the project was added to mitigate the impact of the EYFSP becoming non-statutory and therefore not available through the NPD, and aims to increase the amount of EYFSP data available for comparison without increasing the costs of the project significantly. Schools recruited to the supplementary sample need to fulfil the same eligibility criteria as stated for the original sample, with the exception that the 'light touch' strand is open to schools with YR classes that are too small for full study participation. The recruitment procedure for the supplementary sample is the same as previously described for the original sample. In the event of over recruitment, schools with demographics that are underrepresented in the original sample will be prioritised for full participation in order to ensure the most representative final sample possible.

Sample size calculations

Our original target sample size for recruitment for primary data collection was 1,000 children/families across 86 schools and five regions, with an assumed 80% retention rate over the year of the study for a final sample of 800 children. This target has been revisited to approximately 82 schools with the additional round of recruitment (currently 58 schools + a supplement of 24 schools).

For the 2018/19 NPD data we would request the full sample for England for that academic year, which amounts to over 600,000 children. For the 2020/21 cohort we anticipate having approximately 3,090 pupils (assuming 30 pupils per year group x 103 schools).

A key aim of the analysis will be on establishing if, and what, differences emerge depending on children's characteristics, with a particular focus on FSM children. In 2019, the gap in the average EYFSP point score between FSM pupils and non-FSM pupils was 3.6 points (DfE, 2019b). Under the assumptions of a sample size of 1,000 children (for the main study), with an average of 10-12 children per school and an attrition rate of no more than 20% at follow-up, an ICC of 0.16, and between 50-60% of the population non-FSM, our analysis will have over 80% power to detect a similar difference in average score (assuming a standard deviation of 10.5; equivalent to effect size of 0.34) between the FSM and non-FSM groups. Power calculations were carried out using Stata v15.0.

The feasibility of obtaining meaningful results with further disaggregation (e.g. SEND and EAL) will be assessed once the sample is finalised.

Because of the exploratory nature of this study and the short lead time into recruitment and data collection, the sample size was not determined so as to make sure the analysis achieves

a certain power but rather depending on what the team deemed feasible given the timescale and the budget of the project.

Outcome measures and other data

Measures have been selected to minimise burden. All measures can be completed online. All measures were requested at T1, while subsets of the measures were included at the remaining time points.

Child outcome measures

Key child outcome measures used in this study are measures of socio-emotional wellbeing and attainment. To collect this data we will make use of the Early Years Toolbox (EYT: Howard & Melhuish, 2017). This tool is easy to use, provides norms for all subscales³, and covers two key aspects of early education development (numeracy and vocabulary) as well as a measure of socioemotional wellbeing. The EYT is a series of eight short on-line game-like assessments suitable for use with children in the Early Years. We will ask participating schools to administer three of the current apps measuring numeracy (EYT Early Numeracy); expressive vocabulary (EYT Expressive Vocabulary-2) and a Child Self-Regulation and Behaviour Questionnaire (CSBQ). The numeracy and vocabulary apps are completed with the child. Each takes between 10-15 minutes and can be administered by a teacher or a teaching assistant. The CSBQ is completed separately by the teacher. All three must be completed on an iPad. We will use these outcome measures to understand socio-emotional wellbeing and attainment levels of the children in our sample. The schools will be able to access the assessment results for the children participating in the study immediately. In addition, schools will be able use the app for all children in the future. The hope is that this will provide further incentives to the schools to participate in the study.

Originally, it was intended that these measures would be collected by all schools at both T1 and T2. However, for a number of reasons only a subset of the schools were able to complete this data collection with children at T1. As such, it will not be possible to consider development from the beginning to the end of the school year.

Instead, these measures will be completed by the full sample at T3, and the mediators and moderators of children's socioemotional, language, and numeracy skills will be considered. The 'light touch' sample will not complete these measures.

Schools adjustments to COVID19 in Reception classes

At T1 schools were requested to complete a brief survey outlining the school context. They were asked questions including (not exhaustive): contact information; number of children enrolled; number of YR classes and pupils; type of school; whether the school had a nursery attached; usual practices to support children in the transition into YR; if, and how, practices were different this year due to COVID19 restrictions; what their major areas of concern were for children starting YR this year (based on EYFSP curriculum areas) and what resources they were accessing to support children; staff wellbeing and measures used to address any issues; number of staff, children and classes that have had to self-isolate due to COVID19.

At T2, all schools in both the full participation and 'light touch' strands of the project will be requested to complete a second survey reporting on their experiences of the third lockdown,

³ The Early Years Toolkit is currently normed on an Australian population (Howard & Melhuish, 2017). Whilst this does have disadvantages we feel the measure is sufficiently robust to be used in this study.

including (not exhaustive): number and proportion of children attending in school vs home school learning, levels of parental and child engagement with home learning, challenges faced during the lockdown and changes made to learning activities over time.

Finally, at T3, schools in the full participation strand will be requested to complete a short questionnaire on their experiences of the academic year 2020/21 and in particular, perceived impact on pupils, parental engagement, and educational outcomes. We are particularly interested in the learning experiences of schools relating to provision of schooling during lockdown and any changes in planned provision moving forwards.

The T1 survey was piloted prior to distribution, and this will be true for the remaining two surveys. Schools at T1 were given the option to choose who was best suited to complete this questionnaire e.g. Headteacher, Head of Early Years or Reception class teacher, and this will also happen going forward. In order to minimise the burden on school staff, we left the choice of who could answer the survey open. We acknowledge that this might lead to responses reflecting a variety of perspectives and we will take this into account when analysing the data. The T1 School survey is attached as Annex 1.

Children's experiences before, during and after lockdown

A bespoke online survey was created for parents to complete at T1. They were able to complete the survey via computer or Smartphone, which increased accessibility.

In addition to collecting details on parent/carer, family and child demographics the survey at T1 focused on two main areas:

- a) Child attendance at EY settings before YR, e.g. type of setting, dosage, pattern of attendance prior to lockdown, attendance during lockdown, forms of support settings offered during lockdown and any change in patterns of attendance post-lockdown.
- b) Home experiences during lockdown, e.g. parent(s) working, furloughed or not working, any homeschooling activities, and resources accessed.

Parents' own wellbeing was also assessed using a four-item questionnaire (Benson, et al., 2019). Parents were given the option to skip this question if they did not want to complete it. This survey was piloted before distribution. The T1 Parent survey is attached as Annex 2.

At T2, a second bespoke survey was created and piloted that focused on parental experiences during lockdown 3. Parents in the original sample received the new survey only, while parents in the supplementary sample that were included in the full participation strand of the project were also asked to provide details of parent/carer, family and child demographics, as well as a small subset of the questions from the T1 questionnaire.

At T3, parents in the full participation strand of the project will again be asked to complete a short questionnaire about their and their child's experiences of the academic year 2020/21 as a whole.

Home Learning Environment (HLE) quality

The Home Learning Environment (HLE) Index (Melhuish, 2010) was used at T1 to understand the quality of children's HLE. This 16-item questionnaire includes items, which relate to activities undertaken with the child and their frequency. Items correspond to concrete parenting behaviours based on evidenced relationships to children's development. The survey produces scores on a scale between 0 and 56, with a higher score signifying a HLE more

conducive to sound child development. This was administered to the original sample at T1 to contextualise children's experiences prior to starting school and will be included as a predictor variable in analyses. Parents in the supplementary sample recruited to the full participation strand of the project will be asked to complete this measure as part of their T2 survey.

Other child outcomes measures

Children's EYFSP scores will be collected for all children involved in the project, where available. Schools in the full participation strand of the project will be asked to provide anonymised EYFSP data for all children in their YR class, along with identifiable data for those children recruited to the project. Schools in the 'light touch' strand of the project will only provide anonymised data for their whole YR class. This EYFSP data provided by schools for children in the 2020/21 cohort will then be compared to the EYFSP scores of children in the pre Covid YR year group (2018/19) as accessed through the NPD.

NPD data will be requested at the onset of the project to avoid any delay.

Table 2 demonstrates how each data collection method is designed to answer the research questions.

Table 2 Data collection methods and research questions

Data Source	School				Parent			NPD	
Research Question	Survey			EYT	Survey (including HLEI)			EYFSP	
	T1	T2	T3	T3	T1	T2	T3	2020 - 2021*	2018 - 2019
Primary RQ: What is the relationship between YR children's experiences of the COVID19 pandemic and their socioemotional wellbeing, language and numeracy skills?	√	√	√	√	√	√	√	√	√
SRQ1: How are children's experiences prior to starting formal schooling and during YR, before, during, and after lockdown associated with their socioemotional wellbeing, with language and early numeracy attainment by the end of, and with progress during YR?	√	√	√	√	√	√	√	√	√
SRQ2: To what extent did socioemotional wellbeing and attainment vary according to school- and individual-level socio-demographic circumstances, with a particular emphasis on disadvantage?	√	√	√	√	√	√	√	√	√
SRQ3: How do children's outcomes for this cohort compare with average outcomes of the previous cohort with similar demographics and socioeconomic characteristics?								√	√
SRQ4: What have been the experiences of schools in providing teaching and learning for this cohort of children, and what influence has this had on their practice?	√	√	√						

Incentives

At T1, the first 20 parents to complete the survey in each school received a £10 shopping voucher. At T2, the questionnaire will only be sent to the parents of children the school has agreed to collect outcome data for (either the full 20 children or a randomly selected sample of 10-12 children based on the preferences of the school), and these parents will receive a further £10 shopping voucher when they have completed the questionnaire. Finally, at T3, these same parents who completed the survey at T2 will be invited to complete the last survey, and will receive a £10 shopping voucher when they have completed the questionnaire.

Schools involved in the full participation strand of the study (regardless of whether they were part of the original or supplementary sample) will receive an iPad on which to collect the data and they will receive a £20 voucher to cover the cost of the Early Years Toolbox apps. The iPad will be the property of the school in perpetuity and they will be able to use the apps with any of the children in their school once the data for this project has been collected. For schools that already have iPad and do not want an additional one, a payment of £350 will be made. Schools in the 'light touch' strand for the project will receive a £50 payment for their involvement.

Primary analysis

A more detailed Statistical Analysis Plan (SAP) will be prepared by June 2021. A CONSORT diagram will be produced to show the flow of participants through the study.

Primary outcome analysis

Analysis of the data collected through the project will be largely exploratory given the nature of the study. The data on child and family background will help us interpret the findings in terms of the HLE, family demographics and experiences during lockdown. As a result of the partial closures, T1 child outcome data (EYT data) was only collected for a small number of children. As such, this data will be analysed as a pilot for the measures but won't be included in the final analysis. In addition to descriptive data, regression analysis, exploring longitudinal predictors will also be conducted. Finally, child data from T3 will be used to assess children's language, numeracy and socioemotional wellbeing at the end of their first year of school. Data collected through the school survey will help contextualise this attainment by considering both new circumstances, such as further lockdowns, classroom closures, staffing instability, and/or school decisions and resources accessed by the school to support pupils.

Reporting of EYFSP data will not be compulsory for the 2020/21 academic year. However, we will ask participating schools to informally share such data with us for the children who are part of our sample. This will allow for an informal comparison with EYFSP data for all children in Reception Year pre-COVID19 (2018/19).

We aim to test the following null hypothesis:

- Ho: The average EYFSP score for our sample is the same as the average EYFSP for the 2018/19 cohort.

In testing this hypothesis we will look at what, if any, impact the following elements had on the scores: a) EY settings' support during lockdown, and b) the HLE, for the sub-set of pupils for whom this data is available.

Further analysis of EYFSP subscores will be explored, particularly in the personal, social and emotional development, communication, language and literacy development, and the mathematical development areas. We will explore if, and how, these subscores for the sample of children in this study is different from the subscores for all children who attended YR in the year before the COVID19 outbreak. This will help contextualise the results of the assessments carried out through the Early Years Toolbox.

All analyses will be carried out using Stata v15.0.

Further details will be provided in the SAP.

Further analyses

Subgroup analyses

A key aim of the analysis will be on establishing if, and what, differences emerge depending on children's characteristics, with a particular focus on FSM children. Please see Sample size calculations section above for further details relating to subgroup analysis.

Ethics

Ethical approval has been sought from the University of York Department of Education Ethics Committee and obtained on the 20th of October 2020 (Ref 20/21), and the revised ethics application for the new phase of recruitment received ethical approval on the 24th of February 2021. Formal recruitment and data collection did not commence until ethical approval had been obtained. During the recruitment stage, schools are given an information sheet before deciding whether or not to take part in the study. On agreeing to participate they are asked to sign a MoU detailing the roles and responsibilities of the schools and the research team.

Parents are invited by email to participate in the study. The email contains a link to an information sheet and questionnaire. Completion of the questionnaire indicates consent for their data and their child's data to be included in the study. It is made clear to parents before completing the questionnaire that their child may be randomly selected to participate, and that they should only complete the questionnaire if they are happy with this. It is also made clear that this data will be deposited in the EEF archive at the end of the study and that the data will be available for further use, e.g. through linking to further datasets. Participants are informed that they can withdraw from the study at any time until the end of primary data collection (July 2021) by contacting the project team at education-starters-cv19@york.ac.uk.

Data protection

All family data and any other personal data used for the Project will be treated with the strictest confidence and will be used and stored in accordance with all applicable data protection laws including the General Data Protection Regulation (EU) 2016/679 (the GDPR) Article 6 and the Data Protection Act 2018 (the Data Protection Legislation).

The parties agree that a data sharing agreement will be put in place between the University of York, NIESR, EPI and each school, which will include the details of the types of personal data being shared, the purpose and duration of that sharing and the responsibilities each party has in relation to that information.

The University of York and EPI will be deemed as Data Controllers (as defined by the Data Protection Legislation) with regard to the personal data used for this Project. Accordingly the

University of York and EPI will, in the form of a privacy notice/participation sheet, provide information to individuals about the use of their personal data, which we may hold and use for this Project. Individual participants will also be provided with the option of withdrawal from the research and details of the process to do so.

The University's privacy notice/information sheet is compliant with the requirements of the GDPR including a clear statement of the University of York legal basis for processing their personal data, which for this study will be under Article 6 (1)(e) of the GDPR: *Processing is necessary for the performance of a task carried in the public interest*. If any special category data is processed we will do so under Article 9 (2)(j): *Processing is necessary for archiving purposes in the public interest or scientific and historical research purposes or statistical purposes*. This is in line with the University's charter, which states learning and knowledge will be advanced through teaching and research.

For the purpose of the research, data from the Early Years Toolbox and parent questionnaires will be linked. Data from the Early Years Toolbox will also be linked to EYFSP data where this is provided by the school. Confidentiality will be maintained and no one outside the Research Team will have access to the study database. This will be stored until completion of the study in 2022. It will then be shared with the EEF's archive manager. The central database held by the Research Team will then be deleted. NPD data will be analysed by team members who currently have ONS Safe Researcher Approval.

The University of York is committed to the principle of data protection by design and default and will collect the minimum amount of data necessary for the project. In addition, we will anonymise or pseudonymise data wherever possible. All results will be anonymised so that no individual schools, families or children will be identifiable in the report or dissemination of any results. Results may also be used in presentations and for teaching purposes.

Once the project is completed, the data is archived and internal quality checks have been successfully completed by the archive manager, the EEF will become the data controller for the datasets.

Personnel

Dr Louise Tracey (PI), Senior Research Fellow, University of York will be responsible for the day to day management and coordination of the study and will contribute to reporting findings.

Dr Claudine Bowyer-Crane (CI), Associate Director of Research at NIESR will lead on the primary data analysis and contribute to reporting findings.

Dr Sara Bonetti (CI), Director of Early Years, Education Policy Institute will lead on the NPD analysis and contribute to reporting findings.

Dr Dea Nielsen, Research Fellow at the University of York, will carry out the day-to-day tasks of the study including, recruitment, organising on-line data collection, liaising with schools and parents (especially to reduce attrition) and assisting with initial analysis and reporting.

Sarah Compton, Project Co-ordinator, University of York will support the day-to-day management of the project.

Risks

Risk	Preventative Measures	Likelihood
Recruitment	<p>Existing contacts to maximise recruitment</p> <p>Ensure clarity at the consent stage as to requirements of participation</p> <p>Draw on school links to encourage parental recruitment</p> <p>Incentives</p> <p>Light touch/minimise burden of data collection</p> <p>Monitoring recruitment to ensure targets met or expand recruitment areas</p> <p>Data collected on-line, or via Smartphone for parents</p>	Medium
Retention	<p>As above, and:</p> <p>Interim reports to schools and at T2 parents to be followed up with a phone call to the school and offered researcher assistance to complete measures.</p>	High
Short lead in time to project start	<p>UoY has a number of researchers/casual staff who could be deployed to this study at short notice and experience of calling on this capacity in previous EEF trials</p>	Low
Capacity	<p>In the medium term a dedicated researcher will be appointed to conduct the day to day running of the study</p>	Low
Project Management across organisations	<p>LT has extensive experience of project management. There will be a clear division of responsibility across team members. Applicants have</p>	Low

Risk	Preventative Measures	Likelihood
	prior experience of successfully working together.	
Further lockdowns or school disruptions	The team has already shown their ability to work flexibly to manage necessary project changes due to the changing situation in schools.	Medium

Timeline

Date	Activity	Staff responsible/ leading
2020		
Sept	Finalise design & feedback from Advisory Group	All
Sept-Oct	Information and consent forms	Claudine Bowyer-Crane
Oct	Ethical approval	Louise Tracey
Oct	Data Sharing Agreements	Louise Tracey
Oct	T1 surveys designed (schools and parents)	All
Oct	T1 surveys piloted	Claudine Bowyer-Crane
Oct-Nov	Recruitment of schools	All
Oct-Dec	Recruitment of parents	All
Nov-Dec	Monitor and boost recruitment	All
Nov-Dec	Train schools in use of EYT app	All
Nov-Dec	Completion of T1 child/school and parent measures	All
2021		
Jan-Feb	Initial analysis	All
March	Second wave recruitment & survey completion (Schools and parents)	All
March	T2 instruments piloted	All
March	T2 data collection	All

Date	Activity	Staff responsible/ leading
March	Interim report to EEF	All
April	Newsletter/infographics for schools	All
April	Apply for NPD data	Sara Bonetti
May	T3 surveys designed	All
May	T3 surveys piloted	Claudine Bowyer-Crane
June	Agree SAP	Sara Bonetti
June-July	EYFS data collection (light-touch and main study schools)	All
June-July	T3 data collection (parent and schools surveys - main study schools)	All
Nov	NPD data refresh requested	Sara Bonetti
Nov-Jan (2022)	Analysis	Sara Bonetti
2022		
Jan	Submit draft report	All
March	Submit final report	All
April	Report to schools	All

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Acknowledgments

We would like to thank the members of the Advisory Board, Iram Siraj, Professor of Child Development and Education at the University of Oxford, and Megan Dixon, Director of Research, Holy Family Catholic Multi-Academy Trust.

School Starters - school survey

Start of Block: About your school

Thank you for agreeing to take part in the School Starters project. The survey below asks you questions about your school as a whole and about your Reception class. In particular we are trying to find out whether you had to do things differently this year in welcoming your Reception class, whether there are concerns about particular areas of the curriculum and what you are a planning to do to support children who need extra help. We are also interested in how your school has been affected by COVID-19 since reopening in September. Finally we ask you to indicate whether you would like to receive an iPad or cash equivalent.

Once you have completed the survey, the identifying information will be removed and replaced with a code. All data will be held in line with the University of York's privacy policy, which you can read [here](#).

We are looking forward to working with you on this project.
Thank you,
Claudine, Sara and Louise

Name of School

School Address (This will be the address we send your iPad and/or vouchers to)

School Local Authority

School email address

Project contact at school

Project contact email address

What type of school is your school?

- Academy or Free School (1)
- Voluntary Maintained (2)
- Community School (3)
- Private School (4)

How many children do you currently have on your school register?

How many children have you welcomed into your Reception year this year.

How many classes do you have in your Reception year?

Do you have a nursery attached to your school?

- Yes (1)
- No (2)

Do children come to your school who have not attended your nursery?

- Yes (1)
 - No (2)
-

Was your nursery open during lockdown?

- Yes (1)
- No (2)

End of Block: About your school

Start of Block: These questions are about transition into Reception

What would you normally do to support children in moving into the Reception year?

- Parent and children visit school (1)
 - Teacher visits home (2)
 - Teacher visits nursery/early years setting (3)
 - Other (please state briefly) (4)
-

We realise things have been different this year and in person visits have not always been possible. What have you done this year to support children in moving into the Reception year?

- Parent and children visit school (1)
 - Teacher visits home (2)
 - Teacher visits nursery/early years setting (3)
 - Phone calls to parents (4)
 - Video calls to parents (5)
 - Other (please state briefly) (6)
-

Did you stagger your intake into Reception this year?

Yes (please give us brief details) (1)

No (2)

Have you carried out any baseline measures with your reception class this year?

Yes (please give brief details) (1)

No (2)

End of Block: These questions are about transition into Reception

Start of Block: This question asks you about EYFS learning goals

Are there any areas of the EYFS curriculum you were particularly concerned that children might struggle with before school started?

	Very concerned (1)	Quite concerned (2)	Not concerned (3)
Communication and Language Development (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Development (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal, Social, and Emotional Development (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maths (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding of the world (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressive Arts and Design (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now that your Reception class(es) have started school, are there any areas of the EYFS curriculum you think children are struggling with?

	Very concerned (1)	Quite concerned (2)	Not concerned (3)
Communication and Language Development (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Development (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal, Social, and Emotional Development (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maths (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding of the world (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressive Arts and Design (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there any areas of the EYFS curriculum you are prioritising differently this year compared to pre-pandemic cohorts?

	higher priority (1)	same priority (2)	lower priority (3)
Communication and Language Development (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Development (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal, Social, and Emotional Development (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maths (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding of the world (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressive Arts and Design (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End of Block: This question asks you about EYFS learning goals

Start of Block: This question asks you about your "catch-up" plans

Do you feel more of your Reception year children need additional support as a result of the pandemic than previous pre-pandemic cohorts?

- Yes (1)
 - Maybe (2)
 - No (3)
-

If you feel children need additional support following the pandemic, how are you planning to access resources?

- Government National Tutoring Programme (1)
 - Existing school based resources (2)
 - Develop your own resources (3)
 - Other resources (please give brief examples) (4)
-

End of Block: This question asks you about your "catch-up" plans

Start of Block: These questions ask you about your staff

We know that schools are facing significant challenges as a result of the pandemic and that many staff are feeling overwhelmed. Are you concerned that the impact of the pandemic will have long-term outcomes on the health and wellbeing of your staff?

- Yes (1)
 - No (2)
-

Have you been able to source additional support staff to help your school cope with the pandemic?

- Yes (1)
 - No (2)
-

Since the beginning of term, how many staff have had to self-isolate because of CV-19?

How many of those staff were from your reception year?

Since the beginning of term, how many children have had to self-isolate because of CV-19?

How many of those children were from your reception year?

Since the beginning of term, how many classes have had to self-isolate because of CV-19?

How many of those classes were from your reception year?

What are your and your staffs main concerns in school at the moment?

Please indicate whether you would like us to provide you with an iPad or you would prefer the alternative payment. Please note, an iPad is needed to carry out the language, numeracy and socioemotional wellbeing measures. The apps do not work on any other platform. If you do not have an iPad in school you will need to choose this option in order to take part in the study.

- iPad (1)
 - Payment (Please provide name and contact details of your school finance person or bursar) (2) _____
-

Thank you for completing the survey. Please ensure you have completed all sections. If you are happy with your answers please click on the arrow below. Once you have clicked on the arrow your survey will be submitted and you will no longer be able to edit your responses.

End of Block: These questions ask you about your staff

Annex 2. T1 Parent Survey

School Starters - Parent Consent form and Survey

Start of Block: School ID

Please enter your school ID number (you can find this in the email you received from your child's school containing this survey link).

End of Block: School ID

Start of Block: Parent Consent

Dear Parent(s)/Carer(s),

We would like to invite you and your child to take part in an educational research study. This study is being conducted by researchers at the University of York, Education Policy Institute and National Institute of Economic and Social Research. The study is being carried out to look at whether the closure of early years settings in the spring had an impact on children who have started Reception this year.

We think the information we will collect will help us to understand what impact the pandemic has had on children's introduction to mainstream school and could inform teachers and policy makers about what help children might need in the future

Why am I being asked to participate? Your child's school has agreed to participate in the study with pupils in Reception during the academic year 2020-2021. We have asked your child's teacher to send this invitation to all of the children in the Reception Year. Please click next if you would like to find out more. At the end of each page, please tick to say you have understood the information you have read. When you have read all of the information you can say if you would like to take part.

End of Block: Parent Consent

Start of Block: What does taking part in the study mean for me and my child?

What does taking part in the study mean for me and my child?

To take part, we will ask you to read this document and complete a short questionnaire. This questionnaire will help us to find out about you and your child, your experiences of lockdown, and what sort of activities you did with your child. The questionnaire can be completed on a computer, tablet or phone and should take no more than 10 minutes to

complete. We will then randomly select 10-12 children in your child's class to take part in some short language and numeracy assessments with their teacher or teaching assistant. The assessments are done on an iPad and are quick to administer, each assessment taking approximately 10 mins. The assessments look like games to the children and are fun to complete. In addition, your child's teacher will fill out a questionnaire about each child's social wellbeing and behaviour in the classroom. We will ask teachers to do all of these assessments once in the Autumn term and once in the Summer term. If you have given consent and completed the questionnaire, your child may be selected to take part in these assessments. **If you do not want your child to take part in this study please do not complete the questionnaire. You can exit the questionnaire by closing your browser.** If your child is selected to take part in these assessments, we would also like to: 1. collect your child's end of year data from the National Pupil Database. This is the Early Years Foundation Stage Profile data that the school routinely submits for every pupil in the Reception year. 2. send you a second short questionnaire in the Summer term to ask about your and your child's experiences of the first part of the Reception year. This questionnaire will be sent out by email via a link and can be completed on a tablet, laptop or phone.

I confirm that I have read and understood the above information (1)

End of Block: What does taking part in the study mean for me and my child?

Start of Block: Do I have to take part?

Do I have to take part? You and your child do not have to take part in this research. If you do decide to take part, you can change your mind. You just have to let us know by 31st July 2021. However, we hope you do decide to take part. As a thank you for taking part, we will give a £10 High Street voucher to the first 20 parents who complete the questionnaire. After that the questionnaire will not accept any more responses. In the Summer term we will only send out surveys to parents of children who have been randomly selected to take part.

I confirm that I have read and understood the above information (1)

End of Block: Do I have to take part?

Start of Block: What will happen to our information?

What will happen to our information? Your and your child's data will be treated in the strictest confidence. It will be stored in accordance with the Data Protection Act and any individually-identifiable data will be destroyed by the end of 2024. For the purpose of research, the responses will be linked with information about the pupils

from the National Pupil Database (NPD) and shared with the Department for Education and the EEF's archive manager and potentially in an anonymised form with other research teams. Further matching to NPD and other administrative data may take place during subsequent research. On receipt of your questionnaire we will assign you a unique code and remove your name, your child's name and contact details from the questionnaire data. This code will be used to link your data to your child's assessment data. We will not use yours, your child's name or the name of the school in any report arising from the research. Further details relating to GDPR, third parties and confidentiality are provided [here](#). Please read this information carefully. You will need to confirm that you have read and understood this information before proceeding. The data from the language and numeracy measure will be available to your child's school for information purposes. Please see the Early Years Toolbox [privacy notice](#) for more information about how your child's data is held. If at any time you decide you would like to withdraw your and your child's data you can do so by contacting education-schoolstarters-cv19@york.ac.uk by 31st July 2021.

I confirm that I have read and understood what taking part means for me and my child if we are choose to participate in the study (1)

End of Block: What will happen to our information?

Start of Block: What happens next?

What happens next?

If you are happy for you and your child to take part in this study please tick the box below and you will be directed to the survey. Please complete the survey and fill out your contact details. We will email you a copy of all the information you have provided here for your own records.

We hope that you will agree to you and your child taking part. If you have any questions about the project that you would like to ask before giving consent, please feel free to contact Louise Tracey (email: louise.tracey@york.ac.uk; telephone: 01904 328160) or the Department of Education Chair of Ethics Committee (email: education-research-administrator@york.ac.uk). Thank you for taking the time to read this information.

Dr Louise Tracey Senior Research Fellow University of York

Dr Sara Bonetti Director of Early Years Education Policy Institute

Dr Claudine Bowyer-Crane Associate Research Director National Institute of Economic and Social Research

I agree for me and my child to take part in the study (1)

Skip To: End of Survey If What happens next? If you are happy for you and your child to take part in this study please tick... != I agree for me and my child to take part in the study

Thank you for agreeing to take part in our research. Please complete the contact details below before continuing.

First name:

Last name:

Email address

Child's School

What is the name of your child who has just started Reception? If you have more than one child starting Reception, please select one child to take part and answer the questions with that child in mind.

Child's Date of Birth (DD/MM/YYYY)

Page Break

Thank you for completing those contact details. You will now be asked some questions about you, your family and your child. You can withdraw from the survey at anytime by closing your browser.

What is your relationship to the child who has just started Reception

- Mother (1)
- Father (2)
- Guardian/Carer (3)

Does the child have any siblings?

- Yes (1)
- No (2)

Skip To: Q37 If Does the child have any siblings? = No

How many brothers and sisters does your child have (please enter as a number e.g. 5 not five)?

How old are your child's brothers and sisters? If your child has more than five brothers and sisters please tell us about the children that are closest to them in age.

- Child one (1) _____

Child two (2) _____

Child three (3) _____

Child four (4) _____

Child five (5) _____

Page Break

Are there other adults living in the home?

Yes (1)

No (2)

Skip To: Q41 If Are there other adults living in the home? = No

What is their relationship to the child?

Mother (1)

Father (2)

Guardian/Carer (3)

Step-parent (4)

Other relative (6)

No relation (5)

What is your highest level of education?

- GCSE (1)
- Further Education (e.g. A-levels/BTec) (2)
- Higher Education (e.g. undergraduate degree) (3)
- Postgraduate Education (e.g. PhD/Masters) (4)
- No Education (5)

What is your occupation?

- None (1)
- Professional (2)
- Management (3)
- Administrative (4)
- Skilled trade (5)
- Caring, leisure or service (6)
- Sales and Customer service (7)
- Other (9)

Is English your first language?

Yes (1)

No (2)

Skip To: Q39 If Is English your first language? = Yes

Is English your child's first language?

Yes (1)

No (2)

What language(s) do you speak at home with your child?

Page Break

Did your child attend nursery before settings closed in the spring?

Yes (1)

No (2)

Skip To: End of Block If Did your child attend nursery before settings closed in the spring? = No

What sort of nursery did your child attend?

Private Nursery (1)

- Nursery attached to a school (2)
- Local Education Authority Nursery (3)
- Preschool/Playgroup (4)
- More than one setting (5)

How many days did they attend per week?

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)

Did they attend for a whole day or half a day?

- Whole day (1)
- Half day (2)

End of Block: What happens next?

Start of Block: These questions ask you about what happened before, during and after lockdown

These questions ask you about what happened during and after lockdown.

Did your child attend nursery during lockdown between March and June?

Yes (1)

No (2)

Skip To: Q37 If Did your child attend nursery during lockdown between March and June? = No

Are you or your partner a key worker?

Yes (1)

No (2)

How many days did they attend per week?

1 (1)

2 (2)

3 (3)

4 (4)

5 (5)

Did they attend for a whole day or half a day?

Whole day (1)

Half day (2)

Were they able to attend the same nursery as usual or did they have to go to a different nursery?

Same nursery (1)

Different nursery (2)

Page Break

During lockdown were you:

Full-time employed outside the home (6)

Part-time employed outside the home (7)

Full time parent/carer (not working) (1)

Working from home (2)

Shielding for medical reasons (10)

Furloughed (3)

Unemployed (4)

Made unemployed as a result of the pandemic (5)

If you have another adult in the home, during lockdown was that adult:

Full-time parent/carer (not working) (1)

Full-time employed outside the home (7)

Part-time employed outside the home (8)

- Working from home (2)
- Shielding for medical reasons (9)
- Furloughed (3)
- Unemployed (4)
- Made unemployed as a result of the pandemic (5)
- Not applicable (6)

In a typical week, how often did you do any of the following activities with your child during lockdown?

	Every day (1)	Most days (2)	More than half the days (3)	Less than half the days (4)	Never (5)
Educational activities e.g. reading, numbers & counting, nursery rhymes? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical activities e.g. outside play, dancing, bike rides, gardening? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fine Motor Skills activities e.g. arts and crafts, messy play, sand & water play, baking and cooking, building with Legos etc? (3)

Other type of play e.g. dressing up, dolls tea party, toys and games (4)

Screen time e.g. watching TV and films (5)

How confident did you feel about doing these activities with your child?

	Not confident at all (1)	Quite Confident (2)	Very Confident (3)
Educational activities (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Activities (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine Motor Skills (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other types of Play (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screen Time (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much did you enjoy doing these activities with your child?

	I didn't enjoy this at all (1)	I enjoyed this a moderate amount (2)	I enjoyed this very much (3)
Educational activities (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Activities (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine Motor Skills (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other types of Play (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screen Time (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you use any of the following resources to do activities with your child during lockdown? Please tick all that apply. If you would like to tell us which resources you used and which worked well, please use the text boxes provided.

Apps (1) _____

- Internet (2) _____
 - Television (3) _____
 - Magazines/books (4)
-

Did you receive any of the following support from your nursery during lockdown? Please tick all that apply

- Regular phone contact (1)
 - Regular video calls (2)
 - Regular socially distanced visits (3)
 - Resource packs for home activities (4)
 - Toys and books to borrow and return (5)
 - Food parcels (6)
 - Recommendations for resources (7)
 - Contact through sites such as Tapestry, Facebook, nursery websites etc (8)
 - No support received (12)
 - Other (please give brief details) (11)
-

Did you send your child back to nursery when lockdown lifted in June?

- Yes (1)
- No (2)
- Yes, but reduced hours (3)
- Yes, for more hours than usual (4)

Skip To: End of Block If Did you send your child back to nursery when lockdown lifted in June? = Yes

Why did you choose not to send your child back to nursery or not to send them back as often as usual?

- The nursery could not maintain social distancing (1)
 - I did not have to work so I chose to keep my child at home (2)
 - I was concerned about the risk of infection (3)
 - Other (please explain) (4)
-

End of Block: These questions ask you about what happened before, during and after lockdown

Start of Block: These questions ask you about your child starting school

These questions ask you about your child starting school.

Was your child looking forward to starting school in September?

- Yes (1)
- No (2)
- Not Sure (3)

Do you think lockdown had an impact on how ready your child was to start school in Sept?

- Yes (1)
- No (2)
- Not sure (3)

Did you have any concerns about your child starting school in September?

- Yes (1)
- Some concerns (3)
- No (2)

Skip To: Q50 If Did you have any concerns about your child starting school in September? = No

Can you tell us briefly what those concerns were?

Now that your child has started school, do you think they have settled in well?

- Yes (1)
- Not sure (2)
- No (3)

Do you have any concerns about how your child is coping with school?

Yes (1)

Some concerns (2)

No (3)

Skip To: End of Block If Do you have any concerns about how your child is coping with school? = No

Can you tell us briefly about your concerns?

End of Block: These questions ask you about your child starting school

Start of Block: These questions ask you about the things you usually do at home with your child

These questions ask you about the things you usually do at home with your child.

Does anyone at home ever read to your child?

Yes (1)

No (2)

Skip To: Q56 If Does anyone at home ever read to your child? = No

How often does someone at home read with your child?

occasionally or less than once a week (11)

one or two days a week (12)

three times a week (13)

four times a week (14)

- five times a week (15)
- six times a week (16)
- seven times a week/constantly (17)

Does anyone at home ever teach your child a sport, dance, or physical activities?

- Yes (28)
- No (29)

Skip To: Q58 If Does anyone at home ever teach your child a sport, dance, or physical activities? = No

How often does someone at home teach your child a sport, dance, or physical activities?

- occasionally or less than once a week (1)
- one or two days a week (4)
- three times a week (5)
- four times a week (6)
- five times a week (7)
- six times a week (8)
- seven times a week/constantly (9)

Does your child ever play with letters at home?

- Yes (23)

No (24)

Skip To: Q60 If Does your child ever play with letters at home? = No

How often does your child play with letters at home?

occasionally or less than once a week (1)

one or two days a week (4)

three times a week (5)

four times a week (6)

five times a week (7)

six times a week (8)

seven times a week/constantly (9)

Does anyone at home ever help your child to learn the ABC or the alphabet?

Yes (23)

No (24)

Skip To: Q62 If Does anyone at home ever help your child to learn the ABC or the alphabet? = No

How often does someone at home help your child to learn the ABC or alphabet?

occasionally or less than once a week (1)

one or two days a week (4)

three times a week (5)

- four times a week (6)
- five times a week (7)
- six times a week (8)
- seven times a week/constantly (9)

Does anyone at home ever teach your child numbers or counting?

- Yes (23)
- No (24)

Skip To: Q64 If Does anyone at home ever teach your child numbers or counting? = No

How often does someone at home try to teach your child numbers or counting?

- occasionally or less than once a week (1)
- one or two days a week (4)
- three times a week (5)
- four times a week (6)
- five times a week (7)
- six times a week (8)
- seven times a week/constantly (9)

Does anyone at home ever teach your child any songs, poems or nursery rhymes?

Yes (23)

No (24)

Skip To: Q66 If Does anyone at home ever teach your child any songs, poems or nursery rhymes? = No

How often does someone teach your child songs, poems or nursery rhymes?

occasionally or less than once a week (1)

one or two days a week (4)

three times a week (5)

four times a week (6)

five times a week (7)

six times a week (8)

seven times a week/constantly (9)

Does your child ever paint or draw at home?

Yes (23)

No (24)

Skip To: End of Block If Does your child ever paint or draw at home? = No

How often does your child paint or draw at home?

occasionally or less than once a week (1)

- one or two days a week (4)
- three times a week (5)
- four times a week (6)
- five times a week (7)
- six times a week (8)
- seven times a week/constantly (9)

End of Block: These questions ask you about the things you usually do at home with your child

Start of Block: These questions ask you about your personal wellbeing

These questions ask you about your personal wellbeing.

To what extent do you agree or disagree with these?

	Strongly Agree (1)	Agree (2)	Neither Agree nor Disagree (3)	Disagree (4)
I am satisfied with my life (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What I do in my life is worthwhile (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was happy yesterday (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was anxious yesterday (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: These questions ask you about your personal wellbeing

Start of Block: Block 7

Thank you for taking the time to complete this survey. Now your survey has been submitted, your child may be randomly selected to be seen in class. If this is the case, we will contact you again in the summer term to find out how you have found the first year of school. Your voucher will be given to you by your child's school. Please click Next to submit your survey.

End of Block: Block 7