



## Parental Survey 2016

### Supplementary report - children with no previous access

Substantive change for children without previous access to a device at home.

## **The Learning Foundation**

The Learning Foundation is a consultancy with a social purpose. We inspire learning through working with schools and parents to provide 1:1 access for every pupil, no matter what their financial circumstances may be. Our experience, expertise and our mission to deliver enhanced learning through 1:1 technology to every child makes us a partner of first choice for schools engaging with technology in learning.

We are a charity which in the last 15 years has partnered with over a 1000 schools to support them on their journey to successfully providing 1:1 technology for every pupil. As we are an independent charity and with a deep understanding of the education system we can provide objective, individualised expertise that delivers successful, low stress, practical and sustainable implementation.

We are passionate about getting it right for all our schools.

## **Introduction**

This report looks at one particular aspect of a larger survey. The survey was conducted in June 2016. The Learning Foundation surveyed parents who have donated to a 1:1 e-learning programme at their child's school (where every child in a year or a cohort or a school has their own device for use at school and at home). In total the survey generated 1057 fully completed questionnaires from parents across the majority of schools we work with. In total they had 1427 children in school e-learning programmes.

One question was whether or not their child had had a device before the advent of the school's e-learning programme; 99 responded saying 'No'. As these children are the core focus of the work of the Learning Foundation we wanted to find out more about how the experience had been for them specifically. The results are extraordinary.

## **Background to the survey**

This survey is conducted periodically by the Learning Foundation. It is conducted primarily to support our schools in understanding more about the attitudes and experiences of their parents whose children are included in the scheme to which they donate and of parents overall. Each school receives a copy of the full results of the survey as well as a report of their own specific responses where there were sufficient numbers to be useful.

In 2016 186 schools were given the option of being included in the survey and 4 chose not to be involved. These 186 schools all involved e-learning programmes supported by donations from their parents. All of these e-learning programmes were managed and supported by the Foundation. The survey was conducted anonymously to ensure parents felt able to say exactly what they felt.

## Summary of respondent profiles and characteristics

- Respondents were predominantly Mothers, Grandmothers or Female guardians at 78% of the total
- Their education levels differed from the main survey as follows:

	Prefer not to say	Completed Primary level education	Completed Secondary School	Completed High School or 6th Form	College	University
Parents of children with no prior access	9%	2%	23%	10%	31%	24%
All respondents	2%	0%	14%	10%	28%	46%

- 73% were still making donations and 27% were no longer donating. 75% had received the device between 2013 and 2016 with 25% receiving the device before this. This reflects, somewhat, the change that we have seen as device costs fall and schools become more confident in introducing technology.
- The majority of the parents had attended an information session provided by the school and 97% felt that the programme had been well explained to them.
- Half of parents had had no technical or other problems with the device with those that had problems most often reporting Breakages (22%), The Device Case (16%) and Getting repairs done (15%).

## Summary

This breakdown involves analysis of the 9% (99 parents) who replied and who had said that their child had not had access to a computer at home before their school programme started. Between them they had 168 children engaged with an e-learning programme at their school. This group of children is the core target audience for the Foundation as these children would otherwise be growing up with poor or non-existent digital skills and without being able to take advantage of all of the learning, communication and creation opportunities that a device can offer at home and at school. Having no access to a device is often a matter of poor financial circumstances and the Foundation is committed to ensuring every child can reach their full potential with access to the same resources and opportunities as any other child. We are appalled that, still in 2016, the UK continues to have one of the widest attainment gaps in the developed world where children from poor backgrounds are already 30% behind their wealthier peers by age 7 and often too far behind to ever catch up by the time they reach secondary school.

One facet of our work that has been frustrating is the difficulty in defining the link between technology and learning and its impact when combined. This is how the parents viewed the impact on their child. For us the most remarkable outputs from the survey were contained in the responses to Question 10 particularly:

- **77% agreed that their child demonstrated improved attitude to their studies**
- **74% agreed that their child was more interested or engaged in the schoolwork**
- **83% agreed that their child is better able to complete homework and schoolwork**
- **63% agreed that their child is more likely to involve them with their schoolwork**
- **85% agreed that their child takes more responsibility for their own learning**
- **96% agreed that their child has developed better IT skills**

And most importantly perhaps.....

- **70% agreed that their child receives better marks for school or homework than before**

At a time when the UK is yet again having to face the fact that only half of children in Year 6 have met the new expected standards in their Key Stage 2 SAT tests – we say that the time is right and the time is NOW to urge schools to adopt 1:1 technology and deliver real change for all children and especially those who struggle the most.

## Findings of note

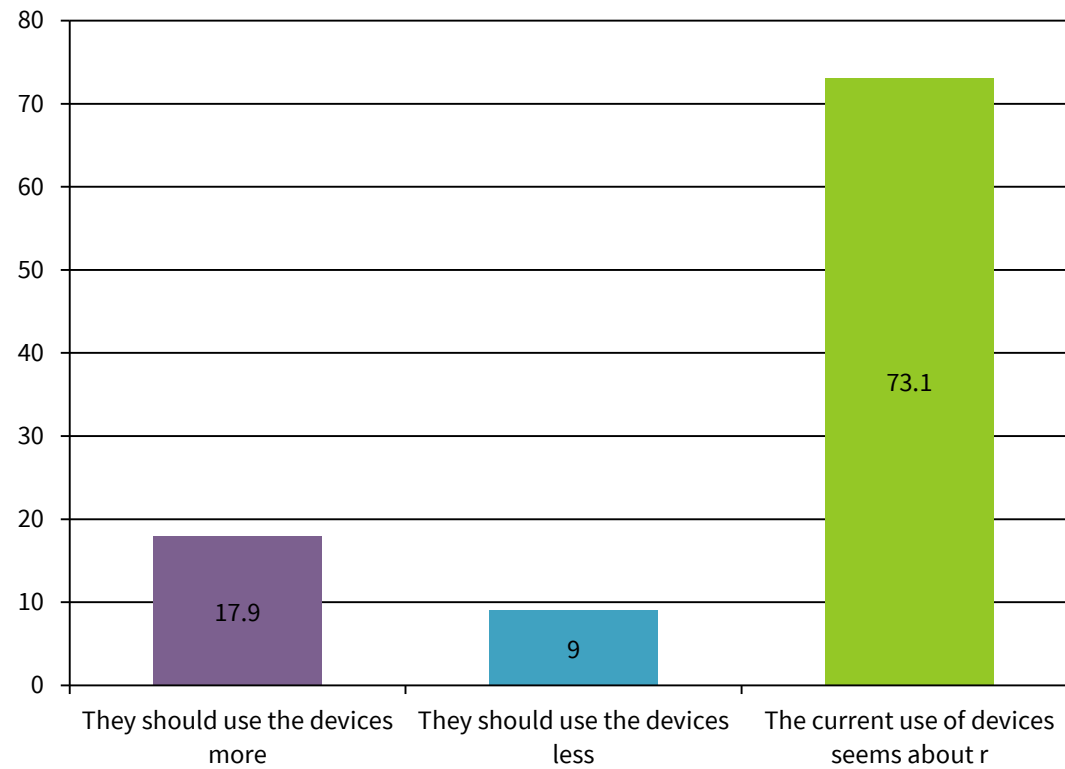
### 1 How has your child enjoyed using any of the following devices?

The parents of this cohort shared much in common with the main survey findings when asked about the degree to which their child enjoyed using the device with up to 95% enjoying their device “Quite a lot” or “A lot”. Anyone with a child will know this is not surprising especially if the child had not had a device before. It is important to note, though, that the children of almost half of these respondents had had the device for at least 2 years – so clearly the enjoyment maintains.

	Quite a lot/A lot	Not Much
Laptop or Netbook	74%	26%
iPad	91%	9%
Other type of tablet	56%	43%
Chromebook	75%	25%

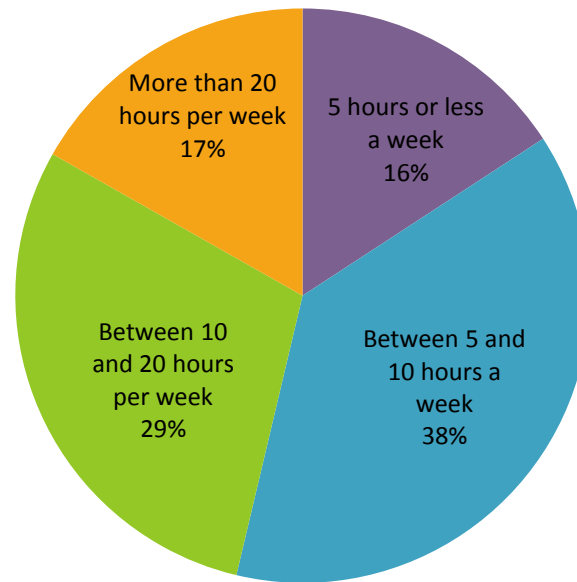
## 2 In general, what do you think about the amount of time the school uses devices in class?

Responses from the cross-section cohort deviated from the results of the full survey with 91% feeling that device use at school was about right or should be used more against 63% in the full survey.



**3 Please estimate how many hours per week your child spends using their device at home:**

The children from this group were broadly in line with the main survey (and with other research in this area) in terms of the amount of time they spend on their device.



**4 Please choose the statement that best describes your feelings about the amount of time your child spends using devices at home (please choose one).**

Parents of this cohort varied again from the full survey when asked about their feelings as to the amount of time their child spent on the device:

	<b>Children with no prior access</b>	<b>All Respondents</b>
<b>I would prefer if he/she spent more time using the device in general</b>	5%	5%
<b>I would prefer if he/she spent more time using the device for studying and schoolwork</b>	61.6%	47%
<b>I would prefer if he/she spent less time using the device in general</b>	33.3%	49%



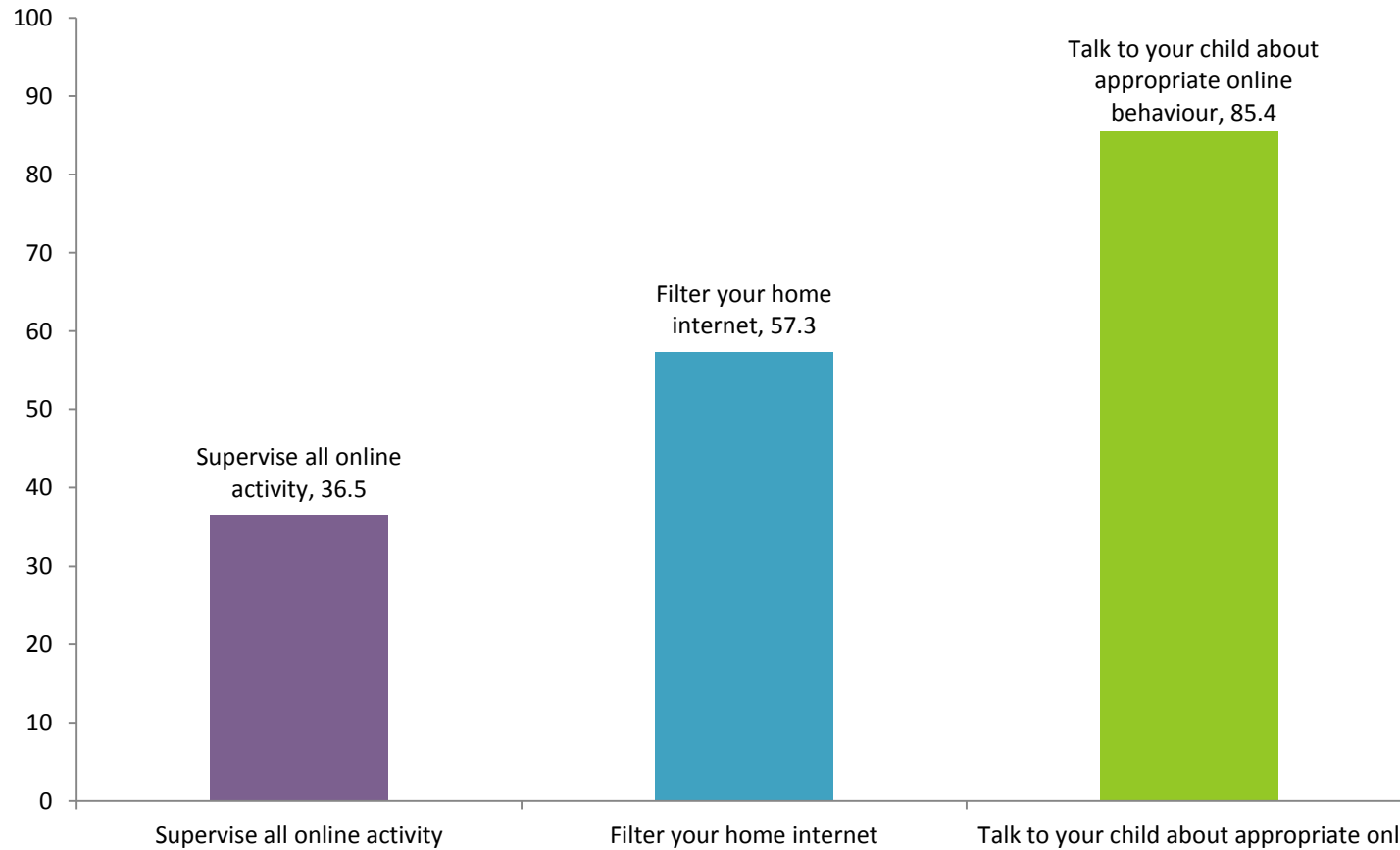
**5 Roughly how much of this time do you estimate is spent on educational activities such as completing homework, doing internet research for school projects, communicating with teachers by email, revising for exams or time spent on educational games/apps.**

The pattern and amount of time that a child spent on the computer doing schoolwork at home was different between the two groups with almost twice as many children from this cohort using the largest proportion of their home use for school work. 41% of children with no prior access spent 55% or more of their time on their devices for school work against 26% across the full survey.

	<b>Children with no prior access</b>	<b>All respondents</b>
<b>More than 75% of the time</b>	19%	11%
<b>55% to 75% of time</b>	22%	13%
<b>About half the time</b>	23%	24%
<b>25% to 45% of time</b>	16%	21%
<b>Less than 25% of time</b>	20%	29%

**6 E-Safety. What do you do currently to keep your children safe online? Tick as many as apply:**

E-safety was of equal importance and with broadly similar interventions – with the only exception being that about twice as many parents from this group choosing to have closer scrutiny and supervise all online activities



**7 Are you finding that you are able to spend more time supporting your child’s learning – either with homework or in other ways?**

Parents from this cohort differed slightly from the full group with 55% of parents finding that they were more able to help support their child’s learning. There is well documented evidence of the impact on learning and grades of parental engagement with their child’s learning. Many parents already do what they can however it is important to note the percentage of parents who felt that they were able to do more when the learning was linked with their child’s 1:1 programme.

**Homework**

	Yes	No
Children with no prior access	55%	45%
All respondents	40%	60%

**Other ways**

	Yes	No
Children with no prior access	48%	52%
All respondents	36%	64%

## 8 Which subjects are you helping your children with most?

The help provided by parents in this cohort was cross-curriculum and matched, almost subject for subject, the same order of subjects as for all respondents.

Overall Rank	Item	Score
1	Mathematics	785
2	English	667
3	Science	532
4	History	313
5	Geography	274
6	Information Technology	165
7	Design and Technology	151
8	Art	149
9	Religious Education (RE)	138
10	Sex Education	102
11	Modern Foreign Language	101
12	Physical Education (PE)	89
13	Music	89

\*Score is a weighted calculation. Items ranked first are valued higher than the following ranks, the score is the sum of all weighted rank counts

**9 Which of the following statements best describes your child’s use of the device for activities that are NOT school or learning related – please choose just one that describes your child most closely?**

In the eyes of their parents, children in this group tended to play more games and less downloading films than all children in the full survey but significantly more parents from this cohort were also unsure what their child was doing “other than school-related activity. Given the responses received to Question 5 about how much time was spent at home on school related work this cohort appears to spend more of their device time on schoolwork and therefore less time overall on non-learning activities. This is in line with our experience but in contrast to other recent research in this area.

	Children with no prior access	All Respondents
Playing games	37.0%	28%
Using social media sites like Facebook, Instagram, Snapchat, Bebo, Twitter etc.	16.0%	18%
Contacting their friends by email, video-link, web-chat or other messenger service	13.6%	12%
Watching or downloading films and video content such as Netflix etc	11.1%	19%
Learning about a hobby or interest	7.4%	8%
Reading digital books or online articles	2.5%	5%
I am not sure what my child does with the device other than school-related activity	12.3%	2%

**10 Please indicate how much you agree with the following statements.**

For the Foundation this table underscores all of the reasons why we believe what we believe and do what we do. The significance of these parents' views about the change and the impact that has been brought to their children's education by the introduction of learning linked to a device they can use at school and at home cannot be overstated. The percentages are significant and provide compelling evidence that, especially for groups of children who are not normally able to access a device, the investment of time and resource can deliver exactly the right type and degree of impact for the majority.

	Agree a little/ a lot	Disagree a little/a lot
... demonstrates an improved attitude towards their studies	76.8%	23.2%
... demonstrates improved behaviour at school	62.6%	37.4%
... demonstrates improved behaviour at home	48.5%	41.5%
... is more interested or engaged in their schoolwork than before	73.7%	26.3%
... is more interested or engaged in their homework than before	71.7%	28.3%
... is able to complete their school work more easily than before	82.8%	17.2%
... is better able to complete home work	80.8%	19.2%
... more likely to involve me in their schoolwork	62.6%	37.4%
... takes more responsibility for their own learning	84.8%	15.2%
... tackles school/homework in a more creative way than before	77.7%	22.3%
... has developed better IT skills	96.0%	4.0%
... receives more positive comments from teachers than before	67.7%	32.3%
... receives better marks for school or homework than before	69.7%	30.3%

The following table shows the same detailed response but for all children across the whole survey.

	Agree a little/ a lot	Disagree a little/ a lot
... demonstrates an improved attitude towards their studies	60.1%	39.9%
... demonstrates improved behaviour at school	38.7%	61.3%
... demonstrates improved behaviour at home	28.9%	71.1%
... is more interested or engaged in their schoolwork than before	54.6%	45.4%
... is more interested or engaged in their homework than before	56.5%	43.5%
... is able to complete their school work more easily than before	73.1%	26.9%
... is better able to complete home work	70.2%	29.8%
... more likely to involve me in their schoolwork	37.7%	62.3%
... takes more responsibility for their own learning	68.8%	31.2%
... tackles school/homework in a more creative way than before	63.1%	36.9%
... has developed better IT skills	85.9%	14.1%
... receives more positive comments from teachers than before	41.6%	58.4%
... receives better marks for school or homework than before	42.2%	57.8%

The response across the survey and for all children is strong too and underscores our call for schools to engage with technology in learning and particularly through 1:1 schemes as soon as possible so that no child need lose out and more children can start to benefit.

**11 Please indicate how much you agree with the following statements.**

Understanding from other research is that the introduction of technology into a home often has important ramifications for the whole family. This effect is clearly seen here too with more than half of all respondents feeling that their own IT skills have also improved as a result. Again the importance of this knock-on effect cannot be overstated in terms of driving forward digital literacy for everyone.

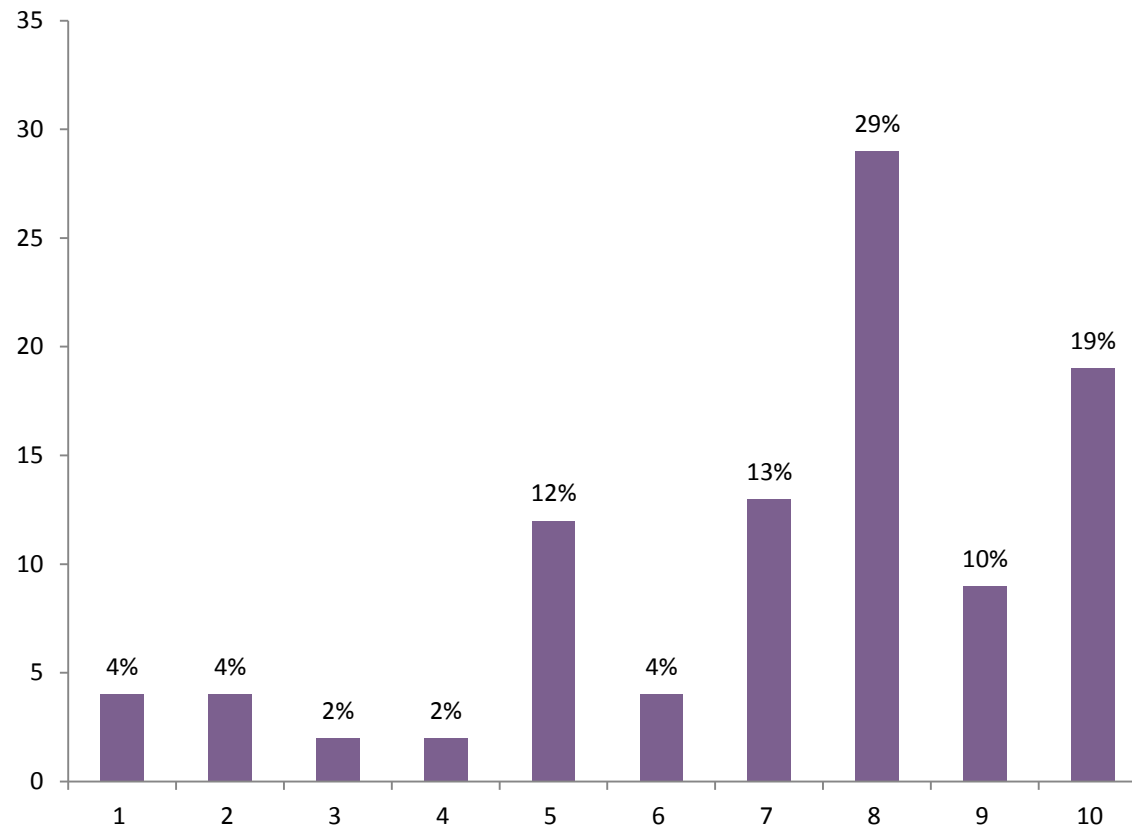
Additional points of note are that 70% of parents feel that they are better able to help their child with their homework and 65% felt more involved in their child's education.

	Agree a little/ a lot	Disagree a little/ a lot
... used the child's device ourselves	29.3%	70.7%
... benefitted from not having to share the family computer so much	72.7%	27.3%
... been able to help my child or children more with their homework	69.7%	30.3%
... improved our own IT skills or knowledge	56.5%	43.5%
... felt more involved in our child's education	64.7%	35.3%



**12 How beneficial do you feel the programme is/has been to your family overall? Please rate from 0 to 10**

70% of the parents responding from this cohort rated the programme at more than 7 out of 10 with nearly 20% rating the programme at 10 out of 10.



**13 Please tell us how you feel about the following issues and the importance of receiving support about these, giving a rating from 1-5, where 1 is unimportant and 5 is very important.**

Getting the right advice to parents is crucial in winning the learning uplift that come from informed and fully supported access to technology. The Learning Foundation will respond accordingly and also urge our schools and partners to do the same.

	1 Unimportant	2	3	4	5 Very important
<b>Info from school to help support children’s learning at home</b>	0%	0%	15.2%	16.2%	68.7%
<b>Info from school about how devices are used in class</b>	0%	1%	17.2%	24.2%	57.6%
<b>Info &amp; support to help limit child’s time on device at home</b>	5.1%	2%	24.2%	23.2%	45.5%
<b>Info &amp; support to keep children safe online</b>	0%	3%	7.1%	10.1%	79.8%
<b>Info &amp; support to help children with special e-learning needs</b>	4%	2%	17.2%	21.2%	55.6%

If you would like more information, further analysis or comment please contact Paul Finnis, CEO at the Learning Foundation.

If you are a school or parent and would like advice and guidance on introducing technology into learning or making the most of what you already have please go to our website – [www.learningfoundation.org.uk](http://www.learningfoundation.org.uk) where you'll find lots of materials, research data and advice. You are also welcome to contact us at any time on 01344 636413.



Passionate about getting IT right for our schools

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