National Institute of Economic and Social Research

Impact of Covid-19 on Children's Language, Educational and Socio-emotional Skills

EDUCATION POLICY INSTITUTE

The University Of Sheffield.

ICICLES

Impact of Covid-19 on Children's Language, Education and Socio-emotional Skills

Thank you all for signing up to the ICICLES project. We would like to take this opportunity to update you on what we've been working on and what our next steps are.

What have we been working on?

First testing point

In April 2022 we completed the first testing point

32 schools from across the country signed up for the project.

Schools completed an online survey and some staff members were interviewed about the impact of the pandemic and school disruptions on children, teachers and headteachers.

940 parents/caregivers completed an online survey about their experience on the impact of the pandemic and school disruptions on their children.

Schools completed **627 language assessments** and **704 socio-emotional questionnaires.**

Preliminary findings

We interviewed some of you and we asked all of you to complete an online survey. These are some of the things you told us:

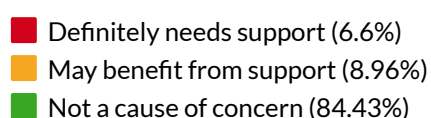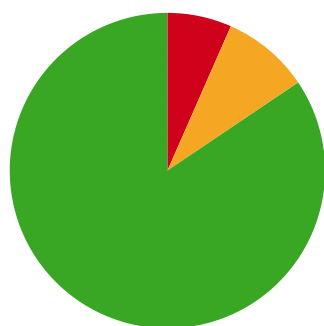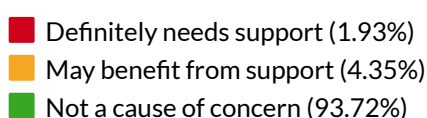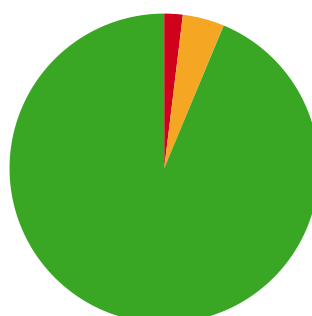| RECEPTION	YEAR 1	YEAR 2
At the beginning of this academic year schools were mainly concerned about children's communication and language and personal, social and emotional development.	At the beginning of this academic year schools were mainly concerned about Language and Phonics.	At the beginning of this academic year schools were mainly concerned about English reading comprehension and grammar, punctuation and spelling.
This year schools are prioritising communication and language and personal, social and emotional development.	This year schools are prioritising mental health and wellbeing and phonics.	This year schools are prioritising language and phonics.

627 Language Screens were completed. Our preliminary findings show that the language skills of most children across the three year groups are in the expected range. The Language Screen is a standardised measure that focuses on four specific areas: expressive and receptive vocabulary, listening comprehension and sentence repetition. While this language measure suggests that most children are performing in the expected range, it may not pick up on difficulties children may have with their broader communication skills.
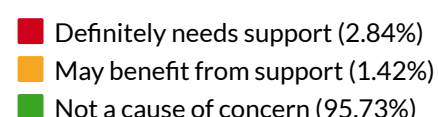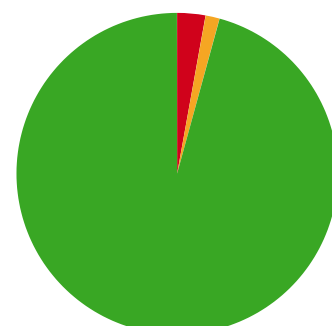
Reception

- Definitely needs support (6.6%)
- May benefit from support (8.96%)
- Not a cause of concern (84.43%)

Year 1

- Definitely needs support (1.93%)
- May benefit from support (4.35%)
- Not a cause of concern (93.72%)

Year2

- Definitely needs support (2.84%)
- May benefit from support (1.42%)
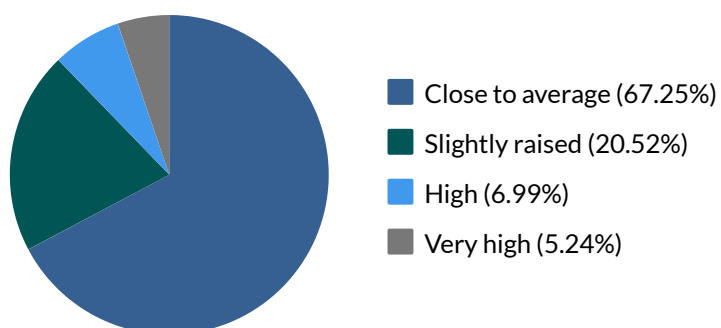- Not a cause of concern (95.73%)
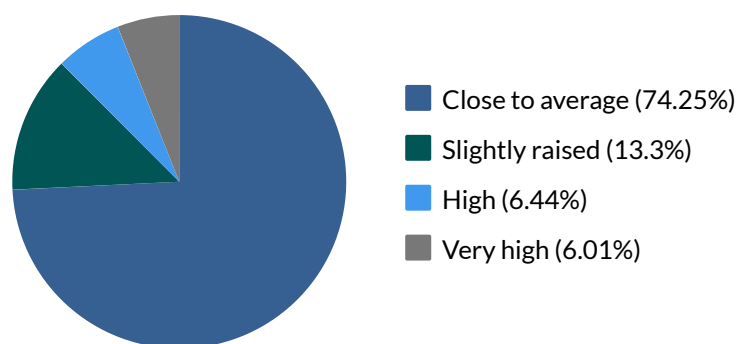
Preliminary findings

704 Strengths and Difficulties Questionnaires were completed. This questionnaire is a measure used to assess socio-emotional well-being. Scores are categorised as *close to average*, *slightly raised*, *high* and *very high*. Scores that are close to average indicate that a child is scoring in the typical range. Scores that are slightly raised, high or very high suggest a child may have some socio-emotional difficulties.

Our preliminary findings show that the majority of children in all year groups are scoring in the close to average range. However, in all year groups there are some children falling into the slightly raised, high and very high categories.
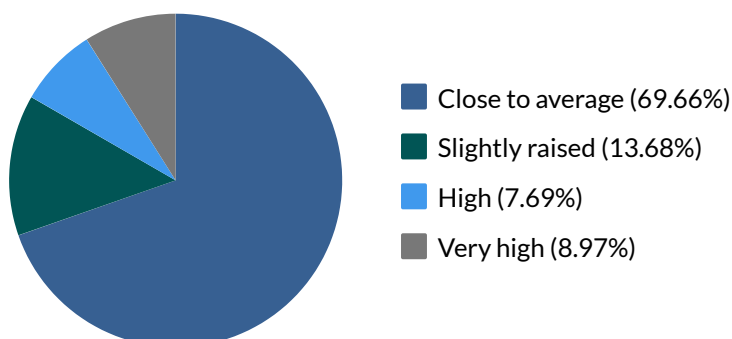
Reception

- Close to average (67.25%)
- Slightly raised (20.52%)
- High (6.99%)
- Very high (5.24%)

Year 1

- Close to average (74.25%)
- Slightly raised (13.3%)
- High (6.44%)
- Very high (6.01%)

Year2

- Close to average (69.66%)
- Slightly raised (13.68%)
- High (7.69%)
- Very high (8.97%)

Next steps

Second testing point

The second testing point will take place from May to July 2022

20 new schools have signed up . We now have a total of **52 schools** taking part. We are still looking for more schools to join the project from next academic year.

We will be conducting more interviews to understand the school's experience of the impact of the pandemic con children, as well as their staff members.

Many more parents/caregivers have signed up their children for the project. We now have **1,207 children** taking part in the project.

Schools will complete a language and a socio-emotional assessment for each participating child from May to July 2022.

If you have any questions or would like more information about the project, please contact us by email or Twitter using the information below

ICICLES@niesr.ac.uk

@ICICLES_project

This project has been funded by