



National  
Institute of  
Economic and  
Social Research

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



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## ICICLES

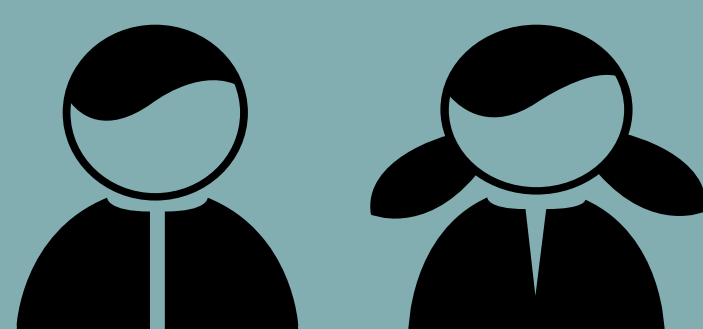
Impact of Covid-19 on Children's Language, Education and Socio-emotional Skills

Hope you all had a nice summer break. We are now starting the second year of the ICICLES project and we would like to update you on the preliminary findings of the second testing point and what the next steps are.

## What have we been working on?

### Second testing point

In July 2022 we completed the second testing point



Schools completed  
**694 language assessments**  
and **564 socio-emotional**  
questionnaires.



Many more parents/caregivers  
have signed up their children for  
the project. We now have **1,239**  
children taking part in the  
project.



We had our first Online  
Networking event. You  
can find the recording  
on our website.

# Preliminary findings

In the second testing point, we asked schools to complete the Language Screen and Strengths and Difficulties Questionnaire with all participating children. These are the preliminary findings:

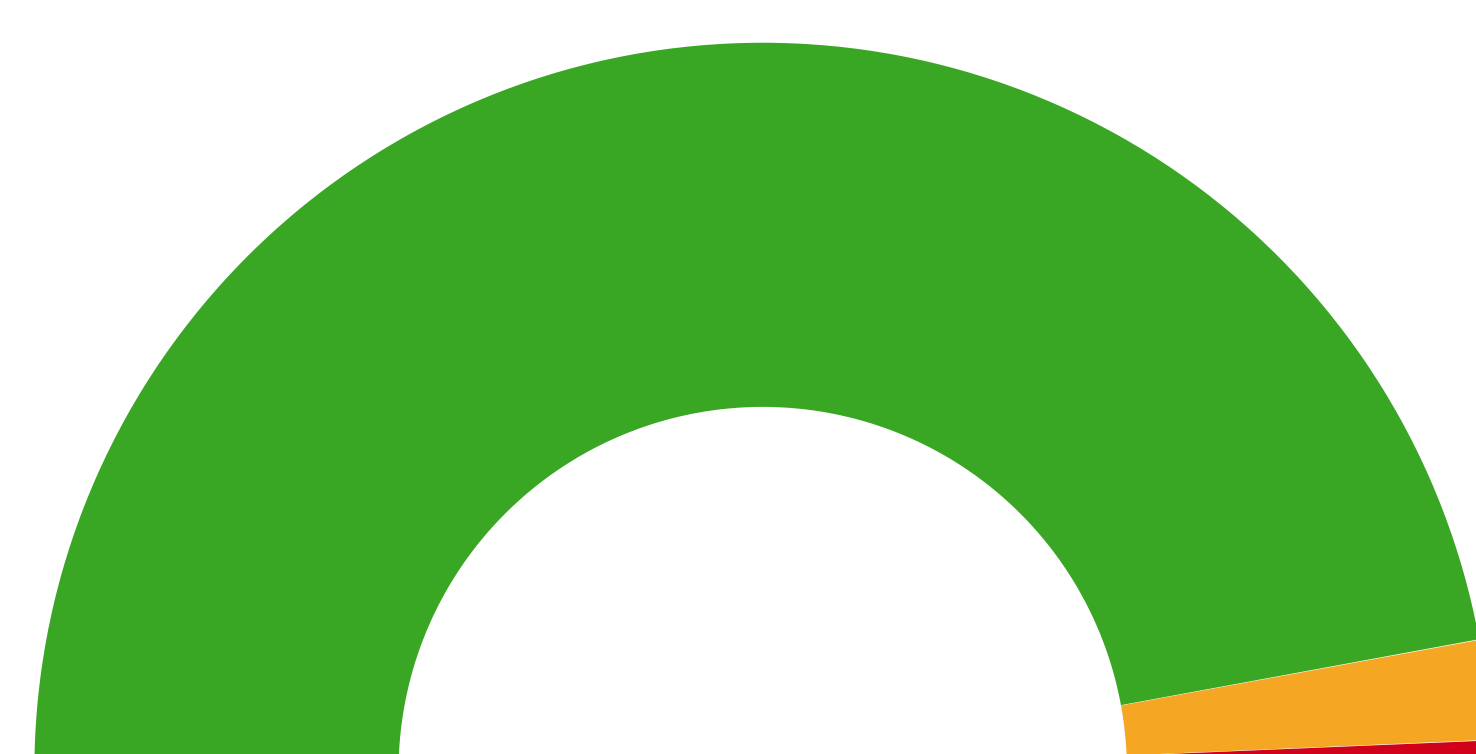
**Language Screen:** Our preliminary findings show that in this testing point, the language skills of most children across the three year groups are in the expected range. This measure focuses on four specific areas (expressive and receptive vocabulary, listening comprehension and sentence repetition) and may not pick up on difficulties children may have with their broader communication skills.

Reception



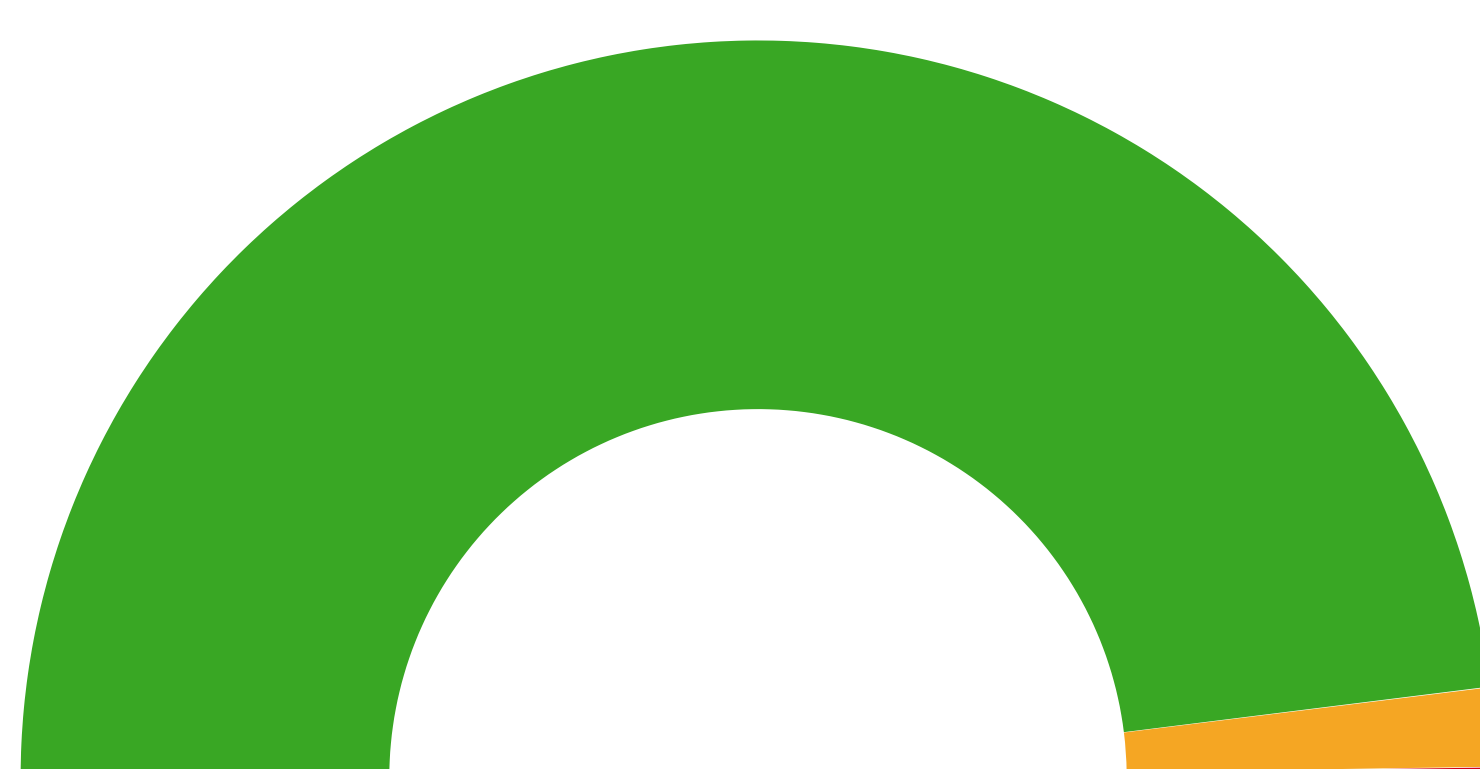
- Not a cause of concern (92.05%)
- May benefit from support (3.77%)
- Definitely needs support (4.18%)

Year 1



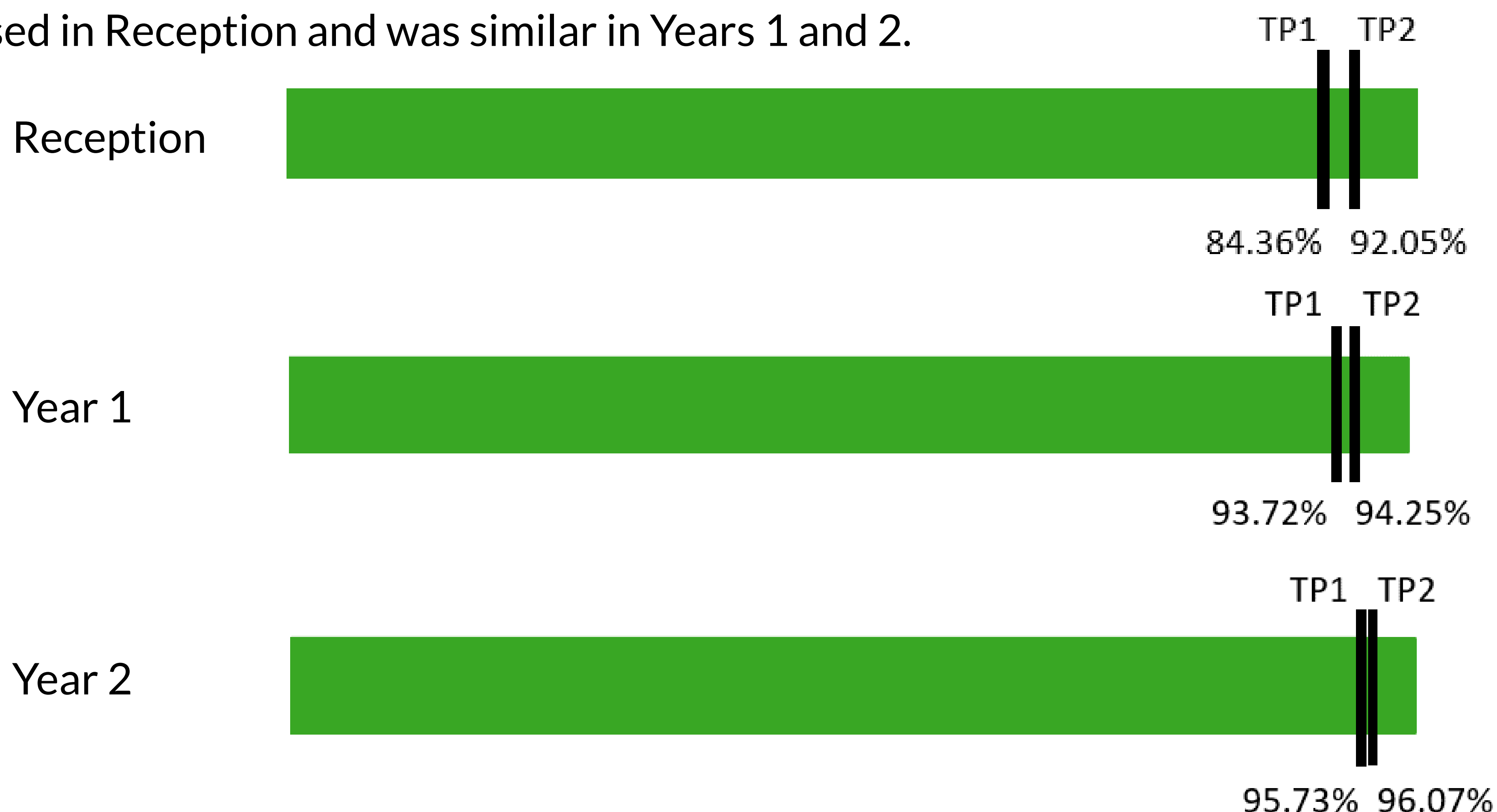
- Not a cause of concern (94.25%)
- May benefit from support (4.42%)
- Definitely needs support (1.33%)

Year 2



- Not a cause of concern (96.07%)
- May benefit from support (3.49%)
- Definitely needs support (0.44%)

Compared to the first testing point, the percentage of children in the *green category* slightly increased in Reception and was similar in Years 1 and 2.



# Preliminary findings

**Strengths and Difficulties Questionnaires:** Our preliminary findings show that, in the second testing point, the majority of children in all year groups are scoring in the close to average range. However, in all year groups, some children are falling into the slightly raised, high and very high categories. 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.

Reception



Close to average (82.47%) Slightly raised (9.79%)  
High (5.67%) Very high (2.06%)

Year 1



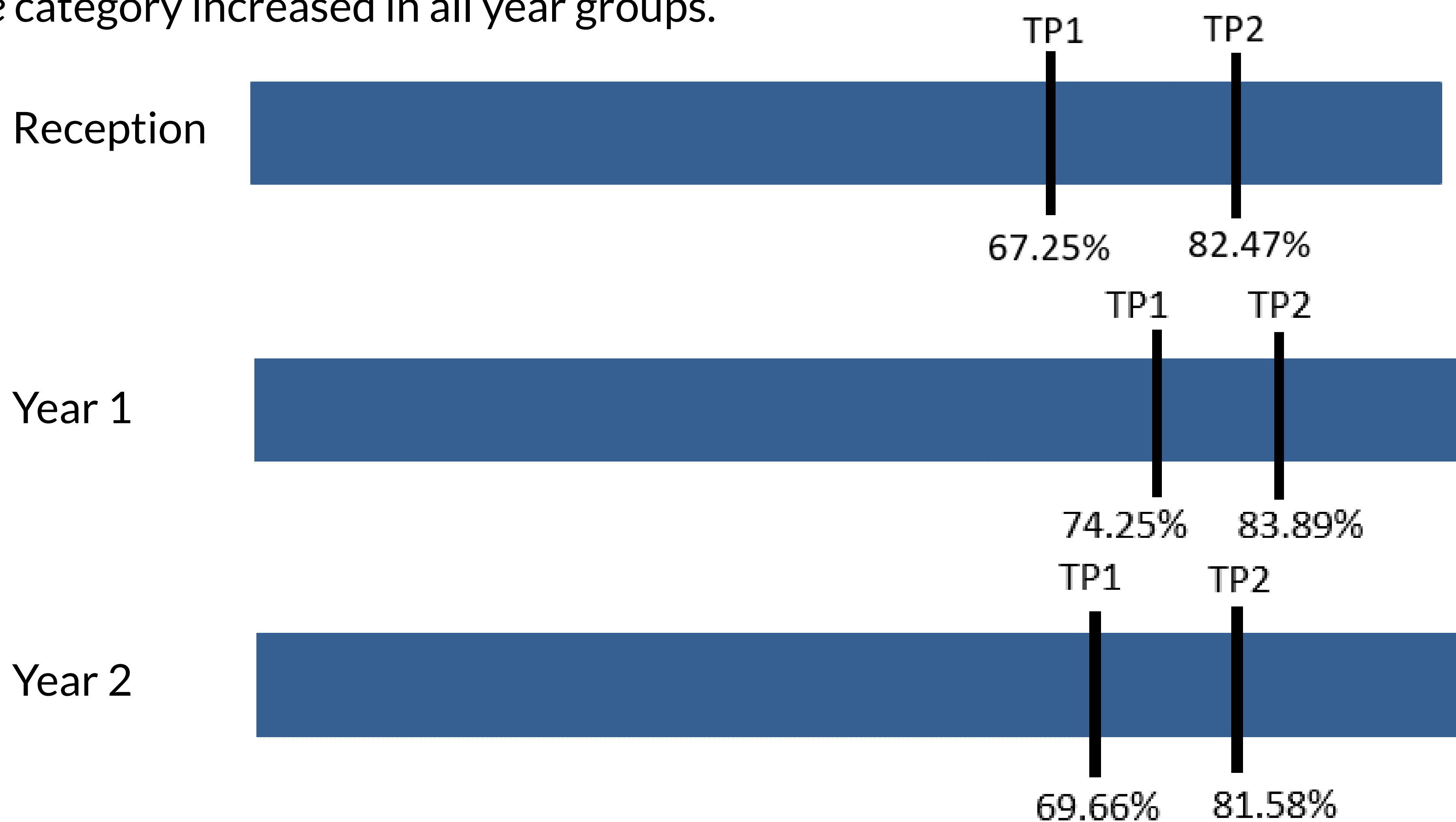
Close to average (83.89%) Slightly raised (7.78%)  
High (2.78%) Very high (5.56%)

Year 2



Close to average (81.58%) Slightly raised (7.37%)  
High (4.74%) Very high (6.32%)

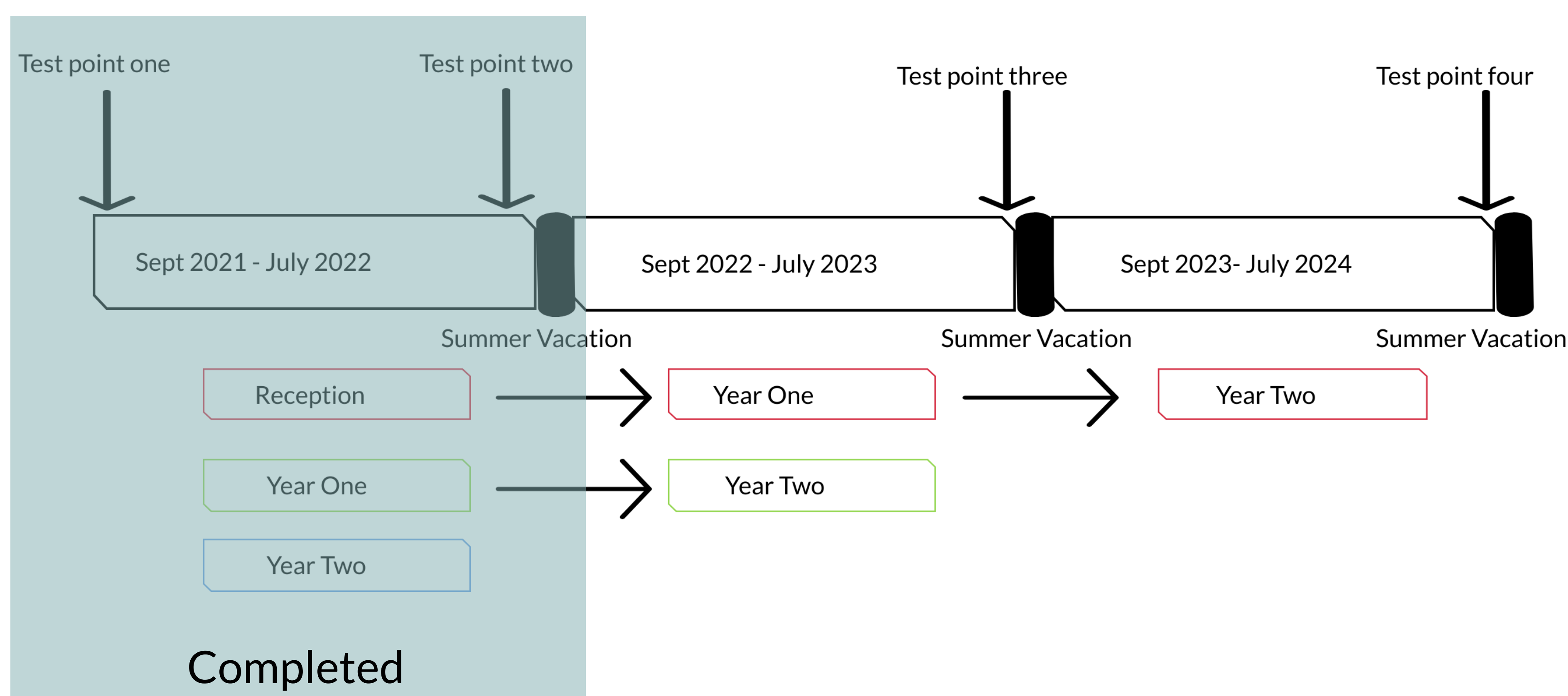
Compared to the first testing point, the percentage of children in the *close to average* category increased in all year groups.



# Next steps

We are now starting the second year of the ICICLES project. In the first half of the year, we will recruit more schools to join the project. We will also have our second online networking event where we will present in more detail the findings of the second testing point. More details to follow.

The third testing point will start in spring 2023. We will ask all schools to complete an online survey and the language and the socio-emotional assessments with all participating children. We will contact all schools closer to the start of the third testing point with more information regarding the next steps. See below for a timeline of the project.



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



This project has been funded by

