

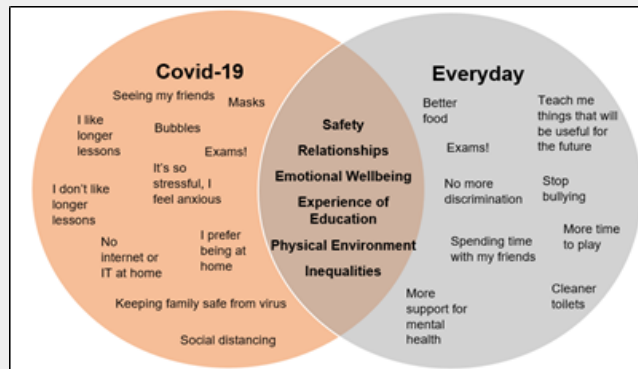


# Executive Summary

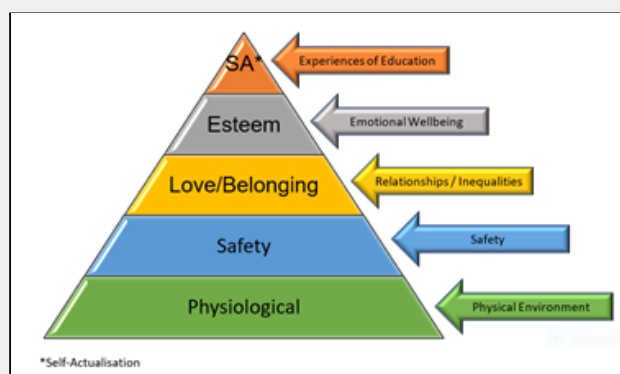
The pupil views collaborative group was set up in September 2020 with the intention of collecting pupil views from across the United Kingdom about the impact of Covid-19 on their life and education. An on-line survey was developed and shared to gain pupils' views.

Educational Psychologists (EPs), Trainee and Assistant EPs and professionals working in education in 12 Local Authorities gathered the views from a total of 6,172 pupils (primary, secondary and college aged) between October 2020 – March 2021.

The views shared generated an overarching theme which showed that both Covid-19 and general day-to-day life were on the pupils' minds. There were six interconnected themes which illuminated the experiences and thoughts of those who responded to the survey. The diagram below provides an overview.



Psychological frameworks such as Maslow's Hierarchy of Needs (1943, 1954, 1987) and the Ecosystemic Model (Bronfenbrenner, 1979, 2001) were used to understand these themes in more depth. These frameworks along with other theories and research were drawn upon to understand what was happening for the pupils and to guide planning to ensure a positive future.



We have included a theme poster at the end of this summary that can be shared with children and young people. There is also a Relationships poster to share with school staff

We developed four key questions from this analysis and exploration. We invite every child and young person, parent or carer, teacher, senior leadership team, EP, Local Authority representative and parliamentary minister to join us in answering.

**Questions to guide positive change and innovation in education**

1. How do we promote children and young people's agency and autonomy and help them feel seen, heard and appreciated?
2. *"How do we begin with the end in mind?"* How can we involve children and young people in designing a meaningful curriculum which prepares them for 21st Century life and places equal importance on academic, creative and vocational learning experiences?
3. How can we increase the focus on relationships, nurture and belonging and promote the positive impact this has on wellbeing and learning?
4. How can we make the physical environment welcoming, motivational, representative and safe?

We suggest that the answers to these questions lie in working collaboratively to create an education system that provides pupils with a safe space and a sense of belonging. We want them to be immersed in an education system that speaks to them, makes them feel motivated and gives them joy. Our hope is that teaching staff and schools can be dynamic, flexible and creative people and places, offering growth and enjoyment. Our hope is that relationships are acknowledged as one of the key factors in promoting engagement with learning and emotional wellbeing. The pupils told us very clearly what is working, what needs changing and what they would like to see happen. It is our responsibility to make sure these views are heard and acted on.

We will continue to disseminate the views shared with us and return to the children and young people to hear more about what is happening to them, because this work is not just about Covid-19 but the wider experience of growing up and learning in the 21st Century.

We would like to thank the children and young people who responded to our research with such honesty and eloquence; we hope we did justice to the experiences you shared with us.

Read the full report here [How children and young people experienced the ever-changing landscape of Covid-19 - Full Report](#)

## List of Contributors

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A special thank you to all the children and young people who shared their views

# The Pupil Views Collaborative Group Project 2020 - 2021

6,172 children and young people completed a survey sharing their thoughts and experiences of what it had been like living through Covid-19. You also told us what day-to-day life in general was like for you. Here are the themes generated from what you told us. Thank you for sharing

## EMOTIONAL WELLBEING

I have learned to be resilient  
It's OK It is stressful  
My mental health has suffered

## EXPERIENCES OF EDUCATION

Exams are stressful  
We need to be taught stuff that will help when we leave school  
Online learning is better VS I don't like online lessons  
We need more fun lessons

## INEQUALITIES AND IMPACT

We need to celebrate diversity  
We used the food banks

## PHYSICAL ENVIRONMENT

The toilets are dirty  
We need more space to play  
It is cold with the windows open

## Safety

Bubbles and masks keep us safe  
There are bullies  
I want to keep my family safe from Covid  
I feel safe at school

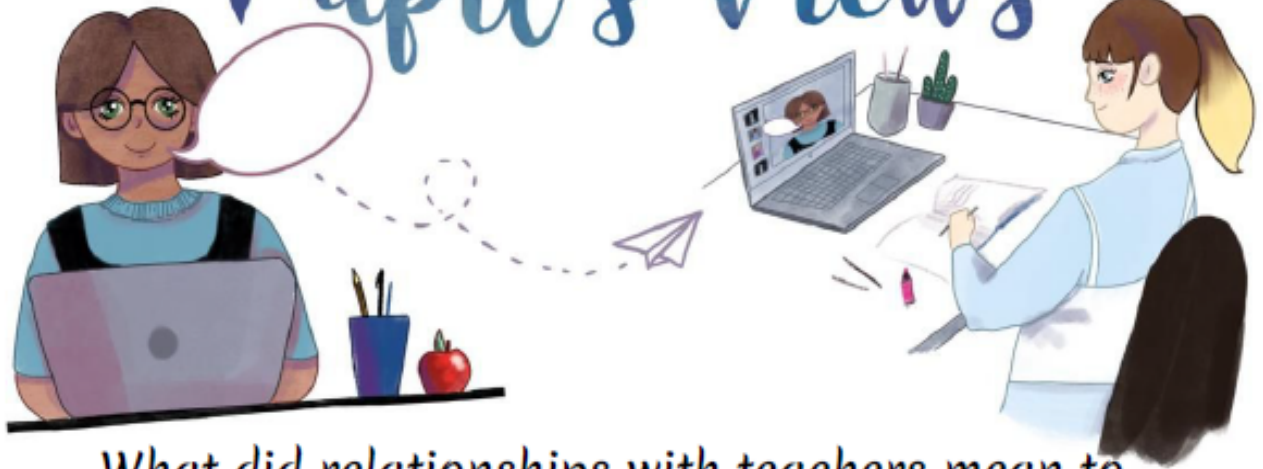
## Relationships

I like being at home with my family  
Speaking to my teacher helps  
I love being back with my friends

Who are the Pupil Views Collaborative Group???

We are a group of Educational Psychologist and professionals working in education. from across the UK

# Pupil's Views



What did relationships with teachers mean to children and young people during the pandemic?

There are so many teachers to keep you **safe** and **ready to talk** if you need it

Teachers **care**, it's one of their priorities

Sometimes things can be hard but a teacher is always there **ready to help**

My teacher has been quite **comforting** and **caring**

Many teachers are going **above and beyond** to help students

The adults in our school are **lovely** and **helpful**

Teachers really helped **reassure** me and **prepare** me for assessments

Teachers clearly are stressed but they are **doing their best** to help

Anxiety impacts my experience in college, but I have teachers who make sure to **check up on me** and that **make me feel safe**

Quotations gathered from pupils at primary, secondary and further education settings, in a UK-wide Educational Psychology research project. Pupil Views Collaborative Group (2020-2021), co-ordinated by Southend EPS and Nottingham City EPS.

Resource created by Hannah Gilson & Erin Cooper.