



# Some sort of normal

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What children want from schools now

November 2020

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## Foreword by Anne Longfield, Children’s Commissioner for England

All children have a fundamental right to get an education; the six months children spent out of school this year was the biggest disruption to that right since the second World War. Most children in England were unable to go to school for most, if not all, of lockdown, leading to the loss of roughly 575 million school days between March and the summer holidays.



We wanted to hear directly from children how they’ve found going back to school this September, and the good news is that it has gone extremely well for the vast majority of children. 7 out of 10 told us they were excited to be back at school, and this rose to 8 out of 10 among primary school kids. When asked to pick the words that best describe how they feel about being back in the classroom, 59% chose ‘happy’. As one girl put it, it’s just *“being with my friends again and a bit of normality”*.

Given the ongoing impact of the virus, some children were still worried about it, but it was still good to see that 71% of children said they feel safe at school and that 9 in 10 felt they understood and could follow the new Covid-19 rules. As one 16 year-old boy said, his school was *“doing everything possible to keep us safe”*. When asked what they were most worried about, 6 in 10 children mentioned having to be sent home again.

Children also spoke of the impact of lockdown on their schoolwork. One boy said how much easier it was at school to *“understand my work and if I’m not sure it’s easy to ask”*. Half the children surveyed said they were worried they would struggle to catch up this year, and 1 in 3 wanted more help to catch up.

This research shines a light on children’s own feelings about the impact of lockdown and going back to school. It highlights just how important it is – *for children* themselves – that schools stay open as far as possible, so that they can carry on learning, catch up on what they’ve missed, spend time with their friends, and enjoy *“some sort of normal”*.

A handwritten signature in black ink that reads "Anne Longfield". Below the signature is a simple horizontal line.

**Anne Longfield OBE**  
Children’s Commissioner for England

## Executive summary

- > 71% of children in our survey agreed that they were excited to be back at school. This was highest amongst primary school pupils (80%).
- > When asked which three words best described how they feel about being back at school the top three words chosen were 'happy' (59%), 'excited' (45%) and 'interested' (36%). However, 1 in 4 secondary school pupils selected 'nervous', 1 in 5 selected 'worried' and 1 in 5 selected 'stressed'.
- > 71% of children agreed with the statement 'I feel safe at school'. Primary school students were the most likely to feel safe (78%), and girls were more likely to agree that they felt safe compared to boys (74% compared to 67%).
- > 91% of children agreed with the statement 'I understand what the coronavirus guidelines are in my school and how to follow them'.
- > 1 in 3 children agreed with the statement 'I find it stressful to be back at school' and 47% disagreed. 44% of children with one parent/guardian living in the household with them agreed with this, statistically significantly more than the 30% of children with two parents/guardians living in the household.
- > Half of children (50%) agreed with the statement 'I am worried that I will struggle to catch up with my schoolwork this year' and 29% disagreed.
- > Almost two-thirds (63%) agreed with 'I am worried about not being able to go school if my class has to self-isolate, or there is a 'local lockdown' and my school closes'. 74% of children living in London agreed with this, statistically significantly more than children in any other region.
- > We asked children to tell us how they felt things were going now they were back at school across several aspects of life:
  - > Overall, 66% of children felt that their progress in class was going well but this declined to 56% of children who had one parent/guardian living in the household with them, statistically significantly less than those who had two parents/guardians living in the household (69%).
  - > Overall, 71% of all children felt that their learning overall was going well. This increased to 76% for primary school children, but fell to 68% among secondary school pupils. Again, this declined to 63% for children with one parent/guardian living in the household, statistically significantly less than the 73% of children with two parents/guardians living in the household.
  - > Overall, 67% of children felt that their confidence at school was going well, but this declined to 58% of children with one parent/guardian in the household compared to 70% of children with two parents/guardians in the household.
- > We asked children what sort of help they would like their school to offer to help them: the most popular option was additional education opportunities to help them catch up, selected by 1 in 3 children. This rose to 36% for secondary school pupils and was the most popular choice for this age

group.

- > 1 in 5 children overall thought that their school is meeting their needs and didn't need to offer anything more and there were no differences when looking at the responses by age and gender. However, this declined to 1 in 7 for children with one parent/guardian living in their household.
- > We asked children what they were concerned about (if anything) about going back to school. The responses showed that coronavirus, and particularly the fear of passing it on to family members, is present in the mind of many children, regardless of age:

*'catching covid and being unwell and taking it home', Boy aged 13*

*'passing the virus to my mummy', Boy aged 8*

*'my mum is vulnerable and I am afraid of catching the covid-19 and infecting her', Girl aged 13*

- > However, children were also concerned about catching up and taking exams next year:  
*'I am in year 11 and take my GCSE's, I don't want to be assessed on my classwork, I want to take final exams', Boy aged 15*

*'Not being able to learn as much and catch up on everything missed', Girl aged 17*

- > We also asked children what (if anything) they are happy about to do with going back to school. There were many positives around getting back to normal:

*'being with my friends again and a bit of normality and I feel my school has handled everything very well', Girl aged 16*

*'To see my friends, understand my work and if I'm not sure it's easy to ask', Boy aged 14*

*'Just being at school - I like my new teacher', Girl aged 9*

## Analysis and results

To understand how children experienced the return to school, the Children’s Commissioner commissioned a survey of 1,500 children who had been back to school in some way since the start of the September term<sup>1</sup>. The survey ran between the 5<sup>th</sup> and 11<sup>th</sup> October. The full questionnaire is given in the Annex and [the underlying data tables can be downloaded here](#). The data have been weighted prior to reporting to produce nationally representative figures. Statistical significance has been tested at the 95% level.

*“Learning, doing PE and seeing my friends again.”*

- Girl, aged 9

We gave children several statements about being back at school and asked them to tell us whether they agreed or disagreed.

71% of all children surveyed agreed with the statement that they were excited to be back at school. This was highest amongst primary school students, where 80% agreed they were excited to be back, compared to 65% of secondary school pupils. Girls were also more likely to agree than boys (75% compared to 66%).

The regions where children were most excited to be back at school were London and the South East (75% and 77%). Children with two parents/guardians living in the household with them were statistically significantly more likely to agree that they were excited to be back than children with one parent/guardian (72% compared to 66%).

Unsurprisingly, children were glad to see their friends, with 93% of children agreeing with ‘I am happy to see my schoolfriends again’. This was slightly higher among primary school pupils, 95% of which agreed with the statement, compared to 92% of secondary pupils.

We asked children later in the survey to tell us in their own words what (if anything) they were happy about when thinking about going back to school. 67% of responses mentioned ‘friend’ or ‘mate’ and this was by far the most popular topic mentioned.

*‘seeing friends again and getting back to some sort of normal’*, Boy, aged 15

*‘my friends and having a routine again’*, Girl aged 12

Learning was mentioned by 9% of children in their responses to what they are happy about:

*‘That we are learning again’*, Boy aged 15

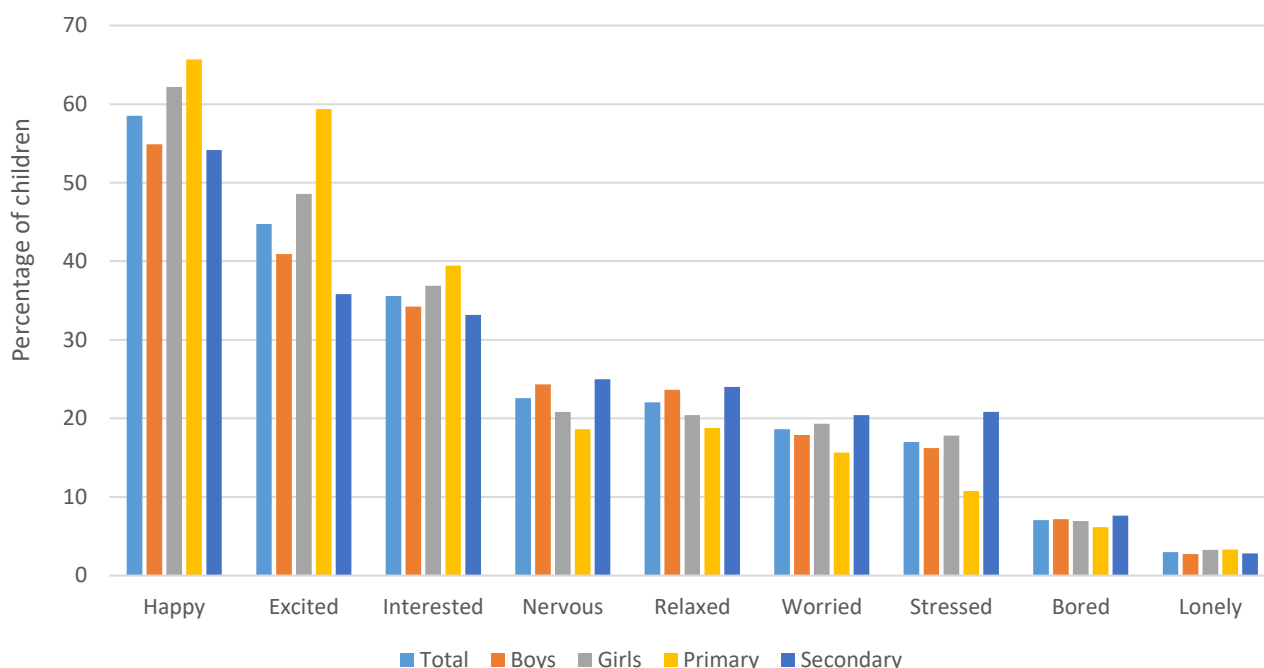
*‘Being with my teachers and friends and learning again’*, Boy aged 9

*‘Happy to be back at school learning new and exciting things’*, Girl aged 9

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<sup>1</sup> The survey was carried out by Opinium, children who had not been back to school since September were routed out of the survey.

Figure 1 – Response to question ‘which three words best describe how you feel about being back at school?’ by gender and school age (%).



When asked which three words best described how they feel about being back at school, 59% of all children chose ‘happy’ while 45% selected ‘excited’. Among primary school pupils, 66% selected ‘happy’ and 59% selected ‘excited’, statistically significantly more than secondary school pupils, 54% of which selected ‘happy’ and only 36% selected ‘excited’.

1 in 4 secondary school pupils selected ‘nervous’, 1 in 5 selected ‘worried’ and a similar amount selected ‘stressed’. These rates were statistically significantly higher than for primary school children.

*“the way the school has conducted themselves and feel they are doing everything possible to keep us safe.”*

- Boy, aged 16

71% of children agreed with ‘I feel safe at school’. Again, primary school students were statistically significantly more likely to agree with this than children at secondary school (78% compared to 66%), and girls agreed that they felt safe more than boys did (74% compared to 67%).

Children in the South East were most likely to agree (77%) whilst children in the East Midlands were the most likely to disagree (14%).

Part of feeling safe is feeling protected by the school. Previous research by the CCO has shown that fears and worries about Coronavirus can be a cause of stress for children so it is important that they feel safe when returning to school<sup>2</sup>.

Positively, 91% of children agreed with the statement ‘I understand what the coronavirus guidelines

<sup>2</sup> <https://www.childrenscommissioner.gov.uk/report/stress-among-children-in-england-during-the-coronavirus-lockdown/>

are in my school and how to follow them'. There were no differences observed by age or gender in agreement with this statement and only 2% of all children disagreed.

22 children explained why they disagreed with the statement around coronavirus guidelines. Issues they raised included rules not being consistent, keeping track of what they were supposed to be doing and not knowing what the guidelines are.

*'Nobody has explained them to us and no one is following any rules anyway.'* Girl, aged 14

*'No one is following them. No windows open. One way system creates chaos in the corridors which gets blocked by hundreds of kids.'* Boy, aged 13

*'Teachers keep changing everything and it's so hard to keep up with. And nobody is doing as boris says at school'* Girl, aged 10

71% of children agreed with the statement that 'students have been following the coronavirus guidelines at school'. This was highest in primary school children, where 78% agreed – compared to 66% of secondary school children.

We asked children to tell us in their own words what (if anything) they are concerned about when thinking about going back to school. Out of 601 responses to this question, 33% mentioned either 'Covid' or 'virus' in their response. Of particular concern was the thought of 'bringing coronavirus home' to their family:

*'Catching the virus and bringing it to my family or my family dying they say it causes death but I have to sit with 30 children in a class',* Boy aged 14

*'Rising risk of getting and passing Covid onto vulnerable family',* Girl aged 14

*'passing the virus to my mummy',* Boy aged 8

So, whilst children are agreeing that they feel safe at school and understand the guidelines that they need to follow, concerns about the virus and the potential impact are a real source of worry for children of all ages.

*"I am concerned about being infected, I am concerned about my stress levels. I'm concerned about my mental health."*

- Girl, aged 15

Being excited to be back learning and seeing their friends again does not seem to preclude children from also feeling stressed. 1 in 3 children in the survey agreed with the statement 'I find it stressful to be back at school' – however, 47% of children disagreed with this statement. 54% of primary school pupils disagreed with the statement, statistically significantly more than the 42% of secondary school pupils. Children with one parent/guardian living in the household with them were the most likely to feel stressed about being back at school compared to children with two parents/guardians living in the household (44% compared to 30%).

Half of children (50%) agreed with the statement 'I am worried that I will struggle to catch up with



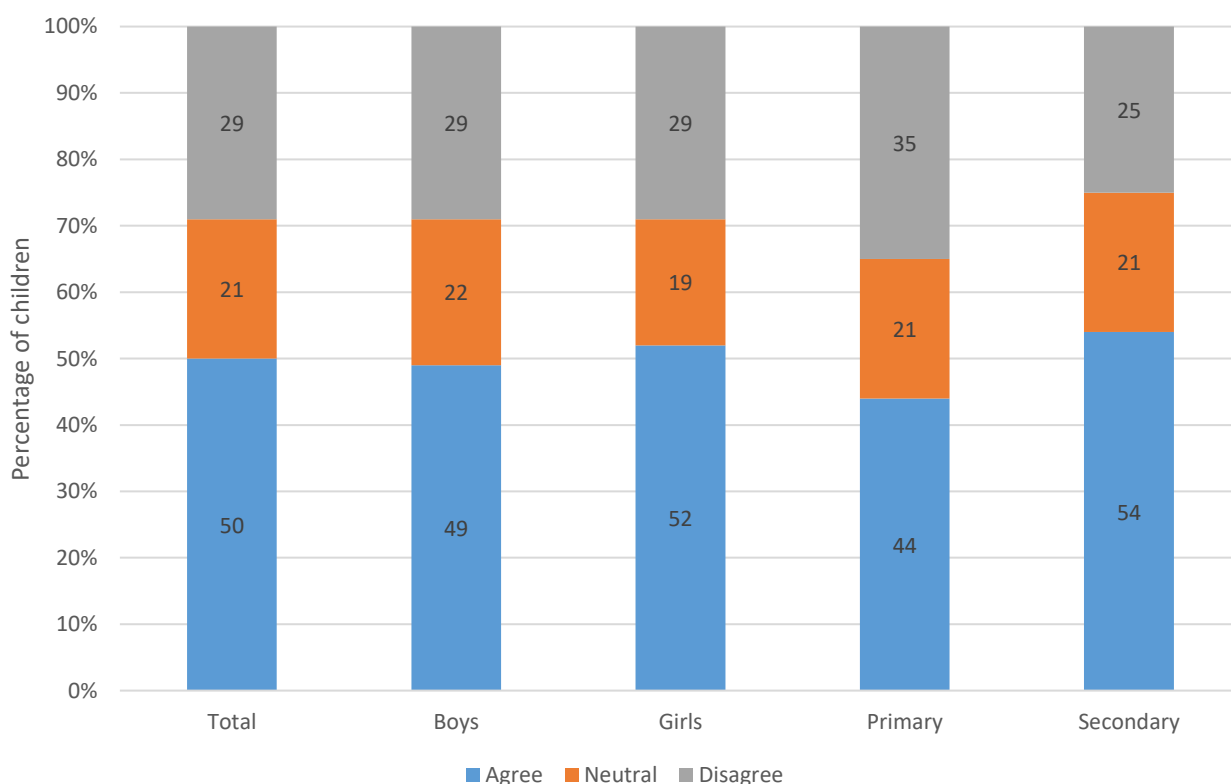
my schoolwork this year', while 29% disagreed (Figure 2). Agreement increased to 54% for secondary school pupils, statistically significantly more than the 44% of primary school pupils. Secondary school pupils were also statistically significantly less likely to disagree with this compared to primary. Whilst there was no significant differences in the percentage of children who agreed with this by number of parents/guardians living in the household, children with one parent/guardian living with them were statistically significantly less likely to disagree with this than children with two parents/guardians in the household (22% disagree compared to 31%).

Concern about catching up and having enough time to complete work came through in the qualitative answers to the question 'thinking about going back to school, what (if anything) are you concerned about?', where 5% of children mentioned 'enough time' or 'catching up' and 6% mentioned 'exams'.

*'not having enough time to learn everything before exams', Boy aged 15*

*'If our school closes as I'm autistic and need teacher assistance help', Girl, aged 13*

Figure 2 – Whether children agree or disagree with the statement 'I am worried that I will struggle to catch up with my schoolwork this year' by gender and school age group (%)



Almost two-thirds of all children (63%) agreed with the statement 'I am worried about not being able to go school if my class has to self-isolate, or there is a 'local lockdown' and my school closes'. Girls were more worried about this than boys, with 68% agreeing compared to 58% of boys (Figure 2). Interestingly there was no difference between primary and secondary age children, with children of all ages roughly as likely to be worried about this. Children living in London were the most likely to agree with this (74%), statistically significantly more than children in any other region. Learning from home or going into lockdown was mentioned by 6% of children in response to the question about back to school concerns:

*'Having to go back into lockdown. Learning from home again.'* Girl, aged 12

*'if they close they won't help us, like last time when there was no online or email support'*

*'If our school closes as I'm autistic and need teacher assistance help'*, Girl, aged 13

Two thirds of children (66%) agreed with the statement 'I have everything I need to learn effectively from home if I need to' and 16% disagreed with this. While there were no significant differences by age or gender, agreement declined to 52% of children who had at least one parent/guardian who was unemployed.

*"I am in year 11 and take my GCSE's, I don't want to be assessed on my classwork, I want to take final exams."*

- Boy, aged 15

Figure 3 – Response to 'What change (if any) would you want to make to exams next year to account for the impact of coronavirus on school? (select all that apply)' by gender, children aged 14-17 (%)

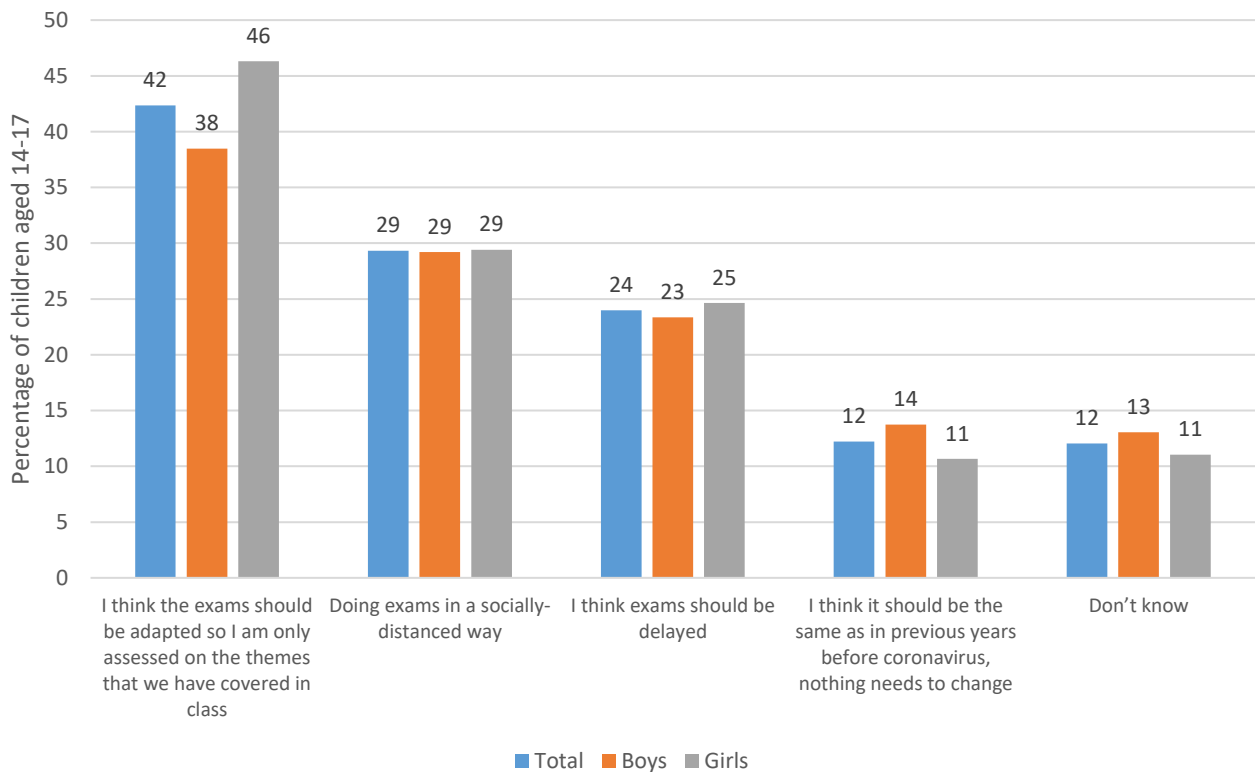
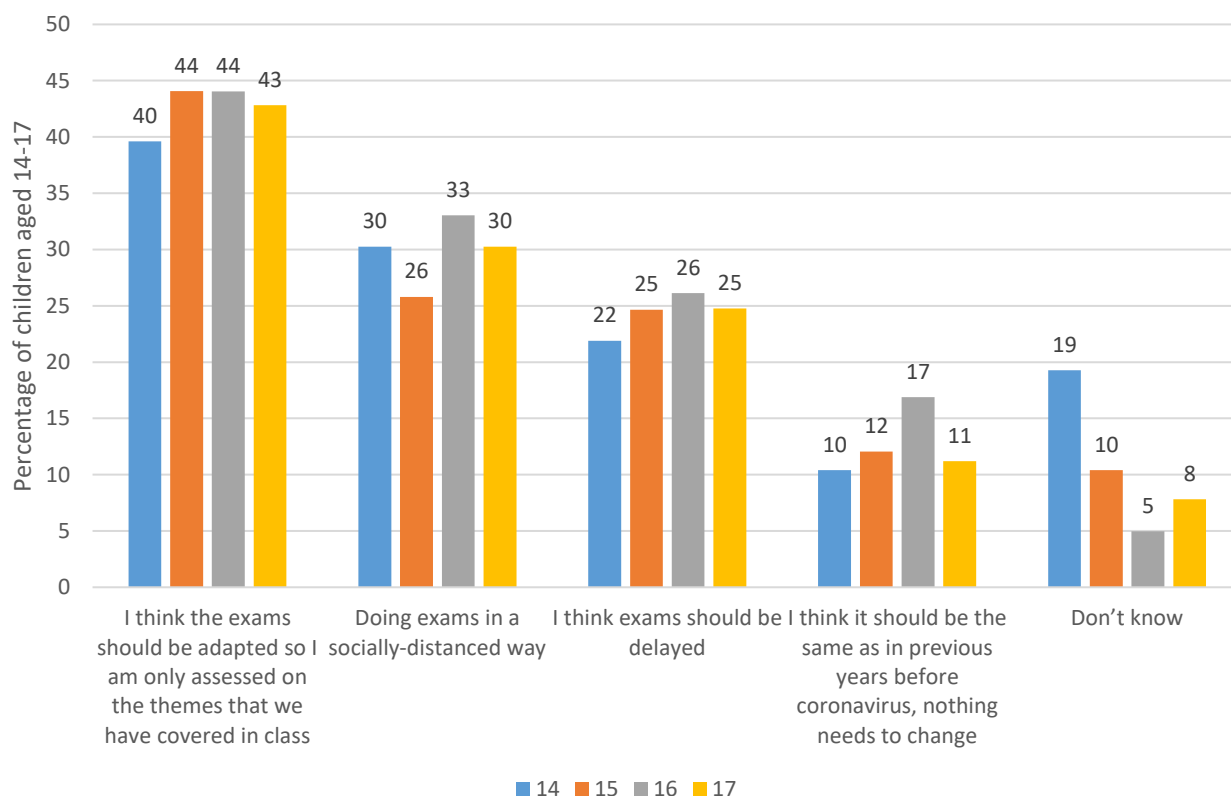


Figure 4 – Response to 'What change (if any) would you want to make to exams next year to account for the impact of coronavirus on school? (select all that apply)' by age, children aged 14-17 (%)



We asked children aged 14-17: ‘what change (if any) would you want to make to exams next year to account for the impact of coronavirus on school? (select all that apply)’. 42% selected ‘I think the exams should be adapted so I am only assessed on the themes that we have covered in class’, 29% selected ‘doing exams in a socially-distanced way’ and 24% selected ‘I think exams should be delayed’. 12% of children selected ‘I think it should be the same as in previous years before coronavirus, nothing needs to change’. Although there were some differences between the responses by gender and age, as shown in figures 3 and 4, none of these were statistically significant, suggesting that there was no true difference by gender and age.

We also talked to eight GCSE students at two different schools about their views about exams next year. They agreed that the thought of losing more educational time was “*really, really scary*” as one boy put it. One boy said the last few months made him realise how important school is. They also felt that there is a lot of mental stress due to the uncertainty of whether exams were going to happen or not. One boy told us that pupils “*want to do their exams*” otherwise they “*won’t be able to use our full potential*”. In our recent survey of stress<sup>3</sup>, some of this year’s GCSE students told us that they would have liked to sit their exams and felt their own future was taken out of their hands. At the second school however, one boy felt that the situation this year was different. They could prepare for there not to be exams, and have teachers assess them, who know them and how much they have fallen behind. All students would have liked more clarity about their exams for next year. Now, we know that the plan is to delay exams, which usually begin in May, to June and July; apart from the English and Maths GCSEs which will take place before the half-term. Still, “*it’s knowing we are behind*” as one girl said, that made them feel stressed. At one of the schools, the workload had been adapted only for English, History and French, for the other subjects, it stayed the same. The students now stay

<sup>3</sup> <https://www.childrenscommissioner.gov.uk/report/stress-among-children-in-england-during-the-coronavirus-lockdown/>

an hour longer at school to catch up, but this hour was felt to be draining.

They also felt worried about their futures, one girl told us she was set on one college, and was not sure what she would do if she couldn't get in. One student told us that their mock exams have been delayed to February, so the reports that will go out for their college applications would be the ones from October 2019. He thought that was unfair as he felt the autumn term of 2019 does not reflect pupils' full potential; and he himself knows he could have improved. But it still was not clear to him what would go out to the Colleges; *"right now it's very unclear"*. It might also be based on teachers' judgement, but bias is something that some young people are concerned about as their current teachers have only seen them for a month and a half.

One boy felt that more anxiety was created for them thinking about this year's exam results. *"With the fiasco that went on, creates more anxiety, last year was a complete mess, and what if that happens to us."*

## How's it going since children have gone back to school?

We asked children to tell us how they felt things were going now they are back at school, from the list of things in Table 1 children could choose on a scale from 1 ('things are not going well at all') to 5 ('things are going really well').

Table 1 – How things are going for children not they are back at school, by gender and number of parents/guardians living in the household (%)

	Things are not going well (%)					Neutral (%)					Things are going well (%)					Average score (higher = better)
	Total	Boys	Girls	One parent/guardian	Two parents/guardians	Total	Boys	Girls	One parent/guardian	Two parents/guardians	Total	Boys	Girls	One parent/guardian	Two parents/guardians	
My progress in class	10	11	10	16	8	23	24	22	28	22	66	65	68	56	69	3.9
My mental health	14	12	16	18	13	18	19	17	24	17	68	69	67	59	70	3.9
My friendships	7	7	7	11	6	14	12	15	19	12	79	80	78	70	82	4.2
My confidence at school	12	11	13	16	11	21	21	22	26	20	67	69	65	58	70	3.8
My levels of stress	26	26	27	25	27	24	25	23	28	22	50	49	51	46	51	3.4
My relationships with my family	5	5	6	8	5	12	13	11	19	10	83	82	83	73	85	4.3
My relationships with my teachers	10	10	10	15	9	19	20	18	26	17	71	70	72	59	75	4.0
My learning overall	10	9	10	14	8	20	20	19	23	19	71	71	71	63	73	3.9

Figure 5 – How children think things are going now they are back at school, summary responses (%)

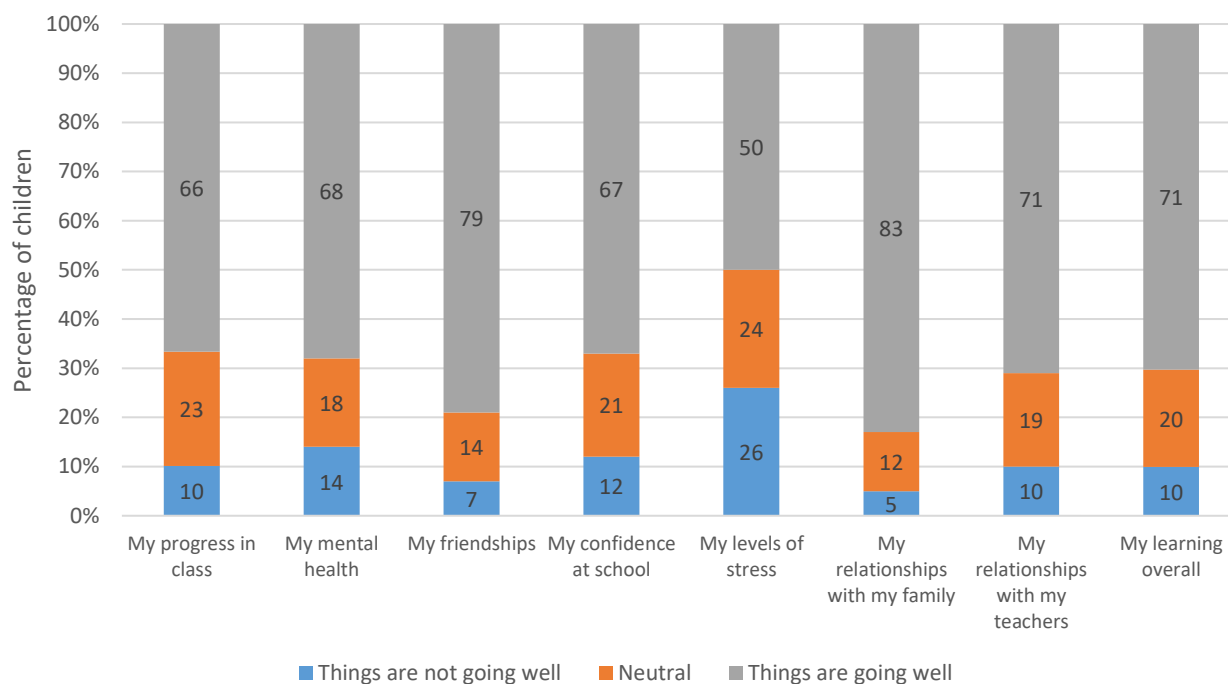


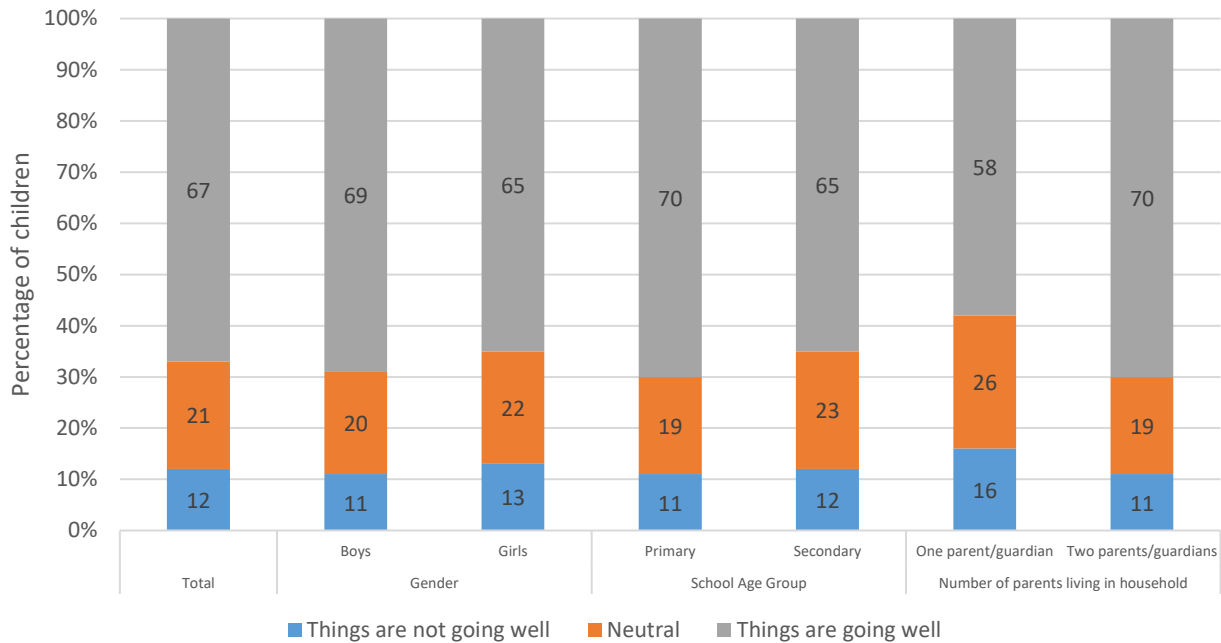
Table 1 shows that overall, 66% of children felt that their progress in class was going well. Although there are small differences in the percentages for boys and girls, as well as for primary and secondary school pupils, these are not statistically significant. The percentage who felt progress in class was going well declined to 56% for children who had one parent/guardian living in the household with them, statistically significantly less than those who had two parents/guardians living in the household (69%).

A similar pattern is seen for how children feel about their learning overall. 71% of all children felt this was going well and this increased to 76% for primary school children, statistically significantly more than among secondary school children (68%). This proportion declined to 63% among children with one parent/guardian living in the household, statistically significantly less than the 73% of children with two parents/guardians living in the household.

Whilst 68% of children overall felt that their mental health was going well, 14% (around 1 in 7) felt that their mental health was not going well. This increased to 16% of girls, statistically significantly more than boys (12%). 65% of secondary school pupils felt that their mental health was going well, statistically significantly less than the percentage of primary school pupils, 72% of which felt this was going well.

Half of children (50%) felt that their levels of stress were going well, while just over 1 in 4 (26%) felt that their levels of stress were not going well. This topic – stress levels – received the largest number of children scoring it as ‘not going well’. There were no significant differences in this by gender, school age or number of parents living in the household.

Figure 6 – How well things are going, response to ‘my confidence at school’, by gender, school age group and number of parents/guardians living in the household (%)



Promisingly, as shown in Figure 6, children’s confidence at school is high, with 67% of children feeling like this is going well. 37% of primary school pupils felt that this was going really well (scored it as 5) statistically significantly more than the 31% of secondary school pupils who selected this. However, 16% of children who had one parent/guardian living in the household with them felt that their confidence was not going well, statistically significantly more than the 11% of children who had two parents/guardians living in the household. Children with one parent/guardian in the household were also significantly less likely to think this was going well (58%) compared to children with two parents/guardians in the household (70%).

Similarly, overall, 79% of children felt that their friendships were going well and there were no statistically significant differences by gender or school age. However, the percentage who felt friendships were going well declined to 70% for children with one parent/guardian living in the household, statistically significantly less than the 82% of children with two parents/guardians living in the household. 11% of children with one parent/guardian living in the household felt their friendships were not going well, also statistically significantly more than the 6% of children with two parents/guardians living in the household.

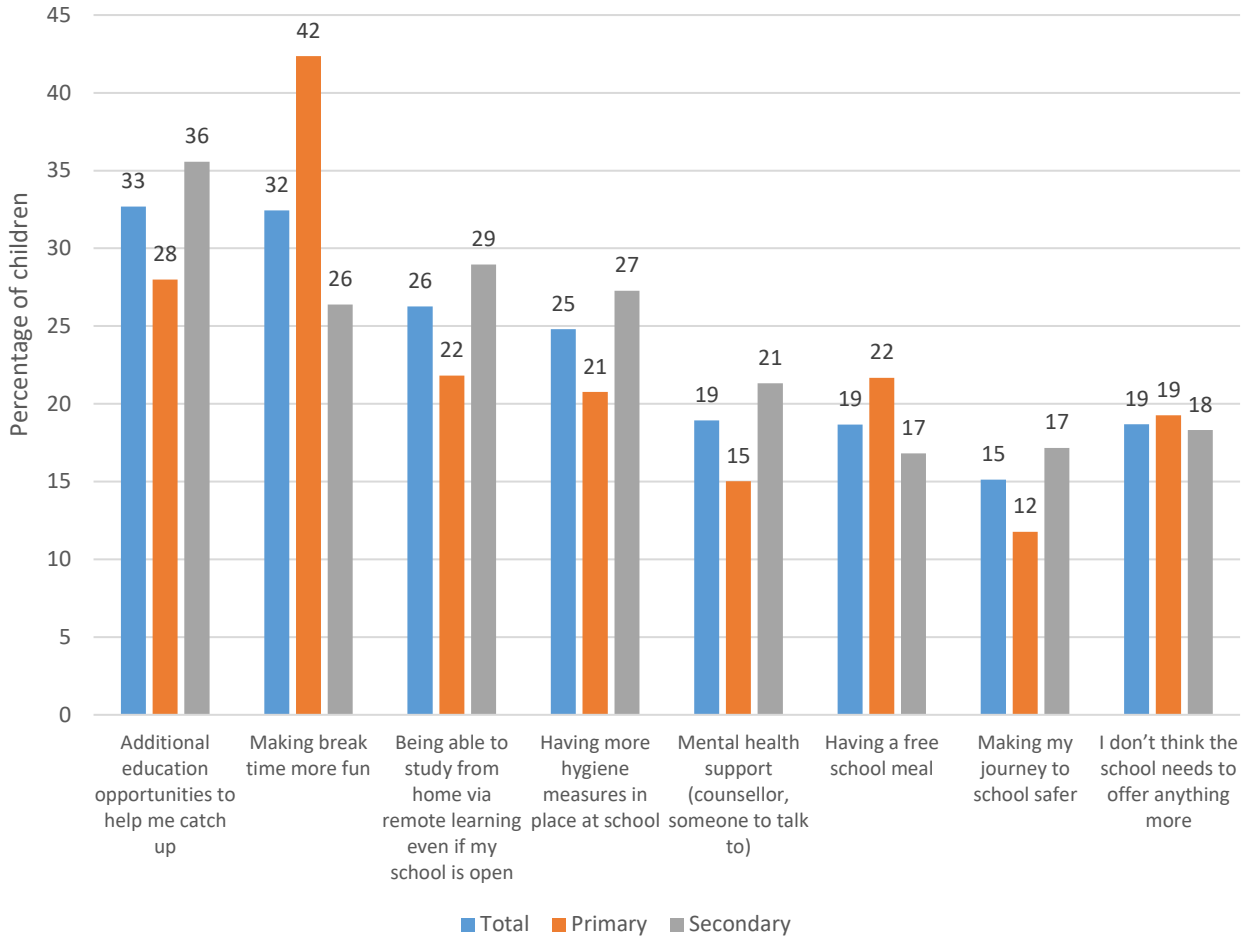
Turning to family relationships, 83% of all children felt that these were going well. This was statistically significantly higher for primary school pupils (86%) compared to secondary (81%). However, the same pattern as for confidence and friendships continued, with 73% of children with one parent/guardian living in the household feeling like this was going well, statistically significantly less than the 85% of children with two parents/guardians living in the household with them. The same pattern persists with relationships with teachers, where only 59% of children with one parent/guardian living in the household felt these were going well, statistically significantly less than the 75% of children with two parents/guardians living in the household. They were also more likely to feel these relationships were not going well (15% compared to only 9%).



## What help do children want from their schools?

We asked children: ‘what sort of help (if anything) would you like your school to offer to you this year? (Please select all the things that you’d like your school to offer)’

Figure 7 – Types of help children would like their school to offer this year, by school phase (%)



As shown in Figure 7, 1 in 3 children would like additional education opportunities to help them catch up to be offered by their school. This rose to 36% for secondary school pupils and was the most popular choice for this age group. The next most popular choice for secondary pupils was being able to study from home via remote learning, even if their school is open (29%).

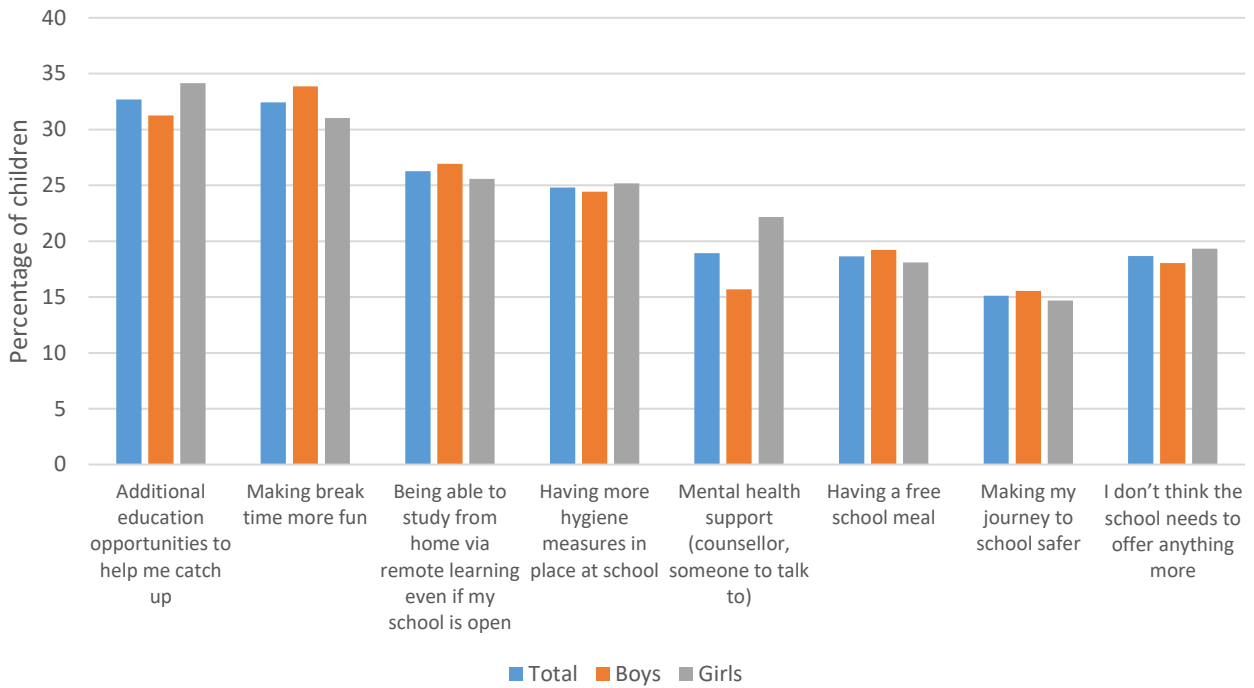
27% of secondary school pupils wanted to see more hygiene measures in place at school, which makes sense given children mentioned concerns about coronavirus in their qualitative response.

19% of children selected mental health support and 21% of secondary school pupils selected this, statistically significantly more than the 15% of primary school pupils. Girls were also statistically significantly more likely to select this than boys (22% compared to 16%, Figure 8)



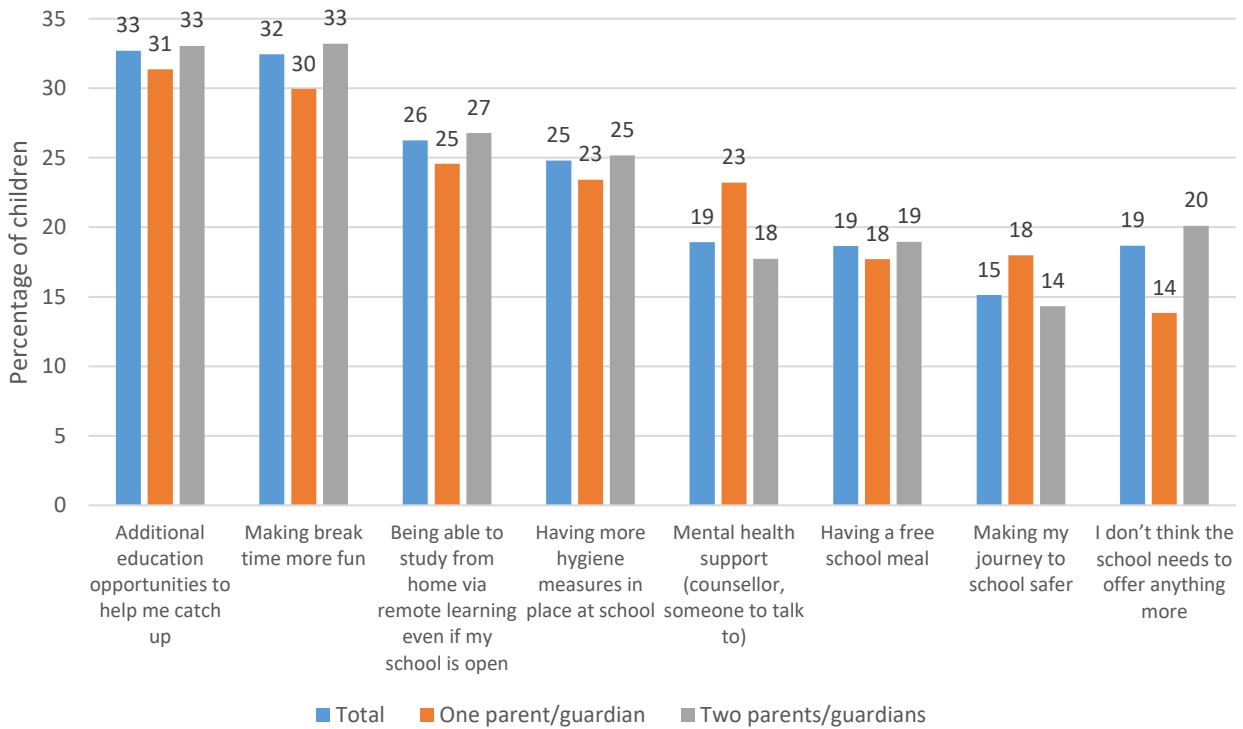


Figure 8 - Types of help children would like their school to offer this year, by gender (%)



19% of all children thought that the school didn't need to offer anything more and there was little difference between age groups. This is a positive reflection that around 1 in 5 children felt the school was meeting their needs.

Figure 9 - Types of help children would like their school to offer this year, by number of parents/guardians living in the household (%)



23% of children who had one parent/guardian living in the household with them selected mental health support, statistically significantly more than children with two parents/guardians living in the household (18%). Crucially, children with one parent/guardian living with them were statistically significantly less likely to think that the school didn't need to offer anything more than children with two parents/guardians in the household (14% compared to 20%). This suggests that whilst 1 in 5 children with two parents/guardians living in the household think that the school is meeting their needs, this declines to 1 in 7 for children with one parent/guardian living in their household.

Children were able to select 'other' and tell us in their own words what they thought the school should offer, 2% (30) selected this. They had a range of ideas, including:

*'Providing / lending me a decent laptop to help me catch up with school work from home in my own time',*  
Boy aged 15

*'opening after school clubs like last year'* Boy aged 8 (two children mentioned this)

*'I have had to stay off for two weeks [because] my little brother coughed. There's nothing wrong with him and I'm missing school for it. It's very silly and I wanted to be in school',* Girl aged 10

*'Family support',* Boy aged 10

*'there needs to be a quiet space to go',* Girl aged 13

## Conclusion

This survey explores the experiences of children as they returned to the classroom after months of being separated from their friends and attempting to learn from home. For some children, returning to learning from home is a real concern and for many being back at school is cause for excitement. While stresses continue, including worries about the virus and anxiety about catching up with schoolwork or about exams, this research demonstrates the positive impact that reopening of schools has had on most children in England.

## Annex – Survey questionnaire

Q1 ASK ALL

SINGLE

**Have you been back to school in person since the start of September?**

1. Yes – I'm going back to school every day
2. Yes – I'm going back to school, but only on some days
3. Yes – I went back for a bit but I'm currently not going to school
4. No SCREENOUT
5. N/A – I don't usually go to school SCREENOUT

ALSO SCREENOUT IF D7 = 4 HERE

Q2 ASK ALL

SINGLE GRID

**Do you agree or disagree with the statements below about going back to school since September?**

ROWS

1. "I am excited to be back at school"
2. "I am happy to see my schoolfriends again"
3. "I feel safe at school"
4. "I find it stressful to be back at school"
5. "I am worried that I will struggle to catch up with my schoolwork this year"
6. "I am worried about not being able to go school if my class has to self-isolate, or there is a 'local lockdown' and my school closes"
7. "I have everything I need to learn effectively from home if I need to"
8. "I understand what the coronavirus guidelines are in my school and how to follow them"
9. "Students have been following the coronavirus guidelines at school"

COLUMNS

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

Q3 ASK THOSE WHO DISAGREE/STRONGLY DISAGREE WITH OPTION 8 IN Q2

**Please tell us in your own words why you disagree with the statement "I understand what the coronavirus guidelines are in my school and how to follow them"**

1. Open text
2. I don't want to say

Q4 ASK ALL

MULTI – MAX 3

**Which 3 words best describe how you feel about being back at school?**

1. Happy
2. Lonely

3. Excited
4. Worried
5. Bored
6. Relaxed
7. Nervous
8. Interested
9. Stressed
10. None of the above
11. I don't feel anything in particular

Q5 ASK ALL

MULTI

**What sort of help (if anything) would you like your school to offer to you this year? Please select all the things that you'd like your school to offer.**

1. Mental health support (counsellor, someone to talk to)
2. Being able to study from home via remote learning even if my school is open
3. Additional education opportunities to help me catch up
4. Making my journey to school safer
5. Having more hygiene measures in place at school
6. Having a free school meal
7. Making break time more fun
8. Other: [please tell us your own idea here]
9. I don't think the school needs to offer anything more

Q6 ASK ALL

SINGLE GRID – SLIDERS (5 POINT)

**We would like to find out how you feel things are going now you are back at school. Please use the sliders to show us how well you think things are going on each of these topics.**

SLIDERS FROM "THINGS ARE NOT GOING WELL AT ALL" TO "THINGS ARE GOING REALLY WELL"

1. My progress in class
2. My mental health
3. My friendships
4. My confidence at school
5. My levels of stress
6. My relationships with my family
7. My relationships with my teachers
8. My learning overall

Q7 ASK ALL

SINGLE GRID

**How do you think your and other students' behaviour in your school has been since you returned to school?**

ROWS

1. 'The behaviour of other students in my year'
2. 'My own behaviour at school'
3. 'The behaviour of students in other years at my school'

COLUMNS

1. Much better than last year
2. A little better than last year
3. No different from last year
4. A little worse than last year
5. A lot worse than last year
6. Don't know

Q8 ASK ALL AGED 14-17

SINGLE

**What change (if any) would you want to make to exams next year to account for the impact of coronavirus on school? (select all that apply)**

1. I think it should be the same as in previous years before coronavirus, nothing needs to change [EXCLUSIVE]
2. I think exams should be delayed
3. I think the exams should be adapted so I am only assessed on the themes that we have covered in class
4. Doing exams in a socially-distanced way
5. Other (please tell us your own idea here)
6. Don't know

Q9A ASK ALL

**Thinking about going back to school, please tell us in your own words what (if anything) you are concerned about?**

1. Open text "I am concerned about..."
2. I'm not concerned about anything.

Q9B ASK ALL

**Thinking about going back to school, please tell us in your own words what (if anything) you are happy about?**

1. Open text "I am happy about..."
2. I am not happy about anything

# Children's COMMISSIONER

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