



Teachers' Survey on Digital Learning

Key Findings from returns: 19 June-2 July 2020

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Introduction

The closure of Scottish schools on 20 March 2020 due to COVID -19 led to a wholesale move to digital, home-based learning for pupils and teachers. National Museums Scotland (NMS) launched a survey on 19 June 2020 to capture the experiences of teachers providing digital learning across Scotland during this time period, as well as ideas for ongoing engagement in the new school year.

This report sets out the key findings of the questionnaire from 19 June until 2 July (the end of the Scottish summer term) during which time 333 responses were collected. The questionnaire will remain open until 31 August and a second report will follow in September summarising the overall findings and key differences between the two time periods. With additional participants, analysis of possible differences in responses before and after the 23 June Scottish Government announcement that schools would return full-time, could also be examined.

To find out more about National Museums Scotland's work with schools, contact schools@nms.ac.uk or visit nms.ac.uk/schools

About the survey

The survey was aimed at all levels of teacher including Early Years/Nursery, Primary, Secondary, Special School and Home School, and across State and Independent schools. Overall there were 30 questions, with question filtering meaning teachers only filled out those questions relevant to them. The survey was comprised of three sections:

Section 1: About teachers – capturing details about their school, subject, and knowledge of NMS

Section 2: Online learning since March – about popular websites, resources, and their experience with digital learning

Section 3: Thoughts on what NMS could offer next year – specific questions about topics, resources, barriers, and visiting museums in person

A pdf of the survey can be found online.

There were 3 prizes of £50 Love2Shop Vouchers with one winner being drawn each month between June-August 2020. The survey was available to complete online using SurveyMonkey and was promoted through a range of methods including:

- NMS's teachers' newsletter and social media channels
- Teachers Facebook groups
- Twitter – highlighted to particular teacher organisations, groups and key individuals
- Through key contacts at Education Scotland and other relevant organisations

Digital word of mouth amongst teachers was also a key component and many commented on the prize as a reason for passing on to colleagues.

It should be noted that these data come from teachers who were not randomly or systematically sampled, but instead represent a self-selected sample. Conclusions should be viewed accordingly and not assumed to reflect the views of all teachers.

General Findings

- Online surveys about digital resources like this one can be effective in eliciting feedback from primary and secondary school teachers across many of the local authorities in Scotland, not just those that are located near NMS sites (see Demographics, Q1-Q8).
- Teachers are willing to investigate a variety of platforms and websites to find good resources that fit their curriculum and engage their pupils (see Q13, Q15).
- There is variability in which types of activities teachers say best engage pupils (see Q14, Q16).
- Whereas many teachers have visited the NMS website previously (Q10), with the intention of browsing for resources (Q11), only a small percentage have utilised NMS resources since March (Q17).
- The online resources used and requested by teachers span a wide range of topics (see Q14, Q19, Q21).
- Teachers are enthusiastic about the possible resources NMS could provide and feel that they would be engaging for their pupils (see Q23, Q24).
- Teachers are interested in online resources that are accessible from home or school, flexible in terms of timing, modifiable to fit variable needs, and interactive, including the opportunity to learn from an expert (see Q24).
- In conclusion, NMS is well-positioned to be able to provide digital resources that:
 - Widen museum accessibility to include audiences who may be unable to visit
 - Address relevant topics for both the primary and secondary school curricula
 - Effectively engage pupils using methods that have been successful with previous online learning
 - Broaden the knowledge of both pupils and teachers
 - Reduce teachers' workload during a time when demand for well-developed online resources is high

Survey Findings by Question

Section 1: About teachers

Demographics (Q1-Q8)

What type of school do you teach in?

Most of the responses in this sample are from primary and secondary teachers at state schools.

The “Other” category included teachers working across both primary/secondary pupils or across the school (6); those doing outreach/independent workshops/tutoring/SQA (4); those at prisons (4), college/university (3), zoo (1), retired (1), or unspecified (1).

Type of School

| | |
|---------------------|-----|
| Early Years/Nursery | 9 |
| Primary | 151 |
| Secondary | 140 |
| Special | 7 |
| Homeschool | 6 |
| Other | 20 |
| TOTAL | 333 |

Type of School

| | |
|-------------|-----|
| State | 280 |
| Independent | 21 |
| Other | 6 |
| No response | 26 |
| TOTAL | 333 |

Which class did you teach during the 2019-20 school year?

The sample includes teachers across all years of primary school, and includes teachers working with pupils with additional support needs and those working with multiple year groups.

Class taught during 2019-20 school year (Primary Teachers and Other)

| | | |
|--|----|----------------|
| P1 | 19 | |
| P2 | 15 | Includes 1 NQT |
| P3 | 16 | |
| P4 | 9 | Includes 1 NQT |
| P5 | 17 | Includes 1 NQT |
| P6 | 17 | |
| P7 | 10 | |
| ASN/Nurture/Support/Therapist | 12 | |
| Works with more than two year groups (e.g., P2/P3/P4) or throughout school | 19 | |
| Works with two year groups (e.g., P2/P3) | 9 | |
| No Response | 10 | |
| NQT (only response) | 2 | |
| Other Location: College/University/Prison/Outreach/ Independent Workshop Programme/SQA/Zoo | 13 | |
| Retired/Career break/Maternity | 3 | |

TOTAL

171

Which class will you teach next year (2020-2021)?

Even with 26 teachers not yet knowing which year group they will be teaching next year, the sample still includes teachers from each year of primary school, as well as ASN teachers and those that will be teaching multiple year groups.

Class taught next year 2020-21 (Primary Teachers and Other)

| | |
|--|-----|
| P1 | 14 |
| P2 | 10 |
| P3 | 18 |
| P4 | 8 |
| P5 | 13 |
| P6 | 11 |
| P7 | 11 |
| ASN/Nurture/Support/Therapist | 10 |
| Works with more than two year groups (e.g., P2/P3/P4) or throughout school | 12 |
| Works with two year groups (e.g., P2/P3) | 9 |
| I don't know yet | 26 |
| Retired/Maternity | 2 |
| TOTAL | 144 |

What subjects do you teach?

The two most common subjects taught by teachers in this sample were Science and History, Social Subjects, and Modern Studies.

Subjects Taught (Secondary)

| | |
|---|-----|
| Art, Design and Technology | 4 |
| Business | 3 |
| Computing Science | 3 |
| English | 8 |
| Geography | 4 |
| History, Social Subjects and Modern Studies | 40 |
| Languages | 10 |
| Maths | 2 |
| Music and Drama | 4 |
| Science | 46 |
| Multiple subjects | 4 |
| Other | 6 |
| TOTAL | 134 |

Special school teachers: Can you tell us about age of your pupils and their additional support needs to help us understand how to make our offer accessible?

The four special school teachers in our sample taught children between the ages of 7 and 18 with varied levels of additional support needs:

- “Children aged 5-18 with severe/complex additional support needs, some conditions include autistic, Down’s syndrome, cerebral palsy”
- “11 to 16 asn (engagement and behavioural needs)”
- “P3 severe and complex needs”
- “7-13 Social, emotional and behavioural”

Homeschool educators: What ages are the children in your home school?

The four homeschool educators in our sample taught children between the ages of 3 and 14.

Responses from four participants were:

- Age 4;
- Ages 3 and 6;
- Ages 10, 12 and 14;
- And ages 8-12.

Which local authority area is your school based in?

Teachers from 26 of the 32 local authority areas participated in the survey, with the largest number of surveys coming from the City of Edinburgh. **Not all surveys were fully completed; this is reflected in the reduced sample sizes in forthcoming tables.**

| Local Authority | Early Years/ Nursery | Primary | Secondary | Special | Homeschool | Other |
|-----------------------|-------------------------|---------|-----------|---------|------------|-------|
| Aberdeen City | 2 | | 2 | | | |
| Aberdeenshire | 10 | 7 | 3 | | | |
| Angus | 7 | 6 | | | | 1 |
| Argyll and Bute | 5 | 3 | 2 | | | |
| Clackmannanshire | 0 | | | | | |
| Dumfries and Galloway | 7 | | 6 | | | 1 |
| Dundee City | 1 | | 1 | | | |
| East Ayrshire | 4 | 1 | 3 | | | |
| East Dunbartonshire | 2 | 1 | 1 | | | |
| East Lothian | 27 | 3 | 16 | 7 | 1 | |
| East Renfrewshire | 0 | | | | | |
| Edinburgh, City of | 66 | 3 | 25 | 37 | | 1 |
| Eilean Siar | 0 | | | | | |
| Falkirk | 21 | 19 | 2 | | | |
| Fife | 14 | 5 | 7 | 1 | | 1 |
| Glasgow City | 15 | 5 | 9 | | | 1 |
| Highland | 8 | 4 | 2 | | | 2 |
| Inverclyde | 2 | 1 | 1 | | | |
| Midlothian | 17 | 1 | 8 | 7 | | 1 |
| Moray | 0 | | | | | |
| North Ayrshire | 0 | | | | | |
| North Lanarkshire | 12 | 3 | 7 | 1 | | 1 |
| Orkney Islands | 2 | | 1 | | | 1 |
| Perth and Kinross | 6 | 2 | 3 | 1 | | |

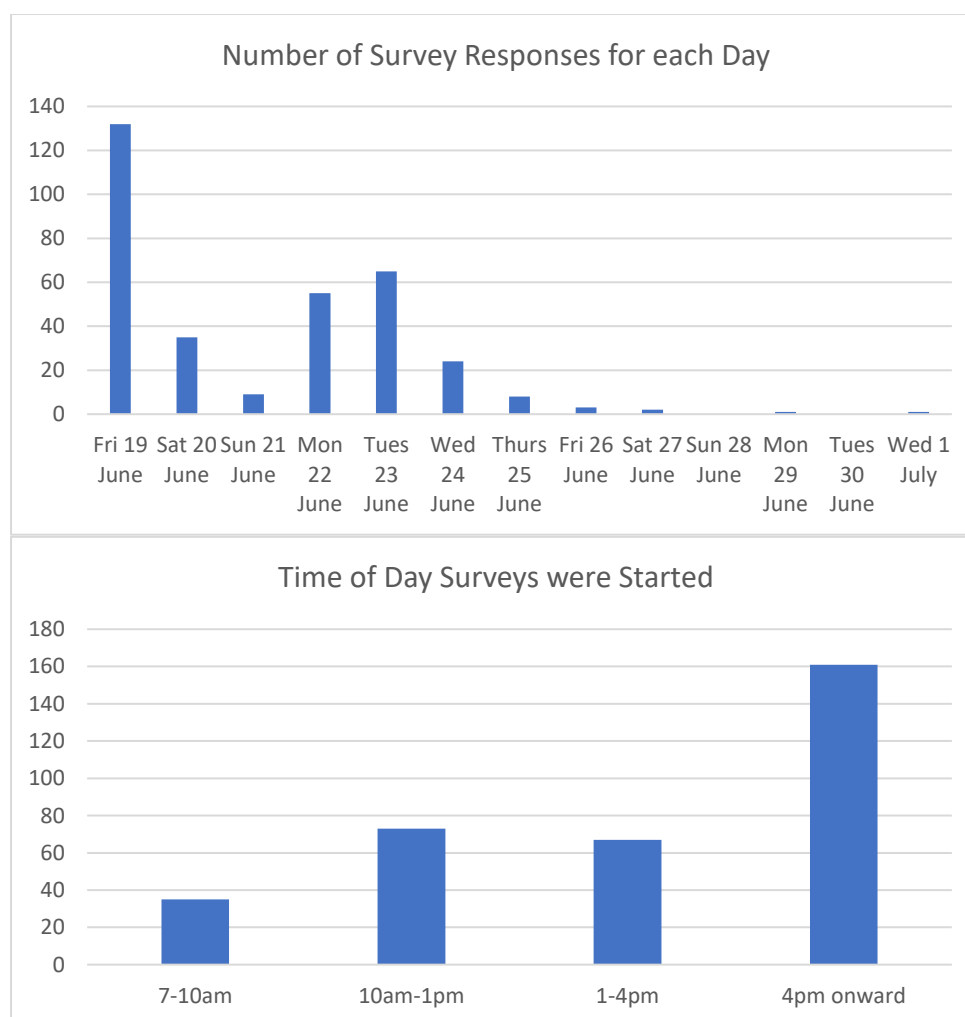
| | | | | | | | |
|---------------------|----|---|----|----|---|---|---|
| Renfrewshire | 2 | | | 2 | | | |
| Scottish Borders | 7 | | 4 | 3 | | | |
| Shetland Islands | 0 | | | | | | |
| South Ayrshire | 5 | | 1 | 4 | | | |
| South Lanarkshire | 12 | | 6 | 4 | | | 2 |
| Stirling | 4 | | 2 | 2 | | | |
| West Dunbartonshire | 2 | | 1 | 1 | | | |
| West Lothian | 23 | 1 | 10 | 10 | 1 | | 1 |
| Other or multiple | 4 | | 2 | 1 | | | 1 |
| No response | 46 | 1 | 19 | 12 | 3 | 5 | 6 |

TOTAL

333

When did teachers complete the survey?

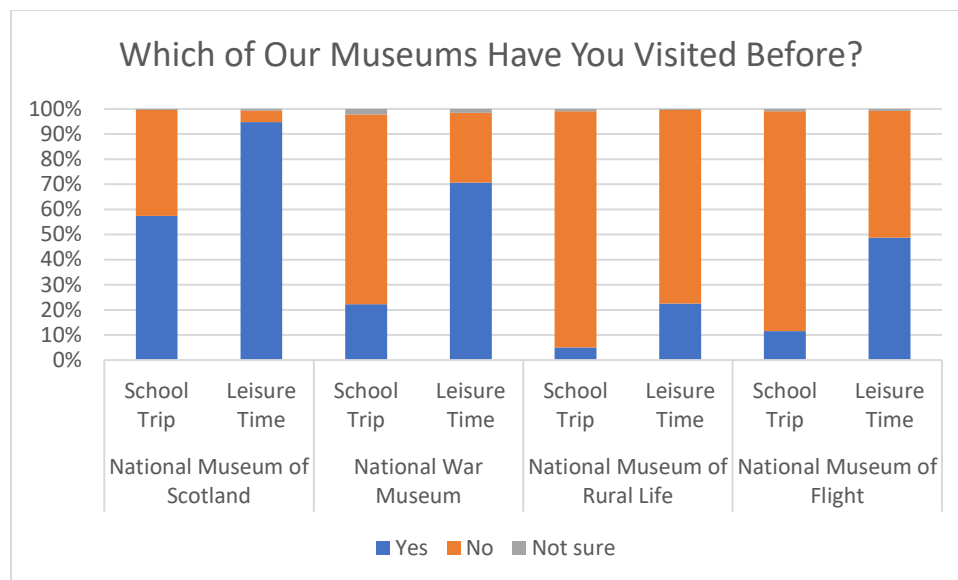
More than half of the surveys were completed the first three days (Fri, Sat, Sun) after sending the survey link, with almost a third being completed between 4pm on Friday night and 7am Monday morning.



Teacher Familiarity with National Museums Scotland (Q9-Q11)

Which of our Museums have you visited before?

Most teachers had visited the National Museum of Scotland and the National War Museum in their **leisure time**, with just under half having visited the National Museum of Flight in their **leisure time**. Over half of respondents had visited the National Museum of Scotland on a **school trip**. The National Museum of Rural Life was the least visited, either while on a **school trip** or during **leisure time**.

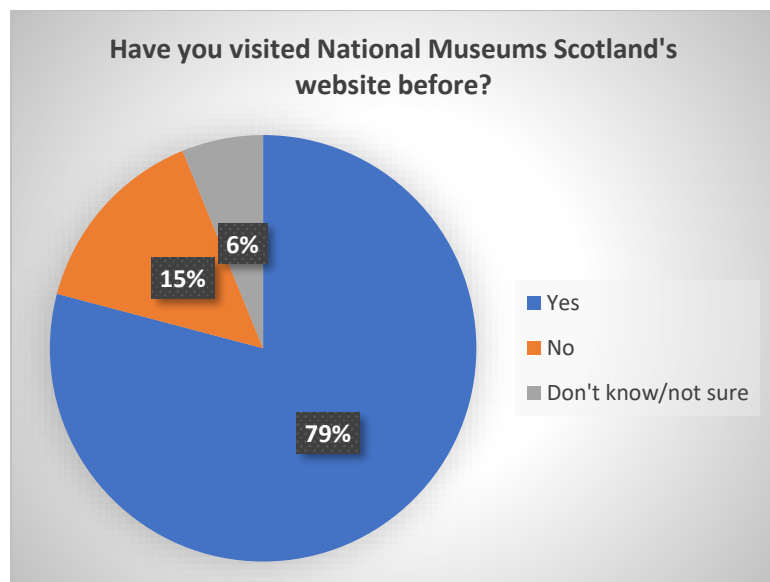


| Visited | Yes | No | Not sure |
|--|-----|-----|----------|
| On a school trip – National Museum of Scotland (Edinburgh) | 146 | 107 | 1 |
| On a school trip – National War Museum (within Edinburgh Castle) | 50 | 172 | 5 |
| On a school trip – National Museum of Rural Life (East Kilbride) | 11 | 201 | 2 |
| On a school trip – National Museum of Flight (East Lothian) | 25 | 187 | 2 |
| In your leisure time – National Museum of Scotland (Edinburgh) | 268 | 13 | 2 |
| In your leisure time – National War Museum (within Edinburgh Castle) | 179 | 71 | 4 |
| In your leisure time – National Museum of Rural Life (East Kilbride) | 50 | 174 | 1 |
| In your leisure time – National Museum of Flight (East Lothian) | 114 | 118 | 2 |

Have you visited National Museums Scotland's website before?

The majority of respondents (79%) had previously visited the National Museum Scotland's website.

| | |
|---------------------|-----|
| Yes | 229 |
| No | 42 |
| Don't know/not sure | 18 |



What was the reason for your visit to our website?

The most common reason for visiting the National Museum Scotland's website was to browse learning resources for use in school.

| | | |
|---|-----|-----|
| browse learning resources for use in school | 145 | 63% |
| look for information about an event or exhibition | 121 | 52% |
| plan a visit to a museum | 116 | 50% |
| find out about our schools programme | 114 | 49% |
| look for contact details, opening hours or updates relating to reopening | 80 | 35% |
| book a school visit | 68 | 29% |
| prompted to visit site from something on social media/something shared by a colleague | 54 | 23% |
| look for specific information related to an object or subject | 42 | 18% |
| Other (e.g., to look for online learning resources) | 4 | 2% |

Section 2: Online learning since March

Q12: Have you been providing online or virtual learning to your pupils?

Most teachers (94%) had been providing online or virtual learning, with 82% starting in March.

As seen below, those that answered “No” included teachers from both primary and secondary schools, and both independent and state schools. Those that said “Not applicable for my pupils” tended to be those with young primary pupils, and those with pupils with additional support needs. Those who had been providing online or virtual learning before March were mostly secondary school teachers, representing a variety of different subjects.

| | |
|---------------------------------|-----|
| Yes, I already did before March | 33 |
| Yes, since March | 233 |
| No | 5 |
| Not applicable for my pupils | 12 |
| No response | 51 |

Who hasn't been providing online or virtual learning?

Answered “No”:

- P7 teacher at a State school in Glasgow
- Secondary teacher (Art and Design) at a State school in Midlothian
- Secondary teacher (French and Spanish) at an Independent school in Edinburgh
- Primary teacher from a State school in Edinburgh who was on a career break
- Teacher at a privately-run prison in North Lanarkshire

Answered “Not applicable for my pupils”:

- Two Primary Support for Learning teachers at State schools in West Lothian and Scottish Borders
- P3 teacher at a State school in West Lothian
- Early years/Nursery teacher at a State school in Edinburgh
- Teacher (7-13-year-olds with social, emotional and behavioural support needs) at a Special school in Perth and Kinross
- Homeschool educator of a 3-year-old and 6-year-old in East Lothian
- NQT Primary teacher at a State school in Edinburgh
- Primary teacher P1-P7 at a State school in Angus (did not complete rest of survey)
- Four other individuals from: Zoo (Edinburgh); SQA (State school in Glasgow); Out of school club (State school in Fife); and Private self-funded independent workshop programme (Highland)

Who has been providing online or virtual learning already before March?

- Two Primary teachers (one teaching P3 at a State school in Falkirk, the other teaching P7 at a State school in West Dunbartonshire)
- 27 Secondary teachers from State schools, mostly teaching history and science (but these are also the most commonly taught subjects across all survey respondents):
 - 2 in Aberdeenshire (teaching Physics, Science & Biology, and Technical subjects)
 - 1 in Dumfries and Galloway (teaching Physics)
 - 1 in East Dunbartonshire (teaching History and Modern Studies)
 - 3 from East Lothian (teaching Science with Physics; Computing Science; and History and Modern Studies)

- 4 from Edinburgh (teaching Business and ICT; Biology with Science; History; and History and rmps)
- 1 from Falkirk (teaching Biology & Science)
- 1 from Fife (teaching History)
- 1 from Glasgow (teaching History)
- 1 from Highland (teaching History/Social Subjects)
- 1 from Inverclyde (teaching History, modern studies and politics)
- 1 from North Lanarkshire (teaching Biology, chemistry and environmental science)
- 1 from Perth and Kinross (teaching Science)
- 1 from Renfrewshire (teaching History and Modern Studies)
- 1 from Scottish Borders (teaching SLT)
- 1 from South Lanarkshire (teaching Music and drama)
- 1 from West Dunbartonshire (teaching History)
- 4 from West Lothian (teaching science/biology; French; Languages; and English)
- 1 teaching Geography history travel and tourism (local authority not specified)
- 3 Secondary teachers from Independent schools in Edinburgh (teaching Science/Biology; Physics and Science; and Physics)
- And one teacher who is “currently seconded as a 1+2 Staff Tutor for Angus, part of my remit is to develop online resources for Primary staff in L2 (French) and L3 (Spanish and Mandarin).”

Q13: Which platforms do you use to reach pupils learning at home?

The most popular platform used to reach pupils learning at home was Microsoft Teams, which was chosen about twice as often as the next three most popular responses (Twitter, Google Classroom, and School blog/website).

Teachers wrote in 17 other platforms, in addition to the 9 options provided in the question. This diversity in the online resources used is also reflected in teachers’ responses to Q15 below (their favourite websites for resources).

| | |
|------------------------------|-----|
| Microsoft Teams | 160 |
| Twitter | 83 |
| Google Classroom | 80 |
| School blog/website | 78 |
| Show my Homework/Satchel One | 32 |
| SeeSaw | 26 |
| Zoom | 7 |
| Learning Journals | 7 |
| Instagram | 4 |
| Esgoil | 3 |
| Kahoot | 3 |
| Glow | 3 |
| Firefly | 3 |
| Email | 3 |
| ClassDojo | 3 |
| Skype | 2 |
| Facebook | 2 |
| YouTube | 1 |
| Sway | 1 |
| Showbie | 1 |
| Quizlet | 1 |

| | |
|---|---|
| Onenote | 1 |
| Loom | 1 |
| https://schoolphysics.site/ | 1 |
| Bongo | 1 |
| Blackboard Collaborate | 1 |
| Don't know/not sure | 2 |

*Cells highlighted in blue were answers written in by respondents

Q14: Which topics and/or projects have been most successful at engaging pupils and families learning at home?

Maths/Numeracy was most frequently mentioned topic and research projects were the most frequently mentioned type of project for successfully engaging families/pupils learning at home.

Other popular topics included: Biodiversity/Climate Change, Literacy and Vocabulary, Health and Well-being/Fitness, Art, Space, and STEM.

Other engaging types of projects included: quizzes, crafts/creative projects, exercise/virtual sports day, simple practicals, and outdoor learning. There was a lot of variability across the answers for this question – for example, some teachers found that successful assignments needed to include the whole family, while others found that their pupils were most engaged with short assignments they could complete independently without adult help. There were also a number of teachers who said that they found it difficult to find anything that engaged their pupils.

| Topics (Coded from open-ended responses) | Frequency |
|--|-----------|
| Maths and Numeracy | 23 |
| Biodiversity/Environment/Nature/Wildlife, Endangered Animals, Climate change | 17 |
| Literacy and Vocabulary | 16 |
| Health and Well-being, Fitness | 12 |
| Art | 11 |
| Space | 11 |
| STEM or STEAM | 11 |
| Science | 8 |
| British/Transatlantic slave trade | 7 |
| Human Body and Human Biology | 6 |
| Animals, Animal Adaptations, and Life Cycles | 5 |
| Heritage and local area/history, school history | 5 |
| Minibeasts | 5 |
| Scottish history and historical figures | 5 |
| World Countries and Culture | 5 |
| WW2, Holocaust studies, Weimar Germany, VE Day | 5 |
| Botany (Flower dissection, photosynthesis) | 4 |
| Covid19 | 4 |
| DNA and genetics | 4 |
| Music | 4 |
| History | 3 |
| Pirates | 3 |

| | |
|--|---|
| Sports | 3 |
| WW1 | 3 |
| Civil rights, Black Lives Matter | 3 |
| Ancient Egypt; Bridges; Current events/Topical; Dinosaurs; Energy and Electricity; Family history, personal experiences; Fashion; Forces; Geography; Migration and Empire; Technology; Transport; Travel and Global Tourism; Tropical Rainforest | 2 |
| American West; Atomic theory; Carnival; Coral reef; Entrepreneurs; Evolution; Fairyland; Food; Forensics (CSI); Home Front; Islands; JFK; Knights and Castles; Minerals; National Parks; Ocean animals; Old and new toys; Olympics; Parasitology; Poetry; Police; Social subjects; Sound; Suffragettes; Sun/shadows; The 1960's; Volcanoes | 1 |

| Types of Projects/Assignments (Coded from open-ended responses) | Frequency |
|---|------------------|
| Research projects | 24 |
| Quizzes | 20 |
| Crafts, creative projects and open-ended design tasks | 13 |
| Exercise, including Joe Wicks (PE) and virtual sports days | 13 |
| Simple practicals completed at home, inc. Lego, modelling, making maps, baking | 13 |
| Outdoor learning | 12 |
| Challenge tasks | 9 |
| None or little engagement, difficult to achieve engagement | 9 |
| Thematic/cross-curricular projects, topic planners or theme weeks (e.g., mythical creatures, pizza) | 9 |
| Home, hands-on science experiments/activities | 8 |
| Virtual trips/tours (e.g. zoo, museum, International Space Station, Mars) | 6 |
| Worksheets/Pencil tasks | 6 |
| Freedom of choice (e.g., menus, options, choice board) | 6 |
| Activities with natural resources or household items, or easy fun tasks with few resources | 6 |
| Active tasks | 5 |
| Interactive activities | 5 |
| Photography/video projects | 5 |
| Activities that can include other family members (variety of ages) | 4 |
| Documentaries (e.g., Blue Planet) or Movies | 4 |
| Reading, novel studies, linking to books/novels | 4 |
| Short videos | 4 |
| Videos where pupils can see/hear their teacher | 4 |
| Video lessons or tutorials | 4 |
| Book writing, free writing, creative writing | 3 |
| Exam technique/preparation, Folio writing | 3 |
| Games | 3 |
| List of short tasks, structured tasks with clear instructions/steps | 3 |
| Microsoft forms | 3 |
| Short activities that can be completed independently by children in less than 15 mins or less | 2 |

| | |
|--|---|
| Stories or Amusing short stories | 2 |
| Topical/Current events | 2 |
| Variety - lots of different activities | 2 |
| Activities related to prior learning in the classroom; Audiobooks; Based on personal experiences; BBC lessons; Cartoon strips; Chrome Music Studio; Colourful pdfs; Escape rooms; Fun maths puzzles; Horrible Histories; iDEA badges; Interactive powerpoints; Lockdown time capsules; Logic puzzles; Microsoft teams; Murder mystery (JFK); Online drawing classes/workshops; Problem-solving activities; Reading comprehension activities; Roblox; Self and strengths review; Sensory activities; Teddy Bears Picnic; Thing Link; Very accessible, light on text but rich in substance; Videos of celebs reading stories; Website and Software development | 1 |

Q15: Can you share your favourite websites that you use for resources, or that you direct pupils to?

The 219 teachers who responded to this question generated an extensive list of 227 different sites.

The most frequently mentioned site was BBC Bitesize, followed by Twinkl, Top Marks, YouTube, and Sumdog. There was a wide variety in the type of site listed, ranging from well-known corporate or third sector sites to more specialised content such as specific YouTube channels (e.g., <https://www.youtube.com/artforkidshub>) or sites created by teachers to provide free resources (e.g., <https://www.corbettmaths.com/>).

The top 20 most popular responses are listed below:

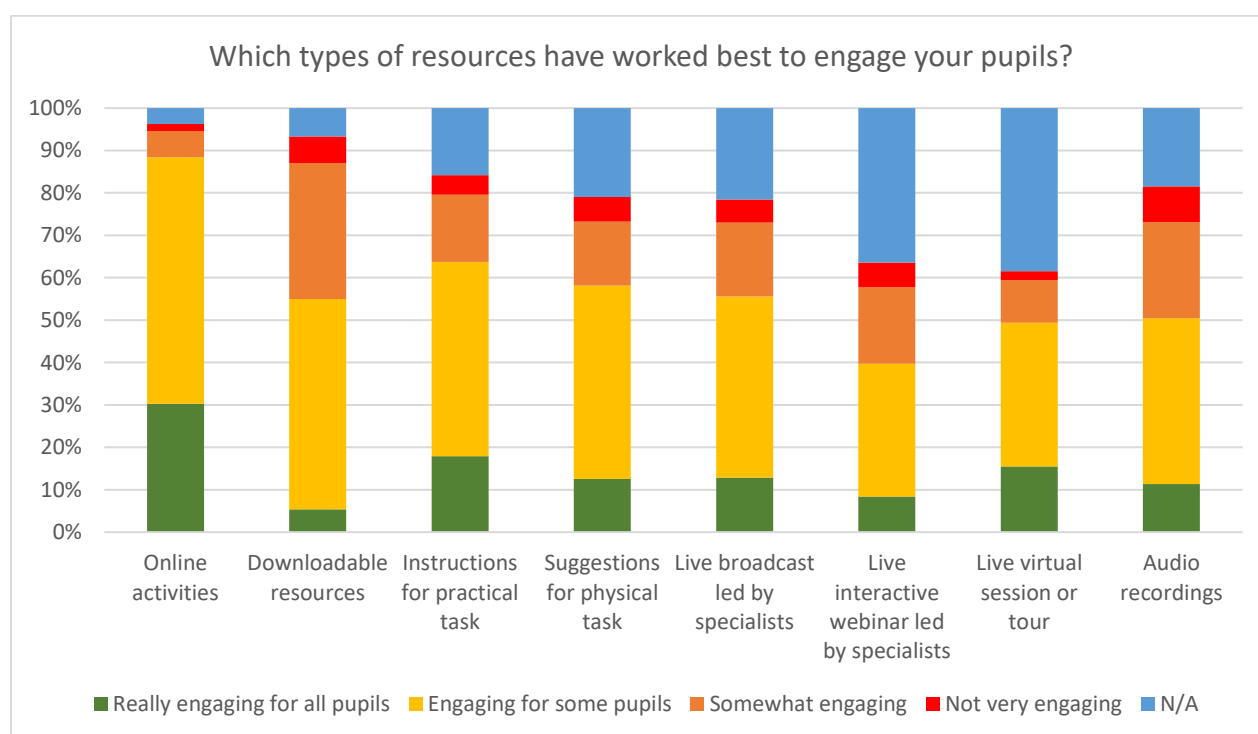
| | |
|--|----|
| BBC Bitesize and BBC Bitesize Daily https://www.bbc.co.uk/bitesize | 90 |
| Twinkl https://www.twinkl.co.uk | 59 |
| Topmarks https://www.topmarks.co.uk/ | 41 |
| YouTube https://www.youtube.com | 41 |
| Sumdog https://pages.sumdog.com | 34 |
| Scholar https://scholar.hw.ac.uk | 20 |
| TES https://www.tes.com | 14 |
| EducationCity https://www.educationcity.com | 13 |
| BBC https://www.bbc.co.uk | 11 |
| Kahoot https://kahoot.com/ | 9 |
| Make my own | 7 |
| Khan Academy https://www.khanacademy.org/ | 6 |
| Linguascope https://www.linguascope.com/ | 6 |

| | |
|--|---|
| National Geographic and National Geographic Kids https://www.nationalgeographic.com/ https://www.natgeokids.com/uk/ | 6 |
| Oxford Owl https://www.oxfordowl.co.uk/ | 6 |
| Quizlet https://quizlet.com/en-gb | 6 |
| Clickview https://www.clickview.co.uk/ | 5 |
| Literacy Shed https://www.literacyshed.com/home.html | 5 |
| Mathletics https://www.mathletics.com/uk/ | 5 |
| NASA website https://www.nasa.gov/ | 5 |

The full list of websites can be found in Appendix A.

Q16: Thinking about the resources you've used from these websites, which types have worked best to engage your pupils?

Teachers reported that online activities worked best to engage their pupils, whereas the other types of resources were more variable in their effectiveness at engaging pupils.



| | Really engaging for all pupils | Engaging for some pupils | Somewhat engaging | Not very engaging | N/A | TOTAL |
|--|--------------------------------|--------------------------|-------------------|-------------------|-----|------------|
| Online activities that can be accessed at any time (e.g. short films, games, virtual reality) | 73 | 140 | 15 | 4 | 9 | 241 |
| Downloadable resources that do not require an ongoing internet connection (e.g. worksheet, Powerpoint) | 13 | 119 | 77 | 15 | 16 | 240 |
| Instructions for practical task (e.g. craft, LEGO, recipe) | 43 | 110 | 38 | 11 | 38 | 240 |
| Suggestions for physical task (e.g. sports, traditional games) | 30 | 109 | 36 | 14 | 50 | 239 |
| Live broadcast led by specialists (e.g. Joe Wicks, storyteller) | 31 | 103 | 42 | 13 | 52 | 241 |
| Live webinar led by specialists with opportunity to ask questions and interact | 20 | 75 | 43 | 14 | 87 | 239 |
| Live virtual session or tour led specifically for your pupils | 37 | 81 | 24 | 5 | 92 | 239 |
| Audio recordings (e.g. audio book, podcast) | 27 | 93 | 54 | 20 | 44 | 238 |

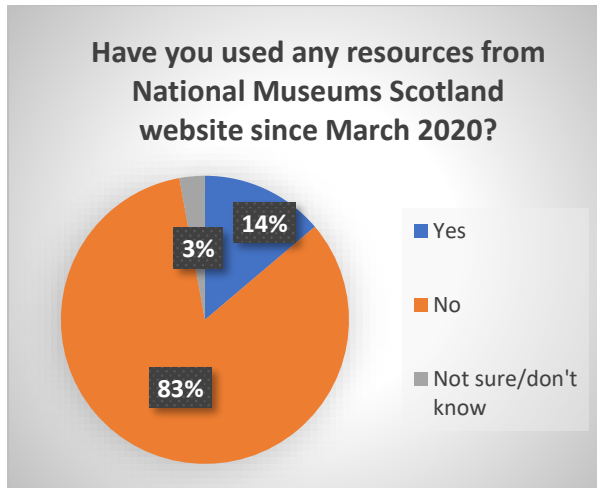
Q17: Have you used any resources from National Museums Scotland website (www.nms.ac.uk) since March 2020?

This could be with your pupils or with your own children who you are supporting to learn at home.

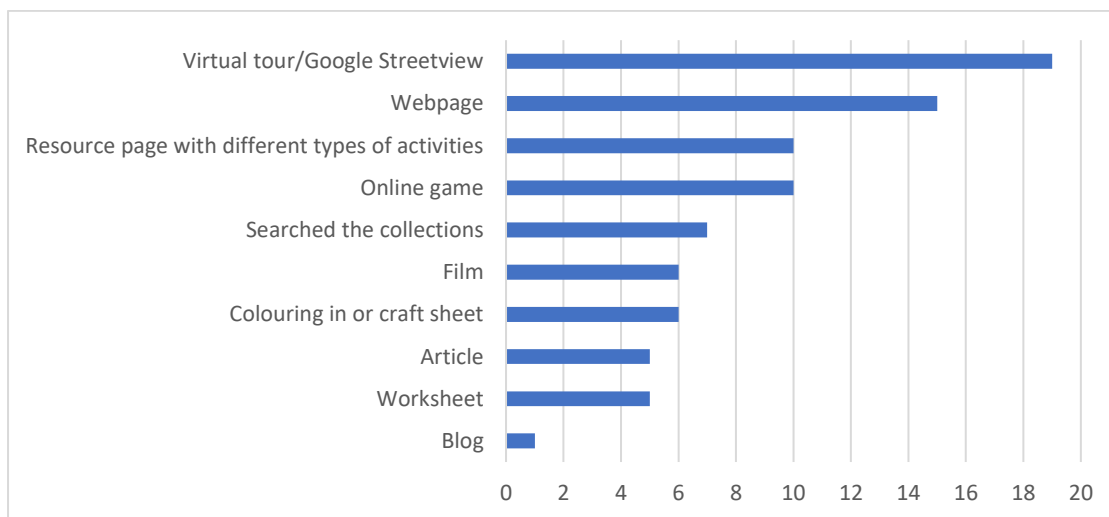
The majority of respondents had not used any resources from the NMS website since March 2020.

Those who did visit were most likely to have used the virtual tour/Google Streetview feature or the webpage, and to have used resources on the topics of STEM and Scottish History. Those who used NMS resources reviewed them very positively (see comments below for Q20).

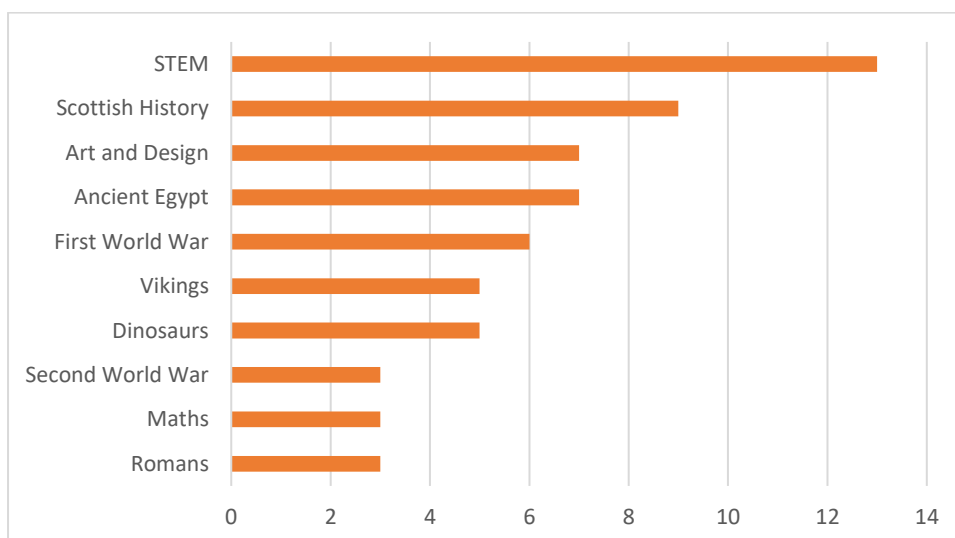
| | |
|---------------------|-----|
| Yes | 34 |
| No | 205 |
| Not sure/don't know | 7 |



Q18: What type of resources did you use on our website?



Q19: Which topics were covered by the resources you used from our website?



Other responses included: "Mandarin at the Museum," "Migration," "Minerals" and "Planning a virtual school visit." Also, four respondents said "I don't know/can't remember."

Q20: What feedback or comments do you have on our resources?

- "Brilliant activities and a great selection."
- "Great variety of resources."
- "There was some great stuff on migration and empire a while back."
- "They are visually appealing, easy to access and I've found the Mandarin resources/links to be particularly useful."
- "Great and easy to find/use!"
- "Creative Easy to use"
- "Very clear and fun for pupils."
- "Pupils appeared to enjoy them and shared their work on TEAMS."
- "Only used the Parasites resource. It was pretty good. Students enjoyed what they did, but unfortunately not all of them have good wifi access."
- "Fantastic resources that are engaging for pupils who have access to them"
- "No feedback from parents, many have limited access to internet or are using mobile phones"
- "The resources help to consolidate the children's learning but sometimes it would be nice if they could be adapted to suit all needs/abilities."
- "Love the resources, would be great if you did more workshops rather than only self guided tours for some"

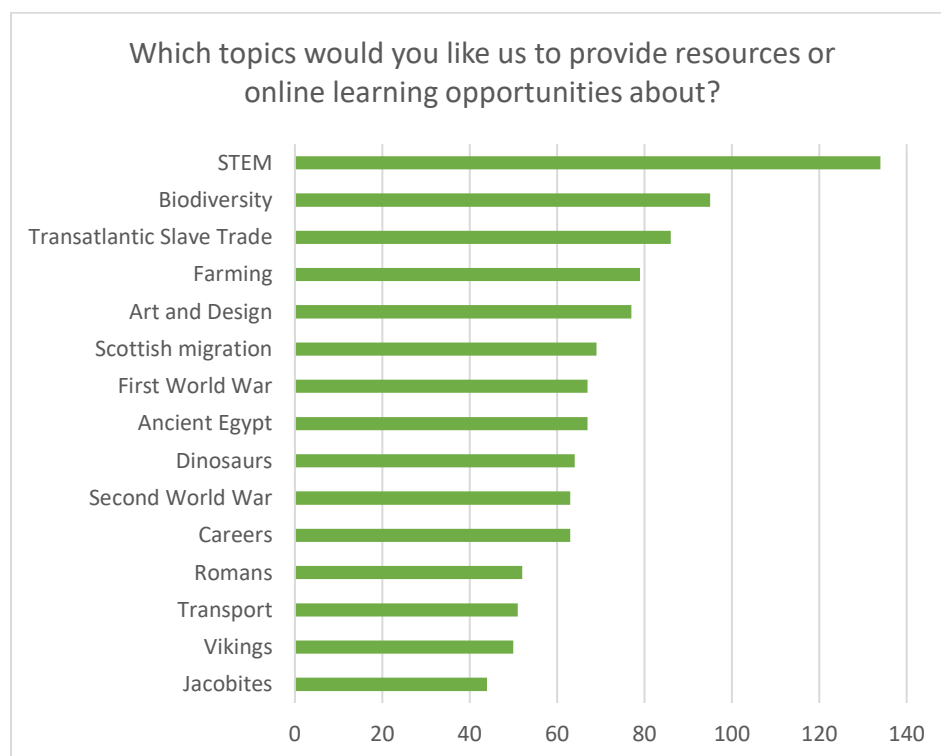
Section 3: Thoughts on what NMS could offer next year

Q21: Which topics would you like us to provide resources or online learning opportunities about?

Teachers were most interested in NMS providing resources or online learning opportunities related to STEM, Biodiversity, and the Transatlantic Slave Trade. These topics appealed to teachers at both primary and secondary schools.

The topics of First World War, Scottish Migration, and Careers were also popular across both primary and secondary teachers. In contrast, the topics of Farming, Art and Design, Ancient Egypt, and Dinosaurs tended to appeal more to primary teachers than secondary teachers.

Overall, however, it seems that resources on any of the topics listed in the question would be useful for teachers, with even the least popular topic generating interest from 50 teachers (22% of the respondents). Finally, teachers also generated a list of additional topics for which they would like resources, with the most popular written in answer being the Scottish Wars of Independence.



Q21: Topics split by Type of School

(Numbers in parentheses are the sample size for each type of school)

| | Early Years/ Nursery (5) | Primary (113) | Secondary (97) | Special (7) | Homeschool (1) | Other (8) | TOTAL |
|----------------|--------------------------------|------------------|-------------------|----------------|-------------------|--------------|-------|
| Ancient Egypt | 1 | 57 | 7 | 0 | 0 | 2 | 67 |
| Art and Design | 3 | 63 | 9 | 0 | 0 | 2 | 77 |
| Biodiversity | 1 | 57 | 33 | 1 | 0 | 3 | 95 |
| Careers | 1 | 31 | 26 | 2 | 0 | 3 | 63 |
| Dinosaurs | 4 | 50 | 6 | 2 | 0 | 2 | 64 |

| | | | | | | | |
|---------------------------|---|----|----|---|---|---|-----|
| Farming | 4 | 62 | 8 | 2 | 0 | 3 | 79 |
| First World War | 1 | 30 | 33 | 1 | 0 | 2 | 67 |
| Jacobites | 1 | 33 | 8 | 1 | 0 | 1 | 44 |
| Romans | 1 | 41 | 9 | 0 | 0 | 1 | 52 |
| Scottish Migration | 0 | 36 | 30 | 2 | 0 | 1 | 69 |
| Second World War | 0 | 44 | 16 | 1 | 0 | 2 | 63 |
| STEM | 3 | 87 | 38 | 3 | 0 | 3 | 134 |
| Transatlantic Slave Trade | 0 | 41 | 41 | 1 | 0 | 3 | 86 |
| Transport | 3 | 35 | 10 | 1 | 0 | 2 | 51 |
| Vikings | 1 | 39 | 8 | 0 | 0 | 2 | 50 |

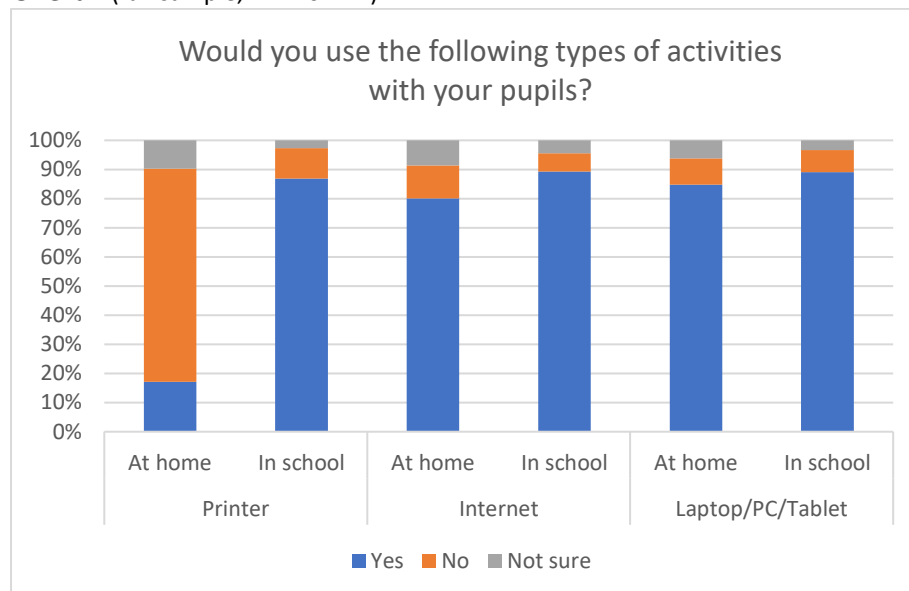
Other topics (written in):

| | |
|---|---|
| Scottish Wars of Independence | 5 |
| Music, Musical Instruments, Scottish Composers | 3 |
| Suffragettes, Suffragists, and other Women in History | 3 |
| Castles and Life in Medieval Times | 2 |
| Changing Landscapes of Scotland | 2 |
| Industrial Revolution and Industrial Scotland (e.g., housing, health and improvements) | 2 |
| Languages and Cultures (e.g., Francophone & Hispanic countries, French, Spanish, Mandarin, German, Gaelic, Polish and BSL) | 2 |
| Language and Literature | 2 |
| Scottish Kings and Queens, including Mary Queen of Scots | 2 |
| Space, Space Travel, and Colonies in Space | 2 |
| Toys and games through the years | 2 |
| Any | 1 |
| Cells | 1 |
| China | 1 |
| Earth forces and geology | 1 |
| Edinburgh in the past | 1 |
| Environment | 1 |
| Film technology | 1 |
| Health and anatomy | 1 |
| Highland clearances | 1 |
| Lab podcasts for a science lab virtual tour would be good. Also showing the types of machines that carry out the various techniques, PCR and gel electrophoresis etc. | 1 |
| Life in Scotland 1850-1951 (Britian Higher History) | 1 |
| Maps and Mapping | 1 |
| Oceans | 1 |
| Other history of BAME in Scotland, more on our role in Empire. | 1 |
| Other local history projects | 1 |
| Ottomans | 1 |
| Pictish Scotland | 1 |
| Religions | 1 |
| Religious and Moral Education | 1 |
| Working class communities in 20th century | 1 |

Q22: Would you use the following types of activities with your pupils?

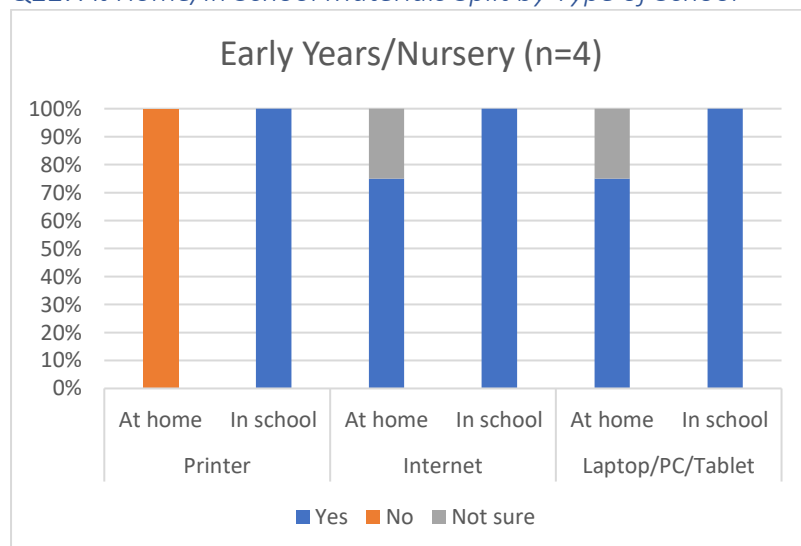
Overall, teachers reported that they are not likely to use activities that require their pupils to have access to a printer **at home**, whereas they would use activities that require internet or a laptop/PC/Tablet **at home** or **at school**, and would use activities that require a printer **at school**.

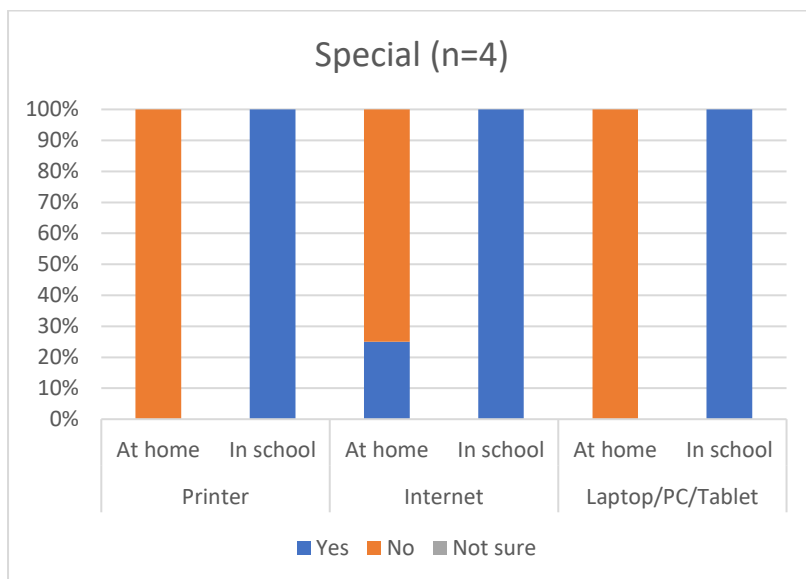
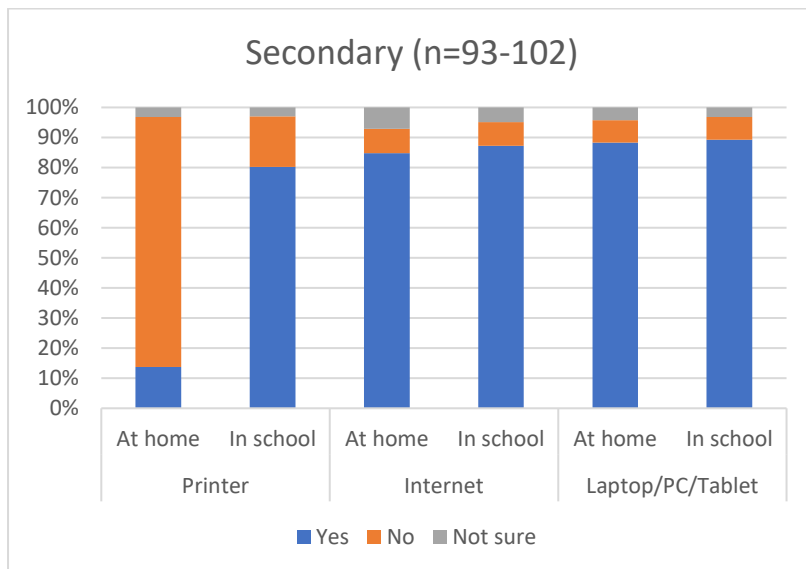
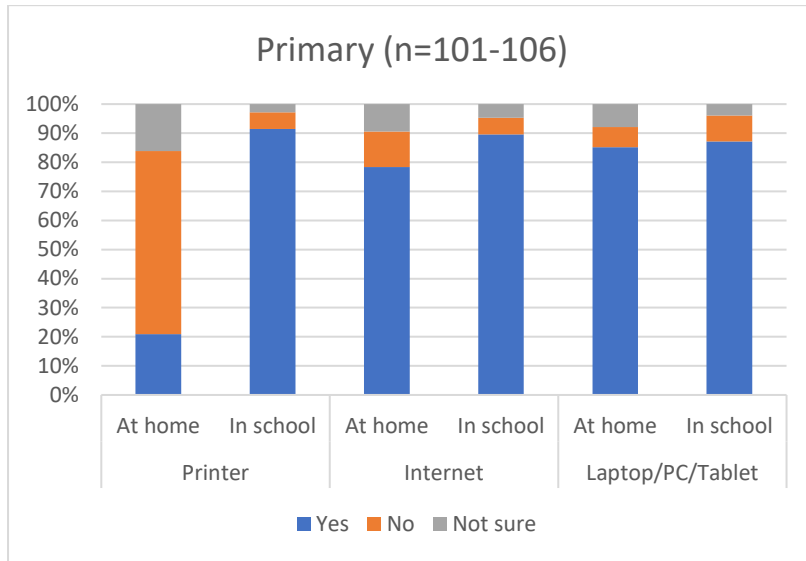
Overall (full sample, N=210-224)

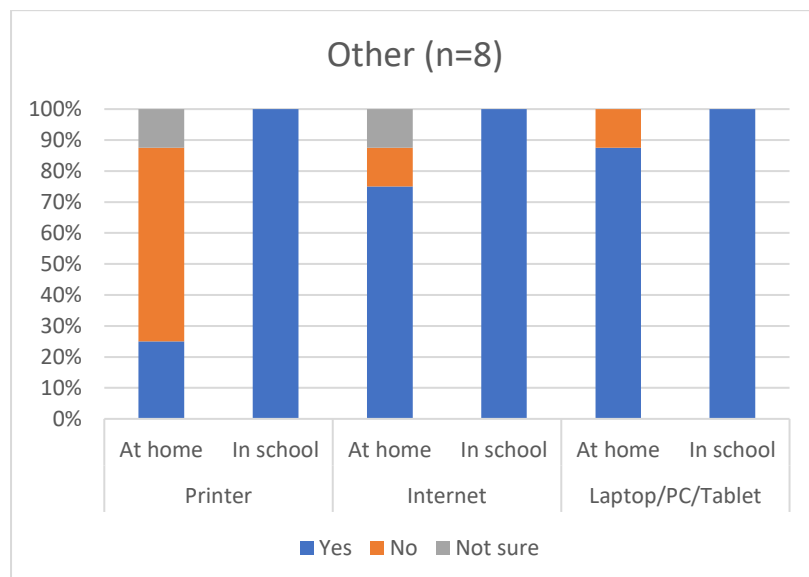


As seen in the graphs below, the same pattern emerges for most school types. The exception is Special Schools, where teachers are not likely to use activities that require their pupils to have printers, internet, or a laptop/PC/tablet at home. However, this pattern should be interpreted with caution as it is based on a sample of only four special school teachers.

Q22: At Home/In School Materials Split by Type of School





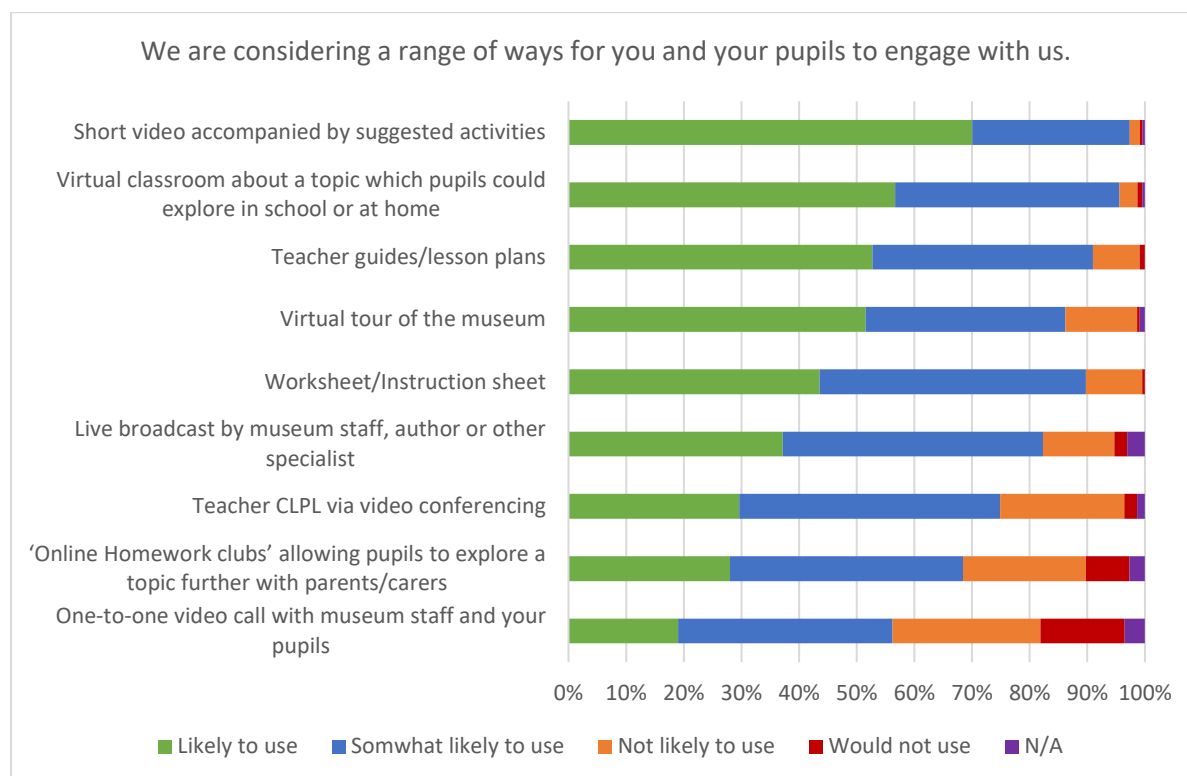


There is not enough data from the different local authorities to see any significant differences (sample sizes too small when we only have one or two surveys from some local authorities). The only slight difference (data not shown here) was that almost half the teachers from Falkirk said they **would** use activities that require their pupils have use of a printer at home (most teachers from other authorities answered No).

Q23: We are considering a range of ways for you and your pupils to engage with us. For each one, please rate from 'Likely to use' to 'Would not use'. If the reason you would not use it is due to technological issues or pupil needs, please select the N/A box. If we've missed one, please add to the 'Other' box.

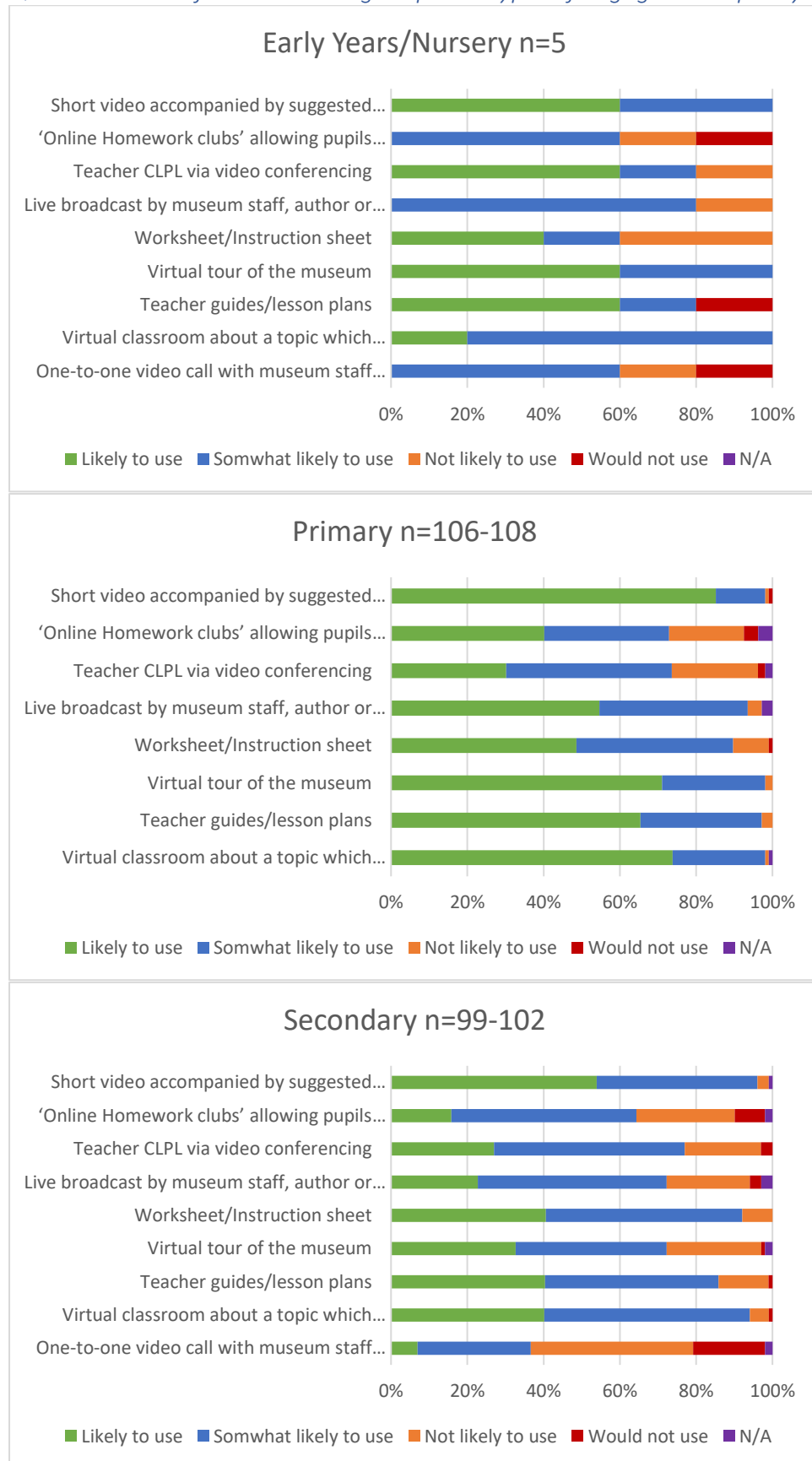
Overall, teachers reported that they are most likely to use short videos accompanied by suggested activities, virtual classrooms, and teacher guides/lesson plans.

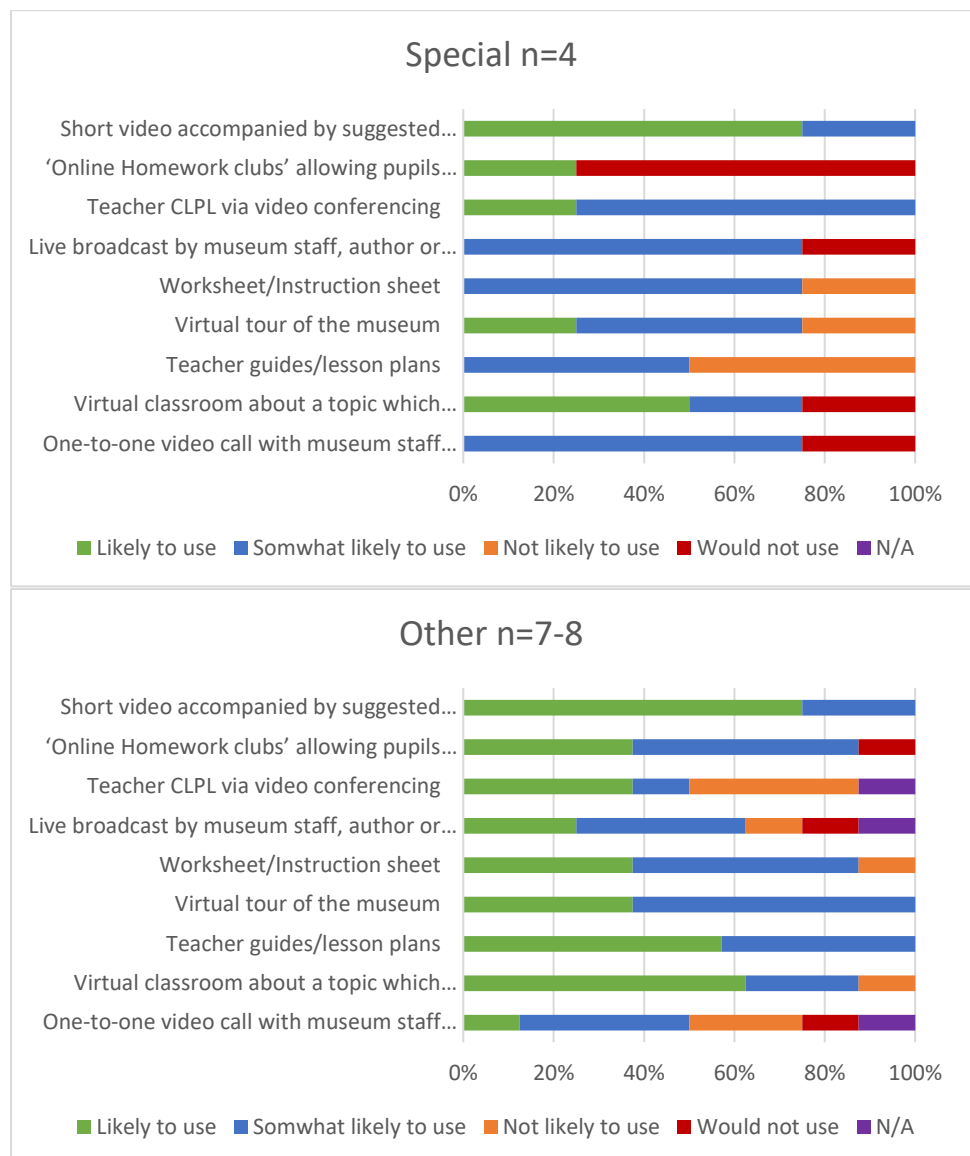
Teachers were least likely to say they would use one-to-one calls with museum staff and pupils, in part due to local authority restrictions not allowing pupils to be on camera during live video interactions. When split by type of school, the pattern of responses is similar.



| | Likely to use | Somewhat likely to use | Not likely to use | Would not use | N/A | TOTAL |
|--|---------------|------------------------|-------------------|---------------|-----|------------|
| Short video accompanied by suggested activities | 159 | 62 | 4 | 1 | 1 | 227 |
| Virtual classroom about a topic which pupils could explore in school or at home | 128 | 88 | 7 | 2 | 1 | 226 |
| Teacher guides/lesson plans | 117 | 85 | 18 | 2 | 0 | 222 |
| Virtual tour of the museum | 116 | 78 | 28 | 1 | 2 | 225 |
| Worksheet/Instruction sheet | 98 | 104 | 22 | 1 | 0 | 225 |
| Live broadcast by museum staff, author or other specialist | 84 | 102 | 28 | 5 | 7 | 226 |
| Teacher CLPL via video conferencing | 66 | 101 | 48 | 5 | 3 | 223 |
| 'Online Homework clubs' allowing pupils to explore a topic further with parents/carers | 63 | 91 | 48 | 17 | 6 | 225 |
| One-to-one video call with museum staff and your pupils | 43 | 84 | 58 | 33 | 8 | 226 |

Q23: Likelihood of Teachers Using Proposed Types of Engagement Split by Type of School





Q24: On those you've selected 'likely to use' in question 23, why are these options particularly appealing?

Open-ended comments were coded into 12 categories/themes. Because most teachers chose more than one option as “likely to use,” it was not possible to connect these responses to each specific answer from Q23. However, the themes that emerged provide insight into what teachers find most useful about each type of engagement.

Please note that percentages reported below add up to more than 100% because some teachers’ responses touched on multiple themes. For the full list of comments from 171 respondents, please see Appendix B.

Accessible from home or school, overcomes transportation/cost barriers of visiting NMS (mentioned in 19% of the answers, 33/171):

Examples:

- “Some of these opportunities would be particularly beneficial for schools like us who are based in a rural area (Dumfries and Galloway) and also in a deprived area. There can often be

challenges to making trips possible to the likes of the National Museum of Scotland due to practical challenges such as distance and cost implications.”

- “Accessible to children at home and school. Engaging and interesting.”
- “The video would be a good thing that the children could watch in class and complete the follow-up activity at home (or watch it again if they have access to internet). I think any of the other things could be taught in school and then followed up at home during the blended model of learning.”

Interactive (with other students or adults) (mentioned in 13% of the answers, 22/171):

Examples:

- “Learning and sharing ideas with others also helps development of a deeper understanding of issues faced by children when learning topics.”
- “Children enjoy interactive activities and with current issues there has been minimum interaction. Would remotivate learners.”
- “Interactive or live experiences capture pupils attention and tend to have higher engagement.”

Flexibility of timing (mentioned in 12% of the answers, 21/171):

Examples:

- “It offers the children opportunities to engage with learning at a time that suits them during home learning.”
- “Pupils can access on their own time and go at their own pace, no pressure.”
- “Our learners are very visual learners, and need very short activities, which they can ‘dip in and out of.’”

Flexibility across different student circumstances, can be used to create individualised content (mentioned in 8% of the answers, 13/171):

Examples:

- “Because online learning you have to balance between children having access and being interested and motivated enough to explore, with the families that don't see online learning as a priority/cannot access Internet. The best activities are short, and can be completed without too much information... But can be researched further.”
- “They still allow for teacher creativity within them.”
- “These options provide flexibility and you can adapt for your own learners.”

Allows teacher to develop own knowledge/ideas/practice (mentioned in 8% of the answers, 13/171):

Examples:

- “Exciting for pupils, chance for me to learn also.”
- “They offer a range of activities that I can use to enhance or develop my lessons. They will support my students in their learning. They also offer a change for me to develop my own teaching practice.”
- “So that myself and colleagues can be better informed about the museum's collections and resources and use these to greater impact.”

Lessens teacher workload (mentioned in 8% of the answers, 14/171):

Examples:

- “Curating and not recreating is important at this time with a higher workload, but no additional time to prepare.”
- “I like to use pre made activity and lesson plans- reduces planning time for me.”
- “It’s my first time teaching 2nd level so anything that helps reduce my stress and workload is great.”

Live, face to face interaction with an expert (mentioned in 8% of the answers, 13/171):

Examples:

- “‘Face to face’ interaction. It’s always good to listen to a specialist who is passionate about their subject teaching others.”
- “History benefits greatly from expert input.”
- “Something different for pupils (and teachers!) - I think pupils always value an opportunity to "work with" people who are not their teachers and are experts in their field (or, frankly, anyone who is not a teacher in their school - far more interesting and maybe even "cool!").”

Limits to resources, barriers (mentioned in 5% of the answers, 8/171):

Examples:

- “Due to social distancing, here is a lot of uncertainty at the moment about how many printed resources we will be able to use. These ideas seem engaging and novel and don't require physical handling of resources/worksheets, etc.”
- “They can be used for meaningful home learning that pupils can complete independently (as requested by parents who are working from home and unable to support their child's learning). We have been told to take learning outdoors as much as possible while still ensuring we deliver HWB, literacy and numeracy. It would be useful for pupils to access other areas of the curriculum at home. Resources used in class will be limited, with pupils working from jotters as much as possible - worksheets not suitable for this approach.”
- “Pupil engagement is very low - under a third, even in our affluent area. Things have to be very appealing, easy to access and short to keep their attention.”

Variety (mentioned in 4% of the answers, 7/171):

Examples:

- “A variety of different ways to engage pupils in learning.”
- “Our pupils prefer visual learning and having a wide range including more active learning would bring much/needed variety at the moment.”

Favourite options/specific topics (mentioned in 10% of the answers, 17/171):

Examples:

- “Teacher CLPL/Video with activities.”
- “Virtual tours and online questions to experts.”
- “Short videos allow us to introduce a topic. Such as the Biodiversity in Scotland. - making this a more local issue allows pupils to connect better. Hence the links with Woodland Trust and RSPB at Mull of Galloway. Also career links and job opportunities would be good.”

General positive feedback (mentioned in 14% of the answers, 24/171):

Examples:

- “Everything is helpful!”

- “They sound interesting and innovative. There is a real opportunity here to do things differently and we would be silly not to take it!”
- “I can see the possibility being quite a hook to engage the children.”

Other (mentioned in 2% of the answers, 4/171):

Examples:

- “As we return to education there will be an ever changing requirement of the way we work in schools/homes for teachers and pupils. Until there is a vaccine we have to assume that we will never be back to what has been a normal setting in schools. This is not a drawback. This gives a new way of approaching education which has been needed for some time.”
- “We have good ICT provision in my school and my pupils are in a lucky position in that most of them have good access to devices at home.”

Q25: Which of the following platforms could you use for one-to-one video calls with us?

Generally, Microsoft Teams appears to be the most common choice for video calls. However, there are a number of teachers who are currently unable to do video calls with their pupils.

There is some variation in the platforms used for video calls across local authorities, with East Lothian teachers choosing Google Hangouts and Google Meet; and Falkirk and Midlothian teachers choosing Zoom nearly as often as Microsoft Teams. Again, however, interpreting these results should be done with caution due to the variation in sample sizes across local authorities.

| | |
|---|-----|
| MS Teams | 148 |
| Zoom | 43 |
| Video calls are not possible/suitable for my pupils | 43 |
| Google Hangouts | 39 |
| Skype | 17 |
| Google Meet* | 16 |

*written in the Other response section

Other responses (not including those that said “Google Meet”), coded into categories:

Adults visible, pupils on audio:

- Currently pupils can only see Adults and hear their classmates. Screen can be shared. This is due to permissions (Aberdeenshire)
- MS Teams (adults visible, pupils are not (Glow rules) (Dumfries and Galloway)
- We are not allowed to have pupils video on our screens - audio only (Edinburgh)

Currently cannot do video calls with pupils:

- Cannot use this format at the moment due to GDPR concerns (Fife)
- For any video calls it will likely need to have to take place within Glow. At the moment my LA doesn't allow live calls with teachers - this is being reviewed. (Midlothian)
- Not one to one with pupils (North Lanarkshire)
- Pupils cannot use video on school issued iPads (Scottish Borders)
- Unlikely possible due to safeguarding (East Lothian)
- Zoom but for teachers only (Dumfries and Galloway)
- Teams for staff (Edinburgh)

Platform Information:

- D&G Council only use Teams for contact with students. (Dumfries and Galloway)
- Note Edinburgh has been instructed not to use Zoom. (Edinburgh)

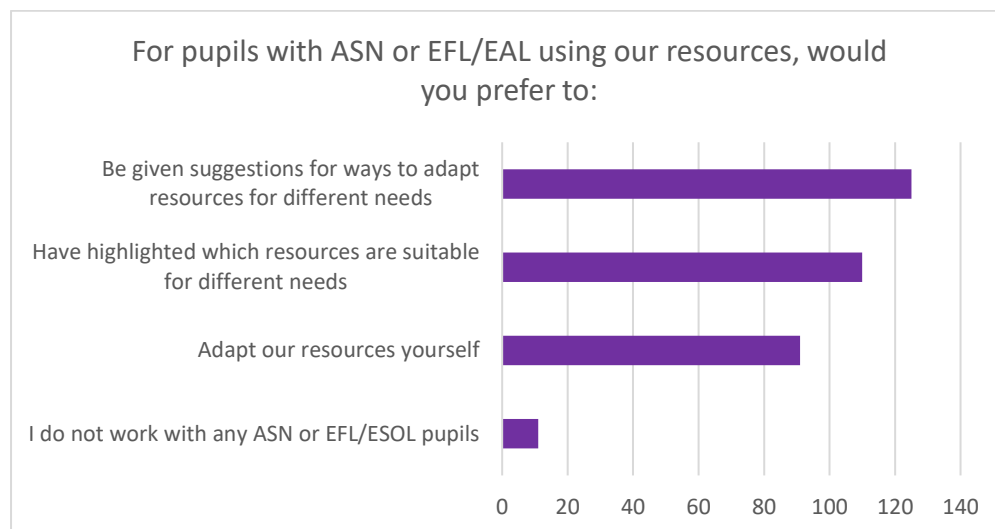
- We are using Teams and Google classrooms with Angus pupils. MS teams in particular are safer as it is through their Glow account. (Angus)

Q25: Platforms Split by Local Authority

| | Skype | Zoom | MS Teams | Google Hangouts | Video calls are not possible/suitable for my pupils | Google Meet | Other (please specify) |
|--------------------------------|-----------|-----------|------------|-----------------|---|-------------|------------------------|
| Aberdeen (2) | 1 | 1 | 1 | 2 | | | |
| Aberdeenshire (8) | 2 | 1 | 5 | | 2 | 2 | 1 |
| Angus (5) | 1 | 1 | 3 | | 2 | | 1 |
| Argyll and Bute (4) | | | 1 | 2 | 1 | 2 | |
| Dumfries and Galloway (6) | | 2 | 6 | | 1 | | 3 |
| Dundee (1) | | | | | 1 | | |
| East Ayrshire (2) | | | 1 | | 2 | | |
| East Dunbartonshire (2) | | | 2 | | | | |
| East Lothian (25) | 3 | 1 | 1 | 17 | | 8 | 1 |
| Edinburgh (51) | 4 | 8 | 45 | 5 | 7 | 1 | 3 |
| Falkirk (18) | | 10 | 15 | | 3 | | |
| Fife (11) | | 1 | 7 | | 5 | | 1 |
| Glasgow (11) | | 2 | 9 | | 2 | | |
| Highland (5) | | | 2 | 2 | | 1 | |
| Inverclyde (1) | 1 | | 1 | | | | |
| Midlothian (15) | 3 | 8 | 6 | 4 | 4 | | 1 |
| North Lanarkshire (9) | | 1 | 8 | | 2 | | 1 |
| Orkney (1) | | | | | 1 | | |
| Other or multiple LA areas (3) | | 2 | 1 | 1 | 1 | | |
| Perth and Kinross (3) | | | 2 | | 2 | | |
| Renfrewshire (2) | | | 2 | 1 | | | |
| Scottish Borders (6) | | 1 | 6 | | | | 1 |
| South Ayrshire (5) | 1 | 1 | 3 | | 2 | | |
| South Lanarkshire (9) | | 1 | 2 | 3 | 3 | 2 | |
| Stirling (4) | | | 2 | 1 | 2 | | |
| West Dunbartonshire (2) | | 1 | | 1 | | | |
| West Lothian (15) | 1 | 1 | 15 | | | | |
| LA not specified (2) | | | 2 | | | | |
| TOTAL | 17 | 43 | 148 | 39 | 43 | 16 | 13 |

Q26: For pupils with ASN or EFL/EAL using our resources

For teachers working with pupils with ASN or EFL/EAL, 58% said they would like to be given suggestions for ways to adapt resources for different needs, and 51% said they would like to have highlighted which resources are suitable for different needs. However, having resources that teacher can adapt themselves was also very appealing, with 42% choosing this option.

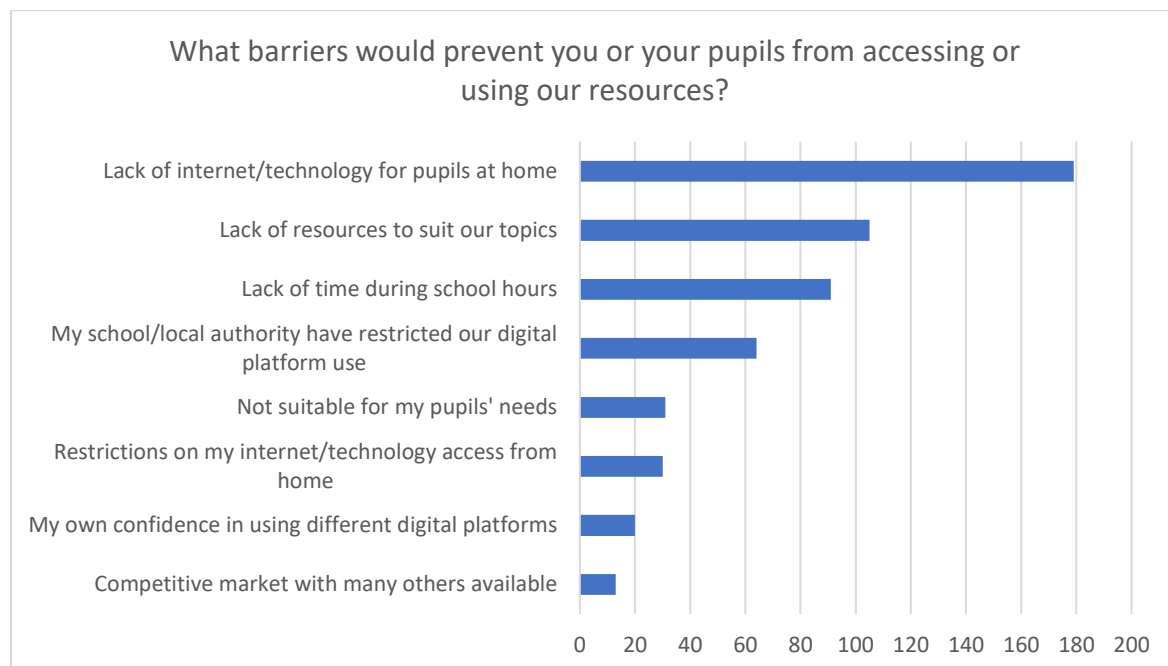


Other responses:

- “BSL interpretation”
- “It would be good if the resources were completely editable.”
- “Not suitable for nursery aged ASN children”
- “Teacher know how to do this for their pupils effectively”

Q27: What barriers would prevent you or your pupils from accessing or using our resources?

Lack of internet/technology for pupils at home was the most frequently selected (by 80% of respondents) barrier that would prevent teachers or their pupils from accessing or using NMS’s resources.



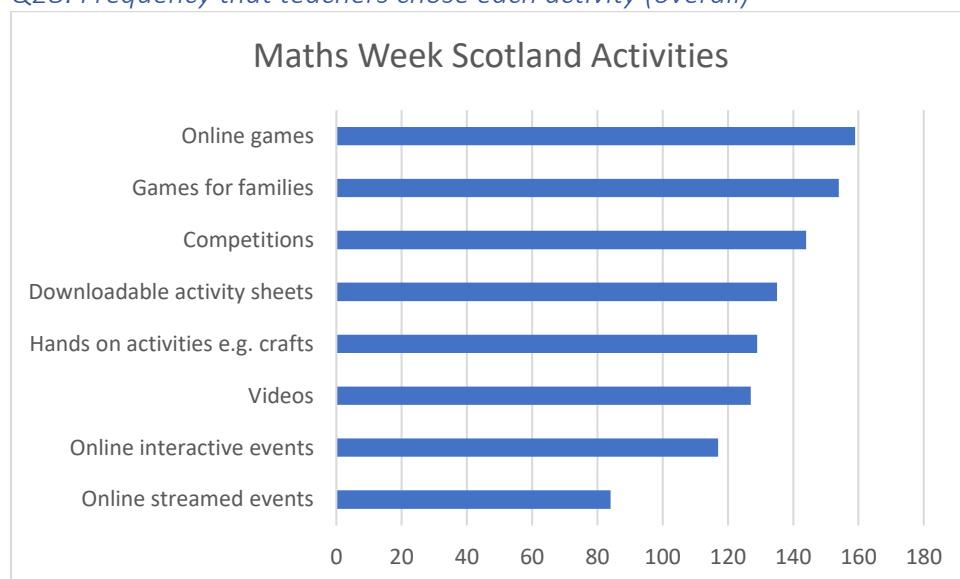
Other responses:

- “As noted above, staff are concerned that initially time will be spent on Numeracy, Literacy and HWB at school with IDL topics being covered when pupils are working from home. Staff would be very keen to be able to support their pupils with suitable online resources from you.”
- “Focus on literacy/numeracy wellbeing / safeguarding issues”
- “We have been told not to engage in web cam chats for child protection reasons.”
- “Pupils can't appear on camera at all based on council directives”
- “Council restrictions on allowing you to access teams. I know you wouldn't want to just upload things to You Tube but that would probably be the easiest way round the technology issues. I don't know for sure but I can imagine the council will have restrictions which are well intentioned but prevent us from being able to connect with you in the ways I would like!”
- “Need to be relevant to physics national qualifications at N5 higher and advanced higher.”
- “Needs to fit our course”
- “Poor internet signal in school”
- “Remote rural island with very very poor broadband connections for teachers and pupils”
- “Pupils don't have the confidence to use the technology outwith friends.”
- “My role - as support rather than person planning learning opportunities”

Q28: Maths Week Scotland is delivered in partnership with National Museums Scotland. For the week in September 2020 we are creating activities for each age group. Which of these activities would you like to see included?

For both primary and secondary pupils, online games are one of the top preferred choices. For primary pupils, games for families are especially popular; as are competitions for secondary pupils.

Q28: Frequency that teachers chose each activity (overall)



Q28: Activity Split by Type of School

| | Competitions | Games for families | Hands on activities e.g. crafts | Downloadable activity sheets | Videos | Online games | Online streamed events | Online interactive events |
|-----------------------------|--------------|--------------------|---------------------------------|------------------------------|------------|--------------|------------------------|---------------------------|
| Early Years/ Nursery (4) | 1 | 4 | 3 | 3 | 1 | 2 | 1 | 2 |
| Primary (107) | 77 | 94 | 85 | 81 | 80 | 90 | 63 | 74 |
| Secondary (63) | 59 | 49 | 32 | 44 | 38 | 59 | 17 | 35 |
| Special (4) | 1 | 1 | 3 | 2 | 3 | 2 | 1 | 2 |
| Homeschool (1) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Other (8) | 6 | 6 | 6 | 5 | 5 | 6 | 2 | 3 |
| TOTAL | 144 | 154 | 129 | 135 | 127 | 159 | 84 | 117 |

Q29: We look forward to welcoming you back to our museums in the future. When do you think you would consider booking a visit to us?

For teachers who could consider booking a visit to NMS sites, the most frequently chosen time frame was April-July 2021. However, for many teachers, booking a trip to a museum is currently not possible due to trips not being allowed by their school/local authority, or as can be seen in the “other” responses, teachers are unsure when it may be safe to do so. It is also important to note that there are other factors that may prevent a visit, such as financial barriers or the distance being too great.

| | # | % | Local Authorities |
|------------------------------------|----|-----|--|
| Before Christmas with small groups | 8 | 4% | Edinburgh (5), Midlothian (2), and East Lothian (1) |
| January-March 2021 | 32 | 14% | Edinburgh (10), Falkirk (5), East Lothian (3), Fife (2), Highland (2), Aberdeenshire (1), Dumfries and Galloway (1), Inverclyde (1), Midlothian (1), North Lanarkshire (1), Perth and Kinross (1), |

| | | | |
|---|-----|-----|--|
| | | | South Ayrshire (1), South Lanarkshire (1), West Lothian (1), and LA unspecified (1) |
| April-July 2021 | 42 | 19% | Edinburgh (10), Falkirk (6), East Lothian (5), North Lanarkshire (4), Aberdeenshire (2), Angus (2), South Lanarkshire (2), Aberdeen (1), Dumfries and Galloway (1), East Ayrshire (1), Fife (1), Glasgow (1), Highland (1), Midlothian (1), Renfrewshire (1), West Dunbartonshire (1), West Lothian (1), and Falkirk & West Lothian (1) |
| 2021-22 school year | 37 | 17% | Edinburgh (6), East Lothian (4), Glasgow (4), Midlothian (4), West Lothian (4), Falkirk (3), South Lanarkshire (2), Aberdeenshire (1), Argyll and Bute (1), Dumfries and Galloway (1), Dundee (1), East Ayrshire (1), East Dunbartonshire (1), Fife (1), Orkney (1), Scottish Borders (1), Stirling (1) |
| My school/local authority has banned trips at present | 70 | 31% | Edinburgh (15), East Lothian (6), West Lothian (5), Aberdeenshire (4), Fife (4), Midlothian (4), North Lanarkshire (4), Glasgow (3), Scottish Borders (3), South Ayrshire (3), Stirling (3), Dumfries and Galloway (2), Highland (2), Perth and Kinross (2), South Lanarkshire (2), Aberdeen (1), Angus (1), Argyll and Bute (1), East Dunbartonshire (1), Falkirk (1), Renfrewshire (1), West Dunbartonshire (1), Other (1) |
| Other (please specify) | 34 | 15% | See below |
| TOTAL | 223 | | |

Other responses, coded into categories

Unsure or When safe/allowed to do so:

- We do not know when we can do trips yet (East Lothian)
- Unsure as don't know about visits outwith my LA (East Lothian)
- Unsure (East Lothian)
- Whenever our authority allows it. (East Lothian)
- Unsure (Edinburgh)
- I'm not sure if they are banned at the moment but certainly this is a fast changing situation. As soon as we can safely do this we would be keen to visit. (Edinburgh)
- Not sure what's happening re trips (Edinburgh)
- Depends when it is safe to do so. (Falkirk)
- Unsure, depends on current situation (Fife)
- Not sure (Glasgow)
- Depends on current situation changing (Midlothian)
- Just don't know yet (Midlothian)
- Not sure (Scottish Borders)
- Not sure (South Ayrshire)
- School will have to decide this with respect to safety but as soon as it is safe to do so. (South Lanarkshire)
- I am unsure when it will be safe for us to book school trips however; when it is safe to do so I would definitely consider arranging a trip or visit. (West Lothian)
- Don't know when we will be allowed to (West Lothian)

Distance is too far:

- Distance too great (Argyll and Bute)
- We live too far away. In would however visit with my own children (Argyll and Bute)
- The journey is too long for my learners. (Fife)
- Too far away (Redcar and Cleveland, England)

Financial barriers:

- When buses are more affordable or subsidised for schools. (Angus)
- Depends on costs (Glasgow)
- Unsure - cost of transport an issue (Glasgow)

Depends on topic being taught:

- Depends on stage taught/topic (Falkirk)
- Not planned Topics yet. (West Lothian)

No plans at present:

- No plans for a site visit at present. (Dumfries and Galloway)
- No plans to visit but would be interested in virtual visits (East Lothian)
- Not likely to happen (Fife)
- Cannot book at present but possibly April time. (Midlothian)
- Have other priorities just now (Scottish Borders)

Not in the role of planning trips:

- I don't have my own class at present but I imagine that most schools won't be looking at trips until after Christmas. (Angus)
- Will not be in school to take pupils on trips (Falkirk)
- Unlikely due to my role as support rather than planner (South Lanarkshire)

Q30: Are there any final comments or thoughts that you would like to share with us?
Open-ended comments were coded into categories/themes.

Comments about previous workshops/visits at the museum:

- The 'Outbreak' lab was terrific for S1- expand this type of offering to enable more schools to attend and offer a similar type of opportunity for S2 and S3 as well.
- Parasites was a good exhibition - I was just getting sorted to bring a group to it in its last weeks but the lockdown happened.
- My higher students loved the PCR workshop - I would love to have the opportunity to bring students to this again in the future.
- Hoping to bring seniors (Higher.Advanced Higher) to PCR workshop again soon - really valuable for their understanding
- I usually book the small workshops eg. DNA practicals for Highers or self-guided gallery visits for a specific topic eg. evolution/natural selection.
- Our experience at the museum in March was outstanding. Many of the pupils we took had never been to the museum (they were S3) and found the building stunning and exhibits very interesting. They plan to return with their families. The parasites exhibit was engaging, the lab staff were fantastic. This was an absolutely fantastic experience for all of the pupils who came from my school. Thank you!
- We have always enjoyed your STEM hive! I was part of a group of teachers to look at how design and technology classes can use the museum and a treasure trail was going to be looked into? Not sure how far this got?
- Trips always well organised with good links to curriculum
- Our pupils always thoroughly enjoy trips to the National Museum!
- I have been on the Viking workshop with a younger class and thought it was excellent!

Feedback/suggestions for the Museum:

- I love bringing pupils here, but you are restrictive at allowing them to explore themselves. I feel you need to provide guides for secondary pupils.
- It would be nice to have some sort of concession for teachers visiting these sites during their own time, as we generally take things home to use with our classes.

Barriers/challenges to future visits/using Museum online resources:

- Edinburgh council doesn't allow zoom. I think both budget and risk assessment will affect when we can next book a visit (need transport within Edinburgh). Budget was already an issue at our school, mostly not wanting to ask parents to spend.
- Frankly local authority regulations on visits are extremely cumbersome to the point of dissuading arranging visits
- Edinburgh is a long way to get pupils up to visit.
- Money and time restrict us from getting to you for a busy even though I am only in East Lothian.
- I work with a lot of families experiencing financial hardship - cost can be an issue as we tend to come in small groups and this isn't always subsidised.
- Please consider the uptake (as stats show) of purely online it is a huge factor in the lack of engagement for my pupils who would really benefit from the resources at the museum. Majority are unlikely to ever visit (unless with school).
- Teachers and children will not be allowed to bring ANY resources into school. All items will be provided by the school for the child to access from a pack that will become the property of that specific child. There will be NO sharing of resources by children or teachers.
- When offering sheets to pupils I also have to make sure that if a child doesn't have access to a printed they can still access it by reading the sheet and creating their own and being able to record answers/ideas on paper. Good luck with your virtual platform I am sure it would be well used! I am interested in finding out how/if you are still taking school trips to the museum. As always a barrier for us is transport.

Suggestions for resources:

- Be good to see activities that link specifically to the curriculum and costs that are affordable to deprived students
- It would be good to see resources that are suitable for secondary aged pupils as a lot of the time I feel they are more suited for primary.
- It has been difficult to get resources suitable for older primary children (10-12 years old). Most resources created by companies have been targeted towards the younger learners.
- The Social Subjects resources on your website look wonderful but are very "History heavy." Please produce more for use in Modern Studies please. Pupils engage really well with the subject but more support/opportunities from partner organisations would be fantastic.
- I would love to have some more resources that are linked to my subject. For example, some context resources for the Scottish set text - there is loads that could be done for Jekyll and Hyde or Tally's Blood, so that pupils could understand the context those texts are set in more effectively.
- In previous years it has been difficult to get a spot in the PCR event. Maybe more availability. I am teaching AH Biology this year and maybe some AH level experimnts (ELISA?) would be good to run and also specialist talks.
- Get teachers to design programmes and use outcomes from cfe and local authority outcomes

- Virtual handling sessions would be either live streamed which can be booked or recorded object investigations with questions posed for discussion in class which can be used at any time or at home.

Positive feedback about proposed/current online offerings:

- The resources you provide online are great at present. I'd welcome this range being expanded.
- This all sounds fantastic. Thank you.
- I'm excited to see what you come up with, it can be tricky securing time and staff for school trips so I would welcome a chance to interact more with the museums
- I think online learning will become part of normal school practice and many staff have become far more comfortable with creating and using online resources. Virtual tours, online links and resources from the Museum will be invaluable to support learning.
- The museum is a fabulous resource. Online interactive games and videos are probably the most engaging for children.
- I am aware there are a wide range of resources and activities available. The distance to the museum and my role has been a barrier in the past but with more online opportunities the distance barrier is removed.

Encouragement/general positive feedback:

- Keep up the good work! We love you!
- Thank you very much for all the amazing work you continue to do!!!
- Keep up the good work
- Thanks
- I miss the National museum.
- Good luck we need you.
- Thank you for the survey. Look forward to visiting the site.
- Thank you for everything you continue to provide. Your museums are incredibly important and enjoyable and hopefully they will continue to be for years to come.
- From experience the museum is a fantastic resource that often doesn't get used by schools
- I am happy to visit with my own children as soon as possible.

Misc:

- While we are not currently using any resources provided by the museum, we are using material provided by ROE which we were directed to by the museum.
- I've been in in the past but I am keen to foster positive collaborative and sustainable relationships in my role as Pct science
- I didn't know Maths Week was done in partnership with you. Please advertise your support for this more openly.

Appendix A: Full list of websites generated by respondents for Q15

Q15: Can you share your favourite websites that you use for resources, or that you direct pupils to?

| | |
|---|----|
| BBC Bitesize and BBC Bitesize Daily | 90 |
| Twinkl | 59 |
| Topmarks | 41 |
| YouTube | 41 |
| Sumdog | 34 |
| Scholar | 20 |
| TES | 14 |
| EducationCity | 13 |
| BBC | 11 |
| Kahoot | 9 |
| Make my own | 7 |
| Khan Academy | 6 |
| Linguascope | 6 |
| National Geographic and National Geographic kids | 6 |
| Oxford Owl | 6 |
| Quizlet | 6 |
| Clickview | 5 |
| Literacy Shed | 5 |
| Mathletics | 5 |
| NASA website | 5 |
| Active Learn | 4 |
| Collaborating with other teachers on social media | 4 |
| Joe Wicks and PE with Joe | 4 |
| pHet simulations | 4 |
| Art for Kids Hub on YouTube | 3 |
| BBC History | 3 |
| BBC iPlayer | 3 |
| Epic | 3 |
| Glasgow Science Centre | 3 |
| Heriot Watt School/Scholar | 3 |
| National Archives | 3 |
| Primary Resources | 3 |
| Spelling City | 3 |
| SQA | 3 |
| SSERC | 3 |
| STEM website | 3 |
| Study Ladder | 3 |
| TED-Ed or TED | 3 |
| This is Language | 3 |

| | |
|--------------------------------|---|
| Twig | 3 |
| White Rose Maths | 3 |
| Amoeba sisters | 2 |
| BBC Cbeebies | 2 |
| BBC Newsround | 2 |
| BBC Teach (YouTube) | 2 |
| Brainpop | 2 |
| Bugclub | 2 |
| Corbett Maths | 2 |
| Cosmic Kids Yoga | 2 |
| DK Find Out | 2 |
| Don't have a favourite one | 2 |
| Duolingo | 2 |
| Espresso - Discovery Education | 2 |
| Evans2chemweb | 2 |
| Google Earth | 2 |
| ictgames.co.uk | 2 |
| IOP | 2 |
| Kiddle.co | 2 |
| Language Nut | 2 |
| Learning Through Landscapes | 2 |
| Maths Mutt | 2 |
| Mymusiconline | 2 |
| National Trust | 2 |
| Nrich | 2 |
| Oak National Academy | 2 |
| Onceuponapicture | 2 |
| Oronsay Biology | 2 |
| Pobble 365 | 2 |
| Quizziz | 2 |
| Royal Society of Chemistry | 2 |
| RSC | 2 |
| RSPB sites | 2 |
| Scran | 2 |
| Sparknotes | 2 |
| Teachers Pay Teachers | 2 |
| Teachit | 2 |
| Tig Tag | 2 |
| Twitter | 2 |
| Wikipedia | 2 |
| ABC Does | 1 |

| | |
|--|---|
| Active History | 1 |
| Active Maths | 1 |
| Alain le Lait clips on YouTube | 1 |
| Animal Atlas on YouTube | 1 |
| Arty Teacher | 1 |
| Atantot | 1 |
| Audible | 1 |
| BBC Daily Lessons | 1 |
| BBC Schools radio | 1 |
| Bozeman Science | 1 |
| BPES | 1 |
| Brains On! | 1 |
| British libraries | 1 |
| British Museum virtual tour | 1 |
| Cells alive | 1 |
| Chrome Music Studio | 1 |
| Ciss resources | 1 |
| Classroom Secrets | 1 |
| Code Monkey | 1 |
| Codespark Academy | 1 |
| Collins Connect | 1 |
| Creative Bravery | 1 |
| Creative Star | 1 |
| crickweb.com | 1 |
| Curiosity Approach | 1 |
| Dads Lab YouTube channel | 1 |
| David Walliams Elevenses | 1 |
| Dorling Kindersley | 1 |
| Ducksters | 1 |
| Dynamic Learning | 1 |
| Earth School | 1 |
| Easy German | 1 |
| Easy Learn | 1 |
| Edhelper | 1 |
| Edinburgh City Libraries Young People page | 1 |
| Edinburgh Zoo | 1 |
| Edubuzz | 1 |
| ESA website | 1 |
| Esgoil | 1 |
| Explorify | 1 |
| Flip grid | 1 |

| | |
|--|---|
| French games online | 1 |
| Galleries Scotland | 1 |
| Get a Grip Graphics on YouTube | 1 |
| Glasgow's Story website | 1 |
| Global citizen | 1 |
| Glow | 1 |
| Google | 1 |
| Google classroom | 1 |
| Google culture | 1 |
| Google docs/slides | 1 |
| Historic Scotland | 1 |
| Hour of code | 1 |
| I have a large list- sorry - don't have time to list them all. | 1 |
| ianbean.co.uk | 1 |
| Independent information sites | 1 |
| Infant Encyclopedia | 1 |
| Into Film | 1 |
| jamesdysonfoundation.co.uk | 1 |
| John Muir Trust | 1 |
| Language Gym | 1 |
| Languages Online | 1 |
| Ldl | 1 |
| LearnGenetics(Utah) | 1 |
| Literacy Planet | 1 |
| Loom | 1 |
| Mangahigh | 1 |
| Mathantics | 1 |
| Mathematics Shed | 1 |
| Maths Factor | 1 |
| Maths Salamanders | 1 |
| Maths Week Scotland | 1 |
| Mathsbot | 1 |
| mathsrevision.com | 1 |
| Met museum | 1 |
| micro:bits | 1 |
| Monsterphonics | 1 |
| Mr Marr History | 1 |
| Mr Smith Physics channel on YouTube | 1 |
| Museums | 1 |
| myON | 1 |
| National Museum of Denmark for work on the Vikings | 1 |

| | |
|-------------------------------------|---|
| national5maths.co.uk | 1 |
| Neal Fun | 1 |
| Nessy programme | 1 |
| Newspaper websites | 1 |
| NovaLabs | 1 |
| OPAL website | 1 |
| Operating theatre live | 1 |
| Padlet | 1 |
| Parent Zone | 1 |
| Peardeck | 1 |
| Phonic Bloom | 1 |
| Phonics Play | 1 |
| Pinterest | 1 |
| Poppy Scotland | 1 |
| Primary Secrets | 1 |
| Primaryhomeworkhelp.co.uk | 1 |
| Radio lingo | 1 |
| Radiolab podcast | 1 |
| Read Works | 1 |
| Reading Eggs | 1 |
| Resourceaholic | 1 |
| Ruth Miskin sounds | 1 |
| school website | 1 |
| Science Museum | 1 |
| Science Quizzes | 1 |
| Science Vs podcast | 1 |
| Scottish Book Trust | 1 |
| Scottish Environment Website | 1 |
| Scouts outdoor learning | 1 |
| Scratch | 1 |
| Seesaw | 1 |
| Shepard software | 1 |
| Siemens for simple home experiments | 1 |
| Slavery Voyages | 1 |
| Spelling Shed | 1 |
| Spellzone | 1 |
| St Mary's Physics | 1 |
| STEM central | 1 |
| Steve Backshall YouTube channel | 1 |
| Takebitecc.org | 1 |
| TalkPhysics | 1 |

| | |
|--|---|
| Tate museum | 1 |
| Teach Your Monster to Read | 1 |
| Terrific Science | 1 |
| The Abolition Project | 1 |
| The biology place - Pearson | 1 |
| The Chairmans Bao | 1 |
| The Day | 1 |
| The ground we share | 1 |
| The Imagination Tree | 1 |
| Thinglink | 1 |
| Truetube | 1 |
| UCL database | 1 |
| Use own school website | 1 |
| Various museums | 1 |
| VideoEle | 1 |
| Vooks | 1 |
| we haven't used links to website for accessibility | 1 |
| Wildlife places with live webcams | 1 |
| Wizarding World | 1 |
| Woodland Trust | 1 |
| Woodlands Junior School | 1 |
| wordwall.net | 1 |
| WWF | 1 |
| Yours | 1 |

Appendix B: Full responses for Q24

Q24: On those you've selected 'likely to use' (in Q23), why are these options particularly appealing?

Open-ended comments were coded into 12 categories/themes.

Accessible from home or school, overcomes transportation/cost barriers of visiting the museum itself:

- A virtual tour would be wonderful, as lots of our families do not have transportation to visit personally, so they'd get to experience everything the museum has to offer.
- Some of these opportunities would be particularly beneficial for schools like us who are based in a rural area (Dumfries and Galloway) and also in a deprived area. There can often be challenges to making trips possible to the likes of the National Museum of Scotland due to practical challenges such as distance and cost implications.
- Remote opportunities to explore and learn from the museum are welcome as we are too big distance away to visit often/ at all.
- It's hard to take 270 S1 or S2 students to a museum
- The virtual tour would give the children a more authentic experience of the museum if we were unable to go.
- Virtual tour would feel like you are really there.
- Anything that provides some ideas for lessons/ virtual tour and can be used by parents and staff
- Accessibility, likelihood of high engagement.
- Accessible in school with the children.
- Accessible to children at home and school. Engaging and interesting.
- Young people would enjoy them and they'd be flexible and easy to access.
- Ease of access
- Easier to use and accessible for me when planning.
- Easily accessible
- Easy to access
- Easy to access, don't require instant interaction.
- Easy to incorporate into lessons no matter if we are in school all or some of the time.
- Can be done in both school and home settings, feel they would be quite engaging
- Can be used in bubble that may be set up in August.
- The idea of an online homework club sounds promising if we are initially following a blended learning approach and could possibly be adapted for continued use when children are fully back in school.
- Kids will be engaged, can use in school and at home
- Those activities which could be recorded and re watched for pupils at home and in the classroom.
- I believe children will engage and it is easy to access
- They seem engaging and accessible to all.
- It will engage pupils in a different way and makes learning more accessible to those who find a classroom environment difficult
- Creative, Would engage students who perhaps struggle to engage with 'traditional learning' for want of a better phrase Something a bit different
- They are a different way to engage pupils in learning that can be accessed in school or at home.
- They are accessible to all, engaging and in keeping with councils guidelines. Midlothian Council do not permit use of live video in which there is communication at both ends.

- I'm looking for topic work and activities that can be used in school and at home. Particularly something that can be introduced and worked on in school but can be continued and worked on at home.
- I think they are great options for blended learning and social distancing within classrooms
- The video would be a good thing that the children could watch in class and complete the follow-up activity at home (or watch it again if they have access to internet) I think any of the other things could be taught in school and then followed up at home during the blended model of learning. An online homework club would probably be beneficial for parents who will presumably, like myself, be trying to juggle working/childcare life.
- Short videos with accompanied activities would be helpful for those pupils who cannot be in class
- Giving opportunities that aren't already available

Interactive (with other students or adults):

- Learning and sharing ideas with others also helps development of a deeper understanding of issues faced by children when learning topics.
- Children enjoy interactive activities and with current issues there has been minimum interaction. Would remotivate learners.
- Either because it is live contact with someone who the children can engage with
- Children enjoy using technology to access learning so online activities which are interactive and responsive are successful.
- Visual and audio interaction activities always engage the children more rather than reading lots of information for themselves, although a little of that is useful too!
- Being able to explain tasks and answer questions via video has been more effective for my pupils than writing down instructions for them.
- They have the best chance of interaction with our pupils.
- Interaction, different approach to learning that doesn't require too much literacy skills.
- Interactive
- Interactive activities for the pupils.
- Interactive and different from the day to day virtual learning environment
- Interactive and easy to access
- Interactive and engaging. Exciting and fun!
- Interactive or live experiences capture pupils attention and tend to have higher engagement.
- They sound like the strategies I use already to engage my pupils as they can have a short attention span and enjoy hands on tasks and active learning opportunities.
- They are interactive and could support work in class without being connected to a direct topic or series of lessons.
- More interactive. Loved the author idea!
- Quality engaging interactive content
- The interactive nature
- Lots of creative and engaging content for pupils to explore
- Partner organisations typically create education resources which are worksheet based, teacher guides/lesson plans so having the opportunity to use digital technology in a more engaging format (e.g. live Q&A's, live broadcasts) would be wonderful and put learning in a more real life context for learners.
- These are self contained activities with an attached activity, beyond simply watching, there is something already there to engage with.

Flexibility of timing:

- Any virtual experience that can take place within a period means no loss of learning due to travel time.
- Anything that doesn't need to be done at a specific time
- Can use at own pace and from a bank of resources as suitable for class and flexible for planning
- Could be accessed at a time that suits each individual student.
- It offers the children opportunities to engage with learning at a time that suits them during home learning.
- Flexibility is critical. Budgets are tight and timetables for next year so uncertain and subject to change. Scheduling of anything live is really unlikely to be something schools could commit to in first term.
- Flexibility of timing Ability to access at own pace More focused activity
- Easy for pupils to use and access in their own time.
- Unfortunately we are not able to use video call with learners - they can see us but not the other way round! So it makes it somewhat awkward! Live sessions are a little awkward as well as we don't have a super easy timetable to follow, whereas pre recorded would allow learners to dip in and out. Some learners are completing home work in the evening as this is when they have access to their family laptop/tablet
- They don't require pupils being online at the same time. They could access the work when they could.
- They can be accessed at any time and not everyone has to do it at the same time.
- They can be accessed at any time.
- They can be done at a slower pace/ pausing to suit pupils needs
- Can access at any time.
- Easy for pupils to do in their own time/ complete at their own pace. Live things don't allow that
- Easy for pupils to engage with from all backgrounds. Independent of time of day
- They are not things that rely on a set time. At college our timetables are set, with no 'wriggle room'.
- Pupils can access on their own time and go at their own pace, no pressure.
- Pupils can work at own pass or be directed by teachers
- Most can be done in own time schedule and are visual. Some the children can do independently, others as a classroom activity.
- Our learners are very visual learners, and need very short activities, which they can 'dip in and out of'.

Flexibility across different student circumstances, can be used to create individualised content:

- Because online learning you have to balance between children having access and being interested and motivated enough to explore, with the families that don't see online learning as a priority/cannot access Internet. The best activities are short, and can be completed without too much information... But can be researched further.
- Could be used in a pick and choose manner and allow for the teacher to put together something individual for their learners.
- Flexibility to use as I want
- Flexible, but targeted to a particular topic
- I like options which still have a bit of freedom to be tweaked to suit our pupils and worksheets/lessons plans which provide a good depth of information
- They still allow for teacher creativity within them.

- They fit well with blended learning approach and a large variety of tasks for different levels could be built around them (time permitting)
- These options provide flexibility and you can adapt for your own learners.
- They allow us some control to distill knowledge and are different to in class experiences.
- They are flexible and link with work from home. They can be used to support our courses
- More control over direction and the task goes in, and control over timings etc
- More instant and personalised plus easily accessed rather than relying on live links that may be less predictable
- Most engaging for the children I work with and able to be used in various ways.

Allows teacher to develop own knowledge/ideas/practice:

- Ease and able to extend and support my own knowledge
- cLPL would help me to develop my knowledge further
- Provides resources and support for teachers.
- Exciting for pupils, chance for me to learn also
- Good to get more ideas for practice
- They offer a range of activities that I can use to enhance or develop my lessons. They will support my students in their learning. They also offer a change for me to develop my own teaching practice.
- Offers support to plan and deliver effective lessons.
- They would provide me with ideas and resources for lessons.
- It's always good to get lesson ideas.
- So that myself and colleagues can be better informed about the museum's collections and resources and use these to greater impact
- Sound interesting for not only me but for my colleagues
- Support teacher planning and children's learning
- I feel guided and lessons would also give me new ideas too and feel I learning from the experts to then teach others.

Lessens teacher workload:

- Because they would be ready made and lessen the workload. Also a connection to something outside of the school generally engages the pupils more.
- Curating and not recreating is important at this time with a higher workload, but no additional time to prepare.
- Eases my workload
- Helpful for planning
- Hopefully they would provide ideas for engaging activities
- I like to use pre made activity and lesson plans- reduces planning time for me.
- Make our jobs easier. Good quality specialist support
- It's my first time teaching 2nd level so anything that helps reduce my stress and workload is great.
- Saves me time.
- Ready to use with little input from me. Pupils enjoy these activities
- Ready to use resources for teaching of topic
- Most are what I'd use in class to enhance my lesson
- Time savers
- Seem they would be simple to use

Live, face to face interaction with an expert:

- 'Face to face' interaction. It's always good to listen to a specialist who is passionate about their subject teaching others
- Anything that involves someone live teaching is particularly good
- As they add that extra layer of expertise to the learning experience.
- History benefits greatly from expert input.
- Children love to hear facts and information from experts.
- Help support the teaching and learning of pupils while allowing pupils the opportunity to hear from experts in that field.
- I think that with the learners that I deal with these particular options would be most engaging but in addition staff would enjoy utilising the expertise of others on specific topics
- Something different for pupils (and teachers!) - I think pupils always value an opportunity to "work with" people who are not their teachers and are experts in their field (or, frankly, anyone who is not a teacher in their school - far more interesting and maybe even "cool"!
- More knowledgeable than me
- 'Meet the Scientist' has been run by MRC and pupils have always enjoyed posing their questions and receiving a personal reply.
- Would allow pupils to experience meeting experts in certain fields.
- I think the other ones would engage pupils and it would be nice to hear from the experts even if it's not in person.
- Real life experiences for the pupils with experts and reassurance for teaching staff

Limits to resources, barriers:

- Limited use of photocopying and use of paper recommended.
- Do not disadvantage pupils who cannot access the resources at home, can be provided in school to work on at home
- Due to social distancing, here is a lot of uncertainty at the moment about how many printed resources we will be able to use. These ideas seem engaging and novel and don't require physical handling of resources/worksheets, etc.
- They can be used for meaningful home learning that pupils can complete independently (as requested by parents who are working from home and unable to support their child's learning). We have been told to take learning outdoors as much as possible while still ensuring we deliver HWB, literacy and numeracy. It would be useful for pupils to access other areas of the curriculum at home. Resources used in class will be limited, with pupils working from jotters as much as possible - worksheets not suitable for this approach.
- Resources pupils can do unaided at home.
- They are potentially interactive, but some options would rely on pupils at home having constant access to devices and internet, which we can't presume
- My children require an adult to help them engage. Their understanding is limited and they may require signing or symbols to support. "Live" broadcasts would be great for mainstream pupils.
- Pupil engagement is very low - under a third, even in our affluent area. Things have to be very appealing, easy to access and short to keep their attention.

Variety:

- A variety of different ways to engage pupils in learning.
- Could integrate into curriculum well as offers variety
- Different, engaging activities
- Manageable for pupils, provide variation.

- Our pupils prefer visual learning and having a wide range including more active learning would bring much/needed variety at the moment.
- Increasing variety of experiences
- They are all likely to increase engagement, the different methods appeal to different kids and it would be great to maximise engagement

Favourite options/specific topics:

- CLPL teacher guides
- Teacher CLPL/Video with activities.
- Online CLPL
- They sound engaging and would hopefully inspire more learners to take part. Except the CLPL! I would enjoy that on a topic related to sciences.
- Videos and worksheets
- Virtual classroom
- virtual classroom Video
- Virtual classroom and videos, the one to one call with pupils would be great but more once in a while thing
- Virtual classroom, virtual tour and video with activities.
- Virtual tour
- Virtual tours and online questions to experts
- Virtual tours of specific parts of the museum would be interesting. For example a virtual tour with information on WW1 or slave trade.
- Videos and online tours more engaging for my current stage, the resources and plans I would use to adapt for my class.
- Skype call with museum
- Short videos allow us to introduce a topic. Such as the Biodiversity in Scotland. - making this a more local issue allows pupils to connect better. Hence the links with Woodland Trust and RSPB at Mull of Galloway. Also career links and job opportunities would be good.
- Both S1 and S3 will be studying novels based on the Holocaust so we would perhaps like to hear more about that period of time from museum staff.
- Pupils have shown a keen interest in online sessions of different topics. Lots of my P1s love anything history related!

General positive feedback:

- All
- Everything is helpful!
- Useful
- Better than other options given
- Engagement
- Engaging tasks for pupils
- Familiarity
- Feel like children would better engage in those types of activities
- Helpful
- To supplement and extend some pupils
- Try to make learning as engaging as possible
- They sound like ideas that would engage the children in my class.
- They would engage the learners more and there can be further learning following it.
- They sound stimulating and fun

- They sound interesting and innovative. There is a real opportunity here to do things differently and we would be silly not to take it!
- Not done before and would be enjoyable
- I feel these will be most engaging for the families in my class.
- I believe these options would be the most informative.
- I can see the possibility being quite a hook to engage the children
- I feel these particular activities would engage the interests of the pupils the most.
- I know the children would be interested.
- I think they will be interesting and engaging for pupils
- Provide information and engaging for pupils
- Because it should be straightforward and engaging to pupils.

Other:

- As we return to education there will be an ever changing requirement of the way we work in schools/homes for teachers and pupils. Until there is a vaccine we have to assume that we will never be back to what has been a normal setting in schools. This is not a drawback. This gives a new way of approaching education which has been needed for some time.
- We have good ICT provision in my school and my pupils are in a lucky position in that most of them have good access to devices at home.
- Within Council need permission to host live meets etc.
- Would support children to use in the setting