My child's focus on studying	40
Lack of contact with classmates	38
My child's motivation to engage	36
Lack of contact with teachers	35
Supervision when learning remotely	31
Parental learning support	22
Balancing learning with siblings	18
Suitable space to learn	12
Work not challenging enough	11
Compatibility issues between tech	11
Access to appropriate device	11
Poor internet connection	10
Poor quality resources / learning packs	9
Work too challenging	5
Not meeting child's individual needs	5
No internet connection	2

Figures are rounded and may not add to 100.
Base: Parents with a child with experience of remote learning (n=987)
Source: YouGov

Download the underlying data for figures in CSV format
(https://webarchive.nationalarchives.gov.uk/ukgwa/20210125185236mp_/https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/955196/Underlying_data_for_figures.zip).

Interestingly, the parents' responses align with the literature on the main weaknesses of online charter schools in the United States. Not only does pupil engagement feature as a concern, but also lack of contact with teachers (35%). These views also corroborate recent data from the Office of National Statistics. While 52% of parents suggested that a child in their household was struggling to continue their education while at home, only one in 10 of these parents identified that a lack of devices was the reason for struggling. Instead, most of these parents (77%) identified a lack of motivation as the main concern around continuing with their education.[footnote 24] We will provide further insight into pupil participation, particularly on the scale of the problem, as part of our spring term monitoring visits.

From evaluations of their own remote provision, school leaders in the focused reviews also identified pupil motivation as a common weakness in their early remote solutions. Consequently, they had developed a range of tactics to combat and increase pupils' curriculum engagement. Nearly all mentioned they were developing better systems for pupil and teacher interactions. Often, interactions were facilitated by tools embedded in each providers' chosen digital learning platform. For example, several platforms offered the capacity for an ongoing dialogue between the teacher and pupil on individual pieces of work.

Similarly, a few leaders specified that their schools had tried to create opportunities for student-to-student interaction to boost motivation and morale in their cohort. This was done through breakout rooms online, or through messaging boards/apps. A couple of schools mentioned that their nativity play was able to be streamed remotely. Leaders believed that this had created a sense of stability and community for the pupils involved. Another school arranged for children to sing to a local care home through a live online platform.