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NOTE D'INFORMATION

n° 21.19 – Avril 2021

A device to assess the consequences of the health crisis: how did pupils experienced the March-April 2020 lockdown?

- At the start of the 2020 school year, as part of the large-scale national assessments, all pupils in first, second, sixth and ten grade were surveyed about the period of lockdown, from March to April 2020. The majority of them were then in kindergarten, first grade, fifth grade and ninth grade respectively. Feelings differed greatly depending on the age of the pupils, their gender and their place of schooling. Regardless of the dimensions surveyed, girls experienced the confinement less well than boys. Fear of the coronavirus affected younger pupils, girls and pupils in priority education more. Confinement was considered long, boring and frustrating due to lack of social interaction with friends, especially for fifth graders and girls, regardless of the level of schooling involved. Difficulties in working at home were felt more by pupils in the priority education network.

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► In September 2020, the Directorate of Evaluation, Forecasting and Performance Monitoring (DEPP) conducted surveys based on the national assessments, administered to all pupils in first grade, second grade, sixth grade, and ninth grade (general and technological secondary school and vocational secondary school) in public and schools under contract. These pupils were questioned retrospectively about the period of confinement they had experienced while enrolled in kindergarten, first grade, fifth grade or eighth grade respectively. The aim of these surveys, which ask pupils about educational continuity during periods when schools are closed, was to gather information about their experiences. These data are unprecedented: they concern more than two and a half million pupils, spread over four levels and throughout the country. The comparative approach is one of the contributions of these surveys conducted at four levels of schooling. Designed with questions with different levels of language according to the age of the respondents, they concern a population of students with different different levels of education.

Different experiences of confinement depending on the age of the pupils.

Pupils' experiences of lockdown is very different according to age. Regardless of level of schooling, four out of ten pupils were afraid of the coronavirus ↘ figures 1 and 2,

compared to a quarter in secondary school ↘ figure 3. At school, pupils enrolled in first and fifth graders during the lockdown were more numerous than those in kindergarten to have found the confinement too long (59.1% of pupils in the kindergarten, 66.9% of first grade, 68.5% of fifth grade) and to have been affected by the lack of relationships with their peers (71.7% of kindergarten pupils, 77.9% of first grade, 82% of fifth grade). Six out of ten pupils in kindergarten at the time of the lockdown said they enjoyed staying at home all the time, compared to half of those in first grade and only one third of those in fifth grade. Fewer ninth graders than fifth graders found the lockdown too long (53.8% versus 68.5%).

They were also less likely to say that they missed their friends during this period (79.9% versus 82%) and to say that they preferred to go to their school to work (72% versus 78.3%). Almost 38% of pupils in kindergarten and first grade were very bored during the lockdown. At the same time, 51.4% of fifth graders and 45.6% of ninth graders said they were bored during lockdown.

Girls had a worse experience of the lockdown than boys

Regardless of the level of schooling concerned, more girls than boys reported being afraid of the coronavirus. Thus, 47.3% of girls in kindergarten and first grade reported

being afraid of the coronavirus compared to 30.9% of boys. In fifth grade, the differences diminish but remain significant important (43.6% of girls and 31.1% of boys). Although fewer ninth-grade students are likely to report being afraid of the coronavirus, the gap between the two sexes is maintained in the same proportions (29.8% of girls and 19.9% of boys). More than two thirds of girls enrolled in kindergarten or first grade during the school closure period found the lockdown too long and would have preferred going to school to working at home (+9.8 points and +8.9 points compared to boys). In fifth grade, three quarters of the girls found the lockdown too long (+12.8 points and +8.9 points compared to boys) and more than eight out of ten prefer to go to secondary school to work (+11.1 points compared to boys). These differences also continue in the ninth year (+12.6 points and +11.2 points compared to boys).

In kindergarten and first grade, almost eight out of ten girls and seven out of ten boys say that they missed their friends during the lockdown. While more girls than boys expressed this lack, a similar gender difference of around 10 points was observed among pupils in 5th grade and 9th grade.

In kindergarten and first grade, girls were as bored as boys. In 5th grade and 9th grade, the feeling of boredom is also more pronounced among girls, since there is a significant difference between the two sexes, of the order of 9 points: 56.3% of girls declare being bored during the confinement in 5th grade,

1 Perceptions of lockdown among pupils in kindergarten and first grade by gender and school sector, %

	Scared of the coronavirus	Lockdown too long	Feeling of boredom	Satisfaction with staying at home all the time	Feeling of missing friends	Easy to work from home	Preference for school work
Gender							
Girls	47,1	67,9	39,3	52,7	80,3	61,5	66,7
Boys	30,9	58,2	36,5	59,8	69,4	60,8	57,9
School sector							
Non-priority education public	38,7	63,0	37,5	57,2	75,3	61,6	61,4
Priority education area	40,4	62,9	40,7	52,9	72,0	59,4	65,9
Priority education area +	40,6	60,8	40,8	50,0	68,1	57,0	65,4
Private contract	38,4	64,1	36,2	57,4	77,7	62,2	62,8
Level of education							
Kindergarten	37,8	59,1	37,8	62,4	71,7	65,2	58,0
1 st grade	40,1	66,9	38,0	50,2	77,9	57,1	66,7
Total	39,0	63,0	37,9	56,3	74,8	61,1	62,3

Reading: 39% of kindergarten and first graders report being afraid of the coronavirus during the first lockdown period.

Field: pupils in first and second grade at the start of the 2020 school year, Metropolitan France + DROM + French Polynesia + Saint-Pierre-et-Miquelon, Public + Private under contract (n = 1 441 047)

Source: Questionnaire linked to assessments Repères 2020, MENJS-DEPP

Ref. : Note d'Information, n° 21.19. © DEPP

2 Perceptions of lockdown among pupils in 5th grade by gender and school sector, %

	Scared of the coronavirus	Lockdown too long	Feeling of boredom	Satisfaction with staying at home all the time	Feeling of missing friends	Easy to work from home	Preference for school work
Gender							
Girls	43,6	75,1	56,3	29,4	87,0	58,2	84,1
Boys	31,1	62,5	47,0	41,8	77,3	59,3	73,0
School sector							
Non-priority education public	36,7	69,6	52,2	35,3	83,5	59,0	79,4
Priority education area	41,4	61,4	47,3	38,9	68,4	54,9	71,1
Priority education area +	41,1	65,0	49,1	38,3	74,1	56,3	74,1
Private contract	34,8	69,1	51,1	34,8	86,0	60,8	79,2
Total	37,1	68,5	51,4	35,8	82,0	58,8	78,3

Reading: 37,1% of 5th graders report being afraid of the coronavirus during the first lockdown period.

Field: pupils in 6th grade at the start of the 2020 school year, Metropolitan France + DROM + French Polynesia + Saint-Pierre-et-Miquelon, Public + Private under contract (n = 667 093)

Source: Questionnaire linked to national assessments 2020, MENJS-DEPP

Ref. : Note d'Information, n° 21.19. © DEPP

3 Perceptions of lockdown among pupils in 9th grade by gender and school sector

	Scared of the coronavirus	Lockdown too long	Feeling of boredom	Satisfaction with staying at home all the time	Feeling of missing friends	Easy to work from home	Preference for high school work
Gender							
Girls	29,8	59,9	49,9	44,9	83,6	55,3	77,4
Boys	19,9	47,3	40,9	52,6	75,8	60,0	66,2
School sector							
Non-priority education public	24,4	54,1	46,4	48,3	80,7	57,6	73,0
Priority education area	31,8	55,8	47,6	48,0	68,6	49,5	69,5
Priority education area +	29,1	54,3	46,7	49,5	73,0	52,6	70,1
Private contract	23,8	52,5	43,2	48,6	83,2	62,2	71,8
Total	25,0	53,8	45,6	48,6	79,9	57,5	72,0

Reading: 25% of 9th graders report being afraid of the coronavirus during the first lockdown period.

Field: pupils in 10th grade (general and vocational) at the start of the 2020 school year, Metropolitan France + DROM + French Polynesia + Saint-Pierre-et-Miquelon, Public + Private under contract (n = 667 093)

Source: Questionnaire linked to national assessments 2020, MENJS-DEPP

Ref. : Note d'Information, n° 21.19. © DEPP

compared to 47% of boys. In the 9th grade, these percentages reach 49.9% and 40.9% respectively. More boys in kindergarten and first grade said they were happy to have stayed at home all the time (+7.1 points) than girls. This trend is maintained in the same proportions in the third grade and is even more significant in the 5th grade (+12.4 points).

Pupils in the priority education network had more difficulty working and were more afraid of the coronavirus

Pupils who have been educated in schools in the schools in the priority education network were more likely to have had difficulties in working at home, regardless of the level of schooling. It is in the third grade that these

differences are the most significant. Indeed, 49.5% of pupils from REP+ secondary schools stated that they were able to work easily at home, compared to 57.6% of those from secondary schools outside the priority education network. Similarly, more REP+ pupils declare that they were afraid of the coronavirus than their peers from private or public schools outside the priority education network e: 41.4% of REP+ CM2 pupils were afraid of the coronavirus compared to 36.7% of those educated in a public school outside the priority education education.

The results are in line with the responses of school directors to the back-to-school questionnaire : principals of schools headmasters of schools located in REP+ were more likely to declare the top priority was to reassure their pupils about the health situation (see For more information - Bibliography).

In kindergarten and first grade, pupils in priority education are less likely to have enjoyed staying at home

In kindergarten and first grade, pupils from schools in the priority education network less enjoyed being at home all the time (50 per cent of REP+ pupils compared with 57.2 per cent of pupils in the public sector outside the priority education network), but they suffered less from a lack of contact with their peers (68.1 per cent compared with 75.3 per cent) - Figure 1. In CP in particular, pupils in the priority education network were more bored than pupils in schools outside the priority education network, whether public or private (41.8% compared with 37.5% and 35.8%) Finally, pupils in schools in the priority education network more often stated that they missed being at school. In fifth grade and ninth, pupils from public schools outside the priority education network (respectively +15.1 points and +12.1 points compared to REP+ pupils) and pupils from public schools under contract (respectively +17.6 points and +14.6 points) suffered more from the lack of relations with their friends than pupils from schools in the priority education network, and this was even more exacerbated in relation to pupils in kindergarten and first grade.

In kindergarten and first grade, the traditional media (notebook, pencil, paper) were used to work

In kindergarten and first grade, traditional media (notebook, pencil, paper) were

favoured over digital media for work, especially by pupils educated outside the priority education network - [↘ figure 4](#). Among the digital tools, the printer (used by 49.4 % of pupils) seems to have been the most used according to the pupils' statements, followed by the computer (38.5 %), the television (31.2 %), the telephone (26.6 %) and the tablet (24.9 %). In kindergarten and first grade, four out of ten pupils used books. Fewer pupils in REP+ schools reported having used the various traditional media, whether pencils (-12.6 points compared with pupils in schools outside the priority education network), sheets of paper (-10.9 points) or notebooks (-71 points). Fewer of them also reported having used a printer (-15.7 points) and a computer (-6.7 points). On the other hand, significantly more REP+ pupils reported having used the telephone, up 10.9 points, and, to a lesser extent, the tablet and the television, up 4.6 points and 4.9 points respectively

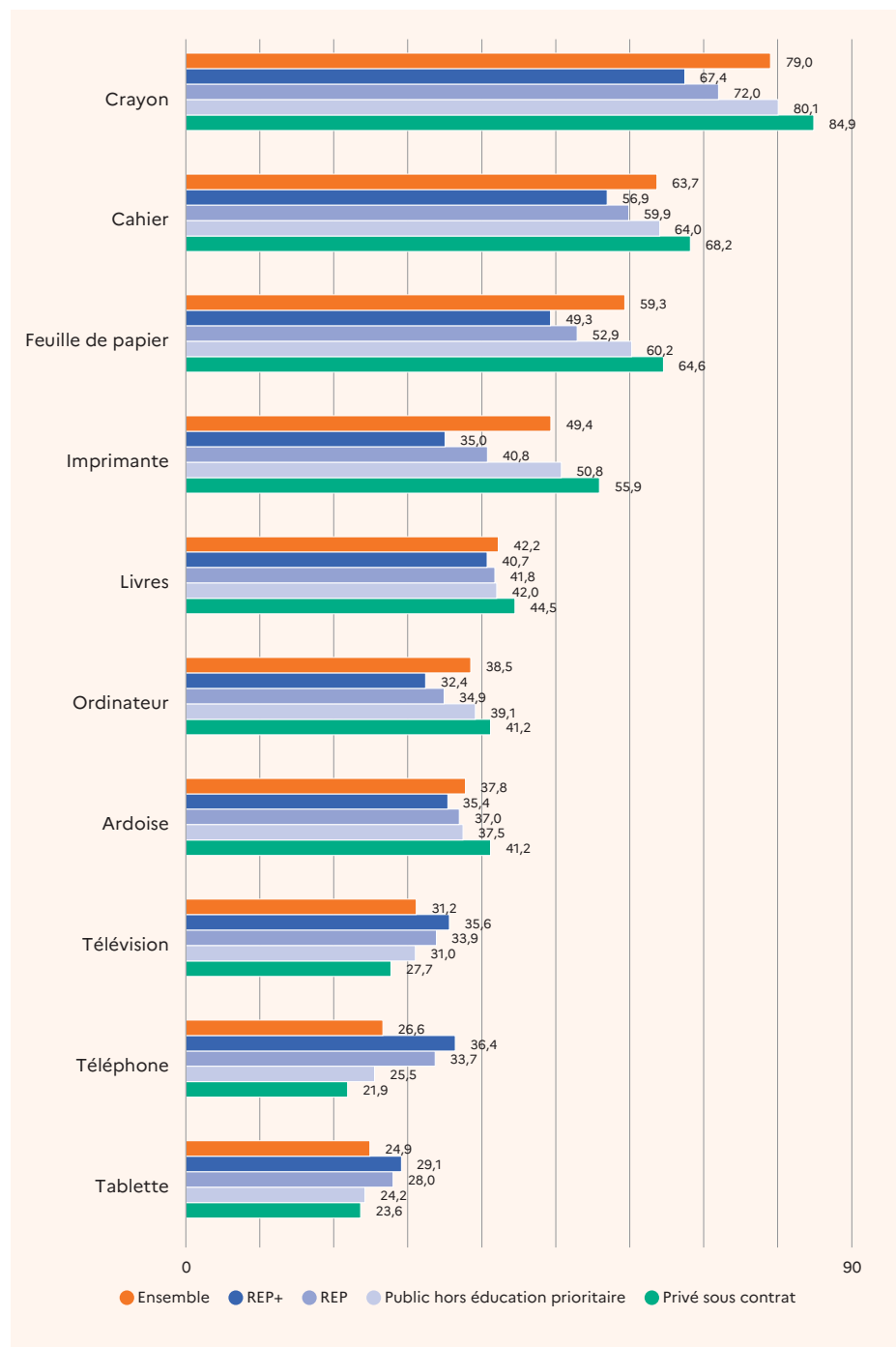
In 9th grade, smartphone is the most frequently used working device

In 5th grade and in 9th grade, seven out of ten pupils used a personal computer or tablet to work at home [↘ figure 5](#). In 9th grade, however, it was the smartphone that was the main equipment used (72.7% compared to 39.5% in CM2), regardless of the sector of the school where the pupil was enrolled during the lock-in. On the other hand, in CM2, more pupils in REP+ schools used a smartphone to work than pupils in public schools outside priority education (49.1% compared to 39.1%) (see figures 5a and 5b for more information). In both the 3rd and 5th grades, pupils in REP+ schools made significantly less use of personal computers and tablets than those in public schools outside REP schools (58.7 % compared with 67.5 % in the 9th grade and 63.7 % compared with 67.7 % in the 5th grade).

Just under one pupil in ten, in both fifth grade and 9th grade, used a computer or tablet provided by their school. This proportion is twice as high for pupils in fifth form in REP+: 15.7 per cent compared with 7.1 per cent of pupils in schools outside priority education. This is also the case in the 9th grade, where 11.5% of REP+ pupils used a computer or tablet provided by school, compared with 6.4% outside priority education.

The transmission of work to be done was mainly done through Internet and e-mail. In addition to e-mail, the usual means of transmission, such as the digital work environment or the school network, were

↘ 4 Objects used by first graders and kindergartners to work on during lockdown, in %



Lecture : 26,6 % des élèves en CP et en CE1 à la rentrée 2020 déclarent avoir utilisé le téléphone à la maison pour travailler pendant la période de confinement. 36,4 % des élèves de CP et de CE1 dont l'établissement est situé en REP+ déclarent avoir utilisé le téléphone pour travailler pendant la période de confinement.

Champ : élèves de CP et de CE1 de France métropolitaine + DROM + Polynésie française + Saint-Pierre-et-Miquelon, Public + Privé sous contrat.

Source : questionnaire adossé aux évaluations Repères 2020, DEPP-MENJS.

Réf. : Note d'Information, n° 21.19. © DEPP

used by a large majority (see figures 6 and 7). According to the pupils in 5th grade and 9th grade, most of the work consisted in completing worksheets and reading documents. Thus, between six and seven out of ten ninth graders had to learn lessons (70.4%), watch videos (69.5%), do exercises in textbooks (71.1%), write texts (65.8%) and watch video lectures (63.5%) (see **Further reading** - figures 8 and 9).

More time spent on school work by girls, especially in the 9th grade

Pupils reported different daily working times according to their gender, their level of education and the sector of the school where they were attending at the time of the lockdown - Figure 10. More girls than boys reported working more than two hours a day, both in fifth grade (42.7% versus 28.5%) and in ninth grade (43.2% versus 27.8%). One third

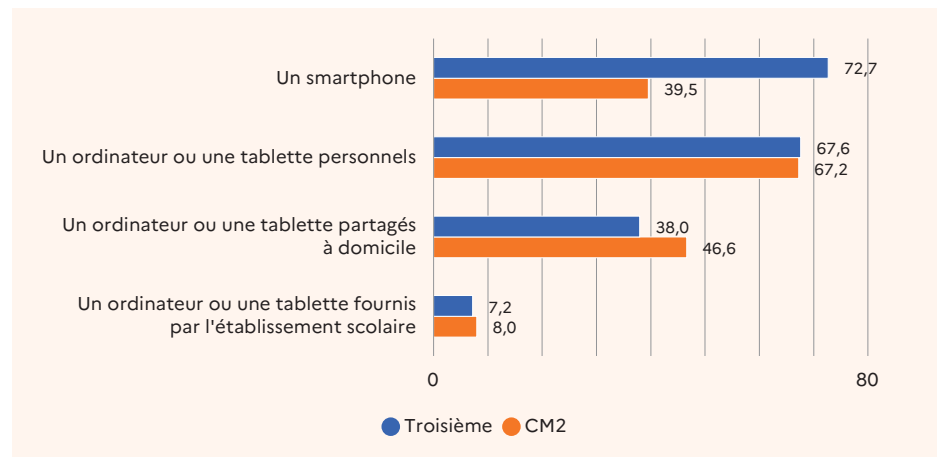
of pupils in 5th grade reported working one to two hours a day. Pupils in REP and REP+ are proportionately more likely to report working less than one hour a day than pupils in state schools outside the priority education network and in public schools under contract (more than four pupils in ten).

In the 9th grade, a quarter of the students reported working less than one hour per day and more than two out of ten students worked one to two hours per day or two to four hours per day. Pupils in REP+ schools during the lockdown were more likely to report having worked less than one hour than those in schools outside the priority education network or in public schools under contract (34.9% compared to 26.5% and 17%). At last, a quarter of the pupils stated that they had received help with their schoolwork from their parents. The proportion of pupils who had been helped by their parents among REP+ pupils was half the one of pupils enrolled in the ninth grade in public lower secondary schools outside the priority education network (13.6 % compared with 25.6 %), but more of them had been helped by their teachers (9.2 % compared with 5.6 %) or by another person - brother, sister, etc. (12.2 % compared with 8.5 %) - (12.2 % compared to 8.4 %), (see Further reading - figure 11).

Girls more anxious about the future school

At the start of the 2020 school year, 6th graders are more confident about their school year than 10th graders. Nearly seven out of ten sixth form students (67.8%) say they are ready or very ready to succeed in their school year, compared to only half of the 9th students (50.2%), (see Further reading - figures 12 and 13). In both the 6th and 10th grades, fewer girls than boys say they are very ready to succeed in their school year: 26.7% and 15.7% respectively, down 6.9 points and 8.1 points. As data on these questions are not available for a normal school year, it is difficult to assess the effect of the health crisis. However, it can be noted that only a very small minority, less than 4% of students, felt that they were not ready at all. The lockdown period was therefore experienced differently by students at different levels of education, by gender and according to the sectors of their schools. ■

5 Objects used by 5th and 10th graders to work on during lockdown, in %



Lecture : 67,2% des élèves de CM2 déclarent avoir utilisé un ordinateur ou une tablette personnels pour travailler pendant le confinement.
Champ : élèves en sixième et en seconde à la rentrée 2020, France métropolitaine + DROM + Polynésie française + Saint-Pierre-et-Miquelon, Public + Privé sous contrat.
Source : questionnaire adossé aux évaluations exhaustives de sixième et de seconde 2020, DEPP-MENJS.
 Réf. : Note d'Information, n° 21.19. © DEPP

10 Temps de travail quotidien consacré aux activités scolaires par les élèves de CM2 et de troisième selon le sexe et le secteur de l'établissement (en %)

	Less than one hour	From one hour to two	From 2 to 4 hours	More than 4 hours
5th grade				
Gender				
Girls	33,3	31,7	18,1	10,4
Boys	29,6	31,9	31,9	10,8
School sector				
Non-priority education public	30,8	32,7	19,9	10,3
Priority education area	39,3	28,2	14,8	9,7
Priority education area +	42,6	26,1	12,6	9,7
Private contract	25,3	32,7	23,7	12,4
Total	31,5	31,8	19,5	10,6

9th grade				
Gender				
Girls	30,9	25,5	19,3	8,5
Boys	20,8	21,8	26,3	16,9
School sector				
Non-priority education public	26,5	24,4	22,9	11,7
Priority education area	32,6	24,3	17,7	8,4
Priority education area +	34,9	23,3	14,5	7,4
Private contract	17,0	21,7	27,9	19,0
Total	25,6	23,6	22,9	12,8

Lecture : 31,5 % des élèves de CM2 déclarent avoir travaillé moins d'une heure par jour pendant la période de confinement.
Note : La somme des pourcentages en ligne est inférieure à 100. La différence correspond aux non-répondants.
Champ : élèves en sixième et en seconde à la rentrée 2020, France métropolitaine + DROM + Polynésie française + Saint-Pierre-et-Miquelon, Public + Privé sous contrat.
Source : questionnaire adossé aux évaluations exhaustives de sixième et de seconde 2020, DEPP-MENJS.
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