

## Task 1

In this annotation task, you need to summarize a policy. You should first read the policy on the right side and check if the highlighted part is what you want and do some modifications. Finally, click the 'Save' button to save your answer to database. (Note: your answer should contain when and who did what policy at least.)

The generation of the summary of a policy:

### Question 1

#### Summary

Policy makers throughout England, UK are hesitant to include school closures in the national lockdown due to learning loss for students that is hard to make up and therefore has potential long-term consequences; as well as much bigger implications for lower socio-economic groups that will widen inequality and reduce social mobility.

The recommendation answer by AI

After you make the answer you can save it.

Go to the next task.

Save Next  
Complete: 1/3

This is the progress of your tasks.

Results Go to the view page to see your results.

### Original Policy(Policy Id: 128)

AI recommendation answer.

Schools and England's second lockdown: further closures would have adverse effects on children and a wider effect on family life LSE British Politics and Policy November 5th, 2020 Sandra McNally and Jo Blanden explain how school closures have negative effects on both children and parents, hindering educational outcomes, mental health, work, and general resilience. Policymakers have concluded that the benefits of keeping schools open during the second English lockdown are greater than the risks of increased transmission among school communities. The risks of school closures are high: learning loss for students that is hard to make up and therefore has potential long-term consequences; as well as much bigger implications for lower socio-economic groups that will widen inequality and reduce social mobility. In addition, losing the childcare provided by schools has wider negative effects on parents' work and family life. All these negatives are set against the possibility of reducing the risk of COVID transmission if schools shut. But whether and how much the health risk would reduce is by no means certain. Evidence from Germany indicates that school reopenings there are not associated with an increased risk of infection, but this is in the context of a particular set of disease control measures and is not necessarily applicable in other contexts. During the first national lockdown, the UK government closed all schools in England. They remained open only for the supervision of vulnerable children and those of critical workers. The closure resulted in a loss of face-to-face instructional time, which is likely to have significant adverse effects on students' educational outcomes. We know this because of evidence gathered from examples where schools have shut down for other reasons (such as teacher strikes) and because of studies that directly evaluate the impact of instructional time on student outcomes. While all students lose out when schools close, the impact is much greater for some than from others because of huge disparities in the extent to which schools can compensate through the provision of online teaching or how much parents can compensate through home-schooling or other resources. We now have direct evidence on the effect of the first lockdown from several surveys. The evidence finds that inequalities along the lines of family income or type of schooling are very marked. During lockdown, nearly three quarters (74%) of private school pupils were benefitting from full school days – almost twice the proportion of state school pupils (38%); a quarter of pupils had no formal schooling or tutoring at all. Children from higher income households were also more likely to have had online classes provided by their schools, spent much more time on home learning, and had access to resources such as their own study space at home. Children whose parents were out of work were much less likely to have additional resources such as computers, apps and tutors. Educators are well aware of the need to make up for the learning losses from the first lockdown, although it is very difficult to do this at the level of intensity, speed, and coverage necessary. Plans for a national tutoring programme are in the process of being rolled out. To surface school closures again before this has even started seems

## Task 2

In this task, you need to do a selection. You need to read the policy text. And then, read the question and the clarification of the property on the left side. Finally, based on the highlight and AI recommendation option, select an answer from the options and click the 'Save' button. Click the 'Next' button to go to the next task. (Note: the AI Recommendation label can be red or green, which means that it is low and high confidence respectively. You should pay more attention when it is red.)

### Question 2

DB property name

Task name: type

Question: Please select the appropriate policy category. Question and clarification of the property.

Clarification: This variable captures the type of government policy.

☐ Declaration of Emergency.  
(The head of government declares a state of national emergency.)

☐ Lockdown.  
(Targets of the policy are obliged shelter in place irrespective of potential likelihood of COVID-19 transmission and are only allowed to leave their shelter for specific reasons.)

☐ Curfew.  
(Government policies that limit domestic freedom of movement to certain times of the day.)

☐ Quarantine.  
(Targets of the policy are obliged to isolate themselves for at least 14 days because there is reason to suspect a person is infected with COVID-19.)

☐ External Border Restrictions.  
(Government policies which reduce the ability to access ports of entry or exit to or from different governmental jurisdictions.)

☐ Internal Border Restrictions.  
(Government policies which reduce the ability to move freely within the borders of the initiating government.)

☐ Restrictions of Mass Gatherings.  
(Government policies that limit the number of people allowed to congregate in a place. Please enter the number in the text entry.)

☒ Closure and Regulations of Schools.  
(Government policy which regulates educational establishments in a country. This may include: closing an educational institution completely, allowing an educational institution to open with certain conditions; allowing an educational institution to stay open without conditions.)

High Confidence

AI recommendation answer. Green label means it is a good advice.

☐ Restriction and Regulations of Businesses.  
(Government policy which regulates, restricts, or controls commercial activities. This can include closing down commercial establishments.)

Previous Next

Complete: 1/3

### Policy Id: 128

Schools and England's second lockdown: further closures would have adverse effects on children and a wider effect on family life

LSE British Politics and Policy

November 5th, 2020

Sandra McNally and Jo Blanden explain how school closures have negative effects on both children and parents, hindering educational outcomes, mental health, work, and general resilience.

Policymakers have concluded that the benefits of keeping schools open during the second English lockdown are greater than the risks of increased transmission among school communities. The risks of school closures are high: learning loss for students that is hard to make up and therefore has potential long-term consequences; as well as much bigger implications for lower socio-economic groups that will widen inequality and reduce social mobility. In addition, losing the childcare provided by schools has wider negative effects on parents' work and family life. All these negatives are set against the possibility of reducing the risk of COVID transmission if schools shut. But whether and how much the health risk would reduce is by no means certain. Evidence from Germany indicates that school reopenings there are not associated with an increased risk of infection, but this is in the context of a particular set of disease control measures and is not necessarily applicable in other contexts.

During the first national lockdown, the UK government closed all schools in England. They remained open only for the supervision of vulnerable children and those of critical workers. The closure resulted in a loss of face-to-face instructional time, which is likely to have significant adverse effects on students' educational outcomes. We know this because of evidence gathered from examples where schools have shut down for other reasons (such as teacher strikes) and because of studies that directly evaluate the impact of instructional time on student outcomes.

While all students lose out when schools close, the impact is much greater for some than from others because of huge disparities in the extent to which schools can compensate through the provision of online teaching or how much parents can compensate through home-schooling or other resources. We now have direct evidence on the effect of the first lockdown from several surveys. The evidence finds that inequalities along the lines of family income or type of schooling are very marked. During lockdown, nearly three quarters (74%) of private school pupils were benefitting from full school days – almost twice the proportion of state school pupils

## Task 3

This is a fill-in task, the same as the previous tasks. You need to read the policy text and the questions and the clarification of the property. And based on one of the candidate answers, you fill the answer in the text box. Click the 'Save' button. Now, all four tasks are done. [Note: when you click the radio button of the AI recommendations, the system will highlight the corresponding answer on the right side and fill the recommendation in the text box.]

### Question 3

**Task name: country**

Question: Where was this policy announced?

Clarification: This variable documents the country in which a particular government policy is initiated. This variable always takes a value irrespective of what level of government the policy was made at (init country level).

AI Recommendation:

AI provides 5 candidate answers.

☐ the UK government closed all schools in England **High Confidence**

☐ schools shut **Low Confidence**

☐ this will have long-term effects on students **Low Confidence**

☐ schools closed in March **Low Confidence**

☐ The costs of further closure should not be underestimated **Low Confidence**

the UK government closed all schools in England

Modify the answer or fill a new one here.

Save

Previous Complete: 1/3

### Policy Id: 128

Schools and England's second lockdown: further closures would have adverse effects on children and a wider effect on family life.

LSE British Politics and Policy.

November 5th, 2020.

Sandra McNally and Jo Blanden explain how school closures have negative effects on both children and parents, hindering educational outcomes, mental health, work, and general resilience.

Policy-makers have concluded that the benefits of keeping schools open during the second English lockdown are greater than the risks of increased transmission among school communities. The risks of school closures are high: learning loss for students that is hard to make up and therefore has potential long-term consequences; as well as much bigger implications for lower socio-economic groups that will widen inequality and reduce social mobility. In addition, losing the childcare provided by schools has wider negative effects on parents' work and family life. All these negatives are set against the possibility of reducing the risk of COVID transmission if schools shut. But whether and how much the health risk would reduce is by no means certain. Evidence from Germany indicates that school reopenings there are not associated with an increased risk of infection, but this is in the context of a particular set of disease control measures and is not necessarily applicable in other contexts.

During the first national lockdown, the UK government closed all schools in England. They remained open only for the supervision of vulnerable children and those of critical workers. The closure resulted in a loss of face-to-face instructional time, which is likely to have significant adverse effects on students' educational outcomes. We know this because of evidence gathered from examples where schools have shut down for other reasons (such as teacher strikes) and because of studies that directly evaluate the impact of instructional time on student outcomes.

While all students lose out when schools close, the impact is much greater for some than from others because of huge disparities in the extent to which schools can compensate through the provision of online teaching or how much parents can compensate through home-schooling or other resources. We now have direct evidence on the effect of the first lockdown from several surveys. The evidence finds that inequalities along the lines of family income or type of schooling are very marked. During lockdown, nearly three quarters (74%) of private school pupils were benefitting from full school days – almost twice the proportion of state school pupils (38%); a quarter of pupils had no formal schooling or tutoring at all. Children from higher income households

### Question 3

**Task name: country**

Question: Where was this policy announced?

Clarification: This variable documents the country in which a particular government policy is initiated. This variable always takes a value irrespective of what level of government the policy was made at (init country level).

AI Recommendation:

Click the radio button to highlight the AI recommendation answer.

☒ the UK government closed all schools in England **High Confidence**

☐ schools shut **Low Confidence**

☐ this will have long-term effects on students **Low Confidence**

☐ schools closed in March **Low Confidence**

☐ The costs of further closure should not be underestimated **Low Confidence**

the UK government closed all schools in England

Save

Previous Complete: 1/3

### Policy Id: 128

effects on parents' work and family life. All these negatives are set against the possibility of reducing the risk of COVID transmission if schools shut. But whether and how much the health risk would reduce is by no means certain. Evidence from Germany indicates that school reopenings there are not associated with an increased risk of infection, but this is in the context of a particular set of disease control measures and is not necessarily applicable in other contexts.

During the first national lockdown, the UK government closed all schools in England. They remained open only for the supervision of vulnerable children and those of critical workers. The closure resulted in a loss of face-to-face instructional time, which is likely to have significant adverse effects on students' educational outcomes. We know this because of evidence gathered from examples where schools have shut down for other reasons (such as teacher strikes) and because of studies that directly evaluate the impact of instructional time on student outcomes.

While all students lose out when schools close, the impact is much greater for some than from others because of huge disparities in the extent to which schools can compensate through the provision of online teaching or how much parents can compensate through home-schooling or other resources. We now have direct evidence on the effect of the first lockdown from several surveys. The evidence finds that inequalities along the lines of family income or type of schooling are very marked. During lockdown, nearly three quarters (74%) of private school pupils were benefitting from full school days – almost twice the proportion of state school pupils (38%); a quarter of pupils had no formal schooling or tutoring at all. Children from higher income households were also more likely to have had online classes provided by their schools, spent much more time on home learning, and had access to resources such as their own study space at home. Children whose parents were out of work were much less likely to have additional resources such as computers, apps and tutors.

Educators are well aware of the need to make up for the learning losses from the first lockdown, although it is very difficult to do this at the level of intensity, speed, and coverage necessary. Plans for a national tutoring programme are in the process of being rolled out. To enforce school shutdowns again before this has even got started may make a bad situation worse. To the extent that learning loss cannot be made up, this will have long-term effects on students. For example, failing to get a good grade in GCSE English has been shown to have important consequences for students' trajectories with longer-term implications in the labour market. As the Delve Initiative (2020) puts it 'the skills loss from missing school is not trivial, and is likely to lead to lower earnings, higher risk of poverty and unemployment with impacts on health and life expectancy'.

Closing schools again is likely to have big adverse effects on children's learning. But this is not the end of the story: many parents struggled with the additional burden of full-time childcare and supervising home learning