

## Task 1

In this annotation task, you need to summarize a policy. You should first read the policy on the right side and fill the summary in the text box. Click the 'Save' button and 'Go to annotation' to the next task.

The generation of the summary of a policy:

### Question 1

Summary

Step 2: filling a simple summary about the policy on the right side part.(Note: your answer should include which government made what decisions on what date.

Save Next

Complete: 3/3

Step 3: clicking 'Save' button save your answer to the database, and then clicking 'Next' button to go to the next task.

Here you can see how many tasks you have done.

You can click the 'Results' button if you want to see all the results you have made.

Results

Step 1: reading the policy document.

#### Original Policy(Policy Id: 1)

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 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

## Task 2

In this task, you need to first read the policy text on the right side and the property's question and its clarification, then select an option by clicking a radio button and save the answer.

Step 1: Read policy, question, and clarification.

### Question 2

Task name: type

Question: Please select the appropriate policy category.

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.  
(A country's border is closed to foreign citizens, the ability to accept border or entry or exit to or from different organizations.)

Save Previous Next Results

Complete: 1/3

Step 2: Select your answer from the option list.

Step 3: Save the answer by clicking the 'Save' button and go to the next question by clicking the 'Next' button.

#### Policy Id: 1

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

In this task, you need to first read the policy text on the right side and the property's question and its clarification, then fill your answer in the text box and save the answer. Click the 'Save' button.

Step 1: Read the policy, question, and clarification.

**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 (unit country level).

Step 2: Fill your answer here.

Step 3: Save the answer by clicking the 'Save' button.

Step 4: Now you finished all the tasks. You can view the results by clicking the 'Results' button.

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