



Improvement of the Quality of Delay Service after Class in Primary and Secondary Schools under the "Double-reduction" Policy--Taking LinPing No.1 Primary School as an Example

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Abstract. Ideology influences the transformation of educational policies, and the introduction of any policy is influenced by ideology and its impact[1]. Since the enactment of the double-reduction policy, schools have responded to the policy. Delay service after class is an important part of the double-reduction policy. In order to effectively implement this part of the work, it is necessary to take measures according to local conditions, in line with the attitude of being responsible for students and striving for the development of students, give full play to the educational role of schools, formulate and create the most favorable and suitable high-quality delay service after class, and comprehensively improve the quality of education. Teachers should improve their comprehensive quality comprehensively, and parents should actively cooperate with schools or make suggestions. This paper studies how to improve the quality of delay service after class. Taking Linping No.1 Primary School as an example, it sorts out the implementation, specific content and development mode of delay service after class in Linping No.1 Primary School, and puts forward suggestions based on the situation of the school, hoping to improve the quality of delay service after class.

Keywords: double-reduction policy; delay after class; service quality

1 Introduction

In 2021, the education department announced that it would carry out "5+2" delay service after class nationwide, that is, five days a week, no less than two hours a day, and in principle can not be finished earlier than the normal quitting time. Under the double reduction policy, students will leave school early to 3:30, and with the development of the current society, most families are dual-income families. When the children leave school at 3:30 and the parents have not left work, they are faced with the situation that the children are not picked up, and they can only turn to relatives or elders[2]. However, primary school students do not have complete independent behavior ability, and the safety of going home can not be guaranteed. The media will call this phenomenon the 3:30 phenomenon. Therefore, the necessity of post-class delay service is reflected. The

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Guidance on Doing a Good Job in After-class Service for Primary and Middle School Students clearly puts forward: "The development of after-class service for primary and middle school students is to promote the physical and mental health of students, help parents solve the problem of picking up, and strengthen the people's project of education service capacity."

2 Background Survey

As the foundation of education and the important object of the double reduction policy, primary education is faced with many problems in the process of policy implementation. At present, the post-class delay service for primary and middle schools in China has been improved to the corresponding level [3]. Traditional extracurricular service is a kind of teaching service that includes teaching guidance, interest cultivation, entertainment, community and other forms. Educational institutions can be public and private schools, private educational institutions, community institutions, or even private institutions in various forms. Under the implementation of the "double reduction policy", the service supply subject and service content of educational institutions have been standardized, and primary and secondary schools are the core of them. According to the literature review, after reading a lot of literature, it is found that in recent years, the content of the post-class delay service course in most areas is single, and the focus is basically on the care function rather than the development function, which limits the development of students' personality. And the workload of teachers increases with the arrival of the post-class delay service, and the pressure is also increasing, which has become a difficult problem in teaching. Cheng Zhi, a scholar in Wuhan, indicates that the implementation of the "double reduction" policy is a powerful measure to adhere to the student-oriented, development first and personality prominent. In order to solve the contradiction between supply and demand in the post-class delay service in primary schools, the post-class delay service approach in primary schools under the background of "double reduction" is put forward: strengthen communication and share the post-class delay service concept of personality development; multi-supply and build a professional and complementary post-class delay service team; docking demand and create a rich and diversified post-class delay service course. Taking Linping No.1 Primary School as an example, this paper adopts the questionnaire survey method and interview method to conduct a comprehensive investigation and study on the post-class delay service. The main object of the questionnaire survey method is parents and children; For another research subject, teachers, we adopted the survey method, and investigated the teachers of all subjects in the whole grade in batches to ensure the comprehensiveness of the survey.

3 Existing Problems of Post-Class Delay Service

3.1 Limited Student Development

The comprehensive development of students is still limited. Post-class delay service is mainly aimed at the problem that parents can not pick up and drop off during this period of time. This measure solves the economic burden and time burden of parents to a certain extent, but after the "double reduction", the demand of external training institutions is obviously smaller, and the market development is restricted [2]. Because students have been learning after school under the guidance of teachers, they lose the source of students in school, which is the main source of students in external training institutions. It must be mentioned that the learning supervision of post-class delay service is far less than that of external training in terms of mode and choice. In this sense, the current post-class delay service is not as good as the supervision ability of external institutions, and can not fully meet the needs of students' development expertise. Primary and secondary schools are the golden period for students to cultivate interests and hobbies, and students should develop in an all-round way in morality, intelligence, physical fitness, beauty and labor. However, the after-school extension service has become the second classroom for students -- it extends the school time and serves as a standard site for students to do homework, which does not help students in the development of other interests.

3.2 Teachers' Enthusiasm is Suppressed

The study adopts the interview method for teachers, and 35 teachers in the school, including six grades and teachers of all subjects, have been interviewed. According to the interview, 90% of the teachers participate in the after-school extension service. After the "double reduction", the after-school extension service increases the school time of teachers, aggravates their work tasks, and weakens or severs the connection between teachers and off-campus training institutions. The extension of school time affects some of the teachers' part-time jobs outside school, aggravates their sense of fatigue, and thus affects the enthusiasm and efficiency of on-campus teaching. As some teachers have a cooperative relationship with off-campus training institutions, some teachers are also teachers in off-campus training institutions; some directly co-operate with others outside school to set up training institutions, and help their training institutions recruit students with the help of on-campus teachers; some open private teaching in their own homes to teach students in their weak spots. I interviewed the teachers in the school, including the main course teachers and the auxiliary course teachers. The teachers said that their time was occupied by the delayed service after class, and there was no substantial effect on the development of students. Moreover, the time period of the delayed service after class could not be well integrated with the school courses, and it was impossible to arrange courses systematically, comprehensively and rigorously. For teachers, they could not teach students efficiently, which undoubtedly depressed their teaching enthusiasm [3-4].

3.3 Single Curriculum Structure

According to the questionnaire survey of students, it can be learned that the delayed service after class in Linping No.1 Small School is: after school, students are given question and answer and homework guidance, and some teachers make up for the content that has not been finished in class. The content basically revolves around learning, which is very simple [2-3,5-6]. We conducted in-depth exploration through the questionnaire method. The following is our questionnaire and result analysis:

Table 1. Questionnaire for Students of Delayed Service after Class

Which service content do you prefer?(Tick the option after the answer, up to three)

Service content	The content you like
Dance	
Ball	
Calligraphy	
Paper-cut	
Sculpture	
Painting	
Music	
Movie	
Homework guidance	

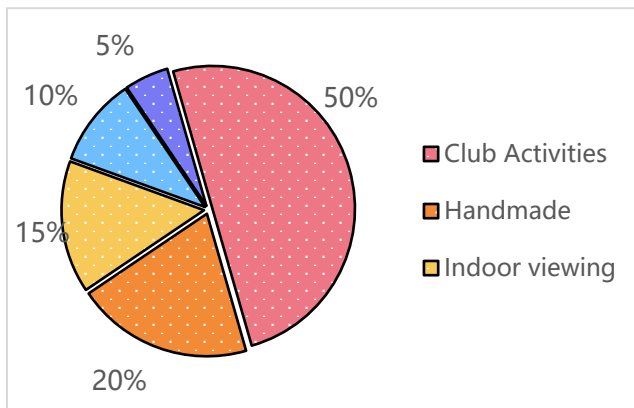


Figure 1. Students' willingness

According to Table 1 and Figure 1, 50% of the students said they prefer dance, art, sports and other community activities, 20% of the students said they like handcraft activities, 15% of the students said they like movies and other indoor watching activities, 10% of the students said they like reading and other cultural interest activities, and only 5% of the students said they hope to have homework guidance. It can be concluded that the students are not satisfied with the school's unified arrangement for the delayed service after class, and there are deviations between the school and the school's understanding of the policy of the delayed service after class. In order to improve the students'

performance, the school arranges the vast majority of students to complete their homework and provide guidance, and the parents also think that they can make up for the regret that they cannot help their children in their academic work after class, so they follow the school's arrangement. The deviation of many parties leads to the singleness of the curriculum structure, which leads to the fact that most students cannot choose their favorite content of the delayed service after class according to their own wishes.

4 Improvement Strategies for the Delayed Service After Class

4.1 Support from the Government

Taking Linping No.1 Primary School as an example, their school-running conditions have reached the standard, and they can also provide a good learning environment for students. However, for the venues and facilities provided to promote students' personalized development, improve students' thinking ability and enhance students' artistic development, the school can only match relevant facilities according to its own conditions [6-7]. The interview with teachers of various subjects also shows that teachers think that in the process of carrying out activities, the school's facilities and venues have some restrictions, and some courses cannot be practiced. To sum up, the following are specific suggestions:

(1) If students want to carry out diversified post-class delay services, they can expand the venues and increase the equipment, which can be funded and allocated by the government [4]. In order to provide students with more comprehensive possibilities for their development, more service venues that meet the characteristics of activities and curriculum requirements are needed, and students are reasonably allocated. Therefore, more financial investment can improve the quality of post-class delay services.

(2) Establish a reasonable incentive mechanism. Evaluation of specific activities carried out by schools and giving certain commendation and incentives can not only promote the efficiency and management ability of government education departments [4], but also stimulate the enthusiasm and innovation of schools. It is the best choice to improve the quality of post-school delayed service.

4.2 Improve Parents' Cooperation Consciousness

It can be learned from the questionnaire method of parents that most parents focus on the children's education and the convenience of their own failure to pick up their children, so that 90% of parents ignore the improvement of the comprehensive quality of their children in the growth process [2]. Family education is an essential part of education, which occupies an important position in the whole education system. For the improvement of the quality of education of students, parents have an inescapable responsibility. To change the status quo of single post-school delayed service requires the joint efforts of parents, schools and society [6].

(1) Under the double reduction policy, family-school cooperation is still very important. Schools should enhance communication between families and form a series of family-school cooperation effects. Through the cultivation of parents' awareness of the multi-faceted cultivation of children, parents' awareness can be improved, so as to promote family education and form a good family style [6]. (2) Build a home-school contact platform [6-7]. When the school issues policies, they are released on the platform so that parents can see them, which is conducive to parents' participation in school decision-making. While parents pay real-time attention to the progress and status quo of the post-school delay service, they can also provide timely feedback and suggestions.

4.3 Schools Improve the Form and Content

According to the results of the student questionnaire, we can learn that the current after-school service arranged by the school is too simple, which not only aggravates students' resistance to academic work but also makes it impossible to improve students' other qualities. In this regard, schools should make more perfect plans to develop students' comprehensiveness and diversity. The core of cultivating students is quality education, which pays attention to the comprehensive development of morality, intelligence, physical fitness, beauty and labor, and attaches great importance to the method and content design of future courses [8].

(1) Communicate with students, parents and teachers, make overall plans [3], fully balance the actual needs of all parties, overthrow the original single teaching mode, establish a new mode, and promote students' comprehensive development.

(2) Establish an evaluation mechanism for post-school delay service. Establish a teacher teaching achievement acceptance platform so that teachers can continuously see their own problems and students' development [5, 7]. This can be more perfect in the future education, real-time follow-up after-school delay service, constantly accept the results, and constantly improve.

(3) Weakening the impact of performance standards on teaching. Performance standards are purposeful expressions of teachers. When the teacher's purposefulness is too strong, students exhibit lower intrinsic motivation, so this aspect of influence should be weakened[9]

5 Conclusion

After the in-depth study of the quality of after-school delay service in Linping No.1 Primary School under the background of the double reduction policy, we can see that improving the quality of after-school delay service is a continuous and dynamic process [10]. Just like the promotion of Total Quality Management, it requires the joint promotion of macro, meso, and micro levels[11], which needs to be improved step by step in the continuous practice and improvement, and also needs multi-party cooperation, gathering the strength of parents, teachers and the government, and going hand in hand, mutual cooperation, in order to give full guarantee, steadily promote the process of

after-school delay service, and effectively promote the role of after-school delay service in the all-round development of students.

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