

Parent Feedback Results For Remote Learning Survey – February 2021

Dear Parents/Carers,

Please find attached the results from the parent survey. We have taken on board your thoughts and made changes where possible. These are largely based around what the majority have asked for. If they are individual requests and we believed that most people were happy with what was in place we have not included that in the feedback. The feedback statements have been re-worded to reflect a number of comments on the same area. 135 parents/carers responded to the survey within the time frame.

STATISTICS

1. My child has an area at home where they can focus on school work.
Yes - 92%
No - 8%
2. Tell us about the device your child uses
Laptop - 62%
Tablet – 22%
Smart Phone – 10%
Other – 6%
3. Are you aware that if your child does not have a suitable device you can borrow one from the school
Yes – 79%
No – 21%
4. My child has access to internet connection that is fast enough to stream videos
Yes – 96%
No – 4%
5. Do you know that the school can support with a device/ wifi.
Yes – 81%
No – 19%

R. This has been advertised in the newsletter on many occasions and staff have also targeted individual families. We do hope that if you need a device you have now contacted the school who will loan this to you.

6. Tell us about the amount of school work your child receives
There is the right amount and my child is able to complete their school work in the set time allocated – 69%
There is too much and my child is struggling to complete it – 29%
My child doesn't receive enough work – 2%
7. Tell us about the level of the work your child receives
The work is too easy – 3%
The work is at the correct level – 88%
The work is too hard – 9%
8. My child is coping well working at home
Agree – 42%
Somewhat agree – 47%

- Disagree – 11%
9. My child is feeling stressed/anxious at home Yes/No
 Agree – 13%
 Somewhat agree – 43%
 Disagree – 44%
10. I am feeling stressed/anxious about helping my child to learn at home Yes/no
 Agree – 22%
 Somewhat agree – 50%
 Disagree – 28%
11. I know where to get support to help my child learn at home (eg online resources)
 Agree – 71%
 Somewhat agree – 27%
 Disagree – 3%
- R. This has been advertised in the newsletter on many occasions and staff are available to support.***
12. I know where to access wellbeing support (eg online mental health resources)
 Agree – 61%
 Somewhat agree – 30%
 Disagree – 9%
- R. This has been advertised in the newsletter on many occasions and staff are available to support.***

WRITTEN COMMENTS

13. How can the school provide you with more support for remote learning?
- Although parents/carers are very grateful for the Google Meets their main request is for live teaching especially in maths. Parents/carers have commented that this is the area they are struggling in most. There is also a sense that they are feeling under pressure and the teacher interacting with the children more would help. This is also linked to some parents saying that their children have become de-motivated and believe that this will improve if they see the teacher.
R. Google Meet registration was introduced in the week beginning 18th January where teachers could interact with children. Some teachers kept children on-line in the afternoon to discuss the morning's learning. As the weeks progressed more teachers did small group work with children, e.g. guided reading. This was introduced to all year groups in the week beginning 15th February with live phonics for Reception and year 1. Following the parent survey we introduced live maths on 1st March.
 - Teacher should comment in detail on every piece of work so child knows the mistakes and how to improve.
R. Although this would be the ideal this is not possible. The school has agreed a marking policy in line with pupil development and teacher workload. Teachers comment in detail on learning where necessary and approve all other learning so that the children can see it has been looked at.

- More paper copies of work.
R. The school has offered paper copies to many families and have put a notice in the newsletter on several occasions asking parents to contact us if they needed paper copies. Over the weeks we have greatly reduced the amount of learning that required parents to print off sheets.

14. What are we doing well?

- Parents/carers have commented on the positive comments written by staff which encourage the children
- Parents/carers were extremely positive about the daily registers and daily plan for lesson which you said was helpful. They like that children have time to chat with classmates
- Parents/carers were grateful that we were able to keep the children busy by providing appropriate resources
- Overwhelming parents/carers commented on the support they received from the teachers and SENCo and that they respond quickly to queries.
- Parents/carers were extremely positive about the move to Google Classroom.
- Parents/carers felt that the communication was clear with regular updates
- Parents/carers were positive about the lesson videos that the teachers do.
- One parent/carer commented - ***Teachers working above and beyond. Well-paced interesting and engaging work. No pressure – Always positive and available – extremely supportive and encouraging***

15. What could we do to improve our approach to remote learning?

- Make private calls to parents/children
R. The teachers make private calls to parents/carers when needed and when requested.
- A really great habit might be to start peer reviewing what's being uploaded for each lesson to make sure all resources are available.
R. We have begun to do this
- Someone commented about the technical problems.
R. The school feels that it has tried to support parents who have had difficulties accessing the different programmes and staff have met with parents/carers to support them with this. As with anything new it takes a while to adapt and as parents/carers you have done amazingly well.
- Could teachers make sure (as much as possible, of course) that they take it into account when they are selecting some video materials and that they look for videos which are available on YouTube Kids?
R. We have discussed this and teachers will bear this in mind in the future.
- Once something is introduced, please, make it right on the beginning. Changes to something which is already set up makes things even more difficult
R. We take this comment on board. Sometimes changes are unavoidable but we will do our best to limit changes and be mindful of when they are introduced.
- Just be conscious that in some households, both parents are working, whether remotely or from home, and it is sometimes difficult to help our children meet classwork deadlines

R. We do believe that we do take this into consideration. We have written in the newsletter on several occasions that we are flexible and that parents/carers should do what they can. We have asked that you do not put pressure on yourselves or the children as we know what a stressful situation this is. We need to set deadlines but staff have been on hand to support with this and have re-assured parents if a deadline cannot be met. This is also one of the reasons why we did videos rather than live lessons, to enable families to access the learning at different times of the day.

- Sending work for the entire day the day before would be much better without dividing it into 2 parts (morning and afternoon) as every child is different and they need different timing. It would be much easier for parents to be able to print what is needed for next day. The first lockdown was like that and it was working well.

R. We discussed this as a staff. The teachers found that when all the work was set in the morning the children rushed through the work and did not spend enough time making sure it was of a high quality. Teachers report that the standard of outcomes is higher now that the learning is staggered.

- I like the way English and Maths are set-with the teacher and tasks among the video. Sometimes we are struggling with other subjects like science RE and ICT-sometimes that takes us a long time to find out what needs to be done. A short video would probably solve the issue.

R. Remote learning has put an awful lot of pressure on staff with increased workload. Staff have been available to parents/carers and children into the evening and at weekends. We had to prioritise the learning for English and Maths as these are the subjects that are the foundation to all learning. Videos have been attached to other subjects at the discretion of the teacher.

- Just make sure all children have a device especially those who are not always attending

R. The school has worked hard to ensure children have a device. We have notified parents through the newsletter and texts. Teachers have contacted individual parents and many families have taken up the offer. We constantly monitor the engagement of children and when children miss the registration or do not upload work parents/carers are contacted.

We would like to thank all the parents who have taken the time to complete this survey. It has given us the information to further improve our provision for remote learning and to clarify any mis-conceptions. We continually strive to improve what we do and welcome any further comments.

Thank you to everyone for their continued support of the school, the teachers and your children.

Yours sincerely,



Miss K. Coll