

Remote Learning Parent Feedback & Governor Observations

The Governors and Staff would like to thank parents / carers for their responses to the Remote Learning survey. We believe that since the first period of closure, our schools have developed and improved the remote learning provision and your feedback supports this belief.

We asked whether the amount of work set was considered too much, too little or about right. The majority of responses ticked about right. A small number felt that there was not enough work set. Some parents felt that there was too much work set, especially with 'homework' in addition. Rest assured that the school understands that each child is individual and where staff feel that pupils are capable of more demanding work or a greater volume of work, they will support parents to access this.

The majority of replies indicated that there was not too much screen-based learning, whilst a quarter indicated the opposite. There was very positive feedback for the videos explaining the day's work. Younger pupils in particular react better to seeing their class teacher in the videos and this supported engagement. Others commented; some videos are challenging if long and detailing a number of tasks; too many videos; too many links to click to access the learning, whilst others found this not to be a problem.

Action: Staff will try to limit the length of the videos and make them focused on a particular skill or task. Uploaded documents will be labelled with the appropriate day to ease access.

The majority of responses, over half, indicated that the level of pupil engagement with activities offered was moderately good, over a quarter ticked good. Some indicated their children are more reluctant to contribute to the Friday online class sessions because they are shy or withdrawn, whereas in the classroom they would be more confident.

Action: By encouraging children to show learning and celebrate achievements during our sessions we hope all children will feel able to share some news. Most teachers have been planning in a fun game to get everyone involved.

Children are generally coping well with working at home, though a third indicated 'no'. Problems highlighted included; difficulty to concentrate and engage when other family members are working nearby; missing their friends and working alongside their classmates; up and down days for concentration and mood. For some it has been difficult to create a dedicated work space, keeping that for work and the rest of the house to play / relax.

Action: Teachers have arranged time for children to meet socially in smaller groups and will consider how to strengthen contact if remote learning continues. Some parents have found putting on uniform helps to distinguish work from play.

The majority of families are confident in helping their child(ren) to learn at home. The videos provided are a great support. Older pupils tend to be more independent whilst, as expected, younger ones need more support. Some struggle due to their work or other time commitments, or their understanding of the work set. Children may also not work as effectively and disciplined with parents as they would with their teachers and their peers in school.

Action: Teachers have been contacting families to support levels of engagement and this has worked well for most. Videos shared have been more explicit in teaching or modelling what is required and many parents have found this supportive. Please ask if you need help.

There were many comments praising the weekly timetable provided, downloads, daily videos and the facility to upload work and receive feedback. Likewise, there was widespread praise for the amazing job the staff are doing, with their hard work, dedication, help and support. The Governors echo this

praise and are extremely grateful for the commitment, dedication and flexibility of the staff, adapting to the changes and demands of teaching and supporting, both in-school and remotely.

With the restrictions in place, the Governors have been unable to carry out their usual monitoring role in school or to visit the classes to which they are linked. They have though been able to join their classes virtually for a Friday weekly class session. These sessions have received very good feedback, with the children enjoying seeing their classmates, sharing their work and interacting with their class teacher. The children sorely miss their social relationships and the sessions typically include a game, such as a scavenger hunt, to add fun, challenge and increase interaction / taking part.

The Governors observed how well-accustomed the children have become to learning remotely, the expectations and their engagement. They know to mute their microphones and click to raise their hands to ask a question or make a comment. The class sessions provide the opportunity to review learning over the week, celebrate achievement, check the children's well-being and share important news and information, such as Safer Internet Day and discussing with them their understanding of staying safe online.

Some parents commented that they would like to have live lessons. The pyramid schools discussed this option initially and decided against it for reasons including connectivity problems, access to the internet for family members at the same time, safeguarding concerns and preventing unauthorised access. We do understand that one approach will not meet everyone's needs.

After reviewing the comments, teachers have been responding to specific / individual comments by phone or video call to support where they can. We hope this has helped.

It may be appropriate to repeat here some points from our Schools' Guide to Remote Learning:

- Ideally, children will try their best to complete as many of the activities provided on a daily basis as best they can, read every day and, have fun in their learning, with a balance between work and relaxation. If you think they have done enough, and to do more would be counter-productive, then stop and take a rest. You know your child best.
- We understand that not all parents have the same amount of time to devote to supporting their children's learning and we are flexible in our expectations. We are also aware that not all households have a device for each family member to access the internet at the same time.
- Do ask for help and support, when needed, from the class teacher if your child is experiencing difficulty.

The Governors would also like to take this opportunity to thank you, parents and carers, for your commitment, support and understanding during remote learning. We are aware of the challenges and pressures you are experiencing and our survey responses inform us that you are not alone! Help is always at hand, either through the student login area, by email or phone call. Responses may not be immediate but will come as soon as possible.

The Governors.