

Feedback from Parents Survey on distanced learning and return to school

Thank you for taking the time to return the survey. We received 67 responses. Below, we have shown the responses and a synthesis of the comments. We found the survey very useful and will continue to ask your views on elements of school life in order to plan the very best provision. We were gratified to see so many positive comments; thank you very much. Comments about specific classes have been passed on to the relevant teams and we will follow up any queries that arose. Throughout this document, our notes are in blue.

67 responses



Accepting responses

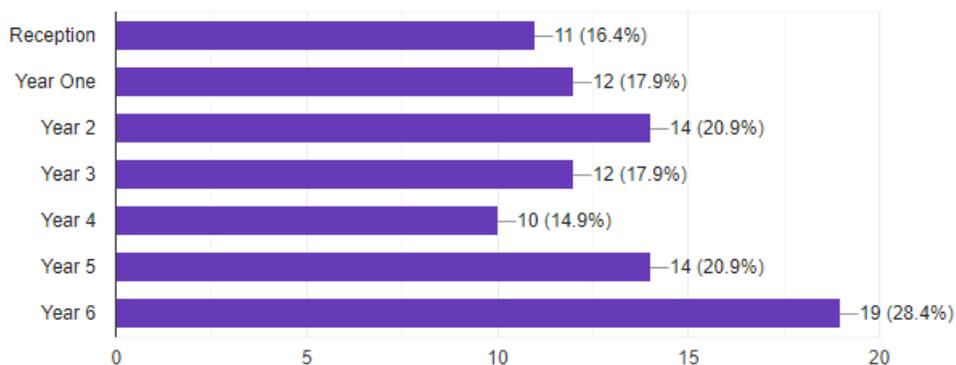
Summary

Question

Individual

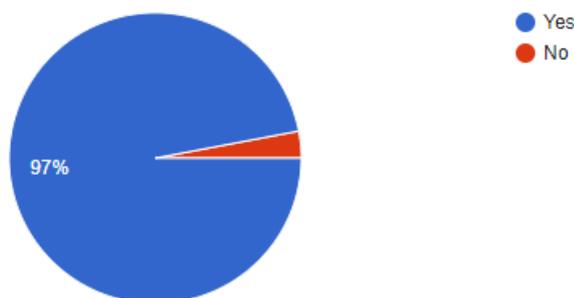
What year is your child in (Tick all that apply)

67 responses



Was your child able to access their Google Classroom during lockdown to find and complete class work.

67 responses

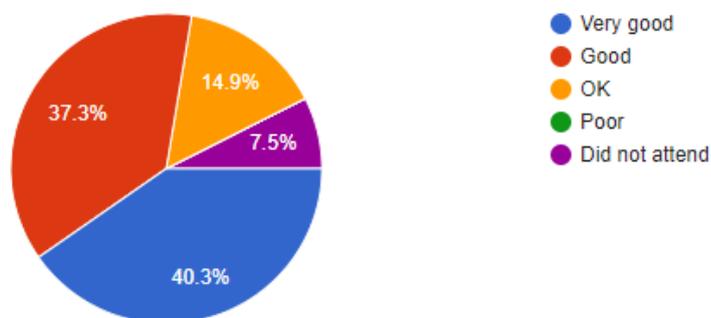


Very high level of access, which we checked. It helped having rehearsed Google Classroom by setting homework on it during Autumn Term. The vast majority of parents were able to access Google Classroom and the schoolwork. What was a problem, not surprisingly, was the challenge of many children using finite resources at home and support for the younger pupils who are less independent.

For some, the pupil's IT skills (and their parents) made distanced learning difficult. Key worker children followed very similar curriculum but occasionally different tasks as they were physically present. Should we be in this position again, we think that we would offer more feedback to parents of keyworker pupils by sending more of the work they had completed home.

During lockdown, what did you think of the live online teaching sessions with your child's class teacher?

67 responses



A strong positive response to this question. Nearly 80% good or Very good. Of the 7.5% who responded 'Did not attend' the most likely reason was that they were in the key worker group. We took careful registers and followed up on pupils who were not present. Of course, occasionally some pupils missed some sessions, but where more regular non-attendance was apparent, we checked to see what challenges there might be.

Parents liked the variety and said that their children looked forward to the sessions. We had learned from the first lockdown in the summer, where quite a few felt that there was very limited contact with our school. We were determined to make this better. Teachers tried to build 'fun' into the sessions too, to keep pupils engaged and this was recognised by parents.

We chose to use the online tutorials as part of the learning because it was possible for pupils and parents to pause and repeat elements of the learning. The White Rose tutorials aligned with what we would be doing in school.

Session length was what we thought the pupils could manage and we were about right, we think. Taking sessions in smaller groups would have been very tricky, but is food for thought if we ever need to repeat.

Timing of sessions – We couldn't run all sessions at the same time as families with siblings would have clashes for their computers. Some trade offs had to be made. Schools that had more online teaching sessions also had difficulty with maintaining pupil engagement and motivation for lengthy periods. Even secondary schools noticed this.

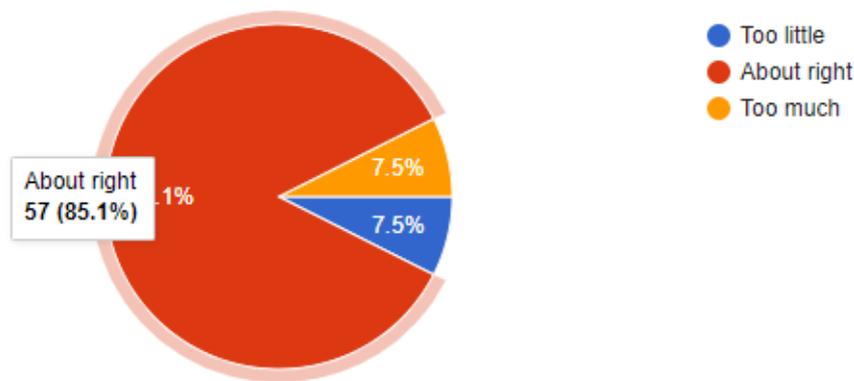
Parents commented on the differences between year groups, and much of this is related to their ages. However, a strong feeling was that the teachers tried really hard to engage and keep their classes upbeat and happy as well, to maintain enthusiasm in very unusual circumstances.

The daily assemblies seemed to be popular with almost everyone – comments suggested that it gave a structure to the day and a motivation to get started since it came at the start of the school day. We thought it was very important to have a 'gathering time' so that we felt together even when we couldn't be, to maintain our ethos, and to offer spiritual support. Thanks for your positive comments.

A few felt that the timing of release of work was better where all the work was set at the start of the school day, so that they could explain it and organise it with their children before they commenced their own working day. We understand this, although the opposite view is that some children then rushed through some elements of their work with an affect on quality.

What did you think about the amount of work your child was set during lockdown

67 responses



The vast majority of parents thought that the amount of work set was about right. Most parents commented very positively on the balance of activities and subjects.

Again, for parents trying to juggle working from home with supporting their child's home learning, there were lots of challenges and these challenges varied a great deal from family to family. It was important to reassure parents during the lockdown that they could only do their best, not to feel guilty if they weren't able to hit every deadline. They were best placed to judge. However, we did press harder where we thought that pupils might be giving their parents a false impression of the work they had been completing.

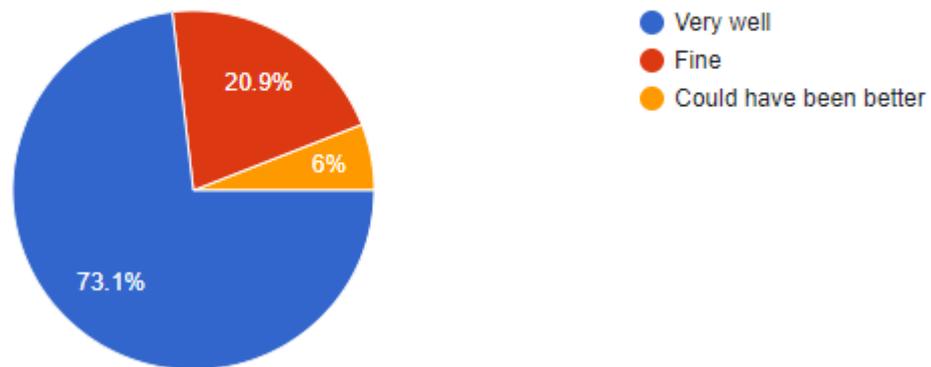
Interesting point was made about support for pupils with Special Needs and differentiation – obviously very much harder when not face to face and we did include extension and challenges. Some families were contacted where there was need for additional teacher pupil support. Our SENCO contacted all families on the SEN register for catch-ups. Email direct to class teacher was also widely used in every classroom.

Submission of finished work, feedback and marking were challenging, but the teachers tried hard to review all work and to provide evaluative comments for pupils. Consistency of outcomes was difficult too, where some sent photos of work, some resubmitted the google doc, some hand wrote and submitted pictures. Feedback was very time consuming for teachers. We will consider online automatic marking for next time, for some areas of learning that lend themselves to it.

Most parents found that the variety of classwork that their children were set was good and kept their interest.

How well did you feel the school communicated with you during the lockdown?

67 responses

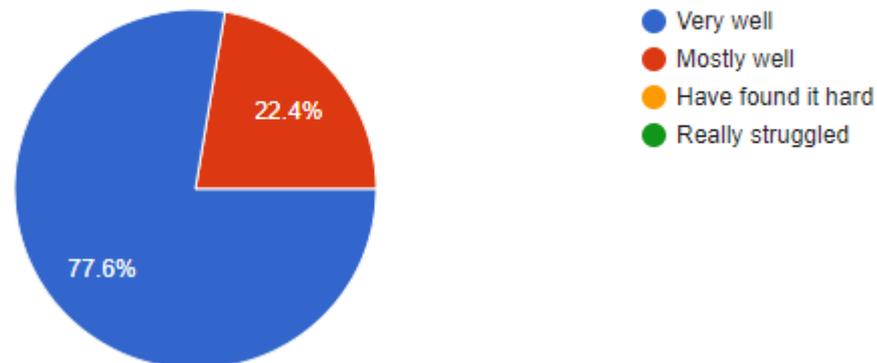


94% of parents thought that communication was fine or better than fine.

Additional comments spoke positively about the contact and communication with their child's teachers; with some saying that staff went out of their way to help sort out any problems they had. The photo newsletters were popular and we can continue these even though we are back together in school.

Since return to school I think my child(ren) have settled back:

67 responses



Everyone thought that on the whole, their children had settled back to school well. It has been a readjustment for many adults as well. We see the children very happy to be at school and eager to learn.

Regarding parent consultations over the last few days, have you found the Zoom format

67 responses



Almost all parents were positive about the zoom consultations, although some found them a little rushed. Some also said that they had minor computer problems but these were overcome. Most found the information provided by their child's teacher very informative and specific. Parents felt that their child's teachers knew their children and next steps for learning well and articulated this very well. Some parents said it was a shame that they couldn't not see their child's class books and we agree with this. We will be making an opportunity for parents to do so later in the term. All parents felt that the zoom was definitely better than the telephone calls carried out in the Autumn Term, and the school definitely feels we have learned how to manage distanced consultations more effectively. This is new and different for all of us.

Again, we were very grateful for all the positivity and comments about how the school and specific members of staff worked hard to do the very best they could. We will pass these comments on. Similarly, there's a big 'Well done' to all our parents for managing lockdown learning and the last extraordinary year's events very well. The strength of our school community and the willingness of everyone to do their very best is evident.