

## Remote Learning Family Survey, January 2021

Thank you to those of you who took the time to complete our recent survey. It is really helpful to have your views so that we can continually improve our remote learning offer.

Here is an overview of the results and our responses to those improvements suggested. We hope you find this useful; please do continue to work with us to ensure your children get the very best learning experience we can offer.

I think you have struck a good balance with how the home schooling is delivered. It provides enough support to learn and develop but also provides a source of social interaction with their peers that really helps with the kid's mood and wellbeing. There's also not too many live lessons that I have to facilitate/set up making home life as a whole easier.

Thank you for always doing as much as you can to support A. So glad he is part of the Park Road family!

Timetables given out on Sunday, work for only one day so not overwhelming, archiving activities at the end of the week helps. Prerecorded lessons work well for us as we are both shift workers. Appreciate the pack given from school as we use the resources a lot.

Teacher responsiveness/range of resources/feedback/Live meets - R gets a lot from these sessions and enjoys seeing his teachers and classmates.

I like how seesaw provides the children with all the activities for the day so A can see what tasks he had done/needs to complete. The videos provided from Miss X explaining the tasks and a break down of what needs to be done in each task helps A fully understand what he needs to do. This also helps me provide the correct schools teaching method for A so his learning is consistent.

The mix of pre-recorded lessons & live. And the fact each day/week follows a similar pattern in terms of work and how it is set out. Good balance between work they can get on with after watching a video & then some which requires extra input from parents.

The support and engagement from both Miss X and Mrs X has been outstanding a real credit to your school. O loves hearing their feedback.

Overall I think the remote learning offer is fantastic and I can see how G is improving every week. I know it must be difficult to deliver learning in this remote way and I am very grateful to the school and Mrs X for all your hard work to allow G to continue to learn under the circumstances

I like live sessions but also prerecorded lessons as we can stop, pause it and come back to the things we've missed.

The response comments and corrections I find really useful and ensure the girls go back and correct their work and the audio comments are fantastic. They provide a personal touch and can convey the message better than text alone

I cannot speak highly enough of all the school has done to support us, and how the wellbeing of the children has clearly been prioritised. The teachers are very responsive and give helpful timely feedback.

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You Said	Our Response
<p>Technical issues are frequent with Google Meet, can you invest in a suitable technology platform such as Microsoft Teams</p>	<p>Both platforms are free to schools. We use Google Meet as this is part of an Educational package, as we have Google Suite for Education and Google Classroom for some of our children as well as SeeSaw when delivering remote learning. Microsoft Teams is an Office based platform and predominately designed for adult, office/business use. We are also aware that several educational learning providers that we use to support and enhance our learning offer are moving away from the MT platform as they are finding this regularly freezes and is becoming increasingly unmanageable for meetings for them. We will continue to monitor and work to develop the way we use and deliver our live/remote learning so that is as accessible as it can be for all.</p>
<p>Clashing live sessions between year groups are difficult to accommodate</p>	<p>Although we do our best to coordinate different year group live sessions, we do aim to ensure these all take place first thing in the morning so that they support children with the learning for that day and on occasions for these reasons, these may take place at the same times. If you find that sessions still clash for your children, please can you let us know and we will ensure those particular year group sessions are at different times.</p>
<p>10am live classes perfect and maybe an afternoon one each day?</p>	<p>As you can see from the range of answers, where some families told us they would prefer fewer live sessions and others that they would like to see more, it is always going to be hard for us to provide an offer that will meet every family's needs at this time. We have aimed to provide a balance that supports all, with a mix of live sessions and opportunities for children to come together and see each other but alongside pre-recorded teaching videos, as so many of you told us these teaching videos are really helpful for you.</p> <p>These tend to take place in the morning for the reasons outlined above; to support with the learning your child/ren is/are doing that day.</p> <p>We have now ensured these sessions take place at the same time everyday as several of you said this would help you.</p> <p>We have now coordinated the sessions where we can, so that individual year group sessions do not clash.</p> <p>We offer learning opportunities in the morning, as this is when children learn best and we can give direction for the day's learning. Afternoon live sessions are usually to gather feedback and to inform planning for future learning.</p>
<p>If possible, we would prefer one live session a day at the same time each day to help us manage our own workloads</p>	
<p>I think one live session is enough. And I prefer mornings than afternoons</p>	
<p>Assembly and remote lessons at the same time each day, preferably in the afternoon. Morning are busy and best time for lessons</p>	
<p>It would be really helpful to me if there was consistency in set times for live classes,</p>	
<p>More live sessions</p>	
<p>Live sessions would be better once or twice a week as a social thing so children can see their teachers and friends.</p>	
<p>Would prefer less Google meets, more for wellbeing and socialising than teaching</p>	
<p>As well as being a pastoral exercise I think the children benefit from sessions which look at a particular aspect of current learning. More of that would be great as I'm concerned that there is going to be a gap between the children being taught in school and the children at home</p>	
<p>I find the live lessons every day quite difficult to manage around my own meetings as I don't know until Sunday what time the live meets are going to be and the Thursday meet doesn't have a time until much later. It would be easier to</p>	

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<p>manage my own work around home schooling if the meetings were always at the same time</p>	<p>We have ensured our live sessions have a wellbeing/pastoral, rather than learning, focus, but they do give us an opportunity to instruct and direct children with the learning that day and to do some interactive teaching sessions i.e. reading, spellings.</p> <p>The children in school are being taught the same learning that children at home are doing.</p>
<p>. I like the varied timings and it's helpful to have sessions recorded just in case</p>	
<p>I would prefer it if the meetings were kept to under 30 mins as it's quite a long time for young children to sit in front of a screen</p>	<p>Again, it is difficult for us to ensure our offer meets the needs of everybody at this time, as those needs are so varied.</p>
<p>I've noticed that if my daughter's name is not picked up during live session she gets very upset. So maybe if we could do the session a little bit longer so everyone has a chance to speak?</p>	<p>We aim to include as many children as we can, but need to ensure sessions are not too long as children do lose focus.</p> <p>We are also conscious that other parents tell us their child would not be comfortable speaking in a live session so we aim to get a balance between asking children questions and ensuring those who are not comfortable with this do not feel anxious.</p>
<p>The chance for the kids to have more interaction as a small group to maybe talk through a task together or even just say hello</p>	<p>During the start of the sessions, whilst everyone is logging on children are encouraged to unmute and engage with their teacher or peers.</p>
<p>J would really benefit from a few, smaller group interactions where he can't 'disappear'</p>	<p>Teachers do try to ask children throughout the sessions and get a balance between those children volunteering to speak, and those children who we feel may have something to add, but haven't raised their hand. We try to emulate the way we would encourage participation in the classroom, but realise that this will be different in the current virtual arrangements.</p>
<p>I would like to see some more structured live check-ins, and also the opportunity for a 1-2-1 check in with his teachers, even just for 5-10 minutes a week</p>	<p>Currently we try to have a balance throughout the week of structured, pre learning sessions, to complement the pre-recorded lesson input, as well as time for the children to take part in less-structured activities for well-being. This may be time to respond to music, a quiz, a story time, or a show and tell.</p>
<p>I think the option of a live assembly may be something to consider. Possibly similar to what was offered whilst in their classroom bubbles</p>	<p>We have tried to find ways of live streaming assemblies but this has proved challenging. We aim to offer some live assemblies whether as Key Stage or for each class after half term. If we can find a way to live stream to the entire school at the same time, we will.</p>
<p>Virtual parent rep meetings may be an idea to begin up. It's a great opportunity to communicate with your parents and learn what they feel is working well and what they feel may not be working well</p>	<p>We have organised our first meeting and agree this is a positive way to communicate with our families, even if remotely during these times. Thank you for this suggestion.</p>
<p>It would be useful if there was an activity set on seesaw to direct us to the work set on purple mash (for example)</p>	<p>We are unclear how this would help. We can set an activity on SS but you would still then have to log into Purple Mash. We will however, highlight on the week's timetables when work will be on PM, for example and we hope this will help you. If you would like to contact us to discuss your requirements further, please do.</p>

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<p>T has his own device for completing his work, which is registered in his own name. As his account is a child account he only has access to YouTube Kids (account level security settings) and one or two videos shared on work packages therefore, haven't been available to him.</p>	<p>We are sorry this is causing this issue for you. We do not regularly signpost to learning on YouTube but we are aware that some of the activities in MHA week may have signposted you to YouTube and possibly via other sites we signpost you to such as Oak Academy. Our music teacher also uses YouTube to deliver his music lessons; we are currently working with him so that he can deliver lessons via Google as teachers do. We hope this helps resolve this issue for you.</p>
<p>Would be helpful if reading books could be swapped every fortnight for year1 as our child doesn't like to read books online so hasn't used Oxford owl and is just reading books from home.</p>	<p>We understand this completely. We aim to do this after half term. More information on how this will happen will follow.</p>
<p>It would be good to have some work in paper form just for variety. Sometimes working on a screen for too long can cause tiredness and headaches. We had some at the start but maybe a pack to collect or sent out every 1-2 weeks would help.</p>	<p>We have produced further packs for each year group to collect this week.</p>
<p>It is difficult to plan when activities are uploaded at various times throughout the day that they are due. This causes numerous interruptions/distractions when print outs/gadget access are required and technology issues are encountered. If activities could be uploaded the day/evening before it would make things easier.</p>	<p>The majority of year groups do upload work the evening before it is due. However, as we have found that some of our very oldest children are completing this work that evening so, for this reason, work is set in these year groups the following morning at 7.30am.</p>
<p>It would be really helpful if teachers could send the learning the evening before so we could plan our day around it and I could have time to plan fun ways of learning at home or outside to keep the children engaged.</p>	
<p>The optional tasks e.g. making a bird feeder are great, but it would be good to have some notice on the weekend for the coming week as to anything we might need to buy/collect to be able to make it.</p>	<p>We appreciate this and will ensure for future additional learning opportunities we give you this notice. We do have another thematic week due for World Book Day and we will ensure this is uploaded for you before the week it is due.</p>
<p>Occasional creative ways of doing maths, English etc that allow children to be active or not so tied to a screen.</p>	<p>We do aim to set work that gives the opportunity for time away from the screen and to do more practical maths where this is appropriate for example.</p>
<p>Too structured, same lessons every day. Most are computer-based activities.</p>	<p>We have a legal requirement to ensure we continue to deliver the same lessons, learning and curriculum we would be were school fully open, including daily Maths and English lessons. Research also shows that children benefit from known structures and routines. For this reason, we start each day with 5 a day in Maths in school for example, as this helps 'settle' children into learning and we have continued this with their home remote learning to try to maintain some 'normal' routines.</p>

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