

11<sup>th</sup> February 2021

Dear Parents,

Thank you for your feedback on our remote learning provision. We were delighted by the amount of positive feedback we received. Many parents commented on the improvement in our remote learning since last year and expressed appreciation for the hard work and effort that teachers are putting in. We have considered your feedback carefully and will be adjusting our offer in the light of your comments. Below is a summary of our response to the main themes and issues raised.

Feedback	Response
More Zooms for social interaction Provide a focus for zoom meetings Live teaching	<p>Zoom teaching has many drawbacks and several parents actually responded negatively about zoom interactions ('the novelty has worn off', 'the children don't say anything', 'my daughter finds it very unsettling'). We are using live zoom teaching with a small number of SEN children in very small groups and will continue with this. However, live online teaching is not practical with whole classes. Teacher videos which children can access at any time and re-watch are more useful.</p> <p><b>Teachers will increase the number of zoom social sessions to 2 per week, although numbers in each group will be greater. They will also ensure there is a focus or social activity during the zoom session. No zoom session should last longer than 30 minutes.</b></p>
Too much work to complete in the time provided	<p>The number of hours of learning is decided by the government and not something that we can alter.</p> <p>While we understand the focus on English and maths, it would be a shame for children to miss out on the broader curriculum. <b>Teachers will be less ambitious in what they set for each lesson and will make it clear the minimum that needs to be completed for each session, rather than making some subjects optional.</b></p>
Parents/children enjoyed mental health week activities	<p><b>'Family Fridays'</b>; maths/English in the morning. Afternoon – off-curriculum activities for the family to do together in a more relaxed way.</p>

<p>Too much pressure. Parents feel like they are being judged</p>	<p>We understand that this is a difficult time for families and that many of you are juggling work and home-schooling and more than one child. We have tried to be supportive and teachers are spending many hours each week providing advice and support for individual families. We are trying to give advice and signpost useful information via the newsletter and website.</p> <p>However, the government directive states that school must 'have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern'.</p> <p>Many parents have also said that having to submit work, and children knowing that their teacher is looking at this, has helped to motivate them and this is a great improvement from the previous lockdown.</p> <p>As stated above, we will look carefully at the amount of work that is being set for each lesson, which will hopefully help.</p>
<p>Difficulties accessing printed resources/other materials Cost of printing/materials</p>	<p><b>Any printed resources can be collected from the school office at 9.30am each morning for that day's learning</b> (parents must let us know in advance that they would like these). Parents may also collect an exercise book to work in if they contact the school.</p> <p><b>Teachers will be more aware of the resource implications of their activities and avoid those which require specific resources, or suggest easily accessible alternatives.</b></p>
<p>Accessing work and comments on Google Classrooms is not always straightforward.</p>	<p>Many parents commented that they found Google Classroom very easy to use and a great improvement from last year.</p> <p><b>Please ensure that you are looking on 'classwork' rather than 'stream' to find your child's work – all work for each day is organised in one folder. Teachers will ensure that whenever possible work is in chronological order – with the most recent date first and that documents and links are clearly labelled, eg. 'answers', 'to do' 'instructions' etc</b></p>

	<p>The comments function on Google classroom is very useful, and many parents stated that their child found the feedback useful. However, there is no way of notifying parents when comments have been made, just as teachers have no notification when work is submitted.</p>
<p>Barriers to learning: Pupil motivation White Rose can be repetitive and a bit boring!</p>	<p>Together with parental time, pupil motivation was one of the most stated barriers to remote education. We understand that this is increasingly difficult as time goes on. Many parents mentioned that children uploading work and teachers seeing and responding to this was very helpful. Although some parents would like more specific feedback on children's learning, most parents wanted the feedback to be motivational.</p> <p><b>Teachers will provide feedback that acknowledges and provides positive feedback to encourage children, rather than ideas for improvements.</b></p> <p><b>As stated above, we will look carefully at the amount of work being set and suggest minimum requirements so that children have a sense of accomplishment.</b></p> <p><b>'Family Friday' will hopefully be motivating and fun for children.</b></p> <p>Some parents appreciated the routine and familiarity of White Rose maths but some said that children are becoming bored. White Rose is very well structured and resourced, with very clear modelling and explanations. Teachers are able to build on these lessons as appropriate. <b>We will look at our maths provision and explore the idea of setting at least one lesson a week using a different format, such as a challenge or practical task.</b></p>