



Pirton Hill Primary School Remote Learning – Parental Feedback (February 2021)

A huge thank you to all those parents / carers who took 3 or 4 minutes to complete the survey on our Remote Learning Policy.

We know that learning at home is not ideal and really appreciate the support, persistence and hard work of our amazing parents / carers – you are making a real difference to your child. Thank you.

How are we doing?

We asked you to rate our current approach and are thrilled that 91% of you rated it as “good” or “excellent”.

Excellent	50%	Good	41%	Satisfactory	8%	Needs Improvement	1%
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What is going really well?

It wasn't possible to put all of the amazing comments you made on this summary but please rest assured that they will all be passed on to the staff/governors, so that your expressions of thanks & gratitude are known!

In summary, these were the things that were most frequently mentioned:

Live Lessons	Opportunity to see teacher and friends every day	The set timetable / routines
	Daily feedback from teachers on submitted work	No printing required
Loan laptops from school <i>(almost 200 pupils are now using a school-loaned laptop)</i>	Children are engaged in live lessons	The amount of work <i>(inc. the balance of activities & between live / independent activities)</i>
	Teachers available to provide extra support	Teachers provide good, clear explanations for the children
Support for parents with technology	Communication between home and school	Reading website for Reception, Year 1 and Year 2

What are the barriers parents / carers / children are facing?

We fully understand the challenges of home learning, as well as working from home and / or supervising younger children; unfortunately, we cannot solve all of these! However, these were some of the barriers (and suggestions to make our remote learning even better) made most frequently.

Live Lessons

Without a doubt, the use of live lessons was the number one “best thing” you liked about our Remote Learning Policy. However, a small number of parents / carers / children find these a barrier.

We do understand that some children find them tricky but would encourage all children to attend, not only is this where the teacher is explaining how to do the work (*so it will be really hard to complete the work if you have not heard how to do it*) but it is also crucial for the children's well-being – seeing their teacher and friends every day!

Access to Teachers

Whilst most parents / carers stated that teachers were available to provide support when required, there were a few parents / carers who would like to have more support available, especially directly after live lessons.

This does happen for some classes and we will consider if this is possible for all classes. After live lessons, some teachers set up a different live session to work with a small group (*as they would in the classroom*) and, of course, where this happens they cannot be on two Google Meets at once.

It is also important to remember that, normally when the children are in school there is often just one adult for 30 children – so children often have some time to work through the bit they are stuck on independently and solve it themselves. It is important to give them this space at home and not rush to solve the problem for them, otherwise they will become reliant on adult support!

Deadlines for Work

A small number of parents / carers commented that the deadlines were crucial to motivate their child; an equally small number of parents / carers would like them removed!

One of the positives that many parents / carers raised was that the children get daily feedback from their teacher on their work (*like they would in school*). To enable this to happen, the work needs to be handed in by the end of the lesson (*like they would do in school*) so that the teacher can mark it!

It is also important to note that the amount of work the children are expected to complete in the time given is the same as is expected in school!

Work can be 'turned in' after the deadline but the teacher may not have a slot in their timetable to mark it!

Amount of Work

A few parents / carers said that there was too much work... and a few parents said there was not enough! This probably means that it is about right! As a reminder:

- all children have 4 live lessons in the morning – with work to complete afterwards
- all children have independent learning to complete in the afternoons. *This might be a project that lasts for 3 or 4 afternoons and the amount of work submitted should reflect the time allocated!*
- daily PE video, set by Mr Noel

Some children are turning work in very quickly (*in much less time than is given*) and this usually means that it is not of the expected standard!

Technical Issues

A very small number of parents / carers said that on-going issues with technology are a problem, although for many parents / carers the support that they have received from the school was highlighted as a positive; it is great to see so many of you have accessed the different support that we have offered.

If this remains an issue, I would urge you to:

- refer to the Google Classroom Guide sent home just before Christmas;
- look at the Google Classroom Guide on the school website; or
- contact the school office via Weduc.

Communication with Parents / Carers

We also asked you about communication from the school to you, as parents / carers, and are delighted with the response. **Over 94%** of you feel that the level of communication is "about right" – which is great – and we are pleased that you have all of the information you require.

A particular favourite appears to be the Weduc message from Mr Booth or Mrs Ellis on a Monday to all those children who had "excellent" engagement with home learning the previous week. It is the highlight of Mr Booth's and Mrs Ellis' week too!

Thank you, once again, for your feedback. This has also been shared with staff and governors and we will use this (as well as feedback from staff/children, monitoring of children's submitted work and pupil assessment data) to review our Remote Learning Policy to ensure it is the best it can be for our pupils.