



Parent Survey February 2021 – Remote Learning

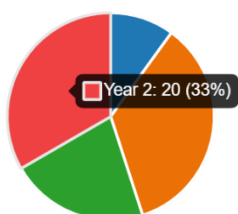
Thank you to the 60 parents who took the time to respond to the Parent Survey on Remote Learning last month.

The impact of the COVID global pandemic on so many aspects of life in the last twelve months has been seismic. In all phases of education, leaders and teachers have had to reflect on teaching and learning through different mediums and that has required teachers to learn new skills and adapt to new ways of delivering education. There are ways that we work at TIS now that would have been unimaginable 12 months ago and I've seen staff in all roles grow in confidence in what they are prepared to try in online learning. I'm also hugely proud of the fact that teachers and teaching assistants were prepared to deliver some content in live sessions. It takes a lot of courage to teach live online and I know that many schools haven't delivered teaching in this way because teachers felt very vulnerable to criticism from parents, so it takes professional guts and trust in your relationship with families to do it. There is also no research to show that live teaching is better than a pre-recorded input which is why we've had a blended approach at TIS. Teaching to camera is a whole new skill set so thank you for all many the positive comments that we received.

Of course, we are all hoping that at some point we will be able to return to the school life that we miss so much; whole school assemblies in the hall, eating lunch as a year group, children being able to play with children from another class at playtime, children in Reception being able to free-flow in and out of the three classrooms, Sports Days, discos, Summer Fetes, school trips, welcoming visitors to school, Mrs Ochiltree's special lunch table, class assemblies and school performances. I'm sure there are things I've missed from that list but imagine how magical learning will be when we are able to return to some of those much missed experiences.

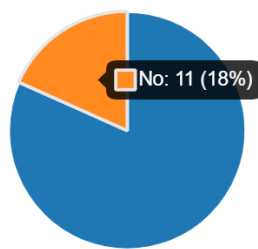
In the meantime, we keep going, we celebrate the things that are working and we reflect along the way to keep developing and improving. Here is an analysis of the responses and feedback from parents with comments from the school.

1. My child is in the following year group:



Nursery - 6
Reception - 21
Year 1 - 13
Year 2 – 20

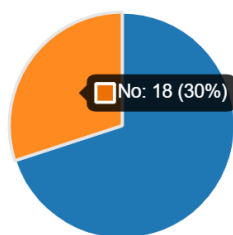
2. My child was at home during January 2021 due to lockdown



Yes – 49

No - 11

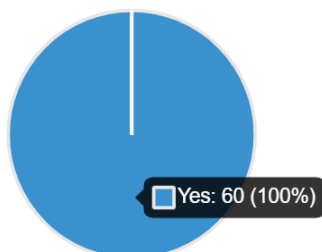
3. My child has experienced remote learning due to a bubble closing at school (close contact of a positive COVID case)



Yes - 42

No – 18

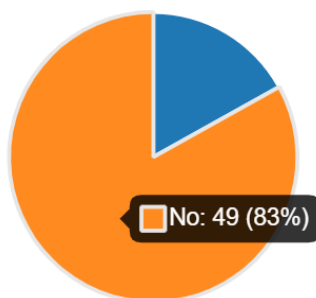
4. My child has experienced learning through Microsoft Teams.



School: Not all children received teaching via online learning, some received hard copy learning packs and we need to capture the views of those families too. Where children were entitled to Pupil Premium funding or where access to technology was a barrier to engaging online we loaned I-pads

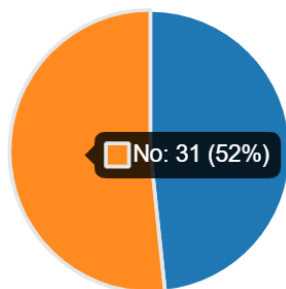
to families from school. We have purchased an additional 40 I-pads this year. We have used the Pupil Premium grant and money raised by FoTIS in previous years to do this.

5. My child has experienced learning through a hard copy learning pack made by school (worksheets in envelope)



School: We provided printed copies of work on request or where we identified a need for this. Due to the numbers of families requiring this support we asked families to collect these from school.

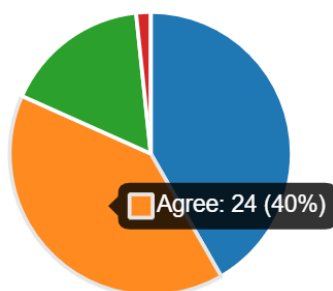
6. I received a pack of resources to support my child's learning at home.



School: We provided writing materials to all children at the beginning of the year anticipating bubble lockdowns. Parents were able to replenish exercise books from school and these were made available for families to collect from outside the office. Some children with Special Education Needs were provided

with specific resources to support their learning at home.

7. The introduction of Microsoft Teams has been an improvement to remote learning.



Strongly agree - 25

Agree - 24

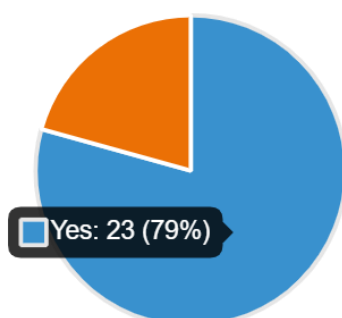
Neutral - 10

Disagree - 1

Strongly disagree – 0

School: 82% of parents answered 'Strongly agree' or 'Agree' to this question. All schools were required to have a platform for remote learning set up in the Autumn term and we received a Government grant to enable this.

8. Reception and Nursery parents only. I have shared my child's learning at home with the teacher using Evidence Me.

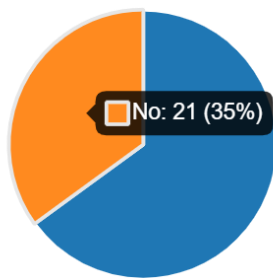


Yes - 23

No – 6

School: We are really glad that parents were using this. Evidence Me provides an opportunity for parents and teachers to share learning from home and at school. It's not just for lockdown!

9. I have been able to share my child's work via Microsoft Teams.



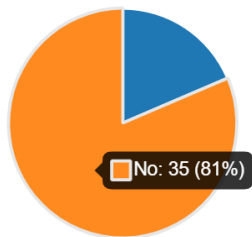
Yes - 39

No - 21

School: There are more 'yes' responses than 'no' responses but this is an area where we could improve. Some comments from parents expressed concern about feedback from

teachers. Feedback and marking in the classroom is something that we have considered and reflected on for many years. Feedback in the classroom isn't always written for example. What constitutes effective feedback in online teaching needs further discussion within our senior leadership team, talking to other schools, and reflection on current educational research.

10. I have returned completed work to the school (where children have hard copy learning packs)

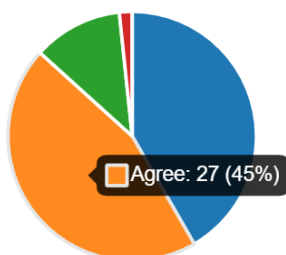


Yes - 8

No - 35

School: Some parents who requested hard copy learning packs scanned worksheets into Teams.

11. Communication with the school has been good.



Strongly agree - 25

Agree - 27

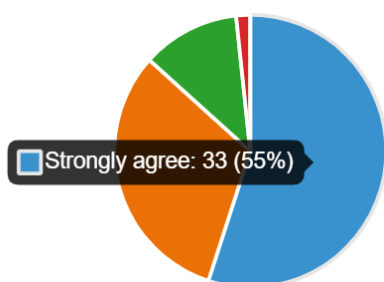
Neutral - 7

Disagree - 1

Strongly disagree - 0

School: 87% of parents who responded answered 'Strongly Agree' or 'Agree' to this question. It was an area where we took action following the Parent Survey in the Summer term. We wanted to make sure that families received regular phone calls from school staff. This helped us to be able to offer additional support to individual children and families in lockdown. It's clear that this was a very challenging lockdown for everyone.

12. School has kept in contact with my child.



Strongly agree - 33

Agree - 19

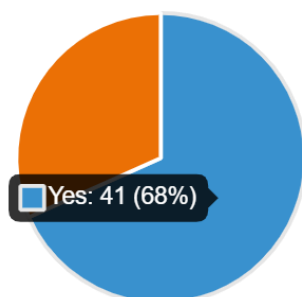
Neutral - 7

Disagree -1

Strongly disagree – 0

School: 87% of parents who responded answered 'Strongly Agree' or 'Agree' to this question. It was an area where we took action following the Parent Survey in the Summer term. Safeguarding is also a high priority for us. We feel that this lockdown was harder for children at home because of the time of year and coming straight after Christmas when some of our classes had had an unsettled time in school with bubble closures.

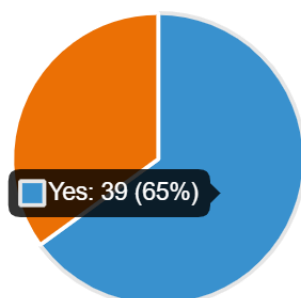
13. My child has experienced teaching in a large group.



Yes - 41

No - 19

14. My child has experienced teaching in a small group.



Yes - 39

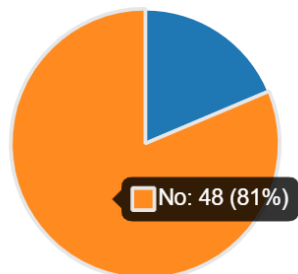
No - 21

School: The timetables and organisation of Reception, Year 1 and 2 were slightly different. Reception focused on one curriculum area per day with smaller groups to support engagement and the learning

needs of different children. One of the areas that we wanted to develop from the Summer term 2019/20 was the support for children with addition learning needs, particularly where

children had additional support through specific interventions at school. We were able to deliver some of these interventions remotely, online in small groups. The focus for these groups was dependent on the learning and development needs of the targeted children.

15. My child has experienced teaching 1:1



Yes - 11

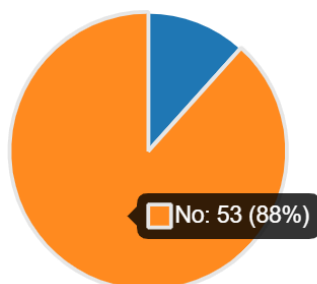
No - 48

Children who have Education, Health and Care Plans continued to be supported by their 1:1 Teaching Assistants during bubble closure and during lockdown, whether this was face to face

or remotely.

We also appointed an additional Teaching Assistant in the Autumn Term with the COVID Catch-up Grant received by all schools. We had identified the children who needed support to catch up following the first lockdown and supported them through interventions in the classroom. In this lockdown we prioritised the children who were most at risk of falling further behind, and who would not be in school, to work remotely with the COVID Catch-up Teaching Assistant. This was based on the teaching assessments of progress and attainment we made at the end of the Autumn Term.

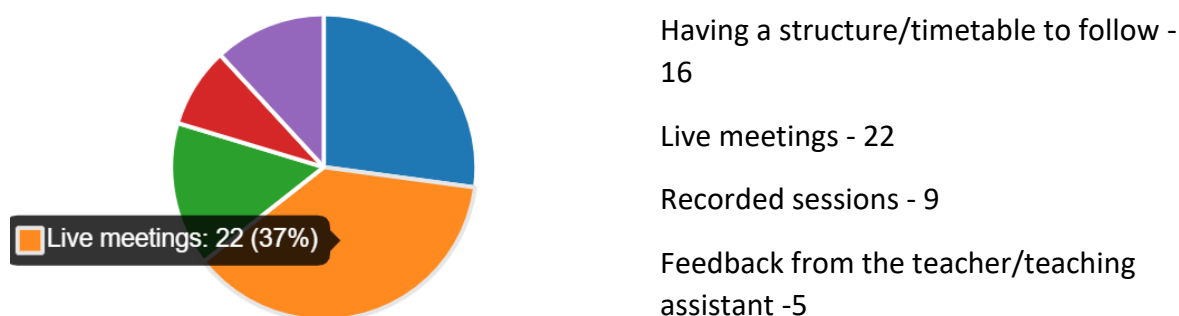
16. My child has Special Educational Needs



Yes - 7

No - 53

17. Which of the following actions by the school do you think makes the greatest difference to successful remote learning?



The opportunity for parents to ask the teacher/teaching assistant questions – 7

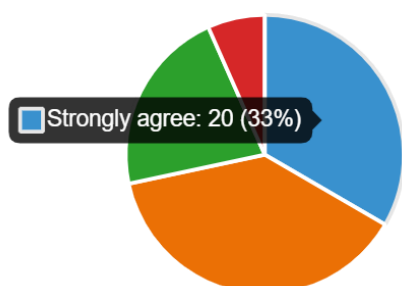
School: This was really interesting feedback. Clearly live meetings are popular, as is giving families a timetable/structure to follow. The Government's expectation was that schools should provide an average of three hours work a day for children in Year 1 and Year 2 but we know from your feedback that many working families found juggling childcare, home schooling and working from home an impossible task. This, and the recognition from the Government and Ofsted that children in Reception, Year 1 and 2 and children with SEN require a significant amount of support with home learning is why I believe this age group was prioritised for an early return to school last Summer. [Remote education good practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/remote-education-research/remote-education-research)

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Feedback to this question reflected individual family circumstances. Some working families found that juggling the number of live sessions was very difficult, others missed having a fourth online meeting (as we had provided in bubble lockdown). Some working families commented that having recorded links to teaching and learning helped them to find some balance within the day. One parent commented that they missed the more relaxed style of the original lockdown in the Summer term.

The question asked parents to state which they thought made the greatest difference. Not an easy question to answer when they all make a difference and we recognise that as a school.

18. The school have improved the delivery of remote learning from the previous lockdown in 2020.



Strongly agree - 20

Agree -23

Neutral -13

Disagree - 4

Strongly disagree – 0

School: This question was badly worded. I wanted to find out how parents found this experience of remote learning in the Spring Term of 2020/21 versus the Summer Term of 2019/20. That said, 72% of parents responded to the statement with 'Strongly Agree' or 'Agree'. 10 of the 13 parents who responded with 'Neutral' were in Nursery or Reception and would possibly not have had experience of the Summer Term 2019/20 lockdown remote learning provided by TIS.

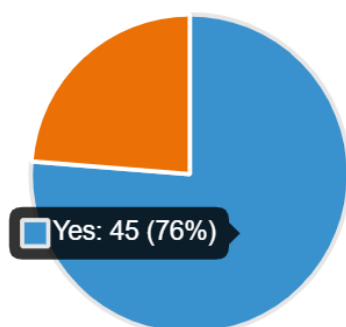
Where parents responded with 'disagree' they had generally also responded with 'disagree' elsewhere in the survey. As stated previously, there is no evidence from current educational research that 'live teaching' is better than recorded teaching and there are currently no standardised measures of 'quality' for remote teaching. Schools can offer, as we do, a blend of live and recorded sessions, including making use of materials from The National Oak Academy but there is not an expectation from the Department of Education that teachers remain continuously online with children in any key stage of education. [Remote schooling: new EEF evidence review highlights core features that can unlock its potential | News | Education Endowment Foundation | EEF](#)

What we do know from our experience at TIS is that managing remote learning during a bubble closure or in a whole school closure for a relatively short period is easier to manage because all staff at home. This means that there is greater capacity for online teaching and these sessions will generally be led by the class teacher.

During this lockdown, schools have managed the balance between where and how staff are deployed differently but like many school leaders I have had to manage the needs of Clinically Extremely Vulnerable staff in a number of roles who are currently unable to be in school. Like many other Primary Schools, we have had approximately a third of our children in school during this lockdown.

As in the last lockdown we have been able to ask Teaching Assistants to take classes under the direction of a teacher and we have done this in order to minimise mixing of staff across class bubbles in accordance with our Risk Assessment. We are fortunate to have a group of highly skilled and experienced Teaching Assistants at TIS. At all times, but particularly in these lockdown periods, they are invaluable. [Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](#) (pg38)

19. My child is able to complete the work they are given each day.

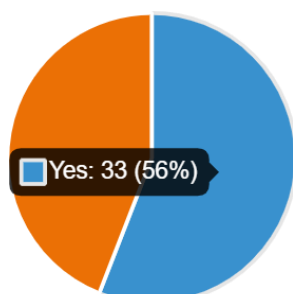


Yes - 45

No - 14

School: This is one of the questions we explore with families during weekly phone calls to help families prioritise learning tasks and to identify if children need further extension.

20. I would welcome a 'screen free' day of learning in the week.



Yes - 33

No - 26

School: This is very close. Some schools have offered a 'well-being' screen free day for their children and teachers. If lockdown continued or was repeated we may be explore this with families in more detail.

Finally, I would like to take this opportunity to thank Mrs Jenny Glen for managing and leading the remote learning strategy in school. She was tenacious in her communication with Capita. What was supposed to be an 'easy to set up' learning platform was complicated by a pre-scheduled whole school email migration! I had all my fingers and toes crossed that we would have everything in place before October half term and we did. She has also provided a lot of technical assistance to parents as well as supporting staff with numerous online technical queries. Thank you, Mrs Glen.

As always, our improvement and reflection is continuous so please do not hesitate to contact the school office if you have any further questions, comments or concerns regarding remote learning.

Rebecca Ochiltree

March 2021