



**St Mary's
Church of England**
Voluntary Aided
Primary School

Remote Learning Survey February 2021

We issued online Parent Surveys to help us to evaluate our remote learning offer. 157 responses were received by February half term.

The questions were shaped to allow for both qualitative and quantitative data analyses. We made key changes to our practice at the start of the Spring term 2021 and therefore wanted to provide sufficient time and experience of these changes before seeking feedback.

The feedback received has led to actions which will further refine our offer both now and in the event of a bubble closure in the future.

The analysis in this document captures the numerical data and a summary or generalised, common responses in addition to some stand out quotes. Some questions were sent to all parents and some were specific to Key Stages or classes. This was because of the type of remote learning provision made for children of different ages.

When asked 'Is there anything that your child is doing in their online learning that has really helped them?' The most common, headline responses were:

- *Purple mash coding has been great; teacher's tutorials are really nicely done & easy to follow.*
- *The variety of activities has been really good too, but along with some steady familiar work we know how to do.*
- *The feedback on google classroom is great, helpful comments, getting house points and special mentions have really meant a lot to my child and keeps her motivated.*
- *My child likes going into owl reading and picking a book*
- *I think her computer skills have definitely improved*
- *Whole class responses to activities and questions*
- *There's lots more support this time.*
- *Introduction of small phonics live group.*
- *Playing different Maths and Phonics games, online bingo*
- *Seeing classmates on Google Classroom.*
- *Tasks that link online learning with outdoor activities.*

When asked 'Is there anything your child would like to do remotely?' The most common, headline responses included:

- Online PE
- Some handwriting tasks
- More interaction with teachers
- Live lessons (from a small group of parents)
- More contact with friends.
- Less of the longer activities.
- More online stories from the teacher.

Actions undertaken since survey analysis:

- Pre-recorded PE sessions for YR, KS1 and KS2 began w/c 22nd February.
- More small live support groups added w/c 22nd Feb
- All staff recording story reading and launching virtual library 1st March.
- Some collective worship now includes a thumbnail recording of the person leading.

Audio narrations on PowerPoint: Do the audio explanations help your child understand what they need to do?



They provide great context for the activity, and my child really relates to them from hearing his teacher's voice. Yes, he engages with a familiar voice & finds it reassuring. Yes, having her teacher speak through the learning makes it clear and engaging.

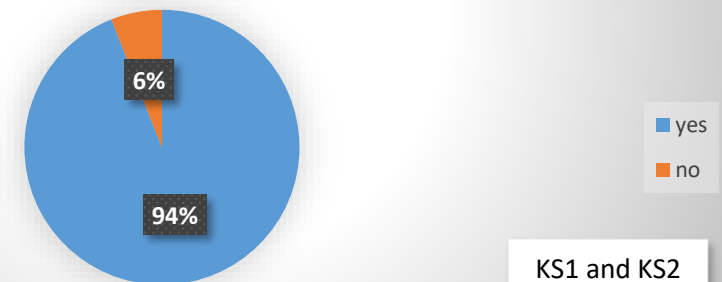
Action: Contact individual parents still having some issues with relevant technology.

Great explanations and able to work at different levels from these. It also means a teacher is explaining using methods that my child is familiar with.

You can tell there's a lot of effort made to create well-presented demonstrations. They have a great flow, and they set up my child well for completing the activities as independently as possible. I notice he will go back and re-watch videos if he gets stuck, or he pauses it to ask questions or discuss things further. I honestly believe these make it so much more possible to fit home-school into my working day, as no day is the same with my meeting patterns.

Yes... especially coding. My child has really enjoyed these and has become very independent in her learning here.

Recorded video demonstrations: Do the video demonstrations with a voice over help your child understand what they need to do?



KS1 and KS2

Do you or your child use private messages or comments on the Google Classroom stream when they have found something difficult or have made mistakes in their learning task?



All classes

Yes, and always get a helpful response.

Teachers have been wonderful in responding. I'm very grateful to staff for offering to speak to us on a few occasions and for their reassurance and support.

'Yes, my child likes to sometimes type a comment or asks one of us to thank the teachers for her house point, there has not been confusion over any task that has been set.

Yes, to communicate if we have had a problem.

Actions: KS1 and YR teachers to remind children (via Google Classroom/Meets) and parents by email about how to send private messages.

I think they have been really important and lovely way to start each day.

They particularly enjoy Specials on a Friday. House points are still a big deal.

They encourage deep thinking and discussion, and provide an opportunity to reflect on the school's values and ethos. It's lovely to hear the head teachers' voices and have that connection with them.

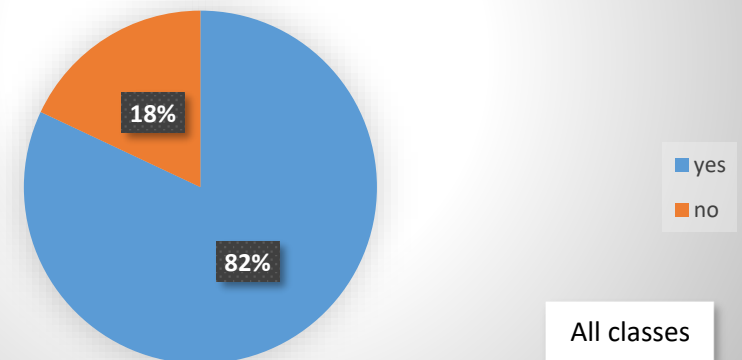
We listen to the worship together as a family. Sometimes my child really enjoys it and is engaged and wants to comment on what she has thought.

My child loves daily worship, it's the first thing she looks at when she logs on.

She always joins in with the 'this is our school' part and the prayers.

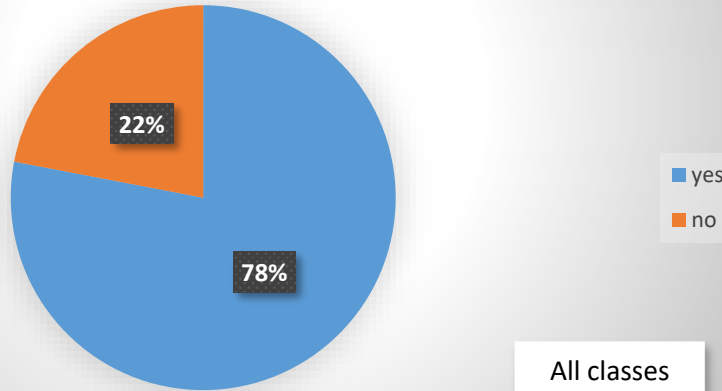
Actions: Consider having small thumbnail window showing Mrs Constantinou/Mrs Adams in recorded worship.

Vision and church school ethos: Please comment on whether your child is accessing daily collective worship on Google Classroom.



All classes

Have the early morning Google Meets in which your child's teacher explains the day's learning, helped them?



These are very valuable. Good to have a connection with the class and for teacher to set out daily work so they know it's an expectation. Also marks the start of the school day!

Yes, it's helpful to make sure he is clear what work is set each day and helps engage him

These have been great! Really nice to feel part of the class as well as understanding the work for the day

yes 100%, it's a good start to the day

Where children do not access, it's often because of clashes with parent work meeting, or because some children choose not to attend.

Actions: Teachers to encourage children to attend early morning meetings where non-attendance is not parent work related.

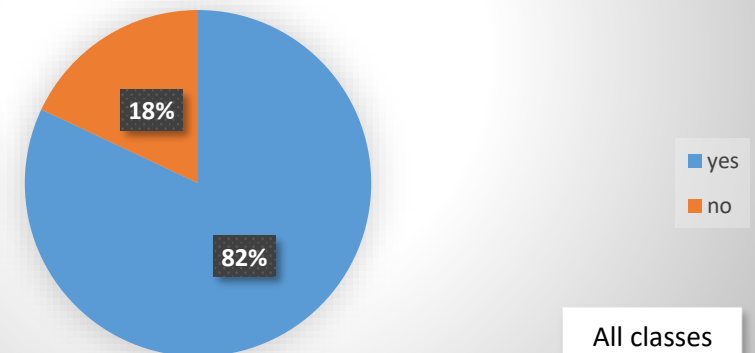
Yes, these have been the highlight of the week.

My child loves meeting and having a little chat with the teacher and class

Yes, they have been really lovely and really nice to have small groups so they all can have the chance/confidence to speak.

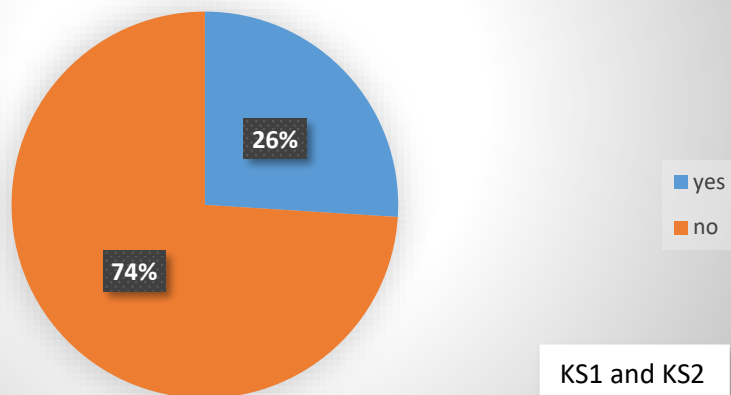
Yes, absolutely-the fact it is a smaller group has really been useful so there is more engagement

Have the informal, weekly group Google Meets with your child's teacher/teaching team, helped them to keep in touch with others in the class?



All classes

Have you found the suggested schedules/timetables for the day useful?



Yes, it helps my child to have a learning plan.

Yes, it gives us a structure for the day and helps her to know what to do

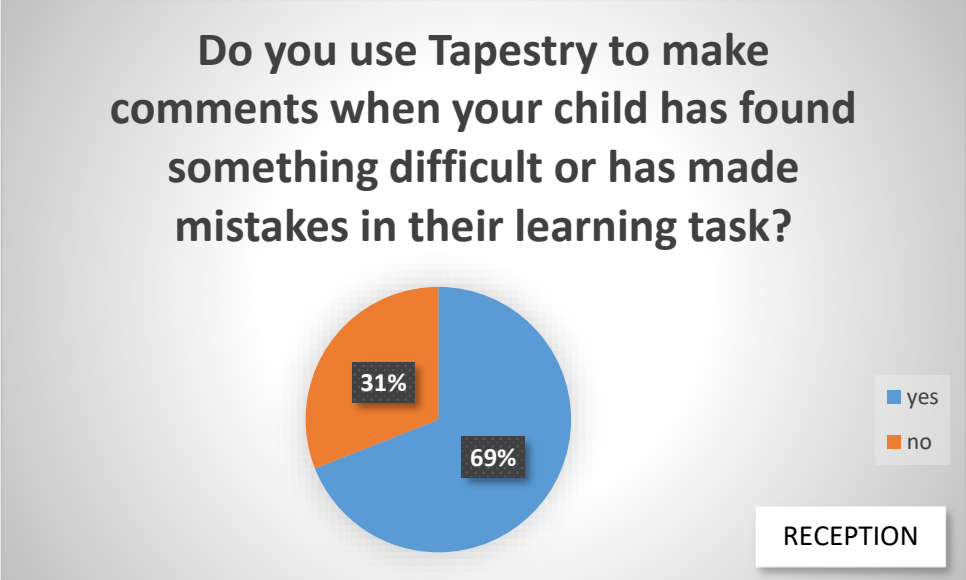
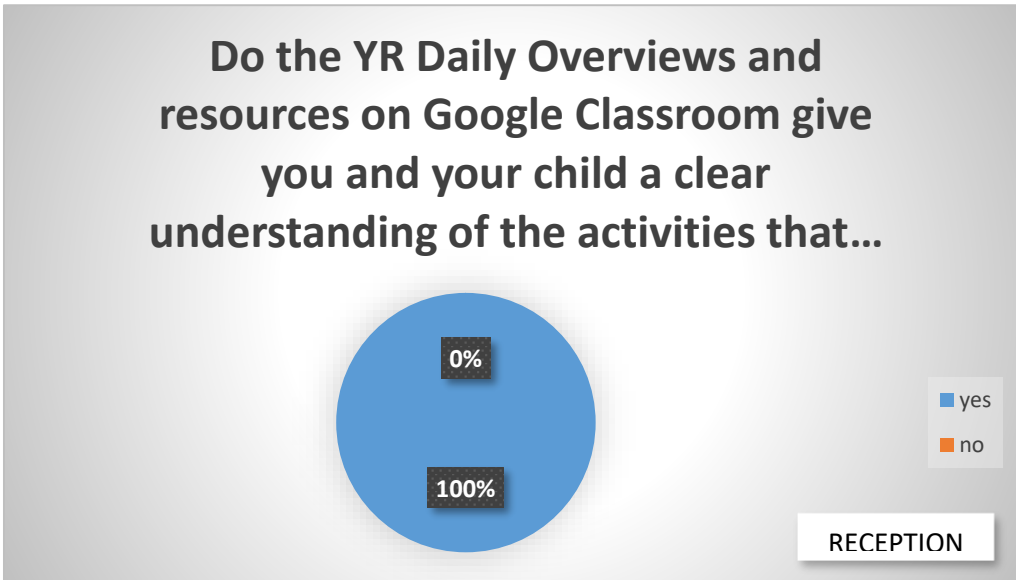
Yes, as it is good to know roughly how much time is spent in each learning area.

Where families haven't used them it's because they have created their own routines to fit in with their existing commitments.

We also asked how children were working through the day's activities with regard to the amount of adult support required.

- As expected, this varied across age groups and for some children there was a difference in amount of support required depending on the curriculum area.

Questions that were just for parents and carers in Reception:



The remaining questions about reading were just for Reception, Y1 and Y2

Reading: Is your child reading regularly with you or independently using: (tick all that apply)	RECEPTION	YEAR ONE	YEAR TWO
	Online Oxford Owl, Books from Home and School Reading Books: 40% School Reading Book and Books from Home: 30% Books from home: 25% Oxford Owl and Books from Home: 5%	Books from home: 26% Oxford Reading Owl and Books from Home: 11% Oxford Reading Owl and School Reading Book 5% Oxford owl, school reading book and books from home: 21% School Reading Book: 5%	Online Oxford Owl 4% School Reading Book - Books from home 53% All of the above 12% School Reading Book and Books from home 29% Action: Send general reminders to parents about Oxford Owl online reading.
Online reading record on Google Classroom: does this support you in helping your child's reading? If so, how?	Across YR,1,2 only 37% Yes		Yes, this encourages him to read more at home Yes, it's good to keep track of the progress of reading and knowing my child's next steps. Yes. I had a question the other day and the teacher promptly replied. Actions: Remind parents in these classes about the online reading record.