

Parents and carers

thank you for your continued support with your child's remote learning. All staff know how challenging it is for you. We are aware that it is challenging for different people for different reasons, and we are continuing to work with families to understand your barriers and reduce them, and give support where we can, to enable engagement in remote learning.

Teacher's voice:

This update is a useful opportunity for me to share the challenges for teachers, as I am sure you will appreciate, there are many barriers for them too. I hope it will also help you to understand why we are working in the way that we are. These barriers include:

- Our children and their families, within each household, need very different things at the moment and we need to respond to that need, eg organising paper packs, supplying devices, providing emotional support, inviting some pupils to work on site
 - With regards to paper packs and resources for home use. Please can I request on behalf of staff that you only request a pack, if you intend to use it. It takes a lot of time for staff to plan and prepare packs, and it is demoralising for staff, when the packs are not used. Thank you.
- There is a pressure from the government for schools to ensure **all** pupils attend (engage in remote learning) and we have some families not opting into remote learning. This places a huge pressure on all schools.
- Teachers and teaching assistants are trying to do many things at the same time. They are:
 - Working on site in the classroom and continuing to follow protocols regarding additional cleaning and supervising playtimes and dinnertimes
 - Supporting remote learning –marking work and giving feedback, preparing work, making videos, upskilling themselves and teaching assistants in order to respond to the new challenges
 - Checking in with parents and responding to calls
 - Chasing up pupils/families who are disengaged

It is so important to gather the voice of all parties involved in these unusual times so that we can work together effectively for the best possible interests of our children. All staff in school are very grateful for the support that you are giving your children at home, and the honesty in which you share the challenges that you are facing.

In partnership with families, our aim is to provide the best education that we can for our children, whilst trying to balance the wellbeing of pupils, parents and staff.

Remote Learning—feedback from Parents

Thank you to everyone who took the time to complete the survey monkey in January. Your feedback has helped to direct and prioritise some changes with our provision, along with the many honest conversations that we have had over the telephone.

I have summarised some key points that you have shared and the actions that we have taken, in response to your feedback:

4. What are the barriers that you are currently facing?		
Balancing working from home and supporting my child's learning	74.13%	10
Being able to motivate and engage my child in learning	35.71%	5
Other. Responses included: Trying to help my kids understand the work and hoping that I am doing it right ...School isn't actually teaching children, you are just posting interactive work that requires time that we just don't have...	28.57%	4
None		1

6. Which aspects of the remote learning are you finding works well?		
Written feedback on written work	78.57%	11
Paper based work that can be uploaded	50%	7
Videos with staff visible	42.86%	6
White Rose maths videos	42.86%	6
Videos with voice overs	35.71%	5
Other. Responses included: Speed of feedback is regular and appropriate with the opportunity to respond. Work is provided the night before which is incredibly helpful for an early start. Teaching needs to be online, other schools are doing it so i dont understand why ours isn't		

<p>All aspects are OK. But sadly it is all a bit too much to get through.</p> <p>I've been happy with the way the work has been provided so far. The work packs and online work on seesaw are good and we can do it in our own time through the day which is good rather than being stuck to set times as that is difficult while trying to balance everything.</p> <p>I have no printer at home so find it is difficult to print and upload work in a timely manner. I have to forward every document to a member of the family that has access to a printer which is timely and frustrating in a lockdown situation.</p> <p>We don't get video calling from teachers or reading from teachers. Printed work sheets work well. The white rose math videos can confuse them even more as they can't ask questions.</p>		
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As you can see the responses are incredibly varied and typically reflect the conversations that staff are having with parents.

Actions taken from school:

- Paper copy of packs continue to be available from school—please reach out to your child’s class teacher if you would like a pack. Many families now receive these packs.
- More video, voice over explanations are being used by teachers and posted. These videos are increasing, particularly for maths in Class 3 following requests from parents and pupils. Phonics videos, storytelling and explanations in other subjects are increasing also.
- Teams sessions (live session) – Class 3 will be invited to an introductory session on Tuesday when we return to school. This will be an introductory session to Teams and Wellbeing. These sessions will provide an opportunity for our children to connect and to assess how the session could be used moving forward.
- Wellbeing Wednesday sessions have been introduced and Mental Health videos have been shared.

Positive Feedback received from parents:

Thank you, for the positive feedback given. It is important to know what works well, so that we can continue to deliver that. It has also been good for staff morale to know what is working well.

What will the impact be if my child does not engage in remote learning?

Children who have not engaged regularly in remote learning will have bigger gaps on return to school. They will have missed out on a number of sequences of learning. These sequences are building blocks and are progressive. They are steps that enable progress.

Does it really make a difference that my child has engaged in daily remote learning?

The simple answer is **yes, absolutely**. Teachers are fully aware who has completed work and how well they have done. Teachers know who they have given additional support to and who has found tasks straightforward. The dialogue that has gone on between teachers and pupils, and teachers and parents have provided a platform for informal assessment. This means that for these pupils, once they return to school, teachers will not need to fully assess where the children are at, they can continue to move the children forward in their learning.

Remote learning has also provided many opportunities for staff to see how the children have coped at home during the lockdown period. This will aid staff to be able to fully support children on their return emotionally, as well as academically.

Remote learning has provided an effective way for families at home to stay connected with school.

How long will remote learning continue?

Schools do not know any more than the general public. The Prime Minister will make **announcements on 22nd February** regarding plans for the 8th March.

We will respond speedily to guidance given on that date.

What happens next?

We continue to move forward as we have been, using Seesaw as our platform for communicating and uploading work.

Improvements in remote learning provision should continue to improve.

Families who have not been engaging in learning and who do not respond to communications from school, will receive a doorstep visit from the attendance officer, Becca Anderson. As mentioned above, following guidance from the government, schools are under huge pressure to ensure all pupils attend, and during this lockdown, engagement in learning is regarded as attendance.

School will continue to check in on some families, but parents are also invited to contact school if they are facing challenges that we can help with.