

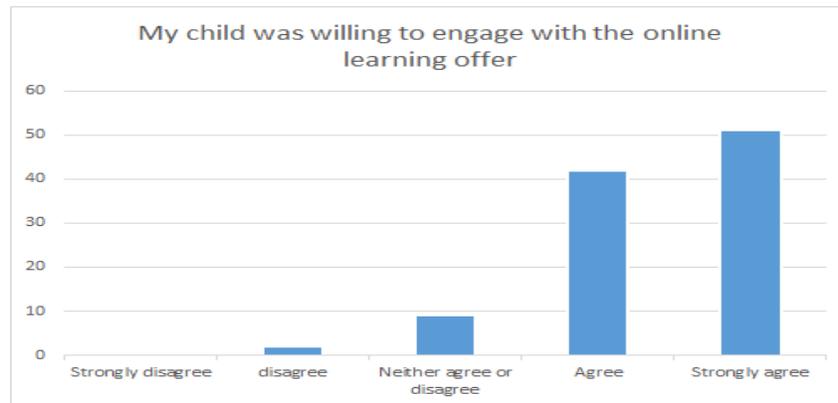
Parent Survey February 2021 – Remote Learning

Dear Parents and Carers,

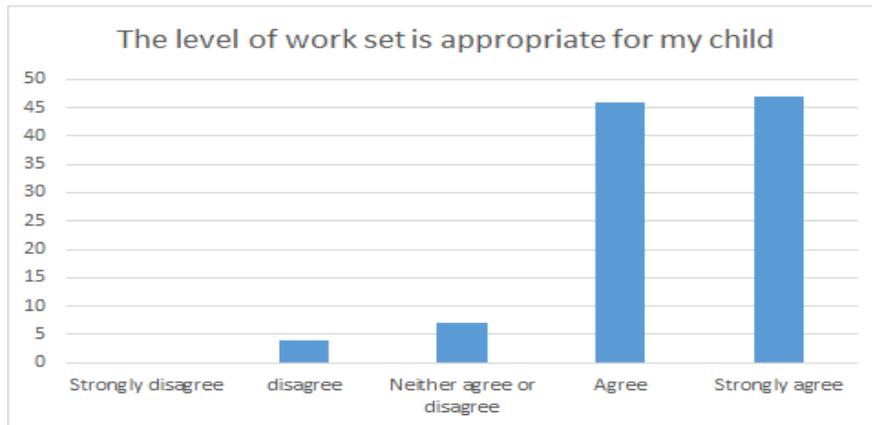
It is standard for schools to ask for feedback from parents on an annual basis as a way in which we can continue to improve the education that we provide.

With the impact of COVID-19, receiving feedback on the remote education that we are currently providing seemed a more crucial area to evaluate rather than the questions.

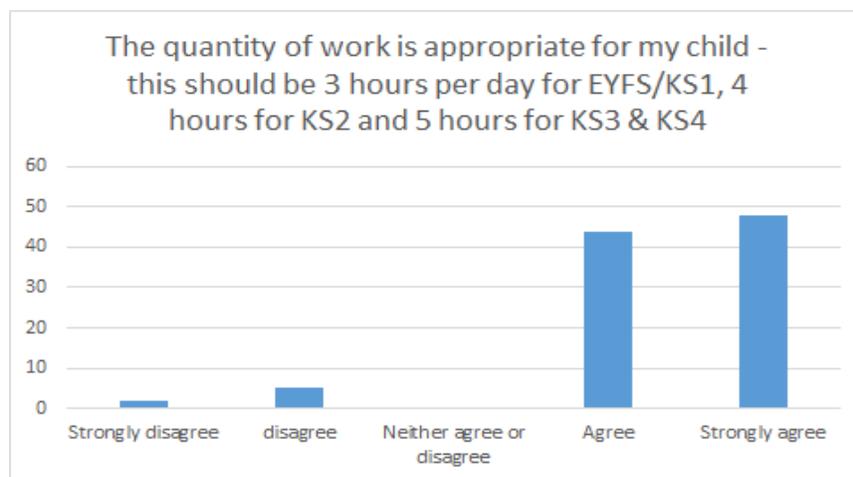
Therefore, thank you to the 100 plus families for taking the time to complete the EMAT Remote Learning Survey. We are incredibly pleased with the positive responses that we submitted. We know this is not easy; we know how exhausting teaching can be and we genuinely thank you for your support in limiting the impact of the current conditions on your child's life.



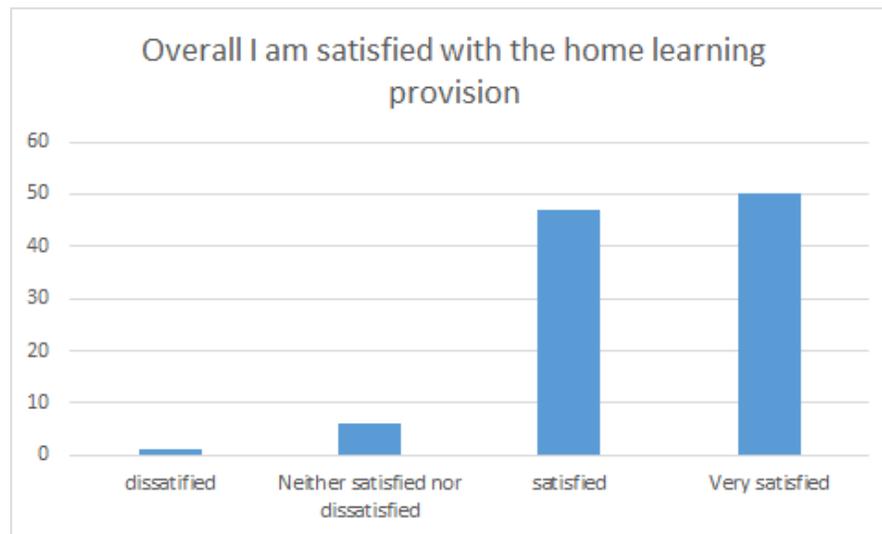
School Response: Firstly, this is an incredible and somewhat unexpected figure. This really is a reflection of the conditions and expectations that you have set in the home, so thank you. It is perhaps important to note the word 'was' as the longer the lockdown, the more challenging this will become and motivation will reduce especially as half-term approaches. This happens in school too and this will be even harder for those away from their friends. Please understand it is quite normal for a child not to want to write a paragraph summary. We would simply ask that they keep trying and contact the school if not and we can come and support that message.



School Response: Again, this is an incredibly pleasing result. Teaching a class is like singing a song in rounds. You may all start off together but pretty soon some of going faster and some slower and the skill of the teacher is to make sure all are still singing the same song, in some kind of tune. This is almost impossible online. So, again, parents, you and your children must take much of the credit for this response. However, it is also important to remember two things: the children should struggle at times – this is often when most new learning takes place (albeit with some parent help), and secondly, it will be too easy at time, this is when children secure that learning. In short, it is all still beneficial.



School Response: This question received the lowest score and therefore is the area that we will look to address the most. The first point to make is that the statutory guidance states the school must provide a minimum of these many hours of learning rather than representing a limit. There is also a requirement for the school to cover the whole curriculum, something we normally struggle to do in five and half hours each day. In addition, we know how much catch-up was needed from the first lockdown and are concerned about the children falling further behind. However, whilst we may know what is best educationally for your child, this may not be the best emotionally at the moment for them or their household and therefore, we have outlined some changes below in respect to this.



School Response: Again, it is incredibly pleasing to see such a positive feeling towards what the staff are doing. There was a deliberate choice to change the approach based upon parental feedback from the first lockdown and reading through the comments added to the survey, it would appear that live lessons is the better option.

Comments on how could the Academy improve?

As we have previously mentioned, any feedback is welcomed as we are acutely aware that the school does not see this from a user perspective. A number of comments were made which have been discussed but the major points were:

More face-to-face contact: The school would like nothing better; none of the staff are enjoying the success of their day's work hinging upon Norfolk broadband. However, in short, we are not allowed and the government guidance is very clear on who can enter the school. Therefore, video face-to-face contact is as close as the school can currently achieve.

A mixture of offline and online learning: We are also concerned about how much time we are asking children to be online currently. The staff and I have increasingly spoken about ensuring there are times within the lesson for children to be writing in books rather than on forms to try and give their eyes a break. We have also spoken about adding elements of project work in rather direct teaching; however, this will inevitably mean an adult having to support more. During this lockdown, far more parents are working from home and therefore, we need to be mindful of the impact this may have. What we have agreed is that we will try and plan 'Screen Free Days' for after half term. Again, these will inevitably involve greater parent support but hopefully if we give enough notice, this can be planned for.

Provide text books or work books: Textbooks are not something we use in primary education; we have a planned order of learning that we devise and prepare lessons for. Each day, this may change depending upon how well the children have understood. We are trying to send out electronic copies of resources daily and have sent out some bulk documents for lessons like guided reading; however, for the school to send physical copies would mean sending hundreds of items a day or asking parents to

collect, neither of which are practical. Workbooks were an option used before but by design they are for practising skills rather than learning new things; the children have lost too much time already and therefore simply practising known concepts would not be beneficial.

More feedback from teachers: This was highlighted the most as an area for improvement which did not surprise as we had deliberately left this. The school has had a very particular strategy to ensure all were getting everybody online, every day which has now been achieved. From this week, we have been increasingly asking for work to be handed into the teacher as this is the only way we can feedback on their learning. Therefore, we do feel that moving forward we will be providing a range of feedback as follows:

- General feedback is given each morning in live lessons and a weekly class email is sent, mostly on Friday (EYFS on Monday), explaining which areas may need more work.
- Tapestry posts in EYFS are replied to at least daily with any feedback
- In lessons like mathematics, spelling and reading where there is specific answer, the teacher will provide answers within the lesson either verbally or on the Powerpoint so that pupils and parents can mark these and therefore gain instant feedback.
- With longer written and typed work, this will need to be shared with the teacher for feedback: in KS1 this should be via emailed photos, whilst in KS2, we will increasingly use audio notes through Google Classroom.
- A guide has been given to parents in regard to logging in to Mathfactpro and how to judge their progress in these.

One Final Action

It was also noted both in the comments and in one of the main questions that we are exceeding the minimum requirements in some areas especially in KS1. Any exceeding of a minimum has only come from a genuine concern for the pupil's development; however, we have always tried to ensure all expectations are age-appropriate and with working parents in mind also.

Therefore, Key Stage 1 will begin to reduce their live lesson content in the last 30 minutes to incorporate time for reading. This last 30 minutes can also then become a time for further feedback or clarification. Key Stage 2 will reduce some expectations around some of the additional learning and similarly use a section of Friday's lesson to direct towards reading and provide feedback.