

## St Mewan Parents' Survey - Feedback and Response

<b>What you said</b>	<b>Our response</b>
<i>'Nothing, we are happy as it is'</i>	Thank you – we know it's not perfect yet but we are working hard to make home-learning work for everyone and to respond to the feedback we are given. Thank you to you for all you are doing to support.
<i>What should I prioritise?</i>	Prioritise reading (and phonics), writing, spelling and maths.
<i>Fewer subjects a day</i>	DFE guidance states we have to set reading, writing, spelling and maths daily as well as ensuring pupils cover all subjects over time, as we would in school, but we will reduce the number of foundation subjects a day to one longer session of a subject rather than two shorter sessions a day. This will mean the same subject coverage over time.
<i>How I should submit work?</i>	If work is done on Classroom Secrets Kids or Ed Shed (incl. spelling shed and maths shed), staff will award dojos for the completion of work as once children complete it, it is submitted to us with scores. If work is completed on paper, we recommend taking a picture and sharing it to the portfolio on Dojo (videos can also be shared in this way). If work is completed on Purple Mash, teachers will give feedback on Purple Mash.
<i>What are our children's strengths and weaknesses in schools?</i>	We recommend referring back to what you were told at the parents evening in the autumn term as these will still be current targets. If unsure, or you would like to know more, please message your child's class teacher and they will happily update you.
<i>More teacher contact and live lessons</i>	<p>We are not providing live lessons because of the following reasons:</p> <ul style="list-style-type: none"> <li>- Live lessons put pressure on families with more than one child as scheduled lessons mean the children have to learn at exactly the same time so cannot share devices. Each child also requires adult supervision at the same time, which puts additional pressure on parents.</li> <li>- Live lessons are difficult for parents who are working from home, as children have to be supervised throughout online lessons for safeguarding; preventing parents from working at the times set by the school for home learning. Live lessons are less flexible than pre-recorded video teaching, which can be completed at any time during the day to fit a family's circumstances.</li> <li>- Research and guidance by the EEF, OFSTED and DFE reports that live teaching itself does not have any benefit to learning over other video teaching methods (pre-recorded sessions such as Oak Academy, Bitesize, Classroom Secrets Kids &amp; teacher prepared materials).</li> <li>- Live teaching (and the time it demands) reduces the availability of teachers to respond to children's work; provide feedback and to be available to help parents with any questions they might have. Teachers are managing remote learning for upwards of 40 children and the feedback takes a significant amount of time to complete.</li> </ul> <p>However, we have already provided weekly zoom meetings for face-to-face contact; there is a weekly online book club where children can join to listen to stories together and there is an upcoming History and Geography quiz for families. We will also be asking staff to record a weekly 'Welcome to the week' video message to their class. This will be available on a Monday morning from next week. Staff will talk about what the children will be learning that week and provide some advice and guidance on this. This 'Welcome to the week' will create a weekly opportunity for children to see their teacher and feel connected, as well as through zoom meetings.</p>
<i>Daily zoom meetings instead of weekly</i>	We have opted to do grouped daily meetings rather than whole class daily meetings as this means every child gets the chance to speak and be heard. We have opted for a quality session each week where all children can engage fully and have time with the teacher and their peers, rather than short daily sessions where children are whole-class and do not get 1:1 time with the teacher.

<i>Centralise logins</i>	We would love to have the same log in for all platforms however they are all external platforms and all have their own systems and requirements for passwords so this is not possible. However, we can recommend using either google password manager or a similar password manager to save all your passwords and create a single sign in. Once you sign up to a google account, and save all your passwords within it, every time you open google, all your passwords will be ready. We also recommend bookmarking pages or create shortcuts. <b>We have attached guidance about this.</b>
<i>Fewer worksheets or everything sent at once</i>	We have asked staff from next week to make sure that nothing they set HAS to be printed out. We have also asked them to try to condense anything they send out in to as few documents as possible and to set all work the night before. Please be aware, however, that teachers are planning lessons each day whilst also responding to parents and pupils comments so we cannot guarantee what time each evening these will be uploaded.
<i>Fewer worksheets or everything sent at once or no printing</i>	We will leave white paper, writing paper and spare exercise books and stationery in our office for collection for anybody who needs it.
<i>Encourage social sessions</i>	We have created weekly zoom meetings and tried to group pupils with their friends for these. We are running weekly book club sessions as well as quizzes for families. We cannot organise or recommend pupil-to-pupil meetings without school staff present or set project work that requires this due to safeguarding but this does not mean parents cannot arrange their own phone calls and meetings with trusted friends and their families and supervise them themselves.
<i>Provide feedback</i>	Teachers should be providing feedback throughout each day to work that is submitted and the senior leadership team is monitoring this. Please remember teachers are responding to upward of 40 parents each day so, whilst we aim to feedback on as much as we are able, it may not always be possible to respond to everything. The expectation is two individual feedback responses a week per child as a minimum but we would hope it is much more than this. Please make a teacher aware if you do not believe you have received this level of feedback.
<i>Provide more teaching</i>	Teachers should be setting teaching videos (these may be from Oak Academy or elsewhere online) for every English and Maths lesson which requires a teaching video for the children to achieve the learning successfully; teachers may also do this for foundation subjects. If you do not feel clear on anything that has been set, please let the teacher know immediately. We will be recording short weekly 'Welcome to the week' videos to help clarify the learning each week.
<i>Reduce the amount of work being set</i>	We cannot do this as the DFE guidelines specify the amount of work we must set a day. However, if you are struggling to fit everything in, we recommend prioritising Reading (and phonics), writing, spelling and maths or speaking to your child's class teacher so they can help. We completely understand that everyone's situation is different and that some parents are working. You are all doing a fantastic job.
<i>Tips on how to get our children to engage more</i>	<b>We have attached some guidance on engagement and motivation this week.</b>
<i>A time table of how to structure our day</i>	<b>We have attached a suggested timetable for each age group which may help parents who asked for guidance about how to structure their day.</b> We recommend English and Maths in the morning with a break in-between. Then other subjects after lunch. But breaks whenever you or your child need one are always advisable. The schedule needs to fit your home life.
<i>Guidance on uploading work to Dojo portfolios</i>	<b>We have shared a video on Dojo this week about how to do this.</b>
<i>Sending a weekly instead of daily timetable</i>	Some people prefer weekly timetables and some prefer daily. However, the guidance from the DFE is that we must send daily timetables.

<p><i>Have paper copies available to those without devices</i></p>	<p>Every parent who has contacted us about not having online access has been provided with materials or a device. If you have not contacted us and would like support, please call us. This includes parents who do not have internet access as we can provide this.</p>
<p><i>We need books to read</i></p>	<p>We will put a box inside the front door (by the office) for you to return books to. If you email <a href="mailto:secretary@st-mewansch.org">secretary@st-mewansch.org</a> with your child's age and book interest level by 9am on a Wednesday morning, we will leave a collection of books inside the front door of the office for you to collect from the following Monday (to ensure they sit untouched for 72 hours).</p>
<p><i>I'm struggling with my own well-being and/or with supporting my child.</i></p>	<p>We acknowledge that home-learning is hard for everyone involved, especially parents and especially those working from home or without adult support in the home. If you are struggling, please reach out to us via the school office and someone will call you for a friendly chat.</p>
<p><i>I would like some time in the week now focussed on curriculum subjects so I can develop other skills with my child and have some family time.</i></p>	<p>From next week (Feb 1<sup>st</sup>), Friday afternoons will become screen-free, well-being afternoons where staff will set work which does not need to be submitted to dojo or created online and which focusses on stepping away from screens, having family time or being active. During this time, staff will have planning and preparation time for the coming week to plan lessons and create Monday's 'Welcome to the week' video so will not be available on dojo from 1pm. Work submitted after 1pm on a Friday will be seen by the teacher the following week but not fed back on to enable us to protect staff well-being over the weekend as well as pupil and parent well-being.</p>

# WHAT'S WORKED WELL

- Daily plans
- Dojo
- Positive feedback
- Communication with teachers

- Having time guidance of how long work should take
- Comprehensive Lessons
- Zoom class catch-ups
- The portfolio - which gives older children independence

- Having the work the night before
- Teachers adapting to feedback (i.e. less worksheets)
- Oak Academy lessons
- Speed of responses to parents

- The quality of the work being set
- Realistic expectations
- Clear, well-organised plans
- Work set at the same time daily
- Clear plans

- Links to websites
- The teacher always being available to help
- The diversity of activities
  - All of it
- The school's understanding of health and well-being being important during this time.
- The weekly challenges are fun

# WHAT HAS YOUR CHILD GAINED?



- NEW SKILLS
- 1:1 TEACHING
- CONFIDENCE
- TECHNOLOGY SKILLS
- MATURITY AND A SENSE OF BEING 'GROWN UP' THROUGH MANAGING OWN LEARNING

- INDEPENDENCE
- COOKING
- FAMILY TIME
- BONDING TIME WITH SIBLINGS
- BEING TRUSTED



- TIME OUTDOORS
- TIME AT HOME
- TIME TO READ
- UNDERSTANDING THE NEED FOR DAILY EXERCISE
- TOUCH-TYPING

- EARLY READING SKILLS AND PHONIC SOUNDS
- TIME WITH PARENTS
- IMPROVED FOCUS
- UNDERSTANDING THE IMPORTANCE OF FAMILY
- PATIENCE



- CONFIDENCE TO ASK FOR HELP
- HAPPINESS
- HOW TO MANAGE ANXIETY
- GARDENING
- ENJOYING A SLOWER PACE OF LIFE

- APPRECIATING WHAT MATTERS
- OPPORTUNITY TO PURSUE TOPICS THEY ARE INTERESTED IN
- LEARNING TO RIDE A BIKE
- TAKING UP YOGA!
- DEVELOPING OLD SKILLS AND HOBBIES.

