



## Summary of parental responses from the remote learning survey

### March 2021

In total, we had 182 responses to the remote learning survey, which is a high response rate from our school parent community. Below is a summary of the outcomes of the survey.

The survey was divided into 5 areas. They were:

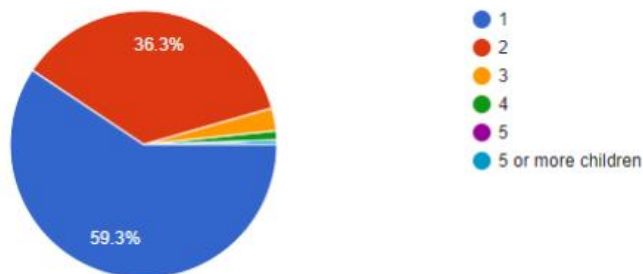
- General Information
- Remote Learning
- ClassDojo
- Inclusion
- General comments

For the general comments section, we have taken a selection of comments from across the spectrum.

### General Information

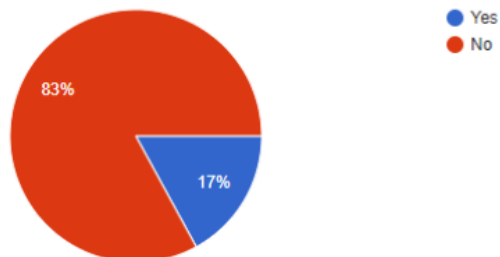
How many Discovery School children reside at your home?

182 responses



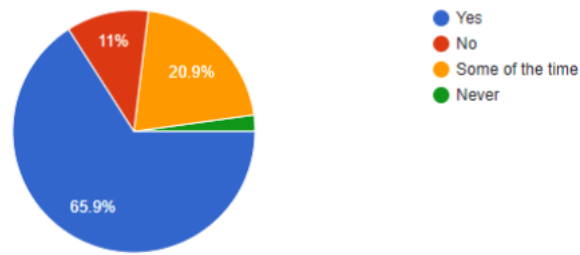
Did your child(ren) attend school as a key worker from March 2020 - July 2020?

182 responses



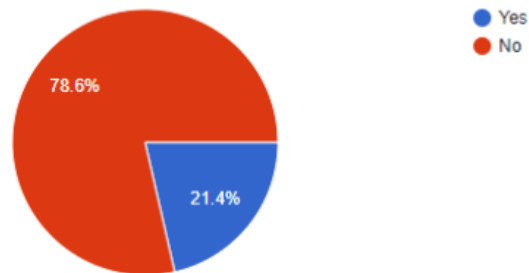
Did your child(ren) engage in remote learning for the majority of the time during lock down one? (March 2020 - July 2020)

182 responses



Did your child(ren) attend school as a key worker from January - March 2021?

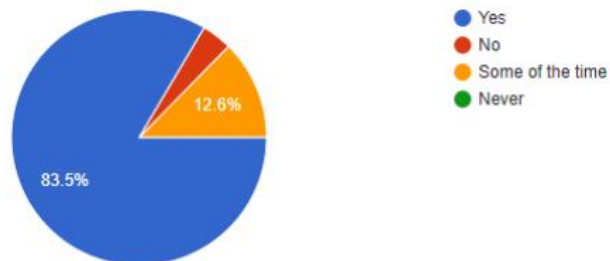
182 responses



Did your child(ren) engage in remote learning for the majority of the time during lock down three? (January 2021 - March 2021)



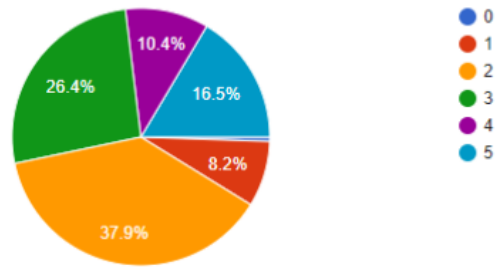
182 responses



How many digital devices does your home have to access remote learning?



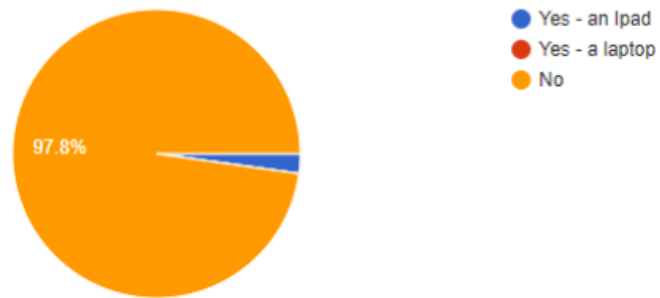
182 responses



Did you borrow a digital device from school?



182 responses

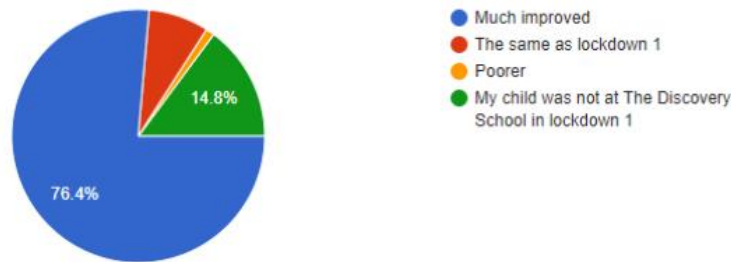


## Remote learning

If you were at The Discovery School during the whole school closure in March 2020, is your experience of remote learning from January 2021:



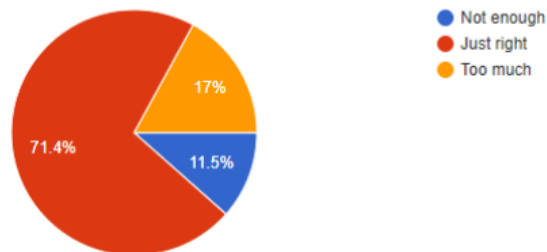
182 responses



By law, the government expected schools to provide 3 hours of learning for children EYFS and KS1 and 4 hours of learning for children in KS2. Do you feel that government expectations regarding the amount of work set was:

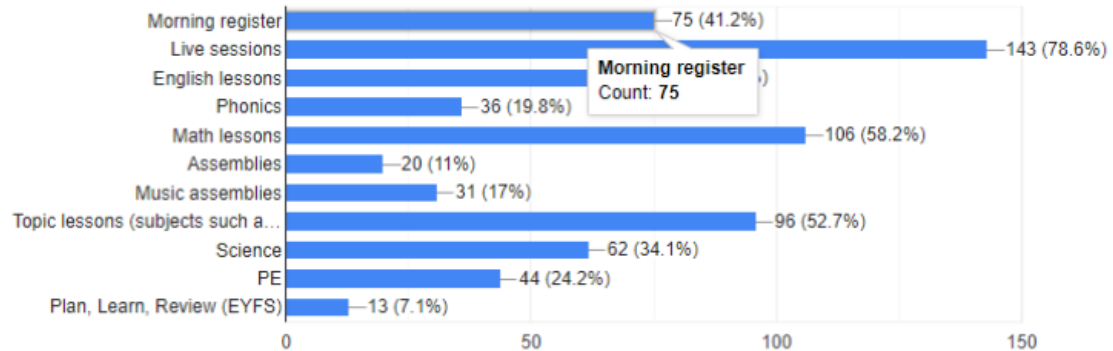


182 responses



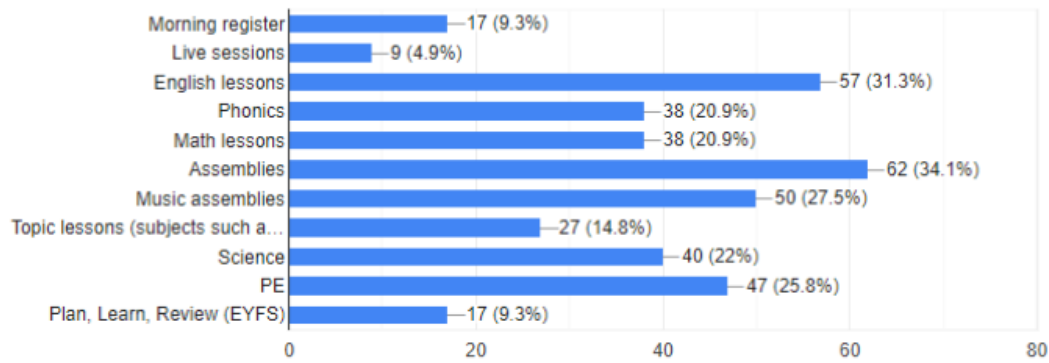
Which aspects of the remote learning did your child (ren) enjoy?

182 responses



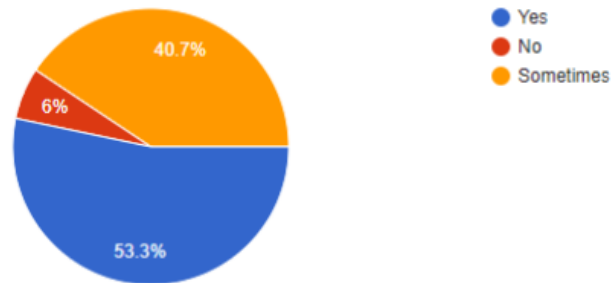
### Which aspects of the remote learning did your child(ren) NOT enjoy?

182 responses



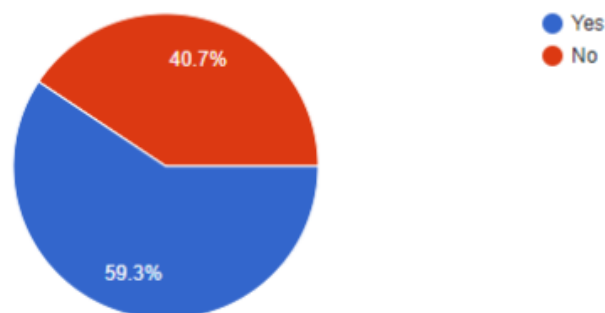
### Did your child(ren) respond to the feedback given to them on their learning?

182 responses



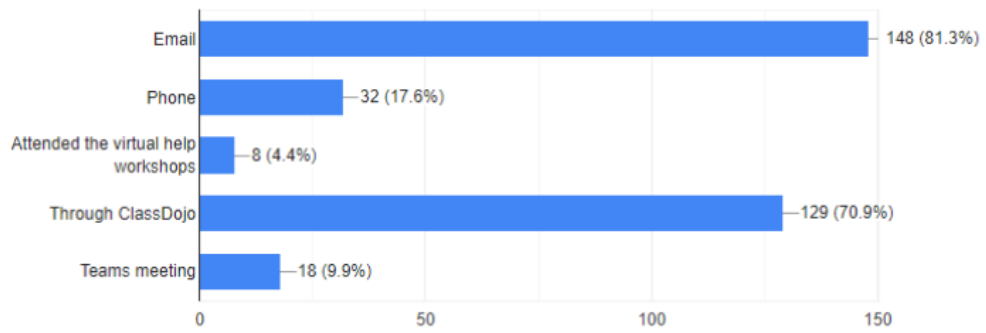
### Did you or your child need to contact the class teacher for help?

182 responses



Please indicate the ways that you made contact with class teachers between January 4th and March 8th (when schools fully reopened)

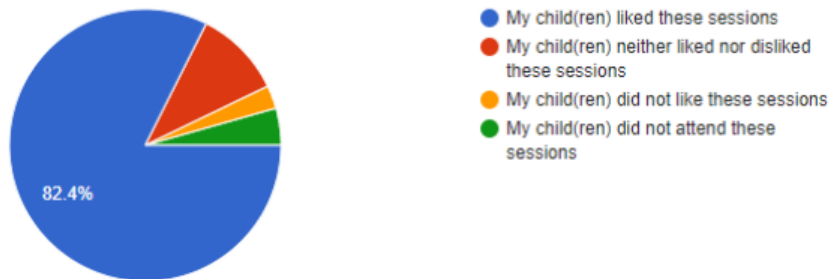
182 responses



The weekly live sessions with class teachers were designed so that children had the chance to meet with their peers and see their class adults too. How did your child find these sessions?



182 responses



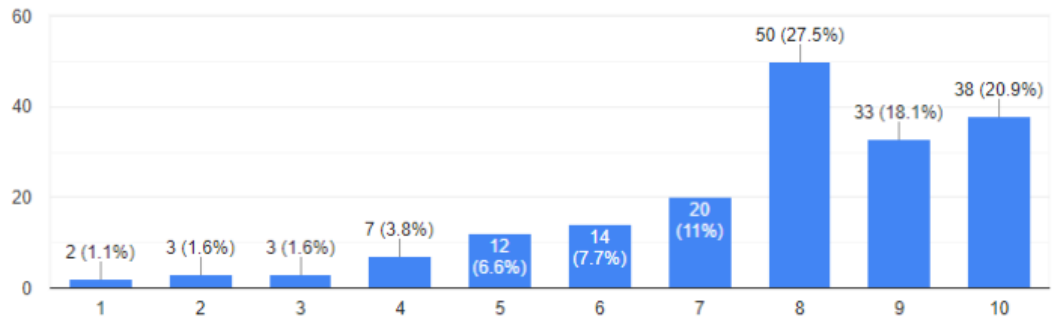
# Class Dojo

## ClassDojo

How user friendly did you find the platform ClassDojo?



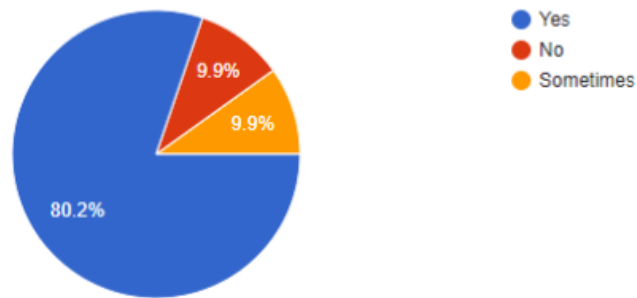
182 responses



Did your children enjoy receiving Dojo points?



182 responses

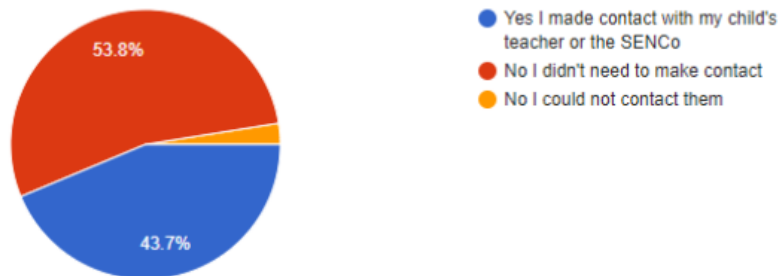


## Inclusion

Did the SENCo or your child's class teacher make contact with you during lock down in regards to supporting your child with their remote learning?



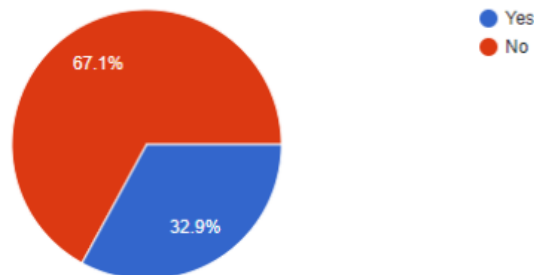
119 responses



Were you able to make contact a member of the Inclusion Team during the school closure?



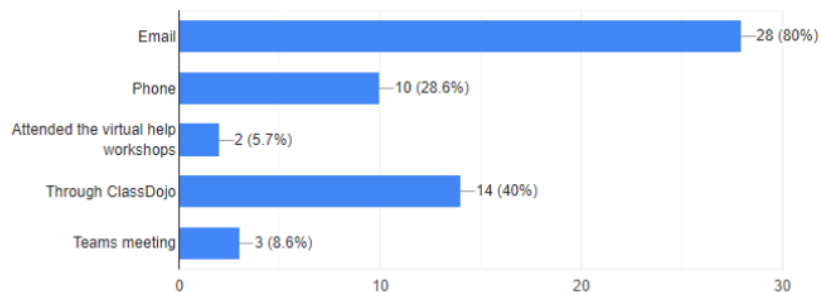
85 responses



Please indicate the ways that you made contact with the Inclusion Team over the past 3 months.



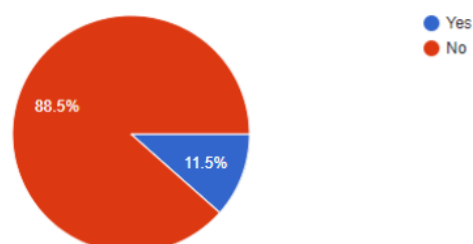
35 responses



Did your child take part in any of the pre-recorded interventions during remote learning? For example BEAM.



104 responses





## General comments

### Analysis of the written responses

#### March 2021

Out of the 182 responses we received, 66 parents made comments in the additional comments section.

Of these 66 comments, 35 comments were positive, 22 comments were constructive and 4 comments were abusive.

If we combine those parents who chose to make no comment and the positive comments sections, then 82% of our families were happy with the latest lockdown learning.

#### School's response to parent feedback

Below is the school's rationale for why we chose to approach the learning as we did which was shared with all parents in January 2021.

*We have opted for this teaching approach, as it is advocated by the Department for Education (DfE) and the Education Endowment Foundation as an example of the very best pedagogical approach to remote learning for primary age children. Ofsted has recently stated that whilst some people may think that a live lesson is the 'gold standard' of remote education, this isn't necessarily the case and brings specific difficulties which can make them less effective than pre-recorded teaching. We know some schools have opted for 'live' teaching for all lessons, but this does not always provide the best learning experience for primary age children who learn at a variety of different speeds and abilities. We have also considered the differing needs of families very carefully, for example: working parents/carers, access to electronic devices, supporting more than one child at home. We recognise that there is no "one size fits all" approach and so we have decided upon a system which offers the maximum flexibility for families.*

The most common feedback point from parents was around the want for more live lessons. Conversely, the majority of children's responses to their survey showed that they preferred the pre-recorded teaching in lessons, but would have liked more opportunities for social contact, via Microsoft Teams, with their friends. Some of the less favourable comments compared us to local schools and stated that the school was not providing enough in comparison to other schools.

Throughout this most recent lockdown, the Headteachers of our collaboration schools (Mereworth, Kings Hill, Offham and Ryarsh) have all worked together and have shared their different approaches to remote learning. Out of the five schools, 1 school just provided live teaching, 3 schools provided a combination of pre-recorded and some live teaching and 1 school just provided pre-recorded teaching.

It's worth noting also, that all of the collaborative school's met the expectations of the DfE for remote learning. The DfE's expectations were explained to all parents in the initial FAQs of January 2021.

Reflecting on our parental feedback and also from our own observations around live teaching, we would consider the following adaptations to our "live offer" for pupils, should we ever have to return to remote learning.

- Registration will be live for the start of each day and teachers will explain what the tasks are for the day too.
- To increase live sessions where appropriate to the class and age of the children.
- Continue with the once a week PSHE/Wellbeing check in with small groups of children