

TEMPLEMOOR INFANT AND NURSERY SCHOOL



REMOTE LEARNING SURVEY RESULTS

SPRING TERM 2021

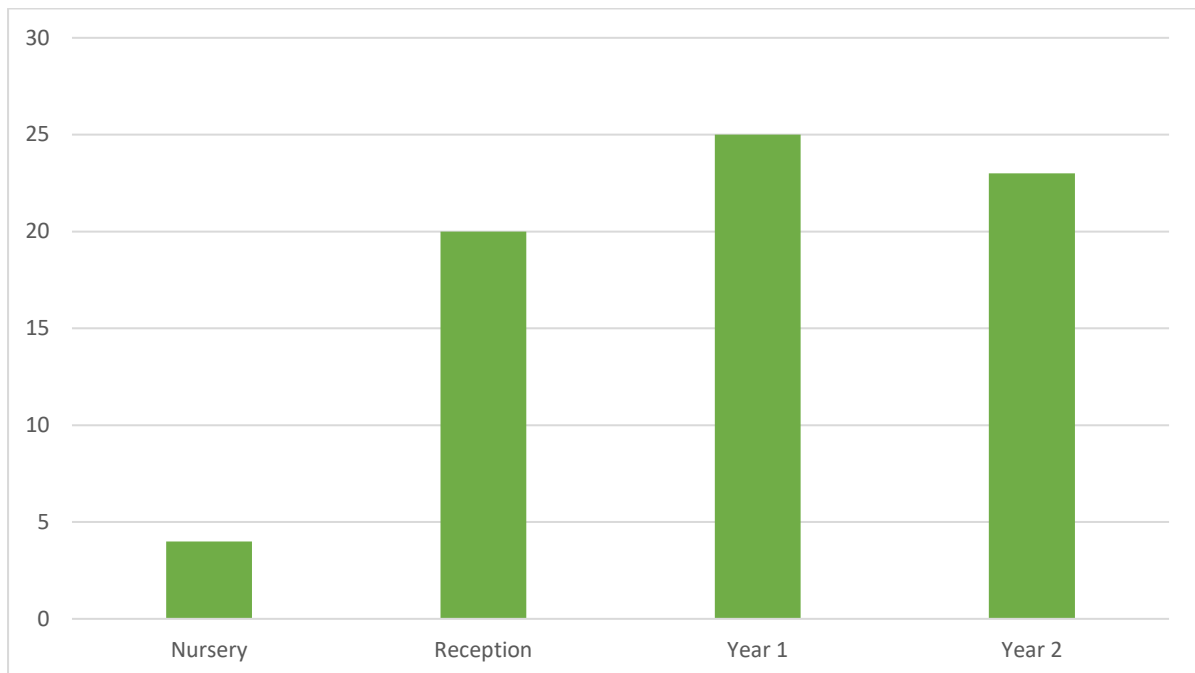


INTRODUCTION

Thank you very much to parents and carers for completing our recent Remote Learning Survey and for your overwhelmingly supportive and positive comments and responses about our provision. We received 72 responses in total. As a school we always strive to improve provision. This document contains a summary of the responses received and our future plans to enhance and develop our remote learning provision going forward.

PART ONE: WHO RESPONDED?

Q1. What year group is your child in?

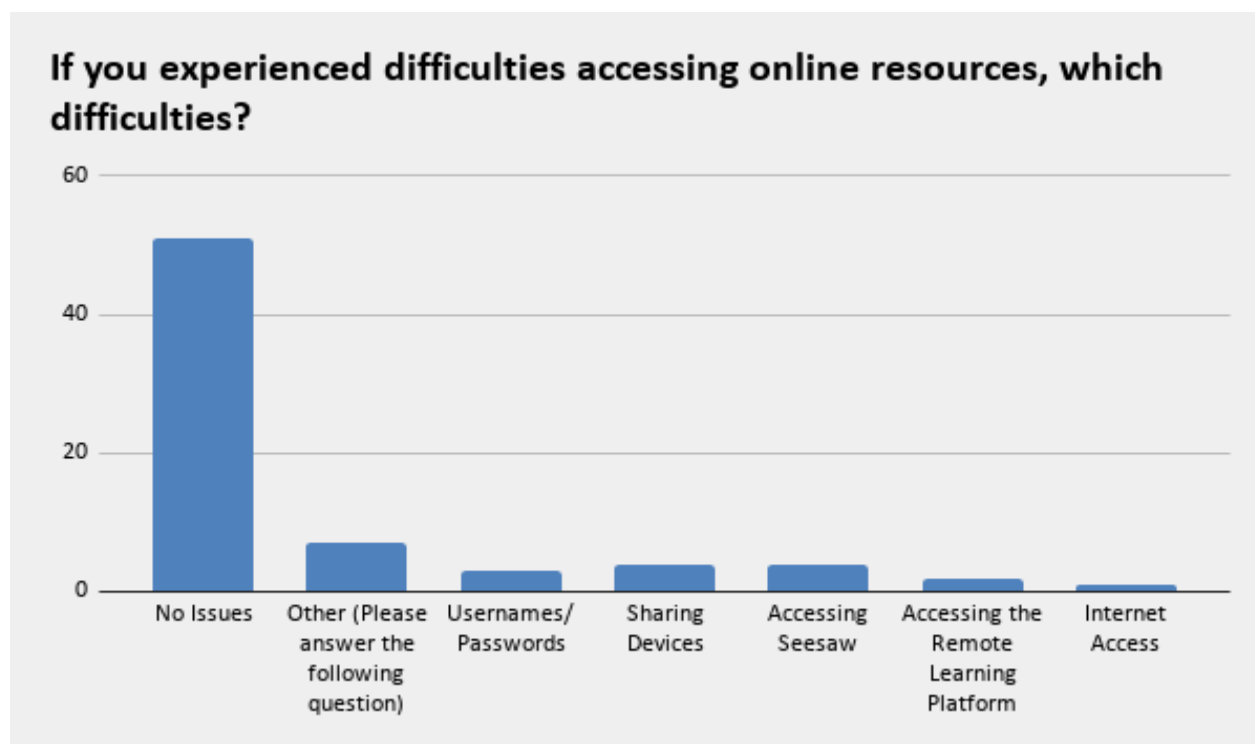


THIS TELLS US

We received a broad range of responses that covered all year groups. Although only 4 Nursery parents responded, this was due to the fact that the vast majority of Nursery children returned to school on 21st January 2021.

PART TWO: BARRIERS TO REMOTE LEARNING PROVISION

Q1. If you experienced difficulties accessing remote learning provision, which difficulties?



Difficulty	Reception	Year 1	Year 2	Total
No Issues	15	21	12	48
Sharing devices	2	0	2	4
Usernames/ Passwords	0	1	2	3
Printing	1	1	1	3
Accessing Seesaw	0	1	2	3
Resources split between platforms	1	1	1	3
Accessing the Remote Learning Platform	1	0	1	2
Internet Access	0	0	1	1
PDF	0	0	1	1
Lack of Devices	0	0	1	1
YouTube	0	0	1	1

THIS TELLS US

The majority of parents who took part in the survey did not experience any issues in accessing the remote provision.

Sharing devices/ Access to a device

The Department for Education indicated that it would provide schools with an allocation of portable devices for remote learning. Unfortunately, this did not include infant schools as it was only applicable for children in Years 3 to 13. Templemoor did not receive an allocation of remote learning devices.

However, we do have a small quantity of iPad's that we can loan out to families in the event of a child having to learn remotely. Please do get in touch if you require this support.

Username/Passwords

We are aware that we do use a number of online platforms, such as Purple Mash, Mathletics, Espresso etc. These platforms unfortunately have to have their own log-in details. Please do get in touch if you would like a reminder of how to access these platforms.

Printing Resource Sheets

If you do not have access to a printer please get in contact with school as we are more than happy to print out any remote learning resources for you.

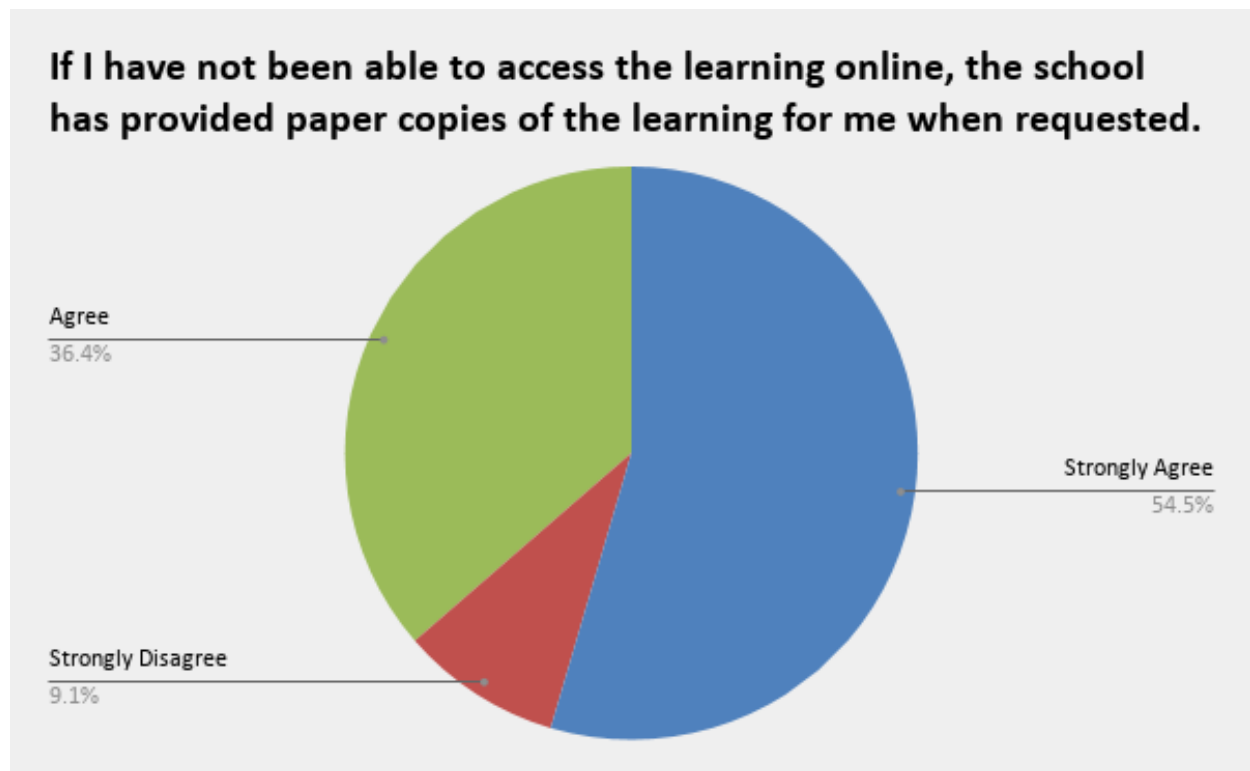
Accessing Seesaw

The Seesaw App was rolled out across the school very quickly, and overall the app has been very well received by parents. We are aware that if you have more than one child in school then accessing accounts can be cumbersome. However, the Family Seesaw App can help. Please contact school if you require access to the Family Seesaw App.

Resources split between platforms/ Accessing the Learning Platform

We decided part way through lockdown to introduce new Learning Platforms for both Year 1 and Year 2. This Platform enables all resources to be in one central place, including links to external sites such as Mathletics and Purple Mash. We have also created a new Learning Platform for Nursery and Reception too in the event of further lockdowns. These platforms can be accessed via our school website, and will become 'live' if required.

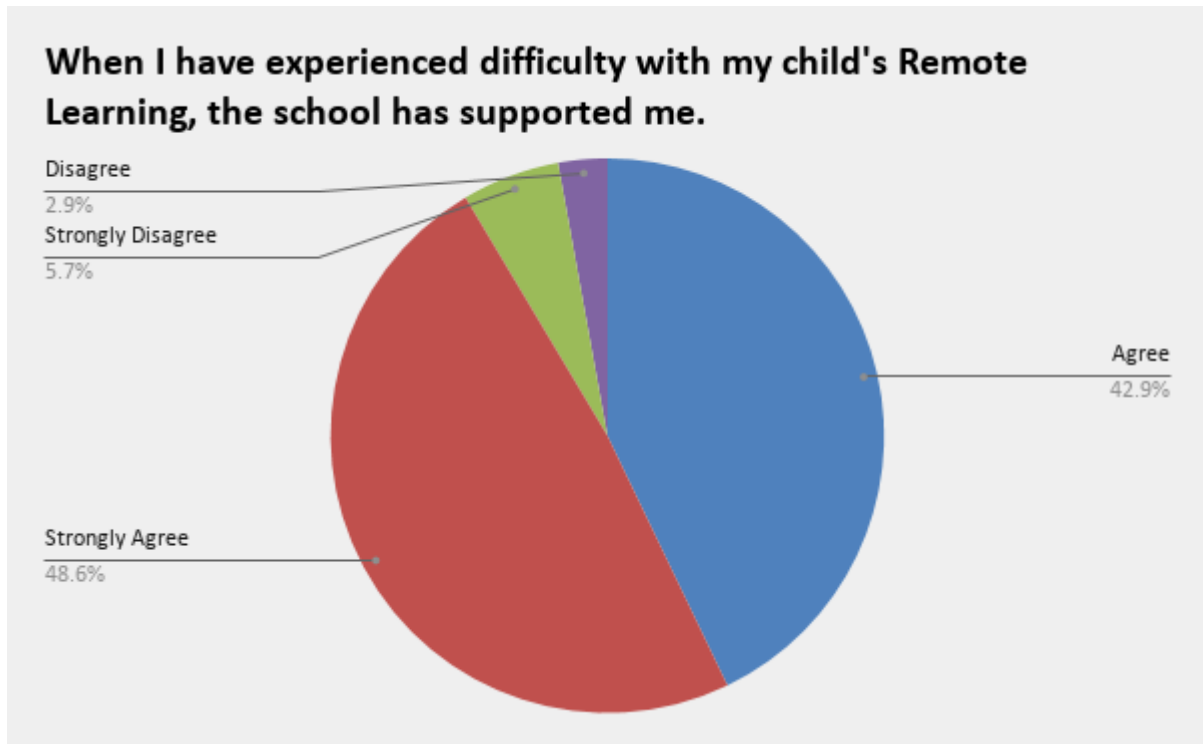
Q2: The school provided paper copies of the learning when requested.



THIS TELLS US

11 parents responded to this question. 6 parents strongly agreed, and 4 parents agreed that school had provided paper copies of the remote learning materials when requested. 1 parent strongly disagreed, although hadn't requested paper copies from the school. If you do not have access to a printer please get in contact with school as we are more than happy to print out any remote learning resources for you.

Q3: The school has supported parents if they have experienced difficulty with Remote Learning.

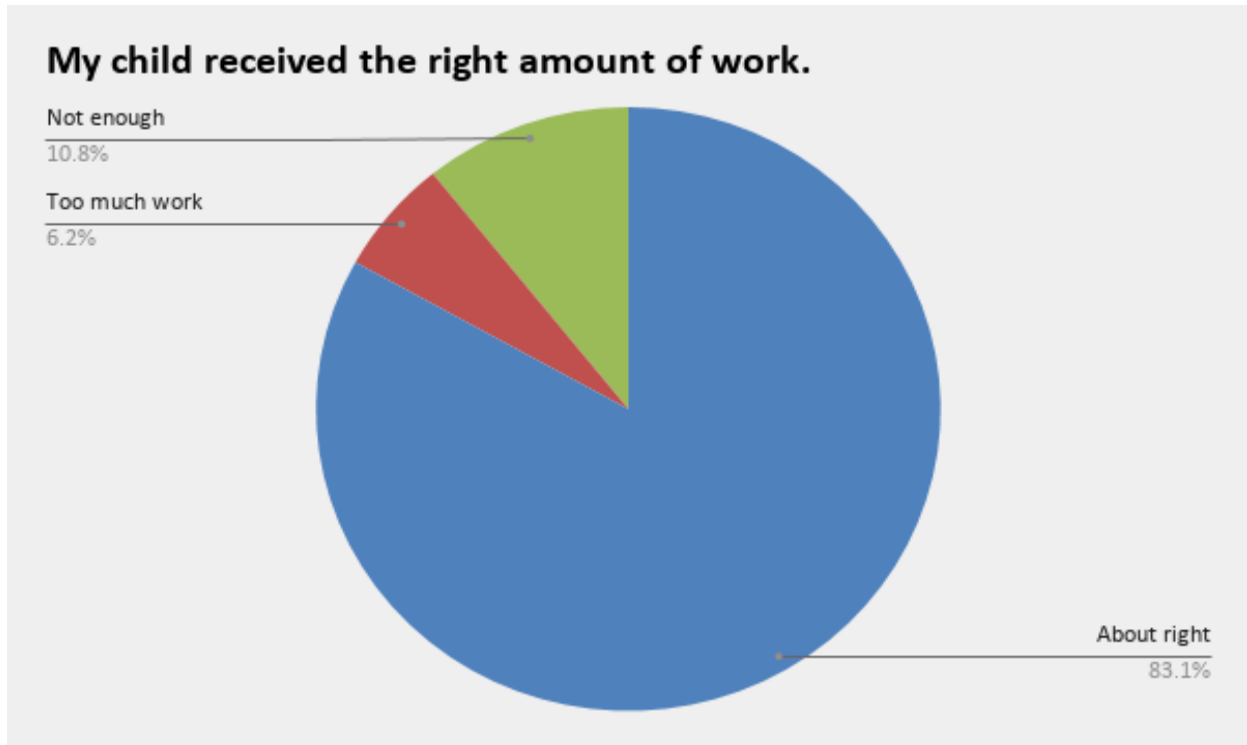


THIS TELLS US

35 parents answered this question. The overwhelming majority of parents (32) that had been in touch with school indicated that the school had supported them with their child's remote learning. 17 parents strongly agreed, and 15 parents agreed. 1 parent disagreed and 2 parents strongly disagreed. The school prides itself on supporting families, and would urge any parent to get in touch if they are experiencing difficulties, as we will do our ultimate best to help. Parents can ask for support with remote learning in a number of ways: emails to class teachers, phone calls to the school office and messages on Seesaw.

PART 3: REMOTE LEARNING PROVISION: TEACHING AND LEARNING

Q1. School follows the current government guidance on the amount of remote learning provided each day. How would you rate the amount of work your child was asked to do at home?



Amount of Work	Reception	Year 1	Year 2	Total
About right	15	20	19	54
Too much work	2	2	1	5
Not enough work	1	3	3	7

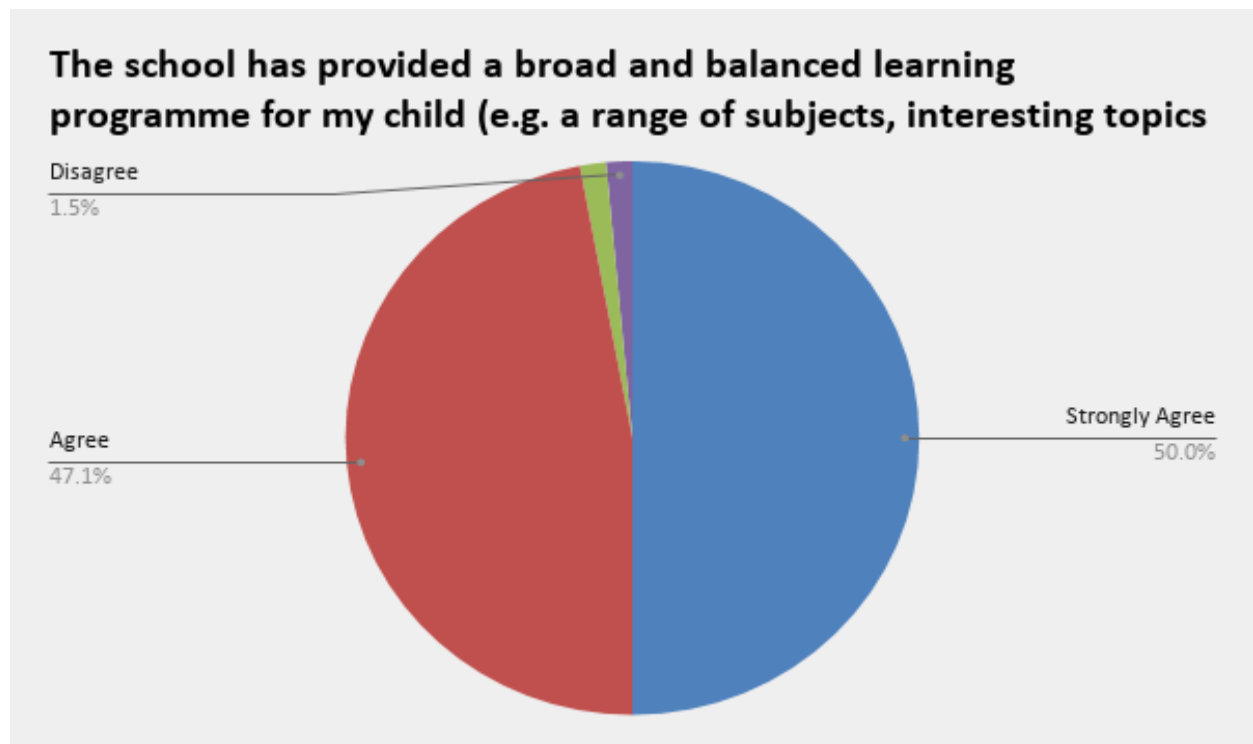
THIS TELLS US

The vast majority of parents said that the quantity of work provided for their child was just right. A small number of parents thought that the quantity was too much or not enough. If this is the case for your child, we encourage you to contact your child's class teacher who can either support you to prioritise which work to complete or signpost you to some of the excellent resources online to extend learning further.

"I think while the amount of work provided was amazing and so well thought through, we personally really struggled to do anywhere near 3 hours of home schooling a day, due to our own work responsibilities."

"I don't think there was too little home learning set just that it usually didn't take the recommended 2-3 hours per day to complete."

Q2. A broad and balanced learning programme.



THIS TELLS US

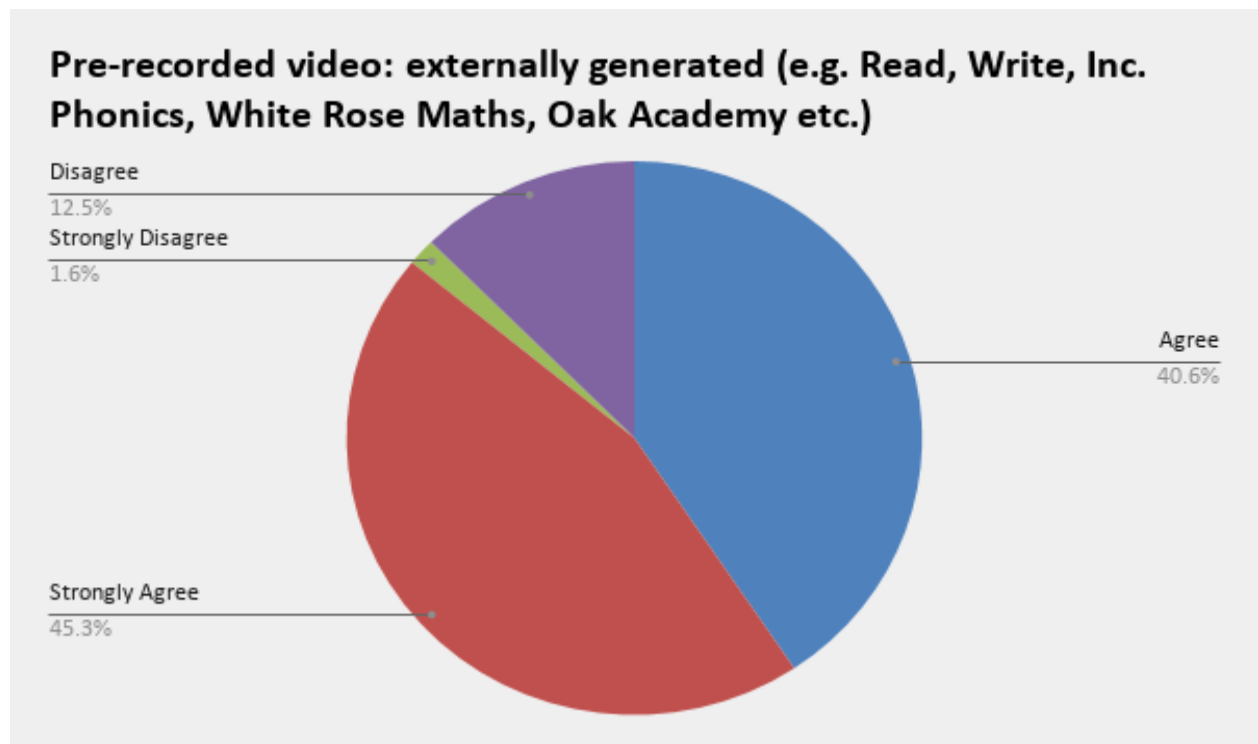
The vast majority of parents strongly agreed or agreed that the school had provided a broad and balanced curriculum for their child. 1 parent disagreed, and 1 strongly disagreed, which is disappointing. The children at home followed the same curriculum as the children in school. This included a wide range of subjects such as art, design and technology, P.E., music, PSHE, and also included Science Week etc.

"I think I it was all brilliant. A good mix of things to do and we especially liked the YouTube stories. I felt like the staff all worked really hard to provide some great activities for us to complete at home."

"It was a hard time for everyone. The level of work was good, and we felt well supported. Thank you for your efforts."

"The home schooling provision was great and it was clear a lot of effort had been put into it, thank you all so much! The work set was varied and fun. Unfortunately my children didn't get to take full advantage of the more creative and scientific tasks set as it was challenging to fit these in around work."

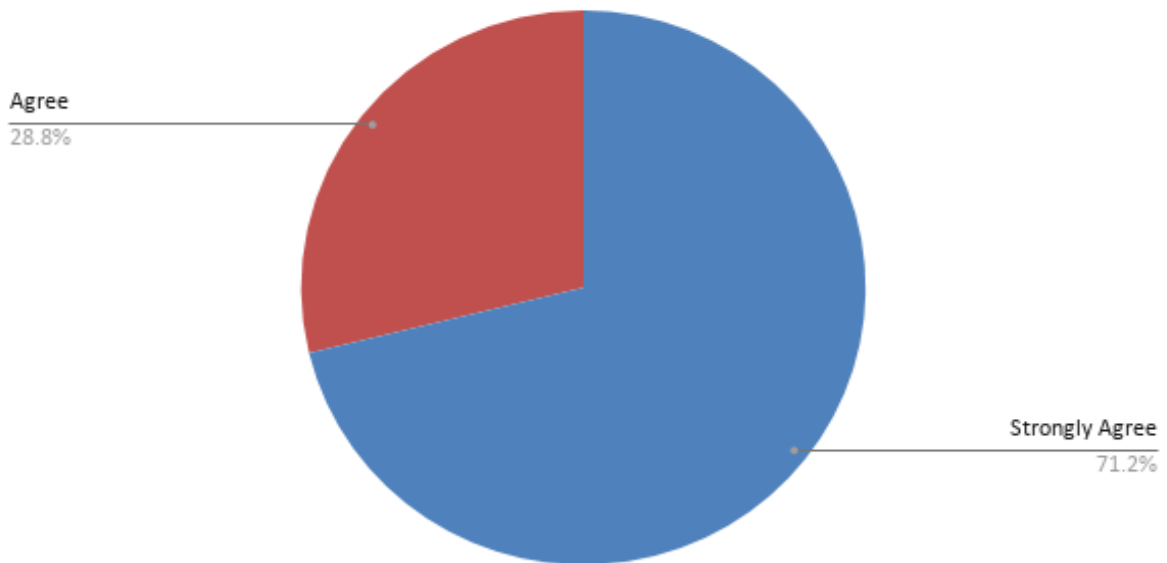
Q3. I found the following useful:



THIS TELLS US

The majority of parents found the pre-recorded videos produced by external providers such as Read, Write, Inc. to be useful. 8 parents did not find these resources useful, with 1 parent strongly disagreeing. At the beginning of lockdown the Department for Education (DfE) produced a document, 'What's working well in Remote Education' which outlined evidence-based findings regarding the best approach for how to teach children remotely. In their report they highlight that 'using recorded lessons produced externally can allow school's to easily draw on high-quality lessons taught by expert subject teachers'. Whilst we recognise that some of the sessions, such as 'Read, Write, Inc.' can be repetitive (especially when learning at home for a number of weeks) they have been specifically produced by experts to replicate teaching provision in the classroom. However, we are always looking to improve our own provision and in moving forward, in the event of a bubble closure or lockdown, we will be producing our own pre-recorded teaching videos (specifically for English and foundation subjects) as well as continuing to use pre-recorded videos produced externally.

Pre-recorded video: School staff generated (e.g. morning message, Year 2 English Video etc.)



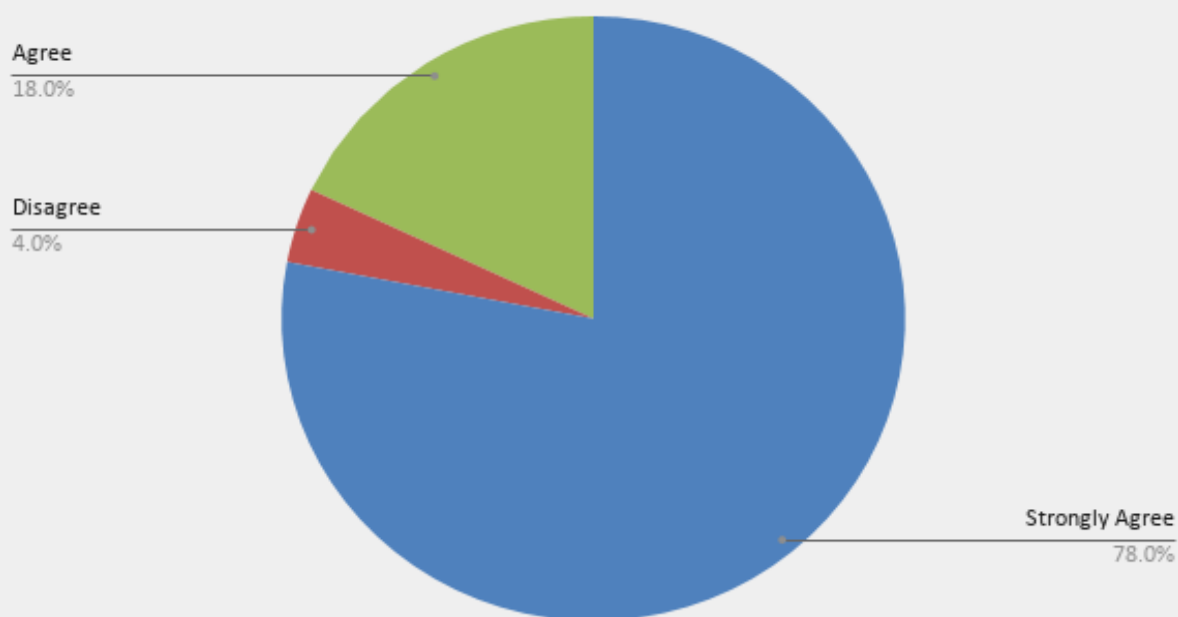
THIS TELLS US

All parents surveyed strongly agreed/ agreed that the pre-recorded videos produced by teachers were useful. This is wonderful to know, as staff worked so hard to produce these videos. In the event of a bubble closure, we will be increasing the amount of our own pre-recorded teaching videos (specifically for English and the foundation subjects).

"The pre-recorded videos were wonderful and created a routine we were in such need of at home".

"Just to thank everyone for their efforts during lockdown, **** definitely still felt part of the school community whilst at home and the daily videos, seesaw app and zoom call were really great additions to the home learning experience. We feel really lucky that **** is in such a lovely school."

Live Zoom Wellbeing Sessions

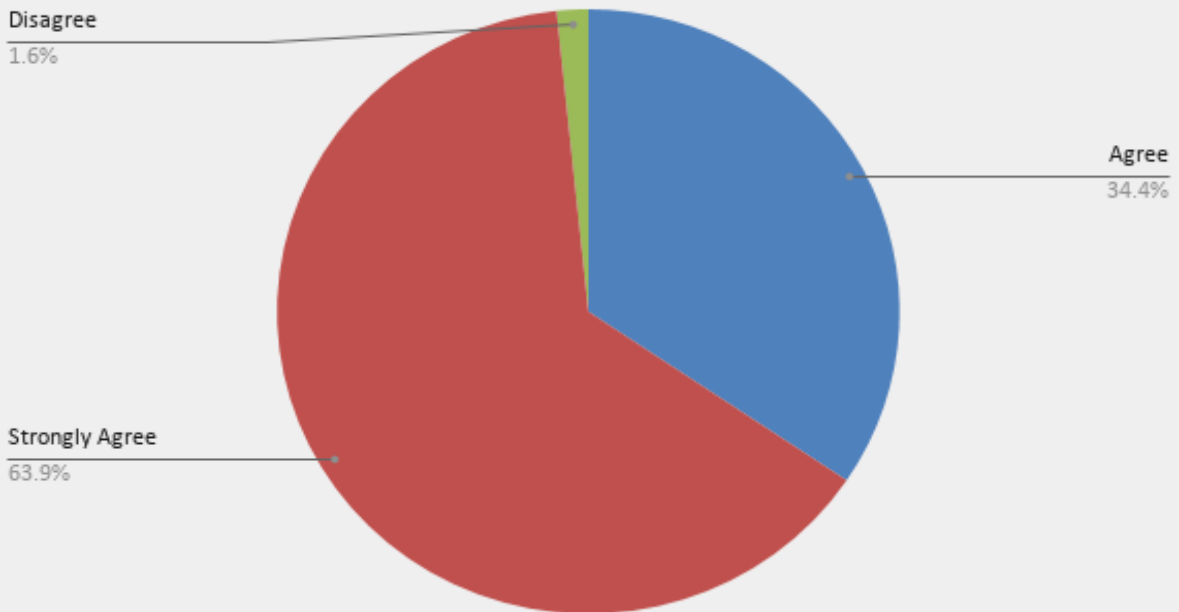


THIS TELLS US

As a school we thought very carefully as to how we could incorporate some live wellbeing sessions into our provision. We decided to use Zoom as a platform to hold weekly small group sessions with a focus on checking in with the children and to promote wellbeing. It is great to see that the majority of parents found these sessions useful. 2 parents disagreed. In future, in the event of a bubble closure, we will be introducing daily live check-ins with the children.

"The teacher videos and zooms made my child feel more motivated and connected to school whilst at home."

Uploaded resources and worksheets

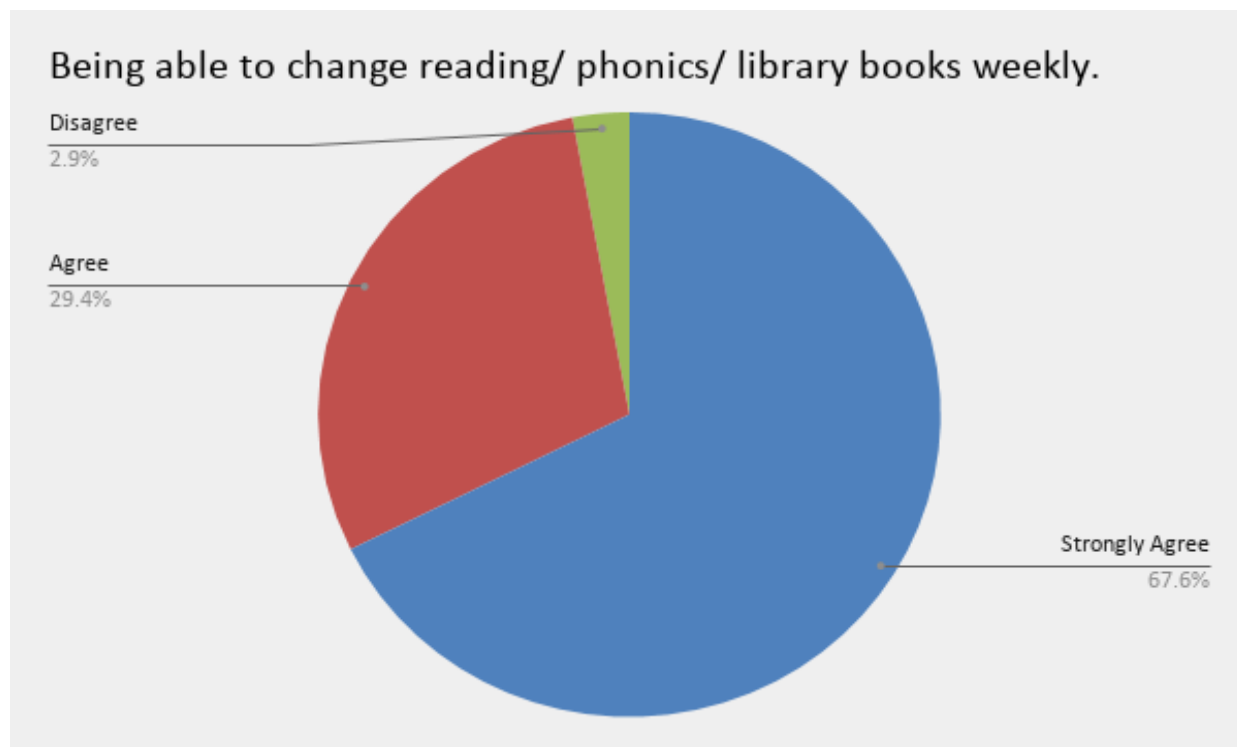


THIS TELLS US

Teachers spent a great deal of time and effort producing resources and worksheets to compliment the online learning, so it is great to see that the overwhelming majority of parents found these useful.

"School provided excellent resources: arguably too many, as there were some things (Mathletics, Purple Mash) we never even attempted! If I didn't have to work I'd have felt there was loads to help me. As it was, with juggling everything at home, so many 'things to do' each day often felt overwhelming. (Sorry - you couldn't win here! You felt like a terrible parent if you didn't try your best to get through it) In summary, we really appreciate all the efforts school made in very difficult circumstances; it was just a huge struggle every day to get through it."

"I'd like to say a huge thank you for how well supported we felt during the school closures. The resources were well organised, varied and interesting."



THIS TELLS US

As reading and phonics is such an important part of early years development, as a school we were determined that both reading and phonic books should be permitted to be returned and changed in a Covid secure way each week. The Department for Education made it clear that 'very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers should be considered as part of remote education planning'. We are proud of the fact that we were able to ensure that children continued to access new reading materials at home for the whole of the lockdown period, and are pleased that the vast majority of parents feel the same way.

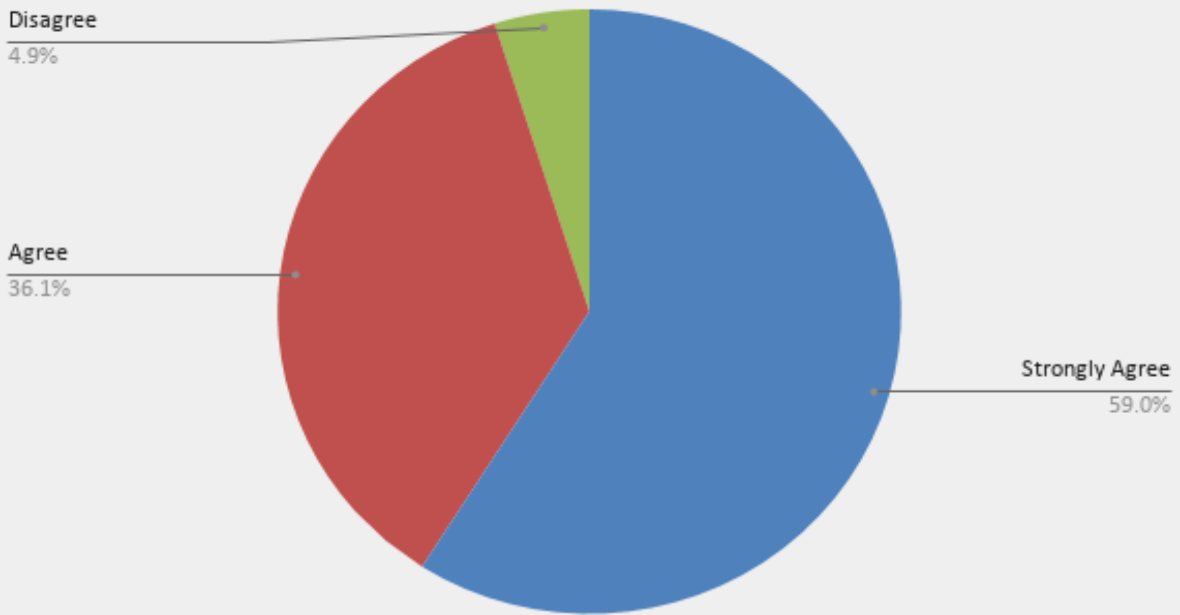
"Changing reading books each week was a massive help - not just for fresh reading materials, but the chance to visit school weekly made us feel slightly less isolated."

"The opportunity to exchange books was a highlight to every week so thank you for that!"

"The remote learning experience was so much better this time. We especially loved the book swap."

"Thank you for all your work during this time. **** particularly enjoyed going to swap reading books once a week, that was a great way to keep the connection to school."

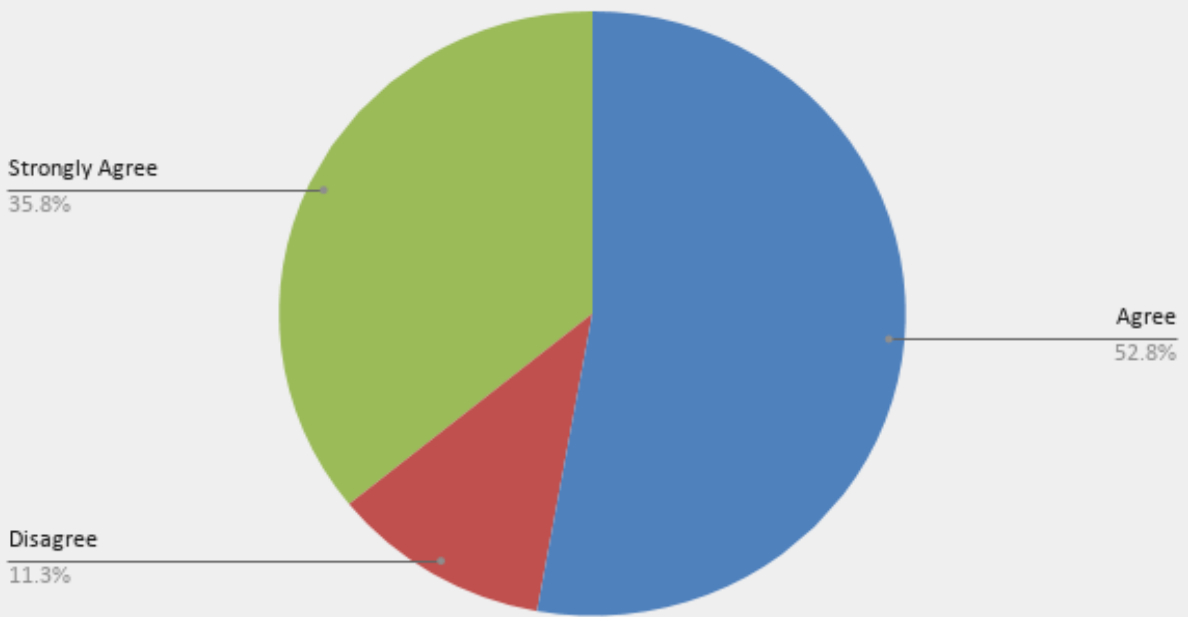
Differentiated phonics



THIS TELLS US

Alongside reading, we were also determined to ensure that children received similar phonics provision at home as they would at school. We invested in a subscription to the Read, Write, Inc. Phonics Portal with access to daily externally produced teaching videos. We ensured that children accessed weekly differentiated phonics planning linked to a phonic book. The majority of parents found the differentiated phonics provision useful.

Work set online e.g. Mathletics, Purple Mash, I Moves, Espresso.

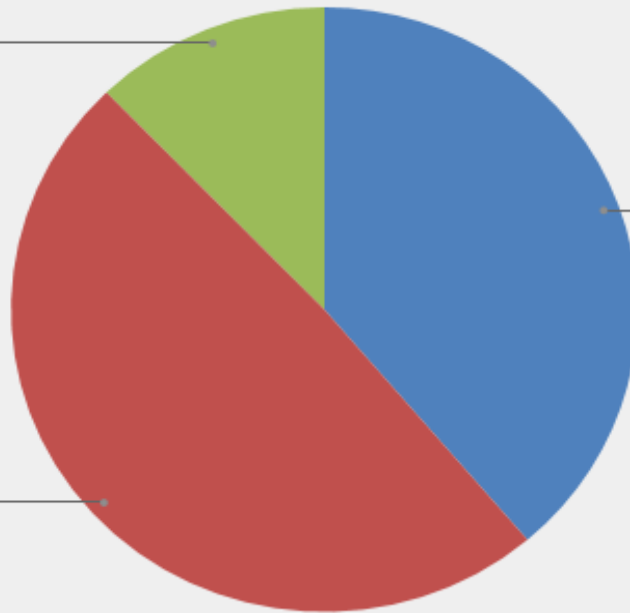


THIS TELLS US

The school provided lots of extra online resources via Purple Mash, I-Moves etc. The majority of parents found these resources useful. 6 parents disagreed. Of these parents, the general consensus was that it was difficult to remember log in details for each individual platform. Log in details can be retrieved by the office team.

Virtual Science Week Resources

Disagree
12.2%



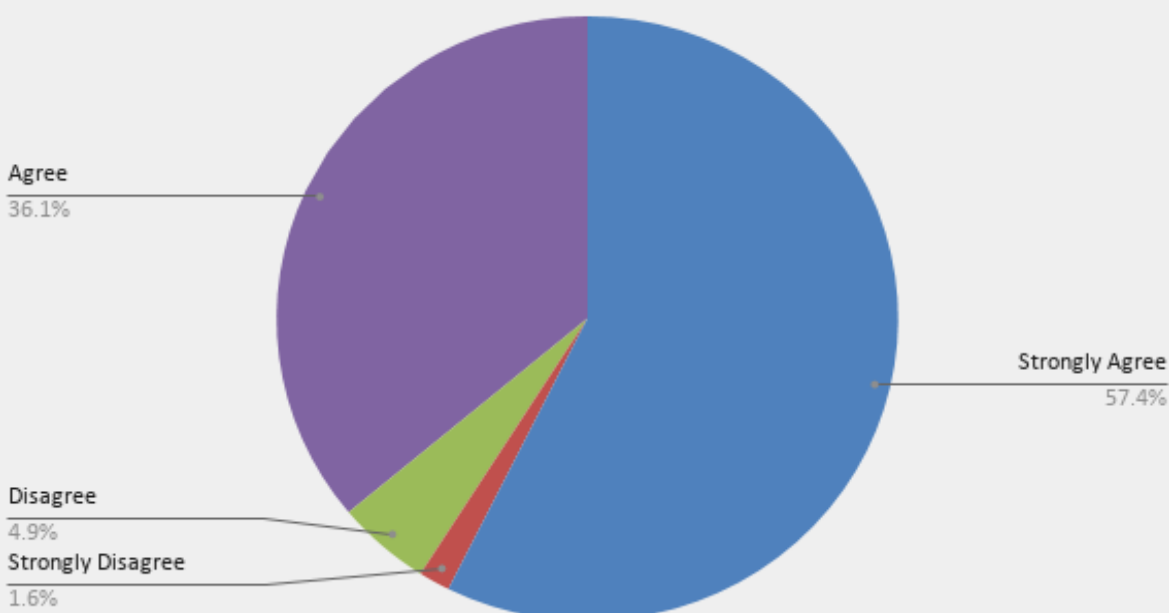
Strongly Agree
38.8%

Agree
49.0%

THIS TELLS US

The school took part in a virtual Science Week. A range of high quality resources were produced by the Science Lead, including videos showing how to complete a number of simple science investigations practically at home. The majority of parents found these resources useful. 6 parents disagreed, with some stating that although the resources were great, they didn't have the time to fit these extra investigations into their own home learning timetable.

Suggested weekly timetable

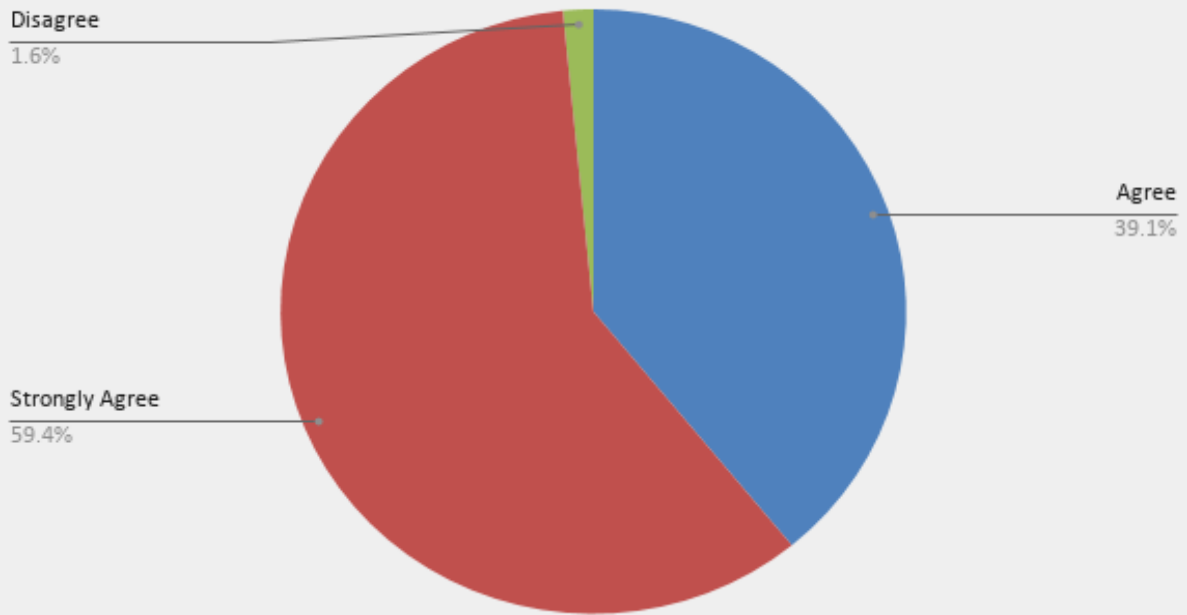


THIS TELLS US

The majority of parents found the suggested timetables provided for each year group useful, with over half of all parents in strong agreement. One Year 2 parent strongly disagreed, One Year 1 parent disagreed and 2 Reception parents disagreed. The timetables were provided as a suggested guide as to how to structure daily learning, and were not required to be followed.

"I think the timetable was really helpful, we couldn't do everything as I was working full time and also had another child to look after, but it allowed us to concentrate on core skills - maths, English and dip into the others when we had the time. Thank you so much for your support."

The school YouTube Channel (Daily stories).

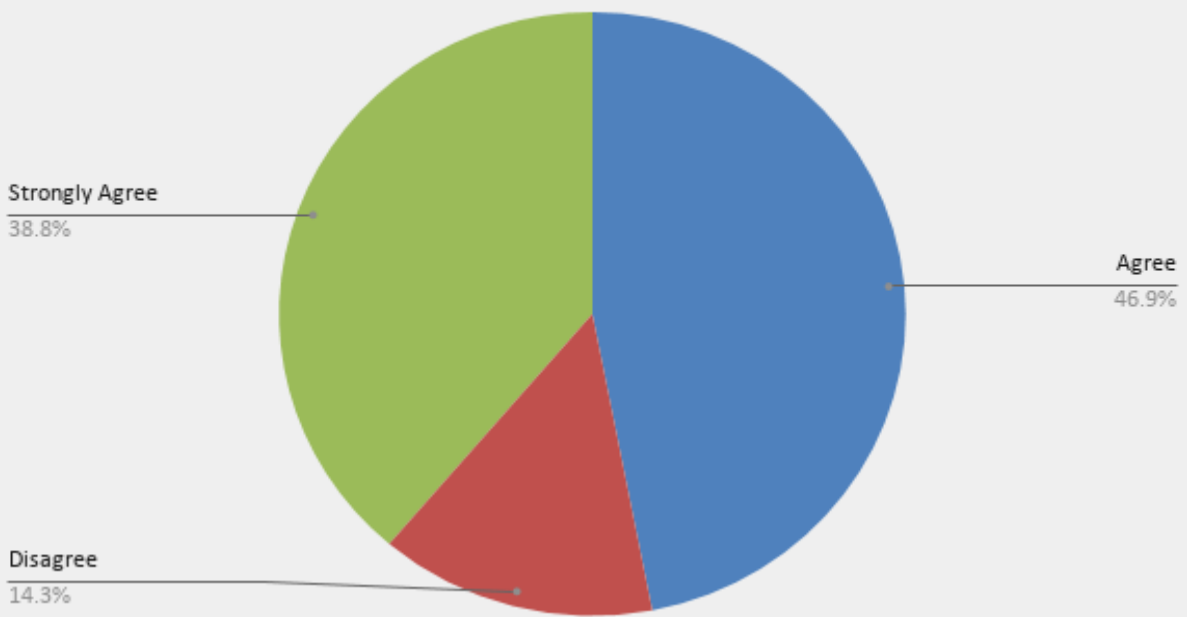


THIS TELLS US

It is wonderful to see that 98.4% of parents enjoyed the content of the school's YouTube Channel, which was created to enable children to access daily stories, Mr Hodgson's weekly video message and Golden Book Assembly. Many of these videos had high viewing figures!

"We really enjoyed the BFG on the YouTube channel and other stories."

Weekly Rights Respecting Video Assembly and activities



THIS TELLS US

Our weekly Rights Respecting Assembly was watched by a number of families, and it was delightful to see the work that some children had completed at home, such as learning about rights, helping the environment with litter collections etc. The vast majority of parents agreed that they found this virtual assembly useful. 7 parents disagreed. The Rights Respecting Assembly was intended to promote our Rights Respecting work, was optional, and was not intended to increase the workload of children.

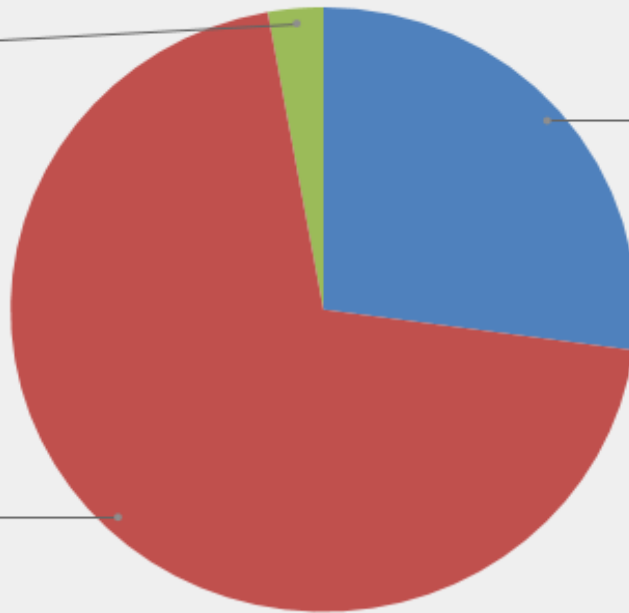
"We had a really positive remote learning experience which continued via Seesaw. We especially valued being able to get involved with the UNICEF articles."

Mr Hodgson's weekly videos.

Disagree
2.9%

Agree
27.1%

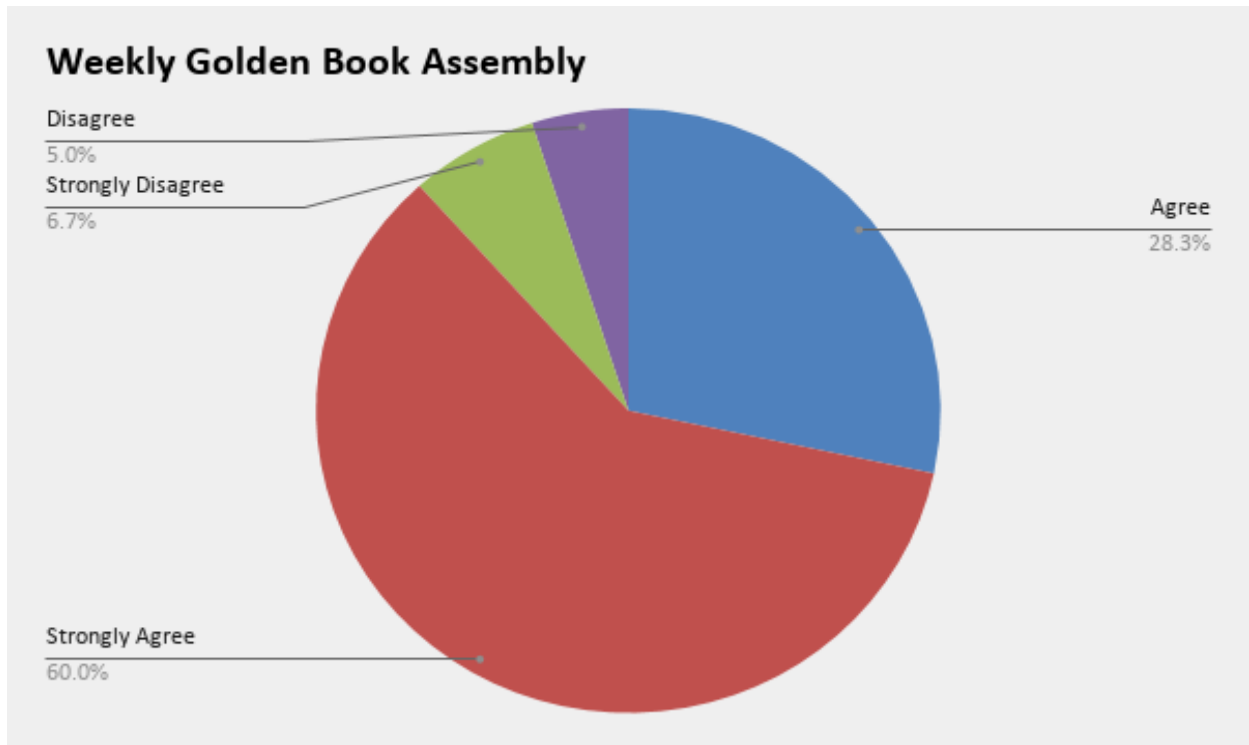
Strongly Agree
70.0%



THIS TELLS US

97.1% of parents found Mr Hodgson's weekly video message to be useful. This is really pleasing to see, as the aim of the video was to try to keep the school community together virtually, to emphasise the school's Learning Powers at home (i.e. Tough Tortoise, resilience etc.) and to set the children extra tasks if they wanted to complete them (which quite a few children chose to do!).

“**** loved Monday mornings and called it the 'Golden Trio', as we watched Mr Hodgson's Monday morning video, followed by Miss Salisbury's, followed by Rosie!”

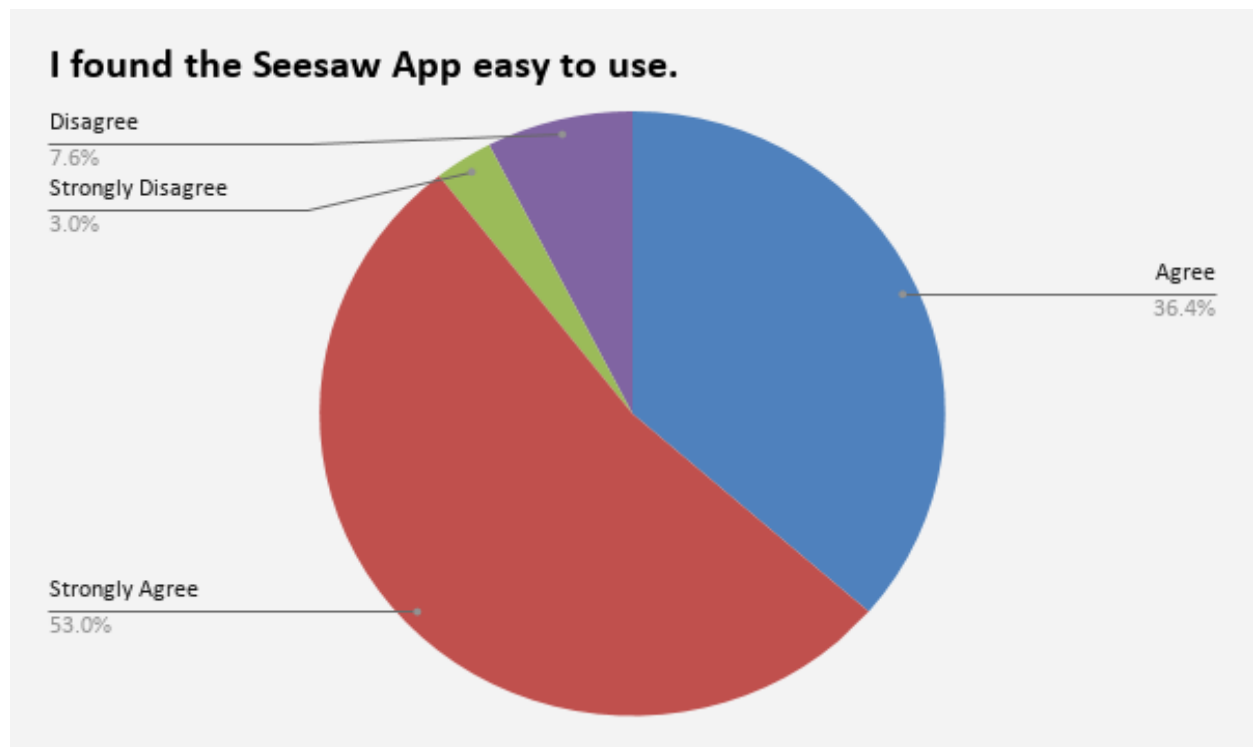


THIS TELLS US

Many children (and parents!) enjoyed tuning into the weekly virtual Golden Book Assembly, which was brought in to encourage the children to work hard at home and to get recognition for their hard work, effort and determination. 4 parents strongly disagreed and 3 parents disagreed. One parent told us that “the golden book assembly was so disheartening as a parent, and added to the stress of home-schooling.” This was never the intention of the Golden Book, but having trialled this, Golden Book will not be returning in the event of another full school closure.

"Again many thanks to the teachers and staff for all their efforts. As a family we sat down and watched the weekly videos from Mr Hodgson and Golden Book and loved them."

SECTION 4: Seesaw and the Learning Platform



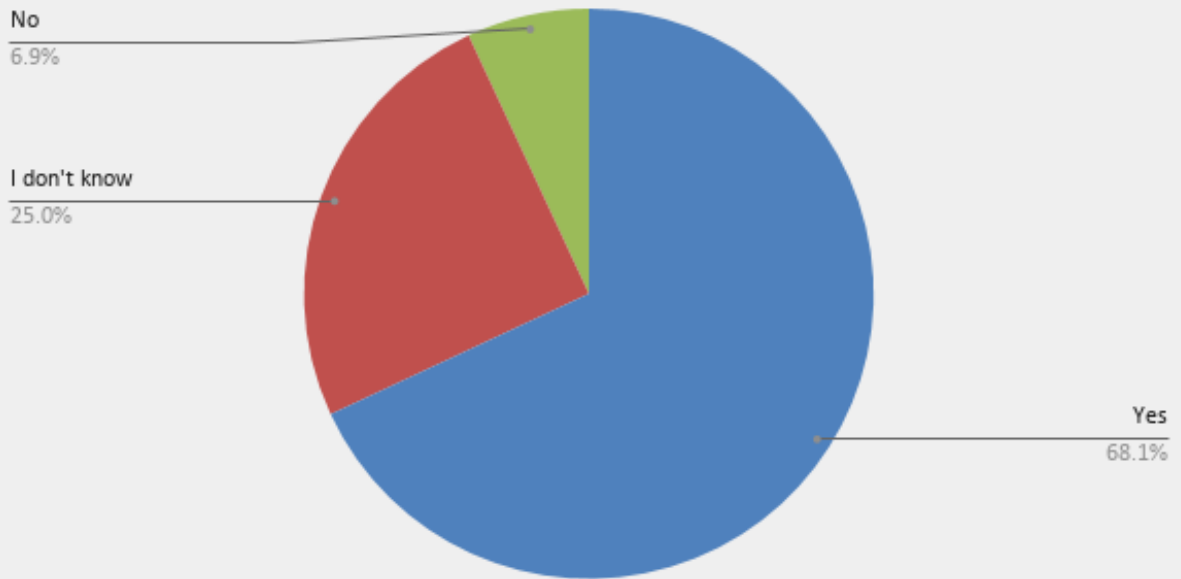
THIS TELLS US

The Seesaw App was introduced in early January 2021 in order to simplify sending work completed at home electronically to class teachers, and to enable feedback. Overall, the majority of parents found the Seesaw App easy to use. 2 parents strongly disagreed and 5 parents disagreed. Of these, some parents explained that they had difficulty in accessing two accounts (i.e. if you had a child in Year 2 and a child in Reception, then you would have to log out of one account to access the other). The Family App helped with this. If you need any further information about the Family App then please contact the school office.

"We got feedback from the class teacher within hours of uploading **** work every day, which was very impressive! I can't tell you what a huge difference it made to have that level of interaction - ***** always had a big smile on her face as she listened to the voice messages. It was hugely motivating for her."

"Seesaw was a great tool for direct feedback to encourage my child."

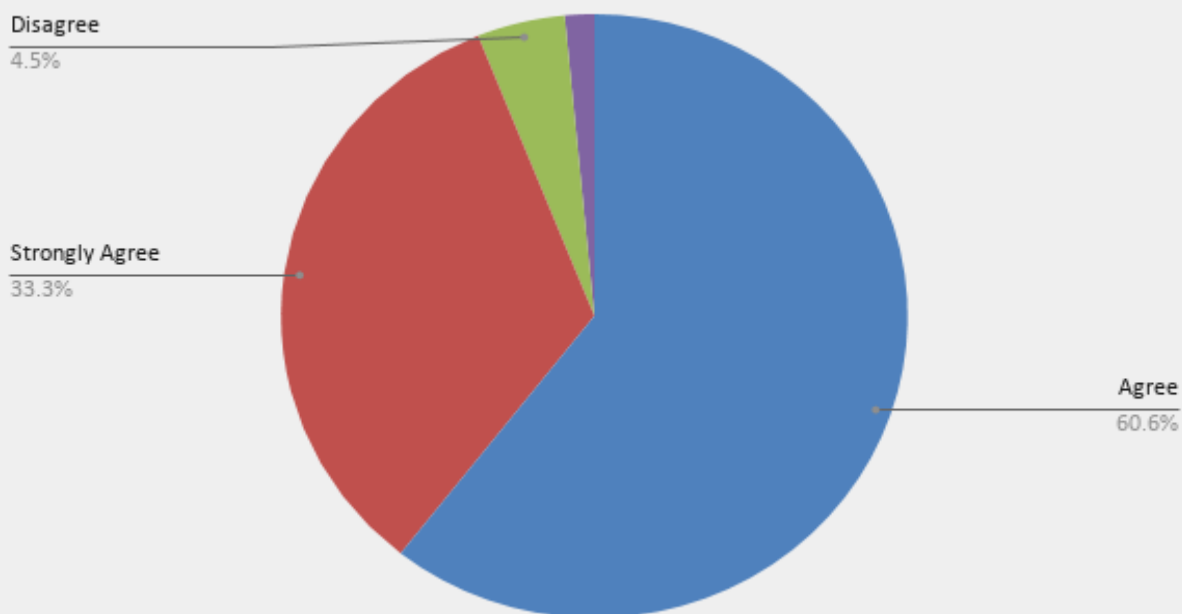
Would you like to see the Seesaw App used and developed further (e.g. used in the classroom)?



THIS TELLS US

68% of parents would like to see the Seesaw App developed further and used in the classroom environment. 25% don't know, so further information will be made available shortly to explain how we will further promote the use of Seesaw in the classroom.

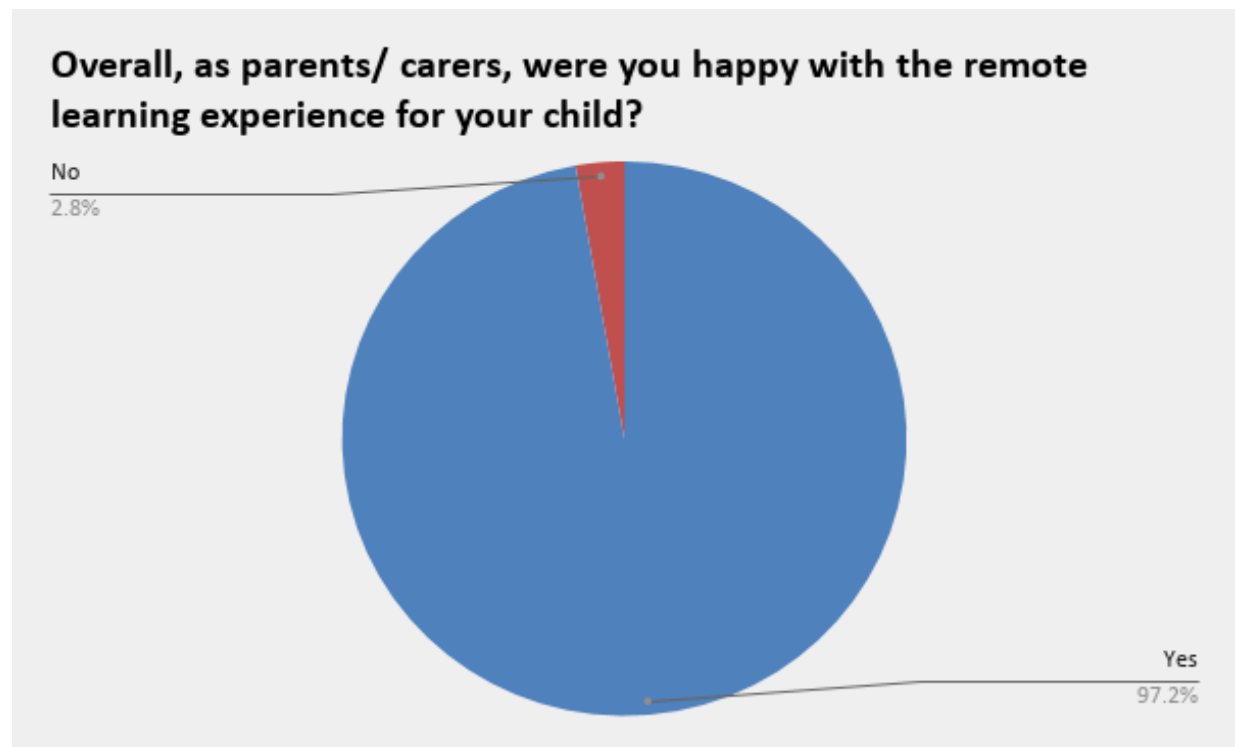
The Learning Platform was easy to use.



THIS TELLS US

We established a new Learning Platform for Reception, Year 1 and Year 2 during the lockdown, with the intention of ensuring that all resources were easily accessed, including videos and links to activity sheets etc. 3 parents disagreed and 1 parent strongly disagreed. We will continue to develop and simplify the Learning Platform in the event of a whole school or bubble closure.

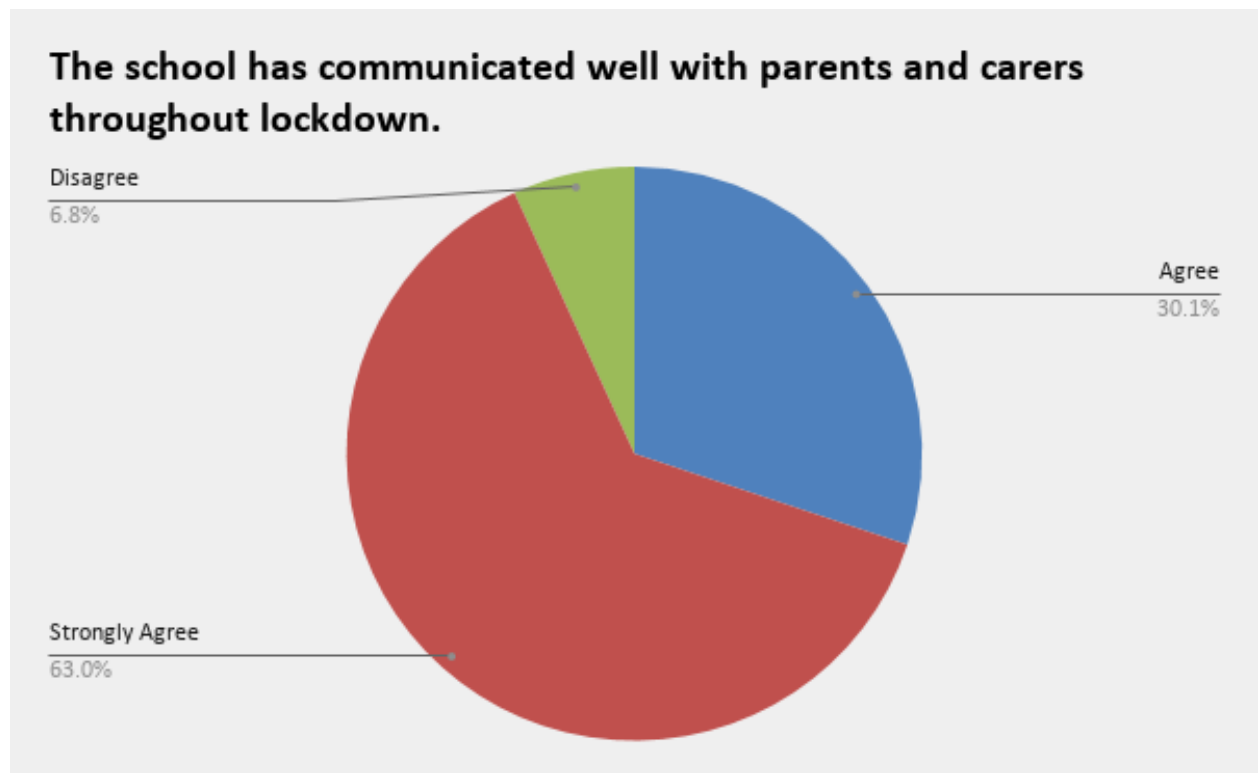
SECTION 5: PROVISION OVERALL



THIS TELLS US

It is amazing to see that the overwhelming majority of parents were happy with the remote learning provision. 3 parents were not happy overall. As a school we will continue to develop and enhance our remote learning plan, to ensure that it remains strong.

SECTION 6: COMMUNICATION

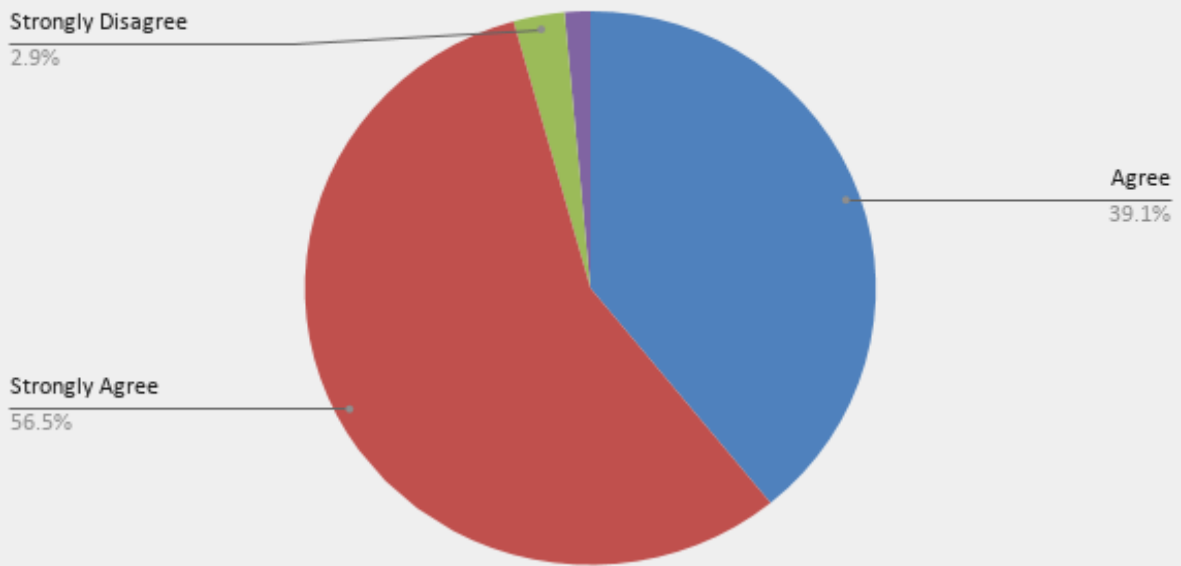


THIS TELLS US

We aimed to communicate with parents through a variety of ways during the period of school closure – e.g. via Seesaw, regular catch up calls, a weekly school newsletter etc. The majority of parents agree that the school communicated well. However, as a school we are always striving to strengthen our communication, and will continue to develop this moving forward.

"I have been very impressed with how the school have handled remote learning and communications throughout the recent lockdown."

The school has worked hard to keep in contact with my child throughout lockdown.

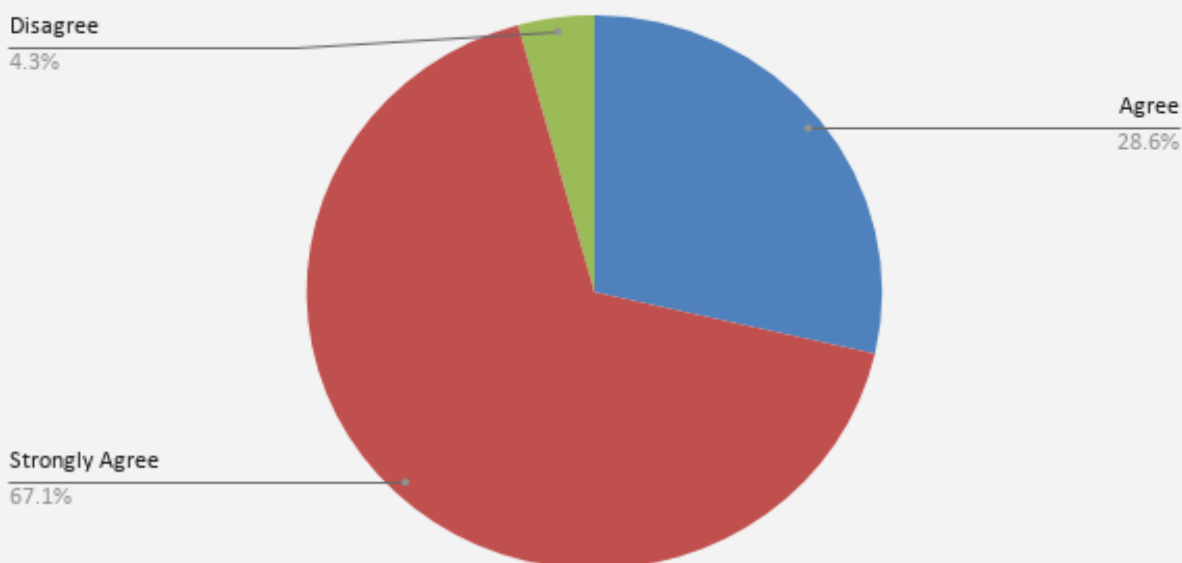


THIS TELLS US

The school tried to keep in close contact with children during the period of school closure, particularly via the Seesaw App. The majority of parents agree that the school worked hard to keep in contact with their child. 2 parents strongly disagreed and 1 parent disagreed. Where this is the case, we have been in contact with these families (providing your child's name was given in the survey), to discuss this individually.

"Thank you for all your hard work with remote learning and keeping regular contact with **** and the family during our time at home."

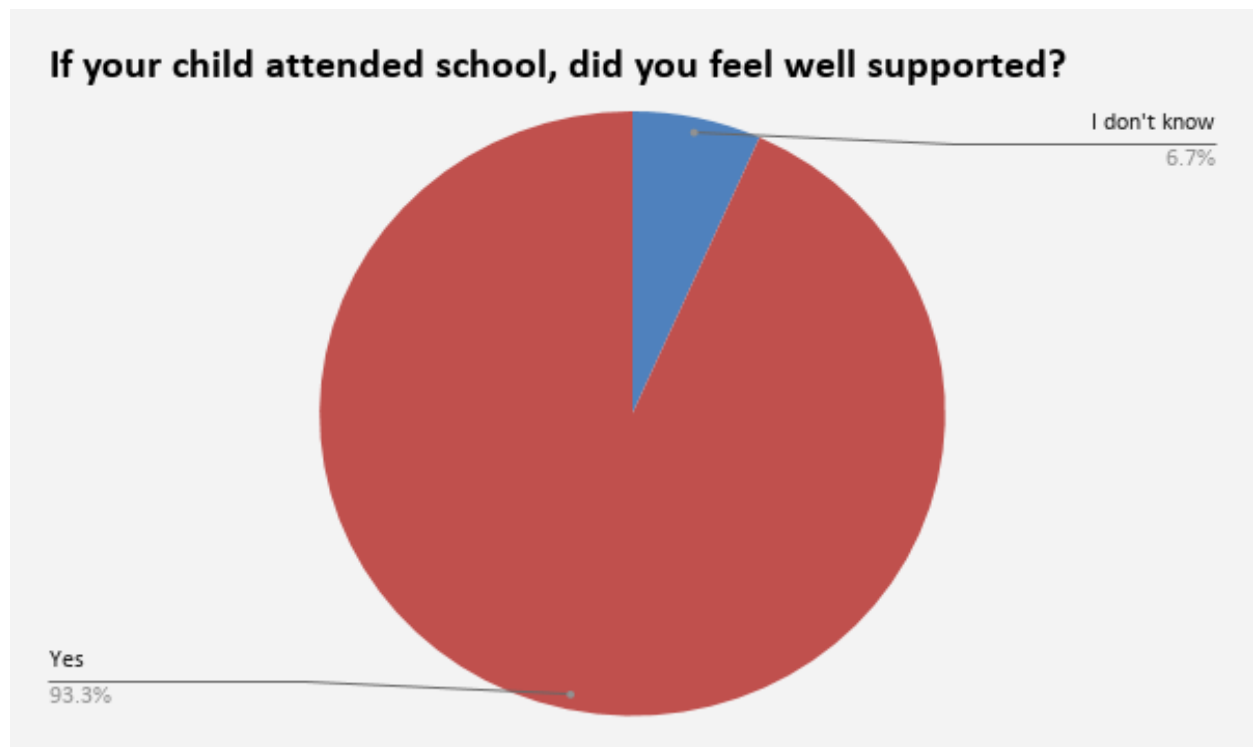
My family has continued to feel valued and part of the school community throughout lockdown.



THIS TELLS US

Our aim as a school was to try to ensure that our families felt valued and part of the community, which is no easy task when it has to be via virtual means. This is partly the reason why we wanted to ensure that reading books could be changed weekly (as it was so lovely to see families come to school and collect the books, and helped to promote a sense of community). The majority of parents thought that we have done well with this, which is great to see! Thank you.

SECTION 7: CRITICAL WORKER PROVISION

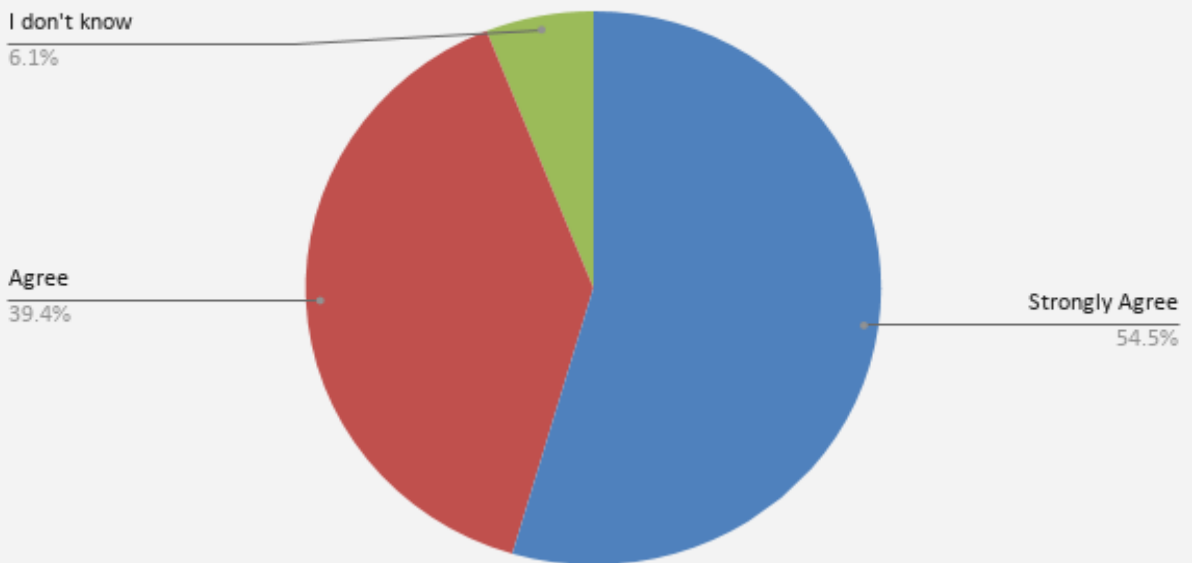


THIS TELLS US

93% of parents agree that if their children attended school as part of the critical worker or vulnerable children provision that they felt well supported. 2 parents did not know. The school worked hard to ensure that all children who attended school were supported, especially in difficult circumstances.

"Just to pass on my thanks to all of the staff (teachers, admin, support, facilities) for their hard work to keep the school running as close to normal as possible, for the duration of the pandemic, especially as you have all had your own challenges. The boys have felt extremely happy attending school as they feel safe to do so, and they engaged really well with the home learning (on the whole!)."

My child attended school during lockdown and felt safe and happy at school.

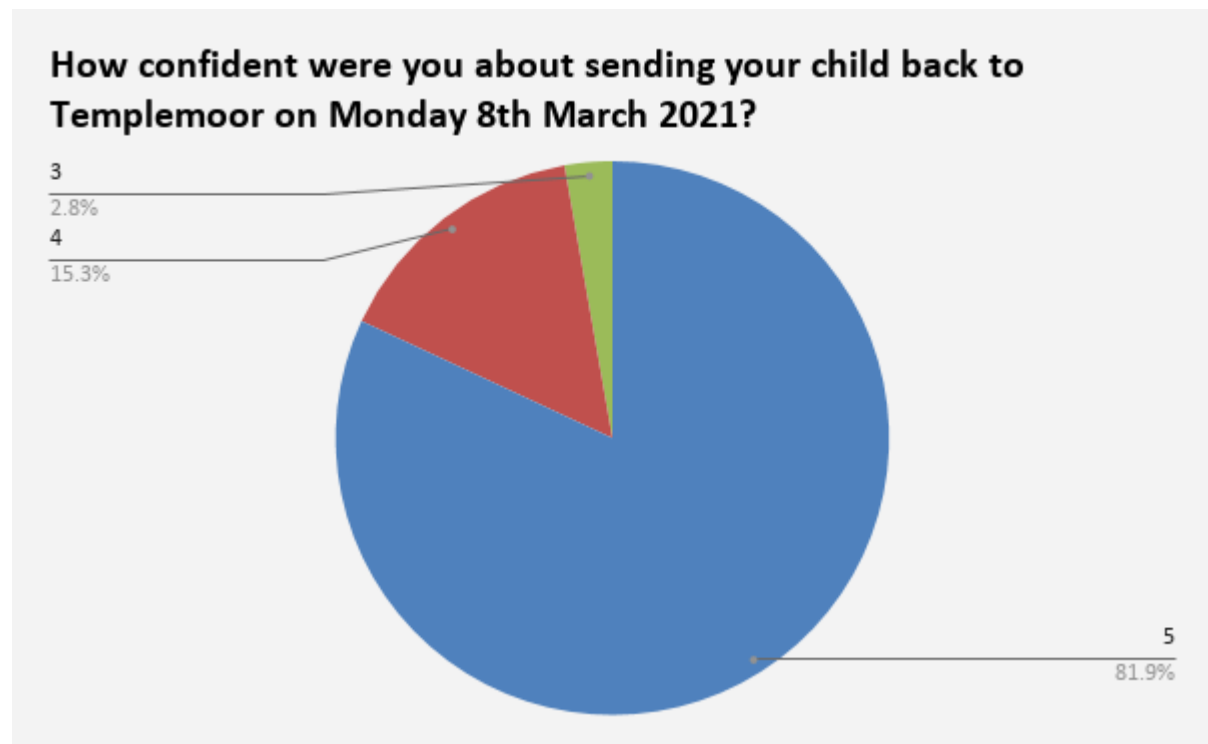


THIS TELLS US

Many parents felt that their children were happy and safe at school during the lockdown period, which is great to see, as we worked hard in difficult circumstances to keep the children and staff safe. 2 parents who responded didn't know.

"I thought the critical worker provision was very good, and thus, I've not commented too much on some of the answers. **** was happy at school, but realised it wasn't normal school and took him a few days to settle."

SECTION 8: RETURNING TO SCHOOL ON 8TH MARCH

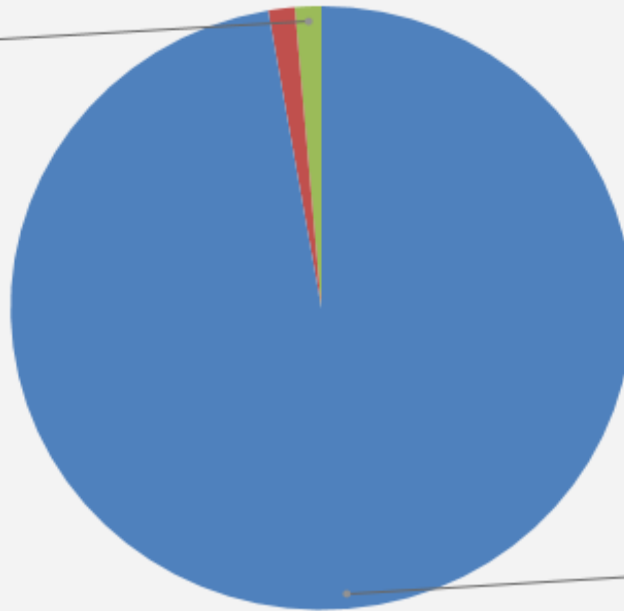


THIS TELLS US

On a scale of 1 to 5, with 5 being very confident it is evident that the vast majority of parents felt very confident to send their child/ren back to school from Monday 8th March 2021. It is very touching to know that we have parent confidence in what we are doing as a school to ensure that our community remains Covid secure. Thank you.

Has your child enjoyed being back at school since 8th March 2021?

No
1.4%



Yes
97.3%

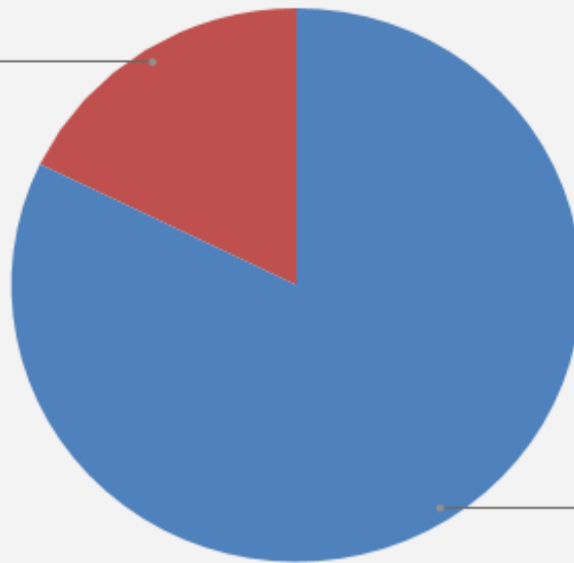
THIS TELLS US

The vast majority of children have enjoyed being back at school since 8th March 2021. We are so proud of the children, who have settled back into school life, are enjoying their friendships and approaching their learning with increasing resilience. Classrooms are full with smiles, joy, happiness and fun. 1 parent did not know, and 1 parent said no. Please contact school if you require any further support.

“My child is delighted to be back in school now, long may it continue! Thanks again.”

I feel confident in the school's Covid Risk Assessment and procedures to keep my child safe.

Agree
17.8%



Strongly Agree
82.2%

THIS TELLS US

100% of parents who responded to the survey said that they feel confident in the school's Covid Risk assessment and procedures to keep everyone safe. Thank you for putting your trust in us, and for everything that you continue to do on a daily basis to ensure that the school remains Covid secure. It is very much appreciated.

SECTION 9: Parent Comments

For us as a school to progress and improve our remote learning provision, it was important to hear from parents/carers as to how they have found remote learning and any suggestions for improvement. Here are some of the positive themes that came through the many comments we received:

- **Excellent quality pre-recorded videos by the class teachers** that provide families with the flexibility to access the learning at a time to suit individuals.
- **Quick responses** from staff when children/parents ask for advice or support.
- **Excellent, prompt feedback** (voice messages/written comments etc.) **to children's work** that is **age appropriate** and **positive**.
- Being able to **change reading books/ phonics books/ library books** on a weekly basis.

Many parents also took the opportunity to thank staff for all their hard work with our remote learning provision and support for children and parents. These messages were uplifting to read and a real boost to staff who have worked so hard to provide all our children with high quality learning. Thank you. Here are some of the comments below:

"I am quite emotional writing this... We have felt so supported by Templemoor throughout the recent Lockdown. It is obviously not ideal for any child to be at home 5 days a week, but the School team went out of their way to make sure we remained part of the School community. How the class teacher found the time to comment on every single piece of work we submitted I don't know! It felt very much that she was looking out for us. I don't know if my child will ever really understand how hard the team worked on his behalf, but we certainly do and appreciate it. We will look back on this time and think we would never have been able to support our child like we did, without Templemoor supporting us. Thank you everyone."

"Templemoor Infant school and all its team have been superb since **** started school in September 20. During lockdown we were 100% confident that ***** was getting all the learning and support required and we are grateful to the Templemoor team for coming into work and supporting us."

"I would like to say a huge thank you to all the school staff who have kept going under tough circumstances. I feel my child has thrived at school this year and is very happy at school."

"Templemoor is a fantastic school. As a parent I feel welcomed and accommodated at all times and **** has always felt well supported. She absolutely loves being back."

"The remote learning experience has been difficult for many families, but Templemoor has pulled out all the stops to go above and beyond to make sure children and parents were supported and included throughout the lockdown. Telephone calls, weekly Zooms, Mr Hodgson's weekly videos and of course, the class teachers' daily Seesaw videos/messages all made such a difference to my child's well-being. The Seesaw app gave us a daily structure to check-in with and helped to maintain routine. Being able to share videos, audios and images allowed my child to communicate with her class teacher. Getting daily responses to things submitted meant so much to her. Children thrive on praise and people taking an interest in them, these tools gave us much needed contact with significant people in my child's life - her teachers! Thank you for all of your hard work, it really hasn't gone unnoticed!"

"We are eternally grateful for everything you have done and continue to do for our daughter. You are all absolutely brilliant and always put the children front and centre of everything you do."

"WOW you were all amazing not something you've trained for and yet still provided the same high quality of teaching. Hopefully we will NEVER need it again"

"Cannot fault the school at all during lockdown, we have been kept up to date. We have had no concerns regarding the safety of our child attending school or in the way the school have kept our child progressing in very difficult circumstances. The school deserves an award for the hours and effort put in by every single member of staff! Well done Templemoor."

"I am more than happy with the support given by the school during this latest lockdown period, I felt like we were part of a big virtual hug! Thanks to ALL of you".

"Every teacher has developed and adapted during this time. I cannot express without serious emotion the impact of the positive video messages and weekly curriculum dialogue that made our daughter and our family feel included. Our decision to move and be a part of the Templemoor community has never been more confirmed than the past year!"

SUGGESTIONS MOVING FORWARD

There have also been some suggestions and ideas for how to improve the remote learning provision. Common themes were identified across the comments and discussed in depth by the Senior Leadership Team. Suggestions that were provided by more than two parents are summarised below.

Providing Live Lessons

"There was a lack of teaching during lockdown, and that's really hard to understand when so many other schools locally provided online lessons so

frequently. The online videos with the same format daily did not help engage children, so rapidly grew bored of home-schooling”.

“Online live lessons would have been more beneficial, or daily zoom calls. We felt that other schools in the area with the same aged children were doing a lot more "live" sessions”.

"I am aware that many schools have done some online lessons and I feel that could have benefited our children too, especially those doing majority home learning. However I do appreciate the complexities of the logistics of undertaking this."

"I wonder if a consideration for the future could be remote classes? Or if you could somehow link live teaching with teaching those children at home? Just a thought."

At Templemoor we decided to use recorded teaching instead of live lessons. The reasons for this decision are:

- Recorded lessons can be watched any time of day which supports our families where access to technology might be difficult or if parents have to work from home and are unable to support their child through normal school hours. This would also be more difficult for families with multiple school aged children, where there is limited access to devices within the home.
- If a child misses a day because they or a family member is unwell, they can pick the learning back up when they are ready.
- Ofsted guidance states: “evidence suggests that concentration online is shorter than the length of a typical lesson, particularly at a young age, filming a classroom lesson may be ineffective”.
- Different approaches to remote education suit different types of pupils. We believe that a short pre-recorded video – either school produced or externally produced - followed by an activity suits the majority of our children better.
- Videos (particularly our Read, Write, Inc. sessions) can be used to target different groups of learners so they are not sitting through teaching that may not help them.

Therefore, we will not be introducing live lessons. However, we do agree that children would benefit from live daily interaction with their teachers. So, in the event of further school closure, or bubble closure we will be providing live daily registration sessions where we will go through the work for the day. We will also produce daily pre-recorded English and Foundation Subject teaching videos to support learning.

Difficulties with the Seesaw App

"Remote learning was not easy but you tried very hard and the experience using the new platforms and having that direct communication with the staff was much appreciated. The only minor negative is that Seesaw only allows you to be logged in to one child so I cannot get notifications for all the kids unless I log in and out daily. I have concerns that Seesaw is a great tool but not used in this way when families have more than one child and email might be better."

"We've found see-saw really useful, however when we first installed it, it was frustrating that you can't easily switch between each child's profile."

"The Seesaw app isn't great when there is more than one child attending school. You have to log in and out of their profiles to post work on their journal."

The vast majority of parents found the Seesaw App easy to use. The Family App can be used to support families with more than one child. Please contact the office if you require help with this.

Phonics videos/ maths videos

"The only negative we have about the remote learning is that the format of the phonics recordings didn't change so it was hard to engage our son after the first few weeks. He stopped engaging with the videos and it meant his interest in phonics dwindled."

"If I'm being critical the number of videos from White Rose Maths and Read, Write, Inc. was too high. Trying to get my child to engage for the 9th week of videos every day was impossible so we just stopped watching them and just did the tasks from the welcome video which was much better. The read, write, Inc. videos were good at the start but again, too "samey". My child even started to comment "not Gareth again," which was telling!"

"One negative was that my child became fairly resistant to viewing any 'external' videos (e.g. phonics) so that was the only thing that became tricky. Not your fault I know!"

At the beginning of lockdown the Department for Education (DfE) produced a document, 'What's working well in Remote Education' which outlined evidence-based findings regarding the best approach for how to teach children remotely. In their report they highlight that 'using recorded lessons produced externally can allow school's to easily draw on high-quality lessons taught by expert subject teachers'. Whilst we recognise that some of the sessions, such as 'Read, Write, Inc.' can be repetitive (especially when learning at home for a number of weeks) they have been specifically produced by experts to replicate teaching provision in the classroom. We will continue to use externally produced videos, particularly for phonics and mathematics.

AND FINALLY...

We are continuing to improve and make changes to our Remote Learning provision so that we can provide the best learning experience possible if and when required. This would not be possible without your honest feedback, so thank you again for taking the time to share this with us.