



Remote Learning Evaluation: LHPSN Outcomes (March 2021)

LHPSN Lockdown Learning Parent Survey (March 2021) Number of children on roll = 437	Responses highest to lowest %	/219	Evaluation
Number of replies	219	50%	Thank you to the families who responded to the survey. Your input will be used to help us improve our remote learning offer.
Number of key worker/other children in school during lockdown 3	133	30%	
My child had access to a computer or tablet at home to do their school work	180	82%	
My child had an area at home where they can focus on school work	155	71%	These were the top 5 responses which suggests a good number of children had parental support, space, equipment and a positive attitude to enable them to attempt remote learning. The new digital platforms received a positive response along with teacher feedback on Google Classroom/Evidence Me.
My child, on the whole, was willing to engage in remote learning	151	69%	
I/We found the home learning platform (Google Classroom Y1-6 or Evidence Me EYFS) easy to navigate	137	62%	
My child received enough responses from the teacher	131	60%	
On the whole, the level of work was about right for my child	105	48%	
On the whole, my child received the right amount of work	104	47%	The majority of parents agreed that the amount and level of work were about right for their child. 3%- 14% said their child struggled with the amount of work set (either too hard/too easy/ too much/too little).
Which aspects of home learning worked well? Feedback from teachers	104	47%	
Which aspects of home learning worked well? Online platform (Google Classroom/ Evidence Me EYFS)	101	46%	
How can we improve home learning? Offer more face to face contact with the teachers through zoom	96	44%	In response to this during the Year 1 bubble closure class teachers led a daily zoom session with their pupils. To consider this further with senior leaders.
During lockdown, my child was able to complete all the work set in the time given	92	42%	The majority of responses indicated that most parents felt their children were clear about expectations and therefore able to complete the work set. 8% of respondents said they did not access remote learning.
My child knew what was expected of them	92	42%	
Please select the comments that were true for your child's wellbeing. I/We felt confident in supporting our child with their home learning I knew how to get support from school if I needed it My child coped well with the amount of work set	91 91 87	42% 42% 40%	Responses show that most respondents felt supported and were able to support their children during this time. 14% said their child struggled with the amount of work set.
Which aspects of home learning worked well? Live assemblies/opportunities to speak to teachers and friends Activities set in most subjects	84 81	38% 37%	Just over one third of respondents reacted positively to the school's endeavours to provide a broad and balanced curriculum including daily assemblies and a weekly assembly led by the local vicar.
How can we improve home learning? Provide a mixture of online and offline resources	77	35%	SLT to look further into this area of development.
Which aspects of home learning worked well? Quantity of work	55	25%	A quarter of respondents were satisfied with the quantity of work.
Please select the comments that were true for your child's wellbeing.			Phone calls/visits were made when



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Phone calls from our child's class teacher were helpful My child showed signs of stress/ anxiety when accessing home learning	47 44	21% 20%	remote learning/paper packs were not received. As well as statutory duty to ensure pupils are safe and well staff also offered support with remote learning, arranged paper packs.
Which aspects of home learning worked well? Engagement of children	39	18%	Improved engagement from lockdown 1. It decreased in March prior to the full return to school.
My child had access to a paper pack	34	16%	Although only a small number of respondents took up the school's offer of a printed paper pack each week, many more parents accessed this support.
How can we improve home learning? Provide textbooks and workbooks rather than work online	33	15%	SLT to look into individual cases.
Please select the comments that were true for your child's wellbeing. My child struggled with the amount of work set	30	14%	The majority of parents agreed that the amount and level of work were about right for their child. 3%- 14% said their child struggled with the amount of work set being either too hard/too easy/ too much/too little.
On the whole, the work was too easy for my child	26	12%	
On the whole, my child received too much work	18	8%	
My child did not complete remote learning	18	8%	
How can we improve home learning Post more feedback from teachers Improve the way the children access the work set	18 13	8% 6%	SLT to look into individual cases.
On the whole, my child received too little work	10	5%	SLT to look into individual cases.
On the whole, the level of work was too hard for my child	6	3%	

Remote Learning feedback from Staff		
	What worked well	Areas of concern
Google Classroom	<p>Google classroom has allowed teachers to really get to know the children through the messages exchanged.</p> <p>Advantage in Year 3 having a head start on Google classroom following a bubble closure. Started with lower engagement, got better and now trailing off again.</p> <p>Daily communication between home learners and their teachers/ other staff.</p> <p>Generally the children have enjoyed it, loved connecting with each other and saying good morning to each other.</p> <p>Much better than lockdown 1 as staff have kept their connection with most of the children.</p> <p>Good to get to know the children from the opposite class as well as getting to know the parents better</p> <p>Useful keeping the record sheet of who has done the work and who hasn't.</p> <p>Pleasing to see some children engaging who weren't before</p> <p>Good daily routines with google classrooms, got much quicker with setting the tasks and uploading the videos.</p> <p>Good to chat at the end of the assemblies.</p> <p>Core group of children who respond to everything.</p> <p>Quizzes have been really useful, especially the reading quiz. Very good for being able to spot gaps in learning.</p> <p>Parents have given positive feedback to staff on the system, they've loved the videos. Parents and children can send immediate feedback which works well.</p> <p>The direct email addresses have worked well or sharing work.</p>	<p>Worries about the children who haven't engaged with paper packs or Google classroom and how they will be when they return to school.</p> <p>Small groups who haven't been in a bubble or engaged with any remote learning at all - concerns there will be a wider gap.</p> <p>Lots of time each day giving the feedback points but then not hearing back from the children on that feedback.</p> <p>Issues with a small number of children saying they've done the work on Google classroom but not showing evidence of having done it.</p>



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	<p>TAs running activities, story sessions, phonics etc have been such a huge help to the children as well as those TAs making resources and those organising paper packs.</p>	
EYFS Evidence Me	<p>The parents were already familiar with this so it was a smooth transition to home learning for many. Staff have had to balance the many many observations that have come through from home. Lovely to see the videos being sent through, to see the children learning in their own home Useful to see this side of their personalities. At times the nursery children have worked alongside siblings on their level of work</p>	<p>Evidence me videos are only 2 min in length which has been too short at times! Nursery parents have found it hard to balance nursery education with the education of older siblings.</p>
Key Worker Bubbles Max 15- 18 children	<p>Children in the key worker bubbles have had a lovely experience, great behaviour in the bubbles, worked hard, they've had access to a lot of great experiences. Useful to work with the children from the opposite class. Nice to be able to target specific children in a smaller group in these bubbles. Really enjoyed the smaller bubble teaching, strong relationships being built and quieter children have been able to build their confidence in that smaller setting. New friendships developed by bringing the two classes together, it will be interesting to see how the new friendships develop when the other children return. Good for the quieter children to have a chance to take a more active part in the learning and classroom discussions. Been great to get lots of learning in smaller groups. The TAs have been amazing in school and at home.</p>	<p>Hard with the (part-time) children who have been dipping in and out on various days, hard to build up a sequence of learning, they've found it hard to transition between home and school. Staff missing their own classes and looking forward to the return of full classes. Teachers look forward to teaching a full curriculum and not just through oak videos.</p>
Resources	<p>White Rose was a good decision and a positive change from Oak for the children. Glad to do some teaching and not just feeding back the whole time. Some good writing from Oak academy even with the differences between how we teach writing and how they taught it. Lots of video intros and verbal feedback needed in KS1 so the engagement was better and increased but hard work for the staff due to the time they take to do. TAs - appreciated that the staff in school have been checking in on them, supporting with setting up zoom sessions. It's been nice to feel part of what's going on.</p>	<p>Not loving the Oak science, several misconceptions being taught. Will need to address some of these misconceptions on the return to school. Parents picked up on these! A lot of effort to produce the materials to support the children in KS1 who can't read the tasks themselves.</p>

Thank you everyone who has contributed to the feedback.