

Initial Feedback from Parents/Carers Questionnaire: Snapshot of Remote Learning

Dear Families

Thank you so much for taking the time to complete our remote learning survey. We had nearly 800 responses with the results being overwhelmingly positive; I have tried to distil some of this feedback and share this with you. We appreciate that this is an early snapshot and we will seek your feedback again as we go through the coming weeks. I have attached an FAQs form taken from the questionnaire.

I am happy to report that similar surveys that went to staff and students also show high levels of engagement and sense of community. There is a tangible sense of shared endeavour and being in this together. Many of the comments from parents and students expressed gratitude to staff at the school and it is fantastic that there is such a sense of community when so much of our world is remote at the moment. Thank you for taking the time to say such positive things. Following the first lockdown, we have devoted significant time to train our staff to use the new technology and develop their pedagogy around it. If you wonder how we use our INSET days, this should give you a good idea

The vast majority of our parents are delighted with live provision of lessons. It has helped provide structure and motivation across the school. The structure, timings and work completed in the school day is also appropriate with nearly 95% of parents happy with the level of work their children are given. We also know that out of 2000 students, we have almost 100% attendance across the school. This is testament to the combined effort of staff, parents and students. We are proud of what we have achieved in these first weeks of school.

Our device survey has also allowed us to target students where the technology to access lessons has been limited. We have provided dozens of Chromebooks to students to help them access lessons. We are grateful for the work of Friends of Cherwell (<https://friendsofcherwell.org/donate/>) the PTA and parental donations that have allowed us to provide this. If your child/children are struggling with access to devices or need resources (books etc.), please fill out the resources survey in this email or contact your year team.

We are now moving to the next stage of our provision as we need to make sure each child is able to access the lessons as fully as possible. For instance some children are finding it harder because the laptop they are using lacks a microphone or camera. Therefore, the fundraising initiatives remain really important and do support if you can.

You can access this survey about resources here: <https://forms.gle/Z34QhSFp82fFdWdu6> and it will also come as a separate email. This is so we can reach as many families as possible.

Thank you for your feedback and support of the school in these challenging times.

Best wishes
Lyndsey Caldwell

Assistant Headteacher
Teaching and Learning

Remote Learning Parental Questionnaire: FAQs

<p>What are you doing about screen time?</p>	<p>We are concerned about looking at screens for prolonged periods - we are dealing with this challenge ourselves. We are finishing some lessons a little earlier and encouraging students to get up in between lessons where possible to allow a screen break. We are also thinking carefully about P3 and a longer lunch for some students. We are trying to find the balance between the length of lunch and ensuring we have curriculum time for our students - we will keep it under constant review.</p> <p>We are also encouraging students to work on paper. Not only would this be their normal way of working, it is also encouraging them to work away from screen for some of the day.</p> <p>We would refer you back to the Wellbeing letter which Ms Timms sent (Friday 15th Jan), which contains a great deal of good advice about screen time issues.</p>
<p>Can the lessons be shorter?</p>	<p>We are finishing lots of lessons a bit earlier and encouraging students to get up in between lessons where possible to allow a screen break. We are also thinking carefully about P3 and a longer lunch for some students. We are trying to find the balance between the length of lunch and ensuring we have curriculum time for our students. We will continue to review this.</p>
<p>Why aren't all lessons live?</p>	<p>Some teachers will be ill and will have other commitments at home that mean they are unable to deliver their lessons live. For example, if a primary school shuts, it can be too difficult to deliver lessons live with young children. We are also still making sure that staff can access crucial training that will occasionally take them away from their classes. Our cover teachers are currently supporting the children of critical workers that are in school so are unable to cover lessons in the way they might in school.</p>
<p>What can't students work on Google docs?</p>	<p>It is good for students to continue their normal way of working as much as possible so we are asking them to work in their books or on paper in lessons (if this is their normal way of working). We will ask for some work to be completed online to ensure we can assess and feedback. Working on Google would increase screen time, which we are trying to limit.</p>
<p>Why don't you insist that students have cameras on?</p>	<p>There are a range of reasons why we can only encourage students to put their cameras on. Many students do not have a camera. Also, some students find the pressure of putting a camera on too much. We really understand this. We hope that more students will turn their cameras on as their confidence increases and this way of working becomes more familiar. At this point, we feel it is only something we can encourage but will likely improve.</p>
<p>Why don't you record</p>	<p>Lessons must not be recorded by students. This is to ensure</p>

<p>lessons?</p>	<p>that staff privacy is retained. This is also on the advice of teaching unions.</p> <p>It is also important to know that some students can spend too long on lessons. One of the valuable aspects of live lessons is the structure it gives to the day and allows students to shut off when the day ends. There were many students who found this an issue when we recorded lessons. We think the structure of a live timetable allows students to follow a lesson like they would in school.</p> <p>However, we are also providing training so staff can record key parts of their lessons; this training needs to be completed so that staff are not recording students.</p>
<p>Why don't teachers upload work well in advance of the lesson?</p>	<p>Teachers have had a significant load added to their working day. Almost every lesson in every subject needs to be converted into the appropriate format before then being modified for a remote lesson and uploaded to the Google platform. Most teachers are teaching at least four lessons per day without resources ready in advance.</p>
<p>Why didn't you do live lessons before?</p>	<p>In the last lockdown, the school was shut quickly with no time or preparation for device surveys or staff training. Our recorded lessons covered the curriculum and we were able to meet the needs of our students. Staff were trained to use the Google Classroom, which had not been used by the vast majority of teaching staff. We did offer some live teaching in the summer and this really helped develop our expertise to enable 100% live teaching now.</p> <p>Most of our INSET work since July has been preparing for this potential lockdown. We now have a staff body that is increasingly proficient with the technology and the pedagogical needs of the remote classroom. This level of training has ensured that this was launched smoothly for both staff and students.</p> <p>We have also been able to do a number of device surveys. This has meant the work of Friends of Cherwell, the PTA and school funds have allowed us to prepare, buying in thousands of pounds worth of devices and software.</p> <p>Live teaching would not have been this successful previously and engagement would have been more limited than what we were able to track and monitor in the previous lockdown.</p>
<p>Why have you sent a remote behaviour agreement?</p>	<p>The behaviour of our students has been very good. We are so proud of the response of our students, their enthusiasm and commitment to learning. However, we do think it is important to be clear about the rules in this new setting with both students and parents. We know occasionally they will get things wrong but want to work in partnership with Parents and Carers to keep standards as high as possible</p>
<p>What are you doing about homework?</p>	<p>At the moment, we think that additional work at home should be avoided at KS3. We will also be conscious of the amount of homework at KS4 and KS5. This is because it would so often require additional screen time, which we are trying to limit. We</p>

	would like students to read as much as possible
<p>During the previous lockdown my child got a number of well-being calls from school. Why hasn't my child had a phone call home this time?</p>	<p>We have had to find some time in the day for teachers to get prepared for their lessons and allow students to get set up at home, preferably at a table. At the moment, teaching staff are working extraordinarily hard to plan, convert resources and upload the work to teach online. As well as this, a number of our non-teaching staff who may have supported phone calls home have been used to coordinate lateral flow testing and other health and safety work in school. We hope that being able to see and talk to their teachers for their lessons will help support and motivate students. Students are encouraged to ask their teachers for help. As staff become more able to use the technology, some tutor and pastoral support is likely to return. As always though please do let your the Deputy Year Leader know if you think your child would benefit from a phone call as we move through this term</p>
<p>How can my child get hold of resources they need that are in school ?</p>	<p>The logistical challenge and cost of sending resources home to all students is tremendous. It would be helpful if parents were able to buy their children books to help them organise their work. You may wish to purchase something like this to help students keep their work organised into subjects in the way they are used to working in school. https://tinyurl.com/cherwellnotes We are working with the PTA to find best ways to get resources into the hands of students and are working at subject level to see where this is most urgently needed.</p>