

Remote teaching – the first eight days

What have we learned?

Note: this is an overview; comments relating to individuals / certain subjects will be shared as appropriate

Who responded?

- Parent survey: 256 respondents
 - Year 7: 192 respondents
 - Year 8: 228 respondents
 - Year 9: 175 respondents
 - Year 10: 134 respondents
 - Year 11: 65 respondents
-
- What might we reasonably assume about those who didn't respond?

How engaged are our students?

3. How much of the work that is being set does your child complete?

[More Details](#)

[Insights](#)

● All of it	188
● Most of it	57
● Some of it	10
● Not much of it	1
● None of it	0



96% = “all” or “most”

4. How engaged do they seem to be by the work set, overall? (1 = not at all engaged; 5 = really engaged)

[More Details](#)

[Insights](#)

252

Responses



3.69 Average Rating

1 = 4%

2 = 8%

3 = 26%

4 = 38%

5 = 24%

How proud of their work are the students?

- Year 7:

How proud are you of the work you have done, overall? (1 = not at all proud; 5 = really proud)

[More Details](#)

[Insights](#)

177

Responses



3.89 Average Rating

76% rated between "4-5" for this question

Score distribution



- Year 8:

197

Responses



3.69 Average Rating

67% rated between "4-5" for this question

Score distribution



- Year 9:

147

Responses



3.63 Average Rating

60% rated 4-5

Mode (most common) is always 4.

1 = 0.6%

2 = 8%

3 = 31%

4 = 48%

5 = 12%

• Year 10:

How proud are you of the work you have done, overall? (1 = not at all proud; 5 = really proud)

[More Details](#)

[Insights](#)

121

Responses



3.74 Average Rating

71% rated between "4-5" for this question

Score distribution



• Year 11:

64

Responses



3.75 Average Rating

69% rated 4-5

1 = 2%

2 = 3%

3 = 27%

4 = 56%

5 = 13%







Mode (most common) is again always 4.

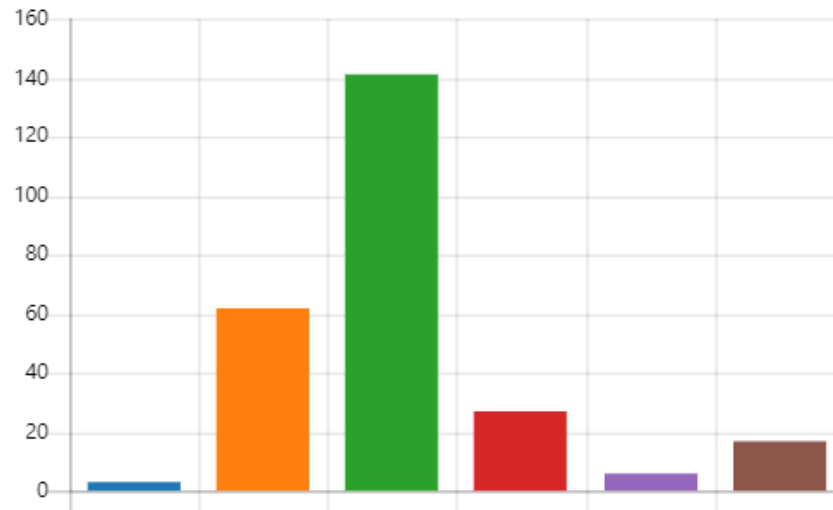
Are we pitching it right?

For your child, in the majority of subjects, does the work seem to be:

[More Details](#)

 Insights

	Far too hard	3
	A challenge but they do their ...	62
	About right for them	141
	Not challenging	27
	Much too easy	6
	Other	17

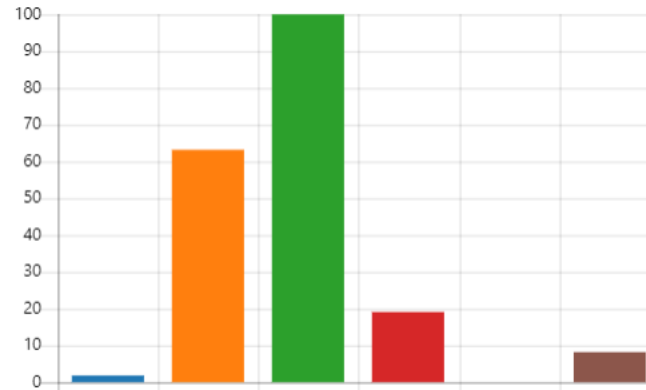
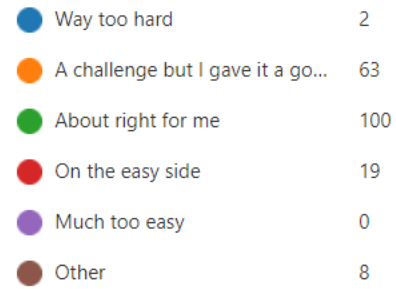


94% of pupils either didn't need help, or got the help they needed.

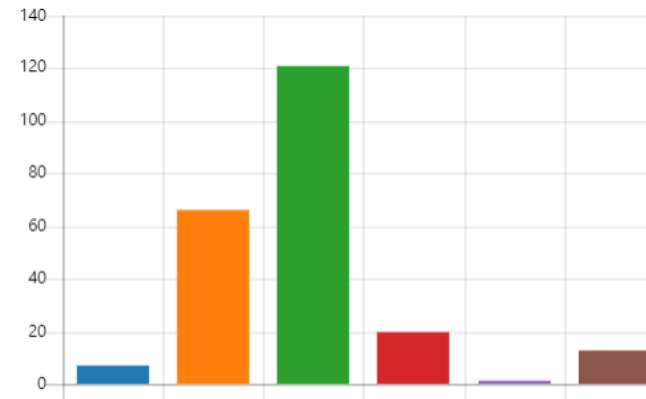
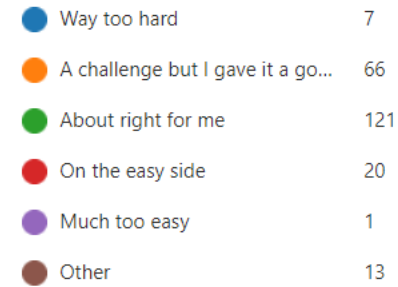
- Year 7:

Do you think that the work was usually:

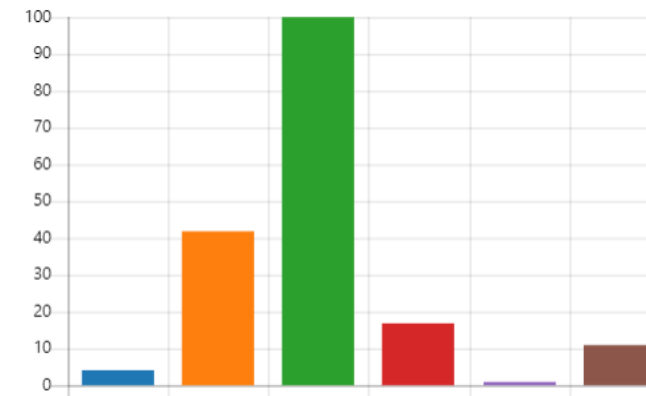
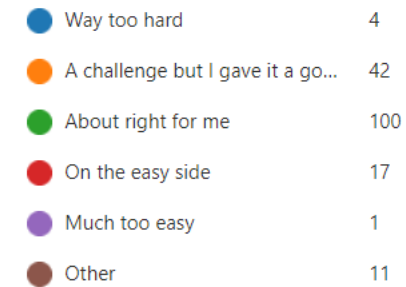
[More Details](#)



- Year 8:



- Year 9:

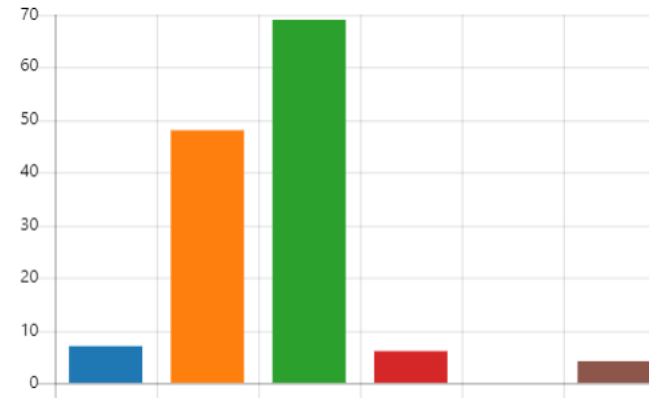


• Year 10:

Do you think that the work was usually:

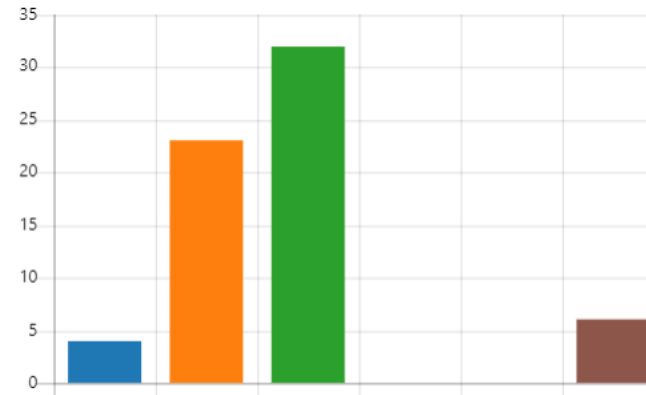
[More Details](#)

Way too hard	7
A challenge but I gave it a go...	48
About right for me	69
On the easy side	6
Much too easy	0
Other	4



• Year 11:

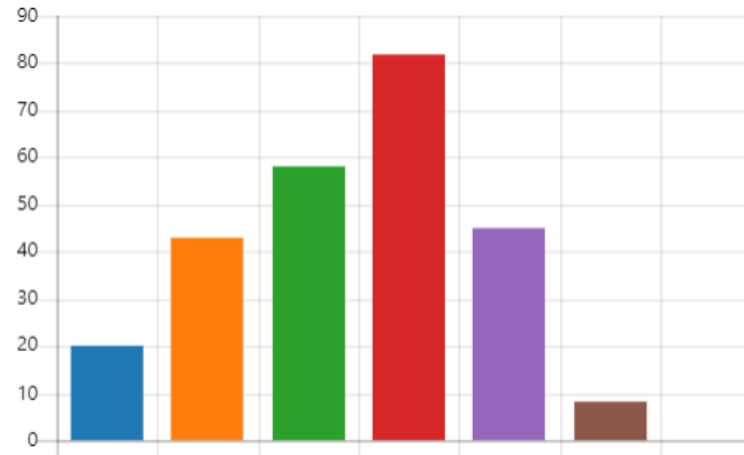
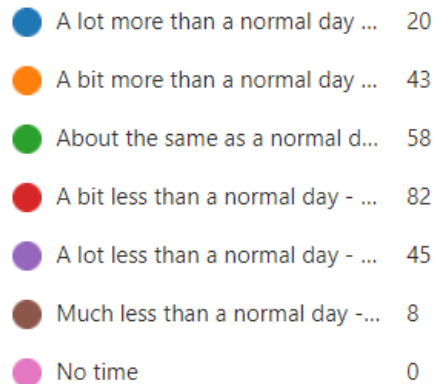
Way too hard	4
A challenge but I gave it a go...	23
About right for me	32
On the easy side	0
Much too easy	0
Other	6



The amount of time spent:

9. How much time is your child spending on your schoolwork, on average, each day?

[More Details](#)



- Parents feeling the time was about the same as normal gave an average rating of 4.4.
- Those who felt it was less gave an average rating of 3.3 and those who felt it was more averaged 3.4.
- This should mean that by increasing the time spent on learning, more parents will feel more positive.

10. How do you feel about the amount of time they are spending? (1 = very concerned; 5 = it is working well for us)

[More Details](#)

[Insights](#)

256

Responses



3.57 Average Rating

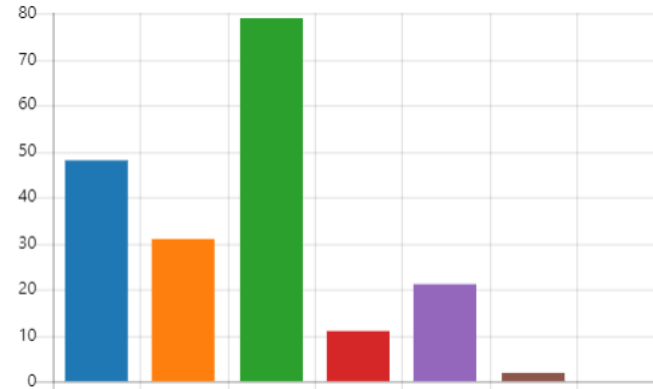
How much time do you spend on your schoolwork, on average, each day?

[More Details](#)

[Insights](#)

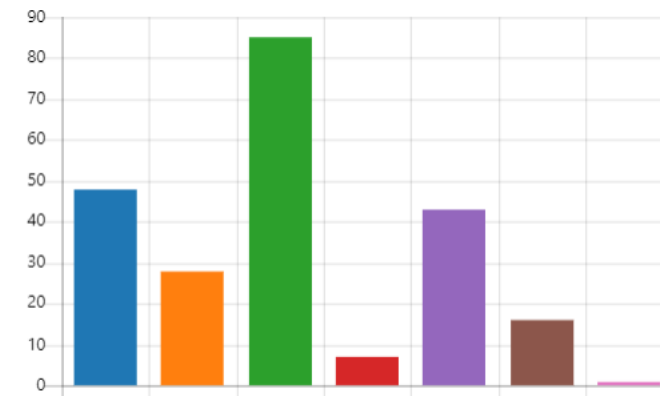
• Year 7:

● About the same as a normal s...	48
● A bit more than a normal day ...	31
● A bit less than a normal day - ...	79
● A lot more than a normal day ...	11
● A lot less than a normal day - ...	21
● Much less than a normal day -...	2
● No time	0



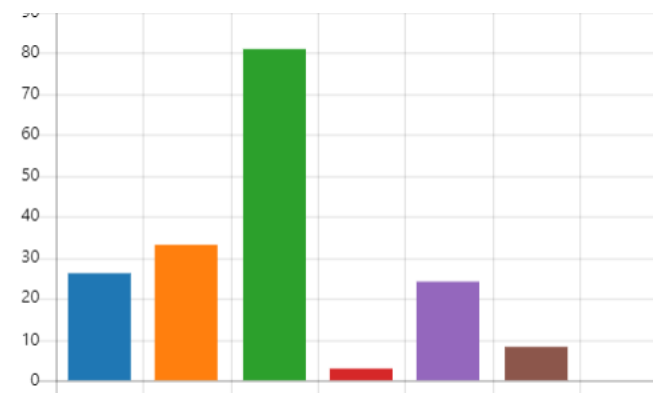
• Year 8:

● About the same as a normal s...	48
● A bit more than a normal day ...	28
● A bit less than a normal day - ...	85
● A lot more than a normal day ...	7
● A lot less than a normal day - ...	43
● Much less than a normal day -...	16
● No time	1



• Year 9:

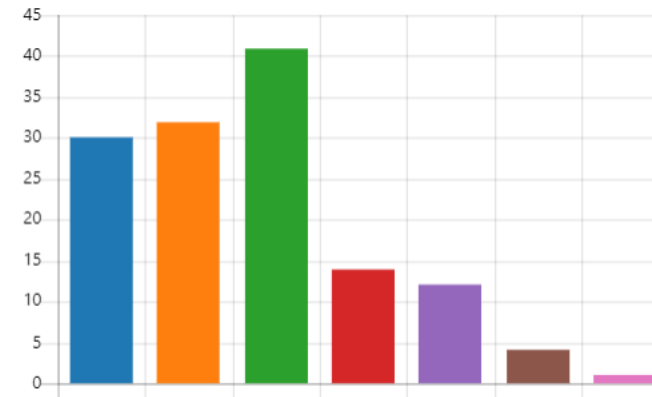
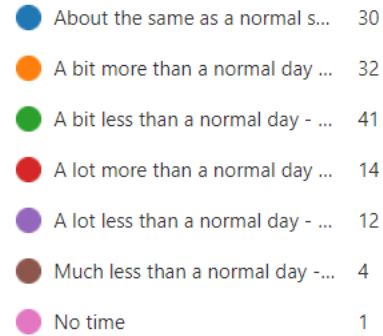
● About the same as a normal s...	26
● A bit more than a normal day ...	33
● A bit less than a normal day - ...	81
● A lot more than a normal day ...	3
● A lot less than a normal day - ...	24
● Much less than a normal day -...	8
● No time	0



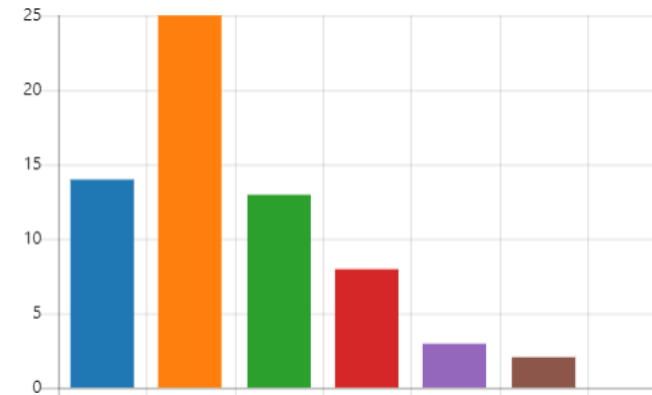
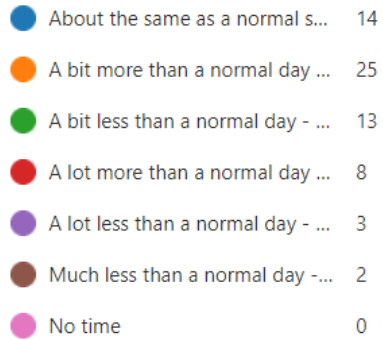
- Year 10:

How much time do you spend on your schoolwork, on average, each day?

[More Details](#)



- Year 11:



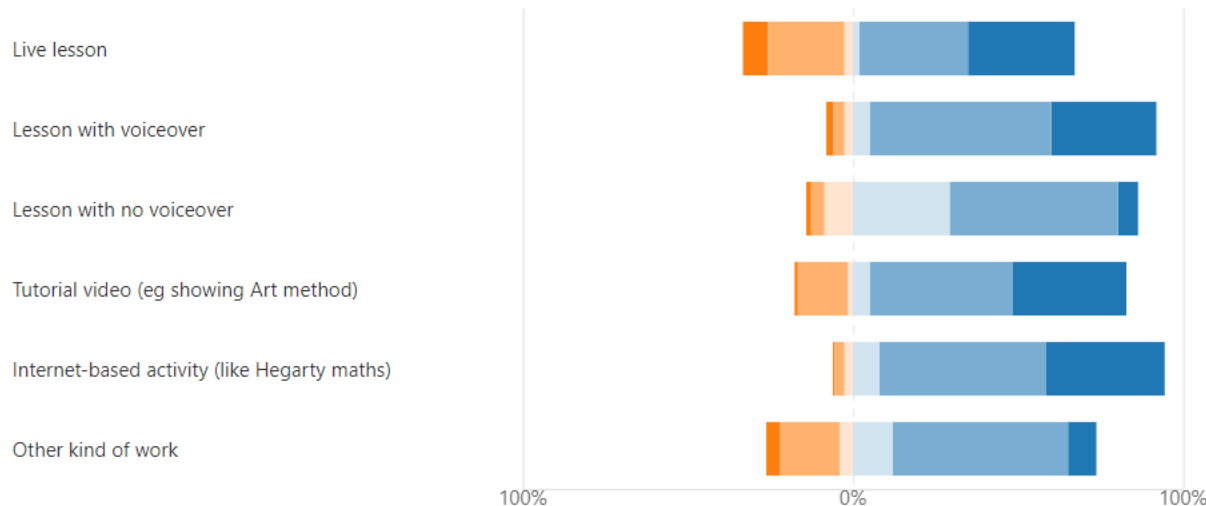
Which methods are most helpful?

7. How helpful do you think each approach is for your child's learning?

[More Details](#)

■ They haven't done it (even though it was set)
 ■ They haven't done it (it wasn't set for them)
 ■ Not at all helpful

■ Not that helpful
 ■ Quite helpful
 ■ Very helpful



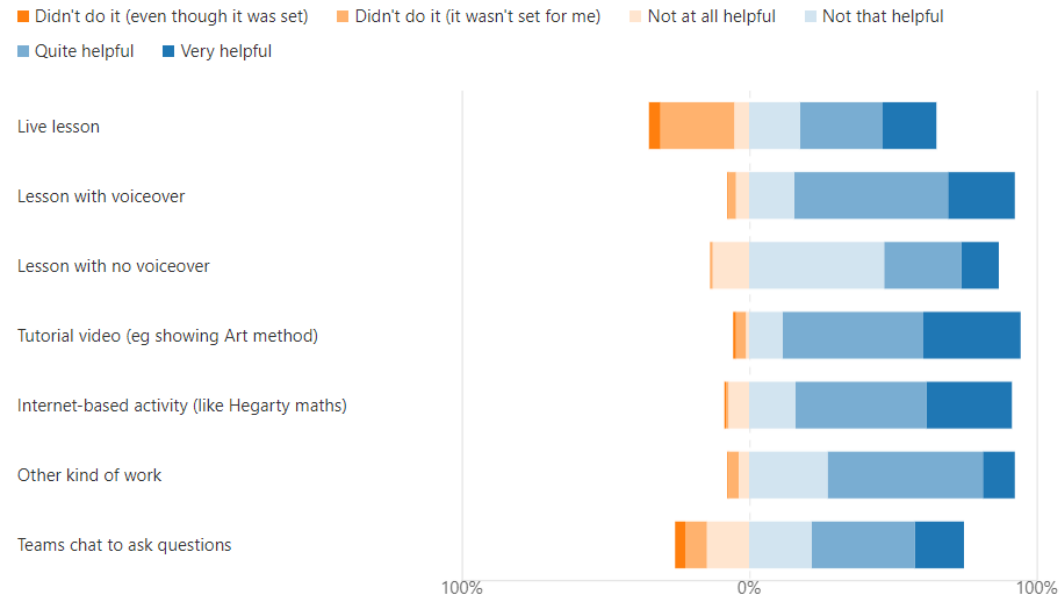
Of those parents whose children found live lessons unhelpful/hadn't done them when set, 60% found voiceover lessons helpful.

Of those parents whose children found voiceover lessons unhelpful/hadn't done them when set, 37% found live lessons helpful.

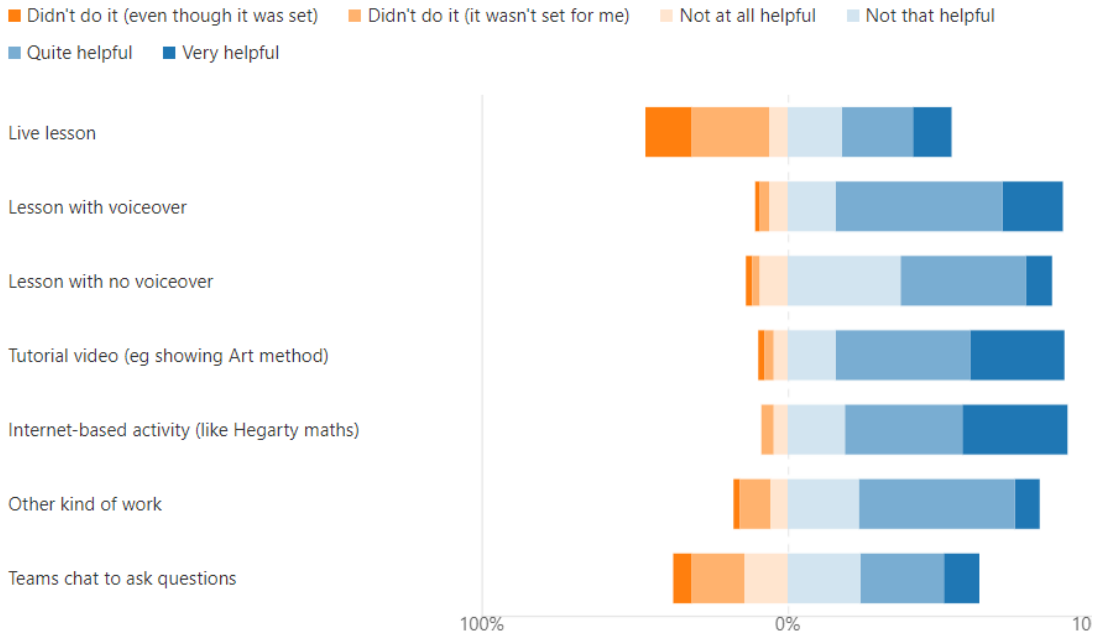
- Numbers excluding methods not set:

	Live lesson (196)	Lesson with voiceover (246)	Tutorial video (217)
They didn't do it	10%	2%	1%
Not at all helpful	3%	2%	2%
Not that helpful	3%	5%	6%
Quite helpful	43%	57%	51%
Very helpful	42%	34%	40%

• Year 7:



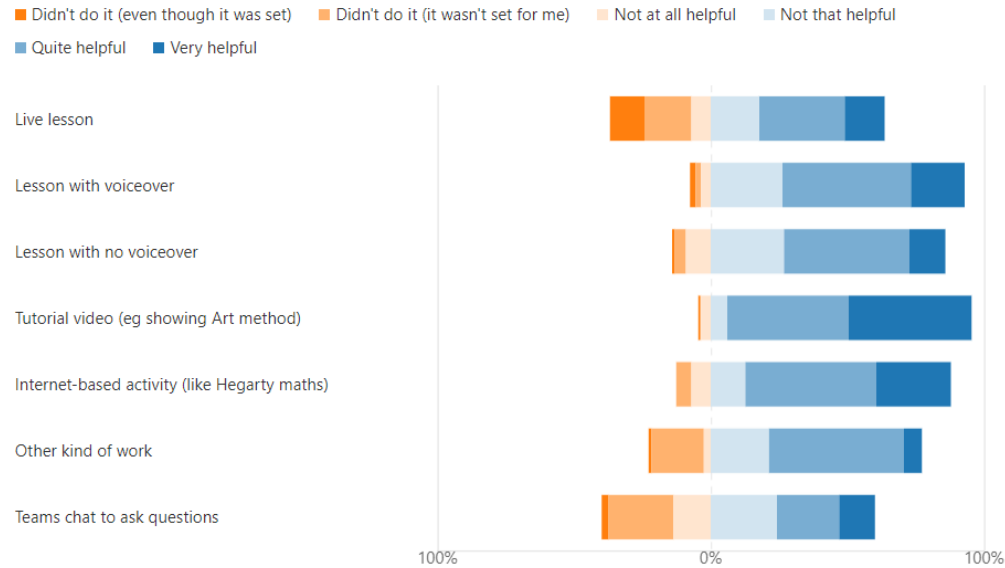
• Year 8:



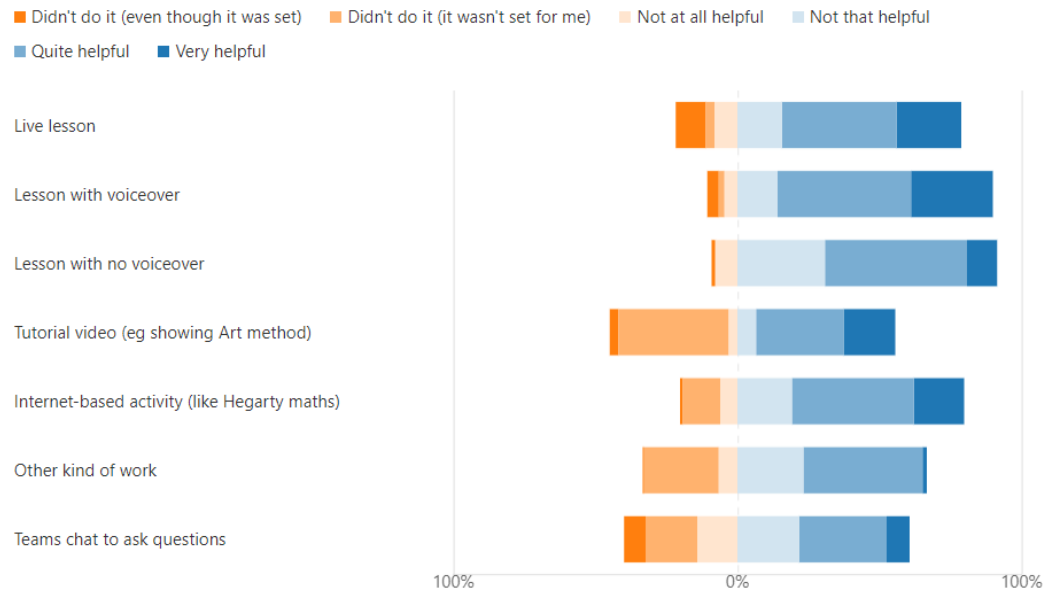
How helpful do you find each way of working, for you to learn?

[More Details](#)

• Year 9:



• Year 10:

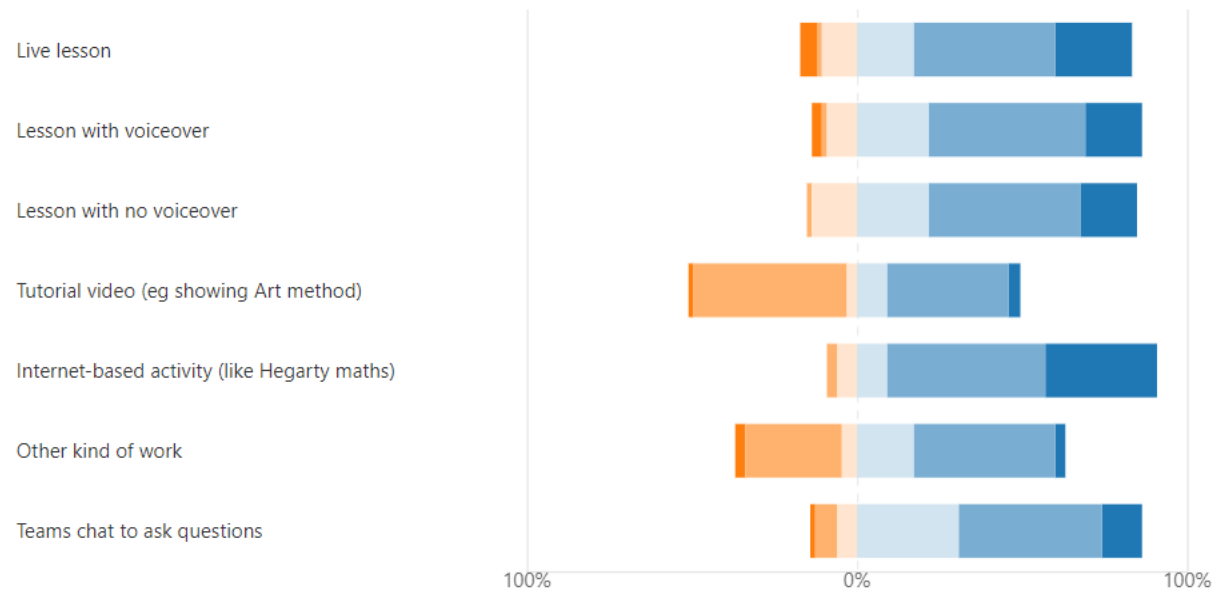


• Year 11:

. How helpful do you find each way of working, for you to learn?

[More Details](#)

■ Didn't do it (even though it was set) ■ Didn't do it (it wasn't set for me) ■ Not at all helpful ■ Not that helpful
■ Quite helpful ■ Very helpful



Year 11s have had more live lessons than other year groups. Their comments are very split between preferring the chance to engage live and the ability to work independently and at their own pace and not experience the glitches of live lessons.

I don't like the live lessons at all. For me they are not at all helpful. I'd rather just want the work to be set and we hand it in. If we do have live lessons, I want them to be optional and maybe like the teacher conducting an online quiz(Kahoot/Quizlet) while we're in the meeting or something like that.

I quite like working at my own pace and by doing so I am able to intake more information from it and still get everything done.

The point of live lessons is that they give an opportunity to the students to ask questions and get responses live from their teachers. However, they are not consistent at all as most times they are laggy or simply the classroom is too large, the questions too many and the Teams chat too crowded. The actual lesson stagnates and the learning experience is hindered. They work great for smaller classrooms and for more personalised work but lessons with voiceovers are a better choice over all as they give more control to the students who can pause and exit to use a different learning resource

I prefer to work through powerpoints myself rather than live lessons

Live lessons give me anxiety so it's a lot better for me if I just don't attend. lessons without a voice over are less distracting and I can work at my own pace.

Live lessons are more suitable for me because I feel that I learn more when the teacher is speaking and the teacher is there for us if we want to ask questions. During lockdown I sometimes get demotivated and I find it hard completing work within the time schedule, but when there is a time reserved for a teams lesson, then it's easier for me because I know I will work with a class. Also lockdown is draining and some students (like me) miss the times to socialise with people rather than just messaging friends online. This lockdown is quite dehumanising because we don't socialise. It's nice hearing someone's voice every now and then.

It depend on who you ask. We all prefer different things.

Feeling connected and supported

How connected to the school and well supported does your child feel? (1 = not at all; 5 = very much so)

[More Details](#)

 Insights

254

Responses



3.56 Average Rating

-
- 59% said 4-5; 85% said 3-5

What is working well?

- Assemblies and tutor times; tutor phone calls to feel connected
- A clear timetable and structure to the day
- The teacher's voice – sense of accountability even if pre-recorded
- Clear, step-by-step instructions
- Feedback
- Live lessons – getting a response in real time; having to get up (18 comments specified Live lessons as most helpful)
- A variety of approaches (13 comments said the variety of approaches was most helpful)
- Lessons with voiceovers (20 comments specified asynchronous approaches as most helpful)
- Going at their own pace
- Recorded lessons – can pause and repeat (inc for SEND – can pause for personal issues)
- Forms for quizzes; Quizlet, Gimkit
- Group work on Teams
- PE activity
- Choosing the order to attempt lessons
- TA support

What are the challenges?

- Cancelled /disrupted live lessons
- Live lessons are very daunting for some
- Bandwidth
- Not doing optional tasks, even when finishing early
- Multiple platforms; not being able to check Teams as a parent
- Feeling very isolated
- Children lacking motivation or being able to concentrate
- Not knowing if work is good enough
- Not having enough feedback
- Cheating if answers are already there
- Not doing the reading
- Not getting help instantaneously
- With live lessons, a family being constrained by the timetable

What recommendations are made?

- Don't send worksheets that can't be edited, or expect printing to be done
- Indicate to parents whether work is done to a good enough standard
- Offer a full timetable of live lessons to fill the time
- Use break-out rooms for group work
- Understand how hard it is for children
- Offer collaborative and creative projects
- Make sure tutor calls are regular
- Allow videos on in live lessons
- Give more feedback
- Use a single delivery platform
- Pre-warn us about upsetting content
- Don't make extension tasks optional
- A single submission time, later than the end of the school day

What changes will we make, straight away?

- On Go4Schools, we will indicate the standard of the work submitted, so that you are reassured that it is good enough, or aware when it hasn't been done to the standard we'd have expected – as well as still saying that it has not yet been submitted or, conversely, is excellent.
- We have introduced additional live sessions for KS3 pupils.
- We are allowing pupils to have their cameras on, if they choose, to help with a feeling of connection.
- Increasing the learning time of the Key Stage 3 school day (in line with government demand but also in keeping with what is indicated here).
- Recommending a 5pm submission time
- Sharing with all teachers some of the general difficulties and frustrations, and emphasising what is generally found to be most helpful.
- Sharing with specific departments both appreciation and constructive suggestions

Thank you

- For all of your support, for your appreciation, for your patience and understanding
- For your honest and constructive communication
- For all of the time you are investing in your children at such an intense and challenging time