



1 March 2021

Dear Parents and Carers,

Remote Learning Questionnaire Results

A huge thank you to everyone who found the time to complete our questionnaire. Here, we will be sharing the results with you and our subsequent actions.

Headlines

- We received 78 responses equating to **34%** of children attending Corsham Primary School - Broadwood
- The positive and neutral response rate for all questions was:
 - 87%** for Foundation Stage and Key Stage 1
 - 88%** for Key Stage 2

The questionnaire consisted of nine questions, some requesting comments and others asking whether you agreed or disagreed. The teaching team were delighted to read so many positive comments, some of which we have shared here. A small number of responses, which have broadly been grouped together, suggest areas for development and we have responded to them below. Those that were personal, and related to a specific child, remain confidential to that family.

What learning has been most successfully achieved? Why?

“It has been really helpful to plan the night before.”

“Phonics, the part my child enjoys and associates with school.”

“Zoom lessons are by far the highlight.”

“Maths, because we do a little bit every day.”

“Reading, thanks to the Outdoor Library.”

“PE, Arts, Reading, Phonics, Maths, because of the materials provided; they are engaging.”

“Enquiry topics – have been most enjoyed and excelled at. In addition, regular Times Tables Rock Stars (we do at least an additional 10 mins every day) has helped my child excel at times tables.”

“Authors: the videos have been very helpful and the tasks are clear. PE: good variety and clear instructions.”

“My child has loved every point of his learning at home and when he has been in the school bubble.”

“We have no metrics for success or improvement so how is it possible to judge.”

We hope that the class teachers have supported the children in their feedback throughout each day, showing where success has been achieved and how to improve, where appropriate. We would ask you to contact your child’s class teacher directly to support with this. Providing opportunities for self-assessment is important with any learning activity in a school environment and we would wish to also emulate this through the remote provision.

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"I don't think there has been any successful learning...this wasn't learning, it was a box ticking exercise."
The evidence collected from across the school has shown successful learning outcomes for many. We look forward to formatively assessing the learning achieved once all the children return and are settled back into school. We would recommend any parent who feels that no remote learning was achieved during this Lockdown, arrange a meeting with their child's class teacher to discuss this further.

Were there any barriers to accessing and completing the learning?

"Time has been a constraint but not a barrier."

"Day to day emotions."

"I only have my phone for access but this has worked alongside the paper packs."

"If you have only one device logging in and logging out to SeeSaw to access the learning for different children is a pain."

"Not being able to download or view online files."

"Lack of printer was resolved by packs at school, thank you."

"Yes, very difficult to rely on the mobile app for learning."

"Accessing no, completing yes, work/life balance."

"No barriers to accessing learning."

"Learning new topics."

"Yes my children are not independent learners and will not tackle or sustain effort without parental supervision...and both are overwhelmed by the amount coming in through SeeSaw."

"Printing out these many sheets and photocopying them is such an enormous waste. Not to mention the formatting is always terrible. The standard PDF used to teach in class is not appropriate for home learning."

"The worksheets need to be printable in the correct size."

We agree that printing is an expense which many parents and carers may not have predicted and is not ideal. School paper packs are available for those who find this an issue. Please contact your child's class teacher if printing is ever an issue; they will be able to support and ensure learning is printable in the correct size. We will continue to develop SeeSaw as a tool to support home learning and aim to improve its ease of use.

"Work set is not unfortunately set to the child's need so if you have a child that has a SEN or is perhaps working behind their current age then learning is unachievable and they require more support, which is also a barrier, when you have other children in the household or are working alongside home learning."

We agree that it has not been possible to create learning activities for every child's exact learning need. However, we have invited every child with an Educational Health Care Plan to join their Class Bubble. For those with a Special Educational Need and who access specific interventions with the Inclusion Team, parents and carers have been contacted directly, offered resources and support in accessing learning for their child's level of understanding.

What have you found most useful?

"I like the initial timetable; the activities are thorough with variety."

"Phone conversations with the class teacher."

"Outdoor library, paper packs and the phonic videos have been the most useful. I'm not sure if we would have been able to do as much without them."

"Zoom lessons, scheduled timetable and activity overview...the night before."

"Videos with teacher, this means we can choose when to do the learning."

"Feedback on Seesaw – especially voice recordings."

"The teachers have been so very positive."

"The video explanations for most tasks is crucial..."

"Story times."

"Zoom sessions to be a class together."

"Zoom sessions but can't always make them."

"All of it is nice to mix it up."

"Links to fun games and activities he can return to in free time."

We recognise the value of live learning sessions for children in terms of engagement and social interaction (both with teachers and with friends) and have tried to balance this with videos, worksheets, practical and creative tasks and external content which can be accessed in a range of ways at a time suited to families.

"...it seems that there is a lack of collaboration and idea sharing."

Each group of class teachers and Teaching Assistants have worked closely together in planning and creating the activities for the children, who are remotely learning, as well as those in the Class Bubbles. We have collaborated with our colleagues across the Trust and continued professional development opportunities to ensure best practice has been shared.

"None. A weekly schedule of work linked to actual learning outcomes. Paper packs might have been useful but not offered."

The learning was linked to the National Curriculum for coverage, learning outcomes and assessed objectives.

Would you have preferred more or less learning set?

Less – 38%

Just Right – 46%

More – 16%

"...send me a list of sums or some subjects to look at in our own way rather than subjects which don't spark interest."

We hope you were able to use the offering of interactive resources, particularly the White Rose Maths' videos.

"...whilst we appreciate how hard it is to develop appropriate home learning activities it would be great to have flexibility in tasks so set that allow for parents' discretion, so that we can maximise the benefits for kids of varying abilities."

We would have liked this, as we do when children are in class through: questioning techniques, scaffolding and differentiation resources.

The videos and tasks given are accessible to my child

Completely Agree/Agree - 87%

Neither Agree or Disagree - 8%

Disagree/Completely Disagree - 5%

The school's teacher videos, demonstrations and voice notes help my child's learning move forward

Completely Agree/Agree -	78%
Neither Agree or Disagree -	13%
Disagree/Completely Disagree -	9%

Other additional resources (such as: BBC Bitesize, White Rose Maths, National Oak Academy videos) help my child learning move forward

Completely Agree/Agree -	83%
Neither Agree or Disagree -	10%
Disagree/Completely Disagree -	7%

My child receives positive feedback on their learning

Completely Agree/Agree -	96%
Neither Agree or Disagree -	3%
Disagree/Completely Disagree -	1%

My child receives regular, age appropriate feedback to encourage the next steps to help them improve where appropriate

Completely Agree/Agree -	72%
Neither Agree or Disagree -	12%
Disagree/Completely Disagree -	17%

We hope you find these results informative and interesting to read. Again, I would like to thank all those parents and carers who took the time to complete the questionnaire, for your overwhelming support for our school and providing suggestions for areas to develop. Our Commitment for Remote and Blended Learning Document will continue to be updated and used where needed.

Yours faithfully



Kerry Parker
Head of School