

21<sup>st</sup> January 2021

### Online learning mid-point review

264 parents/carers of children across all year groups responded to the online learning mid-point review survey. It is pleasing to report that 79% of parents agree their child is finding it easy to engage with online learning, 69% agree the amount of work provided is 'just right' (with 9% finding it too little and 22% too much) and 90% of respondents feel the level of difficulty of work provided is 'just right'.

On average the majority of children are spending between 3-4 or 5-6 hours completing work online each school day and there is a 4\* rating for the quality of online learning.

Only 10% of parents feel the feedback from teachers is not useful and the main challenges parents are finding with regards to online learning is keeping their child motivated and being able to assess their child's progress themselves.

An overwhelming 85% of respondents feel the 11am tutor period is a positive introduction into the online learning programme and 84% acknowledge the implementation of live sessions is valuable.

Only 8% of parents disagree that following their child's timetable where possible was not beneficial to their child.

When asked what parents think we are doing well in terms of online learning, 194 responded with a variety of comments. Many praised the introduction to live lessons and the 11am tutor session, parents were particularly positive about the ease of Google Classroom and Google Meet. A consistent whole school approach to online learning, the structure of the day and following the children's timetable where possible are noted as key positives. The volume of engaging work, constructive feedback, exceptional communication from subject teachers and the school in general was tremendous. Teachers were praised for their hard work and dedication, their ICT proficiency and being proactive in engaging their students. Parents felt their feedback from the previous lockdown had been taken into consideration, ensuring their child's learning to continue seamlessly during this lockdown.

In response to how parents feel we could support their child's learning further; most respondents would like their child to have more live sessions and greater opportunities for small 'live' breakout groups. Increased specific teacher feedback, further communication about what specific tasks their child needs to be doing/reassurance their child is completing online learning successfully and what their child's timetable is during the online learning period were all requested. Some asked for more flexibility and less structure, whilst others requested the opposite. Volume of work (some wanted more, others less) was a frequent comment. Methods to increase their child's motivation to complete online learning tasks was a common ask.