



# Brighstone C.E Aided Primary School

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## Parent Survey about Remote Education January/February 2021

### Summary of Responses

Dear parents and carers,

We would like to thank those of you who contributed your feedback in our parent survey. At Brighstone, we feel it is important to gather parent views, because we believe in the importance of working together to be the best school we can be for your child. We were delighted to see so many positive comments, and I would like to extend a huge thank you to everyone in the team at Brighstone, and to you for your continued support during these very difficult times.

We know this is a challenging time for parents, carers and children. Remote education has brought new demands and many parents and carers are balancing various responsibilities while supporting your children with education at home. While schools reopen to all children from 8<sup>th</sup> March, this remote education provision will continue to be in place if a bubble has to close.

Please find below responses to some of your feedback, queries and concerns, which I hope reassures you and provides answers to any questions you may have. If you have any further questions, please do not hesitate to contact the school.

### Q1. What have been the main challenges for you and your child/ren when learning remotely from home?

#### Some of the main challenge(s) for many parents

Balancing child's learning with my own work Balancing learning with siblings My child's focus on the learning activities Lack of contact and social interaction with classmates	My child's focus on the learning activities and My child's ability to work independently My child's motivation to engage
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### Q2. I know where to find help and support if I have had issues with access to adequate technology and the internet.

**88% agree or strongly agree**

Your comments/queries	Our responses
We have had to resort to Google to solve any issues. The class teacher is very helpful, patient. Everyone is accessible. The class teacher has been very helpful.	Support has been provided whenever parents have asked. This has either been through the supply of devices or through technical advice and support. Google is a useful tool to use. If you ever need support with technology or the internet, please do not hesitate to contact the school where we will be more than happy to help.

### Q3. I know how to keep my child safe online.

**100% agree or strongly agree**

Your comments/queries	Our responses
I have done a course on Internet safety. Always lots of information in the school newsletter and Facebook page too.	Keeping your child safe online is a huge priority and one that we all take seriously. As well as the wealth of information on the internet for parents, and the information that we share in the weekly newsletter and Facebook page, you can contact the school for further advice or if you have any particular concerns or questions.

**Q4. My child understands how to complete the work set, through clear explanations and instructions, and examples of outcomes and expectations where appropriate.**

76% agree or strongly agree	
Your comments/queries	Our responses
<p>I feel I am able to understand what is needed and then explain it/ model it to him.</p> <p>My child has loved the Great Fire of London topic and could tell you lots of facts.</p> <p>I do support him a lot, but he does do the work.</p>	<p>Useful explanations of what is needed or expected are provided where possible or applicable; this might be in the form of: success criteria, a WAGOLL (What A Good One Looks Like), a brief explanation, a pre-recorded video (e.g. Oak National Academy) or a demonstration as part of the Zoom sessions.</p> <p>The Great Fire of London topic has proved to be very popular!</p>
<p>I have to sit with my child to complete any work set as they sometimes show reluctance and can become stressed.</p>	<p>Carrying out schoolwork at home is a very unusual situation for children, and we are finding that many children are struggling with independence and other learning behaviours, such as resilience and perseverance. They do not have their peers around them to learn with and from. To help with this, wherever possible, we provide the learning in the context of familiar activities that the children are used to doing in school. (Resilience, perseverance and independence will be a big focus once we are all back in school.)</p> <p>In all our communication with parents, we reiterate for you to do your best, but please do not worry if you all need to take a break from schoolwork, or if the occasional piece of work is not handed in; just let the teacher know.</p> <p>We share useful tips in the weekly newsletter (Buzz). Here are a couple that we use in school:</p> <ul style="list-style-type: none"> <li>• Create a visual timetable with regular breaks to go outside and get some fresh air.</li> <li>• Use a timer – your child has to concentrate on their work for the allotted time (e.g. 10/20/30 minutes) without any procrastination (if they deliberately procrastinate, the timer is paused until they refocus and continue with their work).</li> </ul>
<p>Most of the time agree, with a few exceptions with Maths and not being sure on the correct method of working out. Answer sheets are great but they don't always give examples of this.</p>	<p>In some of our Maths Zoom lessons, methods of working out are demonstrated by the teacher, and methods are shown in some of the Oak National Academy lessons and the White Rose lessons.</p> <p>However, we will also ensure that, where the above may not be available, diagrams of methods of working out are drawn/explained when work is set, where applicable.</p> <p>As always, if you are unsure about anything, please do not hesitate to ask.</p>
<p>My child occasionally misses a piece of work if the title doesn't match up with the title on the weekly plan.</p>	<p>This has been taken on board. Sometimes, the activity may need to be slightly changed according to progress and understanding throughout the week; however, we will ensure that the title and date correspond to what is described on the weekly plan.</p>
<p>We need to run through all the work with our child, to explain what he has to do, because normally the teacher would do this in the class.</p>	<p>The teacher or LSA would usually explain the task in class, but this isn't possible for every lesson during this period of remote learning, so we appreciate your support with this.</p> <p>We have timetabled just one <b>main</b> Zoom call for each class/group of children for a number of reasons, including:</p> <ul style="list-style-type: none"> <li>• to allow for flexibility for parents with other commitments;</li> <li>• there may be more than one child in the household who need to share one device;</li> <li>• the DfE state that lessons don't always have to be provided by the class teacher, and that pre-recorded lessons provided by organisations such as Oak National Academy, White Rose and BBC Bitesize are just as valuable as they can be tailored to your child's needs.</li> </ul> <p>We are aware that there has been poor internet connection at times, which we have been rectifying with our ICT support company.</p>

**Q5. I feel comfortable that I can ask the class teacher and other adults in school for support or clarification when I have any queries or issues.**

98% agree or strongly agree	
Your comments/queries	Our responses
<p>My child's class teacher has been, and is amazing.</p> <p>The class teacher has been super at coming back to us quickly when we have asked anything or had a problem - thank you.</p> <p>Been very pleased with the speed of responses when asked.</p>	<p>Thank you – it is always our aim to respond to your queries as soon as practicably possible.</p>

<p>My child's class teacher and all of the other staff have been amazing, so helpful, supportive and encouraging.</p> <p>The teacher and LSAs are super and I can only thank them for all they do.</p>	
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**Q6. I am happy with the amount of time my child spends on remote learning (including online lessons and activities, video calls and independent work).**

76% agree or strongly agree	
Your comments/queries	Our responses
<p>Far too much work set each day – I feel this is way too much to expect the children to do.</p> <p>Over the whole week yes but on a daily basis sometimes it's too much when other days there's been less.</p> <p>Sometimes we spend too much time and don't complete all the work.</p> <p>We are currently working from 8-4 as my child struggles to keep focused on the task (especially English). We take frequent breaks for walks, yoga and couch to 5k.</p>	<p>The Department for Education has set the minimum requirement for the remote education provided by schools: <i>'The remote education that schools provide should be equivalent in length to the teaching your child would normally get in school. This should be a minimum of:</i></p> <ul style="list-style-type: none"> <li>• <i>key stage 1 = 3 hours a day, on average across the cohort, with fewer hours for younger children</i></li> <li>• <i>key stage 2 = 4 hours a day</i></li> <li>• <i>key stages 3 and 4 = 5 hours a day'</i></li> </ul> <p>We try to balance this work across the week. Each day there is Maths, and English, which includes a range of phonics/spelling, reading and writing activities. Across the week, there are foundation or other core subjects, which might include Science, History, Geography, Art, Music, French, and PE. The expectations are to complete the English and Maths activities each day, but we offer flexibility with the other subjects to allow you to fit them around your own routines and other commitments.</p> <p>We understand that it sometimes may not be possible to complete all the work, so please do let your child's class teacher know if this is the case. We understand the many demands on your time. We also understand that a piece of work that your child may ordinarily be able to complete within a lesson in school may take a bit longer at home, so just do what you can. Taking frequent breaks is good for mental health and wellbeing.</p>
<p>On some days I feel there is too much reliance on tablets and computers and I worry about the amount of screen time involved. Because of this on some days my child has not completed Doodlemaths or DoodleSpell as I feel he needs to be outside playing and having a break. However, now I realise that these extra tools are here as extras and we use them as we see fit.</p>	<p>The DfE states that remote education should be <i>'a mixture of:</i></p> <ul style="list-style-type: none"> <li>• <i>recorded or live direct teaching time</i></li> <li>• <i>time for pupils to complete activities independently, such as working through assignments, PE or reading in a comfortable space'</i></li> </ul> <p>While we are aware that the use of technology has to be the main form of communication during remote education, we have endeavoured to provide a balance between online activities, work in books and practical activities. We also provide extra activities, including Doodle Maths, Doodle English and Doodle Spellings, Times Tables Rock Stars, and reading a book (just for pleasure!). However, while these are encouraged due to the added benefits that they bring, you can do these whenever you feel you would like to.</p>
<p>Good to have daily catch up with friends via zoom.</p> <p>I think Maths and English should be taught by a teacher every day.</p> <p>Not enough time on zoom lessons but far too much time trying to do all the work set. Why can't they use zoom at the same time the teacher gives the lesson in class?</p>	<p>While the DfE states that schools do not have to offer live lessons, we feel that this is an important aspect of remote education to enable children to continue to feel connected to the school by seeing their teachers and friends every day.</p> <p>The Department for Education (DfE) states: <i>'Schools and colleges do not have to offer live lessons. Remote teaching will include both recorded or live direct teaching time, and time for pupils and students to complete tasks and assignments independently. Online video lessons do not necessarily need to be recorded by teaching staff at the school or college. Oak National Academy lessons, for example, can be provided in lieu of school or college led video content. Schools and colleges are best placed to decide on the most appropriate approach to teaching their pupils effectively.'</i></p> <p>By using a mix of live and pre-recorded lessons, we can tailor the learning where applicable to the needs of the class or groups of children; due to this, many differentiated Zoom lessons are taking place throughout the day involving different groups of children within each class.</p> <p>The live Zoom sessions that we provide include a mixture of live teaching, gathering feedback and sharing work (all of which are an important aspect of the learning process, as well as enabling teachers to assess children's understanding). Where possible and applicable, Zoom sessions are carried out at the same time as the</p>

	<p>teacher provides the lesson in class; however, this depends on the lesson content, activity or the differentiation needed.</p> <p>We also provide extra 1:1 or small group Zoom lessons where needed. This may be when the teacher has identified a need, or when a parent has requested it. Please do let us know if you would like extra Zoom sessions with the teacher or LSA.</p>
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**Q7. My child receives useful and effective feedback (including verbal and written, class and individual) to help them celebrate successes and improve their work.**

88% agree or strongly agree	
Your comments/queries	Our responses
<p>The class teacher always ensures that they make comments on work. They have included some verbal messages on Google Classroom and personal emails to comment on work.</p> <p>My child enjoys reading the feedback she gets in her work.</p> <p>We get great feedback and explanations from the class teacher.</p> <p>The class teacher highly praises my child for his hard work which he thrives off.</p> <p>Wonderfully supportive teacher and LSAs.</p> <p>We don't get a lot of feedback. Maybe a message once a week to say what she has done well on and areas that she needs to improve upon.</p>	<p>Feedback from and to the children is an important part of the teaching and learning cycle. It enables us to find out what children currently know and what they need to know, so we can provide them with the right feedback to move forward. Feedback should be more work for children than the teacher. Before children ask for feedback, they should proofread their work to ensure it is ready for checking. Clear feedback can then be provided to help the child make the next steps.</p> <p>Feedback can take many guises; it can be a quick smile, nod, thumbs up or smiley face to provide reassurance to the child that they are on the right track, or it can be in more depth, such as a verbal or written comment or annotation on the child's work explaining what is successful (against the success criteria) and what the next steps need to be to improve the work.</p> <p>Feedback is best provided 'on the spot' in the class to enable misconceptions to be identified, reassurance provided, and next steps to be given, but providing feedback on remote learning has brought many challenges. The DfE states that feedback during this period of remote education must be provided '<i>at least once a week</i>' but we continue to endeavour to provide feedback more frequently than this, as and when needed, including verbally via Zoom or recorded messages, or through comments on Tapestry or Google Classroom.</p>
<p>I am unsure if the teachers know how children are performing from the uploaded completed work; i.e. Do they need more help with certain things. This might be because the adults at home are helping them complete the work (showing it correct), so teachers don't see the mistakes.</p>	<p>This has been an ongoing area that schools have been trying to address since the start of this period of remote learning. In order to help with this, we provided some tips in the Buzz (see issues 22<sup>nd</sup> January and 29<sup>th</sup> January):</p> <p>22<sup>nd</sup> January: '<i>When everyone is usually in school, as part of the planning, teaching and assessing cycle, teachers use the knowledge of how much support the children have had to enable them to plan the next steps. During this period of remote learning, some parents have been providing comments as to how easy or difficult their child found the work, and this has been very helpful for teachers. Therefore, when submitting work, where possible please could you make a note (either on the work or in the private chat function) of how much support they have had; e.g. was it completely independent, did they have any support with a particular word or spelling, or did they need guiding through the whole piece? This additional information will be really appreciated, as it will enable the teachers to plan the appropriate support and challenge for your child. Many thanks for this.</i>'</p> <p>29<sup>th</sup> January: '<i>Thank you to those parents who are letting their child's class teacher know how much help your child has received with pieces of work. This is really helpful as it enables the teacher to have a clearer picture of your child's understanding, knowledge and skills and what next steps they need. We would ask that you don't provide too much help all the time, though, as this gives a false picture of their understanding and achievements, and therefore the next set of work provided may not be suitable. The learning process is more important than a 'perfect' outcome. Remember, the teachers are more than happy to provide extra support for your child via email, Google Classroom chat or Zoom if and when needed.</i>'</p> <p>It has been very helpful when parents have taken this on board and annotated their child's work or commented on Google Classroom or on Tapestry.</p>

**Q8. I am happy with the level of communication I receive from the school (including the Buzz newsletter, emails, Facebook, texts, website, Google Classroom, Tapestry and video calls).**

93% agree or strongly agree	
Your comments/queries	Our responses
<p>An end of week email would be nice for my child to receive.</p> <p>All ok except only one half hour session per day for all the online children. Whereas the children in</p>	<p>All teachers have been sending emails to the whole class either at the end of each week and/or at the start of the following week. Teachers also send class emails and individual emails as and when needed.</p> <p>Each day teachers provide a range of Zoom sessions for groups of children or</p>

<p>school get 100% classroom participation.</p> <p>If you had a zoom call at the same time you would teach the class currently in the school, it would be more involved.</p>	<p>individuals where needed, in addition to the whole class Zoom session and responding to comments on Google Classroom. This is as well as teaching the children in school with the support of the LSA.</p> <p>The DfE states that schools can use 'a mix of live and pre-recorded lessons from organisations such as Oak National Academy'. We have also started to introduce 'team teaching' with some of these, in which the teacher in school teaches alongside the video and pauses it to provide further explanations or to draw out discussion from the children on Zoom or in class.</p> <p>Some of our other Zoom lessons are taught with the whole class where this is practicable and applicable.</p>
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### Q9. What do you think is working well with the remote learning provision?

Your comments	
<p>Consistent time slot for Zoom meetings helps us plan the day. Work is set, completed and then I upload to Tapestry daily.</p> <p>Having a half hour daily zoom call and then being able to look at and complete tasks in our own time. Easy to submit online. Excellent communication with the class teacher.</p> <p>Having the work the evening before is great as it allows me to make a plan and tailor anything to suit us.</p> <p>I think everyone is doing their best by the kids and the fact I don't have to plan lessons for the day, just deliver them allows me to continue working.</p> <p>We like the zooms, it's good to see one another, it's nice to have the guidance from the teacher and gives them the feeling of community. We like the order of Google classroom that we can clearly see and tick off the lessons for the day. We love the feedback. We like the extra games ie purple mash, doodle stuff and Oxford Owl online has been really useful. The class teacher has been brill in terms of keeping in touch, responding quickly, Friday motivational emails. Thank you</p> <p>Nice to have headteacher doing some teaching.</p> <p>Google Classroom is working well. I like the fact that everything is accessible in one place. I like receiving the breakdown of the week's timetable on the Monday, this enables us to see the workload and plan accordingly. I find the guide on how long to spend on each lesson here very useful, especially if we are having a challenging day. The home learning packs I have picked up from school have been useful, especially the wipe clean number line. Having the zoom log ins for the whole week in advance is good.</p> <p>The work being sent out the night before from the teacher is a really great help. It means it can be printed off and gone through, so that in the morning, I have a chance of getting everything needed ready to go and understand what is needed of me too.</p> <p>Google classrooms &amp; Tapestry works well and is easy to access. It's been useful to access physical books from the school.</p> <p>Routine and regular conversing with classmates via zoom.</p> <p>There is a good balance of video interaction and work activities.</p> <p>I really like the weekly plan, so we know what lessons/ links we should be doing on what days. It is helping her keep motivated to complete all her work.</p> <p>The class teacher is always communicating in some format. It makes my child at home feel like he is connected still to school.</p>	<p>The remote learning timetable is fab thank you, it really helps with planning &amp; structuring the day.</p> <p>The Google Classroom format provides continuity in the classwork which gives structure to the day. My child understands what is expected of them, without feeling overwhelmed by the workload (which we feel is a realistic and an achievable amount). Doodle Math &amp; TT Rock Stars are both proving to be useful and valuable learning platforms also.</p> <p>Love that we have a daily zoom call at 9am to get us started. Tasks all set out and easy to access. Expectations are there so we know what needs doing and when. Once I got the hang of uploading the completed work, I've found Google classrooms really easy to use and love how organised it is. There's a good balance of subjects.</p> <p>The general methodology of the google classroom and the work-sharing between pupil/parent and teacher is very good.</p> <p>Maths in small groups.</p> <p>I think the zoom meetings in the mornings are a good idea, it helps get my daughter motivated for the day and keeps a familiar routine with her teachers and friends. The google classroom is working well, it's easy to upload and print work from.</p> <p>I think that it's the right amount of work and at the right level with opportunities to develop some ideas further. The online zoom is really important to create external structure to the day and to feel part of a community.</p> <p>Improving independent learning, individual responsibility to complete the given work.</p> <p>Google classrooms and being able to complete and submit work via this method. A weekly over view of what students need to cover each day.</p> <p>The regular zoom meetings to keep the children engaged and seeing one another.</p> <p>The extra zoom lessons for Maths have worked well and boosted confidence.</p> <p>My child enjoys the live lessons and the small group sessions that have been set up.</p> <p>Generally we are really happy with the provision and in no way underestimate the significant challenge for teachers who are providing home learning. Thanks so much for all that you have done and continue to do. We are hugely appreciative of what you have been able to provide at such short notice and with so many things to balance.</p>
<p>Thank you for all your positive comments – staff have been working above and beyond to meet the DfE requirements to provide an effective remote education for your children, and to meet their educational and wellbeing needs.</p>	

## Q10. What do you think could be improved?

Your comments/queries	Our responses
<p>We will provide general responses here, but where you have asked a question personal to your child or to a particular class, we will endeavour to address these individually. Some of your feedback comments in this section of the survey may already have been addressed in the sections above so haven't been included here.</p>	
<p>Maybe a few more opportunities for one-to-one engagement with the teachers and some more tailored exercises for particular areas of focus for each child.</p> <p>We would like an update on our child's progress via a parents evening.</p> <p>Forewarning of any stuff we may need for activities such as cardboard boxes etc at the start of the week so we can save any we get.</p> <p>I found the Oak National work from Science that was set brilliant; you had a teacher talking to you, time to answer the questions and an answer there and then, if you had got it right. My child felt confident not stressed and enjoyed doing this rather than just getting on with the work himself, he felt like it was a proper lesson and feel that more work set like this would be beneficial in a lot more subjects.</p> <p>Communication between teachers when extra zoom lessons are set would be useful. I have had occasions when both children need to be on zoom at the same time.</p> <p>There is more printing out of sheets than I'd like ... if there was an ability to do more work online and directly upload that rather than print out that would be good. Worksheets that are already printed out for you and ready to pick up would save us time and money.</p> <p>It's a shame that the class times are limited to a cut out time.</p> <p>With regards to zoom log ins, it would be really beneficial if they could all be in the same place. Having them all sent on an email would be much better, with either a recurring zoom link, or the different zoom links for the week.</p> <p>Numbered step by step instructions would make it much easier for my child to check that he has completed each step before he says that he is finished.</p>	<p>We provide small group or one-to-one Zooms with teachers and other staff where identified or requested, so please do let us know if you feel that your child will benefit from these.</p> <p>We will be planning in remote parents' evenings in the next few weeks, and will notify you of the dates in due course.</p> <p>This has been taken on board and we will put this in place. We also have art materials and other resources available to use in the school foyer.</p> <p>We strike a balance to ensure that the children receive live teaching across a range of subjects. As mentioned in a previous question, it isn't logistically possible to teach all the core and foundation subjects live every day. We have used Oak National Academy and BBC Bitesize for some of the foundation subjects as well as the core subject. We will look into the possibility of providing more recorded videos for foundation subjects, whether that be recorded by the teachers in school or from a national organisation like Oak National Academy where they are available.</p> <p>To prevent Zoom sessions taking place at the same time, we planned one main Zoom session for each class/group of children every day, which are at different times. However, with the identifications and requests for more Zoom calls to meet children's needs, it is not always possible to avoid these overlaps. If you feel that you would benefit from another device, please ask us and we will do our best to provide one.</p> <p>We strike a balance between printing worksheets and completing work on a device. Some answers from worksheets can be written directly into books. Paper packs are available on request, which many families are using, but if you feel you need some further advice about how to upload work, please do not hesitate to ask.</p> <p>We have set a limit on the length of our Zoom calls for a number of reasons, including the following: to aid with the pace of the session, as well as to prevent the children from having to concentrate for too long; during a normal lesson in school, children are not expected to sit and listen to the class teacher for that length of uninterrupted time without opportunities to work with peers or independently. 30-40 minute sessions also allow for other Zoom sessions to take place throughout the day, for small groups and 1:1.</p> <p>We will endeavour to ensure that this takes place wherever possible. However, where there are different sessions scheduled to allow for differentiation throughout the week, or that are responding to children's needs from the previous day, the Zoom links will be emailed or published in Google Classroom separately. Details of where to find the links are in the weekly overview.</p> <p>We will put this in place where applicable.</p>

<p>I appreciate how busy everyone must be &amp; how hard you all are working and know that this may not be possible, however another small improvement would be to have the work online just that little bit earlier (or the night before like they do in other year groups). It would help enormously with keeping to the fab activities timetable at you provide.</p> <p>My child often gets distracted by what's going on in the chat box. Maybe disable that if poss?</p> <p>My child also completes other home learning at home but nowhere to show.</p> <p>The connection quality (school internet package/boosters around school) needs to be addressed.</p> <p>The level of work could decrease slightly, or not be so much pressure and deadlines for this work to be completed by.</p> <p>Nothing. Everyone's doing a sterling job! Thank you</p>	<p>We will put this in place where possible. Work is either sent out the evening before or by 8am that day, depending on teachers' commitments and workload (including meetings, planning, marking, and training courses).</p> <p>We have also found that sometimes the chat box has been used for general chat rather than for when responding to questions asked by the teacher. Therefore, it has been disabled if not needed at all, or children expressly told not to use it unless requested to by the teacher.</p> <p>We would love to see other learning that has taken place! You are very welcome to email it to the class teacher or bring it into the foyer.</p> <p>This has been an issue in certain rooms or on certain devices and has been addressed by our ICT support company. We will continue to monitor it.</p> <p>When in school, children have to complete work by certain deadlines (e.g. the end of the lesson). While we cannot decrease the amount of work provided due to the requirements set by the DfE, we believe that there needs to be some level of flexibility – contact the class teacher if you feel that you may not be able to complete some of the work. We provide deadlines for the work to provide structure and a cut off point for the children so they are not working too late in the day, as well as to help the teachers' workload when checking/marking the work and setting the work for the next day.</p> <p>Thank you!</p>
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If you have any questions, concerns or suggestions that aren't addressed in this letter, then please do not hesitate to contact us. You may also find the following links useful:

Information about our remote education provision:  
<https://www.brighstoneprimary.org.uk/covid-19/>

Our Facebook page where you will find a wealth of tips and advice (this page is an open site so you can access it even if you aren't on Facebook yourself):  
<https://www.facebook.com/BrighstoneCEPrimarySchool/>

The Buzz, our weekly newsletter, with lots of information, tips and advice:  
<https://www.brighstoneprimary.org.uk/news-2/>

Government information 'Supporting your children's remote education during coronavirus (COVID-19)':  
<https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19#history>

Once again, we would like to extend our thanks to you for giving up your time to fill out the parent survey and provide us with feedback. It is very much appreciated and helps us to celebrate what is going well and what can be further developed during the remainder of this period of school closures and in case a bubble has to close in future.

Best wishes,

Mrs Lennon and the Brighstone Team