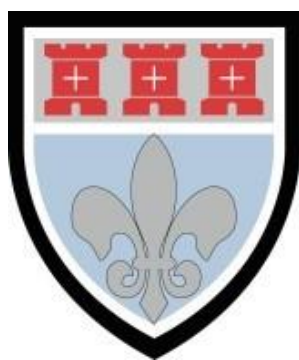


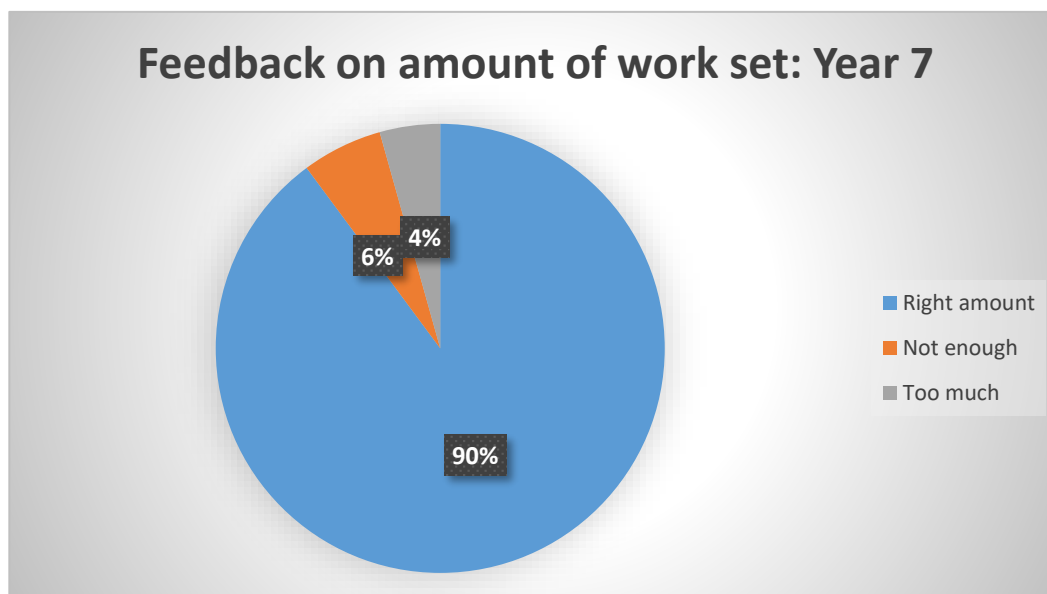
# Evaluation of Remote Learning at St Mary's – Parental Feedback



January – March 2021

# Year 7

|  |             |
|--|-------------|
| Number of responses  | 70          |
| Average rate of engagement and motivation (1 being lowest, 5 highest.) | 3.6         |
| Average rate of student managing workload (1 being lowest, 5 highest)  | 3.8         |
| Easiest way of submitting work   | Assignments |

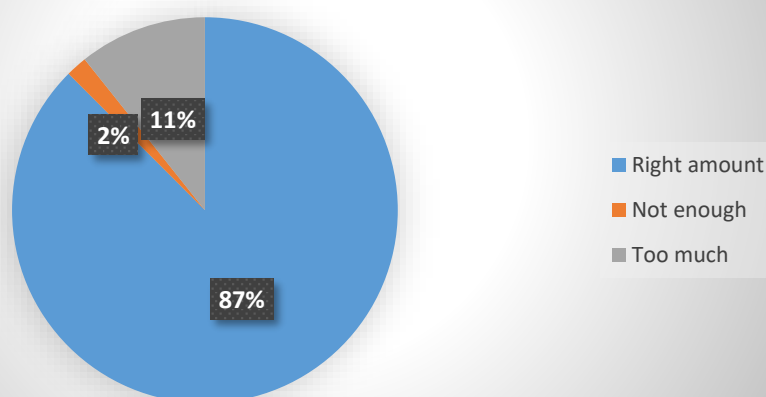


| What are teachers doing well?  | What would help improve remote learning?  |
|--|---|
| <ul style="list-style-type: none"> <li>• Live lessons</li> <li>• Quality of explanation on offer that helps students understand what they have to do</li> <li>• Use of chat facility for feedback</li> <li>• Range of engaging resources and lessons</li> <li>• Teachers making an effort to address each child</li> <li>• 'Well-being lessons' on a Friday</li> </ul> | <ul style="list-style-type: none"> <li>• Incorporate interactive activities and games, for example Pictionary.</li> <li>• More activities set away from the screen</li> </ul> |
| <ul style="list-style-type: none"> <li>• "As far as we are concerned, the system you have put in place is working very well. We are very impressed."</li> <li>• "Excellent effort. Thank you for your extra hardwork."</li> </ul>  |   |

# Year 8

|  |             |
|--|-------------|
| Number of responses  | 56          |
| Average rate of engagement and motivation (1 being lowest, 5 highest.) | 3.7         |
| Average rate of student managing workload (1 being lowest, 5 highest)  | 3.9         |
| Easiest way of submitting work   | Assignments |

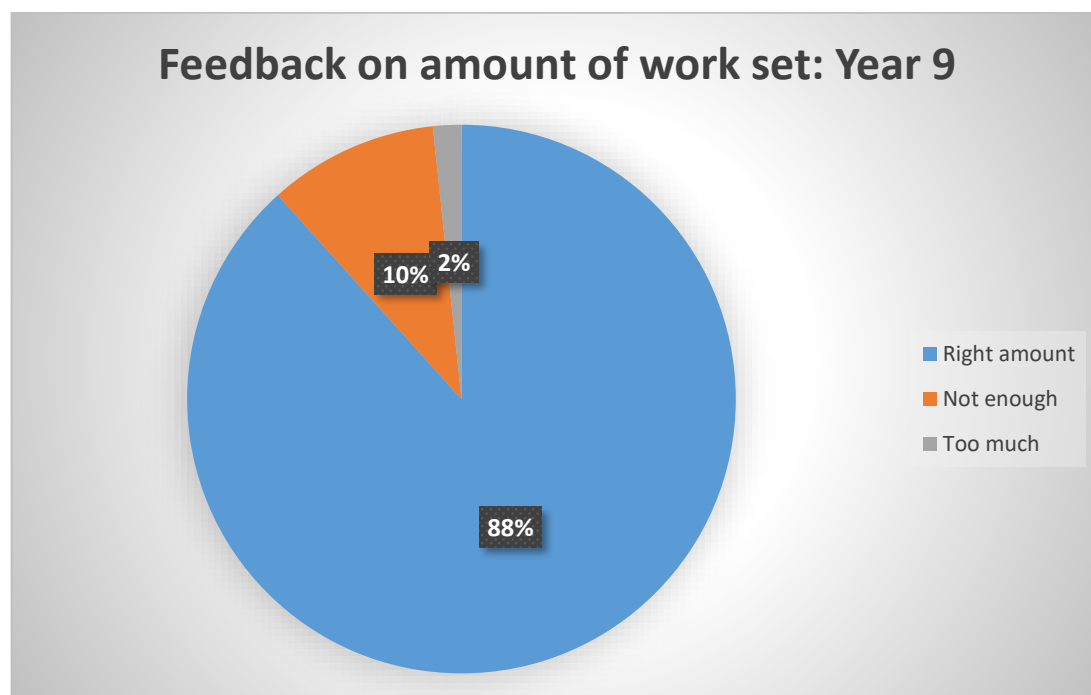
## Feedback on amount of work set: Year 8



| What are teachers doing well?  | What would help improve remote learning?  |
|--|---|
| <ul style="list-style-type: none"> <li>Asking concept questions across the class to ensure all students stay engaged</li> <li>Enthusiasm of the teachers – teacher create a “lovely working atmosphere”</li> <li>Teachers being on hand to answer questions and offer support has made a significant difference.</li> <li>Teachers taking things slowly, and giving plenty of time for work to be completed.</li> <li>Pastoral Programme lessons because of the ‘chats’ students get to have with their Form Tutor. It is “brilliant” and keeps students “up-beat”.</li> <li>‘Reduced screen-time’ day.</li> </ul> | <ul style="list-style-type: none"> <li>Less screen time, if possible</li> <li>Having fewer resources to manage – sometimes if children have word documents, PowerPoints and other resources, this can be overwhelming.</li> </ul> |
| <ul style="list-style-type: none"> <li><i>“The teachers are extremely encouraging. They present well thought out lessons and tasks to accompany. My son is never lost for something to do from the PowerPoints, even if he has miss heard what the teacher has said. And the fact the teachers are there throughout each lesson for any questions had been a God send”</i></li> <li><i>“Teachers are going above and beyond the support they are giving Bella in learning and her wellbeing is very much appreciated.”</i></li> </ul>  |   |

# Year 9

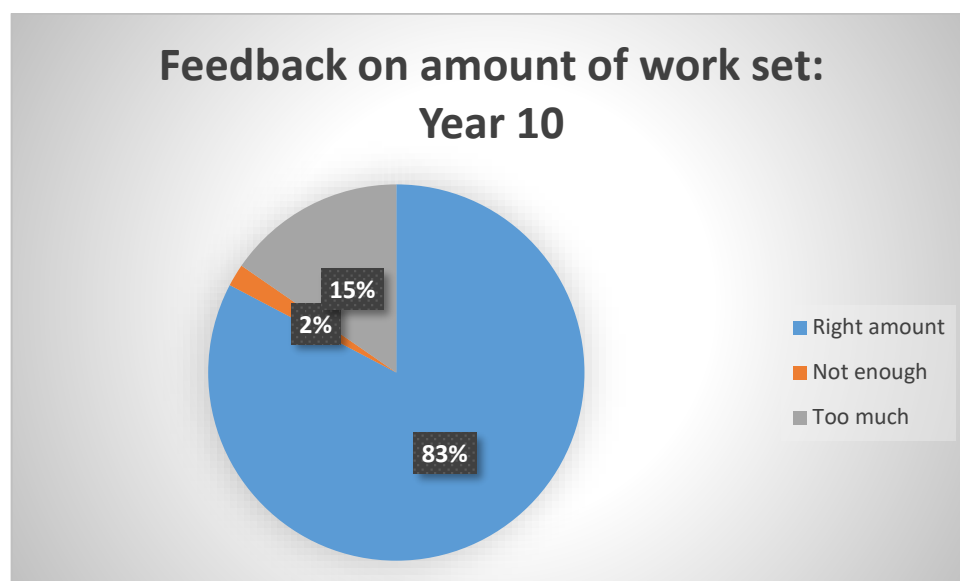
|  |             |
|--|-------------|
| Number of responses  | 60          |
| Average rate of engagement and motivation (1 being lowest, 5 highest.) | 4.0         |
| Average rate of student managing workload (1 being lowest, 5 highest)  | 4.2         |
| Easiest way of submitting work   | Assignments |



| What are teachers doing well?  | What would help improve remote learning?  |
|--|---|
| <ul style="list-style-type: none"> <li>Interactions with students</li> <li>Quality of explanations</li> <li>Sending direct messages with praise</li> <li>Good feedback</li> <li>Letting parents know when/if homework has not been completed</li> </ul>  | <ul style="list-style-type: none"> <li>Break down the tasks more sometimes</li> <li>Build in substantial rest breaks – it is an intense day for the children</li> </ul> |
| <ul style="list-style-type: none"> <li><i>“Superb lessons, lovely engagement and good feedback.”</i></li> <li><i>“The teachers have been fantastic. They have all checked in to make sure she is OK and I have heard her laughing many times, which has been nice”</i></li> <li><i>“Absolutely amazing efforts by teachers, supportive of not only lessons but the effects of home learning on the children’s mental health, encouraging but not pressurising, reassuring them that it’s not a huge deal if they don’t understand and giving them the time and further explanation to ease their worries. Teaching staff need the recognition as much as NHS staff, without your consistent efforts to ensure the children have some normality, brain stimulation and structure to their day, I fear this difficult time would be a whole lot worse. My sincere thanks and appreciation to you all, I hope you have a restful, very much deserved break.”</i></li> </ul> |   |

# Year 10

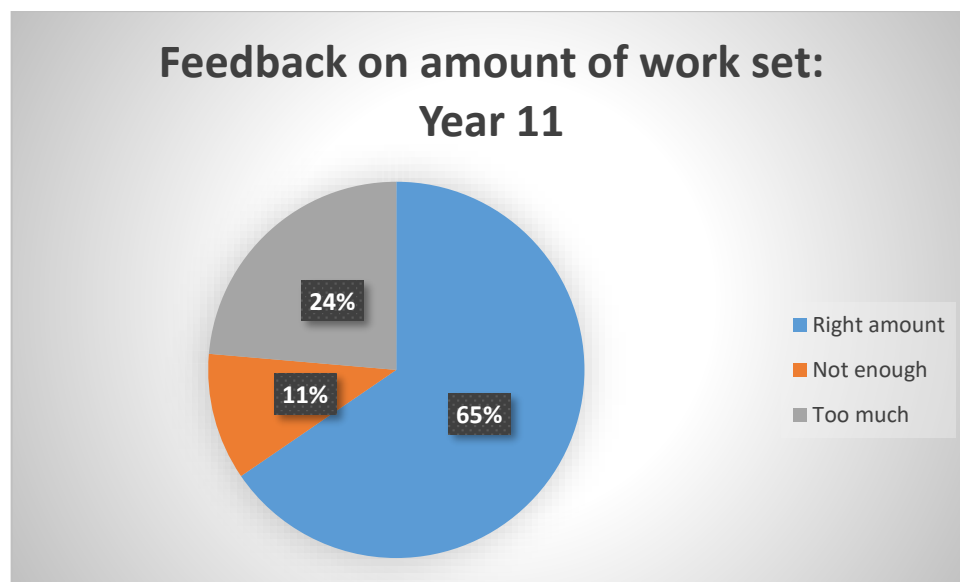
|  |                               |
|--|-------------------------------|
| Number of responses  | 53                            |
| Average rate of engagement and motivation (1 being lowest, 5 highest.) | 3.6                           |
| Average rate of student managing workload (1 being lowest, 5 highest)  | 3.8                           |
| Easiest way of submitting work   | Assignments & Microsoft Forms |



| What are teachers doing well?  | What would help improve remote learning?   |
|--|--|
| <ul style="list-style-type: none"> <li>Lessons are interactive</li> <li>Learning atmosphere created by the teachers is "lovely".</li> <li>Good for the children that they will hear from their teachers at the start of the lesson.</li> <li>Clear explanations provided by teachers</li> <li>Non-screen day was a good idea</li> <li>Praise certificates "were a good move".</li> <li>Adding Forms quizzes allows children to see at the end of the lesson what they have learnt – gives immediate feedback and they can see their progress.</li> </ul> | <ul style="list-style-type: none"> <li>One to one chats with students to review progress</li> <li>Further interaction within lessons such as using spaces like Miro or Padlet to get the students in the room together working on tasks in a digital space with each other, beyond a chat thread.</li> </ul> |
| <ul style="list-style-type: none"> <li><i>"It's been a massive improvement since live lessons started. Teachers are doing great at trying to interact with children and give them feedback."</i></li> <li><i>"Keeping in touch with students has been a real positive, trying to help them feel that they matter and not forgotten."</i></li> </ul>  |  |

# Year 11

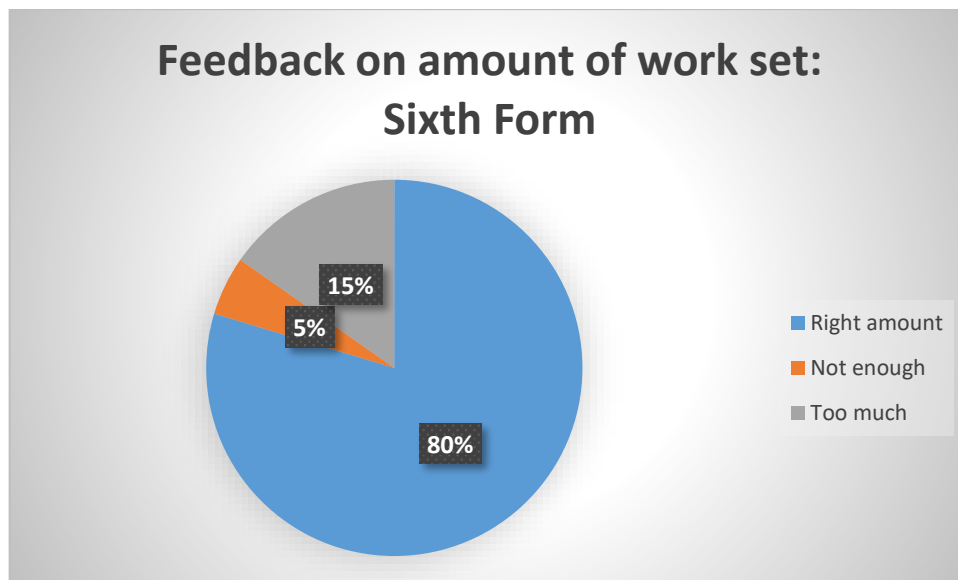
|  |             |
|--|-------------|
| Number of responses  | 55          |
| Average rate of engagement and motivation (1 being lowest, 5 highest.) | 3.8         |
| Average rate of student managing workload (1 being lowest, 5 highest)  | 4.0         |
| Easiest way of submitting work   | Assignments |



| What are teachers doing well?   | What would help improve remote learning?   |
|---|--|
| <ul style="list-style-type: none"> <li>Engagement through live lessons</li> <li>Quality of ongoing feedback</li> <li>Asking students questions individually to make sure they are taking part in the lesson</li> <li>Breakout rooms are used really well</li> </ul>   | <ul style="list-style-type: none"> <li>Additional support for Dyslexic students who require readers / scribes in assessments</li> <li>Less screen time.</li> <li>"More of the same"</li> </ul> |
| <ul style="list-style-type: none"> <li><i>"The teachers are doing a fantastic job it is keeping my son to a routine and he is engaged."</i></li> <li><i>"Teachers are remarkably well organised and so lovely. I salute you all. Well done! If only some teachers could run the country!"</i></li> <li><i>Live lessons have definitely helped with learning meaning my child has been more motivated and accountable to do specific subjects at set times. Thank you to all for doing this. Some teachers have gone above and beyond to try and keep children motivated - using a wide range of teaching and learning materials to maintain interest. Some have been readily accessible to answer emails when questions have been needed too. This is very much appreciated.</i></li> </ul> |  |

# Sixth Form

|  |             |
|--|-------------|
| Number of responses  | 59          |
| Average rate of engagement and motivation (1 being lowest, 5 highest.) | 3.7         |
| Average rate of student managing workload (1 being lowest, 5 highest)  | 3.8         |
| Easiest way of submitting work   | Assignments |



| What are teachers doing well?  | What would help improve remote learning?  |
|--|---|
| <ul style="list-style-type: none"> <li>Recording lessons so they can be reviewed later if a student needs to</li> <li>The timetable structure</li> <li>Live lessons – helps to engage</li> <li>Recent one-to-one feedback from teachers</li> <li>Prompt responses from teachers when students have queries</li> <li>Quality of communication</li> <li>Quizzes and interactive tasks</li> </ul>   | <ul style="list-style-type: none"> <li>Quality of microphones</li> <li>Allow for more peer to peer interaction</li> </ul> |
| <ul style="list-style-type: none"> <li><i>They are doing an amazing job under the circumstances and taking a lot of effort to deliver on line lessons and teaching as best as possible. Engaging well with students individually during lessons</i></li> <li><i>Keeping in contact with my daughter - the genuine level of care and concern for her mental wellbeing is first in the teachers minds, she feels really well supported even though the future/A level assessment is worrying</i></li> <li><i>The remote learning provision provided by St Mary's is exemplary and does not need to be improved further. The lessons are very well planned and interactive and my son enjoys them a lot.</i></li> <li><i>Personally speaking there is nothing that would improve my son's remote learning provision. It has been brilliant thus far.</i></li> </ul> |   |

