

NCEA Warkworth C of E Primary School

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Strive together as one

Phillipians 1:27



Thank you very much to everyone that completed the parental questionnaire on remote learning. I've shared all the lovely feedback with the NCEA Warkworth Primary team and we're all very grateful for your ongoing support.

I've summarised the results below, included some of the fantastic feedback and also taken on board your suggested next steps and provided further feedback. I've also contacted some parents to ask for further feedback/ clarification as we really do want to make sure we're working together as a supportive school community.

1. Do you feel your child has been supported?
Yes -100%
2. Are you happy with the strategies that NCEA Warkworth Primary put into place during lockdown?
Yes – 100%
3. Do you feel you have been listened to/ supported by the school?
Yes - 99%
No – 1 parent
4. The DFE asks every school to provide the equivalent of 3 hours of work every day do you feel that this has been provided by NCEA Warkworth Primary?
Yes – 94%
No – 6% (4 parents)
5. Do you feel we've provided a range of learning in addition to the core areas e.g. geography, RE, PE and science?
Yes – 99 %
No- 1% (1 parents)
6. Do you feel the live sessions have supported your child?
Yes – 97%
No- 3% (2 parents)
7. Do you feel the live lessons have enabled you to support your child?
Yes – 94%
No – 6% (3 parents)

8. If your child is in Year 3-6 and took part in the feedback sessions with teachers daily, did you think this helped support your child's learning?
Yes – 100%
9. Do you feel that the school has lived out their vision and strived together as one over the lockdown?
Yes- 96 %
No – 4 % (2 parents in relation to provision for two year olds & 1 parent as the mental health and wellbeing sessions were led by an unknown staff member).
10. If you had a worry/concern do you feel that you could contact a member of the NCEA Warkworth Primary team?
Yes – 97%
No- 3% (2 parents)

Comments

- You've all gone above and beyond. the children have not missed out whatsoever and have come back to school ready to continue with their education. thank you for all the effort you have put it.
- The school have lived out their vision and strived together as one during lockdown by sending fun packs out to the kids, making suggestions on how to best support children who are going through mental health issues due to the lockdown.
- Family quizzes, lots of positive communications with home via FB and dojo, teachers seemed to genuinely miss students and be excited to have them back in, which felt great.
- It is obvious that the children are at the forefront of everything that you do, and that the children's overall well-being is a top priority. Even though my child has been at home we have still felt included in everything that the class has been doing in school.
- The standard of engagement and online access was akin to private school provision and many of my friends with children at bigger non-private schools were amazed at Warkworth's offering.
- Live teaching with set times was helpful and consistent. Alongside google classroom activities and health and well-being activities, a good balance was provided.
- Given the challenges faced, the school and staff have gone above and beyond to help the children to continue to learn and cope.
- Could hear Mr Teasdale being very welcoming to each of the pupils at the start of the live lessons and encouraging everyone to participate and not be afraid of asking questions. Brought fun into the lessons by providing interactive quizzes.
- Although we didn't really need a great deal of support I always feel that if we did the school and teachers would be there to help. Any questions I have asked have always been given a quick response and the teachers are easily accessible via messaging.
- Live lessons felt inclusive to those at home and those in the school. Continued connections via Family quiz, Wellbeing packs etc. Mr Teasdale always answered every question as soon as possible and made it very clear we could contact him if we needed any support.
- Teacher was available daily and responded to messages promptly.
- I felt the online teaching was a great help in supporting my child to work at home.
- Live lessons really worked well. He seemed in a much better routine with having to check in and it was also lovely for him to see other students.

- Teachers happy to call and chat if requested. children always given a chance to ask questions on virtual lessons.
- Being online with the class really helped her stay connected and made returning to school so much easier and less stressful
- My child has been in school due to both parents being essential workers & everything has been amazing.
- Her teachers have supported her by putting her in smaller learning groups and having more one-to-one sessions with her online regarding the areas she is struggling with.
- Opportunities for online chats with teachers; quick responses from staff regarding online work set
- Mrs Morris was always very good at getting back to me with any questions I had or other ideas to support my child. I felt listened to when I expressed I was struggling at times and reassured that I was doing the best I could at that time.
- Always being asked every lesson if she was ok live chats where she could voice her concerns regular contact and support through dojo
- Miss Fife couldn't have been more supportive and helpful for home schooling, making sure any of our questions were always answered. Always supporting and encouraging him with his work.
- Teachers in contact regularly checking in to make sure we understand the tasks and support children at home very well. All staff willing to help at nearly any time of the day. Asking children to hand in completed work daily to make sure each child is managing.
- Work was kept light which I assume is because he is in reception and much of it is play based. The live lessons were good, I loved that Miss fife asked children that seems demotivated or upset during the lesson to stay on the line after the lesson and have a little chat. I thought this was really kind and it helped the children to feel more positive about the next lesson.
- Good communication from staff, excellent availability of head teacher to discuss concerns. Good resources supplied, excellent use of online, and live resources
- The regular contact from school during lockdown helped us massively with home learning. It was great for my child to see his peers working from home too, as sometimes it was hard for him to understand why he couldn't attend school. The regular feedback on work we had been doing at home gave us both a boost
- Mr Teasdale communication was prompt and effective.
- The staff have been excellent at keeping in touch via dojo and have been approachable at all times.
- Teachers responded to any questions on class dojo fully and in a timely manner.
- The live lessons were very well received and I think having that connection to classmates and the teacher was really important.
- Felt very supported by the regular communication through dojo in providing information. Teachers responded timely to questions and queries. Loved the quizzes, helped to feel connected.
- The support and online provision was akin to a private school offering and the envy of friends at non-private bigger school.
- An optional call with Miss Goodchild prior to returning and support sessions helped my child work through worries about schoolwork and concerns about returning to school.
- Pleased with the way things were planned.
- I knew if I contacted there would always be someone there.
- Very informative updates throughout lockdown. Slight adjustments catered for regarding in school provision.
- Kids have been able to be in school and we've been able to go to work so can't really thank you all enough.

- The school have been very accommodating during the home schooling period by suggesting different techniques in order to get Hannah more engaged in her work.
- If anything was behind or a struggle I felt reassured that this wasn't a problem. The understanding conveyed was gave myself and the children great confidence. Where we deviated a little to accommodate our situation this was always accepted and the results prove that this even hand and allowance gave course for a good outcome. Any extra requirements or materials were always met and done so swiftly.
- In the middle of lockdown my feedback was sought to help improve home schooling which I appreciated. The extra live lessons made a lot easier to keep my child more motivated with this maths and English which was our primary concern.
- The school gave very good support, I felt like there was always someone there if I was unsure of something or needed to ask any questions.
- Anytime I needed help or had questions I could go to Miss Fife, she replied promptly and I felt comfortable reaching out to her.
- School has done a great job over lockdown providing support and learning material and being open when we needed them.
- The school couldn't have been more supportive, we are new to the area and everyone has been so welcoming.
- They answered any questions i had throughout lockdown, there was always someone there to help.
- The live lessons were good for the children and good for parents too. You know your child is getting good teaching and getting taught the way all the others in the class are (not mum or dad's old school way of doing things!). Parents don't feel guilty getting on with their own work when they know their children are getting their education and can help without feeling they need to be taking it all on themselves.
- Because of my work hours we were unable to access the live sessions but we were given ample support to make sure my daughter could make appropriate progress over the lock down period.
- There was a great sense of togetherness even being at home. Live lessons for both abilities at Reception and Year 5 were integral to this being a success and we felt very much a part of the sessions, in fact I'd go as far to say as much as we were the focus of them so we did feel that this was for all and a part of what the school and us as parents worked hard to make a success. It felt like a partnership.
- I felt that school kept channels of communication open and encouraged interaction during the live lessons.
- Miss Fife involved the children at home with things happening in school such as showing them the new building work which a nice touch.
- Parents encouraged but reminded to not pile the pressure on which was good.
- The live sessions were very helpful, my child really enjoyed engaging with Miss Fife and her friends. I felt I could always dojo if I needed any help with anything.
- It was really hard for us to get through all of the work and to keep the children motivated so I appreciated that the teachers kept things light and didn't pile the pressure on, it encouraged us to step back and give the children a break and also recognise when we needed a break as a family. If there had been high expectations the pressure would have been very difficult.
- I think a very difficult and potentially harmful period was met with diligence, good planning, balance and great communication with a fantastic appreciation of the various digital and practical tools available. It's clear that much hard work was put in above and beyond what one would have truly expected and I'd count this as a great example of the quality of the school as a whole alongside the devotion of some very splendid individuals.

- Use of verbal praise for students at home really encouraged them
- The gifts at Christmas, treat bags etc were a lovely gesture and a great way to keep the spirit of school community going.
- The community hearts, the wellbeing bags and the family quizzes helped bring everyone together.
- Keeping the children at home involved and the little touches of goodie bags was so special for them to receive and just the boost they needed.
- Google meet was great and provided independent working and also allowed my son to see others. it was clear Mr Teasdale went above and beyond to set this up.
- The well-being bags sent home and heart posters are just one example of how we have felt included throughout lockdown, even when we couldn't be in school. It was lovely to see others in the community join in.
- The system that was in place at the end where you could upload the work directly from the screen was so much easier and was very simple to use.
- The school has been brilliant and the first day back was a real treat for all.
- Loved the family quizzes, great to feel connected with other families
- Making children at home feel like they were still part of the class and encouraging home learners to contribute during the live lessons
- The hearts everyone from school put in their windows helped give a feeling of striving together when out for a walk and spotting them.
- Providing well-being bags for all children, whether at home or in school. And the efforts made to welcome all children back to school were very positive and inclusive.
- fantastic support for all pupils inside and out of school - the heart campaign and mental health support v good indeed
- Keeping contact with their friends via group chats
- Including them and keeping it all the same as much as you could
- Everyone couldn't have been more supportive, bringing us all together with numerous organised activities etc. through difficult times

Next Steps

Two-year-old provision

2 x parents: The two year olds were forgotten as they could not return on the 8th March and they had no support during lockdown.

School response:

We do understand the frustration parents felt when we were unable to open our two-year-old provision. We do apologise for this, due to circumstances out of our control in relation to covid restrictions, staffing and capacity we had to wait a further three weeks until we could recruit enough staff to comply with covid restrictions for pupils of statutory school age. We hope that by offering the two complimentary sessions in the third week children in the two-year-old provision were able to settle in again quickly.

In terms of support, all parents in the two-year-old provision had access to the Nursery resources which included live story time sessions weekly and all the Nursery activities which were also suitable for the children in the two-year-old provision. This included recorded videos with lots of ideas for all areas of learning. They were also included in all whole school events e.g. wellbeing bags and World Book Day bags etc.

Feedback

Year 5/6

1 x parent: More feedback on work would have helped.

The live feedback session daily was added for all of KS2 pupils, this was a time where all pupils had the opportunity to have feedback and teachers could pick up and address any misconceptions identified during lessons. This was added to support parents and to ensure any gaps in learning were addressed quickly by members of staff. We will definitely look at more opportunities for engaging pupils further in the future.

2 x parents: Maths only took a short time and further challenge would have been good. Some work was repeated from last year.

Further challenge was incorporated into live lessons although with a class of two year groups this was more challenging when live teaching, especially when teachers had pupils in school too. Further challenges were sent weekly in the form of 'purple and green' challenges. Rock Stars and SATS Bootcamp were also there to use by all pupils independently.

Higher level fraction year 6 was not covered due to lockdown last year; therefore, we had revisit this work to ensure there was no gaps in learning and that all pupils' needs were addressed. Now this has been done and we are confident with the gaps being filled the Year 5/6 class are being taught separately (3x per week) so we are fully preparing our pupils to be secondary ready.

Year 3/4

1 x parent: More opportunities for advanced maths work and recording live lessons so they can catch up if they missed lessons.

Teacher assessment and judgement identified that there were gaps in previous learning; therefore, some areas of maths were revisited, this is in line with the mastery approach for maths. Following feedback mid-way through lockdown, we did start recording lessons to watch, however we initially were waiting for safeguarding agreement due to GDPR issues.

We do have Rock Stars to support independent times tables practise but we do acknowledge that another online scheme could be useful so we're looking into this at the moment.

1 x parent: Once work was submitted we didn't get feedback on work. Was it a case of teacher had checked and ok and would have been in touch of any concerns? Not sure.

Yes, that's right. Teachers all checked work daily and if there were any misconceptions they would be picked up during the live feedback session. We introduced feedback sessions so parents didn't have as much pressure and teachers would identify areas pupils struggled with. If it was identified that a child was struggling, teachers contacted parents or some pupils had 1:1 sessions.

Whole school

1 x parent: The online work was good; however, they should have been in school for the duration of lockdown.

As much as we would have loved to have all pupils in school, we had to follow strict government guidance; health and safety throughout was paramount for pupils and staff.

2 x parents: Frustrations over places for keyworker children being abused by a minority of parents, not all families came together to support the school which would have allowed greater equity of provision.

We do understand this frustration, we contacted all parents for evidence of their working hours etc. and requested confirmation from employers. We also sent letters to parents throughout reminding everyone of the government guidelines and that if pupils could be kept at home then they should be.

1 x parent: mental health sessions. The teacher was unknown to children this created an instant barrier.

Miss Goodchild had been in school since September and was working throughout school before lockdown, she had worked in all classes and taken out small groups regularly. Unfortunately, we were unable to use class teachers to lead sessions as they were already leading live sessions daily and had a full teaching timetable in school which in itself was a huge undertaking.