Summary of responses from Teacher questionnaire on Seesaw June 2020

88% (15 out of the 17) teachers using Seesaw responded to the questionnaire, the questionnaire was anonymous.

Only the three teachers involved in the Impact Study had experience of Seesaw prior to March 2020.

How did you feel when we were beginning to use Seesaw?

80% (12) of the respondents noted apprehension, uncertainty, nerves and/or anxiety at the start of this period.

Out the remaining respondents 2 spoke about the learning curve and only 1 noted that they felt 'fine'.

What helped you become more confident in using Seesaw?

73% (11) teachers stated support from colleagues as a factor in becoming more confident using Seesaw.

60% (9) noted that confidence came through experimentation and practice using the app.

33% (5) watched online tutorials to gain confidence.

One of our teachers also noted that they have since become a Seesaw Pioneer.

What made the process more challenging for you and how did you overcome this?

33% (5) teachers stated that they found finding appropriate resources, 1 teacher added the time to respond to pupil work, as an challenge

27 % (4) stated that working away from colleagues made the process more challenging for them

27% (4) noted technology issues and unfamiliarity with the app

13% (2) noted the difficulty balancing family commitments

These challenges were overcome by support from colleagues, use of shared activities on seesaw and planning and setting work together.

How do you feel now we have been using Seesaw for 5 weeks?

80% (12) noted that they felt confident using Seesaw

Out of the remaining 3 teachers – one said that they loved Seeaw, one stated they were comfortable with Seesaw and one teacher said that 'It's become the new normal.'

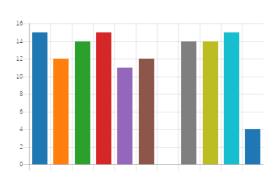
4 teachers commented on that there was still more to learn.

One teacher commented on a 'sense of achievement'.

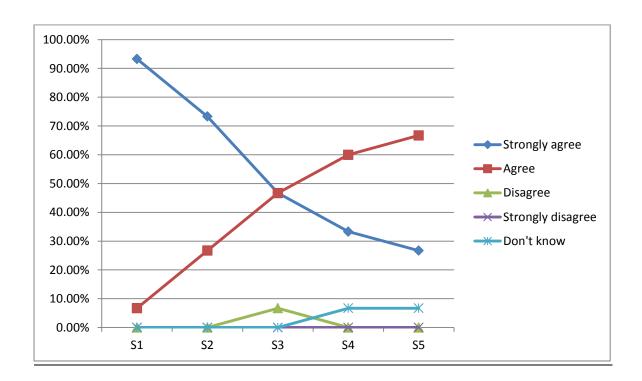
One teacher expressed concern that using Seesaw in school 'is a lot to take on'.

How have you used Seesaw?





Please select the appropriate option for the following statements.



S1	Seesaw has been a beneficial tool during this distance learning period.
S2	I am confident using Seesaw to set work for the whole class.
S3	I am confident in giving verbal feedback on pupil's work.
S4	Pupils are engaged in their learning.
S5	Pupils are responsive to teacher feedback.

What are the positives to using Seesaw?

Teachers noted the ease of use, engagement and interaction with children, ability for children to submit work using different means, ability to differentiate work, ability to give verbal instructions/feedback, ability to schedule tasks, paperless and easy communication with parents. One teacher noted that children who were not keen to contribute in class where more confident contributing on seesaw.

What are the negatives to using Seesaw?

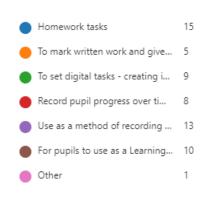
The majority of teachers wrote about the time given to setting and responding to work, the lack of an end to the school day, eye strain and sore heads due to increased screen time. Concerns about the lack of handwriting practice and quality of work completed were expressed by some teachers.

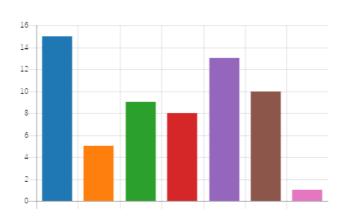
Would you be happy to use Seesaw once schools reopen?



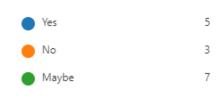


How do you envision using Seesaw once the school's return?





Would you be comfortable with parents having their own log in so that they can see their child's work?





What concerns would you have regarding parents having their own log in, and how can we manage these concerns?

Teachers were concerned about the potential amount of parental questions regarding pupil's progress, parent's ability to have direct and unlimited access to teachers and potential for misunderstandings when communicating with parents remotely. Some teachers commented that there is a need for clear guidance to help manage these concerns.

Any other comments

8 teachers responded and nearly all commented on positively on their experience of Seesaw. The concerns raised were about how to make it manageable and not as time consuming.