



Remote Learning: Survey Feedback and Next Steps



Broomhill Primary conducted a survey to review our remote learning. This is a summary of the feedback we have received through discussions, emails and questionnaire returns from 101 parents and 30 staff. The evaluation outlines next steps for remote learning.

The following symbols are used to describe the proportion of respondents who expressed a given theme during their feedback in the survey.

- = almost all (over 90%)
- = most (75%-90%)
- = majority (50%-74%)
- = less than half (15%-49%)
- = few (up to 15%)

We asked	You said
<p>What is working well and why?</p>	<p><u>Shared views by staff and parents</u></p> <ul style="list-style-type: none"> ■ Seesaw Class app is well laid out and easy to follow ■ ■ Seesaw enables communication between teacher, child and/or parent ■ ■ Increased range of recorded lessons, which offer children the opportunity to watch when and where it is convenient and they have access to IT in the home ■ ■ Recorded lessons offer children the opportunity to watch again if needed ■ ■ Additional support for learning is continuing remotely for children who previously received this in school ■ ■ School subscriptions are helpful eg Letterjoin, Sumdog and Education City ■ ■ Children are learning to be resilient ■ <p><u>Staff</u></p> <ul style="list-style-type: none"> ■ High levels of engagement of most children in learning ■ ■ Increased opportunities to work and learn together ■ ■ Working closely with stage partner/s to plan, prepare and deliver lessons ■ ■ Having a consistent day in the school hub ■ ■ Support and reassurance from the senior leadership team ■ ■ The ability to pre-schedule daily learning tasks ■ <p><u>Parents</u></p> <ul style="list-style-type: none"> ■ Greater range of engaging learning experiences being offered ■ ■ Teacher's recorded lessons motivate children ■ ■ Children are valuing the feedback they receive from teachers ■ ■ Good teacher instructions and worked examples ■ ■ Work set is manageable ■ ■ Daily schedule is helpful to structure the day ■ ■ Opportunities for children to select from a choice of tasks ■ ■ French work is clear (P5-7) ■ ■ Improvement in lessons (e.g. depth of instruction) from first lockdown ■ ■ Children's capability and confidence to work independently ■ ■ Home learning promotes responsibility ■ ■ Reassurance that children do not need to complete every task ■ ■ Helpful reminders to take time away from the screen ■ ■ P7 iPads and school iPads allocated to children who needed them ■ ■ Home learning materials sent home and available to collect from school ■ ■ Being able to print worksheets from Seesaw at home ■ ■ More time with own child/ren is rewarding ■ ■ Being able to see own child 's strengths and the areas they need assistance with ■
<p>We asked</p>	<p>You said</p>
<p>What are the challenges or barriers?</p>	<p><u>Shared views by staff and parents</u></p> <ul style="list-style-type: none"> ■ Children are missing interaction and support from staff and peers ■ ■ Adults are feeling "overwhelmed" and "stressed" with the challenges involved ■ ■ Parents working from home and/or with caring commitments are struggling ■ ■ Problems with internet connectivity, uploading tasks, links not always working ■ ■ Home learning is having a negative impact on children's mental health ■ ■ Covid-related learning loss ■

	<ul style="list-style-type: none"> Helping children in the school hub with remote learning when in large, mixed stage groups ■
<p>What are the challenges or barriers? <i>continued</i></p>	<p><u>Staff</u></p> <ul style="list-style-type: none"> Workload has increased significantly to plan, prepare, deliver and monitor lessons to meet the range of needs in the class ■ Quality of some children's work submitted is not of same standard as in school, making feedback difficult ■ It is difficult to assess children's work when completed at home as support varies ■ Managing wide range of parental expectations ■ Teachers having to learn and use many new digital skills very quickly ■ Lack of engagement by some children and lots of communication with others ■ Transforming classroom learning and teaching into remote learning ■ Helping children requiring emotional support ■ Many partner agencies have stopped supporting school ■ French language programme cover different work, or work in a different order to what is usually taught in the Glasgow programme ■ Some instructional films are blocked on Glasgow school iPads ■ Work submitted over the weekend. Monday starts with a backlog if not cleared ■ <p><u>Parents</u></p> <ul style="list-style-type: none"> Lack of live interaction with teacher ■ Seesaw is not always user friendly ■ Home learning tasks scheduled for 9am do not give families flexibility ■ Some children are not yet able to work independently for a period of time ■ Maintaining children's motivation to learn ■ Variance in expectations of learning between classes - too much, too little ■ Some tasks need more verbal explanation or reframed in simpler language ■ Lack of feedback during or after tasks, or not on the right tasks ■ Concerns over loss of learning and new skill development during lockdown ■ Child not feeling sense of satisfaction if some tasks are not completed ■ Managing own children's behaviour and attention ■ Parents/grandparents not knowing terminology and/or lack the skills ■ Concepts taught differently - children can find parent explanations confusing ■ Not knowing what the child has already been taught and what is new ■ Sumdog does not focus on accuracy or workings. Loss of interest when daily ■ Seesaw does not allow children to work independently ■ Difficulty accessing adequate IT devices to view Seesaw ■ Not being able to print worksheets at home ■ The amount of screen time (due to home learning and wider family use) ■ Having children at different schools on different platforms ■ Lack of feedback from teachers on the days they work in school ■ <i>(Note: it was previously communicated that teachers would not give feedback the days they worked in school.)</i>
<p>Moving forward, what would help further?</p>	<p><u>Shared views by staff and parents</u></p> <ul style="list-style-type: none"> Lessons uploaded on Seesaw the night before or at 8am each school day ■ Archiving the week's tasks on a Friday at 3pm so no notifications over a weekend ■ Advice to families who need to complete work at the weekend ■ <p><u>Staff</u></p> <ul style="list-style-type: none"> High quality digital skills training for teachers and support staff from LA ■ Staff continue to learn with and from each other-including some advanced features of Seesaw ■ Continued collaborative planning between staff ■ Continue with follow up pastoral calls for pupils/families not yet engaging ■ Additional support for certain children in school to complete work ■ Reminding children to read instructions and/or view videos before tackling tasks ■ Remind families not to post work on the days teachers work in school hub and that there will be no feedback on these days ■ Websites and resources signposted, appropriate for different levels ■

Moving forward, what would help further?

Parents

- Live sessions to enhance interaction between and among teacher and class ■
- Working parents are able to access Seesaw at night and over the weekend ■
- Set additional, optional tasks ■
- Being consistent, with every day having a similar number of hours of work ■
- More guidance on structure and instruction for the school day ■
- Set group tasks ■
- Pastoral calls ■

Next steps

Access to Seesaw

Lessons will be pre-scheduled daily for **7am** to allow parents/carers to look at their children's tasks in advance to help plan their day.

We will ensure families with working parents have the opportunity to access Seesaw tasks at the weekend. All work will be archived on **Monday mornings** at about 9am. Any work posted on Seesaw over the weekend will be approved by teachers on a Monday. Children will be encouraged, where possible, to post lessons during school hours. Tasks should not be posted in the evening or over the weekend other than by families who have work commitments during week days. This approach is intended to balance staff workload and the needs of working families.

Live Weekly Sessions

We will provide weekly **live check-ins** for our P4-7 classes on Teams. P7 sessions have started. P6 and P6/5 sessions will start week beginning 22nd February. P4-5 sessions will commence week beginning 1st March. More information will follow. (In line with guidance, two members of staff are required to support each of these online Team sessions.)

HUB

Staff working in school will ensure all children in the school hub engage with the core remote learning tasks set by their class teachers. On the days teachers work in school, they are not expected to also provide feedback to their class regarding remote learning.

Staff Training and Development

We will continue to access and provide **staff training and development opportunities** to support the delivery of high quality remote learning.

Communication

We will continue to **communicate with families** regarding welfare and learning/engagement.

Remote Learning Policy

We will issue updated **Remote Learning Guidance** for families, outlining roles, expectations and support available for remote learning.



(We will welcome all **P1-3 children back to school** full-time on 22 February.)

