

Hallside Primary School

How Good is Our Remote Learning?



Summary of Parent/Carer Survey Results

February 1st – February 7th 2021



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In February 2021, parents/carers were invited to participate in a survey about our Remote Learning Offer.

50 responses were received (19% response rate) and a summary of the results are contained in this booklet.

Parents/carers were encouraged to complete one form per child in the household.

Thank you to everyone who participated in the survey.

Summary of comments follow. Similar comments have been collated / combined.



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Communication and Wellbeing

Most (90%) of parents/carers answered positively that they had received helpful communication from the school about arrangements for remote learning.

Comments

- Excellent communication.
- Technical support has been extremely helpful.

Most (84%) of parents/carers knew who to contact to access wellbeing supports for their family.

- On all correspondence from the school they always reiterate that they are there to support anyone who requires advice or support.

Almost all (94%) of parents/carers responded positively that the school supports their child to stay safe online.

Almost all (92%) parents/carers responded positively that their child has regular contact from their class teacher.

- Excellent Live Interactions
- Increasing amount of Live Meets.
- Very beneficial to motivate and engage children in learning.

The majority (72%) of parents/carers responded positively that there is appropriate support for their child's wellbeing during remote learning.

- Feedback, praise and reassurance from the teacher supports this.
- My child's wellbeing is my biggest worry. It's such a difficult time for everyone.



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Resources and Equipment

All (100%) of parents/carers answered positively that their children had all the technology necessary to engage in live lessons.

- Introduction of live lessons has been very positive.
- School provision of chrome books to children has been excellent.

Almost all (98%) of parents/carers responded positively that they have all the materials needed to support their child's learning e.g. pencils, paper, jotters and books.

- Great to have jotters outside the school.
- Box outside that I can go to for "top ups" and resources.

Most parents/carers (80%) were satisfied with the remote learning offer that was being provided at that time.

- Some parents/carers would like work set for the week
- Some parents/carers would like work set daily
- More activities
- Less activities



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Learning and Teaching

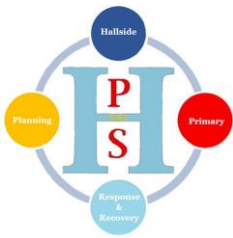
The majority of parents/carers (62%) responded positively that there was a good balance of live learning and independent activity.

- Requests for more live lessons
- Live interactions to focus on teaching

Most parents/carers (90%) responded positively that the level of challenge in learning activities is right for their child.

- My child is enjoying the work and challenge
- Activities are age appropriate

Most parents/carers (88%) responded positively that they are satisfied with the support their child receives from their class teacher to complete remote learning.



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You said...We did...

This section provides some of the answers to FAQs or outlines our next steps based on your feedback.

Can you plan the live meets so that siblings do not have meets at the same time?

Due to the increasing frequency of live meets it is not possible to co-ordinate this. However, additional chrome books can be issued to families if this would be helpful.

I would like to see a consistent approach to remote learning across the whole school?

We are improving the remote learning offer based on the feedback that we receive from all stakeholders. We have introduced remote learning timetables being shared via Google Classroom on a Friday in advance of the following week and learning activities for the day scheduled to go live on Google Classroom no later than 8.00am. We have also emphasised that the core recovery curriculum is literacy, numeracy and health and well being and learning in these areas should be prioritised when possible.

I'm not sure who I would contact to access wellbeing supports.

We have incorporated a wellbeing section into our Remote Learning Guidance document which outlines procedure if you have concerns.



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[More information on recording of Google Meets e.g. where and how this is stored.](#)

We have incorporated this information into our Remote Learning Guidance.

[More information on how the school are supporting my child's wellbeing and any advice and tips on how I can support their wellbeing at home too?](#)

The wellbeing of children during this second lockdown is a real concern for all of us. The work we did with our children during the first lockdown evidences that our children demonstrated a tremendous amount of resilience throughout this time and while recognising that things were difficult they “bounced back”. This second lockdown during winter is even more difficult. Children and parents/carers are telling us that these things support their wellbeing:

- Routine but flexibility to hand in work at later times.
- Participation in regular Live Meets and opportunities to stay connected to the school community.
- Small targeted support sessions with class teacher or school support assistant
- Time away from the screen, working on an activity or time outdoors.

All school staff have been trained in “Emotion Works” and this is the wellbeing programme that is supporting our recovery curriculum. Mrs O’Neill is running live sessions focussing on this over the next four weeks. Some staff are also undertaking training with Place2B to support children’s wellbeing during these times. We are also developing our nurture / play room to support children’s transition back to the building.



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Access to printed worksheets

Some responses highlighted that there may be a need for a facility to print worksheets.

We have incorporated a procedure for this into our Remote Learning Guidance.

More Live Meets

In light of the feedback we received and staff sharing good practice, live interactions in all classes have now increased. From week beginning Monday 22nd February all classes will have access to daily live interactions.

It is vital that pupils attend these live interactions for their wellbeing and learning, and also to encourage participation and the further development of these sessions. In a snapshot survey of 'attendance' at Google Meets across the whole school on Monday 15th February, 65% of pupils took part.

I would like more feedback on the completed work that my child is submitting.

Assessing and monitoring progress in learning, teaching and assessment is central to ensuring children and young people progress in their learning. Approaches across classes include written feedback, voice recorded feedback and feedback during discussion sessions as part of live learning. A recent study by Education Scotland highlights that providing meaningful and timely feedback to children and young people is challenging in the remote environment. This is an area for continued development in our improvement work.



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I feel more pressure this lockdown to complete activities.

During the previous lockdown national and local guidance stated that learning should be revision based and a consolidation of previous learning. That advice has changed during this lockdown and all schools are now required to introduce new learning. Literacy, Numeracy and Maths and Health and Wellbeing based activities should be prioritised when possible. However, if you or your child are feeling **overwhelmed** please contact the school and we will offer advice and support.

Could the “live interactions” be more focussed to live teaching sessions.

We know from feedback that participation in live meets is increasing pupil motivation and engagement in learning and is having a positive impact on pupil wellbeing. National advice and emerging educational research advises that pre-recorded content is most suitable to support teaching as these can be accessed repeatedly and is not restricted to watching at the time of the live session. We are therefore striving to integrate a balance of both methods into our remote learning offer.



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My child has additional support needs. How can their needs be supported in a remote learning environment?

Throughout this period of lockdown specialist support staff such as Specialist Support Teacher, Outreach Teachers, Educational Psychologist have continued to support learners. Class teachers and School Support Assistants have also organised one to one or small group learning sessions to support a personalised learning pathway. If you feel that your child is not accessing the support that they require please do not hesitate to contact the school to discuss.

My child is struggling with the learning activities.

Please encourage your child to contact their teacher to explain that they are having difficulty. If they are too young to do this or they have tried this but you still have concerns you should send an email to the school office address outlining your concerns. A member of the Senior Leadership Team will call you to discuss how we can support you and your child.



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Some Lovely Compliments....

“Yes, I think introducing the live classes / lessons has been fantastic and made a huge difference. It has been lovely for the children to be able to see their teacher and friends as so important to have that connection with the school and keep their relationships going.”

“Thank you to all the staff at Hallside for everything they do during these difficult and challenging times. We really do appreciate it!”

“Introducing the live lessons this time has been fantastic. It’s been so lovely for the children to be able to see their teacher and friends this time and also makes it easier for them to engage and focus on tasks. Thank you for making this possible. Also the whole school assembly has been such a lovely idea and a great way for children to feel connection to their school.”

“Found timetable really helpful to structure the home learning day (when possible)”

“I think the school has done a great job on ensuring all children have access to technology.”

“Great idea to have jotters available outside the school!”