

# Remote Learning - Governor Monitoring Report Spring Term 2021

Following the government's decision to introduce a third national lockdown, which was accompanied with an expectation that school continue to offer pupils a "remote" broad and balanced curriculum, governors felt it necessary to see how well the school was meeting its objectives. The speed with which the third lockdown came into place with limited warning, had a huge impact on the way of life in school. In the first lockdown this impacted on need to urgently set up technologies. In the third, this impacted throughout School as no time was given to mentally prepare or reassure. The Senior Leadership Team understood the need to get the balance right, whilst being mindful everyone's situation was different, everyone's knowledge, experience and equipment was different, how we as individuals cope in a global pandemic is different!

Feedback and monitoring of the remote learning provision came from a wide variety of sources, including:

- Children and parents' incidental comments on Dojo
- Discussion with children and parents during catch up phone calls
- Emails from parents
- Parent survey
- Discussion amongst staff in planning meetings and remotely via email/on Teams meetings
- Discussion in SLT meetings
- Staff meetings
- Observation and discussion with staff and children working in bubbles in school
- Evaluating the remote learning offer against the Ofsted guidance as this is better than that offered by the DfE (SLT then look at this with each team)

## Schools Remote Learning Provision

Prior to lockdown the school has employed a blended approach to learning where children used the learning applications (see list below) in addition to teacher-based learning. The Remote Learning provision provided pre-recorded videos, links to resources and explained tasks. Live lessons were not provided, this was a conscious decision to support working families, or families where there was limited access to technology. Additionally, school did not wish for children to be in front of screens for long periods, which may lead to eye strain or demotivate them. Learning packs were also made available to families where technology was not employed.

**Class Dojo**

**Evidence Me for Reception**

**Doodle Maths**

**Times Tables Rockstars**

**White Rose Maths**

**Doodle English**

**Bug Club for KS1**

**Reading Plus for KS2**

**Pre recorded videos**

**Learning Packs**

**Teams** – used for KS2 initially and then KS1 to support class and group interaction to enable children to maintain a connection with their teacher and classmates to support their well-being and social interaction.

## Findings

Governor found that Snaith Primary's remote curriculum was aligned closely with the classroom curriculum, following the same pattern and speed as if the children were in School. The remote learning provision was very much supportive of working families and as a result offered the best possible support to the children of Snaith Primary. Content and feedback were provided discreetly to the individual to meet their needs more thoroughly, or more generally as class videos and messages. Staff, parents and children were able to track and celebrate progress. The offer was constantly monitored, reviewed, and amended week by week. It took full account of and met with OFSTED guidance.

## Parent Survey Findings

As of 19<sup>th</sup> February 2021 76 online responses were received. 43% from Reception and KS1, and 57% from KS2.

- **Access to remote learning provision** - 99% of parents feel remote learning is easy to access. Only one parent felt it was tricky to access. The survey did not ask about individual circumstances.
- **Did the remote learning offer maintain learning** - Four out of five parents believe the remote learning offer was either definitely or mostly helping their child to maintain their learning, one in five felt it sometimes helped their child to maintain their learning.
- **Was the remote learning offer engaging?** - 84 % of parents feel the remote learning was engaging either always or most of the time. Only 2% stated that the remote learning wasn't engaging their child.
- **Did the pre-recorded videos, links, and task explanations help understanding what children were learning?** - Almost  $\frac{3}{4}$  of parents definitely felt the pre-recorded videos, links, and task explanations helped their child to understand what they are learning and what they need to do. Only 1 parent stated that they didn't help their child.
- **Did the apps help develop knowledge?** - Nine out of ten parents believed the remote learning including reading apps were helping their child to develop their knowledge and basic skills in reading, writing and maths, with  $\frac{3}{4}$  of parents feeling that the remote learning offer is definitely helping their child.
- **Was there a range of subjects offered?** - 96% of parents thought the remote learning enabled their child to access and range of subjects, with only 4% feeling this was not the case.
- **Quantity of learning provided** - 66% believe it was just right, 20% mostly enough, and only 14% feel it was too much.
- **Additional support offer** - Nine out of 10 parents understand if they needed support they knew where to find it, and they stated that teachers always responded to their questions in a timely manner, no one felt that teachers didn't respond within as satisfactory time.
- **Feedback** - 97 % of parents said their child did receive regular feedback on their work, the remaining 3% stated they mostly or sometimes received regular feedback. (Feedback included answers posted to self-check, written responses etc). Almost 70% of parents thought the feedback given helped their child to improve their work, 30% felt feedback mostly or sometimes helped, with only 1 respondent stating feedback doesn't help their child.
- Almost 9 out of 10 parents rated the overall all provision as either excellent or good, with a further 1 in ten believing it to be adequate, only one parent felt it was poor.

## In Summary

Much appreciation has been afforded to the parents by staff for the tremendous contribution to their children's learning, and parental feedback indicated that the remote learning provision was excellent, it offered a broad and balanced curriculum, that was easy to access and engaging for the children. Whilst it has not been without its pressures, it's clear a lot of time and effort went into providing this high-quality provision. This was enabled by a strong team spirit with all staff members supporting each other both socially and emotionally. Remote learning has resulted in the upskilling of all staff by using new technology and ways of working, and teachers have acknowledged that the Support Staff in school also did an amazing and invaluable job!

Our Headteacher is quoted as saying she is "extremely proud of everyone involved in the 'School family'! Every single cog has proved very precious indeed!" Having read the transcripts gathered by our Governors I find myself as both a parent and governor feeling very humbled and I truly believe we are extremely "Lucky to have our team".