

St Peter's School



Remote Learning Survey Review February 2021

Thank you to all the parents that completed our Online Remote Learning survey, we had an amazing number of responses spread across each stage of our school. The overwhelming majority of responses were very positive and complimentary about our provision and I thank you on behalf of my staff for the recognition of the amount of work that they have, and are putting in to making our offer so successful.

We know that we don't always get things right first time and accept that there will be many challenges that families face with home learning. Our desire is always to work with and support parents and I am thankful for your honesty and thoughtful suggestions of ways that we can work even more effectively together.

Many of your comments, even from different year groups had similar themes. We have drawn those out here in our feedback along with more information about how we have reviewed and adapted our Remote Learning offer.



[Click here](#)

to watch a video clip with an **overview** of the **main findings** of the survey.

"I think it is **incredible** the time and effort all the staff have put in and especially when no notice was given to prepare for all of this. The **professionalism** and **care** our children and us, as parents, are getting from you all is **outstanding**, you all are a testament to our **St Peter's community.**"

Parent comment



EYFS and Key Stage 1

What you told us was going well:

- The enthusiasm and positive feedback to children from staff
- The technology to connect school and home
- Children seeing their teachers and friends on live zooms
- The video lessons for the children; that they were exciting, engaging and varied
- Being able to access reading books still and the little library

What you told us was challenging:

- Issues with Wi-Fi connections and live lessons, especially at school
- Tapestry having issues with uploading videos and the system crashing (in the early weeks)
- When live sessions clashed with parent work commitments and older children
- Needing to help children read and access work and finding time to do this in the working day
- Children missing school and friends
- The effects of too much screen time!

What we've done to address this and also to make things easier:

- All lessons will be pre-recorded or where they are live, recorded and shared later for children
- Internet repairs were carried out and we have ordered an upgrade in broadband capacity (in progress)
- We upload all videos to the school Vimeo account, and share the links on Tapestry which places less stress on the system
- Show and Tell zooms and small group zoom sessions to keep social contact.

“The consistency of classes and variety of resources we have been sent has been really useful - from the story books to online resources to vary things up. The feedback on our observations from the teacher has been really helpful too.”

Parent comment

“All the lessons have been set out so its easy for the parents to be able to help the children. I think St Peters have done a wonderful job at sorting out the virtual learning.”

Parent comment

“The school managed to get online very quickly in spite of the short notice given by the government. The recent adjustment of having the links to the videos all in one observation, having all the videos that are needed for the day ready, pre recordings of all lessons so that we can stop or move on according to the child's needs (also prevents panic or disengagement for children that can't quite keep up with live lessons) end of day live zoom opportunity for children to see their class teacher. My child's teacher shows that she values the children's work by going through work uploaded by parents and celebrating with the class.

Stories are read during the live zoom which is fantastic as with libraries closed we cannot access the range of books we normally do. The comments on the children's uploaded work is always positive and encouraging. This keeps morale high for both children and parents. “

Parent comment

Year 3

“My daughter is **engaged** and is **happy** to do all the work. The **interaction** is great with the live lessons so they can all be together and **not feel isolated**. It has also been lovely to see the teaching and become more of a **community** as parents are close by helping with the homework.”

Parent comment

“We borrowed a **device** from school and as a family without many devices, my child has **enjoyed** using it and the **independence** it has given. He enjoys looking at his timetable each morning and following **routines** such as watching Newsround like he does in school. It means the day is not completely different. Having **live meets** to go through the work and his teacher giving the children the opportunity to upload work, gives my child an **incentive** to complete tasks ...He loves the **comments** that other children and his teacher/ta make on his work.”

Parent comment

Child loves the **Google Classroom** set up. **Google Meets** are fantastic - seeing teachers and friends is a highlight. Teachers do a fantastic job of **explaining** the tasks / answers and being available for questions and comments.

Parent comment

Children in Year 3 have only just started to use Google Classroom to support their learning. While we loaned devices to families that asked, children may also be using a device which they are not familiar with, or that is shared with another person.

For this reason, their day is structured differently from Y4-6 with a mix of live and pre-recorded sessions and they had their own questions on the survey .

What you told us was going well:

- Live lessons and creative activities
- Encouragement and praise from the teachers and feedback on the children’s work
- Being able to borrow books from the little library
- Having a routine and structure to the day
- Seeing other children on calls

What you told us was challenging:

- The timing of the morning—being able to get everything done in the set time
- Maths - parents being able to support children with the learning
- The structure of Google Classroom - finding the work within lots of posts, children getting distracted by comments, children not wanting others to see their posts
- Missing friends and not having time to get out and about

What we’ve done to address this and also to make things easier:

- Changing the structure of Google Classroom so that work can be easily found and submitted under the ‘Classwork’ tab’.
- Adjusting times for the day so that English is a live introduction and, after half term Maths will be too.
- Making the end of day meet a social, show and tell, catch up time

Year 4, 5 & 6

What you told us was going well:

- Daily interaction between teachers and children and between children and their friends
- Feedback from the teacher
- The structure of the day - similar to the school day
- That each child has their own Chromebook, that they know how to use
- Children using Google Classroom already and being more confident with it
- (especially in Y6) Getting children used to working more independently and being ready for secondary school

What you told us was challenging:

- Supporting children with work, especially Maths
- Children missing the amount of informal communication/ playtime they have with each other at school
- Getting children to be physically active
- Managing the demands of younger children and / or working from home and checking children are completing work
- Knowing how your child is progressing
- Wi-Fi - especially at school when teachers are hosting more live meets

What we've done to address this and also to make things easier:

- Teachers are online for the full hour of Maths lesson so that children can re-join to ask questions, check answers etc.
- Styling the end of week meet as a 'fun' meet with themes, games etc. to increase social interaction
- Teachers are exploring ways to include 'real time' collaboration on tasks for children and also scheduling 'virtual playtimes'
- Teachers ensuring that all submitted work is read and acknowledged by a member of staff and that written comments are given once a day.
- As mentioned previously, we are increasing our Wifi capacity and building opportunities for physical activity into the day.

"It has been invaluable having access to a **Chromebook**, thank you! We appreciate and recognise how teachers have **adapted teaching** to different formats for home learning. Having **registration** with their teacher each morning and **seeing their peers** at the start of the day has been much needed and helps make my child feel like they are still at school"

Parent comment

(My child said)

"this has been **the best** round of home schooling **we've had.**"

Parent comment

"The **structure** is brilliant. It's what they are used to in school and they are largely **independent** when setting themselves up.

They look for **support** throughout the day when they are unsure or need something re-explaining, but are able to print and **manage** their own time much better. Being able to **submit online** is also good, but having written based work works for us too In order to **reduce screen time** and maintain written skills. Heart felt thanks for all the effort that had gone into providing an on-line platform whilst still supporting children at school."

Parent comment

Physical & Emotional Wellbeing

Emotional Wellbeing

Mrs Latham, our Emotional Literacy Support Assistant (ELSA) has curated a number of resources on the Advice Pages of the school website, which may help you in supporting your child's emotional well being at home.

You will find a therapeutic story which might be helpful for families to help children to understand the Covid lockdown situation along with a guide to health, wellbeing and emotional wellbeing support that is available to children in Surrey.

This guide highlights a range of resources to help maintain your child's wellbeing and to address any emotional needs, as well as guidance to help you spot early signs.

We are also pleased to share a resource from Dr Alison D'Amario, Educational and Child Psychologist who has recorded a special 30-minute clip for parents of children in Surrey schools, covering three main areas:

- What the research says about the impact of lockdown on emotional well being
- How parents can support their children during lockdown
- Strategies that parents can use to support themselves during lockdown

Finally, the ELSA Support Website [here](#) has a section about the coronavirus with numerous, free resources that parents might find helpful.

Physical Wellbeing

We know that parents are concerned about the unavoidable amount of screen time linked to remote learning.

What we're doing to address this:

- Launching the 'Spring into Action' challenge to encourage children to be more active across the week
- Asking teachers to build time into the learning day for children to be more active and away from screens, including one afternoon a week becoming 'screen free'
- Thinking about how we can include more 'offline' activities in our offer

"Having a good hour **break** from **screens** is challenging. The children enjoy having them and we are grateful for the remote learning, but they would benefit from more **time away** from screens"

Parent comment

Emotional Support

If you are worried about your child and their levels of motivation and engagement then we can offer some personalised remote support from school. We can arrange for a member of staff to make contact with you and your child during the week to provide praise and encouragement for work they have completed and to help keep them motivated.

If this is something that you think would be helpful, please contact Mrs Shabankareh senco@stpeters-leatherhead.surrey.sch.uk. We can also advise and signpost you to a range of local support agencies.

Remote Learning Requirements

The **maths** lessons are great as they are a great **continuation** of what happens at school, and it's great to have their books at home. I like the **guided reading** quizzes too. It's fantastic to have **live teaching** with their class teacher - hugely appreciate of all they are doing to support the children. The children are **keen** to learn as they feel their teacher is there to give them verbal **feedback** and an expectation of turning in their work.

I think St Peters are doing amazingly with the amount of pre-recorded lessons and live lessons. Well done for the **variety of content** too - quizzes, PowerPoints, videos, website links. Thank you!

Parent comment

Schools are expected to provide remote education that includes **either** recorded **OR** live direct teaching and should be of equivalent length to the core teaching pupils would receive in school.

As a minimum that is 3 hours a day for Key Stage 1 (on average across the cohort, with less for younger children) and 4 hours a day for KS2.

Those hours include **both** direct teaching and time for pupils to **complete tasks or assignments independently**.

Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school video content.

Source: [DfE](#)

One of the common themes to emerge across the survey was the enormous challenge that parents are facing in supporting children learning at home, while also trying to work.

Comments from our parents covered the whole spectrum from parents that were worried about not being able to complete all the tasks set, to those who felt things were just right for them and also parents that would like more work to be set for their child.

There is no easy answer to this issue, but some of the things that we would like parents to bear in mind are:

- While we strive for all our remote learning to be independently accessible by children we know that this is not always possible and that there will be times when parents need to make decisions about what must be prioritised. We would ask that you **please do what you can to prioritise English and Maths lessons**
- Be assured that we are happy for you to take breaks, perhaps if you have clashes with work commitments, or if your family just needs some time for a walk or some rest.
- If you find that your child is consistently finding it hard to access the work set, or if they need more of a challenge, please get in touch with your child's teacher who will be able to advise and support
- The requirements for remote learning from the DfE make it clear that the total amount of learning time can be delivered in a variety of ways and includes live teaching, recorded sessions (from both our school and commercially produced) and time for the children to complete tasks independently.

Road to re-opening

We cannot wait to have all the children back in school and are very much looking forward to seeing them all again.

It is the Government's intention that schools will reopen from 8th March and we will know more after the Government review on 22nd February.

Learning from the last lockdown we expect that when we re-open the following procedures will still be in place:

- Ventilation, spacing in classrooms and handwashing will remain a priority
- All adults will need to wear masks in communal areas in school and in the playground
- Our one way system will be in place on site and we will ask people to adhere to social distancing. We may need to adapt drop off and pick up arrangements, depending on regulations about households mixing outdoors
- Meetings between staff and parents will still be held by telephone or video call wherever possible
- Reducing potential exposure Covid by asking staff to take part in twice weekly testing and asking parents to take children for a Covid test if they are showing any of the most recently reported symptoms

We will of course, update our risk assessment in the light of any new guidance for re-opening and keep parents informed of this and of our plans.

Until we see you again; stay safe, stay happy and stay learning.

Yours sincerely,



Richard McKenzie

Headteacher

