



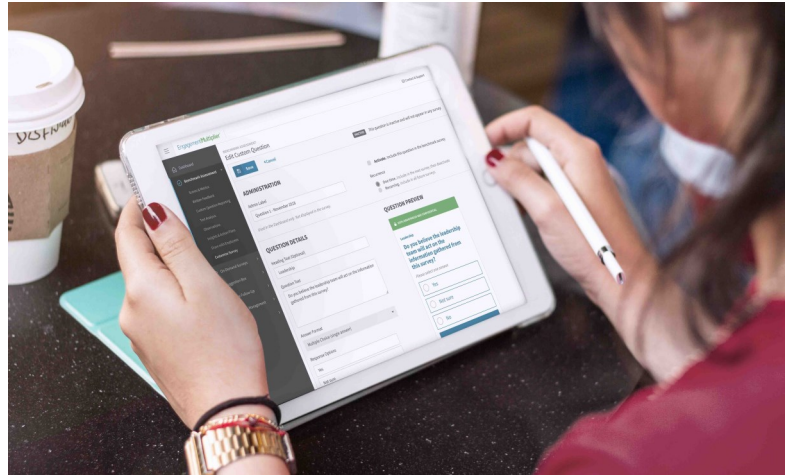
## Parent Questionnaire

January 2021

The views of parents are important to us as we continue to develop our online offer.

On 14<sup>th</sup> January, we sent out a questionnaire to a random sample of 130 families in Years 7-10. This represents approximately 20% of our school families.

We were interested in parent views on internet access, volume of work set, feedback and assessment, anxiety levels amongst students, student contact with Form Tutors and wellbeing and support. Parents were also able to make comments about areas where they would like to see developments and areas that are going well.



For many families this is a difficult time, juggling home working and having their children at home and I am grateful to parents for taking the time to complete the questionnaire. We will triangulate this data with other information we have from students and teachers to improve the offer.

I have included within this document a range of comments made by parents.

Mr M Quinn  
**Headteacher**

"It is much better this time as there are not blocks of work set and just told to get it done, much more structured so clearer to understand what needs to be done but some work is taking a lot longer to do so time spent goes beyond a normal school day."

"I think that my child would benefit from his work having feedback. Sometimes he has said 'well no-one will actually look at it, just check it's been submitted' which I think affects the quality he produces."

"Very many thanks for your huge efforts to provide such a helpful programme for Year 11 this lockdown. Our absolute priority is for our daughter to be advised about what work additional to class work she should be completing for her GCSEs. We have little idea about which components of her planned GCSE revision plan should still be completed and this is causing anxiety. We appreciate that Government guidance about this is incomplete. If there was a way to reduce the very large number of notifications about lesson work set (over 50 some days) and keep this to weekdays this would be really appreciated."

"Sadly, there is nothing you can do about self motivation. To be out of the class environment has not been very well received as there is limited interaction. This is no fault of the school it is beyond your control."

"I think that my child would make more progress if there was more one to one feedback using video."

"I would like the teachers to meet my son face to face and if he has not completed the work on time, to notify me."

"More live content."

"Everyone (teachers & students!) seems to be doing their absolute best in the circumstances."

## Access to the Internet



**You said:** The vast majority of parents confirmed that their children had good and regular access to the Internet.

**Action:** The school have been active in obtaining laptops and 4G connections for families without provision. We will continue to pursue the DfE to try and obtain more devices for disadvantaged children. We will continue to recognise that access for some children is fragmented when setting online work.

“My child has regular access to the internet, but at home they have to share a computer.”

“Good daily start with tutor is appreciated. We are lucky to have IT equipment and reliable wifi. No ‘homework’ is appreciated.”

“We only have one laptop between two boys doing online work. I am very grateful I am awaiting a laptop from school.”

## Volume of Work

**You said:** 70% of responders said that children were completing work in the time available. 17% of parents did not know. Of the 13% who suggested that work was not being completed in the time available, the free text suggests there are an equal number who feel there is too much work as there is not enough.



## Coping Well with the Work Set

**You said:** 60% of parents indicated that children are coping well with the work set. 17% did not know. 23% suggested their children were not coping. The free text suggests that those not coping feel that too much work is being set. One parent commented ‘*Online learning is relentless*’.

**Action:** We will have a consolidation day on Monday 1<sup>st</sup> February. This will allow students who have fallen behind to catch up. Students in KS3 will have a one-to-one session with their tutor where problems with engagement and completion have been identified. KS4 and KS5 will have one-to-one support in identified subjects.

“We like the fact that work is set for the day and children are then able to complete in their own time. Also tutor time provides structure and chance to check in with tutor and friends in class.”

“I have two children in the school and they both seem to get the work done in the time allocated. We like how they follow their time table. This gives some structure to the day.”

“On line learning is relentless, the work just keeps coming at my child, this seems more intense than being in school.”

## Feedback and Assessment



**You said:** 40% of parents did not know. Since the survey we have asked students whether they are sharing their work with parents. The vast majority said they do not share their work with mum and dad. This suggests why parents do not know . Only 28% of parents thought their child was getting the right amount of feedback. 32% of parents want more feedback and assessment.

**Action:** We have to be realistic about what is achievable online. In a classroom not all work receives written assessment; assessment and feedback is often verbal, peer assessed or self assessed and this is difficult online. At KS3 we are going to introduce more live on line content so students can obtain more verbal feedback. Subjects are introducing regular assessment points. For example, in Science this will occur every two weeks.

“Overall the current Year 11 programme for home learning feels appropriate. Maintaining the school day including a required sign-in to Tutor and each lesson is really helpful in maintaining the daily rhythm and a sense of normality. Online contact with teachers and peers is invaluable. Examples of learning styles/ resources found particularly useful include the use of break-out rooms; teachers annotating documents during the sessions based on class comments and sharing these; requirement for camera to be on to encourage engagement; having a variety of learning resources to choose from; required hand-in of work by end of session or school day; touching base with the teacher at the beginning and end of session to introduce work and summarise key points even where most lessons off-line; including off-line time. The feedback from mocks has been excellent, really specific with useful guidance.”

“Really pleased with the work being set and the explanations given online. Bit tedious to have to photo every page of work and post to assignments, but I understand evidence is required to show students are working.”

## Anxiety Levels amongst Students

**You said:** 74% of parents suggested that their children were not anxious about on line learning. 15% of parents did not know. 11% of parents suggested there were levels of Anxiety. The free text suggests this is to do with completing work on time, handing it in and keeping up with work.

**Action:** Tutors will monitor students, and make it clear that if students are experiencing problems with work then they must feed this back through Teams.

“My daughter is very anxious and stressed about her GCSE results. Although she has achieved over her predicted grades on some subjects, on others she is struggling where she was not before, this is leading to stress and anxiety.”

## Engagement with Tutor Time

**You said:** 87% of parents knew that their youngsters were engaging in Tutor Time first thing in the morning. 4% did not know. 9% thought their child was not logging on and reporting to the tutor in the morning.

**Action:** The school will continue to contact students and parents where youngsters do not engage in tutor times.

“The need to log in to tutor each morning and some lessons really helps with maintaining the structure and start of the day. Work being required to be submitted at the end of each day. Recognition by teachers that work has been submitted.”

“We feel that it is much better this time with the children signing into tutors and the live lessons.”

# The Oaklands Way

## Remote Learning for Oaklands Catholic School and Sixth Form College

Types of Delivery	Yr7 +Yr8	Yr9	Yr10	Yr11	Yr12	Yr13
PowerPoints with Audio/Video	Optional	Optional	Optional	Yes	Yes	Yes
Interactive learning – (Eg Seneca , Maths Watch, Oak National Academy)	Yes	Yes	Yes	Yes	Optional	Optional
Setting work on Teams Assignments	Yes	Yes	Yes	Yes	Yes	Yes
Online Teams Chat Support (working hours only 0700-1800)	Yes	Yes	Yes	Yes	Yes	Yes
Live Video Lessons	Yes (10 mins check in)	Yes (10 mins check in)	Yes (Max 20 mins)	Yes (Approx 20 mins)	Yes (Approx 20 mins)	Yes (Approx 30 mins)

**Live lessons on MS Teams** take many forms – a lecture style is only one method of live lesson format, these are all of the variations:

- 30 minutes plus **Teacher Talk** and explanation then students have timed tasks to hand on Assignments.
- **Check-in Lessons** - the expectation is that students log in at the start of the lesson where the teacher will be able to greet and welcome students then frame the lesson and outline the tasks.
- **Top and Tail Lessons** - 10 minutes at start and end of lesson, students to complete tasks in between - teachers could operate a check-in lesson, then call students back online for the final **ten** minutes for students to share learning and ask questions about the homework or tasks completed.
- **Use of Breakout Rooms** – Teams now have rooms for the group to break out into for smaller more interactive work, can be used with a top and tail lesson.
- **Pre-Learning/Flipped Learning** that requires action before the lesson, assessment of student learning can then take place in the lesson e.g. timed essay/test.
- **Asking those unsure to stay behind** at the end of the lesson to have more input if they are unsure of tasks.
- **Breaking large groups down** into tiny ones for group work with the teacher whilst rest of the group continue on a task, groups rotate working with teacher in a seminar style.
- Use of [Oak National Academy](#) – ready-made video lessons of high quality (Y7-11).
- **Y7-9** can have live **check in** lessons too so that they can see their teachers. The expectation is that Y7-9 will 'see' a teacher once a fortnight, though if possible (timetabling allows) once a week.
- **Collaboration Work** - tasks could be set for homework throughout all years that require students to team up with one another to complete a task to promote motivation through peer collaboration.

