

Blended Learning at Cheetwood Primary

Report on Spring 2021 Consultation with Pupils and Parents

During periods of blended learning the school adapted teaching and learning to ensure that all pupils were provided with a planned and effective recovery curriculum. As part of the school's monitoring and evaluation process a whole school consultation took place in the spring term 2021 and this report summarises the findings. The views were collected using an online google form with individual help provided for pupils or parents that needed additional support or adaptations. There was a high level of participation in the consultation with **110** responses received from parents and carers and **144** from pupils.

Pupils were also provided with their opportunity to share their own views and ideas on remote learning and the recovery curriculum more fully once they returned to school as these themes provided the focus for the annual pupil voice day on 24th March. These views were shared with governors and senior leaders and a full report on this is available on the school website.

Background

On the 5th January 2021, when the government announced the national lockdown, pupils at Cheetwood entered a period of blended learning that lasted until 8th March 2021. School had already been closed to the majority of pupils for half of the previous academic year and during this time had rapidly developed a highly effective and supportive remote offer for our pupils and their families. A consultation with parents in September 2020 confirmed that the vast of parents agreed, and in the majority of cases strongly agreed, that school had provided good personalised home learning support and the help and advice needed to support with their child's learning. Suggestions were also offered on how we could improve our offer and school leaders were able to take some of these on board when developing operational plans to cover periods when individual pupils, class bubbles or even the whole school cohort may need to remain at home in the future.

As the autumn term progressed it was anticipated (especially by those working in front line services, such as education) that another national lockdown may be needed after Christmas, so school had already put in place an action plan for this eventuality and were able to partially re-open on 7th January for vulnerable and key worker pupils and have a remote learning offer in place for all pupils that needed to be supported at home.

During the autumn term staff were trained to use the google classroom platform and pupils also had chance to practise using this in class based lessons and for homework activities. This meant pupils could quickly adapt to online teaching and learning. School had also undertaken an audit of families that may need access to laptops and other devices and had been able to secure an early order from the DfE. Home learning packs had been prepared in advance so that younger learners and those with additional needs had access to the resources and material needed for more practical activities.

The Blended Learning Offer

It was the school's intention that during the period of blended learning that the characteristics of good teaching would be employed to ensure that the blended teaching offer matched and replicated (where possible) the planned curriculum for each year group, including providing suitable differentiated work for all groups of learners. This would include:

- Providing all pupils with daily lessons and activities based on a broad and balanced curriculum that would interest and engage pupils
- Providing pupils with the opportunity to move on and make progress within the planned spring curriculum rather than revisiting previous work (unless re-caps needed in the prescribed teaching sequence)
- Providing pupils and their parents with ongoing support on how to access and use the remote learning platforms
- Providing more personalised support to parents that need help understanding how best to support their child in specific aspects of the curriculum
- Providing work that was set at the right level for each individual learner and that pupils needing adaptations and/or additionally continued to get access to this
- Providing all pupils including those with SEN access to personalised help and support (remotely or in the school based class bubbles) as and when they needed from teachers, teaching assistants, specialist interventions teachers, pastoral/mentoring staff and other professionals such as speech and language therapists and education psychologists
- Providing pupils with meaningful feedback on their learning so that they could understand how to develop or improve their work and continue to make progress with their learning
- Providing learners and families based at home with weekly welfare calls
- Ensuring that pupils working at home were able to maintain positive relationships with the adults in school
- Ensuring that pupils accessing school based learning felt safe and enjoyed being in school
- Maintaining positive and supportive relationships with parents and carers
- Providing parents of pupils with additional needs direct access and regular contact with the school SENCO and any other relevant professionals or agencies

Groups of Learners

Although the majority of pupils remained at home during national lockdown 32 pupils accessed their learning in school. This group represented 15% of the pupil population and was in line with the national average. School based learners were taught in small groups known as bubbles. There was one for EYFS/Y1, one for Phase 1 and another for Phase 2. The majority of the places were allocated to pupils with SEN or other vulnerabilities with some additional places for children of government defined key/critical workers.

A survey was designed to gather evidence that school was meeting the stated objectives and to evaluate the provision on offer; questionnaires were produced so that the experiences of those accessing the different aspects of the blended learning offer could be considered separately. A summary of the feedback from each group followed by the individual data sets is outlined below:

1. Pupils accessing learning in school

Pupils with SEN

All pupils reported that they felt safe in school, enjoyed being back in school and were proud of their achievements. All agreed that the best thing about being in school was being able to see and play with other children with some even able to forge new friendships. The vast majority also felt that they had learned a lot and that the teacher had supported them and provided feedback on their learning. They could all talk about something new they had learned and their answers demonstrated that they had been provided with opportunities to develop skills across the full curriculum. The majority of pupils stated that they were proud of an aspect of learning related to their academic work, but a couple of pupils also reflected that they had also developed their social skills and had made new friends. None of the pupils disagreed with the statements, but a couple said that sometimes the lessons could be more interesting but were not sure how.

All parents of these pupils agreed that their child was provided with learning activities that met their individual needs and that their child was provided with the additional support that they needed to meet their needs (44% strongly). Parents unanimously agreed (44% strongly) that their child continue to make progress with their learning and that their child felt safe in school, enjoyed being there and found lessons interesting.

It was evident that pupils with additional needs thrived in the class bubbles and really benefited from the smaller class sizes, higher staff ratios and access to more flexible and personalised learning.

All parents of pupils that usually receive special support from the speech and language therapist confirmed that this school based support continued during the period of blended learning,

Overall the quality of support for pupils with SEN was rated by all as good or excellent, as was the quality of support for parents and carers. All parents took the time to write additional comments and these were very positive. These are included in the data charts at the end of this report and include comments such as:

'My child really enjoyed learning and going to school every day with different activities'

'Fabulous all round. Very organised and safe environment'

Pupils with additional vulnerabilities and children of Key Workers

The experiences of this group of pupils was very similar to that of pupils with specific special educational needs. They all reported that they felt safe in school and had had a positive and enjoyable experience. Simply being in an environment with other children had been highly beneficial to their well-being and they all commented on how much they had enjoyed spending time with their teachers and their friends. They also enjoyed working with new teachers and socialising and learning alongside pupils from different year groups (the bubbles, although fixed, were mixed) and this boosted confidence and had a positive impact on some of the more vulnerable learners. They felt supported by teachers and agreed they had made progress in their learning. There was a lot for pupils to be proud of, and again achievements provided by the pupils came from across the whole curriculum including literacy, maths, science, PE, history, geography and D&T. None of the pupils disagreed with any of the statements and in the very small number of pupils that said they only sometimes agreed, they were able to explain the reasons for this e.g. *'I find lessons the most interesting when I can solve a problem or work it out not just know the answer'*

Parents of these pupils submitted their feedback within the main parent questionnaires for each year group so a separate data table has not been produced.

2. Pupils accessing learning remotely

Pupils with SEN

The majority of pupils with SEN that accessed remote learning at home were in Y4, Y5 and Y6 and were able to confidently use the remote learning platforms available. Two of the other pupils had a higher level of need (including one with an EHCP) and school worked collaboratively with parents to provide personalised support including daily face to face sessions on a virtual platform, with the class teacher/specialist teacher.

All pupils that were able to share their views reported that they were provided with daily lessons and activities, felt confident using google classroom and were provided with help and support when they need it. None of the pupils disagreed with any of the statements but half of them said they only sometimes agree that they enjoy learning at home and that the work is interesting or at the right level. Discussions with these pupils revealed that the main issue was that they were naturally missing school and that sometimes it was hard to maintain interest in lessons while on their own at home. With regard to the work being at the right level, pupils said that sometimes they needed extra help to complete tasks but could do it after that. This is reflecting normal classroom practice as pupils need a level of challenge in their work in order for them to make progress and all pupils agreed they were given the support they needed when they faced a challenge or needed help. Pupils could all provide an example of something they were proud of and they clearly felt their achievements were recognised by their teacher:

'I have been proud of my literacy as I know my teacher has been really pleased with my work. My teacher gave me lots of comments on my work and graded me with high scores'.

Parents were overwhelmingly positive about the support provided for their children and all agreed and the majority of cases strongly agreed with the statements. This included providing the additional support and resources their child needed while learning at home, receiving help and advice from the class teacher and having direct contact with the school SENCO. Parents agreed that their child received regular feedback and continued to made progress with their learning. They also confirmed that all pupils usually receiving speech and language therapy in school had access to this remotely.

All parents and carers rated the quality of provision for themselves and their child as good (20%) or excellent (80%). Parents took the time to provide positive feedback including:

'We received the proper help when we needed it most. My daughter had zoom sessions every day that helped her improve her way of thinking and also her confidence.'

'My child received the best support which made him eager to keep learning. Thank you so much to all of the teachers'.

Year 2 – Year 6 Pupils

There was a good response to the survey with 77 pupils completing the form online. The vast majority of pupils agreed with the statements in a positive way with only one or two disagreeing with any of the them (3% or less). The only exception was for the question about enjoying learning at home as only 44% of pupils fully agreed with this statement, 31% had mixed feeling and 25% disagreed. This very much reflects some of the individual challenges faced by our pupils and their families and that the majority of pupils really missed being in school.

Pupils confirmed that they were provided by daily lessons and 87% said they tried to complete classwork every day. Three quarters of the pupils thought that the work was always set at the right level and 24% sometimes. There was a similar response to the questions relating to the feedback and support provided by the class teacher with none of the pupils disagreeing with these statements. On the whole pupils were also very confident using google classroom (only 3% disagreed) and thought that they had continued to make progress with their learning (77% agreed, 22% agreed sometimes and 1% disagreed). Pupils also recognised the importance of the help they received from their families with only 3% disagreeing that their family helped with learning at home.

When asked about the home learning achievements they were proud of pupils were able to provide a wealth of examples of success in their academic learning e.g. I am proud of my maths/multiplication/literacy/handwriting/science work. Some gave more detailed answers and were very specific about something new they had learned for example to recite a poem or a new aspect of historical knowledge. However, what came through strongly was how pupils were able to recognise how they had developed their resilience and become more resourceful and independent learners:

'I am proud that I have focused and been able to complete a lot of work'

'I am proud I didn't say no I can't do this'

'I am proud of finishing my work on time'

'I have become more independent'

'That I tried my best and never gave up'

Pupils were also open about the difficulties they were experiencing learning at home and how much they missed their friends and the school based learning experience:

'It would just help to come to school as at home there are too many distractions'

'It's harder learning at home as you don't understand it like you do in school'

'At playtime (at school) I always play with my friends but at home I can't'

Where there had been some disagreement with the statements pupils were able to explain their reasons for this including:

'I'd say I don't always enjoy the work as sometimes I find the work hard and don't enjoy it'

'When it says I try to complete some classwork every day I have put disagree as I always complete all of my work every day'

'I slightly disagreed with the question that said if we were getting enough support... because sending it through with the work and video is kind of helpful but I would prefer it online where the teacher can talk to us'

Feedback from parents and carers was extremely positive with well over 90% of parents agreeing or strongly agreeing that their child was provided with daily lessons with high quality lessons and learning activities planned across a range of curriculum subjects. Parents also acknowledged that that their child had received personal help and learning support (92%), feedback on their work (95%) and that the school had provided them with information and advice on remote learning.

Parents felt that there was good communication with the teaching team and that support was available when they needed it (96%). Parents also confirmed that they were contacted by the teaching team if their child was not engaging with learning (95%) and 48% confirmed that they had been provided with equipment and/or resources to support learning at home with 34% indicating that no extra equipment was needed.

Overall 88% of parents described the schools remote learning offer and the quality of support offered for their child as good or excellent with 6% satisfactory, 4% room for improvement and 2% don't know. The quality of the support for parents and carers was described as good or excellent by 83% responding to the survey with 11% satisfactory, 3% room for improvement and 3% don't know.

Only a very small number (one or two parents) disagreed with the statements or reported that they didn't know. Where this has highlighted any issues that need addressing this has been followed up with those parents by members of the school's leadership team.

Parents highlighted several areas where they felt school had done especially well and the main themes were the teaching teams providing personal support, feedback and encouragement for their child; effective and prompt communication; providing support and advice for parents and the quality of the teaching and learning offer. Comments included:

'You have adapted to a challenging situation very well. When posed with feedback you have received it and responded more than adequately. I asked for a timetable and it was done very quickly. My child mentioned he could not work well with the software and then that was changed to the Jamboard. A well-deserved pat on the back for the adaption and quick change commendable work. The feedback that was given to my child was encouraging and praising. Thank you for all your hard work'

'The zoom meeting was very good, gave the children a chance to see their friends and communicate directly with their teacher' 'I really appreciate how you gave us your support and helped us with information whenever we asked for it. Thank you!'

'Concerned attitude towards children and children's learning. Well committed motivated kids to join class early/on time'

'Very good in reaching out and following up pupil's work. In my opinion my child received an incentive and encouragement to do more work. Thank you for this!'

'Calling the children over the phone. This helped them with their mental state.'

'You have been amazing teachers and support staff you have provided support through everything and I am really happy with all the support that was provided by teachers and staff overall you are an amazing school thank you so much for everything you have done for myself and my child.'

When asked to explain any areas of disagreement or to make suggestions for how to improve the offer in future the majority of comments were around live teaching and expanding the face to face teaching offer and included:

'Hopefully there will be no more further lockdown, but I encourage you to have live lessons and engage the pupils with questions and answer with related subject and topic to make the learning effective'

'It would have been great if kids were contacted face to face by teachers to get them feeling of being connected with their class and remain motivated'

'In my opinion I wish if there was a chance for online study at least once or twice a week whereby a teacher will give lessons live'

EYFS and Year 1 Pupils

These cohorts have been grouped together as providing remote learning to the youngest pupils in school presented some specific challenges especially with regard to how pupils would access the activities. Whereas some pupils in Year 1 were able to successfully use google classroom the most effective online communication platform was google forms, emails, films and videos and face to face sessions led by the teaching team. ***This flexible and responsive approach to the EYFS provision resulted in 97% of parents agreeing or strongly agreeing that the home learning offer was easy to access.***

There was a good response to the survey with 34 pupils completing the form online. It is acknowledged that for the very young pupils, especially those in nursery, parents will have helped their child to complete the form. The vast majority of pupils agreed with the statements in a positive way with only one (2%) disagreeing with the questions on help from the teacher, learning a lot in lessons feeling part of the class and having access to equipment. The only exception was for the question about enjoying seeing the teacher over videos and zoom (10%). This reflects that some families including those that had travelled overseas had some issues maintaining contact and one of the parents also felt that '*we didn't need any personal support from the teacher, my son is working with my help at home perfectly*'.

All pupils confirmed that they were provided by daily lessons and 98% said they received help from their families which would be expected for the younger pupils. Two thirds agreed that they enjoyed their learning with the rest saying this was the case sometimes – none disagreed with this statement or the statement that they found work interesting. Over 90% agreed that they received feedback on their work; that they learned a lot in lessons and that school had provided them with equipment to help them learn at home (98%). response to the questions relating to the feedback and support provided by the class teacher with none of the pupils disagreeing with these statements.

Pupils were asked what they enjoyed most when learning at home and their answers demonstrated how well the teachers had been able to adapt teaching of the early years/Year 1 curriculum and provide an online offer that was engaging and followed the planned schemes of work. Common themes included phonics lesson/letters and sounds, watching videos prepared by the teaching staff, listening to stories, taking part in creative activities and PE challenges and working alongside their parents and carers:

'I enjoy the music lessons, phonics and history'

'Using the computer, video sessions'

'Watching Miss Clair, Mr Lie and coach Carl in the videos'

'My mummy helped me understand and gave me all of her attention'

'Story session, Super Potato and T-Rex are my favourite stories. All the dancing videos. I enjoy all of the fun'

When asked if there was anything else school or the teacher could do to help the majority of responses were 'no' with other suggestions asking for more of what pupils especially enjoyed such as games and zoom sessions '*so I can see my friends'*

Feedback from parents and carers was extremely positive with all agreeing or in the majority of cases strongly agreeing that their child was provided with daily lessons and high quality teaching and learning activities and that their child received feedback on their work. All parents and carers also agreed and in the majority of cases strongly agreed that the school had provided them with information and advice on remote learning and that there was good communication and support available when they needed it. Over 90% agreed or strongly agreed that the team contacted them if their child wasn't engaging in learning and that their child still felt a connection to the teaching team. Parents also acknowledged that that their child had received personal help and learning support (94%) and that the school had provided them with the equipment and resources needed to support home learning (97%).

The overall quality of the support for pupils was described as good or excellent by 94% responding to the survey with 3% satisfactory, 3% room for improvement. The overall quality of support for parents and carers was rated as good or excellent by 88%, satisfactory 9% and room for improvement 3%. Overall 88% of parents described the schools remote learning offer as good or excellent, with 6% satisfactory, and 6% room for improvement

Only a very small number (one or two parents) disagreed with the statements or reported that they didn't know. The only exception to this was the statement about if parents thought their child was enjoying learning at home. Around a quarter of parents disagreed that their child was enjoying learning at home and conversations the teachers had with parents confirmed that for many families keeping their child motivated was a real challenge. Teachers worked closely with these parents to offer practical and emotional

support and also helped them to understand that they could only do their best in what were exceptional circumstances. Where parent feedback highlighted any other specific issues that needed addressing this has been followed up by members of the school's leadership team.

Parents highlighted several areas where they felt school had done especially well and the main themes were the teaching teams providing personal support, feedback and encouragement for their child; effective and prompt communication; providing support and advice for parents and the quality of the teaching and learning offer. Comments included:

'Thank you for taking time to see all the submitted home learning and giving right feedback which helps my child motivated to do more'

'The work was really easy to manage, all links/tasks in one place and easy to access or download. The tasks follow on well and the different subjects also link in well with each other. My child received feedback and encouragement on each piece of work we submitted. A very well done to my son's teachers, they have been brilliant'

'Understood the difficulty of learning at home and provided support for parents as well as children'

'The zoom video was very good so the children can still feel connected with their teachers and friends'

'Providing the activities on a daily basis and responding to each email. The tasks assigned enhanced the thinking and analytical skills of kids in a more conventional way. We as parents also learned about way to teach kids in a simple way. We learned more about phonics with each session'

When asked about how the school could improve more in future or to explain if they had disagreed with any statement, the main feedback was that although parents and carers felt teachers had tried their best, they realised that their child learns better in school:

'My child is not good enough to talk and understand the remote lessons, his ability to talk or understand others is limited in comparison with his age. It was difficult for me to explain some of the lessons, but he is doing much better in class. I think the quality of support provided by nursery staff is excellent and of high quality for normal children, but my child needs more support with remote learning which is my responsibility as father. I did my best so my child continue learning and get as much as possible while away from school'

'I just think kids learn better in school. Your help was great but sometimes it was hard for me to get my son interested'

Summary and Next Steps

The consultation exercise provides strong evidence that school's remote learning offer was delivered as intended and had a positive impact on the teaching and learning outcomes during the spring 2021 period of blended learning. It also indicates that, as in the previous national lockdown in 2020, pupils and their families felt that communication with the school was good and that they were well supported practically and emotionally during this time. Other key messages included:

- SEN and vulnerable pupils thrived in the class bubbles both in terms of their academic work and socially and emotionally
- SEN pupils supported at home continued to have access to the extra support and additionality outlined in their IEPS
- Pupils learning in school really valued the personal contact with their peers and the adults in school
- Pupils felt confident using the remote learning platforms and on the whole were motivated to engage with learning
- Pupils at home really missed other children and recognised that they were not enjoying home learning as much as school based learning – reasons for this were explored more fully during pupil voice activities
- Good communication and additional support for parents was once again an integral part of providing a successful remote learning offer and parents greatly valued the help, advice and encourage they received
- Many pupils developing greater resilience and independence while studying at home
- Many pupils developing their computing skills to a significantly higher level and learning to use new software
- The importance of recognising that the remote learning offer needed to be different for younger pupils and that the adaptions that were made were appropriate and effective

Whereas continually using 'live' streaming of whole class sessions is not the most impactful or inclusive way of teaching online, the area that parents would like to see school developing its offer further, is around providing more interactive face to face sessions. This is something that we also envisage happening because during the period of blended learning teachers were constantly developing their practice and were able to make their own films to complement the ones used from sources such as Oak Academy, White Rose and Letters and Sounds. This included storytelling, interactive music and PE sessions, dough disco and tutorials on aspects of maths and literacy. Zoom and google meet were also used to provide 1:1, group and whole class sessions. Pupils will

also continue to be provided with the opportunity to use google classroom/google forms in school and for home learning to ensure that newly acquired skills in this area are maintained.

Tina Batkin Deputy Headteacher/SENCO April 2021

The following data sets have been compiled using the surveys completed by parents, carers and pupil. Where their comments have been captured these have been taken directly from the individual forms and represent their own words without grammatical adjustments.

Blended learning consultation for pupils with SEN accessing learning in school		Agree	Sometimes agree sometimes disagree	Disagree
The SENCO provided pupil with an opportunity to complete a google form online. Some pupils were able to do this independently and some requested support e.g. reading questions	<i>Eleven pupils completed the survey</i>			
1.	I am enjoying learning in school	82%	18%	-
2.	I feel safe in school	100%	-	-
3.	The lessons are interesting	82%	18%	-
4.	I learn a lot in lessons	91%	9%	-
5.	My teachers help me with my learning	91%	9%	-
6.	I get feedback on my work	91%	9%	-
7.	I have made progress with my learning	91%	9%	-
8.	I am proud of my achievements this term	100%	-	-

What has been the best thing about being in your class bubble?

- I have learnt a lot
- Playing with my friends and learning
- Not touching people because of coronavirus. Playing games and drawing. Drawing is my favourite thing. I can draw anything.
- Playing with my friends and I can see my friends. I can play with new friends
- Being with my friends. I like playtime and dinnertime

- Getting to cook on Friday with the class bubble and seeing some of my class friends
- It's been a bit smaller but no more noise so I can get on with my work
- Making food in cooking lessons. Playing with friends
- Making new friends
- Watching a movie - The Grinch. Working together as a group. Practicing my handwriting.
- Making fruit salad. Maths - enjoying the work

Parent Consultation for pupils with SEN supported in school Nine pupils	Strongly agree	Agree	Disagree	* Strongly Disagree	Don't Know
My child was provided with learning activities that met their individual needs	34%	66%			
My child was provided with the additional support they needed	44%	56%			
My child felt safe in school	56%	44%			
My child received regular feedback on their work	11%	89%			
My child continued to make progress with their learning	44%	56%			
My child enjoyed being in school	44%	56%			
My child found lessons interesting	22%	88%			
	Excellent	Good	Satisfactory	* Room for Improvement	Don't know
Overall how would you describe the quality of support offered for your child	56%	44%			
Overall how would you describe the quality of the support provided for parents and carers	34%	66%			
Does your child receive specialist support such as speech and language?	Yes – 5 pupils			No	
Did this support continue for your child/	Yes – 100%			No	

What have we done well?

- Understanding the additional need of my child and working with me on these need. Continuous support even during the lockdown.
- Providing extra support
- My child really enjoyed learning and going to school every day with different activities
- You really helped the children so much. I think you did well considering their old school report and they attended regular and settled well and enjoyed education more - thank you
- Fabulous all round. Very organised and safe environment.
- Accepted my child into school and offered them a vulnerable learner place

*** If you have indicated that you strongly disagree or think there is room for improvement please can you explain why and suggest what we could do to improve in the future?**

- I wish for regular feedback from the teacher but I cannot blame the school because of the current restrictions that limited the physical contact with the teacher for quick catch up.
- Overall I think it was good but my child still needs some more help with homework and writing

Blended learning consultation with vulnerable and children of key worker pupils accessing learning in school		Agree	Sometimes agree sometimes disagree	Disagree
The SENCO provided pupils with an opportunity to complete a google form online. Some pupils were able to do this independently and some requested support e.g. reading questions	Ten pupils completed the survey			
1.	I am enjoying learning in school	90%	10%	-
2.	I feel safe in school	100%	-	-
3.	The lessons are interesting	70%	30%	-
4.	I learn a lot in lessons	90%	10%	-
5.	My teachers help me with my learning	90%	10%	-
6.	I get feedback on my work	80%	20%	-
7.	I have made progress with my learning	90%	10%	-
8.	I am proud of my achievements this term	70%	30%	-

What has been the best thing about being in your class bubble?

- The new people - making new friends, playing with other children outside in the playground
- I have enjoyed learning and seeing my friends and my teachers
- It is much more quiet.
- I am not alone and I have tried my best. I feel safer. I have enjoyed seeing other children.
- I like playing with my friend and I like my maths and science work
- I like to learn and I like to play with my friends
- I have enjoyed RE and school has been amazing because I can play outside and play with my friends
- I liked being with new people and with new teachers

- Seeing my friends and my teachers

Blended learning consultation with SEN pupils being supported with remote learning at home.		Agree	Sometimes agree sometimes disagree	Disagree
Pupils completed a google form online. Four pupils completed the survey				
1.	My teacher provides me with daily lessons and activities	100%	-	-
2.	The work is set at the right level	50%	50%	-
3.	The lessons are interesting	50%	50%	-
4.	I am provided with help and support when I need it	100%	-	-
5.	I get useful feedback on my work	75%	25%	-
6.	I try to complete some classwork every day	75%	25%	-
7.	I have made progress with my learning	75%	25%	-
8.	I am confident using google classroom	100%	-	-
9.	I enjoy learning at home	50%	50%	-
10.	My family provide me with help with my learning	75%	25%	-

Thinking about the time you have been learning at home, what are you the most proud of?

- I'm most proud of my maths.
- Getting the certificate for home learning
- I'm proud that I finished my school book - George and the Marvellous Medicine.
- I have been proud of my literacy as I know my class teacher has been really pleased with my work, my teacher gave me lots of comments on my work and graded me with high scores

If you have disagreed with a statement can you give a reason why and suggest what school or your teacher could do to help you?

- I don't know
- Sometimes I found the work hard at a higher level but my dad helped me out and I could do it with his help

Parent Consultation for pupils with SEN supported remotely Five pupils	Strongly agree	Agree	Disagree	* Strongly Disagree	Don't Know
My child was provided home learning activities that met their individual needs	60%	40%			
My child was provided with the additional support they needed while learning at home	60%	40%			
The school provided extra resources to support my child's learning at home	80%	20%			
My child received regular feedback and encouragement	80%	20%			
My child continued to make progress with their learning	60%	40%			
The SENCO and teaching team provided me with the help and advice I needed to support my child	80%	20%			
The SENCO contacted me directly so I could share my views on my child's learning	60%	40%			
	Excellent	Good	Satisfactory	* Room for Improvement	Don't know
How would you describe the quality of the support provided for your child	80%	20%			
How would you describe the quality of the support provided for parents and carers	80%	20%			
Does your child usually receive specialist support such as Speech and Language Therapy?	Yes - 2 pupils			No	
Did this support continue while your child was learning at home?	Yes – 100%			No	

What have we done well?

- We received the proper help, when we need it the most. My daughter had zoom sessions every day, that helped her improve her way of thinking and also her confidence. The homework that she did on Google Classroom, helped her cover some knowledge gaps.
- My son was provided with extra learning materials which has really uplifted his learning journey at home.
- Everything was done perfectly. My child received the best support which made him eager to keep learning. Thank you so much to all the teachers
- Supported my child with all of her learning needs because she needs a lot of support to get to where she is now
- The SENCO was a good support for my child

***If you have indicated that you strongly disagree or think there is room for improvement please can you explain why and suggest what we could do to improve in the future**

Blended learning consultation with Year 2 to Year 6 pupils being supported with remote learning at home.		Agree	Sometimes agree sometimes disagree	Disagree
Pupils completed a google form online.				
77 pupils completed the survey				
1.	My teacher provides me with daily lessons and activities	95%	5%	-
2.	The work is set at the right level	75%	24%	1%
3.	The lessons are interesting	72%	27%	1%
4.	I am provided with help and support when I need it	79%	21%	-
5.	I get useful feedback on my work	81%	19%	-
6.	I try to complete some classwork every day	87%	11%	2%
7.	I have made progress with my learning	77%	22%	1%
8.	I am confident using google classroom	74%	23%	3%
9.	I enjoy learning at home	44%	31%	25%
10.	My family provide me with help with my learning	71%	26%	3%

Thinking about the time you have been learning at home, what are you the most proud of?

- I am proud of all the work I was able to complete with the support of my mummy.
- I am proud of the work I have completed and have learned I have enjoyed doing the story about the eagle that thought he was a chicken,
- For the time they have been at home I am proud of the staff of the teachers who have been by our side helping us with the daily lessons and lessons we had taken during the holidays and calling me every week to ask how I am these are very good gestures are not forgotten.
- I am improving a little
- All school work and activities that I have done and enjoyed
- I am proud that my mum is helping me with my learning and trying her best to make me understand.
- My maths work. My Phonics work

- I have Improved my computer skills
- Maths x 4, Mental Maths x 1. Trigonometry
- I am proud of my work
- When I'm on my own and I get most stuff correct.
- I am proud of the new skills I gained by using the computer and the google classroom.
- The work I finished :)
- My maths x 4
- I am proud because I didn't say I can't do this
- I'm proud that I completely finish my work everyday
- I am most proud of improving by typing faster.
- My literacy work x 2
- Making pizza and making my own board game
- I'm proud of how I am better with my writing
- That I tried my best and never give up
- I am most proud of finishing my work on time
- Most of my Maths and Literacy work
- Knowing how to send my work in
- I am most proud of doing all my work everyday.
- To be able to concentrate at home.
- Making Ice cream and fruit salad
- The certificate for home learning
- My hand writing
- Maths Roman Numerals
- I am most proud of my Highwaymen writing.
- That I have been improving my amount of writing from big write and other writing exercises
- I am mostly proud of my maths work.
- The first time I completed every single piece of learning for an entire week.
- Math and topic
- My new neat handwriting
- I am most proud that I have focused and been able to complete a lot of work.
- I think what I have been most proud of during learning at home is that I have become more independent as there is was no teacher around me when I needed help in my work.
- I am proud of my work in science.
- I think what I should be most proud is that I am trying my best to complete everything as much as possible.
- I am actually very proud that I am getting on quite well. This is because when we had the very long lockdown last year, I would struggle with my work.
- The thing I'm most proud of is that I made a comeback on my work after missing out a few days.

If you have disagreed with a statement can you give a reason why and suggest what school or your teacher could do to help you?

- It would just help to come to school as at home there are too many distractions
- It's harder learning from home because you don't understand it like you do in school
- I missed my friends.
- I'd say I don't always enjoy work I mean from time to time I find the work hard and I then don't enjoy it.
- I disagreed on staying at home because it's easy at school more than at home
- I have disagreed with the statement 'I enjoy doing remote learning at home' because whenever it is break time at school I always play with my friends but at home I can't. Also I really miss doing P.E with Mr Nordon.
- When it says I try to complete some classwork every day I put it that I do not agree because I always complete all my work every day.
- I disagreed with the statement 'I enjoy learning at home' because I do not like it and find it very uncomfortable not being in school. I am also not sure how I will first react when I go back to school. (Meaning if I will be my usual self / different side of myself / or a whole different person no one would ever expect from me.) I also feel scared of what will first happen when I get back...
- I slightly disagreed with the question that said if we were getting enough support. I disagreed with this because sending it through with the work and a video is kind of helpful but I would rather prefer it online where the teacher can talk us through.

Y2 – Y6 Parents of pupils accessing remote learning 62 responses	Strongly agree	Agree	Disagree	* Strongly Disagree	Don't Know
My child is provided with daily lessons	65%	29%	3%	-	3%
My child is provided with lessons in a range of curriculum subjects	53%	42%	2%	-	3%
The teacher provides high quality lessons and learning activities	53%	42%	3%	-	2%
My child is provided with personal help and support with their learning	48%	44%	6%	-	2%
My child receives feedback on their work	48%	47%	3%	-	2%
The school has provided me with information and advice on remote learning	53%	41%	3%	-	3%
There is good communication with the teaching team and support is available when I need it	58%	38%	2%	-	2%
The teaching team contacts me if my child isn't engaging with their learning	62%	33%	2%	-	3%
School has provided me with equipment and/or resources to support learning at home	Yes: 48%	No: 18%	I didn't need any extra equipment 34%		
	Excellent	Good	Satisfactory	* Room for Improvement	Don't know
Overall how would you describe the schools' remote learning offer	56%	32%	6%	4%	2%
Overall how would you describe the quality of the support provided for your child	49%	39%	6%	4%	2%
Overall how would you describe the quality of support provided for parents and carers	43%	40%	11%	3%	3%
What have we done well?					
<ul style="list-style-type: none"> • Provided the children with work. • Overall it was good job done by the teachers. • You helped my child • Supporting students with their learning • You have provided help throughout the whole of home schooling and have supported my child and myself whenever we have needed help or support with anything thank you so much for everything and for having amazing teachers and support staff and for overall being an amazing school • Every time we struggle about anything regarding the home learning we found help straight away. • All jobs from teacher is perfect • Good communication with me and my child • The zoom meeting was very good, gave the children a chance to see their friends and communicate directly with their teacher. • I really appreciate how you gave us your support and helped us with information whenever we asked for it. Thank you! • Provided good learning, good communication with children and parents • Providing device for online learning. Financial support (one-off) • Communication with children and parent • You have adapted to a challenging situation very well. When posed with feedback you have received it and responded more than adequately. I asked for a timetable and it was done very quickly. My child mentioned he could not work well with the software and then that was changed to the jamboard. A well-deserved pat on the back for the adaption and quick change commendable work. The feedback that was given to my child was encouraging and praising. Thank you for all your hard work • It was a great job done by teacher and teaching assistant. • Providing a sufficient amount of lessons for my son. 					

- The school has given lots of help and support to do the children when needed.
- I am very pleased with the way you encouraged the kids with their learning
- Concerned attitude towards children and children's learning. Well committed motivated kids to join class early/on time
- Keeping in touch with children to make sure they understand all the work given to them
- Making sure children are safe
- Your communication to parents and child is good
- The teaching support
- You send my child work on time
- Been able to keep my child learning.
- Very good in reaching out and following up pupil's work. In my opinion my child received an incentive and encouragement to do more work. Thank you for this!
- I think everything is well.
- Providing my son with remote learning offers
- You gave us the support that we needed. The teaching team was in contact with us and with our son all the time. Thank you for your support
- Making my child comfortable with learning at home.
- Calling the children over the phone. This helped them with their mental state.
- By setting up online classes daily for my child
- The only good thing is that the work is put on GC everyday
- You have been amazing teachers and support staff you have provided support through everything and I am really happy with all the support that was provided by teachers and staff overall you are an amazing school thank you so much for everything you have done for myself and my child
- From teachers to support staff, they kept in touch with my child on a weekly basis and gave excellent support.
- The school has given lots of ample support to children and were in contact every week with children.

***If you have indicated that you strongly disagree or think there is room for improvement please can you explain why and suggest what we could do to improve in the future?**

- It would have been great if kids were interacted face to face. As my child felt lonely and lost interest in home learning. Sometimes he found the work too much and felt overwhelmed. He missed his friends.
- Everything is perfect.
- It would have been great if kids were contacted face to face by teachers to get them feeling of being connected with their class and remain motivated.
- It was hard for parents to engage their child in learning
- Some reinforcement should tell child at the beginning of the week so that it makes them committed for the secure learning class i.e. raffle tickets and tokens/name on the website
- More practice with my daughter
- Online teaching be included as a part of curriculum so that children as well teachers are comfortable with the concept.
- Hopefully there will be no more further lockdown, but I encourage you to have live lessons and engage the pupils with questions and answer with related subject and topic to make the learning effective
- In my opinion I wish if there was a chance for online study at least once or twice a week whereby a teacher will give lessons live in comparison of just sending the work and let the children to it independently all the time. Independent study is good, however, it can be challenging as it requires the children to be self-directed learners. It is not suitable for everyone. Again not all the work that the children submitted got their feedback. Therefore, this can be discouraging for children.

Blended learning consultation with EYFS and Year 1 pupils learning at home.		Agree	Sometimes agree sometimes disagree	Disagree
Pupils completed a google form online. Parents supported their child where necessary. 42 pupils completed the survey				
1.	My teacher provides me with learning activities every day	100%	-	-
2.	I am enjoying my learning	65%	34%	-
3.	The lessons and activities are interesting	83%	17%	-
4.	My teacher helps me with my learning	86%	12%	2%
5.	I enjoy seeing my teachers in videos/over zoom	76%	14%	10%
6.	I learn a lot in lessons	91%	7%	2%
7.	My teachers make me feel I am still part of the class	87%	11%	2%
8.	My teachers provide me with feedback on my work	93%	7%	-
9.	School has provided me with equipment to help me learn at home	96%	2%	2%
10.	My family helps me with my learning	98%	2%	-
What do you enjoy most when learning at home?				
<ul style="list-style-type: none"> • Maths, reading • Writing, phonics • Learning videos, and activities. • I enjoy the music lessons, phonics and History. • I love colouring, painting and my school homework. • I enjoy doing activities like making things, cooking and drawing • Science learning about what things are made of 				

- Zoom calls
- Maths ,PE

- Going on tablet in between lessons
- Watching Miss Clair, Mr Lie and coach Carl in the video. I like cutting, drawing and colour. I like Music lesson "hello hello hello are you ready to sing and play with me". I like digraph, two letters and one sound.
- Drawings and videos
- I like everything
- Every lesson was interesting
- Phonics, Watching the videos
- My mummy helped me to understand and give me all her attention.
- I love playing phonics gams with my little sister.
- I like watching video
- Doing the work with mummy
- Painting, Video, Maths
- Using the computer, Video sessions
- Feeling like school class
- Letters and Sounds and drawing
- The teaching
- Alphabet sounds
- My child likes working with daddy
- Miss Gemma Videos, PE with Mr Lie, Stories and Dough Disco.
- Dinosaur games and safari games
- Story sessions, Super potato and T-Rex are my favourite stories. All the dancing videos like 'I love pancakes'. I enjoy all the fun

Is there anything else that school or your teacher could do to help you with learning at home?

- No x 9
- More games
- More zooms so I can see my friends
- Videos class room call instead of just emails.
- I expect video call with my teacher and my friends
- Online classes

EYFS Parent questionnaire for pupils accessing remote learning – 34 responses

	Strongly agree	Agree	Disagree	* Strongly Disagree	Don't Know
My child is provided with daily learning activities	76%	24%	-	-	-
The teacher provides high quality lessons and learning activities	59%	41%	-	-	-
The home learning is easy to access	47%	50%	3%	-	-
My child is provided with personal help and support with	38%	56%	6%	-	-

their learning					
My child receives feedback on their work	56%	44%	-	-	-
My child is enjoying learning at home	29%	41%	21%	3%	6%
My child still feels a connection to the teaching team	44%	47%	9%	-	-
The school has provided me with information and advice on remote learning	53%	47%	-	-	-
The school provided me with equipment and resources to support learning at home	56%	41%	3%	-	-
There is good communication with the teaching team and support is available when I need it	65%	35%	-	-	-
The teaching team contacts me if my child isn't engaging with their learning	59%	35%	-	-	6%
	Excellent	Good	Satisfactory	* Room for Improvement	Don't know
Overall how would you describe the schools' remote learning offer	50%	38%	6%	6%	-
Overall how would you describe the quality of the support provided for your child	47%	47%	3%	3%	-
Overall how would you describe the quality of support provided for parents and carers	59%	29%	9%	3%	-

What have we done well?

- Everything
- Every day the teacher gives homework and feedback. If they need help the teachers are always there
- Understood the difficulty of learning at home and provided support for parents as well as children
- Thank you for taking time to see all the submitted home learning and giving right feedback which helps my child motivated to do more.
- The zoom video was very good so the children can still feel connected with their teachers and friends.
- Homework pack was good
- Given enough homework to keep my child and me busy.
- Everything
- Provided support to both parents and child when needed.
- The work was really easy to manage, all links/tasks in one place and easy to access or download. The tasks follow on well and the different subjects also link in well with each other. My child received feedback and encouragement on each piece of work we submitted. A very well done to my son's teachers, they have been brilliant.
- The school did their best to follow the curriculum so the children don't miss out anything before going to next class. As reception is a very important stage in a child's development.
- Support us and child to learn
- We think that you did the great job.
- All lessons explained briefly and calling to check on the children how they are doing during the lockdown
- Helped us in teaching kids at home, cleared my doubts immediately, over all it was great learning with kids.
- Support during pandemic
- Supported parents and children during a very difficult time.
- Best connection with child
- Educational videos
- Kept in touch with me and supported me as well as my child in this hard time. You have also understood it's been hard with me having all 3 children's home learning to do as well as my own course work and have not over pressurised me and gave reasonable amount of work which made it easy for me.
- Weekly communication with myself and my child
- You have made the work easy for us to teach the children.
- Everything is high quality.
- Support students, provide online classes
- Providing the activities on a daily basis and responding to each email. The tasks assigned enhanced the thinking

and analytical skills of kids in a more conventional way. We as parents also learned about way to teach kids in a simple way. We learned more about phonics with each session.

- Maths, writing, art and listening.
- Been consistent, been available to answer any emails/questions

*If you have indicated that you strongly disagree or think there is room for improvement please can you explain why and suggest what we could do to improve in the future?

- I didn't select this answer but my suggestion is you can have online zoom class for children at least 30 minutes in a day will benefit them.
- We didn't need any personal support from the teacher, my son is working with my help at home perfectly.
- My child is not good enough to talk and understand the remote lessons, his ability to talk or understand others is limited in comparison with his age. It was difficult for me to explain some of the lessons, but he is doing much better in class. I think the quality of support provided by nursery staff is excellent and of high quality for normal children, but my child needs more support with remote learning which is my responsibility as father. I did my best so my child continue learning and get as much as possible while away from school.
- I just think kids learn better in school. Your help was great but sometimes it was hard for me to get my son interested.
- I feel some of the work was too easy for my child and I would struggle to get him to complete it as he said he already knew it so got a bit bored.