



Remote Learning Questionnaire Results

Total responses: 190

1. The amount of work provided was appropriate.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
28%	54%	6%	11%	1%
82%				

2. I/my child understood what was required for each piece of work

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
37%	55%	3%	4%	1%
92%				

3. My child was able to complete some of their work independently, relative to their age

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
28%	55%	4%	11%	3%
83%				

4. I received appropriate communication from the class teacher

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
49%	41%	8%	2%	<1%
90%				

5. The length and frequency of teacher-pupil interaction (teacher videos, live lessons, online support, drop-in sessions etc.) was appropriate for my child

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
33%	48%	9%	9%	2%
81%				

How can we improve remote learning at Knowle?

Having analysed the questionnaire responses, we have pulled out the most common suggestions for improvement:

1. Set more work/live lessons vs. set less work

82% of parents felt the amount of work set by teachers has been appropriate for their children. Those parents who did not agree with this tend to fall into one of two camps: those who want



more live lessons and those who want less work set! We appreciate how polarising this topic can be - particularly as families' individual circumstances and work commitments vary greatly - and understand that any changes we make will only further divide opinion. The amount of work currently set is informed by government guidelines and any changes would provide more challenges for one 'camp'. We therefore feel it makes little sense to alter the amount of work set at this time. However, a number of parents did suggest a greater range of live lessons to include the likes of science, history and geography. We think this is a good idea. Last week's range of activities linked to 'Children's Mental Health Week' were well received by many families, as have cross curricular lessons where English has been taught alongside history. We will now introduce a further range of subject areas to our existing provision, beginning with science.

2. Smaller groups to enable greater interaction between pupils and school staff

A number of parents felt that the smaller teaching groups run at the beginning of term enabled greater pupil interaction. As more pupils returned to school, we changed our model to whole class live sessions or age appropriate pre-recorded teacher videos. Whilst we are unable to offer the smaller groups sessions in the same way as before, teachers are offering pupils the opportunity to stay online during live sessions, or to attend afternoon drop-in sessions, in order to provide tailored support to those pupils who may require it.

Many of our support staff have also continued to run live lessons for small groups or individual children. Although this has not been made available to all pupils in school, these sessions are designed to replicate the intervention/booster which is usually offered to targeted pupils in school.

Last week, several teachers experimented with 'break out rooms' to provide children with the opportunity to discuss their classwork in small groups. This worked particularly well in improving pupil engagement and participation within the lesson. We will now provide further opportunities for this to happen!

3. Reduce the amount of printing required at home

Parents have raised concerns regarding the amount of printing required – both in terms of time and cost. We have discussed this matter with teaching staff and have agreed to make parents aware that we do not expect them to print lengthy presentation slides as well as pupil worksheets. If parents wish for their child to record their answers in their books, without printing worksheets, this is also fine.

4. Provide further opportunities for pupils to socialise

A number of parents have suggested opportunities for children to gather more socially, outside of structured Teams lessons. We have met as a staff to discuss ways of making this happen and plan to provide opportunities for children to meet for a chat in virtual 'break out rooms' or to participate in 'Golden Time' activities which may take the form of a class quiz or similar.

5. Ensure all live lessons are taught in the morning



We understand that a number of families would like to have all live lessons taught during the morning. However, due to staffing timetables and ensuring the supervision of children on site, we are unable to offer this. We have made every effort to ensure live lessons are taught at consistent times and where possible, we have prioritised morning sessions. We are also aware that timetabling the whole school for morning live lessons could create further problems for parents in terms of access to technology and would place an even greater burden on the school Wi-Fi.