

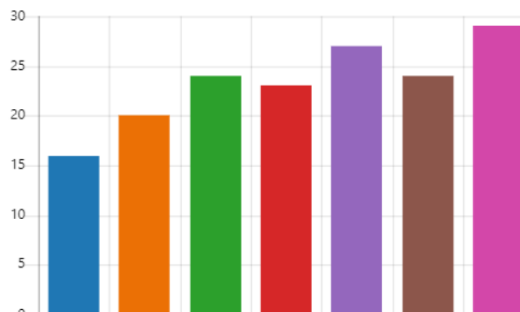
# All Saints' CE Primary School: Remote education survey feedback

## February 2021

1. Which class(es) is your child/ are your children in? (Tick all that apply)

[More Details](#)

● Reception	16
● Year 1	20
● Year 2	24
● Year 3	23
● Year 4	27
● Year 5	24
● Year 6	29



- Reception has the highest proportion of pupils in school
- The views of parents of pupils in all year groups was well represented

2. How many children in your house are of compulsory schooling age (Reception to Y13)? Please include any children on roll at schools other than All Saints' who need access to remote learning.

[More Details](#)

[Insights](#)

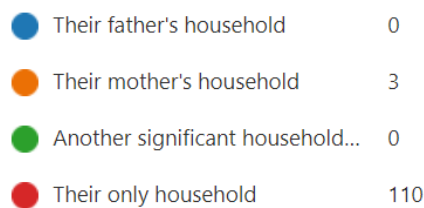
● 1	38
● 2	50
● 3	22
● 4	2
● more than 4	1



- 216 pupils = 66% of total pupils in school represented
- Average children per household = 1.91
- 82% pupils live in households with more than one home-schooling child

### 3. This survey is carried out for my child at the following household:

[More Details](#)

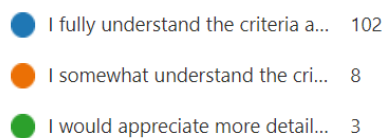


- This question was included to reflect anecdotal findings that pupils are increasingly being cared for in a mixture of houses, including grandparents' houses

### 4. "Following the Prime Minister's announcement on 4 January 2021, only children of critical workers and vulnerable children and young people should attend school or college. All other pupils and students will receive remote education." To what extent do you understand the reason why the government have asked some children to be in school and some to learn remotely?

[More Details](#)

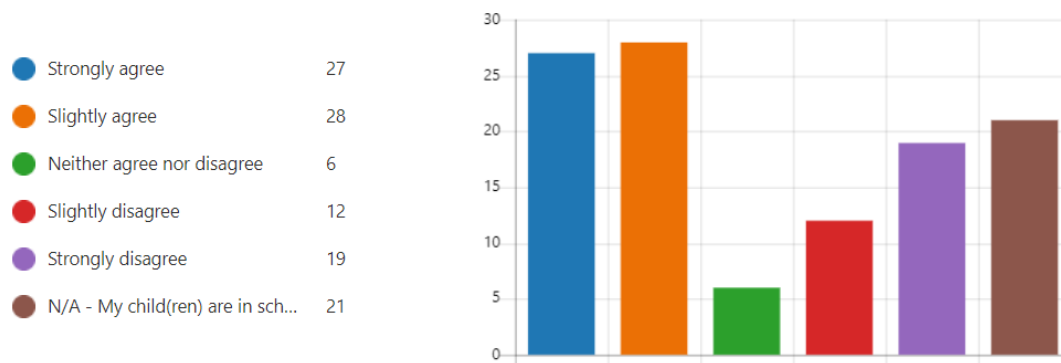
 Insights



- Please read this guidance: <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#critical-workers>
- For this lockdown, the government extended the critical worker list from 2020 to include more than forty roles across eight sectors
- Households with only one critical worker are eligible to send children in
- Where doubts remained, proof of critical worker status has been sought from families at All Saints'
- Our attendance in school is at 51%
- If all pupils in eligible critical worker families attended (i.e. many have chosen to keep their children at home), attendance would be much higher
- 'Vulnerable pupils' category covers less than one fifth (19%) of the pupils in school – 81% are from critical worker families
- Nationally, primary school attendance was at 23% on February 4<sup>th</sup>, more than five times the average rate seen last spring during lockdown (<https://explore-education-statistics.service.gov.uk/find-statistics/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak/2021-week-6>)
- Other local schools also have high (and rising) levels of attendance
- **There is no centralised guidance on prioritising places in school**

5. The government specify that schools must provide a minimum of 3 hours of learning in Years 1 and 2 and 4 hours in Years 3 - 6. There is no set time for Reception pupils. To what extent do you agree with the following statement? "I am able to supervise (all) my child(ren) to undertake the government-recommended number of hours of home learning daily."

[More Details](#)



Q5 disregarding N/A

Strongly agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Strongly disagree
27	28	6	12	19
29%	30%	7%	13%	21%
<b>Strongly or slightly agree</b>	<b>60%</b>		<b>Slightly or strongly disagree</b>	<b>34%</b>

- Many families feel they can supervise their children to learn at home, but a significant number disagree
- This highlights the disparity between the set 'amount of remote education' the government insists that schools provide, and the difficulty that busy parents and carers have in meeting this need
- Schools have been clearly told that Ofsted inspections could be initiated if the specified 'amount of remote education' is not provided to remote learners
- The idealised aim of the Department for Education if pupils miss any school time during the pandemic is to match out-of-school to in-school provision and sustain the school's curriculum

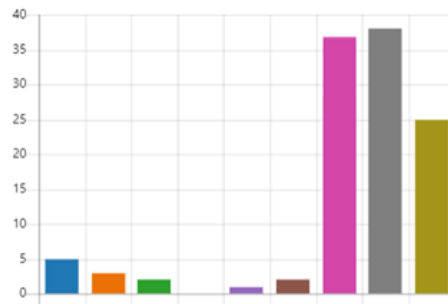
7. On a typical day, what is the MOST SIGNIFICANT barrier to your child(ren) learning at home?

Only one choice this time...

[More Details](#)

[Insights](#)

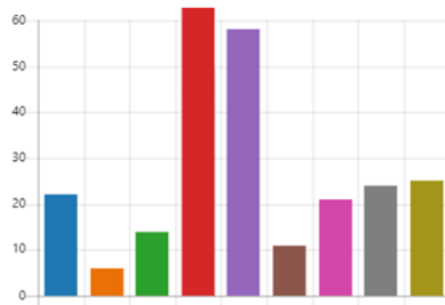
- Internet speed and/or technol... 5
- There's too much work/too hard 3
- My child's anxiety/stress abou... 2
- My own anxiety/stress about s... 0
- There's not enough work/it's t... 1
- My child having adequate/qui... 2
- My child's motivation to work 37
- Their parent(s)/carer(s) are wo... 38
- N/A - My child(ren) are in sch... 25



6. On a typical day, what are the main barriers to your child(ren) learning at home? Please tick ALL that apply.

[More Details](#)

- Internet speed and/or technol... 22
- There's not enough work/it's t... 6
- My own anxiety/stress about s... 14
- My child's motivation to work 63
- Their parent(s)/carer(s) are wo... 58
- My child having adequate/qui... 11
- There's too much work/too hard 21
- My child's anxiety/stress abou... 24
- N/A - My child(ren) are in sch... 25



- Q6 and 7 showed similar findings
- Unsurprisingly, balancing working from home with supervising/teaching your child was the biggest single barrier to your child(ren) learning at home
- This was closely followed by the barrier of 'My child's motivation to learn' – a more complex measure with varying underlying factors
- Significant numbers reported difficulties with:
  - internet speed and/or technology difficulties (19%)
  - too much work (18%)
  - my child's anxiety/stress (21%)

8. Please rate these aspects of our provision for remote education:

<b>Live daily check in</b>	<b>Working very well/going OK</b>		<b>76%</b>
<b>Working very well</b>	<b>Going OK</b>	<b>So so</b>	<b>Going badly</b>
43%	33%	17%	7%

<b>Physical paper resources</b>	<b>Working very well/going OK</b>		<b>57%</b>
<b>Working very well</b>	<b>Going OK</b>	<b>So so</b>	<b>Going badly</b>
17%	40%	33%	10%

<b>Reading books changed</b>	<b>Working very well/going OK</b>		<b>64%</b>
<b>Working very well</b>	<b>Going OK</b>	<b>So so</b>	<b>Going badly</b>
21%	43%	20%	16%

<b>Written feedback on Teams</b>	<b>Working very well/going OK</b>		<b>81%</b>
<b>Working very well</b>	<b>Going OK</b>	<b>So so</b>	<b>Going badly</b>
40%	42%	15%	4%

<b>Live Friday celebration</b>	<b>Working very well/going OK</b>		<b>84%</b>
<b>Working very well</b>	<b>Going OK</b>	<b>So so</b>	<b>Going badly</b>
53%	31%	12%	4%

<b>Pre-recorded video content</b>	<b>Working very well/going OK</b>		<b>68%</b>
<b>Working very well</b>	<b>Going OK</b>	<b>So so</b>	<b>Going badly</b>
26%	42%	22%	9%

<b>Third-party content</b>	<b>Working very well/going OK</b>		<b>70%</b>
<b>Working very well</b>	<b>Going OK</b>	<b>So so</b>	<b>Going badly</b>
31%	38%	26%	4%

- Most positives were about the live elements of our remote education

9. All things considered, how satisfied are you with the remote education that All Saints' are providing at the moment?

<b>Remote education satisfaction?</b>	<b>Very or somewhat happy</b>			<b>72%</b>
<b>V happy</b>	<b>Somewhat happy</b>	<b>Neither</b>	<b>Somewhat unhappy</b>	<b>V unhappy</b>
26%	47%	12%	10%	6%

- 72% reporting that they were 'very' or 'somewhat' happy with remote education at present

## 10. Comments

70% of respondents chose to write lengthy comments for the last question with a combined word count of nearly 11,000.

The 113 respondents took an average of 13½ minutes to complete the survey, taking a combined time of 26 hours to complete it.

These comments have been digested and analysed to identify key themes, expressed here as questions and responses:

### Why are there so many pupils in school?

All Saints' has a high proportion of families with a parent/carer who is eligible for a school place as a critical worker.

Our guidelines for school attendance are taken directly from government guidance, i.e.

**“We know that every school will have a different number of children of critical workers who need to attend. It is important that on-site provision is provided for these pupils, and there is no limit to numbers of these pupils who may attend and schools should not limit attendance of these groups. This is because we are reducing overall social contact across areas and the country rather than individually by each institution.”**

At All Saints', 81% of the pupils attending are from families with critical worker status and, where any doubts remained, these families have been asked for proof of their critical worker status.

The remaining 19% of the pupils attending fit into one (or more) vulnerable category. By definition, these pupils were contacted so they could take up their place in school. We feel they will benefit from the increased support of being taught by familiar, experienced teachers and supported by specialist staff in school.

### Shouldn't you just let in those with two parents/carers who are critical workers? Or just families doing front line jobs, like in the NHS?

Government guidance clearly states:

**“Children with at least one parent or carer who is a critical worker can go to school if required.”**

There is no published guidance concerned with prioritising one 'type' of critical worker over another.

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#critical-workers>.

### Who is getting the most teacher time: pupils in-school or those learning remotely?

Many of your comments showed that you felt pupils in school were getting more teacher attention in school than they are at home.

From our early plans in January, we actually prioritised teacher time for remote learners. Chiefly, this time is spent answering queries and providing detailed feedback to pupils as this was perceived as a crucial missing element from our remote education survey in July 2020. MS Teams, still in its infancy as a tool, has allowed us to do this much more effectively than last summer and we continue to moderate and improve the quality and appropriateness of our feedback across the school. Lots of you perceived that there has been 'visible' increased

teacher workload; school leaders must carefully balance this workload with delivering both our in-school and remote education sustainably.

The experience of life in school is itself markedly different to pupil experience in the autumn term 2020. Qualified teachers oversee classes, but there is a much greater instance of classes being overseen by teaching assistants in the day, particularly in the afternoons. While much of the curriculum is planned and built-on year by year, weekly resources are having to be modified significantly for in-school and remote education.

Some of you suggested an idea that is already happening - classes have already been combined to make year group bubbles, but this is not feasible in all year groups such as Year 2, owing to higher numbers and our risk assessments to use fewer spaces and keep numbers as low as possible within groups of pupils.

## Why can't we have live lessons?

A very helpful review of remote education, taken from practices observed in inspections carried out in English schools in 2020, was published by Ofsted in January 2021. One section says:

*"6: Live lessons aren't always best.*

*Some think that a live lesson is the 'gold standard' of remote education. This isn't necessarily the case... Live lessons are not always more effective than asynchronous approaches."*

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

'Asynchronous' here reflects normal classroom practice more closely, where pupils spend most of their classroom time learning independently. A typical school lesson for a 6 year-old (and a 10 year-old) does not include a long period sitting in front of a screen and/or being talked at by a teacher. In contrast to most home learning experiences, pupils may receive just 5-10 minutes of individual teacher conversation time in a typical teaching day in school. Deciding on how to pitch the next chunk of learning, which misconceptions to pick up on, and which less important mistakes to ignore, is at the heart of effective teaching. Live teacher input on a screen, whilst mostly motivating in short chunks, has its limitations – superficial engagement between the teacher on screen and a pupil at home does not necessarily mean that the pupil is learning effectively.

Many of your comments also specifically reflect that current live input (i.e. daily check-ins) can be 'demotivating', 'disruptive' and 'add to anxieties', and that a heavier timetable of live lessons would be 'impossible' or 'very difficult to manage' in the 82% households with more than one pupil currently learning remotely. Research shows that screentime among 4 – 15 year olds has doubled from January 2020 to January 2021, and many of you report uneasiness with over-reliance on purely screen-based remote learning.

It seems clear that live lessons may benefit some pupils, but a wholesale approach to fuller days of live content will further create a 'digital divide' - remote learners who could access live content reliably, and those who would find it difficult to do so.

To pursue a change in approach to remote education which drives inequality, potentially creating even larger longer-term gaps in knowledge and understanding is not prudent, particularly when 72% are 'very' or 'somewhat' happy with remote education at All Saints' as it stands.