

Remote Education Survey



MARCH 2021

This survey, to seek feedback on our Remote Education offer, ran for 1 week in February 2021.

In sharing the outcomes of the questionnaire we have also provided the evaluation and impact of the actions taken in working collectively to shape our Remote Education offer across the Trust.

The Department for Education (DfE) have defined 'remote education' as any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils. This includes both digital and non-digital remote solutions.

It is interesting to note that the DfE survey on remote education published in February 2021 states that in their small scale survey the key findings were that:

Nationally, not only does pupil engagement feature as a concern, but also lack of contact with teachers (35%). These views also corroborate recent data from the Office of National Statistics.

While 52% of parents suggested that a child in their household was struggling to continue their education while at home, only one in 10 of these parents identified that a lack of devices was the reason for struggling.

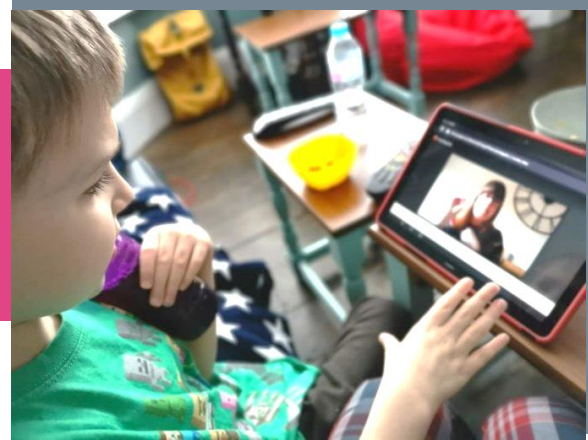
Instead, most of these parents (77%) identified a lack of motivation as the main concern around continuing with their education.

There were a total of 1,074 responses from families across our 9 academies which represents a very high response rate. Each academy has collated their own detailed feedback from parents as many of the questions gave parents the opportunity to add comments.

The vast majority of which were positive. Many of the parents stated that they would have valued more face to face live sessions during the day.

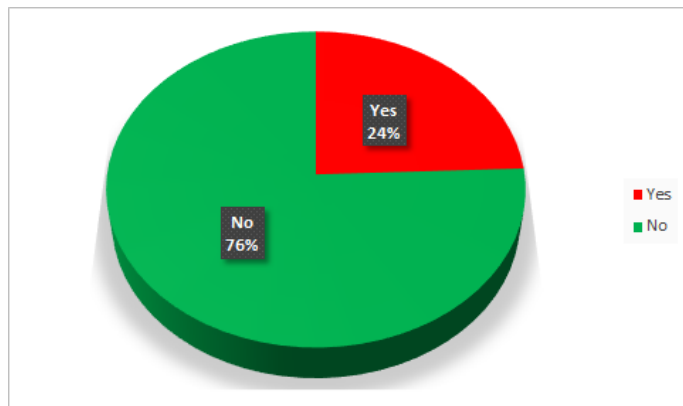
Our offer of Remote Education has been constantly evaluated since the first lockdown in March 2020 and is testament to the power of the collective in ensuring equity for all of our pupils across the Trust.

The majority of parent feedback didn't mirror the national findings that children have struggled to feel motivated to be engaged.



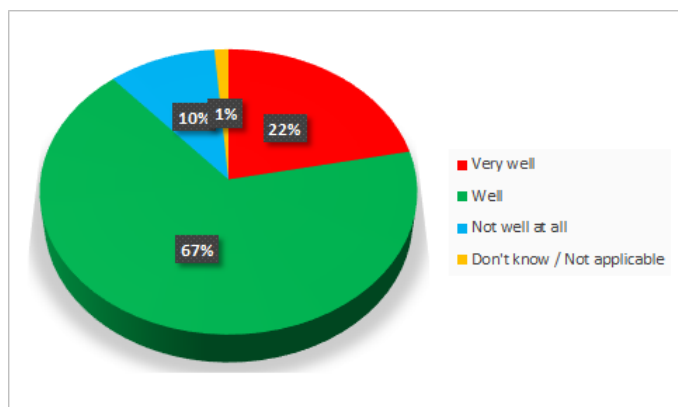
WELLBEING

1. Does your child physically attend school?



Across the Trust nearly 25% of pupils have continued to physically attend school settings.

2. From your observations, how well is your child coping with the current situation?

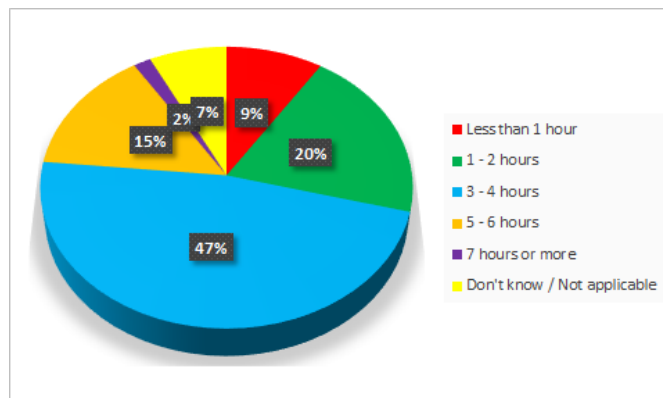


89% of our families reported that their children were coping well with the current lockdown situation.

The very vast majority of our families reported that despite missing physically attending school their children were coping relatively well during this time. This shows the impact of how the Trust has worked with parents throughout this period through regular phone calls, check ins, making learning engaging and accessible and seeking parent feedback throughout. As a result of the Trust Remote Education working party best practice has been shared.



3. On average, how many hours per day does your child spend on schoolwork at the moment?

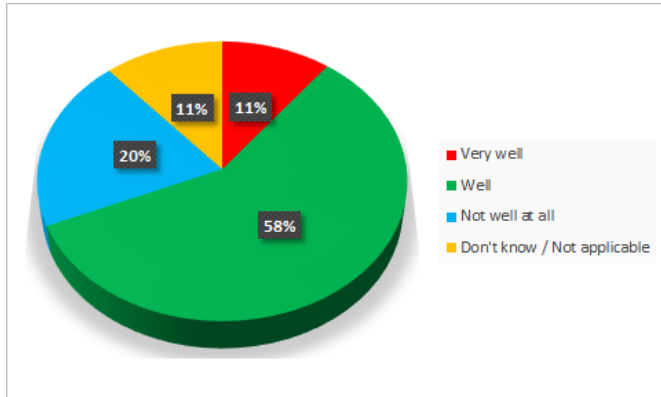


Across the Trust 62% of our pupils were spending between 3-6 hours engaged with direct learning.

Very few pupils were spending either too little or too much time engaging in remote education. The reason that this is the case is because very clear decisions were taken by the Trust to ensure that there were very clear and manageable expectations shared with all stakeholders from the outset (The Remote Education Contingency Plan). The Trust sought feedback in the formation of the plan in order that expectations were manageable, realistic and crucially clearly communicated. Regular phone calls home have meant that any concerns around engagement were identified swiftly.



4. How well are you coping with your child learning from home?

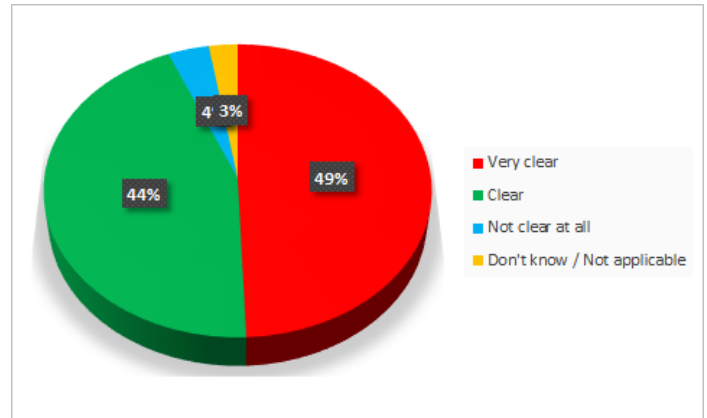


69% of our families felt that despite all of the challenges they were coping well with the current lockdown situation and their child learning from home. 20% felt that they were not coping well and the survey responses showed that this was essentially down to the implications of trying to juggle work and supporting learning particularly with multiple siblings.

The Trust identified where concerns were raised and through pastoral check ins, additional support, signposting to other services actions were taken to minimise concerns including access to Wi-Fi routers and devices, accessing local support networks.

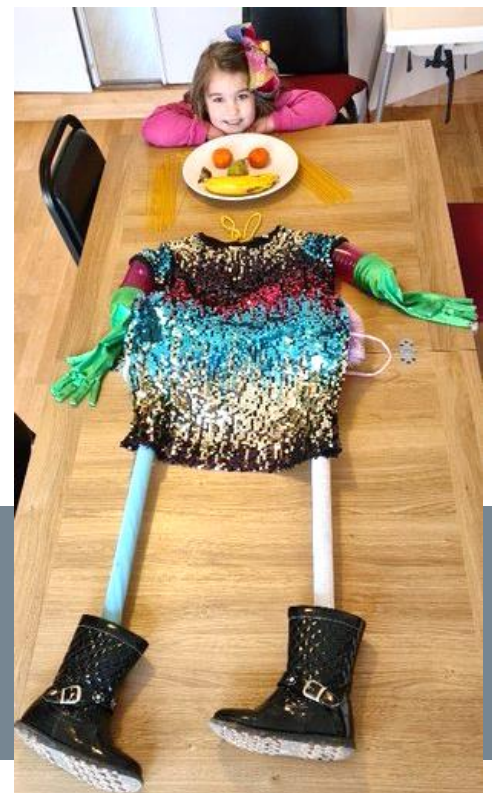
COMMUNICATION

5. How clear has the communication from the school been during the current remote learning period?

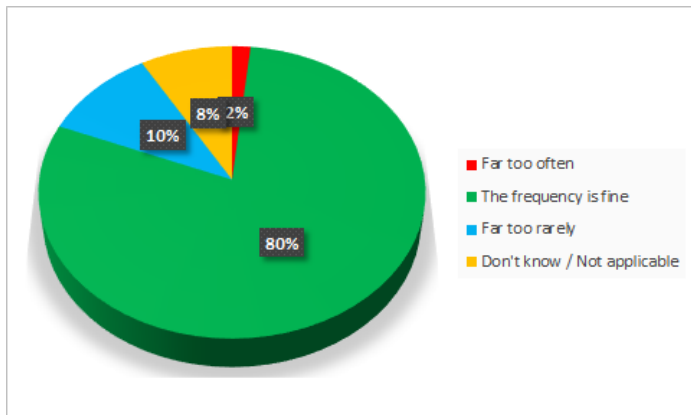


93% of our families felt that our Trust Communication Strategy around remote education had been clear with almost 50% stating that it had been very clear.

This shows the impact of our Trust Communication Strategy which from day 1 has been imperative in every decision and action taken. As a result of this clear and careful plan our families have felt that our communication has been clear and this in turn has helped to alleviate anxiety and support wellbeing.



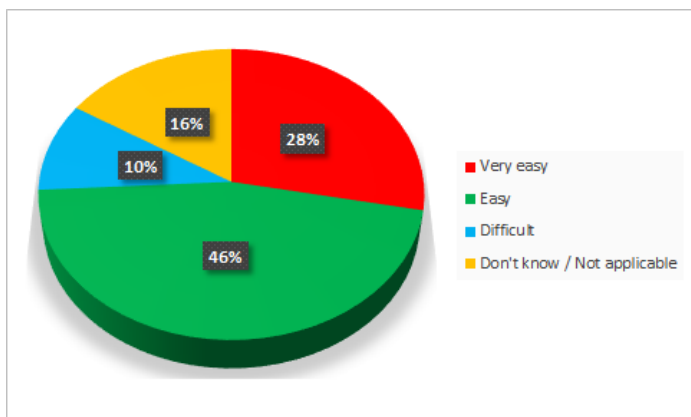
6. How often does your child's school contact you during the current remote learning period?



82% of our families felt that we had got contact with them right during the remote learning period.

Some families wanted a little more and some a little less but on balance contact came out as strength with feedback appreciating the phone calls, check ins, worship and assemblies, news updates and newsletters that were received over the period.

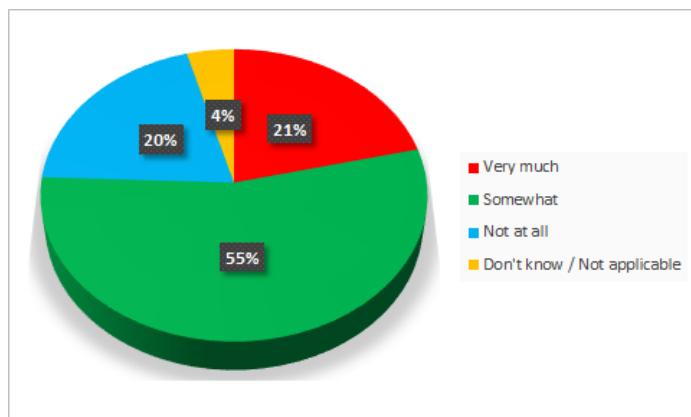
7. How easy or difficult is it to discuss your child's learning progress with the school if needed?



74% of our families felt that they had been able to contact school easily to discuss their child's learning if they needed to.

The Trust has been clear throughout that it is imperative that our families should still feel part of the school community and that they can access school to discuss their child as they normally would albeit virtually. Regular communication of this has been key in the high percentage of families responding positively.

8. How much do you feel like a part of the school community at the moment?



76% of our families felt that they were still part of the school community during this time.

Many families cited things such as check ins, newsletters, social media, assemblies and appreciated some of the more 'fun' communication during these times! The impact of the Trust Strategy around feeling connected to your school community and the introduction of tea and chats across all academies was clearly evidenced in the feedback received.



EVALUATION

As a Trust, we sought to manage the remote education provision with the following at the forefront of our delivery and it is fantastic to see through the comments and evaluations provided by our families across the Trust that these have all had significant impact, as highlighted in the evaluations accompanying the questions above but in summary:

Manageability

The Trust wanted to acknowledge that juggling learning from home alongside working from home was going to be challenging for the vast majority of families. Therefore, the Trust made sure that the Remote Education offer enabled enough flexibility with only some live lessons to ensure that no child was left behind.



Accessibility

The Trust took up the full allocation of Chromebooks with the DfE and whilst supply was slower than anticipated we ensured that every child could access remote learning either through paper or through devices.



Investment

Investment from the Trust in a phonics reading portal meant that all pupils were able to access daily phonics input and the impact of which was seen in our achievement of 93% of Y2 pupils across the Trust achieving the Phonics Screening Checking pass rate.

The Trust employed 2 additional capacity teachers throughout the course of the pandemic using Covid funding meaning that all schools benefited from the capacity that they brought. Additionally, the Trust employed 2 additional members of the Family Support Team enabling greater capacity to keep in touch with families and support.

Trust Continuing Professional Development Strategy

The Trust's commitment to high quality bespoke CPD for all staff has meant that best practice in this new way of remote working has enabled our teachers to become quickly skilled in delivering learning remotely as a result of sharing best practice at every level.

Signposting staff to key national research and using evidence tools such as those provided by the Education Endowment Foundation (EEF). Staff, across the Trust, have continued to focus on meeting the needs of all pupils and providing the very best curriculum that could be offered during this time.

Connectivity

A key Trust priority from the outset was the importance of families staying connected as a school community. This strategic priority has been a driving force behind many of the Trust discussions and decisions.

The importance of pupils being able to engage directly with their teacher, see their peers and regular, clear communication throughout from all members of the school community has achieved excellent feedback in the survey as highlighted above and clear evidence of the impact of the Trust.

