



HARDY MILL PRIMARY SCHOOL

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Feedback from the remote learning parental questionnaire – Spring 2021

On behalf of the leadership team and I, thank you to everyone who took the time to complete the questionnaire. We received 64 responses in total.

Below is a summary of the responses received and our plans to enhance and develop our remote learning provision going forward.

Q1. How does your child currently access remote learning?

| % of responses () No of responses | Using the online platform Tapestry or Showbie | Via a paper pack collected from school |
|---------------------------------------|---|---|
| Early Years (8) | 100 (8) | 0 |
| Key Stage 1 (14) | 93 (13) | 7 (1) |
| Lower Key Stage 2 (21) | 100 (21) | 0 |
| Upper Key Stage 2 (21) | 100 (21) | 0 |
| Total (64) | 98 (63) | 2 (1) |

Almost all of our children are accessing their learning via our online platforms. Paper packs are an option for those parents/ families who would prefer them. Requests for these should be made to the school office if needed.

All the laptops provided by the DfE are currently being loaned out to families in our community and thanks to a kind donation from a local business we have been able to loan some further reconditioned laptops.



Q2. How much support does your child need to access their remote learning?

| % of responses () No of responses | My child can complete their learning independently | My child needs some support from me to complete their learning | My child needs a lot of support from me to complete their learning |
|---------------------------------------|--|--|--|
| Early Years (8) | | 25 (2) | 75 (6) |
| Key Stage 1 (14) | | 71 (10) | 29 (4) |
| Lower Key Stage 2 (21) | 5 (1) | 62 (13) | 33 (7) |
| Upper Key Stage 2 (21) | 52 (11) | 24 (5) | 24 (5) |
| Total (64) | 19 (12) | 47 (30) | 34 (22) |

The responses to this question are reflective of the age of the children accessing home learning. It is encouraging to see the shift towards learning independently from Key Stage 1 onwards. If you are not sure as to whether your child should be able to complete a task on their own or not, please contact your child's class teacher for advice.

Q3. School is following current government guidance on the amount of remote learning provided each day. Given that information, has the quantity of work set for your child been:

| % of responses () No of responses | Just right | Too much | Not enough |
|---------------------------------------|----------------|--------------|--------------|
| Early Years (8) | 100 (8) | | |
| Key Stage 1 (14) | 86 (12) | 14 (2) | |
| Lower Key Stage 2 (21) | 86 (18) | 10 (2) | 4 (1) |
| Upper Key Stage 2 (21) | 80 (17) | 10 (2) | 10 (2) |
| Total (64) | 86 (55) | 9 (6) | 5 (3) |

The very large majority of parents have said that the quantity of work provided for their child is just right which we are very pleased about. A small number of parents thought that the quantity was too much or not enough. If this is the case for your child, we encourage you to contact your child's class teacher who can either support you to prioritise which work to complete or signpost you to some of the excellent resources online to extend learning further.



Q4. How are you, the parent/carer, feeling about helping your child learn at home?

| % of responses () No of responses | I feel confident | I feel confident with some subject areas | I feel stressed/anxious | I do not feel confident |
|---|-------------------------|---|--------------------------------|--------------------------------|
| Early Years (8) | 50 (4) | 37 (3) | 13 (1) | |
| Key Stage 1 (14) | 36 (5) | 14 (2) | 36 (5) | 14 (2) |
| Lower Key Stage 2 (21) | 29 (6) | 57 (12) | 10 (2) | 4 (1) |
| Upper Key Stage 2 (21) | 24 (5) | 52 (11) | 19 (4) | 4 (1) |
| Total (64) | 31 (20) | 44 (28) | 19 (12) | 6 (4) |

The largest response for this question identified that parents are feeling confident with at least some subject areas which is brilliant to hear. However, we understand that the impact of remote learning and lockdown affects everyone differently. Please contact your child's class teacher or the school office if you would like support with your children's learning. We will be more than happy to work with you to support your child.

Q5. Do you, the parent/carer, know where to get support with your child's remote learning?

| % of responses () No of responses | Yes | No |
|---|----------------|--------------|
| Early Years (8) | 100 (8) | |
| Key Stage 1 (14) | 93 (13) | 7 (1) |
| Lower Key Stage 2 (21) | 90 (19) | 10 (2) |
| Upper Key Stage 2 (21) | 100 (21) | |
| Total (64) | 95 (61) | 5 (3) |

Almost all parents responded that they knew where to get support with their child's remote learning which is great! Parents can ask for support with remote learning in a number of ways: emails to class teachers, phone calls to the school office, messages on Tapestry or Showbie. The response from staff to parental requests for support was identified as an area of our provision that we do well.



Q6. How is your child coping with the change to remote learning?

| % of responses () No of responses | My child has adapted well to remote learning | My child is coping most of the time with remote learning | My child is not coping well with remote learning |
|---------------------------------------|--|--|--|
| Early Years (8) | 13 (1) | 87 (7) | |
| Key Stage 1 (14) | 36 (5) | 36 (5) | 29 (4) |
| Lower Key Stage 2 (21) | 33 (7) | 62 (13) | 5 (1) |
| Upper Key Stage 2 (21) | 33 (7) | 57 (12) | 10 (2) |
| Total (64) | 31 (20) | 58 (37) | 11 (7) |

Our children are amazing! 89% of the responses to this question show that they are coping most of the time with remote learning. They are showing huge resilience and should congratulate themselves on how they have adapted. If however, your child is not coping at least most of the time, please let us know. We will do everything we can to support them.

Q7. Does your child know where to get support with their learning?

| % of responses () No of responses | Yes | No |
|---------------------------------------|----------------|---------------|
| Key Stage 1 (14) | 86 (12) | 14 (2) |
| Lower Key Stage 2 (21) | 90 (19) | 10 (2) |
| Upper Key Stage 2 (21) | 90 (19) | 10 (2) |
| Total (56) | 90 (19) | 10 (2) |

We were pleased to know that the very large majority of children know where to get support with their learning. We would like all of our children to know where to get support if they are stuck with anything whilst learning remotely, so staff will be putting reminders onto the learning platforms.



Q8. Does your child know where to get support if they are feeling upset?

| % of responses () No of responses | Yes | No |
|---------------------------------------|----------------|---------------|
| Key Stage 1 (14) | 93 (13) | 7 (1) |
| Lower Key Stage 2 (21) | 86 (18) | 14(3) |
| Upper Key Stage 2 (21) | 90 (19) | 10 (2) |
| Total (56) | 89 (50) | 11 (6) |

Responses show that the very large majority of children know where to get support if they are feeling upset. However, we would like all of our children to know where to get support if they are upset, so staff will include reminders in their Honours assemblies each week.

At the end of the questionnaire, parents were invited to leave a comment in response to a question.

Q9. What do you think that we are doing well with our remote provision?

59 parents (92%) posted comments to this question. These comments were uplifting to read and a real boost to the staff who are working so hard to provide all our children with quality learning. Things you told us that we do well include:

- Excellent quality pre-recorded videos by the class teachers that provide families with the flexibility to access the learning at a time to suit individuals.
- Quick responses from staff when children/parents ask for advice or support.
- Excellent, prompt feedback (voice messages/written comments etc.) to children's work that is age appropriate and positive.
- The introduction of 'live' Honours assemblies.
- The introduction of 'live' reading support.

In addition to these comments about what we are doing well, many parents also took the opportunity to thank staff for all their hard work with our remote learning provision and support for children and parents. These messages go a long way in keeping staff morale high. Thank you.



Q10. 'What could we do to improve our approach to remote learning?'

39 parents (61%) gave suggestions of ways to improve provision. Common themes were identified across the comments and discussed in depth by the leadership team. Suggestions that were provided by more than one or two parents are summarised below.

a. Could each days learning be opened before 9.00am so that working parents can help their child prepare for the day?

From Monday 8th February, staff will open the folder for each day at 8.30am on both Showbie and Tapestry to help our working parents.

b. Can we have live lessons?

12 parent responses (18%) asked for live lessons. This does not reflect the large majority view from parents who identified the pre-recorded lessons as a strength of our provision and one that fits well with their family circumstances. Therefore, school's decision to deliver pre-recorded lessons remains the same. Pre-recorded videos allow staff to record quality instruction learning sessions without interruption and also take into account the differing circumstances of our children learning at home, meaning that no child is left out from accessing this learning.

When considering this suggestion the leadership team did identify a need in our provision for more real-time interaction between staff and children, in order to support our children's emotional wellbeing as this lockdown and need for remote learning continues. Phase leads have made some adaptations to their key stages to provide more of these opportunities and these are set out below.

c. Can we increase opportunities for the children to interact with staff and other children during the week to support their mental health and wellbeing?

Yes. We currently provide a live celebration assembly, live reading sessions and phone calls home across the school. However, the leadership team and I agree



that increasing live interaction will support all our children with their remote learning and emotional wellbeing. Therefore, each phase lead has reviewed and added to their provision to best benefit the children in their key stage. These additions to our provision are set out below and will commence from Monday 8th February.

Early Years will introduce two live story times a week and increase the live provision for reading groups in Reception class.

Key Stage 1 will increase provision for live reading sessions so that all children working from home full time are included. Small live basic skills groups will be introduced for targeted children.

Key Stage 2 will increase provision for live reading sessions and introduce a daily morning briefing session on Teams for each year group at 8.45am. This session will be to introduce and familiarise the children with the learning each day and will be followed up with a drop-in live session later on the same day so that children can ask questions/get support about any of the work they have completed.

Once again, thank you for completing the questionnaire. As I have said before, we are in new territory and we are all learning as we go. The staff have worked incredibly hard to adapt lessons and learning to ensure children can continue with the curriculum whilst working at home. Your positive feedback is greatly appreciated and your suggestions as to how we could further improve were very helpful for us. After all, you are the ones at home putting what we plan and deliver into practice and you are doing an amazing job!

Thank you for your continued support and please do not hesitate to contact us if you require any help or support with the online learning.

Kind regards
Jo Briggs
Head teacher

