

5th February 2021

Dear Parent and Carer

I hope you are well and thank you for completing the survey regarding our Remote Education provision during closure. Your feedback (493 replies) was extremely helpful and we have been able to look at this alongside the returns from students (1116) and teachers (65). As you might imagine, with so many respondents it was always going to be impossible for there to be universal agreement! This week I shared an assembly with all students (they could show this to you if you ask them) which gave some feedback about learning from home and offered some of my best advice on how to learn successfully.

At the end of this letter I have been able to share the data in some pie charts from the questions which sought numerical responses. This was very helpful for us in making decisions about things like volume of work and when to set it. However, I am very grateful for the detail and in the responses to the more open questions that enabled you to make more detailed comments. There was some very useful feedback. In cases where you identified what you thought to be some really helpful practice, I have done my best to make sure the specific thanks and praise has been shared with the relevant teacher. Thank you very much for this.

The many different and personal responses to the surveys demonstrated how our own individual and domestic situations are affected by the lockdown. It is obvious from the results that parents and carers, students and teachers working at home all experience the varied challenges of arranging childcare, finding IT equipment to work on and arranging a quiet personal space to work in. This experience is different for everyone.

Key Points

- Looking at the survey responses we found that over half of parents and carers felt that the right amount of work was being set per fortnight. However, the majority of teachers and students felt that at Key Stage 3 we are setting too much work.
- Regarding the 'frequency and spread' of when we set work over the fortnight, over half of our students felt that we should keep the same schedule as we use now. 63% of teachers agreed with this. However, parents' and carers' responses were much more evenly split between keeping the same schedule and setting the work daily.
- Regarding live subject interactions, over half of our students felt that the frequency was exactly right, and the majority of parents felt that a balance needed to be struck with live sessions and other work and that no more than 2 or 3 live sessions a day was best. Most students' responses also reported that the live Tutor sessions should be reduced in number.
- Regarding what kind of activities were best for supporting students learning, the responses were much more mixed. This is to be expected and indicative of the different preferences to learning that we all have. I have shared the pie charts and I hope you find the information useful.

After considering all of the responses we would, therefore, like to make some small amendments to our Remote Education provision for **Key Stage 3** from the week beginning **8th February**. We are not able to reduce the allocation of hours of work set over the 2 weeks, as we do need to address the Government's daily work setting expectations. However, we will now ask teachers to be more specific with how long students should spend on tasks. The time that it takes for students to complete work that teachers set should not exceed the weekly time allocation for each subject and a task should contain instructions regarding exact timings. We will, therefore, ask teachers to set tasks that will last no longer than the allocated time and then set extension work should a student want to take their learning further and develop their understanding of a subject. A reminder of our work setting schedule can be found at the end of this letter.

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We also need to be more specific and ensure that any time students have been involved in a live interaction in a subject should be deducted from the overall working time in that subject. For example, if a subject is scheduled to have 6 hours of work a fortnight and they take part in 3 x 30 mins of live interaction during that time, then they should only have 4 hours 30 minutes of other work. There has been some element of 'doubling up' in some cases. We really do not want students feeling anxious or overwhelmed so we also remind them that unless they really want to, they should not spend longer than 5 hours working per day. The responses indicated that 37% of students felt they were doing more than 5 hours per day and 23% of parents agreed with this.

With regards to the daily live Tutor sessions, we have made a small change after reflecting on the views shared. These will continue to take place, but we have reduced them to 3 times per week. They will take place on Mondays, Wednesday and Fridays. This change is for all year groups.

I would like to finish by reminding students that they can only do their best during this challenging period. Working at home is not the same as working in school and too much' screen time everyday may not be the healthiest option. They should communicate with their teacher if they have a specific issue or concern and we will do our best to support them.

I do hope that we return to normal soon and that students and teachers can quickly return to classrooms and continue with their learning; as that really is the message that comes through loud and clear from your feedback and from students and teachers.

Yours sincerely

Mark Cavill
Vice Principal

Schedule of Google Classroom online work setting: The study time outlined below also considers 'live interactions' and pre-recorded teaching. 'Live interactions' will take place when a teacher would normally teach a timetabled class.

2 Week Schedule for KS3 - Years 7 - 9		
Work to be set with 1-week deadlines on the following days		
Monday	English, Geography, Sport, Art	<p>Expected study time over 2 weeks:</p> <p>English, Maths, Science – 6 hrs each</p> <p>Geography, History, MFL, PArts, DT/ICT 4 hrs each</p> <p>Art 2 hrs</p> <p>Sport, RS, PSCS – 2 hrs each</p>
Tuesday		
Wednesday	Maths, History, DT/ICT, RS	
Thursday		
Friday	Science, MFL, PArts	
Monday	English, Geography, Sport, Art	
Tuesday		
Wednesday	Maths, History, DT/ICT, PSCS	
Thursday		
Friday	Science, MFL, PArts	

2 Week Schedule for KS4 - Years 10 -11		
Work to be set with 1-week deadlines on the following days		
Monday	Maths, History, Attenborough Options, RS	<p>Expected study time over 2 weeks:</p> <p>English, Maths, Science – 6 hrs each</p> <p>Geography/History and other option subjects 4 hrs each</p> <p>Core Sport - 1 hr</p> <p>PSCS – 1 hr</p>
Tuesday		
Wednesday	Science, Turing & Hawking Options	
Thursday		
Friday	English, Geography, Core Sport, Shelley Options	
Monday	Maths, History, Attenborough Options, PSCS	
Tuesday		
Wednesday	Science, Turing & Hawking Options	
Thursday		
Friday	English, Geography, Core Sport, Shelley Options	

2 week schedule for Key Stage 5 - Years 12 and 13	<p>Year 12: 8 hours of work per Option subject</p> <p>Year 13: 8 hours of work per Option subject</p>
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The ratio of live interactions to complement our schedule of Google Classroom online work setting:

KS5: 2 slots per week

KS4:

English x 2 per week
Maths x 2 per week
Science x 3 per fortnight.
GCSE Options: 1 per week

KS3:

English/Maths/Science - All 3 once per fortnight.

Geography, History, Modern Foreign Languages and Technology - 1 per week

Art: Every third lesson.

Expressive Arts – Every third lesson.

Religious Studies and Personal Social Health Education – Every third lesson.

Sports staff are in school delivering practical sessions to our students. They continue to set other 'online work'.

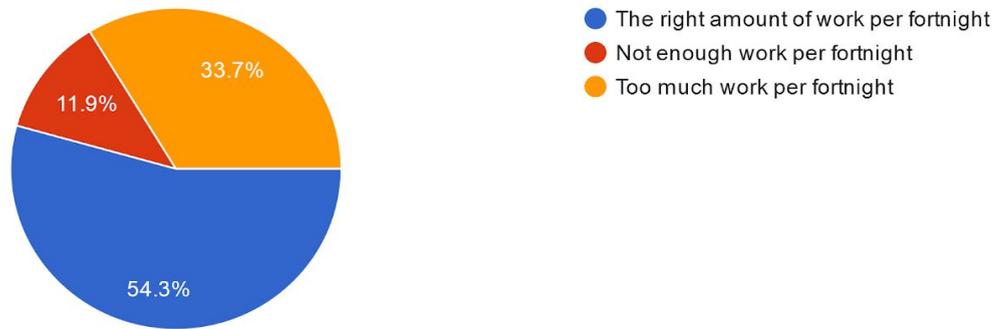
A summary of feedback received from parents, students and teachers regarding Remote Provision.

Question for all: Do you think that students receive the right amount of work per fortnight?

Parents' responses:

3. Do you think that your child receives

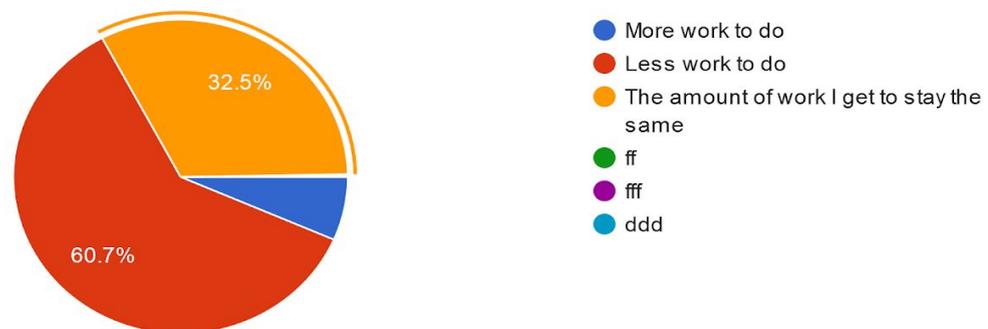
427 responses



Students' responses

3. How do you feel about the amount of work we set for you each fortnight? Would you like:

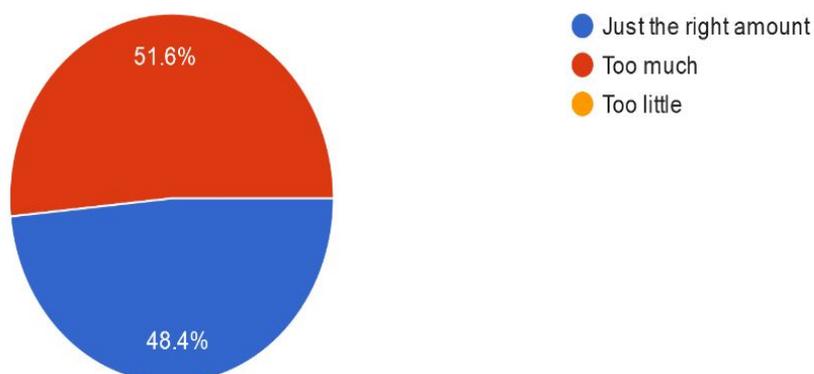
1,117 responses



Teachers' responses:

3. What do you think about the amount of work we are setting at KS3? Do you think it is:

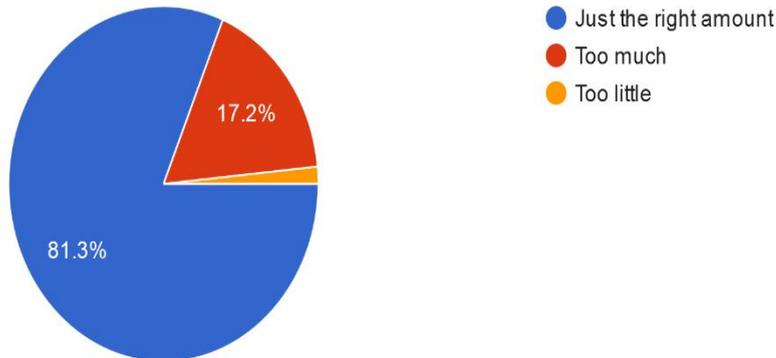
64 responses



Teachers' responses continued:

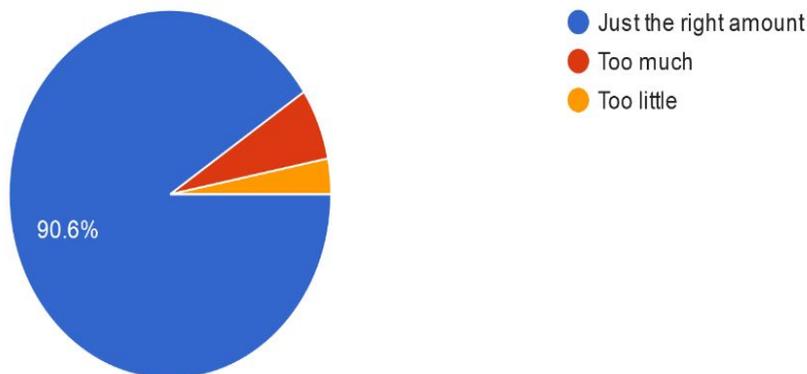
4. What do you think about the amount of work we are setting at KS4? Do you think it is:

64 responses



5. What do you think about the amount of work we are setting at KS5? Do you think it is:

64 responses



Question for all: What are your views regarding the frequency and 'spread' of when we set work?

Parents' responses:

5. What are your views regarding the frequency and 'spread' of when we set work? Should we:

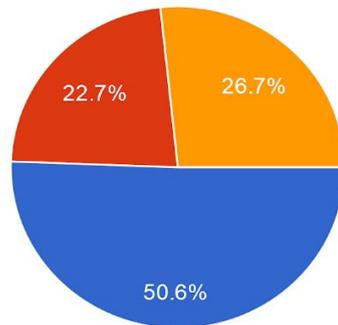
427 responses



Students' responses:

4. What are your views regarding the frequency and 'spread' of when we set work? Should we:

1,117 responses

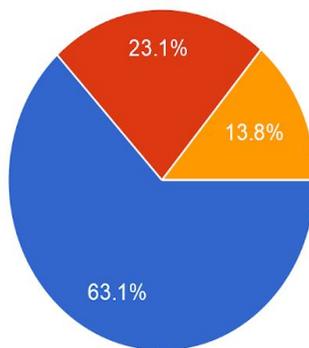


- Keep the same schedule as we use now? (see above)
- Set one larger amount of work on one day of the week so that you can plan your workload independently?
- Set work daily, in line with your daily timetable?

Teachers' Responses:

7. What are your views regarding the frequency and 'spread' of when we set work? Should we:

65 responses

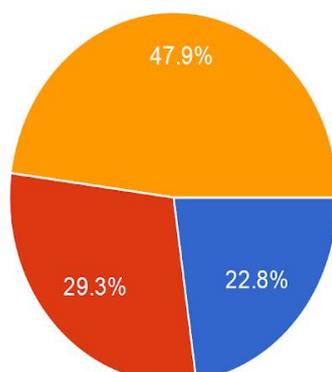


- Keep the same schedule as we use now? (see above)
- Set one larger amount of work on one day of the week so that students can plan their workload independently?
- Set work daily, in line with a student's daily timetable?

Question for students: Do you feel the frequency of live subject interactions is right for you or would you like more or less?

8. Do you feel the frequency of live subject interactions is right for you or would you like more or less?

1,119 responses

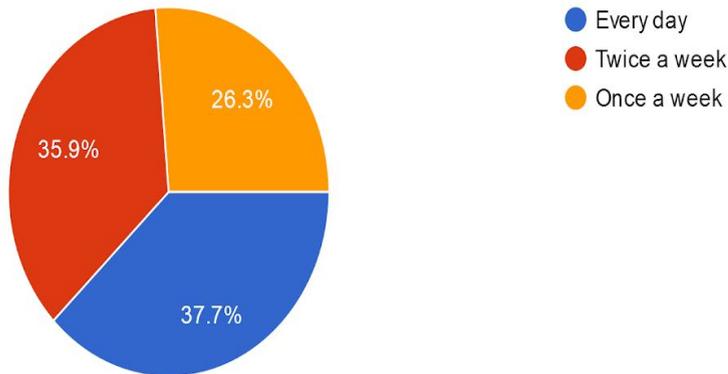


- More
- Less
- Just right

And we asked students:

9. Do you think that the daily tutor sessions should be held:

1,105 responses

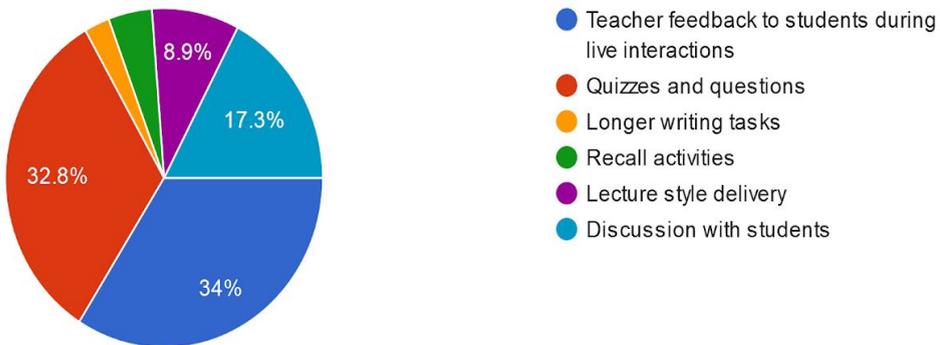


Question for all: Which remote education learning activities have you found most useful?

Parents' Responses:

11. Which remote education learning activities have you found most useful for your child?

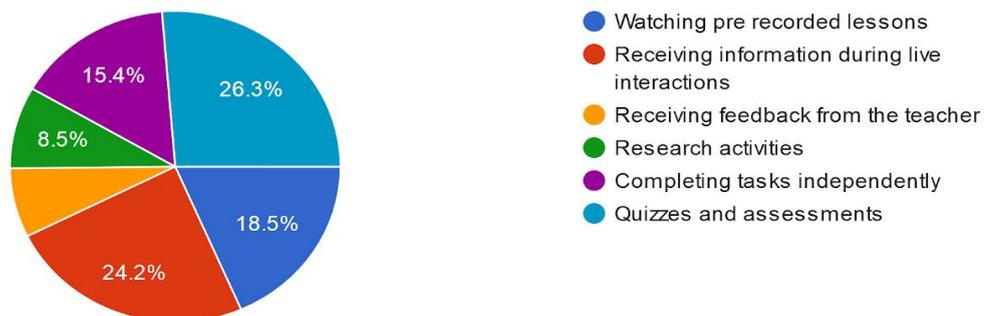
427 responses



Students' Responses:

5. Which learning activities do you find most valuable?

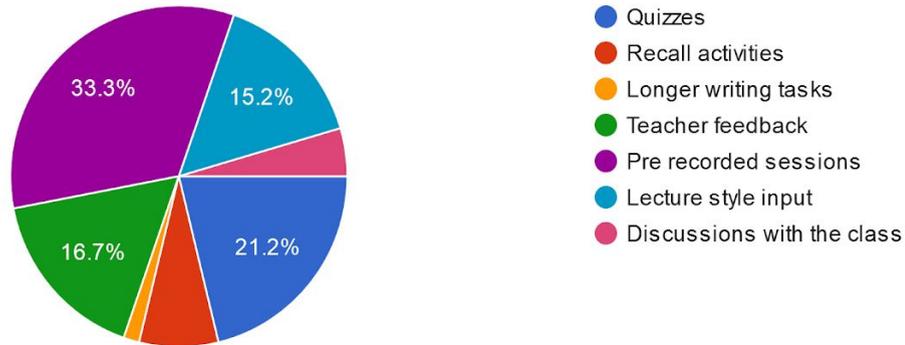
1,126 responses



Teachers' Responses:

14. Which of the following activities do you find most useful in engaging students with their remote education?

66 responses

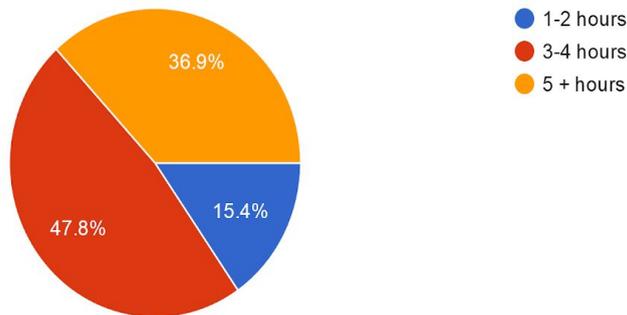


Question for parents and students: On average how many hours each day are you or your child working at home?

Students' responses:

2. On average how many hours each day are you working at home?

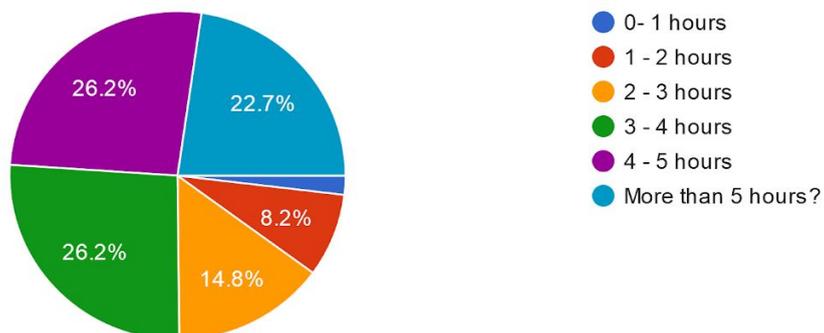
1,126 responses



Parents' responses:

2. On average, for how many hours per day has your child been completing school work?

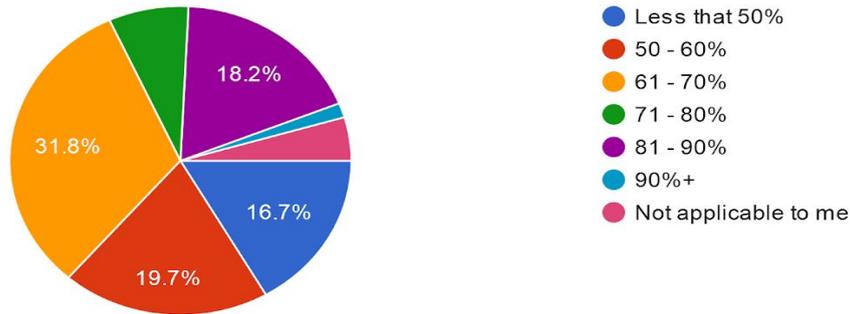
427 responses



Question for teachers: How would you describe the level of work completion by students with the work you are setting?

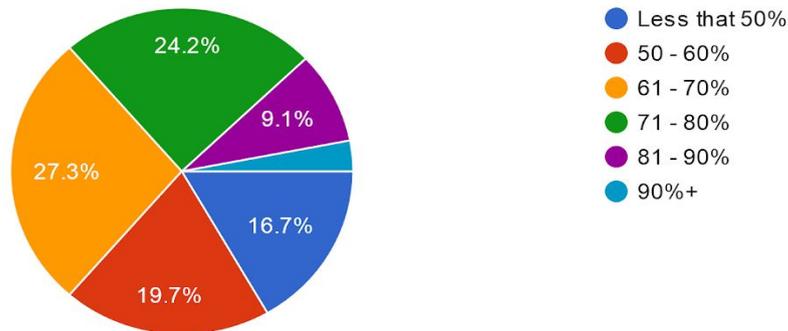
11. In Key stage 3, how would you describe the level of work completion by students with the work you are setting?

66 responses



12. In Key stage 4, how would you describe the level of work completion by students with the work you are setting?

66 responses



13. In Key stage 5, how would you describe the level of work completion by students with the work you are setting?

66 responses

