

Dear Parents,

We have been taken back by the number of parents who have taken time to share their thoughts and ideas about our remote learning model via the parent questionnaire we sent out last week. We had 112 responses, which is over 50% of the school population represented, so thank you very much to everyone who has replied.

There was a broad range of positive responses from yourselves with lots of constructive feedback. We received lots of individual perspectives, which is to be expected, and we also received requests for changes to the remote learning model to suit personal circumstances. However, I'm sure you will appreciate that it is not feasible or possible to cater to the needs of every single request. In the feedback it was often the case that a request for a change/addition to the model by one parent was offset and countered by the views of another parent.

We are aware of the challenges that remote learning is presenting to working parents, as many of the BP staff are parents too facing the same challenges. Unfortunately there are aspects of what we are all experiencing that we cannot fix or change, but we know that you are all doing your absolute best in the most constrained and pressured of situations. All we can ask is that you support your child as best you can, taking into account your own personal circumstances. You do not have to compare yourselves to other parents who might not have the same demands being placed on them as there are on you. We as a staff are incredibly grateful for the amazing support you are giving already, so please do not heap more pressure on yourselves than there already is.

Please see below comments and feedback about some of the responses to the questionnaire.

Things that are going well with the remote learning model

- ✓ There was an overwhelmingly positive response to the remote learning model we are using
- ✓ The ability to have three live sessions each day is favoured by most parents and has been well received and parents and children in allowing the opportunity to interact with teachers and friends
- ✓ Clear instructions from teachers about what tasks to complete each day are rated highly by parents, as is the ability for children to get feedback and mark their work in a timely manner
- ✓ The requirement for children to wear their school uniform has been well received and parents feel it gives a sense that the school day still happening and that the children are part of the BP school community
- ✓ There was not a strong desire from parents to have training in the use of Google Classroom.

What we can do to respond to some of the points and feedback raised

- ✓ We will look to make greater use of the workbooks we have provided the children to allow for less time to be spent using a device/screen time
- ✓ At 8.50am each morning, teachers will be available to allow children to log in earlier if they want and to join in with a social chat facilitated and led by their teacher. At 9am they will then begin the formal part of the live session.
- ✓ At the end of each lunchtime live session, just as we would do during normal school time, each class will say our Lunchtime Prayer and there will be an opportunity for reflection time
- ✓ During all the Worship services across the week we will ask if there have been any children who have had a birthday in the preceding week and we will sing "Happy Birthday" to them.
- ✓ In order to ease time pressures for parents and to help plan ahead, Maths Folders will be populated with worksheets for the entire week ahead from 7pm on Sundays

- ✓ In addition to this, from 7pm each day worksheets in other subject areas will be available in the appropriate folders to allow parents to print them off ready for the following day if needed.

Clarifying Current Practice

Please see below some clarification on points that have been raised in your comments and feedback.

- We are offering three live sessions per day for the children to log in to in order to break down the tasks being set into manageable chunks. Having the lunchtime session allows for teachers to give the children immediate feedback on their English and maths work and to then set and discuss the work for the afternoon. If, as suggested by some parents, we only have two live sessions each day, it would mean that the whole days' work would have to be set in the morning session, which would be an awful lot for the children to remember. In addition to this, it would make the afternoon session rather long and tedious having to spend time marking and giving feedback to up to four subjects, including the English and Maths from the morning.
- As has always been the offer, children are welcome to stay on at the end of each session to clarify any misconceptions about the tasks that have been set and to also, if needed, ask for additional support over a piece of work they may have got wrong or were confused about. Parents are also welcome to stay on at the end of a session to speak to their child's teacher to clarify anything. It is important that the children use this opportunity rather than logging off and then having to seek out a parent to help clarify any misunderstandings or misconceptions. Please remind your child to speak to their teacher at the end of each session if needed.
- Apart from the slightly longer morning session, we have aimed to keep the other sessions as short as possible as we are aware of the amount of screen time the children are having but also we know that children's concentration levels can wane and waiver the longer they have to be engaged.
- Teachers will always try to avoid relying on the use of worksheets, but due to the nature of remote learning and by not being in the classroom at school, there are times that the best methods of reinforcing learning objectives or a concept is for the children to use a worksheet. When the children are at school their tasks will often be shown on the Interactive White Board or written on the standard whiteboard. Without this facility, teachers are having to create brand new worksheets to compensate for not being able to set children tasks from the whiteboards.

In hindsight, one question we should have asked of you were your thoughts and opinions as to how the virtual Parent Interviews went and whether you would be in favour of holding them virtually again. We could look to facilitate a separate afternoon for parents to come and have a look at books, work and displays but then hold the Parent Interviews virtually. Just a thought but we will look to seek your thoughts on this more formally on another occasion.

Thank you again for the tremendous support you are giving to your children, and in doing so, the tremendous support you are giving to the school.

Best wishes,

Mr Corke