

Parent & Student Surveys (February 2021)

Contributions:

Parents: 347 responses received and distributed evenly across all seven-year groups

Students: 477 responses received and distributed evenly across all seven-year groups

Regular Lower School & Senior School Councils have also offered valuable reflections.

Note: The Survey went out to parents before the revision of the 45-minute lesson, best practice mail shots, revision of expectations with homework, drop down days and Well Being Wednesday. All are areas that have been a focus for our current practice.

Headlines & reflections that are fuelling our current practice:

- **Parents and students are overwhelmingly supportive** and are very receptive to the developments we have made with remote learning since the Spring & Summer 2020 closure. Comments have been shared with the teaching community as part of our continued professional development. Where appropriate, individual concerns or queries have been shared with relevant members of staff.
- **Screen time** is taking its toll (Years 7-13). Specifically, a focus on the 'live' screen time for all lessons and homework is taking its toll on many students. We shall continue to innovate, reflect on our delivery, focus on key areas for teaching staff to deliver (e.g. handwriting tasks / off screen tasks) and acknowledge student and parent anxieties with our expectations in lesson times. Regular reflection is expected and valued by all.
- **Homework.** Years 7-11 felt there was too much being set and the added 'screen' time was unhealthy. Amendments to expectations have been realigned.
- **Assignment expectations.** Some felt students were struggling with the stress of uploading work on to Assignment by the end of the session and then setting themselves up for the next one. A strict 45-minute lesson time (including teacher set up time and expected outcomes to be completed) and an extension of all assignment deadlines to midnight of that day. Thus, for a 55-minute providing 5 minutes for admin to upload and tidy desk space and a further 5 minutes to prepare for the next one.
- **'No one size fits all'.** continue to acknowledge that different home contexts and attitudes to remote learning experiences mean that there is 'no one size fits all' – pace, challenge, design of learning activities and expectations.
- **Feedback & Progress.** Parents greatly appreciate feedback given to their child and to them on child's progress. A push for merits to be awarded. E Certificates for merits and recognition in assemblies, tutor time and assignment feedback is and continues to be a focus. There is not the expectation for personalised feedback for all student assignments submitted. Timely feedback, in line with department expectations continues. A revision of the assessment calendar for years 7-13 has had to be made, in order to support the expectations of Year 11 and Year 13 external assessment.
- **Community.** A call out for community and opportunities that encourage student interaction. Successful drop-down days (Years 7-9) and well-being Wednesday opportunities have taken place this half term and given their success will be timetabled again next half term, reacting to the needs of the students. Exploration of opportunities for Years 10-13. School communication and sharing of community events will continue in parent bulletins and via school social media.
- **Years 11 and 13 Assessment.** Clarity on examination and assessment expectations. Timely communication by the school will continue to be made, in line with governmental expectations and guidelines.

- **Challenges for All.** A sizeable majority of the school's community are struggling with isolation, workload, anxiety, stress, restrictions of the remote environment and challenges in the home environment. Acknowledging that we all (parents, teachers, students and support staff) have challenging days and contexts. Empathy and consideration for all as part of any communications is essential.
- **IT Access & Home Work Space.** Approximately 40% of parents felt environment or equipment wasn't having a negative impact at all, with the biggest issue in terms of equipment being broadband speed / Wi-Fi or having to share equipment with siblings in the home. Parents are encouraged to communicate with tutor/HoH, where continues to be a challenge in the home. All live lessons and assemblies continue to be recorded for future student consolidation and reference. The school is confident we know where issues are with Internet and equipment, with support and understanding in place. Where issues occur, parents and students should contact tutor/HOH to alert, in order teachers can be empathetic and support.
- **Behaviour Points.** Aligned to the previous point, an empathy and flexibility is essential for the well being of all. As such, remote learning challenges will no longer be recorded as behaviour points (with specific reference to attendance and lateness). They will continue to be recorded internally, in order the school meets its own expectations for accountability and attendance. Parents and students continue to be encouraged to communicate with tutors and HOH where challenges lie.

Final Notes

- There is no 'one size fits all' experience.
- Consistent and regular reflection of our practice and communication of this to all staff, parents and students is pivotal.
- * Wellbeing and reduction of student screen time activities is going to only increase in importance as we move forward (given the national context).
- An open door of communication between student & parent with HOH/tutor is pivotal.
- As a school community (parents, students, teachers and support staff) we are reacting very well – a continual dialogue of empathy, praise and celebration, must continue to resonate.

Chris Johnson
Assistant Head – Lower School

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