

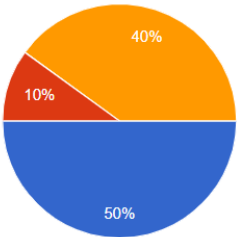
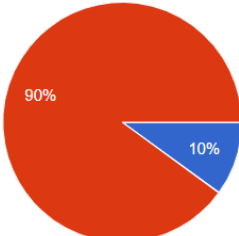





Gayton - Remote Learning Feedback: F2

February 2021

Question	Data	Summary and Comments
<p>Have you been able to access Tapestry to download home learning activities for your child?</p>	 <p>100%</p> <ul style="list-style-type: none"> ● Yes ● No 	<p>Of the parents who responded to the poll, 100% said they had accessed Tapestry.</p>
<p>Has your child attended any of the live phonics lessons with Mrs Such?</p>	 <p>100%</p> <ul style="list-style-type: none"> ● Yes ● No 	<p>Of the parents who responded to the poll, 100% say they had accessed the live phonics sessions.</p>
<p>Would you prefer to have live or pre-recorded videos that you could access at any time?</p>	 <p>40%</p> <p>10%</p> <p>50%</p> <ul style="list-style-type: none"> ● Live lessons from Mrs Such ● Pre-recorded by Mrs Such ● Not sure 	<p>At the time of the survey, the majority of parents said that they would prefer live lessons. However, we recognise that 40% of parents were unsure.</p>
<p>Do you have any issues with regards to access to devices in your household?</p>	 <p>90%</p> <p>10%</p> <ul style="list-style-type: none"> ● Yes ● No 	<p>We have contacted parents who indicated that they had difficulties with the devices in their household and offered them another device.</p>
<p>Are you happy with the volume of work provided?</p>	 <p>100%</p> <ul style="list-style-type: none"> ● Yes ● No 	<p>100% of parents were happy with the amount of work that was being provided.</p>
<p>What do you think is working well with our remote learning?</p>	<p>There are a number of elements that parents feel are particularly successful regarding our current provision:</p> <ul style="list-style-type: none"> ● My child enjoys seeing her teachers and her friends. ● The phonics sessions 	



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	<ul style="list-style-type: none">• Clear plans for each day with mixed use of resources.• Uploading a weekly plan with activities that we can do with our child over the week at times that suit us, is really helpful. It is great to have the flexibility to do more on some days and less on others and to pick and choose activities to fit in with the time we have available on each day.• The online sessions are working really well and very useful for parents to understand exactly how Mrs Such teaches phonics so that we can make sure we are doing the same things at home.• The phonics sessions are brilliant as they also give parents tips on how to continue using the same method. Also providing the children the chance to see their friends faces etc.• Short structured learning from Mrs Such and an opportunity for children to see their friends. Mixture of having• The live sessions so the children can see each other and the teachers.• The live phonics lessons are great as it provides some structure. Mrs Such is doing a great job with plenty of activities for the children at home.• Good amount of work set and the fact that we can ask for a weekly printed pack as well.
How could we improve our remote learning provision?	<ul style="list-style-type: none">• I can't think of anything.• We are happy with the learning provided.• Perhaps each of the phonics sessions could have an interactive activity.• We think you are all doing a great job under the circumstances.• For the children who are in school part-time could they bring their work home with them so we know where they are up to?• Would giving parents/carers the list of missions for the week give extra ideas for 'play' activities for the children at home?• Maybe having a break-down of what the school day normally looks like would be useful. I imagine there is far less structured learning and more play than people think. It might help alleviate worries about how much their child is doing/learning in a day.• It would really help to have a weekly structure of what we are supposed to achieve each day- its slightly disjointed with the amount of sheets uploaded to Tapestry, trying to work out what we're supposed to be doing etc.• More feedback on the work that has been completed. Although, we appreciate that this is difficult and creates even more work for the teacher.
Any other comments?	<ul style="list-style-type: none">• We think everyone is doing a brilliant job in such difficult times. We really appreciate it, thanks so much.• We'd like to say a huge thank you to Mrs Such for all her hard work in uploading all the plans and materials, taking the time to read and comment on each observation, and running the online sessions. A huge thanks to everyone else involved too- Miss Spearing and Mrs Bojtler (both of whom **** loves to catch a glimpse of on screen during the online sessions), the staff in the office who have been sending out all the links for the online sessions, and anyone else who we may not have realised has been involved. We know everybody's workloads will have increased so much due to this situation, but we think Gayton's F2 provision is fantastic and we really appreciate all you are all doing!



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- Thank you for all the hard work the staff are putting in to deliver home learning. I think you are doing a brilliant job.
- Just well done and thank you to F2 for doing a wonderful job through such a hard time.
- Thank you!

Feedback from school:

Based on the comments from the remote learning survey we have implemented the following things:

- Mrs Such has increased the number of phonics sessions in a week to one per day. This was based on the fact that parents were finding them useful and we have noticed that the vast majority (if not all) children are able to engage and join in with these sessions at home in the school day. Each sessions PowerPoint are also uploaded to Tapestry if needed. If for any reason a session cannot be online, a recorded version is sent out.
- We have increased story time to three times a week as well to provide another opportunity for children to see each other and for the children to show some of the things they have been doing that day/ week. We really feel that this helps the children to feel more connected to each other.
- On the weekly overview sheet, the missions the children would have been doing in school, are now shown with the rocket symbol. These are completed independently. Also on the overview sheet, the title of the sheets required are now being indicated in the relevant learning areas. And on the sheets, the session they relate to is now also being shown.
- On a daily basis, Literacy and Numeracy tasks are provided, with the relevant sheets for those tasks.
- Worksheets are available in different formats, so parents can access the work in a way that works for individuals. Although it can look like a lot of work being uploaded, the titles for the duplicated pieces will be the same.
- Feedback is given on each piece of work submitted to Tapestry, with more detailed responses given when certain queries have occurred.

A breakdown of the school day for F2 is shown below:

Registration

Fine motor control- writing name/ Letterjoin

Guided reading

Phonics session

Playtime/ Snack

Literacy/ missions/ continuous provision

Dinnertime

Registration

Maths- White Rose

Missions/ Continuous Provision/ Gross motor skills (Friday)/ Understanding the World (Wednesday)

Playtime

Story time/ Sharing successes of the day/ PSE