



Parent Voice on Remote Learning pre Dual Learning Offer 4/1/2020

When we were all aware we needed to commence Remote Learning on 5/1/2021, we ascertained how accessible Remote Learning models might be to parents in term of use of technology. We offered the opportunity for our parents to provide feedback on their worries and wishes.

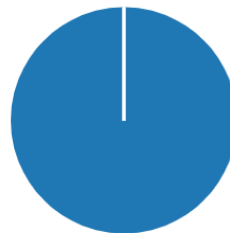
Parent remote learning access questionnaire – sent 4/1/2021 Forms

The feedback from 31 responses

2. Our home has Wi-Fi

[More Details](#)

● Yes	31
● No	0



3. Our Wi-Fi enables access to live stream, pre recorded content, online activities and online resources

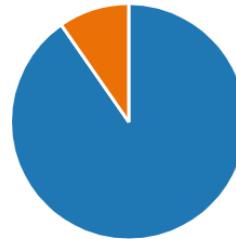
[More Details](#)

● Yes	30
● Yes- inconsistently	1
● No	0



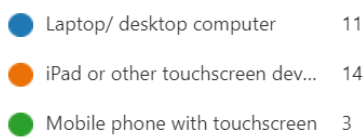
4. I have a device which my child can use between 9.00 and 15.15 to access remote learning

[More Details](#)



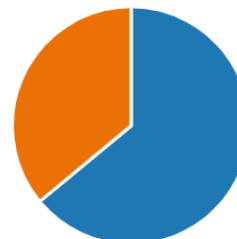
5. The main available device is (indicate best available to child e.g. laptop over a smartphone)

[More Details](#)



6. I am able to print at home

[More Details](#)



School response	
Area	Comment/ action
Wi-Fi	The family with intermittent Wi-Fi attended school from the start of dual learning
Device	The three families without a device attended school from the start of dual learning; Those without a suitable device (at least a tablet or laptop) attended school under criteria.
Printing	There was no printing essential- all online activities were live teaching or assigned online activities. Printing was optional to be able to fully engage in the directed learning opportunities. The school delivered packs containing laminated practice sheets, whiteboards, whiteboard pen and exercise book.

Worries

Theme	You said	We did
Parent role	<ul style="list-style-type: none"> Do i have to stay with her the whole day while learning? Its ok with me to stay with her as long as its alright with you seeing me as well doing some work. 	consistent timetable and routine in and out of school as this supports children and working families

	<ul style="list-style-type: none"> • Someone need to assist as we both parent need to at work ,mans rely on child care • (3) parents have to spend considerable amount of time to help with the learning • Having to work alongside childs learning, which means she wouldn't be able to receive our full attention. I have also had to be deployed in my job in previous lockdowns depending on where the covid needs were at the time. • we currently only have 1 laptop in the house, ***'s sister is currently using for her college work for her remote learning. Also if *** will maintain his learning at home. 	<p>supporting parents by high level of input live- providing whole cohort and smaller group sessions</p> <p>supporting parents with a regular structure</p> <p>supporting parents by 'dip in' approach (resources uploaded on Teams and Tapestry)</p> <p>using Teams which children could use themselves once used to it</p>
<p>Children's attention</p>	<ul style="list-style-type: none"> • Keeping their attention on learning • Attention span (of Adult) • My daughter not having the ability to focus for a long period online. Im worried that she will fall behind. • Focusing is more difficult, as there may be more distractions at home. • If my child gets bored and loose interest • My biggest worry is child's attention span during remote learning. • That he will be bored and don't want to set for 8 hours on laptop • (1) Lack of focus for long hours at home, • Keeping ***'s Focus throughout whilst working myself • She won't stay focused enough • Trying to encourage *** to focus and not disturb *** • *** doesn't get on with it. • That child be focus • He will not focus and may start using his ipad for other purposes • That *** is going to struggle to focus on calls videos for longer than a few minutes • Keeping ***'s focus for such long on a tablet and keeping her looking at a screen for long time. 	<p>continuing input, contact and interaction due to age/needs (educational and personal) and to ensure progression in phonics, reading, writing, maths and PSE</p> <p>sessions timed for attention span- 2-30 minutes, then break or another activity</p> <p>range of activities- live and/or dip in / click link activities</p> <p>sessions included singing, movement</p>
<p>Learning progression</p>	<ul style="list-style-type: none"> • That *** won't be able to grasp new concepts as she will not have teacher guidance • It will not be the same as be in the school class section and it will impact the kids • the language communications • There is no face to face interaction/ socialisation/ communication between kids 	<p>enabling personalisation for children through targeted intervention group sessions and follow up activities</p> <p>continuing the EYFS curriculum for all children</p> <p>continuing input, contact and interaction due to age/needs</p>

	<p>which we think is essential and needs to be develop at their age.</p> <ul style="list-style-type: none"> Lack of social interaction 	<p>(educational and personal) and to ensure progression in phonics, reading, writing, maths and PSE</p> <p>supporting parents by high level of input live- providing whole cohort and smaller group sessions</p> <p>provided PSE sessions and Friday Fun for interaction</p>
Other	<ul style="list-style-type: none"> Nothing. This helps in keeping the kids safe and families safe (2) missing her teachers and her class mates if the remote learning continues for long time, Structurally. Nothing. Happy and feeling safe - looking at the current situation of growing cases in Reading in this pandemic. Screen Time 	<p>provided PSE sessions and Friday Fun for interaction</p> <p>daily whole cohort and group sessions for interactions</p> <p>swapping teachers around so all keep contact with children</p>

Wishes

Theme	You said	We did
Session types- duration/ frequency/ timing	<ul style="list-style-type: none"> Short and frequent sessions a clear agenda and the need for the parents In the evening between 6-8pm where I can assist my child 	<p>supporting parents by high level of input live- providing whole cohort and smaller group sessions</p> <p>sessions timed for attention span- 2-30 minutes, then break or another activity</p> <p>range of activities- live and/or dip in / click link activities</p>
Session types- interaction	<ul style="list-style-type: none"> To have as many 1-1 mini sessions as possible, as opposed to larger calls Things go well with no need to rush back to keep us safe. And it doesn't hold him back. I don't want *** to lose his spark for learning. That *** gets the best out of it with all the support and care she needs. Recorded classes with 'assessments' to confirm understanding and a short daily check-in with a teacher She could have some. Time sharing with her peers online too. Keep learning the desired pace and keep in touch with teachers and friends To help *** be confident interacting with others ready for classroom learning 	<p>supporting parents by high level of input live- providing whole cohort and smaller group sessions</p> <p>weekly one to one calls with parent and child</p> <p>enabling personalisation for children through targeted intervention group sessions and follow up activities</p> <p>bespoke responses on Tapestry</p> <p>bespoke activities on Tapestry, in response to chats with families</p>

Remote learning programme	<ul style="list-style-type: none"> • Remote learning is good and will keep the kids & families safe. • Interactive learning. • If somehow they can be engaged through the sessions to keep their concentration level high. As we are both working from home, it will be difficult to manage his online learning with too much supervision • Would be more interesting for the kids to keep them participating on every activities. • For it to be Engaging enough that *** can be left for blocks of time without my close intervention • Encourage remote learning until the pandemic is reduced or the growing number of cases reduce. This will keep kids and family safe in these unprecedented times. Atleast, attending school in person should be optional and should be parents choice • That it will be class room sections using Zoom or teams • That it inspires a child genius to cure coronavirus and engenders world peace 	
	<ul style="list-style-type: none"> • *** get some one to one time with his teacher • Avoided or limited to a maximum of 1 or 2 weeks if attending school is considered safe for kids and school staff. Thank you! • Wishing that everything will go smoothly. 	weekly one to one calls with parent and child
Accessibility	<ul style="list-style-type: none"> • Be patient, as we have not good WiFi connection due to not high speeds 	range of activities- live and/or dip in / click link activities