

# Paper Copy Recipients

- Sample Student (Year 1, Samples)



**Sheerhatch Primary School**  
Willington Road  
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22 February 2021

Sample Parent

Sample Student (Year 1, Samples)

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## Remote Learning Questionnaire

Dear Parents/Carers,

I would like to extend a huge thank you to all those of you who took the time to respond to the questionnaire that was sent out before half term. We had a 73% response which is excellent, and included a significant amount of comments, which have all been read in detail and shared with staff and governors.

You will see from the attached report that there was a large majority in agreement with the statements in all areas and the overwhelming amount of support and kind words is hugely appreciated, however, there is obviously always room for improvement and your suggestions have all been considered, particularly where they represent a consensus of opinion from a number of people. We intend to follow up with this, regardless of the wider return to school on 8th March, details of which will become clearer over the next few days.

Live lessons and interactive sessions are clearly much appreciated for a variety of reasons. We are gradually increasing these opportunities where it is practical to do so. We understand that the offer of live lessons is different in other schools, some offering more and some offering less than we do, but it is important to understand that every school has different circumstances to bear in mind, so comparisons are not always useful. Live lessons need to be conducted away from the classroom to avoid audio feedback, so this needs to be balanced with the need for the teachers to be in the classroom. Some children find the live sessions challenging and at times overwhelming. Many families have 2 or more children who may need to be on line, so we have tried to avoid clashes. We are doing our best to strike a balance.

Pre-recorded lessons (such as those provided by Oak National Academy) have received mixed reviews, some children seem to really enjoy them and others find them difficult to engage with. This platform has been set up by the government as a highly recommended resource and the quality of the lessons is, on the whole, very high and the lesson format meets a number of objectives that we try to achieve in school, particularly around the recall and retention of knowledge. We have only chosen to use them when the curriculum content matches that which we have planned for and when teachers are happy with the delivery. We have also ensured that there are ways for the children to share their work with their class teacher as a result of engaging with these lessons.

Pre-recorded lessons by our own teachers, using Loom for example, have been well received and we will continue to use such formats when appropriate and continue to try and keep as much variety as possible in terms of content and presentation.

Class Dojo has also received mixed reviews. Generally it works well to share information, assignments and messages, but we are conscious that it can become very busy and confusing at times. With this in mind, we started the process last half term of introducing Google Classroom for Years 5 and 6, which lends itself to more organisation and independence suitable for the older children and the greater

quantity of work for these children. We will be monitoring this carefully and all being well, hope to roll it out into Years 3 and 4 in due course.

We recognise that a number of children have struggled to engage with remote learning for a variety of reasons. Where the questionnaire has highlighted an individual or an issue that we were not already aware of, this information has been passed on to class teachers so that it can be followed up and support and encouragement given in an appropriate way.

A number of parents mentioned that they would appreciate access to more physical reading books, so we will be setting up an opportunity for children to come in to school and select a book or books for home reading if they wish. This will happen as follows:

Reading books will be laid out on a table in the playground from 2.30pm. A member of school staff will supervise children coming onto site to select a book or books. They will need to look and choose before picking up a book. Parents should remain off site and abide by social distancing, wearing a face covering. Each year group will have a separate day as shown below.

	Tuesday	Wednesday	Thursday	Friday
Willington site	Otters	Rabbits	Squirrels	
Cople site	Foxes	Badgers	Woodpeckers	Owls

A minority of parents highlighted that they were not sure of how to access support for their child in terms of their learning, mental-health and well-being or safeguarding. There is information available on the school website with a variety of links to further support in a number of areas. Please click [here for safeguarding](#) , [here for mental health and well-being](#) and [here for special needs and learning difficulties](#).

Please always feel free to contact myself, Mrs Kipling (SENDCo) or your child's classteacher at anytime if you have concerns about your child.

I hope that this is helpful and informative. Bedford Borough are also seeking paretns views on remote learning in a wider context. If you feel able to respond to another (short) questinnaire, please go to [this link](#). Thank you again for your continued support.

Best wishes

Miss H Ryan

Headteacher