

# PINNER

## HIGH SCHOOL

### Distance Learning week 1: Parent feedback

Question	Response (variation by year group)	Comments/Action
How do you feel your child is getting on with live learning?	Really well: 45-60% OK: 35-50% Not good: 1-4%	Considering how big a change Live learning from home during Distance Learning is for all year groups, this is a very positive picture. We continue to iron out issues with live learning to improve the experience for everyone.
Is your child able to approach Distance Learning independently?	Yes- completely: 60-90% Yes- mostly: 10-40% No- need help in every lesson: 0-8%	These results vary by year group, perhaps as expected, with Yr 11 being the most independent. The 'change' is between Years 7&8 and Year 9 and above where parents report very little assistance required.
How much work do you feel your child has?	About right: 70-85% Too much: 12-20% Not enough: 5-8%	The overwhelming majority in each year group feel this is about right. It is the older year groups who report slightly more work.
How long is your child spending on their school work each day?	6+ hours: 10-35% 5-6: 30-65% 4-5: 7-16% 3-4: 4-16% Below 3: 0-14%	The overwhelming majority in all year groups is 5-6 hours. Year 11 are working the most, Year 7 the least. If your child is consistently working beyond 6 hours a day, this is probably too much. They may be doing more than is expected in optional tasks. Less than 3-4 hours a day and they are most likely not completing tasks to the best of their ability.
Can you tell us about the variety of tasks your child has each day?	About right: 64-83% Too much online: 10-26% Not enough online: 5-9%	Distance Learning and live lessons rely on electronic devices, so it is reasonable to say there are too many online activities. However, the overwhelming majority feel this is 'about right'. We look to vary activities, and will continue to do so.

<p>What have been the most successful/least successful activities your child has been set?</p>	<p>A whole range of answers here, showing the diversity of preferences that parents and students have, with some activities and subjects appearing on both lists in equal amounts.</p>	<p>Requests for collaboration between students was a common theme, alongside the understanding that this is challenging to achieve. We will keep working on it. Parents of older students report their children having their own messaging platform open with their friends during the 'independent' activities so they feel less isolated. Some families may wish to consider this.</p>
<p>How would you feel about students having their cameras turned on in lessons?</p>	<p>Yes: 38-62% No: 38-61%</p>	<p>No clear consensus emerged here, with no pattern by Year group. Year 8 parents were split precisely 50/50!</p> <p>We will trial this in some classes, on an optional basis, and report back.</p>
<p>What would help your child get more out of Distance Learning in the weeks ahead?</p>	<p>Interaction featured frequently in this, with comments about cameras featuring. However, the direct question above revealed a split perspective.</p>	<p>We are conscious that maintaining the engagement from students in the weeks ahead will be a challenge. We are planning different events to provide variety and support in these challenging times.</p>
<p>You can see the House Points and 'Star of the lesson' your child is awarded from Distance Learning lessons in the SIMS Parents App. This enables us to contact parents of students who are excelling in their distance learning. Have you checked the SIMS Parent App this week?</p>	<p>Yes: 60-67% No: 32-38%</p>	<p>This response was the most consistent of all questions across year groups. Around two thirds of families accessing the app is good, as we want to ensure we can continue to praise students whilst they are learning at home.</p> <p>We will circulate the instructions on how to access the app if you do not so that the remaining one third can do so too.</p>
<p>Do you know how to navigate the 'comments' section on Google classroom to see</p>	<p>Yes: 47-67% No: 32-52%</p>	<p>Being able to navigate the comments section, or knowing how to see feedback on your child's learning can be helpful, so we will share reminders on how to do this with all families. Not every piece of work uploaded can be</p>

your child's feedback?		commented on, but students can expect a comment from each teacher on their work each week.
We are sending daily emails if your child misses 2 live lessons in a day, designed to keep you informed about how they are engaging with their learning. Is this helpful?	All survey responses bar one said they thought these were useful.	The 'attendance' feature of Google classroom is a new add on, which we are pleased to be able to share with parents. It is labour intensive to turn it into a usable report, so it is good that parents are positive about it. We understand it is difficult to know what your child is doing when they seem to be on their computer all day, so hopefully this helps you monitor it. Sometimes there are very good reasons why a child has not logged on live, but we just want you to know about it which is why we use this feature.
Overall, so far Distance Learning is	Going well: 44-74% Ok: 20-53% Not good: 1-4%	We know that Distance Learning is new, and it requires a significant lifestyle adjustment for everyone at home. Given these difficulties, these are extremely positive figures. We will continue to try to improve this over the coming weeks.
Have you discussed E safety with your child since Distance Learning began?	Yes: 60-77% No: 22-30%	With so many hours spent in front of a screen, it is well worth having this conversation and pleasing to note this has happened in the majority of cases. You can use some of the resources on the school website as a starting point if you would like to. The link is at the end of this document.
Anything else you would like to tell us?	A wide diversity of comments here, some proposing ideas and others dismissing them. One common theme was the length of the day, and concerns about students not taking breaks. Another theme was around children's mental health.	The school day is structured to give a break after every lesson. Hopefully the independent task time allows some flexibility too. The structure of the day itself is something we can address by moving all students back to lessons 1-6 and not 2-7. There were several comments that it meant students could barely go for a walk in daylight. We will make this change from Monday 18 <sup>th</sup> January.  There are some links below which might help start conversations around how your child is feeling at the moment.

Thank you so much to the large numbers of families who have taken the time to send in emails of support over the last week. It is very kind and much appreciated. We share them in the Google Staffroom. Please let us know if there is anything we can do to help you or your family.

E safety link:

<https://www.pinnerhighschool.org/page/?title=Parent+and+student+Information&pid=56>

Some wellbeing links:

<https://youngminds.org.uk/find-help/for-parents/supporting-your-child-during-the-coronavirus-pandemic/>

<https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-anxiety-tips/>

[Home - Kooth](#)

Here is the link to our virtual library:

<https://sites.google.com/pinnerhighschool.org/phslibrary/home>

Stay safe, stay well, and stay learning.

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13.1.2021

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