

Primary Parent Feedback

Home Learning Survey - End of Week 5

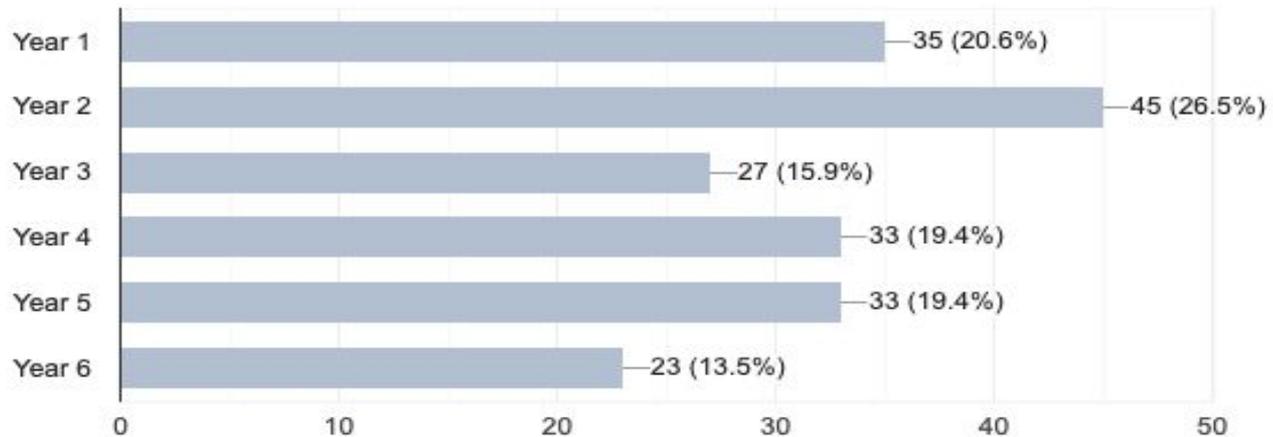
Key Survey Data

Number of people who responded to the survey: 170

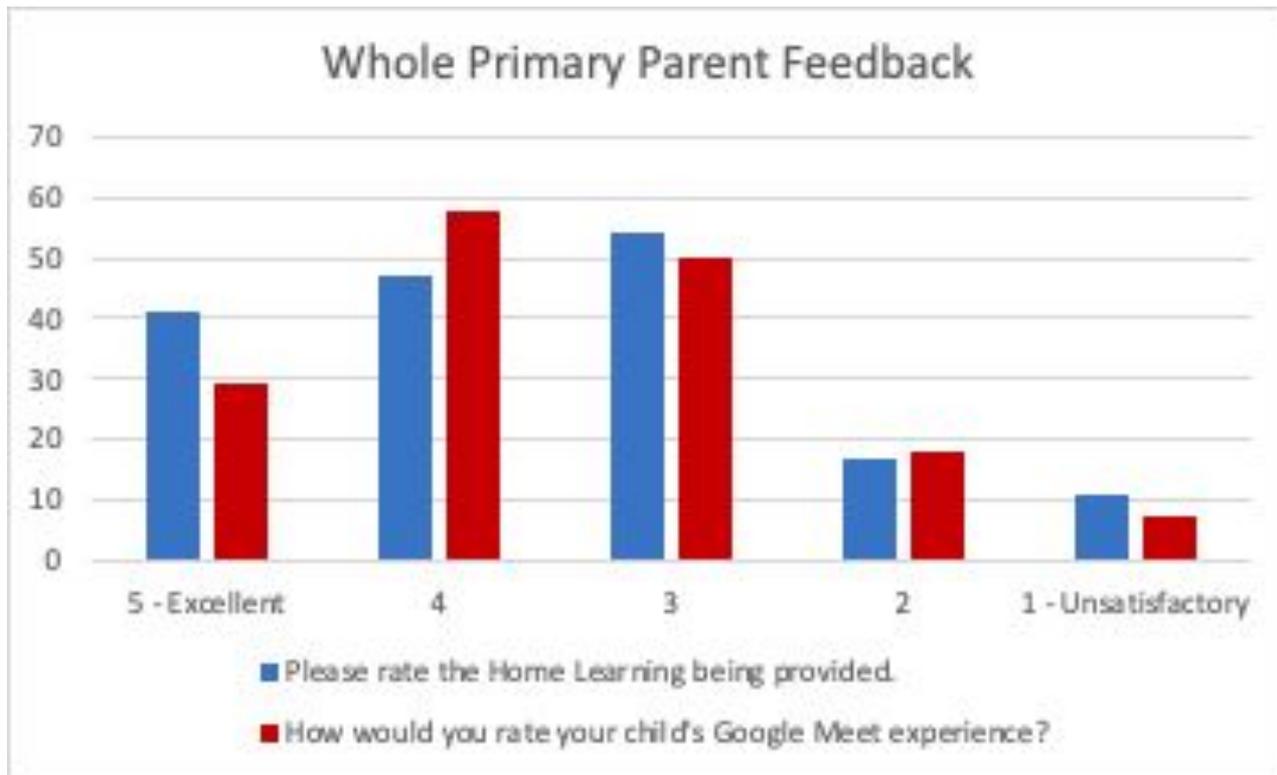
Numbers of responses per year level:

My child's Year Level is

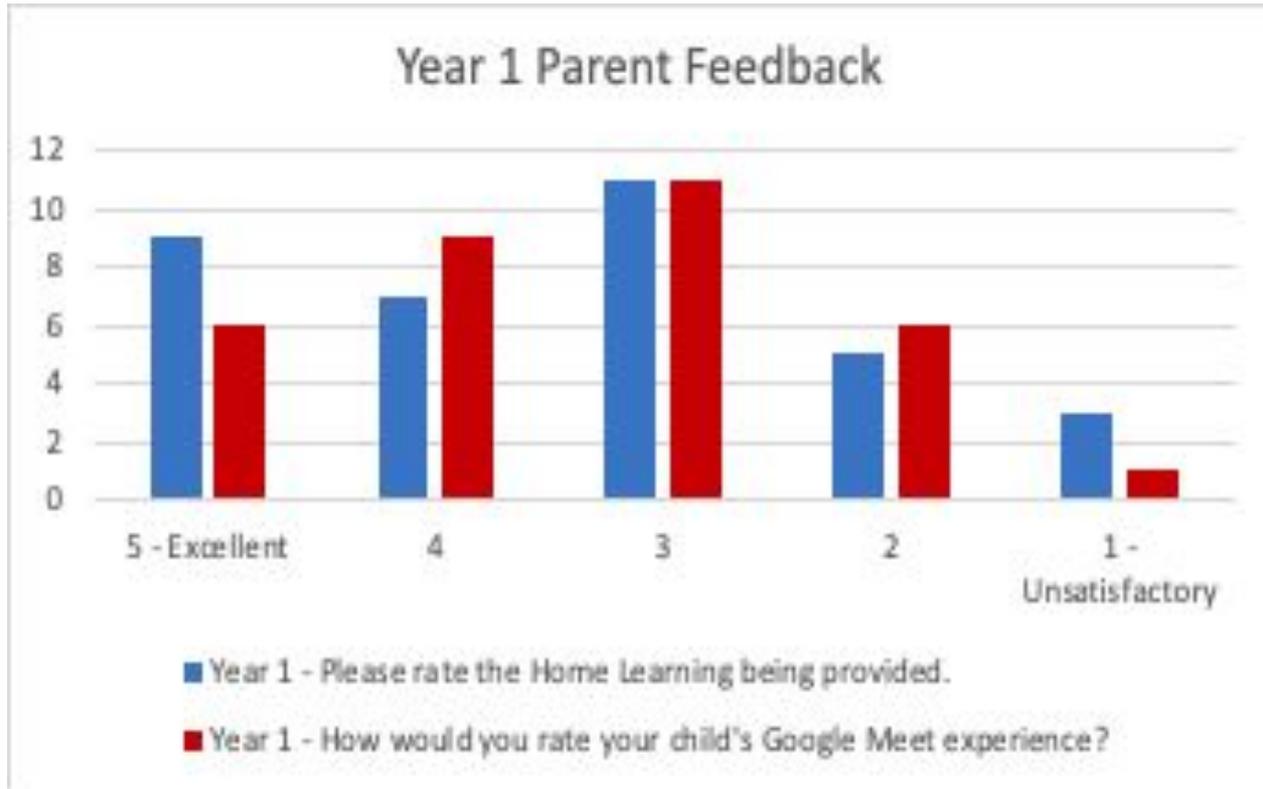
170 responses



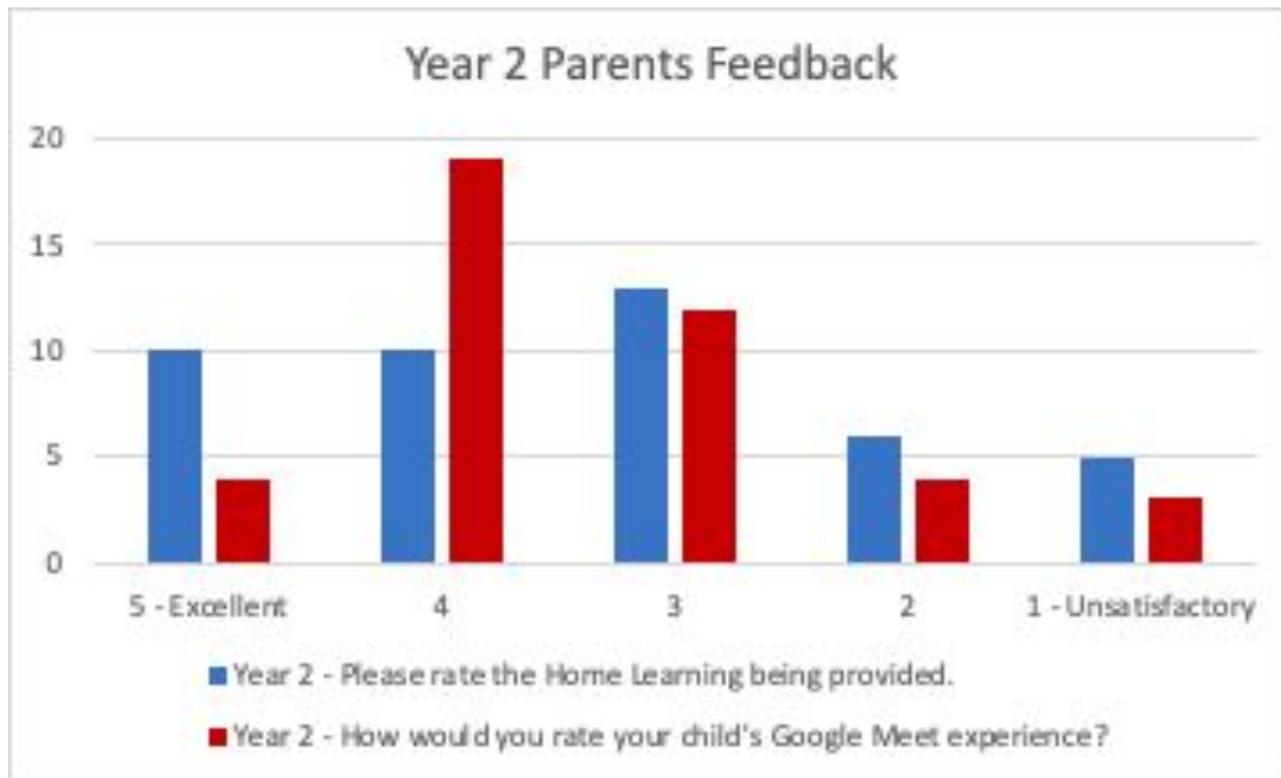
Whole Primary - All Year Levels



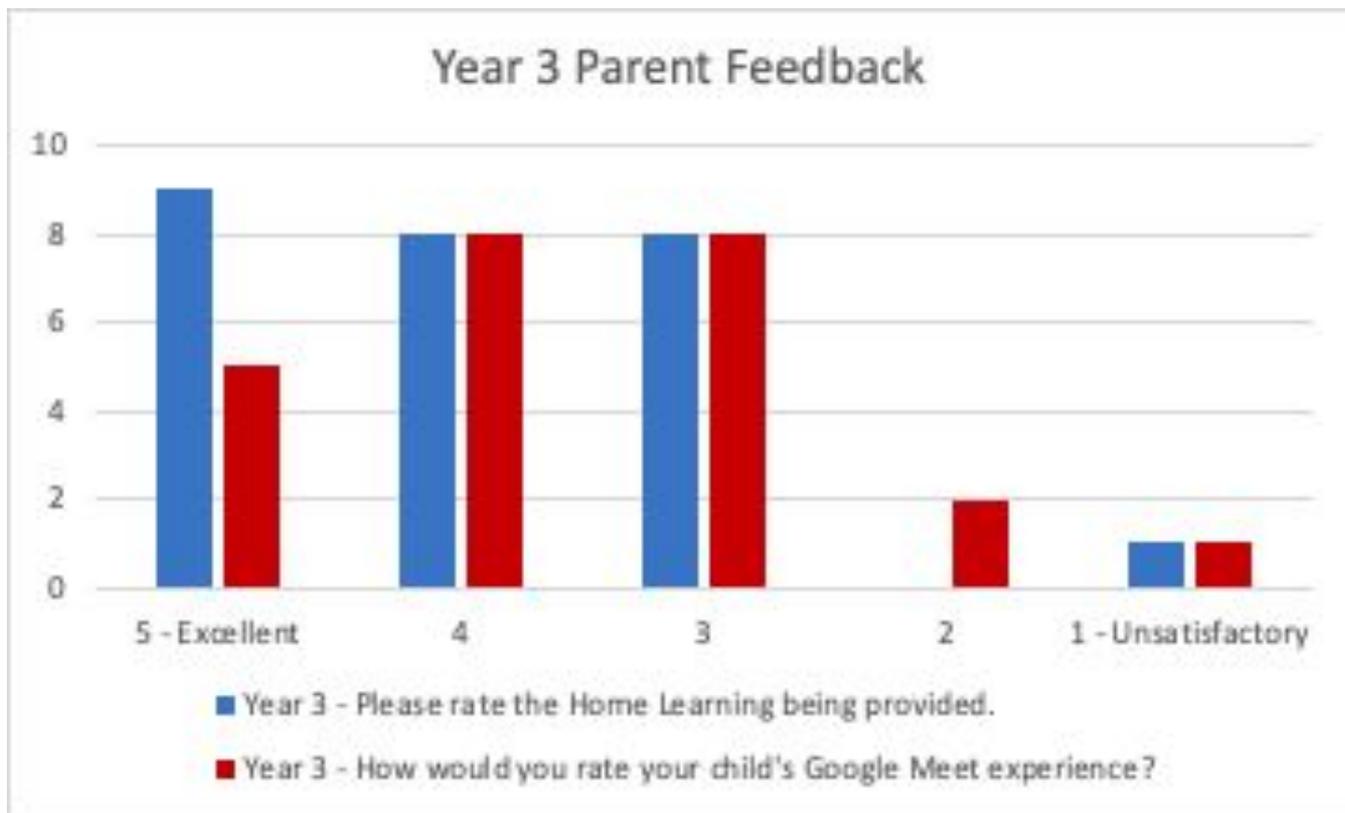
Year 1



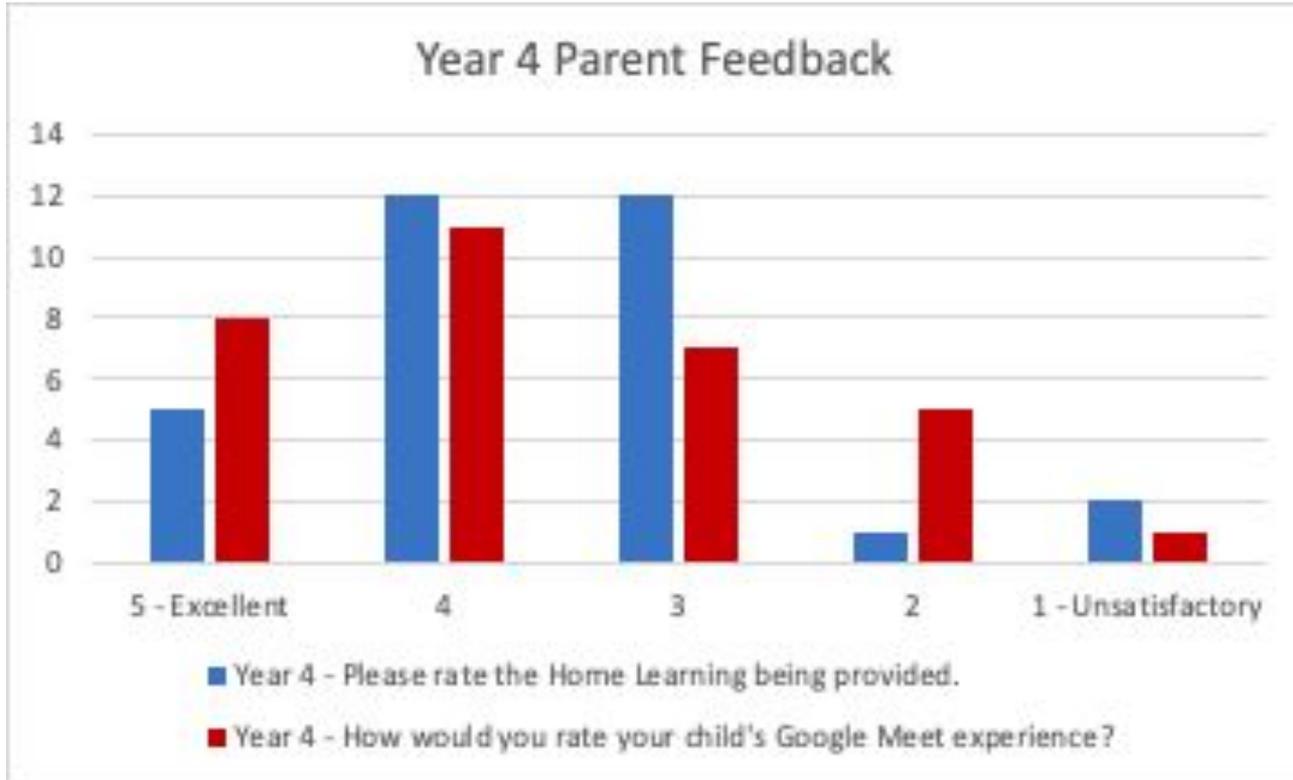
Year 2



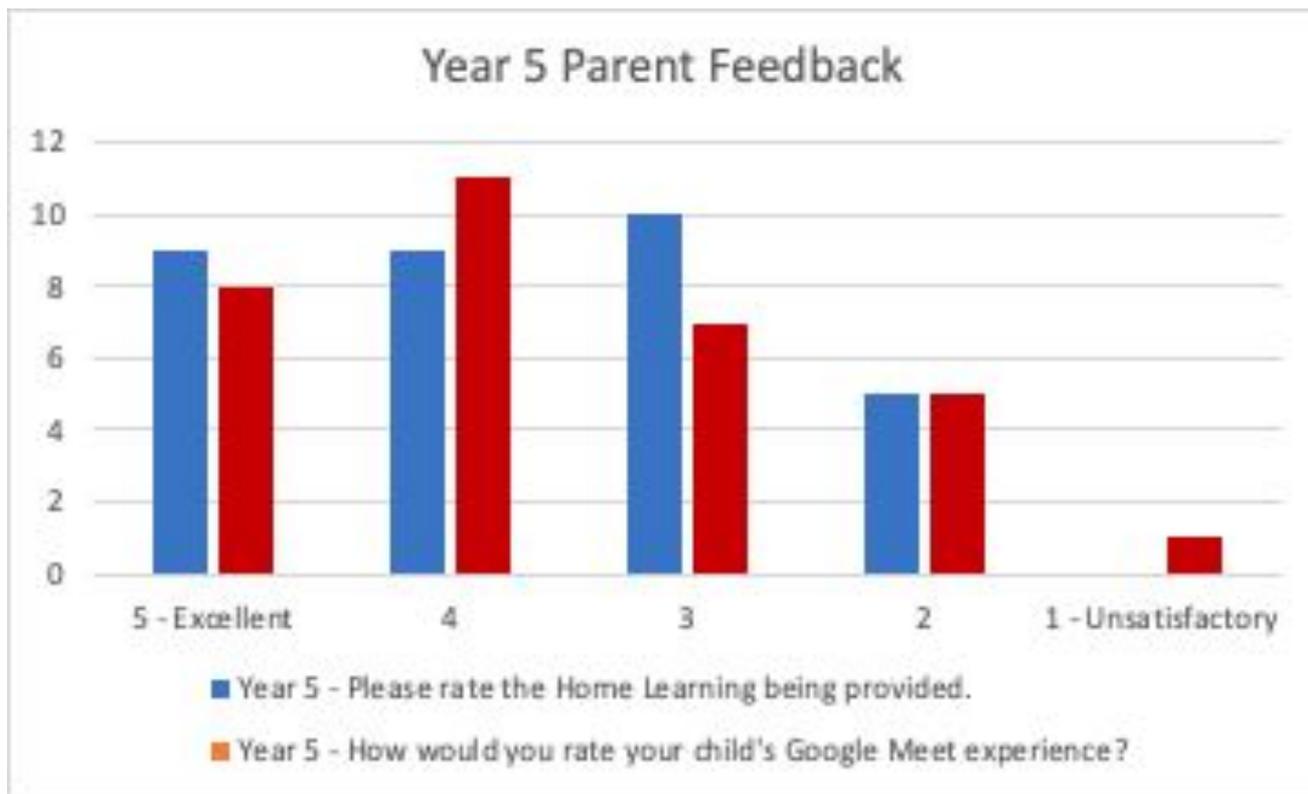
Year 3



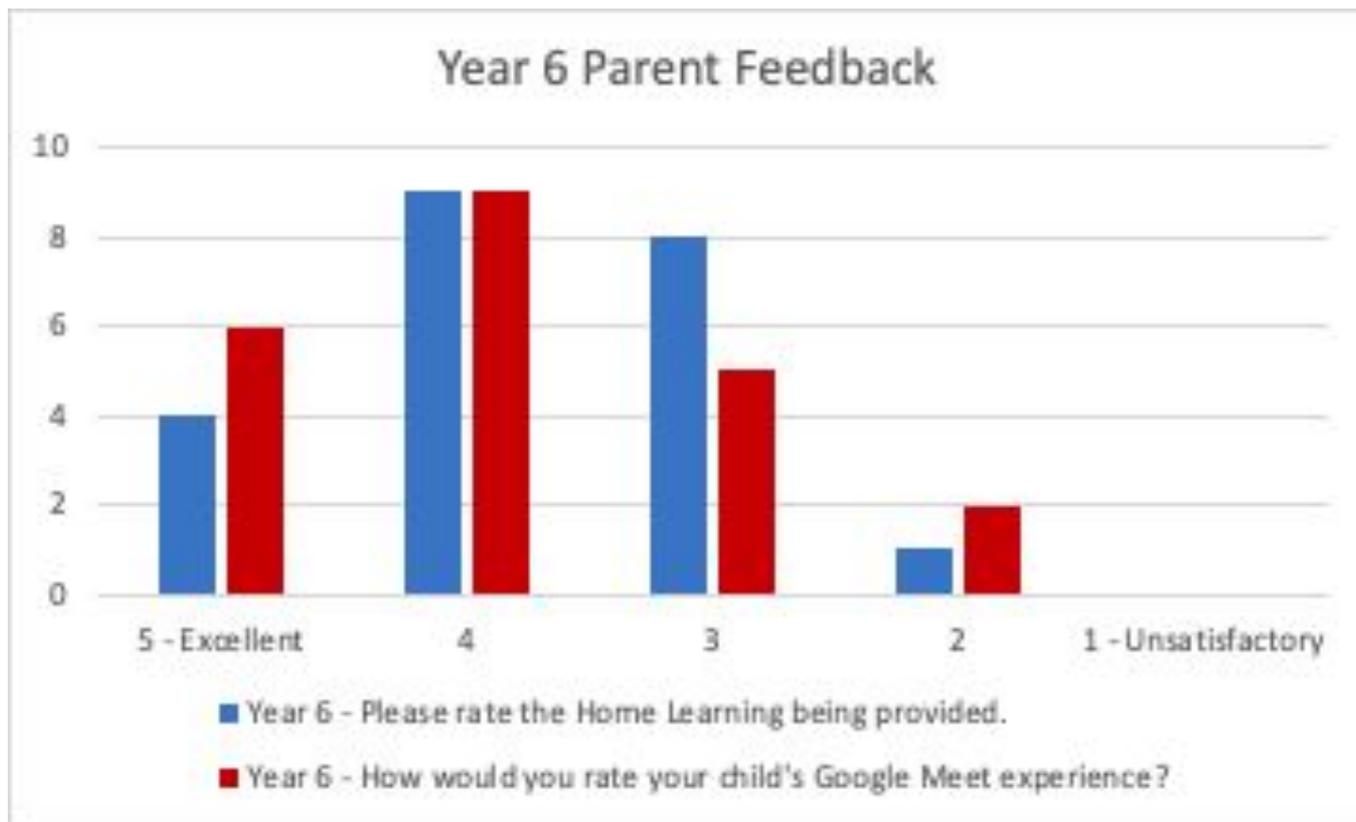
Year 4



Year 5



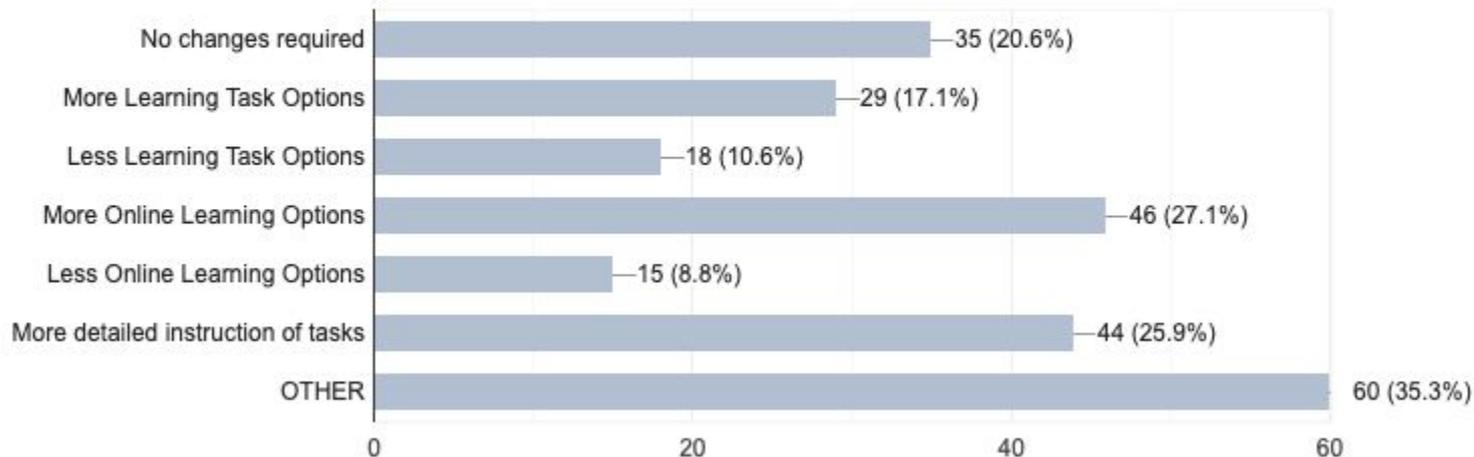
Year 6



Whole Primary

What might strengthen your child's home learning experience?

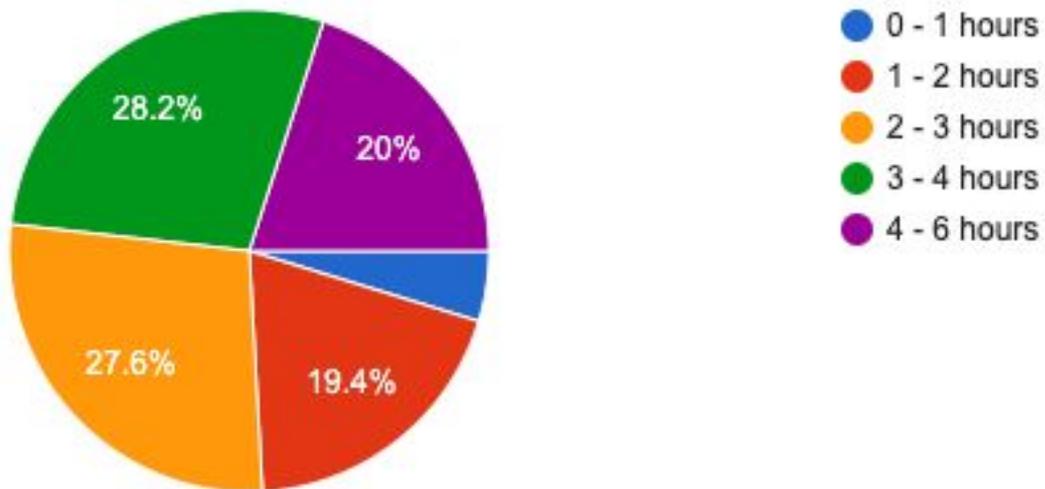
170 responses



Whole Primary

What length of time is achievable for home learning each day?

170 responses



Summary of comment feedback...

As you can see by the previous two slides we have a **wide variety of perspectives** across our school community that provides much for us as a school to consider.

I want to **acknowledge and appreciate everyone's individual perspectives**, and let you know that we are trying our best to meet the needs of the **majority of stakeholders**, and where possible **support those with individual needs/expectations**.

Whilst much of the **feedback is extremely positive**, in the next few slides I have provided an **overview of the top 3 themes** that have been identified in the feedback comment sections.

(Please note that these aspects are ones that have been mentioned at least 30 times within the feedback data.)



Theme One: Feedback on Learning / Progression

Parent Feedback: (Please note, these are not the specific comments, they have been summarized and written into main ideas)

- I need to see how my child is going with their learning, how can I do this?
- More feedback required on student learning.
- How is my students work verified that it is correct?
- Is the school holding students accountable for submission of work?
- Can the teacher tell me that my child is progressing? How?

School Response:

- Over the past two weeks, we have **increased the emphasis** on feedback to students with teachers continuing to carefully consider the learning tasks which are required to be submitted to ensure they can track progression of learning.
- Home Learning Grids have clearly labelled **learning tasks** that we would like **all students to complete** and submit to their teacher.
- **Feedback** will be provided in a range of ways, including written comments, verbal recordings, short videos or annotations on student work, this might also include face to face (Google Meet) conversations with students where required. The way feedback is provided, will depend on the task and type of feedback required.
- If your child is in **Year 1 - 3** you can access your child's feedback in **SEESAW**.
- If your child is in **Year 4 - 6** you can access your child's feedback in **Google Classroom** on their submitted pieces of work and/or using **SEESAW** depending on the submission platform.
- Teachers are **tracking learning tasks** submitted by students to ensure **next steps are considered for each child** and future planning can occur.

Theme Two: More Face To Face Time With Teacher



DISCOVERY
COLLEGE

Parent Feedback: (Please note, these are not the specific comments, they have been summarized and written into main ideas)

For:

- More online face to face time is required to teach students
- Teacher contact for teaching subjects online for each lesson of the day
- Face to face support for small groups and individuals

Against:

- Too much online time already, do not want children online anymore
- The amount of google meets is just right
- My child has all the information they require from the google meet time.

School Response:

- With our current structure, as a school we believe that we have **adequate time online** for students to engage with the teacher, their classmates, and the work at hand.
- **Developmentally**, further face to face online teacher lessons is not something we believe is **appropriate for primary aged students** at this time, however we will continue to reflect and consider options moving forward.
- We have continued to **improve the way the Google Meets** are conducted to ensure that **mini teacher-led lessons** are delivered within them, as well as ensuring there is also an **element of social interaction** which is what many of our students are craving at the moment.
- Another big factor here is that we have students all around the world, in a **variety of time zones**, so the emphasis on **teacher instructional lesson videos** enables all students to access these at any times throughout the day.
- Next week, there will be **additional reading groups offered in the early years**.
- We are currently providing **additional meet times** for students who have **identified additional learning needs**.
- Where **any student**, in any year group, **requires additional support**, we would ask that you reach out to your child's teacher who is available to provide **options for your child**.

Theme Three: Online vs Offline Learning Tasks

Parent Feedback: (Please note, these are not the specific comments, they have been summarized and written into main ideas)

Online Requests:

- More online learning tasks to keep the students engaged for a full day
- Greater access to online teaching

Offline Requests:

- Too much time spent on online activities, need more offline tasks
- Access to technology is difficult, especially when sharing devices
- Students should be engaging in developmentally appropriate screen time

School Response:

- As a school we have tried to deliver a **balanced programme** where online and offline tasks are equally valued across the week. However, we do acknowledge that the instructions for tasks are mostly online and this is challenging to do in any other way.
- As a result of feedback, staff have **carefully considered what balance looks** like this week and will continue to reflect each week on the tasks provided.
- Although we understand that **instructions may need to be given by an adult**, the early years teachers have continued to take into consideration the tasks provided to ensure that **several offline tasks** are available in **Years 1-3**. However, whilst we will continue to make changes, we also acknowledge that this way of learning is not a normal early years experience, which other than being at school is challenging to replicate.

Overall thoughts...

The feedback data is **extremely positive**, and I want to **thank the 170 respondents** for taking the time to complete this survey.

We are thankful for the detailed feedback, and at this time appreciate that every family has their own things that are working well, as well as challenges that they might be faced with.

As I am sure parents can understand by looking at the **variety of opinions in the data** provided, as a school we have a **continued challenge to meet the needs of all families** and the **wide range of expectations** from our parents.

However in saying this, I would like to tell you once again that **we are committed** to make small changes along the way, as a result of feedback, to try and **do the best we possibly can** for all our stakeholders (**students, parents and staff**) at this time.

Chris Barr - Head of Primary